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ON THE ROAD TO QUALITY



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4



Editorial

The fourth issue of our bulletin focuses on the next phase of self-evaluation - on data and information processing, analysis of results and their interpretation.

- In the **Mainline** you will find detailed instructions on how school can best exploit the data collected. Lookout Tower reminds us that in interpreting we are working not only with the data, but also with people who have to identify themselves with the findings so that the next steps toward any change in the school had sufficient support.
- The **Meeting on the Road** section shows by way of three practical examples how important it is to evaluate and interpret the results independently on individual interests and to use them effectively for future work of the school. Other examples of inspiring practices from schools will gradually appear on the new project website.
- The concept of effectiveness in educational practice and possibilities of its evaluation are explained in the **Safe Passage** section.
- Specific examples of school staff participating in data collection, analysis and interpretation of results can be found in the responses of two headmasters (elementary and secondary school) to questions in the popular section **Intersection of Views**. Useful for acquiring teachers' skills in self-evaluation appears to be involvement in projects.
- This time our **Oasis** pays attention to self-reflection through the eyes of children - their feelings about fair or unfair assessment and what they infer from it for themselves.
- The **Hitchhiker's Guide** section, and in details the Annex of the bulletin, will this time get you acquainted with evaluation tools of Polls for parents, pupils and teachers. Feedback from each of these groups can be an important source of information on the strengths of the school, the opportunities for development as well as on any reserves and deficiencies.
- **Legislation Stop** reflects on the proposed amendments to sections on the school self-assessment in an amendment to the Education Act and the anticipated consequences in behaviour of schools. It points out that quality self-evaluation may be evidence of the phenomena observed in a possible confrontation with CSI's external evaluation or that of the school authority.
- In the **Travel Diary** you will find a series of articles on consulting within the project - how the model works, the first experience of the consultants and schools and also the experience of supervision for consultants. Consultations by an external consultant help schools to find their own way, or make sure they are going in the right direction. It offers an opportunity to work with the consultants even after the project is completed.
- **Journey around the World** takes us to Slovenia. Processes of self-evaluation of schools were prepared in a number of projects and much more systematically than in the Czech Republic. We can envy, for instance, the support in the networking of learning schools. The schools themselves decide the content of the self-evaluation process, for which they select from the recommended indicators, criteria and evaluation tools.
- In the **Filling Station** we offer to those interested workshops where they can get acquainted with evaluation tools developed within the project, a new training cycle for the self-evaluation coordinators, we get acquainted with interesting publications and methodology of work, with the criteria of evaluation tools and their use for assessing the quality of school self-assessment, which can be found on the project web. We also invite you to the final conference of the project on November 29, 2011.
- **Journey through Time** has come to the 2nd half of the 20th century. In the section we learn how quality assessment got changed in the time in general and in education.
- In **Tips for the Journey** we sum up what has already been created within the project and offered to schools, and familiarize you with what is still to come by the end.

A lot of ideas from reading, wishes
Jana Hrubá, Editor-in-chief

In this Issue

Mainline	2	Data processing, analysis and interpretation
Lookout Tower	5	Question Three: What have we actually learned? On some circumstances of data interpretation
Meeting on the Road	6	Evaluation and Interpretation of Self-evaluation - an Important Stage of the Process
Filling Station	7	School Self-evaluation „in the Czech Way“
Safe Passage	8	Effectiveness
Crossroads of Views	9	How we work at our school with the data and how we interpret results
Oasis	12	Self-reflection through the eyes of children or tell what your view is
Hitchhiker's Guide	14	We ask about the school those who attend it: Polls for parents, pupils and teachers
Legislation Stop	15	Legislative changes ... or what will be the outcome?
Travel Diary	16	How does consultancy work in the self-evaluation area?
Journey around the World	21	Self-evaluation in the system of quality assessment of education in Slovenia
Filling Station	23	Educational evaluation encyclopaedia
	23	Small classes in the spotlight
	24	Restoration of the education program Self-evaluation Coordinator
	24	New workshops with the theme of evaluation tools
	25	How to assess the quality of school self-evaluation?
Journey through Time	26	The concept and assessment of quality with regard to education in the second half of the 20 th century
Filling Station	27	Final conference of the project
Tips for the Journey	28	What is done and what the future holds for us in store
Annex		Evaluation tools: polls for parents, pupils and teachers

Apology for the misprint

Dear readers, in the last issue of the bulletin (No. 3) a misprint occurred in Jana Straková's article *Evaluation as a Tool for Improving Learning Outcomes with examples to specify writing and reading development phases*. Incorrect characters in the writing level of „Independent“ and the reading level of „Beginning“ have been corrected in the electronic version of the bulletin that is published on the Web at: <http://www.nuov.cz/ae/3-cislo-bulletinu-na-ceste-to-quality>. We apologize for the misprint.

The previous number of the bulletin focused on evaluation tools as a source of data and information that may be useful in the process of school self-assessment. This time we focus on how to make the best of this usefulness potential so that it brought a contribution to school development.

Understanding self-evaluation as a planned and systematic process allows us to talk about stages of data processing and interpretation of results as about stand-alone processes separate from others. This separation in terms of self-evaluation allows you to delegate responsibility for processing the data to someone else - an authorized teacher, a parent or even an external service. Good and useful interpretation of results is already heavily dependent on knowledge of the wider context of school work, knowledge of results even from other evaluation tools, knowledge of other contexts. For this reason, the delegation of responsibilities outside the school is problematic. Inside the school it should be secured that someone responsible offers certain interpretations and these would then become a subject of wide debate among school teachers. Interpretation of results can then be the basis for further school development planning, for finding concrete measures for improvement. We shall go through each phase separately and in the conclusion we shall briefly mention the situations where it is not easy to separate these stages.



Data Processing, Analysis and Interpretation

Data Processing

For the data processing stage it is probably least important from all phases of the self-evaluation process to be implemented by the school headmaster or self-evaluation coordinator. On the contrary, high-quality implementation of this phase requires independence from subjective wishes and interpretation thoughts of major players. The data transcript stage can be entrusted to someone trustworthy (who will not pass the information to any third party), who is capable of careful work, maybe an assistant, someone from fellow teachers, parents or other external temporary service. In addition, let's distinguish whether these are data of the quantitative nature, where there are, for example, completed printed questionnaires at the beginning of this stage, or data of the qualitative nature, such as a set of pupils' photographs or artwork. The purpose of this stage is to give order to the plentiful amount of data so that no important information is lost, the results are not distorted if compared with the data and that the users of these results could quickly orient themselves and could further exploit them for further analysis and interpretation. With exaggeration we can say that this is a stage of data „thickening“, when it is possible to draw a clear and transparently described link between the data and processed results.

Processing the Data of Quantitative Nature

With the data of the quantitative nature we can still separate the stage of transcription of data into electronic form and the stage of statistical processing. Converting the data into an electronic form is advantageous in any case and you should not skip this step. You can always return to the data in the electronic form, make new calculations and analysis from them, work with them effectively, they are easy to archive. Naturally, with some evaluation tools that are available in the stage of filling in the electronic form, such as questionnaires filled in via the Web (similarly, as it is with questionnaires offered in the project of Road to Quality Improvement), the data transcription stage is missing as this stage is ensured automatically. Transcription is done mostly in MS Excel spreadsheet. It is desirable that the individual lines correspond to respondents and the columns to variables (items in the questionnaire) and instructions for transcribing data be specified by a person who will further process the data statistically, because it is necessary to specify the transcript as clearly as possible so that these data could be used for making the planned calculations. Moreover, it is important to ensure that there is a clear link between the data in the electronic and non-electronic form. This can be achieved, for example, by identifying each completed questionnaire with a unique code and this code will be listed in the first column in the spreadsheet. Thus it will be possible to trace the typos in the transcript. It is recommended

that, even if the completion of the questionnaires was not anonymous, the electronic version take the anonymous form, and each respondent be guided only by the code assigned to that completed questionnaire. The statistical data processing stage is professionally more demanding, but it can be a good challenge for teachers of mathematics or natural scientific subjects. Calculations should not be any complicated so that the results were easy-to-understand even to other colleagues. Spreadsheets are a great tool for basic calculations and making of graphs. Special statistical software is not necessary. You can take any statistics textbook for help in chapters dealing with descriptive statistics (e.g. we can recommend Hendl, J. Overview of Statistical Methods for Data Processing). What might the above-mentioned „data thickening“ look like? We mention here only what options we have in mind. The problems associated with it, advantages and limitations of these proposals are right in the recommended statistical literature. It is possible to create a table of frequencies, to calculate absolute and relative frequencies for each answer, to calculate the arithmetic mean. With the arithmetic mean we lose information about the diversity of data. The loss of this diversity can be compensated by calculating the standard deviation. In addition to these numerical data presentations it is useful to make use of diagrams too, where you can show a larger number of numerical results at the same time and it is possible to perceive certain relationships that will help subsequent interpretations. In the Project of Road to Quality Improvement, the results of the electronically completed questionnaires are automatically calculated and diagrams are automatically generated in the report for the school. Similarly, the service is offered by commercial entities as well. The school receives an elaborate report from the survey, from the particular evaluation tool. Thus, however, it is necessary to view the report – it is not a report on school self-assessment, but a report of the processed data and it is required to work with this report in the school self-evaluation, reflect the results, assess them critically; see the next stages.

Processing the Data of Qualitative Nature

With the qualitative data we can not easily distinguish the stage of data transcription into an electronic form and their processing. Although there may be exceptions - for example, transcription of recordings of interviews and their subsequent processing, in such cases there are similar demands on those who transcribe the recording (careful, reliable, without the need of professional insight) and who further process the electronic data (already someone who is able to sort the data, distinguish information, search context, ...). With the qualitative data the purpose is not to generate calculations, although there is no need to

avoid statements like „most“, „predominantly“, possibly with addition of the frequency of, for example, typical statements. The purpose is to present the results in a compact and concise format, which in this case is of the nature of the text with examples (quotes, examples of photos). The text should be continuous, logically structured and justified with data-examples that will illustrate more general expressions in the text. To make sure that the text is actually based on the data, you need to check if some of the examples are not at variance with the presented text. Due to the nature of this processing, it can be assumed that it will be more attractive to teachers of humanities, Czech teachers and, according to the nature of the data, perhaps even teachers of art-education courses. In comparison with processing of data of the quantitative nature, there is an increased risk here that the processing itself will be influenced by subjective views of the processor. Therefore, it is beneficial if the person who processes the data can consult the continuously generated text with examples with colleagues and get some proofreading to subjectively burdened conclusions.

Analysis of Results

The results analysis stage can be sometimes difficult to distinguish from the previous stage. It is therefore not necessary to carefully distinguish these stages. This is particularly the case when the party ordering to process the data is their processor at the same time. Here this distinction is made mainly in order to point out some specific aspects. Data may actually be in large quantities. When we imagine a questionnaire with 20 closed questions, which is from the respondent's point of view a relatively short questionnaire, independent processing of each question is automatically assumed. Then it can occur to us whether men and women happened to respond differently to the issue and we end up with 40 instead of 20 to process. Then it can occur to us whether younger and older respondents answered in the same way, whether answers to some questions happen to be related, etc., etc. A number of questions can occur to us and the electronic form of the quantitative data allows us to quickly find the answer to the question. Anyone who processes the data according to the previous stage should get the questions in advance from the client-coordinator of self-evaluation to which they will want to get an answer through the results processed. The results will be provided to the self-evaluation coordinator and more questions can occur to him/her while studying them. It is natural and it would not make any sense to want to find answers in the original process to all possible questions because the results would be confusedly comprehensive. A guideline there must be the primary goal why the questionnaire was assigned to the respondents, what we intended to find out - and that must be an important filter for all possible questions. Nevertheless, we anticipate the moment when we need to look deeper at the data and find out and verify whether there happen to be any connections in the data. This process - the study of primary processing of the results, noticing the possible connections, generating the questions whose answers might be provided by the data, and accordingly implemented further data analysis - we labelled as the analysis of the results. It is necessary to proceed similarly analytically to reports from data provided to the school by an external entity. From a large number of results we need to select the most important one that are related to the school's priorities, with targets set for school development. For the school, it is important to view the results not only in such a one-time manner, but also in development. In terms of the evolutionary view of the results (in the trends), it is necessary to use the same evaluation tools repeatedly. The school must then keep its own reports for the parameters where it considers that they are of any use in terms of development. This concerns the results from the quantitative data, e.g. it may be the average rating of parents' satisfaction with the school measured by the same scale in the questionnaire or poll for parents. With the qualitative data, this developmental comparison is more problematic. Rather, it is advisable that the qualitative data be well archived and, in repeated qualitative data collection and monitoring of development, the processor be allowed to consult directly even the older data.

In this stage, it is necessary to note that the results should not be overrated. For example, differences found between groups of students may not be significant. The statistics looks for statistical significance that is precisely determined. Here we refer rather to the significance that the user of the results himself/herself can sensitively assess and carefully work with it. Similarly, one should not overestimate the changes in numerical results in monitoring the trends. Rather, it is worth contemplating pronounced jumps or trend dependences, e.g. repetitive decrease in the outcomes.

This stage, or generating questions, is closely linked to the next stage, namely the interpretation of the results. The formulation of questions that we want to find the answer to in the data is already influenced by ideas on the interpretation of results. Considerations of possible interpretations thus willy-nilly enter the stage of the results analysis and in fact should be present at the very beginning when the tool of data collection was chosen, from which it is expected to offer the sources for considered interpretations through the data.



Interpretation

The interpretation stage already covers explanation of the results. This stage is extremely important because it relates to the possible causes of the observed state, to anticipation of what could improve the situation. It is therefore a prerequisite for establishing appropriate and - if possible - effective measures for the following period. Interpretations are not always clear; they are of a discussion nature. Therefore, it is essential for this stage not to be a matter of one person only as the leading role there should be taken by a self-evaluation coordinator, yet not necessarily the school headmaster who should have the last word in setting up measures. It is suitable to engage more people in this phase such as senior management or the entire school staff, perhaps representatives of parents and representatives of students. It depends on the conditions of the school and on how the school has set the overall communication with parents and pupils. There should certainly also be a data processor to explain any confusion about statistical results. Useful insights would certainly be brought by a colleague from a partner school. The very debate over possible interpretations of the results can be beneficial for the school. It gives an opportunity to reflect together on the quality of own school, on possible causes of the condition and future direction. The results interpretation phase does not have to be directed just to find a clear-cut interpretation conclusions, but also towards a broader structured debate on specific areas of school activities. Individual groups can themselves identify possible causes on their side, and thus possible measures that would be directly related to them.

Interpretive possibilities grow by using one evaluation tool if the school can compare its own results with those of another school, other sample of schools or standards, representing the results of other schools. In these cases it is necessary to pay greater attention to what kind of schools is being compared, what sample of schools was used to establish the standards (values for comparison). The questionnaires offered in the project Road to Quality Improvement include standards and the user manual characterizes samples of schools from whose data the standards were established.

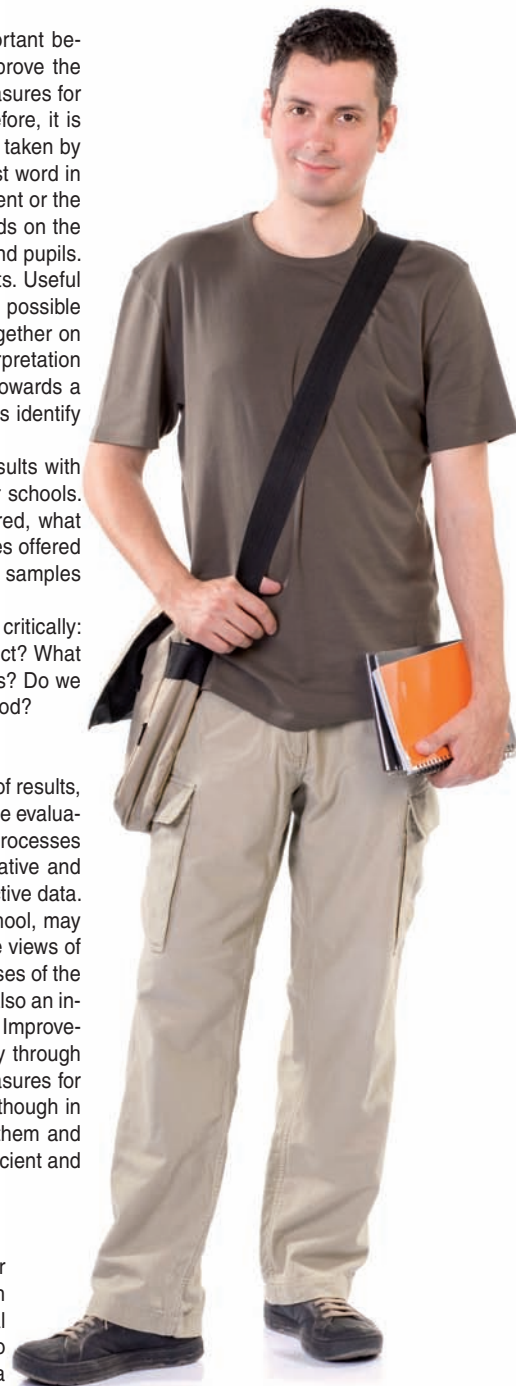
For the interpretation phase it is important to view the results of one evaluation tool carefully and critically: Are the results of the evaluation tool supported by results from other tools? Or are they in conflict? What causes differences in the results? Do the results fit in the information we have from other sources? Do we understand the results in the context of the school's direction and specific actions in the past period?

Inseparability of the Processes

So far, we have considered that it is possible to separate the phases of data collection, processing of results, interpretation and other school development planning. Under certain circumstances, the use of some evaluation tools, in certain conditions, such as small class schools, it may not be easy to separate these processes and it would even be practically ineffective. Sometimes it is also difficult to separate the quantitative and qualitative processing. So far, evaluation tools have been considered as sources of relatively objective data. Some tools, such as SWOT analysis, that are based on discussions of the main actors in the school, may contain individual phases in a „concentrated form“. It is possible within a discussion to uncover the views of participants on the current state of the school, its strengths and weaknesses, discuss possible causes of the state and seek consensus on what would be desirable to do to improve it. Of a similar character is also an instrument of the Framework School Self-assessment, which is offered in the project Road to Quality Improvement and was introduced in the previous issue of the bulletin. It accompanies the users not only through evaluation of the school's quality by various criteria, but it also encourages them to establish measures for the next period. The user may not be just one person, but team involvement is recommended. Although in some cases it may not be easy to separate the phases mentioned, it is important to reflect on them and implement the self-evaluation process so that the school development planning was based on sufficient and reliable information and the goals set for the next period were verifiable through observable data.

In Conclusion

Clearly, larger quantities of quality data obtained by reliable evaluation tools may create stronger support for the school management. The trouble is, however, that the data as such are not such support. Data must be processed and interpreted, which creates time, financial and professional demands. Therefore, the school management should consider what data collection is practical to implement in their conditions and with the experience gained. It is a wasted effort to collect data that would not be adequately exploited. On the other hand, schools acquiring experience can implement the process of data collection and evaluation in a systematic and efficient manner, and thus they may thoughtfully increase the extent of data collected at their discretion. May schools be successful in doing so. For some evaluation tools, the project Road to Quality Improvement offers automatic data processing, while their interpretation, although generally offered, is already in every school. Processing and subsequent interpretation of data actually transforms them into information usable for decision making to improve sub-activities in the school - to make decisions based on evidence. More about that in the next issue of the bulletin.



Martin Chval

Recommended Reading

HENDL, J. Přehled statistických metod zpracování dat. Praha: Portál, 2004. ISBN 80-7178-820-1.

HENDL, J. Úvod do kvalitativního výzkumu. Praha: Karolinum, 1997. ISBN 80-7184-549-3.

POL, M. Škola v proměnách. Brno: Masarykova univerzita, 2007. ISBN 978-80-210-4499.

ŠVAŘÍČEK, R., ŠEDOVA, K. a kol. Kvalitativní výzkum v pedagogických vedach. Praha: Portal, 2007. ISBN 978-80-7367-313-0

In the previous two numbers of this bulletin, I turned my attention to the purpose of self-evaluation (the question Why?) and its methods (the question How?). Now I will focus briefly on the question that comes afterwards: What can be at stake when we have arrived at specific knowledge of the observed phenomenon or the school reality process using some evaluation tools while trying to understand the knowledge obtained? It will be the interpretation of data and the question might be: What have we actually learned?

Question Three:

What have we actually learned?

On Some Circumstances of Data Interpretation

Basically, an interpretation is actually an explanation, so in our case the thing is how to interpret the acquired knowledge about the school, how to add meanings to them. Sometimes it seems that the interpretation of findings about the school is quite an easy task, but for some reasons I consider a certain degree of prudence to be appropriate. Actually a number of factors may play their role in how we interpret things. On the one hand it is good to consider the external circumstances under which we acquired the knowledge (from whom we acquired it and under what conditions), the external context, and not to interpret the lessons learned in isolation. For example, group interview, sometimes an excellent method that can reveal many interesting things contains a potential pressure on the participants - some may not get a say and are eclipsed by the view of others, others are tempted to hyper-criticality suddenly spread by some participants in the discussion in a tense moment, etc. The favourite questioning of ninth graders on what they liked in the school and what they did not can be a good example. It thus makes sense to reflect the chosen procedure for obtaining data, taking into account its limits and, with their knowledge, try to understand what the lessons learned about this or that actually suggest. But sometimes the interpretation risks are in ourselves, even though we may not always admit it. After all, even international studies show that in self-evaluation people from schools tend to see things differently, usually more positively than they are perceived by external observers. What, then, to be careful about? Sometimes we may find ourselves in tow of our own false hopes and wishful thinking. Then we tend to see things as we want to see them while trying to ignore the fact that perhaps it could be otherwise. Other times, the main role in interpretation is taken by our private theory that we want to „verify“ and it „confirms“ to us. In other cases there may be fear or concern in the game about bad results that we do not want to admit, although we suspect that the state is not good - but we do not want to see the probable reality. Or sometimes a tendency prevails to interpret or present the results as „the truth“: This is the way it is, and not otherwise...!

However, data can usually only show a high probability of occurrence of a phenomenon. We should also pay attention to the sometimes present tendency to generalize inappropriately - to whom the acquired knowledge actually applies to, for what group of people or for what situation? I know a case where parents of pupils of one class expressed dissatisfaction in a survey with the way one of the teachers assigns homework to the children. The school management generalized the matter to all teachers and began to issue unnecessary measures for all of them about what to do in this case. Overall speaking, unless we take our own limits into account, we run the risk of misinterpretation of the identified with implications for further work of the school. It is all for the best not to rely only on ourselves or a close group that works or is to work with data. We just need to take the findings which we arrived at to the teachers and others, which are concerned, and ask them - do you feel it that way too, do you recognize our school in there? And if they should not perceive the submitted image of things as reality, the question is whether we should not go back to the data, if we really found out the reality, whether we happen to have made a mistake in our efforts somewhere. In any way, actually, one can not underestimate the potential problem: if the evidence submitted is not accepted by the people at the school as something relevant to them, the data we obtained are almost useless and the next steps toward any change will not have enough support at the school.

When interpreting we thus work not only with data but also (and especially) with people. After all, a good self-evaluation should be in its every part an invitation to a dialogue about the school, about learning and work of the people in it.

Milan Pol



People who bear the responsibility in the school for the implementation of evaluation processes usually ask themselves the following question: How to get the most reliable, best, most ... data and information? Into their focus then get evaluation methods and tools which they may be a very important element of the evaluation, but given its course certainly not the „omni-saving“. With the data collection (using own or adopted methods / tools), the evaluation process is still far from completed. It may be a very important phase of work, but it is followed by no less significant stages in which it is necessary to evaluate and interpret the findings. The collected supporting data need to be understood and their importance agreed on, especially with emphasis to the lessons learned in other school work. A prerequisite for this is the ability (or art) of the evaluators to evaluate the data independently from individual interests, while taking into account the whole picture. In terms of expediency of the evaluation processes, there is a substantial risk interval between the data collection and the final efficient application of the knowledge gained to the benefit of the development of the school. The findings about the difficulties and successes of this period (from its bridging) in school practice are presented below. They take the form of three concrete examples from the school environment.



Evaluation and Interpretation of Self-evaluation

– An Important Stage of the Process

The first school is secondary and its authority is the Zlín Region. In September 2010, the Regional Office ordered all secondary schools to use commercial evaluation tools, such as *Barvy života* (Colours of Life) and products by other private companies. The first tool is aimed at identifying attitudes of pupils and school teachers and operates on the principle of its own kind of testing (the so called colour scanning). Reliability and meaningfulness of the instrument is discussed in the scientific community, it is often used in school practice since the work with tool and the subsequent technical processing is computer-controlled. The data are thus obtained easily and quickly. The school management had agreed that the interpretation of data should be handled by people who know not only the principles of the instrument, but also the particular school. Therefore, two teachers were selected and trained in a two-day seminar. Then they interpreted the results in a way „not harming anyone“, the conclusions of the survey realized were favourable, the school was assessed as very good, with no major problems. With hindsight, however, the data obtained by the tool *Colours of Life* were viewed by a specialist (psychologist) with long experience and interpreted them differently. He observed reserves that the school has, namely in a fragmented approach to pupils in evaluating their performances, he pointed out a frequently directive style of teaching, the lack of space perceived by the students for mutual communication and discussion among students themselves and between pupils and teachers, which is in their age an important prerequisite for successful learning. He also pointed out that according to students the teacher's teaching and approach in certain subjects is very inefficient. The „lay“ way of working with the data actually devalued the school's opportunity to improve its work. The story did not end there as it turned out that the intention of the school authority was to test all schools with the same tool and then compare them accordingly. The violent combination of external and internal evaluation, however, caused an unnatural situation (and this also could affect both the teachers in interpreting the data). To summarize the situation, this practical example demonstrates the danger of incompetent interpretation of the data, but also the disruptive intervention by the school authority into the supremely autonomous process of school self-evaluation.

The second example relates to a vocational school where the now former management understood the self-evaluation as a mandated and thus very formal process. The question posed during the school visit: How does self-evaluation work in the school and at what stage of these processes does the school find itself? – was responded to by the school that everything is okay because at the end of last year they „did“ a questionnaire with the students and teachers, they do not remember the conclusions from the evaluation of the questionnaires, but they are stored and primed for inspection. Upon closer examination of the questionnaires and the way they were evaluated it was found out that in evaluation the school merely „calculated“ the answers, did not analyze them and put them into context and nor it drew the appropriate conclusions. In fact, however, it was apparent at first sight from the answers of the „make-do“ questionnaires that students were not satisfied with the practical training they attended. With regard to the vocational profiling of the

school, it is a fact on which the school should definitely focus. If the management consistently evaluated and interpreted the questionnaires, it could start healing processes in this area of the school work.

The third example comes from the environment of an elementary school. Its headmistress has long been trying to promote innovative processes to run the school, especially innovative elements into teaching. This was reflected by the fact that the headmistress paid great attention to tuning and training the staff for the creation of the SEP. Yet later, during inspection it turned up that teachers had problems with the development of key competencies of the pupils. Therefore, the school adopted the following measures:

1. The key competencies are dealt with in a two-day seminar. There, the competencies are again thoroughly discussed and „decoded“ into manageable goals.
2. Revised is the part of the SEP dealing with the skills, and subject committees are tasked with extending the curriculum (thematic units and lessons) with strategies, processes, how to develop competence.
3. In the relevant half of the school year, the management school sets developing one of the key competencies - learning - as a basic criterion for inspectional work.
4. Three inspectional visits followed to each of the teachers, where the first inspection takes place „at the invitation“ of the teacher, and the date of the two others results from the decision of the headmistress and deputy headmaster. Recording sheets for classroom visits were prearranged with the intention to observe how the pupils develop skills for learning. The data collection for self-evaluation consisting of numerous inspectional observations may have been very time consuming, however his sub-steps highlighted in due course the fact that the sheet should be adjusted. It was necessary to modify the individual parts so that when observing the observer was not encouraged to hasty evaluating conclusions, because much of what was perceived at the lesson as a deficiency revealed to be completely different in the subsequent post-inspectional interviews. According to the headmistress of the school, these sheets will be gradually supplemented with a questionnaire for pupils that should determine how students view their progress in the skills and mood to learn. Only then will the school evaluate all the information obtained in the three-pronged (observation, interview, questionnaire) manner.

The three presented examples showing the experience from the evaluation processes of schools emphasize how important stage of the evaluation process is evaluation and interpretation of collected information and data. The first example highlights the dangers of low-skilled interpretation of the observed results, the second case appeals to the responsibility to pay attention to the obvious information and work with them to improve the work of the school. The third example shows a situation in which the attention is purposefully paid to the attempt to objectify as much as possible the surveyed facts and not to rush the analysis. It is obvious that in a functionally performed evaluation it is not enough to choose the best tool or method to identify information and data, but one must take a qualified and responsible approach also towards their assessment and subsequent interpretation.

Jana Poláchová Vašátková, Jan Zouhar

Filling Station

School Self-evaluation „the Czech Way“

School self-evaluation is a very complex process contributing to school development only if it is implemented correctly and meaningfully. A wide view, including very specific methodological advices and partial procedures for its implementation, inter alia, is provided on the Road to Quality Improvement project's website (www.nuov.cz/ae) and all the previously published issues of On the Road to Quality Improvement bulletin. The official project website now offers readers another invaluable opportunity for inspiration. It thus attempts to respond to possibly so far unanswered questions: How does self-evaluation actually look like in the work of Czech schools? In practice, doesn't self-evaluation still mean a „mere“ utilization of the method, discussion of „something“ on the pedagogical council, making a report...? The new website (www.nuov.cz/ae/inspirativni-praxe) will allow looking into the lives of almost thirty particular schools (primary, primary art, secondary vocational, but also gymnasia, conservatories, etc.) from all regions of the Czech Republic. In other words, examples will be gradually published of those Czech schools where self-evaluation has been helping to manage the quality of work for a longer or shorter period of time (it is coherent, continuous, interlinked with other activities ...). The common intention of cooperating schools, authors and reviewers of individual examples is to provide an unvarnished insight into the issue and not merely describe „odes to joy“. Therefore, you will read here not only about the positives of self-evaluation, but also about „experiments“ that initially failed, and only over time, after a difficult search, led to further development. The examples will also show how important self-evaluation actually is by providing a wide range of learning opportunities for individuals and collective learning of people in schools (learning from own mistakes, learning to admit and eliminate mistakes, learning from others, learning together ...). The website will offer an opportunity to read these stories with unique characters and events in shorter and longer versions (the electronic form of hypertext will allow inspecting school documents, tools made in schools, etc.). Then it is only up to readers whether they will draw inspiration from the stories, take over or adapt instructions, or just assure themselves that there are stories taking place in other schools that are familiar to them..

Jana Poláchová Vašátková



EFFECTIVENESS

(efektivita in Czech)

Meaning of the Term

It is a term we normally use in everyday communication, often without realizing that we use it mostly as a substitute for other concepts that we perceive as synonyms. Mostly, the term „efektivita“ that we can replace with the Czech term „účinnost“, confused with the term „eficiency“, which sounds similar, but in Czech it means „usefulness“. The term efficiency is used very little and overwhelmingly predominantly is replaced with just the term efektivita. The main difference between the two concepts lies in the fact that efektivita is determined and defined even without knowledge of data on costs or inputs. In other words, we can say that efektivita refers to „doing right things“ (emphasis on effectiveness), while efficiency means „doing things in the right way“ (emphasis on performance). If an organization is efficient but not effective due to the rapidly changing needs, it mostly heads for decline and bankruptcy. Today, due to the loss of a stable environment with a defined accuracy, it is harder and harder to predict that accuracy (effectiveness), and therefore the term „effectiveness“ shifted to the environment of performance assessment between inputs and outputs, which is methodologically in terms of „efficiency“ rather unfortunate. But how many of us actually distinguish those in real life?

Effectiveness is a term taken from English and in general it expresses the extent of potency, efficacy, i.e. some form of the extent of meaningfulness of phenomena and processes towards predetermined objectives. In education, it is mainly the effectiveness of selected methods, forms and activities leading to pre-defined objectives, using the lowest possible cost, enabling to maintain the agreed or otherwise standardized level of quality of educational processes and outcomes resulting from them.

In evaluating effectiveness, it is always about assessing the difference between the planned vision and objectives met. If the outputs are useful (i.e. the profit is higher than the input), then also effectiveness in meeting the objectives must be evaluated positively.

The definition of effectiveness vs. efficiency in various areas of life

In the field of physics, effectiveness is perceived in terms of efficiency as a quantity expressing the ratio between output and input of a device at work. Due to the useless loss of energy during the work, effectiveness is always less than 100% of the energy delivered.

Efficiency is mainly a technical term that expresses the extent of functioning of a process, phenomenon, system, etc. with the least possible degree of wastage. Efficiency expresses the extent of practical effectiveness of any human activity, in most cases it is a human work. In practice, it is the combined expression of a particular effect of one or more interacting effects. In the field of pedagogy it is the use of effective methods in areas such as communication, learning processes and evaluation of the effectiveness during or at the end of the process, or it is an expression of the ratio between the financial cost, time and workload, and attained educational effect regarding the predetermined or expected goals. Determining the efficiency of the teaching process

by calculating the financial costs (i.e. budgeting) is the simplest activity that does not express the actual rate of effectiveness of selected educational processes. However, the expensiveness rate of the offered educational activities is one of the most common indicators of quality of services provided by the school authorities to whom it is sometimes very difficult to explain the pedagogical benefits of, for example, increased costs. In the field of psychology, we know, for example, flamboyant behaviour that is calculated on the estimated external effect, which however usually entails a rather negative perception of the effectiveness of such actions. Often referred to, particularly in psychiatry, is a high efficacy (i.e. efficiency) of various drugs (pharmaceuticals) to eliminate undesirable behaviours of the individual, etc. In general methodology of science, we can talk about intervening variables that may significantly affect the effectiveness and also the relativity of processes between inputs and outputs, especially where human material is dealt with. Effectiveness is one of the main criteria for assessing or evaluating the success rate of processes, individuals, groups or other phenomena, especially in the phrase in connection to economic or pedagogical effectiveness.

Example of evaluating the effectiveness from teaching practice

The effectiveness of educational process can be, for instance, evaluated in four key areas:

- Evaluating the responses of the learners through a questionnaire or an interview. The obtained satisfaction index, however, does not express improvement in the quality of the participant's own work as it is only its precondition.
- Assessing the extent of acquired knowledge and skills according to predefined goals so that effectiveness of the educational process was the highest. Various forms of tests in the broadest sense are the tool.
- Assessing the usability of new knowledge in the participant's practice, which is observable in the change of behaviour and actions towards the work performance. The method is periodic evaluations of the worker using portfolio, coaching records or assessment workshops.
- Evaluating the learning outcomes in measurable indicators so that the change in the conduct of the staff was observable in the change of behaviour throughout school (climate). The evaluation tool is usually annual reports, audits or benchmarking surveys.

Finally, we can only add that effectiveness expresses the material level of efficiency of the observed phenomenon or set of phenomena, regardless of their moral or ethical value. That is actually determined by historically valid ideas about the content of ethics and brings an emotional charge to the phenomena evaluation process that promotes the subjective perception of what is good and what is bad, capable of making the material level of rational evaluation greatly distorted.

Karel Rýdl

Recommended Reading

DOSTÁL, J., MACHÁČKOVÁ, P. Systémové pojetí edukačního procesu a možnosti měření jeho efektivnosti. In: Systémové přístupy. [CD-ROM]. Praha: VŠE, 2005. ISBN 80-245-1012-X.

NEZVALOVÁ, D. Kvalita ve škole. Olomouc: UP, 2002. ISBN 80-244-0452-4.

STARÝ, K., CHVÁL, M. Kvalita a efektivita výuky: metodologické přístupy. In: JANÍKOVÁ, M., VLČKOVÁ, K. a kol. Výzkum výuky: Tematické oblasti, výzkumné přístupy a metody. Brno: Paido, 2009. ISBN 978-80-7315-180-5.

Intersection of Views

This time, we focused the questions on the specific way of working with data in school. We asked two headmasters (primary and secondary school) about who was involved in data collection, analysis and interpretation, who got familiarized with the results and who participated in drawing the measures. Participation in projects turned out to be a good experience while a barrier to quality improvement measures may include financial and staffing capacity of the school.

How we work at our school with the data and how we interpret results



PaedDr. Věra Helebrantová, Headmistress of Primary and Nursery School Ostrava-Bělský Les, B. Dvorského 1049/1, Ostrava

The school with extended physical training with a focus on basketball and athletics has 590 pupils in the primary school, 168 children in the nursery school, 53 teachers (41 teachers of the primary school, 12 of the nursery school), 89 employees and educational program Cooperating-Discovering-Exercising.

What data do you use as a basis for evaluation of the school?

First and foremost it is the questionnaires and record sheets for pupils, parents and teachers. With them we find parental public relationship to the school, trying to find the problematic points of communication between parents and the school, but also between the school management and teachers and last but not least, in the relationship between the teacher and the pupil. In the early days of our evaluation journey, pupils and teachers kept „diaries“ where they wrote their weekly findings. The pupils about what they enjoy, what activities they are devoted to in the school, for example in interest groups and in their spare time, how much time they spend preparing at home, which subjects take them the most time, etc., teachers then discussed in detail the timetable of the lesson and its losses, the time devoted to their role as class teachers, etc. Parents thought about the topic of how to better understand each other, including the concepts: expectations of parents from the school, mutual cooperation, information provided by the school, views of the role of the school in the family, children's leisure activities, school information to parents, school and family collaboration, school website, events organized by the school, evaluation of pupils, support for pupil's personal development, etc.

We started working with these data back in the school year 2004/2005 when we were involved in the project Bridges across Boundaries under the European Socrates program where we mainly were taught to prepare and process obtained data by the project leader prof. PhDr. Milan Pol, CSc. of the Philosophical Faculty of Masaryk University in Brno and his colleagues, mostly Mgr. Jana Vašfatkové, Ph.D. Since then we have been gradually creating more new documents that we process and evaluate themselves for our further work in areas such as school culture. Every year, the school psychologist conducts a pilot survey of 9th year students and their parents, which gives us knowledge about how students and their parents perceive the overall atmosphere of the school during schooling - the environment, teachers' approach, support in solving problems, amenities. Tests of various organizations are an integral part too. These, however, in today's financial situation, are used only for students-self-payers, which does not give us a comprehensive view of the results.

By involving the school in several projects we gain enough data even for evaluating and improving the development of our students, teachers and the school. These are, for example, Integration Project (a project of Moravian Regional Authority focused on working with integrated students), Synergy Project (a project of the University of Ostrava dealing with co-operation of the Pedagogical Faculty and the school for preparation of the students for their future profession), a project called Diagnosis of knowledge and skills of pupils in Czech-Slovak border area, focusing on their development, in which 3rd, 5th and 7th-year students sat tests and this year after two years, we inquire into the relative increase of the same knowledge of students in the 5th, 7th and 9th year in mathematics, Czech language and a foreign language and science basics.

Who among you collects the data, analyzes and processes the results?

Since we started with this evaluation and the results were processed by all of us together - the entire junior or secondary levels of the school, this is now happening in methodological associations or sections of the second level of the school or at the counselling workplace. Everyone can come up with a view and idea what to prepare, how to organize, create a team around that then processes the data obtained, in evaluating they may engage with others, such as a class teacher, someone from the school's management, a psychologist. We also use the services of professional firms dealing with evaluations.

Do you have problems with interpretation of the results, or would you appreciate some help, instructions?

We do not have problems with interpretation just thanks to the first project, which then involved in the entire teaching staff and we all learned to process and interpret the results. Working on the project Edunet that followed (KVIC Nový Jičín) taught us to use other tools necessary for processing information and thinking about problems, find solutions, or prevent problems. And cooperation in the above-mentioned projects, thanks to which the entire teaching staff went through numerous trainings - individuals, groups and entire staff rooms, brings to us more important information and insights to help us just as well in processing the results and interpretation of the evaluation findings and drawing conclusions. For example, we are now preparing joint workshops and projects for integrated pupils and their parents, where the evaluation questionnaires also play their role.

Who gets acquainted with the results and how?

At the beginning of the school year at a joint meeting with the parents, they are introduced a plan of work and get acquainted with what we shall observe that year and how. The results of individual investigations and their conclusions are then presented to the parents and the public in connection with what and who was investigated. Reports are then gradually published on the website. Some results are published by the pupils in the school magazine that is issued within the teaching of journalism and media education. Spots are presented in the school television (students have their school television broadcasts and screens are located in all corridors of the school). Of course, the results appear in the annual report of school activities for the given school year and in the report on school self-assessment. We also discuss the results with the school board, seeking new solutions to the stimuli that come to us. Subsequently, these tasks are implemented in the plans of the school year or medium-term plans, so that we are able to carry them out during, for example, three years. All is focused on school improvement in all areas.

Who participates in drawing measures?

Suggestions, comments and survey results are discussed in operational meetings, then in the wider school management and in cooperation with the school consulting department, where measures are proposed and follow-up procedures assumed to correct deficiencies, these are transferred to various methodological associations or class teachers, heads of sections and, of course, the school management - depending on what the problem relates to. Based on these investigations, we will determine in which classes to encourage students, in which groups of students to prevent vandalism and other negative phenomena, which students' requirements to meet as a priority, which teachers' demands not to postpone and try to prepare the best possible conditions for their work, etc.



Mgr. Jaroslav Fidrmuc, headmaster of Cyrilometodějské Gymnasium and Nursery School in Prostějov. The school comprises one-class eight-year gymnasium (grammar school), one-class nursery school, youth leisure time centre and school club, youth information centre and centre for lifelong learning.

The school has 236 pupils of the grammar school, 25 children in the kindergarten, 120 children in the school club and 278 members of the youth leisure time centre, 33 teachers (29 in the grammar school, 2 in the kindergarten, 2 self-employed persons).

What data do you use as a basis for evaluation of the school?

For the purpose of SE we use:

- a) data from surveys and questionnaires (survey of students, parents, school staff, graduates after matriculation exams at university and after the first year at university)
- b) data collected in structured supervisor interview with the staff responsible for partial activities of the school according to a preset structure
- c) data from the evaluation workshop of the school staff (within a students' day off in June, the school holds a one-and-half-day seminar for the school staff - for the self-evaluation seminar we choose informal areas outside the seat of the school, an evaluation workshop is led by an external collaborator of the school who is professionally devoted to coaching executives and working teams; the workshop aims to openly identify weaknesses of the schools and set the path to correct them, including deadlines and the person who is responsible for correcting)
- d) data from the inspectional and comparative measurements (inspectional activity, health and safety audits, results of comparative tests, results of competitions, etc.)
- e) data obtained by comparing the goals formulated by the school with the actual state, trends in the society, or new findings or with data from other schools (e.g. comparison of formulation of the school's vision, mission and values education with trends in the society, with other school curricula, even the foreign ones; comparison of methods of working with extremely talented students at Cyrilometodějské Gymnasium with the modern knowledge of pedagogy and psychology and methods of work in other schools)
- f) data obtained from statistical summaries and findings (the number of pupils enrolled into the extraordinary talents regime by subject sections; an overview of activities for students with exceptional talents by subject sections; the number and cause of the disciplinary infractions of students, etc.)

Who among you collects the data, analyzes and processes the results?

The head of the self-evaluation team is the school headmaster; its members are deputies of the headmaster (deputy for teaching, for economy, for administration of buildings and equipment), heads of subject sections and specific activities of the school (head of the school club, youth leisure-time centres, information centres and others). Each member of the self-evaluation team carries out self-evaluation of the section entrusted according to a prepared manual.

The surveys are prepared in the electronic form and their evaluation is performed automatically. Analysis of the results of the surveys is carried out by the headmaster along with the heads of particular areas of activity, all school staff get then acquainted with the conclusions. A structured interview with representatives and managers of school activities according to pre-specified materials is carried out by the school headmaster or immediate superiors.

Evaluation seminar of the school staff is led by an external consultant engaged in professional coaching of managers and teams. Various forms are used for data collection (tickets for naming the problem, discussion, etc.). Analysis of the findings takes place in discussion with all staff and even conclusions are jointly formulated in the form of tasks and measures for the next school year or evaluation period. Scheduled tasks and measures are part of the conclusion of the evaluation report.

The data acquired by inspectional activities, comparative measurements or statistical summaries are collected by the deputies of the headmaster or managers of specific activities. Their analysis takes place in a mutual discussion with the headmaster of the school. The discussion then sets tasks and measures for the next school year or evaluation period.

Data obtained by comparing the goals formulated by the school with the actual state, trends in the society or data from other schools. Initiatives are brought by all school staff. Their analysis and possible use for the school is usually done during an interview with the manager of the field to whom the initiative relates. The self-evaluation report is completed by the school headmaster – the head of the self-evaluation team – from the component parts that are processed by the members of the self-evaluation team. A part of the self-evaluation report is an overview of tasks of the past self-evaluation reports and formulation of new tasks.

Do you have any problems with interpretation of the results, or would you appreciate some help, instructions?

The key problem of self-evaluation is not the interpretation of results, but the absence of conditions for the implementation of effective corrective measures. A common evaluation finding is the need for the school to expand in some areas of its activities. However, we meet the limits of personal and financial security of the required activities. An example might be the development of exceptionally gifted students through acceleration or extension of the curriculum, for which we need additional teaching staff. A similar problem is a self-evaluation finding of the need to educate parents on educating their children, but the current capacity of the school staff is not enough for the task. Another example is the staffing of the self-evaluation activities that is necessary for effective school management, but without a worker who could pursue self-evaluation in the school at least as a part-timer, it is a demanding activity.

Who gets acquainted with the results and how?

Self-evaluation report is intended primarily for school workers and it is one of the key documents for managing change in the school. Even the partial results of self-evaluation are continuously communicated to the management and the entire working team. The complete report on school self-assessment team is presented to the school team in an entrance conference at the end of August. The report on school self-assessment is presented in the form of tasks derived from the results of the self-evaluation findings. The report is then made available to all staff in the school staff room. Meeting the tasks set out in the Report is regularly discussed at working meetings during the school year. The report on school self-assessment is also given to the school board and school authority. During inspection visits, the self-evaluation report is regularly required by the CSI workers as well.

Who participates in drawing measures?

The basic principle for drawing the tasks and actions resulting from school self-assessment is involvement and consensus of as many workers as possible. Thus is created a precondition for meeting the challenges and effectiveness of the self-evaluation carried out. The fundamental measures, such as extending the school's scope, etc., are certainly discussed with the authority of the school and other partners.

Sometimes we may feel that raising children is like humming into an empty barrel, in which it resounds even more. We focused on how children perceive and accept feedback in the previous two numbers. Last time we learned how children know if someone is satisfied or dissatisfied with them. They understand how it affects the others. Now we ask children questions how they can then work with this information and continue to improve.

Self-reflection through the eyes of children or tell what your view is

Praises can't be lumped together

- Some are just prettier. After all, a ladybird is not bigger than an elephant. (6 years, ES Jižní, Prague)
- Accordingly to what it is for, there is a big or small praise. It's different when someone goes to athletics meeting and wins the first place, and when someone saves someone's life. (6 years, ES Jižní, Prague)
- Sometimes I get a candy or a book, sometimes they say, „You were good, you're smart!“ (6 years, ES Jižní, Prague)
- When someone puts me up to do something wrong and praise me for it, I consider whether that praise was really worth it! But when I wash the dishes and my mom praises me, I'm feeling good about it. (9 years, ES Botičská, Prague)
- It depends by whom the praise is given, how they give it, when they give it, and especially if it is honest and truthful. The more I appreciate the person, the more valuable the praise is. (15 let, SES Chomutov)
- Everyone earns praises in a different way, spending less or more knowledge, and it takes everyone a different time period. (17 years, SES Chomutov)
- I think each of us is affected by praise in a different way, and the one who is praised often sees it differently than someone who rarely gets any praise. (17 years, SES Chomutov)
- It is important whether I deserve it or if I get the „ice cream“ instead of someone else. (16 years, SS Energetická a stavební, Chomutov)
- When someone just „mutters something under his breath,“ there's nothing much I've got about it ... I prefer it written on paper, because it can be kept. (17 years, SS Energetická a stavební, Chomutov)
- Some praises - for a trifle, or commonplace - are almost useless. Being praised for doing dishes or vacuum-cleaning at our eighteen is absurd. Rather than for my performance I am happy about praise for making something up with my head. For example, I appreciate praise for a well written examination. (18 years, SS Energetická a stavební, Chomutov)
- We enjoy being praised most in the areas that we do not do as well as others. I appreciate praise for something I'm working hard and toiling. I will then know that the hard work paid off. (18 years, SS Energetická a stavební, Chomutov)

Life is not fair ... Reflections on fairness of evaluation

- I think about unfair evaluation if someone is good and gets a gift, and the other one is good too and does not get it. (6 years, PS Jižní, Praha)
- It makes me wonder that I sometimes may have read better and they did not praise me, and sometimes it was worse and they praised me that „I read well ...“ (6 years, PS Jižní, Prague)
- My mom is nice and fair, but I know that someone may not be like that. (9 years, PS Botičská, Prague)
- At the beginning of the school year, we were told that each exam or test that is below 40% is insufficient and therefrom other grades are derived. Such evaluation seems fair to me. (15 years, SES Chomutov)
- It often happens that those who try to pay attention at school, and although the topic may not be his/her cup of tea, they do their best to get a better grade, and then at the end they are similarly evaluated as those who come to school a few times and sleep through the lesson. (15 years, SES Chomutov)
- Certainly I much regret that despite my efforts I get a bad grade. But it shows that my efforts were little and must be increased. As a student, I can not rely on the good will of teachers. (18 years, SS Energetická a stavební, Chomutov)
- Praise is often for something well-done, something a person is good at. But not always, when we ourselves think we are doing good things, praiseworthy, we get praised from others. Assessment can never be absolutely fair, or the way we would like it to be. It just depends on the point of view. The coin has two sides too. What may seem fair to me does not have to seem fair to others. (18 years, SS Energetická a stavební, Chomutov)

Un/fair evaluation by teachers

- Sometimes I wonder why, if I had only one mistake, my teacher gave me a B when she could easily give an A. (6 years, PS Jižní, Prague)
- Sometimes it seems to me as if it has been decided about me and my evaluation in advance. (11 years, PS Jižní, Prague)
- I think teachers trying to evaluate fairly, although sympathy might affect the evaluation (although they say they do not distinguish) ... Some teachers take into account whether the student is a duffer or diligent. But most evaluations are 99% fair. (17 years, SES Chomutov)
- I often meet with the evaluation by the „phiz“, not by performance, by brain. How many times I thought that I said more than someone else at the oral examination. Of course, it is me who gets a worse grade. So then I do not know what justice is. (17 years, SS Energetická a stavební, Chomutov)



Does my behaviour change after being praised or rebuked?

- When someone chastises me, I have a strange feeling and anxiety. Conversely, when someone praises me, I am sort of happy, more confident. (9 years, PS Na Příkopech, Chomutov)
- When they chastise me, I may stop misbehaving, but I'll get angry, and when they praise me, it seems to me that they consider me an adult. (9 years, PS Botičská, Prague)
- I may be better and study harder, but when they chastise me, then I do not talk to anyone and I am sort of different. (11 years, PS Botičská, Prague)
- Praised - I feel that I can achieve anything. Chastised - I become insane. I don't care about anything. It's all everyone else's fault. (12 years, PS Na Příkopech, Chomutov)
- Being praised I feel a bit happy, which is followed by diligence increased by 90%. Being rebuked, I feel understanding but also angeriness at myself and everyone around. I say, „I should start doing something about myself.“ (12 years, PS Na Příkopech, Chomutov)
- If I do not enjoy doing something, it seems to me difficult to deal with it, so I simply do not do it. But when someone tries to rouse me with their rebuke, because they know that I have what it takes and that I do not do it because of my laziness, so I rather do it. It is less problematic to do it and have peace of mind than listening to their talk. And after all, that's what I deserve praise for! (18 years, SS Energetická a stavební, Chomutov)

When the surroundings appreciate and support...

- If it's by fair means, I do not know whether I should change...?! (6 years, PS Jižní, Prague)
- When my teacher praises me, I raise my hand as often as possible and all the time ... to get praised again. (9 years, PS Botičská, Prague)
- Well, sometimes I get money and I like it. (9 years, PS Na Příkopech, Chomutov)
- When parents praise me, or I do anything good (for example, make lunch), I like myself better. (11 years, PS Jižní, Prague)
- I felt ten feet tall and handled it so that I was happy. (12 years, PS Na Příkopech, Chomutov)
- I am most happy when being told that by the people who do not usually praise me. My respond is that I praise others. I do not know why, but at that moment I would like to praise everyone. (12 years, PS Na Příkopech, Chomutov)
- Life immediately looks nicer. It raises my confidence and I realize that I can do better. (15 years, SES Chomutov)
- When praised, I personally feel rather ashamed, but inside it delights me, I know I did something really well. It makes people better. Or at least, it encourages them in their endeavour. And that's the essence of praise, in my opinion. Encourage! (16 years, SS Energetická a stavební, Chomutov)
- Every time I get praised, e.g. by a teacher, I remember how hard I was working and what time I spent doing it... And I think to myself: „... I did it, I got through it.“ (17 years, SS Energetická a stavební, Chomutov)
- I'm happy every time. It may not even be possible, not to have fun. (18 years, SS Energetická a stavební, Chomutov)
- I've got a feeling of nice fulfilment, something like butterflies in the stomach - an incredibly good feeling. (18 years, SS Energetická a stavební, Chomutov)

Rebuke is an impulse to change

- When someone scolds me, I try to change for better. (6 years, PS Jižní, Prague)
- I wonder why me. (9 years, PS Na Příkopech, Chomutov)
- I want to be a witch to take it back. (9 years, PS Na Příkopech, Chomutov)
- I bow my head and listen – and I learn a lesson from it. (9 years, PS Na Příkopech, Chomutov)
- I gape and frown, searching my conscience. (9 years, PS Na Příkopech, Chomutov)
- I always wonder whether Mom happened to be right, and there's always something in it. (9 years, PS Na Příkopech, Chomutov)



- I was so cocky, but now I'm really grateful because it helped. (12 years, PS Na Příkopech, Chomutov)
- I felt bad and learned my lesson for the life. (12 years, PS Na Příkopech, Chomutov)
- Mostly I do not care about rebuke because it goes in one ear and out the other. If there should be anyone mad at me, then it's me only. (15 years, SES Chomutov)
- When being rebuked, I try to stay calm and realize why I'm rebuked. (15 years, SES Chomutov)
- Most parents chastise me for my behaviour and the cleaning state of my room. At that moment, nonsense hate goes through my head and I retort my parents. But we all know that such a reaction is unreasonable. As always, I am forced to abdicate and consequently clean. (18 years, SS Energetická a stavební, Chomutov)

Praise or rebuke experience

- When I was at a school tournament in football, I was praised by the teacher that I played well, I was happy and I showed off at home. On the contrary, at another tournament my dad was angry with me that I had not fought for the ball. So I was sorry, but the next game I tried more and then he again praised me. (6 years, PS Donovalská, Prague)
- Mom praised me that I washed the dishes well, and I felt good and now wash the dishes every day. (9 years, PS Botičská, Prague)
- When I failed to do homework, the teacher chastised me. I felt weird. I was weak in my knees and at that moment I was very embarrassed that someone swears at me. But it was my fault, not the teacher's. I corrected it - I finished the homework. I'm trying more and more to study what I have to. (12 years, PS Na Příkopech, Chomutov)
- I remember the day I had to prepare news for school, and because I suffer from stage-fright, I feared the school. But when I appeared before the class, the jitters was gone and I was praised by classmates that they liked it. It gave me a really good feeling and I thought that I would sail through another task like that. (17 years, SES Chomutov)
- The teacher praised me that I brought homework on time for the first time in three years. I ignored it, I've got my own regime I follow. (17 years, SS Energetická a stavební, Chomutov)
- I came home saying that I have only one E on the half-yearly report. There was nothing left for me to do than to repair the grade and prove to parents that I'm not such a „blockhead“ as they think. When after two-week learning I announced to my father that I got re-examined for the whole semester and I got a B, he was happy and there was also some praise there. There is a risk with me that when I get praise, I feel that I can slow down a bit. But generally, when father gives his son a very harsh punishment (he banned me from seeing my friends and going out), he will think twice next time whether to make a similar mistake again. When my parents rebuke me, I just give it a better try to fix it, to get their loyalty and trust. (17 years, SS Energetická a stavební, Chomutov)
- When I resat the technical training exam, my dad told me: „I knew you'd do it.“ At that moment I had a good feeling because I realized that he believed in me, despite the fact that I screwed up something. Since then, I study some subjects regularly and have no problems with the school. At home, it is cool. (18 years, SS Energetická a stavební, Chomutov)

Surveys for parents, pupils and teachers are part of a set of thirty evaluation tools created within the project Road to Quality Improvement. These are easy-to-use surveys, easily customizable for specific needs of different types of schools. In compiling these surveys, we came out of areas designated by Decree No. 15/2005 Coll. and focused on the possibility of evaluation of the school curriculum and assessment of conditions the school has to achieve them.

We ask about the school those who attend it

Surveys for parents, pupils and teachers

The experience of parents, pupils and teachers constitute an exceptionally important part of the school life. A feedback from each of these groups may therefore be an important source of information on the strengths of the school, the opportunities for development as well as any reserves and deficiencies.

Differences in the point of view of students, parents and teachers may, however, be a source of problems for the interviewer. A prerequisite for a correct and reliable survey is adapting the questions to the experience of those surveyed and their view of the school environment. Even in assessing pre-set areas (e.g. the content and conduct of education, school support to pupils, cooperation with parents, the influence of mutual relations between the school, pupils and parents on education, learning outcomes of students, quality of facilities and complementary activities, leadership and school management) one can not proceed mechanically, but with maximum respect to appropriate selection and formulation of questions comprehensible for the interviewees.

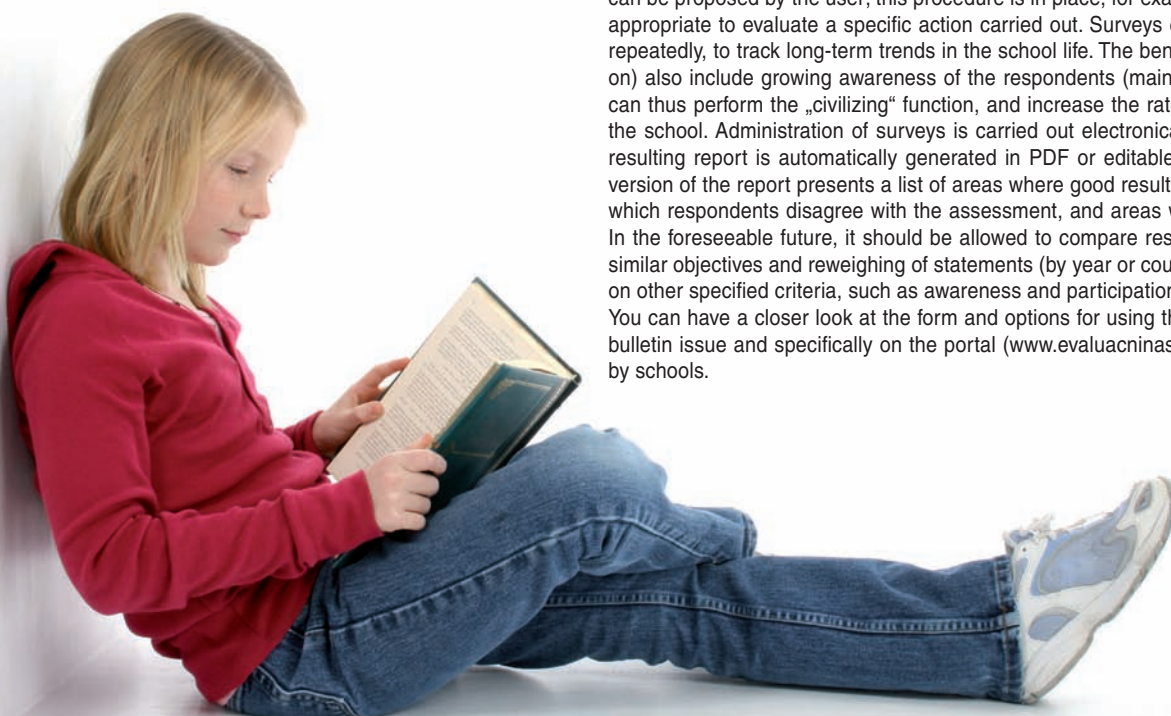
In the preparation of surveys, the school itself decides which areas to focus and whether the investigation will take place once or in several stages. It is essential to offer the widest range of relevant issues for each area. When asking questions, it is also important to focus on respondents' specific experiences rather than general attitudes. The nature of this experience is, of course, determined by the type of school, its specific focus, as well as other school activities, implementation of special education programs at the school, etc. These specifics should be taken into account in inquiries. Surveys for parents, pupils and teachers were therefore prepared in close cooperation with representatives of schools as flexible tools, which may be largely adapted to the user's needs. Each of the surveys is available in nine versions, by the type of school. Each version offers more than a hundred items whose inclusion is decided upon by the users themselves for the most part. Automatically registered are only items whose purpose is to briefly assess the general state in different areas (screening).

An imaginary „price“ for flexibility is at first glance higher demands on the preparation of the surveys, particularly the selection of relevant items, but also finalization of the final report. Of course, interpretation of results can not be conceived purely mechanical.

Surveys mostly consist of closed questions with a range of options for answers. Respondents can add free more specific statements to individual thematic areas. A part of the items can be proposed by the user; this procedure is in place, for example, when it appears to be appropriate to evaluate a specific action carried out. Surveys can be used both once and repeatedly, to track long-term trends in the school life. The benefits of re-use (administration) also include growing awareness of the respondents (mainly among parents), surveys can thus perform the „civilizing“ function, and increase the rate of participation in running the school. Administration of surveys is carried out electronically and is anonymous. The resulting report is automatically generated in PDF or editable in Word format. The basic version of the report presents a list of areas where good results are achieved, the areas in which respondents disagree with the assessment, and areas where reserves are evident. In the foreseeable future, it should be allowed to compare results with other schools with similar objectives and reweighing of statements (by year or courses in one school or based on other specified criteria, such as awareness and participation of parents).

You can have a closer look at the form and options for using the tools in the Annex to this bulletin issue and specifically on the portal (www.evalvacninastroje.cz) that is free for use by schools.

Tomáš Kohoutek



Currently, a draft amendment to the Education Act is in the process of approval in the Chamber of Deputies of the Czech Republic. So far, therefore, the final verdict has not yet been pronounced about the shape of the legislative amendment, yet we would like to inform you about how the amendment to the law is formulated. We will focus only on the passages that are linked to school self-assessment.

Legislative changes ... or What will be the outcome?

Draft amendment to the Education Act in connection with self-assessment

Section 12, Paragraph 1 shall continue to read: „Evaluation of schools takes place as the school self-evaluation and assessment by the Czech School Inspection.“

Section 12, Paragraph 2 reads: „School self-assessment is the basis for drafting annual reports on school activity.“ - With the deleted passage, that self-assessment is one of the documents for evaluation by the Czech School Inspection and the passage that the Ministry stipulates with an implementing regulation the framework structure, rules and deadlines for school self-assessment.

In Section 28, Paragraph 1, Point e) deleted is „the report on school self-assessment“. The amendment is as follows: „Schools and school facilities keep by the nature of their activity the following documentation: ... e) annual reports on school activity. “Are these significant changes or not? And what will these changes mean for schools?“

1. Schools have a duty to continue to implement school self-assessment. (Section 12)
2. Abolished is Regulation No. 15/2005 Coll., as amended, which means the structure is not determined and neither are the rules or terms of implementation of self-evaluation. Schools may conduct their own evaluations as they see fit.
3. The report on school self-assessment is repealed as required documentation. (Section 28)
4. Schools have a duty to take over the data coming from the school self-assessment into the annual report. (Section 12) - It is not specified in what deadlines self-assessment is to be processed, where details of school self-assessment should be the basis for the annual reports that schools process annually. It is stipulated which data from self-evaluation have to be published by the school in the annual report.
5. Standing side by side and unrelated in terms of legislation, CSI evaluation and self-evaluation are two equal evaluations of the school. (Section 12)
6. It is not explicitly expressed that the CSI should base its assessment on the school self-evaluation. (Section 12) – It will depend on the CSI methodology.

The amendment to the Education Act thus leaves the compulsory existence of two approaches to school evaluation, i.e. evaluation of the school by the Czech School Inspectorate and school self-assessment. The school authority can continue to assess the school according to criteria published in advance (Section 12, Paragraph 5). Self-assessment of quality of work thus remains equivalent to the evaluation of the Czech School Inspection. Therefore, self-evaluation should meet certain parameters to be considered in the critical assessment, at least, an equal „partner“. The school can be assisted in this by evidence of observed phenomena which the school is looking for within its own evaluation. That evidence can then help the school not only in communication with the supervisory authorities, but also in communication with the public.

In the questionnaire survey and interviews with representatives of schools, we recorded the concern of how the inspection or the school authority would respond if the school „confesses“ to its maladies. Most schools' fears, however, were allayed with a larger number of self-evaluation cycles completed or after the inspection visit. After the amendment of the Education Act this concern of the schools should disappear completely. Finding links between self-evaluation and external evaluation of schools remains an important task. Invalidating the CSI duty to base its assessment on the school self-assessment seems to raise increased demands on the CSI methodology by which schools are to be evaluated. It is not clear, however, whether and how evaluation of processes and results of school self-evaluation will be projected in it.

Since the amendment of the Act would abolish the regulation which establishes the structure, rules and deadlines for school self-assessment, schools will probably seek ways how to approach their own evaluation. It is therefore possible that the importance of the Road to Quality Improvement project will increase, as it offers, for instance, a School Self-assessment Framework tool, that specifies areas, sub-areas, criteria and indicators of quality of school and after data are entered, a report on self-evaluation can be generated. Offered are many other tools that can help you obtain more precise information on individual areas of the school life. The project provides comprehensive support to schools with events of mutual learning between schools, including field consultancy, but also by publishing examples of good practice.

Jana Ostrýtová



We have prepared a series of articles on consultancy. We describe the consultancy model set up and how training of consultants took place, what are their responsibilities, which role a consultant may take and which not. You will find out what to expect from the consultant and what not. We also offer a confession of one of the consultants to Milena Peteříková, headmaster of the primary school and vocational school Zbůch, who describes her first experience with the consulting work. Her reportage tells you how the real-life consultancy takes place, what consultants are thinking about during the preparations for intervention in the school, and as this is the first experience, she does not hide her fears either. But because self-evaluation consultants are people with insight in the issue and carefully prepare themselves for their work, we have reports on their achievements. How the schools themselves perceive the need for consultants will be shown in the contribution that we received from the PS and Nursery Budiškovice. Moreover, we will explain what supervision is, how it helps our consultants in their work of and how it could possibly help you too. Finally, we will say something about how to potentially work with consultants after the project is completed.

How does consultancy work in the self-evaluation area?

The consultancy model

When setting up the self-evaluation consultancy model, we came out the definition of that consultancy is understood as a process aimed at promoting growth, development, maturity and a better application of the „client“ to be better versed in the situation where it is not „only“ about communication of advices or information, but it is also preventive, or more precisely consulting activities. A consultant at the school does not act as an educator and neither does he/she assume the position of lecturer. The way he/she holds a consultancy interview initiates changes to support the school management's concept of quality education. At the same time, he/she rectifies improper procedures and possible errors given by possible ignorance of the problem of self-evaluation of the school. This consultancy model leads to the independence and different way of thinking, „looking at things“ from different perspectives. After an intervention by a consultant the school itself should be able to solve the problem according to the strategy agreed with the consultant.

In the previous issues of the bulletin we wrote about who the self-evaluation consultants are. Allow us, however, a brief recap. Self-evaluation consultants were chosen from among graduates of the education program Self-evaluation Coordinator in a selection procedure. The educational program Coordinator was conceived as a 50-lesson program implemented by combined study (30 lessons by attending and 20 lessons of e-learning). The content of this educational program was self-evaluation knowledge and skills. The selected graduates then continued the educational program Self-evaluation Consultant in a range of 20 hours organized as a three-day trip seminar. The content of follow-up studies was consulting and advisory skills.

And who are the consultants?

In most cases, these are experienced headmasters, deputy headmasters of schools or teachers who are in „their“ school responsible for carrying out self-assessment or authorized for coordinating self-evaluation processes. At present, there are 28 self-evaluation consultants practising in 67 schools all over the country, where each of the consultants must complete a minimum of five intervention visits in schools and at least one supervision, a further education meeting, and most of them will also attend a structured group interview.

What is the organizational model of consultancy?

At first, a guarantor communicates with schools who sends them a so called order in which schools specify their needs. Subsequently, the guarantor assigns each consultant a school, school division criterion is both the distance (commuting time, but non-competitiveness of the consultant's residency school) and by the type of the school where the consultant works. The consultant then contacts the assigned school and independently negotiates the first visit date. The first communication is by phone or via e-mail. If it is acceptable for the school, it sends school documents to the consultant (e.g. a self-evaluation report, or selected passages related to the problem specified in the order by the school). The consultant then comes to the school theoretically prepared - knowing what the school has identified as a problem, being familiar with public documents (annual reports for the last three years to be able to monitor the trend of schools, a CSI report, school curriculum), or gets acquainted with the documents that the school sends him/her. The consultant also uses other sources, such as school websites, facebook, etc. At the first visit, the consultant holds an interview with the school management or the teacher responsible for the school self-evaluation. At the beginning, the consultant gathers information and leaves room for the representatives of the school to express their views. Usually, a diagnosis of the issue takes place whether the school's order corresponds to the actual state of the school or if there is a so-called hidden order. According to the demands of the problem, the consultant determines whether it will be short (1-2 visits to the school), or long-term intervention (4 visits to the school). The consultant suggests a procedure with respect to time, and if necessary, recommends a priority issue to address.

The consultant subsequently leads representatives of the school to the development of a solution design and gradually monitors in other interventions how this plan is implemented. He/she helps to overcome difficulties arising in practice, leading representatives of the school to make proposed changes or modifications, to make decisions in unexpected complications, etc. at subsequent visits the consultant may as well be present at the implementation process of self-evaluation activities in the school. It depends on the agreement between the consultant and senior managers.



How does the consultant work?

The consultant:

- a) takes the role of confessor
- b) helps representatives of schools with self-knowledge (with the diagnosis of the situation)
- c) refers to information sources - helps with orientation in self-evaluation processes (in the structure of self-evaluation, areas, sub-areas, criteria, indicators, evaluation tools, division of responsibilities, appropriate monitoring times, ethics, etc.)
- d) presents alternative solutions (looking for alternatives suitable for the school)
- e) asks questions to stimulate thinking and action
- f) provides moral support
- g) observes processes in the organization and provides feedback

At the end of the consultant's stint in the school there is reflection on the consultancy process (where we started and where we ended, whether the contract was fulfilled), the consultant provides recommendations for further action, warns of potential risks and gives suggestions for possible future cooperation (such as other activities within the project).

Jana Ostrýtová

First Experience of the Self-evaluation Consultant

Consultancy in Draft

The first step for me after completing the training program Self-evaluation Consultant was to create a scenario where I recorded the most important lessons we had learned. Prior to the first actual intervention in the school, I made clear the process of how the first (and sometimes only) visit may look like. I gave it some thoughts and summarized the necessary documents. These were a folder where I had prepared a legislative basis for the school self-evaluation, i.e. the law with a detailed interpretation of the appropriate sections, regulation, requirements of the inspection, the contract with the school, other documents that I needed for the visit, and a notebook with my presentations, which discusses the benefits of evaluation from the school headmaster's perspective, actual evaluation reports, which I consider inspirational, questionnaires, the coordinator's principles and ten, that we were handed over at the training program for coordinators. I had prepared a fictitious scenario, i.e. a structure, how the course of the visit could look like and what pitfalls could be possibly expected in the initial interview. This material contained some clues, in fact a sort of curriculum, or „notes“, which I should adhere to as a consultant, if the negotiations did not develop as they should.

I had these clues:

- after the welcome, ask for „a tour of the school“ in an appropriate manner
- to show that I have been informed about the school
- acquaint the other party with the condition of confidentiality
- explain the purpose of consulting
- emphasize in particular that I'm not an inspection
- I do not give instructions how, but I will try to advise where it is needed
- do not forget the question whether I may make notes
- I did not omit a note how important it is to put oneself in the mood
- and much more ...

Furthermore, I had developed „can and should“ questions if the conversation floundered and got to inappropriate levels. The questions, I was interested in, concerned the motivation for the evaluation, the evaluation team, the expectations from the evaluation, work with the objectives of evaluation, work with the conclusions, the implementation strategy of the school, and I also got prepared for the possibility that the evaluation is a „necessary evil“ for the school, that it is the headmaster himself/herself who evaluates, that the school has an inner aversion to the evaluation. The last mention turned out to be, at least in my practice, unfounded. Headmasters of the participating schools approached the evaluation as a tool expected to move the schools - and often even them - forward as far as the quality of work at school is concerned. A common motivation for school headmasters was rather a need to confirm that they go a good way and that they view evaluation as the consultant does. A similar reflection was also described by fellow consultants. I also got prepared for topics related to the scope of the report, form, what to do when the processor happens to forget to mention something in the report, or, conversely, something has changed during the evaluation.

The question to whom and in what form the report is to be submitted had been already discussed in the courses for consultants, the answer to it was ambiguous, but I had prepared options. Here I reached into my own experience. The sensitive issue of whether to include everything in the report and thus leave yourself at the mercy of the school authority, or whether to reduce the report and thereby weaken its credibility, really sounded in the schools. I advised what was in my power, relying primarily on the experience, what a certain option may bring to the school. Armed with this know-how and some articles from the bulletin On the Road to Quality Improvement, I was ready for the first visit.



Preparing to work with a particular school

The phase followed of preparing the visit to a particular school. Thanks to the internet I found out about the school what I could. And there's a load of information on the net. You just have to work on their classification and correct placement. I think I can say that the school itself discloses a lot with their website. It is clear that the headmaster is not also a site administrator, but his/her influence is definitely there to see. The school may post its educational program on the website and you will learn from its contents what the school is shaped by, what it is focused on, what the numbers of pupils are, what its strategy is, how the cooperation is with parents. And if you look closely, browsing the site a bit longer, you will discover unsuspected. For example, that parallelly the children of the given school participate in exactly the same actions as your school's children. Or that the school sponsor, whose headquarters are at the other side of the Republic, is your neighbour down the street. Thus prepared we have made our very first contact easy because we are informed about the school - and especially: we are interested.

A report on the work with the school

The D-Day has come, a visit to the school appointed by telephone. I am greeted by the headmistress. I look around the school and it meets my expectations as far as decorations are concerned, I recognize photos from the website. At the beginning, I and the director lay down the rules: how long our meeting will take, what it should bring about. I make sure that I may write notes. And we get to work. The headmistress talks, I listen with a real interest and I put additional questions. Sometimes we talk about a burning issue as we both work in the same type of school. After all, the selection of a consultant from a certain type of school for the school of the same type was also evaluated by other consultants as good. But the question is whether we should be equally competent to work with other schools, such as consultants from a primary school to a secondary school. Both the models certainly have their advantages and disadvantages.

Meanwhile, we talk about the assessment of the school too. We get to a question in what extent to submit the report to the school authority, slowly approaching a solution. The headmistress answers herself, choosing a method of implementation, which seems most appropriate for the school. The report is before me and it seems to me quite informative. I am still looking for a hidden order, which in these cases is very frequent. Is it here at all? The contract was the final phase correction of the school self-evaluation, the headmistress therefore needed to assure that she processes the evaluation well. With that I agree. The form of the report is good, goals set, the way to meet them clearly described. The report contains regulation specified areas, the language of the report is intelligible, conclusions are clear. Finally, the headmistress reveals, „You know, I have nothing against the assessment, this school has a tradition in this, but why to evaluate what is normal? It is perhaps usual - and all the schools do that, don't they?“ Oh, here is a possible problem. The director may think that she's doing unnecessary work, she praises herself too much, and that it is an absolute standard what she does in her school. I know that she is deeply wrong, I actually know so many schools where they almost praise themselves that they educate students, I know school principals know who invite press to a merest action. Simply, schools and headmasters who can sell their work. This school has a great potential. I can see it in the headmistress, in the behaviour of people who came into the headmistress's office, in the school's environment, in the school's documents. But it probably seems normal to everyone at this school. We began to talk more with the headmistress. About the competition in education, the demographic curve, the profiles of schools, but also about the young generation focused on the performance, about sovereignty of some emerging teachers, well just about what bothers us both. Suddenly I was not a consultant, but a very attentive listener. I wondered what I was doing here at all, the lady opposite me is competent, has a clear view, the school staff backs her up, she feels in her position safe and confident, has vast experience and, moreover, she offers here a view of reality from an angle from which I had not perceived it. How do I advise her? I remembered my beginnings and how I never doubted how easy and fun it will be to act as an advisor or consultant in a school. I also remembered how we had defined consultant's qualities during our training of consultants. One of the qualities required for a consultant was his/her humbleness. Now I know in practice how it was meant.

After about an hour, we arrange some solution with the director. She reflects that a person and, by extension, the school must sometimes „praise“ themselves. It doesn't seem so unnecessary to her anymore. I say I am pleased that she came to this knowledge herself, quietly rejoicing that I could contribute to her conclusion. But who knows whether it was me. Maybe she just lit up something, for example, by naming the problem aloud, she came to the result. I have a good impression of the meeting and I hope it's the same for the headmistress. Consultancy is certainly a great activity, a person gets familiar with new people, pumping in a lot of useful knowledge, reflecting oneself in doing so, but he/she must not forget one thing: he/she is a consultant, backing up his/her clients while directing them very inconspicuously to the desired result. It's not always easy; after all submitting a list of specific requirements for the evaluation report would be so much easier.

But it's always just about the report or school self-assessment? Tossed by the current problems in the education sphere, doesn't a headmaster or coordinator need also encouragement, support and working partnership? Can I offer that as a consultant? Will I know how to do it? Does it always turn out well? Do I have enough humility to cope with all this? There are many questions. The practice will produce answers. But anyway I thank for this opportunity. It gave me a new perspective on the world and the people in it. And that's really a lot..

Feedback on the Implementation of School Consulting

To illustrate, we offer you a feedback from one school in South Bohemian Region attended by our consultant Mgr. Miloš Novotný of PS Nemyčevy in the district of Jičín. Schools give us feedback through questionnaires where the headmistress in an open gave her view as follows:

„In consultation with the advisor, we discussed how self-assessment had been dealt with so far in our school, and we found that we had focused more on mapping the current state and had little devoted ourselves to the establishment of criteria and indicators for further self-evaluation. Furthermore, we also addressed how the school meets the competencies set in its own SEP. The consultant also participated in two lessons and shared his observations with the teachers. Counselling was conducted in a spirit of collegiality, where the consultant is someone who helps the school to find its own way, see the strengths and consider the risks and threats. The consultant, headmistress and another teacher whose lesson the consultant attended came together for reflection, which was thanks to a view „from outside“ very useful. Our consultant was carefully prepared for the visit. After the intervention he sent a written summary of the visit along with the targets we set together to think over and implement in the next consultation. He was willing to share his experiences of teaching and openly spoke about his observations about our school. His critical spirit is valuable because one can see his efforts to advice and show what is meaningful and useful in self-assessment for the school.“

Ludmila Švarcová
PS and NS Headmistress Budíškovice, Dačice

Supervision of Consultants

„I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavour.“

Henry David Thoreau

In early February, the self-evaluation consultants met at their first supervision meeting. The term supervision is slowly getting into the teaching public's awareness. It is a form of assistance and support. Originally, supervision was a normal part of counselling, psychotherapy and social work. In recent years, it is more and more requested and appreciated in other areas of work with people in the so called helping professions, medicine, school system, education, management, work teams, organizations...

The word supervision may evoke an idea of some external control, or even evaluation. In the supervision concept of the Czech Institute for Supervision, however, supervision means safe, gentle and rewarding experience. Supervisor is perceived as a guide to help supervised individuals, team, group or organization to evaluate and reflect on their own work. With the help and support of the supervisor, the supervised looks for new solutions, exploring new ways and means which lead to his/her greater satisfaction, and thus subsequently to greater customer satisfaction. Supervision can be focused on enhancing the experience, better understanding, release of creative thinking and development of new perspectives of professional conduct. Concurrently, supervision can be a model of learning from one's own work and, in case of group supervision, also a model of learning from the colleagues' work.

The aim of self-evaluation consultants' supervision is to obtain greater certainty in the role of consultant, higher satisfaction, and increase the quality and effectiveness of their counselling skills. Last September self-evaluation consultants were trained in counselling and consulting skills. In the following months they were engaged in long- or short-term counselling in various types of schools. At supervision meetings, consultants had an opportunity to assess their previous experience, share their practices with other colleagues and eventually find other ways to improve their job of counsellor. It was thus group supervision.

At the beginning of the meeting, the participants got acquainted with the concept of supervision, what its aims were and how it would proceed. After the initial joint familiarization with the objectives of supervision, the participants divided into two smaller groups. By learning about orders, a list was made of advisors' needs. It is important to note that supervision makes a difference if we have had a concrete experience.



The participants were asked to recall a difficult situation in terms of counselling they encountered during counselling and briefly describe it. From these situations priorities were selected which had the greatest weight from the perspective of the participants. It turned out that the overriding examples include:

- How to watch the border in the role of a consultant and not be manipulated into what is not the subject of consultancy?
- Can an exchange of experience be a contract? When and in what context?
- How to deal with a situation where I meet with a group of non-cooperating teachers? Is it desirable to meet with all teachers? Or - how large a group of people can be to work with in the intervention work?
- Do we have a lot to offer as consultants? Can I be satisfied with what I know and I can do?
- How to work with a group of people who are in self-evaluation as „far“ as I am?
- How to make sure that we are not manipulated in the role of counsellor by the clients while leaving them room for a solution of their own (even that we would not recommend)?
- What to do in a situation where the school does not in fact know what it wants or keeps asking the same questions over and over, e.g. „How do we do that?“ - „So tell us how to ...“?
- How to conclude a contract well? How to find that it was actually fulfilled, or how to avoid continuing to intervene where it is no longer required.

Then, the participants in threes proposed solutions to urgent situations. They discussed their proposals among themselves. The supervisor in this case was „a guardian“ testing groups' solutions through constructive questions (What would you do differently? What else could have happened to help handle the situation? If you had to deal with this situation again, how would you proceed? Which of what you have done was most useful? What is worth remembering? ...). With each new solution, there were assurances and strengthening of the counselling skills.

At the end of the meeting, each consultant had an opportunity to make his/her self-reflection using a technique called The serenity circle of consulting skills, in which he/she indicated to what extent he/she was able to perform skills of a consultant, and determined where he/she wants to move further at the time of his/her operation as a consultant. The serenity circle of consulting skills means a graphical pie, consisting of the criteria for advisor's skills, which is the contact with the client, setting a contract, order, active listening, direct communication, problem analysis, formulation of recommendations.

What else would the consultants appreciate with regard to their professional development?

The feedback indicates the need to improve in coaching techniques and the related practical training. Knowledge of the coaching approach opens a way for the consultants to better manage a contract, how to communicate constructively with clients – the ability to evaluate the whole process is one way how to be an erudite consultant. Also focus on sharing their experiences, learn to ask appropriate questions, well implement the counselling process and also be able to professionally handle any client's resistance. Since further education of the consultants is planned, these areas will be remembered.

How do consultants view supervision after the first joint meeting?

Based on the evaluation of the supervision meeting, it can be stated that the participants consider such a managed meeting to be very beneficial for their professional development. They see the benefits in the fact that they can share their experiences and with the support of a supervisor find ways to improve or ensure that their advisers/consultants are doing the job well.

Finally, let us acknowledge an idea that supervision is a way of support, that is currently lacking in schools. If it appears, it is only sporadically. Those who have experience with it and see its benefits look for ways to provide supervision at school. Supervision work has its own rules, criteria and ethics. In education we have many teachers, advisers, consultants, trainers and mentors. Supervision in schools can be described as an aid that is still at its beginning.

Jana Kazíková, Kamila Bobysudová

Cooperation Opportunities with the Consultants after the Project

After completion of the project we are simply unable to maintain continued operation of counsellors/advisors/consultants in schools.

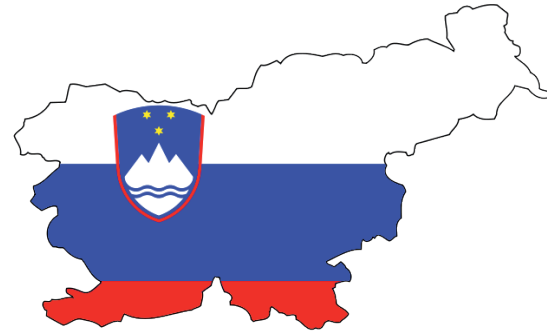
In order to allow the consultants to continue to provide their services, it is „only“ required to secure a financial source from which their services will be covered. Could it be money of school authorities or schools? It depends on the priorities of schools and of school authorities. Because self-evaluation contributes significantly to the quality of schools, it could become such a priority.

We are currently preparing a communication strategy with the school authorities to inform them of the potential of consultants and consulting model, created under the project. At the same time, after the practice of consultants in the project is over, we will publish contact details for consultants who we have given their permission on the project website: <http://www.nuov.cz/ae/poradenstvi>. This will make it possible that anyone could go to a particular consultant directly. Some consultants will have had more than ten consecutive interventions, that involve 300 hours of practice. They are thus experienced professionals who are from the same environment as those to whom they offer advice, they are daily confronted with similar challenges, so they will understand their „clients“ well, being practical and speaking „the same language.“ Certainly they are persons whose potential would be a pity to let lie idle.

Jana Ostrýtová

Journey around the World

The Slovenian education system today shows outwardly a very similar structure and organization as the Czech system. But there are some fundamental differences that significantly affect the image of the evaluation system. In Slovenia it is primarily a stronger centralization of decision-making in the hands of the ministry, but at the high rate of acceptance of proposals by professionals. The second major difference in Slovenia is the existence of very wide-ranging discussion about the meaning of self-evaluation and its central material support as an expression of importance. Slovenia as a small country with two million inhabitants seems to have a much easier position in that almost all actors in the field of theory and practice know each other and because of the direction of the educational policy in 1990's, they see (self)-evaluation processes in the education system as an essential way to the actual quality control at schools.



Self-evaluation in the education quality assessment system in Slovenia

In this article we focus mainly on self-evaluation (in Slovene: *samoevalvacija*) processes and projects in the Slovenian educational system, not on the course and results of long-standing professional discussion of theorists about the concept of quality and its evaluation in the field of education training. Special attention is given to outcomes and experiences from the self-evaluation project in schools, that in recent years took place in Slovenia, under the baton of the Ministry of Education and Sport.

In Slovenia, since the early 1990's four types of evaluation were delimited for practice:

1. external evaluation
2. internal evaluation
3. evaluation system
4. evaluation of knowledge

External and internal evaluations are reflected in No 3 and No 4 and those again in No 1 and No 2.

At the present time, these concepts have been limited to two in legislation as well, namely internal and external evaluation, and the other two concepts appear only as their closer characteristics.

Internal evaluation in Slovenia is seen as with us: evaluation is performed within the institution by the headmaster, teacher, student or members of school councils.

The external evaluation is carried out by the Inspectorate for Education and Sport, and aims to control the enforcement of legislation (particularly in respect of the minimum „standards“ of knowledge) and other regulatory documents of the ministry or the government into the organization's practice and the school system, including the private or religious ones.

Evaluation of the curriculum and educational programs by the National Evaluation Committee, whose aim is to coordinate the monitoring and implementation of the new curriculum in schools from pre-school facilities to secondary schools. The output is professional evaluation studies, for which the ministry has been inviting to tender since 2006 for independent groups of experts or specialized agencies.

In fact, there is a number of public institutions in Slovenia that have something to do with evaluations of educational programs and processes, such as:

- National Institute for Education
- National Institute for Vocational Education
- Slovenian Institute for Adult Education
- National Examination Centre

Evaluation of knowledge has an external international form (PISA, TIMSS, PIRLS, etc.), national form within the compulsory schooling, and then also an internal form (analysis of school success rate at the end of each school year, course, various forms of blanket testing, etc.). Over the past twenty years, preferences and efforts significantly increased to promote self-evaluation methods and forms in the practice of schools and teachers. Since the mid 1990's, the Ministry supported (after an expert discussion with great influence of Dutch, American and Austrian experience) a number of projects and initiatives aimed to introduce and support at different levels and different range the self-evaluation elements of quality assessment and its increasing within the educational system. Over the past years the most important projects included, for example:

Mirror Project

Responsible was the National Institute for Education in 1966-2001. Schools were to try draft self-evaluation techniques provided by the National Institute of Education, and to report on their own experiences with self-evaluation in terms of tools for quality improvement in knowledge, skills, styles of work, motivation of pupils and students, cooperation with parents, school climate and environment, interactions teacher-student, teacher-pupil and pupil-pupil.

Wise Eye Project

Continuous continuation of the previous project under the auspices of the Ministry since the school year 2001/2002. The project included six areas: formation of educational goals, improving teaching units, increasing the accountability of students and teachers, school co-operation with parents, managerial school control. The result was a handbook and sets of recommended questionnaires for different types of schools to use in their self-evaluation processes and a biennial report.

Project of Quality Assessment and its Maintenance

It was a continuation of the Wise Eye Project since the school year 2003/2004. The aim was an adaptation of questionnaires from the previous project to different levels of the educational system from kindergartens to secondary vocational schools.

The project of forming a network of learning schools

It was compiled on the basis of foreign inspirations in the National School for Leadership and Management in Education and conducted since 1998. The aim was to increase and improve the practice of classroom management, increase the school's own responsibility for its quality, develop cooperation in the management and administration of schools - mainly in the learning processes - and create a reservoir of the so called good practice. The project later became part of the curriculum of the National School for Leadership and Management in Education and its courses are attended by heads of schools of all types and kinds. Topics of the courses are: learning and teaching, strategies to prevent violence, development of effective schools, improving school climate and civics in practice.

The concept of quality improvement in vocational education

The project organized by the National Institute for Vocational Education under the PHARE - MOCCA program. Schools were to prepare their own plan for determining and maintaining quality in four mandatory observable fields: school management, performance and results of educational processes, school's value orientation, school climate and atmosphere in the classroom.

Offering high quality of adult education

A project developed by the Slovenian Institute for Adult Education adapted to the field of educational (evening or remote e-learning) courses for adults. The project focused on creating tools for determining the quality of the school's own work in areas: efficiency of educational goals, educational processes, inputs and outputs of students, teachers, cooperation with institutions for the environment and management in practice.

At the same time, other projects are included in the field of education in Slovenia by institutions such as the Slovenian Institute for Quality and Metrology in the project Quality for future educational projects, or various prizes of quality, like Apple of Quality (a national award for the best mobility project in the EU Program Leonardo da Vinci) or the European Quality Label under the Socrates projects.

Quality in higher and university education is monitored by the National Commission for the quality of higher education. In 2003, Slovenia established the National Commission for evaluation and quality assurance in preschool centres, primary and secondary schools and adult education organizations. It was one of the tangible results of an international conference on self-evaluation in schools (Brdo, 24 to 28 September 2003), whose motto was: „Self-evaluation is an educational process.“ The aim of this new institution (Commission) is providing support and recommendations for specific symptoms and quality and its needs in a variety of educational institutions.

In 2006, in cooperation with the Ministry a tender was announced for the project Co-financing the network of educational institutions for evaluation and quality development. The selected networks of schools are

from April 2006 partly financed by the European Social Fund. The project lasted a year and a half and in the autumn of 2007, the first results were published, showing that the planned targets were generally met, although many challenges in creating tools, formulations of evaluation criteria and indicators as well as evaluation methodology and interpretation of collected data persisted or have so far been unsuspected. Schools should learn to formulate indicators and benchmarks of quality appropriate for their school, develop their own self-evaluation tools and pilot them in practice. Another goal is to extend examples of „good practice“ of schools that are in the project network, and promote co-operation with local school authorities, supporters (the so called stakeholders). In each school, a team was established for the quality that developed its own tools for the school, or chose from other schools' tools for determining the quality according to pre-identified needs of the school. This team was responsible for analyzing the condition of the school, its situation (SWOT), for formulating the Action Plan of the detection and evaluation of the quality of by own resources (self-evaluation) in selected areas of school activities. Appreciated was also the participation of other teachers, students, parents and people from the community or region in this vast project. After a preparatory phase in 2003-2005, filled with analysis and preparatory work, developed was an implementation phase of the evaluation plan and quality assurance in the practices of each pilot school. Based on interim and final annual evaluation of the effectiveness of the project, action plans have been prepared since 2008 for each school to maintain and improve the quality in the future (short- and long-term prospects of activities with welcome formulations of periodic or longitudinal research of effectiveness of self-evaluation processes).

Expert committee of this project chose to implement five networks:

- one for pre-school facility (15 kindergartens with 2,441 children and 400 teachers and managers)
- two for primary schools (the first with seven schools with 2,152 pupils and 101 teachers and headmasters, the second network is made up of seven schools with 2,800 pupils and 400 teachers and headmasters)
- one for general education secondary schools (nine schools with 2,250 students and 160 teachers and headmasters)
- one for vocational and technical secondary schools (twelve schools with 3,000 students and 360 teachers and headmasters)

For our similar project Road to Quality Improvement, it will be interesting to know what criteria were selected in Slovenia for choosing a school in the project network. The main criterion of the expert commission was formulating targets of the school, their feasibility, added value, convenience and efficiency with regard to the national curriculum. With the processes of self-evaluation, special attention was paid to the design of school activities, the degree of integration of the school according to region specifics and references on the school by the school authority. Examples of good practice were published in two internal reports that allowed all schools in Slovenia to initiate the actual self-assessment by project inspirations, and also according to a newly issued Education Act of 7 April 2008 (ZOFVI-G, see Bibliography). Self-evaluation in Slovenia thus gained a central lawful justification, while schools themselves decide the content of self-evaluation processes, for which they select from indicators, criteria and evaluation tools recommended by the project.

Karel Rýdl

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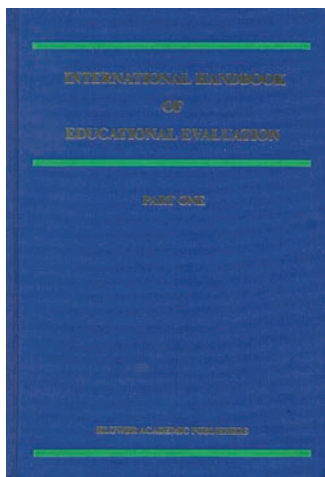
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Educational Evaluation Encyclopaedia



Kellaghan, T., Stufflebeam, D. L., Wingate, L. A. (eds.). International Handbook of Educational Evaluation. Dordrecht/Boston/London: Kluwer Academic Publishers, 2003. 1061-p. ISBN 1-4020-0849-X.

One of the now classical sources, that should not be missing in the library of those seriously interested in current affairs in the field of educational evaluation, is a two-part publication of the International Handbook of Educational Evaluation. The total of 1,061 pages is divided into two parts, or ten sections, which gradually deal with evaluation theory, evaluation methodology, use of evaluation, social and cultural context of educational evaluation, new trends and traditions in the assessment of students, human resources work, programs and projects, traditional and new challenges of evaluation in schools, local, national and international levels of evaluation system. Pedagogical evaluation as a field is developing very quickly. This publication illustrates that in a series of inspiring texts intended not only for theorists and methodologists, but also for practitioners from schools who daily deal with the evaluation of various aspects of what is happening at school. Although the publication was published in 2003, most of its findings are also relevant today.

Milan Pol

Small Class Schools in the Spotlight

Trnková, K., Knotová, D., Chaloupková, L. Málotřídni školy v České republice. Brno: Paido, 2010. 197 p. ISBN 978-80-7315-204-8.

Small class schools usually rather stay disregarded by wider public attention but also by researchers, although long-acting worthily at the school scene and their number is in the Czech environment perhaps surprisingly high (approximately 35% of all primary schools). This makes even more interesting a publication by the workshop Brno Institute of Educational Sciences of Faculty of Arts, Masaryk University, pursuing these schools from different sides very systematically.

So what can we find in this groundbreaking book? The authors first show the ups and downs of the historical development of small class schools, in the context of school and educational policies that has been affecting the life of small class schools. In addition, also - for comparison - they offer a view of the situation of small class schools abroad. An analysis follows of the current Czech rural environment that creates for small schools the typical socio-cultural, but also geographic, demographic, economic and other conditions. It is the interplay of these conditions that creates the unmistakable climate, essentially determining the functioning of each individual school. In order to detect a wide range of functions of the small class schools, the authors focused on the concept of community schools and approaches emphasizing the overlap of the small class schools towards the needs of municipalities and their inhabitants. Finally, the authors draw attention to internal events in the small class schools and pay particular attention to the specifics of small class school management. They regard the headmaster/headmistress as the central category of the management, and therefore the bulk of the text is about the role of the headmaster/headmistress - based on data obtained primarily from a representative survey they portray it in the nuances of a particular environment.

Overall, it is an insightful and thorough work, offering many interesting findings. I find it significant that it is based on current findings on the small class schools, but it also uniquely enriches this knowledge base with a variety of information gained in an extensive empirical research conducted by the authors. I think this publication could attract not only the teachers working on the discussed school type.



Milan Pol

Restoration of the Education Program Self-evaluation Coordinator

September to December 2011 is scheduled for the second reopening of the education program Self-evaluation Coordinator. The implementation of this program is part of the Road to Quality Improvement project, Education activities, implemented by the National Institute for Further Education (NIFE). The activities will again involve all 13 counties and Prague.

The combined study form, which includes 50 lessons, is divided into 30 lessons of full-time education and 20 hours e-learning. The study includes five training modules:

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

A part of the studies is an e-learning course that includes study texts to individual modules and tasks, including attachments, links to study resources and obligation to chat on the study issue; it will allow participants to prepare well for the full-time study meeting and an opportunity to confront the study achievement with the reality in their schools.

Self-evaluation Coordinator Educational Program is primarily focused on the acquisition and development of professional competencies. Given that this activity becomes an integral part of the school management, there is also of course the development of personality, social skills such as communication, empathy, self-criticism, leadership, and teamwork ability, i.e. those reflected in the specific activities of the coordinator. The entire study will also reflect the current outputs of the project, including the evaluation tools created. The study is organized in individual regional offices of the National Institute for Further Education and is the responsibility of regional guarantors. They provide all documentation to courses, collaborate with teachers and tutors, and provide the technical background necessary for teaching and e-learning, work with evaluation questionnaires. The capacity is 140 participants.

You can subscribe to this study at: shanilova@nidv.cz, tel.: +420 775 571 608.

Iva Šánilová



New Workshops with the Theme of Evaluation Tools

In the first half of 2011 we realize other workshops, this time focusing on evaluation tools, generated under the project Road to Quality Improvement. The aim of the workshops is to introduce participants the evaluation tools created and show them concrete opportunities to work with selected tools. During the initial part of the seminar, participants are familiarized with the portal of evaluation tools and gain an overview of tools available there. The second part already deals with a more detailed view of selected evaluation tools.

According to the focus of the seminar, workshops have been presented in more detail such as The Framework for School Self-assessment or 360° Feedback for the Middle School Management Level or Survey for Parents. The selection of other instruments reflects the wishes in the group of participants who have the opportunity to engage directly in what they are most interested in. During this part of the seminar, possibilities are presented in particular of the outputs of individual instruments, their interpretation and problem areas when using the tool. Participants will try almost everything on computers; attention is paid to technical control too. Workshops take place around the time from 8.30 to 16.00.

The seminars are intended for headmasters and representatives of schools, coordinators of self-evaluation in schools and other teachers active in the school self-evaluation process.

Workshops have already taken place in Prague on 23 March, 5 April, 8 April and 27 May. In the period after the summer holidays next workshops are planned - 29 September in Olomouc, 18 October in Brno and 24 November in Pardubice. If you are interested in attending the workshop in these dates, sign up at e-mail address: cesta@nuov.cz

Martina Kekule

How to assess the quality of school self-evaluation?

How good is our school? Does it provide quality education for pupils? What quality criteria do we have? ... Many question with which many headmasters and teachers bother their heads. These are the initial questions of those who engage in self-assessment of the school. Over time, however, the minds of those who implemented assessment are invaded by doubts: Did we evaluate well? Can we consider the evaluation to be correct? Suddenly there are issues of quality of self-evaluation performance or in other words, the process called meta-evaluation is under way.

The Annex to the second issue of the bulletin On the Road to Quality Improvement and the project website published Evaluation criteria of plan, process and report on school self-assessment (<http://www.nuov.cz/ae/kriteria-hodnoceni-planu-procesu-a-zpravy-o-vlastnim>; further on referred to as „meta-evaluation criteria“) intended to reflect self-evaluation activities. Sixty criteria are divided into fourteen sub-areas, which are thematically focused on three areas: a) a school self-assessment plan, b) school self-assessment process and c) report on school self-assessment. Following these criteria, methodology was created for working with these criteria and published on the project website. The aim of the methodology is to offer especially the headmasters the best possible use of the criteria for assessing the quality of school self-evaluation. The meta-evaluation criteria may also be a good basis for communication between the school and external evaluators (CSI and school authorities) on the quality of the school and school evaluation. The methodology includes: description of variants of using the criteria for different types of users, differentiation of criteria to compulsory and optional ones, description of the aggregation of data collected during the systematic use of the criteria and the systematic meta-evaluation tool itself based on the meta-evaluation criteria.

Types of criteria

A closer look at the criteria can determine that the criteria differ in terms of whether they are binding (mandatory) or not (optional) under the currently valid legal documents. The compulsory criteria should assist schools with priority control of the compliance with legislative requirements and the other criteria are optional, formulated as recommendations to improve the quality of school self-assessment. It should be noted that depending on the approved form of the planned amendment to the Education Act there may be modification in the division of these criteria.

The use variability of the criteria

The methodology and criteria are primarily intended for headmasters or their authorized persons responsible in the school for the self-evaluation of the school. Secondly, the meta-evaluation criteria can be used by representatives of school authorities in the school boards, who have access to compulsory education documentation, and last but not least they can be a guide the Czech School Inspectorate that works on the basis of the report of the school self-assessment when evaluating schools.

From the perspective of those who assess self-evaluation in school, there are several following variants of the use:

1. The tool serves the headmaster himself/herself who also fills it himself/herself.
2. The headmaster invited selected colleagues (e.g. from the school management) and goes through the criteria with them and performs the evaluation together.
3. The headmaster invites a colleague or colleagues of a headmaster of partner schools and under the view angle of their critical perspective (peer review) he/she will evaluate self-assessment in his/her school (e.g. suitable for evaluation of small class schools where complex evaluation techniques lack a sense).
4. The headmaster designates a person in the school that shall conduct evaluation independently of the headmaster alone, eventually with designated colleagues.
5. The tool will be used as a questionnaire for teachers and as a questionnaire it will then be evaluated. The results may be subject to discussion about the quality of self-evaluation.

Schools, according to their experience with school self-assessment, the circumstances in which it is implemented and, finally, according to the willingness to devote this issue, can choose between the easier option for beginners and the advanced option. The simpler version offers criteria in the form of a checklist. In this case, the criteria can be seen as a checklist of test question. These criterial questions can be a guide for those who plan, implement evaluation of the school and write a report. They also can assist the headmaster in supervising the school self-assessment.

The variant of the use of the criteria for demanding users is based on a systematic evaluation of individual criteria. For a more systematic reflection the following evaluation scale has been created:

yes – rather yes – rather no – no – not applicable

It is recommended to attribute an evaluation scale and verbal reasoning to the relevant assessing judgement, or propose possible options to remedy or change in the aspect of self-evaluation to which the criterion draws attention.

You can work with the criteria in a paper form, that is part of the methodology, or in an electronic form, which is published for schools on the evaluation tools portal (see examples of criteria support SW environment). The electronic version allows a convenient way of filling and automatic summarized evaluation.

In conclusion I would like to wish the schools to manage to improve self-evaluation so that some activities will get automated, be least burdensome and get aligned with the normal activities of school in order not to lose its main purpose to provide the best possible education for pupils.

Quality Concept and Assessment with regard to Education in the Second Half of the 20th Century

General trends in the world

After the Second World War, the emphasis on quality developed in both profiled countries, the U.S. and Japan, very unevenly, which was due to differences in war-ravaged economy and the conversion of the military industry to peacetime one, which however strongly benefited from technologies developed for the war industry. Under the influence of publications by A. V. Feigenbaum on the quality management (1945 and 1951) the TQC model (Total Quality Control) began to come in practice in the U.S. and Japan, which was spread in Europe since 1961 after the Turin Conference of the European Organization for Quality. An employee of General Electric, Feigenbaum thus became the first real „quality controller“ who greatly influenced the work of two American quality control protagonists, W. E. Deming and J. M. Juran. That opened the way to the application of quantitative methods in assessing the quality resulting from regular statistical surveys. In practice, the quality control exerted in the second half of 1950's mainly by reducing the number of rejects, and subsequent repair of products with an emphasis on sampling methods in customer-supplier relationships. The emphasis on continuous monitoring during the manufacturing process in Japan caused price reduction of the entire production so that Japanese goods began to compete with the U.S. and Europe which got rid of much more expensive goods control output much more slowly.

In 1961, P. B. Crosby published his „zero-defect“ concept of the work for anyone (not just managers), through which especially the U.S. manufacturing space was significantly improved. This concept turned attention in the concept of quality from the material to the man and his qualifications and responsibilities. Sixties can be characterized with a boom of methods and forms of delegation of responsibility for the quality to individual workers according to the motto „do it for the first time and without error.“ Achievements of the pioneering company ITT (International Telephone and Telegraph) influenced mainly French companies and under their influence in other European countries the concept of quality control was taken mainly by non-governmental voluntary organizations and associations that impressed even the still largely academic activity of the oldest English organization (1919) - Institute of Quality Assurance - IQA.

Large national institutions were then established in the early 1950's (Germany, Netherlands, Sweden and later France and Italy). Also noteworthy is the establishment of the European Organization for Quality - EOQ in 1957 as one of the supplements to the so called Treaties of Rome on the common European market. This organization became an umbrella institution for the National Association for Quality, since 1990's even for members of the former Soviet bloc, such as the Czech Office for Standards and Metrology.

Since 1970's politicians began to show interest in promoting the quality on a mass scale, which allowed more competitiveness, survival and increase of the wealth of each country. Systematic support emerges in industry, agriculture, transport and energy, later also in the arts, health and education. A by-product of this trend is a series of national and international annually awarded quality prizes. Among the most widespread quality management systems in the corporate sphere a complex quality control model was applied (Total Quality Management - TQM), based on the newly formulated rules for the creation, implementation and evaluation of quality management systems of American International Standard Organization - ISO, Series 9000, which is hitherto developed for the non-production and non-profit sphere. In 1980's and 1990's national literature began to emerge on quality and its management, which gradually developed other than American or Japanese ideas (e.g. the Netherlands, Germany, Sweden and Switzerland). The main trend of the last two decades of the last century was not only the penetration of the quality assessment into all spheres of social life, but also the effort to stabilize the product quality by its durability, but mainly by focus on meeting customer needs. The then definition of quality exactly corresponds to it.

The concept of quality evaluation and control in education, training and education

The managerial concept of quality management and its evaluation began to penetrate the school and education system as late as in 1970's. Like into other „non-profit“ sectors of social life, efforts of economists - and thus many politicians - to finance only proven quality



penetrated into education in the wake of the oil crisis and the sharp decline in financial aid and funding. The problem was that almost no one until then had dealt with the dynamic and managerial concept of quality in education using the criteria and indicators from profitable spheres. Education was rated internationally mainly thanks to statistics and quantitative data (number of schools, participants, teaching qualification of teachers, facilities, amount of public subsidies) and nationally by traditional criteria (classification diameters of classes and schools, teaching qualification of teachers, facilities or failing rate of pupils). The first heralds appeared in line with general trends in quality assessment in profitable enterprises especially in the Anglo-Saxon countries (design by central documents, efforts of the schools performance rankings, nationwide testing of students during and at completion of education, careful discussions of the concept of quality). Since 1980's also in other countries a frenzied wave began to spread of „interest“ in the concept of quality which was very sternly linked to financing of educational systems. Some concerns of this quantitative „madness“ for finding the quality began to be expressed by a number of experts who pointed out the problem of distortion of teachers' didactical freedom and responsibilities of schools for education in the context of the pupils' individual limits (P. Dalin, T. Liket, H. von Hentig, K. Tillmann).

When the OECD and other newly formed international organizations (International Association for the Evaluation of Educational Achievements - IEA) launched a methodologically „bullet-proof“ assessment of the quality of education according to the results of international surveys of pupils of different age levels (TIMSS, PISA, PIRLS), it was very difficult to point to the need of not only quantitative but also qualitative oriented data. It is indeed difficult to this day, even though during the last twenty years in education in terms of the quality concept and assessment a lot has changed in favour of respecting qualitative approaches (sophisticated methods in obtaining relevant data, case studies, examples of good practice, promotion of multi-dimensional quality assessment in legislation, including school self-evaluation as an expression of independence and professional competence of the actors of educational processes). Linked to this is the wave of the original national professional literature and introduction of the quality concept and assessment in the serious scientific topics. The results of various measurements and investigations began to be accepted as the only relevant and educational policy, by all politicians regardless of ideology, but with different emphasis on the selection of indicators and criteria. So at the end of 1990's in the most developed countries there were also plenty of publicly supported projects and programs to improve the quality of national education, because the information and knowledge has become one of the mainstays of the economic development.

Karel Rýdl



Filling Station

Final Conference of the Project

On 29 November 2011 final conference of the Road to Quality Improvement will take place. The conference will be held in Prague, in the CITY Conference Centre in Pankrác from 9.30 to 15.00. The conference aims to inform and discuss topics related to school self-assessment from the perspective of the currently valid legislation and the outcomes of the project Road to Quality Improvement.



The conference is intended for representatives of schools, school authorities, the Ministry of Education and organizations directly managed by the Ministry. Invited are also experts of universities, associations, senators, MPs, social partners of schools, representatives of other organizations, such as the Czech Society for Quality, so all those who can affect the quality of education from their scope of authority. The conference is scheduled in two blocks. In the morning block, we would like to secure appearance of the Czech School Inspectorate, school authorities, and experts on self-evaluation and school representatives. We expect presentations focused on meaningful implementation of self-evaluation. We will also pursue the project added value and sustainability of its outputs. In the afternoon session we expect division into two sections, namely a section, that will primarily address the range of specific evaluation tools, and a section focusing on education, counselling and mutual learning in the self-evaluation area as these topics were addressed in the project, and what it offers in this sense to schools for the future. We assume that at the conference some project outputs will already be available in printed form, such as manuals or some evaluation tools or the publication Consultancy in the self-evaluation sphere.

The capacity is 200 people. Now you already have an opportunity to register for the conference at e-mail address: cesta@nuov.cz – write Conference in the subject line.

We look forward to seeing you.

Jana Ostrýtová

What is done and what the future holds for us in store

Dear readers,

let us now recapitulate what we managed to do in the previous period, and also what we plan to prepare for you in the next period.

Recapitulation of what we have already prepared for you:

- a call centre is in operation - we have a new phone number, namely: +420 775583513; you can contact us with your questions regarding requests for consultancy also at e-mail address: cesta@nuov.cz
- at <http://www.nuov.cz/ae/evaluacni-nastroje> we have offered you other evaluation tools to use:
 - Group balance of graduates
 - Electronic support for the 360° feedback tool for the middle level of the school management
 - Survey for teachers
 - Electronic support for the meta-evaluation criteria methodology
- In May we published the following evaluation tools:
 - Good School - a tool for school's prioritizing
 - Interaction of teachers and pupils
 - School educational motivation of pupils
 - Group balance of graduates
- since October 36 workshops have taken place where there is sharing of experience with the implementation of school self-assessment, and others will follow
- also, four specific workshops took place in which participants learnt to work with specific evaluation tools (School Self-evaluation Framework and 360° Feedback for the middle management level)
- in March an introductory meeting was held of secondary schools that will continue to meet in mutual visits, where experience will be shared of implementing self-evaluation
- schools will also meet at events such as mutual visits and peer reviews, where their experience is shared of the implementation of school self-assessment
- since November self-evaluation consultants have been working in the field at 67 schools
- in some schools interviews are held regularly for the purpose of extracting the experience of schools into the project publications
- we have already published three examples of inspirational practice and others are being prepared for publication
- a draft studio standard is being prepared to perform specialized activities - Self-evaluation Coordinator encompassing 250 lessons - which will consist of several modules; full-time and e-learning study forms are assumed
- a dictionary of entries was published in May on the project website related to quality and its evaluation in the field of education - in January we offered for use an electronic support of meta-evaluation criteria used to assess the quality of self-evaluation of schools
- in May we prompted you at the website to comment on evaluation of recommendations for the school authority



And what you can look forward to by the end of 2011...

- more evaluation tools will gradually be published
- there will be workshops where there is a mutual learning in the school self-evaluation, while at selected workshops there is practical training for working with evaluation tools – you can still enrol for the workshops <http://www.nuov.cz/ae/ostre-workshopy> at: cesta@nuov.cz
- from September to December repeated education will be organized within the program Self-evaluation Coordinator of the project Road to Quality Improvement
- on 29 November 2011 you are cordially invited to the final conference of the project Road to Quality Improvement, which will be held at the conference centre CITY Pankrac
- at the end of October 2011, you can look forward to the next (fifth) issue of the bulletin with the theme Report on school self-assessment

By the end of the project - in 2012 - you can look forward to:

- 14 regional conferences which will take place January-April; more dates will be published and you are cordially invited to them because experiences will be shared here with the passed activities and outputs of the project
 - publication, studies: self-evaluation abroad study, additional manuals for evaluation tools, publications Mutual learning in self-evaluation, Examples of inspiring practices in the area of self-evaluation, monograph School self-evaluation in the Czech Republic and its support system, the sixth issue of bulletin with DVD attached with the entire evaluation tools portal and the final versions of all project outputs
- We hope that everything the project offers you will be useful for you and help you in mastering school self-assessment.
- We wish you a peaceful completion of the school year and well-earned rest during the summer holidays. We look forward to you and our cooperation in the next school year.

Jana Ostrýtová

The project team of Road to Quality Improvement

Articles for 4th Issue of the Bulletin were written by:

Mgr. Kamila Bobysudová – cooperates with the Regional Education Centre in Pilsen, the National Institute for Further Education
Mgr. Jaroslav Fidrmuc – Headmaster of Cyrilometodějské Gymnasium, Prostějov
PaedDr. Věra Helebrantová – Headmistress of PS and Nursery School Ostrava-Bělský Les
PhDr. Martin Chvál, Ph.D. – National Institute of Vocational Education, Department of Research and Development of Education Faculty of Charles University, Prague, the author is also the lead manager of the project
Mgr. Jana Kazíková – teacher of training courses, consultant, advisor and coach of o. s. Přátelé angažovaného učení
RNDr. Martina Kekule, Ph.D. – Department of Physics Education, Charles University, Prague
Mgr. Tomáš Kohoutek – Department of Psychology FSS MU Brno
Mgr. Jan Mareš – Mayor of the City of Chomutov, Headmaster of secondary school Střední škola energetická a stavební, Chomutov
Ing. Stanislav Michek – National Institute of Vocational Education
Mgr. Jana Ostrýtová – National Institute of Vocational Education
Mgr. Milena Peteříková – Headmaster of PS and Professional School Zbůch
prof. PhDr. Milan Pol, CSc. – Department of Educational Sciences, Faculty of Arts MU Brno
Mgr. Jana Poláchová Vašátková, Ph.D. – Department of Education and Social Studies, Faculty of Education, Palacky University
Mgr. Lucie Procházková – National Institute of Vocational Education
prof. PhDr. Karel Rýdl, CSc. – Faculty of Arts, University of Pardubice, Vice-Rector for Education and Student Affairs
PhDr. Iva Shánilová – National Institute for Further Education
Mgr. Radka Víchová – school psychologist at PS Botičská, Prague
Mgr. Jan Zouhar – lecturer, mediator

All articles are reviewed.

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Editors: Weilova 1271/6, Prague 10, tel: +420 274 022 416, e-mail: cesta@nuov.cz
Editor in Chief: Jana Hrubá

Editorial Board: Zoja Franklová, Martin Chvál, Hana Košťálová, Jan Mareš, Erika Mechlová, Stanislav Michek, Jana Ostrýtová, Milan Pol, Lucie Procházková, Karel Rýdl, Jana Poláchová Vašátková a Romana Velflová

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