arise Action for Reducing Inequalities in Education

School Development Program – SDP

Resource Manual

**Funded by
the European Union**

arise Action for Reducing
Inequalities in Education

Inspired by the work and dedication to teaching of Radmila Rangelov Jusović

ABOUT THE SCHOOL DEVELOPMENT PROGRAM

Nedim Krajišnik

School is not just a space where children and adults spend time every day or where knowledge is transmitted, where data and facts are learned and remembered, the school is, above all else, a community where cultural norms and values are passed on and relationships with peers and adults are established. It's a place where the child learns through experiences and develops the skills he or she needs to live in a wider social environment.

As in any other community, school life can be fulfilled with joyful experiences, a sense of security, support, and belonging. We are happy to attend such schools and are sad when we finish them, because, apart from the knowledge, in school we acquire our social skills and make friendships for life. Such experiences contribute to the development of self-confidence and self-esteem, as well as the development of empathy and care for others, which directly affects our life outside the school. A strong school community creates a network of support and makes us stronger and more resilient to various influences from the environment. It prevents us from making wrong decisions, harm ourselves or other people.

A stimulating environment for children who come from weaker socio-economic status is extremely important. For such children and families, creative interventions at school and in the community are needed in order to overcome a very important obstacle in further learning and progress. According to all research, there is a great connection between the children's socio-economic background and their success in learning.

Also, life experiences in the school community can be negative, filled with fear, feelings of rejection, failure, and, sometimes, violence or discrimination. This makes us vulnerable, dissatisfied and unhappy, therefore, unprepared to deal with various challenges. In any case, the time we spend in school greatly defines us and determines our next course. The experiences we have gained in school, good or bad, remain for a lifetime.

The school community consists of teachers, school staff, but also parents and the social community in which children and families live. Every member of the community needs the same sense of belonging, a sense of being respected, of being an important and valuable member of that community. The upbringing and education of children requires a strong partnership of all members of the community, mutual support, honest and open communication and commitment to a common goal.

All these components refer to, what we call, school climate and culture. They include shared values, beliefs, rules and norms of behavior and interpersonal behavior, as well as access to learning and teaching. A good school climate and culture are conditioned and they result in a sense of physical and psychological safety, good mutual relations between adults and students, a sense of support in learning and development, belonging and mutual respect. Only supportive climates and cultures, with all that they carry, can recognize, appreciate and intervene in dealing with children who come from a weaker socio-economic background.

The components that make the school climate and culture, often seem intangible and elusive. Cultural norms, customs, interpersonal relationships and ways of behaving are often implied in advance, or it is believed they will develop on its own. The development of the school climate and culture, as well as the organization of the teaching process, implies planned and systemic action for which the school administration is primarily responsible and is realized with the support of teachers, parents, students, and the whole community.

The school development program is intended primarily to empower schools in the process of creating a safe environment where every child feels accepted and develops the competencies, he or she needs for living and create a society based on universal human values, mutual respect and support.

WHO IS THE PROGRAM FOR?	The school development program includes school teams, teachers and children, administration and parents. However, having in mind the extremely important role of the principal, professional associates and other members of the school administration, who set the tone, support the development of good relations, create a positive and supportive environment, the program strengthens their competencies as well.
PRINCIPLES ON WHICH THE SDP IS BASED	The program is based on the belief that the process of improving the school climate and culture is a continuous process which requires commitment and partnership of all community members. The activities will be adjusted to the individual needs of each school and encourage formation of a support network, mutual learning and the adoption of what has been learned in practice.
SCHOOL DEVELOPMENT PROGRAM STRUCTURE	The program consists of five modules, offering steps in the climate and culture development process and suggested steps to implement what is learned after each module with mentoring support. Each of the modules starts from the current school situation and needs, offers a theoretical framework and various ideas and solutions, examples of existing good practices and tools and instruments that can be of use for each school.
FOCUS ON VALUES AND CRITICAL THINKING	Nurturing and developing the mind and heart of a child is the ultimate goal of a quality educational system. Values that are defined through specific behaviors help us make good decisions, reflect on our actions and consequences, other people and the environment. They offer us guidance on how to become persons with integrity, self-confidence and self-esteem. Living values means being able to build a world based on the principles of mutual respect, social justice and solidarity - a world that nurtures peace, friendship, encourages responsibility and values education. Critical thinking is teaching us how to question our own decisions and the world around us, search for arguments and truth, see different perspectives, and find the purpose of knowledge and learning in its use which contributes to the common good. Critical thinking requires asking essential questions, analyze information, draw fact-based conclusions, and act accordingly. Values and critical thinking are two inseparable components of every human being. They intertwine and complement each other. They help us become good people, best versions of ourselves and responsible citizens capable of resisting various negative influences in this complex time and society.

POVERTY AND CHILD DEVELOPMENT: EDUCATIONAL IMPLICATIONS[1]

Jelena Vranješević

The results of different studies indicate a strong relationship between poverty and all aspects of child development: cognitive and socio-emotional development, school achievement, resilience and coping mechanisms, etc. The differences between poor children and their wealthier peers are especially salient when it comes to cognitive and language development.

The impact on child development and educational outcomes Education has a crucial role in breaking the circle of poverty. The importance of education is emphasized both through human rights' documents and through studies on economic and social development. According to the Universal Declaration of Human Rights (1984), education shall be free and compulsory (article 26). Convention on the Rights of the Child (CRC) underlines that education should be available to all children without discrimination (article 28) and that it should be of great quality (article 29).

Although the quality of education depends on many aspects of educational policies, teachers still have the role that mostly determines the final result of the educational process.

Interventions to Improve Children's Development and Educational Outcomes

Programmes and policies that might alleviate the negative effects of poverty on children's development depend on the understanding of the nature of poverty as well as the main causes of poverty (together with the strategies for poverty escape). If poverty is defined in economic terms based on income measures, programmes and policies would focus on increasing income either through job opportunities, or welfare schemes. On the other hand, if it is perceived as a broader social disadvantage, i.e. lacking not only material assets but also capabilities, such as social belonging, cultural identity, respect and dignity, information and education, then programmes and policies would focus on changing the whole social context that denies the equal rights and opportunities and encourages oppression, inequity and injustice (Engle & Black, 2008).

Concerning the causes of poverty, some researchers and policymakers attribute them to individuals, their capacities, abilities, competencies, value system, motivation, level of aspiration/educational aspirations, etc. In that sense, the interventions they chose to deal with poverty focus on changing the individuals' mindset, increasing their motivation and level of aspiration, improving their capacities through education and support programmes. The main goal of these programmes is to improve the capacities of poor individuals or groups so that they are able to take purposeful actions and exercise their agency (Narayan & Petesch, 2007). The problem with this approach is that it might reinforce stereotypes/prejudices towards poor people (blaming them for the poverty and marginalisation) and support oppressive mechanisms that maintain the system of inequity (by trying to change individuals instead of changing the unjust system).

The other approach some researchers and policymakers undertake includes the whole social context and social exclusion factors that prevent groups or categories of people from moving out of poverty. Programmes that target change of social context try to develop and sustain support mechanisms that would enable equity and social justice. This means changes in the opportunity structure, consisting of the dominant institutional climate and social structures within which disadvantaged actors must work to meet their needs and interests (Narayan & Petesch, 2007).

Strategies for reducing poverty can be divided into three categories (Dearing, 2008; Engle & Black, 2008):

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1   Adapted from: Breaking the poverty taboo - Creative ideas for mitigating the effects of poverty: school-based activities, Network of Education Policy Centers (NEPC) – Zagreb, 2019.

1. *Strategies that focus on reducing family poverty by increasing the income of poor families and thereby improving a child's psychological well-being*
2. *Strategies that are focused on poverty prevention and the "investment in the future" and highlight the importance of education, such as increasing learning stimulation through high-quality early education, improving the parents' ability to support early learning, building teachers' professional capacities etc.*
3. *Strategies that focus on challenging the oppressive institutional practices and empowerment of the poor.*

Tackling socio-economic inequalities at school

The school plays a major role in the context of the socio-emotional development of youth - especially for youth with risk factors. Students' educational attainment depends on how they feel in school - research indicates that social environment additionally contributes to the educational attainment on top of education itself (Prosser 1999, according to Vuković Vidačić, 2016).

Is it necessary to wait for school reforms, better financial circumstances, or can schools begin with creating a positive school climate today?

Although educational systems in different countries do not share the same prerequisites necessary for the work of schools, research conducted in Estonia has confirmed that the prerequisites necessary for a positive school climate are universal and free of charge and that they depend on collaboration between all stakeholders in a school's life, with a special emphasis on the students.

Evidence from Estonia indicates that cooperation between school leaders, teachers, parents and students should be regarded as a value. Teachers in Estonia are actively working to get to know the students' families, especially at the beginning of the students' educational journeys. They believe that the relationship between the students and the school staff is very important. Additionally, parents are involved in the school through meetings where they discuss the general plans for the school's future, and this is very important for low SES students because this lowers early school leaving (School Education Gateway, 2015). Finally, in case the students have problems, support staff, social workers, teachers and leaders of the studies work together to solve students' issues. When talking about mutual collaboration among all the stakeholders, it is important to give students the voice to express their ideas and wishes regarding the life and rules in the school, which can be achieved through engagement in school governance. In the case of Tallinn schools, the student union has a huge influence and is an important stakeholder in decision-making. For example, they had to put a "veto" on a school's development document that did not envisage a vegetarian menu in the school's canteen. Additionally, students can support teachers in teaching, and use and build their competencies in different fields. Young people who perceive themselves as having agency may feel they have the ability to change something about themselves or their environment for a valued goal; this may increase their resilience and adaptability to life challenges (Sharp, 2014). Moreover, this feeling may help students towards increasing their engagement with their own development and their community (Welzel & Inglehart, 2010), which can increase well-being (Seligman, 2011).

Students can contribute to school life and create a positive school climate by participating in various extracurricular activities (hereinafter ECA). Such activities should be proposed by students, according to their interests. In the case of volunteering activities, they should address the problems identified by the students, and activities should be suggested by students as well.

Numerous research studies have shown that the participation of students in extracurricular activities can have many positive outcomes, such as higher student self-esteem, higher student resiliency, and lower rates of depression (Fredricks & Eccles, 2006), lower dropout rate, lower delinquency and less frequent substance use (Mahoney & Cairns, 1997).

Participation in extracurricular activities is linked to better academic outcomes, higher grades, test scores, school engagement and educational aspirations (Eccles & Barber, 1999). Zaff et al. (2003) argued that by participating in structured ECA, young people can explore what they are good at and thus increase their feeling of self-worth

and are also able to build significant mentoring relationships with caring adults thus altogether providing an environment for growth.

Extracurricular activities help create or maintain a positive school climate because they open possibilities for the collaboration between stakeholders, creating warm and supportive relationships and the mutual development of school identity, values, attitudes and behaviour.

Estonian school representatives have pointed out that they do not have special strategies to work with low SES students, but maintain a supportive school climate – in which the voice of each student counts, where students are supported to recognise and develop their competencies, know themselves, develop self-esteem, help each other and learn from each other i.e. develop circumstances which contribute to the development of the full potential and better academic achievement for all students.

MODULE 1
MINI SCHOOL OF VALUES

Through this module, school team participants will complete structured training on values - teaching methods and establishment of school values which should result in a change in practice, policies and very clear monitoring. Teaching values takes place primarily as part of the teaching process and teachers need to be provided with appropriate training and mentoring support, good examples and ideas for various activities. Mini School of Values will support the development of teachers' competencies and the program should live in the school through learning communities.

Establishing a common value system in a school is a process which involves students, parents, teachers and school management. The implementation of this process will be the task of the School Action Team upon completion of this module.

MODULE OUTLINE

- Values - theoretical starting points and definition of the term
- Guidelines on how to describe values through desired behaviors
- Tools and guidelines on how to ensure meaningful participation of children, parents and the community in the process of selecting and defining school values
- Tips & Tricks on how to talk about values; how to achieve common understanding
- Guidelines on how to support the school community to understand, reflect and advocate for selected values
- Guidelines on how to incorporate values in institutional culture, policies and procedures using support mechanisms
- Guidelines on how to model processes in school including the role of management - modeling from the leadership level vertically or horizontally, hierarchical modeling, emotional modeling.
- Guidelines for facilitating group reflections

MODULE OUTCOMES/ STANDARDS

The school has a clear vision, mission and values:

- All members of the school community (parents, students, teachers and all school staff) are informed about the values, as well as members of the wider community
- Core values and messages related to critical thinking are visible and displayed in the school (they appear in the school building, on the school website, in notifications sent to parents, at school events, etc.)
- Values are formulated so that they can serve as a basis for developing school rules, policies and procedures - explained through a set of visible and measurable behaviors
- School staff, students and parents can identify core values and clarify their significance
- School management and all teachers model, teach, and encourage behaviors derived from shared values

THE SCHOOLS' ASSIGNMENTS AFTER THE MODULE:

- To developed mission, vision and defined values with the key actors of the school community (children, teachers, school management, parents, community representatives)
- To finalize process of compliance of values in the school –hold meetings and other forms of facilitation as a part of the process of defining values
- To define all values through measurable and visible behaviors and display them in school

SCHOOL THAT LIVES VALUES

Nedim Krajišnik

Wouldn't it be nice if every day we had the opportunity to return to our safe environment in which values are nurtured and lived? To look forward to a place, you truly belong to, where your opinions and beliefs are important and respected. Wouldn't it be nice to walk through a school that radiates values, where you have the feeling that everything is a product of your conversations, efforts, learning? If you are a parent, you can easily find the space arranged for you and feel welcome. Everyone is clear what values stand behind the people who live in that school. Not only are the values clear and displayed on different posters and nicely arranged spaces, but you are also aware of the rules and behaviors that are desirable in that school. Thereby, everyone understands them in the same way and are committed to living up to those values. You proudly and sovereignly invoke them. With each generation, the space becomes even more abundant for the experiences of new children and their parents. Imagine?

We think it is possible to create such environments. Values can be a cohesive element of your school community. It is important to note that if you truly want to create a school that lives values, you need allies. These are your colleagues and parents who must be constantly involved in this process, everyone in their own domain. In any case, do not give up. Sometimes you will have the opportunity to convince a few of your colleagues, and sometimes the entire school community. Start with what is in your power and in your hands - CLASSROOM AND STAFF ROOM.

Here are the steps you need to take to start creating the school of values:

IN THE TEACHING STAFF ROOM

Before we head into classrooms and address students and parents, a conversation about values must begin in the staff room. Why? The first and most important principle in teaching values is to model behavior, but also to achieve a uniform understanding of the key values we want and need to teach children and, ultimately, that we all want live in our school. If teachers aren't going to be first at it, then we can't even talk about authentic teaching of values. Core values are something we all share, and something we would never compromise.

You can start a discussion with your colleagues by asking why values are important to us and why it is important to discuss and teach values? Share your personal experiences from the first module and open a dialogue about the values in your school. In a later process, teachers from your school will attend program training called "School of Values," where they will gain a deeper understanding of the meaning of values and ways of teaching. They will be trained to use different tools and approaches in teaching values. However, in order to know what to teach, we must have a broader framework or agreement on our common values.

STEP 1.
Start a broader discussion of values in the staff room. You can start with simple questions concerning personal perception, experience and understanding of values, such as:

- What are your values?
- How did you adopt them and how exactly do you know that they are your values? How do you live them?
- How were values taught in your family?
- Have your values changed over time?
- What does it mean that values are lost or there are no values anymore?
- What have caused this situation?
- Do we talk enough about values - among ourselves, with children, parents?

STEP 2.
After an introductory interview or series of interviews depending on your capacities and the concept you have envisioned, you can move on to the second step that leads us to defining the school values. They certainly differ

from personal or family values because they should be universal and significant for everyone.

Hang a poster with a list of values in your staff room. There are 30 affirmative values on the poster. Through shared reflection and conversation your goal is to come up with a list of values that are important to all of you, values that your school community believes they have and that should be nurtured and taught.

We are sure that you will find that all the values on the list are important - how to choose the most important ones? Keep in mind that you will be teaching or talking to children about all the values from the list, but the ones you choose will define all the activities in your school, affect the rules of conduct, the way you plan and implement activities and, most importantly, those you never want to compromise. Those are the ones you want to live every day! Please remember that both students and parents will have a say in choosing the values.

STEP 3.
The poster is just a guide. You can now give the task to your staff members to think about this list in the coming period and about their values and beliefs related to your role of upbringing and education. As an end result of this step, each of your colleagues should offer 5 values that they delegate as important for the school. Remember to include non-teaching staff in these conversations.

It is crucial that teachers understand the values they are talking about, especially from the aspect of behavior that is a feature of a particular value. To be completely clear, it is important that they are aware of the consequences or reactions to certain behaviors that are in line with specific values.

Think of a particular value from three aspects:

Meaning: What does this value mean to you? How do you understand it and define it?
Behavior: What situations and behaviors are a manifestation of a chosen value? What exactly do we expect from colleagues/children/parents in this regard?
Consequences: What are the consequences of a particular behavior - how do we react to desirable and undesirable behaviors related to a given value?

STEP 4.
Here we are at the last step. Now that each of you has thought about your values, what they mean to you specifically, and why these are the values that your school should nurture and teach, let each of you write your name (or label) under the 5 selected values on poster. When you have collected all the votes, you can enter the total number of votes in the space next to a certain value (heart), sum up the total number of votes, then rank the values chosen by your colleagues.

It should now be clearer whether and to what extent there is an agreement or disagreement between you, or there is even a different understanding of certain values. That's fine, it's just important to talk about it and reach a consensus.

Choose the 10 values that have the most votes to analyze them in more depth, but also give the opportunity to colleagues to nominate some of the values that were not among the top 10 to possibly convince you of their opinion.

To make sure you have a complete list (you can have 5 but also 10 school values), analyze the selected values to see them through the aspect of behavior and impact on your daily life at school. Below are some suggestions for analysis.
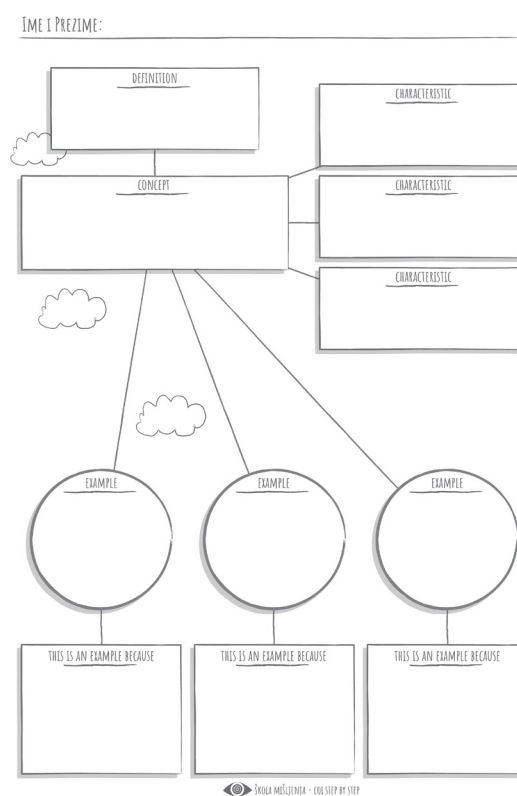
CONCEPT/ WORD DEFINITION

You can use some of the offered graphic forms for more detailed explanation and definition of certain values.

WORD MAP helps you better understand a particular concept, in this case values, as well as to integrate your experience with the definition.

Procedure:
1. Select one value (term)
2. What are the characteristics of people who live that value?
3. What examples of applying this value can you give? Why is this a good example?

WORD DEFINITION (FRAYER MODEL) is another graphic organizer for building vocabulary.

It requires from your colleagues to define a concept and apply their knowledge by creating examples and non-examples; draw a picture/symbol to illustrate the meaning of the word. This information is written on a chart that is divided into four sections.

You can create a wall in your staff room with defined values that will lead you to the final selection of values that are important to your school.

EXAMPLES OF THESE ORGANIZERS THAT YOU CAN USE ARE IN THE APPENDIX. COPY AND SHARE THEM WITH YOUR COLLEAGUES. THERE IS ALSO A LIST OF VALUES IDENTICAL TO THOSE ON THE POSTERS WHICH THEY CAN TAKE AS A REMINDER.
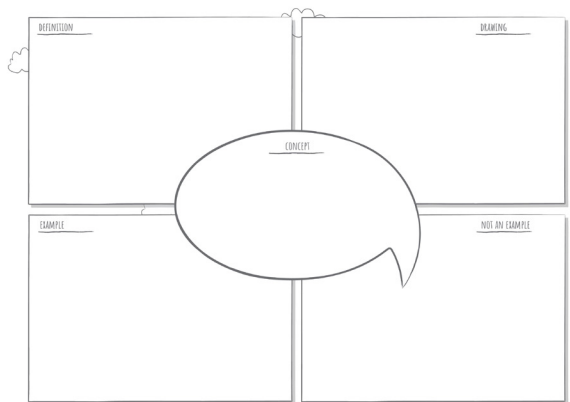
IN THE CLASSROOM

Take the first opportunity to start a conversation about values in your classrooms. Take the time to introduce students (and later parents) to the fact that in the coming period you will intensively talk and learn about this topic. Of course, you will adapt the activities to the age and abilities of the children as needed. There is no lower age limit when talking to children about values. All children can do it in their own way. The earlier you start, the easier it will be for children to adopt and learn to live values.

You can use anything to start a conversation. It can be a fairy tale, a story, a movie or simply an event in the school hall that can serve as a "hook" for your topic. Ask various questions and try to see at what level children understand values. Start with what values mean to them or what is the meaning of values in general? You can use the "Brainstorming" technique where you catch and write on a blackboard or chart paper everything children say related to the term "values". Brainstorming means that children speak their associations freely, without interrupting them or commenting on their ideas.

Try to define the meaning of values together and what elements are important when we talk about values. It is important that they understand that values are:

- the answer to the question - what kind of person do you want to be
- what would you like others to say about you - what are you like?
- what we believe is very important to us in life
- what determines how we will act in a situation
- principles, standards, personal characteristics, or behaviors that we consider valuable or desirable
- something that brings meaning to our lives

Try to enumerate some values with the children. They can try to describe the people they admire or who are important to them - what they are like, what they value in them (kindness, honesty, respect, courage, loyalty ...).

Talk about:
Meaning: What does that value mean to them? How do they understand it? If children have trouble defining the meaning, try using other parts of the worksheet to increase the meaning and shape their understanding.
Behavior: What situations and behaviors can we say represent a manifestation of a chosen value?
Consequences: What are the consequences of our behavior on other people - when are such behaviors good, value-based, or when they are not.

Don't forget that a large poster with a list of 30 affirmative values will be displayed in the school hall, which can serve as a framework for discussing values. Once again, this phase of conversation with children should only create preconditions for defining common values and building a school that lives values. In the later processes, teachers will be trained with a variety of techniques and strategies to teach values more deeply.

STEP 1.
Take a look at all the values displayed on the poster (annex). Ask them if there are values that are not on the posters and they would like to put them on the list - something that is important to them.

Explain to your students that together you need to select those values that everyone will live in your school - values that help us behave so that everyone in the school feels good. The behaviors that indicate certain values can become their potential common rules.

To begin with, each child can choose 5 values that seem important to them and write them down on paper. They can discuss in a group whether they have chosen the same or different values. First, they can try to agree in small groups which values are the most important to them and why?

Then, have them select one of the chosen values and try to define it using the word definition map (annex). Discuss if everyone shares a common understanding of the same value.

Put up a poster where children can vote for their 5 most important values by writing their name or putting an asterisk below the value. In the heart, next to the value, enter the number of votes for the given value. See what you get, which 5 - 10 values are most important to you, and make sure everyone agrees with it. If there is no agreement, allow children whose value is not on the list to explain why they think it is important. If the argument is good, you can change your mind.

HERE YOU CAN USE THE SAME GRAPHIC FORMS AND MODELS OFFERED FOR THE STAFF MEMBERS AND ADJUST THEM SUITABLE TO CHILDREN'S AGE.

STEP 2.
Remember to involve the parents. Send them a letter with a list of values so that everyone in their home can talk about values. You can find the letter in the annex. In addition, you can organize a parent meeting and workshop with parents to discuss values and decide which ones to vote for.

STEP 3.
After the children and the parents have had the opportunity to think about the values, take the time to determine the final list of class values together with the children. Rank the values that your class wants to delegate to the school level.

STEP 4.
When you finish this, mark your class under those values that your class wants to delegate (in the school hall).

STEP 5.
At the end of the process, work together to make a ranking of the values your school wants to live. If your class values differ, you can add the missing ones to your class list and get your internal values that will serve as a basis for making common rules.

Annex: A Letter to Parents

Dear parents,

We would like to inform you that in our class and school we have decided to open the topic of values. We would like to work together and make our school be a place where positive values are lived, and not just talked about. Your values and the values that your family nurtures are very important to us, so that they are also represented in our class or in our school.

Along with this letter, we are sending you a list of values that we have discussed in our class and that can help you start a conversation in your family about what is important to you. Please do not consider it final. If you have ones you would like to add, do not hesitate. What's more, we will be glad if you do so.

For a start, all family members can choose a few values from the list and explain why those values are important to them, what they mean to them, how they acquired them, who taught them and how, etc. Tell the children your childhood stories, who were your role models when it comes to values and why?

As a final result we want to get 5 values that you would like your children to learn and live by in your school. When you decide which ones they are, write them on the attached list.

Here are some more questions that can make it easier for you to think about values:

- What does a certain value mean to you?
- When does it manifest - in what situations and behaviors?
- What value-based behaviors do you expect from children?
- What do we, as parents, do to promote this value? Are we role models for our children?
- What would we like the school to promote?

We can't wait to see your lists and hear what you have talked about. We will soon have a meeting in our school where we will all share our stories together.

Until then, let's live the values!

LIST OF VALUES

◎ TEAM WORK	◎ CONCERN FOR OTHERS	◎ SOCIAL JUSTICE
◎ BRAVERY	◎ HONESTY	◎ EQUALITY
◎ CREATIVITY	◎ SUCCESS	◎ LOVE
◎ PEACE	◎ EDUCATION	◎ NATURE CONSERVANCY
◎ DEVOTION	◎ RESPONSIBILITY	◎ BELONGING
◎ FAMILY	◎ FAIRNESS	◎ RESPECT
◎ COMMITTMENT	◎ FRIENDSHIP	◎ WORK
◎ DIVERSITY	◎ COOPERATION	◎ SAFETY
◎ FREEDOM	◎ SOLIDARITY	◎ HAPPINESS
◎ TOLERANCE	◎ CURIOSITY	◎ HEALTH

◎ THE
◎ VALUES
◎ WE
◎ WANT
◎ TO
◎ LIVE

YOUR 5 VALUES:

1: _____

2: _____

3: _____

4: _____

5: _____

Annex: WORKSHEETS

VALUE:

Meaning:

Try to remember a situation where someone acted in accordance with that value?

Try to remember a situation where someone violated their values?

Did you experience any consequences of your behavior, if so, what kind of consequences?

How would you teach other or inspire them with this value?

EXAMPLE

DEFINITION

CONCEPT

NOT AN EXAMPLE

DRAWING

DEFINITION

CHARACTERISTIC

CONCEPT

CHARACTERISTIC

CHARACTERISTIC

EXAMPLE

EXAMPLE

EXAMPLE

THIS IS AN EXAMPLE BECAUSE

THIS IS AN EXAMPLE BECAUSE

THIS IS AN EXAMPLE BECAUSE
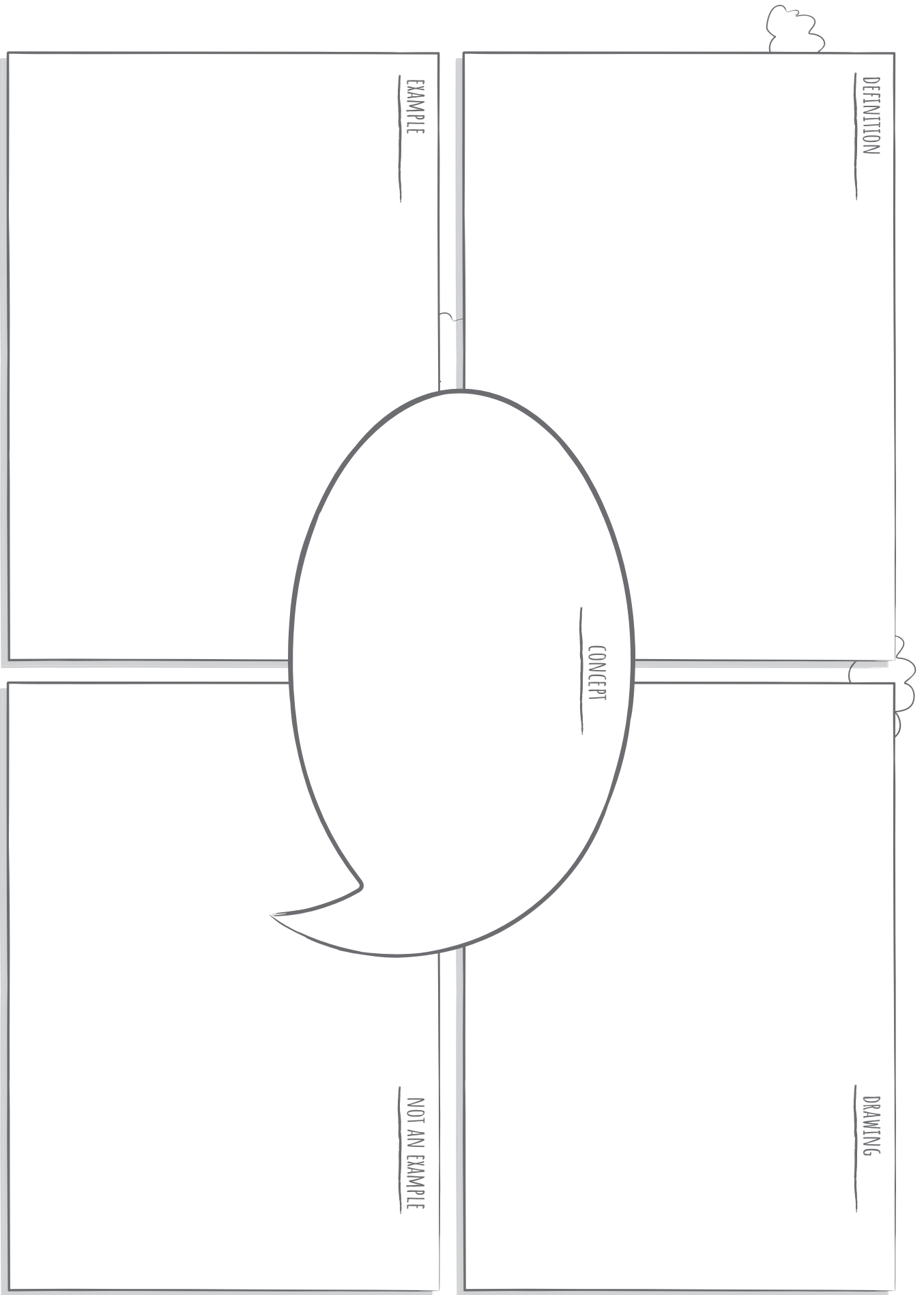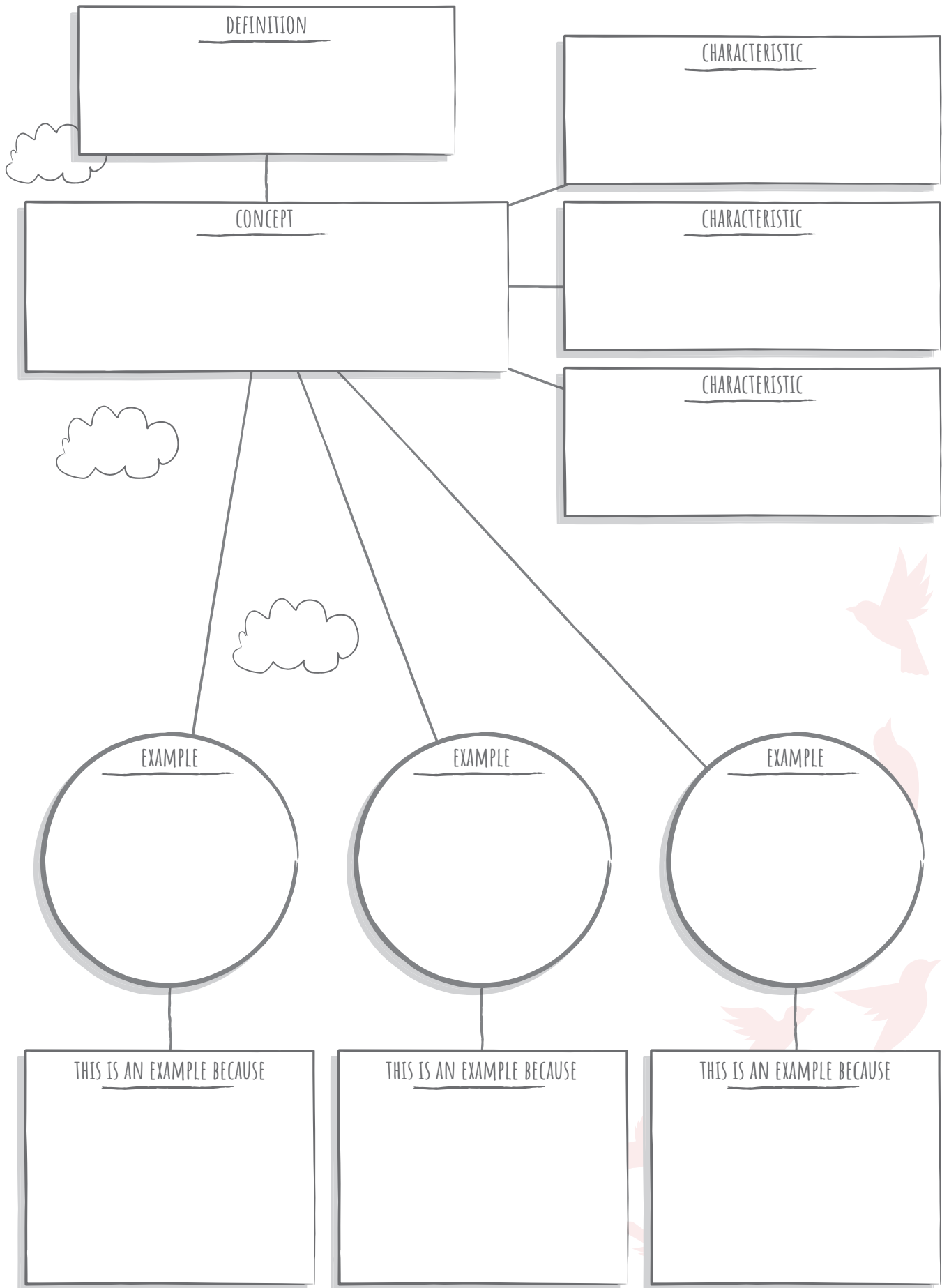
WHAT VALUES DO WE WANT TO TEACH OUR CHILDREN?

We have selected 12 values that are also universal values according to different international understandings. This framework is a very good basis for discussing which of our behaviors contradicts the values we want to talk about, and on the other hand, what is the role of the school and what should we teach children?

VALUE	OUR BEHAVIORS THAT NURTURE VALUES	WHAT WE'RE NOT DOING? What behaviors are contrary to this value?	EDUCATIONAL ROLE OF THE SCHOOL What should we teach children? What they need to know, what skills they need?
RESPECT	We believe that all people, regardless of age, gender, origin, class, and any other affiliation, are equally important We accept ourselves and believe that we are good people worthy of respect We respect the right of other people to have their own opinion even when it differs from ours We value people according to their personal characteristics, not according to their material status. We listen to each other and try to understand each other We treat ourselves kindly and take care of other people's feelings		
RESPONSIBILITY	We understand that having a right means having a responsibility We keep our word and promise and honor agreements We accept our share of responsibility and act accordingly We try to do our part of the job best we can We take responsibility for our behavior, and are aware of the consequences		
FRIENDSHIP	We share with each other both good and bad We are loyal and sincere and build mutual trust We help each other without expecting anything in return We talk openly about problems and solve them together We show that it is important to us how our friends feel We do not exclude anyone and wish each other well We encourage each other to be better and successful		

FAIRNESS	We speak and appreciate the truth We do what is right, even when no one is watching us We do not claim the successes, efforts and assets of others We are fair and make decisions based on conscience, not on personal interest We acknowledge our mistakes and are willing to accept the consequences		
HEALTH	We value life and all life forms that exist We take care of our health and avoid anything that could endanger it We strive to eat natural and healthy foods from our environment We exercise regularly and sleep regularly We value respect and athletic behavior We do not endanger the health of other people and the environment with our actions We help the sick and infirm		
NATURE	We understand that we are also part of nature and that everything in nature is connected We observe nature, live with it and learn from it We use every opportunity to enjoy nature and its beauties We protect and respect all living beings We care about nature and raise our voice against its destruction We use all natural resources wisely and economically		
EDUCATION	We strive to learn something new every day and, in all situations, We are curious, ask questions and explore the world around us. We share knowledge, help each other and learn from each other We respect everyone's effort, work and progress We value art and culture, we study and preserve it We always try to do the best we can and do our best We are persistent and strive to achieve our goals		

BRAVERY	We try to do what is right, even when we know it will be difficult, or that we are in the minority We say what we think and when others disagree We resist when others try to persuade us to do something we don't think is good Fear of mistake or failure does not prevent us from trying again		
SOLIDARITY	We empathize with the problems and difficulties faced by other people and try to help them, no matter who they are and where they live We learn about other people and cultures and discover what our common interests and goals are We understand that we are all members of the human race, and that we must help each other We respect and defend the dignity and rights of every person We selflessly help other people and communities and contribute to the common good We feel and act not only as residents of our community, but as residents of planet Earth		
HAPPINESS	Every day we find something that makes us happy We are happy with ourselves and grateful for what we have We find joy in friendship, kindness and sharing We celebrate and rejoice in the success of others We are positive and optimistic, and we believe that every problem has a solution We try to find something good even in the most difficult situations		
EQUITY	We follow the rules we have made together We respect everyone's opinion when making decisions, and we strive to be fair We protect the rights of those in the minority We use arguments and truth in the discussion We negotiate to make or change a decision We fight for our rights and the rights of others, for freedom and dignity		

| PEACE | We always strive to find a non-violent solution to a problem
We think about the consequences before our actions
We help everyone feel safe and protect each other
We accept the consequences of our actions and strive to make amends
We sincerely ask for forgiveness, and we forgive each other | | |

MODULE 2: HOW TO BUILD SCHOOL CLIMATE AND CULTURE BASED ON VALUES AND CRITICAL THINKING

The first module should answer the question of what kind of school we want to build and why it is important to promote and teach values. The focus of this module is school climate and culture, its definition, analysis and compliance of standards and indicators of a school that nurtures good relations, and in which everyone feels safe and respected, and in which we clearly identify children and families in need. The module will contain clear steps in the process of identifying and formulating the school climate and culture, vision, mission. This is also the first and most important step in making a school development plan and building a school climate and culture.

MODULE OUTLINE

- What is school climate and culture - how is it measured and what it affects
- How can we improve the school climate and culture
- Activities for the improvement of school climate and culture that encourages values and critical thinking (catalog of ideas, school calendar …)
- Development of a sense of community, belonging, etc. of all members of the school community
- Modeling the good will for climate and culture in the school using the School Standards that promote values and critical thinking

MODULE OUTCOMES/STANDARDS

- The School Action Teams are familiar with the meaning and significance of the school climate and culture
- The research and analysis of the current situation in the school in terms of climate and culture and analysis of the current vision and mission of the school by the School Action Team (SAT)
- The SAT has identified the activities to improve the school climate and culture
- The SAT is familiar with the Standards of a school that promotes values and critical thinking

THE SCHOOLS' ASSIGNMENTS AFTER THE MODULE:

- Conduct research on principals, teachers, students and parents' views regarding the school culture

ABOUT SCHOOL CULTURE AND CLIMATE

Jasna Kovačević

"When a lot of little ones agree,
the power is to a hundred times increased,
It means we're stronger, we inspire
when we gather in a choir … "
(Movie soundtrack by Drago Britvić
from „Train in The Snow ")

The culture of the school is a set of unwritten rules and traditions, as well as symbols, myths and legends, norms and expectations that penetrate into all spheres of the school. These elements of culture influence the ways people behave, dress, talk, seek help from colleagues or not, and it also influences the way teachers feel about their work and students' success (Deal and Peterson, 1999). A healthy school culture: (1) helps interpret the history, values and customs that can help school members learn which behaviors are (undesirable); (2) encourages a commitment to school values by teachers and students contributing to something they truly believe in; (3) serves as a control mechanism through which principals can stimulate and/or discourage certain behaviors and (4) results in productivity of school members (Martin and Siehl, 1983).

On the other hand, the school climate represents the quality of the school environment and is most often reflected in the quality of interpersonal relationships perceived from the perspective of school staff, students and parents. In this sense, the school climate is an indicator of the "organizational health" of the school (Hoy, 1990). Climate manifests itself exclusively in the form of beliefs and perceptions of the staff members about the quality factors of interpersonal relationships. Although no consensus has been reached on a universal definition of school climate, theorists agree that school climate is determined by security factors (e.g., physical and socio-emotional security in school), level of social cohesion (e.g., partnerships and connections in school), academic learning and teaching process, staff's professional development) and organizational characteristics (e.g., leadership, school structure, availability of resources). Culture, in addition to "invisible" elements such as beliefs,

Figure 1: Culture vs Climate

perceptions and emotions, includes symbolic, visible elements such as symbols, structures, policies, rituals, myths, heroes and other visible patterns of behavior (Figure 2). Although culture and climate are often used interchangeably, i.e., as synonyms, it is important to point out that school culture determines climate, and thus is a broader concept than climate, as illustrated in Figure 1.

The most comprehensive classification of types of school cultures was given by Fullan and Hargreaves (1996) and Deal and Peterson (1999), who classify school cultures as: toxic, fragmented, Balkanized, cultures of apparent

collegiality, cultures of pleasant collegiality and collaborative cultures.

Toxic cultures are specific in their energy that is directed against change. Previous failures have continuously surfaced, and communication is one-way and hierarchical. Quality teachers perceive such school as a place they want to leave as soon as the opportunity arises. A sentiment of hopelessness and pessimism prevails.

Fragmented cultures are present in those schools where teachers are isolated from each other. In these schools, individualism is glorified and any attempt at cooperation and external support is discouraged. Teachers are usually unfamiliar with the practices of their colleagues. Autonomy is valued, and teachers are left to fend for themselves. The provision of support and assistance is perceived as arrogance on the part of the one who provides support, and as a sign of incompetence of the one who receives that support.

In **Balkanized school cultures**, cooperation takes place only within groups of people who have a similar way of thinking and acting, i.e., in teachers' cliques and circles of friends. In these cultures, the presence of strong teacher subcultures competing for position and resources is expressed. Such groups can be in the form of those who teach young and those who teach teenage students in primary schools. There is no consensus within the school as a whole. This culture is specific for poor communication, indifference and groups of teachers who have different goals and aspirations.

Figure 2: Visible and invisible aspects of culture

Cultures of apparent collegiality are artificial creations in which cooperation and the structure of relationships are determined by school leadership. School leaders seek to accelerate the process of change by forcing collaboration and controlling factors that contribute to collaboration among teachers, students, and parents. The school culture is focused on supporting new approaches and techniques, but this approach is superficial to the extent that it diminishes the motivation of teachers to cooperate beyond what is expected. This kind of culture discourages real collegiality.

A culture of pleasant collaboration is specific in that teachers are encouraged to have more frequent meetings to discuss new ideas. However, such meetings are limited to providing "pleasant" support. Critical thinking is kept to a minimum or does not exist.

In **collaborative cultures**, the professional development of teachers is based on their interdependence and in conditions where there is a consensus on moral and educational values. Help, support, trust, openness, collective reflexivity, and collective efficiency are at the core of collaborative culture. Teachers nurture curiosity and creativity, and are committed to finding new teaching methods and new forms of learning. The focus of teacher discussions is on improving student achievement. Teachers spend time observing each other with the aim of giving a critical review and analysis of teaching methods. School leaders provide plenty of support for strengthening collective capacity but also for the individual development of each teacher.

Central elements of school culture are school mission, purpose, and vision. It is certain that mission and vision are triggers of invisible forces in schools and they inspire or demotivate teachers to be great teachers, inspire school leaders to run schools, children to learn, and parents and the local community to have confidence in the school (Deal and Peterson, 2016).The vision is related to the future of the school, i.e., the ultimate goal that
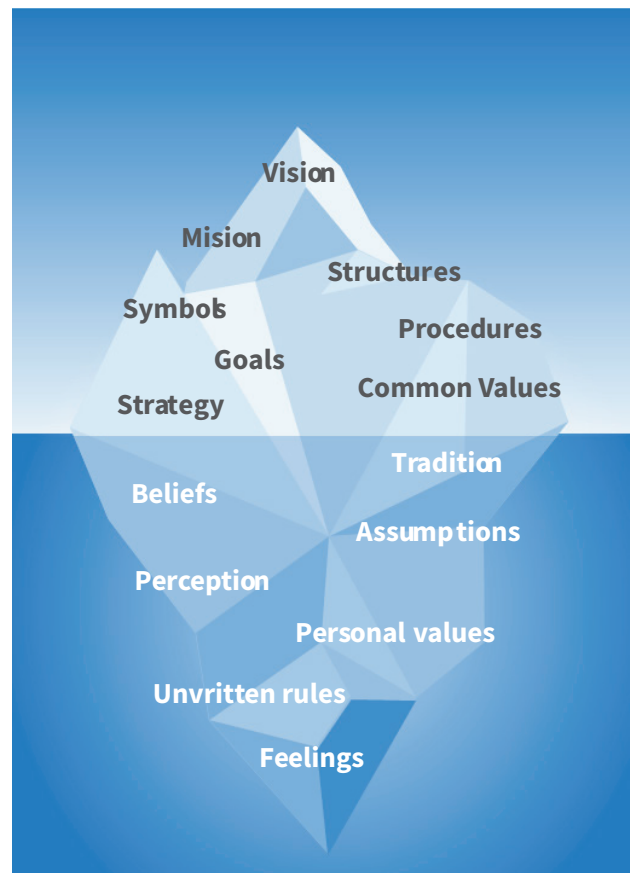
the school wants to achieve in the future, while the mission provides information about the present and the steps necessary to achieve the vision of a better future school. Mission and vision development is a challenging process in which a large number of school actors need to be involved and during which a consensus needs to be reached on the key values that determine the mission and vision.

SCHOOL CULTURE AND CLIMATE

Culture should be a central issue in all aspects of school life. If principals do not attach importance to school culture, it does not mean that culture does not exist. The importance of culture as a specific mechanism of motivation and control becomes more visible in conditions when the school is in transformation, or when the school or the competent authority introduces radical changes that require different or new cultural values. During this session, we will focus on: (1) the importance of culture and climate in the context of change, (2) the interpretation of cultural "signals" and tools for identifying and analyzing actual school culture, and (3) providing practical guidance on how to measure and manage change and the culture and climate of the school. Presented instruments and methods for identifying types of culture will be able to be tested/used by participants in their schools (e.g., at a Teachers' Council session, or in special thematic sessions and meetings). Based on data obtained using these techniques and tools, school management can make specific decisions and school policies and thus directly influence change management, school climate and culture as organizational mechanisms for the prevention of violent extremism and radicalism.

Any change inevitably requires people to step out of their comfort zones, especially those changes that change values and culture. In this regard, school principals need to be aware of the complexity of change in order to manage change successfully, but also be aware of the complex behaviors of teachers and school staff in response to change.

THE ROLE OF LEADERSHIP IN CREATING AND DEVELOPING SCHOOL CLIMATE AND CULTURE

"Change is a double-edged sword. Its relentless pace these days runs us off our feet. Yet when things are unsettled, we can find new ways to move ahead and to create breakthroughs not possible in stagnant societies. If you ask people to brainstorm words to describe change, they come up with a mixture of negative and positive terms. On the one side are fear, anxiety, loss, danger, panic; on the other side are exhilaration, risk-taking, excitement, improvements, energy. For better or for worse, change arouses emotions, and when emotions intensify, leadership is the key."

(Fullan, 2001, Leading in a Culture of Change, p. 1)

All aspects of human life are influenced by political, social and economic forces in a globalized world. Consequently, transformations and changes in educational institutions become constants that determine the behavior and actions of students and teachers. In the theory of school leadership, but also in practice, the most attention is paid to instructional and transformational leadership and their connection with student success. School principals who practice transformational leadership help develop collaborative school cultures by creating a shared vision, improving communication, and developing a quality decision-making system based on collaboration with teachers, students, and parents. On the other hand, instructional leadership is focused on the technological core of the school, i.e., defining the goals and purposes of schooling, providing resources in the learning process, monitoring and evaluating the work of teachers, coordinating staff development and creating a climate of collegiality among teachers. During this session, we will address the importance of principals as leaders in the process of climate and culture development from the perspective of Leithwood's model of school leadership which includes both transformational and instructional practices.

SCHOOL CLIMATE AND CULTURE ANALYSIS FORMS:

A1A. WORKSHEET - TYPOLOGY OF SCHOOL CULTURE

Please read the description for each row. Distribute 10 points in each row by giving the highest number of points to the statement you most agree with, and the lowest number of points or no points to the statements you disagree with. For example, if, in your opinion, one statement is 100% correct, then only assign 10 points to that statement, or assign 5 points to one statement and assign the remaining 5 to other statements according to their importance.

Category						
1. Students' success	Most teachers believe that when students do not achieve satisfactory success, it is the students 'fault.	Teachers do not usually discuss issues related to student success.	Most discussions among teachers regarding student success are limited to school meetings, to teacher cliques, or friendships among teachers.	Teachers are given time to discuss student success. They are expected to use that time exclusively for that purpose.	Teachers are given time to discuss student success, but most of that time is used to give advice and share "tricks" in teaching.	Teachers are given time to discuss student success, but most of that time is used to give advice and share teaching "tricks".
2. Collegiality	Most teachers do not care about the good practices of other teachers.	Most teachers are not aware of what other teachers are doing in their classes.	Most teachers are aware of the teaching practices of only those teachers they are friends with.	The school principal expects teachers to know what their colleagues are doing in their classes.	From time to time, teachers observe and discuss what other teachers in the school are doing in class.	Teachers are always eager for the opportunity to observe and discuss what other teachers at the school are doing in their classes.
3. Common values	The values that most teachers nurture are contradictory to the needs of students.	There is little consensus among teachers on school values.	There are smaller groups of teachers who share the same values.	The principal prepared a list of school values and distributed it to all teachers.	When it comes to school values, there is a consensus among teachers.	There is commitment and a strong consensus among teachers about what school values are.
4. Decision making	Decisions are very easy to make because most teachers do not care about participating in decision making.	Teachers are usually not interested in participating in decisions making process that affect students.	There are smaller groups of teachers who try to control decisions that affect students.	The principal expects teachers to participate in the decision-making process concerning students.	Teachers occasionally show interest in participating in decisions that affect students.	It is natural that teachers participate in decision-making concerning students.
5. Risk – taking	Most teachers strive to protect their teaching from "innovation."	Most teachers do not experiment with new ideas.	Innovations in teaching are usually initiated by teachers within a single class or asset.	The principal requires teachers to implement innovations in teaching.	Teachers like to experiment with new ideas from time to time.	Teachers are continuously searching for innovative teaching methods.

	Column A	Column B	Column C	Column D	Column E	Column F
6. Trust	Teachers talk to each other behind their backs.	Trust among teachers is not something that is considered necessary in this school.	There are teachers who trust only certain colleagues.	Teachers are exposed to situations that require them to trust each other.	Trust among teachers goes without saying.	There is a strong interdependence among teachers in this school.
7. Openness	Teachers who are dedicated to students and learning are often criticized by other teachers.	When it comes to teaching, teachers are usually not interested in the suggestions of their colleagues.	When it comes to teaching, teachers usually keep their opinions and advice to a narrow circle of teachers they are close with.	During the meetings, teachers are expected to participate in discussions on effective teaching.	Teachers are occasionally open to giving or receiving advice regarding teaching.	Teachers are very interested in the opinions of colleagues.
8. Relationships with parents	Most teachers avoid parents whenever possible.	When it comes to the teaching process, teachers usually do not want feedback from parents.	There are cliques of teachers that parents perceive as "better teachers than others".	The principal requires teachers to be in regular contact with parents.	Most teachers support parents who want to be more involved in teaching practices.	Teachers require parents to be involved in teaching practices.
9. Leadership	The principal is perceived as a threat to the growth and progress of the school.	The principal is not so visible in the school and is kept aside.	The principal often visits and/or praises the same teachers.	The principal regularly monitors meetings aimed at improving cooperation between teachers.	The principal supports teachers to give advice to each other, with no superfluous criticism.	The principal openly informs when there are cases of bad teaching practices and encourages teachers to do the same.
10. Communication	School policies diminish the ability of teachers to discuss student success.	Communication between teachers is not considered important in this school.	It is very difficult to have a productive dialogue with certain groups of teachers.	Communication in school is determined by hierarchy in school.	Warm and pleasant conversations among teachers prevail in this school.	Any teacher can talk to each teacher about their teaching practices.
11. Socialization	In a very short time, new teachers are informally indoctrinated by toxic teachers.	Very quickly, the teachers in this school learn that there is "every man for himself".	New teachers are usually informally "labelled" and then joined by certain teacher clicks.	There are meetings for new teachers that they must attend.	New teachers are encouraged to share their experiences with other teachers in the school.	It goes without saying that all teachers have a responsibility to help new colleagues adjust.
12. School history	Teachers spread negative stories about the school very quickly.	It is usually considered a professional weakness when teachers seek help from other teachers.	Teachers in some classes, meetings, or teams see their success as their own success, not the success of the entire school.	The principal has established strong control over most of what happens at the school.	This school is known for celebrating everything.	In this school, it is clear to everyone that the progress of the school is a continuous community effort.
TOTAL	Column A:	Column B:	Column C:	Column D:	Column E:	Column F:

When you complete the School Culture Typology worksheet, add up the number of points for each column. The total number of points gives pictures of the culture of your school. Each column represents a special type of culture. Usually, schools have a mix of multiple types of cultures in which one or two types are dominant. Consider: a) how accurate you consider the type of culture identified and b) the problems that need to be addressed in the school to make the culture more collaborative.

COLUMN A: TOXIC CULTURE - In this culture, teachers are focused on the negative aspects of school life. Energy is spent on restraining change. Failures from the past are continuously coming to the surface. Teachers have a habit of putting their needs above the needs of students. Communication is directive and one-way. Quality teachers perceive this school as a place to be abandoned, while average and bad teachers remain in this school. A sense of hopelessness and pessimism prevails. Ceremonies that should celebrate student success seem superficial and are often the subject of ridicule.

COLUMN B: FRAGMENTED CULTURE - In this school, teachers are isolated from each other. Individualism is nurtured and any attempt at cooperation and external support is discouraged. Teachers are most often unaware of the practice of their colleagues. Innovations are not considered because the teaching staff is satisfied with the existing teaching practices. The principal is rarely available. Providing help to others is perceived as arrogance on the part of the one who provides help, and as a sign of weakness on the part of the one who needs help.

COLUMN C: BALKANIZED CULTURE - In this school, cooperation takes place in the clique of teachers who share similar opinions or who are friends. This culture abounds in teacher subcultures that are extremely strong and compete for position, resources, and territory. These teacher groups can be divided in those who teach young or teenage students. Schools like these are characterized by poor communication, indifference, and groups of teachers who have different goals.

COLUMN D: CULTURE OF IMPOSED COLLEGIALITY - The principal imposes cooperation among teachers. In this way, it seeks to speed up processes by forcing cooperation and controlling situations that contribute to cooperation. In such a culture, teacher behavior becomes predictable. This culture aims to support new approaches and techniques in teaching, but is generally very superficial and in reality, reduces the motivation of teachers to cooperate beyond what is considered mandatory. Ultimately, this culture leads to the discouragement of real cooperation

COLUMN E: A CULTURE OF PLEASANT COLLEGIALITY - In this culture, teachers take part in discussions about teaching issues, but do not ask critical and often embarrassing questions about how to improve teaching processes. Communication in these schools is limited to giving advice and sharing resources/ teaching materials. Teachers often meet to discuss new ideas, but conversations are limited to pleasant topics and giving support to each other. There is no critical thinking.

COLUMN F: COOPERATIVE CULTURE - This is the culture of the school in which the development of teachers is realized through their interdependence. There is a consensus on school values. Teachers are committed to change and improvement at all levels. Help, support, trust, openness, collective reflection and collective efficiency are the guiding stars of this school. Teachers are curious and looking for new ways to improve teaching processes. The focus of teacher discussions is on student success. Teachers spend time observing each other and critically analyzing teaching methods. The principal of this school is determined to expose ineffective teaching practices and encourages the individual development of each teacher.

1. STUDENT SUCCESS	Are teachers willing to discuss student success and are such discussions productive in a way that encourages teachers to revise their practices
2. COLLEGIALITY	Readiness of teachers to invest time and effort in observing their colleagues with the aim of mutual improvement of teaching practices
3. COMMON VALUES	Degree of consensus among teachers regarding school values.
4. DECISION MAKING	The degree of involvement of teachers in the decision-making process in matters concerning students
5. RISK - TAKING	Readiness of teachers to continuously take part in innovations in teaching processes
6. TRUST	To what extent is trust demonstrated among teachers
7. OPENNESS	Is it generally acceptable to support others, i.e., to receive support from other teachers and to what extent
8. RELATIONSHIPS WITH PARENTS	To what extent are parents considered partners who contribute to the educational process
9. LEADERSHIP	To what extent does the principal contribute to creating a collaborative atmosphere in the school as a whole
10. COMMUNICATION	To what extent written and unwritten rules and expectations affect communication in school
11. SOCIALIZATION	Are school teachers ready to provide support in adapting new teachers to the new work environment
12. SCHOOL HISTORY	To what extent does the history of the school (past) influence the present and future of the school

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HOW TO JOINTLY WRITE THE VISION, MISSION AND VALUES OF THE SCHOOL AND HOW TO PROMOTE THEM

Developing and effectively communicating a strong vision and mission can help schools in their efforts to be better understood by stakeholders (e.g., teachers, parents, the wider community, etc.). The school mission and vision provide the basis for school policies, regulations and practices.

The mission and vision of the school are dynamic categories. Over time, they will need to be revised. In this context, during the session we will look at the process of revising the mission and vision as well as the resources needed to implement that process.

VISION:

The school in which we live values, nurtures critical thinking and, in partnership with families and the community, we build a support network for every child.

Vision is a combination of answers to three key questions:

- Why do we exist - what is our ultimate purpose?
- What are our aspirations - what do we want to become?
- What are our core values, something that is immutable?

The mission exists to achieve the desired goals, fulfill the purpose and preserve the core values.
The mission answers the HOW question?

We believe that the role of the school is to:	So, we:	We base our actions on the following values:

MISSION ANALYSIS ACCORDING TO "PPOA" CRITERIA

Criteria	Step 1: Your answer	School values	Compare your answers to the questions asked from the criteria and values of the school. Are school values represented in the responses?	Step 2: What school values are represented in this criterion?
		Write 5 values of your school here: Example - Success, creativity, curiosity, diversity and teamwork	If the answer is YES, go to step 2. If the answer is NO, go back to step 1 and redefine your answer to the question within each criterion so that values can be seen from the answer.	
PURPOSE What is the main purpose of the school? Who or what is the focus of the school?				
POSITION What is the philosophy of the school? Does the school strive for innovation, excellence, high expectations and ambitious goals? Is the school reactive and has a passive attitude towards innovation? Is there skepticism, inertia, cynicism and fear of change? Is there consensus and cohesion in the teaching staff? NOTE: pay attention to the identified type of school culture.				
ORIENTATION What is the orientation of the school and its main trump card? Are they, for example, motivated teaching staff, infrastructure, available technology, motivated students, high-quality partnerships with families, a stimulating local community?				
ATTITUDE TOWARDS THE COMMUNITY How does the school treat the main interest groups? Is the school sensitive to the problems that exist in the local community, e.g., social issues, inclusion, environmental pollution, democracy, ethics, etc.?				

SCHOOL VISION ANALYSIS

EXAMPLE OF ABC SCHOOL VISION ANALYSIS

School vision			
Key ideology		**An anticipated future**	
Key values	**Purpose (raison d'être)**	**BHAG***	**Vivid description BHAG**
Become pioneers (success)	Nurture the joy of childhood and stimulate curiosity in every child.	Become a school that will push boundaries and set trends in inclusive school practices.	We will create a stimulating and motivating environment in the school in which we will work as a team and continuously innovate inclusive practices focusing on modern trends in pedagogy and the voice, interest and potential of each child.
Striving for innovation in education (creativity)			
Encourage and encourage curiosity and talent in children and staff (curiosity)			
Nurture and accept diversity (diversity/inclusion)			
Build and develop the school together (teamwork)			

YOUR VISION ANALYSIS

School vision			
Key ideology		**An anticipated future**	
Key values	**Purpose (raison d'être)**	**BHAG***	**Vivid description BHAG**

*BHAG is a concept developed in the book Built to Last. A BHAG (pronounced "Bee Hag," short for "Big Hairy Audacious Goal") is a powerful way to stimulate progress. A BHAG is clear and compelling, needing little explanation; people get it right away. https://www.jimcollins.com/concepts/bhag.html

SCHOOL STANDARDS

School standards that promote values and critical thinking are a set of indicators showing preconditions for building a culture and climate that encourages community building, care for every child, development of family and community partnerships and helps the school to monitor its growth and sets goals for improvement.

QUALITY SCHOOL STANDARDS OR PRINCIPLES APPLY TO THE FOLLOWING SIX AREAS:

1. A common mission, vision and values
2. Developed sense of security and belonging
3. A clear development plan and desired outcomes
4. Family and community partnerships
5. Effective teaching practice and professional development of teachers
6. School policies, rules and procedures

1. A COMMON MISSION, VISION AND VALUES

The school has a clear vision, mission and values that are known to all members of the school community, and work daily to live these values.

The school has a mission, vision and values that define the school climate and culture:

- Teachers and other school employees, representatives of students, parents and the community participated in defining the vision, mission and values of the school
- All members of the school community (parents, students, teachers and all school staff), as well as members of the wider community are informed and agreed about the mission, vision and values of the school.
- The core values, mission and vision of the school are visible (posted in the school, on the school website, in notifications sent to parents, at school events, etc.)
- Values are formulated so that they can serve as a basis for developing school rules, policies and procedures - explained through a set of visible and measurable behaviors
- Staff, students and parents can identify core values and clarify their significance
- School management and all teachers model, teach and encourage behaviors derived from shared values
- Supporting students in developing critical thinking is an integral part of vision, mission and values of a school

2. THE SENSE OF SECURITY AND BELONGING

The school nurtures a climate and culture that encourages the development of a community in which everyone feels safe, accepted and respected. The school actively works on the development of the school climate and culture through carefully planned activities that involve all members of the school community and the wider community.

The school ensures that all students in the school feel safe and supported:

- The school has a protocol on the prevention of violence against children and peer violence and informs and instructs all students and parents, as well as relevant members of the local community in an appropriate manner.
- All teachers know the rules and procedures, as well as their roles in protecting children from all forms of physical and verbal violence
- The school has uniform rules regarding the treatment of children and the educational procedures they apply. It has uniform procedures related to solving possible problems always keeping in mind the best interests of every child.

- Teachers and students have the opportunity to learn and practice the skills needed for nonviolent conflict resolution, mediation and restitution, and develop resilience
- Rules related to the behavior and safety of children are set out in school and written in a language understandable to students and parents
- At every indication of any form of violence, the school responds immediately, involving both students and parents in dialogue and problem solving.
- Students feel that all members of the school staff care for them and that they are free to turn to them for help or to solve problems they face.

The school has developed response protocols in all cases related to discrimination, hate speech, incitement to violence, etc.

- School rules and protocols clearly define unacceptable behaviors related to prejudice, hate speech, incitement to violence, etc.
- Teachers, students and parents know the rules and protocols and have the opportunity to discuss these topics
- In accordance with the protocols, the school responds immediately to any form of incitement to violence or hate speech
- The school teaches students and parents about similar phenomena on social networks and how to protect themselves from different influences

The school helps students develop the sense of belonging to the school community in accordance with the values it promotes:

- The school has its own motto, symbols, code of mutual treatment, etc.
- Every school student has the opportunity to participate and be equally involved in school activities
- The school organizes activities that help students get to know each other, help each other, cooperate in various activities, have the opportunity to learn from each other
- The school organizes meetings and gatherings enabling students to jointly celebrate and rejoice in the successes and achievements of each student, group or school.

Students have a developmentally appropriate role in organizing activities and making decisions:

- Students participate in the creation of norms and rules of conduct, the organization of school meetings, conflict resolution programs, through the student council and in other ways
- The opinions and needs of students are taken into account, and the well-being of each child is the starting point in making all decisions

3. SCHOOL DEVELOPMENT PLAN AND DESIRED OUTCOMES

The school has a long-term development plan based on mission, vision and values:

The school development plan answers the question - how will we achieve the vision and mission we set and promote values and critical thinking:

- The development plan contains a clear definition of goals and measurable tasks
- The plan contains defined outcomes or results that can be monitored
- The plan contains clearly defined roles, responsibilities and timelines

The school development plan is based on the analysis of the situation and identified priorities for improvement:

- The school has developed a methodology and instruments for analyzing the situation in relation to the set standards and goals
- The school collects and analyzes all relevant data related to student progress, safety, behavior in accordance with values and other quantitative and qualitative data related to the identified priorities in the field of

climate and culture of the school
- All teachers and representatives of students and parents are included in the school state analysis

The school continuously monitors and evaluates its achievements and revises long and short-term plans accordingly:

- Teachers, students and parents are involved in monitoring and evaluating the school's work
- The opinions of students and parents are valued and taken into account when setting goals
- The school informs teachers, parents and students and the local community about the evaluation results

4. FAMILY AND COMMUNITY PARTNERSHIP

Parents, community members and various professionals contribute to creating a safe environment for children, acquiring knowledge and skills, developing a good climate and a culture based on values. The school develops partnerships with families and the community to ensure a safe environment for each child.

The school management creates and implements a plan for the development of partnerships with families and the community which includes effective communication channels, support for families and children, involvement of parents in decision-making and involvement of families in activities inside and outside the school.

- Parents and school staff develop a relationship of mutual trust and respect
- Parents, community members and guests feel welcome in the school and the school provides space for parents and various forms of regular communication
- Parents are involved in making relevant decisions through the Parents Council and in other ways
- Parents are a source of knowledge and their capacities are used to support the learning of students, teachers and other parents

The school uses institutional (services, cultural institutions) and non-institutional (NGOs) community resources for better school work and child care:

- The school works closely with all public institutions (police, social work centers, health care institutions) to prevent any form of violence or influence on children, and protect them from all dangers
- The school cooperates with other educational institutions enabling children to get to know each other, make friends and help each other
- The school cooperates with cultural, religious and other institutions in order to provide children with various opportunities for learning, service learning, volunteering, etc.
- The school uses community resources and parental capacities to organize activities that promote values and critical thinking

5. TEACHING PROCESS AND PROFESSIONAL DEVELOPMENT OF EMPLOYEES

Teachers work as a team, initiate and participate in various activities that contribute to the development of the school climate and culture and continuously work on improving the quality of the teaching process.

Teachers work as a team, and support each other:

- Teachers share values and agree on them
- Teachers feel supported in their efforts to innovate and improve their practice
- Teachers feel supported in their efforts to innovate and improve their practice
- Teachers use formal and informal opportunities to freely discuss existing barriers to teaching and ways to overcome them
- Teachers feel that the process of self-assessment and external assessment is fair and relevant to their development

- Teachers believe that the work environment is positive and that their colleagues are supportive and caring

The teaching process integrates the teaching of values and critical thinking:

- Teachers use methods and strategies to encourage critical thinking, allow children to ask questions, explore, discuss, conclude and make mistakes without fear
- Teachers use a variety of opportunities to teach children values and enable them to understand and live by everyday situations
- Teachers encourage discussions and debates about questioning values using critical thinking
- Teachers and children adopt class rules and procedures related to problem solving
- Teachers ensure that children learn in a climate that allows them to feel accepted, safe and competent

Teachers continuously develop their competencies:

- Teachers' professional development plan is created in accordance with the school and teachers' goals
- Teachers form a learning community supported by school management
- Teachers work together on the development of quality indicators in relation to the vision of the school
- Teachers manage a professional portfolio and develop an annual plan for their professional development
- Teachers are aware of their strengths and professional weaknesses
- The quality of the teaching process is improved as a result of the professional development of teachers
- The quality of professional development affects the motivation and enthusiasm of teachers

6. REGULATIONS AND PROCEDURES

School regulations and procedures ensure the safety and well-being of every child and set clear rules and expectations for all members of the community:

School regulations are defined in accordance with values and provide a basis for action and behavior change

- School regulations are developed participatory and in consultation with all community members
- School regulations also contain clear guidelines on how the school encourages and promotes values among children including examples of positive behaviors and ways to solve problems.
- All students and parents are introduced to the school rules in an understandable and appropriate way
- Restitution and upbringing with logical consequences are the basis for the application of the school regulations
- School regulations contain a code of ethics and protocol in cases of violence against children, but also all forms of discrimination, neglect, etc.
- School code of conduct is reflected through class rules
- Children have the opportunity to learn how the rules are followed, why and what to do in case of breaking the rules

MODULE 3: ACTIVITY PLANNING AND HOW TO BUILD A PARTNERSHIP WITH FAMILIES AND COMMUNITIES

School partnership with families and community Module aims to connect the theoretical part with the practical one, to motivate as many teachers, principals, pedagogues, parents and all those who participate in educational work to build in their schools, according to their vision, "their own partnership", which is not and cannot be universal. Each school is unique and a source of good, quality practices which can be a driver of change.

One of the main goals of the school improvement process is to develop partnerships with families and communities and activities for children from a weaker socio-economic background. The aim of the module is to empower school teams to develop a long-term and operational plan for improving partnerships in various areas - decision making, volunteering, student support and more. Cooperation with institutions and organizations in the community is an important step in ensuring the safety of children, as well as opportunities for networking, development and learning.

MODULE OUTLINE

- Analysis of the existing forms of cooperation with families and the community - challenges and schools' needs
- Guidelines for building partnerships with parents and the community aimed at promoting school values
- Examples of models of cooperation with parents and the community
- Guidelines for conducting activities with families and communities
- Examples of activities with parents, including work strategies that can also be carried out by teachers
- A guide presenting a work plan with parents and the community
- Guidelines on how to build a sense of belonging to the school and the promotion of values in parents

MODULE OUTCOMES/STANDARDS

The school develops partnerships with families and the community to provide a safe environment for every child:
- School management creates and implements a plan to develop partnerships with families and the community that includes effective channels of communication, support for families and children, involving parents in decision making, and involving families in activities inside and outside the school.
- Parents and school staff develop a relationship of mutual trust and respect
- Parents, community members and guests feel welcome in the school, they are involved in school activities and making relevant decisions.
- The school uses institutional (services, cultural institutions) and non-institutional (NGOs) community resources for improving school work as well as learning and teaching process
- • The school uses community resources and the capacities of the parents to organize activities that promote values and critical thinking

THE SCHOOLS' ASSIGNMENTS AFTER THE MODULE:

- To create a school plan for the development of partnership with families and the community with the common and specific issues and in accordance with the values of the school
- To think of different ways to motivate parents and the community for more active participation in school work
- To design different strategies for communicating with parents and the community - email, phone, school newsletters, group discussions, group meetings, workshops, Parents' Council
- To hold meetings to present the work plan with parents and the community
- To implement at least one activity with families and communities

DEVELOPING FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS

Muamer Tinjak

When we talk about the modern family, we must keep in mind that it has multiple roles. The most frequently mentioned are reproductive, educational, protective, economic and other roles. Interpersonal relationships, interaction, support from the family members and communication are becoming increasingly important and affect the involvement of the family in the community. The family provides children with protection, satisfaction of emotional needs, connection, closeness and support in personal and professional advancement. At the same time, it enables the child to connect with the social community and culture. It teaches the child to understand the world around him/her and how to protect and nurture it. Parents have an irreplaceable and specific role in the socialization process of their child. (Todorović, J., 2004: 55). Parenting should enable quality socialization which is based on close bond with the child, but also on parental authority.

The family should be a strong support for the child and stimulate his/her independent and versatile development, provide the preconditions and basis for child's healthy personality. The child's growth and development are accompanied by behaviours that carry various challenges. Being a grown-up and having the need for independence often drives the child to experiment with something that the parents do not agree with or something that they do not allow. In the process of growing up, there is a constant need to try out different roles and change the value system. Curiosity and aggression increase, and there is always a certain percentage of risk that young people sometimes misjudge. The often-present stubbornness is mostly manifested as the need to defend one's identity and one's own independence (Todorović, 2004). Children from incomplete and dysfunctional families, children with a chronic illness or physical disability are most vulnerable to increased risk.

Parents as the first educators are expected to understand the difficulties on the path of development of determination, perseverance, but also great love for children. The success of any relationship is due to the interaction on which rests the successful and stimulating communication that is necessary in the educational process for both parents and children. Pete and Andrews (2006) found consistent unequivocal and convincing evidence for the following: "Family members have a leading influence on a child's school success and life achievement. When schools, family members and society encourage children to learn together, they are better at school, they remain in school and like it better." (Dawn T. et al. 2011: 42)

The active involvement of parents in various aspects of school life is an important component of the educational process and is directly related to its quality. A happy and satisfied child is the most important interest of the family and the school, the precondition for that is quality cooperation between them. Internal factors that affect the success and quality inclusion of students in the school system include all the characteristics that the student brings to the educational process and which may be related to school achievement, namely: intellectual abilities, motivation and self-esteem, personal attitudes, student's own value system, expectations, prior knowledge and acquired experiences. In addition to the student's personal characteristics, school achievement can be influenced by external factors. The most important are the family environment and school conditions. (Polovina, N., Bogunović, B., 2007: 424).

According to Henderson et al. (2007), there are four fundamental beliefs of teachers that should be the basis for family involvement in school curricula: "Teachers must believe that all parents have dreams for their children and their lives and wish them the best; teachers must believe that all parents have the capacity to support their children in learning; parents and school staff should be equal partners; The main responsibility for building a partnership between the school and the family lies mainly with the school staff. " (Dawn T., et al, 2011: 42)

The earlier parents are involved in their children's education, the greater the effects of that involvement. Henderson and Mapp (2002) in their review of the research results confirmed this thesis. They argue that early childhood education programs, in which parents are specifically trained to work with their children at

home, have an even more significant positive effect on those children's achievements. This success is directly related to the duration of training for parents, which includes educating parents in the field of parenting, and strengthening parental competencies to help and support in the upbringing and education of their children. This confirms the fact that the involvement of parents through different roles in the life and work of the school contributes to better results and progress of children. It is important to see the parent as a partner who should participate in the upbringing and education of the child as an entity that helps in this process. The school should show willingness to cooperate and jointly address all issues in order to achieve the child's progress and success. The analysis of the system of institutional education indicates an insufficient number of programs related to family and responsible parenting. There is also the lack of appropriate programs in which teachers would support the development of parenting competencies in order to achieve a quality partnership between family and school. Insisting on deeper partnership relationships, which are binding at the same time, implies support and a clearly defined concept and strategy of the education system.

The modern family has a slightly different role and is going through its own changes that were once in forms of crises. Some forms of the family crisis are the increasing number of divorces, the increase in domestic violence, the weakening of interest in social inclusion, the search for new and more innovative forms of marriage and family, and the new cultural syndrome of being independent means being self-sufficient and independent. All the mentioned factors determine the quality of the relationship between the family and the school. Family-school partnership implies the existence of healthy family relationships as a prerequisite for all social relations related to family and school. There is no ideal model or recipe for a quality family-school partnership. (Albright, M. I., and Weissberg, R. P., 2010: 247) Safe family creates a conducive environment for a good collaborative relationship. However, in conditions of declining levels of family safeness, happiness, satisfaction, trust, a negative context is created for the development and functioning of partnerships.

According to the author McDemott (2008), the first advocates of effective parental involvement are mainly educators and professional associates in kindergartens and teachers in special education institutions who have realized the importance of investing their own efforts and providing parental support for the wellbeing of children. The second group of advocates consists of governmental and professional organizations. They in their parental involvement guides emphasize adult learning and two-way communication with decision-making. Still, they continue to describe learning in terms of parental learning about children and school to support school. (McDermott, 2008: 5) Greater privilege of the child and the exercise of rights has led to greater demands and initiative of parents to participate, i.e., to develop a partnership. This relationship changes not only the scope but also the quality of interactions that lead to larger and more fundamental emotional connections and relationships. Parents were given a new role - from a passive participant whose role was based on being informed about the child's success and behaviour to an active role of an animator, volunteer and educator.

Accordingly, a new task and a very important role was given to educational institutions in terms of educating parents to achieve proper education, guidance, innovation, communication and cooperation. Thus, instead of the notion of cooperation, the nomenclature of this relationship has changed throughout history, so the notion of cooperation has been replaced by the notion of partnership. This way of parental involvement in school life has been advocated by a third group of theorists and practitioners who have recently advocated for pushing the boundaries of parental involvement. They emphasize that "teachers should try to get to know and understand parents and their sociocultural context. Also, teachers should try to learn from parents". (McDermott, 2008: 11) The big shift in parental involvement, where parents are given an active role in the life and work of the school, stems from this group of advocates. They divert attention from the family to teachers as those who "should do". Parents are now seen as persons, and not just as executors of school recommendations. Perhaps it used to be enough for students' parents to come only to children's parent-teacher conferences and meetings. This most often happened in the lower grades of primary school (from the first to the fourth grade), while it was considered that in the upper grades it was not necessary to come even to informative parent-teacher meetings, or it was done by parents of students with excellent results and exemplary behaviour.

At the same time, the presence of parents of students with poorer success in learning and behaviour was absent. In modern society, where both parents work and do not have time to dedicate to their children, the task of the school is to explore and offer new models and forms of inclusion acceptable to parents so that they are more present in school and in their children's lives and work. New models that can be offered are

precisely the new roles of parents. Now the level of cooperation between school and family through parent-teacher conferences and meetings would move to the level of partnership between family and school through volunteering, education, workshops, assistance, support and assistance to school through humanitarian action, school bazaars and the establishment of a corner for parents.
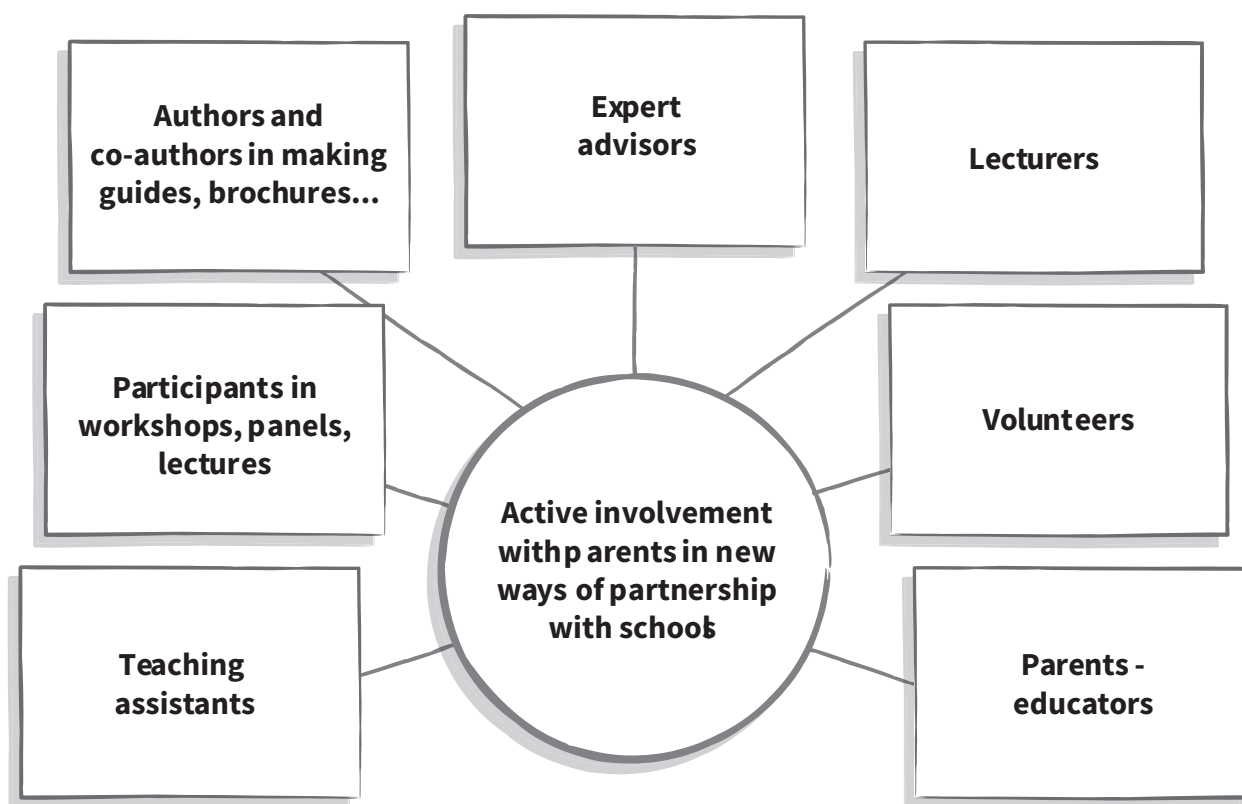
Figure 2.1. Overview of the parents' role in schools where partnership is present

Actively involving parents in new forms of partnership with the school (parents, educators, volunteers, lecturers, professional advisors, teaching assistants, participants in workshops, forums, lectures, authors and co-authors in the development of guides, brochures, etc.), encourages and directs parents to more serious attitude towards the obligations imposed by the education of children. It ultimately affects the improvement of the family-school relationship, which results in the transition from the level of cooperation to the level of partnership. It is necessary to enable parents to actively participate in all aspects of the functioning of the school, i.e., it is necessary to accept and include them as equal members of the team in the institution. In order to achieve this, it is necessary to work on developing the pedagogical competencies of teachers. Author Benson (2006) emphasizes: "Team development requires deeper knowledge in adult learning, but also the pedagogical competencies of educators/teachers so that parents can really, not just formally be involved, actively participate and really improve their personality and parenting skills" (Benson, 2006: 286).

Improving the pedagogical work of the school is a long-term process that all employees should work on together, and only then can a real and desired change be expected. Thus, we will come to a school where all children will have the right to quality education and training and where teaching and the teaching process will be adapted to the needs and abilities of students. Although there has been talk for a long time about the reform of education in our country, it can be said that it started a long time ago. There have been various attempts to implement the changes, some of which have been done, but no substantial changes have taken place.

It is necessary to include all participants in the educational process in the reform processes (from the representatives of the ministries to the implementers of the teaching process, professors, teachers and parents). Only when everyone is involved in decision-making will it be possible to make changes. If decisions are made

at the level of ministries and implemented in schools, their implementation will be difficult because it involves a system of imposition. The system of acceptance through joint decision-making and their implementation is much more efficient.

Figure 1.2. Overview of the main factors of quality school

Figure 1.2 shows the main factors of a quality school. Students are at the centre of the educational process - they are the subjects of education. A quality learning environment must be provided for them in the school in order for the teaching process to progress according to the planned plan. In order for the processes and the environment to be of good quality, teachers and parents must be involved and united. With the help of the social community and educational authorities they will work on creating and improving better working, living and learning conditions.

Authors Gossen D. and Anderson J. (1996), in the book Creating Conditions for Quality Schools, state that in the process of implementing school changes, employees should meet their needs at every stage. The developmental stages of the change process are: cognitive change, personal change, system change, culture change, program change, and constant change. These phases are interrelated and represent a model that is consistent with control theory because it focuses attention on creating an environment in which people can meet their needs as they go through different phases of concern. (Gossen D., and Anderson J., 1996: 24)

Developing partnerships requires new activities that teachers sometimes resist for a variety of reasons. Sometimes it is the fear of the unknown (Will I be able to do it?), sometimes the lack of certain abilities and skills, experiences, sometimes they are subjective and sometimes objective reasons. However, during the development of the partnership, it is necessary to go through all the above changes. It is not always simple and sometimes not all actors are ready to implement them, and without the involvement of all, it is difficult.

STRENGTHENING COMPETENCIES FOR COOPERATION WITH PARENTS

In the relationship between the family and the school, communication is one of the most important crucial factors of upbringing and education in the family and school.

The quality of relationships and the quality of communication determine the further course and progress, which lays the foundations for further acquisition of knowledge at the academic level. The complex relationships within this hierarchically organized concept of responsibility and the indisputable role of all factors that lead to the complexity and individuality of the phenomenon impose numerous professional challenges and require researchers to answer many questions. The focus is on striving to improve family-school collaboration by building partnerships between teachers and students' parents. This implies joint, goal-oriented, planned and directed educational action of the two most important factors of this process - parents and teachers.

Numerous studies have been conducted and they illustrate the different attitudes and possible reasons for misunderstandings in the teacher-parent relationship or, in general, in the family-school relationship. The results clearly indicate the need for a more serious approach in nurturing and developing these relationships.

The relations between the family and the school are based on the knowledge of modern pedagogical theory and practice, whose cooperation affects the quality of socialization that young people go through from an early age, and which largely determine that person. In modern conditions, family and school have almost equal importance and role in socialization, but that does not automatically make them good collaborators or opponents in this process. Relationships of the most responsible factors in the family (parents, guardians and other influential relatives) and the most responsible factors in the school (teachers, professional associates, teaching associates, members of school management) imply strategy, mutual respect and respect for the autonomy of each of the participants. Factors that largely determine the quality of these relationships also have a significant impact, namely the individual characteristics of teachers and parents, specific family and school factors and social influences. All the mentioned factors act synergistically and significantly determine the course and quality of these relationships.

In addition, we should take into account the impact of the environment in which transition processes bring risks at all levels of social action. The paper indirectly points out the risks that are reflected in this relationship in terms of slow economic and political transition impact and the process of transformation of the education system. We live in a time of rapid and continuous change in all fields, in a time when new knowledge is constantly being improved and supplemented. In this regard, the partnership of family and school, as a living relationship, requires constant upgrading and improvement.

The relationship between family and school requires a new, improved model of cooperation that could meet the requirements of modern educational systems. Education of participants in these relations is imposed as a mandatory direction of the vision of education. It presupposes and encourages the promotion of a new value system and lifestyle that would include both current and future generations, by developing awareness of the importance of good partnerships in all spheres of society.

Good partnership is necessary because a school-age child develops in the interaction of various factors. As we have already mentioned, the family and the school are the most important factors. However, in the absence of quality cooperation, the positive impact weakens and does not give the expected results that are directly related to the educational process. The expected results will be lacking especially if these views are opposed and if there is no good cooperation and communication between the mentioned factors. Therefore, it is necessary for the family and the school to act in a coordinated manner - not that one of the participants has a priority or independent autonomy. The tendency is for this type of partnership to be developed and branched into a number of various forms. It should be raised to the level of mutual assistance and consensual action in order to resolve numerous and specific issues in the field of educational policy.

The partnership between the family and the school helps to improve school programs, ensures a good social climate in the school, provides help and support to the family, raises the level of socialization, improves parents'

knowledge and abilities, connects parents with school employees and thus establishes new social ties. The partners recognize the positive effects, recognize the common interests and responsibilities when it comes to children and thus work together to provide the best possible educational conditions and learning opportunities. The model of modern partnership puts the student in the centre of interest. Research and examples of the interdisciplinary field of family-school partnership have one core - child care, which is our common and only goal.

We tried to present all the achievements and examples of good practice of cooperation with parents in different ways. They would serve as examples of activities that have contributed to improving the educational quality of work and education in general. We believe that the success and results achieved in this field will be an incentive for others to apply such examples of good practice in their schools.

IDEAS AND ACTIVITIES – HOW WE BUILD A SCHOOL PARTNERSHIP WITH FAMILIES AND COMMUNITY?

Beba Šarkinović

Developing a partnership with families requires time, patience and a variety of strategies. Although it can sometimes be demanding, both organizationally and in time, in the long run, effort and investment pay off in many ways. In order to improve the partnership, we need to learn from our own practice, but also from others, to share knowledge in school and community and to experiment constantly. We do it in order to achieve set goals and give every child an opportunity to be happy and successful.

Experiences in this field so far show that there are many professionals who truly believe in working closely with parents and have achieved remarkable results. Also, in every school there are those teachers who are not yet ready to build such partnership. Therefore, it is important to look at teachers' attitudes towards partnership programs, as well as their beliefs about the importance and effects of involving parents and other community partners in all areas of school work. Teachers need to develop teamwork skills otherwise it is not possible to implement a partnership program.

In order to truly move towards building family-school partnerships, we need constant questioning, evaluation and joint reflection on current school relationships.

Before you decide to apply a partnership approach in your school, you need to analyze the qualifications and readiness of teachers and management and set priorities. Since the module is structured in such a way that it is aimed at increasing the competencies of family, community members and employees, it is important to respect the needs and requirements of all involved respecting the principles of equality and mutual respect. By creating a flexible organization of learning and action within the school, tools and techniques as well as constructive and motivating communications and abilities are improved so that each of the participants can reflect on their own actions in the process of building partnerships.

Start the school year by being more open to the family (parents/guardians of your students). Try to motivate as many employees, parents and school partners as possible to help develop family, school and community partnerships. The goal is to develop a professional dialogue of partners in the upbringing and education of children, parents and teachers, strengthening mutual competencies and approaching common criteria in how to be a better educator, parent and teacher, and to be as successful as possible in educating our child/student. Pay special attention to communicating with your students' parents/guardians. There are many ways and forms of communication - it is important to use opportunities to meaningfully involve parents and respect them as equal interlocutors.

Communication has a positive effect on the degree of family involvement when it is:

- positive and open,
- respects the opinion and needs of each family,
- respects different family cultures,
- is focused on the progress and achievements of students and ways of further work.

How to communicate with parents:

- Start a conversation with positive things,
- Pay attention to what parents do well,
- Use simple language but do not belittle,
- Every communication is important and a way to build a partnership
- Build trust,
- Model behaviour,
- Learn to listen,
- Be flexible,
- Relax and have fun!

ACTIVE LISTENING TECHNIQUE

We use:

- Reflection on emotions - I see that this has worried you ... upset you ...
- Paraphrasing - to check if I understood correctly ... Did you mean ...
- Summarizing - to check what we agreed...
- Asking clarification questions - can you explain to me what preceded, were you then...
- Silence - which is not threatening
- Facial expressions and body language - I'm here for you

RULES OF CONSTRUCTIVIST LISTENING

- One person speaks for a predetermined duration, while the other person listens.
- The listener must not speak, but must show an active interest, in body language, in what the other person is saying. Give your partner your full attention, freeing the mind from your own thoughts. Be sensitive to your partner's needs.
- Silence is fine. When you speak and you need time to think, there will be silence. The listener will remain silent, will wait and will not show any impatience.
- When I give a signal, you will switch roles. The listener will speak, and vice versa.
- Each person will speak for three minutes.
- You can also use the travelling notebook "Task" for parents, where regular communication between parents and school (student achievement, etc.).

ASSERTIVENESS: I-MESSAGES

If the needs and interests of parents or teachers are endangered and not recognized, there may be conflicts and interruption of cooperation. Assertiveness is the skill of expressing attitudes, needs and feelings in a clear, direct way in which we do not attack or blame the other party. It is necessary to identify one's own interests and needs and stand up for them without violating the rights of others. Assertiveness is a skill that can be developed. In assertive communication, it is recommended to use the "I-message" technique, which contains:

- Neutral description of the other person's actions/behaviour
- Description of one's own feelings/reactions to the action/behaviour
- Proposal sent to another person (what situation do we want).

Instead of "You-messages" which are offensive and which provoke the interlocutor's need to defend against the counterattack, which creates obstacles in communication, using I-messages we express our needs without intending to attack another and often come to a common solution.

Examples:

You-message	I-message
"You are constantly late; you are irresponsible and undisciplined. Don't let that happen again!"	"I notice that you have been often late for work lately. Your delay negatively affects the productivity of other colleagues and I don't feel good about it. I wish you weren't late anymore."
"Shame on you, you left everything to me again!"	"It makes me angry when you leave chaos in the kitchen, so I have to clean everything myself! It would help me if everyone puts their dishes in the sink behind them. "

COMMUNICATION STRATEGIES WITH PARENTS IN CHALLENGING SITUATIONS AND TIPS FOR ACHIEVING POSITIVE, CONSTRUCTIVE RELATIONSHIPS WITH PARENTS OF STUDENTS IN YOUR CLASS

- Stay calm. Only dialogue and understanding can lead to finding a solution. Don't take a loud parental address personally. It's usually a way of venting negative emotions towards a person who has just found themselves nearby.
- Build parental trust. Parents want to hear about the good things that are happening in the class. Send them a short message when the child does something good. That way they will know that you are paying attention to the child as a whole and you will be accepted as someone who takes care of the child while he is in school.
- Go out into the community. Students are given the opportunity to demonstrate their skills and help others. The community recognizes that young people care about what is happening in the community. The school receives media promotion, and the community begins to recognize the needs of the school.
- Show that you care. Encourage parents to share it with you if they are concerned. Show them that you are here for their children and that they are welcome to work with you
- Show your self-confidence and authority in difficult situations by looking directly into the eyes of your interlocutor. In this way, you show that you are interested in what he says and that you respect him.
- Speak in a quieter tone. Parents often feel that their child has been treated unfairly and want the situation to be corrected, without listening to what the teacher has to say. It is perfectly normal to become nervous and sound insecure. So, lower your voice so you will sound safer and it will make your parent listen to you more carefully.
- Accept that everyone is wrong. Teachers have a lot of responsibilities, so there are many opportunities to make mistakes. When a parent points out a mistake, the school's proper procedure is to be grateful and accept the information offered. Accepting that there is a possibility of error, the school lets the parent know that it cares and will investigate what it is about. It is necessary to find out as soon as possible whether a mistake was really made, and then communicate the results with the parents.
- Show empathy. "I am very sorry that this happened." are the words that have great power. They show that you listened to what you were told and that you cared that everything was fine. At the same time, you open up the possibility of solving the problem together. By doing so, you give priority to the new situation and try to reach a solution.
- Facial expressions and body language - I'm here for you

Parent and information meetings are the most common form of communication between school and family and need to be redefined. A modified and individualized approach to parent meetings contributes to improving and enhancing the partnership between family and school. The sooner we start working with families, the better. The first meetings are an opportunity to get to know parents better and guide them in the way of working together, an opportunity to express your expectations and wishes for each child, but also to find out the expectations from families.

Some of the ways to make the first meetings more relaxed for parents and classmates/class teachers:

- Create an "initial database" —in order to create a classroom model of partnership with parents, it is necessary to know the needs and opportunities of the classroom community.
- Parents should be introduced to school routines and rules. Make sure there is a good atmosphere and that families get to know each other.
- The class teacher's story about their first parent meeting (story about previous experiences, interesting anecdotes, showing videos, photos, portfolio, etc ...).
- Showing video messages prepared by students for parents.
- The class teacher involves students in the planning, preparation and implementation of parent meetings (students contribute to the more successful implementation of the parent meeting; sometimes students will implement a certain activity at the beginning, sometimes at the end of the parent meeting ...).
- Make an effort to meet families and do so in a less formal way, creating an atmosphere of mutual respect and trust.
- Explain your expectations at the beginning of the school year and tell them what they can expect from you - nothing is taken for granted.
- Show interest in family and children - it's important for them to know that you care about them.
- Protect family privacy and keep family and children's information confidential.
- Involve parents and show them that you value their contribution — so they will value you more.
- Communicate regularly with families and send positive messages about children; this will reduce the stress associated with encounters.
- "Parent-to-a-parent" is connecting parents so that they can support each other, exchange information, provide advice, and learn from each other. Group activities can also be organized as support meetings.
- Write a letter to parents at the beginning of the year. Offer them a partnership and an honest relationship based on openness and good communication. Let this be your first step towards a school-family partnership.
- Offer the parents of your students a partnership agreement for the school year in which you will focus on the most important priorities.
- Meet your students and their parents. Find out what are the most common difficulties and obstacles in achieving good communication with families? Encourage parents to tell you about their child: (ABOUT YOUR CHILD 3,2,1 - 3 words that describe your child, 2 things you think I should know about your child, 1 goal you have for your child this year)

- **Ask parents how they feel at school; if their answer is this, you have made progress:**

"We always feel welcome and we are at home in the classroom.
We feel that all this is our common and that we share everything and that means a lot to us. The teacher respects us and respects our opinion.
The teacher and we have no secrets
We are partners."

Strengthening cooperation among parents leads to strengthening and improving class cohesion. The strength of the group helps to strengthen and guide other parents to get involved, to equally participate in decision making, accept responsibility and care for each other.

- Communicate better with children.
- Apply adequate educational procedures.
- Help children develop good social skills, self-confidence and self-esteem.
- Gain and develop self-control.

WHEN PREPARING WORKSHOPS FOR PARENTS, KEEP IN MIND THAT PARENTS:

- They have different prior knowledge and abilities but came here with an idea of what they want to learn and how they want to learn.
- They have different learning styles.
- They need time and "courage" to share their experiences with others.
- Suggest topics for parents (give parents the opportunity to write in which areas they need education.

IDEAS FOR SCHOOL, FAMILY AND COMMUNITY ACTIONS

1. PREPARATION FOR SCHOOL
Training program and resources for parents of children who will go to school next year. Organizing monthly (or even weekly) meetings with parents, allows them to help the child's development, encourage pre-reading and pre-math skills, understand how the child learns and develops. At each workshop, parents receive specific tasks and materials for working with children, and meetings allow them to meet, socialize and spend pleasant time at school. Children whose parents have gone through this program are better prepared for school, have greater self-confidence and better social skills.

2. CIRCLES OF FRIENDS
Friends' circles represent a specific methodology that helps us build a support network for each child through: promoting children's social inclusion, encouraging acceptance and understanding in the peer group, reducing challenging behaviour in children, encouraging the child to join the group and accept its rules, providing support to the child to successfully cope with certain changes, helping the child to make as many friends as possible. Children who are withdrawn from social relationships, children who feel isolated and lonely in a peer group, benefit directly from the Circle of Friends.

3. WHEN I HELP, I FEEL GOOD
Help the child feel the joy of giving and helping. Together with the children, choose "important little things" and make a small package that you will give to a child who needs help (from the neighbourhood, school, from another country where children are at risk). Let the child decide what he thinks should be put in the package, ask him what he thinks is important and necessary for those children and why. Ask the child to choose one of their own things that they think would make another child happy, and put it in the package. Help your child imagine how someone who opens the package will feel, how happy they will be and what it will mean to him/her. Have the child add a letter to the child in the package in which he or she addresses that child, if the child wishes to respond.

4. KNOWLEDGE IN THE COMMUNITY
Make use of the existing premises of the local community, a club or children's centre, and organize volunteer assistance to children in learning. Ask your friends from different backgrounds to join you. Invite your parents, or connect with a centre or organization that brings together retirees.

5. LET'S MEET OUR COMMUNITY
Get to know your community. Some children, together with their parents, do little research on "ordinary" people in their community who have done respectable deeds as citizens, on their occupations and importance to the community. Let them talk about these people, make booklets (e.g., "Heroes from the neighbourhood"), make a photo gallery (they can use mobile phones). Remember - every member of the community is important!

6. PARENTS CAN ALSO BE LECTURERS

Allow parents to participate in various school activities in a way that best reflects their abilities and interests. The socio-economic or educational status of parents and their opportunities must not be an obstacle, but rather an opportunity for other parents and all children to learn something new. Every experience and knowledge are important and every parent has one. You can arrange for parents to lead workshops in the class community on a topic they suggest (they can talk about their professions, their hobbies, skills such as gardening, cooking, sports, etc.). In addition, parents can prepare lectures, workshops, courses for other parents. Be sure to offer parents help with preparations, explain what is expected of them, how to introduce themselves to children, offer them ideas and help. Encourage children to think about questions for guests. Thank all parents for their participation and help and place thank you notes in a prominent place in the school and/or classroom.

7. PARENTS GO TO SCHOOL, TOO

A few months, or even a year before the children start first grade, invite parents and future students to school. Get to know each other, to create a sense of mutual support and to connect parents whose children are peers. During the next period, you can organize various workshops for parents, which will help them create a good environment for children and encourage the development of skills before going to school. Create a small library for parents, to encourage them to read more to children and talk to them. Workshops can be organized for both parents, but also for mothers only, or special topics for fathers only. The topics of the workshops can be related to supporting the child's development, mutual communication, giving feedback to the child, strengthening the child's self-confidence and self-esteem, methods of positive discipline, developing children's responsibility, parenting role and styles, father-mother relations, health, etc.

8. WE ARE ALL PART OF OUR SCHOOL COMMUNITY

In the school hall or in the hallways/corridors, separate one common space on the wall that could be alternately, for example every month, arranged by students and parents of different classes. Let them decide for themselves how they will edit it, let them present their joint activities recorded in photography, what they achieved, what were their favourite activities, what are they especially proud of, etc.

9. OUR ACTIVITY BOOK

Parents can be the greatest support to children in learning at home using resources from the environment. Students and parents design math tasks, do illustrations, write text assignments and have the opportunity to present their work in class, during the month, describing the procedure and the way math tasks were created. After some time, when you have collected enough written material, you can publish (parents, children and the teacher) math collections as their own activity book.

10. PARENT'S BOOKLETS

It is important that all students participate in creating and designing the parent booklet. In the booklet, students can write about their parents' engagement, commitment, coming to school, their support in learning, extracurricular activities and how much it meant to them, etc. Students hand out booklets to parents on a quarterly or semester basis at formal parent-teacher meetings scheduled by teachers and students along with an appropriately prepared program. The students' task is to design invitations and prepare a program for parents. In this way, we achieve that the involvement of parents increases and the motivation to be active throughout the school year.

11. SCHOOL PARENT COMPETITIONS - various activities, sports or competition in singing, dancing, reciting verses, cooking, arranging the school environment, etc.

12. FAMILY SHIELD

Through this activity, we encourage parents to remember important moments in their family, to speak openly and freely about their desires, achievements, challenges, relationships and attitudes in order to achieve trust and freedom of communication in the group. It is desirable for the teacher to write or draw his family shield at the same time as the parents. Draw a "shield" on paper with six blank fields that parents will fill in with drawings or words:

- *My greatest success*   - *The happiest moment this year*   -*The greatest success in the family*
- *My biggest success in business*   - *I am proud as a parent of ...,*   - *My life motto*

13. A BOX FOR EVERYONE

At the beginning of the first grade, instruct parents to use the classroom box and explain the importance of its existence. Parents have the option of choosing whether to sign their letter or keep it in a box anonymously. In this way, the attitudes of parents from several areas can be examined, which will help the teacher to analyse their work, see the pros and cons of parent meetings, learn about the quality of communication, the possibility of seeking help or some kind of parental support from school (financial, educational, support in bringing and taking children to and from school, etc.).

14. PARENT SUPPORT TEAMS

It is important that parent teams are formed respecting parents' affinities, knowledge, skills and their free time. In this way, communication between parents, children and teachers is improved, and by adopting a concrete development plan of the class community, we share responsibility, act preventively, support each other and find ways to overcome difficulties (discipline, learning success, work habits…). Teams to support teachers and students in the implementation of extracurricular and teaching activities can be for: sports activities (football, basketball, athletics, volleyball, swimming, dancing), reading and writing (participate in creating a classroom library, going to the city library, book fairs, celebration of Book Day, Literacy Day, writing stories and poems, organizing the arrival of writers …), art (costume making, stage props, going to the theatre, museums, cinemas, plays), ecology (ecological corner, trips to the mountains, landscaping school yard, marking important dates Earth Day, Water Day …), team for the culture of living, etc.

TYPES OF PARENTAL INVOLVEMENT - AN ENVIRONMENT FOR PARENTS

MAKE A BULLETIN BOARD / BOARD FOR PARENTS

- Information: Work plan - schedule of activities, extracurricular activities, projects, important events
- School rules and values - language appropriate for parents
- Invitations for inclusion and volunteering
- Important contact information
- Photos; appreciations for parents – volunteers
- Safety related information
- Parent council meetings – information
- Establish a space to talk to parents: Parents' Corner. Here, parents need to have space for themselves and be able to find different resources related to parenting, child development, community services, and it can help them work with their child at home sorted by class and subject. It should be a cosy corner/room, nice colours, comfortable furniture and with access to computer and internet. Within the corner you can organize a space with a collection of interesting books, articles, video and audio materials that parents can borrow.
- Allow parents to get to know each other
- Allow parents to get to know the management, Board and all teachers
- Introduce parents to the rules and procedures related to safety, violence prevention, and values
- Present the mission and vision
- Send a letter to parents before the start of the school year
- Make reminders / small posters about the importance of involving all families (e.g., badges, canvas bags, postcards, messages) and distribute them to all parents at school.

LEARNING AT HOME

- Homework arrangement
- Time for reading / learning time
- Assessment criteria - monitoring children's progress
- Child's portfolio
- "Tasks" for parents: Linking what they have learned to home activities and other informal situations
- Announcements of topics covered and opportunities for parental involvement
- Parents - teachers in the classroom or in the community
- What I am proud of - what my child has learned - a summary of success

- Concrete materials for working with children at home
- Borrowing books, materials - "travelling" backpack (reading, math ...)
- Learn how to learn - support for parents
- Instead of a performance or repetition - Children present what they have learned to their parents - after each major area

VOLUNTEERING

- Questionnaire for volunteers
- Work plan with parents – volunteers
- Acknowledgments for volunteers
- Different opportunities for volunteering - in school, classroom, community, at work, in the countryside ...
- Involvement of parents - adjusting the time, manner, role, degree of engagement
- Support - parents for parents
- Life skills days - a set of workshops for students by parents (cooking, changing tires; making various items; caring for animals, growing vegetables, etc.)
- Talent night; night of science; arts - children and parents
- Film evenings for families
- Days dedicated to the topics being studied - children present what they have learned
- Parents participate in events - directly or indirectly
- Organize film evenings with parents, students and teachers in school premises
- Organize once a month literary evening in which parents at school read on one of the pre-set topic

COMMUNICATION

- Skills required: Ability to listen; How to convey the message
- Forms of communication: technology, "travelling" notebook; Viber, e-mail, Facebook
- Positive messages, thanks, fridge message
- Photos, videos ... (compliance with child safety rules, permission to publish ...)
- Brochures, useful texts
- Bulletin board - topics of the month (values) - what parents can do at home
- School newsletter - one page of current information
- Different forms of meetings - parents involved in planning; sitting in groups; in a circle; discussions and debates on specific topics; graphic organizers
- Organize webinars or make video presentations for parents who cannot attend school

MAKING DECISIONS

- Information on how the Parents' Council works - involve more experienced parents in informing new ones.
- Meeting reports for all parents
- Involvement of parents in decision making at all levels
- Questionnaires; advertising board; short questions via Viber or email
- Involvement of parents in the development of rules - house rules and other relevant policies
- Involvement of all groups of parents
- Involvement of parents in the development of the school development plan and work plan with families
- Supporting families in solving problems faced by the school - advocacy in the community
- Ways for parents to publicly or anonymously express their concerns or ask a question
- Involve parents in evaluating the work of the school

CONNECTING WITH THE COMMUNITY

- Identification and use of resources in the community: educational, cultural, social, human, economic, material ...) to provide support to parents and children
- Supporting parents to receive community service
- Encouraging cooperation with organizations and institutions in the community - regular communication

- Encouraging community representatives to take part in the work of the school - support in learning, volunteering, etc.
- Using school space for activities needed by the community
- Engagement of retired educators and other retirees
- Encouraging students to take part in community activities - volunteering, actions, engagement in companies, etc.

SUPPORT FOR FAMILIES OF CHILDREN WITH DISABILITIES, FAMILIES FROM MARGINALIZED MINORITY GROUPS, SINGLE PARENTS

- Condition analysis - accurate data
- Needs analysis
- Opportunity to hire experts and volunteers
- Support groups, peer support
- Ongoing support - not just occasional actions
- Connecting with community services
- Creating a sensitive and inclusive climate - strengthening solidarity, developing empathy
- Education and other forms of family empowerment

WE NEED YOUR HELP!
Volunteering is important!

Dear parents / guardians!

Your involvement in the work of the school is invaluable for both us teachers and the children. It is very important for your children to see their parents (brothers, sisters, grandparents, grandparents and other family members) in their school, introduce you to their friends, teachers and the space in which they live. If you think that education is not your profession and that you have nothing to contribute, you are mistaken. There are many ways for you to contribute to the work of the school and share with us your knowledge, experiences, ideas, talents and hobbies. This will allow children to learn something "first hand", enjoy working together and socializing, feel proud of their peers, accept and understand the importance of work and learning.

We know most of you are very busy, but we are sure you will find an appointment when you can join us and the children. You can also do some activities or help at home or at work.

Name and surname: _____

Contact phone number: _____

Please specify one or more dates when you are most free to carry out some of the offered activities:

DAY: Mon Tue Wed Thu Fri Sat Sun	**During:** Morning / afternoon
☐ Presenting your profession/hobby ☐ Learning aids (area: _____) ☐ Sport activities ☐ Arranging the classroom ☐ Something else: _____	☐ I am not able to come to school, but I can help from home ☐ Making billboards/posters/learning materials ☐ Copying material ☐ Musical activities ☐ Organization of events/performances

Additional comment / suggestion:

We look forward to meeting you and the opportunity to learn from each other!

The following page lists additional ideas on how you, as a parent/guardian, can get involved in school activities and contribute to a better education for students.

1. Read or tell us stories (that you love, that have been told to you, that you are writing)
2. Help us make picture books, make newspapers and collections
3. Do you cook well? Help us and teach us something about making winter food, types of dishes for special occasions, show us what people eat in different parts of the country and the world, etc.
4. Are you good at sports? Get involved in sports games or show us games from your childhood
5. Help us visit your workplace as part of a specific topic
6. Share with us, in our school, information about your profession, show us the products, tools you use; explain to us why you love your job and why it is important
7. You are good at making visual aids - bulletin boards, learning posters, etc.
8. You like working with plants, flowers and other activities related to nature (hiking, collecting medicinal herbs, making teas, growing vegetables …)
9. Bring your pet and introduce us to the characteristics of the species, behaviour, diet, etc.
10. Do you have a hobby - show us your collection, tools, etc.
11. You are good with your hands - you sew, knit, crochet, handle the hammer and saw well
12. You can teach us something else_____
13. Explain your idea:

WE OFTEN HAVE OTHER NEEDS FOR WHICH WE NEED HELP

14. You can copy our learning materials
15. Assist with transportation to the theatre, to an exhibition, a trip
16. Fix something at school
17. Assist in landscaping
18. Bring waste material that we can use in work (paper, wood, fabrics, packaging…)
19. Explain your idea:

PARENTS SOMETIMES NEED HELP, TOO

Do you have preferences for any of the following activities?

20. Coordinate work with other parents
21. Provide legal, counselling, or other assistance to other parents
22. Plan or implement lectures or workshops for parents
23. Assist with home repairs
24. Take the children of other parents to an event
25. Something else_____
26. Explain your idea:

SCHOOL, FAMILY AND COMMUNITY PARTNERSHIP ACTION PLAN FOR SCHOOL YEAR 20 __ / __.

WHEN CREATING AN ACTION PLAN, USE THE THEORETICAL BASIS GIVEN IN THE "TYPES OF PARENTAL INVOLVEMENT".

School name:	
Name and surname of the responsible person:	
A STEP TO BUILD A FAMILY-SCHOOL PARTNERSHIP	**MY IDEAS FOR ACTIVITIES**
Environment - preparatory activities	
Parenthood	
Learning at home	
Volunteering	
Communication	
Making decisions	
Connecting with the community	
Support for families of children with disabilities, families from minority and marginalized groups, single parents ...	

ACTIVITY PLAN BY MONTHS:		
MONTH	**TASKS**	**ACTIVITIES LEADING TO ACHIEVE TASKS**
SEPTEMBER		
OCTOBER		
NOVEMBER		
DECEMBER		
JANUARY		
FEBRUARY		
MARCH		
APRIL		
MAY		
JUNE		
JULY		
AUGUST		

Task: Set priorities for developing partnerships with families and the community by the end of the school year. You can do all activities related to the partnership area as a team, during meetings, in one class or at the school level. If you have examples and ideas that you have implemented in the department or at the school level in the field of partnership with families and the community since September, share them with us. Since you start planning in February, you need to plan activities and outcomes for the next five months. Document all realized activities, photograph, record videos, presentations, etc. Good luck!

IDEAS FOR ACTIVITIES

Design your own, or share an already tried and tested idea that will help strengthen the partnership between family and school:

IDEAS FOR ACTIVITIES:					
Activity name:					
Month:					
Where: (you can mark multiple fields)	Younger students	Teenage students	Throughout their education	In the staff room	At home	In the community
How will others find out: (Presentation method)					
Objective of the activity:					
Activity outcomes:					
Activity description:					
Method of monitoring and evaluation					

MODULE 4: WHERE WE ARE NOW AND WHERE WE WANT TO BE SELF-ASSESSMENT AND DEFINITION OF GOALS AND PRIORITIES

The content of this module refers to the harmonization of the use of standards and indicators related to the climate and culture of schools, in order to analyse the current situation, determine priorities for improvement, and to monitor and evaluate progress and achievements. The self-assessment process allows schools to more clearly define the goals and tasks related to improving the climate and culture of the school, working with children from different socio-economic positions, in order to incorporate them into their development plan.

MODULE OUTLINE	MODULE OUTCOMES/STANDARDS

• School best practices on data collection on SES of students in schools
• A guide on how to use the analysed school data to define priority areas of school work
• An example of a good and clearly visible link between the data collected, the priorities defined and the school values
• Examples of well-defined goals and performance indicators
• Guidelines for developing a school action / development plan
	• The school has a long-term development plan based on mission, vision and values
	• The school development plan answers the question - how will we achieve the set vision and mission - to build a school that promotes the elimination of the impact of SES on student achievement
	• The school development plan is based on an analysis of the situation and identified priorities for improvement
	• The school has developed a methodology and instruments for analysing the situation in relation to the set standards and goals
	• School plans contain activities that enable all members of the school community:
	   • to meet
	   • to cooperate in various activities
	   • to have the opportunity to learn from each other
	   • to jointly celebrate and rejoice in all successes and achievements
	   • to take care of each other and solve problems in a non-violent way
	   • to make decisions, ask questions, discuss and debate
	   • to recognize and resist negative influences, prejudices and stereotypes
	• The school continuously monitors and evaluates its achievements, and accordingly revises long-term and short-term plans

THE SCHOOLS' ASSIGNMENTS AFTER THE MODULE:

• Using the collected data on the socio-economic status of students in the school for the development of the first draft of the School (Development) Action Plan, which includes priority areas of school work
• Inclusion of measures related to the elimination of the impact of low SES students on educational achievements in the School (Development) Action Plan
• Set SMART goals and tasks for priority areas
• Defined and developed action plans for the set goals of the school and clearly show how the school promotes the reduction of the impact of low SES on student success
• Identified indicators for monitoring and evaluation of achieved results

A PLAN TO REACH A SCHOOL BASED ON VALUES AND CRITICAL THINKING

Ivona Čelebičić and Amna Hodžić

WHAT IS PLANNING?

"The best way to predict the future is to create it."
Peter Drucker

Planning is a process that allows us to choose from the existing options and with the available resources, for a certain period of time, those measures and steps that will lead us in the best way to achieve the goal. The choice of measures and steps as well as the order of their implementation, which should be in the function of the identified priorities that were previously considered in the process of analysis of the situation, is an integral part of planning. In this case, we are talking about an analysis of the situation in relation to the goals of the school based on values and critical thinking.

Planning will allow us to:
• focus on goals;
• manage a structured process that involves flexible adaptation to changing circumstances;
• have control over the achievement of goals/tasks

PLANNING IS NOT ONLY A PURPOSE ITSELF,
BUT A TOOL, TOO.

The basic tool for **school planning** is the school development plan. The school development plan is made on the basis of an assessment of the needs and priorities obtained through participatory research.

The school development plan enables to:
• conduct a structured analysis of the work of the school,
• initiate the process of school self-evaluation and continuous determination of development priorities,
• gather experiences and opinions of all relevant actors in education on the needs of the school and ways to improve the quality of education.

The school development plan serves as a guide for achieving the desired goals, as a means of planning development and as a measure of systematic and continuous development of the school in a certain period of time. The creation of school development begins after a detailed self-analysis and determination of the school's development priorities, and includes the collected opinions of children, parents/guardians, school employees as well as representatives of the local community in which the school is located. In the process of self-assessment/self-evaluation of the situation in the school, the school climate and culture are the guiding principles for the selection of development priorities. The defined goals in planning are related to the priority development areas of the school. They should be clearly stated and easily understood, specific, achievable and measurable. Ultimately, the plan should provide a clear and easy-to-understand summary of the goals and activities to be undertaken to improve school culture, policies and practices, to involve all children in the education process and to continuously develop the quality of education. In its context, it may contain a long-term (multi-year) and short-term (one-year) school development strategy.

Why is school development planning important?
• schools need a systematic approach to planning;
• schools are very complex organizations;
• change is the biggest challenge for schools;
• Schools want what is best for their students, staff and the wider community

School development planning promotes:
- school efficiency;
- school improvement;
- improving the quality of school work;
- human resources development;
- partnership;
- efficient use of available resources;
- change management;
- Improving the goals and priorities of national education strategies

The school development plan is an official document of the school, so the process of its creation is an official process that must be given a mandate by the School board. Therefore, it would be desirable to create a document that would inform the members of the school board with the process and the reasons why it took place. School development planning is carried out continuously over a period of time and is usually divided into several separate units that make up the School Development Plan and requires certain gradual steps in its development. Systemic solutions in our education, including the introduction of school development planning, open space for school initiatives whose goals are: encouraging and (or) monitoring new programs, the quality of teachers, climate and culture in the school as a whole, and setting specific strategic goals and policy of the school.

School development planning is a process that determines the directions, goals, ways and means for achieving the desired changes at the school level. The product of school development planning is a document: **School development plan**. A school development plan is a set of decisions about what purposeful activities will be undertaken and how they will be implemented. Quality planning is extremely important because it too often happens that numerous activities are undertaken in schools without achieving particularly valuable results or effects. Planning is also important for resource efficiency. More costs often do not guarantee a better result (Bezinović, 2010).

STEPS IN THE PROCESS OF CREATING THE SCHOOL DEVELOPMENT PLAN

Monitoring and evaluation

Coordination of the CSR implementation process

School development action plan

Defining priority areas for improvement

Defining the goals of the school based on values and critical thinking

Situation analysis

Defining the vision and mission of the school based on values and critical thinking

Forming a school development team
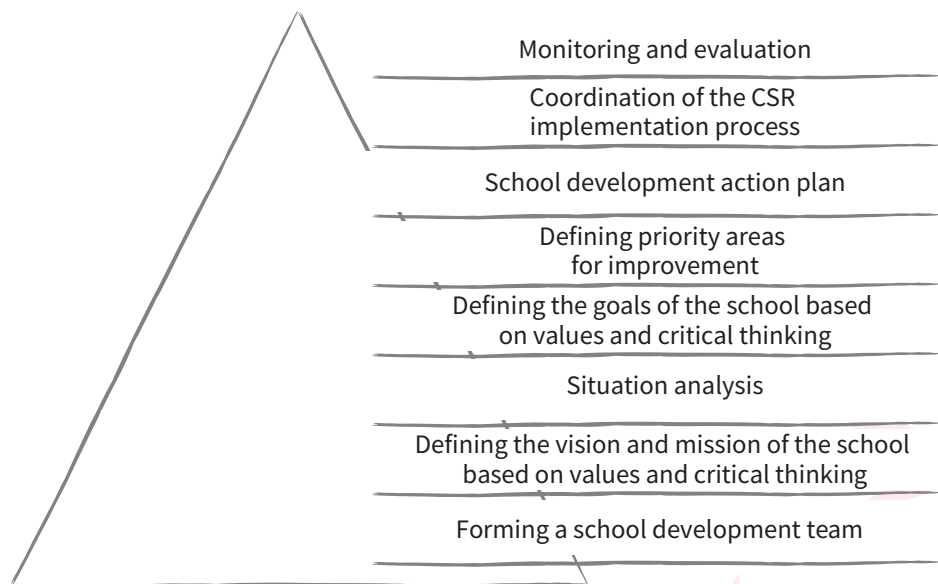
School development team
The preparatory phase for the development of a school development plan based on values and critical thinking as the basis for creating a positive climate and school culture, as a first step, involves the formation of the School Development Team. It is necessary to train the school development team for the activities that the school development plan requires.

Who builds up the School Development Team

Defining the vision, stakeholder analysis, defining strategic goals are some of the issues that could require the involvement of individual experts from different fields. You can delegate them from the members of the School Board, parents' representatives or members of individual institutions within the local community.

- School principal
- Professional staff of the school (School Educator / psychologist, school secretary, Person in charge of preparing the financial plan of the school/school budget)
- Teaching staff
- A parent representative
- Representative of the Student Council
- Representative of the municipality/local self-government in charge of education Local community representative

Preparation of the school development team

At the beginning, it should be clear why the School Development Plan is being created/redefined. The division of roles and clear steps in the creation of this important document should also be defined. It is necessary to determine a clear time frame and products of this process. The preparation of the School Development Team should clearly define:

- The role of each team member in relation to specific tasks and activities
- Decision-making within the School Development Team
- Confidentiality agreement
- Agreement on how to resolve possible disputes
- Ways in which planning outcomes will be integrated into official school documents

SITUATION ANALYSIS

Analysis is a way to get the most complete and accurate picture of reality. The analysis includes research that will provide specific answers to specific questions (primary research), surveys and interviews with stakeholder representatives that will serve to obtain information about their position, and the collection and processing of statistics and reports from various sources (secondary research).

It is necessary to start school development planning with a diagnostic assessment, i.e., an **analysis of the existing situation**. In this way, the current state of school resources, advantages and disadvantages of the school, development opportunities and obstacles that can or cannot be overcome are considered. The findings of this analysis are used to formulate development policies and determine goals and possible directions of development. Activity planning is the implementation of development policy, options and strategies into concrete, measurable activities. It specifies goals, desirable outcomes, strategies, executors, and deadlines.

The analysis of the situation means findings, i.e., knowledge that serve as a necessary starting point in defining the School Development Plan and which are reached by applying certain methods. The findings obtained in this way are integrated into the plan through goals, which we define as the desired changed state.

Analysis serves:
- to identify problems and gain insight into what we need to change;
- for the purpose of (re)defining the justification of goals;
- to define specific activities to be carried out in order to achieve the objectives;
- as a reference (perhaps another word) in further planning

Possible, but not the only, components of the situation analysis are:
- stakeholder analysis
- analysis of the situation (schools and environments)
- SWOT analysis
- problem analysis (problem tree)

In practice, these analyses precede all other steps and should be conducted at the same time in a very participatory way in terms of involving as many stakeholders as possible in the process. Problem analysis takes as a starting point one or more perceived, negative aspects of the current situation. In relation to each problem thus identified, stakeholders define the causes and consequences and thus jointly determine the key problem. Analysis that are optionally used are situation analysis, which show the current state of each area, analysis of capacities and resources, tendencies and trends, stakeholders, and analysis of general issues of each area at the school level.

The results of the analysis give a picture of the functioning of the school, its strengths, weaknesses and resources from different angles (teachers, parents, students, local community representatives) in all areas at the beginning of the development period and in teaching and extracurricular activities, teacher training, work organization, management, atmosphere and communication, cooperation with the local community. The result of the review of the current situation is a precondition for identifying the needs of the school and enables the definition of priority directions for the development of the school. SWOT analysis can also be used to determine priority areas. School development priorities are determined in relation to their importance for school development, in the light of all contextual factors (external, internal) and available school resources, necessary for their realization (financial, material, human). When choosing the priority of school development, one should take into account the needs of students, the specifics of the school, the strengths of the school, the resources at its disposal, etc. In choosing the priorities of school development, it is necessary to ensure continuity with past and present practice and level of development, in order to enable stability, which is the foundation of future school development. Furthermore, when deciding on development priorities or improvements, the School Development Planning Team should also consider:

- previously identified school strengths and areas for improvement in the school;
- areas for improvement during the external determination of the quality of the educational work of the school by the competent institution;
- areas related to local initiatives;
- an area of special interest to society

STAKEHOLDER ANALYSIS

All employed students and teachers are stakeholders, but they can also be any individuals, groups of people, associations, organizations, institutions and businesses that in any way have a direct or indirect interest in the work of the school.

Stakeholders can be divided into two groups:
- End users (those who directly benefit from the services provided by the school);
- Key partners (those who in a certain way participate, contribute, influence or have an interest in providing services to end users together with the school).

The procedure to be applied continuously in the stakeholder analysis consists of the following stages:
- identification of stakeholders;
- categorization of stakeholders;
- devising a methodology for collecting data on the needs of stakeholders
- data collection;
- analysis of collected data - prioritization of needs;
- define with which groups or organizations the school cooperates or should cooperate;
- what are the modalities of that cooperation and whether they are satisfactory;
- whether there are initiatives and/or projects that are being implemented with them or will be implemented;

STEPS IN THE STAKEHOLDER ANALYSIS PROCESS

Stakeholder identification and categorization
The condition of participatory development is that the stakeholder has the right to be involved in planning and that its non-involvement often implies development failure, because it will not participate or because the

program is unlikely to be complete if formulated without its participation. Based on the definition of stakeholders, each school makes a list of stakeholders and identifies them. In order to categorize stakeholders, it is necessary to identify them in advance and to analyse stakeholders, i.e., their interests, limitations and inclusion strategies.

Students;
Student Council

Religious
institutions

Cultural institutions;
Local media

Members of the school
development team

Social protection
institutions;
Cultural institutions;
Local media

Police;
Public utility
companies

Small and medium
enterprises
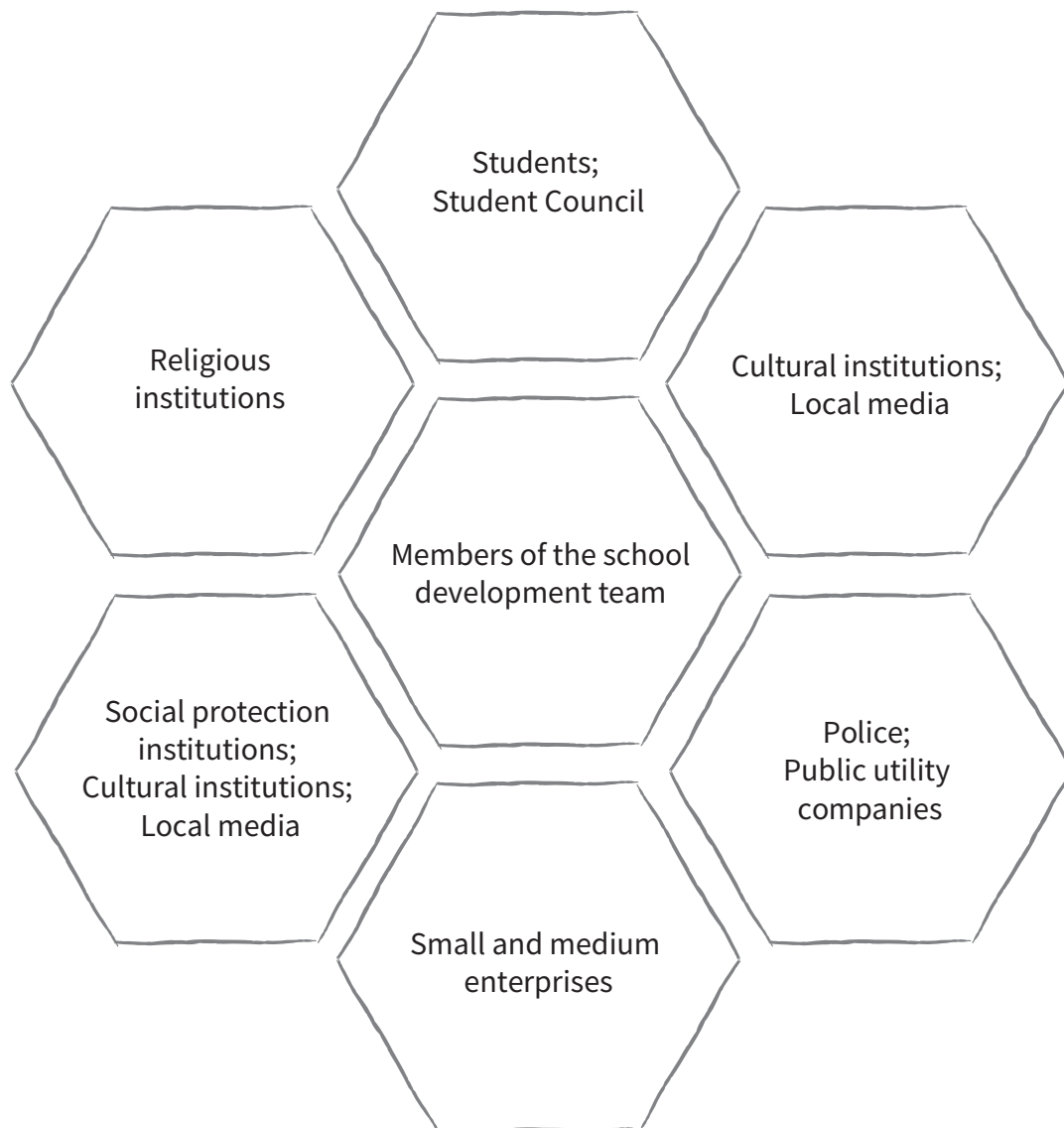
The school development team fills in a table in which it enters aggregated data on identified and categorized school stakeholders.

Stakeholder analysis involves determination of:

* *Interests of stakeholders:*
  * to participate in the school development planning process in general (e.g., affirmation of the stakeholder within the school environment; realization of the stakeholder's influence at the school or local community level; creation of a partnership with the school in the future; etc.)
  * for the benefits that will be realized by implementing the school development plan (e.g., better state of infrastructure in the school and its wider environment; higher competencies of students after graduation; better security in the school environment; reduction of costs for resource use; etc.)

* *Restrictions that stakeholders have:*
  * Insufficient interest
  * Material restrictions
  * Low level of knowledge and skills

- Legal and institutional constraints
- Possible opposition of the strategic interest of the interested party with the process of drafting the CSR
- ....

- *Inclusion strategies:*
  - Depending on the listed interests and constraints, one or at most two stakeholder involvement strategies should be defined, which can influence the expression of interests or the removal of stakeholder constraints, in order to be involved in the strategic planning process.

Annex 1: Stakeholder Analysis

Participants	Interests	Limitations	Inclusion strategies
...	...	...	...

When categorizing, it is necessary to take into account the opinions of the interested parties themselves on whether and to what extent the activity of the school itself is relevant to them. This should be kept in mind when formulating a questionnaire on the needs of stakeholders and include this type of question in the questionnaire.

METHODOLOGY FOR DATA COLLECTION ON STAKEHOLDER NEEDS AND DYNAMICS OF DATA COLLECTION

In the context of applying the concept of stakeholders at the school level, all citizens and all institutions appear, ultimately, as parties with an interest in the work of the school and as partners and/or users of services provided by the school within its competences. Although in theory a stakeholder category should not be decisive in determining whether or not an analysis of that stakeholder's needs will be made, for the practical purposes of developing a School Development Plan, the necessary stakeholders have priority.

Stakeholders need to understand their role and the causal institutional links, that is, to understand that they have a concrete interest in the work of the school and that they can influence that work. Only when they realize their interest, i.e., define those needs to which the given institution should contribute, and on the other hand, the goals, capacities and limitations of the school, the interested parties can come up with realistic and constructive proposals in order to achieve a common goal. These proposals are later, in the process of drafting the School Development Plan, methodologically processed at the level of goals and/or activities.

ANALYSIS OF THE SITUATION (SCHOOLS AND ENVIRONMENTS)

Using methods such as SWOT analysis, school situation analysis, organizational, functional analysis and others, data are collected and analysed in order to objectively obtain data on the current state of the school and the

environment in all aspects necessary for operational planning.

The analysis of the state of the school and the environment is used to consider:
- school capacity in relation to the defined long-term goal and competence of the school;
- environments in which the school operates, i.e., the possibility for the school to position itself in relation to local trends, but also global, regional and national trends that may have an impact on the activities within the competence of the institution.

SWOT ANALYSIS

SWOT analysis is a process of identifying strengths, weaknesses, opportunities and dangers and serves to assess the state and prospects of the school and the state of the environment in which the school operates.
The results of the SWOT analysis help to set goals. It is necessary to take advantages and the opportunities that the organization already has. Planned goals must be clearly written, concise, and understandable to employees and the wider community.

SWOT analysis is a technique that realistically assesses and perceives the internal strengths (advantages) and weaknesses of the school and external opportunities and dangers (threats) in order to see possible ways to overcome individual weaknesses, using strengths (advantages) and reducing individual dangers (threats) using opportunities.

Issues related to strengths (advantages) should be considered from your own perspective (school, students, employees, parents) and from the perspective of those you work with (key stakeholders) and make a list of your characteristics as realistic as possible;

Issues related to weaknesses should also be considered from both an internal and external point of view. In recognizing both groups, one should be realistic.

Some of the questions used during the review of strengths and weaknesses are:
- Do others see weaknesses in you that you do not see for yourself?
- What can you fix?
- What are you not doing properly?
- What should you avoid?

Strengths and weaknesses represent the internal aspects or characteristics of the school and relate to the present.

Opportunities and dangers indicate external factors that may affect the school in the foreseeable future and which the school should keep in mind when planning its activities.

Some of the questions used during the consideration of opportunities are:
- What do you see as good opportunities?
- What positive trends have you noticed in the environment?

The basic questions commonly used in perceiving hazards are:
- What difficulties do you encounter?
- Can changes in the wider society threaten the current status of your school? Which and to what extent?

All strengths and weaknesses, chances and dangers, stated precisely and clearly, are entered in the table for SWOT analysis.

Annex 2: SWOT analysis

The table for SWOT analysis includes all our strengths and weaknesses, expressed precisely and spontaneously, without (self) censorship among team members, in order to avoid the following mistakes:

- When recognizing strengths, some qualities are taken for granted, they are there and over time we no longer register and evaluate them, we use them less and less and overlook them.
- When recognizing weaknesses, some are hidden, ignored or nobody talks about them.

STRENGTHS	WEAKNESSES
Under our control	Under our control
Resources (capacities) that we have at our disposal and include them in our School Development Plan. They can be human, material, financial.	What we lack in capacities and resources and need to change (e.g., by learning) …
E.g., Experience and knowledge in working with certain target groups (specify precisely which knowledge and which target groups) built a good relationship with parents, students, local community, work space, equipment, funds for the implementation of some activities that theschoolplans to implement.	E.g., Additional knowledge that would improve the quality of work in the school, the number of additional professional associates, equipment that is missing, costs that are impossible to cover.
OPPORTUNITIES (possibilities)	**OBSTACLES (threats)**
They are not under our control	They are not under our control
Benefits/assumptions in the environment, which we can use in particular to further gather the necessary information, the successful implementation of planned activities.	Risks that we need to take into account, because they can jeopardize our plan or project.
E.g., Reform processes in education that enable innovation, cooperation with the NGO sector open new opportunities for access to other funds and replenishment of resources.	E.g., Lack or abolition of funds, change of local authorities, etc.

Strengths and weaknesses are certainly under our control: we put strengths into full function and for weaknesses we know what actions need to be taken to mitigate or eliminate them. When thinking about opportunities and obstacles, we must take care not to assume things in the environment, whether we assess them as an opportunity or as an obstacle. This analysis can encourage the team to design activities that could reduce possible risks in the environment.
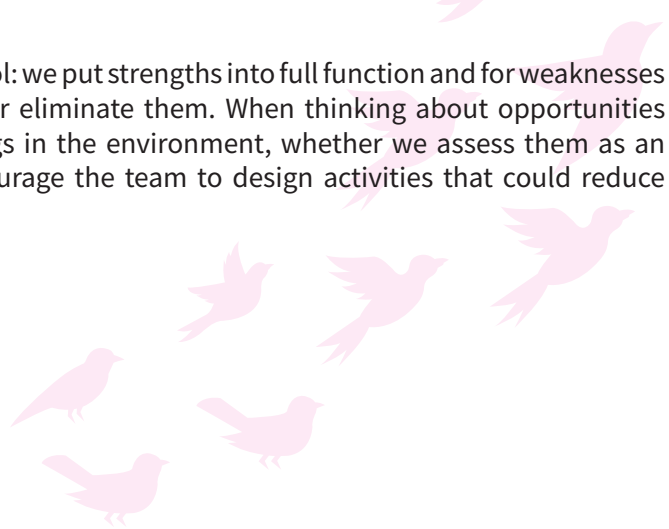
PROBLEM ANALYSIS (PROBLEM TREE)

Problem analysis is a prerequisite for the correct determination of goals, and thus a prerequisite for its successful achievement. For analysis purposes, a problem tree is used to help find solutions to a problem by mapping the anatomy of the cause and effects associated with a problem.

The problem-solving approach using this method has several advantages:

• the problem can be broken down into smaller parts,
• a clearer understanding of the problem and its causes is gained
• helps identify basic problems and their arguments
• in the case of unclear parts of the problem, indicates the need for additional information, evidence or resources in order to develop a clear solution
• current problems are solved, not those from the past or the future
• The problem analysis process contributes to a better understanding of it.

Problem analysis is most effective when working in small groups, with the first step always being to discuss and identify the problem to be analysed. After identifying the main problem, the identification of the causes representing the tree roots follows. Finally, the consequences of the problem, which are the branches of the tree, are identified.

Such a graphical representation allows the understanding of the problem as a cause-and-effect relationship related to the main problem.

The basic tool that the group uses during the elaboration of problems and cause-and-effect relationships is discussion, which arises as the causes and consequences agree.

The basic questions commonly used when creating a problem tree are:
• What is the main problem?
• What are the root causes of the problem?
• What are the consequences of this problem?

The problem is what is perceived as a source of dissatisfaction or reduced efficiency, an obstacle to achieving the desired goals/tasks.

Problem analysis - the basis for defining goals
Problem analysis takes as a starting point one or more perceived, negative aspects of the current situation.

Problem analysis includes:
• Defining the framework and subject of analysis
• Identification of the basic problems that target groups and users face
• Visualization of the problem in the form of a diagram, known as a problem tree
• In relation to each problem thus identified, stakeholders define the causes and consequences and jointly identify the key problem.

Steps in conducting a problem analysis:
• define one key issue to run the analysis;
• discuss issues that stakeholders have identified that are related to the problem defined above;
• begin to establish a connection between the cause of the problem and the consequences it causes by listing
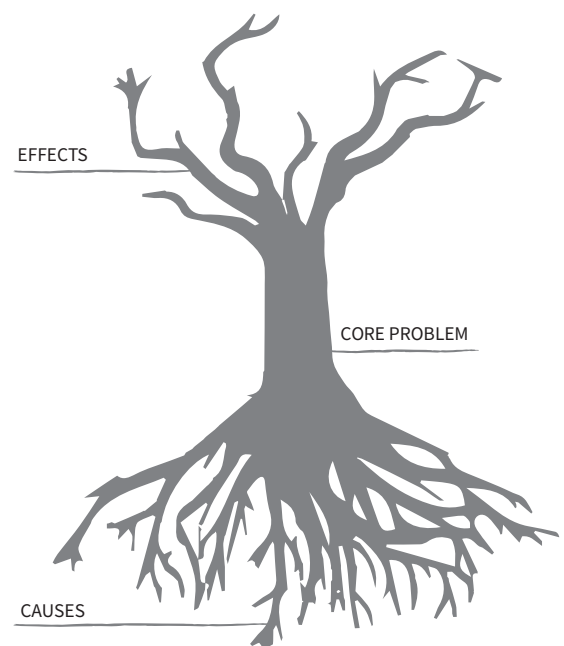
the problems that directly caused the key problem "at the root" and the problems that arose as a result of the key problem "in the canopy".

- answering the question: "What is the cause of what happened?" continuing to follow the problems in the same logical sequence;
- problems are then linked by arrows to their consequences;
- When the problem definition is completed, the entire problem tree is converted into a goal tree. In this way, in the lower part of the tree, we will have defined more general (strategic) goals, and in the upper part, the results that are achieved by achieving the set goal.
- the result of the exercise, graphically shown as the so-called "problem tree" gives a strong but simplistic picture of reality, and the tree targets a picture of the desired situation.

Annex 3: An example of problem analysis through the "problem tree" technique

```
                         ┌──────────────────┐
                         │  Poor quality of │
                         │     teaching     │
                         └──────────────────┘
                                  ↑
                         ┌──────────────────────┐
┌────────────────────┐   │ Inadequate equipment of │   ┌────────────────────────┐
│ Difficult solving of │   │ the school with modern  │   │ Unsatisfactory image of the │
│    school problems   │   │    teaching tools       │   │    school in the city    │
└────────────────────┘   └──────────────────────┘   └────────────────────────┘
        ↑                            ↑                            ↑
┌────────────────────┐   ┌──────────────────┐   ┌────────────────────────┐
│ Absence of joint action │   │   lack of financial │   │ Difficult joint organization of │
│  in the local community │   │     assistance      │   │         actions         │
└────────────────────┘   └──────────────────┘   └────────────────────────┘
        ↖                            ↑                            ↗
        ┌────────────────────────────────────────────────────┐
        │ Weak connection of the school with the local community │
        └────────────────────────────────────────────────────┘
```
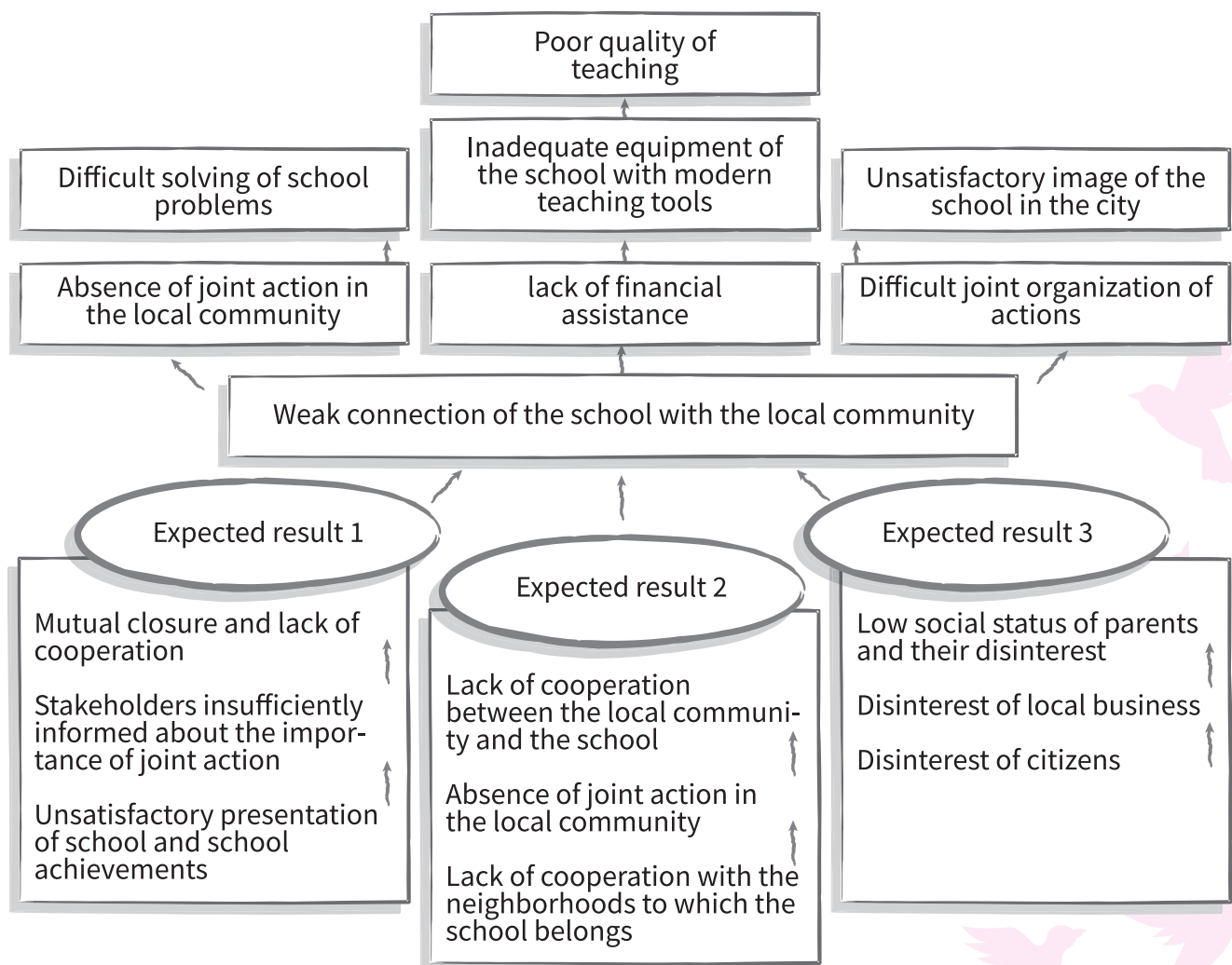
Expected result 1

Mutual closure and lack of cooperation

Stakeholders insufficiently informed about the importance of joint action

Unsatisfactory presentation of school and school achievements

Expected result 2

Lack of cooperation between the local community and the school

Absence of joint action in the local community

Lack of cooperation with the neighborhoods to which the school belongs

Expected result 3

Low social status of parents and their disinterest

Disinterest of local business

Disinterest of citizens

DEFINING PRIORITY AREAS

The success of the functioning of schools depends on a number of factors and the activities that operate in them.

SWOT-analysis of the state and development possibilities of the school makes it easy to identify the advantages, disadvantages, opportunities and difficulties that schools face in their current operations. By identifying priority areas for improvement, the process of developing a school development plan begins. School development priorities are determined in relation to their importance for school development, in the light of all contextual factors (external, internal) and available school resources, necessary for their realization (financial, material,

human). When choosing the priority of school development, one should take into account the needs of students, the specifics of the school, the strengths of the school, the resources at its disposal, etc.

When deciding on development priorities or improvements, the School Development Planning Team should also consider:

* previously identified school strengths and areas for improvement in the school;
* identify areas for improvement during the external assessment of the quality of school work by the competent institution;
* areas related to national or local initiatives;
* areas of special interest to society, such as children with special educational needs, children in need, etc.

Priority areas are thematic units in which schools need to initiate change. Defining priority areas is the starting point for strategic planning of future school development. After determining the priority areas, the school set one general goal for that area and one or more specific goals/tasks within it.

Annex 4: Layout of the School Development Plan matrix

SCHOOL NAME:

School logo / image

SCHOOL ACTION / DEVELOPMENT PLAN 202__-202__. CLIMATE AND CULTURE

School employees:

Professional profile	Number
Teaching staff	
Professional service of the school (pedagogue / psychologist / social worker / special educator ...)	
Administrative and financial staff	
Auxiliary technical staff	
Other (specify)	
Total number of employees	

Students/Pupils:

Data	School year 20__/__	School year 20__/__	School year 20__/__
Total number of students			
Number of students who finished school:			
Number of enrolled students:			
Number of students in branch schools			

Number of classes in 202_/202_ Number of departments in 202_ / 202_	I	II	III	IV	V	VI	VII	VIII	IX

Contact us:

Full name of the school	
Branch schools	
Address:	
Phone / Fax:	
Web-site:	
E-mail:	

CONTENTS:

LETTER FROM THE PRINCIPAL

photo
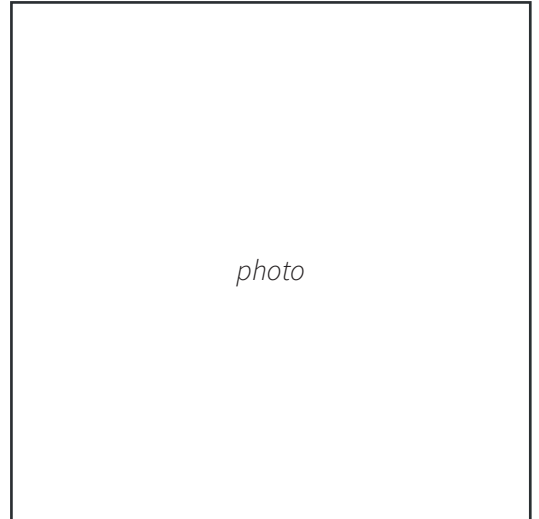
MEMBERS OF THE SCHOOL ACTION / DEVELOPMENT TEAM

1.   ...
2.   ...
3.   ...
4.   ...
5.   ...
6.   ...
7.   ...
8.   ...
9.   ...

SCHOOL VISION - a picture of the desired future:

SCHOOL MISSION - what we do to realize our vision

SCHOOL VALUES - key values that the school promotes

CONTEXT - community characteristics and school data

CHARACTERISTICS OF THE COMMUNITY IN WHICH THE SCHOOL IS LOCATED:

Specific information about the school (school year 202_ /2_):

Area	Data	Comment
Academic achievements (average grade):		
Number of students repeating the class		
Number of students attending the IEP (individualized education program) school		
Number of students receiving social assistance		
Number of children with one or both parents unemployed:		
Number of children without parental care		
Number of children who dropped out of school		
Total number of absences:		
Number of unexcused absences		
Number of disciplinary measures imposed:		
Number of extracurricular activities:		
Number of students involved in extracurricular activities		

ACHIEVEMENTS IN THE PREVIOUS PERIOD
The most important achievements/successes of the school:

STATE ANALYSIS

CLIMATE AND CULTURE

Areas for analysis:
I.   THE JOINT MISSION, VISION AND VALUES OF THE SCHOOL
II.   SENSE OF SECURITY AND BELONGING TO THE SCHOOL COMMUNITY
III.   WORK PLAN BASED ON MONITORING AND EVALUATION
IV.   PARTNERSHIP WITH FAMILY AND COMMUNITY
V.   TEACHING PROCESS AND PROFESSIONAL DEVELOPMENT OF TEACHERS
VI.   RULES AND PROCEDURES GOVERNING CLIMATE AND CULTURE

SUMMARY RESULTS:

AREA 1: JOINT MISSION, VISION AND VALUES OF THE SCHOOL

Our strengths:

Areas for improvement:

Additional information we need:

Possible activities:

AREA 2: SENSE OF SECURITY AND BELONGING TO THE SCHOOL COMMUNITY

Our strengths:

Areas for improvement:

Additional information we need:

Possible activities:

AREA 3: WORK PLAN BASED ON MONITORING AND EVALUATION

Our strengths:

Areas for improvement:

Additional information we need:

Possible activities:

AREA 4: PARTNERSHIP WITH FAMILY AND COMMUNITY

Our strengths:

Areas for improvement:

Additional information we need:

Possible activities:

AREA 5: TEACHING PROCESS AND PROFESSIONAL DEVELOPMENT OF TEACHERS

Our strengths:

Areas for improvement:

Additional information we need:

Possible activities:

AREA 6: REGULATIONS AND PROCEDURES GOVERNING CLIMATE AND CULTURE

Our strengths:

Areas for improvement:

Additional information we need:

Possible activities:

PRIORITY AREAS

	AREAS AND PRIORITIES
I.	THE COMMON MISSION, VISION AND VALUES OF THE SCHOOL
PRIORITY:	
II.	SENSE OF SECURITY AND BELONGING TO THE SCHOOL COMMUNITY
PRIORITY:	
III.	WORK PLAN BASED ON MONITORING AND EVALUATION
PRIORITY:	
IV.	PARTNERSHIP WITH FAMILY AND COMMUNITY
PRIORITY:	
V.	TEACHING PROCESS AND PROFESSIONAL DEVELOPMENT OF TEACHERS
PRIORITY:	
VI.	RULES AND PROCEDURES GOVERNING CLIMATE AND CULTURE
PRIORITY:	

PRIORITIES IN SCHOOL YEAR 202 _ / 202_

	Priorities	**Areas**
Priority 1		
Priority 2		

PRIORITY ANALYSIS

PRIORITY 1:			
KEY ISSUES / PROBLEMS IN THIS AREA:			
CAUSES OF THE PROBLEM	CONSEQUENCES OF THE PROBLEM	What else do we need to know about this problem?	How will we collect additional data and from whom?

SCHOOL DEVELOPMENT ACTION PLAN: HOW AND ON WHAT BASIS TO DEFINE GOALS?

Based on the defined priorities long-term and short-term goals are set, which should show what is to be achieved and what is being improved. Objectives should be clear, measurable, aimed at improving the climate and culture, or more specifically, the quality of teaching and learning and improving student achievement, with the involvement of teachers, students and parents. The planning process begins with the definition of the goal as a statement of the desired changed state to which we aspire and to the realization of which all other parameters of the plan are subordinated.

ACTION PLAN

In order to achieve long-term and short-term goals, action plans are being developed. The action plan shows: LONG-TERM GOAL - what we want to achieve over a longer period of time; SPECIFIC GOAL / TASK - what we want to achieve in a shorter period of time; ACTIVITY - what needs to be done to meet a certain goal; TIME FRAME - for each of the activities; RESPONSIBILITY - who is responsible for each of the activities; TIME FRAME - when to work on each of the goals; RESOURCES - what resources do we need to achieve our goals.

In the function of generality and specificity:
* there is a general goal where only the school contributes to its realization, but together with all other actors;
* there is a specific goal whose realization depends exclusively on the school.

S.M.A.R.T defined long-term and short-term goals (tasks)

Each of the school development priorities should define one or more goals that the school wants to achieve within that area. Given the complexity and timing, goals can be long-term and short-term (also called specific goals or tasks). It is important to point out that the specific goals of the school should be harmonized with the long-term goal of the school, and that the realization of the specific goal contributes to the realization of the long-term strategic goal of the school. Short-term/specific goals show changes that occur in a shorter time interval.

Basic principles of proper goal creation:

> **S.M.A.R.T**
> When setting each goal, attention must be paid to the parameters that provide answers to the following questions:
> Is it **S**pecific?
> Is it **M**easurable?
> Is it **A**chievable?
> Is it **R**elevant
> Is it **T**ime-bound?

When creating goals, it is necessary to take into account the results of the analysis. Guided by the principle of S.M.A.R.T. each goal needs to include at least three of these five characteristics in its definition. It would be desirable for the goals to be sorted in chronological and logical order, taking into account that the responsibility for the realization of the goal lies with the school.

Properly defined goals answer the questions of what changes and improvements are to be achieved, what are the expected outcomes of these changes and how these changes will affect the development of the school as a whole.
The specific goals of the school should be in line with the long-term goal (or goals) of the school and through it with the local priorities and laws established by the competencies.

In order to achieve the goals, it is necessary to design activities whose set will ultimately lead to the achievement of the desired goal.

Activities are a series of steps that need to be performed in order to achieve a specific goal/task.

Operationalization of indicators of successfully achieved goals
Success indicators are parameters that serve to describe specific goals/tasks in an operationally measurable way (quantity, quality, time). They are defined at the level of the specific goal/objective (target indicators) by determining one or more indicators for each goal and at the level of activities (process and/or outcome indicators). Indicators are used during the implementation of the school development plan (monitoring) to monitor the degree of execution or realization of a specific goal/task and to determine whether the goal has been achieved and/or to what extent it has been achieved.

INDICATORS OF SUCCESS

Indicators are markers, facts, information, measures, which serve to describe the goals and activities of the plan in an operationally measurable way (quantity, quality, time), in order to qualitatively (descriptively) and quantitatively (measurably) measure the changed situation finished activities and achieving goals.

They are formulated in response to the following questions:
• How will we find out if what we have planned is really coming true or not?
• To what extent is it achieved?

The basic function of the indicator is:
• Assessment (measurement) of progress in achieving the set goal or goals
• Facilitating communication on positive or negative achievements in achieving the set goals with the bearers of (political) decision-making, administration, the scientific community
• Providing crucial guidance for the decision-making process

Types of indicators:
• Outcome indicators - allow us to assess the achieved goals in relation to what has been invested, e.g., number and type of established mechanisms for cooperation with parents.
• Impact indicators - show us a broader/long-term result of the measures taken, e.g., percentage of students with above-average achievements on the national test in mathematics;
• Process indicators - allow us to see what measures and activities have been taken, for example: School Development Team formed, School Development Plan for the next five-year period adopted;
• Target indicators - allow us to define and look at goals/tasks, e.g., 50% of teachers trained to develop critical thinking in children by the end of the 2021 school year

Target indicator / Target - Represents the result we expect to get at the end of the program or activity. It is set in relation to the goal.

In order for the indicator to be SMART defined, the source of data and the source of verification must be defined, the dynamics for data collection, the definition of responsibilities and the definition of the necessary resources must be defined.

IDENTIFICATION OF RESOURCES NECESSARY TO ACHIEVE GOALS

In short, it will go through the types of resources necessary to achieve the goals (human, financial, material, others). Participants will have the opportunity to understand why it is necessary to identify sources of funding for certain activities, determine if they are really available and if they can be made available.

Annex 5: The Action Plan

PRIORITY 1:						
General goal (result we want to achieve):						
	Current state What do we start from?	**Activities and methods** What are we going to do?	**Duties** Who?	**Deadlines** When?	**Required resources** What do we need?	**Performance indicators** What will indicate that we have achieved the goal?	**How to monitor and document?** How will we record progress?
Specific objective 1 (step in achieving the goal)						
Specific objective 2						

MONITORING AND EVALUATION OF SCHOOL PROGRESS AND ACHIEVEMENTS

Monitoring and evaluation of the implementation of the School Development Plan

In this chapter and its sections, we deal with the objectives of monitoring and evaluation of the implementation of the school development plan, methods and techniques, and using the results of these two processes.
It is very important that the entire process of implementing the school development plan is monitored and controlled through the process of monitoring and evaluation, i.e., assessment. For this reason, monitoring and evaluation represent the accompanying and final phase that affects the quality of implementation of this process. In this way, the management of the school development plan is implemented in a very complex way, but improving the quality of education at all levels efficiently and effectively.

Each activity should be measured correctly in order to achieve quality. The level of quality should be determined through the organization. Evidence of quality must be stated, as well as each of its aspects, and then react where necessary. A number of ways can be used to measure the implementation of the activities and procedures of the School Development Plan. Formalization of the measurement system achieves continuous monitoring and measurement of success and the ability to react, before failure occurs (Farooq, 2007)

DEFINITION, OBJECTIVES AND IMPORTANCE OF MONITORING AND EVALUATION

The goal of monitoring and evaluation of the implementation of the school development plan is to systematically collect data, monitor and supervise the process of its implementation and assess the success of the development plan from the point of view of achieving the established strategic and priority goals. The purpose of monitoring and evaluation is to monitor progress, improve the efficiency and effectiveness of the CSR, but also to propose changes in activities based on findings and assessments.

Monitoring and evaluation, implementation of the school development plan, include a comprehensive view of the fulfilment of activities, specific tasks and goals, strategic and specific goals as follows:

• Monitoring the process of implementation of the action plan (whether the planned activities are implemented and whether resources are effectively allocated and used);
• Monitoring the outcome of activities (effects-results of activities in relation to invested resources);
• Evaluation of progress in achieving the purpose (mission and strategic goals of the strategy);
• Evaluate the impact of the development plan on students, parents, teachers and the local community.

Monitoring

This is a way of checking and determining whether the plan is being implemented and assessing how well it is being implemented, so that corrective action can be taken as soon as it becomes necessary. Monitoring can reduce waste of time and effort. Monitoring leads to adjusting, supplementing and correcting all aspects of the plan. Monitoring procedures include:

• reconsideration meetings (all employees or small groups) to discuss progress in the light of success criteria, highlight difficulties, propose solutions to problems;
• informal discussions or formal discussions with school participants or interested partners outside the school, in order to obtain feedback on activities, delays, necessary resources and meeting deadlines;
• observation by a "friend-critic" (a "foreigner" with relevant experience);
• use of accepted evaluation instruments at defined levels within the time frame in the plan.

In the implementation phase, the activities indicated in the action plan are carried out; procedures are established that will enable the provision of support to teachers and other persons involved in certain activities within the tasks. In the implementation phase, monitoring is important to ensure effective implementation. Monitoring also assesses whether the implementation of the Plan is proceeding as planned and whether there is a need for corrections, in terms of supplementing or amending certain elements of the Plan.

Evaluation

At the end of the school development implementation cycle, it is important for the school community to assess the success of the implementation in achieving the goals and approaching the development needs of the school. The evaluation process assesses the extent to which it was possible to achieve or realize the goals listed in each of the priority areas of development.

Monitoring the implementation of the school development plan

Monitoring the implementation of the school development plan is a way of checking and determining whether the plan is being implemented and how well it is being implemented in order to immediately undertake the necessary activities for the purpose of correction.

Monitoring reports will be based on:
* Meetings to discuss the results achieved, highlight difficulties, suggest problem-solving activities;
* Discussion with participants from the school or with partners outside the school to get feedback;
* Use of accepted evaluation instruments at defined levels within the time frame in the plan
* ....

Monitoring (as a systematic process of data collection) should be carried out continuously during the period of validity of the School Development Plan.

Evaluation of the implementation of the school development plan

The evaluation process assesses the extent to which it was possible to achieve the goals listed in each of the priority areas of development: in full, in part or without significant achievement. The outcome of the evaluation is the basis for further improvement and development of the following development planning cycle:

* Projects that have been implemented can be integrated into the life of the school;
* Projects whose goals have been partially achieved can be continued in the next cycle, with possible changes, resulting from the identification of difficulties and obstacles to success;
* Projects whose goals have not been significantly achieved can be radically revised or replaced with new projects, which will have a better appearance (higher chances) for more successful realization within certain development priorities.

The evaluation process takes into account the experience of all involved in the implementation of the plan. In this process, special attention is paid to the collection of evidence or data related to indicators or success criteria, with the formation of conclusions and recommendations.

According to the personal experience of the authors, it is recommended that evidence can be collected through:

* Questionnaires, surveys;
* Documents and protocols;
* Discussions;
* Interviews;
* Insight into student work;
* The process of observation

Evaluation (such as data analysis and performance appraisal) is performed periodically - and follows certain phases of implementation. Evaluations of the success of the implementation will be performed once a year, at the end of the school year, and the evaluation report is an integral part of the annual report on the work of the school.

An example of how the evaluation of the activities is envisaged by the School Development Plan can be performed.

Methods, techniques and instruments for monitoring and evaluation

To successfully monitor and evaluate the implementation of the School Development Plan, standard data collection tools can be used, such as: records of users and services, questionnaires, interviews, surveys, direct access to documentation, etc.

Evidence can be gathered through:

* questionnaires;
* documents
* minutes and protocols;
* discussions;
* interviews;
* insight into student work;
* the observation process;
* independent evaluation reports and other instruments.

Holders of the monitoring and evaluation process

The coordinator of monitoring and evaluation activities is the principal in cooperation with the School Development Team who selects indicators and techniques for their measurement.

Use and dissemination of Plan monitoring and evaluation data

The primary purpose of collecting data and making assessments of progress and success is to check the validity and realism of the SRS, and in this regard to correct the goals and tasks, if necessary. At the end of the school year, based on the results of monitoring and evaluation of the implementation of this plan, recommendations are given for the preparation of an annex to the action plan of the School Development Plan.

Dissemination of results

1. Develop a data sharing plan which includes: the purpose of the data sharing, the audience with which it is shared, the type of data to be shared, the ways in which the data is presented, the places/institutions to which it is presented, and who shares it.

The ways in which the data can be presented are:

* reports
* brochures/leaflets
* concise descriptions
* key abstracts
* newspaper articles
* videos
* PDF
* PPP
* promotional materials

Evaluation is important to determine the extent to which the Plan has been met and is also the basis for planning the next planning cycle.

Annex 6: Plan for implementation and monitoring of the School Development/Action plan

ACTIVITIES	Finished	In the preparation	Not finished	Comment
DURING SCHOOL YEAR 20__/20__;				
PREPARATORY PHASE				
School development team established				
The vision and mission of the school developed				
Everyone is familiar with the mission and vision of the school				
AT THE END OF THE SCHOOL YEAR 20__/20__ - JUNE / AUGUST:				
SITUATION ANALYSIS - DATA COLLECTION				
Data related to school results at the end of the school year - collected				
Self-assessment/evaluation done at the end of the school year				
Parents and students involved in self-assessment in an appropriate way				
DATA ANALYSIS				
key issues from the data collected - identified				
possible causes and factors that contribute to these problems - identified				
Additional data collected to determine the exact causes of the problem				
Consultations about priorities (excerpt from stakeholders)				
BEGINNING OF THE SCHOOL YEAR 20__/20__ - BY THE END OF SEPTEMBER (SEND THE FIRST VERSION OF THE PLAN)				
LONG - TERM AND SHORT - TERM GOALS				
Based on the identified problems, certain key strategic goals and tasks are determined				

the best strategies and activities for the realization of each of the goals and tasks - identified			
Certain teams / individuals responsible for the implementation of activities			
Identify needs for additional professional training, so that the planned activities can be realized			
Long-term strategic plan developed			
YEARLY PLAN			
Priorities (tasks) for the first year - identified			
Developed an annual plan with the exact schedule of activities and responsibilities in the next school year			
DURING THE SCHOOL YEAR 20__ /20__			
PLAN IMPLEMENTATION			
Developed plan to meet and involve everyone in the implementation of the plan			
Regular team meetings			
Revision of the plan and changes (if necessary)			
MONITORING AND EVALUATION			
Determined time and activities to be monitored			
Persons to monitor and collect data			
Regular monitoring and analysis of collected data			

MODULE 5: HOW TO IMPLEMENT THE SCHOOL ACTION / DEVELOPMENT PLAN

In order to ensure the implementation of the planned activities of school action plans, it is necessary to look at the plan from several aspects that affect its implementation and start providing support to key (f)actors related to school... Advocacy support will strengthen school teams, primarily the school management, to promote basic school ideas of action plans for reducing the impact of SES students on school success in other schools and by decision makers in their areas.

MODULE OUTLINE

- Summarizing the results of the learning process in the School Development Program and supplementing the drafts of the School Development / Action Plans based on the lessons learned
- Peer review of developed School Development / Action Plans (double diary)
- • Context analysis tools and advocacy for the implementation of School Development / Action Plans - Power map, - Analysis of the interests of key actors - Pro-pro model - Model of strategic communication

MODULE OUTCOMES/STANDARDS

School development / action plans:
- Supplemented by School Action Teams with new knowledge and ideas
- Revised by other participants in order to improve and generate new ideas
- Prepared to begin their implementation by analysing possible obstacles and mapping allies in the implementation process

THE SCHOOLS' ASSIGNMENTS AFTER THE MODULE:

- Prepared pre-final document of the School Development / Action Plan which will be finally revised by the trainer / mentor
- Initiating the process of implementation of the School Development / Action Plan towards addressing the needs of low SES students

ADVOCACY TOOLS FOR SCHOOL DEVELOPMENT / ACTION TEAMS

Adnan Pripoljac

POWER MAPS

Think about and name all the institutions and individuals who have or would have an interest in the problem you are advocating - both positive and negative interests. Present each identified person or group of people with a symbol in an appropriate place on the map reflecting his / her position regarding your advocated problem (supports, neutrals, opposes).

• Consider both traditional and non-traditional potential participants in the advocacy process, including heads of government, celebrities, business people etc.
• Express creativity in choosing a symbol for individual participants in the process: if the influence of that participant is greater, then they present it as a larger symbol and vice versa.
• If the participant in the process is strongly on the side of support, his symbol should be on the far left of the Power Map, i.e., if he is strongly against, the symbol should be on the far right. The line of neutrality is in the middle of the Power Map.
• If the actions of the two participants in the advocacy process are closely connected, their symbols can be connected on the Map, etc.

After creating the map, in order to better understand the relationship of power in terms of the problem whose solution we advocate, we can ask some of the following questions:

• Are there additional allies or opponents for our advocacy campaigns, which ones?
• Where on the map is the greatest power of influence on the decision maker on the problem located?
• In accordance with the relative power, how would you direct your advocacy efforts: would you strengthen the support, neutralize the opponents or try to convince the indecisive?

Finally, it should be noted that the Power Map can serve as a moving image of the advocacy process, i.e., the symbols of those participants who move from one side to the other during the advocacy process can be moved along the map and thus depict the results of advocacy.

POWER MAPS

Goal of public advocacy:
Targeted audience:

NEUTRALITY

SUPPORT　　　　　　　　　　**RESISTANCE**
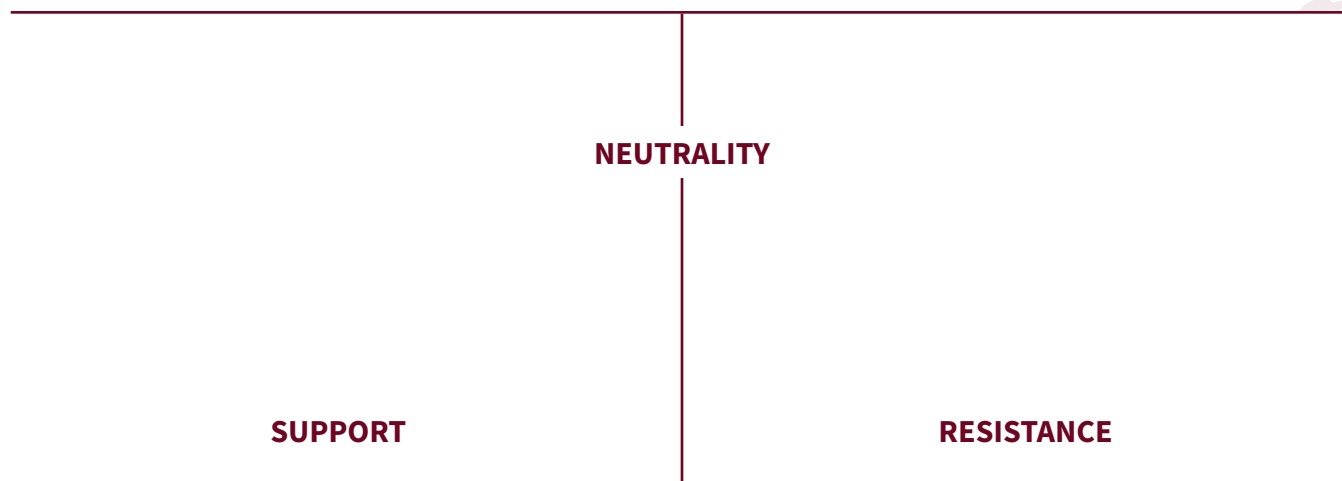
STRATEGIC COMMUNICATION MODEL

Effective advocacy depends on the ability of those who lead it to persuade the decision maker or force him to take certain action. "Strategic communication is any planned communication activity that tends to achieve some of the following communication goals: Inform, Convince, Motivate, Encourage action."

A key factor in strategic communication is a good understanding of the target audience and looking at things from their perspective. The advocate must think about what will motivate the target audience to show their support for the problem. This is perhaps the biggest challenge of strategic communication, putting yourself in the position of your audience and realizing how they will benefit from supporting your problem. Think about the possible risks and rewards that the target audience will face by joining forces with you. Successful strategic communication through information, motivation and persuasion must lead to the action of the target audience and thus to the achievement of the goal of the advocacy campaign.

An integral part of the strategic communication process is the development of an effective message that should encourage the recipient to act. In order to develop an effective message in accordance with the model of strategic communication, it is necessary to develop several essential parts of the same.

1. Target audience (to whom we are addressing);
2. The action/move you want the target audience to take (if we just want to inform, / and motivate, and / or persuade, and / or encourage the audience to take action);
3. Content (central idea of the message, what is the most important thing you want to convey to the audience, what unique idea you are communicating through);
4. Vocabulary (refers to the vocabulary you use in a message, whether the words are clear or can be interpreted differently by different audiences, whether the jargon is tailored to the target audience);
5. The transmitter of the message (the person who will deliver the message; if the transmitter of the message has credibility with your target audience);
6. The form (communication channel you use to convey the message to the target audience, it can be signing a petition, a direct meeting, a TV show, etc.);
7. Time and place (when and where you will send the message of your campaign, whether the decision maker will listen to you more carefully in the pre-election period, whether you can use some significant date to connect with your communication strategy).
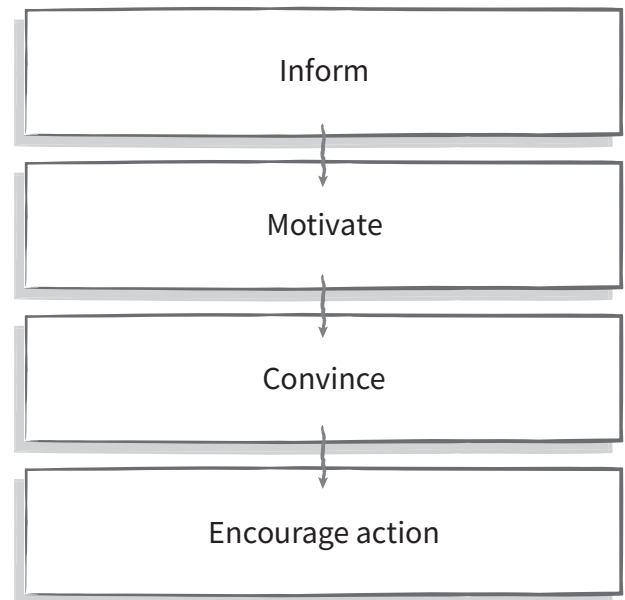
Strategic communication model

PRO–PRO APPROACH

Integrative thinking is a discipline and methodology for solving complex problems. The theory was developed by Roger Martin (the University of Toronto). Martin defines integrative thinking as "the ability to constructively harness the tension between two opposing models and, instead of choosing one at the expense of the other, to create a new creative solution containing elements of both models that is superior to both." Integrative thinking allows us to understand that our opinion on the problem, or possible solution, is only one part of the whole picture, and that for the solution it is necessary to look at and take into account which the way other people see and interpret the same situation. Integrative thinking leads us to learn from people who have a different opinion from ours, and that, instead of choosing one or the other opposite solution, we find a completely new insight and original approach in perceiving it. Methodologically, integrative thinking teaches us strategies in which we go from a pro-counter approach to a pro - pro approach and attitude, using more closely among the models for new thinking.

STEPS:

Define the problem that needs to be solved: e.g., the way students dress in school

Step 1: Define opposite models of solving the same problem
E.g., allow freedom in the choice of clothing at school as opposed to the introduction of school uniforms (or e.g., the use of solar energy as opposed to the use of oil; GMO versus organic food; usage of plastic bags ...). Starting from two opposite solutions allows us to avoid searching for a solution that would be a compromise.

Step 2: Investigate the models
Discuss and describe in detail both models - what they mean, what it looks like in practice.
Ask students to explore both models in depth, whether they agree or disagree.
It is important to try to find all the advantages of both models or solutions.

Step 3: Analyse different perspectives
For each of the models, determine the key groups that would be covered by that model or solution – all those who might have some consequences, benefit or be interested in the problem (in the case of dressing in school it could be students, parents, teachers, someone in the community ....).

Step 4: Define the reasons for
For each of the models, divide the chart paper into as many columns as the number of groups whose point of view you analyse (for a start it can be three groups), and for each of the groups determine the naming of three reasons for which model is good for them - what benefits they have or can have, so that the application of that model could positively influence them.

Step 5: Connection between models
Groups jointly analyse models and benefits for groups trying to find common needs that are addressed in different ways, and notice other similarities and curiosities among the groups. Summarize everything, uses and advantages of the model in one word – noun.

Step 6: Rephrase the problem
Reset the problem so that it contains both keywords from the model. If the keywords are e.g., individualism (without uniforms) and equality (with uniforms), some new formulation of the problem reads: How can we address the issue of dress in school by maintaining individuality and fostering equality?

Step 7: Find a new solution
Have students in the group discuss how to try to find a new creative solution to the problem that will satisfy both parties. Analyse all the solutions and try to suggest one comprehensive solution and present it e.g., to the teachers 'council or the parents' council.
The causal model can be used to analyse the actions of the characters in the book, to analyse the influence of different forms, nature pollution industry, etc.

STEP 8: Test the prototype
Think about the steps and all the assumptions needed to make your model applicable. Create an action plan.
You can use post-it stickers or these tabs to analyse different perspectives:

This model is good because it allows you to:	This model is good because it allows you to:
_____	_____
_____	_____
_____	_____
By: _____	By: _____

You can also use the PRO-PRO model to analyse the problem that a character in a story is facing, a life problem in general, and also when making important decisions where there are opposite solutions, etc.

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