

ABSTRACT

The diploma thesis comprehensively introduces the issue of in-service training of pedagogical staff with a focus on secondary school teachers as one of the areas of school self-evaluation. In-service teacher training comes to the fore as it goes hand in hand with the quality of training.

In its first part, it identifies the basic definitions needed to understand the topic of school self-evaluation and in-service teacher training, then it defines the legislative framework ensuring in-service teacher training, strategic documents and other plans. Last but not least, it defines the objectives and forms of in-service teacher training and briefly outlines the situation in Europe with a focus on international surveys.

Using content analysis, the thesis evaluates three annual reports of the selected secondary school. Furthermore, standardized structured interview was held with the school management and also a standardized questionnaire is distributed among pedagogical staff of the selected secondary school. Based on the obtained data, the thesis monitors the views of school management and teachers on this very issue including their motivation, conditions for development, possibilities for in-service training or the process of putting the acquired knowledge into practice in the context of the results of the international survey TALIS 2018.

The aim of the work is to analyze the issue of in-service training of secondary school teachers in the domestic and international context and evaluation of in-service training in the conditions of the selected secondary school.

KEYWORDS

In-service teacher training, international surveys, Ministry of Education, Youth and Sports, Education law, teacher education