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The Training of external evaluators in Lithuania

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Basic data



Lietuvos Respublika (Lithuania, Litauen)

Gov.type:
parliamentary democracy

Capital: Vilnius
Area: 65200 sq. km
Population: 3.4 million
Language: Lithuanian

Independence since
11.03.1990
NATO since 29.03.2004
EU since 01.05.2004



Changing the Culture

	From	To
Value		
Goal		
Quality		
Basis for decisions		
Style		



Changing the Culture

	From	To
Value	Fear	<u>Attitude</u> to work well
Goal		
Quality		
Basis for decisions		
Style		



Changing the Culture

	From	To
Value	Fear	<u>Attitude</u> to work well
Goal	Compliance	School <u>improvement</u>
Quality		
Basis for decisions		
Style		



Changing the Culture

	From	To
Value	Fear	<u>Attitude</u> to work well
Goal	Compliance	School <u>improvement</u>
Quality	Instruction	<u>Agreement</u>
Basis for decisions		
Style		



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	From	To
Value	Fear	<u>Attitude</u> to work well
Goal	Compliance	School <u>improvement</u>
Quality	Instruction	<u>Agreement</u>
Basis for decisions	Opinions	<u>Evidences</u> (data, indicators, standards)
Style		



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	From	To
Value	Fear	<u>Attitude</u> to work well
Goal	Compliance	School <u>improvement</u>
Quality	Instruction	<u>Agreement</u>
Basis for decisions	Opinions	<u>Evidences</u> (data, indicators, standards)
Style	Administration & control	<u>Reflective</u> quality management

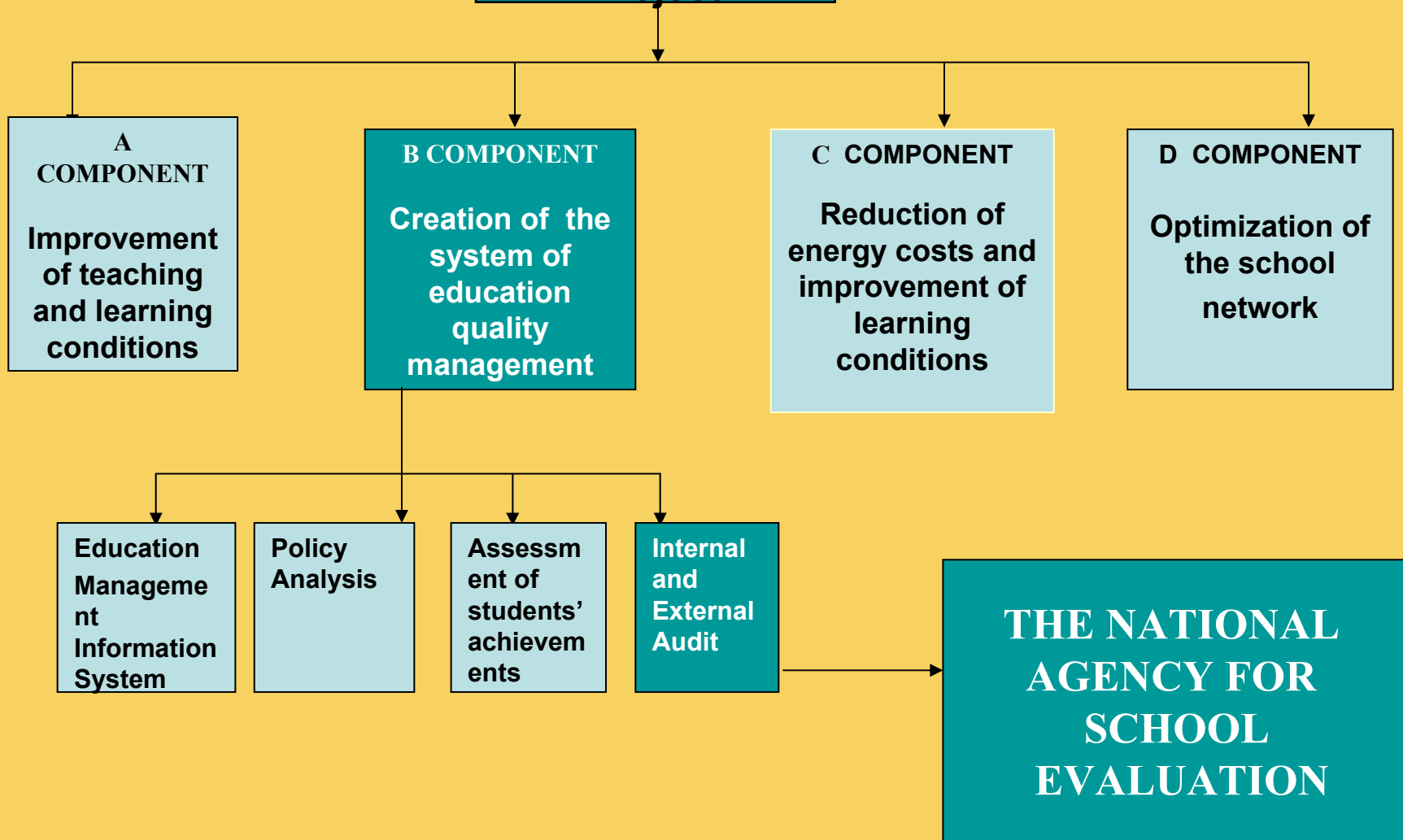
Trust people – improve processes



Education Improvement Project, Lithuania 2002 – 2005 (51 million euro)



Education Improvement Project





**The National Agency for School
Evaluation was established on 30 of
December 2005**



Mission of the institution

To assist the Ministry of Education and Science of the Republic of Lithuania to assure **the quality** of education by developing self-evaluation and external evaluation of educational institutions and **providing** heads of schools and school founders with the possibility to make more qualified **decisions** based on collected **data**.

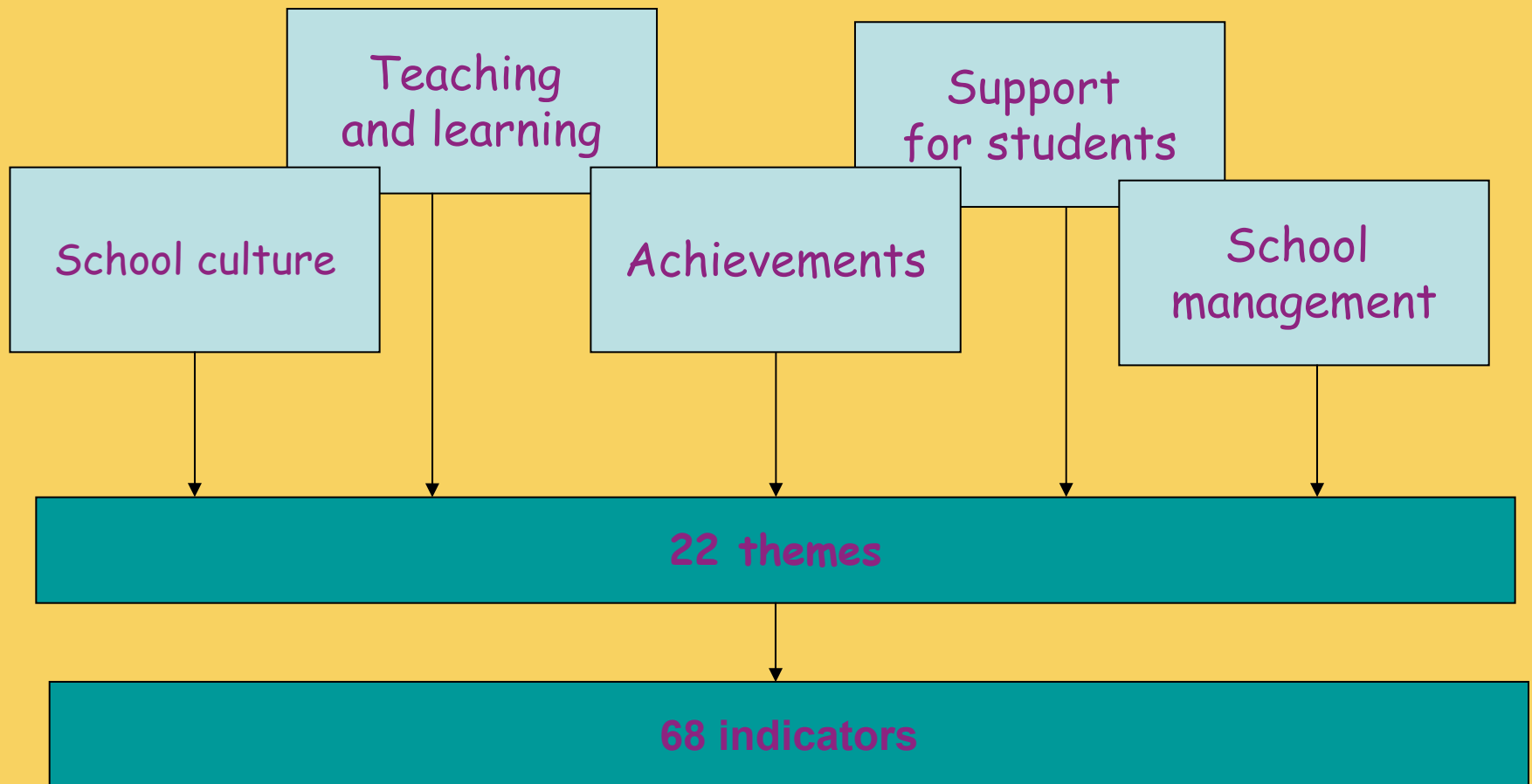


The Divisions

- **Self-Evaluation of School (Internal Audit)**
- **External evaluation of School (External Audit)**
- **Training and Accreditation of External Auditors**
- **Data analysis**

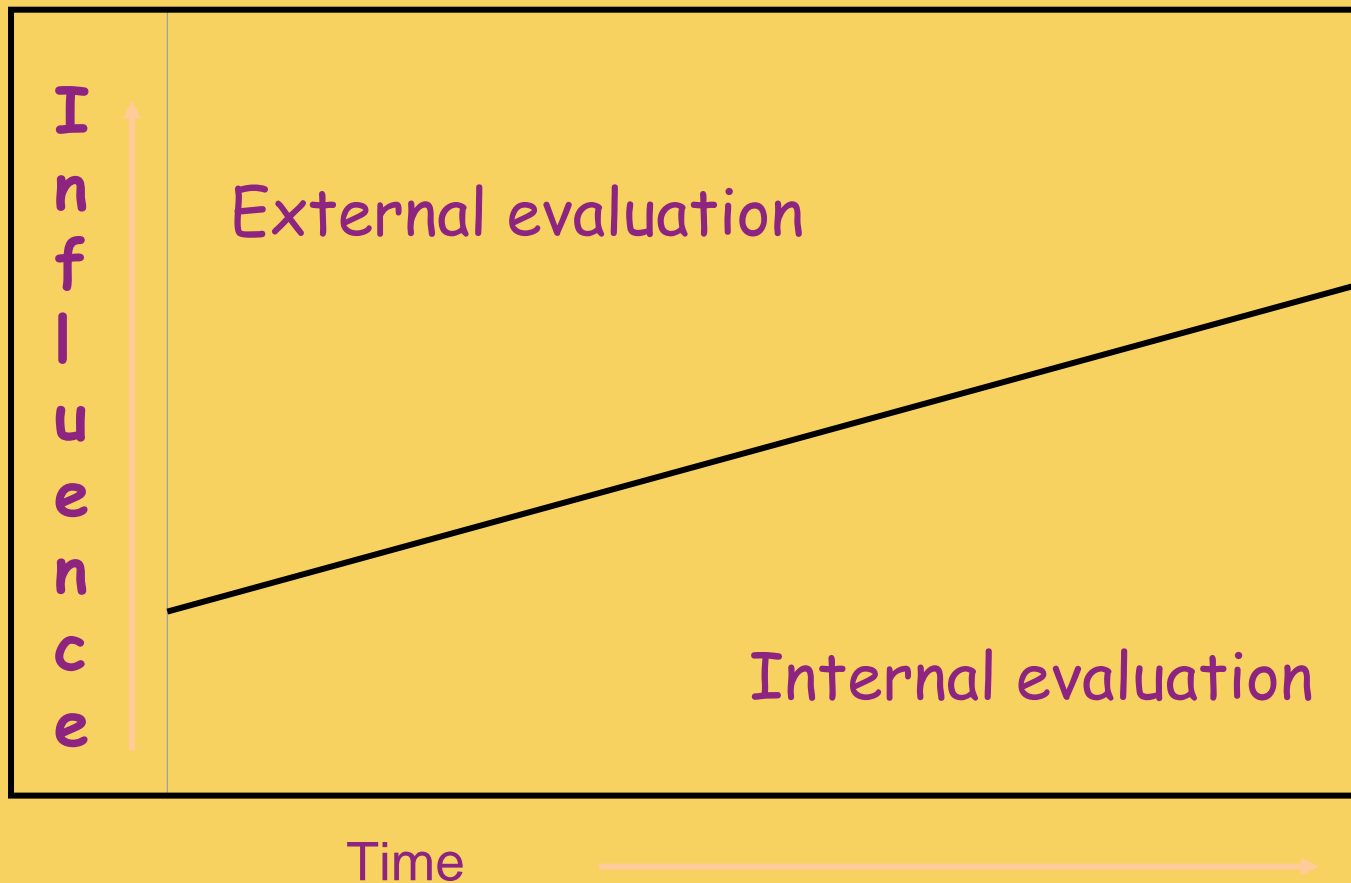


Framework of general school self-evaluation methodology (2007)





Philosophy of school evaluation





Steps in becoming an external evaluator

- **Selection** (an open competition)
- **Training**
- **Accreditation**



Implicit criteria

- **University background**
- **3 years experience in education or/and management**



Explicit criteria

- **Knowledge** of education legislation
- **Competence** to analyze, classify, review information and make conclusions
- Communication and teamwork **skills**
- **Ability** to make objective decisions
- **Competence** to manage work quickly and effectively



The training programme for candidates

- **60 hours lecture (3 seminars)**
 - 'Self-evaluation in schools'
 - 'External evaluation of schools'
 - 'What kind of teaching and learning is good? A successful lesson'
- **90 hours of practice in two schools**



The categories of external evaluators

- **An evaluator** (minimum category)
- **A mentor** of candidates for external evaluation (medium category)
- **A team leader** of external evaluators (the highest category)

Each category is given for a three-year period.



Continuous professional development of external evaluators

- The main attention for **personal** and **professional** development (novelties in education)
- Every external evaluator is required to participate
 - in **90-hour** training courses
 - external evaluation process of **6 schools**



What are the good points of this model?

Proved by Education Improvement Project

- Selection –motivated people
- Long training – the opportunity of becoming a professional external evaluator
- Accreditation – continuous professional development



What problems do we face?

- Unprofessionality
- Attitudes



External evaluators

- **Non-staff people**
- 1/4 - teachers
- 1/2 - headmasters and deputy headmasters
- 1/4 - specialist of local/ municipal and regional educational departments
- There are **121** external evaluators now.
It is needed **270**.



What are the good points of this model?

- It helps to avoid routine at work
- Teachers trust teacher-evaluator more than officials
- It helps to increase capacity of teacher-evaluator in their own teaching
- It encourage to share practice and knowledge with colleagues

**Influences greatly the whole
comprehensive education**



What problem do we face?

There is not any low about the
secondment in our country



Reflection

- **Strong points**
 - Lithuania is in process of school evaluation
 - Education Improvement Project is continuous



Reflection

- **Weak points**
 - Evaluation process at the beginning
 - A little practice

There are enough possibilities and capacities in improving weak points