



A number of head teachers (7–10%) would welcome stronger support from and better cooperation with school founders and other partners, in particular in terms of improving material and technical conditions, or better support with the modernisation and necessary renewal of school equipment. Approximately 9% of teachers in BSs and kindergartens identified themselves with this opinion and in secondary schools the same opinion was expressed by as many as 23.4% of teachers.

Areas of Managerial Work to Be Improved

In all schools, to improve the quality of SEPs already drawn up in conformity with the requirements of the FEP, to draw up school strategies on how better to meet the aims of the SEP.

To support the preparation of teachers more intensively and to provide more opportunities for teachers' participation in further education in the area of drawing up the SEP and of its implementation in schools.

To involve Pedagogical Boards and self-governing bodies of schools more in school management and school self-evaluation.

To introduce, and apply in school self-evaluation, ongoing evaluations of children and pupils directly in class teaching, primarily in secondary schools.

B.5.2

Teachers

The CSI found that the support for enhancing the qualifications of teachers was lower than the support of head teachers in this area. From 2006 to 2009 the qualifications of kindergarten teachers were almost at the same, unchanged level, which means 91%, qualifications improved by 3.4% in BSs, i.e. it reached the level of 86.2%, and qualifications of secondary school teachers improved by 3.1% to 84.1%. The proportion of teachers specialised in certain areas saw a decline by 2.4% in kindergartens when the period from 2006 to 2009 is taken into account. On the other hand, this share dramatically increased by 23.3% in BSs and SSs also saw an upward trend by 15.4%. Support of kindergarten teachers for acquiring specific skills necessary for curricula reform was not systematic and it was provided only by some regions or informally by kindergartens among themselves through exchanges of information. The proportion of teachers who had been teaching less than three years increased from 2006 to 2009 in all the education system segments: 7.3% in kindergartens, by 5.9% in BSs and by 7.0% in SSs. The youngest members of pedagogical staff are predominantly teachers of the Czech language or ICT.

In order to evaluate the progress made by teachers in their professional development the CSI observes their work directly in classes and in following standardised interviews, where inspectors try to find their attitudes and opinions on selected issues and in relation to the social climate of the given school.

Teachers of all education levels have problems distinguishing the needs of gifted children and pupils; schools only indicate their presence but are not able to tell what they have done for them and in what activities such pupils should be involved. Principles of support for gifted pupils are missing in SEPs of all education levels.

Schools, especially SSs, display low support for pupils with SEN, as teachers still focus rather on direct support, omitting the prevention of individual failures on the part of such pupils.

Teachers are lacking competences for pedagogical diagnosis, and more effective feedback between teachers and pupils is missing as well. Teachers cope with the requirement of integration only with difficulty, as they do not possess appropriate information on practical activities focused on maximum individual integration of pupils with SEN in the educational mainstream. The development of new types of supportive structures is lagging behind the needs brought about by practice. It is mainly secondary education