



INVESTMENTS IN EDUCATION DEVELOPMENT

The discussion on the teacher appraisal did not avoid questions about inadequate finance and low salary in education, especially when the OECD report points out this deficiency as well.

The discussion on the evaluation of school principals has shown that the informed public perceives the importance of both of their roles, the manager and the leader of teaching staff. The principals would like to keep the possibility to teach, even though it is a burden, but the methodical and practice support, particularly in case of small schools, would be very welcomed. It was stated in the discussion that the majority of principals assume the function without meeting the functional requirements and only after the appointment to the function they apply for admission to study.

Conclusion no. 5: Due to increasing interest and impact of public, the role of organising bodies and the school councils, a significant requirement for comprehensibility and applicability of inspection reports for school assessment, respectively for school principal assessment and for some kind of consultancy by the Czech School Inspectorate, was stated in the discussion.

The current external school evaluation guaranteed by the Czech School Inspectorate represents for a majority of school the information how they fulfil their obligations. The inspection findings help them to remove imperfection, both formal and in guaranteeing high quality education. Most of the actors do not require any essential changes in inspection evaluation, but they would welcome a greater emphasis on feedback, on recording the school development, its progress in each criterion. The inspection report should more plastically describe what the school is good or outstanding at and what the school should make progress in. In this aspect, the pedagogical public would welcome a certain form of consulting.

The discussion has shown that the organising bodies have not worked yet systematically with the inspection evaluation and they consider it as too technical. Especially for a majority of organising bodies and parents, it does not have a sufficient reliable value.

Conclusion No. 6: For the evaluation and assessment at all levels, it shows the unused potential of faculties, which train the teachers.

The discussion has shown that within the training of future teachers the faculties do not sufficiently focus on other preparations except the technical (subject) preparations. Among graduates, their “equipment” of skills concerning the didactic, assessment skills and their motivation is considered as insufficient.