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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”



Lifelong  
Learning  
Programme

**06 -10 MAY 2013**

I.S.P.E.F Rome

Via Domenico Comparetti, n. 55A – Roma (Italia)



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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 School Quality
- B. Documents to assess the Quality of System and Services for Educational Institutions / Schools
- C. Different kind of Evaluation of System and Services Certification for Educational Institutions / Schools
- D. System and Services Certification for Educational Institutions / Schools: Points of CEIS Standard

**TEAM WORKS**

**1<sup>^</sup> EXERCISE:**

Training quality of the teaching and educational system of education (case analysis for teachers teaching)

**2<sup>^</sup> EXERCISE:**

Social Quality Of Students, of The Environment And Of The Educational (case analysis for students' learning)





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**QUALITY OF PRESCHOOL AND SCHOOL  
TEACHING SYSTEM  
THE EDUCATIONAL MODEL  
FOR THE DEVELOPMENT OF QUALITY IN SCHOOLS**

**A. THE AIM OF SCHOOL QUALITY**

- **match, with the support of participation and sharing by all the actors of the Educational Institution / School, the formal / documentary aspects with the substantial / significant aspects of the Certified Quality CEIS;**
- **establish criteria and methods needed to ensure the effective operation and control of processes;**
- **formalize documented procedures which lay down the rules for the implementation of activities;**
- **guarantee the availability of resources and information necessary to ensure the operation and monitoring of activities;**
- **monitoring, measure and analyze the activities carried out by the appropriate instruments;**
- **implement the actions necessary to achieve planned results and continual improvement of them.**
- **adoption of CEIS Quality System allows the Educational Institution / School:**
  - To optimize its organizational structure, with a clear management, effective and efficient;
  - To outline clear and unambiguous roles, functions and responsibilities.
- **Change Educational Institutions / Public and Private School to the Europeans valuation parameters in the "quality of service", providing criteria, standards, and ways to achieve them.**
- **Making effective the "quality of the system and services of educational institutions and schools"** through the interaction between the four components that create the educational community: students, workers, families and social context.
- **Ensure and improve the quality of the service offered by the Educational Institutions and Schools, based on four aspects:**
  - training Quality of students.
  - Quality of Management System and School Services and Integrate Services.





- Quality of the processes and outcomes of the service and the school system.
  - Quality of education policies in the relationship between local authorities, students, families and "educational community".
- **Assess the quality of the service** through testing and monitoring of the factors that determine it:
- The effects produced by the Institutes and Integrate Services.
  - The methodological processes and training programs developed.
  - The relationships that are established with the subjects of the service.
- **Develop research, training, testing and evaluation activities about "quality of service"** on the management and professional teachers of the educational / teaching with students plans.
- **Promote innovative changes in the management and educational facility / school of Educational Institutions / School Integration Services** and public and private involved in the project "Quality School", based on the results of the experimentations carried out, with the aim of improving the quality of service offered .

## **B. DOCUMENTS TO ASSESS THE QUALITY OF SYSTEM AND SERVICES FOR EDUCATIONAL INSTITUTIONS / SCHOOLS**

To assess the quality of services for educational institutions/schools and for the achievement of **CEIS STANDARD**, 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**, which must be the main tool for the implementation and regulation of the system of Educational Institution / School, 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, comprising of:

- a **WORK PLAN OF TEACHING STAFF**: where the economic goals are reported and it is outlined the organizational structure of the teaching delivery process made by the Educational Institution / School.

- **WORK PLAN FOR SERVICES ORGANIZATIONAL AND ADMINISTRATIVE PERSONNEL**: where the economic goals and the organizational structure of support staff of the Educational Institution / School are reported.

b) the **SCHOOL PLANNING** which consists of:

- **EDUCATIONAL PLANNING (EP)**: that makes explicit the pedagogical purposes and the educational objectives;

- **TEACHING PROGRAMMING (TP)**: describes in details the disciplinary activities carried out by each teacher; this document is referred to also as "Educational Program";



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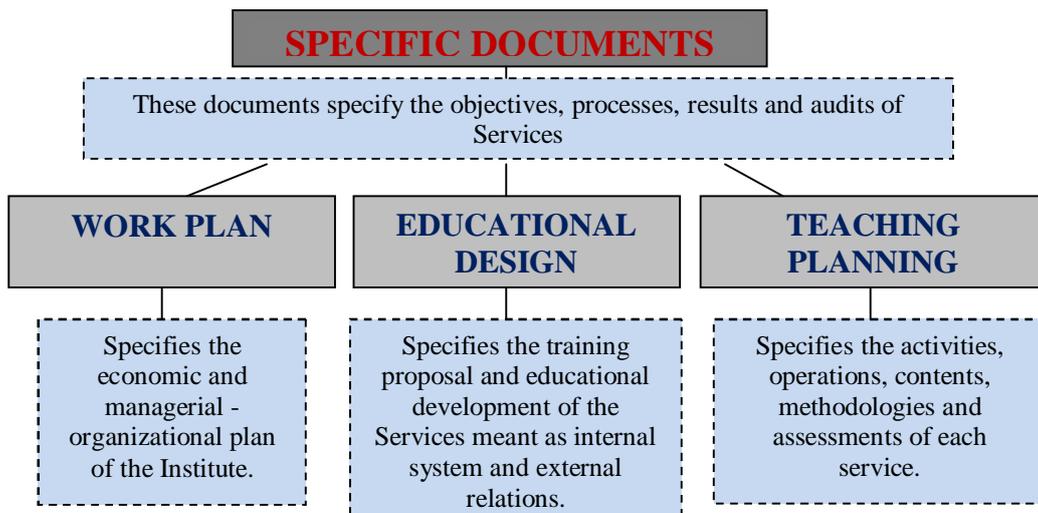
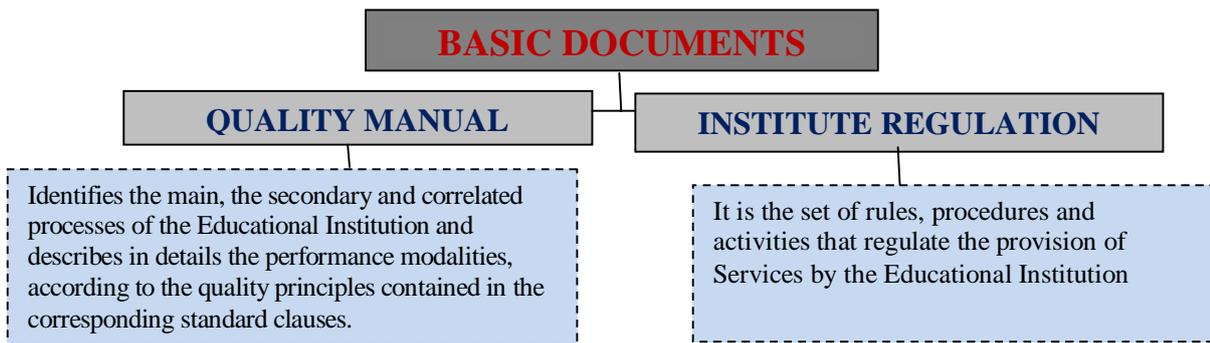
- **INDIVIDUALIZED EDUCATIONAL PLAN (IEP)**: describes the measures provided for the pupils in a situation of discomfort and disability.

c) The **SYSTEM** consists of:

- the **QUALITY MANUAL**, a document that practically provides the sharing of Design - Implementation - Quality Assessment (see item No. 2.2.1. of this CEIS standard) of the School by all the involved stakeholders, families and students included.

It is essentially a Memorandum of Understanding for the Educational Institution / School signed by Management, Teachers, services staff, students, their families and, possibly, by the representatives of other institutions working in the area to ensure that the educational / pedagogical activities related to educational / training processes provided are carried out according to the requirements of the CEIS standard of reference.

- The **MANAGEMENT AND EVALUATION PROCEDURES**, also called Institute Regulation describes in detail the implementation of individual processes, integrating the Quality Manual.

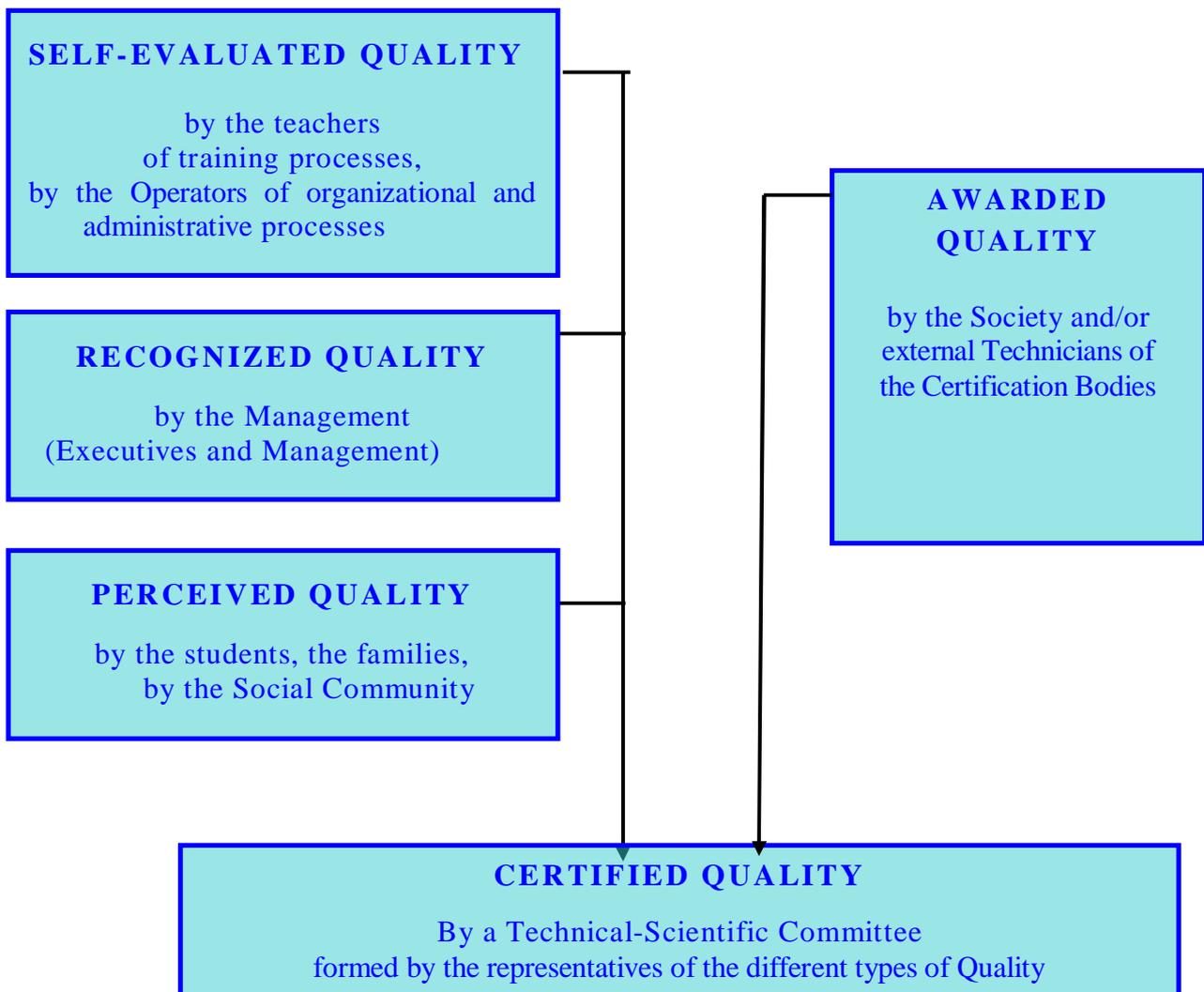


## **C. DIFFERENT KIND OF EVALUATION OF SYSTEM AND SERVICES CERTIFICATION FOR EDUCATIONAL INSTITUTIONS / SCHOOLS**

### **I.S.P.E.F. SYSTEM FOR THE ASSESSMENT OF QUALITY OF EDUCATIONAL / TRAINING SERVICES**

**- INTERNAL ASSESSMENT -**

**- EXTERNAL ASSESSMENT -**



**- GLOBAL ASSESSMENT -**

## **D. SYSTEM AND SERVICES CERTIFICATION FOR EDUCATIONAL INSTITUTIONS / SCHOOLS: POINTS OF CEIS STANDARD**

After studies, experimentations and validations since 1978, in 2009 has been determinate the CEIS Standard - Certification Education Institutions 'and Schools' with the aim to identify, develop and certify the Quality of Management System and Services of Educational Institutions / School.



La Norma CEIS is structured according to the following six points:

0. I.S.P.E.F. QUALITY ASSESSMENT MODEL
1. SPECIFIC ACCREDITATION OF THE EDUCATIONAL INSTITUTIONS AND SCHOOLS
2. QUALITY OF MANAGEMENT IN THE ORGANIZATION AND OPERATION
3. QUALITY OF MANAGEMENT IN HUMAN AND PROFESSIONAL RESOURCES
4. TRAINING QUALITY OF THE TEACHING AND EDUCATIONAL SYSTEM OF EDUCATION
5. SOCIAL QUALITY OF STUDENTS, OF THE ENVIRONMENT AND OF THE EDUCATIONAL
6. QUALITY FOR THE CERTIFICATION OF THE TRAINING SYSTEM AND SERVICES

For understand the CEIS Standard, read and study issues of each point of the standard, described in the attached documents.

## CEIS STANDARD (Certification Educational Institutions' and Schools')

<p>Introduction</p> <p>I.S.P.E.F. QUALITY ASSESSMENT MODEL</p> <p><i>Designing the Quality of Educational Services for the Educational Institution / School</i></p> <p><i>The differing views to assess the quality of training services</i></p> <p><i>Internal Evaluation within Training Services</i></p> <p><i>The External Evaluation of educational Services</i></p> <p><i>The Global Assessment of Services</i></p>	
<p><b>Point 0</b></p> <p>SPECIFIC ACCREDITATION OF THE EDUCATIONAL INSTITUTIONS AND SCHOOLS</p> <p>1.1.1. <i>Scope of CEIS - Certification Educational Institutions and Schools – Standard</i></p> <p>1.1.2. <i>The Educational Institutions and Schools</i></p>	
<p style="text-align: center;"><b>Point 1</b></p> <p style="text-align: center;">THE PROCESS OF CERTIFICATION</p> <p>1.3.1. <i>The purposes of CEIS certification process</i></p> <p>1.3.2. <i>Objectives of CEIS certification process</i></p> <p>1.3.3. <i>Quality Evaluation Services of the Educational Institution / School</i></p> <p>1.3.4. <i>The documentation for CEIS Certification</i></p> <p>1.3.5. <i>The documentation of the Quality Manual of CEIS Standard</i></p> <p>1.3.6. <i>The management and assessment procedures</i></p>	<p style="text-align: center;"><b>Point 4</b></p> <p style="text-align: center;">TRAINING QUALITY OF THE TEACHING AND EDUCATIONAL SYSTEM OF EDUCATION</p> <p>4.0 <i>Terms and definitions of the educational and teaching system</i></p> <p>4.1 <i>The purposes and processes of training services of Educational Institutions / Schools</i></p> <p>4.2. <i>Admission of students and insertion in the Educational Institution / School</i></p> <p>4.3. <i>The Work Plan, the Institute design and the teaching programming of the Educational Institute</i></p> <p>4.4. <i>Innovative Projects of the Educational Institution / School</i></p>
<p style="text-align: center;"><b>Point 2</b></p> <p style="text-align: center;">QUALITY OF MANAGEMENT IN THE ORGANIZATION AND OPERATION</p> <p>2.1. <i>Management bodies</i></p> <p>2.2. <i>The responsibilities of Management for the operation of Educational Services</i></p> <p>2.3. <i>The delivery of Educational Services</i></p> <p>2.4. <i>Infrastructure and work environment</i></p> <p>2.5. <i>Sanitary standards in the Educational Institution</i></p>	<p style="text-align: center;"><b>Point 5</b></p> <p style="text-align: center;">SOCIAL QUALITY OF STUDENTS, OF THE ENVIRONMENT AND OF THE EDUCATIONAL INSTITUTION / SCHOOL</p> <p>5.1. <i>The satisfaction of Students, Teachers and Management</i></p> <p>5.2. <i>Communication and participation of students and families in the educational institution / school</i></p> <p>5.3. <i>The students' representatives</i></p> <p>5.4. <i>The collaboration between educational institutions / schools and training continuity</i></p>
<p style="text-align: center;"><b>Point 3</b></p> <p style="text-align: center;">QUALITY OF MANAGEMENT IN HUMAN AND PROFESSIONAL RESOURCES</p> <p>3.0. <i>Terms And Definitions Of Human And Professional Resources</i></p> <p>3.1. <i>The Headmaster's Activity</i></p> <p>3.2. <i>The Professional Skills Of Teachers Of The Educational Institution</i></p> <p>3.3. <i>The Staff Training In-Service</i></p> <p>3.4. <i>The Class Council</i></p> <p>3.5. <i>The Teaching Body</i></p> <p>3.6. <i>The Administration Manager</i></p> <p>3.7. <i>The Quality Manager and Committee</i></p> <p>3.8. <i>The Formation of the Class Group</i></p>	<p style="text-align: center;"><b>Punto 6</b></p> <p style="text-align: center;">QUALITY FOR THE CERTIFICATION OF THE TRAINING SYSTEM AND SERVICES</p> <p>6.1. <i>Assessment of the system</i></p> <p>6.2. <i>Analysis of services and monitoring of results and processes</i></p> <p>6.3. <i>The redesign and improvement activity</i></p>



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# QUALITY OF PRESCHOOL AND SCHOOL TEACHING SYSTEM

## Quality of education in the Educational end Teaching System

### TEAM WORK

## THE PSYCHO-SOCIAL RELATIONSHIPS

To improve the Quality of School 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 School 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.





**HOMEWORK**

**THE OBSERVATION- LISTENING SCHEME**

**A)**

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

**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.

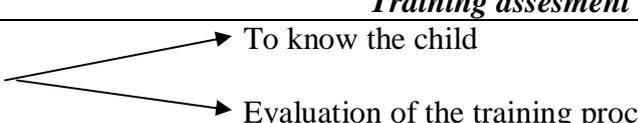
For initial profile of the child is necessary to consider some fundamental aspects:

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

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

<b><i>Training assesment</i></b>	
PROFILE	
<b>VARIABLES OF THE FOUR PEDAGOGICAL AREAS</b>	
<b>DIDACTICAL-OPERATIONAL</b>	<b>LOGICAL-COGNITIVE</b>
1. attention and memory 2. learning pace 3. rhythms of execution 4. execution of works	1. logical skills 2. mental strategies 3. cognitive styles 4. intellectual evolution
<b>MENTAL-EMOTIONAL</b>	<b>SOCIAL-RELATIONAL</b>
1. motivation and commitment ù 2. self-esteem and self-confidence 3. styles of personality 4. mental and emotional structure.	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 school 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 SCHOOL AND SCHOOL  
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**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.

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



## European Training Course **IT-2012-912-008** COMENIUS/GRUNDTVIG 2012/2013

### “Quality of Preschool and School Teaching System”

#### **CASE ANALYSIS for TEACHERS TEACHING**

#### **PROFESSIONALISM TEACHER, the MOTIVATION to TEACH**

TEACHER

OZGE CEMREK

NATIONALITY

TURKEY

STUDENTS AGE: from 14 to 17

#### ANALYSIS

- |                                                                           |   |
|---------------------------------------------------------------------------|---|
| 1. The attention of students is low                                       | x |
| 2. There is a lack of communication with students to improve the learning | x |
| 3. There is a lowly participation of students' parents                    |   |

#### CAUSES

- |                                                                          |   |
|--------------------------------------------------------------------------|---|
| 1. The work doesn't correspond to the remuneration                       | x |
| 2. The methodology applied doesn't produce the interaction with students | x |

#### SOLUTION proposal by Team

1. Collaborative learning
2. Problem solving
3. Action research as the main methodology of training;
4. Construction and application of initial questionnaire
5. Exhibition of the documentation produced

**N.B. The symbol “x” means that the student shares the analysis/cause/solution**





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# “Quality of Preschool and School Teaching System”

## CASE ANALYSIS for TEACHERS TEACHING

### TEACHING and RESEARCH METHODOLOGY

TEACHER

OZGE CEMREK

NATIONALITY

TURKEY

STUDENTS AGE: from 14 to 17

#### ANALYSIS

- |                                                    |   |
|----------------------------------------------------|---|
| 1. The students not interested in lessons          | x |
| 2. There are not successful                        | x |
| 3. The students prefer to leave school at an early | x |

#### CAUSES

- |                                                                            |   |
|----------------------------------------------------------------------------|---|
| 1. The curriculum is not suitable for students                             | x |
| 2. They don't have enough motivation                                       | x |
| 3. The parents' attitudes have turned to different interests of the school |   |
| 4. Crowded classes                                                         |   |
| 5. The parents don't pay enough attention to their children                | x |
| 6. Difference in school conditions                                         | x |

#### SOLUTION proposal by Team

6. Use of TIC
7. Learning by doing
8. Peer education
9. Self-assessment

N.B. The symbol “x” means that the student shares the analysis/cause/solution





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## “Quality of Preschool and School Teaching System”

### **CASE ANALYSIS for STUDENTS' LEARNING LANGUAGES and MODELS of COMMUNICATION**

TEACHER

OZGE CEMREK

NATIONALITY

TURKEY

#### ANALYSIS

1. Balance of discipline and flexibility

#### CAUSES

1. The difference of generation; it depends on the time that you spend with them
2. Critical age
3. Teacher education program doesn't prepare them in the communication mood

#### SOLUTION proposal by Team

1. Peer to peer communication
  - selection of the students who have learned the lesson (leader)
  - for each leader create a peer group
  - in each group the leader explains to other members the concepts learned (peer to peer)
  - for each group a student (different than the leader) exposes to the class and the teacher what he understood by the explanation of the leader of his team
  - after, the teacher explains to all students the concepts that aren't clear yet, then the class proceed with peer to peer methodology as above ,until everything will be clear
  - the final result is a common language
2. simplification by the teacher of the concepts presented in the textbook

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## “Quality of Preschool and School Teaching System”

### **CASE ANALYSIS for STUDENTS' LEARNING**

### **DIFFICULTIES IN LEARNING**

TEACHER

OZGE CEMREK

NATIONALITY

TURKEY

#### **ANALYSIS**

1. They don't understand language of each material (symbols).

#### **CAUSES**

1. They passed the grade without learning the subjects well
2. They don't study at home and repeat.

#### **SOLUTION** proposal by Team

1. Start to real object
2. Conscious use of ICT





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## “Quality of Preschool and School Teaching System”

### **CASE ANALYSIS for STUDENTS’ LEARNING**

### **KNOWLEDGE BY HIMSELF**

TEACHER

OZGE CEMREK

NATIONALITY

TURKEY

#### **ANALYSIS**

1. The student don't have to do anything to improve themselves
2. It's possible to get knowledge by themselves but don't intend to do this

#### **CAUSES**

1. They get bored quickly when they start to study alone
2. They don't care about their responsibilities about learning
3. They don't have enough material (computer, books, etc) to study at home or place to study

#### **SOLUTION** proposal by Team

##### **Ask students to**

1. Knowledge on Web sites referenced
2. Read books
3. Listen to radio or TV cultural

