Making Meaning of Distributed Evaluation and Planning in Schools

Distributed Evaluation and Planning in Schools (DEAPS)
Symposium: October 18, 2019 09.45 AM – 02.00 PM
Faculty of Educational Sciences, Ankara University - Turkey
About DEAPS – Distributed Evaluation and Planning in Schools

Distributed Evaluation and Planning in Schools (DEAPS) is a European Commission funded project that commenced in September 2017 and concludes in August 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.

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**Attribution**

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- The many school Principals, Teachers and Students in Belgium Flanders, Ireland, Portugal and Turkey, who participated in the research.
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School of Education, Polytechnic of Viseu, Portugal  

**Other DEAPS Team Member Biographies**

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Executive Summary
EXECUTIVE SUMMARY

School evaluation has evolved, in many countries, into a dual mode of internal and external evaluation that by tradition involves stakeholders such as school inspectors, principals and teachers in the process. It is also recognised that because school evaluation at its best can help to distinguish and promote good practice, identify weaknesses and hold schools accountable for the quality of education provided, it makes sense that other actors such as parents and students are also given a voice in the process of evaluation. While school inspectors and principals have in most countries a legislative remit for internal and external evaluation, other stakeholders such as parents and students are also coming to play a significant role in influencing school decision-making through the process of Internal evaluation or School self-evaluation (SSE) as it is known in some jurisdictions. Indeed, SSE is no longer viewed as the sole responsibility of principals and their senior leadership teams, but a more democratic participatory process that includes other stakeholders such as students and parents in the process (Brown et al. 2018).

This is 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, 22). Key stakeholders such as parents and students (Odhiambo and Hii 2012) know the local context, and can therefore in theory, provide detailed knowledge, valuable insights, and constructive feedback on how to improve schools. In consequence, calls for greater participation in decision-making are often championed in the literature as a progressive way of making schools more democratic and more efficient (Mokoena 2011).

However, when it comes to granting roles to some of these actors in the realm of evaluation potential concerns are bound to emerge. The theory of stakeholder involvement in evaluating schools and teachers is one thing but enabling and accepting judgements from these groups is perhaps a very different matter. A considerable literature already exists outlining many of the issues that this process may entail. For example, recent research in England on the one hand and Holland, Portugal and Turkey on the other indicate responses ranging from strong hostility to muted concerns about the vague roles being accorded to parents and students in the process of evaluation. As such, our research that formed the basis for a three-year European Union funded project titled ‘Distributed Evaluation and Planning in Schools’ (DEAPS) that commenced in September 2017 and concludes in June 2019 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 factors that support parental and student involvement in SSE.

The project consortium consists of researchers from four different institutions (Universiteit Antwerpen in Belgium Flanders, Dublin City University in Ireland, Polytechnic Institute of Viseu in Portugal and University of Ankara in Turkey) whose countries have complementary, albeit different levels of autonomy for the inclusion of parents and students in school evaluation. The Belgium (Flanders) education system allows all school types significant independence in terms of school evaluation. The Ministry for Education and Training oversees how effectively schools, and the education system in general, are meeting the attainment targets and development objectives set by the government. However due to the very substantial autonomy enjoyed by schools, how and with whom schools conduct such internal evaluations is at the discretion of individual schools (Vanhoof, Deneire, & Van Petegem, 2011). Similar structures for parental and student engagement in SSE exists in Ireland. School administrators, teachers, students and parents are regarded in theory as the key stakeholders in the context of SSE.
However, consulting students or asking for their opinions is not common in the SSE process (Fleming 2011). Furthermore, the average level of parental participation in Irish schools is lower than the international average (Cosgrove and Gilleece 2012), and while Irish parents do have a high level of informal involvement in their child’s education, collaboration is less well developed on a formal level and typically involves them acting in a passive or reactive role (Byrne and Smyth 2011). In Portugal, since 1974, parental associations have been officially encouraged as a form of parent participation in decision making processes. A ‘general council’, a type of management board usually for a cluster of schools, is responsible for defining the guidelines for school activities and ensuring representation and participation of the school community as well as choosing the president of the council. This council is responsible for monitoring and evaluating the relationship between the school and families. In addition, families have the responsibility of overseeing the progress of their children in school (behaviour, discipline, education and training). In this context, families are informed about the status of students through parent-teacher meetings (Figueiredo, Ramalho & Rocha, 2017). Finally, in Turkey, family and student participation is more limited when compared with the other three partner countries. This is primarily because the role of parents and students in educational decision-making is not legally defined. However, even though student and parent participation is not included in legislation, student and parent opinions are usually sought in relation to school development and improvement activities, the work of the school principals (Tüzün and Sarışık, 2015), and in the evaluation of teacher performance (MoNE, 2018).

The core outputs for DEAPS (available on the multilingual project site: www.deaps.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 MOOC to provide strategies for educators to implement DEAPS
- A module for Initial Teacher Education at second level
- An online training module to allow practitioners to develop skills in the design of DEAPS instruments

This interim report provides a summary of the first four outputs of the project.

The first paper presented by Gül Kurum and Sakir Cinkir (Ankara University - Turkey) and titled *Distributed School Evaluation and Planning across frontiers. An exploratory analysis of parent and student engagement in four European countries* provides a summary of the literature related to DEAPS.

The second paper presented by Jerich Faddar and Jan Vanhoof (University of Antwerp) titled *What DEAP surveys of school leaders in Belgium (Flanders), Ireland, Portugal and Turkey tell us about DEAPS in their schools reports on the surveys of school personnel in the four partner countries. The findings range from DEAP policies, professional development, practices and challenges in distributed evaluation and planning. This paper is presented by Jerich Faddar (University of Antwerp – Belgium (Flanders)).*

Leading on from this, the penultimate paper presented by Martin Brown (Dublin City University - Ireland) titled *What DEAPs case studies in in Belgium (Flanders), Ireland, Portugal and Turkey tell us about DEAPS in their schools,* provides a summary of research derived from case studies of evaluation practices in the four countries.

The final paper presented by Maria Figueiredo (Polytechnic of Viseu, Portugal) titled *Towards a conceptual framework for Distributed Evaluation and Planning in Schools* provides a theoretical basis for the practice of DEAPS. While this project aims to promote the inclusion of parents in SSE, a key concept in this paper is that DEAP practices benefits all members of the school community.

Martin Brown, DEAPS Project Coordinator - EQI, School of Policy and Practice, DCU Institute of Education
Speaker Biographies
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 a 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


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 and lecturer at DCU, Institute of Education, Ireland. He is an elected 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 from DCU. He is the inaugural recipient of the John Coolahan SCOTENS award for research into Teacher Education, North and South. He supervises a number of Doctoral students in these research areas as well as coordinating and lecturing on graduate and post-graduate training elements in the areas of Mixed Methods Research, Quantitative Methods, Curriculum Development and Evaluation and Policies and Structures in Education.

He is an advisor to the Teaching Council of Ireland and is the project coordinator and principal investigator for the following funded research projects: Erasmus+ Supporting Culturally Responsive Leadership and Evaluation in Schools (CRELES); Erasmus+ Distributed Evaluation and Planning in Schools (DEAPS); Erasmus+ Supervising schools in the 21st Century; SCOTENS Initial Teacher Education Students Readiness and Practice (RAP) to teach and learn in a digital world; Sharing the impact of shaped professional learning networks in challenging times. Martin’s research interests include Comparative Education, Culturally Responsive Evaluation and School Evaluation. Further details at: selfevaluation.eu.

Selected recent publications


Gül Kurum researcher for the DEAPS project Turkey team. She has 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. Her research is about the relationship between academicians’ organizational health perceptions and their level of organizational trust. In 2010, she received her Bachelor’s degree from Istanbul University Faculty of Education, Department of Foreign Languages, English Language Teaching Program. As a visiting researcher she was at Evaluation and Quality Centre, Dublin City University, Dublin, Ireland in 2017.

Dr Kurum is a research assistant at the Faculty of Education, Department of Educational Administration at Trakya University, Edirne-Turkey. She is teaching school management, classroom management, comparative education in undergraduate levels. Her research area is about school management, inspection, educational leadership, school evaluation, school self-evaluation.

Selected recent publications


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 - KH Kempen), 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


**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**


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


Summary of DEAPS Research Papers
Distributed School Evaluation and Planning across frontiers. An exploratory analysis of parent and student engagement in four European countries

Presenting Authors
Sakir Cinkir and Gül Kurum

School inspection is a common practice across Europe and other countries. Combined with SSE and under the necessary conditions, it can act as an influential tool for school improvement that occurs through participatory decision making among various stakeholder such as parents and students. However, as stakeholders are granted a more active role in school evaluation; in practice, some stakeholders such as parents and students can assume varying degrees of participation depending on the availability of various instruments such as government mandated policies, strategies and supports that are available to enhance their participation in decision making processes.

The purpose of this study as part of a three year Erasmus+ funded study titled Distributed Evaluation and Planning in Schools (DEAPS) is to provide an analysis of policies, structures, processes and supports that are available in four partner countries (Belgium, Ireland, Portugal and Turkey). Document analysis was used for this study of which, 348 peer reviewed articles and 28 national and transnational policy documents were included in the final analysis.

School Evaluation has become a widespread practice for school improvement, yet the participation of parents and students is problematic to some extent. Ireland at a surface level appears to have more concrete policy frameworks for the inclusion of parents and students school evaluation. However, peer reviewed research carried out in Ireland over the last twenty years suggests that these instruments for inclusion have yet to gain a foothold in most Irish schools. In the case of Turkey, there is a significant lack of legislation and supports for stakeholder inclusion. In Belgium, as with SSE, it is left to individual schools to decide how to include stakeholders. Finally, in the case of Portugal, forms of involvement and the instruments available to parents are also lacking.

It would be reasonable to suggest that the student/parent voice agenda for participatory decision making in schools has been at the very most, aspirational through various government strategies and at the very least, tokenistic with no evidence of impact within the discourse of the student/voice literature. For this reason, while government and school-level policies and strategies should be developed to enhance students’ and parents’ engagement in school evaluation. There is also a significant need for further empirical research on the limitations and conditions necessary for stakeholder voice in education.

**Key Words:** Inclusion, Parent Voice, Student Voice, School Self Evaluation, Partnerships
What DEAP surveys of school leaders in Belgium (Flanders), Ireland, Portugal and Turkey tell us about DEAPS in their schools

Presenting Authors
Jerich Faddar and Jan Vanhoof

From a conceptual point of view, DEAPS is a promising approach for evaluation in schools that could be aspired to in different education systems. However, until now, little is known about the extent to which schools across different education systems are embedding student and parent voice in their SSE practices.

A survey among school management members of schools from Ireland, Belgium (Flanders), Portugal and Turkey reveal that the inclusion of these stakeholders in SSE is rather limited. In particular, the inclusion of parent voice in SSE is not very common across the different education systems.

Different (f)actors can hinder and facilitate the involvement of parents and students in SSE activities. Respondents across countries report that their schools are indeed allocating time and resources to the involvement of parents and students in SSE. In general, parents and students are rather not complaining that too little time is spent on them during SSE activities. Across all participating education systems, there are to a high extent national policies or regulations that stipulate the way that schools can deal with the involvement of parents and students in SSE. Results from the survey also indicate that schools are not providing training about SSE to students and parents.

Key Words: School Inspection, School Self Evaluation, Parent Voice, Student Voice, Governance
What DEAP case studies in Belgium (Flanders), Ireland, Portugal and Turkey tell us about DEAPS in their schools

Presenting Author
Martin Brown

Drawing on evidence derived from a series of twenty case studies of SSE practices that were carried out in four European countries (Belgium, Ireland, Portugal and Turkey), this research paper, as part of a wider examination of SSE, focuses on the extent to which the effort to give greater voice to parents and students is developing in practice. This is important not just in the four case study countries but more broadly since the effort to give parents and students a more significant role in school evaluation is an international phenomenon and so, we would suspect, are the issues, concerns and practical problems demonstrated in this research.

Evidence derived from the literature reviews shows that the four countries are, on the whole, supportive of parental and student involvement in SSE. Governments see such involvement as contributing to the improvement of the school and having a role to play in ensuring accountability. They also are overwhelmingly of the view that other key actors in the process, boards of managements and teachers are well disposed towards SSE. Thus, we can suggest that the theoretical and legislative frameworks of SSE are broadly understood and accepted.

However, at the more practical level of implementation the picture is a lot less positive. In the interview research principals suggest that certain groups of teachers are concerned about parental involvement in evaluation and believe that students are rather immature to be consulted on important matters. Some principals have similar views themselves alleging that only a small minority of parents are interested and even where they are interested, both stakeholder groups carry far less weight than views expressed by other actors such as the principals themselves, and teachers. Principals are though in agreement that at least part of the problem relates to resource issues, the provision of staff professional development and the lack of time in an era of increasing workloads.

Another dominant theme emerging from the teacher interviews is a degree of skepticism about the willingness of both parents and students to play such a role and doubts that either group has the experience or knowledge to make any serious contribution anyway.

This lack of enthusiasm is not lost on parents. While admitting that only a minority of parents care as long as the school is doing well, those that do realise that they are well down the pecking order when it comes to serious evaluation. After all principals admit that SSE data, is rarely discussed in detail with the parents as a whole, an omission that gives them a good understanding of their place.

Similarly, the students are well aware and frustrated that while they may be consulted about minor non-academic issues their views about matters of curriculum, let alone the performance of teachers are not sought nor welcomed.

In conclusion, it is quite difficult to be definitive about whether what we are seeing here is a meaningful emerging role in school evaluation for parents and students or an elaborate pretense designed to give the impression that such is the case while avoiding the dangers of a backlash from teachers who might fear such a development. Yet moving to a place, even in low stakes accountability environments such as Belgium (Flanders) and Ireland, where school and teacher performance could be evaluated by a range of stakeholders including parents and students is a tall order indeed.

**Key Words:** School Self Evaluation, Stakeholder Voice, Governance
Towards a conceptual framework for Distributed Evaluation and Planning in Schools

Presenting Author
Maria Figueiredo

Quality has been a key concern for educational systems. Different conceptions and practices coexist. In many educational systems, SSE has become a key strategy, in connection with school’s external evaluation. SSE can be defined as a systematic process in which well-considered participants describe and evaluate the functioning of the school for the purposes of making decisions and undertaking actions in the context of school development. As an evidence-based process, it involves gathering information from a range of sources, and then making judgements to bring about improvements in students’ learning. Therefore, SSE builds on and develops the process of school development planning. SSE often relies on collecting data from teachers, students and other stakeholders as participants in the everyday life of the school with insightful information regarding it. Several existing evaluation frameworks (from governments or literature) that define steps, or a cycle, and areas or dimensions, and even standards, are commonly used to structure and guide the process of SSE.

In DEAPS, a conceptual framework was devised about distributed evaluation and planning in schools as a way of approaching SSE that intersects participatory approaches to evaluation and distributed leadership, as well as student and parent voice in education. The conceptual framework identifies and relates concepts pertaining to those three areas.

The conceptual framework is based on an analysis of the literature surveys conducted by the partners in each country and internationally. The process reflects a qualitative data analysis, which involved reading, coding, re-reading and drafting suggested overarching themes and concepts that fitted within each theme. After a list of important themes was identified, we researched and synthesized literature both from the field of SSE, participatory evaluation, distributed leadership and stakeholder voice in education. The draft that emerged from this process was shared and discussed among partners. The important features of each theme and possible connections between them and with other topics was refined.

The more relevant features from the intersection between participatory evaluation and distributed leadership that were identified are: knowledge and processes seen as an emergent property of a group or network of interacting individuals; openness of the boundaries of evaluation to include the perspectives and participation of different stakeholders (i.e. who has a part to play or a voice to be heard), and acknowledgment of different and varied expertise as distributed across the many (teachers, students, parents, etc.). The discussion will be based on core concepts from participatory evaluation and from distributed leadership and how they connect to research on stakeholder participation/voice in Education, in the context of SSE. Research on ways of analysing participation in evaluation and planning and ways to analyse power and purpose are mobilized for the discussion about conditions and strategies necessary for Distributed Evaluation and Planning.

The paper also deals with implications of the DEAPS framework for SSE, particularly the need for development of evaluation capacity throughout the organisation and for evaluation frameworks that account for and clarify how parents and students can be involved in the process, and suggest roles for parents and students in the evaluation process.

Key Words: Participatory Evaluation, Distributed Evaluation, Leadership, Student Voice
Other DEAPS Team Member Biographies
Helena Gomes Associate Professor of Mathematics at the School of Education of the Polytechnic Institute of Viseu, in the Department of Exact and Natural Sciences. She holds a PhD in Mathematics, a Masters’ Degree in Mathematics, having been initially trained as a Mathematics teacher. She is a researcher at the Center for Research and Development of Mathematics and Applications, University of Aveiro.

She has worked in initial and continuous teacher education for over 20 years. She has evaluated textbooks and handbooks for Primary to Secondary Education. She has been involved in research projects on Maths Education and on Robotics and Programming for Children.

Selected recent publications


Nelson Gonçalves is a lecturer of Animation at the School of Education of the Polytechnic of Viseu, and freelancer 3D Artist. He has worked in the area of Educational Technology and Media Education. Recently, shifted his interests to Virtual Archaeology and Citizenship Science.

For several years, he was President of the Association for Free Teaching, involved in supporting Free Software and Free Culture in schools and non-formal education.

Selected recent publications


Ana Patricia Martins is Associate Professor of Mathematics at the School of Education of the Polytechnic Institute of Viseu, in the Department of Exact and Natural Sciences. She holds a PHD in History and Philosophy of Sciences and a Masters Degree in Mathematics Teaching.

She has been a Member of the General Council of the National Seminar of History of Mathematics, since 2013 and a researcher at the Ci&DEI, at the Interuniversity Center for the History of Science and Technology) and at the Naval Research Center.

Selected recent publications


**Gerry McNamara** co-investigator of the DEAPS Ireland team is Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education and a Director of the Centre for Evaluation, Quality and Inspection (EQI). From 1997-2007 he was Head of the School of Education Studies, DCU. He founded and was course director of the Doctorate in Education, a taught doctoral programme in the field of educational leadership and evaluation.

Gerry is a specialist in educational evaluation and has planned and led many major evaluations at home and abroad, working for, among others, the Department of Education and Science, the National Centre for Guidance in Education, Léargas, the Equality Authority of Ireland, the European Commission, and the United Nations Development Programme. Gerry was a member of the Teaching Council of Ireland (2001/2002, 2004-2006), a co-founder of the Irish Evaluation Network, (2000) and was a member of the Council of the British Educational Leadership, Management and Administration Society, (BELMAS) from 2008-2012.

**Selected recent publications**


**Shivaun O’Brien** is an assistant professor in the DCU Institute of Education, School of Policy and Practice. She is a Director of School Placement for the B.Sc in Science Education, B.Sc. in PE with Biology, B.Sc. in PE with Maths and the Professional Master of Education (post-primary). Dr. O’Brien lectures on a range of programmes including: the Doctor of Education, Professional Master of Education, B.Sc. in Science Education, B.Sc in PE and Biology.

She is a senior researcher in the Centre for Evaluation, Quality and Inspection (EQI) and has expertise in the areas of quality assurance, SSE, school improvement, student participation, data use in schools and continuing professional development. She manages a number of research projects relating to her areas of expertise, as part of her work with the EQI. In 2015, she established the DCU Partnership for Learning Programme, which involves the coordination and provision of a wide range of certified and evidence based, CPD opportunities for teachers in DCU Cooperating Schools.

**Selected recent publications**


Joe O’Hara co-investigator on the ACRAS Ireland team, is the Inaugural Full Professor of Education and a member of the School of Policy and Practice in the DCU Institute of Education. He is a Director of EQI - The Centre for Evaluation, Quality and Inspection and a member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois at Urbana Champaign. Joe has worked in a variety of contexts as a teacher, researcher, administrator and external examiner and he brings these experiences to his professional engagement with education. He is specifically interested in the areas of educational evaluation, quality assurance, leadership, Initial Teacher Education, Culturally Responsive Evaluation, Policy Influences in Evaluation and gifted education.

These interests have developed throughout an active career, starting at the School of Education, Dublin City University with a Ph.D. in Educational Evaluation (2007). His experience as researcher has allowed him to successfully bid for research grants from a large number of EU funding programs. At a national level he was awarded with the DCU President’s Research Fellowship and the Government of Ireland IRCSS Research Fellowship.

Joe O’Hara is a Past President of the Educational Studies Association of Ireland was a member of the Teaching Council of Ireland from 2012-2016. He was a member of the Board of Directors of the Association for Personal Services Overseas (APS0) from 2002-2004 and represented Ireland on the Council of the European Educational Research Association from 2008 to 2013. Joe O’Hara was Head of the School of Education Studies, DCU from 2010 to 2016. He is a Director and Founding Member of the Irish Evaluation Network and a member of the Board of the Centre for Talented Youth, Ireland. He has worked as an evaluator and consultant for a variety of national and international bodies including Irish Aid, the UNDP, the International Aid Network and the EC TAIEX Programme. Joe is President of the European Educational Research Association.

**Selected recent publications**


Harrison K., Taysum A., McNamara G. & O’Hara, J. (2016) 'The degree to which students and teachers are involved in second-level school processes and participation in decision-making: an Irish Case Study'. Irish Educational Studies, 1:1-19
Henrique Ramalho  Associate Professor at the School of Education of the Polytechnic of Viseu and Researcher of the CI&DEI. Has a PhD in Education, specialization in Administration and School Organization and a Masters Degree in Educational Sciences, specializing in Sociology and Educational Policies Education.

He has developed studies and research in the field of sociology and educational policies, educational assessment, and school organization and administration. He is an expert of the General Inspection of Education, of the Portuguese Ministry of Education, in the scope of external evaluation of primary and secondary schools. Participated in the European project WBEE - Web Based e-inspection and e-performance (2012).

João Rocha  Associate Professor at the School of Education and an integrated member of the Center for Studies in Education and Innovation (CI&DEI). He holds a PhD in Education, specialization in Supervision and Evaluation, and a Master's Degree in Administration and Planning of Education. Works and researches in the scope of teacher training, namely in what concerns didactics, supervision and evaluation. He is an Institutional Evaluator - Evaluation Expert (External Evaluator of Education Institutions of Pre-School and Basic and Secondary Education), work done in cooperation with the General Inspection of Education and Science (IGEC). Is involved in the Distributed Evaluation and Planning in Schools (DEAPS project since 2017. He is the coordinator of the disciplinary area of Educational Sciences in the School of Education.

Researcher in the project "New Approaches in Inspection: A Polycentric Model", under Erasmus + KA2 - Cooperation for Innovation and the Exchange of Good Practices / KA201 - Strategic Partnerships for School Education. Project coordinator for “Supervision, support and regulation of the teaching-learning process: an analysis of pedagogical and didactic practices in the classroom context”, under CI&DETS. Research interests include supervision, evaluation, management, administration and didactics.

Selected recent publications


Craig Skerritt is 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 Scholar at the 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


**Martin Stynes** is a senior EQI research associate. His role with EQI involves teaching on the Professional Doctorate in Leadership programme (Ed.D.). He authors and edits work on school leadership and qualitative research methodologies, as well as supervising PhD and Ed.D. candidates. Martin is the principal investigator and coordinator of two EQI research projects (2018-2020): a post-Doctoral investigation into the school leadership experiences of Irish primary school principals and an evaluation of Irish schools’ experiences of the KiVa anti-bullying programme.

Martin works full-time as the principal teacher of Scoil Fhursa primary school in Dublin city, Ireland. Widely considered as the happiest school in Ireland, the school has an enrolment of 204 boys, aged from 4yrs to 12 yrs.

**Selected recent publications**

Stynes, M., McNamara, G., and O'Hara, J. (2018) 'The challenge of perpetual motion: The willingness and desire of Irish primary school principals to juggle everything'. Irish Educational Studies


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Brown, M., McNamara, G., O'Hara, J., Hood, S., Burns, D., & Kurum, G. (2017) 'Evaluating the impact of distributed culturally responsive leadership in a disadvantaged rural primary school in Ireland'. Educational Management and Administration


