



NEW COMPETENCIES IN WORK OF THE CSI SCHOOL INSPECTORS



Hofmannová - Borkovcová - Drábek

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SEVERAL IMPORTANT NUMBERS ON THE CZECH REPUBLIC

1/2



- ❖ 10.38 million inhabitants
- ❖ 10 487 schools
- ❖ 1 918 421 pupils
- ❖ 138 890 teachers



SEVERAL IMPORTANT NUMBERS ON THE CZECH REPUBLIC

2/2

The Czech Republic	3-year inspection activity cycle	Czech School Inspectorate
10.38 million inhabitants		278 school inspectors
10 487 schools		109 control workers (supervisors)
1 918 421 pupils		151 administrators
138 890 teachers		TOTAL 538

Annual budget of 0.28 % is allocated from the total educational budget.



UNDERLYING CHANGES

- ❖ **modification of legislation**
- ❖ **curricular reform**
- ❖ **reform of public service, public funding**
- ❖ **admission to the European Union**



MODIFICATION OF LEGISLATION

Act No. 561/2004 Coll. – the Education Act

Act No. 563/2004 Coll. on Pedagogical Staff



ACT No. 561/2004 Coll. THE EDUCATION ACT

1/2

- ❖ definition of school and quality of schools
- ❖ legal personality of schools, school self-administration; management of pedagogical processes
- ❖ the Registry of Schools
- ❖ self-evaluation of schools



ACT No. 561/2004 Coll. THE EDUCATION ACT

2/2

- ❖ tasks, duties, competencies of the Czech School Inspectorate
- ❖ public inspection activity reports
 - ❖ on the school level
 - ❖ thematic reports
 - ❖ the annual report of the Czech School Inspectorate
- ❖ non-public reports
 - ❖ control protocol (report)



ACT No. 563/2004 Coll. ON PEDAGOGICAL STAFF

- ❖ a pedagogical employee **IS NOT** a civil servant
- ❖ duties and rights of pedagogical staff
- ❖ requested achieved education
- ❖ state contributions to the education of pedagogical staff



CURRICULAR REFORM

1/2

- ❖ the **Framework Educational Programme (FEP)**, published by the Ministry of Education, Youth and Sports of the Czech Republic , determines the requested resulting competencies
- ❖ the **School Educational Programme (SEP)** elaborated by individual schools according to their respective potential
- ❖ a step-by-step implementation



CURRICULAR REFORM

2/2

- ❖ first pre-school education in the 2006/2007 school year
- ❖ 2008/2009 school year – 1st and 6th year in primary schools (+ 1st year in grammar schools)
- ❖ biggest problems will be concerned about secondary vocational schools – approx. 160 new curricular education fields



BIG CHANGES IN INSPECTORS' WORK

1/2

- ❖ re-skilling of the school inspectors within the latest laws
- ❖ increase of professional competence (approx. 100 employees without any university degree)
- ❖ development of ICT and latest information technologies



BIG CHANGES IN INSPECTORS' WORK

2/2

- ❖ need of not stopping the inspection activity
- ❖ need of resulting from previous periods
- ❖ need of managing routine operations in schools

- ❖ use of positive procedures – examples of best practice
- ❖ restriction of number of inspection activities in the first year to a minimum
- ❖ launch of control workers' (supervisors') university studies
- ❖ creation of new frameworks – so called quality management systems
- ❖ launch of developing the inspection procedures according to quality knowledge (TQM, CAF, ISO etc.)

- ❖ tendency to remove the “fashion” layers (lot of paper handling on the part of individual schools, excess of questionnaires)
- ❖ launch of adjustment of the ICT system used for the inspection activities
- ❖ launch of compact education of all employees
- ❖ preparatory training of associated persons

- ❖ launch of (voluntary) studies of the school management
- ❖ training in the fields of communication techniques, debates, assertive behaviour, communication during problem solving, team work
- ❖ preferring the face-to-face proceedings in schools
- ❖ mobility (company cars, driving etc.)



ELEMENTS THAT HAVE BEEN CHANGED

- ❖ **staff allocation**
- ❖ **organization diagram**
- ❖ **rules of staff education**
- ❖ **applicants disposing the control experience, knowledge of the SEP elaboration**
- ❖ **the old inspection activity model (resulting from former legislation) has restrained any counselling**
- ❖ **the current inspection activity model (due to latest legislation) secondarily enables the counselling**



SCHOOL INSPECTOR'S KEY SKILLS

- ❖ work with information; an analytic-synthetic approach
- ❖ team work
- ❖ reports writing and their structuring
- ❖ work with ICT

CONCLUSION

- ❖ a school inspector comes to a school as a team member and sees, hears, records = fair-mindedness of an assessment, observation of pupils during the school working
- ❖ an external evaluation is carried out upon the self-evaluation of a school
- ❖ a school inspector performs work according to a framework resulting from a quality management system
- ❖ work cannot be performed without any automatic data processing – ICT shall be a help to school inspectors; findings shall be ratable and comparable as we review schools in a 3-year cycle and assess their progression



SICI workshop
“ICT within the inspection work”

Prague, The Czech Republic

September 11-12, 2008



**Thank you for your
attention**

