EDUCATION & SKILLS

The importance of monitoring the quality of education in ensuring the quality of education

An international perspective

Marco Kools
OECD Directorate for Education and Skills

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OECD
BETTER POLICIES FOR BETTER LIVES

OECD's work on education quality monitoring

Evaluation & Assessment Reviews

Education Policy Reviews & Skills Strategy

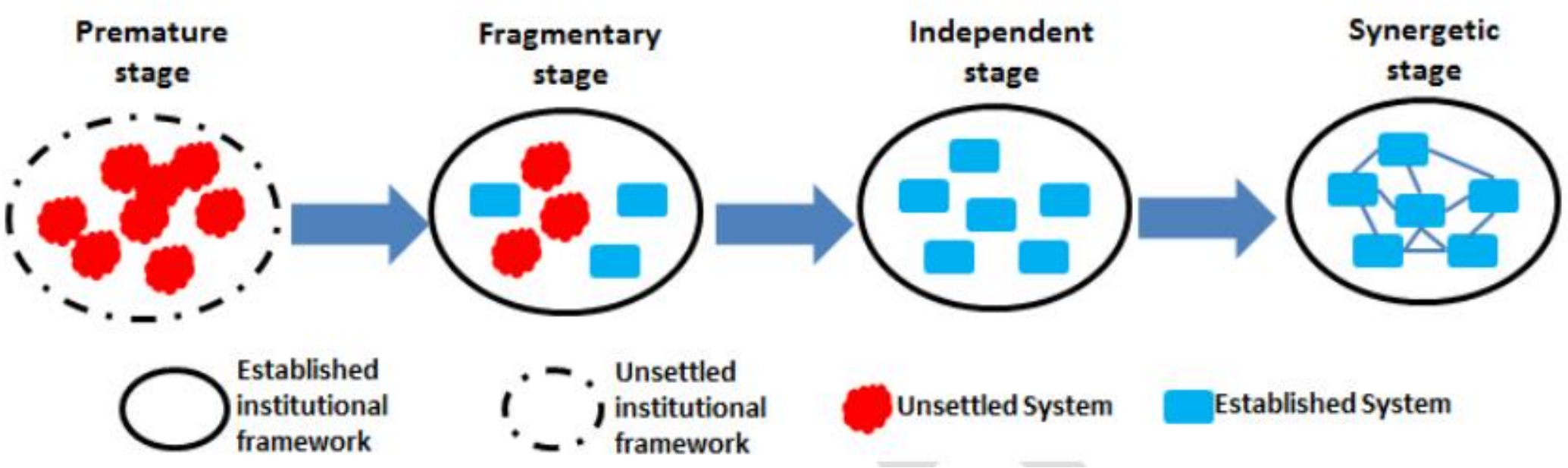
Implementation Support

Developing an education quality monitoring system

- Some countries do/did not have an overall framework for education system monitoring and evaluation
- In many countries, education quality monitoring was/is not part of a coherent legal framework. Rather a suite of different elements in the legal framework has gradually been built up and has strengthened the role of different types of assessments and evaluations.
- Many countries lack(ed) an overall strategic approach with weak links to strategic and operational planning

→ An area for improvement in several OECD countries in recent years

Moving towards a quality education monitoring system



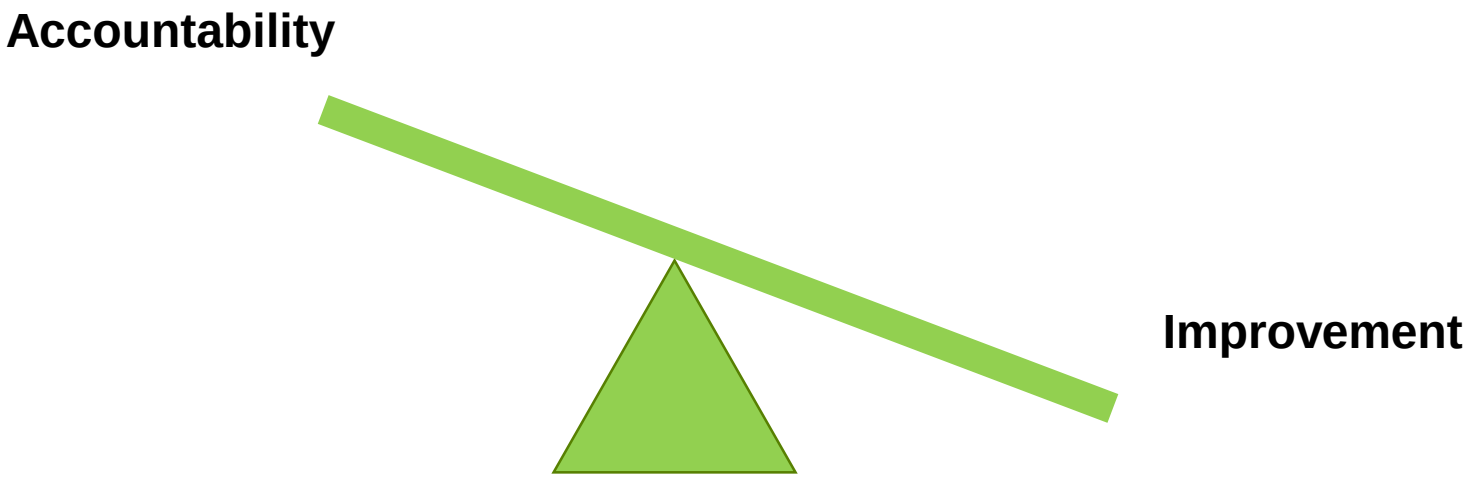
Source: UNESCO (2016), Designing effective monitoring and evaluation of education systems for 2030: A global synthesis of policies and practices

Developing an education quality monitoring system

- Development of an integrated monitoring and evaluation framework/system
  - focus on key educational goals and student learning (i.e. 21st century curricula)
  - Articulation of processes and responsibilities
    - Different components of the framework
    - Different levels of the system -> multi-level governance

- (re)Balancing accountability and improvement functions -> emphasis on improvement
  - Monitoring & evaluation → strategic planning & organizational learning

Why do we evaluate?



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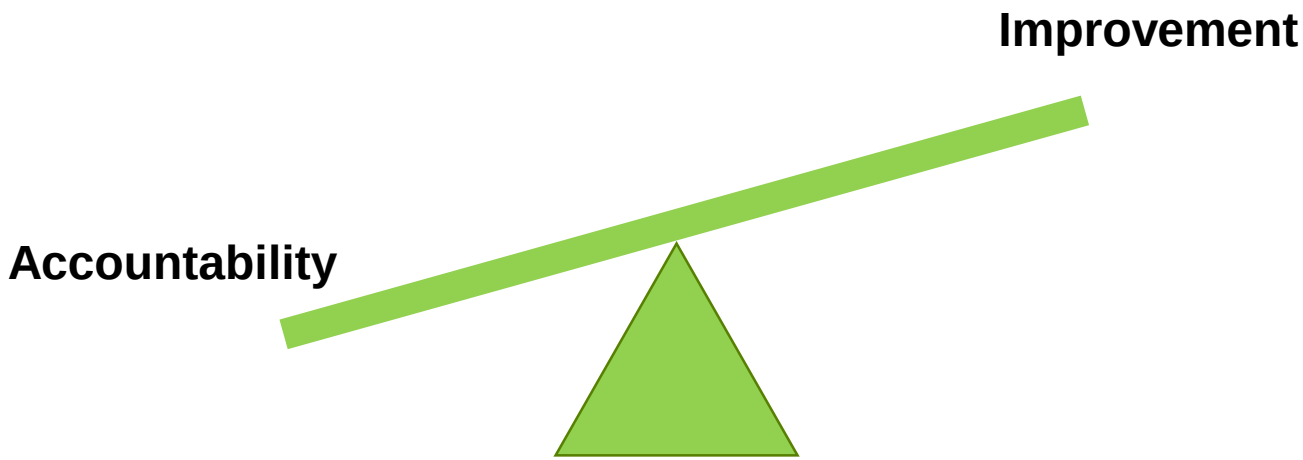
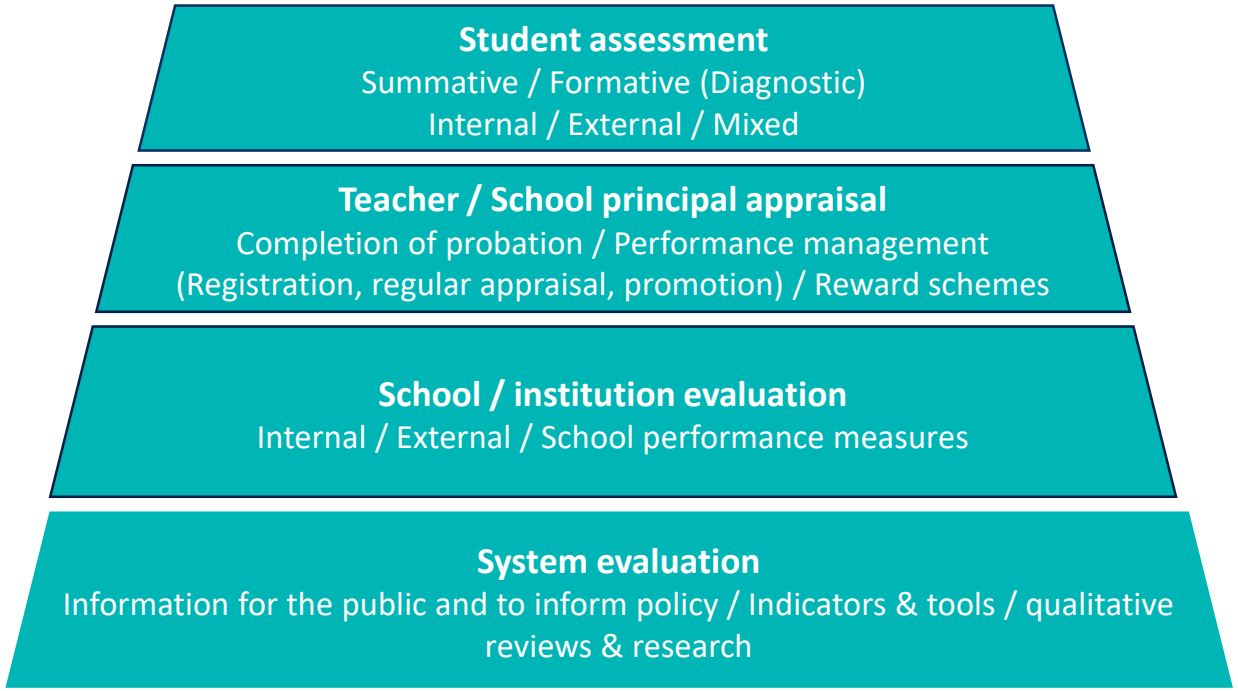


Developing an education quality monitoring system – for improvement

Key components of evaluation & assessment



Key questions

***Why* do we evaluate?**
Purpose and use of results

***What* and *how* do we evaluate?**
Scope (inputs, process & outcomes) and procedures

***Who* is involved?**
Governance and capacity

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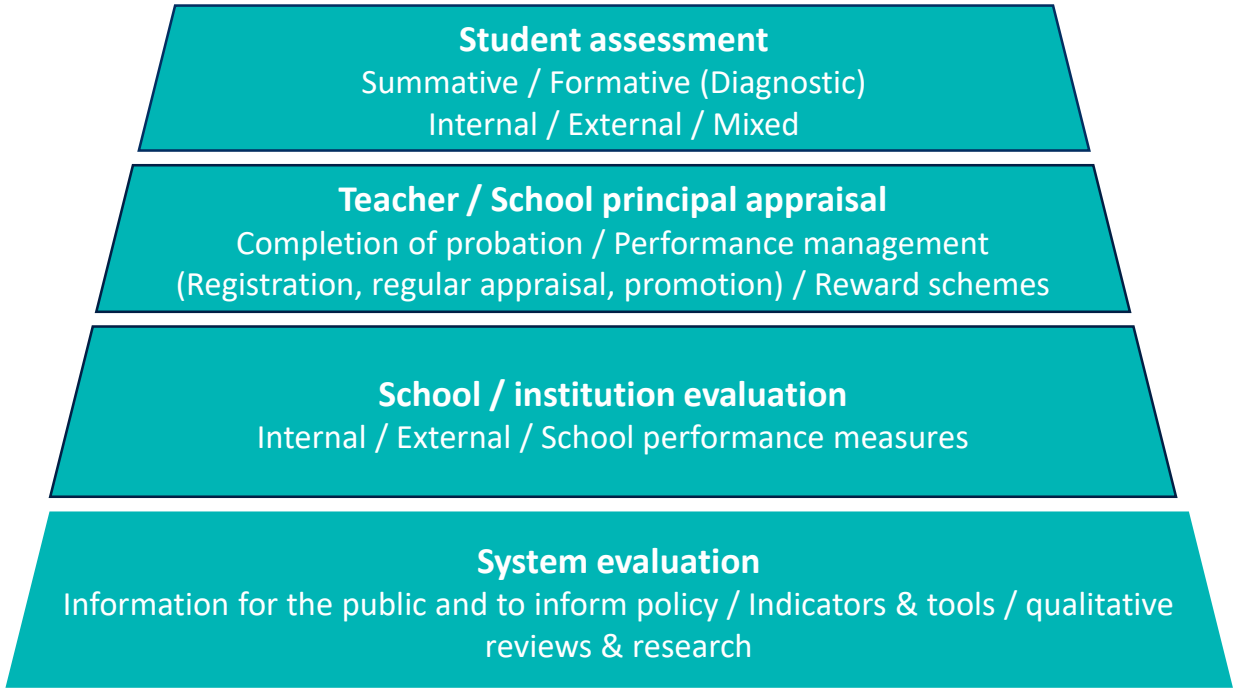

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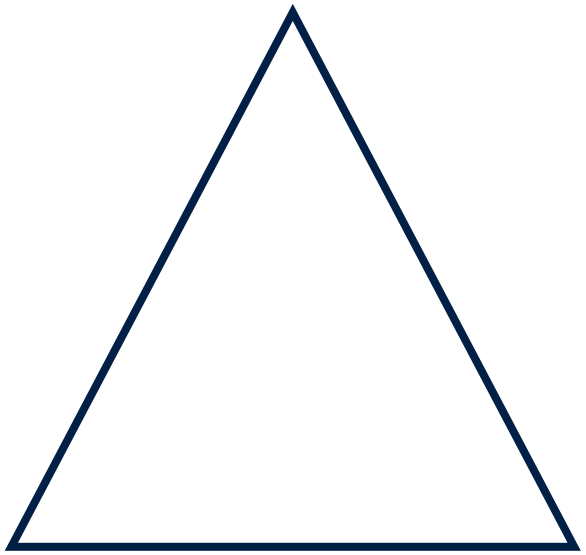
Developing an education quality monitoring system – for improvement

Defining Quality

What is quality ….?



Improving Quality

Evidence-informed actions
How & who is responsible?
– process & responsibilities

Measuring Quality

How do we measure? - process
Who is responsible? - responsibilities

Developing an education quality monitoring system – for improvement

Defining Quality

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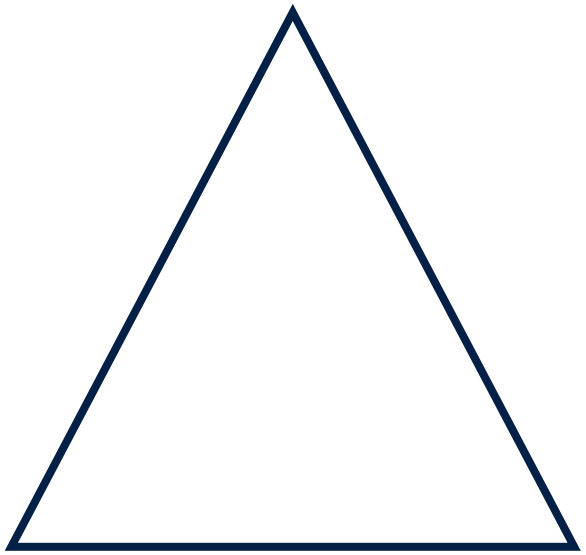

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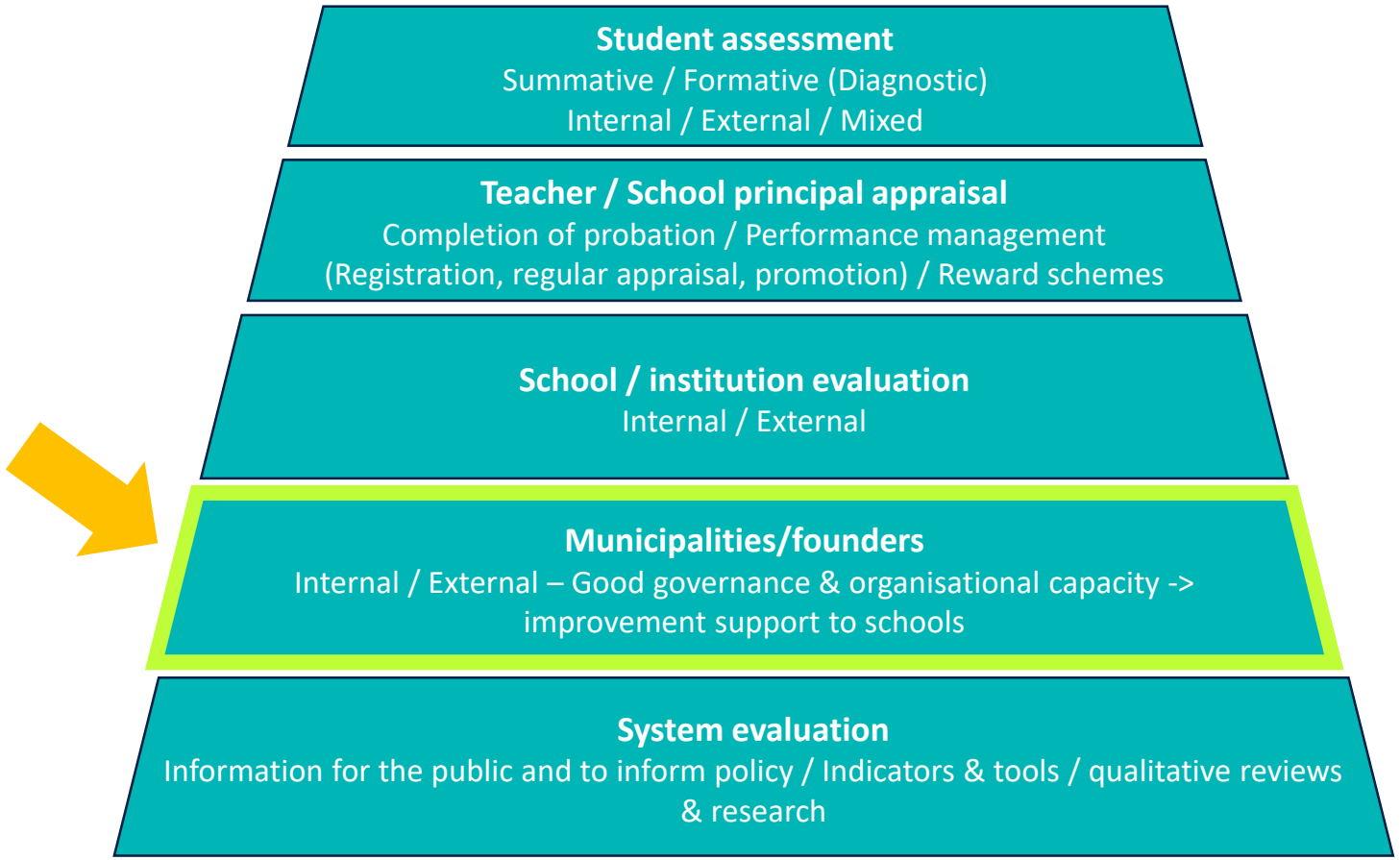

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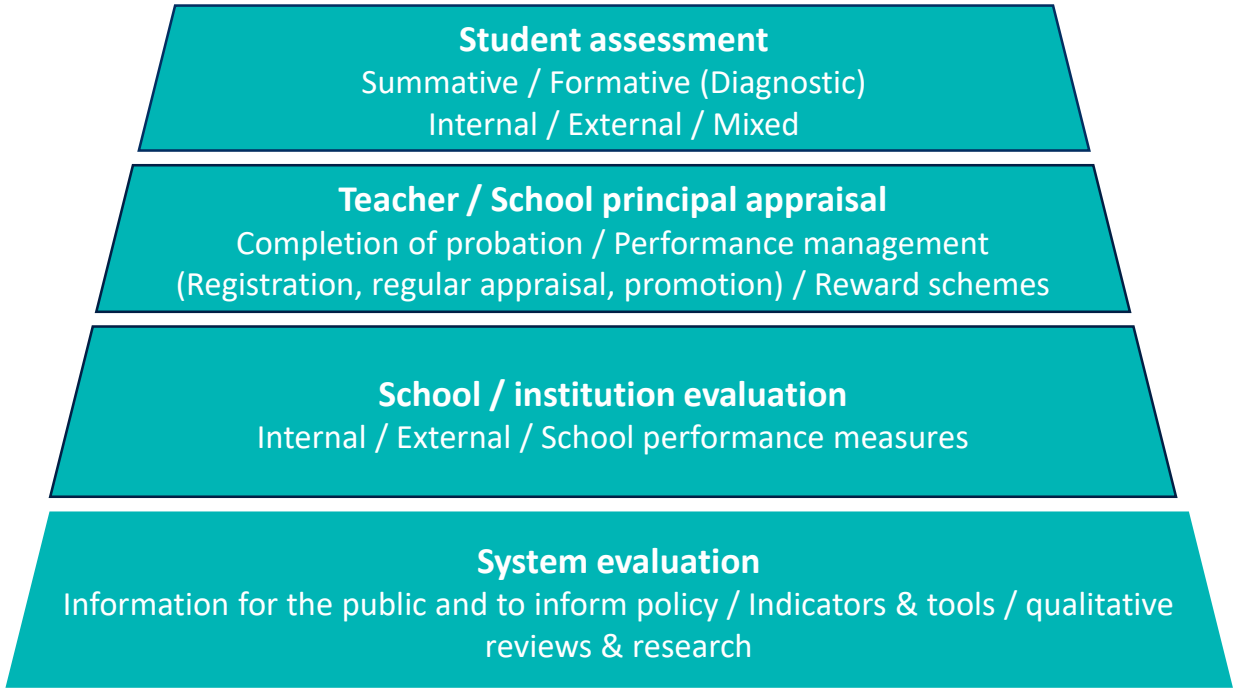

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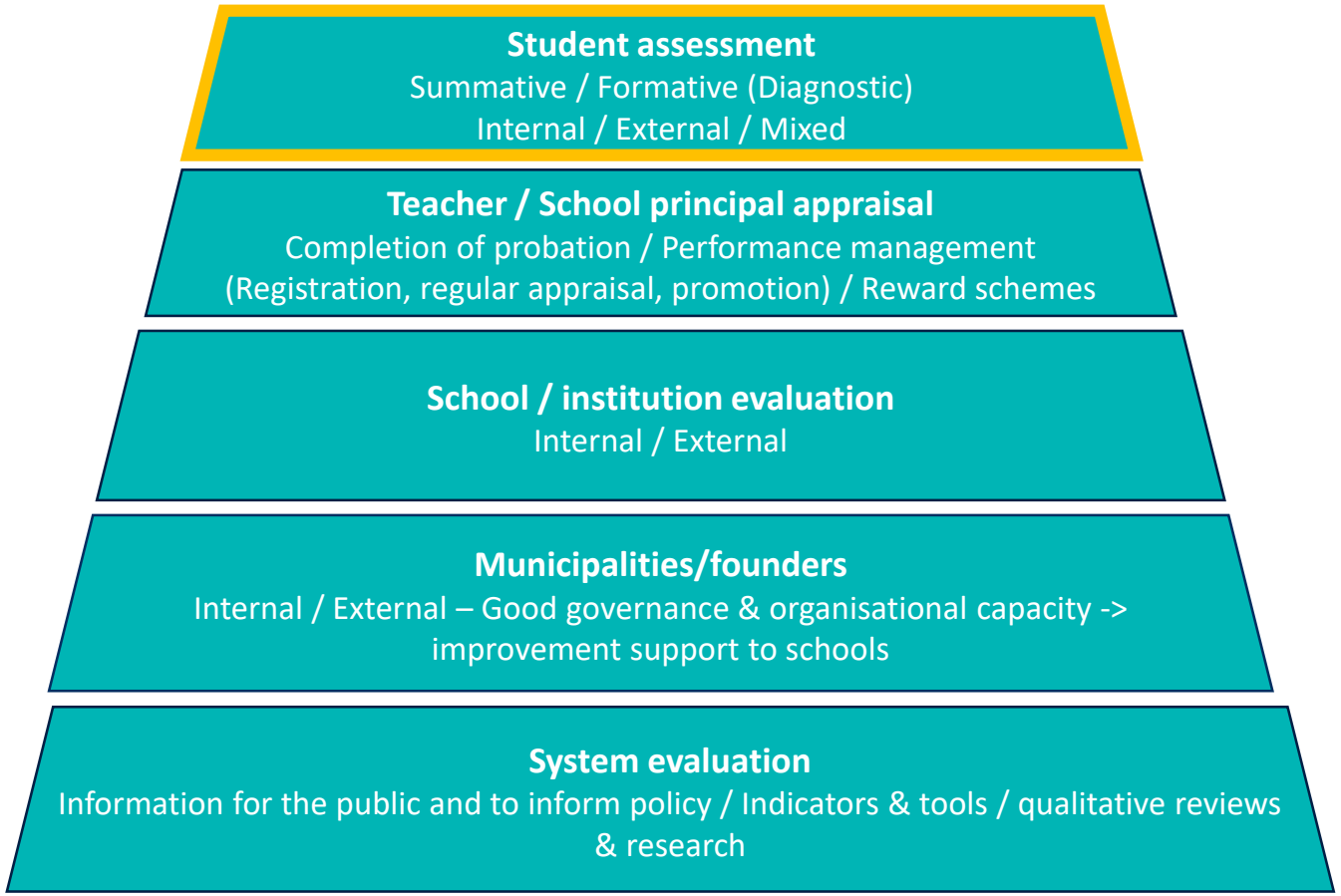

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Student assessment

- Research evidence on the benefits of using student assessment results to inform teaching and learning has increased policy attention to formative assessment
- Majority of systems have central policy frameworks for formative assessment in place
- Resolving tensions between summative and formative assessments
- Summative assessment and reporting remain important at key stages of schooling in all countries
  - Online testing and/or adaptive tests
- A move towards 21st century curricula and efforts to better align assessments

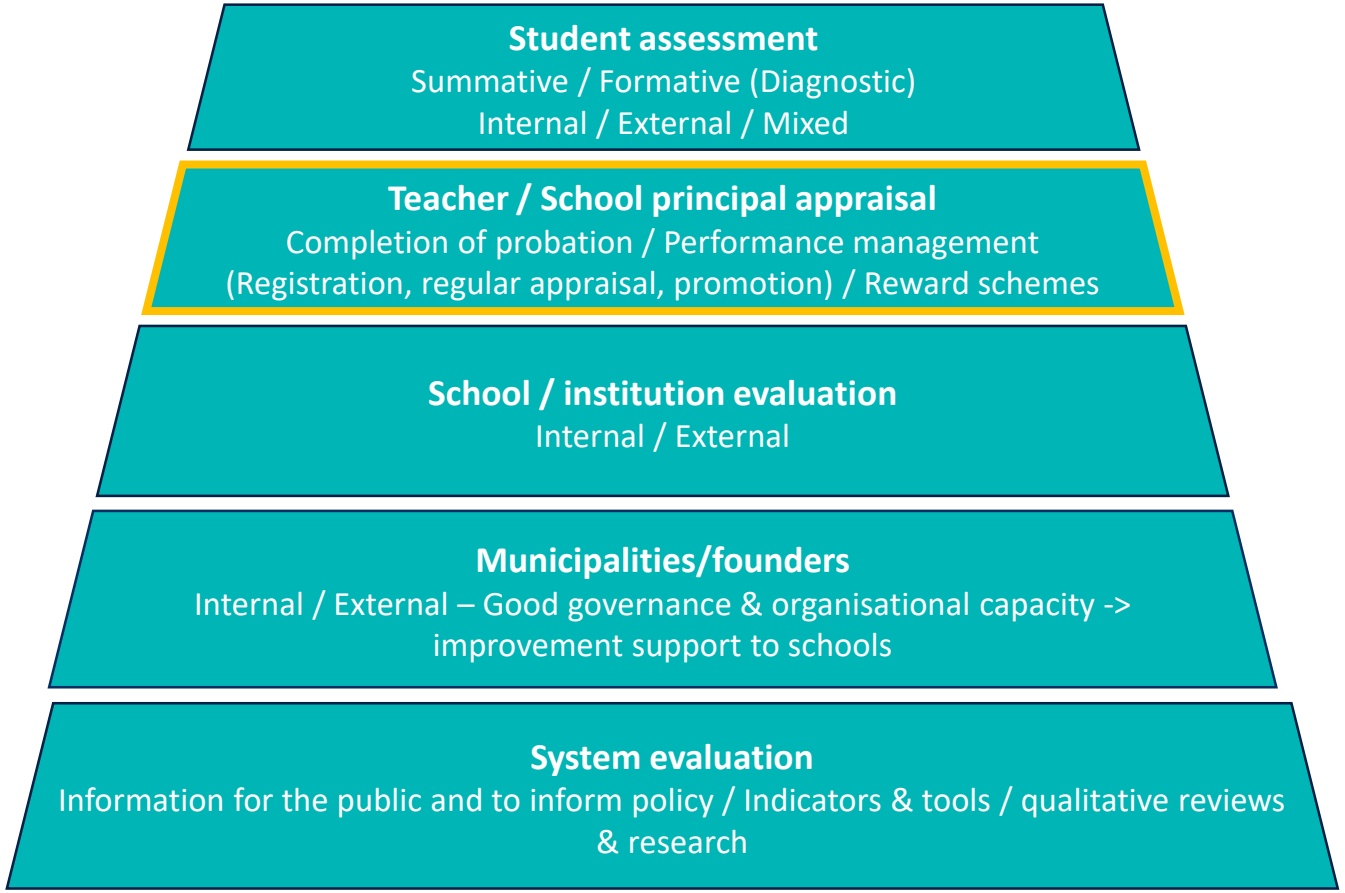
Source: OECD Education 2030 project

Student assessment

- 21st century curricula and assessments provide further impetus for continuous professional development
  - Pedagogical skills: differentiated teaching, inquiry-based methods, etc.
  - Power of ICTs for sharing of knowledge and skills, and teaching and assessment resources i.e. effective/good practices & “what works” -> online Resource Hubs (e.g. Netherlands, Wales, New South Wales)
  - Increasing policy attention for getting an insight into “pedagogical knowledge” and actual “pedagogical practice”

Developing an education quality monitoring system – for improvement

Key components of evaluation & assessment



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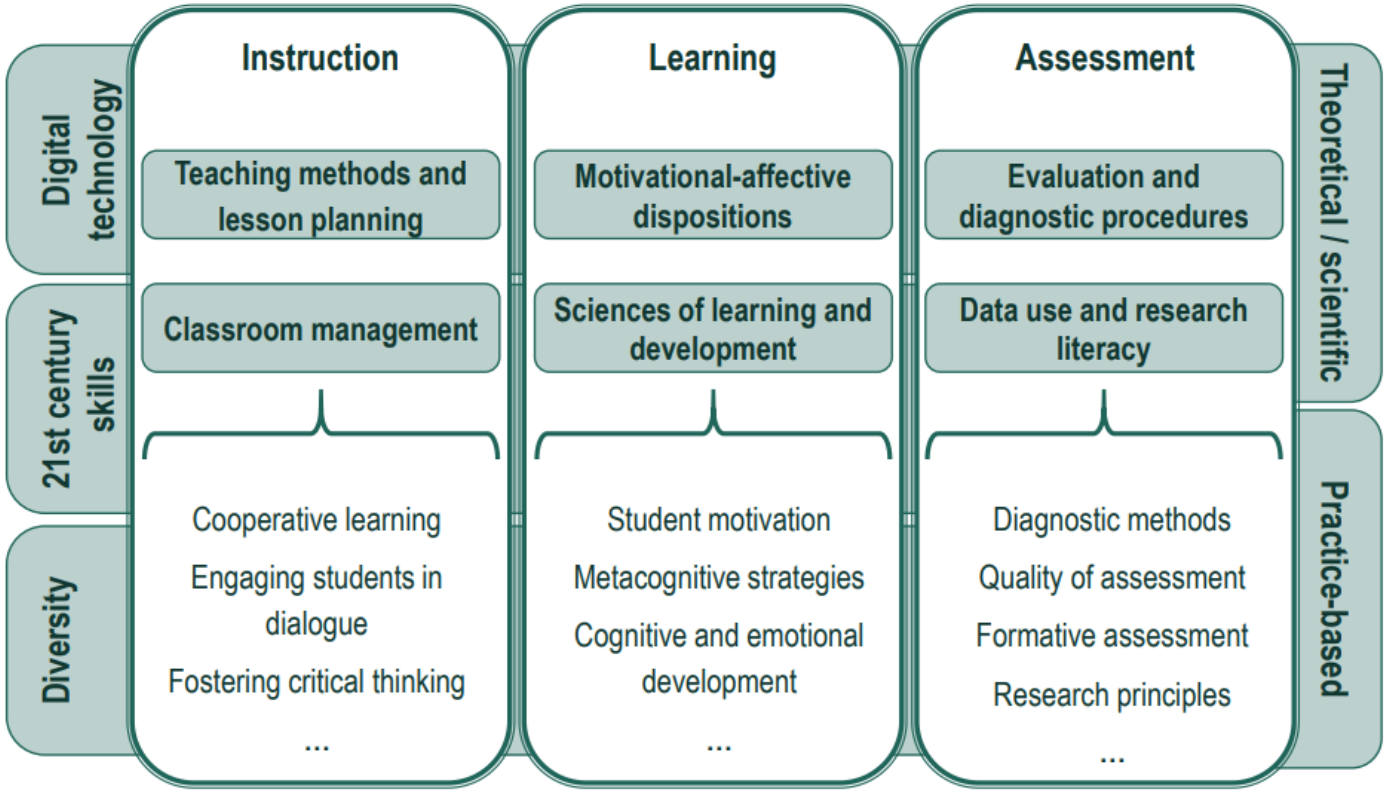
Teacher appraisal

- Research evidence shows that effective appraisals can contribute to professional development and improvement of teaching quality
- Many systems have developed professional standards to guide appraisal's and professional development
    - Alignment with (i) school curricula and (ii) teacher education and continuous professional development programmes (e.g. Wales)
- Need for caution in developing teacher and principal appraisal systems -> focus on supporting professional development
    - Avoid overreliance on one or two sources of information (e.g. use of student assessment results)
    - Guidance for classroom observations e.g. standardized classroom observation tools
    - Capacity development (including guidance and resources)

Teacher appraisal

- Gaining an insight in teachers' "pedagogical knowledge"
- Example: **TALIS teacher knowledge assessment module**



Note: The list of topics in this figure are illustrative examples for the content measured in the assessment. Note that the framework will be revised for the TALIS TKS assessment module.

Teacher appraisal

- Gaining an insight in teachers' actual "pedagogical practice"
- Example: **International Comparative Analysis of Learning and Teaching (ICALT) observation instrument** consists of 32 items on observable teaching behaviors across six domains:
  - safe learning climate
  - classroom management
  - clear instruction
  - activating teaching methods
  - learning strategies
  - differentiation
- Observers rate the items on a 4-point scale

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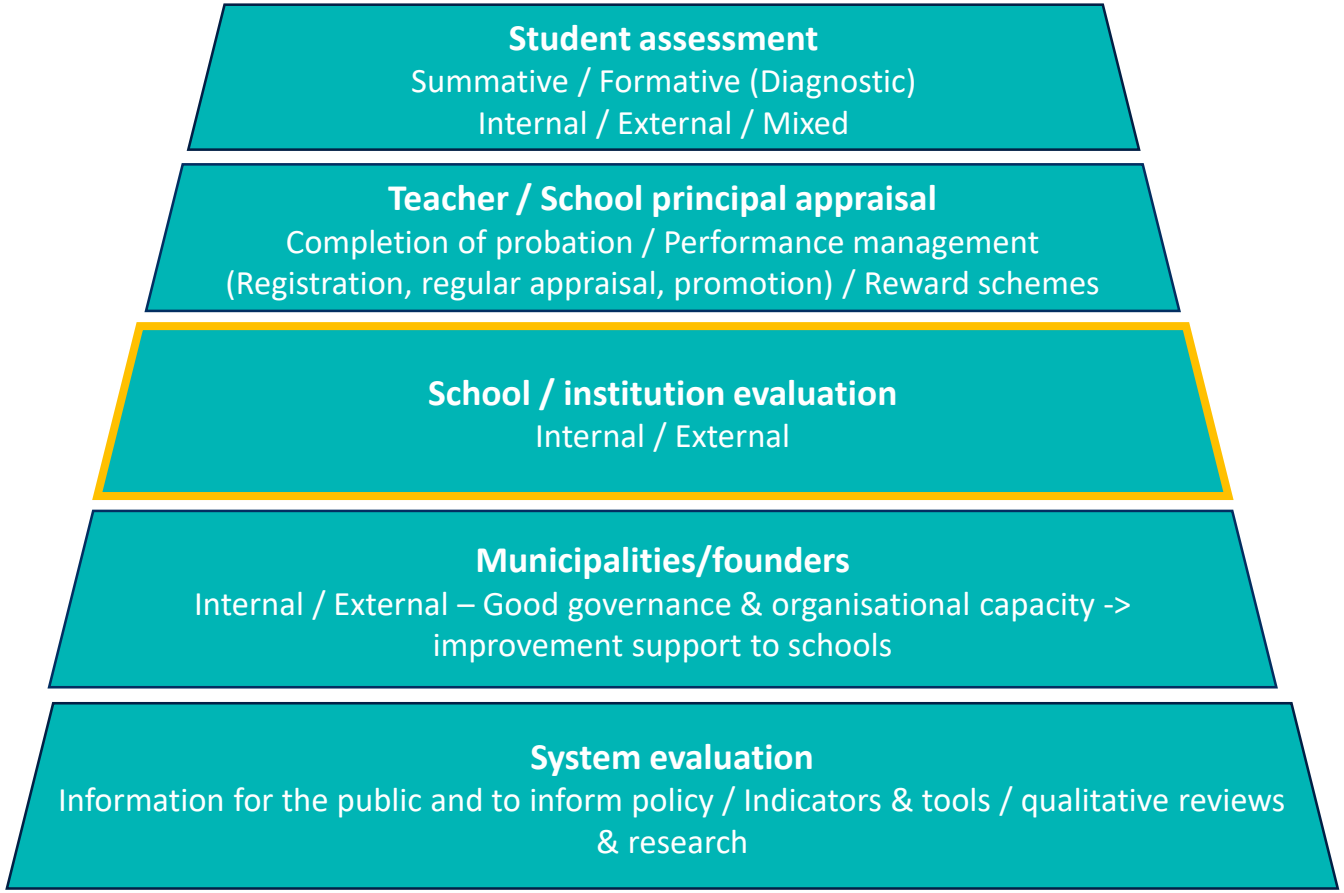

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School evaluation

- Almost universal focus in national policy to stimulate school self-evaluation
- In some countries lack of national criteria or standards for school quality to guide school (self- and external) evaluation
    - Common understanding of “What is a good school” (e.g. Scotland, New Zealand, Latvia)
- Focus on change and improvement capacity -> COVID-19 highlighted importance of flexible and adaptive school organisations (i.e. schools as learning organisations)

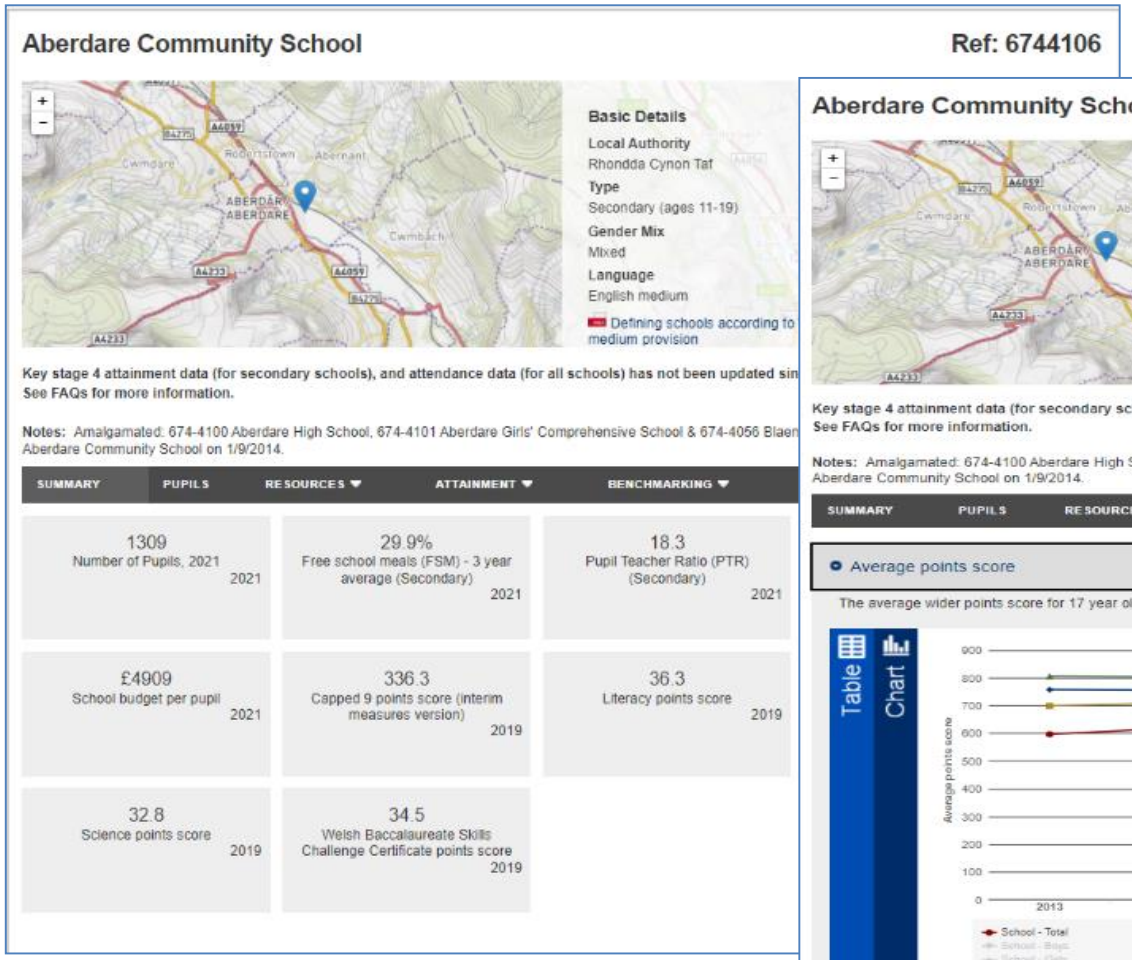
School evaluation

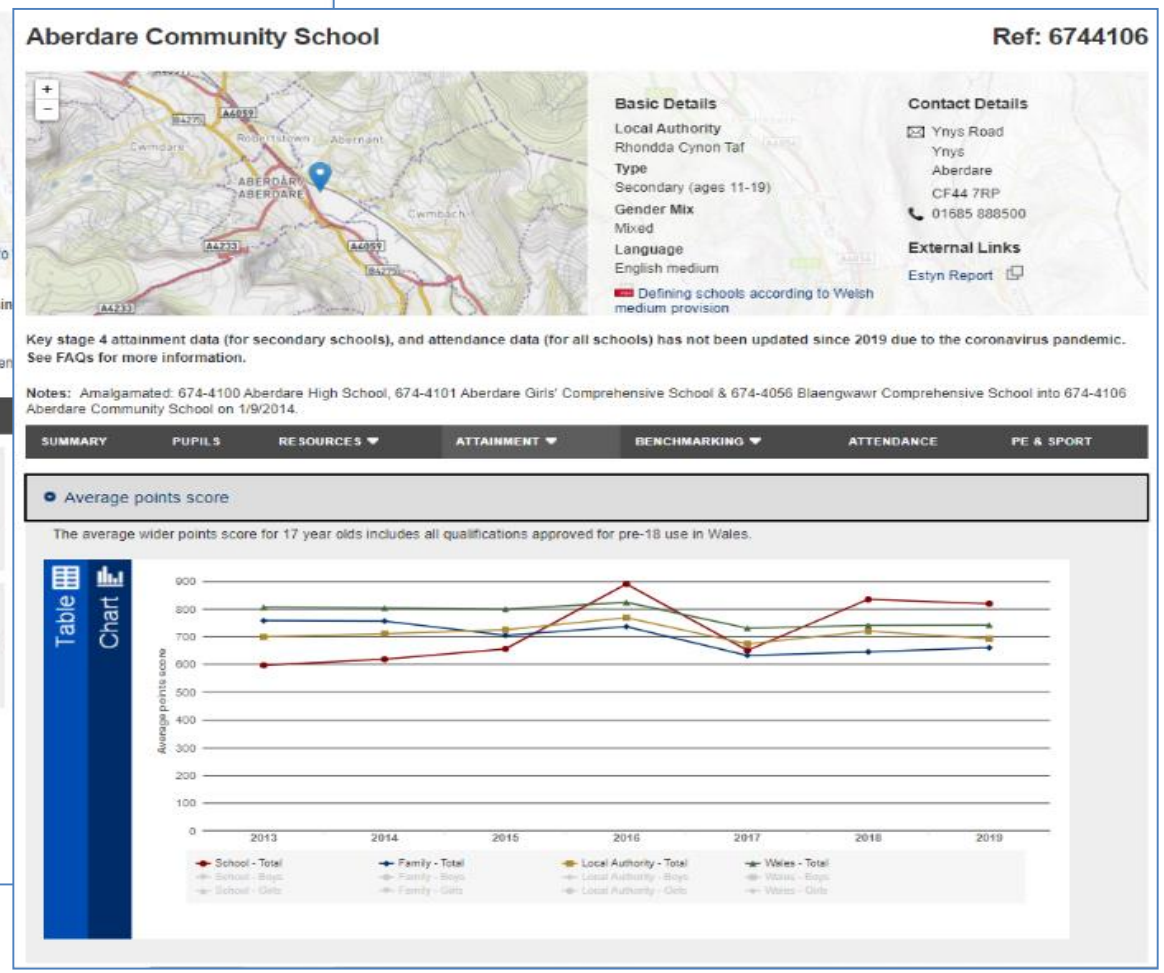
"Leadership as a key driver of education reform and school improvement"

- Recognition of the pivotal roles of school leaders – and leadership in municipalities / founders
  - Educational leadership, "change agents" and data-informed improvement (e.g. British Columbia, Wales)
  - Promoting a continuous school improvement culture or developing schools as learning organisations (e.g. Finland, The Netherlands, Scotland, Wales, Latvia)
- Investing in the capacity for school self-evaluation - and improvement
  - Professional development – initial and continuous
  - Peer reviewing
  - Tools and resources, including easy access to data and information on school performance and other measures through ICT (e.g. data visualisation platforms)

School evaluation

- Example: Wales (UK) My Local School





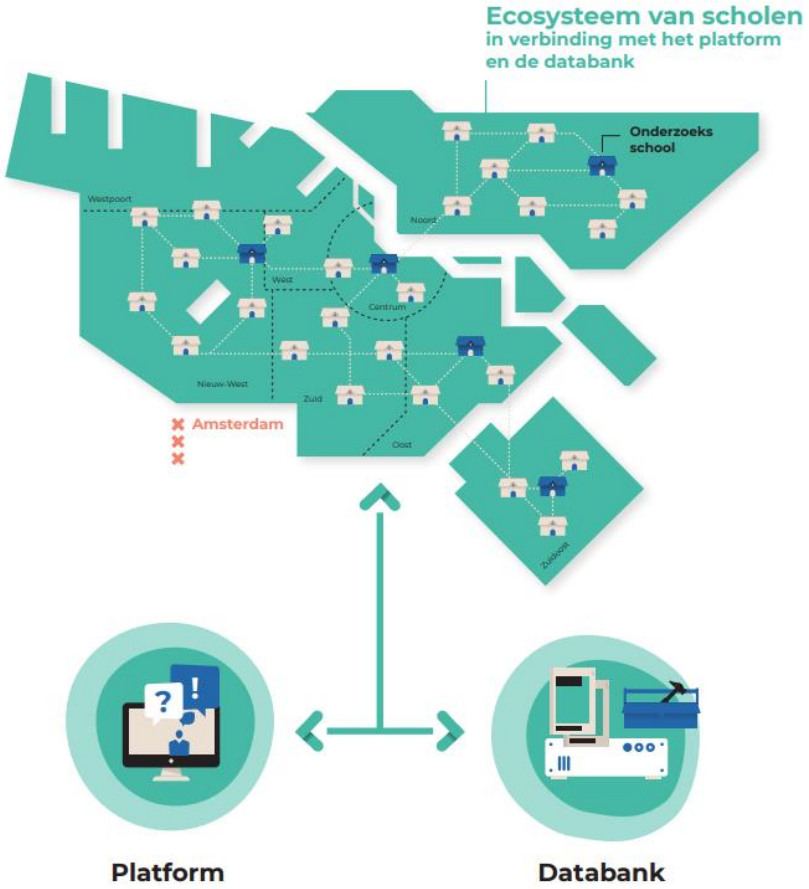
School evaluation

- Increasing recognition of the pivotal roles of school leaders – and municipalities / founders
  - Educational leadership, “change agents” and data-informed improvement (e.g. British Columbia, Wales)
  - Promoting a continuous school improvement culture or developing schools as learning organisations (e.g. Finland, The Netherlands, Scotland, Wales, Latvia)
- Investing in the capacity for school self-evaluation - and improvement
  - Capacity development
    - Data literacy
    - Data teams
  - Easy access to data and information on school performance and other measures through ICT (e.g. data visualisation platforms)

Example: “Developing a knowledge infrastructure for sustainable improvement and innovation of primary education in Amsterdam” project

Knowledge creation – “knowledge labs”:

- Collaboration between schools, teacher training institutions and scientists -> effective practices / “what works”



Creating a knowledge (learning) culture:

- Lectures and inspiration sessions
- Network of schools -> schools as learning organisations
- Ongoing facilitation & capacity development

Promoting data & research use:

- Platform: Capacity development on proven effective practices i.e. “what works”
- Database: Resources on proven effective practices (e.g. knowledge cards)

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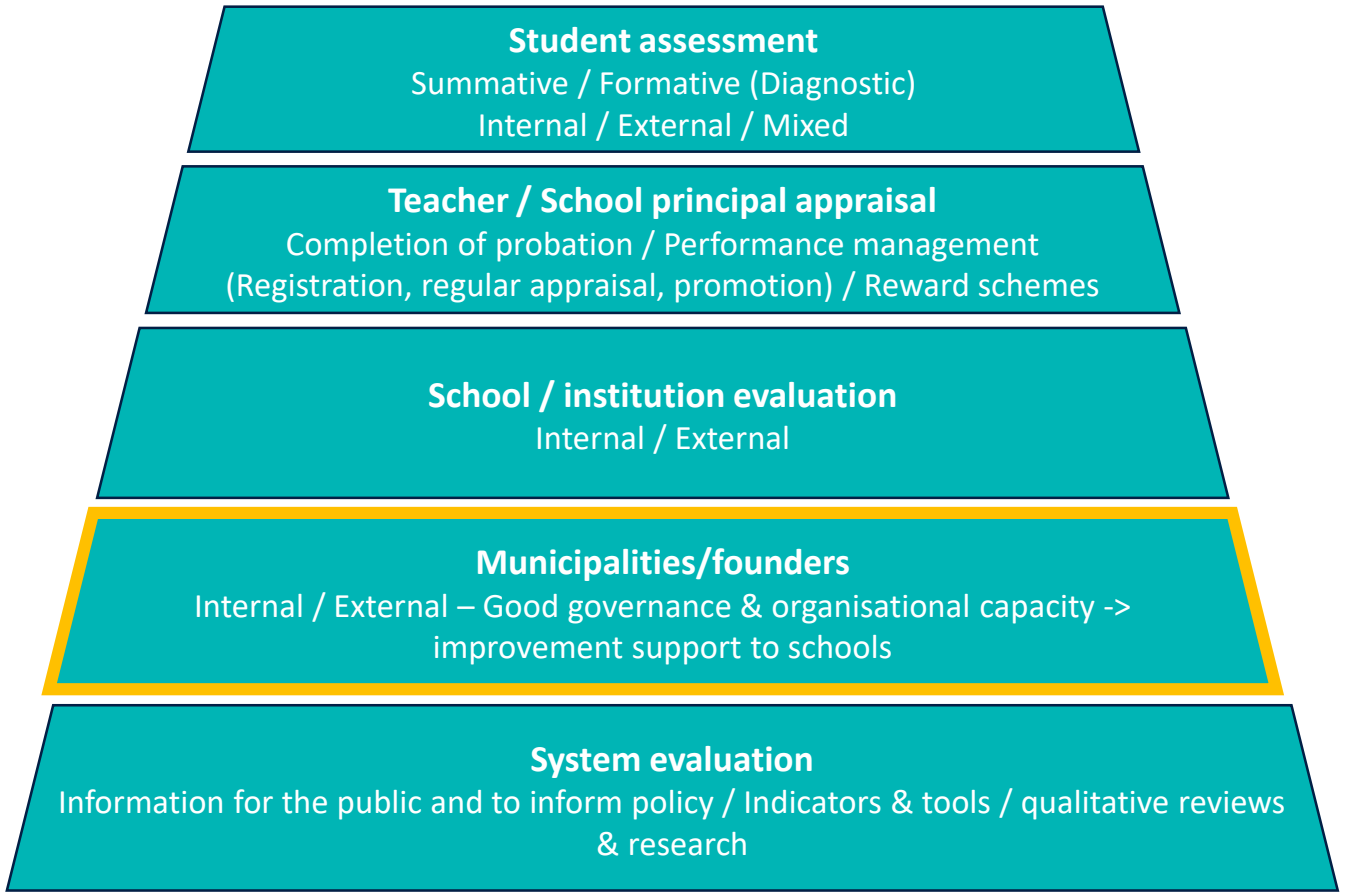

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Municipalities / founders

- Enhancing the school improvement support structure to optimise their capacity for supporting school improvement efforts
  - Wales: Establishment of 4 regional consortia
  - Norway: Regional networks
  - Scotland: Regional school improvement collaboratives
  - Latvia: Municipalities
- Several countries evaluate municipalities or founders to which the schools belong and that are responsible for the quality of education (e.g. Denmark, the Netherlands, Wales)
- Promoting collaboration between municipalities
  - Economies of scale
  - Pooling of resources (HR & financial)

Municipalities / founders

- Tailored support to those schools most in need of support (i.e. technical and/or financial)
- Pivotal role in promoting collaboration and peer learning within and between schools

Weak school

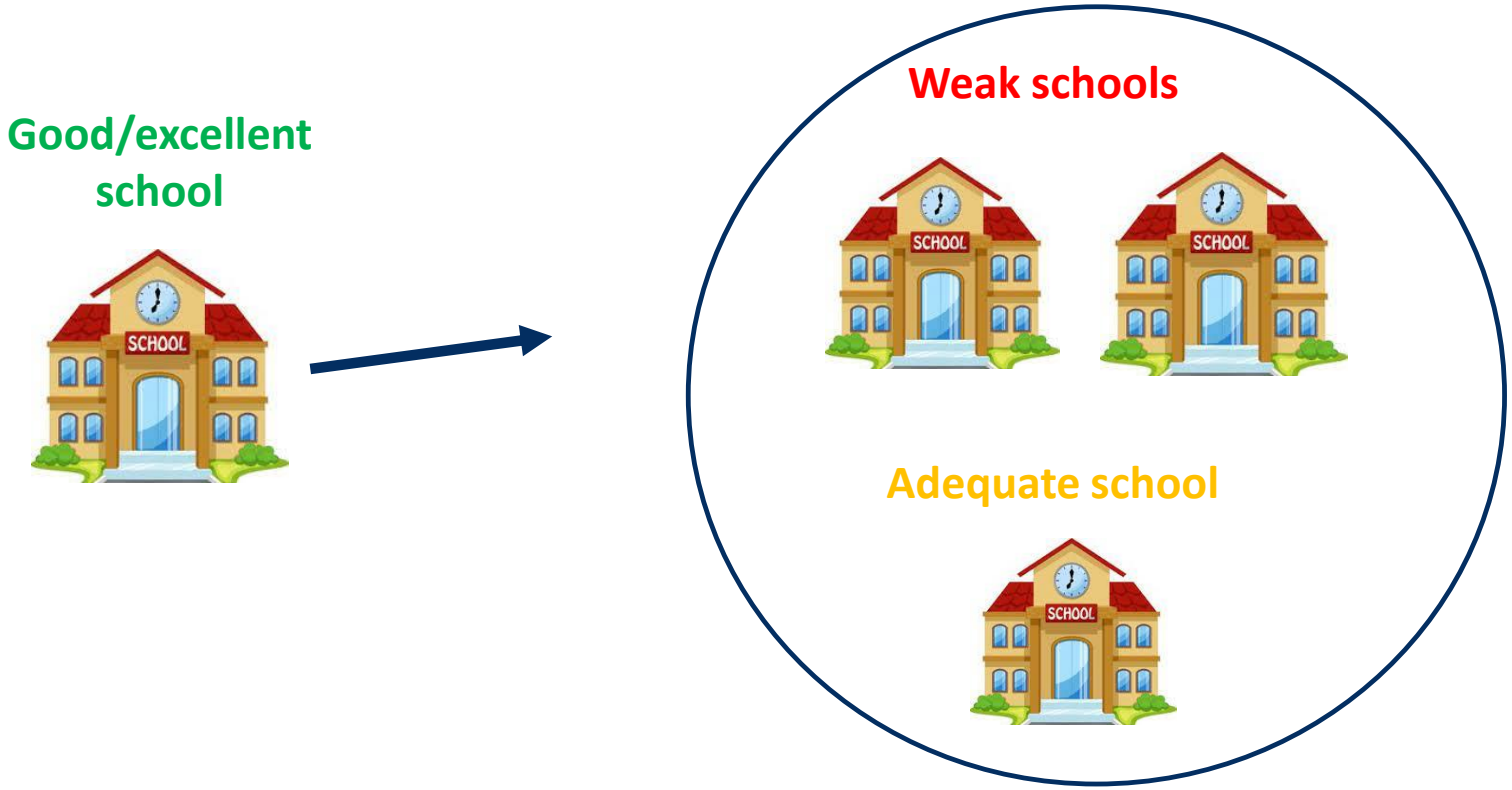
Good/excellent school

More support

No or less support

Municipalities / founders

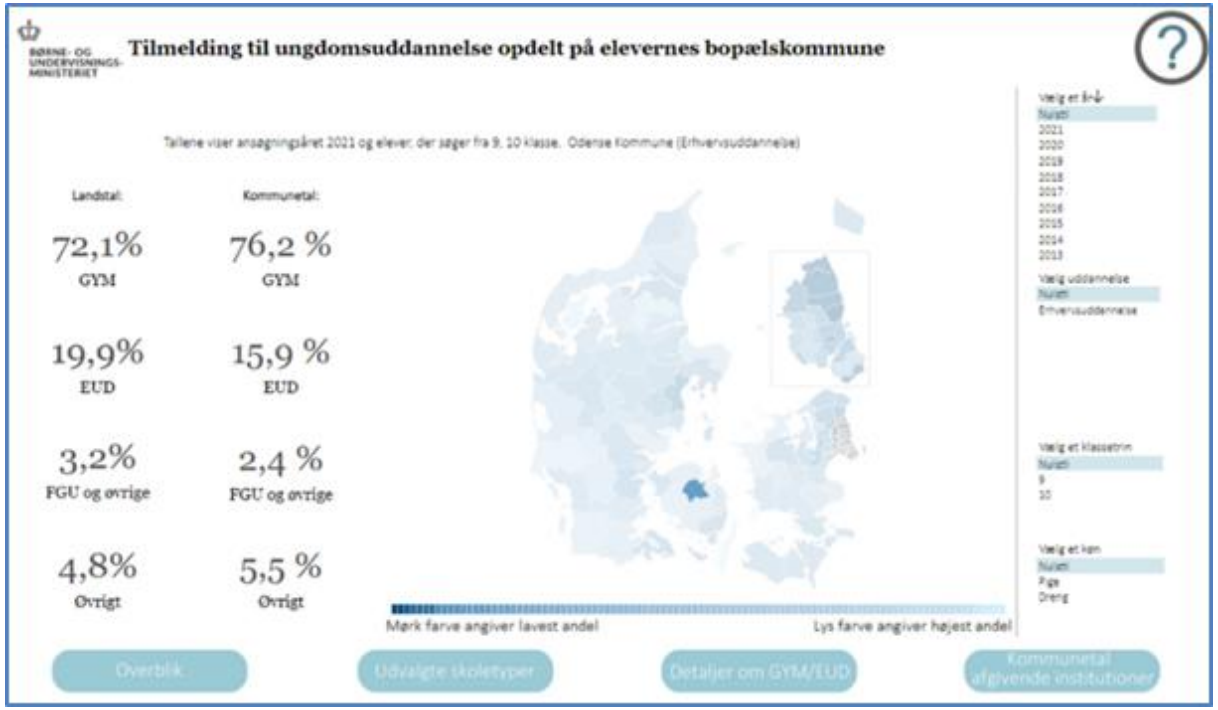
- Tailored support to those schools most in need of support (i.e. technical and/or financial)
- Pivotal role in promoting collaboration and peer learning within and between schools



Municipalities / founders

- The importance of guidelines, expertise and tools
  - Process of co-construction -> learn from and build on existing “good practices”
  - Potential of using ICT (e.g. MIS & dashboards, GIS map, other tools) for identifying school strengths and areas for improvement – and provision of targeted support, including through school to collaborations

Example: Danish Data Warehouse



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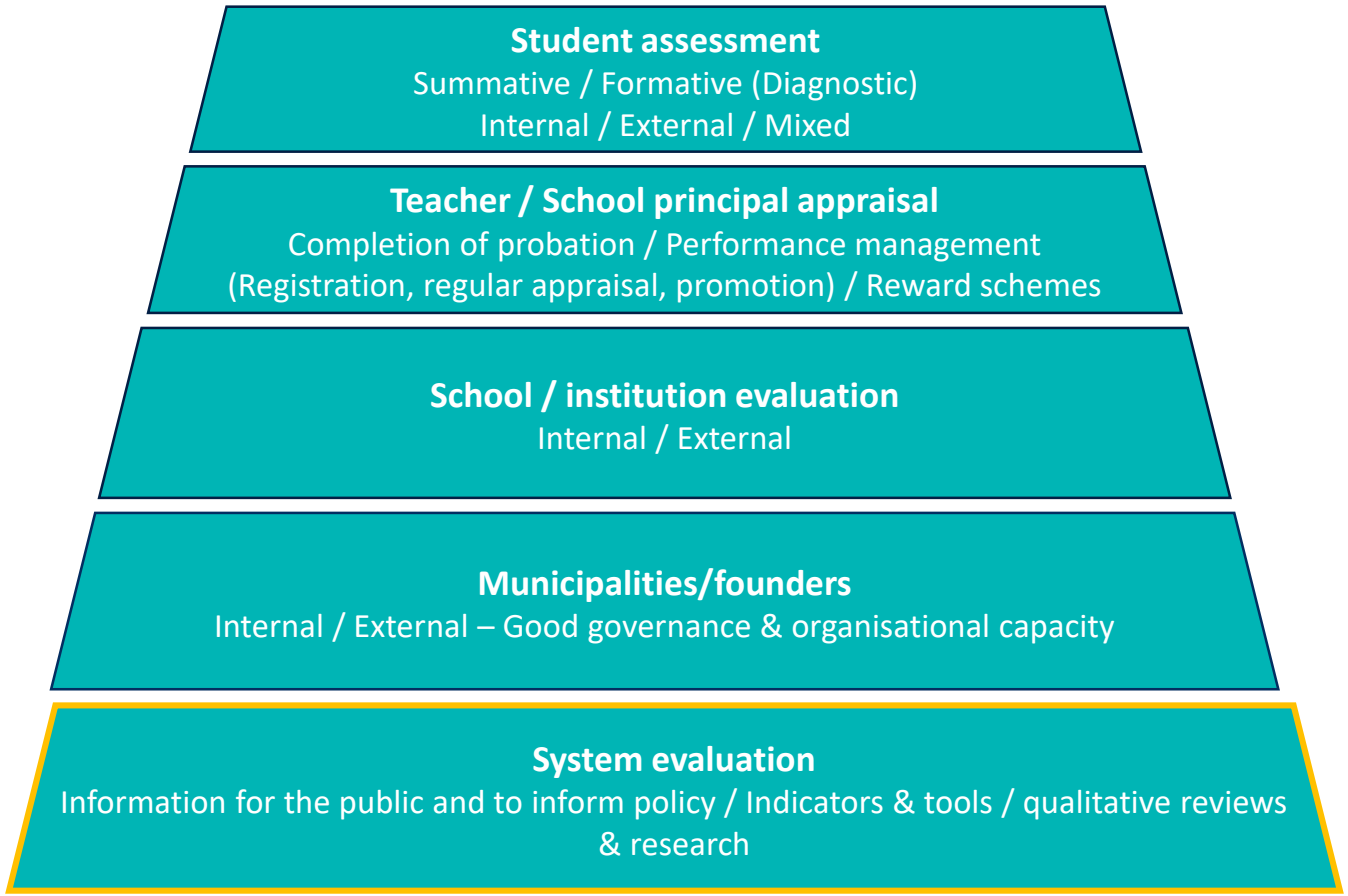

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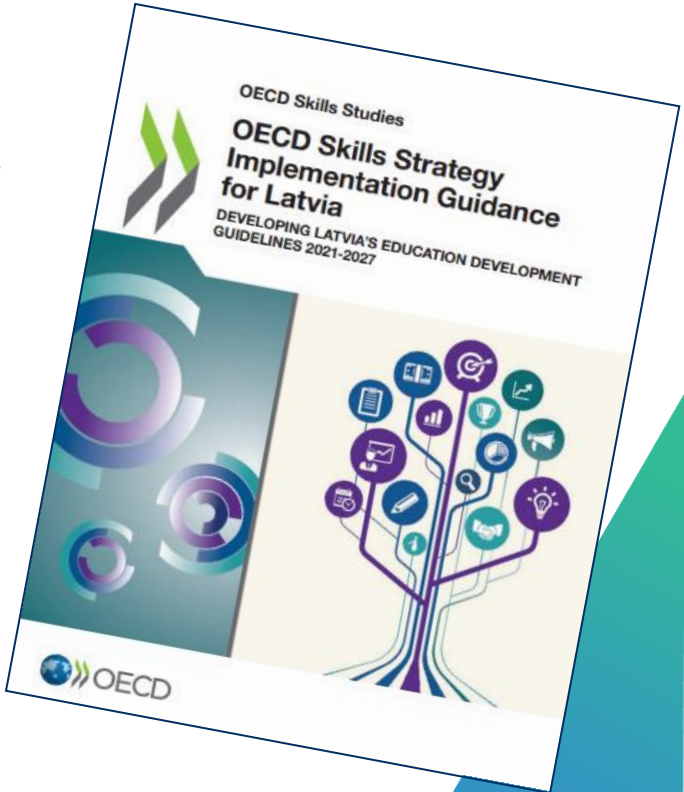
System evaluation

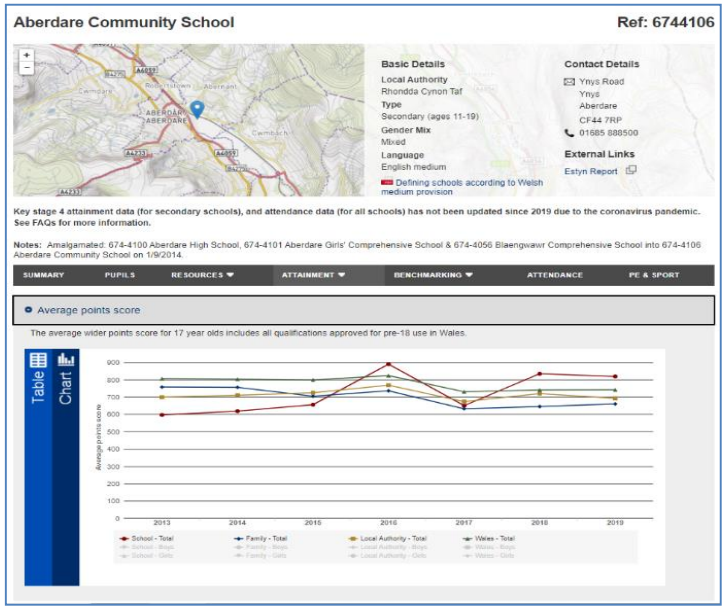
- Develop a national indicator framework that forms an integrated part of the education strategic plans
- Ensure the collection of qualitative information on the education system, including by complementing data collection with a strong research agenda that is focused on key priorities (e.g. Norway, Latvia)
- Monitoring changes over time and progress of particular student cohorts -> improvement function
- Strengthen capacity for assessment and evaluation - and improvement -> at all levels of the system (school, municipalities/founders, regions, ministry)
- Be cautious off collecting data that is not used
- Ensure effective communication of results – at all levels of the system and stakeholders like parents, students and general public (“open government”)



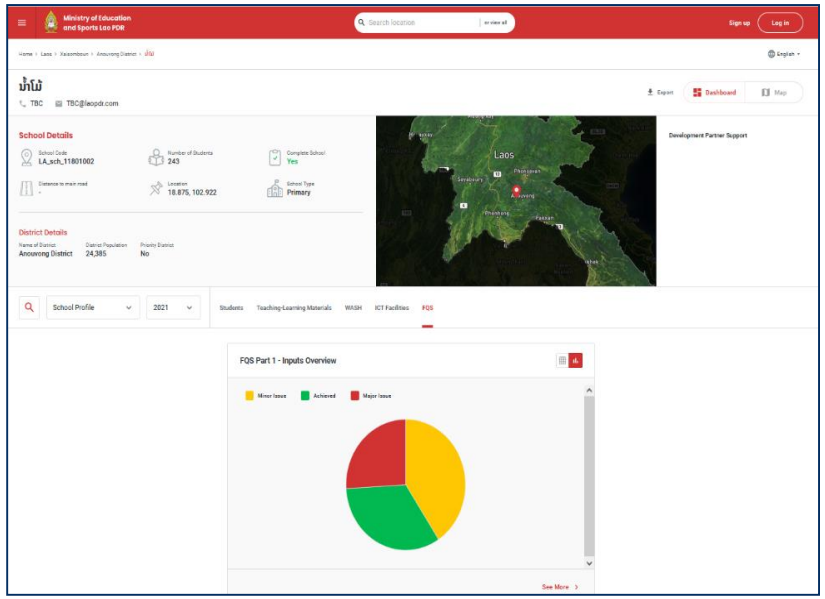
System evaluation

- Utilizing the power of ICTs to aggregate, analyse and visualise data in easy to understand formats –> easy access to all key stakeholders
  - Co-construction with “users” (e.g. parents, schools, municipalities, MoES)

Example: Wales - My Local School



Example: Lao PDR, LESMIS



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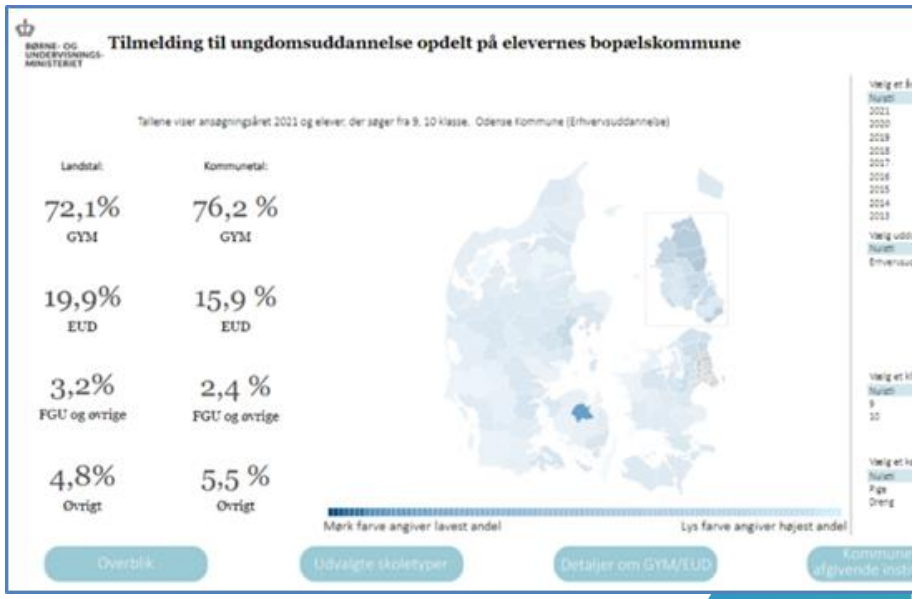

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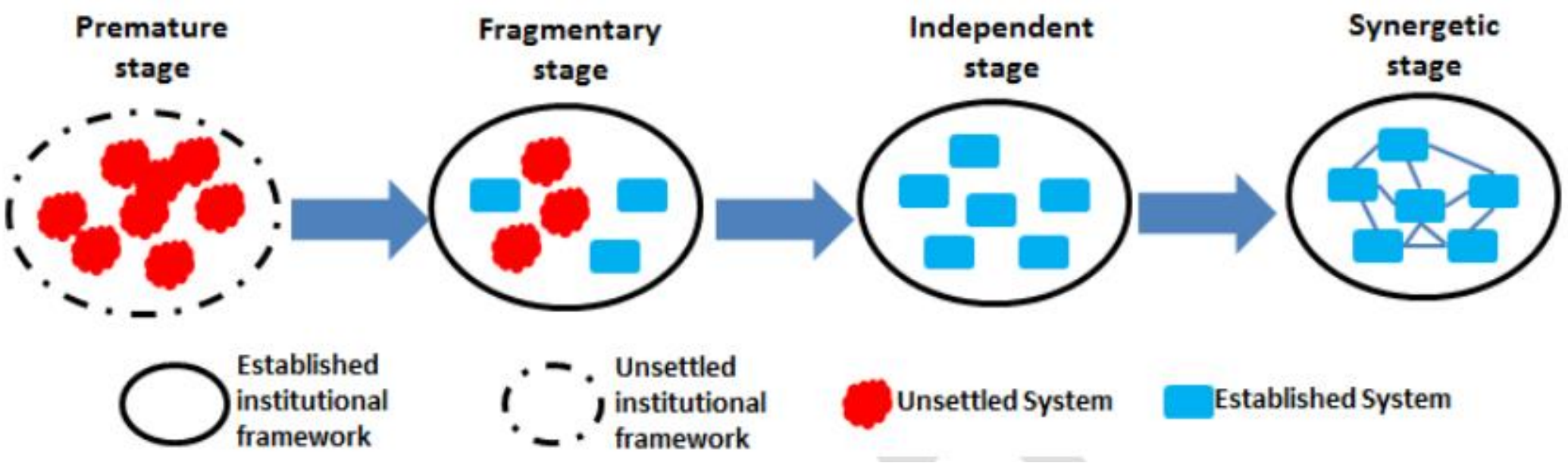

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