

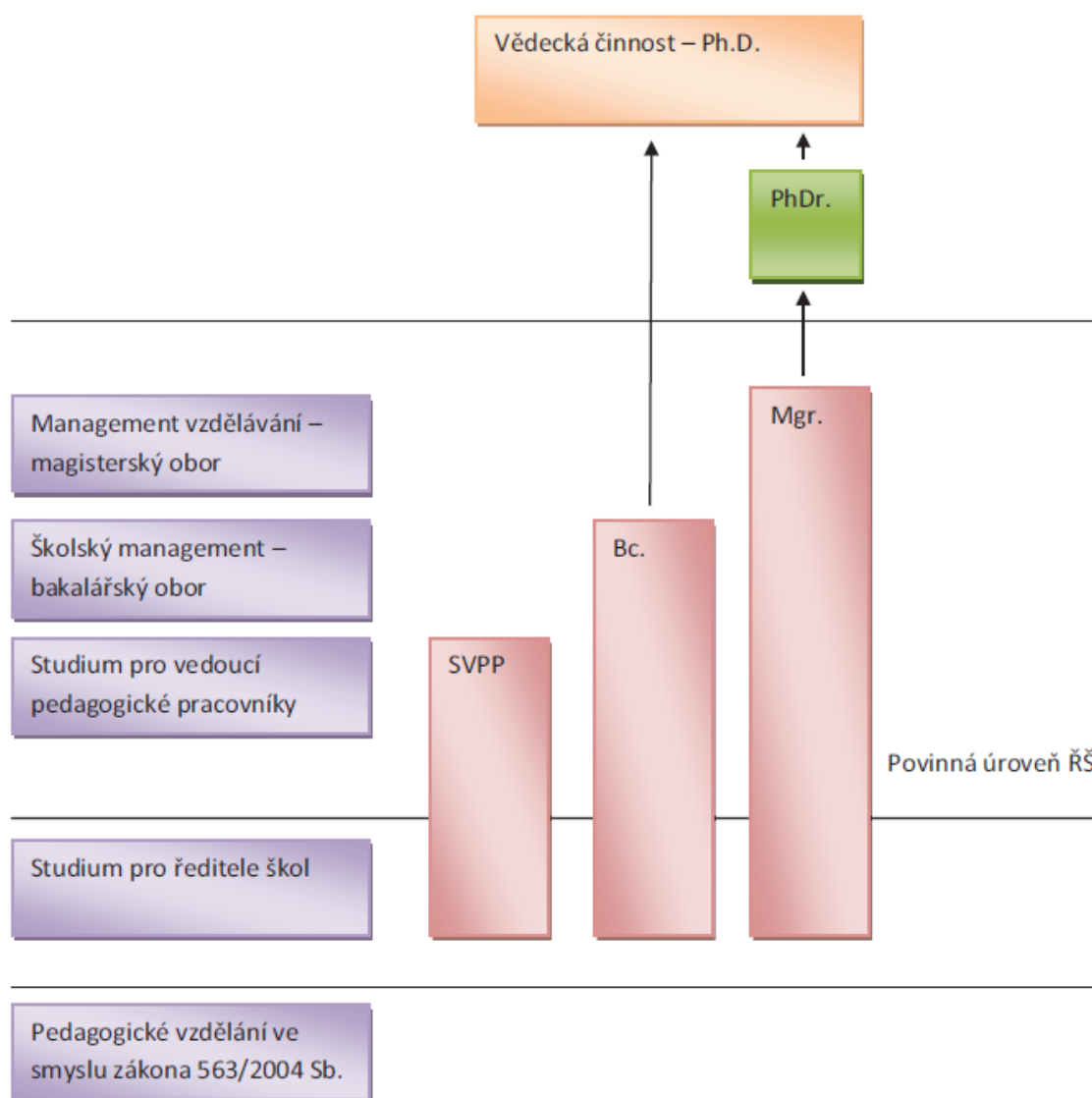
## 8 Přílohy

Příloha č. 1: *Standards pro ředitele podle OECD*



Zdroj: *OECD Education Working Papers No. 99: Learning Standards, Teaching Standards and Standards for School Principals: Comparative study. s. 52*

Příloha č. 2: *Systém vzdělávání řídicích pracovníků v České republice*



Zdroj: TROJAN, V. *Vzdělávání řídicích pracovníků v českém školství*. s. 114

Příloha č. 3: *Funkční standardy pro ředitele ve vzdělávacím systému*

**Table 1: Functional standards for principals in the education systems studied**

DOMAIN	DESCRIPTOR	AU	BC	CA	CH	EN	GE	KR	NZ	QU	TX	USA
To establish a guiding mission	Organises the formulation of the institution's mission or educational project, oriented to ensuring improvement	*	*	*		*			*	*		*
	Aligns individual interests with the mission	*		*	*	*					*	
	Articulates the educational project with the characteristics of the environment and the community			*		*				*		
	Translates the mission in the achievement of concrete objectives	*		*		*					*	*
	Promotes excellence	*	*	*		*					*	*
To generate organisational conditions	Organises time to support teaching		*		*			*				*
	Organises the resources and the institutions according to the mission	*	*	*	*	*	*		*	*	*	*
	Manages workload allowing a balance between personal and work life			*		*						
	Links the educational institution with the environment	*	*	*	*	*	*		*	*	*	*
	Collaborates with the families in the educational process and school culture	*	*	*	*	*			*		*	*
	Promotes a culture oriented to improvement	*									*	*
	Promotes a culture oriented to collaboration	*	*		*	*			*		*	*
	Utilises technologies and management systems in leading the school organisation		*			*					*	*
	Ensures the educational institution responds to legal norms		*	*							*	
	Complies with the commitments made to stakeholders and collaborates accordingly		*			*			*			
Introduces mechanisms for effective communication		*	*							*		
To create harmony within the school	Manages conflict resolution		*	*	*				*		*	
	Facilitates a climate of security and well-being that favours learning	*	*	*					*			*
	Ensures the fulfilment of norms			*			*	*			*	
	Addresses the special needs of pupils and the community		*			*			*		*	*
To develops self and others	Motivates teachers intellectually and promotes their professional development	*	*	*	*	*	*		*	*	*	*
	Guides human resources' management according to defined criteria of quality	*		*	*	*	*		*	*	*	
	Develops the leadership capacity in others	*	*	*					*			*
	Recognizes and celebrates individual and collective contributions and achievements	*	*			*					*	
	Reviews his or her own practice and professional development	*				*						
Offers individual attention to each teacher			*							*		
To do pedagogical management	Analyses information for decisions aimed at making improvement	*	*	*	*	*			*		*	*
	Possesses pedagogical knowledge	*		*	*							
	Manages curricula-related planning					*	*	*				*
	Supervises teaching	*	*	*	*	*	*				*	*
	Monitors learning and the good use of data	*	*	*	*	*			*		*	*
	Implements actions for curricular improvement										*	*
	Spreads good practices and technologies for teaching	*	*	*	*	*			*		*	*

Acronyms: AU (Australia), BC (British Columbia), CA (California), CH (Chile), EN (England), GE (Germany), KR (Korea), QU (Quebec), TX (Texas), USA (United States- ISLLC)

*Zdroj: OECD Education Working Papers No. 99: Learning Standards, Teaching Standards and Standards for School Principals: Comparative study.*

Příloha č. 4: Složení studia ředitelů podle vzdělávacích modulů

<b>Složení studia ředitelů podle vzdělávacích modulů</b>				
	ČR	USA	Kanada	Chile
Ekonomika a finanční management	x	x	x	x
Právo	x	x	x	x
Vedení lidí, řízení lidských zdrojů	x	x	x	x
Teorie a praxe školského managementu	x			
Řízení pedagogického procesu	x	x		
Kontrola a hodnocení školy		x		
Výzkum		x	x	
Komunikace		x		x
Manažerské dovednosti		x		
Teorie chování, ochrana studentů		x	x	x
Kurikulum školy		x	x	x

Zdroj: vlastní tabulka