# QualiTraining

Systems, Processes and Instruments for Quality Management

Stages and processes in a quality cycle
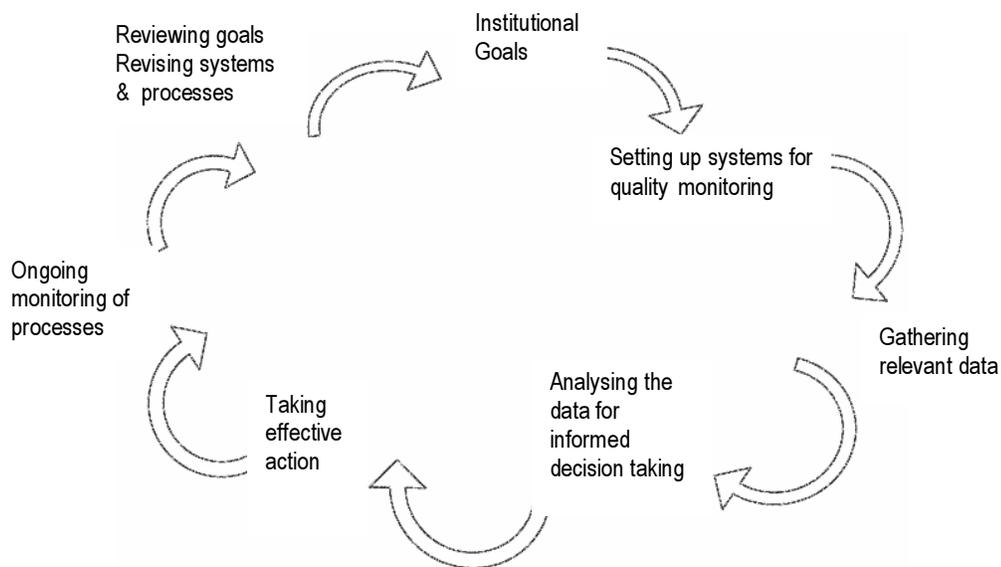
In what stages of the quality monitoring process would you use the following methods and instruments?

- surveys based on questionnaires with all staff members;
- surveys based on questionnaires and/or interviews with learners and parents;
- focus group meetings with staff, with students, etc.
- interviews – informal or focused, semi-structured or structured;
- peer review;
- whole team meetings;
- working group meetings;
- observation of activities, of processes and persons;
- audio or video recording of processes;
- evaluation sheets addressed to customers or other stakeholders, etc.
- portfolios for learners (adapted to age group);
- portfolios for teachers;
- checklists and questionnaires for teacher self-assessment;
- student work audits;
- diaries, logbooks, etc.

With your peer, select one area and discuss in more detail the purposes pursued through the use of specific methods/instruments and the results obtained.
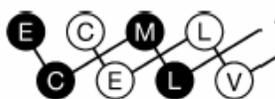
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CLASS OBSERVATION – Worksheet 1

In language education, class observation is a key-component, taking a variety of forms and playing multiple roles. There are a number of possible **reasons for observing**, e.g.: training, assessment, development, observer development, quality assurance.... Each of these reasons is associated with a specific situation, a certain type of observer-observee relationship, and as a result of this, also the 'what' and 'how' of feedback given may vary.

(a) In the table below, fill in the main reason corresponding to the contexts described.

Main reason	Where / When	What / Why	Who observes → Whom	Feedback
	Pre-service	e.g. trainee trying out teaching procedures	a) trainer → trainee b) peer trainee c) trainee → experienced teacher	a) prescriptive b) collaborative c) often inexistent
	Pre- or In-service, within or outside a course	to see whether teaching practice is in compliance with assessment criteria	internal or external assessor → teacher, trainee / course participant	may take various forms or be inexistent
	Teacher's place of work or an in-service course	e.g. the development of self-appraisal skills	trainer, or consultant, peer as mentor → teacher / mentee	less directive, collaborative
	the teacher's workplace	for the observer to pick up new ideas or to reflect on teaching by observing some-one else teach	can be a trainee trainer or observer, a peer → e.g. peer teacher	collaborative

Possible reasons:

Assessment

Development

Training

Observer development

(adapted from Maingay, P. (1988), "Observation for training, development or assessment?", in Duff, T. (ed.), *Explorations in teacher training – Problems and issues*, Harlow, UK, Longman)

(b) Discuss with your partner(s) and fill in the table below with aspects relevant to class observation for quality assurance purposes. E.g. *Who would carry it out? What would be the focus of the observation? What type of feedback would you expect in this context / these contexts?*

Main Reason	When & Why?	What?	Who observes Whom?	Type of Feedback
Quality assurance				
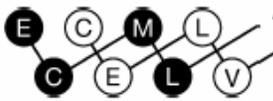
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CLASS OBSERVATION – Worksheet 2

What is your experience of class observation in your current context?

In pairs or groups of 3, select one of the following aspects for reflection and exchange of experience:

1. In your current institutional context, what type of class observation is primarily used or relevant?
- Who carries it out? How often?
- What is the duration of a standard class observation in your context?
- How is feedback given?
- Is there any action taken as a result of the class observation process?

2. How do you perceive observation? E.g.
a) useless, since students behave differently when there's an 'intruder' in the classroom
b) demotivating, a threat, often linked with salary-cuts
c) positive when handled sensitively
d) a waste of time, since there's no feedback anyway (e.g. when a feeling of 'collegiality' prevents observers from pointing out areas for improvement)
e) ....

3. Relevant aspects <u>before</u> and <u>after</u> class observation:

- Is the support provided <u>before</u> and <u>after</u> class observation adequate (in relation to teachers' needs)?

- How are the following aspects handled –

  o loyalty to students as the ultimate beneficiaries of the teaching process;

  o feedback: finding the right language and attitudes to give feedback;

  o .... ?

- Taking action: what are the penalties and sanctions? How long does it take till follow-up action is introduced?

- What other alternatives are there (in addition to class observation and related feedback session)?
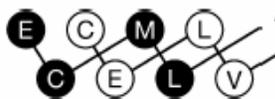
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INSTITUTIONAL SELF-EVALUATION

> **Institutional self-evaluation** is defined as participatory evaluation initiated in the institution (school, language centre, programme) by the school / centre personnel or project team to facilitate periodic or continuous improvement of the teaching operation / language services / the overall activity
> (adapted from Mackay et al., 1998, in Rea-Dickins, P. & Germaine, K.P. (eds), *Managing Evaluation and Innovation in Language Teaching*. London & New York, Longman.).
>
> The functions and aims of self-evaluation may differ according to the context and the evaluation focus, e.g.
> - analysing the unfolding of a project or of a programme
> - diagnosing existing problems and documenting the need for change and innovation
> - serving as an instrument of quality management
> - as instrument and exercise for internal quality assurance
> - a formative role in the 'learning company' approach

❓ Questions and aspects for reflection and sharing of experience

1. In your institutional context, is there a system for self-evaluation?

- If 'yes', who moderates it?

- Who is involved? At individual level? At institutional level?

- How? What mechanisms are applied?

- Is there any action taken in response to the outcomes of self-evaluation?

2. Issues related to data gathering

- What data would be gathered? Who owns them?

- Hierarchy - Who moderates the self-evaluation process? (e.g. the top level? involving everybody?)

- How much paper work is involved?

- Who designs the criteria?

- How will the data be used – in terms of transparency, honesty, confidentiality?