



INVESTMENTS IN EDUCATION DEVELOPMENT

request for comparability and to the increase in motivation to achieve better results, but is also partly perceived with concern about lack of clarity concerning the use of results of these exams (comparability of schools, “scales”). The principals and the teachers openly discussed the concern for the abuse of student test results for the school evaluation, or rather for the school principal, without knowledge and taking into consideration the context, including “the added value” of each school.

Teachers realize the necessity for taking into consideration the student needs also in the assessment. If it is supposed to be a part of state policy, than the national guidance for student needs with SEPs in the assessment and of a greater use of inclusive assessment methods shall be expected.

This conclusion should be seen as serious, also with regard to another two aspects, which the participants mentioned quite often. **Firstly, it is more difficult to find student motivation to achieve possibly the best results.** The setting up the state standardized tests and their use is, for instance, very closely related to the possibility of the use of the students’ results while deciding about their next educational path (admission to the secondary school).

The second negatively perceived aspect is too large capacities of secondary schools which in conjunction with a reduction in requirements for applicants (absence of entrance exams) mean:

- reduction of requirements in assessment, which is the reaction of primary school to the reduction of requirements within the admissions to secondary schools (admission based only on marks in school report);
- lower motivation of students to make effort;
- complication for secondary schools to compare “quality” of students from different primary schools, who achieved the same results, but their knowledge and skills are not comparable.

Conclusion No. 4: The participants perceive teacher appraisal as a negligible problem of our education system, which should be solved particularly by the school principal and his influence on improving the results is without the increase in financial resources quite limited.

The majority of participants consider the career system and professional profile of teacher as needed, but they lose the trust in its successful completion a in its connection to the increased financial resources.