



A Good School

A GOOD SCHOOL

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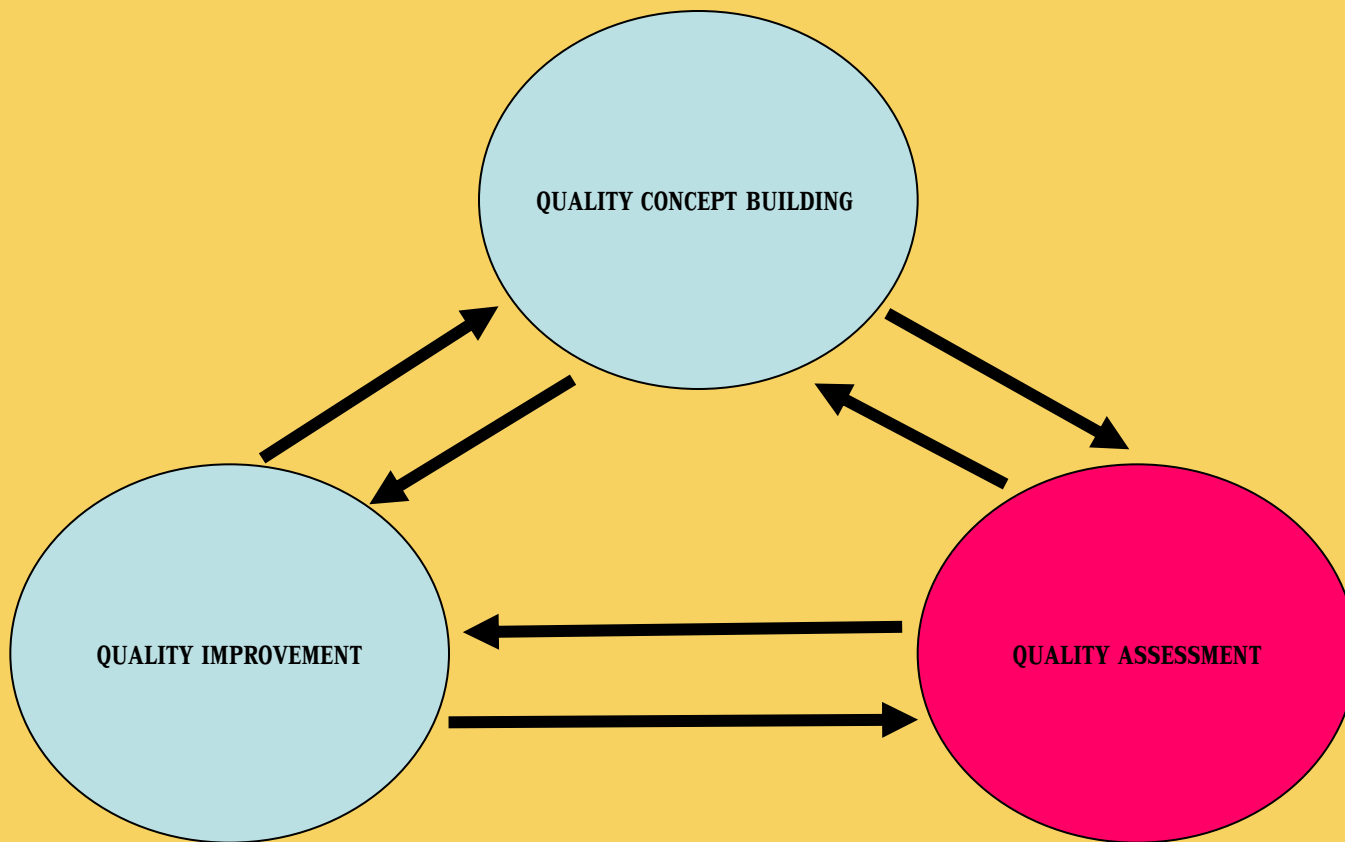
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THE MODEL OF EDUCATION QUALITY ENSUREMENT

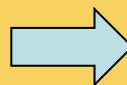




A GOOD SCHOOL (preparation):

Stage I Research.

- **Concepts of a good school prevailing across countries**



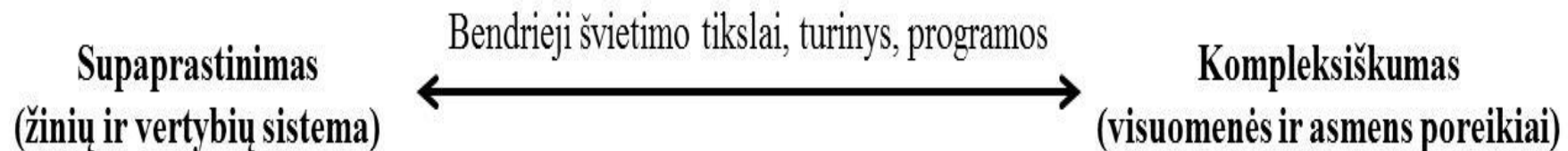
Stage II Working Group of Experts

- **Generalisation and systematisation of various concepts**
- **Development of an own model of a good school**



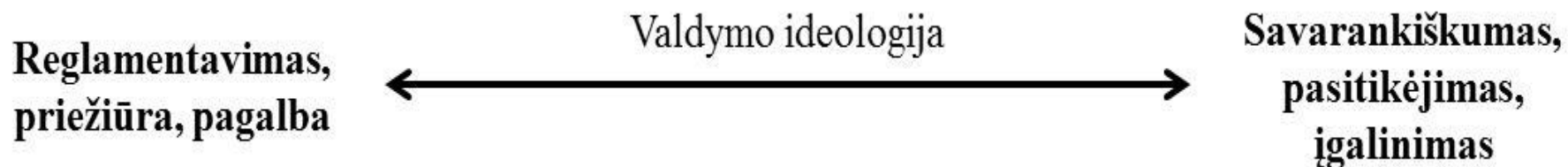
A GOOD SCHOOL

- **Education process**



- The content of education can take two directions: it can be a traditional knowledge-providing school, functioning in a controlled environment, or a constantly changing school that is learning and responding to the needs of pupils and society.

- **School management ideology**



- There are two management ideologies. On the one hand, there is an independent school which is thus able to learn fast and improve. On the other hand, there is a school whose activity is regulated and constantly controlled.



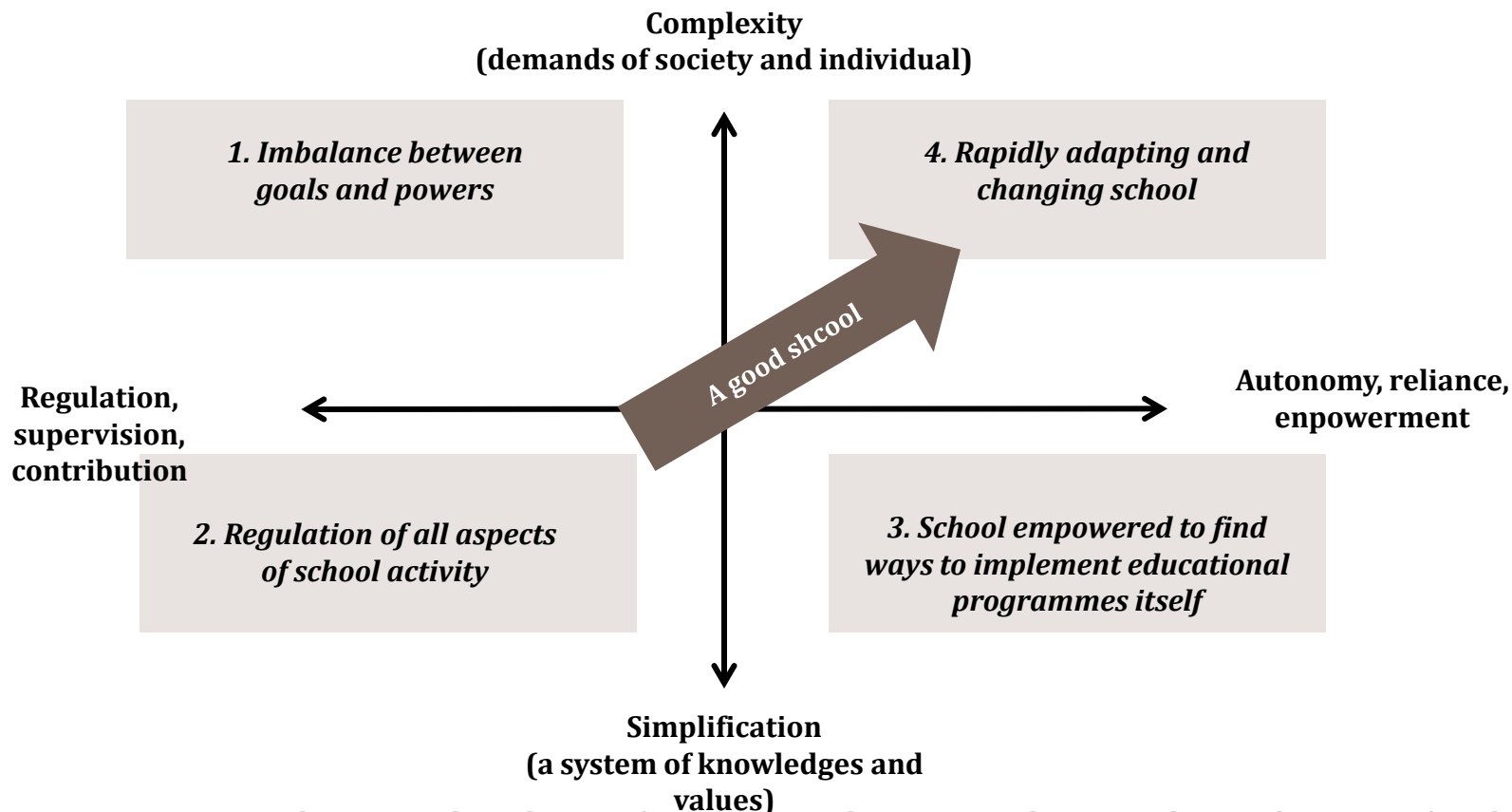
SUCCESS OF EDUCATION LIES IN PUPILS' PROGRESS AND ACHIEVEMENTS IN ACADEMIC, PERSONAL AND SOCIAL TERMS

$$\begin{aligned} 3.2. \text{Achievements} &= 1.1.1. \text{Values} * 0,213 \\ &+ 1.2.1. \text{Personality development} * 0,066 \\ &+ 5.4. \text{Staff management} * 0,266 \\ &+ 2.3. \text{Teaching quality} * 0,031 \\ &+ 2.4. \text{Learning quality} * 0,086 \\ &+ 3.1. \text{Progress} * 0,243 \\ &+ 0,297. \end{aligned}$$

Three key elements can describe a good (successful) school: common, agreed upon and recognised values and objectives based on these values; abilities to attain the objectives; and skilfulness in executing activities (Balevičienė, 2012)



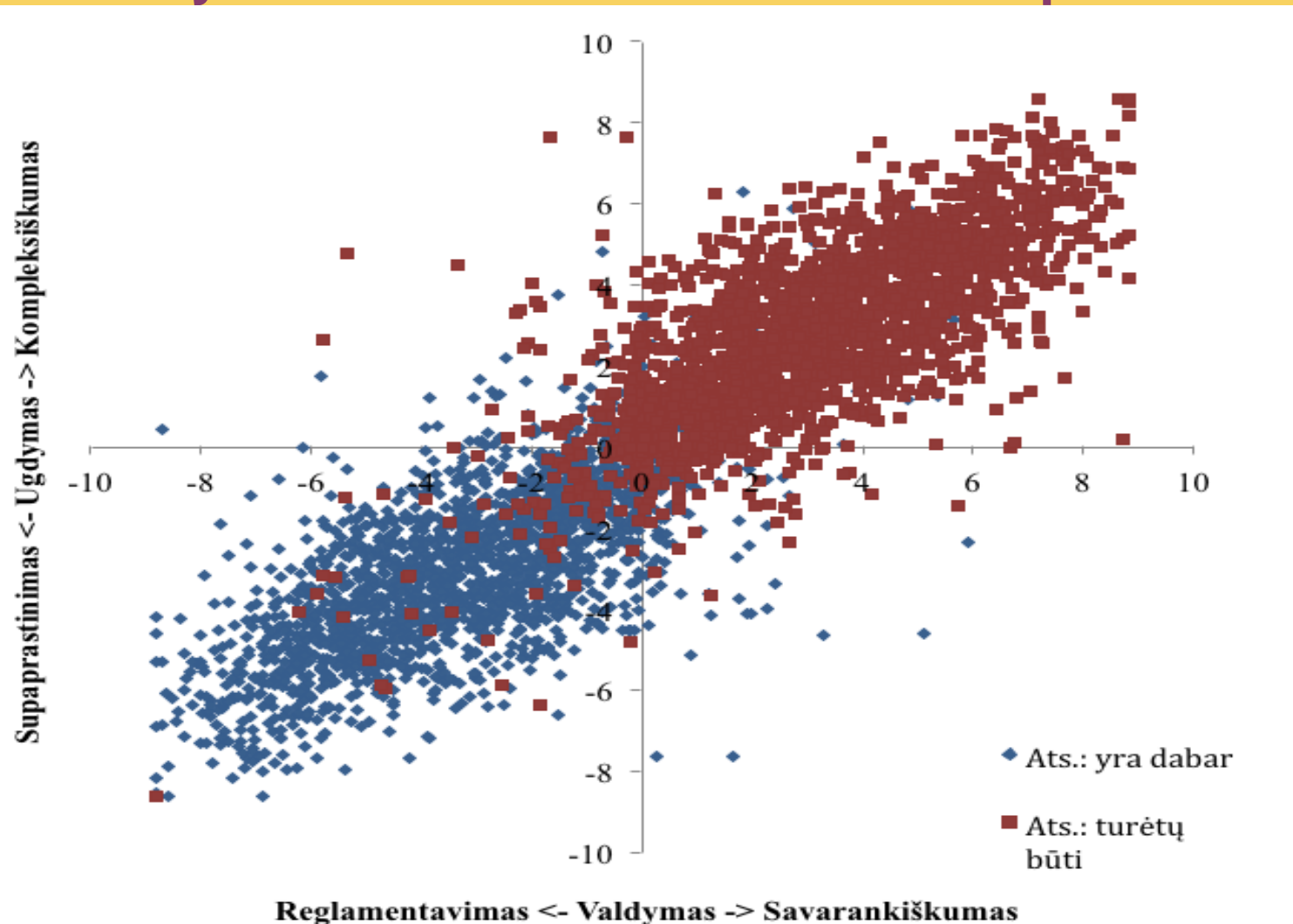
The concept of a good school covers more and more features of the changing, adapting and learning school, featured in the fourth square of the matrix.



- The most conspicuous directions of thought, discovered in the Lithuanian and foreign scientific literature, strategic documents and foreign practice, cover school management ideology and education matters
- Clear movement towards independence and transition to a complex environment can be seen.



Results of the research showed that expectations of players in the educational process match the tendencies provided for in the theoretical model and identify the same direction towards improvement.





Features of a good school: results of the research

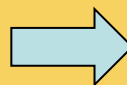




A GOOD SCHOOL (PREPARATION)

Stage I Research

- **Concepts of a good school prevailing across countries**



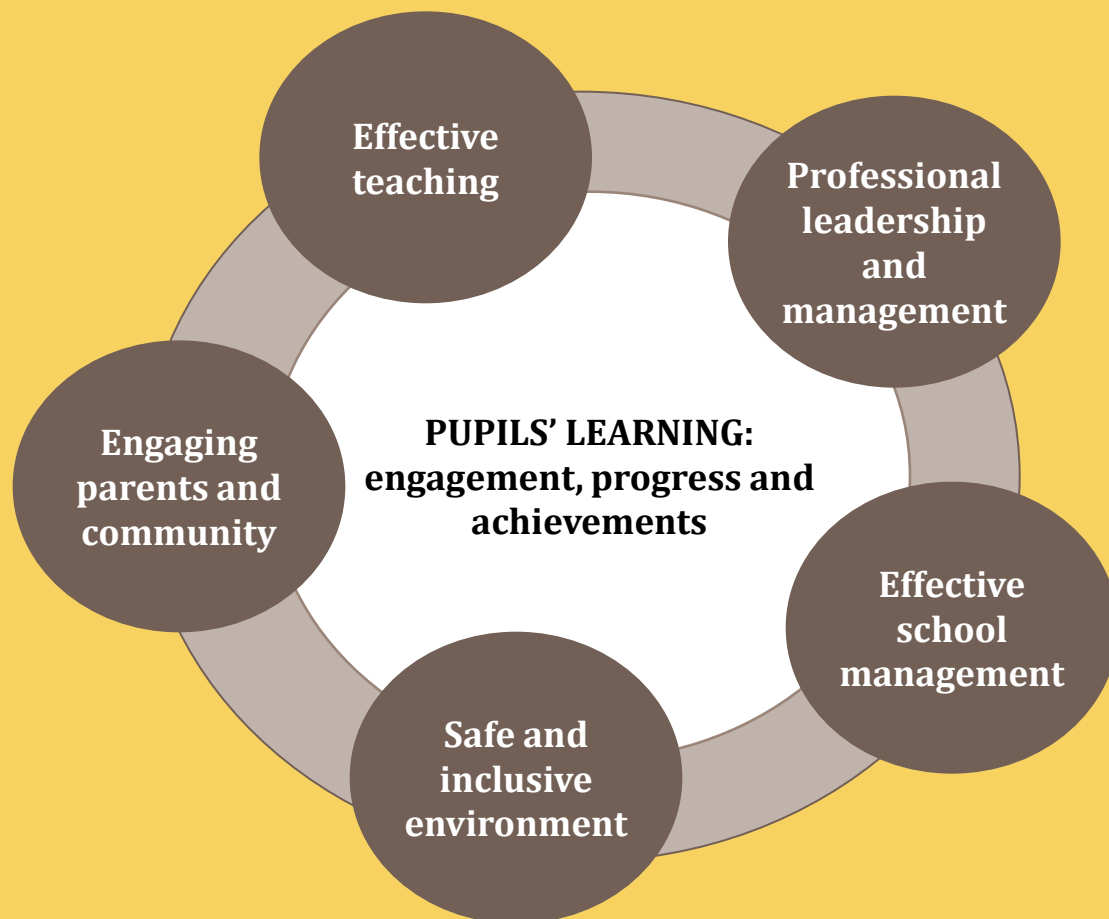
Stage II Working Group of Experts

- **Generalisation and systematisation of various concepts**
- **Development of an own model of a good school**



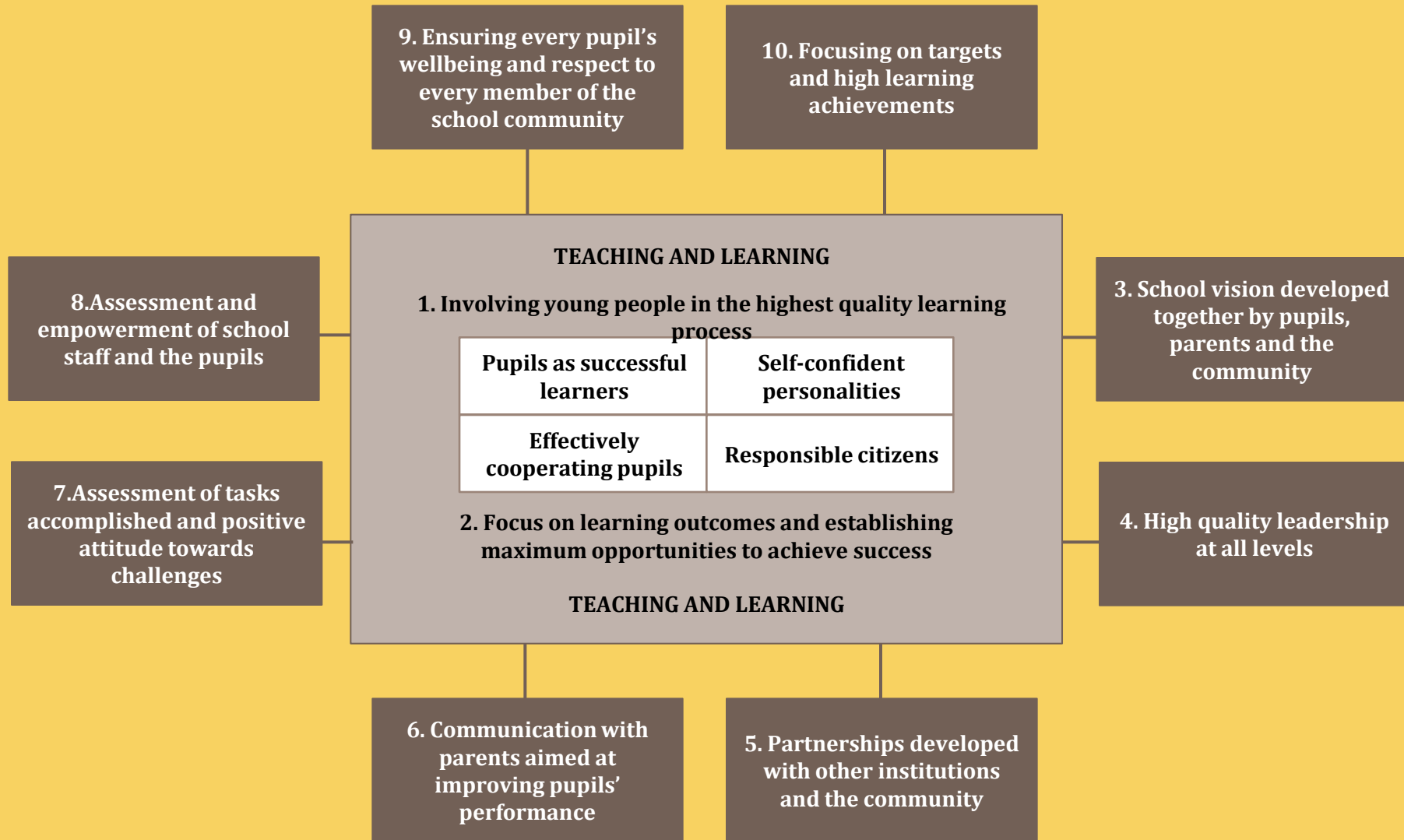
The Working Group of Experts has gained an in-depth understanding of foreign concepts of a good school and their structuring.

New Zealand's model of a good school



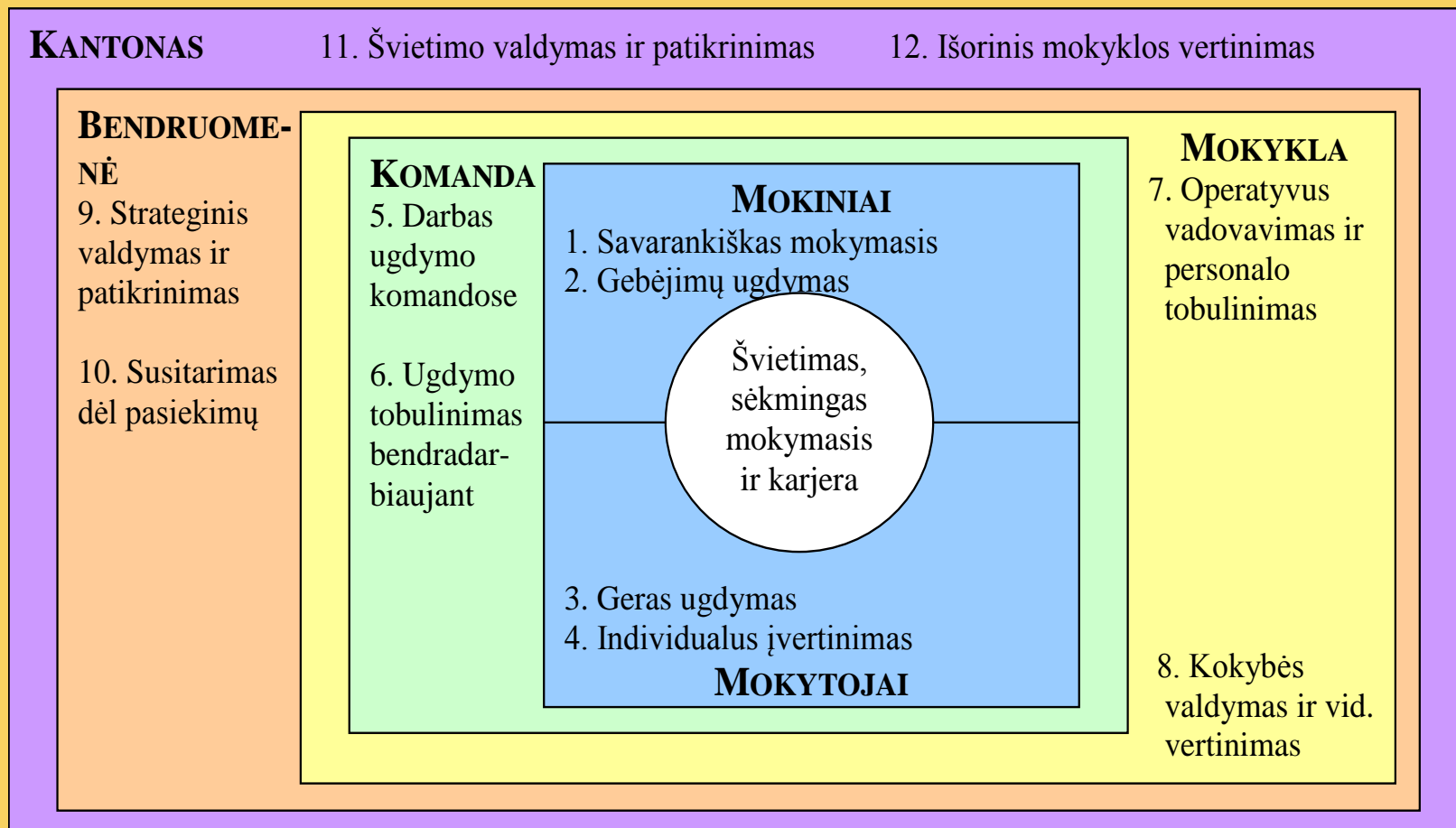


The Scottish model of a good school





Zug Canton model of a good school (Switzerland):



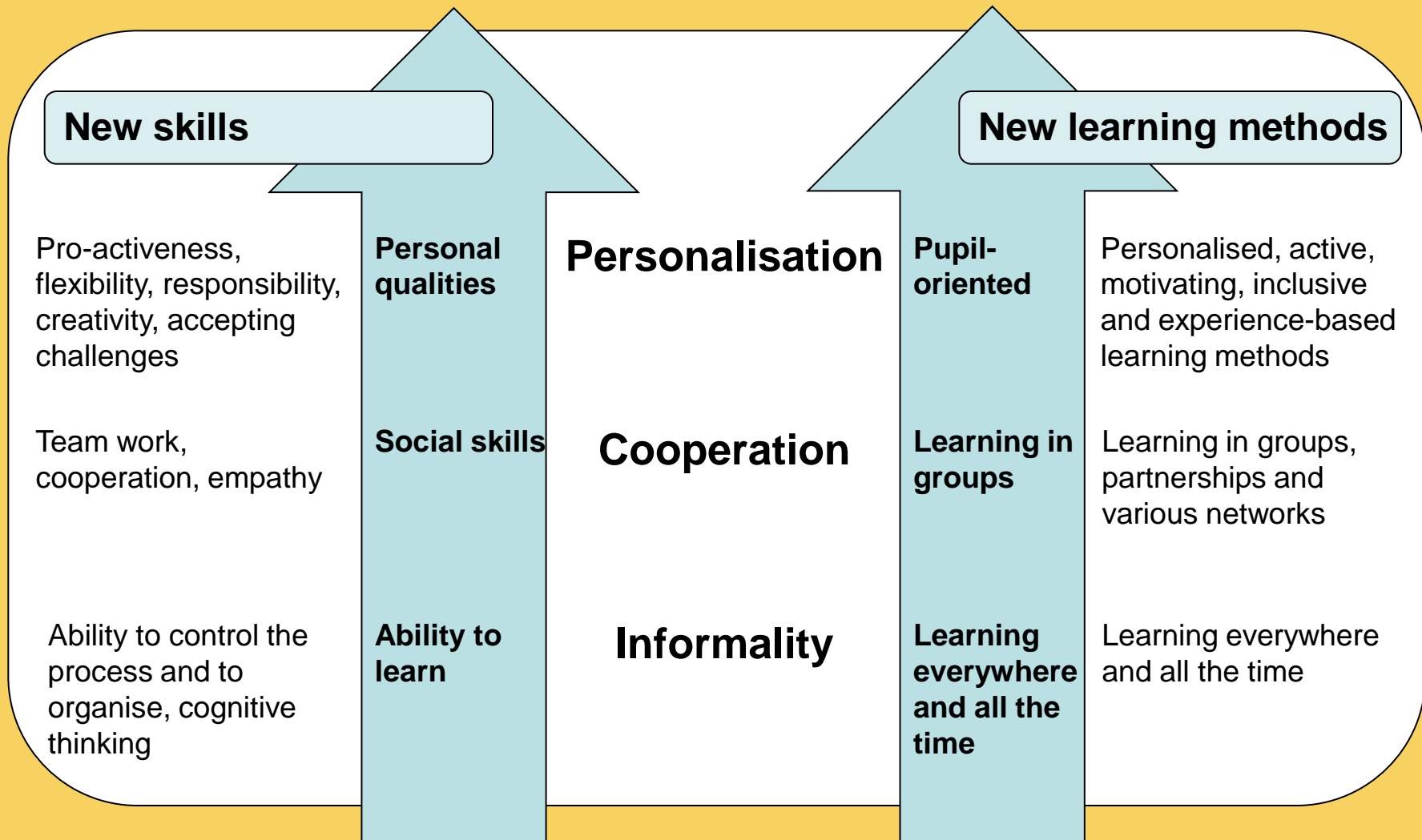


The Working Group of Experts overviewed earlier concepts of a good school in the independent Lithuania

- **National school concept (1988):** focus on person's dignity, individuality, morality, national identity and citizenship.
- **The concept of a good school in the Introduction to Framework Programmes of General Education Schools (1994):** emphasis on the role of the community and school-life and on the importance of an independent, self-conscious and comprehensively educated personality



Experts analysed the futuristic approach to school: what will education be like in future?



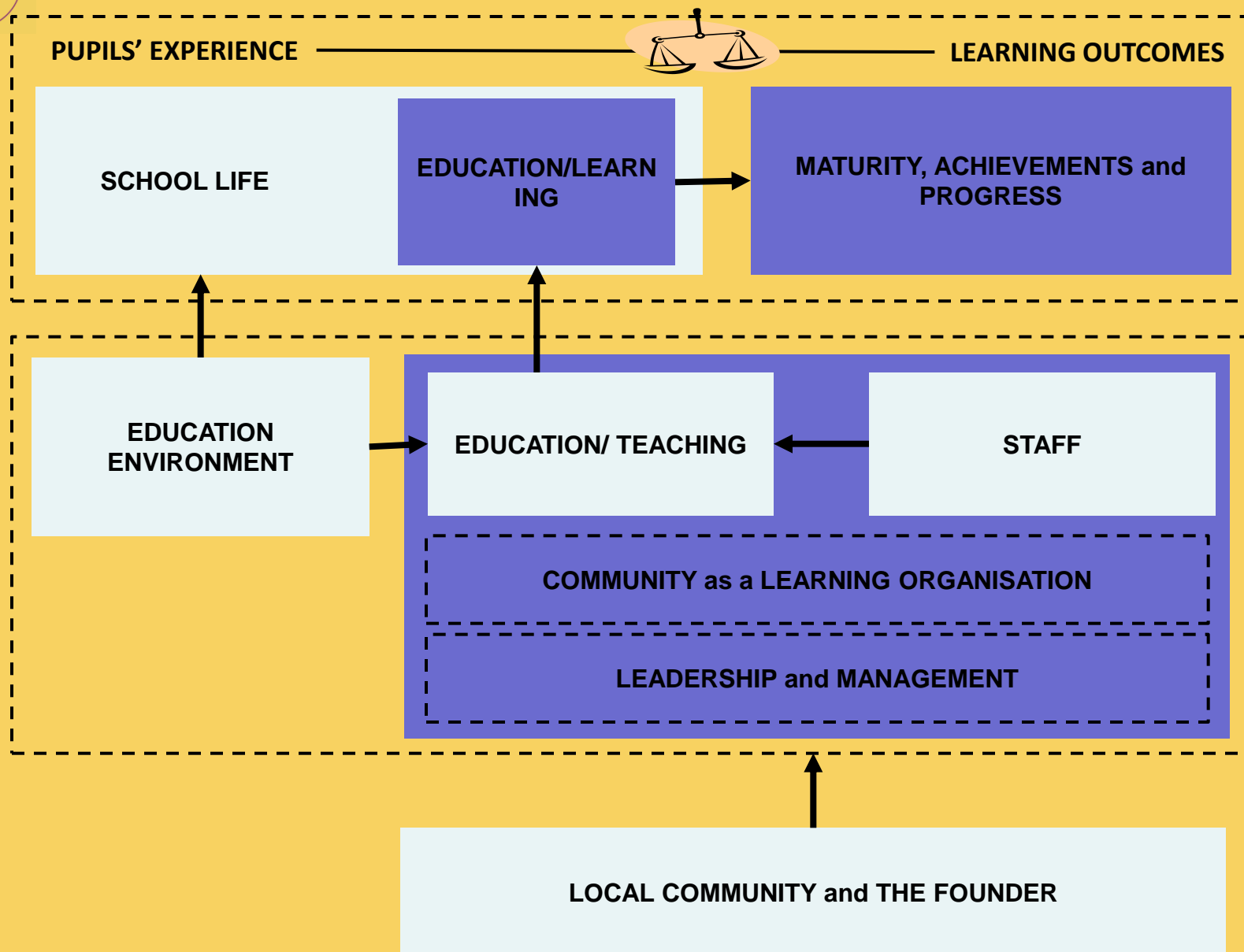


A concept is a tool which empowers and encourages school communities to discuss and to act, i.e. find their own ways to improve their school activities and move towards a genuinely good school

| Criterion | Explanation |
|------------|--|
| Purpose | <ul style="list-style-type: none">• To draft an empowering document providing for a direction of action• It seeks to encourage schools to raise the question: “Are there any features that prevent our school from being a good school?”• A concept is a tool for schools to discuss and find their own ways to improve schools• The concept is oriented towards dominant school models but it also encompasses alternative models of independent schools |
| Time | <ul style="list-style-type: none">• A good school of tomorrow: What is the teacher of tomorrow? How should education be organised? What is the pupil of tomorrow? What kind of teaching (learning) environment should be found in future schools? etc. |
| Direction | <ul style="list-style-type: none">• Bottom-up. Schools are tired of top-down orders to change. The concept should encourage schools to change through the bottom-up approach by initiating and implementing changes themselves |
| Process | <ul style="list-style-type: none">• Community. Community members decide on the school’s success by assessing how much the school’s activity meets their needs and their direction of movement and by stimulating the necessary changes• Uniformity of schools is disrupted, cooperation among and equality of various interest groups is promoted |
| Assessment | <ul style="list-style-type: none">• Progress. Focus on the individual progress of a school, teacher and pupil |



A good school is the kind of school which seeks to ensure meaningful activity, discoveries and successful learning and functions based on agreements with the community





A GOOD SCHOOL

| AREA | DESCRIPTION |
|--|--|
| Personality development | Personality maturity; Learning achievements; Learning progress |
| Active participation in school life | How pupils feel at school; Sense of belonging to a community; Self-government; Activities, events, adventures |
| Dialogue-based and analysing education/learning | Interesting and developing; Open and experience-based; Personalised and self-governing; Contextual/relevant |
| Education and teaching assisting the process of learning | Purposeful; Diverse for a diversity of pupils; Flexible; Establishing partnerships |
| Staff: diverse personalities | Positivity; Professional skills; Personal development; Balanced team |



A GOOD SCHOOL

| AREA | DESCRIPTION |
|---|---|
| Learning community | Learning with and from others; Focused; Responding; Stimulating learning; Openness of the organisation to the world; |
| Leadership and empowering management | Clear, unifying and inspiring vision; Culture of dialogue and agreements; Shared leadership; Efficient administration; Creativity and will to act |
| Dynamic and open educational environment | Classes without borders; Learning-stimulating environment; Pupils' contribution in developing the environment; Virtual environment |
| Committed local community and the founder | /Developing strategies; Encouraging; Supporting and confident |