

## **Introduction to the Closing Conference by Peter Schotte, coordinator of the Comenius Project.**

Dear deputy Mayor, dear Mrs principal, dear colleagues and all you here young of age and young of hart.

Welcome to the final conference of the project Quality @ school

Quality@ school is a European Comenius project with the collaboration of teachers and pedagogical responsible of schools out of 5 different European countries: Catalonia, Portugal, Turkey, Finland and Flanders.

The title covers the whole project

It's about Quality: with synonyms like: superiority – high grade – excellence

More specified: Quality at school:

we tried to find out how we could improve the quality of education.

From the first moment we didn't want to focus on the school management but on the activity in the classroom itself!

That is why we wandered, already from the first meeting, how the grade of excellence in the main activity at school, namely **the interaction between teacher and student, could be increased.**

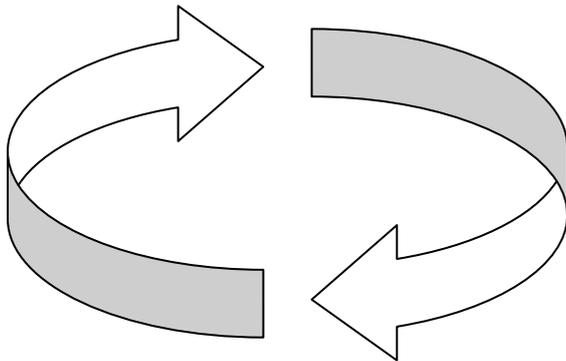
When we looked at **the teacher**, we stood still at items like:

how does he function as organiser of the lessons,

as manager of the classroom,

as coach, as innovator, as evaluator?

And how can we improve that?



Then we looked at the **Students**:  
how is their participation in the lessons?

Do they just sit and listen?

And how critical are they about

themselves and their own activity?

And very important are **Pedagogical methods** / the pedagogical interaction between the two

in what way does the teacher instruct?

what tools does he/she use? And in what way the quality of that method affects the result?

But, because the spectre of fields in education is so large, we had to mark out what fields we would focus on.

After discussion and deliberation we agreed to focus on three subjects:

### **CREATIVE LEARNING**

traditionally: teacher talks, gives instructions, assesses.... Can students learn in another way? Is it possible to learn by playing?

In the second subject we focussed on **SELFEVALUATION AND AUTOCORRECTION** traditionally the teachers tests the students, they correct the test and hand over the result. What is the profit of evaluating yourself – how can you correct yourself with the profit of learning...?

### **TEACHERS LEARN FROM STUDENTS**

traditionally students learn from teachers....

How do you perform as a teacher. Is the way I instruct clear enough?

Is my instruction well structured or is it a chaos....

Students are in the best place to give feedback.

Is it possible to ask it to them? How can you do that in a safe way? And what can you do with the results?

Strategy.

We wanted to find examples of pedagogical activities that increased the quality of education in the three fields.

Those examples increase the quality of learning.

Above that, all activities themselves were critically evaluated and were subjected to the PDCA-quality idea of Edwards Deming.

First we **planned** to collect all examples of good practice and then we exchanged those ideas and all partners tried out those ideas in their own school.

So we did (**do**).

At the next meeting those examples were evaluated (**check**) and adjusted where needed (**act**).

So we could increase the quality of the tool itself and of the education at the whole.

Today you can get informed and about the three big items on education in the classroom.

Before lunch we work in World Cafés.

After lunch we have some workshops so you can experience yourself how the ideas were made to practical and useful examples.

Thank you very much for being here and for your attention and I hope you have an interesting day!