Education of Leading Pedagogical Staff with a Focus on Their Educational Needs

Alena Opletalová[1], Zdenka Nováková[2]

[1,2] Palacký University Olomouc, Faculty of Education, The Institute of Education and Social Studies
alena.opletalova@upol.cz

ABSTRACT

The paper focuses on the area of further education of pedagogical staff. Specifically, it deals with leading pedagogical staff, i.e. leaders in schools and educational institutions. Currently, courses and other educational activities are offered as further education, but they often do not reflect the current trends in the area of managing kindergartens, small schools, elementary schools, secondary schools, children's homes, child protective services, and institutions offering leisure activities. The aim of the paper is to provide a theoretical definition of the issue of further education for leading pedagogical staff in the Czech Republic and providing an analysis of this group's educational needs with a focus on increasing managerial competencies for leading pedagogical staff in kindergartens, small schools, elementary and secondary schools, children's homes, child protective services, and institutions offering leisure activities. Data with be obtained through a questionnaire survey and implemented brainstorming, and will be further evaluated in the form of specific educational proposals. The output will be the presentation of specific topics in order to construct a modular education system focused on gaining and expanding competencies within pedagogical leadership and management, getting acquainted with the principles and current trends in human resource management, deepening knowledge in relevant legislation, sharing experiences and self-reflection.

Keywords
Education, further education, leading pedagogical staff, educational needs.

Introduction

The paper focuses on further education of educational staff (hereinafter referred to as DVPP based on the Czech acronym) in the Czech Republic. Kohnová (p. 59, 2004) defines this term by comparing it with another term – "professional development", i.e. according to Mužík (1998) referred to as "adult professional development". The author understands education to be as one of the parts of professional development. The facets of professional development are self-study, development of knowledge through practice, and further education. In addition to the state, schools and educational institutions, pedagogical staff should participate in the DVPP system. They should be able to plan their DVPP activities appropriately and select suitable courses in order to achieve the right educational efficiency and usability in practice. Thus, it is important how pedagogical staff expect from this education, and what they believe can contribute to their pedagogical profession. In accordance with this idea, the research strategy of this paper is also selected.

Specifically, the paper deals with leading pedagogical staff, i.e. leaders in schools and educational institutions. At present, courses and other educational activities are offered as further education, but they often do not reflect the current trends in the area of human resource management in kindergartens, small schools, elementary and secondary schools, children's homes, child protective services, and institutions offering leisure activities. The results of evaluation of programs implemented to date, such as the Programme for Leading Pedagogical Staff (Section 7, Decree No. 317/2005. Coll. as amended), show that the standards of such educational programmes are completely

insufficient. There is a lack of motivation for leading pedagogical staff to take part in self-education, but also mutually sharing experiences and self-reflection of leading pedagogical staff. Another reason for the need for such a project is based on the initiatives the EU's system projects (especially IPs Strategic Management and Planning in Schools and Areas – SRP, Implementation of a Career System for Educators –IMKA, Joint Education and Support for Schools Step-by-Stem – Implementation of an Action Plan for Inclusive Education – methodological support – APIV A, and Support of Joint Education in Pedagogical Practice – APIV B, and following the experience of verifying the Educational Leader programme. Last but not least, we also rely on the outputs of reports and results of the Czech School Inspectorate.

Strategic documents of regional education of leading pedagogical staff and minutes from working meetings with school headmasters (e.g. the Regional Action Plan for the Development of Education in the Olomouc Region, Czech Republic) also support the creation of conditions for educating leading pedagogical staff by expanding the offer of quality DVPP programmes.

Education for leading pedagogical staff is legislatively primarily required by Act No. 563/2004 Coll., on pedagogical staff, in which provision 5 stipulates the preconditions for performing the activities of a school headmaster, in contrast to regular pedagogical staff, with the requirement for experience in direct pedagogical activity, activity that requires knowledge of the same or similar focus, managing activity, or research and development activity for a duration according to the type of school or educational institution where the headmaster is expected to act as leader. A person can become a leading pedagogical staff member in schools managed by the Ministry of Education, Youth and Sport, the region, municipality or a voluntary union of municipalities, whose subject of activity is performing tasks in the area of education, if he/she – aside from these preconditions – acquires knowledge in the field of education management by completing studies for headmasters no later than within two years of starting in the position of school headmaster through further education offered to pedagogical staff. The implementation

conditions of this programme are also regulated in detail by this Act

Leading pedagogical staff are not required to participate in the study programme for headmasters of schools managed by the ministry, region, municipality or union of municipalities if they have acquired the required knowledge in the field of education management through university education in an accredited school management study programme, or by taking part in continuing university education focused on organisation and management in education. The content of the implemented qualification study programme for headmasters of schools and educational institutions, which is offered in the realm of further education, is based on the definition of personality and professional competencies of leading pedagogical staff, and focuses on the acquisition of knowledge and skills in the realm of education management. This then allows the pedagogical staff member to carry out the position of headmaster of a school or educational facility. The content of the study programme corresponds to the requirements for knowledge and skills of school headmasters, and is implemented in accordance with the aforementioned act on pedagogical staff, but also with Decree No. 317/2005 Coll., on the further education of pedagogical staff. It defines the outputs and scope of separate types of study programmes and is also essential legislative support for the given study programme.

The Ministry of Education, Youth and Sport of the Czech Republic goes on to supplement these two legislative norms with the Standards for Granting Accreditations for Further Education of Pedagogical Staff, published under File No. 26 451/2005-25, 30 908/2005-25, which determine the partial modules of the study programme. Therefore, the system of educating leaders in schools and educational institutions in the Czech Republic is established as a study programme for headmasters of schools and educational institutions pursuant to the provisions of Section 5, Paragraph 2 of Act No. 563/2004 Coll., The Act on Pedagogical Staff and provisions of Section 7 of Decree No. 317/2005 Coll., on further education of pedagogical staff; that is, qualification studies implemented within the scope of further education of pedagogical staff,

which is intended for pedagogical staff holding or intending to hold the position of headmaster in a school or educational facility. The standard of this study programme for headmasters of school and educational institutions according to the Act on Pedagogical Staff is focused on acquiring knowledge in the field of education management, enabling one to hold the position of headmaster of a school or education facility according to the Act on Pedagogical Staff. The study schedule includes at least 100 hours of direct instruction, including a practicum of at least 15 hours. The study program consists of four basic modules, namely the foundations of law, labour law, school financing, school organisation, and the pedagogical process. The standard of the study programme for leading pedagogical staff, according to the Decree on Further Education of Pedagogical Staff, is aimed at pedagogical staff who hold or are interested in holding the position of headmaster of a school or educational facility. The study programme is aimed at acquiring knowledge and skills in managing a legal entity operating a school or educational facility, especially the theory and practice of school management, law, economics, pedagogy, psychology, occupational health and safety, communication and information technology, again, all according to the relevant provisions in the Act on Pedagogical Staff. The study programme's schedule is spread over 350 hours, consists of five modules, namely the theory and practice of school management, law, economics and financial management, management of the pedagogical process, and leadership.

Research problem

Within the translated analysis of educational needs of leading pedagogical staff we focused on those who have already completed qualification education, but still feel certain shortcomings when it comes to their personal professional development. They expect a certain educational offer from DVPP. The analysis was initiated despite the problems faced in practice (not so much the needs), as recommended, inter alia, by Plamínek (p. 77, 2014).

The research problem is therefore defined as follows:

What are the educational needs of leading pedagogical staff in kindergartens, small schools, elementary and secondary schools, children's homes, child protective services, and institutions offering leisure activities?

Methods

With regard to the above-mentioned stimuli in the field of educating leading pedagogical staff, it is desirable to create and offer an educational module program for in-school experience, including educational materials and professional methodological materials, which will serve to increase the competencies of leading pedagogical staff in kindergartens, small schools, elementary schools, secondary schools, children's homes, child protective services, and institutions offering leisure activities in pedagogical management. However, in order to create these modular programmes, it is necessary to find out the actual educational needs of leading pedagogical staff in schools and educational institutions. A combination of brainstorming and questionnaire surveys was used for this purpose. Data from the analysis will be obtained through the use of a questionnaire survey and implemented brainstorming, and will be further evaluated in the form of specific educational proposals.

The research survey with the intention of finding out the educational needs of leading pedagogical staff was carried out through six meetings of working groups, which included the leading pedagogical staff of the above-mentioned types of school and educational institutions. These meetings took place in different regions of the Czech Republic and were attended by a total of 51 representatives of leading pedagogical staff, i.e. headmasters of schools and educational institutions. The content of the working group meeting was to have a brainstorming session and identify educational areas that should be represented in the educational module programmes, including the definition of specific content. At the end of these meetings, participants received printed questionnaires, which they then completed summarising the stimuli of the working groups.

The aim of the questionnaire survey was to find out the importance of topics and their classification (i.e. as in-class or distance

education) in the educational module programme. With regard to the topics in the basic thematic block, we formulated the following items in the questionnaire, which were evaluated by respondents using a scale ranging from 1 to 5 (1 – definitely include, 2 – rather include, 3 – rather not include, 4 – definitely not include, 5 – I cannot judge).

Data analysis

The output of the survey, i.e. the analysis of educational needs, is the presentation of specific topics in order to create an educational module programme aimed at acquiring and expanding competencies within the scope of pedagogical leadership and management, getting acquainted with the fundamentals and current trends in human resource management, deepening understanding and knowledge in relevant legislation, sharing experiences and self-reflection.

Specific results and findings obtained through the analysis of educational needs are presented in a summary of the following topics, including a specification of their content.

1. ***Managing a pedagogical team (change management, strategic planning, use of mentoring and coaching in the work of leading pedagogical staff)***
According to the questionnaire results, 90% of respondents agree that the topic of leading a pedagogical team should definitely be included in the educational module programme. This topic should go on to include strategic planning, the concept of the school, including stakeholders in the planning process, coaching, a demonstration of holding a meeting – video, self-experience, effective conflict resolution. Thus, this is one of the most sought-after areas of education.

2. ***Typology of subordinates***
Sixty-eight percent of respondents are convinced that the topic of the subordinate typology should be included in the educational module programme. This topic should also include professional publications on how to recognise individual types – some simple instructions on how to evaluate new employees, Balben testing,

experiencing emotion, (pest), roles – how to work with them, self-experience.

3. ***Difficult personalities***
According to the answers from the survey, most respondents agreed that the topic dealing with difficult personalities should be included in the educational module programme. Eighteen percent of respondents stated that this topic should rather not appear in the programme, and 4% of people were completely against including the topic. The topic should further include the fundamentals of communication, help from the external environment, tips on how to work with difficult personalities, how to motivate them, tips on what to avoid, methods of resolution, case studies of difficult personalities.

4. ***Defining people's determinants and limits***
Only 10% of respondents said that they would like to address the topic of defining people's determinants and limits in the educational module programme; 43% would rather include this topic. A relatively large percentage of respondents cannot judge whether or not such a topic should be included. The topic should go on to include the use of supervision and personality psychology. According to the respondents, the topic should also be merged with topics 2 and 3, i.e. typology of subordinates and difficult personalities.

5. ***Observations***
It is quite clear from the analysis that this should be, according to 65% of respondents, included in the educational module programme. The topic should also include materials required for inspections, a protocol of the observation record, what to focus on, forms, analyses, and motivations for observation.

6. ***Managing an educational institution as an inclusive school or educational institution***
Most respondents (31%) believe that the topic "Managing an educational institution as an inclusive school or educational institution" should rather be included in the educational module programme, 29% agree that the topic should definitely be included. However, a significant percentage of respondents think that this topic should rather not be included, and 12% absolutely disagree with its inclusion. It will therefore be the subject of further discussion whether or not this

topic should appear in the educational module programme, or how much space will be assigned to it. The topic should include gaining one's bearings in legislation, visiting partner schools, sharing experiences, and legislation concerning inclusive education.

7. ***Defining and fulfilling the vision of a school's or educational institution's development (The process of gaining authority in leading others. Exercising power. Acquiring and verifying people's leadership tools)***

The analysis clearly shows that the topic "Defining and fulfilling the vision of a school's or educational institution's development" should be included in the educational module programme. The topic should also include assistance in composing the vision, concept, tools for managing people, model situations, an audit of the current state. This topic should be merged with item no. 1, i.e. managing a pedagogical team.

8. ***Application of school legislation according to current legal norms (career code, school legislation, labour and administrative law)***

The respondents' opinions are clearly in line that the topic "Application of school legislation according to current legal norms" should definitely be included in the educational module programme. The topic should also include administrative law in practical examples, a brief overview, news and regularly updated instructions on what to change and what the change is about (guidelines in schools).

9. ***GDPR*** – Regulation 2016/679 of the European Parliament and of the Council from 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data.

According to the answers of the respondents, the GDPR issue and its classification within the educational module programme will be the subject of further discussion. An equal percentage (25%) of interviewed managers agreed that this topic should be included; however, 18% of respondents believe that it should not be included, and 14% cannot judge the situation. According to some respondents, it is relatively late to discuss this topic, but if something were to be added, it would be news presented in this area.

10. ***Personal data protection in the school environment – measures that will need to be taken in schools***

Thirty-seven percent of respondents stated that it is definitely necessary to have the topic of personal data protection in the school environment in the educational module programme. On the contrary, 12% are definitely against it.

11. ***Employee training, changes in keeping documentation on pupils and employees, safeguarding against data leakage***

According to the results, the graph shows that 49% of responding managers believe that this topic should rather be included, 23% entirely agree. Fewer respondents are not entirely convinced about including "Employee training, changes in keeping documentation on pupils and employees, safeguarding against data leakage" in the programme. According to the respondents, topics 9, 10 and 11 should be presented as one whole.

12. ***Administrative law*** – possible difficulties resulting from the decision-making activities of headmasters in schools in connection with the application of the Administrative Procedure Code x the Education Act.

Sixty-nine percent of respondents would definitely include "Administrative law and possible difficulties resulting from the decision-making activities of headmasters in schools in connection with the application of the Administrative Procedure Code and the Education Act" in the educational module; only 2% would omit this topic. This topic should be supplemented with the definition of a headmaster's decision-making authority, clear references to legislation including changes, records for the Institute for Information in Education (UIV), school register, deadlines, admission procedures, interruptions to administrative proceedings, enrolments in kindergarten, elementary school, secondary school, and on which bases they are accepted.

13. ***Labour law*** – employing pedagogical staff – temporary employment, permanent contract, scope of direct teaching obligation x indirect teaching obligation – obligation to remain at the workplace, remuneration, professional

qualification of pedagogical staff – applying exceptions in practice.

The topic "Labour law – employing pedagogical staff – temporary employment, permanent contract, scope of direct teaching obligation x indirect teaching obligation – obligation to remain at the workplace, remuneration, professional qualification of pedagogical staff – applying exceptions in practice" should certainly be included in the educational module programme according to most respondents (71%); only 2% of respondents would not include this topic. The topic should also include specific areas, direct and indirect work, remuneration tables.

14.   *Education Act* – supporting measures in supporting education of students with specific educational needs, education possibilities for exceptionally gifted students, individual education plans.

Also the topic of the "Education ACT – supporting measures in supporting education of students with specific educational needs, education possibilities for exceptionally gifted students, individual education plans" enjoyed great interest in being included according to the questionnaire survey (53%). The topic should include current news, but should mostly be associated with item no. 6 "Managing an educational institution as an inclusive school or educational institution" and no. 8 "The application of school legislation according to current legal norms (career code, school legislation, labour and administrative law)".

15.   *Possibilities of resolving educational issues in schools* – measures that the headmaster can handle in certain situations, educational measures.

A total of 37% of interviewed managers would certainly welcome the topic "Possibilities of resolving educational issues in schools – measures that the headmaster can handle in certain situations, educational measures" in the educational module programme, but 14% of respondents do not agree with this topic. The topic should include specific possibilities of resolving issues and model situations, examples of good practice, sharing, the relationship between the Ministry of Education, Youth and Sport and the Ministry of Labour and Social Affairs (Agency for Child Protection – OSPOD) and possibilities of

joint action, school counselling facilities, who belongs where, ways of dealing with parents, educational plans, minimum prevention programmes and legislation.

16.   *Observing compulsory school attendance* – individual education, education process, student evaluation.

Twenty-five percent of persons are in favour of including this topic in the educational module programme, 33% are rather in favour for the inclusion. Twenty-four percent of respondents believe that "Observing compulsory school attendance – individual education, education process, student evaluation" should not have to appear, and 14% are completely against it. The topic should include forms, instructions, links, professional training, and formative assessment.

17.   *Occupational health and safety (OHS)* – training employees and students to comply with occupational health and safety standards, ensuring supervision of students, record of accidents and compensation, insurance in case of liability for damage, school liability for children during events organised by the school outside of school premises.

Opinions on including the OHS topic differ among respondents: while 18% would definitely like this included, 18% are against it, and another 35% would rather not include this topic. The topic should include ensuring OHS during events held off school premises, camping trips, day trips, laboratories, workshops, and should also include examples of accident records.

18.   *Financial minimum (organisational accounting, financial statements, payroll)*
As many as 35% of interviewed managers are convinced that the financial minimum topic should definitely be included in the programme. On the other hand, 29% of respondents are rather not in favour of including this topic, and 10% are completely against it. The topic should include basic concepts, contexts, tips on what to look out for in schools and obligations imposed by law.

19.   *Personal initiative in professional development (DVPP)*
From this part of the analysis, it is evident that 26% of respondents are in favour of including a topic dealing with the growth of professional

development within the further education of pedagogical staff. Another 27% are rather in favour of inclusion, 27% of respondents think that this topic can be omitted, and only 2% are resolutely against it. In addition, there are 18 % of leading pedagogical staff who are unable to assess the classification. The topic should include detailed instructions on how to develop, step-by-step, and how to protect oneself from burnout.

20.   *Introduction to security management*
The answers to this point in the survey of analysing education needs of leading pedagogical staff are quite balanced, and mainly up to 27 % respondents could not assess whether to include safety management in the educational module programme; 26% were rather in favour, 27% rather against, and 16% completely against it. The topic should go on to include examples of drug testing, sampling and prevention.

21.   *Professional development plans for members of the pedagogical team within human resource management (effective team communication, conflict resolution, work-life balance, search for and finding an authentic leadership style according to one's own personality type, complications, and disorders when managing people)*
It is clear from the answers that most of the responding leading pedagogical staff are in favour of including "Professional development plans for members of the pedagogical team within human resource management" – 29% are completely in favour, 43 % of respondents are rather in favour. Twelve percent are definitely against the idea. The topic should include instructions or tips on how a regular pedagogue can participate in management and decision making, how to motivate pedagogues, instructions on how to delegate responsibilities and power to other pedagogues.

22.   *Development of pedagogical leadership (transferring experience, expert consultations, reflection on experience)*
This area also speaks quite clearly – "Development of pedagogical leadership" should be included in the educational module programme according to the respondents: 25% definitely support the idea, 51% are rather in favour of it. Eighteen percent of respondents believe that this topic should rather not be included. The topic

should include the possibility to share experiences.

23.   *Implementing new teaching and assessment methods incl. innovative approaches*
It is quite clear from the respondents' answers that the topic should definitely be included – at least 43% of the interviewed leading pedagogical staff think so. Only 4% are against including it. According to the respondents, the topic should also include specific steps of the new methods, experiences, visits to other interesting schools with a similar focus. Formative assessment, polytechnics, environmental education, behavioural education and awareness should also be included.

24.   *Teaching methods with a focus on curriculum visualisation (mind and concept maps)*
Thirty-five percent of respondents are definitely in favour of including it, 33% lean toward inclusion. Two percent of interviewed leading pedagogical staff are definitely against it. According to the respondents, the topic should also include model situations or a seminar should be held with experts on curriculum visualisation.

25.   *School as an institution (a school's climate as a basic prerequisite for the school's proper functioning, a network of social relations at all levels and their support – management, teachers, children, parents)*
The topic should definitely be included in the educational module programme – that is the opinion of the majority of interviewed leading pedagogical staff. Ten percent of respondents believe that this topic does not have to be included. The topic should go on to include the issue of burnout (escaping to drugs and addictive substances), the possibility of prevention after several years in the profession, experience with a psychologist for teachers, questionnaires, evaluation, compilation of questionnaires, cooperation across all questionnaires, evaluation, compilation of questionnaires, cooperation between parents and teachers, cooperation with everybody, expert panels for parents.

26.   *Support for teachers in difficult situations*

According to 31% of asked leading pedagogical staff, this topic should definitely not be left out from the educational module programme. Nevertheless, 16% of respondents would not include this topic at all. The topic should also include the current situation in schools and their needs, the possibility of how an external psychologist could help, the possibility of the headmaster supporting the teacher and the authority supporting the headmaster, getting acquainted with first aid.

27. *Mobbing prevention, rules for coexisting at school (relations between teachers, draft teacher code)*

Forty-one percent of interviewed leading pedagogical staff believe that the topic should rather be included; 4% are completely against it. Respondents go on to suggest that a specific set of rules for coexistence at school be included in the topic.

28. *School as an open institution and part of the local environment (activities outside of school)*

The topic spoke to 43% of respondents, who were rather in favour for its inclusion in the educational module programme. Twenty-seven percent of leading pedagogical staff are rather against including it, and 12% would not include it at all. The topic should include concepts and proposals for current events and unconventional activities.

29. *Fundraising or using multi-source school funding*

Fundraising was a topic that 33% of respondents would certainly like to know about, 27% of leading pedagogical staff would rather include it in the educational module programme. However, there are 20% of respondents that are completely against including the topic. According to the respondents, the topic should include tips on how to include this into the school's concept, how to search for resources and how to work with them.

30. *Prevention of risky behaviour on the internet and related phenomena (cyberbullying, cybergrooming, stalking and cyberstalking, sexting, risks of social media networks, social engineering, and other risky phenomena)*

More than half of the surveyed leading pedagogical staff would appreciate seeing the topic in the educational module programme. Eighteen percent of respondents are definitely against the idea.

Results

Based on the meetings of working groups and the evaluated items concerning the inclusion of individual areas of education in either the in-class or distance education parts of the educational module programme, a specific proposal for the content of the study programme was compiled (see Table 1), which is made up of the following topics. When scheduling the time and content for the study programme, the results gained through the analysis in the previous chapter were considered. Based on the results of the questionnaires and the answers of the respondents, it was determined that the educational module programme should consist of 12 hours presented in-class, four hours of sharing experiences, and 26 hours of distance education in order to meet the survey participants' requirement that the distance education part must make up for more than half of the educational module programme and also according to Jarvis' recommendations on distance education (p. 198, 2010).

Based on the analysis of educational needs, the aforementioned results show that headmasters of schools and educational institutions prefer their further education to include topics in the fields of pedagogical management, finance and law.

Table 1. Proposal of the study programme

Topics	Distance education (theory) (hours)	In-class (hours)
Managing a pedagogical team	2	1.5
Typology of subordinates	0.6	1
Difficult personalities	1	1
Defining people's determinants and limits	0.5	0
Observations	2	0.5
Managing an edu. institution as an incl. school/edu. institution	0.6	0
Defining & fulfilling the vision of school's/edu. institution's devel.	1	1
Application of school legislation according to current legal norm	2	1.5
GDPR	0.5	0
Personal data protection in the school environment	0.5	0
Keeping documentation	0.5	0
Administrative law	2	1.5

Labour law	2	1.5
Education Act	1	1
Possibilities of resolving educational issues in schools	0.8	0
Observing compulsory school attendance	0.6	0
OHS	0.5	0
Financial minimum	0.7	0
Personal initiative in professional development	0.5	0
Introduction to security management	0.5	0
Prof. development plans for members of the pedagogical team	0.6	0.5
Development of pedagogical leadership	0.7	0.5
Implementing new teaching and assessment methods incl. innovative approaches	0.7	0
Teaching methods with a focus on curriculum visualisation	0.7	0
School as an institution	0.7	1.5
Support for teachers in difficult situations	0.6	0
Mobbing prevention, rules for coexisting at school	0.5	0
School as an open institution and part of the local environment	0.5	0
Fundraising or using multi-source school funding	0.6	0
Prevention of risky behaviour on the internet and related phenomena	0.6	0

Discussions and suggestions

The benefit in creating a new educational programme is in the growth of the professional managerial competencies of leading pedagogical staff in kindergartens, small schools, elementary schools, secondary schools, children's homes, child protective services, and institutions offering leisure activities. Furthermore, benefits can be seen in improving the strategic approach to the management of schools and educational institutions. Similar topics belonging to headmasters' competencies are also published by Trojanová (2014), who defines a competency model for the headmaster of a school.

The specific evaluation of the suggested educational module programme for leading pedagogical staff will be carried out after its verification in practice, including evaluation by participants. Subsequently, it will be possible to offer this programme to the pedagogues in general.

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