



Quality in educational systems

Workshop 1

Andre Haynes
United Kingdom



Educational change in the UK

- ♦ In the 1990s, education in the United Kingdom was undergoing dramatic change, because government perceived it as not fully effective. The pace of change continues.
- ♦ There was greater public accountability:
 - e.g. the start of a more intense inspection regime;*
 - the publication of school performance results.*
- ♦ Schools were also given control of their own finances.
- ♦ The role of the head teacher was a vital aspect of development in the education service.
- ♦ Greatly increased legislation to both control some of the variables, but also to give scope to effective schools to manage themselves.
- ♦ Mistrust by central government of the role of local education authorities.
- ♦ A strong focus on 'raising standards' in achievement.



LEADERSHIP IN EDUCATION

. . .To succeed to their full potential, teachers need to work in a school that is creative, enabling and flexible. . .the biggest influence is the Head. Every teacher is a leader in the classroom. Every Head must be a leader of these leaders. . .their greatest task is the motivation and deployment of their key resource, staff.

DAVID MILLIBAND, Minister at the DfES, June 2002

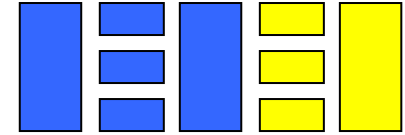


Principal quality schemes in England, Wales, and N Ireland

- **BS EN ISO 9000 quality systems** - stronger on processes management but less focused on continuous improvement. Practically no use in the education sector.
- **Investors in People** - strong on people, but has not always supported improvement of good practice; can be expensive.
- **Charter Mark** - strong on customers and results; restricted to the public sector; expensive.
- **Various LEA schemes**, many based on the national inspection frameworks.

OFSTED in England, ESTYN in Wales, ETI in N Ireland

- **EFQM Excellence Model** - all inclusive, and with free resources provided by Lloyds TSB
 - *self assessment*
 - *improvement focus*
 - *supports benchmarking*
 - *supports policy deployment*
 - *'fits' your organisation*



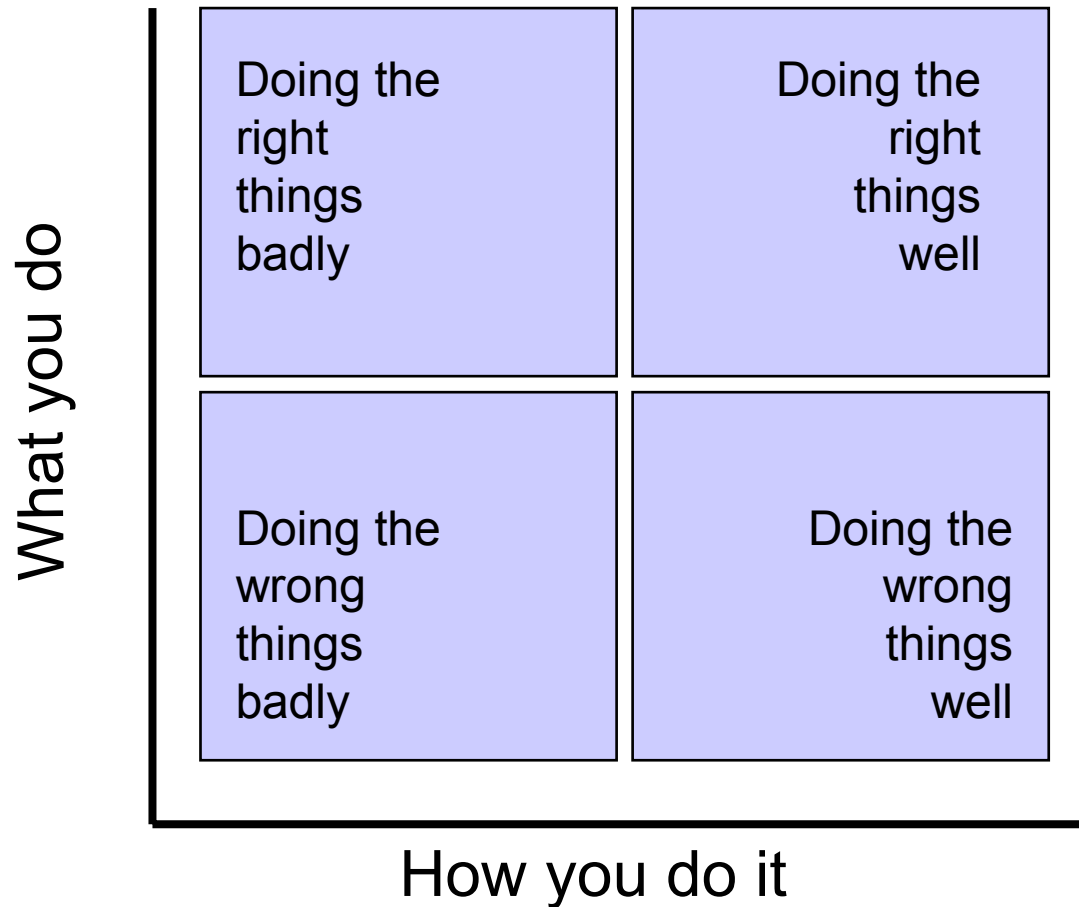
Quality is not an end in itself, but part of the strategy of improvement'

'Crucial to improvement in the public sector are the issues of leadership, worker satisfaction, customer satisfaction, and results'

Antonio Silva Mendes, Lisbon 2000

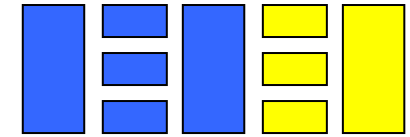


Excellence is about doing the right things well (Ashlawn School, Rugby)





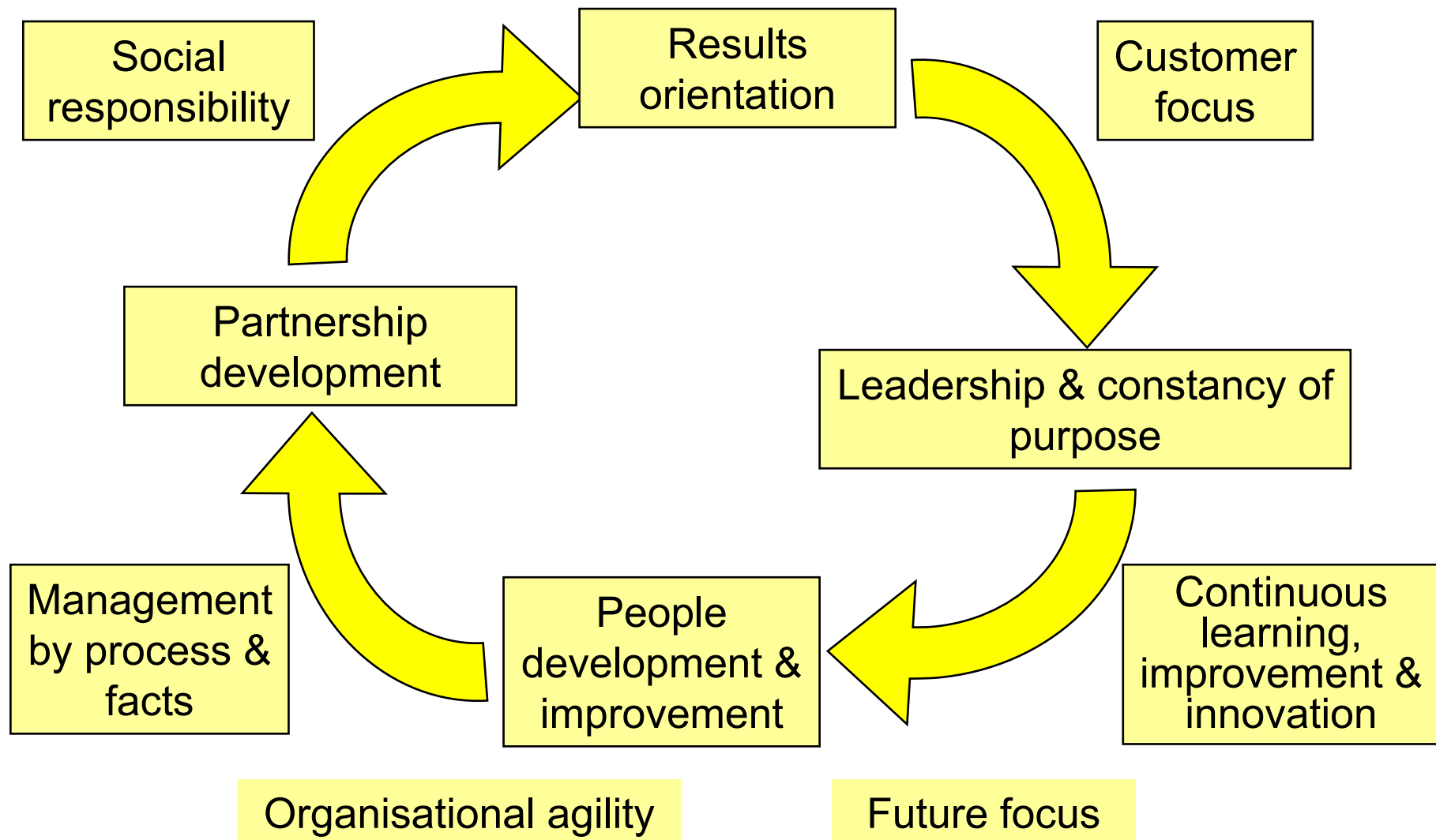
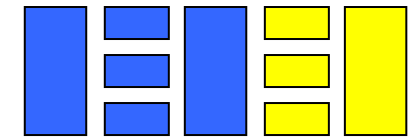
The naming of parts



- Customers - those who benefit from the work of the organisation, and receive services or purchase products.
- Stakeholders - those who have an interest in the activity of the organisation.
- People - those who work in the organisation
- Leaders - those who have responsibility for the organisation and its people



The fundamental concepts of excellence





Having a shared sense of purpose and direction matters.

(The Dell Primary School, Chepstow)

VISION

‘Schooling is not just a preparation for adult life...it is an important part of life itself: it must be marvellous to be a pupil at The Dell...and indeed to be a teacher, parent, governor or head teacher. We must all enjoy the journey to our goal.

A head teacher is not an airline pilot where the journey is incidental, but the Captain of a ship and we must all get as much pleasure as possible from the journey.’

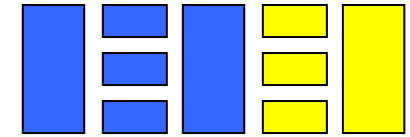


The teacher
can only teach
with the consent of the taught.

John Rea
former Head
Westminster School



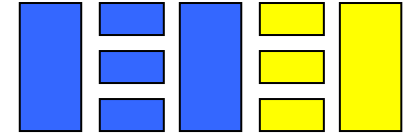
What can help a school?



- Regular review and assessment of key activities
- Regular self assessment engaging all the people and many customer groups
- Continuous improvement built into the management of processes
- Policy deployment to achieve goal congruence, or 'singing from the same hymnsheet'
- Benchmarking with other schools and other organisations in the public and private sectors
- Balancing results measures in a 'scorecard e.g. social; academic; workforce development; community
- Using external standards or quality schemes to support and drive improvement.



WHY SELF ASSESS?

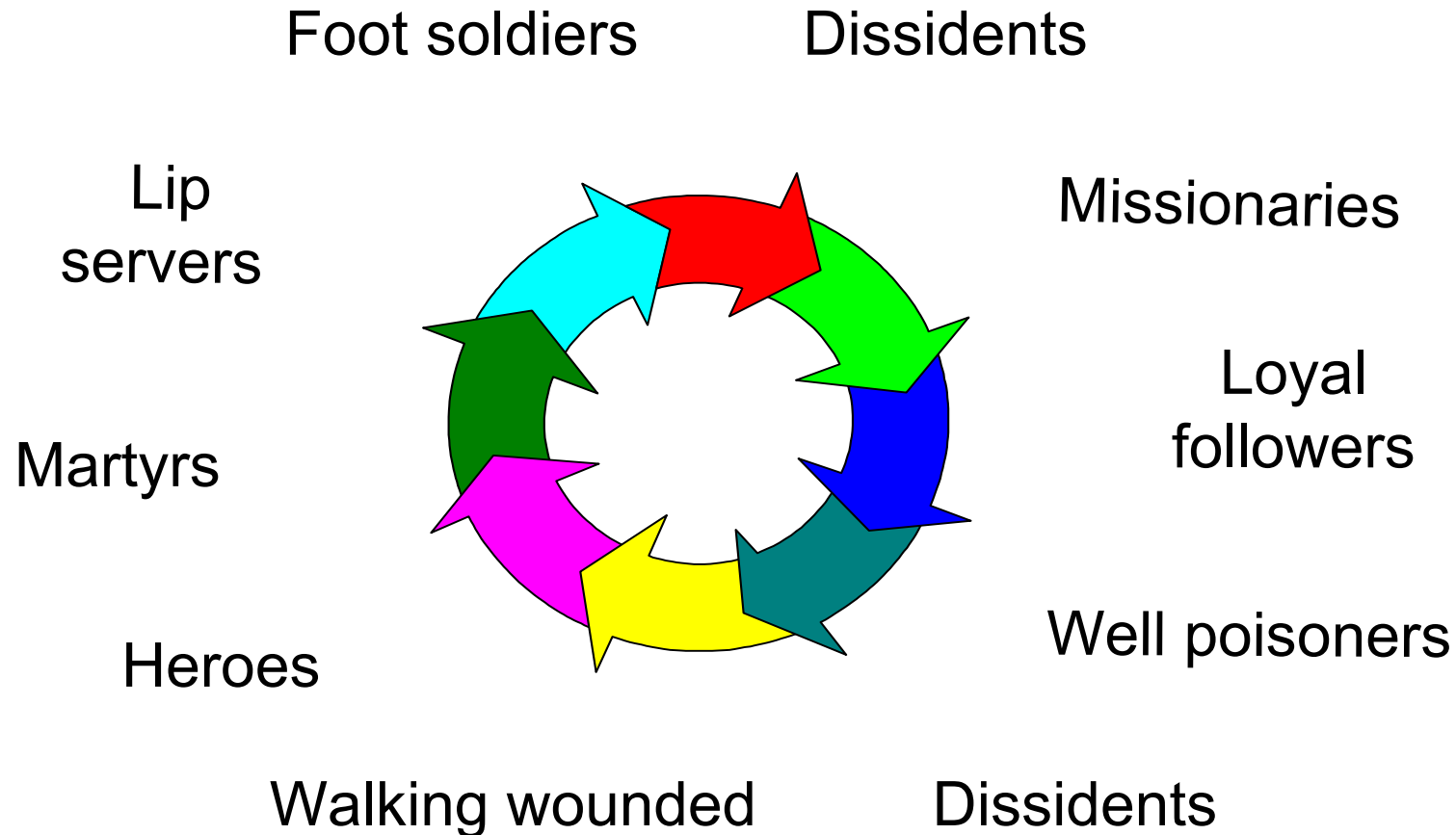
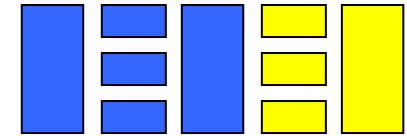


*'Better the boot from within,
than the boot from outside'*

Deirdre Thompson
Deputy head teacher
Archbishop Lanfranc School, Croydon

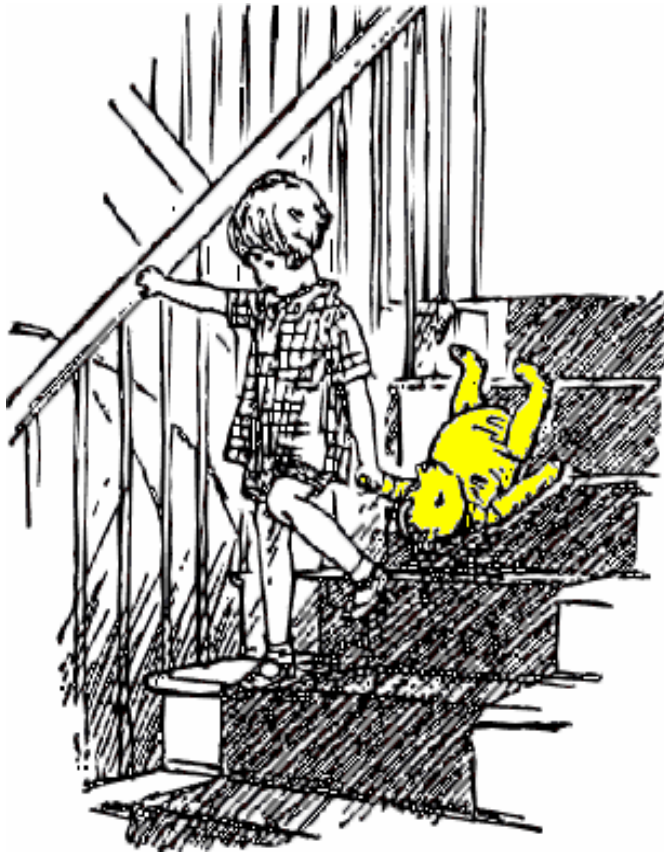
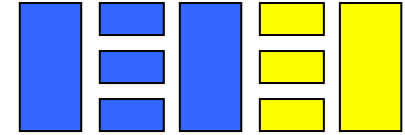


Are the teachers team players?





We all need time to think



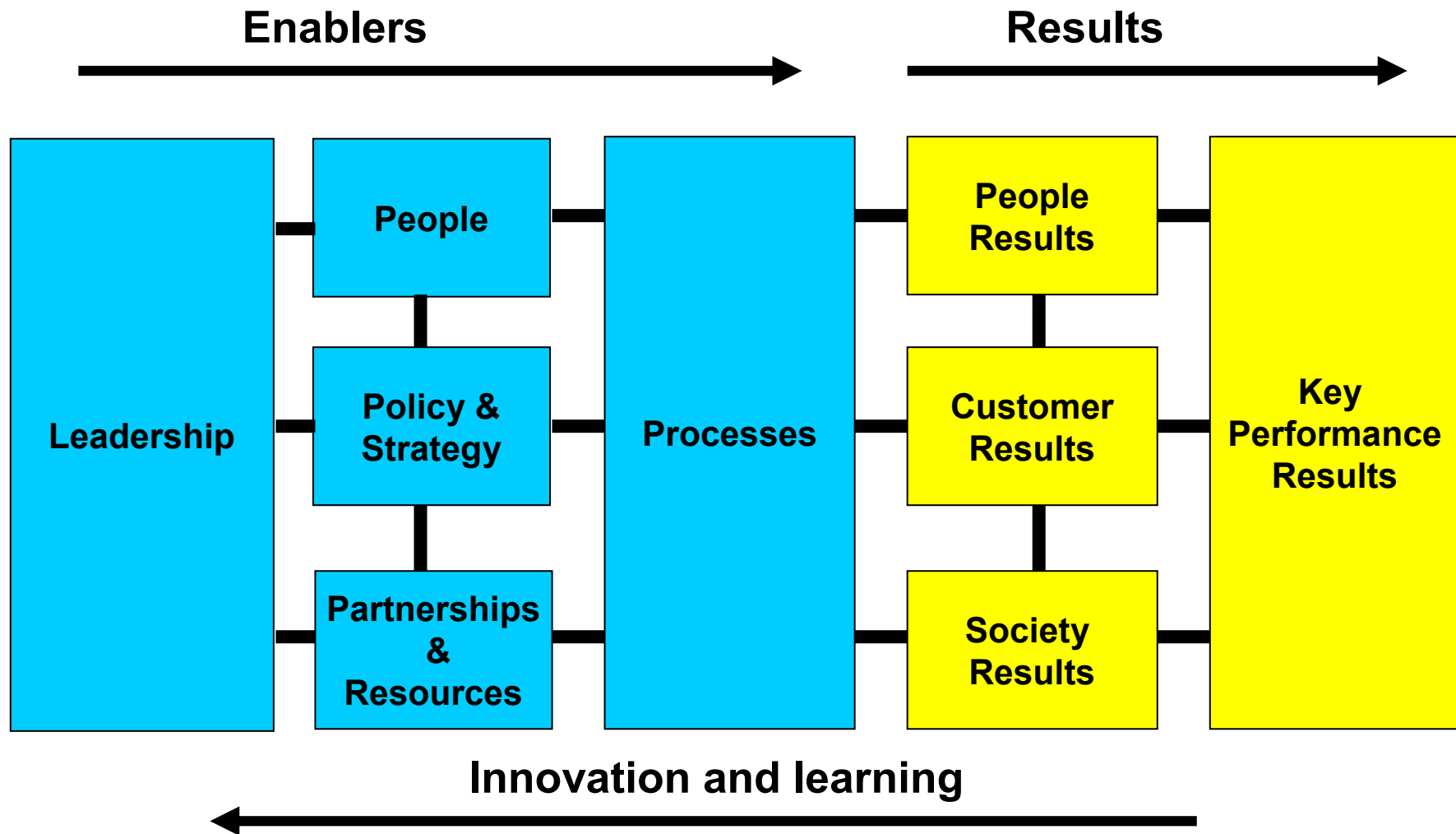
'... bump, bump, bump, on the back of his head, behind Christopher Robin.'

It is, as far as he knows, the only way to come downstairs, but sometimes, he feels that there really is a better way, if only he could stop bumping for a moment and think about it.'

A.A. Milne

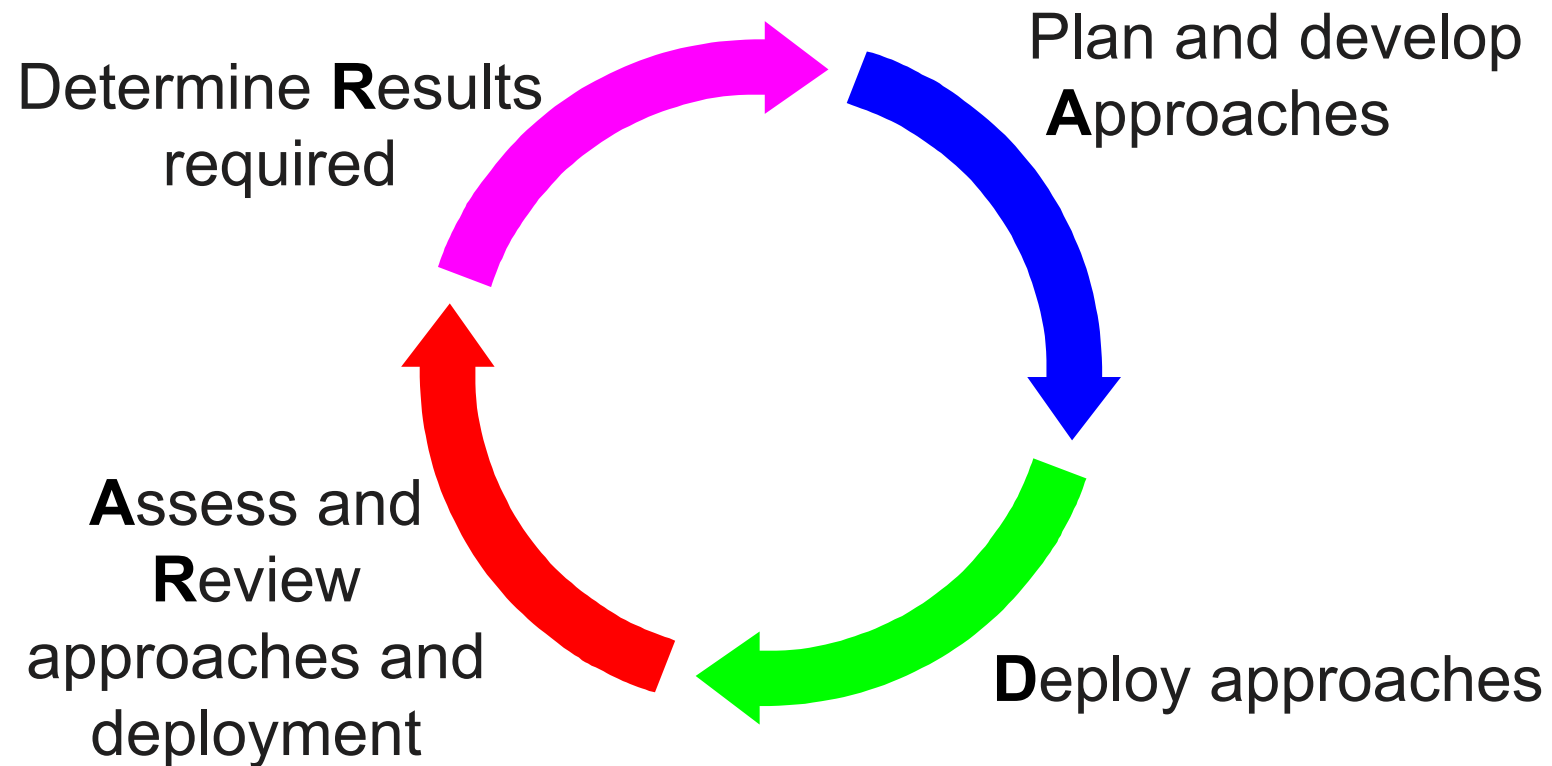
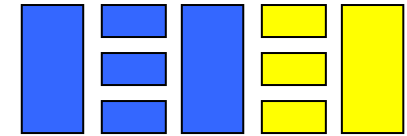


The EFQM Excellence Model[®]





USING RADAR





AUDIT

(not often used)

Compliance against a standard

Often done by an external body or auditor

Focus is on doing things right and corrective action

Can tend to be historical

Auditor owns evaluation and feedback report

Objective of audit is neutral regarding motivation

SELF ASSESSMENT

(most users)

Positioning against a framework

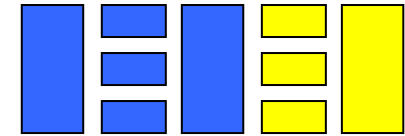
Best done by yourself, perhaps facilitated by a specialist

Focus on strengths and areas for improvements

Both historical and forward looking

A Self-Assessment Team owns its assessment and feedback report

The aim is to be motivating for those involved



AWARD

(very few users)

Can be a competition

Marketing tool / Publicity

A way of recognising a level of achievement

Involves a judging process

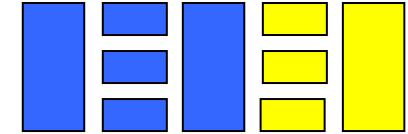
Usually 'first past the post'

Can tend to be historical

Motivating for those receiving the award



Case study: Manor College of Technology, Hartlepool



- Decision to use the Excellence Model in July 2003
- Senior Leadership Team (12 staff) self assessment day in Oct 2003
- Questionnaires to all teaching and support staff (80 Staff) March 2004
- Questionnaires to all pupils, and a sample of parents, in June 2004
- Whole staff self assessment(80 staff) on 22 October 2004
- Feedback to all staff by November 5 2004
- Improvement programme starts immediately
- Accreditation in February 2005, and award submission in June 2005



Rule 1: KEEP IT SIMPLE

Rule 2 : SIMPLE IS BEST

Dave Clark
Headteacher
Archbishop Lanfranc School,
Croydon



Inclusion

Inclusion is the process by which all pupils in the community served by a school are fully engaged socially, emotionally and educationally in the life of the school.

Inclusion ranges from the integration of pupils from special schools to the provision of appropriate extension and enrichment opportunities to the gifted and talented.



Inclusion and standards

Successful inclusion of all pupils is seen as being central to school improvement.

Only by fully engaging all children and young people in the school curriculum can schools provide the best opportunities for them to fulfil their potential.



School accreditation for inclusion and improvement

- There is a process to support the accreditation of schools together with four DFES Regional SEN Partnerships
- This will reflect progress made towards effective inclusion and improvement.
- To achieve accreditation, schools have to demonstrate improvement, improvement in inclusion, staff training in self assessment, and the process of self assessment.
- Current proposals are being put into a framework based around three levels of performance.
- STAGE 1: COMMITMENT
- STAGE 2: RECOGNITION
- STAGE 3: ACHIEVEMENT
- STAGE 4: RE-ACCREDITATION



Deploying and managing accreditation

- **Commitment will be demonstrated by training staff in self assessment processes, conducting a self assessment, and by validating a baseline with inclusion as part of the School Improvement Plan.**
- *Accreditation will follow validation by LEA assessors, or by Andre Haynes for schools where LEAs are not yet trained.*
- **Recognition will demonstrate clear progress, self assessment and improvement planning, and improvement in inclusion.**
- *Validation will be by LEA assessors, or by Andre Haynes for schools where LEAs are not yet trained.*
- **Achievement will show regular self assessment, and consistent and demonstrable progress in improvement and in inclusion over the chosen period.**
- *Validation by Regional Panels*
- *Certification will be awarded centrally*
- *External accreditation and award application will be available through BQF or regional quality organisations*



Andre Haynes

Quality Squared

Contact me for more
information, at:

mail@andrehaynes.com

(0044) 7834 548 324