

New forms of improvement and support of schools

For several years taken action in Poland, which aims to modernize the education system. This is because it quickly follows the development of global and knowledge-based economy puts new demands on the institutions set up for the education of children and youth. Becomes extremely important to both the school and teachers perfecting institutions, evolved into learning organizations. These institutions, yielding constant observation of their work and improving it based on internal evaluation, will become a model of continuous development in a changing world.

An important element that determines the openness of the school and its efforts to improve the quality of education and thus becoming more and more efficient, it is a way of managing people. The research conducted in this area has shown that the higher the score in the field of human resource management received the school, the better were the achievements of students on standardized tests (particularly in mathematics).

These results are reported in question include common beliefs about the effects of socioeconomic status students to create an effective working environment and science. We found that in schools where the study was conducted, the results of the **most common work culture was a student and learning** of teachers, the ability of the school to develop the skills and talent retention and other HR processes¹. Education and training of teachers is the quality of work of each educational institution crucial area, even a key. An important element in terms of pupils, students, teachers, management, parents' full support of schools and kindergartens in the diagnosis and finding possible ways to address the identified problems.

¹ L. Bassi, D. McMurrer, *Jak osiągnąć zwrot z inwestycji z pracowników*, „Harvard Business Review Polska” 2008, nr 63 [L. Bassi, D. McMurrer, How to achieve a return on investment of the employees, "Harvard Business Review Poland," 2008, no 63].



For this support to be effective, it is necessary to upgrade the existing system of teacher guidance. Action to build a more efficient system for supporting schools and kindergartens have the work carried out by the Centre for the Development of Education in the framework of the project "System for teachers based on complex support mainstream schools" and implementation projects implemented by the counties under Measure 3.5 Comprehensive support the development of schools (Priority III Program Human Capital).

The overall objective is to identify a good school and good nursery with the organization growing. The consequence of this is to move away from the perception of teachers as intervention, ad hoc responses to problems as they occur, or only as a realization of demands on teachers zdobywającymi successive stages of advancement. The proposed project drew attention primarily on systemowość in the development of the facility and the associated personal professionalism of its employees. It is assumed that an important element in the development and pre-school learning is a team of teachers. It was also that the improvement should be associated with the authentic, accompanied by the Director and staff, the conviction of the need to improve the quality of work, regardless of the level of development already achieved.

Basic assumptions and modernized organization for teachers

In line with the recommendations made by the experts in the studies prepared for the project "System for teachers based on complex support mainstream schools"² support the development of a modern system of education in Poland should be directed to work with the school, should support her in carrying out the tasks imposed by the State also assist in solving individual problems.

Main principles of the new system are as follows:

² D. Elsner, K. Bednarek, *Pomoc doradców metodycznych i konsultantów placówek doskonalenia nauczycieli w opinii jej beneficjentów. Raport końcowy z badań*, Warszawa 2010, maszynopis; *Mapa ofert CRE*, K. Gęba (red.), maszynopis, Warszawa 2010; B. Owczarska, *Kiedy doskonalenie zawodowe nauczycieli jest skuteczne*, maszynopis, 2010; *Raport z pilotażowej diagnozy potrzeb rozwojowych szkół*, praca zbiorowa, Wszechnica UJ, maszynopis, Kraków 2011; M. Taraszkiewicz, K. Bednarek, *Mapa źródeł informacji do kompleksowej diagnozy potrzeb szkoły w zakresie doskonalenia nauczycieli*, maszynopis, Warszawa 2010. [D. Elsner, K. Bednarek, *Help methodological advisers and consultants, teacher education institutions in the opinion of its beneficiaries. The final report of the research*, Warsaw 2010, manuscript, map offers CRE, mug, K. (ed.), typescript, Warsaw 2010, B. Owczarska, *when teacher education is effective*, typescript, 2010, *Report on the diagnosis of the development needs of the pilot schools collective work*, Jagiellonian University Extension, typescript, Kraków 2011, M. Taraszkiewicz, K. Bednarek, *Map sources for a comprehensive diagnosis of the needs of school teachers*, typescript, Warszawa, 2010.]



1) Assist is directed to the school, not only to individuals or groups. This means that through the training of teachers, through impacts on the school understood as a complex organization.

2) Assist helps the school in solving their own problems, and as a result - not sparing her and does not impose solutions. Philosophy of cooperation between schools and support system focuses on individual entities, autonomous role of the school and all its co-action plans.

3) Assist is clear from the analysis of the individual situation of the school and respond to their specific needs. The starting point for any action aimed at teachers of the school is fair, involving the school community, the diagnosis needs.

4) Assist is a process that is moving away from a single, self-service forms. Any action carried out for the development of the school is part of the annual plan developed by the school and the teachers' council diagnosed based on the needs of the facility.

Benefits for the head of school or kindergarten:

- Help in deepening the diagnosis of needs of the school and in the selection of priority areas of development
- Help in planning and organizing teachers according to the current needs of the school
- Facilitate contacts with the institutions responsible for assisting students, parents and teachers

Benefits for teachers:

- Assistance in the implementation of the professional practice of changes in education,
- Help in planning and implementing their own professional development in accordance with the current needs of the school,
- Organization of training courses and workshops at the school,
- Assistance and support in the implementation of acquired skills,



External consultant of the development of the school - to help implement the changes

The main task for the external consultant will support the initiation, implementation and monitoring of development project or, in other words, the **annual plan for supporting** the school in a particular aspect of its business. This plan will be used to introduce changes that will improve the quality of schools and improving the competence of the people working in it.

External consultant is the person responsible for implementing the annual plan of support. This is a person who works for the school and supports it in part carried out in the district project. Supports the school and the director, accompanying and serving with the next stages of the plan support. Its functions include: making contact with the school, the Director of the package available to present, as part of the project, offers improvement, approximation, and discuss the principles, on which the new system. External consultant communicates and builds a relationship with the school, remaining in constant contact with its director and staff involved in the implementation of the annual plan of support. Their actions taken directly to the school, which supports.

The main task of external consultant is:

- assist the director in diagnosing the needs of the school and the formulation of objectives of the identified needs;
- support the school in preparation of "tailor-made" annual support plan, closely corresponding to the needs of the school and built on the basis of one of the offers available in the improvement project;
- help in defining the roles of all those in support, to establish their tasks, providing support for the flow of information;
- acquisition of external experts / specialists (if needed);
- monitoring the progress of implementation of the annual plan, support, responding to emerging problems;
- manage the relationship with the school;
- documenting the progress of the project;



- prepare a report on the implementation of the annual plan of support.

External consultant is in direct contact with the school, but - because it is a person from the outside - do not know her better and gain more accurate information than the director and teachers working in the school. It's up to them to perform self-diagnosis so eventually, and then the school's development priorities and the expectations. Only this can be the starting point for the planning and construction of concrete actions supporting the annual plan based on one of the offers improvements proposed for implementation within the project district.

Consultant plays in the development process described only as a coordinator of activities, facilitator and consultant. Involved in organizing activities **aimed at developing diagnostic development needs**: it can include provide appropriate tools to assist in the collection and interpretation of data about the situation at the school, to study the needs and concerns of different groups. However, it is based primarily on information provided to him by the director during the interview and on the knowledge gained from the teachers. Then **lead a workshop diagnostic development** for this purpose appointed team of teachers. The planned result of the workshop is to identify the priority in the area of the school year to develop and clarify the elements of the annual support plan. It is worth noting that **the final decisions on priorities**, which will be built around the annual plan of support, belong **to the school and its principal**.

Modern school support system assumes that the external consultant are deprived of education development and evaluation of control signs. Its tasks are different from those of pedagogical supervision, are only the consequence supplement. Evaluation of internal (or external) within the school may be a good starting point for in-depth diagnosis which resulted in the school's priorities will emerge to its annual and long-term work (define directions of development).

External consultant, especially his attitude, is key to the success of interventions in schools joining the project system. This is because the effect of the annual support plan depends largely on open dialogue and a safe atmosphere in which it is carried out without fear of the



consequences of disclosure. Another key factor in determining the success of no less than a school education is the organizer of the development attitude is the attitude of the school. It will be very important in the whole process of implementation of the measures taken and to a large extent will determine the involvement of school staff and their grasp of the upcoming changes a chance to develop - both personal as well as the entire facility.

External consultant:

- work for the school and supports it in the project implemented in the district
- is responsible for supporting the implementation of the annual plan, built on the basis of improving the offer selected by the school.
- support the school and the director, accompanying and serving with the next stages of the plan support.

Schools Head:

- work with the school organizes educational development
- participate in an in-depth diagnosis of the needs of schools, planning and implementation of the annual plan of assistance
- motivates employees to systematically participate in training courses, workshops, consultations methodological
- supports the work of task forces and dissemination of the results of their work
- helps organization - provision of premises and equipment
- monitors the activities undertaken within the framework of the annual support plan
- enables evaluations of activities and results achieved in the framework of the internal evaluation school



Cooperation and self-education networks

According to the project "System for teachers based on complex support mainstream schools" run by Center for Education Development focused networks of teachers, directors, school psychologists, counsellors, librarians and other staff representing various institutions in the area of a county. Each school may apply to participate in the networks selected by the district on the basis of the diagnosis by the district's needs and expectations. Then, the director of the school, in consultation with the Teachers and taking into account the needs of individuals, selects specific teachers to participate in the various thematic networks. Participation in the network is for teachers and schools free of charge.

Each of the networks and self-learning sets its own goals and program activities within a clearly defined topic. As part of a project funded in each of the districts be created at least four networks and self-education, two topics will be selected from among the topics developed in the project system.

The county can function as an interdisciplinary network, cantered around a certain issue (eg the construction of their own curriculum) or network for teachers specific object (such as a source of historical work).

Participation in the network gives schools a valuable opportunity for the current contact with other institutions in their environment, so that widens the perspective from which they look at their own problems and resources. Neighbouring schools operate in similar conditions, work with pupils from similar backgrounds, and therefore often face similar challenges. Best practices and solutions to problems functioning in one school, they have a good chance of success in similar locations. Saved time and energy on developing the same solutions by each school individually, can be utilized in another important way. Because of this, an important task of the co-operation and self-analysis is the so-called "best practices" - solutions that have already been implemented, tested and bring in applying these schools, benefits, and are available for use in other locations. Each of the participating schools in the network will have the opportunity to present their own solutions, but also to meet others.



Networks and self-learning is also a space where participants can benefit from the technical and methodological support to obtain tailored to their needs, knowledge. Invited to the meetings of the Network experts, specializing in a subject, are often unavailable to smaller institutions - not least because of the small number of teachers who would directly benefit from their help. Meeting more of working in different schools people interested in a specific topic, provides economic justification for the use of the assistance of highly qualified specialists.

The combination of exchange of experience and know-how contributed by experts is often the inspiration for the creation of new solutions, which are not used so far by any of the participants. An important role of the network may be the involvement of the participants in the study participant's own proposals and initiatives that will, in the first place, tested in creating a network of schools, and perhaps will also be disseminated beyond. Joint development and implementation of new solutions, and share experiences in the process, it may be very supportive and motivating - to a sufficient degree to maintain the motivation to bring initiatives to the end, despite appearing obstacles.

