



Plan of Principal Assignments of the Czech School Inspectorate for the School Year 2015/2016

1. Inspection activity in schools and school facilities

The Czech School Inspectorate (CSI) at schools and school facilities registered in the Register of Educational Facilities (School Register) and at workplaces where practicum or vocational training is carried out shall, within its inspections:

- a) acquires and analyses information on the education of children, pupils and students, on the activities of schools and school facilities registered in the School Register, and monitor and evaluate the effectiveness of the educational system,
- b) determines and evaluates the conditions, course and outcomes in education in accordance with relevant school educational programmes and accredited educational programmes,
- c) determines and evaluates to what extent the school educational programme is met and whether it is in compliance with legal regulations and the framework educational programme,
- d) performs state checks to determine whether legal regulations relating to provision of education and school services are met,
- e) performs a public-legal audit focused on the use of funds allocated from the state budget.

While evaluating school services and conditions, course and outcomes of education the CSI works on the basis of educational principles and goals given by the Education Act (ACT No 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education as amended) whereby the essential criterion for evaluation is the effectiveness of supporting the child's, pupil's and student's personality development and achievement of goals by schools and school facilities.

More detailed elaboration of objectives related to conditions, course and outcomes in education and to controlling mechanisms is stated in Appendix 1.

2. Specific assignments

1. Learning and teaching of Contemporary history on the 2nd stage in basic schools and in secondary schools.
2. Learning and teaching of Mathematics in basic and in secondary schools.
3. Education in global and development topics.
4. Education in topics of Ethics.
5. Education in Physical Education, promoting of the development of physical fitness and motor skills.

6. Education of gifted, talented and exceptionally gifted children, pupils and students.
7. Education of Interest.
8. Safety Education & Training (traffic safety education, preparing citizens for defence of the State, human protection in emergencies, health and safety protection, etc.).
9. Support of the development, achieved level and educational outcomes in reading, mathematical and social literacy.
10. Education of pupils in secondary schools focused on pedagogical education.
11. Education of students in high professional schools.
12. Organization and process of completion of secondary education in secondary schools especially in the fields of education with the final vocational certificate and with the maturita final exam.
13. Admission to education and education in secondary schools with the maturita final exam, which repeatedly show a high rate of failure in the common general part of the maturita final exam, and education in basic and secondary schools that repeatedly show a high rate of failure in Electronic Surveys conducted by the Czech School Inspectorate.
14. Effectiveness of selected services, which are in schools and educational facilities outsourced.
15. Individual education of pupils in the 1st stage of basic schools (so called home education).
16. Protection of children, pupils and students before the bullying, discrimination, hostility or violence.
17. Enrolment of children to the 1st grade of basic education.
18. Education of Roma pupils in individual educational programmes.
19. Education of children in school facilities providing institutional education and protective Education.
20. Education of children, pupils and students with disabilities.
21. Cooperation of basic schools with authorities of social-legal child protection.
22. Teaching assistant's activities.
23. Activities of the Pedagogical and Psychological Counselling Centres, Special Education Centres and School Counselling Centres.

3. Further assignments of the Czech School Inspectorate

1. Evaluation of effectiveness of measures taken by schools/school facilities to remove previously found imperfections.
2. Inspection activities based on initiatives, complaints and petitions which by their content belong to the CSI competence.
3. Inspection activities based on requests in order to receive financial subsidy according to the Act No 306/1999 Coll. on Providing Subsidies to Private School, Pre-school and School Facilities as amended.
4. Keeping the register of school injuries/accidents.
5. Open competition on position of school/school facility principals.
6. Cooperation of inspectors in commission exams.
7. Fulfilment of compulsory school attendance of pupils in schools abroad.

8. Selective electronic testing of pupils' outcomes in various grades and on various stages of initial education – subjects and literacies.
9. Participation in work and expert groups of the Ministry of Education Youth and Sports (MEYS) and other public administration bodies.
10. Cooperation with organisations, institutions and administrative bodies from both academic and non-profit sectors, the activities of which relate to educational issues.

4. Developmental assignments of the Czech School Inspectorate

1. Assignment arising from international cooperation of the CSI and from international commitments that are fulfilled by the CSI.
2. Assignments in the sphere of international surveys aimed at pupils' achievements.
3. Assignments arising from representation in the system of European Schools.
4. Assignments arising from realization of the ESF projects (NIQES, Kompetence III).
5. Preparation and realisation of an individual system project "Complex Evaluation System"
6. Integration of CSI information systems with other public administration systems.
7. Communication strategies for ensuring as broad public awareness as possible.
8. Innovation and realization of positive changes in transparency, structure and activities of the CSI, focused at support of education reform.

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.

6. Usage of teaching tools including ICT with respect to set educational objectives and needs of children, pupils and students.
7. Adequacy and effectivity of pedagogic and didactic methods and organizational forms in the course of education.
8. Support of child, pupil and student creativity and independence.
9. Support of development and achieved level in individual literacies.
10. Counseling support during education of children, pupils and students including career counseling.

3. Results of education

The CSI monitors and evaluates mainly:

1. Rules for assessment of children, pupils and students.
2. Use of formative and summative assessment of children, pupils and students.
3. Application of individual approach to assessment with regard to individuality and specific needs of every child, pupil and student as well as motivation through assessment including assessment of individual progress of a child, pupil and/or student.
4. Measures taken for improvement of achievements of children, pupils and students including preventive measures for drop-out's elimination.
5. Results from external evaluations and international surveys and measures taken on the basis of these results.

4. Control

During its activities the CSI:

1. Checks compliance with legal provisions concerning education and school services of facilities entered into the School Register including securement of safety of children, pupils and students and school catering.
2. Performs public legal audit of proper usage of financial means from the state budget allocated to school/school facilities.

5. The extent and forms of inspection activities

Evaluation and control is conducted within the framework of regular cycles of inspection activities planned in schools and school facilities listed in the School Register.

In other cases – most of all inspection activities based on an initiative – the above mentioned tasks may be fulfilled according to specific objectives or initiative content.

An inspection activity is usually performed in the form of inspection on the spot or in the form of an inspection electronic survey (or electronic questionnaires) through the CSI information systems.