

UNIVERZITA PALACKÉHO V OLOMOUCI

Pedagogická fakulta

Ústav cizích jazyků

JANA EHLICHOVÁ

III. ročník – prezenční studium

Obor: Anglický jazyk se zaměřením na vzdělávání – Přírodopis se zaměřením na
vzdělávání

EVALUATION OF ENGLISH LESSONS BASED ON THE CZECH SCHOOL
INSPECTORATE STANDARDS
(WITH ADDITIONAL TIPS FOR NOVICE TEACHERS)

Bakalářská práce

Vedoucí práce: Mgr. Blanka Babická, Ph. D.

OLOMOUC 2019

Prohlášení

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V Olomoui dne 18. 4. 2019

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vlastnoruční podpis

Děkuji Mgr. Blance Babické, Ph.D., za věcné připomínky, rady a projev solidarity, když se na poslední chvíli stala vedoucí mé bakalářské práce.

Dále děkuji paní inspektorce, Mgr. Ladislavě Hodonské a svému příteli Petru Hodonskému, za cenné informace a čas, který mi oba věnovali. V Petrově případě děkuji navíc za korekturu a značnou trpělivost, díky které snášel mou nervozitu a věcné změny nálad. Bez něj by tato práce nemohla vzniknout. Nemalé díky patří také paní ředitelce ZŠ Brno, Hamry 12, Mgr. Veleně Varmužové, která mi umožnila se spolu s týmem České školní inspekce zúčastnit evaluace její školy.

Acronyms and Abbreviations

MEYS	The Ministry of Education, Youth and Sports
CSI	The Czech School Inspectorate
OECD	Organisation for Economic Co-operation and Development
L1	First language
L2	Second Language
FEP	Framework Education Programme
SEP	School Education Programme
SEN	Special Educational Needs

Abstract

This bachelor thesis deals with the issue of English classroom being observed by the Czech School Inspectorate. The theoretical part covers facts about the CSI and its purpose. It also mentions factors that the CSI focuses on when evaluating English lessons. The practical part summarizes my own participation during the comprehensive inspection activity at primary and lower secondary school. It also mentions the most common mistakes when teaching English and provides with suggestions how to avoid them.

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INTRODUCTION

Nowadays, people often see an outdated image of members of the Czech School Inspectorate (henceforth CSI) members supported by TV series, exaggerated stories and comedy movies (e.g. *Obecná škola* or *Bezva ženská na krku*). School inspectors are usually pictured as rude and superficial people, whose sole intent is to find as many errors as possible and then feel good about it. Of course, none of us feels comfortable when being evaluated, but crucial aim of this thesis' is to refute the public opinion of the CSI's methods and attitudes.

This bachelor thesis addresses the issue of English lessons being evaluated by the Czech School Inspectorate and it suggests tips on how to pass a classroom inspection with a positive result.

It targets novice teachers who have not had a chance to experience a school inspection yet and do not know what to expect from it. One of the objectives of this work is to explain the nature of the inspection so they could consider the assessment as an opportunity to become better professionals.

As for the theoretical part, it provides information about the Czech School Inspectorate, its purpose and its importance for an objective evaluation of personnel and school facilities. Then it underlines aspects which would help teachers to enhance the course of the English lessons. Nevertheless, some of the suggestions can be applied elsewhere, therefore they also might be used in other subjects.

The practical part concerns the actual procedures of the CSI in a case study. When it comes to the methodology, the research is based on my own observation, unstructured interviews and questionnaires for the headteacher, teachers and pupils. The questions target the school's preparation before the actual arrival of the school inspection team, the content of the inspection and English lessons. Using these methods, my objective was to present and confirm three different research questions. First, whether the course of lessons was somehow different due to the school inspector's presence. Second, if the inspection activity provided a valuable feedback according to the teachers and the headteacher, and third, whether the learner's views, concerning the English lessons, are in accordance with the Czech School Inspectorate's conclusion in the Inspection report. Findings are summarized at the end of the practical part.

THEORETICAL PART

1 Evaluation

Countries all over the world use different ways to evaluate schools, teachers, students and educational systems. Programme for International Student Assessment (PISA) is one of the most important international organisations, providing information about school systems. The Czech Republic also uses the school inspection model as part of an external evaluation service. Gathered information are being analysed and serve as a base for creating a solid feedback for better and stronger educational system (OECD, 2013 p.1). It reminds all participants that they are responsible for their school's results and that they also have feedback on themselves. In this way, all have a chance to improve himself/herself and become a better teacher, leader, mentor, and person.

The international Organisation for Economic Co-operation and Development (OECD) uses three different approaches of school evaluation, such as internal evaluation, external evaluation and school comparison according to different performance standards. However, the Czech education system does not use the comparison of schools, as it only evaluates internally and externally. Even though the school comparison is not a legal instrument for school evaluation, parents were interested in knowing which school is the best for their children, therefore some media have decided to do the rankings of different schools based on school leaving exam's results or success in admissions at universities (Codrive M., Basl J., Drábek P., 2014 p. 32).

In order to provide an objective and a good-quality assessment, it is appropriate to train future teachers' research and evaluation skills. Proper qualification of those who work with collected data, as well as those who create rules for evaluation is necessary. Thanks to professionals at the school level along with the school inspectorate, it is possible to create a feedback consisting of valuable information. Headteachers and teachers can work on an improvement of a school management, student's and school's outcome (OECD, 2013 p. 2).

1.1 Disadvantages of evaluation

Implementation of any system always includes obstacles. Evaluation and assessment frameworks are no exception.

Due to a short tradition and little practise, there was not enough time to find the perfect know-how. One of the biggest advantages of evaluation is that education can be judged by given criteria, avoiding unfairness. Yet, those who are evaluated, might feel a sense of prejudice. Human's factor is imperfect and sometimes it seems impossible not to be biased against the others (OECD, 2013 p. 3).

Rules of evaluation are swiftly changing so it is hard to adapt as fast as the development proceeds. For that reason, it is difficult and expensive, yet very important to constantly educate and train evaluators. This task is not only costly, but it also occupies many people and is very time-consuming (OECD, 2013 p. 3).

To create an objective notion about a condition of evaluated school or a school facility, it is important to combine both points of view: internal and external.

1.2 Internal evaluation (Self-evaluation)

Information received from the internal evaluation is the base for the external evaluation done by the CSI (Šojdrová M., Basl J., Drábek P., 2014 p. 33)

It is a collection of data from a school or a school facility, compiled by the school or the school facility itself. Self-evaluation is a requirement which gives to all school facilities relatively extensive autonomy in many aspects of their activity, and at the same time it forces them to evaluate their work clearly and annually (Autoevaluace, 2007 p.5).

This request aims to make school work as an entity, so that school staff could talk about problems and together find solutions how to make an improvement. Self-evaluation is an instrument of knowledge and starting point for development. Though, it should not try to make changes at any cost. It should rather serve as a tool for having a general idea about the inner processes at a school and quality of its work (Autoevaluace, 2007 p.5).

1.2.1 Weaknesses of internal evaluation

A part of the internal evaluation is to talk about private topics and asking sometimes inconvenient questions. Another problem involves students and their parents, which do not always want to become a part of research. For many headteachers it is the biggest

problem finding a subject and the main priority of the self-evaluation (Autoevaluace, 2007 p.5).

1.3 External evaluation

Results and analysis of an external evaluation creates a keystone for an annual evaluation of “*the quality, effectivity and development of Czech education*”. External evaluation analyses “*student’s results, conditions and course of education, including teacher’s work*”. Final conclusion should become a valuable material for all parties, providing essential information and feedback, so that the school could do its educational function in the best possible way (Šojdrová M., Basl J., Drábek P., 2014, s. 33).

1.3.1 Weaknesses of external education

According to OECD, there are several imperfections in the system of external evaluation. Šojdrová, Basil and Drábek (2014) highlight some of them.

External education is primarily controlling following rules and regulations than uplifting a school quality. Also, self-evaluation does not provide required information on an enough level. So far, CSI gives recommendation on removing shortcomings and possible support only to those schools, which do not fulfil legal requirements, or they have flaws during education (Šojdrová M., Basl J., Drábek P., 2014).

2 The Czech School Inspectorate (SCI)

The aim of this chapter is to define the Czech School Inspectorate, to explain its organizational structure and to provide a basic idea of the main purpose of the CSI

“The Czech School Inspectorate was founded on the 1st of January 2005 by the Education Act (ACT No. 561 of 24th September 2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education) and is led by the Chief School Inspector. Appointment and dismissal of the Chief School Inspector is defined by the ACT on Civil Service”. The CSI is an administrative body of the Czech Republic and an organizational component of the state. The whole structure is organised into 14 regional inspectorates. *“Each*

inspectorate equals to one regional territories of the Czech Republic. The headquarters situated in Prague (ČŠI, 2005).”

The Czech School Inspectorate is a national authority for evaluation and analysis of all schools and school facilities, which have become a part of the Register of Schools and School Facilities (ČŠI, 2005). Nominally nursery schools, primary and lower secondary schools, upper secondary schools, higher vocational schools, youth homes and boarding houses, canteens, schoolhouses, after-school centres, universities etc. These facilities can be either private, public or sacerdotal (ČŠI, 2018a). Its main task is to assure the quality of professional management, labour relations, teaching equipment and materials (Gergelová Šteigrová, 2012). It also controls “*a compliance with legal regulations related to provision of education and school services check and public-legal audit of state budget funding*” (ČŠI, 2005). CSI and its activities are subordinated to The Ministry of Education, Youth and Sports (henceforth as MEYS). It also analyses data on children’s education (Gergelová Šteigrová, 2012).

Since 2013, the CSI has been developing and changing with emphasis on improving the quality of inspection activity, so that its outcomes provide an objective feedback to schools and school facilities and help them towards better schooling. Some significant changes occurred especially in the field of inspection methods, its procedures and tools for securing the quality of education to every pupil, child and student

2.1 Main activity of Czech School Inspectorate

The main activity of CSI follows the regulation of the Act No. 561/2004 Coll. par. 174 of the School Act. In accordance with this act CSI:

- a) “gains and analyses information about educating children, pupils and students, about schools and school facilities’ which are enlisted in a school register;*
- b) in accordance with this act, CSI controls and evaluates the functionality of the education system;*
- c) supervises the conditions and outcomes of education and consulting services in schools and school consulting facilities;*

- d) *controls whether the school education program fulfils and corresponds with the legislation and the curricular documents (Framework educational programmes and School educational programmes);*
- e) *administers statutory control over the usage of state finances” (Zákon č. 561/2004 Sb., 2004)*

The inspection activity provided by CSI corresponds to petition, complaints and other stimuli. Also, if a legal entity who runs a school or a school facility asks for a subsidy, the inspection activity must be provided in order to grant the subsidy (Zákon č. 561/2004 Sb., 2004).

2.2 Main outcomes of inspection activity

As a result of inspections there are 4 different documents, such as inspection reports, thematic reports and public-legal audit protocols (ČŠI, 2005).

- a) Inspection report – *“covers the evaluation of conditions, process and results of education as well as names, signatures of all inspectors, inspecting officers and other participating persons.*

The content of the inspection report is discussed by school inspectors and inspecting officers along with headteachers of schools or school facilities. After the discussion is the inspector report taken over and signed by the head-teacher of the school or the school facilities.

The headteacher can make comments on the content of the inspection report within 14 days after receiving the report.

The original of the inspection report and the Public-legal audit protocol along with the comment are sent to the headteacher. Copy is given to the statutory authority and to the school council. The inspection report including all comments is a public document and it is freely accessible for 10 years on the CSI web page. It is stored in the school or school facilities which were affected or in the applicable inspectorate CSI” (Zákon č. 561/2004 Sb., 2004).

- b) Public-legal audit protocol – *“controls whether legal regulations of education are followed and unlike the inspection report, it is not a public document. From the day of publishing the protocol there is 15 days long period of time, in which it is possible to appeal against the resolution” (ČŠI, 2005).*

2.3 Ways to evaluate schools and school facilities by the CSI

The system of inspection in the Czech Republic works very similarly to systems in many other countries. There are two main documents, yearly updated by the Ministry of Education, Youth and Sports before a new school year starts (Plan of principle assignments of the CSI and Criteria for evaluation of condition, course and outcomes of education) (CSI, 2015 p. 17). However, according to OECD the MEYS may approve the documents, but it does not keep the Czech School Inspectorate's work under control (Santiago, P., et al., 2012 p. 86).

2.3.1 CSI four-point rating scale

Each section of the rating scale determines, whether schools or school facilities follow the Act No. 174 par. 2 of the School Act. The aim is to find out on what level schools or school facilities fulfil given criteria (ČŠI, 2018b).

- 1) State of crisis adequate for removal from the School Register.

The worst of four-point ranking scale. A school or a school facility does not correspond with the School education act. Level of security is not sufficient enough; children or employees are put in danger. Plans and proposals for a quality improvement are not formulated clearly, or they are completely missing. Level of communication between teachers and pupil's parents is low (ČŠI, 2018b).

- 2) Level requiring improvement.

A school or a school facility does not entirely follow the School education act and the curricular documents. Negative findings outweigh the positive. Cooperation between the school management, teachers and parents is difficult due to unclear rules. Physical and psychological safety is inadequate (ČŠI, 2018a).

- 3) Average regional or national standard.

Results of evaluation proves a functional state, mostly following the legislative and School educational act. Problems occurs only exceptionally, and it is possible to fix them within a short amount of time (ČŠI, 2018a 28-30).

4) Perfect state

A school or a school facility co-works with external partners. Control results prove a functional state, completely following the legislative and School educational act. Schools actively participate in national and international programs and competitions. To prevent deficiencies, schools works on a system that takes undesirable aspects in account. Material conditions are constantly being improved to fulfil each student's individual needs (ČŠI, 2018a p.28-30). School management creates a pleasant environment and works on interpersonal relationships among teachers, pupils and parents. Teachers are supported with further education and professional development, so that they follow new trends and try to apply the newly gained knowledge on their lessons They must be properly qualified, professional and actively co-operating with students, parents and with each other., (ČŠI, 2018a p. 30-31).

3 Factors controlled by the Czech School Inspectorate

3.1 Skills allowing teaching profession

Teaching English is an interpersonally difficult process which needs a whole range of abilities. Didactic, diagnostic, social-psychological, professional and skills from the given field support teachers' proficiency and their level of educational style. While more evaluation stress is put on discipline and didactic skills, the others are equally important and interconnected (Gillernová, 2003 p. 84-85).

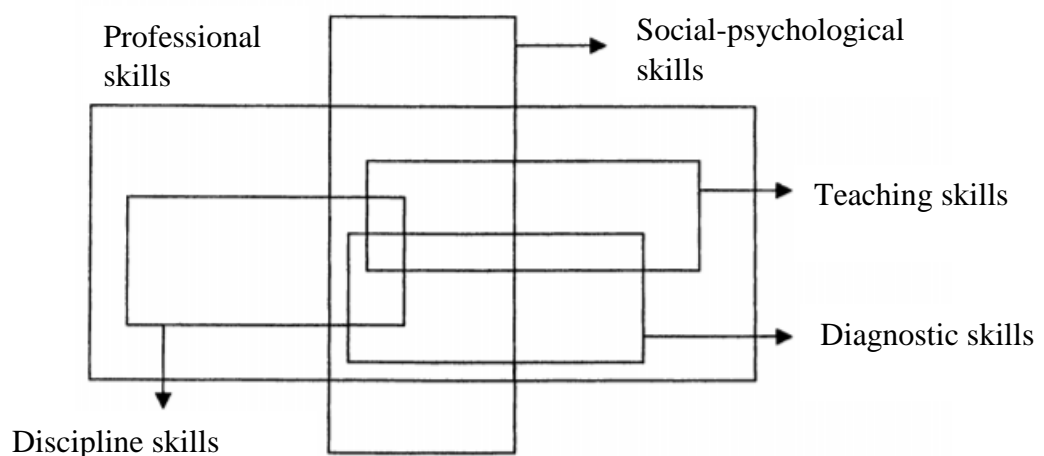


Figure 1: Scheme of teachers' professional skills, adapted from Gillernová (2003 p. 85)

3.1.1 Social-psychological skills

Social and psychological skills lead to unobstructed and disinterested methods of teaching. Teachers with an interpersonal perception do not only see what is obvious (behaviour, learning skills, visage, gestures...), but also what is hidden and calls for more attention. Therefore, it becomes easier to choose an individual approach towards each student (Holeček, 2014 p.14).

Social interaction between teachers and their students create a special and very complicated relationship. Each member or group sensitively reacts to every little change and detail, resulting either negatively: separation of “weak students” out of the collective, little wars, bullying, sorting into many groups according to a level of popularity, or positively: healthy competition, helping each other etc. Longing of these phenomena is partly up to the teachers, whether they are capable enough to sense it and do something about it. Though, it also depends on togetherness of the pupils and their motivation. In conclusion, the sooner are teachers able to understand a social behaviour, the better educational conditions they can make (Fontana, 2014 p.275-276).

Positive psychology *“increases flourishing by increasing positive emotion, engagement, meaning, positive relationships, and accomplishment”* (Seligman, 2011). Aims of education are easier achievable, new information is presented clearly and pupils are properly motivated if teachers start noticing student’s reactions during their lessons and becomes more adaptable to those reactions. They can create new strategies in order to achieve student’s full attention and great outcomes (Gillernová, 2003 p. 83).

3.1.2 Teaching skills

Geoffrey Petty (2004) claims that choosing a clear lesson aims helps to plan the structure and eventually successfully evaluate, whether the aim was fulfilled or not (Petty, 2004, s. 299).

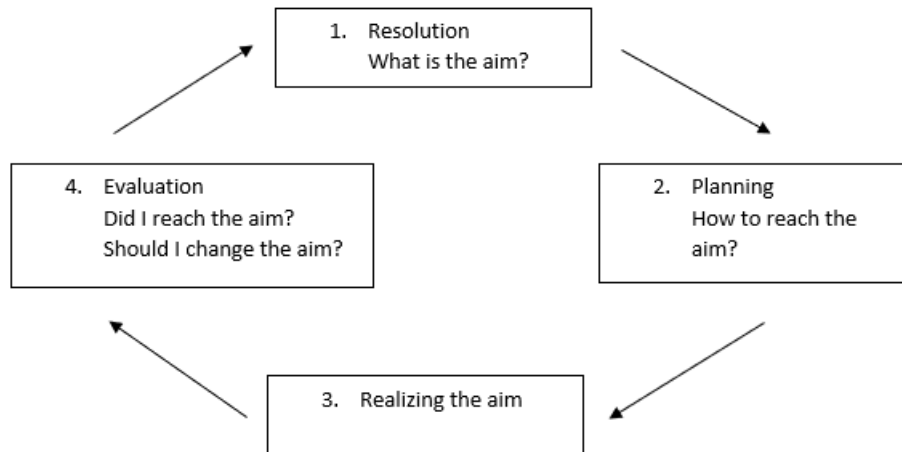


Figure 2: Aim realization, adapted from Petty (2004)

3.1.2.1 Lesson plan

When there is an inspection activity in teachers' class, it always helps to have a written lesson plan. Nervousness of a school inspector's presence has a big impact on tutor's and lecturer's self-confidence. Therefore, having a lesson plan with a clearly specified aim helps them not to get lost and stay focused (Harmer, 2007 p.132, 135). Writing down the number of an exercise or the page is not enough. It is essential to think about each step of each lesson and predict different situations, so that it becomes easier to manage given time and to fulfil the aim of the lesson (Ur, 2012 p.25).

Kept lesson plans serve as a memory refreshment before starting a new lesson. Moreover, once another teacher substitutes for his colleague, lesson plans come in handy (Celce-Murcia, 2001 p.403). It also proves that teachers were thinking about the lesson before it started. At the same time, when the school inspector finds some imperfections in the lesson, he or she can use the lesson plan to show the teachers where exactly they have made a mistake (Harmer, 2007 p. 369). Sharing the content of the lesson plan with pupils allows them to get prepared for the upcoming programme. It can make the learners feel more comfortable if they know that nothing is going to surprise them. Therefore, a communication becomes easier and the course of the lesson smoother (Ur, 2012 p.26).

Content of a lesson differs according to a lesson aim. Therefore, it is important to constantly bear in mind what the lesson's aim is, so that materials and activities matches the aim and the syllabus which is followed (Harmer, 2007 p. 369). The number of

materials is enormous, and each can be used differently to achieve various aims (Scrivener, 2011 p. 139). Thus, teachers should prepare some extra materials to every lesson in advance, because pupils are not always in the mood for a certain kind of activity (Dunn, 1991 p. 37). Josef Hendrich (1998) claims that nowadays English teaching methodology prioritizes communicative, educational and cognitive aim. To ensure quality teaching the aims must not be too comprehensive and each sub-aims must logically follow one after another (Hendrich, 1988, s. 86).

Lesson plans also helps teachers to divide syllabus into many parts and to get the idea of how much time they can spent on each unit. Teachers must prepare the lesson plan responsibly so that pupils can constantly develop and make progress in learning (Dunn, 1991 p.37). If teachers are to observe and evaluate objectively, they should have some space in the lesson plan for follow-up notes with information of what happened by the end of the class. These follow-up notes should include difficulties that were dealt with in a passed lesson, what should be “*repeated or extended*” in the following lesson and what new topics should be covered (Dunn, 1991 p.40).

In conclusion, lesson plans can be simply kept in teachers’ mind or written down on paper in detail (Ur, 2012 p.23). It is “*an extremely useful tool that serves as a combination guide, resource, and historical document reflecting teachers’ teaching philosophy, student population, textbooks, and most importantly, their goals for their students*” (Celce-Murcia, 2001 p. 403). Nevertheless, no class in unrelenting and lesson plans should only guide teachers to reach the aim that they set (Ur, 2012 p. 25).

3.1.2.2 Motivation

“*Motivation is a reason or reasons for acting or behaving in a particular way*” (Motivation, b.r.) and “*a crucial factor in successful language learning*” (Ur, 2012 p.10). For any meaningful lesson it is crucial for pupils to be well motivated. A good teacher must understand what motivation means, where it comes from, what to do and how to successfully motivate others (Harmer, 2007 p. 98).

While adult’s motivation is vaguer, e.g. to get a better job, be able to support families or to have enough money for a nice vacation, pupil’s aims are not often so well-defined (Harmer, 2007 p.98). For them, motivation can be anything from becoming a part of a community that speaks English (Ur, 2012 p. 10), being the best in the class, being able to

communicate with a foreign friend or simply to watch a movie in an original language. Student, motivated by hunger for knowledge, enjoying the process of becoming more efficient in the second language, is considered to be the most desired occurrence. The stronger the motivation is, the bigger effort pupils put into achieving their goals (Harmer, 2007 p.98).

However, some emotions like depression, anxiety and sadness eliminates the motivation. Pupils can also become too motivated. For achieving a good mark, they put themselves into too much stress which inhibits their ability to think and express their knowledge. (Petty, 2004 p. 53)

The graph below summarizes the issue of motivation and shows how disinterest and stress in a classroom have a negative influence on pupils' performance:

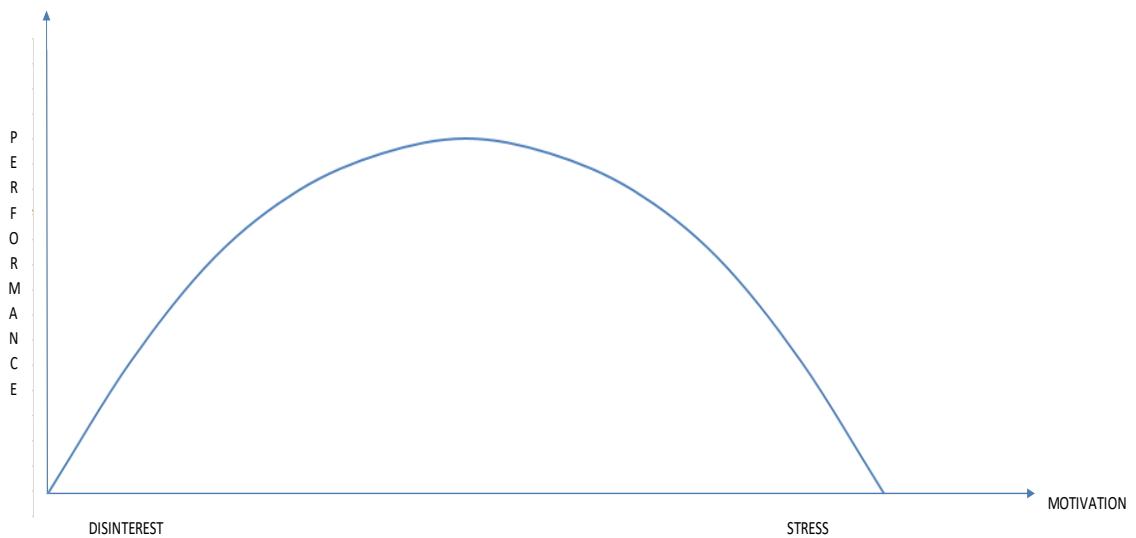


Figure 3: The impact of motivation on performance, adapted from Petty (2004, p. 53)

3.1.2.3 Evaluation

Students meet with several tests during their foreign language studies. Evaluation can tell the students that there is something they must work on. They can compare the results with previous tests and see whether they achieved an improvement. But it also tells the teachers, what their students are capable of, where they should spend more time on in the following lessons and the most importantly, it tells the teachers whether their teaching methods are working (Doff, 1990 p.21). Data gained from testing, observation and other forms of evaluation, allow teachers to purposely and effectively manage their classes and work on creating better teaching strategy (Kořínek, 1987 p. 126).

Great evaluation can motivate, support and provide a feedback on learners' activity (Fontana, 2014 p. 165). It gives teachers ability to develop students' "*self-control and self-evaluation*" (Kořínek, 1987 p. 128). But this can only be reached after a teacher puts his or her effort to analyse his observation and findings and make a diagnose (Fontana, 2014 p. 165). Moreover, in order to reach an objective evaluation, there must be a norm, to which pupils are being compared (e.g. comparing learners with each other or some other normative assessment). It is also not enough, to simply give students a grade or a percentage because it does not give them enough information about their specific weaknesses. Therefore, teachers should at least add some short comment with an advice or a praise (Ur, 2012 p. 168).

Besides ordinary methods of monitoring pupils' achievements and development (e.g. tests, teacher's oral or written assessment, the final grade at the end of the course and self-assessment), there is also a portfolio. Learners are told in the beginning of a school year to keep and collect their work of their choose in one folder. Eventually, at the end of the year or their studies, they can compare their test, essays etc. from a long period of time (Ur, 2012 p. 170). Therefore, pupils can see whether they have made a progress and set a new goal in accordance to it (Hedge, 2000 p. 39). Because evaluation is manageable only if there is a properly and clearly formulated aim, therefore it can be easily verified (Mužík, 1998).

However, pupils are not the only ones who need a feedback. In order to achieve better education, teachers must also receive some attention. Marianne Celce-Murcia (2001) says that teachers can ask pupils for their feedback on a lesson by filling five-minute papers.

In the last five minutes of the lesson learners are asked to anonymously answer a few questions. E.g.: “(1) *What is the one thing you are likely to remember from today’s class?* (2) *What was the most confusing concept we covered?* (3) *Is there anything you would like to know more about?* (4) *Is there anything you think I should be doing differently?*” (Celce-Murcia, 2001, p. 503).

Michael J Wallace (1991) suggests another way of getting a feedback on teaches’ lesson and prepare for a school inspection at the same time. A teacher can ask a colleague to become a peer and help him or her to practice reflection and self-evaluation (Wallace, 1991 p. 110).

To sum this chapter up, well done evaluation can support individual learners, motivate them to further studies and helps to build a trustful relationship between them and their teacher. At the same time, regular assessment on teachers and their lessons by a peer, a school inspector, a headteacher or by learners, helps towards effective, meaningful and enjoyable English lessons.

3.1.3 Diagnostic skills – Individual learners and their needs

Many schools use named levels for classes to sort them according to their L2 knowledge. Usually, these names can be found on textbook covers:

- Proficiency (= C2 Mastery, nearly native-speaker level)
- Advanced (= C1 Operational proficiency,
- Upper-intermediate (= B2 Vantage)
- Intermediate (= B1 Threshold)
- Pre-intermediate (= A2 Waystage)
- Elementary (= A1 Breakthrough)
- Beginner (= A1 Breakthrough) (CEFR, 2006)

Dividing students into these levels allows teachers to see, whether their class is making a progress and how much time it takes. But to be able to create a division like this, it requires the whole class to be taken into account and, as a result, teachers only get the average data of a particular class (Scrivener, 2011, p. 86-87). However, there exist only a few classes which are not mixed-ability (Harmer, 2007 p. 127). Thus, a teacher cannot choose

activities for the class according to its level, but according to individual needs and differences (Scrivener, 2011, p. 86).

An ‘individualised’ approach is more time-consuming, requiring bigger effort, lots of planning, intuition and feedback. Common mistakes happen when the teacher tries to read pupil’s reactions, body language, etc. He often misunderstands the thin layer between boredom and frustration due to some exercise that is out of pupil’s ability and knowledge. It can be very difficult to please all individuals and it comes along with time and practice. But, eventually, a class will not end up in disorder and pupils which are either stronger or weaker than others, would not get bored or restless (Scrivener, 2011 p. 80).

All at all, teachers can hardly succeed unless they know the class and each individual. But this takes time and since there are sometimes very swift changes in classes, it might become very difficult to follow the development (Dunn, 1983 p.8). In this case, when teachers do not have enough time to get to know the class, they can plan the lesson according to the named levels. Thus, they can compromise by working with the majority of the class, but as soon as they sense any individual, they must take him into account (Scrivener, 2011 p. 86).

3.1.3.1 Mental standard

The age, maturity and general intelligence must be considered when teaching, in order to prevent losing the attention due to either too high or too low level of difficulty (Morris, 1956, p. 144). Tasks cannot be too hard but must be challenging enough, so that pupils are constantly stimulated and led towards their further development. *“Without a knowledge of a child’s various stages of cognitive, emotional, physical, social and language development, and an ability to recognise these changes, it is difficult for a teacher to plan an effective programme”*. If a teacher makes a mistake while choosing the activity, whole class might end up in disorder. This activity is probably too difficult, and children are not mature enough to understand, so they stop being focused and start to misbehave (Dunn, 1983 p. 8).

In order to draw a perfect line between boredom and information overload, it is worth it to invest time and effort into planning each lesson and find the way, how to be active in the classroom (Morris, 1956, p. 144). For encouraging learners to pay attention, a teacher must be always just beyond pupil’s safe zone. Therefore, *“without a knowledge of child’s*

various stages of cognitive, emotional, physical, social and language development”, it becomes challenging for a teacher to prepare a functional strategy. (Dunn, 1983 p. 7).

3.1.4 Discipline skills

According to the Cambridge dictionary, discipline is a *“training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken, or the behaviour produced by this training”* (Discipline, b.r.). Even though many teachers spend a lot of time and effort trying to set an order, well-behaved classes do not necessarily equal to well-learning classes. Group or pair works may require talking, moving around and being noisy, but the quality of learning is usually high. Nevertheless, teachers must always be capable to control their class and to calm pupils down while making them listen and do what they are supposed to. In any case, a smooth run from the beginning until the end of the lesson, is the most convincing evidence of a disciplined class. (Ur, 2012 p. 245-246)

Process of bringing up a well-behaved class is long and difficult. First of all, schools along with teachers set rules and limits which should not be exceeded (e.g. greetings at the beginning of the lesson, putting hands up when somebody has a question, not to stop working and paying attention at the end of the lesson, unless the teacher gives his permit) (Ur, 2012 p. 245, 246). Then, as soon as the teacher starts to lay down his own norms of behaviour in his classes, he becomes personally involved (e.g. pupils must stay quiet when the teacher is speaking, there is no permit to eat, drink, chew gums, no using of mobile phones, tablets and other devices, no talking to each other, smoking, using vulgarisms, etc.). Norms of behaviour are inevitable in any department and organization, including schools. However, they: *“need to be explicitly discussed, can be jointly negotiated and need to be reviewed and revised”* (Harmer, 2007 p. 155-156).

Laying down rules is only a first step towards shaping a well-behaved class. Teacher’s profession only has its power upon the development of each individual in his class and the whole group if he gains a respect and a good reputation. Also, classes with a decent language level, endeavour and passion for learning, usually do not misbehave. Therefore, if a teacher manages to ensure fun, interesting, flexible and understandable lesson, he or she will most likely obey any behaviour inconveniences (Harmer, 2007 p. 157).

Penny Ur (2012) gives some more advices about how to achieve a disciplined classroom. Pupils are much more willing to cooperate when they sense a meaning in what they are doing. If the activities are chosen wrong – far too easy or far too difficult, learners will most likely cause discipline problems. (Ur, 2012 p. 246-247). Teaching techniques should also be changed a couple of times during the lesson, to avoid monotony and losing the pupil’s attention (Harmer, 2007 p. 155-156). Also, didactic techniques and material equipment should be effectively used and regularly changed in the course of the lesson. As long as there is something new happening, relevant and engaging, no teacher must be afraid of an inefficiently functioning class (Ur, 2012 p. 246-247).

3.1.5 Professional skills

Teachers in most cases find themselves acting differently in front of the learners, then in their personal life. Performing skills allow them to become suddenly more enthusiastic, inventive and original in classes (Harmer, 2007 p. 112).

Activity	How the teacher should perform
1. Team game	Energetically, encouragingly, clearly, fairly
2. Role-play	Clearly, encouragingly, retiringly, supportively
3. Teacher reading aloud	Commandingly, dramatically, interestingly
4. Whole-class listening	Efficiently, clearly, supportively

Table 1: Teaching styles in different situations (Harmer, 2007 p. 113)

Acting and showing of teacher’s emotions contribute to a good learning environment in the class. Though, it is not enough and Harmer (2007) claims that teachers must prove themselves as ‘well-organized and well prepared’ because these are signs of good leaders. Once they acquire these habits, it becomes easier for the learners to gain their trust in him (Harmer, 2007 p.113).

Teachers should also be able to control their mood and prevent its impact on their judgements, perception of others and making decisions. First step to the success is to realise that something is wrong. Fluctuated state of mind coming from a tiredness, personal problems or interpersonal relationships etc., is a common part of a human life. Nevertheless, changes of teachers’ mood effect each learner in the class, which only

increases the nervousness and situation becomes even worse. Unstable behaviour of any adult towards children causes a confusion and a sense of injustice in young learners' minds (Fontana, 2014 p.221).

Part of teachers' professionalism is to recognise individual students (Petty, 2004 p. 72). From the psychological point of view, it always has a positive effect on learners' perception of the teacher, who knows the names of his student, their background, strong and weak sides and/or their hobbies. Even though it is very difficult trying to get to know all this information about all pupils in large classes, it helps the teacher and the pupils to build a stronger and better relationship. (Harmer, 2007 p. 114)

Creating equal conditions is another aspect of a great importance. It is normal that people usually treat differently those, who behave politely, put more effort into their work and willingly cooperate with no complains. Though, teachers cannot effort anything like this. All students must feel integrated, treated like everybody else and be equally evaluated (Fontana, 2014 p.221). Also, learners, who are shy, slower than others or have some special needs, deserve the same attention as others. Nevertheless, this case is a little bit complicated because these students might need more help than those, who can learn easily. *"Treating all students equally not only helps to establish and maintain rapport but is also a mark of professionalism"* (Petty, 2004 p. 72).

On the other hand, not only shy and weaker pupils need special attention. Part of teachers' job is to recognise and further develop a talent of gifted and highly gifted learners (Hříbková, 2009, p. 7). To be able to clearly identify such a talent, they must cooperate with the pupils' parents and psychologists (Kovářová, 2009, p. 41). Since gifted and highly gifted learners stand out for their intelligence and interest, they call for special treatment and individual approach (Havigerová, 2011).

In conclusion, becoming a professional in teaching is very difficult and complex process. Failing in one or another part can cause demotivation of the learners and not only effect their learning skills but also their attitude (Petty, 2004 p. 115). If a teacher is too critical, a learner can lose his drive. On the other hand, when the learner is over-praised, there is a risk that he will become spoiled and addicted to compliments (Petty, 2004 p. 139). Then, if the teacher keeps forgetting the learner's names, or after a few years of knowing each other he does not know anything about them, the ignorance and uninterest can never have a positive effect on student's effort (Petty, 2004 p. 114-115).

3.2 Work with mother language

The speed, smoothness and accuracy in adopting second language, unfolds from pupils' first language proficiency. Learning a mother language is, according to Halliday's words "*learning how to mean*" (Halliday, 1975). But L2 students not only know how to mean, they also mastered one language already. Therefore, it is important to decide when and in what conditions it is a good time to include first language in learning (Cook, 2008 p.15).

The stronger are learners' habits of using a mother tongue language, the hardest it is for them to lose the bed impact which influences his acquiring of second language. It is necessary to reset learners mind, so that he thinks as a foreign native speaker. L2 phonetics, grammar, alphabet, phraseology, morphology, syntax and stylistics differ from a mother tongue in many ways. Therefore, it is inevitable to forget most of the mother language's rules, in order to fully absorb the second language (Hendrich, 1988 p.322).

The repression of L1 in second language learning was a breakthrough into a modern language teaching. It was a part of a resistance against conservative methodologists of the late nineteenth-century schooling system. Then, in the 19th century, not using of the mother language became an indicator of a great foreign language class (Cook, 2008 p.15).

RESEARCH PART

The research part of the thesis is based on a case study at ZŠ Brno, Hamry 12, where I was a part of an inspection team during a three-day comprehensive inspection activity. During that time, I attended meetings with the headteacher, conversation between inspectors and teachers, and as many classroom observations as I could. For the following part of my work, I used my own observation, unstructured interviews with the school inspectors and questionnaire surveys among the pupils, teachers and the head-teacher.

The main purpose of the research is to describe the course of the comprehensive inspection activity, so that all the headteachers and teachers can use the information to prepare for the Czech School Inspectorate in advance. With the use of the unstructured interviews with school inspectors, the aspects that CSI focuses on are found. The aforementioned aspects correspond with the most common mistakes, which became clear during observations in English lessons. Hence there are appointed suggestions, which will help teachers to show their best when the inspection comes. And last but not least, I created four different questionnaires. First was sent to pupils, which attended classroom observations with a school inspector, second was for pupils in lower secondary school (6th – 9th grade), with questions related to English lessons, third and fourth questionnaires were answered by teachers and the headteacher and their impressions after the inspection took its place (see the appendices 1-4).

RESEARCH QUESTIONS

- Was the course of lessons different due to a school inspector's presence?
- Did the inspection activity provide a valuable feedback according to the headteacher and the teachers?
- Were the learners' views, concerning the English lessons, in accordance with the Czech School Inspectorate's conclusion in the Inspection report?

4 The procedures of the inspection team while executing the comprehensive inspection activity at ZŠ Brno, Hamry 12

This part of the research summarizes my own observations and provides a step-by-step description of the course of the multi-faceted inspection activity.

The inspection team was formed of five school inspectors, while one of the team members' role was to ensure that all legal processes were in place. The inspection took place in the primary school and lower secondary school, after-school centre and the school canteen. The final evaluation document from the inspection was the Inspection report and the Public-legal audit protocol. The headteacher of the school received these two documents on the 18th of January 2019 and copies were given to the statutory authority and to the school council as well. The inspection report is, after a certain time, available on the official webpage of the Czech School Inspectorate. An interesting fact is that the headteacher was chosen to the position in the school year 2016/2017, therefore this school inspection was this headteacher's first one.

It was the responsibility of the leader of the inspection team to insure that all the organizational and preparational tasks were in pace with the regulations, while the inspection was being conducted. Before the inspection began, the leader had divided all the tasks among each inspector, so that the activity was as effective as possible. The inspection team utilized multiple sources to prepare for the inspection in advance. For example, the information about the school were obtained from the official school webpage, from Insipid DATA, questionnaires, MEYS's statistics and from the materials provided by the headteacher.

The leader of the inspection team informed the headteacher about the inspection activity via a phone call and standardised notification letter. The headteacher was told the date and the subject of the inspection activity and a list of the basic documentation required by the school inspectors. The notification letter was also sent to the statutory authority, who could participate at the initiation and conclusion of the comprehensive inspection. However, this opportunity was not utilised. The headteacher and the deputy director attended the comprehensive inspection opening activity, where they were able to get familiar with the content of the inspection activity. All members of the inspection team had to present a valid school inspector's or inspecting officer's ID. Both IDs must include

the State Emblem, the title “*Česká školní inspekce*”, photo of the school inspector or of the inspecting officer, a pre-printed round stamp of the CSI, name, surname, title, signature and the evidence number of the ID. After the validation, the headteacher presented basic information about the school (see appendix 5).

During this multi-faceted inspection, the team was compiling as much data as possible to ensure the maximum objectivity when evaluating educational conditions.

Classroom observations were an intrinsic part of this inspection. The headteacher was given a schedule of the classroom observations corresponding with the content of the inspection. The inspection team was focused on the observations of all grades (1-9), while trying to assess teaching methods of as many different teachers as possible. The school inspectors usually led a short conversation with the teacher prior the classroom observation, in order to gain the information about the aim of the class, about pupils with special educational needs (henceforth SEN) and about other specific information concerning the class. Each classroom was visited only once during the inspection activity. When the inspectors entered the class, they introduced themselves and told the pupils the purpose of their presence. After that, they sat at the back of the room, remained quiet and tried not to interrupt the course of the lesson. Notes and findings were marked into a classroom observation form.

To be able to evaluate the conditions, course and outcomes of the school education, inspectors asked the teachers standard questions during the comprehensive inspection activity. After the classroom observation, the inspectors and the teachers assessed the expediency of the lessons’ aim, chosen methods and whether the aim was fulfilled. Before the end of the inspection activity, the team presented their findings to the headteacher and her deputy director. The headteacher could have invited heads of subject commissions, methodological associations or other teaching or non-teaching staff (e.g. economists), but she chose not to do that.

During the final evaluation, the Czech School Inspectorate team informed the headteacher about all findings, strong and weak points of the school and whether the school has been developing a better environment for pupils’ education since last inspection activity. Because the school runs an after-school centre, it was also a subject of the control of the comprehensive inspection activity. The leader of the team suggested few recommendations to improve the present state of the school management, personal

conditions (or more precisely continuing professional development), space conditions, material equipment, creating safe environment for learners, cooperation with social partners, level of content of the school educational programmes and the organization of the education.

The duration of the inspection activity can be prolonged for a necessary number of days or the original content of the inspection activity can be extended. However, none of these two options were exploited, because there was no reason to do that.

5 What CSI focuses on while evaluating English language teaching

This chapter provides information about aspects that school inspectors, whom did not wish to be named, focus on during the classroom observation, while using a method of unstructured interviews with members of the inspection team. At the same time, it provides advices on how to avoid making mistakes when teaching English. Thus, it fulfils one of the goals stated at the introduction of this thesis.

1) How often and in what situations do teachers use English language?

- Speaking English in the most parts of the lesson usually signify a good English lesson. It depends on teachers' level of English, of course. However, in some cases it is more beneficial for learners to use their mother language. For example, when explaining grammar or making an order in a misbehaved class, or when weaker learners do not follow English instructions.
- Nevertheless, teachers should avoid using the first language whenever it is possible.
- For more information about using L1 see chapter 3.2.

2) Do teachers systematically prepare a lesson in accordance with the curricular documents (Framework Education Programme)?

- Some beginning teachers do not have enough information about the FEP and SEP (School Education Programme). As was mentioned in the chapter 2.1, one of the aims and criteria of the curricular reform is that all teachers are familiar with the entire SEP in detail, so they can educate pupils in accordance with its content.

3) Do teachers establish lesson aims according to the School educational programme and do they fulfil these aims?

- Teaching is provided in accordance with the objectives set out in the SEP on the basis of experience and pupils' knowledge. It also takes learner's specific educational needs in account. Teachers develop all components of educational aims and they lead pupils while nurturing their ability to think critically.
- At the beginning of a lesson, teachers inform the pupils about the educational goal of the lesson. That way they are guiding them to be able to evaluate whether the set goal has been fulfilled by the end of the lesson or not. The aim of the English

lessons is not only to teach students vocabulary or phrases, but also to encourage them to learn English and to motivate them to do other activities related to English language. (for further information about lesson aim see chapters 3.1.2 and 3.1.2.1)

4) Are pupils motivated at the beginning and during the lesson?

- Not only introductory but also continuous motivation is necessary when teaching. It keeps learners motivated, active and interested the whole time. Teachers also systematically motivate learners by, for example, connecting the subject to the real life, organizing sightseeing trips to the country of the given language, using native speakers, supporting the reading in a foreign language, organizing Olympic games in English and others.
- Motivation as such was closely discussed in chapter 3.1.1, 3.1.2.2 and 3.1.2.3.

5) Are the methods and forms of work efficiently chosen (individual, group or pair work etc.)?

- Teaching should be well thought out, understandable and organized.
- Teachers offer various methods and forms of work (discovering, experimenting, asking questions, talking to each other, etc.) They lead pupils to understand the connection in between the theory and common situations of the real life, they familiarize them with the realities of English-speaking countries and teach them to understand different cultural habits of these countries.
- It teaches pupils to search for information and to be able to work with them. The methods and forms of teaching vary, so that the English lessons are enjoyable and interesting (see chapter 3.1.4).

6) Are there any differences in given tasks during the lesson?

- The purpose of differentiation is to manage the teaching process to suit each pupil as an individual. The content, methods and forms of work in each class are adapted to pupils' different level.
- Teachers ask themselves questions such as: What aim should I set towards a pupil? What kind and how many tasks can the pupil handle? Which teaching aids can the pupil work well with? What is important for the pupil and what is he or she able to do? (see chapter 3.1.3 and 3.1.5)

7) Do teachers provide an individual approach to pupils with special educational needs, foreigners and others who need it?

- As was discussed in chapter 3.1.5, teachers must individually support pupils with SEN according to their specific needs, including special care for gifted pupils and foreigners. They work closely with legal representatives of these pupils and with school counsellors.
- Some pupils cannot work on given tasks by themselves, therefore they need a teacher's assistant, another teacher, a classmate, a school counselling expert, etc.
- Teachers must be familiar with the individual curricula of pupils with SEN and they must provide specific support to all pupils who need it.
- They use compensation aids and special textbooks.

8) Are gifted and highly gifted learners supported during lessons?

- Chapter 3.1.5 also mentions that gifted and highly gifted learners must be supported by teachers, so that their educational possibilities are fulfilled in the best way.
- Teachers can therefore ask these pupils to become "a boy or a girl Friday" and help their schoolmates to accomplish their task if needed.
- Gifted or highly gifted pupils can be given some extra work if they finish earlier than others.
- Tasks for these students can also be more difficult.
- After they are finished, they can read a book or a magazine in English.
- Sometimes highly gifted learners are even recommended to attend English lessons with their older schoolmates.
- They can be offered optional subjects, e.g. conversations with a native speaker, listening, reading or speaking practise.

It is very important, though difficult, to pay attention to gifted and highly gifted students and keep them busy, otherwise they might become bored, disinterested at school and/or hyperactive.

9) Do teachers concentrate on the achievements of pupils in and follow their level of communication and written skills?

- The achieved results of pupils in English lessons must be in accordance with the required outputs stated in the SEP. Those pupils who do not achieve the expected results, teachers effectively support to improve to the desired level.
- The teacher creates suitable conditions for pupils to actively participate in English competitions, English language Olympics and projects. They also regularly evaluate and praise the results they achieve (see chapters 3.1.3.1 and 3.1.5).

10) Do teachers ensure a good level of interpersonal cooperation among pupils, between pupils and the teacher, and relationships in the classroom in general?

- Teachers offer those kinds of activities, so that all pupils can participate, and nobody is excluded from the collective.
- Teachers do not use irony in their lessons, on the contrary, they encourage pupils to achieve the established educational aim. They express their trust and create the conditions for each pupil to be successful in learning English language (see chapter 3.1.5).

11) Do teachers and pupils effectively use the school's material equipment, including didactic techniques?

- As was mentioned in the chapter 3.1.4, teachers and pupils should effectively use the school equipment (e.g. didactic technology, information technology, dictionaries, teaching aids, foreign language magazines, pictures, copied material, wall panels, etc.) to make the English lessons effective, fun, diverse and above all, stimulating.

12) Are teachers and pupils being evaluated? How does the system work in terms of self-evaluation?

- Pupils should be able to assess their knowledge by, for example, filling a progress questionnaire. The content depends on pupils' age, but they should consider their

previous results in listening, reading, speaking, writing, pronunciation, grammar and vocabulary and after thinking it through, they should give themselves a mark.

- They should think about their progress and practice to be self-critical. After mastering this task, they can evaluate each other in pairs.
- Teachers' task is to establish criteria for self-evaluation by commenting on pupils' assessments. They should listen and guide them (see chapter 3.1.2.3).

During my observation in the primary school ZŠ Brno, Hamry 12 I found out that the school inspectors appreciated every sign of self-evaluation in a lesson. Usually pupils gathered together at the end of the lesson and made a circle. Then they were asked to sum up what they were doing in the lesson, what they learned and what they did or did not like. Since the learners did not hesitate with answers, they were probably used to do such things. It probably was not just a one-time "exhibition" for a school inspector.

13) Is the assessment objective and sufficient?

- The evaluation of the achieved levels in English lessons is carried out in accordance with the rules for evaluating set in the school's regulations.
- In addition to the classifications, teachers can set portfolios with students' work and monitor their improvements and achievements during a long time-period.

6 Conclusions of the comprehensive inspection activity at ZŠ Brno, Hamry 12

It was mentioned in the introduction of this bachelor theses that besides providing information about the inspection procedure and the objects of CSI's interest, its importance will be also highlighted. External six-year circle assessment exposes what development schools have made during the past years and what they have achieved. It gives them strength and motivation to keep working on the improvement. Last but not least, since the Inspection report is a public document, parents can decide whether or not they want to choose this particular school for their children.

Following chapter summarises the school inspection team's findings and is based on the Inspection Report Ref. ČŠIB-2027/18-B p. 6-7 (see Appendix 6).

6.1 School development

- The headteacher was newly appointed, and the teaching staff changed quite a lot.
- Since the last inspection activity in 2013, the school has increased the number of pupils and thus the number of classes and departments of the after-school centre has risen with it.
- A school counselling centre has been set up to ensure a quality and systematic care for pupils with special educational needs.
- The use of the electronic information system has improved the quality of information transfer at the school.
- Improving the material condition of the school, with significant support from the statutory authority, has improved hygiene, work and safety conditions for education (Inspekční zpráva, b.r.).

6.2 Strengths

- Targeted care of the school management and the statutory authority about the material environment enables to improve the quality of education conditions.
- The collaboration among all members of the teaching staff creates a healthy working environment and a climate that promotes effective learning.
- Applying activity learning at lower primary school deepened the consolidation of pupils' acquired knowledge and skills
- Exemplary work of teaching assistants significantly contributes to high-level education not only for pupils with special educational needs, but also for other learners.
- The wide range of extracurricular activities provided in the framework of leisure education supports the all-round development of participants and quality leisure time activities (Inspekční zpráva, b.r.).

6.3 Weaknesses and opportunities for improvement

- The school management's unsystematic approach to the planning and participation of teachers in their further education did not specifically support the continuing development of teaching quality.

- Activation methods, group work or work in pairs were not frequent enough at the lower secondary school (Inspekční zpráva, b.r.).

6.4 Recommendations for improving the school's management

- To apply differentiation consistently, when assigning tasks according to the level of pupils' knowledge.
- To focus more on continuous education of teachers in order to improve the quality of education and ensure full qualification of the teaching staff.
- To regularly include peer interview and self-assessment in teaching, to get better feedback on the level and quality of pupils' values and attitudes. (Inspekční zpráva, b.r., s. 6-7).

7 Analysis of survey data

All questionnaires were sent online at the ZŠ Brno, Hamry 12, after publishing the Inspection Report in January 2019. Questions were constructed in such system, so that they can provide us with an answer to the three research questions stated in the introduction. Answering the first research question requires two questionnaires, because both teachers' and learners' points of view must be taken in account. Then, headteacher's and teachers' answers must be gathered in order to objectively response the second research question. And lastly, the third question requires an analysis of the Inspection report and another questionnaire focusing on pupils' views on the course of English lessons.

Unfortunately, due to the headteacher's long illness and absence at the school, she sent the questionnaires to its respondents with a long delay, which caused the limited number of returned questionnaires.

7.1 Questionnaire for the headteacher

First questionnaire was given to the headteacher in a search for her opinion, whether she sees a purpose in external evaluation or whether it is just a stressful happening that must be endured. One question deals with the English language teaching at her school. Altogether, the questionnaire consists of 4 multiple choices and 2 open questions. Headteacher's point of view partly answers the second research question. (for the original questionnaire see Appendix 1)

	Strongly agree	Agree	Disagree	Strongly disagree
Did you prepare for the comprehensive inspection after you were announced the arrival of the CSI?	x			
Have you agreed with the CSI's conclusions?	x			
Was the inspection anyhow beneficial for you and your school?	x			
Have you responded to the conclusions of the inspection and made any changes already?	x			

Table 2: Headteacher's views

The headteacher adds that after hearing the conclusion, she made a further educational plan for her teaching staff. Also, in September 2019 she is going to hire a new qualified teacher and she has already multiplied supervisions in classes.

An analysis of the Inspection report (see chapter 7.4) shows the school's good results from observations in English classes. For that reason, in the **last question**, the headteacher was asked what she does to support teaching and learning English at her school. She responded that besides choosing good textbooks (e.g. Oxford University Press – Happy House, H. Street, Project), the English language teachers use English throughout the whole lesson. However, the headteacher admits some deficiencies. The school used to cooperate with native speakers, but nowadays it seems difficult to find a good candidate. On the other hand, they will do their best to find one till the end of the summer 2019.

As shown in table 1, the headteacher put all kinds of effort to get prepared for the CSI's arrival. She got all required documents ready in advance and, as was obvious from the observation, this fact significantly facilitated the synergy between the inspection team and the school management. She also accepted, without any further comments, the conclusions of the comprehensive inspection and she perceived it as a beneficial self-evaluation which ultimately leads to better education. She immediately took action to

ensure a better environment for pupils and personnel. This, along with the teachers' views (see chapter 7.2), answers the second research question.

7.2 Questionnaire for teachers

As was mentioned in chapter 4, classroom observation was an intrinsic part of the multi-faceted school inspection. This survey focuses on CSI and the lesson observation from teachers' point of view and following chapter contains answers from nine received questionnaires (see Appendix 2). This survey completes the data collection needed for answering the second research question, whether the inspection activity provided a valuable feedback according to the headteacher (see chapter 7.1) and the teachers. Also, with the learners' points of view (see chapter 7.3), it contributes an additional opinion on the first research question.

	Strongly agree	Agree	Disagree	Strongly disagree
Was the preparation before your lesson anyhow different due to the announced observation by a school inspector?	-	-	-	9
If yes, how?	-	-	-	-
Did the presence of the school inspector affect your lesson?		4	3	2
At the end of the classroom observation you were given a feedback from the school inspector. Have you found it objective?	6	3	-	-
Did you feel stressed due to the CSI?	1	3	3	2
Do you consider the past inspection activity as beneficial?	3	4	2	-

Table 3: Teachers' views

Four teachers commented on the **third question** from the table 3 above. Two of the teachers said that pupils were much calmer, and the course of the lesson was quieter and more peaceful than usually. Third teacher admits that he or she prepared in detail and put more effort and energy in teaching (which does not go along with answers on the first

question in table 3). Fourth teacher was paying more attention to his/her time-management.

To the last question of the table 3 teachers added following:

- It presented us with what we should be focusing on more precisely.
- As a beginning teacher, I really appreciated the advice I was given.
- The feedback on my lesson along with the additional tips I found very useful.
- The inspector extended my knowledge about students with SEN.
- Me and the school inspector talked about different methods of teaching math. Since then I use them regularly.

As for **the last question**, teachers were asked to provide advice to teachers-beginners, who have never experienced the school inspection yet. They recommend the following:

- To see the CSI as a means of help and support. They are not here to judge you and insult you, but to give you a hand in becoming a professional. They used to be teachers therefore they are understanding. However, they also must do their job and check whether all established criteria are being followed. I really appreciated all the advices I was given, as well as an offered consultation shall I ever need one.
- Inspectors are here to give you advice, not to yell at you.
- To not to be afraid of them. My supervising inspector was even smiling.
- Do not stress out. It was my first school inspection and I must admit that I was not expecting it to go so easily. Thanks to the really nice school inspector, I forgot to be nervous.
- There is nothing to be afraid of.
- Forewarned is forearmed. Think precisely about the course of your lesson, about the aim, motivation and final evaluation.
- To stay calm and do what you normally do.
- Do not forget about an individual work and work in pairs/groups. Focus on motivating pupils at the beginning and at the end of the lesson.
- Never try too hard and do not change the way you usually teach. Accept the given feedback openminded.

Surprisingly, all nine respondents answered that they did not prepare anyhow differently, even though their class was supposed to be observed by a school inspector. However, one of the teachers recommends to a novice teacher to think precisely about the course of the lesson, its aim and incorporating motivation and evaluation. Another surprising fact is that 56% of the teachers agreed on their lesson not being affected by the presence of the school inspector. In addition to the positive findings from the classroom observations, the teachers were also to accept “negative” criticism. All of them sympathized with the inspector’s feedback on the observed lesson and some of them were even writing down notes, so that they could improve their teaching skills (based on the observation). Good news is that two of the respondents did not feel stressed at all and only three teachers felt partly uncomfortable. Another four supported the hypotheses from the introduction about the CSI evoking a protentional threat in teachers.

To sum this chapter up, even though five out of nine respondents claimed that their lesson was not affected by the inspector’s attendance too much, another four admit that pupils’ behaviour was not as spontaneous and “lively.” Others were focusing on the structure of their lesson and on the time management or felt uncomfortable and stressed. From the teachers’ answers is therefore possible to deduce that inspectors’ conclusions from classroom observations might not always be objective and reflecting the reality as it is.

7.3 Questionnaire for pupils concerning the CSI

The third survey consists of seven questions ranging from multiple choice to open questions. 22 learners at lower secondary school provided the missing second half of data, necessary for answering the first research question – whether the course of lessons was different due to a school inspector’s presence. (for the original questionnaire see Appendix 3)

The minority of the respondents attend 6th grade (two pupils), five pupils attend 7th grade, another five pupils attend 8th grade and most of the answers was obtained from ten pupils, attending 9th grade.

Aim of the **second question** was to find out whether the presence of the school inspector had any effect on individual student. For the answers see figure 4 below.

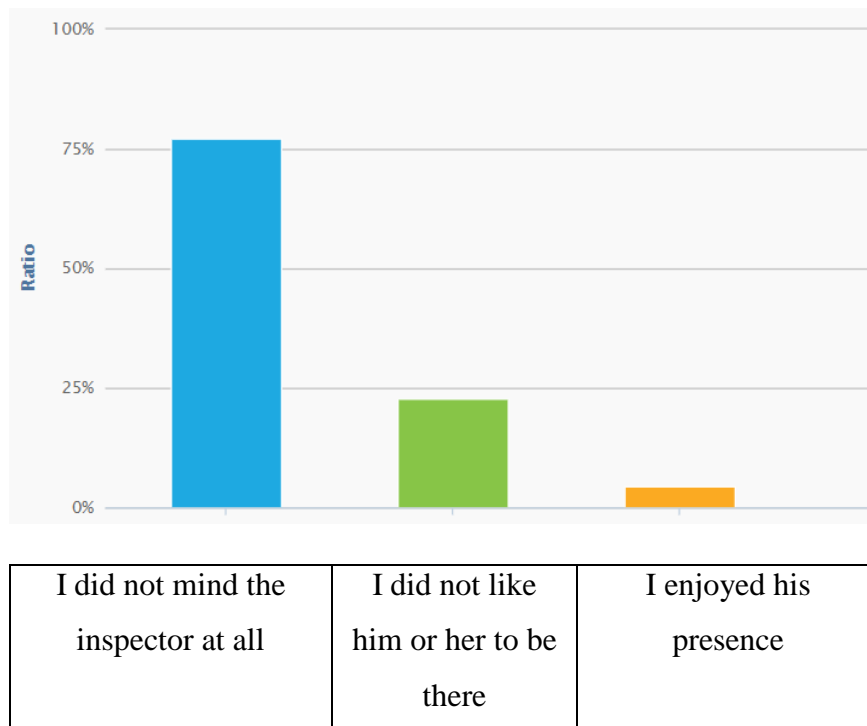


Figure 4: Question 2

The fact that 17 respondents had no problem with an inspector being in their class and one pupil even considered it as enjoyable, is not surprising, since the teachers were praising the pupils' great behaviour as well (see chapter 7.2). On the other hand, five respondents were not feeling comfortable, which is probably why teachers claimed that lessons were not as spontaneous as usually. In conclusion, the classroom observation probably had a little effect on pupils' behaviour.

	Strongly agree	Agree	Disagree	Strongly disagree
Were you working harder than usually due to the school inspector's presence?	2	3	8	9

Table 4: Question number 3

Due to the data available in table 4 above, the majority of the pupils (77%) did not put more effort into the lesson because of the inspection. These answers also correspond with the teachers who claimed that learners were not as lively as they are behaving in normal circumstances. The course of the lesson was therefore most likely influenced by the inspector.

	No, everything was the same	Yes, the lesson clearly differed
Was the course of the lesson different due to the school inspector's presence?	7	15
If yes, how?		

Table 5: Question number 4 and 5

This time respondents had a chance to express their opinion in the open question. 15 out of 22 pupils claim that the lesson obviously differed from the usual course due to the classroom observation. The most often answer is that the teachers appeared to the learners as more polite, prepared and nicer. One pupil even said that the teacher was much more calmer and patient with the class than usually and did not yell. Some pupils relate the answers to their classmates and say that the whole class was paying more attention to the teacher and following the orders.

Looking back at chapter 7.2 it is interesting how both, teachers' and pupils' answers correspond. Seven pupils answer that nothing in the course of the lesson has changed since the inspector entered the class. They were relating to those teachers who claim that the presence of the school inspector did not have any effect on his or her class (see table 3). In one opened question, a teacher admits that he or she put more time and effort into the preparation prior the classroom observation. Nor this fact was missed by the pupils.

	Strongly agree	Agree	Disagree	Strongly disagree
Was the teacher nervous due to the inspector's presence?	3	12	1	4

Table 6: Question number 6

In chapter 7.2 four of the teachers admit a significant stress while being observed and 71% of the learners in table 6 confirm that. 22% of the pupils who confused this question, supported the answer of the rest of the teachers who denied being agitated. Two respondents agreed that the teacher was nicer rather than nervous. However, in all probability, the stress and pressure on the teachers' shoulders had a notable influence on the evaluated lesson.

	They were working harder than usually	They were working less than usually	They were working as usually
What was your classmates' reaction on the school inspector's presence?	8	1	12

Table 7: Question number 7

As can be seen in table 7, pupils do not clearly distinguish one answer. It was possible that pupils were working just like in any other lesson, but some of them tried harder to support the teacher, so that that he or she could achieve a good feedback from the CSI. All in all, the inspection most likely did not have any effect on pupils' work effort. This finding is also supported by the answers to the question number three (see table 4).

To conclude this survey, pupils did not mind a school inspector being in their class, nevertheless they were not motivated by his or her presence either. Course of the lesson was affected by a considerable change in the teachers' behaviour due to stress and nervousness.

7.4 Questionnaire for pupils concerning English lessons

29 pupils from 6th to 9th grade, answered 12 multiple questions concerning English lessons at ZŠ Brno, Hamry 12. The aim of this survey was to answer the third research question, whether the learner's views are in accordance with the CSI's conclusion in the Inspection report (see Appendix 6). That is, whether not only the observed lessons but also any other English lessons contain suggested techniques from chapter 5 and therefore, whether the CSI's findings were objective (for the original questionnaire see Appendix 4).

The Inspection report states following:

- 1) Teachers led pupils to form and express their own opinion.
- 2) Teachers were using school equipment and didactic tools.
- 3) Teachers and teaching assistant were paying attention to individual pupils.
- 4) Continuous and final evaluation was supporting and motivating learners.
- 5) The diversity of the given tasks was not significant.

- 6) Teachers usually did not adapt tasks individually in accordance to learners' different level of English.
 - 7) Evaluation and self-evaluation were not common.
 - 8) Teachers were using primarily English when teaching.
 - 9) Pupils were actively answering questions, worked individually and in pairs, communicated with each other and respected each other.
 - 10) Significant attention was paid to the communicative skills and learning skills.
- (Inspekční zpráva, p. 4-5)

First question collected personal data about respondents' age. 17% attend 6th grade, 21% 7th grade, 17% 8th grade and 45% of the pupils attend 9th grade.

	Strongly agree	Agree	Disagree	Strongly disagree
Does English belong among your favourite subjects?	12	7	6	4

Table 8: Question number 2

According to the good results stated in the Inspection report (above mentioned article number 9), 62% of the respondents consider English as one of their favourite subjects (see table 8). During classroom observations, pupils were cooperating with their teacher and having obviously a good relationship with him or her. Pupils also wanted their teacher to achieve a good result by being "quieter and more peaceful," as was said by one of the responding teachers in the second questionnaire.

	Strongly agree	Agree	Disagree	Strongly disagree
Are the independent tasks too difficult for you?	1	4	14	10

Table 9: Question number 3

The fact that 79% of the pupils consider individual tasks as easy or manageable (see table 9) is again intact with the Inspection report, particularly with articles 9 nine and 10. On the other hand, as mentioned in the article 6, teachers poorly adapt tasks to learners'

different stages of English. Those learners who strongly disagree, should be given a chance to deal with more difficult tasks and vice versa (see chapter 3.1.3.1).

	Always	Mostly English	50/50	Mostly Czech	Never
How often does the teacher use English when teaching?	1	18	10	0	0

Table 10: Question number 4

As was stated in the Inspection report (article 8 from above), teachers were mostly using the target language when teaching English and, as can be seen in table 6, exactly 62% of the respondents support the CSI's conclusion at this matter.

	Strongly agree	Agree	Disagree	Strongly disagree
Is there an opportunity for you to speak in every lesson?	12	15	2	0

Table 11: Question number 5

In the **fifth** question, when asked if each student has an opportunity to communicate in English, the result was very good. 93% of the respondents sympathize with the CSI's feedback on this matter (see articles 1 and 10 from above).

	Strongly agree	Agree	Disagree	Strongly disagree
Does the teacher usually tell you at the beginning of the lesson, what is the content going to be? (e.g.: At first, we will do a little warm up, then we will finish unit three and, in the end, we will play a game).	7	16	5	1

Table 12: Question number 6

As was stated in chapters 3.1.2.2 and 5, par. 4, continuous motivation is essential in English language teaching. Great results from the Inspection report evaluating this

problematic area are supported by 79% of the learners, (see table 12) which means that the report is most likely objective even in this case.

	Strongly agree	Agree	Disagree	Strongly disagree
Do you switch between a variety of different activities during the lesson? (Individual, group work or work in pairs, games, discussions...)	19	7	2	1

Table 13: Question number 7

While the Inspection report states that the diversity of using various tasks was poor, pupils' opinion differs. As presented in table 13, 66% of the respondents claim that the diversity is high and other 24% tend to agree. Only 10% agrees with the CSI. Therefore, the result presented in the Inspection report might not be impartial. On the other hand, we must consider the fact that the inspectors were only present for one lesson at each classroom, so they can not base their conclusions on further research and evaluation.

	Strongly agree	Agree	Disagree	Strongly disagree
Does the teacher supervise and help you when moving around the class?	17	9	3	0

Table 14: Question number 8

According to the Inspection report (article 3 above), teachers and teaching assistants were paying individual attention to the learners, motivating them and supervising them. As can be seen from the table 14 above, the vast majority (90%) of the respondents agree. That means that this matter is clearly intact with the CSI's findings.

	Strongly agree	Agree	Disagree	Strongly disagree
Do you think that your English teacher is fair when evaluating?	22	7	0	0
Does the teacher praise you when you are active in the lesson? (When you answer a question correctly etc.).	7	14	5	3

Table 15: Questions number 9 and 10

The purpose of these two questions was to find out whether the learners' opinion is intact with the article number 4 which says that English teachers were properly evaluating and motivating learners towards further studies and achieving their goals. It is apparent from the table 15 that frequency and fairness of evaluation is probably not a problematic area at this school, therefore the conclusions in the Inspector report can be considered as on point.

	Strongly agree	Agree	Disagree	Strongly disagree
Do you use IT and communicative technology in the English lessons? (e.g. computers, data projectors)	22	3	3	1

Table 16: Question number 11

As we can analyse the information from the table 16, most of the respondents (86%) agree that they commonly use the school equipment as was highlighted in article 2 and in the Inspection report.

	Strongly agree	Agree	Disagree	Strongly disagree
Is there any evaluation and self-evaluation taking place at the end of the lesson?	2	8	14	5

Table 17: Question number 12

The last question is, along with the first one, the most controversial of this survey. Yet, most of the respondents are of the same opinion with the CSI which criticizes the lack of evaluation and self-evaluation (see article 7).

To sum up this survey, the result is unexpected, yet satisfying. Only one out of 12 answers have refuted the CSI's final conclusions stated in the Inspection report and although the teachers' and the learners' behaviour were different from the usual, findings stated in the Inspection report can be considered as objective. Not only from the observations but also from these answers is clear that the relationship between pupils and their English teachers is extraordinary. If there was not for the last question (see table 17), the English language teaching at the school would have probably been considered as exceptional.

CONCLUSION

The essential aim of this bachelor thesis was to provide information about English lessons being evaluated by the CSI to (not only) novice teachers. The theoretical part was concerned with the term evaluation as such, with basic facts about the CSI, its work and its purpose and it presents the most important skills a teacher should have as well. It also focuses on a school inspector's primary interests while observing English lessons.

Based on the cooperation with the inspection team, communication with the headteacher, teachers and pupils, observatory during the inspection activity and answered questionnaires, the following conclusions can be drawn:

- **Was the course of lessons anyhow different due to a school inspector's presence?**

The majority of the pupils agreed that the course of the observed lessons was in some points different from usual. Occasionally, it was due to the teacher's nervousness, another time the pupils cared about their teacher and appeared calmer and more focused. Even though some learners admitted a little fright, it did not have any negative effect on the course of the lesson.

- **Did the inspection activity provide a valuable feedback on education according to the teachers and the headteacher?**

Answers on this question could not be clearer. Evaluation and the final report gave the school new insights, which were further used for setting progressive conceptual goals with a positive impact on the quality of teaching. Sporadic negative conclusions coming from the inspection were taken as an opportunity for a continuous improvement. The headteacher fully accepted the conclusions and immediately took an action and determined the best way how to fix the school's weaknesses (see the inspection report ČŠIB-2027/18-B and chapters 7.1 and 7.2).

- **Were the learners' views, concerning the English lesson, in accordance with the Czech School Inspectorate's conclusions in the Inspection report?**

Surprisingly, 92 % of pupils supported the CSI's conclusions stated in the Inspection report. Thus, they confirmed that the quality of all the observed English lessons did not

differ from lessons throughout the school year. It was clear from the answers that the English lessons are taught mostly in English, learners are acquainted with the aim of each lesson, they appreciate the objective evaluation of their achievements and continuous motivation during each lesson. Learners also confirmed the use of various IT technologies, which improve and diversify the course of English lessons. Unfortunately, they also confirmed the lack of evaluation and self-evaluation at the end of lessons, therefore teachers will have to raise the standards when it comes to this matter. On the other hand, 90% of the respondents refuted that the English teachers do not use multiple various methods and forms of work and they claim the exact opposite.

All in all, cooperation with the Czech School Inspectorate was for me, as a student and a future teacher, a tremendous experience. Now I understand that if a school perceives an inspection as a necessary external self-evaluation, then the provided feedback has a positive impact on improving the level of education. Based on the oral and written responses from the headteacher and other teaching staff, I am confident to say that the school accepted the CSI as its partners who did not come to harm the school, on the contrary.

If I am ever to have a chance to continue in my research, for example when writing my master's thesis, I would study the methods of evaluation and motivation deeper. During my research I have realized how complex and interesting these topics are and how much I have learnt while reading about them. Also, next time I would gather more respondents for answering the questionnaires, so that the results were even more verified. In conclusion, I find the research as successful and useful.

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APPENDICES

Appendix 1: Questionnaire for the headteacher

Vážená paní ředitelko,

na základě našeho telefonátu Vám zasílám dotazník, a ještě jednou Vám tímto děkuji, že jste tento výzkum vůbec umožnila. Moc si toho vážím.

Jana Ehlichová

1) Připravovala jste se na příchod ČŠI poté, co Vám ČŠI oznámila, že bud ve Vaší škole vykonána komplexní inspekce?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

2) Ztotožnila jste se se závěry ČŠI z komplexní činnosti?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

3) Reagovala jste na závěry z komplexní inspekce a provedla ve škole nějaké změny?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

4) Pokud ano, jaké?

5) Bylo pro Vás působení ČŠI ve Vaší škole přínosné?

- a. Ano
- b. Spíše ano
- c. Spíše ne

- d. Ne
- e. Jiná

6) Jakým způsobem se Vaše škola snaží rozvíjet cizojazyčnou gramotnost?

Appendix : Questionnaire for the teachers

Vážení učitelé,

jmenuji se Jana Ehlichová a možná si na mne vzpomínáte z doby, kdy jsem se v prosinci spolu s inspekčním týmem účastnila školní inspekce na Vaší škole. Tímto chci ještě jednou poděkovat všem, kteří mne přijali, poskytli rozhovory a strpěli ve třídě při hospitacích. Pro ty, co mě ještě neznají, jsem studentkou třetího ročníku pedagogické fakulty Univerzity Palackého v Olomouci, kde studuji angličtinu a přírodopis. Dlouho jsem přemýšlela, na jaké téma bych měla psát svou bakalářskou práci, aby měla ve výsledku smysl. A nakonec jsem se rozhodla dát dohromady jakousi "příručku" pro všechny učitele, kteří se obávají školní inspekce a chtěli by mít po jejím skončení co nejlepší výsledky.

Na základě rozhovorů s inspektory, vlastního pozorování a, upřímně doufám, také s Vaší pomocí, se mi to podaří.

Mnohokrát Vám za to předem děkuji!

- 1) Probíhala Vaše příprava na výuku v době působení ČŠI ve Vaší škole jinak než obvykle?**
 - a. Ano
 - b. Ne
- 2) Pokud ano, v čem se lišila?**
- 3) Ovlivnila přítomnost školního inspektora Vaši hodinu?**
 - a. Ano
 - b. Spíše ano
 - c. Spíše ne
 - d. Ne
 - e. Jiná
- 4) Pokud ano, jak?**
- 5) Po skončení hospitace Vám byla poskytnuta zpětná vazba ze strany školního inspektora. Považoval/a jste jej za objektivní či nikoliv?**
 - a. Ano
 - b. Spíše ano
 - c. Spíše ne
 - d. Ne

e. Jiná

6) Bylo pro Vás působení ČŠI ve Vaší škole přínosné?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

7) Pokud ano, v čem?

8) Byla pro Vás přítomnost ČŠI na Vaší škole stresující?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

9) Co byste poradil/a kolegům, kteří ještě žádnou kontrolu či inspekční činnost ČŠI nezažili?

Appendix 3: Questionnaire for pupils about the Czech school inspection

Milí žáci,

jmenuji se Jana Ehlichová a jsem studentkou Univerzity Palackého v Olomouci, kde studuji angličtinu a přírodopis. Tímto bych Vás chtěla požádat o trochu Vašeho času a slibuji, že to zabere jen chvílku. Informace, které v dotazníku poskytnete, mi pomohou při psaní mé bakalářské práce a já Vám tak budu neskutečně vděčná.

Děkuji!

1) Do jaké třídy chodíš?

2) Jak na tebe působila přítomnost školního inspektora ve třídě?

- a. Přítomnost školního inspektora mi nevadila.
- b. Jeho přítomnost mi nebyla příjemná.
- c. Jeho přítomnost mi byla příjemná
- d. Jiná

3) Snažil/a ses více než v hodinách bez přítomnosti inspektora?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

4) Když byl ve tvé třídě školní inspektor, probíhala hodina jinak než obvykle?

- a. Ne, nic se nezměnilo oproti jiným hodinám
- b. Ano, bylo znát, že je hodina jiná
- c. Jiná

5) Pokud byla hodina jiná než obvykle, napiš v čem:

6) Působil/a pan učitel/paní učitelka nervózně, když byl ve třídě školní inspektor?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

7) Jak reagovali tvoji spolužáci, když byl ve třídě školní inspektor?

- a. Snažili se více než obvykle
- b. Snažili se méně než obvykle
- c. Chovali se jako kdykoliv předtím
- d. Jiná

8) Dozvěděli jste se předem, že do Vaší školy přijde školní inspekce?

- a. Ano
- b. Ne

Appendix 4: Questionnaire for pupils about English lessons

- 1) **Do jaké třídy chodíš?**
- 2) **Patří angličtina mezi tvé oblíbené předměty?**
 - a. Ano
 - b. Spíše ano
 - c. Spíše ne
 - d. Ne
 - e. Jiná
- 3) **Jsou pro tebe samostatné úkoly ve výuce příliš složité?**
 - a. Ano
 - b. Spíše ano
 - c. Spíše ne
 - d. Ne
 - e. Jiná
- 4) **Jak často mluví pan učitel/paní učitelka v hodinách anglicky?**
 - a. Mluví jen anglicky
 - b. Spíše anglicky
 - c. Spíše česky
 - d. Střídavě anglicky a česky
 - e. Jen česky
 - f. Jiná
- 5) **Dostaneš se každé hodině anglického jazyka ke slovu? (Např.: Pan učitel/paní učitelka tě vyvolá, i když se nehlásíš).**
 - a. Ano
 - b. Spíše ano
 - c. Spíše ne
 - d. Ne
 - e. Jiná
- 6) **Sdělujete si na začátku hodiny, co se bude dělat? (Např.: Dnes zopakujeme učivo z minulé hodiny, poté dobereme 3. lekci a na závěr si za odměnu zahrajeme hru).**
 - a. Ano, vždy
 - b. Spíše ano

- c. Spíše ne
- d. Nikdy
- e. Jiná

7) Střídáte často aktivity v hodinách? (Samostatnou práci, skupinovou práci, poslech, čtení, hry, komunikaci...)

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

8) Pohybuje se pan učitel/paní učitelka po třídě (mezi žáky) v průběhu hodiny a dohlíží na vaši práci?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

9) Myslíš si, že je pan učitel/paní učitelka při hodnocení (klasifikování, chválení...) spravedlivý/á?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

10) Chválí Tě pan učitel/paní učitelka často, když jsi aktivní v hodině? (odpovíš správně na otázku, hlásíš se...).

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná
- f.

11) Používáte ve výuce informační a komunikační technologie (počítače, datový projektor)?

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

12) Probíhá na koci shrnutí učiva a zhodnocení hodiny? (sebehodnocení, vzájemné hodnocení atd.).

- a. Ano
- b. Spíše ano
- c. Spíše ne
- d. Ne
- e. Jiná

Appendix 5: School inspector's and inspecting officer's ID



Figure 5: School inspector's ID (MŠMT, 2004)



Figure 6: Inspecting officer's ID (MŠMT, 2004)



**Česká školní inspekce
Jihomoravský inspektorát**

INSPEKČNÍ ZPRÁVA

Čj. ČŠIB-2027/18-B

Název	Základní škola Brno, Hamry 12, příspěvková organizace
Sídlo	Hamry 12, 614 00 Brno
E-mail	zshamry@centrum.cz
IČ	49465538
Identifikátor	600108449
Právní forma	příspěvková organizace
Zastupující	Mgr. Velená Varmužová
Zřizovatel	Statutární město Brno, městská část Brno-Maloměřice a Obřany
Místa inspekční činnosti	Hamry 12, Obřanská 7, Brno
Termín inspekční činnosti	12. – 14. prosinec 2018

Inspekční činnost byla zahájena předložením pověření k inspekční činnosti.

Předmět inspekční činnosti

Hodnocení podmínek, průběhu a výsledků vzdělávání poskytovaného základní školou a školní družinou podle § 174 odst. 2 písm. b) zákona č. 561/2004 Sb., o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (školský zákon), ve znění pozdějších předpisů.

Zjišťování a hodnocení naplnění školních vzdělávacích programů a jejich souladu s právními předpisy a rámcovým vzdělávacím programem podle § 174 odst. 2 písm. c) školského zákona.

Charakteristika

Základní škola Brno, Hamry 12, příspěvková organizace (dále „škola“) vykonává v souladu se zápisem v rejstříku škol a školských zařízení činnost základní školy (dále „ZŠ“) s nejvyšším povoleným počtem 445 žáků, školní družiny (dále „ŠD“) s nejvyšším povoleným počtem 150 účastníků a školní jídelny s nejvyšším povoleným počtem 300 stravovaných.

Od poslední inspekční činnosti v roce 2013, kdy ZŠ navštěvovalo 278 žáků, byl zaznamenán jejich vysoký nárůst. V době inspekční činnosti 14 tříd 1. až 9. ročníku ZŠ navštěvovalo 332 žáků, z toho 61 žáků se speciálními vzdělávacími potřebami (dále „SVP“). Podle individuálních vzdělávacích plánů (dále „IVP“) se vzdělávalo 24 žáků. Vzdělávání v ZŠ je realizováno podle Školního vzdělávacího programu pro základní vzdělávání Škola Hamry (dále „ŠVP ZV“).

Zájmové vzdělávání je uskutečňováno podle Školního vzdělávacího programu školní družiny (dále „ŠVP ŠD“). V pěti odděleních se aktuálně vzdělávalo 135 účastníků. Úplata byla stanovena ve výši 170 Kč měsíčně. Provoz ŠD byl zajištěn v ranních hodinách od 6:30 do 7:40 hodin a po ukončení vyučování do 16:30 hodin.

Ke zlepšení stravovacích návyků žáků byla škola zapojena do projektů „Ovoce a zelenina do škol“ a „Mléko do škol“, vytvářela tak podmínky pro zdravý životní styl a vedla žáky k upevňování praktických návyků v oblasti zdravé výživy.

Hodnocení podmínek vzdělávání

Od poslední inspekční činnosti došlo ke změně ve vedení školy. Ředitelka školy (dále „ředitelka“) byla jmenována do funkce během školního roku 2016/2017 na základě konkurzního řízení a splňuje zákonné předpoklady pro její výkon. Při řízení školy vychází ze své koncepce rozvoje školy a podrobně se zabývá všemi oblastmi vzdělávacího procesu. Škole se daří realizovat vytyčené záměry hlavně v oblasti materiálního vybavení, zlepšování klimatu a vytváření podmínek pro vzdělávání žáků se SVP. Aktivní sdílení deklarovaných záměrů a cílů účastníky vzdělávacího procesu bylo patrné především z hodnocení hospitovaných vyučovacích hodin a vyhodnocení dotazníků zadaných Českou školní inspekcí (dále „ČŠI“), ze kterých vyplynula většinová shoda všech zúčastněných na pozitivním posouzení školního klimatu. Část pravomocí delegovala ředitelka na své zástupkyně, které se tak účelně podílí na chodu školy. Kontrolní a hospitační činnost od nástupu ředitelky do funkce do data inspekční činnosti byla méně četná a poskytovala pracovníkům potřebnou zpětnou vazbu pouze částečně. Vyučující spolupracují zejména v rámci metodického sdružení 1. stupně ZŠ a předmětových komisí 2. stupně ZŠ, rozsah činností je však rozdílný v závislosti na charakteru předmětu a především iniciativě a aktivitách vyučujících. Pedagogická rada jako poradní orgán ředitelky je svolávána pravidelně. Projednávají se především vzdělávací potřeby žáků, analyzují se jejich výsledky a přijímají se další potřebná rozhodnutí v procesu vzdělávání. V letošním školním roce škola nově zavedla využívání elektronického informačního systému, od kterého vedení školy očekává zefektivnění předávání informací.

Od poslední inspekční činnosti došlo k personální obměně pedagogického sboru, začínajícím pedagogickým pracovníkům vedení školy poskytuje patřičnou podporu. Vzdělávání v aktuálním školním roce zajišťovalo 36 pedagogických pracovníků včetně 10 asistentek pedagoga (dále „AP“) a 5 vychovatelek ŠD. Předpoklad odborné kvalifikace nesplňovala jedna AP a 5 učitelů. V kvalitě výuky se tato skutečnost negativně neprojevila. Výběr dalšího vzdělávání pedagogických pracovníků (dále „DVPP“) ředitelka školy ponechává na uvážení pedagogů a DVPP bylo v uplynulých třech letech spíše sporadické. Pokud se uskutečnilo, zaměřovalo se na oborové didaktiky (např. český jazyk, cizí jazyky, matematiku) a na problematiku společného vzdělávání. V oblasti zájmového vzdělávání k němu v posledních letech nedocházelo vyjma pravidelné účasti vedoucí vychovatelky ŠD na schůzkách zaměřených na výměnu zkušeností.

Od poslední inspekční činnosti, kdy byly ČŠI shledány nedostatky v nastavení jednotného systému výchovného poradenství a evidenci žáků se SVP, došlo k pozitivnímu posunu v této oblasti. Poradenské služby zajišťuje ve spolupráci s ředitelkou školy školní poradenské pracoviště (dále „ŠPP“) tvořené výchovnou poradkyní, metodičkou prevence a speciální pedagožkou. Jednotliví členové mají mezi sebou promyšleně rozdělené kompetence, které odpovídají standardním činnostem poradenských pracovníků školy. Evidenci žáků se SVP přehledně a pečlivě vede výchovná poradkyně, která pravidelně předává informace o těchto žácích třídním učitelům a ostatním pedagogickým pracovníkům při osobních konzultacích a na jednáních pedagogické rady. Spolupodílí se na vytváření jak IVP, tak plánů pedagogické podpory, v případě potřeby spolupracuje se školskými poradenskými zařízeními. Na základě jejich doporučení škola realizuje u žáků se SVP pedagogickou intervenci a speciálně pedagogickou péči. Na náležité úrovni má škola nastaven systém péče o žáky ohrožené školním neúspěchem, pro něž organizuje také v rámci projektu prevence školní neúspěšnosti doučování. Na velmi dobré úrovni je výchovnou poradkyní zajišťované kariérní poradenství. Škola věnuje rovněž patřičnou pozornost prevenci rizikového chování žáků. Metodička prevence ve spolupráci s odborníky z praxe organizuje pro žáky preventivní programy nejen dle časové nabídky, ale především v návaznosti na aktuální potřeby školy. Z dokumentace vedené metodičkou prevence vyplývá, že škola se rizikovým chováním žáků zabývá, včas podchycuje problémové oblasti a výskyt nežádoucích jevů řeší se zákonnými zástupci bezodkladně. V poslední době škola řešila ojedinělé problémy s nevhodným chováním mezi žáky a kouřením žáků ve škole. Přínosná pro zvyšování kvality poradenských služeb školy je činnost speciální pedagožky. Kromě individuální práce s jednotlivými žáky ve spolupráci s třídními učiteli a metodičkou prevence mapuje sociální klima třídních kolektivů. Dále metodicky vede AP, které poskytují účinnou podporu žákům ve třídách ZŠ i ve ŠD.

Za přispění finančních prostředků od zřizovatele školy a aktivním získáváním prostředků z projektů zajišťuje škola postupnou obnovu a modernizaci po stránce technické i materiální a přispívá tak k úspěšnému naplňování záměrů a cílů stanovených ve školních vzdělávacích programech. K nejvýraznější změně došlo kromě stavebních úprav různého charakteru spojením budov na adrese Hamry 12 a Obřanská 7 tzv. „krčkem“. Tímto krokem vznikly nejen nové učebny, ale zejména ŠD získala pro svou činnost výborné materiální podmínky. Všechna oddělení disponují samostatnými hernami. Jejich

vhodně zvolené vybavení a podnětné prostředí účastníkům velmi dobře umožňovalo relaxaci a odpočinek. Vytvořené herní kouty a velký výběr hraček, didaktického a výtvarného materiálu společně s interaktivní tabulí podporovaly tvořivost a kreativitu účastníků. Samostatná knihovna ŠD je využívána pro klidovou činnost a k trávení času s knihou či časopisem, případně relaxaci. K pohybovým aktivitám žáci využívají kromě tělocvičny také moderní víceúčelovou sportovní halu a venkovní hřiště s herními prvky v těsné blízkosti školy.

Škola nabízí žákům pestrou nabídku zájmových aktivit, které smysluplně zaplňují jejich volný čas, věnuje potřebnou pozornost bezpečnosti a ochraně jejich zdraví při vzdělávání a s ním přímo souvisejících činnostech a při poskytování školských služeb. Fyzickou prohlídkou prostor užívaných žáky v době inspekční činnosti nebyla zjištěna zjevná rizika v zajištění bezpečného prostředí při vzdělávání a s ním souvisejících činnostech. Budovy, ve kterých probíhalo vzdělávání, byly také dostatečně zajištěny proti vstupu a pohybu cizích osob. Pro zvýšení bezpečnosti žáků byl pořízen kamerový systém. Žáci jsou prokazatelně poučováni o dodržování bezpečnosti a ochrany zdraví ve škole i mimo prostory školy, zejména s ohledem na probíhající rekonstrukci budovy.

Hodnocení průběhu vzdělávání

Společným pozitivním zjištěním z hospitovaných vyučovacích hodin na obou stupních ZŠ bylo přívětivé třídní klima upevňující prosociální vztahy žáků ve třídě, důraz byl kladen na dodržování nastavených pravidel při současném vstřícném a podporujícím přístupu učitelů k žákům. Ve většině sledovaných vyučovacích hodin docházelo k účinné podpoře žáků a rozvoji jejich funkčních gramotností. Vyučující kladli důraz nejen na kvalitu znalostí a dovedností, ale potřebnou pozornost věnovali i formování postojů a názorů žáků. Názornost výuky byla vhodně podpořena pomůckami včetně vhodného využití didaktické techniky, příklady z praxe, uplatňováním mezipředmětových vztahů a propojováním probíraného učiva se situacemi z každodenního života. Učitelé poskytovali potřebnou podporu žákům se SVP, přínosná pro žáky i učitele byla aktivní činnost AP, jež velmi dobře reagovaly na aktuální situaci ve výuce a vzdělávací potřeby jednotlivých žáků. Průběžné i závěrečné hodnocení ve všech hospitovaných hodinách mělo motivační funkci, respektovalo individualitu žáků. V nižší míře učitelé využívali diferencované

zadávaní úkolů vzhledem k úrovni schopností a dovedností žáků. Rezervy byly zjištěny ve využití sebehodnocení či vzájemného hodnocení zejména na 2. stupni ZŠ.

Kvalitu a efektivitu vyučovacího procesu na 1. stupni ZŠ pozitivně ovlivňovala úvodní motivace, účelné střídání činností včetně relaxace a uvolnění, problémových úloh nebo uplatňování mezipředmětových vztahů, což vedlo k rozvíjení poznatků získaných v jiných vyučovaných předmětech. Díky podnětným vyučovacími situacím, účelnému využití učebních pomůcek a pracovních materiálů poskytovaly žákům příležitosti k učení. Žáci většinou pracovali se zájmem a radostí. Až na výjimky prokazovali dobré učební návyky, respektovali stanovená pravidla chování, reagovali na pokyny učitelů a plnili zadané úkoly. Kooperativní techniky podporovaly týmovou spolupráci, žáci se přirozeným způsobem učili vnímat názory ostatních spolužáků, byli záměrně a velmi efektivně motivováni do všech učebních aktivit. V závěru některých vyučovacích hodin byl dán žákům prostor pro sebehodnocení i zhodnocení celé vyučovací jednotky. Jazyková gramotnost žáků byla kvalitně rozvíjena při výuce anglického jazyka, kde byl patrný prostor k uplatnění komunikativních dovedností. Výuka byla vedena kvalitně daným jazykem, na kladené dotazy žáci spontánně reagovali. Matematická gramotnost byla rozvíjena především při osvojování numerických operací a řešení praktických úkolů, když žáci samostatně a se zaujetím řešili úkoly a využili dříve osvojené postupy. Při rozvoji přírodovědné gramotnosti žáci propojovali teoretické znalosti s reálným životem včetně aplikace na místní podmínky.

Hospitované hodiny *matematiky a přírodovědných předmětů* na 2. stupni ZŠ měly srovnatelnou úroveň. Učitelky se úspěšně zaměřovaly na rozvoj komunikačních dovedností žáků. Promyšleně naplánovaly výuku v návaznosti na ŠVP ZV a předchozí učivo, vycházely z již osvojených znalostí a dovedností žáků. Cíleně rozvíjely matematickou a přírodovědnou gramotnost žáků, při ověřování vědomostí spravedlivě hodnotily výkon žáků, někdy je vhodně vyzvaly k sebehodnocení. Do převládající, účelné frontální výuky zařazovaly demonstrační a žákovské pokusy, samostatnou práci žáků, hodiny měly díky střídání činností spád. V hospitovaných hodinách *českého jazyka a literatury* převažoval frontální styl učení, žáci měli celkově méně prostoru pro vzájemnou komunikaci a spolupráci. U starších žáků byly formou rétorických cvičení vhodně rozvíjeny jejich vyjadřovací schopnosti, přičemž byli vyučujícími důkladně vedeni ke kultivovanému ústnímu projevu. Výuka cizích jazyků (*anglický a německý jazyk*) byla důsledně vedena v cílovém jazyce, žáci reagovali na kladené dotazy, bez problémů plnili

zadané úkoly. Zapojovali se do individuálních činností, zodpovědně přistupovali k plnění úkolů a řešení problémů, věcně komunikovali s vyučujícími a respektovali jeden druhého. Práce žáků ve dvojicích vhodným způsobem podporovala rozvoj sociálních a komunikativních dovedností a kompetenci k učení. Výrazná pozornost byla věnována rozvoji řečových dovedností, vyjma hospitované hodiny německého jazyka, kde bylo žákům poskytováno málo příležitostí k procvičování svých vyjadřovacích schopností. V hodinách *dějepis* a *občanské výchovy* byla organizace výuky promyšlená zejména při prezentování historických událostí a jejich časového i geografického určení. Žáci byli výborně vedeni k přemýšlení o probíraném tématu a k samostatnému vyvozování závěrů. Při samostatné i skupinové práci žáci prokazovali velmi dobré znalosti ze vzdělávacích oblastí a sociální kompetence.

Dobrá spolupráce vychovatelek ŠD měla pozitivní vliv na průběh zájmové činnosti. Střídaly se činnosti relaxační, výchovné a vzdělávací. V průběhu sledovaných činností byla patrná individuální podpora žákům a vytváření bezpečného psychosociálního prostředí. Realizované činnosti vycházely z témat, která jsou žákům blízká a přispívají cíleně k jejich relaxaci, často se prolínaly a vedly ke komplexnímu rozvoji kompetencí. Zvolené metody práce velmi dobrým způsobem podporovaly rozvoj dětské fantazie. Žáci se chovali slušně, byli cíleně vedeni ke vzájemné pomoci, toleranci a dodržování nastavených režimových návyků.

Hodnocení výsledků vzdělávání

Škola o své vzdělávací nabídce informuje veřejnost běžným způsobem. Při přijímání žáků k základnímu vzdělávání ředitelka postupovala podle platných právních předpisů. Všem žákům byly vytvářeny rovné podmínky pro vzdělávání. Škola má vytvořený systém zjišťování úrovně individuálních a skupinových výsledků vzdělávání žáků, v němž jsou využívány prověrky, školní testy, individuální zkoušení, prověrky, diktáty a čtvrtletní nebo pololetní písemné práce atd. Zákonné zástupce žáků o výsledcích vzdělávání informují učitelé prostřednictvím nově zavedeného elektronického informačního systému. V prvním a druhém ročníku a u zákonných zástupců žáků bez přístupu k vhodné výpočetní technice také v běžných deníčcích. Škola uměla nejen sumarizovat, zhodnotit, analyzovat, ale i porovnat vlastní výsledky vzdělávání žáků s výsledky vzdělávání žáků jiných škol podobného typu a přijímat opatření vedoucí ke zkvalitňování

učebních výsledků. Důkazem těchto zjištění byly mírně nadprůměrné výsledky žáků v rámci zjišťování výsledků vzdělávání, které organizuje ČŠI, ve čtenářské gramotnosti, v matematice, v anglickém jazyce, výchově ke zdraví a v dopravní výchově. Výsledky vzdělávání žáků v jednotlivých předmětech jsou projednávány v metodických orgánech školy a následně na jednáních pedagogické rady. Z analýzy celkových výsledků školy ve školním roce 2017/2018 je zřejmé, že nastavený systém řešení vzdělávacích obtíží u žáků je účinný (z celkového počtu 323 jich 224 prospělo s vyznamenáním, 95 prospělo a 4 neprospěli). Nadání žáků škola podporuje kromě pestré nabídky zájmových kroužků také zapojením žáků do předmětových soutěží a olympiád, ve kterých dosahují velmi dobrých výsledků a někdy postupují do vyšších kol. Škola celkově úspěšné žáky a žáky s příkladným chováním a za významnou pomoc spolužákům oceňuje pochvalou nebo diplomem ředitelky. Motivací pro žáky k dosahování výborných školních výsledků je udělení každoročního ocenění formou odměny vybraným žákům z rukou představitelů zřizovatele školy. Za jedny z nejdůležitějších partnerů považuje škola zákonné zástupce žáků. Vztahy s rodiči jsou vnímány pozitivně, ti projevují zájem o dění ve škole, zúčastňují se třídních schůzek, hovorových hodin i akcí školy, někteří se zapojují do mimoškolních aktivit. Škola úzce spolupracuje s vnějšími partnery z různých oblastí života (vzdělávací, kulturní, sportovní apod.) a výsledky spolupráce efektivně využívá ke zkvalitňování své činnosti.

Další zjištění

V rejstříku škol a školských zařízení bylo v době inspekční činnosti uvedeno jedno místo poskytovaného vzdělávání, a to v Brně na ulici Hamry 12. Škola pravidelně využívá pro realizaci vzdělávání žáků také pracoviště v Brně na ulici Obránská 7. Ředitelka školy v průběhu inspekční činnosti přijala bez zbytečného odkladu opatření a podala žádost o zápis změny v údajích vedených v rejstříku škol a školských zařízení tak, aby byly v souladu s aktuálním stavem.

Závěry

Vývoj školy

- Byla jmenována nová ředitelka školy a postupně došlo k obměně pedagogického sboru.

- Od poslední inspekční činnosti v roce 2013 se ve škole zvýšil počet žáků a tím také počet tříd a oddělení ŠD.
- Bylo zřízeno ŠPP zajišťující kvalitní systematickou péči žákům se SVP.
- Využíváním informačního systému v elektronické podobě došlo ke zkvalitnění přenosu informací ve škole.
- Zkvalitněním materiálních podmínek školy za výrazné podpory zřizovatele se zlepšily hygienické, pracovní a bezpečnostní podmínky pro vzdělávání, což příznivě ovlivňuje kvalitu jeho průběhu.

Silné stránky

- Cílená péče vedení školy a zřizovatele o materiální prostředí umožňuje zvyšování kvality podmínek vzdělávání.
- Vzájemná spolupráce členů pedagogického sboru vytváří zdravé pracovní prostředí a klima podporující efektivní průběh vzdělávání.
- Uplatňování činnostního učení na 1. stupni ZŠ prohlubovalo upevňování získaných vědomostí a schopností žáků.
- Příkladná práce AP výrazně přispívá ke kvalitnímu vzdělávání nejen žáků se SVP, ale i ostatních žáků.
- Široká nabídka mimoškolních aktivit realizovaných v rámci zájmového vzdělávání podporuje všestranný rozvoj účastníků a kvalitní trávení volného času.

Slabé stránky a/nebo příležitosti ke zlepšení

- Nesystematický přístup vedení školy k plánování a účasti pedagogů na DVPP cíleně nepodporoval další rozvoj kvality výuky.
- Aktivizační metody, skupinové práce nebo práce ve dvojicích byly na 2. stupni ZŠ zařazovány v nižší míře.

Doporučení pro zlepšení činnosti školy

- Uplatňovat důsledně diferenciaci při zadávání úkolů podle úrovně vědomostí a dovedností žáků.
- Více se zaměřit na DVPP s cílem zlepšovat stávající kvalitu vzdělávání a zajistit úplnou kvalifikaci pedagogického sboru.
- Pravidelně zařazovat vzájemné hodnocení a sebehodnocení ve výuce, získávat lepší zpětnou vazbu o úrovni a kvalitě žakovských hodnot a postojů.

Seznam dokladů, o které se inspekční zjištění opírají

1. Zřizovací listina Základní školy, Hamry 12, příspěvkové organizace - vydaná Statutárním městem Brno – městská část Brno – Maloměřice a Obrány, včetně dodatků, ze dne 20. října 2015
2. Výpis z rejstříku škol a školských zařízení č. j. MŠMT-4938/2017-2 ze dne 6. prosince 2018
3. Jmenování na místo ředitele školy č. j. MMB/508355/2016 ze dne 23. prosince 2016
4. Dlouhodobá koncepce ZŠ Brno, Hamry 12, 2017 – 2023 ze dne 1. ledna 2017
5. Koncepce ZŠ Brno, Hamry 12, 2018 – 2019 ze dne 28. srpna 2018
6. M 3 Výkaz o základní škole podle stavu k 30. 9. 2018 ze dne 9. října 2018
7. Z-2-01 Výkaz o školní družině podle stavu k 31. 10. 2018 ze dne 12. listopadu 2018
8. Z-017-01 Výkaz o činnosti zařízení školního stravování podle stavu k 31. 10. 2018, Školní jídelna ze dne 7. listopadu 2018
9. Školní vzdělávací program pro základní vzdělávání Škola Hamry platný od 1. září 2007, aktualizovaný 30. září 2018
10. Školní vzdělávací program školní družiny platný od 1. září 2007, aktualizovaný 30. září 2018

11. Školní řád platný od 1. listopadu 2017
12. Vnitřní řád školní družiny platný od 1. září 2017
13. Doklady o nejvyšším dosaženém vzdělání pedagogických pracovníků školy vedené ve školním roce 2018/2019
14. Hospitační činnost ve školním roce 2018/2019
15. Třídní knihy vedené v elektronické podobě ve školním roce 2018/2019 (14 ks)
16. Žákovské knížky a deníčky žáků vedené ve školním roce 2018/2019 (vzorek)
17. Písemnosti žáků vedené ve školním roce 2018/2019 (vzorek)
18. Výsledky žáků v národním testování ve školním roce 2015/2016, 2016/2017 a 2018/2019
19. Rozvrhy hodin jednotlivých tříd a všech pedagogických pracovníků školy – školní rok 2018/2019
20. Plán činnosti ŠD – školní rok 2018/2019
21. Přehled výchovně vzdělávací práce školní družiny – školní rok 2018/2019 (5 ks)
22. Zápisy z porad vedené od školního roku 2013/2014
23. Zápisy metodických orgánů ve školním roce 2018/2019
24. Dokumentace žáků se SVP ve školním roce 2018/2019 (IVP, plány pedagogické podpory)
25. Plán práce výchovného poradce pro školní rok 2018/2019
26. Zpráva výchovného poradce o činnosti ve školním roce 2017/2018
27. Zápisy z jednání s rodiči ve školních letech 2017/2018 a 2018/2019
28. Minimální preventivní program pro školní rok 2018/2019 ze dne 1. října 2018
29. Záznamy o práci – speciálně pedagogická péče ve školním roce 2018/2019
30. Záznamy o práci – pedagogická intervence ve školním roce 2018/2019
31. Elektronický informační systém školy
32. Webové stránky školy (www.zshamry.cz)

33. Doklady potřebné ke kontrole zajištění BOZ
34. Doklady ke zjištění finančních podmínek školy
35. Výroční zpráva o činnosti školy – školní rok 2017/2018
36. Inspekční zpráva č. j. ČŠIB-63/13-B ze dne 18. února 2013

Poučení

Podle § 174 odst. 11 školského zákona může ředitelka školy podat připomínky k obsahu inspekční zprávy České školní inspekci, a to do 14 dnů po jejím převzetí. Případné připomínky zašlete na adresu Česká školní inspekce, Jihomoravský inspektorát, Křížová 22, 603 00 Brno, případně prostřednictvím datové schránky (g7zais9), nebo na e-podatelnu csi.b@csicr.cz s připojením elektronického podpisu, a to k rukám ředitelky inspektorátu.

Inspekční zprávu společně s připomínkami a stanoviskem České školní inspekce k jejich obsahu zasílá Česká školní inspekce zřizovateli a školské radě. Inspekční zpráva včetně připomínek je veřejná a je uložena po dobu 10 let ve škole nebo školském zařízení, jichž se týká, a v místě příslušném inspektorátu České školní inspekce. Zároveň je inspekční zpráva zveřejněna na webových stránkách České školní inspekce a v informačním systému InspIS PORTÁL.

Složení inspekčního týmu a datum vyhotovení inspekční zprávy

Mgr. Marek Halla, školní inspektor,
vedoucí inspekčního týmu

Mgr. Marek Halla v. r.

PhDr. Renáta Ševčíková, školní inspektorka

PhDr. Renáta Ševčíková v. r.

Mgr. Helena Ondřejková, školní inspektorka
r.

Mgr. Helena Ondřejková v.

Mgr. Vojmír Křupka,
odborník na základní vzdělávání

Mgr. Vojmír Křupka v. r.

Bc. Olga Karmazínová, kontrolní pracovnice

Bc. Olga Karmazínová v. r.

V Brně 21. prosince 2018

Datum a podpis ředitelky školy potvrzující projednání a převzetí inspekční zprávy

Mgr. Vělena Varmužová,
ředitelka školy

Mgr. Vělena Varmužová v. r.

V Brně 18. ledna 2019

RESUMÉ

Bakalářská práce se zaměřuje na problematiku hospitační činnosti prováděnou Českou školní inspekcí ve výuce anglického jazyka. V teoretické části je blíže rozpracována evaluace jako pojem, její druhy a silné a slabé stránky. Dále se věnuje České školní inspekci, a v neposlední řadě vlastnostem učitele, které jsou rovněž předmětem pozorování školního inspektora. Hlavním cílem praktické části bylo popsat průběh komplexní inspekce provedené v ZŠ Brno, Hamry 12, a to na základě případové studie a s využitím nestrukturovaných dotazníků shrnout nejčastější nedostatky, kterých se učitelé při výuce anglického jazyka dopouští a současně proti nim navrhnout potřebná řešení.

ANOTACE

Jméno a příjmení:	Jana Ehlichová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2019

Název práce:	Hodnocení výuky anglického jazyka Českou školní inspekcí s doporučujícími závěry pro začínající učitele
Název v angličtině:	Evaluation of English Lessons Based on the Czech School Inspectorate Standards (With Additional Tips for Novice Teachers)
Anotace práce:	Bakalářská práce se zabývá problematikou hospitací prováděnou Českou školní inspekcí v hodinách anglického jazyka. Cílem práce bylo popsat průběh školní inspekce, shrnout předmět zkoumání při hospitacích v hodinách anglického jazyka, zjistit nejčastější nedostatky a navrhnout doporučení, která budou umožňovat jejich předcházení. Součástí praktické části je i dotazník pro ředitelku školy, učitele a žáky druhého stupně ZŠ. Teoretická část se blíže věnuje pojmu evaluace, České školní inspekci a vlastnostem, které jsou nutné pro výkon učitelské profese.
Klíčová slova:	Česká školní inspekce, školní inspektor, evaluace, pozorování, učitel, výuka anglického jazyka
Anotace v angličtině:	The bachelor thesis analyses English lessons while being observed by the CSI. The aim of the thesis was to describe the course of the school inspection, summarize its main concerns and provide recommendations on how to avoid mistakes when teaching English. The main purpose of the practical part was to describe evaluation as such, the Czech school inspectorate and the most essential skills for becoming a professional in teaching. Practical part contains questionnaires for the headteacher, teachers and learners at lower-secondary school, and their conclusions.
Klíčová slova v angličtině:	The Czech School Inspectorate, school inspector, evaluation, observation, teacher, English language teaching
Přílohy vázané k práci:	CD
Rozsah práce:	81 s.
Jazyk práce:	Angličtina

