Masaryk University
Brno
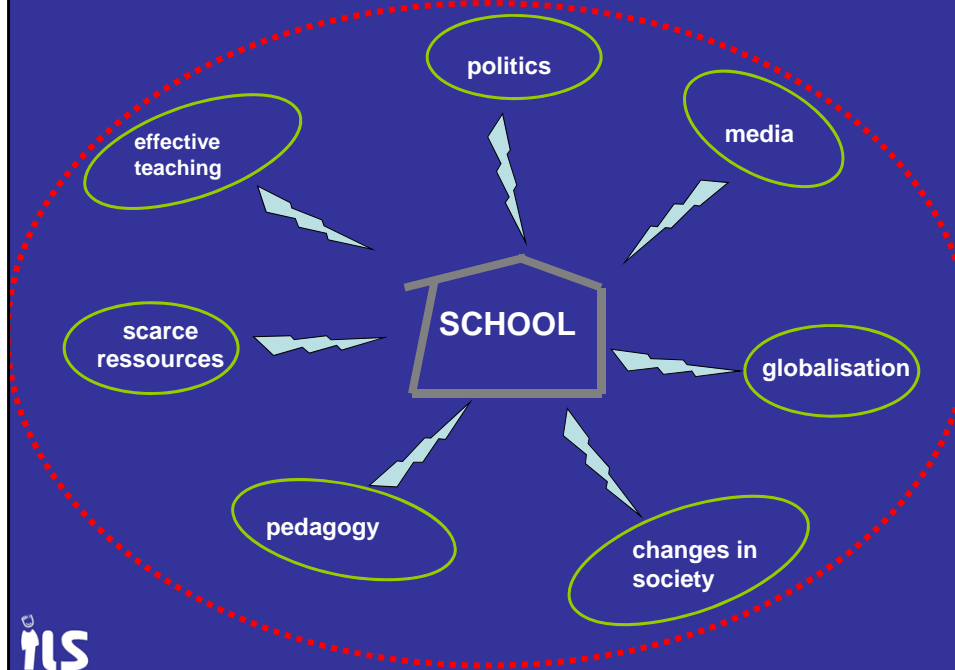
18 Oct. 2011

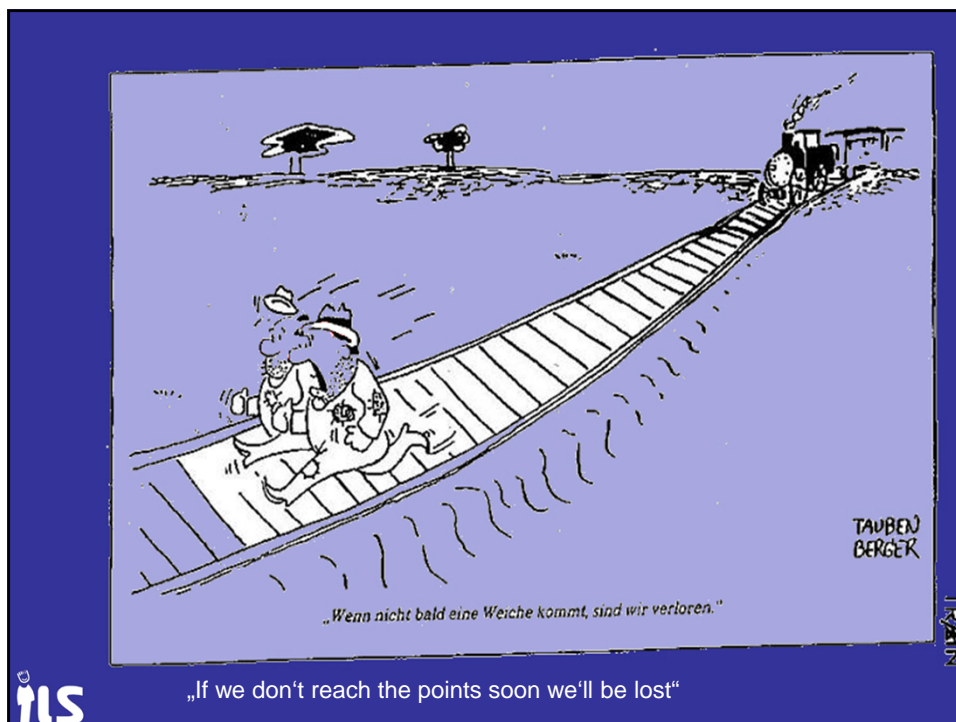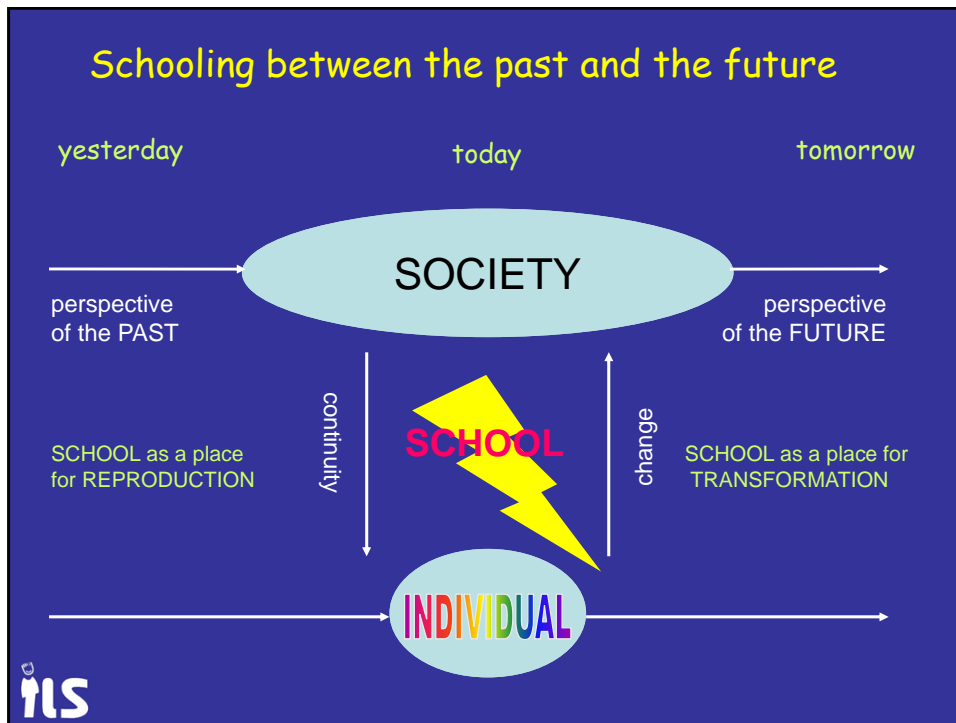# Quality development of schools

Prof. Michael Schratz

Department of Teacher Education
and School Research
University of Innsbruck, Austria

Pressure on schools

politics

media

effective teaching

scarce ressources

SCHOOL

globalisation

pedagogy

changes in society

Schooling between the past and the future

yesterday   today   tomorrow

SOCIETY

perspective   perspective
of the PAST   of the FUTURE

continuity   SCHOOL   change

SCHOOL as a place   SCHOOL as a place for
for REPRODUCTION   TRANSFORMATION

INDIVIDUAL

„Wenn nicht bald eine Weiche kommt, sind wir verloren."

TAUBEN BERGER

„If we don't reach the points soon we'll be lost"

The four room appartment

Contentment | Renewal

Denial | Confusion

(Claes Janssen)

Attitudes towards Change in Organisations

missionaries
true believers
lip servers
spectators & indifferents
underground fighters
outright opponents
emigrants

M. Schratz, after Rehmann/Härnwall 1991 (Krebsbach-Gnath 1992)
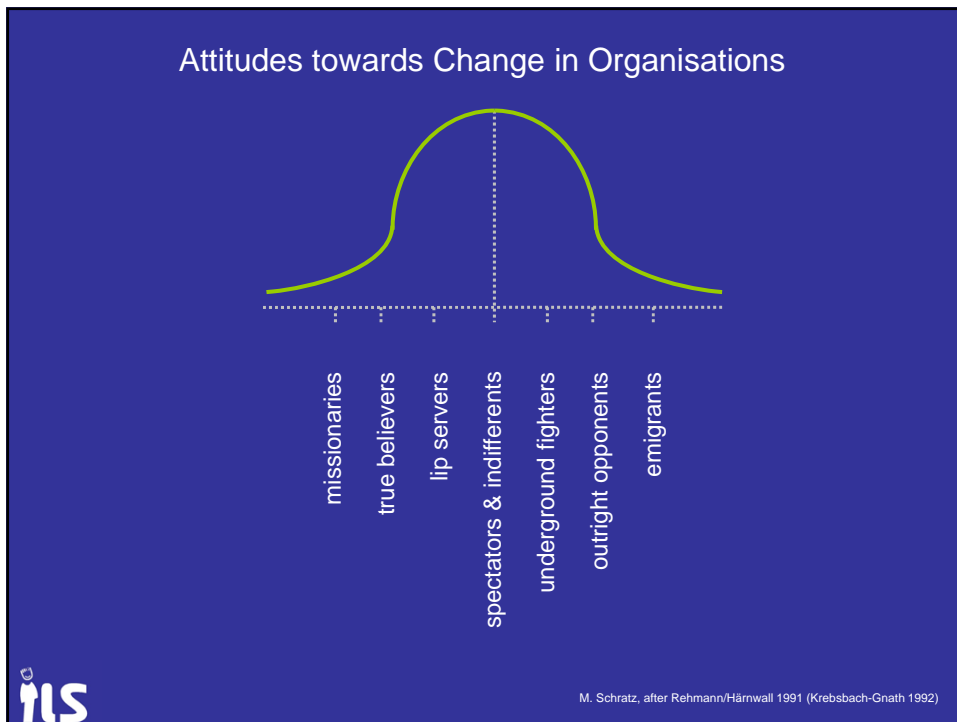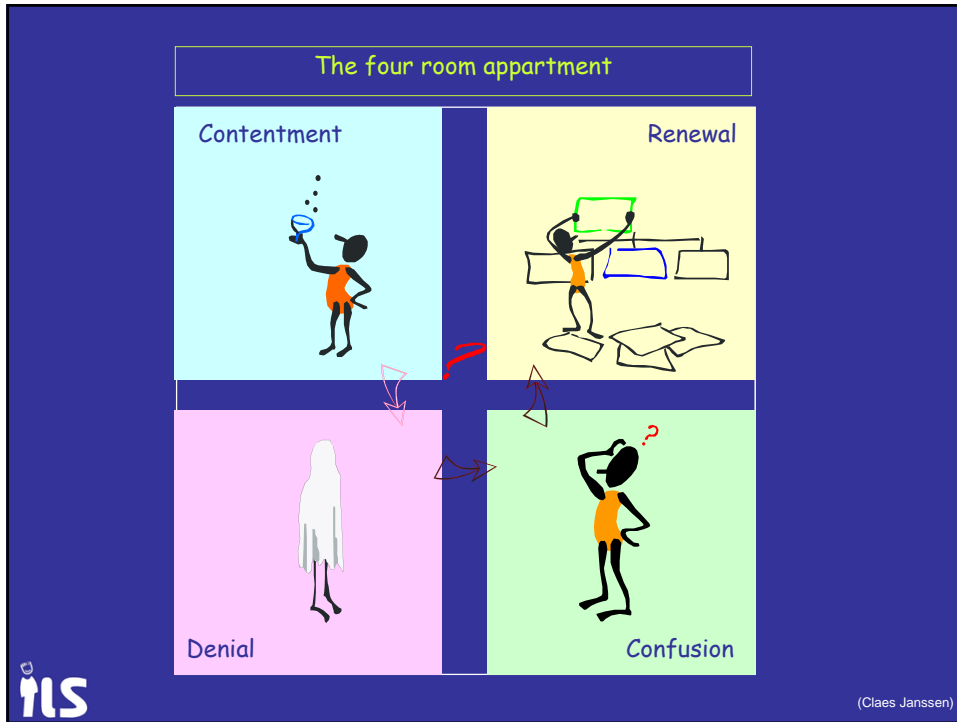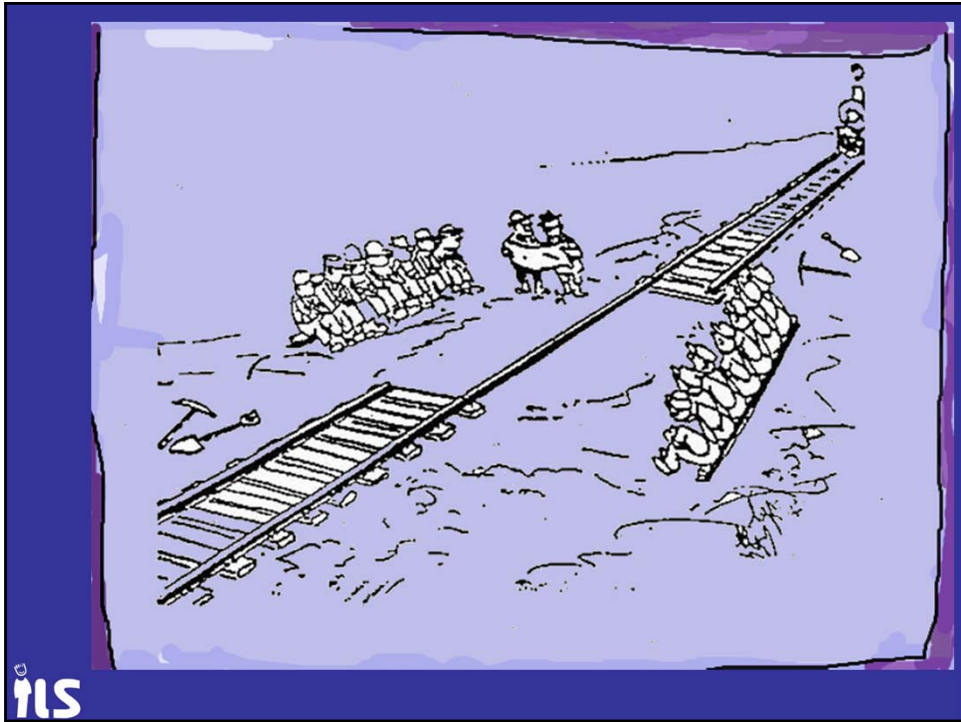
"A system can only see

what it can see.
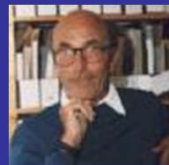
It cannot see

what it can't see.

Nor can it see

that it cannot see

what it can't see."

(Niklas Luhmann)

STRUCTURE (what?)

subjects
school laws   marks
objectives   curricula
standards
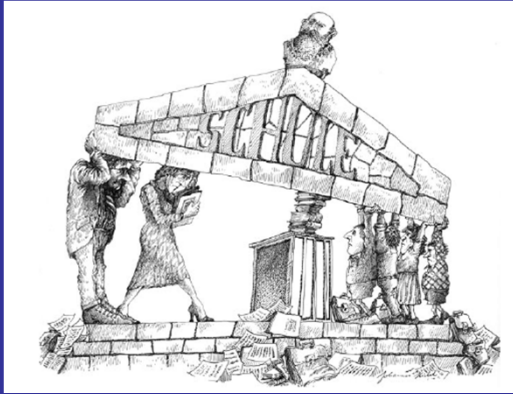
Agency (how?)

willingness

openness

motivation

beliefs

interests

scepticism

competition

overstrain

identity

existential fear

agency

structure

"Today's Aerial Geography Lesson"
(New York Times No. 306-NT-520A-6)

Today's (virtual)
Geography Lesson
(Innsbruck 2002)

A

LEARNING

SCHOOL

„ ... is an organisation where people continually
expand their capacity to create the results they truly desire,
where new and expansive patterns of thinking are nurtured,
where collective aspiration is set free, and
where people are continually learning how to learn together."
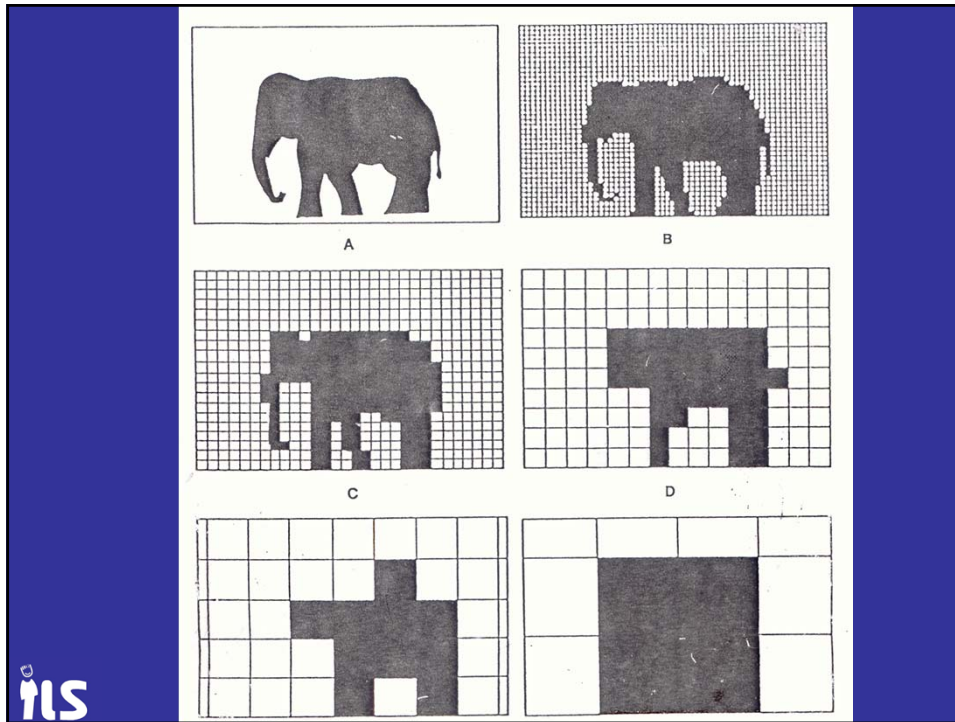(Peter Senge)
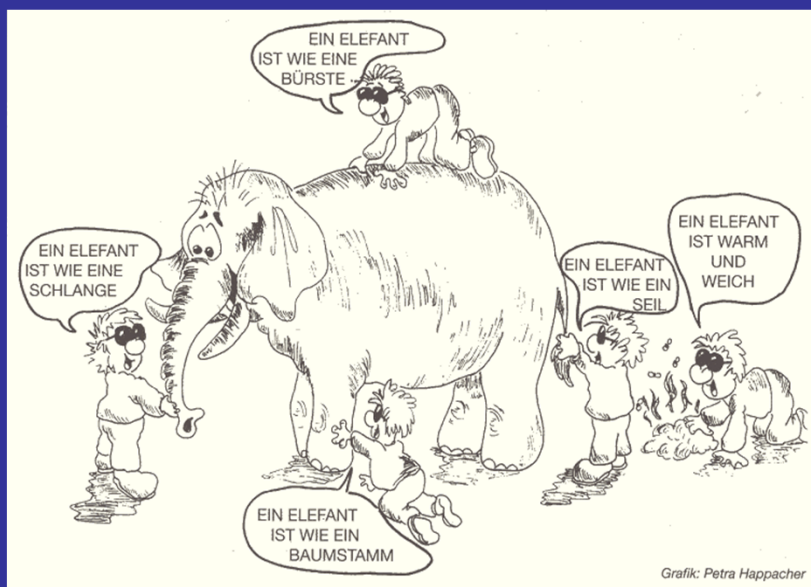
How

do we

know

WHAT
students learn ?
HOW

ILS

How much do
we know about …

WHAT
HOW students learn ?

ILS

Five approaches to *quality*

They stand for certain philosophies behind them.
(Garvin, 1984; Van der Berghe, 1995; Winch, 1996, Hämäläinen & Jakku-Sihvonen, 1999)

1. *Quality as innate excellence*

2. *Quality based on measurable attributes*

3. *Quality as conformance to requirements*

4. *Quality is what the customer asks for*

5. *Quality is value for money*

1. Quality as innate excellence

This implies that something or somebody is simply the best, it can only be understood through comparison with people or objects that display the same characteristics. It is called the transcendent or philosophical approach, which also underlies the Olympic idea *citius, altius, fortius* (faster, higher, stronger), not any ranking is important, but excellence. This quality approach has a long tradition in education systems of many countries, where students, teachers or schools are awarded a prize for their excellence (e.g. student of the year, maths Olympics, spelling bee, the yearly school award by the Bosch Foundation in Germany, the most innovative school system in the world by the Bertelsmann Foundation).

îlS

2. Quality based on measurable attributes

This approach implies that quality can be measured and could be defined as product based approach. In many countries this is the traditional form of measuring student achievement through grading and attributing marks. The transfer of a measurable norm system (like metric measurements) into the sphere of education suggests that the quality of student achievement can be measured quantitatively by means of objective measures, a concept which has been criticized on empirical grounds (Ingenkamp, 1995).

îlS

3. Quality as conformance to requirements

In economy this is a manufacturing-based approach (Crosby, 1979) which obeys specific standardized norm systems (e.g. DIN, ISO). In education systems teaching used to have to be in line with national syllabi (set out for the individual subjects), nowadays it has to obey the requirements of (national) standards. In different countries the conformance to the requirements is assessed in different ways reaching from self-assessment of students (modern language framework), measures of intersubjectivity (more than one teacher marking students' work in final exams) to national tests (using the quality measures in approach 2). Recent large scale assessments (like PISA) have introduced a system whereby countries are ranked according to the conformance to certain standardized requirements.
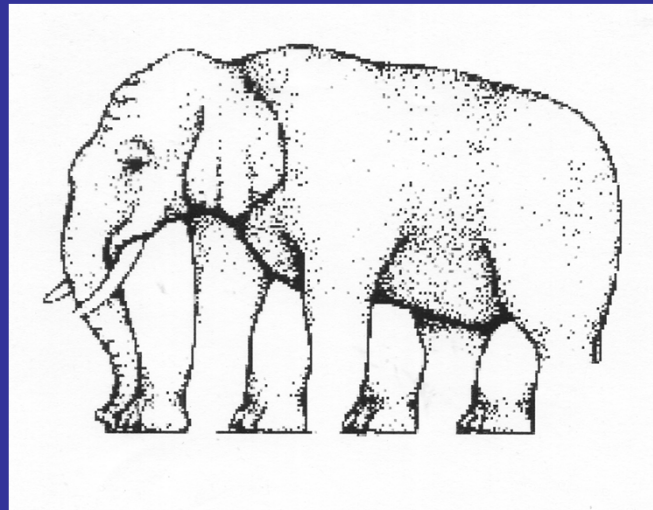
ïlS

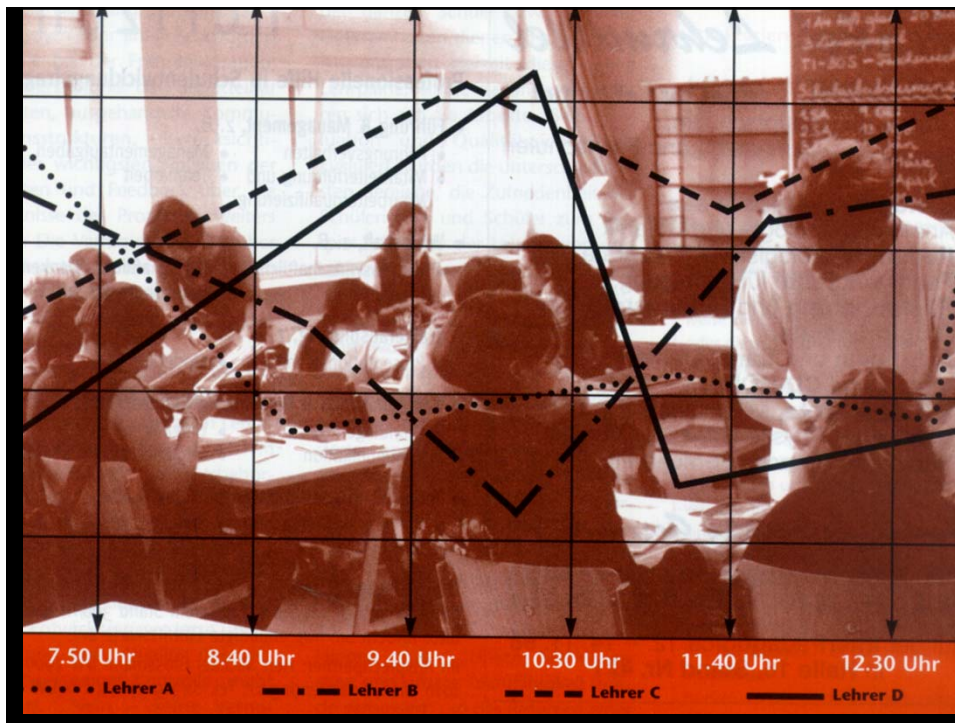### 4. Quality is what the customer asks for

In economy this is called the user/customer-based approach, which follows the philosophy that market mechanisms give distinction to quality by the choice of the users, customers or clients. Quality is defined by the "fitness for use" (Juran, 1988) In several countries this approach has permeated the education systems, e.g. by giving the parents the choice of where to send their children to school or introduce vouchers which help in "buying" the best education. In a more democratic set-up students, parents and other stakeholders are integrated in decision-making on different levels of the school system (national, regional, school levels).

ïlS

5. Quality is value for money

This approach is used a lot in industry and business and follows a performance/price ratio. That is why it is also termed the value-based approach. People pay a lot for objects which might not or no longer conform to requirements (see 3) because they are of high value for them (e.g. vintage cars). In education systems politicians are more often confronted with the question if investments in certain measures are worth the money. It is very difficult, however, to judge the value for money spent in education since sustained success cannot easily be measured as an output assessment.
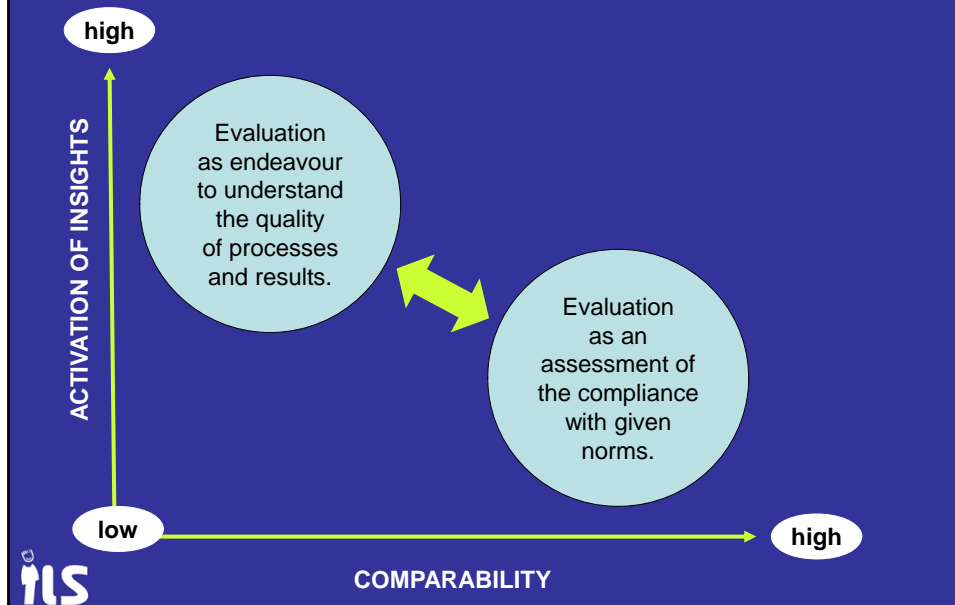
ils

ils

7.50 Uhr   8.40 Uhr   9.40 Uhr   10.30 Uhr   11.40 Uhr   12.30 Uhr

• • • • • Lehrer A   — • — Lehrer B   — — — Lehrer C   ——— Lehrer D

Evaluation

is the endeavour
to understand
the quality of
processes
and
results.

ILS

Quality Assurance between Comparability and Activation

ACTIVATION OF INSIGHTS

high

Evaluation as endeavour to understand the quality of processes and results.

Evaluation as an assessment of the compliance with given norms.

low

high

COMPARABILITY

ılS

Teaching ...

... gains its power through understanding the quality of *processes* and *results*.

ılS

We must learn to measure what we value
rather than value what we can easily measure.

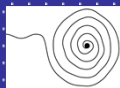(Education Counts 1991)
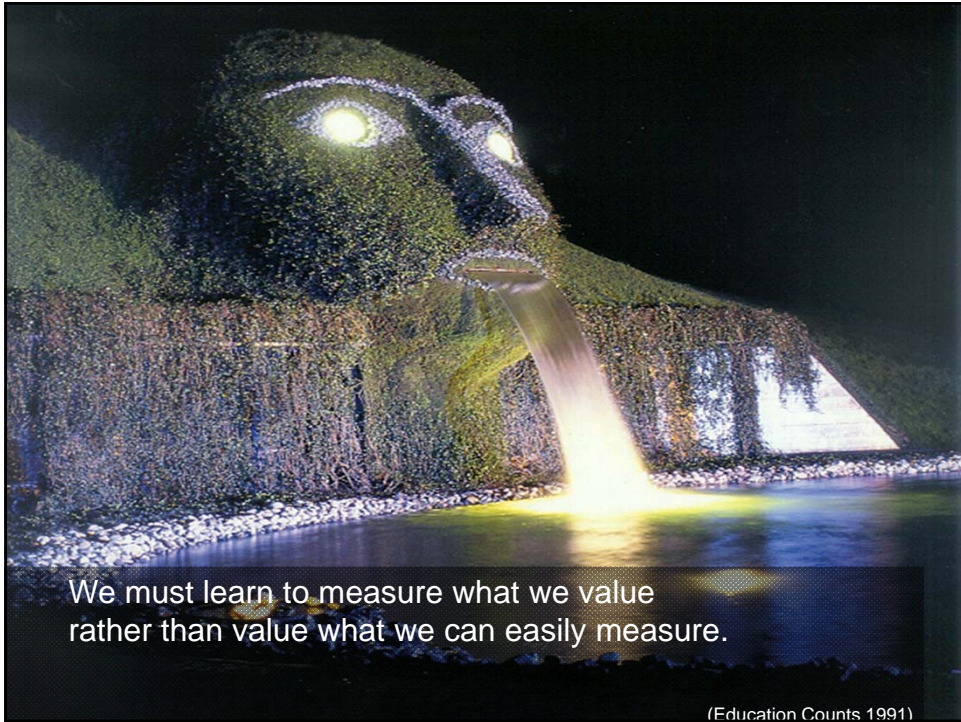
Defining and Developing Quality

overall aims and objectives
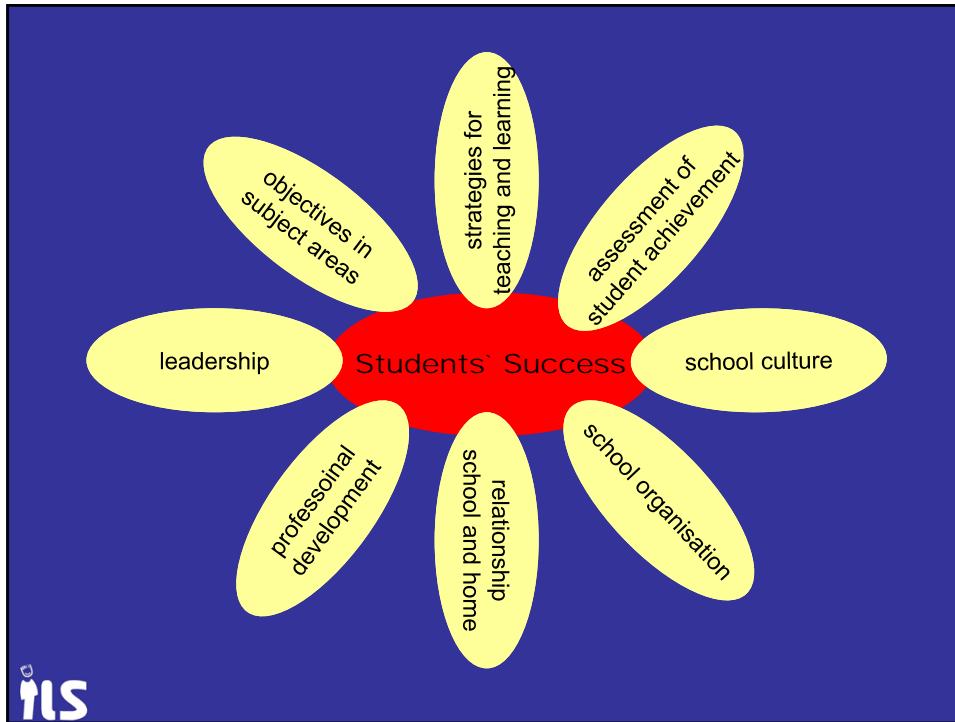(e.g. development plan)

area which is to be evaluated

goal: *what the school wants to achieve*

indicator: *tells us how we can recognize that the goal has been reached*
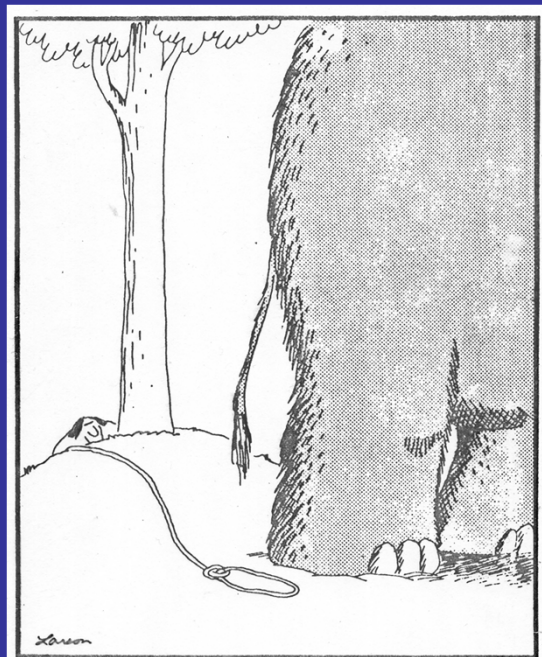
evaluation **method**

QUALITY CRITERIA FOR SCHOOLS
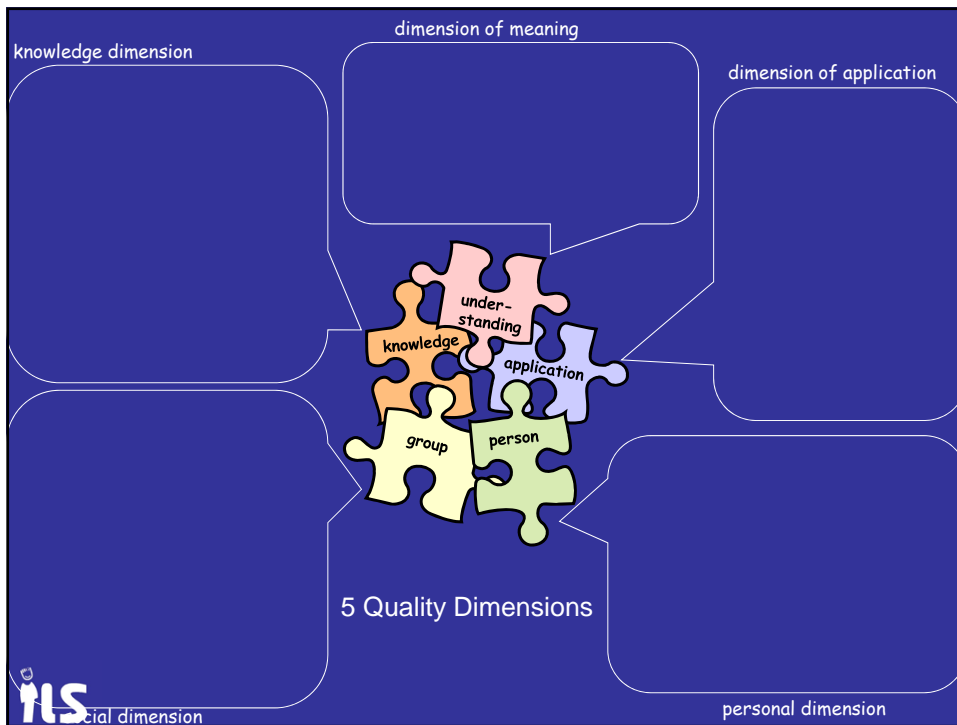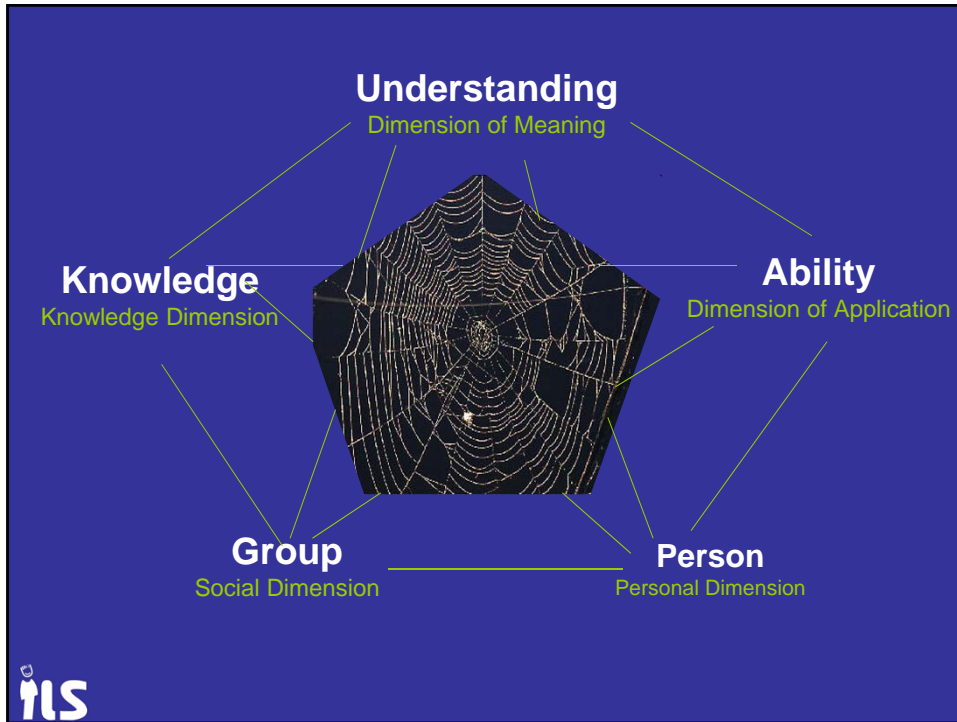**German School Award**

1. Achievement
2. Managing Diversity
3. Teaching and Learning
4. Responsibility
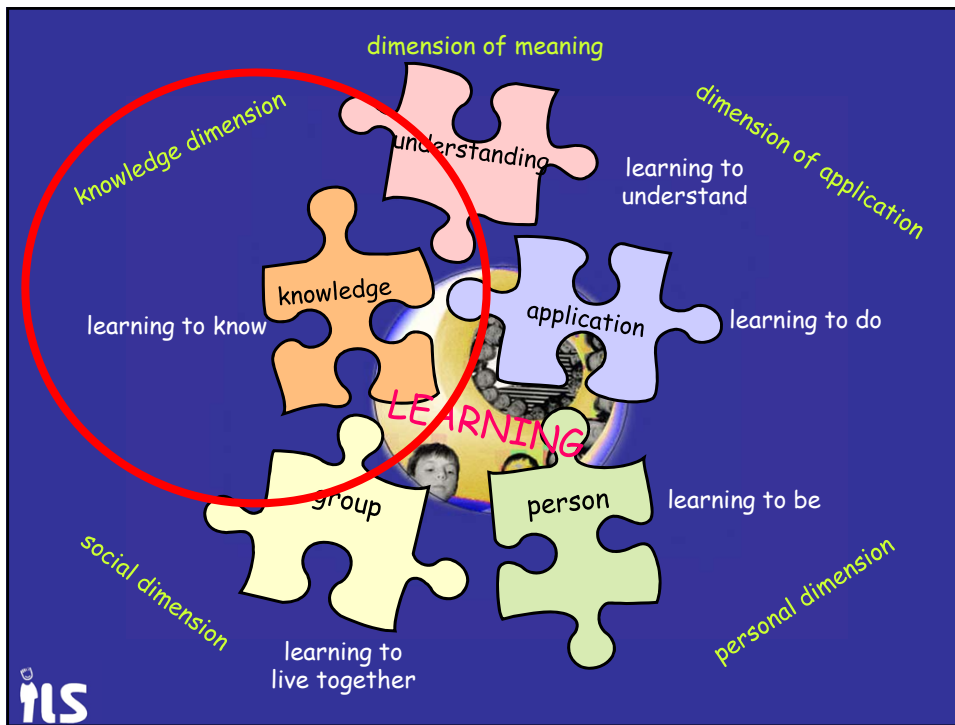5. School Life
6. School Improvement

Self-Evaluation Profile (SEP)

	++	+	−	− −	▲	↔	▼
Outcomes							
Academic achievement							
Personal and social development							
Student destinations							
Process at classroom level							
Time as a resource for learning							
Quality of learning and teaching							
Support for learning difficulties							
Process at school level							
School as a learning place							
School as a social place							
School as a professional place							
Environment							
School and home							
School and community							
School and work							

17

Understanding
Dimension of Meaning

Knowledge
Knowledge Dimension

Ability
Dimension of Application

Group
Social Dimension

Person
Personal Dimension

knowledge dimension

dimension of meaning

dimension of application

under-standing

knowledge

application

group

person

social dimension

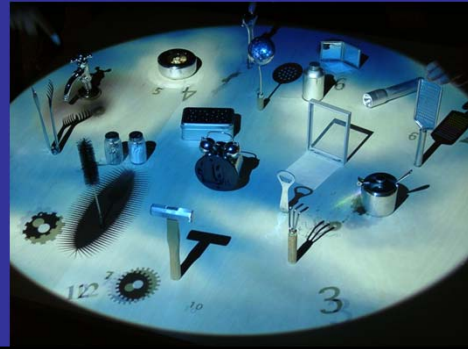personal dimension

5 Quality Dimensions

Where are we going?

Information Society

or

Google Society?

Knowledge becomes
the raw material
of the Knowledge Society
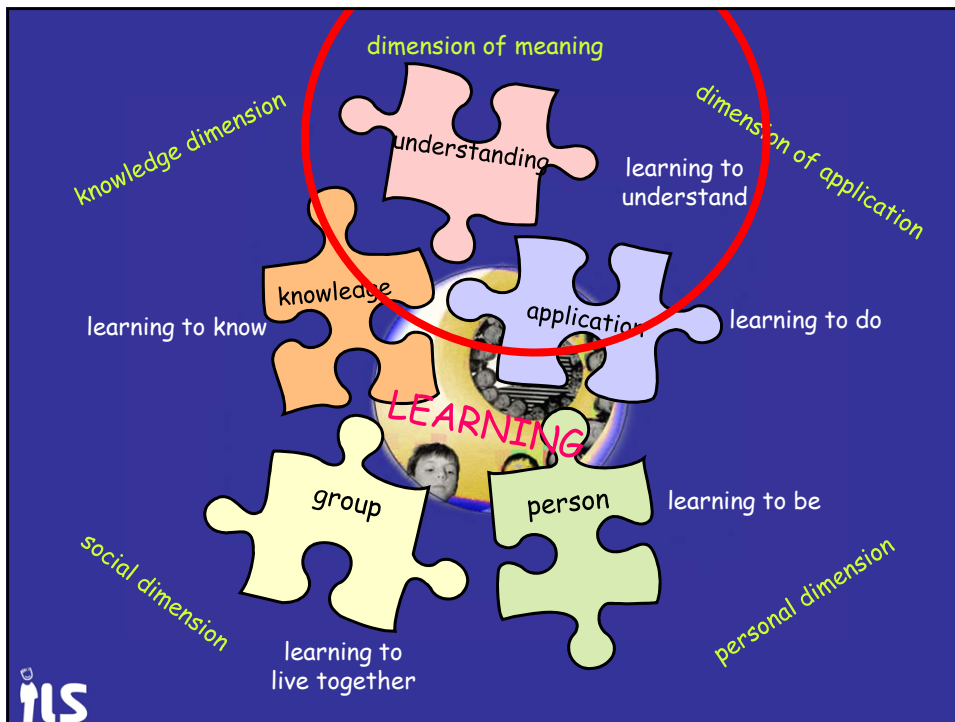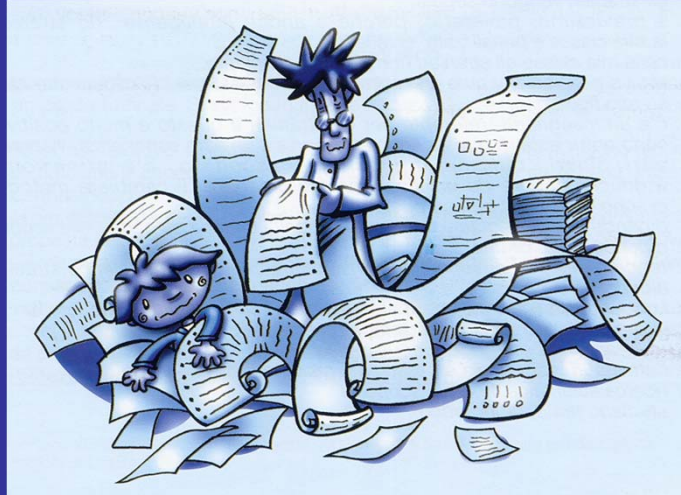

How does knowlege
develop?

data

information

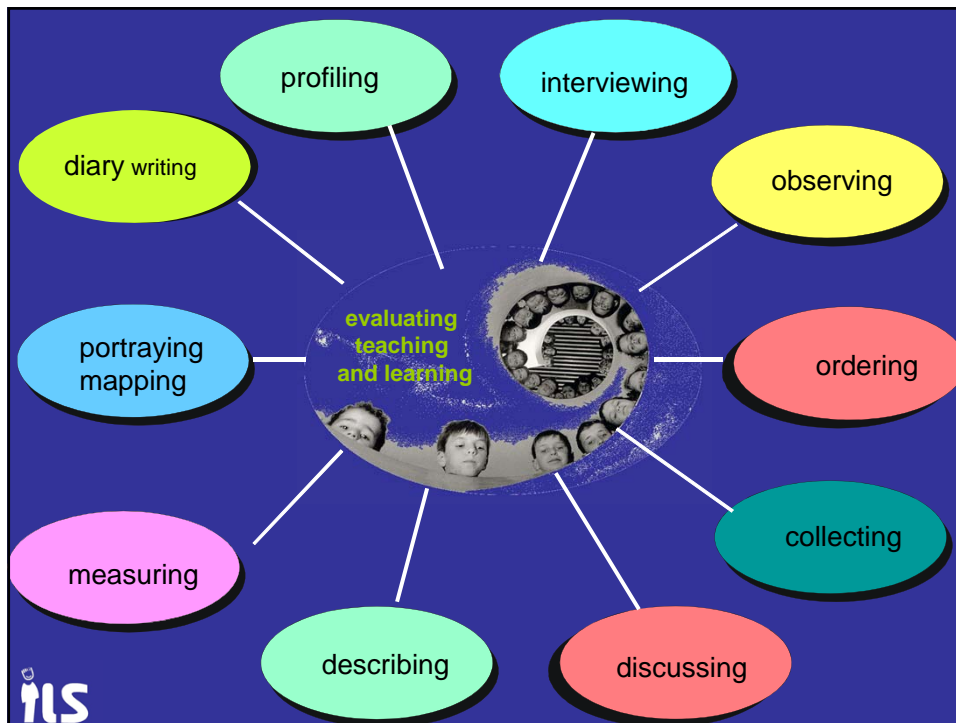**knowledge**

How are we getting knowledge out of information?

dimension of meaning

knowledge dimension

dimension of application

understanding

learning to
understand

knowledge

application

learning to know

learning to do

LEARNING

group

person

learning to be

social dimension

personal dimension

learning to
live together

„The trouble with learnin' is that it's always about somethin' that you don't know."

ils

WHAT ARE YOU SCULPTING?

AN ELEPHANT

THAT MUST BE DIFFICULT

NO, I JUST CHIP AWAY EVERYTHING WHICH DOESN'T LOOK LIKE AN ELEPHANT

ils

Photography is a medium which grasps reality in its *whole complexity* as a frozen image. According to Susan Sontag (1979: 88) photos are not only the evidence of what an individual sees, not just documents but an evaluation of the world (view).
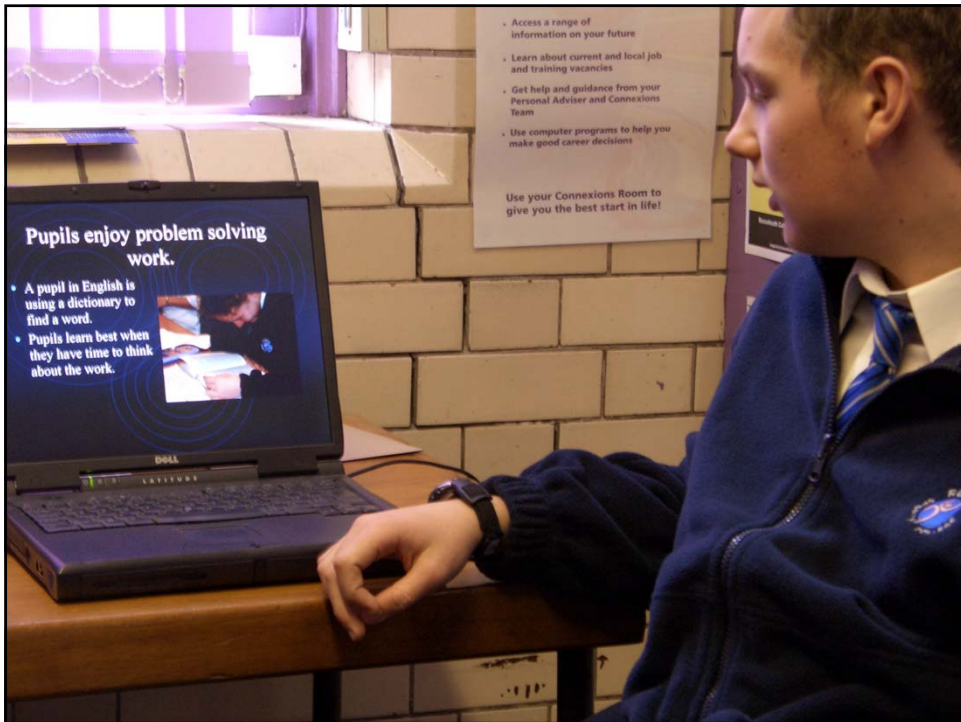
"Photography touches on the limitations of language, especially language used for descriptive purposes. In using photographs the potential exists, however elusive the achievement, to find ways of thinking about social life that escapes the traps set by language."

Rob Walker

ils

Pupils enjoy problem solving work.

A pupil in English is using a dictionary to find a word.

Pupils learn best when they have time to think about the work.

ils

The
Lemming
Dilemma

ils