

Onderwijsinspectie Vlaanderen



Developments and challenges, the Flemish Inspectorate of education



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Context

- Nursery education: 2,5 – 6y
- Compulsory education: 6 – 18y
- Adult education
- Part-time education in arts
- Pupil guidance centres

- Educational networks:
 - Community education
 - Subsidised publicly run schools
 - Subsidised privately run schools

Quality education: Flanders

- 1991
 - Legal standards
 - Attainment targets
 - Minimum objectives
 - Full inspection
 - Professional
 - External supervision
 - Guidance and support
 - Professional
 - Internal support
- 2008
 - School/centres/academies
 - Support
 - Inspection and educational development

Guarantee for quality

- Concept
 - Quality full institutions basis for quality system
 - Inspectorate and educational development
 - Connection: inspectorate – educational guidance – in-service training
 - Cooperation educational guidance services
 - Audit

Guarantee for quality

The role of the different partners

- Schools/centres/academies (S/C/A):
accountable for quality (governance)
- Act according to the law
- Schools policy making capacity (research UA:
management and leadership)
- Internal quality system - effective self-evaluation

Guarantee for quality

- The role of the different partners
 - Support
 - Provide in-service training
 - Educational guidance – advisors (network (education sector) bounded)

Guarantee for quality

- The role of the different partners
 - Inspection and educational development

Inspectorate of education

- Agency
 - objectives
 - Educational development
 - Inspection – inspectorate (agreement concerning management)
 - Other partners in the ‘quality agency’ (DWH, certify, survey...)

Inspectorate of education

- Hierarchical structure
 - CIG
 - IG SO – 2 CI
 - IG BaO: -
 - 4 CI
 - 2 CI (cross-level)
 - Inspectors
 - 84 BaO
 - 48 SO
 - 7 VWO
 - 4 DKO
 - 6 CLB
- Agency - administrative officer
- Department Inspectorate: managing director
- CI
- Inspectors
- Educational developers
- Support (conceptual – administrative)

Inspectorate of education

- Changes and challenges
 - Organisation: one inspectorate
 - Expertise
 - Professionalization
 - Recruitment
 - Data based differentiated audits
 - Common – consistent: concept, framework, instruments, procedures
 - Effectiveness: differentiated audits
 - Efficiency: frequently – reports
 - New initiatives

Inspectorate of education

Professional development - Steering committee

- Recruitment
 - External
 - Internal
- New colleagues
 - One year programme
 - Port folio – presentation
- Mentoring and coaching
 - New team members
 - In-service
- In-service training
 - New concept
 - Seminars
 - Continuous

Inspectorate of education

- Differentiated audits
 - preliminary inquiry
 - E
 - Q
 - I
 - Adapted team
 - Adapted rhythm
 - Adapted profundity
 - Adapted follow up

Inspectorate of education

- Common – consistent: concept, framework, instruments, procedures
 - CIPPO reference framework
 - Content related guidelines
 - Common procedures
 - Common concept of report

C
I
P
O

Context

identification
location history
legal framework

Input

Features staff
Pupils/student

Proces

Leadership
Mission -vision

General policy

decision-making
Quality assurance

Staff policy

Management
In-service training

Resources policy

materials
Safety – health – welfare

Educational policy

curriculum

guidance

evaluation

Output

achievement
schoolcareer

outcomes
Satisfaction well-being



Content-related guidelines

– Care

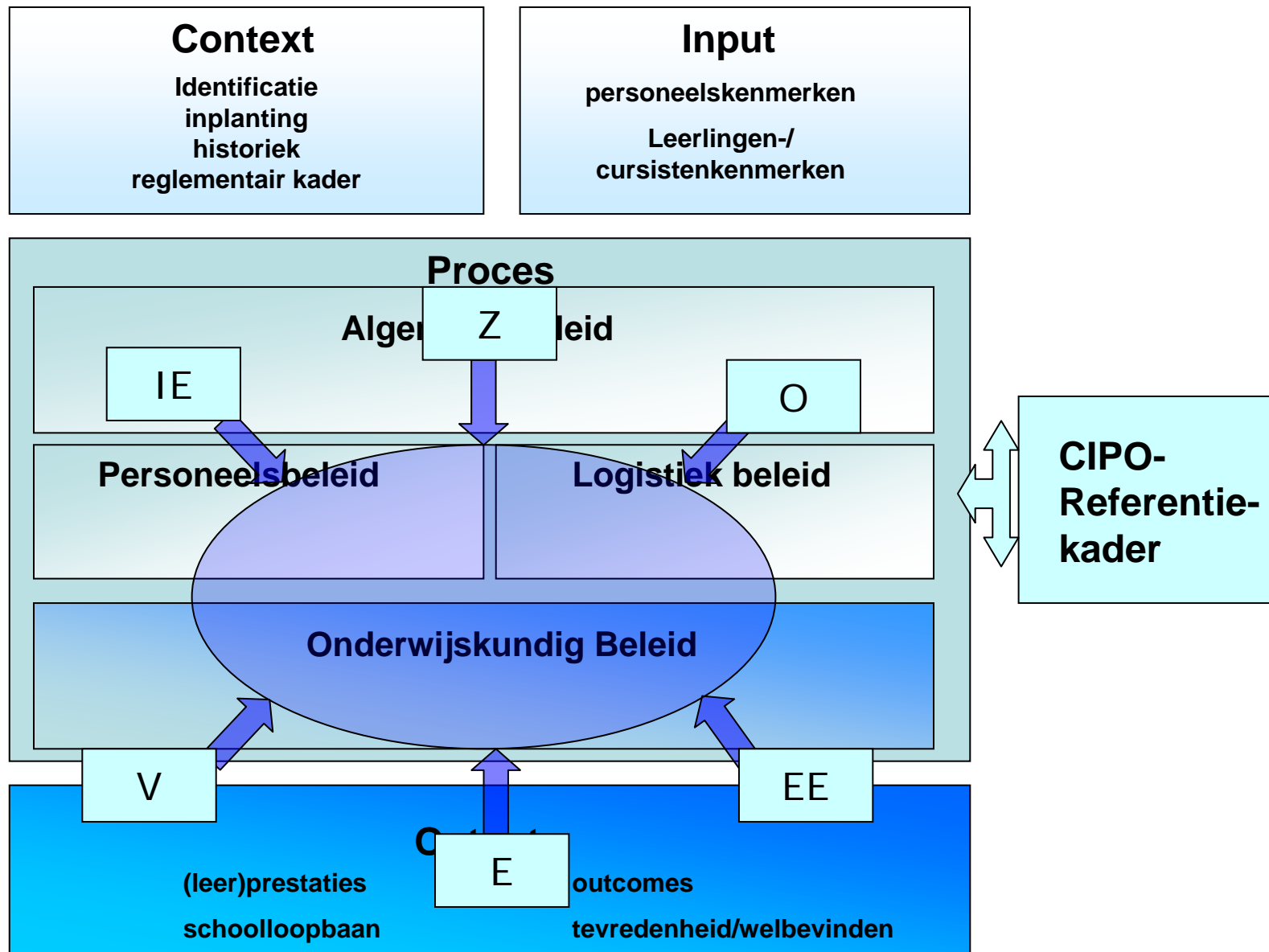
Effects

– Development

Accountability

– Internal evaluation

External evaluation



Preliminary inquiry
(estimation)

audit
(verification)

Quality judgement
(report – follow up)

Reference framework: Context – Input – Proces - Output

School indicators

- E- scan
- Q- scan
- I- scan

> > School profil

instrument

- content related guidelines
 - focus: school dynamics
- IKZ principels
 - plan - do - check - act
- general policy

Procedures

- Organisational guidelines

report

- pattern
- Word-Excel

Folow up

- Traject planning
- pattern

Document – Data management

Quality: accent on

- Schools policy-making capacity
 - Professionalism of schools
 - Vision
 - Innovation ability, capability
 - Responsive
 - Reflective
 - Professionalism of principals
 - Leadership
 - Professionalism of teachers
 - Cooperation
 - Participation in decision-making

Change is a map, not a blueprint.
Fullan

