

ABSTRACT:

The professional development of teachers, which also includes the teacher's further education, is one of the main strategic objectives of the contemporary school system. This work examines which types and forms of further education are most frequently chosen. The work also investigates the processes of this kind of education at different types of schools – kindergarten, primary and secondary schools.

The theoretical part of the work gradually focuses on the history and explanation of the basic terms and objectives of further education. In the following chapters the work concentrates on the legal background, the kinds and the forms of further education. The empirical part of the work makes statements on the basis of the research objectives. The text content analysis (of kindergarten annual reports and other records) is used in order to verify the statements. The research sample was randomly chosen from the representatives of kindergarten, primary and secondary schools.

On the basis of the above mentioned research it is stated that the heads of primary and secondary schools act accordingly to the school regulations: which means that the evaluation of teacher training and further education is included in the annual reports of the schools. The parallel studying is the most frequently implemented type of further education at the examined schools – this type of education helps teachers to develop and deepen their professional qualification.

Key words:

life-long learning, teacher training, types of education, forms of education