

International Conference

Quality and Equity in Education: Theories, Applications and Potentials



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University
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SYMPOSIUM

PROMOTING QUALITY AND EQUITY: A EUROPEAN EXPERIMENTAL STUDY



A Dynamic Approach to School Improvement: The Theoretical Framework of the Study



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Introduction

- ▶ International evaluation studies reveal that the performance of students from disadvantaged background, both within and across countries, differs substantially from other students.
- ▶ PISA 2012 study revealed that across the OECD countries, approximately 20% of the youth is not equipped with the basic skills in mathematics.
 - ▶ 40% of the variation in student performance in mathematics is found **between schools** within a country.
- ▶ Students with low socio-economic status (SES) are twice as likely as their advantaged peers to be poor performers (Schleicher, 2014).



Introduction

- ▶ Interventions aiming to improve the quality of underperforming schools are needed.
- ▶ Research shows that interventions supporting primary school students who are at risk have stronger effects than those addressing students at secondary school level (Scheerens & Bosker, 1997; Townsend, 2007).
- ▶ Various syntheses of effectiveness programs aiming to improve the attainment of primary students with low basic skills reveal that whole school interventions are more effective (e.g., Borman, Hewes, Overman, & Brown, 2003; Hattie, 2009).

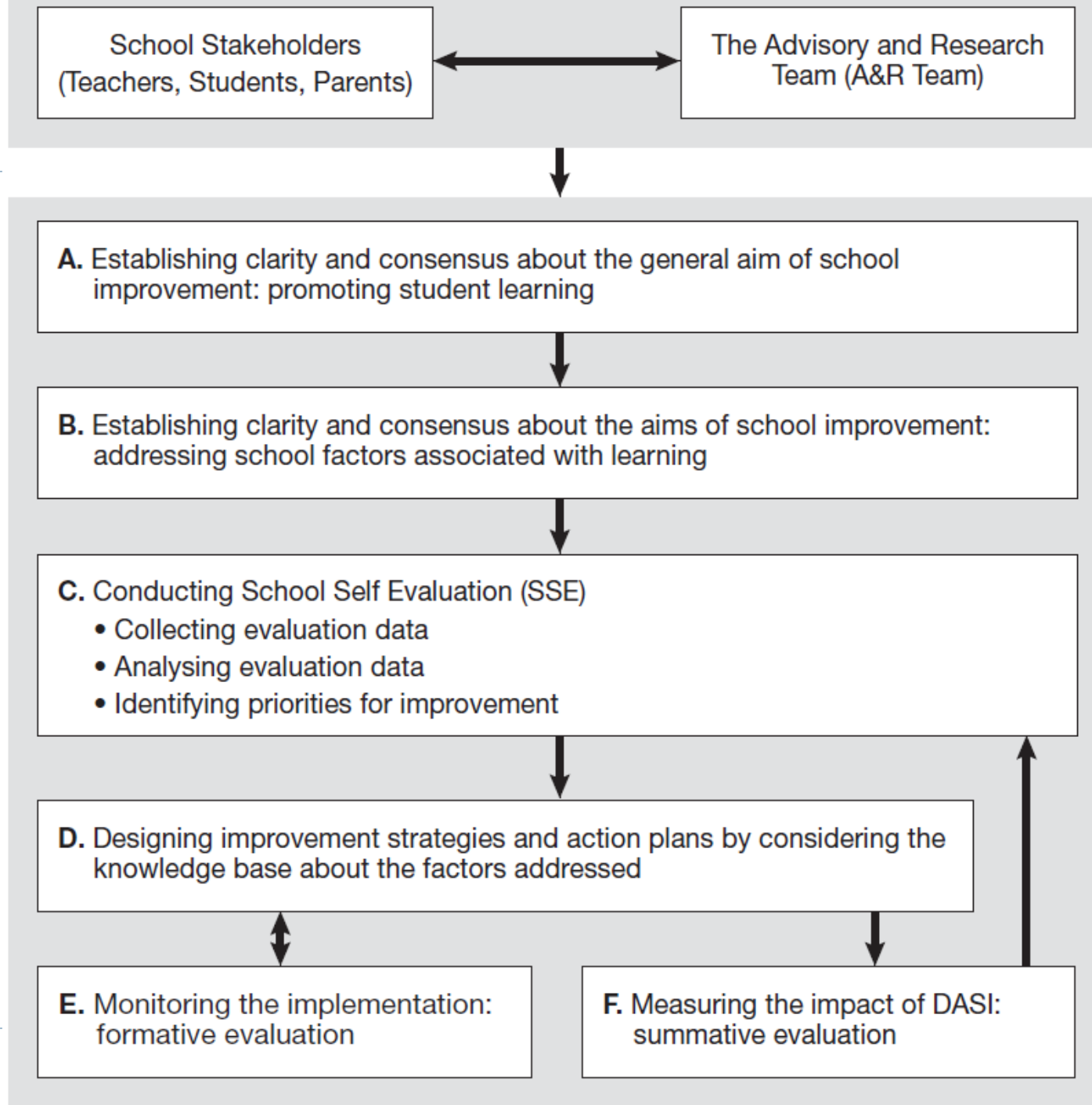


The Dynamic Approach to School Improvement (DASI) – Main Features

- ▶ The DASI promotes the design of school improvement projects that are based on a theory which has been tested.
- ▶ The DASI has its own theoretical framework, ***the dynamic model of educational effectiveness*** (Creemers & Kyriakides, 2008) which refers to ***school factors*** that need to be considered in introducing a change since they are associated with student achievement.
- ▶ School stakeholders are those who take decisions on which improvement actions and tasks should be carried out.
- ▶ The ***Advisory and Research Team (A&Rteam)*** is expected to share its expertise and knowledge with practitioners and help them develop strategies and action plans that are in line with the knowledge-base.
- ▶ DASI emphasizes the role of school evaluation (especially its formative function) in improving the effectiveness status of the school.



The Dynamic Approach to School Improvement (DASI) (Creemers & Kyriakides, 2012)



The Dynamic Approach to School Improvement (DASI) – Experimental Studies

The impact of DASI on promoting quality in education

- ▶ During the last six years, four experimental studies have been conducted in order to identify the impact of DASI on promoting student learning outcomes.



Experimental studies investigating the impact of using DASI rather than participatory approaches that are based on practitioner's expertise and effects on student learning outcomes

Area of investigation	Impact on factors	Ultimate aims
1. Using DASI rather than the HA to offer INSET to primary teachers (n=130)	Only teachers employing DASI managed to improve their teaching skills	DASI had an impact on student achievement
2. Using DASI rather than the CBA to offer INSET course on assessment (n=240)	DASI had a stronger impact than CBA on improving assessment skills of teachers at stages 2, 3 and 4	DASI had an impact on student achievement
3. Using DASI to establish school self evaluation mechanisms in primary schools (n=60)	Not examined since schools had to deal with different improvement areas	DASI had an impact on student achievement
4. Integrating DASI with research on bullying to help schools (n=79) in five European countries to establish strategies to face and reduce bullying	DASI had an impact on school factors	DASI had an impact on reducing bullying

The Dynamic Approach to School Improvement (DASI) – Experimental Studies

1. The impact of a dynamic approach to professional development on teacher instruction and student learning: results from an experimental study (Antoniou & Kyriakides, 2011).
2. Searching for stages of teacher skills in assessment (Christoforidou, Kyriakides, Antoniou, & Creemers, 2014).
3. The impact of school self-evaluation upon student achievement: a group randomisation study (Demetriou & Kyriakides, 2012).
4. Using the dynamic model of educational effectiveness to design strategies and actions to face bullying (Kyriakides, Creemers, Muijs, Rekers-Mombarg, Papastylianou, Van Petegem, & Pearson, 2014).



The Dynamic Approach to School Improvement (DASI) – Experimental Studies

- ▶ Schools participating in these studies **were not situated in socially disadvantaged areas.**
- ▶ Given that early effectiveness studies were concerned with identifying ways to help schools in disadvantaged areas to achieve learning outcomes (Edmonds, 1979; Rutter et al., 1979), **it is important to find out whether DASI can help schools in these areas to become more effective.**



Purpose of the PROMQE Study

This study aimed to investigate the use of the dynamic approach to school improvement (DASI) in primary schools from four European countries (Cyprus, England, Greece, and Ireland) to promote student learning outcomes in mathematics (**quality**) and reduce the impact of the SES in the final student learning outcomes (**equity**).



In the next presentations...

- ▶ The intervention that took place in the four European countries and the methods used, will be presented in the next presentation (Paper 2).
- ▶ The main findings of the study and implications for research, policy and practice are outlined in the third presentation (Paper 3).

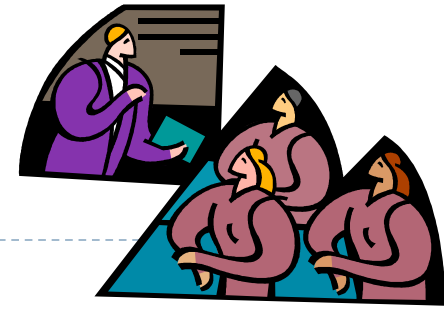


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Thank you for your attention!

For more information on this project please contact the coordinator of the project **Prof. Leonidas Kyriakides**

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