



esf european social fund in the czech republic



EUROPEAN UNION



MINISTRY OF EDUCATION, YOUTH AND SPORTS



OP Education for Competitiveness

INVESTMENTS IN EDUCATION DEVELOPMENT

ON THE ROAD TO QUALITY



Cesta ke kvalitě

2010/6

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Editorial



After the 1st issue that informed about the new project, we would like to devote the further issues of our On the Road to Quality bulletin to individual phases of the self-evaluation process. If we succeed, you will be able to collect all the issues and make some kind of methodology handbook from them for yourselves. We would like it to be as useful for you as possible.

What will you find in this issue?

We made the second issue of the bulletin with regard to the initial phase: analysis of the current state, self-evaluation plan and choice of criteria and indicators. This topic is in various forms present in many articles, being it technical articles or articles devoted to the experience of schools and headmasters. You will find a very important article on self-evaluation planning in the Main Path section. You can read there about things like how to agree on a vision of a good school, how to choose adequate objectives and suitable sources of information. The second main article – Evaluation Tools of the Project is devoted to choosing the tools. You will probably also find interesting the opinions of two elementary school headmasters in the Crossroad of Views. Also the interview with an experienced headmaster of a secondary school in the Meeting on the Road section. The Safe Passage section will explain us the terms criterion and indicator. The Watch Tower will show you, that the purpose of self-evaluation should be clear and well understood. During this, you will surely find useful a method for predication and analysis of people's reaction to the change, in the Hitchhiker's Guide section. As the Journey through Time section reminds us, quality is evaluated since long time ago. Many countries are in front of us in this regard. This time, we will look into the Netherlands in the Journey Around the World section. How they know that something is good? Children and students told us this in the „relaxing“ section Oasis. We haven't forgot news from the project realisation – in the Travel Diary, you will learn about different forms of mutual learning of the schools, you will get information about how the Self-evaluation Coordinator educational programme went on in the regions and we will also inform you about the results of the surveys. Presentations from regional conferences and new information sources from the literature in the Filling Station or choose adequate objectives and suitable sources of information. How Tips for the Trip – what awaits us in the next period of the project could also be a source of inspiration for you.

As for the annex, our colleagues prepared for you the Criteria of plan evaluation, process and reports on the school's self evaluation. We believe you will use them often.

And what do we prepare?

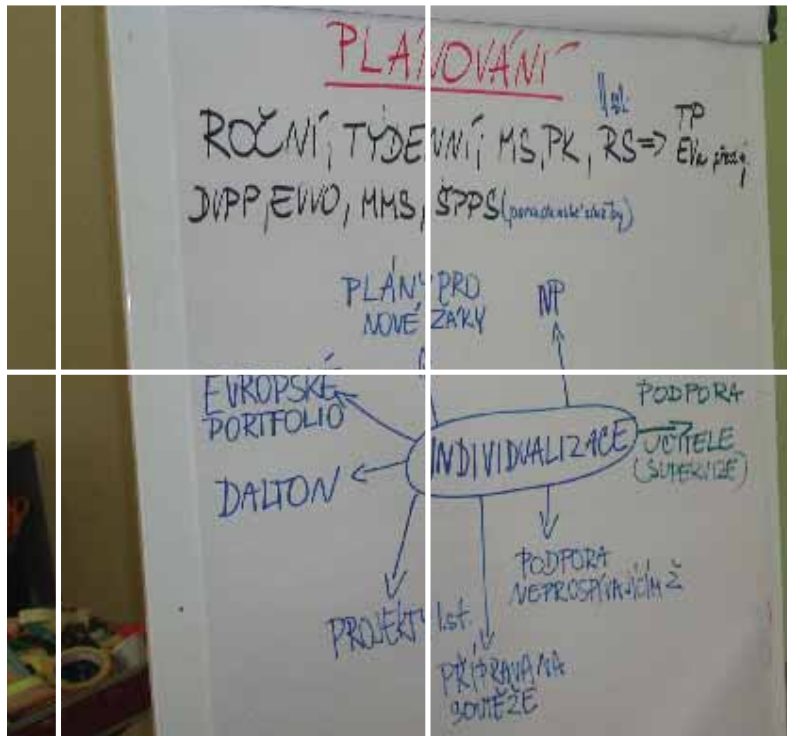
- In the future issues of the bulletin, we want to deal with the following questions:
- choice of evaluation tools, methods and techniques – what are the possibilities, how to choose well for individual areas, where do the readers find the offer and the information (bulletin no. 3)
- data and information gathering – how to analyse them, evaluate them from the point of view of reaching the goal, how to do the interpretation (bulletin no. 4)
- creation of the self-evaluation report – how to summarize the results, think of recommendations and set tasks and objectives for future (bulletin no. 5)
- successful implementation of changes – how to improve quality, develop yourselves and become a learning school (bulletin no. 6)

We will be glad if you contribute with your experience, opinions or statement of needs into any section of our bulletin.

Jana Hrubá

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I would like to start by reminding you that within the Road to the Quality project we consider the terms self-evaluation and school's self assessment to be synonyms (see the first issue of the bulletin). The Czech legislation works only with the term school's self assessment and focus on the report from it. Recommendations concerning the process and its planning are far beyond the legal obligations. Therefore, we use the term self-evaluation more freely too.

Self-evaluation planning

Our good school

We will take a closer look on the second aspect of self evaluation. The other articles in the bulletin are also focused on this theme from different points of view. Before you start planning self-evaluation activities, it is necessary to be clear about the „superordinate“ areas. The question: “What is a good school” should be solved in the first place. We are urged to say: this is a difficult question, everybody has some idea, but it is hard to express. It is hard to agree on concrete answers. What is important about this question is that it concerns people from a given school, naturally with regard to the society, in which it is and for which it fulfils a public service. Thus a more concrete form of this question is: What is a good school for us? The trickiness here is in the word „us“. In this sense, the person responsible is the headmaster of the school who determines the „us“. Who will the headmaster invite to discuss the Our Good School theme? (He/she can use e.g. the Good School tool offered in the first issue of the bulletin, or quite common SWOT analysis for this.) Too general and difficult question, even though we don't manage to solve it completely, could play a helpful part in helping to specify the quality of your school at least approximately, help to define its vision, conceptual orientation of the school development, or it appears in the school educational programme. But first of all, it will start common sharing of what it is necessary to take care of in the school in the first place. In this sense, the choice of who belongs to „us“ and from whom we want to hear what they wish „our“ school to be like is very important. It creates a precondition to having the care for the quality of the school in everyday life as a matter common to all those concerned. Here it depends on conditions and capabilities of every school, it is of course possible to involve teachers, non-teaching employees of the school, pupils, parents, representatives of employers, school authority, etc. It is also good to realize together possible obstacles or opportunities from outside, which the school itself cannot affect and which may

Self-evaluation planning

Outer Limits

The self-evaluation planning contains two aspects. One of them concerns the fixed borders given by the legislation, in there the Schools Act (Act no. 561/2004 Col.) and connected regulation no 15/2005 Col, more precisely its amendment no. 225/2009 Col., the other one concerns meaningful and sensible filling of this leeway. The fixed borders are given especially by these points:

- The school's self assessment report forms a base for the assessment of the school by the Czech School Inspection. (Law)
- The school's self assessment report belongs to the compulsory documentation of the school. (Law)
- The school's self assessment report is compiled once in three years. (Regulation, for more details see the first issue of the Road to the Quality bulletin, article Stop with Legislation)
- The general content of the report is laid down. (Regulation)
- The structure of the school's self assessment must be discussed with the school's pedagogical council till the end of September in the year in which the school's self assessment report will be elaborated. (Regulation)
- The school's self assessment report has to be discussed in the pedagogical council till the end of October of the following school year. (Regulation)
- Compulsory parts of the school educational programme are objectives, tools, criteria and time schedule of evaluational activities. (Framework educational programme for preschool education, primary education and grammar schools).

happen in the following period. Planning is always based on expected external conditions. The realism of the view on possible external risks, or chances allows to reduce their impact or usage if they do occur.

If we already have some idea about what we want our school to be like, then the school development plan naturally follows this by concretizing what would be done in the school so as to go towards the determined idea of a good school. Only after getting here – we know what school we would like to have and what we will have to (preferably together, albeit with the clear, fixed-term responsibility) do for it – it makes sense to start talking about self-evaluation and planning of other self-evaluation activities. The self-evaluation can then answer us question such as: How are we doing? What are we doing well? What are we failing to do well? It could point to possible solutions. It forces to look for solutions in areas where the findings aren't satisfactory. If the self-evaluation should serve for this, it's of course necessary to work with it alone, take it as a process of its own kind, even if closely linked to other processes in the school, with which it should be suitably interconnected (e.g. the timing of the continuous evaluation of results to regular teacher's meetings, timing of surveys or questionnaires in connection with suitable occasions to maximize the return ratio and further motivate the participants to provide the required information.)

The first prerequisite of a good self-evaluation is that it is well planned. See the article Criteria for assessing the school's self assessment plan in the attachment of the bulletin and in more detail at www.nuov.cz/ae.

Planning the self-evaluation activities

With every planning, it is necessary to think about the process as a whole, regarding its completion, or more precisely conclusion of one cycle. For some schools this can be three years being finished by the self assessment report according to the regulation, for other schools this could be one year, more precisely some activities could have a yearly rhythm, some three year rhythm, some even longer (e.g. critical evaluation of the actual self-evaluation process – the so-called meta-evaluation). In the end, it will be necessary to answer the following questions: Did we manage to fulfil the set objectives? Were the implemented measures realized in a good way and effectively? Did the expected results come?

So the starting point of the planning must be a clear stating of objectives, adequate for the school and in such form that it would be later possible to say whether they were fulfilled or not. The implemented measures must also be concrete, have terms and defined responsibility, including the statement about what it means to realize the measure in a good way. Defining „our good school“ using criteria (see the entry in this issue of the bulletin) could help with setting the objectives properly for the next period. Criteria specify the quality of the school. If the criteria are correctly denominated, they are great help when formulating the objectives for the next period, without losing attention to the longer term direction to the agreed quality of the school. Objectives for the next period are then formulated with the help of criteria chosen as the priority ones, with some emphasizing and specification of the expected state. It is with the knowledge that you need to always focus in a limited time only on a manageable part, and that the whole quality of the school is still kept in mind, that allows to separate the short term planning (for one evaluation cycle) and the long term planning. It is better to choose lower number of priorities that would be sufficiently solved than trying to „hunt too many rabbits“. The feeling of contentedness from the work done is important for the future activities and motivation of the participants.

It is also necessary to solve the question: How do we know whether we have accomplished the set objective or not? For this we have to have suitable sources of information either from the school documentation already routinely collected, or we have to design or choose from externally offered evaluation tools (hereinafter referred to as ET) those that will provide us with the required information in the form of indicators (see the article Evaluation tools of the project at page 4). The selection of evaluation tools will be covered in the entire next issue of the On the Road to Quality bulletin.

Each ET has some characteristics concerning its suitability for use (school type, age of pupils, recommended periodicity of use, required time) which have to be considered in the time schedule for input and evaluation of the results obtained using this tool. That's why I recommend to familiarize with the characteristics of all ET offered and to think about the characteristics in tools you develop yourself already during the planning of evaluation activities.

So a good self-evaluation plan should contain the information about when we input, or more precisely survey, which ET or other sources of information and when the results will be evaluated. In here, it is necessary to consider (apart from the characteristics of chosen ET) also the load on people, who will provide the data and who will be responsible for the input and evaluation of the data. In this sense, it is also good to think out the self-evaluation activities as a continuous process, in which the ET are suitably timed and in which it wouldn't be the question of „just before the time imposed by the regulation.“ The self-evaluation plan must have some characteristics as any other plan – specific tasks with set terms and concrete responsibility.

The school must solve one dilemma in this. On one hand it is necessary to cover all the set objectives with reliable information – preferably from different sources (by using several ET at the same time), on the other hand comes the manageability in a given school. The key to solving this dilemma is keeping the meaningfulness of the whole process, not overloading you with a quantity of information that would be impossible

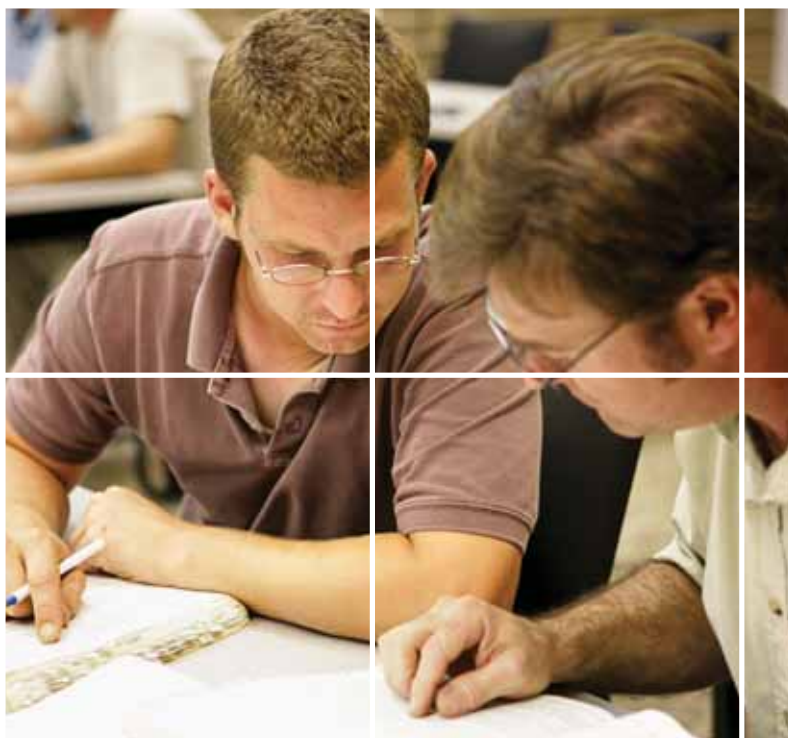
to use. In other words: schools that are just starting with self-evaluation should start with less information, try the whole process and solve their problems with it. Advanced schools will have many of the activities „automatic“ with minimum load and so they could have higher expectations. It is also good to look back sometimes and check that the work is done according to the set plan, or whether the changes to the plan are sufficiently substantiated.

Self-evaluation should be a team matter

As was already emphasized, the core matter is the quality of the school, which the well realized self-evaluation could help and not the quality of the self evaluation. In this sense it is good if the self-evaluation touches all important participants of the school life. The school headmaster is responsible for it and he/she can appoint one of his/her colleagues to be the so-called self-evaluation coordinator. This applies to those schools that have capacity for dividing the roles in the team. Certain evaluation processes or ET have some specific characteristics regarding the involvement of other colleagues. E.g. to set priorities or evaluate the tasks, it is possible to use a joint discussion of the whole teaching staff led by the headmaster, gathering the data from the questionnaire regarding the teaching staff climate cannot be realized by the school headmaster, because it would affect the results, the secretary could transfer the data from paper to electronic form, or it is possible to use a paid external service for this, a mathematician would probably be the best one for the statistic evaluation of the data, the teachers of Czech language would probably be a good choice for writing the self-evaluation report. So the division of self-evaluation activities regarding the most effective people for a given phase, what are the professional and personal advantages of individual members of the team and what is their workload in the given period is also good (see for example the recommendations for using each ET). I know that e.g. the schools with small number of pupils don't usually have such possibilities, but perhaps some of the parents could help in some of the activities.

In the end I would like to wish you successful self-evaluation planning in your schools to make some of the activities automatic for you in future and thus bring you minimum load and to get incorporated to the common activity of the school to retain its main purpose.

Martin Chval



The self-evaluation processes could have various forms, because they take place in schools of different types and sizes, with different conditions, history, culture, etc. The self-evaluation process of a particular school should be well planned. During the planning the school already sets priority areas and sub-areas (given by the regulations and current state), sets concrete objectives that should be achieved, formulates criteria and indicators, chooses suitable evaluation tools, makes the time schedule, divides responsibilities and powers of individual members of the school team and identifies the sources of data and information (The article *Self-evaluation planning* on page 2 deals with this theme in a more detailed way).

The realization of the self-evaluation processes itself is affected by the choice of methods, techniques and tools for getting information. The self-evaluation shouldn't be planned only on the basis of which tools the school has at its disposal, i.e. by the choice of the technology. If the school worked this way, it may end up as an architect, who during the design of a house starts with planning of which machines and how big will be used during the construction works and only after that draws the rough plan, elaborates the study, detailed plan and the construction drawings, etc. As well as the architect's work, also the choice of evaluation tools should proceed according to a verified process, i.e. use the set areas and sub-areas of evaluation, set attainable objectives and chosen criteria and indicators (for more details, see the article *Criteria* on page 9). The self-evaluation plan should thus be logically interconnected and elaborated. The spectrum of concrete methods, tools or techniques suitable for self-evaluation processes is quite broad, some of them have already been verified, some are just being created and some don't correspond to the information their authors give about them or don't test what they should. The school should make the choice of evaluation tools based on the facts like how the evaluation tool relates to self evaluation, when, to whom and in what circumstances it is possible to use it, what are its advantages and disadvantages, how to interpret the results of the tool, if it examines what it should (validity of the tool), how precise and reliable its measurement is (reliability of the tool), how the verification of the tool was carried out, what theoretical framework the tool comes from.



The quality of verified evaluation tools then depends on the number of schools that verified it, so we will be pleased, if you try it during the verification and provide us with feedback to it.

Evaluation tools of various characters are prepared in the project. Be it the point of view of the evaluation tool scope, methodological classification, source of information, repeatability of use, universality of the evaluation tool and process level of the school, about which the tool helps to inform.

Evaluation tools in project

30 gradually verified evaluation tools are created during the Road to the Quality project. The schools will then be allowed to choose from these tools according to their needs. The project aims at covering the needs of all the schools that are in the target group of the project (special nursery schools, elementary schools, elementary art schools, secondary schools, conservatories and language schools entitled to carry out the state language exam). Under the term Evaluation tool (further only ET) the project understands a reliable method or technique for gathering data for self-evaluation of the school. These could be didactic tests (which will not be created within the project), questionnaires for pupils, parents, teachers, inspection protocols, various records, school events chronicles, interviews with pupils, parents, etc. To these mostly quantitative tools, we also add qualitative tools, which help to start or support certain processes important for the self-evaluation of the school.

Each of these evaluation tools undergoes the verification process. This process, called standardisation in the professional terminology, aims at acquiring and then providing the users of a given tool with maximum information on how to use the tool and correctly interpret the results. It is about gathering suggestions and experience from schools, and for quantitative tools also gathering overall results from other schools, so that it is possible to confront the results from one's own school with them and thus get more meaningful information. All this will be reflected in the user manual, which will form part of every verified evaluation tool.

Scope of an ET

The project will offer tools of different detail levels to schools. These tools will vary from those that have broad scope and deal with the school as a complex, those that cover several areas of school's activities, to those that go deep and deal with concrete specific sub-area of the activities. The complex tools include, for example, the prepared Framework for Self-evaluation of the School or Good School – tool for setting the school's priorities. Tools like questionnaire for parents or questionnaire for pupils and the profile School21 – model of integration of technologies into the school life, analysis of the school documentation deal with several areas of the school's activities. Tools like the Questionnaire of Performance Motivation of Pupils in School, Questionnaire of Foreign Language Learning Strategy or inspection form „Teaching Supporting the Development of Learning Competence“ are devoted to specific areas.

Methodology

Another characteristic of the tools is their methodology classification. We prepare quantitative tools (e.g. the Questionnaire of Performance Motivation of Pupils in School, Questionnaire of Foreign Language Learning Strategy, the Teaching Staff Climate Questionnaire, surveys for pupils, surveys for parents), qualitative tools (e.g. Good School – tool for setting the school's priorities, Prediction and Analysis of Esti-

mated Reaction of People to Changes, Review for Graduates – group discussion) or tools that could not be strictly classified from the methodological point of view (e.g. Framework for the School's Self-evaluation – self-evaluation form, 360° feedback for the school's middle management – a more complex tool from the methodology point of view).

Source of information of the ET

As was already mentioned, the identity of the respondent is important for the evaluation tools. The project offers tools for different groups of respondents. It could be pupils (e.g. for the Questionnaire of Performance Motivation of Pupils in School, the interaction between pupils and teacher questionnaire, survey for pupils), parents (e.g. surveys for parents), teachers (e.g. the Teaching Staff Climate Questionnaire, surveys for teachers), school management together with teachers (e.g. Prediction and Analysis of Estimated Reaction of People to Changes). Some of the tools also allow working with more types of respondents and thus also comparing the information gained. For example, the Questionnaire of Foreign Language Learning Strategy or the 360° Feedback for the school's middle management allow this.

Repeatability of the ET use

An important characteristic of evaluation tools is the repeatability of their use, or more precisely periodicity of their use. For example the Questionnaire of Foreign Language Learning Strategy is a „one time“ tool for a given respondent group. In connection with the self-evaluation period set by the regulation in a three year cycle, the schools will be allowed to use e.g. the Framework for the School's Self Evaluation. The Questionnaire of Performance Motivation of Pupils in School or the Teaching Staff Climate Questionnaire will sure be possible to use with two years interval for the same group.

Universality

The project offers evaluation tools for all types of schools. Some tools will be possible for use in different variants for all types of schools. These will be for example the Framework for the School's Self Evaluation, surveys for pupils and surveys for parents, which are suitable even for schools with very few pupils, elementary art schools or special schools. Some tools will be for use only with a given type of school. E.g. the 360° feedback for the school's middle management tool will be useful „only“ for all types of larger elementary and secondary schools, where it will be meaningful to work with the school's middle management evaluation system (e.g. for deputy headmasters, chairmen of subject committees, education leaders, leading teachers of professional training). The schools will have the possibility to take some of the evaluation tools as a whole, i.e. it will not be possible to adapt them, as they wouldn't then provide the necessary information. These tools are for example the Questionnaire of Performance Motivation of Pupils in School or the Interaction between Teacher and Pupils Questionnaire. Other tools are from the beginning designed to allow the school staff to work with them as a mosaic and make their own tool from them. This will be possible e.g. with the surveys for pupils or surveys for parents.

Level of school processes

The tools offered will be able to provide information about different levels of school processes. Tools like Framework for the School's Self Evaluation, Good School and the Teaching Staff Climate Questionnaire will help to evaluate the school as a whole. For example the Interaction between Teacher and Pupils Questionnaire, which is an evaluation tool based on the Teacher's Standard, will allow to evaluate individual teachers. Information about the level of a class, or even a pupil, could be gained for example from the Questionnaire of Performance Motivation of Pupils in School or the Questionnaire of Foreign Language Learning Strategy.

Framework for the School's Self-evaluation

The Framework for the School's Self-evaluation is an often mentioned tool, which will offer the schools maximum comfort in filling in

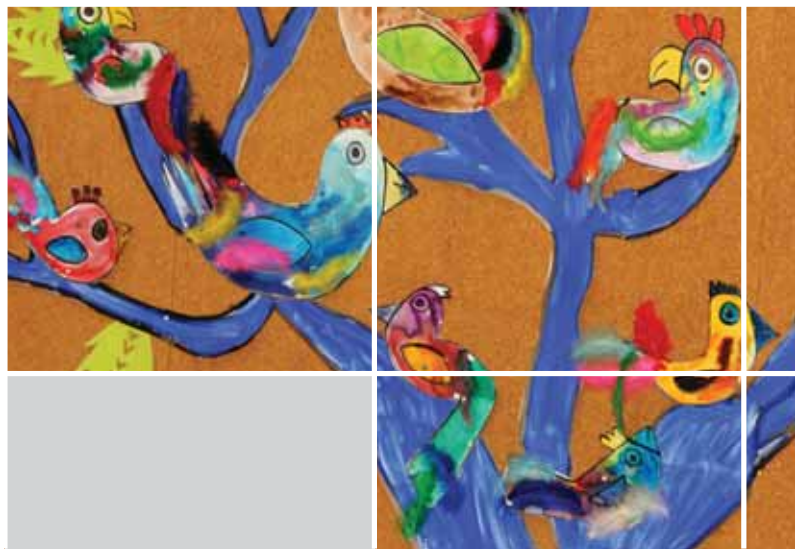
the school's self-evaluation report according to the current legislation requirements. The areas of school quality according to the regulation no. 15/2005 col. were elaborated for this universal tool. (For more information see the web site <http://www.nuov.cz/ae/evaluacni-nastroje> and the issue 3/2010 of the On the Road to Quality bulletin). It is a tool suitable for use at schools that have only just started with self-evaluation and also at those, where a more systematic self-evaluation would be overkill (for example schools with very few pupils). It is up to the headmasters of the schools, whether they fill in the Framework for the School's Self-evaluation themselves alone, or in cooperation with the broader management of the school. It would be good, if the filling in of the framework was gradually based on more objective data than only the opinion of the school management. It would be possible to use the information from other provided evaluation tools for this.

These tools could be:

- 1. School Documentation Analysis
- 2. Educational Programme of School Analysis
- 3. Analysis of the school work results level
- 4. Web Page Analysis
- 5. Surveys for parents
- 6. Surveys for teachers
- 7. Surveys for pupils
- 8. Review for Absolvent (group discussion with the school's graduates)
- 9. Good School – tool for setting the school's priorities (see the article Good School on page 11 of the On the Road to Quality 1/09 bulletin)
- 10. Teacher and Pupils Interaction Questionnaire
- 11. Teaching Staff Climate Questionnaire
- 12. Pupils' Approach Questionnaire
- 13. Questionnaire of Foreign Language Learning Strategy
- 14. Questionnaire of Performance Motivation of Pupils in School
- 15. Evaluation based on the Teacher's Standard
- 16. Inspection form „Teaching Supporting the Development of Learning Competence“
- 17. Class Climate Questionnaire
- 18. Support of the teacher's professional development
- 19. School21 profile – Model of integration of technologies into the school life
- 20. Prediction and Analysis of Estimated Reaction of People to Changes (see the article of the same name on page 6)
- 21. 360° feedback for the school's middle management

You will also find an overview of offered and developed tools at the web page <http://www.nuov.cz/ae/evaluacni-nastroje>. As you can see the decision about all the 30 tools that should be created and verified hasn't been made yet. We will welcome your feedback and help with the choice of other evaluation tools. Please send your input and any other ideas to the evaluation tools being created to the ae-nastroje@nuov.cz e-mail address up to September the 30th 2010.

Stanislav Michek

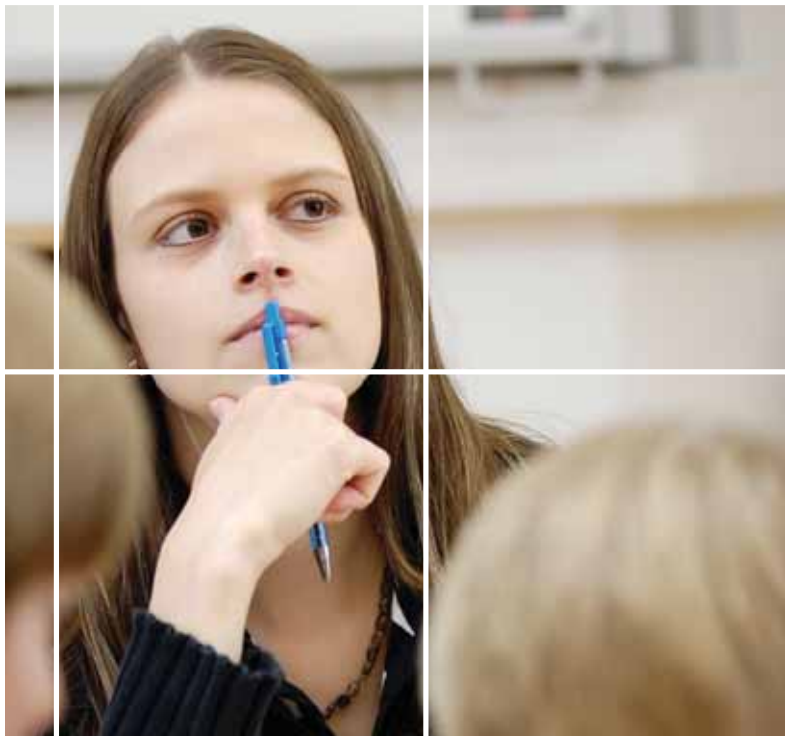


One of the first questions

This time about the purpose of self-evaluation

If somebody plans the self-evaluation in their school either as a member of its management or as someone, who was appointed with this task together with others, this person comes to a situation, when it is good to think about several questions more thoroughly. They may seem trivial and maybe too heavy regarding the speed of daytime and load of tasks, but they still have their importance.

The first of them could be the purpose of self evaluation. Seemingly a natural question, which offers obvious answers of the „survey“, „improve“, „correct“ and maybe also „fine tune“, „keep on the current level“ and sometimes also „prevent a disaster“ or „root out“ type. Up to now, everything is clear, it will be „only“ about communicating the task, attracting the others to it and starting it. It sounds logical! But I would still like to point out, that it is important to explicitly state the purpose of the school's self-evaluation and that it isn't self-evident. Only then it makes sense to plan future steps.



My experience tells me that it isn't so clear with the purposes in this case. The purpose may be not only declared, but also implicit, hidden. As an inhabitant of a city district, I witnessed the effort of a school authority to implement self-evaluation with a declared goal of „survey“ and then „really provide for“ the quality of education and knowledge of the pupils in a concrete school, but on the side, all talked about a hidden purpose that many thought the main: to liquidate a quite good school, divide the children into the rest of schools in the given district and – now comes the main purpose! – make other use for the building with land estate in a good place. But the purpose could also be generally unclear. Some time ago, I was invited to a rather small private second-

dary school and asked to „help with self evaluation“. The headmaster informed me that she already had some experience with this. In fact she made a small questionnaire „at home“, without discussing it with anybody in the school before, gave it to the teachers, ordered them to fill it in (supposedly in anonymity, if they wanted) and return it to a box provided. She herself counted the answers, locked the questionnaires into her desk drawer and that was the end of it. As I understood, the people in the school didn't know anything about the purpose and other circumstances of this „quality management process“ – the purposes they thought about seemed based on the activity of their fantasies and their previous experiences. Some said: The headmaster collects materials she could in future use against us“, others thought that „she strengthens her own ego“ or „couldn't withstand a short spell of management urge“, a fraction of others believed that it was a very specific attempt to „survey“ and maybe also „try to improve“... I still don't know what the teachers should think and I think the purpose of this caricature of self-evaluation wasn't clear even to the headmaster herself. But even the seemingly clear purpose doesn't mean it is good if it isn't

– Why?

well communicated! I have already seen several schools whose headmasters tried to overcome the tired or sceptical and not very obliging majority of colleagues in the development of the school by betting on the young, enthusiastic teachers. Some of these teachers were appointed the task to plan and make the school's self evaluation. They willingly took the general assignment in their own way and soon the self-evaluation group was a well organised unit, but it developed its skills, interest and practical steps mostly to communication between its members. Too loose assignment, lack of monitoring and lack of communication with the rest of the school gradually led some of these groups to the tendency to close and solve their own agenda using the areas concerning the whole school. Also here the purpose of self-evaluation became quite soon unclear and inconsistent for the majority of school.. The young enthusiasts, not managed enough by the school management and sometimes with a hint of sectarian behaviour, ceased to be clear and possibly also safe for the rest of the school. „Those who aren't with us are against us“, „we are the only ones who work hard here and the rest just takes a ride“ – these were the bitter reactions of the hardworking self consumed activists, while the others described them as a „unit without direction and with unclear agenda“.

All these examples show the cardinal importance of clarity and understandability of the purpose of self-evaluation to all. But it has to be mentioned that the purpose could also change, as people, their groups and whole organisations change in time. Taking care of the clarity of the self evaluation's purpose is also an ethical requirement concerning the long term leadership and management of these processes in the school. The first candidates for periodic discussions are questions like: What is the real purpose of the self evaluation? How did we get to it? Do we all understand the purpose in the same way? Who needs the self evaluation? Who does it suit – is it also us or is it only for example the inspection? What do we want to learn and what will we do with the result? And is the purpose of self-evaluation still the same, or has it already changed in time – and how?

It is obvious, that many wouldn't like to deal again with the „already solved“. Good luck in this!

Milan Pol

Hitchhiker's Guide



In recent years, Czech schools and the people in them have faced many changes. It is quite natural, that some of the proposed or even ordered changes don't get a warm welcome from all the people in the schools. Every change destabilizes the balance and could cause emotions that impact the ways people react to it.

For the purpose of self evaluation, we offer the schools a method called Prediction and Analysis of Estimated Reactions of People to the Change, which is meant for use in the times of changes. The school

Prediction and analysis of estimated reactions of people to the change

management could thus identify the main risks concerning the school development in a given direction. It is a quantitative method of French origin[1], its original name PAT – miroir, is an abbreviation of French words FEARS (Peurs), ATTRACTIONS (Attraites), TEMPTATIONS (Tentations). The „mirror“ highlights the attempt to look at the change „through the eyes of the others“, i.e. the group of people impacted by the planned change. The method is based on the assumption that every change induces uncertainty and fear in people it affects, which are then the source of their „undesirable behaviour“ i.e. resistance, passivity, revolts, „sabotages“, escapes or other temptations to stand against the feared changes. It is thus in favour of the originators of changes to reveal these possible temptations before the change is implemented (by „holding the mirror up“ to the endangered group and by trying to see the situation through their eyes) and regulate their future behaviour by suitable measures or targeted communication.

The Objective of the Method

To identify and evaluate possible risks during the implementation of a change. This method is good to use in the area of school management, it has analytic character, helps to analyze situation in the school, to predict behaviour of people the planned change affects, to plan regulatory measures.

Examples of situations (changes) the tool is suitable for:

- The school management plans to implement compulsory portfolios for teachers. In this case we work with the school management team and predict the fears and temptations of those affected by the change – the teachers.
- The school management plans to implement electronic system for electronic evidence of pupil's marks. It is possible to work with the group of teachers, who predict the fears and temptations of pupils and parents. In other case it is possible to work with the school management team that could predict the fears and temptations of teachers.
- The school management plans to employ a school psychologist. In this case we also work with the school management team and the fears and temptations of teachers are predicted.
- The school management plans big changes of space in the school building (changes in study rooms, changes in the classroom layout, etc.). In this case it is possible to work with the management team that predicts the fears and temptations of teachers.
- The school management plans to make fundamental changes in the school's educational programme. It is possible to work with a team of teachers, who predict the fears and temptations of pupils whom the changes will affect.
- The school management plans to create a network with other schools and organise educational programmes and exchanges for teacher with them.

Target group School management employees group, teachers at the middle management level, teachers, 3 to 20 persons (if the number of people is higher, more than one team is created).

Tools Flipchart, markers

Time 2 to 4 hours, depends on the number of people

Work process

1. Moderator (e.g. school employee, external moderator, school psychologist, etc.) tells the group about the situation of the change the school management plans and identifies the target group of people most affected by this change (these could be teachers, pupils, parents...).
2. The moderator asks the group to „hold up the mirror“ to the chosen target group most affected by the change (teachers, pupils, parents...) and to identify their possible FEARS (using brainstorming). If the changes are to affect mostly teachers then the school management team predicts the fears of teachers (respective „holds the mirror up“ to the teachers), if the changes are to affect mostly pupils or parents, all the teaching staff or a chosen group of teachers could predict their fears. The list of possible fears is written on a flipchart or in smaller groups on papers provided.
3. The moderator asks the whole plenum in an analogical way to identify the possible ATTRACTIONS – how could the change attract the target group (using brainstorming). The list of possible attractions is written on a flipchart or in smaller groups on papers provided.
4. The moderator asks the whole plenum in an analogical way to identify the possible TEMPTATIONS (respective behavioural tendencies) that could come from the identified fears and attractions. The list of possible way of behaving (both favourable and unfavourable) is noted on the flipchart or in smaller groups on the papers provided.
5. Work in groups: the moderator asks individual groups (3 to 4 persons) to suggest possible measures and ways of communicating that will lead to lower the fears, heighten the effect of attractions and to the required regulation of temptations, respective approaches and ways of behaving. Base these proposals on the lists created. All measures and ways of communicating are noted and then presented in the plenum.
6. The group together chooses the realizable and suitable measures for use in the given circumstances from all those proposed.

Use of the method supports identification and awareness of many mechanisms that could slow down the development and block changes in the school. It helps the school management to identify the main risks or risk groups in the school and choose such ways of argumentation and management that will be acceptable for the target group of the change and stimulate their cooperation.

We offer this method to the school managements for use at their school in the situation before a planned change and we would be glad if you send your experience with this method to the address <http://www.nuov.cz/modules/forms/index.php?idf=21>:

We offer the following questions for answering:

- What was the planned change you used the method for?
- What size of team did you use?
- What were the concrete contributions of using this method in your school?
- Which difficulties did you meet when using this method?
- Would you suggest making some changes in the instructions?
- Do you have any other remarks to the method?

We also offer the possibility to invite NUOV employees to administer this method. They make pilot usages of this method within the Road to Quality Improvement project. So if you plan a change in your school and you want to try this method under professional supervision, don't hesitate to contact the NUOV employees at stanislav.michek@nuov.cz or directly the guarantors of this method at lazarova@phil.muni.cz or pol@phil.muni.cz.

Inviting the experts to make a pilot use of this method within the Road to the Quality project wouldn't cause any costs to the school.

Bohumíra Lazarová, Milan Pol



Indicator

In the common school-policy practice and partially also in the pedagogical-research practice abroad, the indicator is also defined as operationalized criterion (e.g. the INES international project) that allows to assess the observed phenomenon in a more transparent form that is more economical for the customer. This understanding begins to assert in the area of education assessment in the Czech Republic.

Explanation from different points of view

If we rule out the transferred meaning of the term indicator in the meaning of car turn signal, the term indicator is also used in various other meanings regarding the needs of various science disciplines or branches (physical indicators, economic indicators or social and organizational indicators):

- in physics the term indicator means device that allows to observe the current state of some system or value of some quantity. So the indicators are various devices, e.g. watches or various analogue or digital measurement devices.
- In chemistry, the indicator is a substance that shows the presence of another, otherwise unobservable value by changing the colour, e.g. the acidity or alkalinity level of the environment (litmus).
- In biology, various plant or animal species are considered indicators because they show – indicate the presence of dangerous substances by their behaviour (canaries indicate mine gasses, some lichens the cleanliness of the atmosphere or phenomena (escape of animals from a place endangered by earthquake).
- in the area of social sciences, such observable social phenomena that point out otherwise hard to observe changes in the social life or allow to predict these changes (e.g. strikes and manifestations are indicating some tension in the society) are used as indicators.
- In the area of evaluation processes the term indicator is used for designation of phenomena, elements, processes or other values that help us to see how the objectives, visions and intentions are fulfilled in the expected content and direction. Choosing the correct indicators allows carrying out effective evaluation.

Use in practice – examples

For practice, the most important action is to choose or define correct (relevant) indicators, with the help of which the evaluator will assess and measure the activities. The choice of indicators is appointed to a responsible person (participant) who usually professionally guarantees the choice of indicators because he/she understands the information systems using which it is possible to evaluate and further process the data gathered using the indicator. The graphic scheme uses different colours for distinguishing several levels of indicators. If the indica-

Origin of the term

The Czech term „ukazatel“ is a translation of the English word indicator which is commonly used in Czech as „indikátor“. The term is derived from the Latin word *indicare* (indicate), which is derived from another Latin word *index* (index finger).

Recommended definition

An indicator is a phenomenon, process, element or other value that allows to recognize effectivity of the chosen standards of fulfilment of the objectives and intentions using evaluation processes. A well chosen indicator must comply with the following qualitative characteristics:

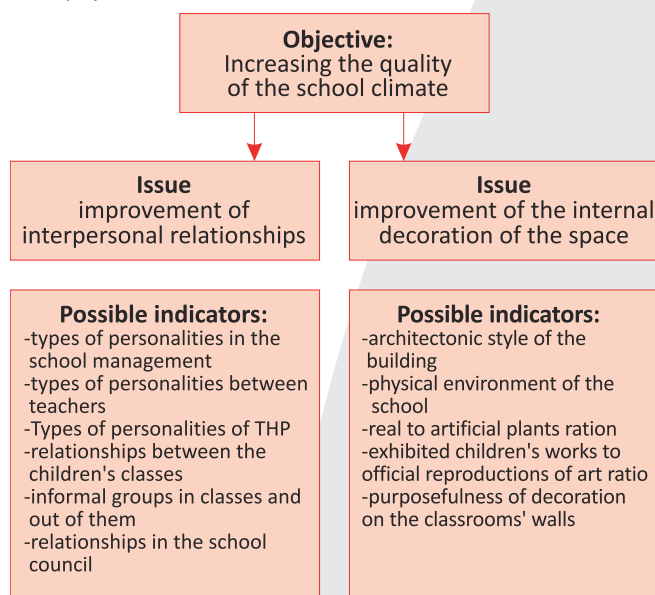
- it is relevant to the project (vision, objective), it shows how effective the project is from the point of view of the valuator in the sense of reaching the chosen objectives.
- it is easy to understand for all participants of the project (vision, objectives) from the point of view of common information and personal experiences of the participants.
- it is easy to measure in criteria that characterise the given indicator in more detail using the methods of qualitative or quantitative nature because it makes no sense to gather data not measurable and thus not relevant to the project.
- it brings reliable information that could be used later, so it is about getting correct information necessary for evaluating the effectiveness of the project.
- the indicator itself is hardly measurable because we always measure or assess some characteristics of features of the indicator which we call criteria.

tor should be functional, at least the following characteristics have to be defined for it.

- responsible person
- responsibility for defining the target value of the indicator
- units of the indicator
- time frame, within which the defined target value is valid
- periodicity of recorded values
- place for recording the values
- processes in case the indicator value is exceeded

Regarding the function of the indicators for following evaluation processes, the choosing of indicators is a very responsible step. The following scheme (see fig. 1) shows relationships between the project objectives, subject (theme) of the project and indicators. It is also possible to choose more objectives; any of the objectives could have more objects, (in the diagram, see fig. 1, there are two examples) and there is at least one relevant indicator chosen for each subject:

Fig. 1. Relationships between the project objectives, subject (theme) of the project and indicators.



Another possible variant for understanding the meaning and function of the indicator in the evaluation chain is the creation of overview tables, see e.g. table 1.

Table 1. Evaluation chain: area – indicator – criterion – evaluation tool – note

Area	Criterion	Indicator	Evaluation tool	Note
Curriculum	understanding the read text	expressing the main ideas of the text in their own words	controlled interview	
Pupils	effectiveness of communication	pupils can listen to each other	observation	

Links to related terms

A related term is for example the index finger (in Latin the index finger) which is used in the sense of a set of indicators (index, database) of a list (bibliographical or phone headmastery) or other overviews (collection catalogue, index of subjects studied at the university, etc.).

In exact sciences, the term index is often used in the meaning of an auxiliary symbol (mathematics) or ration of numbers as indicator of relations between different values or quantities (physics, chemistry, biology).

Other literature

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Karel Rýdl

Criterion

We usually mix two different meanings under the term criterion. We use it both for an objective measure for assessing some object, thing, event, etc. But it could also mean just some feature or characteristic of this object, thing, event, according to which this is further assessed and which may be considered a criterion – measure. In other words, the criterion specified level of quality. So it is a measure for comparison, measure for assessment, feature. Comparison makes part of every evaluation. We seek characteristics of the evaluated phenomenon, which are the same, better, or worse than the chosen measure. In normal life, the measure could be our idea about what is good and what is bad. The so-called „social standard“ was the most used measure for comparison in schools for a long time. It was created by marking the performance of the best pupils in this class as excellent, the performance of the worst pupils in the class as insufficient and the performances of others took the rest of the positions of the five step assessment scale. The performance of every pupil was measured by thus created scale. Not even the teacher himself often knew in advance, what exactly he/she would mark by a 1 (A) and what by a 5 (F), because he/she based the assessment scale on the overall results of the test.

When the objectives of learning and nature of teaching change, the limits of the social standard for assessment get more and more obvious. We don't any more assess just how well the pupil memorised the given subject matter and how he could reproduce it in the test or at the exam. If the teacher needs to assess not only the knowledge, but also the skills of the pupils, the marks given according to the social standard are becoming insufficient.

What to do about it? How could the assessment criteria help?

At present, marks according to criteria are developed and they replace the social standard as a comparison measure. The assessment criterion is being combined with assessment according to the so-called individual relational standard.

„By the term criterion, in the area of assessing the pupil's work or in the assessment of the teacher's work or school's performance, we understand a chosen part of the observed and assessed matter, a part we care about (the „matter“ could be the pupil's but also the teacher's work, its progress, results, conditions). We choose a part (it could be a characteristic, factor, process, object), without which the observed matter wouldn't be complete, or wouldn't work, etc. The observed part or criterion thus makes our point of view, from which we observe the matter assessed.“ (Hausenblas, *Kritické listy* magazine, issue 29).

The set of criteria is a tool that describes the expected performance in several parts (dimensions) and at several quality levels (mastering). The quality level is distinguished by indicators – quality gauges.

Assessment based on preset and described criteria with indicators has several advantages over assessment based on the social standard.

- It forces the teacher to clearly think about which objective he/she pursues by the assignment and to incorporate the important areas of the pupil's expected performance (the partial objectives of learning) well into the criteria.
- It describes the pupil's expected performance in several areas (dimensions), so that the pupil gets more exact information about what he/she masters.
- It also leads the teacher to formulate both the criteria and the indicators in a language comprehensible to the pupils.
- He/she gives the pupil some guidelines in advance – helps in learning, the assessment becomes part of learning.
- In case of criteria and indicators sets, the pupil learns how far his/her performance from the expected quality is.
- It allows to assess the pupil's current performance at the same time both according to the set objectives (criteria) and to the pupil's former performance, pupil's advances on a clearly defined way to the objectives of learning, which is the so-called individual relational standard.

The criteria set don't primarily serve to help the teacher with classification of pupils, but a well made set of criteria could help with this classification and connect them with the image of good work in the given task. It is often very difficult to construct the criteria set to give a good picture of five levels of mastering the task. If this happens, the teachers have easier work with the classification.

Kateřina Žežulová

Two views of the school's self evaluation

Two headmasters of the elementary schools have been asked with the same questions. Through their answers we would like to present, that there isn't the only right way to quality improvement of the school, each school has its own targets and priorities, which are considered to be important. The target of both schools has been the same – to have a good school – and each school is founding its own way how to accomplish it.

Mgr. Jana Palanská, headmaster of the J. A. Komenský Elementary School, Kly:
The school has 170 pupils, 9 classes, 13 teachers.

1) How many cycles of self-evaluation has your school undergone?

The school has been through one cycle of the self-evaluation „in the new way“, but it isn't something completely new in our school. Until now, we thought together about how to create quality conception of the school, which reflected the knowledge of local circumstances, wishes of both the school authority and parents and possibilities given by the school's location. The school conception was usually evaluated and measures were adopted for the next time period. At our school, we have a conception for five years and every year we elaborated in writing the Plan of Control Activities, which contained an analysis of the previous school year and a plan for the next year. We based this planning on the school's conception and watched its gradual fulfilment.



2) The central topic of the 2nd issue of the bulletin is the planning of the self-evaluation of the school. Could you briefly describe your first planning ever?

The first planning of the school's self-evaluation in the form set forth by the Ministry of Education, Youth and Sports was based on the fact that we will approach it as the initial mapping of the situation in all areas of our school life, that it will be the analysis of the given state, from which we will leap into future. Of course we had to harmonize this with the documents already elaborated in the school, not only with the conception, but also with the long term development plan of our school, but also with the School Education Programme for elementary education „With faith, creatively, together“, where we made an exact schedule of who will when watch and evaluate what. So the analysis helped us to realize, at which place of our way to make our school better we currently are. We have already made a plan of the steps of our second evaluation, which we will make in the end of this school year. We decided to evaluate all the compulsory areas in every time period, but to aim in more detail at a different sub area each time. We described the sub areas in detail in our School Educational Programme (SEP), including criteria, indicators, ways of gathering the data and time schedule.

3) What was the most difficult part of your school's self-evaluation in the beginning? How did you manage to overcome the difficulties? Could you please try to make a scale from the most difficult to the easiest?

What was most difficult for us was to understand that it is not possible to make the evaluation in the school in one person, that it is teamwork as any other and that we have to work together to gradually move the school forward, one little step at a time. But of course problems come with every change in the teaching staff that naturally comes – some people retire, others go on maternity leave, some leave because they see a better opportunity for themselves outside the education. Nothing can be done about this – such is life. But of course it means never ending trouble for the school – training of a new teacher for our work system and their involvement in communication about our goals and ways to reach them.

Another problem is how to lure the parents to take part in the school's self evaluation, how to persuade them that without their cooperation it would be impossible, or maybe possible, but very slowly and it will be much harder. It is parents who can best show us our work as in a mirror, as our work affects their family life. It is necessary to get the parents to trust us, to persuade them that they could comment the work of the school without being afraid of anything (of course in an appropriate way). It's also very important to persuade the parents that they could also contribute and it is also up to them, what „their“ school will be like. It is easy to criticize, but it is more difficult to accept that the school has to respect law and set rules of living together, which may not and possibly even cannot suit everybody. Sometimes it could be very difficult to give up part of one's requirements and to find an appropriate level. For some people, it is a big problem to see the class or school as a whole and not only their child. And last but not least, it's necessary to agree with the school authority and school board, how they evaluate the school until now and where do they want to move the school. Without them, every effort would also be very hard. So the name of our educational programme gives a true picture of our effort in these areas. If we all trust each other, seek the best solution and creatively put it into operation together, we just cannot fail.

4) Did you find something specific for your school during the self-evaluation and in which area?

Our school is a family type school, we know each other very well and we go together through the important actions during the school year, we plan project days, excursions, interconnectedness of teaching in various subjects together. This cohesiveness of the teaching staff, which often meets also after working hours, is a great advantage for our work. The teachers are interested in further education, we have a very good library for teachers. Also the cooperation with our school authority is excellent. Our mayor is our absolvent and she knows really well what the school needs. She communicates with us and helps us in improving the school building, supports our work and appreciates its demands and its importance.

5) Is the result of the self-evaluation somehow projected into the school development plan or the school's yearly plan?

Our self-evaluation is naturally projected into further planning of our work. We decided what we want to manage in which year, what to focus on to move towards fulfilment of the conception, which ends this year for us and we will make a new one, this time for two year evaluation period, which means the conception will be for six years. And also to gradually do away the deficiencies that surfaced during the self evaluation. It is naturally impossible to do this all at once, even if we really wanted to, but this isn't how the education institutions work. It is a long distance run, because we have to get used to most of the things and not only us, the teachers, but also the pupils, parents and other participating people and subjects, which is a very demanding and never ending work, because all participants change all the time.

6) Which findings from the self-evaluation of your school could you pass on to the others? Has the self-evaluation of your school brought something positive to you and your colleagues?

At first I thought that we would cancel the yearly plan of controls and its evaluation and gradually gather all the indicators and at the end of the evaluation period we would simply put them together. But after the first year I found that if we would not evaluate immediately what we had managed or had not managed in the given school year, our memories and feelings from the school year that ended would get overcome by new experience and memories from the new school year and we would completely forget the old ones. So we returned to the good old way we did it: at the end of every school year, when we prepare the annual report, we evaluate together the year that passed, tell ourselves where we got and what was the reason for it, where our weaknesses are and what we have to overcome the next year, so that we could be proud of ourselves in the end of the three year evaluation cycle. It is also very good if everybody takes care of one part of the evaluation, chooses colleagues who gather the evaluation materials and then they evaluate them together.

7) Did you have any central motto, or idea, that mobilised you or helped you overcome difficulties on the way to quality?

Our main motto was the name of our school programme „With faith, creatively, together“ and we also had and still have an important „sub-motto“ LETS' PULL TOGETHER.

Mgr. Hana Vellánová, headmaster of the elementary school in Planá nad Lužnicí:

The school has 307 pupils, 15 classes, 20 teachers.

1) How many cycles of self-evaluation has your school undergone?

The first self-evaluation took place in 2007, the second in June 2009. Regarding the fact that due to reconstruction of our school I used the possibility to give the pupils 5 free days, we had a very nice week to work with the other teachers. That's why we closed the second period and made together the second self-evaluation in June 2009.

2) The central theme of the 2nd issue of the bulletin is the planning of the school's self evaluation. Could you briefly describe your first planning ever?

Every headmaster who has at least some idea, in which direction he or she wants to lead the school, sure evaluates how successful it is. The school's self-evaluation (further only SSE) puts this duty on all of them and it is up to the headmaster and teaching staff whether they consider it to be an opportunity for development or just some other load. For me personally, it was clearly an opportunity. But most of the teachers accepted the SSE as another load on them. Some of them have problems to get used to the fact that the core of their work is not only „teaching“ their lesson, test and evaluate what the pupils remember. The most difficult task was to set the evaluation criteria together for the first time. In the beginning, we discussed again the questions of what kind of school we want to have, which way we choose to fulfil the vision and what will show us that we go in the right direction. Several workshops with all teachers brought a range of criteria we wanted to monitor. It was also necessary to describe which tools we would use. It was necessary to consider whether our nominated tools would give us answers to the questions we were interested in. Everything went slowly and ever since the creation of the first set of criteria it was clear that some of them would be quite hard to evaluate. But it was necessary to let everybody go through the path to understanding to what the SSE could be useful for us and how to set the criteria, so that we could describe in maximum possible detail to what extent the criterion is fulfilled. After all, our pupils learn also from their own mistakes too.

3) What was the most difficult part of your school's self-evaluation in the beginning? How did you manage to overcome the difficulties? Could you please try to make a scale from the most difficult to the easiest?

For me personally, it was most difficult to accept the criteria the way the teachers were able to create them in this phase. To give them all time to understand that it is not about writing some document that will end in somebody's desk drawer, but to really use it for the development of the school.

- To persuade the teachers that the SSE is an important part of the teachers' work and that it isn't in any case just administrative load on them.
- To name the criteria in a way that shows what is important in our work.
- Agree on those that majority of us considers to be the most important to reach the objectives we set for us in the conception and plans.
- To find a tool for each criterion – to search for tools that will be easy to use, wouldn't form unnecessary load and provide the most objective evaluation possible. We repeated the same question all the time: „What in fact shows that we move forward on the scale of a given criterion towards its fulfilment? “
- When making the evaluation to agree how we fulfil each criterion. To get rid of the fear of naming the issues we are not yet good at. To free ourselves from a natural „overestimation“ of our level.
- Already in the first evaluation, some of the original criteria proved to be not important or only possible to evaluate with such level of subjective influence that they in fact don't tell anything. This was how the basis was created for the evaluation criteria of the second evaluated period.
- To make use of the outcome of both the first and the second evaluation so that we were able to plan the future development of the school based on the state we found.



4) Did you find something specific for your school during the self-evaluation and in which area?

After the first evaluation, it was clear that we have to agree on what we would learn to make in a different way in the next period, and a really concrete plan of teachers' development was created. The tasks in this plan were specific and set as a minimum for each teacher. They were also easy to check later. The teaching staff created them in a workshop together and they were mostly connected with what we needed to learn to fulfil the SEP.

5) Is the result of the self-evaluation somehow projected into the school development plan or the school's yearly plan?

Of course, otherwise it would be the „document for somebody's desk drawer“. When elaborating the last self evaluation, we named the activities and measures that will lead to the required movement. So the school plan is directly based on the results of the self evaluation. This is where we think the main meaning of SEP is – it describes the current initial state and direction. The steps are made more concrete in the plan for the next period. It showed that we have written everywhere how we develop the individuality of each pupil, but in fact it doesn't happen much. We aren't able to keep the most gifted pupils, we don't know how to work with them. So we started to learn this together and now we managed to obtain a grant from the ECOP that will allow us to engage us more in the education of gifted children and to learn this work in more comfortable conditions. I consider this to be a good result of the SEP.

6) What findings from the self-evaluation of your school could you pass on to the others? Has the self-evaluation of your school brought something positive to you and your colleagues?

From my experience, there are several principles that are good to follow:

- Answer the question: what will the SEP be good for to us, how could we use it. Nobody wants to do ineffective things...
- Do it together with the teaching staff. You may invite somebody to lead such workshops, or you as the headmaster could be a facilitator for the staff, not the creator.
- Accept the fact that it will take some time before this process becomes a necessary part of your work and you learn how to do it effectively. Give your people time...
- The evaluation of successes in the class – both educational and learning ones – is something like the SSE for the teachers. Setting achievable objectives allows us to feel great about reaching them – to be happy with our own work.
- Teach your people to make SMART objectives – specified, exactly set – measurable – acceptable, according to the needs – realisable – with a set time of fulfilment.

7) Did you have any central motto, or idea, that mobilised you or helped you overcome difficulties on the way to quality?

Our school educational programme is called „school on the right side of the river“. (Just for explanation – usually the Lužnice river flows under the windows of our school, but twice in this millennium, it was running through our classrooms and corridors). When our teachers thought about this name, each one of them probably saw a different meaning in it, but they agreed on this idea of one of them quite easily. For me personally, it means that we are where we want to be and where we should be – for us, for children and also for the parents. That everybody does their work as best they can in the given time. And that they are able and willing to learn. We are far from being satisfied, far from being the best, maybe we aren't even good, but we are on our way. This gives me desire and power.

You will find the example of the first attempt of self-evaluation in the area of personal development from the ES in Planá nad Lužnicí in the article „Inspiration from the schools – schools to themselves“ at page 24.

Oasis

How do we know



Children will tell you...

- If the person looks good, and it's a kind of a „strange“ feeling. (Lota, 8 years)
- It depends on what should be good?! I think the good is connected with mood. I'm in a good mood when I receive a gift, good mark, praise. Food must taste good to me. (Maty, 10 years)
- That it is a brand name, as clothing or shoes, that it simply has a good brand. (Oliver, 10 years)
- Good is when you are happy of something. (Nany, 6 years)
- Sun is good, because it shines. Stars too. And you know what else is good? Drinking. (Agáta, 4 years)
- That the others like it? (Barunka, 6 years)
- That it is alright, nothing happened to it, it isn't destroyed. Also when something is good, it means it's without mistakes. (Julie, 9 years)
- For example if there is some grown up, they praise the child. Good could be something to eat, good for the teeth or good as not being bad. And also that nothing happens to anybody, that somebody helps somebody else. (Dora, 6 years)

- „Pragmatic“ responses, or something from the food area
- Hot, fatty, sweet-smelling... simply pork neck, yum. (Mirka, 5 years)
 - Chocolate and that I share with you. (Ondra, 5 years)
 - You can tell by taste, if something tastes good to me, it is good. (Lukáš, 6 years)
 - What is good? What do you mean? Like food? Well, I like strawberry cake. (Týna, 5 years)
 - Yoghurts are good for bones. (Erik, 6 years)

- Children from the nursery school in Stránčice:
- We will taste it.
 - By brain.
 - That we think it out.
 - By proofs.
 - Our teacher is not angry.
 - My mommy tells me.

- Children from the 2. A class in Petrovice elementary school:
- We could tell something is good by the tongue.
 - That somebody is happy afterwards.
 - That people are rejoicing.
 - That they are happy.
 - When we taste it.
 - By tongue and taste.
 - By scent.
 - I can tell something is good by taste.
 - By tongue, nose, mouth.
 - Man can tell something is good by taste.
 - That something is good, you can tell by the tongue.
 - You can tell when you taste it.

- Children from the 3rd class, elementary school Táborská, or brainstorming
- I try it or I taste it.
 - When someone's happy.
 - Calculates the exercises very fast.
 - By scent, whether it is soft, hard or mouldy.
 - It isn't dirty, scratched, destroyed, smelly, no mould.
 - When I help someone, when I help mommy with cooking and make her work easier.
 - When I observe the regulations, when I like the taste, when I like it.
 - When it tastes good to you.

- How could we tell a school is good?
- Good things are best identified by the final result. You can tell the work of a good teacher at the end of the studies. And it also greatly depends on the effort of the pupils themselves.
 - How do we tell that we have good education system? By comparing with other countries and their school systems? I think that everybody needs something else, a different system, but this depends on the endowments for schools, equipment in the classrooms, quality of the teachers.
 - ... that it has good reputation. ... and that there are good teachers.
 - Good teachers are able to explain the subject matter, understand the pupil's problems, etc.
 - Good school = good pupils.
 - Everybody could imagine different things under this term. When we say „good“ school, somebody imagines modern equipped classrooms, possibility to use information technologies also out of the lessons, that the school provides practice for its pupils directly in the workplaces, study programmes abroad, welding and driving licences. For others it means that the school has a good name and reputation, offers interesting branches, with highly qualified teachers who are skilled in their subject, who are able to pass the information on to the students in an interesting way and who try to be fair in making difficult decisions.
 - It has interesting subjects. It is well known. There are interesting and good teachers. They try to give the pupils their information. When they promise something, they keep it. It has a new sports hall and gym. There are good teachers who are able to teach something and give advice. That there is good food and a good school canteen.
 - Under the words good school, I imagine a school where there are interesting and demanded subjects, helpful teaching staff, etc.

Radka Vichová, Jan Mareš

that something is good?

What do the students think?

We also asked the 16 – 17 years old students from the Secondary school of energy and civil engineering in Chomutov. They had about 20 minutes for reflection. Students assessed the answers according to life situations, mostly from family life, school and also the results of the Winter Olympics that just finished had great influence. Here are some examples:

- How do we know that something is good?
- ... it must be well thought out and thoroughly prepared in advance. ... someone must do a lot of work. There wouldn't ever be anything good without work and effort. Even better is to create something good with delicacy, appetite and maximum effort. An example of this is Martina Sáblíková. Somebody who wants to get somewhere in the life creates something good. Good thing must bring positive results.
 - There are many things people assess as good, even if the others don't agree. It is more about the point of view. Somebody performs very well in the sport, the viewers are wild about it, but he/she himself/herself isn't content, he/she would like to do more; on the contrary, to somebody else it is enough to be average to feel that he/she is good. It is a fine line in our mind and in the values that we try to reach and suppress.



Planning

It wasn't really easy to arrange a meeting with Mr. Milan Bába, we had exchanged several emails and phone calls, but eventually we managed to find a suitable time for the meeting.

PaedDr. Milan Bába is the headmaster of the Grammar School and Language School with the Right of State Language Exam in Svitavy since 1999, before this he spent seven years as the headmaster of Business School and Vocational High School of Economy, also in Svitavy. Since 1999 he lectures the pedagogical process management at the School Management Centre of the Charles University's Pedagogical Faculty where he focuses on the area of strategic management in the school. He realized self-evaluation several times at both of the secondary schools, already in the time when it wasn't compulsory.

Our readers would surely like to know how the planning of self-evaluation activities developed at your school. You must have observed some changes, did you change your approach to creating the plan?

Several years ago I was headmaster of a Business School where we introduced higher vocational education and made use of the possibility to have our qualities assessed, which was offered by the Higher education schools association. The association came with the EVOS (evaluation of higher vocational education) project, which resulted for the school in obtaining a quality certificate. Our school had to undergo external evaluation, but prior to that also our own assessment, the self evaluation. This was in 1996. At that time, nobody in our educational system knew what it meant, how it is made and maybe even what it in fact was. I was lucky to participate in several study trips abroad: to England, Holland or Ireland thanks to the association. There we had lessons in basic school marketing; they taught us how to make the SWOT analysis, shared with us their experiences with the evaluation process in a school, including self evaluation. So when we were to make the self-evaluation in our own school, we had some advantage. I already followed some of the advice the foreign lecturers had given me. Especially that the whole process of self-evaluation has to be a team matter and that it is a long term process, it is impossible to make self-evaluation in several days. And after almost a year of work, we succeeded. The self-evaluation report had almost one hundred pages; we made a regular book out of it. When I show it somewhere today as an example of the school's self-evaluation output, it gives the listeners creeps. Since then I implemented self-evaluation at the school (the business academy and later also the grammar school) several times more, already before the new School Act was introduced making self-evaluation compulsory for schools. Planning the self-evaluation activities, apart from keeping some other principles, always paid off. Not only because planning is one of management activities, but also because of my colleagues who can thus know what will happen in the school and when I need something from whom. It has to be said that for some colleagues, even ten such plans wouldn't be enough; they are used to direct management. If not for anything else, the self-evaluation plan shows everybody that it is a long term process with many people involved. The self-evaluation plan has not changed much during the years at our school, it only reacts to the changes in legislation, last time it was in response to the change of the regulation no. 15/2005 Col. which changed the period of the school's self assessment and also its structure slightly.

It isn't easy to form the self-evaluation team. Could you tell us what was before it, who participates in the plan and in which way? And how do you see the headmaster's part in compiling the plan?

The whole self-evaluation process requires thoughtful and systematic

nature; individual steps should follow each other precisely. But some parts of the school life could be evaluated at any time: it makes no difference whether we will deal with the support the school provides to students at the beginning of the process or at its end. But we have to remember that the result of analysis of this partial point should come from current information. Because I have lectured self-evaluation at the university since 1999 and because I have met authors of self-evaluation reports, I know that there is no self-evaluation plan in many schools; most of the processes take place at random, often in a very short time period, often in the very end of the time appointed.

The headmaster of the school naturally plays main part in compiling the self-evaluation plan as the plan should be part of the plans for the period the school's self assessment takes place. This planning could also play the part of motivation, which is the school headmaster's business. He/she should explain at some of the employees' meetings the nature of the self assessment and its objectives. The hard tasks comes when the school headmaster has to persuade as many school employees as possible that the self assessment is not just a formal thing required by some regulation, but that it could be an activity that helps the school. But the final compiling of the plan should be a team matter. It really pays off. But it is necessary to remember that the self-evaluation process is a continuous process, we don't only plan the process for creating the school's self assessment report, even though the year the report is created would probably be a year of more intensive self-evaluation activities.

Some schools have their self-evaluation coordinator, but the law doesn't define this position. What is your view on introducing this position to the school life?

It's true. Some schools already have a self-evaluation coordinator, even if they don't have to. It is up to the headmaster of the school, I may say that a clever headmaster already appointed somebody who could save him/her lots of work to this currently informal position. But the importance of the coordinator in future would be mostly in the fact that it would be a person with all necessary competences, he/she will know more precisely how to do it, he/she will be prepared for all the pitfalls and would know how to orientate himself in evaluation tools, processes and methods. And it could of course be the school's headmaster.

Did the creation of your last plan reflect your experience with a certain method or tool during the realization of the previous self-evaluation plan?

The approach of schools to self-evaluation has been very varied until now. I know schools that focused on several surveys – for parents, pupils, their own employees. Later they presented the result with a short introduction as the result of the school's self assessment. I've also seen reports from schools' self assessments in the form of a folder with isolated results from commercial evaluation tools. Nothing against them, they may be a good help, but this should be the school's self assessment, not assessment of the school made by someone else and in a very limited form. I had in my hands self assessment reports that consisted of three pages and ones that had forty pages with many attachments. I ran through reports that were copies of annual reports because at the given school, they did not realize that the annual report contains mainly information about what happened in the school while self-evaluation has an analytic nature. In our school we know about this and so the self-evaluation report under the current legislation complements three annual reports. And the self-evaluation plan now respects this, as in all previous versions.

– Possibility or



assessment's structure. But to success, he/she should do the same with the plan. I admit that at our school the colleagues who weren't directly involved in the creation of the plan didn't pay much attention to it. And because the self-evaluation is not only the teacher's thing, but it also affects non-teaching staff, we haven't discussed the plan only in the pedagogical council. I try to involve in the self-evaluation also the school's economist, the head of the school canteen, the network administrator and the school caretaker.

When you look back, to what extent did you manage to bring the self-evaluation plan to life? If you had the possibility to do something in a different way, what would it be? What would you recommend to your colleagues – headmasters?

I remember that years ago we had to correct the plan many times, also during the last self assessment of our school, which was already according to the regulation no. 15/2005 Col., we had to make some corrections. It was at the time we worked on a school educational plan and we had no experience with it. The School Educational Programme (SEP) also contains a part devoted to self evaluation, so we were forced to adapt the self-evaluation plan according to the SEP coordinator's instructions. And in some regards it was even vice-versa. I think it isn't necessary to look at the plan as something that couldn't be changed. The life of the school brings very often various surprises forcing the headmaster to reevaluate the priorities and correct his/her activities. But I would consider not preparing an overview of tasks, terms and responsibilities because of this to be too hazardous. Hazardous not only from the point of view of time, welfare, workplace climate, but also from the point of view of the meaning of the whole process, its output towards the school's strategy. So I will give only one recommendation to my colleagues – plan also the self evaluation.

Within the Road to the Quality project, we also prepare consulting services for schools. In which areas do you think the schools need advice from the point of view of the planning of self-evaluation activities?

I welcome the Road to Quality Improvement project. At last somebody has decided to make system in one of the activities the schools have to do. The schools primarily need to know what is the self-evaluation good for and how it could help them in their work. Today some of the schools see it as an inescapable evil. One of the reasons is that they aren't sufficiently oriented in it. I work in the Road to the Quality project as a lector and tutor; I even applied for the Self-evaluation Coordinator studies because the self-evaluation is my long time interest. The project could help the school to solve the personal self-evaluation problems; it could give instructions on how to do it. And that is also in the area of planning activities in the whole process.

Which area of evaluation was the most difficult to plan in your opinion?

It isn't hard to add any evaluation area into the plan. We always have most difficulties with characterising the external conditions of the school, the school management is very hard to characterise. But even for this we have processes that help us get the most objective conclusions possible. So I might pay greatest attention to these two areas when planning. It also has to be said that all self-evaluation phases are important, but what I find most complex is the motivation: to persuade the school employees about what the self-evaluation is good for, what it could bring us, how its results could be reflected in our school's strategy. During the planning, it is important to try to involve as many employees as possible in the self-

Necessity?

-evaluation process and to not forget to incorporate the results of their work, their formulation of ideas, into the final report. Once an employee finds his/her idea in the text, he/she will look on the self-evaluation results in a different way than if the school management or headmaster made eventually in another way or even alone.

Do you think it is good to consult the plan with the school authority? And how was the discussion of the plan in the pedagogical council at your school?

I don't know to what extent it will help the school. Regarding the fact that until now it has been only the Czech School Inspection that seemed interested in the self-evaluation reports and that most school authorities at the level of municipal or regional authorities has never showed interest in these reports, self-evaluation process, or its results and conclusions, I don't see any reason the school should consult the plan with its school authority. I consider the discussion of the plan with school's employees to be especially important. It isn't required by the law; the headmaster is only obliged to discuss the proposal of the self

In March 2010 the pilot term of the educational programme „Self-evaluation Coordinator“ started. The study of this programme is realized as part of the „Road to the Quality“ project, activity D – Education, by the National Institute for Further Education (NIFE). All 13 regions and Prague participate in this programme. Monitoring is provided by the activity D warrantors Iva Shánilová and Věra Mühlheimová and regional warrantors from NIFE regional offices.

217 Self evaluation coordinators get trained

The combined form of study, which includes 50 lessons, is divided into 30 lessons of education in class and 20 lessons in e-learning. Studies contain 5 educational modules:

1. Introduction to self-evaluation
2. Self-evaluation planning
3. Self-evaluation process
4. Self-evaluation output
5. Evaluation of the self-evaluation process

E-learning course that includes study texts for each module including attachments and tasks, references to study resources and obligation to chat the theme of study will allow the participants good preparation for the meeting in class and a possibility to confront the study results with the reality at their schools.

The main goal is to remove barriers in approaching the school's self assessment, i.e. master the core of planning, the process itself and self-evaluation (SE) outputs as one of the important factors in continuous development of the school. A graduate of the educational programme will master orientation in legal regulations and other documents connected with quality management and school's self assessment. He/she will be provided with competences necessary for making the school's self-evaluation plan, i.e. he/she will learn to identify the needs of the school, choose priorities, formulate objectives and criteria of their fulfilment. He/she will be able to choose and apply a suitable evaluation tool,

Travel Diary

compile the self-evaluation report and include its output into other, especially strategic, documents of the school. The „Self-evaluation Coordinator“ educational programme is mainly focused at gaining and developing professional competences. Regarding the fact that this work becomes

an integral part of the school management, it is of course accompanied by the development of personal and social competences, e.g. communicativeness, empathy, self assessment, leadership, teamwork. All these competences play some part in the concrete activities of the coordinator.

In his/her work, the self-evaluation coordinator:

- Motivates colleagues for self-evaluation processes in the school.
- Initiates team cooperation of all self-evaluation participants.
- Moderates the discussion, supports the culture of constructive argumentation.
- Manages conflict situations, seeks alternative solutions.
- Creates the climate of mutual confidence, supports openness and initiative.
- Educates himself/herself continuously, works on his own development.

And as a professional responsible for managing the whole self-evaluation process of the school, the SE coordinator has the following professional (management) competences:

- Orientation in legal regulations and other documents connected with quality management and with the school's self assessment.
- Critically analyses the quality management models.
- Plans the school's self-evaluation processes.
- Coordinates the self-evaluation process.
- Effectively uses relevant data sources.
- Analyses the data gathered and interprets the results.
- Compiles the school's self assessment report.
- Suitably applies individual parts of the school's self assessment report into other documents of the school and presents it in various contexts.
- Initiates functional interconnection of all the self-evaluation processes in the school.
- Evaluates the realized self-evaluation process.
- Identifies or procures suitable forms of self-evaluation support for his school.
- Understands the ethical questions of self-evaluation and could create a non-threatening environment in the school.
- Uses suitable methods and forms of team cooperation.
- Identifies suitable forms of support in the self assessment area.
- He/she is able to manage metaevaluation.

Organisation of the studies (seminars) is up to the individual regional offices of the National Institute for Further Education in the competences of regional warrantors. They provide all the documentation to the courses, cooperate with lecturers and tutors, provide technical base necessary for teaching and e-learning, work with evaluation questionnaires. Regular meetings with the students of the educational programme, communication with schools in their region and providing professional support are an integral part of their activities.

As Friedrich von Schiller says: „Those who are patient enough to do simple things perfectly are learning the art of doing complicated things easily“. We wish all the participants a successful study.

George Shinn: Don't believe that anybody succeeded only by themselves. We can reach our goals only with the help of other people

Iva Shánilová



Peer Review

– collegial learning

What is Peer Review?

Mutual sharing, learning and assessment between „equals“ (peers) have very good results. The goal of Peer Review or assessment by those who are equal to the assessed is to contribute to improve the activities of the assessed. The term peer Review is most often used for a necessary part of scientific publications when colleagues from the same field of study anonymously evaluate works presented for publication, so that the author gets input for improving the work.

Learning among equals and assessment among equals come from the fact that people of the same age or status could mutually teach each other in the so-called nearest development zone. This means they could overcome problems they aren't at that time able to manage by themselves, but with which somebody, who is only a small step in front of them, could help them. Peer learning is very effective, because the peers don't have to overcome the barrier of inequality, they understand each other well, they have similar experiences, solve similar problems, have the same dictionary, aren't afraid to ask and don't have to pretend they know something they in fact know nothing about. Thanks to common practical experience and equal positions, they could trust each other and this allows for easier learning.

Even though peers sometimes in practice don't trust themselves, because they think they aren't experts in the given area, this is in fact their advantage. Experts usually have very good theoretical overview of the field, but they often aren't able to help with apparently easy practical problems, because they are far from the practice. They use technically correct, but for the people from practice sometimes too complicated vocabulary full of „strange words“ and „redundant terms“ (quibble).

Another important feature of learning and assessment between peers is imitation and clearness. People learn skills by their own activity, but it is supported by imitating the activities of others. Peer learning and peer assessment provides a chance for people involved in these processes to learn by watching and then easily implement into their own practice many things from the others. During Peer Review, not only the assessed learns, but also the peer who assesses learns something.

Czech schools and Czech teachers are used to mutual visits from some of the older programmes, which paid attention to building networks (e.g. School supporting health). The Peer Review activity in the Road to Quality Improvement project goes one step further. It invites the schools involved to intentionally assess the chosen areas of school life with the goal of providing the school with such information that will help it to see itself from a new point of view and use it for improving its own work.

In the activity, the assessed schools will meet a peer's team, i.e. groups of four teachers from a similar school (one or two of them). The assessed school will start from the current self assessment and choose two areas, in which it would like to get information from external observer and assessor, i.e. the peer's team. The school will provide its peers with important information, especially those parts of the self assessment report that involve the chosen quality areas. Arranges a visit with the peers, during which the peers get more information to both of the quality areas. Peers make a report for the school, in which they will describe the school's strengths in both of the chosen areas and also describe where the school has opportunities for improvement. The assessed school will use this report to update its school development plan, i.e. sets new objectives for its development, based on the Peer Review process report. And also the peers will get something – they could also use many of the things they will learn during Peer Review, in their own work.

Pilot testing in the peer review activity started

The Peer Review activity started on March 10th by pilot testing of the first meeting, which will come before the Peer Review of the involved schools itself. The first meeting serves for the schools to get a better idea of the Peer Review, make clear how it could be good for their school, what the requirements are of the Peer review process from both the schools and individuals involved. Because it is important for both the peers' team members and the assessed school to have similar experience, we invited two elementary schools and two secondary schools to the pilot meeting. Unfortunately one of the schools invited made apologies just before the meeting. But the „abandoned“ school was quick in finding a replacement.

Why are the schools that met at the first meeting interested in Peer Review? It showed that what the schools miss most are clear processes for self evaluation, which they could apply in their own practice. Schools are asking what they should assess – they consider the regulation to be too general – and how should they do it. The strongest call of all at the first meeting was for clear description of quality areas, for criteria and simple tools for gathering and evaluating data.

Peer Review will allow the schools to exchange such tools and experiences between them if they have it. But in any case, they will get inspiration from the project, which creates and verifies evaluation tools for schools.

The article about colleague's assessment using Peer Review, written by Hana Košťálová, already told you how the exchange of experiences and mutual teaching is done, what happens during these processes and you learned about the possible profiles of schools from these activities in the so-called nearest development zone. Another form in which the processes of mutual sharing of experiences take place is mutual visits in the school.

What is the main reason of these mutual visits?

The central theme for both partner schools is the school's self assessment (but this is also true for the Peer Review and workshops we organise within our project – only the way we work with this theme is always a bit different).

The partner schools should be schools with similar experiences and they should also be ideally similar in matters like the size of the school and of the city (village) the school is in and what is most important, they should be schools of the same type. With such schools, we could expect to deal with comparable problems, so that the solving of similar situations could be easier to transfer.

The mutual visits of the two schools are an intimate activity. The schools mutually allow their colleagues into their „kitchen“ and let them look „under wraps“ of their art. That's why we think it is important that the two schools aren't rivals. In case of schools that are very specific, unique, in their activities, it is extremely important to put the schools into pairs with great consideration. In case there are only a few schools of the same orientation, even long distances couldn't guarantee that

the subject of involvement of the teaching staff in the school's self assessment process and mutually provide tips for the best possible work with the teaching staff.

We also created instruction questions for the discussion. It is possible to use them during the visit:

- How does the self-evaluation fit into the school activities?
- How does the self-evaluation manifest in the normal course of the school?
- How did you set the goals of self evaluation? Do you choose priorities?
- How did you make the plan for the given period?
- Do you focus on a certain area? How do you choose it?
- Which criteria did you choose for the given areas?
- Were the criteria set correctly? What was good, what wasn't?
- Who participated in the self-evaluation and how? What were the concrete tasks? How did you motivate the teachers involved in the self evaluation?
- How did the work on self-evaluation affect the relationships in the school?
- Was the self-evaluation plan approved by the pedagogical council?
- How do you choose the self-evaluation tools?
- Which self-evaluation techniques and processes do you use most often?
- To which areas do you have enough tools and are you satisfied with them? To which one you don't have enough tools?
- What are the limits of self-evaluation tools? How do you check whether an objective was fulfilled?
- How did the self-evaluation help you? In which areas?
- Which measures did you make after the self evaluation? Did you make a

Mutual visits of the schools

they aren't competitors. But generally we are inclined not to recommend the pairing of schools from the same city (or in case of large cities from the same district).

Prior to the visit, the schools will choose after mutual agreement at least two areas (or subareas) of the self assessment that will be the areas of interest they will examine during the visit. Usually the „home“ school chooses these areas, but also the „visitors“ may suggest the areas of interest. It is then up to the home schools whether they accept such suggestion. When the areas of self assessment (or quality areas if you like) have been chosen for the visit, the home school sends the visitors documents concerning these areas prior to the visits (especially the self assessment report), so that the guests could read them before the visit. This is reciprocally repeated during the second visit when both schools exchange the roles of the home and the visiting team.

How do the schools decide which areas to choose for sharing experiences during the visit?

These questions could help them:

- Which quality areas are especially important for you? Why? (E.g. those areas that our school presents to public; areas the parents or school authority are especially interested in; areas in which we couldn't achieve a positive change in a long time.)
- In which priority areas did we increase the quality of our work during the last period?
- In which areas are we in doubt about the quality level achieved, or about whether we are able to assess the quality realistically and we would like to compare our view with someone else's?
- Which areas would we like to focus on in the nearest period?

During the visit itself, the representatives of the schools will discuss the way individual phases (i.e. from the self-evaluation planning through realization, evaluation, making the plan of improvements – measures) in the chosen areas of the self-evaluation process took place in their school. They should deal with the questions of where the difficulties were and what, on the other hand, went easily. It is also good to touch

plan of improvements? How?

- How were the measures carried out? What did it bring to the school?
- What went best during the self evaluation?
- What are the most difficult parts of the self-evaluation for you?
- How did you manage the task?
- What would you need to improve in the self evaluation?
- What did you learn the self evaluation?
- What will you do in a different way next time?
- Who did you tell about the self evaluation? The school council? Parents? The school authority?
- How did the CSI approach your self evaluation? And the school authority?

It is also necessary to say that during all activities of the project there are considerations to make about their ethical dimension, in the Mutual Visits activities the schools pledge that the materials provided are meant only for this activity and that the partner schools will handle all the mutually provided facts and all findings as confidential information when they give feedback only to its addressees.

At present, we pilot mutual visits with two elementary schools. At 11th March 2010 they met for the first time, the schools learned what this activity is about both from the content and organisational point of view. The pilot schools (Kunratice ES and 1st ES Plzeň) are taking part in the adjustment of the so-called „scenarios“ of mutual visits and already during this first meeting the representatives of both schools gave the authors of the screenplays very valuable feedback. The verification of the functional adjustment of the screenplays will take place mainly during the visits themselves. The first meeting was meant for the schools to make contact, and „liking“ each other is a key fact for further cooperation. The schools agreed on the dates of pilot meetings on both schools, they will take place at the end of April and at the beginning of May. During the preparation, the schools will choose the quality areas for discussing, they will mutually send documents concerning these areas and they will prepare the visit itself in cooperation with us.

What did the schools ask for at the initial meeting?

- They would like to prolong the one and half day meeting to two full days, in order to manage to visit also the lessons at the partner school.
- They would like to have the dictionary with self-evaluation terms in order to understand each other better.
- And what did the project representatives say to this?
- It isn't unfortunately possible to prolong this meeting – because of the increase of the project costs and also because it is necessary to verify in the pilot testing a model we expect to be possible also for the other schools.
- The dictionary is now in a working version, it is only possible to publish the entries after they are reviewed.

In general, the atmosphere was enthusiastic and creative. Have a look at the authentic quotes of the representatives of both schools:

What do you expect from the mutual visits?

- To look under wraps
- Mutual enrichment
- Comparison and inspiration – i.e. looking for ways
- Motivate ourselves – prevent burnout
- Safe visit with open discussion
- Making personal contacts
- Exchange – of documents and ideas.
- In the area of self-evaluation
- exchange of tools
- adjustment of the self-evaluation system
- external + internal assessment – inspiration
- how to develop the teaching process and its evaluation
- Overlap of the project – visits of schools by other teachers

What do you need to learn today (i.e. at the first meeting)

- Methodology of the visits – rules, organisation
- Time schedule
- System for the communication between the two schools
- Monitoring and report from the visit
- Evaluation and feedback from the school

What do you look forward to?

- New environment
- New meetings – new colleagues
- I'll learn something new
- Nice feeling from discovering (method...)
- Gaining motivation
- Mutual discussions
- Learning „journey“ – experience
- Nice change in the working week with colleagues
- New stimuli
- Evening meeting and good food
- That something is going on again
- We look forward to the swimming pool and strawberries J

What are you afraid of?

- Something will happen and we will have too little time to prepare and realize the visit – time load on the participants of the project
- I hope the papers wouldn't get written on only to have them like that
- For the visits to get really used effectively

Thank you for the pilot schools – 1st ES Plzeň, Západní 18 and Kunratice ES, Předškolní 420/5, Prague 4 for their enthusiasm, cooperation and feedback they provide to us

Jana Ostrýtová

Workshops



Creative and presentation workshops were another activity we pilot-tested during the March. The objective of the workshops was sharing of both positive and negative experiences from performing to self assessment of the school.

Report from the pilot-testing of the workshops

The workshops took place on 15th and 16th March 2010 in Prague 1 and they were led by Mgr. Kateřina Žežulová and organized by Mgr. Jana Frischmannová. Both workshops were based on active learning, they included a moderated discussion at the given theme, sharing and transferring experiences and seeking for ways to do this process in schools in the most effective way, so that it would positively influence the activities of the school and especially improve its quality.

As an example, we will provide the associations of school's representatives for the word self evaluation

- Not really feeling like doing it, but then it proves meaningful
- We don't know how often to assess and choose other objectives
- Necessary connection with real (visible) measures – otherwise it has no sense
- Missing methodology
- Scepticism
- Sense of pointlessness
- Solving the insoluble
- Terminological mess
- Fear of possible misuse

- Where to seek for advice and experience
- The question whether the self assessment is objective
- Very complicated – which criteria to use for assessment?
- Necessary cooperation of schools
- We don't know how to eliminate the school's weaknesses
- We don't know how to use our positives

Many good ideas and inspirations came from both of the workshops. They will be used in adaptations of the scenario and in future workshops. We thank to all the pilot schools.

And how exactly does the workshop go?

The total of about 20 participants (2-3 representatives from each of 7-10 schools) takes part in a one-day workshop. There are various alternative compositions of participants from the schools of the same type, but also from the schools of different types, tested at the workshops.

The presentation workshop is based on the preparations of schools for this action, because the other activities follow up the presented contributions of individual schools, with the theme of: „How are the self assessment procedures going in your school“. The participants talk about their planning of the self assessment, how they set the areas and criteria, which tools they used, how they evaluated the data and compiled the report from the school's self assessment. A discussion follows after each presentation, while the expert present uses the leading questions (see below). Most important points in the presentations that interested the participants are noted on a flipchart. The discussion is then led so that the participants realize what was interesting, what they take home, what is transferable to their school, what they want to avoid, etc.

During the creative workshop, the expert after the introduction gets the participants into the right mood for self-evaluation by questions of the following type:

- What do you think is the main meaning of self-evaluation for your school?
- What feelings does the term self-evaluation invoke?
- Self-evaluation is when...

Group work follows. Every school in turn presents its own self assessment to the group, with the specification of the steps they have made in the school and which phases of the self-evaluation they went through. Representatives of the school try in the groups to find the steps they had to make to make the self-evaluation effective. The group writes this generalisation as an output to the flipchart, presents its conclusions in front of the other groups and then the following questions are discussed:

- Did you come upon something that could improve your process, phases?
- Did you like something you heard from the other groups?
- Have you learnt something new?
- Have you confirmed your opinion?

The participants assure themselves in what they do in the self-evaluation process the same way as their colleagues, learn that they deal with similar difficulties as other schools, get concrete practical input, inspiration to improve the work.

The school representatives than work in newly created groups, so that as many people as possible get into close cooperation, and solve concrete questions:

- What do we consider problematic in the self-evaluation processes, or in what did we succeed?
- Which evaluation tools proved useful for us?
- Where do we see pitfalls?
- Where do we have gaps?
- What do we need to learn?
- What should we improve?

In the end, the workshop participants discuss about what they take back home from the workshop, what is transferable to their school and what will be the first thing they do when they return to the school.



A project conference was held in every regional capital from October to December 2009. Its goal was not only to introduce the project, its plan of activities and methodical support being prepared, but also to arrange the meeting of participants of internal and external evaluation – school authorities, representatives of the Czech School Inspection and school headmasters who presented their experiences with evaluation and self evaluation.

What we learned from you in the Surveys

A short survey the participants could fill in was also aimed at the problem of internal and external evaluation. All the conferences were attended by the total of 870 participants, the return ratio of the surveys was quite high – 63%. School headmasters (60%) and deputy headmasters (25%) predominated among the respondents, only 13 people (2%) of people from the school authorities or school inspection (the external evaluation of the schools) took part in the surveys. Almost half of the survey participants was from elementary schools (44%), other two most represented groups were vocational secondary schools (16%) and nursery schools (12%).

Because of the number of respondents in the survey, which is quite low (552), it isn't possible to make global conclusions from them. But it is nevertheless interesting to look at the results of the surveys.

Four questions were asked in the survey being formulated to allow all the parties concerned to answer them.

- Do you find the approach of the school authority to school evaluation satisfactory?
- Do you find the approach of the CSI to school evaluation satisfactory?
- Have you experienced the self-evaluation results to change the approach of the school authority to the school?
- Have you experienced the self-evaluation results to change the approach of the CSI to the school?

It was possible to answer yes – no – I don't know to each question and also to add comments to one's answers.

So what were the results?

About a half of the respondents consider the approach of the school authority to be satisfactory, less than 20% unsatisfactory. The answers to this question mention dissatisfaction or disappointment caused by the lack of interest about the school's self-evaluation on the side of school authority, some schools would appreciate feedback from the school authority, but this area of their cooperation has difficulties. The elementary schools and nursery schools are the least satisfied in this regard, the vocational secondary schools are the most satisfied.

We couldn't also omit the nearly third of respondents who aren't able to respond to this question, probably because there isn't yet any communication between the two partners about this.

More positive was the approach of respondents to the approach of CSI. More than a half (57%) considers the approach of CSI to the school's self-evaluation to be satisfactory, only 4% expressed dissatisfaction – comments talk e.g. about the subjectivity of inspection teams, formalism and the absence of clear criteria. But also here more than a third of schools couldn't answer this question. This perplexity about the approach of external evaluation is one of the main negative findings of the survey, which will be further used in the project activities. As for working with the school's self-evaluation results, 70% haven't experienced a situation, when the school authority intervened in the school life because of the results of the self evaluation. Just 8% states that they have met this situation and the open answers inform us mainly about financial changes, material support or organisational changes (incorporation of schools or dismissal of the headmaster). 20% respondents weren't able to answer the question. Regarding the CSI and its work with self-evaluation results, 19% of the respondents met a situation, when the results of school's self-evaluation influenced the evaluation of the schools – mainly at nursery schools, elementary schools and grammar schools. But also positive voices appear in the open answers about the concrete steps taken by CSI in this affair. One third of respondents were not able to answer this question – this could be thanks to the fact that CSI haven't yet visited the given school after the legislative requirement for self-evaluation by the school was created.

We would like to thank to all the respondents for filling in the surveys. The evaluation of the answers shows that this problem is relevant and discussion and concrete steps for common way of internal and external evaluation are necessary. The Road to Quality Improvement project tries to help with solving these problems and the activity presented in the attachment of this issue of the bulletin is specifically aimed at this.

Lucie Procházková

Filling Station

How were the criteria you'll find in the attachment created?

The working group of the „Road to Quality Improvement“ project gradually elaborated criteria for the assessment of the self-evaluation in the activity „Assessment of the self-evaluation from an external point of view“. The criteria result from suggestions and discussions of the working group from May 2009 to March 2010. The working group includes representatives delegated by the elementary and secondary schools associations, representatives of various types of school authorities and other professional institutions (you could get to know the members in the first issue of the „On the Road to Quality“ bulletin). The discussions and documents prepared use the words „self-evaluation of the school“ and „school's own assessment“ as synonyms. One of the first tasks for the working group was to create the „Criteria for Evaluation of the Plan, Process and School's Self Evaluation“ that you can find in the attachment of the bulletin. The criteria are divided according to the individual areas of quality of the self-evaluation and they are meant mostly for the reflection of the self-evaluation activities. They also make a sort of instructions for making the self-evaluation in a good way. The source for explanations (descriptions) of the criteria are the project web pages www.ae.nuov.cz. We don't give these descriptions in the printed form of the bulletin. The reason for this is that they are continuously made more accurate and adapted on the basis of initiatives from schools. We hereby invite you to send us these. Please use the structured form at the published criteria or the e-mail address erika.mechlova@osu.cz up to 30th September 2010.

Criteria were elaborated for the following areas of the school' self evaluation:

- A School's self-evaluation plan
- B School's self-evaluation process
- C Report from the school's self evaluation

More about the criteria in the Annex. Recommendations for the use of these criteria will be created in connection with them.

Erika Mechlová, guarantor of the B3 activity



There is a very decentralised school system in the Netherlands, which is bound together also by an offer of centralised quality assessment e.g. by CITO performance tests (could be compared to our CERMAT organisation) or a recommended framework for the school's self evaluation, which has an informal, but a long tradition..

Four requirements got settled for determining the educational quality inside the school in the society.

1. Assessment of quality focuses on primal processes of teaching and learning.
2. Assessment of quality is based on connecting the opinions of direct participants inside the school, so it is not a work for other people out of the school.
3. Assessment of quality is a natural part of jointly planned and shared educational processes, including changes and innovations.
4. The way the quality is provided must be adapted for the needs of every school; it is individual for each school especially in terms of content and focus.

School management's role

The school management plays an important part in the process of providing the quality of education. The school management has not only to set an example, but it has to take an active part in caring for the education quality and ensuring the proper conduct of the whole process. They are also responsible for transferring competences during this process. If the parties involved, i.e. pupils and students, parents and employees, are co-responsible for quality or for the development of individual parts in the quality provision, then the school management transfers the carrying out of the process or its parts into their hands. The school management of course has to monitor everything and guide the students, pupils and parents so that correct results are achieved. The school management also decides about the form of the school's self-evaluation in a given period.

There are several general recommendations:

- a) Dividing responsibility between other participants. E.g. one secondary school (not mentioned by name) decided to focus on the way its pupils study. Teachers, who were interested, watched pupils during their study, surveyed their possibilities and tried to apply them in their teaching. The quality of the primary process was thus connected with the professional quality of the employees and competences were transferred to employees. This built a base of the relationship between the care for the quality of education and direct supervision of teachers.
- b) Connecting the quality of education and care for it with what people (teachers and pupils) want to learn.
- c) Connecting the quality of education and care for it with the direct supervision of teachers.
- d) As the headmaster of the school, try to get the best of your employees and together with them (either with individuals or with the whole team) create a connection between their competences and the quality of education in the school.

School's self-evaluation plan

Provision of quality is connected with the processes the school itself planned. During the control phase the school assesses whether the objectives or activities the school set in its plan were correctly realized. In other words, the school carries out the self evaluation, self assessment or school's self-assessment; the Dutch don't care much for the

Journey around the World

terminology and use the word „zelfevalutie“, i.e. self evaluation.

The whole process of the school's self-evaluation in the Netherlands usually consists of ten recommended steps, which are detailed below. After carrying out these steps, the next thing that follows is usually the so-called visit-check, i.e. assessment of teachers and pupils and processes connected with them by people not participating in the school (e.g. critical friends). This visit-check is usually done by, for example, employees from a detached workplace of the school or from a peer or cooperating school.

The number of people or groups collaborating during the third, checking step and number of people or groups participating in the fourth step (see below) can be different in each school. Some schools decide for a limited number of participants, while other schools involve as many

Experience from

pupils or students, parents and personnel as possible.

For each step, we will state who carries out this step, who participates in it and what activities have to be made and in which part of the school year it is advantageous to do this. We will also include tips for successful realisation of each step.

Overview of the self-evaluation plan:

Step 1: Choosing main points for assessment of changes

Step 2: Creating a plan of the self evaluation

Step 3: Creating a checking system

Step 4: Planning the gathering of data

Step 5: Preparing interviews, observing (most frequently used methods), or other methods

Step 6: Collection of evaluation data

Step 7: Processing the self-evaluation data and preparing the discussion

Step 8: Collective discussion

Step 9: Making the evaluation report

Step 10: Distribution of the report

Step 1: Choosing main points for assessment of changes

Carried out by the headmaster or school management

- decides the evaluation should take place;
- explains that the school will learn from the results of the evaluation;
- decides about the main points that will be evaluated;
- explains how they will further deal with the results (improvements in strategic, tactical or operational processes; allowing visit-checks; distribution of responsibilities for concrete tasks and their fulfilment processes to the management, inspection, parents, pupils or students);
- sets the overall time horizon;
- appoints the coordinator of the self evaluation;
- decides who will take part in the evaluation process;
- decides who will receive the results and conclusions of the evaluation;
- discusses the aim of the evaluation (and participants) with the people involved.

This step is usually carried out in the end of the school year, i.e. in May. Recommendations resulting from the practice:

Set a period of approximately one year for planning and carrying out the self-evaluation and visit-checks. Inform the people involved about the phase they will get involved in the process (third control phase or fourth phase). This will help you prevent unclearness e.g. about division



of work between the school council and parents, pupils or students and employees outside the council. All will know in which time they could affect the whole process.

When choosing the neutral coordinator, use, for example, the following criteria:

- Is he/she able to manage and stimulate all participants?
- Does he/she have analytic abilities?
- Does he/she have organisational skills?
- Do the participants respect him/her?

Appoint the coordinator. If the school has its own network administrator, use his/her skills, if the data are to be collected digitally. Appoint the staff members that will carry out the visit-checks at other schools (it is

the Netherlands

usually about 20 hours per year).

Step 2: creating a plan of the self evaluation

Carried out by the evaluation coordinator.

The coordinator creates an evaluation plan: who will do which activities and when; who will participate in the given activity.

This step is carried out before the beginning of the school year (end of August). Choose a group of people with knowledge in the given area.

Step 3: Creating a control system

Carried out by the working group led by the coordinator.

To assess the quality in a responsible way, it is necessary to create a checking system and set points that are fundamental for quality. The working group elaborates criteria for each change: our education and teaching complies with these global quality requirements. The working group elaborates indicators for every criterion: these are facts, events and activities that show the level of compliance of the education with the chosen criteria.

This step is carried out during September and October.

Recommendations resulting from the practice:

The working group uses working plans of the given departments, detached workplaces and teams to create the criteria. The working plans often contain objectives and activities that could be decisive for criteria and indicators. For the sake of formulating the criteria, answer the following questions:

- Which points of view are connected with the given criterion?
- What are the minimum requirements for talking about „quality“?

Formulate every criterion in the form of a general rule: This is how we work in our school. Or: We want to achieve this at our school.

Choose indicators for every criterion by constantly answering the question: What are the concrete things that could show us that the criterion is fulfilled?

Use brainstorming to reach the required criteria and indicators:

- Every member of the working group writes the criteria individually.
- Organise all the criteria. What belongs to what?
- Choose the criteria that are most important for your school.
- Define the indicators for the criteria in the same way.

If a large number of smaller groups is going to be surveyed during the self evaluation, don't use more than three criteria and 25 indicators.

Tell the criteria and indicators to all other participants in the school: to the headmaster or school management, personnel, pupils or students and parents. We propose you to create the criteria and indicators with an internal group (working group), around which an outer group moves, which could get into the inner group in case of need.

Step 4: Data gathering plan

Carried out by the working group led by the coordinator.

The working group creates a plan for data gathering for the self evalua-

tion. The plan has to contain:

a) Data sources proposal: interviews, e.g. with parents, pupils or students, personnel, members of the school management, study counsellors; observing, e.g. in classes, observing the interviews with pupils or students.

b) Survey techniques proposal: Describe the survey techniques to use: observing, interviews, written surveys, document analysis, video recordings, etc. Decide up to what extent are the questions for interviews and written surveys prepared in advance and whether they are open or closed questions.

c) The process that follows after the data are gathered and processed: Which sources were asked and in which way? How long did it take, who did the collecting, who made the reports? If different groups of participants were asked in a short time period, it is necessary to make a concrete schedule of interviews: who asked which group?

d) The people participating in the interpretation, elucidation, assessment of findings and formulation of recommendations. To make this something that is possible to describe as a collective process, the results of the survey must be interpreted and explained together and there must be a decision, in which points it is necessary to improve the quality. This could be communicated and a recommendation formulated. It is necessary to plan the discussion and appoint the person that will lead this discussion (step 8) in connection with this.

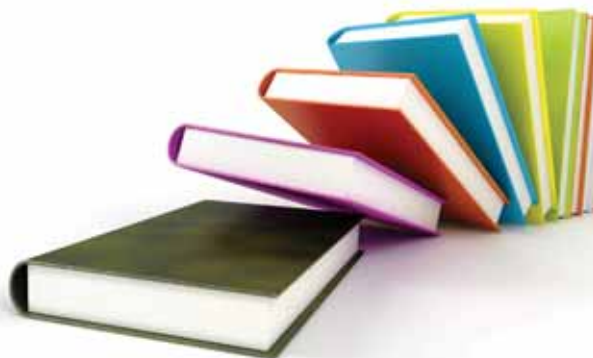
This step is carried out in October and November.

Recommendations resulting from the practice:

Make open interviews with a lot of space for other questions. Check the facts first of all, not opinions. Use at least two sources, more if possible. Interviews with parents and pupils or students and observing practice enrich the information gained. Fill in the answers and information gathered into a form prepared in advance as soon as possible. Gather the data in a relatively short time period, so that you could use maximum focus of the participants and the working group.

Step 5: Preparing the interviews or observations

Carried out by chosen assessing persons trained by external or internal coaches.



Questions regarding the survey included in the step no. 4 are formulated into concrete questions for interviews and into individual categories of observations. As this activity requires quite a lot of skill, it is necessary to train the assessing persons in the following:

- choice of testing points
- formulation of questions for interviews and formulating individual categories for observations
- skills in the area of interviews and observations
- making the reports

This step is carried out in November.

Recommendations resulting from the practice:

Reserve one afternoon for this activity. Let the assessing persons train in pairs or groups of three.

Step 6: Data gathering for assessment

Interviews and observations are carried out by a chosen group of assessing persons from the school itself.

The network administrator gathers the digital data under supervision of the self-evaluation coordinator. Written surveys are carried out by the self-evaluation coordinator, alternatively with the help of administrative workers. This step carries out the plan created in step 4.

This step is carried out at the end of November at the earliest and at the beginning of January at the latest.

Recommendations resulting from the practice:

Fill in the answers and information gathered into a form prepared in advance as soon as possible. If more than one person makes the interviews, it is necessary that these people later assessed the interviews carried out and record the most important points.

Step 7: Processing the self-evaluation data and preparing the discussion

This step is realized by the coordinator, alternatively with the help of the network administrator.

This step is about:

a) First processing of data:

- summarize the reports from interviews and observations
- counting and dividing answers to the written survey, or calculating the average values

b) Preparation of the step 8: discussion. Discussion of participants in connection with the results, preliminary data. Invitation of participants to the discussion. Invite e.g. three representatives from each participating and interviewed group.

This step is usually realized in January.

Recommendations resulting from the practice:

- Divide the data into individual categories.
- Mark accords and differences of individual sources.
- Express the results in a graphic form according to individual indicators (see step 3).
- Invite different groups to the discussion: in any case the representatives of the groups interviewed, but also experts from the participants which weren't interviewed.
- Prepare the programme of the discussion that will be led by the self-evaluation coordinator.

Step 8: Discussion

The discussion is led by the coordinator. Members of individual groups discuss in groups. They discuss the programme prepared in the previous steps.

This step takes place at the end of January or at the beginning of February.

Recommendations resulting from the practice:

- Make sure to have enough written materials.
- Make sure that the participants shared their own concepts they use for interpreting the evaluation results with others. Seek especially agreement in concepts and discuss the differences. It is important to make a partial overview of the practice (second phase of the circle – realization of the plan) and of the evaluation results (third phase – control). After this part is closed, there comes the time to seek practical recommendations and opportunities for improving the quality.

Step 9: Making the evaluation report

The coordinator makes the report:

- based on the results of the discussion, he/she prepares a concept of the self-evaluation report;
- discusses this concept with the working group;
- makes the final version of the self-evaluation report;
- makes a brief plan of communication who will receive the self-evaluation results.

The report is made during February.

Recommendations resulting from the practice

This content structure proved useful:

- Introduction.
- Participating members of the working group.
- Criteria and indicators.
- Work process.
- For every indicator: results (with the use of results from the step 7), assessment and recommendations (based on the results of step 8).
- Summary.

Submit the self-evaluation report to the school management and teaching staff. If some visit-checks follow the self evaluation, make sure there are reports from them.

Step 10: Distribution of the report

The coordinator is responsible for this step.

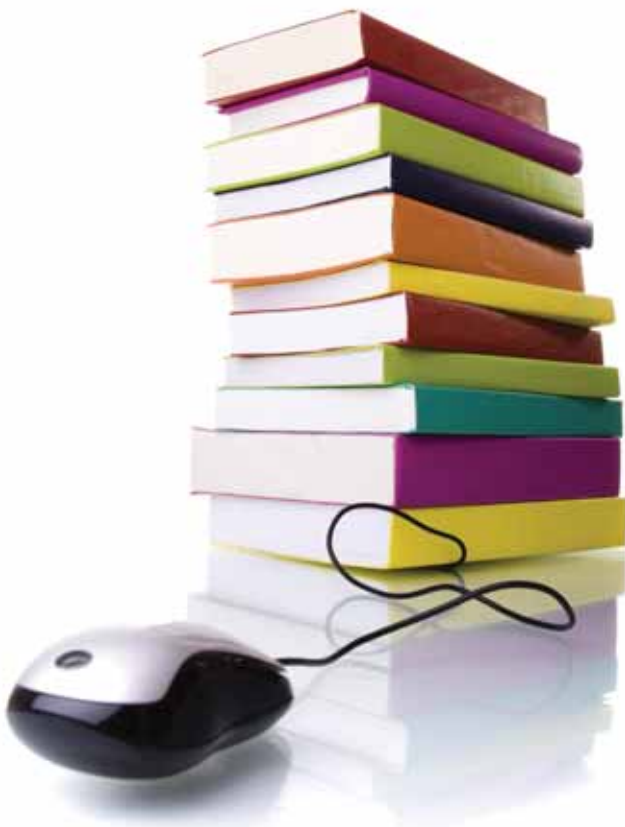
The self-evaluation results must be distributed according to the plan, as soon as possible, at the end of February or at the beginning of March. Recommendations resulting from the practice:

Give individual teams some space to discuss the relevant self-evaluation results. Use the same process as in step 8: make sure the participants involved shared their own concepts with the others and think of what could be improved next year. The leader makes sure all phases of the „circle“ are kept. What was the second phase of the circle – the realization of the plan like? What are the results of the assessment (third phase – control). What are the interpretations, explanations and opinions of the given team, group? What are the possibilities for improvement and what will they mean for the next year's plan? Use the self-evaluation report to write a short report of progress and results that were decisive for further orientation of the school's development.

Sources used:

- Haan, de T., Jansen, H.: *De nieuwsgierige school*. Utrecht, APS 2006.
- Haan, de T., Meer, van de T.: *Zeg het met feiten*. Utrecht, APS 2007.
- Organisation of the Educational System in the Netherlands.2008/09. Bruxelles, EURYDICE 2009.
- Rýdl, K. et al.: *Self-assessment of a school*. Prague, STROM 1998

Karel Rýdl



Project Team recommends new Books

AE Koordinátor (SE Coordinator).

Study text for the full-time study programme, Prague: NIDV, 2010. ISBN 978-80-86956-57-2 (online in Czech) <http://www.nuov.cz/ae/vzdelavaci-programy>

Quote from chapter 2.4. School's self-evaluation plan:

„The quality plan is a document specifying the processes and connected sources that will have to be used. It specifies who will use them in a concrete process and when. It should be realistic, not too ambitious and not too easy. There shouldn't be more than three or four main priorities emphasized, even though each priority could contain many elements. If the plan is realistic, it is much more likely that it will be put into practice. Every school has its own history and culture, from which its unique plan comes.“ (Šlajchová, 2007)

Planning phases:

- learn the current state and find the priorities
- set areas and sub-areas (out of the regulation and the current state)
- set concrete goals (what should be reached)
- set and formulate criteria, indicators
- choose suitable evaluation tools
- set the time schedule of observation
- divide responsibilities and powers to individual members of the school team (engaging the people – delegating tasks)
- identify sources of data and information



Evaluace ve škole (Evaluation in school).

Orbis scholae, 2010, year 4., issue 1, Prague : PedF UK, 2010. ISSN 18002-4637 (online) <http://www.orbisscholae.cz>, section „Archiv“ (Archive)

Quote from the introduction: „Pedagogical practice develops fast in many of its partial areas. It has many reasons sometimes even conflicting ones. Regarding the schools and the school system, one of the reasons is e.g. the stronger accent on such arrangement of the public sector (and schools and school sector within it) for which the main characteristic will be decentralisation and relative autonomy of the institutions, but at the same time a strong pressure to the schools to present the results of their work and assessments. In this case the idea of provide for quality mostly by a system based on the ways used in the commercial sphere wins. But at the same time – from de facto opposite positions, i.e. from positions accenting the specific characteristics of the public sector and its components – underline the importance of reflection, development of schools from inside, participation, dialogue of the involved. Quality in the second case is provided with a sensible approach to unique contexts while being a product of activating the people mostly through internal stimuli and through external support of the schools. So the external forces meet and in the best case connect with the internal ones. The „care for quality“ is a common denominator for both tendencies mentioned; they both create much stronger demand for multilateral evaluation of many aspects of the school work. So both theory and practice of evaluation moves – even if not always in the same direction and in consensus. In this „heterophony“ it is important to keep in mind the common sense and feeling, but also to pay more systematic attention to the evaluation processes.

The texts included here (note: meant in the given issue of Orbis Scholae) bring partial examples of what happens today in those areas of pedagogical evaluation that are more directly connected with school. But it is also possible to get some idea of the important tendencies and typical tensions.

The main published texts are of both empiric and theoretical nature. Theoretic studies focus on individual level – the head management of the schools, but also on pupils and individual outside the framework of the school. Empiric studies are focused on the level of the system and on the level of the school itself.“



VAŠŤATKOVÁ, J.: Autoevaluace a benchmarking ve škole. (Self-evaluation and benchmarking in school)

Olomouc : Hanex, 2010.

Quote from the introduction: „Focusing on the quality of work of the educational organizations, especially schools and individuals in them, is a natural result of changes in the society that are reflected in the Czech school system. At present, it is mainly the trend of higher autonomy of the school which requires their active approach to the care for quality. For this reason they could make use of self-evaluation processes supporting the participation of various participants of the school life in the development of the school. It is then good to compensate their weaknesses, e.g. by getting external impulses enriching the learning process during benchmarking. In Czech environment these are relatively new mechanisms that offer people an opportunity to look back to their work, think in different perspectives and identify the ways their work could be improved. These mechanisms reflect the need to learn, communicate, learn from each other, and thus contribute to the keeping of the quality and also to the development of the school.“

This book will be available in the libraries of pedagogical faculties.



14 regional conferences were held during the autumn last year at all regional offices of NIDV where we met school headmasters and teachers. Some of them presented their contributions and we would like to draw your attention to them.

Inspiration from Schools - or schools to themselves

But how did it start?

When the Road to Quality Improvement project was in the preparatory phase, we had the results of the NIDV Coordinator project analysis. These have shown us that 60% schools see self-evaluation as an important problem (13% as a fundamental problem and 47% as quite a big problem). Only 4% of schools stated that they see the self-evaluation process as a minor or no problem at all. This analysis confirmed the assumption of the project authors that the Road to Quality Improvement project is more than needed.

Let us see the results of the analysis also from the second side – if 60% of the schools see the self-evaluation as a problematic activity, then there are 40% schools, for which the self-evaluation isn't an important problem.

We based the organisation of regional conferences on this fact and addressed the school headmasters who had written about their long term experience with self-evaluation in their registration forms and we asked them to share their experience with others.

Thanks to this, we had the opportunity to see many presentations from schools whose approach to self-evaluation could be inspirational for other schools. Because the headmasters that presented their contributions at the conferences made their presentations available to us, we refer to them as authentic examples of schools and their way to conduct internal reviews..

Example of the first attempt

Regarding the fact that planning is the theme of this issue of the bulletin, we have chosen a part from the presentation of the elementary school directrice, Mrs. Hana Vellánová whose opinions you met in the Crossroad of Views. She demonstrated the way they work within the sub-area of personal development:

Area: Personal Development – how to provide the development of every employee – first attempt – 1st evaluation

What should happen?	How do we do it?	When do we do it?	How do we evaluate it?	When do we evaluate it?	Who does the evaluation?
Create school portfolio	Post contributions according to the rules agreed in the pedagogical development plan	According to the pedagogical development plan	Compliance with the term and content	After the deadline	School management
Realize visits to classes	Realize visits in classes, teachers between them, management	once a year	report from the class	Until the end of the school year	Teachers, school management
Realize a common 2 day action of the staff (educational and relaxing)	Choose and book a suitable place and activities	End of August	Feedback from participants	After the action	Teachers, school management

The full presentation is available at: http://www.nuov.cz/uploads/AE/Prezentace/ZS_Plana_Vellanova.pps#11

The most discussed topics in presentations by representatives of schools

Which points connected with the self-evaluation were most addressed in the presentations of school representatives (mostly school headmasters) at the project regional conferences?

- Why the self evaluation
- How the schools started with self evaluation
- Division of responsibility and work in the self evaluation
- Teaching staff motivation
- Ethical codex
- Phases of the self evaluation
- Planning
- Evaluation methods and tools
- Criteria
- Interpretation of results
- Proposals for measures
- Need of support
- Problems and pitfalls
- Evaluation from the point of view of the school authority and inspection

In the presentations, you can see authentic examples of schools and how they carry out their self evaluation. See for yourselves: <http://www.nuov.cz/ae/konference-projektu-cesta-ke-kvalite-1>. We believe that you'll find lots of inspiration.

Jana Ostrýtová

Quality assessment and control from the old age to the beginning of modern times

In the first part, we dealt mostly with the fictive, mythological and hard to prove first evaluation when God not only verified the correspondence of his own ideas with reality, but also verified whether the result (product) is good. In the following parts, we will deal with historically provable events in the history of quality and its assessment. Initially it was mainly related to establishing penalties for failure to comply with prescribed procedures and the final version of the product.

One of the first attempts of sanctions for not keeping the quality that are proved in writing is in the Mesopotamian so called Hammurabi's Code from the 18th century BC which contains a sanction warning that if a house falls down and kills the inhabitants, the builder of the house will be killed too. If the son of the owner of the house is killed, the builder's son would be killed too. From our current point of view, these sanctions are of the „eye for an eye and tooth for a tooth“ type.

The Phoenicians implemented a similar measure for production or sale of a low quality goods by simply cutting the hand of the deceiver, which could in our time seem as a protection from repeating the mistake without any compromise. The often mentioned example from the 14th century, the dipping of dishonest bakers, merchants and craftsmen in the Vltava River in Prague is an example of a great progress in the understanding of the force of corporal punishments that weren't so radical any more, but were still very effective.

From the 15th century BC and from the citizens of Babylon and Egypt (relief in the pharaoh Rekhmire's



burial chamber in Thebes) or later Aztecs, we know about the metrological quality control of batting of stone blocks with right angles using a rope with 12 knots in identical distances, which the inspectors make into a right-angled triangle (which was later established as the smallest Pythagorean triangle).

The old age and the middle age brought many findings and technologies we still use today in the area of quality assessment. It is for example use of measurement of different physical characteristics (weight, length, shape) or purity of materials (hallmarking).

Also the introduction of the so called corporatism in the life of the society was a major progress. It means arranging of parts of the human society into organisations (state, company, institution, guild, fraternity, Hansa, etc.) which had each its own declared rules also for example about the level of education declared or product quality. The beginning of industrial production by corporative manufactures caused an intrusion into the natural quality control between the producer and user. Thanks to the corporatism, the producer wasn't any more in direct contact with the customer and thus the quality control was now done beside the production process. Gradually the producer stopped to feel himself as the owner of the product and his care for the quality of the product got lower. The corporation rules thus after some time often obstructed the improvement /innovations) in quality. The agreed rules and norms became more binding than the producer's own initiative and creativity. But the measurement of quality was still a thing in which

two parties participated (producer-customer) and higher instances were at the level of city or region at the maximum. It isn't possible to talk of any centralisation before implementation of countrywide regulations. Also the centralisation of the currency contributed to this, because it established money as a measuring equivalent.

A new impulse for centralisation of the product quality assessment was provided by the French „economist“ Colbert who in the year 1664 wrote in a report for Luis the XIV: „if our factories provide the quality of our products by fair work, the foreigners will have intentions to supply themselves in our country and money will flow into the kingdom“. This was the first step of the gradual centralisation of the quality control by creation of normalised values, in the beginning for military material and products for war use. The French Revolution contributed to the implementation of the metric system and centrally valid norms of qualitative criteria, which was highly evaluated in the progress of industrialisation during the 19th century and in the normalised institutionalisation of the educational processes. But we will discuss this later on.

What awaits us

Dear readers,
here comes the time (maybe one of the most expected) when all of you who gave your energy during the whole school year are looking forward to the time when your time will not be measured by the school bell and you can spend the lunchtime at peace, not in the noise of pupils overtaking each other in the serving desk line.

But before you go to the well deserved holidays, give please a bit more of your time to a retrospect of what happened in the Road to Quality Improvement project during the last half year and mainly to what we prepare for you in the next school year.

What was successful:

- the Self-evaluation Coordinator educational programme took place during the spring. It had 210 participants in all the regions.
- we gradually offered you more evaluation tools for use at <http://www.nuov.cz/ae/evaluacni-nastroje>. These were the Pupils' Approach Questionnaire, Prediction and Analysis of Estimated Reactions of People to the Change (which is also published in this issue of the bulletin), Teacher and Pupils Interaction Questionnaire, Questionnaire for the Strategy of Learning a Foreign Language and The Teaching Staff Climate Questionnaire;
- discussion continued of teachers with school authorities and inspectors about the rules for approaching the self-evaluation of the schools and criteria were created that were accepted by all three parties (see the article in the Petrol Station section and the attachment to the bulletin);
- the call centre and cesta@nuov.cz email address are accessible for consultations – if you experienced some problems during the self evaluation;
- pilot tests of cooperation with partner schools took place, consisting of mutual visits of the schools, Peer Review and workshops – we tested the processes of mutual exchange of experiences and mutual learning related to self-evaluation (see the articles in the Travel Diary section);
- study texts for educational programmes were prepared.

And what are we planning for you from September 2010?

- more evaluation tools will be gradually published, we suppose that in September we will publish the following evaluation tools: 360° Feedback for the School's Middle Management, Framework for the School's Self Evaluation, surveys for parents, Inspection Form „Teaching Supporting the Development of Learning Competence“ (see the article on evaluation tools in the Main Path section);
- the Self-evaluation Consultant programme will start for 28 consultants who will then carry out their practical training On Site and will then provide consultations and help for trial to other about 56 schools;
- „live“ actions of partner schools cooperation will take place during the whole year – 28 Peer Review, 38 mutual visits and 58 workshops, which will have the Self-evaluation of the School as their central theme;
- more meetings with teachers, school authorities and inspectors will take place, with the aim to create a methodology for approaching the self-evaluation of the schools;
- we will continue in choosing the best practices examples of school's self-evaluation that could inspire you;
- more entries from the area of evaluation and monitoring will be added to the dictionary and after being reviewed, they will be published before the end of 2010;
- and at the end of the year, you can expect another (already third) issue of the bulletin.

We wish you to build up your energy during the summer.

We look forward to working with you in the academic year 2010/2011.

Jana Ostrýtová
on behalf of the Road to Quality Improvement team

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ON THE ROAD TO QUALITY – Road to Quality Improvement Project Newsletter
Publisher: National Institution of Technical and Vocational Education
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Graphic Design and Typesetting: Jan Velický
Photo: Aleš Ostrýt

Published: June 2010
ISSN: 1804-1159

The newsletter is not sold over the counter, as the output of the Road to the Quality Improvement project it is sent free of charge to special kindergartens, primary schools, primary music schools, conservatories, secondary and language schools with the state language exam.
The newsletter is also available in electronic form at www.ae.nuov.cz.

This magazine is co-financed by the European Social Fund and the national budget of the Czech Republic.





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