Project:
TES – Developing Teachers' Evaluation skills
Summary

BilSE-Institute for Education and Research

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Guestrow, January 2007

The Educational System in Germany - General Conditions and Specific Aspects of the State

Within the framework of its responsibilities, the BMBF (Federal Ministry of education and research) has the following tasks in particular:
- Policy and co-ordination issues as well as legislation for non-school vocational education and training and
- legislation on training assistance (Federal Training Assistance Act)
- higher education policy issues
- support for gifted pupils, apprentices in dual vocational education and university students / support for young researchers
- support for exchanges with other countries of apprentices, university students, participants in , vocational education instructors and researchers

At the federal state level the Federal Ministry works with a special instrument: **the conference of ministers for the arts and culture.** This conference is a union of ministers and senators of the federal states in charge of education, universities and cultural issues. It is based on the agreement of federal states. A basic task of the conference is to guarantee the essential maximum of mobility for learners, teachers and scientists by means of consensus and cooperation in whole Germany.

The following duties can be derived:
- to agree the conformity or comparability of certificates and testimonials
- to work towards the securing of quality standards in school, vocational training and university
- to support the cooperation between institution of education, science and culture

Basic structure of the educational system in Germany
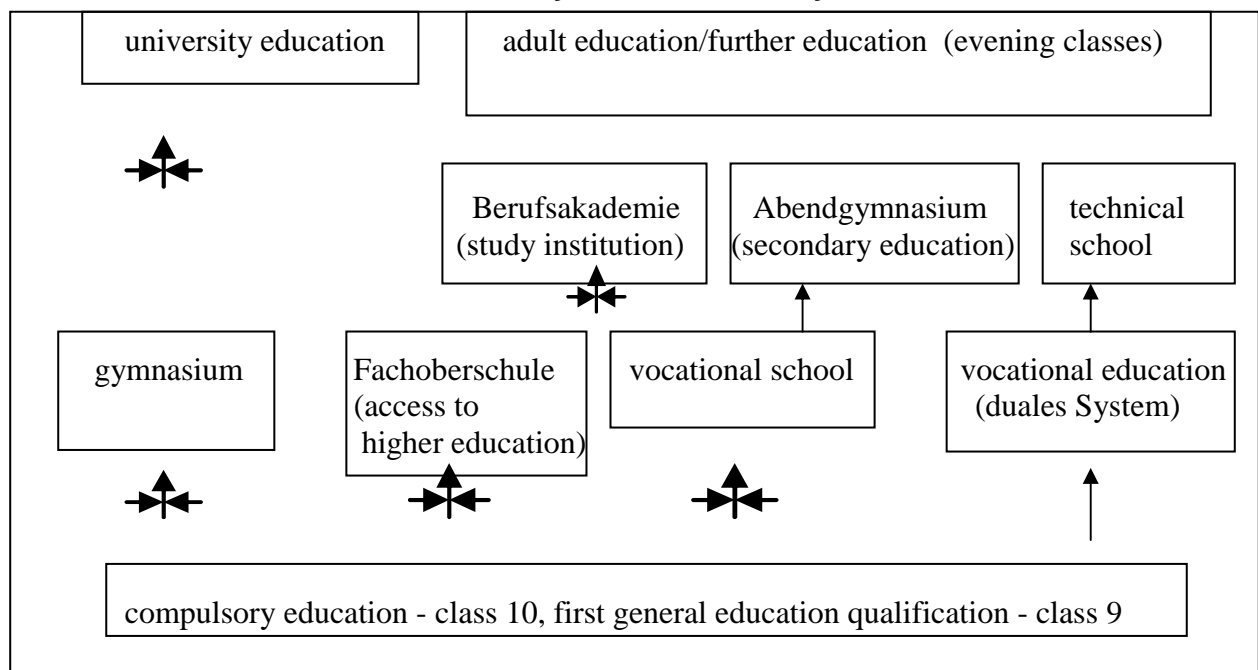
Mecklenburg-Western Pomerania

Responsibility: Ministry of Education, science and culture
- department 2: school and adult education
  - ✓ German Adult Education Association
  - ✓ law of further training
  - ✓ Law for exemption of education in Mecklenburg-West Pomerania
  - ✓ Law of teaching teachers
  - ✓ database for further training contents
  - ✓ Projects and programmes in the fields of Life Long Learning

- department 3: science and research, universities

more information: www.kultus-mv.de

Provider of Adult Education

The basic instrument for bundling educational offers in Mecklenburg-Western Pomerania is a database for further training contents. It is running since 1992. Since the start of this database in Mecklenburg-West Pomerania an area-wide advisory service on further training was build up gradually, promoted by the federal government and the European Social Fund. The legal basis is given by the law of further training (*Weiterbildungsgesetz, WBG M-V*) from April 28th in 1994.

Another basic is the educational network. It is available in the web www.weiterbildung-mv.de and can be online administered by the educational institutions.
The **main duty** of the *database* is a direct, result-oriented, neutral towards responsible bodies and confidential consultation of persons interested in further training. It informs about adequate educational offers related to labour market policy against the background of professional and personal premises for maintenance or acquirement of a job.

Objectives
- Realisation of lifelong learning by further training
- Improvement of learning competencies, both of the learners and lecturers
- Regard of the half life of acquired knowledge under the conditions of a fast-paced knowledge society
- Motivation to use further training as a chance for professional and personal development
- Improvement of the professional competencies of employees
- Improvement and maintainance of companie's ability to compete by long-term planning of further training
- Increasing the self-responsibility of learners
- Improvement of the professional flexibility of young people by combination of professional training and further training
- Prevention of migration of unemployed skilled young workers
- Overcoming of barriers for further training, especially in rural areas

Adult Education - Offers in different fields

- ICT at school
- Seminars in the field of pedagogic, upbringing, Health, Intercultural education,
- E-Learning/distance learning
- Train the trainer

Assessment (AC)

The process of AC has been changed in the last year. Not only the **measurable qualifications** are important to assess, but also the **soft skills** play an important role.
Among the soft skills you find the following **competences**:

- Identity/personality/charisma - Ability to judge - Sympathy - Knowledge of human nature - Self-assurance - Fighting spirit - Conduct of negotiations - Ability to work in a team - Trustable ness - Analytical thinking - Empathy - Creativity	- Ability to integration - Organising ability - Personal responsibility - Time management - Communication pattern - Civility (Höflichkeit) - Motivation, ambition - Critical faculty - Resistant against stress - Self-profiling - Conflict resolution

Content of AC:

Position-fixing *Instrument: "wanted poster"/characteristics* *Structured interviews*	What are my strength/weaknesses? What are my aims/plans? Which possibilities I have? What is positive/negative in my behaviour?
Probation/aptitude test *Instrument: questionnaires, group discussions, role playing*	Different tests to assess the participants
Assessment *Instruments: presentation tasks*	Different practical exercises to be informed about typical criteria of the participants
Planning period *Instrument: talk about results*	Planning the next steps to improve competences, individual career plan

Conclusions

I think in the last years there was a **change in the qualility of assess**ment.
Some years ago the main focus during the assessment was to collect data about the current level of knowledge of the participants, of the current level of qualification. These information was the basic to close the gab of knowledge.

Now we see the main task of AC in getting a general view about the person/participant. **The best way is a combination of checking/assessing the qualification and methods to get a general view about the person.**

But to bring both together is a long process and in our company a lot of the teachers do not see the necessary. That's why they disregard the second part (general view).

That's why we see following tasks in the next month and year:
- Qualification for teachers to become an open mind for new ideas, new learning methods (eLearning, project work)
- Work together with other teachers in our company, to transfer good and proved and tested material in other courses.

questions

- How can we use new ideas or results fro our project to improve the teaching level?
- How can we motivate the different groups of learners to achieve a good results?
- How it is possible to find such indicators in the assessment process to compare equal courses at different institutions of further education?
- Are there any certified checklists or other material, which the teachers can use for their own work?
- How can the teachers find the individual access to the participants of the course? Which qualification do the teachers need in addition to be able to do this job (psychology, methodology, didactics)
- Are the teachers ready to change their methods, to be open mind for new ideas?