

ANNEX 2

To the Description of the procedure for the organisation and execution of external performance assessment of schools which implement general education curricula

**INDICATORS FOR QUALITY ASSESSMENT OF SCHOOLS
WHICH IMPELEMENT GENERAL EDUCATION CURRICULA**

Area	Subject	Indicator	Keywords	Detailed description of the indicator
1. Performance	1.1. Personal maturity	1.1.1. Personal development	Self-perception, self-esteem Sociability Planning of life	<p>Pupils are aware of their individuality, capabilities and inclinations; they are able to assess their competences. Pupils trust themselves, are open to challenges – they accept challenges as new opportunities for learning and acting, have healthy ambitions and are assertive. They are able to control themselves in stressful situations, solve problems constructively, are resistant to adverse influence, and deliberately opt for a healthy lifestyle.</p> <p>Pupils wish and are able to communicate, cooperate, participate in joint activities, assume responsibility, and solve conflicts constructively. They acknowledge the right of others to be different from them, they feel respect for another person and are kind. Pupils are concerned about the wellbeing of their environment, community, and country, and they contribute to building wellbeing.</p> <p>Pupils understand the value of education and learning, they have aspirations and plans for further learning. They are aware that there is more than one way of self-actualisation in life, they can build scenarios for their own life, and set, correct and update their goals. They are able to find, analyse and assess information about the trends in how the world (including the world of work) changes, and opportunities for learning and acting. Pupils relate career opportunities (professional, work and public activities) with learning opportunities. They are able to select the areas of education and/or school subjects in senior grades in a targeted and informed way.</p>

	1.2. Achievements and progress	1.2.1. Pupil achievements and progress	Optimum	The total level of general and academic competences of each pupil is optimal, i.e. it corresponds to the aims and individual abilities expected for the particular age group, the pupil's aspirations and learning experience. Further learning objectives and planning of outcomes and progress are based on the information about the pupil's competence level, learning evidence and a dialog with the pupil. The goals set for the pupil bring permanent challenges that require efforts and persistence, but do not intimidate or frustrate the pupil.
			Totality	Pupils have the necessary set of general and academic competences (i.e. knowledge and understanding, practical skills and positive values) and are able to justify their attitudes, decisions, and choices. Pupil progress in acquiring competences may take different speed, but the progress is overall and continuous across all areas of school education.
			Permanent progress	Each pupil continuously and consistently learns new and more complex subjects, acquires new abilities, and stronger perceives his values. The speed of progress corresponds to the pupil's capabilities – neither too slow nor too fast. The progress can be identified, proved, demonstrated and recognised, it gives the joy of growth to the pupil and seems meaningful.
			Individuality of achievements	Pupils have special personal learning and other activities – projects, events, civic initiatives, volunteer and charity activities, clubs, and competitions – personal achievements (work and creative work, skills and achievements). Individual pupil achievements and efforts are visible, recognised, and encouraged.

		1.2.2. School achievements and progress	Effectiveness	<p>Pupil learning outcomes correspond to the aims raised in the general education curricula and the pupil capabilities. Pupils, their parents (guardians) (hereinafter – parents) and alumni are pleased with the school input in their personal development – aims, ways of teaching, and outcomes. The school has special and original educational achievements.</p>
			Regular monitoring	<p>The school analyses the aggregate outcomes for a particular period of studies or in a particular curriculum (based on monitoring of pupil activities and behaviour, their work assessment, tests and other diagnostic testing, national and international research, and verifications of learning outcomes). Regular reflection on the achievement dynamics of various groups of pupils and grades and assessment of the teacher input and school input in the progress of pupils are carried out.</p>
			Validity of achievements and progress	<p>Teachers are able to use various assessment strategies and methods, which they apply in order to get a deeper understanding of the pupil’s capabilities, to monitor the progress of the teaching/ learning process, make assessment, and identifying the pupil’s learning difficulties in due time. The assessment records and research data are used for identifying the priorities in education quality improvement, developing and adjusting the school curriculum, selecting teaching/learning means and methods, and planning learning of teachers – from each other, together, etc.</p>
			Accountability	<p>The school responsibly and purposefully submits the data about the pupil and school achievements to various stakeholders: the institution which exercises rights and obligations of the school owner, the shareholders (owner), the state, parents of the pupils, and the local community. The assessment results of pupil and school achievement are used to provide information to parents and the public about the learning outcomes and teaching/ learning quality (e.g. for publication on the school website, discussion during meetings, providing information to the media).</p>

2. Teaching / learning and experiences of pupils	2.1. Teaching / learning planning	2.1.1. Teaching / learning aims	Validity and relatedness Context	Teachers know what their aim is in teaching pupils and are able to justify their aims. Lessons, activities, and aims of the tasks are aligned with competences and aims of the pupil personal development, short-term objectives are aligned with longer-term objectives (annual, curricula), and school educational goals are aligned with the municipal and national educational objectives. When planning teaching aims, teachers consider the personal, social and cultural experience of pupils, the context of their life and school activities. The aims are adjusted with the change of the needs of the pupil, grade, school and its environment.
		2.1.2. Teaching plans and timetables	Usefulness of the plans Convenience of timetables for Pupils	Teaching is planned to achieve teaching aims with the help of activities, which must complement each other and be suitable. Learning times and periods are flexibly adapted for learning needs (by merging lessons, integrating subjects, schools activities and after-school activities, organising project activity, and adjusting timetables). The school schedule, timetables of activities, events and lessons are made by taking into account teaching aims, complexity and speed of learning, and various learning needs. They must be convenient and practical to pupils.

		2.1.3. Orientation to pupil needs	<p>Identification of the needs</p> <p>Assistance to pupils</p> <p>Training of abilities and talents</p>	<p>The school regularly analyses learning needs of pupils. Tests, diagnostic testing results provide an opportunity to identify individual learning needs and inclinations of pupils and opportunities for pupils. The test results (diagnostic tests) are taken into account when planning education of all and each individual pupil (offering school subjects and informal education activities, differentiation and/or personalisation of learning activities).</p> <p>There is an explicit agreement in school on the procedure for the support and assistance to pupils. If there are any learning, psychological or social problems and threats, pupils always get adequate and timely assistance. When providing assistance, the school cooperates with all the required specialised agencies. In the course of providing assistance, confidentiality of personal information is ensured.</p> <p>Teachers identify and properly train abilities and talents of each pupil. Where there are pupils who are exceptionally talented in comparison to their peers, special learning challenges and teaching methods are employed. When educating gifted pupils, the school cooperates with other institutions, social partners, and teachers of non-formal education.</p>
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	2.2. Learning management	2.2.1. Learning expectations and pupil encouragement	<p>Belief in the pupil abilities</p> <p>Joy of learning</p> <p>Giving meaning to learning</p>	<p>Teachers believe in the pupils' personal growth and learning abilities. The attitudes and support of teachers help in forming high pupil aspirations and self-esteem. When making teaching plans and setting goals to be achieved, teachers set challenges which correspond to the pupils' abilities and stimulate sustained efforts. Pupils are able to state their individual learning expectations, which testify their self-confidence and healthy ambitions.</p> <p>Teachers plan and select meaningful teaching/learning activities, which encourage curiosity and enthusiasm of pupils, create conditions to develop and implement ideas, and to experience the joy of cognition and creation, and success of learning. Pupils are encouraged to enjoy their own work and the work, achievement and progress of others. They are allowed to try, make mistakes, find and correct their mistakes, and learn from them.</p> <p>Teachers observe the motives of the pupils activities and learning and select teaching/learning methods, forms and tasks so that learning would help pupils acquire a variety of meaningful experiences (observation, exploration, experimentation, games, creative work and social interaction) and make learning optimally deep and progressing. Learning is associated with pupil life experiences, creating conditions for modelling or solving real world problems and training the thought and action abilities relevant for real life.</p>
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		2.2.2. Organisation of teaching/learning	<p>Differentiation, individualisation, personalisation</p> <p>Integrity of teaching/learning</p> <p>Diversity</p> <p>Class management</p>	<p>Teachers recognise differences of pupils (age-related, personal and learning needs, interests, skills, and learning styles) which they take into account by organising the teaching/learning process). Various random pupil regrouping methods based on pupil needs are applied. Learning is personalised – active pupil participation is promoted by setting individual learning aims related to individual learning abilities, interests, and aspirations of pupils, and by selecting topics, tasks, problems, and learning methods and speed.</p> <p>Meaningful integration and interdisciplinary learning experiences are sought. The content of school curricula is integrated by using different models: personal and socio-cultural, internal integration of a school subject or integration between school subjects, integration of prioritised teaching/learning aspirations (healthy lifestyle, safety, entrepreneurship, career development, etc.) into the content of the general education subjects and non-formal education, integration of a topic and a problem, method-based integration, etc. Formal education and non-formal education of children, which takes place both inside and outside school, and also learning and other pupil activities initiated by the school are interrelated.</p> <p>Each pupil is provided with an opportunity to experience various learning methods and forms, test different tasks and activities in various contexts (at school, in the library, in the natural environment, etc.). Individual learning, partnership, group and networked learning are combined.</p> <p>The behaviour of pupils is controlled by clear rules and procedures which have been agreed upon, personal pupil commitment, social emotional education, promotion of the desired behaviour, and the personal example of the teacher. Discipline and order are maintained in order to focus the pupil’s attention to meaningful activities and learning. Learning under the guidance of teachers is combined with self-directed learning and educating of the class as an independent learning community. Learning is carried out constructively and without conflicts.</p>
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	2.3. Learning experiences	2.3.1. Learning	<p>Self-directed learning</p> <p>Constructive learning</p> <p>Sociability of learning</p>	<p>With the help of the teacher, pupils are able to set learning aims, to choose the method for carrying out the tasks, to find the required information and tools, to ask questions, to ask for help, to discuss and assess their own learning, and to plan and manage time. They perceive, recognise and try to solve learning problems. By observing and reflecting on their personal progress, they are able to provide evidence of their progress (individual work, achievement portfolios, and record books). By reflecting on the individual learning experience, pupils assist teachers in assessing the depth and relevance of learning.</p> <p>Pupils are encouraged to link what they have learned with personal experience and with what is yet unknown in order to build meaningful relations. They are taught to visualise and to explain their thinking, and to demonstrate their skills, abilities and ways to act. By permanently returning to what they have already learned, pupils learn to make a connection between ideas, to understand, verify and reconstruct their own understanding, thinking or ways to act.</p> <p>Pupils are able and are motivated to learn in cooperation under differing circumstances, in groups of various composition and sizes and in partnership (pairs). They help each other in learning. They are able to express their thoughts publicly and listen to others, to ask, debate, and defend their opinion, to explain their approach (verbally, in writing, via an image), to analyse and solve problems together, and to develop a common understanding, decisions or work.</p>
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		2.3.2. Education through school life	<p>Relationships and feelings of pupils</p> <p>Membership and co-creation</p> <p>Activities, events and adventures</p> <p>Constructive order</p>	<p>Relations between pupils, pupils and teachers, and between teachers are based on respect, trust, efforts to understand each other, kindness, and care by helping and sharing. The aim is for everyone to feel being valuable, needed and safe.</p> <p>Pupils feel that they belong to a school community and are pleased with it, they assume obligations and participate in school self-government. Self-government is based on the culture of dialogue and consultation, pupils' right of initiative, right to take and implement decisions and to build school life. Pupil leadership in various activities and activities of pupil organisations is encouraged and supported.</p> <p>There are many various interesting clubs and events at school – projects, campaigns, getting together to provide assistance, excursions, competitions, exhibitions, etc. These involve families of pupils and local community. The school plays an important role in creating positive ideas for the life of children, teenagers, and young people and fills their life with meaningful activities.</p> <p>There is a learning “buzz” at school, but pupils also observe the agreed rules for organising learning and work, which helps in pursuing learning aims effectively. Pupils learn to understand the purpose of such arrangement, to create common life rules and to comply with them.</p>
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	2.4.Assessment through learning	2.4.1. Assessment for learning	<p>Clarity of assessment criteria</p> <p>Diversity of assessment</p> <p>Feedback to promote progress</p>	<p>Pupils are kept informed and it is discussed with them what is expected from them, what a job well done means, and what evaluation criteria are and when and how they should be applied.</p> <p>A variety of assessment tools are used for planning, monitoring and correcting learning: diagnostic, formative, summative, formal and non-formal, however, the non-formal formative assessment dominates in daily activities. Teachers seek to collect sufficient information about the learning outcomes of a pupil, his successes and problems in order to take the best decision regarding his further learning. Different evaluation techniques are combined – achievement tests, evaluation portfolio, descriptions of pupil achievements, etc. During the assessment, the totality of formal, non-formal and independent learning achievements is recognised and each pupil has an opportunity to do his best.</p> <p>Teachers ensure that the information about learning would be provided to pupils and parents in a timely manner, that it would be informative, personal and would encourage each learner to pursue personal progress. Mutual feedback (dialogue) is sought, which helps teachers choose appropriate teaching strategies and also helps pupils achieve the optimal individual success, correct learning gaps and manage their own learning.</p>
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		2.4.2. Pupil self-assessment	<p>Assessment through dialogue</p> <p>Self-assessment as self-perception</p>	<p>Assessment based on the teacher and pupil dialogue about the learning success, failures, process, and outcomes; it teaches pupils introspection, self-assessment, and assessment of the work of others. Pupils are involved in self-assessment of their learning outcomes, monitoring of their progress, and reflection on the achieved outcomes. Assessment encourages a shift from extrinsic toward intrinsic learning motivation.</p> <p>By assessing their own and friends' tasks, work, ideas, etc., pupils understand the thinking and learning process, learning pathways and their learning needs better, and can explain them, formulate questions or ask for help in learning easier. They can provide evidence of their learning success, are more self-confident, are less afraid of mistakes, assume more responsibility for their own learning and control their learning easier.</p>
3. Teaching / learning environments	3.1. Learning-empowering environment	3.1.1. Equipment and tools	<p>Diversity</p> <p>Modernity</p>	<p>Equipment and tools are varied and for various purposes, they are suitable in a particular situation, for a particular content of a subject, and for the needs and age of pupils. Equipment and tools are sufficient and they are used in a targeted way to achieve learning aims. Teachers together with pupils create learning aids themselves, share them and use them meaningfully. Equipment and tools are allocated in a fair way and guarantee equal opportunities for each learner. The school develops learning opportunities using resources of other organisations.</p> <p>Equipment and tools used in the education process meet the modern education requirements and are upgraded, if necessary. The school community assesses the usefulness of the available tools. The contribution of the institution which exercises rights and obligations of the school owner and the shareholders (owner) in the school infrastructure and the upgrade of equipment and tools guarantees modernity and quality of education.</p>

		3.1.2. Building and its environment	Aesthetic appeal	The school interior (colour choice, furniture and their layout, stands, décor and other elements) creates a good mood and cosy atmosphere suitable for the age of pupils, and develops their sense of harmony and good taste. By combining different styles of interior, various spaces are created, which help concentrate, stimulate thinking, learning, improvisation, creation, communication and recreation.
			Ergonomics	Learning environment – the layout, fitting out, illumination, ventilation and heating of the premises – is convenient, healthy and learning-oriented. Functional spaces can be easily reconfigured and adapted to different learning needs: lessons, after-school activities, individual work, work in pairs and groups, learning with teachers or independently. There are areas for active and passive recreation and communication. Each member of the community has a place to store his work or learning tools.
		3.1.3. Co-creation of environments	Pupil involvement	Teachers involve pupils in designing the spaces of individual classrooms and common areas, their fitting out and decoration. Pupils feel they are creating their own school and are owners of their school. They value co-creation and an opportunity to act together, to develop and implement their creative ideas, to assume responsibility, and to gain experience and skills.
			Display of pupil work	School premises are decorated with works by pupils. Not only completed works of pupils are on display, but also examples of the process of learning – sketches, models, projects, and notes. Pupils value, are interested in, and protect their own work and the work of others.

3.2. Classrooms without borders	3.2.1. Out-of-school learning	Use of the school site for learning	<p>The school site is creatively adapted for teaching outside the classroom. Different school environments (green areas, experimental areas, stadiums, playgrounds, leisure zones, etc.) are used as locations and sources for teaching outside the classroom. Teachers are aware of their educational use and use them for application of theory in practice, exploration, and other learning, strengthening health, games, etc.</p>
		Educational tours	<p>Teachers are interested in out-of-school learning opportunities – learning in the natural environment, cultural institutions, companies, government institutions and other environments. They organise teaching based on the real world cognition in the environments outside school. This makes education relevant, provides opportunities for pupils to gain more varied experience, be taught by a wider range of people and to connect learning with their own interests. Teachers analyse and discuss effects of the out-of-school learning, improve their techniques and looking for new opportunities.</p>
	3.2.2. Learning in the virtual environment	Expediency	<p>Teachers understand how and to what extent information and communication technologies (hereinafter – ICT) can be used during lessons, projects, and doing homework. Digital content and technologies help pupils learn in a more varied and attractive ways. The virtual environment and learning environments are selected in a targeted way and are safe to use. Teachers analyse how/to what extent/whether the use of ICT improves learning outcomes and improve the techniques of ICT application in teaching and learning.</p>
		Versatility	<p>Virtual learning environments involve pupils learning individually, in pairs or in teams. ICT contributes to the in-depth knowledge of the subject, helps to present work, to discuss, explore and experiment. Virtual learning environments support learning through communication and cooperation in social-educational networks and participation in school and international exchanges. Pupils are encouraged to use broader range of learning tools, technologies, and sources of information and communication.</p>

4. Management and leadership	4.1. Planning and organising of activities	4.1.1. Prospects and community agreements	Common vision	The school vision is a real perspective for school activities, acceptable to all members of the school community. Strategic and annual plans and operational programmes are based on an agreement commonly thought through by teachers, pupils, parents, and social partners.
			Targeted activities	The school vision is oriented to future challenges to education, based on the findings of modern educational research, and is in compliance with the national and regional strategy.
			Viability of plans	Implementation of and compliance with the plans and programmes are evident throughout school and are revealed by daily communication, cooperation, and adoption of strategic decisions. Members of the school community participate in the implementation of the school aims and objectives responsibly.
			Optimal allocation of resources	The personnel policy is carried out by taking into account the interests of pupils. Financial resources are allocated in a transparent manner and, if necessary, additional resources are sought (using various project financing and project activity opportunities, aid, etc.). Material resources of the school are used flexibly and creatively.
			Validity of decisions	The school considers self-assessment and accountability as the most important prerequisite and condition for improving its activities. The decisions concerning school performance improvement are adopted in accordance with the agreed common perspective for school activities, and based on the results of responsible school performance self-assessment and a joint debate.
			Improvement culture	There is awareness in the school that a lively organisation must be self-critical, creative and learning. The school reflects on what could be done better or improved, and aims towards continuous progress in the various schools activities: learning outcomes, education process, developing learning environments, etc.

		4.1.2. Leadership	<p>Shared leadership</p> <p>Leadership for learning</p> <p>Commitment to agreements</p>	<p>The school promotes training of leadership skills. All members of the community are granted the freedom of initiative, freedom to assume responsibility for the initiatives, decisions and their implementation. Leaders empower and encourage the community to discuss, think and act in a creative way.</p> <p>The activities of leaders mobilise the school community for change and innovation in the field of education. Leaders support professional self-assessment, reflection and improvement. Teachers and school managers regularly, openly and constructively discuss pupil learning successes and problems, and help each other.</p> <p>School managers take direct actions in order to implement the strategy and operational programmes, and demonstrate the agreed school values and social emotional skills in their everyday behaviour. Teachers trust school formal leaders as partners, assistants and advisers.</p>
		4.1.3. School self-government	<p>Transparency and openness</p> <p>Validity and efficiency of decisions</p>	<p>Interests of all members of the school community are represented in school management. Representatives of self-government are elected in an open and transparent manner. The school self-government functions as a real, acting rather than a formal institution, which takes decisions independently. The diversity of views and opinions is recognised, debate is supported, and each opinion is respected.</p> <p>Proposals for improvement of strategic and daily activities by school self-government are reasoned. All decisions of school self-government are necessary; they change school life. There is a system in school how to take decisions which are important both to the future school aspirations and daily life in school.</p>

4.2. Learning and acting in teams	4.2.1. Acting together	Cooperation culture	Members of school staff consider themselves to be one team seeking common objectives. It is a community of solidarity, where relationships are built on kindness to each other and collegial assistance. Joint work supports and encourages personal fulfilment. Working as one ambitious team of professionals, teachers seek better individual and general results.
		Collegial learning	Teachers learn together and from each other by sharing experience, discoveries, ideas, and creative work, studying resources, and observing lessons of colleagues. Conscious and purposeful learning takes place in various teams of teachers. Educational tours of teachers are regularly organised to broaden their horizons and to enrich and actualise the curriculum.
	4.2.2. Cooperation with parents	Knowledge and interaction	The system of informing and educating parents meets the needs of parents and the school specifics. Teachers take interest in the opportunities for parents to help children grow and offer appropriate assistance and cooperation methods and forms. Teachers and parents cooperate (dedicate time and initiate meetings, interviews, etc.) by supporting and promoting pupil progress and strengthening pupil mental and physical health and sociability.
		Engagement	Parents participate in school improvement efforts. Parents get involved in teaching/learning of their children in various forms (by expanding their cultural horizons, encouraging their cognitive activity, helping to set and pursue ambitious learning aims, and also by participating in school activities, individual and joint meetings with teachers, initiating meaningful activities and projects, giving lessons or other activities). Cooperation takes place at the time convenient to both parties.

		4.2. 3. School networking	Openness Meaningfulness	<p>The school is open to the world: members of the community take interest in changing environment, respond to changes, and build social relations. Cooperation with the local community, various organisations, other schools, and the school alumni is maintained.</p> <p>The school networking helps in pursuing set goals in a complex way. Partnerships are carefully planned for viability. The benefit and costs of networking are regularly verified.</p>
4.3. Personal excellence		4.3.1. Competence	Positive professionalism	Teachers like their work. They respect pupils, comply with ethics for educators, and improve their social and emotional skills. Teachers know their area of education and the subject they teach, and take interest in and follow innovations. They work as professionals in their area – in a modern, interesting and effective way – and seek to work the best way possible.
		4.3.2. Ongoing professional development	Self-challenge Assertiveness and consistency	<p>Teachers have a vision of how to work well and, consequently, assess their activities and their results, areas of personal competences and the necessary areas of professional development. The personnel training culture at school supports personal professional self-assessment: expectations of teacher activities are high, professionalism is respected, and improvement of personal expertise is supported. Personal expertise is based on the attitude of doing the job best and pursuing continuous improvement.</p> <p>Teachers and school administration plan growth of expertise and pursue this regularly. They learn using various opportunities: at school with colleagues and from their colleagues, with pupils and from pupils, via information and collegial learning social networks, in courses, seminars, tours, etc.</p>