

Quality-Standards and - Criteria of LeaCoMM-Platform and - Offers

Qualitätsstandards und – kriterien
der LeaCoMM-Plattform und –angebote



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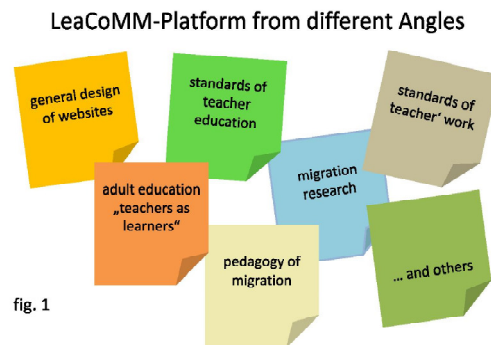
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Preliminary Remarks

Quality-standards serve the purpose to set out in writing a requirements profile so precise that it is possible to evaluate the degree, in which an aim is reached, a task is mastered. Quality-standards in education describe a highly complex area and the description is based on different definitions of terms such as “competences” or “professional qualification” of teachers (European Commission 2013; Piesanen/Väljijärvi 2010).

To define quality-standards and –criteria in view to LeaCoMM means the challenge to link the discussion about general standards for teachers’ work and teacher education with standards referring to educational online-media offers for teachers and with concepts of migrationresearch and –pedagogy (fig. 1).



LeaCoMM means “Learning Community Migration and Minorities: Platform for Teachers and Teacher Educators”.

Objectives and aims of the project

The aim of LeaCoMM is :

- Contribute through the use of an internet platform to the professionalization of teachers’ training in the field migration/ ethnic minorities,
- to focus on key players and leaders of teachers’ education securing dissemination and sustainability of the project results.

To this end, the project partners set the following objectives:

- Establishment of a joint Internet platform on the thematic field of migration / ethnic minorities and school;
- Development of quality criteria along the standards of professional teachers work;
- Sensitization and training of key actors and responsible stakeholder in teachers’ training for the use of the Internet platform;
- its development and integration into the national teachers’ education curriculum in the partner countries;
- Raising awareness of the need for diversity-conscious teachers’ training and advancement of knowledge in the subject area migration / ethnic minorities and school;
- Initiation of a network for the continuation of the international internet platform after project completion in the sense of a learning community and support learning communities to the topic of migration / ethnic minorities and school on a national level.
- Strengthening the capacity for intercultural discourse and international cooperation. (*Application EN p. 6 f*)

How to use the standards?

The standards and indicators described below should help those responsible to verify whether and to what extent these aims and objectives listed above are realized by LeaCoMM-Platform. At the same time they are a contribution to the discussion about quality-standards of educational online-media for teachers (Application EN p. 3 f).

Structure:









- A. Quality Standards and Indicators: ... related to LeaCoMM-Platform
- B. Quality Standards and Indicators: ... related to the offers on LeaCoMM-Platform

Both Capters are divided in seven Sections:





1. Aims and Targetgroups
2. Focus “Migration and Minorities”
3. Foundations: Standards of teachers work and Teacher Education
4. Learning Community
5. Principles of Design/ Usability
6. Principles of Preparation
7. Principles of Technique









A. Quality Standards and Indicators: ... related to LeaCoMM-Platform

Objectives achieved fully  largely  partly  not at all 

Standards (P)	Indicators (I-P)				
1. Aims and Targetgroups					
<p>LeaCoMM- APPLICATION: „Diversity in schools requires a professionalization of teachers in many areas. (...) ... the project aims to look in particular at the qualification of teachers in teachers’ education and the persons responsible for this area in the school administration. (...) The innovative content of the project is the planned use of an internet platform for the professionalization of teachers in the field of migration / ethnic minorities. In addition, LeaCoMMm focuses on the key players and leaders of teachers’ education in order to secure dissemination and sustainability of the project results.“ (Application EN p. 3 and 6)</p>					
Aims and target-groups of LeaCoMM Platform must be transparent and visible	• Is the aim „professionalization of teachers” transparent and visible?				
	• Is the target group teachers, teacher educators, persons in school administration etc. transparent and visible?				
2. Focus “Migration and Minorities”					
<p>LeaCoMM- APPLICATION: “...diversity- conscious training of teachers, which affects both the promotion of immigrants as well as basic value orientations towards others, strangers. (...) With regard to group-related stereotypes and prejudice, xenophobic and racist attitudes, teacher education is faced with the task of creating learning opportunities in taboo areas.” (Application EN p. 6)</p>					
Encouraging diversity mainstreaming with focus on migration and minorities ...	• Awareness of diversity mainstreaming exists?				
	• Offers are oriented towards a inclusive concept of education?				
	• Do we use a migration-/diversity-aware language?				
	• Glossary for appropriate use of language and terminology in the field of migration/ minorities				
	• Information and materials in one or more areas of LeaCoMM: - Language education and use of multilingualism? - Racism-critical design of schools and teaching? - Intercultural / international perspectives on teaching content? - Diversity management in schools and by school administrators?				
Emphasis of importance of systematic reflection on concepts ‘behind’ acting at school	• The emphasis of importance of systematic reflection is visible?				
	• Platform supports critical reflection e.g. of concepts like “Culturalism”, “Othering” etc.?				
	• Do we ensure multi-perspectives in treatment of a topic?				
	• Inter- and multidisciplinary references are integrated or indexed in the offers in every LeaCoMM area?				









3. Foundations: Standards of teachers' work and Teacher Education					
LeaCoMM orientation is towards requirement of professional standards of teachers' work - in the area "Migration and Minorities". Information and materials are oriented towards "aspects of competence" of teachers (s. European Commission 2013 http://ec.europa.eu/education/policy/school/doc/teachercomp_en.pdf)					
The platform appropriates - with focus migration and minorities ...					
3.1. information and materials about (inter)national standards of ...	• professional teachers work?				
	• competences of teachers?				
	• teacher education?				
3.2. information and materials to ...	• enhance knowledge and understanding?				
	• assist development of skills?				
3.3. information and materials to ...	• promote building dispositions?				
LeaCoMM aims to bridge the gap between the "Standards" and "Needs" of teachers	• Standards, competences/ intercultural competences of teachers, "useful" knowledge/ skills, important dispositions are a visible topics?				
The Platform involves teachers to take part in discussion about competences/ intercultural competences, standards, useful knowledge/ skills, important dispositions	• Chance for discussion is given?				
LeaCoMM Platform is connected with institutions of teacher education and school administration to ensure evidence and sustainability	• Connection with institutions of teacher education and school administration is realized?				
4. Learning Community					
LeaCoMM is a virtual learning community ...					
... to enhance professional competences of teachers/ teacher educators in the area migration and minorities	• The aim „to enhance professional competences" by learning community is transparent and visible?				
	• Chance for discussion of what's "necessary and useful" knowledge and understanding, skills and dispositions?				
... for effective sharing of knowledge and experiences, for interaction between teachers, teacher educators, researchers and members of school administration to ensure multi-perspectives in treatment of a topic.	• Platform is visible as a "Learning Community"?				
	• Involvement is realized in view of - Teachers?				
	- Teacher Educators?				
	- Researchers?				
	- Schooladministration?				

<ul style="list-style-type: none"> to make international cooperation in a learning community possible 	<ul style="list-style-type: none"> Platform is visible as “international” learning community in view of <ul style="list-style-type: none"> - multilingual offers? - International cooperation? 				
<ul style="list-style-type: none"> to support a case-based, situated and explorative learning in view of school and education, migration and minorities by <ul style="list-style-type: none"> - interactive working - offering practical tools <u>and</u> theoretical foundations 	<ul style="list-style-type: none"> Interaction/virtual collaboration is realized? 				
	<ul style="list-style-type: none"> Do we take possible existing hurdles of learning of the teachers into account? 				
	<ul style="list-style-type: none"> explorative learning (action research) is realized? 				
	<ul style="list-style-type: none"> Do we give suggestions/examples for transfer good practice examples and knowledge into the own practice? 				
5. Principles of Design/ Usability					
LeaCoMM-Platform ...					
<ul style="list-style-type: none"> is an open educational resource (OER) 	<ul style="list-style-type: none"> Do we work according to the OER principles? 				
	<ul style="list-style-type: none"> Do we collaborate with other providers of OER? 				
<ul style="list-style-type: none"> start site is as signal for aims and targetgroup of LeaCoMM platform 	<ul style="list-style-type: none"> start site as clear signal? 				
	<ul style="list-style-type: none"> Useful animation? 				
	<ul style="list-style-type: none"> Use of log-in is visible? 				
<ul style="list-style-type: none"> makes searching from different perspectives and interests possible 	<ul style="list-style-type: none"> Search engine answers questions of everyday work at school as well as theoretical problems? 				
<ul style="list-style-type: none"> has a clear structure and is simple to operate 	Platform takes into account: <ul style="list-style-type: none"> Security (law & technique) 				
	<ul style="list-style-type: none"> Quickly callable 				
	<ul style="list-style-type: none"> no confusion of names/ keywords 				
	barrier-free <ul style="list-style-type: none"> - Text description of photos and graphic materials 				
	<ul style="list-style-type: none"> - Read-to-listen-function 				
	<ul style="list-style-type: none"> Social media integration 				
	<ul style="list-style-type: none"> Glossary for appropriate use of language and terminology in the field of migration/ minorities 				

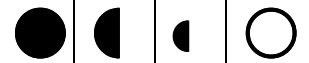
6. Principles of Preparation					
• Copyright is accounted	• Copyright is accounted?				
• Content is peer reviewed	• Transparency of selection criteria?				
	• Peer reviewing by experts ensured?				
• Tagging by an editorial team	• editorial team for tagging?				
• Diversity mainstreaming: to take particular care to active participation of migrants in LeaCoMM	• active participation of migrants in LeaCoMM is visible? (e.g. by biography of authors)				
• Virtual learning community/ platform for collaboration of teachers, teacher educators, researchers	• collaboration of teachers, teacher educators, researchers in preparation the Platform is visible?				
7. Principles of Technique					
LeaCoMM makes technically possible:					
• active participation with transparent rules	• rules for active participation are visible?				
• virtual collaboration oriented to develop materials etc.	• Interaction is possible in each country?				
• internal cross linking with offers in different languages	• Internal Cross linking exists?				
• external cross linking with ministries, institutions etc.	• External cross linking with ministries, institutions etc. realized?				
• multilingual search engine	• multilingual search engine exists?				
• integrated evaluation	• integrated evaluation realized?				

Quality Standards and Indicators: ... related to the Offers on LeaCoMM-Platform

Objectives achieved fully  largely  partly  not at all 

1. Aims and Targetgroups					
LeaCoMM offers information, materials and opportunity for working as Learning Community	<ul style="list-style-type: none"> The offers have various formats (e.g. database, PPT, reader, e-learning-modules etc.) 				
Information and materials are oriented towards the target groups for professionalization of teachers, teacher educators and members of school administration in view of migration and minorities.	<ul style="list-style-type: none"> Information and materials are labeled for (specific) target-groups (teachers/teacher educators etc.) ? 				
	<ul style="list-style-type: none"> Intended purpose is visible? 				
	<ul style="list-style-type: none"> Offers approach to head-teachers and members of school-administration are visible? 				
2. Focus Migration and Minorities					
LeaCoMM Platform supports critical reflection of practice and concepts in view of integration/ separating migrants/ minorities, of “Culturalism”, “Othering” etc.	<ul style="list-style-type: none"> Information and materials refer to the context diversity mainstreaming? 				
	<ul style="list-style-type: none"> Information and materials support critique of use of language use 				
Materials are accessible in one or more of the LeaCoMM areas ...	<ul style="list-style-type: none"> Language education and use of multilingualism? 				
	<ul style="list-style-type: none"> Racism-critical design of schools and teaching? 				
	<ul style="list-style-type: none"> Intercultural / international perspectives on teaching content? 				
	<ul style="list-style-type: none"> Diversity management in schools and by school administrators? 				
Information and materials encourage to ask about “concepts ‘behind’ acting”	<ul style="list-style-type: none"> Information and materials support critical reflection? 				
	<ul style="list-style-type: none"> Information and materials are combined with further questions/materials? 				
	<ul style="list-style-type: none"> Information and materials are embedded in LeaCoMM as “Learning Community” 				

3. Foundations: Standards of teachers' work and Teacher Education



<p>Information and materials are oriented towards requirement of professional standards of teachers' work The offered materials are related to the "aspects of competence" (s. European Commission 2013) http://ec.europa.eu/education/policy/school/doc/teachercomp_en.pdf)</p>					
	<ul style="list-style-type: none"> The professional significance of the used sources is ensured? Information is up to date? 				
<p>Information and materials serve the purpose</p> <p>3.1. to disseminate international knowledge, experiences and politics</p> <p>3.2. to offer knowledge and understanding and to assist development of skills</p> <p>Each in view to ...</p>	<p>3.1. <i>information and materials in view to international and national standards of</i> - professional teachers work?</p>				
	- competences of teachers?				
	- teacher education?				
	3.2. <i>information and materials</i> - to enhance knowledge and understanding?				
	- assist development of skills?				
	• issues of inclusion and diversity?				
<p>Each in view to perspective of migration and minorities with</p>	<ul style="list-style-type: none"> <i>Focus: Teaching Subject?</i> <i>Focus: Teaching and Learning?</i> <i>Focus: Educational science and Educational Policies?</i> <i>Focus: Innovation and school development?</i> <i>Focus: Evaluation processes and methods?</i> 				
	3.3. to promote building dispositions	<ul style="list-style-type: none"> <i>information and materials</i> to promote building dispositions? 			
	Information and materials are connected with offers of formal Teacher Education	<ul style="list-style-type: none"> materials (in particular the e-learning modules) are integrated in formal curricula/modules? 			

4. Learning community					
Information and materials are visible embedded in discussion of the learning community in view of developing ...					
<ul style="list-style-type: none"> dispositions to change, flexibility, ongoing learning and professional improvement, including study and research critical attitudes to one's own teaching (examining, discussing, questioning practices) dispositions to team-working, collaboration and (inter)national networking 	<ul style="list-style-type: none"> Are there offers to discuss/work together in view of everyday questions at school as well as in theoretical problems? 				
	<ul style="list-style-type: none"> Examples for systematic reflection for acting at school? 				
	<ul style="list-style-type: none"> Examples of action research 				
Materials can be used "passive" (e.g. downloads) and "active" (e.g. try out ideas, add to materials)	<ul style="list-style-type: none"> Are there references to further information? 				
	<ul style="list-style-type: none"> Intriguing to gain more ... (e.g. information about courses etc.) 				
	<ul style="list-style-type: none"> Examples of combining practice and theory in teacher education exist? 				
Information and materials encourage discussion and active contribution of teachers, teacher educators, researchers, school administrators	<ul style="list-style-type: none"> Chance to contribute materials is given? 				
	<ul style="list-style-type: none"> Offers encourage to produce alternative materials, to test it in practice to exchange experiences in a "Learning Community"? 				
5. Principles of Design/ Usability					
Information and materials are free	<ul style="list-style-type: none"> OER principles are realized? 				
Information and materials are usable for different needs and interests (e.g. diversity management/head teachers; curriculum/teacher educators) of the target group teachers and teacher educators	<ul style="list-style-type: none"> Indication for specific use and/or part of the target group is visible? 				
	<ul style="list-style-type: none"> keywords according to specific use and/or parts of the target group in each of the material? 				
Information and materials become accessible by (multilingual) keywords/metadata/tagging	<ul style="list-style-type: none"> Keywords/metadata/tagging make accessible the <ul style="list-style-type: none"> Content Use Target group 				
Information and materials visible as "professional" content	<ul style="list-style-type: none"> animation and picture send a „professional“ signal? References are given? 				
6. Principles of Preparation					
Materials are "selfmade" = OER OER Publishing is approved	<ul style="list-style-type: none"> Copyright-Documentation is available? 				
Materials are proofed by experts (teaching/teaching subjects/ migration/ minorities etc.)	<ul style="list-style-type: none"> each material is proved? 				
7. Principles of Technique					
Maintenance of the Platform	<ul style="list-style-type: none"> Links and downloads recognizable and functioning? 				

References

- European Commission (2013): Supporting teacher competence development for better learning outcomes. http://ec.europa.eu/education/policy/school/doc/teachercomp_en.pdf
- Piesanen, Ellen/Väljjarvi, Jouni (2010): Teacher Education Curricula in the EU. FINAL REPORT. Education and Training 2010. Three studies to support School Policy Development. Lot 2. TENDER N° EAC/10/2007. Finnish Institute for Educational Research. http://ktl.jyu.fi/img/portal/17545/TEC_FINAL_REPORT_12th_Apr2010_WEB.pdf?cs=1271922032

Additional Documents

- Council of the European Union (2014): Conclusion on effective teacher Education. http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142690.pdf
- European Commission (2013): Supporting teacher educators for better learning outcomes. http://ec.europa.eu/education/policy/school/doc/support-teacher-educators_en.pdf
- European Commission (2012): Supporting the Teaching Professions for Better Learning Outcomes. COMMISSION STAFF WORKING DOCUMENT. Strasbourg. <http://rur.pascalobservatory.org/sites/default/files/EU%20121120%20COM%20-%2009%20RETH.%20EDUCATION%20-%20ANNEX%20TEACHING%20PROFESS.pdf>
- EUNEC [European Network of Education Councils] (2013): MIGRATION AND EDUCATION. Report of the conference of the European Network of Education Councils. Larnaca, 15-17 October 2012. With the support of the European Commission, DG Education and Culture. Brussels <http://www.eunec.eu/sites/www.eunec.eu/files/attachment/files/report.pdf>