

# Updating the Content of the Training of Specialists of Management Bodies to the Evaluation of the Quality of Education

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**Keywords:** quality of education, assessment of the quality of education, training of education authorities, the system of education quality assessment, management of the quality assessment system, regional and municipal models of education quality assessment

**Abstract:** The article is devoted to the scientific substantiation of the relevance of the content and technologies of training specialists in educational authorities in the field of general education quality assessment. The importance of the requirements for the complex nature of the system for assessing the quality of education is emphasized, which provides for both the presence of the regulatory competencies of a specialist and a wide range of managerial and methodological skills. An integrative approach underlies this problem. It takes into account the peculiarities of different levels of education (general, additional, advanced training), as well as the peculiarities of the activities of a specialist in educational authorities, focused on solving both managerial, organizational, pedagogical, legal, and qualimetric problems and tasks. It is noted that according to the survey of managers, there was no unified understanding of the system, structure, and technology for assessing the quality of education, which makes it difficult to achieve positive results. This dictates the need to analyze different innovative practices in order to identify the optimal understanding of the current state of specialist readiness to master the theory and methodology of education quality assessment. Positive examples of real practice (Leningrad region, Chelyabinsk region, Kirov region, and others) on designing methods for assessing the quality of education are given. The paper takes into account scientific achievements and experience in the development of regional and municipal systems for assessing the quality of education. Moreover, the content of model modular advanced training programs for specialists in government in this area is proposed.

## 1. Introduction

In modern conditions, the problem of formation and development of a unified system for assessing the quality of education still remains relevant. Its improvement is carried out at various levels, both at the federal and regional and municipal levels. The development of a system for assessing the quality of Russian education provides for the formation of new approaches to its improvement, as well as procedures for regulatory and state control, the development of scientific and methodological tools for assessing the quality of education.

The purpose of this article is to implement an integrative approach to analyzing the processes and results of the functioning of educational systems in conditions of high objectivity and validity of conclusions about the quality of education, obtaining and disseminating reliable information about the state and results of educational activities in the field of education quality assessment.

Careful attention to the problem of assessing the quality of education requires special training of specialists of educational authorities, the development of their conceptual and educational activities in the framework of regional and municipal systems for assessing the quality of education.

Since a unified understanding of the quality of education has not yet developed among various subjects of the educational process and among managers, this leads to a difficulty in the interaction between them, generates a mismatch of actions, and complicates the achievement of significant results. Work aimed at a common understanding of the quality of education, structuring actions of managers at all levels in

accordance with the concept of quality of education is carried out within the framework of conceptual and educational activities. The organization of a series of course measures for advanced training of management personnel and the specialists of the Leningrad region on the implementation of management procedures and the assessment of the quality of education (training of quality experts, specialists in audit and monitoring of education quality) can serve as an example.

## **2. Materials and Methods**

The problem-analytical review is the basis for the study of the problem of updating the content and technology of advanced training of specialists of educational authorities. This review implements the methods of content analysis of documents of the regulatory framework for the quality of education, contextual analysis, and selective assessment of real models of regional and municipal experience.

In order to identify the state of the problem being studied in actual practice, we conducted an analysis of the regulatory documents, namely Federal Laws, Government Decisions, Orders of the Ministry of Education and Science of Russia, regional and municipal concepts and models for assessing the quality of general education.

The Federal Law “On Education in the Russian Federation” (FL) in Article 89 “Management of the education system” defines the basic requirements for education management, its quality, the formation of a system of interaction between federal executive authorities, executive authorities of the constituent entities of the Russian Federation and local authorities managing education, strategic planning, educational development [1].

Execution of the Federal Law and its implementation in real educational practice is the direct responsibility of education authorities at the federal, regional, and municipal levels. The specialists of the management bodies are responsible for translating into real practice the main provisions of the State Program on the Development of Education for 2018-2025 [11], which aims to create conditions for the effective development of Russian education, to ensure the availability of quality education that meets the requirements of modern innovative socially oriented development of the Russian Federation.

Thus, specialists working in the education management system should have special training and professional development in the field of mastering the theory and practice of assessing the quality of work of organizations providing educational services. The qualifications of specialists in education authorities are associated with a wide range of competencies – organizational, managerial, communicative, informational, methodological. In modern conditions, the following competencies are particularly relevant: integrative competences in the field of education quality assessment, regulatory and legal processes, and processes related to the development of qualitative and quantitative measurement methods for both student achievement and the conditions for organizing educational activities.

## **3. Results**

In our study, we rely on trends established in actual practice and on scientific approaches in the field of assessing the quality of modern education. The main trends in the development of the quality education system include: a change in the understanding of the quality of education in modern conditions; comprehensive consideration of quality assessment issues; development of new elements of the education quality assessment system; conducting a wide range of monitoring studies of the quality of education at the national, regional, municipal and international levels as a basis for making management decisions; using the cluster model as a tool for assessing the state of educational systems. All this is reflected in the legal regulation of the activities of the authorities at the regional and municipal levels, allowing to solve the problems facing the field of education, considering the current state of the system for assessing the quality of education both in the country and in a separate region, municipality.

Relying on the achievements of the theory and practice in the development of the system for assessing the quality of education, we will describe the main requirements for the managerial and legal competence of specialists in educational authorities.

The specialist must have special knowledge and skills, managerial skills that characterize the modern integrative nature of the quality assessment system, which includes consideration:

- Socio-cultural aspect of the management of the quality assessment system (QAES), the development of social science, the patriotic qualities of the individual;
- Personality-psychological aspect (development of the general cultural and intellectual potential of a person);
- Regulatory aspect (the mechanism of law enforcement and regulation of the implementation of uniform requirements at the federal, regional and municipal levels of education quality assessment);
- Organizational and managerial aspects, implementation of strategic directions for the development of the education system and the activities of individual levels of education (quality of basic education, educational conditions, education outcomes, etc.), analysis of the conditions for implementing the system for assessing students' individual achievements (results of the Unified State Exam, olympiad, etc.).

For the above aspects characterizing the complex nature of the quality assessment system, the innovative nature of the specialist's activities in this area is a system-forming factor, which implies knowledge of the factors and conditions of the current stage of the modernization of society.

According to V. P. Panasyuk [2, pp. 5-6], these factors and conditions include:

1. The effects of introducing educational standards of a new generation, a new wage system, the development of financial and economic independence of educational institutions, the expansion of the public component of management, etc.;
2. The quality of education is considered as a complex indicator synthesizing all stages of personality formation;
3. Changing the understanding of the quality of education. In the system of market relations, quality is considered from the standpoint of its compliance with the requirements of the consumer (the needs of students, their parents, the labor market, etc.);
4. Development of new elements of the education quality assessment system as a combination of internal and external assessment;
5. The use of multi-level system modeling in the construction of management systems and the assessment of the quality of education and its analysis;
6. A broad understanding of educational achievements (the dynamics of educational achievements, attitudes towards academic subjects; key (non-subject) competences (cognitive, social, informational, etc.);
7. Education satisfaction; degree of participation in the educational process (active work at the lesson, participation in extracurricular work, absenteeism, etc.); further education and graduate career.

The requirements and tasks for the training of education authorities include the development of their readiness to ensure: the interconnection of various specialists in the field of education quality assessment; generalization of regional experience in organizing and conducting procedures for assessing the quality of education; the construction of typical models of a regional system for assessing the quality of education; creating typical information database models to ensure the assessment of the quality of education; selection of indicators, criteria, parameters, measures used in the framework of certification procedures.

For specialists of education authorities, analysis of the results of the implementation of the model for assessing the quality of education in actual practice is essential. For example, in the document "Regional Model for Assessing the Quality of General Education (Chelyabinsk Region)", it is noted that this analysis is an objective condition for the correction and improvement of the overall quality assessment system. The results of the implementation of the regional model for assessing the quality of general education are applied with [6]: conducting certification of teachers in the region's education system for the highest, first qualification categories; accreditation of educational organizations; planning regional studies of individual achievements of students and regional monitoring; identifying priority areas for further training of teachers and managers of the general education system; determining the scope of government assignments for the professional development of teachers; planning and implementing an assessment of the effectiveness of the

implementation of regional education development programs; informing citizens about the quality of education provided by the regional network of educational institutions of general education; forming (improving) the regional regulatory framework that determines the functioning and development of the regional system for assessing the quality of education (in the subsystem of general education); assessing the effectiveness of the activities of local governments exercising administration in the field of education in terms of exercising authority in terms of ensuring the quality of general education.

The modular advanced training program “Quality Management in Education Based on the Implementation of the Regional Model for Evaluating the Quality of General Education” can be used as the basis for developing the managerial competence of specialists in the field of education quality assessment. The content of the program is aimed at improving the skills of managers of educational institutions, managers, and specialists of local governments exercising management in the field of education for the development of professional competence in the field of modeling municipal systems for assessing the quality of general education. The program includes the following blocks:

1. The module “Methodological bases of management and evaluation of the quality of education”;
2. The module “Regulatory requirements for the procedure and maintenance of the assessment of the quality of education”;
3. The module “Substantial and procedural components of the education quality assessment system”;
4. The module “Organizational conditions of regional and municipal education quality assessment systems”;
5. The module “Innovative practices in developing a quality management system for educational organizations in the context of their reform” [3, 6. 10].

#### **4. Discussion**

As a debatable problem, we can name the solution of the issue of creating a unified Center of Qualifications in the field of expert activity in the analysis and assessment of the quality of education. The complexity and integration of this activity implies the development of a new profession in education management – qualimeter – a specialist in quality. The need for in-depth specialized training in the field of qualimetry of most specialists in the field of education quality management is debatable. Our selective questionnaire survey of education management personnel strictly regulating their management activities in certain areas of educational regulatory framework confirms this opinion.

#### **5. Conclusion**

In our opinion, the problems of organizational, legal, scientifically-methodical, managerial regulation of the system for assessing the quality of education should be reflected in the content of the programs for advanced training and retraining of personnel for educational management services at the regional and municipal levels.

As a result of special training specialists can be focused on: developing a system of regional studies of the quality of general education; creating mechanisms for assessing the quality of education in the main disciplines at the levels of primary general, basic general, and secondary general education, including the collection of contextual data; creating an assessment fund for conducting procedures for monitoring and assessing the quality of general education; ensuring the functioning of the monitoring system for assessing the quality of general education at the regional and municipal levels; establishing the mechanisms for public involvement in the assessment of the quality of general education.

#### **6. Acknowledgments**

This study was conducted by the Federal State Budgetary Institution “Institute of Education Management of the Russian Academy of Education” in the framework of the state task No. 073-00089-19-01 of January 16, 2019 on the topic “Problems and Features of Law Enforcement and Regulation of the Activities of Education Authorities in the Field of Quality Assessment of General Education”.

The authors are grateful for the useful advice and the presented materials to the vice-rector for scientific work of the Vologda Institute for Educational Development, Doctor of Pedagogical Sciences, prof. Panasyuk, V. P., the head of the Department of Vocational Rducation, Ph.D., prof. Toporovsky V. P., and the head of the Center for Quality Assessment and Innovative Development of Education of the Leningrad Regional Institute for the Development of Education, Ph.D. Zhukovitskaya, N. N.

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