

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.

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

Attribution

You can copy, download or print content from this publication for your own use, provided that suitable acknowledgement of the authors is given.

Please cite this publication as: Brown, M., Cinkir, S., Faddar, J., Figueiredo, M., Kurum, G., Vanhoof, J., McNamara, G., O'Hara, Ramalho, H., O'Brien, S., Skerritt, C. and Rocha, J (2019) *Making meaning of Distributed Evaluation and Planning in Schools*. Interim Report, Ankara.

Acknowledgements

- Ankara University for hosting the 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
- The many school Principals, Teachers and Students in Belgium Flanders, Ireland, Portugal and Turkey, who participated in the research.

CONFERENCE PROGRAMME

9.45 – 10.30

Registration

10.30-11.15

Master of Ceremonies

- Assoc. Prof. Dr Sakir Cinkir
Ankara University, Faculty of Educational Sciences Turkey
- *Welcome Address*
Prof. Dr Fatma Bikmaz
DEAN
Ankara University, Faculty of Educational Sciences -Turkey
- *Keynote Address*
Making Meaning of Distributed Evaluation and Planning in Schools
Dr Martin Brown
DCU Institute of Education, Ireland

11:15-11:30

Refreshments

11:30-13:15

- *Distributed School Evaluation and Planning across frontiers. An exploratory analysis of parent and student engagement in four European countries*
Presenting authors: Dr.G.Kurum & Assoc. Prof. Dr.Sakir Cinkir Ankara University, Turkey
- *What DEAP surveys of school leaders in Belgium (Flanders), Ireland, Portugal and Turkey tell us about DEAPS in their schools*
Presenting authors: Dr J. Faddar & Prof.Dr. J.Vanhoof
University of Antwerp, Belgium (Flanders)
- *What DEAPS case studies in Belgium (Flanders), Ireland, Portugal and Turkey tell us about DEAPS in their schools*
Presenting author: Dr M. Brown
DCU Institute of Education, Ireland
- *Towards a conceptual framework for Distributed Evaluation and Planning in Schools*
Presenting author: Assoc. Prof. Dr M.P. Figueiredo
Polytechnic of Viseu, Portugal
- *Closing remarks*
Dr M. Brown DCU Institute of Education, Ireland
Assoc. Prof. Dr.Sakir Cinkir Ankara University, Turkey

13:00-13:45

Lunch

13:45-15:45

Inspectorate Workshop on Stakeholder involvement in School Evaluation
Dr M. Brown DCU Institute of Education, Ireland

TABLE OF CONTENTS

Executive Summary

Making Meaning of Distributed Evaluation and Planning in Schools

M. Brown

EQI, School of Policy and Practice, DCU Institute of Education, Ireland

4

Speaker Biographies

6

Summary of DEAPS Research Papers

Distributed School Evaluation and Planning across frontiers.

An exploratory analysis of parent and student engagement in four European countries

Sakir Cinkir and Gül Kurum

Ankara University, Turkey

13

What DEAP surveys of school leaders in Belgium (Flanders), Ireland, Portugal and Turkey tell us about DEAPS in their schools

J. Faddar and J. Vanhoof

Department of Training and Education Sciences, University of Antwerp, Belgium

14

What DEAPS case studies in in Belgium (Flanders), Ireland, Portugal and Turkey tell us about DEAPS in their schools

M.Brown, G.McNamara, J.O’Hara, S.O’Brien and C.Skerritt

EQI, School of Policy and Practice DCU Institute of Education, Ireland

15

Towards a conceptual framework for Distributed Evaluation and Planning in Schools

M. Figueiredo

School of Education, Polytechnic of Viseu, Portugal

16

Other DEAPS Team Member Biographies

17

Bibliography

25



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 f(a)ctors 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.



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

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

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

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

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

Çinkir, Ş. & Kurum, G. (2017). To be Appointed or not to Be Appointed: The Problems of Paid-Teachers. *Eğitimde Nitel Araştırmalar Dergisi*, 5(3), 9-35.

Kurum, G. & Çinkir, Ş. (2017). Marriage made in hell: views of education supervisors on the unification of education supervision in Turkey. *Education and Science*, 42(192), 35-57.

Çinkir, Ş. & Kurum, G. (2015). Discrepancy in Teacher Employment: The Problem of Out-Of-Field Teacher Employment. *Educational Planning*, 22(1), 29-47.

Çinkir, Ş. (2015). Students’ opinions about the effectiveness of guidance and orientation module in Turkey. *Source of the Document Revista de Cercetare si Interventie Sociala*(49), 139-155

Nayır, K. F., Çinkir, Ş. (2015). The Roles of Teachers: Comparing Turkey and Ireland. *Anthropologist*, 20(1i2), 1-12.

Kuru Çetin, S, Çinkir, Ş. (2016). Okul Yöneticileri Ve Öğretmenlerin Birbirlerini Etkileme Taktiklerinin Örgütsel Adalet İle İlişkisi. *Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*,3(5),50-64.

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

Brown, M., McNamara, G., O'Hara, J., O'Brien, S. and Faddar, J. (2019) 'Integrated co-professional evaluation? Converging approaches to school evaluation across frontiers. *Australian Journal of Teacher Education*, 43 (12):76-90

Roulston, S., Cowan, P., Brown, M., Austin, R. and O'Hara, J. (2019) 'All aboard or still at check-in? Teacher educators' use of digital technologies: Lessons from a small island'. *Education and Information Technologies*, [DOI] [Details]

Nayir, F., Brown, M., McNamara, G., Nortvedt, G., Burns, D., O'Hara, J. and Skedsmo, G. (2019) 'Assessment with and for Migration Background Students-Cases from Europe'. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, (79):39-68

Burns, D., Brown, M., O'Hara, J. and McNamara, G. (2019) 'Progressing culturally responsive assessment for higher education institutions' In: Raphael Heaggans, Henry T. Frierson (eds). *Diversity and Triumphs of Navigating the Terrain of Academe: International Perspectives*. US Open access: Emerald Publishing Limited.

Shevlin, P., Brown, M., McNamara, G. and O'Hara, J. (2019) *Sharing the Impact of Shaped Professional Learning Networks in Challenging Times*. Dublin: (EQI) Centre for Evaluation, Quality and Inspection. Available at: <https://www.education-ni.gov.uk/publications/compendium-school-evaluation-case-studies-northern-ireland>

Poole, P., Brown, M., McNamara, G., O'Hara, J., O'Brien, S.; Burns, D. (2018) 'Challenges and supports towards the integration of ePortfolios in education. Lessons to be learned from Ireland'. *Heliyon*, 4 (11)

Young, C., McNamara, G., Brown, M. & O'Hara, J. (2018) 'Adopting and adapting: School leaders in the age of data informed decision making'. *Educational Assessment, Evaluation and Accountability*, 1-26

Brown, M., McNamara, G., O'Hara, J. & O'Brien, S. (2017) 'Striking a balance? The continuing evolution of Inspection and school self-evaluation in Ireland' In: Jacqueline Baxter (eds). *School inspectors: Operational challenges in National Policy Contexts*. London: Springer

Brown, M., McNamara, G., O'Hara, J. and O'Brien, S. (2017) 'Exploring the Changing Face of School Inspections'. *Egitim Arastirmalari - Eurasian Journal of Educational Research*: 1-26

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 (now EMAL)*

Ehren, M. C. M., Janssens, F. J. G., Brown, M., McNamara, G., O'Hara, J. & Shevlin, P. (2017) 'Evaluation and decentralised governance: Examples of inspections in polycentric education systems'. *Journal of Educational Change*

Brown, M., O'Hara, J., and McNamara, G. (2016) 'Teacher Accountability in Education - The Irish Experiment' In: *Essays in the History of Irish Education*. London: Palgrave Macmillan

Brown, M., McNamara, G., & O'Hara, J. (2016) 'Quality and the rise of value-added assessment in education: The case of Ireland'. *Policy Futures in Education*, 14 (6):810-8

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 İstanbul 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

Kurum, G. ve Çinkır, 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

Erdemli, Ö., & Kurum, G. (2019). Ostracism at school from school administrators' and teachers' point of view: Causes and results. *Hacettepe University Journal of Education*. Advance online publication. doi: 10.16986/HUJE.2019051589

Çinkır, Ş. & Kurum, G. (2017). To be Appointed or not to Be Appointed: The Problems of Paid-Teachers. *Eğitimde Nitel Araştırmalar Dergisi*, 5(3), 9-35.

Kurum, G. ve Çinkır, Ş. (2017). Marriage made in hell: views of education supervisors on the unification of education supervision in Turkey. *Education and Science*, 42(192), 35-57.

Brown, M., McNamara, G., O'Hara, J., Hood, S., Burns, D. ve Kurum, G. (2017). Evaluating the impact of distributed culturally responsive leadership in a disadvantaged rural primary school in Ireland. *Educational Management Administration & Leadership*, 1-18.

Çinkır, Ş. ve Kurum, G. (2015). Discrepancy in teacher employment: the problem of out-offield teacher employment. *Educational Planning*, 22(1), 29-47.

Kurum, G., Demir Güner, T. Ve Erdemli, Ö. (2018). Eğitim-öğretim sürecinde öğretim elemanlarının etik davranışlarına ilişkin öğrenci görüşleri. *Eğitim Yönetimi Araştırmaları*. (Edt. C. T. Uğurlu, K. Beycioğlu, S. KOşar, H. Kahraman ve F. Köybaşı Şemin). Sivas: Cumhuriyet Üniversitesi Yayıncılık. ss.74-87.

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.

Kurum, G. (2016). Akademisyenlerin çalışma ortamını yeniden değerlendirmek: akademik iş yaşamı kalitesi. *Prof. Dr. Ziya Bursalıoğlu'na armağan*. (Edt. A. Balcı ve İ. Aydın). Ankara: Ankara Üniversitesi Yayınları. ss.575-596.

Robson, C. (2015). Testler ve ölçekler. (Çev. G. Kurum). *Gerçek dünya araştırması: Bilimsel araştırma yöntemleri* [Real world research]. (Çev. Edt. Ş. Çinkır ve N. Demirkasımoğlu). Ankara: Anı Yayıncılık, ss 349-361.

Robson, C. (2015). Araştırma desenine genel bakış. (Çev. G. Kurum). *Gerçek dünya araştırması: Bilimsel araştırma yöntemleri* [Real world research]. (Çev. Edt. Ş. Çinkır ve N. Demirkasımoğlu). Ankara: Anı Yayıncılık. ss 80-8

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

Brown, M., McNamara, G., Ohara, J., O'Brien, S., Young, C., & Faddar, J. (2018). Integrated co-professional evaluation? Converging approaches to school evaluation across frontiers. *Australian Journal of Teacher Education*, 43(12), 76–90. <https://doi.org/10.14221/AJTE.2018V43N12.6>

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. <https://doi.org/10.1080/09243453.2018.1504802>

Faddar, J. (2018). School self-evaluation: self-perception or self-deception? Studies on the validity of school self-evaluation results. Antwerpen: Universiteit Antwerpen, Faculteit Sociale Wetenschappen, Departement Opleidings- en Onderwijswetenschappen.

Faddar, J., Brown, M., O'Brien, S., McNamara, G., & OHara, J. (2017). De inbreng van externe partijen in schoolzelvevaluaties : de Republiek Ierland als casus. (pp. 95–113). Brussel: Politeia.

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. <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. <https://doi.org/10.1080/09243453.2017.1360363>

Deneire, A., Vanhoof, J., Faddar, J., Gijbels, D., & Van Petegem, P. (2014). Characteristics of appraisal systems that promote job satisfaction of teachers. *Education Research and Perspectives*, 41(1), 94–114.

Faddar, J., & Vanhoof, J. (2014). Schoolbesturen en hun beleidsvoering. *Impuls voor onderwijsbegeleiding*, 44(3), 121–135.

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

Quintelier, A., Vanhoof, J., & De Maeyer, S. (2018). Understanding the influence of teachers' cognitive and affective responses upon school inspection feedback acceptance. *Educational Assessment, Evaluation and Accountability*, 30(4), 399–431.

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.

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.

Geeraerts, K., Vanhoof, J., & Van den Bossche, P. (2016). Teachers' perceptions of intergenerational knowledge flows. *Teaching and Teacher Education*, 56, 150–161.

Van Den Ouweland, L., Vanhoof, J., & Roofthoof, N. (2016). Onderpresterende vastbenoemde leraren door de ogen van schoolleiders. *Pedagogiek: wetenschappelijk forum voor opvoeding, onderwijs en vorming*, 36(1), 71–90.

Penninckx, M., & Vanhoof, J. (2015). Insights gained by schools and emotional consequences of school inspections: a review of evidence. *School Leadership and Management*, 35(5), 477–501.

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., & Gonçalves, N. (2019). Entering a Fluid Research Field. In M. Hoveid, L. Ciolan, A. Paseka, & S. M. Silva (Eds.), *Doing educational research: overcoming challenges in practice* (pp. 33-53). London: SAGE.

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



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 of course 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, focusses 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 series 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, Stekholder 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 over-arching 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

Menezes, L., Gomes, H., Ribeiro, A., Martins, A. P., Flores, P., Viseu, F., Oliveira, A., Matos, I. A., Balula, J. P., & Delplancq, V. (2018). *Humor in mathematics teaching: tasks for the classroom*. Viseu: ESE -IPV.

Andrade, E., Gomes, H., & Robbiano, M. (2017). Spectra and Randic spectra of caterpillar graphs and applications to the energy. *MATCH Communications in Mathematical and in Computer Chemistry*, 77, 61-75.

Gomes, H. (2016). Upper bounds on the Laplacian Spread of Graphs. *Linear Algebra Appl*, 492, 26-37.

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

Figueiredo, M. P., Gomes, C. A., & Gonçalves, N. F. (2016). "Going outside": discussing the connection between pedagogical practices with digital tools and outdoor learning in early childhood and primary education. In L. Gómez Chova, A. López

Martinez, & I. Candel Torres (Eds.), *EDULEARN16 Proceedings* (pp. 3058-3066). Barcelona: IATED.

Gonçalves, N. A., & Figueiredo, M. P. (2014). OpenLab ESEV - A Narrative of Libre Software and Free Culture in a Portuguese Higher Education Institution. In P. Missomelius, W. Sützl, T. Hug, P. Grell, & R. Kammerl (Eds.), *Medien - Wissen - Bildung: Freie Bildungsmedien und Digitale Archive* (pp. 211-226). Innsbruck: Innsbruck University Press.

Ana Patrícia 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

Menezes, L., Gomes, H., Ribeiro, A., Martins, A. P., Flores, P., Viseu, F., Oliveira, A., Matos, I. A., Balula, J. P., & Delplancq, V. (2018). *Humor in mathematics teaching: tasks for the classroom*. Viseu: ESE -IPV.

Menezes, L., Ribeiro, A., Gomes, H., Martins, A. P., Oliveira, A. M., Delplancq, V., Matos, I. A., Balula, J. P., Viseu,

F., & Flores, P. (2017). *O humor em manuais escolares de Matemática*. In L. Menezes, A. Ribeiro, H. Gomes, A. P. Martins, F. Tavares, & H. Pinto (Eds.). (2017) *Atas do XXVIII Seminário de Investigação em Educação Matemática* (pp. 315-329). Viseu: APM.

Martins, A. P. (2018). Seguros e Finanças – revista pioneira na divulgação e promoção do seguro Vida”. *Boletim da Sociedade Portuguesa de Matemática, 76*, 137-139.

Martins, A. P. (2018). “subsídios para uma tábua portuguesa de mortalidade – o contributo de Daniel Augusto da Silva. *Boletim da Sociedade Portuguesa de Matemática, 76*, 187-189.

Martins, A. P. (2018). Curta passagem de Luciano Pereira da Silva pelo actuariado português. In. A. Canas, J. Domingues, & L. Saraiva (eds.), *Actas/Anais do 7.º Encontro Luso-Brasileiro de História da Matemática* (pp. 45-48). Lisboa: Sociedade Portuguesa de Matemática.

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

Shevlin, P., Brown, M., McNamara, G. and O'Hara, J. (2019) Sharing the Impact of Shaped Professional Learning Networks in Challenging Times. Dublin: (EQI) Centre for Evaluation, Quality and Inspection. Available at: <https://www.education-ni.gov.uk/publications/compendium-school-evaluation-case-studies-northern-ireland>

Burns, D., Devitt, A., McNamara, G., O'Hara, J. & Brown, M. (2018). 'Is it all memory recall? An empirical investigation of intellectual skill requirements in Leaving Certificate examination papers in Ireland'. *Irish Educational Studies* Stynes, M., McNamara, G. & O'Hara, J. (2018) 'The challenge of perpetual motion: The willingness and desire of Irish primary school principals to juggle everything'. *Irish Educational Studies*

O'Hara, J., Sweetman, B., Freir, D. Brown, M., and McNamara, G. (2018) *A Review and Evaluation of NUI Uiversity Collaborative Model of Higher Education Provision through the M.A. in Creative Process*. CENTRE FOR EVALUATION, QUALITY AND INSPECTION, DCU, DCU/NUI.

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*

Stynes, M;Murphy, T;McNamara, G;O'Hara, J (2018) 'Reflection-on-action in qualitative research: A critical self-appraisal rubric for deconstructing research'. *Issues in Educational Research*, 28 :153-167

Young, C., McNamara, G., Brown, M. & O'Hara, J. (2018). 'Adopting and adapting: school leaders in the age of data-informed decision making'. *Educational Assessment, Evaluation and Accountability*

Brown, M., McNamara, G., O'Hara, J. & O'Brien, S. (2017). 'Striking a balance? The continuing evolution of Inspection and school self-evaluation in Ireland' In: Jacqueline Baxter (eds). *School inspectors: Operational challenges in National Policy Contexts*. London: Springer

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 (now EMAL)*

Brown, M., McNamara G., O'Hara, J., O'Brien, S., Poole, P. & Burns, D. (2017). *Evaluation of the PDST ePortfolio initiative: Integrating ePortfolios in Education*. Dublin: EQI

Ehren, M. C. M., Janssens, F. J. G., Brown, M., McNamara, G., O'Hara, J. & Shevlin, P. (2017). 'Evaluation and decentralised governance: Examples of inspections in polycentric education systems'. *Journal of Educational Change*

Faddar, J., Brown, M., O'Brien, S., McNamara, G., and O'Hara, J. (2017) 'De inbreng van externe partijen in schoolzelvevaluaties : de Republiek Ierland als casus' In: Vanhoof, J. en De Ruytter, Geertrui (eds). *De rol van externen bij kwaliteitszorg : vreemde ogen doen spreken*. Brussels: Politeia:UITGEVERIJ.

Brown, M., McNamara, G. and O'Hara, J. (2015) *School Inspection in a Polycentric Context: The case of Northern Ireland*. : West Belfast Partnership/ Centre for Evaluation Quality and Inspection.

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

- O'Brien, S., McNamara, G., O'Hara, J. and Brown, M. (2019) 'Irish teachers, starting on a journey of data use for school self-evaluation', *Studies in Educational Evaluation*, 60, pp.1-13.
- Brown, M., McNamara, G., O'Hara, J., O'Brien, S. and Fadder, J. (2018) 'Integrated co-professional evaluation? Converging approaches to school evaluation across frontiers', *Australian Journal of Teacher Education*, 43 (12), pp. 76-90.
- Poole, P., Brown, M., McNamara, G., O' Hara, J., O'Brien, S. and Burns, D. (2018) 'Challenges and supports towards the integration of ePortfolios in education: lessons to be learned from Ireland', *Heliyon*, 4 (11).
- O'Brien, S., McNamara, G., O' Hara, J., and Brown, M. (2017) 'External specialist support for school self-evaluation: testing a model of support in Irish post-primary schools', *Evaluation: International Journal of Theory, Research and Practices*, 23 (1), pp. 61-79.
- Brown, M., McNamara, G., O'Hara, J. and O'Brien, S. (2016) 'Exploring the changing face of school inspections', *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 26, pp. 1-26.
- O'Brien S., McNamara G. and O'Hara J. (2015) 'Supporting the consistent implementation of self-evaluation in Irish post-primary schools', *Educational Assessment, Evaluation and Accountability*, 27 (4), pp. 377-393.
- O'Brien S., McNamara G. and O'Hara J. (2014) 'Critical facilitators: external supports for self-evaluation and improvement in schools', *Studies in Educational Evaluation*, 43, pp. 169-177.

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 IRCHSS 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 (APSO) 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

- Altrichter, H., Galvin, M., McNamara, G. and O'Hara, J (2019). ADDRESSING THE CONTEXT IN CROSS-NATIONAL COMPARATIVE RESEARCH. *Doing Educational Research: Overcoming Challenges In Practice*, p.203.
- Stynes, M., McNamara, G., & O'Hara, J. (2018) 'An Analysis of Day to Day Activities of a Sample of Primary School Principals in Ireland'. *EURASIAN JOURNAL OF EDUCATIONAL RESEARCH*
- Stynes, M., Murphy, T., McNamara, G. & O'Hara, J (2018) 'Reflection-on-action in qualitative research: A critical self-appraisal rubric for deconstructing research'. *Issues in Educational Research*, 28 :153-167
- Faddar, J., Brown, M., O'Brien, S., McNamara, G., & O'Hara, J. (2017) 'De inbreng van externe partijen in schoolzelfevaluatie : de Republiek Ierland als casus' In: Vanhoof, J. en De Ruytter, Geertrui (eds). *De rol van externen bij kwaliteitszorg : vreemde ogen doen spreken*. Brussels: Politeia:UITGEVERIJ
- Jones K.L, Tymms, P., Kemethofer, D., O'Hara, J., McNamara, G., Huber, S., Myrberg, E., Skedsmo, G, and Greger, D. (2017) 'The unintended consequences of school inspection: the prevalence of inspection side effects in Austria, the Czech Republic, England, Ireland, the Netherlands, Sweden, and Switzerland'. *Oxford Review of Education*,
- O'Brien, S., McNamara, G., O'Hara, J., & Brown, M. (2017) 'External specialist support for school self-evaluation: Testing a model of support in Irish post-primary schools'. *EVALUATION: INT. JOURNAL OF THEORY, RESEARCH & PRACTICE*, 23 (1):61-79
- Altrichter, H., Kemethofer, D., Ehren, M., Gustafsson, J.-E., Skedsmo, G.; Huber, S.G., Conyngham, G., McNamara, G. & O'Hara, J. (2016) 'Effects and side effects of European inspection systems.' In: *Wirkungen und Nebenwirkungen europäischer Inspektionssysteme. Schulinspektion als Steuerungsimpuls? Ergebnisse aus Forschungsprojekten*. Springer VS
- Altrichter, H., Kemethofer, D., Ehren, M., Gustafsson, J.-E., Skedsmo, G.; Huber, S.G., Conyngham, G., McNamara, G., & O'Hara, J (2016) 'Effects and side effects of European inspection systems / Wirkungen und Nebenwirkungen europäischer Inspektionssysteme' In: *Schulinspektion als Steuerungsimpuls? Ergebnisse aus Forschungsprojekten*. Wiesbaden: Springer VS.
- 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*, :1-19

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

Abreu, A., Cardoso, A. P., & Rocha, J. (2019). Teachers' perception of the head of department's performance and of pedagogical supervision. *Millenium*, 2(ed. espec. n.º 3), 47-59.

Rocha, J. (2019). Formação Inicial de Professores: um modelo emergente de supervisão. In J. Pinhal, C. Cavaco, M.ª J. Cardona, F. Costa, J. Marques, & A. R. Faria (Orgs.) (2019). A investigação, a formação, as políticas e as práticas em educação – 30 anos de AFIRSE em Portugal. *Atas do XXV Colóquio da AFIRSE Portugal* (pp. 1262-1273). Lisboa: AFIRSE Portugal e Instituto de Educação da Universidade de Lisboa.

Ramalho, H., Lacerda, C., & Rocha, J. (2018). O projeto educativo dos agrupamentos: entre a feição de instrumento de gestão curricular e a de um mecanismo de regulação centropérfica - proposta de um modelo de análise. *Livro de Atas do VIII Simpósio de Organização e Gestão Escolar: Rede escolar (re)configurações, tensões e desafios* (pp. 153-176). Aveiro, Portugal: Universidade de Aveiro.

Rocha, J. (2018). O papel da supervisão pedagógica na formação de professores do 1.º CEB. In R. P. Lopes, M. V. Pires, M. L. Castanheira, E. M. Silva, G. Santos, C. Mesquita, & P. Vaz (Eds.), *Livro de atas do III Encontro Internacional de Formação na Docência (INCTE 2018)* (pp.708-715). Bragança, Portugal: Instituto Politécnico de Bragança.

Rocha, J. (2017). Formação Inicial de Professores: da imposição legislativa à materialização efetiva. *Revista de Estudios e Investigación en Psicología y Educación*. Vol. Extr, 6, 148-153.

Pereira, B., Cardoso, A. P., & Rocha, J. (2017). Avaliação de competências cooperativas e trabalho de grupo no 1.º CEB. *Revista de Estudios e Investigación en Psicología y Educación*. Vol. Extr, 6, 106-110.

Nunes, C., Cardoso, A. P., Rocha, J., Fidalgo, S. (2015). The Integration of Foreign Students in the Portuguese School of the 1st Cycle of Basic Education: the case of a school grouping in the municipality of Viseu. *Journal of Education and Human Development*, 4 (1), 197-211.

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

Skerritt, C. (2019). Discourse and teacher identity in business-like education. *Policy Futures in Education*, 17(2), 153-171.

Skerritt, C. (2019). Irish migrant teachers' experiences and perceptions of autonomy and accountability in the English education system. *Research Papers in Education*, 34(5), 569-596.

Skerritt, C. (2019). 'I think Irish schools need to keep doing what they're doing': Irish teachers' views on school autonomy after working in English academies. *Improving Schools*, 22(3) 267-287.

Skerritt, C. (2019). Privatization and 'destatization': school autonomy as the 'Anglo neoliberalization' of Irish education policy. *Irish Educational Studies*, 38(2), 263-279.

Skerritt, C. (2018). Inside the Autonomous School: Making Sense of a Global Educational Trend. *British Journal of Educational Studies*: <https://doi.org/10.1080/00071005.2018.1559011>

Skerritt, C. (2018). Education governance and social theory: interdisciplinary approaches to research. *Journal of Education Policy*: <https://doi.org/10.1080/02680939.2018.1553334>

Skerritt, C. (2017). The code for success? Using a Bernsteinian perspective on sociolinguistics to accentuate working-class students' underachievement in the Republic of Ireland. *Irish Journal of Sociology*, 25(3), 274-296.

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*

Stynes, M., McNamara, G., and O'Hara, J. (2018) 'An Analysis of Day to Day Activities of a Sample of Primary School Principals in Ireland'. *Eurasian Journal of Educational Research*

Stynes, M; Murphy, T; McNamara, G. and O'Hara, J. (2018) 'Reflection-on-action in qualitative research: A critical self-appraisal rubric for deconstructing research'. *Issues in Educational Research*, 28 :153-167

Ummanel, A., McNamara, G. and Stynes, M. (2016) 'The career paths of primary school principals in Ireland'. *Irish Educational Studies*, 35 :57-71



Bibliography

- Brown, M., McNamara, G., Ohara, J., O'Brien, S., Young, C., & Faddar, J. (2018). Integrated co-professional evaluation? Converging approaches to school evaluation across frontiers. *Australian Journal of Teacher Education*, 43(12), 76–90. <https://doi.org/10.14221/AJTE.2018V43N12.6>
- 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*
- Brown, M., O'Hara, J., and McNamara, G. (2016) 'Teacher Accountability in Education - The Irish Experiment' In: *Essays in the History of Irish Education*. London: Palgrave Macmillan
- Brown, M., McNamara, G., & O'Hara, J. (2016) 'Quality and the rise of value-added assessment in education: The case of Ireland'. *Policy Futures in Education*, 14 (6):810-8
- Byrne, D., & Smyth, E. (2010). *Behind the scenes? A study of parental involvement in post-primary education*. Liffey Press.
- Chapman, C., & Sammons, P. (2013). *School Self-Evaluation for School Improvement: What Works and Why?*. CfBT Education Trust. 60 Queens Road, Reading, RG1 4BS, England.
- Cosgrove, J., & Gilleece, L. (2012). An international perspective on civic participation in Irish post-primary schools: results from ICCS. *Irish Educational Studies*, 31(4), 377-395.
- Figueiredo, M., Ramalho, H., & Rocha, J. (2018). *Country Background Report on Distributed Evaluation and Planning in Portuguese Schools*. Instituto Politecnico De Viseu. Viseu, Portugal.
- Mokoena, S. (2011). Participative decision-making: Perceptions of school stakeholders in South Africa. *Journal of social sciences*, 29(2), 119-131.
- MoNE. (2018). MEB Öğretmen Performans Değerlendirme Yönetmelik Taslağı [Teacher performance evaluation regulation draft]. 13 Nisan 2018 tarihinde <https://www.memurlar.net/haber/730414/meb-ogretmen-performans-degerlendirme-yonetmelik-taslagini-goruse-acti.html> sitesinden alınmıştır.
- Tüzün, I., & Sarıışık, Y. (2015). Türkiye'de Okullarda Çocuk Katılımı: Durum Analizi [Participation of children at schools in Turkey: A case analysis]. İstanbul: İstanbul Bilgi Üniversitesi Yayınları.
- Vanhoof, J., Deneire, A., & Van Petegem, P. (2011). Waar zit beleidsvoerend vermogen in (ver) scholen? Aanknopingspunten voor zelfevaluatie en ontwikkeling.

