Analysis of the quality of innovative activity of the school by teaching staff

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Abstract. The article reveals the main criteria and indicators for assessing the quality of innovative activities in educational.

The rapid changes occurring in the political, economic, social spheres of our country place new demands on the system of General education. Over the past decade in educational institutions of the country implemented both system and local innovations that qualitatively change the educational system, its goals, content, technology and environment. It should be noted that there is a trend of transition of education from the regime of simple functioning in a development mode. These changes dictated by changing policies in education, educational organization enter the path of competition in the market of educational services. As noted by academician V.S. Lazarev: "to survive, the school must change" [1].

However schools need not any change, and only those that would lead to positive changes in the quality of its educational system and educational attainment. Thus among the factors determining the competitiveness of educational organizations, increasing importance is given to the quality of innovative activity. The activity aimed at creation, dissemination and innovation should be understood as innovative activity in the framework of the theory of developing pedagogical systems. Like any activity innovative activity has: the object of transformation to which it is directed; the subject who performs this activity (teaching staff); objectives, content, means, conditions and results. The object of innovative activity is the educational system of the school. Pedagogical staff of the school should be considered the subject of innovation. The strategic goal of innovative activity in the school is improving the quality of educational system through the introduction of pedagogical innovations. The main means of innovation activity can be considered as methods to identify important needs at school, methods of search, evaluation and development of innovations, methods of implementation of innovations in educational system of the school [2]. Conditions of innovative activity are considered to be the organizational conditions (human resources, normative-legal, scientific-methodical support, material base, etc.) and motivational (ambition of the leadership and teachers, types of incentives, knowledge of issues, professional growth, etc.). The

main outcome of innovation is changes in the objectives, content, educational technology, conditions that are aimed at improving the quality of education. Thus, along with the educational system in the school must be created and innovative system designed to increase the ability of the teaching staff of the school to develop, and consequently, to the provision of quality education. An innovative system is created in the school when it conducts high-quality analytical work, examines the state of the educational system, identifies the problems and their causes, teachers search for pedagogical innovations and actively promotes them to increase the effectiveness of educational activities. Innovative system of the school performs the following functions: identification of problems in the educational system; the identification of development opportunities of the educational system; search, evaluation or development of innovations; introduction of innovations. Depending on how these functions are implemented in the school can speak about the quality of innovative activity. The quality of innovative activity of educational organization is defined as the ratio between necessary, possible and actually implemented changes in its educational system.

The results of research scientists of the research center of innovative processes in education of the Institute for Strategy of Education Development (T.P. Afanas'eva, L.A. Kharisova, O.G. Khomeriki etc.) show that between the General organizations there are differences in the quality of innovative activity [1, 3, 4, 5, 6]. It is possible to allocate following styles of innovative behavior of educational organizations: passive - adaptive, active-adaptive, and transformative leadership.

Passive-adaptive style is characterized as passive, teachers are reluctant to changing requirements to the minimal extent. Their reaction is always delayed. They do not predict future changes in the requirements for school education, focus mainly on the existing requirements and conditions. They carry out changes in the educational system due to the orders "from above".

Active-adaptive style of behavior is characterized by the fact that teachers tend to take positions that

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distinguish them from the mainstream schools. The main difference from schools with passively-adaptive type of behavior is that they are looking for and innovate on their own initiative, trying to meet the demands of certain groups of the population, to create their image. Introducing various improvements in the educational system, school classes are selected with profound studying of subjects; learning is differentiated by interest; new educational program are introduced.

Leadership style and innovative behavior directs teachers to the future. Teaching staff keep up with any new ideas and trends in the development of school education. When building the pedagogical system they rely on the most advanced scientific ideas. Changes take place systematically.

Transformative style of behavior inherent in such organizations that actively conduct a search, evaluation and innovation, analyze its educational system and the activities, identify problems and develop models of modernization, the teachers are informed and motivated on a qualitative change of activity with the aim of improving the quality of training and education. They also focused primarily on the requirements of the future. But the main difference of these educational organizations from those mentioned above is that they influence their environment, to make it more favorable for their activities. These schools have a deep and multifaceted analysis not only of the pedagogical system, but also the social situation in the immediate environment. Such educational institutions become centres of social and cultural development of the space in which they act [7].

During the analysis documentation to determine the presence of special programmes, mechanisms, models of development of innovative activity it was revealed that 52% of educational organizations have no such models and programs. 24% of educational institutions have such programs with general innovations introduced in the educational system, but they do not have a specific plan and ways of their implementation. Other programs had a staged implementation with a clear description of progress and results of the experiment, but there was no criteria basis for results evaluation. Many programs do not have expert evaluation [7].

Such qualitative differences in innovative activity is explained by some difficulties related to professional readiness of teachers:

- teachers resisting the introduction of innovations;
- teachers imitate innovation activity, in fact little changes in the purposes, technologies and content of education;
- teachers do not analyze the educational system of the school, they are not engaged in the analysis;
- teachers are not stimulated for the maintenance of innovative activity;
- teachers are poorly informed about new innovations and ways of their implementation;
- there is no reliable methodology for self-analysis and self-evaluation of quality of innovative activity.

The results of the study show that to ensure the positive impact of innovations on the quality of educational process in modern school it is necessary to

carry out the systemic analysis and assessment of efficiency of innovative activity. The teaching staff of the school should undertake such analysis in order to evaluate the changes in the educational system and the development of the school.

Analysis of the quality of innovative activity is a method of research set of properties (characteristics) of the innovation system for school. The main properties of the innovation system are: the sensitivity of teaching staff to the problems; susceptibility to innovations; innovation capacity of the school.

Techniques of analysis, criteria and assessment tools were developed for introspection and self-assessment teaching staff of the innovative properties of the system school.

Thus, the sensitivity of the school to the problems is determined by the following indicators:

- are the results of education analyzes at each of its steps?
- for what purposes are educational outcomes valued?
- is it operationally defined whether there are shortages in educational outcomes?
- is the condition of the educational system of the school analyzed?
- is it operationally determined whether there are deficiencies of components of the educational system of the school?
- are causal links established between the deficiencies of components of the educational system and learning outcomes?
- how do teachers take part in the analysis of educational outcomes?

Indicators of school receptivity to innovations are:

- activity of teachers in finding ways to improve the results of their work and the development of proposals for improving the work of the school;
- intensity of teacher participation in organized forms of information exchange about new developments;
- intensity of discussion of the newly developed scientific teaching methods and best practice;
- established a review mechanism for proposals for the innovations;
- methodical equipment innovation.

Indicators for innovation capacity of the school are:

- specific definitions of common goals of school development and development of its main steps;
- specificity and detail plans of introduction of innovations;
- methodical equipment of evaluations of innovative projects, programs, experiments;
- motivation of teachers to participate in innovative activity;
- the extent of teacher participation in planning changes and organization of their implementation;
- the presence of established mechanisms of coordination of actions of performers when introducing innovations;
- discipline of execution;
- the existence of effective mechanisms for the resolution of disagreements between executors;
- the rationality of the extent and effectiveness of

control of the process of innovation;

- timeliness of response guidance in situations of difficulties for performers [4].

Analysis of the quality of innovative activity has several stages. These are: problem identification, formulation of goals and objectives of the analysis; the formation of temporary creative team for analysis; development of project program analysis; preparation and publication order analysis, order, group, its rights and responsibilities, program analysis; selection of methods of analysis; the collection and processing of information, documents, etc.; analysis on the listed objectives and indicators; preparation of the report on results of the analysis.

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