

*The School Community:
an Opportunity for
School Improvement*

Letizia Giampietro
Angela Litteri
Paola Bianco
Donatella Poliandri

24.02.2021

IV ISA Forum of Sociology

Virtual Porto Alegre, Brazil • February 23-28, 2021



Challenges
of the 21st
Century: Democracy,
Environment,
Inequalities,
Intersectionality

www.isa-sociology.org



Progetto Valu.E
10.9.3A-FSEPON-INVALSI-2015-1



FONDI
STRUTTURALI
EUROPEI

pon
2014-2020



PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)

Presentation's goals

- to highlight the importance of the school collaborations, the involvement of the stakeholders and the school networking in the evaluation processes;
- to verify if the collaborations with the different territory subjects represent an opportunity to school improvement according to judgments by school self evaluation team and external evaluators;
- to present a project that support the school evaluation processes through participatory action research

Italian National Evaluation System (SNV) - 2013

Italian National Evaluation System

Self Evaluation

All Italian schools are
involved in self-reflection

External Evaluation

A sample of 5-10% of
Italian schools

Social Accounting

Publication and
dissemination of the
achieved results

Improvement actions

Schools define priorities in
order to improve

The common framework for self evaluation and external evaluation

Background and resources

- Geographical context
- Economic and material resources
- Structures and infrastructures

Results

- Results achieved by students
- National standardised test
- Key competences
- Long-term results

Processes

- School's curricula
- Learning environment
- Inclusion and differentiation strategies
- Continuity of Learning and counseling
- Management and leadership
- Development of human resources
- **Relations with geographical context and families**

Some suggestions: Territorial capital

Territorial capital

The «territory of competence» can represent a crucial element of comparison for schools. The literature on regional economy focusing on theories of territorial competitiveness and endogenous development highlights that: **innovation** and **proximity** summarise the foundations of territorial efficiency.



Proximity

- spatial;
- relational;
- istituzional;
- cognitive.

Innovation

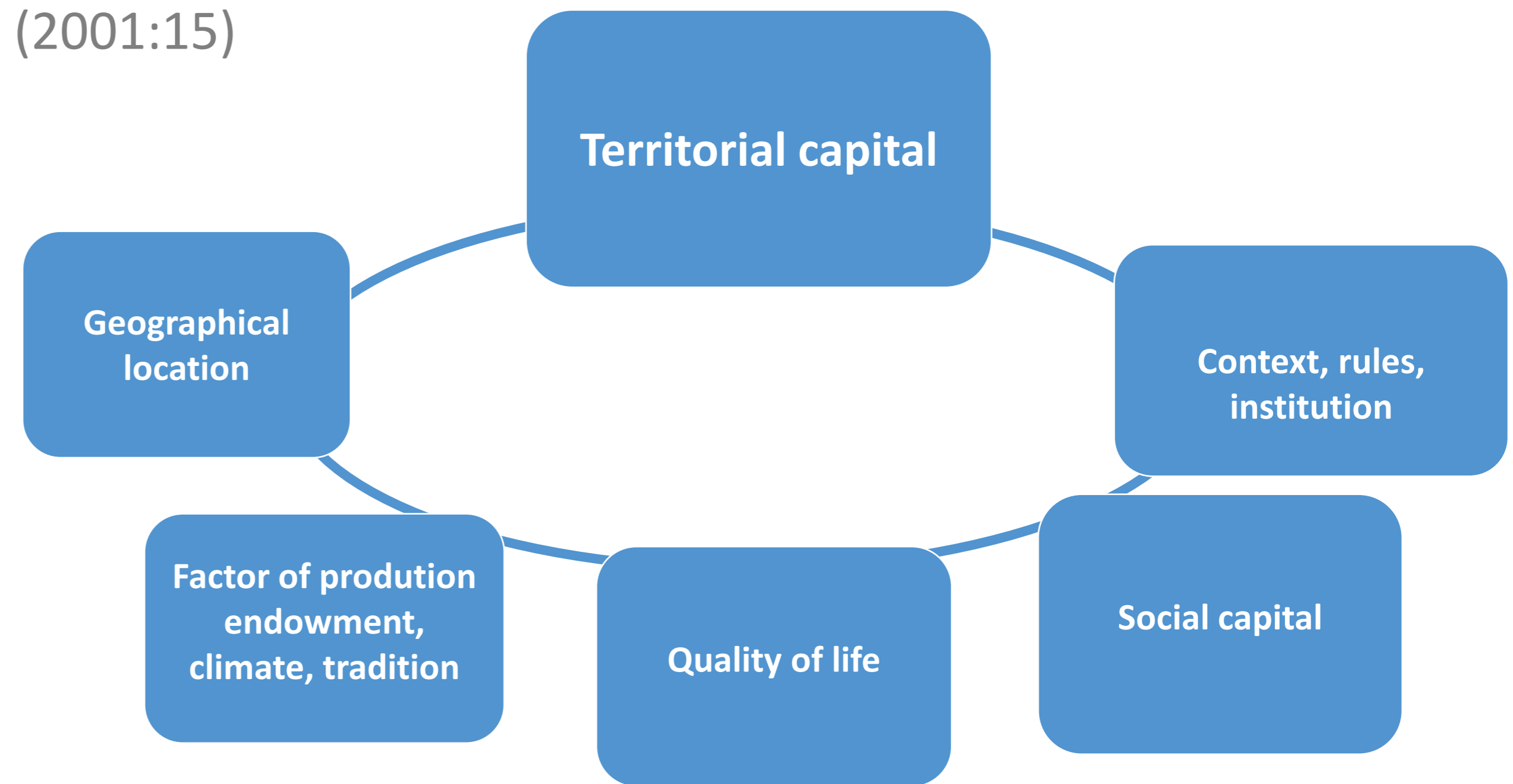
- Tangible and intangible;
- public;
- Endogenous and exogenous processes.

From these concepts different ways to innovate at regional level were identified, depending on the presence of local pre-conditions for generating knowledge and relationships among territorial actors.

Definition of territorial capital

Territorial capital

«Each region has a specific territorial capital, that is specific from that of other areas. It generates a higher return for specific kinds of investments than for others since these are better suited to the area and use its assets and potential more effectively.». OCSE (2001:15)



According to Putnam, the factors that constitute the social capital are «trust, rules governing coexistence, networks of civic associations, elements that improve the efficiency of the social organization by promoting initiatives taken by mutual agreement» (Putnam 1993:193).

Relations with geographical context and families is the 7° area of the processes in the Italian Framework.

It looks to the alliance with the territory

School ability to act as a strategic partner of territorial networks and to coordinate different subjects who have responsibility for education policies in the community.

School ability to involve families in the training project.

The area is divided internally into two sub-areas:

- ☐ Collaboration with the territory - promotion of networks .
- ☐ Involvement of families - school capacity to interact with families for the definition of the education service and on the different aspects of school life.

Self-evaluation and external evaluation Schools Judgments

- the external evaluation confirms the judgment of schools on the area

Sample: 375 Italian schools

Mean self evaluation scores 4,83

Mean external evaluation scores 4,61

Correlation analysis

➤ between the scores expressed by schools in self-evaluation and external evaluation always shows positive and significant values in all areas of the RAV:

I cycle from 0.50 to 0.72

II cycle from 0.51 to 0.74

➤ between the scores expressed by schools and NEVs in the Relations with geographical context and families area

I cycle 0,60

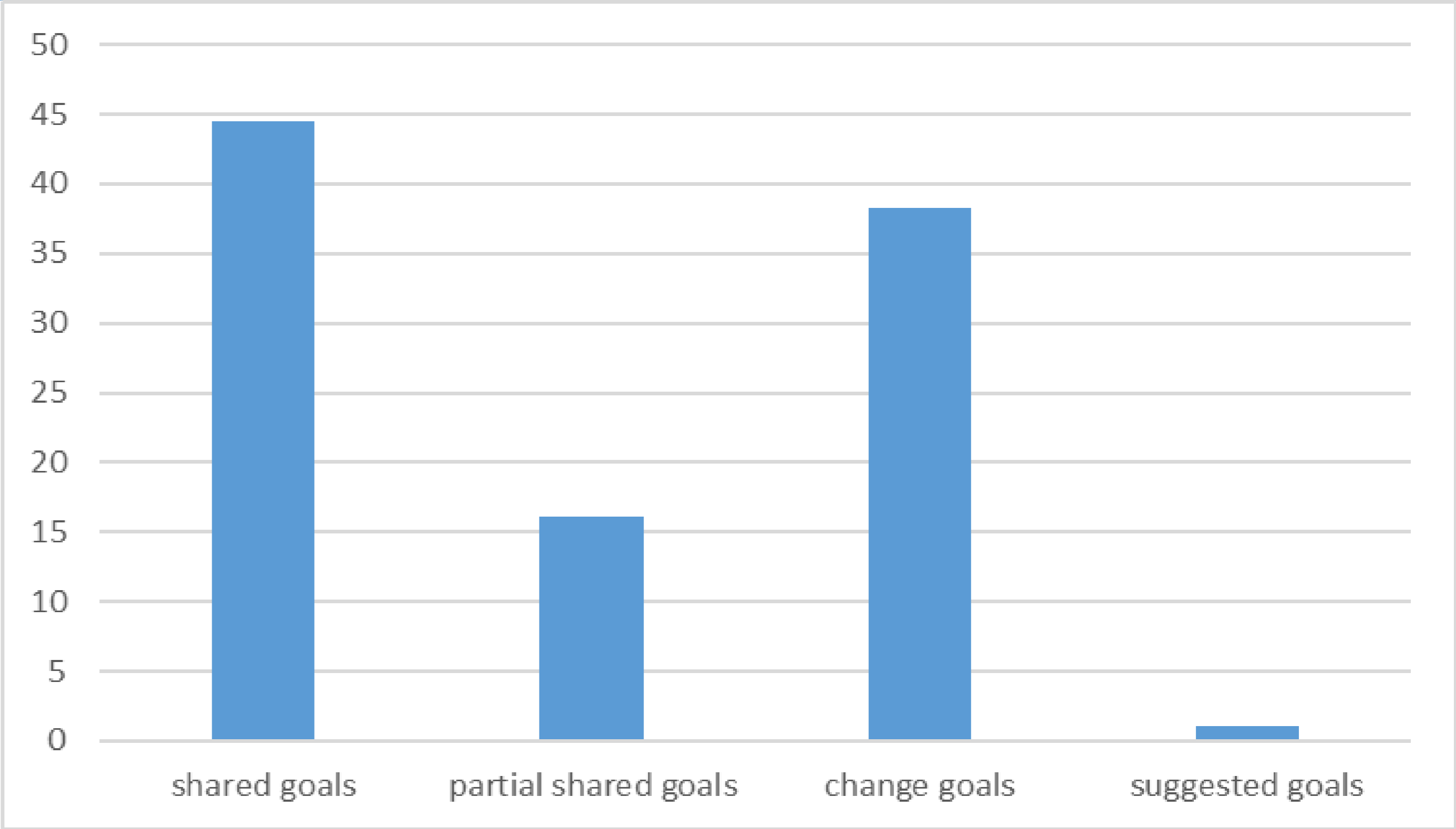
II cycle 0,63

Improvement goals

Only 45% of the schools set themselves improvements goals in this area (N. 169 schools).

But the external evaluators not consider these goals an improvement opportunity for the schools

How the external evaluation team evaluates the school's improvement goals?



Total objectives expressed: N. 274





Progetto Valu.E

10.9.3A-FSEPON-INVALSI-2015-1



Unione Europea

FONDI STRUTTURALI EUROPEI

pon 2014-2020

PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)



MIUR

Valu.E for schools

According to literature the involvement of territory represent an opportunity of school improvement

(OCSE, 2013; European Commission, 2017 ecc.)

INVALSI accepts the challenge and develops an innovative project with 3 partners to support school self-evaluation as a learning process.

Valu.E for schools

Purpose

- To test and to evaluate effectiveness of different formative models in support of the activities of self-evaluation of the schools
- To promote the development of formal and informal networks to support self-evaluation processes

<https://www.invalsi.it/value/valueforschools.php>



Progetto Valu.E
10.9.3A-FSEPON-INVALSI-2015-1



Unione Europea

FONDI
STRUTTURALI
EUROPEI

pon
2014-2020

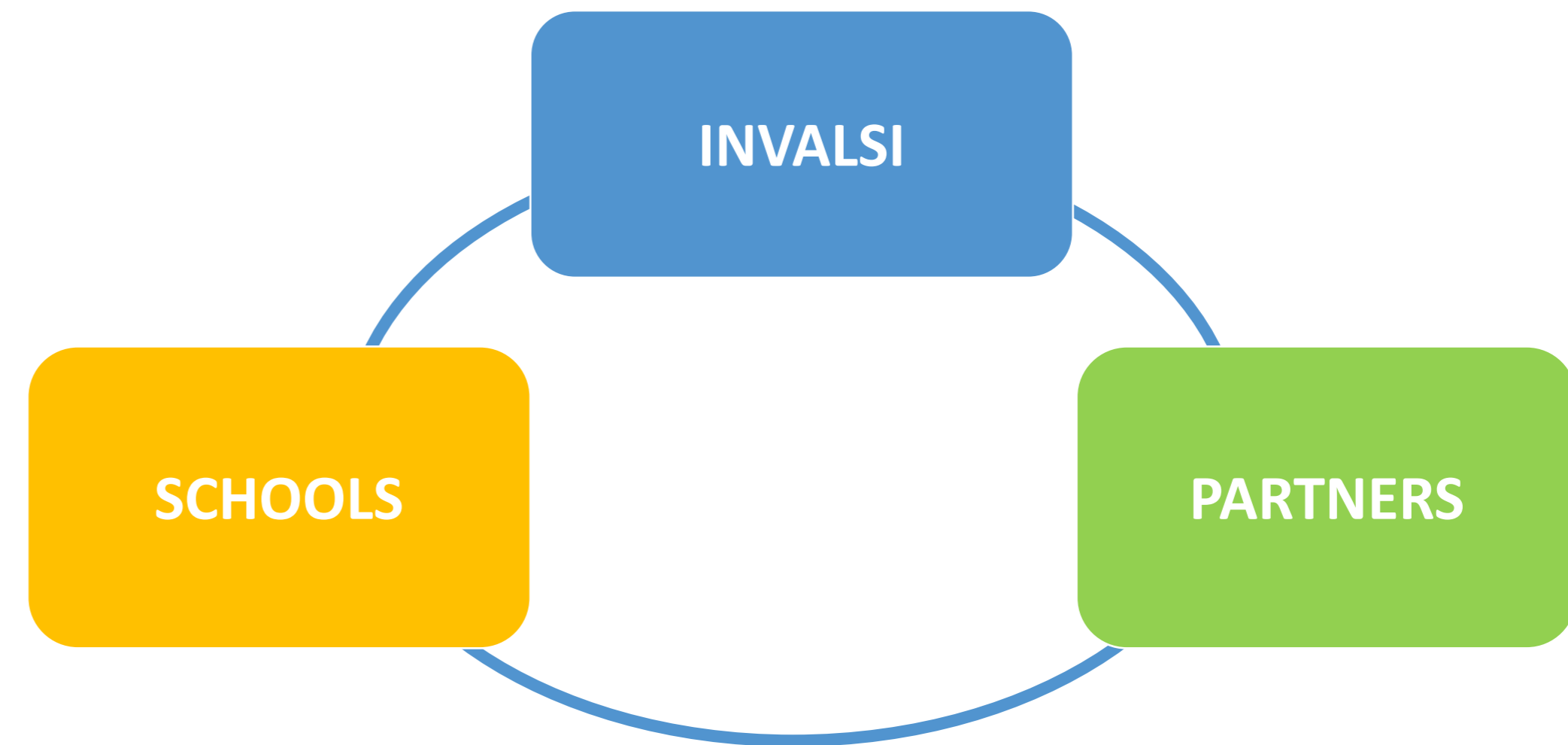


MIUR

PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)

Valu.E for schools

an opportunity to involve
others stakeholders to support
improvement school



Partners

University, Research Centers, Training Organization, etc.

Schools involved

About 45 schools (15 North, 15 Center e 15 South) sampled by INVASI (for example by degree of urbanization, dimension, ESCS of students, results of government regulated standardized testing, leadership etc.)

Duration

24 months, of which 18 in contact with the schools



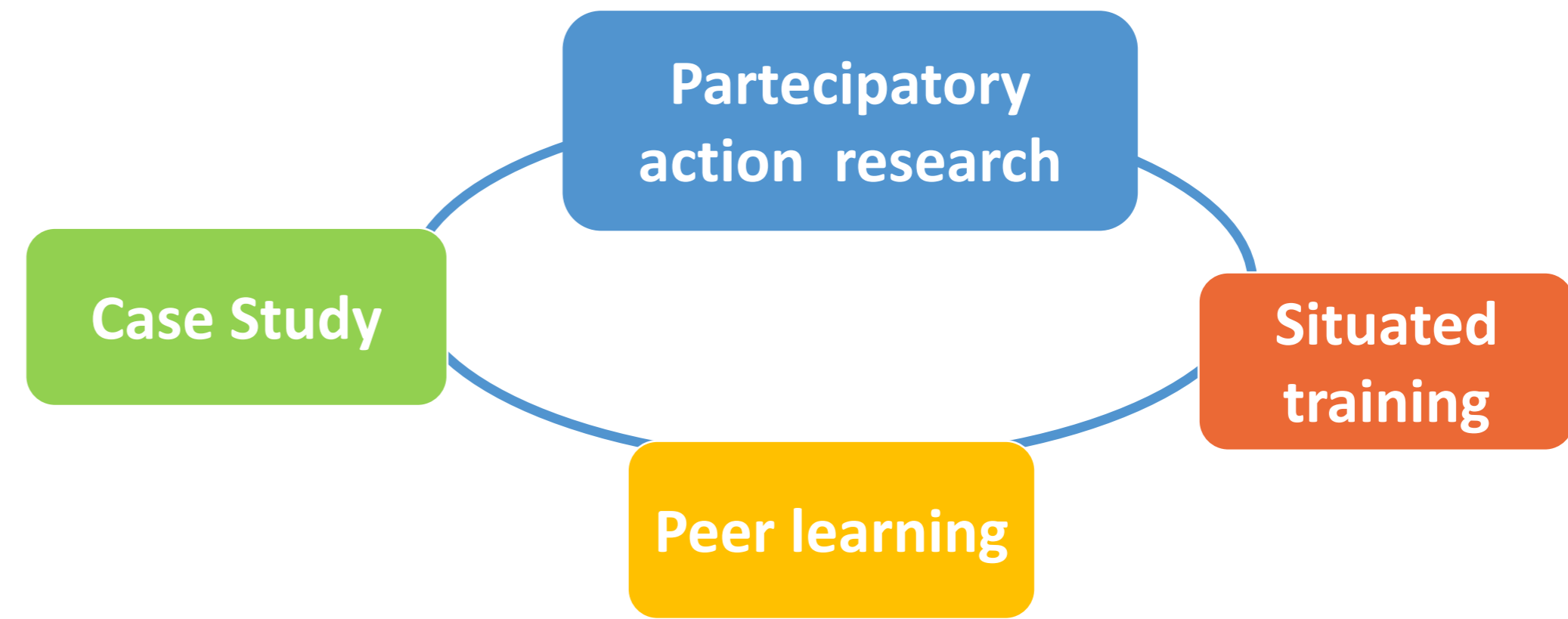
Progetto Valu.E
10.9.3A-FSEPON-INVALSI-2015-1



Valu.E for schools

Methodology

Three Lines of Formative Action (LAF): Case Study; Peer Learning between schools; Situated Training (Giampietro and Romiti, 2019).



Objectives

- to strengthen the competences of Principal to allow them to carry self-evaluation processes at the school level;
- to strengthen teachers competences to improve the ability of reading the data;
- to give indications on the formative and support models that could be adaptable to a larger context in the future;
- to support the creation of informal and formal network

How to support the self-evaluation procedures of schools?

Participatory action research

Training models that help sharing and building knowledge, according to the models of professional communities that learn in collaboration, because they facilitate the capitalisation of knowledge and the internal practices of the organisations, in which it is possible to build a significative learning experience and when the professional experiences of each actor can help the community grow together. (Wenger, 2010; Slavin, 1990):

- ☐ accessible, available on line;
 - ☐ reachable, ONSET, organised at school using the evidence from the school;
 - ☐ tailoredness, measuring the specificity of the school as a starting point, trying to satisfy a need;
 - ☐ oriented to the evaluation process and to improvement.
-
- ☐ Involvement :
 - ☐ members of the self-evaluation team of the school;
 - ☐ groups of interacting schools – sharing, learning (formal/informal) from the experience of other schools.

**A balanced role:
performer - client – evaluator -
researcher**

Valu.E for schools is...

- ☐ an experience of a central institution that promotes the participation to evaluation processes with a view to development, considering the needs of the local contexts;
- ☐ the possibility of representing the central institution as an enabler of social innovation: creating synergies between central bodies, program objectives and the needs of the beneficiaries;
- ☐ the opportunity to experience the central institution as a connector for relationships and new forms of collaboration;
- ☐ The opportunity to promote a support network which, in turn, is able to mobilize and support school staff on the self-evaluation processes
- ☐ the possibility of experimenting with an evaluation (including a project) which has as its main purpose the promotion of the development of schools, trying to understand what works and what doesn't, bearing in mind the values and points of view of the many stakeholders
- ☐ INVALSI as a catalyst for school networks and vertical/horizontal collaboration networks;
- ☐ Supporting self-evaluation as a learning process and not as an administrative/bureaucratic procedure;



Progetto Valu.E
10.9.3A-FSEPON-INVALSI-2015-1



STAY UP TO DATE
WITH OUR LATEST
NEWS ABOUT THE
PROJECT!

SUBSCRIBE OUR
NEWSLETTER
VALU.ENEWS:

[www.invalsi.it/value/
index.php](http://www.invalsi.it/value/index.php)



Progetto Valu.E
10.9.3A-FSEPON-INVALSI-2015-1



FONDI
STRUTTURALI
EUROPEI

pon
2014-2020



PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)

Valu.Enews

The Official Research Magazine and Disseminating Newsletter of the Valu.E PON Project

What is Valu.Enews?

Valu.Enews is the Official Research Magazine and Disseminating Newsletter of the Valu.E PON Project, a periodical edited by INVALSI every three months which is proposed as an innovative tool to provide quality in the framework of scientific dissemination of educational policies.

Valu.Enews focuses on the main scientific achievements of the Valu.E PON Project within the framework of the Italian National Evaluation System (SNV) activities (with particular reference to schools' self-evaluation processes and schools' external evaluation).

As a Research Magazine, a Research Forum, and a Dissemination Newsletter, *Valu.Enews* main aims are to analyse in depth the research tools adopted and designed by the Valu.E PON Project's research group in recent years, starting from the three research actions of the Valu.E PON Project itself: evaluating the evaluation, support schools' self-evaluation, and outlining the professional competences of Italian schools evaluators.

The main topics addressed by *Valu.Enews*' Research Magazine include the innovations introduced to the Self-Evaluation Report (RAV), the methods of conducting external schools' evaluation visits, the impact of big data in education and evaluation policies, the scientific debate aimed at establishing the culture of school evaluation internationally according to the different countries' school systems' needs and beliefs.

Valu.Enews' Research Magazine employs tools which are dear to a so-called 'generative' model of communication, that is to say, progressive, through an offer of reflections and articles aimed at inviting the reader to the progressive scientific deepening.

Valu.Enews' Research Magazine is composed on different kind of articles: the 'Editorials', on the most current topics in the school evaluation field of the scientific research; the 'Overviews'



Geolocalisation of *Valu.Enews*' readers.

on the research main results in the framework of the Valu.E PON Project; the 'Experiences and Trends Underway', on the most recent trends in the school evaluation and educational debate; the 'International', on international research meetings and conferences involving the Valu.E PON Project's research group, the 'Keys for Reading' (or Op-Ed) section, in which the Project's researchers themselves write articles which are conceived as blog posts on urgent issues; and the space dedicated to 'Pages', which focuses on the research papers of the Valu.E PON Project's research group published on recent scientific journals' issues or on book chapters, both at the national as well as at the international level. So far, during the last three years, as a Research Forum, *Valu.Enews* involved and gathered the scientific community's opinions by interviewing and collecting essays written by Italian and International leading scholars from the University of Bologna, Florence, Sapienza's Rome, the Boston College, Twente, Roma 3, Salerno, Macerata, IUAV's Venice, ISTAT (Italian National Institute for Statistics). As a Dissemination Newsletter *Valu.Enews* has been delivered to more

than 3 000 Italian schools', university departments' and scholars' addresses. *Valu.Enews* readers come from more than 20 countries of the world in all the five continents.

Valu.Enews issues and special issues are available on <http://valuenews.invalsi.it/archivioinvalsi/>, where you can also download the "Special Issue ICSEI 2020" with all the different abstracts that our researchers will discuss in Marrakech as well as previous contributions to ICSEI's Congresses.

This booklet reproduces some articles published on the 9th Special Issue of *Valu.Enews* (May 2019), exploring with a disseminating-style both national as well international research contribution on school effectiveness and improvement, after the Stavanger's (Norway) 2019 International Congress. In particular, we are glad to host hereby some reflection by ICSEI President Prof. Kim Schildkamp and ICSEI former President Prof. Andrew Hargreaves.

Valu.Enews is a registered periodical magazine, recognized by the International Standard Serial Number and by the Italian National Research Council (CNR) with code ISSN 2532-8794.

WEBSITE: www.invalsi.it/value/valuenews
EDITORIAL BOARD: valuenews@invalsi.it

REFERENCES

- Camagni, R. e Cappello, R. (2013), Modelli Regionali di innovazione e riforma della politica regionale dell'Unione Europea: verso politiche di innovazione intelligenti. In: Fratesi U., Pellegrini G., (a cura di), *Territorio, Istituzioni e Crescita*, Milano: FrancoAngeli.
- Cappello, R. (2015). *Economia Regionale. Localizzazione, crescita regionale e sviluppo locale*. Il Mulino: Bologna.
- Ehren, M.C.M., Janssen, 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 Education*, 1(3), pp 365–383.
- Fiore, B., & Torelli, C. (2019). Azioni a supporto delle iniziative di valutazione e miglioramento delle scuole nei sistemi decentrati. Working Paper INVALSI,
- Fortini, F., Muzzioli, P., Poliandri, D., & Vinci, E., (2016). Il Sistema Nazionale di Valutazione: conoscere le scuole per supportarle. *Scuola Democratica*, 2, 451–466.
- Giampietro, L e Romiti, S (2019). Un progetto di sviluppo professionale a supporto della cultura della valutazione nella scuola. *Form@re*, 19 (2).
- Muijs, D., Ainscow, M., Chapman, C., & West, M. (2011). *Collaboration and Networking in Education*. Dordrecht: Springer
- OCSE, (2013)
- Muijs, D., West, M., & Ainscow, M. (2010). Why network? Theoretical perspectives on networking. *School Effectiveness and School Improvement*, 21(1), 5–26.
- Muzzioli, P., Perazzolo, M., Poliandri, D., & Quadrelli, I. (2016). La qualità del percorso di autovalutazione. *Scuola democratica*, 2, 421–438.
- Ocse. (2013). *Synergies for better learning: an international perspective on evaluation and assessment*. Paris: OECD Publishing.
- Ocse. (2001). *Territorial Outlook*. Paris: OECD Publishing.
- Rossi, P.G. (2011). *Didattica enattiva. Complessità, teorie dell'azione, professionalità docente*. Milano: FrancoAngeli.
- Schildkamp, K., Lai, M.K., & Earl, L. (eds.). (2013). *Data-based decision making in education. Challenges and opportunities*. New York, NY: Springer.
- Tagle, L. (2019). *Stakeholders' perspectives and the shapes of evaluations. A reflection on how to democratize evaluations*. Paper presentato al XXII Congresso AIV "La cultura della valutazione: diffusione e traiettorie di sviluppo" Venezia 1-3 aprile 2019
- Topping, K.J. (2007). Trends in peer learning. *Educational Psychology*, 25(6), 631–645.
- Trinchero, R. (2012). *Costruire, valutare, certificare competenze. Proposte di attività per la scuola*. Milano: FrancoAngeli.
- Uphoff, N., (1999). "Understanding Social Capital: Learning from the Analysis and Experience of Participation", in Dasgupta P. e Serageldin, I. (a cura di), *Social Capital. A Multifaceted Perspective*. Washington D.C : The World Bank publishing.
- Wenger, E. (2010) Communities of practice and social learning systems: The career of a concept. In C. Blackmore (ed.), *Social Learning Systems and Communities of Practice* (pp. 179-198). London: Springer.
- World Bank, (1998). The Initiative on defining, monitoring and measuring social capital: overview and program description, The World bank, Social Development Family, "Social capital initiative working paper; n. 1". Washington D.C., (Held by SITRC).

donatella.poliandri@invalsi.it

angela.litteri@invalsi.it

letizia.giampietro@invalsi.it

THANK YOU



Progetto Valu.E
10.9.3A-FSEPON-INVALSI-2015-1



Unione Europea

FONDI
STRUTTURALI
EUROPEI

pon
2014-2020



MIUR

PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)