

## TRAINING COURSE FOR INSPECTORS OVERVIEW OF THE FACE-TO-FACE COMPONENT

### INTRODUCTION

This training programme focuses on inspection, in particular of leadership and management of schools with a view to stimulating improvement in schools. Some important principles underpin it, its design and application.

- It is for **all inspectors**. Effective leadership and management are important at all levels in a school, in subjects, aspects of the school's work as well as at senior levels. All inspectors will contribute to the inspection of leadership and management in relation to their area of specialism but also to the evaluation of senior leadership and management since the effects of leadership and management will be evident through the school.
- It is for **schools and well as inspectors**. The way inspectors work, the elements on which they focus and the basis for their evaluations are transferrable to schools' evaluation of themselves. Inspection and self-evaluation are tightly inter-related.
- It relates to **schools and roles, not individual people**. Although evaluation of the effectiveness of individual staff in their roles is a part of school life, this training programme is focused on schools; it is about the effectiveness of leadership and management, not individual leaders and managers.
- It relates to **effectiveness not compliance**. A distinction needs to be drawn between checking or auditing that particular practices or procedures are in place and evaluating the quality and effectiveness of aspects of the school's work. This training programme is focused solely on evaluating quality and effectiveness.
- It assumes that **inspection contributes to improvement**. The inspection of a school provides the periodic assessment of strengths and weaknesses that should feed into school improvement planning. Inspection will lead to findings, whether about leadership and management or other aspects of the school, which should contribute to priorities to include in the school's development plan.

### Aim and objectives

The overall aim of the course is to support inspectors in their evaluations of leadership and management in schools with the purpose of promoting improvement. To meet this aim, the training programme has a number of objectives (the numbers in parentheses relate to modules in the training course). The objectives are:

1. to develop an understanding of the **overall characteristics of effective leadership and management** and identify features particularly relevant in schools in Romania (1.2)
2. to develop an understanding of the features of **effective planning (and plans) for improvement and self-evaluation** as part of leadership and management (2.1, 3.1, 3.2, 3.3)
3. to establish the **principles of inspection and codes of practice** which are effective in promoting the school's acceptance and use of inspection findings for further improvement (1.1, 4.2)
4. to enable inspectors to **develop quality indicators** to support consistent evaluation of school's self-evaluation and planning for improvement (1.3, 2.2, 3.2, 3.3)
5. to develop an understanding of the **range and nature of the evidence** required for inspectors to reach a valid evaluation of leadership and management and to report on them (1.3, 3.1, 3.3, 4.1, 4.2)
6. to provide insights into **international perspectives** of leadership and management and their inspection systems (1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2).

## **PHASE 1 (Weekend 1) : 15.25 hours**

**Introduction to the course : 1 hour**

**Module 1 : Inspection and Leadership and management : 8.75 hours**

- part 1 : Inspection (3.75 hours)
- part 2 : Leadership and management (3 hours)
- part 3 : Inspecting leadership and management (2 hours)

**Module 2 : Leadership and management : planning for Improvement 5.5 hours**

- part 1 : Planning for improvement (2.75 hours)
- part 2 : Achieving consistency in evaluating planning for improvement (2.75 hours)

## **PHASE 2 (Weekend 2) : 16 hours**

**Module 3 : Leadership and management : approaches to self-evaluation / Evaluating self-evaluation 8.75 hours**

- part 1 : Self-evaluation in three European systems (3.75 hours)
- part 2 : Self-evaluation in the Romanian context (3 hours)
- part 3 : Reporting findings on self-evaluation (2 hours)

**Module 4 : The school in its community / Promoting improvement through inspection 7.25 hours**

- part 1 : Looking at school partnerships (2.5 hours)
- part 2 : Encouraging improvement through inspection (3.25 hours)

**Next in the training course : 1.5 hours**

## PHASE 1

	TITLE	GENERAL CONTENT	NATURE OF SESSIONS	OUTCOMES	ON-LINE (OTHER) ACTIVITIES etc
<b>INTRODUCTION</b> 1 hour	Introduction to the course	<p>Overview of training course</p> <p>Base-line self-assessment</p>	<ul style="list-style-type: none"> <li>• Joint Introductions, to include Romanian context (NA). Run-through course objectives and main themes / course outline / relevant features / evaluation (30)</li> <li>• Individual activity : (Re-)Consider and reflect on aims and objectives of the course; complete the self-assessment document (30)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal assessment of awareness, knowledge and specific interest relating to the course</li> </ul>	<p>Pre – course Legislation and statute revision (to be provided through ARACIP)</p>
<b>MODULE 1 : PART 1</b> 3.75 hours	Inspection and leadership and management	<p>Overview of inspection from SICI perspective</p> <p>A brief look at school inspection in 3 systems : Netherlands, Scotland, England</p>	<ul style="list-style-type: none"> <li>• Plenary Presentation re inspection SICI – common points across members (20). Q&amp;A (10)</li> <li>• Presentation each country (3x30) minutes + (3x10) mins Q&amp;A plenary</li> <li>• Group discussions --&gt; say 8 – 10 key points of interest / relevance in Romania to note on flipchart (45)</li> <li>• Final plenary to study the flipcharts from all groups and to create common list as an individual activity (30)</li> </ul>	<ul style="list-style-type: none"> <li>• List of key aspects on which to reflect and write notes on throughout the training</li> <li>• Set of information on other inspection systems (from presentations, discussions and individual study)</li> <li>• List of aspects of other inspection which are of interest to the Prahova / Bucharest contexts – group list and synthesized list</li> </ul>	<p>Post-Phases 1 and 2 activities</p> <ul style="list-style-type: none"> <li>• Study of some other European inspection systems : SICI 'Blue Book' and J vanBruggen Comparative remarks</li> <li>• Relevant materials from the three country examples to be studied in more detail - such as 2/3 inspection reports ; inspection guidelines and indicator frameworks as relevant</li> </ul>

	TITLE	GENERAL CONTENT	NATURE OF SESSIONS	OUTCOMES	ON-LINE (OTHER) ACTIVITIES etc
<b>MODULE 1 : PART 2</b> 3 hours	Leadership and Management	<p>Current leadership theories, including the difference between leadership and management</p> <p>Consideration from a subject point of view of the impact of leadership (positive and negative) in Prahova / Bucharest schools.</p> <p>A look at features of good leadership in 3 countries and initial thoughts on helping headteachers in their leadership</p>	<ul style="list-style-type: none"> <li>• Plenary Presentation theoretical input (30) plus plenary Q&amp;A (15)</li> <li>• Group discussions 1) in groups of 5/6, discuss the extent to which headteachers in Prahova and Bucharest demonstrate leadership features and consider how inspection might influence the system 2) in pairs (or individually) consider and list ways in which you have observed headteachers' approaches to impact on learners and their work in inspector's own subject area; (positive and negative impact – leadership and / or management) 3) in groups of 6 find up to 6 common positive features / and up to 6 common negative features → points to look for in inspection which will contribute to the evaluation of school leadership and the evaluation of school management (90)</li> <li>• Plenary : What makes good leaders? Inspection findings in 3 systems : 3 lists on flipcharts – (30) discussions (15)</li> </ul>	<ul style="list-style-type: none"> <li>• Notes on theories of leadership and comparison with situation in Romania</li> <li>• Individual / pair lists of impact evidence from subject areas in Romanian context</li> <li>• Group lists of common features across a number of subject areas</li> <li>• Notes on features of good leadership in other European systems</li> </ul>	<ul style="list-style-type: none"> <li>• Study as wished from theories of leadership – Michael Barber / Hargreaves and Shirley / Michael Fullan</li> <li>• Continue to gather impressions on positive and negative impact of management in every inspection. Note instances and examples of good management in all schools. Do the same for examples of good leadership in all schools.</li> </ul>
<b>MODULE 1 : PART 3</b> 2 hours	Inspecting leadership and management	<p>Inspecting leadership and management in Romania</p> <p>What is needed to judge the quality of leadership and management</p> <p>Looking at 3 other systems</p>	<ul style="list-style-type: none"> <li>• ARACIP input – current position nationally (30)</li> <li>• Individual activity ( or pairs) in plenary context : Initial thoughts on what areas need to be evaluated to reach a judgement about the quality of leadership and management in schools (general) (20)</li> <li>• Plenary presentations : Which areas are looked at / which approaches used in the inspection of leadership and management in 3 systems + Q&amp;A (3 x 20 + 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Initial notes on which areas to consider in evaluating leadership and management</li> <li>• Notes on the areas considered in 3 European systems</li> </ul>	<ul style="list-style-type: none"> <li>• In your next subject inspections, consider which of your findings would contribute to the inspection of leadership and management in the school. List them and note whether the points you make would be positive or negative</li> </ul>

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<b>MODULE 2 : PART 1</b> 2.75 hours	Leadership and Management : planning for improvement	<p>Background : Reminder of cycle of improvement used in Romania</p> <p>Features of good planning for improvement</p> <p>Features of SMART objectives</p> <p>Focus on IDPs and SAPs</p>	<ul style="list-style-type: none"> <li>Romanian input :cycle of improvement (10)</li> <li>Presentation: good planning for improvement including SMART objectives (40)</li> <li>Introduction to group activities (10)</li> <li>A) Using 3 real examples (different quality) of IDPs and SAPs, as individuals list up to 8 'good' features across all and up to 8 'weak' features of the plans as a whole and of the objectives in them (45)</li> <li>B) join with 3 others and create synthesized lists (always maximum 8 points) (30)</li> <li>C) in groups of 4, brainstorm ways in which the impact of planning for improvement will be manifested in a school (2 selected items from the SAP) List the most promising ones on flipchart (30)</li> </ul>	<ul style="list-style-type: none"> <li>List of features of good improvement planning and SMART objectives</li> <li>Notes on areas which could reflect planning processes and impact</li> </ul>	<ul style="list-style-type: none"> <li>On your next inspections, look at the IDP and SAPs with particular reference to the objectives. Decide to what extent they are SMART. Copy a few objectives for your portfolio and make your evaluative comment beside each</li> </ul>
<b>MODULE 2 : PART 2</b> 2.75 hours	Inspection 3: Achieving consistency in evaluating the quality of planning for improvement	<p>Introduction to quality indicators</p> <p>Creating a QI to evaluate IDPs and SAPs</p>	<ul style="list-style-type: none"> <li>Plenary : Presentation on the concept of quality indicators with notions of themes and levels of quality (reference to RODIS / QIs/ ICALT) Explain the task – creating a QI to evaluate planning for improvement (process and plan) (30)</li> <li>in groups of 4, use the lists of positive and weak features to evaluate the 3 IDPs and the 3 SAPs on a 4-point scale as documents, listing the positive and negative features of each (45)</li> <li>In groups of 6 - 8 use the lists of positive and weak features of the plan and what you expect to find as positive and weaker features of the impact of the planning process to create a QI - flipchart (45).</li> <li>Plenary – display of flipcharts – carousel and if possible creation of a draft QI (45)</li> </ul>	<ul style="list-style-type: none"> <li>Information of theories of quality indicators</li> <li>Notes on initial evaluations of IDPs and SAPs</li> <li>Notes on evaluations using common features of a quality indicator</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate 2 further IDPs and SAPs on-line, using the quality indicator</li> <li>Interact as wished on discussion forum and with tutor (?)</li> <li>Write up notes</li> <li>In next two schools inspected (if there is time?), evaluate the IDP and SAP, taking notes on positive and negative features and making an evaluation– enter data into personal on-line portfolio</li> <li>In these two same schools (if there is time?), consider what kind of evidence you would need to seek out to evaluate the impact of at least one of the school's projects in their IDP / SAP – look for those elements in your own subject area. Note and reflect on findings.</li> <li>Self-assessment stage 2</li> </ul>

## PHASE 2

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<b>MODULE 3 : PART 1</b> 3.75 hours	Self-evaluation in 3 European systems	<p>Scottish approach to quality improvement</p> <p>A brief look at these aspects in the other 2 systems : Netherlands, England</p>	<ul style="list-style-type: none"> <li>Recapitulation Phase 1 / Intro to Phase 2 (15)</li> <li>Presentation Scottish Approach to quality improvement (35) with Q&amp;A (15)</li> <li>Individual and Group activity : Prepared activity to prioritise inspection activities which will help evaluate the quality of self-evaluation (60)</li> <li>Plenary to synthesise group outcomes (45)</li> <li>Plenary presentations on how self-evaluation is handled in other 2 systems (40) with Q&amp;A (15)</li> </ul>	<ul style="list-style-type: none"> <li>Notes on current practice in Romania</li> <li>Notes on self-evaluation in 3 systems</li> <li>Personal and group lists of inspection activities relating to self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of video examples of best practice – e.g. Journey to Excellence videos and materials (NB translation issues)</li> <li>Further exploration of quality frameworks and quality indicators from 3 systems</li> </ul>
<b>MODULE 3 : PART 2</b> 3 hours	Self-evaluation in the Romanian context	<p>Background : Reminder of cycle of improvement used in Romania</p> <p>QAECs and their reports: evaluating the quality of QAEC reports</p> <p>Developing a quality indicator for evaluating self-evaluation</p>	<ul style="list-style-type: none"> <li>Plenary Presentation - Reminder of Romanian QAECs (Magda?) ( 15)</li> <li>Group discussions groups of 4 with 2 QAEC reports – anonymised. List which activities are suggested for verifying the reports / compare with previous synthesised lists. List the sources of evidence which should be sought out. Write up personal reflections (30)</li> <li>Group discussions 1) in pairs : develop a potential quality indicator for evaluating QIs, 4-point scale and illustrated by bullet points on 2 levels 2) in groups of 4 find 6 common positive features / 6 common weak features → flip-chart (90)</li> <li>Plenary synthesis to create agreed common list (45)</li> </ul>	<ul style="list-style-type: none"> <li>Notes on planning cycle and QAECs in Romania</li> <li>Lists of activities to undertake and evidence to seek out in verifying QAEC evaluations and personal reflections on same</li> <li>Pair / group and plenary points for quality indicator to evaluate self-evaluation in Romanian context</li> </ul>	<ul style="list-style-type: none"> <li>Start to think about inspecting leadership and management in your own context (so that you may contribute to any internal discussions about inspection procedures. What aspects should be included? Are other quality indicators needed?)</li> </ul>

<p><b>MODULE 3 : PART 3</b> 2 hours</p>	<p>Reporting findings on self-evaluation</p>	<p>Role-play reporting to the schools on findings relating to the quality of self-evaluation</p>	<ul style="list-style-type: none"> <li>• In same pairs as previous role-play, use the fictitious commentary of findings and the lists of positive and weak features (the quality indicator) to evaluate the quality of self-evaluation on a 4-point scale, listing the positive and negative features as each to prepare to 'report-back'. (45)</li> <li>• Join with another pair. In role-play, choose one person to report-back (15 minutes maximum) and from other pair a headteacher, 2 others observe and take notes on report-back. Then repeat with different roles and note key points. (45)</li> <li>• Final plenary – comments on experiences and activities on self-evaluation (30).</li> </ul>	<ul style="list-style-type: none"> <li>• Notes on evaluating self-evaluation in the simulated situation</li> <li>• Notes from observations of report-back role-plays</li> <li>• Notes on what has been learned from all activities in this context</li> </ul>	<ul style="list-style-type: none"> <li>• In at least 1 inspection, look at the QAEC and apply if possible the quality indicator : enter discussion platform; note questions to ask</li> <li>• Read through some Romanian inspection reports (leadership and management) and note your key reactions – how well do they report on leadership? How well do they report on management? What do you feel that the impact of the report would be?</li> <li>• Study and complete some of the 'tricky situations' simulations</li> </ul>
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	TITLE	GENERAL CONTENT	NATURE OF SESSIONS	OUTCOMES	ON-LINE ACTIVITIES etc
MODULE 4 : PART 1 2.5 hours	The school in its community : Looking at school partnerships	Evaluating the quality of a school's links with parents and the wider community	<ul style="list-style-type: none"> <li>• Presentation on the need for co-operation and partnership and how such links are evaluated in inspections. (30)</li> <li>• Any additional features from other systems (15)</li> <li>• Presentation on the main features of how this is currently done in Prahova and Bucharest (20) (ARACIP?) with Q&amp;A (10)</li> <li>• Group activity to study some key documentation from the various systems represented (for example questionnaires, quality indicators, range of evidence gathered and so on) and note some key points – what could be introduced in inspections of leadership and management - flipcharts (45)</li> <li>• Carousel plenary using flipcharts – participants take notes of key points of agreement (30)</li> </ul>	<ul style="list-style-type: none"> <li>• Notes on international aspects</li> <li>• Group flipcharts</li> <li>• Common points from personal reflection</li> </ul>	
MODULE 4 : PART 2 3.25 hours	Encouraging improvement through inspection	<p>Consideration of what is successful inspecting</p> <p>Ways to inspect which may promote improvement</p> <p>Approaches to inspection in 3 countries</p>	<p>Brief introduction to group task – all so far about 'what' of inspecting; now 'how' to inspect with a view to having evaluations accepted and stimulating improvement (10)</p> <ul style="list-style-type: none"> <li>• In groups of 8 – 10 (maximum 4 groups) read the transcript and watch sections of the Scottish inspection video / (before or after below) 1) brainstorm what makes for a successful inspection I → an agreed group list of up to 8 points on flipchart 2) brainstorm the key elements which can give those results – how best to inspect → an agreed list of up to 10 strategies to adopt (60)</li> <li>• Plenary – display of flipcharts, with spokesperson from each group explaining (40)</li> <li>• Plenary but in pairs, draw up a 'code of conduct' from the common points across all flipcharts (40) 3 examples of codes of conduct/ agreed styles in inspections – England, Netherlands, Scotland 3x15 (45)</li> </ul>	<ul style="list-style-type: none"> <li>• Group brainstorm lists 1 and 2</li> <li>• Pair synthesised 'code of conduct'</li> <li>• Notes on how inspections are carried out in 3 countries</li> </ul>	<ul style="list-style-type: none"> <li>• Tricky situations work</li> <li>• Further study of issues about styles of inspecting to promote improvement</li> </ul>



<p><b>NEXT STEPS</b> 1.5 hours</p>	<p>The training course : Where have we been / Where are we going?</p>	<p>Retrospective on the face-to-face component of the training course</p> <p>Preparing the next phase of the course (practical activities)</p> <p>The evaluation phase</p> <p>Seeking out best practice from other systems (Phase 5 : Study Visit)</p>	<ul style="list-style-type: none"> <li>• Information on Phase 3 – pre-activities</li> <li>• Information if necessary on evaluation component</li> <li>• Information so far on study visit</li> <li>• Evaluation of face-to-face element of course</li> </ul>		<p>Individual activity : Reflection on most personally useful elements of training so far / aspects for individual to develop</p> <p>Preparation for practical activities (not on-line)</p> <p>Preparation of issues to explore in the study visit (could be on-line?)</p>
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