

A photograph of a child in an orange shirt and a grey cap pointing upwards at a large, white, heart-shaped cloud in a clear blue sky. A blue oval with the text 'ECNAIS' is positioned to the right of the heart-shaped cloud. The child is seen from the back, looking up at the sky.

Parents role and self evaluation

Berlin, November 15th, 2012

ECNAIS

§ 76 THE CONSTITUTION

Paragraf fra Grundloven

LOV nr 169 af 5/6/1953

Alle børn i den undervisningspligtige alder har ret til fri undervisning i

folkeskolen. Forældre eller værger, der **selv** sørger for, at børnene får

en undervisning, der kan stå **mål** med, hvad der almindeligvis

kræves i folkeskolen, er ikke pligtige at lade børnene undervise i folkeskolen.

THE PARENTS – not the state – have the right themselves to provide, that their children have an education. This education/teaching could be given at home. But no matter where ...the teaching's to live up to the law, it must match what is commonly required in public schools. This is called "match requirement". In DK school attendance is NOT compulsory but education is!

Danmarks Privatskoleforening

De tre grundpiller for de frie skoler 3 kinds of.....

Forældreretten, mindretalsretten og skolefriheden.

Forældreretten PARENTAL RIGHT forstås i dag som

forældrenes ret til at bestemme, hvordan deres barn skal opdrages og undervises

– inden for meget vide lovgivningsrammer

Mindretalsretten MINORITY RIGHT er en del af den demokratiforståelse, som blev herskende i Danmark med Grundloven i 1849.

Skolefrihed: FREEDOM OF SCHOOLING Med baggrund i mindretalsretten har Danmark blandt andet undervisningspligt og ikke skolepligt.

- Idémæssig frihed: De frie skoler kan frit vælge en bestemt religiøs, filosofisk, politisk eller anden idé som grundlag for skolens virke.
- Pædagogisk frihed: De frie skoler kan frit vælge undervisningens indhold og metode.
- Økonomisk frihed: De frie skoler kan inden for meget vide rammer afgøre hvordan skolens ressourcer, herunder de offentlige tilskud, skal anvendes i skolevirksomheden.
- Ansættelsesfrihed
- Elevfrihed: De frie skoler kan bestemme hvilke elever de vil optage uden Indblanding fra offentlige

Act on Private Independent Schools

Freedom to provide and organize an education that fits the school's own beliefs (parental rights)

Duty to ensure that every pupil at the school receive an education **comes up to/bears comparison to** what is commonly required in public schools.

The school decides freely, which pupils it admits to or removes from the school.

Dilemma:
How do we get security without limiting schools' freedom (too much)

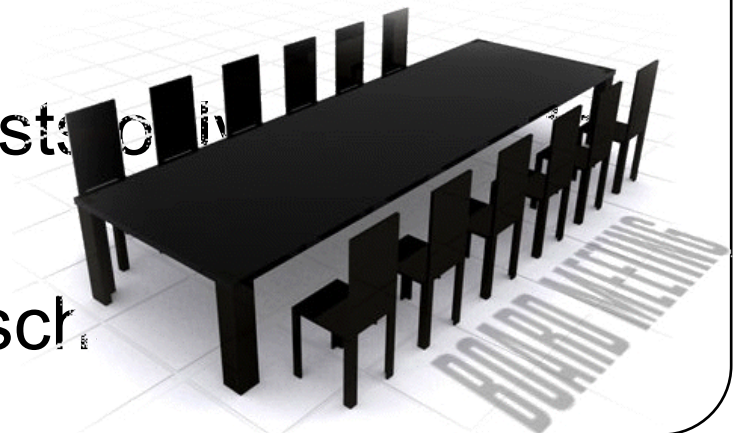


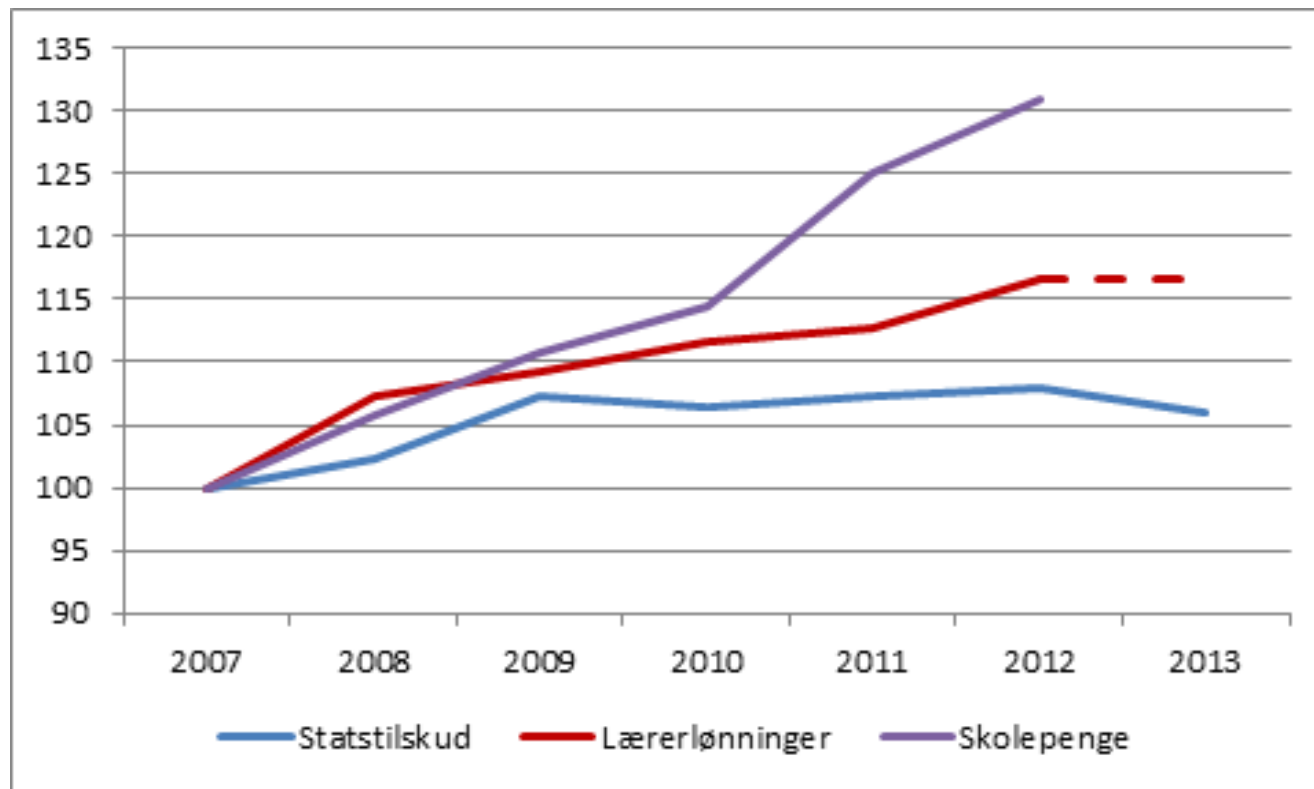
Schools are each **self-governing institutions.**

Schools run/managed by a board that has extensive rights.

There must always be **two parents'** representatives on the board. Most of the boards consist of

The school board appoints the sch







§ 76 > 75 %



- **§ 1 b.** Skolen skal regelmæssigt underrette eleverne og **PARENTS** jf. § 38, om sit syn på elevernes udbytte af skolegangen.
- *Stk. 2.* Som led i undervisningen skal skolen løbende foretage evaluering af elevernes udbytte. Evalueringen danner grundlag for, at undervisningen tilrettelægges, så den svarer til den enkelte elevs behov og forudsætninger med det formål, at eleven så vidt muligt tilegner sig de kundskaber og færdigheder, der følger af de fastsatte slutmål.
- *Stk. 3.* Skolen skal regelmæssigt foretage en evaluering af skolens samlede undervisning og udarbejde en plan for opfølgning på evalueringen.
- **§ 1 c.** Skolen skal offentliggøre sine slutmål, delmål og undervisningsplaner, jf. § 1 a, og resultatet af evaluering og opfølgingsplan, jf. § 1 b, stk. 3, på skolens hjemmeside på internettet.
- **§ 9.** Det påhviler **PARENTS** til børn i en fri grundskole at føre tilsyn med skolens almindelige virksomhed. Forældrekrædsen træffer selv beslutning om, på hvilken måde tilsynet skal udøves, jf. dog § 9 a.
- **§ 9 a.** Forældrekrædsen **PARENTS** og bestyrelsen skal i fællesskab sikre, at en eller flere tilsynsførende varetager tilsynet med
 - 1) elevernes standpunkt i dansk, matematik, engelsk og, hvis skolen er omfattet af § 8 a, stk. 5, historie,
 - 2) at skolens samlede undervisningstilbud ud fra en helhedsvurdering står mål med, hvad der almindeligvis kræves i folkeskolen, og
 - 3) at skolen opfylder kravene i § 1, stk. 2, 4. pkt., og § 2, stk. 3, 1. pkt.
- *Stk. 2.* Forældrekrædsen og skolens bestyrelse kan i stedet i fællesskab træffe beslutning om, at tilsynet med de forhold, der er nævnt i stk. 1, nr. 1-3, skal føres af skolen ved selvevaluering efter en evalueringsmodel godkendt af undervisningsministeren, jf. § 9 e.
- *Stk. 3.* Gennemføres en beslutning om selvevaluering, jf. stk. 2, ikke, finder stk. 1 anvendelse

Om § 1.b, Stk. 3.

En fri grundskole skal regelmæssigt (consistently) evaluere skolens samlede undervisning og udarbejde en plan for opfølgning på evalueringen.

Skolen vælger selv evalueringsform og hvilken/hvilke evalueringsmetode/evalueringer, den bruger.

Skolen definerer selv, om andet end undervisningen i de forskellige fag og fagområder indgår i den "samlede undervisning".

Professional Management	Solid and focused Cooperating attitude The professional leader
Shared visions and goals	Unity in purpose Consistency in practice Collegiality and collaboration
Learning environment	A pleasant work environment Orderly environment
Concentration on teaching and learning	Maximizing the time to learn Emphasis on academic content Focus on results
Targeted education	Efficient organization Clear objectives Well-structured lessons Flexibility in practice
High expectations for pupils	High expectations for all pupils Expressed expectations Intellectual challenges
Positive amplification psychological	Clear and fair discipline Feedback
Overview of progress	Overview of pupils' work Evaluation of the school's work
Pupils Rights and obligations	Strengthen pupils' self-esteem Functions responsible Control of work
Home-school collaboration	Parental involvement in children's learning
A learning organization	School-based staff development

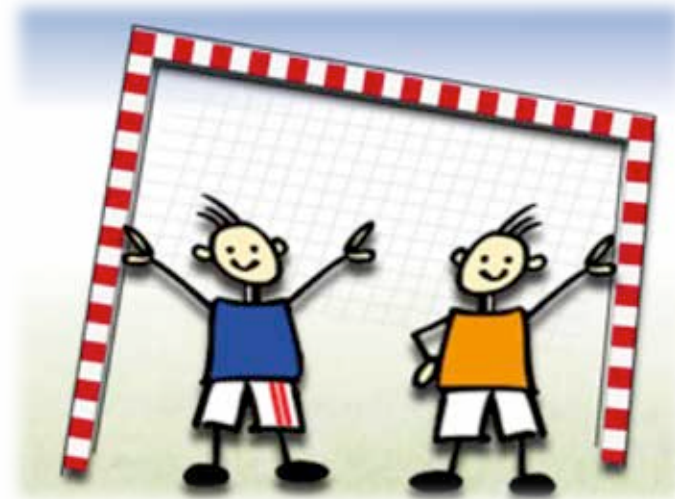
Key factors for effective schools according to Mortimore et al. (1988 (after Gimbel et al. 2000)

"Mål"

A difficult Danish word to translate – uttered from one Dane to another, which perhaps is our luck.



what a goal !



Measures, target, aim, objective, measurement, measure, goal, gauge, purpose, finish line, dimension.....

It ("mål") means two things:

I. The final target/the aim/the educational objective

When teaching's to live up to the law, it must match what is commonly required in public schools. This is called "match requirement". This means that pupils leaving private schools, must have received the same opportunities as if they had gone to public



A photograph of a child wearing a green cap and an orange t-shirt, seen from behind, pointing their right hand towards a large, white, heart-shaped cloud in a clear blue sky. The child is standing on the right side of the frame, and the heart-shaped cloud is positioned in the upper left quadrant. The sky is a vibrant blue with some wispy clouds at the bottom.

or

II. Something/education, which can compare/bear comparison (favourably) with (the public school) and still be alternative

You may think that this is a paradox, - AND IT IS!

But the bumblebee still flies



From Danish through Scandinavian
to European understandings of curriculum

The concept of curriculum is not often used in Denmark.

Yet some "common goals" are stated.

In the Scandinavian countries the following definition could be used:

"A curriculum for a school subject describes what is to be learned in that subject and could be described as a road map on the journey of learning, showing the route to take, the stops to make along the way, the things to see, and the distances between places".

There is no substantial differences as regards to management of school systems in the Scandinavian countries. All countries basically have a decentralized school system with great responsibility to municipalities and schools (managers and teachers).

But since the first PISA-results in 2001 – which were pretty bad for the national pride – and after 9/11 there has been some tightenings of the curriculum.

Nordic Council of Ministers (2009) interpret this as Denmark moves to an increasing degree of centralization

That has changed:

New Nordic School (2012: Inclusion, bottom-top



1. Curriculum as a body of knowledge to be **transmitted**.

2. Curriculum as an attempt to achieve certain ends in students **product**

3. Curriculum as **process**.

4. Curriculum as **praxis**.



1. Curriculum as a body of knowledge to be transmitted.

Both syllabus and curriculum ("the canon") are often fused. Many people still equate a curriculum with a syllabus.

A syllabus usually contains specific information about the course, such as information on how, where and when to contact the lecturer and teaching assistants; an outline of what will be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules; etc.^[1]


Within many courses concluding in an exam, syllabi are used to ensure consistency between schools and that all teachers know what must be taught and what is not required (extraneous). Exams can only test knowledge based on information included in the syllabus.



2. Curriculum as an attempt to achieve certain ends in students product.

In *The Curriculum* Bobbitt writes as follows:

As a PRODUCT the central theory [of curriculum] is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities.

- 
- Step 1:** Diagnosis of need
 - Step 2:** Formulation of objectives
 - Step 3:** Selection of content
 - Step 4:** Organization of content
 - Step 5:** Selection of learning experiences
 - Step 6:** Organization of learning experiences
 - Step 7:** Determination of what to evaluate and of the ways and means of doing it.

(Taba 1962)

3. Curriculum as **process**.

Another way of looking at curriculum theory and practice is via process. In this sense curriculum is not a physical thing, but rather **the interaction of teachers, students and knowledge**. In other words, curriculum is what actually happens in the classroom and what people do to prepare and **evaluate**. What we have in this model is a number of elements in constant interaction.



4. Curriculum as praxis.



Teachers enter particular schooling and situations with

1. - a personal, but shared idea of the good and a commitment to human emancipation,
2. - an ability to think critically, -in-action
3. - an understanding of their role and the expectations others have of them, and
4. - a proposal for action which sets out essential principles and features of the educational encounter.

THAT IS
Building up moral values,
culture,
general education,
BILDUNG
Opinion forming

=

THAT IS
(the meaning of)
PRIVATE AND
INDEPENDENT
EDUCATION & SCHOOLS

Schools as a major, perhaps the, principal force for social change and social justice

Freedom in Curriculum

The school is a place of education, knowledge, personal skills and civility.

School culture:

The atmosphere in which many processes pass off - and at the same time it is created by these many processes.



Other obligations



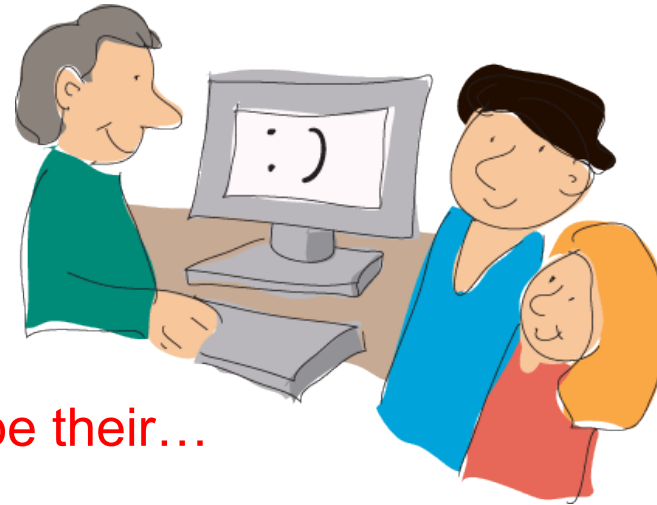
To prepare the pupils to live in a society like the Danish of freedom and democracy.

Other global requirements:

Pupils' general personal development.

The language of teaching is Danish.

Obligations



The independent school must describe their...

Objectives (Slutmål) of the disciplines in the areas of the humanistic, the practical/ artistically and science and the objectives must correspond to the same disciplines in the public school.

Specific plans (Delmål) for the subjects of Danish, arithmetic / mathematics, English, geography, biology and physics / chemistry

In addition to this, teaching plans (undervisningsplaner) must make it probable that school teaching both intend to lead and would lead toward the ultimate objectives.

The school may instead use public school “Common Goals” (Fælles mål).

To match the public school....



What does “match with public school” mean?

To be as well placed as if ...

That individual students have the same opportunity to go into secondary education.

That teaching offers the same opportunities to gain knowledge and skills.

Commensurate with the demands

When teaching's to live up to the law, it must match what is commonly required in public schools. This is called "match requirement". This means that pupils leaving 9th class in an independent school, must have received an education that gives them the same opportunities to progress in education, as if they had gone to public school

The Disciplines/areas



		Indskoling			Mellemtrin			Udskoling			10. klasse
		1	2	3	4	5	6	7	8	9	10
Humanistiske fag (Obligatorisk)	Dansk Danish	x	x	x	x	x	x	x	x	x	x
	Engelsk English			x	x	x	x	x	x	x	x
	Kristendoms Religion	x	x	x	x	x	x		x	x	(x)
Humanistic	Historie History			x	x	x	x	x	x	x	
	Samf. Social Science								x	x	(x)
Praktiske/musiske fag (Obligatorisk)	Idræt Sport	x	x	x	x	x	x	x	x	x	(x)
	Musik Music	x	x	x	x	x	x				
	Billedkunst Art	x	x	x	x	x					
Practical/artistically	Needle-, wood- & housework				x	x	x	x			
Naturfag (Obligatorisk)	Matematik Mathematic	x	x	x	x	x	x	x	x	x	x
	Natur/teknik Science	x	x	x	x	x	x				
	Geografi Geography							x	x	x	
	Biologi Biology							x	x	x	
	Fysik/kemi Physics							x	x	x	(x)
Tilbudsfag der skal tilbydes	German or french							(x)	(x)	(x)	(x)

Inspection

Tilsyn med de frie skoler

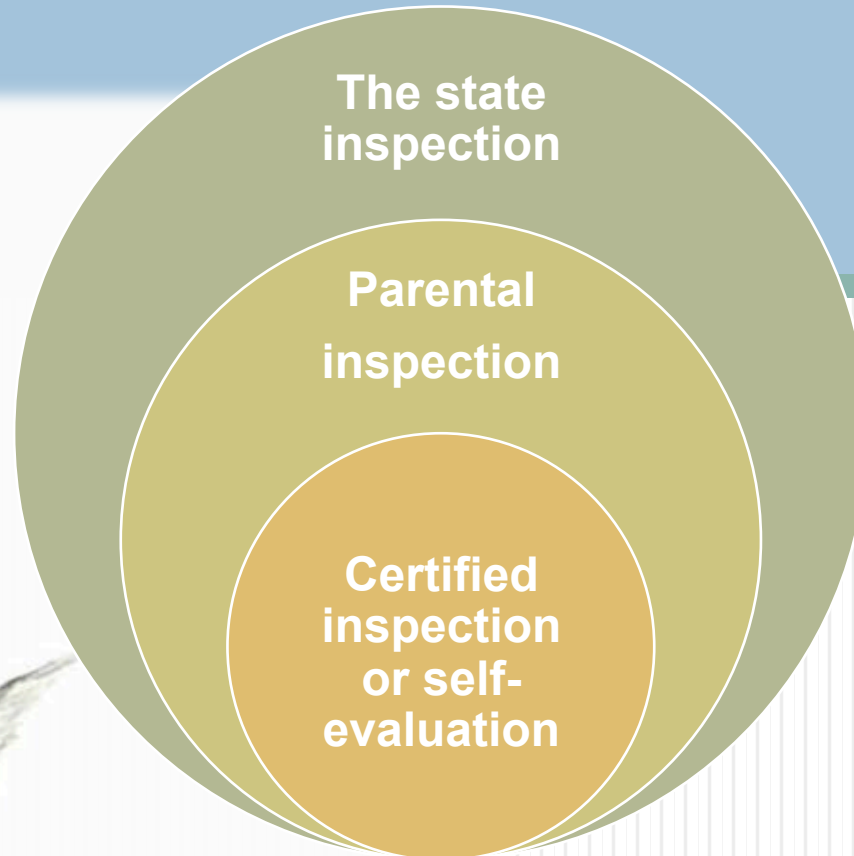
**Ministeriets tilsyn
Forældrekredsens tilsyn
Den tilsynsførende
Selvevaluering**



Tilsyn med de frie skoler

Inspection of the teaching

Types of inspection



The state inspection

Ministry of Education oversees that ..

- 1) the quality of teaching at the independent schools matches and answers to the standard of the public school &
- 2) that the law is observed and respected

Two forms of inspection:

The general monitoring of independent schools - for example by screening of the grades or random sampling of the schools' websites.

Stricter monitoring - a comprehensive monitoring, where the Ministry of Education among other things observes many lessons of teaching.



The school's parentchosen certified inspector

The parents of an independent school select one or more inspectors to oversee the quality of teaching.

The inspector will evaluate whether the teaching and pupils' 'academic' level is commensurate with public schools.

To become a certified inspector you must have the necessary professional and pedagogical skills to evaluate teaching at primary level.

The inspectors are certified by the Ministry of Education.

The inspector must annually submit a written inspection statement to parents.

The inspector-declaration must be published on the school website.

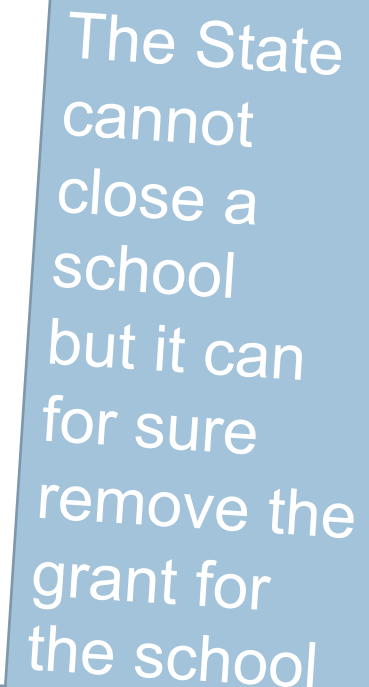


The school's parentchosen certified inspector

If the inspector believes that teaching does not meet the statutory requirements, it is the inspectors responsibility to do as follows:

The inspector gives the school an order to improve conditions. The school must have a minimum period of three months.

If schools have not achieved the required improvement, the inspector is to report the matter to the Ministry of Education.



The State cannot close a school but it can for sure remove the grant for the school

Two options



The parents of the school and the board shall jointly ensure that one or more inspectors responsible for monitoring the school.

Alternatively, parents and the board may decide that monitoring must be maintained by the school through self-evaluation in accordance with evaluation models approved by the Ministry of Education.



Self Evaluation - A victory for the schools!



The (former) political agenda!

A demand of streamlining the inspection of independent schools together with a requirement for more control.

Tendency to demand for inspection of the independent schools by applying to so-called measurable parameters such as special testing or other forms of "output".

With self-evaluation you have the authority - within a framework - to evaluate the school on the basis of its own values and its teaching and practice.

It is a signal that you do your best and taking responsibility

- The schools choose self-evaluation of side winnings reasons:
- A better school that is good for those whose school it is!
- It is a signal that the school is in a process; that it does not stand still; that it knows who it is and where it wants to go.



It may actually be a development tool!



The self-evaluation-model has 11 compulsory subjects or chapters, which the school must cover during a 3-year period.

But the self-evaluation opens up the school, in its own interest, can get an overview of the quality of teaching and school activities in general.

The evaluation and use of evaluation tools may be an opportunity to create an overview of which an opportunity for contemplation can be the outcome.

It may actually be a development tool.

Themes of self-evaluation

School profile

Pupil's proficiency and general learning outcomes

Teaching objectives, organization and implementation

The comprehensive (all-round) personal development of the pupil(s) (and staff)

Freedom and democracy

Teaching in 10th class

Children with special needs

Danish as a second language

The pupils' ongoing progress in education

School-management' quality assurance and development of teaching

Overall assessment and action plan



The model focuses on many different parts of the school's overall work, for example:

- Which evaluation methods, the school uses
- How the school systematically monitors the pupils learning outcome
- How the school assesses whether the teaching of different subjects leading toward the ultimate goal, which the school has established
- How the school works in practice to prepare pupils to live in a society with freedom and democracy
- The pupils' transition to secondary schools



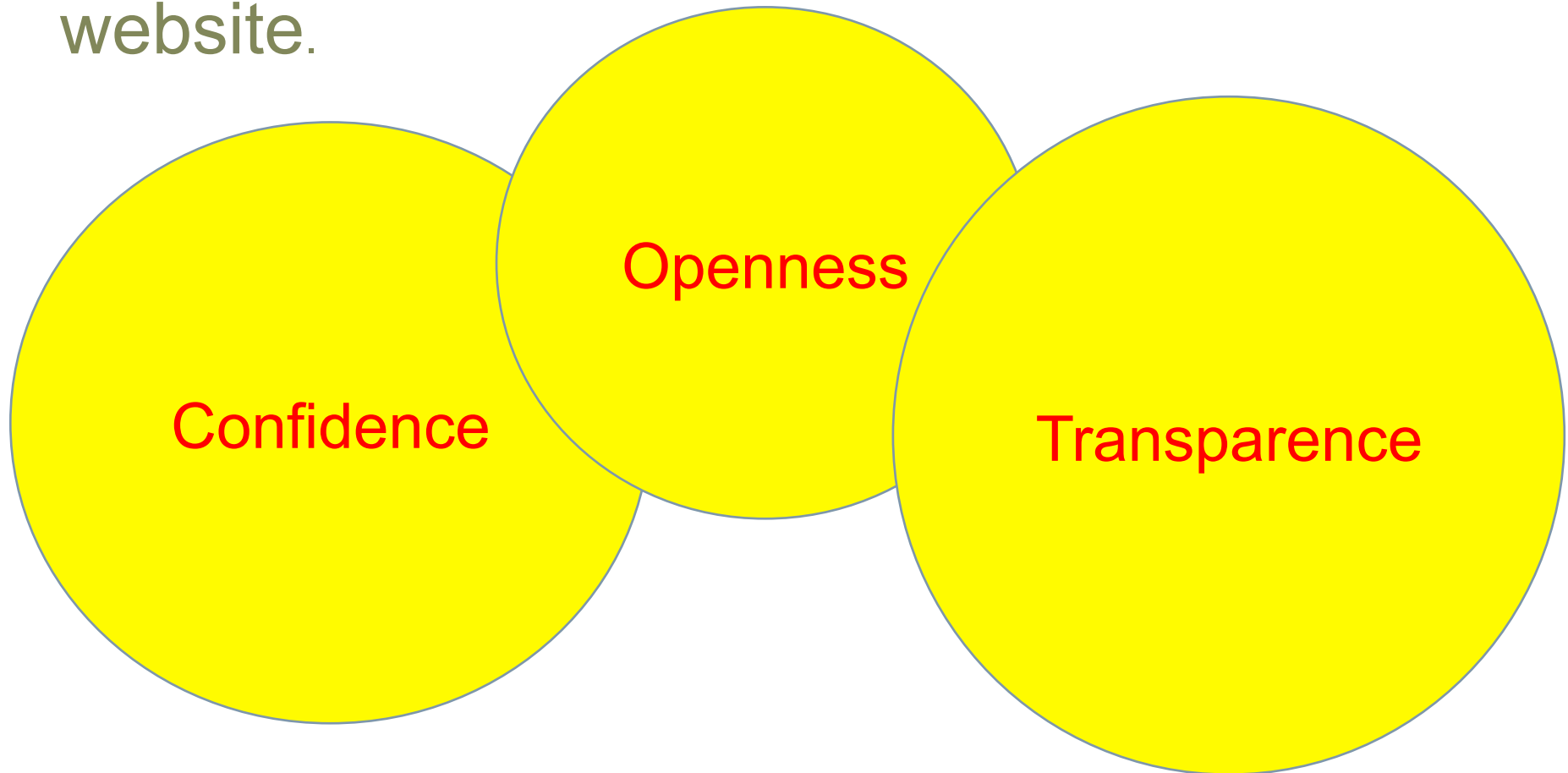
Self-Evaluation Process (3 years)

The school should always be able to demonstrate that within the past three years it has completed its self-evaluation by the approved model.



Self-Evaluation Process

The school must regularly publish the results of the evaluation and the school's plan for how that will be followed up, on the school website.





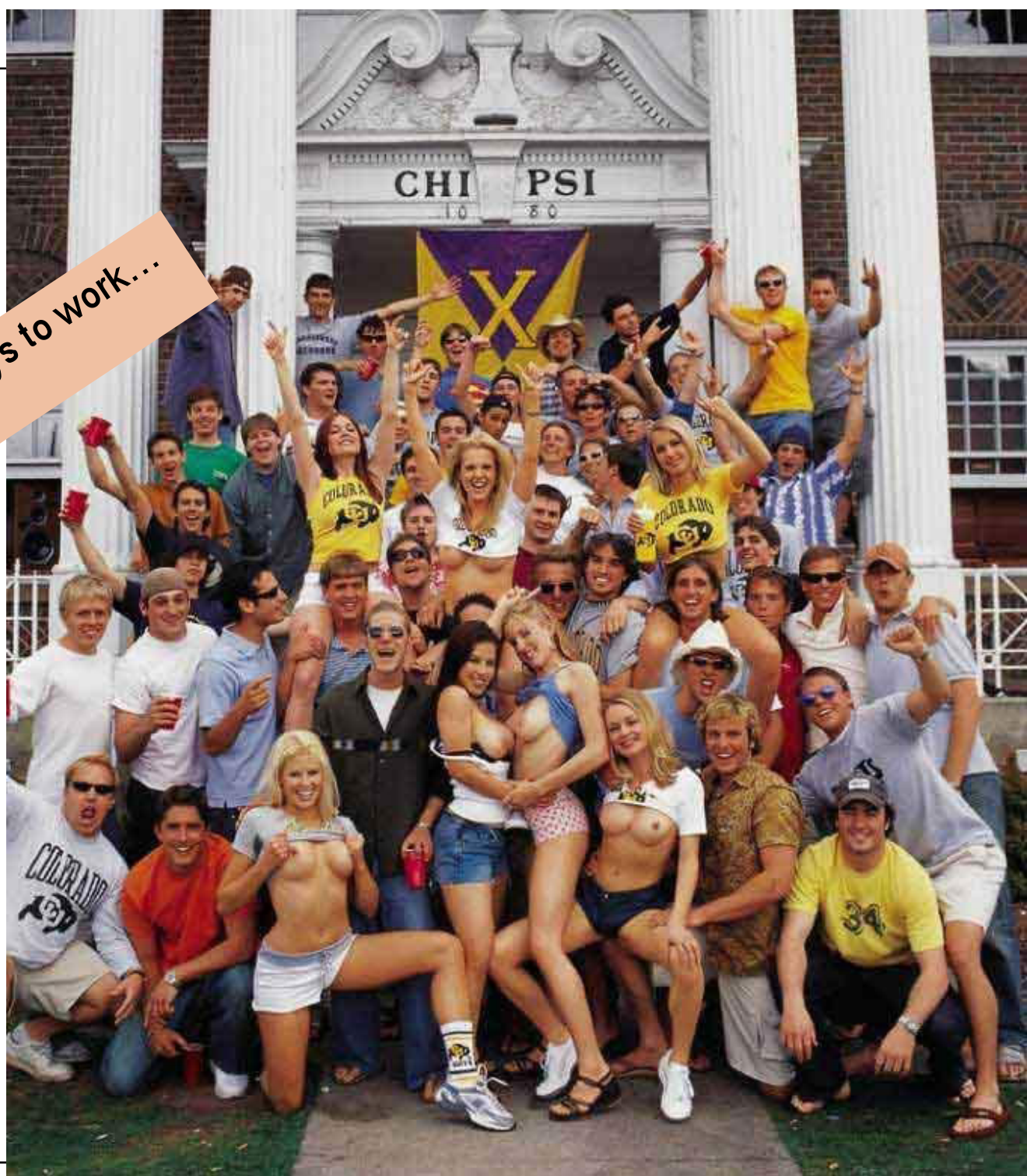
Class Photo - Shanghai University

Attitude!!!!

Meritocracy – it pays to work...

China vs
the world

Class Photo
University of
Colorado



THIS IS THE END OF THE SPEECH---
AND THIS IS THE BEGINNING
WEE NEED BEGINNINGS....



Sidste år blev der født 4400 færre børn end i 2010 - helt præcist 59.527 børn - hvilket blandt andet skyldes, at mødrene selv er født i år med meget lave børnetal i 1980'erne.

Men også den samlede fertilitet - antallet af børn pr. kvinde - er på et enkelt år faldet brat fra 1,88 til 1,76. En af de tydelige tendenser er, at færre kvinder vælger at få barn nummer tre og fire.

Og svaret på det er ifølge de fleste eksperter: økonomi. For intet har større indflydelse på villigheden til at få børn, lyder det fra Mogens Nygaard Christoffersen, seniorforsker ved SFI, Det Nationale Forskningscenter for Velfærd