

The Leader's Mission: Motivate, Educate, Empower

The role of the Inspectorate:
What can be expected of
School Leaders?
JISA Conference, 2nd April
2009

NATIONAL EDUCATION INSPECTORATE (NEI)

...promoting *educational
excellence* through quality
inspections



NATIONAL EDUCATION INSPECTORATE

- Rationale
- Status of National Education Inspectorate (NEI)
- NEI'S Mission, Core Values, Objective, Values and Principles
- Strategic Objectives
- Roles and Responsibilities
- The Way Forward – Opportunities and Challenges

The Education Act, 1965

- **39.-(1)** The Minister may cause **any** educational institution to be inspected at such intervals as he may think fit by persons authorized by him in that behalf and the Minister shall cause a special inspection of any such institution to be carried out whenever it appears to him that such special inspection **is** desirable

NATIONAL EDUCATION INSPECTORATE Rationale

- 2004 National Taskforce on Education Reform's Recommendation – the establishment of a National Quality Assurance Authority (NQAA)
- NQAA's main objective – *to address the issue of performance and accountability in the educational system*
- *The NEI is now the third part of the "trptych" of an articulated NQAA – ECC Inspectorate + NEI+ UCJ. (Need also to consider the role of NCTVETas an agency that undertakes accreditation of their institutions and evaluation of programmes .)*

NEI's STATUS

- The NEI is an independent statutory body functioning under the auspices of the Ministry of Education (MOE).
- It will be legalized by an Act of Parliament in 2009?
- Accountable to the Minister of Education
- Reports to the Jamaican Parliament via the NEI Chairman and Chief Inspector of Education (CIE)

NEI's STATUS

- NEI is autonomous and impartial
- NEI operates within the MOE and GOJ's policies and strategic objectives

NEI's MISSION

- Assure and improve the quality of educational provision and the outcomes for all learners
- Provide feedback to schools, teacher training institutions and REAs
- Provide evidence-based advice to the Minister of Education to inform policy development
- Provide Parliament and the Jamaican public with status reports of the quality of education, attainment and achievement

NEI's CORE OBJECTIVE

- **To implement a world class Inspectorate** – that objectively, independently and rigorously inspects, assesses and reviews the quality of schools, education services and standards

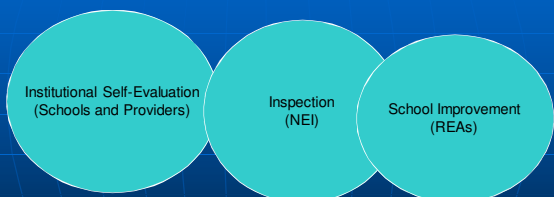
NEI's CORE VALUES AND PRINCIPLES

- Integrity
- Impartiality
- Honesty
- Objectivity
- Transparency

NEI's 5 STRATEGIC OBJECTIVES

- To raise performance levels of all within the education system
- Provision of high quality inspection and evaluation service for improving the education system
- Report findings without fear or favour
- Identify and share best practices to encourage improvement
- Inspecting and supporting poorer performing schools
- Self-evaluation and school improvement

Relationship with REAs, Educational Providers



Preferred Jamaican Model of Accountability

- Self Evaluation by schools, REA's, TTI and other providers
- Inspections undertaken by an independent and autonomous body – National Education Inspectorate
- School or institutional improvement – emphasis on the profession taking responsibility for improvement of the sector with strong support from decentralized REA

STRUCTURE OF THE NEI

- 4 DIVISIONS WITH DIVISIONAL HEADS
 - Inspection
 - Quality Assurance and Training
 - DInformation and Research
 - Corporate Services

ROLES AND RESPONSIBILITIES

- The NEI will report to Parliament and/or Parliamentary Committee
- CIE will report annually (or as determined by the oversight) to Parliament
- Minister of Education has overall portfolio responsibility for the NEI

ROLES AND RESPONSIBILITIES

- The Permanent Secretary will be the Accounting Officer
- The CIE will be the Accountable Officer
- Chairman, Board of Management

THE WAY FORWARD OPPORTUNITIES & CHALLENGES

- Training and Development (internal, regional –REAs, school management and leadership personnel)
- Design of policies, procedures and processes (Consultancies)
- Approval of the Legislative Framework
Location - central office – i.e. headquarters, with satellite offices across the country??
- Is there a wider role for the NEI in Caribbean region?

THE WAY FORWARD OPPORTUNITIES & CHALLENGES

- Public awareness and consultation campaign on the way
- Establishment of working groups to interrogate the framework and other inspection documents
- Ensure that the issues from consultations are integrated as necessary into the framework and processes and procedures of the NEI

THE WAY FORWARD

- Inspections are due to begin in September
- Phased over 3 years – schools in year 1, schools, REAs and ITE in latter part of year 2

SCHOOL PERFORMANCE STANDARDS

Phillips PhD, 24/02/2009

Walter N.

SEVEN STANDARDS

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Resources and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement
- Documenting and Using Results

Vision and Purpose

- Establishes a vision for the school in collaboration with its stakeholders
- Communicates the vision and purpose to build stakeholder understanding and support
- Ensures that the school's vision and purpose guide the teaching and learning process

Governance and Leadership

- Establishes policies and procedures that provide for the effective operation of the school
- Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school

Governance and Leadership

- Ensures compliance with applicable local laws, standards, and regulations
- Fosters a learning community

Governance and Leadership

- Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- Controls curricular and extracurricular activities that are sponsored by the school
- Implements an evaluation system that provides for the professional growth of all personnel

Teaching and Learning

- Develops and implements curriculum based on clearly defined expectations for student learning
- Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- Gathers, analyzes, and uses data and research in making curricular and instructional choices

Resources and Support Systems

- Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
- Ensures that all staff participate in a continuous program of professional development

Resources and Support Systems

- Possesses a written security and crisis management plan with appropriate training for stakeholders

Stakeholder Communications and Relationships

- Fosters collaboration with community stakeholders to support student learning
- Has formal channels to listen to and communicate with stakeholders
- Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

Commitment to Continuous Improvement

- Engages in a continuous process of improvement that:
 - articulates the vision and purpose the school is pursuing (Vision);
 - maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile);
 - employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

Commitment to Continuous Improvement

- Engages stakeholders in the processes of continuous improvement
- Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
- Evaluates and documents the effectiveness and impact of its continuous process of improvement

Documenting and Using Results

- Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
- Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness

THANK YOU

YOU MAY CONTACT
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Some issues to think about

- Ensure that all stakeholders are aware of the inspection process
- Engage stakeholders in the Self-Evaluation exercise
- Evidence, data, information
- Prepare for the "intensity" of the inspection
- Do not compromise the process
- Be prepared for the aftermath

Inspections and Accountability

- Will inspections have any causal effect on the quality of school performance?
- Will schools be driven to "window dressing"?
- How do we avoid, the profession collectively, feeling that accountability is about "the witch-hunting"?
- How do we get the profession to consolidate their professional responsibility and accountability to themselves, parents, students and wider society, rather than seeing accountability as an external and unnecessary evil demand? (Beista, G.J.J., 2004)

Components of the Accountability System ~

- How and to what degree is the public informed about school results and the contributors to those results?
- How does society respond to the information they receive about the performance of the school?"
 - Jo Anne Anderson, Accountability in Education, IIEP, UNESCO, 2005

■ Thank you!