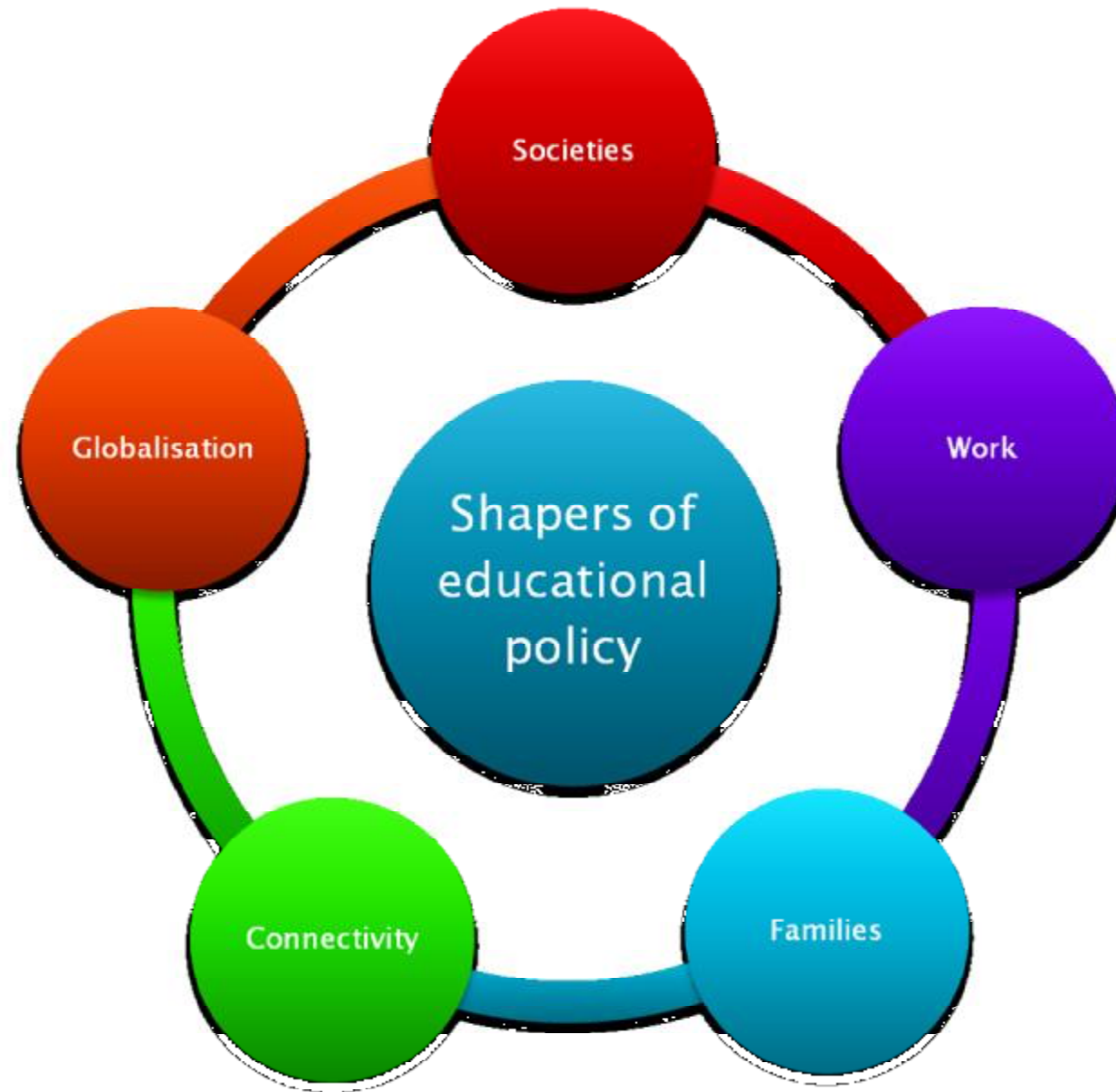


# Inspection and Innovation

SICI Workshop Bratislava 2013

Professor Graham Donaldson CB





'Trends Shaping Education 2013' (OECD)

# Globalisation

- } Interdependence and competition
- } BRICS but also Turkey, Phillipines, Nigeria, Thailand
- } Migration leading to greater ethnic and cultural diversity
- } Environmental issues like global warming
- } National identity and trans-national communities



# Societies

- } Transformed
- } Urbanisation – by 2050 around 85% of world's population in cities
- } Demographic shift to ageing population – loss of tax revenues and increased costs
- } Civic participation – democratic deficit



# Skills and Work

- } Family/work balance
- } Gender issues – wages and top jobs
- } Skills are global currency of twenty-first century
- } Human capital – know-how, creativity and innovation
- } Research and patents



# Family

- } Disadvantage and life chances
- } Working parents
- } Boys' attainment

# Technological Development

- } Connectedness
- } Hand-held communities
- } Social networking



“..many of today’s schools have not caught up as they continue to operate as they did in the earlier decades of the 20<sup>th</sup> Century.

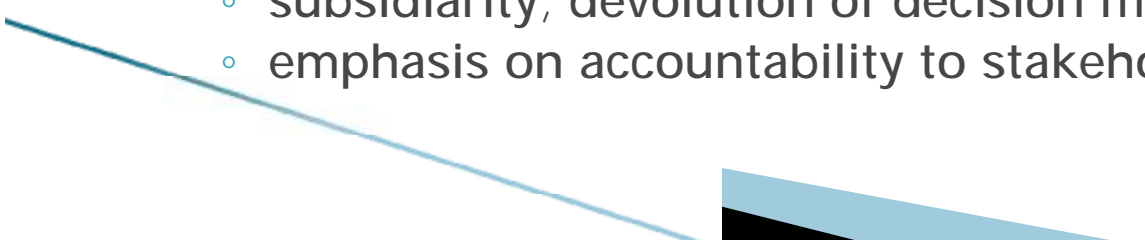
“How can learning within and outside schools be reconfigured in environments that foster the deeper knowledge and skills so crucial in our new century?”

“To succeed in this is not only important for a successful economy, but also for effective cultural and social participation and for citizens to live fulfilling lives.”

OECD 2008



# International Trends in Educational Policy (1)

- } Education increasingly central to broader government policy, leading to
    - increased expectations/equity as a driver
    - policy churn
  
  - } Managerialism leading to emphasis on
    - effectiveness
    - planning
    - self evaluation
    - value for money (vfm)
    - standards, measurement, audit and control
  
  - } 'New Public Sector Management', leading to
    - move from focus on inputs and process to outcomes
    - greater diversity of schools
    - subsidiarity; devolution of decision making
    - emphasis on accountability to stakeholders
- 



# International Trends in Educational Policy (2)

- } Competition leading to
  - Marketisation
  - Demand-led responsiveness
  - Strengthened 'customer voice'
  - Existential threat
- } Comparative international performance (e.g. PISA, PIRLS, TIMMS)
  - Challenging complacency
  - Benchmarking
  - Policy insight
  - Policy borrowing

Pervasive tension between immediate impact and long-term growth



# Policy Trends 3: Storming the classroom citadel

- } Package and push?
- } Manage and measure?
- } Carrots and sticks?
- } Hearts and minds?



- } States and individuals need high levels of education for future economic, social and personal wellbeing
- } Innovation is integral to educational quality - create the future not recreate the past
- } Models of governance and change need to be dynamic and promote alignment




**RE-EXAMINE APPROACH TO AND RELATIONSHIP BETWEEN**

**TEACHING / LEADERSHIP /  
CURRICULUM/EVALUATION**



# Key factors in success?

- } Clarity of purpose – values and curriculum
  - } High expectations of achievement
  - } Enabling all young people to achieve their potential
  - } Emphasis on early learning
  - } High quality teachers
  - } Culture of effective professional learning
  - } High quality leadership at all levels
  - } Flexible and outward looking – open to but not beguiled by innovation
  - } Intelligent evaluation
  - } Reflective and self-evaluative
- 

# Evaluation/Inspection Traditions

## Governance

- } Government agency
- } Degrees of distance

## Broad purpose

- } Accountability/Control/Compliance
- } System monitoring
- } Informing 'consumers'
- } Agent of improvement through expectations
- } Agent of improvement through capacity-building

## Focus

- } Teachers
- } School



# Influences on inspection

Culture/tradition – political/social/educational

Political environment – national / local /  
professional

Resource

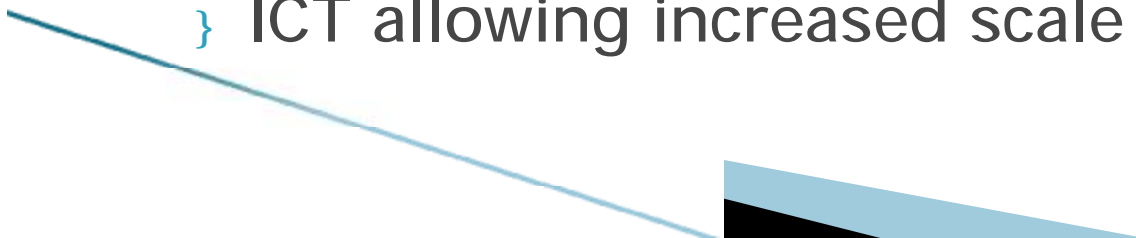
Policy trends

Quality of education



# Trends in Inspection

- } Increasing importance/prevalence
- } Eclectic use of an increasing range of approaches, reflecting underlying assumptions about schools and teachers
- } Development and use of standards
- } Growth of data - standardised testing
- } Search for improved traction/impact
- } Use in accountability
- } International lessons and comparisons
- } ICT allowing increased scale and responsiveness



# Plasticity of Inspection

- } Enforcer
- } Assurer
- } 'Best buy' guide
- } Mitigator of risk
- } Catalyst/driver of change
- } Capacity builder
- } Agenda setter
- } Preserver/creator of space for innovation





# Preserver/creator of space for innovation

One of the main inhibitors of innovation can be the concerns which parents or education managers might have about 'experimentation' with young people. Inspection can help to create the space for a school to innovate by building confidence that the approach is well managed and potentially beneficial.



# Deep and sustained educational change

If...

“the quality of education cannot exceed the quality of its teachers” (McKinsey 2007)

Then...

deep and sustained educational change will to a significant extent depend on the extent to which teachers are engaged in the change process and have the necessary capacity to make it happen.



# The Policy Dilemma

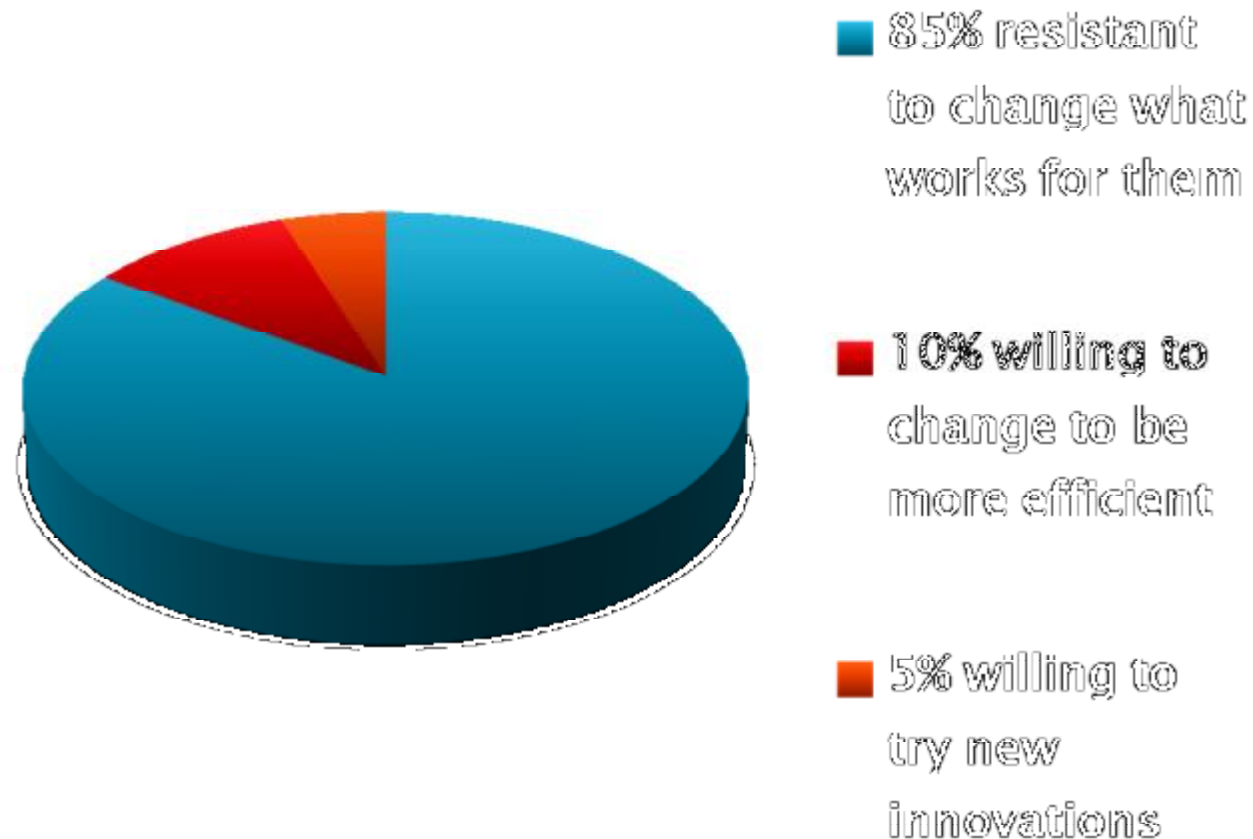
'Trust  
teachers'  
risks

- absolving system of responsibility
- accepting inequities
- loss of control
- loss of momentum

'High stakes'  
external  
pressure risks

- gaming
- tokenism/playing safe
- narrowing
- passivity/compliance

# Teachers and change



Cuban and Tyack in Hattie 'Visible Learning ' 2009

# Learning Organisation

*This ideal includes notions of organisational adaptability, flexibility, avoidance of stability traps, propensity to experiment, readiness to rethink means and ends, inquiry orientation, realisation of human potential for learning in the service of organisational purposes, and creation of organisational settings as contexts for human development.*

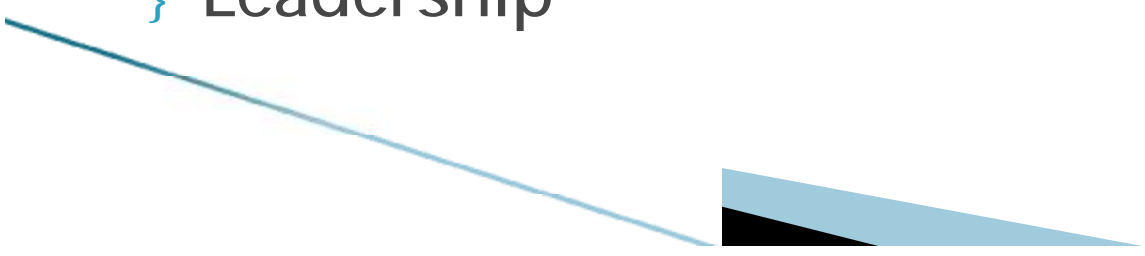
Argyris, C. (1999), On Organizational Learning



How far are inspectorates  
learning organisations?



# Inspection and Innovation - Themes

- } Importance of external/internal evaluation relationship
  - } Focus on learning
  - } Context matters
  - } Risk and proportionality
  - } Flexibility and adaptability
  - } Transparency
  - } Perceptions and media
  - } Teachers matter
  - } Data matter
  - } Stakeholders and partnerships
  - } Leadership
- 

# Questions

1. How far do you accept the analysis?  
Amendments or additions?
2. Implications of trends affecting education?
3. How far should/can inspection contribute to innovation?
4. Examples of inspection promoting innovation.
5. SICI Memorandum?





# Thank You

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