QUALITY MANAGEMENT IN EDUCATION

REFLECTION AND LEARNING GROUP

MODERATOR: SANDRA BISENIECE

VENUE: DEPKINA MANOR, KEKAVA MUNICIPALITY

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THE GROUP STRATUM

The group consisted of education professionals: teachers, school directors and education executives from local governments, from Ķekava(Latvia), Raseiniai (Lithuania) and Bordesholm (Germany). The group's work experience, engagement and professional background was well comparable.

THE TASK

To reflect on education quality management systems in Latvia, Lithuania and Germany via inclusive discussion in the country groups. To generalize and to objectify the hierarchy of quality management to the human body. To compare the creative outputs. To discuss the diversity and similarity of the systems.

THE METHOD

The participants were asked to draw a rough sketch of a human body which would represent their view of their specific education systems and quality management within them. The participants were asked to reflect freely, not limited to any

indicative framework of their subject. The participants were asked later to present their drawing and explain their point of view. There was time limit of 25 minutes to discuss the subject and prepare the drawing.

THE METHOD

The group from three countries assembled on the fourth day of the seminar, with aim to reflect on new knowledge about education systems of three countries and to share their overviews of the quality management in education within the inclusive learning group.

During the whole last day of the seminar it became clear that three previous days have amassed loads of new information and it is time for participants to have a creative thematic retreat, reflecting on their experiences.

The group was split in three parts by the country (country groups) and it was allowed to assemble in any part of the facility, to create the group's private thinking space. The participants were asked to choose colored markers and a large sheet of a paper. The moderator described the task by this sample human form and two questions that participants had to answer during their presentation:

THE PROCESS

The participants had to compare their work experience and new knowledge within their group. The task was facilitated by common language within the group. It was

complicated because within one country groups there were several types of education professionals with potentially different viewpoint on the education quality systems. It was indicative that participants were not anticipating the creative collaboration model at this stage of the seminar, but they eagerly stood up to the challenge.

The participants had to agree on the following:

- What do we reflect on in the drawing?
- What is our common understanding on the subject of the quality system in education?
- Do we represent the very system or it's tasks and "clients"?
- How do we represent the management of the system?
- How do we connect the hierarchy of the system to the layout of the human body (the objectification)?
- How much do we generalize?
- For Germany – do we represent our federal system or local systems, because they differ significantly?
- For Latvia – do we picture existing situation in education quality management which is not effective, or do we draw our aspirations, the system that we are trying to develop?
- How do we merge different viewpoints?
- What is our creative input?
- How do we explain our point of view to other groups?

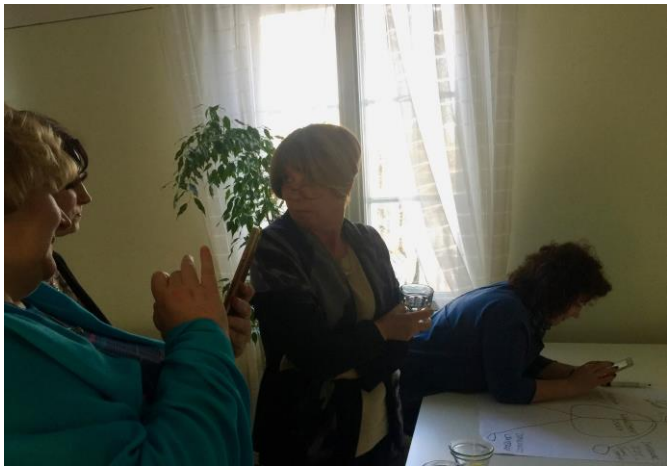
Naturally, the larger group – the Lithuanians had the most heated discussion. Overall, all participants fit into the timeframe, the task was clear to them and the discussions were healthy and very lively.

THE PARTICIPANTS WORKING IN GROUPS

The Lithuanian group

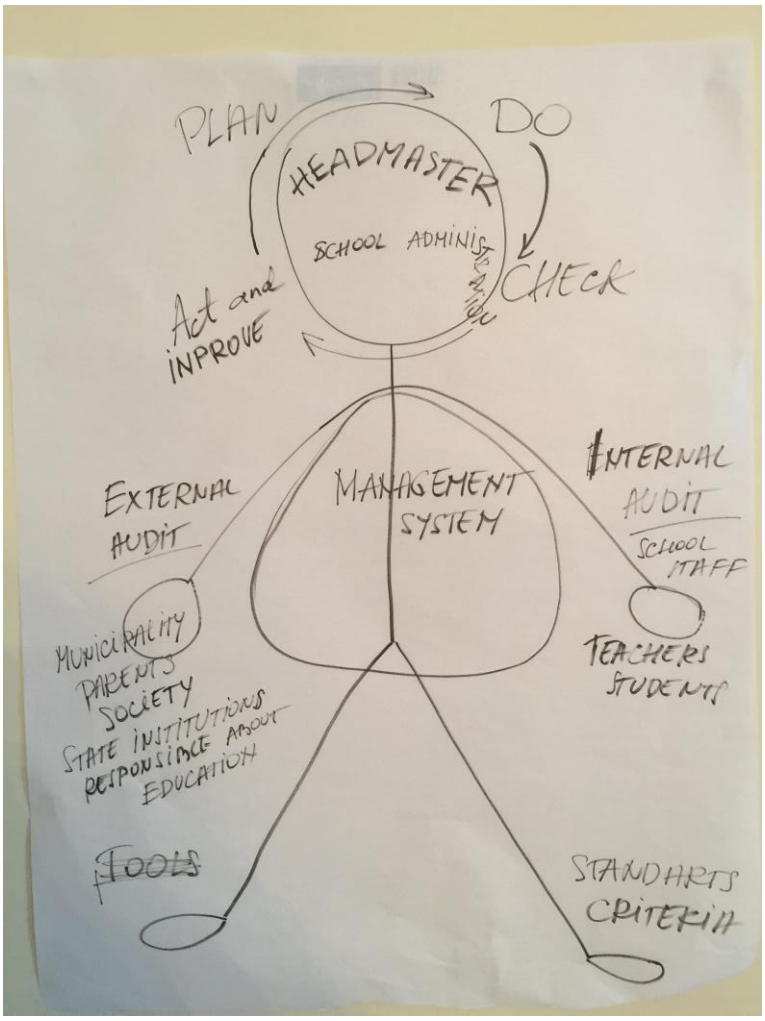
The German group

and the Latvian group

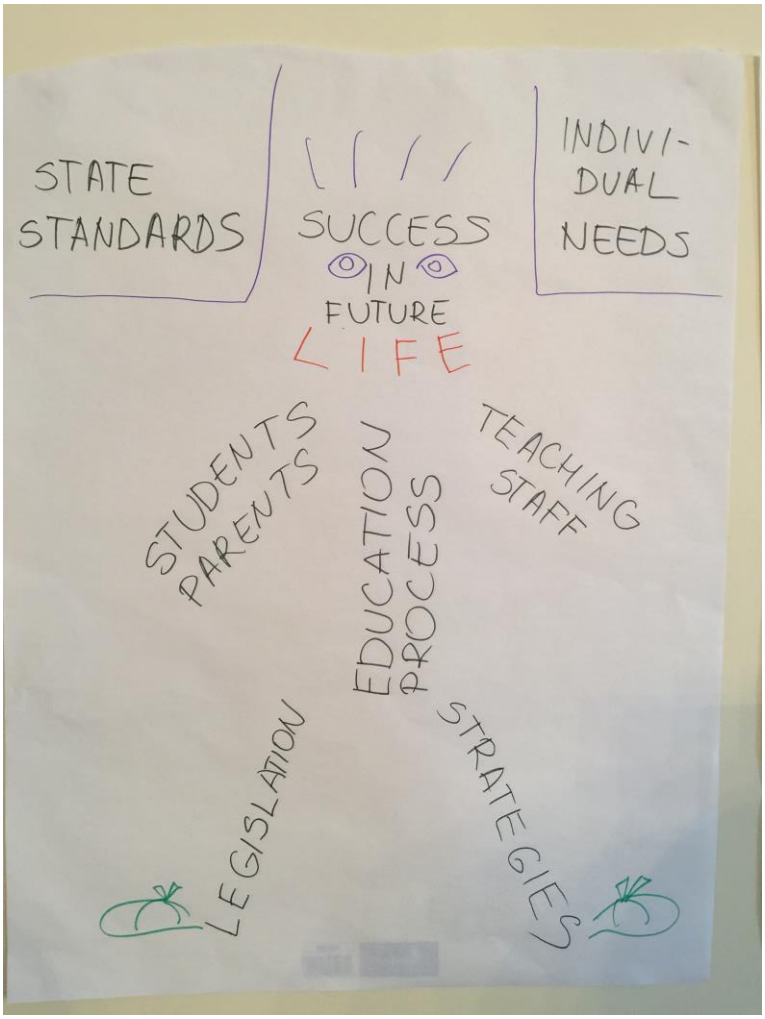


THE CREATIVE OUTPUT

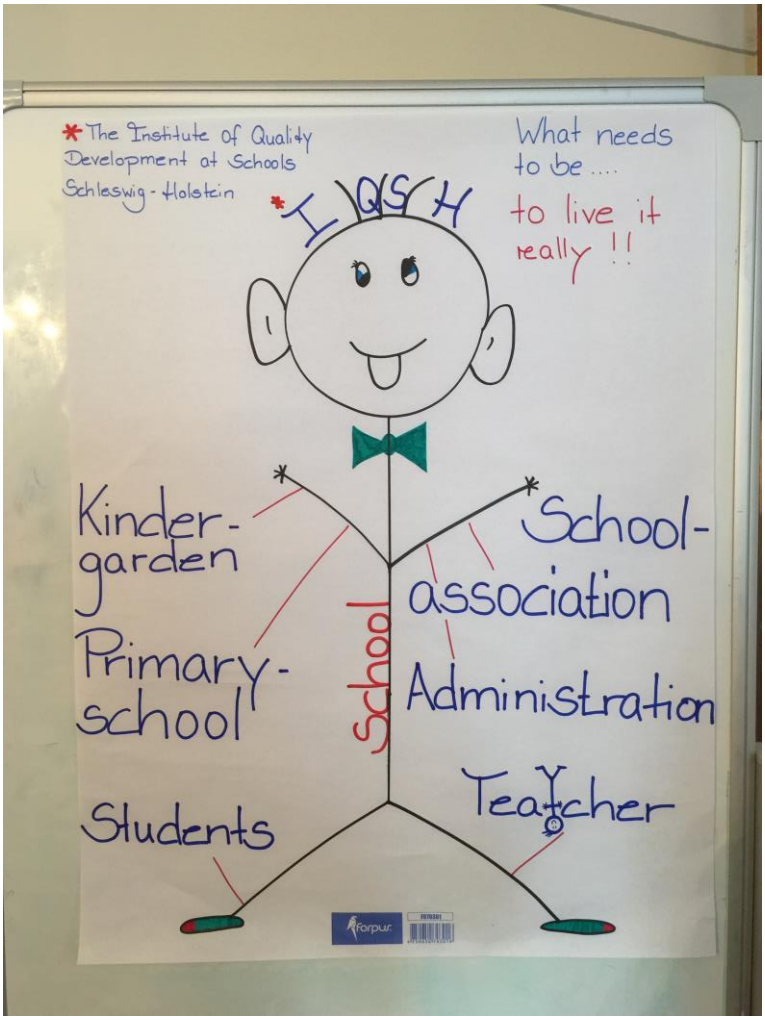
Latvia – the future quality system on local government level, to be designed in the project



Lithuania – the existing quality management system in action



Germany – collaborating parts of the local level quality management system



THE ANALYSIS

- Three countries Latvia, Lithuania and Germany are at different stages of the quality management system development.
- Latvia aspires to develop and harmonize the quality management system on the local government level, the key decision makers are present in the group.
- Lithuania has already implemented the quality management system and reflects on the improvement plans, the group is able to reflect both on practical and strategic aspects of it.
- Germany has well established quality management system and is generally content with it's operation both locally and on the federal level.
- Germany is strong on knowledge based quality system development.
- The challenges differ in each country group correspondingly to the level of system's development.
- The discussion between different education professionals is healthy and constructive.
- All groups are well aware of main consistent parts of education quality management system and they are able to prioritize their common tasks and give structure to their current and future challenges.
- The stratum of all three country groups contains sufficient diversity to collaborate towards the overall project goals.

Commented [Office1]: What more needs to be here?

THE ANALYSIS

Three country groups each have their stronger sides: Germany is very particular on quality control personalization, giving strong hand of influence to the teachers, but there are capitalization and progress markers' comparison challenges on the federal level. Thus Germany could benefit from Lithuania's recent digital developments of quality control on national level. Lithuania has done massive work on national level, putting into place digitalized control systems, they could benefit from methods of quality control personalization, inclusive peer review and consultation experience. Because Latvia is an aspiring beneficiary of these experiences, the Latvian country group could profit from

amassing and comparing the experiences and reflections of other two project partners. This project could well prepare Kekava municipality for quality system testing stage.