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# **Supervision and Support of Primary and Secondary Education: A Policy Note for the Government of Poland**

**The World Bank**

**May 19, 2010**

This policy note was prepared by Kate Hovde, under the guidance and supervision of Alberto Rodriguez, Country Sector Coordinator, Human Development, Central Europe and the Baltic Countries, The World Bank. The author would like to acknowledge the contributions of the following individuals: Mr. Seong Geun Bae, of the Korean Ministry of Education and the World Bank; Ms. Agustina Paglayan and Ms. Emiliana Vegas, of the World Bank's Human Development Network; Ms. Hilary Spencer, formerly of the English Department of Children, Schools and Families, now with the World Bank; Dr. Maris O'Rourke, former Secretary of Education for New Zealand, and former Director of Education for the World Bank; Dr. Judith Aitken, former head of the Education Review Office (ERO) for New Zealand, and Mr. Pasi Sahlberg, formerly of the Finnish Ministry of Education and former Senior Education Specialist at the World Bank. All these individuals were generous with their time in providing resources, ideas, and agreeing to be interviewed for this note: none is responsible for the content of the note itself, and any errors are entirely those of the author.

## **Introduction:**

This policy note was prepared as one of the promised deliverables under a technical assistance agreement between the World Bank and the Polish Ministry of Education. The note examines how five countries: - England, Finland, the Netherlands, New Zealand and the Republic of Korea – organize the supervision and support of schools and teachers at the primary and secondary levels. Countries are compared and contrasted according to a framework consisting of seven aspects related to supervision, detailed below. A workshop to discuss a draft version of this note as well as additional issues related to the overall organization of quality assurance systems in education and the Ministry's own current plans was held in Warsaw on May 10, 2010. Additional resources are attached as an annex to this note.

The criteria for selecting these five countries to profile were as follows: first, we chose countries whose educational outcomes were excellent, as manifest in high rankings on international benchmark tests such as the Program for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS); second, we aimed for some diversity in geographic location and approach to supervision; lastly, we chose countries where there was a considerable to moderate geographic spread of schools under supervision.<sup>1</sup>

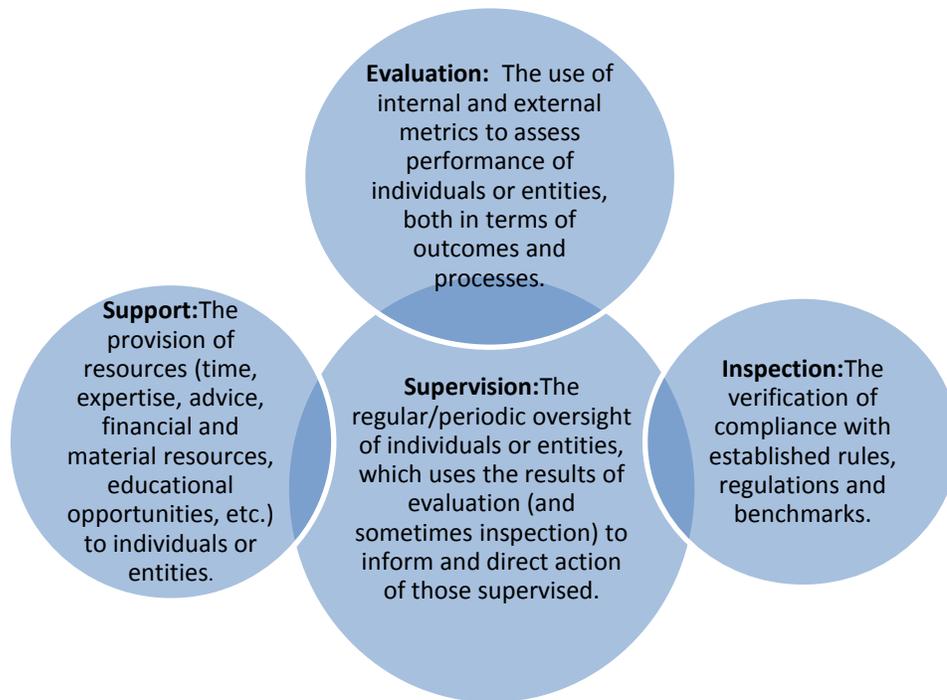
It is our hope that this note and the associated workshop serves to further discussions within the Polish Ministry of Education with regard to current efforts to improve teaching and learning in Polish schools. That said, it is worth noting several important caveats and limitations to this exercise. First, there is no single road to educational excellence: both Finnish and Korean students perform at or near the top of international tests, yet the organization of the education systems (including supervision) is quite different. Second, as discussed during the workshop, educational supervision is but one aspect of the wider concept of quality assurance, which includes issues such as teacher qualifications, training and recruitment which were not intended as the primary focus of this note. Third, choices regarding how to organize supervision and support are in turn related to other aspects of the educational and political environment, including the degree of decentralization of other responsibilities. Fourth, all of the countries discussed have a higher GDP per capita than Poland, and thus theoretically more resources to devote to education overall. Finally, it is important to remember that the information presented here regarding different countries is but a snapshot of where they are at the moment; many of these countries have undertaken significant reforms of different aspects of their education systems over the last few decades, including supervision, and all continue to make changes in an ongoing effort to improve educational outcomes.

## **What do we mean by supervision?**

Before getting too far into a discussion of supervision, a clarification of terminology is needed. In educational policy discussions held in English, the words “supervision,” “inspection,” and “evaluation” are often used almost interchangeably. It will help this discussion to be clear about the differences. For the purposes of this note, our definitions are as follows:

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<sup>1</sup> The high performing city states, such as Singapore, Taiwan and Hong Kong, were eliminated under this consideration.



It is perfectly possible that a single individual or entity may provide several of these functions at once, and also that the name of that entity (e.g. “Inspectorate”) may not, in fact, reflect other important aspects of its work and mission. In fact, supervision by definition has some overlap with evaluation and inspection, and often also support, at least in the form of advice. Nonetheless, it is important to be clear that the core functions are in fact distinct. A further distinction could be made between “educational supervision” and “instructional supervision” – the one more focused on school-and system-level quality while the other is more focused on the quality of teaching. We will attempt to address both aspects in the course of this note.

### **Framework for analysis:**

In comparing approaches to supervision and support across countries, we have attempted to address the following questions and issues:

- Who supervises and who/what is supervised?
- What are the criteria and focus for supervision?
- How does information flow?
- What are the stakes or consequences of supervision?
- What are the types and sources of support for teachers and schools?
- What is the connection between supervision and support?

The analysis aims to answer the overarching question: how does a sample of countries supervise and support teachers and schools with a view to improving teaching and learning?

## Who supervises and who/what is supervised?

Students, Teachers and Principals In all five countries, indeed, in virtually all countries, students are supervised by their teachers, and teachers primarily by the school principal/head teacher. In some systems and schools, teachers (particularly new teachers) may also be supervised by an experienced teacher or mentor for some period of time. The use of induction programs and mentoring periods has gained prominence over the last decade as one avenue to improving teacher quality and retention. Of the five countries included in this note, three have new teacher mentoring and induction guidelines or programs; in Finland the existence of such a program varies according to the municipality. In Korea, a mentoring and induction period is not required in public schools but often is in private ones, which make up over 30% of total schools.

## Teacher Mentoring and Induction Programs/Approaches

England	Finland	Netherlands	New Zealand	Republic of Korea
<ul style="list-style-type: none"> <li>• Since 1999, all newly qualified teachers get a reduced teaching load and are assigned an experienced teacher as mentor for first year.</li> </ul>	<ul style="list-style-type: none"> <li>• Varies according to municipality: some have induction and mentoring programs while some do not.</li> </ul>	<ul style="list-style-type: none"> <li>• Post of "trainee teacher" introduced in primary schools in 2000 -- teacher works part time, and is supervised by a qualified teacher;</li> <li>• Since 2006, schools are increasingly responsible for training new teachers in collaboration with universities and in accordance with specific guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• All new teachers participate in Advice and Guidance induction system, which includes assignment of "teacher tutor" to new teachers</li> <li>• System is part of teacher registration process run through New Zealand Teachers Council -- teachers cannot receive full registration status without participating</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring of new teachers by experienced teacher during first year is not mandatory, but is common in private schools.</li> </ul>

Sources: Eurybase reports, New Zealand Teachers Council website, interviews.

It is worth underscoring that school principals bear the daily on-the-ground responsibility for overseeing the instructional work of teachers as well as the workings of the school as a whole. The responsibilities of principals vary between systems, but the central role of the principal in evaluating and guiding teachers and establishing a school climate conducive to learning (for both teachers and students) has made the role and training of principals an increasing focus of interest and reform efforts worldwide. The leadership role of the principal may be quite a hierarchical one (as in Korea), or a more collegial one (as in Finland), with leadership functions more widely apportioned among school staff. In all five countries examined, principals are also responsible for overseeing the production of school self-assessments and/or plans, which, together with

independently generated information regarding student learning outcomes generally forms the basis for external educational supervision.

### **Supervision and Support from the Perspective of the Teacher**

In all five countries, the teacher's experience of supervision and support is very much school based, and tends to vary from school to school, as well as from country to country. As mentioned above, teachers on their first assignment may participate in a mentoring or induction program, in which they are formally supervised and supported by one or more colleagues. In some countries this is mandatory; in others not, and how helpful it is depends greatly on the skills and knowledge of the mentor and the personalities involved. All teachers in all systems are also subject to formal and informal supervision of the principal, or his/her designate. Again, how helpful this supervision is in improving teaching practice is highly dependent on the skills of the principal. An effective principal will be able to pin-point teacher strengths and weaknesses, and come up with strategies for helping the teacher grow and improve. This may involve giving the teacher leadership or learning opportunities within the school, and/or continuing education opportunities outside the school.

Most teachers in all systems tend to rely first and foremost on colleagues for help with instructional issues. Whether this reliance is haphazard (based on proximity or a personal relationship) or is more structured (such as regular meetings in which instructional issues are discussed) again depends on the organization and culture of the school, which in turn depends on both principal leadership and system culture. Depending on the relationship with the principal, teachers may also approach him or her for support. In some cases, teachers may seek outside support in the form of a continuing education course or the like, but in most cases support from outside the school is channeled through the principal and the school.

How teachers perceive external supervision beyond that of the principal also varies considerably. The balance between accountability and support is discussed at greater length later in this paper, but in systems (such as England's) in which there is a considerable emphasis on schools being held accountable for student outcomes, teachers often feel unfairly blamed for poor results. Whether assessments are seen as accurate, how results are handled, and what kind of support for improvement is put in place has a large influence on teachers' views of external supervision.

The profile and training of principals also varies both between, and to some extent within, countries. In most countries, principals have usually served as teachers before assuming the principal role. In both Finland and Korea, all public school principals must have served as teachers. In Korea, there is a lengthy, mandated course of study to become a principal; Finland, on the other hand, is one of the few countries where acting principals are also usually active teachers – headship is kept more informal and collegial in part through the fact that the principal is in fact a teaching colleague. England does not require principals to have teaching experience, but as of 2009 a pre-requisite to being appointed a principal is for the candidate to hold a National Professional Qualification for Headship certification, which is obtained through a mandatory series of courses established by the National College for School Leadership. These courses include guidance on the supervision and evaluation of teaching staff. In New Zealand,

there are no formal pre-requisites to being appointed as a principal, but there has been ongoing discussion as to whether some form of pre-appointment training or certification should be required. In the Netherlands, having a teaching certificate is listed as a suggested requirement for both primary and secondary school principals; however, private entities and/or local authorities responsible for school provision may depart from this requirement.

Supervision and evaluation of principals falls to different entities in different systems, depending upon overall organization. In Finland, where the vast majority of schools are run by municipalities, municipal authorities are responsible for hiring, supervising, and evaluating principals. In the Republic of Korea, principals are hired and supervised by provincial offices (POE) of the Ministry of Education, Science and Technology (MEST). In New Zealand, principals are hired and supervised by each locally constituted school board, in accordance with performance management contracts. In the Netherlands, principals are supervised by the municipality or private governing body of the school, along with a “participation council” comprised of school staff and parents, mandated by law. In England, supervision of the principal is done either entirely by a local school board, or by a municipal authority in consultation with a school board, depending on the governance structure of the school.

#### **Teacher Evaluation in Korea**

The Republic of Korea has experimented with the introduction of a teacher evaluation system on a pilot basis over the last decade. Expansion of the pilot met with strong opposition from the teachers’ union, and was put on hold for a number of years. The current Government has committed to expanding the program to all schools by the end of 2010, over continued objections from the teachers’ union. Although not popular with teachers, the idea is politically popular with parents.

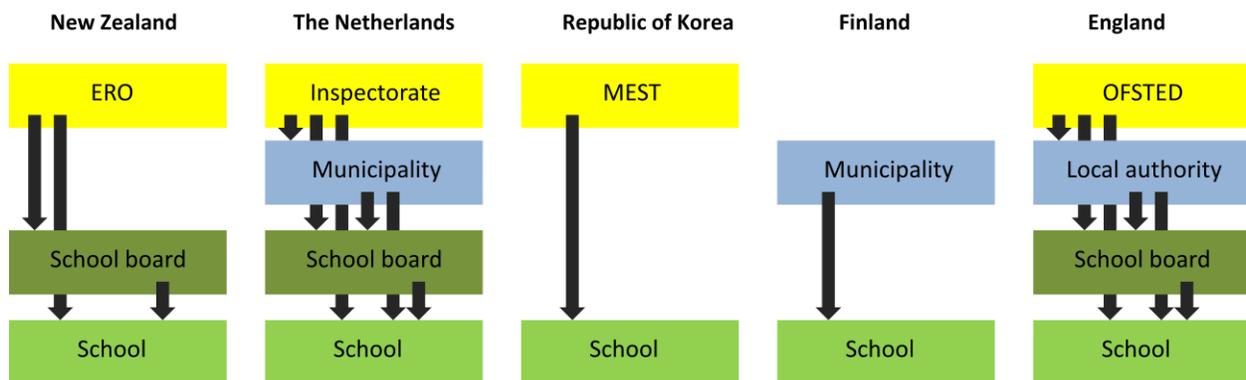
Under the program, all teachers in a school will be evaluated by a team consisting of the principal, several colleagues, and representatives of students and parents. Teacher evaluations for all teachers in the school are sent to the Provincial Office (POE) of the Ministry of Education, Science and Technology (MEST). The evaluations are not made public, but are instead used by the POE in human resource planning, since the appointment of all public school teachers is also done through these offices. MEST claims to use the results of these evaluations to promote good teachers and identify schools where there is a preponderance or dearth of good teachers. The teachers’ union fears that results could be used to punish teachers who are identified (perhaps unfairly) as underperforming.

Critical to whether such an evaluation is seen as fair or unfair are the criteria by which teachers are to be judged. KEDI (Korean Educational Development Institute), the government entity in charge of teacher evaluation is still refining these criteria. The pilot testing of the system revealed that students and teachers tend to rank all teachers very high – perhaps in fear of reprisals against students should the teacher receive a poor evaluation.

**In four of the countries examined, schools, rather than teachers or principals, are the primary unit of focus for external supervision.** While supervision of a school may include drawing conclusions regarding **teaching** quality, for the most part external supervision does not include detailed reviews of individual **teacher** quality – this being the role of the principal. The short answer to the question “how do these different systems supervise teachers” is “they don’t” – at least not directly. A notable exception to this rule is Korea, which has been experimenting with a teacher evaluation system for the past few years – further discussed above.

Schools. With regard to supervision of schools, the most decentralized or “loosest” approach is that of Finland. As part of a wave of decentralizing reforms and cost-cutting measures in the early 1990s, Finland eliminated its provincially-based education inspectorate, giving full responsibility for educational provision and supervision to municipalities. While a level of provincial government remains, provincial involvement in education is limited to helping to ensure sufficient school places and assistance with national evaluation efforts.

Municipalities are required by law to evaluate schools under their purview on a yearly basis, but there is no additional national entity responsible for individual school-level supervision or evaluation. Both the National Board of Education and the Evaluation Council for Education and Training perform sample-based studies and evaluations of educational issues and performance, and may use this information in the design of national curricula, special programs, or continuing education courses for teachers; however, there is no direct link between these national evaluations and the ongoing supervision and evaluation of individual schools. By contrast, England, the Netherlands and New Zealand combine various levels of decentralized provision of education with a centralized supervision function.



Sources: A. Paglayan; additional interviews, Eurybase reports,

Like Finland, New Zealand had long had a provincially based education inspectorate, which was abolished in the late 1980s, along with the entire provincial government layer. Responsibility for schools was passed to legally mandated school boards, by-passing local authorities as well. New Zealand, however, opted to re-establish an independent, national evaluation entity in the form of the Education Review Office (ERO). While individual school boards have ongoing supervision responsibility for schools, the ERO provides both school-level and national level evaluation data on a periodic basis. ERO inspectors are usually (although not exclusively) former teachers and

principals who are provided with on-the-job induction and training once hired. They are also subject to a strict and public code of conduct regarding ERO inspections.

Provision of primary and secondary education in the Netherlands is also highly decentralized, with a majority private component financed on an equal basis with public schools. Private schools are run often by religious organizations, while public schools are run by municipalities. As of 2007, however, all schools are required to have school boards or a “participation council” charged with oversight and involvement in all major school decisions. Municipal authorities are also responsible for oversight of general legal compliance issues for all schools within their jurisdiction, while provincial authorities are restricted to issues such as the availability of school places and have no substantive role in supervision.

The Netherlands has retained additional responsibility for supervision of the quality of education in individual schools at the national level through a national, semi-independent Education Inspectorate within the Ministry of Education. The Inspectorate receives and reviews school plans and yearly self-assessments from schools, and conducts periodic school-level visits and evaluations. The role of the Inspectorate has shifted over time, with an increased emphasis in recent years on helping schools improve both student outcomes and their own self assessment process. The Inspectorate operates through 12 provincial offices, but is a nationally, rather than provincially, governed institution. There are no pre-requisites for becoming an inspector, but candidates generally have experience in the education sector in which they will work as well as analytical skills. As in New Zealand, inspectors receive specialized training and are subject to a code of ethics.

England has introduced successive waves of educational reforms over the last two decades, including to the structure of educational provision and supervision. Currently, there are several different types of schools: a) community schools, which are run by local authorities (LAs); b) foundation schools, which are run by governing boards, but receive funding through the LA; c) voluntary controlled schools, which receive funding for expenditures but where staff is usually employed by the LA; d) voluntary aided schools which control staffing and admissions and are expected to contribute a percentage to overall expenditures (about 10% in England); and e) academies, which are schools that receive their operating budgets directly from the central Department for Children, Schools and Families (DCSF) and have no formal links to a LA. In general, the first line of external school supervision is by either a school board or a local authority. Local authorities are specifically charged with ensuring the quality of schools under their jurisdiction, and their efforts in this regard are in themselves subject to periodic evaluations. There is no involvement of regional authorities in school supervision at this time.

Like the Netherlands, England also chose to retain national oversight of individual school quality through an education inspectorate. Also as in the Netherlands, the role of the inspectorate has shifted over time. The Inspectorate was given independent non-ministerial status in 1992 and renamed the Office for Standards in Education, Children’s Services and Skills (OFSTED). OFSTED conducts periodic evaluations of individual schools based upon the school’s yearly self assessment, and also conducts periodic reviews of local authorities’ efforts in support of education and other social services. Since 2004, additional reforms have been made to OFSTED’s operating guidelines in order to enhance its role in school improvement efforts. OFSTED has a cadre of permanent inspectors, and will also hire inspection team members

through five regional agencies. Credentials and required training for team members hired through these agencies are clearly specified.

Last (but not least) is the Republic of Korea, which of all the five countries examined has the most centralized education system. Provincial and local authorities play a role in educational planning and budgeting, and both regions and schools have been granted increased autonomy over the last decade with regard to curricular and administrative decisions. Responsibility for both school staffing and educational supervision, however, rests squarely with the Ministry of Education (MEST) itself, largely through its provincial offices (POE). Korea does not have a separate national entity charged with supervision, such as an inspectorate, and up until recently did not conduct formal evaluations of schools. In-depth educational evaluation work and strategic planning is provided by the government sponsored Korean Educational Development Institute (KEDI), but this work tends to be national in focus.

POEs are now required to carry out a formal evaluation of all public and private elementary and secondary schools on a three year cycle. The program is still in its infancy, and the quality of the evaluations varies. As in the case with Local Authorities in England, which are subject to OFSTED evaluations, the POE's are themselves evaluated on a yearly basis by MEST. MEST relies on its own data base of student assessment results to identify schools that are doing well or are struggling; among other matters, evaluations of POE offices consider what has been done to attempt to support and improve the situation of struggling schools.<sup>2</sup>

While in Korea MEST holds POEs accountable for the accuracy of evaluations as well as provision of support, accountability of external supervision agencies in the other countries is guaranteed in a number of different ways. In the Netherlands, for example, the Inspectorate maintains an internal audit unit which conducts parallel supervision processes in certain schools to check the accuracy of inspectors' work, and organizes discussions with education stakeholders to review the legitimacy of the frameworks used for evaluation. In New Zealand, if an ERO evaluation finds serious problems in a school it may be subject to a supplementary review. The ERO also maintains a formal complaint process that is described on its website as well as in the literature that goes out to schools. In England, inspection teams normally need higher level sign-off within OFSTED to rank a school as falling within a category of "concern;" OFSTED also publicizes a number at which the public can lodge complaints about the inspection process or findings. Challenges to OFSTED reports are rare, but happen occasionally. In Finland, the main mechanism for checking on the accuracy of external evaluation is through the sample-based evaluation done by the National Board of Education and the Evaluation Council for Education and Training.-Weaknesses showing up through national evaluation provide a basis for conversations with municipal authorities regarding both educational provision and evaluation.

Regardless of whether supervision is carried out by the school principal, and/or by a local, provincial or national authority, the supervisor's legitimacy in the eyes of teachers and schools is essential for supervision to have an impact on behavior. As discussed later in the paper, several of the countries examined here have introduced changes in the way government carries out supervisory tasks; today, supervisors provide more feedback to teachers and school principals.

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<sup>2</sup> "Private" schools in Korea are in fact subsidized by MEST and in return follow the centrally defined curriculum, directives, and regulations. The main difference with public schools is that private schools can hire and fire staff.

The rationale for this is two-fold: first, supervision can be more effective if it is coupled with feedback and suggestions on how identified weaknesses can be addressed; second, building dialogue and a relationship of mutual trust between the supervisor and those who are supervised reduces the stress of the supervision process and opens the way to a more mature and constructive relationship.

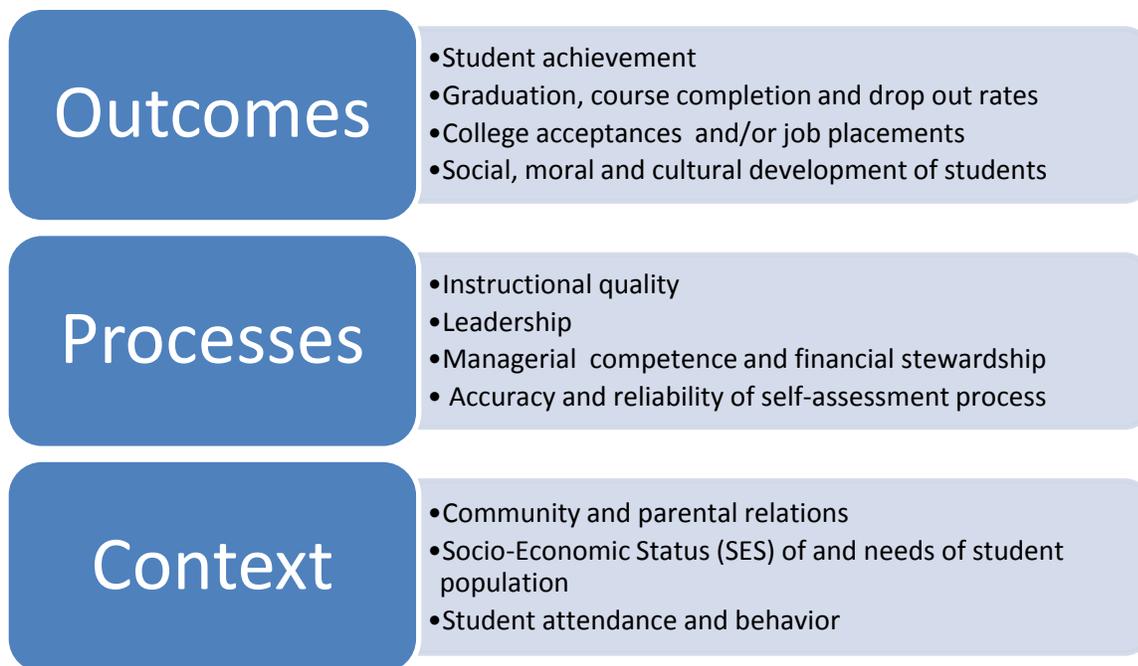
### **What are the criteria and focus for supervision of schools?**

Although the emphasis is slightly different for the different countries, most supervision at the school level includes consideration of three main aspects: student outcomes, school processes, and the context in which the school is operating. While regulatory compliance issues are usually considered in the context of school management and financial stewardship, external supervision in most high-performing systems goes well beyond compliance, and places considerable emphasis on looking at student outcomes, the quality of teaching and school leadership, student needs, and the school's ability to diagnose and address its own strengths and weaknesses.

Guidelines as to what should be considered as part of both school self-assessment and external supervision are explicit and mandatory in England, New Zealand, and Korea. In the Netherlands, guidelines for school self-assessment are provided, but are not mandatory. In Finland, there are no formal guidelines beyond the requirement that schools produce an annual self-assessment report and that municipalities perform an annual school evaluation. Some examples of guidelines are provided in the Annex to this note.

In all three countries with independent inspectorate functions (England, the Netherlands and New Zealand) there has been a recent trend toward greater reliance on school self-assessments in directing external supervision efforts. In the Netherlands, for example, the Education Inspectorate performs annual inspections of all schools, but for the most part these are brief check-ins unless the school self-assessment or independent information regarding outcomes or context indicates deeper troubles. In that case, an in depth assessment, including extensive interviewing of school staff and community members is done. In New Zealand, the ERO formally reviews schools on a three year cycle, but more often when the self-assessment or independent information reveals problems. In England, OFSTED has recently moved to a longer review cycle (5-6) years for schools that are performing well, but does more intensive supervision of schools that are struggling. England also stands out among the three countries in including a formal evaluation of local authorities' role in support of education in addition to school level supervision reports.

Both Finland and the Republic of Korea stand out in different ways with regard to the focus of supervision. In Finland, not only is there no template for school self-assessment or municipal evaluation, but because Finnish students are not subject to standardized tests aside from the high school leaving exam, assessment of school outcomes is highly dependent on school-based information and judgment. In other words, the Finnish system places a high degree of trust in its teachers and principals as professionals to know what their students and schools need and ensure that they get it. In Korea, the introduction of a teacher evaluation system that includes an element of external review of individual teacher performance beyond that of the principal is unusual, and goes beyond the purview of the external supervision focus of the other countries looked at.



As noted in the earlier box on the pilot of the Korean Teacher Evaluation System, one of the areas of dispute between MEST and the teachers union is on the criteria for evaluation of teachers. The issue of what criteria are to be applied to supervision and how these are developed and agreed is a crucial one, and often determines the legitimacy of the supervision process. For example, in the Netherlands, teacher concern about being judged unfairly by failure to take into non-school related determinants of learning emerged from a widespread consultation process, and eventually led to the inclusion of “context” factors in the evaluation process and reports. A second issue is methodological transparency. In New Zealand, for example, the ERO attaches great importance to ensuring that the methodology used to evaluate schools is readily available to the public, and each school report contains a detailed explanation of the methodology behind the conclusions.

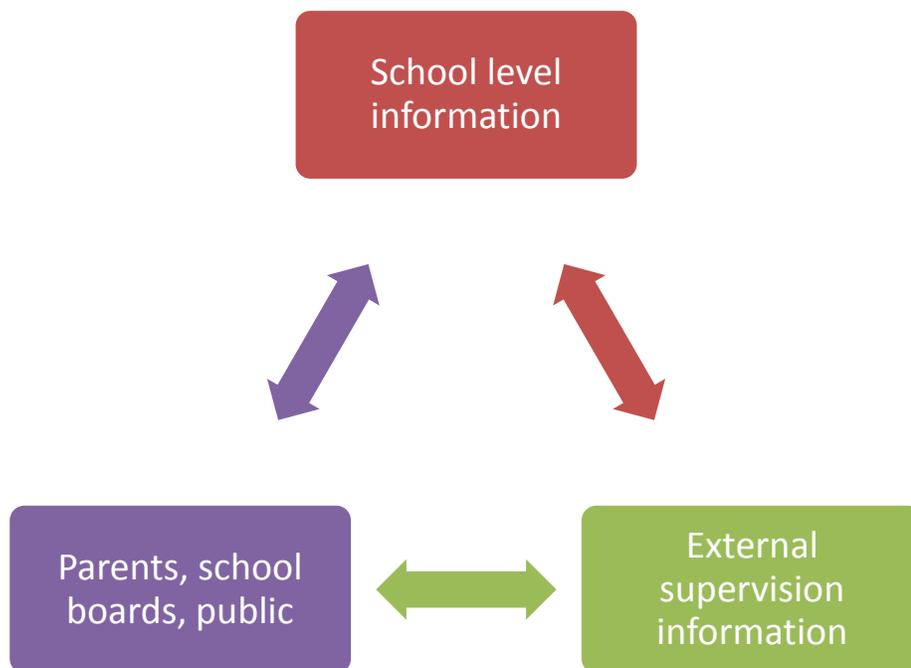
**How does information flow?**

The first of the graphics below shows a theoretical flow of supervision information. School level information is gathered, analyzed and passed to and/or gathered by an external supervisor, which forms the basis for an independent assessment. The dual direction of the arrows between school based information and externally based supervision information is important: for a supervision system to be effective, schools must receive useful, actionable feedback on their performance. In many education systems worldwide, schools are required to submit reams of information on which they receive virtually no feedback: this is NOT the case in high performing systems.

In most systems, school level information is also provided to parents, at least in some form (student performance assessments and report cards, for example). Where parents and the public have a more active role in school governance, information may flow both ways. The relationship between external supervision and parents /the public varies: in some systems, like those of the Netherlands, England and New Zealand, not only is information regarding parental and community relations a focus for external supervision, but parents and the public have full and

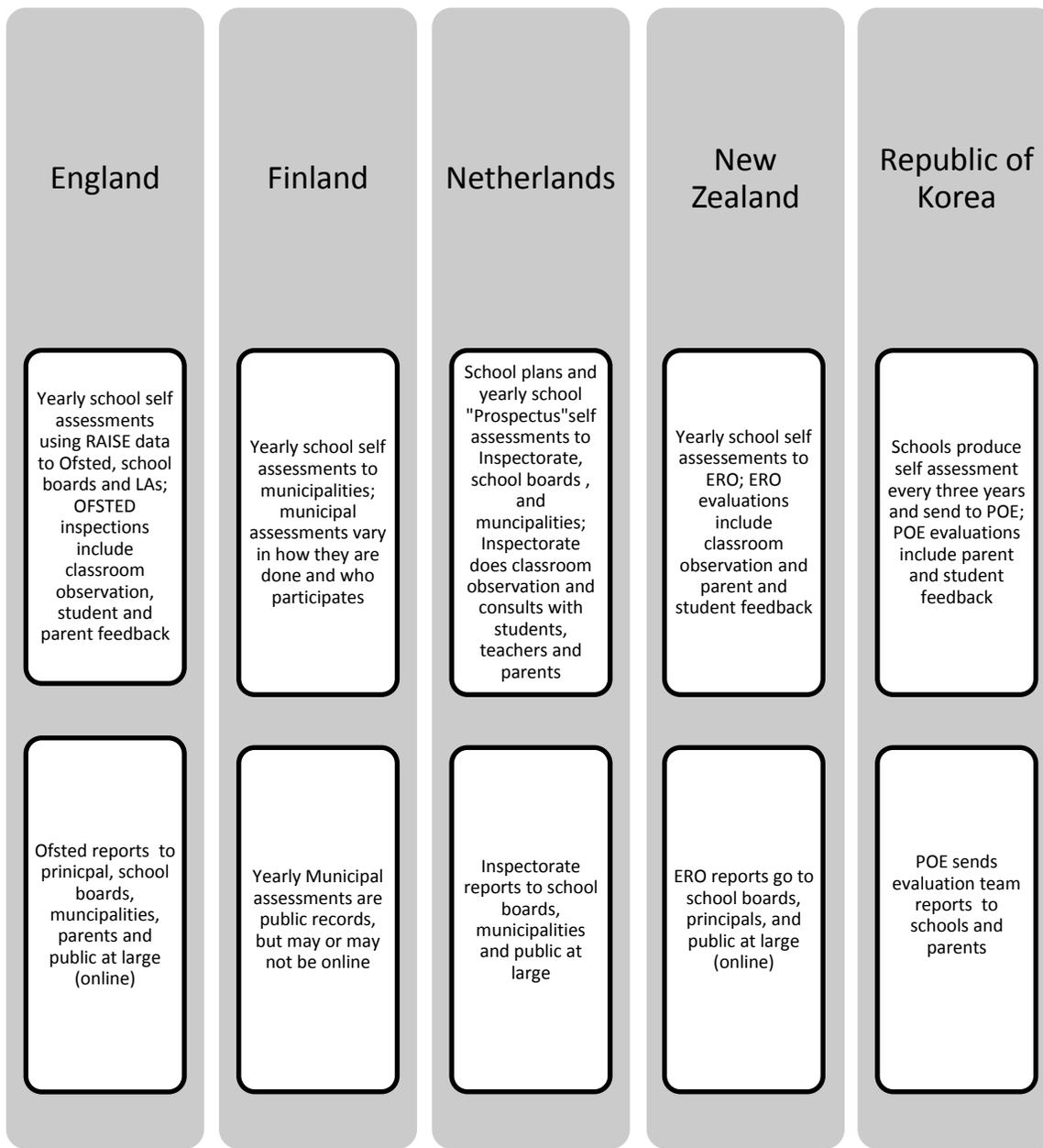
easy access to the external assessments themselves, and there is a culture of relying on such assessments in making choices about schooling options. In Finland, although yearly municipal assessments of schools are a matter of public record, assessments are neither standardized nor are they required to be easily accessible (although this is changing and all public records are increasingly online). In Korea, POE formal assessments are provided to schools and parents. In addition, MEST has recently begun to make some school-level information (such as student assessment data) accessible to parents online for the first time in an effort to promote additional accountability.

How to tailor supervision information to engage parents is in itself an interesting question. In the Netherlands, for example, the Inspectorate and educational researchers realized that parents were not making decisions about schooling based on school quality. To promote greater knowledge about school quality, the Inspectorate began to publish individual “school report cards” which are a subset of the information contained in reports produced after a school is evaluated. The report cards produce information in a visually attractive and easily understood manner, and also include non-quality oriented information that researchers found parents to be interested in (e.g. school size, pedagogic orientation, etc.) as a strategic way to encourage parents to look at the cards.



A further issue regarding information flow is the kind and quality of information available at each level. If information at the school level is badly tracked or organized, it is unlikely either that the school will be able to produce an accurate self assessment or that an external supervisor will be able to easily assess school strengths and weaknesses (beyond the obvious weakness in data management and use). Quite a number of reform efforts have focused on improving school-level access to, organization, and use of data, particularly student assessment and outcome

information. In England, for example, the MOE sponsors the RAISE (Reporting and Analysis for Improvement through School Self-Evaluation) data base, which tracks student standardized test scores down to the individual student level. This is a public data base, and both schools and OFSTED are required to use RAISE data in self-assessments and evaluation reports. In both England and the Netherlands external supervision reports also include the contextualization of student outcome results, so that schools can see how they are faring among “peers” – schools with similar characteristics including student SES (Socio Economic Status) profiles. This is information that can only be produced at a system level, but which may provide useful feedback at the individual school level. A summary of information flows in each of the five countries examined is found below:



Sources: Eurybase country profiles, interviews

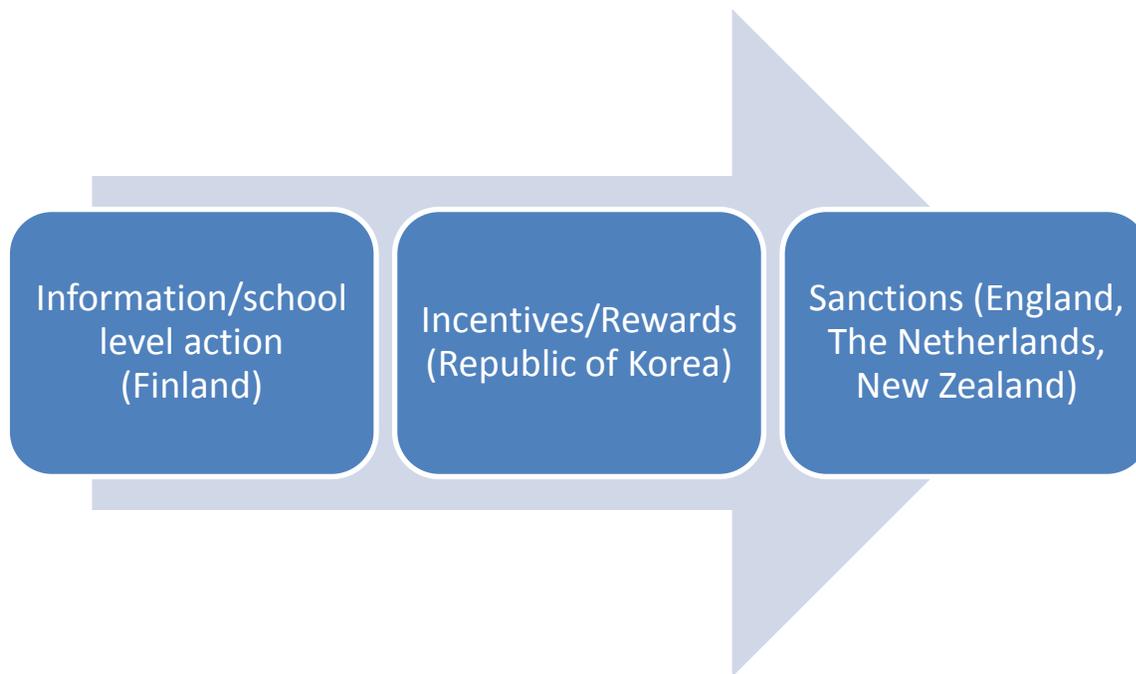
## **What are the stakes or consequences of supervision?**

For Teachers: As mentioned earlier, most teachers are supervised by principals or occasionally an experienced colleague as part of an induction program. In most cases, the primary purpose of an induction program is to support and develop new teachers, but induction programs are also often used to weed out good teachers from bad. Most new teachers are not given permanent status, or tenure, until they have been teaching for at least a year, and the stakes associated with supervision tend to be higher during this probationary period. Once granted regular status, it is rare for teachers to be dismissed for performance (this is true across all systems). While controversial, the availability and use of “value added assessment” of student outcomes in places like England, however, is making it increasingly possible to identify effective and less effective teachers in terms of their contributions to student learning. This information can be used to reward effective teachers with higher salaries, give less effective teachers additional supervision and help, or to dismiss less effective teachers if they do not improve.

For Schools: There is considerable variance among the countries examined with regard to this question. In all cases external supervision produces actionable information about a school’s strengths and weaknesses. In Finland, schools and municipalities then use this information to seek help as needed, but there are no further implications to the evaluation. The purpose of supervision is to ensure that all is well, and provide support where needed: underperforming schools may receive additional help, but there is no ranking of schools according to standards and there are no sanctions for underperformance. The approach is similar in Korea, with the addition of some experimentation with rewards: while under-performing schools will receive additional help (sometimes in the form of a budget increase, sometimes just in advice and attention), schools that perform particularly well may be rewarded with staff trips and the like.

In contrast, there are sanctions attached to being identified as under-performing in England, the Netherlands and New Zealand. Because external supervision reports in all three countries are made public, there is first and foremost a reputational sanction in being identified as a school with difficulties. Although reports in New Zealand and the Netherlands do not include a grade or ranking as to whether or not a school is up to a set standard, reports in England do, lifting the stakes still higher. Furthermore, a school that does not demonstrate improvement may be closed down or reconstituted. While this does not happen often in any of these three countries, it does occasionally, making the threat of closure in the event of failure to improve a real one.

In addition to sanctions, there are some rewards available as a consequence of school supervision in England. Well performing schools move to a more infrequent inspection schedule, and may also become a “beacon school” – one recognized as a leader in the field. Beacon schools may also be eligible to receive additional funds to share expertise as a lead school in a partnership or federation that includes weaker performing schools, who in turn receive coaching.



Sources: Eurybase profiles, interviews.

### **What are the types and sources of support for teachers, principals and schools?**

For teachers, support is again mostly channeled through the school. Support may target instruction directly, (for example, in having access to an internal or external instructional coach), or may focus on the enabling environment for learning – for example, additional physical and instructional resources, better coordination with social service supports for children’s non-instructional needs, re-arrangement of school schedules to allow teachers more time to work together, and/or investment in formative assessment programs that enable teachers to better track individual student learning (to name a few). Support may also be indirect, in the form of policies and regulations designed to improve teacher working conditions (for example, additional paid time for professional development, maximum class sizes, improved salary and/or career pathways). Again, given the principal’s pivotal role in establishing the school direction and climate, often the best support for teachers is make sure the school has a really good principal.

For principals and schools, types of support tend to be similar between systems, including:

- Additional financing
- Professional Development for Teachers/principals
- Better access to information, data and technology
- Supervision feedback
- Outside management advice/expertise/guidance or access to services (such as accounting or payroll, if schools manage own funds)
- Services oriented to student non-academic needs

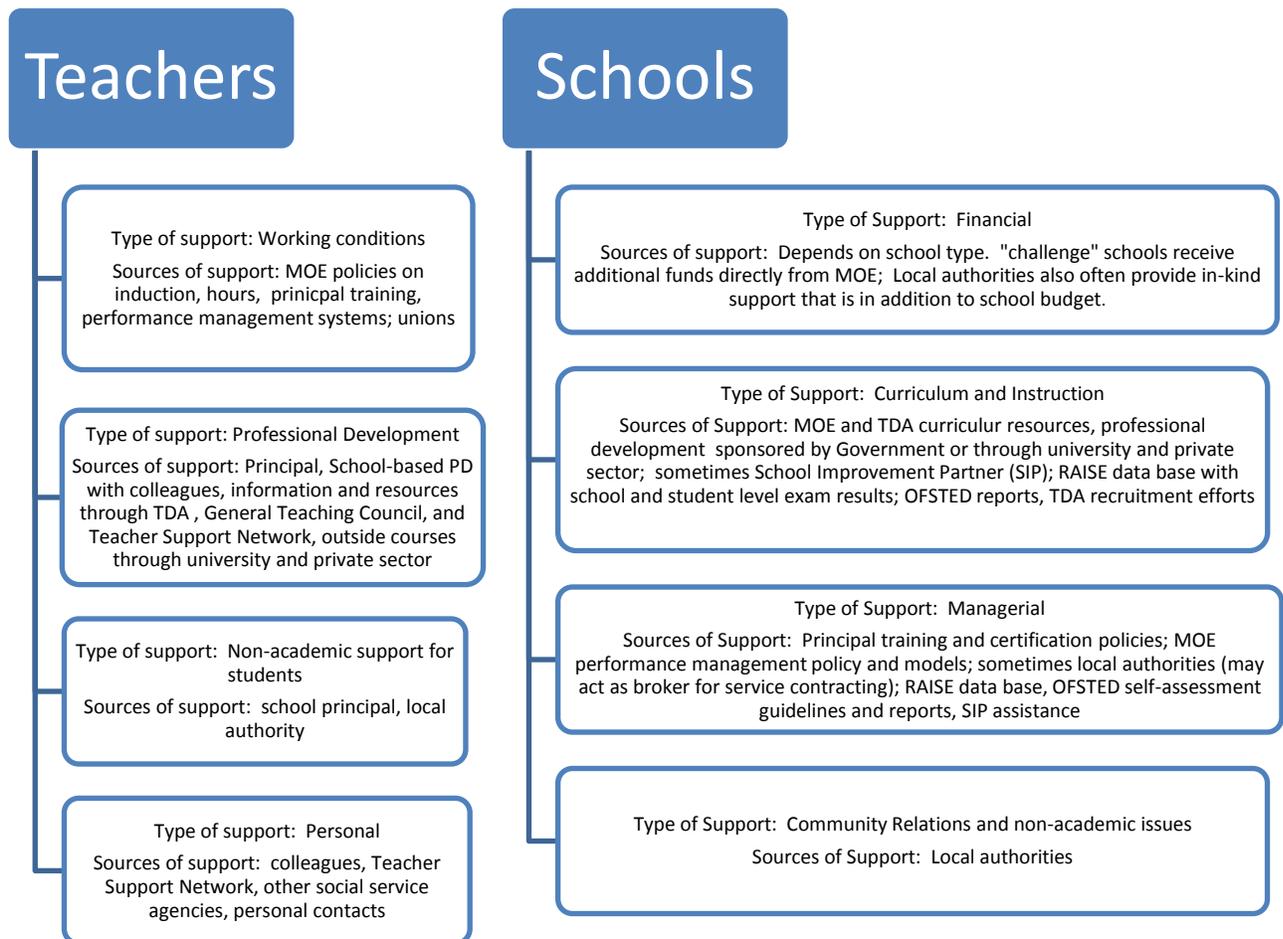
- Policy guidelines and examples (for example on teacher training and induction or pay and performance management systems)

Sources of support, however, vary according with the overall educational governance structure.

### England

As mentioned earlier in the paper, in England, newly qualified teachers are now required to go through a year-long induction period, during which they are assigned a mentor and have a reduced class load. All schools are also required to have in place a pay and performance management policy, which must include a classroom observation protocol. An example of what such a policy would look like is available online through the DCFS website. Teachers are supposed to be evaluated annually, and these evaluations are supposed to be discussed with the teacher and linked to a continuing professional development plan.

### **Examples of Support Systems in England**



Source: Eurybase report on England and Wales, interviews

Responsibility for continuing professional development is spread across a range of actors, including: a) the Department of Children, Schools and Families (DCSF) which has primarily a policy-setting role; b) the Training and Development Agency for Schools (TDA), a central government agency focused mainly on issues of expanding teacher recruitment and improving candidate quality, professional development and teaching standards (it provides information to teachers and schools, and links to services, but is rarely a direct provider); c) the National College for School Leadership, which designs and contracts training for principals and other school leaders; d) the General Teaching Council, which is the main professional body for teachers; e) local authorities; f) school governing boards; g) head teachers (principals); and (h) individual teachers themselves. It is important to note that curriculum in England is set centrally, so that all content-oriented professional development builds from a shared curriculum. Individual teachers can also seek both professional and personal support through the Teacher Support Network, a non-profit group that provides services including information and support materials and online coaching, as well as general counseling and money management advice.

England has a mixed and decentralized school governance structure, with municipal involvement in the running of at least some schools. Where municipalities are involved, they are expected to provide schools with support. This often takes the form of additional funding, provision of additional social services to the schools, and playing a broker role in the contracting of professional development or other specialized services from private providers of education services (companies or universities). Schools can, however, choose to contract educational services on their own and control their own budgets. In England, schools in which less than 30% of 15 and 16 year olds reach a minimum standard on secondary school exams are designated as “challenge schools.” These schools receive additional funding as well as a specialized advisor directly from the MOE. The MOE also contracts service providers to provide training directly to schools in instances where it is judged necessary for the successful introduction of a new program or initiative. In addition, all schools are provided with a School Improvement Partner (SIP – see Support Stories box at end of section).

### The Netherlands

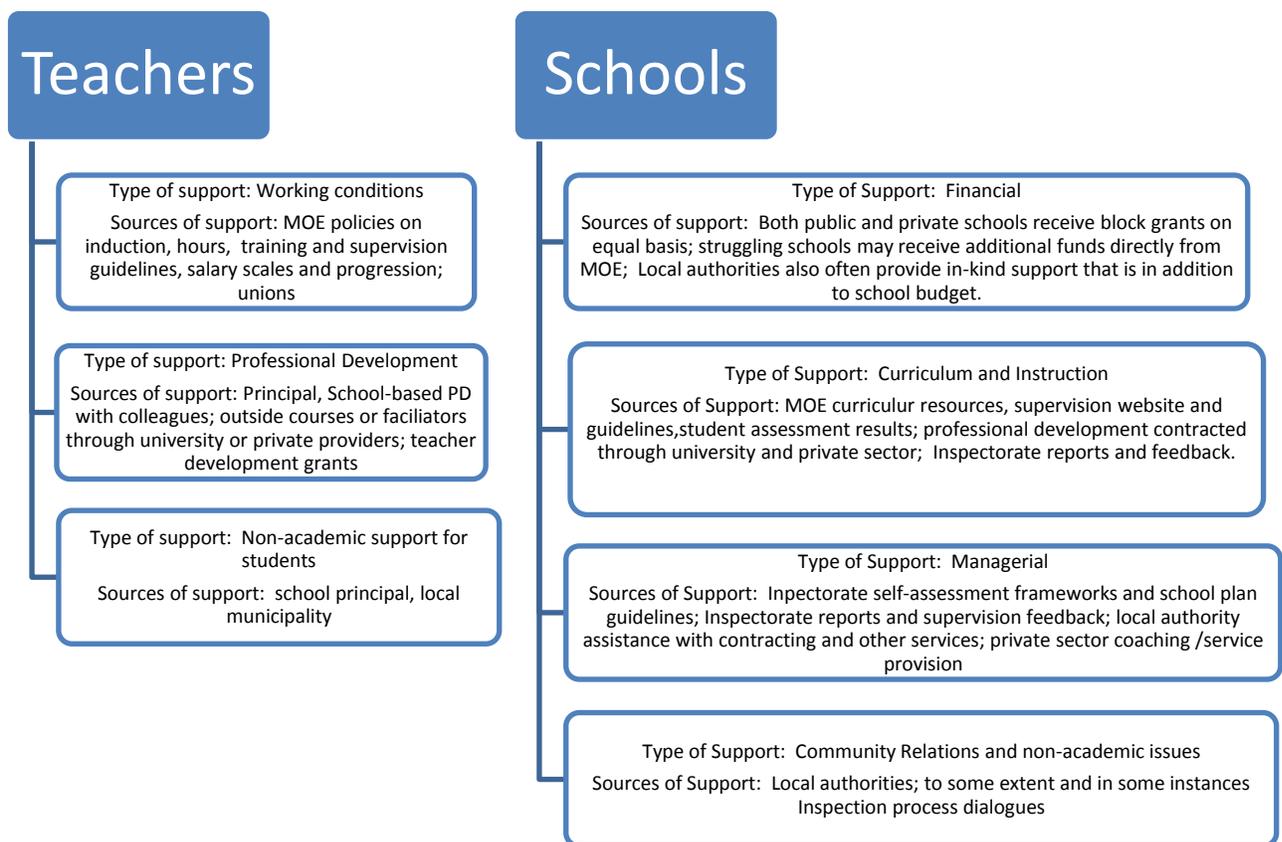
Following a world-wide trend toward more clinical training models for teachers, the Netherlands too has moved toward more school-based training of teachers, including in 2000, introducing the post of “trainee teacher” in which a teacher in the final year of pre-service training works in a school at reduced hours with a mentor, and in 2006, including additional teacher training funds in block grants to schools, in conjunction with guidelines for collaboration with universities and other degree-granting institutions. The theory behind these moves is that school based training will not only provide new teachers with better quality training but that it will also help foster a more supportive professional development culture within the schools. In support of increased in-school supervision of teachers, the MOE has developed a website and guide for new staff and supervisors.

Although the provision of education is completely decentralized, the MOE also retains some responsibility for setting policies with regard to salary scales and career progression (particularly at the primary level), and as of 2009 had committed to improving both in an effort to deal with forecast teacher shortages. Continuing professional development for teachers is the responsibility of individual schools, which pay for PD from their overall budget and at their

discretion. Normally, PD in the form of an outside course or facilitator will be contracted with a private provider of educational resources or a university. The MOE spent considerable funds in the 1970s and 80s to help develop this market. As of 2008, individual teachers could also apply to the Information Management Group of the MOE for a “teacher development grant.” This is a one-time per-person grant intended to allow for teachers to deepen their expertise.

Whether public or private, schools in the Netherlands are provided with autonomy over their budgets and are expected to contract out support services as needed. Again this is largely done with universities or the private market for educational services. As in England, municipalities are also expected to support schools through the provision of additional social services as well as occasionally playing a broker role in the contracting of specialized services. In the Netherlands, the Inspectorate also has the power to recommend that the MOE direct additional funds to a struggling school, and schools identified as having problems through external supervision receive more in-depth and frequent supervision visits until improvements are noted or schools are re-constituted or closed.

### Examples of Support Systems in the Netherlands

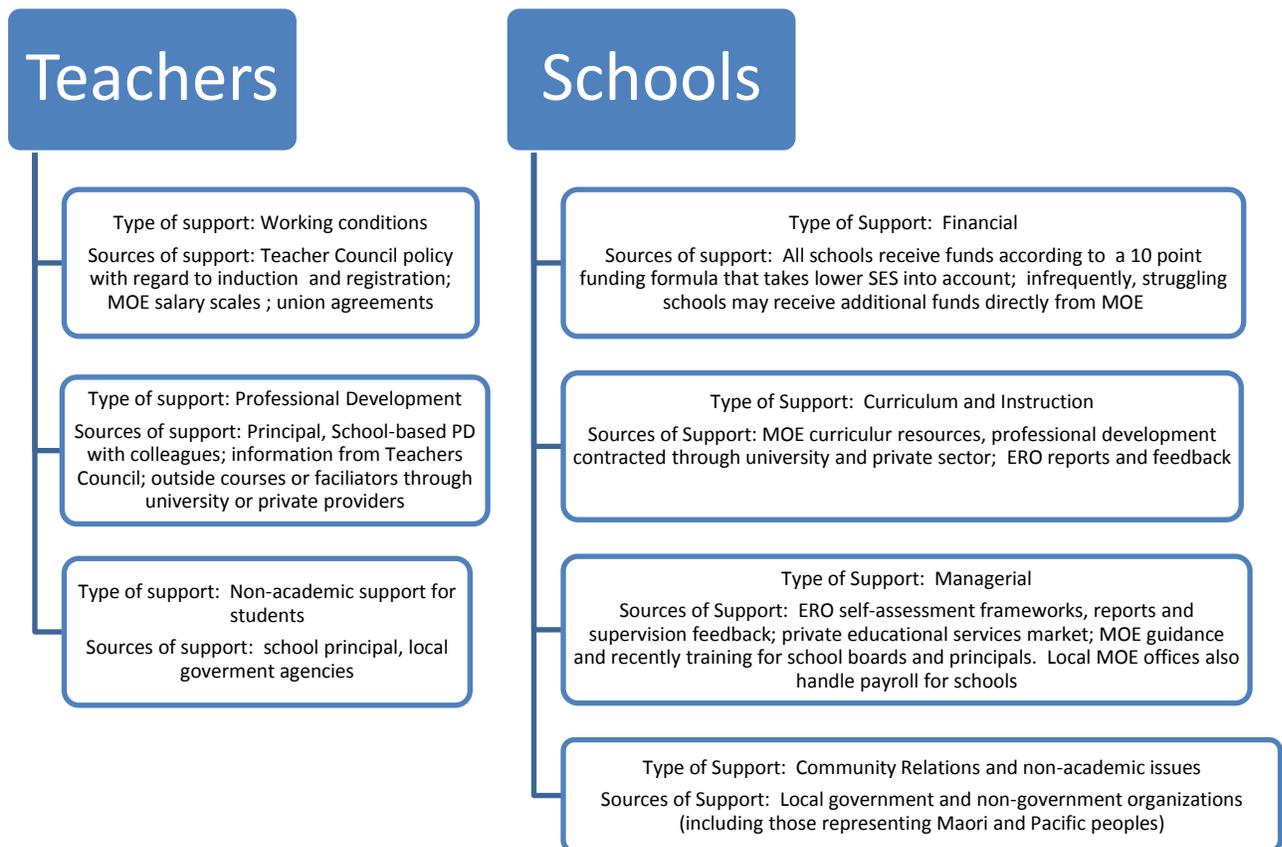


Source: Eurybase Netherlands report, interviews

## New Zealand

In New Zealand, support for teachers is largely provided through schools, the New Zealand Teachers' Council, and the private sector, although salary scales are still set centrally by the MOE through collective bargaining with unions. The Teachers Council is both the professional and regulatory body for primary and secondary school teachers – it is not a union. The Teachers Council authorizes pre-service and other training programs, and teachers receive their professional credentials (registration) through the Council. New teachers are required to participate in an Advice and Guidance induction system in order to receive registration. During this time they are assigned a “teacher tutor” who helps the new teacher develop skills. The Teachers council engages in research and other projects designed to support teachers. It also supports the maintenance of professional standards through competence and discipline proceedings. While the curriculum is set centrally by the MOE, provision of continuing professional development for teachers on that content is the responsibility of individual schools.

### **Examples of Support Systems in New Zealand**



Source: New Zealand MOE and ERO websites, interviews

Schools are highly autonomous in New Zealand, and it is essentially up to schools, principals and school boards to figure out where to go for help among a range of private providers of services, and pay for this help themselves through the regular school budget. While additional funds are only infrequently provided through central or local government to struggling schools, it is important to note that New Zealand's school financing formula takes into account preferential financing for lower socio-economic status (SES) schools. To the extent that worse school outcomes reflect greater economic difficulties of students, schools are given some means to compensate for that in contracting additional services or staff. Where an ERO report reveals problems at a school, that school will also be subject to additional ERO supervision and guidance until improvement is seen or more drastic measures are recommended to the MOE. In recent years, the MOE has also developed its website to provide information to school boards on a range of subjects (including management and curriculum) and also now provides some direct training and assistance on an as-needed and requested basis.

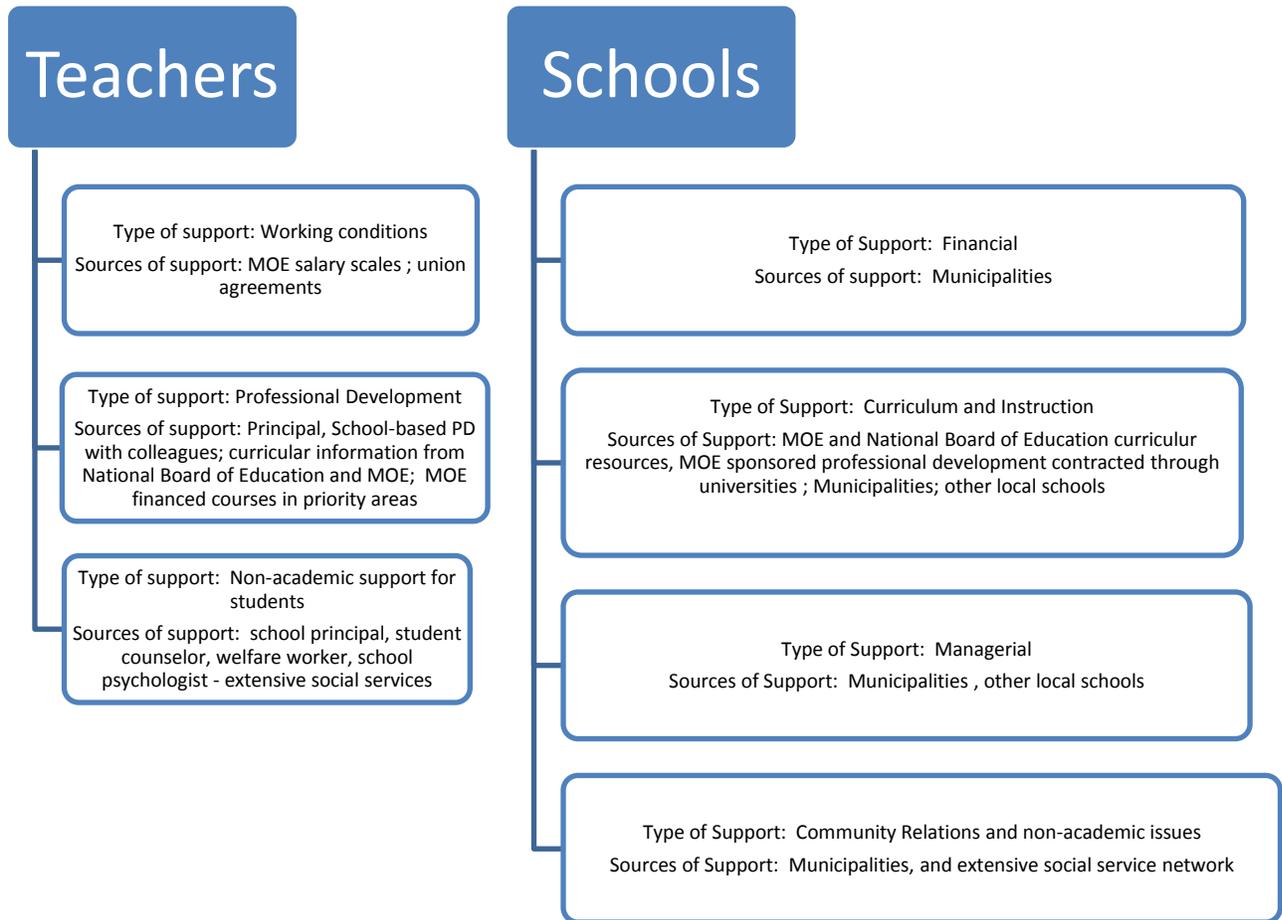
### Finland

Finnish teachers have among the highest pre-service qualifications in the world: all are required to have a Master's degree before being hired as a teacher (teachers of the first six year primary cycle have an MEd and those at higher levels have a Master's in their subject areas). Although the provision of education is decentralized to the municipal level, all teachers in Finland belong to the teachers' union and minimum salary scales are negotiated between the union and the MOE. Municipalities can augment these established salary scales within a certain range. Municipalities also have the freedom to select the teachers and principals for their schools, although basic teaching qualifications are defined centrally.

Once hired into a school, Finnish teachers are expected to rely first and foremost on their principal and colleagues for support. Finnish teachers commonly meet one afternoon a week to do instructional planning. While some municipalities and schools have new-teacher induction programs, others do not: there is no national policy on the issue. Special needs students are mainstreamed in Finland, and a teacher may request and receive a special needs assistant to help with one or more special needs students in the classroom. Teachers also generally have access to school-based student counselors, welfare workers, and psychologists to help with both non-academic issues and student choice of secondary schools. Connections between school and other social services are tight.

Core curriculum in Finland is set centrally by the National Board of Education, an independent body comprised of education experts which operates under an annual contract with the MOE. With regard to continuing professional development, collective contracts define the number of days teachers have a right to participate in professional development with full salary, although the teacher's principal and/or the municipality has the right to determine the type of professional development. Individual teachers seeking outside (non-school based) professional development beyond that defined by their contract must seek support (and funding) from their school and/or municipality. In consultation with the National Board of Education, the MOE organizes and finances a range of professional development opportunities in priority areas, which are generally delivered through state training centers and universities. These courses are generally free, although money for transportation and a per-diem are usually dependent on municipal or school level funding.

## Examples of Support Systems in Finland



Sources: Finland Eurybase report; interviews

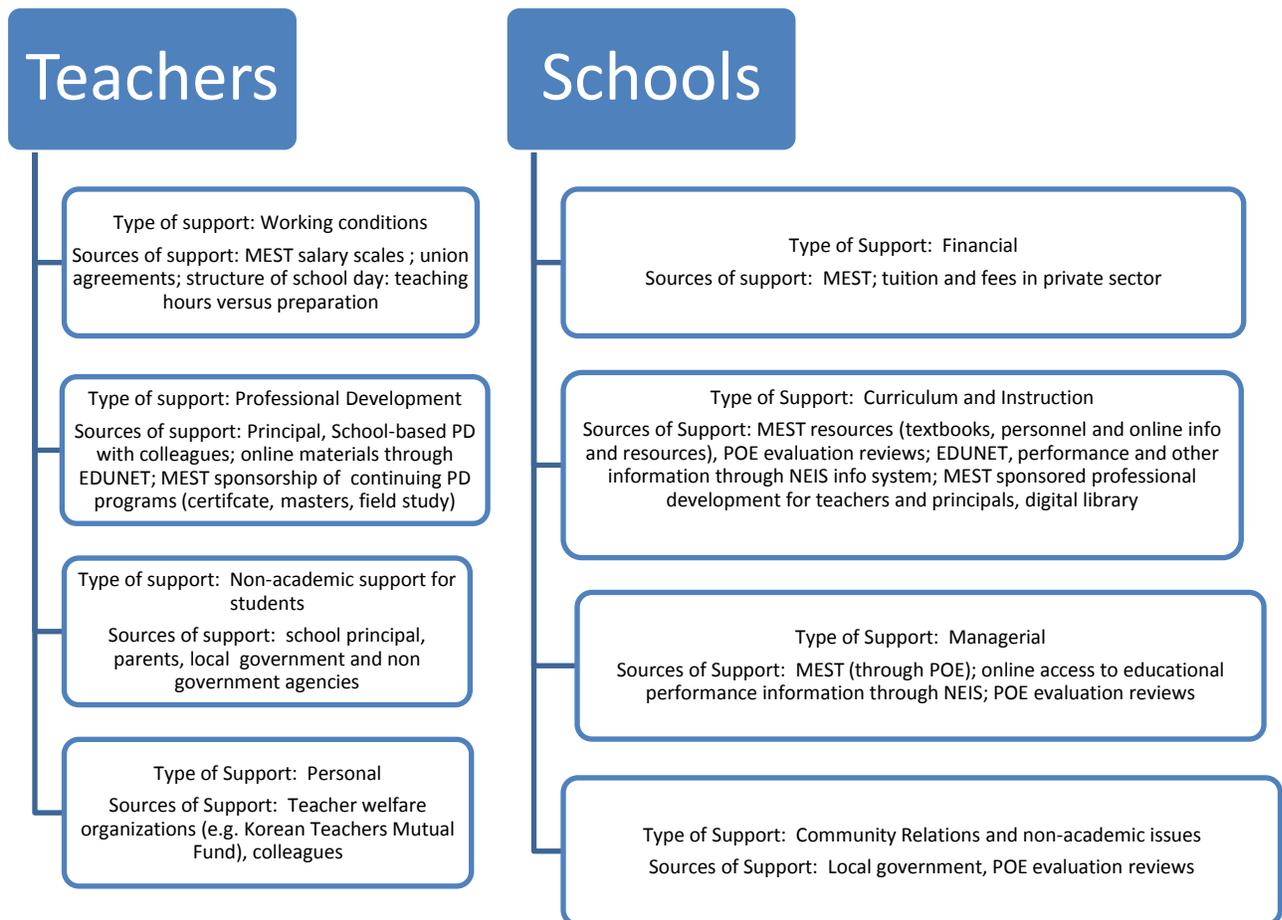
Although formally overseen by municipalities, Finnish schools in practice also have a high degree of autonomy. Schools will generally attempt to address any issues internally, but can and do turn to municipalities for various kinds of support, including financial, instructional and managerial support. Municipalities may also determine the need for providing certain services to schools based on their own mandated yearly assessments. The adequacy of municipal support is overseen in two ways: first, through state provincial office assessments of municipal provision of basic services, and, secondly, through national, sample based assessments of student learning, which may reveal regional discrepancies.<sup>3</sup> Schools within a single municipality will frequently band together to share resources, and there is also a history of collaboration among municipalities in educational provision.

<sup>3</sup> One of the extraordinary features about Finland's recent PISA results is how little discrepancy there appears to be in between-school performance, despite considerable geographic spread.

## Republic of Korea

Whether for teachers in the public or private system, qualifications for teachers at different levels as well as principals are determined centrally by the Ministry of Education, Science and Technology (MEST) in consultation with teacher unions. MEST also accredits all teacher training institutions, whether offering pre-service or continuing education to teachers. Teacher salaries are also negotiated centrally with unions, and salary scales apply to the private, as well as the public system. Teachers and principals in public schools are appointed by the Provincial Offices of Education (POEs), often in consultation with a local school board. Teachers and principals in private schools are hired at the discretion of the managing entity.

### Examples of Support Systems in the Republic of Korea



Sources: KERIS Website; Darling Hammond et. al 2009, interviews

Support for teachers takes a number of different forms. School is structured in Korea such that teachers have significant time for educational planning and lesson study with colleagues: only

about 35% of teachers' working time is spent teaching pupils.<sup>4</sup> Continuing professional development is also available to teachers in the form of certificate programs (a minimum of 30 hours), three year masters programs, and short term (4-8 weeks) field training overseas (often for foreign language teachers and other specialty areas), some of which is financed by MEST. Curriculum is set centrally by MEST, and both students and teachers also have online access to curricular and other instructional materials through EDUNET, which is maintained by the Korea Education Research Information Service (KERIS). Teacher welfare organizations, such as the Korean Teachers' Mutual Fund and the Korean Teachers Pension (which is Government sponsored) also provide benefits such as tuition loans.

### Three Support Stories

**School Improvement Partnerships in England:** As part of reforms introduced in 2004, Local Authorities in England are now required to appoint a school improvement partner, or SIP, for each school within their jurisdiction. SIPs are trained and accredited to work with schools as a "critical friend," offering help and advice but also challenging schools to improve. They are not formal supervisors, but skilled outsiders who can offer insight into both school management and instructional issues. In some cases, two schools may be paired, with one operating as a resource to the other. Local Authorities are required to pay for SIPs to work with schools at least 5 days a year; schools may contract the SIP for more time if desired.

**School Advisors in Finland:** During the 1970s and 80s, when Finland was in the midst of a series of educational reforms, the MOE employed a large network of "school advisors" to help schools and teachers incorporate reforms. These were not inspectors, nor did they work for the Inspectorate – they were skilled teachers trained to act as coaches to teachers and principals. As the reforms became more entrenched, the teaching force increasingly professionalized, and municipalities assumed an increased role in school provision and supervision, this function gradually fell away. The support function has been largely assumed by municipalities, while at the same time, teachers and principals now have the skills and authority to address many school issues and needs (particularly instructional ones) themselves.

**Visiting Teachers in New Zealand:** Before New Zealand's education reforms of the late 1980s, the provincial level of government both ran the Inspectorate, and employed a cadre of "visiting teachers" who were not inspectors, but rather "go to" people for principals and teachers in terms of advice and locating support of various kinds. This position was eliminated in the wave of reforms that did away with the provincial level of government and the old Inspectorate. Newly constituted school boards were often completely at sea as to where to find help. Over time, a robust private market for educational services arose, but as in all markets, quality varies and not all schools are smart consumers. The former head of the ERO in New Zealand stated that if there was one element of the eliminated provincial education layer that in retrospect it might have been worth keeping, it was the role of the "visiting teacher" – a non-evaluative, impartial, hand-holding, counselor and finder-of-resources that schools relied upon and miss, even today.

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<sup>4</sup> Darling-Hammond, L, Chung Wei, R. Andree, A. Richardson, N. and Orphanos, S. *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. Washington, D.C. National Staff Development Council, 2009.

Both public and private schools receive support through MEST. Struggling schools generally receive additional financial help, and many in the rural areas also receive access to additional on-line resources designed by MEST for teacher and student e-learning support. Schools demonstrating difficulties may also receive extra instructional and managerial attention from POE offices. All school managers as well as POEs have access to the National Education Information System data base (NEIS), which is also maintained by KERIS, and can use this information to gauge performance strengths and weaknesses. All schools also have access to a Digital Library Support system, which supplements traditional school libraries.

### **What is the connection between supervision and support?**

For Teachers: For teachers, the connection between supervision and support is again highly dependent on the skills of the principal or designated supervisor, as well as the resources the school has at hand. Ideally, the supervision feedback should be relevant and helpful and there should be associated follow-up. While this is clearly not the case in all schools in all five countries examined, a close connection between supervision and support for teachers would be something an external supervisor in these countries would look for.

For Schools: In all five of the countries examined, supervision is intended and designed to be helpful to schools. How useful outside supervision reports are to schools depends largely on first, the honesty and reliability of baseline information, and second, the background, knowledge, skills and experience of the staff doing the outside evaluation. If schools doctor data and/or set up a lot of window dressing in advance of an outside supervision visit, it is likely that any report based on that visit will be useless. Similarly, if the staff responsible for the outside supervision is not perceived as knowledgeable and competent, the conclusions and advice contained in the supervision report are likely to be disregarded.

The five countries examined vary with regard to the institutional arrangements for supervision but also the institutional connections between supervision and support. In Finland and Korea, schools are supervised by the same entity largely responsible for running them (municipalities in the case of Finland and the MOE in the case of Korea). These entities are also involved in the provision of support to schools based on needs identified as part of the supervision process. The institutional connection between supervision and support could thus be described as “tight.”

The three other countries examined – England, the Netherlands and New Zealand – have chosen to separate the functions of educational provision and outside supervision through the use of independent, national agencies charged with the oversight of schools. While each of these agencies (OFSTED, the Netherlands Education Inspectorate, and the ERO) provides support to schools through analysis and advice contained in supervision reports, none provides more direct help, except in the form of more frequent supervision and the guidance contained. In both England and the Netherlands, findings from a supervision report may prompt or obligate local or central government involvement in providing additional support to schools. In New Zealand, while the ERO may suggest that the MOE take action with regard to a particular school, on the whole, schools are expected to figure things out on their own and purchase help from the private educational market as needed. The institutional relationship between supervision and support in

New Zealand could thus be described as being fairly “loose,” with England and the Netherlands falling somewhere in between.<sup>5</sup>

### **Institutional connections between supervision and support**



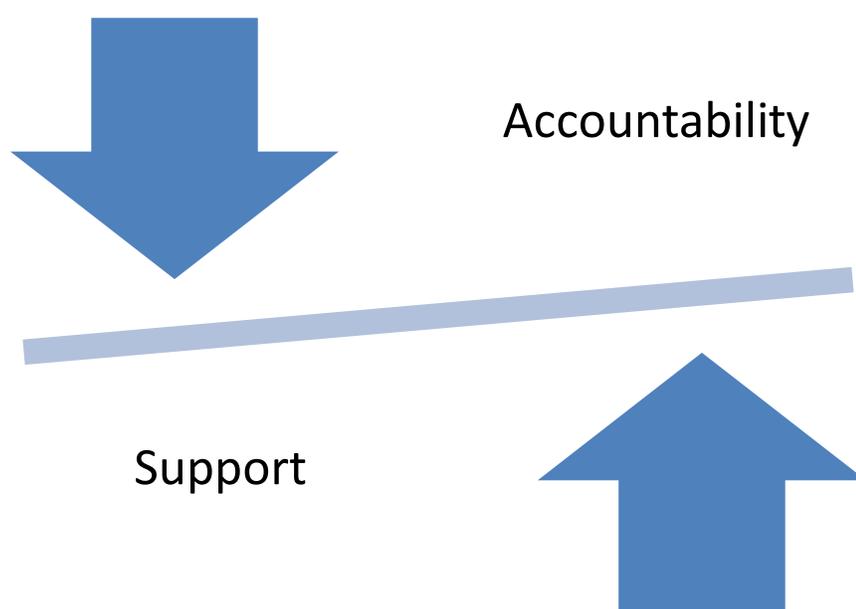
### **Conclusion: From Inspection to Supervision, Balancing Accountability and Support**

As defined at the beginning of this note, “inspection” is primarily focused on issues of compliance with rules and regulations, while “supervision” uses information from evaluation and inspection to direct, guide and to some degree, support. With the exception of Korea, which never had a formal inspection system, all the countries examined in this note have engaged on a journey from “inspecting” education to “supervising” it. Over the course of this journey, countries have generally shifted attention away from the more bureaucratic issues associated with running schools towards improving educational outcomes for students. Moreover, they have sought ways to encourage schools, principals and teachers to do the same.

Two primary levers in this shift toward improving student outcomes are accountability and support. As discussed above, the lines fall differently in each system. In Finland, for example, there is a clear emphasis on support, whereas in England, OFSTED reports have a strong element of holding schools accountable for results. That said, recent reforms within OFSTED have attempted to shift the agency away from a rather punitive image towards supporting schools, including in offering increasingly specific advice on where and how they could improve. Both ERO and the Netherlands Inspectorate have also shifted their operations in recent years to be more effective in supporting efforts to improve teaching and learning in schools. Both also liaise with their respective MOEs in making recommendations for additional school support. While still focused on school improvement, the Republic of Korea, by contrast, has made moves over

<sup>5 5</sup> Things have shifted in the last decade in New Zealand also in this regard, with ERO offering additional and extended guidance to schools in difficulties -- in other words, more support. The lines between ERO and MOE have blurred a bit in this respect.

the last decade to increase the formal accountability of schools and teachers. While the experience of each country is culturally and historically unique, no system is without elements of both accountability and support. Countries have realized that insisting on accountability without offering support is unfair, while support without accountability can be unwise.



As discussed during the workshop, there are a number of key issues in the provision of effective supervision and support that deserve consideration as Poland continues to weigh options regarding its own supervision and support arrangements. These include the issues of where to locate supervision and support institutionally, whether to keep these functions institutionally distinct or not, how to balance accountability and support, particularly given the need for accurate information, additional financial resources, and skilled human resources, and how to ensure the perceived legitimacy of the system. These issues are discussed further below:

1. The first issue is that of the level at which to locate external supervision functions as well as support to schools. Of the five countries examined, only Finland has allocated external supervision functions to the level of local government: in the other four, external supervision is done by a national entity with some additional local oversight where localities are involved in educational provision. In no case is the regional or provincial level of government involved in supervision – this is not to say that there is no well-performing country where this is the case, but it is not the case in the countries examined here. In fact, both Finland and New Zealand chose to abolish a provincially-based inspectorate. Similarly, what types of support are to be provided at what level and through what mechanisms and/or institutions also needs to be clearly thought through. It was clear from the workshop discussion that the Polish Ministry of Education has been wrestling with these questions.

2. Second is the issue of independence and institutional separation between educational provision, supervision, and support. As discussed above, the countries in our sample have made different choices in this regard.
3. Third is the issue already raised of how to balance accountability and support. This issue also implies certain pre-conditions: it is not possible to hold anyone accountable without accurate information, and support implies resources of various kinds, but particularly financial and institutional. These pre-conditions are sufficiently crucial as to merit independent consideration.
4. With regard to the availability and accuracy of information, it is important to be clear about what information is currently available to different actors in the system, as well as its accuracy and current use. It may then be necessary to sketch out a vision of what an ideal situation would look like, and a long term plan to get there. What criteria and information should schools be using in doing self assessments? Do they commonly have this in a usable format? And should an external supervision agency be looking at the same information? What information and criteria will be used to determine whether support to a school is needed, and who will make that determination? What weight is given to an individual teacher or school's professional judgment, versus some independent criteria (such as student performance on national tests)? Will school assessments be made public, or not? In all the countries considered in this note with the exception of Finland, a central agency (an inspectorate or MOE) uses student performance on standardized tests as one measure of school performance. In England, both schools and OFSTED have access to and are required to use the same data base in making judgments about school performance.
5. While the issue of finding sufficient financial resources for education reform is a perennial one for most countries, the question of institutional capacity is usually far more challenging. Always, anywhere, a system is only as good as its people, from the school level on up. One of the primary underpinnings to the whole Finnish education system were the very heavy investments made in teacher training and increased teacher qualifications in the 1970s and 80s. It would be difficult to imagine the current Finnish supervision arrangements working were it not for the very high professional caliber of its teachers. Again, the issue of teacher and principal qualifications, training and recruitment are beyond the scope of this note, but it is crucial to remember that these areas are an important piece of the school improvement puzzle, and that they often go hand in hand with supervision decisions. A greater reliance on school self-assessment for supervision, for example, only makes sense if school principals and teachers generally have the training, capacity, and access to information to do the analysis necessary. These skills and conditions can of course be developed over time, and have been in several of the countries examined.

Moreover, shifts in institutional emphasis and culture also can be complicated by capacity issues. For example, when New Zealand abolished the provincial inspectorate and established the ERO, over half of the old inspectorate staff declined to re-apply to the new agency, and many that did re-join subsequently left, being unable to adjust to the

new direction and guidelines. It took some time for the ERO to figure out the staff profile and organizational model that worked with the new mandate, and staff up accordingly. While the ERO was legally established in 1989, the first school inspections were not carried out until 1992 and school quality evaluations did not begin until 1993. Shifts in direction within OFSTED have not provoked mass departures of staff, but bringing staff used to doing things one way around to doing things differently has had its challenges. Before taking on full responsibility for school supervision, municipalities in Finland had some local expertise to draw on in the form of regionally and locally based “school advisors,” (see Support Stories box above) who counseled schools in the implementation of reforms. Without access to that expertise, the decentralization of supervision to the municipal level could have been more problematic. The Netherlands has invested considerable time, thought and resources into the training of its own Inspectorate staff. The Netherlands Inspectorate has also played an active role in training inspectorate staff internationally – something that may be of interest to Poland in future.

6. Finally, there is the issue of the perceived legitimacy of the system of supervision and support itself, including the supervision process, findings, responses to findings, and the profile and skills of both supervisors and providers of support. The question of legitimacy is woven through several of the other key areas for consideration already discussed. So, as indicated above, a system that requires accountability but offers no support is likely to be perceived as unfair. Similarly, an assessment based on information that a school knows to be inaccurate or unreliable will be disregarded and seen as illegitimate. The profile of individual supervisors and providers of support is also fundamental in this regard: An experienced principal is unlikely to heed the opinion either of an evaluator or a coach who is perceived as inexperienced, arrogant, uninformed, or in the worst case, corrupt. It is also worth keeping in mind that a broad consultation process as part of the development of any new system of supervision and support often goes a long way towards contributing to perceived legitimacy down the line.

## ANNEX: Additional Resources

### Supervision and Self Assessment Guidelines/Supervision/Inspection Reports

For England: <http://www.ofsted.gov.uk/> (home website), self assessment form can be found at:

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Self-evaluation-and-the-SEF> Note that you can also access the RAISE data base from this page.

For New Zealand: <http://www.ero.govt.nz/ero/publishing.nsf/Content/Home+Page> (ERO home page – can also access examples of school reports) For review process for schools, framework for reviews and indicators, see:

<http://www.ero.govt.nz/ero/publishing.nsf/Content/Review%20Process%20-%20Schools>

ERO leaflet that is provided to schools is available at:

<http://ero.govt.nz/ero/publishing.nsf/Content/Education%20Reviews%20in%20Schools>

Scotland's framework for inspection/evaluation:

<http://www.hmie.gov.uk/documents/publication/hgiosjte3.html>. This framework ("How Good is Our School?") is used not only by Her Majesty's Inspectorate of Education for external evaluations, but also by schools themselves to produce the self-evaluation report.

## Selected Country Statistics

### England (UK)

Population: 51.4 million (Office of National Statistics, UK 2008 – just England)

GDP per capita (UK): \$35,445 (2008 World Bank)

Enrollment 2007/08 (publicly financed): Primary 4,981,900; Secondary: 3,953,400

Number of Primary Schools: 17,205 (not including special schools)

Number of Secondary Schools: 3,383 (not including special schools)

Special schools: 993 public, 72 private

Private Schools: 2,329

### Finland

Population: 5.3 million (2008), 84.3% in urban areas

GDP per capita: \$35,426 (2008 World Bank)

Enrollment 2007: Comprehensive: 570,689; General Upper Secondary: 115,253; Vocational: 62,186

Number of Comprehensive Basic Education Schools: 3,226 (2007)

Number of General Upper Secondary Schools: 443 (2007)

Number of Vocational Secondary Schools: 259 (2007)

Public/Private provision: 2% private provision for comprehensive level (but most under public financing and supervision)

### The Netherlands

Population: 16.5 million (2009) population density of 486 per km

GDP per capita: \$40,850 (2008 World Bank)

Enrollment 2008: Primary education: 1,663,700 Secondary overall: 934,300; Vocational: 511,200

Number of Primary Schools: 7,534 (2008)

Number of Secondary Schools: 647 (2008)

Number of Vocational Secondary Schools: 60 (2008)

Public/Private provision: 70% private

### New Zealand

Population: 4,268,600 (2008 World Bank)

GDP per capita: \$27,027 (2008 World Bank)

Enrollment 2008: Primary (years 1-8): 476,747 (2009) Secondary (years 9-15): 284,112

Number of Primary Schools: 2,027 (2009)

Number of Secondary Schools: 336 (2009)

Number of Composite schools: 150 (2009))

Public/Private provision: State schools 77%, State-integrated schools 20%, private independent schools 3% 2009

### Republic of Korea

Population: 48,607 million (World Bank 2008)

GDP per capita: \$19,115 (2008 World Bank)

Enrollment 2007: Primary: 3,829,988 Middle: 2,063,159 High(general): 1,347,363 Vocational: 494,011

Special: 23,147, Kindergarten: 541,550

Kindergartens: 8,294

Number of Primary Schools: 5,757 (2007)

Number of Middle Schools: 3,044 (2007)

Number of General High schools: 1,457 Vocational: 702 (2007)

Number of Special schools: 144 (2007)

Public/Private provision: Private is about 30%; more than 35% of secondary schools are private.

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*Chile: Institutional Design for Effective Education Quality Assurance*. World Bank, 2007. At: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:21911233~isCURL:Y~menuPK:5495844~pagePK:148956~piPK:216618~theSitePK:282386,00.html> (compares institutional arrangements in a number of high performing countries, including several covered in this note).

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For more on schools causing concern and support available:

[www.standards.Dfes.gov.uk/sle/sl/SCC](http://www.standards.Dfes.gov.uk/sle/sl/SCC)

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### **Background Information on New Zealand:**

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<http://www.teacherscouncil.govt.nz/registration/faq/provisional.stm> (for information on teacher registration and induction)

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### **Background Information on Republic of Korea**

(Note: It has been difficult to find good, concise and current policy pieces on Korean primary and secondary education in English –Mr. Seong Geun Bae has kindly agreed to investigate whether KEDI in particular has any information on the teacher evaluation system in English)

Ministry of Education, Science and Technology website: <http://english.mest.go.kr/>

Korean Educational Development Institute (KEDI) At:  
[http://eng.kedi.re.kr/01\\_about/message.php](http://eng.kedi.re.kr/01_about/message.php)

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Gwang Jo, Kim: (2008) Education Reform in Korea: Towards a System of Lifelong Learning.  
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