



where progress of students is not evaluated regularly and on an ongoing basis, students are not oriented towards success and are not able to learn from their own mistakes.

Pedagogical Boards are working only very formally and although their competencies have been changed by the Education Act, their work in schools has not yet been adapted to the new situation. Boards do not deal with such issues as how the aims encompassed in the SEP are met, they do not tackle the effectiveness of support provided to pupils and evaluation of group or individual support is minimal. Teachers do not realise that only this joint professional body of a school should be actively involved in self-evaluation.

Table 28

#### Analysis of potential risks and opportunities for improving the level of activities carried out by teachers

Monitored evaluation indicators	Frequency of occurrence of potential risks (%)		
	KGs	BSs	SSs
Use of qualifications prerequisites to achieve required level of teaching	16.8	9.4	10.6
Teachers' support for development of the personality of children/pupils	8.6	4.9	6.7
Evaluation of children/pupils in the course of education	11.9	10.7	19.1
Respect for individual needs of children/pupils	10.7	5.2	10.1
Support of exceptionally gifted children/pupils	68.4	78.3	73.8
Support of children/pupils with SEN	7.3	43.1	62.7
Connivance with occurrence of manifestations of unacceptable (aggressive) behaviour	5.6	7.7	5.2
Creative use of conditions existing in education	7.8	9.9	16.5
Accommodating the acceptance of new ideas, wide-range of what is on offer in education	18.3	13.8	18.7
Creative application of organisational forms and methods of education	20.3	12.8	18.4
Use of a diagnostic function of evaluations– feedback between teacher and child/pupil	20.4	25.0	32.2
Regular evaluation of progress, orientation towards success, work with mistakes made by children/pupils	10.1	23.9	39.3

### B.5.3

#### Further Education of Teachers in Kindergartens, Basic Schools and Secondary Schools

The Act on Pedagogical Staff newly stipulates qualifications prerequisites for teachers in some groups and it also defines new categories of teachers, in particular with regard to the needs of inclusive education. These new provisions are gradually being reflected in the programmes of some higher school education. The newly conceived system of education places high demands not only on school managements but also on every teacher at each level of education.

In addition, the Act stipulated a transitional period providing teachers with an opportunity to complete their qualifications by 2009 or according to the principle of recognising non-formal education, the number of years of teaching is taken into account with regard to older teachers. Due to the high average age of Czech teachers this opportunity is taken by a number of older teachers.

It is also clear in practice that the Act, if individual segments are considered, limits the effectiveness of organising qualified teaching at the primary and lower secondary levels of basic schools. The removal of such barriers is being considered now so that it will be possible to use specialised teachers at both levels of BSs or teachers specialised for SSs both at primary and lower secondary levels.

