



B.5.1

School Management

The CSI monitors how head teachers meet demanding tasks arising from their office under the provisions of 164 to 167 of the Education Act, their qualification prerequisites under Section 5 of the Act on Pedagogical Staff. Head teachers are obliged pursuant to the Act on Pedagogical Staff to attend specialised training courses in school management. The share of head teachers who have satisfied this requirement is very high at all levels of education – 95 % of head teachers in kindergartens, 97.1 % in BSs and 98.9 % in SSs. From 2006 to 2009 the proportion of qualified head teachers rose in all segments of the education system – by 5.3 % in kindergartens, by 3 % in BSs and by 15.9 % in SSs.

Head teachers of Czech schools are absolutely independent in all areas of their decision-making. But this approach is highly demanding and entails a need for permanent personal development, mainly in those areas of management for which they had not been prepared when they used to work as teachers. Head teachers have improved strategic and economic management and have become familiar with fundamental systems of quality management of pedagogical processes. Filed complaints about schools demonstrate the need for education in soft skills, for example resistance against corruption or improving communication with parents and the community.

A further burden for management is represented by new tasks arising from curricular reform and the preparation of school staff for individual steps in this reform. Schools are lacking conceptual and strategic directions as regards innovations in education content as well as targeted support for the modernisation of school equipment in compliance with the requirements of the aforementioned reform. Teachers do not possess enough information on contemporary methods and forms of teaching and on the results of pedagogical research covering this area.

The CSI found that at all levels of education head teachers are not changed very often. Founders have so far used only very rarely a new competence stipulated by the Education Act in its Section 12 (5), which makes it possible to evaluate activities of schools according to criteria which are published in advance. The CSI recorded several examples of good practice of a systemic evaluation of schools in the Liberec, Karlovy Vary, Hradec Kralove and Moravia-Silesian Regions. Their know-how can be used for the overall enhancement of systems to be used by founders for the external evaluations of schools.

The Table 27 includes a comparison of achieved levels of selected managerial activities carried out by head teachers in kindergartens, as well as in basic and secondary schools according to the results gathered through the institutional evaluation of schools by the CSI.

Table 27

Evaluation of the level of managerial activities of head teachers

Monitored evaluation indicators	Frequency of achieving required situation (%)		
	KGs	BSs	SSs
Creation and implementation of the SEP / innovation of the education content	62.1	59.3	82.2
Strategy and planning	81.0	78.9	80.3
Meeting duties of a head teacher in accordance with the Education Act	80.0	81.8	81.6
Creating preconditions with respect to appropriate staffing for implementing the SEP, including risk assessment	66.6	81.2	78.9
Leading teachers to be able to support the development of children's/pupils' personality	82.9	90.2	86.6
Introduction of the system for evaluation of children/pupils in the course of education	76.2	78.6	62.0
Management of partnership relations of a school	90.2	94.5	88.7

