

Case study

E-learning supports internal evaluation and process-based approach to problem solving



PCG | Development Center

CLIENT

School principals, teacher councils' members, teachers, internal evaluation teams

PROJECT

Navigator PCG - consulting and training program leading schools through a data-driven continuous improvement process and internal evaluation.

- 7 editions
- 12 schools and kindergartens
- 144 teachers and school principals
- September 2011 – February 2014

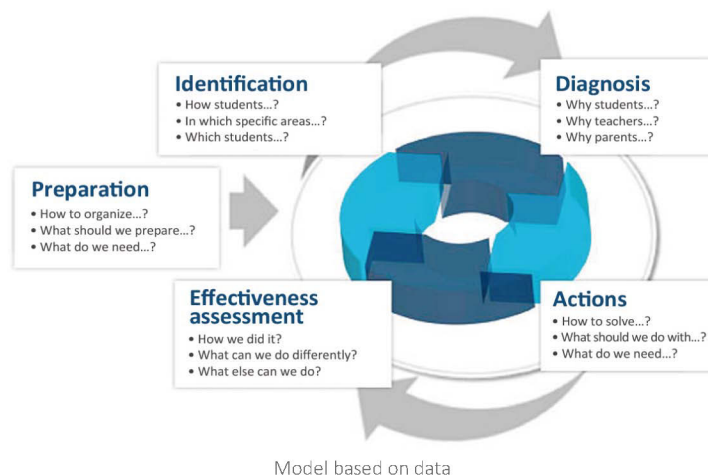
CHALLENGES

Teachers are required to continuously improve their skills and develop their qualifications. A serious problem that teacher councils' members have to face is the lack of sufficient, high-quality support that complies with frequent regulation changes and follows the newest advances in education. Another challenge are the financial restrictions that schools and local governments have to face. Limiting resources on teachers' development, insufficient budget for business trips, narrowing schools' choice to a limited number of trainings and encouraging free forms of development are common practices employed by educational institutions to decrease costs. At the same time, a strong emphasis, which arises from demographic changes and growing competition, is being put on improving schools' performance. One of the possible strategies of improving students' outcomes is in-depth professional school data analysis and the implementation of appropriate solutions in response to the identified problems.

PCG SOLUTION

PCG Polska Sp. z o.o. [Ltd.] (Public Consulting Group – PCG) is an international company offering consulting and training services, which employs over 1500 consultants who support public institutions ranging from education, human services and healthcare sectors in implementing systemic projects and innovative solutions. PCG Polska offers the Navigator consulting and training program that supports schools and teachers

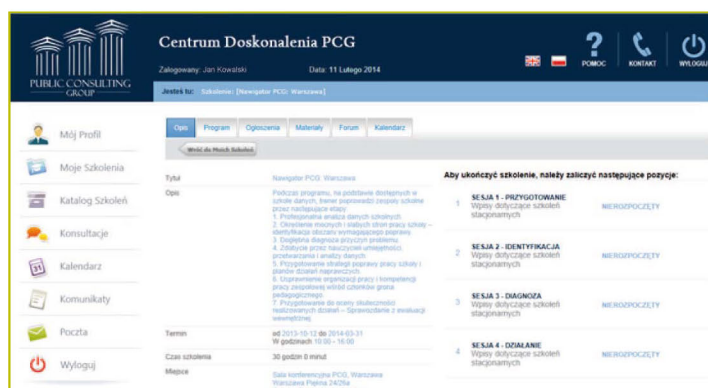
in continuous development and internal evaluation based on in-depth professional school data analysis and a process-based approach to problem-solving. It is an ambitious program for small groups of proactive school representatives who want to: determine their school strengths and weaknesses, correctly diagnose existing problems, plan an improvement strategy and increase the effectiveness of undertaken actions. The structure of the program arises from the model based on asking questions and the practical use of presented solutions while solving the specific school problems with the support of experts. During the whole program the development of the team's soft skills is strongly emphasized to enable effective communication and cooperation with the rest of teachers. Participation in the program is a great opportunity for the school teams to cooperate under the experts' guidance and for the constructive exchange of experience with other schools.



The PCG Navigator Program is supported through the use of the tools available at the e-learning platform offered by PCG Professional Development Center. **PCG PDC e-Platform** enables the participants of the program to:

- Exchange training materials and homework
- Communicate with trainers and within school teams via forum and internal mail box
- Take part in additional online consultations with PCG experts
- Study anywhere and anytime despite their busy school schedules with the use of available materials
- Build and develop skills of using information and communication technology

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PCG PDC e-Platform, the tab courses

RESULTS

Exemplary problems that have been solved during the program by schools together with PCG experts:

- Students with a high potential for Polish language have outcomes which are below expected results (especially with regard to orthography)
- Students have problems with both long and short written forms despite satisfactory results from final exams after previous level of an education
- Students are not able to describe the situation presented in the sentence with the use of an appropriate arithmetic expression
- Over time students are having more and more difficulties with solving mathematic problems set in practical context
- Children cannot handle conflicts
- Students do not obey the underlying rules functioning in the school environment
- Math grading applied in school is inconsistent with the criteria exam of the grading
- The results achieved by students of inclusive schools without special educational diagnosis do not reflect their real potential
- Low students' attendance at extracurricular classes
- Students are not aware of their predispositions for their further education path

Some of the many benefits of the program include the implementation of a process-based problem identification and problem solving methodology, a data-driven approach, and the use of proven tools and techniques. During the program participants prepare documentation that is useful in comprehensive school support development (identification of the areas for improvement, creating an improvement plan), as well as in conducting internal evaluation (internal evaluation report). During the whole process participants can make use of a range of PCG PDC e-Platform functionalities, take part in additional online consultations with PCG experts and exchange experience, reflections and observations with other participants of the program.

OPINIONS

We congratulate the PCG team on their excellent knowledge of schools' needs as well as on their idea, which in a similar form will soon be introduced to the methods of helping schools within the system of pedagogical supervision, in accordance to MEN's premises. I am glad that thanks to you, the schools of Białogrod city outperformed the system.

Małgorzata Stachowiak
Vice-Mayor of Białogrod

It was the best program I have ever participated in. I received a lot of guidance and support, and ready to use tools that I can implement in my school. I believe that thanks to this program and the process I have learned, the teachers' council at my school will be better cooperating for the joint success.

Bożena Zbiorczyk, Principal
Self-government Kindergarten in Kąkolewo

I thought I knew everything about data use. It turned out, though, that to succeed, we need in depth data analysis and team work of all the teachers in the school, not just a few of them. This can lead to success, where both the teacher and the student are contented. Friendly atmosphere, reciprocal support and opportunity for sharing experiences were very helpful in fulfillment of the course program.

Teresa Andrzejczak,
Primary School in Ozorków

It was an exceptionally valuable experience, which we will use during the further implementation of changes. Participants of the training pointed to the experts' competence, interesting way of running the course and nice atmosphere, which made for openness, exchange of outlooks and the opportunity for making use of other groups' experiences and solutions. Without doubt, the fact that meetings were staggered and that participants were given a chance to consult prepared materials, constituted an enormous advantage as well.

Wanda Nikliborc, Associate Principal
Middle School in Osiek

