

I. WHOLE SCHOOL EVALUATION (WSE) RECOMMENDATIONS LIST

INTRODUCTION

The importance of education for personal, social, and economic improvement is internationally recognized (Kuriakopoulou, 2010; Loomis, Rodriguez, & Tillman, 2008; Wilson, 2002). School evaluation has a *predictive and regenerative* role as it can provide a better understanding of intervention needs for the improvement of the curriculum and of the practices (Paroutsas, 2011). In most developed countries, the basic education needs have been covered, ministries are more interested in school improvement. According to IEP, school evaluation consists of a continuous dynamic process embodied in school units functioning.

School evaluation is an action of improvement of the school's infrastructure, procedures, relationships as well as of the school's culture. Various indicators are examined such as resources and infrastructures, organizational structures, educational process, and wider intervention programs. School evaluation is not a one-way process, it varies depending on the context of the school unit.

This text is conducted in the framework of the UNESCO – IIEP Hacking Ed Planning Hackathon. In the following pages we propose a list of recommendations accompanied by a grid summarizing the main indicators. The main indicators that we suggest are the following: 1. Resources and Infrastructure, 2. Leadership, Management, School Organization, 3. Teaching and Learning, 4. School Climate, 5. Programs, Initiatives, Interventions, and Improvement Actions, 6. Students' outcomes 7. School's Outcomes.

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1.1 SCHOOL SPACE (CLASSROOMS, CANTEEN, SPORTS FACILITIES)

School spaces are part of the school program. During a school evaluation, inspectors are advised to confirm if the classrooms are equipped. Multifunctional halls, theater, laboratories, IT classes need also to be evaluated and inspectors need to verify the availability of high-technology devices. At the same time, hygiene and cleanliness need to be inspected in common spaces like the canteen, the infirmary, and the washing facilities. The situation or the existence of school's sports facilities and library are considered as a valuable element for this indicator.

1.2 LOGISTICS (HEATING, INTERNET CONNECTION)

Accessibility to heating, adequate lighting and a good internet connection are requirements for a holistic control of the school's resources and infrastructure.

1.3 FINANCIAL RESOURCES (GOVERNMENT, MUNICIPALITY BUDGET)

The financial resources available through the ministry need to be verified. At the same time inspectors are advised to investigate the availability of additional funding from the municipality or other local authorities.

1.4 SCHOOL STAFFING (TEACHERS, SPECIALIZED EDUCATORS, PEDAGOGICAL DIRECTORY ETC.)

School staffing is also considered as a requirement for the curriculum implementation. In addition, a special educational needs (SEN) team needs be available for students facing learning difficulties and in need of specialized or additional support. A pedagogical team, that will plan and supervise the implementation of learning practices as well as an advisory service that will follow students' path, complete, the ensemble of educational teams that every school needs to provide to its students.

2.1 SCHOOL LIFE ORGANIZATION AND COORDINATION (OPEN DOORS, COMMITTEES, CONFLICT MANAGEMENT)

The institution influences the success of students through its structure and internal organization. Establishing a safe and supportive school climate is a key for a successful leadership. The principal's leadership is closely tied to the school's culture. Principals are the key people who act as agents of change, managers of the educational institution, personnel, administrators, and problem solvers (Kastanidou, 2012). School directors are encouraged to be flexible so that they can follow the culture that supports the student population and understand the needs of the students. According to Hallinger (Hallinger, 2005), leaders should act as "facilitators" of the educational institution and are the creators of the school's culture. In order to preserve the educational organization, they must become supporters of the organizational culture and become "Change Agents" (Schein, 1995) when change must take place. Inspection reports are encouraged to evaluate the openness of the school's management (ex. open doors policy), it is how much they provide equal chances for their students and involve them in decisions. Investigating the existence of annual, semestrial or monthly committees is also recommended.

2.2 MANAGEMENT OF RESOURCES (ALLOCATION, PILOT)

Resources allocation has to be done in a rational way in order to ensure that the budget will serve the school's needs. A review of allocation strategies is considered as an important factor for the management of a school. Examining the implementation of pilot exercises in case of an emergency (natural disaster, terrorist attack) it is warmly advised.

2.3 HUMAN RESOURCES DEVELOPMENT & SUPPORT (SKILLS DEVELOPMENT, COACHING)

Continuous learning is a valuable attribute of schools. Inspectors are highly encouraged to evaluate the availability of external or internal learning opportunities for the staff. Teambuilding activities and training related to the management of difficult cases (conflict, harassment) are a sign of a healthy school community. Additionally, we consider that learning programs and courses in relation with community difficulties (ex. Addictions, Bullying) must be part of an educator's skillset. The mentoring of novice teachers by more experienced colleagues is a critical step for the fluid integration of the teachers to the school's community. These factors are advised to be taken into consideration during an evaluation process.

3.1 TEACHING PRACTICE DEVELOPMENT AND IMPLEMENTATION

3.1.1 Teaching Strategies

Type of activities offered, the student-teacher ratio, the quality of teacher training, the organization of the curriculum, the type of exams, the types of skills assessed, and the size of classes are all variables specific to an institution that can influence student success and/or their adaptation to the school environment. Inspection reports are asked to consider the scenario of a detailed examination of the teaching practices: student or teacher centered approach, the methodology, the learning tools.

3.1.2 Psychopedagogical Framework

The psychopedagogical framework is referring to teachers' approach towards student learning development. It is recommended to examine the existence of relationships based on mutual respect, empathy, and encouragement. Feedback and conflict resolution is also a key element behind the psychopedagogical framework of the school unit.

3.2 INTERNAL PARTICIPATIVE EVALUATION

The quintessence of internal evaluation refers to whether the school reaches the goals determined by itself (Faubert, 2009). There is an interdependence of the internal and external evaluation: *accountability* procedures can enhance the internal evaluation because school community actors familiarized with inspection processes and factors can contribute to a successful implementation of the educational plan, the management by objectives (MBO), and the development of school policies. Studies suggest that the existence of both evaluation practices improves the reliability, the credibility, and the usefulness of internal and external evaluations. After examining the available reports on Irish schools, a final remarque is inevitable: we recommend to also proceed to a strengths, weaknesses, opportunities, and threats (SWOT) analysis as an additional category in the framework of "The Inspectorate's Quality Continuum" section. Finally, the implementation and the development of action plans is considered as a complementary action of schools' evaluation (Papanikola, 2012) and it is warmly recommended to be integrated in this part of evaluation.

4.1 INTERPERSONAL RELATIONSHIPS

Interaction between teachers and students is often related to the students' point of view on the adopted pedagogical approach. Research has shown that the role of the teacher determines students' experiences through their studies. Several studies have shown that teachers' support is associated with students' academic success. These studies suggest that teacher support may indirectly influence success through its effects on students' learning strategies and engagement (Dupont, 2015).

The integration of students into the school culture and the development of friendships, creates a fertile ground and infuses a sense of belonging to a community where everyone's interests and ambitions converge and form common paths.

To further investigate these topics, we recommend the implementation of structured observation. More precisely inspectors are advised to prepare a structured guide of categories that will help them quantify the qualitative information collected in the school field.

4.2 EXTERNAL RELATIONSHIPS & PARENTAL COMMITTEE

A collaboration between schools and parents frequently takes place for young scholars and varies a lot from school to school. We consider that an active involvement of parents in the school's life can help the school community to develop itself according to student needs and resolve problems. Verifying the existence of these committees is a valuable information for the inspection process.

5.1 EDUCATIONAL PROGRAMS, INNOVATIONS

The local, national and international collaboration of schools, and notably the participation in the « Erasmus + » programs are an important indicator of schools' performance as it enhances students' skills and creates the conditions for personal, social and professional development. After studying the reports on Irish schools, we observed that this parameter was not taken into consideration in the inspection reports.

More precisely initiatives related to this indicator also include activities such as: open days, professional orientation days, ecological initiatives, social and civil initiatives, participation to students' conference and entrepreneurship competition, rhetorical debates and other.

5.2 SUPPORT INTERVENTIONS

When a student enters school, he or she meets other students who adopt different types of behavior towards him or her. Evaluation reports are strongly advised to investigate whether there is help and support. For example: giving a student advice, providing encouragement in difficult situations, encouraging the participation in community events, sports, and even intellectual activities, or by providing emotional support in case of difficult interpersonal cases such as: rejection, manipulation, discrimination, or rivalry. On the other hand, it is also interesting to investigate whether the school organizes awareness days related school-oriented matters (addictions, harassment, handicap).

6 STUDENTS' OUTCOMES

6.1 STUDENTS PERFORMANCE

In most modern centralized educational systems, student's performance evaluation depends strictly on grading, comparing them to classmates but also to the national average grade. Usually, this practice marks students' development and path planning. Students' performance has been extensively studied in correlation with other parameters such as: school leadership, teachers' approach as well as socio-cultural origins. Socio-cultural origins are a parameter that consciously or unconsciously influence the grading because they involve human mechanisms; that of the professor. It is interesting to observe whether by removing this subjective factor, student results become more objective, more reliable, or more representative of the true abilities

of the student. However, the implementation of an objective aspect of grading is not an aspect that we are going to further discuss in this report.

Regarding, the current grading standards, we are convinced that students' performance should remain a main indicator of inspection and that it also needs to be translated in a quantified format in order to be able to compare and better analyze the available information.

6.2 EARLY SCHOOL LEAVING - ABSENTEEISM

Early school leaving is an international educational phenomenon that derives from different aspects of life like social, political, economic, and cultural factors. Early school leaving and absenteeism factors are usually interdependent. We tend to observe that students that end up quitting their studies are accompanied by an important number of absences.

We strongly recommend the inspection reports to continue their efforts to identify early school leaving and absenteeism in order to help authorities develop a better understanding of the roots of these phenomena.

6.3 STUDENTS' SOCIAL AND PERSONAL DEVELOPMENT

The interaction between students is a parameter that needs to be examined because it is decisive for the academic trajectory of the students. The experience of students through school is often shaped by their social, intimate, and interpersonal relationships. In addition, these relationships will be indicative of students' success and their cognitive, personal, and social development. Certain students have repressed mental processes linked to resent and anger. These students' psychology as they enter the educational system is fragile and needs special attention. Outside of their school, the changes from school life to secondary school life are also a remarkable transition for the student's psychology. His entourage, through advice, formal help, sympathy, stimulates him, gives him confidence, and can help him succeed.

We consider that students' social and personal development can be evaluated through structured interviews or observations.

7.1 GOALS ACHIEVEMENT:

Schools are also evaluated upon the institutional objectives, as well as those of the curriculum and syllabus. However, beyond anything else, schools need to serve, a fundamental mission: to provide education for all.

Thus, we would like to highlight the importance of the evaluation of the following parameters as proposed by the article 13 of The World Declaration on Education for All adopted by 155 governmental delegations (United Nations, 1999) :

1. Availability: the functioning educational institutions and programs have to be available in sufficient quantity (within the jurisdiction of the State party)
2. Accessibility: educational institutions and programs have to be accessible to everyone, without discrimination (physical and economic accessibility, vulnerable groups)
3. Acceptability: the form and substance of education, including curricula and teaching methods, have to be acceptable students and, in appropriate cases, parents
4. Adaptability: education has to be flexible so it can adapt to the needs of changing societies and communities and respond to the needs of students within their diverse social and cultural settings.

CONCLUSION

To conclude, we believe that schools' evaluation is a driver for development and improvement of schools and of the educational system in general. It strives for:

- The development of actions aimed at improving the quality of educational work in the school.
- The establishment of a culture of initiatives for action planning and problem solving.
- A Continuous feedback on the design of educational policies and on the training of educators and on other interventions.
- A holistic management of the schools and a more efficient use of human resources.
- The improvement of teaching methods, the promotion of innovation and the development of supportive operations.

II. WHOLE SCHOOL EVALUATION (WSE) EVALUATION GRID

1. Resources and Infrastructure
1.1 School space
1.2 Logistics
1.3 Financial resources
1.4 School staffing
2. Leadership, Management, School Organization
6.4 School life organization and coordination
2.2 Management of Resources
6.5 Human Resources Development & Support
3. Teaching & Learning
3.1 Teaching practice development and implementation
3.1.1 Teaching Strategies
3.1.2 Psycho-pedagogical Framework
3.2 Internal Participative Evaluation
4. School Climate
4.1 Interpersonal relationships
4.2 External relationships & parental committee
5. Programs, Initiatives, Interventions, and Improvement Actions
5.1 Educational programs, Innovations (Erasmus+)
5.3 Support Interventions
6. Students' outcomes
6.1 Students' performance
6.2 Early school leaving Absenteeism
6.3 Students' social and personal development
7. School Outcomes
7.1 Goals achievement and school mission

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