



# SICI NEWSLETTER

FEBRUARY 2019

## Introduction

The SICI Executive Committee would like to improve communication with members, especially concerning the implementation of our new Strategic Plan. One approach to this is to issue a regular 'News Update', usually produced after each Executive Committee meeting. We would encourage members to respond to the information in this update, and to submit any information that they would like to highlight to other members. Please use the contact details at the end of the newsletter.

## Update from the Executive Committee

An Executive Committee meeting was held on 23 January in Brussels. Key decisions at this meeting were:

- The **General Assembly 2019** in London will take place on 14 and 15 November and will have the same format as the General Assembly in Serbia.
- **SICI Membership fee 2020.** The membership fee has been the same for many years, but inflation rates go up. In order to be able to provide more/better support for members' activities (e.g. Workshops, General Assemblies, regional group meetings, projects, cooperation between members,...) the Executive Committee would like to propose a raise of 10%. This means that the membership fee from 2020 onwards would be 3300 euros. This proposal takes up a suggestion made last two years by the auditors. The discussions at the General Assembly 2018 showed that a few members needed more time to prepare the decision within their home institutions. This proposal will be proposed to the vote at the 2019 General Assembly.
- **The impact paper** is now ready after consultation of all SICI members. It will be published on the SICI website under 'thematic report', in English and French, by the end of February 2019.
- At the end of the business meeting, Adrian Gray presented his **book on European school inspection and evaluation: history and principles**. SICI will support the project by buying one copy for each member and by promoting the book.
- The **Erasmus+ project BIBESOIN** has started. Based on the submitted plan, the project will take place between December 2018 and March 2021. The Kick-off meeting took place in Brussels, December 13th and 14th 2018. The 'expert teams' were presented by every partner. Afterwards the project partners discussed into detail the project proposal, the mentioned schedule, the number of travelers, the hotel hosting, the grant agreement and the cooperation agreements between the project coordinator (SICI) and the partners. The project 'better inspection for better social inclusion' (BIBESOIN) brings inspectorates and their stakeholders from different countries together. The partners' inspectorates are representatives of different inspections systems in Europe (Flanders, Estonia, Malta, Cyprus and Wales),

more or less centralized, belonging to different geographical zones of Europe and with a different cultural and historical background. The other partners (school from Spain and ESENER from France) join the project as 'critical friends' to share and confront ideas, practices and methods at a transnational level. Due to the range of contexts of the chosen partners and the chosen activities, the objectives of the project will be approached from different points of view, including that of schools and teachers. Actions will look at ways of promoting and stimulating social inclusion in mainstream schools through transnational project meetings and training activities for school inspectors, external school evaluators, directors and teachers and inspector educators. The project will look at social inclusion from a range of different perspectives. The project will include different activities during four 'training events', three 'transnational project meetings' and a multiplier event. All information will be integrated in the common 'Toolbox for Evaluating and Stimulating Social Inclusion in Education' (TESSIE). It is also the aim to create a 'voice' in the European debate for inspectorates and their stakeholders about 'social inclusion'. The shared expertise, publications and the toolbox will be a useful contribution to the European Commission's reflection on quality assurance of education in line with the Paris Declaration about inclusion and will be presented at the multiplier event at the end of the project for all SICI members. During the kick-off meeting the place and date of the two first training events were decided. Estyn, the partner Inspectorate of Wales, gave useful information about the secure online virtual document sharing platform that will allow all participants to add, access and collaborate from anywhere on preparatory documents, agendas, minutes of meetings and the guidance and tools developed for TESSIE.

Please find our previous newsletters by clicking on the following link: <http://www.sici-inspectorates.eu/Contact-us/EC-Minutes>.

## Updates from the SICI network

### Some words about ...

#### **... Cooperation between Flanders and the Netherlands**

The Dutch Inspectorate works with a system of internal quality audits in which they regularly examine and refine the quality of their work. Through these audits, they for example check whether their processes are still running as intended. Audit teams which consist of inspectors and other staff members take part in all kinds of inspection activities to see how they carry out their work in practice.

In the following months, a new audit will start and now they have invited Flemish inspectors to take part in these audits. Besides checking their processes, they also have asked them to give feedback on the way they research and assess the quality assurance of schoolboards and schools. This aspect (quality assurance) is a very important part of their inspection framework.

Next Autumn, Dutch inspectors will visit the Flemish inspectorate for the second part of this peer review. In recent years, they have organized peer reviews more often, not only with Flanders, but also with Scotland. They regard peer reviews as a very useful way of working with fellow inspectorates.

#### **...Activities and co-operations in Bavaria**

In course of their recent activities concerning especially the development of new instruments and procedures they realized professional exchange by cooperating with national and international partners. They organized a

peer exchange event with colleagues from the school inspections of Hamburg, Baden-Württemberg and the canton of Zurich, Switzerland. They shadowed two school evaluations in the canton of Zurich. They participate in the association of German school inspections (Kodex) as well as SICI at the international level.

### **...Activities and co-operations in Ofsted**

Ofsted is collaborating with France, Flanders and Sweden to investigate the challenges posed by extremism and radicalization in their countries, and how they each are addressing them. This is a short project running over summer 2019, made up of meetings and write-ups from those projects.

### **...Activities and co-operations in Sweden**

Recently they had 18 guests from France at the Swedish Inspectorate. One of the French inspectors presented the French Inspection of teachers and the debates in France about the evaluation of schools. Thereafter Swedish inspectors presented the different inspection models. They had interesting discussions and compared the countries way of inspecting schools. In March, they are expecting five researchers from the “Japanese Research Association of After School Care” in Japan. The meeting will focus on the Swedish supervision and quality audit concerning after school centres.

### **...The inspectorate update of Sweden**

The Swedish Inspectorate has now been working for about six months with our new model of inspection – regular quality audit. We have extended our inspection method by focusing more on quality assurance than a strict regular supervision concentrating on compliance. The reports are now addressing both positive aspects and areas of improvement. The regular quality audit focuses on four topics: teaching, the leadership of the principal, assessment and grading processes and how the school provides a safe and calm environment.

### **...The inspectorate update of Czech Republic**

During 2017 - 2022 the Czech School Inspectorate with the financial contribution of the European Social Fund is implementing a major project aimed at preparing and piloting evaluation tools absent in Czech evaluation system. This activity responds to the recommendations of the OECD report prepared for the Czech Republic by Paolo Santiago's team in 2012.

Another goal of the project is to intensify the work with the available data in order to enable schools as easy as possible the direct work with data. This second goal has already reached the stage of concrete outputs that are available for presenting to schools.

Since autumn 2017, we have been implementing twice a year a training cycle for teachers, in which we use data from both international and national surveys, including outputs from inspection activities. Seminars are held in the form of so-called mobile centres, where participants can learn about the design of tasks used in PISA, TIMSS, PIRLS, and their didactical potential for everyday school practice. At the same time, the program responds to findings from questionnaires as well as inspector observations from inspection routine. We call this activity a mobile centre because of the possibility to bring notebooks with our on-line systems for each participant at one specific place.

Especially in the field of literacy support, teacher cooperation across disciplines is absolutely crucial, therefore the CSI also implements the so-called in-situ education for teachers, where it is possible to train the entire

pedagogical staff of a particular school in one day (for example, when pupils are on holiday). The evaluation questionnaires show that both the teachers and the directors value the content of this type of continual professional education. At the same time, the Czech School Inspectorate gradually succeeds not only in improving its evaluation activity, but also in complementing it with a methodological and supportive activity.

### **...The inspectorate update of Ofsted**

Ofsted is consulting on proposals for a new education inspection framework to be launched from September 2019. The framework covers early years, state-funded schools, non-association independent schools and further education and skills. The framework and key judgements are underpinned by extensive research from Ofsted, including a review of literature on educational effectiveness and a programme of research on the curriculum, teacher well-being and managing challenging behaviour. The consultation closes on 5 April.

### **...The inspectorate update of Bavaria**

The Bavarian system of external school evaluation is recently undergoing changes: A new quality framework has been developed. Based on this framework and its indicators new instruments and procedures are being developed at this time. These changes shall be implemented in the upcoming school year. Recent educational policy priorities were included in the quality framework (use of digital media, diversity in schools and classrooms, all-day schools). The changes are motivated by the following objectives: a) strong focus on instructional quality and school development, b) a leaner evaluation process with less effort to prepare on the part of the evaluated schools c) feedback that is more useful to schools for developmental purposes with a better support system to accompany schools in their continuing development.

### **...The Inspectorate update of Portugal**

In 2015, the Portuguese Inspectorate of Education and Science (IGEC) launched a new monitoring activity the monitoring activity - *Managing the curriculum: experimental teaching of sciences* which focuses strategically on the development of the scientific literacy for children and pupils. It aims to contribute to the quality of the educational system, underpinning the relevance of a solid scientific training for the full achievement of the human being and his social integration as a more active, responsible, productive and competitive citizen.

Its most specific objectives include the analysis and the reflection on the planning, implementation and evaluation of the practical, laboratorial, experimental and field activities in science teaching; the promotion of active, research and project methodologies; and the contribution to a more effective management of the science education curriculum for a positive impact on students' outcomes.

In the last global report, conclusions were presented in the scope of science teaching related to the resources involved, pedagogical planning and practices, particularly, the quality of practical work implemented, evaluation of learning, supervision of teaching practice and assessment of results.

### **...The Inspectorate update of Kosovo\***

The work of the Educational Inspection Department of Kosovo\*, is based in the New Law, that was approved in 23 July, 2018 (Law of the Education Inspection of Kosovo\* nr. 06, L-046).

The inspectors of Kosovo\*, realize six types of Education Inspections:

1. general Inspection
2. thematic Inspection
3. emergent inspection
4. re-inspection
5. inspection of the quality of the work and the Teachers Performance
6. inspection of the quality of the work of and Director's and Deputy Director's performance assessment

The duties, set by Law about the Inspectors of Education are:

1. Pedagogical Inspector is responsible for the quality control and external evaluation in the Education Institutions, of the ISCED level 0-4;
2. to Evaluate the progress and the quality of the curriculum implementation in all subject areas;
3. to evaluate the quality and fulfillment of the Individual Education Plan (IEP), for children with disabilities;
4. to recommend measures for improvement, including training for teachers;
5. External evaluation for quality assurance.

The outcome of the Inspection process: In order to achieve the objectives that the Education Inspectors have about improving the quality of the System of Education and the well-being of the students and pupils, they need to possess professional and personal high values and qualities. These principles are:

1. Honesty and Integrity
2. Legality
3. Professionalism
4. Objectivity and Impartiality
5. Accountability and Responsibility
6. In all its actions, Education Inspectorate first of all decides, for the Pupils and Students interest.

Kosovo\*: “This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence”.

**\*\*\* We would like to take the opportunity to address other inspectorates, that have undergone significant changes, to write a text and send this to the SICI secretariat for the next newsletter. Please keep in mind that this text has to be short (10 lines) and to the point\*\*\***

## Updates about projects...

### Some words about ...

#### **...The SICI project “Professional Communication”**

In February, the second meeting of the project group Professional communication will take place in Vilnius. The representatives of the inspectorates of Estonia, Lithuania, Scotland and the Netherlands come together to exchange the results of the investigation they carried out in their own country.

The aim of the project is to investigate the question: “What elements of professional communication in feedback sessions have a positive impact on the willingness of schools to improve their quality of education.”

**\*\*\*We would also like to ask to keep the SICI secretariat up to date about ongoing activities between members. This will make it possible to create an overview of existing projects and report about them at the General Assembly.\*\*\***

## Other information

### Coming SICI events

<u>Date</u>	<u>Country</u>	<u>Theme</u>
28 – 29 March 2019	Bulgaria	Driving forces and goals of innovation. Change versus innovation
30 – 31 May 2019	Madeira	Strategies and obstacles/limits system-wide approach, cocreation, resistance risk
September 2019	Ireland	Developing the innovation into the system and measuring its impact (efficiency and cost)
13 – 15 November 2019	London	General Assembly – Innovative inspection practice
March 2020	The Netherlands	“Internal quality assurance of inspectorates”
May/June 2020	Czech Republic	“Internal quality assurance of inspectorates”
September 2020	Finland	“Internal quality assurance of inspectorates”
November 2020	France	“General Assembly”

You can always find an overview of the SICI activities by clicking on the following link: <http://www.sici-inspectorates.eu/News/Calendar>

### Call for priority themes

The priority theme for 2019 is "Innovative practices of Inspection" and for 2020 "Internal quality insurance of Inspectorates". If you would like to propose a priority theme for 2021, please contact the SICI Secretariat.

### Call for projects

One of the key actions of the SICI strategic plan is to promote and support partnership and cooperation between inspectorates. A subtheme of this key action is to help fund projects working collaboratively in line with SICI's aims and priorities. Therefore, we would like to remind and stimulate members to make use of this possibility. You can always contact the SICI secretariat for more information about a possible funding of your project.

## SICI contact details

Please let us know if you have any remarks or questions. Always feel free to submit any additional information, which can be used in the following newsletter.

**Email SICI secretariat: [sici@vlaanderen.be](mailto:sici@vlaanderen.be)**