

Self-evaluation and the improvement of quality in art schools

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- * **“Virvatuli” (Irrbloss) project**
 - **A project for quality and self evaluation**
- * **Managed by the Association for Basic Education in the Arts, Finland 2009–2011**
- * *The purpose of the Virvatuli project is to provide a model and criteria for self-evaluation.*
- * *These are intended for art schools to use in the development of their activities and to support their statutory evaluation activities.*

The background of the evaluation model

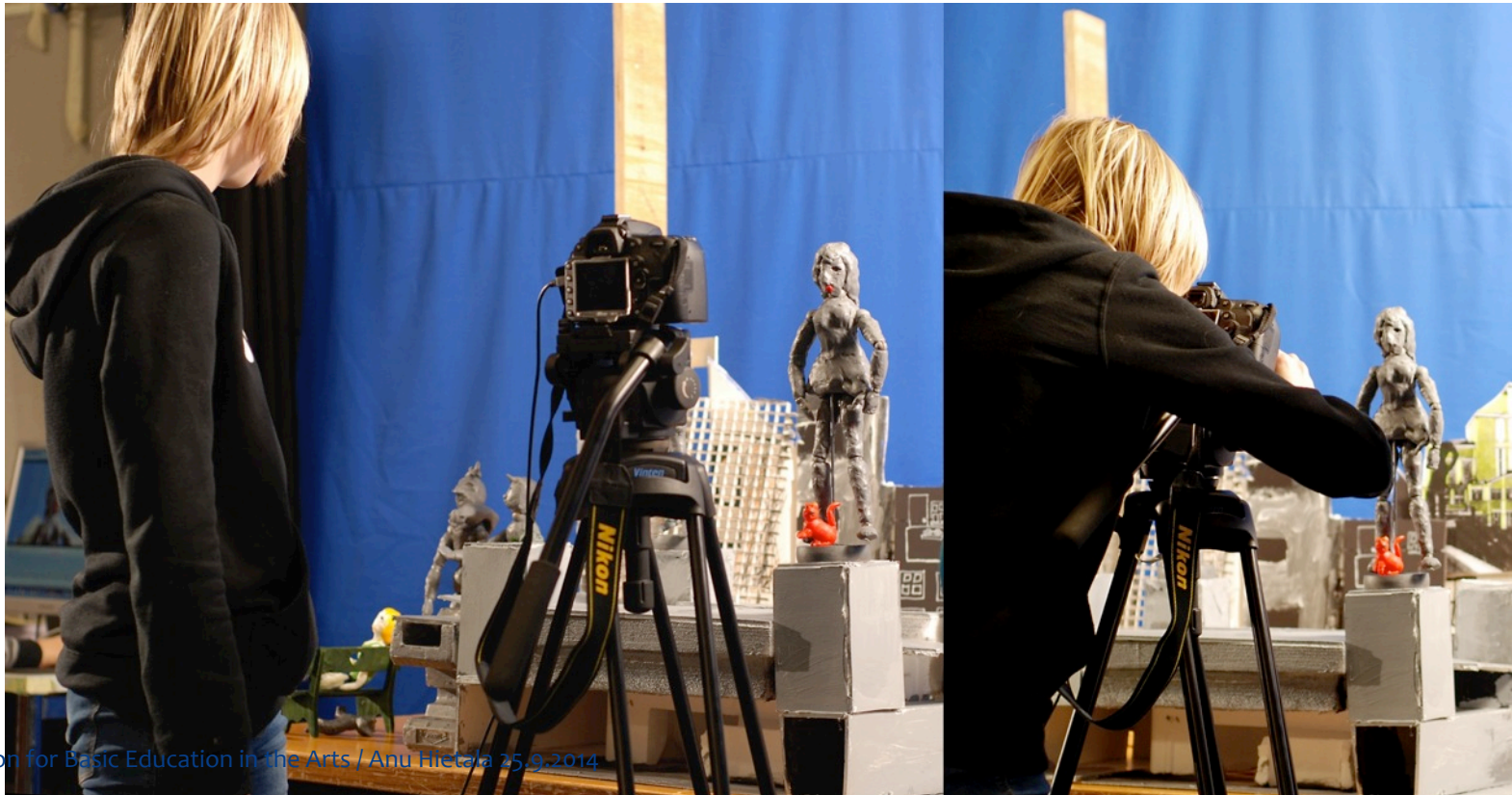
- * The project was managed by the Association for Basic Education in the Arts and funded by the Ministry of Education and Culture.
- * More than 30 representatives of basic art education establishments and associations contributed to the design of the self-evaluation model and criteria.
- * Self-evaluation is ordered by law in all stages of schools in Finland. The quality model “Virvatuli” for art schools is loosely based on the quality improving model for elementary schools (published by Ministry of Education)

The background of the evaluation model

- * The *Virvatuli* model is the first nationwide quality development tool intended for schools in all fields of art.
- * For the purposes of *this quality improving tool*, self-evaluation means the continuous and systematic evaluation of the activities a school engages in.
- * Self-evaluation aims at identifying the strengths and weaknesses of the various areas of activity.

Self evaluation aims at...

- * identifying the strengths and weaknesses of the various areas of activity
- * discusses factors that influence the quality of teaching.



Publications: The Guide book and website



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Elements of the *Quality* model:

- Five general areas of evaluation
- Guidelines on the various stages of the evaluation process (evaluating round)

A guidebook

(in Finnish and Swedish)

- A printed edition (in Finnish)
- downloaded in pdf format at www.artsedu.fi/fi/virvatuli.

Tools for gathering background material

Student questionnaires etc.

Internet based evaluation summary and questionnaires

- free digital application to record the results of the evaluation
- Payed digital application to use the questionnaires to be ordered

5 x Evaluation areas

Evaluation area 1. **Students**

- * - the impact of the school's operation and teaching on the student

5 x Evaluation areas

Evaluation area 1. **Students**

* - the impact of the school's operation and teaching on the student

1. 1. Evaluation item:

Skills and knowledge in an art subject

1. Quality criteria for the first evaluation item:

- a) The technical (motorical) skills of a student in an art subjects have improved
- b) The perception skills and the ability to experience art have improved
- c) The skills of express oneself have improved
- d) The knowledge in an art subject has increased. (Art theory and art history)
- e) The pupils have gained experiences in Presentation both for the own class and the audiences outside the class (meeting the audiences, participating exhibitions)

5 x Evaluation areas

Evaluation area 2. **Teachers**

- * - Teacher competence, which is evaluated by themselves and on a general level with competence surveys and student feedback

5 x Evaluation areas

Evaluation area 3. **Learning environment**

- * - facilities, equipment and materials, conditions for learning, relevance to current issues, organisation of teaching, curriculum work

5 x Evaluation areas

Evaluation area 4. **Management**

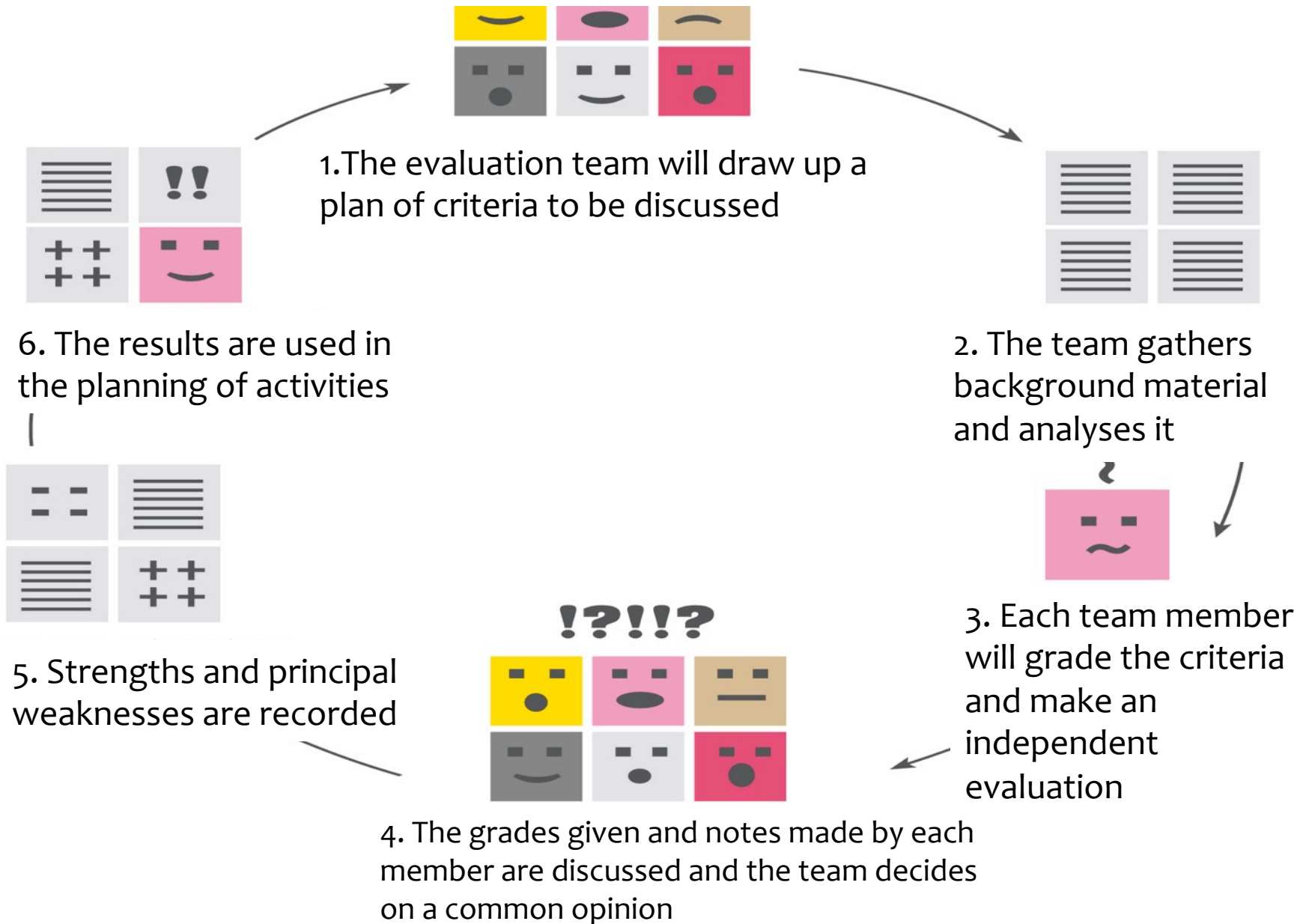
- * - strategy management, artistic and pedagogical management, personnel management, financial management

5 x Evaluation areas

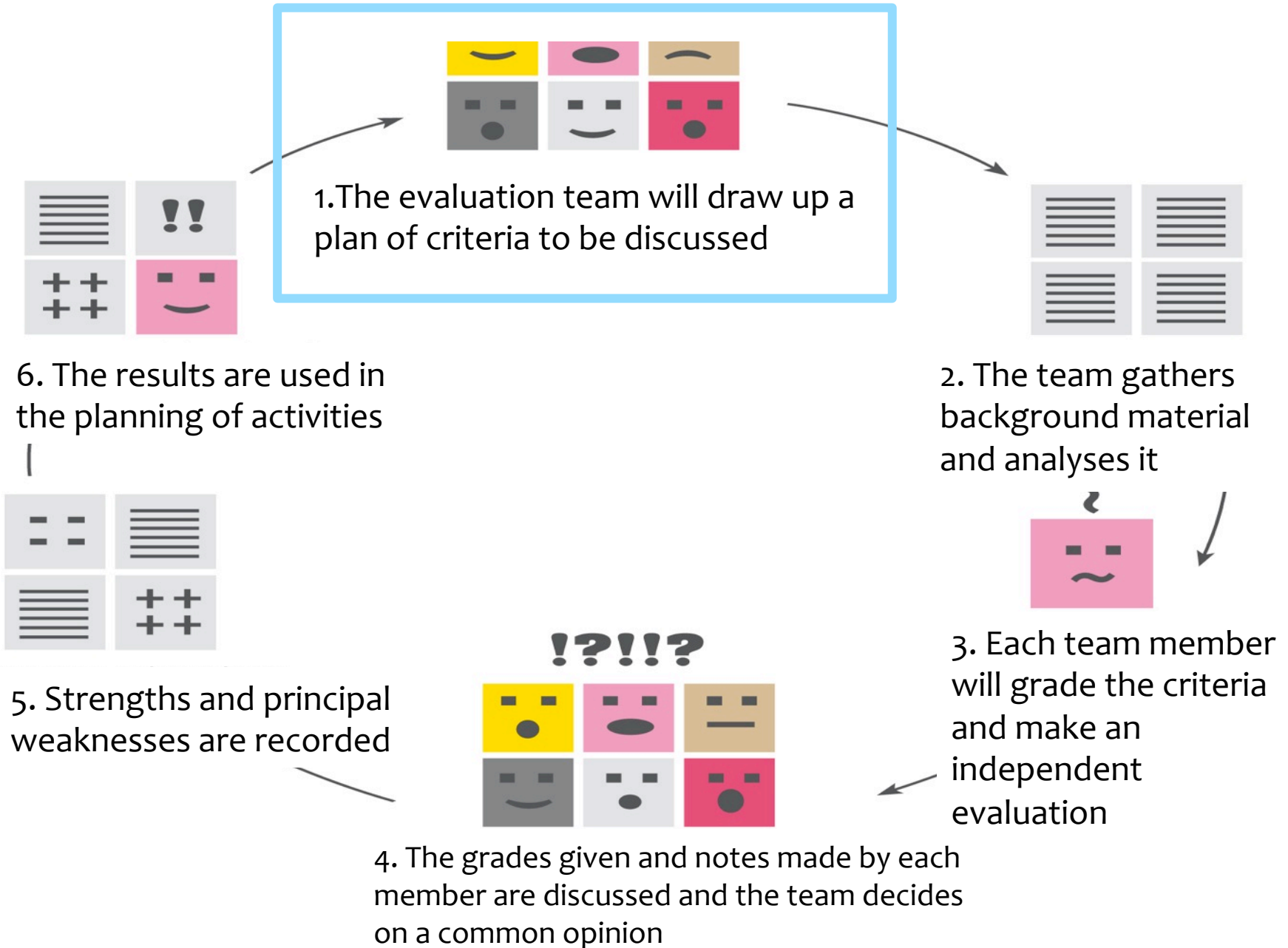
Evaluation area 5. **Cooperation and partners**

- * - engagement and influence within the school, stakeholder cooperation, partnerships and international activities, internal and external communications

Stages of self-evaluation – ‘Evaluation round’:



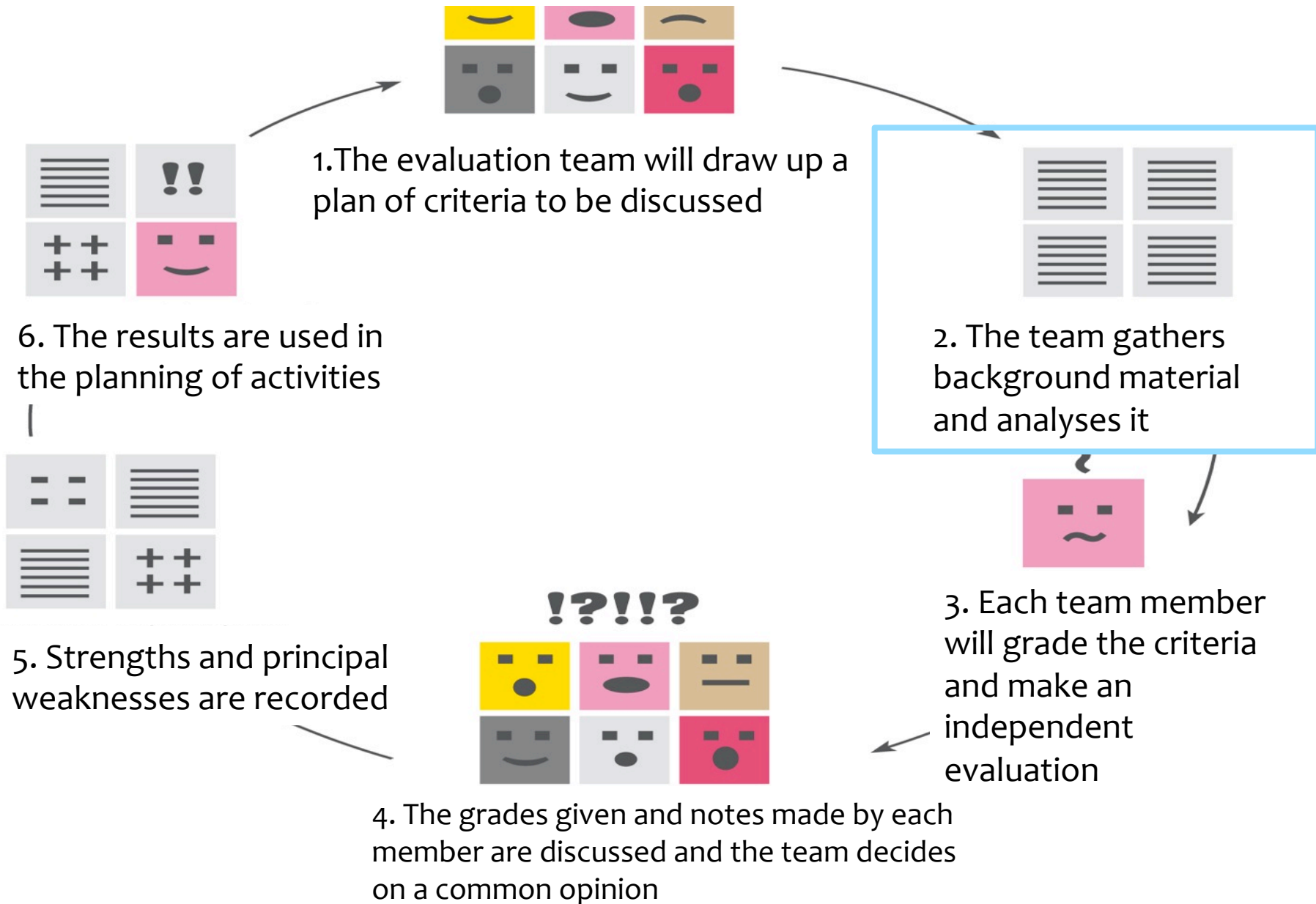
Stages of self-evaluation – ‘Evaluation round’:



An evaluation team will be established

- * At small units, all staff can take part in evaluation. In larger schools an evaluation team should be established, including the head of the school, teacher and other staff representatives and also parent and student representatives.
- * When putting together an evaluation team, the school should assess the motivation of its members and their knowledge of the areas to be evaluated, their evaluation skills and willingness to improve their skills.

Stages of self-evaluation – ‘Evaluation round’:



Tools for gathering background material

Quality-related material:

- * Student questionnaires, e.g. 7–8-year-olds, 9–12-year-olds and 13 and older, by field of art
 - * Questionnaires to parents by field of art
 - * Competence surveys for teachers and office staff
 - * Head's competence self-evaluation
 - * Working environment evaluation by staff
- ...to be continued...

Tools for gathering background material

Quality-related material...continuing:

- * Questionnaire forms for early school leavers and former students
- * Themed questionnaires on sustainable development and equality
- * Other school documents: operating plans, operating reports, etc.

Tools for gathering background material

Statistics:

Basic statistics:

- Financial result
- student numbers
- actual hours
- group sizes
- number of applicants

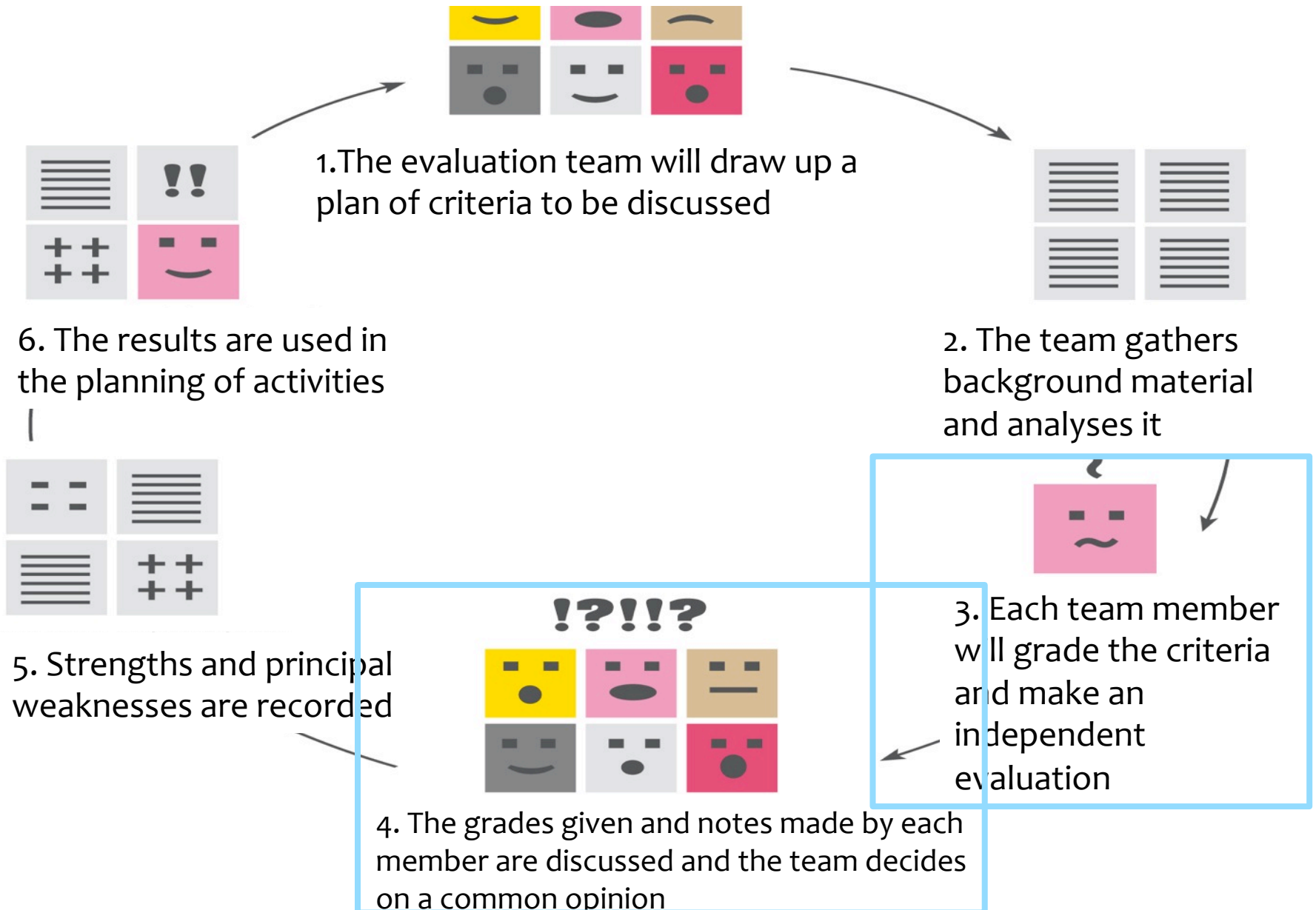
Tools for gathering background material

Statistics / Also:

- * Number of events and publications (opportunities for student to present their work)
- * Attendance rate or duration of studies – what is the average duration of student attendance
- * Proportion of students attending in spring continuing in the autumn or leaving school before end of semester
- * Number of certificates (study skills)
- * Personnel development costs (personnel management)

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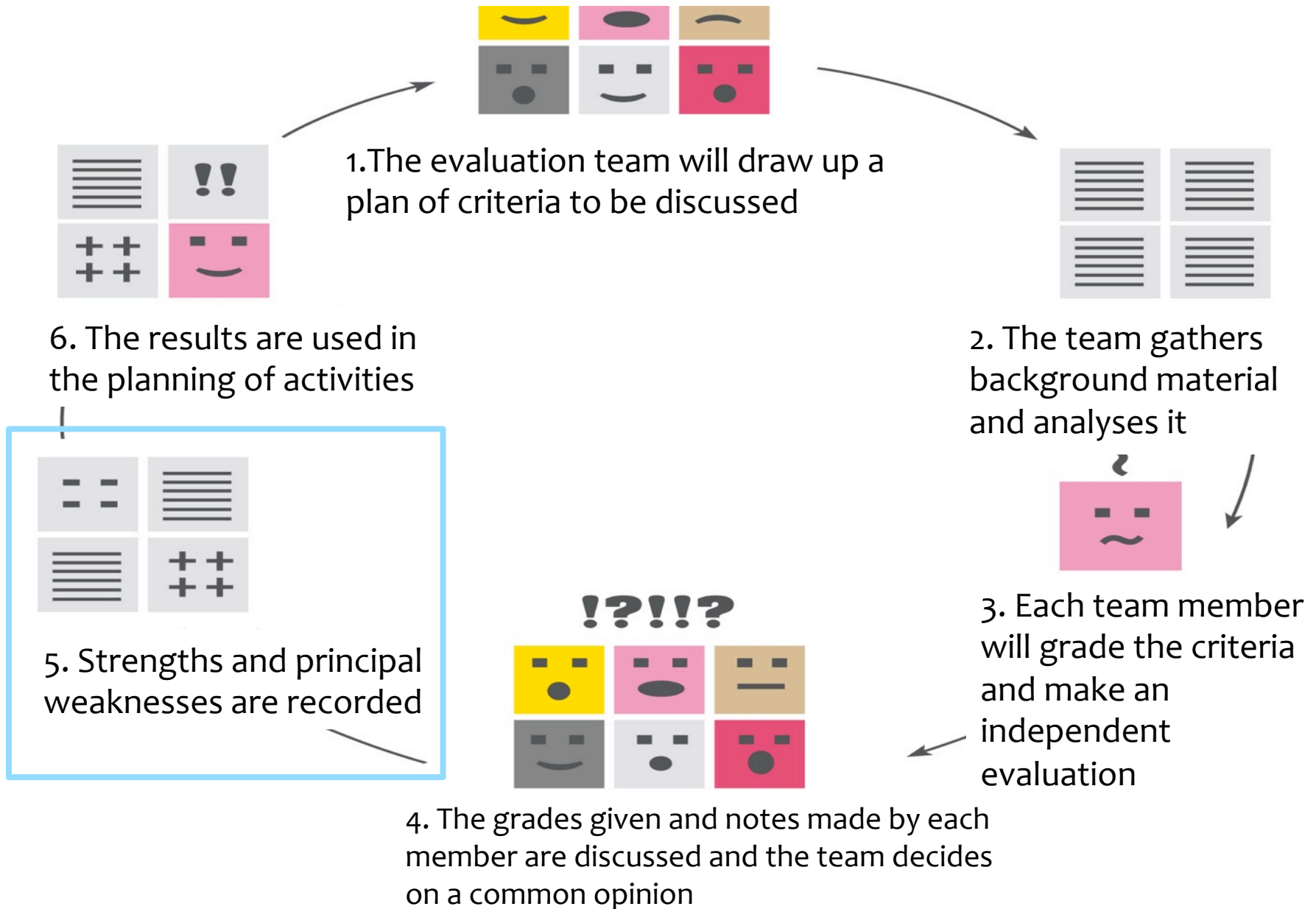
Stages of self-evaluation – ‘Evaluation round’:



Analysis of criteria – evaluation summary

- * Members of the school evaluation team evaluate the school's performance in attaining the evaluation items of each evaluation area first individually and then by team discussion.
- * Grades for criteria evaluation cannot be derived directly from questionnaires, for example.
- * Questionnaires are considered as a whole and in the context of other evaluation background material.

Stages of self-evaluation – ‘Evaluation round’:



Scale for evaluation of activities:

- * 5 = Excellent
- * 4 = Good
- * 3 = Satisfactory
- * 2 = Poor
- * 1 = Fail
- * Do not know = not applicable to our school

Scale for degree of significance:

The evaluation team will also agree how significant each evaluation item is for the school at the time.

5 = Very significant to the school

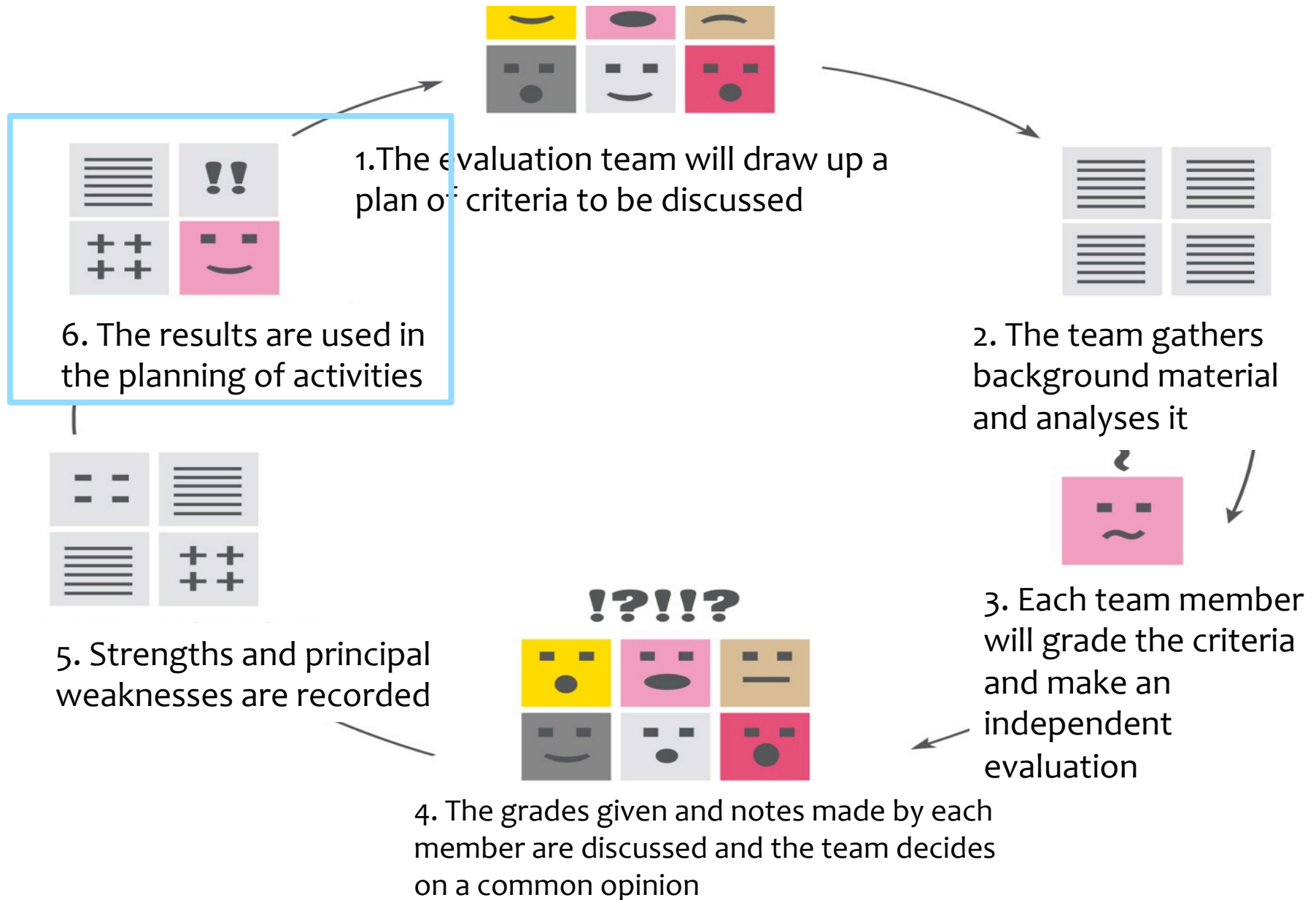
4 = Significant to the school

3 = Somewhat significant to the school

2 = Not very significant to the school

1 = Not at all significant to the school

Stages of self-evaluation – ‘Evaluation round’:





Thank you for your attention!

www.artsedu.fi/fi/virvatuli

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