

Striking the Right Balance

Towards a Framework of School
Accountability for 21st Century Learning



Response to the NI Assembly Committee for Education
Inquiry into the Education and Training Inspectorate and the School Improvement Process.

Dr Carmel Gallagher

General Teaching Council for Northern Ireland

Overview



1 The Importance of the Inquiry

- ETI approach is just a symptom...
- Need to explore cause & effect....

2: The overlapping contexts

- Global
- Northern Ireland
- Pupil & Community

3 Terms of Reference

4 Important messages ..,

1. Joined up pupil-centred policies
2. Supportive 21st C learning culture
3. Broader measures & value-added
- 4: Invest in teacher professionalism

The Global Context:

Global Education Reform Movement (GERM)



Performance in:

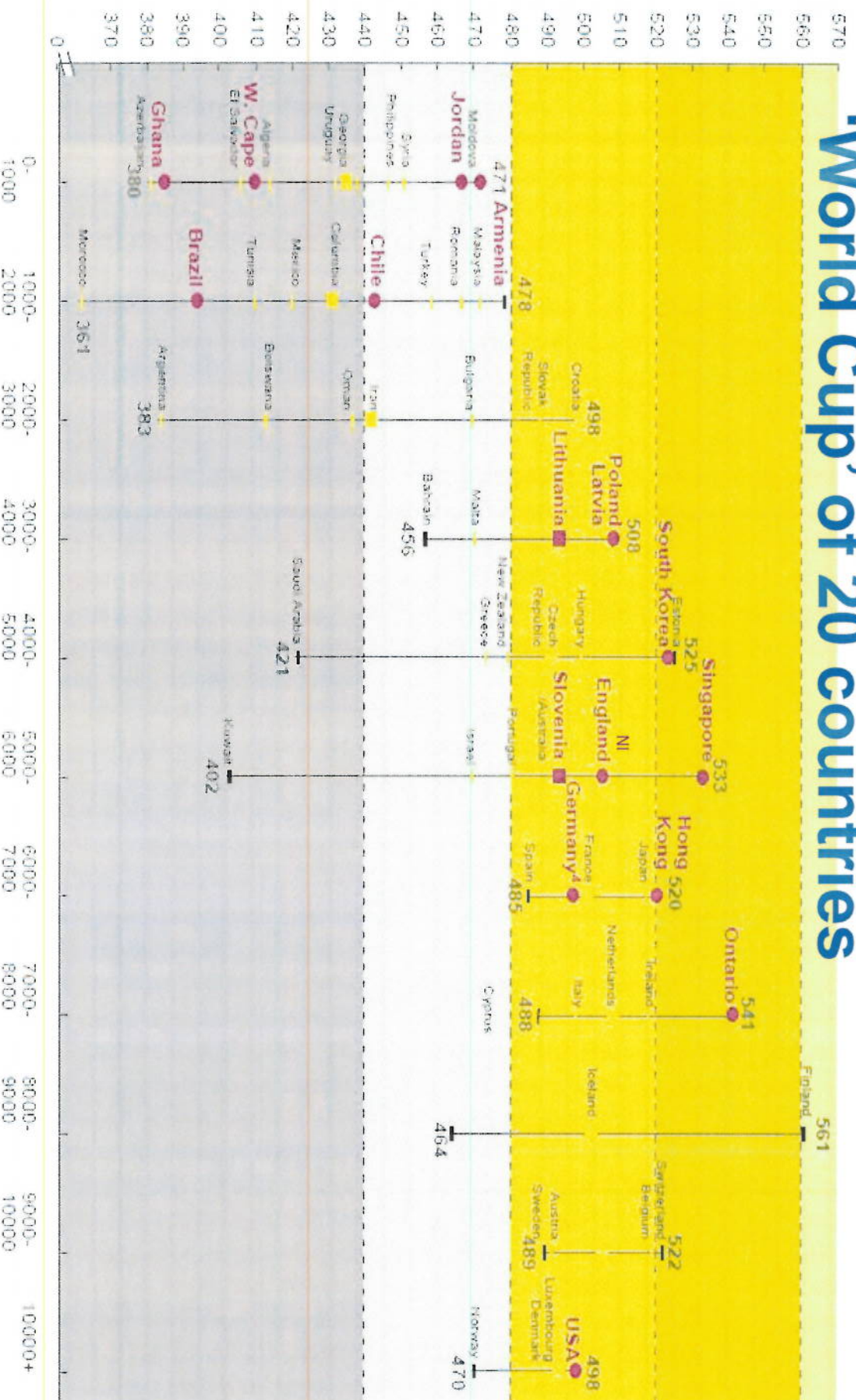
PIRLS TIMSS PISA

*(Measure different things) =
perceived success or failure of entire
education systems*

Success attributed to

- Social equity of systems
- Spend per head & ethos
- Teacher quality and training
- Quality of sustained intervention

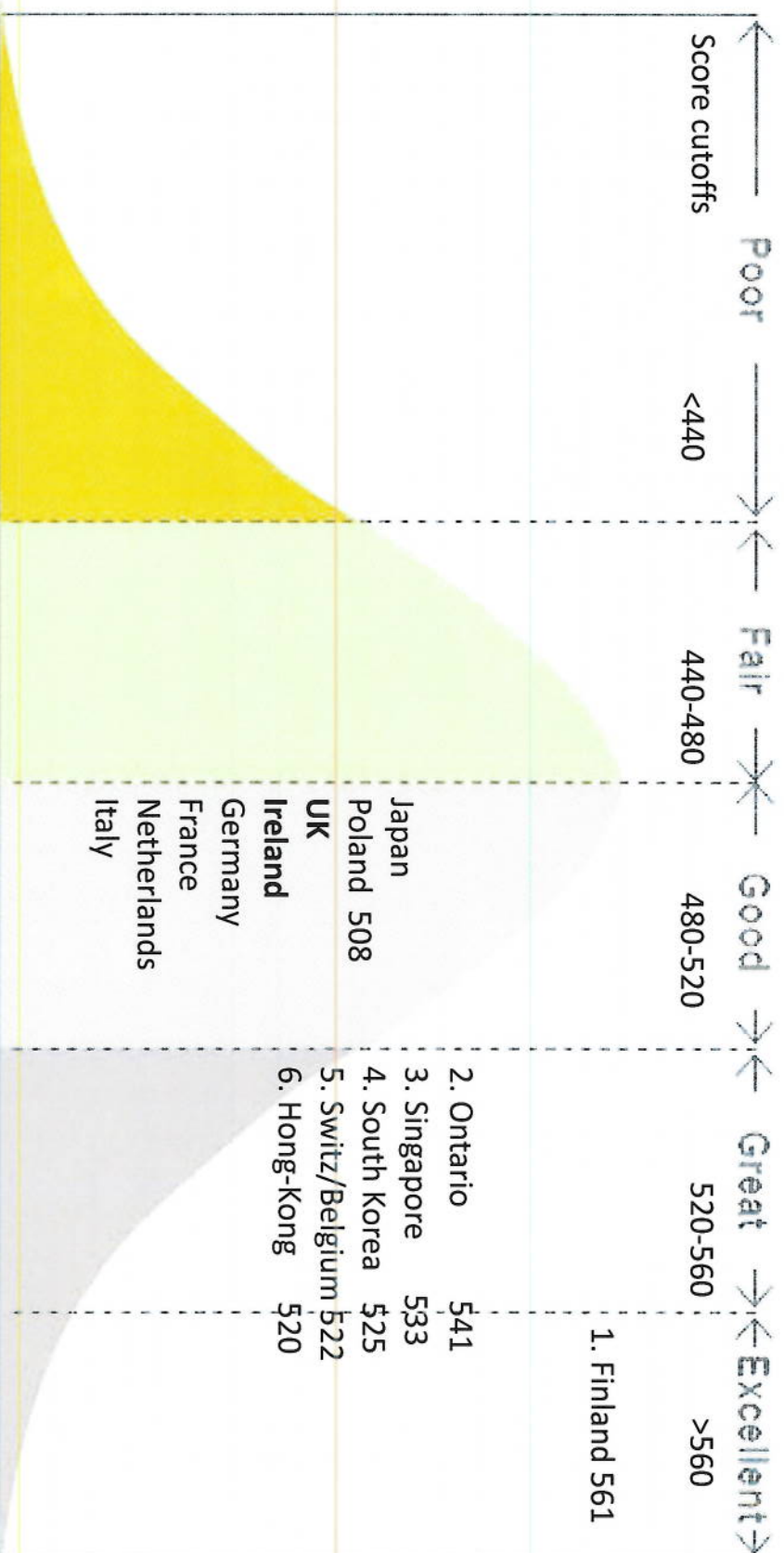
'World Cup' of 20 countries



Source: World Bank Ed Stats; IMF; UNESCO; PISA, TIMSS, PIRLS, McKinsey & Company

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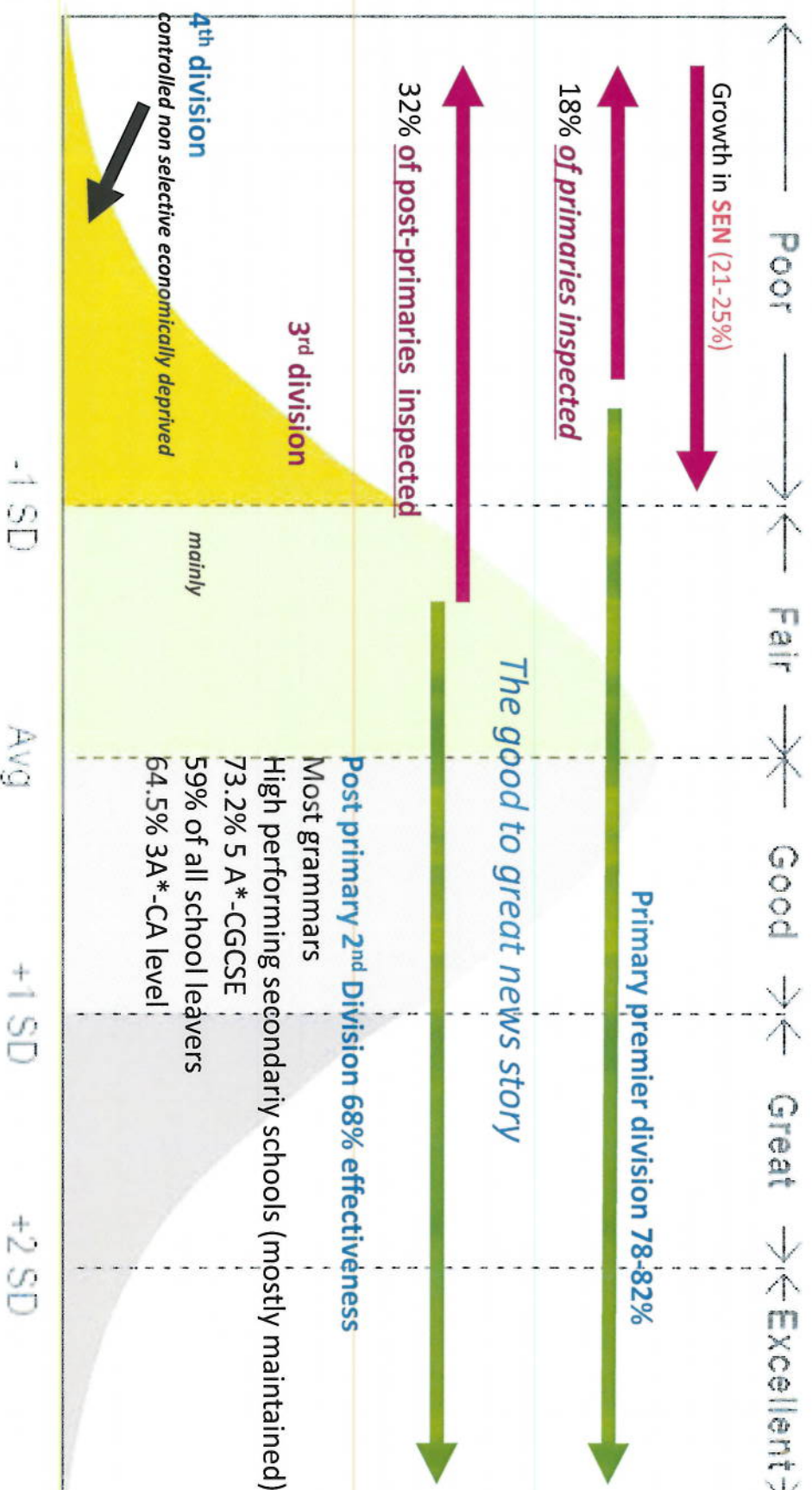
International 'Premier' League



Source: World Bank EdStats; IMF; UNESCO; PISA, TIMSS, PIRLS, McKinsey & Company 2010

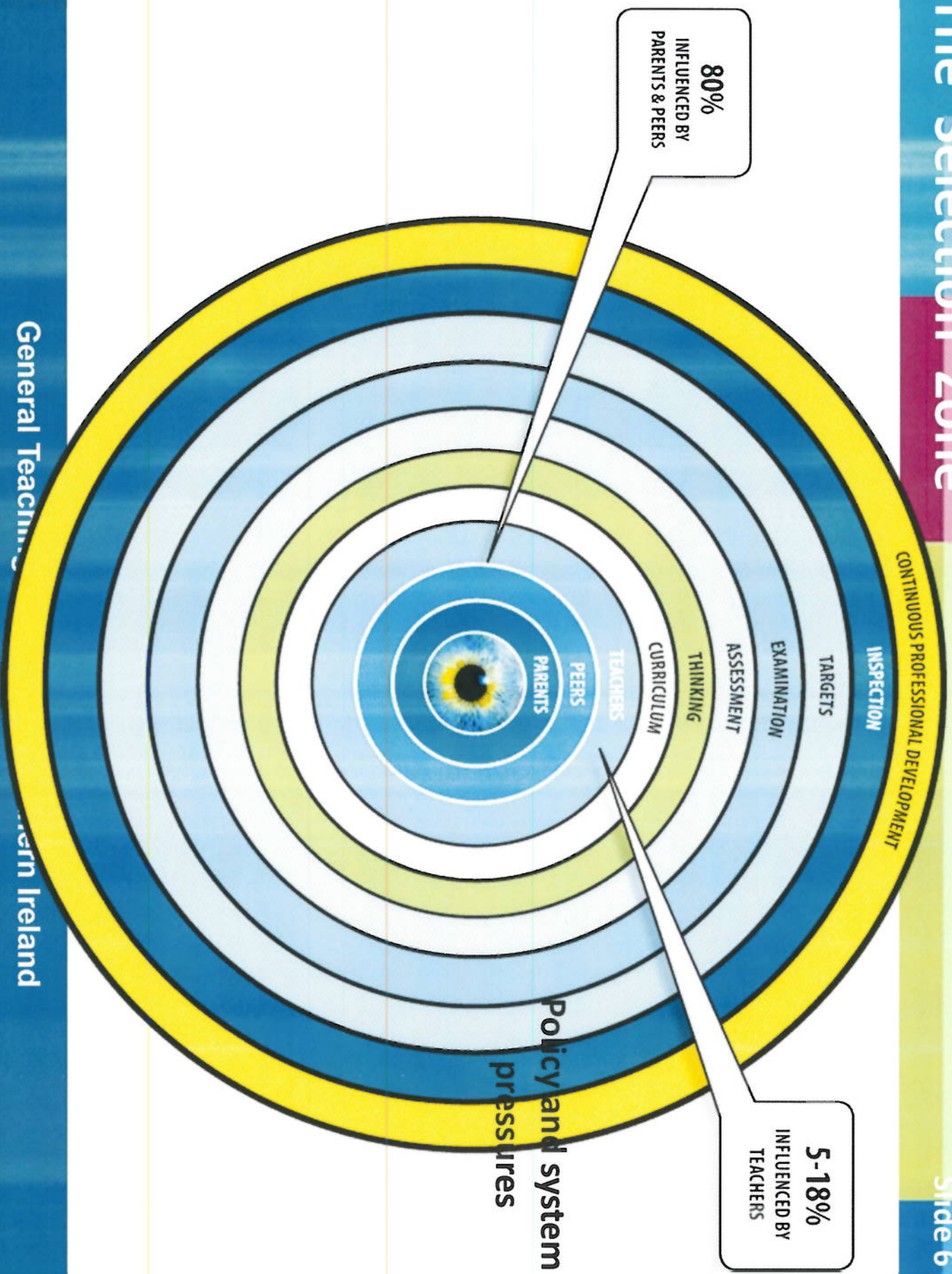
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Northern Ireland Primary – Post-primary ‘League’



The 'Selection' Zone

Slide 6



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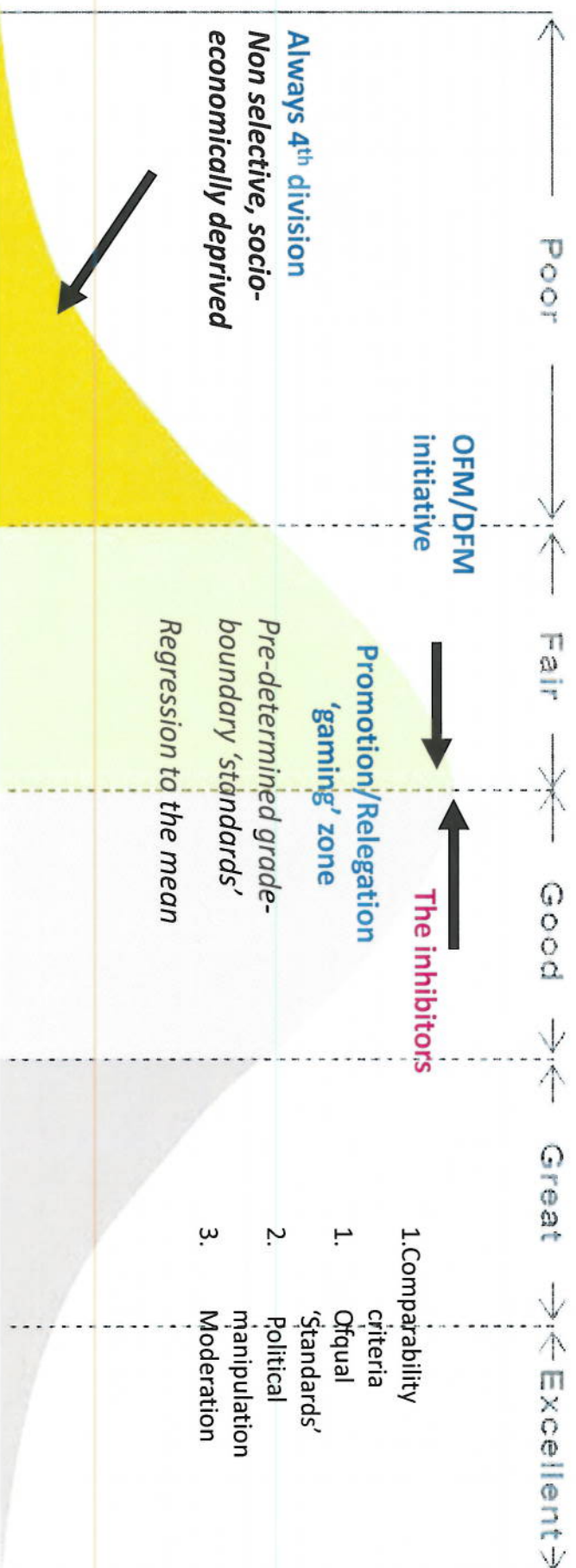
Player promotion power

◆ Largest cause of 'differentials in performance lies outside the school 'field'

- Family socio-economic status (parental background & qualifications)
- Family cultural capital (parenting in the early years)
- Community and societal characteristics (peer effect & neighbourhood context)
- Significant others and 'the lowest common denominator
- Educational experiences 5-18% effect
- **First law of accountability**
- *Hold people accountable for factors they can control*



NI Target Promotion – Relegation Zone



Goodhart's Law:

If you make the target the object of accountability
will find ways to meet the target
guarantee of real improvement.

are about what you want,
to get it, the less likely it is to mean anything (Dylan William, 2001: 2)

people
without any
The clearer you
the more likely you are

ETI and the tensions between

inspection for improvement & inspection for accountability

- The nature and scope of the data that is considered
(*no baseline*)
- The culture and context of data use
(*to make judgements – hold to account*)
- The fairness of the indicators used for comparisons
(*not an even playing field*)
- The ways data is collected, interpreted and acted upon
(*bureaucratic & burdensome*)
- The consequences attached to performance & how distributed across school cohort



Tensions resolved only when there is ...

- consensus that indicators are accurate, meaningful, fair, broad & balanced
- collaborative data collection and analysis,
- collective responsibility for improvement, including provision of resources/support.

Current Approaches to Inspection – 1,380 school responses in 3 days!

Focus

- Risk-based
- Data-driven - narrow
- Deficit model – punitive perception
- Formal Intervention

Deficit language

- Unsatisfactory
- ‘Every School A **Good** School’
- ‘Count Read Succeed’
- ‘*Compliance without engagement*’
- Unintended effects: - ‘*Gaming*’
- Stress, frustration and exasperation

Aspirational language of Scotland

- Curriculum for Excellence
- 21st C focus & confidence

‘Surfing’ the 21st C ‘knowledge-era’: Information management; Problem-solving; Decision-Making Creativity; Managing Self; Working with Others (i.e. OECD/PISA /TeachMeet)



Inadequate approach to value-added

- Absence of baseline measures
- Free school meals inadequate
- A* C GCSE unfair
- Margins of error unacknowledged
- Effect sizes ignored



It's a joined up system thing.....

- Early diagnosis & parenting
- Early Years
- Curriculum
- Assessment
- 21st C *Thinking Skills & capabilities*
- Examinations
- Inspection
- Funding
- School estate etc

Change Management Strategy

School Support Strategy

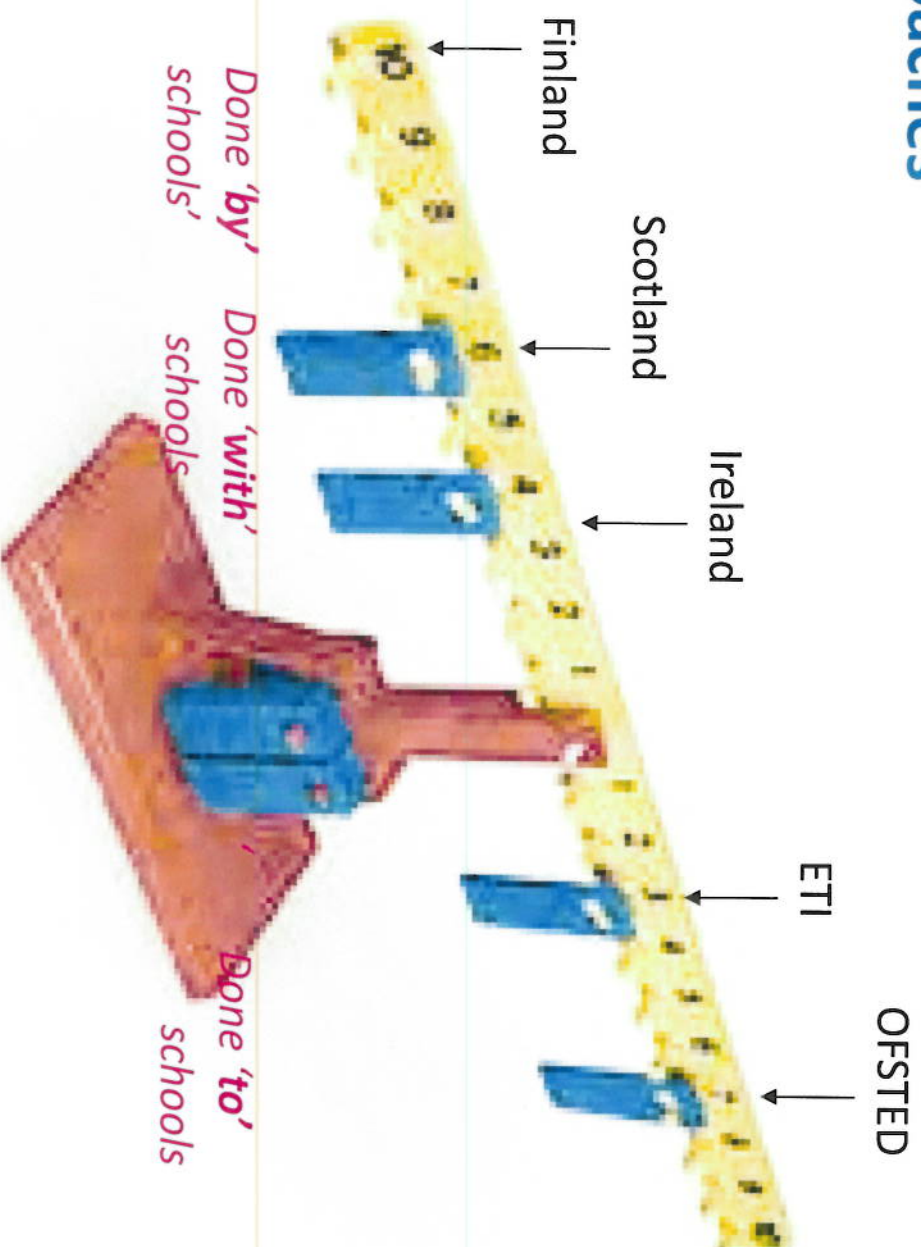
Teacher development Strategy



Alternative Approaches

'Finnish' lessons

- Equity – non-selective
- Early Intervention
- Teachers valued & trusted
- Masters profession
- \$30k per annum CPD
- Teacher assessment only
- First exam @ 16 to **choose**
- academic/vocational pathways
- Supportive school evaluation
- No inspection



(Pashi Sahlberg)

General Teaching Council for Northern Ireland

Recommendations

Approach:

- Supportive model (Finland/Scotland)
- Stream-line processes, [supportive language](#)
- cost benefit analysis of inspection v evaluation

Base-lining:

- NISRA and GIS
- Early diagnostic assessments**
- Vocabulary/oracy on entry to school

Monitoring:

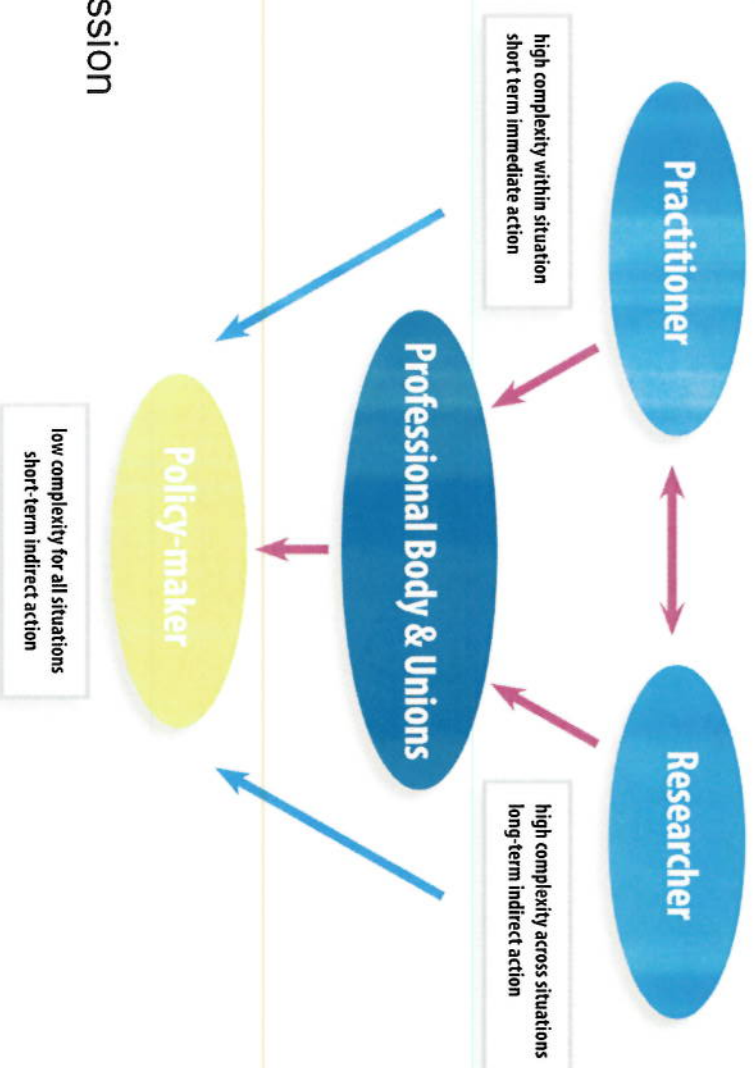
- Light sampling
- International data
- [Wider measures](#) of all important learning goals**
- 21st century thinking skills and capabilities



Recommendations

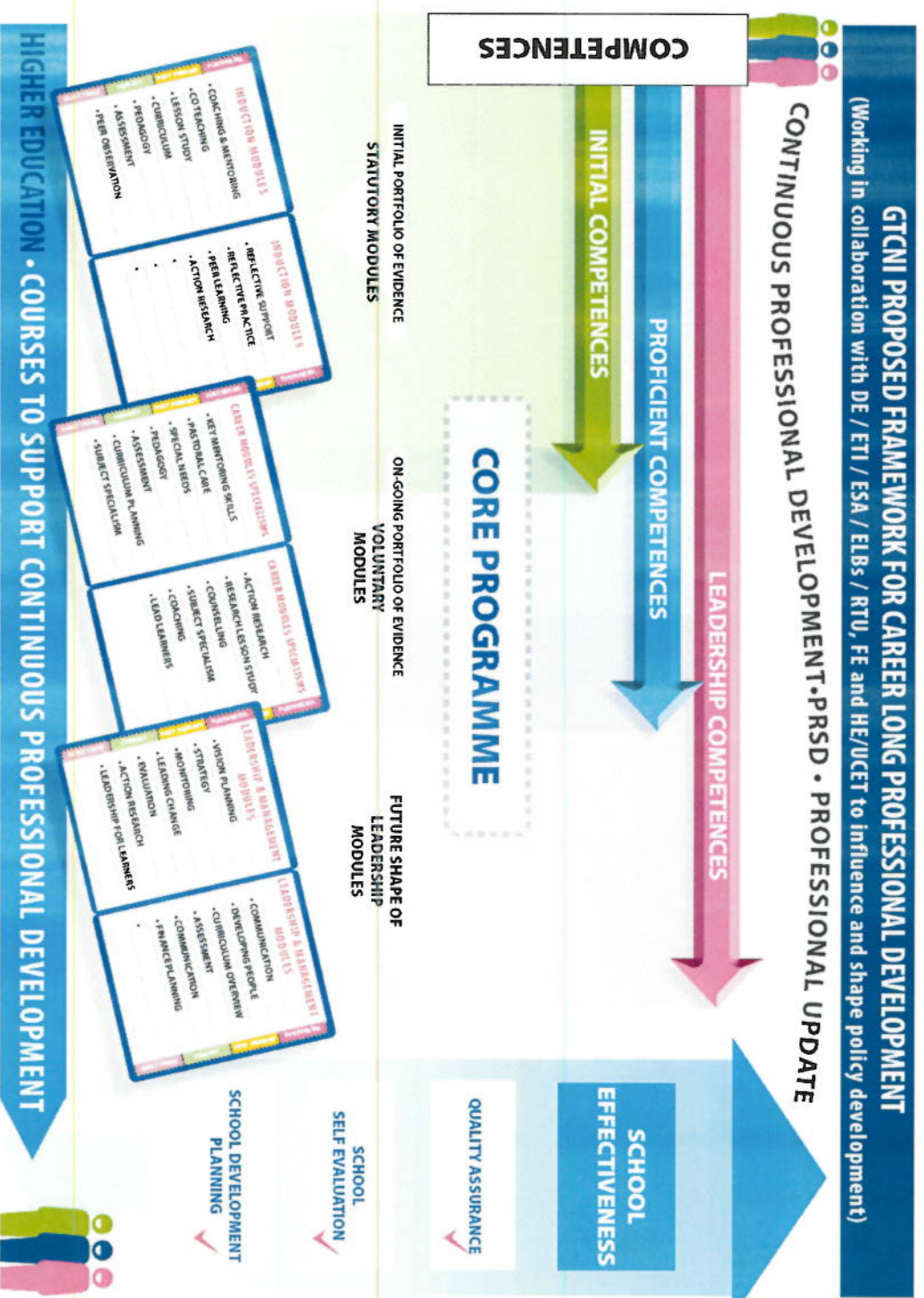
Governance and transparency:

- Review PFG Targets
- Review NIAO Monitoring
- Ensure evidence-base judgements
- Better reporting
- Policy based on sound research
- Supportive partnership
- Trust & collaboration with the profession
- Investing in the profession



'No system can rise above the quality of its teachers' McKinsey 2010

Framework Teacher Professional Development



Intelligent supportive accountability

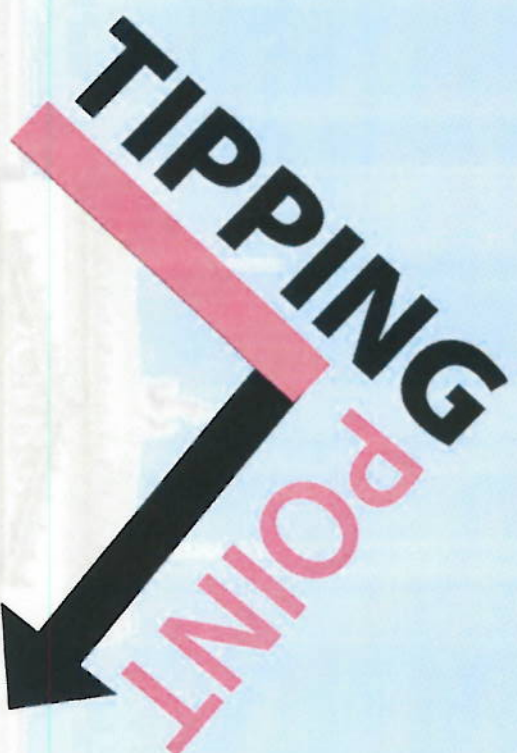
Deficit Model

- Data-driven
- Directed & monitored
- Old literacies
- Narrow targets
- Assessment
- Moderation for policing
- Systemic distrust
- *Compliance without engagement*



Growth Model

- Data Informed
- Professionally trusted
- Old +++ New Literacies
- Broader measures
- Measurement an approximation
- Moderation for capacity building
- Systemic empowerment
- Autonomous 21stC life-long learners



TIPPING
POINT

Influencing a major shift in educational culture?

1. Joined up pupil-centred policies
2. Supportive 21st C learning culture
3. Broader measures & value-added
4. Invest in teacher professionalism and TRUST

‘Teachers’ professional voice should lead policy’



**General Teaching Council
for Northern Ireland**

Promoting Teacher Professionalism