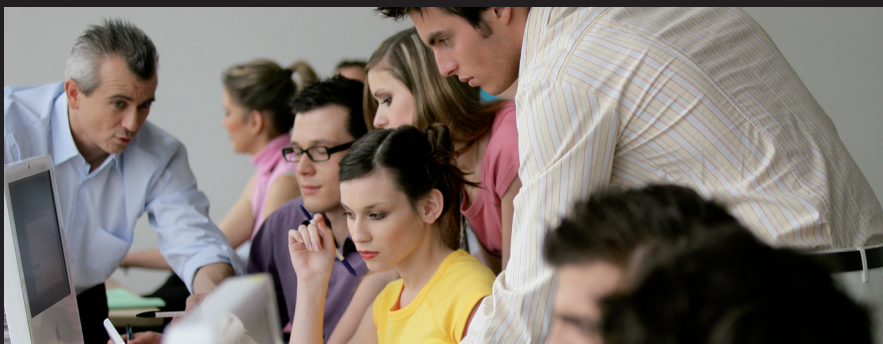# ON THE ROAD
TO QUALITY

Editorial

The last bulletin number lies in front of you. We have tried to go with you gradually through all phases of the self-evaluation process and give you as many materials as possible. Today we are finally going to reflect ont he whole process of school development.

Mainline heads towards the knowledge that the success of self-evaluation as a quality management strategy developed within the school is clearly associated with how people in the school are able to learn, explore possibilities of improving their work and realize this improvement.

Lookout Tower reflects on the dilemma of how to maintain a balance between stability and change. And do you know what the difference between the change and reform is? The terms are clarified in the section **Safe Passage**.

In the **Intersection of Views** two experienced headmasters of secondary schools agreed that the key to the quality of schools is the quality of teachers. But how to recognize it? The **Hitchhiker's Guide** section offers you a variety of evaluation tools to help directors and teachers in the individual assessment of work and development of teachers and senior teaching staff. The **Annex** provides detailed information about three of them.

Also the children in the **Oasis** section think about the change of oneself. Some consider the will to be a solution and work on themselves, while other children are satisfied with themselves. As a nine-year old Vojta: „I would not change anything. I just want to be a dog in the next incarnation." **Journey around the World** takes us this time to see self-evaluation in the Federal Republic of Germany. Meeting on the Road captured what mutual visits brought to two basic schools from Prague and Pilsen. There was a lot indeed.

In **Travel Diary,** our little research reveals how headmasters work with the results of self-evaluation and what measures they adopt. Also we have made evaluation of how the participants were satisfied with the activities of the project - with the workshops, peer reviews and mutual visits. The result can be found in this section. You will also find information about the DVD content that accompanies this bulletin. You can expect a great wealth on it - everything that was created for schools within the project.

Filling Station has prepared for you a list of books on self-evaluation, which can be borrowed (even by mail) from the library of NUV. Equally interesting for you will surely be information on publications that have been released in the project. Definitely, do not miss an interview with Australian prof. Tony Townsend, a long-time leading representative of the International Congress for School Effectiveness and Improvement (ICSE).

The last word of the project was given to the lead manager Martin Chvál in the section **Tips for the Journey** in his article Chvál praises. On the road to quality improvement we have met with many schools, headmasters and teachers. We believe that it was mutually enriching. It definitely was for us.

Jana Hrubá, Editor-in-chief

Obsah čísla

Mainline

Introduction

In this text we pay attention to what is commonly referred to as the so-called organizational learning, how the school is typically viewed as a learning organization and how the school can be seen „in progress". It is a topic of educational practice, research and theory. Here I mainly lean on a series of research findings and theoretical considerations, but I'll try not to forget that this text is intended for the newsletter that promotes the development of self-evaluation of schools as a strategy to control the quality of their work from the inside. With regard to the said I now consider it appropriate to emphasize that self-evaluation is potentially a good opportunity to strengthen adult learning in school and connect it with the development of the school.

Learning school and school development

Organizational learning

Just as individuals learn, so do groups of people (e.g. in working groups, teams) and consequently it is considered realistic to think about learning of entire organizations. This also applies to schools. From this perspective, it is possible to speak in schools about the potential of adult learning in these terms, identify the processes of organizational learning, think about the school as an environment that supports such learning in varying degrees, or at least should support it. And also one can - so that it made sense for the school and the quality of its work - think twice about the consequences of such learning for school development towards the desirable quality.

So what does organizational learning mean? Numerous attempts to define its principles emphasize two aspects: from the technical point of view, organizational learning is understood as processing and interpretation of information that arises within the organization or comes from outside, possibly as a subsequent reaction to this information; then the social point of view it is all about connecting learning with the social contacts of people and their experience they receive at work in a particular organization - this is actually about integration of learning, work and efforts to change when people create a „community of practice" as a source of collective knowledge and a stimulus to organizational changes (cf. e.g. Argyris and Schön, 1974; Dalin, Rolff and Kleekamp, 1993, etc.).

But in fact, organizational learning has a wide variety of forms, and perhaps it is not too irrelevant to emphasize some of its typical features:
- it takes place intentionally or unintentionally, but the deliberateness dominates
- appears in the form of learning individuals (individually) or groups - and we talk about it if it affects the entire organization or its significant portion
- it is closely related to the school culture, being determined by it to varying degrees
- it has a (usually positive) motif
- to varying degrees, it is a (self-)controlled and systematic action
- it includes creating and / or sharing of knowledge, skills or experience
- it involves learning in the organization, for the organization as well as learning about the organization (in varying degrees)
- aims to strengthen and improve the quality - to consolidate the state (if it is perceived as satisfactory) or changes in the state toward improvement (when considered unsatisfactory)
- primarily it includes school staff, but it does not exclude pupils, parents, school authorities and others (see, e.g. Pol et al., 2010)

This seemingly dry enumeration, which certainly cannot be considered definitive, has a practical potential for the school management – it can serve as a guide for in-house inventory, or for planning or evaluating the work of people in schools.

It is in particular psychologists (Argyris and Schön, 1974, etc.) who point to a different depth of the learning coverage of people in organizations. We can thus talk about a simple learning (adapting the state within the existing structure - not changing values, assumptions and rules for the current operation), but also about a learning when we already interfere the functioning structure of the organization, to a learning that is actually a process in which we learn about how we learn, considering the very principles of operation of the organization or part thereof. These are therefore deeply affecting various processes that may lead to various profound changes in the school.

Learning organization

Attention to organizational learning has naturally led to focus on an ideal setting in which such learning could take place – they began talking about the so called learning organization. Defining it is not easy. According to one of the frequently used definition (Leithwood and Louis, 1998, p. 41) a learning organization is „a group of people seeking to meet their common goals (as well as individual goals of individuals), while constantly re-evaluating and updating these goals together, and seeking to develop more effective and efficient ways of achieving them". With a little simplification we might nevertheless say that a learning organization is usually considered to be an environment in which organizational learning processes successfully take place.

Learning organization therefore supports the learning of its members and continuously transforms itself. Such an approach is necessary because, among other things, that in many organizations and sectors (including schools and education) there is not the only path to success determinable in detail in advance, along which we could go and stay on it for a long period.

Certain ambiguities appear when we try to determine which organization is a learning organization and which not. For many authors it is rather an ideal to which organizations or parts thereof can approach with their behaviour. Even this, however, has its meaning. „Ideals of development are like stars, one never reaches them, but they can give us a good direction. And without knowing the direction it is difficult to know whether the improvement of work is actually carried out or if it is just a series of hectic activities, which may not even be unwinding in the right direction!", say experienced professionals (Dalin, Rolff and Kleekamp, 1993, p 146). One of the major supporters of the idea of learning organization, Peter Senge (1990), believes that learning organizations are those that have managed to replace so far isolated activities of individuals of groups in the organization with a successful effort to cope simultaneously with five related areas (literally „learning disciplines of the organization „). It is in them where the organizations should develop. These are: 1. systemic thinking, 2. personal mastery, 3. mental models, 4. creating a common vision and 5. team learning. This is a summary of individual and group (organizational) activities, which should, in good case, result in a favourable environment for promoting the quality of work of organizations.

School as a learning organization

Analysis of a number of important texts on the topic indicates that schools as learning organizations usually:

- focus clearly on pupils and multilateral support to their learning
- treat teachers as professionals, trusting in their ability to make decisions for the benefit of pupils
- try to create conditions for the best possible further teacher training
- encourage teachers to assume the role of teacher leaders and participate in decision-making about the operation of the school as a whole
- encourage cooperation of people at school in order to improve the quality of school work
- care for the most appropriate integrating of new members into the school operation, trying to develop their potential
- successfully operate in an external environment, being an important part of a series of external contexts (e.g. networks of schools, networks with other organizations)
- promote a holistic view of school reality, going beyond superficial changes and trying to change in a deeper scope
- pay attention to seemingly minor and less important things of the everyday management of the school operation

(for all, cf. Leithwood, Jantzi and Steinbach, 1998).

Organizational learning and school development

Usually, it is stressed that organizational learning is directly related to leadership and management of the development of the organization. Organizational learning in a good case should be directed to enhancing the quality of school work.

Some authors define certain stages of development of organizations just with regard to the extent that they carry out organizational learning. For example Dibbon (2000) offers a four-phase model of schools as organizations:

- an unchanging organization - maintains its course: at this stage the school maintains its traditional approaches to education and training, keeping the „routine organizational defensivity", resistance to innovation, the existing procedures are almost entirely at one loop learning level (adaptation); these are „primitive learning systems" that are little able to learn from their experiences
- a developing organization - it is a school that has an active, but still incomplete and immature learning system, usually based on a higher level of activity of certain groups of people at school
- a developing organization has a relatively mature system of learning on which, however, it must always work: this system is not yet firmly anchored in the organization and sometimes shifts backward can be recorded
- a learning organization – such a school has a sophisticated, versatile, flexible system learning tightly integrated in the school; firmly anchored in the leading values of the dominant school culture

Similarly, earlier it was Dalin, Rolff and Kleekamp (1993) who talked about the life cycle of the school and distinguished several stages in it - depending on the quality of the learning processes: 1. fragmented school (fragmentation, episodic organizational learning activities), 2. project school (organizational learning centres around time- and personnel-limited projects), 3. organic school (school fully implements organizational learning, open internal and external initiatives, knowing its own strengths and weaknesses and knowing how to manage processes to improve its work, and learn from them; such a school creates its own history of innovation and experience.

And how is self-evaluation related to this?

The success of self-evaluation as a quality management strategy developed within the school is positively associated with how people are able to learn in the school, explore possibilities of improving their work and realize this improvement. It is thus obvious that organizational learning is of great importance to the development of the school. Similarly, it is also important what are the conditions created at the school for school development and professional growth of teachers and other people at school. Self-evaluation can be a process by which the learning of children and adults in the school is evaluated, but also a means through which learning of adults and, to a certain extent, of children as well (if children are involved in self-evaluation initiatives) takes place at school. From this perspective, self-evaluation is not only of a quality management strategy at school, but also a lifelong learning development strategy of the school. Of course, self-evaluation takes the school and its people time, energy, and sometimes it can bring temporary discomfort. It has, however, as it is quite clear, a very strong positive potential and it would be a major mistake to let it lie fallow. It is therefore important to understand what self-evaluation can bring, but also have a practical understanding of what self-evaluation requires in order to be a meaningful process.

Milan Pol

References

ARGYRIS, CH., SCHÖN, D. Organizational learning: A theory of action perspective. Reading: Addison Wesley, 1974. ISBN 0201001748.

DALIN, P., ROLFF, H.-G., KLEEKAMP, B. Changing the School Culture. London: Cassell, 1993. ISBN 0304327379.

DIBBON, D. Diagnosing the extent of organizational learning capacity in schools. In: LEITHWOOD, K. (ed.). Understanding Schools as Intelligent Systems. Stamford: JAI Press Inc., 2000, s. 211–236. ISBN 0762300248.

LEITHWOOD, K., LOUIS, K. S. (eds.). Organizational Learning in Schools. Lisse: Swets and Zeitlinger, 1998. ISBN 9026515405.

POL, M., et al. Vedení procesů organizačního učení ve školách: První fáze výzkumného projektu. In: Kam směřuje současný pedagogický výzkum? Sborník příspěvků XVIII. celostátní konference ČAPV [CD-ROM]. Liberec: Technická univerzita v Liberci, 2010, p. 1–6.

SENGE, P. The Fifth Discipline. The Art and Practice of the Learning Organization. New York: Century Business Books, 1990. ISBN 0385260954.

Question Five:
Why and how to maintain the balance between stability and change?

In this paper I briefly stop at the question that is often unspoken, yet it is a permanent part of the school life and work. It concerns the balance between stability and change in school. Anyway, this difficult question is directly related to the self-evaluation cycle.

Self-evaluation itself has only little meaning unless associated with a step that leads to the outlook for the future. Such an outlook relates to either affirmation that what we do we do well and we will want to continue doing, or relates to the finding that the state is not the best and it should be improved. In other words, without any subsequent discussion about the possibilities of a possible correction, or more precisely without efforts for such a remedy (change) of self-evaluation, it does not make any practical sense, as it would only remain a fruitless exercise for which we will not convince anyone next time. In the context of the school environment, I would like to point out the delicate task of maintaining a balance between the duration and change, between stability and turbulence, which lies before the adults at school probably much more urgently than in an environment such as that of commercial or manufacturing organizations. Adults in the school should not get themselves lured into a trap which the call for permanent and frequent changes often is. The claim that those who do not change often and quickly enough are good for the scrapheap, etc., is not far from the myth in these cases. Stability, peace and security are values that do have an invaluable place in the education of young people! There is often the organizational reason for a certain settled quality of life in the school. A strong tendency towards change (the school management in a certain direction) without a balanced base (management of everyday life, duration of things) may sometimes be justified - for example, when the school needs to be getting somewhere. It is clear that neither can sophisticated doldrums be defended! Sometimes, however, it can be rather a hindrance as the examples show of schools frequently inflating empty bubbles that implode soon and do not lead to anything proper (e.g. in the form of new and new projects only remotely connected with what the school really needs). The complex question then is: How to connect self-evaluation to the improvement of the operation of our school so that it is to the benefit of the school and we do not do more harm than good? There is no universal answer to this question; the key is the context of the school, its specific situation in a particular time.

Change at any cost is often a mistake. But so is sometimes change at no cost. It is not easy to capture the right moment for this or any other step that either keeps the current status or intentionally leads to change. Apparently it is important to jointly try to understand at what stage the school is, what it needs, what we can afford in it and with it - in the interests of students, but also with regard to the adults who work in the school. This is mostly succeeded by people who seek with insight and humility to think about the reality of school life, considering various options to make a choice for some of them in practice. Self-evaluation can be a good starting point for such efforts.

Milan Pol

On 20 December, Amendment No. 472/2011 Coll. was published in the Collection of Laws (Czech Legal Code) amending Act No. 561/2004 Coll. Education Act, as amended. The amendment can be found at: http://aplikace.mvcr.cz/sbirka-zakonu/ViewFile.aspx?type=z&id=23650..

In **Black** and White

This amendment repealed a part of the Decree No. 15/2005 Coll. in terms of implementation of the school evaluation.

Schools, however, are still obliged to carry out self-evaluation of the school. Schools are obliged to reflect the results of self-evaluation in the annual report on the activities of the school. Newly, schools do not need to compile the report on school self-evaluation, which is now outside the school's required documentation according to § 28. Thus it is not binding to discuss the structure of the report with the school board.

The amendment is effective from January 1, 2012. On the January 12, 2012, Ministry of Education issued as a support for schools Information regarding the changes in self-evaluation and pupil assessment. This communication can be found at: http://www.msmt.cz/file/19697, where the ministry summarizes the changes in legislative obligations in the area while recommending outputs to be used (evaluation tools, methods, examples of inspirational practice, etc.) that incurred in the project Road to Quality Improvement and can be found at: http://www.nuv.cz/ae.

In conclusion, we provide a platform for Mgr. Jaromír Krejčí, Head of the Educational System Department of the Ministry:

Act No. 472/2012 Coll. amended new conditions of the binding character of school self-evaluation. It is now up to the school management how it will include school self-evaluation in its annual report and to what extent of the concept and content this issue will be addressed. It is therefore appropriate to highlight the range of outputs from the project Road to Quality Improvement, which are ready for use in practice, with accompanying methodological procedures and given the sufficiently broad offer of self-evaluation tools they may be useful for the self-evaluation process.

Jana Štybnarová

Safe **Passage**

When a change is a reform

As can be seen in the daily press, reform is a medicinal and poisonous word. While some promote reforming, as they see in it a chance of leading out of a problem state, others boycott it out of concern that the problem state would only deepen with (constant) reforming. The word reform is now used in various contexts and often inappropriately. Not only in education, various one-off or partial measures, optimizations or occasional cuts are improperly passed off as reforms. The concept of reform, on the contrary, emphasizes a systemic interference of a broader scope that is characterized by being thoughtful, planned, coordinated and ideally also pre-tested by a model experiment.

Let's look at the concept of reform from the theoretical plane. Its umbrella term is change, or more precisely educational change. The term change allows covering conversions of various kinds, nature, scope, content, impact, etc. Depending on the context, we sometimes talk about change, sometimes about transformation. While change is usually caused by effort, which is deliberate, planned and managed, transformation is associated with the effect of random forces. In technical language we must then specify: 1. what kind of change or transformation is in question (e.g. long-term formation, transformation, reform, revision, innovation, modernization) and 2. what is its object (e.g. school, curriculum, teaching methods).

According to leading theorists in the field (Gunde et al., 2003, p 521), the term reform refers to a systemic change that has certain characteristics. A change is a reform, when: 1. it is part of a wider reform of the educational and social system, 2. it is part of comprehensive reforms aimed at all levels of education, 3. it aims to establish coherence between different types of schools within the school system, 4. it strives for consistency of goals, i.e. builds on important overarching goals that are „translated" into the objectives of all school subjects and curricular programs at all levels, 5. it is introduced so that all relevant factors and obstacles (including teacher training and evaluation) are included in the implementation strategy.

In view of this definition, one can not help but wonder whether what is currently happening in the Czech Republic in education may be described as reform. Prucha, Walterova and Mares (2009, p 305) point out that „at present, no one-off school reforms are gaining ground in Europe, but a long-term process of educational change is under way, accompanied by partial reforms and innovations to improve the quality of school education. This process is known as „educational transformation". Other authors point out that the current development is characterized rather by „mutually interlaced deconstruction periods, partial stabilizations and system reconstructions, which is no longer only about the post-communist transformation, but it is about a process triggered by globalization and shared with other democratic changes" (Schwarz, 2006, unpaged).

Another question is what the reform is related to. At present, the ongoing reform is referred to as a reform of the curriculum, being regarded as one of partial reforms implemented within the school reform. School reform can be defined as officially organized changes introduced in the education system. While in the case of the school reform the subject to be reformed is the education system, in the case of the curriculum reform is the subject to be reformed is the curriculum. But what does this term mean? In a broad sense, the curriculum includes „complex of issues related to addressing why, who, what, how, when, under what conditions and with what expected effects to educate" (Walterova, 1994, p 13). In a narrower definition, the curriculum is seen as a target content program of the school education.

The shift towards a certain understanding of the term curriculum is ultimately essential to the understanding of what the reform relates to. If we opted for a broader definition, we would be forced to understand the curriculum reform as a complex of system changes related to the most important questions that can be asked in connection with education. Should we prefer a narrower definition, we would be forced to conceive the curriculum reform as a change in terms of objectives and content of school education. This would imply that changes in terms of methodology, i.e. changes in teaching practices, for example, would be seen not as part of the curriculum reform, but as its (indirect) effect.

The results of our research into the curriculum reform at secondary schools (Janik et al., 2010, pp 52-57) indicate that there is still some confusion of what the reform is concerned with, and there is no clear perception of what the main problem is to be resolved with the current reforming. Further clarification by the responsible authorities seems therefore highly desirable.

Tomáš Janík

References

GUNDEM, B. B., KARSETH, B., SIVESIND, K. Curriculum Theory and Research in Norway: Traditions, Trends and Challenges. In: W. F. PINAR (ed.), International Handbook of Curriculum Research. London: Lawrence Erlbaum Associates, 2003, s. 517–534. ISBN 0805845356.

JANÍK, T., KNECHT, P., NAJVAR, P., PAVALS, T., SLAVÍK, J., SOLNIČKA, D. Kurikulární reforma v rozhovorech s koordinátory pilotních a partnerských škol. Praha: VÚP v Praze, 2010. 164 p. ISBN 978-80-87000-36-6.

KOTÁSEK, J. Bílá kniha po pěti letech. Učitelské listy, 23. února 2006. Available [online] at: http://www.ucitelske-listy.cz/2009/11/jiri-kotasek-bila-kniha-po-peti-letech.html [cited on the June 20, 2011].

WALTEROVÁ, E. Kurikulum. Proměny a trendy v mezinárodní perspektivě. Brno: MU, 1994. 185 p. ISBN 80-210-0846-6.

Oasis

One day they will change the world, but first they must start a smaller project ... working on themselves. The change and the path to success is full of potholes. But the prospect of winning in the finish line compensates the potential risk with which we embark on similar adventures of the „be good" if not „better" type. This time children responded to the question: Would you like to change anything about yourself? What can you do about it? - becoming our mirrors and good mentors. To have clean socks, finish my meal nicely, not to be lazy and much, much more ...

One day they will change the world

I would like to change. Probably like everyone...

– I would like to turn into the „flighter" – he has armoured wings, he is big, very fast and has flight feet and flight arms, he has a helmet and is all-shielded. I have to have a thousand million years and then I will change. (Tomáš, 4,5 years, KG Říčany)

– I would like to change my often nasty tone of voice. Not to get provoked, upset, spoil my mood. (Johanka, 8 years, PS náměstí Svobody, Praha)

– I would like to change my behaviour and style of clothing. I'd rather be myself. I should probably behave the way I was born, and „not to boast", as some of us do. (Jana, 10 years, PS Na Příkopech, Chomutov)

– I would like to be a bit smarter, but perhaps more attentive to be smarter. (Katka, 10 years, PS Kladno)

– Stop fearing the spiders. (Iva, 12 years, PS Botičská, Praha)

– I think I always try to achieve things, for example, to be kinder to my sister, help at home, learn, comb, but sometimes it just does not work. (Sofie, 9 years, PS Horáčkova, Praha)

– I want to have a girl and be able to get off with her. (Martin, 12 years, PS Jižní, Praha)

– I think other boys should change their behaviour in the class towards me rather than that I should change myself. I cannot do anything about it because I cannot command them. (Roman, 12 years, PS Jižní, Praha)

– I would like to grow more, not so much in appearance as mentally. To endure more! (Zuzka, 13 years, PS Botičská, Praha)

– I should not condemn people for their mistakes. (Alena, 16 years, Secondary Medical School Chomutov)

– I would like to step up the gear, to learn more and at eh end of the year have no more than a couple of C's, but I would not be angry if I passed a distinction. (Hanka, 16 years, Secondary Medical School Chomutov)

– I would like to start reading more so that my memory developed and my performance in school was better. (David, 16 years, Secondary School of Energy and Construction, Chomutov)

– I would like to change my tolerance. I think I let people walk all over my too often and many times it brought me into trouble. Sometimes this leads to the fact that people use me. I am a phlegmatic and I would like to moderate it. (Radek, 17 years, Secondary School of Energy and Construction, Chomutov)

I will do what I can, I just have to decide

– Not to provoke my sister (I will not pay attention to her), grow faster (I will eat a lot), take better care of my guinea pig (I will feed him and give him clean water every morning). (Anička, 7 years, PS Jižní, Praha 4)

– I want to be smarter. I will work more closely with my parents, fulfil what they tell me. (Bára, 8 years, PS Unhošť)

– I want to be faster in football, be good (best) with the ball and sprints. And therefore I have to train, although I'm not at training. (Viktor, 12 years, PS Botičská, Praha)

– I would like to change my vocabulary. So I'll be more careful about what I say. (Kuba, 10 years, PS Na Příkopech, Chomutov)

– I want to get better at playing the guitar. I will practise more, comment on songs and chords. (Monika, 10 years, PS Na Příkopech, Chomutov)

– The fact that I want everything right now and I'm not patient. What to do about it? I do not know. Just not to be like that. (Zdeněk, 11 years, PS Na Příkopech, Chomutov)

– I want to be an architect, so I'll graduate and get inspired by someone else. (Ivo, 11 years, PS Na Příkopech, Chomutov)

– My choleric nature. I want to do this by stopping fuming with rage at some stupidity all the time. (Lukáš, 13 years, PS Na Příkopech, Chomutov)

– According to other people, and I agree with them, I'm lazy. What I can do about it is that I will do everything right away and not put it off indefinitely. (Petr, 15 years, Secondary School of Energy and Construction, Chomutov)

– To stop being so easily offended. I guess I should learn to accept criticism with a cool head, not to fume with rage immediately. I'll start keeping control of myself. (Nikol, 16 years, Secondary Medical School Chomutov)

– I think strong will and effort to change oneself will just do. No one other than yourself will change you! (Dominik, 16 years, Secondary School of Energy and Construction, Chomutov)

– I would like to be better and not to care just about myself but also about others. What can I do about it? I do not know how to write it. Perhaps to perceive the surroundings more. (Lenka, 16 years, Secondary Medical School Chomutov)
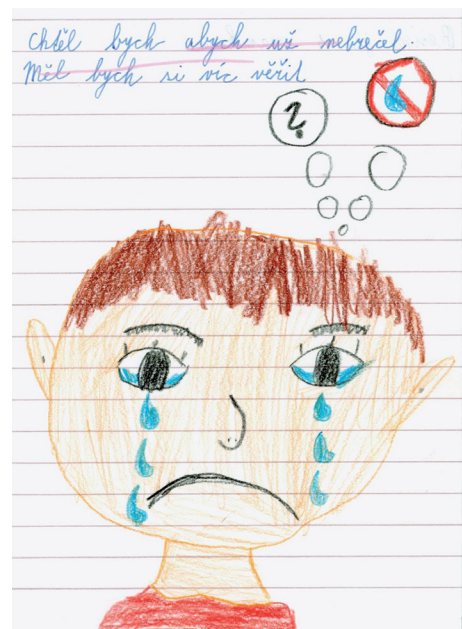
– I would like to change my approach to certain obligations, because sometimes I put off some important things until I do not have much time for them. I will therefore be stricter to myself. I will try every day to force myself to carry out at least one duty. (Helena, 16 years, Secondary Medical School Chomutov)

– I would like to change almost everything about myself and I can do everything in my power to do so. I am actually doing my best now. Maybe I can step up my efforts. (Verča, 16 years, Secondary Medical School Chomutov)

– I would like to be more resistant to stress and humiliation. I can train and mentally prepare myself = learn to be resilient. I have to encourage myself. (Eva, 16 years, Secondary Medical School Chomutov)

– I'll be 18 years old already, so I wish that my parents and others did not take me as a little girl. I'll do anything for it. We'll get a diary through which I'll be able to plan every day - what I should do at what time - including dedicating more time to my loved ones ... I'll set myself a goal and write everything I need for achieving it... I will observe everything I set. (Lucie, 17 years, Secondary Medical School Chomutov)

I'm fine, regardless what they may say

– I do not want to change yet, I think I'm good. (Lukáš, 8 years, PS Donovalská, Praha)

– I do not want to change anything. I just want to be a dog in the next life. (Vojtěch, 9 years, PS Šeberov)

– No, although maybe yes, but not yet. (Pepa, 10 years, PS Open Gate, Chomutov)

– I follow a quote from Bella Sara. Love yourself the way you are, believe in what you can be. (Martina, 10 years, PS Na Příkopech, Chomutov)

– I like myself the way I am. Perhaps when I need it, but I see no reason now. (Standa, 11 years, PS Na Příkopech, Chomutov)

– I say what I see and what I think. If this bothers anyone, it's their problem. I feel fine. (Věra, 12 years, PS Jižní, Praha)

– I think that if I wanted to change, I'd long since changed. I am happy with myself and others like me as I am. (Radka, 16 years, Secondary Medical School Chomutov)

– For now, I would not want to change and I would not say that my close surroundings were somehow dissatisfied with the way I am. I'd rather help or give advice to others about it. (Zbyněk, 17 years, Secondary School of Energy and Construction, Chomutov)

Just to learn a bit more - a brief guide

– Open a textbook. (Viola, 9 years, PS Žilina)

– Give more time to learning and read even more. Not to be lazy. Have a little task every day and meet it after returning from school. (Emma, 10 years, PS náměstí Svobody, Praha)

– Change in my behaviour, specifically talking in lessons. I'll have to control myself more and listen more in lessons. (Marek, 10 years, PS Na Příkopech, Chomutov)

– I could put up my hand more often. (Simona, 10 years, PS Na Příkopech, Chomutov)

– Just be more careful and not settle for B instead of A on the school report. (Matyáš, 11 years, PS Na Příkopech, Chomutov)

– Learn every day, even when I do not have the subject. (Simona, 11 years, PS Na Příkopech, Chomutov)

– Find a thing in learning that interests me. (František, 12 years, PS Na Příkopech, Chomutov)

– Deal with learning rather than other things. And I want to do this that I myself want it. (Veronika, 13 years, PS Na Příkopech, Chomutov)

– „To force myself" for at least an hour or two to learning and learn. Then it will flow better to my head. But it is futile. (Ondra, 16 years, Secondary School of Energy and Construction, Chomutov)

– I should be consistent in learning. Keep on saying that I must not let up. Not to burn the midnight oil, etc. Maybe it will finally dawn on me how important this is and actually start learning. (Vašek, 17 years, Secondary School of Energy and Construction, Chomutov)

– To find a friend who does the subject well and can teach it to me. (Karel, 19 years, Secondary School of Energy and Construction, Chomutov)

– I'd have to make more time for that. (Jindřich, 19 years, Secondary School of Energy and Construction, Chomutov)

Take off somewhere, add elsewhere - selected schoolgirls' answers

– To be more sporty and a few things about my look. Probably like nearly all the girls. (Jarka, 13 years, PS Botičská, Praha)

– Yep. I do not want to be obese. (Jitka, 11 years, PS Na Příkopech, Chomutov)

– I want to change my appearance. (Petra, 13 years, PS Na Příkopech, Chomutov)

– Stop using make-up for my face. (Michaela, 13 years, PS Botičská, Praha)

– I'd have bigger breasts and smaller stomach. (Markéta, 13 years, PS Botičská, Praha)

– I want to be thinner, solidify my figure. So I started going to the gym. (Šárka, 16 years, Secondary Medical School Chomutov)

– I would like to start exercising a little more. I could start doing so. Actually, I'm working on it. (Barbora, 16 years, Secondary Medical School Chomutov)

Radka Víchová, Romana Velflová, Jan Mareš

Recently, Professor Tony Townsend, a long-time leading representative of the international movement for improvement of work effectiveness of schools (ICSE - www.icsei. net) came to a series of lectures at the Institute of Educational Sciences, Masaryk University in Brno. We asked the recognized expert, a native Australian, who has extensive international experience and now works at the University of Glasgow, Scotland, to answer a few questions for the bulletin On the Road to Quality Improvement.

We should not simplify quality issues in school

Interview with a leading representative of the movement for improvement of work effectiveness at schools

What do you consider to be most important in terms of effectiveness and improvement of work of schools?

The most important thing in terms of effectiveness and improvement of work of schools is to understand the complex nature of everything we deal with. Each school addresses different issues, problems and opportunities. It's a complex interaction between the country in which the school is located, the political support of education, demographic composition of the local community, the quality of available resources, entrance skills and attitudes of pupils, support provided by the parents, the degree of involvement and readiness of teachers and skills of school leaders to collect all available resources and direct them to the benefit of pupils' learning. If we realize that each school is characterized by a completely different mix of these influences, we also understand the difficulty of this task for some schools. But in fact, we now know that certain things can be applied in all schools and they have their importance for pupils' learning, and that if we apply them and consistently develop, the school turns into in a better space for students, teachers, parents and representatives of the administration.

Where has the current movement to improve effectiveness and work of schools been most successful?

Perhaps the biggest success of the movement is that it has clearly demonstrated the positive impact it can have on the school achievements of all pupils - and that certain feasible processes and procedures clear the way for this influence. Some relate to the quality of the class (structured teaching by qualified teachers), some to the quality of the school (well prepared and committed managerial staff who can implement policies targeted at pupils' learning) and some to the quality of the system (making decisions on funding, school structures, curriculum and evaluation). This is a very significant achievement, but it can be seen as the Achilles heel - some educational policy makers came to the conclusion that since it is the school what matters, you just need to change the school only. Schools that cannot, due to ideological decisions about which types of learning to be measured, significantly affect the students' achievements face accusations of failure to meet the standards of other schools often working in much better conditions.

So are there any difficulties there as well?

Yes. Perhaps the biggest difficulty is a wide gap between what we know today thanks to research into the effectiveness and improvement of the school work and how the practice looks like in schools and school systems. Politicians want a simple answer to each question to be able to tell their voters in one sentence what's going on. But the school system, unfortunately, is not such. There are no easy answers, there are no straightforward solutions. There have been a lot of researches observing the impact of specific factors that are applied at the level o the class, school and system, and some systems took those researches as if they were a panacea to the problem. So the issues such as the transformation of schools into organizations that largely regulate themselves, extension of the powers and responsibilities of the senior staff and identification of specific curriculum, evaluation and objective frames were conceived at the ministerial level and the level of the education system as a means of improving the quality of the school work. No single factor, however, can change much; it must be a complex interplay of factors. Until those who make decisions about

funding, school structures and policies recognize this complexity, the possibility of better quality learning for all children will remain a dream.

How do you perceive the relationship between self-evaluation, effectiveness and improvement of school work?

If we understand the school improvement as a sequence of processes through which improves the school increases the quality of pupils' outcomes – the academic ones as well as others (for example in matters of civil behaviour, employment, taking responsibility and so on) - and the effectiveness of schools as a variety of tools that can measure changes in pupil outcomes, then both the concepts are crucial to the fulfilment of the idea of school self-evaluation. In the broadest sense, school self-evaluation is a cyclical process of asking questions:
- What would we like to achieve?
- What have we managed to achieve?
- How do we know that?
- What do we do next?
If we take a look at the four questions closely, we find that the second and the third one are closely related to the school effectiveness tools (i.e. measuring how good the pupil outcomes are, and, through a subsequent analysis, how these were achieved). The fourth question concerns the improvement of school work (i.e. determining what else can be done to maximize pupils' achievements , and what changes should be made in the future so that we could succeed in this endeavour).

What do you think of the prospects and challenges for the future?

If we think about the future of effectiveness and improvement of the school work, we must take into account many circumstances. These include the need to redefine:
– the concept of effectiveness so that it takes into account contextual issues that emerge at different levels of education
– measurement of effectiveness so that we could work with wide outputs based on the reality of human experience of the world instead of narrow outputs
– structure and implementation of school education; in doing so, it is necessary to take into account the complexity of experience
– experience of school education for pupils on the basis of what we now know about learning, contextual influences and changes caused by globalization and technologies
– education of teachers so that the school effectiveness issues outlined above were in the forefront of their interest that will be reflected in their education and professional development as teachers and school managers.
Today we believe that a research related to school effectiveness must be methodologically more diverse. It will be desirable to perform more in-depth surveys, make better use of observational and ethnographic methods, widely use the longitudinal design (or, more precisely, the retrospective longitudinal design), both in qualitative and quantitative studies. We should continuously develop mixed methods approaches. Our branch must agree on better definitions and measurement of key concepts such as the school culture and school management encouraging teaching and learning. Thus, although the movement of school effectiveness and school improvement has come a long journey in just 25 years of its development, as a young discipline it still has a lot ahead.

The interview was prepared by Milan Pol

Mutual school visits in the project and continuation thereof

Motto:

With the mutual school visits it is always remarkable that in every single partner school we find things that you like and that are superb. Colleagues promptly appeal to the headmaster of the school ... and why do not we have this at school – I am not doing ... At every single school, however, you discover particularities about which you might say: ... it is good that we do not have them at school ... Most teachers express it in these terms: We feel best in our school, but... …

under the baton of the partner schools

In spite of the fact that we have the Framework Education Programme (FEP), a standard set by the state, available for the formulation of the School Educational Programme (SEP) at schools, what I consider as one of the current school problems is that we lack tools to verify the quality of what we are trying to accomplish at schools and what we have planned in the SEP. Quality is discussed, but at the same time quality is not defined. A standard for the teaching profession is missing. A standard which should be concerned with the course of education. Teachers lack comparison.

The project Road to Quality Improvement touches this issue. During the project, many evaluation tools were created which can be freely used by schools, and also activities are implemented which are primarily used to enhance the mutual learning of schools, but also they can be secondarily used to compare certain selected areas of the school life.

These processes occur with, for example, mutual visits at two partner schools. These are two two-day events in which each school can „repay" their visit. In the mutual work during the visit, the local four-member team meets the team of the visiting school. The ideal situation is when it comes to two schools with similar experiences, which are similar in size as well, the size of the town (municipality) in which they are located, but especially the type of school. With such schools we can expect that they face comparable problems and solutions to similar situations can be more easily transferable. In no case, these may not be competing schools, which is already secured by the fact that the schools themselves choose their partners.

At our school we welcomed the offer to get engaged in the activities of Mutual school visits by the project Road to Quality Improvement. The start of this activity in our school is a bit different from the involvement of other schools, because we were a pilot school.

Mutual school visits begin with an opening meeting. On 11 March 2010 we met - we from Kunratice Primary School - with the team of Plzeň First Primary School, Západní 18, led by headmaster Radek Dolenský. Professionally, this meeting was led by Jan Kargerová who then acted in the role of expert of the meeting, facilitating visits to schools.

What was lying ahead? Mutual introduction, familiarization with the contents of the activities ... The meeting was very pleasant for everyone and certainly contributed to the motivation to participate in the project and share experiences on self--evaluation. At the meeting we learned that the central theme for both the partner schools is the topic of school self-evaluation. A certain advantage was that the two schools cooperate with the faculties educating future teachers. We are thus accustomed to having visits in the school that we usually ask for feedback.

I think that a visit by another school is a unique opportunity to get feedback. If headmasters here and there get to another school, teachers only rarely get into their colleagues' classes at other schools. It is very inspiring to perceive another school climate, its facilities and in particular people in the school. Perceive what they do in the school. That is why we agreed right in the initial meeting that we expand the original assignment of the authors of the project. In both schools, we wanted to have a look at lessons. Therefore, we told the project team that we would lengthen the visit with a few hours so that we could fully „absorb" the life in the partner school. The first visit was scheduled from 29 to 30 April 2010 in Pilsen and we invited our colleagues from 5 to 6 May 2010 to Prague Kunratice.

Before visiting, we had chosen by mutual agreement a few areas that were subsequently the subject of our interest and where we wanted to learn more during the visit.

It is important that both the schools were moving during mutual visits schools in a completely safe environment. Why? As an agreement is sought where we can and also want to enrich each other.

In both schools (ours and our partner school), we opened a discussion on areas where we seek to change or need an inspiration, or where we even want to gain practical experience of colleagues. Before the visit, we sent each other and consulted school documents related to selected areas.

In Pilsen we got to study the following materials:
- Development Concept (2008-2012)
- School curriculum for elementary education
- Principles for evaluating the educational courses of the SEP educational areas
- Terms of Dalton Projects (DaP)
- Rules for creating thematic programs
- School culture assessment questionnaire 2009

We extended the first day schedule of the visit with observations in classrooms. But we also looked around the school. Our discussions were usually very informal. We all felt comfortable. It was obvious that the hosting school fully opens to us.

The second day we discussed in the presence of the facilitator about how self-evaluation process phases take place in their school, looking for answers to the questions with which we came to Pilsen, and later on to Prague too.

Together, we had prepared questions and answers, on which the discussion during the visit was based:

1. What we are doing successfully in self-evaluation (what can we offer)?
- We thrive in the evaluation of subjects
- We have managed to start mutual observation
- We support teachers through video training and supervision

2. Which issues are bothering us about the self-evaluation (what would we like to know)?
- In the management of the school:
- How and what to record (control activities), what to check, evaluate, what to do next with the findings
- In assessing the quality of personnel work:
- What other tools are used by the partner school in addition to observations, what is their experience with personal development plans
- How to motivate employees, how to evaluate them - how the partner school has set the teacher evaluation system and how they communicate it to the teachers in the partner school

The two visits were, in my opinion, very successful.

At the same time, it became clear that the cooperation was not over after the reciprocal visits between our schools. We agreed that the teams visiting the schools would be followed by mutual visits of the entire school teaching staff. This activity had not been planned in the project and was under both the organizational and financial direction of both schools.

The first teaching staff mutual meeting was held in Pilsen on November 18, 2010. Upon arrival to the school, introduction of the program and a snack there followed observations in the classroom, and after lunch a tour of the school. The program was completed with nearly a two-hour block of sharing of small teams of teachers.

The best answer to what the teaching staff mutual visits yielded was given to us by teachers themselves through feedback.

1. What did the visit to Pilsen bring (give) to me?
– Definitely, it gave me a lot of interesting ideas for teaching: work in the centres, organization of group work, interesting work sheets, after-work assessment - guidance issues, frequent reminders of class rules, art ideas, possible arrangement of the classroom, decoration of classrooms and the school.
– I saw many beautiful works of art that inspired me.
– I saw an old school, whose facilities are, however, well utilized, restored according to the needs of the school. I marvelled at huge material equipment in the classroom - especially art and work-related - how parents splendidly support their school.
– A theatre, a huge swimming pool and library are wonderful above-standard services.
- I was pleased to see that the children in the 2.A Class appreciated each other and recommended, like us.
- Sharing was pleasant and rewarding in terms of exchanging experiences with Fraus textbooks. We also got a great tip on materials for basic of humanities and natural science.
- A major benefit was the lesson at the classroom of teacher Zdena Kreislová, demonstration of work in centres, its organization and subsequent evaluation, formulation of asking questions to children, the work method.
- I could compare my abilities in lessons, find inspiration and share mutual experience of teaching.
- Knowledge how a school may work quite well, principles of the Dalton School and the project Starting together.
– After talking to a colleague who is a class teacher of a seventh grade class, I realized that, unfortunately, children were the same everywhere. Big problems are caused to teachers by students whose conduct interferes with the work climate in the classroom.
– Finding new facts about functioning of the after-school care centre in another school.
– I like the concept of the Online School (especially the possibility to inform parents about their children via the Internet).
– In Pilsen, the most interesting lesson for me was in a fourth year class where I saw an English lesson. It seemed to me that the teacher managed to do so many different tasks with the children and still managed to operatively engage our colleague - native speaker Lauren who was visiting too. I think that although the teacher is not a native speaker, she can give children sufficiently solid basics in a foreign language.
– Furthermore, it was very interesting to observe the working climate that prevailed in the classroom. Maybe it was because there was only a half of the class there, but it was obvious that the teacher respects the children while clearly setting rules that children manage to follow. It was no obstacle not that the children are on first-name terms with the teacher.
– In the classroom, I felt like a welcome guest, it seemed to me that the children were accustomed to visits, they were not unsettled by the presence of three strangers, on the contrary, they willingly shared with us everything they did in the class.
– The activating approach to pupils showed to us by the history teacher.

2. What could I offer to the colleagues from Pilsen in their April visit with us in Kunratice?
- Experience with a weekly schedule - its creation and use (colleagues showed interest in it).
- Work with the interactive whiteboard, the methods of critical thinking, group lessons, drama lessons, games in lessons.
–Experience and demonstration of work with children in mathematics according to prof. Hejný.
– A chance to see how we work with books in lessons (reading workshops), how I individualise teaching with the help of my assistant - groups of more able pupils and faster pupils working together and discussing the topic in details.
– I know that in the Pilsen School they have an assistant in classes who performs a bit different function than we would like to perform here. So I think that for some teachers from Pilsen it might be interesting to look at some lessons, where we, the assistants, are well-used (I would invite them to look at my employment in the first class).
- Ideas on the worksheets to be used in English lessons.
- New IT equipment and other supplemental educational materials and work with them.
- A demonstration of two groups of physical education lessons in a large sports hall.
- If the visit takes place before Easter, I can present an integrated thematic lesson related to spring or Easter.
- Operation of the after-school care centre and work with children in individual departments.

Note: Selection of transcript responses by Kunratice teachers after a visit to Pilsen on November 18, 2010.
The Pilseners returned the visit on 20 April 2011. The program was similar and again we did not forget classroom observations, and in particular sharing experiences in small groups of teachers. Sharing was evaluated by all the participants as the most effective part of the visit. The groups were assembled so that the teachers were close professionally. We did not forget instructresses either.
I consider the mutual school visits project not only very successful, but also for readily sustainable even after the project Road to Quality Improvement is over. In a safe environment, teachers gain inspiration, they can compare and share their experiences with colleagues. After this pilot experience, we agreed with two more schools to have visits. We offered this activity to Karviná Mendel Primary School and we were approached by the management of the Mozart Primary School in Olomouc. Spring months of 2011 were truly an inspiration to us for our work and further development of the school in Kunratice.

Vít Beran, Headmaster of PS Kunratice, Praha

For The Crossroad of Views we have asked two experienced directors of secondary schools, whether and how the self-evaluation is reflected in the work of their schools. The answer was the same - it's all about people (and of course also about external conditions).

The key to developing the school is the quality of its employees

Ing. František Kamlach,

Headmaster of College, Secondary School and Vocational Training Centre, Budějovická 421, Sezimovo Ústí
The school has 800 pupils, 36 classes and 60 teachers.

What has changed for the better on the basis of the evaluation results?

Obligation to process self-evaluation of each school facility is determined by legislation. We became interested in this issue at our school in 2005 within a pilot CAF verification, to which we returned again in 2008. Based on this experience, the school management decided to implement and follow a quality management system certification according to ISO 9001:2008. Our goal was to clearly define school's objectives and quality policy, specifically to define the tasks particularly in key processes which the school fulfils in the spirit of the Education Act. The priority is quality of the theoretical and practical education, extracurricular activities, and all that is determined by good managerial work of the school management. The school received a certificate of conformity of quality system ISO 9001:2009 with the requirements in May 2009. The subject of the school certification was the school management, theoretical and practical education and extracurricular activities.

After two years of verification, in accordance with that standard, even though we are just about to undergo the regular system recertification, we can say that we are fulfilling the objectives. A fundamental change occurred mainly in the processing and management system of the required documentation, both external and internal.

In the key processes it is not sufficient to state that the student is poor or just not good at it, but we rather document, why that is so, what we have done for that what action we have taken. And not only that. We are thinking of how to improve the current situation. Indeed, it is how the established system is set. If we should have a clear answer to your question, we can say that we have improved the work of staff, activities are documented and verifiable. Implementation of ISO 9001:2008 standards and implementation of the internal audit system forces us to maintain the set level.

Are you satisfied with the current state of quality of the school work and do you want to keep it, or can you see any possibilities of its future development?

The school is a living organism that is constantly evolving. We can not afford to stagnate. The demographic curve is changing, and the number of students is decreasing and the „struggle for pupil" is what motivates each school to search and develop. We all strive for good presentation of the school in public, constant search for new forms of teaching with the help of modern teaching aids and tools of computer technology, simulation programs and the introduction of the quality system guarantee that.

The same applies to cooperation of the vocational school with employers and the business sector that shall ensure connection to the labour market. This opens up the possibility of other activities within the established ISO 9001:2008 quality management system.

What appears to be the hardest thing to achieve this goal?

Simple answer. Motivating people. A quality employee who does not care about time, grapples with problems associated with the development of the project, a teacher who is constantly looking for ways to interest the pupil, to bring him/her a real look at the solution of practical tasks. At the same time he/she is wondering why the student failed and what he/she can do for his/her success. Another open problem that affects the school self-evaluation and the resulting set long-term approach and strategy of the school is the current trend of comparing different types of secondary schools according to a single scale. Comparison of the incomparable at any cost makes certain types of schools take desperate action, distorting their goals, and thus the mission.

For example, we do not need to look far, demandingness of the leaving test instructions (according to CERMAT statistics) for vocational and general schools and comparing of the results in both types of schools forces vocational schools to modify educational programs at the expense of expertise, and, therefore, not to accept the requirements of social partners (employers) in terms of the SEP outputs. And such examples could go on.

Robert Novák,

**Headmaster of JK Tyl Gymnasium, Tylovo nábřeží 682 (during the reconstruction Pospíšilova třída 365), Hradec Králové
The school has 603 pupils, 20 classes, 48 teachers.**

What has changed for the better on the basis of the evaluation results?

We consider the process of self-evaluation together with the concept of the school to be two most important pillars of the development of the Gymnasium. We started working on both the projects in the academic year 2006/2007. While in the early stage we took advice in terms of the concept from professionals from the private sector, the self-evaluation system is our own product complemented by some experience from elsewhere. We are currently working on integrating the two, initially independent systems.

Creating the concept (SWOT analysis, strategic map, etc.) showed us that the only aspect that we really can have any substantial impact on is human resources.

The basis of our self-evaluation is thus tools verifying the activities of the teaching staff in relation to pupils, parents and the school as an institution.

We have had a teacher evaluation system established for three years now. It is based on a structured interview between evaluators (experienced teachers who have enough authority in the staff) and individual teachers. Each year, teachers can find out in personal interviews how they coped with the teacher's key competencies set at school, how they have fulfilled personal goals from the previous period, and learn what particular the school expects from them in the future. The second tool is the evaluation of teachers by pupils. Every spring, third-year students evaluate their teachers in five areas (authority, methods, pupil evaluation, outputs from the lessons and professional approach). Individual reports are not public, available only to the teacher concerned and headmaster. The third tool is the questionnaire School Culture in which teachers anonymously evaluate the work of the school management. In this way, or by direct communication with the evaluator, the teacher has an opportunity to effectively influence events in the school. The above set of tools provides us on the principle of triangulation with a comprehensive view of the most important segment of the school, the teaching staff. The introduction of the system was the most difficult in persuading the teachers that the main purpose of the whole system is to set feedback used for personal growth, not control aimed to remove personal evaluation and show the employees that they work poorly or badly.

After four years of the operation, a positive trend can be observed in the vast majority of indicators. The school has significantly shifted, for example, in apologizing and reduction in pupil absence, in setting the rules and communication of classification, in parents' awareness, in the use of ICT in lessons and operation of the school, in the implementation of common methodologies in education.

Are you satisfied with the current state of quality of the school work and do you want to keep it, or can you see any possibilities of its future development?

Although we are satisfied with the system, there are still development opportunities there. At the technical level, we try to simplify evaluation of self-evaluation as much as possible, while in terms of organization we strive for a deeper integration with the above system of planning and as for the content we continuously refine criteria and questions in the documentation for evaluation.

What appears to be the hardest thing to achieve this goal?

The basic limit for the expansion of self-evaluation, as well as of other modern management tools in our education system, is the lack of systemic places for the school management. When I speak with fellow managers from the private sector and tell them that for the management of the institution, consisting of 65 employees including 50 undergraduates and 600 students (clients), with a budget of ± CZK 25 million, there are less than two jobs by the table (the headmaster and two half-time deputies), they do not understand it or laugh out loud. Not to mention the financial evaluation. Without strengthening the system or rather introducing middle managers at schools, all efforts to reform and improve the quality of the Czech educational system are just throwing money out the windows.

In 2007, McKinsey & Company released a report which dealt with factors of success of the most efficient of school systems in the world by comparing the performance of the countries within the OECD Programme for International Student Assessment (PISA). This report shows that two of the three pillars that make up a quality school are: 1. get the best teachers and 2. develop work of teachers in the long term and get the best out of them. Or - that, simply, we can almost equate a quality school and quality teachers. But how to determine - or even to evaluate - the quality of the work of individual teachers?

Quality of the school depends most on the quality of teachers

Within the project Road to Quality Improvement, three evaluation tools were created that primarily lend a helping hand to headmasters and teachers, and then you can use others too that are related to the topic. Framework of professional qualities of teachers allows comprehensive teacher self-assessment based on a self-assessment sheet describing the quality of his/her work, and teacher evaluation through an evaluation conversation with a superior or colleague. It reveals not only their strengths but also areas for improvement. Besides the principal formative function it can be used also in the „summative" sense, i.e. to review and propose other ways for professional development of teachers. In addition to a text on professional ethics and professional knowledge of teachers, the framework is structured into eight areas in which you can find 50 specific criteria for evaluating the work of teachers:

1 Planning lessons
2 Environment for learning
3 Learning processes
4 Evaluation of the work of pupils
5 Reflections on teaching
6 School development and collaboration with colleagues
7 Working with parents and wider community
8 Professional development of the teacher

Quality criteria are then developed into examples of quality indicators, which further specify the content of individual quality criteria and demonstrate the possibilities of arguments and evidence of fulfilment of individual criteria.

A set of methods for evaluation and self-evaluation, Professional Teacher Portfolio, is designed for development and reflection of the teacher and its portfolio that documents a range of his/her activities. Professional portfolio here again plays the role of a base for the development-oriented evaluation interview between the teacher and a supervisor or a colleague. The instrument features a design of the professional portfolio structure:
• structured professional CV
• personal educational concepts
• career development plan
• documents proving the fulfilment of the teacher professional qualities framework and structured according to the framework areas (see above)
For both the above mentioned tools for evaluation of teacher work, but also independently, we can use verified inspectional sheets focused:
1 on mapping the methods and forms of teaching used by teachers - Methods and Forms of Teaching
2 determining how teachers manage to create in lessons situations to support the development of pupils' learning skills - We Teach Children to Learn
3 for teaching in vocational training at secondary vocational schools, apprentice training schools, etc. entitled Teaching in Vocational Training
How the students or parents view the work of teachers can be determined from the questions selected for these groups with evaluation tools Survey for parents and Survey for pupils (further specified in the 4th issue of the bulletin). Survey for parents includes a set of questions aimed at teachers in the following thematic blocks: the contribution of various sources of information, background - satisfaction with the level of education, changes in teaching, communication between parents and school. Survey for pupils includes a set of questions aimed at teachers in the following thematic blocks: teaching and learning, course

of lessons, assessment, barriers in lessons, school atmosphere, relationships. Intended for assessing and supporting the development of management skills of not only teachers of the school is the tool 360° Feedback for the Middle Level Management of the School. This is an evaluation system that is commonly used successfully in the commercial sphere and makes sense in larger schools where they can meaningfully define the middle management, i.e. determine which school workers, apart from the headmaster, are supervisors managing the work of their subordinates. Staff evaluation criteria are the following competencies:
• work initiative
• work communication inside and outside the school
• collaboration with colleagues
• problem solving
• resistance to workload
• organization of work, decision-making
• reliability, responsibility
• leadership, human resources
• expertise
With the exception of Professional teacher portfolio, all evaluation instruments are supported electronically and after filling in they automatically generate reports for teachers and for the school. Each evaluation tool is equipped with manual (for more info on the manuals see page 26 in the fifth issue of the bulletin Road to Quality Improvement) containing detailed information on the tools, a recommended mode of assigning thereof and interpretation of results.

Stanislav Michek

How do headmasters work with the results of the school self-evaluation?

To learn more about the self-evaluation practice in schools, about how the process works, what the schools prioritize, what pitfalls are to be faced, etc., we conducted project interviews with headmasters and teachers of the schools. The aim was to obtain an additional source of information which could confirm or compare the findings from surveys and questionnaires and which would also enable a deeper insight into the self-evaluation practice in schools.

The interviews took place in 2010 and 2011. We approached schools of various types, from different regions, of different sizes and with various school authorities. In 2010, each interview was conducted with a teacher and a school management representative (mostly it was the headmaster; therefore we do not distinguish deputy headmasters in the table). In 2011 we went back to some schools and performed another deeper conversation with the headmaster only.

	Year 2010		Year 2011
KG special	1 headmaster		1 headmaster
KG and PS special	1 headmaster	1 teacher	1 headmaster
Primary school	3 headmasters	1 teacher	2 headmasters
Art School			2 headmasters
gymnasium	3 headmasters	3 teachers	2 headmasters
Secondary Vocational School	3 headmasters		2 headmasters
Total of Respondents	11 headmasters	5 teachers	10 headmasters

It is a small yet balanced sample of respondents. What all the schools have in common is that they had expressed interest in the project Road to Quality Improvement and used the offer of certain activities. Findings from the interviews are only valid for this sample; we could meet with other results in other schools. The interviews took half an hour on average. The complete conclusion of the interviews will be processed in January 2012 and published on the project web as a research report. Now let's take look at a sub-issue, namely at work with the conclusions of self-evaluation and implementation of measures.

Due to the nature of the sample (self-selection mechanism, see above), and in particular with regard to the qualitative nature of data and method of processing, the analysis was not aimed to quantify (e.g. calculation of frequency) of individual responses and subsequently identify the type of action prevailing in schools and how headmasters of schools deal with self-evaluation results most often. The analysis does not have the ambition to come up with such a mapping of school reality that could be reliably generalized. The method of asking the open questions in the semi-structured interview rather allowed capturing authentic testimonies of the school reality that are not corseted and reduced anymore by pre-arranged offer of a few possible answers (e.g. survey). Still, it was possible to identify certain core groups (or more general types) of measures taken on the basis of self-evaluation. And also, certain regularities and frequently recurring patterns with which the readers will be familiarized in the following lines.

What measures are adopted on their basis?

In a minority of cases, headmasters of schools openly admit that especially the first self-evaluation report was developed in a relatively big hurry. It then also led to reduced practical utility of the results, findings and conclusions: „The previous (self-evaluation report) was made even more in a hurry. There were no specific measures formulated as for what to do on the basis of its results... It was more or less an observation of the state ... it said that something was not right and should be improved. But there were no concrete measures what to do exactly."

A similar effect leading to low usability of the self-evaluation results (report) is also caused by the negative assessment of the actual statutory school self-evaluation process. If the obligation to prepare school self-evaluation is coincidently perceived both by the management and teachers as a mere formality and an additional administrative burden, the school still does not continue to work with its results and does not approach any action resulting from it. This problem occurs most often in smaller schools in smaller towns: „If there's a small school, small school with composite classes or just a school with up to twenty pupils, then it is really an unnecessary tomfoolery, because there you just see all the plates... Formal self-evaluation is not any good there. Where people know each other, where they meet in the afternoon in the shop, a pub in the evening, and play tennis on weekends, it is really unnecessary there." Most openly and disapprovingly was the similar scepticism to school self-evaluation was expressed a headmaster of a country small school with composite classes: „You know, it annoys me that I have to actually do it. So why would I bother these kids with it. That's about it."

At least on the general level, headmasters contrarily largely state that school self-evaluation serves them (and generally the school management) as a strategic document, as a key foundation or basis for planning further development of the school: „I think everyone needs it for their work, for their development, if they want to develop somewhere. We do not have to call it nobly self-evaluation, but it is a common natural process that I evaluate my job. It has always been there, it is and will be." The results and conclusions of self-evaluation are thus reflected, for example, in a relatively sophisticated and detailed action plan for school development for the coming years. As a headmaster of a large school in a regional capital explains, „This is how it looks. It is described in detail: a specific task, nominal responsibility, and deadline."

In general, headmasters reported that the self-evaluation results allowed them to determine or otherwise reorganize priorities related to the management and development of the school. In their own words, they anticipate a number of problems on the basis of the daily operation of the school, i.e. even without carrying out the school self-evaluation.

They often assess these problems as less serious, preferring solving other people's problems. Only on the basis of self-evaluation (e.g. evaluation of pupil or parent questionnaires on various topics, analysis of results of testing knowledge and skills of students in each class or year) can they realize that they underestimate many problems, although they are in fact very serious and it is extremely urgent to resolve them without delay. Probably the most mature and most explicit formulation of this position was offered by a headmaster of a larger secondary school in a city: „I had set school problems as priorities in order. It happened to me that I had a problem set as the tenth one, for instance, but the schoolmasters or students moved it to the forefront. So - I moved the issue as a priority." According to thus tuned headmasters, the bottom line there is that as managers they have limited time, financial and human resources and never can solve or resolve everything. And it is well conducted self-evaluation that can help in deciding where to allocate limited resources and power.

If we should look further in more detail at actions that school managements take on the basis of the results of self-evaluation, the range of steps is very varied. Their diversity also reflects the different nature of problems of individual schools, their different sizes, different levels of education (primary or secondary schools) and character (e.g. schools of cities versus small rural schools with composite classes), but also evaluation of the self-evaluation process by the school management (whether it is evaluated as a mere formality and a statutory requirement, or rather as a meaningful and useful process, see above). Nevertheless, certain regularities and often quoted measures can be traced. Most of these measures can be classified into the following general categories: composition of school subjects, observations and development of teachers, technical school background. A number of specific measures are aimed to change the composition of school subjects. The menu thereof is changing (mainly in compulsory subjects based on requests from students or parents), reinforced are course subsidies of selected subjects based on the changing needs of students („On the basis of self-evaluation, we have strengthened the course subsidies of Social Studies Basics.") or previously individual objects are being integrated (e.g. merging of Administration Basics and Computer Science Education). Sometimes even curricula for each grade level can be changed; timing of inclusion of individual objects in the relevant years can be optimized with respect to identified deficiencies or changing requirements. Similarly, headmasters say that with regard to the results of self-evaluation they also seek to change teaching methods (inclusion of project based learning, team or group work of students). In the most general context, this type of measure is strongly linked to measures that have an impact on other forms of treatment of the school curriculum. As typically a district school headmaster in Vysocina Region put it: „The measures that we set on the basis of self-evaluation are included in the school curriculum for the next period."

Other frequent specific measures that are directly related to teaching are classroom observations by headmasters or heads of departmental commissions. The results of the school self--evaluation can help the school management in deciding what items to focus on and which direction to focus the attention in planning observations. Similarly, self-evaluation results are used in some schools in the planning of further education of teachers. Often, the school self--evaluation may also reveal additional, unexpected or seemingly trivial issues directly affecting teaching. Typically it is regarding the grading, which turns out with various teachers to be very inconsistent or from the students' perspective not fully transparent: „Sometimes we find out there are problems with the grading of pupils.

Then we take measure that every teacher must communicate grading conditions to students before the beginning of the grading period." The last large group of measures is those which affect the technical background of the school, its infrastructure and equipment with aids. Headmasters also indicate that using self-evaluation they decide about the purchase of school textbooks (sometimes also about a change of the system and unification of the actual purchase thereof), about a priority purchase of teaching equipment or aids or renovation of classrooms and other spaces (in the case of smaller schools they quite often speak about the issue of poor condition of the school gym). However, in the category of measures which, on the basis of school self-evaluation, are aimed at the area of technical equipment, headmasters in the same breath say, often quite frustrated, that while they repeatedly come to find or ascertain serious deficiencies, they lack funds in the long term to be able to approach the actual resolution thereof (typically in the case of reconstruction of substandard gyms or missing, outdated school canteens). As one headmaster of a smaller elementary school in a district town put it: „I and my colleagues have known for many years very well that the gym in disrepair makes it difficult to carry out fully-fledged physical education. We always write it as one of the main problems in the self-evaluation report, but that's it, because we won't be able to get any funding for repairs anyway."

It is mainly headmasters of schools and their top management who work with the results of self-evaluation. It is generally one of the bases of strategic and long-term management of the school (school development action plan, setting priorities in addressing the problems identified). A number of concrete measures then go to the area of composition of school subjects and teaching methods.

These measures are usually linked with some modifications of school educational programs. Teaching is directly affected by measures such as observation or further education of teachers (but also marking the pupils). The last large group of measures is those which are directed more towards the technical base of the school, including equipment quality. Thus, while it is possible to trace some basic regularities and recurrent patterns of adopted measures, overall it shows that the measures based on school self-evaluation are highly variable and flexible to reflect the character of a particular school and its problems.

Karel Černý, Lucie Procházková

Evaluation of activities

In the period from May 2010 to May 2011 we were handing out surveys in piloting mutual learning events to participants to get answers to questions that are intended for feedback to individual activities and also for the research in the project.

Table 1 - Respondents of the Surveys

	workshops	mutual school visits	peer review
teachers	141	45	67
deputy headmasters	109	23	38
headmasters	112	21	32
others - coordinators, school psychologists, etc.	10	2	3
total of respondents	372	91	153

With all the activities we were interested in answers to these questions:
1. Did the event meet your expectations?
2. Can you use the experience / knowledge from the events in your practice?
3. How do you assess the organizational securing?
4. What do you think would help to improve the event so that it was most useful to participants to implement self-evaluation in the future?

– workshops, peer reviews, mutual school visits

The answers to these questions should contribute to the continuous tuning of prepared scenarios of activities both during the piloting stage and the „live" events. The organizational securing was evaluated with all the activities with 90% as excellently managed and small suggestions for improvement of future events were applied as possible?

In this article we will deal with rather the first two questions, which should in particular evaluate the content of the events. The respondents expressed themselves by marking like in school, i.e. A grade (excellent) to F grade (fail).

Workshops

Teachers from all regions and from different types of schools participated in the workshops.

Table 2 – Respondents to surveys at the workshops by type of school

|	Number of Schools
KG	10
KG special	8
PS	231
PS special, practical	31
Art School	12
G	28
SS special	7
Secondary Technical School	53
Vocational School	29

Workshops largely came up to the expectations of the participants as 71% of the participants rated the event with A grade and 21% with B grade. Very similarly evaluated was the usability of the workshop for school practice, prevalent in both questions were grades A and B. There were isolated surveys with E or F, but it follows from the opened, fourth evaluation question or from personal comments in the survey that the rating scale was wrongly used as the respondent mistook the grades for scoring.

Mutual school visits

In our sample we have 24 elementary schools , at each visit an average of four representatives met from each school. Responses in the questionnaires are fairly consistent, because it is a small sample, but it is interesting that the responses of teachers and their headmasters or deputy headmasters differ only minimally. We can assume that these are well-coordinated staff and working teams.

Also interesting for evaluation of this type of experience sharing between schools is the research question which appeared in the survey:

Figure 1 - Will you seek to continue the partnership with another school after completion of the project?

Legend:
- rozhodně ano
- spíše ano
- spíše ne
- rozhodně ne
- nevím

63%, 32%, 5%, 0%, 0%
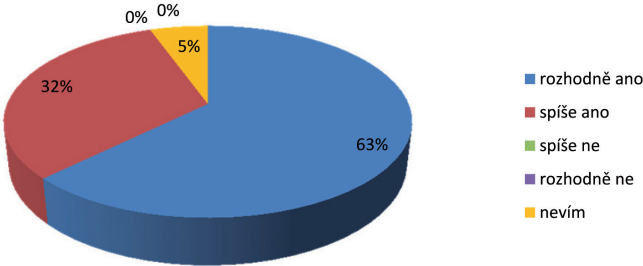
Headmasters and teachers expressed their satisfaction with the partner school, evaluating the whole event as very beneficial and most of them (see Figure 1) are interested in further cooperation with the (or another) school after completion of the project. They see partnerships with other schools as an opportunity to learn more not only about the self-evaluation process at another school, but also to discover the hidden reserves and opportunities in their own school. In total, 86% of the respondents reported in the survey that mutual visits meet their expectations, and 81% of the participants perceived findings from this event as most useful in the future when they will seek to develop their schools.
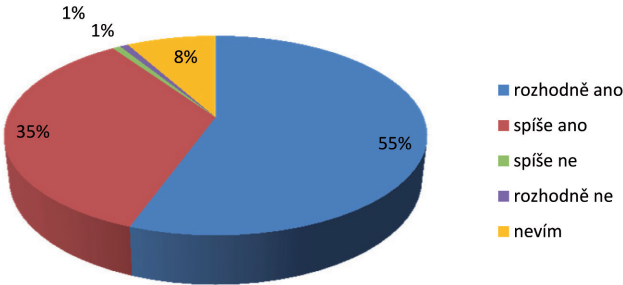

Peer review

As with the mutual visits, with peer reviews there were also mostly four-member teams meeting from each school. This is a sample of 48 schools; the greatest interest in the peer reviews has been shown by elementary schools.

Table 3 - Distribution of respondents by type of school

KG	3
PS	93
G	14
Secondary Technical Schools	32
Vocational School	22

As with the mutual visits, there was a research question as part of the survey concerning the continuation of this type of collaboration between schools. The survey showed that respondents perceived feedback from other schools as important. Since these are peer review participants for whom this was a new opportunity to get feedback, this determination shows strong perception of the meaningfulness of this evaluation activity for the school. The vast majority of the participants would seek to continue peer reviews even after the project is over when they will manage this evaluation themselves without methodological support.

Figure 2 - Will you seek to continue the partnership (peer review) with another school after completion of the project?

Regarding evaluation of the activity itself, less than 80% of the participants rated the peer reviews as very beneficial, evaluating expectations of the event for them and for the school with A grade as well as the usability of knowledge they have acquired. The schools in this sample demonstrated, through active participation, an increased interest in developing their schools and feedback from external partners.

In conclusion, we present a chart showing how the participants were satisfied with individual events in terms of fulfilled expectations and utilization of knowledge gained from the mutual learning of schools.

Figure3 – Evaluation of individual events (A-E scale like in school (1-5 in Czech grading system), A - the best rating)

Lucie Procházková
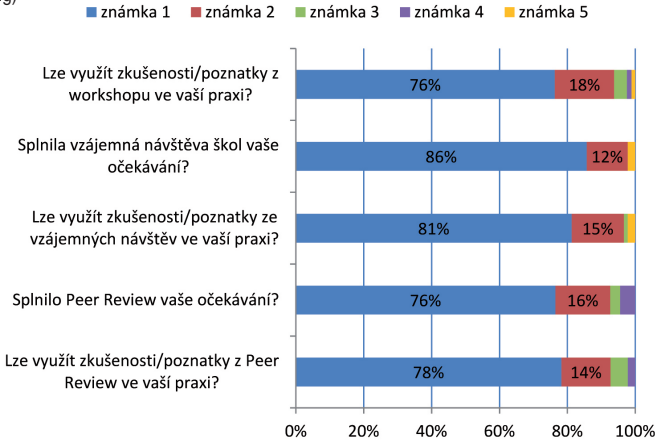
Attached to this last issue of the bulletin is a DVD that contains all the outputs of the project Road to Quality Improvement, including the „portal" of evaluation tools. We want schools to have the portal of evaluation tools at their disposal in the event that it is no longer sustainable as a web site. With the DVD we want to support continued usefulness of what the project has created.

DVD
with all the project outputs

What can be found on the DVD?

1 All six numbers newsletter On the Road to Quality Improvement, including annexes.

2 Manuals for all thirty-evaluation tools.

3 More than 25 examples of inspirational self-evaluation practice of different types of schools.

4 Partial research reports from questionnaires, surveys at the project events, interviews, etc.

5 Separate publications of the project:

- Comparative study of self-evaluation abroad

- Schools on the road to quality. School self-evaluation support system in the CR

- Self-evaluation from an external perspective

- Mutual learning of schools in terms of self-evaluation

- Advice on self-evaluation

- Study text Self-evaluation Coordinator

- and others

6 An electronic dictionary of terminology Quality and Evaluation in Education

7 Electronic support to work with evaluation tools („portal" of evaluation tools)

8 And more ...

DVD Home Screen is a gateway to all project outputs successively. It is divided into 4 blocks:

• Self-evaluation - theoretical and empirical support to the topic

• Headmaster - access to selected outputs that are most attractive for headmasters

• Teacher - access to selected outputs that best help teachers

• Road to Quality Improvement - access to all outputs sorted out in the structure of activities and sub-activities of the project

In the Self-evaluation section, the DVD users will find rationalization of the self-evaluation theory, empirical researches undertaken during the project, proven experience from mutual learning of schools, inspiring examples of self-evaluation practice at Czech schools and also information on how the issue is dealt with in other countries.

The block for headmasters offers answers to the questions: „What and how do I find out? Where can I get help?" headmasters thus receive practical tools for determining the school climate, quality of teachers, quality of self-evaluation including the actual guide School Self-evaluation Framework as well as all the other evaluation tools. They can get advised on school self-evaluation by advisors in all 14 regions, or obtain the information on websites, in publications of the project, in six bulletins or through further education.

In the section for teachers, the DVD users can find answers to key questions: „How do I teach? What are my students?" In seeking answers they can use instruments dealing with the views of teachers, pupils and parents. To obtain information about the pupils they can use diagnostic tools. If they want to become a coordinator for evaluation of school and study, they will find both the study text and offer for an educational program.

During the duration of the project, the portal of evaluation tools was working - and still (May 2011) is - including technical support for school registration at the portal and for solving other problems when working with software support to the evaluation tools. Software and other shortcomings were operatively addressed. Through the DVD the current „portal" of evaluation tools is prepared for installation in the school. In terms of its users, this means that all data collected by the school remain on the school server, enhancing the protection of data and results of school evaluation. Evaluation tools include the fixed standards (values of a closed sample of schools to compare the results of your school). When collecting data on the remote site, the users could update these standards and provide better results to schools for comparison. We believe that this solution will be welcomed by the schools also in view of greater certainty when working with their data after completion of the project. If a need arises one day to amend the software support, we would like to allow updating through software add-ons that the school could download from the Internet. It should also be possible in the future to consider the possibility of downloading data from schools by a voluntary and conscious provision in order to update the standards.

Martin Chvál, Stanislav Michek, Jana Štybnarová

Self-evaluation in the Federal Republic of Germany

The history of self-evaluation

The discussion about evaluation of education did not begin in Germany until the late eighties of the 20th century, later than in other European countries. The main impetus for the focus of educational policy on ensuring quality of education more intensively was mainly disappointing results achieved by German pupils in international studies of school success – TIMSS 1997 and PISA 2000. Currently, the German education system can be found around the average in international comparative researches. In 2002, the Ministry of Education decided to introduce Germany-wide educational standards, which should constitute the main criterion for comparing schools. Bund-Länder Commission for Educational Planning and Research Promotion (Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung, BLK) began to develop projects and publish methodological materials to support school evaluation. Since 2008, its tasks in science and research have been taken over Joint Science Conference (Gemeinsame Wissenschaftskonferenz). Following the international and national surveys on the success rate of schools, all Lands initiated new measures to ensure and develop quality learning aiming to improve the effectiveness and lasting impact of these measures. Newly, they approached developing concepts and models of quality education, about which an intense discussion is held. In the implementation of concrete measures aimed at ensuring and improving the quality of measures, measures are taken both on the federal and land level. Fundamental concepts of educational policy are defined at the Conference of Ministers of Education of the Länder.

Terminology

Basic legal concepts of the monitored area are represented by terms Schulaufsicht and Schulinspektion which do not, however, tally semantically. (In Brandenburg, the term Schulvisitation is used.) Schulaufsicht, in Czech translation education supervision, performs several basic functions: consulting, support, planning and control. It can also feature school psychological service. It is obvious that the term Schulinspektion - school inspection can not be its synonym in the Czech concept where it has only the control function. The supervision is professional (over teaching, the school curriculum; Fachaufsicht), official (over the heads of schools and teachers; Dienstaufsicht) and legal or administrative (over the governance of schools; Rechtsaufsicht, Verwaltungsaufsicht). School inspection (Schulinspektion) refers to control activities by trained officers performed in schools. In some Lands it has been established as a separate institution.

Ensuring the quality of schools in the legislation of the Länder

The quality of teaching and its evaluation falls within the school supervision (Schulaufsicht). Each country has enshrined school supervision legislatively in the Education Act, the method of its legislative enshrinement, however, differs in structure and scope. All education acts of the Länder list monitoring institutions responsible for the school supervision. Usually, the highest legislative document also articulates the evaluation issue (internal and external) – it is, however, defined and enshrined in the education acts of each country in a different extent, thus varying in details. Evaluation has been included as a separate section by Baden-Wuerttemberg, Bavaria, Berlin, Hesse and Saxony. Evaluation is also defined in other paragraphs of education acts of these countries, including Brandenburg. The obligation to evaluate the quality of school education laws is explicitly stipulated by education acts of Berlin, Brandenburg, Saxony and North Rhine-Westphalia. No act, however, mentions it with all entities involved in school activities. More often it is spoken of the school quality assurance, less often about inspection.

The relationship of internal and external evaluation

According to the Bund-Länder Commission for Educational Planning and Research Promotion, evaluation is an important and sensitive area. Therefore, schools should be given enough time, space and concrete assistance to develop an „evaluation culture". The school management must encourage teachers to get actively involved in the process of evaluation. The task of the school management is to promote and organize internal evaluation in the form of self-evaluation while making use of assistance of external consultants. School self-evaluation results serve as a basis for discussion and formulation of policy regarding the future direction and development of the school. At the same time, it can be stated that all Lands place emphasis on strengthening school autonomy and increased responsibility. Internal evaluation falls within the competence of individual schools. Schools often use other entities while performing it. It is a prerequisite for external evaluation, which provides an objective perspective on the basis of comparable criteria and standards. External evaluation is thus considered a supplement of internal evaluation.

External evaluation can be voluntary based on an agreement of the school and the relevant ministry. In planning and implementing external evaluation, supervising authorities cooperate with the Agency for Quality at State Institute for School Quality and Education Research. It is emphasized that external and internal evaluation are interlinked and complementary. In external evaluation standards are set externally and evaluation is conducted by external evaluators. In internal evaluation, the evaluation process is managed by the school itself. They evaluate their own practices according to selected criteria in order to improve the practice and further develop it.

Internal evaluation is used, inter alia, for:

– preparation of external evaluation

– evaluation of measures that were set in relation to any external evaluation and that incorporate the goals and their implementation

– analysis of selected detailed areas

Measures of internal and external evaluation can be carried out alternately.

An important tool for school self-evaluation was provided by the renowned German Bertelsmann Foundation (Bertelsmann Stiftung), which also deals with educational issues, when it developed in collaboration with the International Network of Innovative Educational Systems (Das Netzwerk Innovativer Schulsysteme Internationale, INIS) management tool to help the school management and teachers evaluate and plan educational processes. This standardized tool, which is referred to in the German-speaking countries as Self-evaluation at School (Selbstevaluation in Schulen einfach machen, SEIS) includes analysis of all school work (see below part of the self-evaluation tools) and is used for internal and external evaluation. It is based on a special computer program and analysis of questionnaire data. We can say that it is based on a concept that is consistent with what generally belongs to strengths and weaknesses of the school. Having been tested internationally over four years at 41 schools (including the involvement of 16 German schools), it can be used since 2005 by schools in Germany for reflection, self-assessment and, by extension, for their development. The program Self-evaluation at School is intended to simply, effectively help schools acquire, analyze, interpret data on the issue of school quality and, based on their evaluation, help define priorities in designing and improving the management of quality of schools.

Self-evaluation report

Self-evaluation report provides information on the state of the school life and its development. Therein, the school shows that it is able to systematically reflect on its work and include results of evaluation in further planning.

Bund-Länder Commission for Educational Planning and Research Promotion emphasizes the following functions of self-evaluation report:

– conclusions as defined in the self-evaluation report shall be binding for the further concept of school development

– publicly available reports increase the credibility of the results of self-evaluation - the message should be clear in showing what was the course of evaluation and what consequences may be drawn therefrom

– the report represents an appropriate form to inform various people on the course and outcomes of evaluation (e.g. parents of pupils at the school)

– its important partners can be comprehensively informed about the school work and its results (including supervision of education)

– also other partners and schools may participate through the report in the experience gained

Principles of self-evaluation are stated, inter alia, in the above-mentioned concept of Self-evaluation at School - SEIS, which has become a widespread evaluation tool in a number of German federal states. Currently one in ten schools in the Federal Republic of Germany has more experience with the use of the instrument self-evaluation of SEIS.

Let us briefly pay attention to one specific example of self-evaluation report by a selected Berlin school.

The concept of school self-evaluation makes the school clarify questions, how to approach measuring the quality of schools, which methods should be mainly used, which can be used in future too. Clearly, when starting the responsible evaluation group needs to ask what self-evaluation report should actually aim at. It should be made clear whether it is a comprehensive assessment of the school, liability to being called to account of school work, or a feedback concerning the effectiveness of special measures taken, for example, certain completed projects. The given goal then determines relevant formal and content rendition of the report.

The evaluation report shall describe the implementation of the evaluation process, as it includes in particular:

a) information on methods, tools and results of internal evaluation

b) description and evaluation of the school statistics, particularly on the development of the number of students, graduates, pupils repeating a year

c) description and evaluation of test results, comparison of the performance of schools, performance testing, orientation and parallel work; and contains information about the starting conditions of learning, etc.

d) analysis of the results of evaluation and description of the consequences arising for further formulation of the school curriculum

Self-evaluation report is submitted to a college of teachers, school conference (Schulkonferenz) and supervision of education (Schulaufsicht). All these bodies are accompanied in the discussion on the report also by those who participated in the internal evaluation through the SEIS. Many schools in various Lands publish their self-evaluation reports on the website, if they choose to do so.

The principles and process of internal evaluation

Bertelsmann Foundation tool Self-evaluation at School - SEIS presents the steps that must be kept in every school in mind, if the self-evaluation report should have a sufficient evidence value and, at the same, lead to reflection on school work and further improvement of the school's quality:

The common consensus on the quality

- Discussion about the school quality framework
- Role of the school program
- Organization of school work processes

Common data acquisition

- Planning and preparation of the research (survey) - who and how to obtain data, thorough preparation for data collection
- Interviewing all parties involved
- Identifying additional data about the school using complementary instruments in addition to the questionnaire

Interpretation of the school report

- Software-supported report making
- Data evaluation and interpretation
- formulation of possibilities for further development of the school and analysis of possible measures adopted to enhance quality of the school in response to the data collected, to the conclusions of self-evaluation findings (see the next section in detail)

The development of the school supported by data

- Determination of the key points of development
- Exchange of experience with other schools involved in the self-evaluation process through the SEIS
- Planning and implementation of measures
- Reflection on the development process

Bund-Länder Commission for Educational Planning and Research Promotion provides, inter alia, the following principles of self-evaluation process:

- the evaluation plan should be based primarily on academic program and development of teaching
- the evaluation team is supported by evaluation consultants
- part of evaluation is regular balancing, i.e. critical assessment and systematic analysis of the course of evaluation

Evaluation results show how teachers, pupils and parents evaluate their situation or, if need be, their relations in school and to school, how they perceive the essential characteristics of quality. Significantly, various views and different concepts are documented. The analysis and interpretation of results should involve in all persons in this area. The results of self-evaluation are used for drawing implications for further school work. It is desirable that during the evaluation binding measures and new school development objectives be agreed on, such as changes in the school program, which is mentioned in more detail in the section on self-evaluation tools. Finally, the evaluation results and their evaluation must be discussed and adopted by boards, documented in the evaluation report so that subsequently it could lead to implementation of the processes leading to the strengthening of quality in each particular school.

Self-evaluation tools

Self-evaluation at School

Self-evaluation at school (Selbstevaluation in der Schule, SEIS) is an evaluation method, which consists of an extensive evaluation of school activities or areas, or areas of quality, carried out by representatives of groups involved in school activities. SEIS enables comparisons with other schools.

The quality of the school in five dimensions

requirements for education and training	learning and teaching	leadership and management	school climate and school culture	satisfaction
professional and subject-specific competencies (Fach- und Sach-kompetenz)	teaching and learning strategies	development model and ideas on the development of school	school climate	meeting the needs of pupils
social competence (Sozialkompetenz)	balanced teaching	finding decision	relationships at school	meeting the needs of parents
learning competencies and methodological competencies (Lern- und Methodenkompetenz)	assessment of pupil achievement	communication	external relations of the school	satisfaction of teachers
Personal and social competence and creative thinking ability (Selbstkompetenz und Fähigkeit zu kreativem Denken)		operational management	supporting the positive behaviour	
practical competence (praktische Kompetenz)		motivation and support	system of support for pupils	
meeting the requirements of the receiving schools		planning, implementation and evaluation		
meeting the requirements of the world of work		personnel development		

Source: SEIS macht Schule

Evaluation as extensive as SEIS is important only when it is accompanied by partial evaluations (regular reflections). Part of these evaluations should be:
- regular reflections at the end of each teaching topic by the pupils and then in the coursework conference
- regular evaluations of performance and behaviour of pupils in class conferences (Klassenkonferenz) or team conferences consisting of teachers and pupils according to school subjects, educational areas or other educational criteria
- regular reflections of teaching work in coursework or team conferences or department conferences
- reviewing of work in the midyear and at the end of the school year
- joint analysis of teaching processes in the subject areas
- analysis of school statistics
- feedback from pupils and their parents
- monitoring the school's image because of its reputation
- interviews in follow-up schools, in companies in which young people prepare for the profession in practical training, universities, etc.

Quality Framework

Some Lands use the so called quality frameworks as a basis for the internal evaluation. Lower Saxony was the first Land to provide schools with guidance for what a good school is characterized by. The document Guiding Framework of School Quality in Lower Saxony (Niedersachsen in Orientierungsrahmen Schulqualität) is a nationally valid framework describing in detail the quality of schools. It provides the basic material to guide schools at work in the area. It is designed for practical purposes. It offers numerous incentives for the external development of the school and its evaluation and is particularly suitable where it is necessary to identify strengths and areas requiring improvement. It can be used by all who participate in school activities. It helps them to agree on the concept of school quality and school development program. It also provides incentives for measures implemented within self-evaluation and for preparation of school inspection.

Lower Saxony Framework for quality assessment monitors the following areas:
1. results and achievements
2. teaching and learning
3. school culture
4. leadership and school management
5. professionalism of teachers
6. objectives and strategies for school development

School program

One of the internal evaluation tools is the school program. Schools in all Länder create their own program. Through the school program the school develops a framework in which it assumes teaching responsibility for its own development and the quality of its teaching work. In doing so, it creates a basis for an overview of the objectives of its work in teaching, education, counselling, for respecting general tasks of the schools in the area of education and for determining the main means to achieve the objectives and desired forms of cooperation of teachers. In the school program they should include information on the need for counselling, organizational and personnel development of the school. A part of the plan consists of further teacher education. The school may provide pivotal points of its work, and thus create a own profile, particularly with regard to the needs of its environment and its own tasks. The program must continually evolve, especially where conditions have changed or where the school wants to refocus its objectives.

The school program in Lower Saxony is based on the document Guiding Framework of School Quality in Lower Saxony. Its preparation involves all who participate in school life, including students and their parents. The school program includes:

- intelligible information on the school profile
- long-, medium- and short-term objectives of school education
- summary and list of measures aimed at developing quality school with a real plan for their realization
- concept of further education of teachers
- schedule for regular review and reflection activities of the school
- long-term evaluation concept, i.e. assessment of the situation of the school, achievement and measures

Cooperation between schools

Commission for Educational Planning and Research Promotion formulated a brief description of peer review. It states that the core of this form of assessment is an external quality assessment of the institution (school) by a group of independent experts who are in a comparable position to those whose work is to be assessed (the peers); in case of the school, these may be, by specific areas of work, the management, teachers, pupils, parents, school counsellors, etc. The aim is to provide a feedback through external competent assessors on the state of the school's work. At the all-German level, the Commission has created the program Learning and Living Democracy (Demokratie lernen und leben), under which schools may get involved in the evaluation through the peer review. Peer reviews are implemented for example in schools in Lower Saxony and Hesse – in these Lands they were first tested through model experiments. According to the Commission, one of the forms of mutual self-evaluation in schools is mutual observation of headmasters. The headmasters evaluate the self-evaluation methods used, informing each other about them, therefore getting feedback and an idea of career prospects for their business.

The already analyzed self-evaluation tool Self-evaluation at School allows the school to describe what its true quality is. By comparing the quality, the development of the school is no longer based solely on intuition, tradition or pragmatic decisions, but on data. The data assist in planning and decision making. The achievements of schools are therefore measurable within the SEIS concept. Comparing with others allows a more realistic self-assessment. Along with the comparison comes exchange of experiences. Schools are not left to themselves, but they can enrich each other because each has its strengths and weaknesses. Another example of cooperation between schools is a program implemented in Lower Saxony, which preceded the drafting of SEIS tools. Here in 2002, 64 different types of schools got involved in addressing a joint project of Development of Quality in Networks (Quälitätsentwicklung in Netzwerken). The results of this activity were used the reflection of the school to its development, lessons learned and exchanged with partners. The starting point of the project was the Guiding Framework of School Quality in Lower Saxony. In its implementation the experience was used from Austria and the Netherlands from the International Network of Innovative Schools and School Systems (Das Netzwerk Innovativer Schulsysteme Internationale, INIS). With all the levels of the system involved (from schools, through further education institutions and school authorities to the project management in the Ministry of Education) and schools of various kinds, new forms of development were tried out leading to the systematic development of quality.

Conclusion

Considering that the concept of self-evaluation at the federal level in Germany is still in its infancy, we can assume that schools will continue to look for and specify their own methods of assessment, taking advantage of the central methodological materials and methodologies created by the individual federal states, and exchange experiences - especially in the individual federal states.

Editorial revision, based on a foreign study by Mgr. Vera Jezkova, Ph. D.

References

Bessere Qualität in allen Schulen. Available [online] at: http://www.bertelsmann-stiftung.de/cps/rde/xbcr/SID-E5D9CB81-00BC2EFF/bst/Jahresbericht2004Seite26bis27.pdf [quoted on May 5, 2010].

JEŽKOVÁ, V. In: KOPP, B., JANÍK, T. Školní vzdělávání v Německu. Praha: Nakladatelství Karolinum, 2008. ISBN 978-80-246-1558-5.

Orientierungsrahmen Schulqualität in Niedersachsen. Hannover: Niedersächsisches Kultusministerium, 2006. Available [online] at: http://www.mk.niedersachsen.de/servlets/download?C=23534508&L=20 [quoted on March 24, 2010].

SEIS macht Schule. Bertelsmann Stiftung. Available [online] at: http://www.bertelsmann-stiftung.de/cps/rde/xbcr/SID-46DFA933-E1DA5E80/bst/xcms_bst_dms_15859__2.pdf [quoted on May 5, 2010].

Filling Station

Using the evaluation tools

What evaluation tools can I use to fulfil the section of the Education Act when the self-assessment is the basis for the school's annual report? That is what many a headmaster thinks, when they learn about the amendment to the Education Act and repeal of the passage of Decree No. 15/2005 Coll. on the self-evaluation. How to choose the selection criteria? Perhaps the most fundamental aspect of the work on the annual report is the ethical issue: Will we put true information into the report? Or do we distort, conceal, and equivocate? All the evaluation tools of the project Road to Quality Improvement have been tried and tested, their manuals guarantee their validity and describe the extent to which they measure, i.e. how much they fault or what is their reliability. Therefore it is up to the user how in/correctly he/she works with a particular tool to provide him/her with adequate results. And it's up to the user what form he/she chooses to present the results of the evaluation tool.

for school self-evaluation

Primary consideration should be conducted according to what the annual school report serves for. Primarily, it should inform the public how public funds were used intended for the school to help pupils in the past school year to achieve the main goals of education (Delors Commission objectives formulated by UNESCO): learning to learn, learning to work and act, learning to be, learning to live together. This means informing about the overall learning outcomes of students, where they succeeded and where they have reserves.

When selecting a tool of evaluation we should consider their effectiveness factor, i.e. to answer the question: Why evaluate the school? To improve the education provided to our pupils? Or just to fulfil a formal obligation? If we should optimistically anticipate the first argument, which I hope will apply to most schools, we can easily manage. We shall learn about the purpose of the evaluation tool, what is its objective, which area of school activity it helps to assess, and we shall consider whether it is suitable for the context of our school. So if we learn through it about the school's strengths, but also incentives to improve on which we will work. A headmaster that is interested in his/her school creates the best conditions for his/her fellow teachers' work, mostly on the basis of earlier analyses, observations, interviews, surveys, etc. He/she guesses where there is room for improvement and where, on the contrary, the school serves as an imaginary model for others. In this case I believe an appropriate tool will be chosen. Headmasters can use the evaluation tools table which provides objectives of the tool, recommended use period of the tool and the period when the tool can be re-used to assess the current situation.

For many, in today's hurried time of quick results, the most important criteria will be time and effort devoted to the use of the evaluation tool. This implies familiarization with the instrument, which in an ideal form means reading and understanding the manual (user guides), then following the instructions in the manual.

How much time consuming it will be to use a specific evaluation tool depends on the extent of its use. It is clear that we will spend some other time using a questionnaire throughout a junior high school, which has for example twelve classes, or just in two selected classes. Similarly, there is a difference between observing five teachers in five lessons or six colleagues going to forty teachers in hundreds of lessons. And analogically, it is different to conduct evaluation interviews with two colleagues, or to evaluate the entire staff. Most of the tools of the project Road to Quality Improvement are software-supported by the portal www.evaluacninastroje.cz or similarly by installation of a virtual server in a school computer network environment. Therefore, data administration requires from the headmaster or an authorized coordinator of the evaluation process, intermediate computer skills. Most of the tools for automatic evaluation in the form of evaluation reports, so the school or team of teachers are „just" to devise appropriate measures for improvement and suggestions for maintaining the strengths exposed by the evaluation tool. The headmaster then has no other choice than to appropriately formulate these measures and suggestions in the school annual report. It depends on what is his sense of working with information. Being a good manager who makes no secret that we need to improve things. In terms of communication with school stakeholders (parents, pupils, teachers, school authority, partner organizations, etc.) it is helpful to mention what the school does to improve. Each of these stages takes time and effort, and because the level of management, computer, and communication skills of the responsible managing teaching staff is highly individual, we must understand the time for the use of the tool in the table as very approximate, since it is the time of the respondent who provides the tool with information.

For convenience, we present an overview of different evaluation tools and their characteristics so you can better choose the one that will suit your purposes of the school self-evaluation

– **Name of the Tool** / Aim of the Tool / Estimated Time needed for an Honest Respondent / Re-use Period of the Tool / Recommended Use Period of the Tool

– **School Self Evaluation Framework** / The tool offers the school a relatively rapid self-reflection that through its use school self-evaluation was comprehensively implemented. / week / 12 months / spring or summer holidays
– **Surveys for Parents** / The aim of the survey may be to determine parents' opinion on certain aspects of the school or get a recommendation prior to a particular decision in the further development of the school. / no more than 20 min. (depends on the extent of the questions) / 12 months / October–May
– **Surveys for Pupils** / The aim of the survey may be to determine pupils' opinion on certain aspects of the school or get a recommendation prior to a particular decision in the further development of the school. / no more than 20 min. (depends on the extent of the questions) / 12 months / October–Mid December, Mid February–May
– **Surveys for Teachers** / The aim of the survey may be to determine teachers' opinion on certain aspects of the school or get a recommendation prior to a particular decision in the further development of the school. / no more than 20 min. (depends on the extent of the questions) / 12 months / continuously
– **Analysis of school documentation** / The tool is designed for those who want to get new, inspiring and above all clear outcomes from the documentation that schools routinely keep. / 3 afternoons / 12 months / continuously
– **Good school – method for school's prioritizing** / The method for schools to prioritize whose main objective is to stimulate discussion at the school on the priorities of the school. / 2 hours / 12 months / continuously
– **Preparing for change** / The aim of the method is to predict and analyze possible reactions of people (e.g. pupils, teachers, parents) to the planned change which concerns them more directly. / 2 hours / as necessary / continuously
– **Framework of teacher's professional qualities** / The tool is designed for self-assessment and evaluation of quality of teachers' work in general subjects especially in elementary and secondary schools. / 3 afternoons including the evaluation interview / 6 months for different evaluation areas, for the same evaluation area 12 months / continuously
– **Teacher's professional portfolio** / The tool is designed for self-assessment and evaluation of teachers and their portfolios. / 3 afternoons including the evaluation interview / 12 months / continuously

- **360° feedback for the middle level of the school management** / Personnel evaluation system that provides information about the managerial competence of workers, their job performance and professional behaviour from multiple sources (from different evaluators). / 2 afternoons including the evaluation interview / 12 months / January–March
- **Methods and forms of teaching (inspectional sheet)** / The sheet is designed to help realize in which organizational forms and methods the lessons take place and whether the methods and forms used in the teaching unit are suitable to achieve the educational goals. / 75 minutes including the post--inspection interview / as necessary / continuously
- **We teach children to learn (inspectional sheet)** / The sheet is focused on assessing one of the most important functions of education - support for pupils in their learning skills so that students wanted and knew how to teach. / 75 minutes including the post-inspection interview / as necessary / continuously
- **Teaching in vocational training (inspectional sheet)** / Comprehensive inspectional sheet for vocational training is designed for the needs of managing teachers of training, deputy headmasters for practical training that will inspect teachers' vocational training classes. / 6 hours including the post-inspection interview (depends on the extent of the teaching unit of the vocational training) / as necessary / continuously
- **School Climate** / The aim of the questionnaire is to find the level of satisfaction of key stakeholders of the school life (pupils, teachers, parents) with selected aspects of the school life. / 20 minutes / 12 months / October–Mid December, Mid February–May
- **Classroom Climate** / The anonymous questionnaire allows teachers to find out how students perceive the situation in their class. The tool is focused on relationships with fellow pupils, cooperation with fellow students, the perceived support from teachers, teacher's equal access to students, transfer of the knowledge between the school and family, competing preferences of the pupils and events during breaks. / 15 minutes / 6 months / October–Mid December, Mid February–May
- **Teaching Staff Climate** / The questionnaire examines the quality of interpersonal relationships and social processes of the teaching staff that work in the school the way they are perceived, evaluated and experienced by teachers, respectively the school teaching staff. / 15 minutes / 12 months / Mid September–Mid June
- **Lower Primary Community** / The tool helps answer questions about how pupils at lower primary school perceive their school environment. / 15 minutes / 6 months / Mid September–Mid January, Mid February–Mid June
- **Interaction of the teacher and pupils** / The questionnaire identifies the characteristics of teachers' educational activities in relation to students, i.e. how students perceive and describe the teacher's relationship to them, it then focuses on the way the teacher leads pupils, i.e. the extent to which the teacher places requirements on students, or more precisely how much freedom he/she gives them. / 20 minutes / with different teachers as necessary, when evaluating the same teacher 12 months / October–Mid December, Mid February–May
- **School's readiness for inclusive education** / The questionnaire identifies the extent to which the school is open to inclusion of different pupils in education, whether the relationships within the school and relationships of the school with the surrounding are adequately set up, how teachers work with students, what are relationships between teaching staff of the school, etc. / 15 minutes / 12 months / Mid September–Mid June
- **Preventing problems in the behaviour of pupils** / The questionnaire answers the question of whether the formal and informal processes of school life are perceived by the pupils as supportive or as risky and threatening. / 15 minutes / 6 months / October–Mid December, Mid February–May
- **Advisory role of the school** / The aim of the method is to describe and evaluate the counselling role of the school. / 2 hours / 12 months / Mid September–Mid June
- **Mapping the curriculum goals** / The assessment sheet is aimed at identifying learning objectives achieved in the stages of planning, implementation and verification with a teacher. / 60 minutes / as necessary / continuously
- **Strategy of learning a foreign language** / The questionnaire of strategies for learning a foreign language determines what procedures students choose and apply for foreign language learning. / 25 minutes / 6 months / Mid September –Mid June
- **School pupils' achievement motivation** / The questionnaire is aimed at school pupils' (students') achievement motivation in the tendency (effort) to achieve successful performance and tendency to avoid failure (fear of failure or lack of success). / 10 minutes / 6 months / Mid September –Mid January, Mid February–Mid June
- **Pupils' attitudes to school /** The questionnaire offers the possibility of mapping the relationships of pupils to education, to the perception of meaningfulness of education for their lives. / 20 minutes / 6 months / Mid September –Mid January, Mid February–Mid June
- **Identification and evaluation of the pupils' learning outcomes** / The tool aims to help schools to choose from an external supply such an instrument to assess the pupils' learning outcomes that best meets its objectives. / 2 hours / as necessary / continuously
- **ICT in the life of the school, School Profile** [21] / By monitoring multiple indicators, the tool helps schools determine the extent to which they manage to integrate information and communication technology (ICT) in the life of the whole school. / 2 hours / 12 months / continuously
- **School Website /** The tool offers the possibility to generally assess the form of web pages of the school, especially in terms of the content and form. / 45 minutes / 12 months / continuously
- **Group review of graduates** / The aim of the method is to offer schools the way to find out which topics students recall when reviewing their school attendance and which topics they find most important. / 45 minutes / 12 months / June
- **Feedback from graduates and companies** / The questionnaire asks secondary school graduates for feedback on previous education, how they evaluate their studies at the secondary school after one year period. / 25 minutes / 12 months / June–November

If I was to summarize the previous lines, then before using the evaluation tools in a particular school we will seek answers to the following questions:
- Why shall we use a specific evaluation tool?
- How often will we use it? At what frequency?
- When do we use it? What will be the evaluation schedule (administration, data collection, evaluation)?
- Who will be responsible for preparing the tool, its use up to making of documents for the annual report?
- What evaluation tool results will we want to present in the annual report?

In conclusion, I wish headmasters and teachers to choose an appropriate evaluation tool for the purpose of the school self-evaluation and use it to improve the quality of school education provided to their pupils.

Stanislav Michek

In this section you have already learned about the possibility of borrowing books purchased by the project Road to Quality Improvement. Many of our staff members are known to the general public as authors of professional books published by reputable publishers. We would like to familiarize you with the project works published and recommend publications to you that arose specifically from our ranks. In these publications, you can follow step by step the development of the project. Outputs documenting the implementation and results of individual activities. We believe that with their diverse material platform (statistical processing of questionnaires, authentic testimonies, sharing views from more sides, practical observations, theoretical background, etc.) they will bring added value to an equally wide readership base. We hope that they will help particularly the schools, being an inspiration in dealing with school self-evaluation.

Publications from the project Road to Quality Improvement

Školy na cestě ke kvalitě. Systém podpory autoevaluace škol v ČR (Schools on the Road to Quality. School self-evaluation support system in the CR)

CHVÁL, M. (ed.). First Edition, Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2012. ISBN 978-80-86856-90-2.

A publication by a team of authors from the project management team and closest associates from the academic environment is primarily intended for the professional community. The publication summarizes all the major outcomes of the project, presented as an integrated system of support for school self-evaluation in the Czech Republic provided by the project Road to Quality Improvement and supported by a strong theoretical and empirical basis of the topic.

We believe that the publication will also draw attention of demanding readers from among headmasters and teachers of elementary and secondary schools. Its concise format presents all 30 evaluation instruments that were created under the project, referenced are publications and outputs in electronic form devoted specially to the possibilities of mutual learning schools. The publication may be a good teaching tool in the preparation of school managers.

Autoevaluace v praxi českých škol (Self-evaluation in practice of Czech schools)

POLÁCHOVÁ VAŠŤATKOVÁ, J., et al. First Edition Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2012. ISBN 978-80-86856-91-9.

The book is intended primarily for beginning teachers. They come to a school which is somewhat unique. The book should help such an educator to prepare for participation in the school self-evaluation process (as an active participant - a member of the evaluation group, passive participant - respondent, distributor - executor, „consumer" of the resulting knowledge ...). His/her task will be to „jump" in the probably-under-way-already school self-evaluation processes. The self-evaluation events can be viewed, inter alia, as the implementation of desired changes. From this perspective, the beginning teacher is in a situation where he/she should be able to integrate with insight into any of the stages of change that is taking place at school. The various stages in the publication will feature various practice examples to help novice teachers get the picture of the diversity in the self-evaluation concept in schools. However, in order to understand the importance and course of the self-evaluation process (as well as what the examples of practice are about), he/she should get first briefly acquainted with the fundamental and theoretical knowledge that will be also included in the book.

Autoevaluace z externího pohledu (Self-evaluation from the external perspective)

CHVÁL, M., MICHEK, S., MECHLOVÁ, E. (eds.). First Edition Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2012. ISBN 978-80-86856-92-6.

The publication provides outputs in a compact form covering more than two years of the work by a group composed of school headmasters, as representatives of various educational associations, representatives of the school authorities from the regions and municipalities and the Czech School Inspectorate. Presented are meta-evaluation criteria - criteria for evaluating the plan, process and report on school self-evaluation, including the recommending methodology and with reference to the software support for working with these criteria. Also presented in the publication are recommendations for the evaluation of the school by its authority which could become a suitable platform for seeking support from the school authority. The publication is intended not only to managers of schools, but also the school authorities and the Czech School Inspectorate. Valuable are the outputs presented, primarily for their consensual nature of the above mentioned parties.
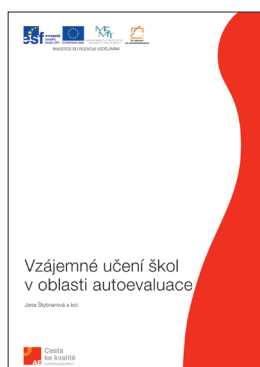
Vzájemné učení škol v oblasti autoevaluace (Mutual learning of schools in terms of self-evaluation)

ŠTYBNAROVÁ, J. (ed.). First Edition Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2011. ISBN 978-80-86856-86-5.

The publication summarizes the experience of implementation of activities supporting mutual learning schools in the area of self-evaluation, which were conducted within the project Road to Quality Improvement. The publication gives the readers an idea of the organization of workshops, mutual visits schools and peer reviews. The activities were supplemented with scenarios, which in our opinion are the most important part of the publication in terms of a possible sequel as they guide step by step through a given activity. Description of the implementation is enhanced by views of individual actors of the activities - that is, representatives of schools and experts who facilitated the events. Aspects of the work are documented by the authentic statements by the above participants. We hope that the publication will be useful both to schools for inspiration, how to share their experiences in the network of schools and establish cooperation in various fields, and possibly to school authorities, if they wanted to organize meaningful activities for „their" schools because that is how the schools evaluated them. Authors participated in making of the publication both from the ranks of the management of the activities, but also colleagues who formed the scenarios and also participated in the activities in expert roles in the field.

Poradenství v oblasti autoevaluace (Counselling on self-evaluation)

ŠTYBNAROVÁ, J. (ed.). First Edition Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2011. ISBN 978-80-86856-87-2.

The publication presents a counselling model, which was set up and piloted in the Road to Quality Improvement. It summarizes the experience of 27 self-evaluation consultants, who, after a period of one calendar year, intervened in schools throughout the Czech Republic and helped them cope with school self-evaluation. In addition, the publication shows the competency profile of the counsellor, long-term and short-term intervention model and training of counsellor and the subsequent „care" about them in the form of group supervision and further training in self-evaluation and counselling, and shows particular „stories" of schools that the counsellors described. Final reports by counsellors also properly illustrate the work during interventions in schools. Colleagues from the academic environment participated in creating the model, which was transposed into the publication; this model has been enhanced with practical comments from the practitioners in schools. Specific situations in schools were described by their participants, i.e. the counsellors - experienced heads or their deputies. We also obtained the counselled schools' view for the publication.

We believe that the book will especially be appreciated by school authorities who could provide similar services to „their" schools.

Important notice ...
and what it means for schools
Extension of the project till August 2012
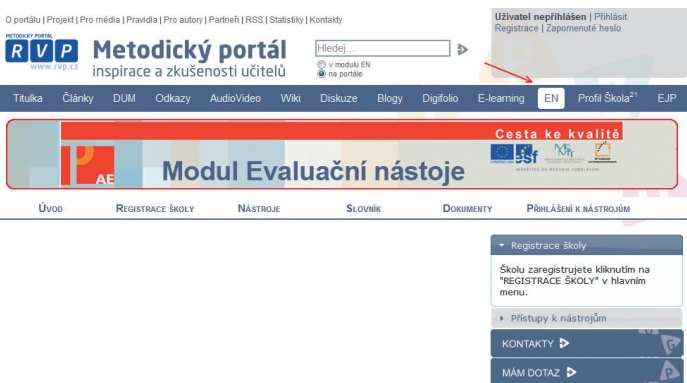
Where exactly to find evaluation tools?

Ministry of Education has approved the extension of the most popular activities of the project till August 2012. They are as follows:
• activities of field advisors - schools that are interested in this help are asked to write to the e-mail address: darina.mondockova@nuv.cz – priority will be given to the schools already registered and then by the order of the applications received; for more about this activity, see: http://www.nuov.cz/ae/poradenstvi
• organization of more 10 workshops focused on practical training of work with evaluation tools - dates and locations are available on the project website: http://www.nuov.cz/ae/ostre-workshopy
• improving the user friendliness of the work with evaluation tools

Where to find the evaluation tools portal after completion of the project?
Currently, work is underway to transfer the evaluation tools portal to rvp.cz portal, which should take place during April 2012. This term will be specified on the project website in time. For the schools that still use the evaluation tools portal there is important information that they will need to download and save reports from the various evaluation tools. Data of the evaluation tools will not be available in the new environment.

Expect more information at the end of March.

Recommended reading list of books to borrow

We would like to offer you an opportunity to borrow books from the library of the National Institute of Education, School Advisory Facilities and Facilities for Further Education of Pedagogical Staff, Institute of Education Research and Development, for which we have bought from the project Road to Quality Improvement several books that you may find useful for the implementation of school self-evaluation.

Publications on the subject that can be borrowed are:

– KUHN, J., DRAHOTOVÁ, I. Aplikace monitor. Nástroj pro monitorování průběhu a výsledků pedagogických procesů Praha, SEVT 2008 CKK 26542a CKK 26542b
– POL, M., RABUŠICOVÁ, M., NOVOTNÝ, P. Demokracie ve škole Brno, Masarykova univerzita 2006 ISBN 80-210-4210-9 CKK 26292
– ELIADIS, P., FURUBO, J. E., JACOB, S. Evaluation New Brunswick, Transaction Publishers 2011 ISBN 978-1-4128-1141-5 CKK 27260
– FURUBO, J. E., RIST, R. C., SANDAHL, R. International atlas of evaluation New Brunswick, Transaction Publishers 2002 ISBN 0-7658-0095-0 CKK 27262
– KELLAGHAN, T., STUFFLEBEAM, D. L. International handbook of educational evaluation. Part One. Part Two Dordrecht, Kluwer Academic Publishers 2003 ISBN 1-4020-0849-X CKK 27103 I CKK 27104 II
– HRABAL, V., PAVELKOVÁ, I. Jaký jsem učitel Praha, Portál 2010 ISBN 978-80-7367-755-8 CKK 27116
– POL, M., HLOUŠKOVÁ, L., NOVOTNÝ, P., ZOUNEK, J. Kultura školy Brno, Masarykova univerzita 2006 ISBN 80-210-3746-6 CKK 26291
– BEČVÁŘOVÁ, Z. Kvalita, strategie a efektivita v řízení mateřské školy Praha, Portál 2010 ISBN 978-80-7367-221-8 CKK 27121
– Manuál pro tvorbu školních vzdělávacích programů na gymnáziích Praha, VÚP 2007 ISBN 80-87000-03-7 CKK 26438
– Manuál pro tvorbu školních vzdělávacích programů v základním vzdělávání Praha, VÚP 2005 ISBN 80-87000-03-X CKK 26076
– VODÁČEK, L., VODÁČKOVÁ, L. Moderní management v teorii a praxi Praha, Management Press 2009 ISBN 978-80-7261-197-3 CKK 27130
– JANÍK, T., KNECHT, P., NAJVAR, P. Nástroje pro monitoring a evaluaci kvality výuky a kurikula Brno, Paido 2010 ISBN 978-80-7315-209-3 CKK 27231
– CHVÁL, M., NOVOTNÁ, J., et al. Pedagogický rozvoj školy. Sborník z konference INOSKOP Praha, Portál 2008 ISBN 978-80-7367-510-3 CKK 26844
– NOVOTNÝ, P. Pracoviště jako prostor k učení Brno, Masarykova univerzita 2009 ISBN 978-80-210-4918-5 CKK 27261
– HLOUŠKOVÁ, L. Proměna kultury školy v pedagogických diskurzech Brno, Masarykova univerzita 2008 ISBN 978-80-210-4813-3 CKK 27129
– Příklady dobré praxe pro gymnázia Praha, VÚP 2008 ISBN 978-80-87000-21-2 CKK 26834
– MICHEK, S. Příručka pro sebehodnocení poskytovatelů odborného vzdělávání Praha, NÚOV 2006 CKK 26015
– FALTÝN, J., JEŘÁBEK, J., KRČKOVÁ, S., LISNEROVÁ, R., TUPÝ, J. Příručka příkladů dobré praxe Praha, VÚP 2007 ISBN 978-80-87000-08-3 CKK 26197
– GOLD, A. Řízení současné školy Žďár nad Sázavou, Fakta 2005 ISBN 80-902614-4-2 CKK 26883
– MACBEATH, J., SCHRATZ, M., MEURET, D., JAKOBSEN, L. Serena aneb Autoevaluace škol v Evropě Žďár nad Sázavou, Fakta 2006 ISBN 80-902614-8-5 CKK 26198
– Standardy pro pedagogické a psychologické testování Praha, Hogrefe – Testcentrum 2001 ISBN 80-86471-07-1 CKK 26436
– VODÁČEK, L., VODÁČKOVÁ, L. Synergie v moderním managementu Praha, Management Press 2009 ISBN 978-80-7261-190-4 CKK 27259
– POL, M. Škola v proměnách Brno, Masarykova univerzita 2007 ISBN 978-80-210-4499-9 CKK 26819
– VAŠŤATKOVÁ, J. Úvod do autoevaluace školy Olomouc, Univerzita Palackého 2006 ISBN 80-244-1422-8 CKK 26094
– PLAMÍNEK, J. Vedení lidí, týmů a firem Praha, Grada Publishing 2011 ISBN 978-80-247-2448-5 CKK 27257.

Recommended reading list of books on self-evaluation published on the website of the project: http://www.nuv.cz/ae/literatura can also be borrowed.

The library is located in the above-mentioned organization at: Weilova 1271/6, Praha 10-Hostivař (Nádraží Hostivař Stop, e.g. Tram No. 22, 26, Bus 271, 154 from Skalka Station). For information about book loans call the librarian, Mrs. Beranová: +420 274 022 132, or send an email to: alena.beranova@nuv.cz. An important entry for information about the book is its signature (the last column of the table above).

Here are the basic rules of borrowing: the usual loan period is one month, the loan is free of charge, and you sign a loan card. On e-mail request the book can be send even outside of Prague (postage paid by the addressee).

Jana Štybnarová

What does the future hold in the store **for us?**
– The last word of our story

Three years of the project have passed in no time. In autumn 2009, we promised in the first issue of the bulletin what the project Road to Quality Improvement would offer. We tried to encourage schools to implement self-evaluation so that it made sense to them and delivered the desired effects in the development of the school. We offered - and we still do – a number of support activities and specific outcomes of the project which we believe have lasting value. It is pertinent to look back on the past three years. For us this looking back, unfortunately, cannot have the effect of improving the services provided on self-evaluation as the project ends and a subsequent national project is not planned. However, during the project we gathered ongoing feedback on researched activities that had an impact on subsequent events - thus scenarios of mutual visits of schools were gradually adapted, peer reviews, the content of workshops was enriched with evaluation tools, by popular demand one more run of the course was organized within the project for self-evaluation coordinators, with the content enriched with the current outputs of the project, activities of field consultants were extended, contrary to the original plan. During the project we experienced weakening of legislative enshrinement of school self-evaluation as the obligation to carry out self-evaluation schools remained, but Decree No. 15/2005 Coll. was repealed in terms of implementation of self-evaluation. Also the report on school self-evaluation was removed from the school's required documentation. The project was designed so as not to depend directly on any specific legislative amendment – that is why we still often use the term self-evaluation as a concept untrammelled with a specific relation to the law as against school self-assessment. Of course, where we could we tried to be helpful to schools and referred to the Education Act. However, any change in legislation does not mean that the outputs of the project for schools lost their validity. Supported by views of many experienced headmasters, we believe that without meaningful implementation of school self-evaluation it is not possible to continuously develop the school and therefore the outputs of the project may significantly help in doing so.

Project activities required different levels of involvement of schools. No school was a „project" school for all the activities. Schools were entering into each of the various activities independently and voluntarily in their sole discretion. Of course there were schools (headmasters or teachers) which were in closer contact with the project and engaged in more activities offered, and schools that chose only one of them. Randomly, a total of 881 people from 392 schools got involved in school mutual learning activities (workshops 602 persons, 322 schools, school mutual visits 145 persons, 36 schools, peer review 134 persons, 34 schools), an evaluation tool with software support had been used by the deadline of the bulletin on 1.5.2012 by 323 schools, field counsellor's help was used 71 schools, self-evaluation coordinator course was completed by 413 participants (210 in 2010 and 203 in 2011).

or Chval praises

What benefit may schools have from the outputs of the project even after its completion?

I am going to highlight a few.

1. In the project, pilot training program for self-evaluation coordinators was carried out twice by the National Institute for Further Education (NIFE). This program is intended to become a part of the permanent NIFE offer of educational programs and the courses are to be implemented with the support of all project outputs (familiarization with the evaluation tools, with the background of the professional publications, selected texts from the bulletins, with the use of the electronic dictionary).

2. Schools may at their discretion use thirty developed evaluation tools, including software support that they now receive on DVD (for more about the DVD see Article p. 18). Schools can familiarise themselves through more than 25 inspiring examples of practice with how to properly incorporate the work with evaluation tools to work of the school and self-evaluation processes.

3. On the website of the project and on the DVD there is a publication describing the implemented events of mutual learning of schools. There are also detailed verified scenarios of these events. Now it depends only on the school's own activity, whether they find inner, especially time resources for the realization of mutual visits and peer reviews that can help them in their own development. Already during the project there were schools that continued these activities without organizational and financial support from the project, for example with mutual meetings of the entire teaching staffs.

4. In the project, 27 advisors have been trained who carried out their practice in every region. Their contacts are also on the project website and on the DVD. Given that these are overwhelmingly experienced head teachers, we believe that their potential will be used after completion of the project – whether through individual agreements between schools, or through support by school authorities, who will care about functional support for schools in their scope of authority.

5. We believe that even the meta-evaluation criteria (criteria for evaluating the school self-evaluation plan, process and report) will find its users. They were intended to help schools in quick orientation how to carry out self-evaluation and reflect on its past implementation. We also consider useful Recommendations to school authorities for school evaluation because this is consensual material is a suitable basis for discussion between the school authority and headmaster on assuring the quality of the school's operation. This material is slowly gaining its place among methodological materials related to training of the staff that is in charge of education in the public administration.

Finally, I have to praise us, or more precisely our colleague Jana Ostrytova-Stybnarova, for the title of the project. Originally we liked it because we had designed the project as a help to schools on the road to quality, as we symbolically perceive self-evaluation, or more precisely the school self-assessment made compulsory by the Education Act. In hindsight, however, it assumed yet another meaning to us, namely we feel gratitude to all the schools that cooperated with us on the project, and the meetings, symbolically on the road to quality, were very rewarding for us the implementers, we are grateful for them because they helped us overcome the burden of the excess project administration, and we shall bear these experiences as a encouragement for future. Without the willingness of schools to join with us in the piloting of various activities it would be impossible to implement the project. We thus thank sincerely to all the schools involved.

Martin Chvál
Lead manager of the project Road to Quality Improvement

Articles for 6th Issue of the Bulletin were written by::

Ing. Bc. Vít Beran
– Headmaster of PS Kunratice, Prague
Mgr. Karel Černý
– Department of Research and Development of Education Faculty of Education Charles University in Prague
Jana Hrubá
– Editor-in-chief of Učitelské listy, Editor-in-chief of the bulletin
PhDr. Martin Chvál, Ph. D.
– National Institute of Education, School Advisory Facilities and Facilities for Further Education of Pedagogical Staff, Institute of Education Research and Development, Faculty of Education, Charles University in Prague, the lead manager of the project Road to Quality Improvement
doc. PhDr. Mgr. Tomáš Janík, Ph. D., MEd.
– Head of the Institute for Research in School Education, Masaryk University Brno, executive editor of Pedagogická orientace
PaedDr. Věra Ježková, Ph. D.
– Department of Research and Development of Education Faculty of Education Charles University in Prague, Head of the Centre for European Studies
Ing. František Kamlach
– Headmaster of Tertiary College, SS, Centre for Professional Training, Sezimovo Ústí
Mgr. Jan Mareš
– Mayor of the City of Chomutov, Headmaster of secondary school Střední škola energetická a stavební, Chomutov
Ing. Stanislav Michek
– National Institute of Education, School Advisory Facilities and Facilities for Further Education of Pedagogical Staff
Mgr. Robert Novák
– Headmaster of JK Tyl Gymnasium in Hradec Králové
prof. PhDr. Milan Pol, CSc.
– Department of Educational Sciences, Faculty of Arts, MU Brno
Mgr. Jana Poláchová Vašťatková, Ph. D.
– Department of Education and Social Studies, Faculty of Education, UP Olomouc
Mgr. Lucie Procházková
– National Institute of Education, School Advisory Facilities and Facilities for Further Education of Pedagogical Staff
Mgr. Jana Štybnarová-Ostrýtová
– National Institute of Education, School Advisory Facilities and Facilities for Further Education of Pedagogical Staff
Mgr. Radka Víchová
– school psychologist at PS Botičská, Prague

Všechny články jsou recenzované.