Key words: field hockey, physical preparedness, playing roles, physical skills, preparation stage, scale of assessment

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EDUCATIONAL EFFECTIVENESS AND QUALITY ASSURANCE IN ALTERNATIVE EDUCATION

The article deals with the issue of quality assurance in alternative schools in EU countries. The goal of the research in general is to compare alternative education systems in traditional EU countries and those joining during two last enlargements in terms of school environment using Early Childhood Environmental Rating Scale (ECERS). The research was carried out at two stages – theoretical and practical. For the years 2008 – 11 the author has studied the theoretical approaches to alternative education and peculiarities of legislation in 4 EU countries and Ukraine. The author visited 34 alternative schools of different kinds in Poland, France, Germany, and Bulgaria and collected data for the comparative analysis. The results were presented at ECER 2011 in Berlin.

Key words: education, educational effectiveness, quality assurance, alternative education, EU countries.

Statement of the problem. Alternative education, also known as non-traditional education or educational alternative, includes a number of approaches to teaching and learning other than mainstream or traditional education. While some have strong political, scholarly, or philosophical orientations, others are more informal associations of teachers and students dissatisfied with some aspect of mainstream or traditional education. Educational alternatives, which include author's schools, charter schools, alternative schools, independent schools, and home-based learning vary widely, but often emphasize the value of small class size, close relationships between students and teachers, and a sense of community.

The aim of the paper is to provide the results of the study of educational effectiveness and quality assurance in alternative education in four EU countries.

Statement of the main research material. There aren't any definite criteria for defining educational institution as alternative. It's necessary that there should be a point which is not practiced by traditional education systems or which is rejected by them. There are some points taken into consideration when defining some groups in which one element is traditional and the other one is alternative:

- as to the funding source schools may be state and private;
- as to the education objectives schools may be comprehensive, transgressive, holistic etc.;
- as to the attitude to religion schools may be secular and religious;

- as to the contingent schools may have segregation and inclusive organization;
- as to having the author's concept schools may be traditional and author's.

Educational alternatives are often rooted in various philosophies that are fundamentally different from those of mainstream or traditional education. Yet there exists scant evidence as to whether or not these ventures actually work or, indeed, as to how they might be evaluated. It might be useful to compare some of the lessons of alternative education [6, 101]. The common things uniting these ventures are that they wish to escape from formal structures, they 'guarantee' the child almost complete freedom by deinstitutionalizing and de-formalizing the education process. The problem for educationalists is how does one go about evaluating the quality of these experiences.

But «quality» itself is not a neutral word. It is a socially constructed concept, with very particular meanings, produced through what we refer to as the discourse of quality. The discourse of quality has influenced the childhood research field over the last 30 years or so. It has generated many studies, mainly American, although an increasing number are coming from other countries, indicating the spread of the discourse of quality in the childhood field. In this material we deconstruct this discourse, look for its origins and analyse its application to the alternative education field where it has become a dominant discursive regime.

Quality and its evaluation can thus become an integral part of a new control system, assuming a policing function [4, 27], so that the power that decentralization gives away with one hand, evaluation may take back with the other [7, 27]. So, in the field of alternative education we can see a growing body of experts – researchers, consultants, inspectors, evaluators and so on – whose job is to define and measure quality. Increasingly, we rely on this expert system to make judgments for us about the services we want or need for ourselves and our children.

We look to these experts to tell us that what we are getting is a good quality. Increasingly overloaded, we seek reassurance rather than understanding; we want the guarantee of expert assessment instead of the uncertainty of making our own judgments.

The discourse of quality has an obvious appeal as part of a search for clear, simple and certain answers underwritten by academic, professional or other authority. Part of us may know we need to learn to live with uncertainty – but another part of us may still desire objectivity and a quest for stable criteria of rationality. The investigator is seen to be able to adopt an objective, value-neutral position with regards to the subject matter under investigation. This scientific detachment is made possible by the use of research tools and methodologies, which serve to limit the personal contact between researchers and researched and provide a safe guard against bias [1, 67–81].

The process of specification of criteria, and their systematic and methodical application is intended to enable us to know whether or not something achieves the standard. Central to the construction of quality is the assumption that there is an entity or essence of quality, which is knowable, objective and certain truth waiting to be discovered and described.

The discourse of quality values and seeks certainty through the application of scientific method that is systematic, rational and objective. At the heart of this discourse is a striving for universality and stability, normalization and standardization, through what has been termed criteriology, the quest for permanent or stable criteria of rationality founded in the desire for objectivism and the belief that we must somehow transcend the limitations to knowing that are the inevitable consequence of our sociotemporal perspective as knowers.

Since its emergence on the scene in the early 1980s the discourse of quality has been applied to the field of alternative educational institutions in a number of ways, including research, measures, standards and guidelines on good practice. These have all involved, in various forms, the development and application of criteria, to enable evaluation of the standards or performance of childhood institutions. These criteria mainly fall into three groupings: structure, process and outcome.

Evaluation criteria in alternative education

P. Williams, a reviewer of the different approaches to quality in childhood services, concludes that every approach «can be analysed in terms of its Input, Process and Outcome» although he adds that «some methodologies are stronger on one aspect than another» [8, 17]. In particular, outcome criteria are less often evaluated, mainly because there are difficulties, financial and methodological, in collecting and interpreting data about children's development and performance in a way that enables it to be neatly related to the performance of childhood institutions. For example, in the real world children may attend a number of different institutions during their early childhood making it difficult to tease out the outcomes from attending any one particular institution; and a child's development needs to be tested both before starting to attend an institution and after leaving to get a clear idea of the impact of that particular institution. Consequently, structural and process criteria have been used as a proxy for outcomes, so that researchers and others often identify quality with characteristics of care facilities that correlate with favourable scores on developmental tests.

One of the main consequences of this research has been to establish relationships between some structural and process criteria on the one hand, and some outcome criteria: «research in child development and early childhood education has identified several clear indicators of quality care, defined in terms of their predictive significance for children's development» [5, 99].

Another product of this research work within the discourse of quality has been the development of measures which have come to be used by many researchers as a tried and tested means of assessing quality.

The best known and most widely used example is the Early Childhood Environmental Rating Scale (ECERS) (http://ers.fpg.unc.edu/node/82). The ECERS was developed by two American early childhood specialists, Thelma Harms and Richard Clifford, in the early 1980s and has been described by its authors as «a relatively short and efficient means of looking seriously at the quality of the [early years] environment … [covering] the basic aspects of all early childhood facilities». Designed for use in a variety of forms of early childhood institution in the United States, a country with a very particular economic, social, cultural and political context, it has nevertheless been used increasingly in other countries across the world by both researchers and practitioners and seems set to become a global standard and the basis for an increasing body of cross-national comparisons of early childhood institutions.

The Early Childhood Environment Rating Scale provides an overall picture of the surroundings that have been created for the children and adults who share an early childhood setting. The ECERS consists of 43 items that assess the quality of the early childhood environment including use of space, materials and experiences to enhance children's development, daily schedule, and supervision. This 43 item scale covers seven categories (table 1).

Each item is ranked from 1 to 7. A ranking of 1 describes inadequate conditions while a ranking of 7 describes excellent conditions. A training video, instructor's guide, and video guide and training workbook are available to assist with training.

The goal of the research in general is to compare alternative education systems in traditional EU countries (represented by France and Germany) and those joining during two last enlargements (represented by Poland and Bulgaria) in terms of political, scholarly, or philosophical orientations, class size, relationships between students and teachers, and a sense of community etc. Special attention is paid to the problem of assessment and measuring quality of alternative educational institutions in comparison with traditional (mainstream institutions). As the raised problem is too wide we first of all paid attention to the school environment and took the ratio of the data got at the selected alternative schools to corresponding data from the mainstream schools.

Selection of Schools

Three groups of countries were selected for participation in this study. These were France, Germany, Poland, andBulgaria. The choice of countries was prompted by the fact that Germany and France are the countries with long traditions of alternative schooling, in Poland and Bulgaria the alternative schools started appearing mainly in late 80s of the previous century. The

schools under analyses were the alternative institutions of secondary education (for children between 5 or 6 and 10 or eleven).

Table 1

The Early Childhood Environment Rating Scale

Space and Furnishings	1. Indoor space 2. Furniture for routine care, play and learning 3. Furnishings for relaxation and comfort 4. Room arrangement for play 5. Space for privacy 6. Child-related display 7. Space for gross motor play 8. Gross motor equipment
Personal Care Routines	9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices
Language-Reasoning	15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language
Activities	19. Fine motor 20. Art 21. Music/movement 22. Blocks 23. Sand/water 24. Dramatic play 25. Nature/science 26. Math/number 27. Use of TV, video, and/or computers 28. Promoting acceptance of diversity
Interaction	29. Supervision of gross motor activities 30. General supervision of children (other than gross motor) 31. Discipline 32. Staff-child interactions 33. Interactions among children
Program Structure	34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities
Parents and Staff	38. Provisions for parents 39. Provisions for personal needs of staff 40. Provisions for professional needs of staff 41. Staff interaction and cooperation 42. Supervision and evaluation of staff 43. Opportunities for professional growth

Selection of Classrooms

A sample of 8 alternative classrooms was observed. They were randomly selected for observations (2 classrooms at each school).

Selection of Participants

All teaching staffineach selected classroom. However, in order to collect more in-depth demographic information (e.g.,languages spoken by teachers and children in their classroom), we chose to interview the head orlead teachers in each classroom, because such staff typically set the tone and style for classroomactivities and interactions. In the 8 observed classrooms, 23 teaching staff were observed and interviewed.

Directors.

We interviewed the director of each school to ensure that a person with anoverview of center operations and access to center records could provide details about salaries,turnover and staff qualifications. Directors' job definitions varied depending on the size andstructure of each school. In some cases, directors or assistant directors worked in the classroom, in others, the director's role involved minimalclassroom contact and focused primarily on administrative tasks.

Measures

Measures included observational instruments routinely used to observe and assess the school quality and teacher-child interaction as well as interview protocols for teaching staffand center directors adapted or developed for the study.

Classroom Observations

We focused on whether programs included developmentally appropriate materials,activities and interactions around seven content areas, as detailed in Table 1 and scored on a seven-point scale: 7=excellent, 5=good, 3=minimally adequate and 1=inadequate. Even-number scores indicate that some of the requirements of the higher rating are met,but others are not. We calculated scoresbased on the average of all items.Than we found the ratio of the data got at the selected alternative schools to corresponding data from the mainstream schools. The ratio which is more than 1 demonstrated the environmental conditions better provided at the analyzed alternative classrooms; less than 1 – the mainstream classrooms provided the better school environment. The further comparisons were based on the obtained ratios serving the ground for some conclusions.

Interviews

Directors provided information about the turnover,compensation and professional background of all staff employed at their schools. The teachers in each classroomprovided information about school practices related to inclusion and diversity, and thelinguistic match among children, their parents and staff.

Procedure

Following an initial phone call to directors, research assistants contacted the directors againby phone to make appointments to collect data at the schools. In each center, data collectionbegan with a two-hour classroom observation. In order to ensure that their scoring was not influenced by each other'sperceptions of the classrooms, researchers were instructed not to discuss the observations.Following the observation, the research assistants arranged to interview the teachersabout their own background, their language skills and the languages spoken by children in theirclassroom. The director interviews occurred following theobservations.

In summary, the results of this study establish:

• a correlation between alternative schools and a positive school environment in traditional EU countries and those that joined in the last enlargement;

• higher levels of each factor for the alternative schools as compared to the conventional school in these countries.

The results were summarized in the table 2 where are shown the scores in each item in the 1 – 7 scale for 2 alternative schools (AS1 and AS 2), 2 mainstream schools (MS1 and MS2) in each country, the mean value, and the ratio received by dividing the MS scores by AS scores. The analysis of the study results is based on the ratio and depends on whether the ratio is more or less than 1.

School Environment

At first we scored on a seven-point scale the areas dealing with Space and Furnishings at AS and CS of two traditional EU countries. Then we did the same at AS and CS of two new EU countries.

In the section dealing with Space and Furnishings the comparison showed better alternative schools results in organizing Furnishings for relaxation and comfort and availability of Room arrangement for play. These were equally expressed in both traditional and new EU countries.

Moreover, alternative schools of the new EU countries demonstrated better school environment in terms of Room arrangement for play (1.6), Space for privacy(2.7), Child-related display (1.7) in comparison with the same things in conventional schools.

The section dealing with Personal Care showed the higher ratio in the new EU countries in which analyzed alternative schools were better than conventional in Greeting/departing (1.6), rest (2.2) and Toileting (2.5). We'd like to draw your attention to the fact that it doesn't mean that the mentioned care components were organized in a worse fashion in the first group of countries. The results can be explained by better conditions created for children at conventional schools in comparison with those created in the second group of countries (compare: 5:3.5; 5:2.5; 5:2)

Table 2

The distribution of scores and ratios by countries

		Germany and France							Poland and Bulgaria						
		AS 1	AS2	mean value	MS 1	MS 2	mean value	**ratio**	AS 1	AS2	mean value	MS 1	MS 2	mean value	**ratio**
Space and Furnishings	1. Indoor space		5	5	5	5	5	**1**	5	4	4.54	4	4	4	**1.1**
	2. Furniture for routine care, play and learning		5		4	4	4	**1.4**	3	5		3	2	2.5	**1**
	3. Furnishings for relaxation and comfort		5	6.5	3	4	3.5	**1.6**	4	4	4	4	4	4	**1.6**
	4. Room arrangement for play		6	3.5	6	6	6	**1.1**	5	4	4.5	2	1	1.5	**2.7**
	5. Space for privacy		4	4.5	3	4	4	**1.1**	4	4		3	3	3	**1.7**
	6. Child-related display		4	4.55	4	4	5	**0.91**	5	5	5.54	5	5	5	**1.1**
	7. Space for gross motor play		4	5	5	5	5		6	4		3	3	3	**1.3**
	8. Gross motor equipment		5		5	5	5		4						
Personal Care Routines	9. Greeting/departing		5	5	5	5	5	**1**	5	6	5.5	4	3	3.5	**1.6**
	10. Meals/snacks		6	6.56	5	5	5	**1.31**	5	5	5	4	4	4	**1.2**
	11. Nap/rest		6	.5	5	5	5	**.3**	6	5	5	2	3	2.5	**2.2**
	12. Toileting/diapering		7	7	5	5	5	**1.4**	5	5	5.5	2	2	2	**2.5**
	13. Health practices		6	6	5	5	5	**1.2**	6	5	5	4	5	4.5	**1.2**
	14. Safety practices		5	5	5	5	5	**1**	5	5	5	5	5	5	**1**
											5.55				
Language-Reasoning	15. Books and pictures	4	3	3.5	5	6	5.5	**0.6**	3	3	3	4	5	4.5	**0.7**
	16. Encouraging children to communicate	7	7	7	4	5	4.5	**1.6**	5	6	3.5	2	3	2.5	**2.2**
	17. Using language to develop reasoning skills	5	4	4.5	5	5	5	**0.9**	6	6	5.56	5	5	5	**1.2**
	18. Informal use of language	6	6	5.6	4	3	3.5	**1.8**	4	5	4.5	3	4	3.5	**1.3**

Category	Item														
Activities	19. Fine motor	4	4	4	4	4	4	**1**	3	2	2.5	1	2	1.5	**1.7**
	20. Art	7	6	6.5	4	3	3.5	**1.9**	6	6	6	4	5	4.5	**1.3**
	21. Music/movement	5	7	7	6	5	5.5	**1.3**	7	7	7	5	5	5	**1.4**
	22. Blocks	7	4	4.5	2	3	2.5	**1.8**	5	6	5.5	3	4	3.5	**1.6**
	23. Sand/water	7	7	7	3	3	3	**2.3**	6	6	5	2	2	2	**3**
	24. Dramatic play	7	7	7	2	3	2.5	**2.8**	5	7	5	3	2	2.5	**2.4**
	25. Nature/science	7	7	7	4	4	4	**1.8**	5	6	6	4	3	3.5	**1.6**
	26. Math/number	3	4	3.5	6	6	6	**0.6**	3	3	6	6	7	6.5	**0.5**
	27. Use of TV, video, and/or computers	3	4	3.5	5	5	5	**0.7**	5	6	5.5	5	5	5	**1.1**
	28. Promoting acceptance of diversity	4	4	4	6	5	5.5	**0.7**	3	3	3	3	3	3	**1**
Interaction	29. Supervision of gross motor activities	6	5	5.5	4	5	4.5	**1.2**	4	4	4	2	3	2.5	**1.6**
	30. General supervision of children (other than gross motor)	6	6	6	5	5	5	**1.2**	5	6	5.5	3	4	3.5	**1.6**
	31. Discipline	3	2	2.5	5	6	5.5	**0.5**	1	2	1.5	6	6	6	**0.3**
	32. Staff-child interactions	7	6	6.5	4	4	4	**1.6**	6	6	6	4	3	3.5	**1.7**
	33. Interactions among children	6	6	6	4	4	4	**1.5**	5	6	5.5	3	3	3	**1,8**
Program Structure	34. Schedule	2	3	2.5	5	6	5.5	**0.4**	2	2	2	6	6	6	**0.3**
	35. Free play	5	5	5	2	3	2.5	**2**	6	6	6.5	3	3	3	**2**
	36. Group time	5	5	5	4	4	4	**1.3**	6	5	5	3	4	3.5	**1.6**
	37. Provisions for children with disabilities	6	5	5.5	6	6	6	**0.9**	4	5	4.5	2	1	1.5	**3**

Parents and Staff														
38. Provisions for parents	5	5	5	5	5	5	**1.1**	4	4	4	3	2	2.5	**1.6**
39. Provisions for personal needs of staff	5	5	5	4	5	4.5	**1.1**	5	5	5	3	3	3	**0.6**
40. Provisions for professional needs of staff	6	7	6.5	4	4	4	**1.6**	6	6	6	4	3	3.5	**0.6**
41. Staff interaction and cooperation	6	7		4	4	4		5	5	5	4	4	4	**0.8**
42. Supervision and evaluation of staff	6	5	6.5	6	6	6	**1.6**	6	6	6	5	6	5.5	**0.95**
43. Opportunities for professional growth	5	4	6.5 5.5 4.5	6	6	6	**1.6 1.9 0.7**	5	5	5	5	5	5	

In the *Language-Reasoning section* the main advantage of alternative schools was unanimously expressed by encouraging children to communicate (1.6 and 2.2), and informal use of language (1.8 and 1.3), while the use of books and pictures was eliminated (0.6 and 0.7).

The *Activity Section* demonstrated that the activities prevailing at alternative schools of both groups of countries in comparison with conventional schools are more aimed at: Art (1.9 and 1.3), Music and movement (1.3 and 1.4), Blocks (1.8 and 1.6), Sand/water (2.3 and 3), Dramatic play (2.8 and 2.4), Nature/science (1.8 and 1.6). The conventional schools rated much higher at. Math/number (0.6 and 0.5), Use of TVvideo, and/or computers (only in traditional EU countries) (0.7),Promoting acceptance of diversity (0.7 and 1).

The *Interaction section* rating proved that the stronger things about alternative schools are: Supervision of gross motor activities (1.2 and 1.6), General supervision of children (other than gross motor) (1.2 and 1.6), Staff-child interactions (1.6 and 1.7), as well as Interactions amongchildren (1.5 and 1.8). But discipline is not the strong point of freedom based classrooms.

As the *Program Structure Section* shows, Free play (2 and 2), and Group time (1.3 and 1.6) are important components of alternative schooling. Schedule (0.4 and 0.3) is hidden in a way. Some interesting observations concerned Provisions for children with disabilities which were actually of the same level at both AS and CS at the traditional EU countries, but 3 times better at AS in the new ones.

Parents and Staff are better treated at AS of the traditional EU countries in terms of Provisions for personal needs of staff (1.1), Provisions for professional needs of staff (1.6), Staff interaction and cooperation (1.6), and Supervision and evaluation of staff (1.9), while alternative schools of the new EU countries are better than conventional in provisions for parents (1.6).

Students' characteristics of school atmosphere

The interviewed children characterised the atmosphere of their school in terms of being cooperative, constrained, tense, relaxed, pressured, trusting, demanding, respectful, anxious, and democratic (figure 1).

Figure 1: School Atmosphere
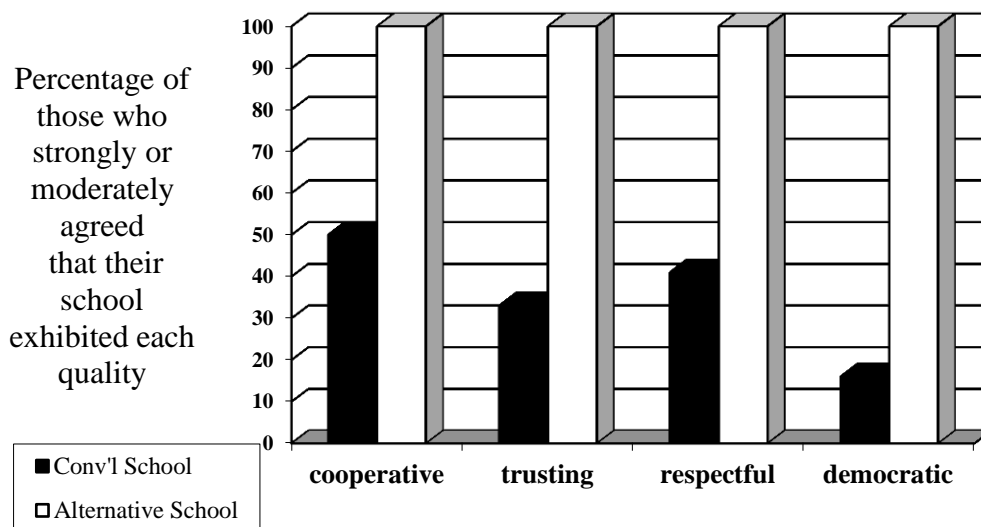
As shown in Figure 1 of the children surveyed from freedom-based schools strongly or moderately agreed that their school was cooperative, trusting, respectful, and democratic.

Pupils from the conventional school showed much lower numbers for those descriptors: 50% strongly or moderately agreed that the school was cooperative, 33% considered it trusting, 41% considered it respectful, and only 16% strongly or moderately agreed that their school was democratic.The conventional school rated much higher than the freedom-based schools for negative environmental indicators including constrained, pressured, and anxious.

The conclusions. While the sample size of this study is too small to lead to generalizations about alternative or conventional education, this study suggests that freedom-based environments are of extraordinary value to pupils. The study showed that the conditions created for pupils at alternative schools of both traditional and new EU countries are better than at conventional schools in: room arrangement for play, meals/snacks, nap/rest, toileting/diapering, health practices, informal use of language, art, music/movement, nature/science, supervision of gross motor activities, general supervision of children (other than gross motor), group time, intraction between children.

The emphasis is laid on: furnishings for relaxation and comfort, encouraging children to communicate, blocks, sand/water, dramatic play, staff-child interactions, free play.

That can be explained by the mission of those alternative schools. Though different they all saw their task in supporting anti-autoritarian idea, deinstitutionalizing, de-formalizing the education process. The location is also of great importance: 2 of them were located near lakes, 1 was a boarding school pleasantly placed in a park, another one was in a small people friendly town. All of them were independent, that is they were financed by parents (Poland and Bulgaria), and got an additional state funding (Germany and France).

The situation at conventional schools is important for understanding the alternative ones. The conventional schools in the traditional EU countries provided more freedom, more use of TV, video, and computers and stressed diversity than in the new ones. We were surprised to see that provision for pupils with disabilities at conventional schools of the new EU contries were poor. The conventional schools rated much higher at math/number, schedule and discipline.

We've only demonstrated the application of *Process* criteria referring to school environment. Since the procedure covers the basic aspects of all childhood facilities, it can be used in a number of ways by child care facilities, primary schools, parent cooperative preschools, private schools, playgroups, Church related schools, author's schools and school improving projects. For instance, if used as a self-study/self improvement guide, inadequate or minimal scores on the scale indicate areas for emphasis in training and learning. The ECERS can also be used as a pre and post test measure to assess the impact of training and continuing education. The data collected can also be used for comparing schools of different types.

We realize that *Structural* and *Outcome* criteria are also of great importance and our further research is focused at their application.

Among other indicators of quality are: the school board and the community; school management of finances; reporting pupils' progress; learning support; leadership; planning for improvement; expectations and promoting achievement; equality and fairness; accommodation and facilities; staffing; provision of resources; structure of the curriculum; courses and programmes; teachers' planning; the teaching process; pupils' learning experiences; meeting pupils' needs; assessment as a part of teaching; self-evaluation; staff review and development.

Additional studies that include a larger sample of schools, pupils and teachers and a randomized method for gathering responses can lead to greater understanding of the differences between conventional and alternative education. Such studies can also provide the hard data that can help skeptics, politicians, educators, and parents understand the powerful significance of a freedom-based approach to education.

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АНОТАЦІЯ

Заболотна О. А. Ефективність освіти і забезпечення якості в альтернативній освіті.

У статті привернуто увагу до питань, пов'язаних із забезпеченням якості альтернативної освіти у країнах Європейського Союзу. Загальною метою дослідження є порівняння систем альтернативної освіти у традиційних країнах ЄС і країнах, які приєдналися до ЄС упродовж двох останніх хвиль розширення. Порівняння шкільного середовища виконано на основі Рейтингової шкали оцінювання шкільного середовища. Дослідження проведено в два етапи: теоретичний і практичний. Упродовж кількох років автор вивчала теоретичні підходи до альтернативної освіти і особливості законодавства щодо неї в чотирьох країнах ЄС і в Україні. Автор відвідала 34 альтернативні школи різних типів у Польщі, Франції, Німеччині і Болгарії і зібрала матеріали для порівняльного аналізу, результати якого було представлено на Європейській конференції освітніх досліджень у Берліні (2011).

Ключові слова*: освіта, ефективність освіти, забезпечення якості, альтернативна освіта, країни ЄС.*

РЕЗЮМЕ

Заболотная О. А. Эффективность образования и обеспечение качества в альтернативном образовании.

В статье рассмотрены вопросы, связанные с обеспечением качества альтернативного образования в странах Европейского Союза. Общей целью исследования является сравнение систем альтернативного образования в традиционных странах Европейского Союза и странах, которые присоединились к ЕС во время двух последних волн расширения. Сравнение школьной среды проведено на основании Рейтинговой шкалы оценивания школьной среды. Исследование проведено в два этапа: теоретический и практический. На протяжении нескольких лет автор изучала теоретические подходы к альтернативному образованию и особенности законодательной базы по отношению к нему в четырёх странах ЕС и в Украине.

Автор посетила 34 альтернативные школы различных типов в Польше, Франции, Германии и Болгарии и собрала материал для сравнительного анализа, результаты которого были представлены на Европейской конференции образовательных исследований в Берлине (2011).

Ключевые слова: образование, эффективность образования, обеспечение качества, альтернативное образование, станы ЕС.

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ТЕХНОЛОГІЧНЕ ЗАБЕЗПЕЧЕННЯ ФОРМУВАННЯ ПРАВОВОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ

У статті на основі синтезу компетентнісного підходу та принципів контекстного навчання запропоновано технологію формування правової компетентності майбутнього вчителя в навчально-виховному процесі університету. Цілісний процес технологічного забезпечення формування правової компетентності майбутнього вчителя представлено підготовчо-пропедевтичним, змістово-діяльнісним та рефлексивно-діяльнісним взаємопов'язаними етапами. Визначено мету, завдання, методи та форми організації навчальної діяльності студентів на кожному етапі, виявлено основні підходи до структурування правової діяльності та роль поетапного формування правових знань студентів для успішної професійної діяльності в майбутньому.

Ключові слова: компетентнісний підхід, контекстне навчання, правова підготовка, технологія, правова компетентність, майбутній учитель, правова діяльність.

Постановка проблеми. В умовах масштабної розбудови правової держави в сучасній Україні правова освіта набуває особливого значення для формування правової культури і правосвідомості особистості, її вмінь легальними засобами правомірно діяти в різноманітних життєвих ситуаціях. Тому правова компетентність учителя стає обов'язковим складником його професійної компетентності, що дозволяє характеризувати педагога як успішного суб'єкта педагогічної діяльності, як менеджера освітніх послуг.

Аналіз практики викладання правових дисциплін у вищих педагогічних навчальних закладах показує, що дидактично-виховний потенціал для формування правової компетентності студентів, закладений у навчально-виховному процесі використовується недостатньо. Ця проблема багато в чому зумовлена тим, що в системі правової підготовки майбутніх учителів недостатньо розробленим є технологічне забезпечення освітнього процесу, пов'язане з переходом від домінуючих сьогодні методів трансляції та репродукції знань до інноваційних педагогічних технологій.

Аналіз актуальних досліджень. У вітчизняній і зарубіжній науці розроблено теоретичне підґрунтя для розв'язання зазначеної проблеми.