



**Niedersächsisches Landesinstitut
für schulische Qualitätsentwicklung**

	Protocol/Minutes SICI-Workshop Day Two 2013-09-04	Datum: 25-09-2013
		Protocol AD
		Moderation: HM
Time:	09:00 am – 04:45 pm	
Venue:	Hotel Arcadia PlayOff, Brunswick, Germany	
Participants:	see protocol ,Day One': ► List of participants.pdf	

1 9:00 - 10:30 am	Official opening (Jürgen Kluth) Group work (Wulf Homeier, President of NLQ, Hildesheim) Areas of activities: school leadership, developing school quality, developing teaching and learning, supporting individually, regarding results, developing cooperation Task and Group work results ► SICI-Workshop Brunswick_Group Work_Tasks and results.doc
2 10:20 - 12.00	The support- and coaching system of the schoolboard in Lower Saxony (Jörg Hoffmeister, Educational Authority of Lower Saxony (NLSchB)) ► Consulting after Inspection_Hoffmeister(NLSchB)_SICI-workshop 2013-09.pdf NEW: "To help schools to help themselves." Now no 'failing schools' any more. How to deal with a problematic headmaster? ► You cannot dismiss teachers in Germany (civil servants). ► Therefore you have to find the best and work with the ones who are there. Communication among schools: ► Good schools don't want to share their results with other schools. ► Weak schools don't want to risk their reputation. ► Cooperation of headmasters constricted to meetings, cooperation between schools in offering specific and additional courses is frequent. ► New development: organized by NLSchB (time frame and offering a moderator) two-day meetings for discussion among headmasters.
3 01:10 - 02:00 pm	Presentations of the SICI-Inspectorates: What follows the inspection? How is the school's quality development supported after the inspection? <u>Belgium</u> Monitoring the quality of the processes during and after the inspection ► Illustration: arrow head = policy making ability of the school,

arrow shaft: processes in the school

spiral: school has to learn to reflect on its own processes (resembles the PDCA(=plan-do-check-act)-Circle, just as a spiral, depicting the repetition of circles)

- ▶ Circle+indicators
- ▶ P: focus on targets (vision, accountability)... D: support - C: effectiveness - A: development
- ▶ 3 levels of results, called “advices” (feedback/result of evaluation)
- ▶ Coaching after the school audit depending on advice:
 - 3 investigations, with conclusions
 - > networks for external support
 - > also external counselling (lucrative business)
- ▶ Belgium-Flanders_poster_What follows the inspection.pdf

Scotland

History of inspection in Scotland (1983-2002: Follow-up/2002-2011: Follow-through/
2011-today: Continuing Engagement

- ▶ inspection is about improvement (besides other functions), never leave a school without support (authority has major role, but also support for developing the curriculum)
- ▶ Scotland_poster_What follows an inspection.pdf
- ▶ Scotland_two case studies_What follows an inspection.pdf

Berlin, Germany

- ▶ short time of having an inspection in Berlin (since 2005) still implementing system, all schools (700) inspected once, now second round, since 2012 (?) all inspection reports are published (stay online for five years), comments can be published about e. g. how schools see the report or what they have done to tackle their problems (not yet used frequently),
- ▶ support for school depending on individual engagement of the 12 districts’ Schulrat’/ Educational Authority, who can work together with the district’s coordinator for support,
- ▶ all cooperation in the 12 districts depends on individual initiative,
- ▶ support is offered for free for the school
- ▶ Berlin-Germany_What follows an inspection1.jpg
- ▶ Berlin-Germany_What follows an inspection2.jpg

Styria, Austria

- ▶ Educational Authority and inspection in one hand (>evaluation of your own work?),
- ▶ every school has a quality manager (especially trained, teacher up to 6 lessons reduction, supported by the steering group,); there is a yearly meeting, and a quality handbook, created by quality manager and headmaster (PDCA), included: national and regional and school goals and strategies how to reach them (average number of 8 goals)
- ▶ platform www.qibb.at for evaluation – all have to use this official platform (or prove their own way of evaluation)
- ▶ All data is given to schools including comparison with the rest of the schools
- ▶ Styria-Austria_1.1.2012_Webversion_QIBB-Folder_EN.pdf

Saxony

- ▶ OECD Review Evaluation and Assessment_Main conclusions.pdf

The Netherlands

- ▶ autonomous schools
- ▶ weak schools: kind of contract with the inspection which is checked in a further inspection after two years, ‘black list’ of failing schools on the internet (very effective: in the last years failing has almost dropped to zero),
- ▶ new supervision system being developed at the moment, focus not only on failing schools but also underachieving schools, “average” schools,
- ▶ current supporting system: free market for training, ‘umbrella council’ for very weak and weak schools and schools at risk, paid only partly by schools themselves, pressure put on

those schools,

- ▶ ideas now how to offer incentives for average and good schools (which didn't improve as much as expected)
- ▶ political discussion in progress, which gives room for experimenting (e. g. work with quality profile)
- ▶ Day2_03_Netherlands_20120609 Presentation failing schools SICI London June 7-8.pdf
- ▶ Poster: The Netherlands_poster_support.jpg /
The Netherlands_poster_What follows the inspection.pdf

Rhineland Palatinate, Germany

- ▶ 1500 schools have been inspected once, the second round has started,
- ▶ What comes after the inspection, is no topic for school inspection,
- ▶ no failing, no follow-up inspection,
- ▶ report with recommendations given to schools and then task of inspection is finished
- ▶ 20 pages of report + electronic report, which can be followed down to item-level, report of 2nd round also taking the first report into account
- ▶ What follows an inspection_Rhineland-Palatine_poster.pdf

England, GB

- ▶ schools with Grade 1 should be schools that support others (no official requirement)
- ▶ new design from 'satisfactory' to 'require improvement'
- ▶ service-oriented: parents can expect a good school, they should be informed about weak schools
- ▶ review/study on: What is happening...and what do schools think of it?
- ▶ If it works, will be seen in 2nd round starting in a few weeks time, exam data will also show
- ▶ England_poster_Ofsted-What follows the inspection.pdf

Czech Republic

- ▶ since 1995 a system of inspection by law
 - ▶ since 2000 no Educational Authority any more
 - ▶ headmasters are employers of the teachers
 - ▶ five years ago: end of full inspection
 - ▶ now: proportional inspection (size of inspection team and number of day depending on size of school)
 - ▶ easy Follow-up:
 - ▶ since 2005 reports published (must be on the internet within 2 months, conclusions of weaknesses and strong sides of school, no recommendations in the report, but a deadline until when things have to change)
 - ▶ there is only one person who is responsible for any changes: the headmaster
 - ▶ if nothing changes: administration procedure with a penalty for the headmaster (up to € 50.000) to be paid from the private pocket
 - ▶ if the school doesn't get better: last resort: dissolve school
- (no ppt/pdf)

Portugal

- ▶ conflict between supporting and inspecting
- ▶ role of inspectorate and autonomy of schools
- ▶ recommendations at the end of reports > changed because criticized (schools should find their own way)
- ▶ schools organized in clusters > huge institutions under the same management
- ▶ school improvement plan has to be presented by school
- ▶ 2011 changed design, adding monitoring of educational provision
- ▶ example of a school in Oporto
- ▶ Portugal_Santiago Englisch.pdf
- ▶ Portugal_poster_What follows the inspection.pdf

02:45 - 04:45 pm	Wrap-up of the SICI Workshop (Wulf Homeier, NLQ) “A cure for boredom is curiosity. There’s no cure for curiosity.” (Dorothy Parker)

Next SICI-Workshop	21st/22nd November 2013 in Prague, Czech Republic Organization: Petr Drábek
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