

The Enactment of Parent and Student Voice in School Evaluation - Cases Across European Frontiers



Distributed Evaluation and Planning in Schools (DEAPS)

International Symposium: 22 October 2020 10.00 AM – 4.00 PM

Location: School of Education, Polytechnic Institute of
Viseu, Portugal and online



Co-funded by the Erasmus+ Programme of the European Union

Distributed Evaluation and Planning in Schools (DEAPS) is a European Commission funded project that commenced in September 2017 and concludes in October 2020. Funding for the project was obtained via the Erasmus+ Key Action funding Scheme - Cooperation for innovation and the exchange of good practices - Strategic Partnerships for school education.

Project Reference number: 2017-1-IE01-KA201-025693

Acknowledgements

- Dr. Maria Figueiredo and colleagues from Polytechnic Institute of Viseu for organising and hosting the Multiplier event
- The European Commission for funding the DEAPS project under the Erasmus+ Key Action funding Scheme - Cooperation for innovation and the exchange of good practices (Strategic Partnerships for school education)
- Deirdre O'Brien and colleagues at Léargas Ireland for providing advice and support throughout the duration of the project
- Dr Patrick Shevlin and colleagues from the EQI Shaped Professional Learning Network cluster - Northern Ireland for advice and support on the development of professional development methodologies used on outputs derived from the research
- Staff at DCU Research Support
- Colleagues at the School of Policy and Practice at DCU Institute of Education for support and advice on the research during the last three years
- The many school Principals, Teachers and Students in Belgium (Flanders), Ireland, Portugal, and Turkey, who participated in the research

CONFERENCE PROGRAMME
School of Education, Viseu, Portugal
Online webinar

10.00 – 10.45

Master of Ceremonies

Dr. Maria Figueiredo - Polytechnic of Viseu, Portugal

Welcome Address

Professor João Pedro Monney Paiva, President of the Polytechnic of Viseu, Portugal.

Dr. João Paulo Balula - President of the School of Education, Polytechnic Institute of Viseu, Portugal

Exploring Distributed Evaluation in Schools - A European Perspective

Dr. Martin Brown, DEAPS Project Co-Ordinator, EQI, School of Policy and Practice DCU Institute of Education, Ireland

10.45 - 11.30

The enactment of policy instruments for the inclusion of parent and student voice in School Evaluation

Presenting: Dr. Sakir Cinkir & Dr. Gul Kurum - Ankara University, Turkey

Understanding Parent and Student Voice in four European Countries: Cases from Belgium (Flanders), Ireland, Portugal and Turkey

Presenting: Craig Skerritt - EQI, School of Policy and Practice DCU Institute of Education, Ireland

11.30 – 11.45

Break

11.45 – 12.30

What factors promote the inclusion of parent and student voice in School Evaluation? Insights from Belgium, Ireland and Portugal

Presenting: Dr. Jerich Faddar & Dr. Jan Vanhoof - University of Antwerp, Belgium (Flanders)

Towards clarity on Distributed Evaluation and Planning in Schools - A conceptual framework

Presenting: Susana Amante & Dr. Maria Figueiredo, Polytechnic Institute of Viseu, Portugal

12.30 – 12.45

Questions and Answers from the audience to the DEAPS team

Valter Alves, Susana Amante, Martin Brown, Şakir Çinkir, Jerich Fadar, Maria Figueiredo, Helena Gomes, Gul Kurum, Ana Patrícia Martins, Gerry McNamara, Shivaun O'Brien, Joe O'Hara, Henrique Ramalho, João Rocha, Craig Skerritt, Jan Vanhoof

12.45 – 13.00

Closing and moving forward

Dr. Martin Brown - EQI, School of Policy and Practice, DCU Institute of Education, Ireland

13.00 – 14.30

Break

14.30 – 15.30 – Practitioner Workshops

A toolkit to enhance Distributed Evaluation and Planning in Schools

Sarah Gardezi and Dr. Martin Brown - EQI, DCU Institute of Education, Ireland

A training module for Distributed Evaluation and Planning in Schools

Dr. Jerich Faddar & Dr. Jan Vanhoof - University of Antwerp, Belgium (Flanders)

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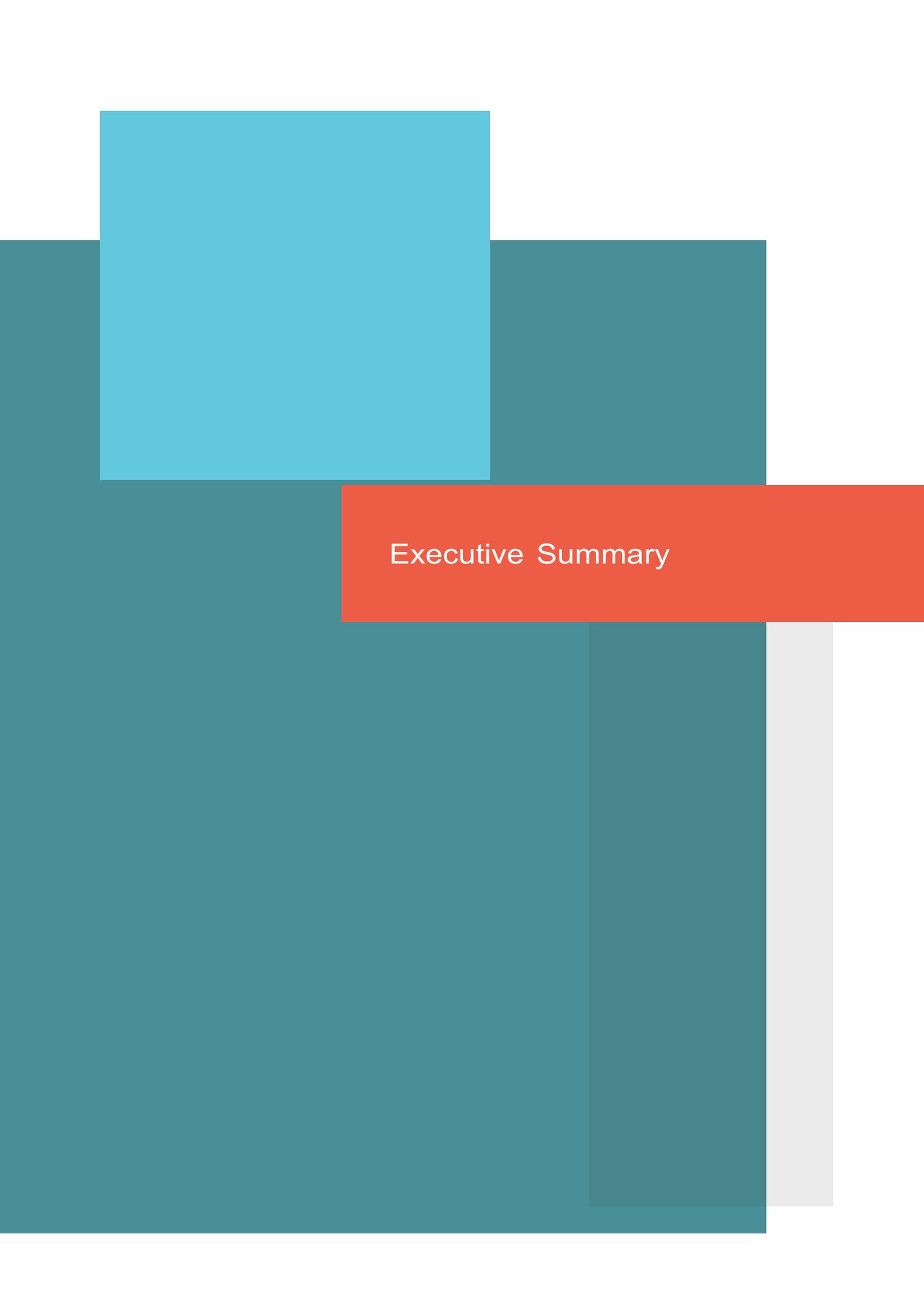
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Executive Summary

EXECUTIVE SUMMARY

The decentralisation of governance structures and the enactment of policy levers to more actively include citizens in decision-making processes has become a central part of the discourse of public sector reform in vital areas such as education (Beckmann, Cooper, and Hill 2009). Indeed, regimes of evaluation in most European countries have increasingly converged towards an almost unequivocal concept that parents, students and other members of the school community should have a significant role in influencing school decision-making through the process of School self-evaluation (SSE) (Brown et al. 2019). Calls for greater participation in decision making are often championed as a progressive way of making schools more democratic and more efficient (Mokoena 2011). In line with the initial appeal for SSE (Macbeth, 1999, Vanhoof et al. 2007); parents and students know the local context, and can, therefore, in theory, provide detailed knowledge, valuable insights, and constructive feedback on how to improve schools (Odhiambo and Hii 2012). This is seen as a positive shift, as a wider range of perspectives is likely to offer more detailed and complex insights into the depths of the organisation (Chapman and Sammons 2013).

At a policy level, the response to parent and student voice in school evaluation has been one whereby national and transnational organisations have promoted and put in place policies and legislative guidelines for the inclusion of parents and students in evaluation. For example, in the case of Ireland, schools are required to use a school self-evaluation framework that allows for the participation of parents and students in the evaluation process (Department of Education and Skills, Ireland, 2016).

On the other hand, when it comes to granting roles to some of these actors in the realm of evaluation potential concerns have emerged such as the validity of student input (Burr, 2015) and in some jurisdictions, the fear by teachers of receiving negative feedback (Ferguson et al. 2011, Sellman, 2009). The theory of stakeholder involvement in evaluating schools and teachers is one aspect of enactment but enabling and accepting judgements from these groups is perhaps a very different matter.

To fill the lacuna in this area of educational evaluation, this three-year European Union funded project entitled 'Distributed Evaluation and Planning in Schools' (DEAPS) that commenced in September 2017 and concludes in October 2020 set out to discover how the role of parents and pupils is being received and implemented in schools and within this, to identify the hindering and facilitating f(a)ctors that support parental and student involvement in School Evaluation. Ultimately, the core objective of the project was to develop a practitioner toolkit, training module and online course that can be adapted and used by a variety of stakeholding groups across European Frontiers and further afield.

The DEAPS syndicate consisted of researchers from four different institutions (Universiteit Antwerpen in Belgium Flanders, Dublin City University in Ireland, Polytechnic Institute of Viseu in Portugal and the University of Ankara in Turkey) whose countries offer varying degrees of school autonomy for the inclusion of parents and student participation in School Evaluation. In Belgium (Flanders) all types of schools enjoy greater independence regarding how they want to carry out SSE and who do they want to involve in the process (Vanhoof et al., 2011). In Ireland, Parent and student inclusion in SSE is stressed in the legislation (Brown et al. 2020a). However, it is at the discretion of Schools to decide the extent and manner of their engagement. School leaders, teachers, other staff, students, and parents are regarded in theory as the key stakeholders in the context of SSE. Portugal, on the other hand, has a long-established system of parent participation in the school decision-making afforded through parent associations. The association works closely with the school management and is expected to create the best possible opportunities for the children. It is a type of management board that generally covers a cluster of schools (Figueiredo et al., 2017). Finally, in Turkey, parent and student participation in school decision making is more hierarchical by design compared with the other three partner countries. Though student and parent engagement is not mentioned in the legislation, their opinions are usually sought concerning school development and improvement activities, the work of the school principals (Tüzün & Sarıışık, 2015), and in the evaluation of teacher performance (MoNE, 2018).

The core outputs for DEAPS (available on the multilingual project sites: deaps.net; deapsbe.net; deapspt.net ; deapstr.net include the following:

- A synthesis of literature relating to DEAPS across Evaluation regimes
- The outcomes of the school surveys
- The outcomes of the school case studies
- The theoretical framework for practice
- A toolkit and Online course to provide strategies for educators to implement DEAPS
- A practitioner training module that can be used by educators to implement DEAPS

This symposium provides a summary of the outputs of the project.

The first paper presented by Dr. Sakir Cinkir & Dr. Gul Kurum (Ankara University - Turkey) and titled *The enactment of policy instruments for the inclusion of parent and student voice in School Evaluation* is based on a systematic literature review of international literature on DEAP Strategies in Schools.

The second paper presented by Craig Skerritt (EQI- Dublin City University - Ireland) titled *Understanding Parent and Student Voice in four European Countries: Cases From Belgium (Flanders), Ireland, Portugal and Turkey* reports on the research derived from case studies of DEAPS practices in the four countries.

Leading on from this, the penultimate paper presented by Drs Jerich Faddar and Jan Vanhoof (University of Antwerp – Belgium Flanders) titled *What factors promote the inclusion of parent and student voice in School Evaluation? Insights from Belgium, Ireland, Portugal and Turkey* shares the findings of the surveys of school personnel in the four partner countries. The findings refer to DEAP policies, professional development opportunities, practices, and challenges for schools in implementing DEAPS.

The final paper presented by Susana Amante & Dr Maria Figueiredo entitled *Towards clarity on Distributed Evaluation and Planning in Schools - A conceptual framework* summarises the theoretical basis and findings derived from the project.

The research element of the project is then followed by two short practitioners' workshops. Drs Jerich Faddar and Jan Vanhoof - University of Antwerp, Belgium (Flanders) will conduct an introductory workshop relating to a *practitioner training module derived from DEAPS*. This will be followed by Sarah Gardezi (Dublin City and Dr. Martin Brown (EQI- Dublin City University – Ireland) who will introduce the core component parts of the *DEAPS toolkit* and how it can be used to support Schools.

Martin Brown, DEAPS Project Coordinator
EQI, School of Policy and Practice, DCU Institute of Education, Ireland

Speakers and DEAPS
Team Members Biographies

Maria P. Figueiredo is an Associate Professor of Educational Sciences, Childhood Education, at the School of Education of the Polytechnic of Viseu, and Researcher at the CI&DEI/IPV. She holds a PhD in Education, and a Masters Degree in Educational Projects. Maria has been Secretary-General of the European Educational Research Association since 2016. She is Vice-President of the Portuguese Society of Educational Sciences and Pro-President for Pedagogical Innovation at the Polytechnic of Viseu.



Her work is developed primarily in Early Childhood and Primary School Teacher Education and Social Pedagogy. She has researched participatory pedagogies in Early Childhood Education with a strong focus on Children's Rights and family involvement.

Selected recent publications

Figueiredo, M.P., Menezes, L., Gomes, H., Martins, A., Ribeiro, A. Marchese, M., & Soares, I. (2021). It's a lot of work: A tailor's measuring tape in the dollhouse IN: Mathematics IN: Thiel, O., Severina, E., Perry, B. (eds.) *Early Childhood: Research, Reflexive Practice and Innovative Pedagogy*. London: Routledge.

Brown, M.; McNamara, G.; Cinqir, S.; Faddar, J.; Figueiredo, M.P.; vanhoof, J.; O'Hara, J.; Skerritt, C.; O'Brien, S.; Kurum, G.; Ramalho, H.; Rocha, J. (2020) 'Exploring parent and student engagement in School Self Evaluation in four European Countries'. *European Educational Research Journal*. Doi: <https://doi.org/10.1177/1474904120961203>

Brown, M., McNamara, G., O'Brien, S., Skerritt, C., O'Hara, J., Faddar, J., Cinqir, S., Vanhoof, J., Figueiredo, M., Kurum, G. (2020) 'Parent and student voice in evaluation and planning in schools'. *Improving Schools*. Doi: <https://doi-org.dcu.idm.oclc.org/10.1177/1365480219895167>

Figueiredo, M. P., Gomes, H., & Rodrigues, C. (2018). Mathematical pedagogical content knowledge in Early Childhood Education: tales from the 'great unknown' in teacher education in Portugal. *European Early Childhood Education Research Journal*, 26(4), 535-546. Doi: <https://doi-org.dcu.idm.oclc.org/10.1080/1350293X.2018.1487164>

Martin Brown project coordinator for the DEAPS project and principal investigator for the DEAPS Ireland team, is research director at EQI – The Centre for Evaluation, Quality and Inspection based at DCU, Institute of Education, Ireland. He is an adjunct faculty member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois, Urbana Champaign. He gained his PhD in Educational Evaluation and comparative Education Studies and his Master's degree from DCU and is the recipient of the: John Coolahan SCOTENS award for research into Teacher Education, North and South; President of DCU Research Impact and Distinctive Approaches to Teaching awards (2020).



He is an advisor to the Teaching Council of Ireland, and the European Commission and is presently the project coordinator and principal investigator for the following funded research projects: Erasmus+ Intercultural Community Evaluation and Planning in Schools (ICCEP); Erasmus+ Culturally Responsive Leadership in Schools (CRELIS); Sharing the impact of shaped professional learning networks in challenging times.

Selected recent publications

Brown M.;McNamara G.;O'Hara J.;Shevlin P. (2020) 'Polycentric inspection: A catalyst for sparking positive interactions in educational networks'. *Evaluation*, 26 (1):76-97. Doi: <https://doi.org/10.1177/1356389019895031>

Brown, M.; McNamara, G.; O'Brien, S.; Skerritt, C.; O'Hara, J. (2020) 'Policy and Practice: Including Parents and Students in School Self-Evaluation'. *Irish Educational Studies*. doi: <https://doi.org/10.1080/03323315.2020.1814839>

Herzog-Punzenberger B.;Altrichter H.;Brown M.;Burns D.;Nortvedt G.A.;Skedsmo G.;Wiese E.;Nayir F.;Fellner M.;McNamara G.;O'Hara J. (2020) 'Teachers responding to cultural diversity: case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey'. *Educational Assessment, Evaluation and Accountability*. doi: <https://doi.org/10.1007/s11092-020-09332-w>

Nortvedt, GA;Wiese, E;Brown, M;Burns, D;McNamara, G;O'Hara, J;Altrichter, H;Fellner, M;Herzog-Punzenberger, B;Nayir, F;Taneri, PO (2020) Aiding culturally responsive assessment in schools in a globalising world'. *Educational Assessment, Evaluation and Accountability*, 32 :5-27. doi: <https://doi-org.dcu.idm.oclc.org/10.1007/s11092-020-09316-w>

Sakir Cinkir project manager and contact person for the DEAPS project Turkey team. He earned his PhD in 2001 from the School of Education, at Leeds University, through his engagement with the MoNE-WB Project for the Development of National Education. He was director of the Educational Research and Application Centre, at Ankara University, from 2006-2012, and since then, he has been instructing at its Faculty of Educational Sciences, Department of Educational Administration and Policy. He has been teaching school management, cross-cultural leadership, academic writing skills, management of human resources in undergraduate and graduate levels.



Dr. Cinkir has also been a consultant for the MoNE, in a number of projects, including: (1) Teacher qualifications in general as well as in special domains; (2) Inspectorate performance management; (3) Development of teacher employment systems and strategies for MoNE. He is the co-author of the Turkish Education System and School Management and the author of Restructuring Educational Organizations and Capacity Building: Cases from EU countries. Dr. Cinkir has also published numerous articles in national and international journals in educational sciences. He has also participated in numerous seminars hosted by public and private institutions. His major areas of study are; Educational Management, Educational supervision, school management and school leadership, continuing, professional development, restructuring and capacity building, cross-cultural leadership, teacher training and development, performance management and performance evaluation.

Selected recent publications

Çinkir, Ş. (2020) *Changing Educational Paradigms: New Methods, Directions, and Policies*. London: Palgrave Macmillan. doi: [10.14689/issn.2148-624.1.7c.4s.1m](https://doi.org/10.14689/issn.2148-624.1.7c.4s.1m).

Çinkir, Ş. ve Yıldız, S. (2019). Student satisfaction at higher education institutions in Turkey: A case of faculty of education. *Eğitimde Nitel Araştırmalar Dergisi – Journal of Qualitative Research in Education*, 7(4), 1328-1344. doi: [10.14689/issn.2148-624.1.7c.4s.1m](https://doi.org/10.14689/issn.2148-624.1.7c.4s.1m)

Çinkir, Ş. (2019). İngiltere’de mevcut okul müdürleri ve müdür adaylarına verilen eğitim programlarının değerlendirilmesi [Evaluation of Training Provision/Programs for Existing and Prospective School Headteachers in England]. *Eğitimde Nitel Araştırmalar Dergisi – Journal of Qualitative Research in Education*, 7(3), 1145-1173. Doi: [10.14689/issn.2148-624.1.7c.3s.11m](https://doi.org/10.14689/issn.2148-624.1.7c.3s.11m)

Kurum, G. ve Çinkir, Ş. (2019). An Authentic Look at Evaluation in Education: A School SelfEvaluation1 Model Supporting School Development. *Eurasian Journal of Educational Research*, 83 253-286. Doi: [10.14689/ejer.2019.83.12](https://doi.org/10.14689/ejer.2019.83.12)

Çinkir, Ş , Yıldız, S . (2018). Bir Bologna Değerlendirme Çalışması: Eğitim Yönetimi Lisansüstü Program Yeterliliklerine İlişkin Kazanımların İncelenmesi. *Yükseköğretim Dergisi* , 8 (1) , 55-67 .

Gül Kurum is co-principal investigator for the DEAPS Turkey project team. Dr Kurum earned her PhD from the School of Educational Sciences at Ankara University. In 2013, she earned her MA degree from Trakya University’s Educational Sciences Department, Educational Administration, Supervision, Planning and Economics program. Dr Kurum is presently a post-doctoral researcher at the Faculty of Education, Department of Educational Administration at Trakya University, Edirne-Turkey. She lectures across a variety of modules such as school management, classroom management and comparative education. Her research interests relate to school management, inspection, educational leadership, school inspection and school self-evaluation.



Selected recent publications

Kurum, G. ve Çinkir, Ş. (2019). An Authentic Look at Evaluation in Education: A School SelfEvaluation Model Supporting School Development. *Eurasian Journal of Educational Research*, 83 253-286. doi: [10.14689/ejer.2019.83.12](https://doi.org/10.14689/ejer.2019.83.12)

Brown, M., McNamara, G., O’Hara, J., Hood,S., Burns,D., and Kurum, G. (2019) 'Evaluating the impact of distributed culturally responsive leadership in a disadvantaged rural primary school in Ireland'. *Educational management and administration (now emal)*, 47 (3):457-474. Doi: <https://doi-org.dcu.idm.oclc.org/10.1177/1741143217739360>

Erdemli, Ö., & Kurum, G. (2019). Ostracism at school from school administrators’ and teachers’ point of view: Causes and results. *Hacettepe University Journal of Education*. doi: [10.16986/HUJE.2019051589](https://doi.org/10.16986/HUJE.2019051589)

Kurum, G. (2018). Kültürel çeşitlilik bağlamında ortaokullardaki vatandaşlık eğitimi uygulamalarına ilişkin okul yöneticilerinin ve öğretmenlerin görüşleri. *Prof. Dr. Emine AKYÜZ’e Armağan Akademisyenlikte 50 Yıl*. (Edt. Y. Karaman Kepenekçi ve P. Taşkın). Ankara: Pegem Akademi. ss. 677-689.

Craig Skerritt is policy and international programmes manager at the Royal Irish Academy and a researcher at the Centre for Evaluation, Quality and Inspection, Dublin City University. He has been involved in the Distributed Evaluation and Planning in Schools project since its inception. His main research interest lies in education policy- particularly relating to the relationship between autonomy and accountability in education, school evaluation and inspection systems, and how teachers (re)construct their professional identities in response to policy, inspections, and change. Craig is also the 2018 School of Policy and Practice PhD Scholarship recipient at the School of Policy and Practice, Dublin City University Institute of Education, receiving five years of funding for part-time PhD study. Craig's doctoral work is being supervised by Dr Martin Brown and Professor Joe O'Hara.



Selected recent publications

Skerritt, C. (2020) School autonomy and the surveillance of teachers, *International Journal of Leadership in Education*. Doi: <https://doi.org/10.1080/13603124.2020.1823486>

Skerritt, C. and Salokangas, M., (2020) Patterns and paths towards privatisation in Ireland. *Journal of Educational Administration and History*, 52(1), pp.84-99. Doi: <https://doi-org.dcu.idm.oclc.org/10.1080/00220620.2019.1689104>

O'Keeffe, S. and Skerritt, C. (2020) Exploring teacher identity using poststructural tools. *International Journal of Research & Method in Education*, pp.1-14. Doi: <https://doi.org/10.1080/1743727X.2020.1753691>

Skerritt, C. (2020) Classes for lessons and classes for life: segregating students within schools, between schools, and after school. *British Journal of Sociology of Education*, 1-9. <https://doi.org/10.1080/01425692.2020.1776512>

Jerich Faddar is a postdoctoral researcher at the department of Training and Education Sciences of the Faculty of Social Sciences at the University of Antwerp. He holds a Bachelor's degree in Secondary Education (2008 - KHKempen), a Master's degree in Instructional and Educational Sciences (2012 - University of Antwerp) and a PhD in Educational Sciences (2018 – University of Antwerp).



His research interests are situated at the level of educational evaluation, school effectiveness, school improvement, and quality assurance in general and school self-evaluation in particular. His doctoral dissertation dealt with methodological issues and data quality within the framework of data-use and school self-evaluation. Since 2012 he is a research fellow of the Edubron research unit, and started as a project manager for the OECD TALIS (Teaching and Learning International Survey) programme in Flanders (Belgium). Currently, he is National Research Coordinator for TIMSS 2019 (Trends in International Mathematics and Science Study) in Flanders. He is part of the co-ordinating team of the Special Interest Group 'Educational evaluation, improvement and accountability' of the European Association for Research on Learning and Instruction (EARLI), and board member of the Flemish Forum for Educational Research (VFO).

Selected recent publications

Faddar, J., Vanhoof, J., & De Maeyer, S. (2018) School self-evaluation: self-perception or self-deception? The impact of motivation and socially desirable responding on self-evaluation results. *School Effectiveness and School Improvement*, 29(4), 660–678. Doi: <https://doi.org/10.1080/09243453.2018.1504802>

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Faddar, J., Vanhoof, J., & De Maeyer, S. (2017) Instruments for school self-evaluation: lost in translation: a study on respondents' cognitive processing. *Educational Assessment, Evaluation and Accountability*, 29(4), 397–420. Doi: <https://doi.org/10.1007/S11092-017-9270-4>

Faddar, J., Vanhoof, J., & De Maeyer, S. (2017) School self-evaluation instruments and cognitive validity: do items capture what they intend to?. *School Effectiveness and School Improvement*, 28(4), 608–628. Doi: <https://doi.org/10.1080/09243453.2017.1360363>

Jan Vanhoof is an associate professor on the staff of the Department of Training and Education Sciences of the University of Antwerp (Faculty of Social Sciences). He is a research fellow of the EduBRON research group. His current research activities focus on school policy and quality care in general and on school self-evaluation and feedback use in particular.



Selected recent publications

Verhelst, D., Vanhoof, J., Boeve-de Pauw, J. and Van Petegem, P., 2020. Building a conceptual framework for an ESD-effective school organization. *The Journal of Environmental Education*, pp.1-16.

Doi: <https://doi-org.dcu.idm.oclc.org/10.1080/00958964.2020.1797615>

Van Gasse, R., Goffin, E., Vanhoof, J. and Van Petegem, P., 2020. For squad-members only! Why some teachers are more popular to interact with than others in data use. *Studies in Educational Evaluation*

Doi: <https://doi.org/10.1016/j.stueduc.2020.100881>

Quintelier, A., De Maeyer, S., & Vanhoof, J. (2020). The role of feedback acceptance and gaining awareness on teachers' willingness to use inspection feedback. *Educational Assessment, Evaluation and Accountability*, 32(3), 311-333.

Doi: <https://doi-org.dcu.idm.oclc.org/10.1007/s11092-020-09325-9>

Van Gasse, R., Vanlommel, K., Vanhoof, J., & Van Petegem, P. (2020). Teacher interactions in taking action upon pupil learning outcome data: A matter of attitude and self-efficacy?. *Teaching and Teacher Education*.

Doi: <https://doi.org/10.1016/j.tate.2019.102989>

Susana Amante is an Invited Associate Professor of Portuguese and Foreign Languages - English, at the School of Technology and Management of the Polytechnic of Viseu. She holds a Master's Degree (2006) and a PhD (2011) in English Philology.



Susana has evaluated textbooks (Portuguese and English) and related materials and she has participated in research projects on Portuguese and on Foreign Language Teaching and Learning. Her fields of interest range from Children's Literature to Canadian Literature, EFL, Gender Studies and Translation Studies.

Selected recent publications

Delpincq, V.; Amante, S.; Amaro Costa, C.; Costa Lopes, A.; Coutinho, E.; Fidalgo, S. Gillain, R.; Lopez, P.; Oliveira, I.; Pereira, J.; Relvas, S.; Roush, P. (2020). Case Study of a Project-Based Learning Experience at the Polytechnic of Viseu, Portugal. *Proceedings of Edulearn20 Conference*, pp. 800-806. ISBN: 978-84-09-17979-4.

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Menezes, L. et al. (2019). *Humour in Mathematics Teaching: Tasks for the Classroom* (language revision: A. Costa & S. Amante). Viseu: Litoprint and Higher School of Education of Viseu. ISBN: 978-989-54036-6-0.

Costa, A.M.; Oliveira, A.M.; Rego, B.; Fidalgo, S. Delplancq, V.; Amante, F. S. & Relvas, S. (2019). "Ensinar as línguas estrangeiras no ensino superior na era digital: uma experiência de inovação pedagógica/Teaching Foreign Languages in Higher Education in the Digital Age: An Account of Pedagogical Innovation". In *Millenium - Journal of Education, Technologies, and Health*, 2 (ed. espec. no. 4), pp. 75-80.

Sarah Gardezi is a senior researcher and Project Manager at EQI - The Centre for Evaluation Quality and Inspection at Dublin City University. She received her Master's in Evaluation Theory and Practice from the University of Melbourne and completed her M.Phil. in Beaconhouse National University with a thesis focused on the Influence of gender representation in textbooks on learners' perceptions of gender roles and choice of profession. She was Head of the department of School Inspection and Quality Assurance, in the City School Network in Pakistan. Prior to that role, she was Evaluation Associate (Educational Services Private Limited, Pakistan), Associate Inspector (Dubai School Inspection Bureau), researcher at Education Review Office, Wellington and Manager of Academic Support in Educational Service Private Limited, Pakistan.



She has also worked as Head of Beaconhouse School System, Pakistan and has carried out research with the University College London and the University of Cambridge to develop context specific school leaders and teachers' CPD programmes. She has vast experience of inspecting schools, developing inspection frameworks and school support materials, managing school development endeavours, developing assessment materials, and developing, managing and organising teachers and school leaders' CDP. Her research interests include, social inclusion, culturally responsive assessment, school evaluation, school improvement, school leadership, ESL and qualitative and quantitative research methods.

Selected recent publications

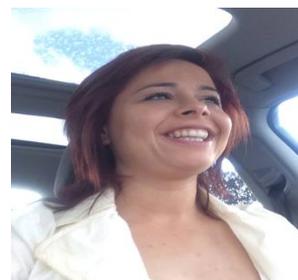
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Abstracts

The Enactment of Policy Instruments for The Inclusion of Parent and Student Voice in School Evaluation

School self-evaluation (SSE) is a common practice in many European countries and beyond. Often combined with a system of school inspection, SSE has become an influential tool for school improvement (Brown et al. 2017; Vanhoof et al, 2007;2011). Although it is emphasized in policy documents underpinning nearly every inspection/SSE regime that stakeholders should be granted an active role in SSE; in practice, key actors such as parents and students can have varying degrees of participation. The level of participation depends to a certain extent on the availability of government policies and supports to enhance the role of parents and students in both the SSE process and in follow up collaborative planning and decision making.

The purpose of this study was to provide a document analysis of the policy implementation strategies and supports for the integration of parent and student voice among partner countries (Belgium (Flanders), Ireland, Portugal and Turkey). Findings suggest that Ireland and Portugal have concrete SSE policies and practice concerning DEAPS. In the case of Belgium, it is left to individual schools to decide how they include stakeholders. Finally, in the case of Turkey, student and parent engagement is not mentioned in legislation and opinions are usually sought concerning school development and improvement activities, the work of the school principals (Tüzün & Sarıışık, 2015), and in the evaluation of teacher performance (MoNE, 2018). In summary, the level of participation varies across countries and although it can be extolled in policy, there is limited evidence of the impact of such policies on the work of schools. It is therefore argued that government and school-level policies and strategies need to be reconsidered to allow for a genuinely reciprocal process for engagement among and between the various members of the school community.

Key Words: Inclusion, School Self-Evaluation, Stakeholder Voice, Partnerships

Understanding Parent and Student Voice in four European Countries Cases from Belgium (Flanders), Ireland, Portugal and Turkey

Education leadership has traditionally been modelled on a top-down, somewhat heroic vision of the school leader as 'The Man in the Principal's office' (Hart 1995) but there is now much greater emphasis on and interest in what is often referred to as distributed leadership (Harris 2003; Harris and Spillane 2008; Spillane et al. 2007). Principals are still designated as the formal leaders of schools, but other organisational members and stakeholders are coming to play significant roles in influencing school decisions (Ni, Yan, and Pounder 2018). While distributed leadership has often been thought of as extending only as far as other school staff, we are specifically interested in how we can extend leadership distribution to stakeholders such as parents and students (Harris and Spillane 2008).

School self-evaluation, an internal form of school review, has become a key part of the school improvement process in many education systems. In self-evaluating, it is now commonly advised and accepted that schools should draw on the inputs and insights of all key stakeholders, including parents and students (Chapman and Sammons 2013; Organisation for Economic Co-operation and Development 2013). In practice, however, there can be many practical challenges.

Based on qualitative data gathered from post-primary schools in Belgium, Ireland, Portugal and Turkey, this presentation discusses the role of parents and students in school self-evaluation in these four countries. In particular, this presentation highlights how stakeholders such as parents and students are positioned in terms of school self-evaluation, and the barriers preventing them from holding optimal positions. In doing this, some country specific findings are highlighted but the main focus is on how attempts to involve parents and students in school self-evaluation are experienced similarly across the four countries.

Key Words: Student Voice, Parent Voice, School Self-Evaluation, School Improvement

What factors promote the inclusion of parent and student voice in School Evaluation? Insights from Belgium, Ireland, Portugal and Turkey

Due to the trend towards deregulation in European countries' policies (Baxter, 2019), schools are increasingly expected to monitor their quality themselves (OECD, 2013). Therefore, school self-evaluation (SSE) has become a key strategy for school improvement, although being differently implemented in several education systems. In general, SSE can be described as a systematic process in which well-chosen participants describe and evaluate the school's functioning, with the aim of making decisions or undertake actions (Vanhoof & Van Petegem, 2010). Various participants can have a role in such an SSE process, but the views of primary stakeholders such as students and parents can be key. The involvement of student and parent voice can yield interesting perspectives to better understand the complex context of a school (Chapman & Sammons, 2013), and create support among those who have an interest in development initiatives (Fullan, 2007). However, the participation of parents and students in general appears to be a challenge in many schools. A lack of resources or the fear for (unfair) criticism could hinder the initiative for meaningful participation (Addi-Racah & Ainhoren, 2009). Furthermore, stakeholders such as parents and students are not always considered to have sufficient knowledge about what it means to be a teacher, the class climate, the organisational culture or the school itself (Burr, 2015; Dozza & Cavrini, 2012).

Up until now little is known about the actual involvement of parents and students throughout an SSE process. This paper examines to what extent the inclusion of parent and student voice in SSE can be explained by factors at a system/organisational, and at an individual level. As part of a European project, this study reports on an international survey among Belgian, Irish and Portuguese school leaders. The results show statistically significant differences between the participating countries in terms of parent and student voice in SSE. Parental involvement is, on average, scored lower by respondents compared to student involvement. Except for Portugal it the other way around. Across all participating countries it was found that factors at the system and organisational level explain differences in the inclusion of parent and student voice in SSE. The paper discusses the implications for researchers, policy makers and the field of practice.

Key Words: Quality Assurance, Educational Evaluation, Inclusion

Towards clarity on Distributed Evaluation and Planning in Schools A conceptual framework Introduction

School self-evaluation, which involves consulting and collecting data from not only school staff but key stakeholders such as parents and students, has become a key strategy for improving the quality of provision in many education systems. In this paper, we present a conceptual framework for stakeholder involvement devised as part of an Erasmus+ funded project entitled 'Distributed Evaluation and Planning in Schools'. We propose an overview of distributed evaluation and planning as a way of approaching school self-evaluation that intersects participatory approaches to evaluation and distributed leadership, as well as student and parent voice in education. This framework is based on an analysis of the literature and research conducted in the four partner countries: Belgium, Ireland, Portugal and Turkey. The development of such a conceptual map gathers and connects existing research and literature and acts as a mechanism for analysis, interpretation, and practice.

Key Words: Student Voice, Parent Voice, Distributed Leadership, Participatory Evaluation

A Training Module for Distributed Evaluation and Planning in Schools

Introduction

As a part of DEAPS project, a teacher training module and online course was designed for (student) teachers and school leaders (all levels of school management) at an (under)graduate-level to be familiar with the concept of Distributed Evaluation and Planning in Schools. It aims to broaden participants' understanding of why and how student and parent voice can be included in a school's self-evaluation. This training module can be offered as a part of initial teacher education programme or a standalone short course for the professional development of teachers and practising school leaders. To facilitate transnational usage, the module is available in four languages: Dutch, English, Portuguese and Turkish.

The module is developed following a blended learning approach and apart from a series of lectures the participants can also participate in group learning activities, self-study tasks, providing and receiving peer and tutor's feedback and engaging with formative and summative assessments. The learning objectives are organised at the levels of knowledge, application and reasoning. The participants will be introduced to the theoretical model through the lectures and the reading materials provided. They will get the opportunities to work with hands-on materials, apply the newly acquired knowledge in their practice and will be encouraged to develop a critical stance towards the distributed model of SSE that involves parents and students' voice.

The course it is suggested, can be taught to the equivalent to 3 ECTS and ISCED level 5. The prerequisites to undertake this course include familiarity with the legislation around the evaluation of schools; forms of evaluation and assessment of students; and change in professional organisations.

Course Content

The course comprises five core topics; the outline and organisation of the content in each core topic are briefly described below:

Lecture 1: The context of School Self-Evaluation

The participants will be introduced to the self-evaluation process, its significance and how it is placed in the overall school evaluation.

Lecture 2: Understanding Distributed Evaluation and Planning in Schools

In this section, participants will explore the theoretical underpinnings of the DEAPS concept i.e. the participatory model of evaluation, distributed leadership and role of stakeholders in the SSE process. The second half of this lecture aims to familiarize participants with possible instruments that correspond with the ideas of DEAPS, and how they can use these instruments in their own contexts. Learners will also identify opportunities and threats regarding the inclusion of parents and students in an SSE process, and insights in the current extent of inclusion of parent and student voice in SSE processes.

Lecture 3: Drawbacks and challenges on working with students in SSE

Participants gain insight into the possible drawbacks and challenges while working with students in SSE activities. They explore the possibilities of engaging students in SSE activities and get hands-on experience in developing instruments for the inclusion of students in SSE.

Lecture 4: Drawbacks and challenges on working with parents in SSE

Participants will be exposed to possible drawbacks and challenges regarding working with parents in SSE activities. They will search for the possibilities of working with parents in SSE activities and get the opportunity to develop instruments for the inclusion of parents in SSE.

Lecture 5: Reflection and experiences

The participants will be asked to critically review the inclusion of parents and students in the framework of distributed evaluation and planning in schools; develop a critical attitude towards instruments that facilitate the inclusion of parents and students in SSE; and establish strategies to engage parents and students in the process of distributed evaluation and planning in schools.

Learning Activities and tasks

Learning activities and tasks are carefully designed to provide maximum opportunities to the participants to interact with each other and with materials to develop an in-depth understanding of DEAPS practice. All tasks have practical value that will prepare the students for their future role in schools. For example, a role play is designed and the students will be allocated a role: parents, students, school principals or teachers. Statements will be assigned to every group which will be discussed within the stakeholding groups. The statements can be as follows:

- Parents and students are merely a source of inspiration when going through the process of SSE
- Parents and students have insufficient knowledge about what SSE is all about
- Including parents and students in SSE activities, adds an extra layer of accountability to the process.

These discussions will enable the participants to understand the perspective of every stakeholding group and will make them more forthcoming towards parents and students when they are actually working in schools.

Working in pairs, they will develop/adapt instruments that can be used to collect stakeholders' feedback or point of view about various aspects of school life. In every lecture of the module, reading current and relevant research is a compulsory segment so that participants are knowledgeable of what is happening in the field and what more can be done. This will enhance their repertoire of techniques and practices and will facilitate implementations of DEAPS.

Another important feature of this training programme is the use of peer feedback. On completion of their assignments learners will be given an opportunity to share their experiences regarding the use of instruments for including students/parents in evaluation and planning in their context as a whole class so that the other learners can comment on how they can further improve the efficacy of their approach or instrument.

Assessment

It is suggested that participants will undertake two assignments and a written examination to complete the module. However, how these assessments are conducted may vary depending on the context in which this module is taught. These assessments are aligned with the cognitive levels of the learning objectives: knowledge, application and reasoning. The assignments are more inclined towards the application level while the written examination will assess the knowledge and reasoning.

A Toolkit to enhance Distributed Evaluation and Planning in Schools

Introduction

This toolkit aims to support school leaders and teachers with the provision of guidelines and strategies on how to engage multiple stakeholders in SSE. The research carried out as a part of the DEAPS project and prior to this highlights several barriers to adopting a DEAPS approach and the capacity of school leaders to engage a range of stakeholders in the SSE process emerges as the most significant inhibiting factor. This toolkit is designed to overcome this deficiency and build DEAPS capacity of school leaders.

To facilitate transnational usage, the toolkit is available in four languages: Dutch, English, Portuguese and Turkish. The toolkit is also integrated into the DEAPS MOOC that is available on the DEAPS website and serves as a complementary resource for the teacher training module developed to build DEAPS capacity of school leaders and teachers.

The toolkit is organized into four distinct sections that offer the readers a complete DEAPS experience. Section one shares the theoretical perspective on DEAPS including all the concepts that constitute this hybrid term. Section two links the DEAPS concept with the working of a school and provides guidelines as well as practical suggestions about how to conduct effective SSE leading to noticeable school improvement. Section three provides a series of resources in the form of templates that can be adapted according to the school needs to collect data or report the school findings. Finally, section four provides a list of the research articles, books, official documents, dissertations, and websites that were consulted to develop this toolkit in the event that school leaders would like to refer to them for further information.

Understanding some basic concepts

(SSE, Parent and Student Voice and the Role of Board of Management and Understanding DEAPS)

The first section of the toolkit provides a brief description of the background and context of the project and the meaning and significance of parent and student voice. The three definitions of SSE highlight the three aspects of the process. Van Petegem's (2005) definition refers to the process being initiated by the school, systematically managed by the selected school personnel, and leading to overall improvement. To Kyriakides and Campbell (2004) it is a democratic process that values the participation of teachers, students and parents in the decision making for school. In Irish legislation features of the first two definitions: being school-led and collaborative are combined, and reflection is added as the third prominent feature (DES, 2016).

SSE in many education systems is considered complementary to external evaluation and schools are encouraged to use the framework of quality, quite often provided by the inspectorates, as the criteria to measure their performance. The more valid and reliable the external evaluators find the SSE, the longer a school is left on its own. This earned autonomy results in differentiated, focused or short inspections. Nelson et al. (2015) mention evaluation literacy, resources, leadership and supportive culture and external support and accountability as conditions necessary for the effectiveness of SSE. This toolkit aims to build the evaluation capacity of the school leaders so that they feel confident to involve other stakeholders in the process.

Parent and student voice in the SSE and school improvement process are in fact the main focus of this project. According to legislation in several countries, the outcome of the parent and student participation in the SSE process should be taken into consideration in the school's decision-making. Parents role in raising student outcomes in terms of attendance, behaviour, school retention, academic achievement and wellbeing (Povey et al., 2016) cannot be denied. Similarly, students' accounts about the quality of their work, the progress they

make over time and teacher effectiveness are the primary source of information regarding school performance (Macbeath, 2005). School can engage parents through Parent associations, Councils, volunteering or special meetings and students through student council or a range of other activities (see Benner et al., 2019).

Though there is resistance, challenges and objections in engaging parents and student voice in school decision making, school leadership can play a crucial role by embedding a whole school vision that values stakeholders' inclusion in the school decision making. This increases parents and students' participation in the process and makes it amenable for other stakeholders.

In many education systems across the globe setting up a school board of management is a legal obligation and the board has a definitive role in the school improvement process. The board has a governance role to oversee the school policies and monitor if the school is meeting statutory requirements. It is also responsible to review the effectiveness of the school using student achievement data and evaluative information. Distributed evaluation expects school boards to participate effectively in the school review process. The research shows (see Brown et al., 2020) that sometimes school boards lack the capacity to satisfy the requirements of their role however, there are professional development opportunities exclusively for school boards that can be availed to overcome this deficiency.

Distributed evaluation intersects three main concepts the participatory approaches to evaluation, distributed leadership and stakeholders' voice resulting in a shift from systematic SSE to a new form of SSE that is systematic, distributed and collaborative. The participatory evaluation provides for the active participation of those that have a stake in the programme while considering four basic aspects of inclusion why (purpose), who (stakeholders whose participation matters), when (at what stage of the process) and how to include. Distributed leadership, unlike other forms and types of leadership, is concerned with leadership practice, instead of the role and leadership position. Those who have expertise are offered opportunities to lead the situation. Distributed leadership is co-performing leadership practice, affecting interactions among leaders, followers and the situation leading to decision-making. Thus, distributed leadership comprises three variables: interaction, situation and leadership practice where the practice is the product of interaction among leaders, followers and the situation over time. Hence, DEAPS makes school leaders and teachers aware of the fact that the stakeholders' involvement in the SSE and improvement process provides them with not just a broad authentic database to achieve their improvement targets as well as innovative approaches to improve teaching and learning.

Core Ingredients to make DEAPS work

This section has mainly two sub-sections the first sub-section offers practical guidelines and strategies to implement DEAPS. Schools are directed on how to build the SSE team, plan SSE, collect and analyse data, and prepare SSE report and improvement plan. The second sub-section has instructions regarding designing and conducting surveys and organizing and managing focus groups.

For the effective management of SSE, school leaders are advised to form the SSE team. The composition of the team may vary from school to school depending upon the size and needs. Generally, the SSE team may comprise a member of the school management team, two or three teachers, non-teaching staff, students, parents and local community members. Certain subjects can be grouped together, for example, i) history and geography and ii) business subjects, to keep the SSE team from becoming too large. In the case of a large school, several working groups can be formed and the leader of each group can represent the working group

on the core SSE team. In both cases, school leaders should hold one or two initial sessions with the SSE team for team building.

SSE planning procedures are taken from the Department of Education and Skills publication on Self-evaluation guidelines. The six steps of SSE and school improvement planning process: Identify focus, Gather Evidence, Analyse and make judgements, Write and share SSE report and Improvement Plan, Put Improvement Plan into action and Monitor actions and evaluate impact (DES, 2019), are explained with examples from school life. The segment also elaborates why, how and when parents and students can be engaged in the process. It is also suggested that if the schools do not have a framework of quality prescribed by their Ministry of Education or inspectorate school leaders by involving teachers, parents and pupils can create their own criteria. In this process, all stakeholders get an opportunity to discuss ideas and negotiate the criteria as well as learn about each other's views and expectations from the school (Kyriakides & Campbell, 2004).

Data collection and analysis section shares Bernhardt's (2013) classification of school data: Demographic data, School process data, Student learning data and Perception data and explains these categories further. It sheds light on the significance of gathering data from a range of sources while at the same time warns of data inundation. Schools are also cautioned that when gathering evidence, they must focus on the big picture and avoid nitpicking. A list of possible sources of data adapted from DES Self- Evaluation Guidelines is also included in this section for school leaders' reference. With examples, it is explained what sources of evidence to rummage for any given area of school improvement. Practical tips are given on data analysis and how to arrive at quality judgements about school performance.

Writing the SSE report and preparing the school improvement plan is the final step of the planning process followed by the implementation stage. SSE report has its significance in keeping all those involved in the process fully informed of its outcome, it reflects school leaders' awareness of the quality of education at their school and it also serves as an initial document to external evaluators while planning school inspection. Nevertheless, the report needs to be a concise and straightforward document. School improvement plan (SIP) also needs to be a user-friendly document free from any jargon. The toolkit has comprehensive instruction on developing an SIP especially setting SMART targets. The link between baseline information received as a result of data analysis and target setting is elaborated with examples.

Like any other form of applied research to achieve authentic results SSE also values data collected from multiple sources using both qualitative and quantitative methods therefore, this section concludes on comprehensive guidelines on two most widely used methods of data collection: surveys and focus group. This part of the toolkit shares the value of using both techniques sequentially or separately. The various types of questions: structured or fixed response, rating, ranking and unstructured or open response are explained with examples relevant to schools followed by a list of points to be considered while designing and conducting a survey questionnaire. In the same way, the toolkit also has detailed procedures for organizing and managing a focus group. There is information about the choice of venue and moderator, how the session is planned as well as instructions for the moderator on how to keep the discussion focused and what needs to be avoided to collect quality information.

Resources

This final section has the instruments and formats that schools can use as they are or adapt them according to the needs of their schools. There are two survey questionnaires one for parents and the other for students. The items cover most of the aspects of quality education, for example, student questionnaire covers areas: teaching and learning, school environment, student safety and well-being and students' role in SSE. While parents' questionnaire includes items about communication between school and family, home-school partnership, student safety and well-being, teaching and learning and parents' role in SSE among others. The toolkit also has some sample questions for conducting focus groups of students and parents. The questions are formed aiming to collect information about the overall effectiveness of a school. Schools may use these questions as a stimulus to generate discussions or they can form their own questions using the format according to the areas that they are focusing on for school improvement. This section also contains a template for the SSE report and another for the school improvement plan.

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