
REVIEW: “LA INSPECCIÓN EDUCATIVA Y CALIDAD INSTITUCIONAL” BY BLAS CAMPOS BARRIONUEVO

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Título: *Inspección educativa y calidad institucional* (Educational Inspection and Institutional Quality).

Author: Campos Barrionuevo, Blas.

Publisher: Universitas, S.A.

Year of publication: 2017.

Location: Madrid.

Format: Paper.

Number of pages: 422.

ISBN: 978 84 7991 470 7.

Resumen

La obra que se reseña está formulada a grandes rasgos en tres partes. Las dos primeras, de ámbito expositivo o contenidos teóricos y la tercera parte, de aplicación práctica.

En la primera parte, hasta el capítulo cuatro, el autor va definiendo, describiendo y analizando distintos aspectos en relación con la calidad educativa y la eficacia en las instituciones educativas, así como los distintos modelos más conocidos de gestión de la calidad, relacionando la evolución que han tenido dichos modelos a lo largo del tiempo y el objeto de los mismos en relación a la finalidad que desempeñan, contextualizando en el capítulo tres el modelo de calidad actual de nuestro sistema educativo vinculado a la función de la supervisión escolar. En los siguientes dos capítulos, establece un enclave determinante en relación con la inspección educativa y la calidad en el sistema educativo, la supervisión escolar y los modelos de actuación. El último capítulo del libro trata de la inspección en el ámbito universitario desde la perspectiva de un modelo de inspección de servicios de la Universidad de Educación a Distancia.

La última parte, vinculada a la práctica más pragmática y funcional de la supervisión educativa, presenta un registro de indicadores de supervisión con el objeto de facilitar el trabajo de inspección que el autor define como *predictores de calidad* para las etapas de Educación Primaria y

Educación Secundaria, incidiendo en la idea de que estos indicadores son transferibles a otro tipo de enseñanzas.

Palabras clave: *educación, calidad, supervisión, inspección, modelos.*

Abstract

The book under review is broadly formulated in three parts. The first two are expository or theoretical contents and the third part has a practical application.

In the first part, up to chapter four, the author defines, describes, and analyses different aspects related to educational quality and efficiency in educational institutions, as well as the different best-known models of quality management, relating the evolution of these models over time and their purpose in relation to the purpose they serve, contextualising in third chapter the current model of quality in our educational system linked to the function of school supervision. In the following two chapters, he establishes a determining enclave in relation to educational inspection and quality in the education system, school supervision and models of action. The last chapter of the book deals with inspection in the university environment from the perspective of a service inspection model of the University of Distance Education.

The last part, linked to the more pragmatic and functional practice of educational supervision, presents a register of supervision indicators with the aim of facilitating the work of inspection, which the author defines as predictors of quality for the stages of Primary and Secondary Education, stressing the idea that these indicators are transferable to other types of education.

Keywords: *education, quality, supervision, inspection, models.*

Chapter I, Development of School Institutions in the Framework of Quality Education, discusses the quality factors that form the basis of education and the model of effective schools derived from its evolution. Throughout the different generations, those factors have been polished or chosen which, contrasted in practice, have given rise to what is known today as "the model of effective schools" for the achievement of a true quality of education.

We speak of the first generation of studies on effective schools developed in the second half of the last century and whose main objective was to address research on effective schools in relation to process variables, beyond the input-output models, determining since then what could be and what could not be an indicator of quality.

As for the second generation of studies on school effectiveness, until 1995 and due to new implementations of statistical analyses such as covariance and multilevel analyses, it was possible to introduce context variables (socioeconomic, geographic, stage, etc.) that had not previously been considered. Mortimore's (1988) studies were relevant at this stage. The author advises reading his work to understand the movement of effective schools based on twelve aspects or key factors, decisive for effective schools. These factors would be integrated into three groups according to the people affected by them: center policy, class policy, and center-class policy.

The third generation of studies on school effectiveness is focused on multilevel analysis studies, highlighting areas of the subject that lead to the observation that the results are promising, in the author's words. The work of Sheerens (1992) is defined, which orients the model, on the one hand, to an open school as a system of interaction with the environment and, on the other hand, to the technical improvement of data analysis.

The criticisms and reflections about studies on school effectiveness that conclude this chapter align with the notion that the works on effective schools during the described period are related to the understanding that any educational policy should aim to improve the contexts within each school institution, focusing on empowering the schools to solve their

problems based on their autonomy. Another aspect outlined in this part of the analysis and reflection is that in recent years, educational legislation in our country has been in line with European standards, emphasizing the need for necessary reforms to align the functioning of educational systems with current educational needs.

Chapter II, Institutional Quality as "total quality", discusses institutional quality systems. In this sense, the author defines that the quality of an educational institution is achieved by "improving the knowledge of its organization and functioning" through various procedures (which will be described from here on) with the aim of timely introducing improvement modifications to achieve the comprehensive development of students.

To understand what total quality is and the concept of a total quality system, one must go back to either Taylorist theories or those related to the business field. Broadly speaking, "total quality" refers to a system that aims for zero defects. To describe what theory says about practice in relation to this approach, quality should be implemented over a period of 3 to 5 years to achieve market leadership. The key aspects to achieve this are: a) Leadership in implementing the quality system, b) Involvement of all personnel in the organization, and c) Continuous training. There are models available for implementation. The author lists the Deming model, also known as the Japanese model, the EFQM or European model, and the American model.

The chapter focuses on the EFQM (European Foundation for Quality Management) model, which originates from the European foundation for quality management bearing the same name. It is known as the "excellence model" and is based on the principles of the total quality movement. Its consistency and validity have been proven as it is a dynamic model open to suggestions, analysis, and criticism from organizations that apply it. The model has undergone an update that incorporates key elements from quality models, such as the assessment of the PDCA cycle (Plan, Do, Check, Act), known as the model for continuous improvement strategy. Institutions using this model must record, measure, and evaluate everything they do to align with the strategy based on their performance.

When applied to educational institutions, this model combines a focus on people with the importance of resources, processes, and results. It emphasizes the need to consider both the well-being of individuals and the effective utilization of resources to achieve desired outcomes.

Different European countries work with this model. Some experts state that the key to achieving educational quality lies in having a valuable educational project that has the support, endorsement, and commitment of the educational community. This implies that the EFQM model can be a very useful tool for analyzing the educational reality. The search for the *eco-functional* model construct referred to by the author at the end of the chapter would correspond to what could be determined to achieve ongoing improvement through the dynamism of the model and drawing on the school's own experience.

Chapter III, Our Model of Institutional Quality, refers to quality in the educational field, serving as a benchmark that justifies any process of change, improvement, or growth. In this chapter, the author reflects on the meaning of the term "quality" in the educational context from various perspectives, always linked to an inseparable term: equity. He asserts the evidence, from norms to the broader social sphere, that "a school will be equitable if it is effective", thus contributing to the compensation of socioeconomic and sociocultural differences.

The author also reflects on the parameters of current policies for educational quality, drawing support from the Report on the State of the Educational System. It is more challenging to adapt to the needs demanded by society and the rapidly changing processes if there is no improvement in educational institutions. He attributes a significant role to educational inspection, as a technical body of the educational administration and an essential factor in the quality of the education system, as well as to the professionals who work in the service. They play a crucial role in providing suitable measures to demonstrate the quality of education. It is emphasized that educational quality is not only about improving academic performance, but also encompasses other factors such as the attitudes of teachers and

students, commitment to students, and the level of teacher satisfaction, among others.

The chapter presents an analysis of what could be understood as an *eco-school* intervention based on how it contributes to the quality of a school. In this *interactive-ecological* model, a series of quality indicators-predictors are identified, such as teacher training, teacher stability, school leadership, and professional experience. There are also quality predictors-identifiers, such as the satisfaction of the school community, students, and staff, all interconnected and with the main foundation being teaching practice.

Some of the mentioned elements are further explored in subsequent pages, such as the section on leadership and the different types of leadership. In this sense, the author proposes a multiprofessional approach, considering the various stakeholders and their roles, while also highlighting that the true leader is the one "who revitalize an educational institution". The functions of educational management teams, particularly the individual assuming the role of school principal, are a fundamental element in achieving quality and success through processes of change in an educational center.

In the last part of this chapter, the dimensions of quality and school supervision in the new millennium are discussed. With the definition of the object of education as determined in the Universal Declaration of Human Rights and the Spanish Constitution of 1978, which states that "education shall aim at the full development of the human personality and respect for democratic principles of coexistence and fundamental rights and freedoms", the author emphasizes the impossibility of achieving full personal development without providing education that encompasses all dimensions, especially those most important for navigating life. From this point, the analysis is defined in relation to the overall quality of education for individuals and its alignment with current demands and needs. Considering the prism of globalization and its impact on the educational field, it is essential to consider the curriculum's prescriptions regarding societal

demands and the provisions of the latest educational laws, which also consider these requirements.

These dimensions of quality are related to the development and qualification of teaching and learning processes, aiming for human maturity and growth through the responsibility of the learners themselves, invoking the values inherent in the schooling process. The author argues that education should enable students to become themselves, to become aware of their own ethics and how to treat others, and to "know how to enjoy the multitude of wonders provided by the surrounding environment" in accordance with their rights and responsibilities. Furthermore, he reflects on the idea that adequate education should prepare individuals for the future exercise of their freedoms.

Specifically, the author addresses the tutorial action and school guidance as indicators of quality in educational practice and the success of students, emphasizing the personalization of teaching and learning processes.

It concludes by defining the educational context and discussing the usefulness and transferability of school education to life as citizens, considering the paradigm of the school as an organization.

The **chapter IV** focuses on Educational Inspection and the Quality Dimension in the Education System. The first part of this chapter defines the terms "inspection" and "school supervision" based on the functions outlined in article 151 of the LOE (Organic Law on Education) and establishes a series of characteristics of school supervision from the perspective of a cooperative vision. These characteristics include objectivity, flexibility, permanence, scientific and democratic supervision, among others.

A key aspect for the quality dimension in this chapter is educational inspection and evaluation. Evaluation and supervision aim to contribute to the improvement of the functioning and results of the education system, which the author refers to as "contributing to its continuous qualification" described from a *threefold perspective*: comprehensive, coherent, and effective in relation to educational quality. The quality of education in the

realm of educational inspection is achieved through two main instruments: the inspection visit and the inspection report, as well as through advisory services, control, mediation, collaboration, and information that contribute to the evaluation process.

The development of evaluation in the supervisory role as an inherent function is established in this chapter based on areas of action such as: evaluation of schools, evaluation of teachers in their professional development and identity, evaluation and supervision of documents and planning, evaluation and supervision of educational programs, and studies evaluating different elements of the education system.

Regarding school supervision and the advisory function, the development of the advisory role is defined in a dual sense, as a result of its relational-administrative location and its mediation within educational institutions. Regarding the advisory aspect, the author highlights the tremendous potential projected through the professional guidance provided by educational inspectors to the various members of the educational community, quoting all.

The last part of this topic focuses on educational inspection as an essential factor of quality in the education system. It provides a brief, but explicit overview of the areas related to the adaptation of inspection to what the author refers to as "the structural and administrative demands of each moment". This includes developments from the 1978 Constitution and the democratic principles extended to all administrations, to the self-governing capacity of autonomous communities and their full competences in the field of education within their own territories. The emergence of inspection services in those autonomous regions assuming educational competences, the transformation brought about by the new regulations for access to the educational inspection service in 1984, and the functions outlined in the various educational laws that have emerged until the last decade are also addressed.

In current educational legislation, quality in education and inspection are regulated as follows: "Educational inspection shall be carried out on all elements and aspects of the education system, in order to ensure

compliance with laws, guarantee the rights and fulfill the obligations of all those involved in the teaching-learning processes, improve the education system, and ensure the quality and equity of education" (LOE, art. 148.3). As a factor of quality in the education system, inspection is integrated into the models analyzed in this work. In the European model of quality management, it is related to leadership, performing the functions and responsibilities of this role. In the Deming model, it involves shared leadership through *collaborative systems*. In the Institutional Quality model, it emphasizes the importance of quality predictor factors, such as the role of teachers, so that inspection can serve as a reference for quality.

Advancing in this part of the work, it delves into school supervision and its dimensions and models of action. Thus, **chapter V** details four types of educational supervision related to control, advice, evaluation, and mediation functions, linked to preventive, corrective, constructive, and creative supervision. On the other hand, to recognize and recall the essential features of educational supervision work, the author defines inspection work in areas such as planning, systematicity, and contextualization, with the term "school inspection" being defined in the work. The author also highlights the principles of administrative organization that regulate educational institutions, implicitly referring to hierarchical levels and the sphere of *inspection jurisdiction*. Teamwork and relationships with the educational community are also emphasized.

Beyond the means and tools available to inspection to carry out its supervisory role, the author describes four theoretical models of educational supervision, encompassing "the elements that constitute the identity" of inspection-supervision: supervision as inspection (hierarchical, administrative, and its hierarchical projection), supervision as production (lack of autonomy for the inspector), clinical supervision (interactive/cooperative relationship between the inspector and the teacher), and developmental supervision or supervision as a process of growth (democratic and participatory working methodologies). The chapter concludes by referring to high-level inspection by the state in the education system.

In **chapter VI**, indicators of educational supervision in general education are collected. And, finally, the book concludes with a chapter related to inspection in the university environment. Se trata del Modelo de Inspección de Servicios de la Universidad Nacional de Educación a Distancia (UNED) y sus características generales. En referencia a este ámbito de supervisión, el autor describe cómo en la UNED, que es una universidad competencia del Estado, se establece una organización estructural y funcional del servicio de inspección cuyo marco normativo es un reglamento, postulándose el servicio como un agente de calidad de la Universidad.

Through reflection on different models aimed at shaping the quality of educational institutions, the book analyzes how, both from the educational inspection service and from educational institutions and their interconnected members engaged in their respective functions, they contribute to the achievement of quality through certain parameters. These parameters are sometimes measurable and/or predictable, and in other cases, they are more academic or theoretical. They are mostly regulated by normative developments, which can determine what changes are necessary for the model/construct of quality in the specific context to become a reality.

It should be noted, as something remarkable, the author's approach to student education. Definitively, this is a valuable and highly useful work that illustrates the role of educational inspection and supervision and their contribution to achieving institutional quality.

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