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Ente di Formazione accreditato dal Ministero Istruzione, Università e Ricerca d'Italia per la formazione del personale Scuola D.M. 177/2000

EUROPEAN TRAINING COURSE
COMENIUS Az. 2.2 SOCRATES Project
IT-2012-913-008

**QUALITY OF PRESCHOOL
AND SCHOOL TEACHING SYSTEM**

“La Qualità nel Sistema di insegnamento Prescolare e Scolare”
“Système de qualité de l'enseignement au préscolaire et à l'école”



Lifelong
Learning
Programme

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**QUALITY OF PRESCHOOL
AND SCHOOL TEACHING SYSTEM**

SUMMARY

**THE EDUCATIONAL MODEL FOR THE DEVELOPMENT
OF QUALITY IN SCHOOLS**

- A. The aim of the Infancy School Quality
- B. Documents to assess the Quality System and Services for Children
- C. Types of Evaluation for Certification System and Services for Children
- D. System Certification and Services Childhood: points of the Standard CEIF



TEAM WORKS:

1[^] EXERCISE:

Quality of education in the Educational end Teaching System

2[^] EXERCISE:

Quality of education in the Educational end Teaching System





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QUALITY OF PRESCHOOL AND SCHOOL TEACHING SYSTEM THE EDUCATIONAL MODEL FOR THE DEVELOPMENT OF QUALITY IN INFANCY CENTERS

A. THE AIM OF INFANCY SCHOOL QUALITY

Change the socio-educational services to public and private early childhood to the Europeans evaluation parameters in the "quality of service", providing criteria, standards, and ways to achieve them.

Make the "quality of social and educational services for early childhood" through the interaction between the four components that set up the educational community: children, workers, families and social context.

Check and improve the quality of service offered by social and educational services for early childhood, based on four aspects:

Training quality of the educational team.

Quality of the management of the Children's Schools and Integration Services.

Quality of the processes and outcomes of the service and the education system.

Quality of education policies in the relationship between local authorities, families and "educational community".

Assess the quality of the service through testing and monitoring of factors that determine it:

- The effects produced by nurseries and Integration Services.
- The methodological processes and training programs developed.
- The relationships that are established with the subject of the service.

Develop research, training, testing and evaluation about the "quality of service" for teachers on management and professional plan and for kids on a educational plan.

Promote innovative changes in management and in educational service of the Infancy School and the Integration Services, public and private, involved in the project "Quality of Infancy", based on the results of the experiments carried out, **with the aim of improving the quality of the service offered.**

B. DOCUMENTS TO ASSESS THE QUALITY SYSTEM AND SERVICES FOR CHILDREN

To assess the quality of services for children and for the achievement of **CEIF CERTIFICATION**, the Educational Institution must carry out the following series of documents that describe the practices, procedures and strategies of the system, processes and allocation of services for Children and Families:

a) the **WORK PLAN**, of the objectives and economic, financial, managerial, organizational and human resources necessary to optimize the operation of the Services that the Managing Body intends to pursue. The Work Plan is the document of the management structure and of the organizational system of the Educational Institute;

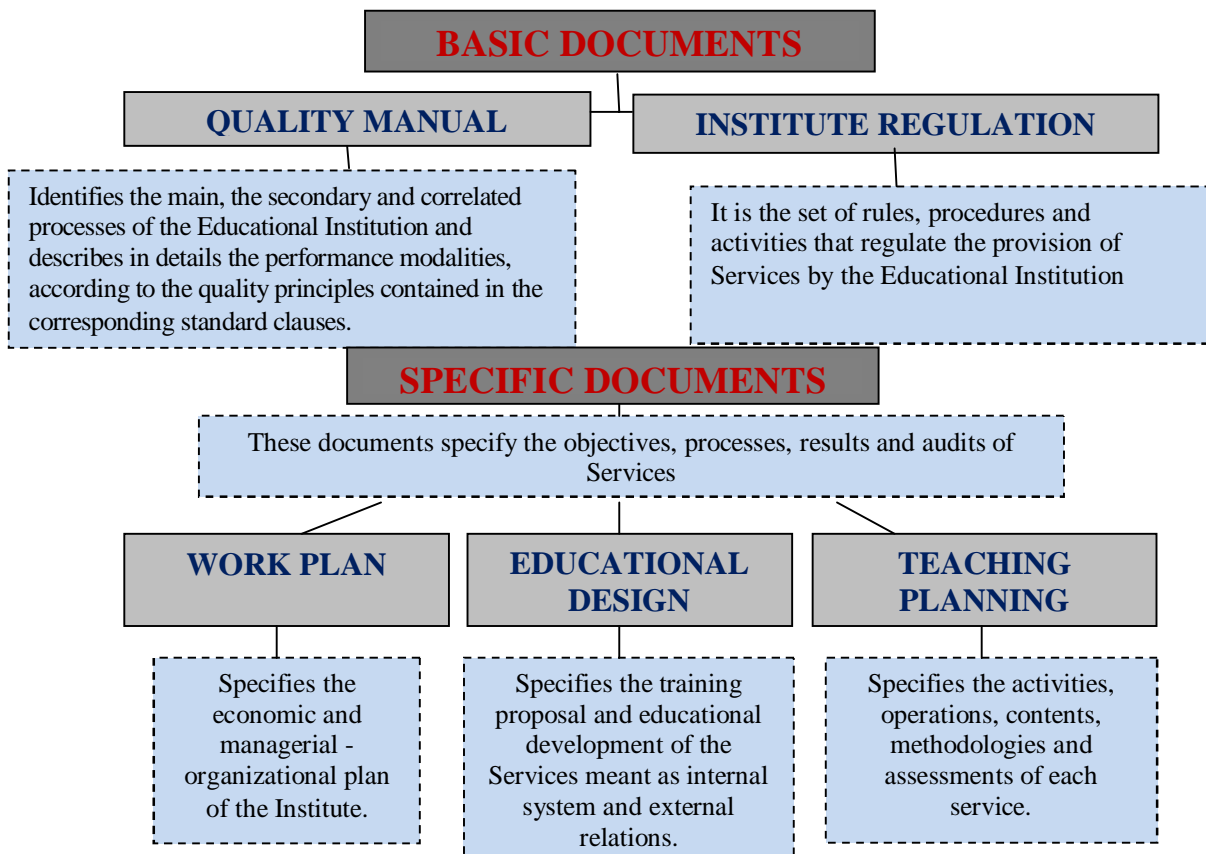
b) the **EDUCATIONAL PLANNING** of the pedagogical purposes, of educational designs and educational objectives that the Educational Management intends to pursue at Education Institute level;

c) the **TEACHING PROGRAMMING** of educational issues, learning paths and operational activities with children and families, carried out by each teacher;

d) the **System** consisting of:

- the **QUALITY MANUAL**

- the **MANAGEMENT AND EVALUATION PROCEDURES**, also called **REGULATION OF INSTITUTE**.

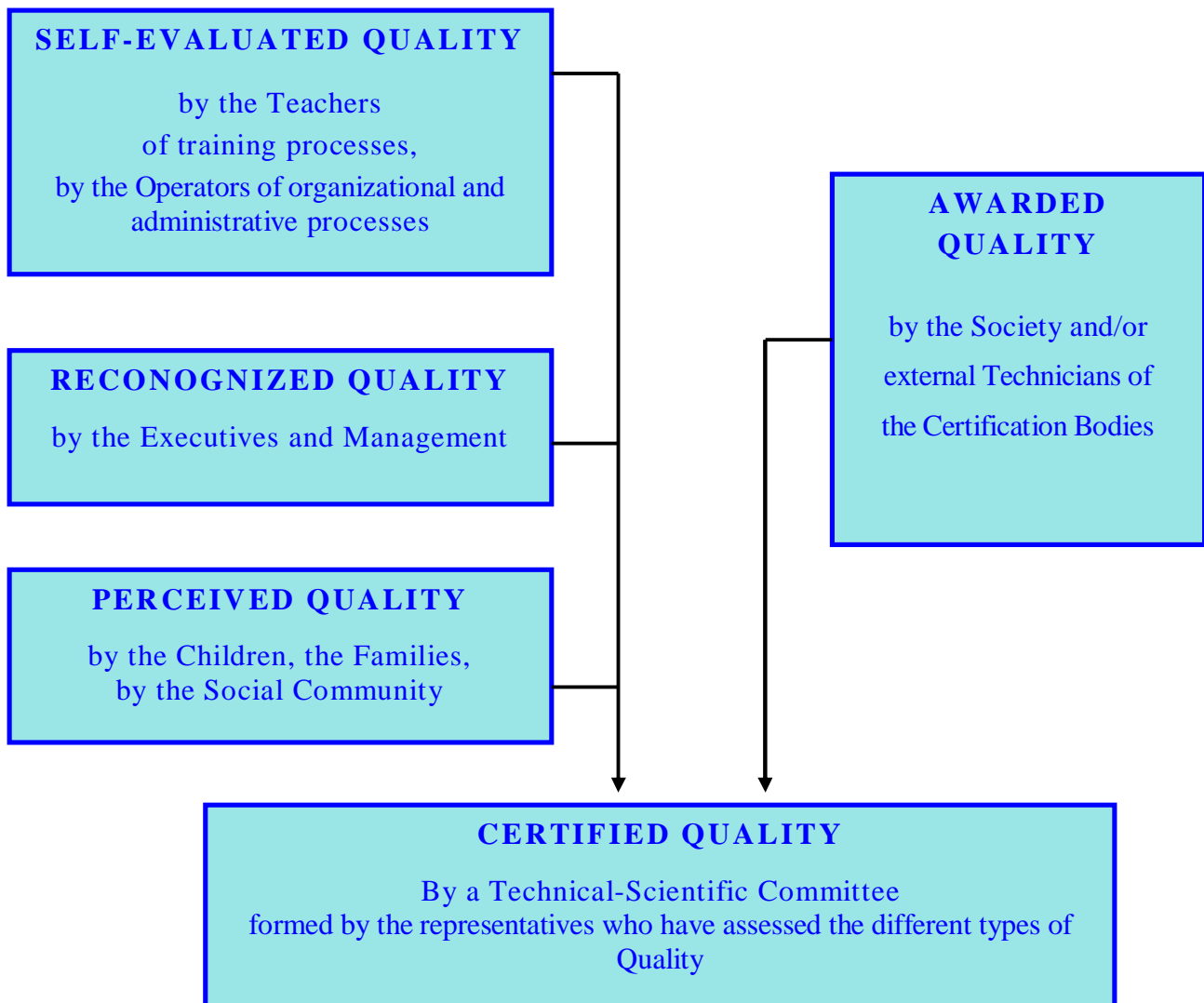


C. TYPES OF EVALUATION FOR CERTIFICATION SYSTEM AND SERVICES FOR CHILDREN

I.S.P.E.F. SYSTEM FOR THE ASSESSMENT OF QUALITY OF CEIF STANDARD

- INTERNAL ASSESSMENT -

- EXTERNAL ASSESSMENT -



- GLOBAL ASSESSMENT -

D. CERTIFICATION OF INFANCY SYSTEM AND SERVICES: POINTS OF THE STANDARD CEIF

After a long course of study, experimentation and validation party since 1978, in 2009 was called the Standard CEIF - Certification Education Infancy and Families with the aim to identify, develop and certify the Quality Management System and Services of educational Institutions for Children.



La Norma CEIF is structured according to the following points:

0. SCOPE OF SERVICES FOR THE INFANCY AND FAMILIES
1. SCOPE AND STANDARDS FOR ACCREDITATION OF SERVICES FOR THE INFANCY AND FAMILIES
2. QUALITY OF MANAGEMENT IN THE ORGANIZATION AND MANAGEMENT AREA
3. QUALITY OF MANAGEMENT IN THE HUMAN AND PROFESSIONAL RESOURCES AREA
4. QUALITY OF EDUCATION IN THE EDUCATIONAL AND TEACHING SYSTEM
5. SOCIAL QUALITY OF THE RELATIONS WITH FAMILIES AND SOCIAL CONTEXT
6. QUALITY FOR THE CERTIFICATION OF THE SYSTEM AND SERVICES



CEIF STANDARD Certification Education Infancy and Families

INTRODUCTION

I.S.P.E.F. QUALITY ASSESSMENT MODEL

The areas for the Assessment of Quality for the service for Infancy and Families

The differing views to assess the Quality of Services Internal Assessment within the Services

The External Assessment of Services

The Global Assessment of Services Assessment Documentation

Point 0

SCOPE OF SERVICES FOR THE INFANCY AND FAMILIES

0.1.1. The Scope of Services for the Infancy

0.1.2. The distinction of Services for the Infancy

0.1.3. Classification of Services for the Infancy

Point 1

SCOPE AND STANDARDS FOR ACCREDITATION OF SERVICES FOR THE INFANCY AND FAMILIES

1.1. Scope of institutions for the infancy and families

1.2. The general rules of CEIF Certification

1.3.3. The process of Certification of services for the infancy and families

Point 4

QUALITY OF EDUCATION IN THE EDUCATIONAL AND TEACHING SYSTEM

4.0 Terms and definitions of the educational quality

4.1 The services for the infancy

4.2. The services for the families

4.3. Admission and insertion of children and families in the educational institution

4.4. The work plan, the educational planning and the teaching programming of the services for infancy

4.5. The design and experimentation of innovative services for the infancy and families

Point 2

QUALITY OF MANAGEMENT IN THE ORGANIZATION AND MANAGEMENT AREA

2.1. Management of the Educational Institution

2.2. The management body

2.3. The services delivery

2.4. The Management of spaces and furniture

2.5. Food in the Services for the Infancy and Families

2.6. Hygiene-sanitary standards in the services for the infancy and families

Point 5

SOCIAL QUALITY OF THE RELATIONS WITH FAMILIES AND SOCIAL CONTEXT

5.1. The satisfaction of children, families, teachers and management

5.2. Communication and participation of families in the Educational Institution

5.3. The collaboration between educational institutions and educational continuity

5.4. The collaboration between educational institutions / schools and training continuity

Point 3

QUALITY OF MANAGEMENT IN THE HUMAN AND PROFESSIONAL RESOURCES AREA

3.0. Terms and definitions of personnel

3.1. Activities of the educational direction

3.2. Activities of personnel of the services for the infancy and families

3.3. The formation of groups of children and families

3.4. The professional skills of educators for the infancy

3.5. The professional skills of the family educator

3.6. Staff training in-service

3.7. The quality manager and committee

Point 6

QUALITY FOR THE CERTIFICATION OF THE SYSTEM AND SERVICES

6.1. Assessment of the system

6.2. Analysis of services and monitoring of results and processes

6.3. Redesign and improvement activity





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QUALITY OF PRESCHOOL AND SCHOOL TEACHING SYSTEM

Quality of education in the Educational and Teaching System

TEAM WORK

THE PSYCHO-SOCIAL RELATIONSHIPS

To improve the Quality of Preschool Systems it is necessary to use 3 essential tools:

1. **THE OBSERVATION- LISTENING**
2. **THE PROFILES**
3. **THE PSYCHO- SOCIAL RELATIONSHIPS MAPS**

These are necessary tools for the educator to have a deep knowledge of children and an overall attention to different aspects of personality in relation to the multiple experiences that children have in the Infancy School.

These tools allow the educator to know:

- the child as well as possible,
- aspects of his personality development,
- its mode of relationship,

to carry out effective educational, didactical and evaluation paths.

THE OBSERVATION- LISTENING

It is necessary that the teacher becomes able to observe-listen to the behavior and language of children (alone or in a group), to appreciate the uniqueness, globality and dynamism of their personality, to structure an educational environment stimulating and substantial

The ability to observe-listen by teacher presupposes two basic attitudes:

- a) a complete openness to experience education and teaching without preconceptions.
- b) authenticity to interpret and evaluate educational activities and socio-emotional relationship that take place in the Preschool ambient.

To have that the observation-listening becomes a valid scientific method of analysis and assessment of needs, of interests and abilities of children, we must respect some rules:

- a) Any teacher reading the description of the behavior and the language recognition must understand:





- the child's behavior
- the behavior of people with whom he had contact
- the influence and the relationship that has been established.

b) Through this description can be model interpretations or impressions, which are based on observed-listened experiences.

c) Through these interpretations-impressions can be model pedagogical assumptions that allow to express educational assessments that can be achieved by a didactical implementation.

d) experimenting the teaching situations developed we can verify which are correct educational evaluations and pedagogical assumptions. Then the interpretations that were correct, effective and complete.



THE OBSERVATION- LISTENING SCHEME

A)

Teacher	Student's name or team name
School.....
.....	Age
Class.....	Activity
Date Time	Aim
Duration

B)

Emotional-cognitive-behavioral description of the student or the team:

Location and the environmental and social situation description:

Description of the attitude of the teacher and / or the person how is observing-listening:

C)

Description of the behavior and communication detection	Interpretations or intuitions	Educational evaluation and didactical implementation
1).....	1).....	1).....
2).....	2).....	2).....
3).....	3).....	3).....
4).....	4).....	4).....
5).....	5).....	5).....
6).....	6).....	6).....
7).....	7).....	7).....
8).....	8).....	8).....

D)

Description of cognitive and emotional feelings of the teacher or the person how is observing-listening:
 :.....

General final analysis of the educational situation:

COMPILATION GUIDE

The **description** of the behavior and the **detection** of the communication is based on some rules:

1. the description of behaviors must be meticulous and detailed, operationally verifiable and auditable;
2. the dialogues are transcribed directly, calculating silences and pauses, mention also the actions of the teacher;
3. must report all behaviors, even those that may seem unnecessary;
4. feelings, insights and interpretations should be exposed in a specific part;
5. Must numbering in progression observed behaviors, each must be cause-stimulus of the next one, and the latter response-effect of the previous.

Interpretations and intuitions are rational-logical deductions (the first) and subjective impressions (the other), which are often based on a comprehensive understanding of what is happening.

Educational evaluation derived from the progressive analysis of the interpretations

Each educational evaluation is carried out operationally by educational activities. Teaching Implementation allows to verify the accuracy of educational assessments.

The **Emotional-cognitive-behavioral** description of the child or the team must contain some essential information:

- family educational and social characteristics of the child
- the relationship that the child has with himself, with other students, with the educator and the ambient.
- the skills and abilities that the child uses in learning and relationships.

The description of **location and the environmental and social situation** must contain information about:

- the spaces and the provision of materials and equipments
- the disposition of the children and their relationships
- the dynamism of the educational situation
- materials to use and the changing educational climate depending on day time

The **description of the attitude of the teacher and of the observer-listener** must contain information about:

- motivations and interests
- cognitive and emotional availability
- skills and experience
- expectations, aims and goals

The description of **cognitive and emotional feelings of the teacher or the observer-listener:** contains information about:

- empathic climate during the activity
- moments experienced subjectively
- relational dynamics experienced in the educational environment
- the elements that attract the attention and stimulate the relationship

The **general final analysis of the educational situation** groups the interpretations and evaluations that have been reflected, validity and efficiency

THE PROFILES

The profile is an assessment tool that concerned the development and training process of the individual child has a documentary, regulatory and communicative feature.

With the profile is possible an overall and summary assessment about the progress in the child's social and personal development.

So this tool is useful:

- At the beginning of the school year
- Ongoing
- In the final stage of the school year (also for the educational continuity with primary school).

The update of the initial profile of the child is useful to highlight the most significant changes produced about the characteristics that are under continuous and systematic observation. This ensures an integration of perspectives that is a guarantee of balance, rigor, fairness and real understanding and evaluation of the evaluation of the dynamic profile of the child.

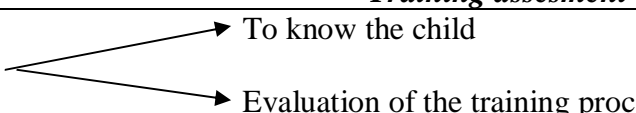
For initial profile of the child is necessary to consider some fundamental aspects:

- skills and ways of learning
- relationships and participation
- attitudes towards the experience of the Preschool

To achieve a description as complete and detailed as possible in the initial profile (in area of formative assessment) and with a scientific characteristics, it is necessary to consider the pedagogical areas and relevant variables, characteristics and indicators shown in the following diagram.

The evaluation of educational processes of the child is a map of the skills and knowledge acquired and must be realized considering the following pedagogical areas:

- didactical-operational , to get the know-how of the child
- logical-cognitive, to get the ability of reasoning
- mental-emotional, to get the know to be yourself
- social-relational, to get how to be in a group

<i>Training assesment</i>	
PROFILE	
VARIABLES OF THE FOUR PEDAGOGICAL AREAS	
DIDACTICAL-OPERATIONAL	LOGICAL-COGNITIVE
<ol style="list-style-type: none"> 1. attention and memory 2. learning pace 3. rhythms of execution 4. execution of works 	<ol style="list-style-type: none"> 1. logical skills 2. mental strategies 3. cognitive styles 4. intellectual evolution
MENTAL-EMOTIONAL	SOCIAL-RELATIONAL
<ol style="list-style-type: none"> 1. motivation and commitment ù 2. self-esteem and self-confidence 3. styles of personality 4. mental and emotional structure. 	<ol style="list-style-type: none"> 1. role in relationships in the school 2. participation in the group selection 3. interaction and communication with educators 4. level of socialization

THE PSYCHO- SOCIAL RELATIONSHIPS MAPS

In pre-school children can take one of the following roles

LEADER

GREGARIOUS

INDIVIDUALIST

The training and structure of each role in preschool is based on features typical for each role.

LEADER

can be:

Dominant

Participant

The leader is a person who, through his way of acting in the team involves the others members in the activities proposed and invented by him, he has the ability to establish interpersonal relationships with all the members of his group and can maintain constant the socio emotional balances

GREGARIOUS

can be:

Passive

Active

The gregarious is a person who in the group follows the leader and cooperate with him, fails to engage the others and to have brilliant ideas or freedom of choice. Its behavior are controlled and adjusted to the situation in such a way as to make stable relationships in the group.

INDIVIDUALIST

can be:

Passive

Active

The individualist is a person who has difficulty in entering in a relationship and in be accepted by the team, is socially marginalized and culturally misfit.

The individualist has generally violent and repetitive behaviors or lack of behaviors for psychological defense.



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QUALITY OF PRESCHOOL AND SCHOOL TEACHING SYSTEM

Quality of education in the Educational end Teaching System

TEAM WORK

THE TEACHER-STUDENTS-PARENTS RELATIONSHIP

THE CLASS EDUCATIONAL PROJECT

In the fourth week of school, depending on the choice of the pupils and the description of their characteristics (sympathy, roles,), teachers formulate an "Educational Project Class" according to which organize the arrangement of desks and pupils. The choose structure, unless difficulties relational that occurred or specific needs due to educational activities, should remain in that way until the end of January when take place the first general assessment of school trend.

The " Class Educational Project " is repeated in February and in May, taking into account the socio-relational, psychological and cognitive skills and teaching skills that pupils had develop.

In November and March, the teachers verified the psycho-social relationships and network communication between students using:

- **THE IDEAL MAP OF PUPILS**
- **THE RELATIONAL QUESTIONNAIRE**
- **RELATIONAL GRAPH**

THE IDEAL MAP OF PUPILS

The teacher draws a map of the classroom exactly as it is in reality or choosing a typical desk arrangement (U, in groups, in horizontal or vertical lines).

Then, makes many copies and give them to the students individually and asks some questions about the disposition (for example Where do you want stay? ... Why? ...Where would you place your friends? ... Why? ...)

The places chosen by each pupil must be numbered in sequence in the map, in the space below or on the back of the paper shows the numbering and motivation explicit by each student.

If the "ideal map" is done by children who are less than 7 years, it is better to use the physical space of the classroom rather than its graphical representation on the sheet (for example let choose the

position by student individually when the class is empty, while the others are not there)

To analyze the information obtained from the "ideal map" is necessary to tabulate the choices made by each student, highlighting:

- what place he choose for himself,
- where and who has placed first after himself,
- where and who has positioned second and third,
- who and in what order of choice are the pupils that has positioned spatially close to him,
- the last three students placed,
- children and place forgotten in the classroom arrangement (check if they coincide with the students daily absences.)

The analysis of preferences allows to assume the role (socialization and learning) that the student would like to have and what they would like it to his companions, in addition, the analysis allows to understand the likes and dislikes of each student.

RELATIONSHIP QUESTIONNAIRE

The " Relational Questionnaire " is useful to understand the network communication between the students, based on their choices, needs and expectations.

The questions to submit to the students are:

- 1) "Who would you have as a classmate?" and "Why?" (analysis of the relationship of deep friendship).
- 2) "Whit whom would you like to study?" and "Why?" (cognitive analysis of the relationship).
- 3) " Whit whom do you like to joke?" and "Why?" (analysis of social-emotional relationships).

The analysis of preferences allows to assume the role of education (socialization and learning) that the student would like to have and what they would like it to his companions, in addition, the analysis of the "Questionnaire relational" evident sympathies and antipathies among pupils in the class.

It is important to be able to compare the results of the "relational questionnaire" with those of the "ideal map" and with those of the "relational graphs" (shown in the next section) in order to be able to use different tools to detect socio-relational basis optics of the pupils.

RELATIONAL GRAPHS

The relational graphs are created by teachers.

The "relational graphs" are particularly useful for understanding the psycho-social relationships between pupils, both in small groups and for all class. The connection and the comparison between the psycho-social relationships and communication networks structured by the students allows to have a complete and effective relational dynamics and socialization in the class.

The basic element of "relational graph" is the arrow, which indicates the relations that arise between two or more students.

The arrow is a graphic symbol that can have the following meanings:

→ direction of the communication (unidirectional relationship),

↔ mutual communication,

xx → social contrast in the relation.

The union of the arrows provides the map of psycho-social class.

The teacher can use different colors for arrows to highlight the two types of relations:

a) didactical

b) socio-affective

ANALYSIS AND COMPARISON WITH THE TEACHERS OF THE CLASS

Teachers working in the same class of pupils form a "Council of Teachers", which is characterized by the fact that a educational team developing a school project specific for the class in which them work.

The methodological steps for the constructive dialogue and the professional socialization among the teachers of the class council, regarding the relational dynamics between pupils, are:

- 1) each teacher without consulting with colleagues, do the descriptions of the students and builds a map of the psycho-social relationships in the classroom;
- 2) in the class council each teacher describes his teaching style and his own relationship style ;
- 3) verify of the psycho-social characteristics of the pupils and them role in school class depending on the type of educational intervention, the subject of study and the type of classroom in which they are located;
- 4) all the teachers of the class council give their contribution in assessing the training of students and to indicate the possible actions to develop the characteristics of learning and socialization skills of each student;
- 5) prepare a personalized educational project for each student in which take into account the characteristics of each student attitudinal, psychosocial relationships in the class and level of academic performance achieved in each subject of study;
- 6) determine the types and strategies of educational teaching of the Council of each class
- 7) assign to each student a teacher, having the role of tutor, responsible for his training
- 8) proposes a collegial and interdisciplinary educational intervention for the all class, to solve cognitive problems and socio-relational conflicts of class, through the plan of different types of educational intervention, depending on the subject of study, the style of education of teachers and academic performance of each student.

THE DESCRIPTION OF THE PARENTS

The relationship between school and family influence the educational activities with the pupils.

The influence of the scholastic activities on the familiar and social experiences and, instead, the participation of the parents in the scholastic activities allows to live **the school like an extension of the familiar and social climate**. In this way the school is lived by the pupils like a *socialization and learning laboratory*.

Per entrare in rapporto con ogni alunno in maniera adeguata e soddisfacente, è importante che l'insegnante conosca il tipo di rapporto che ciascun genitore ha con i propri figli, per cogliere *quale significato e quale influenza hanno gli alunni nella gestione della vita familiare e nel rapporto affettivo con i genitori*.

L'esperienza più semplice, ma nel contempo, efficace per comprendere il rapporto tra i genitori ed i loro figli è quello di chiedere loro che rispondano per scritto al seguente tema:

In order to enter in relationship with every pupil in adequate and satisfactory way, it is important that the teacher knows the type of relationship that every parent has with his sons, to understand *which meaning and which influence have the pupils in familiar life and in affective relationship with the parents*.

The experience more simple and, meanwhile, efficient to understand the relationship between the parents and their sons, is to ask them to answers to the following topic:

"DESCRIBE YOUR SON"

Generally, if their answer is authentic, the teacher can create a empathy relationship with the experiences of parents and can examine with them the problems in the description, starting from the considerations and the opinions expressed.

In this case it is useful to undertake a structured conversation that allows to clarify and understand what is expressed by the parents to realize in a simple and effective way how the pupil lived in the family and in his social context.

This allows the teacher to understand with clarity the potentialities, the experiences and needs of the student and his way of dealing with adults and peers.

Considering the communication of family members on the behavior of the student and the familiar - social dynamics need to keep in mind:

- *how and what parents perceive and think of their son,*
- *to identify the needs and expectations of parents about school.*

Infatti, durante il colloquio, i genitori esprimono giudizi e valutazioni sul comportamento del proprio figlio - in modo più o meno consapevole - che vanno confrontati e verificati con l'effettivo comportamento dell'alunno nell'ambiente scolastico e sociale.

The comparison between pupil's behavior detected at school by teachers and the behavior detected by parents allow:

- a) to have a more complete and effective interests, skills and personality of the pupil;
- b) to know the differences and consistencies in the behavior of the pupil and his way of relating to others;
- c) to analyze the attitudes and expectations of parents towards their child and school activities.



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A careful analysis and evaluation of structured verbal interview allows, therefore, to know the expectations, desires and anxieties that parents manifest in the relationship with their children, allowing them to understand more clearly the behavior of pupils in school.

To enter into a relationship with each parent in an appropriate and satisfactory way it is important that the teacher knows the motivations and expectations that the family has about the tasks and functions of the school. Depending on the motivations and expectations experienced by the family against the school, parents come into a constructive relationship with teachers, experiencing any difficulties of child learning with anxiety. Often, being able to establish a relationship of understanding and availability between the family environment and the school environment, is essential for the proper development of educational activities and the psycho-social relationship between pupils.

For this thing is useful that teachers structuring an interview with the families, about the following topics:

- what is expected by the school,
- what the school can actually give to the students,
- what parents would like the teachers gave to their children,
- what kind of communication and relationship should be good between teachers and families.

Finally, for an effective relationship between school and family and to structure educational activities adequately and satisfactorily, it is useful to know in what way each student considers the school and in what manner the student communicates to family feelings and the activities he does at school.

This information are fundamental for the teacher, because the construction of a strong relationship with each student and the whole class can be achieved only if the teacher becomes able to get the educational interaction:

- between the family and the economic and socio-cultural environment in which he lives;
- between the family and the student;
- between the family, the teacher and the student;
- between the expectations and motivations of the family and the actual needs and interests of the student;
- between the methods and strategies of education of the family and the school environment;
- between the needs and desires of the family and the educational project of the educating community.



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European Training Course **IT-2012-913-008** COMENIUS/GRUNDTVIG 2012/2013

“Quality of Preschool and School Teaching System”

CASE ANALYSIS for STUDENTS’ LEARNING

A. LANGUAGES and MODELS of COMMUNICATION

TEACHER _____ NATIONALITY _____

STUDENTS AGE: from 10 to 13

ANALYSIS _____

CAUSES _____

SOLUTION _____





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“Quality of Preschool and School Teaching System”

CASE ANALYSIS for STUDENTS’ LEARNING

B. DIFFICULTIES IN LEARNING

TEACHER _____ TEAM _____

ANALYSIS _____

CAUSES _____

SOLUTION _____





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“Quality of Preschool and School Teaching System”

CASE ANALYSIS for STUDENTS’ LEARNING

C. KNOWLEDGE OF HIMSELF

TEACHER _____ TEAM _____

ANALYSIS _____

CAUSES _____

SOLUTION _____

