UNIT 6:
INTERNAL QUALITY ASSURANCE IN SCHOOLS

Introduction

- Curriculum development requires to be checked regularly to ensure that the inputs, processed and outputs meet the set standards. control.
- In this unit, we shall look at the concept of quality assurance and standards.
- We shall examine the policy, legal and ethical issues in quality assurance and standards. We shall also look at quality index or guidelines for quality and assurance and standards assessment.
- In addition, we shall look at the importance of teacher professional development.

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Learning outcomes

Upon completion of this Unit, you will be able to:

a) Discuss the importance of quality assurance in schools
b) Undertake quality assurance using Quality Assurance Index
c) Discuss the rationale for Professional Development for teachers

Concept of Quality Assurance

- Learners' academic and talent development are integral measures of education quality.
- This calls for intensive quality assurance standards assessment so as to enhance curriculum supervision, implementation and evaluation.
- Experience shows that schools are good at recycling inefficiencies in the name of tradition and experience;
- The administration must ensure the institution has added value to the education of the students.

Purpose of Quality Assurance and Standards in Education.

- Quality Assurance is concerned with evaluating the provision of quality education in the school.
- Focuses on the quality of teaching and learning.
- Student progression and achievement.
- Monitoring the quality of pedagogical process is the core of quality assurance process.

How is Quality Assurance be achieved in schools?

- Enhancing quality education in the institution so as to prepare and equip the learners with relevant skills, knowledge and attitude necessary for sustainable development.
- Having regular reporting to MoE, relevant education sector stakeholders and parents on the general quality of education being provided at the institution.
- Identifying educational needs in the institution for improvement.
- Monitoring the performance of teachers in the institution, in accordance with the standards performance indicators.
- Ensuring the equitable distribution of teachers by working out the curriculum - based establishment (C.B.E.) of the institution
- Carrying out Internal Quality Assessments of the institutions on regular cycle.
- Ensuring that there is proper and adequate physical facilities in institution to support the curriculum.
- Ensuring appropriate curriculum is operational in the institution.
- Encouraging collaborative and cooperate approach to educational institutional management among various stakeholders.
- Organizing and administering co-curricular activities with the view of developing students' talent.

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Quality Assurance Index

- In order to enhance Quality Education and Standards in learning institutions, Quality Assurance index focuses mainly on six thematic areas.
- These are:
  i. Leadership, Management and Community Involvement
  ii. Curriculum organization and implementation
  iii. Teaching, learning and assessment
  iv. Student Progression and Achievement
  v. Student Welfare
  vi. Infrastructure and school facilities

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Leadership, Management and Community Involvement

Area of focus	Source of Evidence
Whether the school is registered	Registration documents.
Is there a school development/strategic plan?	School development/strategic plan
Does staff development feature in the development/strategic plan?	Staff minutes, BOM minutes, Names in the document
Does the school have motto, vision, mission, core values?	Motto, vison, mission, core values posted on the administration wall
Does the Board of management meet Ministry of Education's constitutional guidelines?	List of BOM members, minutes of meetings, evidence that meetings are properly attended.
Are teaching staff consulted about school management issues?	Minutes of the meeting, lists of teachers in senior management e.g Deputy Heads of institutions, deans of academic, HODs, Senior teachers
Does the School report annually to the community/parents on progress?	Lists of attendance, Minutes of the meetings
Does the school has functional IQA mechanisms?	Performance targets for all teachers, list of committee members and minutes for the meetings
Does the school have internal monitoring system in place? How effective are they monitoring quality?	Teacher attendance register, admission register, attendance registers, verify student register, attendance registers, verify student enrolment figures, visitors book, filing systems, inventory of textbooks, minutes of the meetings with administrative staff.
How effective are the school's administration records?	Financial record keeping system, documents filing system

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Curriculum organization and implementation

S/NO	Area of focus	Source of Evidence
1.	Is the school is offering the relevant curriculum?	Copies of syllabus/ curriculum designs, learning resources
2.	Does the head teacher provide curriculum leadership?	Lists of the work assignments, working departments, observation schedules of teachers by heads of institutions
3.	Does the school cater for pupils/students with special needs?	Lists of special needs facilities, Remedial programs schedules
4.	Are the teachers are appropriately qualified to teach their curriculum subjects,	Lists of teachers and their qualifications
5.	Is there is staff development for effective curriculum content delivery?	List of in-service courses attended
6.	Do the teachers have professional documents?	Syllabus/curriculum designs/schemes of work/lesson plans/Records of work/Students registers/Timetables/IEPs

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Teaching, learning and assessment

S/NO	Area of focus	Source of Evidence
1.	Is learning facilitated by the time spent on various curriculum subjects, quality of testing, availability of teaching and learning resources, classroom displays	Working timetable, Exam/test papers approved by the academic committee/ marked exams/tests/ , progressive records, teaching and learning resources available e.g. text books , teachers/ learners lesson notes etc.
2.	Is Teaching monitored, maintained and enhanced	Classroom observations by heads of institutions, lesson plans, records of work
3.	Is Teaching and learning student centered and participatory, use of 21st century pedagogical skills, whether lesson objectives have been attained	Schemes of work/lesson plans /Records of work /lesson notes / classroom observations
4.	Does the teacher uses cued elicitation to explain facts and ideas, whether the teacher evaluates the lesson for feedback?	Schemes of work/lesson plans /Records of work /lesson notes/ Classroom observations

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Student Progression and Achievement

S/NO	Area of focus	Source of Evidence
1.	How effective are the systems for monitoring student attendance?	School registers, lesson observations, discussion with parents.
2.	How did the student performance in K.C.S.E and C.A.T's	Discussion with academic committee, examination records. Discussion with class teachers, check examination records, class mark books.
3.	Any Value - Added Progress (V.A.P.) of the students?	Discussion with academic committee, examination records. Discussion with class teachers, check examination records, class mark books.
4.	How effective are the systems for monitoring student progression?	Discussion with academic committee, examination records. Discussion with class teachers, check examination records, class mark books and Records of parents 'academic meetings
5.	How does the school Measure student attainment?	Exams / tests approved by the academic committee, students' progression records
6.	How does the school assess completion, retention, repetition and wastage rates?	Discuss with students, head teacher, teachers and parents, checking student records

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Student Welfare

S/NO	Area of focus	Source of Evidence
1.	How is the student dietary?	School menu
2.	How effective is the Pastoral care system	Discussion with students, classroom observations, student files, timetable/programmes, departmental files
3.	How effectively are students counselled about sexual and other health matters, career guidance, behavior change, drug use and abuse, peace and harmony?	Interview with students, parents, classroom observation, students' files, guidance and counselling programmes.
4.	How does the school deal with bullying and harassment?	School anti-bullying/harassment policy, interview with students and parents, school rules, Board of Management (BOM) meeting minutes, discipline records.
5.	Does the school observe Ministry of Education guidelines on corporal punishment?	Positive disciple - guidance and counselling programmes. Discipline records, interview with students, parents, staff, Board of Management (BOM) meeting minutes.
6.	What co-curricular activities does the school provide?	Interview with students/parents/teaching staff, available trophies, co-curricular programmes

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Infrastructure and school facilities

S/NO	Area of focus	Source of Evidence
1.	What are the conditions of the school buildings?	tour of school, discussion with heads of institutions, teaching staff, students, parents and workers, minutes of the Board of management (BOM)
2.	Where present, are the boarding facilities appropriate?	Tour of school, discussion with head of institution teaching staff, students, parents and workers, minutes of minutes of the Board of management (BOM)
3.	Do the school buildings meet re and safety requirements?	Evidence of re drills and other emergency plans, access to telephone for security forces, re extinguishers, absence of grills, school building plans.
4.	Does the school have adequate secure storage facilities? Have there been any losses through theft, fire or flood – if so, what has been done to minimize this in the future? Is the school complying with guidance on protecting school textbooks and other school equipment?	Discussion with head teacher, teachers, support staff, students, parents. Observation of buildings, presence of grills in stores, school records, inventories.
5.	How appropriate are the school buildings for administering and delivering the curriculum (i.e., administration block, staff accommodation staff room, classroom, specialized teaching areas, sporting facilities, and access for disabled students)?	School buildings plan and inventories
6.	Does the school building cater for students with special educational needs?	Special toilets. ramps, rails braille etc.

7.	**Does the school have electricity and running water? Are the water supply points appropriately placed?**	**Piped water, taps, tanks, sockets, lighting bulbs**
8.	Are there sufficient desks and seats in the classrooms for teaching purposes? What is their condition?	Well maintained desks
9.	Are there sufficient toilets for both girls and boys? Is sanitation appropriate?	Girls ratio 1.25 Boys ratio 1.30
10.	How adequate are the school catering facilities? What is their condition.	Catering facilities, e.g., kitchen, dining hall, stores.
11.	How secure is the school?	Perimeter fence
12.	What is the pupil/textbook ratio?	Ratio 1.1
13.	Does the school have a library? How well stocked Is it? How well used is the library?	School library stocked with relevant teaching learning materials
14.	Does the school have access to any computers/Tablets? if so how many?	Computer lab or a well secured room with computers /tablets
15.	What administrative support does the school have? Does it have non subordinate staff e.g. a secretary, bursar, cooks, bookkeeper, librarian etc?	Qualified staff
15	Is training provided for administrative and support staff training to upgrade their skills?	Training schedules, certificates

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Professional development for Teachers

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- Professional development plays a critical role in the life of any professional and particular teachers and education managers will require it for the following reasons:

i. Revision of the curriculum: INSET offers an opportunity for policy makers and implementers to share on different issues such as necessary changes for purposes arriving at agreed way forward.
ii. Trends in teaching and learning: INSET provides a chance for teachers to keep up with changing trends in teaching to remain relevant and effective in their work.
iii. Linkage with Pre -SET: It is during INSET that teacher share on what was learnt in Pre-Service teacher training and relate with their experiences, discussing what works and does not.
iv. Follow-up of Pre - SET: INSET provides support to what was learnt at pre-serving without which there might be a danger of falling into existing cultures in schools which sometimes are unproductive.
v. Effective and efficient use of resources: There is need to get be value on investment and INSET offers a chance for teachers to learn skills on how to manage resources in a school.
vi. Advancement in technology: The frequent changes in technology may pose a challenge to teachers hence INSET enable teachers to experience some of these changes and learn how to cope.
vii. Issues emerging in the society: A school is part of the society and, therefore, any societal changes are likely to affect what happens in the school. During INSET teachers share on emerging issues in the societal and how to address such issues.

Teacher Professional Development (TPD)

- It is important to note that any program introduced in a government system has some background
- Research has proved that pre-service training alone does not equip teachers with all the necessary knowledge, skills, values and attitudes for effective teaching.
- Teachers improve themselves with time through experience, benchmarking others or voluntarily going back to class to enhance their knowledge. However, this alone is not adequate since not all do this voluntarily.
- Hence the need of continuous professional development of teachers to bridge the gap.
- Teacher Professional development refers to either **formal** or **informal activities** that TSC **registered teachers** undertake in order to continuously improve their pedagogical skills, management skills and **learner outcomes.**
- TPD Comprises the full range of educational experiences designed to enrich teacher's professional knowledge, understanding and capabilities throughout the teacher's career

Purpose of Teacher Professional Development

- The purpose of TPD programmes is to continuously equip and improve teachers' skills, competencies and knowledge for **enhanced learning outcomes** in Kenyan schools.
- The overall objective of the TPD programme is to **professionalize teaching** by continuously developing and improving teachers' skills, competencies and knowledge in line with the **21st Century core competencies** aimed at enhancing the provision of **quality education.**

Specific objectives of TPD

- Enhance a culture of **life-long learning** of teachers, trainers and instructional leaders;
- Promoting **institution-based** professional **learning practices** communities of practice;
- Equipping teachers and instructional leaders with **21st century skills**;
- Enhance the capacity for teachers, trainers and instructional leaders' competencies in creating **supportive, safe and healthy learning environments.**
- Promote the adoption of **Competence Based Curriculum** by teachers, trainers and instructional leaders.

Specific outcomes of TPD

These include: -

- Inculcating a culture of life-long learning of teachers and instructional leaders.
- Fostering personal and professional growth of teachers and instructional leaders.
- Building capacity of teachers and instructional leaders as action researchers in their practice.
- Developing capacity of teachers and instructional leaders as reflective practitioners.
- Enabling teachers to enhance knowledge, skills and attitudes in their subjects and pedagogy.
- Enhancing teacher's knowledge, skills and attitudes in their roles as instructional leaders.
- Building capacity of teachers' and instructional leaders' competencies in 21st century skills.
- Enhancing teachers and instructional leaders' competencies in creating supportive, healthy and safe learning environment.

Conclusion

- In this Unit, we have looked at the concept of quality assurance.
- We have examined the rationale and importance ofquality assurance in schools.
- We have also learnt about the thematic areas and their quality indices .
- In addition, we briefly looked at the importance of continuous professional development of teachers.
- We hope we can now put in place quality assurance systems in your school.