

SICI

The Standing International
Conference of Inspectorates



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Structure of Presentation

- Broad picture
- Influences
- Responses
- Implications for inspection/evaluation
- Scotland as an illustration
- Some questions

Broad Picture

- Wide diversity
- Rarely strategic/reactive/piecemeal
- Emerging trend towards quality tests

Influences

- History – cultural/structural
- Philosophical beliefs
- Contextual drivers
- Specific drivers
 - Access
 - Inclusion
 - Quality
 - Innovation

Contextual drivers- the challenge of:

- globalisation
- scarcity and sustainability
- moving up the 'value chain'
- changing demographic balance
- increasing health inequalities
- impact of technology
- demand for quality and customisation
- employers' need for generic and 'soft skills'



Educational responses:

- *School 'autonomy'*
- *Reconceptualise schooling – lifelong learning*
- *PISA and core skills*
- *Focus on creativity and innovation*
- *Stronger partnerships*
- *Better transitions*

Autonomy

School autonomy

- Resources – physical and human
- Teaching methods
- Curriculum

Teacher autonomy and implications for:

- Professional skills
- Professional ‘freedom’
- CPD
- accountability

What are the characteristics of successful systems?

- *Clear and high expectations for student achievement.*
- *Improved outcomes for students.*
- *But, much more than this – they ensure that **every** child can benefit from the system.*
- *Successful systems intervene when individual schools do not perform well and raise standards.*
- *Successful schools intervene to assist individual students.*

The tests for effective educational governance

Does the education system produce a population with the confidence and skills to meet the challenges posed by fast and far reaching change?

Does the system remain true to its local and national culture?

Success for countries that are:

- *Swift to adapt*
- *Open to change*

The task for governments is to ensure that their countries meet the challenge.

Autonomy and Accountability

- Teacher autonomy does not mean shutting the classroom door and getting on with it.
- With professional autonomy comes professional accountability.
- Teachers with professional autonomy make decisions which will meet the needs of every learner.

Educational reforms and policy changes

*‘Many reforms fail to deliver improvements because they have little effect on what happens **inside the classroom.***

Some reforms have a similar effect to a storm on the ocean: the surface is agitated while the ocean floor is calm.

Policy churns dramatically, creating the appearance of major changes while deep below the surface life goes on largely uninterrupted.’

Three things that matter:

- Getting the right people to become teachers.
- Developing them effectively.
- Ensuring the system is able to deliver the best possible instruction for *every* child.

(McKinsey report, 2007:

'How the world's best-performing school systems come out on top')

What matters?

*It's the teacher.
It's the classroom.*



The Challenge for Inspection

Clarity about role and purpose

Developing inspection approaches which combine sound assurance while not inhibiting/actively promoting improvement and innovation

Responsive to:

- International Environment
- National Environment
- Public Service Reform
- Policy Integration/Outcome Focus

Curriculum for excellence

- Scotland's new curriculum is based on better learning and outcomes for children and young people.
- Change will come through professional development. Teachers have more scope to interpret how they will apply curriculum advice.