

HMIE/SICI IN EDINBURGH

NEW APPROACHES TO INSPECTION AND PROFESSIONAL DEVELOPMENT FOR INSPECTORS

Key Points from workshop session, Tuesday 3 June 2008

QUESTION 1

How can SICI members make best use of the SICI network to exchange ideas and promote good practice in inspection?

- SICI workshops are considered as very stimulating for the participating inspectors
- During workshops interesting contact can be made and allow participants to keep up with new trends and changes in other inspectorates
- SICI members and colleague inspectors should consult the SICI website more often
- Website of SICI should be improved by adding more tabs for workshops indicating list of participants, list of papers and initiatives of members
- The SICI delegates are encouraged to inform more regularly and extensively their colleagues about SICI events, strategies etc...during local meetings and or training sessions
- Workshops organised by SICI should be attended by other colleague inspectors then the SICI delegate with a maximum of 3 persons by region/country

QUESTION 2

With an increased focus on literacy, numeracy and basic skills in many countries across Europe, what does this mean for the breadth of education for our children? What should inspectorates do to ensure sound basic skills whilst maintaining a broad experience?

No points submitted.

QUESTION 3

Are our children getting a better experience because of the work we do as inspectors? How does this happen?

- We believe that the inspection process can, and does, promote improvement therefore making things better for children.
- Inspectors bring to the inspection process an understanding of standards that goes much deeper than an analysis of data – judgements are contextualised.
- Inspectors follow-through formal inspection with monitoring visits, or a more formal post-inspection programme that focuses more clearly on the actions the organisation has taken to address the issues identified in the initial inspection.

- Inspectors have an important role in (i) identifying good practice and (ii) sharing good practice with others.
- Inspection visits include the involvement of parents and pupils – this raises the profile of the education process and increases their understanding of standards.
- Inspection evidence informs policy decisions in the interests of learners.

QUESTION 4

How do we as inspectorates need to change to make sure that schools can adapt and change to meet future needs?

No points submitted

QUESTION 5

Where there is a trend towards school autonomy, how can we respond to more variety and innovation in schools?

- Changes to curriculum present a challenge to inspectors.
- Inspectors need to be open to new ideas – it is easier for some just to check against a list.
- Inspectors need to have opportunities to share/discuss innovation they have seen.

QUESTION 6

As inspectors, how can we reduce the risk of low aspiration and underperformance?

- Strengthen self-evaluation in services; get more commitment to knowing themselves.
- Focus on outcomes not the process.
- Focus on benchmarking; be clearer and sharpen the indicators.
- Inspectors have to ensure that a school accepts the evaluation.
- Inspectors need to self-evaluate their own skills.