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Preface

The growing trend in many European countries is towards the decentralisation of the national and regional school systems, which has resulted in increased autonomy of schools. The scale and rate of decentralisation and school autonomy is very different within the European Union. Nevertheless, the trend is gaining momentum. There is more pressure on schools and teachers to be accountable for their work and to undertake regular and public evaluation of their work. In this climate, understanding internal and external evaluation processes and their impact on teaching and learning is essential for school development. While there is a growing development of school-based evaluation in many countries, the emphasis on external evaluation at a regional, national and/or international level is also growing.

Our Comenius 3 Network “SYNEVA.net – Quality Assurance through Synergy of Internal and External Evaluation. Its Impacts on Learning and Teaching” is set in this field.

A Comenius 3 Network does not grow in a vacuum. In 2003 nineteen partners from twelve European countries agreed to present a proposal to the European Commission, which brought together a series of different experiences in the field of school evaluation, such as e.g. the Comenius 3.1 Actions “SEQuALS – Supporting the Evaluation of Quality and the Learning of Schools” and “The Role of Educational Administrations in Promoting Quality Self-Evaluation in Educational Centres”. Institutions with different backgrounds from different regions, at different levels, have now joined the partnership. In 2004 the concept of SYNEVA.net was accepted by the Commission and started operating in October of the same year.

The main objectives of the network are to:

- collect, analyse, compare, link and disseminate examples of good practice of synergy from practical approaches all over Europe
- identify successful structures and strategies in quality assurance
- encourage sustainability through new projects (Comenius, national, regional)
- show how to use evaluation processes and research as starting points for dialogue, change and development
- identify a good basis for political and administrative decision making in the field of school education.

The main target groups of the network are:

- school managers – head teachers
- middle management in schools (members of steering groups, coordinators, teachers with special functions within school development and evaluation processes, etc.)
- supporting institutions
- internal and external consultants for school development/evaluation
- school authorities at regional and national level
- inspectors
- policy makers
- teacher educators
- pupils
- parents
- teachers

The work plan of the network outlines three different phases. During the first year a series of relevant examples of internal and/or external evaluation at various levels (school – regional – national) were collected. This publication is the result of this first phase.

The second year the collected examples will be compared and analysed in order to identify strategies to implement synergies between internal and external evaluation.

The third year successful strategies of implementing synergy between the two approaches to evaluation will be explored. A Final Declaration with the findings of the network will be published and disseminated.

This present collection of interesting practice comprises twenty examples.

In the first section five different approaches to evaluation were considered, for example the evaluation systems of the German Speaking Minority Group in South Tyrol (Italy) and Norway, evaluation models in Catalonia, as well as the practices of internal and external evaluation in the Netherlands and in Scotland.

In the second section nine examples at school level in Slovenia, Belgium, Austria, Scotland and South Tyrol show insights into school based evaluation practices. The last example in this section sums up the experiences the Oberschulzentrum Sterzing, South Tyrol, made in the Comenius 1 School Development Project “RISQ – Room for Innovation, Self-Evaluation and Quality”.

In the third section four experiences at the regional level in Hessen (Germany), Hämeenlinna (Finland), South Tyrol (Italy) and Moray Council (Scotland) are outlined. All four examples highlight the importance of supporting schools in their endeavour to carry out self-evaluation initiatives.

In the fourth section two examples at national level give, on the one hand, insights into external evaluation practices in Estonia and, on the other, some information on the contribution of the Portuguese inspectorate in order to improve school-based evaluation.

I would like to thank to all the partners who have contributed to this publication, especially the European Commission, without whose financial support this research would not have been possible.

Rudolf Meraner
SYNEVA Network Coordinator

Evaluation in South Tyrol

The gradual development of a quality assurance system

In the last ten years a quality assurance system has been gradually and rigorously set up.

In the first phase (1994-1999) school-based evaluation was promoted. The schools were supplied with manuals and instruments and teachers were trained in order to initiate and carry out evaluation processes.

Under the provincial law No. 12/2000 schools became autonomous institutions with autonomy in the fields of didactics, organisation, research, school development, administration and finances. The schools took over the responsibility for the organisation and the implementation of their educational curricula.

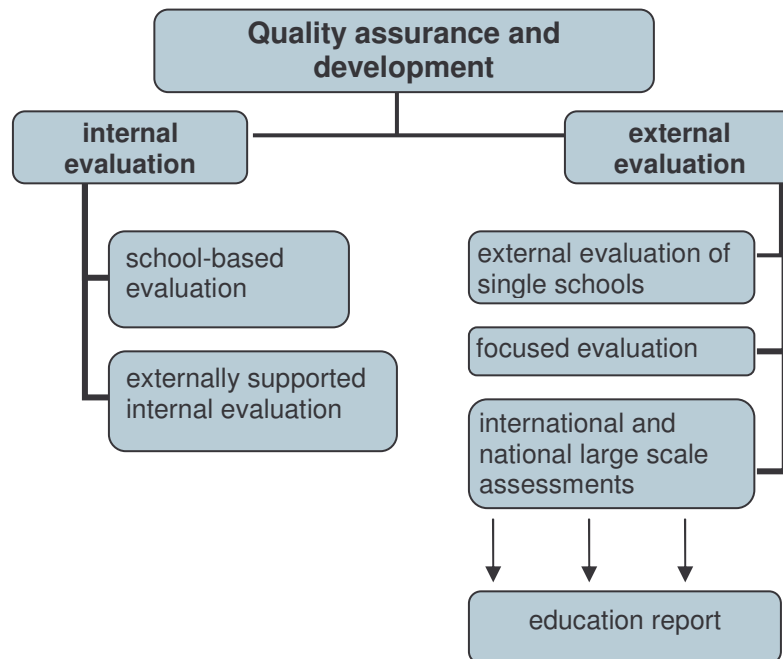
At the same time schools were obliged to compile a school development plan, detailing the most important decisions concerning their educational objectives with corresponding steps to be taken and suitable measures of school-based evaluation, to research into the efficiency of their development.

In 2004 the third phase started with the specific installation of external evaluation, which was also stipulated under the provincial law No. 12/2000.

Hence, in the educational system of the region of South Tyrol, evaluation is one of the essential elements of school culture.

The elements of the quality assurance system

The quality assurance system for the German schools in South Tyrol comprises the following elements:



Internal evaluation

Internal evaluation means that schools evaluate themselves. This is comprised of a close analysis of the work done at the school in general or in specific areas. The aim is both quality assurance and quality improvement and to identify new objectives for future school developments. The individual school relies on a variety of different forms of school-based evaluation, data collection and interpretation. All stakeholders can find support in a variety of different activities offered by the Pedagogical Institute (in-service training courses, seminars, publications). Furthermore the Institute supports the sharing of experiences in regular evaluation workshops all over the region. The schools investigate into their work in the following quality areas: learning and teaching; school and class climate; school partnerships and public relations; leadership and management; professionalism and staff development.

In their internal evaluation schools can also be assisted by external consultants or experts but they remain the owners of the evaluation process and the collected data.

The documentation of school-based evaluation is an integral part of the external evaluation.

External evaluation

External evaluation conducts the “collection of data and the assessment of the effectiveness and efficiency of the school” and is carried out on three levels: the complete school system, special groupings within the system and the individual school. External evaluation within the schools for the German speaking language group comprises the evaluation of the activities of the schools (desk research on data provided by the schools and school visits of 2-3 days) by evaluation teams, focused evaluations, investigations into specific areas, and the participation at national and international large scale assessments.

External evaluation is first and foremost developmental. Schools get indications for their further development from an outside perspective. The results of external evaluation on the system level form the basis for measures for the regional development of the school system.

External evaluation also provides accountability. Schools are obliged to communicate the results of internal and external evaluation to the stakeholders. It is up to the schools to decide how and to what extent. On the regional level an education report is compiled.

Education report

Every two years an “Education Report for the German School in South Tyrol” will be issued. It will be based on the relevant results of school evaluations, focused evaluations, and the participation at state-run and international large scale assessments. The education report offers steering data for the development of the South Tyrolean education system to the provincial government, the local school board, the Pedagogical Institute and the individual school.

Provincial Evaluation Advisory Board

The responsibility for external evaluation is in the hands of the Provincial Evaluation Advisory Board. It is appointed by the provincial government, operates at the Pedagogical Institute but works autonomously. It is composed of nine experts of whom more

than half must come from outside school or the provincial administration.

It is the task of the Provincial Evaluation Advisory Board to lay down the objectives, standards for the procedures of external evaluation of individual schools and the complete education system, to support the system of evaluation and to record if the objectives have been achieved.

Evaluation Agency

The Evaluation Agency is the executive of the Provincial Evaluation Advisory Board. It is clearly detached from the tasks and the working areas of the inspectors of the school board. The experts in the Evaluation Agency were appointed after a transparent selection procedure.

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Evaluation of Quality – System and Reality

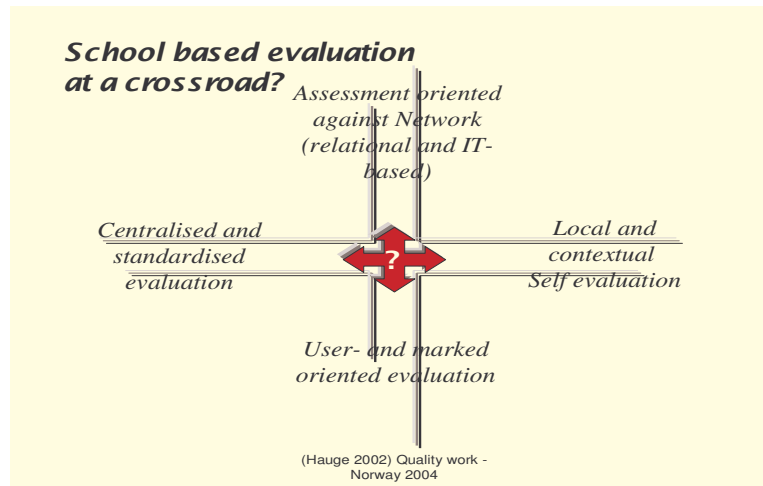
The presentation¹ has two topics: An outline of the Norwegian system and an example of a situation common to schools in Norway.

We start with a quotation from the Norwegian professor Hauge, a central person in evaluation research in Norway – more precisely in the field of school-based evaluation.

“We are now starting to see the profile of a system for quality assurance that focuses national needs. It is a system that is built on shared standards and measurable results. Each school is still responsible for evaluating itself, but the school has to produce results that fit into the national standards.” (Hauge 2002)

Norway has established a national network for school-based evaluation and we (Svein and Astrid) are both members (as well as Hauge). One of the general agreements in this network is that Norway is at a turning point – a crossroads. The following figure shows development directions for evaluation activities in schools in Norway.

¹ Syneva, 26.11.2004



For the last twenty years schools have developed their own system for school-based evaluation. It has been developed locally and in a local context. But it is also connected to the general part of L97 – the national curriculum plan. Those of you, who are familiar with this, know that it is difficult to use quantitative methods to evaluate how schools work within the framework of this plan. The general part of this plan gives guidelines as to what kind of characteristics the schools must seek to develop: creative people, inquisitive people, caring people etc. You may say the plan represents an embedded socio-cultural perspective on learning.

Now at the crossroads, we can see a rapid change. The activities and the resources are moving from the local context and local ownership to centralized and standardised evaluation. So the most visible activities are in the area between centralised and standardised evaluation and user and market orientated evaluation. This leads to a crucial question: How can schools adapt to the new national system and at the same time develop their own school-based evaluation?

The national system for evaluation in Norway today

Here is a presentation of the system. After that we give some comments on the challenges for the schools.

Education Act

- Section 14-1 State supervision and control
“The Ministry may issue regulations concerning reporting and assessment of educational activities that fall within the scope of this Act”
 - Additional regulations to the Act, §2-1
“School-based evaluation” in all schools
- Quality work – Norway 2004

The Education Act gives the legal basis for school-based evaluation. The regulations of the Act require the local school to use school-based evaluation as a measure of assuring quality in the school. The Act, however, offers the local level greater freedom on deciding how to undertake evaluation. The level of reporting results is to the local or regional school board. School-based evaluation began some twenty years ago. Complaints, especially in the last ten years, have concentrated on the fact that too many schools have not used evaluation systematically for their own development. Therefore in 1998 school-based evaluation was imposed on all schools.

Transparency and Competition

Directorate for Primary and Secondary Education
(Utdanningsdirektoratet), established 15 June 2004

- Skoleporten.no (23 August 2004)
 - Elevinspektørene.no
 - National tests
 - “Schools of good quality” (Demonstrasjonsskular)
 - International standards of quality
- Quality work – Norway 2004

The Directorate for Primary and Secondary Education (Utdanningsdirektoratet) was established on 15 June 2004. The Ministry of Education has delegated the responsibility to implement quality work in primary as well as secondary schools to the Directorate. Currently four main instruments can be identified:

Skoleporten.no

Skoleporten.no presents data from individual schools and school authorities in addition to resources for interpretation, assessment and development of primary and secondary education.

These are tools that school authorities and school managers can apply in various ways to evaluate and develop their work.

The primary target group is policymakers in education, but Skoleporten also gives useful information to parents, pupils and the general public.

Quality work – Norway 2004

The services of Skoleporten.no have been subject to intense public discussion. The teachers' union has used a variety of strategies to stop it. There is a long-standing tradition in Norwegian school history which tries to avoid unnecessary competition among schools. Skoleporten.no has been considered a conscious measure to make schools and their users more market-orientated. The resistance had some effects and the government has promised to allow restricted access to collected data though for example it is not possible to identify results at class level.

National tests

National tests are part of a system giving a survey of pupils' basic skills in writing, reading, mathematics and English. Obligatory at levels 4, 7, 10 and 11.

- Background: the lack of systematic data for achieved results in Norwegian schools
- Purpose:

- Pedagogic tool for teaching and learning
- Supporting pupils' learning
- Making it possible for teachers to meet individual needs
- Providing information about quality development
- Producing important information for the general public
- Providing a platform for comparison with international standards, PISA and PIRLS

Quality work – Norway 2004

According to official statements from the Ministry the national test system aims at helping schools to develop through comparing their own results with those of other schools. The individual school has the facility to compare results between classes in the same school. This kind of information is not open to the general public. All pupils receive feedback from the tests which give some indication of their level compared to the normal results in their own school or with the national average. The Ministry intends to let the results be passed on from one stage in school to the next. In January 2005 spokesmen for pupils in Grades 10 and 11 threatened the school authorities with a general boycott of the tests. A lot of parents also protest because they fear that the collected information will be used in an unqualified ranking of schools.

Elevinspektørene

- A net-based inquiry through which pupils can evaluate their school
- Providing pupils with the opportunity to influence their own education and areas of particular interest
- This is obligatory for all schools to undertake at levels 7, 10 and 11 (2004)
- Spring 2004: 86% participation (schools)

Quality work – Norway 2004

Elevinspektørene (Pupils' inspectors) is a nationwide web-based inquiry using standard questions. In addition each school has the opportunity to add questions focusing on areas

which are of particular interest. The inquiry concentrates on school morale and the well-being of the pupils. To some extent this provides the schools with feedback of their users' satisfaction. The data collected give no information about the relation between pupils and individual teachers.

External evaluation

- No national system
- Inspection with the aim of accrediting schools does not currently exist
- Supervision through the regional School Board (meetings, reports)
- Responsibility of the school to decide if, how and when to use external evaluation
- Important condition for developmental work and participation in national projects

Quality work – Norway 2004

The history of external evaluation in Norway is a fairy tale about a centralized system which was never put into practice. The concept of inspection was abandoned in 2004 (for how long we do not know), and this follows a shift in official strategy – from centralized actions rooted in a desire to control schools – to a belief that quality can be secured through transparency and competition. In any event different kinds of external evaluation and external participation in evaluation are used to meet demands of the school. The use of external evaluation is often questioned when schools apply for project funding or want to try out alternative school concepts (school hours, administration, working conditions for teachers).

State responsibility

The Ministry through the Directorate:

- provides advice and guidance
- shall ensure satisfactory and equivalent educational facilities
- shall have access to school premises and documentation
- may order remedial action in schools which breach the Act

Quality work – Norway 2004

Local duties, local autonomy

The school is responsible for

- the execution of quality work
- the municipal plan and school plan for quality work
- the report on activities and results
- has local autonomy to decide how to work with quality

Quality work – Norway 2004

Of course it is difficult to get an exact overall view of how well the system of quality improvement works. There have been too many changes in a few years. There are still problems as to how the figures should be interpreted. From official statistics we can get an indication about how schools carry out development work, but there is a lot of uncertainty surrounding unclear standards of reporting activities and results. The figures below are picked from official statistics in the annual report from the Ministry.

School-based evaluation in Primary and Lower Secondary Schools 2003 (grunnskulen) N=2981

Methods and tools	Figures	%
Guidance of staff	2418	81
External participation (not parents)	928	31
Systematic exchange of experiences with other schools	1299	58

Elevinspektørene	528	18
Statistics on assessment	785	26
Diagnostic tests	2811	94
Tests supporting teaching and learning and giving notes	1224	41
Enquiry of users' satisfaction	2286	77
Nothing reported	19	1

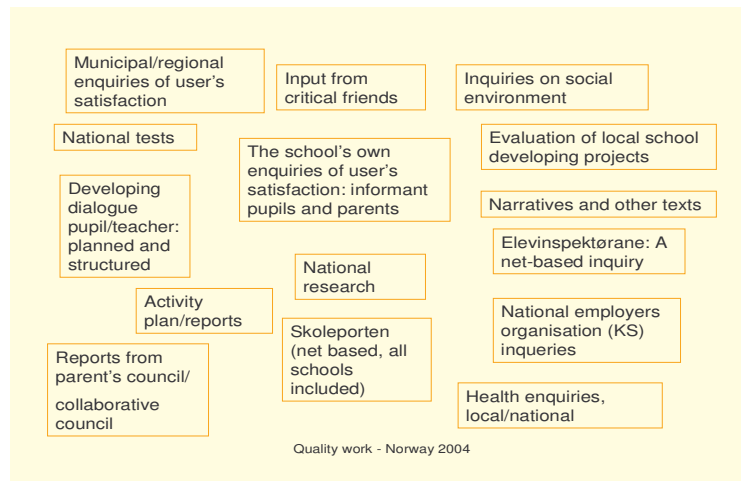
**School-based evaluation in Upper Secondary Schools
2003 (den vidaregåande skulen) N=382 (schools)**

Methods and tools	Figures	%
Guidance of staff	316	83
External participation (not parents)	133	35
Systematic exchange of experiences with other schools	177	47
Elevinspektørene	256	67
Statistics on assessment	297	78
Diagnostic tests	304	80
Tests supporting teaching and learning and giving notes	169	44
Enquiry of users' satisfaction	312	82
Nothing reported	0	0

The political context: We want to change our perspective so that we can view the evaluation activities as other school-authorities in our county see them. I interviewed some school-authorities in October this year regarding the core issues: What are the challenges? If the aim of evaluation is development in your school, what has to be done? What do you do methodologically? What is your system?

As we have said before – these schools are working on local development, and at the same time they are supposed to meet the demands of being monitored on a national scale.

The figure below presents a “map” of these schools’ sets of data and other documents which are relevant for the evaluating processes in the schools.



This is a “map” that is meant to be confusing. It is a normal “map” for the schools which demonstrates the kind of data they have to deal with when they are evaluating. Imagine this situation: you are a researcher, running a research project. You are heavily loaded with data, most of which is collected by others. Most of it has not been collected to answer your own research questions. The next problem is to ascertain what kind of data this is. It varies from quantitative enquiries of user's satisfaction to, for example, various sets of narratives. In other words: a wide span of different forms of quantitative and qualitative data. My conclusion is that the teachers and the school management need practical knowledge, which would probably be more than what they currently have and I think they will need help in sorting these things out.

They need help finding out:

- How to ask the research questions
- How to systemize

- How to make interpretations
- How to build up documentation
- How to encourage the organisation to learn
- How to communicate the results

The next quote is from an inspector at an upper secondary high school, which is mainly vocational training. This school has changed considerably through a developing project. Most characteristics of this school have changed: for example, methods of learning, planning and perspectives on how to deal with pupils and their learning. Much of the change is connected to what we call “adapted teaching and learning”. Each pupil has his or her own learning and working plan – which reflects the evaluating system of the school and is developed along these lines. A few years ago they were making quantitative enquiries on the pupils’ learning and social environment. But today they are saying:

“We are **focusing the pupils learning environment**. The pupils are involved in the evaluation processes in different ways, each of them in **developing dialogues** between pupil and teacher. These dialogues are **planned and structured**, and are carried out on a regular basis sometimes, as often as once a week - with variations for each pupil.

In addition to that we have a parallel dialogue between the pupil group and the “contact teacher” (mentor). This is a crucial element in our evaluation system.

Pupils are members of the working teams which are planning the learning activities. In this way the pupils are involved in planning at almost all levels. They are active partners in cooperation and planning, and are continuously giving us feedback. So this is likely to be the most important evaluation element, the constantly ongoing participation of the pupils which is systemized and functions well.”

Inspector, upper secondary high school in SF oct. 2004

Thus pedagogical thinking and development has changed the ideas of evaluation and practice. But as you see, it is not easy to combine when an extended demand of monitoring on a national level is involved. This of course has something to do with deciding how to use your resources as effectively as possible. But it has also something to do with the complexity of documentation in this kind of school-based system. This understanding also focuses on the writing processes in the schools.

"It is crucial to make the actors conscious about writing processes in school-based evaluation. Where are we, where are we going? We must develop a system that forces us to write. This is true for the entire organisation."
Headmaster, primary school in Sogn og Fjordane, October 2004

The writing processes can also be connected to how teachers can develop and use the narratives – their own stories in school-based evaluation. Finally many schools struggle with a lack of reflection in their daily work.

"The core issue in evaluation is to find areas for improvement, and to do something about it. But the next stage is **to reflect and have dialogues without goals**. These dialogues have **drowned in enquiries of user satisfaction and reporting systems**."
Headmaster, primary school in Sogn og Fjordane, October 2004

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Evaluation Models – Internal School Policy

Before defining how evaluation models are implemented in school centres to become what we call Internal School Policy, we must define what an Evaluation Model is.

An Evaluation Model appears as a consequence of the implementation of an Educational Policy. It covers different elements, from the philosophy, which is the base of educational policy, to the school and classroom practices.

Education Policies are designed to give answers to society's demands.

The educational systems cannot differ from society's requirements and for this reason politicians must pay attention to these requirements and make decisions that meet them.

During the last few decades accountability and responsiveness have been persistently demanded from our society and for this reason they have been key elements in the design of the evaluation of Educational Policies around Europe.

Even if we considered the origin of the requirements which are more or less the same in every country, the Evaluation Models developed are different.

Why are they different? And what are the elements that create these differences?

First we must be aware that each of these models is designed to improve the quality of education, not to punish or to restrict.

If we agree that the origins of the policies are the same and we can affirm that the objectives they are trying to reach are also the same, i. e. to improve the quality of education, we must consider other factors in order to justify the differences between the models. These other factors can be different concepts for education quality, society models, educational system organisations, educational cultures, etc.

We need to be aware that there are some factors that influence and determine the design of evaluation models and as a consequence, these factors will influence their implementation and development in school centres. At the

same time, these same factors, will influence and determine the characterisation of the schools in each country.

We must consider a School Centre in a systemic approach; this means that the interactions in the systemic system will create differences between schools even within the same country.

To summarise we can say that on the one hand we have different Evaluation Models and on the other hand we have different School Centres.

We can conclude that the School Internal Policies will therefore also be different.

What are the elements that determine an Internal School Policy?

There are different elements that have a stronger or weaker influence on all analysed Evaluation Models. These are:

External Elements:

- The aims of the Educational System
- The Evaluation Model itself
- Legal framework stabilised by the Evaluation Model
- The Autonomous School Level, etc.

Internal Elements

- The aims of the individual school
- Leadership
- Internal organisation
- The school climate
- The Teacher's Educational Culture and Values,
- etc.

Depending on whether the educational administrations have strong control over the model, elements will have more or less influence in the design of Internal School Policies.

Let us look at one of the external aspects in more detail: the **Evaluation Model**. Let us focus on the different ways it can be developed to become what we call an Evaluation Design, meaning the model that has been expanded on and is now ready to be put into practice.

Keeping in mind that: Educational evaluation is a systematic activity which uses information to describe educational objects and judges their merit or worth.

First we must consider different methodologies:

Qualitative and Quantitative methods

**Extension: total or partial
focused or global**

Criteria: according to Ernst House we must consider three basic criteria: Honesty, Credibility and Corrections.

Taking all these aspects into consideration, we will now focus on an **Evaluation Design**. An Evaluation Design is the completion and expansion of an Evaluation Model, so that it is ready to be put in practice and will guide the evaluation process within the school. In every Evaluation Design we must consider different aspects: Technical and Social. The Technical aspects must meet the first and second of Ernst House's criteria: Honesty and Credibility. The Social aspects link with the third: Correction.

Technical Aspects: an Evaluation Design covers the following elements:

- Object Definition
- Consolidation of the Objectives
- Evaluation Criteria
- Planning the Evaluation: Tools and Work Organisation
- Data Collection
- Data Analysis
- Results and Decisions Made
- Metaevaluation
- Final report

Metaevaluation

This is an evaluation of all processes undertaken, including the opportunity to evaluate the object and objectives, the utility of all processes, balance between the cost and benefits, etc.

As a result of Metaevaluation, we expect to know which elements need to be changed or introduced in the next evaluation process, in order to improve it.

Social aspects:

According to the third of Ernst House's criteria:

Correction –

The evaluation must be:

- **Democratic**
- **Equitable – based on equitable moral values**
- **Autonomous**
- **Impartial**
- **Reciprocal**

How can we introduce an evaluation process into schools following these principles?

A comprehensive design is not so easy to achieve with all these constraints, but as professor Nevo said:

Learning by doing is still the best way to learn how to do evaluation.

Educational Administrations must provide the resources and the framework to promote and facilitate Internal Evaluation.

The process of introducing Internal Evaluation within the school will be successful if we can guarantee the following three key elements:

- Basic Training for everybody
- Establishing School Evaluation Teams
- Institutionalising Evaluation

In conclusion: we know that all the models are in place to improve the quality of education. There are a series of elements or factors that are present in all of the models. Each model has more or less the same stages, but we want to highlight the elements that allow Internal Evaluation to add value to the creation of culture in centres, team work, the

creation of learning communities, all in all, to the professional development of teachers.

The technical aspects of Self Evaluation are important, they frequently determine the results and dynamics, but here and now we do not want to emphasise the value of the technical aspects as much as the culture the evaluation has to generate in order to be able to put together an adequate systematic process that truly has the potential to improve education quality.

SELF-EVALUATION = COMMUNITY LEARNING

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Dutch Practices of Internal and External Evaluation

The Dutch Q5 project is supporting schools for secondary education in implementing systems of quality assurance based on their own ideas about quality and quality assurance. The organisations of school boards and management for secondary education and *not* the government are responsible for the project. This bottom-up approach is needed in the Netherlands because of the variety of schools with different conceptions of quality of education.

The project is driven by 5 focusing questions:

- Are we doing the right things?
- Are we doing these things correctly?
- How do we know?
- Do others outside the school agree?
- What are we going to do now?

The Q5 project has developed a concept of good quality assurance. The Deming-circle (Plan-Do-Check-Act) on all levels, a comprehensive approach, the emphasis on the quality of learning on the level of students, teachers and organisation and a systematic way of acting are main characteristics. The project provides information (e.g. websites as www.q5.nl, magazines, guidelines, conferences, workshops and lectures) networking, pilot projects, tool development and training. The focus of each system of quality assurance should be the quality of learning of students. The key method of each system should be self-evaluation and feedback on all levels. (Students, teachers, school management and the school as organisation)

The emphasis on self-evaluation is based on its strengths (relationship with its own identity and own questions and the challenges of the school, the encouragement of motivation within schools to improve their quality and the commitment of all stakeholders of the school.

Self-evaluation, however, excludes comparability, reliability and objectivity and from time to time credibility. That is why external evaluation is needed. The question is then: external evaluation by whom?

In the Netherlands the Dutch inspectorate carries out inspections of schools and publishes the results on the internet. The inspections have a certain tendency to focus on accountability, assessment and comparison. That is the reason why the inspections have to be more or less uniform. Not all aspects of the quality of schools are inspected: vision and leadership are not assessed, nor staff development, nor the achievement of personal and social skills. The relationship with school self-evaluation is unfortunately not too strong at the moment.

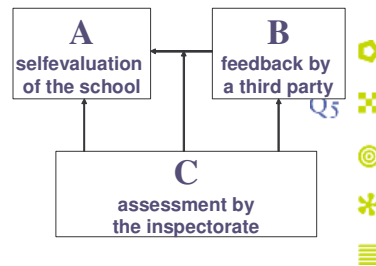
Because of all these reasons the Q5-project tries to encourage schools to find their own external evaluation processes and to look for external feedback. The project provides conceptual frameworks and helpful procedures for it.

The ABC-project

The Q5-project strongly promotes school self-evaluation (step A), followed by an external evaluation (step B). After that an adapted inspection is needed.(Step C)

The ABC-model

the ABC of quality assurance



The Q5-project developed in cooperation with the Dutch inspectorate is a pilot project to carry out these three steps. Six schools with completely different views on education, with different numbers of pupils and situated in urban, suburban and rural areas were selected. They were supported by guidelines, conferences and consulting sessions in self-evaluation processes and peer review processes. Each school evaluated at least two aspects of quality: one chosen by the school itself, regarding own vision and aims, one regarding an aspect normally examined by the inspectorate. Each self-evaluation was assessed in an audit conducted by a review committee of peers and some experts.

The committee prepared an initial audit the evening before the audit itself (Leading questions, analysis of consistency, role of the members of the committee during the audit). The audit procedure was more or less the same: reception and information by the principal, interviews with panels of students, teachers, parents, management, school visit, preparation of provisional judgements and public provisional judgement. After the audit a draft judgement was sent to the schools, comments on incorrect facts were incorporated and finally a written judgement was agreed. After the audits the inspectorate modified their inspections to use the results of the self-evaluation and the audits, which was not easy.

The schools were satisfied with the processes, results and with the support of Q5. They felt the processes were a powerful stimulus to their own responsibility for quality and school improvement.

The school itself: school improvement and accountability of five Amsterdam schools in deprived areas

The Dutch government tries to encourage schools in big cities to improve practices by focussing on so called “black” schools. During the last four years special budgets were allocated to these schools by the city authorities. Schools are accountable for the use and the results of these budgets.

The city of Amsterdam requires plan-based school improvement, permanent monitoring of the process and a final evaluation which is needed for accountability reasons. This final evaluation was based on self-evaluation using data (e.g. benchmarks of academic achievement, school attendance, efficiency, inspection reports from 2000 and 2004) and a developmental audit by a committee of peers and experts based on the self-evaluation and on evidence, provided by the inspectorate and the city. The schools were supported by a consultant and Q5.

At meetings, a simple format for the self-evaluation was developed. Areas of growth partly compulsory, partly voluntary were compared at two different times (2000 and 2004). In the last column the perspective of growth is assessed.

THE SCHOOL ITSELF

- **FORMAT SELFEVALUATION**

Area of growth	2000				2004				Growth
	1	2	3	4	1	2	3	4	
Quality assurance	x				x				x
(Second) Language learning	x				x				x
ICT	x				x				x
Support students special needs		x				x			x
Academic achievement	x				x				x
School attendance	x				x				x
Staff development	x				x				x
Schoolspecific items									
(.....)									
(.....)									



Self-evaluation format

All conclusions had to be evidence based as far as possible. Each school was asked to identify a focus for the audit. The audit program was nearly the same as the program of the ABC-audit.

The schools appeared to show evidence-based improvement. All principals were very satisfied with the results and the processes. A key success factor was a strong feeling of cooperative learning as a result of which all principals wanted to continue. They regarded the audit as a stimulus for further improvement.

The collective results were used as data for the evaluation of the city of Amsterdam, so that the audits could be seen as a good balance between pressure and support processes.

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Internal and External Evaluation in Scottish Schools

The emphasis in Scottish schools is now placed firmly on self-evaluation of quality, although local education authorities and the Scottish Executive Education Department maintain a role in assuring quality in education across Scotland. Standards in Scotland's Schools (SEED, 2000), a Bill introduced to the Scottish Executive, requires education authorities to 'endeavour to secure improvement in the quality of school education which is provided by the schools managed by them'. The Bill sets out a framework for establishing national priorities in education, a system of local authority and school planning to meet related national and local objectives, and a requirement to report publicly on the progress in meeting these objectives. This framework indicates that evaluation of quality in schools should be seen as a collaborative process with the different agencies working together. This offers an ideal model of mutual support.

A publication entitled *How Good Is Our School?* (HM Inspectorate of Education, 2001) is at the heart of the evaluation process in Scottish schools. It provides a strategy for linking self-evaluation and school improvement and a framework for internal and external evaluation. It is designed to help headteachers and teachers in school self-evaluation and to assist education authority personnel (local and national) in discharging their responsibilities for quality assurance. *How Good Is Our School?* (HGIOS) was first published in 1996 and revised in 2001. The Foreword of the later edition claims that the continuing strength of the quality framework is that it is used in external evaluation by HM Inspectors as well as in self-evaluation by schools and local authorities in quality assurance procedures. It states, 'it [HGIOS] provides an opportunity to continue the partnership at all levels of the educational system which is central to the Quality Initiative in Scottish Schools'. (HM Inspectorate of Education, 2001, pV). The framework is used by the majority of schools in Scotland and it does provide for greater clarity in the joint discussion between internal and external evaluators. The language of evaluation is explicit to all parties and the same set of quality criteria are used.

The second edition is in the main similar to the first version published. Like the first, it is based on three questions: How are we doing? How do we know? What are we going to do now? These questions provide the framework for the self-evaluation process. Based around these questions is a comprehensive set of quality indicators which relate to seven key areas which are claimed to influence the effectiveness of pupils' learning:

- 1) Curriculum
- 2) Attainment
- 3) Learning and Teaching
- 4) Support for Pupils
- 5) Ethos
- 6) Resources
- 7) Management, leadership and quality assurance

The indicators are designed to help schools to: recognise their key strengths; judge the quality of performance against a set of criteria; identify areas where good quality needs to be maintained or where improvement is needed; and identify priorities for their development plan. They may be applied at the level of: the whole school; an individual class; a specific context; or several contexts. Therefore, schools can use the quality indicators to carry out an internal audit at every level of operation, giving staff a broad view of performance across the key areas, or to take a closer look at a specific aspect of school life causing concern. It is this process of collective critical reflection that is vital for school improvement. It is important that teachers and other stakeholders have the opportunity to meet regularly in order to exchange experiences and viewpoints concerning processes, share findings and discuss possible explanations and solutions. Motivation for school self-evaluation presupposes that those involved have the possibility of developing a sense of ownership. Self-evaluation strategies implemented in an open and supportive environment are more likely to contribute to increasing teachers' awareness of how they can improve their teaching, help them to prioritise their own professional development and inform future school planning.

The key difference in the revised edition of HGIOS is the use of the term 'quality indicator'. In the previous version the term 'performance indicator' was used. At first glance this may seem like a subtle

difference in terminology. However, the change signals a desire to place greater emphasis on the qualitative nature of the judgments to be made and to distinguish them from straightforward quantitative or statistical measures. These quality indicators have become the main tool that most of the schools in Scotland now use to judge the extent to which the aims and objectives they have identified are being met. They enable schools to take into consideration a broader range of evidence rather than just test and examination results. However, schools have to consider how to collect the evidence and find ways to record it that are not overly time-consuming and place an extra burden on teachers' workloads. The evidence gathered must be collated in order to be meaningful for pupils, teachers and school development.

It is suggested in the HGIOS document that the key to quality assurance and school improvement is an effective cycle of self-evaluation and planning for action. Therefore, central to the self-evaluation process is the school development plan. It outlines the school's aims and objectives, its strategy for improvement, identifies priority projects and sets clear targets for action. To plan effectively and prioritise their targets for action schools need be clear about their own aims and objectives. However, schools also have to include local education authority improvement objectives as well as national priorities in their development plan. At present in Scotland five national priorities have been identified:

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their

neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

There is a requirement for schools to report on what they are doing to meet these priorities. Reporting on standards and quality according to HGIOS is integral to the process of planning and self-evaluation. Each school's Standards and Quality Report provides an agenda for discussion with education officials and informs the view of standards and quality in the education authority as a whole.

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Examples at School Level

The Criteria of a Good School

A school quality evaluation

A good school is the school which fulfils the expectations of the students, their parents and society. A good school values and encourages the different talents the students have and enables them to lead an independent, responsible and happy life. A school evaluation can be internal or external. The former is carried out by teachers and other experts, parents and students, and the latter is carried out by qualified people from other institutions.

Performers

- Evaluation Board: Dr. Marina Rugelj (president), Dr. Roman Globokar, Darja Burgar, Dr. Tone Jamnik, Helena Medvešek, Mateja Gomboc in Jože Mlakar
- Evaluators: groups of 3 to 4 teachers evaluating individual elements of a good school concept

Deadline

31st May, 2005

Analysis

Before announcing results, the evaluation has to be analysed.

Evaluation

- General school evaluation
- Teachers' evaluation of their colleagues (friendly remarks)
- Students' evaluation

General evaluation

12 elements of a good school concept are being evaluated. Evaluators are teachers and other experts working in groups of 3 or 4. The evaluation method has been agreed and methods used are:

- documentation review,
- a test,
- a questionnaire,
- an interview.

The criteria for a good school fall within a range of 0 to 5. All grades, except 0, are positive. These are suggested by the evaluators and

confirmed by the coordination board. Besides the numerical evaluation, each group writes a short report (1 or 2 pages long), where current practices, a detailed explanation of the grades and recommendations are included.

Criteria for a good school

1. Students' learning motivation and appropriate learning strategies
2. Integrating students in alternative methods in class
3. Encouraging talent, education for life and responsible community life
4. Education for values
5. Teaching students with special needs
6. Education for healthy life
7. School policy which includes equal opportunities for all
8. Availability of school equipment
9. Working with parents
10. International cooperation
11. Business economy
12. Students' overall success

1. Students' learning motivation and appropriate learning strategies

Many students, who are not successful or are less successful than they could be, have problems with motivation or have no learning strategy. These students either do not want to study or cannot conform to the routines of school and homework. It is the responsibility of the evaluators and class teacher, together with school counsellor to find out, how many students need help in creating the most effective learning strategy. They also have to determine how many students need a special form of motivation.

Anticipated method of evaluation:

- documentation review (grades),
- a test,
- an interview with students, class teachers and other teachers.

2. Integrating students in alternative methods in class

The evaluation group determines the relationship between the traditional way of teaching and alternative methods such as problem-

solving, team work and project work. The evaluators note all the methods used, how much time they take, and how many students they include. The evaluation also contains the number of times a student is included in the alternative methods of teaching.

Anticipated method of evaluation:

- documentation review (grades),
- an interview with teachers and students.

3. Encouraging talent, education for life and responsible community life

Evaluators determine which parts of the subject curriculum, which teaching activities and didactic approaches, encourage students to discover and develop their own talents. The evaluation group examines how the school encourages the students to relate their knowledge to their daily lives. It also examines to what extent the school prepares the students for an independent and responsible role in community life. This goal can also be evaluated with the use of a suitable questionnaire.

Anticipated method of evaluation:

- curricula and textbook review,
- project and team work review,
- a questionnaire,
- an interview with teachers, students and parents,
- evaluation of class and school affiliation (working on school nativity scene, song festivals).

4. Education for morals

The evaluators should first define the qualities needed, of which students should be aware (equality, solidarity, compassion). Thereafter they should determine in which subjects these qualities are illustrated and how the students should view them. The evaluators estimate what the students know about equality, solidarity, compassion and other taught morals.

Anticipated method of evaluation:

- curricula and textbook review,
- a questionnaire,
- an interview with teachers, students and parents.

5. Teaching students with special needs

The evaluation group assesses how and to what extent the programme of teaching students with special needs is implemented. The evaluators determine what results the students achieve in comparison to other students. They also assess the teachers' and other qualified people's creativity in developing special teaching methods and procedures when teaching students with special needs.

Anticipated method of evaluation:

- review of the programme of teaching students with special needs,
- documentation review (grades),
- an interview with teachers, students and parents,
- review of special teaching methods and instruments.

6. Education for healthy life

It is a common fact that students do not look after their health very well. Most of them do not lead healthy lives. The job of the evaluation group is to determine and evaluate whether or not the school tries to improve the students' life style and eating habits.

Anticipated method of evaluation:

- curricula and textbook review,
- review of the steps the school has taken to improve the students' lifestyle,
- an interview with students and parents,
- a questionnaire.

7. School policy of equal opportunities for all

The school's fundamental standpoint must be that each student attends the school regardless of his/her social status. The evaluation group determines how this viewpoint is carried out in real life.

Anticipated method of evaluation:

- review of the steps the school has taken to insure equal opportunities,
- an interview with students and parents,
- a questionnaire.

8. Availability of school equipment

The evaluation group determines the accessibility of school equipment for all the students during classes and after-school studying.

Anticipated method of evaluation:

documentation review (documents which outline the conditions of use of school equipment),
an interview with students and parents,
a questionnaire.

9. Working with parents

The evaluators assess to what extent good relationships between the school and the parents contribute to a better quality of school.

Anticipated method of evaluation:

documentation review (documents which permit parents to take part in making decisions),
an interview with students and parents,
a questionnaire.

10. International cooperation

The evaluation group notes all the international connections the school has. It examines to what extent the students, teachers, other school professionals and the school management (headmaster and the assistant) are involved in international cooperation.

Anticipated method of evaluation:

documentation review (documents which ensure international cooperation),
an interview with students and teachers,
a questionnaire.

11. Business economy

The purpose of this evaluation group is to determine how much money, time and resources are spent analysing the results and rationalisation of the yearly work plan.

Anticipated method of evaluation:

documentation review,
review of class and other activities,
an interview with the management and accounting department.

12. Students' overall success

The success of students at the end of the school year, the drop in the number of successful students from the first to the last year, and the results of the school leaving exam "matura" are evaluated. The

students' talent, previous knowledge and progress, and the comparison with other similar schools should be taken into account.

Anticipated method of evaluation:

documentation and reports review,
a test,
a questionnaire,
interviews.

Teachers' evaluation of their colleagues (critical freinds)

What is to be observed?

- The class routine (entering the classroom, greetings, writing the relevant information in the register, leaving the classroom, and the students' behaviour)
- The teacher's manner
- The class tidiness – how the teacher takes care of that
- The evaluation of the structure of the lesson
- The evaluation of the teacher's empathy with the students
- The evaluation of the teacher's rhetoric ability (possible mistakes)
- The evaluation of the teacher's movement and gestures (possible mistakes)
- The students' cooperation – the classroom atmosphere
- Other

The evaluator writes the assessment on a special assessment sheet. One copy goes to the teacher, the other to the evaluation board. The evaluation is anonymous. In the final report, general remarks about the teachers' evaluation, with emphasis on extreme positive and negative grades, are given.

Students' evaluation

Each student evaluates all the teachers who teach him/her. The evaluation is written on a special assessment sheet. The results are known only to individual teachers and the headmaster. The general evaluation of the teachers as a summary of all grades will be analysed and announced.

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Students Evaluate Teaching

Short narrative of the project

Since 1992, Mrs X, lecturer in psycho-pedagogy at the pedagogical high school of the German-speaking Community in Belgium has had her lessons evaluated by her students. Anonymity is guaranteed.

What was her motive?

Mrs X is convinced that students should regularly evaluate their lecturers and that in addition to the content and the method of teaching the lecturers' manner towards the class should be evaluated.

When she began in 1991 at the pedagogical high school, she decided to carry out an evaluation and therefore looked for a suitable evaluation form. During her research, she realised that many professors did not support or live by the principles that they taught. "I want to experience the things I teach my students and organize my lessons accordingly (for example: attitude to work, project pedagogy, weekly plan ...). This way, students get the opportunity to see theory in practice."

Mrs X handed out a questionnaire to every student. This was compulsory and anonymity was guaranteed. Every student readily filled in the questionnaire.

The lessons are based on the students' questions (for example: questions concerning the unit "LEARNING": What do I want to learn about the topic "LEARNING"? What questions do I have?) By means of a session where interaction with cards is used, the students' needs are determined. The questions are broken down by the students into subtopics. In principle, every student can "work" on his/her own questions and later present the answers in the final meeting. Afterwards an evaluation of the teaching unit takes place.

How does the lecturer use the results?

These results are not published. Mrs X uses them to constantly develop her lessons.

Self-criticism of the lecturer: Shall I always discuss the results with the students? At some evaluations, this is done as part of the process (for example after a project week), at others this is not automatic (questionnaire evaluating my lessons – there is also a

practical reason for this: the questionnaire is distributed at the end of the school year and the evaluation is done during the holidays).

As for the questionnaire concerning the evaluation of interdisciplinary teaching, the students are given the opportunity by means of predetermined criteria to make a judgement ranging from 1 to 7 in one of the following fields:

- Criticism regarding teaching;
- Behaviour towards the class;
- General impression.

The questionnaire contains an open question which is answered on a separate sheet of paper in order to guarantee anonymity (writing).

- “Can you think of lessons – teaching units – subject-matters that you liked very much or not at all? Which ones? Why?”

What kind of evaluation is organized?

The following evaluations are organized:

- Interdisciplinary teaching;
- Single projects
 - Forest pedagogy;
 - Project weeks;
 - Working week;
- Single teaching units (“organize an operation”; “Learning”).

Brief account of the context:

Kind of school: pedagogical high school of the German-speaking community

Age range : 18 to 25 years old or older

Target group: lecturer in psycho-pedagogy, students

Special circumstances: the lecturer stays with the student group during the whole training, i.e. for three years.

What is/was learnt and by whom?

Pupils

- The students evaluate the work done by their fellow students (for example: lectures, teaching units ...).
- The students evaluate themselves on the basis of the criteria of Ruth C. Cohn’s triangle: I, WE, IT.
- The students learn to self-evaluate:

- At the end of their practical training, the students have to write a report based on their practical training. In order to facilitate this task, they evaluate themselves every day (What was positive? What was negative? What can I change?).
- On the basis of the report, the lecturer determines, together with the student, the targets they need achieve in the future. At the next evaluation, the goals are raised.
- The students can appreciate that the lecturer also adapts and matures.
- In their later working life, some students put into practice what they have learnt from these evaluation forms.
- Some students already have their lessons evaluated by the primary pupils during their practical training.

Teacher

In the next phase, the lecturer sends the high school leavers a questionnaire which relates their first year in working life and a second one three years later so that they can evaluate the lessons:

- To what extent did the training prepare you for the practice in working life?
- What experience have you gained in your first job?

Institution

The teacher encountered strong resistance from her colleagues when she proposed to carry out an evaluation after the completion of studies. Indeed, her colleagues argued that such an evaluation should be prepared and carried out scientifically.

In the meantime, an evaluation is being organized with the help of a colleague who teaches mathematics, for when a commonly organized module is held during the second year of the training.

What leads to powerful learning ?

- The persistence of the lecturer;
- the positive response from the students;
- the openness of evaluation; to allow oneself be questioned by others.

What is the evidence that there is a real effect?

- The improvement of the quality of teaching (through modification and revision of the modules);

- The students became better acquainted with different aspects of evaluation;
- Teachers' motivation, by having their lessons evaluated by the students in their later working life, has increased.

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Steering Group Evaluates Sustainability of Project Days

Short narrative of the project

Project work days have been taking place for almost 10 years at this school. After several internal evaluations and adaptations, they are now a firm part of the school project. In the past, the implementation has not been easy. At times, the validity of project work days has been called into question.

For three successive days during the school year, the timetable is divided up and all pupils work on projects. The project topics are chosen by pupils and teachers before being presented at a project market. Finally, each pupil chooses one project from 60 – 70 proposals. At the end of the project period, a presentation of almost all projects is organized in the form of exhibitions, performances, concerts, school newspaper, films etc.

Brief account of the context

Kind of school: secondary general school

Age range: 12 to 18 years old

Target group: steering group (about 6 teachers, 1 project-coordinator and the headmaster) responsible for organisation, management and evaluation

Special circumstances: school has approximately 1100 pupils and 120 teachers.

What is/was learnt and by whom?

Pupils: Students acquire an understanding of project work (target, course, quality); developing, presenting and advertising project ideas; acquisition and promotion of numerous key qualifications (team work, social competences, reading, writing, understanding, speaking, presenting ...)

Teachers: The traditional teacher's role no longer exists during the project work days; the teacher becomes companion, manager, and organizer. Teachers and pupils are partners: they learn from each other and they learn together. The acquired key skills are rather similar.

Steering group: The steering group has undergone an important learning process. The first project years were laborious, time-consuming and work-intensive as new ground on education was

broken. At the beginning, there existed neither a real steering group nor any kind of evaluation. Only a few isolated projects were organized by project-willing teachers for some classes. This state created dissatisfaction among students and teachers.

The current procedures (target, organisation, carrying out) for a project week became materialised 5 years later, after a group of approximately 10 project-convinced teachers sat together at a seminar held in a project laboratory school and attended an external training course.

At that moment, the steering group was founded. Two years later, an internal training course was organized for all teachers and the concept of project work became apparent to everybody. Following the foundation of the steering group, an evaluation has been organized annually, to occur directly after the project work days. Every year, new questionnaires are worked out, adapted and evaluated. Often, the results were rather disappointing as a lot of people did not participate in the actual evaluation. This resulted in a distorted image of what had actually been achieved by the project work.

Initially, only teachers evaluated the project days; now, pupils evaluate the course and project content with their project-coordinator. The evaluation by the students is generally done both in writing and orally, directly after the project work days. Thereafter, teachers prepare a written evaluation about the circumstances surrounding the project. The coordinator of the steering group analyses the evaluations and this is a very laborious task especially for some of the open questions.

Institution: In adapting to this new method of working, pupils and teachers have increased their knowledge each year. They have primarily learnt from each other and also through practical means. As a result of this positive development of project work and the internal evaluation, quality has constantly been improved, so that project work has become, despite doubts and uncertainties, a firm part of this school's curriculum.

What led to such powerful learning?

- The persistence of the steering group;
- the school-external and school-internal further training courses regarding project work;

- the foundation of a steering group;
- the general satisfaction and the positive experiences encountered by the management, the teachers and the students;
- the positive response from the outside (reports in the daily newspapers, television, demands of other schools ...);
- the inclusion of external organisations into the projects;
- the regular internal evaluation done by the steering group.

What is the evidence that there is a real effect?

The lasting effect of the project work days is multi-layered and can partly be observed in secondary occurrences of daily school life:

- the increase or the amplification of project work in special subject courses, inter-disciplinary courses, school-external and European projects;
- the quality of the specialized work done by pupils who are taking their “Abitur” (school leaving certificate).

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Be Reflective – Stay Reflective

Brief context

Type of school: technical and vocational community school for health education¹

Age range: 14 – 20 year olds

Special circumstances: the school is involved in an innovative project called “Accent on Talent” which focuses on new ways of teaching and learning in schools and gives them the opportunity to experiment and to break through traditional barriers for a couple of years. This takes courage and implies that the schools base their scope for policy on a strong pedagogical vision rather than on administrative regulations.

Description of what is evaluated linked to the methodology of evaluation

The under mentioned actions are part of a methodical and purposive strategic approach. It is important that the principals and the middle management have a distinct vision on schools, learning and teaching.

New teachers evaluate themselves (since 2002):

This action was suggested by the pedagogical deputy headmaster who is the mentor. Participation is compulsory but anonymous. Halfway through the school year a written questionnaire is used with 73 statements and a scale (based on a document produced by the Pedagogical Advisory Service, English department). The results are discussed individually with the mentor who uses the answers to refine the coaching². The new teachers use the questionnaire as a guideline. This questionnaire has also been adopted by another school.

¹ Technical (2nd and 3rd grade): amongst others technology and sciences, chemistry, health and social welfare, youth care and disabled care and pharmacy or dental technician - Vocational (2nd, 3rd and 4th grade): caring sciences, child care, home care and geriatric care and nursing

² The questionnaire is only part of the teaching plan. The mentor has received a special training from a specialised training centre.

Experienced teachers evaluate themselves (since 2002):

This course of action was suggested by the pedagogical deputy headmaster. Participation is voluntary and the participants can be identified: approximately 50% of all teachers participate in this process. At the end of the school year written questionnaires are measured against a scale and the number of statements ranges between 40 and 66 with room for remarks (the questionnaires have been developed by the teachers themselves, sometimes based on documents of the Pedagogical Advisory Service, Maths and Science department). The results are discussed in class with the pupils. The teachers use the answers to adjust their teaching and courses and discuss the changes with the pedagogical deputy headmaster.

Mentor of new teachers is evaluated by the new teachers (since 2002):

The action was suggested by the pedagogical deputy headmaster. Participation is compulsory but anonymous. At the end of the school year a written questionnaire is used with 6 open questions (developed by the pedagogical deputy headmaster who is the mentor). The mentor also uses these answers to refine the coaching.

The entire school team evaluates the headmaster (in 2003):

Action was suggested by the headmaster. Participation was compulsory but anonymous. Two years ago a written questionnaire was compiled and consisted of 20 statements, a scale and room for remarks (developed by both headmasters). The results were processed and copied to the entire school team.

Temporary teachers evaluate themselves as preparation for their assessment (since 2004):

Action was suggested by both headmasters. Participation is compulsory and all participants are identifiable. Before the 30th of April of each school year, a written questionnaire is completed with 17 items and a scale (It can be noted that this document has been developed by a team of schools). The headmaster uses the same document to assess the new teachers and the results are compared. The temporary teachers use the questionnaire as a guideline to work from.

The entire school team evaluates the school development plan¹ (in 2004):

This action was suggested by both headmasters. Participation was compulsory but anonymous. A year ago on a pedagogical study day² a SWOT-analysis was carried out in 8 fields of the school development plan (developed by both headmasters). The results were processed by the head advisor of the Pedagogical Advisory Service, who supported the school team on the study day, and it was then copied for the entire school team³.

Pupils evaluate the school and their teachers within the special project “Accent on Talent” (since 2005):

Action was suggested by one of the teachers involved in the project who is the chairman of the pedagogical board of the school. Participation is compulsory but anonymous. At the end of the school year a written questionnaire is used with several open questions and statements with a scale (developed by the chairman of the pedagogical college of the school who is also one of the teachers involved in the project). The results were discussed at meetings between the pedagogical deputy headmaster and the coordinators of the project who then communicated certain aspects to all teachers involved. Not all results were discussed since some questions turned out to be inappropriate. The questionnaire will be adapted this year.

Additional remarks

- There was no interruption to the regular timetable.
- Most teachers and pupils were satisfied. Approximately 10% of the teachers had doubts about the value of the internal evaluations. All internal evaluations were well clarified beforehand.

¹ A school development plan includes the most important decisions concerning the educational offer of a school with corresponding steps to be taken.

² The study day was also evaluated with a questionnaire containing statements linked to a scale and open questions in line with every other study day organised by the school since 2004.

³ In October 2005 the school organised 2 away-days with teambuilding and the fine-tuning of the school development plan as the major points of interest. The questionnaires about the mentor and the school development plan have had a major impact on how the school organised, the way teachers work together and the way their voice is heard (see above).

- The teachers did not have to be trained to carry out evaluation processes as the questionnaires were thoroughly prepared. As a result of this there were hardly any hiccups.
- With regard to internal evaluation and mentorship, Mrs Claudine Lesaffre, the pedagogical deputy headmistress of the school, is the director. Her enthusiasm together with the support and guidance of Guy Ghysels, the headmaster, are key elements in this project.
- The results of the internal evaluations were not made public. Therefore there was no response from the other outside groups.
- In general, the results were rather pleasing and the energy put into internal evaluations well spent.

Aim of the evaluation (common aims)

Quality assurance

- to get an overview of the efficiency of the teachers and headmasters involved
- to improve the teaching and courses of the teachers
- to improve the school organisation in various aspects
- to learn together and from each other

Evaluation approach

Internal or external?

Belgium is in a rather unique situation with regard to evaluation, as the schools (internal evaluation), the Inspectorate (= external evaluation) and the Pedagogical Advisory Services (=discerning friend) all interact.

The school was last visited by the Inspectorate in January 1997. In November 2005 it was inspected again. The report of the Inspectorate in 1997 did not list internal evaluation as a work point and in November it was only inspected as part of the school policy plan. Nevertheless, the headmaster decided in 2002 that internal evaluation was very important and that actions should be undertaken.

The chief advisors of the Pedagogical Advisory Service of the community educational network have tried to assist the school in its process of internal evaluation by supporting the headmasters, by placing manuals at their disposal and by organising pedagogical

study days for the principals and the middle management and for the school team.

Is there any synergy between internal evaluation and external evaluation?

The report of the Inspectorate of November 2005 will clarify whether the aims and objectives are the same. The school will definitely take into account any recommendations in that field and will, if necessary, ask the Pedagogical Advisory Service for support. An update will be placed on the SYNEVA website.

What did we learn from our teaching/learning project and what action did we take?

- With regard to the new, experienced and temporary teachers and the teachers involved the special project "Accent on talent": see earlier notes
- The mentor of new teachers is evaluated by these new teachers (since 2002)
- At the end of the 1st year the mentor concluded that the teachers felt they had too little contact with their colleagues, so the different departments were contacted and asked to meet several times a year about specific topics. A format was developed for reporting these meetings, which was based on a document of the Pedagogical Advisory Service, English department
- The entire school team evaluated the headmaster (in 2003)
- The headmaster has learned a great deal from this questionnaire and has changed several things accordingly. For example, he has become stricter in checking whether agreements have been observed by those involved
- The entire school team evaluated the school development plan (in 2004)
- The pedagogical board of the school¹ studied the results and decided communication was one of the major work points. The school therefore invested in a smart school network called

¹ The pedagogical board of the school consists of both headmasters, the technical advisor coordinator, the pupils' counsellor and a heterogeneous selection of all teachers. From September 2005 onwards the chairman of the pupils' board will also be a member.

“Vesalius intradesk” which is an electronic communication network within the school and this works very well.

Afterthoughts

- According to the school, internal evaluation (IE) requires a framework in which schools receive more autonomy concerning their policy and in which they are encouraged by the government. In February 2004 the school was heavily involved in an international conference where this was one of the major conclusions.
- According to the school, the aim of IE is to assure and improve the quality and to gain new insights for future school developments. Hence, the importance of the evaluation of the school development plan.
- According to the school, a quality assurance system develops gradually and has to be adapted continuously. In this quality assurance system external evaluation (EE) is only one of the quality indicators of education. Next to EE, IE is much needed in schools. EE in Flanders takes only a week per school and administrative weaknesses can sometimes influence the outcome, whereas IE is done on a daily basis.
- According to the school, IE has a double function: on the one hand accountability and on the other hand feedback, analysis and reflection. These functions are complementary. The school itself does not use IE as a means of control, since this is too negative, but promotes the idea of accountability amongst pupils and teachers. One of the school’s mottos is “freedom with responsibility“.

Contact

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Self-evaluation in the Flemish Community Education Network's Primary Schools

Topic

“De Regenboog” is an autonomous primary school, consisting of a nursery section and a primary education section. At this moment, the number of pupils is about 100. Up until recently there were two departments, but because of the falling numbers of pupils one of them was closed on September 1, 2004. The school was subjected to special monitoring by the organizing network, i.e. specific targets regarding pupil numbers were set. In April 2005 a new management was established, having the specific target of re-energising the school. One of the first actions taken by the new management was a self-evaluation consisting of several steps.

This evaluation did not occur in an ideal environment whereby self-evaluation is an integral element of the cyclical process of school development. As is often the case, self-evaluation has been implemented as the result of a combination of factors. In this specific case the school had to deal with an acute crisis situation (such as pupil numbers on the decline, special monitoring by the organizing network, management change).

Aim of the evaluation

The new management was not familiar with the school and felt the need to acquire a clear picture of its functioning. Moreover, the management had the specific task of putting the school, whose existence was seriously threatened, back on track. The existing School Work Plan proved to be out-of-date.

The first steps in the self-evaluation process were the direct result of a demand for justification on the part of the authorities (the Inspectorate), and the organizing educational network (the Council of the Flemish Community Education Network). At the end of May 2005 the Inspectorate announced a progress check on June 21 (as a continuation of the September 2001 audit); in the same period the Council of the Flemish Community Education Network demanded justification for the downward trend in the number of pupils.

Evaluation approach

Schools in Flanders have a high degree of autonomy, which means that they are largely responsible for their own quality assurance. However, the authorities also impose an external audit by the Inspectorate; this takes place every six years on average. The existence of internal evaluation procedures within the school is a requirement which is increasingly stressed by the Inspectorate.

Furthermore, schools can make use of the expertise of the organizing network's Educational Advisory Services for advice on various educational and organizational matters. Over the past few years the Educational Advisory Services (primary education) of the Flemish Community Education Network have taken a number of actions encouraging schools to draw on their capacities for self-evaluation and encouraging them to develop these capacities by:

- clarifying the contents and the practical implementation of a number of self-evaluation instruments;
- offering process support to local initiatives regarding self-evaluation;
- stimulating internal communication and participation in school teams;
- supporting school management teams in matters of developing a vision and policy making;
- Stimulating cooperation regarding self-evaluation between school management teams within groups of schools.

Methodology of evaluation and actions taken

The following description of how the school has implemented self-evaluation clearly shows that self-evaluation is an integral part of the school's development and cannot be disassociated from the specific context and the larger action planning process in which it is embedded.

SWOT-analysis

At the beginning of May 2005 the school management and the school team together performed a SWOT-analysis (Strengths, Weaknesses, Opportunities, Threats) by way of preparation for the justification for the Council of the Flemish Community Education Network. The Educational Advisory Services' regional advisor was consulted for the interpretation of the SWOT-data.

Analysis of external audit report

At the end of May, another team meeting was called, in order to analyze the 2001 external audit report. This analysis showed that the main points made in 2001 were still valid in 2005.

Short term action plan

At a team meeting in early June an action plan was drawn up, based on the conclusions of the SWOT-analysis and the external audit. In this action plan a number of objectives were formulated, as well as a number of short term actions linked to these objectives. The actions mainly focused on enhancing the school's public image and position, but the team also felt that it would be necessary to refine the school's educational and organizational functioning; the latter conclusion resulted in the school looking for an appropriate instrument to survey these aspects (see below).

In the course of the month of June, the short term action plan focusing on the school's profile and position was carried out:

- paintwork, new curtains and toys;
- brochure, handbills;
- information session for parents;
- communication about the school's planning for the parents;
- establishment of a pupils' council;
- enhancement of the accessibility of the management;
- enhancement of the school's integration in the neighbourhood;
- etc.

These short term actions ("quick wins") achieved immediate results: pupil numbers increased by 28 this year (more than 25 percent).

The IZES-instrument (Internal Self-evaluation of Schools)

The need for educational and organizational refinement mentioned above had the effect that the school took further action in the self-evaluation process. For this purpose the management sought advice from a fellow-principal who had a certain amount of experience with self-evaluation, owing to the fact that he had taken the self-evaluation courses, which the Educational Advisory Services had organized two years ago. By following this concept the management became familiar with the IZES-method, developed specifically for the self-evaluation of primary schools by P. Van Petegem of the University of Antwerp. During the month of June the questionnaire

was filled out by the entire school team and subsequently was interpreted by the team. Applying the method which had already yielded immediate effects on the school team, in that it resulted in self-reflection by the team and also by individual actions at classroom level; the team realized that there was overall vision of the school as a whole.

Further planning

The conclusions of the three analyses consistently brought out the same problems. At this stage, the management again consulted the Educational Advisory Services' regional advisor, who helped out in determining a strategy for the further development of the school: first, a vision was developed which was shared by the entire team; next, an action plan was drawn up for the short term, the medium term and the long term, which included a description of the anticipated effects at all levels within the school. In October the school started carrying out the action plan.

Conclusions: what did we learn?

From the example described above we came to the following conclusions:

- the fact that the self-evaluation consisted of several elements was experienced as positive by the parties involved, mainly because the results overlapped and confirmed each other;
- the involvement of the entire team is necessary for the success of the operation;
- the fact that the school team could compare their own experiences with those of their advisor, who was acting as a 'critical friend', was regarded as a positive factor;
- apart from the planned effects, the implementation of self-evaluation appeared to engender positive side-effects (self-reflection, individual innovations, increased cooperation, enhanced communication);
- self-evaluation should be viewed as an integral part of the school development process;
- whatever the reason for the school to start up self-evaluation processes (in this case a deep crisis, but completely different scenarios occur as well), they invariably constitute a valuable contribution to school development.

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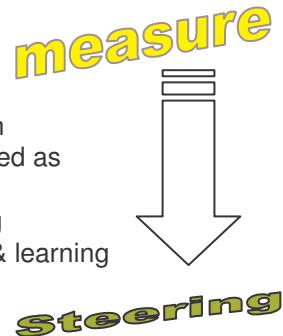
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Evaluation of „Network-forms“ at the Academic Gymnasium, Innsbruck

Object of evaluation

In the „Akademisches Gymnasium“, Innsbruck, so called “Network forms“ have been introduced. The aims of these forms were defined as follows:

- Leading students to interconnected thinking
- Leading students to independent studying & learning
- Teaching students team working skills

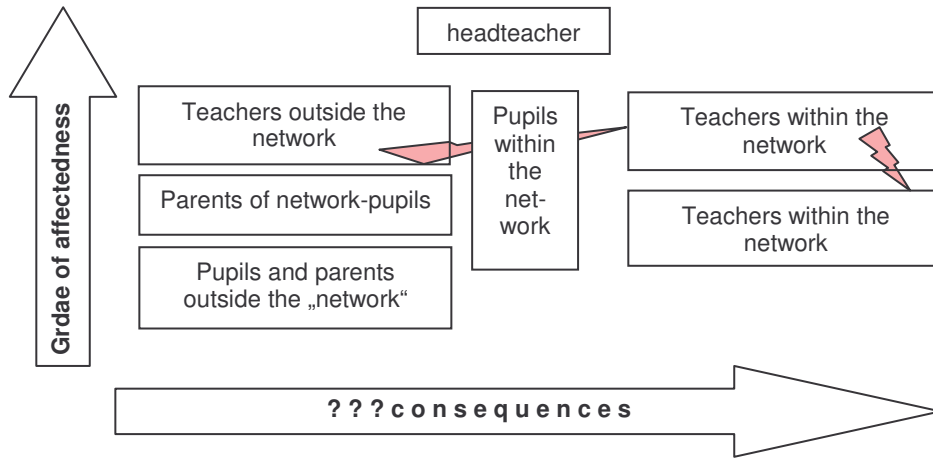


Goals of evaluation

- Taking stock of Network-forms after a period of 4 years (brochure):
Which expectations have been fulfilled? Which goals have been achieved?
- Comparing the relevant skills of students in network forms to those students who are not.
- Efficiency: Input or output in comparison?
- Future outlook: which measures have to be taken to continue the “Network” in higher forms (grades 9 to 12)?





The internal steering group works in conjunction with external support. The main function of the external support is to deal with internal conflicts, which would be more difficult for an insider to deal with.

Methodology of evaluation and design
Systemic structure



Design

Working title	Planning sessions	Data Collection	Data analysis	Consequences
Aims	Definition of goals circumstances system resources	What are our topics? Where are the energies? Laying the groundwork for collecting relevant data: Formulation of hypotheses	Verification/ falsification of hypotheses	= goal of evaluation

Working title	Planning sessions	Data Collection	Data analysis	Consequences
				
Attributes	analytical	Soft, associative, free, creative, qualitative	Hard, fixed in format, quantitative	synthetical
Methods	Interviews, group discussions	open questionnaires observation, interview	closed questionnaires Observation (competences)	moderated presentation, decision taking
Target groups	Team 4.e/f (????)✓ headmaster✓ teachers in network classes✓ teachers representative ✓ parents' representatives ✓	parents/ teachers/ students in network forms✓ teachers not active in network forms✓	parents/ teachers/ students in network forms teachers/ students in network forms	staff, representative of students & parents

What did I learn?

If the evaluation process touches on conflicts within the staff, an external evaluator is necessary. Also the consequences of an evaluation process can be better monitored by an external institution. I moderated the steering group sessions, conducted all the preliminary discussions with representatives of the concerned groups (parents, pupils, teachers). I carried out the evaluation and presented the results of the evaluation and the recommendations.

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What Schools Think about Evaluation

Results of a brief inquiry carried out among secondary academic schools in Vienna in December 2003

The context:

By the end of 2003 many schools and teachers had expressed their interest in courses and workshops providing training for evaluation. However, most of the seminars we offered had to be cancelled due to lack of participants.

We reflected on the situation, and were unsure about what to do next, whether to continue or not, as we had no clear indications of what the problem was.

Was it the wrong programme? The wrong time? The topic itself? A (temporary) overload in work for schools and teachers?

So we decided to ask one of our facilitators – an expert on questionnaires – and a college-teacher of an institute with evaluation-experience to carry out a brief telephone survey among teachers and school heads of secondary academic schools.

Setting up the inquiry

Together with the evaluators we worked out the questions to be asked. There were 5 open questions and 15 statements with the response options “agree”, “disagree”, “uncertain” and “no answer”.

The interviewees were 20 schoolheads and 22 teachers – 9 of them were selected, known to us as teachers who were interested in school development, the other 13 were randomly selected.

The inquiry was carried out within a period of about 2 weeks (from December 1st to December 16th, 2003).

The 5 questions

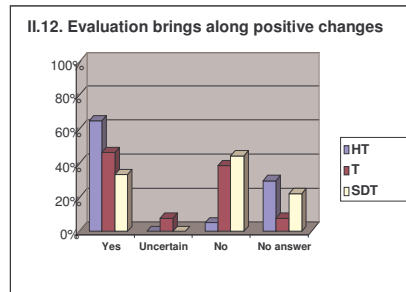
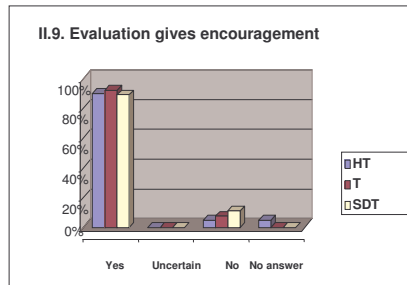
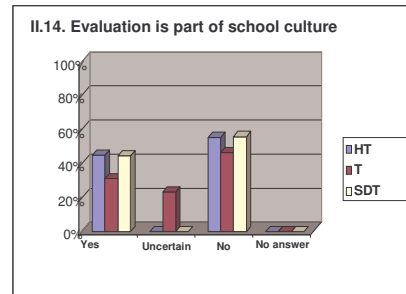
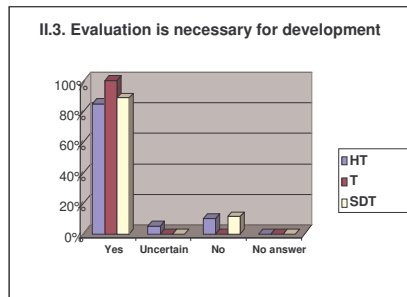
- “Evaluation and school” – what are your spontaneous reactions?
- What are the pros and cons of evaluation?
- Which evaluation activities are you aware of in your school?
- In which way could evaluation activities be carried out or extended in your school?

- Which support can/should the PI give?

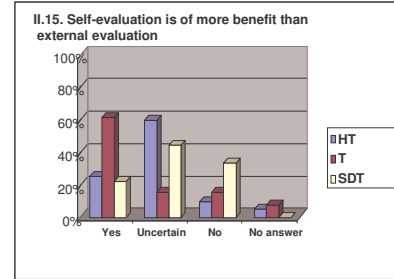
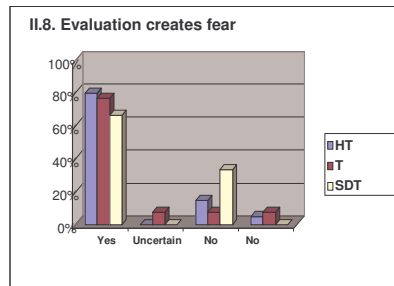
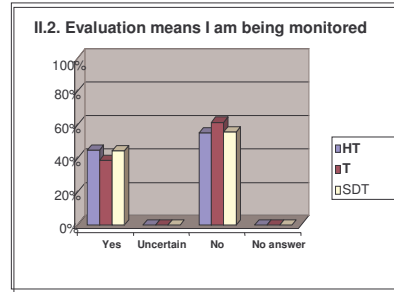
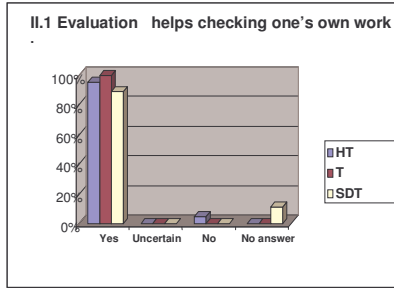
The 15 statements

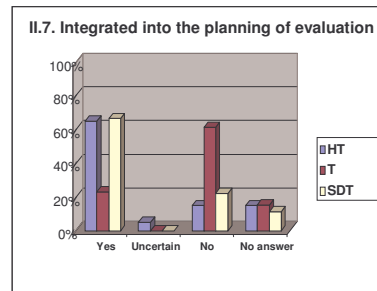
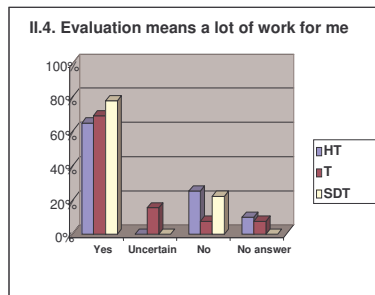
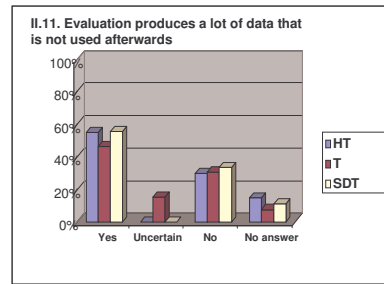
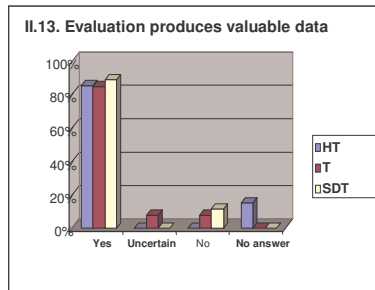
1. Evaluation means to check whether or not I succeeded in realizing what I planned
2. Evaluation means "I get inspected"
3. Evaluation is necessary for further development
4. Evaluation means a an extra work load
5. Evaluation is important in my school
6. Evaluation has a bad reputation in my school
7. If I integrate evaluation in my work plans it is not a great deal of work
8. I think that evaluation creates fear
9. Evaluation encourages development and is a support for one's work
10. No one in our school really understands evaluation
11. Evaluation produces a lot of data that is not used
12. Evaluation has brought about positive changes in my school
13. Evaluation produces valuable data for improvement
14. Evaluation is part of our school culture
15. From self-evaluation one can gain more benefit than from outside evaluation

The most significant findings



HT = Headteachers
T = Teachers (randomly selected)
SDT = Teachers involved in School Development





Conclusions and hypotheses

- There are some „stereotypes“ linked to evaluation:
 - Evaluation is important for development
 - Evaluation creates fear
 - Evaluation means a lot of work
- There is high awareness of the possible value of evaluation
BUT
There is a problem in practice
- Evaluation is not well enough embedded in the development processes

- Consequences: additional workload, unused data, evaluation without any effect, “after“ evaluation, no benefit for the process
- Many teachers are still unsure of how to deal with evaluation and evaluation tools.

What to do next?

Further steps and recommendations

- Evaluation should be taken slowly and step by step
- Evaluation should be highly regarded
- Integrate evaluation into the development processes from the beginning
- Examples of good practice
- Further training – with firm projects and development initiatives
- ...

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School-based Evaluation Processes in Scotland

Wallace Hall Academy in Dumfries and Galloway is one of the first Schools of Ambition in Scotland. The main aim of its project is to provide a flexible curriculum to meet the needs of all of its students and to extend relevant experiences to prepare the pupils for lifelong learning.

The only way a flexible curriculum can be established in any school is by high quality learning and teaching to students of all ability levels. The evaluation project carried out in school was directed at class observations of every member of teaching staff.

Aim of the Evaluation

To establish the diversity of learning and teaching styles used within the school allowing us to develop a platform to build sharing of good practice throughout the school.

To remove the 'fear' factor of evaluation as a critical tool and develop a culture of self-evaluation and peer evaluation.

Evaluation Approach

The evaluation was carried out by the school as an internal evaluation exercise. The school wished to assess the styles of learning and teaching being used and to ensure that this was shared across the teaching teams – it was hoped that we could remove the idea of teachers working in isolation and ensure that all students received the same quality of service.

Although an internal exercise the observation framework used was based on the HMIE framework. This allowed us to compare our vision of learning and teaching with the national standards.

Methodology

The teachers were informed in advance when an observation would take place. In preparation they would have their teaching grid plan¹ (see Appendix, page XVII) available for the observer to see what the suggested teaching strategies should be.

¹ An adaptation from the HMIE documentation.

The observation was carried out in a positive manner and it was essential that it was not seen as a confrontational or critical situation.

Following on from the observation, oral and written reviews took place with the teacher. Good practice was highlighted in the documentation and it was this identified good practice that the teacher was encouraged to share with colleagues.

Areas of weakness were addressed by pairing teachers with another teacher who had a strength in this area. In this manner peer support and self-evaluation were hopefully being established as the norm.

Lessons Learnt

In general all staff took easily to the lesson observations and had a good open door policy. Teachers are happy for others to watch them teach and develop new strategies and try them with classes.

Whole school staff meetings were held and good practice shared across the whole staff. These were very positive but in general have only fostered sharing at the time of the session and have not developed the links as would have been wished for. An on-going program of sharing expertise is having to be considered in a formal way, through staff evenings, rather than the informal way we had hoped would be established.

We continue to move forward with development of our evaluation strategies and are linking with Kay Livingston, University of Aberdeen to enable us to see how we can develop an embedded culture of self-evaluation and link this to external evaluation.

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EU Comenius 1 School Development Project RISQ (Room for Innovation, Self- Evaluation and Quality)

Autonomous Learning in the 3rd and 4th forms – Part 1

The main objectives of the project were to examine to what extent **circle model learning** influences and improves the pupils' level of motivation, their learning process and the forms of testing.

The 3rd and 4th classes of our school took part in the project, which was done in the following subjects: English, history, geography and Italian. At the end of the year different subjects were involved in an interdisciplinary work (3rd forms) to prepare the pupils for their stay in Ireland. The tools we used for the evaluation of the project were the **disk** and the **interview**. At the end of the year the pupils were interviewed about the methods of testing.

Aim of the project

- To establish whether the pupils in a Circle Model Learning situation took more personal responsibility for the learning process, whether they were more motivated and whether they achieved better results.
- To find out whether the motivation of both pupils and teachers can be increased by adequate testing methods.

Process of the project

- The following questions were asked when using the "DISK":
 1. How do you find the atmosphere in class?
 2. Compared to the traditional teaching methods, do you feel more motivated?
 3. Do you feel prepared for tests and exams?
 4. How do you feel about your personal learning progress? (contents and techniques)?

Results of the 1st part of the evaluation (Disk)

By analysing the modules together with their preparation structures and contents, we found that poor results from the

evaluation were clearly due to the fact that the main principles of Circle Model Learning were not adhered to:

- e.g.
- tasks were too long,
 - no variety concerning the methods,
 - monotonous topics
 - too few choices in the **basis** and segments **sections**
 - texts were too difficult and too long
 - no self-correction

The pupils felt very frustrated by an overload of material, which they could not cope with. On the other hand, in the subjects where the tasks were well prepared (i.e. according to the Circle Model principles), the results showed an increase in motivation and learning progress. At the end of the school year some of the pupils involved in the project were asked about the methods of testing which were applied in Circle Model Teaching.

The following questions were asked:

1. Has the teaching-method of circle-model changed the traditional methods of testing?
2. If so, in what ways?
3. How do you feel about it?

The results of the interviews showed that new teaching methods require new testing forms. If students work on different tasks and topics, assessment cannot be based on identical tasks for all students.

Portfolio Assessment

Part 2

Portfolios seem to be an alternative to set tests and assignments. The criteria for selecting and assessing the portfolio contents must be clear to both the teacher and the students and this should be discussed in class at the outset of the process.

Our criteria for marking were:

- A. **Language:** grammatical correctness (Syntax / Spelling);
- B. **Content;**
- C. **Structure;**
- D. **Development** – progress – self-reflection;
- E. **Organisation:** punctuality, clarity etc.

The weighting of the components was clearly fixed in advance. The idea of a portfolio turned out to be a very successful means of assessing the pupils' work. However, it is necessary that the pupils are made aware of the fact that reflection on their mistakes is an essential part of their learning process. On the other hand, teachers must be aware of the fact that assessment of portfolios is hard and time-consuming work.

OLE – Lessons

Part 3

Due to the experience we had with circle model learning, we were able to meet with colleagues from other schools, who showed us other forms of autonomous learning. We decided to introduce a similar system, which we called OLE-lessons (=open learning lessons).

As in the circle model learning method the basic assumption is that students are capable of planning their course of learning on their own and of choosing appropriate learning procedures themselves.

Psychological preparation for such students means encouraging a positive attitude towards learning and the willingness to apply oneself even if the teacher is not acting as "drill-master". Some of the teachers from our school agreed to offer (about 30% of their lessons) independent learning phases. This means that different subjects are to be fixed for one lesson a week in the timetable of an OLE-class.

The students can work on the different tasks prepared by the teachers, whenever they want during the OLE-lessons. Principally the students can spend their time on whatever subject they like, as long as it concerns the OLE lessons. They can work independently, alone, in pairs or in groups depending on the tasks. They can work in their classroom, in a special OLE-room or if necessary in the computer-room. The teacher's responsibility is to coach the students. As they are allowed to use different rooms, a second teacher should always be available.

At the beginning of the second term the pupils were given the opportunity to evaluate their experiences. The first part of the evaluation was done by means of the instrument "**disk**". The aims of the evaluation were to find out whether the pupils were

more motivated and whether they achieved better results in general, i.e. in all the subjects. The second part of the evaluation was more complex. It was done by means of a questionnaire for each subject.

The results of the first part of the evaluation were poor. The discussion with the pupils that followed showed that their wish for changes in one or two subjects was so strong, that it influenced the whole evaluation. The second part of the evaluation was very good apart from two subjects, which was due to the pupils' desire for change.

Photo-Documentation of School Environment Part 4

At the beginning of our project five groups were formed. (group 1: management; group 2: secretaries and caretakers; group 3: pupils; group 4: parents; group 5: teachers)

These groups were supposed to go round with their cameras to take pictures showing positive and negative aspects of our school environment and organisation. Our aim was to find out what was or was not well organized and what could be improved. Each group should choose five positive and five negative pictures of the various situations.

Finally each picture should be commented on. The results of the individual groups were put together and put on display at the parents' meeting in March 2003. They were also presented at the Open Space Conference in Vienna at the end of April. The different groups met for a final meeting in May to discuss suggestions for improvement and all the pictures and comments were shown on a board.

The idea of using the camera to illustrate the positive and negative aspects of our school turned out to be very effective. It was easy to find members to participate and altogether it was not too much work to organize the photo-documentation. The interest in the exhibition was considerable, so it was very important that short explanations were added to the photos.

The group-leaders were very satisfied with the results of this evaluation project, because following the collection of the data some measures for improvement were put into place. However, problems that arose in our project were due to the lack of interest,

as well as a lack of the feeling of responsibility to improve and change things and situations by some of our colleagues.

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Examples at Regional Level

How to Establish School-based Evaluation – a Project with External Consultants

Topic

The project “School-based Evaluation” of the Hessen Pedagogic Institute (HeLP) provided an organisational framework for 9 Hessian schools to perform exemplary work in the field of “Evaluation” from 2001 to 2004. Of central importance was the support given to the schools by counsellors of the HeLP in the process of their development through school-based evaluation. The objective of the project was the collection of concrete experiences with school-based evaluation, taking into account both school practice and external evaluation. Experiences of this kind are needed because systematic evaluation and assessment of specific “endeavours” of the school programme are mandatory for schools; moreover, they serve as instruments to control whether or not or how far the goals laid down have been achieved. However, currently there is a lack of experience with internal evaluation for quality assessment and quality development in Hessen.

Aim of the evaluation

- information for the project leader(s) used for the steering of the Hessen-wide project “School-based Evaluation”
- research on the state of the counselling and evaluation practice in the project schools
- a final report highlighting the most important experiences and results

Evaluation approach

Internal evaluation: All project schools planned their evaluation programme, put it into practice and assessed their work with the support of the external counsellors.

External evaluation: The chronicler investigated into the state and the development of the counselling and evaluation practice in the project schools.

Synergy between internal and external evaluation: During the conferences that took place twice a year, the project schools

presented an update of their development and the chronicler reported on the results of his research in the format of feedback. Self-perception and perception through others helped to structure further work.

Level

The project “School-based Evaluation” was a Hessen-wide programme involving nine schools in association with the Hessen Pedagogic Institute (HeLP).

Methodology of Evaluation

The project schools applied a range of techniques and methods depending on their individual programmes: such as questionnaires, audits, feedback and interviews.

The chronicler studied the progress of the evaluation through interviews with the schools’ management and the steering or evaluation groups.

What did we learn?

- The obligation of schools and staff members to evaluate their work through an “internal” approach, provokes – quite understandably – socio-dynamic processes/effects (fears, mistrust, confusion) that cannot be resolved through instruction in evaluation techniques.
- The double function of self-evaluation in the sense of control and accountability on the one hand and in the sense of feedback, analysis and reflection of school practice on the other hand has to be clarified.
- The basic responsibility of the individual teacher is “school and classroom development” and that means: looking for new ways of teaching and learning. Innovation and testing need orientation, which can be provided through internal evaluation.
- The evaluation programmes consume a lot of energy and human resources. Seen in this light, increased effort and new techniques suitable for everyday use are needed, if internal evaluation is to become an integral part of quality assurance and quality evaluation in schools and classrooms.

What action did we take?

The results and processes have been documented in a project portfolio.¹ This documentary account provides:

- a detailed description of the previously existing conditions, structures and experiences of the HeLP project “School-based Evaluation”
- self-evaluation of all participants involved in this project
- external stocktaking with the aim of initiating a dialogue regarding the implementation of self-reflection into school practice.

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¹ See Appendix, pp. III - XV

Local School Evaluation – Hämeenlinna, Finland

Topic

Our good practice example is dealing with the local school evaluation model. According to statements issued by the Finnish government, the local education authorities are responsible for evaluating the education provided.

The school evaluation model of the city of Hämeenlinna is based on learning outcomes, student well-being, school effectiveness, staff well-being and school initiatives.

Once a year, the local board of education issues a directive on the evaluation target for the following term.

Aim of the evaluation

The aim of this evaluation is to support our schools in the development of their own evaluation activities and in the assurance of the quality of the school.

In Hämeenlinna schools are not evaluated to compete with the ranking lists of schools but our aim is to develop an evaluation culture.

Recently the evaluation target has been communality, the cooperation within schools, between schools and between schools and homes.

Our aim was to work out a questionnaire based on cooperation, but it was not as easy as anticipated. From the first discussion of the local evaluation group we realised, that the concepts of cooperation and communality are so vague, that we have to take time to consider the shared content and the shared meaning to these concepts. As a result of our aim to promote the schools we had to find a method of how the schools can be involved in the process of the development of of these concepts.

We asked our schools to describe what they understood by these concepts. We also received responses from cleaning staff, kitchen staff and from parents. The data was analysed with the help of the teacher education institute.

Based on this analysis we then designed a questionnaire to assess what the staff, pupils, parents and our partners thought about the level of cooperation and how satisfied they were with it. This phase took place in November 2004.

Evaluation approach

The evaluation approach is both internal and external. Whilst each school analyses its own results they are able to compare their results with other schools in the area.

We can compare the approach to the model developed by John MacBeath. According to MacBeath we need evaluation carried out at school and classroom level and evaluation at national and international level. The perspective on evaluation has been: 1) knowledge perspective to generate new insight into what matters in schools and 2) developmental perspective to strengthen the capacity of the schools for self evaluation and school improvement.

What did we learn?

The most important thing we learnt is that today the amount of school evaluation required is considered too much. The schools are weary and dissatisfied with evaluation. To get good evaluation data we have to be extremely sensitive and listen to what the schools have to say and to motivate them to become involved in the different kinds of evaluations.

Our evaluation will take place in two phases. We believe, that in this way the school staff can familiarise themselves with what is required. Evaluation will become part of the way that teachers, pupils and parents think. It is not just a questionnaire, which when completed is then forgotten.

By combining this local evaluation with external evaluations carried out by other schools or organisations we are able to access data, which reflects a wider variety of experiences. By triangulating different kinds of data we are also able to ascertain what really matters and makes a difference in the school. Synthesis is the key point.

What next?

In 2006 the next phase will be to evaluate learning and teaching methods and establish how satisfied pupils and parents are with the

flexibility and individuality of our methods. In the year 2007 we hope to evaluate multi-professional cooperation in supporting individual learning.

By establishing continuity in this kind of evaluation, the school evaluation will become a habit and a stronger process in school development rather than in school ranking.

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Examples at Regional Level – 102

SEQuALS – Evaluation Network

Topic: brief context

The Provincial School Autonomy Law No. 12, June 2000, states that every school should evaluate the aims of its own school development plan. To support the schools in their internal evaluation initiatives, a provincial network has been established, in order to exchange ideas, experiences, projects, etc. Teams of the head teacher plus 2-3 teachers from each school meet on a regular basis, usually monthly, to share examples of good practice, discuss drawbacks and work out evaluation processes together, etc.¹

At the same time the law lays down guidelines for external evaluation. The Provincial Evaluation Board has worked out a “Quality Concept” whereby an independent Evaluation Agency will evaluate the schools externally. It should be noted that internal evaluation plays an important role in the concept of external evaluation.

Aim of the evaluation

The main aim of the network is to provide a forum for schools to learn from each other, to learn together and to share their experiences. Each school’s development plan is the basis of internal evaluation. There is no tailor made procedure/instrument, but the shared expertise of the members of the network is helpful in order to coordinate and work out strategies, to discuss procedures, to assist one another, etc.

Evaluation approach: internal/external? Is there any synergy between internal and external evaluation?

So far the members of the evaluation network have mainly shared their experiences in the field of internal evaluation. Some schools have participated in national tests (INVALSI) and brought their experience to the network.

¹ This network is a product of the Comenius 3.1 Action SEQuALS – Supporting Evaluation of quality and Learning of Schools, 2000 – 2003.

With the appointment of the Evaluation Agency and its activities in the area of external evaluation, the topics in the network might shift. Additionally schools will have to share their experiences in the field of handling feedback reports from external evaluations.

The external evaluation concept foresees emphasis on the value of internal evaluation – external evaluation diminishes proportionally to the amount and the quality of internal evaluation.

Methodology of evaluation

In the last four-five years a wide range of different quality areas have been looked at by the individual schools. For example: learning and teaching, organisation, resources, relations with stakeholders, outcome (school leavers), school ethos, school management, professionalism of staff, etc.

In the area of methods/instruments a wide range of different approaches have been applied, a lot of different tools have been worked out. Schools have experimented with questionnaires, target discs, learning journals, SWOT analyses, photo evaluations, document analysis, focused observations, lots of creative ideas, and many more.

What did we learn?

51 schools (i.e. app. 60% of all schools) have participated in the network in the school-year 2004/05. Despite the fact that the school development plans of the individual schools are not so different, the participants realised that it is necessary to work out their own priorities, their own methods/instruments and that one experience cannot be transferred one by one from one school to another. Nevertheless, a school does not have to start anew or reinvent a procedure that is already in place - slight adaptations are sometimes enough, so that the experiences of other schools can be taken in consideration. The discussions in the network meetings have often initiated new ideas, new processes and opened up new perspectives.

Schools in South Tyrol have now been obliged to self-evaluate themselves for the last five years. Some have done it more willingly than others. Some have done it systematically; some are still at the beginning stages. It takes time to learn how to plan and carry out self-evaluation projects. In-service training courses have been

organised by the local school authorities in order to enable head teachers and teachers to acquire the necessary skills. Furthermore, if required, schools are supported by pedagogical consultants. This is a free service offered by the Pedagogical Institute and the regional school authorities.

External evaluation is now becoming more prominent. At this crucial point it is important to combine the two approaches in order to produce synergy for the benefit of all (students, teachers, parents, management, staff, stakeholders) involved in the process.

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Leadership Project – Coaching for Change

Introduction

The basis of this project is to develop a 'coaching climate' throughout our education authority in order to enhance learning and teaching and develop leadership capacity at all levels.

The following quotes are taken from the project plan submitted to the Scottish Executive on 1st March 2006.

- “Thus the aim is to develop coaching that underpins specific learning and teaching initiatives, supports on-going classroom practice, contributes to professional development and grows leadership capacity in line with the broader vision for the Authority”.
- From “Project Objectives”
“An enhancement of leadership through the development of coaching skills in teachers and officers”.
“Learning Community development across Moray through a ‘coaching climate’”.
- We see in the project different kinds of distinct but related strands ... those in, or aspiring to, leadership positions ... to develop and employ coaching, or have access to coaching as part of their professional and leadership development.
- From “Summary of outcomes and benefits”
“This approach enhances the leadership capabilities of the staff involved and develops increased density of leadership in their schools”.

The following quotes place the development in a national context.

- “... headteachers share leadership, build teams and work co-operatively ...
(Ambitious, Excellent Schools – Standard for Headship – November 2005)
- “Engaging a colleague who has skill and interest in performing a coaching role”
(Achieving the Standard for Headship – Providing Choice and Alternatives. A Consultation Document – February 2006)

We see this project as having the potential to provide transformational change in our schools and in the work undertaken by officers of Moray Council. It is part of our overall leadership development within the authority and the view is held that high quality, effective leadership ultimately mirrors the quality of reflection and dialogue held at all levels within the organisation. Since organisational culture is substantially influenced by the language people use to communicate, cultural change can be effected by a shift in these dialogues. This is where we see coaching as, potentially, a powerful tool in enhancing the quality of dialogue and self reflection, developing leadership capacity and ultimately transforming our organisational culture through, what we describe as, a “coaching climate”. Although this project has been designed with an initial focus on twelve trained coaches in six schools, the project plan makes it clear that the aim is to roll-out the use of coaching across our schools in order to enhance both learning and teaching and leadership capacity.

This development is very much in harmony with national learning and teaching developments as we consider that the skills teachers use with children and young people in such developments, can be powerful tools in their interactions and dialogue with colleagues. In addition, the project sits well with the vision of reflective and empowered teachers who are able and willing to lead on substantial aspects of their own work and development. Finally, it fits perfectly with our new mission statement of ‘learning to live, living to learn’ and therefore we anticipate that it will contribute to the emerging development culture of Educational Services in Moray.

Initial Steps

We identified six schools for initial involvement in this project. The six schools then each identified two staff to be trained as the first cohort of coaches. These coaches have received two days of training and their immediate colleagues will also be trained so that they are aware of the general principles and strategies of coaching.

Aims of Evaluation

In any project of this kind, it is vital to establish a baseline against which future progress can be evaluated. Specifically we are looking to assess:-

- developing practice in coaching
- the key skills of coaching which make a difference to practice
- the impact on the personal learning and teaching practice of coaches
- the impact on the professional development of colleagues
- the impact on the schools which are developing a 'coaching climate'

Evaluation Approach

In order to support the initial assessment, staff in The Moray Council have developed a self evaluation checklist which is designed to be used on an ongoing basis by the coaches to allow for self reflection. This tool can also be used as part of a dialogue with others although this is optional. Coaches are asked to maintain a learning log or diary which will also aid the self reflection process and therefore contribute to evaluation.

For this project, we have forged links with Scottish Teachers for a New Era (STNE), which is a development based at Aberdeen University and jointly funded by Aberdeen University, the Scottish Executive and The Hunter Foundation. STNE is developing and investigating a new model for teacher evaluation where teacher educators, students, teachers, pupils, parents, professionals from local authorities and national agencies are working together to share ideas and experiences, engage in research activity and explore new approaches in learning and teaching. In order to support both their work and our project, STNE has provided a baseline evaluation tool, in the form of a questionnaire, which is being used by our initial cohort of coaches. To more fully assess the impact of development STNE will also undertake an assessment with another group of our staff described as 'mentors' by their schools. These staff have never been provided with training for the role.

We are planning to place considerable emphasis on on-going dialogue with and between the coaches in order to evaluate the project and shape and guide its development. Dialogue with researchers from STNE will also feature and provide a regular external impact and perspective.

Final Thoughts

As the project develops we aim to continue to merge internal and external evaluations in order to enhance the development and provide robust evidence of change and impact. This will be an on-going process which is based on our belief that internal and external evaluations can provide different, yet complementary, perspectives which will ultimately provide a richness of evidence that could not be produced by either internal or external evaluations in isolation. There is a possibility, that given the commitment of our school staff and our partners in STNE, we will be in a strong position to display synergy between internal and external evaluation.

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Examples at National Level

External Evaluation of Study Results

Topic

External evaluation of study results is carried out by the National Examination and Qualification Centre (NEQC). There are national standardised tests at the end of the 3rd grade (in mother tongue and mathematics) and of the 6th grade (in the mother tongue, mathematics and one additional subject which is notified to students in March). At the end of the basic school programme there are 3 final examinations (in Estonian or Russian, depending on the schools, mathematics, and a foreign language, biology, chemistry, physics, geography or history depending on student's choice).

There are national examinations at the end of secondary school. Students take 5 final examinations; at least 3 of them have to be national examinations. The national examination in the mother tongue (Estonian or Russian) is compulsory for all students graduating from upper secondary school.

Aim of the evaluation

The aims of the evaluation are as follows:

- To obtain an overview of the efficiency of the teaching/learning processes;
- To guarantee the comparability of study results of different schools;
- To control the attainment of study results which are imposed in the state curriculum.

Evaluation approach

First of all it is an external evaluation. The state authorities receive the results of the whole country. In addition to that the schools and teachers can use this information for a feedback to their teaching/learning process. They can also compare their results with the results of other schools/teachers.

Level

The external evaluation of study results incorporates all levels – school/regional/national. First of all the national level, then the county

and local government and finally the schools receive the relevant information for their level.

Methodology of evaluation

Tests that are set by the NEQC are used for the external evaluation of the study results. National standardised tests and basic school final examination tests are marked internally by the schools. All schools selected for the sample have to send their marked national standardised tests back to the NEQC. Additionally every year a certain number of schools shall send their marked basic school final examination tests back to the NEQC.

National examinations are compiled and marked by external evaluators.

The content and results of the national standardised tests, basic school final examinations and national examinations are analysed by the NEQC.

What did we learn?

We have learnt that:

- National standardised tests and examinations are only one of the quality indicators of education. As well as the results from external evaluation, self-evaluation is also needed in schools.
- As the national examinations are combined with entrance examinations for higher education institutions, the results of the examinations have a very strong impact on the students' future. We have learnt that changes to the examination structure must be planned at least three years ahead; because young people who enter secondary schools need to know the requirements for graduating from that school.
- The form of examination influences the content of what is taught. Foreign language examinations consist of two different parts: oral and written. As a result of this teachers have started to pay more attention to developing the listening and talking skills. Unfortunately there is a negative side as well. The style of examination in the Estonian and Russian languages (i.e. mother tongue) is an essay where the pupils have to create a long discursive text. However, developing functional reading and oral self-expression skills are in the background of the

teaching/learning process, although these skills are emphasized in the curriculum.

- Through the external evaluation of study results teachers have been taught to compile and assess the tests. Henceforth they have become familiar with reading the analyses of study results drawn up by NEQC.

What action has been taken?

We have:

- Published several publications that inform teachers and pupils about the system of external evaluation of study results.
- Standardised the examination process; tests are reliable and the results from different years are comparable. We have made the arrangement of the examination as user-friendly as possible (e.g. electronic registration, results are notified by the civil portal, detailed instructions of the assessment and arrangement of national standardised tests and examinations, instructions of external evaluation etc.)
- Taken into consideration the necessities of children with special needs (e.g. longer time for examination, a separate room, opportunity to take the test on computer etc.).
- Analysed the results of national standardised tests and examinations and the work of external evaluators. Also teachers' feedback sheets have been analysed and their proposals have been taken into account.
- Worked on the idea that the external evaluation of study results could become a natural part of the study process and not a goal in itself.

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Contribution of the Portuguese Inspectorate of Education to Improve School Self-Evaluation

Schools' views about the role of inspectors are much alike: inspectors are strict and demanding. Nevertheless, they are seen as competent for their job and, very often, inspections are welcome to schools, as they enhance improvement.

In the recent years, the Portuguese Inspectorate of Education (IGE) has launched three activities which are required to foster school self-evaluation:

- The Integrated Evaluation of Schools (IES),
- The Appraisal of School Self-Evaluation (ASSEv),
- A Database of Students' Performance (DSP).

The Integrated Evaluation of Schools (IES)

IES has four levels of analysis: organisation and management; students' performance (attainment rates); school climate; and education, teaching and learning (classroom activities, students' assessment and educational support). It was designed to achieve three main objectives:

- to highlight the strengths and the weaknesses of the schools' work and thus help the school's own procedures;
- to account for the Education System Performance;
- and to encourage schools to develop self-evaluation processes.

Inspectors involved in the IES were supported by a set of three handbooks – manual of procedures, organisation and management of education, and teaching and learning. These handbooks were delivered to the evaluated schools, so that they could be made aware of the foci and criteria of evaluation and use them as tools to set up their own evaluation.

As highlights of the Integrated Evaluation of Schools I would stress five points:

- the fruitful interaction between inspectors and school interlocutors;
- the innovative foci of evaluation (namely within the teaching and learning level of analysis);
- class observation;
- transparency and openness;
- the sharing of materials.

The Appraisal of School Self-Evaluation (ASSEv)

The ASSEv was designed and has been implemented in a different context – school self-evaluation became mandatory and it should encompass four areas:

- the degree of execution of the development plan;
- the fulfilment of the planned activities;
- students' achievement;
- interaction between the school and the community.

This activity followed very closely the ESSE project – Effective School Self-Evaluation developed by the Standing International Conference of the Inspectorates – in so far as the leading questions, the quality indicators and the methodology were concerned.

On the other hand, one of the ASSEv basic principles – the acceptance of the diversity of self-evaluation initiatives – and the framework used to collect actual self-evaluation practices were imported from the SEQuALS EU-funded project. The lessons learnt with the Integrated Evaluation of Schools, namely at the methodological level and the overview on school self-evaluation, were incorporated into the ASSEv.

The ASSEv assumed that schools have developed some kind of self-evaluation, although it would have been occasional and responding only to specific needs. Very often, schools are unaware that it is self-evaluation.

The design of the ASSEv is meant to achieve four objectives: to identify the existing self-evaluation processes; to promote

self-questioning; to contribute to a culture of improvement; and to monitor the external support devices.

The effectiveness of self-evaluation is measured in four areas: vision and strategy; self-evaluation and improvement of resources; self-evaluation and improvement of key processes; self-evaluation and impact on outcomes.

The appraisal is developed by a team of two inspectors over a period of 10 days. The approach is based on interviews. It is the interlocutors' responsibility to show evidence to support their statements. The inspectors evaluate each of the nine indicators on the quality of school self-evaluation based on the criteria set out on a four-level scale. Simultaneously, they collect actual self-evaluation experiences supported by the SEQuALS framework to report good practices.

I would highlight five aspects of this activity:

- the inspectors' awareness that there is a past in school self-evaluation;
- inspectors learn with the diversity of experiences;
- the constructive interaction between inspectors and the school;
- the transparency and openness of the whole process;
- the sharing of materials.

The Database of Students' Performance (DSP)

DSP was designed with the purpose of enabling individual schools to benchmark themselves against other schools (students' results) and against schools located in municipalities with a similar 'Index of Social Development'.

It is available on the IGE website and comprises a set of friendly tools aimed at helping schools to use it with autonomy, so that they can benchmark themselves against indicators of efficiency and effectiveness.

I would highlight three aspects concerning the database:

- its usefulness for inspectors' school visits;
- its relevance for school internal reflection;

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- and its accessibility, as it can be used any time by any school.

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Appendix

Appendix – II

**Aus: Projektportfolio „schulinterne Evaluation“, unveröffentlichtes Manuskript, Institut für Qualitätsentwicklung Wiesbaden 2005.
Reflexionsprozesse (5)**

Der Chronist

Mit dem Projekt sollten, wie eingangs dargestellt, konkrete Erfahrungen über die Implementation von schulinterner Evaluation als Instrument von Entwicklungsprozessen gewonnen werden, und zwar hinsichtlich der schulischen Praxis einerseits und der externen Beratung andererseits. Dazu hatten wir einen „Chronisten“ beauftragt, auf der Grundlage von einzelnen Gesprächen mit den Schulleitungen und den schulischen Projektgruppen (Steuerungsgruppen, Entwicklungsgruppen, Planungsgruppen) die gewonnenen Erfahrungen festzuhalten und diese in komprimierter Form für die weitere Arbeit auf den Projekttagungen zurückzuspiegeln.

Das Kapitel „Reflexionsprozesse (5)“ ist folgendermaßen gegliedert:

- Feedback des Chronisten zum Stand der Evaluation an den Projektschulen zu Beginn des Projekts;
- Feedback des Chronisten zum Stand der Evaluation an den Projektschulen während des Projekts;
- Bilanzierung der Schulberater/innen am Ende des Projekts.

Feedback des Chronisten zum Stand der Evaluation an den Projektschulen zu Beginn des Projekts¹:

Als dem Chronisten war mir innerhalb des Projekts „Schulinterne Evaluation“ die Aufgabe übertragen worden, die Projektschulen zu besuchen und meine Eindrücke und Ergebnisse in einem Bericht über die Ausgangslage zusammenzufassen und auf einer Projekttagung darzustellen, mit dem Ziel, die gegenwärtige Praxis zu reflektieren und Nutzen für die weitere Arbeit daraus zu ziehen.

Bevor ich zu den inhaltlichen Aussagen komme, möchte ich Ihnen als Vertreter/innen Ihrer Schulen sehr herzlich für die freundliche

¹ Präsentation bei der 3. Projekttagung am 12. 09. 2002

Aufnahme, die offenen Gespräche und die bereitwillige Überlassung von Dokumenten danken.

Im Zusammenhang mit interner Evaluation ist diese Haltung keineswegs selbstverständlich, weil es um einen sensiblen Bereich geht, in dem keiner so recht weiß, wie der Auftrag, die Qualität schulischer Arbeit durch interne Evaluation zu überprüfen, zu gestalten ist. Alle sind auf der Suche. Diese Suche bedeutet, sich Zeit zu nehmen, um reflexiv über gemachte Erfahrungen und ihre Interpretation zu sprechen. Dies ist zunehmend gelungen, obwohl die Beteiligten und Verantwortlichen mehr als genug zu tun haben. Immer wieder war in den Gesprächen zu hören: Wir tun eh schon viel und jetzt kommen noch Schulprogrammarbeit und Evaluation hinzu.

Die Datenbasis für die folgende Analyse sind die Interviews aus diesen ersten Gesprächen und aus den Beobachtungen auf den bisherigen Projekttagungen. Bei den folgenden Aussagen werde ich den Punkten folgen, die meine Gespräche strukturiert haben.

Funktion und Verständnis von interner Evaluation an den Projektschulen

Mit Hilfe von interner Evaluation sollen folgende Ziele angestrebt werden:

- besserer Unterricht,
- die Entwicklung eines Diskurses im Kollegium,
- eine qualifiziertere Kommunikation in der Schule,
- eine höhere Zufriedenheit am Arbeitsplatz.

Zusammenfassend heißt das: Mit interner Evaluation soll die Qualität von Schule durch die Arbeit an konkreten Beispielen verbessert und die Entwicklung von Schule insgesamt in Gang gebracht werden. Allerdings ist bisher noch nicht hinreichend geklärt, was eigentlich evaluiert werden soll: Etwa das gesamte Schulprogramm oder nur einzelne Entwicklungsvorhaben mit ausdrücklich veränderter schulischer Arbeit oder der so genannte Schulalltag?

Arbeitsstrukturen und Strategien im Umgang mit interner Evaluation an den Schulen

Im Rahmen des Schulentwicklungsvorhabens „Schulprogramme und Evaluation“ des Hessischen Kultusministeriums haben meistens die Schulleitungen die Initiative ergriffen. In der Regel wird eine Steuergruppe mit der Anregung und Durchführung von Evaluationsvorhaben beauftragt. In einem dialektischen Prozess zwischen diesen Polen, Schulleitung und Schulkonferenz einerseits und Steuergruppe andererseits, werden die wichtigsten Fragen beantwortet, vor allem:

- Welche Strategie wird verfolgt?
- Wer ist verantwortlich?
- Welche Evaluationsvorhaben werden ausgewählt?
- Über welche Ressourcen verfügt die Evaluationsgruppe?
- Wie werden Eltern und Schüler/innen beteiligt?
- Werden externe Berater/innen herangezogen?
- Wie wird bilanziert?
- Wie wird die Schulaufsicht informiert?

Die Schulaufsicht hat den Rahmen für die Entwicklung des Schulprogramms und für die Entwicklung der Evaluation abgesteckt. Das Verhältnis zwischen Schulleitung und Schulaufsicht wird meist als unproblematisch, die Haltung der Schulaufsichtsbeamtinnen und -beamten als eher wohlwollend und hilfreich dargestellt. Detaillierte Vorgaben für Evaluation stehen noch aus. Niemand setzt die Schulen unter Druck, es sei denn sie selbst.

Der Arbeitsstand hinsichtlich schulinterner Evaluation ist unterschiedlich. Zum Teil haben die Projektschulen bereits Erfahrungen in anderen Zusammenhängen gesammelt (Europaschulen, EU-Pilot-Projekt „Evaluation der Qualität von Schule und Unterricht“, 1997). Sie haben Evaluation von vornherein im Blick und versuchen, den Arbeitsansatz des HeLP-Projekts damit zu verknüpfen. Eine Schule hat das Projekt als Einstieg in die Beschäftigung mit Evaluation gewählt, sie steht naturgemäß am Anfang. In allen Schulen ist bisher nur ein kleiner Teil des Kollegiums an der Evaluationsarbeit beteiligt, und ohne externe Beratung wären auch diese Kolleg/innen überfordert.

Über bilanzierende Konferenzen und Sitzungen werden Kollegium und Elternschaft informiert. Schülerinnen und Schüler werden nur im Ausnahmefall einbezogen. Ein besonderes Gewicht erhält Evaluation an einigen Projektschulen am Ende des Schuljahres, wenn im Rahmen einer Gesamtkonferenz das Erreichte dargestellt, diskutiert und als Plattform für die Planung des folgenden Schuljahres genutzt werden soll.

Eine erhebliche Rolle spielen die Zusammensetzung, die Motivation und die Innovationskompetenz der Schulleitung. Dazu gehört vor allem die richtige Einschätzung der Motivation und der Belastbarkeit des Kollegiums, der Umgang mit dem Zeitfaktor, die Beantwortung der Frage nach der Regie.

Zwei Aspekte, die aus meiner Sicht besondere Aufmerksamkeit verdienen, sind die Regie und das Kollegium. Bei der Regie geht es über die festgelegte Verantwortung (unbeschadet der Gesamtverantwortung des Schulleiters/der Schulleiterin) hinaus darum, mit dem Willen zur Verbesserung der innerschulischen Situation und einem Blick für Strukturen und Prozesse die Akteure zu lenken und diese zu einem professionellen Umgang mit Evaluation zu ermuntern. Dem Zusammenhang zwischen der Steuergruppe und dem Kollegium sowie der Schulgemeinde gilt besondere Aufmerksamkeit, wobei an kleineren Schulen der Schulleiter/die Schulleiterin die Regie selbst übernimmt.

In der derzeitigen Situation zeichnen sich – strategisch gesehen – zwei unterschiedliche Vorgehensweisen ab.

- Die Schulleitung bzw. die Steuergruppe möchte einen möglichst großen Teil des Kollegiums für Evaluation gewinnen. Sie betont, dass Evaluation nicht weit von der vertrauten Schulkultur entfernt ist und sich als Reflexion, Bilanzieren, Rückmeldung, Bewertung in die gewohnte schulische Arbeit einbeziehen lässt. In diesem Fall ist zu erwarten, dass das Schulklima nicht sehr durch Evaluation beeinträchtigt, dass die Kommunikation über Unterricht angeregt und die Akzeptanz von Evaluation vergrößert wird. Unklar ist – jedenfalls in dieser ersten Phase –, ob die Qualität der schulischen Praxis verbessert wird.
- Als Alternative kann das Vorgehen angesehen werden, bei dem die Schule der Steuergruppe bzw. der Evaluationsgruppe den Auftrag erteilt, ein oder wenige Schulprogrammvorhaben zu evaluieren. Bei diesem Ansatz ist es eher möglich, die Belastung

des Kollegiums zu begrenzen. Das bedeutet aber, dass Rollen- und Aufgabenklärung zu erfolgen hat und Kommunikation mit dem Kollegium bzw. der Schulgemeinde herzustellen ist.

Auf ein zentrales Dilemma muss allerdings in diesem Zusammenhang hingewiesen werden:

Die Schulentwicklungsmaßnahme „Schulprogramme und Evaluation“ führt aufgrund der Heterogenität eines Kollegiums bei dem Thema „Evaluation“ zu ganz unterschiedlichen Sichtweisen und Interpretationen. Zum einen wird auf die zentralen Aufgaben der Lehrperson zu unterrichten und zu erziehen verwiesen. Diese Arbeit auch noch zu evaluieren, sprengt den Zeitrahmen, der den Lehrpersonen im Alltag zur Verfügung steht. Sie fühlen sich mit Evaluation zur Fortschreibung des Schulprogramms zusätzlich belastet. So besteht die Gefahr, dass Evaluation zu einer zusätzlich Zeit beanspruchenden Routine wird, die wenig bewirkt, wenn nicht deutlich wird, dass es Evaluation braucht, um möglichen Disparitäten zwischen Anspruch und Wirklichkeit in Schule und Unterricht begegnen zu können.

Die Bearbeitung dieser Schwierigkeiten ist ein Ziel unseres Projekts, und die Schulen werden bei dieser Arbeit durch die Berater/innen unterstützt.

Einige Gedanken zum Schluss

Bei all diesen Überlegungen dürfen wir nicht vergessen, dass Schule ein komplexes System ist. Es lässt sich nicht alles regeln, die Wirkung einer Intervention ist nicht genau vorhersehbar. „Bei manchen Prozessen in der Schule strebt man eine Richtung an, und eine andere entsteht. Oder es zeigt sich, dass die erwünschte Veränderung mehr Nachteile als Vorteile im Schlepptau mit sich zieht. In der Zusammenarbeit aller helfen selbstorganisierte Überprüfungsmodelle entscheidend mit, das eigene Tun zu reflektieren und Fehlentwicklungen frühzeitig zu erkennen.“¹ Außerdem: Jede Schule ist aufgrund einer Vielzahl von Wirkungsfaktoren ein Individuum. Und das heißt: Jede Schule muss Evaluation im Kontext ihrer unverwechselbaren Entwicklung sehen.

¹ Vgl.: Arbeitsstab Forum Bildung in der Geschäftsstelle der Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung (Hrsg.): Neue Lern- und Lehrkultur (Materialien 10 des Forum Bildung, Bonn, 2001, S. 59.

Feedback des Chronisten zum Stand der Evaluation an den Projektschulen während des Projekts¹

Aus Sicht eines teilnehmenden Beobachters fasst der Chronist seine Erkenntnisse über den Projektverlauf in folgenden Aussagen zusammen:

- **Die Haltung und das Verhalten des Schulleiters/der Schulleiterin zur schulinternen Evaluation beeinflusst das Gelingen von Evaluationsvorhaben entscheidend.**

Dort, wo der Schulleiter/die Schulleiterin sich für die Ziele des Projekts engagiert einsetzte, verbesserten sich die Bedingungen für erfolgreiche Evaluation. Nach den Projekterfahrungen lässt sich sagen, dass die Bemühungen zur Qualitätssicherung (QS) und Qualitätsentwicklung (QE) in Unterricht, Erziehung und im Schulleben besonders ertragreich sind, wenn die Schulleitung

- Evaluation begründet zur wichtigen Sache erklärt,
- dafür sorgt, dass beauftragte – interne wie externe – Verantwortliche (z. B. Evaluationsgruppen) wichtige Ziele und überschaubare Evaluationsvorhaben festlegen, präzisieren und konkretisieren,
- darauf achtet, dass diese Vorhaben im Schulprogramm und in der wohl dosierten Arbeitsplanung für das Schuljahr verankert werden,
- Spielräume ermöglicht und Zwischenberichte auswertet bzw. auswerten lässt,
- für die Information des Kollegiums sorgt,
- die Gremien der Schulgemeinde einbezieht und einen offenen Diskurs ermöglicht,
- die Schulaufsicht informiert und Rückmeldung einholt,
- nach Ergebnissen fragt und diese zur Diskussion stellt,
- Bewertungen von Evaluationsergebnissen sensibel erkundet und reflektiert,
- selbst Bewertungen und Wertschätzungen formuliert,
- Konsequenzen zieht und deren Wirkungen kontrolliert und nicht zuletzt
- dafür sorgt, dass schulinterne Lehrerfortbildung kontinuierlich stattfindet.

¹ Präsentation bei der 5. Projekttagung am 5. 1. 2003

Mit diesen Zuschreibungen soll die Bedeutung von Schulleiterinnen und Schulleitern nicht überhöht, wohl aber soll damit deren Rolle als Schlüsselfiguren und Regisseure deutlich betont werden. Letztlich kann nur die Schulleiterin/der Schulleiter – als Rollenträger **und** als Person – dem Kollegium und der Schulgemeinde gegenüber den Stellenwert von Evaluation für die Qualität der eigenen Schule überzeugend vermitteln und damit für verantwortliches Handeln in diesem Arbeitsfeld sorgen.

- **Evaluations- bzw. Steuerungsgruppen benötigen einen klaren Auftrag, um erfolgreich arbeiten zu können und um Akzeptanz im Kollegium zu finden.**

Durch die Evaluations- bzw. Steuerungsgruppen wird Evaluation konkret als Aufgabe formuliert, kooperativ organisiert und dem Kollegium vermittelt – wichtige Voraussetzungen für die Akzeptanz von Evaluation. Um in diesem Sinne erfolgreich arbeiten zu können, benötigt eine Evaluationsgruppe einen klaren Auftrag durch Konferenzen und Schulleitung.

Da sie sich selbst im Arbeitsprozess und in Fortbildung erst einmal qualifizieren muss, ist sie auf externe Fachleute angewiesen.

- **Die Arbeit der externen Schulberater/innen vor Ort ist für die inhaltliche Konkretisierung und Umsetzung von Evaluationsvorhaben entscheidend.**

Schulberaterinnen und Schulberater leisten Hilfe zur Selbsthilfe. In Begleitseminaren wurden sie ihrerseits qualifiziert, außerdem bringen sie für ihre Tätigkeit Beratungserfahrungen aus anderen Arbeitszusammenhängen mit. Sie können eine strukturierte, reflektierte und auf Kontinuität angelegte Evaluation wirksam unterstützen. Letzteres allerdings nur dann, wenn ihr Zeitbudget ausreicht. Inwieweit Evaluation tatsächlich stattfindet, entscheiden aber die Lehrerinnen und Lehrer in ihrer täglichen Arbeit. Von ihnen hängt auch ab, ob in diesem Feld eng zusammengearbeitet wird oder wenigstens ein Erfahrungsaustausch stattfindet.

- **Die Etablierung einer Feedback- und Reflexionskultur verbessert die Qualität des Lehrerhandelns.**

Für die Projektschulen bedeutet das nach Ansicht des Chronisten, dass vor allem Kommunikation und Kooperation im Alltag an

Substanz gewonnen haben. Im Evaluationsprozess haben Rückmeldung und Reflexion eine qualifizierende Wirkung für die beteiligten Kolleginnen und Kollegen, vor allem wenn sie durch Beratung gestützt werden. Die Frage, ob sich dadurch auch der Unterricht verbessert hat, ist damit allerdings nicht zu beantworten, weil er in nur wenigen Fällen zum Thema von Evaluation gemacht wurde.

- **Unterricht als zentrale Aufgabe von Schule ist bei den Evaluationsvorhaben eher unterrepräsentiert.**

Diese Tatsache ist auch nicht erstaunlich, weil Hessen mit der Evaluationsarbeit erst am Anfang steht und die Komplexität der Unterrichtssituation an Evaluation höchste Ansprüche stellt. Es gibt aber durchaus viel versprechende Ansätze. Verbesserungswürdig ist in jedem Fall die Beteiligung der Schulgemeinde.

- **Schüler und Eltern werden in den Prozess der Evaluation kaum einbezogen.**

An gutem Willen fehlt es nicht, allerdings ist eine fruchtbare Partizipation dieser beiden Gruppen schwer zu erreichen. Um hier weiterzukommen, bedarf es des Dialogs zwischen den Verantwortlichen in verschiedenen Rollen und auf unterschiedlichen Ebenen, vor allem einer geduldigen und behutsamen Entwicklungsarbeit. Immerhin wird dieses Anliegen in der Literatur der letzten Jahre häufiger aufgegriffen, so z. B. bei Böttcher/Philipp: Mit Schülern Unterricht und Schule entwickeln. Beltz 2000 sowie bei Burkard/Eikenbusch/Ekholm: Starke Schüler – gute Schulen. Cornelsen 2003.

- **Die Einbeziehung von Expertinnen und Experten, der Austausch der Schulen untereinander, die Kooperation mit Schulberaterinnen und -beratern sowie die Einbeziehung der Schulaufsicht bei den Projekttagungen geben wichtige Impulse für schulinterne Evaluation.**

Obwohl die Schulaufsicht ein wichtiger Kooperationspartner sein könnte, wird sie nicht immer in dieser Rolle wahrgenommen. Dennoch ist nicht zu übersehen: Ihr Interesse motiviert die Schulen. Rückmeldung im Gespräch und unterstützende Maßnahmen sind sehr erwünscht – vielleicht gerade weil die Schulaufsicht noch keinen aktuellen Auftrag zur Durchsetzung von Evaluation hat.

- **Die Schulaufsicht hat (noch) keine unterstützende Funktion im Sinne von Schulentwicklung der einzelnen Projektschule.**

Übereinstimmend berichten die Schulen, dass es von Seiten der Schulaufsicht bisher keine Unterstützung gibt. Sie wünschen sich mehr Engagement und einen kritischen Dialog bezüglich der jeweiligen schulischen Entwicklung. Gleichzeitig signalisieren sie Unsicherheit hinsichtlich der Rolle: Die Schulaufsicht hat beratende, unterstützende und kontrollierende Funktion – Lassen sie sich überhaupt miteinander vereinbaren?

- **Vorgaben des Kultusministeriums (Abschlussprüfungen, Vergleichsarbeiten) lassen die Überprüfung (Evaluation) von Entwicklungsmaßnahmen in den Hintergrund treten.**

Arbeitszeit und die Arbeitsbelastung lassen sich nicht beliebig ausdehnen und steigern. Dies führt dazu, dass die aktuellen zentralen Vorgaben in den Vordergrund treten, ältere Vorgaben wie die Verpflichtung zur Evaluation dagegen eher weniger stark beachtet werden.

- **Systematische Qualitätssicherung bedarf der schulinternen Evaluation.**

In meinen Gesprächen mit den Vertreter/innen der Schulen habe ich festgestellt, dass sich die Erkenntnis durchsetzt, dass nicht Evaluation im Vordergrund steht, sondern dass es um Schul- und Unterrichtsentwicklung geht. Dieses Suchen nach neuen Wegen braucht Orientierung und interne Evaluation dient dieser Orientierung.

- **Eine Fortsetzung des Arbeitsansatzes und der Arbeitsweise des Projekts wird von den Schulen auch über das Projekt hinaus für sinnvoll erachtet.**

Die meisten Projektschulen sehen den Einsatz der Beraterinnen und Berater als den wichtigsten Beitrag des Projekts zur Unterstützung der Schulen. Schon bald wurde die Frage gestellt, ob ihre Mitarbeit nach dem Auslaufen des Projekts weiter ermöglicht werden kann. Daneben beurteilen sie drei Aspekte positiv: die klärenden Impulse von Fritz Zaugg, den Austausch mit den Kolleg/innen anderer Schulen und die Begegnung mit den Schulaufsichtsbeamten im Rahmen einer Arbeitstagung.

Bilanzierung der Schulberater/innen am Ende des Projekts:

Für die gemeinsame Bilanzierung der Arbeit der Schulberater/innen an den von ihnen betreuten Projektschulen schlug ich die Methode des „Schreibdialogs“¹ vor. Dazu wurden auf vier Stelltafeln verschiedene Aspekte zum Stand und zur Bewertung der Evaluationspraxis der Projektschulen aufgeschrieben, zu denen die Berater/innen schriftlich Stellung nehmen sollten. Auf einer fünften Stellwand sollten sie anhand von fiktiven Filmtiteln und kurzen Plots ihre Projekterfahrungen verdichten und kurz erläutern. Ein moderiertes Gespräch brachte folgendes Ergebnis:

- (1) Der Stellenwert von Evaluation in der Schule**
- (2) Die Wirkungen von Evaluation in der Schule**

Wirkungen auf Unterricht und für Schulentwicklung wurden erreicht. Das Thema Evaluation hat an Bedeutung gewonnen, vor allem in den Gruppen, die an Evaluationsvorhaben beteiligt waren. Hier wurde konzipiert, diskutiert, revidiert und fundiert entschieden, wurden Konsequenzen gezogen – allerdings weniger für die Praxis. In Einzelfällen entwickelten Schulgruppen ein Erkenntnisinteresse, das die Grundlage für ein forschendes Vorgehen bietet: Was bringt die Arbeit mit dem Wochenplan? Wie kommt mein Unterricht bei den Schüler/innen an?

Es kommt aber meist nicht dazu, dass dieses Anliegen „in ihrem Alltagshandeln Fuß gefasst hätte“. Ein Grund mag darin liegen, dass Evaluation „nach den Regeln der Kunst“ für einen Praktiker zu aufwändig und – im Vergleich zum methodischen Aufwand – von geringem praktischem Ertrag eingeschätzt wird.

Bei Schulleitungen besteht die Tendenz, Evaluation als Instrument im Zusammenhang mit Rechenschaftslegung gegenüber der Schulaufsicht und der Schulöffentlichkeit zu reduzieren. Dabei tritt der Gedanke bzw. die Chance, Evaluation als Instrument für Schulentwicklung zu nutzen, in den Hintergrund.

¹ Schulinterne Evaluation, Materialien zur Unterstützung der Hamburger Schulen bei ihrer Evaluationsarbeit, Behörde für Schule, Jugend und Berufsbildung, Hamburg, 2002.

Wirkungen von Evaluation in der Schule

Wirkungen auf Unterricht und für Schulentwicklung wurden erreicht, wenn die Ansprüche nicht zu hoch geschraubt wurden und die evaluierende Gruppe den Mut hatte, sich auf ein ganz konkretes und klar begrenztes Vorhaben zu konzentrieren. In solchen Fällen durchläuft das Vorhaben alle Phasen des Evaluationszirkels, es gewinnt an Verbindlichkeit, zeigt Ansätze zu Nachhaltigkeit und ermutigt zum Transfer auf ein anderes Evaluationsprojekt.

Bei einer kleinen Schule kann das bedeuten, dass das gesamte Kollegium beteiligt ist und sich so der Schulentwicklungsprozess einfacher gestalten lässt, zumal wenn die Schulleitung selbst interessiert und beteiligt ist. In größeren Einrichtungen ist die Situation komplexer und komplizierter. Evaluationsarbeit wird in der Regel von der Schulleitung an Gruppen oder Personen delegiert, die ein echtes Interesse haben, aber aus ihrer Rolle heraus nicht die notwendigen strukturellen und personellen Bedingungen schaffen können. Begrenzte Ressourcen sowie massive Ressentiments gegenüber Evaluation führen häufig – bedingt durch das Interesse Einzelner – zu Evaluationsvorhaben in Teilbereichen, ohne dass sie Auswirkungen auf den Entwicklungsprozess der Schule hätten. Das schließt nicht aus, dass Schulleitungen mit solch kreativen und methodisch anspruchsvollen Evaluationsvorhaben in der Fachöffentlichkeit auf die Schule aufmerksam machen, z. B. um Ressourcen und Renommee ihrer Einrichtung zu mehren, auch wenn der Arbeitsansatz innerhalb der Schule nur geringe Relevanz hat.

(3) Die Verankerung von Evaluation in der Schule/der Schulgemeinde

Aufgrund des bildungspolitischen Auftrags „Die Schule überprüft regelmäßig in geeigneter Form die angemessene Umsetzung des Programms und die Qualität ihrer Arbeit (interne Evaluation)“, kam es in einzelnen Schulen zu einer institutionellen Verankerung. Über Wirkungen und Konsequenzen sagt das wenig aus. Letztlich ist die Haltung der Schulleitung zu Evaluation sowie die Qualität des Diskurses zwischen Evaluationsgruppe und Schulleitung bestimmend. Die Leitung setzt einer theoretisch fundierten, aber eher aufwändigen Evaluation ein pragmatisches Verständnis entgegen, das sie im Rahmen ihrer Aufgaben umsetzt – an

neuralgischen Punkten, deren Analyse direkt ihrer Arbeit zugute kommt. Es wird zu klären sein, ob man hier von Evaluation sprechen kann. Insgesamt war von einer Beteiligung der Schüler/innen und Eltern nicht die Rede.

(4) Der Blick auf die Zeit nach dem Projekt

Die Entwicklung an den Schulen in der Zeit nach dem Projekt wird verhalten optimistisch betrachtet, weil ein allgemeines Interesse festzustellen ist und weil es Initiativen zu einer nachhaltigeren Evaluationskultur gibt. Immerhin besteht Übereinstimmung darüber, dass sich ganz allgemein das Klima zugunsten von evaluativen Fragestellungen verändert hat. Das gilt auch da, wo die Schulleitung ein allgemein leitungsspezifisches Interesse entwickelt hat, das möglicherweise eher dem Projektmanagement als der Evaluation im engeren Sinne zuzuordnen ist.

Immerhin wird Evaluation als notwendiger Bestandteil eines Veränderungsprozesses gesehen, eine Funktion, die durch Beratung verstärkt und abgesichert werden sollte. An einzelnen Projektschulen wird über das Projektende hinaus für das neue Schuljahr geplant. Eine Perspektive ist es, Evaluation zum festen Bestandteil der Schulprogrammarbeit zu machen und die Lehrkräfte für diese Arbeit zu qualifizieren.

(5) Zusammenfassende Einschätzung

In der Einschätzung der Berater/innen spielt die Schulleitung eine erhebliche, allerdings auch ambivalente Rolle im Evaluationsgeschehen der Schule, wie sich an folgenden Szenarien zeigt.

„Zuckerbrot und Peitsche“ – Die Evaluationsarbeit wird maßgeblich vom Schulleiter bestimmt. Neben einem gemeinsamen Evaluationsvorhaben initiierte er die Evaluation des Schulprogramms, um gegenüber dem Schulamt Rechenschaft ablegen zu können.

„Das Volk ist emsig, die Königin herrscht“ – Das Kollegium kann sich ausdenken, was es will, die Schulleitung bestimmt, was gemacht wird.

„Vergebene Chancen! – Ein Leerstück“ – Eine Evaluationsgruppe durfte so lange arbeiten, so lange sie die Entwicklung der Schule nicht spürbar beeinflusste.

„Der große Treck nach Westen“ – In der Evaluationsarbeit gibt es viele Schwierigkeiten, ungeklärte Verantwortlichkeiten,

verschiedene Arbeitsgruppen: ein Desaster. Dann zeichnet sich doch eine Perspektive ab.

Hier lauert die Gefahr, die Motivation der Kollegen und Kolleginnen zu untergraben, weil sich ihr Engagement nicht lohnt und es an Transparenz fehlt. Es entsteht der Eindruck, die Schulleitung sei nicht kooperationsbereit und habe offensichtlich kein wirkliches Interesse an Evaluation. Desorientierung droht. Das schließt nicht aus, dass die in einem Arbeitsvorhaben gemachten Erfahrungen für das nächste Projekt genutzt werden und dass unmerklich eine Evaluationskultur entsteht. Immerhin ist in diesen Fällen Evaluation an den beteiligten Schulen wenigstens zum Thema geworden.

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Quality Assurance/Class Observation

(Adapted from HMIE documentation)



Class _____ Subject _____

Teacher _____ Observer _____

Date _____

Brief Description of Activities Observed

+/-	Evaluation or description (use +/- in left hand box). Underline appropriately from observations	Notes
	<p>The Teaching Process:</p> <ul style="list-style-type: none">• Lesson content/aims and objectives are shared and reinforced with pupils• Explanations, instructions and directions are expressed clearly• A range of teaching approaches/styles are used including the skilful use of questioning• The use of direct, interactive teaching with class, groups and individuals is appropriate/well judged• Teacher – pupil interaction is of high quality• Praise and feedback used effectively/regularly and there is evidence of high expectations (teacher/pupils)• Pupils are actively involved in learning	

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 Quality Assurance/Class Observation
 (Adapted from HMIE documentation)



	<ul style="list-style-type: none"> • There is evidence of regular/appropriate homework 	
	<p>Pupils' learning experiences</p> <ul style="list-style-type: none"> • Pupils are motivated, enthusiastic, hardworking, on task and well-behaved • Pupils take responsibility for learning, work independently and are required to think for themselves • The quality/extent of collaboration and interaction among pupils is very good • There is an appropriate level of pace • The learning environment takes appropriate account of pupils' prior attainment and abilities 	
	<p>Meeting pupils' needs/supporting pupils</p> <ul style="list-style-type: none"> • Tasks/activities match pupils' needs • Appropriate resources are selected/used • Learning and Teaching approaches provide appropriate support and challenge for all pupils • Learning Support staff, visiting teachers and classroom assistants provide well-judged/quality support • Staff show care and concern for individuals • Staff differentiate effectively • To what extent do teachers communicate with pupils on targets, individual progress and attainment? (e.g. IEPs, PLPs, written comments in jotters) • Is there learning support input? (e.g. 	

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Quality Assurance/Class Observation (Adapted from HMIE documentation)



	more/less able, EAL) • Is there parental involvement?	
	The learning environment • Specific accommodation issues • Health & Safety issues • Bright, Stimulating learning environment? • Issues relating to morale, relationships, pupil behaviour and discipline	
Best Practice		
Ideas for Discussion		

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Quality Assurance/Class Observation (Adaptded from HMle documentation)



Checklist:

- Gridplan available Planners on desks
Use made of Planners

Signed: _____ (Teacher)

_____ (Observer)