

POSSIBILITIES AND RESTRICTIONS OF ICT FOR THE WORK OF INSPECTORATES

A Questionnaire for the Individual SICI Members

Focus of the Inspection Activity

1. Do your inspectors/employees focus on evaluation of the school and the education system as a whole?
2. Do your inspectors/employees focus on evaluation of individual members of the school staff?
3. Does your inspectorate/organization prefer an inspection conducted by teams to an inspection carried out by individuals or the other way around?

Methodology of the Inspection Activity
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1. Do your inspectors/employees work according to a uniform methodology of the inspection activity at schools?
2. Do your inspectors/employees work on the basis of their own techniques at schools?
3. If you use a universal methodology of the inspection activity, is such methodology based on a framework or rather elaborated in great detail?
4. Do your inspectors/employees carry out the inspection activity according to any set criteria? If so, how are they defined?
5. Are/is there any possibilities/space in your methodology for reactions to outer stimuli/feedback?
6. Describe the process of planning of a particular inspection activity in several points.
7. Describe the preparation for a particular inspection activity in several points.

Use of ICT

1. What mobile devices do your inspectors/employees use for their work?
2. What software does your inspectorate/organization use?
3. If your inspectorate/organization supports team work, how does the communication between the members of the team technically proceed?
4. Estimate the percentage of the data gathered by the inspection activity at the school that are recorded electronically.
5. Does your inspectorate/organization require of the school to lay any groundwork ahead of the inspection activity? If so, what format does it have?
6. May the school use the processed inspection data for its further work (e.g. for the self-evaluation)?
7. What advantages does ICT offer to field inspectors/employees?

Problems with ICT

1. Does your inspectorate/organization have an access to any basic register of schools and school facilities in your country? Who administrates such register? How often is this register revised and updated?
2. Is there any regular testing of pupils/students being carried out at key stages of education in your country? In what age? Does your inspectorate have free access to such results?
3. Are there any uniform/state school-leaving exams at the end of upper secondary education? Does your inspectorate have free access to such results?
4. What are the most common problems that your field inspectors/employees encounter concerning the data obtained from the register and the results of testing of pupils/students and schools?

Influence of ICT on Publishing Reports

1. Are the inspection reports being published on the Internet in your country?
2. If they are being published, has it been done continuously or rather on certain dates (e.g. once per year)?

3. How long is the period of time from the completion of the report to its publication?
4. Do your schools have a limited/no access into your inspection-data archive?
5. May the schools contribute to your inspection-data archive?

ICT in the Inspectorate/Organization

1. Do you have an ICT department at your inspectorate/organization? What ICT positions does such department hold (e.g. analysts, statisticians etc.)?
2. Who deals with ICT problems of field inspectors/employees at your inspectorate/organization?
3. Who is engaged in ICT education of inspectors/employees at your inspectorate/organization?
4. Is there any education model of preparation of inspectors/employees in the area of ICT?
5. Are there any clearly-set requirements for certification of the ICT literacy acquired?

Professionalization and Quality Assurance in the Work of ICT at the Inspectorate/Organization

1. What relation do the majority of your inspectors/employees have towards ICT?
2. What basic skills does your inspectorate/organization require of the inspectors/employees?
3. How and when are such basic skills “tested”?
4. Do your inspectors/employees work from home or from an office?
5. What advantages/disadvantages do you see in the work from home?
6. What advantages/disadvantages do you see in the work from an office?
7. How do you cope with the discrepancy between greater inspection freedom and a rising demand for standardization of the inspection-activity procedure?
8. How do you assure that different points of view of inspectors contrast themselves at the very least regarding evaluation of a particular school?