

## **RI KVAS 2002:**

**Group of students and teachers of the Secondary school Mate Blažine – Labin under the guidance of Delfina Arapović, part-time associate and coordinator of the project 'Education for democratic Citizenship'**

### **SUMMARY**

The power-point presented by the students of this school is an exemplary view of special activities and projects where the young participated in the last few years and which proved very acceptable to the young due to the project subject matters, methods and goals and in this way very motivating for a better quality school.

By means of pictures, accompanying information and students' comments, the power point shows highlights on projects and special activities in our school such as Project of the Council of Europe, Education for Democratic Citizenship, forming the students' school board and parents' school board before any legal decisions were made, forming the Youth City Council, teacher education, Debate Club, International project IEARN – Subproject "The Balkan People", participation in the programs of the Ministry for European Integrations in celebrating the European week, participation in the open Government telephone, hosts to the School of Democracy, cooperation with "A Healthy Town", cooperation and arranged visits to Norway and Germany, cooperation with the Grammar School of Varaždin, Elementary School of Dobriša Cesarić of Zagreb, and Labin Elementary Schools, GLOBE and SEMEP projects, computer science students' participation in American Computer Science League, drama workshops, school program on the local radio, workshop of journalism, The Blue Box, School Club, TWINNING Project in cooperation with the council of Europe, youthNET project, optional learning of the Italian language with the support of the Ministry of Foreign Affairs of the Republic of Italy.

The mentioned activities have proved significant in developing the following skills and values cooperation, team work, research, knowledge of computer science, ecological awareness, listening skills, communication skills, tolerance, consideration, involvement, lifetime learning, development of self-confidence, successfulness, publicity of work, creativity, intercultural cooperation and all of this certainly contributes to the creation of a quality school – the school with no pressure!

**Tanja Babić, expert associate – psychologist  
Kindergarten Cvrčak - Mali Lošinj**

### **CARING HABITS**

**Demonstration activity in teaching pre-school children**

### **SUMMARY**

The main problems of the Mankind are unsatisfactory relationships. An attempt to teach preschool children to use the Glasser's Seven Choice Theory Habits to develop good relationships is described. An octopussy with 14 legs that symbolize 7 Caring Habits and 7 Deadly Habits was made for the purpose.

**Rozalija Baričević**  
**Primary school Ivan Goran Kovačić - Slavonski Brod**

## **POSTER**

### ***S.A.V.E. - Students Against Violence Everywhere***

The poster presents the activities of the students' organization dedicated to the fight against violence in school and society. In the ES Ivan Goran Kovačić from March 2002 there is a registered active branch of the National S.A.V.E. Organization from Raleigh, U.S.A.

S.A.V.E. is a unique and powerful approach to security in schools because it recognizes the rôle of young people in creating a safe school and a safe society. The branches of S.A.V.E. carry the message of non-violence. Members of the S.A.V.E. students' organization learn the skills that lead to a better quality of life.

**prof. dr.sc. Josipa Bašić**  
**mr.sc. Valentina Kranželić Tavra**  
**mr. sc. Martina Ferić**  
**Educational-rehabilitation college of Zagreb University**  
**Department for behavioral disorder**

#### **SUMMARY**

The paper represents part of research "The development and validation of Beck's quality school survey with the purpose of quantity analysis of the progress toward quality". The data collected with Beck's quality school survey in 10 high schools across the Republic of Croatia (N=980) is described. Factor analysis isolated 5 factors: (1) school as the place of useful and quality work, fun and belonging, (2) perception of physical safety, fun and power in relation with peers (3) physical safety in school and respect for environment, (4) perception of the work in school as useful and (5) the lack of self-evaluation, satisfaction of the need for freedom and teachers that are not in the quality world of students. Analysis of the differences regarding the level of implementing the principles of quality school has showed that students from the schools that are working by the principles of quality school have better results on the factor (2). That means they have perception of better satisfaction of need for fun and power in relation to peers and they are feeling safer in peer's company then the students from schools that don't implement the principles of quality school in their work. As this project is the attempt to evaluate development of quality schools, there is the discussion about the best ways and importance of evaluation of implementation principles quality school.

**Vladimir Benković**  
**Centre for Autism Zagreb, branch-office Rijeka**

#### **SUMMARY**

Whenever we are unsatisfied with the results our students achieve, we start looking for the reasons in the system, in the student, among parents or anything else. It is seldom that we try to see what we did and whether we expect too much from the student. What we expect from another person (we can describe this as a wish list) is always inappropriate. They can be the

reason of various forms of violent behaviours towards another person or, as today we use to say, abuse. In this case, abuse of an autistic child.

In the text I analyse the effects of what I expect from a child, what his parents expect both from their child as well as from me as his teacher upon the relationship with the child. I'm trying to show that there is a cycle that we repeat and that leads to embarrassing situations. What I tried to say is that a good relationship is the only thing that ensures successful work with autistic children.

**Petar Bezinović**  
**Institute for Social Studies, Zagreb**  
**Mladenka Tkalčić**  
**Rijeka University, Psychology Department**

#### SCHOOL-BASED EXPERIENCE AND PSYCHOSOMATIC SYMPTOMS AMONG ADOLESCENTS

This study examined the occurrence of psychosomatic symptoms among high-school students, and its relation to school experience.

The questionnaire, measuring psychosomatic symptoms and different school experiences, was submitted to a sample of 2014 girls and 1688 boys, aged from 15 to 19. The sample included students from all classes at all high schools in Primorsko-goranska and Dubrovačko-neretvanska county.

Results implicated the high occurrence of psychosomatic symptoms among adolescents, particularly girls. These symptoms were significantly correlated with the following: school anxiety, perception of academic incompetence, tendency towards truancy, number of excused unattended lessons, dissatisfaction with the choice of school, and the students' perception of teachers' unethical conduct.

Results of this research emphasize the necessity for the global change of school culture and climate, lessening the fear of school and students' feeling of incompetence.

Inge Bilić, teacher  
**Primary school Antuna Mihanovića – Osijek**

#### **AN EXAMPLE OF TEAM-LEARNING IN CLASSROOM: Capital and small letters as initial (spelling) 7<sup>th</sup> grade**

##### SUMMARY

The theme of this teaching unit is well known by the students. It is repeated and widened. In the opening part the students recall individually, in pairs and four member groups. They widen their knowledge by insert method and discussion in groups. Finally all the groups work together and each group writes a special rhyme ("cinquina").

**Vlatka Bily, professor of Croatism and South-slav philologies. teacher of Croatian language, II. Primary school Bjelovar**

## **II. PRIMARY SCHOOL BJELOVAR ON ITS WAY TO QUALITY SCHOOL**

### **SUMMARY**

This text informs about the first three seminars where teachers met with dr. Glasser's idea of the Quality School and gives a short overview of application of ideas, methods and techniques applied in work with students and parents.

**Vlaho Brangjolica**

**Paulina Grbić-Glavinja**

**Parent's Association for the Higher Quality of Education - Dubrovnik**

### **SUMMARY**

Inspired by the ideas and the experience of the Quality school, a group of experts and parents founded the *Parents' Association for the Higher Quality of Education* at the end of 2001 in Dubrovnik. The main goals are strengthening the role and inducing the responsibility of parents and children in order to develop the network and to improve the quality of pre-school and school programs as well as to develop the partnership inside the educational triangle.

The major reasons of dissatisfaction with schools were researched by a survey in which participated students, parents and teachers.

After the educational activities started the purpose of which was to find the best behavior and mutual communication that will be complementary and will help in a way to promote efficiency and quality of the educational process in the Dubrovačko-neretvanska County.

**Darja Mandžuka**

**Dušanka Bulut**

**Primary school BREŽICE**

### **SODELOVALNO UČENJE**

**(delavnica)**

### **COOPERATIVE LEARNING**

**(workshop)**

Topic: 4<sup>th</sup> grade – **Animals**

Presentation type: workshop

Steps:

1. Team forming
2. Introduction game
3. Topic explanation
4. Reading of text with role changing

5. Work summaries on posters
6. Teamwork comparison with remarks
7. Participating tickets
8. Workshop evaluation

**Matija Čale-Mratović**

**Tanja Rončević**

**Boja Milan-Mustać**

**Institute for Public health services of Dubrovnik – Neretva County**

## **APPLICATION OF THEORY OF CHOICE IN TEACHING LIFE SKILLS IN THE PROGRAMME 'PEER HELPERS'**

### **SUMMARY**

The best we can do to help other people is by teaching them to help themselves. Young people rarely admit they need assistance. If they do, they ask help from their parents and friends. Research has shown that non-professional helpers can be efficient. Peers are role models for other in need of help. The helpers themselves have a lot to gain; they become mature in the learning process. The aim of the program *Peer Helpers* is teaching young people for the role of helpers, by teaching them skills, which enable them to be more efficient in their role of helpers in their surroundings.

**Ana Čapin, teacher**

**Primary school CAVTAT, PO MOČIĆI**

## **TENDING THE SCHOOL (TRUCK) GARDEN**

### **Course of activities:**

- What the garden looked like at the beginning
- My vision - to transform the garden into a park
- Making plans with the local community
- Organizing the activities of the local inhabitants
- Help and support of the local community
- School garden as it is now
- Plans for the future
- **Milivoj Crvak, Secondary school teacher of electrical-engineering**
  
- **SŠ Mate Blažine - LABIN**
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## **APPLICATION OF TEAM-WORK IN THE UNIT PRESENTATION OF THE SCHOOL SUBJECT ELECTRICAL-ENGINEERING**

### **SUMMARY**

By means of team learning in electrical engineering classes, one of the significant tasks has been put into practice, and that is, the students wish to learn in order to master the given subject matter.

Team learning is a good way for accomplishing quality work that ranges from the involvement of every student to the approach characterized by analysis and synthesis in solving the given tasks.

**Neil Davies**

*Suffolk County Council, Great Britain*

## BAD ATTITUDE

*A self-help group for parents*

### SUMMARY

Work with a small group of parents is described. The aim was to develop a user friendly and informal style that would defuse unhelpful notions of bad parenting and failure, including professionals like anybody else. The leading idea was to show that parenting is the most difficult job there is, that you don't get a training course before it starts, that you learn on the job and that you are allowed to make mistakes, i. e. be less than perfect.

*Neil Davies*

**Suffolk County Council, Great Britain**

## CREATING SUCCESSFUL SCHOOLS

### How to share power by abandoning the delusion of external control Advice for parents, teachers and politicians

### SUMMARY

The presenter is part of a growing body of people who feel that the future success and happiness of us all will be determined by the extent to which we can learn to see ourselves as creative, free to choose our behaviour and therefore responsible for it. Such perceptions guide all behaviour – how we act, think and feel, and even determine our physiology and patterns of mental and physical illness.

The transformation cannot apply in the classroom until it is developed in the staff room. We must find ways to release the creative potential of all who work in our schools. To do this requires the same principles we use in the classroom and home when building relationships with children and young people. This is not an easy task for leaders. The strategies that follow, together with their justifications in terms of theory based evidence, amount to one thing: we must all learn the futility of the mindset that says we are controlled by people and events outside of ourselves.

The results of neuroscience are finally bringing about an awareness of the presence of the addiction to external control in our homes, schools, businesses and government. Until we understand this we cannot convey such wisdom to the parents who are our partners in the vital business of education.

**Stanka Diklić,  
Ana Simović,  
Kate Kukuljica  
Primary school Cavtat, PO Čilipi**

**SCHOOL PERFORMANCES: What are they like? What kind of performances  
do we want to have?**

**Workshop for teachers, students, educators, parents and other interested parties**

**SUMMARY**

With this workshop we want to upgrade the quality of our school performances by applying the Quality School concept in our specific situation.

We want our students to be responsible and make efficient decisions.

The project started with the education of parents, educators, teachers and all other interested parties with the goal of finding a way towards a quality solution.

**Eržebet Đanić, teacher mentor,  
Primary school Marina Getaldića, Dubrovnik**

**SUMMARY**

A teacher with great teaching experience describes her experiences and results in applying the Glasser Quality School principles to work with students and their parents.

**Igor Dobrić, Secondary school teacher of History and Philosophy  
Slavica Žužić, Secondary school teacher of Pedagogy  
Grammar school and Secondary Vocational school Jurja Dobrile - Pazin**

**THERE AIN'T NO SCHOOL AS OUR SCHOOL**

**(video clip)**

This video clip was produced to present our School in the Professional orientation program for 8<sup>th</sup> grade students. We wanted to show them the atmosphere and life as well as the activities, not only with words but also with other multimedia in order to ease their decision making for the future schooling. We show the school building, the classrooms and cabinets. Shown are examples of both curricular and extracurricular activities. Projects realized under the common title: "Our way towards the Quality School". Shown are also many other school characteristics. This video clip is one of the possible ways of familiarizing the school with its future students and their parents. Our experience with its usage is very positive.

Jagoda Tošić-Krema  
The City of Rijeka, Department of Education

#### **SUMMARY**

One-day meeting in Dubrovnik, on May 2nd 2002, was organized by The City of Dubrovnik and The Parents Association for the Higher Quality of Education, to mark "10 years of introducing Reality Therapy and Quality School to the Dubrovnik area". We are publishing it to emphasize how long-term and complex are the processes of changing that are offered to us adults, if we want to direct ourselves, children and the young to happier life and work in the 21st century.

**Vesna Gajger, pedagogue**  
Primary school "Ivan Mažuranić", Sibinj

#### **SUMMARY**

Teachers from the ES "Ivan Mažuranić" in Sibinj are trying to improve its efficiency and quality by changing the total atmosphere and by organizing the teaching activities according to the principles of dr. Glasser's Quality school. The implementation process has been divided into several steps. Teachers entered, together with the schoolmistress and school educationalist, a program of education in Choice Theory. In the same time, the acquired knowledge is implemented into everyday school activities. The results of such an approach are extremely good relations in the school, an agreeable atmosphere, high motivation among students and teachers, higher quality learning and better cooperation with parents. The school became a part of our "Quality world".

**Miroslav Gomboc**  
Slovenia

#### **SUMMARY**

A quality school is a democratic one. A characteristic feature of a democratic school is a rational and self-limiting authority that gradually limits and erases itself.

Rules in a quality school are clear and firm, leaving the students freedom in accordance with their level of maturity. The students are gradually involved in the formation of the rules.

A rational authority is personal or impersonal. The school needs it because only clear rules which include consequences allow and make possible:

- Predictability, security, the possibility of choosing, freedom and responsibility,
- transparency of argumentation and the possibility for counter arguments,
- the development of autonomous desire, motivation and identity.

In authority based on repressive, chaotic and permissive circumstances the processes of identification of values are disturbed. In all such cases we cannot talk about appropriate and quality relationships between the students and teachers.

*Descriptors:* authority, democratic education, quality school, repressive, chaotic, permissive relationships



Sanja Milović, prof. (pedagogue)  
Suzana Hitrec, prof. (school principal)  
**Administrative – technical school, Zagreb**

#### SUMMARY

This workshop will provide a short review and demonstration on a part of the program of working with class masters in our school. Participation in the program is voluntary and all the included parties are motivated by their own wish to improve their work and achieve better results in general. The class masters included in this program are not familiar with the Quality Schools/Choice Theory postulates.

The authors of this workshop have based their work on Choice Theory. Through cooperation with class masters, they are trying to find out new/more choices/behavior that could be efficiently applied in class management to satisfaction of all.

The basic and introductory steps the workshops begin with are the following:

- Defining one's expectations towards oneself as a class master, but also towards one's students, their parents and colleagues;
- Reconsidering one's personal expectations vs. possibility of meeting the expectations;
- Verbalizing one's expectations and awareness of other's expectations;
- Defining the class master's responsibility frame (in their terms).

Workshops of this type represent our approach to sharing the Quality Schools ideas with teachers/class masters to full benefit of all the included subjects.

**Evelina Horžen**  
**Primary school BREŽICE**

### **Project BOOK PLUS** **representation of work in 1<sup>st</sup> grade departments**

**METHOD**: lecture, poster


#### **STARTING-POINT**


##### **Why book?**

Book, as a symbol of knowledge, had a special place in our nation history, breeding and education. Connected with other modern resources, book should keep this position.


##### **Why plus?**


Because we are the first generation of Slovene people, which can express its abilities, creatively and equally to other nations, looking for its own ways in the future.

 We want to give young people aspects of loving life, chances and joy for creativity, to think positive and to be able to participate in happening at home and all over the world.

 Time declared: whole year (school), long-term through the primary, secondary... school;

#### **PURPOSE**

 Knowledge as a worth, value.

 Book as a worth, value.

 Child, as a creator of the book, experience his own worth, worth of the class and school.

📖 Vision: rise of the book which will show us the progress and growth of an individual through the primary school.

**AIMS:**

PARENTS: introduce with the project, partnership, encouraging children;

PUPILS: to agitate their fantasy, creativity, discovery, progress, the importance of slovene language;

**CONTENTS:** pupils products (written, drawings)

**METHODS:** active, methodical procedure shown on a poster with examples;

**PERFORMED BY:** class-mistresses

**Jadranka Janković**  
**Primary school Viktorovac - Sisak**

**SUMMARY**

From generation to generation, children get cleverer, but their emotional and social skills are in constant decline. Difficulties with our children today are reflection of complicated changes in our society. These social changes are inevitable, but with a good cooperation and inclusion of the parents into the school life, together. We can raise content, healthy and successful children. These workshops are such proof of a quality, direct communication with the parents that lead to the common goal: to help our children to become healthy and content adults. By means of these workshops, parents are not offered some new education strategies, but the emphasis is on appreciation of the child. Only on firm grounds parents can build, together with their children, relationship full of love and trust. And, what is more important, with such a relationship, they will be able to guide their children to maturity with the values, knowledge and skills which can be given only by a parent, resolute and giving support.

**Elide Jovičić, secretary**  
**Ana Matić, clerk**  
**The High School JURJA DOBRILE - Pazin**

*OUR RULES OF CONDUCT*

Our school is a big community made of students, teachers and other employees. There are approximately 800 people. The parents are indirectly involved in the school life and it's functioning as well. In order to feel well and get on well we have all together decided to make our own rules of behaviour. We want to meet high standards, in other words, we want to get a maximum contribution from our every community member.

Our intention was to include students, parents, form-masters, and teachers in our project. The achievement of the project is not easy or fast, furthermore we have no concept and not to mention that we have been on our own since the beginning. The project requires a different way of thinking of all its participants. Since we have elected the class representatives, only a part of the job has been done so far. We intend to fulfil a part of the duties towards the form-masters and parent's representatives before the RI-KVAŠ and we leave the most important – the coordination between students and teachers – for later. Something like that!!!

*We believe in miracles and we hope to make them!*

**Ramiza Kara Kurtović, teacher mentor of Mathematics and Physics  
Primary school Lapad, Dubrovnik**

**SUMMARY**

Teamwork gave my math and science teachings a new upswing, brought a work atmosphere to the class to the satisfaction of both students and teachers, increased the students' interest in the matter. Self-confidence with the less-achievers is growing; the confidence that the team and the teacher showed them motivated them to work, to accept the challenge and responsibility. All students feel a great responsibility while teaching others.

**Bože Klapež  
Solidarity Centre - Modena, Italy**

**SUMMARY**

The Author shortly describes his experiences and thoughts about applying Glasser's Choice Theory ® in the institutions for the drug addicted, mentally ill and juvenile delinquent persons.

**Alma Klokić  
Grammar school and Vocational school JURJA DOBRILE - Pazin**

**SUMMARY**

The topic: *Marriage and family* which according to the sociology classes curriculum is scheduled for the third grade of the high school was analyzed through team work. The pupils were divided into six groups; one group was a monitoring group (the evaluative group). Besides this assignment this group had to make a collective review of all treated topics. The pupils were allowed to use all the available media (TV, video recorder, computer, poster, cartoon, song...), which led to an interesting outcome. A lot of posters, power presentations, surveys, video clips, sketches etc. was made in this way. All these works were collected and a school exhibition was made as well.

This method of working enabled students to become active participants in the classroom teaching process because in this way they felt free to express all their creative potentials and abilities.

A very thorough and adequate lesson plan is needed in order to achieve this task.

**dr. Svjetlana Kolić-Vehovec  
University of Rijeka  
Department of Psychology**

## **SUMMARY**

The aim of this study was to compare self-esteem, test anxiety, intrinsic motivation and attitude toward school of students in schools which apply principles of William Glasser's quality school and control school which doesn't apply these principles. Participants were 95 third-grade students, 168 fifth-grade students and 145 eight-grade students. Results showed no differences in self-esteem, test anxiety and intrinsic motivation between experimental and control group of third-grade students, but fifth-grade students in experimental group showed higher self-esteem and intrinsic motivation, and lower test anxiety than students in control group. Eight-grade students in experimental group showed higher self-esteem and independence than control group. Experimental group from third- to eight-grade showed more positive attitude toward school than control group. There were no changes in self-esteem and independence from third- to eight-grade in experimental group, but intrinsic motivation declined and test anxiety increased with age. These negative trends were obvious in control group already after third grade, and decline of self-esteem and independence also appeared. Trend of weakening of interest for school subjects and development of negative attitude toward school appeared when students pass from lower to higher grades in elementary school. These changes were obvious in control group already after third grade.

**Radojka Kozina**  
**Primary school Viktorovac – Sisak**

## **SUMMARY**

In our work we used dr. Glasser's ideas of quality school, where most essential for the students is to feel useful, content and successful. Concerning the Earth Day we worked on the text: EKO ALARM by Ivan Goleša (Croatian) in correlation with our class assembly lesson and made a portfolio.

Preparing for the teamwork, the students were, with the help of their parents, asked to find out everything about pollution in our town (the rivers, woods, parks) by the industry, and also everything our local community is doing about protection of the town and its environment.

**Vesna Kovač**  
**Jasminka Ledić**  
**Branko Rafajac**  
**University of Rijeka, The Faculty of Philosophy**

## **GOVERNANCE AND LEADERSHIP AT THE CROATIAN UNIVERSITIES** **Academic Staff Point of View**

## **SUMMARY**

The aim of the paper is to provide the theoretical background needed for understanding dynamics and developments in higher education policy, derived from the recent organisational theories and research on higher education policy. The special emphasis is given to the relationship between universities and demands from their external environment. The idea of university as "learning organisation" with strong leadership and engaged academic staff is taken

as desired model. In the second part of the paper the survey on conceptions of governance at the Croatian universities is presented. Its main aim was to explore academic staff's perception of the university governance, with the special emphasis on the features reflecting the conceptions of universities as "learning organisations". The questionnaire was designed according to the O'Brien's Learning Organisation Practice Profiles Questionnaire and modified to meet the peculiarities of the university organisation and specific research problem in Croatia. There were 376 university teachers and assistants from four Croatian universities who participated in the research. According to the research results, several propositions were listed as a basis for existing governance practice improvement at the Croatian universities.

Mr. sc. Maja Ljubetić, Pedagogue and expert associate for private and religious Kindergartens in Split

**Kindergarten 'Cvit Mediterana', Split**

### **WORKSHOPS FOR THE PRE-SCHOOL TEACHER REINFORCEMENT (Pre-school teachers in Quality school)**

#### **SUMMARY**

Presented are the workshops for the pre-school teacher reinforcement, held during the year 2001/2002 in the private and religious kindergartens of the town of Split.

The workshops were frequented by the pre-school teachers—beginners and those who are about to become a pre-school teachers-mentors.

Also, included are the results of a survey carried out among 45 pre-school teachers who participated in these workshops, based on the Choice Theory by W. Glasser and on the project *The way to quality school – school without coercion..*

**Bosiljka Lojk**  
**Svetovalno-izobraževalni center**  
**Teacher - Senior Institute William Glasser**  
**Kranj, Slovenija**

#### **SUMMARY**

Choice Theory teaches us that what we do isn't conditioned by others' behaviour. This means that notwithstanding the behaviour of students, the teachers may choose to behave like partners. There are multiple benefits to such a choice. To start with, everybody feels well in the company of partners, and when we feel well, we somehow become ourselves inclined to cooperation. With such a decision, we change the system of relationships, and a good, cooperative relationship is the base of teaching, counselling and leading of other people.

**Leon Lojk**  
**Svetovalno-izobraževalni center**  
**Teacher - Senior Institute William Glasser**

## **Kranj, Slovenija**

### **SUMMARY**

Teaching and education is one of the society's most extensive subsystems, which can, if supported by parents, show the young generation the road to quality life. Of course, we have also science, arts, philosophy, but those do not cover the young ones in such extent. Therefore so big a responsibility upon those who work in teaching and education. All our disagreements apart, the greatest part of us all agrees that cooperation should be developed. It must be decided whether rivalry or cooperation should be encouraged; whether to be satisfied with equality and with that what the constitution and the laws guarantee to participants in teaching and education (which is important in preventing abuses in relationships) or whether to go further and try to reach the feeling of equality in every young person notwithstanding the differences in capabilities, talents and so on... We tried showing that only the feeling of equal worth ensures real, creative cooperation. The basic duty of schools in the future will be, apart from knowledge transfer, development of joy in permanent learning and creating an atmosphere where all students will feel equal and that means developing a positive picture of oneself, that being the condition for creative cooperation in life in general.

**Igor Longo**  
**Kindergarten CVIT MEDITERANA - Split**

### *SCHOOL AS A PLACE WHERE PEER HELP HAS BEEN ENCOURAGED* **(PowerPoint presentation-summary)**

### **SUMMARY**

Choice Theory® is, as Glasser says, a psychology of connecting people. Those who recognize and apply it in schools show that there are people who care. Young people who are ready to give the best of themselves for their peers with problems create new, motivating and empowering socio-emotional environment at schools.

**Marija Lubšina Novak, school principal**  
**Jadranka Čabraja, psychologist**

**Ivanka Lekše, pedagogue**  
**Primary school Brežice**

### **BE ACTIVE TODAY, LET'S MOVE!**

### **SUMMARY**

Education, qualification and research work are public goods. Stimulation of their development contributes to the competitive conditions of national economy in the world rivalry. That is why the central problem of education on all levels, from nursery school, elementary school all the way to university, is quality. The vision of Elementary school Brežice is the establishment of conditions and environment that would allow above average growth and the topmost quality-superiority in all activity areas of Elementary school Brežice. One of the most important spheres

of the quality life in school and in general is taking care of our health. Regular physical activity is keeping us healthy, it reduces the risk of development of many illnesses and it contributes to physical, mental and social development of youngsters.

In our research, in which we included 778 learners and 177 parents, we realised, that children spend a lot of their free time inactively, therefore we decided to stimulate physical activity of our learners and indirectly also of their parents and the whole local community in the school year 2002/03. With the research we wanted to establish the percentage of children and parents that are not involved in any organised physical activity. The results were shocking because more than a half of all children and parents are not involved in any kind of organised physical activities. Our strategy is to offer more various forms of activities. We will be searching for new ways and solutions to develop such programs , that will take us to our goals and will be a pleasure to all of us.

**Marija Lubšina Novak,**  
**Primary school Brežice**

### **BASIS OF THE MODEL** **‘PRIMARY SCHOOL BREŽICE, FROM QUALITY TO EXCELLENCE’**

#### **SUMMARY**

The author, as a principal of The Elementary School Brežice, analyses their way to a Quality School by describing different approaches to school management, and the strategies (projects) by which they are trying to realize the vision and the mission of their school

**Bogomir Marčinković**  
**Primary school Brežice**

#### ***TEAM LEARNING***

Subject: Maths  
Class:5.

Unit: Roman numbers  
Topic: Numbers

The way of presentation: plenary

Time: 90 minutes

Steps:

Lesson 1:

- talking about numbers
- group-forming and instructions
- text delivering (5 different texts)
- text reading (individually first)

Lesson 2:

- text reading
- making notes for group presentations
- group presentation
- resume

**Ljiljana Matošević-Levak, psychologist**  
**Livija Žufić, teacher**  
**Primary school Vladimira Nazora Pazin**

### **CHOICE THEORY IN 3<sup>rd</sup> GRADE**

(How the students in the class 3.a learned to use the concepts of dr. Glasser and of the Choice Theory in everyday life)

One of our basic goals in life is to be happy. We are happy and satisfied when we have a balanced satisfaction of our needs. In the quality school we strive to satisfy both our and students' needs by achieving good relations and by using teamwork. Nevertheless, just the school isn't neither our, nor students' life. We live in our families, with our friends, every day we encounter bigger and smaller problems that we must solve by making hundreds of decisions. School matters tell us little about how we will live our real life and get what we need to achieve happiness.

Using Carleen Glasser's textbook "My Quality World", during 15 hours / school year, together with the students of the class 3.a we elaborated the basic concepts of the Choice Theory and taught them how to establish better control over their own lives making choices that will help them.

In our presentation-workshop we will show how went our work, demonstrate a few activities and present what children think of our work.

**Dijana Mesić**  
**Primary school Viktorovac - Sisak**

### **SUMMARY**

Children should be introduced into teamwork from the beginning of their schooling. Such work is easy, fun to do, students try harder, and learn more. It is nicer and more amusing to work and study with friends than alone.

Finally, the beginning of schooling and, thus, many changes in the lives of the beginners, imposed upon them by the new obligations, becomes an exploring pleasure.

In this example of collaborate team learning participating students connect, in the way that it is interesting to them, in spite of its apparent differences, the contents of mathematics and linguistic-artistic field. And they do it very efficiently!!!

**Maja Milivojević**  
**Primary school Mokošica – Dubrovnik**

### **SUMMARY**



A good cooperation needs a good communication; a good communication needs mutual respect between parties. If both parties want to achieve a good communication it is good that they get to know each other. During this period it is good if they can see each other and they take active part in getting acquainted. If we start all this at the first parent's meeting in the 1<sup>st</sup> grade, we can be sure that our cooperation with the parents will be at least effective and from there, there is a very small step to make it very effective. In case we didn't do it at the first meeting, we should not lose confidence or wait for the next 1<sup>st</sup> grade. We shall do it at the very next meeting.

Ksenija Moguš, prof.  
**Primary school Antuna Mihanovića - Osijek**

SUMMARY  
**CREAM-CUSTARD – HOME-MADE OR NOT?**

*WE REPEAT, WE EVALUATE AND WE RECALCULATE*

The students got the tasks two days ago and did them at home. In class they did the work in groups. It was about volume, percentage, and measuring units, evaluating data and comparing them with the results. After unanimous conclusions we had biscuits and fruit juice.

**Boja Milan – Mustać – school principal**  
**Nikica Kličan - psychologist**  
**Dolores Aleksić - pedagogue**

SUMMARY  
The authors describe how they apply each of the Glasser's Ten Choice Theory® Axioms in their work with pre-school children and their parents.

**Snježana Ninčević, Educator with RT certificate**  
**Kindergarten Biokovsko zvonce, Makarska**

SUMMARY  
Choice theory is highly applicable to the work preschool children. In the case the educator role is to create high-quality conditions that will enable the child to choose efficient behaviors while satisfying personal needs. It is necessary for educator to create high-quality, simply communicative educator-child relations, but also to offer models of behaviour for other relations (child-child, parent-child, adult-child). That way kindergarten becomes a place where a child feels to be accepted and it likes to stay.  
Through the workshop I'll show my experiences with the application of choice theory with preschool children.

Marina Ništ, Biology teacher  
**Primary school Antuna Mihanovića - Osijek**

## AN EXAMPLE OF TEAM-LEARNING

TEMA: AIDS

### SUMMARY

The students (parents, teachers) obtain knowledge about AIDS and prevention of spreading virus cooperating with each other, as well as avoiding the risk behaviour and relation to the sick or HIV-positive people. They form their personal thoughts working in larger or smaller groups.

**Prof. dr. sc. Boris Anzulović**

**Prof. dr. sc. Radimir Buljan**

**Doc. dr. sc. Nenad Vulić**

Željko Nosil, prof

**Andrea Russo, prof.**

**Split School of Higher Education**

**Professional study: Economy – Small businesses – Administrative Law**

**Course: Leadership and Choice Theory (Communication skills)**

HOW WE TEACH LEADERSHIP AND CHOICE THEORY AT SPLIT SCHOOL OF HIGHER EDUCATION

### SUMMARY

Experience gained at the Split College during the two-year period of executing the Kolegij *LEADERSHIP AND CHOICE THEORY (COMMUNICATION SKILLS)* shows a high level of acceptance by the students and those teachers who had the possibility of learning more about the subject and techniques of teaching by the attending students and Chair.

**Asja Palinić Cvitanović**

## QUALITY SCHOOL IN THE TOWN OF METKOVIĆ

### SUMMARY

**The author describes many of the activities to promote successfully the ideas of Choice Theory® and the Glasser Quality School in the Town of Metković during years**

**Mr. sc. Nada Prlić, prof.**

**Medical school Osijek**

**HOLOCAUST – NEVER AGAIN!**

## SUMMARY

The declaration issued by The International Forum on the Holocaust and signed by the Croatian government obliges the schools to introduce this topic into the curriculum and to celebrate The Memorial Day of the Holocaust. Violence against Gypsies, foreigners and all the others who are different increases permanently and therefore exists the need to fight all forms of intolerance, racism, anti-Semitism, xenophobia, sexism and all kinds of violence.

Sponsored by the Ministry of Education and Sport our school took part in making a video "The Holocaust against Violence". The aim of the project was to encourage the students to establish a Museum as a warning to the mankind of the 21st century not to let it happen ever again. 35 students and 9 teachers took part in this project. The students presented their knowledge of the Holocaust in pictures and words as well as their attitudes to any kind of violence. At the end the whole project was videoed by Đurđa Miklaušić, the director, and her team.

This video was presented to the public by Deputy Minister of Education Nataša Jovičić, M. Sc. at the Third International Forum on the Holocaust. The Forum took place in Stockholm on 29<sup>th</sup> - 30<sup>th</sup> January, 2001.

The school, students and teachers received a thank-you-letter from Deputy Minister for successful co-operation in making the video together with the four other schools from Croatia. The whole video was made in our school.

**Antun-Toni Āehak, expert on system and human factor, member of the Education Council in the Ministry of Education and Sport of the Republic of Croatia**

## **TRANSFORMATION OF THE EDUCATIONAL SYSTEM OF THE REPUBLIC OF CROATIA**

### **Proposal**

**brought forward after the public discussion on the Basis of the Educational system in the Republic of Croatia, as a preparation for the mutual action**

## SUMMARY

Education and management of education require application of the same principles that must be used for improvement of any process, manufacturing or services. People are asking for better schools, with no clear idea how to improve education, not even how to define improvement of education.

The present style of management is the biggest producer of waste, causing huge losses whose magnitudes can not be evaluated, can not be measured. The educational system is a network of interdependent components that work together to try to accomplish the aim of the system. Present aim of the education must be transformed: teach-control-give certificate. The new aim must be: help parents to raise children who need help for their present and in future quality life which will lead to progress of society.

A system must be managed. It's management's job is to direct efforts of all components toward the aim of the system. The first step is clarification: everyone in the organization must understand the aim of the system, and how to direct his efforts toward it. Educational system must create something of value, in other words, results. The results must have a quality. It must help somebody who customizes it. A system of schools is not merely students, teachers, parents or school boards. It should be system in which these groups work together to achieve the aims

that the community has for the schools – growth and development of children, and preparation for them to contribute to the prosperity of society. It should be a system where there is a joy in learning, in which teachers take joy in their work. It should be a system that recognizes differences between students and differences between teachers. The fundamental cause of the trouble is failure of people to understand that what is best for the whole country is identical with what in the long run is best for everybody.

Transformation of educational system can not start from itself. Any system needs guidance from outside. System can not understand itself. Transformations starts from customer, their needs. Nothing done inside the system is worth doing if it does not satisfy customer's needs. The customer will pay for what he needs. Hard work and best efforts will not by themselves dig us out of the pit. In fact, it is only illumination of outside knowledge that we may observe that we are in a pit. Only a new knowledge will help us move from the present system into another.

A system includes the future. Management and leaders have still another job, namely, to govern their own future, not to be merely victims of circumstances.

The first step is transformation of the individual. It comes from understanding of the system of profound knowledge. The individual, transformed, will perceive new meaning to his life, to events, to numbers, to interactions between people. The layout of a system profound knowledge is: appreciation for a system, knowledge about variation, theory of knowledge and a new psychology of genetically built motivation.

**Tanja Ritossa**  
**Primary school TAR - Tar**

## **APPLICATION OF THE COOPERATIVE LEARNING IN MATHEMATICS (WORKSHOP)**

### **SUMMARY**

With this task, using the method of cooperative learning, was worked through the entirety of mathematics in the 7<sup>th</sup> grade of elementary school. Pupils are separated into groups of four and every pupil gets his own task.

Every group has one school hour to work through their tasks individually and then next two hours to work it out within the group and explain to each other what they have learned.

After three school hours they start resolving problem of the 'Pirate expedition'. Members of the each group are acting together to resolve the problem.

Time of the individual work, group work and explaining to each other is not strictly determinate. Group can determine their own time for each phase of learning.

The strongest motivation for this task is very imaginative problem of the 'Pirate expedition'. The pirate ship, following instructions, must find the buried treasure.

**Marija Senica,**  
**Karmen Tramšek Lipej,**  
**Ivanka Kežman,**  
**Suzana Kolarič,**  
**Tina Pavlovič,**  
**Polonca Jaklič,**

## Primary school BREŽICE

### PROJECT WEEK – THE FIELD

Topic: Autumn field; integration(Slovene language, Nature and Society, Gym, Instruction in Music, Instruction in Technics)

The way of representation: representation on TV – video (VCR), pupils products, posters;

The process of project week:

#### 1. PLANNING:

- ❖ Planning of pupils and teachers.
- ❖ Including the Society for growth of country side Kapele, Rural Women's Club.
- ❖ Planning work with parents.

#### 2. EXECUTION:

- ⊗ in departments - classes
- ⊗ on a farm

#### 3. EVALUATION:

- ☺ self-evaluation of pupils
- ☺ self-evaluation of teachers
- ☺ self-evaluation of parents
- ☺ evaluation in common

#### REMARK (NOTE):

- We need 45 minutes for presentation.
- We need VCR (TV + video) for presentation of our video cassette.
- Space (wall) for posters.



- **Mr.sc. Joško Sindik, expert associate – psychologist, mentor**

- **Kindergarten MAKSIMIR - Zagreb**



- **APPLICATION OF CHOICE THEORY IN “COMPUTER APPROACH” TO PLANNING AND EVALUATION IN PRE-SCHOOL AND SCHOOL EDUCATION (PRINCIPLE “DATABASE”)**



- **SUMMARY**

- Educational aims are systematic stimulation of characteristics, which are important for success in some educational area. So, making a list of main educational aims means making a list of main characteristics important for education (children's characteristics, educational branches). The list of these characteristics differs, depending of **aims**, which depends about education level or branch (school, kindergarten). Although, reaching these aims means also the system (list) of **methods** (ways) for reaching established aims.
- Considering the system of programmed reaching educational aims means also making lists of educational aims (characteristics), with compatible list of methods (ways) for reaching these aims.

- The component of described system for programmed main characteristics' stimulation that is aim-directed has two contents: the list of main characteristics and the system of assessment for current individual's status in those characteristics (which allows general assessment needed "volume" of educational working for reaching desirable characteristics' status).
- Although, process-directed ("methodical") component of described system has several contents: the list of the most convenient "contents" (activities, actions or exercises) for stimulating of reaching desirable main characteristics' status; the list of the most convenient pre-conditions for the realisation of these "contents" (methodological, material, organisational, communicational).
- This article is an attempt to describe one cybernetics' system for stimulating the group of main characteristics (aims) in educational field, founded on "data bases", connected with simple algorithms. The first data base (initial) could be realised like a list of main characteristics that has to be stimulated (aims). On the base of assessment in these characteristics (by algorithm named "simple quantitative method") could be found needed "volume" of educational work. At other following "data bases" educator would have a duty to choose between "offered methods" for reaching aims (from the "menu of methods", organised in data bases). Predicted "menu of methods" would have contents in form of lists: "contents" (activities, exercises), methods of work, organisational, material and communicational pre-conditions, which could be made by experts in some educational fields.
- "Expert-system" could make a foundation, pre-condition for the feeling of secure at educator, who could be sure that his work is right-directed (without the fear: "Am I plan the right educational aims?" or "Am I choose the right methods?"). That feeling of secure could stimulate creative educator's resources, and also their influence on creative potentials and free choice on educated persons (children).
  - *Keywords:* data bases, programming, system, education

**Jagoda Sirovica, Professor of Psychology**  
**Tijana Stojak, Professor of Pedagogy**  
**Kindergarten "Šumska jagoda" – Zagreb**

## **LINKING CONCEPTS OF REALITY THERAPY AND TRANSACTIONAL ANALYSIS**

### ***Team-work experience in Kindergarten "Šumska Jagoda"***

#### **SUMMARY**

TEAM is a high-productive unit of satisfied people. Its function results in multiple benefits:

- Equal number of people, joined in a TEAM, produce more
- Experts of various knowledge, by complementing themselves, create new knowledge
- By communicating directly, members of a TEAM become successfully creative. Talking, they discover new things
- Members of a TEAM satisfy their personal and collective needs in multiple ways
- Greater satisfaction of all members

(From: Manager and a winning team; V. Srića and G. Tudor, 1996.)

Members of a TEAM became a TEAM when they started using all their imported knowledge freely in everyday work respecting and tolerating others at the same time. As members of the TEAM have different educations (RT and TA), a synthesis and merging of both happened which

resulted in introducing a new method in achieving better relations among people and improving efficiency in work - SUPERVISION of PRE-SCHOOL TEACHERS and Expert team.

**Alma Sojčić, class teacher graduate**  
**Primary school Ivan Goran Kovačić, Slavonski Brod**

### ***TEAM WORK***

#### **SUMMARY**

A workday without the school-bell in the 3<sup>rd</sup> grade with subject JOY was accomplished with purpose for pupils to get to know teamwork. We began with getting to know the subject- matter. Then I made teams in the class and agreed about the class rules. The story called "Biraj" ("Choose") motivated the teams to be the fingers of a hand. Each team had the same assignment. The pupils in each team worked on their part of the assignment. They liked doing it this way. I was happy when I saw that the pupils enjoy working together. I realized that this kind of work is possible to realize in everyday teaching in Croatian schools.

**Dunja Sokolar, teacher**  
**Primary school Ivan Goran Kovačić - Slavonski Brod**

### **APPLICATION OF TEAM-WORK IN HISTORY LESSONS**

#### **SUMMARY**

Presented is an example of a History lesson in 5<sup>th</sup> grade with special stress on teamwork in subject elaboration.

**Nevenka SREŠ**  
**Primary school Brežice**

### ***TEAM LEARNING***

Subject: Ethics  
Class: 7

Unit: Community life  
Topic: Human rights

The way of presentation: plenary  
Work presentation for four periods  
Steps:

Lesson 1:

- discussion about human rights,
- types of human rights written on the board,

- group forming (5) and instructions for work,
- text delivering,
- reading the text, individually first

Lesson 2:

- group discussion,
- answering questions related to the text,
- making notes for group presentation.

Lesson 3:

- group presentation,
- discussion about the rights written in the text,
- completing the list of the rights with those from the text.

Lesson 4:

- giving opinions about breaking human rights they have known,
- completing the stories with their own endings.

Titles : *The Thief, The story of Irina, Mignonette, The story of Vesna,*

*The story of Mahatma Gandhi*

Anton-Toni Štemberger

**Advisory Center - Rijeka**

**Member of the Teacher Council of William Glasser Institute**

## SUMMARY

*A young family lives in harmony in Istria. In the family two children live peacefully and with lots of love from their parents. The family is living of Country tourism, they have a few apartments, a pair of goats, a cow, vineyard and a rich garden, and the children are fully included in this kind of life.*

*The older child has started to go to school. He is in the 2nd grade now. In school he is experiencing difficulties with the croatian language and mathematics.*

*One day the father was called to visit the school. The teacher told him that his son has got bad marks in the croatian language and mathematics, and that she is **expecting** help, so the child would work more on these programs at home.*

*The father was a bit surprised and said that at home they speak the dialect, and that if he personally knew more mathematics, he probably would not have lived in the country today. With remark that he understands the teacher, he said that if his son has stayed at home and has not attended school, he would certainly have bad marks in the croatian language and mathematics, but that he - the father - sends his son to school **expecting** that they teach him at least to pass the exams.*

In this short, true story maybe we can see all the difficulties between our *parent-child-teacher* relationships. In further analysis of this relationships I should try to answer the questions:

- What are our expectations from each other?
- From what positions and roles we start to one another?



- What are our rights, duties and possibilities?
- What kind of relationships do we want? Kakove odnose želimo?
- How to realize them aiming that teacher, student and the parent be satisfied?

**Klavdija Štrucl, teacher**

Primary school Brežice

## TEAM-WORK IN PHYSICS

### ASTRONOMY IN THE 8<sup>TH</sup> GRADE

How I will present the topic?

I will explain why I have decided for team-work, how I form teams, how they function and the goals they accomplish. I will tell how I am satisfied with that kind of learning.

#### Schedule:

1<sup>st</sup> lesson:

A teacher presents the goals of team work, introduces criteria for grading, forms teams, tries to find out how much pupils already know about astronomy. In literature pupils look for information to define terms, they represent the terms to the members of the team and than the teacher asks one of them to represent all the terms that were defined in their team to the rest of the teams.

2<sup>nd</sup> lesson:

The teacher gives each team a different task. Pupils work in teams, they have to decide how they will divide their work, how they will present their work to the other teams. They look for answers in literature.

3<sup>rd</sup> lesson:

Pupils look for answers with computer programs.

4, 5<sup>th</sup> lesson:

Pupils look at how far they are with their work, they look for additional interesting information that they can use in their presentation, they write a report, they decide how they will present their work to the other teams, they rehearse the presentation. Members of the team grade each other's contribution.

6, 7<sup>th</sup> lesson:

Teams present their work, pupils make notes. On the basis of the presentation and of grades that they themselves gave to each other, the teacher makes a final grade.

8<sup>th</sup> lesson:

Pupils test their knowledge of astronomy.

**Šime Šuljić**

**Grammar school and Vocational school Jurja Dobrile - Pazin**

## **DISCUSSION LIST – MATHS CLASSES**

### **Internet service to meet personal and professional needs of Maths teachers**

#### **SUMMARY**

Internet offers a collection of different services. As one of the services provided, electronic mail can be considered as one of the great inventions from the end of the 20<sup>th</sup> century. If a group of people forms a common e-mail address, so that the computer redirects incoming message to all addresses signed below, they make a mailing list.

Those mailing lists can be very useful for an exchange of ideas and work material among those involved in education. World educational institution web portals offer different forums. Unfortunately, such possibilities are rare in our country. Noticing blank space and usefulness of communication in exchanging ideas, on December 19<sup>th</sup> 2000, I started a list named "Nastava matematike", including few colleagues, situating it on the URL address <http://groups.yahoo.com/group/nastava-matematika> with a short description. "Nastava matematike" is a discussion list created for maths teachers of elementary and high schools. Using the list the ideas, work materials, useful information are being exchanged. Special attention is given to the use of modern computer technology in class. Daily problems that we encounter in classroom and school in general are being discussed.

**Dejana Tavas, class teacher**

**Primary school Vladimira Nazora, Rovinj**

## **COOPERATIVE LEARNING IN THE 4<sup>TH</sup> GRADE OF THE PRIMARY SCHOOL IN THE SCHOOL SUBJECT SCIENCE – DEMONSTRATION LESSON FROM CROAT'S HISTORY**

#### **SUMMARY**

In this paper the author proved and shown that by the teachers extensive preparation the pupils can be disburden. Instructional course of study from subject "nature and society" (a subject which is sort of prelude for future natural, biological, history science classes in upper grades), in forth (4th) grade (of elementary school, age 10) predict teaching of some inappropriate data (themes) for pupils that age, especially from fields of state and legal history or analysing powerful historical political persons activities. But, at the same time, some units are neglected - such as culture of Croats from early Middle Ages, analysis of society processes and reconstruction of our ancestors every-day life. Therefore, author suggest using co-operative teaching in case of dealing with a subject and revising program units from national past. During the dealing with subject class, very easily enigmatic games can be used. And it is a presumption that this kind of work can be very interesting to pupils, to class since it include a game during which they learning.

During the revising classes though, with "problem tasks" from pupils is asked to try to identify themselves with, or better say, enter the spirit of, every-day life of early Middle Ages Croats.

Except the rationalisation of program and saving the whole one class, with using the cooperative program all already accepted knowledge as well as attitudes will become a part of every pupil individuality.

**Jagoda Tonšić-Krema**

**The City of Rijeka, Department of Education**

**Member of the Teacher Council of the William Glasser Institute**

*SCHOOLS HAVE ONLY ONE REAL PROBLEM*  
**Glasser's Quality School in the Republic of Croatia:**  
**An attempt to change the established practice of the relationships in schools**

**SUMMARY**

The real problem that schools encounter - not only in Croatia - is that capable students do not put efforts in becoming good students. We see the solution in the Glasser's Quality School. The results of 12-years implementation of the Rijeka Project *Quality School - Choice Theory In Your School - The Way to a Quality School - School without Coercion* are shown. The project has been an attempt to start the processes of life-long learning about developing quality relationships in schools, based on the Glasser's Choice Theory®.

**Korina Udina, expert-associate, mentor**  
**Primary school PEĆINE - Rijeka**

**PARENTS AND STUDENTS IN THE SCHOOL LIBRARY**  
**SPEECH COMMUNICATION -**

**SUMMARY**

With what efficacious technologie can we enable parents and students to get the knowledge of refinement of their own speech? Why is it necessary to cultivate the speech? Speech is definitely an image of a person. A person can express and expose itself in the best way with speech. Function of speech is communication – the instrument which is used to communicate with each other, and is a support for our thoughts.

Tending the ability in people to get the knowledge and use it is the essence of pedagogical activity.

**Doc. dr. sc. Kristina Urbanc**  
**Social work Department, Zagreb Faculty of Law**  
**Nevenka Raguž**  
**Primary school "Žuti brijeg"**

**LEARNING IS MORE THAN SIMPLY DOING THING**

**SUMMARY**

By empowering and motivating the teachers to take responsibility for the processes of change, we send an authentic message to the students that "we cannot change the world, but we can change ourselves", and that even the longest journey starts with the first step.

**Ivana Visković, Kindergarten educator with RT certificate**  
**Kindergarten Biokovsko zvonce - Makarska**

**SUMMARY**

For a high-quality educational efficiency it is necessary to coordinate the aims with the entire behaviour of parent, as well as children. Workshops for high-quality parenthood offer an opportunity to stimulate parents to consider the parent role and behaviours as way of satisfying children's and parent's needs.

Through this workshop we will show how, according to the choice and quality lead-management theories, we conduct the workshops for parents and we will analyze our (that means educator's) leadership behaviours.

**Sandra Vlahov  
Karmen Uljanić  
Kindergarten OLGA BAN - Pazin**

### **COOPERATIVE LEARNING WITH CHILDREN – BETTER COOPERATION WITH PARENTS – LINKING KINDERGARTEN WITH LOCAL**

#### **SUMMARY**

With this work, developed as a result of empirical learning, the authors want to show in a theoretical and practical way the atmosphere among pre-school children and kindergarten teachers and the way, which it contributes, to the development of a better collaboration both with the parents and with the society.

In our work (play) it is not important whom and to what extent contributed to the realisation (idea development and valorisation) but what is the readiness of every member that in accordance with his own capabilities and position contributes to the realisation of the mutual goal. A good cooperation, mutual communication, flexibility and responsibility were very important in doing that. The whole work started as an observation of a free children game soccer. Supporting the children's game, their wish to compete with the other children of similar capabilities was becoming more real. As their opponents they chose a mixed group from the kindergarten of Rovinjsko Selo. Team captains agreed on the phone about the match. The match was held as well as the return match. Besides the kids, the parents participated in both matches and the whole village attended the event.

The children, parents and kindergarten teachers are already a real force of a local community so it is no wonder that everybody took part in this dynamic activity. In this way, our activities surpassed the boundaries of our institution.

In the end we all agreed on Vygotsk's quotation: "In a game a child is always beyond his average age, average conduct, as if he was for a whole head taller than he really is."

We have realised that if they are given an opportunity the pre-school children behave like grownups.

We have also concluded that it is very important for family members and the members of different families to socialise.

We were pleasantly surprised by the participation of local inhabitants and local authority members who gave us strong support and trust.

**Milivoj Vrabec  
Centre for Autism Zagreb, branch-office Rijeka**

#### **SUMMARY**

Some thesis of The Glasser Quality School are cited, based on his Choice Theory®. They are recognized in practice through years-long leading of the Rijeka Project *Quality School: Choice Theory in Your School - The Way to a Quality School - School Without Coercion* in the Croatian elementary and high schools.

**Željka Vrcelj, prof.**

**ŽTŠ Moravice**

**Geometric body, Pyramid – Poster  
(team-work in the introduction lesson)**

**SUMMARY:**

Interesting mathematical problems that will instigate the interest of students We can find in the nature, arts and architecture. It is in the nature of man to search in different objects for connections and similarities with modern knowledge.

Here I'll present the introduction to the teaching topic *Pyramids*.

**SUMMARY**

It is about a "special" day when the students perform the entire work of the school. In case you come on that day you will be able to see an unusually young doorman. If you enter any of the classrooms, you will see students in the role of their teachers. On opening the door of the Headmaster's office the situation will be the same: a student headmaster. You are confused. Of course you are. Students have become teachers, educationists, librarians, secretaries, cleaners and maintenance staff, headmasters.

Students want to show what sort of school they want. Teachers and other employee's want to experience the school as wanted by the students. And all with the scope of creating better interrelationships that are the foundations of a quality work.

What is the role of adults? Well, besides being their mentors during the preparatory period, we become students for a day and give support where needed. It is an extraordinary experience to be in the role of someone else because, in this way, we can better understand each other.

**Slavica Žužić, Professor of Pedagogy  
Grammar school and Vocational school Jurja Dobrile Pazin**

**OUR WAY**

**SUMMARY**

It is about a "special" day when the students perform the entire work of the school. In case you come on that day you will be able to see an unusually young doorman. If you enter any of the classrooms, you will see students in the role of their teachers. On opening the door of the Headmaster's office the situation will be the same: a student headmaster. You are confused. Of course you are. Students have become teachers, educationists, librarians, secretaries, cleaners and maintenance staff, headmasters.

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What is the role of adults? Well, besides being their mentors during the preparatory period, we become students for a day and give support where needed. It is an extraordinary experience to be in the role of someone else because, in this way, we can better understand each other.