

Change of the schools supervision system in Poland

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Structure of the presentation

- ▶ Introduction
- ▶ Policy program
- ▶ Governance actors
- ▶ Governance resources
- ▶ Governance processes
- ▶ Output (examples)

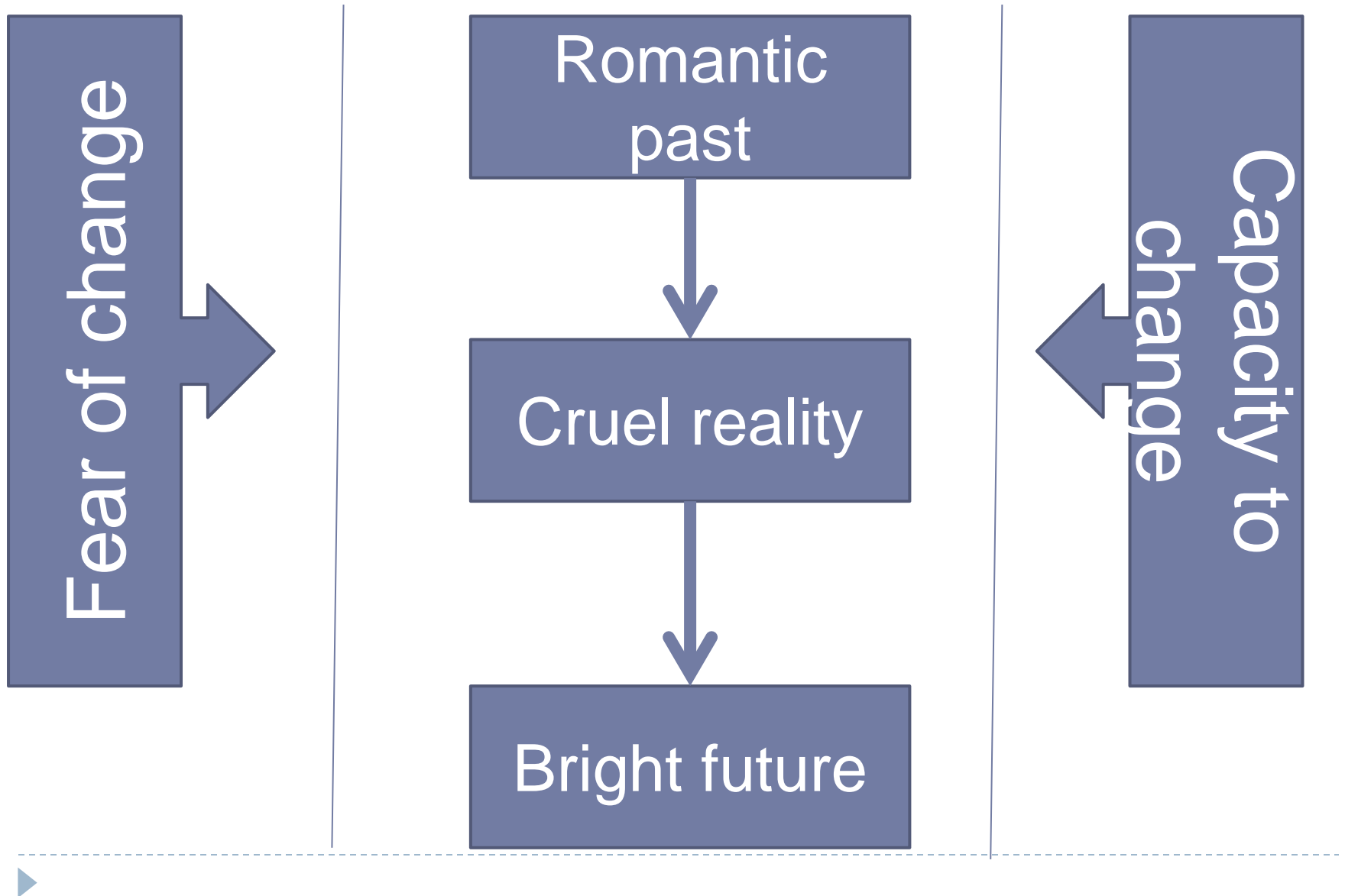


Data collection process

- ▶ 55 CAWI with principals, inspectors, head inspectors and Ministry of Education representatives
- ▶ 10 case studies focused on influence of external evaluation on evaluated schools
- ▶ 3132 post-evaluation CAWI with headmasters and teachers
- ▶ Secondary data analysis (documentation and press)



What we are talking about?





Policy program

Departure points, goals and conditions of limited centralization

- ▶ Separation of three spheres: quality evaluation, legal control and schools' support
- ▶ Identification of priorities through introduction of educational standards („requirements”) – key challenges
- ▶ Quality improvement through data analyses and reflection – comprehensive model
- ▶ Reinforcement of the culture of self-evaluation and evidence based decision making
- ▶ Unification of quality evaluation methodology
- ▶ Limitation of the diversity (16 regional policies) and
- ▶ political calendar

Competing values

Quality

Equality

Autonomy

Efficiency



Instruments for the policy implementation

- ▶ National level: law and information
- ▶ Regional: re-organization of educational offices, inspectors' trainings
- ▶ Local: trainings and conferences for the teachers, headmasters, local authorities and parents



Governance actors and levels

Ministry of
Education

National level

Educational
office

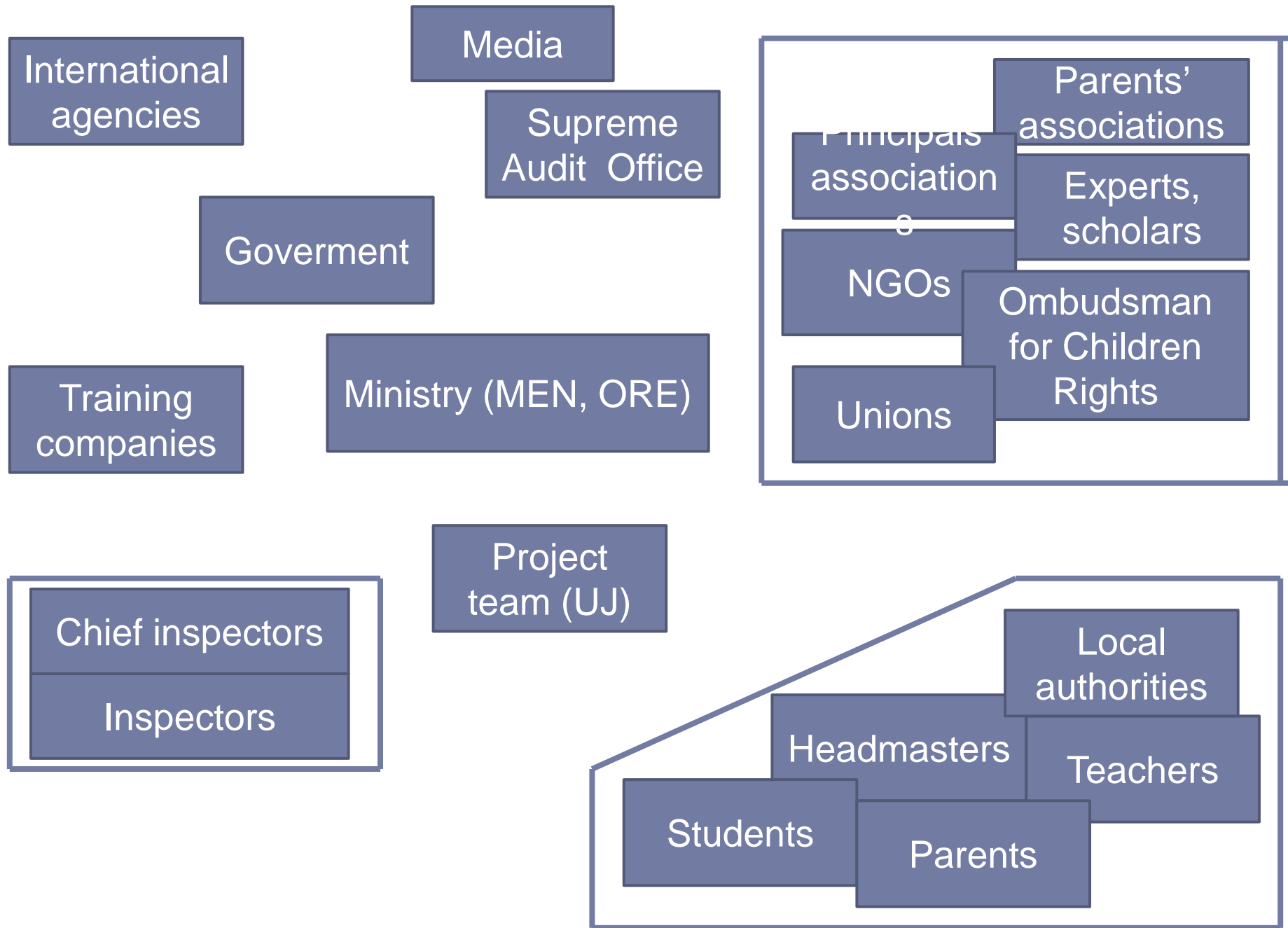
16 voivodships

Local authorities
(2479)

Local level

Schools
(35747)





Critical points





Governance resources

Resources

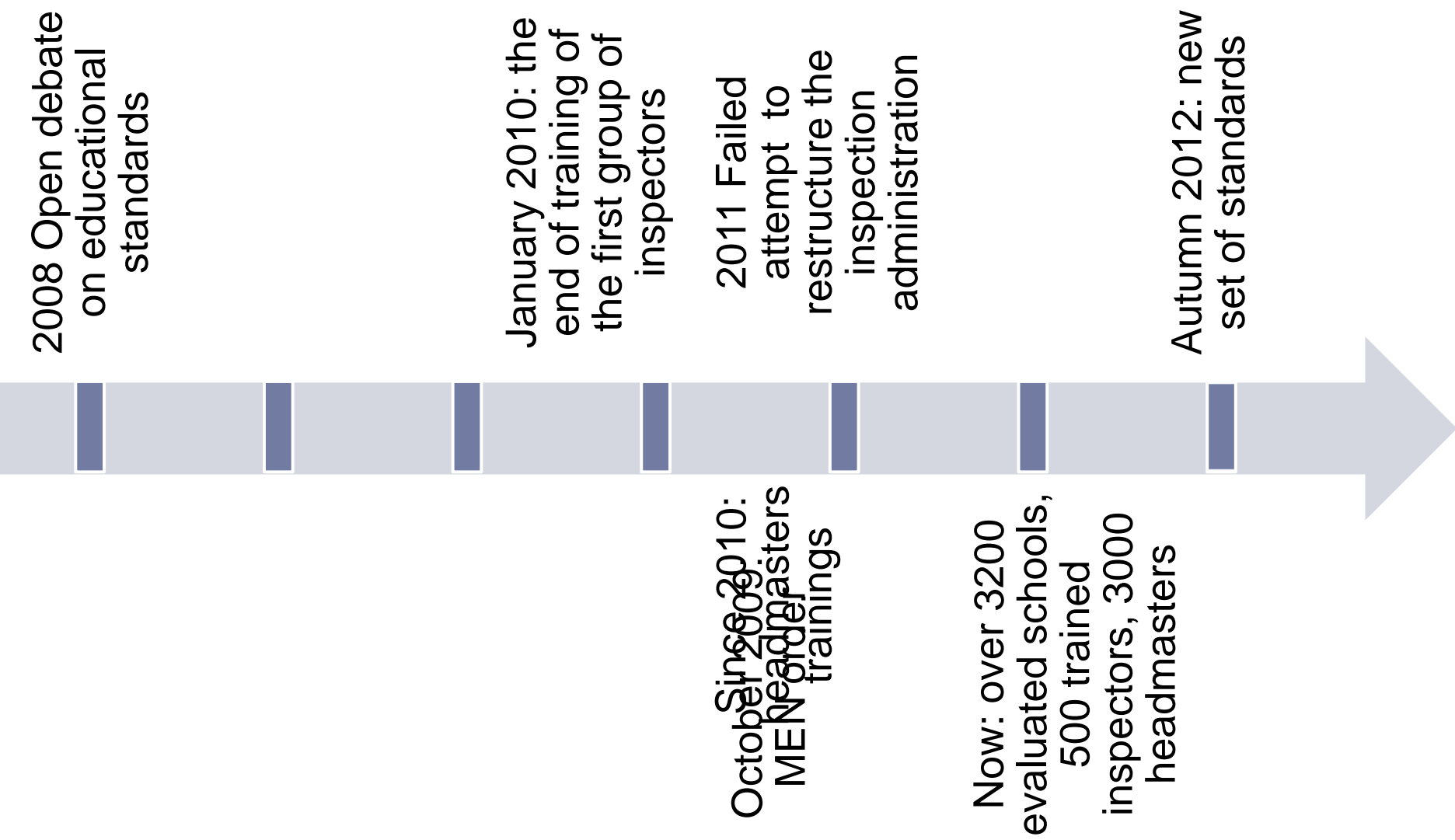
- ▶ According to the Ministry of Education's representative the reform was based on available human resources plus grant from ESF (European Social Fund).
 - ▶ Interviewees emphasize the role of the expert knowledge involved.
 - ▶ On the educational offices level, the problem with lack of additional resources for change was reported.
 - ▶ On local (school) levels no problems with resources were reported.
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Governance processes

Governance processes

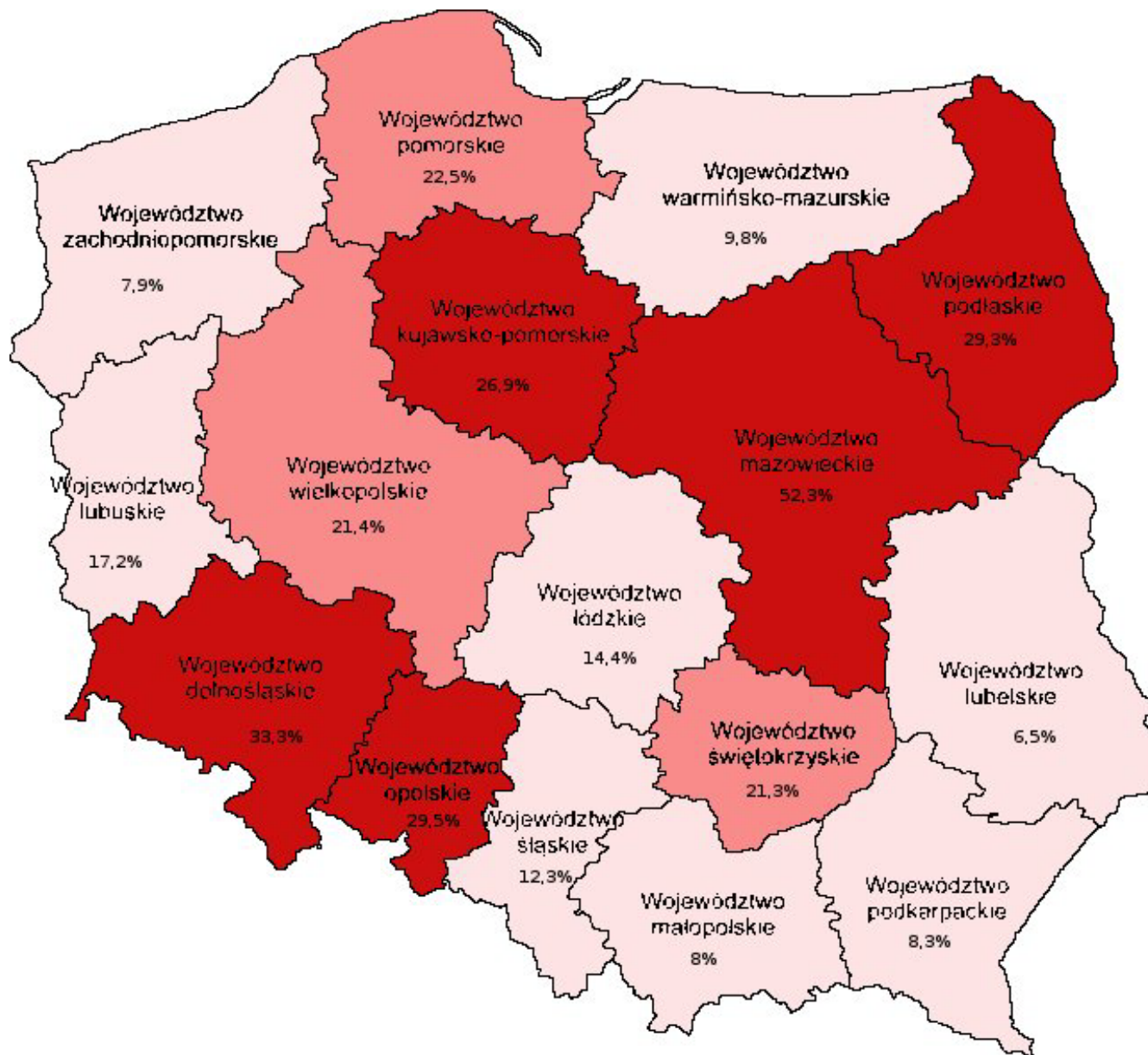


Opportunities for conflicts

- ▶ There are few conflicts reported on the implementation of the reform, however:
 - ▶ There is a visible resistance among chief inspectors against the limitation of their power
 - ▶ External evaluation is sometimes seen as a reason for firing out the headmasters by local authorities
 - ▶ Evaluation sometimes evokes already existing conflicts (p.e. between inspectorate and schools)

▶ Unspoken conflict of ideologies/
perspectives

Evaluation and conflict: an example



The accuracy of the report: a sum of negative answers is shownn=1715



Outputs

The measurement of policy outcome

On-going evaluation

- ▶ Headmasters and teachers after external evaluation are asked to fill in CAWI questionnaire
- ▶ In 2010 10 case studies on external evaluation impact on school (half a year after inspection) were made
- ▶ The Supreme Audit Office control in 2011
- ▶ Mid-term evaluation by external institution was scheduled on 2012
- ▶ Each of the training courses have its own evaluation program

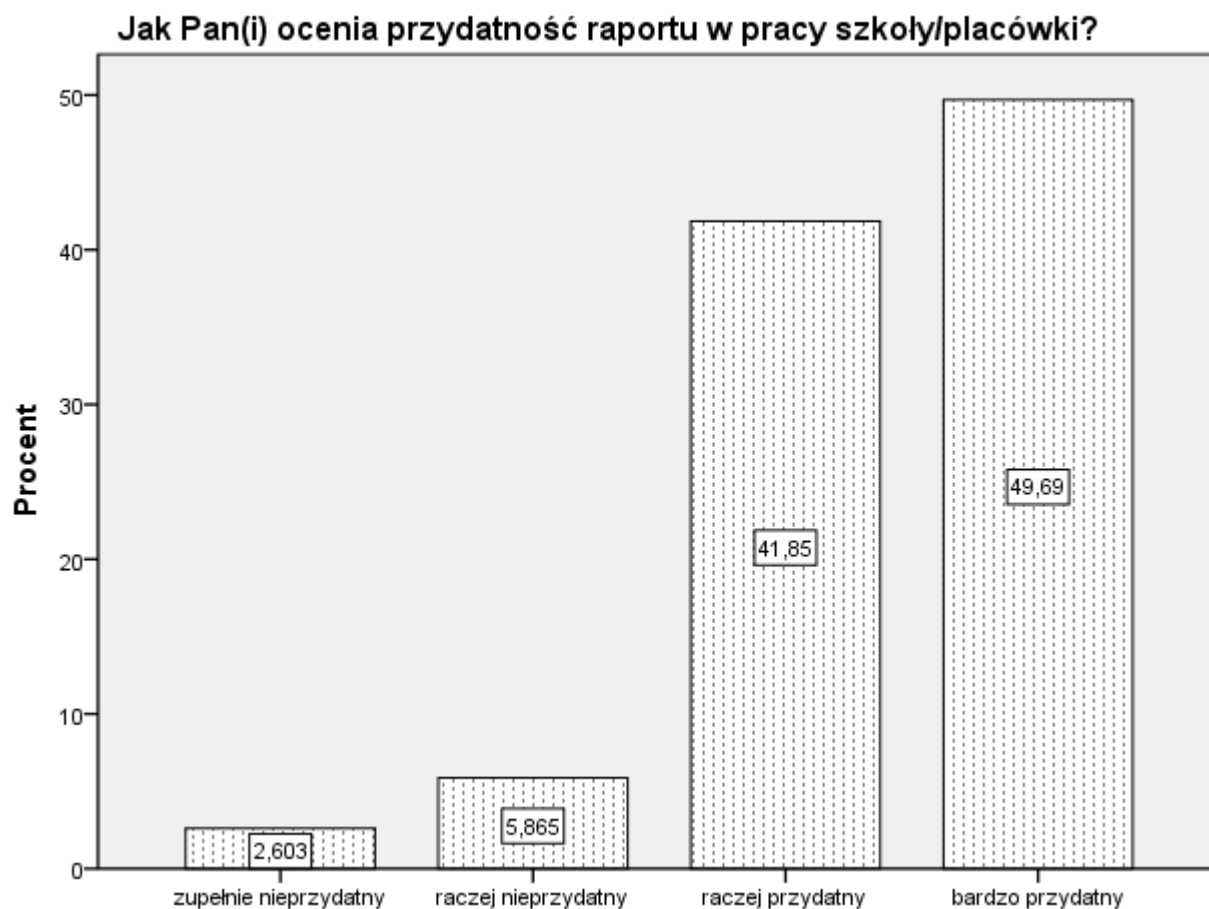


Reception of the reform

- ▶ Interviewed principals, inspectors and head inspectors state that the reform is rational, required and coherent in Polish conditions.
- ▶ According to the interviewees:
 - ▶ the main advantage of the reform is self-evaluation of schools which leads to improvement of quality of education in Poland,
 - ▶ the reform aims at updating the Polish educational system to the civilization challenge,
 - ▶ the main reason for the change is recognized as a deficit of the previous inspection system

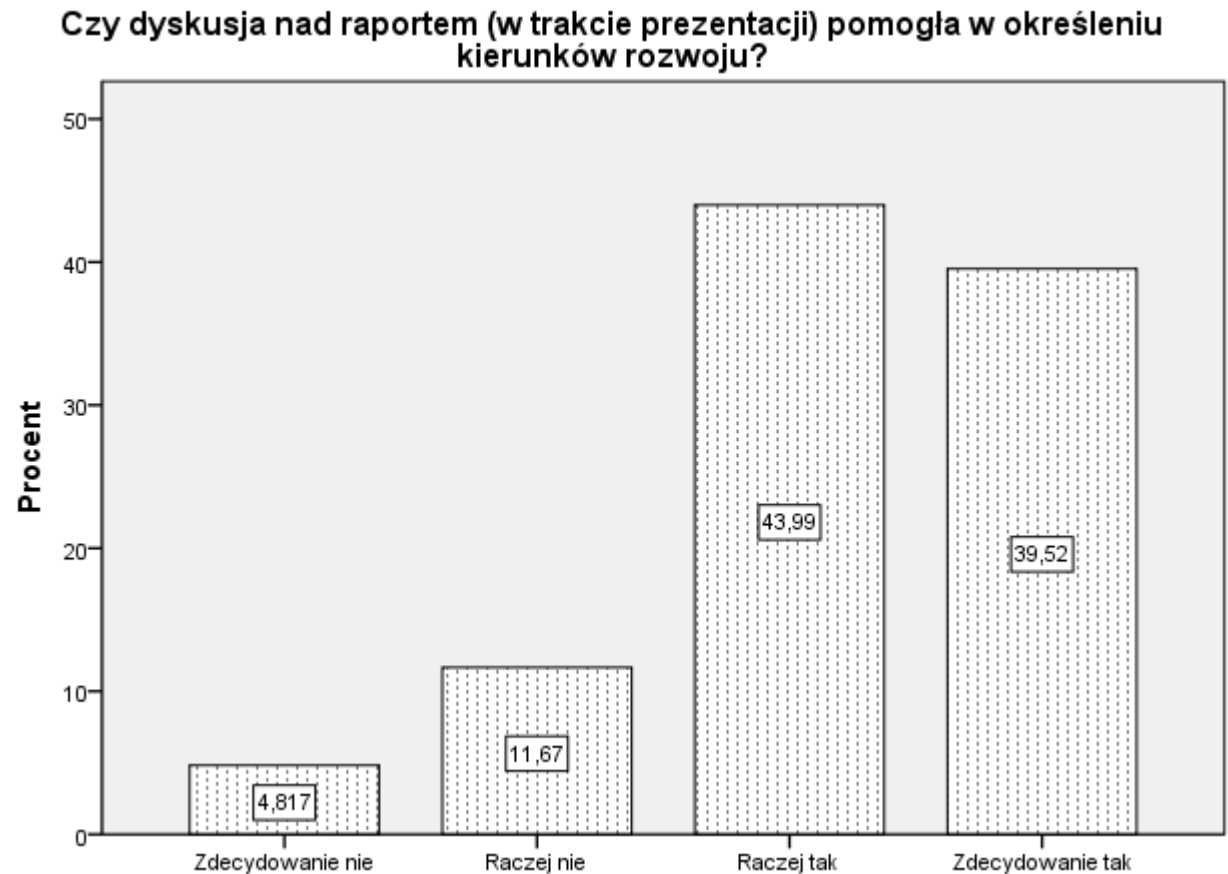
Outcomes: is evaluation report usefull?

N=3035



Outcomes: has the discussion on external evaluation output helped in a selection of future goals?

N=1723



Educational policy and evaluation

- ▶ Educational systems are expensive and bring results below expectations
- ▶ Changes in the world demand reorganization of the educational systems
- ▶ Struggle for efficient use of the data (in times of the very easy access to it)
- ▶ Educational policy should result from negotiation, which might be strengthened by democratic evaluation



System of the evaluation of education (SEO)

- ▶ Concentration on learning and quality vs Lack of awareness and different cultures
- ▶ Coherence and comparison vs Lack of autonomy (capacity)
- ▶ Pre-defined areas of evaluation (priorities) vs Lack of understanding/ reflection
- ▶ Identical tools vs Standardization
- ▶ Variety of sources and participation vs Multiple, competing interpretations
- ▶ Transparency of results and conclusions vs Cheating
- ▶ Professional development vs Demand / Lack of support
- ▶ Development of schools and the system vs Lack of strategies

System of the evaluation of education (SEO)

- ▶ Attempt of new definition of quality
- ▶ Opening door for new groups and voices
- ▶ Creating flexible mechanism for data collection
- ▶ Building new culture of communication
- ▶ Investing in human capital
- ▶ Not efficient support for schools in broader sense
- ▶ Not efficient support for local actors



Governance – The Journey



to democracy,
solution, chaos,
development,
nowhere...?

through transparency

from decentralized, but
hierarchical authority

Thank you for your attention

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