

## NEW APPROACHES TO INSPECTION AND PROFESSIONAL DEVELOPMENT FOR INSPECTORS

CARLTON HOTEL, EDINBURGH 2/3 JUNE 2008

### POINTS ARISING FROM SEMINARS

#### Professional development of inspectors in Scotland

**Kenneth Muir, HM Chief Inspector, HMIE**

- Balance between performance management and “informal” self-reflection.
- Time! Cost!
- Nature of HMIE assessment centres.
- How to create a feedback and self-reflection culture amongst inspectors.
- To what extent should we formalise this approach in performance management frameworks.
- How to focus development (and recruitment) on ‘soft skills’ that are crucial to effective inspection (emotional intelligence...)

#### The training of external evaluators in Lithuania

**Vida Kamenskienė, Head of the Division of Training and Accreditation of External Auditors; and  
Virginia Vaitiekienė, External Evaluator,  
National Agency of School Evaluation, Lithuania**

- ALL “non-staff” evaluators.
- Addressing “unprofessionality” and “attitudes”.
- Supporting v evaluating schools.

#### The Journey to Excellence

**Frank Crawford, HM Chief Inspector, HMIE**

- Inspection as improvement
- STARS analyses
- Leaders’ basic needs
- Enormous and inspiring material at one click

### **School inspection in Hesse – aspects of quality assurance and enhancement**

***Claudia Henning, Inspector; and  
Jannah Couch, Inspector  
Institut für Qualitätsentwicklung, Hesse***

- Reports' structures
- Systematic attention devoted to self-evaluation of inspectors

### **Curriculum reform and implications for inspection**

***Chris McIlroy, HM Chief Inspector, HMIE***

- Traditional curriculum – flexible curriculum focus on developing learners values and skills.
- Implications of this for inspection:
  - training for inspectors to be more flexible themselves;
  - develop methodology to evaluate 'softer' outcomes.
- How and to what extent should inspectorates influence curriculum change – does this have implications for evaluating curriculum change further 'down the line'?

### **New competences in the work of school inspectors**

***Petr Drábek, Director, Regional School Inspectorate, Czech School Inspectorate***

- Teachers and inspectors have to accept personal responsibility for keeping their skills and knowledge up-to-date.
- Inspectorates can experience a tension between making radical changes while, at the same time, keeping existing inspection systems going.
- Inspectorates experience a tension between advisory and evaluative roles – we often need both BUT we need to remember these require different skills of the inspector.

### **New approaches to inspecting wider services for children**

***Neil McKechnie, HM Chief Inspector, HMIE***

- The need for political consensus and the authority to undertake integrated inspections.
- Integrated services for children require continuing culture change which HMIE is in a position to influence.
- The use of Associate Assessors enhances the credibility and effectiveness of inspection process.

### **Differentiated quality control of schools**

**Yvan Verbauwhede, Coördinerend Inspecteur, Flemish Inspectorate of Education**

- Management of change.
- Data collection/management issues.
- Proportionality/risk assessment/representative sample.

### **Training, evaluation and professional development opportunities for RAQAP external evaluators**

**Constantin Serban Iosifescu, Chairman, Romanian Agency for Quality assurance in Pre-University Education**

- Evaluators should make recommendations.

### **New approaches to school improvement**

**Annette Bruton, HM Chief Inspector, HMIE**

**&**

### **Ensuring improvement happens after inspection in Irish schools**

**Harold Hislop, Assistant Chief Inspector, Inspectorate, Department of Education and Science, Ireland**

- Most valuable – proportionate: very positive but risk in reducing support for 'good' schools.
- Bringing LEA into the frame – in poorly performing school gives insight into support systems. (Keep human in frame – not a mechanistic view of follow-up.)
- Practice across Europe:  
Wales – invite members of school management team to participate in inspection  
Austria – digital tool (VET) for evaluation.
- Best ways to support underperforming schools: bespoke approach, monitoring between inspection has positive effect. England looking at minimum standards.
- Clear value in follow-through and the bespoke nature of these arrangements.
- Roles and relationships between District Inspectors and Local Authorities are key
- Feedback to parents and pupils after follow-through being developed.

### **Training of new school inspectors in Croatia (provided by the Netherlands Inspectorate of Education)**

**Gonnie van Amelsvoort, Drs/Programme Manager, International Affairs, Netherlands Inspectorate of Education**

- Need to combine theoretical and 'on the job' practical experiences.
- Should we develop a shared resource (across SICI/Europe) to support training of new inspectors/inspectorates.
- Some of this exists already - how do you fund translation?

**New approaches to school inspection**  
**Wray Bodys, HM Chief Inspector, HMIE**

No points recorded

**Public stakeholder consultation about future inspection methodology in Wales**  
**Lin Howells, Managing HM Inspector; and**  
**Meilyr Rowlands, Managing HM Inspector,**  
**Estyn**

- Consultation with marginalised and disadvantaged groups.
- Everyone is a 'stakeholder' in education – not providers – but all citizens.
- Work to do to help learners take responsibility for the quality of their own education → demand excellence.

**Inspection developments in England**  
**Susan Gregory, HM Inspector; and**  
**Ann Talboys, HM Inspector,**  
**OFSTED**

- Stronger focus on: engaging users; ensuring consistency, integrating inspection (area-based approach); and proportionality.
- All inspection models will conform to 7 key principles of inspection.
- Use of a 4 point grading scale – grading criteria will be communicated more effectively to users- inspection reports will be written to a common format.