



SICI-WORKSHOP

How Can We Build a Successful Partnership for Quality Assurances in Schools?

Report

5th - 6th November 2009, Bad Kreuznach,
Germany



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Introductory Note

In 2008 the AQS joined SICI and it turned out that we had become the 25th Member of this European professional network of School Inspectorate. So the idea was born to celebrate this special date with a SICI-workshop, which took place from 5th to 6th November 2009 in Bad Kreuznach (Rhineland-Palatinate), Germany.

With this report we would like to give you a brief review of the presentations and discussions presented at the SICI-Workshop organized by the AQS-team.

As the AQS is a young agency, professional exchange of experience on national and international level is very important and helpful for us. The AQS was founded in 2005, based on a decision of the Rhineland-Palatinate government. At the beginning of 2006 the AQS started with a staff of 20 persons and experienced a rapid development during the last four years. In total, the AQS has to evaluate more than 300 schools per year. Our mission is the inspection or - as we call it, "the external evaluation" - of the 1,600 schools in Rhineland-Palatinate. Soon, it became rather obvious that we would not be able to fulfill this task on our own. We needed partners, in a very practical sense to fulfill the quantitative targets of school visits and also to gain acceptance in schools. That was the driving factor in the recruitment and training of co-inspectors.

In addition to the quality development at each individual school, management and controlling of the quality assurance system on the federal level is very important. That means we have to act jointly with one single strategy for ministry, school supervisory board, teacher training institutions, AQS, as well as schools, in order to achieve real changes and effects in our school system. This is one of the big challenges of school improvement in Rhineland-Palatinate.

Therefore we chose the following question as topic of the SICI workshop:
"How can we build a successful partnership for quality assurance in schools?"

The SICI-workshop gave us insights to how other SICI partners and colleagues from other German States cope with that task.

In this report you will find short descriptions of the concepts of AraCip (Romania), Estyn (Wales, UK), ISB (Bavaria), QHS (Schleswig-Holstein) and AQS (Rhineland-Palatinate). They describe how the different models use co-inspectors, critical friends and external partners in the inspection process. We also looked at the advantages and risks of these models.

The workshop also offered a platform to discuss the question of strategic partnership and successful conditions for school improvement. The reports and presentations of Professor Isabell van Ackeren (University of Essen), Dr. Frauke Choi (Centre of Educational and Higher Educational Research, Mainz) and Markus Hunziker from Switzerland (ARGEV) contributed to this subject.

During two days, 55 participants from various countries such as Belgium, Germany, Malta, Netherlands, Norway, Romania, Sweden, Switzerland, Czech Republic, and the United Kingdom exchanged their concepts and opinions of school development. The farthest journey was made by three education experts from Brunei (Far East).

This truly international exchange of ideas showed us the global importance of good schools for good education.

Astrid Becker

SICI Representative of the AQS



◆ Rhineland-Palatinate

1. Quality Development of Schools in Rhineland-Palatinate

Emanuel Rösch, Ministry of Education

At the beginning of his report Emanuel Rösch presented the following common questions:

- How does one best measure the quality of educational achievement and students results?
- What qualifications of teachers are needed for the educational and pedagogical tasks?
- What about the influence of school management on student results?
- How should school management be structured and organised?
- How are we going to guarantee that we will have enough teachers and principals in the future?
- How can we ensure transparency, cooperation and partnership?

As result of the PISA shock in Germany and according to these questions, the Conference of the Education Ministers of Germany (Kultusministerkonferenz Deutschlands KMK), back in 2001, formulated seven topic areas for improvement:

- linguistic competence
- link between pre-school and primary school
- reading literacy and basic understanding of mathematical and scientific concepts,
- support of educationally disadvantaged children and youth with immigrant background
- quality of teaching
- diagnostic and methodical competence
- support for children with special needs and especially gifted pupils.

In 2005 Quality Development was advanced by the KMK with regard to the following focuses:

- improvement of lessons for specific support in all areas of competence
- early, specific support of children and young people from difficult social backgrounds or from immigrant families
- development of teacher training and further vocational training.

With the “Framework of School Quality” (Orientierungsrahmen Schulqualität or ORS), which was developed by the Ministry of Education in Rhineland-Palatinate and several experts, a compendium for quality development is now on hand for all schools. In this framework you can find the description of the general conditions, school and teaching processes as well as results and effects of high quality work.



Emanuel Rösch concluded his statement with these duties of schools:

- analysing their individual situation
- setting realistic goals and achievement of objectives
- controlling the improvement process.

2. Success Conditions for Strategic Partnerships of School Improvement

Professor Dr. Isabell van Ackeren, University of Duisburg-Essen, Institute of Education

Isabell van Ackeren highlighted the new focus on partnership, which has grown from the joint working arrangements in European education policies and collaborations, partnerships, networks, federations and alliances on different levels between different partners.

The following expectations should be met:

- increasing the pool of innovative ideas available to individuals and organisations
- raising standards and levels of attainment
- recognising the necessity for shared power.

Partnership as a generic term has a “collaborative advantage” (e.g. agreeable, beneficial, time-consuming, formal, extensive), stated van Ackeren and mentioned different motives for engagement:

- mutuality of interests
- possibility of exchange
- absence of feasible alternatives to achieve the same goals
- benefits from shared leadership and parity of esteem between partners.

Variations of mutual arrangements are based on

- limited or broad targets
- levels of governance
- sectional boundaries
- motivation of participation
- willingness and ability to invest resources.

Tensions and contradictions result from different qualities of relationship as well as complex relationship and unclear effects, e.g.

- competitiveness vs. collaboration
- top-down prescription vs. professionalism
- control vs. trust

- accountability vs. development.

Indispensable in this process is the need for professional dialogue as well as the provision of a meaningful conceptual and intellectual framework.

The conditions for success include:

- trust and relationship building
- capacity building and new professionalism
- self-evaluation and evidence-based development
- role and impact of inspection, e.g. changing focus from “after the inspection” to “before the inspection”, feedback and use of data
- external support and facilitation, e.g. introducing new ideas, practices and skills to schools in difficulty.

A special integrative concept of school improvement is the model of self-evaluation.

In closing Isabel van Ackeren presented a prospect of successful conditions for a strategic partnership of school improvement:

- search for an optimal balance between accountability, inspections, self-evaluation and school-improvement
- elaboration of a bottom-up perspective on innovations
- reflection of conflicting aims of various actors
- creation of a positive stance / positive pressure
- multi-level engagement
- constant transparency including public and stakeholder communication
- need for research on the development and quality of self-evaluation and supportive structures.

After the presentation the question was raised as to why schools often do not want to work together. The idea of partnership between schools could help schools to collaborate.

During the discussion Graham Donaldson put into question whether partnership and trust were the adequate term to define the role between schools and inspectorate. Control seems to be an important aspect in that relationship



3. External Evaluation of Schools in Rhineland-Palatinate

3.1 The Concept of External Evaluation of the AQS

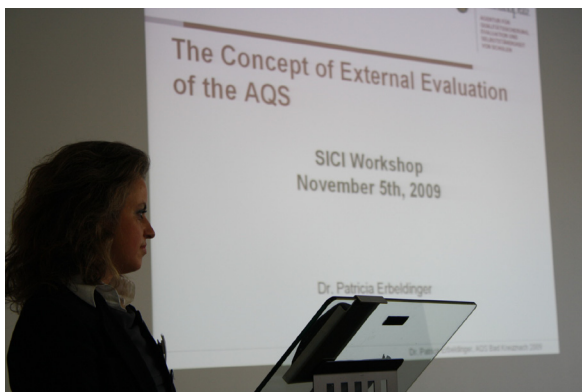
Dr. Patricia Erbdinger, AQS

The task of the AQS is regulated in § 97a of the Education Act in Rhineland-Palatinate. The inspection teams are to visit the approximate number of 1,600 public schools by close of 2011. The development and implementation of external evaluation takes place on the basis of empirical methods of data collection, e.g. questionnaires, interviews, observation of teaching/learning situations, document analysis and school-specific database entry. The inspection process is based on three phases: preparation phase, school phase, and the completing and reporting phase.

The completing and reporting phase is arranged in the following stages:

- preparation of a report for the individual school
- notes on strengths and developmental areas
- suggestions for further work
- basis for target setting.

The Framework of School Quality (Orientierungsrahmen Schulqualität or ORS) is obligatory for the quality development of all schools in Rhineland-Palatinate and is also the basis for the external evaluation of the AQS as well as for the development of the agreement of objectives.



3.2 Partners of the External Evaluation in Rhineland-Palatinate - the Model of Co-Inspectors

Barbara Rütz, AQS

The AQS-team has only 17 full-time school inspectors conducting the inspection of all public schools in Rhineland-Palatinate. Experience quickly showed that the AQS needs supplementary manpower, thus the idea of qualifying of external inspectors surfaces.

Currently, the inspection teams are composed of school inspectors of the AQS, school supervisors and the co-inspectors. The co-inspectors are teachers or head-teachers from schools. They support the AQS in the inspection process with the observation of teaching/learning situations and the conducting and documentation of interviews. They always have to remain current in evaluation elements.



The co-inspectors usually visit the type of school in which they work as teachers (primary, secondary, grammar school etc.) in the region where they live. They ought not have any relationship to schools they inspect and they personally can book the inspection days online.

The qualification takes place in two seminars, each one for two days, and two “work-shadow” sessions on actual inspection days.

A regional concept for co-inspectors offers training on the job as well as continuous tutoring and guidance. It supports the exchange of experience, reflects development of quality in their own schools twice a year.

3.3 Implementing Quality Development in Schools – Practical Experiences and Expectations of the Model of Co-Inspectors

Panel discussion:

Christiane Schönauer-Gragg, Head of School (co-inspector)

Annika Hacklin, AQS-Team

Martin Gill, ADD Neustadt (School Supervisor)

Ralf Nowak and Nicolai Klessinger, IFB (Training Institute for Teachers and School Psychology)

Moderation: Heidi Schmitt-Ford, Pädagogisches Zentrum

In the panel discussion representatives of the different stakeholders of the co-inspector-model described their experiences and pointed out risks and advantages. Three main questions structured the discussion:

What point of view do the stakeholders have of inspection in schools?

- Co-inspector: There is often a feeling of threat and fear when the AQS comes. Early information is important to mitigate these fears.
- AQS: The main goal of teachers is to be a good teacher, but the AQS does not give an individual feedback at this point. Therefore much feedback and communication is necessary.
- School supervisor: There is no ranking in school monitoring in Rhineland-Palatinate. But teachers are practising in schools practise a daily ranking with regard to pupils.
- Training institute: There is need for a change in rethinking of teachers: Instead of fearing the unknown, thoughts should center toward discovering new insight that inspections will bring to the school's staff.



Which are the effects of the participation of co-inspectors in schools?

- Co-inspector: Teachers' feeling is that the co-inspector is "one of us".
- Training institute: There is a role change from teacher to co-inspector. 150 co-inspectors, who directly support the AQS-teams, have much effect because they have got open minds.
- School supervisor: The focus is on the increase of transparency and the decrease of fear.

What is the result of the training of the co-inspectors?

- Training institute: There is a regular feedback by the co-inspectors to the IFB, e.g. to teaching-quality, and there are a lot of benefits for their own schools and for themselves. The transfer of knowledge is good.
- School supervisor: A lot of teachers should apply as co-inspectors, it helps schools to cope with the external evaluation.

What are the difficulties in co-inspectors approach?

- Co-inspector: They are taken out of their school during this time and their school receives no budget to offset this.
- Training institute: To keep the co-inspectors interested is an important thing while developing a corporate-identity.
- AQS: Network-building is important.
- School supervisor: To find the resources for the external evaluation is the basic problem.

Which points are proven successful?

- Co-inspector: the benefit of knowledge and experience concerning quality development
- School supervisor: The outcome of the visit of the inspection-team, the process after the evaluation.
- Hacklin: To evaluate the evaluators.
- Training institute: The role changes from teacher to co-inspector. It serves to open the minds of the co-inspectors.



4. Countries and Concepts

4.1 Workshop 1: The Role of Current Practitioners in the Inspection in Wales

Ann Keane, Strategic Director of the Inspectorate for Education and Training in Wales

Moderation and Documentation: Annika Hacklin, AQS

From the view of Estyn (Her Majesty's Inspectorate for Education and Training in Wales), Mrs Ann Kean illustrated different parts of the programme for engaging with schools. Focusing on the role of different participants in the inspection in Wales, her presentation emphasized the benefits by involving current practitioners (inspecting professionals who are also employed as active teachers in parallel) in school inspection teams.

Beside the lead inspector and the team inspectors, the inspection teams also include peer inspectors and nominees. The peer inspectors are full members of the inspection team after being prepared by 3 days training and an assessment programme. All peer inspectors are required to have a working knowledge of the sector inspection guidance and an understanding of the school's self evaluation report as well as any associated plan. During the inspection they observe teaching, scrutinise pupils' work and talk to pupils and teachers. They are also committed to taking part in all meetings with the inspection teams and to completing inspection documents including evaluation and judgement forms. The

school nominees represent a connecting link between the school and the inspection team and develop a sense of partnership in the inspection process. They also ensure that the inspectors are fully informed about the context of the school's work and respond to team requests for additional information. They are not involved in making judgements, but take forward the actions in the school after the inspection. On the one hand, these current practitioners on one side contribute to building expertise within the inspection teams, while on the other hand help to develop the type of skills which schools need in order to carry out their internal self-evaluation programmes effectively. Furthermore, their involvement in inspection also enables them to gain insight into the inspection process and especially into how other schools work.

Additionally, important components of engaging with schools in Wales can be seen in the 'good practice' events and the stakeholder forums. By arranging conferences where schools make presentations to others, as well as meetings with networks of different providers with the aim of sharing findings from inspections, Estyn enables the sharing of good practice and promotes the understanding of inspections.



Successful points

The team

- peer inspector, e.g. teachers, managers
- nominee, e.g. head teachers

Benefits e.g.

- enables the sharing of good practice
- helps the school to develop their own self-evaluation
- promotes the understanding of inspectors

Problematic areas

The delegation of the inspection to independent inspectors

Transferable points

Inspection team

- peer inspector + nominee + lay inspector

Good Practice event

- school presentations to others
- meetings with networks of providers



Assurance of quality standards

- Peer inspectors are required to have different competences
- Training
- Self-evaluation report
- Results of student assessments
- The responsibility of inspection: inspectorate / lead inspector

4.2 Workshop 2: Critical Friends in School Inspection of Schleswig-Holstein

Dr. Heino Reimers, Head of the IQSH EVIT

Moderation und Documentation: Christiane Schönauer-Gragg, AQS

Dr. Heino Reimers presented the Concept of „Critical Friends in School Inspection” in the northern German state of Schleswig-Holstein. The external evaluation team consists of 3 members: the direct school supervisor, a member of the IQSH, and lastly the critical friend who is a (befriended) head of school. The critical friend is chosen by the principal whose school is to be inspected, but whose own school is also under the same school supervisor. Although this could sometimes appear to lead to either a role conflict or the fact that a critical friend might dodge confrontation, the presence of a critical friend enhances the overall acceptance of the evaluation process by schools and the critical friends themselves often feel they improve their own school leadership as well as their personal evaluation skills. An additional benefit often seems to be that the participation of a critical friend increases the school's trust in the evaluation process and consequently their acceptance of critical feedback. The fact that the direct school supervisor is inherent to the process might be considered problematic, however the school post-evaluation development is accelerated considerably.

A note of caution for all of us who are in the business of external evaluation: while Schleswig-Holstein was the first German state to introduce external school evaluation, its new government has now decided to do away with this process.

Successful points

- Acceptance of evaluation is enhanced
- Efficiency is improved
- Critical friends improve leadership skills
- Immediate process of school development after inspection

Problematic areas

- Critical friends depend on school supervisor, sometimes role conflict or dodging confrontation
- No training – low level of standardisation
- No empirical evidence, only experience

Transferable points

- Critical friends / co-inspectors are facilitators of evaluation process
- School supervisor should be integrated at some point of the inspection

Assurance of quality standards

- Low level standardisation



4.3 Workshop 3: External Partners in School Inspection in Bavaria

Didier Vaccaro, Quality Agency of ISB

Moderation und Documentation: Clemens Kaesler, AQS

In this workshop, Didier Vaccaro, social scientist at the ISB (school inspection of Bavaria), introduced the external partner model to the discussion group. An inspection team in Bavaria consists of 4 people, 3 teachers who are trained as inspectors and one parent or business partner. It's worth noting that the teachers are chosen not by the ISB itself, but by the school supervisory board. The teachers are not full-time inspectors, but stay at their schools as teachers or head-teachers. Part of their job is to inspect schools within their regional district (e.g. Oberbayern, Unterfranken etc.). The business or parent partners are voluntary inspection members who are not paid or rewarded in any other way for their work. Therefore it is obvious that it is not easy to recruit business or parent partners.

While in the following discussion there was high acceptance of the participation of business people or parents in the inspection, there was some doubt, if teachers who are only "part-time" inspectors and stay in their schools are real external evaluators, since they lack distance between the schools and teachers they inspect.

Successful points

- no full-time school inspectors teachers, one business partner and parents

Problematic areas

"External" teachers:

- fluctuation (every 3-4 years)
- bridging the "teaching gap"

"External" others:

- fluctuation
- acquisition-bias towards "non-active" persons

No evaluation of the evaluation yet

Transferable points

- acceptance of other inspectorates
- business partners and parents

Assurance of quality standards

- team is accompanied by the ISB



4.4 Workshop 4: External Evaluation with Co-Inspectors in Romania

Violeta Gogu, Romanian Agency for Quality Assurance in Preuniversity Education

Moderation: Heidi Schmitt-Ford, Pädagogisches Zentrum;

Documentation: Astrid Becker, AQS

The Romanian Agency for Quality Assurance started in 2005 its work. AraCip's tasks are the accreditation of schools and the external evaluation.

Actually the staff of the department of external evaluation consists of full time school 32 experts. The external evaluation is staffed by 135 external partners on contract basis. They are teachers and experts from in-country and abroad. The task of the external evaluators is to conduct the whole process including the school visit and reporting. The evaluation process is controlled by the body of AraCip.

In order to become external evaluator the interested person has to run through an ambitious and quite rigid process of assessment, selection and training, structured by 5 different phases.

Successful applicants have to show proven competences as a good teacher, experiences of evaluation and further qualifications. Those who will be selected (after an interview) have to attend a special training pro-

gramme that closes with a written essay and another training programme. Those who are successful will be officially registered. After the first year of practice, there will be an evaluation of their competences and they receive the credits related with their training. AraCip has developed a code of professional ethics for the assessment and accreditation of experts for school evaluation in order to keep the professional standard high.

As the work as external expert is well paid, there is a high number of applicants.

Violeta Gogu pointed out that the rapid development of the Romanian quality agency was only possible because of the funding by the European Union. The political situation in Romania is still not very stable and governments changed frequently during the last years (about 12 times since 1989). Due to the high standards of the agency, in this political situation, AraCip has advanced to a factor of stability, confidence and consistency in the educational area.



Successful points

- Teachers as external evaluators selected in different phases
- Recurrent evaluation (yearly) of the teachers

Problematic areas

- Dependence on European money
- Staff of AraCip is not directly involved in the external evaluation

Transferable points

- Training of the external evaluators, e.g. educational processes assessment
- Behaviour of the external evaluators, e.g. professional competence, integrity

Assurance of quality standards

- Experts boards and AraCip experts verify the evaluation standards and the evaluation report
- AraCip executive office and AraCip council approve the evaluation report
- Ministry of Education and Research gives the authorisation or accreditation

5. Explorative Analysis of the Quality Management System for Schools in Rhineland-Palatinate

Dr. Frauke Choi, Center for Educational and Higher Educational Research, University of Mainz

The background of this project is the proposal of “New Public Management Strategies”, which are defined as increased self-management, educational goal standards and accountability. The combination of internal/self-evaluation and external evaluation tools leads to schools that feel committed to quality development and to the overall improvement of the entire school system.

The goal of the project is the observation of the relationship between external evaluation, data utilization and school development, while the main focus is on “report” and “agreement on objectives”, on the determination of strengths and development areas as well as suggestions for improvement.

The objectives of the analysis will be the system of the external evaluation of Rhineland-Palatinate: ministry of education, AQS, school supervisory authority, the schools and education support institutions. The interac-

tion of these different authorities has intended and unintended impacts, direct and indirect effects on the report and the agreement on objectives.

The sequence of actions of the explorative study:

Stage 1:

- get an overview of the research field, e.g. different types of primary and secondary schools, different regional and/ or socioeconomic factors, results of inspection report, results in achievement assessment studies,
- method: document analysis,
- refine the goals of the study with the client and appropriate authorities,
- develop hypothesis and produce questionnaires.



Stage 2 – 3:

- differentiated analysis through interviews with relevant individual subjects and groups, e.g. inside the school (head of the school, school management team, teachers, student representatives, parent representatives), inside the AQS (director, inspectors, co-inspectors), inside the school supervisory authority (director, external inspectors), inside further training and support institutions (director, consultants, trainers), inside the ministry of education (persons responsible for quality management and for school supervisory),

- method: semi-standardized interviews
- cumulative interview procedure, e.g. problem areas and suggestions from prior interviews are incorporated in the following interviews/group discussions as a new dynamic.

The explorative project will be accomplished from December 2009 until March 2011. The report will be available in April/May 2011. The investigation will be made by Professor Dr. Isabell van Ackeren, University of Duisburg-Essen, Dr. Frauke Choi, University of Mainz and two student assistants, University of Mainz.



6. Strategic Partnership for External Evaluation, School Development and Synergies of Internal and External Evaluation

Markus Hunziker, Member of the board of ARGEV (International Consortium of External Evaluation of Schools), German-speaking Switzerland

The functions of ARGEV are the evaluation of public schools in Switzerland, building of a partnership and strategic collaboration between cantonal evaluation services, description of synergetic effects between self-evaluation and external evaluation as well as school development.

Switzerland consists of 26 cantons, each with its own system of public schools. Evaluation services are established since 1999 and possess different structures:

- as part of the teacher training academies
- integrated in cantonal departments of public schools
- independent evaluation teams ordered by a cantonal department
- evaluation as a part of school-inspection

The inspection and evaluation is based on normative and qualitative control. It is laid down in the law of public education. Normative control happens to the work of local authorities and school directions, qualitative control to the whole school (school-management, atmosphere of school, performance of students). An evaluation report with recommendations is developed.

Opportunities and risks are: durability, efficiency, independence vs. coalitions and setting implicit standards.

Evaluation takes place as self-evaluation of teaching by the teachers and of schools by school-directors and teachers. External evaluation of teacher's job performance occurs by the school-director and of the whole school by evaluation services. External evaluation of the educational system happens with monitoring of public schools.

ARGEV-questions are as follows:

- Defining school-quality?
- Which are successful conceptions of evaluation services in the context of Swiss public schools?
- Is it possible to come to valid conclusions evaluating teaching?
- Evaluation of small schools: Yes or no?
- Is external evaluation "just one more thing to do" or are there combinations of self-evaluation and external evaluation to reduce the work load of staff?
- Can external evaluation generate data for the controlling/development of the whole education system?



Defining school quality in Switzerland started in 2002 with e.g. literature studies, research on school quality and intercantonal workshops. In 2006 the education department of canton Zurich presented a reference-book of school quality "Handbuch Schulqualität". Many cooperation projects e.g. formation and training of evaluators followed in 2006 until 2009.

School quality was defined with inputs (e.g. infrastructure), processes (e.g. internal organisation) and outputs (e.g. job satisfaction, school and classroom atmosphere).

Successful conceptions of evaluation services are a staff with a high level of professionalism, an inspection controlling the school's handling of recommendations and an independent evaluation, inspection and support, cooperating in defined rules. The main focus lies on the report with judgement and recommendations.

The urgent question is whether it is possible to come to valid conclusions evaluating teaching. Good experiences were made with interviews following observation, surveys with pupils 9 years old and more, interviews with pupils concerning observed instruction sequences. Threats are the following ones: self-declarations of teachers in surveys, surveys with kids less than 9 years and interviews with kids less than 8 years.

Developing tools as an intercantonal project and annual training sessions in cooperation with other services are projected.

Experiences and Conclusions:

- Partnership in the ARGEV: Giving necessary drive and support in conceiving and installing evaluation services.
- Cooperation in developing instruments: a lot of manpower and synergetic effects through different work in the cantons.
- Combination and relation between self-education and external evaluation is very important to reduce work-load in schools – too many standardised evaluations have problems concerning adaption and acceptance in schools.
- “Static schools” need responsible persons who take care of schools' work with report and recommendations.
- Evaluating instruction is still an unsolved problem – we hold on!
- External evaluation services produce – systematically analysed – a lot of useful information for decisions in education politics.



7. Final Speeches

At the end of the SICI Workshop president Graham Donaldson said that it had been two intense days, in which the topic became thoroughly investigated. He pointed out that again it became obvious that all SICI members were doing different things, but that there is an underlying consistency of what inspection should be about. He remarked that one overall question is prevailing in all concepts, which is: "What is a good school?" This central question, which was in former times merely a professional question, has become a political question, which can be seen in the dramatic increase of political impact on edu-



cation, especially in a sense to make the educational systems more competitive in the global market. He summed the workshop up with the central question for inspections: "How are we sure that we measure what really matters for pupils?" He strongly emphasised that a good inspection must lead to better learning of children at schools.



In closing, Astrid Becker (AQS) thanked all participants for their contributions as well as the staff for the organisation and ended the workshop with the words "Partnership is a never ending story."

8. Annex: Programme

Wednesday , November 4th, 2009 - Arrival of participants

Thursday, November 5th 2009

9:00 h	Arrival and registration of the participants
10:00 h	Welcome and Introduction <i>Klaus Süssmann, Vice Chief Inspector of AQS</i> <i>Graham Donaldson, President of SICI</i>
10:15 h	Quality Development of Schools in Rhineland-Palatinate <i>Emanuel Roesch, Ministry of Education</i>
10:30 h	Success Conditions for Strategic Partnerships of School Improvement <i>Professor Dr. Isabell van Ackeren, University of Duisburg-Essen</i> Questions and Debate
11:30 h	Coffee break
11:45 h	The Concept of External Evaluation of the AQS <i>Dr. Patricia Erbdinger, AQS</i>
12:00 h	Partners of the External Evaluation in Rhineland-Palatinate – the Model of Co-Inspectors <i>Barbara Rütz (AQS)</i>
12:30 h	Lunch
14:00 h	Implementing Quality Development in Schools – Practical Experiences and Expectations of the Model of Co-Inspectors Paneldiscussion with <ul style="list-style-type: none"> • <i>Christiane Schönaauer-Gragg, Head of School and Co-Inspector</i> • <i>Martin Gill, School Supervisor</i> • <i>Ralf Nowak / Nicolai Klessinger, Training Institute for Teachers and School Psychology</i> • <i>Annika Hacklin, AQS-Team</i>
14:45 h	Countries and Concepts – 2 parallel sessions Peer Inspection in Wales <i>Ann Keane, Head of Directorate for Education Providers in the Welsh inspectorate</i> Critical Friends in School Inspection of Schleswig Holstein <i>Dr. Heino Reimers, IQSH EVIT</i>
15:45 h	Coffee break
	Countries and Concepts – 2 parallel sessions External Partners in School Inspection in Bavaria <i>Didier Vaccaro, Quality Agency of ISB</i> External Evaluation with Co-Inspectors in Romania <i>Violeta Gogu, Romanian Agency for Quality Assurance in Preuniversity Education</i>
17:00 h	End of work session
18:30 h	Wine Tasting and dinner

Friday, November 6th, 2009

9:00 h	Results of the working sessions
9:30 h	Explorative Analysis of the Quality Management System for Schools in Rhineland-Palatinate <i>Dr. Frauke Choi, Center for Educational and Higher Educational Research, University of Mainz</i> Questions and debate
10:15 h	Strategic Partnership for External Evaluation, School Development and Synergies of Internal and External Evaluation Report of German-speaking Switzerland <i>Markus Hunziker, Member of the board of ARGEV</i> Questions and debate
11:15 h	Coffee break
11:30 h	Final Speeches SICI and AQS
12:30 h	Lunch
Afternoon	Sightseeing of Mainz (by request) Departure of the participants





