



GYMNÁZIUM DR.A.HRDLIČKY
HUMPOLEC

KOMENSKÉHO 147, 396 01 HUMPOLEC
CZECH REPUBLIC



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A. Introduction

1) History of the Gymnazium

In 2007, Gymnazium Dr. A Hrdlicky will have been in existence for seventy years. It was established as a result of an initiative by the citizens of Humpolec, who wanted to offer young people the opportunity to study at a secondary school in Humpolec, rather than having to commute to nearby towns. Originally the school was an eight-year municipal school and had a municipal grammar school statute – it was built with the economic help of the town and a financial collection from the local citizens. In subsequent years the school adopted the statute of a state gymnazium. Wartime incidents and postwar developments meant that the school was without its own building for many years, and was located in a communal space with the basic (primary) school. The Gymnazium was gradually transformed from an eight-year school to a unified eleven-year school (1950s), later to a four-year school (1970s) and nowadays the school offers a general secondary education in a four-year or eight-year curriculum. In the year 1994 the town of Humpolec transferred the newly reconstructed “Evangelical School” to the Gymnazium, which made it possible for the school to begin instructing in a space of its own starting on 1.9.1994.

2) The Gymnazium in the Present

Presently, Gymnazium Humpolec has 354 pupils in twelve classes, attending the eight-year or four-year curriculum. The Gymnazium aims to provide a general education with a particular focus on foreign languages and computer technology.

Pupils in the eight-year curriculum complete five years of primary study at the basic primary school before beginning at gymnazium. There are two primary schools students from the town and surrounding communities can choose to attend. There is a high demand for the type of education provided by the Humpolec Gymnazium, and most years there are twice as many students interested in attending the school as can be accepted. There are no problems with cooperation between the Gymnazium and the basic schools but it is safe to say that they have no interest in losing their pupils to the gymnazium.

Pupils in the four-year program first attend basic (primary) school for nine years, after which they can choose to attend any gymnazium in their region. The Vysocina Region, to which Humpolec belongs, is composed of five districts and most of the pupils in our school are generally from three of them. There is a growing tendency of large demand for spaces at the gymnazium in both curriculums, and there are generally more applicants than the school can accept.

The Gymnazium is presently equipped with language classrooms and computer and technical laboratories. On the adjoining land there is a small school playing field with free space for rest or free time (respirium) and an outbuilding for bicycles. In school building itself some new special classrooms, laboratories and offices were built with special libraries and collections. The students also have access to a study room and reading room.

Both the general public opinion and the opinions of the municipality of the school are very positive, and the school has earned a good name and general trust from the whole region.

Recently, the internal life of the school has changed. In last ten years the staff has changed by about 30%. Young teachers have been hired and there are about usually one or two foreign lecturers at the school. The administration of the school has been composed of the same staff since 2001. The teaching staff is quite young, the average age is about 38 years old, and approximately one third of the staff is composed of men. Most of the teachers are younger than forty years old and are fully trained. The relationship between teachers and

students has also undergone a shift; it has changed from an autocracy to a partnership. Most of the teachers now make a distinct effort to try and understand and appreciate the personality and individuality of every student. Everything is determined by the size of the school which enables the teachers to know one another well, while continuing to respect our differences.

All the equipment is at the disposal of the students from 7:00am to 5:00pm, in particular the study room and reading room, computer labs, gyms and school yard and playground.

3) Main tendencies of Change

I. Continuous learning

During the process of learning both at the lower and upper level of grammar school we want to foster the essentials and motivation for the continuous education. Today's students will live in a time of continuous changes and an environment of great mobility among employees and global society.

II. The school and cooperation

The school must be more open to cooperation with other schools and institutions and cooperation with parents and the general public. It should become a natural source of information and it should provide education for any interested groups in addition to regular lessons inside the community. It should also cooperate with other educational centres.

III. Focus on wider variety of educational offers

It is necessary to inspire less motivated students through a variety of educational offers. We should not focus only on talented students, but also offer possibilities in education to others according to their skills and interests.

IV. Transformation of the traditional school education

The main focus of school processes should be put on key competencies rather than on spoon feeding knowledge. Schools should try to use active methods in teaching. The organization of lessons should be looser from time to time (for example teaching in blocks, project lessons, in the school, nationally, and incorporating foreign projects). Relationships should be based on mutual trust, partnership and mutual respect, not only among pedagogical staff, but above all, among teachers and students. Pedagogical staff and students should be given more possibilities to develop their own skills and in this way to improve their motivation. The school grounds should be used during the lessons, but they should also be at the disposal of students and the public for free time activities, because the school has suitable space, gadgets and teaching aids, including special classical literature. The school regularly offers education activities for the participants of continuous learning from the public, above all in IT education and languages.

It is necessary to develop key competencies, i.e. knowledge and skills in the field of communication, the ability of working in a team, the ability to work with information, or to process information, decision-making, the ability of adaptation to the constantly changing conditions and the skill of entering new relationships and playing different role; All of this should be done without oppressing personal freedom.

All these trends are based on the experiences of the director and the staff and information from the international school projects and staff education in the new education

methods. There were open discussions about the main trends of future school life in the school and we reached a consensus regarding how the school will proceed in the future.

4) Resources

Buildings - The school area is composed of four elements (the old building, classroom pavilion one, classroom pavilion two, and gym)

Classrooms 12 large classrooms (for 34 students maximum) – 7 specialized classrooms
4 language classrooms (for 20 students maximum)
2 computer classrooms (32 workstations), video projectors
Study room and library
Physics laboratory and chemistry laboratory
Project room
Room for small sports, gymnastics room
Art atelier

Other Areas- technical offices, storage rooms, staff room, director's office, workshop, furnace room, cellar, change rooms with lockers, eating area, corridors with table tennis equipment

Other - playground, respiration for students' free time

Technical Equipment - Computers are equipped with Novell Pro 500 are installed in the technical laboratories, teachers' offices, main office, director's office and staff room. From the ICT patrons we received data projectors, projectors, scanners, printers, digital cameras and digital photo apparatus.

- Teaching software, the system LANIUS, satellite reception, microwave Internet access, small television circuit with connection to recording cameras and the technical sound, in the biology classrooms there are projectors connected to the microscopes

Audiovisual Aids - standard audiovisual aids for lessons and general education items

Financial Resources–

- o Contributing organizations, whose founder is the Region Vysočina (KU Vysočina)
- o Primary funding – compensation from the Ministry of Education (MŠMT ČR) budget
- o Operational expenses – compensation from regional budget
- o Grants from MŠMT ČR (Czech Ministry of Education), Ministry of the Environment, Town of Humpolec, Vysočina Fund, EU grants - Socrates (Comenius, Arion, Minerva), Endowment Fund of Gymnazium Dr. A. Hrdličky, Humpolec

Personnel Resources

- o 28 pedagogical staff
- o 6 non-pedagogical staff (accountant, secretarial staff, school keeper, 3 cleaning staff)

Educational Resources - DVPP – regularly scheduled courses about detailed topics, EU courses
- Education of the accountant (courses), secretaries (course of record-keeping)
- Skilled school keeper (welding and topical course)

5) Processes

Educational System:

79-41-K/001 (79-02-5/00) Gymnázium – each day eight-year curriculum
79-41-K/001 (79-02-5/00) Gymnázium – each day four-year curriculum

General teaching plan for an eight-year gymnázium curriculum

Lower level of the eight-year curriculum– Educational system at the basic (primary) schools

6) External Factors

1) MARKET

In the present day the interest of companies and firms in economical subjects is decreasing and the interest in employees with a diverse education or technical education is increasing. Regarding this, for us, positive trend, we experience greater interest in studying at our gymnázium

2) COMPETITION

Every year in the district of Pelhrimov three grammar school classes of four year curriculum, two classes of eight year curriculum and one class of six year curriculum commence. For this reason, the grammar schools do not compete with one another, but completely the opposite, they cooperate above all in the field of transfers, the search for teachers, and so on. Several years ago the commerce secondary school in Pelhrimov used to compete with the gymnázium, but now due to declining interest in economical study it no longer competes in the „fight for students“, even if they have, for the second year, run an economical lyceum, which widens the curriculum with classical subjects.

3) THE GOVERNMENT POLICY

The educational politics of the current government is included in the "White Book" and concretely detailed in a new school law. Both these documents are not much in favour of grammar school education, either in four-year or longer curriculums. For this reason, grammar schools are forced to fight for their existence and to defend the grammar school education as one of the integral parts of our school system.

4) UNION

Cooperation with the union organization at our school is without problems. The union does not cause any complications with the running of the school, or in the educational system.

5) NUMBER OF APPLICANTS

The number of applicants to our school increases annually, due to general interest in study at grammar schools, and also due to the increasing prestige of our school. The number of pupils who complete basic (primary) school is decreasing, but, on the other hand, the radius of people who attend our school is widening. This is particularly evident in the four-year curriculum. The average mark of applicants to the eight-year curriculum is 1.05, and the average mark of applicants to the four-year curriculum is 1.17.

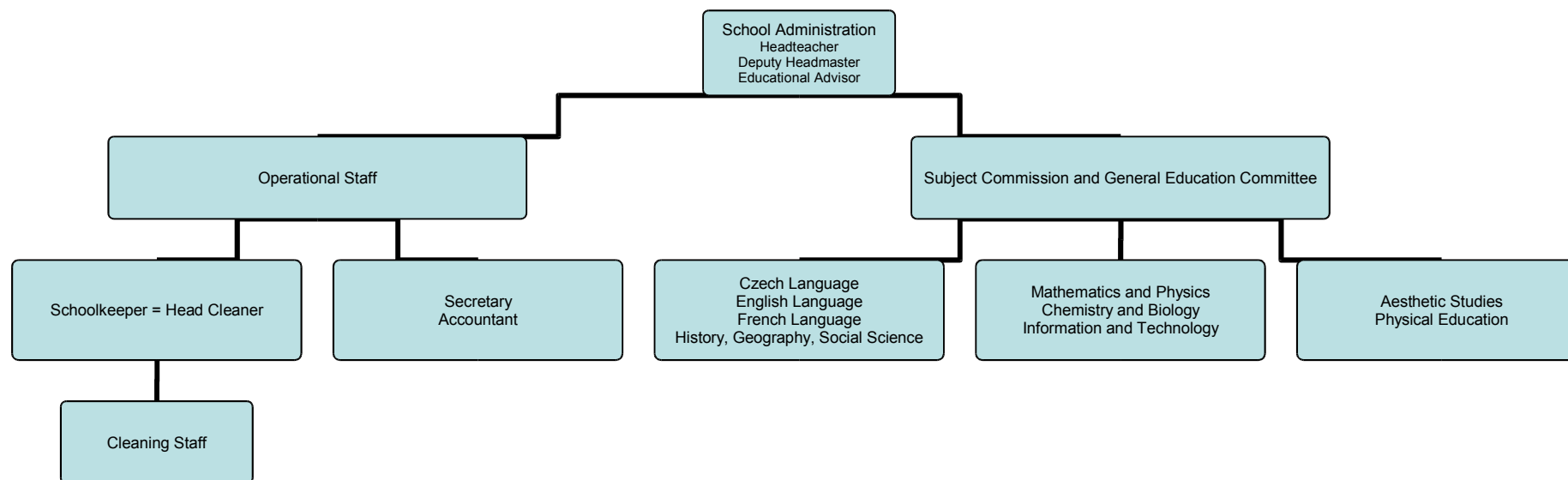
6) THE CATCHMEN AREA

The applicants consist of basic school pupils from the Humpolec district, Pelhrimov district, Jihlava district and Havlickuv Brod district. All of these districts belong to the Vysocina region. This part of the Czech Republic is traditionally the poorest, and this impacts the possibility of obtaining funds outside the budget sources; for example, sponsorship. Local firms and entrepreneurs have a lot of problems with supporting their own existence and this is the reason their ability to sponsor schools and school facilities is limited. Of course there are exceptions, but their support is largely symbolic. It doesn't provide any type of permanent or dependable funding.

B. Structures and Relationships

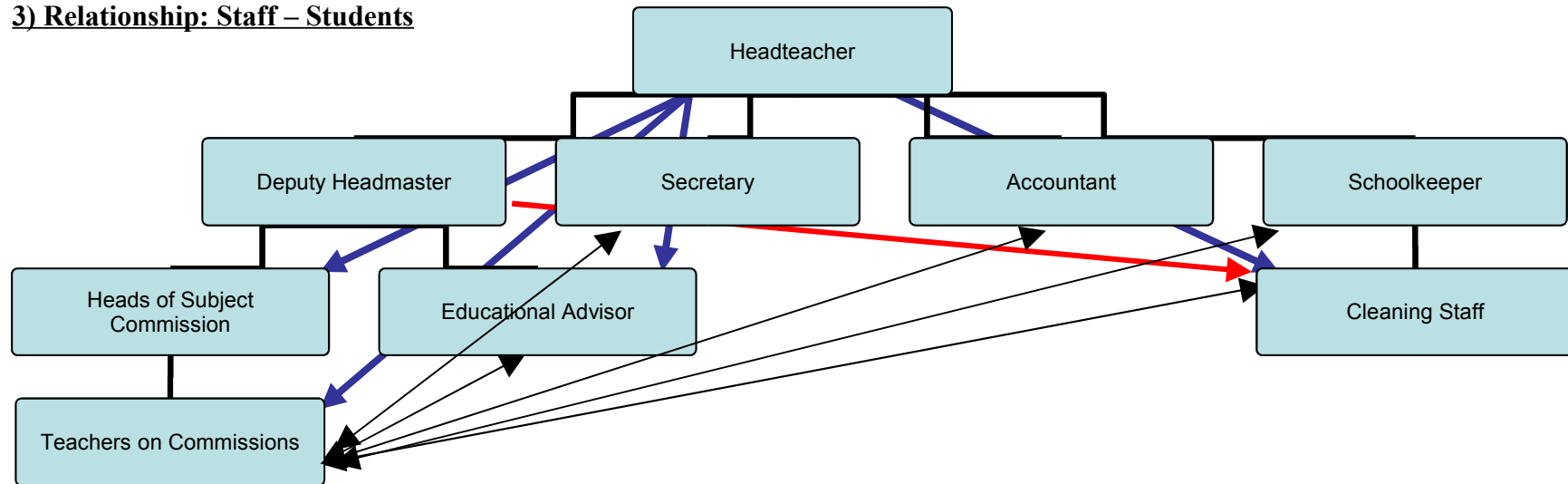
1) Organizational Structure

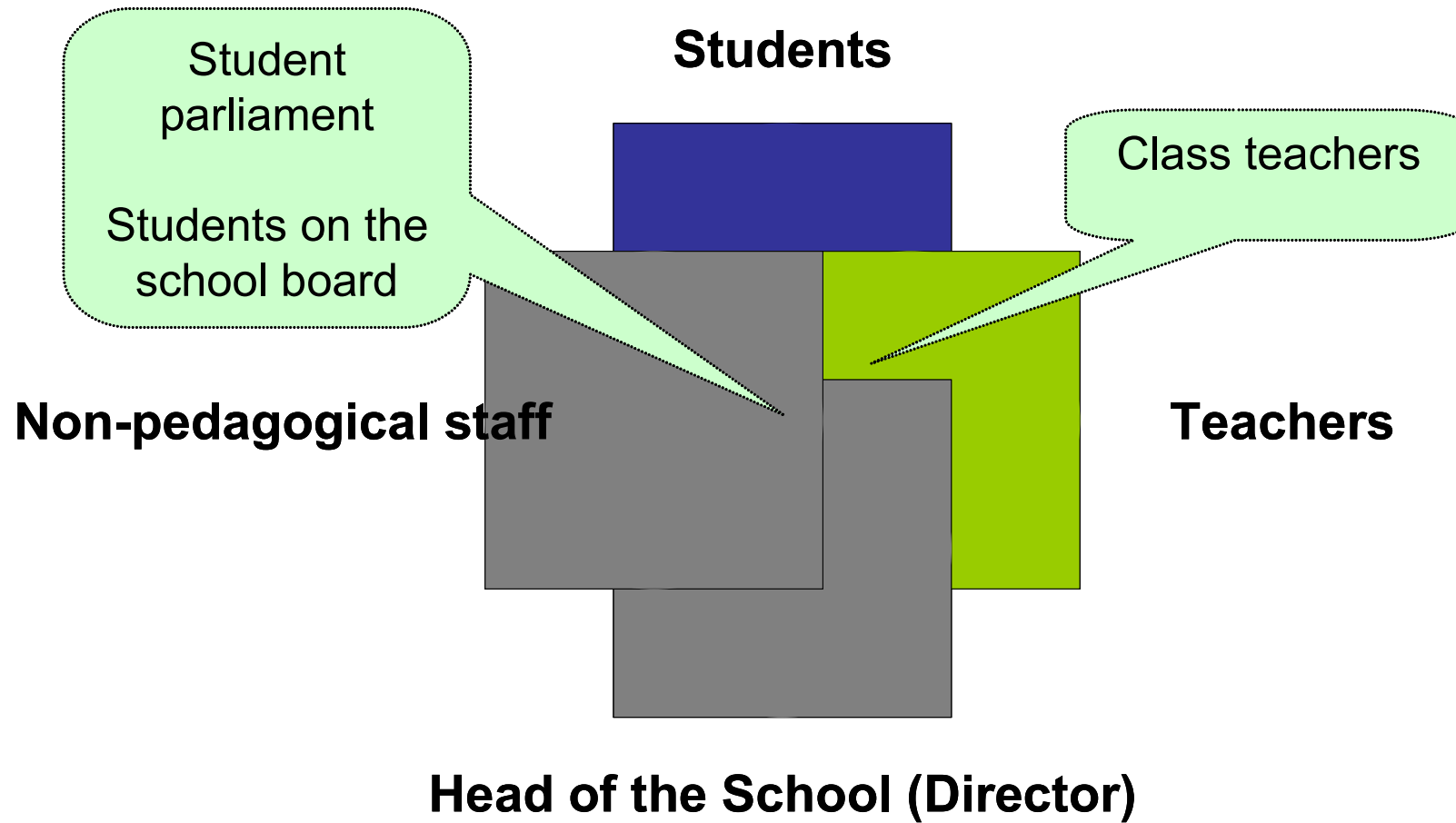
This scheme details the organization of the school. In the scheme there is no definite number of organizations



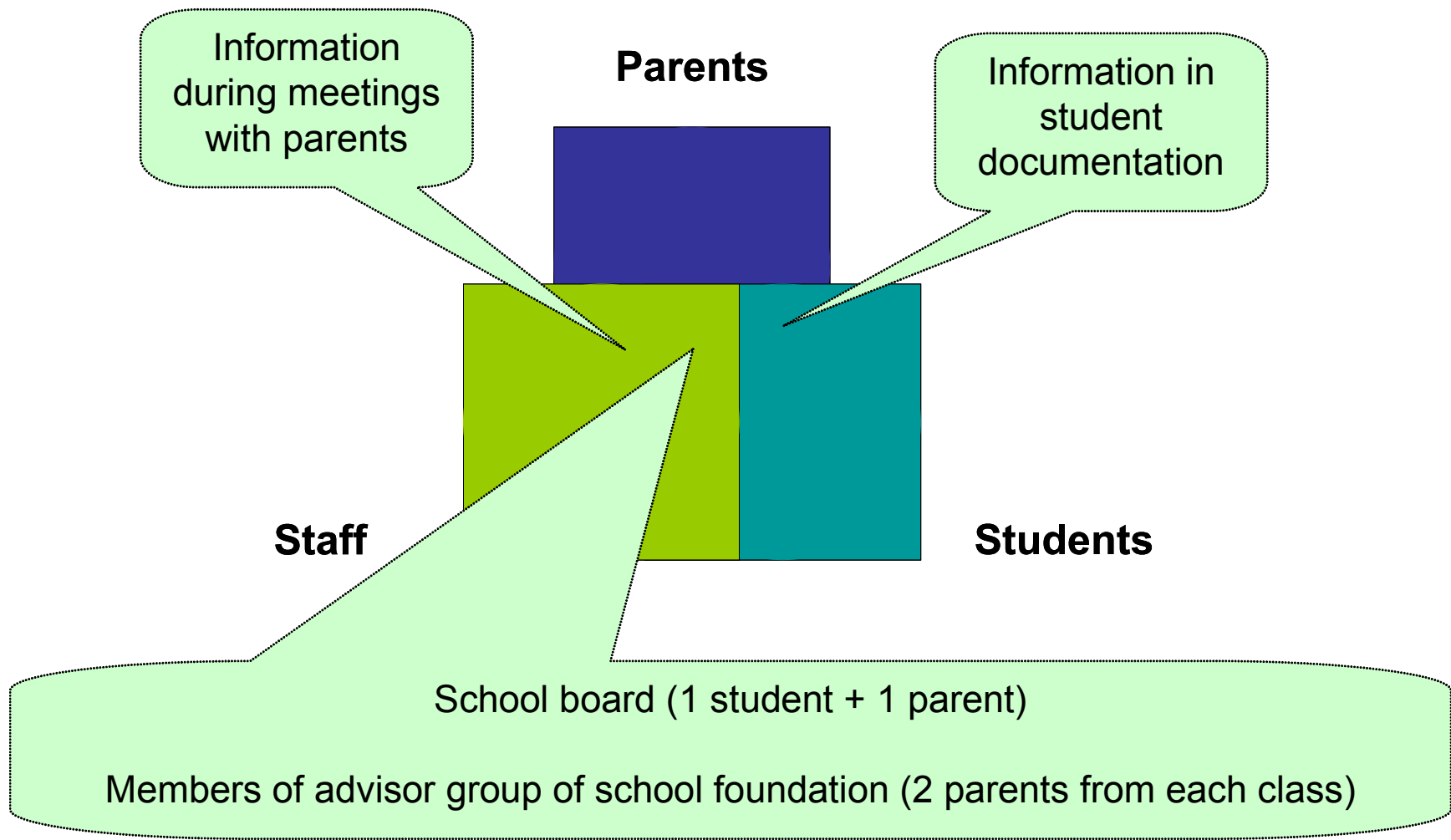
2) Relationship Between Different Positions

3) Relationship: Staff – Students





4) Relationship: School – Parents



5) Relationships with External Institutions

- **Compulsory relationships with state organizations that allocate funds and budgets and control the financial state of the gymnasium**
 - o MŠMT ČR – Czech Ministry of Education
 - o Odbor školství Krajského úřadu Vysočina – School Organization for Vysocina Region
 - o Česká školní inspekce – Czech School Inspectors

- **Cooperation with other organizations**
 - o Město Humpolec – The Town of Humpolec
 - o TJ Jiskra Humpolec – Sport Club
 - o ZUŠ Humpolec – Art and music school
 - o Szeš Humpolec – Agricultural secondary school
 - o Odborné učiliště technické Humpolec – Technical apprenticeship school
 - o Odborné učiliště obchodní Humpolec – Commerce Apprenticeship school
 - o ZŠ Hradská Humpolec – Hradská Primary School Humpolec
 - o ZŠ Hálkova Humpolec – Hálkova Primary School Humpolec
 - o Other basic schools in the Humpolec region
 - o Humpolec cultural and information centres (Městská knihovna, Městské kino, Muzeum dr. A. Hrdličky Humpolec) – town library, town theatre, town museum
 - o TEREZA – Environmental education organization

- **Relationships with media**
 - o Humpolecký zpravodaj
 - o Listy Pelhřimovska
 - o Mladá fronta dnes – regional pages
 - o Právo – regional pages
 - o Cesta vysočiny

- **International Cooperation**
 - o Bundesrealgymnasium Wels, Austria
 - o Pedagogisk Center Albertslund, Denmark
 - o Pedagogisk Senter Karmoy, Norway
 - o St. Vincent College, United Kingdom
 - o Partners in international projects from around the world- Sweden, The United States, France, Italy, Poland, Greece, Lithuania, Portugal, Spain, Ireland

C. Methodology

1) Key questions

- a) Can teachers influence lessons and educational methods?
- b) Do teachers feel responsibility for the changes?
- c) Do teachers want to co-operate with students?
- d) Can students influence lessons and educational methods?
- e) Do students feel responsibility for the changes?
- f) Do students want to co-operate with teachers?
- g) Are there any methods for students to make suggestions in the school system?

2) Methods

- **PEDAGOGICAL STAFF - 4 x 90 min**
 - o 4 group interviews (3 x 6 , 1 x 7) as an introduction to the questionnaire
 - o questionnaire
- **STUDENTS – 8 x 60 min**
 - o motivational film „Ways of learning, ways of teaching“
 - o small discussion about the movie and explanation of the meaning of the questionnaire for school development in the future
 - o all the activities in 8 groups
- **QUESTIONNAIRES**

1) PEDAGOGICAL STAFF AND SCHOOL – DIRECTING THE GROUP INTERVIEW

- Lessons (What is taught in single lessons)
 - o Can I influence them?
 - If so, do I feel responsible for possible changes?
 - o I want more influence connecting with responsibility of the changes.
- Co-operation with students in the lesson content
 - o I can't imagine it
 - o is possible
 - o is possible only if students take part of the responsibility for offers of realisation of their suggestions and educational results
- Co-operation with students in the education methods
 - o I can't imagine it
 - o is possible
 - o is possible only if students take part of the responsibility for offers of realisation of their suggestions and educational results
- Co-operation with students in methods and numbers of non-traditional activities (project education, Introduction Week, Sports Day, Open Door Day..)
 - o I can't imagine it

- is possible
- is possible only if students take part of the responsibility for offers of realisation of their suggestions and educational results
- Co-operation with students in methods and numbers of after-school activities (hobby courses, non-formal activities in gym, computer room and study room)
 - I can't imagine it
 - is possible
 - is possible only if students take part of the responsibility for offers of realisation of their suggestions and educational results

Co-operation with students in appearance of school and school equipment (computers, pictures, flowers and plants, equipment in lessons, artwork...)

- I can't imagine it
- is possible
- is possible only if students take part of the responsibility for offers of realisation of their suggestions and educational results
- Improvement of free access to classrooms and gyms
 - I can't imagine it
 - is possible
 - is possible only if students take part of the responsibility for offers of realisation of their suggestions and educational results
- Students can use the following methods for applying their own suggestions and ideas at a sufficient level
 - student council
 - class teacher
 - teachers of different subjects
 - head of the school
 - school magazine
 - pressure actions (petition, voting on the notice board...)
 - other
- Regarding the changes of school curriculum and school organization based on my colleagues' ideas and suggestions
 - I don't feel any responsibility
 - I feel very strong responsibility
- Regarding the results and impacts of my own ideas and suggestions
 - I wouldn't feel any responsibility
 - I would feel very strong responsibility
- Regarding the results and impacts of students ideas and suggestions
 - I don't feel any responsibility
 - I feel very strong responsibility
- I am willing to be responsible for my suggestions
- I am not willing to be responsible for my suggestions

- The realisation of the students' suggestions in my lessons will, in my eyes, result in my position
 - o being brought down
 - o being elevated
 - o remaining the same

- I think that if we use students' ideas in lessons the students will be
 - o motivated to work harder
 - o his/her activity will remain on the same level
 - o he/she will be demotivated

- My offer of collaboration and the chance to realise students' ideas I feel as
 - o a show of my weakness and lack of ideas
 - o the first step towards better education
 - o a situation based on outside pressure

- The administration's offer of collaboration and the chance to realise my own ideas I feel as
 - o a show of weakness and lack of ideas
 - o the first step towards improving the school
 - o a situation based on outside pressure without any effect

I have the following suggestions after the interview:

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2) STUDENTS AND SCHOOL - QUESTIONNAIRE

Lessons (What is taught in single lessons)

- | | | |
|-------------------------|-----|----|
| - Can I influence them? | YES | NO |
| o If so, in what way? | | |

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- | | | |
|--|-----|----|
| | YES | NO |
| o If so, do I feel responsible for possible changes? | | |
| - Am I willing to influence and bear responsibility for these changes? | YES | NO |
| o If so, in what way? | | |

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Education methods (exhibitions, discussions, projects, individual or group work...)

- | | | |
|-------------------------|-----|----|
| - Can I influence them? | YES | NO |
| o If so, in what way? | | |

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-
- If so, do I feel responsible for possible changes? YES NO
 - Am I willing to influence and bear responsibility for these changes? YES NO
 - If so, in what way?
-
-

Format and number of special events activities (project education, Introduction Week, Sports Day, Open Door Day...)

- Can I influence them? YES NO
 - If so, in what way?
-
-

- If so, do I feel responsible for possible changes? YES NO
 - Am I willing to influence and bear responsibility for these changes? YES NO
 - If so, in what way?
-
-

Format and number of after-school activities (hobby courses, non-formal sports activities, activities in the computer room and study room)

- Can I influence them? YES NO
 - If so, in what way?
-
-

- If so, do I feel responsible for possible changes? YES NO
- Am I willing to influence and bear responsibility for these changes? YES NO
 - If so, in what way?
 -

Appearance of the school and school equipment (computers, pictures, flowers or plants, equipment in lessons, artwork...)

- Can I influence them? YES NO
 - If so, in what way?
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- If so, do I feel responsible for possible changes? YES NO
 - Am I willing to influence and bear responsibility for these changes? YES NO
 - If so, in what way?
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The rules of access to classrooms, study room, gyms, computer room

- Can I influence them? YES NO
 - If so, in what way?

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- If so, do I feel responsible for possible changes? YES NO
 - Am I willing to influence and bear responsibility for these changes? YES NO
 - If so, in what way?
-
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These methods can be used for applying my suggestions and ideas:

- student council
- class teacher
- teachers of different subjects
- head of the school
- school magazine
- pressure actions (petition, voting on the notice board...)
- other

Regarding the changes in the school life based on the staff suggestions

- I don't feel any responsibility YES NO
- I feel strong responsibility YES NO

Regarding the results and impacts of the realisation of my suggestions

- I wouldn't feel any responsibility YES NO
- I would feel strong responsibility YES NO

Regarding the results and impacts of the realisation of other students' suggestions

- I wouldn't feel any responsibility YES NO
- I would feel strong responsibility YES NO

I am willing to be responsible for my suggestions

- YES
- NO

I am willing to be responsible for my behaviour

- YES
- NO

If my suggestions and ideas are realised in lessons, the position of the teacher in my eyes will be

- brought down
- elevated
- remain the same

If my suggestions and ideas are realised in lessons it will

- motivate me to work harder
- not change my work level
- demotivate me

An offer by the teacher for collaboration and the chance to realise my own ideas would demonstrate

- his/her weakness and lack of ideas
- the first step towards better education
- situation based on outside pressure

An offer by the administration for collaboration and the chance to realise my own ideas would demonstrate

- a weakness and lack of ideas
- the first step towards improving the school
- situation based on outside pressure without any effect

I have the following suggestions after completing the questionnaire:

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3) Respondents

- PEDAGOGICAL STAFF

- 25 of 29 people
 - 16 women
 - 9 men

- STUDENTS

8 year/ 4 year curriculum	Classes	Boys	Girls	Total	Participants in Investigations	Age
4 year	1.A	11	16	27	23	15-16
8 year	5.O	16	12	28	24	15-16
4 year	2.A	9	24	33	29	16-17
8 year	6.O	8	19	27	23	16-17
4 year	3.A	3	26	29	25	17-18
8 year	7.O	8	20	28	16	17-18
4 year	4.A	10	21	31	21	18-19
8 year	8.O	12	19	31	25	18-19
		77	157	234	186	

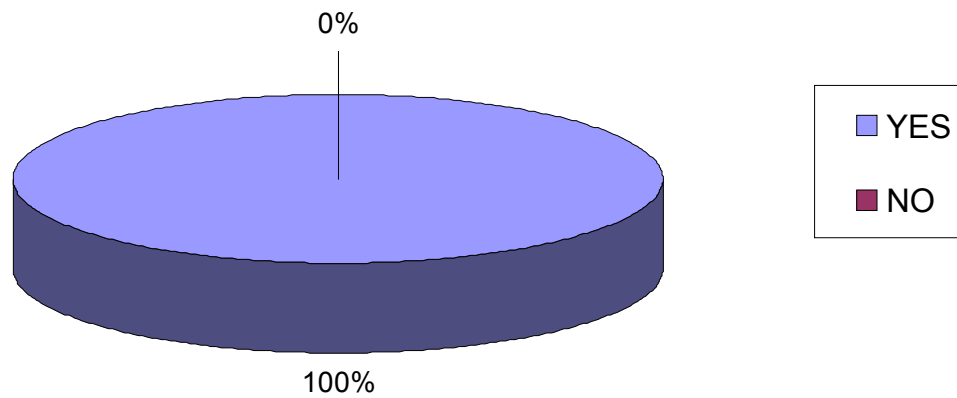
4) Date

December 2005 – April 2006

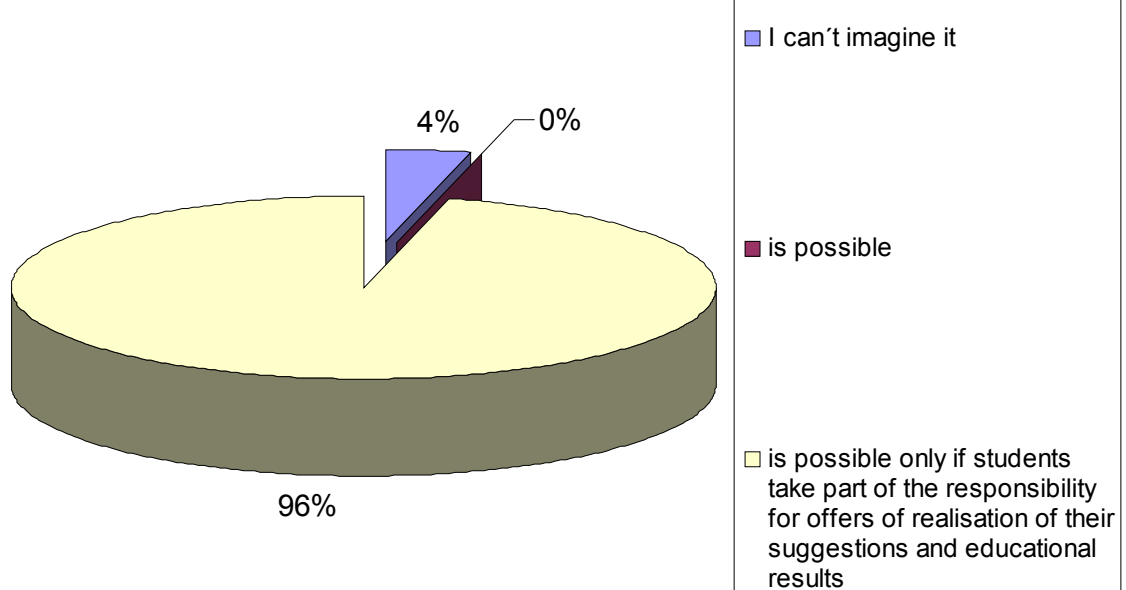
5) Results

- PEDAGOGICAL STAFF

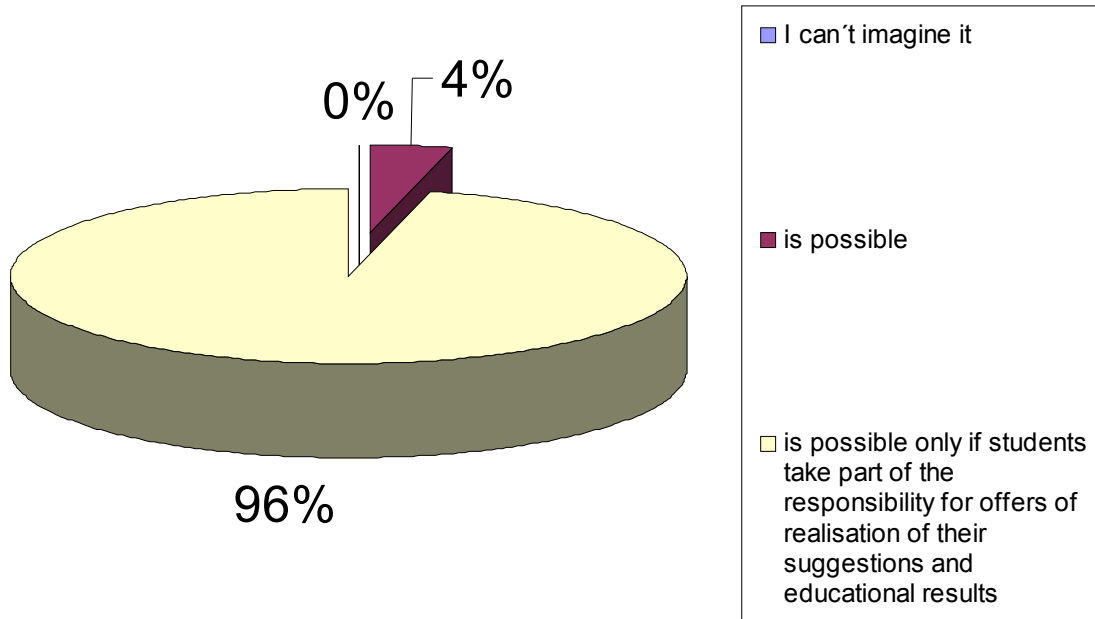
1c. I want more influence in lessons connecting with responsibility for the changes



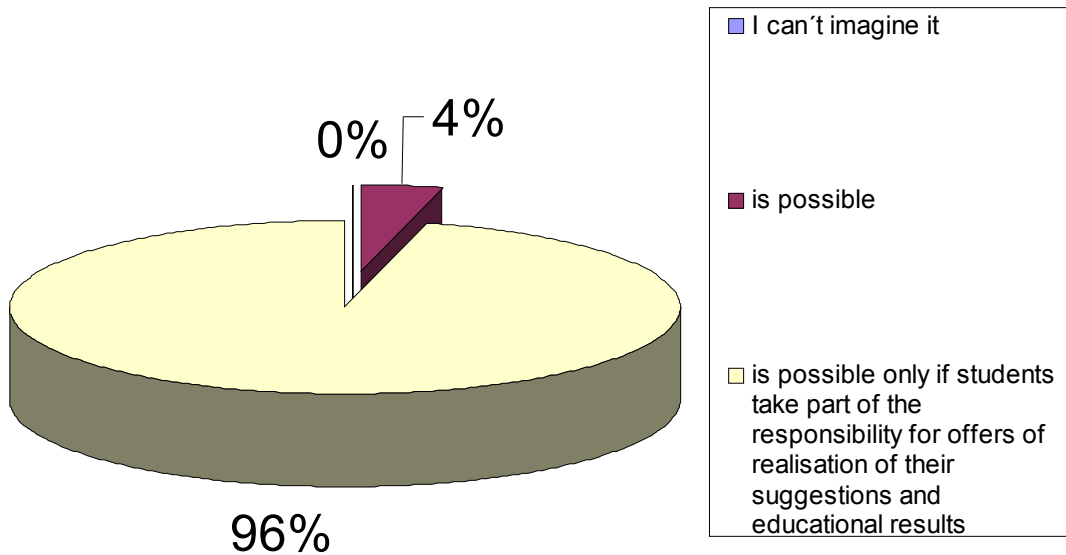
2. Co-operation with students in the lesson content



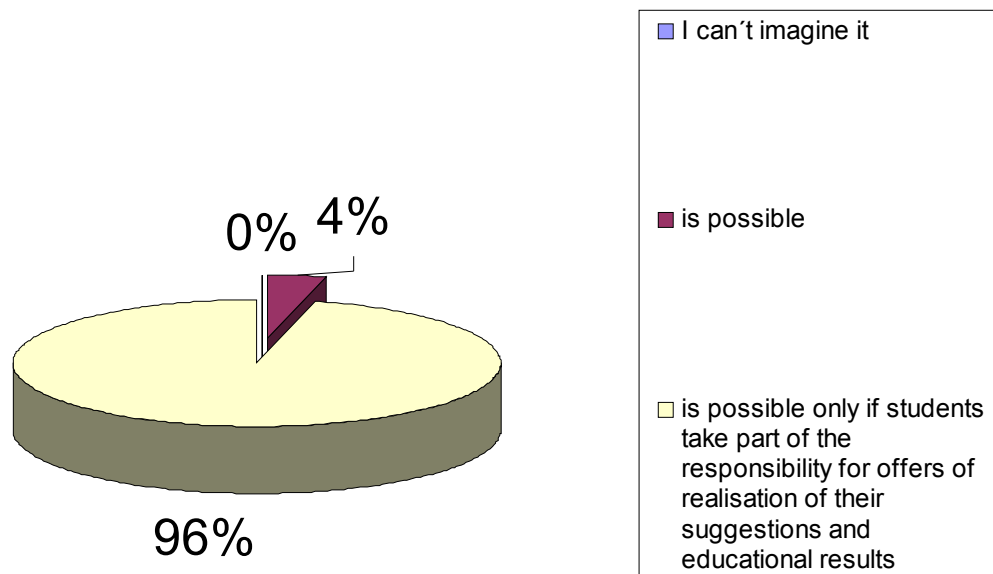
3. Co-operation with students in the education formats



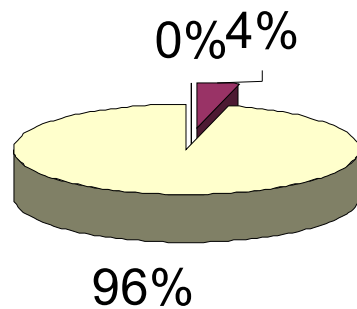
4. Co-operation with students in the format and number of non-traditional activities (project education, Introduction Week, Sports Day, Open Door Day...)



4. Co-operation with students in the format and number of non-traditional activities (project education, Introduction Week, Sports Day, Open Door Day...)



5. Co-operation with students in the format and number of after-school activities (hobby courses, non-formal activities in gym, computer room and study room)

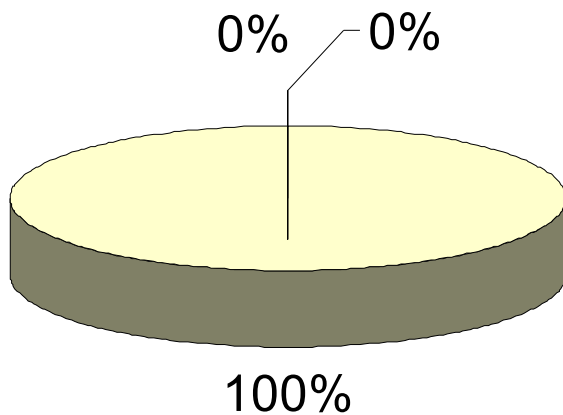


I can't imagine it

is possible

is possible only if students take part of the responsibility for offers of realisation of their suggestions and educational results

6. Co-operation with students in the appearance of the school and school equipment (computers, pictures, flowers and plants, equipment in lessons, artwork,..)

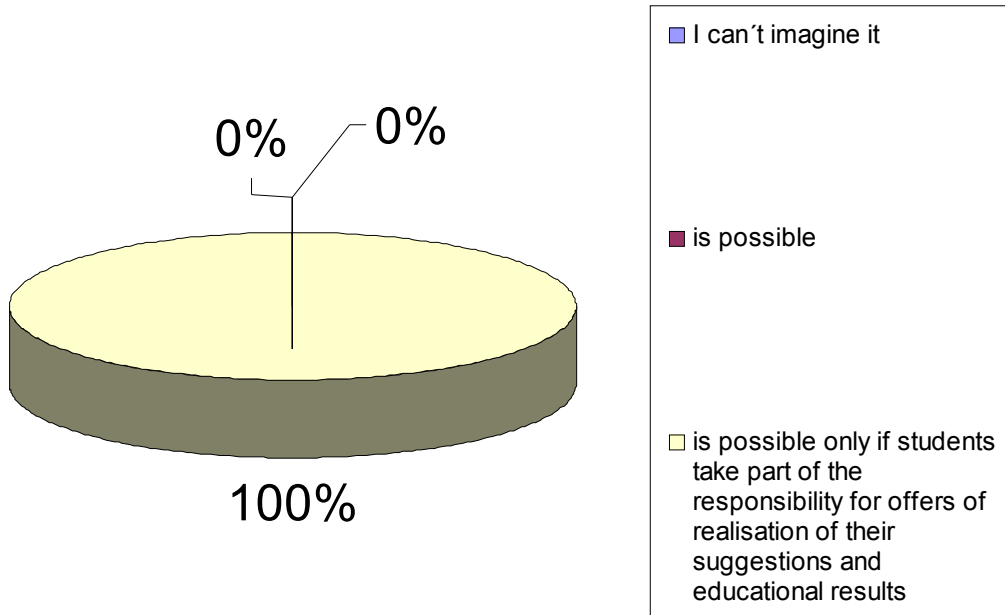


I can't imagine it

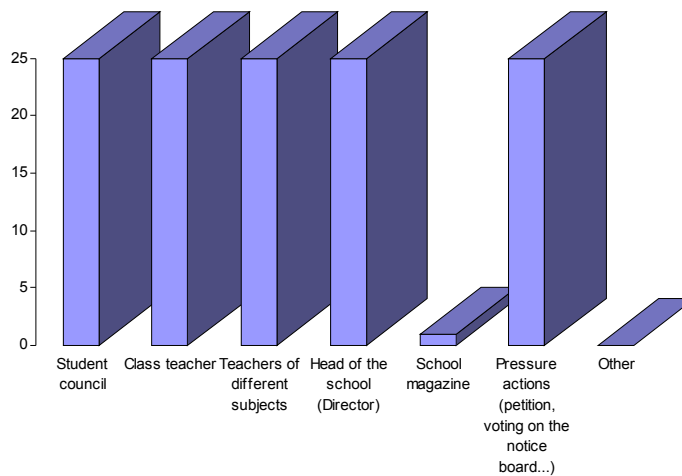
is possible

is possible only if students take part of the responsibility for offers of realisation of their suggestions and educational results

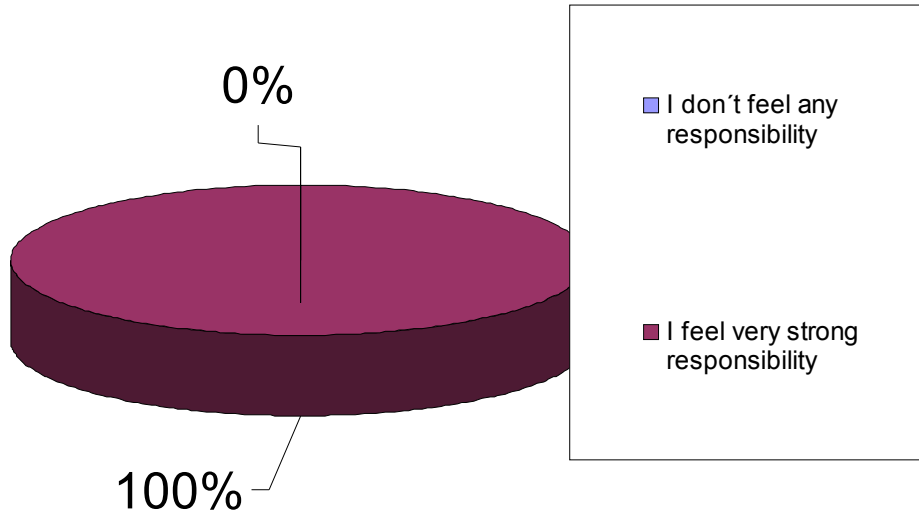
7.Improvement of free access to classrooms and gyms



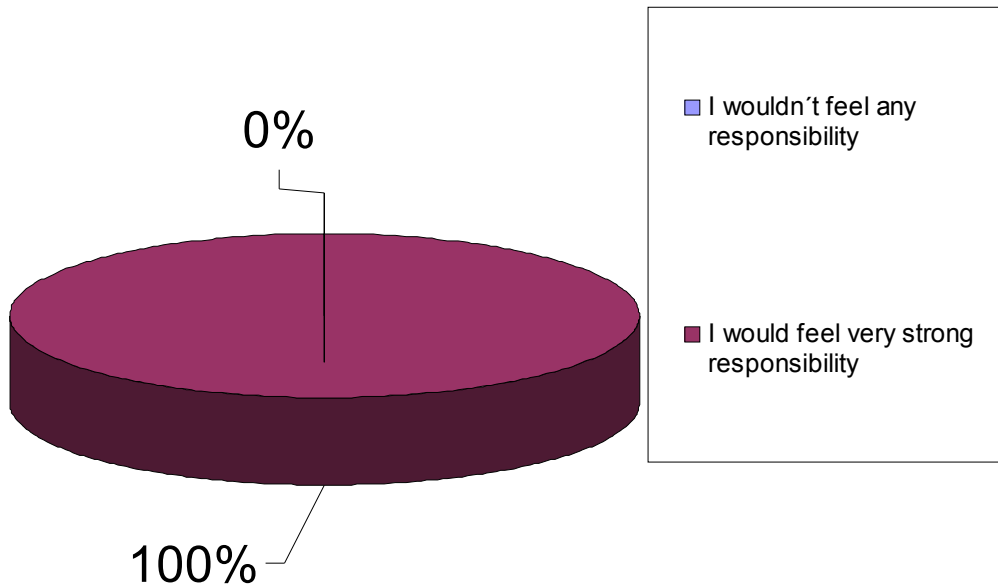
8. Students can use the following methods for applying their own suggestions and ideas at a sufficient level



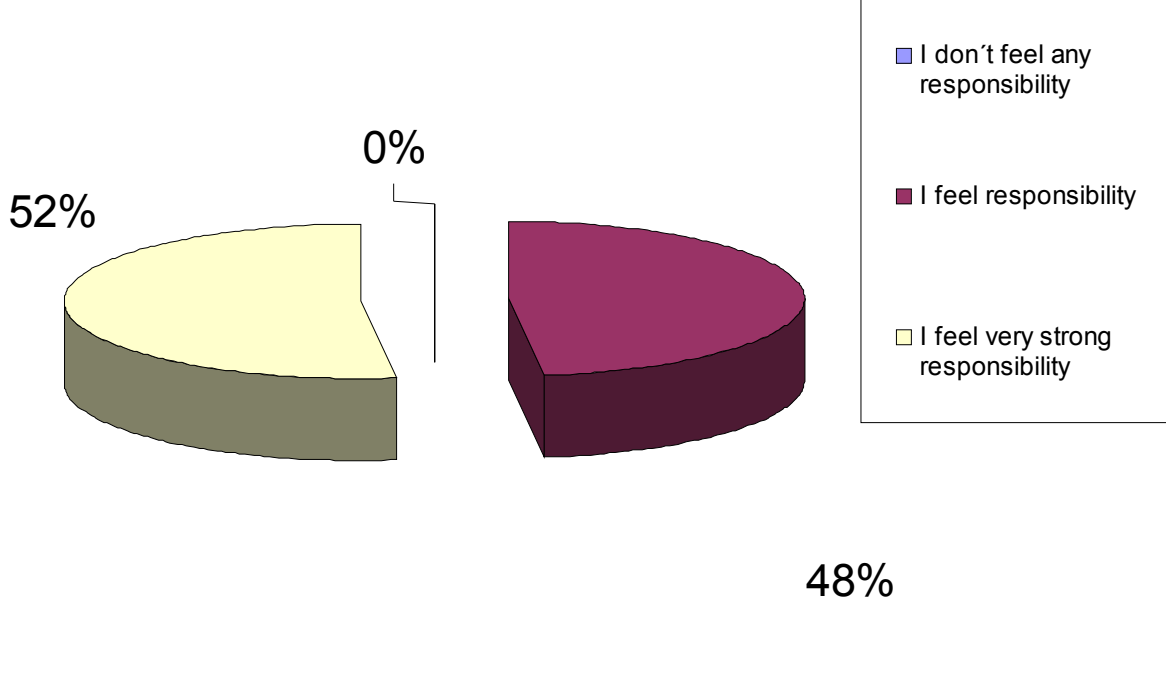
9. Regarding the changes to the school curriculum and school organization based on my colleagues' ideas and suggestions



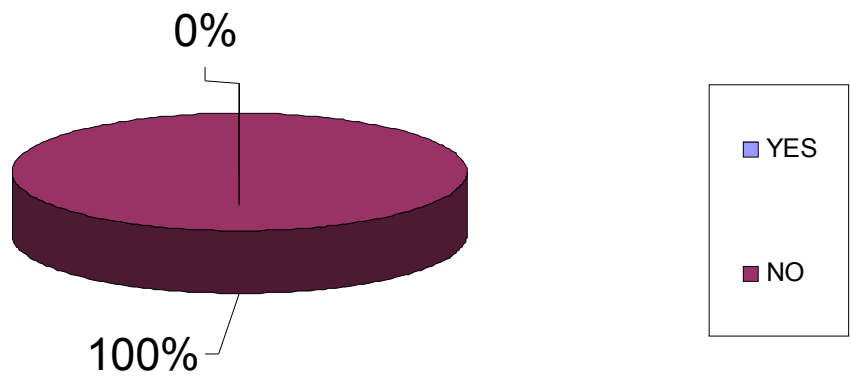
10. Regarding the results and impacts of my own ideas and suggestions



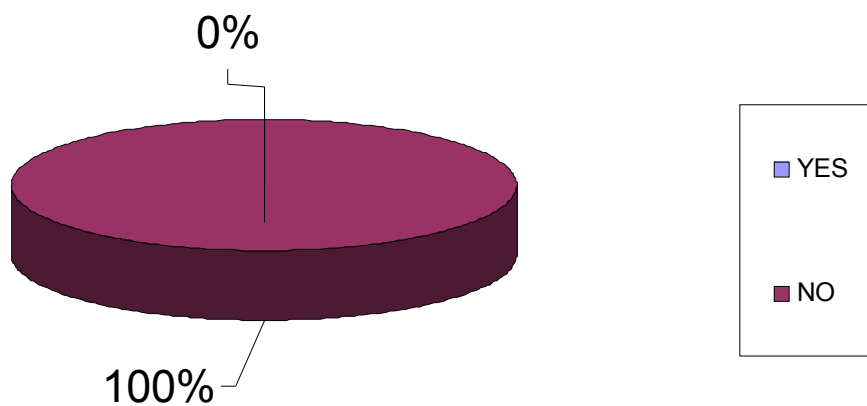
11. Regarding the results and impacts of students ideas and suggestions



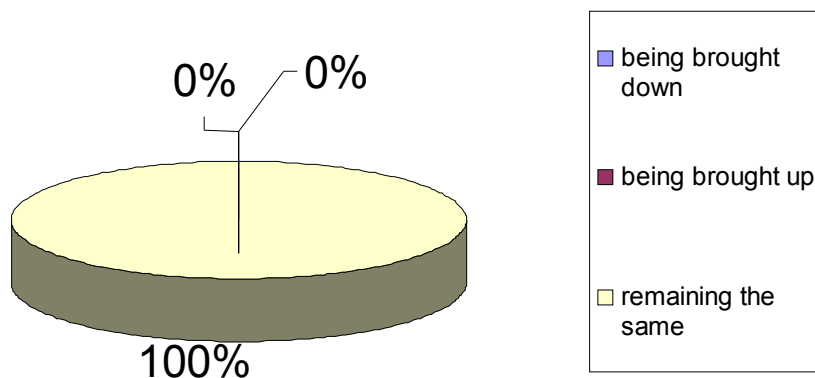
12. I am willing to be responsible for my suggestions



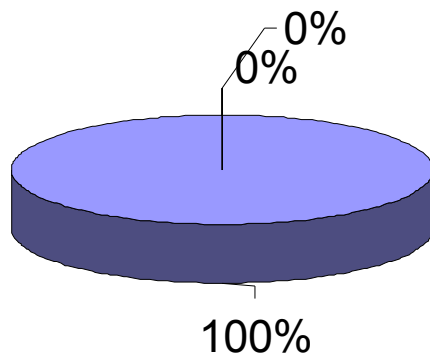
13. I am not willing to be responsible for my suggestions



14. The realisation of the students' suggestions in my lessons will, in my eyes, result in my position

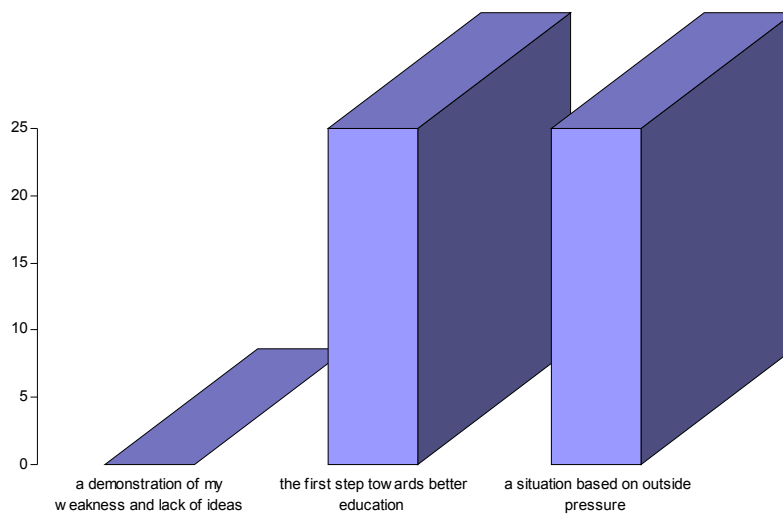


15. I think that if we use students' ideas in lessons the students will be

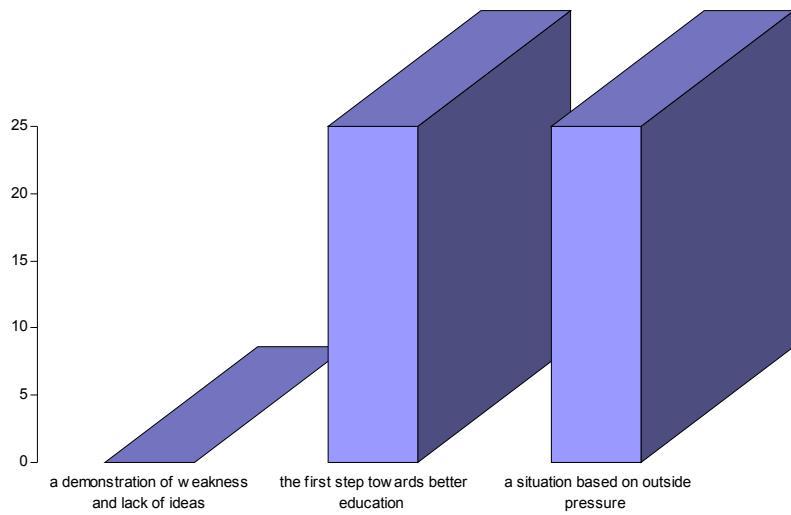


- motivated to work harder
- his/her activity will remain on the same level
- he/she will be demotivated

16. My offer of collaboration and the chance to realise students' ideas I feel as



17. The administration's offer of collaboration and the chance to realise my own ideas I feel as

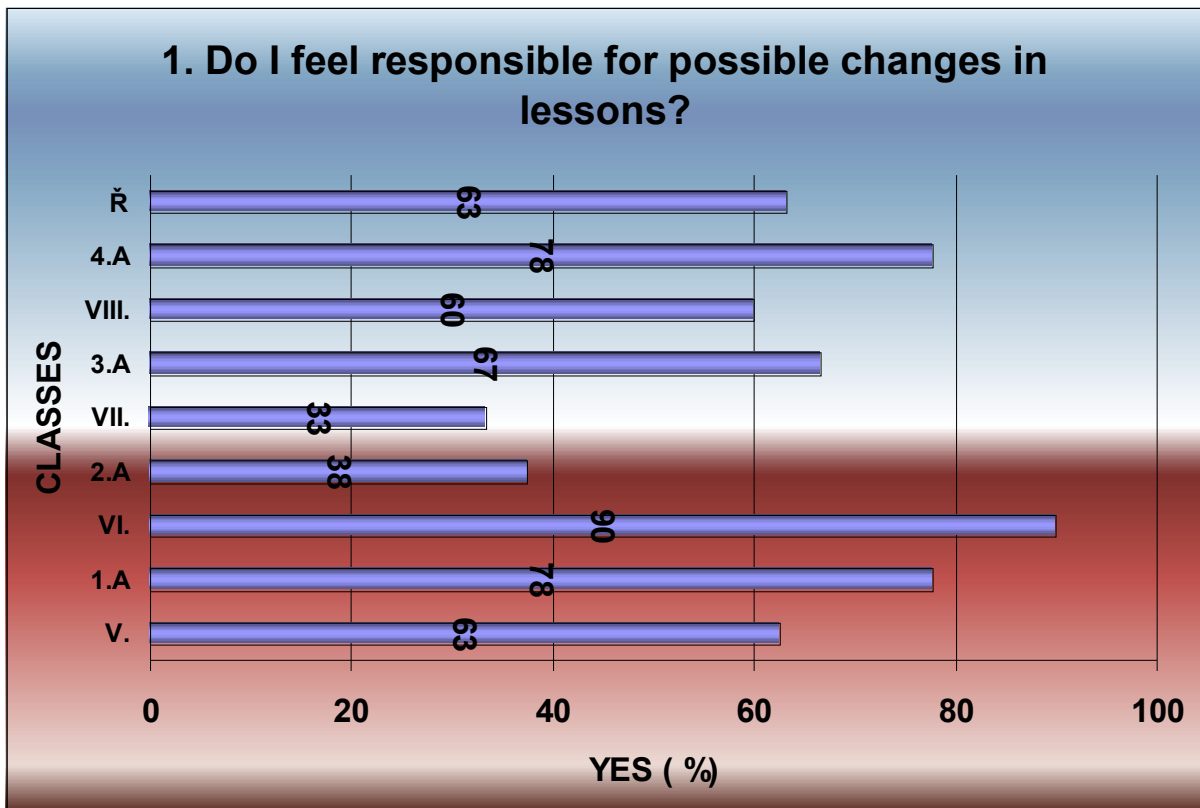
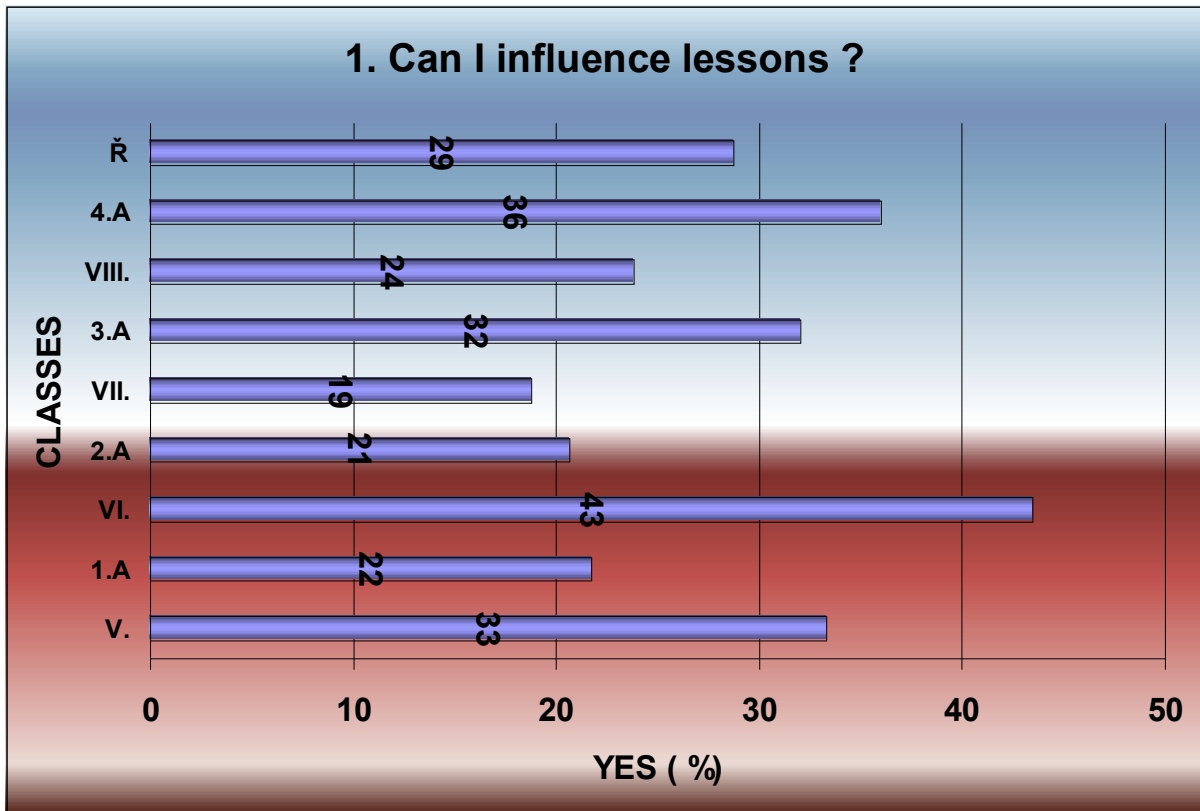


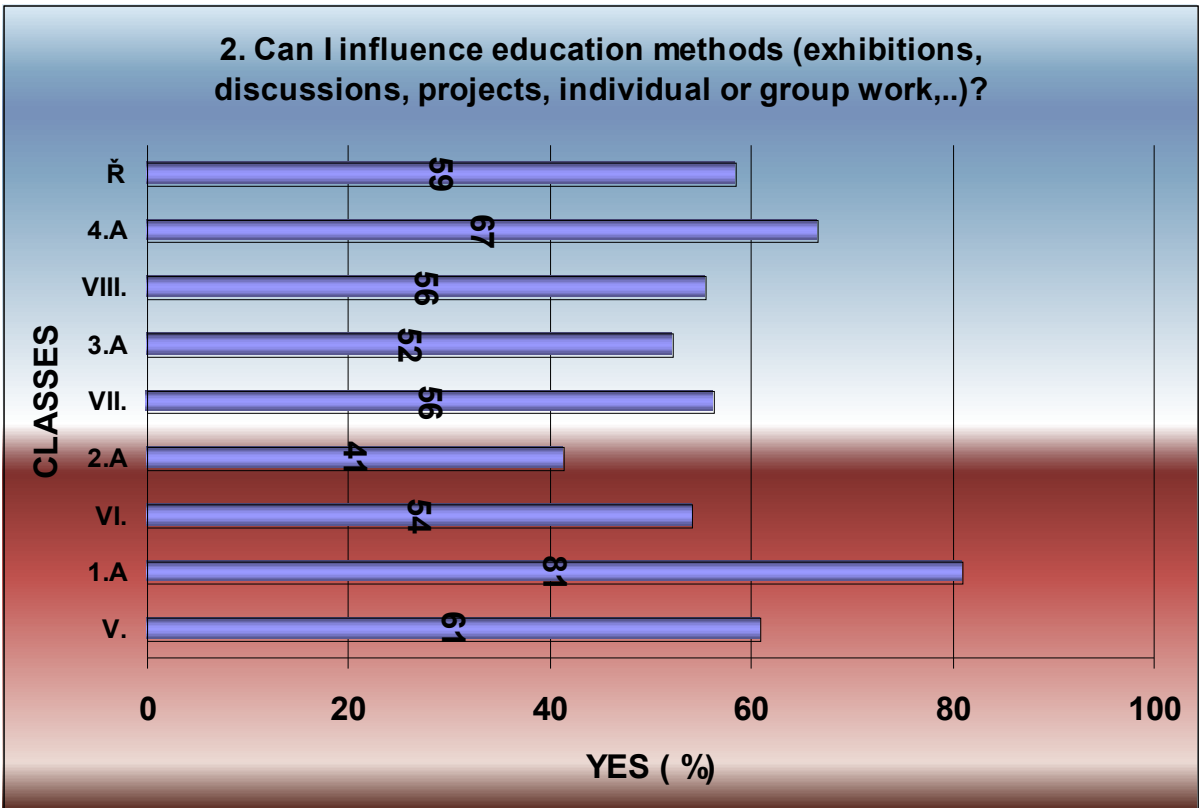
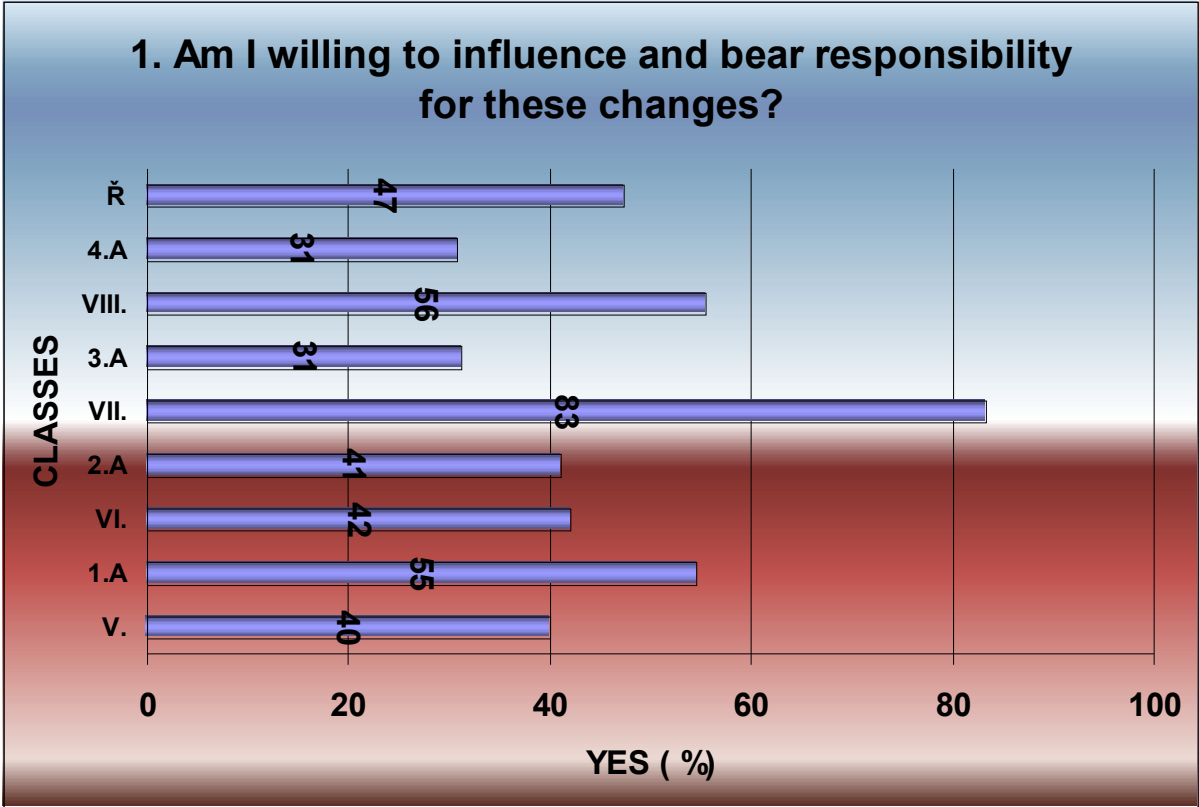
INDUCEMENT:

	frequency
The creation of student personal records - personal self-evaluation	1
Two levels of curriculum - the different content and forms	3
Progression of competency in speaking, discussion, cooperation	1
The opportunity for students - the possibility of preparing "Open Door Day"	1
Obtaining a professional career advisor (guidance counselor)	1
Progression of critical thinking should be commenced at the beginning of studies	1
There is a need for altering the method of education - we to need to eliminate some facts	1
45 minute lessons are too short to do a lot of work - we should merge the lessons	1
There are worries about how to learn and having your lessons be interesting or engaging	1
Conservative parents - This is the biggest problem for change	1
Give opportunities for ambitious students in lower classes	1
All basic (primary) schools should provide the same basic education	3
But what is this basic education?	1
How can we explain to parents that they must be satisfied with low marks in the subjects which their children don't want to pursue in their future?	1
You must explain to parents what the new curriculum means	2
Slowly but surely we are aimed at providing detailed written evaluations rather than just marks. It will help children, but what about the parents?	1
Our work must provide a proper foundation for pressure and workload of colleges, law and parents	1
When we are preparing the new curriculum we must always take into account the results that we desire for the end product	1
In lower classes - we must be aimed at languages and IT - that is the difference between our gymnasium and the basic school	1

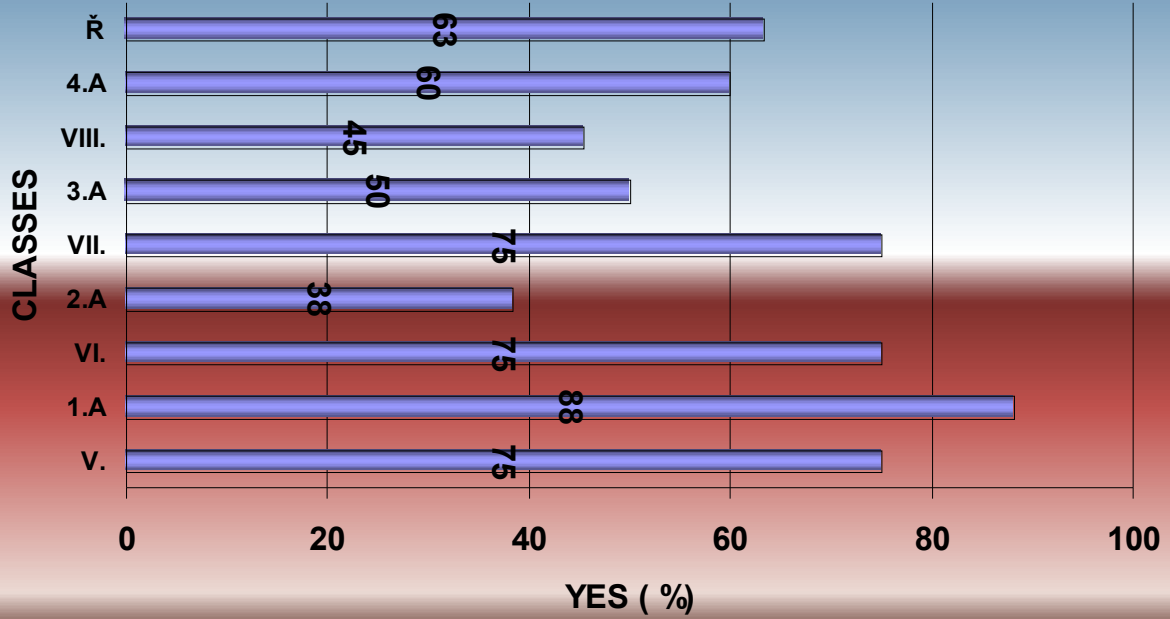
We do many activities and projects, if we can name them correctly and use the proper terminology we can apply them to the correct competencies (practical applications for the programs)	2
How can we classify students in the lower levels when we already have a dual education system?	1
The bigger deflection from ordinary lessons, the less students will know	1
You should give the maximum for all the students	1
We are afraid of the declining level of students	1
The evaluation is not proper - it's not true that the students with worse marks are less prepared for life	1
It would be convenient to have some practical subjects or lessons (time where I am able to discern actual competency) from all the subjects	1
How and what to evaluate during the trips and excursions, so that we are not wasting time, but keep space for discerning competencies	1
We think that the ideal is to combine marks and a detailed explanatory evaluation	1

- STUDENTS

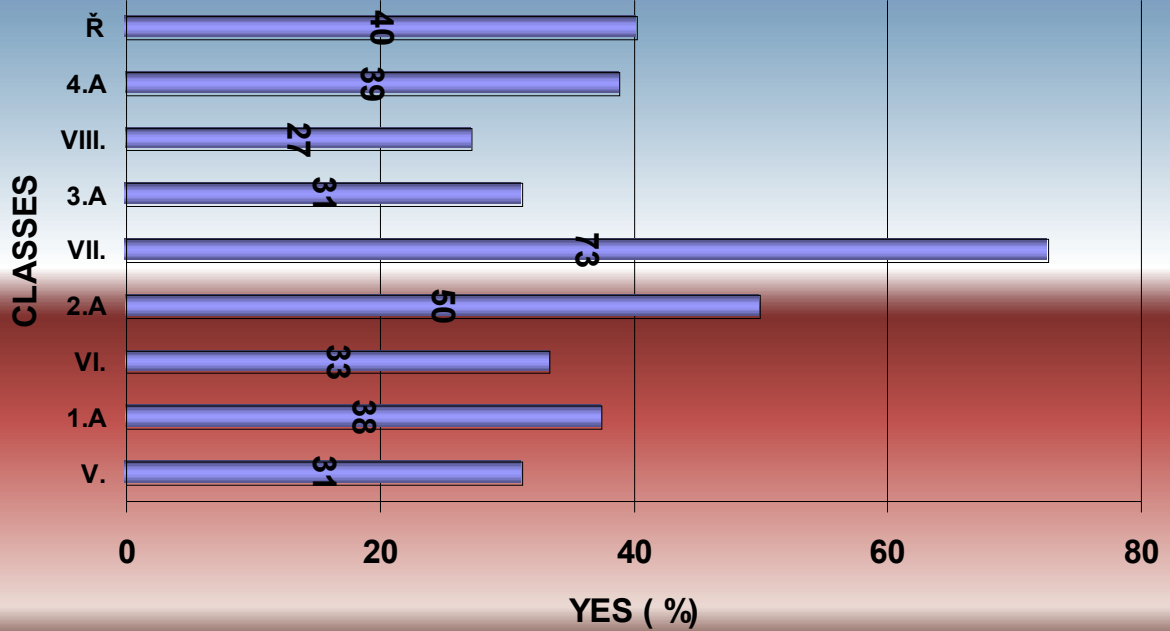




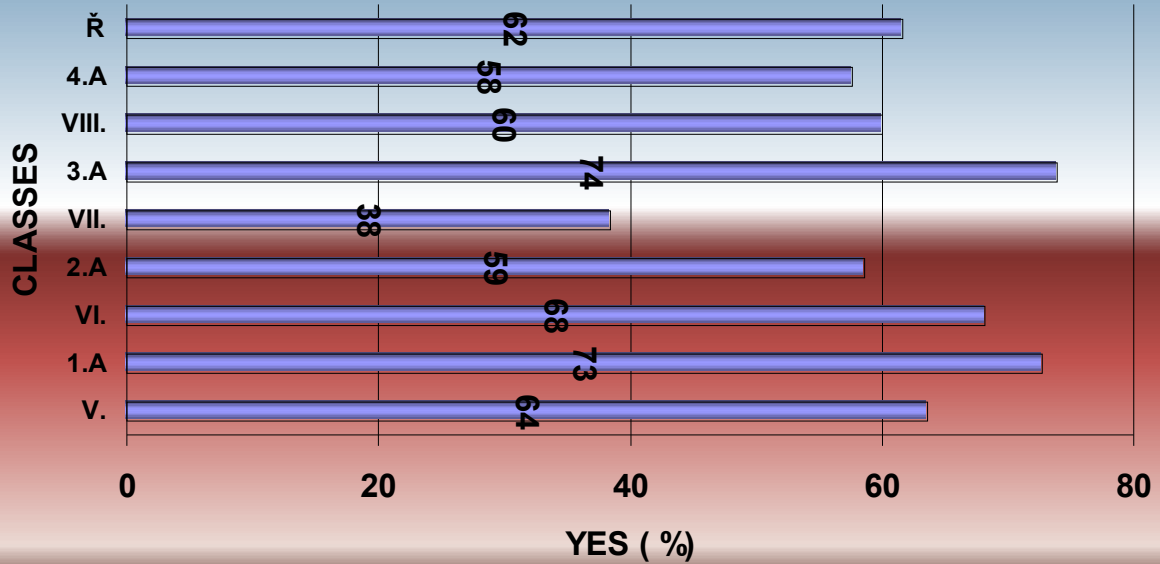
2. Do I feel responsible for possible changes to education methods?



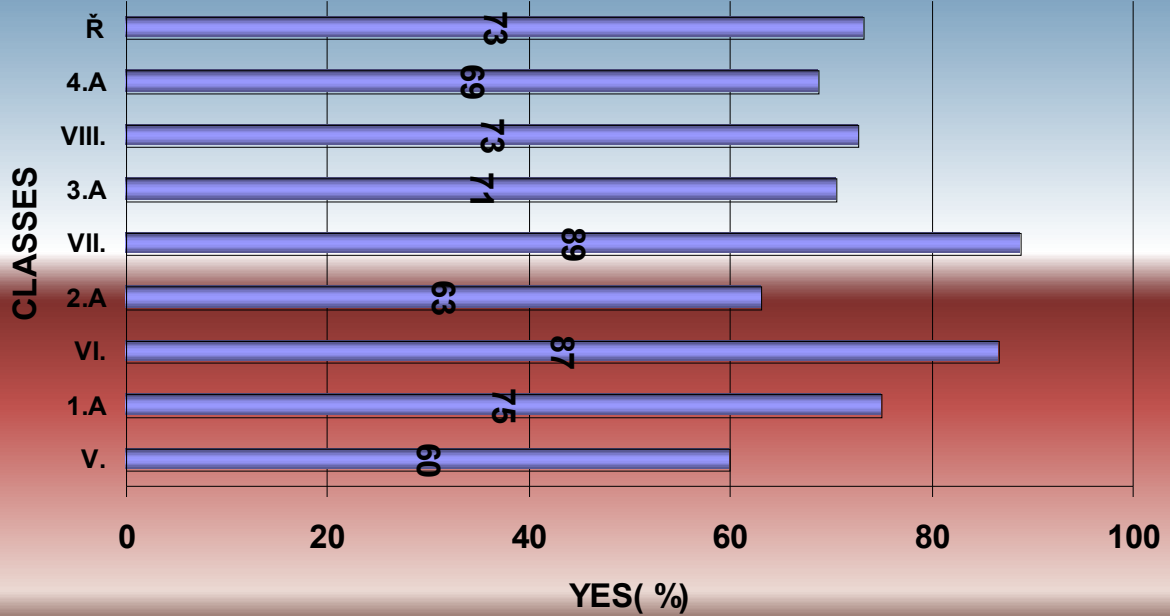
2. Am I willing to influence and bear responsibility for changes in education methods?

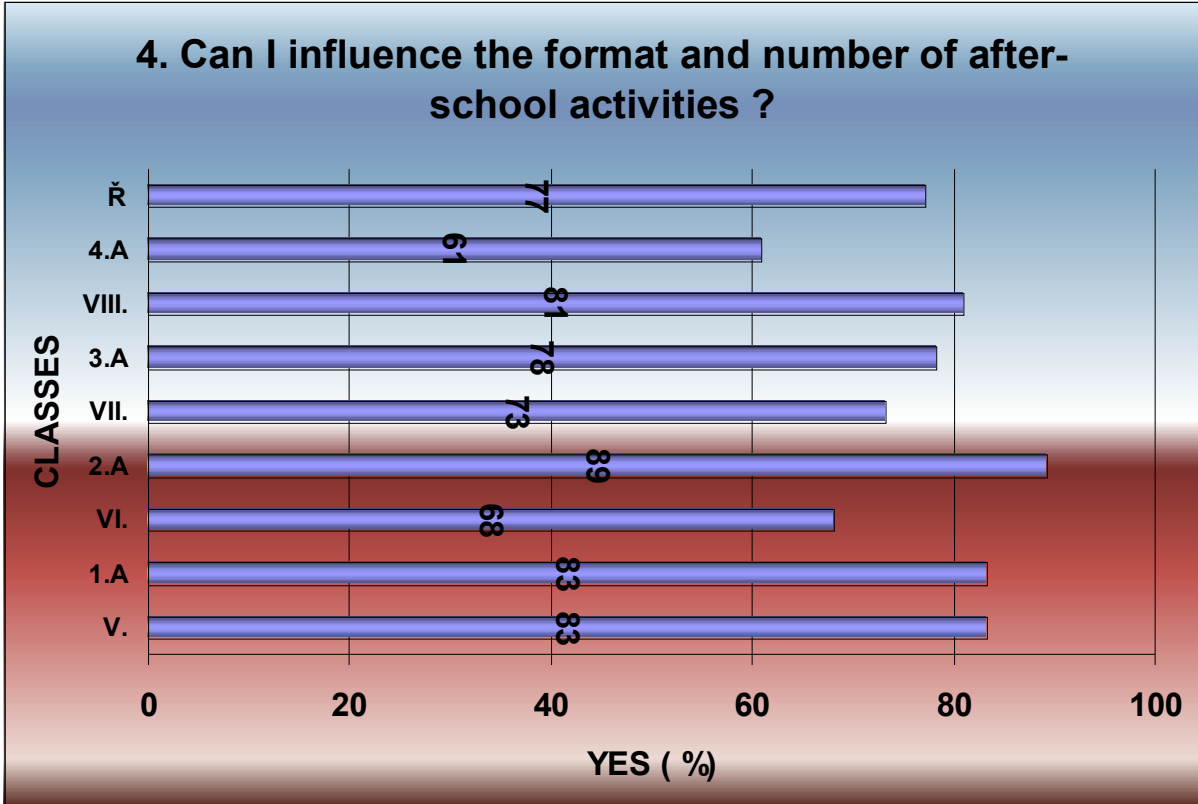
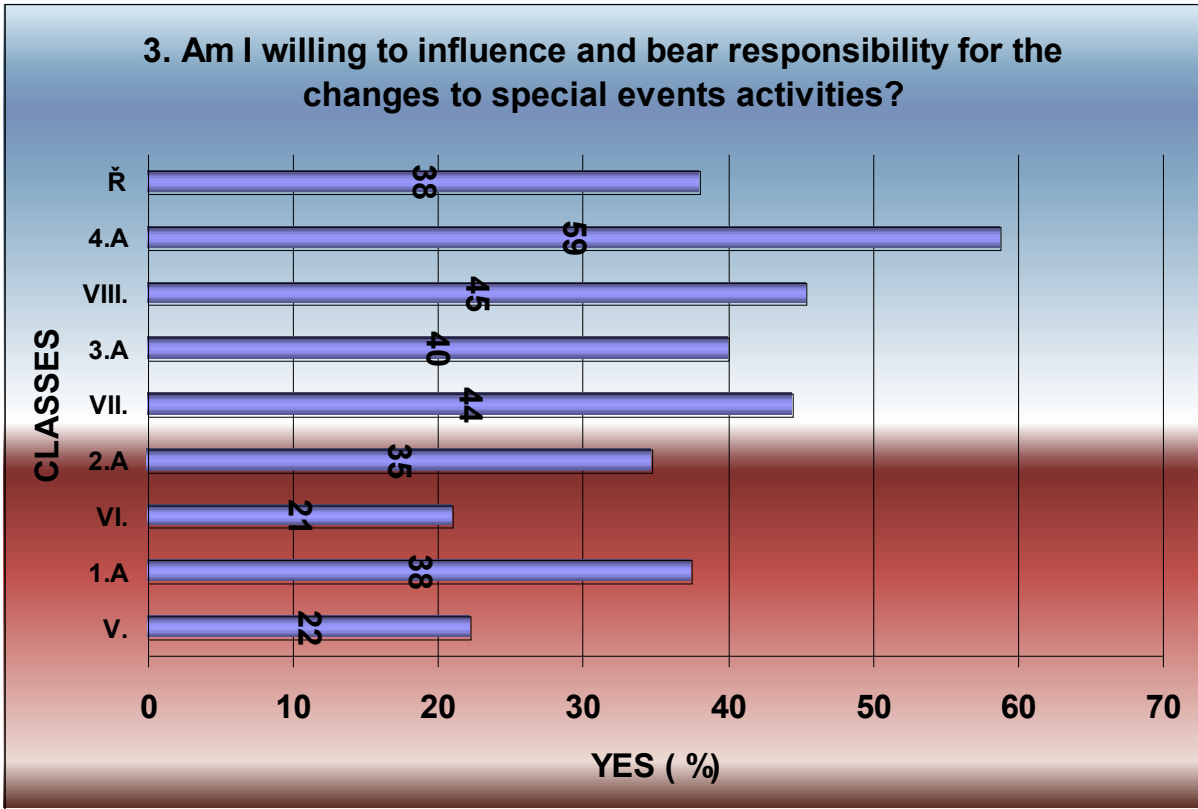


3.Can I influence the format and number of special events activities (project education, Introduction Week, Sports Day, Open Door Day...)?

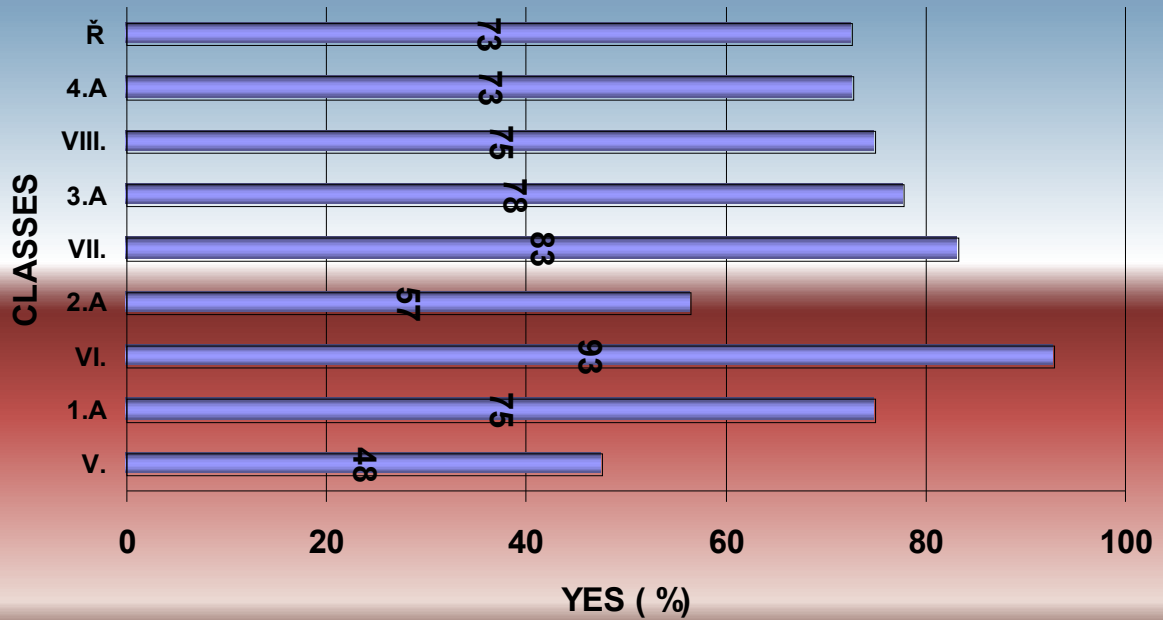


3. Do I feel responsible for possible changes to special events activities ?

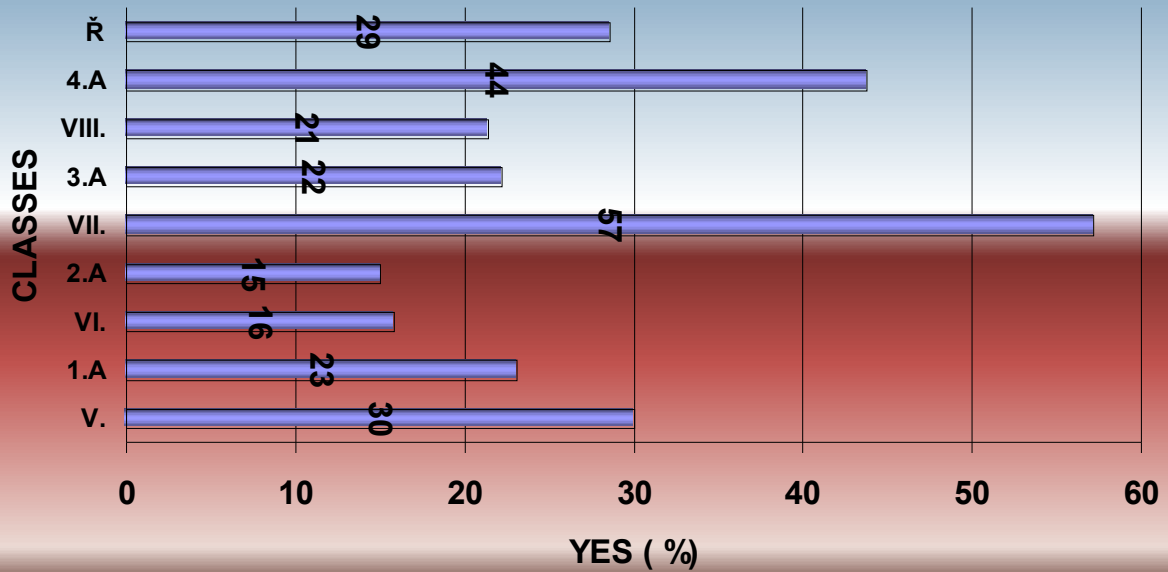




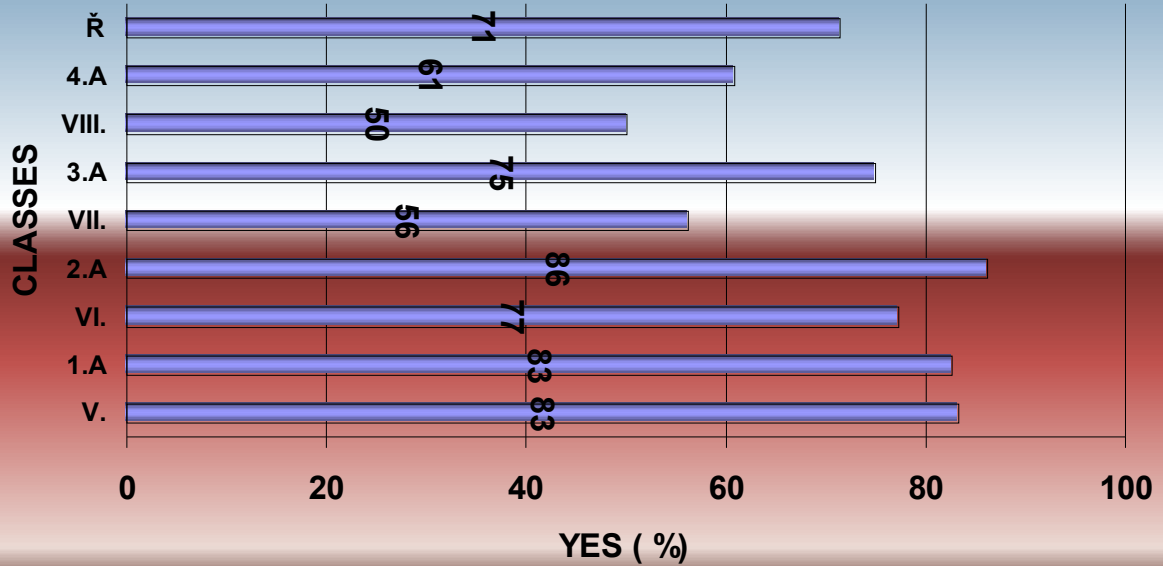
4. Do I feel responsible for possible changes to the format and number of after-school activities ?



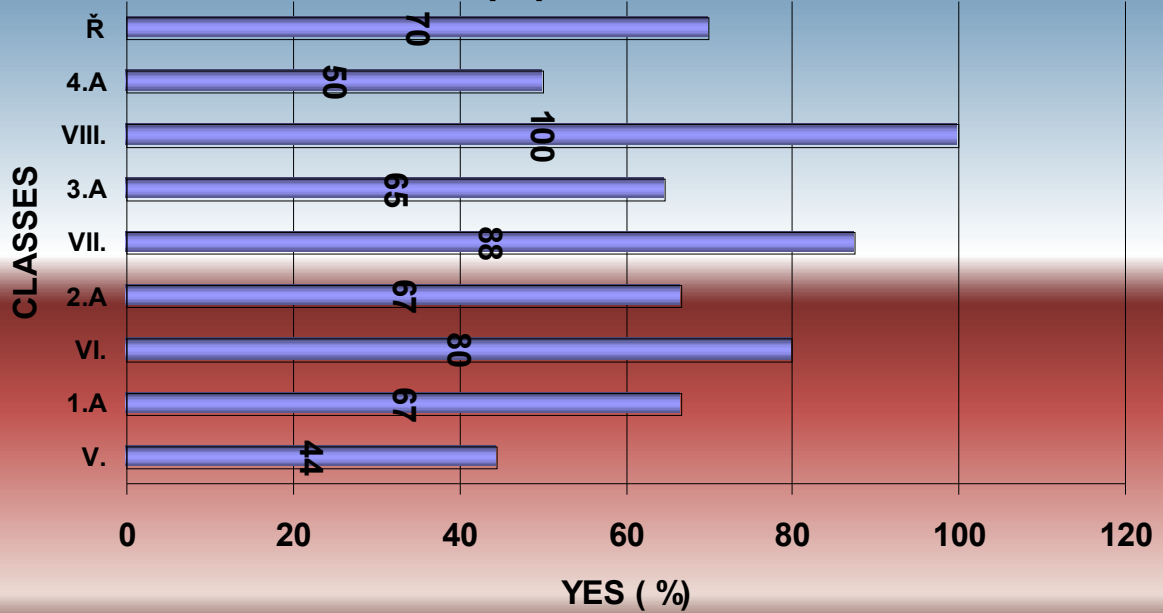
4. Am I willing to influence and bear responsibility for changes to the format and number of after-school activities ?

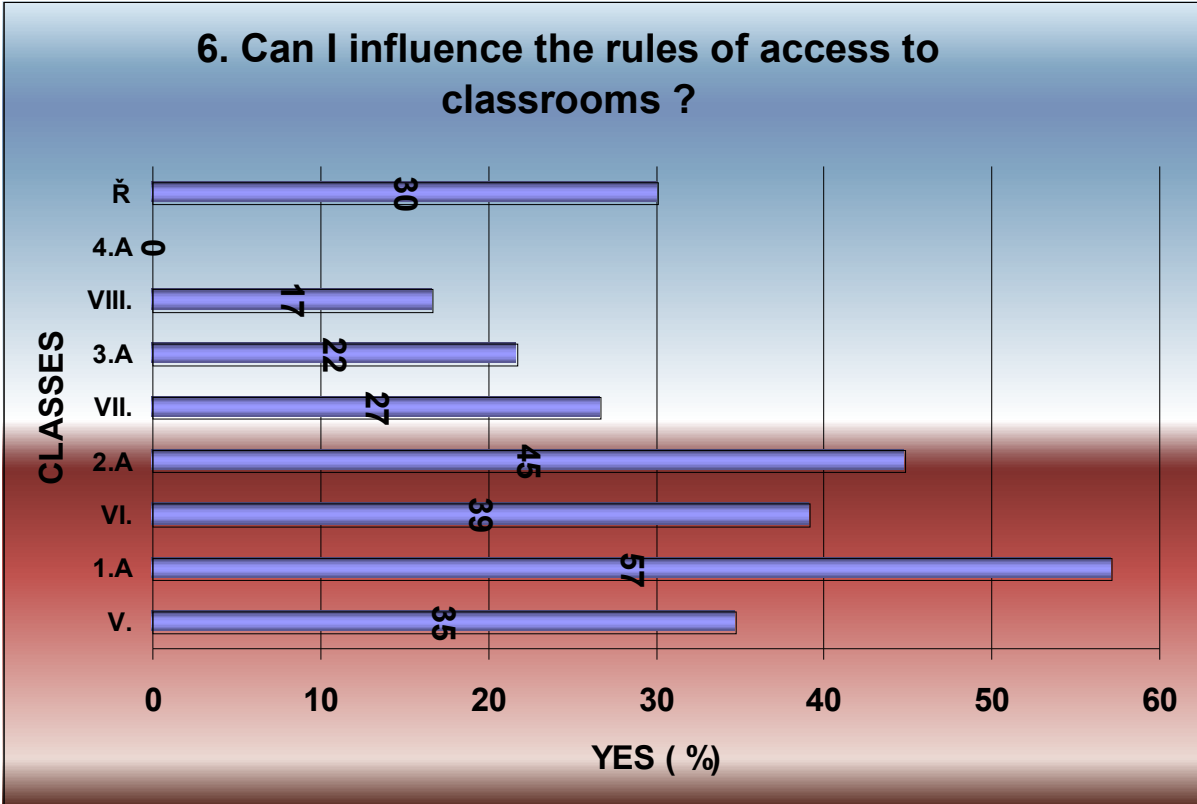
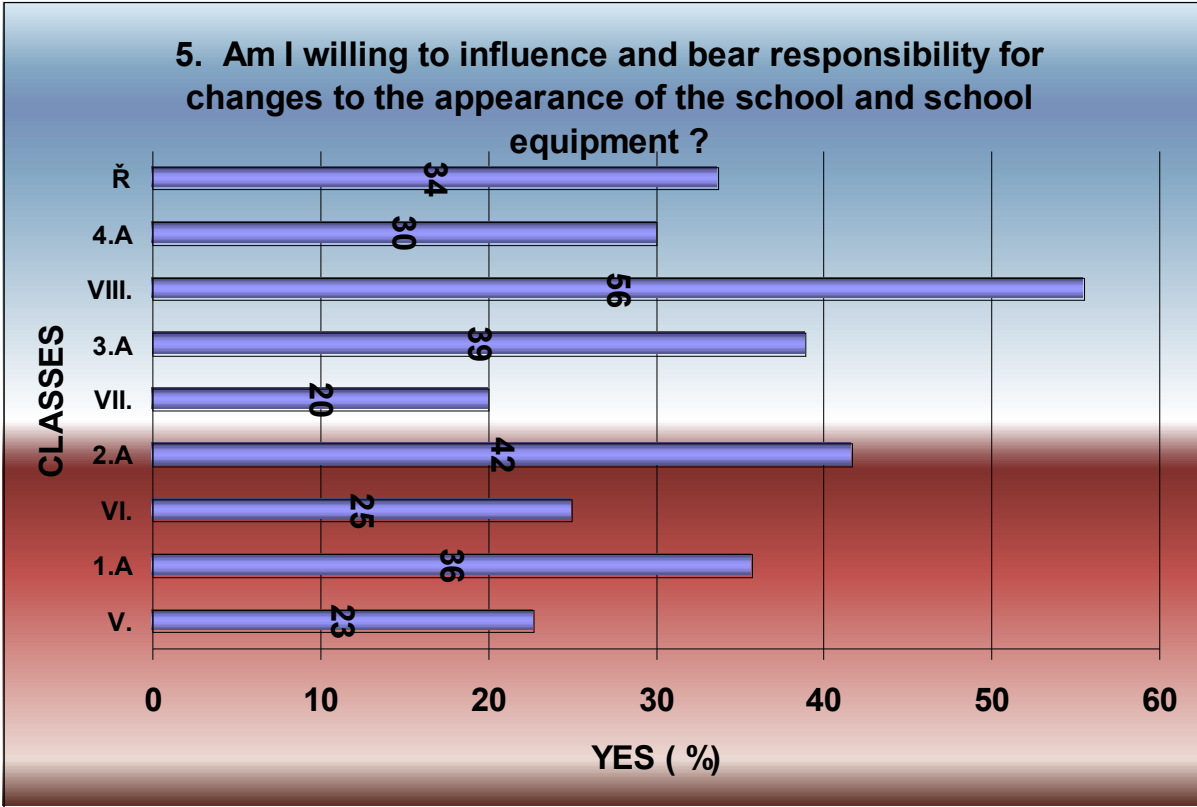


5. Can I influence the appearance of the school and school equipment ?

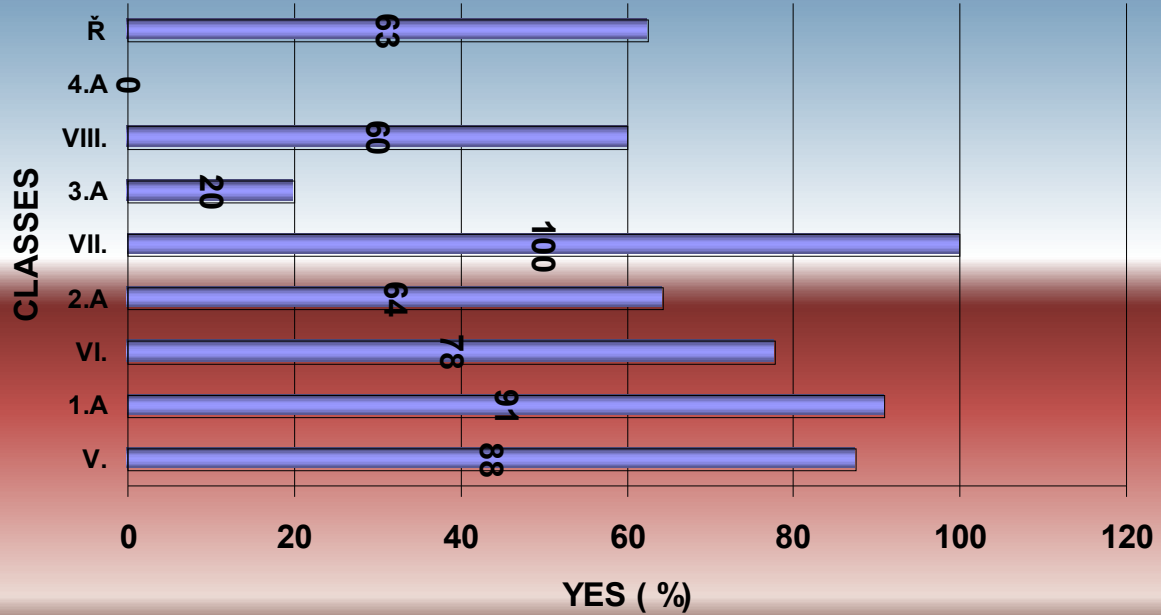


5. Do I feel responsible for possible changes to the appearance of the school and school equipment ?

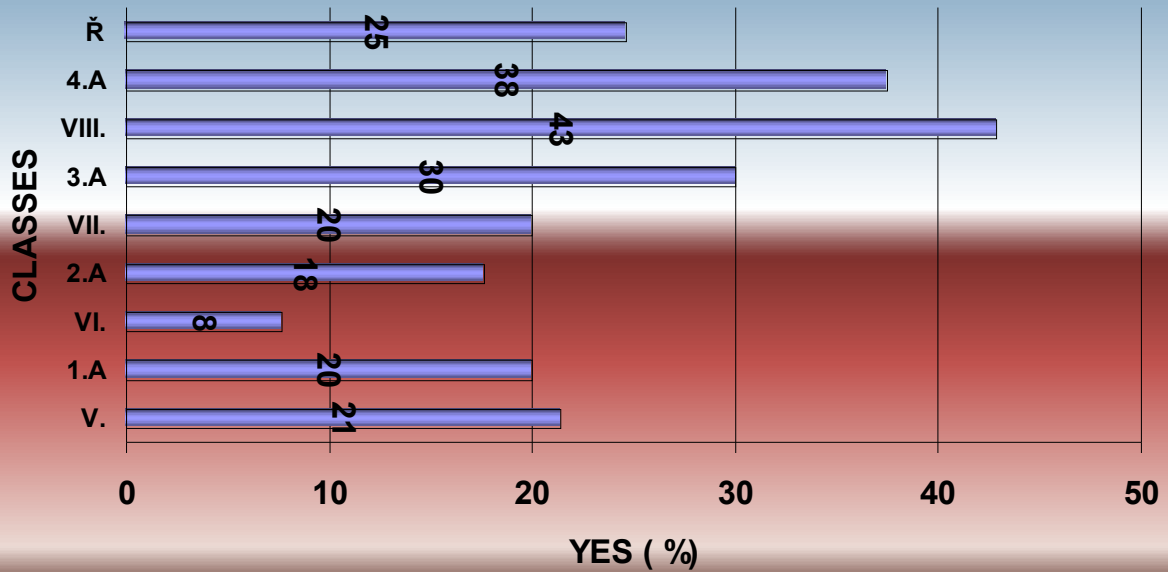




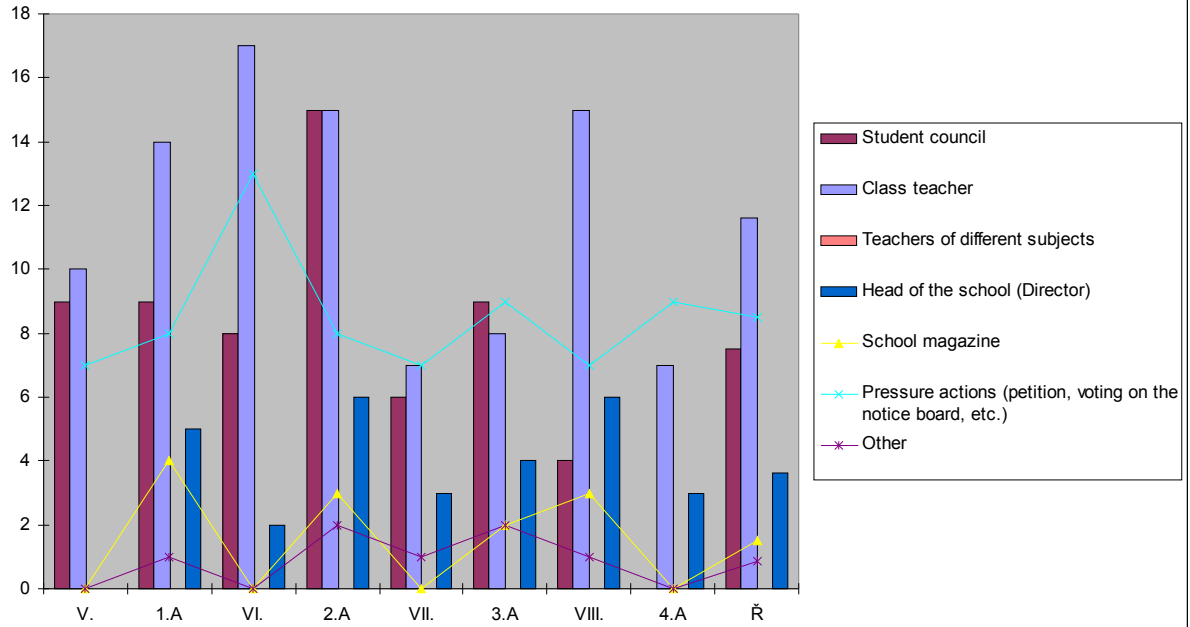
6. Do I feel responsible for possible changes to the rules of access to classrooms ?



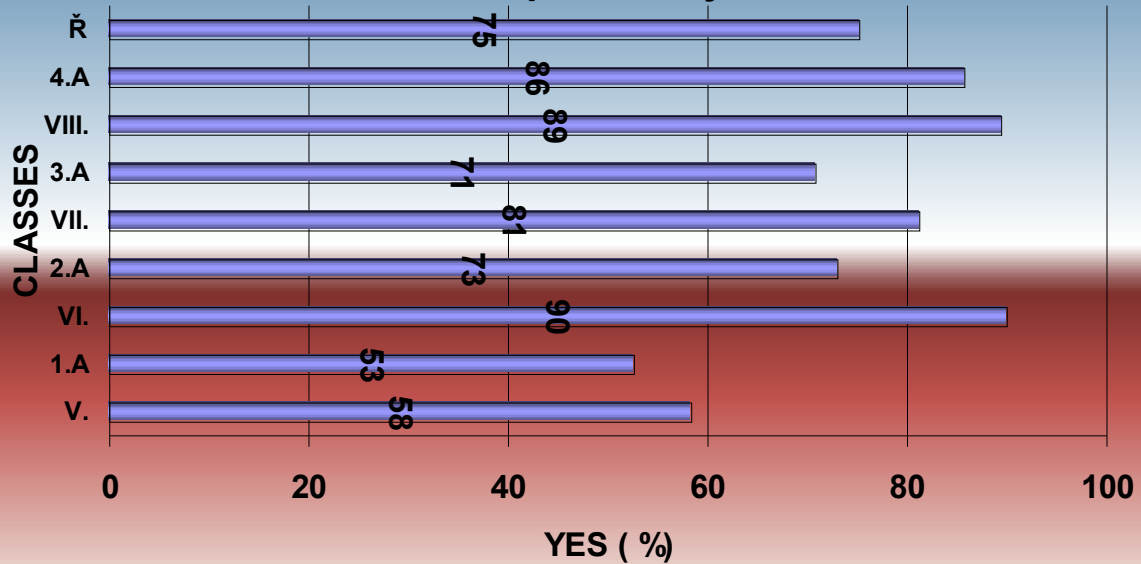
6. Am I willing to influence and bear responsibility for changes to the rules of access to classrooms ?



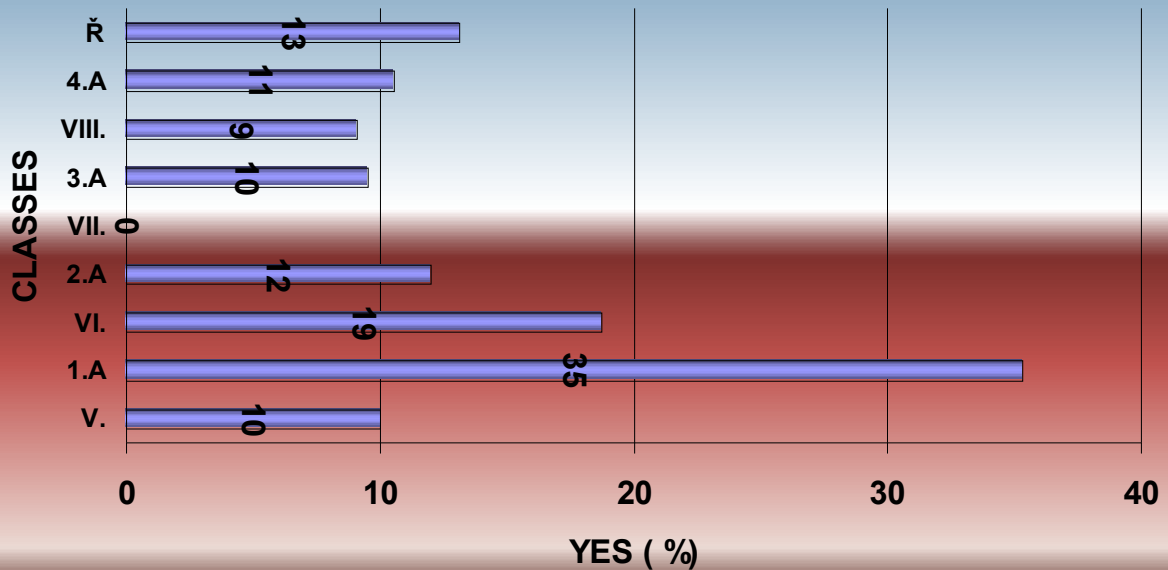
7. These methods can be used for applying my suggestions and ideas

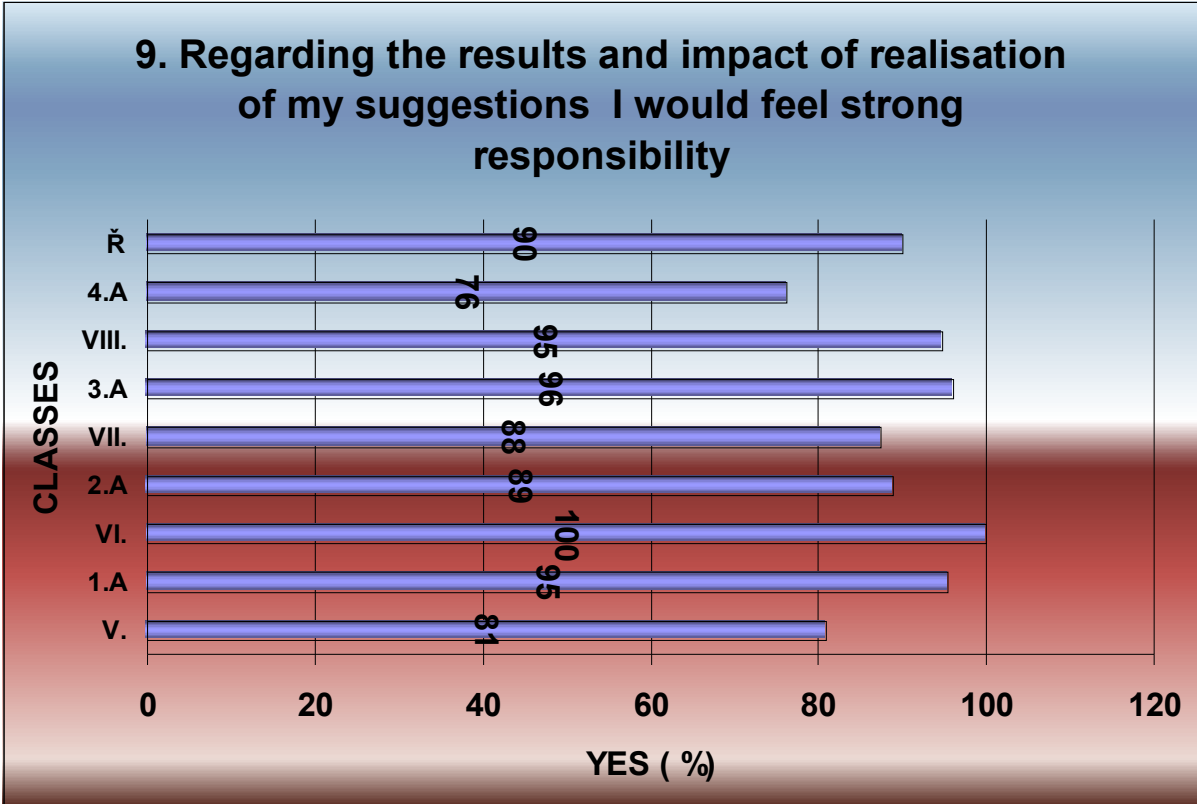
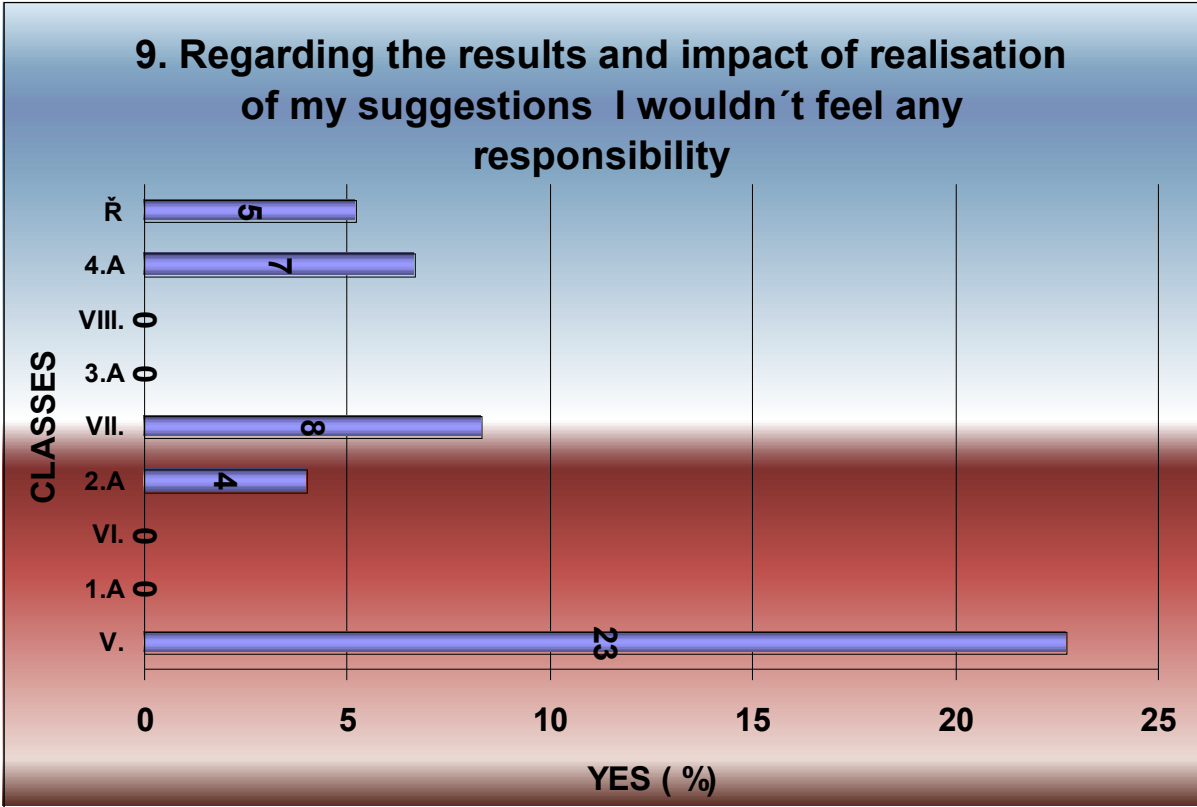


8. Regarding the changes in the school life based on the staff suggestions o I don't feel any responsibility

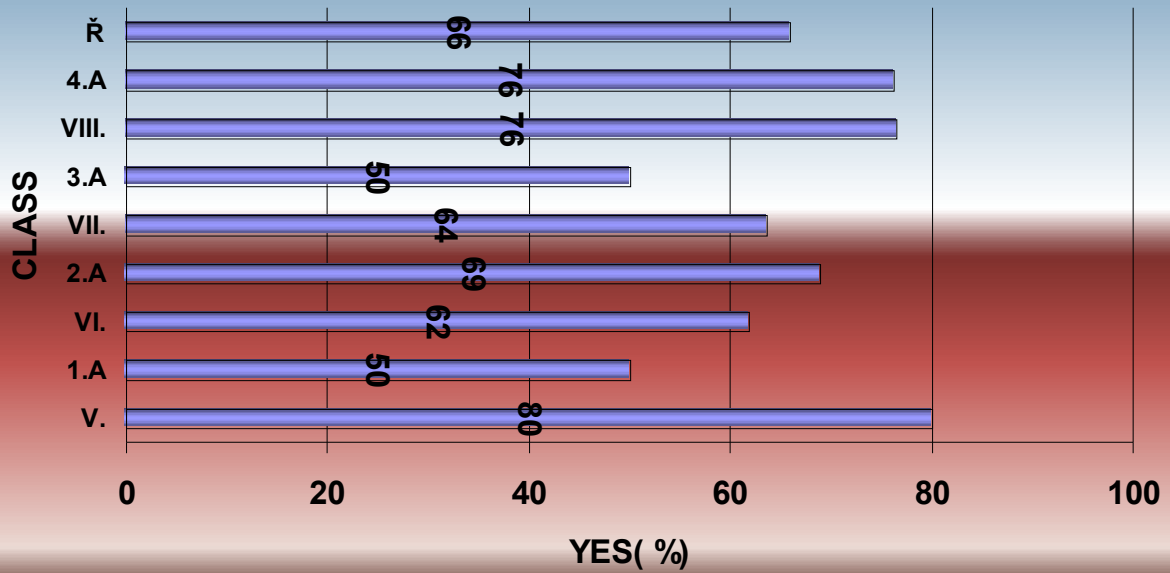


8. Regarding the changes in the school life based on the staff suggestions o I feel strong responsibility

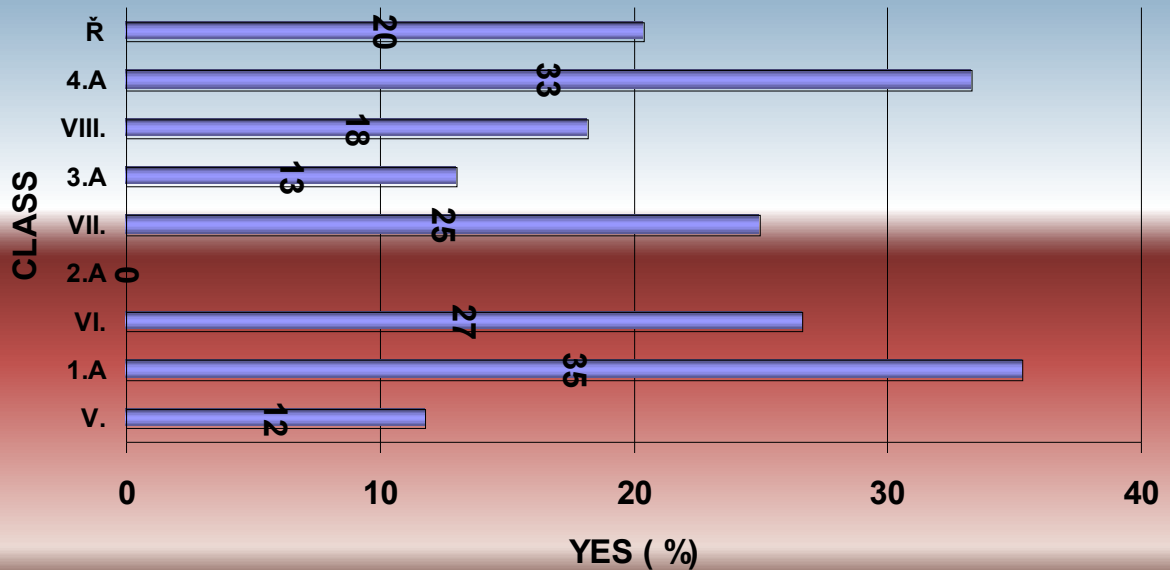




10.Regarding the results and impact of realisation of other students suggestions o I wouldn't feel any responsibility



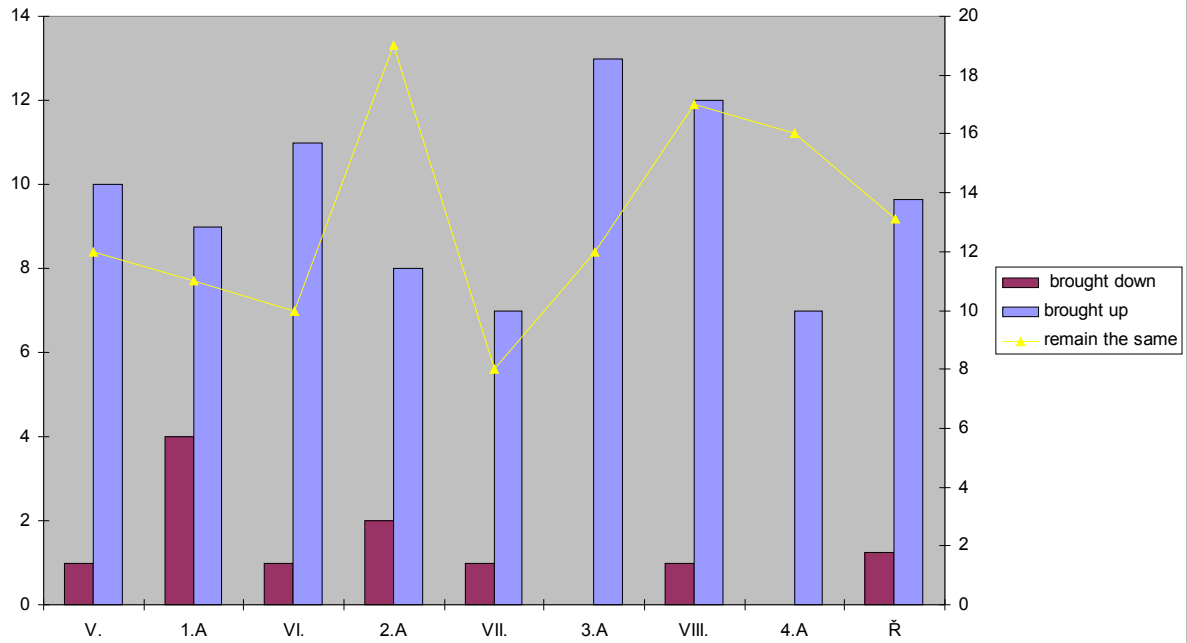
10.Regarding the results and impact of realisation of other students suggestions o I would feel strong responsibility



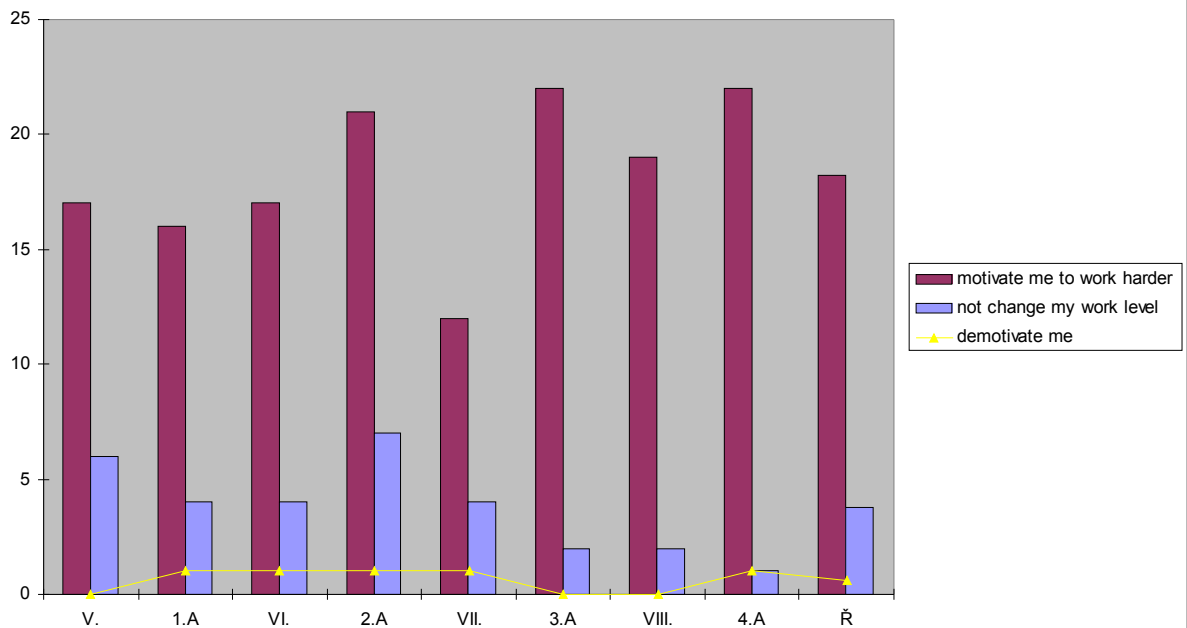




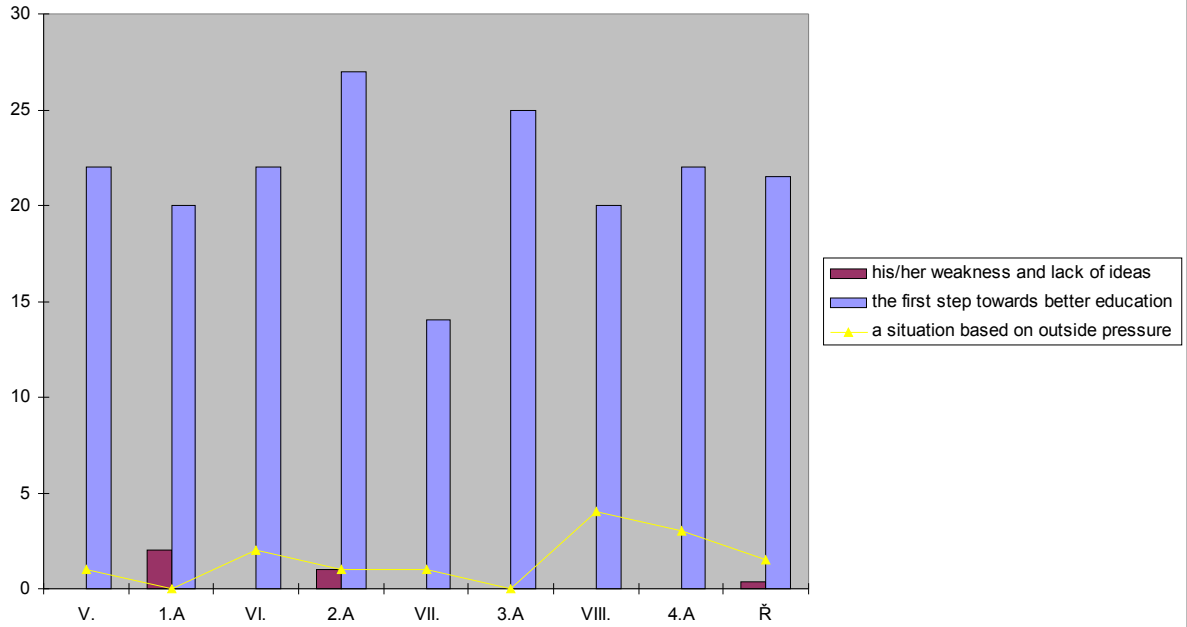
15. If my suggestions and ideas are realised in lessons, the position of the teacher in my eyes will be



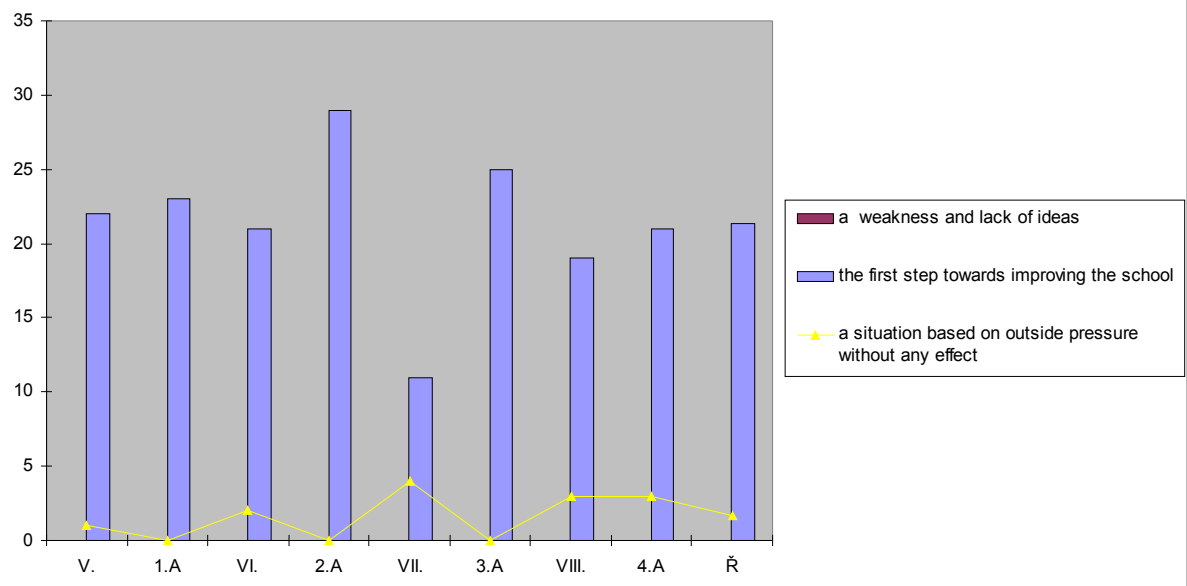
16. If my suggestions and ideas are realised in lessons it will



17. An offer by the teacher for collaboration and the chance to realise my own ideas would demonstrate



18. An offer by the administration for collaboration and the chance to realise my own ideas would demonstrate



5	The appearance and equipment of the building								
		1.A	V.	2.A	VI.	3.A	VII.	4.A	VIII.
	Can I influence it?								
	HOW?								
	By my work in art lessons and exhibiting these works								
	After the agreement with the administration, I can take part in decorating of the school interior								
	We won't the damage anything								
	by our own ideas for improvement								
	Active reactions to proposals about the appearance of the school								
	I'll bring flowers and I will draw a picture								
	I'll think of something and I can realize my ideas providing that others like them								
	The students are allowed to ask for additional equipment at the school at the student parliament								
	I'll find sponsors for the equipment of the school								
	I'll take part in project work								
	E.g.. Voting about the appearance of the study room								
	Paint something, but not the topics suggested by teachers, it's difficult to put forward my own ideas								
	When I bring flowers, I am sure that someone will steal them								
	I think that it's no problem because whenever we want something we can realize it								
	I've got no idea but if somebody needs help, why not?								
	By various projects, my own production of decorations								
	We draw the pictures on our own, the study room was projected by students								
	I can influence something provided that I am a member of the school parliament								
	I can answer some challenge of the administration								
	Provided I am interested more in the topic								
	Financial support or donation								

Do I want to influence it and am I willing to be res		1.A	V.	2.A	VI.	3.A	VII.	4.A	VIII.
	HOW?								
	I want to take part in decisions about renovation in the school building which will be realised								
	Not to exhibit only things related to the lessons or curriculum, but to have some past time entertainments as well								
	Commitment								
	To renovate other labs in the same way that the chemistry lab was renovated								
	Take part in the decoration of the school								
	I wish the school was nice								
	Draw something new, fresh								
	Support the interests of students								
	Put together skilful students and make proposal to the administration, voting, surveys for classes								
	To pass the ideas to the deputy of the class for the school parliament								
	If a conference for students is organized, I'll be willing to take part in proposals and realisations								
	Providing the variations of renovations are put into competitions and implemented								
	It's logical if something isn't convenient or suitable the person who proposed it will be looked down on								
	If I like my idea, I will protect or defend it								
	Our own productions of aids or materials								
	To have funnier school aids, to create more things for classrooms								
	Providing more students take part , not only those chosen								
	Buy a new piano for atelier								
	The environment is something less important								
	If I come with a proposal, I should be willing to feel responsibility for it								

Key questions and answers

a) Can teachers influence lessons and educational methods?

Teachers can influence lessons and educational methods. They can integrate new ideas into school life

b) Do teachers feel responsibility for the changes?

Teachers feel very strong responsibility for the changes based on the director, their own and students' suggestions

c) Do teachers want to co-operate with students?

Teachers would like to co-operate with students. They are able to accept students suggestions but they prefer students take responsibility for their suggestions.

d) Can students influence lessons and educational methods?

A smaller part of students think they are able to influence lessons and educational methods.

e) Do students feel responsibility for the changes?

Students feel very low responsibility for changes based on teachers' and director suggestions and feel quite strong responsibility for changes based on their own suggestions.

f) Do students want to co-operate in the changes with teachers?

Students want to co-operate with teachers but only some of them would like to be responsible for the result of co-operation.

g) Are there any methods for students to make suggestions in the school system?

There are ways for students to make suggestions in the school system. The main methods are class teachers and teachers of different subjects

6) Conclusion

- Teachers can influence lessons and feel responsible for possible changes. They are satisfied with this situation and would like it to continue.
- Teachers co-operation with students in all the branches is possible but only if students will be responsible for their offers and the impacts of realisation of their suggestions.
- Teachers think that students can use almost all the methods for applying their own suggestions and ideas except the school magazine
- Teachers feel very strong responsibility for their ideas and suggestions and also for their colleagues' ideas and suggestions
- Half of the pedagogical staff feels very strong responsibility for the results and impacts of students' ideas and suggestions and the rest feel strong responsibility for it.
- Teachers have no qualms with the realisation of students' suggestions in lessons
- The realisation of students' ideas in lessons will motivate the students to work harder
- Teachers think that offer of collaboration between staff and the administration and the chance to realise students' ideas is the first step towards better education; but also that it is a result of a situation based on outside pressure

- **STUDENTS**

- 29% of students can influence teaching in lessons and these students feel very strong responsibility for their influence – 63%. A smaller portion of students would like to have the chance to influence lessons and be responsible for it. There are quite large differences between the classes and these differences did not form a trend that resulted from the age of the students or the type of curriculum (four year or eight year).
- 59% of students can influence education methods and these students feel very strong responsibility for their influence – 63%. Only 40% would like to have the chance to influence education methods and be responsible for it. There are quite large differences between the classes and these differences did not form a trend that resulted from the age of the students or the type of curriculum (four year or eight year).
- 62% of students can influence special events activities and these students feel very strong responsibility for their influence – 73%. Only 38% would like to have the chance to influence special events activities and be responsible for it. There are quite big differences between the classes.
- 77% of students can influence after school activities and these students feel very strong responsibility for their influence – 73%. Only 29% would like to have the chance to influence after school activities and be responsible for it. There are quite big differences between classes.
- 71% of students can influence the appearance of the school and school equipment and these students feel very strong responsibility for it – 70%. Only 34% would like to have the chance to influence it and be responsible for it. There are quite big differences between the classes.
- 30% of students can influence the rules of access to classrooms and these students feel very strong responsibility for it – 63%. Only 25% would like to have chance to influence it and be responsible for it. It is a very similar situation as in the after school activities.
- Class teachers are very important for students' suggestion and ideas, the pressure actions are in second place and teachers of different subjects are third. The head of the school (director) is used especially by students in the four-year curriculum.
- Only 13% of students feel some responsibility for staff suggestions, 20% feel responsibility for the suggestions of other students and 90% feel responsibility for their own suggestions. The results are almost the same in all the classes.
- 66% are willing to be responsible for their own suggestions and 100% for their behaviour. There was a little discrepancy with the next part of the questionnaire – 5 students in the final level are not willing to be responsible for their behaviour. All the students who are not willing to be responsible for their suggestions and behaviour are from the eight-year curriculum
- Students prefer using and realising their suggestions in lessons. For most of them the position of the teacher remains the same or brought up and they are more motivated to work harder
- Most of students think that offer of teachers for collaboration and the offer of the administration for collaboration is the first step towards improving the school. Only a small portion of the students think that it is weakness or a step based on outside pressure.

Discussion:

- Students in the four-year curriculum would like to be more active in special events. In my opinion this is a result of the fact that these students do not attend the school for as long a period as the students in the eight-year curriculum, therefore these activities are regarded as something new.
- Students in our school have a lot of opportunities to influence their after school activities and this means they have a lot of imagination and experience with its organization. The result is that the most active students have tried it and do not want to try another one. This is the biggest difference in the survey, between lessons, education methods and special events activities on one hand and after school activities on the other hand.
- The most interesting fact is that only 20 students of VII. would like to be responsible for changes, this is surprising because the class teacher of VII. is very much responsible for appearance of school. Nobody is more active in maintaining and changing the appearance than the VII. class teacher.
- Most of the students have experience with the rules of access to classrooms and they do not want to take responsibility as the leader of student activities. Older students would like to influence it more than the younger ones.
- It seems that the school magazine is a literature magazine and does not help in the realisation of students' ideas and suggestions.
- The strongest responsibility is felt by students in the first level of the four-year curriculum. The main reason could be that they have only attended the school for six months and are more optimistic and less cynical than the students who have been here for a longer period.
- Class teachers are very important for students' suggestion and ideas, the pressure actions are in second place and teachers of different subjects are third. The head of the school (director) is used especially by students in the four-year curriculum. It seems that the school magazine is a literature magazine and does not help in the realisation of students' ideas and suggestions.
- The strongest responsibility is felt by students in the first level of the four-year curriculum. The main reason could be that they have only attended the school for six months and are more optimistic and less cynical than the students who have been here for a longer period.

The case study has offered us a small view of the school life, a chance for further discussion of future school improvements from the teachers' and students' point of view. We are preparing student and teacher conferences with the main task of how to realise teachers' and students' suggestions and ideas, and which of the are the most important priorities. The more active teachers and students and their co-operation is the most important precondition for the necessary changes, not only in the Czech Republic, but also in the school systems in all of Europe.