

External evaluation of schools in Serbia

Goals and tasks of MoESTD

- The most important **interest** of MoESTD is for each individual to acquire the best possible education.
- The **goal** of MoESTD is to achieve a higher level of education in society, increase its **quality and efficiency**, achieve its full **availability and equity**.
- The **tasks** of MoESTD are:
 - providing high-quality teaching and high-quality textbooks
 - educating competent teachers
 - training students to apply acquired knowledge efficiently in practice.

Modern school concept

High-quality work is always pleasant, even if the teacher is not such to majority of students?

Quality work is never destructive.

- The teacher gives up managerial control and accepts high-quality management.
- The teacher is a professional.
- The teacher does not require learning facts by heart.
- The teacher writes high-quality lesson plans.
- The teacher creates a pleasant and encouraging atmosphere.
- The teacher recognises and activates potentials of each student.
- The teacher teaches students to evaluate their work.
- The teacher is not allowed to divide subjects into important ones and less important ones.
- The teacher and students establish a partner relationship and encourage interactions among students.
- The teacher shows by personal example accuracy and tidiness and requires them from students.

Quality is reached by self-assessment, improvement and repetition, but also by external evaluation

Quality assurance of work of institutions

- Knowledge is never sufficient and complete.
- In the changing world schools have to change, too.
- Good pre-school institutions and schools are necessary in this development: they give our children the chance they deserve.
- How to assure their quality?

EDUCATION QUALITY ASSURANCE AND IMPROVEMENT:

- Standards of teacher competences
- Standards of director competences
- Standards of school work quality
- Standards of textbook quality
- Rulebook on professional development and acquiring teaching positions
- Rulebook on license
- Rulebook on director exam
- Rulebook on external evaluation of school work
- Rulebook on professional and pedagogical supervision
- Development of formulae for the new financing model...

Prerequisites envisaged by the law for enacting:

- Plan and programme of secondary vocational education and adult education;
- Programmes of specialist and craftsman education;
- Programmes of other forms of vocational education;
- Programme of vocational matura (final examination);
- Programme of final exam and programme of specialist and craftsman exam;
- Programme of final exam of education for work, exam for professional qualifications and exam for training

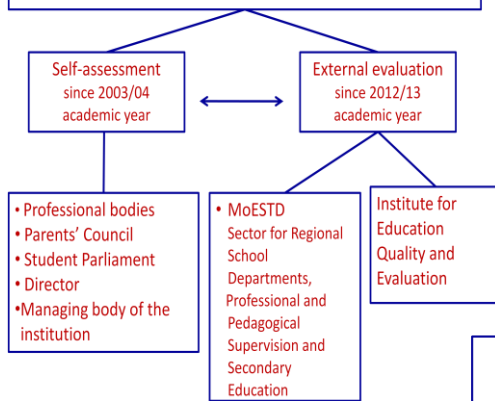
To be adopted:

- Education Strategy 2011-2020
- Law on elementary education,
- Law on secondary education,
- Law on adult education
- National Qualification Framework of Serbia
- Standards of qualifications for the level of secondary vocational education, professional development and other forms of vocational education
- List of educational profiles
- Network of vocational schools and schools for adult education
- General and specific standards of students' and adults' achievements ...

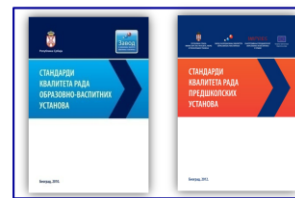
REFORM

IN PROCESS
ADOPTED

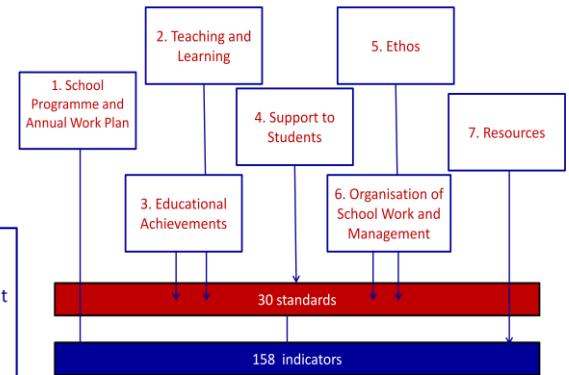
Evaluation of work quality of educational institutions



Standards of work quality of institutions



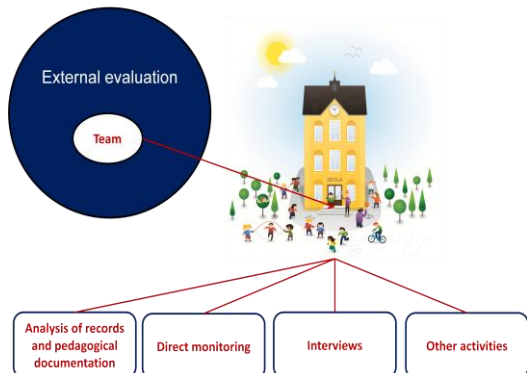
Quality domains of educational institutions



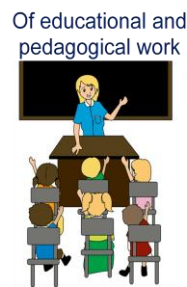
Rulebook on evaluation of work quality of institutions

- Each institution's work will be evaluated externally **once in 5 years**.
- Agents of external evaluation are **external evaluators**.
- External evaluation is carried out as a **team activity**.
- The Ministry, within its Regional School Departments, makes the **annual plan** of external evaluation by the end of January of the current year.
- The annual plan envisages the **number of institutions** in which external evaluation is carried out on the level of the Regional School Department, **duration**, **number of team members** and the **Team leader**.

External evaluation process



Direct monitoring



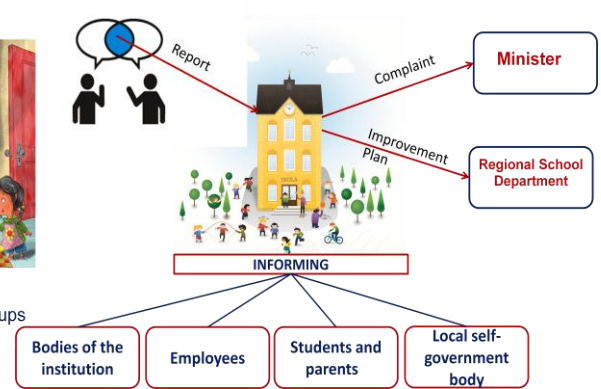
Teaching
Minimum 40% of teachers
Minimum 20 minutes

Of pedagogical and educational work



Minimum 40% of educational groups
Minimum 40% of the facilities in the pre-school institution
Minimum 15 minutes

After external evaluation



Standards of work quality of Institutions	7 domains
Rulebook on evaluation of work quality of institutions	30 standards
Annual work plan of external evaluation adopted and implementation is ongoing	158 indicators
Certified evaluators	147 certified pedagogical advisors 8 advisors from the Institute for Education Quality and Evaluation
Team	26 teams 3-4 evaluators
Institutions	325 schools evaluated so far PLAN: 400 per year (8 months 50 schools each) All institutions by 2018

What has been implemented in the external evaluation process so far?	Process improvement
325 schools evaluated so far	10% of those schools have evaluated work of external evaluation teams
26 teams have been established and they evaluate school work	26 teams have been surveyed and on the basis of survey results the programme of continuous professional development of external evaluators has been prepared and is implemented
Institute for Education Quality and Evaluation compiles results of external evaluation of institutions and prepares annual reports for MoESTD	Based on the intersection of the situation in the data base it is already possible to intervene in the educational system

Experiences from external evaluation of school work (2012-2013)

From the school perspective:

- At the beginning anxiety and discomfort, by the end of the procedure acceptance and approval.
- Assessments are objective and precise.
- In the existing conditions it is possible to achieve quality standards.
- Results of objective quality self-assessment match with the results of external evaluation.
- Framework is a good basis for development planning.

Experiences from external evaluation of school work

From the perspective of external evaluators:

- Standards and indicators function.
- Standards are still insufficiently used in planning and programming of school work.
- Self-assessment of school work is usually not objective.
- All previous evaluation indicates that our teachers are the least successful in individualisation of teaching work.
- Schools are willing to change.

For reflection and action

- What can I do in the classroom in order to contribute to achieving standards related to teaching?
- What can I do via other activities in the school in order to contribute to achieving standards in other domains?
- Do I properly prepare students for the FINAL EXAM which will include in 2014 questions/tasks from additional five teaching subjects?
- Do I properly prepare students for further education and life?
- What does my self-assessment of work show? What are the areas in which I am an expert, and what do I still need in order to be a far better teacher?

The use of standards of work quality of educational institutions

System level

- Objective image of quality of school work on the system level as a basis for decision-making in education

Institution level

- Evaluation of work quality of individual schools
- Basis for self-evaluation of school work
- Basis for planning of work and development of the school

The most common comments after external evaluation



- They announced, visited, read all, saw, heard – evaluated, left !!!
- Reacted, saw, did my best, was positively evaluated and when they left I said:

"New experience, no big deal, unnecessarily made notorious, worth experiencing!!!"