Short History of School Inspection in Lithuania:

SHIFT & CTRL/SHIFT?

Vilnius
2014-05-26
“First and foremost, a school should become not an object, which is ruled by somebody from outside, but a subject – player, with its own face, pace, traditions.”

Dr. Meilė Lukšienė

Guidelines for education reform in Lithuania, 1993
“Principles of Lithuanian Education – Humanism, Democracy, In-culturing, Renewal (Openness).”

“The main goal of educational reform is an independent and creative individual, whose full potential emerges in school.”

“The result, not the educational process, is centrally controlled.”

General Concept of Education in Lithuania, 1992

“Schools has to be given certain autonomy in management, teaching and public relation” (Concept of national school, 1987)
“Nurturing inspection – is a form of observation of professional activity, which not only collect data about practice (and philosophy), but also use data for improvement”

Nurturing inspection, 1997
“Need” for closing “bad” schools and fire principles
Act on school revise
Closing School Inspection
Implementation of External Evaluation (36%)
Implementing of Self-evaluation (100%)
New Acts on School Supervision and Inspection
Concept of nurturing inspection
Act on School Supervision
General concept of Education
Law on Education
Concept of National School
Complains on education quality
Trials to reduce bureaucracy
Decline of Motivation and Energy
More and more regulation
Creative schools and leaders
Invitation to create
Freedom
Hope and courage
General context
"The history of trials to harmonize a system of internal and external audits lasts already twelve years. Up to now nowhere this succeeds, because finally external audit turned to the one more kind of inspection and its data begun to be used for rating of schools"

Thomas Welsh
Harvard University

(2001)

<table>
<thead>
<tr>
<th>Countries</th>
<th>1995 to 2007 Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lithuania</td>
<td>34 (4.7)</td>
</tr>
<tr>
<td>Korea, Rep. of</td>
<td>17 (3.4)</td>
</tr>
<tr>
<td>England</td>
<td>16 (5.6)</td>
</tr>
<tr>
<td>United States</td>
<td>16 (5.5)</td>
</tr>
<tr>
<td>Slovenia</td>
<td>7 (3.6)</td>
</tr>
<tr>
<td>Hong Kong SAR</td>
<td>4 (8.4)</td>
</tr>
<tr>
<td>Cyprus</td>
<td>-2 (2.9)</td>
</tr>
<tr>
<td>Scotland</td>
<td>-6 (6.8)</td>
</tr>
<tr>
<td>Hungary</td>
<td>-10 (4.7)</td>
</tr>
<tr>
<td>Japan</td>
<td>-11 (2.8)</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>-12 (6.7)</td>
</tr>
<tr>
<td>Romania</td>
<td>-12 (6.2)</td>
</tr>
<tr>
<td>Australia</td>
<td>-13 (5.4)</td>
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<tr>
<td>Iran, Islamic Rep. of</td>
<td>-15 (5.6)</td>
</tr>
<tr>
<td>Singapore</td>
<td>-16 (5.6)</td>
</tr>
<tr>
<td>Norway</td>
<td>-29 (2.9)</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>-42 (5.1)</td>
</tr>
<tr>
<td>Sweden</td>
<td>-48 (4.8)</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>-63 (7.6)</td>
</tr>
</tbody>
</table>

### Decline in 2007

- Difference statistically significant
- Not statistically significant

### Progress in 2007
Achievements of 8th grade students (IEA TIMSS)
Lithuanian Education as it is seen by European Commission

- Early leavers from education and training
- Pupil achievement in science
- Pupil achievement in maths
- Pupil achievement in reading
- Employability of recent graduates
- Adult participation in lifelong learning
- Early childhood education and care

Lithuania - EU target - EU average

© Education and Training Monitor 2013. Country Sheets
Tensions related to the Inspection

Constant improvement vs. Fit to with regulation

Institutional nurturing vs. Control of compliance

Space for creativity vs. Freedom to be lazy

Support of innovations vs. Readiness for innovations

Evaluation costs vs. Costs of improvement

BACK TO THE BASICS FOR THE ANSWER
# Challenges faced by EU and Education

<table>
<thead>
<tr>
<th>Lithuania 2002</th>
<th>EU 2006</th>
</tr>
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<tbody>
<tr>
<td>Freedom</td>
<td>Globalisation</td>
</tr>
<tr>
<td>Globalisation</td>
<td>Rapid change</td>
</tr>
<tr>
<td>Rapid change</td>
<td>ICT revolution</td>
</tr>
<tr>
<td>Information explosion</td>
<td>Demography</td>
</tr>
</tbody>
</table>

Lithuania’s Education Strategy Guidelines, 2002

“Big Mac” for Inspection in a time of changes

**RAPID CHANGES**
There is no chance to react adequately to all changes in a centralized way

**DECENTRALIZATION**
Independent decision making followed by diversity of practice

**EVALUATION OF DIVERSITY**
Do we want to work well?

What does quality mean?

What are we doing to work well?
Do we want to work well?

What does quality mean?

How are we doing?

How do we know?

What are we going to do now?

Attitudes

Agreement

Reflection

Evidences

Improvement

© Lithuania - Scotland
**Changing the Culture**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle</td>
<td>Fear</td>
</tr>
<tr>
<td></td>
<td><strong>Attitude</strong> to work well</td>
</tr>
<tr>
<td>Goal</td>
<td>Compliance</td>
</tr>
<tr>
<td></td>
<td>School <strong>improvement</strong></td>
</tr>
<tr>
<td>Quality</td>
<td>Instruction</td>
</tr>
<tr>
<td></td>
<td><strong>Agreement</strong></td>
</tr>
<tr>
<td>Basis for decisions</td>
<td>Opinions</td>
</tr>
<tr>
<td></td>
<td><strong>Evidences</strong> (data, indicators, standards)</td>
</tr>
<tr>
<td>Style</td>
<td>Administration &amp; control</td>
</tr>
<tr>
<td></td>
<td><strong>Reflective</strong> quality management</td>
</tr>
</tbody>
</table>

*Trust people – improve processes*
Basic trust – is a concept that describes how children learn to feel comfortable putting their own safety in a caretaker’s hands; by developing basic trust, children discover, in turn, how to trust themselves. This depends on the quality of maternal relationship at the first stage of life (0-1 year). The failure will result basic mistrust, a belief that the world is inconsistent and unpredictable.

Erik Erikson (1902-1994)

Psychologically speaking, a healthy society is one where the citizens trust one another while interacting among themselves under culturally accepting guidelines and democratic legal rules. “Basic trust” among citizens disappears when a society is not healthy. In a healthy society, adults also depend on trusting themselves and others to remain functioning citizens.

Vamik Volkan (g. 1932)
Mindsets

Fixed

Intelligence is innate
I have gifts
I’ll always be good at certain things
I’ll never be good at other things

Growth

Intelligence is incremental
I’ve developed talents
My abilities change over time for better or worse
I can learn pretty much anything I put my mind to

© James Nottingham, Stefan Lindström
What matters is what you believe about intelligence

People who believe intelligence comes mainly from **nature** have a ‘**fixed**’ mindset

People who believe intelligence comes mainly from **nurture** have a ‘**growth**’ mindset

Professor Carol Dweck, Stanford
Human factor in management

- **Karl Marx:** growing alienation causes pain and pushes people to act

- **Max Weber:** mighty bureaucracy will destroy sociality

- **Sigmund Freud:** when someone pushes the social pain from the memory to unconsciousness it could destroy the psyche
“Intrinsic motivators versus extrinsic motivators.
Autonomy, mastery and purpose versus carrots and sticks.
And who wins?
Intrinsic motivation, autonomy, mastery and purpose in a knockout.
The science confirms what we know in our hearts.”

From “The puzzle of motivation” at TED conference, 2009

Daniel Pink
One of the 50 most influential business thinkers in the world in 2011
Are Lithuanians ready for autonomous improvement?
Dimensions of national culture

• Uncertainty Avoidance
• Power Distance
• Short- versus Long-Term Orientation
• Individualism versus Collectivism
• Masculinity versus Femininity
• Pragmatic versus Normative
• Indulgence versus Restraint

© Geert Hofstede
**Questionnaire on attitudes**

<table>
<thead>
<tr>
<th>Attitude</th>
<th>←</th>
<th>←</th>
<th>?</th>
<th>→</th>
<th>→</th>
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<tbody>
<tr>
<td>Tasks has to describe what and how to do (Uncertainty Avoidance)</td>
<td></td>
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<tr>
<td>Decisions should be made only by top managers (Power Distance)</td>
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<tr>
<td>Tasks has to describe only the result (freedom to find solution)</td>
<td></td>
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<tr>
<td>Everybody has the right to make certain decisions (shared responsibility)</td>
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</tbody>
</table>
Project on Incentives for Leadership:
Genesis: attitudes to changes
(2005)

Enthusiasm at the beginning of Independence

Complains from trade-unions, teachers’ tiredness, lack of safety and positivism, fall of confidence to managers

Club of Quality Seeking Schools
Association of Socially Responsible Schools
Project on Incentives for Leadership: Genesis: tricky questions

- Where does Lithuania get education managers of all levels?
- **And where do leaders spring from?**
- Is it easy to be a leader?
- Does the system meet leaders favourably?
- Is it worth paving the road for leaders?
Project on Incentives for Leadership:
How is leadership encouraged?

Leaders are not produced, but an environment of secure (safe) risk is created for leaders to take responsibility, to use external support, and to become support to others.
Project on Incentives for Leadership:

**Definition of a Leader**

- Not a principal of the school
- **Everybody can be** a leader in his working place
- The person who not only technically regularly carries out assignments, but is also **able to draw people together for higher quality of services than the minimum level defined by legal acts**
Closing Conference of the First Implementation Stage of the Project “Time for Leaders”

108,960 visits came from 83 countries

<table>
<thead>
<tr>
<th>Country/Territory</th>
<th>Visits</th>
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<tbody>
<tr>
<td>Lithuania</td>
<td>104,882</td>
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<tr>
<td>United Kingdom</td>
<td>922</td>
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<tr>
<td>United States</td>
<td>440</td>
</tr>
<tr>
<td>Germany</td>
<td>300</td>
</tr>
<tr>
<td>(not set)</td>
<td>235</td>
</tr>
<tr>
<td>Denmark</td>
<td>230</td>
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<tr>
<td>Ireland</td>
<td>200</td>
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<tr>
<td>Norway</td>
<td>193</td>
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<tr>
<td>Finland</td>
<td>146</td>
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</table>

Presentation of the Book by Alma Hāldone: Levels

Over 1000 project fans on Facebook

- Over 60 000 returning unique visitors
- Highest visiting 400-500 visitors per day in time of conferences
Modeling Inspection in a time of Diversity: levels of autonomy

• by permission
  not allowed  allowed

• by choosing
  we aren’t ready  we are ready

• by quality
  not successful  successful
Modeling Inspection in a time of Diversity: levels of autonomy

- We aren't ready, not allowed, not successful
- We are ready, full autonomy, successful
MINISTRY OF EDUCATION AND SCIENCE

Pro-activity
Learning
Solidarity

Leadership
Citizenship
Creativity

Empathy
Commitment
Partnership

Teachers personality

Institutional quality culture

Co-operation of subsystems for inclusion
LLL and empowering for labour, civic, cultural life

National Education Strategy 2013-2022
“Rethinking Education”
(p. 2: “In this communication, emphasis is being placed on delivering the right skills for employment, increasing the efficiency and inclusiveness of our education and training institutions and on working collaboratively with all relevant stakeholders”)
Institutional quality culture

I. Strengthening autonomy and accountability of schools
   1. Incentives for leadership
   2. Financial support for (municipality’s) schools improvement projects
   3. Progress reports of schools and municipalities

II. Further development of instruments for monitoring and evaluation of students’ achievements, schools and system
Trust people, improve processes