Contribution of the Evaluation and Self-Evaluation Processes to the Efforts of School Management in the Implementation of the Education for Sustainable Development Concept in Schools

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Abstract

This paper deals with the issue of school management and the processes of evaluation and self-evaluation with regard to the implementation of the education for sustainable development concept in schools. The theoretical part of the paper gives an overview of the basic issues related to the terms, and shows the significance of the efforts of school management for the development of holistic approaches in the implementation of the education for sustainable development concept in schools. The research was conducted in 40 primary schools on the sample of 740 primary school employees. Regression analysis was used to determine the number and type of evaluation/self-evaluation processes that contributed to the effort/activities of school management with regard to the implementation of the concept in schools. The results indicated that the evaluation and self-evaluation processes in schools accounted for 52% of the efforts/activity of school management in the implementation of the education for sustainable development concept in schools. However, there was also an indication of insufficiently developed processes which could contribute to a more significant development of the work of school management, to a holistic development of the education for sustainable development concept in schools, and to the reform of schools as future sustainable communities.

Key words: *school management and leadership; sustainable schools; teachers.*

Introduction

"Sustainable development and efficient affirmation of sustainability in the ecological, sociocultural and economic tissue of society, i.e. process of producing social life in general, imply two crucial and basic human activities: learning and leadership"(Lay, 2007, p. 1032)[1]. Leadership, learning as pedagogic, educational, humane, and socialization function form basic determinations of working in school. The English term *management* has derived from the Latin noun *Manus* (a hand) and was used for centuries as a synonym for handling and directing primarily objects: a ship, a sword, a warehouse, etc. (Vidović, Matas, & Puljiz, 2006, pp. 7-8). Over the last two decades, the term has become particularly prominent in education. "Management in education should be seen as an integral part of broader social movements, and educational and political aspirations on the way towards school reform"(Staničić, 2006, p. 20). Numerous authors differentiate between the terms management and leadership where the former refers to objects and the latter to people. "School management develops in a specific social, economic and educational context, and due to economic competition, various demands from schools grow on a daily basis" (Levačić, 1995, p. 9, as cited in Vidović, Matas, & Puljiz, 2006). Evaluation and self-evaluation as an inseparable part of the work of school management and quality management represent an important variable in fulfilling pedagogic, educational, and humane function of the school. "Evaluation provides pupils and teachers with the information on the successfulness of their common work in the educational process. The nature and types of evaluation depend on the philosophy of education, i.e. Pedagogic conception of a school. Professional circles hold the prevailing view that primary and compulsory school should provide all its participants with success, i.e. the basic pedagogic paradigm could be expressed by a syntagm 'pedagogy of success for all'. This means that such school should be on cooperation and teacher efforts to provide each pupil with the optimal realization of personal abilities based" (Matijević, 2005, p. 1). Education for sustainable development as a developmental concept in schools rests on the promotion of values and cognizance of the world. It includes care for past and present, dealing with the interconnection between nature and society as well as human relations that lie at the core of the term 'sustainable development' (Anđić, 2011). This is also emphasised as the final educational aim in the contemporary primary education: "Contemporary socio-cultural environment assumes the education of a responsible, truthful, tolerant and solidity person possessing creative spirit and deep feeling for the preservation of cultural and national heritage as well as respect for the values of other cultures and nations" (Republika Hrvatska, Ministarstvo znanosti, obrazovanja i športa. Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće

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[1] The quotes of the texts originally written in Croatian language are the translations made for the purpose of this paper, unless otherwise indicated.

obvezno i srednjoškolsko obrazovanje (prijedlog), 2008, p. 9). The education of an individual who is ecologically aware and oriented towards sustainable way of life is all too significant part of the general vision of education in the contemporary Croatian primary education. "If teachers learned to implement the issues of education for sustainable development into the curriculum and use pedagogic strategies that are in connection with the quality of education for sustainable development, the future generations would be able to create a more sustainable world" (Škugor, 2008, p. 161).

School Management, Evaluation, and Self-evaluation

The appropriate terminology for the process of managing a school or some other educational institution is school management. It represents the management of an institution engaged in educational activity and combines, i.e. integrates administrative and pedagogic field (Staničić, 2006, pp. 24-26). Leadership represents a subsystem of educational management and is directed towards the harmonization of human potential. Therefore, it could be said that school management actually refers to the personnel who constitute school management. In this respect, a head teacher is the leader – director and manager. However, the school management as a whole, implying the key dimension of leadership, consists of all the other members of the head teacher's team, i.e. professional developmental service and teachers. Running a school is the management of the school (school management), while leadership refers to people. Therefore, having in mind certain limitations, it can be referred to as the management of human potential attaining the objectives and programmes of the educational institution (Staničić, 2006, p. 25). For the purposes of this paper these two functions – management and leadership – will be subsumed under the common term 'school management' emphasizing the fact that it includes both functions. Pont, Nusche and Moorman (2008) state that research studies on school leadership refer to the altered roles of head teachers in many countries. The changes highlight the fact that successful school leadership generally results from the combination of the bureaucratic role of a head teacher and the role that implies 'instructional leadership'. This term includes the characteristics of a head teacher, not only as an administrator but also primarily as a leader who is responsible for the successful results of a school, i.e. teachers and pupils. A head teacher encourages and participates in the activities that develop and emphasize the benefits of the learning and teaching processes. The service and its providers equally affect the creation of the quality of the service in school management and the development of the image (Jukić & Dunković, 2009, p. 102). The motivation of employees in the school management results from individual differences, the quality of work and the system of awards (Jukić & Krznarić, 2010, p. 24). In the focus of all this, the so-called *developmental competence* may be distinguished. The developmental competence or developmental and managerial achievements include establishing a vision, design development, innovation of school, administrative and managerial business activity, and leadership towards objectives attainment. "Developmental

competence is the key to creating a vision for school development, introducing innovations into school activities, introducing new technologies and the overall school functioning. It is most closely connected with action competences" (Večei-Funda, 2007, p. 3). Action competences represent "a capability – (based on critical thinking and always incomplete knowledge) – to involve yourself as a person with other persons in responsible actions and counter- actions for a more humane world." (Schnack, 2006, as cited in Mayr & Schratz, 2010, p. 6). Action competences are inseparably associated with the quality criteria and represent one of the challenges and a possibility for the implementation of the education for sustainable development in all educational systems, particularly in the area of school activities (Anđić, 2011, according to Jensen & Schnack, 1997; Mogensen & Schnack, 2010). "Action competent learners are also able to *evaluate, reflect on, and restructure* their actions within an ongoing process of learning and change. Such learning is *learning as sustainable development* because it contributes directly to creating solutions to Millennium Development Goals issues in ways that are more sustainable and equitable" (UNESCO, 2007, p. 3). Self-evaluation is a process of a systematic and continuous monitoring, analysis, and assessment of school performance. It is a common feature of the contemporary educational systems and is, along with external evaluation, accepted as the key approach to the improvement of the quality of school functioning. This has been confirmed in a number of significant EU documents that address the quality of education (Bezinović, 2006). The factors of successful school self-evaluation include: firm school management, clear developmental objectives agreed upon and understood by all members, inclusion of all the stakeholders in self-evaluation and activities based on work improvement, well-designed materials, documents and manuals, focusing attention on pupils, learning and teaching, and realization of the desired learning outcomes (Bezinović, 2010). Teachers point out that in-service teacher training is the best and the most important way to accomplishing the priorities that include the improvement of teaching and high quality work with pupils: "Continuous in-service training of all teachers – professional, IT and managerial. Work on encouraging teacher self-confidence by developing their competences. Professional training of all teachers in the application of modern digital teaching technology and general use of IT equipment" (Bezinović, 2010, p. 111). As regards the concept analysis and approaches to quality, self-evaluation as a tool for the improvement of educational quality emphasizes, among other things, the following common characteristics of such approaches: "the necessity of meeting the minimum standards relating to different aspects of quality (a school needs to fulfil the spatial, material, personnel, organizational and other conditions stipulated by the agreed standards in order to gain permission to conduct educational activities); the existence of the capacity for setting objectives and their realization in the given context (a school needs to have such human resources that are willing and capable of improving the school work); ability to meet the requirements and expectations of indirect and direct users (co-partners) (a school exists because

of its users (pupils, their families and the society as a whole) and needs to do everything to fulfil their needs); aspiration for excellence (a desire for constant advancement and realization of the best possible results that are in accordance with objective circumstances is a rudimentary prerequisite of school quality). In terms of school quality, we consider a school an institution that organizes and implements educational processes (offers services). The school also possesses its own internal capacities and abilities to fulfil its function" (Bezinović, 2010, p. 24). The processes of evaluation and self-evaluation are particularly emphasized as the key areas in the development and implementation of the concept of education for sustainable development in schools. The process of self-evaluation is seen as "a tool in developing environmental responsibility" (Pace, 2010). It would not be possible to improve learning about education for sustainable development in educational institutions without the transformative pedagogies and transdisciplinary learning. This pedagogy would transform an individual, pupil, teacher into a reflective practitioner, critical thinker by means of new processes and techniques of the processes of self-evaluation and evaluation, assessments, creating portfolios, etc. (Pace, 2010, p. 6). Experience gained by educational programmes, upon which the processes of self-evaluation and evaluation are, as a tool for learning about ecological responsibility, based, points to a change – both personal and institutional – that occurs gradually in small steps, but undoubtedly indicates the possibilities of personal and institutional development of every individual (Pace, 2010, p. 24)

Sustainable Schools, Education for Sustainable Development and the Processes of Evaluation and Self-evaluation

The quality of school functioning and efficiency encompasses its temporal, spatial, content-related, and financial organization. It further includes the structure, qualifications, and organization of the human potential that is to realize the school vision, mission, and objectives. The school as an organization, and hence the subsystem of management in education is also determined by such issues as the school management bodies and their roles, organization of school resources and working processes, annual and long-term planning and programming of school work. The school is also determined by the planning of employees' responsibilities, school climate and culture, quality management, evaluation and self-evaluation of school work, school as a learning organization, cooperation between the school and its community, etc. (Staničić, 2006, p. 26). "Achieving quality implies all the processes that, at any level, assure and improve the quality of any aspect of primary education. Quality measurement includes the processes such as external evaluation of a school as an institution and its curricula. One of the ways of measuring the quality of school work is also self-evaluation or internal evaluation which entails the analysis of work and activity of all the elements of the system. Quality assurance is a comprehensive term

indicating a continuous evaluation process (assessment, monitoring, maintenance, improvement) of the quality of the primary education system, institutions or curriculum" (Vulović & Milosavljević, 2011, p. 11). Sustainable schools base their activity on the continued integration of theory and practice as well as participation of all factors that influence school work and life (Gough, 2006). Sustainable schools have chosen education for sustainable development as the core part of their school mission and educational plan. It is considered the primary principle and is followed in daily planning of school work and life, as well as in long-term changes and development. These are schools that are constantly being improved and developed through international cooperation and projects thus providing their pupils with the context for the development of active citizenship and participation, including the complexity of the combined social, economic, political, and environmental dimensions of sustainable development. Such schools engage in learning for the future, invite both teachers and pupils to deal with the culture of complexity, encourage critical thinking for research and challenge aimed at the clarification of values, reflection on learning values in taking actions and participating, and revision of all the subjects and pedagogy in the light of education for sustainable development. These schools do not dominate traditional hierarchical structures but the dynamics of networks and the demand for local and global cooperation. The idea of such a school is based on "school as a complex system", i.e. a learning organization that stimulates new ways of thinking and gives significance to fieldwork and pedagogic values as well as realization of visible physical changes and results within both school and local community. Viewing the theory and practice of a school as a learning community that forms sustainable schools, is a significant help for school development in general and not only in the area of education for sustainable development (Breiting, Mayer, & Mogensen, 2005, p.4, pp.10-11). Such a definition of the term 'sustainable school' does not only encompass the schools that are involved in the development of various but similar educational conceptions engaged in and oriented towards healthier environment and environmental programmes such as eco- and green schools. It includes primarily the schools that work intensively on the development of all the dimensions of sustainability, i.e. environmental, economic, social, political, etc. Accordingly, numerous approaches that deal with the implementation of education for sustainable development in educational institutions and based on the system of evaluation and self-evaluation in schools have emerged. Some of these approaches are considered instrumental because they are not comprehensive and many are one-sided. In any case, they illustrate different possibilities of assessing levels and processes of evaluation and self-evaluation of the implementation of the education for sustainable development concept and its related areas in the schooling system. (1) The first approach – Sustainable Literacy is connected with the term 'literacy' and multiplying literacy as the political, social, and environmental issue, as well as with action competences. Evaluation is based on the foundations of test writing at the end of the primary, secondary, and higher levels of

education. It implies and rests on knowledge tasks and testing skills and values that have been determined and stipulated precisely for each level of the education for sustainable development by the Panel for Education for Sustainable Development. (2) The second approach – Sustainable School refers to pupils who connect school activities with key topics of sustainability and recognize such values, skills, and knowledge that are significant for initiating actions and raising issues connected with this type of development. (3) The third approach – Citizenship refers to pupils who connect knowledge, attitudes, and activities relevant in relation to active citizenship for achieving a sustainable society. This approach presents the model of possibility and the way education for sustainable development may be related to active citizenship. (4) The fourth approach – Frame of Mind implies the evaluation of pupils who have developed sustainability as the mind framework based on Bonnet's papers (1999; 2002) on the idea that education for sustainable development should be focused on eight tasks. Bonnet (2002) holds that a school is a community and the centre of culture, the backbone where an individual realizes self-determination, develops awareness, values and mind framework needed to promote sustainability within and outside the community, in the social context of the community improvement and progress of the entire humankind. A school takes over the role of the bearer of civilization progress (Anđić, 2011). (5) The fifth approach – Dilemma focuses on the pupils who have developed skills for the imaginary decision-making on knowledge and values, i.e. the term 'dilemma' here refers to young people's decisions regarding the roles of a consumer, citizen, worker, etc. (6) The sixth approach – Action Research refers to pupils who participated actively in finding the ways to create a more sustainable society. In this sense, action research focuses on school, i.e. school questions that provide pupils with the development and redefinition of their own definitions and indicators of sustainable development, determination of knowledge, skills and values that ensure such a development (Huckle, 2006). We consider Huckle's overview as a potential initiator of the future more innovative approaches with an open possibility for further development and upgrade. The elements of evaluation/self-evaluation provide the framework for creating one's own patterns of self-/evaluation in the context of the assessment of work levels, dimensions, models, i.e. approaches in the implementation of education for sustainable development in primary schools. The indicators emphasized by the author (validity, objectivity, reliability, simplicity, cost, equal possibilities, good practice, and government policy) reassess the possibilities of every single approach and refer to both its advantages and disadvantages. In this connection, the processes of self-evaluation/evaluation understood as such represent a significant "self indicator" of a possible initiation and/or realization of the implementation approach within the development of the education for sustainable development concept in schools. *The holistic approach or approach (at the level) of the entire school* stands out as a special approach in the implementation of education for sustainable development. The advantages of the holistic approach in schools require

the development of such programmes that would be open to the community and to pupils and teachers. The development of such an approach enables the transformation of a school into a community where all the agents may learn, work, and live. The changes in the way a school functions accompany and are also caused by external conditions. At the same time, the external perception of a school depends on the internal factors which are responsible for the educational practice in the areas of learning, deal with genuine problems and everyday life, and search for optimal solutions. Such influences imply different dimensions of school work. Besides pupils, teachers, curriculum, and pedagogy of work, there are also the dimensions that refer to non-teaching staff, school environment, organizational and technical dimension, financial and material dimension, and the cooperation with the local community as the priority task in providing the development of approaches and programmes. The mentioned characteristics, i.e. advantages of the holistic approach notably refer to the elements of external educational school practice, i.e. school as a part of the community and possibilities of its influence on the broader local and social context (Anđić, 2011). The holistic approaches in schools are based on the prominent factors of self-evaluation. We will mention only the most significant ones. Five Starting Points model of holistic approaches to education for sustainable development reflects the problem of evaluation and self-evaluation in schools. Self-evaluation and action research studies represent one of the five starting points and the approach that could serve as a basis for the implementation of education for sustainable development in schools. The interactive and modular UNESCO's multimedia programme "Educating for Sustainable Future" presupposes three "pillars" as the three starting points: research and evaluation, institutional practice and curriculum. The specificity of this interactive programme is that it also re-examines the methods of the evaluation of holistic approaches. It points out that self-evaluation of a school, i.e. approach at the level of the entire school is seen as a process of school improvement and development (Anđić, 2011). Furthermore, the authors of the programme illustrate two basic approaches to evaluation/self-evaluation (Wals, 2006, p.51, according to the modified Pace's model from 1996): the comparison of the traditional "top-down" evaluation and the new approach that promotes the participative self-evaluation (Figure 1). Such approaches to evaluation give an overview of the two models and approaches where schools are seen as communities, as well as the differences of the two patterns of learning and teaching. The traditional approach is based on the "top-down" i.e. external evaluation of a school. It is initiated by the government, educational administration at the national level and school boards, and enters schools from the outside. Evaluation that is imposed from the outside has as its consequence a process that ends with the changes which most commonly occur in the form of new problems and issues that again need to be identified and modified at a high level, thus becoming subject to new external actions. The process begins at the top and ends further down with minimal effects on the changes in schools. We particularly emphasize the disproportion, i.e. the gap

between theory and practice and the technocratic approach as the characteristics of such a model. Its purpose and influence on the changes in schools is minimal and administratively directed towards the changes focused on superficial structures and school functioning. Such an approach does not provide innovative and modern approaches, hence the reforms of school systems remain at the administrative level and do not stimulate further development nor implementation. The new approach based on school self-evaluation, i.e. internal evaluation, initiated by teachers and pupils themselves as can be seen in Figure 1, is used as a motivation for change and improvement. This approach is based on action research, reflection, and reconsideration of the needs and interests of all school-related factors. It presupposes a continuous process that is developed at the level of the entire school/schools, the one that reflects, reviews, evaluates, analyses and re-initiates as the new school initiative.
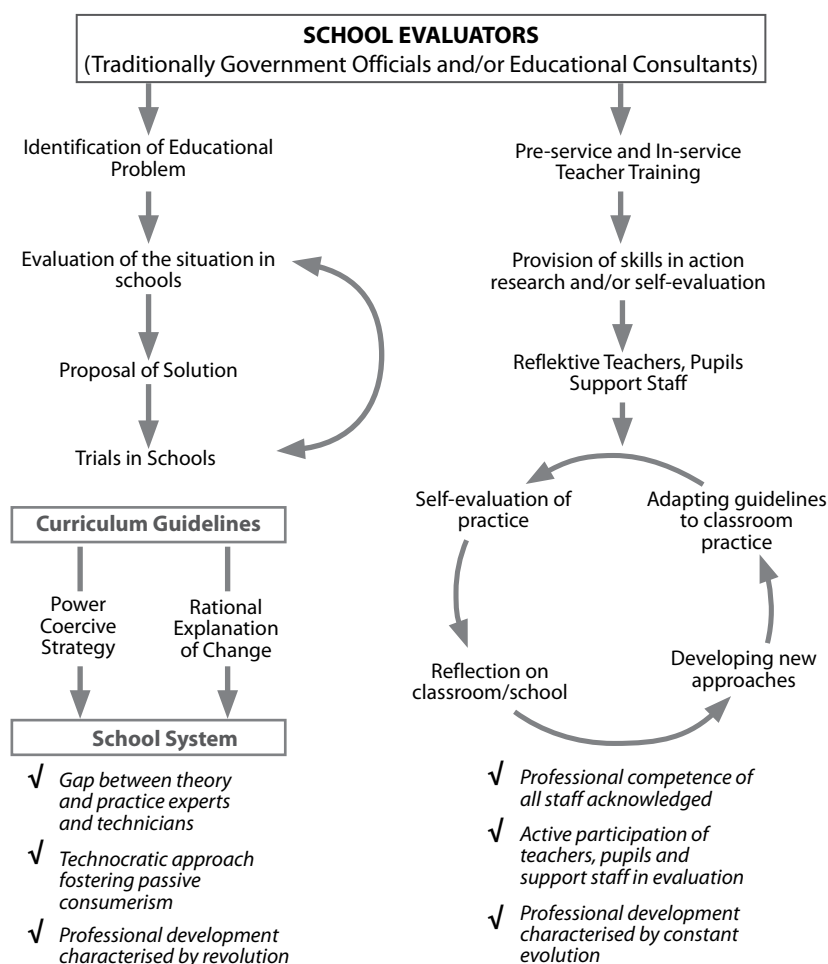
Figure 1. *Comparison of the traditional top-down and the new top-down approach of the evaluation/self-evaluation process (Wals, 2006, p. 51, modified according to Pace, 1996)*

Thus understood, the model or approach to evaluation is based on the determination of a new paradigm where changes need to be implemented at the level of the whole school/schools. At the same time, the concept of education for sustainable development is interpreted as the developmental concept and the concept developed on the bases of a holistic approach stimulating constructivist learning, collaborative and team work patterns, action research, and continuous reflection processes. The holistic approach in this paper, besides the basic determinants of learning and teaching, pedagogy and connection with the local community, inevitably implies monitoring, assessment and the processes of evaluation as the framework for further school development. Hence it implies curriculum development, new approaches, professional development, connections with the community and self-awareness of every individual in a school. In this respect there is a recognition of the key role of the school management, implying the function of a head teacher as both a manager and a leader, as well as the recognition of the functions of all other school staff comprising the core of the school management team. It is obvious that "school management stands in the background of the introduction and implementation of the whole area of education for sustainable development in schools" (Garašić, 2007). Education for sustainable development in schools, activities of school management and the processes of school evaluation and self-evaluation encompass important characteristics of the quality of education approaches. In the framework of the cooperation with the international network ENSI (Environment and School Initiatives), a brochure "Quality Criteria for ESD Schools"[2] was translated and made available at the Croatian Education and Teacher Training Agency's (AZZO) website thus serving as a valuable guideline and help for school self-evaluation (Garašić, 2007). Breiting, Mayer and Mogensen (2005) point out that the list of criteria was forwarded to schools and other educational institutions with the aim to encourage evaluation and self-evaluation, promotion, reflection, debates and further continuous improvement of education in schools. The quality criteria in ESD schools are divided into three basic levels: learning and teaching, school policy and organization, and external factors and connections. Learning and teaching is further subdivided into as many as 9 criteria and implies both the curriculum and the effect on the local community (learning and teaching, outcomes of school work in the local community, perspectives of school future, school culture or ethos and complexity of school climate and relationships, development and value clarification as school vision and mission, school performance, i.e. action initiated teaching practice, participation of schools and their agents, and the teaching contents). School policy and organization form a separate area that encompasses school climate, areas of school management, and reflection, evaluation and work initiation in education for sustainable development in schools. This area is closely related to the third level of the criteria and refers to the community but also to the global level, implying networking and connecting with

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[2] ESD- Education for sustainable development

other schools and partners in developing education for sustainable development. Each section of these criteria is at the same time interconnected and interdependent, hence the implication that it is possible to assess and evaluate every school community by these quality criteria. The quality criterion that is prominent here is the one that provides schools with the possibility to self-evaluate and monitor their own work and improvement, to implement reflection as the basis in order to develop, influence, change or add new initiatives in the realization of education for sustainable development in schools. The quality criteria outlined as such refer to the fact that these authors apply the holistic approach when considering quality in schools, i.e. at the level of whole school/schools, including their structural elements and all the factors of the work and life inside as well as outside schools. In the authors' opinion, such schools develop and improve continuously, in other words, the emphasis here is on the evaluation and self-evaluation based on the mentioned quality criteria, not on the state itself, but on the process, primarily developmental, evaluative and continuous process of the development and implementation of education for sustainable development. Therefore the present research was based on the basic determinants of the implementation of education in primary schools: processes of evaluation/self-evaluation and activities of school management.

Method

The aim of the research was to determine the contribution of the evaluation and self-evaluation processes to the work/activities of school management in the implementation of the education for sustainable development concept in schools. Tasks: 1. To what extent can the processes of evaluation/self-evaluation contribute/explain the activities/work of school management in the implementation of the education for sustainable development concept? 2. What are the specific processes of evaluation/self-evaluation that could explain the activities/work of school management in the implementation of the education for sustainable development concept in schools?

The research was conducted in 40 primary schools on the sample of 740 primary school employees, including 33 head teachers, 67 employees in professional and developmental service, 251 lower primary teachers and 389 higher primary teachers. The data were collected by means of a poll questionnaire that was constructed for the purpose of this research. The participants' task was to assess the statements on the given Likert-type scale. Besides the basic data analysed by means of descriptive statistics, multivariate statistics was also used.

Results

We obtained correlation measurements and checked the prerequisites for the insertion of variables into multiple regression analysis. The metric characteristics of the instrument were checked and factor analysis was implemented for the questionnaire items. The questionnaire consisted of two scales: activities of the school management scale and evaluation/self-evaluation scale. *The activities of the school management scale* consisted

of eight items measuring specific activities of school management (1. Teamwork, cooperation and unity are emphasized in all school activities (teaching and non-teaching ones) regarding curriculum and school work connected to education for sustainable development, 2. School makes annual decisions regarding new challenges and actions that are to be undertaken in order to achieve continuous improvement of school management and school work, 3. School makes efforts to serve as an example of good management of resources and such outcomes are visible in internal and external cooperation of all school employees and agents in the local community, 4. *School management* implies the cooperation of all employees, resulting in development, modernization, improvement and upgrade via shared decision-making and work, 5. School uses the local community as an active arena, i.e. a place of significant actions referring to education for sustainable development, 6. School is engaged in local, national or international education networks important for the development of sustainability, 7. School is promoted in the local community as "a place of common work and life of all people", 8. Vision of the school in the future implies environmentally, economically, socially, technologically, culturally and politically sustainable school as a community of learning, work and life of all people). By means of factor analysis, one factor was extracted with the value of characteristic root at 4.86, explaining 60.76% of the variance, and with factor saturation for single items ranging from 0.66 to 0.82 (p>0.50). The internal consistency reliability of the scale, i.e. Cronbach's alpha was 0.92. The second scale used in the questionnaire, *the evaluation/self-evaluation scale* consisted of 12 items (1. Team planning, control and evaluation of consumption, performance and quality are all implemented in school, 2. Teachers and pupils conduct frequent monitoring and evaluation of environment, 3. School and environment cleanliness is evaluated by teachers and pupils on a monthly basis, 4. The school has a determined plan for monitoring and evaluation of water, energy, and material consumption; and organizes various consciousness-raising activities on saving and preservation, engaging all the pupils and teachers as well as the entire school personnel, 5. School continuously monitors and implements the evaluation of the programmes and/or projects and overall work performed in school in various areas of sustainability and school work, 6. Evaluation of work is conducted separately at the class level and at the school level, 7. Results of continuous monitoring and evaluation are used for the improvement of school work as well as development of additional activities and projects, 8. The aim of action research in schools is continuous improvement, evaluation and self-evaluation of the overall work referring to education for sustainable development, 9. Self-evaluation of school work and teaching is conducted by teachers, employees in professional and developmental service and head teachers during the entire school year, 10. School clarifies and develops the quality criteria for the issues of education for sustainable development according to the vision of education for sustainable development and uses them for the internal evaluation, 11. The school has positive results obtained by the external evaluation (commissions, boards, etc.), 12. The results of the evaluation of school work dealing with education for sustainable

development are presented at the local level). By means of factor analysis, one factor was extracted with the value of characteristic root at 7.79, explaining 64.97% of the variance, and with factor saturation for single items ranging from 0.70 to 0.88 ($p > 0.50$). The Cronbach's alpha for this scale was 0.95.

Table 1. *Factor analysis of the results for the two scales (factors, explained variance, saturation, communalities and descriptive statistics)*

Statements/scales	Factors (Eigen)	Explained variance	Saturation factors	Communalities	M	SD
1. SCALE: WORK/ACTIVITIES OF SCHOOL MANAGEMENT	4.86	60.76%				
1. team work			0.66	0.43	2.94	1.42
2. decisions			0.82	0.67	2.89	1.43
3. example of management			0.82	0.67	2.90	1.39
4. cooperation			0.82	0.68	3.16	1.29
5. local community			0.75	0.56	2.79	1.37
6. engagement in networks			0.73	0.54	2.99	1.35
7. promotion in community			0.79	0.63	3.25	1.37
8. vision of school in future			0.79	0.63	3.36	1.30
2. SCALE: EVALUATION/ SELF-EVALUATION	7.79	64.97%				
1. team planning, control, evaluation of consumption			0.70	0.50	2.71	1.47
2. monitoring and evaluation of environment			0.74	0.55	2.33	1.52
3. monthly evaluation			0.72	0.52	2.11	1.53
4. plan and activities			0.77	0.60	1.99	1.57
5. continuous evaluation of work			0.85	0.73	2.38	1.49
6. separate evaluation of classes and school			0.84	0.71	2.35	1.52
7. using the results for improvement			0.87	0.76	2.50	1.47
8. action research for improvement and evaluation			0.88	0.77	2.50	1.50
9. self-evaluation of work			0.79	0.63	2.82	1.42
10. quality criteria			0.83	0.69	2.58	1.44
11. positive results of external evaluation			0.78	0.61	2.70	1.62
12. presentation of the results in the local community			0.81	0.66	2.39	1.62

The obtained correlation measurements pointed to significant Pearson's correlation coefficients between single items by which we measured the activities of school management and processes of evaluation/self-evaluation in schools. In these processes, the strength of the relations varied from a weak to a medium correlation. It was also determined that there was no statistically significant correlation between the employees' qualifications and their function in school, apart from two items. Therefore, these two variables were not included in further investigations. A regression analysis

was conducted with the linear composite of the activities of school management as the criterion variable and the processes of evaluation/self-evaluation in schools as the predictors. All the predictors were aligned before being entered into the model.

Table 2. *Regression analysis results (R=0.72 R2=0.52 F(12.727)=65.564 p<0.000)*

Criterion: Activities/work of school management Predictors	ß	B	t	p
		3.03	106.67	0.00
evl_šk1cn	0.21	0.16	5.53	0.00
evl_šk2cn	0.19	0.14	3.65	0.00
evl_šk3cn	-0.08	-0.05	-1.54	0.12
evl_šk4cn	-0.02	-0.01	-0.45	0.65
evl_šk5cn	0.14	0.11	2.74	0.01
evl_šk6cn	-0.01	-0.01	-0.24	0.81
evl_šk7cn	-0.02	-0.02	-0.46	0.64
evl_šk8cn	0.01	0.01	0.31	0.75
evl_šk9cn	0.09	0.07	2.18	0.03
evl_šk10cn	0.19	0.15	4.01	0.00
evl_šk11cn	-0.12	-0.08	-2.75	0.01
evl_šk12cn	0.23	0.16	5.02	0.00

The items evl_šk1cn, evl_šk2cn, evl_šk5cn, evl_šk9cn, evl_šk10cn, evl_šk11cn and evl_šk12cn were proven as statistically significant predictors of the work/activities of school management. Out of the 12 items used to investigate/measure the processes of evaluation and self-evaluation in schools, these 7 items explain the variance of 52% (R^2=0.52, F (12.727)=65.564; p<0.000) of the work/activities of school management. The obtained data have confirmed that the following items were not statistically significant and do not contribute to the work/activities of school management: monthly evaluation of the school and environment cleanliness conducted by teachers and pupils; determined plan for monitoring and evaluation of water, energy, and material consumption; organizing various consciousness-raising activities on saving and preservation, engaging all the pupils and teachers as well as the entire school personnel; separate evaluation of work at the class level and at the school level; using the results of continuous monitoring and evaluation for the improvement of school work as well as the development of additional activities and projects; implementation of action research in school aimed at continuous work on the improvement, evaluation, and self-evaluation of the overall work referring to the education for sustainable development.

Discussion and Conclusions

The results of the analyses provided us with the desired answers to the posed questions and pointed to further possibilities for the improvement of the work of schools regarding the activities of school management. The processes of evaluation/

self-evaluation that explain 52% of common variance and explain activities/work of school management on the implementation of the concept of education for sustainable development in schools include team-planning, control and evaluation of consumption, performance, and quality; implementation of frequent monitoring and evaluation of environment by teachers and pupils; continuous monitoring and implementation of the evaluation of programmes and/or projects and overall work that is realized in school in various areas of sustainability and school work. It further includes self-evaluation of school work and teaching conducted by teachers, employees in professional and developmental services and head teachers throughout the entire school year. These processes also include clarifying and developing the quality criteria for the issues of education for sustainable development in accordance with its vision; their use for the internal evaluation; positive results of the external evaluation (commissions, boards, etc.); and the presentation of evaluation results for the school work related to education for sustainable development at the local level. The results indicate a significant contribution to the explanation of the activities/work of school management highlighting the extent to which the work of school management is determined by significant processes that take place in a school. Team planning is one of the processes that regulates not only teaching and curriculum planning and development but also the relationship between teachers, pupils and other employees. Several years have passed since the introduction of the so-called innovative practice in team planning which was particularly encouraged by the Croatian National Educational Standard (CNES), and one has to observe that such a practice did contribute to a more coherent and more homogenous development of a high quality education. Planning that takes place in teams consisting of pupils, teachers, other employees in school and even external members (school boards, parents' councils, etc.) definitely improves the mutual understanding of school needs, parental needs and the community needs. Such a "strong connection" is inevitable in the development and implementation of education for sustainable development at schools and within a community (Anđić, 2011). Unless they are a product of shared planning, the processes of control and evaluation of consumption, performance and quality will be quite inefficient. However, it is interesting that this result is in complete contrast with the results of the research studies which indicate that team teaching/planning represents one of the significant obstacles to the development of the education for sustainable development concept. The reasons for that are identified as lack of school time, overcrowded curriculum and little support for teachers in the evaluation of the process of education for sustainable development (Zimmermann, 2004; Gross, 2009; Gross & Nakayama, 2010). The results of these processes themselves represent a basis for further agreements and planning that include the monitoring of the school environment, continuous work on the implementation of the processes of evaluation/self-evaluation such as the realization of various programmes and projects at the level of the entire school. Team planning is surely a basis for the development of quality

criteria and their harmonization with the vision of education developed at schools. According to Kotter's model (Barbaš-Seršić & Glavan, 2006, p. 135), a vision is one of 8 key steps that encourage change. These steps develop in three phases: creating the right climate for a change, engaging the whole organization, and implementing and sustaining the change. The climate of change requires constant effort because it is a continuous process that, when well conceived, contributes to a positive climate in the organization and increase in the quality of work (Barbaš-Seršić & Glavan, 2006, p. 136). Education for sustainable development needs to stimulate reflection, "open mind" without imposing other people's views and provide the participants of these processes with a vision aimed at their independent realization of any relevant activity (Lourdel, Martin & Bererd, 2007). The school, as a place of "life and work," is the key point in the future sustainability of a community. The school is a meeting place for all the factors in the process of constructing a more sustainable future (Lang, 2007). "The education for sustainability policy articulates the school community's vision, which should capture the school community's hopes and aspirations for working towards sustainability. Additionally, the policy will reflect the school community's sustainability values and principles that will guide its learning, teaching, work and living" (Lang, 2007, p. 15). Such results are in accordance with the perceptions obtained in foreign research studies where there is a significant "policy" of having a vision and mission of the present and future work, although their realization is uneven or obstructed by both internal and external factors. Therefore, efficient shared and team planning, involving teachers and pupils both in teaching and at the level of the whole school, the defined vision of school work and the work of school management need to complement and continuously harmonize one another, for only then can a school respond to the challenges imposed by the concepts of education for sustainable development. Schools also implement the processes of both external and internal evaluation/self-evaluation that explain the activities of school management. In this respect, the presentation of these processes and their results is provided at the local level. The significance of the connection between a school and its local community is emphasized as a necessary segment of the development and implementation of the concept of education for sustainable development in the whole school as well as its surrounding community. From a global perspective, the issue of the partnership of school and family is not only directed towards their development and mutual cooperation but also towards the strengthening of parental involvement in their children's education and their contribution to their children's success in education. In other words, parents have an important role in their children's school and educational success which has been confirmed by numerous studies (Epstein & Sheldon, 2006, p. 117). The processes of evaluation/self-evaluation that refer to the monitoring and evaluation of the environment, i.e. the work of teachers, pupils and other school employees in the school environment, indicate that the work of school management is under a significant influence of these elements of school work. This is further

confirmed by the results of the analysis which is in accordance with our view of the holistic approach to education for sustainable development. Some researchers suggest that a school grounds represents a commonly neglected aspect of school/teachers' work (Huckle, 2006) as well as an important indicator of pupils' success (Huckle, 2005). In some cases, it could also be seen as the first step towards the introduction of numerous environmental programmes. The current educational policy emphasizes the fact that schools will "shift their position" from the primary places of instruction and teaching towards wider centres of interaction where many children-centred services will be at the focus and will be used in a broader sense as communities for a broader and more varied age level (Wall, Dockrell & Peacey, 2008, p.1, p.9, p.10). They will, in other words, become communities embedded in the context of lifelong learning and teaching. Research studies further indicate the increase in the interest of government bodies for the implementation of the curricular and extra-curricular educational topics by means of outdoor education, i.e. within the school environment (Nicol, Higgins, Ross & Mannion, 2007). The improvements to the school grounds that inseparably encompass the processes of its monitoring, evaluation and management are reflected in the reaffirmation of the significance of school gardens in the Republic of Croatia after the 1990s. "As regards school gardens, a new interest in environmental issues and environmental education may be observed" (Slačanac & Munjiza, 2007, p. 89)[13]. Schools may thus become places for learning where pupils will observe local and global problems within their immediate environment, solve them by connecting knowledge from a number of school subjects and suggest possible solutions (Slačanac & Munjiza, 2007, as cited in Borić, Peko, & Vujnović, 2002). The concept of *education for environment* in schools is significantly based on the programmes that encourage and develop the arrangement and maintenance of the school grounds. The reason for this is in emphasizing that while a school environment can offer interest and stimulation, promote learning and encourage more sustainable relations between people themselves as well as people and nature, a significant lack of such potential and the 'destruction' of reaching pupils' respect encourage negative behaviour even more. Learning through nature provides schools with the tools for the improvement of such situations and environment itself. Eco-schools have found a similar way. (Huckle, 2002, pp. 26-27). This is related to the view that "the personal development of children can be enhanced by a school environment that allows them to feel safe and for which they have some responsibility" (Huckle, 2002, p. 27). In the Republic of Croatia, the programmes such as the international programme of Eco Schools and the Globe programme are based on the evaluation/self-evaluation, monitoring and improvement of the elements of a school environment. The management of a school environment is certainly a part of the activities of school management that, as indicated by the results of our analysis, cannot function separately. This is because the aspects, such as school management that puts sustainability into the heart of school planning and practice, holistic participation, 'green' school and

physical environment, classrooms within and out of the environment, reduction of the school green 'footprint', procedures of regular monitoring, reflection and evaluation as well as action research, encourage teacher reflective practice and promote a more important realization (Henderson & Tilbury, 2004, p.44, p.47). According to Jackson (2009, p. 34), the key characteristics of school management required for leading sustainable schools are visioning and purpose, determination and commitment, resilience and risk taking, and including and training of others. Birney and Reed (2008-2009, p.3) point out a huge significance of school leadership/school management that can contribute substantially to the aspirations of schools to become sustainable. The results of our analysis indicated an insufficient contribution of the evaluation/ self-evaluation processes that contribute to the development of additional activities and projects, and the realization of action research in schools aimed at the continuous work on improvement. We believe that the reason for this is the insufficient effort on the part of schools, i.e. school management (leadership!) in using this aspect of the work process. Department of Education (DENI) (Northern Ireland) in *Schools for the Future: A Policy for Sustainable Schools* (2007) gives an overview of 6 criteria and associated indicators providing a framework design as help in dealing with the issues of school sustainability. The criteria include strengthening connections with the local community, educational experience, enrolments, financial position, school leadership and management, and accessibility of the concept of education for sustainable development. It is evident from the results of our analysis, which has also indicated some limitations in the evaluation/self-evaluation process, that certain aspects of our school work need to be further encouraged, developed, and upgraded, particularly the work/activities of school leadership/management. As for the development of holistic approaches in the implementation of education for sustainable development in schools, the crucial role is that of a head teacher but the role of other school employees, teachers, employees in the professional and developmental services, and even non-teaching personnel is almost equally important (Riehl, 2000). The encouragement of research, especially action research, and the development of the employees' action competences directed towards school development represent a significant element that implies the role of a head teacher as the one who will encourage, enable and support its realization. Our analysis has shown that there is an insufficient contribution of this significant element to the activities/work of school management. School leadership represents a social practice that is dependent on a situation "a particular way of being in the world, a constellation of understandings, values and actions that emerges from a particular context" (Riehl, 2007, p.144). For this reason, the "harmonization", coordination of plans and their realization will depend on the members of school management, their acceptance of changes and their implementation as well as on all the other agents that realize educational processes in schools. Mayer and Mogensen (2005, p.26) point out that "the demand for educational evaluation over the last 20 years has changed radically: from evaluation as a judgement

made by those with the position or authority to do so – the teacher, school head or inspector – we have moved on to data gathering, description and interpretation that require research, in-depth study and reflection". School evaluations are not merely oriented towards the external assessments of the quality of school work, they are also becoming the initiators of the internal changes based on both action research and reflections on the quality of work at the holistic level. External evaluation should be seen only as one segment of the evaluation processes because the internal evaluation/ self-evaluation of a school is also an important and inseparable component of these processes. In the context of the promotion of education for sustainability, evaluation must not remain at the external level only. In order for it to stimulate qualitative change, evaluation must come from "the inside" because it is based on the assessments of value positions and agreed quality criteria in addition to the participant roles of researchers with the indication of the implemented changes as its final aim (Anđić, 2011). Quality criteria should not be viewed as indicators of success but as the translation of a number of divided formulated values and key terms that are more explicit and closer to practice. They provide orientation and inspiration, are not a means for quality control but a possibility for quality improvement, open for a continuing debate and participation (Breiting, Mayer & Mogensen, 2005, p.9). Hence, evaluation and self-evaluation processes may be said to form the core of the process of the development and implementation of education for sustainable development in schools. They should therefore be implemented as the "bottom-up" process, and not only vice versa, and should "rest in the hands" of the active participants of these processes, i.e. school employees. It is extremely important for teachers and other participants to conduct a continuous evaluation by themselves in order to improve their educational and evaluative skills so that they may continue using them. Research studies indicate that, for this reason, the existing practice of evaluating the educational development requires change and reform (Hashimoto & Hudson, 2008). A further argument supporting this claim is the following: "A necessary prerequisite of every successful reform, as well as the reform of our educational system, is the readiness for change. If the majority of reform agents are not ready for it and do not accept it, it is almost certain that the reform will not succeed. What are our prospects in this respect?" (Šikić, 2001, p. 6). Delors report (1996) offers a solution by suggesting that all reforms should be guided by the principle of sustainable development. Furthermore, including education for sustainable development should be the basic prerequisite of the reform, thus ensuring a legitimate place for the education for sustainable development in any of the changes that occur at the local or national level as part of the educational reform. Reardon, Scott and Verre (1994, p. 1) point out "changes in assessment policies can be used as a powerful lever for reforming schools". Therefore, the processes of evaluation that have been initiated in Croatian schools offer a possibility for the inclusion of education for sustainable development into the evaluation of school subjects. However, the results of our research do not indicate that

schools have used the results of evaluation to a sufficient extent with the purpose of improving their work, nor have they sufficiently developed the criteria for the evaluation of the quality of school work. The acceptability and implementation of the evaluation processes and reform interventions, as well as the implementation of changes in primary schools will depend not only on the external factors but also on the participants in the processes and their education, both on the initial and professional levels. All this raises further questions whether the level of education and training of school employees, i.e. members of school management and leadership, is adequate for the development, implementation and related evaluation and self-evaluation processes. "Real organizational change occurs not simply when technical changes in structure and process are undertaken, but when persons inside and outside of the school construct new understandings about what the change means" (Riehl, 2000, p. 60).

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Doprinos procesa vrednovanja i samovrednovanja radu školskog menadžmenta u implementaciji koncepta odgoja i obrazovanja za održivi razvoj u školama

Sažetak

Rad se bavi problematikom školskog menadžmenta i procesa vrednovanja i samovrednovanja u implementaciji koncepta odgoja i obrazovanja za održivi razvoj u školama. U teorijskom dijelu prikazuju se temeljne odrednice pojmova te značaj rada školskog menadžmenta u razvijanju holističkih pristupa u implementaciji koncepta odgoja i obrazovanja za održivi razvoj u škole. Istraživanje je provedeno u 40 osnovnih škola i uključivalo je 740 ispitanika. Provedena je regresijska analiza s ciljem traženja odgovora koliko i koji procesi vrednovanja i samovrednovanja pridonose radu/aktivnostima školskog menadžmenta u implementaciji koncepta odgoja i obrazovanja za održivi razvoj u školama. Rezultati su ukazali da procesi vrednovanja i samovrednovanja u školama objašnjavaju čak 52% aktivnosti/rada školskog menadžmenta u implementaciji koncepta odgoja i obrazovanja za održivi razvoj u školama. Međutim, ukazali su i na nedostatno razvijene procese kojima bi se rad školskog menadžmenta mogao značajnije razvijati, doprinositi holističkom razvoju koncepta odgoja i obrazovanja za održivi razvoj u školama, ali i reformi škole kao buduće održive zajednice.

Ključne riječi: *održive škole; školski menadžment i vođenje; učitelji*

Uvod

„Za održivi razvoj i učinkovitu afirmaciju održivosti u ekološkom, sociokulturnom i gospodarskom tkivu društva, odnosno u procesu proizvodnje društvenoga života u cjelini, presudne su...dvije temeljne ljudske aktivnosti: učenje i vođenje" (Lay, 2007, str. 1032). Vođenje i učenje kao pedagoška, obrazovna, odgojna, humana, socijalizacijska funkcija čine i temeljna određenja rada u školama. Engleska riječ *management*

(rukovođenje) je nastala od latinskoga korijena *manus* (ruka). Riječ se stoljećima koristila za upravljanje, rukovođenje, prvenstveno stvarima: brodom, mačem, skladištem itd. (Vidović, Matas i Puljiz, 2006, str. 7-8). U posljednjih dvadesetak godina taj pojam posebno je izražen u području odgoja i obrazovanja. Menadžment u odgoju i obrazovanju treba promatrati kao sastavni dio širih društvenih kretanja i prosvjetno-političkih nastojanja na putu prema reformi škole (Staničić, 2006, str. 20). Brojni autori razlikuju pojam menadžmenta od *leadershipa (vođenja),* dok se prvi odnosi na stvari, drugi se odnosi na ljudstvo. Školski menadžment se odvija u specifičnom društvenom, gospodarskom i obrazovnom kontekstu, a zbog gospodarskoga natjecanja zahtjevi prema školama postaju iz dana u dana sve veći. (Levačić, 1995, str. 9, citiran u Vidović, Matas i Puljiz, 2006). Vrednovanje i samovrednovanje kao neodjeljiv dio rada školskog menadžmenta i upravljanja kvalitetom čine značajnu varijablu u ispunjavanju i pedagoške, obrazovne, odgojne i humane funkcije škole. „Vrednovanje donosi informacije učenicima i učiteljima o uspješnosti zajedničkog rada u nastavnom procesu. Priroda i vrste vrednovanja ovise o filozofiji odgoja odnosno o pedagoškoj koncepciji neke škole. U stručnim krugovima prevladava stajalište da osnovna i obvezna škola treba omogućiti uspjeh svim sudionicima, odnosno da se osnovna pedagoška paradigma može iskazati sintagmom 'pedagogija uspjeha za sve'. To znači da takva škola treba biti utemeljena na suradnji i nastojanjima učitelja da omoguće svakom učeniku optimalno ostvarivanje osobnih mogućnosti." (Matijević, 2005, 1). Odgoj i obrazovanje za održivi razvoj kao razvojni koncept u školama počiva na promociji vrijednosti, spoznavanju svijeta, uključuje brigu o prošlosti i sadašnjosti, suočavanje s povezanošću prirode i društva te međuljudskim odnosima koji leže u samoj srži pojma održivog razvoja (Anđić, 2011.). To se naglašava u krajnjem cilju odgoja i obrazovanja u suvremenoj osnovnoj školi «Suvremeno društveno-kulturno okruženje pretpostavlja odgoj i obrazovanje odgovorne, istinoljubive, tolerantne i solidarne osobe, osobe stvaralačkog duha, s dubokim osjećajem za očuvanje kulturne i nacionalne baštine, te poštivanje vrijednosti drugih kultura i naroda.» (Republika Hrvatska, Ministarstvo znanosti, obrazovanja i športa. Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje (prijedlog), 2008, str. 9). Odgoj i obrazovanje ekološki osviještenog i k održivom razvoju i održivim načinima života usmjerenog pojedinca i više je nego značajan dio opće vizije odgoja i obrazovanja u suvremenoj hrvatskoj osnovnoj školi. „Ako učitelji nauče implementirati pitanja odgoja i obrazovanja za održivi razvoj u kurikulum i koriste pedagoške strategije povezane s kvalitetom odgoja i obrazovanja za održivi razvoj, tada će sljedeće generacije biti sposobne oblikovati više održivi svijet." (Škugor, 2008, str. 161).

Školski menagment, vrednovanje i samovrednovanje

Rukovođenje školom ili nekom drugom odgojno-obrazovnom ustanovom terminološki je ispravno imenovati školskim menadžmentom. Ono predstavlja

menadžment neke institucije u obrazovnoj djelatnosti i objedinjuje, odnosno integrira kao funkcija administrativno i pedagoško područja rada (Staničić, 2006, str. 24-26). Vođenje predstavlja podsustav obrazovnog menadžmenta i usmjereno je na usklađivanje ljudskih potencijala, stoga možemo reći da kada je riječ o školskom menadžmentu, onda je riječ o djelatnicima koji čine školski menadžment. Pritom je ravnatelj samo jedan kao lider – rukovoditelj, menager, ali cjelokupni školski menadžment koji sadrži i ključnu dimenziju vođenje, čine i ostali članovi njegovog tima, stručno-razvojna služba, učitelji. Rukovođenje školom je menadžment škole (školski menadžment), a vođenje se odnosi na ljude, pa se uz stanovita ograničenja, može govoriti i o menadžmentu ljudskog potencijala što u obrazovnoj ustanovi ostvaruje njezine ciljeve i program (Staničić, 2006, str. 25). Za potrebe ovog rada ove dvije funkcije – rukovođenje i vođenje objediniti ćemo u zajednički pojam školski menagment s naglaskom da on uključuje jednu i drugu funkciju. Pont, Nusche i Moorman (2008) navode da istraživanja o školskom vodstvu ukazuju na promijenjene uloge ravnatelja u mnogim zemljama. Te promjene ističu da uspješno školsko vodstvo generalno proizlazi iz kombinacije birokratske uloge ravnatelja i uloge koja podrazumijeva „instrukcijsko vodstvo". Taj pojam obuhvaća karakteristike ravnatelja ne samo kao administratora, već prije svega voditelja koji je odgovara za rezultate uspjeha školskog rada, učitelja i učenika. On potiče i sudjeluje u aktivnostima koje razvijaju i ističu dobrobiti procesa učenja i poučavanja. Na kreiranje kvalitete usluge u školskom menadžmentu i razvijanje imidža podjednako utječe sama usluga koliko i njeni davatelji (Jukić i Dunković, 2009, str. 102). Motivacija zaposlenika unutar školskog menadžmenta proizlazi iz individualnih razlika, kvalitete rada i sustava nagrađivanja (Jukić i Krznarić, 2010, str. 24). U fokusu toga izdvaja se pojam tzv. *razvojne kompetencije.* U razvojnu kompetenciju ili razvojna i poslovodna dostignuća spadaju: utvrđivanje vizije, projektiranje razvoja, inoviranje rada škole, administrativno i upravno poslovanje škole, vođenje prema ciljevima. Razvojna kompetencija je ključna za stvaranje vizije razvoja škole, uvođenje inovacija u rad škole, uvođenje novih tehnologija i kompletno poslovanje škole. Najviše je povezana s akcijskom kompetencijom (Večei-Fiunda, 2007, str.3). Akcijske kompetencije predstavljaju „sposobnost temeljenu na kritičkom mišljenju i uvijek nedostatnom znanju, za angažiranje samog sebe kao osobe u povezanosti s drugim osobama u odgovornim akcijama i poduzimanju akcija za više humaniji svijet" (Schnack, 2006, citiran u Mayr i Schratz, 2010, str. 6). Akcijske kompetencije nedovojivo su povezane s kriterijima kvalitete te predstavljaju jedan od izazova i mogućnosti implementacije u praksi razvoja odgoja i obrazovanja za održivi razvoj u svim sustavima odgoja i obrazovanja, posebno u području školskog rada. (Anđić, 2011 prema Jensen i Schnack, 1997; Mogensen i Schnack, 2010). „Akcijski kompetentni učenici su sposobni za evaluiranje, refleksiju i restrukturiranje svojih akcija unutar kontinuiranog procesa učenja i promjena. Takvo učenje je učenje shvaćeno *kao* održivi razvoj jer direktno doprinosi kreiranju rješenja o pitanjima Milenijskih razvojnih ciljeva na načine koji su više

održiviji i pravedniji" (UNESCO, 2007, str. 3). Samovrednovanje je proces sustavnog i kontinuiranog praćenja, analiziranja i procjenjivanja uspješnosti rada škole¸ odlika je suvremenih obrazovnih sustava, a uz vanjsko vrednovanje je prihvaćeno kao ključni pristup za unapređivanje kvalitete rada škola što dokazuju značajni dokumenti EU koji se bave kvalitetom obrazovanja (Bezinović, 2006). Čimbenici uspješnog samovrednovanja škola obuhvaćaju:odlučno rukovođenje školom, jasne ciljeve razvoja koji su zajednički dogovoreni i razumiju ih svi uključeni, uključivanje svih važnijih dionika u samovrednovanje i aktivnosti unapređivanja rada, dobro osmišljeni materijali, dokumenti i priručnici, usmjerenost na učenika, učenje i poučavanje i ostvarivanje poželjnih ishoda učenja

(Bezinović, 2010). Škole ističu da je upravo stručno usavršavanje učitelja najbolji i najvažniji put k ostvarivanju prioriteta unapređivanja nastave i kvalitetnijeg rada s učenicima: „Kontinuirano stručno usavršavanje svih učitelja – stručno, informatičko, menadžmentsko. Rad na poticanju samopouzdanja učitelja proširivanjem njihovih kompetencija. Stručno osposobljavanje svih učitelja za primjenu suvremene digitalne nastavne tehnologije i opće korištenje informatičke opreme." (Bezinović, 2010, str. 111). Samovrednovanje kao alat za unaprjeđivanje kvalitete obrazovanje, unutar analize pojma i pristupa kvaliteti, između ostalog ističe zajednička obilježja tih pristupa: „nužnost ostvarivanja minimalnih standarda koji se odnose na različite aspekte kvalitete (Škola mora zadovoljavati prostorne, materijalne, kadrovske, organizacijske i ine uvjete propisane prihvaćenim standardima da bi uopće smjela obavljati odgojnu i obrazovnu djelatnost). Postojanje kapaciteta za postavljanje ciljeva i njihovo ostvarivanje u danom kontekstu (Škola mora imati ljudske resurse koji su spremni i sposobni unaprjeđivati rad škole). Sposobnost zadovoljavanja zahtjeva i očekivanja neposrednih i posrednih korisnika (dionika) (Škola postoji radi svojih korisnika (učenika, njihovih obitelji i društva u cjelini) i mora činiti sve da bi zadovoljila njihove potrebe). Težnja izvrsnosti (Želja za stalnim napredovanjem i ostvarivanjem najboljih mogućih rezultata u skladu s objektivnim okolnostima elementarni je preduvjet kvalitete škole). U terminima kvalitete škola možemo dakle govoriti o obilježjima škole kao ustanove koja organizira i provodi procese odgoja i obrazovanja (pruža usluge) i o njezinim internim kapacitetima i sposobnostima da zadovolji svoju funkciju." (Bezinović, 2010, str. 24). Procesi vrednovanja i samovrednovanja posebno se ističu kao ključno područje rada u razvoju i implementaciji koncepta odgoja i obrazovanja za održivi razvoj u škole. Na procese samovrednovanja se gleda kao na „alat za razvoj ekološke odgovornosti" (Pace, 2010). Bez pedagogije tranformativnog i transdisciplinarnog učenja neće se moći unaprijediti učenje o odgoju i obrazovanju za održivi razvoj na odgojno-obrazovnim institucijama. Takva pedagogija će transformirati pojedinca, učenika, učitelja u refleksivnog praktičara, kritičkog mislioca pomoću novih procesa i tehnika procesa samovrednovanja i vrednovanja, procjena, kreiranja portfelja i sl. (Pace, 2010, str.6). „Iskustva stečena odgojno-obrazovnim programima i na njima temeljenim procesima samovrednovanja

i vrednovanja kao alatom za učenje o ekološkoj odgovornosti ukazuju na promjenu – i osobnu i institucionalnu- koja se pojavljuje postepeno i malim koracima, ali nedvojbeno ukazuje na mogućnosti osobnog i institucionalnog razvoja svakog pojedinca" (Pace, 2010, str. 24).

Održive škole, odgoj i obrazovanje za održivi razvoj i procesi vrednovanja i samovrednovanja

Kvaliteta funkcioniranja i učinkovitost škole obuhvaćaju njezinu vremensku, prostornu, sadržajnu i financijsku organizaciju, uključujući strukturu, kvalificiranost i ustrojstvo ljudskog potencijala koji treba ostvariti viziju, misiju i ciljeve škole. Školu kao organizaciju, a time i podsustav menadžmenta u odgoju i obrazovanju determiniraju i pitanja kao što su tijela upravljanja školom i njihove uloge, organizacija resursa i procesa rada škole, godišnje i dugoročno planiranje i programiranje rada škole, planiranje obveza zaposlenih, klima i kultura škole, upravljanje kvalitetom, vrednovanje i samovrednovanje rada škole, škola kao organizacija koja uči, suradnja škole i njezina okruženja i dr. (Staničić, 2006, str. 26). „Postizanje kvalitete podrazumijeva sve procese kojim se na bilo kom nivou osigurava i unaprjeđuje kvalitetu bilo kog aspekta osnovnoškolskog obrazovanja. Mjerenje kvalitete obuhvaća procese kao što su: eksterna vrednovanja škole kao institucije i njenih programa i planova. Jedan od načina mjerenja kvalitet rada škole je i samovrednovanje ili interno vrednovanje, gdje se vrši analiza rada i djelovanja svih elemenata sistema. Osiguranje kvalitete je sveobuhvatan pojam koji označava stalan, kontinuiran proces vrednovanja (procijene, monitoringa, održavanja, poboljšanja) kvaliteta sistema osnovnoškolskog obrazovanja, institucija ili programa." (Vulović i Milosavljević, 2011, str. 11). Održive škole svoje djelovanje temelje na kontinuiranom povezivanju teorije i prakse i sudjelovanju svih čimbenika koji sudjeluju u životu i radu škole (Gough, 2006). Održive škole su odabrale odgoj i obrazovanje za održivi razvoj kao centralni dio svoje školske misije i svog edukacijskog plana, smatraju ga glavnim principom kojim se rukovode u planiranju školskog svakodnevnog života i rada i dugotrajnih promjena i razvoja. To su škole koje se kontinuirano unaprjeđuju putem međunarodnih suradnji, projekata, razvijaju i omogućavaju svojim učenicima kontekst za razvoj aktivnog građanstva i participacije uključujući pritom, kompleksnost kombiniranih društvenih, ekonomskih, političkih i ekoloških dimenzija održivog razvoja. Takve škole se angažiraju učenjem za budućnost, pozivaju i učitelje i učenike da se bave kulturom kompleksnosti, potiču kritičko mišljenje za istraživanje i izazov u razjašnjavanju vrijednosti, refleksiji na vrijednosti učenja u poduzimanju akcija i participaciji, revizioniranju svih predmeta i pedagogije u svjetlu odgoja i obrazovanja za održivi razvoj. Takve škole ne dominiraju tradicionalnom hijerarhijskom strukturom, već dinamikom mreže i zahtjevom za lokalnom i globalnom kooperacijom. Ideja takve škole počiva na osnovi «škole kao kompleksnog sistema», organizacije učenja koja stimulira nove načine mišljenja, a značaj vidi u terenskom radu i pedagoškim

vrijednostima i postizanju vidljivih fizičkih promjena i rezultata u školi i lokalnoj zajednici. Prednost teorije i prakse sagledavanja škole kao zajednice učenja koja čini održive škole, ocjenjuje se značajnom pomoći u općenitom razvoju škola, a ne samo u području odgoja i obrazovanja za održivi razvoj (Breiting, Mayer i Mogensen, 2005, str. 4, str. 10-11). Ta konstrukcija pojma održive škole ne obuhvaća samo škole koje se bave razvojem raznih, ali i sličnih odgojno-obrazovnih koncepcija usmjerenih na zdraviji okoliš, ekološke programe poput eko-škola i zelenih škola, već prije svega škole koje intenzivno rade na razvoju svih dimenzija održivosti: ekološke, ekonomske, društvene, političke i dr. Posljedično tome pojavili su se brojni pristupi u implementaciji odgoja i obrazovanja za održivi razvoj u odgojno-obrazovne institucije temeljeni na sustavu vrednovanja i samovrednovanja u školama. Neke od navedenih pristupa tumačimo instrumentalnim, nisu sveobuhvatni, poneki su i jednostrani, ali u svakom slučaju ilustriraju različite mogućnosti procjena razina i procesa vrednovanja i samovrednovanja u implementaciji koncepta odgoja i obrazovanja za održivi razvoj i njemu srodnih područja u sustavu školovanja.(1) Prvi Pristup Održiva pismenost je povezan s pojmom pismenosti i umnažanjem pismenosti kao političke, društvene i ekološke te akcijskim kompetencijama. Vrednovanje počiva na temeljima pisanja testova na kraju osnovnoškolske, srednjoškolske i visokoškolske razine obrazovanja. Uključuje i počiva na zadatcima znanja, ispitivanju vještina i vrijednosti koje su točno određene i propisane na svakoj razini odgoja i obrazovanja za održivi razvoj od strane Panela za odgoj i obrazovanje za održivi razvoj. (2) Drugi pristup Održiva škola odnosi se na učenike koji povezuju aktivnosti u školi i ključne teme održivosti te prepoznaju vrijednosti, vještine i znanja koja su značajna za poduzimanje akcija i pitanja u povezanosti s takvim razvojem. (3) Treći pristup Građanstvo odnosi se na učenike koji povezuju znanja, stavove i aktivnosti relevantne u odnosu na aktivno građanstvo za postizanje održivog društva. Ovaj pristup prikazuje model mogućnosti i kako povezati odgoj i obrazovanje za održivi razvoj s aktivnim građanstvom. (4) Četvrti pristup Okvir uma podrazumijeva vrednovanje učenika koji su razvili održivost kao okvir uma temeljen na Bonnetovim radovima (1999; 2002) o tome da bi se odgoj i obrazovanje za održivi razvoj trebalo fokusirati na 8 zadataka. Za Bonneta (2002) je škola zajednica i uporište kulture, ona je okosnica u kojoj se jedinka samoodređuje, razvija svijest, vrijednosti i okvir uma koji promovira održivost unutar zajednice i izvan nje, u društvenom kontekstu unaprjeđenja zajednice i napretka cjelokupnog ljudskog roda. Škola poprima zadatak nositelja civilizacijskog napretka (Anđić, 2011). (5) Peti pristup Dilema se fokusira na učenike koji su razvili vještine za imaginarno odlučivanje o znanjima i vrijednostima, odnosno pojam dilema se odnosi na odluke mladih ljudi u ulogama konzumera, građana, radnika i sl. (6.) Pristup Akcijsko istraživanje ili kao drugi pristup Održive škole odnosi se na učenike koji su aktivno sudjelovali u pronalaženju načina kreiranja održivijeg društva. Akcijsko istraživanje se u tom smislu fokusira na školu, odnosno pitanja u školi koja omogućuju učenicima razvijanje i redefiniranje vlastitih definicija i indikatora održivog razvoja, određivanje

znanja, vještina, vrijednosti koje omogućuju realizaciju takvog razvoja (Huckle, 2006). Na Huckelov pregled gledamo kao na mogući inicijator budućih inovativnijih pristupa, s mogućnostima daljnjeg razvoja i nadogradnje. Elementi vrednovanja/ samovrednovanja pružaju okvir za stvaranje vlastitih obrazaca samo/vrednovanja u kontekstu procjene rada razina, dimenzija, modela, odnosno pristupa u implementaciji odgoja i obrazovanja za održivi razvoj u osnovnim školama. Indikatori koje autor ističe (valjanost, objektivnost, pouzdanost, jednostavnost, troškovi, jednake mogućnosti - dobra praksa, vladina politika) preispituju mogućnost svakog pojedinog pristupa te ukazuju na njegove prednosti, kao i nedostatke. Pri tome ovako postavljeni procesi samovrednovanja/vrednovanja značajan su „samoindikator" moguće inicijacije i/ili realizacije implementacijskog pristupa u razvoju koncepta odgoja i obrazovanja za održivi razvoj u školi. *Holistički pristup ili pristup (na razini) cijele škole* ističe se kao poseban u implementaciji odgoja i obrazovanja za održivi razvoj. Prednosti holističkog pristupa u školama zahtijevaju razvoj programa koji će biti otvoreni k zajednici i otvoreni prema učenicima i učiteljima. Razvoj takvog pristupa omogućava transformaciju škole u zajednicu učenja, rada i života svih čimbenika. Promjene u načinu funkcioniranja škole dolaze izvanjskim utjecajima, ali su njima i uvjetovane, jer i izvanjska percepcija škole zavisi o unutarnjim čimbenicima koji realiziraju odgojno-obrazovnu praksu u područjima učenja, koja se bave pravim problemima, svakodnevnim životom i pronalaskom optimalnih rješenja. Takvi utjecaji uključuju različite dimenzije rada u školi, osim učenika i učitelja, te kurikuluma i pedagogije rada, tu su dimenzije koje se odnose na nenastavno osoblje, školski okoliš, organizacijsko-tehnička dimenzija, financijsko-materijalna dimenzija, suradnja s lokalnom zajednicom kao prioritetni zadatak u omogućavanju razvoj pristupa i programa. Iznesene karakteristike, odnosno prednosti holističkog pristupa, vidljivo se odnose na elemente vanjske odgojno-obrazovne prakse škola, odnosno na školu kao dio zajednice i mogućnosti njezinog utjecaja na širi lokalni i društveni kontekst (Anđić, 2011.). Holistički pristupi u školama počivaju na istaknutim čimbenicima samovrednovanja. Navedimo samo najznačajnije. Petoishodišni model holističkih pristupa odgoju i obrazovanju za održivi razvoj u školama reflektira problem vrednovanja i samovrednovanja u školama. Samovrednovanje i akcijska istraživanja jedan su od 5 ishodišnih točaka i pristup na kojem se može temeljiti proces implementacije odgoja i obrazovanja za održivi razvoj u školama. Unescov interaktivni i modularni multimedijalni program «Educating for Sustainable Future» pretpostavlja tri „stupca" kao tri ishodišta: istraživanje i vrednovanje, institucijska praksa i kurikulum. Posebnost je ovog interaktivnog programa što preispituje i metode vrednovanja holističkih pristupa, ističući da se samovrednovanje škole, odnosno pristupa na cijeloj razini škole shvaća kao proces unaprjeđenja i razvoja škole (Anđić, 2011.). Autori ovog programa, nadalje, ilustriraju dva temeljna pristupa vrednovanju/ samovrednovanju (Wals, 2006, str.51 prema modificiranom Paceovom modelu iz 1996): komparaciju tradicionalnog „top-down" vrednovanja s novim pristupom koji

promovira participativno samovrednovanje (Prikaz 1.). Postavljeni pristupi vrednovanju daju prikaz dvaju modela i pristupa u shvaćanju škola kao zajednica, ali i razlika dvaju obrazaca učenja i poučavanja. Tradicionalni pristup se temelji na „top-down", odnosno vanjskom vrednovanju škole. Taj je pristup iniciran od strane vlasti, obrazovne administracije na nacionalnoj razini, školskih odbora i ulazi u škole izvana. Vrednovanje, nametnuto izvana, ima za posljedicu proces koji završava promjenama, a one se najčešće javljaju u obliku novih problema i pitanja koja se ponovno moraju identificirati na visokoj razini i ponovno modificirati i eksterno djelovati na njih. Proces započinje na vrhu i završava dolje s minimalnim učincima na promjene u školama. Posebno ističemo nerazmjer – jaz teorije i prakse i tehnokratski pristup kao karakteristike takvog modela čija je svrha i utjecaj na promjene u školama minimalistička i administrativno usmjerena k promjenama površnih struktura i funkcioniranja škola. Takav pristup ne omogućava inovacijske i suvremene pristupe, reforme sustava škola ostaju na administrativnoj razini i ne potiču daljnji razvoj ni implementaciju. Novi pristup koji se temelji na samovrednovanju škola – unutarnjem vrednovanju, a koji iniciraju sami učitelji, učenici, kao što je i vidljivo iz prikaza, koristi se kao motivacija za promjenu i unaprjeđenje. Ovaj se pristup temelji na akcijskom istraživanju, refleksiji i preispitivanju potreba i interesa svih čimbenika u školama. On pretpostavlja kontinuirani proces koji se razvija na razinama cijele škole/cijelih škola, reflektira, preispituje, evaluira, analizira i ponovno pokreće kao nova školska inicijativa.

Prikaz 1.

Ovako shvaćeni model ili pristup vrednovanju počiva na određenjima nove paradigme u kojima se promjene moraju izvoditi na razinama cijele škole/cijelih škola. Pritom se koncept odgoja i obrazovanja za održivi razvoj interpretira kao razvojni koncept i koncept koji se razvija na holističkom pristupu, potičući konstruktivistička učenja, suradničke i timske obrasce rada, akcijska istraživanja i kontinuirane procese refleksije. Holistički pristup u svom prikazu, osim temeljnih odrednica učenja i poučavanja, pedagogije i veza s lokalnom zajednicom, obvezatno uključuje praćenje (monitoring), procjenu i procese vrednovanja kao okosnice daljnjeg školskog razvoja koji uključuju i razvoj kurikuluma, nove pristupe, profesionalni razvoj, veze sa zajednicom te samoosviještenost svakog pojedinca u školama. U svim navedenim značajkama prepoznaje se ključna uloga školskog menadžmenta, koja uključuje i funkciju ravnatelja kao menagera, ali i kao voditelja, te funkcije ostalih djelatnika u školama koji čine u skladu s tim jezgru menadžmenta škole. Vidljivo je da" školski menadžment stoji u pozadini introdukcije i implementacije cjelokupnog područja odgoja i obrazovanja za održivi razvoj u školama" (Garašić, 2007). Odgoj i obrazovanje za održivi razvoj u školama, aktivnosti školskog menadžmenta i procesi vrednovanja i samovrednovanja škola obuhvaćaju značajna obilježja pristupa kvalitete obrazovanja. U sklopu suradnje s međunarodnom mrežom ENSI (Environment and School Initiatives) prevedena je s web stranice Agencije za odgoj i obrazovanje

(AZOO) dostupna brošura „Kriteriji kvalitete u provedbi obrazovanja za održivi razvoj za škole", koja je vrijedan orijentir i pomoć u samovrednovanju škola (Garašić, 2007). Breiting, Mayer i Mogensen (2005) ističu da je popis kriterija upućen školama i ostalim odgojno-obrazovnim ustanovama u smislu vrednovanja i samovrednovanja, promoviranja, refleksije, debata i daljnjeg kontinuiranog unaprjeđivanja odgoja i obrazovanja u školama. Kriteriji kvalitete u ESD školama postavljeni su na trima osnovnim razinama. Tri razine školskog života i rada su: učenje i poučavanje, školska politika te organizacija, vanjski čimbenici i veze. Učenje i poučavanje se raslojava u čak 9 kriterija i podrazumijeva kurikulum, ali i utjecaj na lokalnu zajednicu (učenje i poučavanje, rezultati rada škola u lokalnoj zajednici, viziju budućnosti škola, kulturu ili etos škola i kompleksnost klime i odnosa, razjašnjenje razvoja i vrijednosti kao viziju i misiju škola, djelovanje škola, odnosno konkretnu praksu škola utemeljenu na akciji, sudjelovanje škola i njihovih čimbenika te nastavne sadržaje). Školska politika i organizacija su posebno područje koje obuhvaća školsku klimu, područja rada školskog menadžmenta te refleksiju, vrednovanje i iniciranje rada u odgoju i obrazovanju za održivi razvoj u školama. Ovo se područje nadovezuje na treću razinu kriterija koji se odnose na zajednicu, ali i globalnu razinu koja podrazumijeva umrežavanje i povezanost s drugim školama i partnerima u razvoju odgoja i obrazovanja za održivi razvoj. Svako područje ovih kriterija, istodobno je međusobno povezano i međuzavisno. Iz toga proizlazi da je svaku školsku zajednicu moguće procjenjivati i vrednovati ovim kriterijima kvalitete. Posebno se uočava kriterij kvalitete koji omogućava školama da samovrednuju i prate svoj vlastiti rad i unaprjeđivanje, da provode refleksiju temeljem koje će razvijati, utjecati, mijenjati ili dodavati nove inicijative u realizaciji odgoja i obrazovanja za održivi razvoj u školama. Ovako ocrtani kriteriji kvalitete ukazuju nam da ovi autori primjenjuju holistički pristup u razmatranju kvalitete u školama, odnosno na razini cijele škole/cijelih škola, uključujući njihove strukturne elemente i sve čimbenike rada i života u školama, ali i izvan njih. Za autore se takve škole kontinuirano razvijaju i unaprjeđuju, što drugim riječima znači da je naglasak na procjeni i samo/vrednovanju temeljem ovih kriterija kvalitete, ne na samo stanje, nego na proces, prije svega razvojni, evaluirajući i kontinuirajući proces razvoja i implementacije odgoja i obrazovanja za održivi razvoj. Naše istraživanje bazirali smo upravo na temeljnim odrednicama implementacije odgoja i obrazovanja u osnovnim školama: procesima vrednovanja/samovrednovanja i aktivnostima školskog menadžementa.

Metode

Cilj istraživanja bio je utvrditi doprinos procesa vrednovanja/samovrednovanja radu/aktivnosti školskog menadžmenta u implementaciji koncepta odgoja i obrazovanja za održivi razvoj u školama. Zadatci :1. Koliko procesi vrednovanja/ samovrednovanja doprinose/mogu objasniti aktivnosti rad/ školskog menadžmenta u implementaciji odgoja i obrazovanja za održivi razvoj ? 2. Koji su to specifični

procesi vrednovanja/samovrednovanja kojima se mogu objasniti aktivnosti rad/školskog menadžmenta u implementaciji koncepta odgoja i obrazovanja za održivi razvoj u školama? Istraživanje je provedeno u 40 osnovnih škola, na 740 ispitanika koje su činili učitelji u osnovnim školama, uključujući 34 ravnatelja, 67 djelatnika stručno-razvojne službe te 251 učitelja razredne i 389 učitelja predmetne nastave. Istraživanje je provedeno anketnim upitnikom koji je posebno konstruiran za tu namjenu. Zadatak ispitanika je bio procijeniti tvrdnje ili izjave na skali Likertovog tipa. Osim temeljnih podataka dobivenih deskriptivnom statistikom, koristili smo i multivarijantnu statistiku.

Rezultati

Proveli smo korelacijska mjerenja i provjerili preduvjete za uvrštavanje varijabli u multiregresijsku analizu. Također smo provjerili metrijske karakteristike korištenog instrumenta. Provedena je faktorska analiza na česticama u anketnom upitniku. Anketni upitnik sadržavao je dvije skale: skalu aktivnosti školskog menadžmenta i skalu vrednovanje/samovrednovanje. ***Skala aktivnosti školskog menadžmenta*** sadržavala je 9 čestica kojima su se mjerile specifične aktivnosti školskog menadžmenta (1. U školi je naglašen timski rad, suradništvo i zajedništvo u svim aktivnostima (nastavnim i nenastavnim) u školskom planiranju i programiranju i općenito radu škole u radu po pitanjima odgoja i obrazovanja za održivi razvoj; 2. Škola svake godine donosi odluke o novim izazovima i akcijama koje treba poduzeti za kontinuirano unaprjeđivanje školskog menadžmenta i rada u školi.; 3. Škola nastoji biti primjer dobrog menadžmenta resursa i rezultati toga vidljivi su u unutarnjoj i vanjskoj suradnji svih djelatnika u školi i aktera u lokalnoj zajednici.; 4. Školski menadžment uključuje suradnju svih u školi, razvija se, osuvremenjuje, usavršava i nadograđuje zajedničkim odlučivanjem i radom.; 5. Škola koristi lokalnu zajednicu kao arenu za akcije odnosno mjesto značajnog djelovanja po pitanjima odgoja i obrazovanja za održivi razvoj., 6. Škola se uključuje u lokalne, nacionalne ili međunarodne edukativne mreže značajne za razvoj odgoja i obrazovanja za održivi razvoj.; 7. Škola se promovira u lokalnoj zajednici kao „mjesto zajedničkog rada i života svih"; 8. Vizija škole u budućnosti uključuje ekološki, ekonomski, društveno, tehnološko, kulturno, politički održivu školu kao zajednicu učenja, rada i života svih.). Faktorskom analizom ekstrahirao se 1 faktor s vrijednošću karakterističnog korijena 4,86 koji objašnjava 60,76% varijance, pri čemu su faktorska zasićenja na pojedinim česticama bila u rasponu od 0,66-0,82 (p>0,50). Mjera unutarnje pouzdanosti ove skale Cronabach alfa je iznosila 0,92. Druga skala korištena u anketnom upitniku, ***skala vrednovanje/samovrednovanje*** je sadržavala 12 čestica (1.U školi se provodi timsko planiranje, kontrola i procjene potrošnje, izvedbe i kvalitete.; 2.Učitelji i učenici provode česta praćenja i procjene okoliša.; 3. Mjesečnu procjenu čistoće škole i okoliša provode učitelji i učenici.; 4. Škola ima utvrđeni plan praćenja i motrenja i vrednovanja potrošnje vode, energije, materijala i organizira razne aktivnosti osvještavanja štednje i očuvanja u kojima sudjeluju svi

učenici i učitelji te osoblje škole.; 5. Škola kontinuirano prati i provodi vrednovanje programa i/ili projekata i cjelokupnog rada koji se realizira u školi u različitim područjima održivosti i školskog rada.; 6. Posebno se provodi vrednovanje rada na razini razrednih odjela, a posebno na razini cijele škole.; 7.Rezultati kontinuiranog praćenja i vrednovanja koriste se za unaprjeđivanje školskog rada, ali i za razvoj dodatnih aktivnosti i projekata.; 8. Akcijska istraživanja u školi provode se u svrhu kontinuiranog rada na unaprjeđivanju, vrednovanju i samovrednovanju cjelokupnog rada po pitanjima odgoja i obrazovanja za održivi razvoj.; 9. Samovrednovanje nastave i rada škole od strane učitelja, djelatnika stručne službe i ravnatelja provodi se tijekom školske godine.; 10. Škola razjašnjava i razvija kriterije kvalitete za pitanja odgoja i obrazovanja za održivi razvoj u skladu s vizijom odgoja i obrazovanja za održivi razvoj i koristi ih za unutarnje vrednovanje.; 11. Škola ima pozitivne rezultate dobivene vanjskim vrednovanjem (komisije, odbori).; 12.Rezultati vrednovanja školskog rada po pitanjima odgoja i obrazovanja za održivi razvoj prezentiraju se na lokalnoj razini. Faktorskom analizom utvrđen je 1 karakteristični korijen 7,79 koji objašnjava 64,97% varijance s faktorskim zasićenjima na česticama u rasponu od 0,70-0,88 (p>0,50). Cronbach alafa za ovu skalu je iznosio 0,95.

Tablica 1.

Izvršena korelacijska mjerenja ukazala su na značajne Pearsonove koeficijente između pojedinih čestica koja smo mjerili aktivnosti školskog menadžmenta i procese vrednovanja/samovrednovanja u školama, pri čemu jačina tih veza varira od slabe veze do veze srednje jakosti. Također je utvrđeno da nema statistički značajne povezanosti, osim dviju čestica, u odnosu na stručnu spremu i funkciju djelatnika u školama, stoga ove dvije varijable nisu bilu uključene u daljnja ispitivanja. Provedena je regresijska analiza, pri čemu je kriterijska varijabla bila linearni kompozit aktivnosti školskog menadžmenta, a prediktori procesi vrednovanja/samovrednovanja u školama. Svi prediktori su centrirani prije unošenja u model.

Tablica 2.

Statistički značajnim prediktorima rada/aktivnosti školskog menadžmenta pokazale su se čestice evl_šk1cn, evl_šk2cn, evl_šk5cn, evl_šk9cn, evl_šk10cn, evl_šk11cn i evl_šk12cn. Od 12 čestica kojima smo ispitivali/mjerili procese vrednovanja i samovrednovanja u školama, tih 7 čestica objašnjava varijancu od 52% (R^2=0,52, F(12,727)=65,564; p<0,000) rad/aktivnosti školskog menadžmenta. Statistički značajnim nisu se pokazale i ne doprinose radu/aktivnostima školskog mendažmenta čestice kojima smo mjerili mjesečnu procjenu čistoće škole i okoliša koju provode učitelji i učenici; posjeduje li škola utvrđeni plan praćenja i motrenja i vrednovanja potrošnje vode, energije, materijala i organizira li razne aktivnosti osvještavanja štednje i očuvanja u kojima sudjeluju svi učenici i učitelji te osoblje škole; posebna realizacija vrednovanja rada na razini razrednih odjela, a posebno na razini cijele

škole.; korištenje rezultata kontinuiranog praćenja, vrednovanja za unaprjeđivanje školskog rada, ali i za razvoj dodatnih aktivnosti i projekata te realizaciju akcijskih istraživanja u školi u svrhu kontinuiranog rada na unaprjeđivanju, vrednovanju i samovrednovanju cjelokupnog rada po pitanjima odgoja i obrazovanja za održivi razvoj.

Rasprava i zaključci

Rezultati analiza pružili su nam tražene odgovore na pitanja i ukazali na daljnje mogućnosti unapređivanja rada škola u odnosu na aktivnosti školskog menadžmenta. Temeljeno na ispitivanju, odnosno traženju odgovora na pitanje koliko i koji su to procesi vrednovanja/samovrednovanja koji ponajviše objašnjavaju rad/aktivnosti školskog menadžemanta, rezultati su ukazali na sljedeće. S 52% objašnjene zajedničke varijance procesi koji uključuju timsko planiranje, kontrolu i procjenu potrošnje, izvedbe i kvalitete, provođenje čestih praćenja i vrednovanja okoliša od strane učitelja i učenika; kontinuirano praćenje i provođenje vrednovanja programa i/ili projekata i cjelokupnog rada koji se realizira u školi u različitim područjima održivosti i školskog rada, samovrednovanje nastave i rada škole od strane učitelja, djelatnika stručne službe i ravnatelja koja se provodi tijekom školske godine, razjašnjavanje i razvijanje kriterija kvalitete za pitanja odgoja i obrazovanja za održivi razvoj u skladu s vizijom odgoja i obrazovanja za održivi razvoj i njihova primjena za unutarnje školsko vrednovanje, pozitivni rezultati dobiveni vanjskim vrednovanjem (komisije, odbori) i prezentacija rezultata vrednovanja školskog rada po pitanjima odgoja i obrazovanja za održivi razvoj na lokalnoj razini, su procesi vrednovanja/samovrednovanja kojima možemo objasniti pojedine aktivnosti/rad školskog menadžementa u implementaciji koncepta odgoja i obrazovanja za održivi razvoj u školama. Iz rezultata je vidljiv značajan doprinos objašnjenju aktivnosti/rada školskog menadžmenta koji ukazuju koliko je rad školskog menadžmenta određen značajnim procesima vrednovanja/ samovrednovanja koji se odvijaju u školi. Timsko planiranje upravo je jedan od procesa koji ne regulira samo nastavu, planiranje i programiranje nego već i odnose učitelja, učenika i ostalih djelatnika u školi. Od uvođenja tzv. inovativne prakse timskog planiranja koje je posebice potaknuo Hrvatski nacionalni obrazovni standard (HNOS), prošlo je nekoliko godina i mora se primijetiti da je takva praksa pridonijela koheretnijem i homogenijem razvoju kvalitetnijeg odgoja i obrazovanja. Planiranje koje se odvija u timovima u koje se uključuju i učenici i učitelji, ali i ostali djelatnici škole, pa i vanjski članovi (Školski odbor, Vijeće roditelja) svakako unaprjeđuje razumijevanje između potreba škole, roditelja i same zajednice. Takva „snažna veza" neizostavna je u razvoju i implementaciji odgoja i obrazovanja za održivi razvoj u školi i zajednici (Anđić, 2011). Procesi kontrole, vrednovanja potrošnje, izvedbe i kvalitete bi bili neučinkoviti ako nisu proizvod zajedničkog planiranja. Međutim, u skladu s tim zanimljivo je da je taj rezultat u potpunoj suprotnosti s rezultatima istraživanja koji ukazuju da je upravo timsko poučavanje-planiranje jedan od značajnih

prepreka u razvoju koncepta odgoja i obrazovanja za održivi razvoj, pri čemu su razlozi tome identificirani u činjenici da postoji nedostatak školskog vremena, pretrpanost kurikuluma i mala potpora učitelja u evaluciji procesa odgoja i obrazovanja za održivi razvoj (Zimmmerman, 2004; Gross, 2009; Gross i Nakayama, 2010). Sami rezultati tih procesa predstavljaju temelj daljnjih dogovora i planiranja koji uključuju i praćenja školskog okoliša, kontinuitet rada u provođenju procesa vrednovanja/samovrednovanja poput realizacije programa i projekata na razini cijele škole. Timsko planiranje svakako je osnova razvoja kriterija kvalitete i njihovo usklađivanje s vizijom odgoja i obrazovanja koja je izgrađena u školi. Prema Kotterovom modelu (Barbaš-Seršić i Glavan, 1995, str.135) vizija jedna od ključnih osam koraka koji potiču promjene u razvijaju se u tri faze: stvaranja klime promjene, uključivanje cjelokupne organizacije i provođenje i održavanja promjene. Na klimi promjena se mora stalno raditi, to je kontinuiran proces, koji, ako se osmisli, doprinosi pozitivnoj klimi u organizaciji i podizanju kvalitete rada (Barbaš-Seršić i Glavan, 1995, str.136). Odgoj i obrazovanje za održivi razvoj mora poticati refleksiju, „otvoreni um" bez nametanja gledišta drugih, te omogućiti sudionicima tih procesa viziju kako bi mogli samostalno realizirati relevantne aktivnosti (Lourdel, Martin i Bererd, 2006). Ključna figura upravo buduće održivosti zajednice, je škola kao mjesto „života i rada", mjesto „susreta svih čimbenika procesa" konstrukcije održivije budućnosti. „Politika odgoja i obrazovanja za održivi razvoj artikulira viziju školske zajednice, koja bi trebala „uhvatiti" nade i aspiracije školske zajednice u radu prema održivosti. Uz to politika bi trebala reflektirati vrijednosti i principe školske zajednice koji će je voditi u učenju, poučavanju, radu i životu (Lang, 2007, str. 15.). Ti nalazi u skladu su s percepcijama dobivenim u inozemnim istraživanjima gdje postoji značajna „politika" posjedovanja vizije i misije sadašnjeg i budućeg rada, iako je njihova realizacija neujednačena ili opstruirana što unutarnjim, što vanjskim čimbenicima. Stoga se učinkovito zajedničko – timsko planiranje koje uključuje učitelje, ali i učenike, u nastavi i na razini rada cijele škole, postavljena vizija rada u školi i rad školskog mendžmenta moraju nadopunjavati i kontinuirano usklađivati kako bi škola odgovorila izazovima koje pred nju stavljaju koncepti poput odgoja i obrazovanja za održivi razvoj. U školama se provode i procesi vanjskog i unutarnjeg vrednovanja/samovrednovanja koji objašnjavaju aktivnosti školskog mendžmenta, a s tim u svezi i prezentacija tih rezultata na lokalnoj razini. Značaj povezivanja škole i lokalne zajednice je istaknut kao nužan dio procesa razvoja i implementacije koncepta odgoja i obrazovanja za održivi razvoj u cijeloj školi, ali i zajednici u kojoj ona funkcionira. Gledajući iz globalne perspektive, problematika povezivanja škole i obitelji nije usmjerena samo na razvoj i suradnju škole i obitelji, nego i jačanje roditeljskog sudjelovanja u odgoju i obrazovanju svoje djece u školama i doprinosu njihovu uspjehu obrazovanja, koja ističu upravo značajnu roditeljsku ulogu u postizanju školskog, obrazovnog uspjeha učenika, što ukazuju mnogobrojna i desetljećima realizirana istraživanja (Epstein i Sheldon, 2006, str. 117). Procesi vrednovanja/samovrednovanja koji su vezani uz praćenje i procjenu okoliša odnosno

rad učitelja i učenika te ostalih djelatnika škole u školskom okolišu upućuju na to da je rad školskog menadžementa značajno pod utjecajem tih elemenata školskog rada. Rezultati analize upućuju na to i to odgovara našem stajalištu o konceptu holisitičkog pristupa odgoju i obrazovanju za održivi razvoj. Istraživanja ukazuju da je školski okoliš nerijetko zanemareni aspekt školskog/nastavnog rada (Huckle, 2006), ali i značajan indikator učeničkog uspjeha (Huckle, 2005.), te prvi korak k uvođenju u brojne programe ekološke orijentacije. Postojeća obrazovna politika ističe da će se škole „pomaknuti s pozicije" kao primarna mjesta instrukcije i poučavanja k širim temeljnim centrima interakcija, gdje će se mnoge usluge namijenjene djeci biti fokusirane i koristiti se u širem smislu kao zajednice za širi i različitiji uzrast (Wall, Dockrell, i Peacey, 2008, str.1, str.9, str.10.). Drugim riječima, postati će zajednice unutar konteksta cjeloživotnog učenja i poučavanja. Istraživanja ukazuju i na porast interesa državnih tijela za implementaciju kurikularnih i izvankurikularnih odgojno-obrazovnih tema putem odgoja i obrazovanja na otvorenim prostorima, u školskom okolišu (Nicol, Higgins, Ross i Mannion, 2007**)**. Uređenje školskog okoliša, koji neodvojivo obuhvaća procese praćenja, evaluacije i upravljanja školskim okolišem, ogleda se u reafirmaciji značajnosti školskih vrtova nakon 90tih godina u Republici Hrvatskoj. U okviru školskih vrtova primjećuje se novi interes za područje ekologije i ekološkoga odgoja (Slačanac i Munjiza, 2007, str. 89). Škola postaje mjesto učenja na kojem će učenici uočiti lokalne i globalne probleme u svom neposrednom okolišu, rješavati ih povezivanjem znanja iz raznih predmeta, predložiti moguća rješenja (Slačanac i Munjiza, 2007, prema Borić, Peko i Vujnović, 2002). Koncept odgoja i obrazovanja za okoliš i održivi razvoj u školama značajno se temelji na programima koji potiču i razvijaju upravo uređenje i održavanje školskog okoliša. Razlog tome leži u isticanju „dok školsko okružje može pružiti interes i stimulaciju, promovirati učenje i potaknuti više održive veze između ljudi i između ljudi i prirode, značajan nedostatak takvog potencijala i „propast" dosizanja poštovanja učenika još više potiče negativna ponašanja. Učenje kroz prirodu nudi školama alat za unaprjeđenje takvih situacija i poboljšanja okoliša. Eko-škole su našle sličan put."(Huckle, 2002, str. 26-27). S tim u svezi i je i stav da „osoban i društveni razvoj djece može biti potaknut putem školskog okoliša koji ima dopušta da se osjećaju sigurnima i prema kojem imaju određene obveze" (Huckle, 2002, str.27.). U Republici Hrvatskoj programi poput međunarodnog programa eko-škola i Globe programa temelje se na vrednovanju/samovrednovanju, monitoringu i unaprjeđenju elemenata školskog okoliša. Menadžment školskog okoliša svakako je dio aktivnosti školskog menadžementa koji ne mogu funkcionirati zasebno, što su pokazali i rezultati naše analize iz razloga što „Aspekti poput školskog vodstva koji stavlja održivost u srce školskog planiranja i prakse… holističke participacije… ."zelene" škole i fizičkog okružja, učionica unutar i izvan okružja, redukcije školskog zelenog „otiska", procedura regularnog monitoringa, refleksije i vrednovanja, akcijskih istraživanja potiču refleksivnu praksu učitelja i promoviraju značajniju realizaciju (Henderson i Tilbury, 2004, str.44, str.47). Prema Jackson (2009, str.34) ključne

značajke školskog vodstva u upravljanju održivim školama temelje se na posjedovanjU vizije i svrhe, odlučnosti i obvezi, otpornosti, odlučnosti i preuzimanju rizika, inkluziji i osposobljavanju drugih. Birney i Reed (2008-2009, str.3) ističu veliki značaj upravo školskog vodstva-menadžmenta škole koji može pridonijeti školama da postanu održive. Rezultati naše analize ukazali su na nedostatan doprinos upravo procesa vrednovanja/samovrednovanja koji služe, za razvoj dodatnih aktivnosti i projekata i realizaciju akcijskih istraživanja u školi u svrhu kontinuiranog rada na unaprjeđivanju, što ocjenjujemo nedostatnim naporom škola - školskog menadžmenta (vodstva!) da iskoriste taj dio procesa rada. Ministarstvo obrazovanja Sjeverne Irske (2007) u *Schools for the Future: A Policy for Sustainable Schools* navodi 6 kriterija i s njima povezanih indikatora za stvaranje okvira kao pomoći u bavljenju pitanjima održivosti škole: jačanje veza s lokalnom zajednicom, iskustva odgoja i obrazovanja, uloge, financijsku poziciju, školsko vodstvo i menadžment i dostupnost koncepta odgoja i obrazovanja za održivi razvoj. Temeljeno na rezultatima naše analize koja je ukazala i na nedostatke u procesima vrednovanja/samovrednovanja jasno je da se pojedini aspekti rada u našim školama još moraju značajno poticati, razvijati, nadograđivati, posebno u radu/ aktivnostima školskog vodstva - menadžmenta škole. U razvoju holističkih pristupa u implementaciiji odgoja i obrazovanja za održivi razvoj u školama od krucijalnog značenja je uloga školskog ravnatelja, ali i uloge svih ostalih djelatnika škole, učitelja svih profila, djelatnika stručno-razvojne službe, čak i nenastavnog osoblja (Riehl, 2000). Poticanje istraživanja, posebice akcijskih i razvoj akcijskih kompetencija djelatnika usmjerenih na razvoj škole značajan je element koji uključuje upravo ulogu ravnatelja kao onoga koji će potaknuti, omogućiti, podržati u realizaciji. Naša analiza ukazala je na nedostatan doprinos upravo tog značajnog elementa aktivnostima/radu školskog menadžmenta. Vodstvo škole predstavlja „društvenu praksu koja je ovisna o situaciji, poseban način življenja u svijetu, konstelaciju razumijevanja, vrijednosti i akcija koji proizlaze iz posebnog konteksta" (Riehl, 2007, str.144). Iz toga razloga, „harmonizacija", usklađivanje planova i realizacije ovisit će upravo o članovima školskog vodstva, njihovom prihvaćanju promjena i implementaciji istih, ali i svim čimbenicima koji realiziraju odgojno-obrazovne procese u školama. Mayer i Mogensen (2005, str.26) ističu da su se „zahtjevi za vrednovanjem radikalno promijenili u posljednjih 20 godina - od vrednovanja kao suda koji su donosili oni koji su bili u poziciji autoriteta – do učitelja, ravnatelja ili inspektora – koji se bave prikupljanjem podataka, deskripcijom i interpretacijama koje zahtijevaju istraživanja, produbljena akcijska istraživanja i refleksiju." Vrednovanja škole nisu usmjerene na isključivo vanjske procjene kvalitete rada škola, već postaju inicijatori unutarnjih procesa promjena temeljenih i na akcijskim istraživanjima i refleksijama kvalitete rada na holističkoj razini. Vanjsko vrednovanje trebalo bi shvatiti tek kao dio procesa vrednovanja u školama, jer unutarnje vrednovanje– samovrednovanje škole čini još jednu i neodvojivu sastavnicu tih procesa. U kontekstu promocije odgoja i obrazovanja za održivi razvoj, vrednovanje nikako ne smije ostati samo na vanjskoj razini, ono

kako bi ishodilo kvalitativnom promjenom mora doći „iznutra", jer temelj tome su procijene vrijednosnih pozicija na dogovorenim kriterijima kvalitete uz participatorske uloge istraživača i s ciljem osvjetljavanja promjena (Anđić, 2011). Kriterije kvalitete ne treba shvaćati i kao indikatore uspješnosti, već kao „prijevod niza podijeljenih formuliranih vrijednosti i ključnim pojmovima koji su više ekplicitni i bliži praksi, oni daju orijentaciju i inspiraciju, nisu sredstvo za kontrolu kvalitete, već mogućnost unaprjeđivanja kvalitete, otvoreni su za kontinuiranu debatu i paricipaciju" (Breiting, Mayer i Mogensen, 2005, str.9). Na toj osnovi usustavljen procesi vrednovanja i samovrednovanja čine srž procesa razvoja i implementacije odgoja i obrazovanja za održivi razvoj u školama i trebali bi „počivati na rukama" aktivnih sudionika tih procesa – djelatnika u školama, kao „bottom-up" proces, a ne samo obrnuto. Izuzetno je značajno za učitelje i ostale sudionike da izvode kontinuirano vrednovanje sami, kako bi povećali svoje edukacijske i evaluacijske vještine, kako bi ih mogli nastaviti koristiti. Istraživanja ukazuju da dosadašnja praksa vrednovanja odgojno-obrazovnog razvoja, iz tog razloga, zahtjeva promjenu, reformu (Hashimoto i Hudson, 2008.). Još jedan argument tome leži u slijedećem: „Nužni preduvjet svake uspješne reforme, pa tako i reforme našeg obrazovnog sustava jest spremnost za promjene. Ako većina aktera reforme nije za nju spremna i ako je ne prihvaća, reforma skoro sigurno neće uspjeti. Kakvi su naši izgledi u tom pogledu?" (Šikić, 2001, str. 6). Delorsovo izvješće nudi soluciju tomu: *sve reforme bi trebale biti vođene u duhu i esenciji održivog razvoja i zahtijevati apsolutno uključivanje odgoja i obrazovanja za održivi razvoj; na taj će način odgoj i obrazovanje za održivi razvoj posjedovati legitimno mjesto u bilo kojim promjenama koje nastaju na lokalnim ili nacionalnim nastojanjima za edukacijske reforme.* Stoga, procesi vrednovanja koji su počeli u našim školama nude prostor uključivanju odgoja i obrazovanja za održivi razvoj u vrednovanje nastavnih predmeta. Reardon, Scott i Verre (1994, str. 1) ističu da se „promjene u politici vrednovanja mogu se koristiti kao moćno sredstvo za reforme škola". Međutim, rezultati našeg istraživanja ne ukazuju na to da škole dostatno koriste rezultate vrednovanja za unapređivanje svog rada, a niti dostatno razvijaju kriterije za evaluaciju kvalitete rada. Prihvatljivost i realizacija procesa vrednovanja i reformskih zahvata, te angažiranih promjena u osnovnoj školi, ovisiti će ne samo o vanjskim čimbenicima, nego prije svega o sudionicima samih procesa i njihovom obrazovanju što na inicijalnoj, što na profesionalnoj razini, što ponovno otvara pitanja dostatnosti obrazovanja i usavršavanja djelatnika škola – članova školskog mendžmenta i leadershipa za procese razvoja, implementacije i s tim u svezi vrednovanja i samovrednovanja. „Stvarne organizacijske promjene nastaju, ne samo kada se poduzimaju tehničke promjene u strukturama i procesu, nego kada pojedinci unutar i izvan škole konstruiraju novo razumijevanje o tome što promjene znače". (Riehl, 2000, 60.).