

## **Abstract**

In this work I have dealt with information and communications technology (ICT) at elementary and high schools and its use by headteachers. In the first chapter I have described the software used at schools and different types of licensing. Then I have focused on e-learning and various options of electronic communication, including its application by school management.

I carried out an empirical research with two goals. Firstly, to compare ICT situation in addressed schools with the state in the year 2009; the 2009 situation was recorded by Czech school inspection in its report ICT Standards at Elementary Schools in CR. The second aim was to compare schools in Prague, South Bohemian District and District Vysočina with regard to use of ICT. The research was carried out in January and February 2013 using electronic questionnaire.

I verified that computer technology facilities at schools improved (average number of students on one computer was reduced). The research proved that headteachers prefer proprietary Microsoft software to freeware alternatives and that they predominately use registration programme Bakalář. It was proven that all computers in addressed schools have high-speed internet connection, all schools have web presentations and they use electronic mail for inner and outer communication. Different results were found in entries relating to communication programmes, e-learning and different ways of informing parents about their childrens' results etc. The difference was seen between big schools (from Prague) and small schools (from remaining districts). Bigger schools have e-learning programmes, use internet for informing parents etc., unlike smaller schools.

At the end of my work there are outlined headteachers' possible approaches towards ICT, especially from the viewpoint of licensing. This is very close to planning of schools funding which is one of the most important parts of school management's work.