



INTERNATIONAL JOURNAL OF HUMANITIES AND EDUCATION (IJHE),
VOLUME 5, ISSUE 10, P. 144 – 163.

ULUSLARARASI BEŞERİ BİLİMLER VE EĞİTİM DERGİSİ (IJHE), CİLT 5,
SAYI 10, S. 144 – 163.

A Proposed Process Model for Developing a School Self-Evaluation Framework

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Abstract

Recently, quality of education has taken centre stage in education debates leading to the development of various instruments for its evaluation. This paper proposes a process model for developing a School Self-Evaluation (SSE) framework for use in monitoring and evaluating the quality of education in schools. We take the view that for effectiveness to be realised, schools should engage in SSE of their quality of education. Defining quality of education as fit for purpose, which applies to the entire characteristics of education (inputs, processes and outputs), we propose that it should be evaluated using relevant, consistent, practical and effective SSE frameworks. We explain that for effective SSE to take place, SSE frameworks should be in place. In elaborating the complexity of developing educational interventions, we highlight the need for a process model with procedural guidelines as a useful guide in developing SSE frameworks as an essential step towards providing a scientific base for evaluating education quality in schools. In conclusion, we recommend education systems to innovatively use the proposed process model to suit their local contexts in developing their SSE frameworks.

Key Words: Evaluation, Process model, Quality of education, School self-evaluation, School self-evaluation framework

Introduction and Background

Quality of education, which is defined in this paper as fit for purpose, which applies to the entire characteristics of education (inputs, processes and outputs), is now at the heart of every education system. Since the Universal Declaration of Human Rights avowed that elementary education should be free and compulsory to all children in all countries (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2004), achieving universal basic education for all has been the focus of many education systems, especially in developing countries. This was done to redress the education systems that left many countries with apparent disparities along racial lines during the colonial era (Gatawa, 1998). To this effect, some countries, like Zimbabwe, have made great efforts towards achieving universal basic education. However, after it was declared that the quality of education was generally deteriorating in many countries (UNESCO, 2004); quality has now become a key focus of

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education in many education systems for improvement purposes. This renewed focus on the quality of education has resulted in education systems moving from solely focusing on access to achieve universal basic education to also concentrating on providing good quality of education to their citizens.

The extensive emphasis on quality of education by the World Declaration on Education for All in the early 1990s (UNESCO, 2004) has led many education systems to seek for effective ways of monitoring and evaluating it. For example, in South Africa, this was addressed through the Integrated Quality Management System (IQMS) which incorporates individual developmental appraisal and performance measurement as well as whole school evaluation (Carlson, 2009). Some education systems, for example, in England, have school inspectors who monitor the quality of educational provision in schools. However, school inspection has been expensive in some countries (MacBeath, 2006). This is particularly felt in most developing countries, like Zimbabwe, where resources are limited. Moreover, some may argue that information from school inspections often provide static pictures of quality of education in schools for the process may not be done regularly (European Council for National Association of Independent Schools, 2015; MacBeath, 2006). Although such information is essential in determining schools' functionality, it may not be effective enough for continuous improvement of the quality of education to take place.

Some education systems, like in Scotland, are now emphasising the use of School Self-Evaluation (SSE) to systematically reflect on their work continuously and use the information to improve outcomes for pupils (Estyn, 2014) as well as staff members' professional learning (Chapman & Sammons, 2013) as a way of continuously determining schools' quality of education. SSE has received intensive attention from various authors with various definitions being provided. O'Brien, McNamara, O'Hara and Brown, (2017) define SSE as a process carried out by a school, whereby representatives of the school community evaluate the school's functioning to make decisions regarding the overall development of the school. Similarly, SSE has been defined as a process carried out collaboratively by a school, in which chosen members methodically collect and scrutinise evidence to improve the school's performance (Department of Education & Skills [DoES], 2016; Faddar, Vanhoof, & De Maeyer, 2018). MacBeath (2006) views SSE as a process of reflection on practice, made systematically and transparently by the school community, with the aim of improving student, professional and organisational learning. SSE is also defined as a procedure which is started by the school to gain information on the functioning of the school, and to make policy

decisions on school improvement (Chapman & Sammons, 2013; DoES, 2016). A closer look at the definitions shows that SSE is done by people within the school mainly for improvement purposes. In this paper, SSE is used to refer to a process whereby schools systematically find out the strengths and weaknesses in their conditions, processes and performances to make necessary improvements to enhance teachers' instructional practices and pupils' learning thereby improving quality of education.

MacBeath (2006) outlines three essential logics why SSE is important for schools. Firstly, he asserts that it has an economic logic in that there are little costs of training, administration, conduct and follow-up as compared to external evaluation whose costs are too high and may not offer value for money. Moreover, SSE has an accountability logic in which schools render an account to the government and parents for the investment and trust placed in teachers and school heads. Additionally, since everything done in SSE aims at improving school inputs, processes and outputs, it is also believed to have an improvement logic (Ibid, 2006). SSE provides opportunities for schools to examine their own practice within their own context and to report their strengths and weaknesses to their own community. Literature is consistent that SSE brings benefits to teachers through sharing experiences and ideas thereby becoming effective in the teaching and learning processes (O'Brien, McNamara & O'Hara, 2015). Students, on the other hand, will also benefit from the effective teaching and learning processes which will improve the standards of their achievements.

Although some developed countries like Scotland and other developing countries have comprehensive SSE frameworks for use in evaluating the quality of education in schools to ensure school effectiveness and improvement, some developing countries like Zimbabwe still lack in this respect. Moreover, even in those countries where SSE frameworks are available, the processes used in their development, which could help those intending to develop such frameworks for their education systems are not available. The aim of this paper, therefore, is to propose a process model which may be used to develop SSE frameworks for evaluating the quality of education in schools. The model proposed here may assist those who may want to develop SSE frameworks for their education systems including those in the emerging economies. Whereas the contexts may differ from one education system to another, the way the challenges of lack of a process model to develop SSE frameworks present themselves in different countries and how they may be addressed may be similar in nature.

Quality of Education and its Evaluation in Schools

Debates on quality of education in schools have been on the agenda of many education systems. Critical to these discussions are ways in which schools evaluate their quality of education for improvement purposes with the most difficult challenge, however, being that of using relevant, consistent, practical and effective evaluation and monitoring systems in the process. This is of concern to most developing countries where systems for evaluating education quality in schools are not well established as is the case with most developed countries where comprehensive SSE frameworks are readily available. This lack of effective evaluation methods and instruments in some developing countries was also raised at the 48th International Conference on Education held in Geneva in 2004. It was specifically noted with concern that one of the challenges faced by the Zimbabwean Ministry of Education is that of weak supervisory, evaluation and monitoring mechanisms (Ministry of Education, Sport, Arts and Culture & Ministry of Higher and Tertiary Education, 2004). Although this was observed a long time ago, the situation might not have improved. In her 2015 study, Garira found that the Ministry of Primary and Secondary Education does not provide school administrators with monitoring and evaluation instruments to evaluate the quality of education. It was specified that school administrators design their own instruments to monitor the quality of education in schools (Ibid, 2015). Now, considering the complexity of developing educational interventions (Plomp, 2009), not all school administrators may be competent enough to design and develop effective evaluation and monitoring instruments which may affect the evaluation of the quality of education in schools. This challenge may not be peculiar to Zimbabwe alone but to other developing countries as well.

School Self-Evaluation Frameworks for Evaluating Quality of Education

The desire to make schools responsible for the quality of their education by some education systems has led to the development of various SSE frameworks. Among the developed SSE frameworks are 'How good is our school' framework in Scotland (The Scottish Office Education and Industry Department, 1996); 'Knowing our school' manual in Malta (Department of Operations Education Division, 2004); the IQMS in South Africa (Carlson, 2009); 'The framework for school inspection' in London, (OFSTED, 2012) among others. These and other evaluation frameworks have paved the way for major advances to be made in evaluating the quality of education in schools for improvement purposes. However, the processes surrounding the development of these frameworks are not provided. In the absence

of an explicit process model for developing SSE frameworks, considerable confusion may occur to those intending to develop such instruments for their education systems. This may result in the development of poor-quality frameworks or in complete lack of capacity to develop them. Hence, this paper aims to propose a process model for developing SSE frameworks to guide those intending to develop such instruments for their education systems.

The process model for developing an SSE framework proposed here may be applicable to any education system. While some developing countries may have SSE frameworks, others may have problems in developing them considering the complexity of developing educational interventions (Plomp, 2009). Acknowledging the importance of SSE in improving quality of education, Organisation for Economic Co-operation and Development [OECD] (2016) highlights that the challenge in Puebla and Mexico is to develop clear guidelines and practical tools for school self-evaluation. In its reviews of national policies for education, OECD/UNESCO (2016) found that while curriculum content is standardised in Thailand, evaluation of education quality in schools is not. In their article on developing school evaluation methods to improve education quality in China, Jung, Thomas, Yang, and Jianzhong (2006) noted with concern the difficulties for Chinese schools to engage in SSE practices as there are no explicit government guidelines. They specified that lack of contextualised criteria and the appropriate tools are major problems for schools to carry out self-evaluation in China. Although acknowledging the presence of a School Standards and Evaluation Framework for quality evaluation in schools in India, Shaala (2015) notes that currently, schools do not have a structured mechanism in place to systematically evaluate their performance.

From the above literature, it is evident that there are challenges in the evaluation of education in schools. Central to these challenges is the evaluation and monitoring mechanisms used to monitor and evaluate the quality of education in schools. These problems may not be peculiar to the identified countries alone but may also present themselves in one way or the other in other countries as well. Considering this literature, there is a need for a process model which can guide the development of relevant, consistent, practical and effective SSE frameworks and how they can be operationalised in countries which do not have them for their education systems. Therefore, the process model proposed here can innovatively be applied in any country to develop SSE frameworks for their education systems which may help to enhance the quality of education in schools.

Theoretical Framework

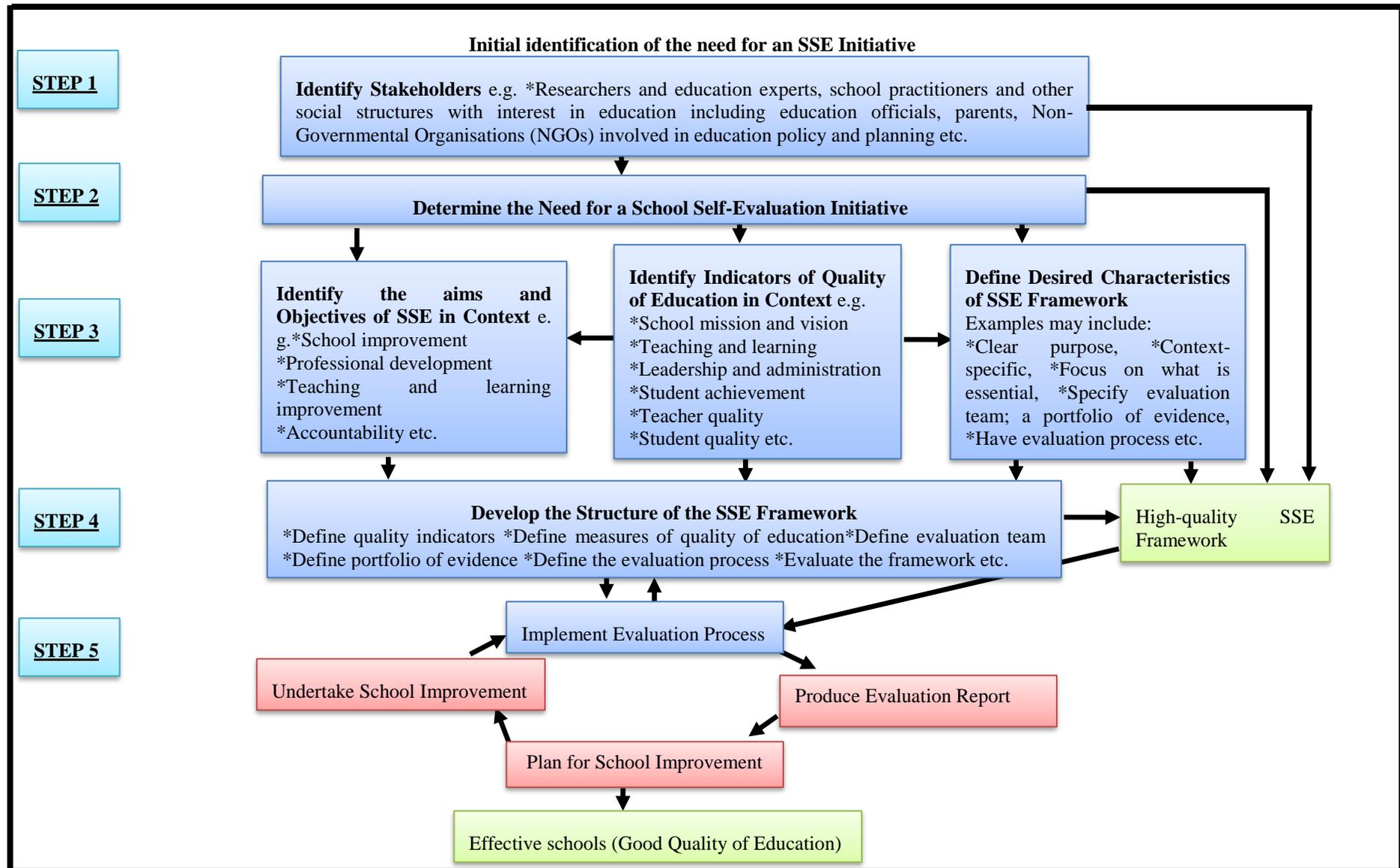
This paper was largely informed by the systems theory applied in education. This theory originated from science and its major thrust is that a set of parts of a system interact to achieve specified objectives (Banathy & Jenlink, 2004). Likewise, in an education system, various levels of the education system (the national (including its administrative units, the Province and the District), the school and the classroom) and the relevant stakeholders should work together to achieve systemic educational goals. When these educational goals are not realised in any education system, it may be inappropriate to assume that problems may be at any one of the levels. Rather, a comprehensive analysis of the whole education system should be done to understand the problem and to find out where the problem exactly lies to ensure effective improvement to take place. To this effect, Meadows (2008) suggests that when working with systems, we should explore critically the problem itself with all those who are affected by it. This may help to ensure an effective resolution of the problem. Without such a systemic approach to solving educational problems, improvements to education may largely be based on trial and error which may fail to address the problems. Moreover, general solutions to educational problems do not work as each education system is unique.

Method

In this paper, we sought to propose a process model to be used in developing a School Self-Evaluation framework for use in evaluating quality of education in schools. We gathered enough literature on SSE for example, (DoES, 2016; MacBeath, 2010, 2006, 1999; McNamara & Nayir, 2014; O'Brien, McNamara, O'Hara, Brown, 2017; O'Brien, McNamara & O'Hara, 2015) among others. Since literature on how to develop SSE frameworks was limited, we had to gather literature on SSE frameworks used in some countries to evaluate quality of education for example, (Carlson, 2009; Department of Operations Education Division, 2004; OFSTED, 2012; The Scottish Office Education and Industry Department, 1996) among others. After a thorough analysis of the literature and existing SSE frameworks, we had to make a preliminary proposal of how to develop an SSE framework. We kept on refining the preliminary proposed process model through design research, a systematic study of designing, developing and evaluating educational interventions as solutions to educational problems (Plomp, 2009) up to a point where there was enough evidence that the process could be used to develop relevant, consistent, practical and effective SSE frameworks (Nieveen,2009).

The SSE Framework Development Process Model Description

SSE and the development of frameworks for use in such exercises build on the improvement planning process whereby every stakeholder in education has a role to play in the realisation of quality of education in schools (European Council for National Association of Independent Schools, 2015). The process model proposed here acknowledges the involvement of various key stakeholders in education (see Figure 1). The rationale for the involvement of stakeholders is rooted in participatory approaches to SSE where stakeholders in education should assume an active role across all its steps (MacBeath, 2006). Our proposed model is based on a large body of literature on SSE for example, (Chapman and Sammons, 2013; DoES, 2016; MacBeath, 2006, 2010; McNamara & Nayir, 2014; O'Brien, McNamara, O'Hara and Brown, 2017) among others (see Garira, 2015 for details), on what is known about the nature of SSE and the characteristics of SSE frameworks. Figure 1 presents the proposed process model that may be used to develop SSE frameworks whose description follows.



A Proposed Process Model for Developing a School Self-Evaluation Framework for Evaluating Quality of Education in Schools.

(Step One) Identify Stakeholders

The starting point when developing an SSE framework should be to have a planning team which will organise the process. The national office of the education system may be involved in the selection of the planning team. In her paper on the development of high-quality educational interventions, Garira (2017) indicates the need to have a team whose leader should be someone with an understanding of the process model and its principles and the principles of design research. In the case that the leaders of the planning team may not have knowledge of design research, they may be guided by excellent literature on design research, for example, Plomp and Nieveen (2009), Bereiter, (2002), Bell, (2004), Design-Based Research Collective, (2003) among others. This knowledge may assist them to develop relevant, consistent, practical and effective SSE framework.

The planning team should identify education stakeholders to be involved in the process of developing the SSE framework (Figure 1, step 1). Stakeholders may generally include education officials, school administrators, school staff among others (Figure 1, step 1). Involvement of various stakeholders assumes that everyone, irrespective of their roles, can reflect, learn, inform and work to improve the SSE framework (DoES, 2016; MacBeath, 2006). Including various education stakeholders in the development process of the SSE framework may be essential in that they may provide support for the planned change, which is likely to improve quality of education in schools. The clarity, acceptance, and potential barriers to SSE framework implementation may not be addressed if key stakeholders in education are not involved (Estyn, 2014), which may affect its effectiveness as well as schools' effectiveness and improvement thereof. Therefore, stakeholders may help in guiding the successful development and implementation of the SSE framework. They may also help to evaluate the framework to ensure its effectiveness. The team should remain the overall administrative unit beyond coming up with the SSE framework itself to allow for its modification if a need arises.

(Step Two) Determine the Need for the SSE Framework Initiative

In this step, the planning team, together with the identified stakeholders, should determine the current practice and decide whether there is a potential need for an SSE framework to improve the current way of how education is evaluated in schools for effectiveness to be achieved. Although some wild guesses could have been initially made in step 1 that there is a need for an SSE framework, there should be a consensus among all the team members on the

need for the initiative (Figure 1, step 2) as a viable step towards the realisation and improvement of quality of education in schools. Research and literature have shown that many educational interventions fail because some stakeholders, especially school practitioners, may not realise the need for the interventions and hence may view them as an imposition on them (Turnbull, 2008; DoES, 2012; 2016). Therefore, all stakeholders should appreciate the need for an SSE framework as a feasible way for quality to be realised and improved in schools (Figure 1, step 2).

In determining the need for an SSE framework initiative, stakeholders should analyse the strengths and weaknesses of educational provision in schools. They may consider such issues:

- *Problems currently faced in evaluating education quality in schools and classrooms, and their consequences;*
- *factors which contribute to such problems;*
- *stakeholders' perceptions of these problems;*
- *additional information about these problems required to effectively understand the problems; and*
- *what can be done to overcome the problems?*

Besides using this problem-centred strategy of improving the functioning of the education system, it is also possible to use the strength-centred strategy. In this strategy, the need for an SSE framework may be viewed as a possible way of realising and improving the quality of education in schools without a problem having been identified.

(Step Three) Identify the Aims and Objectives of the SSE Framework and Indicators of Quality of Education in Context

This step involves stakeholders to determine the aims and objectives of the SSE framework (Figure 1, step 3). Involvement of stakeholders in defining the SSE framework's aims and objectives may help to establish a culture of shared values which may be necessary to operationalise the SSE framework. Stakeholders should also identify indicators of quality of education that should be focused on during the SSE process. The aims and objectives and the quality indicators (Figure 1, step 3) should be contextualised to efficiently address the challenges of different education systems. Stakeholder-input on these issues should be guided by the need for the SSE framework and should also reflect education quality's priority needs. Strong agreement on priorities is imperative for stakeholder-commitment to problem

resolution since people are likely to be committed to something they construct than to something they feel is being imposed on them (DoES, 2012).

(Step Four) Develop the Structure of the SSE Framework

Step 4 is an action step where the team, together with the identified stakeholders, must develop the SSE framework. This requires the team to define quality indicators in their own context (Figure 1, step 4). This step continues with the development of a plan to ensure schools' readiness for the SSE framework's role in evaluating the quality of education. Key points that can be addressed here may include:

- *goal-related outcomes that are expected from the introduction of the SSE framework in schools;*
- *a timeframe when these outcomes will be achieved;*
- *resources and supports that are required for the successful implementation of the SSE framework; and*
- *strategies that are required to minimise implementation barriers*

The review of related literature (DoES, 2016, 2012; European Council for National Association of Independent Schools, 2015; MacBeath, 2010, 2006, 1999; O'Brien, McNamara, O'Hara, & Brown, 2017; O'Brien, McNamara, & O'Hara, 2014, 2015) helped us to suggest the specifications to be considered when developing SSE frameworks. An analysis of the existing SSE frameworks, such as the Classroom Assessment Scoring System (CLASS) framework (Pianta, LaParo, & Hamre, 2008); School Portfolio Toolkit, (Bernhardt, 1999); How Good is our School (The Scottish Office Education and Industry Department 1996); The Framework for School Inspection, (OFSTED, 2012); A Framework and Checklist for Evaluating Online Learning in Higher Education (Hosie, Schibecia & Backhaus, 2005); Framework for Institutional Audits (Council for Higher Education, 2004), helped us to understand the characteristics of SSE frameworks. We therefore propose an SSE framework with the following structure:

i) An introduction to the SSE framework which contains the aims and objectives which may include to:

- *help schools to recognise their key strengths and weaknesses for improvement purposes;*

- *identify areas where good quality of education needs to be maintained or where improvement is desirable;*
- *provide feedback on the quality of education to all relevant stakeholders as a means of achieving continuous school improvement;*
- *identify aspects of excellence within schools which will serve as models of good practice;*
- *identify the characteristics of effective schools and improve a general understanding among members of the public of what constitutes quality of education; and*
- *help schools to draw up their improvement plans and implement them effectively*

ii) A description of the SSE instrument to be used in the evaluation process which contains a list of quality indicators and how these are evaluated. The quality indicators may include:

- *those associated with inputs;*
- *those associated with processes; and*
- *those associated with outputs*

iii) A description of how the evaluation instrument should be used during the evaluation process. The following process may be used;

- *begin with ensuring that everyone understands the SSE framework and process.*
- *gather the portfolio of evidence (this should include all relevant records from the administration, teachers and students)*
- *analyse the portfolio of evidence for comprehensiveness and in relation to the actual work done and other observables in the school and in classrooms*
- *request any teacher in the school to attend an evaluation interview in the case that the evaluation team may want clarity on certain issues concerning the portfolio of evidence provided.*
- *draw conclusions about the quality of each indicator for the school based on the available evidence*
- *report on the quality of what has been observed by awarding a rating ranging from levels 1 to 4 where 1 represents the lowest quality and 4 highest quality*
- *produce an SSE report which may include the context, focus of evaluation, and the findings (indicating strengths and areas for improvement)*

iv) Specification of the ideal composition of the evaluation team which may include;

- *three teacher representatives from all the levels of primary school (the infant, junior and senior grades)*
- *a student representative (if necessary),*
- *a parent representative (if necessary),*
- *at least two staff members from the school's cluster,*
- *non-teaching staff representative; and*
- *Education officials and some non-governmental organisations (NGOs) involved in education policy and funding (if necessary)*

v) Specification of a possible portfolio of evidence to be used in evaluating each quality indicator. Important sources may include such things (if available):

- *all administrative records including an analysis of pupils' achievement results in grade 7 public examinations for the previous year, cluster examination results analysis, school examination results analysis;*
- *teachers' records which may include scheme books, plan books, individual record books, class registers, test record books, remedial record books, extension work record books and inventory books;*
- *a sample of pupils' work which should include daily written exercises, morning work, homework and tests;*
- *Some observables in the school which may include classrooms, furniture, toilets; textbooks, charts in classrooms, pupils' work displays, school grounds and*
- *other inputs by parents.*

vi) A description of the format of the SSE report which should address the aims and objectives identified at the outset of the process or those which may emerge during the evaluation process.

The SSE report should record the following:

- *quality indicators chosen for self-evaluation;*
- *the self-evaluation findings;*
- *a summary of strengths; and*
- *a summary of areas requiring improvement*

vii) a description of the format of the school improvement plan which may contain the following:

- *a summary of the areas that require improvement identified during the evaluation process;*
- *target areas for improvement;*
- *reference to those who will be responsible for undertaking actions to improve targeted areas;*
- *a statement of how the school will check whether improvement has been achieved; and*
- *a timeframe for achievement of the targeted areas*

All these components should be clearly defined to enhance the easy implementation of the SSE framework.

(Step Five) The Implementation Stage

This step should be part of the development process in that it can inform further improvement of the initial SSE framework. Since this step is a continuous and cyclical process (Figure 1, step 5), the development of an SSE framework should inevitably be a continuous process informed by new challenges encountered during the implementation process. Therefore, after the initial development of the SSE framework, the team should continually seek to improve and make it more systematic through assessing its effectiveness in evaluating quality of education in schools. This is in line with design research where educational interventions should be evaluated through both formative and semi-summative means to improve as well as to ascertain their effectiveness respectively (Nieveen, 2009). Therefore, during the evaluation process, the team may find that the SSE framework may need to be adjusted for it to effectively evaluate quality and hence may revert to the initial structure and modify it (Figure 1, step 5). This should be a continuous step until there is enough evidence that the SSE framework is now effective in its evaluation process for improvement purposes.

Since SSE is not an end but a continuous process (Figure 1, step 5), schools should use the information obtained from the implementation step to ensure a regular cyclical process of evaluation, monitoring and planning for school improvement. After planning for school improvement, everyone must be engaged in a process of improving those weak areas identified during the evaluation process to enhance quality of education in schools. A critical issue in SSE is the recognition that full implementation of the SSE framework to realise the desired quality of education in schools takes time. Therefore, movement through the implementation stages (Figure 1, step 5) depends upon performance evaluation and communication among all the relevant stakeholders to ensure that all the necessary supports and resources are provided for schools to achieve the desired quality.

Summary and Conclusion

This paper proposes a five-step process model which may be used in developing SSE frameworks for evaluating the quality of education in schools. It takes the view that in order to develop relevant, consistent, practical and effective SSE frameworks, there should be a process model in place. Since currently there are some problems in monitoring and evaluating quality of education especially in most developing countries (Ministries of Education, Sport and Culture & Higher and Tertiary Education, 2004), there is a need for a process model to help education systems develop their own frameworks. This may enable them to effectively monitor their quality of education for improvement purposes. The paper explains that the process model and its use in developing SSE frameworks should be a joint effort of researchers and key stakeholders in education so that a wide range of perspectives of what is valued in the evaluation of education quality may be considered. By so doing, people may have the ability to reflect, learn, inform and work to improve the intervention (MacBeath, 2006). There should be a key person, usually a researcher, to coordinate the process. The researcher should have knowledge about the educational practice and about design research skills. Researchers who do not have knowledge about design research may be guided by excellent resources on design research such as Plomp and Nieveen, (2009); Van den Akker, Gravemeijer, McKenney and Nieveen, (2006); Kelly, (2004); Bell, (2004) among others in leading the process of developing the SSE frameworks. Involving stakeholders in the development of SSE frameworks helps in the provision of support and commitment for the planned change which may increase the acceptability of the framework (Plomp, 2009). Literature indicates that when educational interventions are developed in isolation from key stakeholders, issues related to their clarity, acceptance, and potential barriers to their implementation may not be addressed (MacBeath, 2006) which may affect their effectiveness.

The paper recommends that for quality of education to be realised in schools, key stakeholders in education should be involved in its evaluation process through the implementation of the SSE framework. Although it is often argued that interventions may be more effective when implemented by the researchers than by the teachers (de Boer, Donker & van der Werf, 2014), some studies indicate that when teachers are able to develop an intervention, their implementation fidelity will be higher (Datnow & Castellano, 2000; Wehby, Maggin, Johnson, & Symons 2010). This implies that teachers should be involved in both the development and implementation processes of educational interventions. This is in

line with design research which recommends for a partnership among researchers, practitioners and other stakeholders in education in the design, development and implementation of educational interventions (Plomp, 2009). The paper concludes that a process model with procedural guidelines may help in the development of relevant, practical, consistent and effective SSE frameworks for education systems that do not have such instruments in their quest for sustainable quality of education. It is assumed that the information proposed in this paper may contribute to and encourage research on how to develop SSE frameworks since such information is currently limited.

Suggestions

It is suggested that more studies on how to develop SSE frameworks should be carried out to enhance the development of such frameworks since such information is currently limited. This may help in the evaluation of quality of education in schools for improvement purposes. Information presented here may be relevant to many education systems, especially in some developing countries where effective instruments for monitoring and evaluating education quality may not be available. It is therefore, suggested that the information presented here should innovatively be applied to education systems which do not have SSE frameworks in their quest to develop such instruments to understand and effectively evaluate quality of education in schools. Although the contexts may be different, the manner in which the challenges of lack of SSE frameworks for evaluating quality of education in schools present themselves in various education systems and how these challenges can be addressed may be similar in nature.

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