

Appendix

Inspection activity in schools and school facilities (assignment specification)

1. Conditions of education

The CSI monitors and evaluates mainly:

1. Space, material and safety conditions of the school/school facility for realization of an educational program and their meaningful use including ideas for their improvement and development.
2. Assurance of human resources in the school/school facility including school leadership and set processes in organizational structure of the school/school facility; cooperation of the staff with respect to individual support of every child, pupil and student; meeting requirements for the staff (e.g. clean record of all workers and psychic capacity and professional qualification of teachers in facilities for preventive educational care); support of professional development of the school/school facility staff.
3. Organization of education with respect to needs of children, pupils and students and requirements of the educational program.
4. Organization of institutional or protective education.
5. Organization of counselling at school/school facility (e.g. including pedagogic diagnostics, pedagogic-psychologic assistance to children, pupils and students, career counselling, etc.)
6. School systems for prevention of risky phenomena and risky behavior.
7. Use of financial means provided to the school/school facility from the state budget.
8. Use of further financial resources for improvement of activities in the school/school facility.

2. Course of education

The CSI monitors and evaluates mainly:

1. Assurance of equal opportunities for every child, pupil and student at admission to education, during course and termination of education.
2. Support of inner differentiation of education using content and methodology individualization of learning and teaching while respecting possibilities, skills and needs of every child, pupil and student for successful mastering of the given educational level.
3. Correct process of placing children and youths in school facilities for institutional or protective education or for preventive educational care.
4. Support of children, pupils and students while their adapting to transition to a higher educational level or to a school or discipline change.
5. Support of pedagogic interaction and mutual communication between direct participants of the educational process: teacher – pupil (child, student), pupil – pupil (child, student), teacher – teacher.