

# Malta: The Impact of External Reviews on Schools

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# The Maltese Context

State sector	59%
Church sector	28%
Independent	13%

<i>Compulsory school age:</i>	<i>5 - 16 years</i>
<i>Kindergarten schools (optional):</i>	<i>3 - 5 years</i>
<i>Childcare Centres:</i>	<i>0 - 3 years</i>



# The External Review Model

Educational Leadership & Management



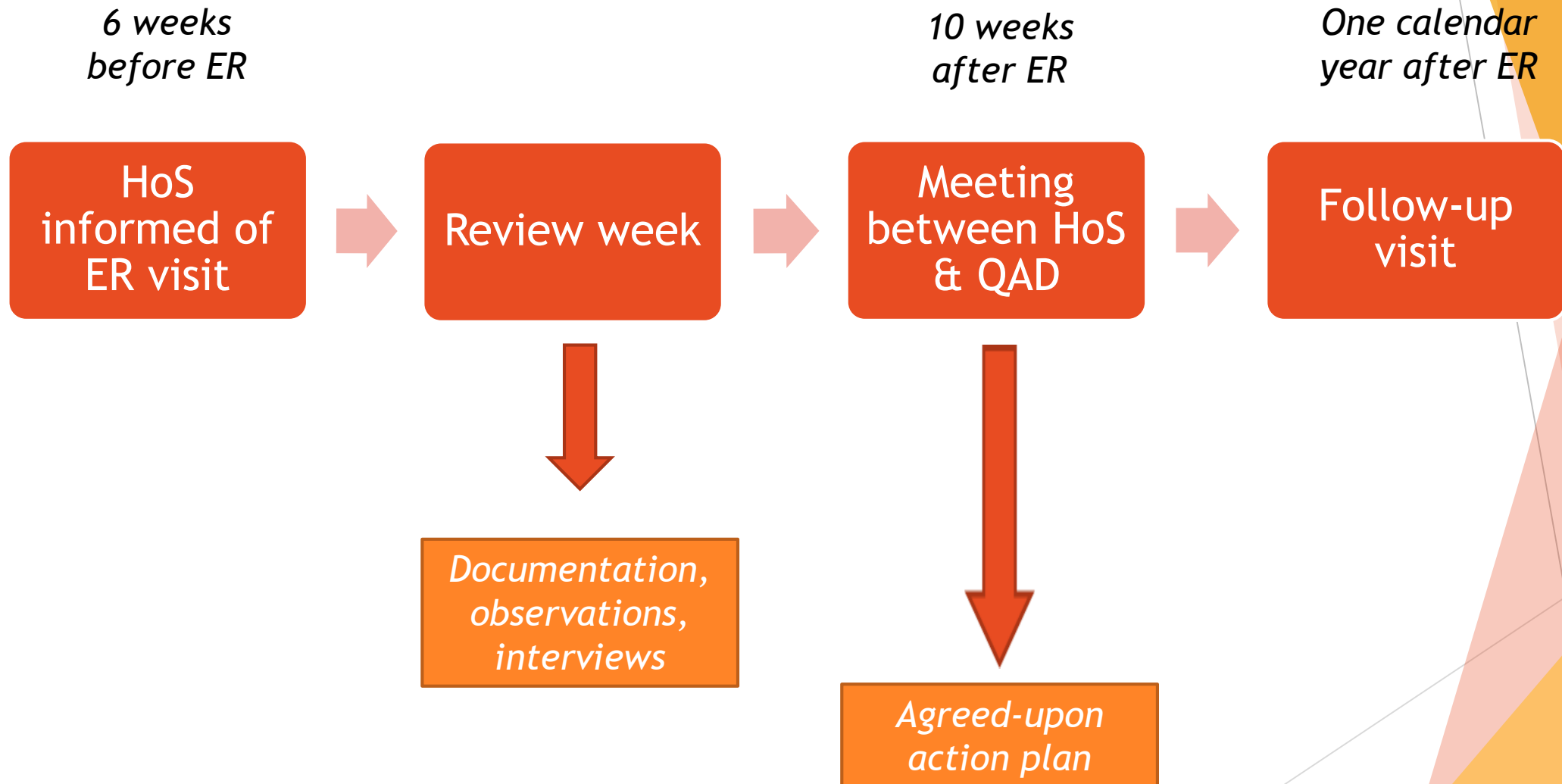
Learning & Teaching



School Ethos



# The Review Process



# How Do We Analyse Impact?

- ▶ Immediate reaction gauged through the **post-review questionnaire**;
- ▶ Impact studied during **follow-up visit**;
- ▶ **Research study** at the end of the first cycle of external reviews





# Phases of the Study

- ▶ **Phase 1:** Dissemination of questionnaire amongst schools - June 2018
- ▶ **Phase 2:** Analysis of questionnaire results - August 2018
- ▶ **Phase 3:** Organisation of focus groups - September / October 2018
- ▶ **Phase 4:** Evaluation & dissemination of results - November 2018



# Phase 1

## Dissemination of Questionnaire

- ▶ 2064 questionnaires disseminated
- ▶ Schools which were reviewed in 2016 and had the follow-up visit in 2017 (full cycle)



# Response Rate



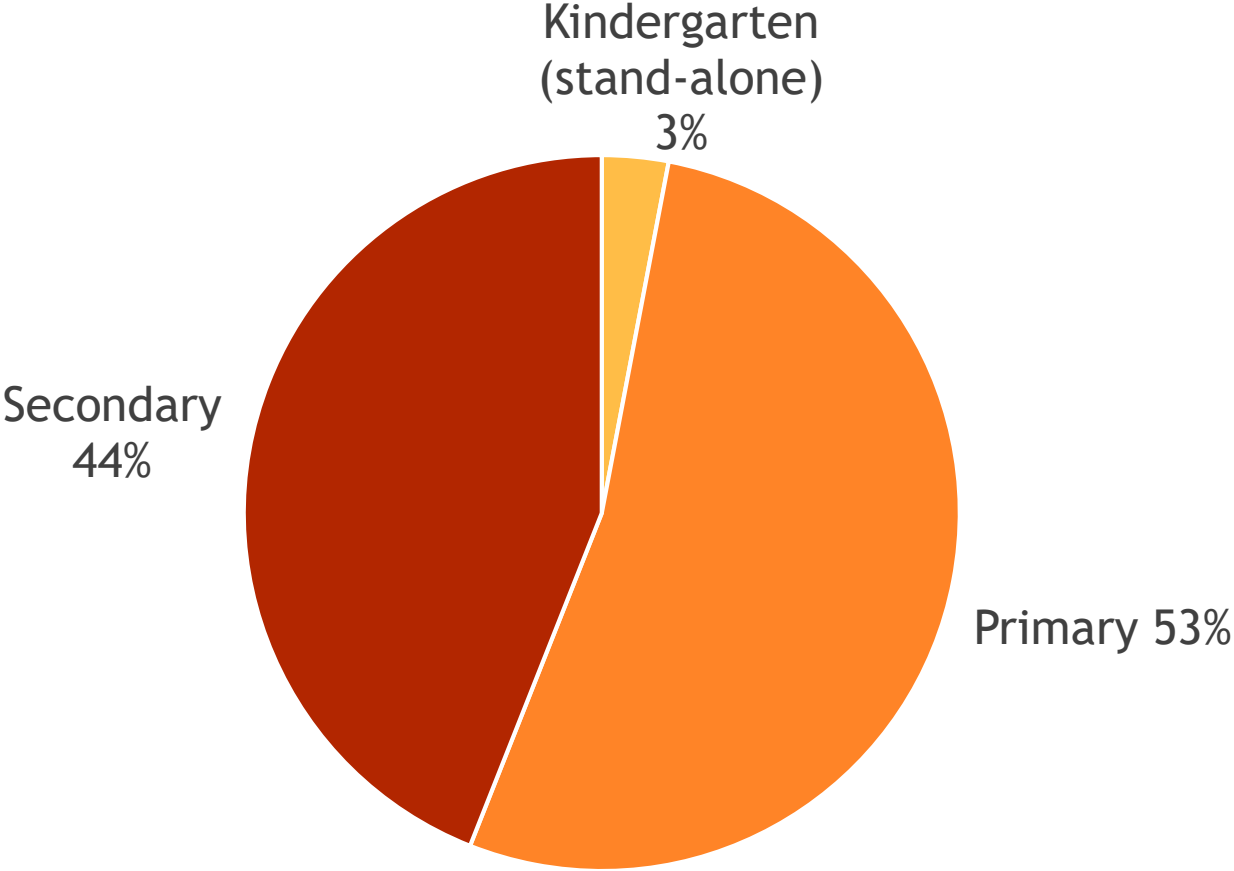
State 38%  
Church 61%  
Independent 47%

## Response Rate per Sector

Average: 48%

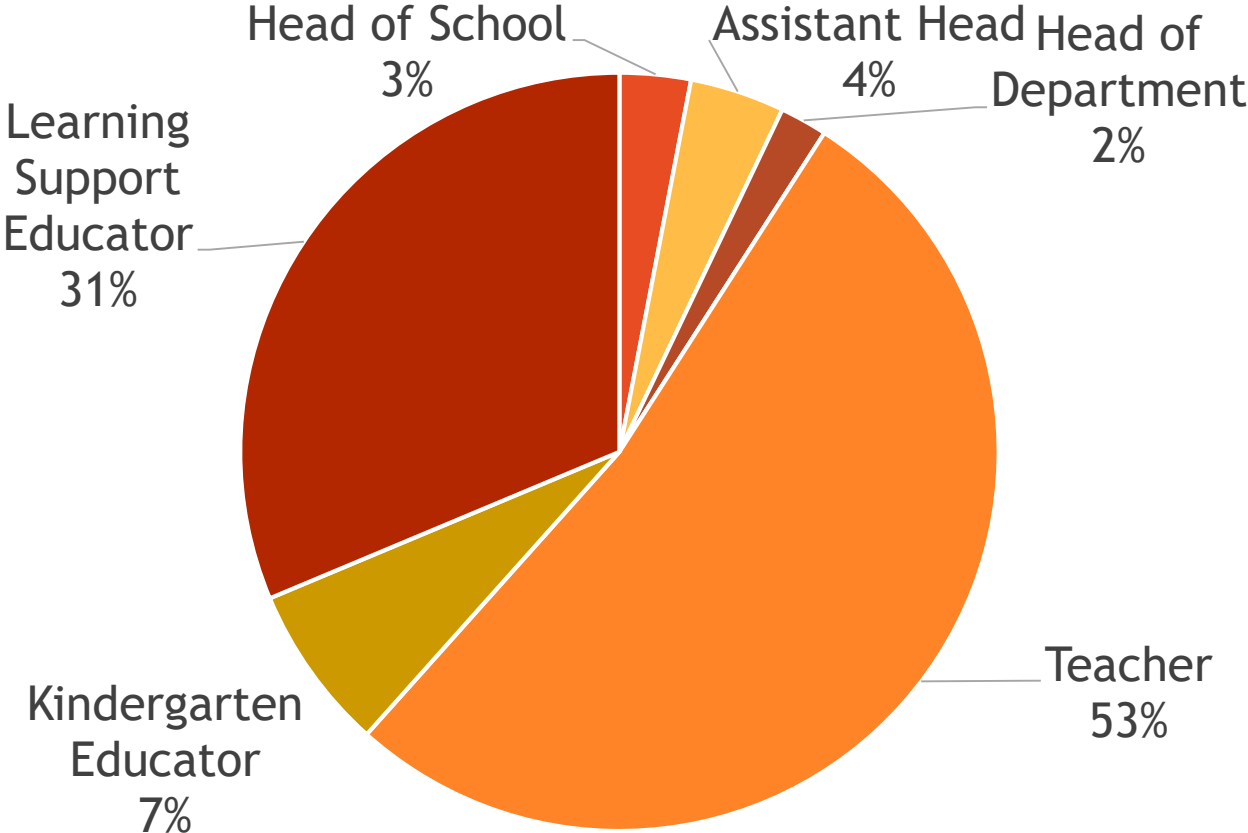


# Respondent Profile: Level

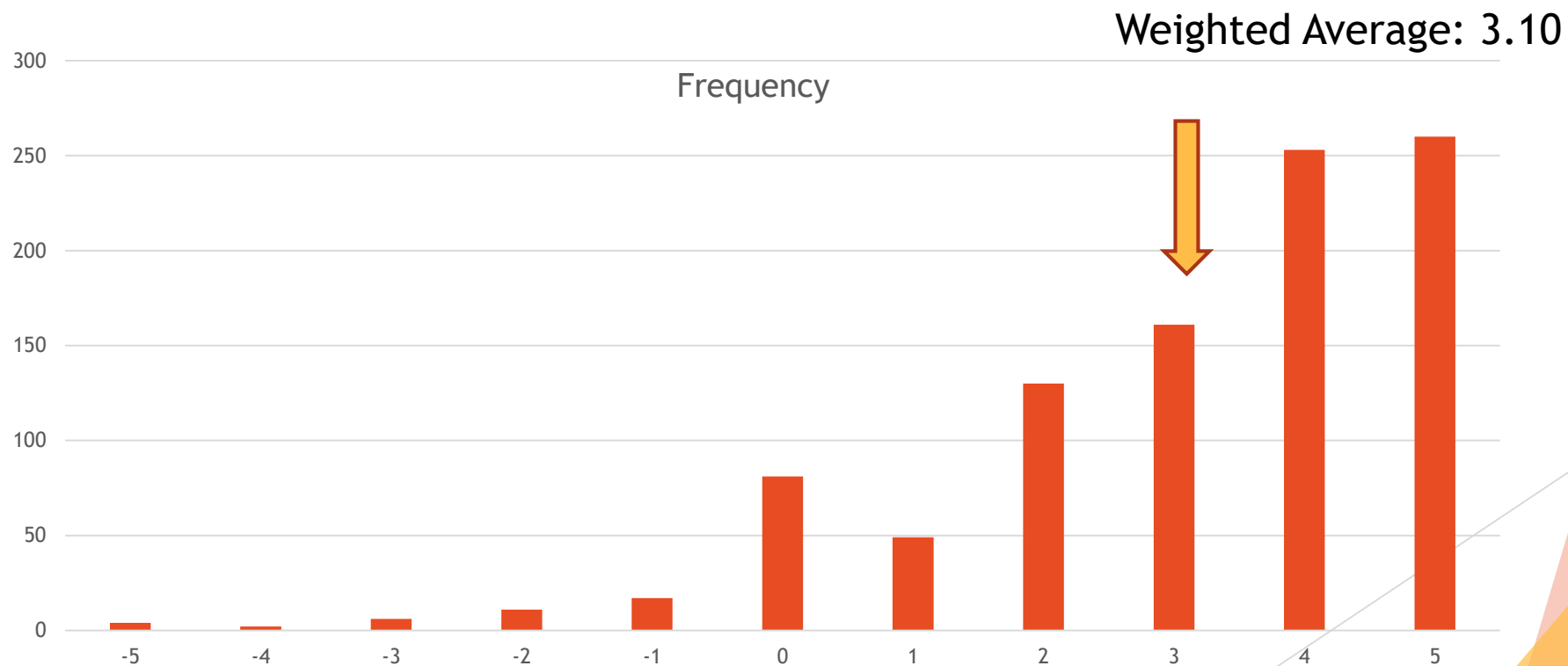


■ Kindergarten (stand-alone) ■ Primary ■ Secondary

# Respondent Profile: Role



# What is the direct or indirect impact of the external review **on your school?** (-5 = very negative impact, 5 = very positive impact)

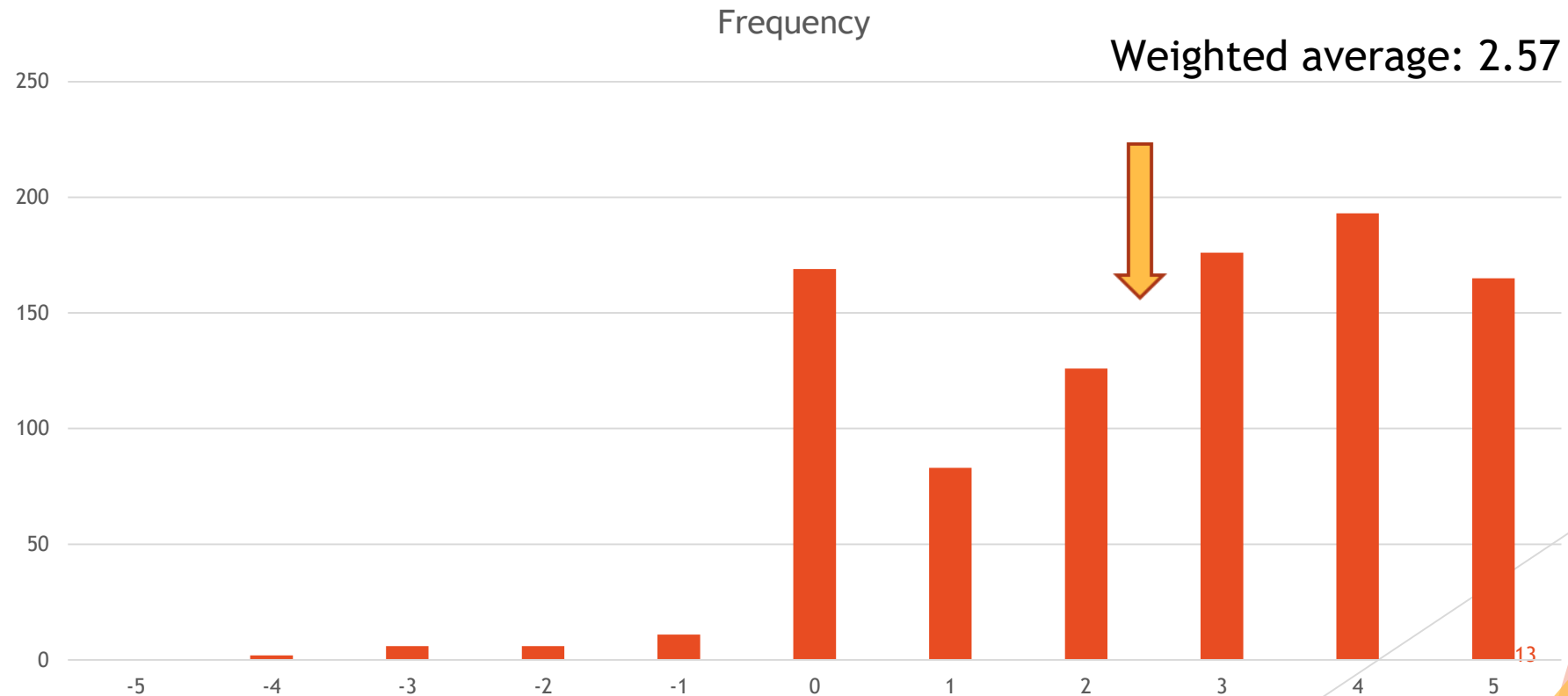


# In what **area** do you feel the school has improved?

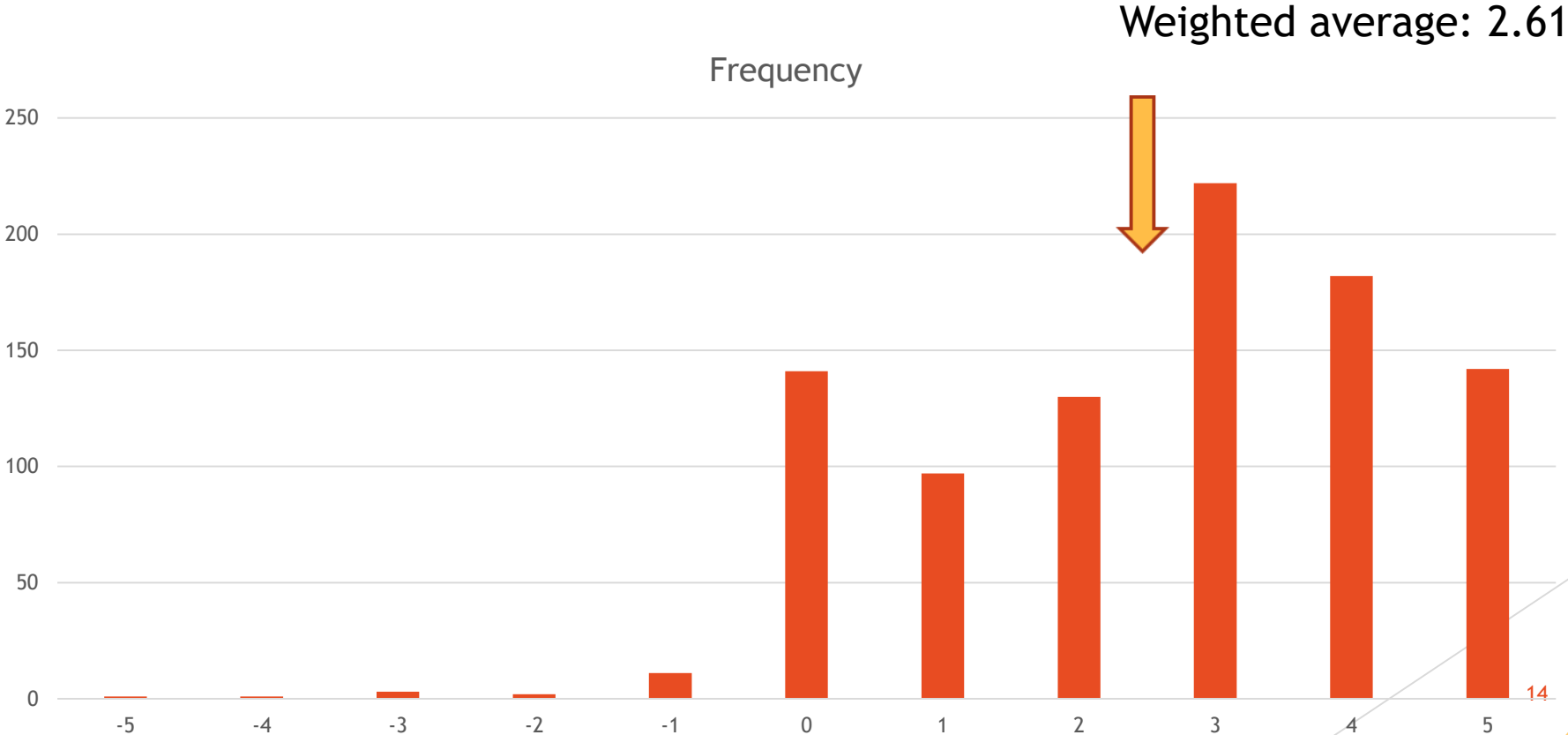
AREA	RESPONSE
Internal review and school development planning	54%
The learning experience offered in the classroom	44%
Support to learners	33%
Assessment practices	33%
School administration and management	31%
School climate	26%
Curricular leadership	22%
Parental involvement	16%
Provision for learners' entitlement	15%

# What is the direct or indirect impact of the external review on **your own professional development?**

(-5 = very negative impact, 5 = very positive impact)



# What is the direct or indirect impact of the external review on classroom practices? (-5 = very negative impact, 5 = very positive impact)





# Initial Trends

- ▶ Greatest impact registered as a **whole school**, especially in the **internal review process**;
- ▶ **Kindergarten and primary school staff** are generally more **positive** about the impact of the external review;



- ▶ Impact on schools: **State schools** were the most **positive** / **Church schools** the **least positive**;
- ▶ Impact on professional development & classroom practices: **State schools** were the most **positive** / **Independent** the **least**;



*Triangulation of data collected in Phase 1 through focus groups*

# Open-ended Responses

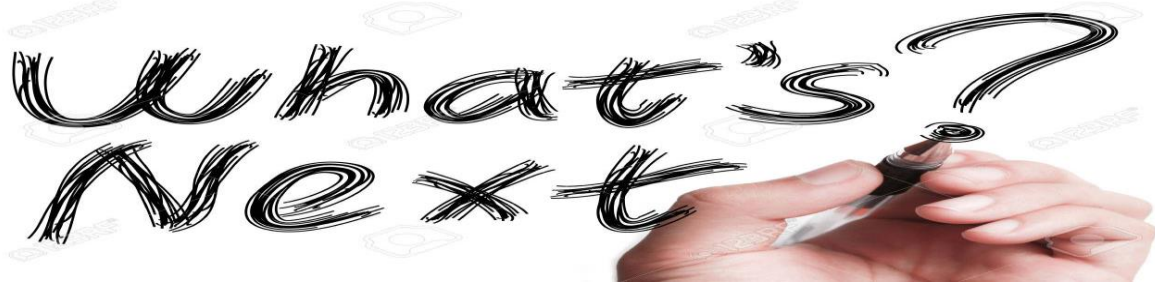
## RESPONSE FREQUENCY

<i>Stress before and during the review</i>	<b>32</b>
<i>Things after the review remained the same / staging</i>	<b>13</b>
<i>Increase in paperwork</i>	<b>10</b>
<i>One week is not enough</i>	<b>9</b>
<i>Not enough praise of the work being done / Unrealistic expectations / no support given</i>	<b>8</b>
<i>Teachers are made to feel they are not professional enough</i>	<b>7</b>
<i>The review does not look into issues related to teachers' rights</i>	<b>5</b>
<i>Reviews need to take into consideration the different school contexts</i>	<b>5</b>
<i>Teachers should be given more feedback</i>	<b>4</b>

# Making a difference

RESPONSE FREQUENCY

<i>Helped us understand what we need to improve on/ instil professional reflection</i>	59
<i>Positive motivators</i>	11
<i>Professionalism of reviewers</i>	7
<i>Collaboration between members of staff increased</i>	4
<i>Reinforces the positive aspects</i>	2
<i>Keeps up the standard of schools</i>	2
<i>External reviews should be conducted more often</i>	2
<i>Anonymous questionnaires give staff the opportunity to express their opinion</i>	1



- ▶ *Why was there a lower response from secondary schools?*
- ▶ *A greater impact on assessment was registered in Church schools. What would be possible reasons for this?*
- ▶ *How are Heads of Schools preparing their staff for an External Review?*
- ▶ *Why is the External Review perceived differently by Primary and Secondary school staff?*
- ▶ *Professional development is mandatory. How did the External Review change the planning of the professional development?*

Thank  
you