



The provision of the further education of teachers for extending qualifications or for acquiring new competences in relation to the aims of curricular reform has neither changed with respect to the content nor to its scope.

In order to proceed successfully with curricular reform the National Institute for Further Education prepared the provision of the absolute minimum training for rapid re-qualification of head teachers, SEP coordinators, school-leaving examination commissioners and some other specialisations for supporting new changes. A sufficient system of support has not been prepared for the essential transformation changes. There is also a very urgent need to finish career growth rules and motivation tools for the professional development of teachers.

The involvement of regions in the further education of teachers is very important. All regions are involved very actively and support mainly regional schools but also some basic schools. The support of kindergarten teachers remains a problem as it is especially founders who take care of them or kindergartens establish informal networks of cooperation.

Active involvement in school networking plays a very important role. Schools can be involved in associations and societies of schools of the same type or they can establish informal associations for specific areas. This very dynamic element of the development of teachers is not, with some exceptions, efficiently used at or supported by the central level. Demand from teachers to participate in such initiatives several times exceeds supply and capacity as they are available now.

There is also a lack of technical literature and guidelines concerning curricular reform and only limited access to the outputs of international and national projects focusing on pedagogical research. However, such outputs are, as a rule, available to teachers in other countries. It is necessary to support the creation of new theories of education as a basis for changes in the system and to involve experienced teachers in publication activities.

There is only very insufficient provision of literature about pedagogical process management, about theories and alternative models of education aimed at the needs of pupils' development which could encourage and inspire teachers so that the ambitions of the Education Act and the FEP at all levels of education are met. There is a lack of information on the transformation of the content of education or how to work with the FEP and SEP and new textbooks oriented to the development of key competences are lacking.

The level of ICT equipment is very low and thus there are not many opportunities to use ICT in direct teaching at all levels of education.

A number of teachers had experience with aggressive behaviour of pupils or their parents – 14% of kindergarten teachers, 17% of basic school teachers and 12% of secondary school teachers. Every teacher needs competences, techniques and procedures for managing and settling conflicts or psychotherapeutic techniques for work with a group.

The Table 29 outlines an overview of the types of further education of teachers that occurred most frequently in the visited schools.

Inspection findings confirm a positive impact of the Act on Pedagogical Staff on practice in schools, where more teachers were motivated to acquire qualifications and thus participation in programmes which do not lead to qualifications declined.

The CSI tried to identify the possibilities of further education for teachers of foreign languages. From 2006 to 2009 the share of English teachers who had obtained the required qualifications increased by 33.4%. The supply of motivating programmes increased slightly but cannot meet the demand of schools. Teachers responsible for guidance in teaching foreign languages were very active at all levels of education and their participation in training courses of further education of teachers was 78%.