



**Školy jako učící
se organizace**
Schools as learning
institutions

Představení projektu

O projektu

Spolupráce Kraje Vysočina a města Tampere (Finsko) započala v oblasti školství v roce 2011. Byla zahájena projektem na téma Efektivní řízení škol.

Projekt „Školy jako učící se organizace“ je pokračováním partnerství a zabývá se principy „učící se školy“.

Školu chápe jako živý organismus, kde každý pracovník má potenciál učit se a rozvíjet se. Je třeba hledat způsoby, jak tento potenciál využít a decentralizovat některé prvky řízení.

Partneři projektu

- Střední škola průmyslová, technická a automobilní Jihlava
- Střední odborná škola Nové Město na Moravě
- Gymnázium a Obchodní akademie Pelhřimov
- Střední průmyslová škola Třebíč
- Vysočina Education, školské zařízení pro další vzdělávání pedagogických pracovníků a středisko služeb školám

Cíle projektu

Zvýšení kvality řízení škol a školních týmů prostřednictvím:

- vzdělávání a profesního rozvoje vedoucích pedagogických pracovníků (manažerů) škol jako učících se organizací
- výměny zkušeností z oblasti sebehodnocení a sebezlepšování škol (využívání a komparace sebehodnotících nástrojů)
- zapojení a vzájemná podpora zřizovatelů škol
- poradenská a metodická podpora v oblasti řízení kvality, strategického plánování a rozvoje, využívání nástrojů a modelů kvality např. ISO, CAF atd.

Délka trvání projektu

1. srpna 2013–31. července 2015

Výstupy projektu



1 mobility – workshops

Jihlava:

January 27–30, 2014

November 18–21, 2015

Tampere:

September 17–19, 2014

January 20–23, 2015

April 22–24, 2015



2 výstupy – outputs

1. DVD shots from each mobility – 5x
2. summary of the most often used self-evaluation tools
3. outline of methods used for professional development of school managers and pedagogical staff (studies, career system, forms of support of new teachers, using mentoring and coaching etc.)
4. En – Czech – Finnish dictionary of basics vocabulary (50 words)
5. Dissemination conference in Jihlava May 2015 – participants – members of different local educational institutions /the Region Vysočina/
6. Outcomes May 2015 – CD brochure examples of good practice – outline of methods used for professional development of school managers and pedagogical staff evaluation, summary of the most often used self-evaluation tools
7. May 2015 – photo exhibition – Jihlava



Video shots from each mobility

/ Video záběry
z každé mobility



Meeting in Tampere 17.–19. 9. 2014

<https://vimeo.com/123932505>

Meeting in Tampere 20.–23. 1. 2015

<https://vimeo.com/123932504>

Meeting in Tampere 21.–24. 4. 2015

<https://vimeo.com/128847343>

Meeting in Jihlava 27. 1.–30. 1. 2014

<https://youtu.be/LqJNgo3Y5MY>

Meeting in Jihlava 18.–21. 11. 2014

<https://youtu.be/fYAJsjxE7CA>

Summary of the most often used self-evaluation tools / Shrnutí nejčastěji používaných SEBE-hodnotících nástrojů

STŘEDNÍ ŠKOLA PRŮMYSLOVÁ, TECHNICKÁ A AUTOMOBILNÍ JIHLAVA

Sídlo: Legionářů 3, 586 01 Jihlava
Zřizovatel: Kraj Vysočina
Ředitel: Ing. Miroslav Vitů
Počet žáků k 31. 3. 2015: 1 205

Nový vzdělávací subjekt vznikl rozhodnutím Kraje Vysočina o sloučení příspěvkových organizací dnem 1. 7. 2014 sloučením stávajících škol:

- Střední průmyslová škola Jihlava
- Střední škola technická Jihlava
- Střední škola automobilní Jihlava

Cílem sloučení je vytvoření silného vzdělávacího subjektu, do budoucna stabilnějšího a odolnějšího vůči nepříznivému demografickému vývoji, při současném zachování pestré škály oborové nabídky současných škol.
web: <http://www.ssptaji.cz/>



School: Secondary industrial, technical and automotive school Jihlava

1. Name of self-evaluating tool: Evaluation of the school by students

The aim of self-evaluating tool:

Getting feedback – student's view of the teacher's work, school climate surveys, creating a database of ideas to improve school facilities, student's and parent's awareness, teacher's work, organization of teaching, educational content, etc.

Description of self-evaluation:

Students fill in an anonymous questionnaire. The base consists of 8 questions, which are used for evaluation of teacher's work. Students evaluate how the teacher is ready to teach, his/her ability to attract, understandability, using visual aids, using IT resources, attitude to students (willingness, friendliness, ability to recognize his/her own mistakes), evaluation methods and overall satisfaction with the teacher. Furthermore, students evaluate lessons, adherence to a schedule and lesson organization. In the second part of the questionnaire we find out the perception of teaching foreign languages, frequency and satisfaction with the use of the electronic student's book and student's knowledge of IT resources (web page, etc.) as well as overall satisfaction with the school. Students are able to write suggestions and comments on what happens at school in the third part of the questionnaire anonymously.

The questionnaire is entered by an authorized employee, the headmaster does not interfere with the process. The questionnaire is filled in every school year. The results are passed to teachers at the end of the school year. The school management verifies the legitimacy of the information and conducts interviews with those teachers who have

received negative reviews and comments. If a negative and justified assessment is repeated, it is usual that a proceeding with that teacher is started, this can lead to termination of employment.

Expected outcomes:

Outcomes are graphically evaluated and compared with the evaluation for several following years. The teacher and the school management have the opportunity to monitor the impact of measures to remedy the identified negative effects. Personal financial reward is modified according to verified outcomes. The outcomes serve as a basis for termination of employment in the case of repeated negative findings without the teacher trying to rectify the situation.

2. Name of self-evaluating tool:

Self-evaluation of teacher's work (ready for the school year 2015/2016)

The aim of self-evaluating tool:

Control of the teacher's current participation at school, planning personal development, declaring willingness and interest to work on school development in agreed areas – to improve the communication between teachers and school management.

Description of self-evaluation:

A teacher will fill in a self-evaluation questionnaire that will be structured into several areas. In the first area there will be mentioned a kind of control of current teacher's existing at school – learning outcomes, active work on projects, extracurricular activities, self-education, publications, etc. The second area will be focused on the plan of his/her further professional and personal development in accordance with the strategic school plan. In the third area there will be the evaluation of the school management – with emphasis on the assessment of work organization, school equipment, creating education conditions.

Expected outcomes:

Each employee will pass an interview which will concern information that is contained in the self-evaluating questionnaire. An employee will get feedback of his/her overall working results for the evaluated period. The employee sets out the main goals for the next period in the area of fulfilling work tasks, fulfilling a sense of his/her job and in personal development. A personal bonus which is based on the results of the interview may be adjusted. These results may lead to termination of employment in the case of repeated disappointing outcomes.



STŘEDNÍ ODBORNÁ ŠKOLA NOVÉ MĚSTO NA MORAVĚ



Sídlo: Na Bělisku 295, 592 31 Nové Město na Moravě

Zřizovatel: Kraj Vysočina

Ředitel: Mgr. Ivo Teplý

Počet žáků k 31. 3. 2015: 338

SOŠ Nové Město na Moravě vznikla sloučením ISS Jimramov, SOU lesnického Petrovice a SOU Nové město na Moravě. V současné podobě a názvu je škola od roku 2006. Škola má nadregionální charakter a zajišťuje přípravu kvalifikovaných pracovníků ve studijních a učebních oborech dopravních, stavebních, technických, ekonomických a v učebních oborech dřevozpracujících, od roku 2014 škola otevřela nový obor Ošetřovatelka.

web: <http://www.sos-nmor.cz/>



School: Secondary Vocational School Nové Město na Moravě

1. The name of the self-evaluating tool: Competence Model

The aim of the self-evaluating tool: Increase in education level at school

The description of the self-evaluation: Every school year we pursue one part of the competence model and try to shift the quality of education on a higher level. The competence model consists of 6 fields – professional progress, environment and conditions of teaching, planning and evaluation of teaching, school and community, communication, teaching process. Every school year we deal and will deal with one of the fields in more details. So far we have focused on the field number 5 – communication. In cooperation with teachers and students, we have established simple behaviour rules. We supervise the communication between teachers and students and vice versa. Observing in classes helps us to find out the level of communication between students and teachers and we do our best to increase its level. Next year we are going to deal with the field number 3 - planning and evaluation of the teaching – here we are going to revise the contents of the school curriculum with respect to the importance of particular teaching segments and possibilities of connecting theoretical and practical teaching. We will also educate the teachers about planning of both long-term and short-term teaching and will improve the level of planning of every single teacher. We want to go through all fields of the competence model step by step.

The expected outcomes: Changes in the contents of the school curriculum and changes in teaching and planning of the teaching in the whole school

2. The name of the self-evaluating tool: Evaluation of the Teaching Staff

The aim of the self-evaluating tool: Mutual feedback between the school management and the teaching staff
The description of the self-evaluation: The evaluation of the employees is always under way over the school year. Single elements are completed during the whole year. Every employee keeps their own portfolio of the activities performing during the school year. They are both the curricular and extra-curricular activities

(e.g. school competitions, excursions, project teaching etc.). During the year the school management carries out visits in lessons and observes individual teachers during lessons focusing on particular fields of the competence model, we are dealing with, and provides the employee with the feedback concerning their teaching. Another element is the self-evaluation questionnaire for the staff. In this questionnaire, the employee describes their achievements and failures during the school year and also the performed activities.

The final part of the staff evaluation is the evaluating interview at the end of the school year. The head teacher, the department manager and the employee discuss the possibilities of both the personal and school development.

The expected outcomes: The output of the staff evaluation is always a simple plan of personal development of the employee, which contains the tasks for the employee for the next school year and a plan of the personal education and also the employee's comments on the progress of teaching and education at school.

Mgr. Ivo Teplý



GYMNÁZIUM A OBCHODNÍ AKADEMIE PELHŘÍMOV



Sídlo: Jirsíkova 244, 393 01 Pelhřimov

Zřizovatel: Kraj Vysočina

Ředitel: Mgr. Aleš Petrák

Počet žáků k 31. 3. 2015: 589

Škola vznikla 1. července 2014 sloučením dvou samostatných tradičních škol, významných nejen pro město Pelhřimov, ale i pro širší region. Obě instituce poskytují špičkové vzdělání budoucím vysokoškolákům i absolventům, kteří po složení maturitní zkoušky nastoupí do zaměstnání.

web: <http://www.gyoa.cz//>



School: Gymnázium a Obchodní akademie Pelhřimov
(gymnázium – grammar school department)

1. Name of self-evaluating tool:

Questionnaire survey: a) with pupils b) with teaching staff

The aim of self-evaluating tool:

The aim is to find out

- a) How students rate and evaluate their school from several points of view; and
- b) How teachers evaluate the conditions in the school they have in their educational activities.

This information is then used to improve conditions for education and the school climate.

Description of self-evaluation:

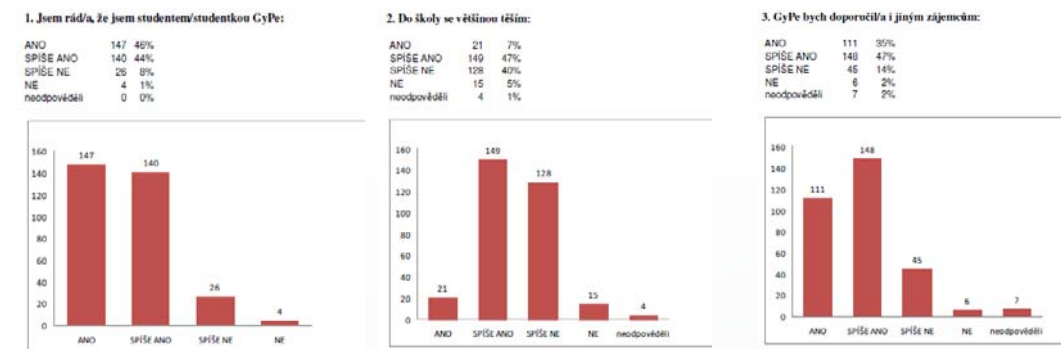
a) The school holds surveys for students at regular intervals. Anonymous questionnaires are completed either for the whole school or for individual years/classes. In the questionnaires our students evaluate the material and technical equipment of the school, the quality of teaching, conditions for leisure activities and extra-curricular development of the students. Furthermore, we try to get information on how students evaluate the way and possibilities of communication with each other and the means of communication in relation student – teacher, student – school management, teacher – school management.

b) Questionnaires for teachers are aimed to ascertain data for medium-term school development planning. During the surveys we gradually try to find answers to the following questions: **1/** Where are we now? **2/** Where do we want to get? **3/** How shall we get there? **4/** How do we know that we are already there?

Questionnaires for teachers assess the following three areas: educational area, personnel and organizational area, material and technical area.

Expected outcomes:

The outcome of the questionnaires for students is statistical data assessing the individual areas in our school, and we also follow trends in the data over time. See the examples below:



The outcome of the questionnaire for teachers is information for creation of the school's medium-term plan, and also information for the school management about what the organizational or material and technical needs of employees are.

2. Name of self-evaluating tool:

Survey of results of graduation examinations and success rate in admitting students to universities and colleges

The aim of self-evaluating tool:

To find out the added value of educational outcomes in our school

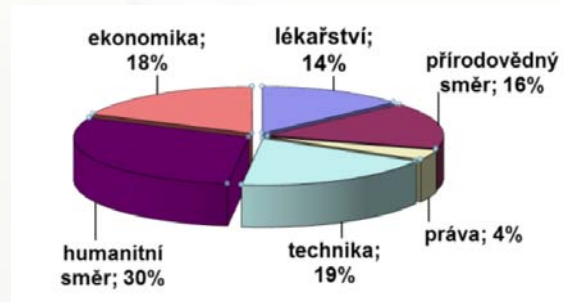
Description of self-evaluation:

At our school we compare the results that the individual students have when they start studying in our grammar school (marks they have in primary school and how successful they are in the entrance examination) and their results upon completion of studies (marks they have in the last year's school report and their graduation examination results). These results are ascertained in each class, and in the case of evaluation of graduation examination also for individual subjects.

Furthermore, our school keeps statistics on what fields and which universities our graduates start to study; unfortunately we are unable to find out if they complete these schools successfully or not.

Expected outcomes:

The outcome is individual tables and graphs comparing the students' success rates in the graduation examination, and also an overview of applicants admitted to universities based on various criteria (e.g. according to the chosen field of study).



STŘEDNÍ PRŮMYSLOVÁ ŠKOLA TŘEBÍČ



Sídlo: Manželů Curieových 734, 674 01 Třebíč

Zřizovatel: Kraj Vysočina

Ředitel: Ing. Zdeněk Borůvka

Počet žáků k 31. 3. 2015: 1 123

Střední průmyslová škola Třebíč je silná odborná škola – regionální centrum technického vzdělávání, které má velkou podporu zřizovatele. Vyvážená vzdělávací koncepce připravuje žáky pro aktivní vstup na trh práce i k dalšímu vzdělávání.

Škola vznikala postupně. Nejprve v roce 1998 byly sloučeny tři technické školy v Třebíči. Od 1. července 2014 došlo v rámci optimalizace ještě ke sloučení se Střední školou řemesel Třebíč.

Ve výuce dominují obory technicky zaměřené, včetně vzdělávání gymnaziálního. Nabízíme studium v devíti maturitních čtyřletých oborech (energetika, strojírenství, technické lyceum, počítačové systémy, elektronické řídicí systémy, mechanik elektrotechnik, mechanik seřizovač, autotronik, uměleckořemeslné zpracování kovů) a v sedmi učebních tříletých oborech (automechanik, autoelektrikář, karosář, opravář zemědělských strojů, obráběč kovů, elektrikář pro silnoproud, mechanik elektronických zařízení). Veškeré vzdělávací aktivity jsou provázány se sociálními partnery regionu..

web: <https://www.spst.cz/>

School: Střední průmyslová škola Třebíč

1. Name of self-evaluating tool:

Evaluation of teachers by students in the field „Energy industry“

The aim of self-evaluating tool:

Identify feedback on teaching in individual subjects from students of this class.

Description of self-evaluation:

At the end of the school year students evaluate teaching of individual teachers in their lessons. The evaluation is focused on the teacher's ability to communicate knowledge and skills, to attract students and to liven-up the lessons by practical examples from the real life. Students also evaluate the process of lessons, their organizing, the use of time and educational technology. The relationship of teachers to students, the opportunity to express their own opinion and the lack of fear to ask a question are also parts of the evaluation.

Expected outcomes:

The primary purpose is to give teachers feedback on how they are perceived by students. Teachers can find out

whether students understand and comprehend them well and whether they like their lessons. The evaluation can help teachers to detect their shortcomings and focus on the best ways how to provide students with maximum knowledge and skills.

2. Name of self-evaluating tool:

Comparative tests in Czech language for the first year

The aim of self-evaluating tool:

To check students' progress in knowledge at the beginning and the end of the school year

Description of self-evaluation:

At the beginning of the school year students write a test of their knowledge of primary school. At the end of the school year students write the same test and the progress in their knowledge is identified. The tests are created in different ways and focused on different areas. The tests are not used by students during the school year.

Expected outcomes:

The intent is to identify gaps in knowledge which students bring from primary school and detect the parts of curriculum they cannot handle, yet they need them while studying at secondary school. Although Czech lessons in the first year aren't focused on primary school curriculum, teachers make an effort to take into account the shortcomings identified and revise and practice what students haven't coped. It is necessary for students to master the basic curriculum and expand it. At the end of the first year every teacher gives students the same test and finds out how students have improved.



TAMPERE



Tampere je třetím největším městem Finska a největším vnitrozemským městem v severní Evropě. Bylo založeno roku 1779. Tampere leží v západním Finsku a jeho centrum je mezi jezery Näsä a Pyhä. Patří k němu ale i poměrně rozsáhlá oblast v okolí těchto jezer. Rozkládá se na 523,42 km² a má přibližně 210 tisíc obyvatel.



V. QUALITY ASSURANCE AND SELF-EVALUATION TOOLS IN TAMPERE

Background

Local autonomy in education is extensive in Finland. In addition to practical teaching arrangements education providers are responsible for the effectiveness and quality of the education provided.

The activities of education providers are guided by objectives laid down in legislation as well as the national core curricula. In addition, education providers are encouraged to develop quality on a voluntary basis. National authorities support this by providing tools and support, such as quality awards in VET and quality recommendations.

The system also relies on the proficiency of teachers and other personnel. Teaching personnel are required to hold a master's degree. All personnel are encouraged to evaluate and to develop their work as well as participate in the quality improvement of their institutions.

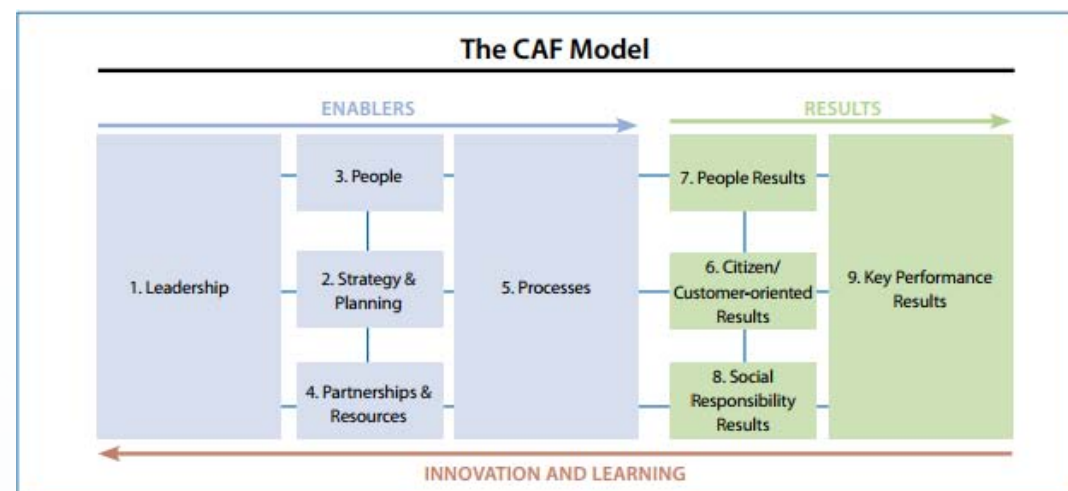
Quality assurance is one of the main policy priorities in Finnish education. For example in Vocational Education and Training, education providers are obligated to have systems for effective quality assurance and improvement by the end of 2015. After all, the aim in the quality work is to increase productivity and efficiency.

Principles of Quality work in the City of Tampere

The Organization of the City of Tampere / Upper Secondary Education is using a systematic approach to Quality issues:

- 1) City Strategies are being implemented and reflected in everyday work at schools
- 2) FNBE – Finnish National Board of Education provides guidelines and recommendations and also supports the development of education
- 3) CAF – Common Assessment Framework is being used as a tool for quality assurance and evaluations

The CAF has primarily been designed as a self-evaluation tool for public sector organizations at both national and local levels. The model involves five evaluation areas describing operations ('enablers'): leadership, strategy and planning, human resources management, partnerships and resources, and process and change management. Results are presented in the following evaluation areas: people results, customer and citizen-oriented results, society results and key performance results. (see picture)



Source: www.eipa.eu

SELF-EVALUATION AND EXTERNAL EVALUATION OF THE ORGANIZATIONS

Self-evaluation is a program of professional development that supports schools in improving teaching and learning through ongoing reflection and peer review. A school undertaking self-evaluation involves its whole staff in a process of goal-setting regarding student learning and the operation of the institution, and sets in motion a continuous cycle of internal self-review and external peer review that moves the school closer to its goals. Self-evaluation is considered a tool not a means, and no evaluation is done for evaluation's sake but to actually clarify the current situation and to improve.

Through collecting various data and analyzing the performance results of the organization (in this case schools) self-evaluation of the organization's performance can be done. Significant information is collected through surveys, statistics and internal interviews to be able to define the situation and the matters that require improving. The self-evaluation process in Tampere follows the Quality Circle:



Together with the Ministry of Education and Culture the Finnish National Board of Education carried out a self-evaluation survey in January-March 2015 where nearly all upper secondary vocational education providers took part in. Education providers evaluated their quality systems and its functionality based on certain criteria. The reliability of the self-evaluation was ensured by sample-based external evaluations during spring 2015. The report about the results and the matching of self- and external evaluations will be published by the Finnish Evaluation Education Centre at the end of August 2015.

KNOWLEDGE MANAGEMENT AND DEVELOPMENT OF STAFF

Developing and managing the knowledge of school staff in Tampere mainly comes down to two key actions:

- Developmental discussions between the boss and the employee, and
- In-service training of staff

Besides these two key actions, also other tools for knowledge development exist. Activities like mentoring, supervision and guidance of work, job rotation and orientation are also tools for motivating staff in their career.

Developmental discussions

In the city organization of Tampere developmental discussions between the boss and the employee are based on the strategical leadership system of the city. The discussions are target-oriented and are held regularly with upfront preparation.

In the development discussions the following topics are concerned:

- (self-) evaluation of performance
- agreeing on goals
- personal development and training plan
- well-being at work

Teachers' in-service training

At most levels of education teachers are required to participate in in-service training every year. Most Finnish teachers consider in-service training to be a privilege and therefore participate actively.

In-service training is offered by different providers. The state funds in-service training programmes, primarily in areas important for implementing education policy and reforms. Education providers can also apply for funding to improve the professional competence of their teaching personnel.

Statutory training plan and staff knowledge development

The Finnish law concerning professional knowledge development came into effect 1.1. 2014. It requires that public and private work communities make a plan where certain development themes for professional development are defined. Behind all themes must be estimations about the current knowledge level of staff in relation to the change of future work tasks. The starting point for professional development is acknowledging the required level of knowledge and the anticipated needs for skills in each duty. The law does not oblige every staff member to be trained every year, but the organization's training plan defines the need for staff training within certain themes.

Evaluating the impact of knowledge development actions and staff training

The target of professional knowledge development is to strengthen and renew the knowledge of staff at schools, improving the learning results of students, as well as ensuring the profitability of education. The above mentioned law will be evaluated within two years; Employers are responsible for giving reasons if some staff members are not attending staff trainings in several years. In evaluating the law especially the following factors are considered: How have the possibilities of staff members to attend trainings been improved? Are the trainings focused equally on the whole staff? How have the ageing and staff members under threat of disabling to work been taken into consideration in the training plan?

Outline of methods used for professional development of school managers and pedagogical staff / Přehled metod používaných pro profesní rozvoj manažerů škol a pedagogických pracovníků



I. KRAJ VYSOČINA

Název Kraje Vysočina souvisí se skutečností, že se tento správní celek rozkládá na podstatné části Českomoravské vrchoviny, vyvýšené zvlněné krajiny mezi oběma historickými zeměmi České republiky. Ta dosahuje nadmořské výšky přes osm set metrů ve dvou výrazných masivech, Žďárských vrších na severu kraje a Jihlavských vrších na jihozápadě. Hlavní evropské rozvodí táhnoucí se podél bývalé zemské hranice dělí kraj na dvě téměř stejné části. Kraj Vysočina se rozkládá na ploše 6 796 km², celkový počet obyvatel je 513 195.



LEADERSHIP / HEAD TEACHER TRAINING IN Kraj Vysočina

Who can become a headteacher in the Czech Republic

- 1) completed qualification at teacher training school /Universities – 5 year programmes/
- 2) completed **teaching practice** – kindergarten (3 years), primary school 6–15 – (4 years), secondary/upper secondary school (15–19) – (5 years)
- 3) completed **school management study programme** for headteachers (within 2 years after appointment) at institution of in-service teacher training or at University

Headteacher is **appointed** on the base of the selection process announced by a founder for a limited period of 6 years

Study programme for headteachers

The structure and scope of study:

Overall, the training program includes 120 hours of face to face learning including a three-day internships at schools and school facilities in the Vysočina Region (100 hours of theory, 20 hours of service) – required study according the school law.

The study programme is focused on the acquisition of basic competencies in the areas – modules of study:

- Basic legislation and its application in education
- Labor Law
- Financial management at schools
- School organization and teaching process

The study course is also offered by Universities and is longer than 120 hours

Headteachers in the Czech Republic

- decides in all matters connected with learning process
- is responsible for providing education at certain school
- is responsible for high level of pedagogy
- settle conditions for work of Czech school inspection
- settle conditions for continual development of professional staff

Support activities for management of schools in Vysočina

- **Comenius Regio** – Effective school management, School as learning institution (Tampere)
- support for management at small village schools (follow-up project) – various educational and training activities for head teachers of these schools
- support for management of schools set up by the regional and local authority – I) „**Headteacher**” – activities and outputs:
 - 1) 575 participants from school management participated in tailored training programmes focused on their professional development
 - 2) Creating group of more experienced headteachers who were trained to give advising for less experienced headteachers or new headteachers, Methodology - Handbook novice headteacher (input to the new position, and practical experience, guide the school management ...) made by this group
 - 3) Intervention meetings (shadowing) and management practices of headteachers in firms (meeting with HRM and owners of the firms)
 - 4) Meetings of headteachers and representatives of regional authority.



II. TAMPERE



LEADERSHIP / HEAD TEACHER TRAINING IN TAMPERE

Head teachers' formal competence in Finland

Head teacher must have teacher's competence to that educational institution he/she is aiming at, and

- Certificate in educational administration (12 credits) by National Board of Education or
- 25 credits long principal preparation training programs (some universities have this program) or
- Practical advance in school administration

School leadership programs in Finland can be divided into five different categories:

- Qualification programs,
- Specialist Qualification in Management programs,
- Professional Development (PD) programs,
- Advanced studies at universities, and
- Other courses and studies.

Head teacher and learning organization

The head teacher is expected to initiate the transformation process, to articulate a clear mental map and road to be followed. Efficiency and success of that process depend on a number of factors, but primarily on working collectively, i.e. its mental map and willingness for maximal engagement in the process of realization.

Therefore, the school head teacher is expected not only to create a vision (to define what school should look like) based on anticipated future (local community's need for future competences), but to convince his or her adherents (teachers) in its validity and correctness.

It's about the process of gathering strength for transformation.

University of Tampere offers:

Leadership Studies in Educational and Pedagogical Field, 25 ECTS

(belongs to following modules:

School of Education, Free Choice Studies and Competence Areas)

Studies consist of:

- Leadership in Educational Organizations, 5 ECTS
- Advanced Literature/Reading Group, 5 ECTS
- Administration or Management studies in Different Disciplines, 5 ECTS

Optional Study Module, 10 ECTS (one element from below)

- From Theory to Practice: Development Project Management, 10 ECTS
- Multidisciplinary Management Studies in Social and Health Care, 10 ECTS

Learning goals

The aim of the study module is that the students

- gain wide-ranging understanding of leadership as a phenomenon
- are able to work in management and development positions in an educational organization

Content of the studies

During the study module students familiarize themselves with the terminology of leadership and key management processes in general, especially in educational organizations. Students get to know current topics in leadership research, research paradigms and results. They also reflect in depth the theoretical and research-based questions related to leadership research.

In the applied section of the studies, students learn the quality management systems of organizations, development and theoretical starting points for development. They also implement a practical development task. Alternatively, every other year, students have a chance to apply to Multidisciplinary Management Studies, which is common for seven different disciplines.



**EN – CZECH – FINNISH DICTIONARY OF BASICS VOCABULARY /
ANGLICKO – ČESKO – FINSKÝ SLOVNÍK ZÁKLADY SLOVNÍ ZÁSObY**

Česky	English	Finnish
absolvent, přijímací zkouška	graduate, entrance examination, exam	valmistunut, pääskyoe, koe
bílá tabule	whiteboard	valkotaulu
bilogie	biology	biologia
Členství v EU	membership of the European Union	EU-jäsenyys
dějepis	history	historia
dělat domácí úkol	do homework	tehdä kotiläksyt
dělat si poznámky	to take notes	tehdä muistiinpanoja
dělat zkoušku	to sit for an exam	osallistua kokeeseen
dílny	workshops	työpaja
diplom	diploma	todistus
docházka	attendance	osallistuminen
domácí úkol	homework	kotiläksy
fyzika	physics	fysiikka
hejtman	regional president	aluejohtaja
hodina	lesson	oppitunti
hodnocení	evaluation, score, assessment	arviointi
chemie	chemistry	kemia
internát	dormitory	asuntola
internátní kola	boarding school	sisäoppilaitos
jazyky	languages	kielet
jesle	nursery school	päiväkoti
klíčová témata	key topics	pääaiheet
knihovna	library	kirjasto
Krajský úřad	Regional Office	aluetoimisto
matematika	mathematics	matematiikka
maturita	graduation /a-level exam/	ylioppilaskoe
občanská výchova	civics	yhteiskuntaoppi
obec	city, community, municipality	kunta
obory vzdělávání	fields of education	koulutusalat
Odbor školství mládeže a sportu Kraje Vysočina	Department of Education, Youth and Sport of Vysočina region	Vysocinan alueen koulutus-, nuoriso- ja urheiluosasto
Odborná škola/všeobecně vzdělávací	vocational school/ comprehensive school	ammattillinen oppilaitos / peruskoulu
Odbory Kraje Vysočina	Departments of Vysočina region	Vysocinan alueen osastot

Česky	English	Finnish
opakovat	repeat, revise	kerrata
osnovy	curriculum	opetussuunnitelma
personální řízení	Management of Human Resources	henkilöstöjohtaminen
plat	pay, salary, income	palkka
počet vyučovacích hodina za týden	timetable, number of lessons a week	aikataulu, tuntimäärä viikossa
počítače	IT	tietotekniikka
promovat	graduate	valmistunut
propadnout u zkoušky	fail an exam	reputtaa koe
propustit osobu	dismiss person from employment, sack	erottaa
přednáška	lecture	luento
přestávka	break	tauko
přístup k řízení školy	approach to school management	lähestymistapa oppilaitosjohtamiseen
reforma školství	education reform	koulutusreformi
režijní náklady	overhead costs	yleiskustannukset
rozpočet kraje/školy/institute	regional/school/institution budget	alueellinen/oppilaitoksen/laitoksen budjetti
rozvrh	timetable	aikataulu
ředitel	head master	rehtori
ředitel, zástupce ředitele	head master, deputy head master	rehtori, vararehtori
slovní hodnocení	report	raportti
složit zkoušku/nesložit / propadnout/	pass an exam/fail an exam	läpäistä koe / reputtaa koe
smíšená škola	co-educational	yhteiskoulutuksellinen
sociologie	sociology	sosiologia
soukromá škola	private school	yksityinen oppilaitos
spolužák ze školy	classmate	luokkatoveri
stipendium	scholarship	stipendi
střední škola	high school, secondary school	lukio, toisen asteen oppilaitos (=upper secondary school)
student	student	opiskelija
studovat	study	opiskella
školné	school fee	koulutusmaksu
školní inspekce	school inspection	koulutarkastus
školní jídelna	(school) canteen	oppilaitosruokala
školní předměty	school subjects	kouluaineet
ŠVP	School curriculum	koulun opetussuunnitelma

Česky	English	Finnish
tabule	board	johtokunta
tělesná výchova	PE	liikunta
tělocvična	gym	kuntosali
titul	title, degree	titteli
třída	class	luokka
třída /skupina/	class / group /	luokka / ryhmä
tříleté a čtyřleté studijní obory	Three-year and four-year degree courses	kolmen vuoden ja neljän vuoden opinnot
učeň	apprentice	oppisopimusopiskelija
učit	teach	opettaa
učit se	learn	oppia
učitel	teacher	opettaja
učitel, který pracuje	in-service teacher	työssä oleva opettaja
učitel, žák, výuka	Teacher, pupil, tuition/schooling/lessons	opettaja, oppilas, opetus
vysvědčení	certificate	todistus
výtvarná výchova	art	taide
výuční list	apprenticeship	oppisopimus
výzvy /na podávání projektů/	call for proposals	hakupyyntö
vzdělávací systém	System of education, educational system	koulutusjärjestelmä
vzdělávání dospělých	adult education	aikuiskoulutus
základní škola	primary school	alakoulu
zaměstnat osobu	employ a person	palkata henkilö
zapojení do projektu	Involvement in a project	osallistuminen projektiin
závěreční zkouška	the final exam	loppukoe
zavřít školu	close the school	sulkea koulu
zeměpis	geography	maantieto
známka	mark	arvosana
známka, známkování	mark, marking, grading	arvosana, merkintä, arvostelu
zřídit školu	establish a school	perustaa oppilaitos
žák	student, pupil	opiskelija, oppilas
dobrý den	good morning	hyvää huomenta
nashledanou	good bye	näkemiin
vítejte	welcome	tervetuloa
jak se máte?	how are you?	kuinka voit?

