



The opinions of teachers are also supported by findings resulting from observations of all the subjects taught with the exception of ICT. The degree to which ICT was used by a teacher directly in the process of teaching was monitored. The data broken down according to the teaching practice (less than 3 years, 3-15 years, more than 15 years) do not differ. The situation in SSs schools is slightly more favourable than in BSs.

Table 26

Utilisation of ICT in monitored lessons – all teachers (data in %)

The degree of utilisation	BSs	SSs
ICT was not used	80.1	71.9
simple presentation of the lesson without interactive involvement of pupils	11.1	13.9
use of special SW without any interaction	1.7	6.1
use of special SW with partial interaction	6.8	–
use of special SW with full interaction	0.3	8.1

**Areas selected for improvement:**

- to finance renovation of HW, SW either directly from the state budget or through other funding sources (for example ESF projects while providing support to small schools to be able to administer their projects)
- to provide guidance to teachers oriented towards effective use of ICT in lessons
- to provide ICT guidance to school managements – head teachers and other school staff

## B.5

### Enhancing Professionalism and the Social Status of Teachers

When evaluating the area of human resources in schools in its evaluations the CSI has to respect the Education Act and the Act on Pedagogical Staff as well as conceptual documents. The CSI also makes use of findings arising from multi-criteria evaluations of schools and results stemming from the evaluation of the school ethos and public-legal audits. Inspection evaluations of the situation in staffing of schools are based on the assumption that a good teacher and cooperating pedagogical staff are key for quality education and that the individual appraisal of teachers is mainly the responsibility of the head teacher.

The CSI monitors prerequisites relating to staffing and the development of teachers in three groups: school managers, teachers who have been teaching less than three years and teachers having professional specialisation as stipulated in Government Regulation No. 75/2005 Coll. (manager, education advisor, ICT specialist providing the relevant guidance, class teacher). Further jobs (hereinafter referred to as “teachers with professional specialisation”) are partly defined in the Education Act and partly in Decree No. 317/2005 Coll. on the further education of teachers, the accreditation commission and the career system of teachers, as amended (for example a coordinator of the SEP, a teacher responsible for prevention of socio-pathological phenomena, a specialist in environmental education, instruction and culture). The CSI also evaluates systems of the further education of teachers according to the needs of schools. Comparisons and official statistical records as well as findings resulting from class observations, interviews with teachers and head teachers are all used for summary evaluations.

