



corresponds to high assessment of conflict free communication between adults within the indicator of interpersonal relations. Teachers were least happy with the material and technological equipment of their schools and pointed out negative effects of “power distance” seen as US and THEM. When the school climate is compared with the same in the past school year it has not substantially changed in any of the indicators.

The development of partnerships can be positively evaluated in basic schools as the CSI recorded improvement by more than 7 %. In this segment there is also the highest share of schools where relations with partners are at the level of good practice.

The number of complaints and suggestions saw a year-on-year increase in basic schools. The total number of complaints was 309 (a growth of 32 %) and these encompassed 698 suggestions (a growth of 47.3 %). The fact that the share of justified complaints decreased slightly and was 31.9 % (in the past school year it accounted for 34.2 %) was a positive phenomenon. Suggestions most frequently fell within the area of communication with parents of pupils, imposed disciplinary measures and evaluations of pupils’ behaviour and their safety. For more detailed data resulting from the analysis of complaints and suggestions see Part B, Table B 19.

V. Support for Pedagogical Staff

The National Programme for the Development of Education in the Czech Republic (White Paper) as well as the 2007 Long-term Policy Objectives defined a long-term strategic goal of “Enhancing Professionalism and Improving Working Conditions of Pedagogical Staff”.

The share of qualified teachers in the schools visited was 81.2 %; 86.8 % according to statistical data. The share of teachers who had taught for less than three years was on average 9.3 %, with the highest share of fresh teachers being in the Olomouc region (14.0 %). Young qualified teachers are more successful than others in creating an environment of open mutual communication and encouraging a higher interest of pupils in education.

The share of teachers at retirement age was on average 3.4 % and the highest share of such teachers was in Prague (7.9 %). The average length of teaching experience was 18.7 years and this indicator displayed the highest value in the Hradec Kralove region (20.4 years).

As in kindergartens, the share of qualified teachers is higher in the group of elderly teachers with longer teaching experience. This group demonstrates, on the one hand, better knowledge and skills relating to SEPs; on the other hand, their ICT knowledge and competence and their use in lessons are not so good.

The wider variety of forms and methods of teaching, organisational motivating activities, the creation of opportunities and support for the development of functional literacy relates more to the higher share of professionally qualified teachers and to the higher level of knowledge and skills of teachers relating to SEPs than to other monitored parameters. Positive effects of these professional qualities can mostly be seen in more frequent use of comprehensive and acti-