

Priority guidelines in annual work plans and common priority areas of quality in primary schools

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Abstract

The paper presents research on the priority guidelines of primary schools in the context of quality assessment and assurance, which literature defines as key development areas that schools systematically focus on in order to improve their work. In the research, we wanted to determine whether schools have clearly defined priority guidelines in their annual work plan and whether there are areas that are repeatedly represented. For the purpose of the research, we reviewed 162 primary school websites, checked the accessibility of the annual work plan and the content-defined priority areas or priority goals. The results of the analysis showed that 15 % of schools do not have an annual work plan on their websites. 18 % of schools do not define priority areas in their documents. 15 % of schools only list activities or state goals too generally. 83 % of the schools have priorities or areas clearly stated. Among these, literacy development (58 %), social-emotional skills development (43 %), and digitalization (33 %) are clearly dominant. This is followed by providing a safe and stimulating learning environment (24 %) and sustainability and ecology (18 %). To a lesser extent, schools also mention formative monitoring, health and exercise, and teacher professional development. The findings indicate significant differences between schools in both the accessibility of documents and the quality of prioritization, which raises questions about the uniformity of understanding and implementation of planning in primary education, while also highlighting the importance of international research findings and international guidelines for quality development.

Keywords: Quality assessment, priority areas, annual work plan, primary schools