

# Evaluation of school quality: mechanisms and modalities of improvement

Dr. Melanie Ehren  
[m.ehren@ioe.ac.uk](mailto:m.ehren@ioe.ac.uk)

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# School self-evaluation



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Penzer (2011):

A school should be able to show that it is effective and that it makes good and proper use of the resources it is given. In terms of its own self-worth as an institution and the proper professional pride and motivation of its staff, a school also needs to hold itself to account and know how well it is doing.

# Context of school self-evaluation



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Increased autonomy

International benchmarks and surveys (e.g. Pisa)

Focus on improvement

# Defining school self-evaluation



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Performed by school staff (teachers, group of teachers, principal, or other members of staff) who are directly involved in school activities

Describing and evaluating the functioning of the school

In a systematic manner (plan, do, check, act) and for internal purposes (school-specific goals)

# Defining school self-evaluation



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Compared to external evaluations (e.g. school inspections, external audits):

- More ownership
- School-specific goals/targets
- No benchmarks
- Potential bias
- No external reporting or pressure

Often combinations in place...



# Defining school self-evaluation



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Compared to external evaluations (e.g. school inspections, external audits):

- More ownership
- School-specific goals/targets
- No benchmarks
- Potential bias
- No external reporting or pressure

Often combinations in place (parallel, sequential)...

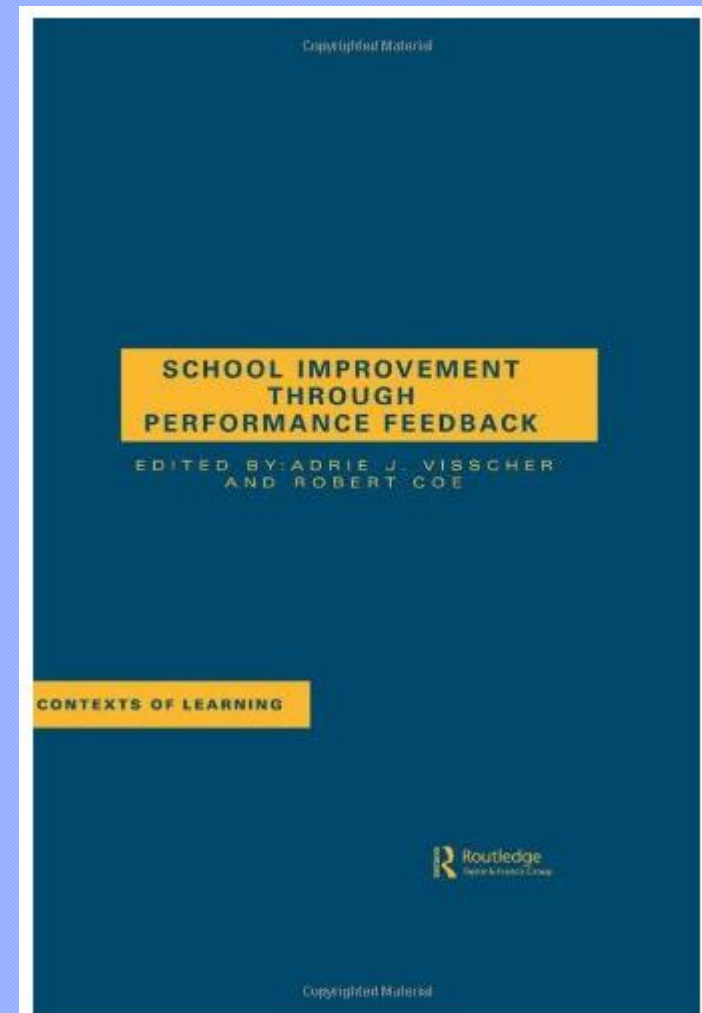
# Effective self-evaluations



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School Performance  
Feedback System (SPFS)  
provide information to use  
in self-evaluations

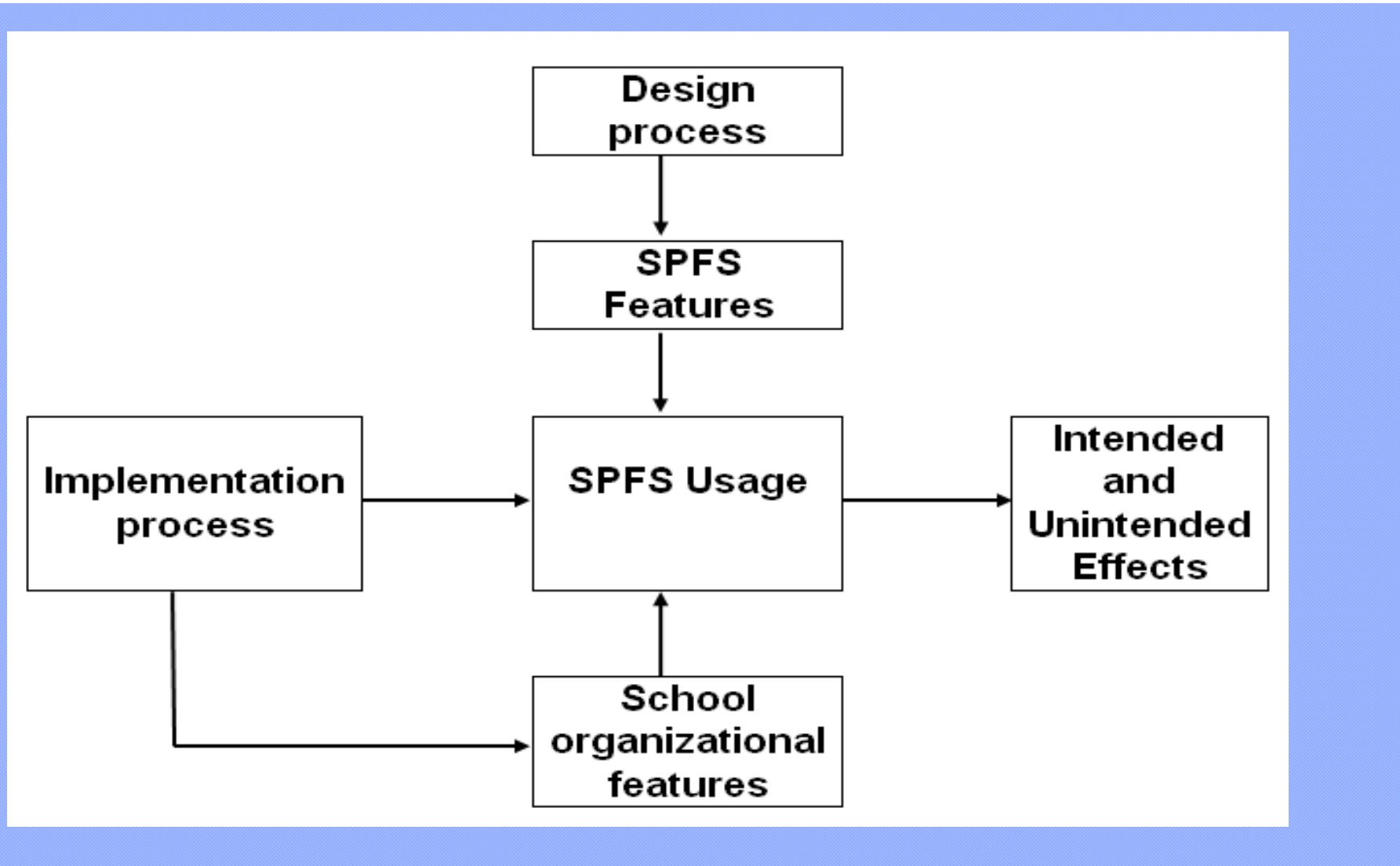
Introducing Visscher and  
Coe's framework to think  
about effective self-  
evaluations:



# Effective self-evaluations



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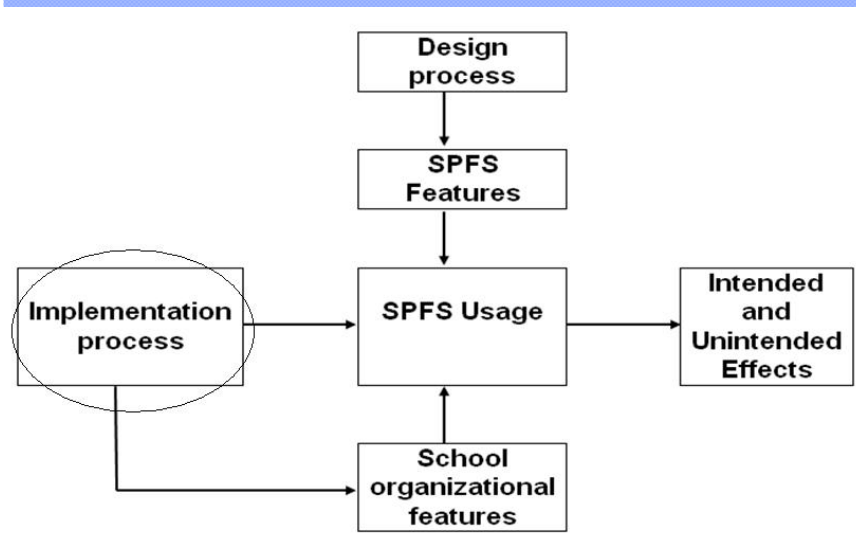




# Effective self-evaluations



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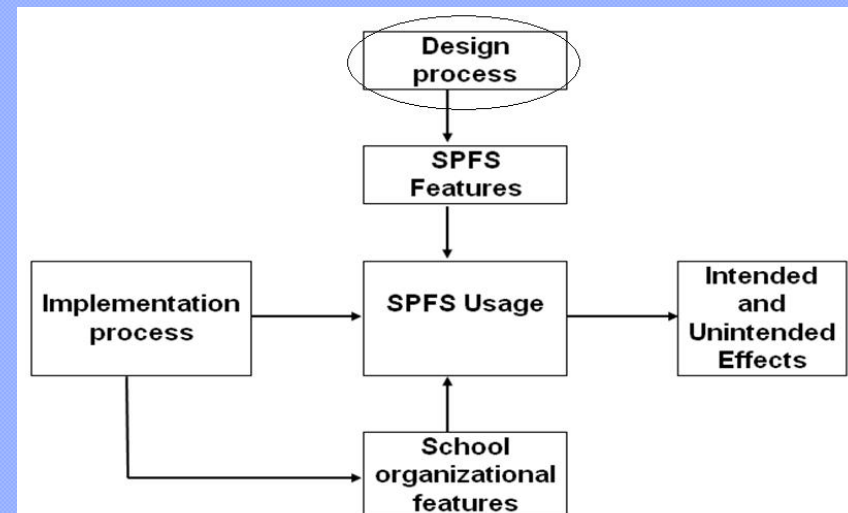
## Implementation process:

1. Tailored user-training and school support
2. Pressure to improve
3. Promote user participation (nature of VET: involvement of labour market)
4. Monitor implementation consistency and -effects
5. Extra change resources

# Effective self-evaluations

Design process:

1. design goal(s)
2. design strategy
3. standardization – flexibility SPFS (nature of VET: regional/labour market specificity?)



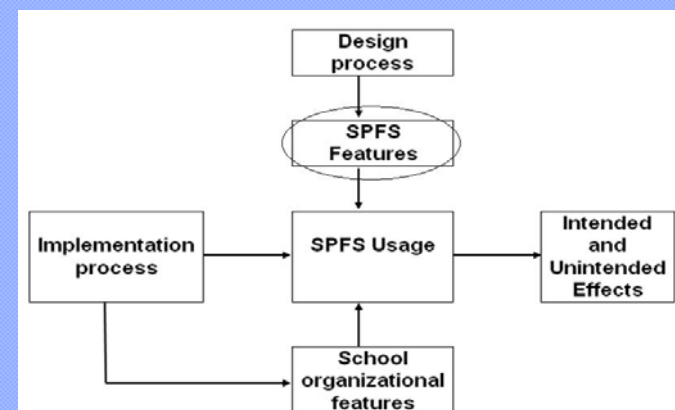
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## SPFS Features:

- valid, reliable, up to date, relevant information: in PE and SE often informed by school improvement/effectiveness research
- absolute and/or relative performance (using test scores/standardized assessment of performance/portfolios?)
- variables, trends, interrelationships, difference scores
- standard or tailored information
- accessible information/support in usage
- school staff effort
- innovation complexity and clarity
- problem solving support from SPFS



# Measuring VET quality



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SPFS Features: what is quality of VET, and how to measure it?

- How to measure, monitor and benchmark student achievement/performance?
- Role of (regional) labour market and vocational qualifications/functional skills (instead of focus on literacy and maths)
- Different pedagogic approaches and settings: learning/teaching on the job, apprenticeships

Example from the Netherlands:

# Measuring VET quality: Example from the Netherlands



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Area	Funded Institution		Non-Funded Institution		Examination Institution Course
	Institution	Course	Institution	Course	
1. Teaching Process		◇		◇	
2. Examination and Certification		◇		◇	◇
3. Returns	◇	◇	◇	◇	
4. Quality Assurance	◇	◇	◇	◇	◇
5. Compliance statutory requirements	◇	◇	◇	◇	◇
6. Teaching Quality		◇		◇	
7. Financial continuity	◇				



**AREA 1: TEACHING PROCESS**

ASPECTS	INDICATORS
<b><i>Syllabus</i></b>	
1.1 Context	1.1.1 Content 1.1.2 Programming
1.2 Customised	1.2.1 Differentiation
<b><i>Learning in the Educational Institution</i></b>	
1.3 Teaching Methods *	1.3.1 Interaction
	1.3.2 Support and Guidance of Learning Activities
	1.3.3 Feedback on Learning Activities and Learning Results
1.4 Learning Time	1.4.1 Utilisation
	1.4.2 Workload
1.5 Learning Environment	1.5.1 School Climate
	1.5.2 Provision of Equipment
<b><i>Guidance</i></b>	
1.6 Intake and Placement	1.6.1 Advice
	1.6.2 Intake and Placement
1.7 Guidance on School Career *	1.7.1 Provision of Information
	1.7.2 Guidance on School Career
1.8 Pupil Care	1.8.1 First and Second Line Support
	1.8.2 Third Line Support
<b><i>Learning in Practical Training (n.a.)</i></b>	
1.9 Practical Training Programme*	1.9.1 Preparation of Students and Businesses
	1.9.2 Placement
	1.9.3 Guidance from the Training Business
	1.9.4 Guidance from the Course



# Effective self-evaluations



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SPFS Features: what is quality of VET, and how to measure it? Example from my own work with SBB in the Netherlands:

Teaching process:

Examination and certification

Results/student outcomes

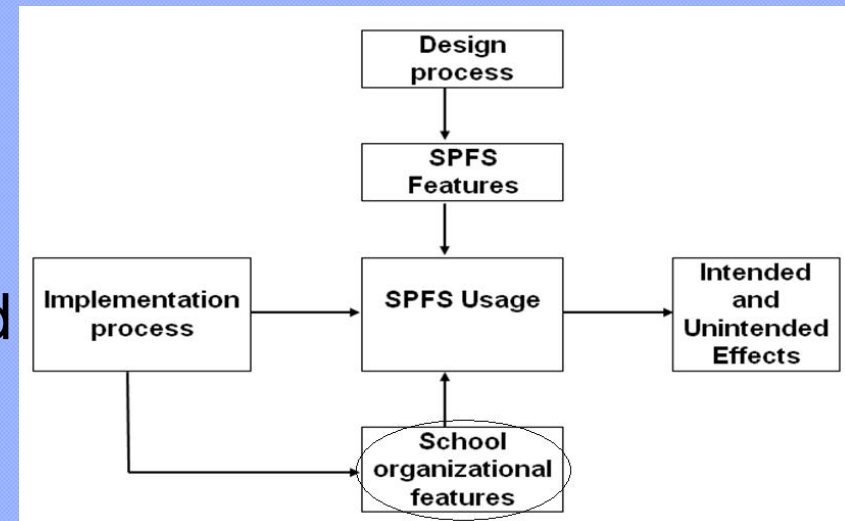
# Effective self-evaluations



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## School organizational features:

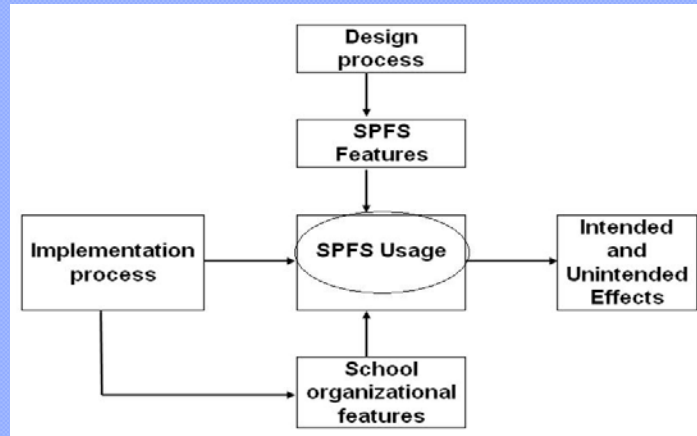
1. school performance level
2. innovation attitude school staff
3. innovation capacity
4. learning-enriched/-impoverished
5. new skills
6. high/low reliability schools
7. allocation extra resources



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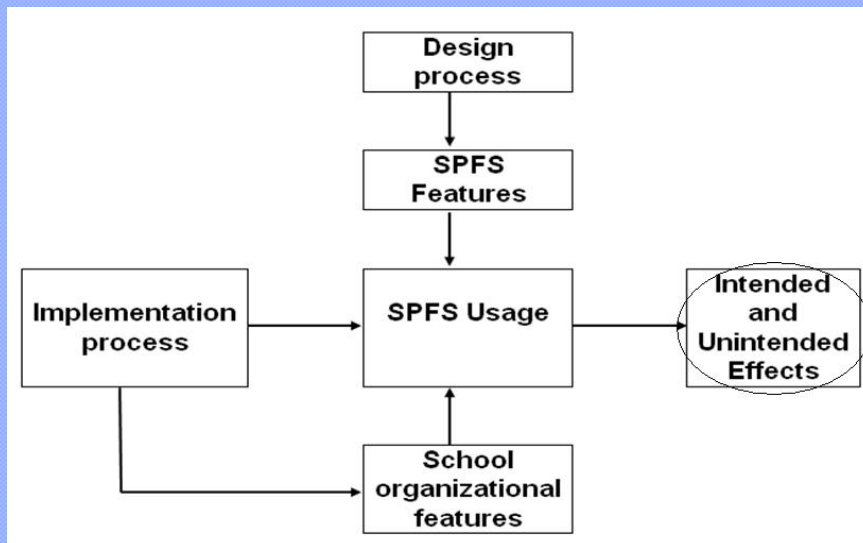
## SPFS Usage

1. instrumental use
2. conceptual use
3. symbolic use
4. strategic use

# Effective self-evaluations

## Intended and Unintended Effects:

- Improved student achievement
- Intensified achievement orientation
- Improved teaching



- Unintended effects

# Key question

Wodurch oder wie gelingt es Schulen, ihre Qualitätsarbeit zu verstetigen und sich ständig weiter zu entwickeln?

