Criteria for Evaluation of the Conditions, Course and Results of Education
Modification for Early Education[1]

1   Framework and conception of the school

The quality school knows what to achieve and successfully follows its goal.

Criteria in this field stress clear rules and mechanisms which are used by the nursery´s leadership to manage the school and enable effective school organization and development and also ensure that the nursery is a safe and pleasant place for effective education and personality development of children. The basis for systematic quality improvement is a clear vision, conception and formulation of the nursery´s goals. The key component of these goals is the School Educational Programme (SEP) which is in accordance with the relevant Framework Educational Programme (FEP) and in accordance with legislation aimed at education. It is important that the nursery´s leadership through constructive links and discussions with the nursery´s founder gains not only the founder´s understanding for such visions, goals and conditions necessary to fulfil these visions but also their identification within the nursery ´s realistic vision, strategy and objectives. The quality nursery is an organic part of a municipality, it is actively involved in life of a municipality.

To achieve high quality education is a difficult task to deal with without constructive relationships with parents (child´s legal representatives), because open and constructive relationships with parents are the foundation of trust. The quality nursery actively seeks for the parents to be involved in the fulfilment of the nursery's goals.

Quality education cannot be provided without a feeling of safety for all children and stakeholders in the nursery. The quality nursery is a safe, open and helpful place for the support of the true needs of children and teachers, leadership and all stakeholders. It is a place which enables open and constructive communication. It has clear, understandable rules and mechanisms for the organization of activities and problem solving and it also actively applies policies for the prevention of all forms of risky behaviour.

1.1   Nursery has a clearly formulated vision and realistic strategy of development which is shared and fulfilled by the pedagogical workers

The school has a clearly formulated, understandable and real strategy of its development. These can be separate or a component of the school educational programme. They define visions and objectives, identify conditions necessary for their reaching, priorities and steps which the leadership and teaching staff plan to undertake for achieving the stated goals in accordance with principles of education and with preparation of children for the future and employment in practice. These objectives are formulated with openness towards educational trends, society, and social demands. The strategy is also easily accessible for parents of current and potential

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[1] The descriptions refer to the best level, the highest level of evaluation. Recently, this highest level of individual criteria might be achieved only by few schools but within the horizon of five to six years this level will be under a good leadership realistically achievable for the majority of schools.

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children and other interested parties, the school actively communicates with parents, founders and all key educational actors and strives for their feedback. The leadership and teachers demonstrably identify themselves with the strategy and the school strives to make founder identify with the strategy as well as the most of the parents. Long-term and medium-term strategy and concept are updated in reasonable intervals. The school continually follows and collects information necessary for its future course (legal changes, educational trends, policies and strategies in education, socio-economic changes in the school region, demographic data and plans of territorial development of the region) and takes them into consideration in strategy and concept updating.

1.2 Nursery has an educational programme (SEP) which is based on the vision and strategy of the school's development and is in accordance with curricular documents (FEP); its goals are understandable for teachers and parents
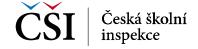
SEP is in accordance with the corresponding FEP and with all legal regulations concerning early education. SEP is well arranged and understandable for teachers and parents (legal representatives of children). Both the school leadership, teachers and parents identify themselves with the Programme.

1.3 Nursery works in accordance with clear rules that enable constructive communication between all stakeholders (leadership, teachers, parents) and their participation in school operations

The school has a clearly defined rules and mechanisms for organizing school activities (school rules and further inner regulations) in accordance with legal order and visions and developmental strategies of the school. Teachers, parents (legal representatives of children) and founders have an easy and time limited access to these rules and set mechanisms. The school maintains constructive communication with teachers and main actors outside the school (parents, founder) about rules, and sees to involvement of all actors into development and rationalisation of the rules. The school has a clearly determined mechanism for transmission of initiatives and their hearing; teachers, parents (legal representatives of children) are familiar with this mechanism and understand to it.

1.4 Nursery is a helpful and safe place for children and their parents, pedagogical and non-pedagogical workers

The schools ensures physical safety to children, employees and other people authorized to dwell within school premises not only through obeying legal regulations but also through adapting to concrete conditions and environment of the school. The school has elaborated a functional system for prevention of accidents including periodic enlightenment of children about dangerous situations (indoctrination). The school ensures also psychic safety to children and employees. The school has taken clear measures for prevention of all forms of risky behaviour. The school continually follows possible signals of all forms of risky behaviour, it has set clear rules how to process in case of risky behaviour and applies them without unnecessary delay.

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The school has debated a feedback system with parents (children´s legal representatives) for the case of all forms of risky behaviour which the parents have confidence in. The school cares about psychic hygiene of children and teachers, their healthy lifestyle and further possible forms of support of pleasant and healthy environment at school.

1.5 Nursery co-operates with external partners

The school maintains the coexistence with municipality or region in which it is located. It effectively cooperates with the founder. It actively uses a cooperative programme aimed at other important professional and social partners (particularly with basic school or schools and important organisations in the municipality). It bilaterally cooperates with relevant partners ensuring development of practical skills of children. The school actively strives to collaborate with other schools and workplaces for pedagogic training, it establishes partnerships home or abroad within pragmatic options, it enters exchange programs or joint projects and effectively uses results of cooperation for improving quality of school activities.

2 Pedagogical leadership in the school

The head teacher of the quality school is the leader of the pedagogical process.

Criteria in this field are aimed at the activity of school leadership. It is school leadership in the field of pedagogical process management that is the key component of quality education provided by the school. Emphasis is put on all three fundamental activities: implementation of measures and their management, monitoring, evaluation and follow up measure taking. A necessary part of pedagogical leadership is also the creation of a healthy school climate, assurance and development of quality pedagogical staff and also the assurance of material conditions for education. The necessary condition of quality pedagogical leadership in school is the professional development of leadership members.

2.1 The school leadership actively manages, regularly monitors and evaluates the school activities and takes effective measures

School leadership actively manages pedagogic processes on school level. It initiates pedagogic development of the school in accordance with the developmental concept of the school. It regularly assesses status in all important spheres of pedagogic processes (education) and in the sphere of school management. The self-evaluative system is well designed and stabilized. Both management and evaluation processes are effectively performed so that they can facilitate improvement of education quality of every child. The effectivity of implemented measures for improvement of conditions is evaluated too. While managing the school leadership obeys all relevant legal provisions.

2.2 The school leadership actively creates a healthy school climate – fosters relationships between teachers and children and their parents and mutual cooperation of all stakeholders

The school leadership actively creates a positive climate which supports early education of each child. The school environment itself, tidiness and aesthetic design of inner and surrounding spaces help to create a positive climate. A positive school climate reflects in sound pro-social

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relationships among teachers, between teachers and children, among children and among parents (legal representatives) and between the school leadership and teachers. The children are respected and they obey rules on creation of which they have a chance to cooperate. The teachers play an active role in school development. The school leadership creates conditions for development of pedagogic cooperation between individual teachers e.g. in the form of topical aimed working groups. In the course of the school year there are enough opportunities for mutual cooperation of teachers and parents (legal representatives). The tools for monitoring and evaluation of the school climate are used in such a way so that they could help its improvement.

2.3 The school leadership cares about fulfilment of relevant needs of each teacher and his/her professional development, creates conditions for exchange of pedagogical experiences with other schools and effectively supports teachers-beginners

The school leadership performs systemic appraisal of teachers´ performance and provides teachers a regular feedback for their work. Based on this appraisal the school leadership plans - together with teachers – their further professional development. The school leadership motivates teachers to conduct self-assessment and peer-assessment. Teachers´ professional development is supported through various effective forms, e. g. peer cooperation, coaching, cooperation with individuals or teams from other schools, and conditions for their realization are created. The school purposefully supports development of pedagogic skills of teachers – beginners for whom it has elaborated an effective adaptation programme.

2.4 The school leadership strives to ensure optimum material conditions of education and cares about their effective use

The school leadership systematically evaluates material conditions for education. In alignment with the school development strategy and in cooperation with the founder the school leadership strives to ensure such material conditions which enable education for every child according to his/her individual educational needs. The school leadership maintains the school in a good technical state and continuously improves material conditions for education.

2.5 School leadership emphasizes its own professional development

The school leadership has a plan for its own managerial and professional development which it implements on a long term basis. A component of this plan is a set of activities concerning exchange and transfer of experience between schools of the same type.

3   The quality of pedagogical staff

The quality school is constituted by teachers and other pedagogical workers

Quality education is performed especially through contact between children and teachers. The core of the quality school is quality teachers and other pedagogical workers – qualified, professionally proficient, acting towards the students with respect, open, acting professionally, supporting the development of child responsibility, well aware of their responsibility, open towards exchange of experience, cooperating constructively with other colleagues and systematically developing their own education, perspectives and abilities. The meaning of the criterion in this field is evaluation of this important component of the quality school.

3.1   Teachers are qualified for their work and are professionally proficient and they take a professional approach to their work

All pedagogic workers meet requirements for professional qualification according to the law. They are able to prove the qualification with relevant certificates. The same goes for other legal requirements (clean record, health ability or a Czech language exam). Both from relevant documents and from behaviour of individual teachers it is easy to judge that they consider professional skills an important prerequisite for conducting a quality work with children. Teachers strive to take their work professionally, they are able to keep a constructive dialogue with children and their parents (legal representatives) on a long term basis; they do not take a view disputation personally.

3.2   Teachers consistently use an open, respectful attitude while communicating with children, parents and colleagues

Teachers communicate with children in a polite and friendly manner. They respond to social, emotional, cognitive and physical needs of individual children. They listen to the children and they show responsiveness, kindness, interest and respect to each of them. Teachers discuss with children´ parents, colleagues and other community members with respect and esteem. They model and support pro-social behaviour through their own acts.

3.3   Teachers co-operate actively and offer support and feedback to each other

Teachers create, support and maintain collegial relationships and mutual respect. They actively cooperate, exchange experience and use also the form of mutual class observations. Topical working groups work effectively with the objectives to improve quality of education provided. Problems that arise are transparently solved, a team-work is a natural thing.

3.4   Teachers support development of democratic values and citizenship commitment

Teachers support development of democratic values and civic competencies of children through their introduction to decision making about matters that concern them, and give them opportunity to express their own point of view. They support development of children´ responsibility, independence and self- control. The teachers demonstrate their democratic attitudes and citizenship commitment through their behaviour.

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3.5 Teachers actively co-operate in the area of their own professional development

The teachers assess their own work on regular basis. They are active in their attitude to professional development. They regularly take part in courses and seminars for replenishment of their education and professional skills. They purposely use home study in order to learn various effective forms of sharing experience. They are interested in new trends and they strive to apply the acquired knowledge during learning and teaching.

4 Education

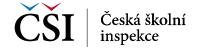***Quality education aiming at good educational results of all children is the principle of a quality school***

The meaning of fulfilment of the education criteria is the implementation of learning and teaching principles that in the greatest possible way adapt learning and teaching goals, instruments and methods to individual child´s abilities and lead to the harmonious development of the child´s knowledge, skills and attitude on the basis of critical self-evaluation regarding to his/her age. A key assumption for the realization of such learning and teaching is the teachers´ conviction about the possibility of personality and knowledge development of each child with no regard to his or her present position on the path towards achieving educational goals. A key instrument for the development of a children relation to learning and teaching is the best possible explanation of how learning and teaching subjects link to real situations in everyday life. It is also needed to appropriately include such situations and tasks into learning and teaching in which children with regards to their development can recognize and use the real situation in everyday life. The possibilities of appropriate use of information technologies are presented to the children within an appropriate form and skills needed for their future use within the information society are developed.

4.1 Teachers systematically consider and prepare education according to the knowledge, skills and goals stated in the school's curricular documents and in accordance with individual children´s needs

The teachers think over and prepare education in accordance with curricular documents, based on previous experience and knowledge of children and with regards to their specific needs. They build children´s motivation to learning, they cultivate all aspects of educational objectives (e.g. knowledge, skills and attitudes) and they motivate children to critical thinking. They have clear, adequate to their age and understandable expectations from children.

4.2 Teachers use a broad spectrum of upbringing and educational strategies to fulfil stated goals

The teachers choose forms and methods of education so that they correspond developmental assumptions, to stated educational goals and they create a positive classroom climate supporting learning. The educational offer is understandable for children and well managed and organized. The educational offer includes individual work of children, children´s cooperation in smaller groups and whole class (frontal) work. The teachers offer children activities that enable discovery, experiments, posing questions, creativity, autonomy and initiative of each child. They show children links between what they learn at school and real situations of everyday life.

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4.3 Teachers systematically observe the educational progress of each child and take into account the individual needs of children while planning and performing education

Teachers systematically follow and record progress, learning processes and educational progress of each child and regularly provide children with descriptive feedback to their work. They offer children activities for their next progress. They lead children to setting pragmatic educational goals offered by the education, and linking these goals and expectations performed their self-assessment and peer assessment.

4.4 Teachers within their work aim at the social and personality development of children

Teachers offer children activities which strengthen their positive self-determination and self-confidence. They demonstrate their conviction about each children´s chances to achieve quality educational results. They use educational strategies which help children to create positive relations and mutually cooperate.
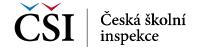
5   Educational outcomes

The quality school enables each child the best possible development regarding his or her abilities.

The goal of criteria fulfilment in the field of educational outcomes is to evaluate the school´s quality activities in one of the school´s key mission – reaching the goal that school graduates are equipped with such knowledge, skills and competences that will assure them success in the further education and professional life. It is very important that the school is systematically able to acquire objective information on the quality of its education, furthermore that the school is able to accept and implement meaningful measures to increase the quality of provided education on the individual, group and school level. An essential assumption for quality education in a school is the ability to ensure that children´s educational outcomes correspond to the demand of the applied School Educational Programme so that the school by its activities can motivate children to the highest achievement according to their abilities. Furthermore, the school is able to ensure that children are able to demonstrate and apply their competencies. A very important aspect for criteria fulfilment in this field is also the systematic assessment of graduates´ achievements in the next level of education and the ability of a school to respond to this information adequately.

5.1 School consistently gains and analyses information on the shifts in each child's outcomes in every educational area and reacts with appropriate pedagogical measures

The school leadership and teachers continuously apply the shared system for gaining updated information on educational outcomes of each child and for monitoring their educational progresses. This system is suitably set with regards to school conditions and children´ needs and enables school to give information on results and progress of all groups of children. The school purposely pursues the monitored educational outcomes on a long term basis and is able – when needed - to take effective measures for improvement of educational outcomes of

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children. The school regularly assesses the effectivity of measures taken and does it on all management levels of pedagogical process.

5.2 Children´s educational outcomes correspond to expected results in accordance with the educational programmes

Teachers regularly assess whether the overall educational outcomes refer to expected outcomes according to FEP for early education, eventually according to specified expected outcomes. According to the need they adjust the educational offer and state specific pedagogues aims so that they will support the educational outcomes achievement.

5.3 Nursery monitors and evaluates children´s achievement in the course of education, at the end of early education and in further education and actively uses the results to improve the educational process

The school effectively assesses the children´s success rate on all stages of management of the pedagogical process in the course and termination of their education. Both teachers and school leadership work effectively with assessment results, their activities and measures aim at improving quality of children´s education, at recognition of possible problems and drawing of their solution.

6 Support of children in the education process (equal opportunities)

The quality school observes progress in learning and teaching of all children and purposefully supports those who require special care.

The meaning of this criterion is to ensure equity in the admission process and in the course of education. That is closely linked to the provision of individual support of cognitive and social skills to all children who need it, furthermore it is linked to the need of an open and friendly environment in the school. For the equal realization of education it is necessary to fulfil this criterion also in other areas: a key aspect is the continuous observation of each children´s outcomes, regular feedback and a motivated approach from teachers who have high expectations for all children.

6.1 Nursery creates for each child and his or her family, equal opportunities in education with no regard to his or her sex, age, ethnicity, culture, mother tongue, religion, family background, economic status or the need of supporting measures

At the admission of children the school complies with legal regulations and with principles for equal access to education, acting with maximum responsiveness towards all applicants and does not demand school fees for education provided according to SEP. The school strives for maximum engagement of children in school events and activities and in case of nee it provides children with special support enabling them their engagement.

6.2 Nursery provides all children who need supportive measures with effective support

The school systematically identifies individual needs of children, in case of need the school cooperates with experts or counselling facilities. The school has its own strategy for work with

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children in need of supportive measures and fulfils this strategy. The school monitors the outcomes of children in need of supportive measures and pays attention to their achievement of maximum progress.

6.3   Nursery pays attention to personality development of children and pays attention to the fact that no child is excluded from the collective

The school staff approach to each child with respect and esteem and create equal opportunities for collective engagement of each child.

The school workers are aware of importance of their own attitudes, values, experience and prejudice and their influence on communication with children and their families and on the whole pedagogic process. They abstain from negative stereotypes (e.g. stereotypes based on gender, ethnicity, nationality, religion etc.) in communication with children, their parents and in activity offers for children. Teachers adapt classroom environment so that children with the need of supportive measures can participate in most of activities. They appreciate variety in the school community and they consider variety an important starting point for planning and realization of early education.

Characteristics of the environment in which the school operates

Quality education requires appropriate material and financial conditions. The equal evaluation takes into consideration also the conditions that the school cannot influence.

- Characteristics of the region – demographic and social-economic, it's attractiveness and the availability of quality teachers

- Material conditions

- Financial conditions

- Composition of children

Information about the environment in which the school operates does not have the significance of school evaluation criteria. In inspection activity outcomes it serves only as a description of the specific environment and the context in which the school operates. However, it will enable comparison with statistical characteristics of the same indicators within the whole complex of schools in the Czech Republic and it is also a very important signal for the school founders in their decision making process concerning the fulfilment of conditions for quality education in a particular school.

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Criteria for Evaluation of the Conditions, Course and Results of Education
Modification for Basic Education

1   Framework and conception of the school

The quality school knows what to achieve and successfully follows its goal.
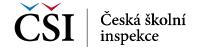
Criteria in this field stress clear rules and mechanisms which are used by the school leadership to manage the school and enable effective school organization and development and also ensure that the school is a safe and pleasant place for effective education and personality development of pupils. The basis for systematic quality improvement is a clear vision, conception and formulation of the school´s goals. The key component of these goals is the School Educational Programme (SEP) which is in accordance with the relevant Framework Educational Programme (FEP) and in accordance with legislation aimed at education. It is important that the school´s leadership through constructive links and discussions with the school´s founder gains not only the founder´s understanding for such visions, goals and conditions necessary to fulfil these visions but also their identification within the school ´s realistic vision and strategy coordinated with the development objectives of the city or municipality. The quality school is an organic part of a municipality, it is actively involved in life of a municipality.

To achieve high quality education is a difficult task to deal with without constructive relationships with parents (pupil´s legal representatives), because open and constructive relationships with parents are the foundation of trust. The quality school actively seeks for the parents to be involved in the fulfilment of the school's goals.

Quality education cannot be provided without a feeling of safety for all pupils and stakeholders in the school. The quality school is a safe, open and helpful place for the support of the true needs of pupils and teachers, leadership and all stakeholders. It is a place which enables open and constructive communication. It has clear, understandable rules and mechanisms for the organization of activities and problem solving and it also actively applies policies for the prevention of all forms of risky behaviour.

1.1   School has a clearly formulated vision and realistic strategy of development which is shared and fulfilled by the pedagogical workers

The school has a clearly formulated, understandable and real strategy of its development within a medium-term and long-term horizon, in accordance with developmental documents of the founder. These can be separate or a component of the school education programme. They define visions and objectives, identify conditions necessary for their reaching, priorities and steps which the leadership and teaching staff plan to undertake for achieving the stated goals in accordance with principles of education and with preparation of pupils for the future and employment in practice. These objectives are formulated with openness towards educational trends, society, economy, technologies and social demands including relevant medium-term and long-term trends on the labour market. The strategy is also easily accessible for parents of

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current and potential pupils and other interested parties, the school actively communicates with parents, founders and all key educational actors and strives for their feedback. The leadership and teachers demonstrably identify themselves with the strategy and the school strives to make founder identify with the strategy as well as the most of the parents. Long-term and medium-term strategy and concept are updated in reasonable intervals. The school continually follows and collects information necessary for its future course (legal changes, educational trends, policies and strategies in education, socio-economic changes in the school region, demographic data and plans of territorial development of the region) and takes them into consideration in strategy and concept updating.

1.2 School has an educational programme (SEP) which is based on the vision and strategy of the school's development and is in accordance with curricular documents (FEP); its goals are understandable for teachers and parents

SEP is in accordance with the corresponding FEP and with all legal regulations concerning education. SEP is well arranged and understandable for teachers and parents or legal representatives of pupils. The school leadership and teachers identify themselves with the Programme.

1.3 School works in accordance with clear rules that enable constructive communication between all stakeholders (leadership, teachers, parents) and their participation in school operations

The school has a clearly defined rules and mechanisms for organizing school activities (school rules and further inner regulations) in accordance with legal order and visions and developmental strategies of the school. Teachers, parents and founders have an easy and time limited access to these rules and set mechanisms. The school maintains constructive communication with teachers and main actors outside the school (parents, founder) about rules, and sees to involvement of all actors into development and rationalisation of the rules. The school has a clearly determined mechanism for transmission of initiatives and their hearing, teachers, pupils, parents and legal representatives of pupils are familiar with this mechanism.

1.4 School is a helpful and safe place for pupils and their parents, pedagogical and non-pedagogical workers

The schools ensures physical safety to pupils, employees and other people authorized to dwell within school premises not only through obeying legal regulations but also through adapting to concrete conditions and environment of the school. The school has elaborated a functional system for prevention of accidents including enlightenment among pupils. The school ensures also psychic safety to pupils and employees. The school has taken clear measures for prevention of all forms of risky behaviour. The school continually follows possible signals of all forms of risky behaviour, it has set clear rules how to process in case of risky behaviour and applies them without unnecessary delay. The school has debated a feedback system with parents for the case of all forms of risky behaviour which the parents have confidence in. The school cares about

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psychic hygiene of pupils and teachers, their healthy lifestyle and further possible forms of support of pleasant and healthy environment at school.

1.5 School co-operates with external partners

The school maintains the coexistence with municipality or region in which it is located. It effectively cooperates with the founder. It actively uses a cooperative programme aimed at other important professional and social partners. It bilaterally cooperates with relevant partners ensuring development of practical skills of pupils. The school actively strives to collaborate with other schools and workplaces for pedagogic training, it establishes partnerships home or abroad within pragmatic options, it enters exchange programs or joint projects and effectively uses results of cooperation for improving quality of school activities. The school supports active involvement of pupils and teachers in national and international projects.

2 Pedagogical leadership in the school

The head teacher of the quality school is the leader of the pedagogical process.

Criteria in this field are aimed at the activity of school leadership. It is school leadership in the field of pedagogical process management that is the key component of quality education provided by the school. Emphasis is put on all three fundamental activities: implementation of measures and their management, monitoring, evaluation and follow up measure taking. A necessary part of pedagogical leadership is also the creation of a healthy school climate, assurance and development of quality pedagogical staff and also the assurance of material conditions for education. The necessary condition of quality pedagogical leadership in school is the professional development of leadership members.

2.1 The school leadership actively manages, regularly monitors and evaluates the school activities and takes effective measures

School leadership actively manages pedagogic processes on school level. It initiates pedagogic development of the school in accordance with the developmental concept of the school. It regularly assesses status in all important spheres of pedagogic processes (education) and in the sphere of school management. The self-evaluative system is well designed and stabilized. Both management and evaluation processes are effectively performed so that they can facilitate improvement of education quality of every pupil. The effectivity of implemented measures for improvement of conditions is evaluated too. While managing the school leadership obeys all relevant legal provisions.

2.2 The school leadership actively creates a healthy school climate – fosters relationships between teachers and pupils and their legal representatives and mutual cooperation of all stakeholders

The school leadership actively creates a positive climate which supports learning of every child. The school environment itself, tidiness and aesthetic design of inner and surrounding spaces help to create a positive climate. A positive school climate reflects in sound pro-social relationships among teachers, between teachers and pupils, among pupils and among parents (legal representatives) and between the school leadership and teachers. The pupils are respected

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and they obey rules on creation of which they have a chance to cooperate. The teachers play an active role in school development. The school leadership creates conditions for development of pedagogic cooperation between individual teachers e.g. in the form of subject boards. In the course of the school year there are enough opportunities for mutual cooperation of teachers and legal representatives. The tools for monitoring and evaluation of the school climate are used in such a way so that they could help its improvement.

2.3 The school leadership strives to ensure human conditions for education, specifically cares about fulfilment of relevant needs of each teacher and his/her professional development, creates conditions for exchange of pedagogical experiences with other schools and effectively supports teachers-beginners

The school leadership performs systemic appraisal of teachers´ performance and provides teachers a regular feedback for their work. Based on this appraisal the school leadership plans - together with teachers – their further professional development. The school leadership motivates teachers to conduct self-assessment and peer-assessment. Teachers´ professional development is supported through various effective forms, e. g. peer cooperation, coaching, cooperation with individuals or teams from other schools, and conditions for their realization are created. The school purposefully supports development of pedagogic skills of teachers – beginners for whom it has elaborated an effective adaptation programme.

2.4 The school leadership strives to ensure optimum material conditions of education and cares about their effective use

The school leadership systematically evaluates material conditions for education. In alignment with the school development strategy and in cooperation with the founder the school leadership strives to ensure such material conditions which enable education for every child according to his/her individual educational needs. The school leadership maintains the school in a good technical state and continuously improves material conditions for education.

2.5 School leadership emphasizes its own professional development

The school leadership has a plan for its own professional development which it implements on a long term basis. A component of this plan is a set of activities concerning exchange and transfer of experience between schools of the same type.

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3   The quality of pedagogical staff

The quality school is constituted by teachers and other pedagogical workers

Quality education is performed especially through contact between pupils and teachers. The core of the quality school is quality teachers and other pedagogical workers – qualified, professionally proficient, acting towards the students with respect, open, acting professionally, supporting the development of pupil responsibility, well aware of their responsibility, open towards exchange of experience, cooperating constructively with other colleagues and systematically developing their own education, perspectives and abilities. The meaning of the criterion in this field is evaluation of this important component of the quality school.

3.1   Teachers are qualified for their work and are professionally proficient and they take a professional approach to their work

All pedagogic workers meet requirements for professional qualification according to the law. They are able to prove the qualification with relevant certificates. The same goes for other legal requirements (clean record, health ability or a Czech language exam). Both from relevant documents and from behaviour of individual teachers it is easy to judge that they consider professional skills an important prerequisite for conducting a quality work with pupils. Teachers strive to take their work professionally, they are able to keep a constructive dialogue with pupils and their parents on a long term basis and they do not take a view disputation personally.

3.2   Teachers consistently use an open, respectful attitude while communicating with pupils, parents and colleagues

Teachers communicate with pupils in a polite and friendly manner. They respond to social, emotional, cognitive and physical needs of individual pupils. They listen to the pupils and they show responsiveness, kindness, interest and respect to each of them. Teachers discuss with pupils´ parents, colleagues and other community members with respect and esteem. They model and support pro-social behaviour through their own acts.

3.3   Teachers co-operate actively and offer support and feedback to each other

Teachers create, support and maintain collegial relationships and mutual respect. They actively cooperate, exchange experience and use also the form of mutual class observations. Subject and methodology boards work effectively with the objectives to improve quality of education provided. Problems that arise are transparently solved, a team-work is a natural thing.

3.4   Teachers support development of democratic values and citizenship commitment

Teachers support development of democratic values and civic competencies of pupils through their introduction to decision making about matters that concern them, and give them opportunity to express their own point of view. They support development of pupils´ responsibility, independence and self- control. The teachers demonstrate their democratic attitudes and citizenship commitment through their behaviour.

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3.5 Teachers actively co-operate in the area of their own professional development

The teachers assess their own work on regular basis. They are active in their attitude to professional development. They regularly take part in courses and seminars for replenishment of their education and professional skills. They purposely use home study in order to learn various effective forms of sharing experience. They are interested in new trends and they strive to apply the acquired knowledge during learning and teaching.

4 Learning and teaching

Quality education aiming at good educational results of all pupils is the principle of a quality school

The meaning of fulfilment of the learning and teaching criteria is the implementation of learning and teaching principles that in the greatest possible way adapt learning and teaching goals, instruments and methods to individual pupil´s abilities and lead to the harmonious development of the pupil´s knowledge, skills and attitude on the basis of critical self-evaluation regarding to his/her age. A key assumption for the realization of such learning and teaching is the teachers´ conviction about the possibility of personality and knowledge development of each pupil with no regard to his or her present position on the path towards achieving educational goals. A key instrument for the development of a pupils´ relation to learning and teaching is the best possible explanation of how learning and teaching subjects link to real situations in everyday life. It is also needed to appropriately include such situations and tasks into learning and teaching processes in which pupils with regards to their development can recognize and use the real situation in everyday life.

4.1 Teachers systematically consider and prepare learning and teaching according to the knowledge, skills and goals stated in the school's curricular documents and in accordance with the individual pupils needs

The teachers think over and prepare learning and teaching in accordance with curricular documents, based on previous experience and knowledge of pupils and with regards to their specific needs. They build pupils´ motivation to learning, they cultivate all aspects of educational objectives (e.g. knowledge, skills and attitudes) and they motivate pupils to critical thinking. They have clear, adequate and understandable expectations from pupils, they make pupils acquainted with educational goals and they guide them towards assessment of reaching these goals.

4.2 Teachers use a broad spectrum of upbringing and educational strategies to fulfil stated goals

The teachers choose forms and methods of learning and teaching so that they correspond to stated educational goals and they create a positive classroom climate supporting learning. The learning and teaching is understandable for pupils and well managed and organized. The learning and teaching includes individual work of pupils, pupils´ cooperation in smaller groups and whole class (frontal) work. The teachers offer pupils activities that enable discovery, experiments, posing questions, creativity, autonomy and initiative of each pupil. They show

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pupils links between what they learn at school and real situations of everyday life. They give pupils opportunities to use IT for learning and in this way to cultivate knowledge necessary for useful existence in information society.

4.3 Teachers systematically observe the educational progress of each pupil and take into account the individual needs of pupils while planning and performing learning and teaching

Teachers systematically follow and record progress, learning processes and educational outcomes of each pupil and regularly provide pupils with descriptive feedback to their work. They offer pupils activities for their next progress. They lead pupils to setting educational goals, formulating expectations from their own work and consequently to self-assessment and peer assessment.

4.4 Teachers within their work aim at the social and personality development of pupils

Teachers offer pupils activities which strengthen their positive self-determination and self-confidence. They demonstrate their conviction about each pupils´ chances to achieve quality educational results. They use educational strategies which help pupils to create positive relations and mutually cooperate.

5 Educational outcomes of pupils

The quality school enables each pupil the best possible development regarding his or her abilities.

The goal of criteria fulfilment in the field of educational outcomes is to evaluate the school´s quality activities in one of the school´s key mission – reaching the goal that school graduates are equipped with such knowledge, skills and competences that will assure them success in the further education. It is very important that the school is systematically able to acquire objective information on the quality of its education, furthermore that the school is able to accept and implement meaningful measures to increase the quality of provided education on the individual, group and school level. An essential assumption for quality education in a school is the ability to ensure that pupils´ educational outcomes correspond to the demand of the applied School Educational Programme so that the school by its activities can motivate pupils to the highest achievement according to their abilities. Furthermore, the school is able to ensure that pupils are able to demonstrate and apply their competencies in the course of education and in real life. A very important aspect for criteria fulfilment in this field is also the systematic assessment of graduates´ achievements in the next level of education and the ability of a school to respond to this information adequately.

5.1 School consistently gains and analyses information on the shifts in each pupil's outcomes in every educational area and reacts with appropriate pedagogical measures

The school leadership and teachers continuously apply the shared system for gaining updated information on educational outcomes of each pupil and for monitoring their educational

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progresses. This system is suitably set with regards to school conditions and pupils´ needs and enables school to give information on results and progress of all groups of children. The school purposely pursues the monitored educational outcomes on a long term basis and is able – when needed - to take effective measures for improvement of educational outcomes of pupils. The school regularly assesses the effectivity of measures taken and does it on all management levels of pedagogical process.

5.2 Pupils´ educational results correspond to expected results in accordance with the educational programmes

Educational outcomes of pupils from all available CSI surveys (national, selective, evaluation of individual literacies and functional literacies) are in accordance with required outcomes of applied educational programmes. The school is able to bring evidence of this conformity and to prove it during the course of education. The school provides pupils who do not achieve expected results with effective support.

5.3 Pupils are motivated to achieve good results and they demonstrate social and personality competences and civic values

The school has introduced an effective system for pupils´ motivation to learn and to be successful in education. The school leadership and teachers cooperate with social partners on cultivation of those activities which aim at social, civic and personality development of pupils and the pupils are able to demonstrate these acquired competencies in the course of education. The school creates suitable conditions for active engagement of as high as possible number of pupils in contests and project activities and regularly evaluates and appreciates the results.

5.4 School monitors and evaluates pupils´ achievement in the course of education, at the end of education and in further education or professional careers and actively uses the results to improve the educational process

The school effectively assesses the pupils´ success rate on all stages of management of the pedagogical process in the course and termination of their education. The school is able to give evidence for processes and results of this assessment and is able to take measures leading to improvement of quality of the process of pupils´ success rate assessment. Both teachers and school leadership work with assessment results, their activities and measures aim at improving quality of pupils´ education and at lowering their fail rate. The school has introduced an effective long term system for monitoring success rate of its graduates and the school is able to effectively use this evidence for its future development.

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6   Support of pupils in the education process (equal opportunities)

The quality school observes progress in learning and teaching of all pupils and purposefully supports those who require special care.

The meaning of this criterion is to ensure equity in the admission process and in the course of education. That is closely linked to the provision of individual support of cognitive and social skills to all pupils who need it, furthermore it is linked to the need of an open and friendly environment in the school. For the equal realization of education it is necessary to fulfil this criterion also in other areas: a key aspect is the continuous observation of each pupil´s outcomes, regular feedback and a motivated approach from teachers who have high expectations for all pupils.

6.1   School creates for each pupil and his or her family, equal opportunities in education with no regard to his or her sex, age, ethnicity, culture, mother tongue, religion, family background, economic status or special educational needs

At the admission of pupils the school complies with legal regulations and with principles for equal access to education, acting with maximum responsiveness towards all applicants. The school does not divide pupils into classes with different curricula and does not require tuition fee for education provided in accordance with a SEP. The school strives for maximum engagement of pupils in school events and activities and in case of nee it provides pupils with special support enabling them their engagement.
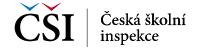
6.2   School provides all pupils who need supportive measures with effective support

The school systematically identifies individual needs of pupils, in case of need the school cooperates with experts. The school has its own strategy for work with pupils in need of supportive measures and fulfils this strategy. The school monitors the outcomes of pupils in need of supportive measures and pays attention to their achieving maximum learning progress. Where it is necessary in the interest of the pupil the teachers invite other colleagues and professionals to the process of assessment and planning of learning and teaching.

6.3   School pays attention to personality development of pupils and pays attention to the fact that no pupil is excluded from the collective

The school staff approach to each pupil with respect and esteem and create equal opportunities for collective engagement of each pupil.
Through their behaviour they cultivate the learning community in which every pupil feels accepted and supported in development of his/her potential. The school staff are aware of importance of their own attitudes, values, experience and prejudice and their influence on communication with pupils and their families and on the whole pedagogic process. They abstain from negative stereotypes (e.g. stereotypes based on gender, ethnicity, nationality, religion etc.) in communication with pupils, their parents and in activity offers for pupils. Teachers adapt classroom environment and teaching activities so that pupils with the need of supportive measures can participate in most of them. They appreciate variety in the school community and they consider variety an important starting point for planning and realization of education. They use such conditions for education which reflect ethnic, socio-cultural and other variety of pupils

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and families represented in a class or a school. The school organizes get-to-know-you programmes and systematically uses diagnostic tools aimed at mutual cognition, strengthening social and personal skills and training of communicative skills.

Characteristics of the environment in which the school operates

Quality education requires appropriate material and financial conditions. The equal evaluation takes into consideration also the conditions that the school cannot influence.

- Characteristics of the region – demographic and social-economic, it's attractiveness and the availability of quality teachers

- Material conditions

- Financial conditions

- Composition of pupils

Information about the environment in which the school operates does not have the significance of school evaluation criteria. In inspection activity outcomes it serves only as a description of the specific environment and the context in which the school operates. However, it will enable comparison with statistical characteristics of the same indicators within the whole complex of schools in the Czech Republic and it is also a very important signal for the school founders in their decision making process concerning the fulfilment of conditions for quality education in a particular school.

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Criteria for Evaluation of the Conditions, Course and Results of Education
Modification for secondary education – general (gymnasia)

1   Framework and conception of the school

The quality school knows what to achieve and successfully follows its goal.

Criteria in this field stress clear rules and mechanisms which are used by the school leadership to manage the school and enable effective school organization and development and also ensure that the school is a safe and pleasant place for effective education and personality development of pupils. The basis for systematic quality improvement is a clear vision, conception and formulation of the school´s goals. The key component of these goals is the School Educational Programme (SEP) which is in accordance with the relevant Framework Educational Programme (FEP) and in accordance with legislation aimed at education. It is important that the school´s leadership through constructive links and discussions with the school´s founder gains not only the founder´s understanding for such visions, goals and conditions necessary to fulfil these visions but also their identification within the school ´s realistic vision and strategy coordinated with the development objectives of the city or municipality. The quality school is an organic part of a municipality, it is actively involved in life of a municipality.

To achieve high quality education is a difficult task to deal with without constructive relationships with parents (pupil´s legal representatives), because open and constructive relationships with parents are the foundation of trust. The quality school actively seeks for the parents to be involved in the fulfilment of the school's goals.

Quality education cannot be provided without a feeling of safety for all pupils and stakeholders in the school. The quality school is a safe, open and helpful place for the support of the true needs of pupils and teachers, leadership and all stakeholders. It is a place which enables open and constructive communication. It has clear, understandable rules and mechanisms for the organization of activities and problem solving and it also actively applies policies for the prevention of all forms of risky behaviour.

1.1   School has a clearly formulated vision and realistic strategy of development which is shared and fulfilled by the pedagogical workers

The school has a clearly formulated, understandable and real strategy of its development within a medium-term and long-term horizon, in accordance with developmental documents of the founder. These can be separate or a component of the school education programme. They define visions and objectives, identify conditions necessary for their reaching, priorities and steps which the leadership and teaching staff plan to undertake for achieving the stated goals in accordance with principles of education and with preparation of pupils for the future and employment in practice. These objectives are formulated with openness towards educational trends, society, economy, technologies and social demands including relevant medium-term and long-term trends on the labour market. The strategy is also easily accessible for parents of

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current and potential pupils and other interested parties, the school actively communicates with parents, founders and all key educational actors and strives for their feedback. The leadership and teachers demonstrably identify themselves with the strategy and the school strives to make founder identify with the strategy as well as the most of the parents. Long-term and medium-term strategy and concept are updated in reasonable intervals. The school continually follows and collects information necessary for its future course (legal changes, educational trends, policies and strategies in education, socio-economic changes in the school region, demographic data and plans of territorial development of the region) and takes them into consideration in strategy and concept updating.

1.2 School has an educational programme (SEP) which is based on the vision and strategy of the school's development and is in accordance with curricular documents (FEP); its goals are understandable for teachers and parents

SEP is in accordance with the corresponding FEP and with all legal regulations concerning education. SEP is well arranged and understandable for teachers and parents or legal representatives of pupils. The school leadership and teachers identify themselves with the Programme.

1.3 School works in accordance with clear rules that enable constructive communication between all stakeholders (leadership, teachers, parents) and their participation in school operations

The school has a clearly defined rules and mechanisms for organizing school activities (school rules and further inner regulations) in accordance with legal order and visions and developmental strategies of the school. Teachers, parents and founders have an easy and time limited access to these rules and set mechanisms. The school maintains constructive communication with teachers and main actors outside the school (parents, founder) about rules, and sees to involvement of all actors into development and rationalisation of the rules. The school has a clearly determined mechanism for transmission of initiatives and their hearing, teachers, pupils, parents and legal representatives of pupils are familiar with this mechanism.

1.4 School is a helpful and safe place for pupils and their parents, pedagogical and non-pedagogical workers

The schools ensures physical safety to pupils, employees and other people authorized to dwell within school premises not only through obeying legal regulations but also through adapting to concrete conditions and environment of the school. The school has elaborated a functional system for prevention of accidents including enlightenment among pupils. The school ensures also psychic safety to pupils and employees. The school has taken clear measures for prevention of all forms of risky behaviour. The school continually follows possible signals of all forms of risky behaviour, it has set clear rules how to process in case of risky behaviour and applies them without unnecessary delay. The school has debated a feedback system with parents for the case of all forms of risky behaviour which the parents have confidence in. The school cares about

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psychic hygiene of pupils and teachers, their healthy lifestyle and further possible forms of support of pleasant and healthy environment at school.

1.5   School co-operates with external partners

The school maintains the coexistence with municipality or region in which it is located. It effectively cooperates with the founder. It actively uses a cooperative programme aimed at other important professional and social partners. It bilaterally cooperates with relevant partners (specifically universities) ensuring development of practical skills of pupils. The school actively strives to collaborate with other schools and workplaces for pedagogic training, it establishes partnerships home or abroad within pragmatic options, it enters exchange programs or joint projects and effectively uses results of cooperation for improving quality of school activities. The school supports active involvement of pupils and teachers in national and international projects.

2   Pedagogical leadership in the school

The head teacher of the quality school is the leader of the pedagogical process.
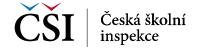
Criteria in this field are aimed at the activity of school leadership. It is school leadership in the field of pedagogical process management that is the key component of quality education provided by the school. Emphasis is put on all three fundamental activities: implementation of measures and their management, monitoring, evaluation and follow up measure taking. A necessary part of pedagogical leadership is also the creation of a healthy school climate, assurance and development of quality pedagogical staff and also the assurance of material conditions for education. The necessary condition of quality pedagogical leadership in school is the professional development of leadership members.

2.1   The school leadership actively manages, regularly monitors and evaluates the school activities and takes effective measures

School leadership actively manages pedagogic processes on school level. It initiates pedagogic development of the school in accordance with the developmental concept of the school. It regularly assesses status in all important spheres of pedagogic processes (education) and in the sphere of school management. The self-evaluative system is well designed and stabilized. Both management and evaluation processes are effectively performed so that they can facilitate improvement of education quality of every pupil. The effectivity of implemented measures for improvement of conditions is evaluated too. While managing the school leadership obeys all relevant legal provisions.

2.2   The school leadership actively creates a healthy school climate – fosters relationships between teachers and pupils and their legal representatives and mutual cooperation of all stakeholders

The school leadership actively creates a positive climate which supports learning of every pupil. The school environment itself, tidiness and aesthetic design of inner and surrounding spaces help to create a positive climate. A positive school climate reflects in sound pro-social

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relationships among teachers, between teachers and pupils, among pupils and among parents (legal representatives) and between the school leadership and teachers. The pupils are respected and they obey rules on creation of which they have a chance to cooperate. The teachers play an active role in school development. The school leadership creates conditions for development of pedagogic cooperation between individual teachers e.g. in the form of subject boards. In the course of the school year there are enough opportunities for mutual cooperation of teachers and legal representatives. The tools for monitoring and evaluation of the school climate are used in such a way so that they could help its improvement.

2.3 The school leadership strives to ensure human conditions for education, specifically cares about fulfilment of relevant needs of each teacher and his/her professional development, creates conditions for exchange of pedagogical experiences with other schools and effectively supports teachers-beginners

The school leadership performs systemic appraisal of teachers´ performance and provides teachers a regular feedback for their work. Based on this appraisal the school leadership plans - together with teachers – their further professional development. The school leadership motivates teachers to conduct self-assessment and peer-assessment. Teachers´ professional development is supported through various effective forms, e. g. peer cooperation, coaching, cooperation with individuals or teams from other schools, and conditions for their realization are created. The school purposefully supports development of pedagogic skills of teachers – beginners for whom it has elaborated an effective adaptation programme.

2.4 The school leadership strives to ensure optimum material conditions of education and cares about their effective use

The school leadership systematically evaluates material conditions for education. In alignment with the school development strategy and in cooperation with the founder the school leadership strives to ensure such material conditions which enable education for every pupil according to his/her individual educational needs. The school leadership maintains the school in a good technical state and continuously improves material conditions for education.

2.5 School leadership emphasizes its own professional development

The school leadership has a plan for its own managerial and pedagogical development which it implements on a long term basis. A component of this plan is a set of activities concerning exchange and transfer of experience between schools of the same type.

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3   The quality of pedagogical staff

The quality school is constituted by teachers and other pedagogical workers

Quality education is performed especially through contact between pupils and teachers. The core of the quality school is quality teachers and other pedagogical workers – qualified, professionally proficient, acting towards the students with respect, open, acting professionally, supporting the development of pupil responsibility, well aware of their responsibility, open towards exchange of experience, cooperating constructively with other colleagues and systematically developing their own education, perspectives and abilities. The meaning of the criterion in this field is evaluation of this important component of the quality school.

3.1   Teachers are qualified for their work and are professionally proficient and they take a professional approach to their work

All pedagogic workers meet requirements for professional qualification according to the law. They are able to prove the qualification with relevant certificates. The same goes for other legal requirements (clean record, health ability or a Czech language exam). Both from relevant documents and from behaviour of individual teachers it is easy to judge that they consider professional skills an important prerequisite for conducting a quality work with pupils. Teachers strive to take their work professionally, they are able to keep a constructive dialogue with pupils and their parents on a long term basis and teachers do not take a view disputation personally.

3.2   Teachers consistently use an open, respectful attitude while communicating with pupils, parents and colleagues
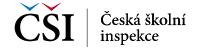
Teachers communicate with pupils in a polite and friendly manner. They respond to social, emotional, cognitive and physical needs of individual pupils. They listen to the pupils and they show responsiveness, kindness, interest and respect to each of them. Teachers discuss with pupils´ parents, colleagues and other community members with respect and esteem. They model and support pro-social behaviour through their own acts.

3.3   Teachers co-operate actively and offer support and feedback to each other

Teachers create, support and maintain collegial relationships and mutual respect. They actively cooperate, exchange experience and use also the form of mutual class observations. Subject and methodology boards work effectively with the objectives to improve quality of education provided. Problems that arise are transparently solved, a team-work is a natural thing.

3.4   Teachers support development of democratic values and citizenship commitment

Teachers support development of democratic values and civic competencies of pupils through their introduction to decision making about matters that concern them, and give them opportunity to express their own point of view. They support development of pupils´ responsibility, independence and self- control. The teachers demonstrate their democratic attitudes and citizenship commitment through their behaviour.

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3.5 Teachers actively co-operate in the area of their own professional development

The teachers assess their own work on regular basis. They are active in their attitude to professional development. They regularly take part in courses and seminars for replenishment of their education and professional skills. They purposely use home study in order to learn various effective forms of sharing experience. They are interested in new trends and they strive to apply the acquired knowledge during learning and teaching.

4 Learning and teaching

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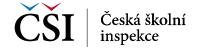
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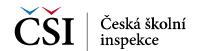
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Criteria for Evaluation of the Conditions, Course and Results of Education
Modification for Secondary Education – Professional

1   Framework and conception of the school

The quality school knows what to achieve and successfully follows its goal.
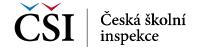
Criteria in this field stress clear rules and mechanisms which are used by the school leadership to manage the school and enable effective school organization and development and also ensure that the school is a safe and pleasant place for effective education and personality development of pupils. The basis for systematic quality improvement is a clear vision, conception and formulation of the school′s goals. The key component of these goals is the School Educational Programme (SEP) which is in accordance with the relevant Framework Educational Programme (FEP) and in accordance with legislation aimed at education. It is important that the school′s leadership through constructive links and discussions with the school′s founder gains not only the founder′s understanding for such visions, goals and conditions necessary to fulfil these visions but also their identification within the school ′s realistic vision and strategy coordinated with the development objectives of the city or municipality. The quality school is an organic part of a municipality, it is actively involved in life of a municipality.

To achieve high quality education is a difficult task to deal with without constructive relationships with parents (pupil′s legal representatives), because open and constructive relationships with parents are the foundation of trust. The quality school actively seeks for the parents to be involved in the fulfilment of the school's goals.

Quality education cannot be provided without a feeling of safety for all pupils and stakeholders in the school. The quality school is a safe, open and helpful place for the support of the true needs of pupils and teachers, leadership and all stakeholders. It is a place which enables open and constructive communication. It has clear, understandable rules and mechanisms for the organization of activities and problem solving and it also actively applies policies for the prevention of all forms of risky behaviour.

1.1   School has a clearly formulated vision and realistic strategy of development which is shared and fulfilled by the pedagogical workers

The school has a clearly formulated, understandable and real strategy of its development within a medium-term horizon and long-term aims for 5 and more years, in accordance with developmental documents of the founder. They define visions and objectives, identify conditions necessary for their reaching, priorities and steps which the leadership and teaching staff plan to undertake for achieving the stated goals in accordance with principles of professional education and with preparation of pupils future life within the labour market and civic roles. These objectives are formulated with openness towards educational trends, society, economy, technologies and social demands including relevant medium-term and long-term trends on the labour market in the region. The strategy is also easily accessible for parents of

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current and potential pupils and other interested parties, the school actively communicates with parents, founders and all key educational actors and strives for their feedback. The leadership and teachers demonstrably identify themselves with the strategy and the school strives to make founder identify with the strategy as well as the most of the parents and other relevant stakeholders. Long-term and medium-term strategy and concept are updated in reasonable intervals. The school continually follows and collects information necessary for its future course (legal changes, educational trends, policies and strategies in education, socio-economic changes in the school region, demographic data and plans of territorial development of the region) and takes them into consideration in strategy and concept updating.

1.2 School has an educational programme (SEP) which is based on the vision and strategy of the school's development and is in accordance with curricular documents (FEP); its goals are understandable for teachers, parents and other stakeholders
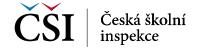
SEP is in accordance with the corresponding FEP and with all legal regulations concerning education. SEP is well arranged and understandable for teachers and parents or legal representatives of pupils and other partners. The school leadership and teachers identify themselves with the Programme. Within the coordination with experts from practise they permanently adjust the SEP to practise´s needs.

1.3 School works in accordance with clear rules that enable constructive communication between all stakeholders (leadership, teachers, parents) and their participation in school operations

The school has a clearly defined rules and mechanisms for organizing school activities (school rules and further inner regulations) in accordance with legal order and visions and developmental strategies of the school. Teachers, parents and founders have an easy and time limited access to these rules and set mechanisms. The school maintains constructive communication with teachers and main actors outside the school (parents, founder) about rules, and sees to involvement of all actors into development and rationalisation of the rules. The school has a clearly determined mechanism for transmission of initiatives and their hearing, teachers, pupils, parents and legal representatives of pupils are familiar with this mechanism.

1.4 School is a helpful and safe place for pupils and their parents, pedagogical and non-pedagogical workers

The schools ensures physical safety to pupils, employees and other people authorized to dwell within school premises not only through obeying legal regulations but also through adapting to concrete conditions and environment of the school. The school has elaborated a functional system for prevention of accidents including enlightenment among pupils. The school ensures also psychic safety to pupils and employees. The school has taken clear measures for prevention of all forms of risky behaviour. The school continually follows possible signals of all forms of risky behaviour, it has set clear rules how to process in case of risky behaviour and applies them without unnecessary delay. The school has debated a feedback system with parents for the case of all forms of risky behaviour which the parents have confidence in. The school cares about

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psychic hygiene of pupils and teachers, their healthy lifestyle and further possible forms of support of pleasant and healthy environment at school.

1.5   School co-operates with external partners

The school maintains the coexistence with municipality or region in which it is located. It effectively cooperates with the founder. It actively uses a cooperative programme aimed at other important professional and social partners (especially with important businesses, universities or sport clubs in the region). It bilaterally cooperates with relevant partners ensuring development of practical skills of pupils, primarily with partners that ensure pupils´ practical instruction. The school actively strives to collaborate with other schools and workplaces for pedagogic training, it establishes partnerships home or abroad within pragmatic options, it enters exchange programs or joint projects and effectively uses results of cooperation for improving quality of school activities. The school supports active involvement of pupils and teachers in national and international projects. It also actively develops cooperation with relevant professional workplaces and workplaces of the pupils´ future employment.

2   Pedagogical leadership in the school

The head teacher of the quality school is the leader of the pedagogical process.

Criteria in this field are aimed at the activity of school leadership. It is school leadership in the field of pedagogical process management that is the key component of quality education provided by the school. Emphasis is put on all three fundamental activities: implementation of measures and their management, monitoring, evaluation and follow up measure taking. A necessary part of pedagogical leadership is also the creation of a healthy school climate, assurance and development of quality pedagogical staff and also the assurance of material conditions for education. The necessary condition of quality pedagogical leadership in school is the professional development of leadership members.

2.1   The school leadership actively manages, regularly monitors and evaluates the school activities and takes effective measures

School leadership actively manages pedagogic processes on school level. It initiates pedagogic development of the school in accordance with the developmental concept of the school. It regularly assesses status in all important spheres of pedagogic processes (education) and in the sphere of school management. The self-evaluative system is well designed and stabilized. Both management and evaluation processes are effectively performed so that they can facilitate improvement of education quality of every pupil. The effectivity of implemented measures for improvement of conditions is evaluated too. While managing the school leadership obeys all relevant legal provisions.

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2.2 The school leadership actively creates a healthy school climate – fosters relationships between teachers and pupils and their legal representatives and mutual cooperation of all stakeholders

The school leadership actively creates a positive climate which supports learning of every pupil. The school environment itself, tidiness and aesthetic design of inner and surrounding spaces help to create a positive climate. A positive school climate reflects in sound pro-social relationships among teachers, between teachers and pupils, among pupils and among parents (legal representatives) and between the school leadership and teachers. The pupils are respected and they obey rules on creation of which they have a chance to cooperate. The teachers play an active role in school development. The school leadership creates conditions for development of pedagogic cooperation between individual teachers e.g. in the form of subject boards. In the course of the school year there are enough opportunities for mutual cooperation of teachers and legal representatives. The tools for monitoring and evaluation of the school climate are used in such a way so that they could help its improvement.

2.3 The school leadership strives to ensure human conditions for education, specifically cares about fulfilment of relevant needs of each teacher and his/her professional development, creates conditions for exchange of pedagogical experiences with other schools and effectively supports teachers-beginners

The school leadership performs systemic appraisal of teachers´ performance and provides teachers a regular feedback for their work. Based on this appraisal the school leadership plans - together with teachers – their further professional development. The school leadership motivates teachers to conduct self-assessment and peer-assessment. Teachers´ professional development is supported through various effective forms, e. g. peer cooperation and coaching, mentoring, internships of teachers outside of their school in the workplace of employers in the region. The school purposefully supports development of pedagogic skills of teachers – beginners for whom it has elaborated an effective adaptation programme.

2.4 The school leadership strives to ensure optimum material conditions of education and cares about their effective use

The school leadership systematically evaluates material conditions for education. In alignment with the school development strategy and in cooperation with the founder the school leadership strives to ensure such material conditions which enable education for every pupil according to his/her individual educational needs. The school leadership maintains the school in a good technical state and continuously improves material conditions for education.

2.5 School leadership emphasizes its own professional development

The school leadership has a plan for its own professional development which it implements on a long term basis. A component of this plan is a set of activities concerning exchange and transfer of experience between schools of the same type.

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3   The quality of pedagogical staff

The quality school is constituted by teachers and other pedagogical workers

Quality education is performed especially through contact between pupils and teachers. The core of the quality school is quality teachers and other pedagogical workers – qualified, professionally proficient, acting towards the students with respect, open, acting professionally, supporting the development of pupil responsibility, well aware of their responsibility, open towards exchange of experience, cooperating constructively with other colleagues and systematically developing their own education, perspectives and abilities. The meaning of the criterion in this field is evaluation of this important component of the quality school.

3.1   Teachers are qualified for their work and are professionally proficient and they take a professional approach to their work

All pedagogic workers meet requirements for professional qualification according to the law. They are able to prove the qualification with relevant certificates. The same goes for other legal requirements (clean record, health ability or a Czech language exam). Both from relevant documents and from behaviour of individual teachers it is easy to judge that they consider professional skills an important prerequisite for conducting a quality work with pupils. Teachers strive to take their work professionally, they are able to keep a constructive dialogue with pupils and their parents on a long term basis and they do not take a view disputation personally.

3.2   Teachers consistently use an open, respectful attitude while communicating with pupils, parents and colleagues

Teachers communicate with pupils in a polite and friendly manner. They respond to social, emotional, cognitive and physical needs of individual pupils. They listen to the pupils and they show responsiveness, kindness, interest and respect to each of them. Teachers discuss with pupils´ parents, colleagues and other community members with respect and esteem. They model and support pro-social behaviour through their own acts.

3.3   Teachers co-operate actively and offer support and feedback to each other

Teachers create, support and maintain collegial relationships and mutual respect. They actively cooperate, exchange experience and use also the form of mutual class observations among teachers of general subjects, professional theoretical subjects and professional training teachers. Subject and methodology boards work effectively with the objectives to improve quality of education provided. Problems that arise are transparently solved, a team-work is a natural thing.

3.4   Teachers support development of democratic values and citizenship commitment

Teachers support development of democratic values and civic competencies of pupils through their introduction to decision making about matters that concern them, and give them opportunity to express their own point of view. They support development of pupils´ responsibility, independence and self- control. The teachers demonstrate their democratic attitudes and citizenship commitment through their behaviour.

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3.5 Teachers actively co-operate in the area of their own professional development

The teachers assess their own work on regular basis. They are active in their attitude to professional development. They regularly take part in courses and seminars for replenishment of their education and professional skills. They purposely use home study in order to learn various effective forms of sharing experience. They are interested in new trends and they strive to apply the acquired knowledge during learning and teaching.

4 Learning and teaching

Quality education aiming at good educational results of all pupils is the principle of a quality school
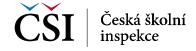
The meaning of fulfilment of the learning and teaching criteria is the implementation of learning and teaching principles that in the greatest possible way adapt learning and teaching goals, instruments and methods to individual pupil´s abilities and lead to the harmonious development of the pupil´s knowledge, skills and attitude on the basis of critical self-evaluation of own results.. A key assumption for the realization of such learning and teaching is the teachers´ conviction about the possibility of personality and knowledge and professional development of each pupil with no regard to his or her present position on the path towards achieving educational goals. A key instrument for the development of a pupils´ relation to learning and teaching is the best possible explanation of how learning and teaching subjects link to real situations in everyday life. It is also needed to appropriately include such situations and tasks into learning and teaching processes in which pupils with regards to their development can recognize and use the real situation in everyday life.

4.1 Teachers systematically consider and prepare learning and teaching according to the knowledge, skills and goals stated in the school's curricular documents and in accordance with the individual pupils needs

The teachers think over and prepare learning and teaching in accordance with curricular documents, based on previous experience and knowledge of pupils and with regards to their specific needs. During the preparation they use also the cooperation with experts from the practise. They build pupils´ motivation to learning, they cultivate all aspects of educational objectives (e.g. knowledge, skills and attitudes) and they motivate pupils to critical thinking. They have clear, adequate and understandable expectations from pupils, they make pupils acquainted with educational goals and they guide them towards assessment of reaching these goals.

4.2 Teachers use a broad spectrum of upbringing and educational strategies to fulfil stated goals

The teachers choose forms and methods of learning and teaching so that they correspond to stated educational goals and they create a positive classroom climate supporting learning. The learning and teaching is understandable for pupils and well managed and organized. The learning and teaching includes individual work of pupils, pupils´ cooperation in smaller groups and whole class (frontal) work. The teachers offer pupils activities that enable discovery, experiments, posing questions, creativity, autonomy and initiative of each pupil. They create

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such situations in which pupils apply what they learn at school in an everyday life and real situation. They give pupils opportunities to use IT for learning and in this way to cultivate knowledge necessary for useful existence in information society.

4.3 Teachers systematically observe the educational progress of each pupil and take into account the individual needs of pupils while planning and performing learning and teaching

Teachers systematically follow and record progress, learning processes and educational outcomes of each pupil and regularly provide pupils with descriptive feedback to their work. They offer pupils activities for their next progress. They lead pupils to setting educational goals, formulating expectations from their own work and consequently to self-assessment and peer assessment.

4.4 Teachers within their work aim at the social and personality development of pupils

Teachers offer pupils activities which strengthen their positive self-determination and self-confidence. They demonstrate their conviction about each pupils´ chances to achieve quality educational results. They use educational strategies which help pupils to create positive relations and mutually cooperate.

5 Educational outcomes of pupils

The quality school enables each pupil the best possible development regarding his or her abilities.

The goal of criteria fulfilment in the field of educational outcomes is to evaluate the school´s quality activities in one of the school´s key mission – reaching the goal that school graduates are equipped with such knowledge, skills and competences that will assure them success in the further education and professional life. It is very important that the school is systematically able to acquire objective information on the quality of its education, furthermore that the school is able to accept and implement meaningful measures to increase the quality of provided education on the individual, group and school level. An essential assumption for quality education in a school is the ability to ensure that pupils´ educational outcomes correspond to the demand of the applied School Educational Programme so that the school by its activities can motivate pupils to the highest achievement according to their abilities. Furthermore, the school is able to ensure that pupils are able to demonstrate and apply their competencies in the course of education and in real life. A very important aspect for criteria fulfilment in this field is also the systematic assessment of graduates´ achievements in the next level of education or professional life and the ability of a school to respond to this information adequately.

5.1 School consistently gains and analyses information on the shifts in each pupil's outcomes in every educational area and reacts with appropriate pedagogical measures

The school leadership and teachers continuously apply the shared system for gaining updated information on educational outcomes of each pupil and for monitoring their educational progresses. This system is suitably set with regards to school conditions and pupils´ needs, it is

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linked with the providers of professional training and practise and enables school to give true information on results and progress of all groups of pupils. The school purposely pursues the monitored educational outcomes on a long term basis and is able – when needed - to take effective measures for improvement of educational outcomes of pupils. The school regularly assesses the effectivity of measures taken and does it on all management levels of pedagogical process.

5.2 Pupils´ educational results correspond to expected results in accordance with the educational programmes

Educational outcomes of pupils from all available CSI surveys (national, selective, evaluation of individual literacies and functional literacies) are in accordance with required outcomes of applied educational programmes and are in accordance with requirements for professional qualification. The school is able to bring evidence of this conformity and to prove it during the course of education. The school provides pupils who do not achieve expected results with effective support.

5.3 Pupils are motivated to achieve good results and they demonstrate social and personality competences and civic values

The school has introduced an effective system for pupils´ motivation to learn and to be successful in education. The school leadership and teachers cooperate with social partners on cultivation of those activities which aim at social, civic and personality development of pupils and the pupils are able to demonstrate these acquired competencies in the course of education. The school creates suitable conditions for active engagement of as high as possible number of pupils in contests and project activities and regularly evaluates and appreciates the results.

5.4 School monitors and evaluates pupils´ achievement in the course of education, at the end of education and in further education or professional careers and actively uses the results to improve the educational process

The school effectively assesses the pupils´ success rate on all stages of management of the pedagogical process in the course and termination of their education. The school is able to give evidence for processes and results of this assessment and is able to take measures leading to improvement of quality of the process of pupils´ success rate assessment. Both teachers and school leadership work with assessment results, their activities and measures aim at improving quality of pupils´ education and at lowering their fail rate. The school has introduced an effective long term system for monitoring success rate of its graduates and the school is able to effectively use this evidence for its future development.

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6 Support of pupils in the education process (equal opportunities)

The quality school observes progress in learning and teaching of all pupils and purposefully supports those who require special care.

The meaning of this criterion is to ensure equity in the admission process and in the course of education. That is closely linked to the provision of individual support of cognitive and social skills to all pupils who need it, furthermore it is linked to the need of an open and friendly environment in the school. For the equal realization of education it is necessary to fulfil this criterion also in other areas: a key aspect is the continuous observation of each pupil´s outcomes, regular feedback and a motivated approach from teachers who have high expectations for all pupils.

6.1 School creates for each pupil and his or her family, equal opportunities in education with no regard to his or her sex, age, ethnicity, culture, mother tongue, religion, family background, economic status or special educational needs

At the admission of pupils the school complies with legal regulations and with principles for equal access to education, acting with maximum responsiveness towards all applicants. The school enables equal access to pupils´ involvement in professional training and practise of cooperated businesses. The school strives for maximum engagement of pupils in school events and activities and in case of nee it provides pupils with special support enabling them their engagement. The school assures equal access to carrier consultancy.

6.2 School provides all pupils who need supportive measures with effective support

The school systematically identifies individual needs of pupils, in case of need the school cooperates with experts. The school has its own strategy for work with pupils in need of supportive measures and fulfils this strategy. The school monitors the outcomes of pupils in need of supportive measures and pays attention to their achieving maximum learning progress. Where it is necessary in the interest of the pupil the teachers invite other colleagues and professionals to the process of assessment and planning of learning and teaching.

6.3 School pays attention to personality development of pupils and pays attention to the fact that no pupil is excluded from the collective

The school staff approach to each pupil with respect and esteem and create equal opportunities for collective engagement of each pupil.
Through their behaviour they cultivate the learning community in which every pupil feels accepted and supported in development of his/her potential. The school staff are aware of importance of their own attitudes, values, experience and prejudice and their influence on communication with pupils and their families and on the whole pedagogic process. They abstain from negative stereotypes (e.g. stereotypes based on gender, ethnicity, nationality, religion etc.) in communication with pupils, their parents and in activity offers for pupils. Teachers adapt classroom environment and teaching activities so that pupils with the need of supportive measures can participate in most of them. They appreciate variety in the school community and they consider variety an important starting point for planning and realization of education. They

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use such conditions for education which reflect ethnic, socio-cultural and other variety of pupils and families represented in a class or a school. The school organizes get-to-know-you programmes and systematically uses diagnostic tools aimed at mutual cognition, strengthening social and personal skills and training of communicative skills.

Characteristics of the environment in which the school operates

Quality education requires appropriate material and financial conditions. The equal evaluation takes into consideration also the conditions that the school cannot influence.

- Characteristics of the region – demographic and social-economic, it's attractiveness and the availability of quality teachers

- Material conditions

- Financial conditions

- Composition of pupils

Information about the environment in which the school operates does not have the significance of school evaluation criteria. In inspection activity outcomes it serves only as a description of the specific environment and the context in which the school operates. However, it will enable comparison with statistical characteristics of the same indicators within the whole complex of schools in the Czech Republic and it is also a very important signal for the school founders in their decision making process concerning the fulfilment of conditions for quality education in a particular school.

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Criteria for Evaluation of the Conditions, Course and Results of Education
Modification for High Professional Schools[2]

1   Framework and conception of the school

The quality school knows what to achieve and successfully follows its goal.

Criteria in this field stress clear rules and mechanisms which are used by the school leadership to manage the school and enable effective school organization and development and also ensure that the school is a safe and pleasant place for effective education and personality development of students. The basis for systematic quality improvement is a clear vision, conception and formulation of the school´s goals. The key component of these goals is the accredited school educational programme which is in accordance with all legal regulations aimed at education. It is important that the school´s leadership through constructive links and discussions with the school´s founder gains not only the founder´s understanding for such visions, goals and conditions necessary to fulfil these visions but also their identification within the school ´s realistic vision and strategy coordinated with the development objectives of the city or municipality. The quality school is an organic part of region, it is actively involved in life of the region.

Quality education cannot be provided without a feeling of safety for all students and stakeholders in the school. The quality school is a safe, open and helpful place for the support of the true needs of students and teachers, leadership and all stakeholders. It is a place which enables open and constructive communication. It has clear, understandable rules and mechanisms for the organization of activities and problem solving and it also actively applies policies for the prevention of all forms of risky behaviour.

1.1   School has a clearly formulated vision and realistic strategy of development which is shared and fulfilled by the pedagogical workers[3]

The school has a clearly formulated, understandable and real strategy of its development for the term of 3-5 years and long-term aims for 5 and more years. They define visions and objectives,

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[2] The foundations for criteria and their specification were - except general legislative framework and general accepted structure of criteria for evaluation of different educational levels under the auspices of the CSI - also documents valid in the European university field (EHEA) for tertiary education including the political communique of ministers and European standards and directives for ensuring the quality of EHEA, IPn Q-Ram outcome and suggestions regarding the definition and characterization or professionally aimed tertiary education for the part of EURASHE, which is European representation of this type of education.

[3] During the assessment of high professional school development strategy it is necessary consider to higher rate of uncertainties regarding the aims, positon within the system and possible future development on the nation-wide and regional level. Furthermore, there is a need to consider uncertain relationship and link between university education and the sector of high professional schools which on a long term basis complicates to a certain extent acceptation of specific strategic aims. In the case of clarification of the conception and support of development it is appropriate to revise the whole set of criteria.

*Approved by the Ministry of Education, Youth and Sports of the Czech Republic
after debate at the 27th Ministry Management Meeting on 14 July 2015*

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identify conditions necessary for their reaching, priorities and progresses which the leadership and teaching staff plan to undertake for achieving the stated goals in accordance with professional education, preparation of students for their lifelong learning and their place in employment and civic roles. These strategical objectives are well accessible to public, since the beginning of their development the school communicates them with relevant stakeholders especially from the sphere of practice and regional structures, the school strives for their feedback. The leadership and teachers demonstrably identify themselves with the strategy and the school strives to make founder identify with the strategy. The strategic documents are updated in reasonable intervals. The school continually follows and collects information necessary for its future course (legal changes, educational trends, policies and strategies in education, socio-economic changes in the school region, demographic data and plans of territorial development of the region) and takes them into consideration in school concept and long-term aims updating.

1.2 School has an accredited educational programme which is based on the vision and strategy of the school's development and is in accordance with documented needs of labour market and with professional trends; its goals are understandable for students, teachers and relevant partners

Accredited educational programme, and/or further educational school offer is in accordance with legislations. The proposal and conception of the educational programme takes into account goals and position of high professional schools within the system, domestic and international trends in professional tertiary education and also situation and requirements of the catchment area of the school. It is clear, understandable for students, teachers and other cooperated partners.

The educational goals are summarized in the form of outcomes from learning and teaching including knowledge, professional skills and general qualification of a school leaver; the goals reflect his or her assumed professional use which corresponds with defined range of linked occupations and expectations, justified needs of the labour market. The goals should not be limited only to these aspects. The goals of educational programme take into account also professional and personal skills that enable a long term employment of the school leavers in the conditions of changing labour market. The content of the study is based on stated learning and teaching outcomes, it effectively links theory and practice. The professional practice and other elements support the gaining of working experiences in the field and are drawn in such a way that they are useful for theory impact in practice. The goals and content of the study is proposed in a close cooperation with the representatives of practice in the given field. Educational programme is periodically evaluated, revised and adjusted to practical needs. The schools uses the system of evaluation of the topicality and continuity of requirements for practice.

1.3 School works in accordance with clear rules that enable quality assurance and constructive communication between all stakeholders and their participation in school operations

The school has a clearly defined rules and tools for organizing school activities which include whole educational cycle (school rules and further inner regulations) in accordance with legal order and conception of the school development. The school maintains constructive

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communication with teachers, students and professional education stakeholders, and sees to involvement of all actors into development and rationalisation of the rules. The school has a clearly determined and appropriately communicated effective mechanism for transmission of initiatives and their hearing.

The schools has a system of internal communication (information system) which corresponds to requirements for modern, professionally aimed tertiary education which supports information of the students, teachers, their mutual communication and effective education, including the systematic feedback. The schools has a system for data collection, analyses and use of relevant information needed for the management of quality of educational programmes and other activities. The communication system takes into account the need of contact, the need of acquirement and transmission of relevant information and feedback from other relevant groups, including the representatives of practice and school leavers. The school provides clear, true, up-to-date, compact and easily accessible information about itself.

1.4 School is a helpful and safe place for students, pedagogical and non-pedagogical workers

The schools ensures physical safety to students, employees and other people authorized to dwell within school premises realistic and appropriate physical safety and this not only through obeying legal regulations but also through adapting to concrete conditions and environment of the school. The school has elaborated a functional system for prevention of accidents including enlightenment among students. The school has taken clear measures for prevention of all forms of risky behaviour. The school continually follows possible signals of all forms of risky behaviour, it has set clear rules how to process in case of risky behaviour and applies them without unnecessary delay. The school cares about psychic hygiene of students and teachers, their healthy lifestyle and further possible forms of support of pleasant and healthy environment at school.

1.5 School co-operates with external partners

The school maintains the coexistence with region or community in which it is located. The school systematically cooperates with important professional and social partners. It bilaterally cooperates with relevant partners ensuring development of practical skills of students. The school within the real possibilities creates partnerships among schools in the home country as well as on the international level and effectively uses results of cooperation for improving quality of school activities. The school supports active involvement of students and teachers in national and international projects. It actively develops cooperation with relevant professional workplaces and workplaces of the future students´ employment.

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2   Pedagogical leadership in the school

The head teacher of the quality school is the leader of the pedagogical process.

Criteria in this field are aimed at the activity of school leadership. It is school leadership in the field of pedagogical process management that is the key component of quality education provided by the school. Emphasis is put on all three fundamental activities: implementation of measures and their management, monitoring, evaluation and follow up measure taking. A necessary part of pedagogical leadership is also the creation of a healthy school climate, assurance and development of quality pedagogical staff and also the assurance of material conditions for education. The necessary condition of quality pedagogical leadership in school is the professional development of leadership members.

2.1   The school leadership actively manages, regularly monitors and evaluates the school activities and takes effective measures

School leadership actively manages pedagogic processes on school level with regards to the character of professional education. It initiates pedagogic development of the school in accordance with the developmental concept of the school. It regularly assesses status in all important spheres of pedagogic processes and in the sphere of school management. The self-evaluative system is well designed and stabilized with the involvement of all relevant groups including the students, school leavers and representatives from practice. Both management and evaluation processes are effectively performed so that they can facilitate improvement of education quality of every student. The effectivity of implemented measures for improvement of conditions is evaluated too. While managing the school leadership obeys all relevant legal provisions.

2.2   The school leadership actively creates a healthy school climate – fosters relationships between teachers and students and their legal representatives and mutual cooperation of all stakeholders

The school leadership actively creates a positive climate which supports learning of every student. The school environment itself, educational environment including the workplaces for practical training help to create a positive climate, to students´ work and preparation for employment in real practice. The students are respected and they obey rules on creation of which they have a chance to cooperate. The teachers play an active role in school development. The school leadership creates conditions for development of pedagogic cooperation between individual teachers, including the support of cross-curricular links. The tools for monitoring and evaluation of the school climate are used in such a way so that they could help its improvement.

2.3   The school leadership strives to ensure human conditions for education, specifically cares about fulfilment of relevant needs of each teacher and his/her professional development, creates conditions for exchange of pedagogical experiences with other schools and effectively supports teachers-beginners

The school leadership performs systemic appraisal of performance of teachers and other school staff within its clearly stated responsibilities, furthermore the leadership provides them a regular

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feedback for their work. Based on this appraisal the school leadership plans - together with teachers and other staff – their further professional development. The school leadership motivates teachers to conduct self-assessment and peer-assessment. Teachers´ professional development is supported through various effective forms, e. g. peer cooperation, coaching, mentoring, internships of teachers out of the school on the employers´ workplaces. The school purposefully supports development of pedagogic skills of teachers – beginners and external teachers for whom it has elaborated an effective adaptation programme. The school leadership and school staff discuss with each other, including regular, systematic evaluation of teachers´ and other workers´ satisfaction.

2.4 The school leadership strives to ensure optimum material conditions of education and cares about their effective use

The school leadership systematically evaluates material conditions for education. In alignment with the school development strategy and in cooperation with the founder, eventually with other partners from practice, the school leadership strives to ensure such material conditions which enable education for every motivated student according to his/her individual educational needs, including conditions for development of general eligibility and access to the employment itself. The school leadership strives to maintain good technical state of the school, material conditions for education, including relevant assurance of literature, tools and supports, necessary in regards to goals and given study form and strives to continuously improve them.

2.5 School leadership emphasizes its own professional development

The school leadership has a plan for its own professional development which it implements on a long term basis. A component of this plan is a set of activities concerning exchange and transfer of experience between schools of the same type both in a home country and abroad.

3 The quality of pedagogical staff

The quality school is constituted by teachers and other pedagogical workers

Quality education is performed especially through contact between students and teachers. The core of the quality school is quality teachers and other pedagogical workers – qualified, professionally proficient, acting towards the students with respect, open, acting professionally, supporting the development of student responsibility, well aware of their responsibility, open towards exchange of experience, cooperating constructively with other colleagues and systematically developing their own education, perspectives and abilities. The meaning of the criterion in this field is evaluation of this important component of the quality school.

3.1 Teachers are qualified for their work and are professionally proficient and they take a professional approach to their work

All pedagogic workers meet requirements for professional qualification according to the law. They are able to prove the qualification with relevant certificates. The same goes for other legal requirements (clean record, health ability or a Czech language exam). The composition of teachers is built on combination of academic and professional experience of individual teachers, the school uses for education in a relevant rate also knowledge and experiences of external

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experts in relevant field. Both from relevant documents and from behaviour of individual teachers it is easy to judge that they consider professional skills an important prerequisite for conducting a quality work with students. Teachers strive to take their work professionally, they are able to keep a constructive and professional dialogue with students.

3.2 Teachers consistently use an open, respectful attitude while communicating with students and colleagues

Teachers communicate with students in a polite and friendly manner. They respond to social, emotional, cognitive and physical needs of individual students. They listen to the students and they show responsiveness, kindness, interest and respect to each of them. Teachers discuss with students´ parents, colleagues and other community members with respect and esteem. They model and support pro-social behaviour through their own acts.

3.3 Teachers co-operate actively and offer support and feedback to each other

Teachers create, support and maintain collegial relationships and mutual respect. They actively cooperate, exchange experience and use also the form of mutual class observations among teachers of general education subjects, professional theoretical subjects and practical training. Subject teams of educational programme´s teachers work effectively with the objectives to improve quality of education provided. For this purposes is systematically use the feedback provided by students, school-leavers, representatives of cooperating workplaces and teachers. Problems that arise are transparently solved.

3.4 Teachers support development of democratic values and citizenship commitment

Teachers support development of democratic values and civic competencies of students through their introduction to decision making about matters that concern them, and give them opportunity to express their own point of view. They support development of students´ responsibility, independence and self- control and also ability for further education and own development plan. The teachers demonstrate their democratic attitudes and citizenship commitment through their behaviour.

3.5 Teachers actively co-operate in the area of their own professional development

The teachers assess their own work on regular basis. They are active in their attitude to professional development. They regularly take part in courses and seminars for replenishment of their education and professional skills. They purposely use home study in order to learn various effective forms of sharing experience. They are interested in new trends also on the international level and they strive to apply the acquired knowledge during learning and teaching.

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4 Learning and teaching

Quality education aiming at good educational results of all students is the principle of a quality school

The meaning of fulfilment of the learning and teaching criteria is the implementation of learning and teaching principles that in the greatest possible way adapt learning and teaching goals, instruments and methods to individual student´s abilities and lead to the harmonious development of the student´s knowledge, skills and attitude on the basis of critical self-evaluation regarding his/her result. A key assumption for the realization of such learning and teaching is the teachers´ conviction about the possibility of personality, knowledge and professional development of each student with no regard to his or her present position on the path towards achieving educational goals. A key instrument for the development of a students´ relation to learning and teaching is the best possible explanation of how learning and teaching subjects link to real situations in everyday life. It is also needed to appropriately include such situations and tasks into learning and teaching processes in which students can themselves recognize and use.

4.1 Teachers systematically consider and prepare learning and teaching according to the knowledge, skills and goals stated in the school's curricular documents and in accordance with the individual students´ needs and future employment; the content of the study links the productive theoretical foundations with professional practice of problematic and project – orientated learning and teaching

The teachers think over and prepare learning and teaching in accordance with curricular documents (especially with accredited educational programme), based on previous experience and knowledge of students and school leavers, with effective link to unnecessary theoretical foundation with specific needs of its application in professional practice with the help of examples, case studies, problematic and project-orientated learning and teaching, findings out of newest surveys or trends and references to both perspectives – both practice and academic sphere. They build students´ motivation to learning, they cultivate all aspects of educational objectives (e.g. knowledge, professional skills and general eligibilities) and they motivate students to critical thinking. They have clear, adequate and understandable expectations from students, they make students acquainted with educational goals and they guide them towards assessment of reaching these goals.

Professional practice or other forms of gaining work experiences serves with its incorporation, goals and concept to reflection of theory reflection in practice.

The scope of work and responsibilities of students is expressed by credit system that is compatible with European Credit Transfer and Accumulation System (ECTS) in accordance with valid European directives.

4.2 Teachers use an appropriate spectrum of upbringing and educational strategies to fulfil stated goals of professional vocational training

The teachers choose forms and methods of learning and teaching so that they correspond to stated educational goals and they encourage positive culture of the study and work that supports

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effective learning. Theoretical and practical training is understandable for students and well managed and organized. The learning and teaching includes individual work of students, students´ cooperation in smaller groups and common work of the whole study group. The teachers offer students activities and study methods that enable direct professional experience, critical thinking, experiments, creativity, autonomy and initiative. They use methods which enable to the students to apply theoretical and practical knowledge in everyday life and in real professional situations, including the methods of active, cooperative and individual learning and teaching. They give students opportunities to use IT for learning and in this way to cultivate knowledge necessary for useful existence in information society.

Both formative and summative assessment reflect the character and methodology of specific sphere of professionally aimed tertiary education and take into account complex fulfilment of stated learning and teaching outcomes.

4.3   Teachers systematically observe the educational progress of each student and take into account the individual needs of students while planning and performing learning and teaching

Teachers systematically follow and record progress, learning processes and educational outcomes of each student and regularly provide students with descriptive feedback to their work. For next progress of students, the teachers offer them activities that are most suitable from the point of view of their professional use (for example learning based on stimulation, scenarios, problem-orientated) but also from the point of view of possible further education, including university studies. They lead students to setting educational goals, formulating expectations from their own work and consequently to self-assessment and peer assessment.

4.4   Teachers within their work aim at the social and personality development of students

Teachers offer students activities which strengthen their positive self-determination, positive self-perception and self-esteem but also the ability to plan and perform individual work and cooperation in team. They demonstrate their conviction about each motivated students´ chances to achieve quality educational results. They use educational strategies which help students to create positive relations and mutually cooperate.

5   Educational outcomes of students[4]

The quality school enables each student the best possible development regarding his or her abilities.

The goal of criteria fulfilment in the field of educational outcomes is to evaluate the school´s quality activities in one of the school´s key mission – reaching the goal that school graduates are equipped with such knowledge, skills and competences that will assure them success in the further education. It is very important that the school is systematically able to acquire objective information on the quality of its education, furthermore that the school is able to accept and implement meaningful measures to increase the quality of provided education on the individual, group and school level. An essential assumption for quality education in a school is the ability to ensure that students´ educational outcomes correspond to the demand of the applied School Educational Programme so that the school by its activities can motivate students to the highest achievement according to their abilities. Furthermore, the school is able to ensure that students are able to demonstrate and apply their competencies in the course of education and in real life. A very important aspect for criteria fulfilment in this field is also the systematic assessment of graduates´ achievements in the next level of education or professional life and the ability of a school to respond to this information adequately.

5.1   School consistently gains and analyses information on the shifts in each student's outcomes in every educational area and reacts with appropriate pedagogical measures

The school leadership and teachers continuously apply the shared system for gaining updated information on educational outcomes of each student and for monitoring their educational progresses. This system is suitably set with regards to school conditions and students´ needs, is connected with providers of practical training and professional practice and the system also enables school to give information on results and progress of all groups of students. The school purposely pursues the monitored educational outcomes on a long term basis and is able – when needed - to take effective measures for improvement of educational outcomes of students. The school regularly assesses the effectivity of measures taken and does it on all management levels of pedagogical process. The school creates space for individual development and students´ profiling according to their interest.

5.2   Students´ educational results correspond to expected results in accordance with the educational programmes

Reached educational outcomes of students and the use of school leavers is in a long term in accordance with required outcomes of applied educational programmes and are in accordance with requirements for professional qualification. The school is able to bring evidence of this conformity and to prove it. The school provides students who do not achieve expected results

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[4] In the future the acceptance of results from previous formal and informal education should be considered, in both cases: applicants and students of high professional schools and in case of transmittance to university education (school leavers). This sphere is generally legislatively adjusted, the practice is from the initial intentions different; the reason might be also the taken measures on the system level (see acceptance of results of school leavers within the university education). In the moment when there is a shift in practical implementation of intentions, it is necessary to revise also the criteria and demands to the inner systems of schools with high professional schools.

with effective support but with no regards to the school´s high level demands on the quality of education. The educational outcomes are confronted with the needs from practice and with demands on further education.

5.3 Students are motivated to achieve good results and they demonstrate social and personality competences and civic values

The school has introduced an effective system for students´ motivation to learn and to be successful in education. The school leadership and teachers cooperate with social partners on cultivation of those activities which aim at social, civic and personality development of students and the students are able to demonstrate these acquired competencies in the course of education. The school creates suitable conditions for active engagement of as high as possible number of students in contests and project activities and regularly evaluates.

5.4 School monitors and evaluates students´ achievement in the course of education, at the end of study and in further education or professional careers and actively uses the results to improve the educational process

The school effectively assesses the students´ success rate on all stages of management of the pedagogical process in the course and termination of their education. The school is able to give evidence for processes and results of this assessment based on the evaluation of plan learning and teaching outcomes and is able to take measures leading to improvement of quality of the process of students´ success rate assessment. Both teachers and school leadership work with assessment results, their activities and measures aim at improving quality of students´ education and at lowering their fail rate. The school has introduced an effective long term system for monitoring success rate of its graduates and the school is able to effectively use this evidence for its future development.

6 Support of students in the education process (equal opportunities)

The quality school observes progress in learning and teaching of all students and purposefully supports those who require special care.

The meaning of this criterion is to ensure equity in the admission process and in the course of education. That is closely linked to the provision of individual support of cognitive and social skills to all students who need it, furthermore it is linked to the need of an open and friendly environment in the school. For the equal realization of education it is necessary to fulfil this criterion also in other areas: a key aspect is the continuous observation of each student´s outcomes, regular feedback and a motivated approach from teachers who have high expectations for all students.

6.1 School creates for each student and his or her family, equal opportunities in education with no regard to his or her sex, age, ethnicity, culture, religion, family background, economic status

At the admission of students the school complies with legal regulations and with principles for equal access to education, acting with maximum responsiveness towards all applicants according the professional qualification demands. The school enables equal access to students´

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involvement in practical training and professional practice within cooperated business and institutions. The school strives for maximum engagement of students in school events and activities and in case of nee it provides students with special support enabling them their engagement. The school assures equal access to carrier consultancy.

6.2 School provides all students who need supportive measures with effective support

The school systematically identifies individual needs of students, in case of need the school offers help, support and consultancy. The school has its own strategy for work with students in need of supportive measures and fulfils this strategy. The school monitors the outcomes of students in need of supportive measures and pays attention to their achieving maximum learning progress.

6.3 School pays attention to personality development of students and pays attention to the fact that no student is excluded from study group

The school staff approach to each student with respect and esteem and create equal opportunities for collective engagement of each student on the bases of acquired professional competencies. Through their behaviour they cultivate the learning community in which every student feels accepted and supported in development of his/her potential. The school staff are aware of importance of their own attitudes, values, experience and prejudice and their influence on communication with students and on the whole pedagogic process. They abstain from negative stereotypes (e.g. stereotypes based on gender, ethnicity, nationality, religion etc.) in communication with students. The school strives for strengthening of social and personal students´ skills, it creates such a study environment that is appropriate for training of communicative skills.

Characteristics of the environment in which the school operates

Quality education requires appropriate material and financial conditions. The equal evaluation takes into consideration also the conditions that the school cannot influence.

- Characteristics of the region – demographic and social-economic, it's attractiveness and the availability of quality teachers

- Material conditions

- Financial conditions

- Composition of students

Information about the environment in which the school operates does not have the significance of school evaluation criteria. In inspection activity outcomes it serves only as a description of the specific environment and the context in which the school operates. However, it will enable comparison with statistical characteristics of the same indicators within the whole complex of schools in the Czech Republic and it is also a very important signal for the school founders in

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their decision making process concerning the fulfilment of conditions for quality education in a particular school.

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