

SICI CONFERENCE BUCHAREST 2008

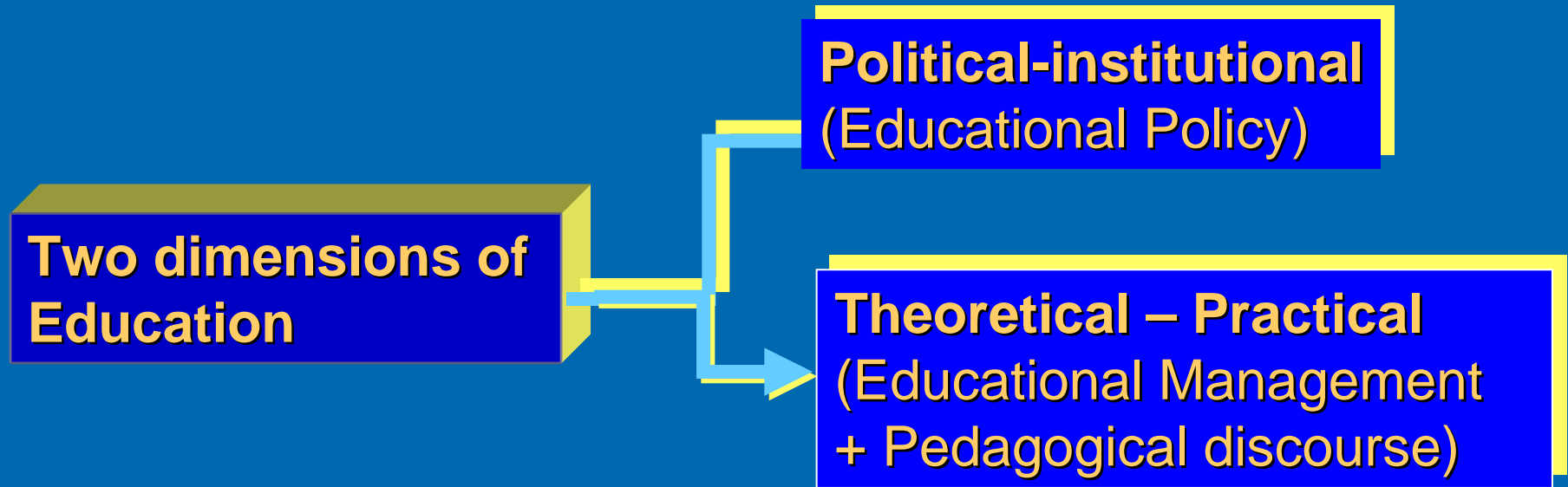


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The European Dimension has to do with article 8 of the Maastricht Treaty, but it means something more because it involves the transition to *Europe of citizens* (1992).

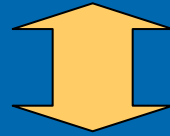


If we look at the educational policy dimension as the ensemble of basic laws that govern the education, we can look at the theoretical dimension as the *paradigm* of the European Educational System, paradigm in the sociological acceptance - the fundamental principles a scientific community is based on - as Raymond Boudon defined it.

Looking for, but mainly investing new approaches in education, the dynamic commutations from “what it is” to what “it should be”, the settlement of the valour set that should direct the society evolution are real priorities in education.



How to help schools cope with the new European realities and to avoid the *wash back effect* of the two dimensions?



- ❖ Providing an opportunity to discuss the problems facing schools in the new European context;
- ❖ Commenting on the background to the present position;
- ❖ Considering the likely trends for future, including the changing role of schools and ongoing pressure to achieve higher standards and the perennial problem of keeping the profession dynamic;
- ❖ Cooperating with other schools so as to promote innovation and development;
- ❖ Broadening cultural diversity;
- ❖ Cultivating national and cultural identity in the spirit of cultural and linguistic diversity

QUALITY MANAGEMENT

Quality

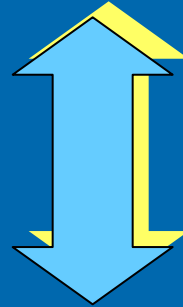
2 important aspects:

1) Plans and Procedures - Tangible, visible, fixed

2) Process - Activity, progression, improvement

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QUALITY IN EDUCATION



**EVALUATION CAN NO LONGER FOCUS ON
COMMON FEATURES BUT ON DISTINCTIVE
ONES**

Self – evaluation provides an opportunity to evaluate diversity, to know from inside “where you are” and to make the outside actors interested in education gain an image of schools effectiveness.

❑ Evaluation can become organisational learning

❑ Evaluation may be intentionally organised as a together learning/training process

❑ Involvement not only as respondent but also as active participant in the discussions

❑ Development of sensitivity, confidence and creativity in trans-cultural communication.

ORGANISATION AS A BLACK BOX

Jaap Scheerens, 2006

input → organization as a black box → output

- ⇒ **All school life is under scrutiny;**
- ⇒ **Discussion with almost all the
school staffs;**
- ⇒ **Reflecting on own leadership style
and techniques;**
- ⇒ **Investigation and evaluation tools.**

THE TYPOLOGY OF EFFECTIVE MODELS

HUMAN RELATIONS MODEL

- Means: **cohesion, climate**
- Finality: **human resources, development**

THE OPEN SYSTEM MODEL

- Requires: **flexibility, availability**
- Finalities: **growth, resource raising**

INTERNAL

QUALITY

EXTERNAL

FLEXIBILITY

CONTROL

INTERNAL PROCESS MODEL

- Requires: **information management, communication**
- Finalities: **stability, control**


RATIONALE BASED ON GOALS MODEL

- Requires: **planning-goals**
- Finalities: **productivity – efficiency**


Source: Quinn & Rohrbaugh, 1983

Human relations model

Quality of work life indicators

- respect
 - participation in decision-making
 - professional interaction
 - performance feedback
 - opportunity to use skills
 - resources
 - congruence personal/organizational goals
- 

Internal process model

- planning documents
 - disciplinary rules
 - management information systems
 - formalization of positions
 - continuity in staffing and leadership
 - integrated curricula
 - attendance rates
 - lessons “not given”
- 
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Open system model

- entrepreneurship
 - collegiality
 - capacity for self evaluation and learning
 - overt school marketing activities
 - parental involvement
 - boundary- spanning positions
 - external change agents
 - student enrolment figures
 - resources (buildings, equipment)
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Rational goal model

(school effectiveness research)

- educational leadership
- success-oriented ethos
- monitoring of student's progress
- time on task
- content-covered (opportunity to learn)

(broader set of educational goals)

- team teaching
- individualization, differentiation
- continuous learning route
- time spent on social, emotional, creative and moral development
- “learning to learn” activities
- diagnostic testing

Stereotypy can be eliminated by getting a general image that would generate new elements in education. An interface of active communication, information between the school and the community, a direct contact with the reality



Thank you for your attention!

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