

Connoisseurship and Continuous Professional Development –

Quality Assuring Inspection Processes an Outcomes

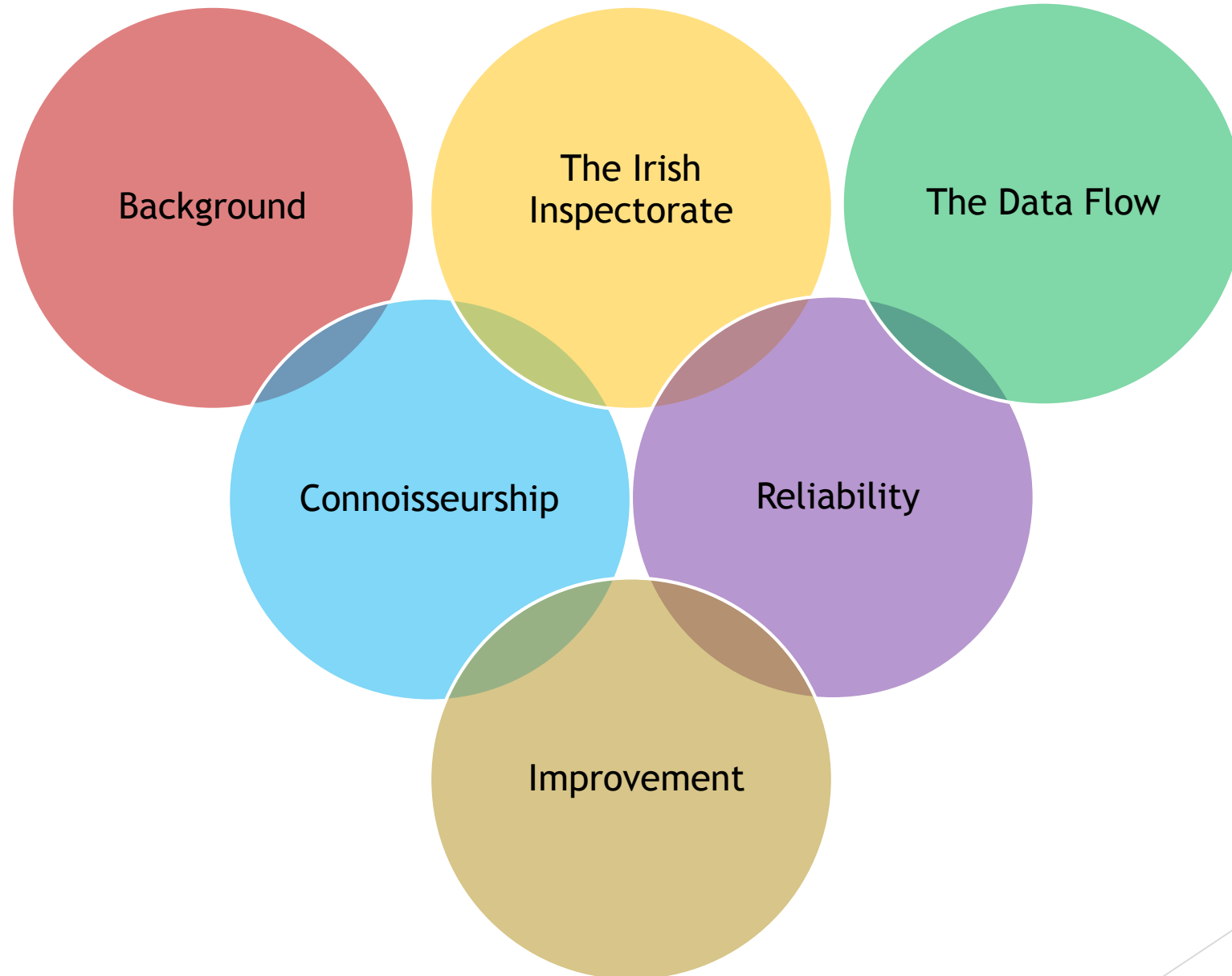
SICI Workshop ● Antwerp ● November 2014

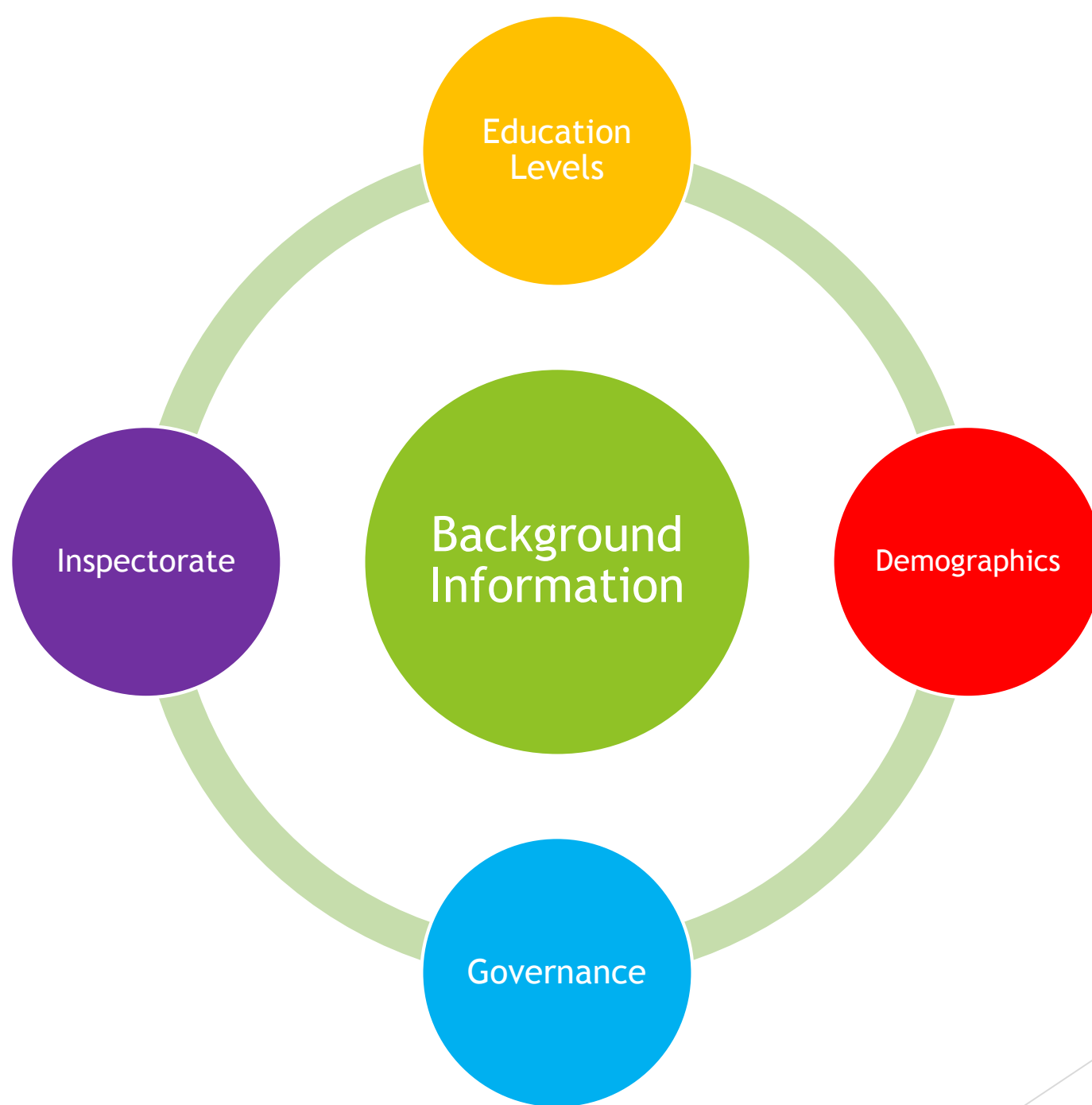
Mr Martin Lally, Assistant Chief Inspector

Mr Gerard Quirke, Senior Inspector

¹
Department of Education and Skills, Ireland

Presentation Outline





Various roles of the inspector

(ref G Donaldson & W Homeier Bratislava memo)

- ▶ Enforcer
- ▶ Assurer
- ▶ Mitigator of risk
- ▶ Catalyst
- ▶ Knowledge broker
- ▶ Capacity builder
- ▶ Partnership builder
- ▶ Agenda setter
- ▶ Preserver/creator of the space for innovation

Code of Practice for the Inspectorate

“Effecting improvement in the education of learners is at the heart of our purpose and work.

We aim to promote high standards in teaching and in the learning outcomes and experiences of the students in schools.

We strive to enable those learning organisations to improve the quality of the education they provide.”

Source: (Code of Practice for the Inspectorate - Revised Draft, 2014)

Code of Practice - *Four key principles*

- ▶ A focus on learners
- ▶ Development and improvement
- ▶ Respectful engagement
- ▶ Responsibility and accountability

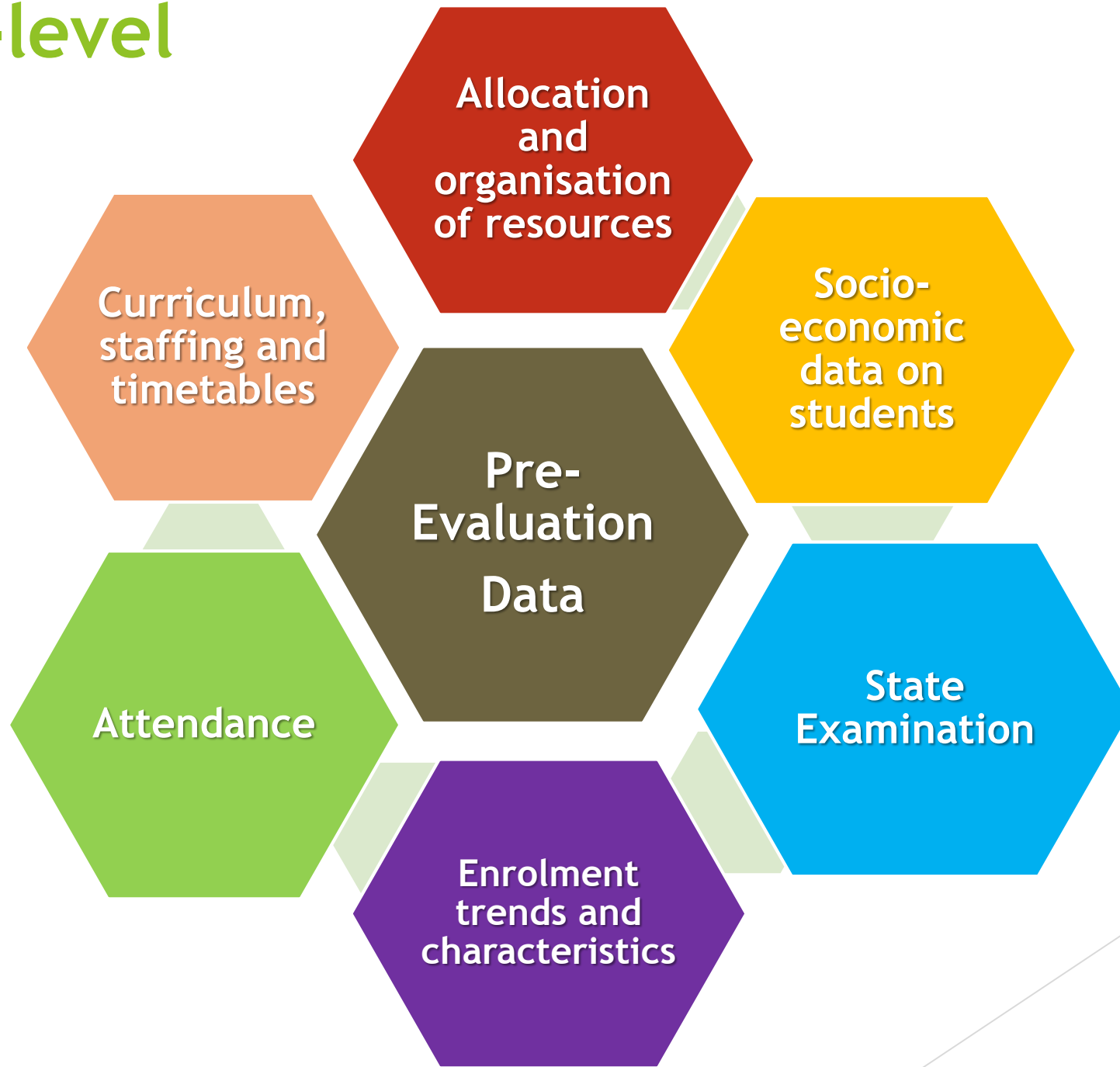
School-Evaluation Models:

- ▶ Whole-school type evaluations
- ▶ Subject & Programme evaluations (post primary)
- ▶ Follow-through inspections
- ▶ Unannounced incidental inspections
- ▶ At pilot stage
 - ▶ Curriculum-based model (Primary)
 - ▶ Special Education Needs evaluation model (Primary)
 - ▶ Wellbeing (Primary and post primary)

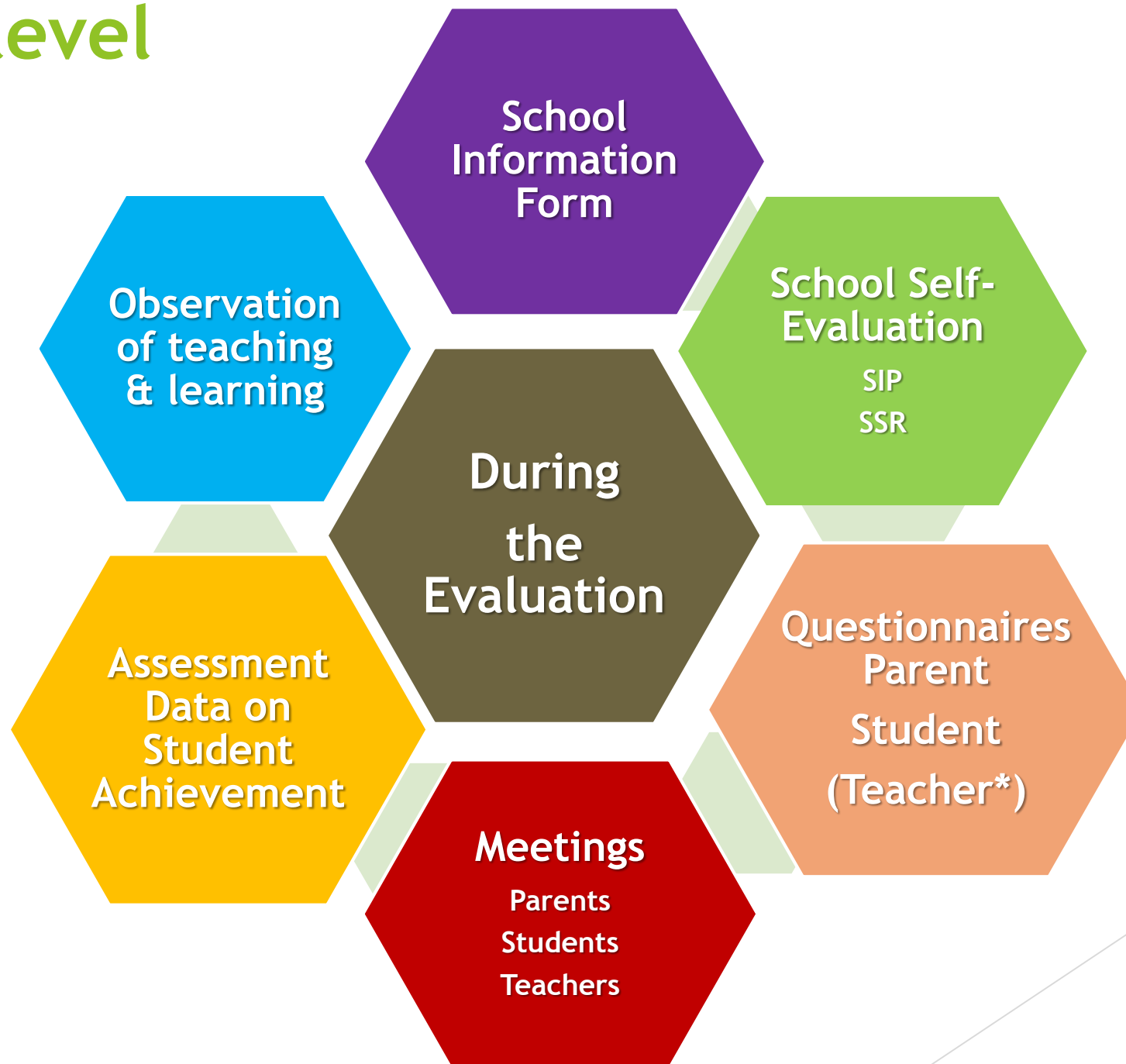
Key areas evaluated

- ▶ Inspectors evaluate and report on the Quality of
 - ▶ Leadership and management
 - ▶ Teaching
 - ▶ Assessment
 - ▶ Learning
 - ▶ Care and support for students
- ▶ In evaluating these key areas, Inspectors draw-upon
 - ▶ real-time data sources during the evaluation phase
 - ▶ centrally-retained data available on every school

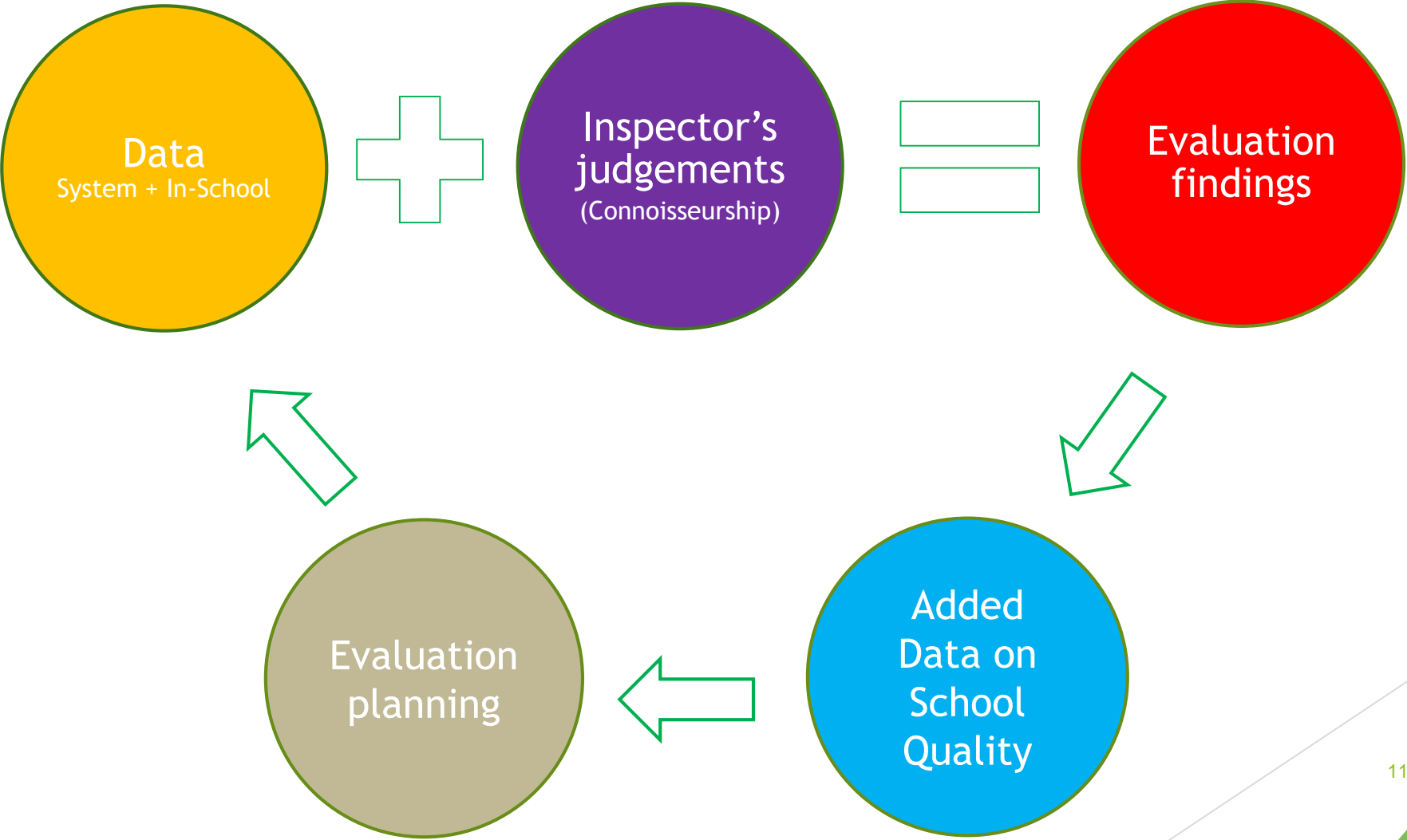
System-level data



School-level data



Going with the data flow





Connoisseurship:

Investing in Inspector knowledge and competence

- ▶ High-quality appointments
- ▶ Comprehensive programme of induction & mentoring
- ▶ Opportunity for varied work roles and experiences
- ▶ Support of line management
- ▶ Local and regional meetings
- ▶ Self and team reflection

Connoisseurship:

Continuous Professional Development

- ▶ Targeted, responsive and Innovative CPD programme
- ▶ Delivered at individual, local, regional and national levels
- ▶ Provides upskilling & training in new models & policy developments
- ▶ Responsive to professional developments (eg SSE)
- ▶ Adopts innovative approaches. (eg Longitudinal Blended learning)
- ▶ Professionally enlightening and challenging (eg Inspectorate's Annual Conference)
- ▶ Rooted in the individual inspector's learning interests (eg Personal Professional Development; Post-graduate study)
- ▶ Professionally Developmental (eg Professional Networks)

Connoisseurship: *Ensuring Reliability*

- ▶ Team Inspections
- ▶ Team consultation and agreement of draft findings
- ▶ Standardisation of inspectors' judgements
- ▶ Clear evaluation criteria in published procedures & guides
- ▶ Agreed rating of key areas of provision
- ▶ Senior Management review of post-evaluation feedback to school
- ▶ Senior Management participation on inspection teams
- ▶ Post-evaluation feedback to teachers, management and parents
- ▶ Peer-editing of reports
- ▶ Factual Verification and School Response processes
- ▶ Openness to having our work reviewed

Connoisseurship:

Listening to teachers and principals

Level of Agreement among teachers and principals	
92%	The recommendations in the WSE report are achievable
89%	The recommendations in the WSE report are relevant
89%	The evaluation process has contributed in a practical way to our plans for school improvement
88%	The report presents a fair and balanced account of the aspects of the school evaluated in WSE

Connoisseurship:

Listening to teachers and principals

Level of dissatisfaction among teachers and principals		
%	Category of Respondent	Dissatisfied with...
8.8 %	Post-primary respondents who attended team-meetings with the inspectors	the opportunity provided to discuss the quality of their work
10.2%	Primary principals	the opportunity provided during the evaluation to discuss the quality of teaching learning
14.3%	Post-primary Principals and Deputy principals	the opportunity provided during the evaluation to discuss their leadership and management role.
18.2%	Post-primary principals	the timeliness of receipt of the draft report for Factual Verification



Evaluation for School Improvement

Follow-through inspections

- ▶ F-T is a recent addition to the suite of inspection models
- ▶ Evaluates a school's progress in addressing recommendations
- ▶ F-T report are published on internet since March 2014

Level of progress made by school on evaluation recommendations		
	Primary Schools	Post-primary Schools
Fully or Partially addressed	84%	90%
No progress	15%	10%

Perspectives on Teaching and learning

Parental and Student Questionnaires

Parents		Students		Students		Inspectors (wse)	
Teaching was good in their child's school ?		Classes were interesting ?		Teachers explained things clearly ?		Quality of teaching ?	
agreed	disagreed	agreed	disagreed	agreed	disagreed	satisfactory or better	problematic
87%	7%	70%	16%	74%	12%	87% of lessons	13% of lessons

How well are our students doing?

- ▶ **PISA 2012** (Reading, Maths and Science amongst 15 year olds)
 - ▶ **Maths:** 20th overall (13/34 OECD countries): Represented a big increase from our 2009 scores but not significantly different from 2003 and 2006
 - ▶ **Reading:** 07/65 (04/34 OECD countries)
 - ▶ **Science:** 15th overall (09/34 OECD countries)

- ▶ **TIMSS 2011** (mathematics at primary level, 4th grade)
 - ▶ Irish students scored significantly above the international average
 - ▶ Ranked 17th out of 50 participating countries

- ▶ **PIRLS 2011** (reading at primary level, 4th grade)
 - ▶ Irish students scored significantly above international average
 - ▶ Ranked 10th out of 45 participating countries
 - ▶ Students in only five countries scored significantly better

Continuing to develop aspects of our work

- ▶ Data collection including development of a student database at primary level
- ▶ Strengthening the use of data to support proportionate evaluations (risk-based)
- ▶ Continue to develop mechanisms to promote reliability in inspection processes
- ▶ Ensuring the complementarity of external and internal school evaluation
- ▶ Ensuring appropriate balance between improvement and accountability roles

In Summary

- ▶ We work in an evolving system that is sensitive to the changing context of learners, schools and society
- ▶ Data from a range of sources
- ▶ Significant value in the professional knowledge and expertise and competence of our inspectors
- ▶ Fair balanced and accurate process
- ▶ Focussed on improvements in teaching and learning

Sharing Our Practices



Martin Lally
martin_lally@education.gov.ie

Gerard Quirke
gerard_quirke@education.gov.ie

Thank You

Go Raibh Maith Agaibh