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Research and Inspection: What's in it for schools?

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WORKSHOP PROGRAM MARCH 30-31, 2023

FUNCHAL, MADEIRA, PORTUGAL

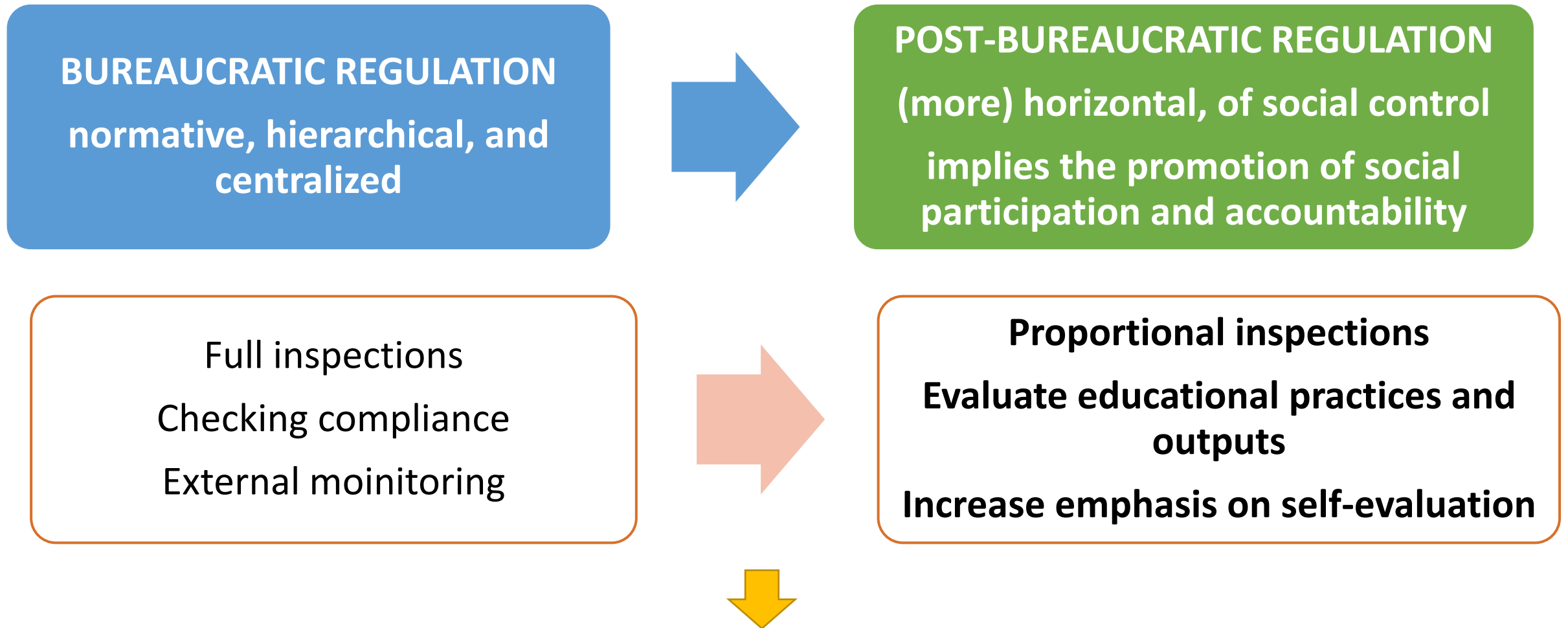
NPM philosophies - changes in inspection

- “public sector reform program that applies knowledge and tools from business management and related areas, and which aims to improve the efficiency, effectiveness and general action of public services in modern bureaucracies” (Vigoda, 2003, p.813)
- A process of **accountability**: schools justify the quality of Education they provide and the efficiency with which they use public money
- It is about helping schools to **improve, and raise standards of achievement**

Central tension: accountability and school improvement



Evolution of the modes of institutional regulation of educational systems



The proliferation of assessment devices and the shift from standards-based control to results-based control (Barroso, 2003, 2005)

A changed conception of inspection

- Inspectorates: **epistemic communities (Haas, 1992)** with **strong claims to expertise**: they are positioned as mediators and translators of information, because of their particular and unique positioning in the work of governing (Ozga, 2016).
- Contribution of school inspection: **enforcer, assurer, mitigator of risk, catalyst, knowledge broker, capacity builder, partnership builder, agenda setter, and preserver/creator of the space for innovation'** (Donaldson, 2013, p. 8).



Challenges posed by changes in inspection

- 1. the capacity of schools to carry out their own evaluations;**
- 2. the levels of trust and respect between schools and the inspectorate;**
- 3. the level of inspection power or influence deemed necessary to bring about school improvement; and**
- 4. how inspectorates can move towards a model of risk-based inspections while at the same time, ensuring that all schools who receive, at least, a satisfactory inspection continue with their school improvement agenda.**

(Brown, McNamara, O'Hara, & O'Brien, 2016).



Qualitative research

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Quantitative research

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- Koulouris, P., & Tsakpinis, I. (2015). Investigating the impact of inspection on school improvement: A quantitative analysis. *Educational Management Administration & Leadership*, 43(4), 561-578.
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- Wang, W., & Chiu, T. (2017). School evaluation in Taiwan: Examining the impact on school quality and the mediating effects of school leadership practice. *Educational Assessment, Evaluation and Accountability*, 29(3), 299-316.



Case Studies

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- Wu, H. Y. (2016). A case study on a school inspection system in Taiwan: its development, procedures, and effectiveness. *Journal of Educational Evaluation for Health Professions*, 13, 11.T
- Thurlow, D. (2013). The impact of the school inspection system on head teacher stress and morale: a case study of two secondary schools in Trinidad and Tobago. *Educational Assessment, Evaluation and Accountability*, 25(2), 111-131.

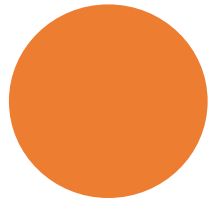


Research carried out with IGEC (Masters)

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- Ortet, S. D. (2019). *A ação de acompanhamento da IGEC num contexto de Escola TEIP [The IGEC follow-up action in the context of TEIP schools]*
- Ribeiro, P. (2018). *A reconfiguração da ação da inspeção da educação: o caso da atividade de tutoria [The reconfiguration of the action of the inspection of education: the case of the tutoring activity]*
- Reis, M. (2017). *As lógicas de ação da atividade de Acompanhamento da Ação Educativa da Inspeção Geral da Educação e Ciência [The logic of action of the Monitoring activity of the General Inspectorate of Education and Science]*



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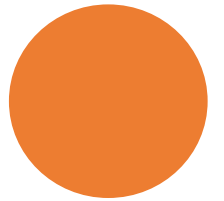
The IGEC logo features the letters 'IGEC' in a bold, green, sans-serif font. The letter 'I' is enclosed within a green circle. The letters 'G', 'E', and 'C' are positioned to the right of the circle. The logo is set against a background of several yellow brushstroke-like lines.

Research carried out with IGEC (Masters)

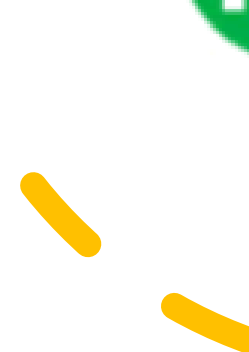
1. Correia, S. L. (2016). *Um olhar sobre o perfil do inspetor de educação e a atividade de acompanhamento da IGEC aos Jardins-de-infância da rede privada – IPSS [A look at the profile of the education inspector and IGEC's follow-up activity to kindergartens in the private network]*
2. Martins, S. (2013). *A Evolução das intervenções da atividade de Organização do Ano Letivo nos últimos 10 anos [The Evolution of the interventions of the Organization of the School Year activity in the last 10 years]*
3. Belo, R. (2016). *Um olhar sobre a Cultura Organizacional da Inspeção-Geral da Educação e Ciência – Perceções sobre o contexto e os seus atores [A look at the Organizational Culture of the General Inspectorate of Education and Science – Perceptions about the context and its actors.]*



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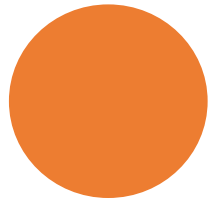


Research about the External Evaluation of Schools - with IGEC (Masters)

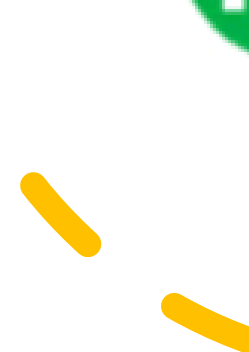
1. *Braz, C. (2022). Observando o Novo Modelo de Avaliação do Terceiro Ciclo de Avaliação Externa das Escolas – O que mudou? [Analyzing the New Model of External School Evaluation – What Has Changed?]*
2. *Rodrigues, S. (2016). Inspeção-Geral da Educação e Ciência e avaliação das escolas: o caso da autoavaliação de um agrupamento de escolas. Um olhar a partir de quem avalia e de quem é avaliado [The General Inspectorate of Education and Science and school evaluation: the case of self-evaluation of a school cluster. A look from those who evaluate and who are evaluated]*
3. *Tempera, M. (2015). Planos de Melhoria, Aprendizagem Organizacional e Regulação da Educação: Uma análise dos planos de melhoria das escolas da Área Territorial de Inspeção de Lisboa e Vale do Tejo (2012/2013) [Improvement Plans, Organizational Learning and Education Regulation: An analysis of the improvement plans of schools in the Territorial Inspection Area of Lisbon and Tagus Valley (2012/2013)]*



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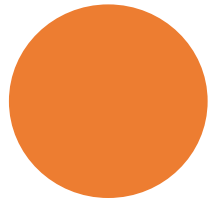


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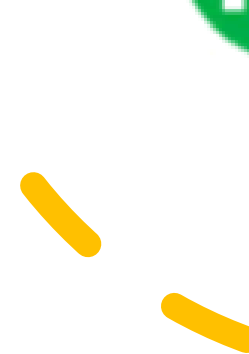
1. *Gonçalves, A. F. (2014). As representações das equipas de avaliação externa da IGEC na dimensão relativa à autoavaliação das escolas* [**The representations of the IGEC external evaluation teams in the dimension related to the self-evaluation of schools**]
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3. *Rocha, P. (2012). Que ruturas e que continuidades: do antigo para o novo ciclo de avaliação externa das escolas* [**What are the ruptures and what continuities: from the old to the new cycle of external evaluation of schools**]



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IE-ULisboa research developed about IGEC Program of External Evaluation of Schools (PhD. Thesis)

- Pereira, D. (2023). Avaliação Externa de Escolas: Um Instrumento de Regulação Baseado no Conhecimento [**External Evaluation of Schools: A Knowledge-Based Regulation Instrument**]
- Guerreiro, H. (2015). Para a compreensão da sustentabilidade da autoavaliação das escolas : um estudo de caso múltiplo em escolas públicas portuguesas [**To understand the sustainability of school self-evaluation: a multiple case study in Portuguese public schools**]
- Micaelo, R. (2022). Conceções de inspetores da educação acerca das suas práticas de avaliação de escolas [**Conceptions of education inspectors about their school evaluation practices**]
- Simões, G. (2020). Auto-avaliação da escola : regulação de conformidade e regulação de emancipação [**School self-evaluation: compliance regulation and emancipation regulation**]

Value-based
education

Evidence-based
education

Issues worth considering regarding
inspection and research in education

(Rich) Accountabilities

- Accountability that goes beyond narrow, test-based measures, focusing on the whole development of students.
- It emphasizes the importance of student well-being, social justice, and critical thinking skills.
- Recognizes the complex and multifaceted nature of education
- Critical for promoting a more holistic understanding of education and for better aligning education with the demands of the 21st century.

(Lingard, 2017)



ACCOUNTABILITY & TRUST

- An important factor in educational accountability and improvement: building trust between different actors in the educational system can lead to more effective and positive outcomes for students.
- TRUST - important in promoting fairness, transparency, and accountability in education.
- A need for more open and collaborative systems of assessment that involve all relevant stakeholders.

(Ehren, 2020)



IT'S ALL ABOUT
RELATIONSHIPS

What's in it for schools with the school Inspectorates doing research?

1. Improved understanding of how schools are performing
2. Identification of successful practices
3. Improved communication and collaboration: cross-collaboration to further improve the system.
4. Increased rich accountability: holding schools accountable for their performance, while providing an understanding of the challenges they may be facing.
5. Building trust



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Afonso, N., & Costa, E. (2014). Knowledge moves: Regulation and the evaluation of Portuguese schools. In R. Freeman, & S. Sturdy (Eds.), *Knowledge in Policy: Embodied, inscribed, enacted. Studies of health and education in Europe* (pp. 43-60). UK: Policy Press.

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