



**T.C.**

**CANAKKALE ONSEKİZ MART UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**DEPARTMENT OF ELEMENTARY EDUCATION  
PRIMARY SCHOOL EDUCATION PROGRAM**

**AN INTERNATIONAL COMPARATIVE ANALYSIS OF PRIMARY  
SCHOOL EVALUATION SYSTEMS IN IRELAND, SINGAPORE  
AND TURKEY**

**MASTER'S THESIS**

**TUBA ÖZGÜN**

**SUPERVISOR**

**ASSOC. PROF. MARTINA RIEDLER ERYAMAN**

**CO-SUPERVISOR**

**PROF. DR. MUSTAFA YUNUS ERYAMAN**

**ÇANAKKALE – 2023**





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ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ  
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ



Tuba ÖZGÜN tarafından Doç. Dr. Martina RIEDLER ERYAMAN ve ikinci danışman Prof. Dr. Mustafa Yunus ERYAMAN yönetiminde hazırlanan ve **26/01/2023** tarihinde aşağıdaki jüri karşısında sunulan “**İrlanda, Singapur ve Türkiye’deki İlkokul Değerlendirme Sistemlerinin Uluslararası Karşılaştırmalı Analizi**” başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **Temel Eğitim Anabilim Dalı**’nda **YÜKSEK LİSANS TEZİ** olarak oy birliği ile kabul edilmiştir.

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## DECLARATION OF ETHICS

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I hereby undertake and declare that in this master's thesis, I prepared in accordance with the rules of dissertation writing procedures of School of Graduate Studies at Çanakkale Onsekiz Mart University, I have obtained the data, information and documents, presented in the dissertation within the framework of academic and ethical rules, I have presented all the information, documents, evaluations and results in accordance with the code of scientific ethics and ethics, all sources which I have utilized during the dissertation have been fully cited in the references, I have not made any changes to the data used that the study I have presented in this dissertation is original, which I have accepted all losses of rights that may arise against me otherwise.

Tuba ÖZGÜN

26/01/2023

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## ABSTRACT

### AN INTERNATIONAL COMPARATIVE ANALYSIS OF PRIMARY SCHOOL EVALUATION SYSTEMS IN IRELAND, SINGAPORE AND TURKEY

Tuba ÖZGÜN

Çanakkale Onsekiz Mart University

School of Graduate Studies

Master of Science Thesis in Education Science

Supervisor: Assoc. Prof. Dr. Martina RIEDLER ERYAMAN

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School evaluation is among the significant agenda topics of many countries in the globalizing world. Despite the efforts and progress, this issue has not yet been resolved in Turkey. School evaluation is expressed as the systematic analysis of the performance of a school in terms of macro and micro variables, according to criteria within an evaluation framework determined by national and/or international education stakeholders. The main purpose of this study is to examine the school evaluation models in the context of primary education in three different countries in a comparative way, focusing on their commonalities and differences. This study was designed with a case study which is one of the qualitative research methods. The research was conducted with a multiple case study design. As a result of the research, the common and different aspects of three countries primary school evaluations were compared.

**Keywords:** Primary School Education, School Evaluation, External Evaluation, Internal Evaluation.

## ÖZET

# İRLANDA, SİNGAPUR VE TÜRKİYE'DEKİ İLKOKUL DEĞERLENDİRME SİSTEMLERİNİN ULUSLARARASI KARŞILAŞTIRMALI ANALİZİ

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Okul değerlendirme, küreselleşen dünyada birçok ülkenin önemli gündem konuları arasında yer almakta olsa da tüm çabalara ve ilerlemeye rağmen, bu sorun Türkiye’de henüz çözülememiştir. Okul değerlendirme, küreselleşen dünyada birçok ülkenin önemli gündem konuları arasında yer almaktadır. Çeşitli çabalara ve son yıllardaki ilerlemelere rağmen, bu sorun Türkiye’de henüz çözülmüş değildir. Okul değerlendirme, ulusal veya uluslararası eğitim paydaşları tarafından belirlenen bir değerlendirme çerçevesi içindeki kriterlere göre, bir okulun kalitesinin performansının makro ve mikro değişkenler açısından sistematik analizi olarak ifade edilir. Bu çalışmada da üç farklı ülkedeki ilkokul değerlendirme modellerinin ortak ve ayırt edici özelliklerine odaklanılarak, bu modelleri karşılaştırmalı olarak incelemek amaçlanmıştır. Bu amaç doğrultusunda, bu çalışma, nitel araştırma desenlerinden biri çoklu durum çalışması ile gerçekleştirilmiştir. Araştırma sonucunda üç farklı ülkenin ilkokul değerlendirmelerinin ortak ve ayırt edici yönleri karşılaştırılmıştır.

**Anahtar Kelimeler:** Temel Eğitim, Okul Değerlendirme, Dış Değerlendirme, İç Değerlendirme.



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## **SYMBOLS AND ABBREVIATIONS**

CoHE	The Council of Higher Education
DoE	Department of Education
ERO	New Zealand's Education Review Office
EU	European Union
MoNE	Ministry of National Education
OECD	Organisation for Economic Co-operation and Development
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
SEM	School Excellence Model
SPFS	School Performance Feedback Systems
SSE	School Self-Evaluation
TERA	Turkish Educational Research Association
TIMSS	Trends in International Mathematics and Science Study
TSLN	Thinking Schools Learning Nation
WSE	Whole School Evaluation

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## CHAPTER I

### INTRODUCTION

Education, which is the most important human capital component, is significant in terms of improving and maintaining economical and technological growth. Considering that education can shape societies, education has a key role in raising the citizens of the 21<sup>st</sup> century with the competencies and qualifications required by the age of accountability. Accountability, which needs to be increased to improve transparency, also provides information to education stakeholders about school effectiveness (Hoffer, 2000). Because accountability ensures that the basic education of children is controlled and educators respond to this situation to be good citizens in education (Ladden, 2015). In other words, education undertakes an indispensable task in preparing societies for competitive global economies. For the individuals who constitute society through education, it is possible to gain features such as quality profession, professional ethics, productivity, research spirit, adapting to innovations, and self-renewal habits. Gaining most of these to individuals at the desired level is only possible with a quality education. Thus; inspection and evaluation are also significant in the context of accountability in education, as they provide information about situations that are not easy to measure, such as school culture, climate, safety, effectiveness, improvement, and development (MacBeath & Mortimore, 2001).

To make education accountable, education processes need to be evaluated. According to Ertan-Kantos (2010), administrators and teachers in public primary schools in Turkey should be accountable to the administrator, family, and student. Accountable education comes from a well-organized education system, quality and systematically managed schools, and qualified teachers. In this context, one of the basic blocks of a quality education process is the schools where educational activities are carried out. Increasing the quality, the success of educational activities and making this success sustainable in education systems are crucial. In this way, increasing the schools' quality and increasing the quality of education is possible with school evaluation. For example, schools can be accountable to the society that finances education with the evidence they reveal through self-evaluation (Kurum & Çınkır, 2020). In other words, school evaluation ensures that the problems caused by the lack of quality education in schools are minimized (Msezane, 2020).

School evaluation is expressed as the structured analysis of the performance of a school according to criteria within an evaluation structure identified by education stakeholders (Eryaman, 2020). The school evaluation involves basic processes such as teaching, learning, student achievement, educational management, school climate, and human resources administration (OECD, 2013). The scope and methods of school evaluation vary greatly from country to country. The roles and functions of school evaluation in different countries may also vary according to their policies (Scheerens, Van-Amelsvoort & Donoughue 1999). Although school evaluation systems differ in their characteristics, they have a global aim to improve teaching and learning activities (Faubert, 2009). In other words, the school evaluation process varies according to the education policies of the countries, education perceptions, education systems in practice, and the stakeholders involved in the education process in the countries (Pont, 2020). Revealing the common and different aspects of school evaluation systems in different countries may provide an opportunity for countries to increase the quality of their education systems, especially to improve school evaluation systems. School evaluation is in the form of internal evaluation and external evaluation. The form of evaluation varies depending on the position of the stakeholders making the evaluation (Scheerens, 1999). In many countries today, schools' internal and external evaluations are made up of education policies to improve the educational quality. In addition, school evaluation is applied as one of the methods in education quality assurance structures in the world (Højlund, 2015).

Effective monitoring and evaluation of schools are considered the basis for the continuous advances of learning. Schools need feedback on their performance on how to improve their practices. With the evaluation, schools have access to information about their performance. School evaluation focuses on basic processes such as learning and teaching, school leadership, educational administration, school environment, and human resource management (OECD, 2013). In addition, school evaluation is related to factors such as school climate, cooperation between teachers, focusing on basic skills, monitoring and evaluating student development, school/administrative leadership, family involvement policy, and high expectations (Creemers & Reezigt, 1996).



In recent years, the Ministry of National Education (MoNE) in Turkey has given importance to school evaluation. As a result, MoNE initiated several projects to develop various school evaluation models. In 2019, the “School Profile Evaluation” project was started by the MoNE. This project is based on the improvement of schools, and these schools will be handled with a holistic perspective, from learning analytics to success differences, from socio-cultural activities to development plans, from school’s physical and human resources opportunities to bureaucratic processes, according to certain criteria. The School Profile Evaluation project, which aims to evaluate schools based on their development without comparing schools with each other, aims to provide equality of opportunity by reducing the difference in opportunities and achievements between schools, and raising all schools by increasing the quality of education. “Using Big Data In Evidence-Based School Evaluation: Developing An Internal School Evaluation Model”, which is planned to be implemented in cooperation with the Turkish Educational Research Association (TERA) and the MoNE in Turkey, is another indicator of the increasing importance given to school evaluation. The general purpose of this evaluation project is to develop and implement models of school internal evaluation, external evaluation, and excellence in education that support school development, for public and private schools (Eryaman, 2020). Within the framework of this project, an ecosystem model, in which an evidence-based school evaluation model, big data supported internal and external evaluation, and educational excellence practices transform and develop each other is implemented. The dissemination of the importance given to school evaluation by the Ministry of Education and the implementation of various practices have also increased the number of school evaluation studies in Turkey in recent years. This study, which deals with the school evaluation systems of various countries, will contribute to both internal and external evaluation and whole school evaluation in terms of directing the schools of the future and directing education policies.

Overall, every country focus on processes based on its evaluation system or education systems. In this context, it is important to reveal the common and different aspects of the school evaluation systems of various countries. Revealing the common and different aspects of school evaluation systems in different countries may provide an opportunity for the countries to increase the quality of their education systems, by improving the school evaluation systems. There are a limited number of studies in the

literature aiming to show the common and different aspects of school evaluation systems in different countries, especially in the field of primary education (Faubert, 2009; Whitby, 2010; Ehren et al., 2015). Therefore, it is necessary to carry out studies that will contribute to further literature on school evaluation. In light of these reasons, this research was conducted to compare school evaluation models in the context of primary education in three different countries (Ireland, Singapore, Turkey), focusing on their distinctive and common features.

### **1.1. Problem Statement**

The necessity of renewing the evaluation in education within the scope of primary education has been on the agenda recently, which brings the revision of the school evaluation system to the fore (Epstein, 2019). Inspecting primary schools has a significant role in the education-teaching process and contributes to the development, self-renewal, and up-to-dateness of education (Learmonth, 2020). The inspection in schools is implemented with the help of evaluation. In Turkey, like in many European Union countries, the MoNE has given importance to school evaluation in recent years, and projects have been started to develop various school evaluation models. The dissemination of the importance given to school evaluation by the MoNE and the implementation of various practices has also increased the number of school evaluation studies in Turkey. Thus, the relevant literature has been examined and a limited number of studies have been found in which the primary school evaluation systems of different countries are given comparatively. This study, in which the school evaluation systems of various countries are discussed, compared and analyzed, will help in the context of both internal and external evaluation and whole school evaluation in terms of directing schools of the future and guiding education policymaking. The findings of this study contribute to the literature by revealing the common and different aspects of the school evaluation systems of selected countries.

### **1.2. Purpose of the Study**

The main purpose of this study is to examine the school evaluation models in the context of primary education in three different countries in a comparative way, focusing on

their common and distinctive features. In other words, the school evaluation models of the selected countries are examined in the context of structure, objectives, stakeholders as well as similarities and differences. In this context, answers to the following research questions will be sought.

### **1.2.1. Research Questions**

In line with the main purpose, the following questions will guide this study:

1. What are the primary school evaluation models of Ireland, Singapore, and Turkey?
2. How do these models differ from each other in terms of structure, objectives and stakeholders?
3. What are the similarities between the selected countries' school evaluation models?
4. What are the differences between the selected countries' school evaluation models?

### **1.3. Significance of the Study**

The only way to educate qualified individuals is through schools where education takes place. Schools are institutions where knowledge, skills, and behaviors are acquired to prepare individuals for life and equip them with desired behaviors. Schools serve the purpose of raising individuals who are socially, economically, and politically needed, and all countries are in search of new ways to evaluate schools (Başaran & Çınkır, 2013; Kurum & Çınkır, 2020). For the activities in schools to follow the predetermined objectives and in a planned manner, the schools must be well-structured and the boundaries of the responsibilities of all stakeholders must be clearly drawn with an evaluation system. While the services in schools and the understanding of evaluation can differ from country to country, this evaluation is done under the name of school evaluation around the world.

Although a limited number of studies have been found in the context of school evaluation, it has been observed that there is a tendency towards studies in EU countries in recent years. Defining the similarities and differences between countries' education systems, school evaluation models, and explaining similar situations can contribute to decision-makers in the mandatory changes. This research, which deals with the comparative examination of school evaluation models of Ireland, Singapore, and Turkey can contribute to education policies and gain new horizons for educators as it deals with the education systems of different countries. Ireland and Singapore are among the developed countries of the world with higher living standards compared to Turkey. Both countries are countries that have overcome some basic educational problems such as literacy or schooling and have proven their success in international exams such as PISA. When the primary school evaluation models of these countries are compared with Turkey, this study is significant. This research is important in terms of revealing the distinctive and common features of school evaluation models of different countries in the context of primary education.

Such a systematic review can help selected countries:

- To restructure the school evaluation models that will guide the development of education policies,
- To reorganize the structure, objectives and stakeholders of school evaluation models,
- To guide policymakers, decision-makers, practitioners in the organization of primary schools with educational environments that train individuals in the context of school evaluation.

#### **1.4. Limitations of the Study**

This research is limited to:

- The selected countries' school evaluation models were included in the study (Ireland, Singapore, and Turkey).

- Data was gathered from the reports, scientific studies in various databases and documents published by national and international organizations on school evaluation of these countries.

### 1.5. Definitions

**Primary education:** Primary education is the first step of the formal education system, which consists of several teaching steps, in which basic knowledge and skills are acquired (Dedeoğlu, 2019).

**School evaluation:** School evaluation is a multidimensional evaluation process, which is the examination of educational processes, school leadership, educational administration, and school environment by education stakeholders in terms of different variables (OECD, 2013).

**Accreditation:** Accreditation is the process of determining the competence of educational institutions according to standards set by a national or international organization (Balçı, 2010). According to Jackson, Davis, and Jackson (2010), accreditation process consists of certain stages. First, suitability and candidacy are evaluated. The candidate applies to the accreditation with evidence showing that the institution meets the candidacy standards at a basic level at this stage. In the second step, through self-assessment, the candidate provides evidence that the accreditation body meets the requirements. In the third stage, visits to the institution to be accredited are organized and the evidence is evaluated on-site. Finally, the national or international organization makes its decision on accreditation based on these visits and evaluation reports.

**Quality:** In general terms, the quality is defined as the ability to perform desired functions under specified conditions and within a specified period (Uysal, Okur & Usta, 2016).

**Internal evaluation:** Internal evaluation is a periodic evaluation conducted by school personnel or someone within the organization in line with internal audit practices and standards (Scriven, 1991).

**External evaluation:** An evaluation process carried out at regular intervals by impartial experts (Conley-Tyler, 2005).

**School self-evaluation:** School self-evaluation is defined as initiating a dialogue on school and grade-level goals, priorities, and quality criteria, or achieving goals using suitable and accessible materials (MacBeath, Schratz, Jakobsen & Meuret, 2000).

**Whole-school evaluation:** Whole school evaluation helps individuals and outsiders understand the school in its entirety, regarding the school's planning and self-evaluation by assessing the quality of school management and leadership, teaching, learning and assessment (Mazibuko, 2007).

## **CHAPTER II**

### **CONCEPTUAL FRAMEWORK**

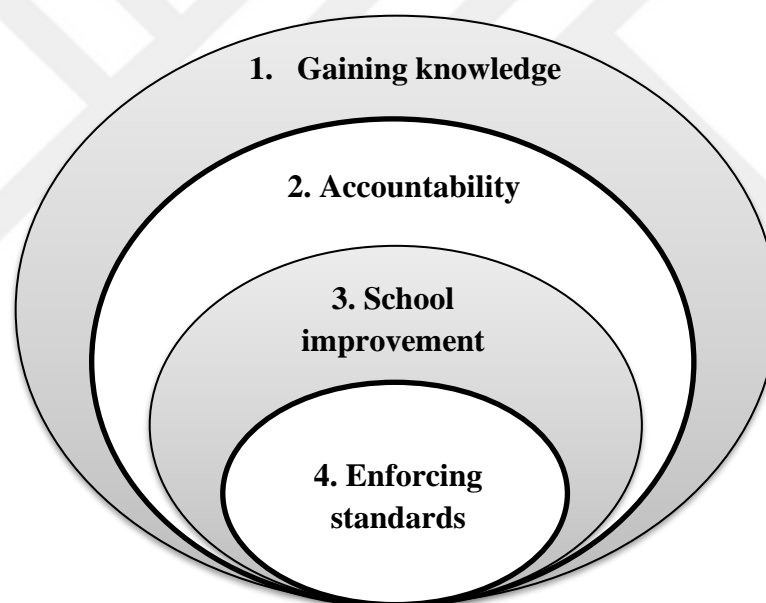
#### **2.1. School Evaluation**

Inspection and evaluation are important parts of education and accountability systems, as they provide information about goals that are not easy to measure, such as the quality, effectiveness, improvement, and development of schools (MacBeath & Mortimore, 2001). Demands for accountability and improvement in education have started to increase in the last 10 years. In the context of coping with the ongoing economic and social needs, the quality of education by increasing the demands for efficiency, equality, and quality in education is aimed (Nusche, Maxwell, & Shewbridge, 2011). Accountability also aims to achieve school goals through current practices. Although evaluation in the context of schools is not a new situation, it has generally been limited to the evaluation of students over the years in the history of education. As a matter of fact, to improve the quality of education, the school provides social development, the aims of the school are determined in advance by a social consensus and schools operate to achieve these goals. Schools should be supported and developed organizationally, administratively, technologically, and economically for the society to develop continuously without being behind the times (Lezotte, 1992). In this context, primary schools are of key importance, which is the first stage of compulsory education and the basic building block of education. Being dynamic organizations, primary schools strive to reach the best and that the situation is continuous. The most significant force in ensuring this continuity is the effective implementation of school evaluation. At this point, to prepare society for the future, school evaluation comes into play to sustain the existence of schools more effectively where educational activities are carried out.

Setting systems to make schools accountable has long been a focus of educational issues for many countries. School evaluation is not yet a popular practice in Turkey but improving day by day in Europe for the last 30 years (Kurum, 2019). Since the school evaluation also includes a systematic evaluation and monitoring of the education system, it is one of the most common approaches in education quality assurance systems in the world (Højlund, 2015). School evaluation can be defined as a multidimensional evaluation

process, which is the examination of educational processes, school leadership, educational administration, and school environment, by education stakeholders in terms of different variables (OECD, 2013). The school evaluation process focalises on key processes such as teaching and learning, student achievement, educational management, school sphere, and human resource management (OECD, 2013). In this regard, the main purpose of school evaluation is to improve educational outcomes and to ensure the accountability of schools. School evaluation is crucial in increasing the quality of education and the sustainability of this situation.

As evaluation serves a variety of purposes, Landwehr (2011) put forward a structure to explain different forms of evaluation and their impact and effectiveness that can be identified across different systems. The four main roles are visualized below:



*\*This figure is adapted from Landwehr (2011).*

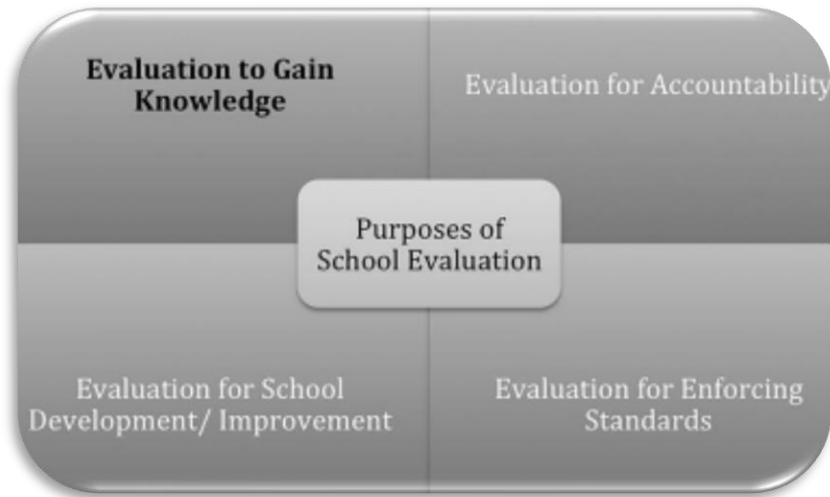
Figure 1. The four core functions of school evaluation

Landwehr (2011) has put forward a universal model of the potential effects of school evaluation. However, school improvement is only one of the four functions that school evaluation must meet. Indeed, the main function of school evaluation is to record the current state of the quality of the school. School evaluation reports often disappoint school administrators and teachers who expect to learn new things about their school



situation. Therefore, Landwehr (2011) emphasizes the first function of producing knowledge as revealing existing problems. That is, problems that are little known or unknown to school administrators tend to be raised by evaluator teams. Thus, such problems can be published in the evaluation report and become a situation that can be addressed by all stakeholders of the school. During a school evaluation, the quality of a school is evaluated against existing norms, the school's goals, and expected outcomes. Examining aspects that fall below the established standards can be an incentive for schools to take action by providing clear starting points for their improvement. In the background of this effect, an effective assessment leads to a situation that motivates to reduce deficiencies and increase strengths (Landwehr, 2011). Since the produced information during the school evaluation period can be used by school administrators to reveal the quality of education in schools, this situation can be considered as a basis for a kind of accountability. When this evaluation is below the established standards, an external evaluator can start with measures to encourage improvement. Thus, the function of accountability also results in the development of the school in a top-down manner. Often the results of the evaluation report are treated as a basis for setting goals between school administrators and the school. The role of school administrators in this context is to constantly measure whether the determined goals have been achieved. As Landwehr (2011) highlighted, the main function of accountability provides a reason for school evaluation because both school improvement and achievement are possible through school self-assessment (Kyriakides & Campbell, 2004). Unfortunately, it is not possible to realize this function of accountability through self-evaluation (Landwehr, 2011). The fourth and last function of school evaluation is the enforcement of standards. That is, establishing the criteria during a school evaluation, means starting to implement school activities that can meet these criteria. In this sense, school evaluation can be seen as effective in order to communicate official goals and norms to schools.

These four equally applicable primary roles of evaluation to all systems are also summarized by Mac-Ruairc (2019) as in Figure 2.



*\*This figure is adapted from Mac-Ruairc (2019).*

Figure 2. The purposes of school evaluation

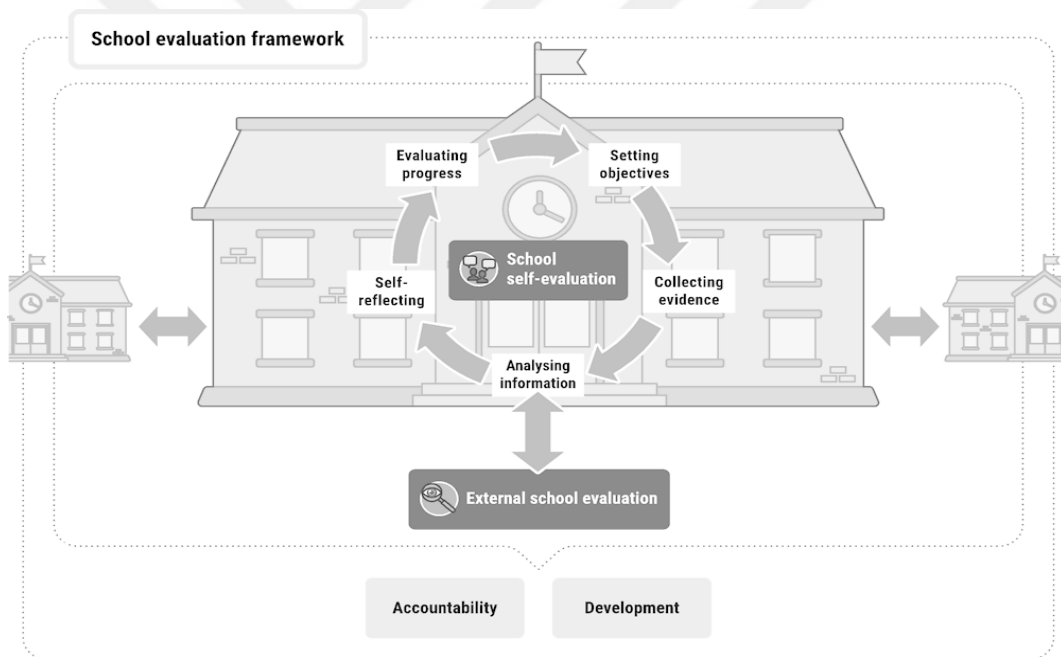
According to Mac-Ruairc (2019), since evaluation needs data, evidence, or information about the school and then the data related to school are prioritized in Ruairc's model. The collected data in school evaluation and how this data or evidence is obtained is essential for school evaluation (Mac-Ruairc, 2019). For example, in self-evaluation practices, schools manage the entire data collection phase. In external evaluation, data is determined by external evaluators, usually with a rubric for schools. This can be very optimistic about what schools should provide, which can help schools decide what they should prioritize. In other words, it is also crucial to conceive the purpose of data collection and analysis in school evaluation procedures. Moreover, Landwehr (2011) points to accountability as a core task for all school evaluation models because he also claims that accountability cannot be achieved through self-evaluation (Gaertner, Wurster & Pant, 2014).

The scope and methods of school evaluation vary widely from country to country. In other words, the school evaluation process differs according to the education policies of the countries, education perceptions, education systems in practice, and the stakeholders involved in the education process in the countries. Within the scope of evaluating schools, MacBeath (1999) proposed four evaluation areas: the evaluation of outcomes, the evaluation of processes at the classroom level, the evaluation of processes at the school, and the school environment. To make it clear, outcomes relate to academic achievement,

personal and social improvement, and where students go after they leave school. Classroom-level procedures are related to the quality of learning and teaching activities. School-level processes relate to the school as a place to learn. Also, the evaluation of the school environment focuses on the relationships with the school and parents, and the school and the local community (Faubert, 2009). The roles and functions of school evaluation in different countries may also vary according to their policies (Scheerens et al., 1999). School evaluation models differ in their characteristics, but they have a common widespread goal to improve learning and teaching (Faubert, 2009). Although school evaluation practices vary from country to country, the common purpose is to shape education policy according to the results of the evaluation. When evaluated in this context, revealing the common and different aspects of school evaluation systems in different countries may provide an opportunity for countries to increase the quality of their education systems, especially to improve their school evaluation systems. School evaluation is of great importance in increasing the quality of education. Therefore, school evaluation is the first step, not the last, in the process of improving school quality (De-Grauwe & Naidoo, 2004). In other words, it is not possible to make decisions in education or to put these decisions into practice without evaluating the school and its activities (Turan & Zingil, 2013).

“School evaluation serves two main purposes: improvement and accountability” (Faubert, 2009), and school improvement is about equity, quality, and efficiency of education. School evaluation with the purpose of improvement aims to close the success difference between schools and advance the achievement of all pupils. Studies to improve schools in the context of school evaluation aim to minimize the differences in achievement between low-performing schools and high-performing schools and simultaneously increase the performance of all students (Faubert, 2009). School accountability aims to inform policy-makers and the public about compliance with standards and the quality of services being provided. For accountability purposes, summative approaches are generally used. School evaluation becomes increasingly important as schools become more decentralized, with greater autonomy given to schools and accountability. There has been a general international trend in this direction as well. This increased autonomy was also offset by strengthening accountability through applying national criteria that all schools must meet (Faubert, 2009).

School evaluation practices should be compatible and linked to the goals of an education system, and should allow schools to create an environment where students can excel and success learning standards (Darling-Hammond, Friedlaender, & Snyder, 2014). These practices should focus on aspects that are most important to students’ learning and development, as well as adherence to rules and procedures, including the quality of education, support for teacher development, and the quality of instructional leadership (OECD, 2013). However, most school evaluation models use a measure of students’ educational outcomes and progress in this context, relative to national learning standards, such as the results of evaluation or reports by teachers. A school evaluation framework developed for OECD reviews (Maghnouj Salinas, Kitchen, Guthrie, Bethell & Fordham 2020) showing the processes in which school evaluation has focused is shown in Figure 3 below.



*\*This figure is adapted from Maghnouj et al. (2020).*

Figure 3. The framework of school evaluation

Among OECD countries, a national vision has been developed to provide an effective school environment (OECD, 2013). These visions guide the evaluation of schools so that each school succeeds. Visions are also usually shaped around students and reveal what a good school should do to contribute to the intellectual, emotional, and social development of students (Maghnouj et al., 2020). The vast majority of OECD countries

have external school evaluations (see Figure 3). Within the scope of these external evaluations, schools are generally evaluated every three to five years (OECD, 2013). In this context, school performance is evaluated from a broad perspective, and in some countries accountability for the quality of teaching and learning outcomes is prominent. In these countries, it is considered very critical to make the evaluation data, school ratings, and evaluation reports based on national exams available to the public. When looking at countries that place more emphasis on improvement, such evaluations are more focused on providing support to schools and feedback (Maghnouj et al., 2020). In addition, they pay great attention to contributing to the internal evaluation and improvement processes of schools.

School evaluation can be in the form of internal evaluation and external evaluation. Internal evaluation includes collecting relevant data and information and making sense of this information. The internal evaluation is also called school self-evaluation can be carried out by the school staff, school administrators, or the private personnel working as the evaluator determined by the school is also called self-evaluation (Kurum, 2019). School self-evaluation has become a central structure in OECD countries over the past 20 years to promote school-led improvement and goal setting. Established systems for school-level monitoring, external evaluation are seen as vital complements to the increasing decentralization of international education systems to ensure school and local accountability for the quality of education. External evaluation, on the other hand, is defined as the process carried out by independent evaluators who are experts in their field (Ladden, 2015). In many countries, school evaluation practices are likely to be at the center of policies and strategies to improve the quality of education (Faubert, 2009). Both internal evaluation and external evaluation can benefit from each other constructively to promote other types of evaluation as complements to each other (Nevo, 2001). For this reason, internal and external evaluation has indisputable importance in the education policies of countries as further explained in the next chapter.

## **2.2. Forms of School Evaluation**

### **2.2.1. External Evaluation**

External evaluation is the process of evaluating the quality of an institution's research and educational activities and administrative services, by external evaluators or independent external evaluation institutions that are not directly included in the activities of the school authorized by the Ministry of National Education (Ladden, 2015). The external evaluation focuses on all activities of schools based on their different performances (Vanhoof & Petegem, 2007). According to Janssens and van Amelsvoort (2008), one of the most important purposes of external evaluation is to monitor the quality of performance and to ensure that developments are initiated in parallel with this follow-up. External evaluation, while informing governments about the quality of education students receive, also plays an important role in the improvement of schools by providing good examples (Ladden, 2015). According to Zingil (2012), one of the advantageous aspects of external evaluation is to allow comparisons. In this context, the performance of schools can be evaluated by comparing them within the framework of certain standards, thanks to various performance comparisons between schools.

Ladden (2005) points out that external evaluation provides good examples to schools and plays an important role in the development of schools. MacBeath (2006) criticizes external evaluation as a laborious and time-consuming process. It is possible to say that external evaluation will be insufficient in terms of fully determining the status of schools. In external evaluation, the needs, strengths, and weaknesses of all schools are treated as if they were the same. In other words, a uniform evaluation model is applied to all schools by the central administration, which is not intended to meet the needs of schools. In Wales, Scotland, Northern Ireland, and England, external evaluators monitor and report schools according to national standards (Kurum, 2019). However, the main role of external evaluators is to help schools know themselves in the context of their strengths and weaknesses to increase their level of achievement of the goals in the standards (MacBeath, 1999). At this point, it is of great importance that external evaluators encourage schools to implement the internal evaluation.

Although MacBeath (2006) claims that external evaluation is a waste of time because it is a process that requires intensive preparation, it encourages schools to self-evaluations by providing feedbacks on the functioning and minimizes the risks that may arise from organizational blindness (Vanhoof & Petegem, 2007). However, teachers organize educational activities in a way that can respond to the requests of external evaluators, rather than acting to ensure the academic success of students for external evaluations. In this context, schools prepare most of their energy for external evaluations (Kurum & Çinkır, 2020). For this reason, external evaluation only is not effective and insufficient to fully determine the status of schools, improving educational activities and increasing the academic success of students. Since a standardized evaluation model determined at the center is applied to all schools in the external evaluation process, the schools are treated as if they all have the same strengths and weaknesses. External evaluation in terms of increasing the accountability and quality of education should be supported by internal evaluation that provides evidence for this process (Kurum, 2019). In other words, to increase the quality in the context of educational institutions, the external evaluation process should be supported by internal evaluation. Pocklington and Weindling (1996) highlighted that school evaluation is best provided by external evaluators working in collaboration with the school and local education management staff. In this context, schools need to find a way to ensure that any internal monitoring and evaluation system informs the external evaluation process and that both are integral parts of school evaluation.

### **2.2.2. Internal Evaluation**

The traditional understanding of evaluation is based on control, where the inspector is regarded as an expert and superior to the teacher and the teacher cannot improve his teaching. Inspection based on this understanding should be removed from schools (Kurum, 2019). Classroom observations made by external inspectors do not reflect the real-life experiences of teachers and students. According to MacBeath (1999), students are well prepared to demonstrate to external supervisors that everything is great in school. Thus, schools have two outlooks, one for outer visitors and one for their inside members. For this reason, alternative approaches should be developed that see teaching as complex, teachers as self-directed, responsible, competent, and accepting supervision as an evidence-based

collaboration process with education stakeholders (Shulman & Sullivan, 2015). In addition, participating in the evaluation process and the diversity of data positively affect the reinforcement of the employees, democratic management, the manager's acceptance threshold, effective communication among the employees, and the organizational culture being open to change (Waldamn & Atwater, 1998). According to Simons (2013), school evaluation can be defined as collecting, analyzing, and evaluating information to increase creativity at school, achieve accountability, ensure professional self-accountability, gain public trust in the school to attribute value to the school and inform stakeholders in the decision-making process within the school.

As one of the models of school evaluation, internal evaluation is a process carried out periodically by school personnel or someone from within the school in line with internal audit practices and standards (Scriven, 1991). Although there are different types of internal evaluation, the purpose of all these evaluation types is for the school to conduct a self-evaluation. Therefore, school self-evaluation and internal evaluation are concepts that are used interchangeably (Nevo, 2001; Naidoo, 2002). However, the two terms are distinguishable. A self-evaluation is a school's process of self-reflecting on its own procedures. Internal evaluation is an inner inspection process that can be undertaken by an individual or team from outside the school being reviewed. At the same time, the internal team may be self-reviewing with the help of external experts involved in the evaluation process. An internal evaluation undertaken by an individual or a team from outside the school may require a self-evaluation as a document that contributes to the evaluation process. Therefore, the internal evaluation process is different from self-evaluation in this regard. Being a part of quality assurance, internal evaluation is at the center of the school improvement process. According to MacBeath (2006), it is a critical process in which schools systematically evaluate the practices, using indicators and a repertoire of analytical and formative tools. Internal evaluation can also be defined as asking the school itself questions about the progress of work in the school. De-Grauwe and Naidoo (2004) state that internal evaluation is a mirror when the school asks itself, "Are we doing well?" "How is our work going?" "How do others perceive it?" "How can we improve" and look for the answers to these questions.



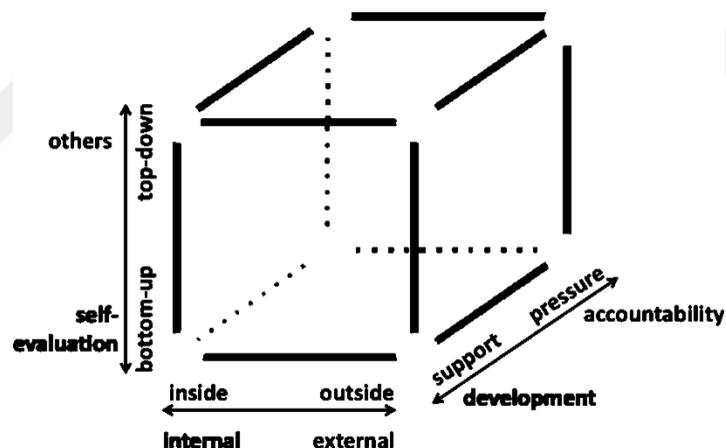
Internal evaluation ensures that schools are accountable to society, the public, and school team members (Vanhoof & Petegem, 2007). Many countries tend to use the form of internal evaluation in schools (Nevo, 2001). Mathews (2010) states that schools can evaluate educational practices through a certain framework with the help of school evaluation. Internal evaluation works as an event in which all stakeholders participate (MacBeath, 2006). In general, it is handled by teachers, other school staff, school administrators, or special staffs who serve as school-designated evaluators. In internal evaluation, teachers participate in decisions and cooperate with other teachers. This situation is very important for the professional development of the teacher (Darling-Hammond, 1992). Therefore, school evaluation is also a form of evaluation that helps the development of the teacher and enables to evaluate teachers.

In today's world, the basis of successful educational institutions is based on the search for improvement. An effective internal evaluation is a primary key to this. Although it is an indisputable fact that internal and external evaluations are both necessary and complementary in the evaluation process in general, the contributions of both to the school evaluation process are undeniable. According to Nevo (2001), a school that does not have an internal structure for self-evaluation will have handicaps in developing positive attitudes towards evaluation and will not have the needed standards for positive dialogue between external and internal evaluators. In England, France, Germany, Spain and Sweden, both internal and external evaluations are considered to be complementary practices (Ferrer, 2010). Simons (2013) also indicates that there must be an interaction between external and internal evaluation. In this context, the importance of internal evaluation and the necessity of a two-way communication and cooperation relationship between internal and external stakeholders is emphasized (Devos & Verhoeven, 2003).

### **2.2.3. School Self-Evaluation**

School self-evaluation (SSE) is a form of evaluation that the school makes about itself as a result of constantly collecting and analyzing relevant data so that it can improve itself and achieve its goals. SSE is based on the philosophy that individuals are natural learners and that feedback is significant for organizational development and learning (MacBeath, 1999). Evaluation gained a diverse dimension with the application of concepts

such as accountability, effectiveness, development, transparency and improvement to educational organizations. In this context, an evidence-based school self-evaluation was put into practice to develop and improve schools (Kurum, 2019). School self-evaluation, according to Schildkamp (2007), is the process of regularly collecting information, evaluating its functionality, and reaching educational goals, initiated by the school itself to support decision-making, learning, and development (Schildkamp & Visscher, 2009). MacBeath and McGlynn (2002) defined school self-evaluation as the monitoring of school success by the main stakeholders, namely staff, students, and parents. School self-evaluation allows the school to express itself, decide what is important and needs to be measured, it continues constantly, it is intertwined with the school's work, it honestly reveals the school's weaknesses and strengths, and it saves time (MacBeath, 2006). MacBeath (1999) states that school development and evaluation have three dimensions. These dimensions are shown in Figure 4.



*\*This figure is adapted from MacBeath (1999).*

Figure 4. Dimensions of school evaluation

According to this model, the development of schools is achieved through a balance between top-down, external evaluation (control mechanisms provided by politicians, media, all taxpayers in general) and bottom-up, self-evaluation of schools and internal evaluation provided by inspectors of the ministry and local governments. Internal evaluation mechanisms provide the support the school needs, and schools can respond to

the pressures of external evaluation mechanisms by becoming accountable. Self-evaluation has started to be one of the most important activities of economically advantaged countries in the world (OECD, 2013). In countries where school evaluations are monitored through quality assurance and effectiveness, and their indicators are derived from international comparisons, student performance or student achievement at a more micro level is monitored by internationally applied exam results (For example, International Mathematics and Science Trends, Trends in International Mathematics and Science Study (TIMSS), Program for International Student Assessment (PISA), and Progress in International Reading Literacy Study (PIRLS)). However, all these studies and applications are costly in terms of the economy. Examinations do not match with the curricula in the countries. In terms of accountability, the education system has a responsibility to be accountable to those who evaluate the system from outside (such as politicians, media, and all taxpayers). International evaluations made in terms of school development do not provide the necessary and sufficient information on a schoolbasis. For these reasons, in economically advantageous countries, in the context of national policy, there is a need for accountable models based on self-evaluation, in which schools can evaluate themselves and make self-evaluation with the results, making this function with other elements of internal evaluation and reflect it to their development strategies, and provide concrete data to external evaluation mechanisms in this direction (MacBeath, 1999).

Self-evaluation is inexpensive, makes schools accountable, and plays an important role in the development of schools is emphasized as the main factor that makes it strong (MacBeath, 2006). MacBeath et al. (2006) observed that school self-evaluation does not have a clear dimension. Devos and Verhoeven (2003) considered self-evaluation as a school-initiated stage to collect systematic data about the functioning of the school, analyze this information, make judgments and then make recommendations to improve the educational quality of schools. MacBeath (2006) sees school self-evaluation as a form of accountability serving the interests of external bodies rather than something that schools should have to improve performance. New Zealand's Education Review Office (ERO) defines self-evaluation as student-centered circles of evaluation that span the classroom, department, school, and community. This definition is visualized below.

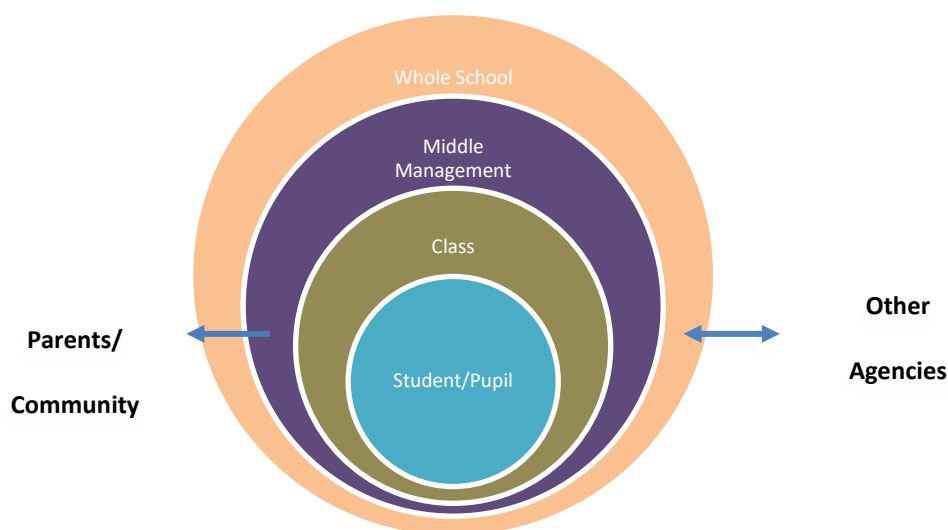


Figure 5. The definition of school self-evaluation

Self-evaluation can help schools identify their problems (Schildkamp, Visscher, & Luyten, 2009). Schildkamp, Visscher, and Luyten (2009) stated that the purpose of school self-evaluation should be to increase the success of the school. Similarly, Kyriakides and Campbell (2004) argued that the two main purposes of school self-evaluation are to improve the quality of the school and teaching-learning. Janssens and Amelvoort (2008) interpreted the two main purposes of school self-evaluation as ensuring school improvement and being accountable, emphasizing that the balance between the two depends on the organizational and political context in the country.

#### **2.2.4. Whole School Evaluation**

The type of evaluation in which both internal evaluation and external evaluation are carried out together is called whole-school evaluation. Whole-school evaluation monitors whether schools act in accordance with the legislation on issues such as grouping of students, teacher qualification, financing, security, and cleanliness (Standaert, 2000). Whole-school evaluation is the process in which the external evaluation of the self-evaluation carried out in schools is made periodically by the inspectors (DES, 2018). According to the South African Ministry of Education (2000), whole-school evaluation is an attempt to encourage schools that are not in good standing to be effective schools. Whole-school evaluation model can also be defined as a developmental model that serves

the purpose of school improvement, improvement, and effectiveness. In this model, instead of simply characterizing schools as effective or ineffective, the focus is on what stage the schools are at in the effectiveness cycle. Data from the whole school evaluation model cannot be used to compare schools at the local or national level or to create a league table of schools. In other words, Steyn (2002) stated that whole school evaluation is not a punitive and judgmental process, but a process that fully supports the development of schools. Also, in this process, in addition to national standards, the unique characteristics of schools such as students' socio-economic status, abilities, or resource levels are also taken into account (McNamara, O' Hara, & Ni Aingleis, 2002). For this reason, schools effectiveness should be determined by considering the conditions of the schools, and then supported.

The whole school evaluation model is the process in which the self-evaluation done in schools is evaluated periodically by the inspectors. The external evaluation process focuses on areas such as school management and leadership, teaching-learning and measurement quality, school planning, and self-evaluation. Since the implementation of whole school evaluation is based on the educational standards of the countries, the focus of each country differs (Kurum & Çınkır, 2020). Also, the type or focus of the whole evaluation may differ somewhat according to school levels. While the evaluation process sometimes focuses on the subject or the training program, sometimes different courses can be focused on within the scope of the subjects that make up the training content. In addition, the external evaluation part of the whole evaluation is planned and the date is notified to the schools. At the end of the evaluation, external evaluators are responsible for giving verbal feedback to the school community and publishing a written report on the website of the DoE (DoE, 2021). It is possible to say that by combining internal and external evaluations within the scope of the whole evaluation, evaluation has become more functional. In this context, McNamara et al. (2002) highlighted that whole school evaluation provides advantages such as providing cooperation among school staff, increasing the sense of belonging among staff in the school improvement process, and empowering staff. WSE mainly aims to improve the quality of a school and tries to enable a school to have an accountable environment for the central education department.

### **2.3. School Evaluation Indicators**

Educational indicators are the ones that exist in every country, even though they seem to be something that is often overlooked. Each country develops educational indicators in line with educational goals and publishes reports in the national context showing the rate of achievement of these goals. The reports in question constitute an important data source in terms of increasing the quality of schools and are of great importance (Zingil, 2012). Education indicators, which are defined as statistics that allow the formation of value judgments about the basic aspects of the education system (Scheerens, 2000), allow the formation of value judgments about the evaluated school when viewed in the context of school evaluation. These indicators are used for various purposes at different levels of the education system in each country. At the national level, they provide a way of assessing how well the system is performing in certain policy areas of interest, such as learning outcomes, participation and student engagement, family and community involvement, and resource provision. Such indicators are chosen according to the purposes for which they will be used. Indicators used for accountability require quantitative analysis. But quantitative data are unlikely to have much of an impact on a school's development because indicators used for improvement often demand qualitative data. According to Scheerens (2000), educational indicators are used in three different evaluation contexts as follows: monitoring of educational status at the country or local level, evaluation of the program, and school self-evaluation. Using these indicators in a quality-enhancing way requires a deep understanding of recommendations, continued use of evidence, and continued development of evaluation capacity. In the context of school evaluation, the indicators that external or internal evaluators should focus on are inputs, processes, and outputs (Mszane, 2020). The New Zealand curriculum includes six areas that are indicators for school evaluation. The New Zealand Education Review Office (ERO, 2016) highlighted these indicators that put students at the center of the indicator framework, with the goal being successful, connected, confident, and actively involved lifelong learning. These indicators that support lifelong learning by providing inclusive and quality education for all are stewardship, educationally powerful connections and relationships, responsive curriculum, leadership for equity and excellence, professional capability and collective capacity, inquiry, evaluation and knowledge building for improvement.

Indicators in school evaluation may vary according to country, school or the mechanisms that enable schools to achieve their goals. There are some types of information that indicators must provide according to intended use. Within the scope of the school evaluation project by the Turkish Educational Research Association (Eryaman, 2020), seven main indicators should be considered while developing an internal school evaluation model were put forward. These main indicators from this project are visualized in the Table 1 below.

Table 1

School evaluation indicators

	<b>THE MAIN INDICATOR</b>
<b>1.</b>	<b>Management and Leadership: Transparency and Accountability</b>
<b>1.1.</b>	Management and Leadership
<b>1.1.1.</b>	Manager
<b>1.1.2.</b>	Deputy Manager
<b>1.2.</b>	Transparency and Accountability
<b>2.</b>	<b>Educational Excellence</b>
<b>2.1.</b>	Stakeholders
<b>2.1.1.</b>	Student
<b>2.1.2.</b>	Teacher
<b>2.1.3.</b>	Parent
<b>2.2.</b>	Learning and Teaching Processes
<b>2.3.</b>	Culture, Art, Sports
<b>2.3.1.</b>	Sports Activities and Healthy Life
<b>2.3.2.</b>	Culture, Art and Literature
<b>2.4.</b>	Foreign Language Acquisition
<b>3.</b>	<b>School Culture and Values Education</b>
<b>4.</b>	<b>Counseling, Guidance and Monitoring Services</b>
<b>5.</b>	<b>21st century Skills: Research &amp; Development and Innovation</b>
<b>6.</b>	<b>Community Interaction and Social Responsibility</b>
<b>7.</b>	<b>Safe and Accessible Schools</b>

*\*This table is adapted from Eryaman (2020).*

In the “Management and Leadership: Transparency and Accountability (Stage 1)”, the administrative dimension has been addressed. In this context, accountability, which is responsible for students’ achievement of learning outcomes, was also taken into consideration. Transparency, on the other hand, informs all stakeholders about where and how all resources allocated to the school are used. As transparency increases in schools, corruption decreases. Thus, the resource flow of the school on all subjects such as equipment, student nutrition, and exams should be shared with stakeholders in a clear and understandable way (Kurum & Çinkır, 2020). In this way, transparency forms a basis for the school economy, and while resource allocation is realized more effectively, the improvement expectation of the school increases (Hallak & Poisson, 2007). “Excellence in Education and Training (Stage 2)” aims to develop educational activities and argues that this can be realized in the best way in line with the cooperation of stakeholders. Because communication between stakeholders, especially reaching parents, is important for raising more successful generations. It is critical for schools to create a value-centered culture in the teaching of values, which should be considered a common responsibility of teachers, students, parents, school management, and all other stakeholders in society. Thus “The School Culture and Values Education (Stage 3)” aims to highlight the shared values and determine the structuring of the school culture. Because school culture forms the basis of relationships between students, parents, teachers, and school administrators and reflects the values, beliefs, and developments of the school community. In this context, school culture is a social phenomenon that regulates and directs the behavior and social relations of individuals in every school (Deal & Peterson, 1990). In this respect, each school embodies its own unique culture, moral code, discourse, and lifestyle that shape behavior and relationships (Peterson, 2002). Counseling, Guidance, and Monitoring Services (Stage 4) are an integral part and complement of education and training. Under this heading, professional assistance and support activities are offered to students and parents in individual, educational, social, and professional terms. 21st-century skills have an emphasis on creativity, critical thinking, working collaboratively, and problem-solving. 21st-century skills include reaching and using information, not knowing information, respecting different cultures, and living together with different cultures. 21st-century skills emphasize an active citizen rather than a good citizen. Being able to use technological tools and literacy is very important. Individuals with these skills lead more qualified and productive life. Therefore, these skills should be included in education programs so that



individuals can acquire these skills through education. 21st-century skills are included in the education programs of various countries such as Australia, Belgium, Canada, Finland, Ireland, Italy, New Zealand, and Norway. In Turkey, critical thinking, creative thinking, research, communication, decision-making, problem-solving, using information technologies, and entrepreneurship skills were included as common skills in all courses in primary education programs in 2004 (OECD, 2013). Thus, stage 5 functions on the development of these skills. Community Interaction and Social Responsibility (Stage 6) aims to teach students to be responsible for fulfilling their civic duties and that their actions should benefit society as a whole. In this way, there must be a balance between economic growth and the well-being of society and the environment. If this balance is achieved, social responsibility will be realized. The last stage, Barrier-Free, and Safe Schools put the integration of students in schools into the focus of the education system. Adults involved in the process (school administrators, teachers, education staff, and parents) are responsible for creating an educational environment in which all students are integrated.

## **2.4. Primary Education Systems of Ireland, Singapore and Turkey**

### **2.4.1. Primary Education System in Ireland**

According to the Irish Constitution, the Irish state highlights that the child's primary educator is the family, and respects the right of the family to educate their child in religious, moral, mental, physical, and social matters. Ireland's education system has a vision where every child and young person feels valued, actively supported, and raised to reach their potential (DoE, 2021). Department of Education in Ireland is the ministry responsible for education and this ministry is supported by various agencies and protective bodies. The mission of the Department of Education is to facilitate children and young people to reach their full potential through learning and contribute to the social, economic, and cultural development of Ireland (DoE, 2021). Schools must promote school-parent cooperation. Accountability arrangements are clearly explained in the law, while at the same time the rights of students and parents are emphasized (Irish Education Law, 1998: Article 14). Education in Ireland is compulsory from age 6 to age 16, in other words, students have to complete all of the primary education and level 1 of secondary education. Primary education consists of an 8-year cycle: junior infants, senior infants, and first to sixth classes (DoE, 2021). The primary education process continues until the age of twelve,

after which they move on to post-primary education. The majority of the building and managing costs of primary schools in Ireland are financed by the state, but a local contribution is made to the running costs. There are about 27 private primary schools and government-funded education is available unless parents choose to send their children to a private institution (Eurydice, 2022). The Irish primary school curriculum is prepared as child-centered with flexible teaching methods and programs, and there is an intensive consultation process between the central government and other stakeholders in the management of the Irish education system (O'Toole, 2015). From time to time, advisory committees are established to advise on various issues such as curriculum, special education policies, educational welfare, equal opportunity, and discipline. The main aim of this partnership is to reach a consensus on the aspects that need improvement in the education system. There is an Action Plan for Education which was launched in 2016. This plan aims to make Ireland's education and training the best in Europe by 2026 (DoE, 2021). This Action Plan for Education has five major objectives:

- improve the learners with special educational needs
- improve the learning experience and the success of learners
- help those delivering education services to continually improve
- improve national planning and support services
- build stronger bridges between education and the wider community.

In the context of this Action Plan for Education, an annual Education Action Plan is published at the beginning of each year that includes actions to be implemented throughout the year.

#### **2.4.2. Primary Education System in Singapore**

Since expelling from Malaysia, Singapore had no economic resources other than its port to help Singapore develop, and it had no defense system. Besides, the Republic of Singapore did not even seem to be a candidate to become a world-class educational and economic power, it was experiencing tensions with neighboring countries and was importing most of its basic needs such as food, water, and energy. Converting such negative factors into an advantage, Singapore has a very high literacy rate compared to

other Asian countries, with almost 97.1% of its population being literate by 2020. In recent years, it attracted attention with its success in student evaluation exams such as PISA, PIRLS and TIMMS. Additionally, the Singapore education system was evaluated by some international evaluators and it is superior to its competitors in many respects. For instance, in the “World’s Best Performing Education Systems” survey in 2010, Singapore surpassed many countries covered in the study. According to the report published by the same institution, while the Singapore education system had a mediocre performance in 1985, it has a great system after 2000 with the effects of the reforms (Bakioğlu & Göçmen, 2013). The details of the country’s education system arouse curiosity all over the world. Compulsory education in the country covers primary and secondary school and is 10-11 years. Primary education was made compulsory in 2003, and the language of education has been English since 1987.

The general aim of primary education is to provide students with a good education in English, mother tongue, and mathematics. Singapore primary schools have the basis for self-development through play and learning more about one’s interests and passions (Lee, 2018). Primary education in Singapore normally starts at the age of seven, covering a total of 6 years, which includes a four-year basic phase (Primary 1 to 4) and a two-year orientation phase (Primary 5 to 6). In the 5th and 6th grades of the orientation phase, students are placed in one of the three language streams named M1, M2, and M3 according to their abilities. Education in public schools at the primary and secondary levels is free of charge. There are also private schools at all levels, but there is no clear distinction between them and public schools (Ng & Chan, 2008). At the end of the first stage, a broad-based curriculum and an exam called the “Primary School Graduation Exam” were applied to all students. Those who become successful in this exam start the second level. Evaluation measures not only knowledge but also the values and skills necessary for development (Bakir, Demirel, & Yilmaz, 2015).

According to OECD (2013), Singapore’s success in education, setting ambitious goals, developing the capacity of teachers and leaders to realize the vision and strategy at school level, setting the targeted bar in educational practices “to be the best in the world” and continuous improvement. It has been mentioned that the positive effects of features such as the establishment of a culture in this success have been mentioned (Şirin &

Vatanartiran, 2014). 2018 PISA results present that Singapore ranks 2<sup>nd</sup> out of 79 countries with an average score of 549 in reading skills, 2<sup>nd</sup> in science with an average of 551 points, and 2<sup>nd</sup> in mathematics with an average of 569 points.

### **2.4.3. Primary Education System in Turkey**

The Turkish Education System is under the management of the Ministry of National Education, and everyone has the right to have an education in Turkey. Education in public schools in Turkey is free. With the law enacted in 2012, a new system was introduced for compulsory education in the country as 4+4+4, compulsory education was extended from eight to twelve years. Compulsory education starts with four years of primary school, continues with middle school, and is completed with high school again with four years (Dedeoğlu, 2019). Primary education has undergone various changes over time due to the development of both the curriculum and the content. When looking at the development of primary education in Turkey, it consisted of five-year primary school institutions and three-year secondary school institutions until 1997. Since 1997, these two institutions have been merged and primary education institutions have become eight-year uninterrupted education institutions. A primary education diploma was given to those who complete the eight-year education given in primary schools. However, primary education institutions have been divided into four-year primary schools and four secondary schools since the 2012-2013 academic year. Primary education is a very important point for children to gain their personality and enter society as individuals. It is an education that starts at an early age; it is the most important step in formal education. Since it is a step that will shape the progress of students both about school and themselves, it appears as the educational step that should be taken the most seriously.

The main purpose of primary education is to enable each child to acquire the basic knowledge, skills, behaviors, and habits, and to prepare them for life and a higher education level in line with their interests and abilities. The education that starts in September in the country ends in June. According to the latest amendment in the Pre-School Education and Primary Education Institutions Regulation (10 July 2019), children who have completed 69 months will be enrolled in primary school. However, if the parents of 66, 67, and 68 months old children make a written request, these students are also

enrolled in the first grade of primary school. Children who are eligible to start school can automatically start their education from the first grade of the primary school closest to their address on the internet. During these 4 years, students will be taught with a lighter curriculum. First, they are included in a three-month school preparation program. These students will start the English course from the second year, and the Religious Culture and Moral Knowledge course from the fourth grade. They are also exposed to a more visual and auditory curriculum. With the latest system, children in the 6-to-10-year-olds are called primary school students (Dedeođlu, 2019). In primary education institutions, the duration of a lesson is 40 minutes. At least 10 minutes are allocated for breaks by the school administration. Education is financed by the central government (Decree-Law on the Organization and Duties of the Ministry of National Education, 2011). There are also revenues from the Parent-Teacher Association, revolving funds, donations (School Parent Association Regulation, 2012).

## **2.5. Related Studies**

### **2.5.1. National Literature**

Ađca (2010) carried out a study titled “The Evaluation of Self-Evaluation Practices in Primary Schools According to the Opinions of Administrators and Teachers (Ankara-Çankaya Sample)”. The purpose of this research was to evaluate the application of institutional self-evaluation in primary schools according to the opinions of administrators and teachers. In the context of this purpose, a questionnaire was applied to 339 teachers and 57 administrators working in public primary schools in Ankara province Çankaya district. The questionnaire consists of three parts: personal information, the school’s total quality management system, and self-assessment practices. In the analysis of the data, the Chi-Square Test was used for the frequency and percentage values, the significant difference between the answers of the administrators and the teachers. According to the research findings, not all of the teachers and administrators have received training on any quality management model and the schools do not have a quality management program. On the other hand, the findings show that mostly self-evaluation was applied for all sub-dimensions, except for six items. In addition, significant differences were found between the views of teachers and administrators in some sub-dimensions.

Zingil (2012) conducted a master's thesis entitled "The Design of Self-Evaluation Activity Based on Tte Standards of Primary Education Institutions as Perceived by Principals". The aim of this study was to determine the opinions and suggestions of school administrators regarding the design of self-evaluation applications based on Primary Education Institutions Standards (PEIS). The research was carried out with a school administrators working in 10 primary schools affiliated with the Directorate of National Education. Maximum variation sampling was used in the study, and the data were collected by semi-structured interviews. The data were analyzed by descriptive analysis. The results of the research show that managers have a positive view of PEIS and self-evaluation practice approaches based on PEIS. However, they found it negative that self-evaluation practices based on PEIS should be designed by adopting a top-down school improvement approach. At the same time, they think that this study is perceived as an information gathering and overshadows the purpose of school improvement. The participants, who see the differences in input and resources between schools and environmental differences as negativity in order to reach the standards and stated that they could not receive support, stated that they would not trust the accuracy of the information collected for various reasons.

In Nayir's (2013) study titled "Role of School Evaluation in the Process of Improving Quality of Education", the aims of school evaluation, the relationship between school evaluation and quality improvement in education, and the types of school evaluation were examined. This study tried to create a theoretical infrastructure related to the subject by discussing what school evaluation is and its types. For future studies, it would be beneficial to examine how internal evaluation should be, to examine the school evaluation systems of the countries that implement it in detail, and to conduct field studies in which the opinions of teachers, administrators, and supervisors about this evaluation are examined.

Kurum (2019) aimed to develop a school self-evaluation model that supports school development practically for public secondary schools in its study named "A School Self-Evaluation Model Supporting School Development". For this purpose, the research was designed using a multi-stage mixed design. To develop the draft of the model, the documents were examined and the opinions of 9 experts were obtained through

questionnaires. To implement the model, data collection tools were developed for school administrators, teachers, students, and parents. In line with the general purpose of the research, a self-evaluation model was developed to support school development, which is planned to be implemented annually. This model consists of six stages: preparation, planning, implementation, evaluation, action, monitoring, and evaluation (Kurum, 2019). The first four stages are used for self-assessment and the last two stages are used for development. The content of this model consists of six areas: education and training process, school-family-society cooperation, school health and safety, management and leadership, relations and communication at school, professional development. The model was implemented by the school self-evaluation team. In addition, an advisory unit has been established to guide this process. The developed school self-evaluation model was designed similarly according to the teaching level and school types. The school self-evaluation model is based on a variety of qualitative and quantitative evidence. In this direction, quantitative and qualitative data were collected from school administrators, teachers, students, and parents. In this context, valid and reliable stakeholder scales were developed, interview/survey and school general information forms were prepared. In addition, schools were asked to provide evidence to assess the current state of the school. This evidence and data are presented in the school self-evaluation report. This report is also used in capacity building, professional development, accountability, accreditation, and school development. During the implementation of the model, quantitative and qualitative data were collected from school administrators, teachers, students, and parents in a public secondary school in Ankara. According to the quantitative findings, stakeholders find the school good within the scope of the model content. However, according to the qualitative findings, only the opinions of the teachers are taken at the school, and the management makes the final decision. The developed model can be used by stretching it according to the school type, teaching step, and needs.

The Ministry of National Education (MoNE) announced the “School Profile Evaluation” project in 2019 as a big step on the way to the 2023 educational vision. This project is based on the improvement of educational institutions according to certain criteria, from learning analytics to success differences between schools, from socio-cultural activities to development plans. From the school’s physical and human resources opportunities to bureaucratic processes, it will be handled holistically, with a broad

perspective. The aim of the study is to evaluate schools over their development without comparing them with each other, which was explained as providing equality of opportunity by reducing the difference in opportunity and success between them and increasing the quality of education to raise all schools. ‘Improving Teams’ will be formed. In this context, schools, District and Provincial Directorates of National Education, and ‘Improvement Teams’ within the Ministry will provide fast and effective solutions by preparing data-based action plans at the schools they are responsible for. Teachers will also be at the center of the process with new training programs, certificates, and sub-field competencies. ‘School Development Plans’, which will form the roadmap of schools, will be prepared together with teachers and school administrators. The plans that each school creates within the scope of its own needs and its structure can be seen on software, and the decision of the teacher and school administrator will be taken as a basis in the improvement of the school in line with its needs. Weekly, monthly and annual action plans will be created. Thanks to the school evaluation, which is an important breakthrough to ensure the communication between the school, which is the smallest organizational unit of the National Education, and the highest unit, the process of seeing the need and meeting the need will be accelerated by getting information about the needs. Existing or potential problems will be foreseen and solutions will be produced on-site and immediately. When the school development plans reveal in which area the school should be supported, the Ministry’s means and resources will be distributed fairly to each school according to its needs. Positive discrimination will be made to schools with unfavorable conditions, and the development of schools with relatively better opportunities will be supported in line with their needs, and the improvement will be sustainable.

Turkish Educational Research Association (Eryaman, 2020) published a handbook for the first step of the project, the Internal Evaluation Model, within the scope of their project titled “Using Big Data In Evidence-Based School Evaluation: Developing An Internal School Evaluation Model”. The general aim of this project is to form and implement models of school internal and external evaluation, and excellence in education that support school improvement with private and public schools affiliated to the Ministry of National Education, and to share the results open to the public. In line with this purpose, another aim of the project is to develop software that can take a holistic evaluation in schools, establish meaningful relationships between these data, and reveal scientific data



about the current status of schools in the education scale with the results obtained from this. The evidence-based school valuation model to be developed within the framework of the project will be a diverse model, where big data based internal and external evaluation and educational excellence practices transform and develop each other. In the handbook, it is emphasized that although there are many academic publications on evidence-based education policies in the literature, there are very limited studies on school evaluation based on big data. Internal evaluation and external evaluation handbooks, which will be developed within the framework of the Public Benefit-Based and Evidence-Based evaluation model formulated by Eryaman & Schneider (2017), will enable longitudinal analyzes supported by big data. As a result of the analysis of data to be collected from schools through the software within the framework of the project, it will be tried to identify the stakeholders, areas, stages, and good practice examples of internal evaluation, external evaluation, and excellence models that support school development at the longitudinal level. As the first step of the project, a pilot application was conducted to test the applicability of the data obtained from the internal evaluation model. With the results to be obtained from here, it is aimed to develop an external evaluation model and to create a holistic school evaluation model in which these two evaluation models will be carried out together, as a study that has not been done in the literature until now, and to develop a software to collect data in line with these.

Kılıç, Yavuz & Gülmez (2021) aimed to develop a measurement tool that could evaluate the school as a whole in their study. Data were collected from two different groups in the study, and in the first stage, exploratory, confirmatory factor analyses, reliability analysis, and correlation analyzes were performed with the data collected from 394 administrators and teachers. In the second stage, it was aimed to verify the scale by performing confirmatory factor analyses with the data collected from 1390 administrators and teachers. Expert opinion was sought to ensure the content validity of the item pool created by examining the literature. In line with the opinions of the experts, a trial form with 128 items was obtained. Data were collected from the participant through the trial form obtained, and as a result of the analysis, the “School Evaluation Scale” was obtained. “School Evaluation Scale” consists of 30 items and 4 sub-dimensions. These sub-dimensions were named as “leadership and management effectiveness”, “teaching, learning and assessment quality”, “student competencies” and “school physical

competencies”. To ensure the reliability of this scale, in addition to the Cronbach’s Alpha reliability coefficient, the scale’s two-half test reliability was calculated using Spearman Brown and Gutmann Split-Half techniques. In addition, item-total correlations of the scale were also examined. As a result of the analysis, the total Cronbach’s Alpha reliability coefficient of the scale studied was found to be .96. As a result, the scale was found to be valid and reliable. The researcher thinks that determining the strengths and weaknesses of this scale by evaluating schools and making necessary development-oriented studies in this direction will contribute to a more efficient and effective operation of the education-teaching process.

In their study “Assessment of the Adoption and Applicability Level of the Internal Evaluation Model in the Ministry of National Education” Yaman and Çinkır (2021) aimed to determine the opinions of senior managers and auditors working in the MoNE regarding the adoption and applicability of the internal evaluation model. The research participants consisted of 93 people, 55 of who were managers (General Manager, Deputy General Manager, President, and Head of Independent Department) and 38 auditors (Ministry chief inspectors, inspectors, and internal auditors). The data were collected with a questionnaire and interview form developed by the researcher. As a result of this study, managers and supervisors adopted the applicable standards of the model, but found it less applicable and stated that it would take time for the internal audit model to be fully adopted in the MoNE.

### **2.5.2. International Literature**

Nevo (2001) conducted a study called “School Evaluation: External or Internal”. In this article, he stated that both types of evaluation are necessary as both internal and external evaluation has important roles in the life of schools, teachers, and education systems. It also made some suggestions that needed to be fulfilled to establish a constructive dialogue between internal and external evaluations as the basis for their coexistence.

The study, titled “School Self-Evaluation (SSE) and School Improvement: A Critique of Values and Procedures” by Kyriakides and Campbel (2004) reviewed the related studies and synthesized them to provide evidence-based guidance for the

development of SSE interventions. Also, the researchers tried to create a theoretical framework that could lead to experimental testing. At the end of the study, suggestions were provided for four different research formats for SSE. First, the need to conduct qualitative case studies that seek to explore how schools have transitioned from being resistant to change to learning organizations has been highlighted. Second, case studies of school systems with strong external accountability systems are required to examine the role of SSE in accountability systems. Third, it was stated that “quantitative analysis should be conducted to examine the relationship between SSE and school effectiveness, as it is measured by students’ performance. Finally, it was stated that longitudinal studies that include both quantitative and qualitative research methods can be conducted.

Schildkamp (2007) carried out a doctoral dissertation entitled “The utilization of a self-evaluation instrument for primary education”. The purpose of this study was to determine to what extent schools use a self-evaluation instrument used in Dutch primary schools (ZEBO), the effects of using ZEBO, and the factors influencing to use of ZEBO. A theoretical framework for School Performance Feedback Systems (SPFS) by Visscher (2002) was used. To reach the data, he collected data during 5 school years. 79 primary schools were willing to participate in the study. The study started with 3,220 students but ended with 2,431 students. The study was designed with a mixed method. The data were analyzed with various qualitative and quantitative analysis methods. The findings of this research have revealed several practical implications for the successful implementation and use of School Performance Feedback Systems (SPFS) in primary schools. It also provided a wide range of practical implications for school self-assessment designers. The findings of this study also have applications for school’s performance feedback. The SPFS framework is very useful for the use of a tool such as ZEBO. Finally, it is suggested that the characteristics of self-assessment users may affect the use of feedback.

Yeung’s (2012) article “A School Evaluation Policy with a Dual Character: Evaluating the School Evaluation Policy in Hong Kong from the Perspective of Curriculum Leaders” presents recent research on evaluation policy. Data were collected with a questionnaire from 65 curriculum leaders and interviews with 12 of this group. In this study, it is discussed what kind of duties school evaluation policy undertakes to make schools accountable to society. In addition, findings from the research are reported,

including the aims, characteristics, and effects of policy as perceived by curriculum leaders. In the study, it has been determined that school evaluation is ‘dual character’, and the problems that may arise if a balance cannot be established between these dual characters are discussed.

The purpose of the study titled “Teacher ambivalence towards school evaluation: promoting and ruining teacher professionalism” by Hult ve Edström (2016) was to examine the intersection between teacher professionalism and responsibility on the one hand, and assessment and accountability on the other. The study was carried out with 43 teachers in 2013. Focus group interviews and questionnaires were used to collect the data. The opinions of the teachers regarding the external and internal evaluations and the results of the school practices were taken and these opinions were analyzed. The teachers interviewed emphasized the importance of internal evaluations made in partnership with students and colleagues. In addition, teachers criticized the various negative consequences of accountability and external evaluations.

Hanberger et al. (2016)’s article “School evaluation in Sweden in a local perspective: A synthesis” was about the role of evaluation at municipal, school, classroom, and parent governance levels and discusses the results of the articles in this special issue. Discussion in this context includes the role of evaluation in school management, the value of evaluation for local school development, the founding effects of evaluation, what explains current results, how the knowledge produced by evaluation can be used, and methodological issues. The study is based on an analysis of documents, reports, and studies dealing with education evaluation systems, national and municipal policy documents dealing with school evaluation, minutes from municipal education committee meetings (2011–2013), an online survey, municipal websites, and 76 interviews. The results of the study show that evaluation systems legitimize and support governance through accountability for goals and outcomes, parent-school choice, and fairness and performance. The study also proposes two explanations for the actual roles of assessment in local school management.

The study named “Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study” conducted by Aziz et al. (2018) aimed to evaluate the educational quality of schools by implementing Stufflebeam’s CIPP evaluation model (1983). The research was designed with a case study, one of the qualitative research methods. Data were collected via a checklist, semi-structured interviews, audio recordings, observations, and document analysis. From the findings, it was concluded that the examined Welfare School System is a system that tries to maintain quality and takes steps to improve the quality of education in schools. By using different tools and as a result of data analysis, it has been determined that all processes focus on students, especially those from the middle class of the society. This school system provides students with quality education and affordable facilities. With this research, some suggestions were made to the school principal, teachers, and school management to increase the quality of education at the school level.

The above studies chiefly focused on school evaluation. This research aimed to reveal the similar and different aspects of school evaluation models by revealing the primary school evaluation models of three different countries. This work aims to fill the gap in the literature and contribute to the ongoing policy discussion in the context of primary education.

## **CHAPTER III**

### **METHODOLOGY**

In this section, the method of the research is explained. In this regard, information on the method, context, data collection, and data analysis of the research were explained in detail.

#### **3.1. Research Method**

This study was designed with a case study which is one of the qualitative research designs. Case study is an approach that enables a detailed examination of a particular system using various data collection tools to make explanations about how it works and continues (Chmiliar, 2010). Case studies allow the examination of complex social structures involving multiple variables that are potentially significant for understanding the phenomenon (Merriam, 1998). The system, which is expressed as a case, can be an individual, program, unit, or school (Newman & Ridenour, 2008). This system, which is examined as a case in this research, is the school evaluation practices in the context of primary education systems of different countries (Ireland, Singapore, and Turkey).

The types of case studies are determined by the size of the case under consideration, that is, whether the case covers a single person, group, program, or different individuals, groups, programs. In this respect, it was stated that there are three different case studies. These types of case studies were stated by Creswell (2007) as below:

- Single case study
  
- Collective or multiple case study
  
- Internal case study. Format not like the two above points

In a single case study, the researcher chooses a topic and identifies a single case to study that topic. On the other hand, in collective or multiple case studies, a topic was chosen again, but the researcher chooses more than one case, unit of analysis to study the

subject of the study. Multiple case studies allow examining more than one case at the same time. These kinds of case studies are also known as collective case studies, cross-case, multisite studies, or comparative case studies (Merriam, 1998). The analysis of the data can be a holistic analysis covering the whole situation, or it can be an embedded analysis that examines a certain part of the situation in case studies (Yin, 2003). In this context, case studies allow comparative studies by comparing multiple situations. A multiple case study, also known as a comparative case study, in which more than one case was included in the research, was determined as the appropriate case study type. A multiple case study is a comparison of multiple cases that can be perceived as holistic on their own. Each case is handled holistically and then compared with each other (Yıldırım & Şimşek, 2008).

In this study, the school evaluation models were determined as cases. In this regard, selected countries' (Ireland, Singapore, and Turkey) school evaluation models were examined in depth comparatively. Three different countries' school evaluation models, which are also discussed in this study, are handled as separate cases, as a whole, according to their characteristics. Since the school evaluation models in each selected country are different, it is appropriate to consider the school evaluation models of the countries as separate cases.

### **3.2. Research Context**

It is possible to say that one of the basic features that distinguish qualitative research from quantitative research is the sampling approach. In a qualitative study, a purposefully selected sample is usually used to increase the depth of understanding (Miles & Huberman, 1994). In purposive sampling, the researcher purposefully chooses the people or situations to be used as they will provide information in understanding the research question (Creswell, 2007). In qualitative research, a relatively small sample group, sometimes even just a single case, can be purposefully selected and studied in depth. The logic and power of purposive sampling are that it allows the selection of information-rich situations that will allow for in-depth study (Patton, 2002). This method, which is used within the scope of purposeful sampling, aims to find and define basic themes that include some differences (Patton, 2014). In this sampling, a variety of different situations are documented and important common patterns are identified. In this context,

some criteria have been determined in determining which countries will be selected for school evaluation practices, which will be taken as the unit of analysis in this study. Information on this criterion is as follows:

*The 1<sup>st</sup> Criteria: Success Level of Countries in International Exams (PISA)*

The criterion taken into consideration was planned as the success level of the countries (being in the top 10) in the international exams. Therefore, the success of the countries is based on the “Organization for Economic Cooperation and Development (OECD)” educational research, the PISA Exam conducted by the PISA Executive Board. According to the latest published reports, when the success rankings of the countries are examined according to the 2018 PISA results, Singapore ranks 2<sup>nd</sup> among 79 countries with an average score of 549 in reading skills, in science with an average of 551 points, and in mathematics with an average of 569 points. Ireland ranks 8<sup>th</sup> with a 518 average score in reading skills, 496 in science, and 500 in mathematics. When Turkey’s scores in the same exam are examined, it ranks 40<sup>th</sup> among 79 countries with an average score of 466 in the field of reading skills, 39<sup>th</sup> in science with an average score of 468, and 42<sup>nd</sup> in mathematics with an average of 454.

*The 2<sup>nd</sup> Criteria: Continents of Countries*

After determining that the top 10 countries will be selected according to the PISA exam results, including Turkey as a home country, it is thought that the value attached to education by countries may vary from continent to continent for many reasons, and one country was chosen from the European continent (Ireland) and another from the Asian continent (Singapore).

Considering the criteria above, Ireland, Singapore and Turkey were included in the sample of the study. Singapore and Ireland, which were successful in the top 10 in the last PISA exams according to the determined criteria, were chosen as the sample. The school evaluation models have an effect on the success of the countries (Singapore and Ireland) that have been successful in international exams in the context of primary education, which is the first stage of compulsory education. In this context, Turkey, which continues to update the education system continuously and has recently increased its studies in the dimension of school evaluation, is included in the sample of the study.



### 3.3. Data Collection

Although researchers put forward various data collection tools, there are commonly four types of data collection tools used in qualitative research. These are observation, interview, document, and audio-visual materials (Creswell, 2007). As in other qualitative studies, various data collection tools are used in case studies. Yin (2003) mentions six types of data collection tools in his case study. These are:

- Documents
- Archive records
- Meeting
- Direct observation
- Participant observation
- Physical artifacts.

In this research, the data were collected by documents, which is a qualitative data collection technique. According to the purpose of the study, the documents that are a part of the research serve various purposes. Documents have five basic functions: (1) providing data in the context of the sample, (2) suggesting situations that should be asked and observed, (3) providing additional research data, (4) providing tools for monitoring change and development, and (5) validating findings (Bowen, 2009).

Since the study aims to analyze the school evaluation models of Ireland, Singapore, and Turkey in the context of primary education in a comparative way by focusing on the distinctive and common features, the first aim is to investigate how these three countries propose school evaluation models. To achieve this aim, reports, websites, theses, books, and scientific reports available from Web of Science, Google Scholar, The Council of Higher Education (CoHE) National Thesis Center, Proquest, ScienceDirect, SpringerLink, Taylor & Francis databases were used. In addition, as a result of direct correspondence with the relevant units of the Ministries of National Education of the countries and written documents were used. Also, the main policy documents published by the European Union on education in the context of primary education were determined. Documents and reports declared by the European Commission, the Council of Europe, and the European

Parliament on primary education school evaluation policies, some of which were published in the Official Journal of the EU and OECD, were included in the scope of the research.

### **3.4. Credibility and Transferability**

The four types used in assessing the quality of social research are also valid for case studies. These are indicated as follows:

- Construct validity,
- Credibility
- Transferability
- Reliability (Yin, 2003).

To ensure the construct validity, the chain of evidence by Yin (2003) during the data collection was designed in such a way that an outside reader could follow the process from the research questions to the results of the study. While the results obtained from the sample are generalized to the universe in quantitative research, the generalizability of qualitative research findings is often not an expected quality. To ensure the credibility of research, long-term interaction is important, since the research process and results must be clear and consistent (Meriam & Tisdell, 2015). The concepts of credibility and transferability in qualitative research correspond to internal validity in quantitative research. Yin (2003) expressed the tips that can be used in the case study as pattern matching, creating explanations, and talking about opposite explanations. In this study, to ensure credibility, the researcher had a long-term interaction with the data sources and the documents were re-examined as new ones were added in the process. In qualitative research, it is not possible to get the same result when the same research is repeated. Instead, to what extent the obtained results are consistent with the collected data, that is, when the collected data is examined by someone else; inferring that the results make sense indicates the reliability of the study is important (Meriam & Tisdell, 2015). Thus, the research process and data in the research are detailed and clear so that someone else can draw conclusions. Le Compte and Goetz (1982) indicated that the concept of transferability in qualitative research is related to whether the results of the study can be

obtained in the same way in similar environments or whether different researchers can reach the same results from research they will conduct.

Documents analysis allows researchers comprehend and categorize main sources or original ones from people who had experiences with the topic of the issue. Researchers also use formed sources to collect data and evidence to support the views while developing their research. In this regard, this procedure helps to assess the quality and aim of the used documents to identify if the information will be used for the study.

Researchers generally use evidences discovered with the help of document analysis in a process which is called triangulation. This situation happens when researchers look and compare about two or more documents or sources of data in the same category to explore the similarities and differences. Thus, this process has a significant part in creating credibility. In this study, multiple sources of data on primary school evaluation in Ireland, Singapore and Turkey were used in order to identify the similarities and differences among the cases. The first step in the data generation was to establish the primary collection or the selected body of documents for analysis with which to work. The primary school evaluation in Ireland, Singapore and Turkey was the subject of a multitude of public reports (government, private, and NGOs); dissertations, academic publications, and feature articles; news reports, blogs, and social media postings, identified through simple web and catalog searches. The supervisors of schools have also provided unpublished reports and documents that would have formed through the unusual channels. Shifting through the sheer volume of documents, particularly policy documents was a difficulty that absorbed substantial effort, energy and time. The initial document review was therefore particularly important in sifting the results to achieve a more manageable size and higher quality collection. Finally, these documents provided a significant and diverse source of data to inform a better comprehension of the cases, and choosing an analytic approach needed a method that enabling the researchers to identify the shades of meaning and offer more vital insights into research topic.

### **3.5. Data Analysis**

In qualitative data analysis, different data analysis processes are followed according to the research design. Document analysis (Yıldırım & Şimşek, 2008), which is also defined as the examination of written materials containing information about the facts that are aimed to be researched, is a method often used in such qualitative studies. In this study, documents were used as a data collection tool, but in the analysis process, the techniques suggested by Yin (2003) to be used specifically for the case study were taken into account. Yin (2003) states that analysis in case studies is a particularly difficult process because strategies and techniques are not well defined; proposes five analysis techniques for single and multiple case studies (Yin, 2003). In this study, in which more than two cases were compared, the analysis technique known as Yin's (2013) cross-case synthesis was used, in this direction, the data collected about all the cases in the research were presented in Word tables according to the common framework determined in line with the research questions, and based on these tables, the similarities and differences between the cases were determined. New tables have been prepared. Then, the information in the tables was discussed and interpreted in light of the information obtained from the literature.

## CHAPTER IV FINDINGS

Based on the Yin's cross-case analysis, the following themes were emerged during the data analysis process:

### 4.1. Evaluating the Selected Countries' School Evaluation Models in Primary Education

In line with the first research question, the school evaluation models used by the selected countries (Ireland, Singapore, and Turkey) were determined and the findings related to the details forming the content of the model were presented by interpreting. Findings are given in the sub-headings created for each sub-purpose, respectively. In this regard, the school evaluation models of countries are shown in Table 2.

Table 2  
Primary school evaluation models of the selected countries

	School Self-evaluation	External Evaluation	Whole-School Evaluation
<b>Ireland</b>	✓	✓	✓
<b>Singapore</b>	✓	✓	
<b>Turkey</b>	✓	✓	

As seen in Table 2, primary schools in Ireland implement whole-school evaluation (WSE), in which both self-evaluation and external evaluation are carried out. Meanwhile, external evaluators focus on areas such as school management and leadership, teaching-learning and measurement quality, school planning, and self-evaluation. Singapore primary schools use self-evaluations with the help of the School Excellence Model (SEM). SEM includes nine standards for the performance of schools. After these evaluations, schools are able to prepare improvement plans according to the results. In addition to the self-evaluations, schools have external evaluations every five years which give feedback about schools and help to improve schools. In Turkey, there are compulsory school self-evaluation practices at the primary education level and external evaluation practices carried out by inspectors every 3 years.

#### **4.1.1. The Primary School Evaluation Model of Ireland**

To ensure accountability in primary schools of Ireland, WSE attempts to integrate school self-evaluation and external evaluation (McNamara & O'Hara, 2012). WSE can be defined as an evaluation mechanism that complements continuous improvement in schools (Mathews, 2010). In WSE model, the works of the school is considered as a whole, and it aims to cooperate with inspectors by checking and taking into account the schools' self-evaluation and development efforts. During WSE, the quality of teaching, learning, and assessment, the quality of school management and leadership, and the school's own planning and self-evaluations are taken into account (DoE, 2021). Sometimes the inspection has a topic but sometimes it focuses on a number of courses. Thus, external evaluators can make suggestions to support school improvement.

In whole school evaluation model, evaluation is conducted and reported under the following headings or research areas:

- Leadership and management quality
- Quality of school planning and school self-evaluation
- Quality of teaching, learning, and student achievement
- Quality of support for students (DoE, 2021).

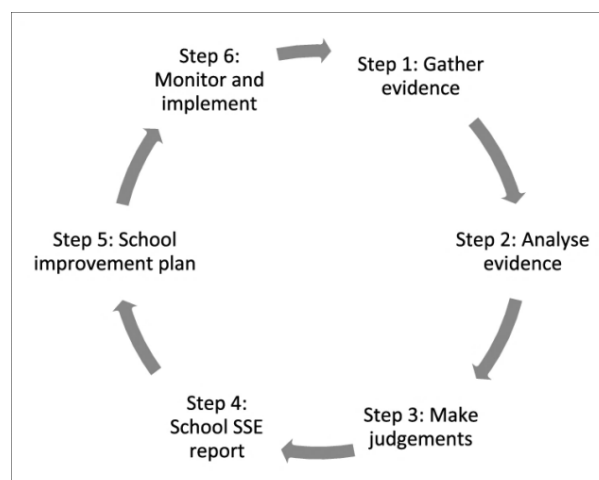
While each of these areas is evaluated, the external evaluator, also evaluates how successful and effective the relevant recommendations made in the school's previous reports and visits have been in practice.

Schools are required to conduct school self-evaluation within the scope of whole school evaluation which significantly helps to improve quality. School self-evaluation is important for schools because it is based on the philosophy that each individual is a natural learner. As development and change come from within, people are committed to the things they create, and the feedback in schools is important for individual learning and

organizational development (MacBeath, 1999). Whole school evaluation is a process carried out in primary schools to evaluate and monitor the effectiveness and quality of the education service delivered with data and evidence from self-evaluation. In this respect, self-evaluation includes a collaborative, inclusive, and reflective internal evaluation process. This process is carried out under the management of the school board, based on the cooperation of the school principal, vice-principal, teachers, students, and parents. Self-evaluation is making a judgment about improvements in students' learning based on evidence. For this reason, there are some question can be used in self-evaluation process:

- How well do we carry out educational activities?
- How do we know this, what are our strong areas, what are our areas of development, and how can we improve our school? (DoE, 2016).

In Ireland, self-evaluation is formally administered by DoE, and the school self-evaluation process has been set to focus on teaching-learning in all schools nationwide. There is also a leadership and management standard area within the framework of quality (DoE, 2016). In other words, the content of school self-evaluation consists of teaching-learning areas. In this context, a six-stage model has been developed by the DoE to assist schools in the self-evaluation process (DoE, 2016). This model is shown in Figure 6.



*\*This figure is adapted from DoE (2016).*

Figure 6. Irish six-step school self-evaluation process

As seen in Figure 6, the school self-evaluation model applied in Ireland consists of six stages. According to this model, self-assessment begins with determining what to focus on in school and continues with evidence collection, analysis, evaluation, and improvement plan.

As being a complementary to self-evaluation, Irish primary schools also conduct external evaluations. External evaluations that facilitate improvement and change in schools also help provide an outside perspective on the work of the school (DoE, 2016). During external evaluations, authorities take notes during the evaluation and to prepare published reports. The main purpose of this report is to assess the current situation of the schools (DOE, 2021). The reports provide judgments about the quality of a school, look at the areas that work well, and help to identify the school's strengths and priorities for improvement. In this regard, these reports assist to inform and accompany schools' self-evaluation. The suggestion in the reports is significant, as striving to continually improve schools development. While WSE focuses on the quality of teaching, learning, and student achievement, they may also focus on the quality of support for students, the quality of action planning for school improvement, and the quality of leadership and management, depending on the focus of the assessment at times.

Rarely, self-evaluations or external evaluations in the context of the WSE may have any or all of the following purposes:

- Evaluate the implementation of guidelines, circulars, legislations, and other instructions by the Minister.
- Gather information on indicators to identify schools.
- Monitor a school's progress in implementing previous recommendations of earlier inspections.
- Gather information about the functioning and effectiveness of schools or other aims including providing information to other parts of the Department (DoE, 2016).

Evaluations support collaborative professional engagement between teachers and external evaluators. During the evaluation, the inspector evaluates the quality of service provided, approves the work of teachers and students, and directly observes teaching and



learning at the classroom level. The external evaluator’s feedback should contribute to self-assessment and progress outcomes for students. In the case of a school administered by the vocational education committee, the report is brought to the attention of the chief official of the official education committee. After receiving the evaluation report, the chairman of the board of directors or someone authorized by him is recommended to discuss the findings and recommendations. The board of directors is requested to deliver the report to all personnel, including those who left the school between the evaluation stage and the publication of the report. Members of the school community should take note of their attention to the report and the strengths identified in the report and the areas for improvement recommended. Afterward, it should be a resource for the school development plan process and should ensure that all members of the school community focus on this issue. Although the way of inspecting the school during WSE may differ from time to time, the criteria do not change. At the end of these evaluations, the inspectors make verbal notifications to the school authorities and WSE reports can be found on the official internet page of the Ireland’s Department of Education (DoE, 2021). In the WSE, evaluations are made under the headings below and these evaluations are reported:

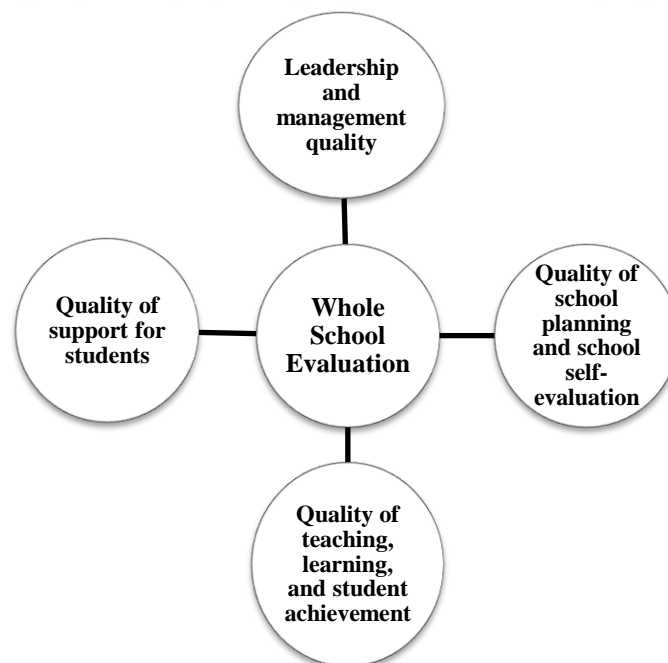


Figure 7. Whole School Evaluation Research Areas

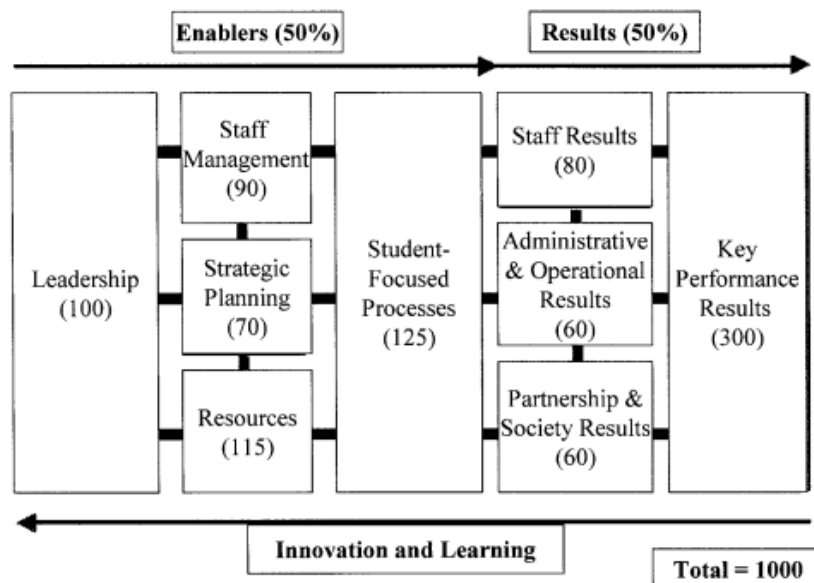
In the “Quality of Leadership and Management” part, the WSE team examines the roles and composition of the principal and board, functioning, and involvement in the development of policies and procedures. Studies supporting school development and improvement are also examined. The school’s physical resources and facilities are also subject to scrutiny to support teaching and learning at school, student management, and parent-community relationship management. In addition, the school’s in-school management is evaluated, including the role of the principal, vice-principal, and management team as those directing the educational activities in the school. At “Quality of School Planning and School Self-Evaluation” stage, aspects of the school plan related to assessment are reviewed. It examines the effectiveness of school self-evaluation practices and how well they are used to improve outcomes on participation for students, teaching, leadership, and management. At the point of “Quality of Teaching, Learning, and Pupil Achievement”, the preparation of the teachers for the lessons, the effectiveness of the teaching approaches used, the classroom atmosphere, and the approaches to the students during the lesson are taken as the basis. As the “quality of support for pupils” stage follows students’ progress in assessment practices in learning activities. In this context, these regulations are also examined as teachers are expected to keep records and prepare reports on student achievement. In this way, it is also evaluated at what level students’ knowledge, skills, and attitudes have developed and to what extent they contribute to their learning. Managing students’ well-being at school is assessed. The support the school provides for students with special education needs or for disadvantaged students is examined. In this regard, both being included in the class and providing individual supports are evaluated. In addition, activities carried out for cooperation between school-home-society are also taken into account.

#### **4.1.2. The School Evaluation Model of Singapore in Primary Education**

School evaluation in Singapore has been made since the 1980s. School evaluations are defined as a process that reveals the effectiveness of schools and explains areas of improvement. In this process, the focus is on school organisations, curricula, additional activities to the curriculum, and the well-being of students (MoE, 2020). Since the 2000s, the “Thinking Schools, Learning Nation (TSLN)” policy has been implemented in Singapore within the scope of Ability Driven Education. In this direction, a new model has

been adopted, which aims to raise individuals who think creatively and realize lifelong learning (Tan, 2005) and integrates education programs with technology (Saravanan, 2005). In addition, the “School Excellence Model (SEM)” was launched, and the schools started to make their own self-evaluations. With autonomous schools and the introduction of the SEM, school evaluation practices have changed (Ng & Chan, 2008). With these alterations, self-evaluation practices had been common in Singapore primary schools.

While the purpose of the SEM is to determine and measure the strengths and improvement aspects of schools, it focuses the importance of self-evaluation as the primary mechanism for guiding school improvement (Ng & Tan, 2010). Schools are allowed to make comparisons with similar schools (Ng & Chan, 2008). The school excellence model has core values which are the importance of a purposeful school leadership, putting students first, student-centered process, and seeing teachers as a key to quality education. The school excellence model has nine quality criteria grouped under two categories (Wee, 1998). Applications category includes leadership, personnel management, strategic planning, resources, and student-centered process components, focusing on how schools achieve results. The resulting category focuses on what schools have achieved and includes staff results, managerial and operational results, partnership and community results, and key performance (Ng, 2003). The categories and quality criteria used in the school excellence model are shown in Figure 8.



*\*This figure is adapted from Ng (2003)*

Figure 8. The School Excellence Model (SEM)

This SEM model is improved for schools but it is adapted from different kinds of quality models (i.e. European Foundation of Quality Management (EFQM), the Singapore Quality Award (SQA) model). Excellent schools are not characterized as schools with academic achievements, but as schools that can provide quality and holistic education (Ng & Chan, 2008). SEM believes that a good school does not produce good results for once. There are two categories under SEM – ‘Enablers and ‘Results’. The category of “enablers” includes components such as cultural, process, and resource, while how results are achieved deals with the stages. The ‘Results’ category relates to what the school has achieved. SEM includes nine criteria used to evaluate schools (Ministry of Education, 2000):

- Leadership: How school leadership focuses on student learning and excellence, and the school’s responsibilities to society.
- Strategic Planning: Develops, implements, and monitors action plans containing strategic directions for the school.
- Staff Management: Focuses on how to improve the potential of all staff with the aim of creating an excellent school.
- Resources: Deals with making efforts to support processes such as how the school uses internal and external resources.
- Student-Oriented Processes: Prioritizes all stages of the school’s education-teaching processes and studies aimed at increasing student welfare in order to provide holistic education.
- Administrative and Operational Results: Situations achieved by the school. •Staff Outcomes: Staff’s relationship to what the school has accomplished.
- Partnership and Community Outcomes: Refers to what the school has achieved or has the potential to achieve with its holistic education approach.

Within the framework of this model, the duties and authorities of school principals were drawn in general terms. That is, school principals are given more autonomy so that they can be more flexible and better responsive to student needs. In this system, school principals can see themselves as the CEOs of the schools they manage. In this process, improvements have been made to increase the quality of education (Ng, 2003). In this context, each school has the authority to decide on its own management and evaluation issues. Another important point is that the evaluation process is open in requiring evidence to justify a particular score. Evaluators are not allowed to score points based on their instincts or feelings. Thus, even if a school is considered to perform well against a certain criterion, the model allows no score for tentative performance if there is no evidence of this. Moreover, in order for a score to be evaluated well, a school must have a certificate of continuous improvement as well as clear evidence of a criterion. Schools can also use SEM as a holistic developmental and management framework. Rather than measuring how well the school is performing, SEM creates a framework for schools to actively engage in capacity building. It helps the school identify strong points in the school for improvement and innovation.

The primary schools are clustered according to the districts they are located in, and each cluster is headed by a district administrator. Branch administrators in each region, on the other hand, are responsible for the effective management of schools and school development, ensuring that the schools within their branches interact with each other and supervise this situation (Lim, 2006). The problems that arise in the education regions and the solution proposals are reported to the center through the school principals. However, school administrators rotate every five years (Jensen et al., 2012). In addition to the self-evaluation of schools, school principals who start working are evaluated through a 360-degree feedback program after serving as a school principal for one year. School principals who have served for three years are also evaluated by participating in the feedback program at the end of the third year (Lim, 2006). Moreover, school principals have functional decision-making authority in their schools (Tan & Dimmock, 2014).

An independent external team formed by the Ministry of Education checks and verifies the self-assessment results on average every five years. The evaluation process requires clear evidence to justify a particular score. Without evidence, SEM does not allow

a score beyond that for performance where overall performance is poor (Ng, 2003). In Singapore, the underlying theory in SEM suggests that through self-assessment and external validation, schools will provide knowledge to learn and innovate. Theoretically, the model has a feedback loop; thus the results of the evaluation process in the ‘Results’ category lead to learning and innovation in the ‘Enablers’ category (Ng & Tan, 2010).

There is a “Masterplan Award” for schools affiliated with SEM. There are three reward levels. The first level includes the Achievement Awards, which are given to schools each year for their achievements in the current year. The second level includes the “Best Practices Award (BPA)”, which recognizes schools that score well in the ‘Enablers’ category, and the ‘Sustainable Achievement Award (SAA)’, which recognizes schools that consistently score well in the ‘Results’ category. At the top of the awards is the “School Excellence Award (SEA),” which recognizes schools for excellence in educational processes and outcomes. To qualify for these awards, schools may require additional external validation beyond the mandatory five-year external validity test (Tee, 2003).

#### **4.1.3. The School Evaluation Model of Turkey in Primary Education**

The Turkish education system highlights centralism (Akbaba-Altun, 2021). In this context, the necessity of a simpler and more dynamic new structure has been emphasized for years (Kurum, 2019). The management, financing, and supervision of all public schools at the primary education level are carried out with a centralized approach. The MoNE is responsible for the execution, supervision, and control of educational services. It undertakes not only the supervision of education services but also the tasks of evaluation and improvement. The Ministry fulfills this monitoring and evaluation task through school principals at the school level (internal evaluation), and thorough inspection and R&D system at local and national levels (external evaluation). In this context, external evaluation is carried out through primary education inspectors at the local level and Ministry Inspectors at the central level. After 2010, a very rapid and unclear transformation process began in the education supervision system in Turkey compared to previous years. The MoNE has applied various transformational practices to make the educational activities carried out by schools more effective and efficient. In 2010, the titles of inspectors working in were changed from primary education inspector to education inspector. In 2011, with

the Decree No. 652, Ministry of National Education inspectors were transformed into “national education inspectors”, primary education inspectors “provincial education inspectors” and Inspection Board Presidency was transformed into Guidance and Supervision Department. Then the primary education institutions standards which are thought to contribute to both the education process and the school administration were developed. For the implementation of primary education institutions standards, 26 provinces were randomly selected considering the geographical distribution and a total of 100 primary schools were taken as pilots from these selected provinces. In addition to the primary schools, the district and provincial national education directorates and primary education inspectors’ directorates were included in the scope of the pilot application.

The primary education institutions standards is a study conducted to determine the current situation of schools, to reveal the difference with the situation that should be, and to create a resource for the development activities needed to achieve the targeted qualifications of the schools. In this context, to make the educational activities given by the schools more effective and efficient and to activate a management approach based on this and a self-evaluation mechanism is aimed. The primary education institutions standards are also a tool for the self-evaluation process (MoNE, 2010). It provides a basis for the development of education, management, and support practices of primary education institutions, beyond local and provincial differences, in terms of goals and outcomes (MoNE, 2010). It is significant to use self-evaluation as a control tool in this system and to include all stakeholders affected by the education service provided by the school. With the changes in the following few years, the job title of inspectors will have changed four times in total (Gönülaçar, 2018). The second is the transformation of the Presidency of the Inspection Board into the Guidance and Audit Presidency. Especially the latter could be seen as a symbolic representation of the effort to transform the educational supervision process from a control-oriented inspection approach to guidance and development-oriented supervision approach. Moreover, discussions in the literature (Glanz & Zepeda, 2016) constantly underlined the necessity for the process to evolve in this way. However, returning on behalf of the Board of Inspectors in the following years nullified this well-intentioned comment. The changes in the titles of the inspectors were criticized by the researchers (Aslanargun & Göksoy, 2013) that they made formal arrangements rather than philosophical and structural changes.

In 2014, “Regulation of Ministry of National Education Guidance and Supervision Directorate and Education Inspectors Directorates” was published (Official Gazette, 2014). With the regulation, it was decided that there should be Guidance and Supervision Presidency, and education inspectorships in the provinces, and it was arranged that the guidance, inspection, research, examination, and investigations of the institutions in the provinces would be carried out by the Education Inspectors Departments. The most striking point in the regulation is that the articles related to the supervision of teachers’ courses in the old legislation are not included in this regulation. Thus, the practice of course inspections made by the inspectors was actually abolished, even though it was not directly stated.

The supervision of teachers’ lessons has already been left to the school principals, who are entering the teachers’ classes within the scope of the legislation. In the regulation, the term “supervisor” has been replaced by the education inspector this time, and education inspectors can only conduct compulsory inspections in case of complaints. Regardless of the quality and competence of supervision, leaving the course supervision to the school principals is not considered right by the education inspectors, teachers, and principals themselves (Kurum, 2019). Although lesson inspections were rarely made with this application, the lesson inspections were also found ineffective by the teachers (Yeşil & Kış, 2015; Tonbul & Baysülen, 2017). However, this situation can be expressed as a transition towards self-evaluation in the MoNE central audit organization. In 2016, With Law No. 6764, 750 of the Education Inspectors working under the Provincial Directorate of National Education started to work as the Ministry’s Education Inspector under the Board of Inspection. In this context, the supervision structure, which was combined with the restructuring in 2014, was separated again with the change in 2016. With this law, the Guidance and Audit Presidency in the central organization was replaced by the Presidency of the Inspection Board. Within the scope of the law, it was decided to provide inspection and inspection services to the whole of Turkey with inspectors consisting of a core staff of 500 people in the central organization. Thus, the understanding of local control has left its place in the understanding of central control. It is aimed to reduce the risks of local effects. Inspectors remaining in the provinces continued to carry out examinations, research and guidance activities, and other duties assigned by the provincial directors (MoNE, 2016). This centralized control approach, which emerged in the last situation, evokes a regression



in the context of the centralization principle of the classical management approach, rather than an improvement in the control system. In 2018, some legislation was published within the scope of the Presidential government system. Among these, the duty of on-the-job training, which was abolished with the regulations in 2014 with Article 320 of the Presidential Decree on the Presidency Organization, has been reintroduced into the legislation. As of December 3, 2021, with the Presidential Decree published in the Official Gazette, the titles of Education Inspector and Deputy Education Inspector were canceled and the regulation in 2011 was returned. According to the regulation, those who are in the positions of Ministry Chief Inspector of Education and Ministry Inspector of Education in the Ministry of National Education will be deemed to have been appointed to the positions of Chief Inspector and Inspector. Thus, the return to the first regulation in 2011, exactly 10 years later, has been a good example that shows the issue in education supervision cannot be solved by changing the title, signboard, and the number of staff instead of reforming by going to the root of the issue. According to the regulation published in the Official Gazette on March 1, 2022, the Ministry of National Education made a very critical change. According to the announcement, the inspection has returned to teachers. There were very important points in this legislation. The duties and actions of the new inspectors, who were named as education inspectors in the past months, were included in this legislation. Among the changes, the most important one was the inspection of the teachers. Primary education inspectors had the authority to inspect in the provincial organization under the name of education inspector.

The first highlights of this change are listed below:

- As it was years ago, the inspectorship system in the Ministry of National Education was reorganized in two ways: central and provincial.
- The system of primary education inspectors, which was carried out by primary education inspectors in provincial organizations for years and was rendered idle or unauthorized in recent years, came back this time under the name of education inspectors. One difference is that while they were inspecting only primary education institutions during the period of primary education inspectorate, now they will inspect all institutions and dormitories.

- Private institutions will be inspected once a year, and public education institutions will be inspected every 3 years.
- Existing inspectors (former primary education inspectors, later named education inspector, education supervisor, education inspector) will work in the provinces (provinces).
- Since the existing inspectors will not be enough and there are not enough inspectors from every field for field (teaching field) inspection, new recruitment will be made in line with certain conditions.

This latest change is the clearest indication that the Ministry of National Education has established a system to activate the quality assurance system in schools. After the transition from central planning to school-based planning in teachers' professional development training, an inspection system has now been established to activate the quality assurance system in schools.

The MoNE has recently focused on schools to strengthen the climate of schools, education and support for students, teachers, school administrators and parents. However, the monitoring and evaluation were also included in the functions of evaluation in the new system. To fulfill these functions, "Education Inspectors' Presidency" is created in each city, and the principals of education inspectors will organize a meeting at least once a year under the the head of the inspection board. These meetings will allow seeing the differences in the application of the quality assurance system between the cities, and a suitable and interrelated structure will be created with the processes and findings in evaluation and guidance activities.

The new Quality Assurance System will prepare schools for their own self-evaluation reports. Schools will clearly reveal their targets in education indicators in the report and will do the necessary work to reach the targets. According to the self-evaluation reports, each school will be inspected at least once every 3 years and guidance support will be provided. The implementation of the curriculum in schools and student achievements will also be within the scope of supervision. However, it will not be waited for 3 years for the audit. By making a preliminary evaluation of the self-evaluation reports, some schools

will be audited every year, depending on the urgency. The self-evaluation documents of schools will be the data of the aims that each city will put based on educational indicators. Additionally, monitoring and evaluation studies will be done throughout the cities, and the education inspectors will carry out their studies for the cities and support will be given by the MoNE so that the provinces can success their targets. Considering the changes over the years and the current structure to understand the school evaluation model in the Turkish education system, it is possible to say that both self-evaluation and external evaluation are used in the context of primary education in Turkey. While the developed quality system covers external evaluation practices, the fact that schools create self-evaluation reports also constitutes an example of self-evaluation.

#### 4.2. Comparing the Structures, Objectives and Stakeholders of School Evaluation Models in Primary Education in Selected Countries

Regarding the second research question, related findings are shown in Table 3. Then, the primary school evaluation models of Ireland, Singapore and Turkey were compared in these aspects and explained in detail.

Table 3

A comparison of the structures, objectives and stakeholders of school evaluation models in primary education in selected countries

	<i>The structure</i>	<i>Objective</i>	<i>Stakeholders</i>
<i>Ireland</i>	Centralized	To conduct own evaluations transparently and accurately and for inspectors to visit these schools to evaluate the school's own self-evaluation	School administrators Students Teachers Parents Experts Businesses
<i>Singapore</i>	Centralized-decentralization	To enable schools to objectively define and evaluate their strengths and areas of improvement	School administrators Students Teachers Parents Ministry officers

<i>Turkey</i>	Centralized	To enable effective guidance to primary schools and teachers by evaluating regular intervals	School administrators Students Teachers Parents Parent-teacher association Primary education inspectors
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#### **4.2.1. The Structures of Primary School Evaluation in Ireland, Singapore and Turkey**

Since the central government has great powers in the Irish education system, it is easy to understand the structure of primary school evaluation is centralized. School self-evaluations are carried out by schools, while external evaluations are carried out by inspectors affiliated with the Department of Education. Despite the centralized nature of this system, most of the decisions are made locally, in other words, at the school level. The performances of the primary school principals, who are at the head of the school evaluation, are also evaluated through the units or inspectors they are affiliated with. Performance evaluations of primary school principals are made through routine school inspections conducted every five or six years. There are courses on professional development in school management and administration for school principals.

The structure of the primary school evaluation model of the Singapore education system highlights centralized-decentralization. The Singapore government has decentralized its power, shifting from the direct interventionist control model to a more remote control model (Mok, 2003; Bjork, 2007; Huang, Tang, He, We & Li 2019). Power has been decentralized and a more remote control model has been replaced by a direct intrusive control model. In other words, each school has the authority to decide on its own management and supervision issues. Thus, the decision-making process has been brought closer to schools, teachers, and students. Decentralized management helps schools design programs and activities tailored to their needs. In this way, it can enable the local culture, local business, and local community to be strengthened as a whole. In such structures, it is hoped that establishing a more flexible and locally oriented school will have positive

effects on students' learning motivation and learning outcomes, giving them a sense of belonging and purpose in the local community. It can also provide a platform for diversity and innovation in the school system. As autonomy increases, school leaders and teachers are likely to also tend to make changes in the school to better serve their students. The Ministry of Education realized that only one size does not fit all (MoE, 2000). Therefore, it was decided to give more decentralization in the form of autonomy at the school level and to make schools more flexible and responsive to their own needs. Principals are encouraged to autonomously run their schools as companies, with their own feedback and innovative plans specific to their school's needs (Sharpe & Gopinathan, 2002). The center is responsible for meeting general curriculum needs and providing professional development to staff. Senior ministry officials regularly explain expense policies to schools and collect feedback from school staff to stay in touch with schools. Schools are also in clusters to create greater cooperation and effective resource use between schools. Each cluster is the responsibility of an inspector who has a clean record as a school principal. Bringing decision-making to the cluster level allowed resources and expertise to be utilized for the needs of schools in clusters and to be more responsive to the needs of individual schools. Principals and teachers in the clusters report being rich and benefiting from shared experiences thanks to the high level of cooperation between schools. This has enhanced the ability of schools to meet the needs of their students. The purpose of school clusters and handover is not just to achieve administrative excellence, and it is a way of giving schools the ability to be more innovative and creative in delivering education to their students. The main motivation for the fight against centralization is not to promote democracy per se, but to increase the efficiency and effectiveness of the administration. It can also translate into a greater democracy within a school itself. Under the decentralization paradigm, it is teachers and students who have more authority, not the school administrator, to make decisions about school management. In a school, it is the main principal's responsibility to decide on the preferred management style. Thus, while distributed leadership and student voice are widely discussed and encouraged in Singapore education system, vital school decisions are often made at the school management (Tan & Ng, 2007). There is a need to allow more autonomy in schools (including the right to appoint staff, the right to prepare school curricula and choose textbooks) while complying with national education policies such as bilingualism and joint examinations.

All the authorities regarding education in Turkey belong to the Ministry of Education (Memduhoğlu, 2012). Thus, in Turkey's primary schools, there is a centralized structure. The understanding of central planning, down to the smallest detail, of all the activities that are frequently encountered in the centralized management approach, makes itself felt in the field of primary school evaluation as well. Inspection boards were established by the MoNE to carry out external evaluations and primary education inspectors who are responsible for external evaluation are authorized from the center (MoNE, 2021). The Inspection System of the MoNE consists of units called "Ministry of National Education Inspection Board" and "Ministry of National Education Primary Education Inspectors Board" as specified in Law No. 3797 on the Organization and Duties of the Ministry of National Education. Along with the new regulations, a regulation covering the heads of education inspectors, vice-presidents of education inspectors, education inspectors and assistant education inspectors, and other personnel in charge of education inspectors was published in the Official Gazette by the Ministry of National Education on March 1, 2022.

The purpose of this regulation is to set:

- a) duties, authorities and responsibilities, working procedures and principles,
- b) qualifications, competition and proficiency exams, training, appointments, relocations, duties, powers and responsibilities of education inspectors and assistant education inspectors,
- c) working procedures and principles and other issues of the personnel working in the office of the education inspectors.

#### **4.2.2. The Objectives of Primary School Evaluation in Ireland, Singapore and Turkey**

Hislop (2012) expressed that the purpose of primary school evaluation in Ireland is that schools make their own assessments transparently and accurately. This is not an indication of plans for interventionist and professionally humiliating interventions in schools and unions sometimes insist on not cooperating with inspection and SSE.

Considering this situation, it is also significant that it is used as a weapon in other possible conflicts rather than resistance against the newly established regime (McNamara, O'Hara, Brown & Quinn, 2020). There are guidelines, recommendations on how self-evaluation can be carried out, and a range of research tools that can be used to gather evidence about the school's work to enable performance to be evaluated against the standards set by the the Irish Ministry of Education (MoE). These tools, guidelines, all reports of each school's evaluation are fully transparently available on the MoE official website (See. <https://www.gov.ie/en/>). These tools are part of school evaluation which includes a formal process of seeking parent and student views, and a timeline for the first phase of data collection has been set by the Ministry.

In order to serve the Ireland's school evaluation objective, there are sequential standardized tests at school entrance in primary schools. There are also online tools that schools can use to analyze their performance, both within the school and in comparison with national norms. These include plans for the evaluation of teachers' classroom performance by school principals and other school staff. The main purpose of the school evaluation board is to set specific improvement targets that can be followed through external evaluation. These goals include goals for improving student performance, particularly in relation to various literacy skills and numeracy. In addition, the board pays more attention to schools that do not meet the performance criteria, thus aiming to improve certain schools (Nayir & McNamara, 2014).

The general aim of Singapore's education system is to bring out the best in every child. In this regard, Singapore school evaluation aims to enable schools to objectively define and evaluate their strengths and areas of improvement. For this purpose, the Singapore education system uses a school-based evaluation, which is an integral part of the teaching and learning process. During this process, feedback is provided on students' learning (Goodwin & Low, 2021). A prosperous school-based evaluation will improve learning and teaching, which in turn will enable students to thrive and succeed. The school-based evaluation provides the basis for a student's progress from one level to the next within the school, while also allowing transparent monitoring of progress. This, in turn, helps determine what needs to be to ensure students reach their maximum potential. All

evaluation tools used in this process are valid and reliable so that decisions are always in the best interest of the students (Lee & Ho, 2022).

Finally, the purpose of school evaluation in Turkey is to enable effective guidance to primary schools and teachers by evaluating at regular intervals. Although steps have been taken to introduce a school evaluation system in Turkey since 2019, there is not yet a school evaluation system as in Ireland and Singapore. The head of the Inspection Board that undertakes the school evaluation in Turkey with an understanding that emphasizes the preventive, educational, and guidance approach regarding the activities and transactions of the Presidency of the Inspection Board. The school evaluation is under the supervision of the Ministry, and ministry education inspectors undertake audit, examination, and investigation works and processes within the framework of the duties and authorities of the Ministry. Education inspectors provide guidance to provincial administrators in order to avoid local influences and to use public resources effectively and efficiently. With the state control mechanism, it is requested that all institutions are inspected at regular intervals and that it provides an opportunity to provide effective guidance to schools and teachers (MoNE, 2022). In this context, the purpose of the school evaluation system in Turkey is different from Ireland and Singapore. As can be understood from the school evaluation purposes of the other two countries (Ireland and Singapore), it is understood from the websites and policy reports of the Ministries of Education that they carry out these processes quite transparently.

#### **4.2.3. The Stakeholders of Primary School Evaluation in Ireland, Singapore and Turkey**

In the primary school evaluation processes of these countries, some stakeholders that are the same as each other have been identified. Stakeholders identified to be the same included in school evaluation applications are school administrators, students, teachers, and parents. The Education Act (1998) established the basis of the school evaluation structure in the Irish education system. This law determined the functions and responsibilities of all stakeholders in the education system and expected the establishment of a Board of Management for all schools. The Board of Management makes it possible for all parties related to the school, as well as the school principal, to participate in the school



administration. The members of the Board of Management are determined in a way reflecting the democratic management approach in the school. School principals, teacher representatives, parent representatives, and education-related civil society representatives are the main members of the School Board. This structure draws attention to family and student rights and allows all internal and external elements of the school to have a say in school board (Balidede, 2012).

Students, parents, inspectors, employers, policymakers, and others are involved as stakeholders in the evaluation of education (Mitchell et al., 1997). However, the Irish Education Act (1998) uses the term ‘partnership’ when talking about stakeholders in education and not stakeholders. The Education Act mentions many stakeholders, such as school patrons, principals, and teachers (Guildea, 2021). Evaluation in primary education levels is shaped around “patrons, a board of management and school principals”. At the primary level, the patron assumes responsibility for matters relating to the school’s property, philosophy, and culture. The school principal is responsible for the day-to-day running of the school, while the Board of Management has a say in matters relating to finances, employment, and regulatory compliance. In primary schools, school principals have a central role responsible for leadership (Drea & O’Brien, 2001). While some primary school principals predominantly have administrative duties, there are a significant number of principals with teaching duties. The significant workload of school principals was recognized in 2003 with the school management regulations for primary schools that identified the necessity to convey leadership, management, and administrative duties among stakeholders (DES Circular 4/1998) (Darmody & Smyth, 2016).

School Board members are primarily responsible to the patron and must act in accordance with the regulations issued by the ministry. Members serve on the Board on a voluntary basis. The role of the Board of Management is set in Section 4 of the Irish Education Act (1998). The Board of Management has to act in accordance with the education policies set by the Minister of National Education, and they appoint the school principal and provide teachers and other personnel to the school. The school patron is informed about the decisions and offers, and the patron is consulted when necessary. With the approval of the patron, the school policy regarding enrollment admission, suspension, and dismissal is announced to the public (Guildea, 2021). In overview, the Board of

Management is more authoritative than the school principal in the evaluation of the school and is a management structure above the school principal.

The person responsible for the educational evaluation processes in the Singaporean education system is the Minister of National Education. In line with the national policy of the TSLN, schools in Singapore are expected to transform themselves into excellent schools. To support this change, the way schools are evaluated has been changed since 2000. Because of this change, schools can self-regulate using the School Excellence Model (SEM). SEM's criteria and questions about the functioning, on the other hand, actually constitute the aims and duties of school principals. School principals are also encouraged to think of themselves as the CEOs of their schools. Thus, school principals are encouraged to manage their staff and school systems and to achieve desired educational outcomes. Within the framework of this model, the duties and authorities of school principals have been outlined in general terms. Schools are given more autonomy so that students can be more flexible and sensitive to meeting student needs. This situation encourages students to have a self-directed learning curiosity that will remain vigorous throughout both their professional and personal lives. The stable nature of the education planning process, structured to realize Singapore's vision of becoming the most outstanding country in the Asian continent, has had a significant impact on education reforms (Levent & Yazıcı, 2014). In the evaluation process, for each criterion the higher the score, the better the evaluator performs. An important point to note is that the evaluation process is open to requiring evidence to justify a particular score. Evaluators are not allowed to score points based on their instincts or feelings. Thus, even if a school is considered to perform well against a certain criterion, the model does not allow for any score for tentative performance if there is no evidence of this. The idea of promoting 'partnership' between the school as the home of education and learning and those interested in the educational success of children and youth, such as parents, teachers, alumni, and the business sector, is prevalent in the Singapore education system. Within the Singapore school evaluation model, partnership practices are an essential element of school evaluation (Hung, Huang & Tan, 2020). Stakeholder engagement in the evaluation of primary schools is a formal component of the school quality system in which schools are evaluated, known as SEM (Ng, 2003). In the SEM, a category called "Partnership and Community Outcomes" measures what the

school has achieved in relation to its stakeholders and society at large, making up 6% of the overall score (Khong & Ng, 2005).

School evaluation in Turkey is carried out by the Ministry of National Education. In this context, the most influential stakeholder in the school evaluation is the Minister of National Education of the Republic of Turkey. Afterward, stakeholders such as the Board of Inspectors, regional education and assistant inspectors, heads of departments in the Inspection Board come first. After the Ministry, there are Provincial Directorates of National Education in the provinces and District Directorates of National Education in the districts for evaluating schools in Turkey. District National Education Directorates are responsible to the Provincial Directorates of National Education to which they are affiliated in terms of their duties and services. If we look at the stakeholders within the school, the school principal is responsible for the management, evaluation, and development of the school in line with its objectives. In-school and out-of-school stakeholder participation is encouraged in education and management activities. In-school participation includes the participation of teachers, students, and school staff in decision processes. Out-of-school participation primarily focuses on the participation of families in school within the scope of school-family cooperation. In primary education, principals benefit from the teachers' board in their functioning and management activities. Additionally, the Parent-Teacher Association allows parents to have a say in school evaluation, and Student Councils and Honor Boards allow students to contribute to the administration.

#### **4.3. Analyzing the Common Aspects of the School Evaluation Models in Primary Education in Selected Countries**

The primary school evaluation systems of Ireland, Singapore, and Turkey show some similar characteristics. The first thing that stands out among these is that the education systems of Turkey and Ireland are similar due to their centralized administrative structure. When the school evaluation models of the countries are examined, Turkey's model has a national character and there is only one structure related to the education system. In Ireland, there is a structure similar to the one in Turkey as the government. Singapore has decentralization, thus each school has the authority to decide on its own

management and control matters (Hatipoğlu & Ordu, 2019). In the primary school evaluation processes of these countries, some stakeholders that are the same as each other have been identified. Stakeholders identified to be the same included in school evaluation applications are school administrators, students, teachers, and parents.

The general areas of Ireland's whole school evaluation are "the quality of school management, the quality of school planning, the quality of learning and teaching in curriculum areas, the quality of school management". Similarly, Singapore focuses on leadership, staff management, strategic planning, resources, student-focused processes, staff results, administrative results, and key performance results. In Turkey, the primary school evaluation report of the Board of Inspectors focuses on areas such as educational environments, educational activities, management activities, financial affairs and transactions, monitoring, and evaluation (MoNE, 2019). However, the indicators in Turkey focus on different areas rather than the quality of education and training processes.

Another point that draws attention to the common aspects of primary school evaluations in these three countries is the reporting. When the school evaluation guidelines of these three countries are examined, the report is about the work of the school. These reports confirm the positive aspects of school and recommend aspects for improvement and provide an external standpoint on school work. The findings and recommendations of the reports will encourage further school self-evaluation and progress planning. Generally, these reports include the quality of education, the success of students, the extent to which the education at school meets the needs of students, the leadership in the school, including whether financial resources are managed effectively, students' spiritual, moral, social and cultural focuses on the development of.

#### **4.4. Exploring the Differences between the School Evaluation Models in Primary Education in Selected Countries**

Looking at the education system structures of the three selected countries, unlike the other two countries, each school in Singapore has the authority to decide on its own administration issues. Thus, Singapore is of the belief that decentralization will strengthen democracy with the power of transferring it from the center to local institutions. The aim is

to bring the decision-making process closer to schools, teachers, and students (MoE, 2020). Decentralization has promoted the innovation process and school-based development in Singapore. The assumption here is that a decision is more easily accepted and adhered to than whether the people who are made are directly responsible for that decision. Decentralization helps the local school design programs and activities that are better adapted to the needs of the local community. In this way, decentralization is a strategy used to strengthen local culture, local businesses, and the local community as a whole. By establishing a more resilient and locally oriented schools will have positive effects on students' motivation and learning, giving them a sense of belonging and a purpose in the local community. Policy makers consider decentralization beneficial for rationalization and efficiency. Decentralization promotes the innovation process and school-based evaluation in Singapore. The assumption here is that a decision is more easily accepted and adhered to than whether the people who are made are directly responsible for that decision. Decentralization helps the local school design programs and activities that are better adapted to the needs of the local community. In this way, decentralization is a strategy used to strengthen local culture, local business, and the local community as a whole. By establishing a more resilient and locally oriented school will have positive effects on students' motivation and learning, giving them a sense of belonging and a purpose in the local community. Policy makers also consider decentralization to be beneficial for rationalization and efficiency (Xie, 2022).

In the Irish education system, the school principal is not the only person who has a say in school evaluation. The School Management Board, to which the school principal is affiliated, is the most authoritative unit. The School Board is a body set up under the Irish Education Act, which enables both internal and external elements of the school to participate in school management. The School Board is accountable to the school patron. The private or legal person who is the boss takes responsibility for matters related to the property, philosophy, and culture of the school at the primary level. For the evaluation of primary schools, the district deputy chief inspector nominates the reporting inspector and evaluation team for the whole school evaluation. The number of inspectors to work in the evaluation team is determined depending on the size of the school. The reporting inspector has overall responsibility for the organization and coordination of the WSE.

In Turkey, the evaluation of the primary school rests with the inspectors. The school principal has various responsibilities to the inspectors. As a single person, the school principal is responsible for the management, evaluation, and development of the school in accordance with its aims. The teachers, all administrative, technical, and other personnel at the school report all the work to the principal. The principal plans the management of the school, he is in charge of fulfilling the duties of organization and coordination and performing the implementation and supervision. In order to increase the quality of education and training given at the school, the principal establishes and chairs boards and commissions to find solutions to the problems. The school principal is held responsible for all activities occurring in the school (MoNE, 2021). In Singapore, principals are encouraged to be autonomous and run their schools like companies, with their own feedback and innovative plans specific to their school's needs. The center is given the role of standards guardian, responsible for meeting general curriculum needs and providing professional development to staff. Senior ministry officials regularly visit schools, explain policies, and gather feedback from school staff to stay in touch with schools. Schools are also placed in clusters to create greater collaboration between schools and effective use of resources, providing the authority and resources to identify and solve problems. Each cluster is the responsibility of an inspector who has a clean record as a school principal (Tan & Ng, 2007). Principals and teachers in the clusters report being rich and benefiting from shared experiences thanks to the high level of cooperation between schools (Ng, Nguyen, Wong & Choy, 2015). This has enhanced the ability of schools to meet the needs of their students. The purpose of school clusters and handovers is not just to achieve administrative excellence. More importantly, it is a way of giving schools the ability to be more innovative and creative in delivering education to their students. The main motivation for the fight against centralism is not to promote democracy, but to increase the efficiency and effectiveness of the administration. Under the decentralization paradigm, it is teachers and students who have more authority, not the school administrator, to make decisions about school management (Ho, Kang & Shaari, 2021). In a school, it is the responsibility of the main principle to decide on the preferred management style. Thus, while distributed leadership and student's voice are widely discussed and encouraged in Singapore schools, major school decisions are often made at the school management level (Tan & Ng, 2007).

Although concepts such as guidance, quality standards, accountability, monitoring, and evaluation have come to the fore in the legal regulations in recent years in Turkey (MoNE, 2017), an effective evaluation system that meets these requirements and ensures continuity in legal regulations has not been implemented yet. In this respect, current school supervision in Turkey is mostly implemented to ensure the compliance of education and management processes with the legislation and to determine the realization of the goals and objectives of education (Özten & Hoşgörür, 2019). In this respect, school evaluation in Turkey differs from the other two countries in terms of the purpose of inspection practices, mainly because compliance with the legislation is prioritized. However, within the scope of the quality assurance system announced by MoNE in 2022, basic elements such as supervision, examination, and investigation, as well as guidance, monitoring, and evaluation, were added to the audit functions. In this new system, self-evaluations of schools are also included depending on the targets and indicators. Thus, an important step has been taken toward the establishment of an inspection and quality assurance system that authorizes the permanent improvement of the educational quality. In this context, the school evaluation system in Turkey differs from that of the other two countries.

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1. Conclusion

When the primary school evaluation models of these three countries were examined, the findings revealed that WSE was used as the Irish primary school evaluation model, while Singapore and Turkey used both internal evaluation and external evaluation as evaluation models together. Although these two countries use both internal evaluation and external evaluation models, a WSE is not used like the Irish primary school evaluation system. The WSE model used in Ireland is quite transparent, systematic, and accountable as school evaluation reports of Irish primary schools are made publicly available on the official website of the DOE (please see <https://www.gov.ie/en/>). This enables policymakers, affiliated parties, and stakeholders to be informed about the current situation of schools in Ireland, sheds light on school evaluation and improvement studies, and contributes to the elimination of any deficiencies and problems in schools easily. According to Brown, McNamara, O'Hara and O'Brien (2016), school evaluation helps to analyze the performance of schools and drive change by having a development and improvement function as a tool to ensure accountability and quality. Considering these data, the ultimate purpose of the evaluation is to increase the quality of education. For this purpose, supervision, and evaluation occur as the driving force of educational improvement (Vanhoof & Petegem, 2007). Moreover, school evaluation provides accountability, transparency, and quality assurance about the quality of educational activities carried out at the school. As a country that draws attention in the PISA ranking, Singapore, is influenced by the discourse of globalization and the information age and it reconstructs its education policies and schools with an awareness of accountability (Ng & Tan, 2010). Although the primary school evaluation in the Singapore education system is somewhat complex, it is basically built on the axis of self-evaluation. In Singapore, there is no control mechanism that directly monitors and reports the school, classroom, teacher, or course (Ng, 2017). Although this personal development-oriented system sometimes gives a voice to social formations such as teacher unions and organizations on the axis of self-evaluation, it absolutely not turns such initiatives into an evaluation. Instead, teachers are provided with career options and the opportunity to develop themselves in the field they



want, and performance-based salary is applied in the field they are directed to. Similarly, they are responsible for self-evaluation in schools. Each school must differentiate itself from the others. The autonomy granted to the school is trying to be discovered through observation. In this sense, the people who observe the schools are generally among the people who have successfully managed the school in the education region. Singapore's Ministry of Education declared that a balance needs to be struck between autonomy and accountability (MoE, 2000). In Turkey, school evaluation reports are prepared regarding the process and results of studies such as evaluation, preliminary evaluation, and inspection carried out by inspectors in primary schools. These reports are official documents that contain the inspector's observations and opinions and are subject to legal proceedings. The reports are original, and the general standards, content for the preparation and processing of the reports, and the standards for the preservation of the reports can be found on the MoNE official website. However, these evaluation reports are not presented to the public in a transparent and accountable way in Turkey. In this context, for effective accountability in the evaluation of primary schools in Turkey, schools should be accountable both within themselves and to other institutions, stakeholders, and the public. At this stage, the necessity of making adequate arrangements as soon as possible comes to the fore. In this way, the accountability and transparency of schools will contribute as well as to the development of a strong organizational and school culture. In this way, students and parents who receive service from the school will evaluate the data they have obtained through the accountability system, making the school more effective and contributing to the formation of a strong school culture (Göker & Gündüz, 2017).

While the central government dominates the school evaluation in Ireland and Turkey, the school evaluation in Singapore is decentralized. In Singapore, the school excellence model applied in the evaluation process of schools imposes great responsibilities on schools in their evaluations and holds them responsible for their development. In this context, schools try to offer their students a holistic and quality education by revealing their developmental goals. In Turkey, schools are evaluated by Education Inspectors. In this context, it is necessary to make various arrangements for school evaluation in Turkey. In school evaluation, it is an important necessity for schools to take responsibility for their own evaluation processes and define their own developmental goals. In addition, all stakeholders of schools should have a say in the evaluation process. Thus, the multi-

faceted evaluation of schools can be achieved. When the primary school evaluation models of Turkey and the two countries (Ireland and Singapore), which are quite successful according to TIMSS and PISA results, are examined, the school evaluation models of the countries that are successful in international exams can be taken into account while making adjustments in the school evaluation in Turkey. In addition, the MoNE is required to make legal arrangements that include schools setting their own goals, making self-evaluations, and thus taking more responsibility in school evaluation processes. In terms of the stakeholders in the school evaluation processes, legal arrangements can be made in Turkey that include the evaluation of schools by multiple evaluators, including school administrators, teachers, parents, students, etc. Considering the success level of other countries, the necessity of obtaining opinions from all stakeholders while making arrangements for the Ministry of National Education's school evaluation practices comes to the fore.

## **5.2. Recommendations for Further Research**

Making some recommendations to the researchers for future studies on the comparison of school evaluation models of different countries will contribute to the field. In this study, three different countries were examined according to school evaluation models in primary education. By using the predetermined criteria of the study, primary school evaluation models of different countries can be compared and examined whether they are similar to the results of this research. This study is conducted according to school evaluation models in primary education, investigate considering the different levels such as preschool, secondary education, and high school will contribute to the field. Selecting the countries from the EU member countries can provide different comparisons with different perspectives. When comparing school evaluation models of different countries, conducting interviews with different stakeholders using an interview form will provide a more in-depth analysis. This research was based on the written documents obtained from the countries studied. In another research, comparative education studies can be conducted out by working in the countries themselves. After the school evaluation models of the countries examined are evaluated according to the requirements of Turkey and a pilot application is carried out, a model proposal for primary school evaluation can be developed.

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