Quality Assurance through Synergy of Internal and External Evaluation of Schools: its impact on learning and teaching.

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University of Glasgow
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Impact of SYNEVA?

- Impact of the Syneva Project?
Philosophy of SYNEVA

- Democratic principles
- Valuing and giving legitimacy to multiple and different voices (internal and external evaluation of schools)
- Sharing and learning from different perspectives of quality
National and International Goals

- Raising standards
- Increasing autonomy at school level
- Increasing ‘customer’ choice
- Increasing accountability
Educational Context – Changes and Challenges

• Decentralisation and devolved responsibility

• Increased freedom for decision-making in schools and at classroom level

• Increased pressure on education authorities, schools and teachers to undertake regular and public evaluation of their work

• Evaluation for judgemental and developmental purposes
SYNEVA Declaration 8 years on ....

• Do we still stand by our 12 declarations?
Future Perspective of quality development

Education for the 21\textsuperscript{st} century?

- New ways of viewing knowledge
- New understanding of how we learn
- New approaches to the world of work
- New and powerful technologies
- New patterns of integration across the world
- New migration flows
Future perspectives of quality

• What is quality?

• What, how and why do we measure?

• What do we view as success?
Impact of new technology on learning and teaching
How the demand for skills is changing

The Dilemma of Schools

The skills that are easiest to teach and test are also the ones that are easiest to digitise, automate and outsource.

Levy and Murnane (2005)
Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

KEY
Drivers — disruptive shifts that will reshape the workforce landscape

- extreme longevity
  Increasing global lifespans change the nature of careers and learning
  Trans-disciplinarity

- computational world
  Massive increase in sensors and processing power make the world a programmable system
  Design Mindset

- superstructured organizations
  Social technologies drive new forms of production and value creation
  Virtual Collaboration

- rise of smart machines and systems
  Workplace robotics nudge human workers out of rote, repetitive tasks
  Sense-Making
  Novel and Adaptive Thinking

- new media ecology
  New communication tools require new media literacies beyond text
  Social Intelligence

- globally-connected world
  Increased global interconnectivity puts diversity and adaptability at the center of organizational operations
  Cross-Cultural Competency
  Computational Thinking

Key skill needed in the future workforce
“...no education system can remain static. The world is changing rapidly, Technology is transforming our lives. The skills needed in the future will be very different from those needed today. Education offers each individual and nation the best chance of navigating an unknown future – coping with uncertainty, adapting to evolving conditions and learning how to learn.”

Lee Hsein Loong, Prime Minister of Singapore 2012 (Oceans of Innovation, IPPR 2012)
Impact of SYNEVA?

Individually –
Reflect on the 12 Syneva Declarations

Table Group - decide
Keep as it is?
Amend?
Remove?
Add?
**SYNEVA Declaration**

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<thead>
<tr>
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<th>Every child has the right to a school with a culture of quality development based on synergy between internal and external processes.</th>
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<td>2</td>
<td>Everyone has the right to be involved in the evaluation processes working in co-responsibility with others.</td>
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<td>Everyone involved must share a vision of the purpose of the evaluation.</td>
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<td>Evaluation must be open and transparent and respect the rights of everyone involved.</td>
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<td>Evaluation must lead to the development of learning and teaching.</td>
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<td>Evaluation is an ongoing process which must become a part of daily school life.</td>
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<td>Synergy in evaluation requires planned opportunities to share practice and build knowledge.</td>
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<td>8</td>
<td>Quality improvement in schools requires continuous professional development of all educational staff.</td>
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<td>9</td>
<td>The results of national and international comparative studies must come together with internal evaluation for synergy to occur.</td>
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<td>10</td>
<td>The role of all those involved in evaluation processes has to be clear at the start for synergy to occur.</td>
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<td>Synergy in evaluation requires trust, trust requires dialogue and dialogue leads to a shared common understanding.</td>
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<td>12</td>
<td>The evaluation results of different agents carry no greater legitimacy than any other.</td>
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