



EDUKANS

THE EDUSTARS QUALITY CARD
MEANINGFULL FOR
PROTESTANT SCHOOLS?



VALUE BASED QUALITY EDUCATION

- **Trust** > (self) confidence > *pedagogy of confirmation*.
Education with a message 'you/we are worthwhile'
- **Hope** > perspective, optimistic, situations can change, I can change, We can contribute to change, *pedagogy of hope*
- **Commitment/love** > 'where Trust and Hope meet, commitment and connection to each other and the world around emerges'. A *pedagogy of commitment*

"Education is the most powerful change agent"

QUALITY BUILDING BLOCKS IN PROTESTANT SCHOOLS (THEOLOGICAL)

1. Build on God's good creation -> dignity, uniqueness, diversity, ecological awareness
2. Build on God's unconditional love: Imperfection -> unconditional love of God, we need not to be perfect.
3. Build on God-given freedom> freedom of conscience, relational accordance with the rule of love.
4. Build on trust in the Holy Spirit -> we are not in control, open mindset, surprise,
5. Build on global solidarity and justice, especially with vulnerable and marginalised
6. Build on Hope, promise and perspective -> peace

QUALITY BUILDING BLOCKS IN PROTESTANT SCHOOLS (PEDAGOGICAL)

- 1.Unique potential of each student, talents.
- 2.Error friendly forgiveness, second changes
- 3.Freedom and responsibility
- 4.High quality teaching and learning, clear rules.
- 5.Social justice
- 6.Reflection on purpose of curriculum
- 7.Support on spiritual, religious and world view development
- 8.Supportive toward teachers, role models who also make mistakes.

CHALLENGE

- Realised: enormous increase of access. But 60 mio children excluded of education mainly in conflict areas;
- 250 mio children excluded from education with acceptable quality;
- > high dropout-rates, low qualifications, insufficient relevance
- Challenge: systematic improvement of quality is the key (SDG4)

STAR SCHOOL MODEL



QUALITY IMPROVEMENT APPROACH

(Self-)assessment:

- > Empower whole school to SELF-IMPROVE their own quality
- > Supporting the SYSTEM, entry level inspectors + tutors
- > Facilitate DIALOGUE: what lies behind low pass rates?
- > Fact based practical ACTION for change

Digital tool as aid:

- Instant report generation
- Evidenced discussion
- Immediate action planning
- Ownership by school, community and inspection/supervision

BACKGROUND

Lessons from 15 years Dutch experience (>5,000 schools):

- School as learning organisation
- Continuous improvement cycle
- DIALOGUE ABOUT QUALITY IS KEY

<i>control</i>	<i><-> trust</i>
<i>policeman</i>	<i><-> facilitator, coach</i>
<i>top down, rigid</i>	<i><-> bottom up, flexible</i>
<i>basic data quantity</i>	<i><-> quality data, meaningful</i>
<i>blaming & shaming</i>	<i><-> good practice, peer learning</i>

EDU Q-CARD ASSESSMENT

- Facilitated by Inspector/supervisor and tutor
- Multi stakeholder process
- Focus on quality data
- Expert + self-assessment
- Paper based + digital (tablet)

Flexible:

- Contextualization
- Assessment and monitoring easy
- Add-on indicators (other programmes / interventions)



WHERE DO YOU SEE MOST?



big data

OR

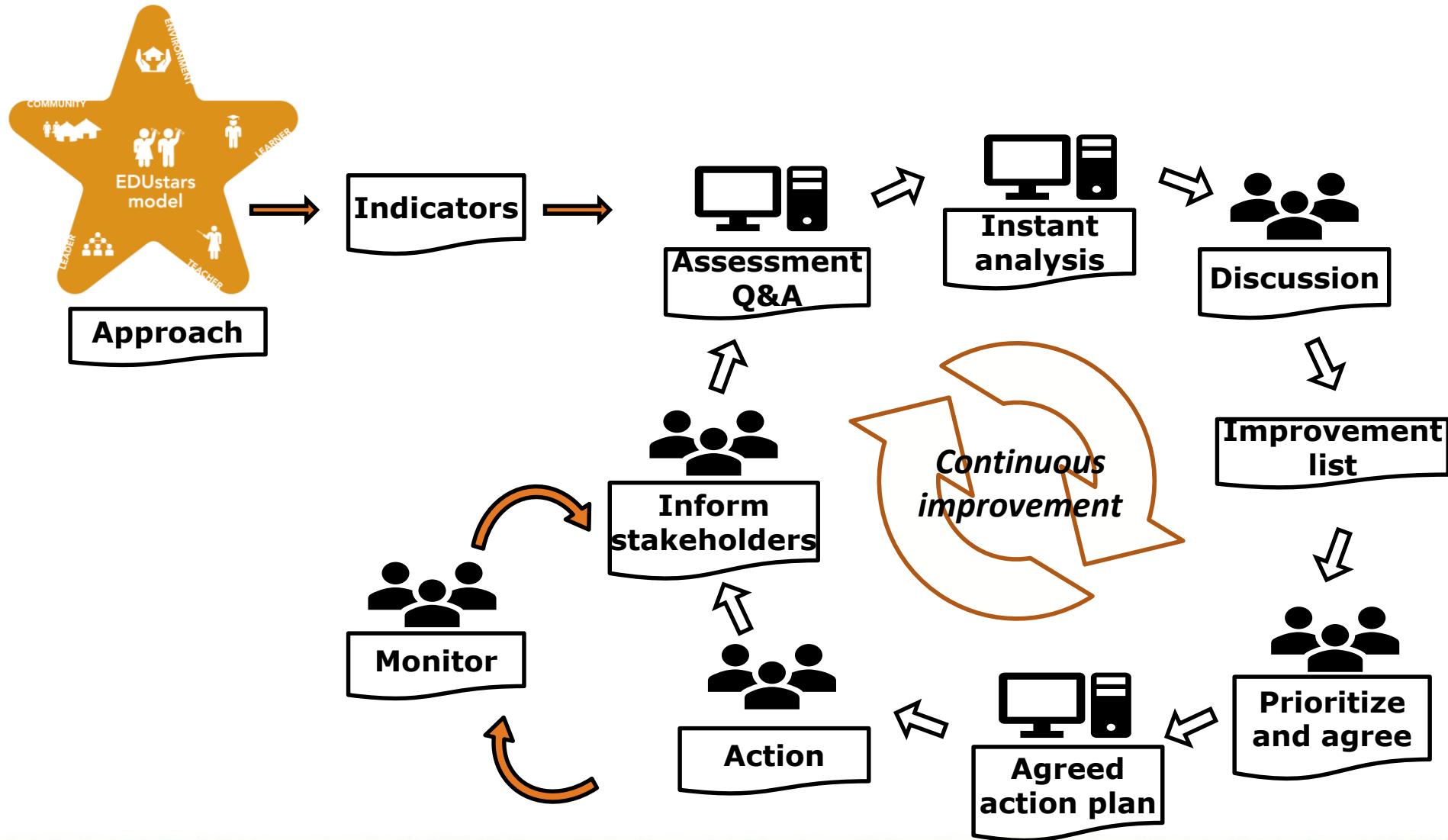


small data

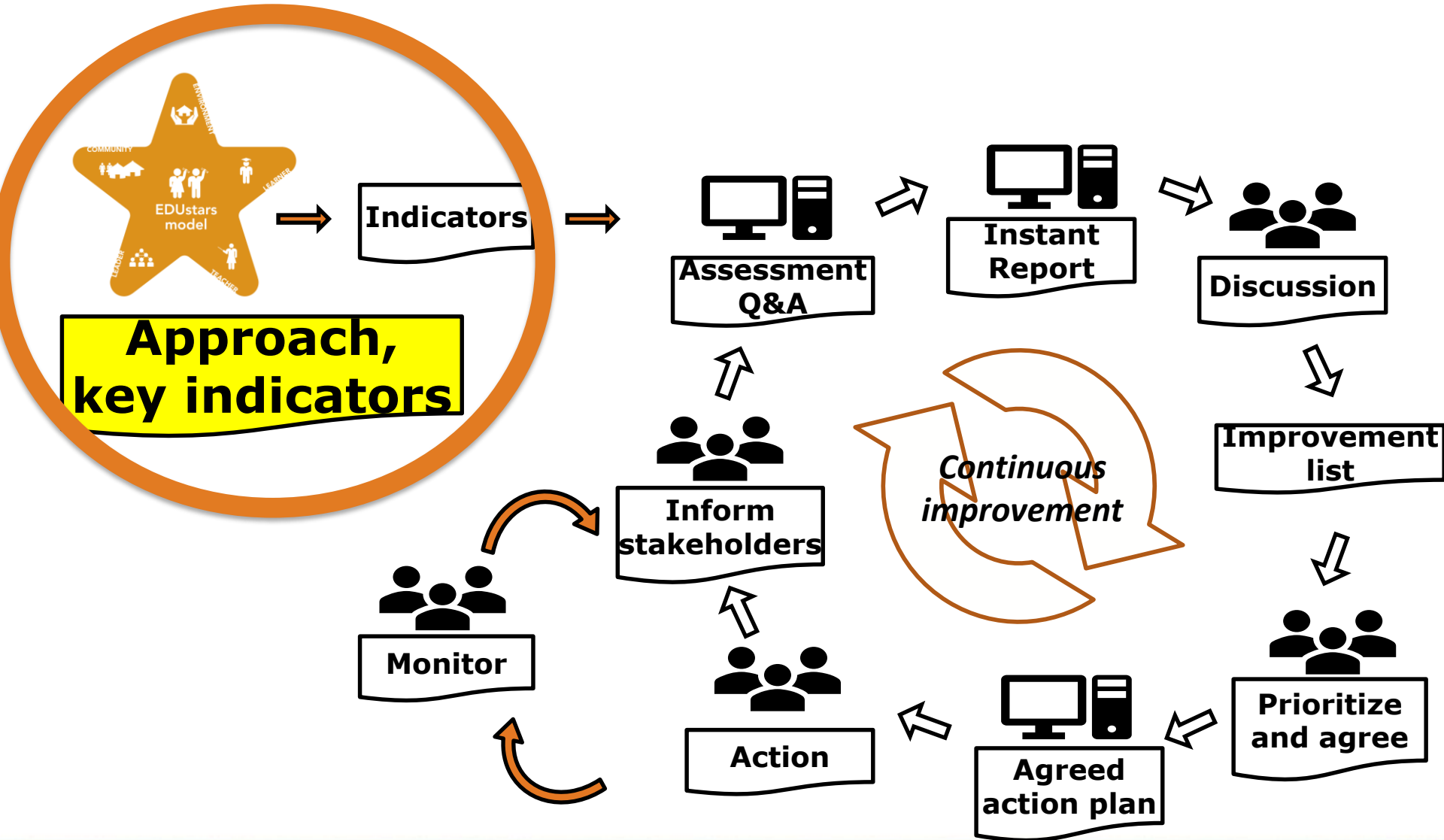
Less is more?

Zoom to human scale

CONTINUOUS QUALITY IMPROVEMENT CYCLE



APPROACH



Assessment tablet screen
Quality indicators

Learning environment

1. School building conditions
2. Classroom infra quality
3. Sanitary quality
4. Violence policies/practice
5. Routines school, classroom
6. Inclusiveness
7. Socio-emotional learning
8. Gender sensitivity

3. Learning Environment
v 1.0

LEARNING ENVIRONMENT SUBMIT

Repetitions:1

Learning Environment - 1

1. External assessor or self-assessment?*

☐ External assessment (by expert)

☐ Self-assessment (teaching staff of school)

2. Condition of school building?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

3. Quality of class room infrastructure?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

4. Quality of sanitary facilities/ water?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

5. Policies present and applied on prevention of physical, psychological or sexual violence?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

6. Are school and class routines in place and applied?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

7. Is there a policy and practice on inclusiveness (disabled, minorities, refugee children)*

☐ Weak

☐ Moderate

Assessment tablet screen
Quality indicators

Learning process

1. Student activities (no.)
2. Student active learning
3. Active use of text books
4. Active participation groupwork
5. Critical and creative thinking
6. Learners asking questions
7. Learners' responses
8. Learners' independence

The screenshot shows a tablet interface for an assessment titled '4. Learning v 1.0'. It features a navigation bar with 'LEARNING' and 'SUBMIT' buttons. Below the bar, it indicates 'Repetitions:1' and 'Learning - 1'. The assessment consists of six numbered questions, each with radio button options. The questions are: 1. External assessment or self-assessment?*, 2. Number of student activities observed in one lesson (rating)?*, 3. Student's involvement in active learning tasks; average 'time on task' during the lesson?*, 4. Active use of text books during the lesson?*, 5. Active participation of learners ('work in groups')?*, and 6. Stimulation of learners' critical and creative thinking (from only listening to creativity & problem solving)?*. Each question has five options: Weak, Moderate, Good, Excellent, and Not known/ not applicable.

4. Learning
v 1.0

LEARNING SUBMIT

Repetitions:1

Learning - 1

1. External assessment or self-assessment?*

☐ Assessment by external assessor

☐ Self-assessment (teaching staff of school)

2. Number of student activities observed in one lesson (rating)?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

3. Student's involvement in active learning tasks; average 'time on task' during the lesson?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

4. Active use of text books during the lesson?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

5. Active participation of learners ('work in groups')?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

6. Stimulation of learners' critical and creative thinking (from only listening to creativity & problem solving)?*

☐ Weak

☐ Moderate

☐ Good

Assessment tablet screen
Quality indicators

Teaching

1. Lesson planning
2. Real life practice/competences
3. Concept building
4. Questioning and answering
5. Assessment of students work
6. Confidence encouragement
7. Classroom management
8. Lesson objectives/ activities

5. Teaching
v 1.0

TEACHING SUBMIT

Repetitions:1

Teaching - 1

1. External assessment or self-assessment?*

☐ Assessment by external assessor

☐ Self-assessment (teaching staff of school)

2. Is there a clear lesson planning with clear objectives and abided to?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

3. Is attention drawn to 'real life practice'/ competencies of the learners?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

4. Concept building: capability of teacher to take the learner from the concrete to the abstract?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

5. How is teacher dealing with questioning and answering (f.i. closed vs. open questions)?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

6. How is assessment of students' work in the class room (methods used)?*

☐ Weak

☐ Moderate

☐ Good

Assessment tablet screen

Quality indicators

School leadership

1. Pedagogical and didactical vision
2. School Improvement Plan
3. Consciousness leadership style
4. Teacher performance m&e
5. Capacity building
6. Team meetings
7. Team effective operations
8. Student performance m&e

6. School Management
v 1.0

SCHOOL MANAGEMENT SUBMIT

Repetitions: 1

School Management - 1

1. External assessment or self-assessment?*

☐ Assessment by external assessor/ expert

☐ Self-assessment (teaching staff of school)

2. Pedagogical and didactical vision/ policy of head teacher (&team)?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

3. Is there a joint and shared School Improvement Plan?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

4. Consciousness of (impact of) leadership style (related both to tasks as team)?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

5. Systematic monitoring and evaluation of teacher performance done?*

☐ Weak

☐ Moderate

☐ Good

☐ Excellent

☐ Not known/ not applicable

6. Are there capacity building policies for teachers and school leader (and applied)?*

☐ Weak

☐ Moderate

☐ Good

Assessment tablet screen
Quality indicators

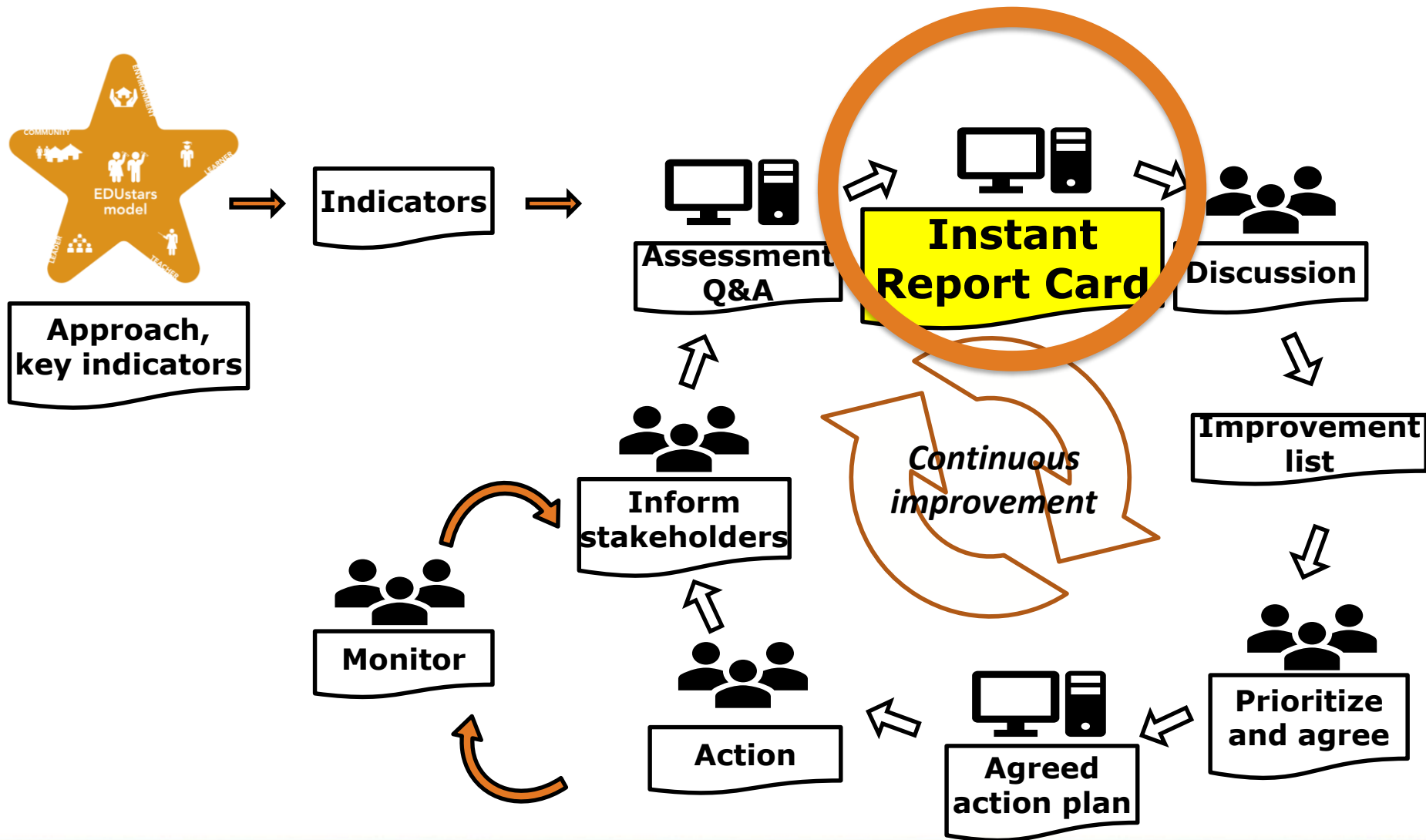
Parents - community

1. School community purposes
2. Co-responsibility
3. Communication school-parents
4. Attitude to parent involvement
5. Responsiveness to parents on children's well-being
6. Teachers' support to parents in pupil learning
7. Parent leadership/decision making
8. Parent governance

The screenshot shows a tablet interface for the '7. Parents-Community' assessment. The top bar is orange with a back arrow, the title '7. Parents-Community v 1.0', and a 'SUBMIT' button. Below the bar, the text 'PARENTS & COMMUNITY' is displayed. The main content area is titled 'Repetitions:1' and 'Parents & Community - 1'. It contains six numbered questions, each with radio button options:

- 1. External assessment of self-assessment?***
 - ☐ Assessment by external assessor/ expert
 - ☐ Self-assessment (teaching staff of school)
- 2. School used for other community purposes?***
 - ☐ Weak
 - ☐ Moderate
 - ☐ Good
 - ☐ Excellent
 - ☐ Not known/ not applicable
- 3. Co-responsibility of parents and community for the school (from non-involvement to full contribution)?***
 - ☐ Weak
 - ☐ Moderate
 - ☐ Good
 - ☐ Excellent
 - ☐ Not known/ not applicable
- 4. Frequency and quality of communication between school and parents?***
 - ☐ Weak
 - ☐ Moderate
 - ☐ Good
 - ☐ Excellent
 - ☐ Not known/ not applicable
- 5. Do head teacher and teachers recognise and act on parent involvement?***
 - ☐ Weak
 - ☐ Moderate
 - ☐ Good
 - ☐ Excellent
 - ☐ Not known/ not applicable
- 6. Teachers' direct responsiveness and relationships with parents on children's learning & well being?***
 - ☐ Weak
 - ☐ Moderate

INSTANT ANALYSIS REPORT CARD



EDU Q CARD ANALYSIS REPORT CARD











- Instant feedback to stakeholders
- Visible on tablet
- Screen (online) or pdf (printable)
- Add comments online
- School level and aggregate levels
- Facilitation of fact based discussion

Analysis Report School Level - summary

EDU-Q Card Assessment (vs. 2018-01)

PDF





































Summary

	External	Self
Learning Environment	 2.13	 2.88
Learning	 1.88	 2.96
Teaching	 2.13	 2.88
School Management	 2.25	 3.13
Parents & Community	 2.13	 3.06

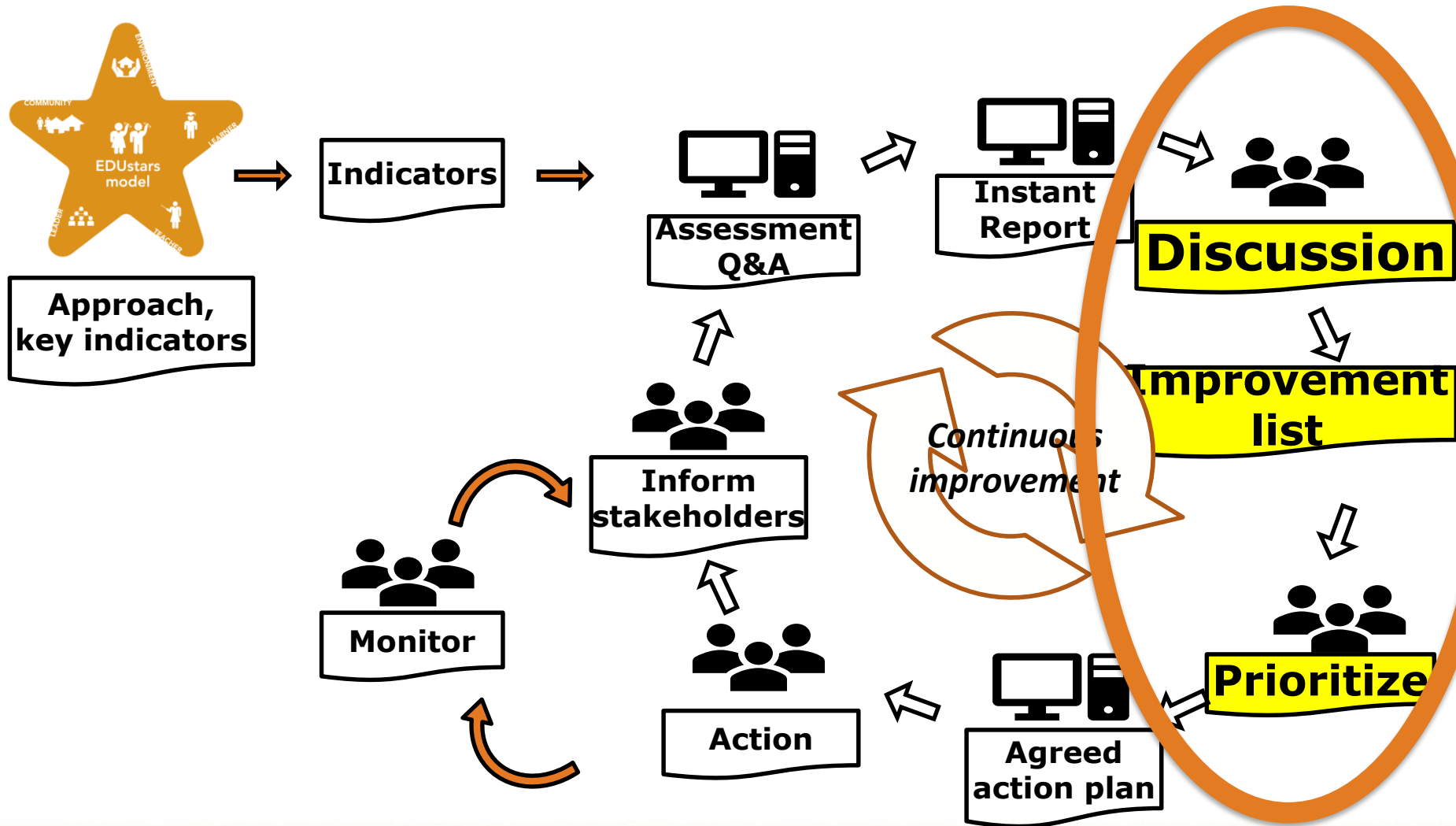
Analysis Report – aggregate dashboard

EDU-Q Card Evaluación PERU (vs. 2018-02) 75850912

[Reports](#)

	ENTORNO APRENDIZAJE	APRENDIZAJE	ENSEÑANZA	DIRECCIÓN ESCOLAR	PADRES- COMUNIDAD
	External	External	External	External	External
la mercet	 2.63	 3.00	 2.38	 1.88	 2.50
50055	 1.75	 1.38	 1.75	 1.75	 2.75
50741	 2.63	 3.13	 2.75	 3.00	 3.13
La Merced	 3.44	 3.13	 2.00	 2.88	 3.38
La Merced	 2.88	 3.13	 3.25	 3.25	
Tupac Amaru				 2.75	 2.38
	 2.50	 2.88	 2.53	 2.25	 2.81
La Merced	 2.63	 2.25	 1.63	 1.25	 1.38

INSTANT ANALYSIS REPORT



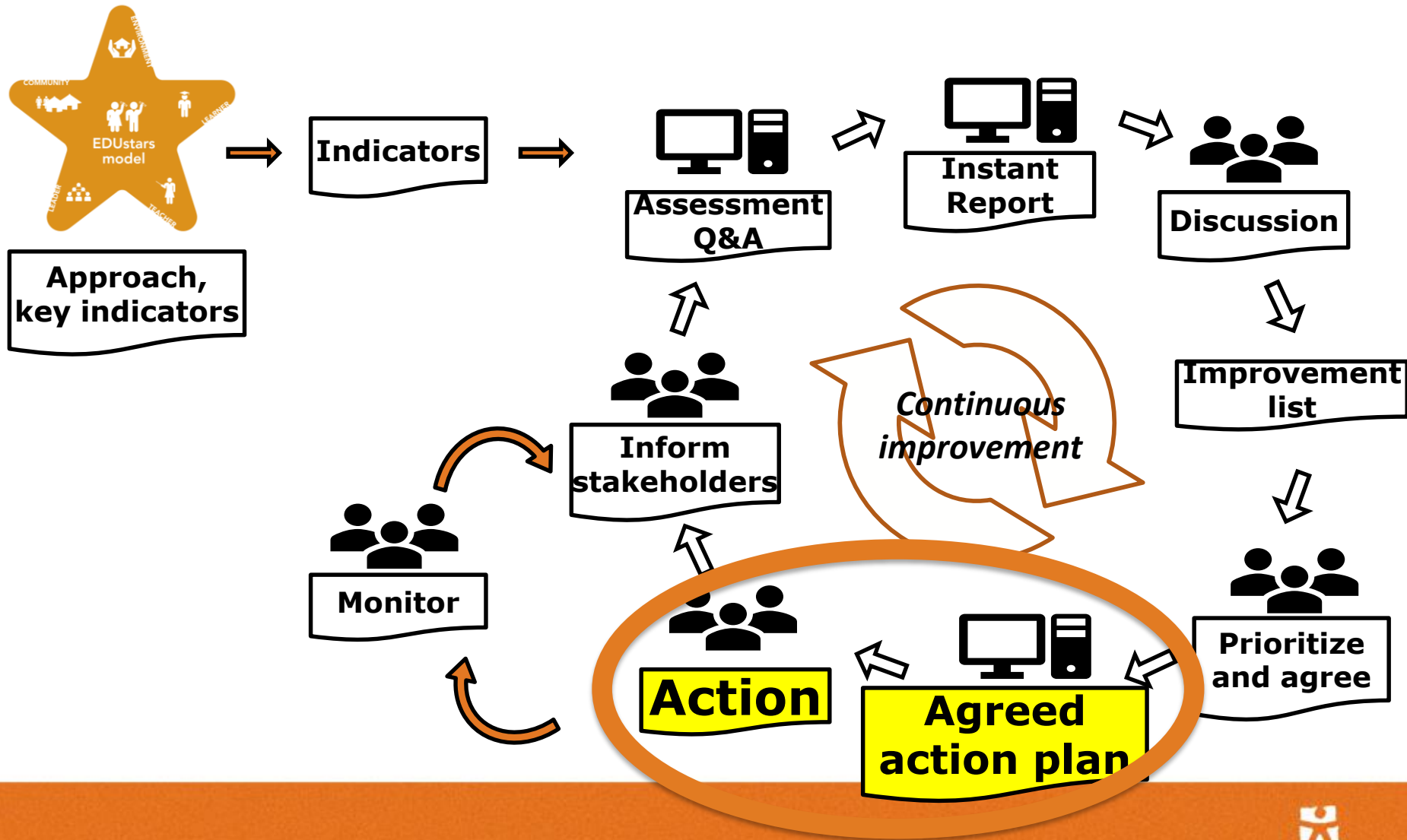
DISCUSSION

- Multi stakeholder facilitated by inspector - tutor
- Fact based: initial analysis report

*Yes we can * speed of trust * learning to learn * self-esteem and basic trust * appreciative enquiry * feedback * growth mindset 'not YET' (Carol Dweck) * best practice * peer learning*

- Prioritize -> shortlist -> doable within 1 year
- action planning

ACTION PLAN



Agreed action plan / final report



- Put max 3 crucial actions ->SMART
- Put action plan in online report
- Final report = analysis report + comments + actions
- Download final report including action plan
- One day: from assessment to final report
- Done by two facilitators: supervisor, tutor

Carry out actions

- According to agreed plan
- Distributive leadership
- External monitor: appraise - mid term 1/2 yr - final 1 yr
- New assessment cycle after one year
- 3 years repetition to allow process internalization

*A*ction
*C*hanges
*T*hings

Action Plan and Final Report

Action point	Responsibles	Contribution	Ready by month/year	
Upgrading of 4 class rooms	PTA	Labour and constructic	Jul 2018	X
Teacher training in ATL	Education Bureau	HR, facitlity, monitoring	Sep 2018	X

Add action point

Remarks

Overall good assessment, but T&L is key issue here. Also N of students per class room.

Update Comment



Thank you for your attention!