

The Education and Training Inspectorate (NI)

Starting Afresh: Building Equity & Excellence Through Co-designed Inspections

SICI Workshop: Dublin November 2022



Providing inspection services for:
Department of Education
Department for the Economy
and other commissioning Departments



The Education and Training Inspectorate
Promoting Improvement

Presentation content

- Context:
 - Education in the Future
 - Building equity
- Foundations for Change
 - A new vision for Inspection
- Quality Improvement Strategy (resetting direction)
 - Re-imagining future shape of inspection
 - Building excellence
 - Codesign approach

NI Education System – at a Glance



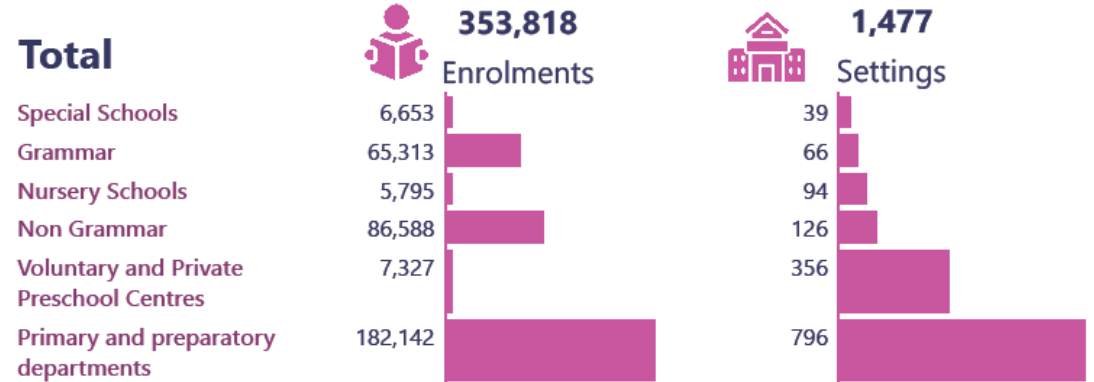
Overview of Key Education Statistics

Year: 2021/22, School Type: All, Management Type: All

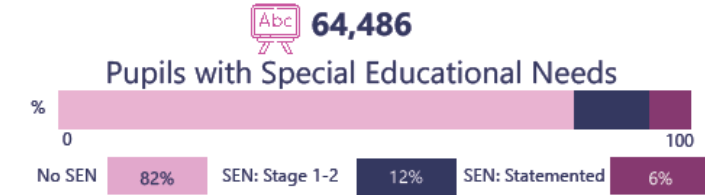
Source: Northern Ireland School Census



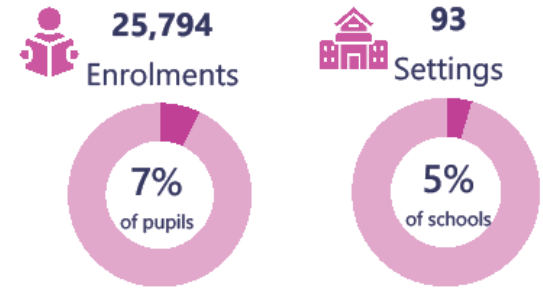
Enrolments and Settings



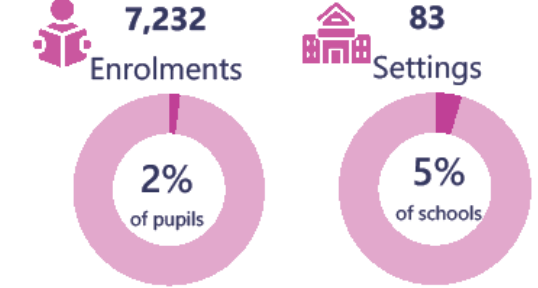
Special Educational Needs (SEN)



Integrated Education



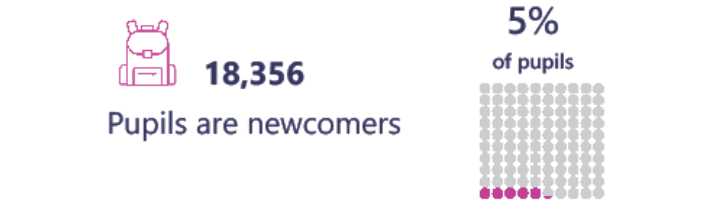
Irish Medium



Free School Meal Entitlement (FSME)



Newcomers



Chief Inspector (Mrs Faustina Graham)

Looking forward, re-focusing our work...



OUR VISION

To be the voice for equity and excellence for all learners.



OUR MISSION

To empower improvement for all learners.

“Education is no longer about teaching students something alone; it is more important to be teaching them to develop a reliable compass and the navigation tools to find their own way in **a world that is increasingly complex, volatile and uncertain.** Our imagination, awareness, knowledge, skills and, most important, our common values, intellectual and moral maturity, and sense of responsibility is what will guide us for the world to become a better place”
(Schleicher, 2019, OECD).

Building Equity

Humans are in danger of losing their economic value, as biological and computer engineering make many forms of human activity redundant and decouple intelligence from consciousness. **So time is of the essence if we want to broaden the goal of equity in education opportunities**, from providing everyone with the literacy and numeracy skills for employment, towards empowering all citizens with the cognitive, social and emotional capabilities and values to contribute to the success of tomorrow's world. (*Yuval Noah Harari: Historian*)

Building Consensus

- Prioritise in the short term, thematic impactful evaluations of where we are as a system and where we need to go in both a local and global context.
- Contribute to building capacity for improvement across all of our education organisations, including our support organisations and managing authorities, by having approaches which minimise stress and bring out the best in our people.
- Co-design with Departments and stakeholders, an education-wide quality and improvement framework, building a shared language of **‘reciprocal accountability’** with explicit roles and responsibilities for all of us.

“The core purpose of all inspection activity is to **build capacity within the organisations inspected**. ETI seeks to achieve this outcome **by promoting processes of evaluation which will endure beyond the period of the inspection itself**; by helping to establish improved ways of working through professional dialogue; and by identifying, reporting and disseminating examples of effective and innovative practice from which others may learn and so improve their own provision for learners.”

Foundations for Change Project (Nicola Byrne)

'Foundations for Change' Programme



Project 1: Corporate Purpose



OUR VISION

To be the voice for equity and excellence for all learners.



OUR MISSION

To empower improvement for all learners.



INTEGRITY:

PUTTING THE INTERESTS OF THE LEARNERS ABOVE ALL OTHER CONSIDERATIONS



OBJECTIVITY:

BASING OUR EVALUATIONS AND ADVICE ON RIGOROUS ANALYSIS OF THE FIRST-HAND EVIDENCE



HONESTY:

ALWAYS BEING TRUTHFUL AND OPEN



IMPARTIALITY:

SERVING ALL OF OUR STAKEHOLDERS EQUALLY WELL

Project 2: Communication and engagement as a two way process



“NICCY welcomes the ‘Stepping Up and Stepping Forward’ series of insights as the pandemic continues to have a significant impact on children in realising their right to education.”

“There is much to take away from these learning insights, and optimism is one! We saw extraordinary levels of collaboration during the pandemic, with many educators learning from fellow colleagues in areas such as digital technology and e-pedagogy.”

“As a result of the flexibility and innovative approaches adopted during the pandemic, the West Belfast Partnership Board ‘stepped up’ through its ‘Sharing the Learning’ Programme to impact positively on children, young people and their families.”

“It is essential that lessons are learned and that we address the adversities and inequalities that the pandemic brought sharply into focus. I continue to ‘step forward’ to ensure... that every child in NI has the best possible start in life.”



ETI Quality Improvement Strategy (Faustina Graham)

Quality Improvement Strategy

1: Individual organisation inspection

2. Thematic evaluations

**Quality Improvement
Strategy**

3. Broader and exploratory inspection
and evaluation work

4. Professional learning for impact

Building Excellence



Schools have a core responsibility for improvement in areas which include: ethos; standards; leadership; organisation; pastoral care; learning and teaching; and curricular provision.

Quality and equity in education are the result of deliberate, carefully designed and systematically implemented policies and practices.

The deep belief that all students can learn and succeed, and that the task of teachers is to design the learning environments, whether inside or outside the classroom, that help students realise their potential.

External evaluation – customised to the context of the individual school. Develop inspection approaches that support schools to be successful in delivering quality and equity

Building Equity and Excellence through Co-design (Barry O'Rourke)

Empowering Improvement – Professional Learning for Impact



Supporting organisations in the key area of self-evaluation leading to improvement

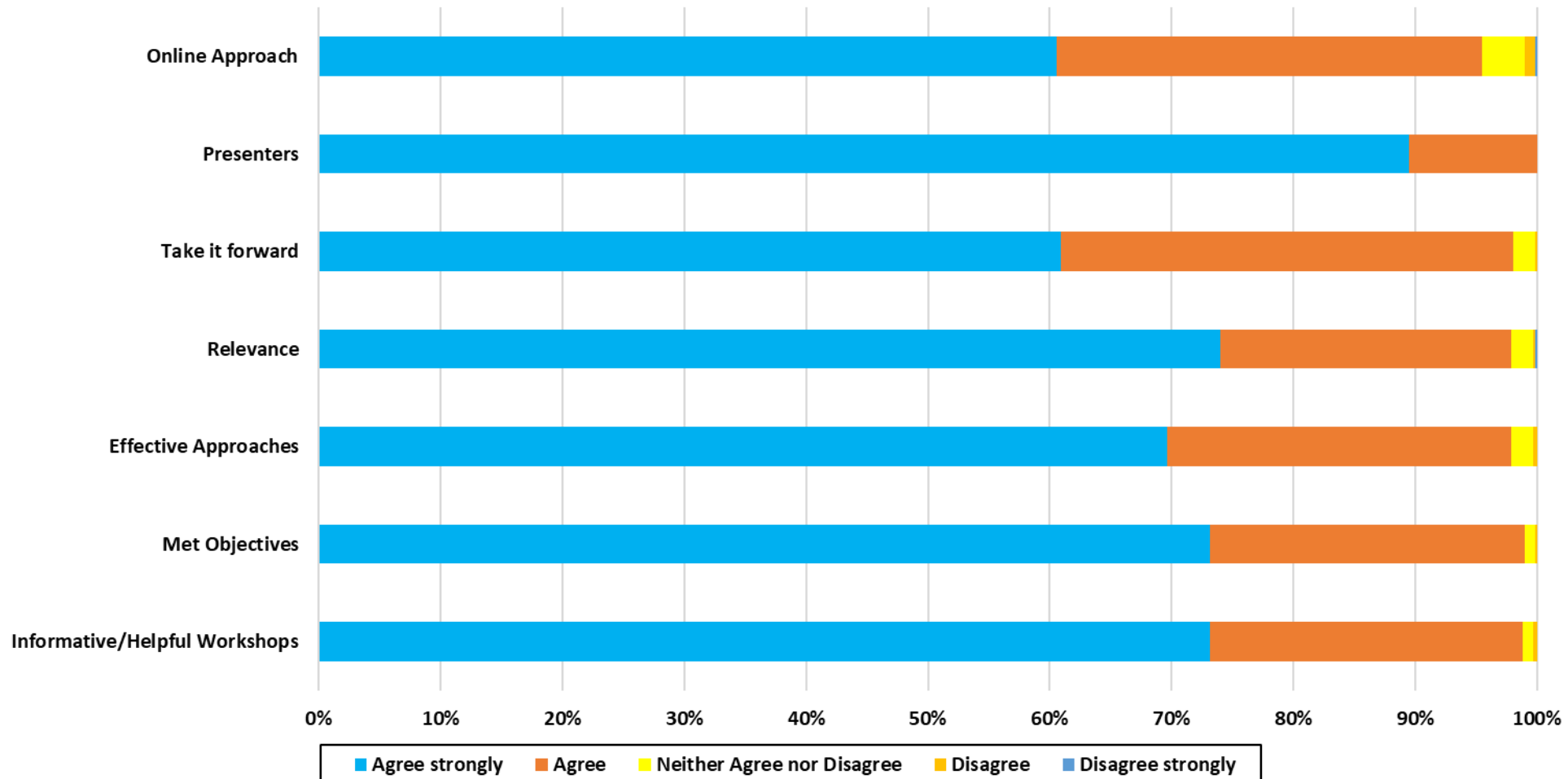
Almost 700 schools/organisations and 1300 participants (mostly middle leaders)

Targeted at middle leadership level across early years; primary, post-primary and special schools; and EOTAS centres

Meaningful consultation on development of an inspection strategy is almost complete.

Feedback from participants

EIP Evaluation Feedback - All phases (573 Responses)



“It was the most useful TPL Course I have been on. There were solid examples of how to improve and become better as a leader. As a new HOD it was brilliant to experience this to be able to apply to my own department and wider school community. The ideas were simple and quick, but made important gains and differences to ensure the department and school are more cohesive.”

Consultation Process for revised school inspection

- Nearing completion
- 404 schools/organisations completed online questionnaire, cross-phase (all schools/organisations invited)
- 29 focus groups (cross-phase leaders, pupils, teachers, stakeholders); a small number still to complete
- Feedback from process directly informing next steps/actions

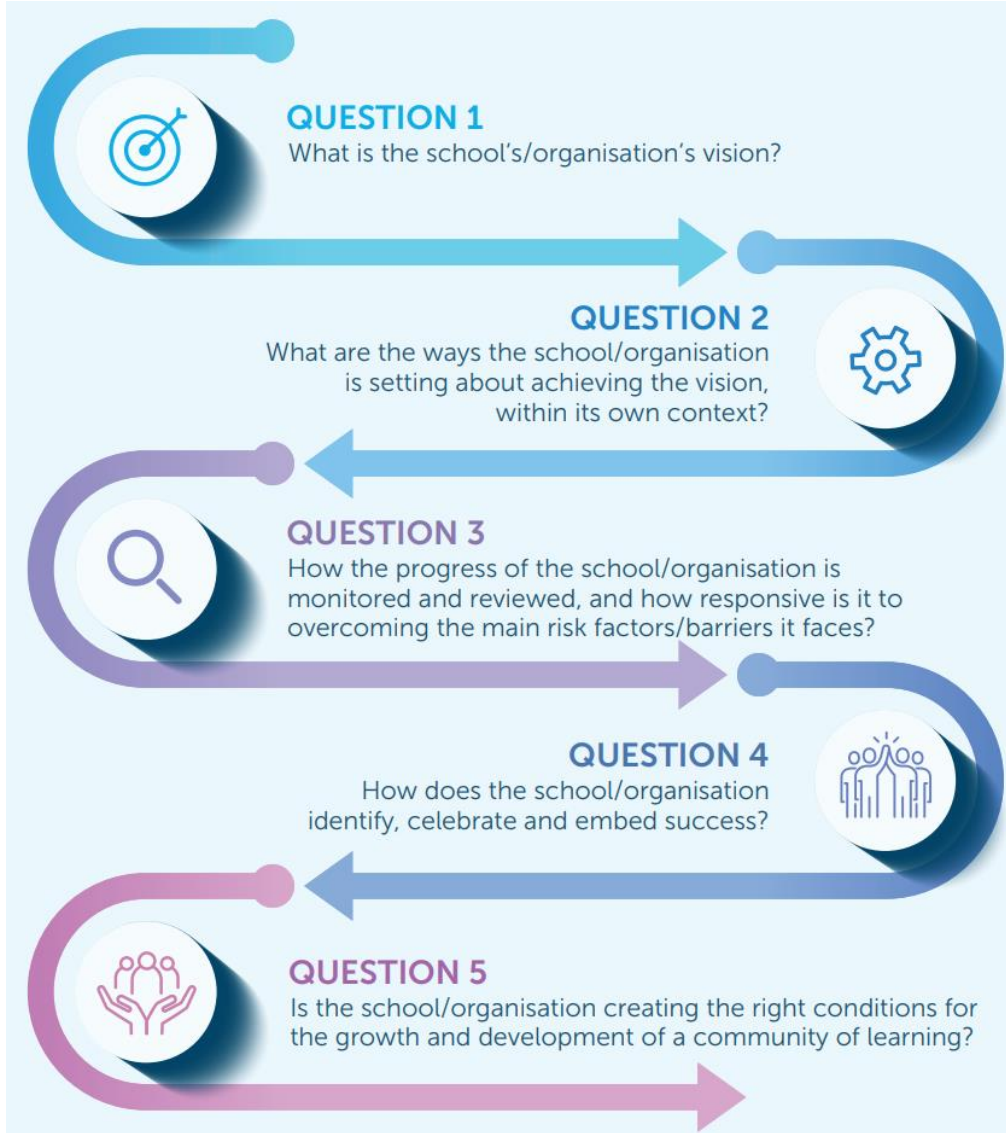
Co-design - Where are we?

- Responses to consultation analysed in depth; led us to:

5 high level questions (context) and 9 inspection areas of focus

- Self-nomination, co-design trials have begun (253 schools/settings)
- Role for District Inspectors (communication/feedback)
- Prototyping inspection models commenced.

Future Inspection: 'understanding the school/organisation'



Future Inspection: answering the five questions



Development of Inspection - Learning Points

- Set the right tone from the start (Empowering Improvement work was a good place to start)
- Schools find concepts of co-design and ‘reciprocal accountability’ with inspectors difficult (culture change)
- Inspectorates need to take control of their ‘message’; clarity (no vacuums!), talk directly to teachers/middle leaders; engagement
- Inspection-associated workload – has to be reduced; documentation
- Context of individual school and learner-centrist are key for effective inspection process
- Inspection and Inspectorate-led teacher professional learning is valued!

Stepping Forward

The Inspectorate is willing to initiate conversations around how we, as an education and training system, can support our teachers, trainers, parents and learners more fully and engage with them more collaboratively to find the right solutions.

We want to contribute to ensuring our education and training providers are supported fully, resources are targeted at the front-line of provision and they are encouraged, empowered and appreciated for their commitment.

(ETI's 'Stepping Up and Stepping Forward', page 43-44.)

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