



REPUBLIC OF SLOVENIA  
MINISTRY OF EDUCATION,  
SCIENCE AND SPORT

# **WORKSHOP: AUTONOMY AND CONSISTENCY: A CONTRADICTION? THE RELEVANCE OF REGULATIVE MEASURES FOR THE PROCESS OF QUALITY DEVELOPMENT**

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# ECEC IN SLOVENIA – SOME FACTS

- preschool education: under the jurisdiction of the Ministry of Education, Science and Sport since 1993
- kindergartens: unified ECEC setting for children from 11 months to 6 years
- 93 % public kindergartens
- established by municipalities
- 78,1 % of children are in kindergartens (SORS, school year 2015/16)



## ENROLMENT RATE OF CHILDREN BY AGE (SORS, SCHOOL YEAR 2015/16)

<b>Total</b>	<b>1 year</b>	<b>2 years</b>	<b>3 years</b>	<b>4 years</b>	<b>5 years</b>	<b>6 or more years</b>
78.1	45.1	69.9	83.7	89.6	92.0	7.3



# ECEC IN SLOVENIA – SOME FACTS

- funding: municipality budgets, parents' fees (depending on their economic situation) and other sources
- preschool education staff: pre-school teacher (ISCED 6 (2011)) and pre-school assistant (ISCED 3 (2011)) in the group
- the national Kindergarten Curriculum is a flexible and open document, based on a developmental-process approach implemented in kindergartens
- the Kindergarten Curriculum does not specify levels and skills that children are required to acquire in individual developmental stages. Children's products are not assessed.
- Pre-school teachers observe, analyse and direct child's learning through play. They encourage children to learn, guide them and motivate, explain and clarify issues.



# EXTERNAL EVALUATION

- the Inspectorate for Education and Sport of the Republic of Slovenia
  - oversees the implementation of legislation, other regulations and acts governing the organisation, the appropriate use of public funds and the implementation of educational activities in kindergartens
- the Health Inspectorate of the Republic of Slovenia
  - inspects the implementation of laws and other regulations on health related issues
- the Market Inspectorate of the Republic of Slovenia
  - the safety of the kindergarten's playground
- the National Education Institute of Slovenia
  - introduces, monitors and evaluates new programmes and other novelties in kindergartens



# INTERNAL EVALUATION

**is a regular mandatory annual activity:**

- the headteacher is responsible for the implementation of the self-evaluation
- it forms part of the report of the realization of the Annual Work Plan
- the targeted area of self-evaluation is discussed and chosen at the kindergarten level
- the self-evaluation report is presented to the Kindergarten Council

**other forms of internal evaluation:**

- evaluation of the preschool teacher's work by the headteacher (interviews the staff annually, monitors the educational work and provides advice to preschool education staff, ...)
- The Kindergarten Council annually evaluates the work of the headteacher
- peer observation



# RESEARCH PROJECTS ON THE DEVELOPMENT OF QAA IN PRESCHOOL EDUCATION

- The Quality Assessment and Assurance of Preschool Education (2000 - 2002):
  - the development of indicators incorporated into three levels of quality (structural, indirect and process)
- Self-evaluation in kindergartens: quality assurance (2003 – 2005):
  - case studies of kindergartens from various backgrounds (large/small town, rural, independent kindergartens, and kindergartens at the school)



# A KNOWLEDGE SOCIETY

The role of knowledge and the importance of education in modern society



High expectations which various stakeholders have for the education system



Assurance of higher quality in education and training is a subject of political debate on education at the national as well as at the EU level



At the European level, there is a broad consensus on the need for policies and systems aimed at assuring and enhancing the quality of education





# WHY QUALITY?

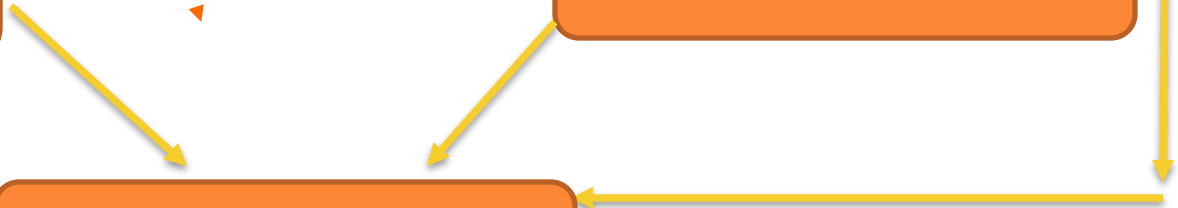
autonomy

fairness and efficiency  
of educational systems

evidence-based  
policy

trust

consistency



# THE EXISTING MODEL OF QAA IN EDUCATION IN SLOVENIA

- Slovenia has been gradually establishing the system of Quality Assessment and Assurance (QAA) for more than a decade (several projects have already been implemented at various levels of education)
- Slovenia today ranks among the countries which partly practise various systems (models) of QAA



# THE BASIC PURPOSE OF THE NATIONAL FRAMEWORK FOR QAA

a dynamic maintenance of quality where it has already been achieved

the development of quality where it is too low

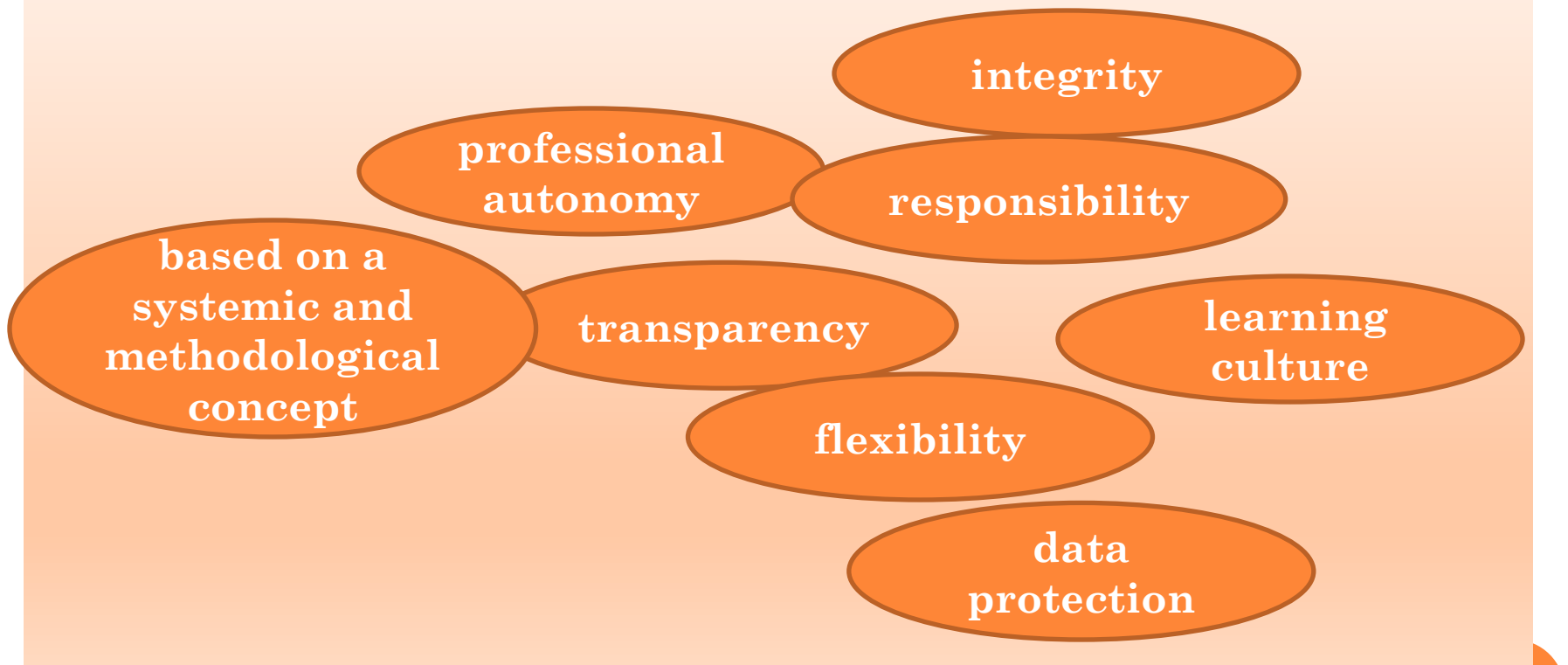


a common concept of QAA at the level of educational institutions, indirect purpose of evaluation at the level of the education system

internal assessment of quality – self-evaluation



# PRINCIPLES FOR QAA - BUILDING A CULTURE OF QUALITY



# AIMS OF THE „ESTABLISHMENT, UPDATING AND PILOT TESTING OF THE QAA MODEL IN EDUCATION“ PROJECT

establish a uniform system of quality assessment and assurance (kindergarten, basic school, upper-secondary school)

unify the understanding of the approach to self-evaluation of schools and kindergartens, taking into account sectoral specifics

strengthen the capacities to implement self-evaluation at systemic, organizational and individual levels



establish cooperation between the Ministry of Education, Science and Sport and expert cores in order to provide a continuous (even after completion of the programme) and effective operation of the QAA system

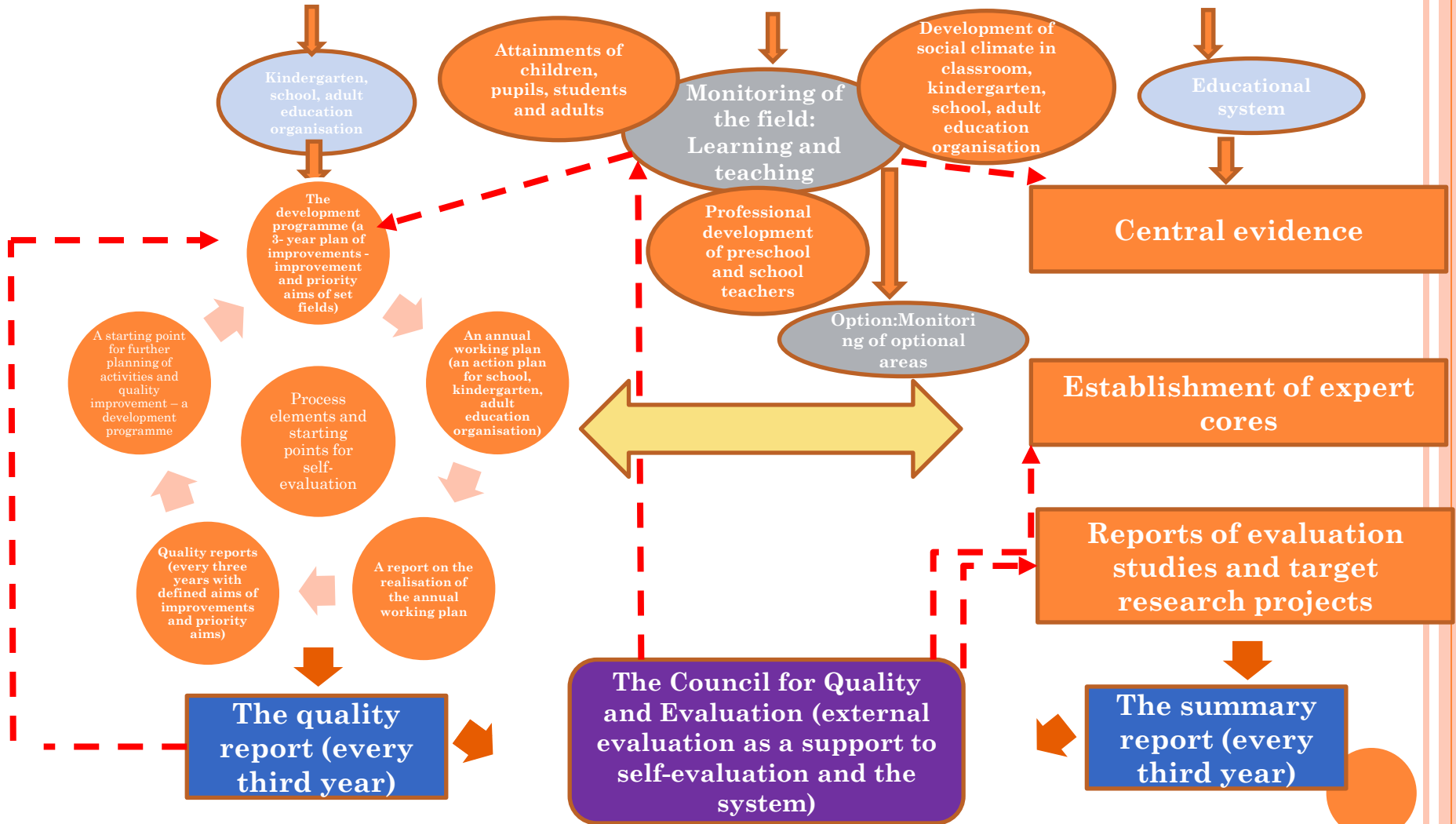
develop and prepare selected obligatory and optional referential frameworks and indicators for the implementation of improvements and the related self-evaluation of kindergartens and schools

establish expert cores at public institutions to support kindergartens and schools in QAA

develop tools and databases intended for educational organizations - self-evaluation



# QAA IN EDUCATION



# CHALLENGES

- how various aspects of monitoring can be integrated into a single system
- how indicators and instruments can be implemented accurately while the autonomy of kindergartens (and schools) is respected at the same time
- the establishment of expert cores, which will give appropriate support to kindergartens (and schools) for them to monitor processes in QAA
- the establishment of a special department for the evaluation and quality at the Ministry of Education, Science and Sport
- the empowerment and professional growth of head teachers, preschool teachers, teachers and other education staff



THANK YOU FOR YOUR ATTENTION!

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