

PILOT
PROGRAMME
REPORT
NOVEMBER
2022



OISESA

Office of Independent
Schools Evaluations
Southern Africa

1. THE PILOT PROGRAMME

OISESA was tasked by ISASA to run a pilot quality assurance programme across a diverse range of member schools during September and October 2022. The pilot programme focused primarily on the relevance and efficacy of the globally aligned *Standards & Indicators* and sought to establish which types of evidence best enable authentic and reliable data collection. OISESA Mentors gained valuable insights as to what works best for school visits during this phase.

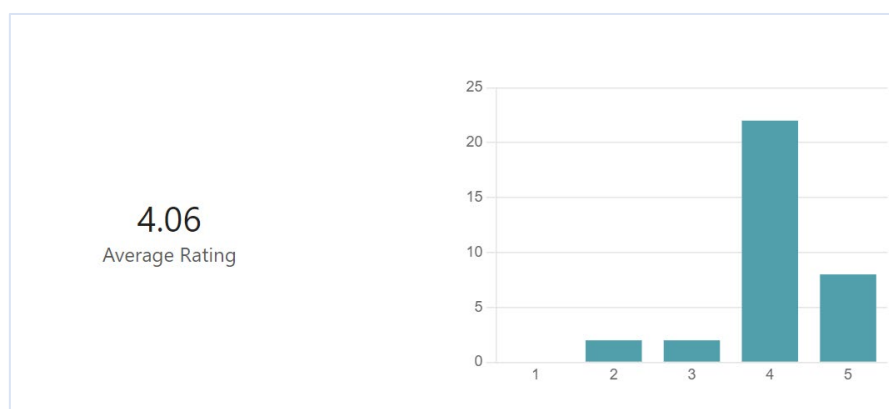
Many of the participating schools were volunteers, whilst others were included from ISASA's list of schools due for a quality assurance visit. Schools were required to submit a detailed Self-Study Report, using the template provided by OISESA. These reports were verified by the Mentors and submitted to OISESA together with their own Mentor Report. Once OISESA has had the opportunity to review these reports, schools will be awarded a Certificate of Endorsement for their participation, and they will be entitled to use the OISESA logo on their website and other publications.

Meetings were held online with Mentors at two-week intervals throughout the process to build collaborative resources and develop solutions to questions asked by schools. Pilot schools were also asked to share feedback in a post-visit survey – summarised below.

2. SUMMARY OF FEEDBACK TO DATE¹

2.1 HOW WOULD YOU RATE THE ONLINE TRAINING DAY?

The average rating here was 4.06, with 5 being the highest rating.



“The Training Session was informative and set the framework of requirements. As it was online participants were able to avail themselves to the time slot.”
St Nicholas Intermediate Phase

¹ This feedback is based on responses from 35 participating schools. Additional feedback will also be obtained from the self-study reports once these have been processed.

“The training gave us clarity and settled us all. We felt more confident afterwards.”

Akiva

“The pre-meeting information allowed team leaders to be ready for the meeting and to ask meaningful questions. The presentation also offered a reference document for clarification.”

St Stithians Boys' College

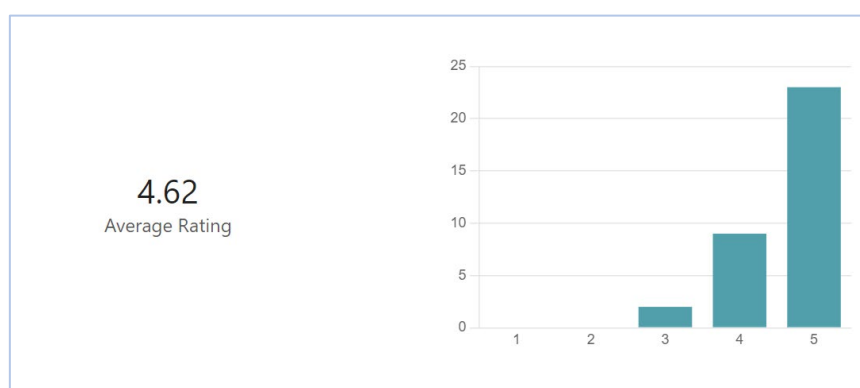
RECOMMENDATIONS FOR IMPROVEMENT

Four of the thirty-five respondents felt they would have preferred a face-to-face training session. Three other complex schools found the session a little overwhelming with such a big team online at the same time.

- ✓ Provide copies of the slides and recordings immediately after the session.
- ✓ Provide more detailed guidelines, including more information around the report writing process, (length and detail required, and exemplar documents).
- ✓ Consider separating out the sessions for different phases in complex schools.
- ✓ Provide training for Mentors in using different online platforms, other than Teams.

2.2 HOW WOULD YOU RATE THE ONSITE VISIT?

The average rating was 4.62, with 5 being the highest rating.



“The schedule was carefully planned so that each area of the school was considered. I enjoyed the first meeting before the onsite visit began, it gave us a good idea of the approach and it was nice to meet our assessors beforehand.”

St David's Marist Inanda

“Our mentor was very accommodating of a full schedule. She shared her experience and wisdom willingly and was always very encouraging. The point that all schools can improve was well communicated and suggestions were sensitively shared.”
Waterfall Preparatory

RECOMMENDATIONS FOR IMPROVEMENT

The common thread that emerged was around length of time spent at the schools. Almost all respondents felt they needed more time for the onsite visit for the mentor to get to know their schools, and for them to benefit fully from the Mentor’s expertise and recommendations.

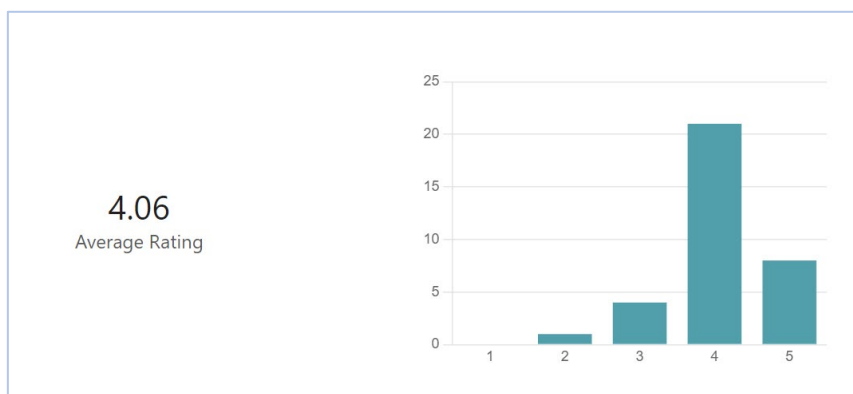
“A longer period of time spent with the mentor/staff at school - we felt that two days was insufficient to fully embrace what needed to be done.”
St John’s Preparatory School

“Time constraints. Felt a little rushed to try and get through all the appointments. Possibly set more time aside for site visit.”
Durban Girls’ College

“Time. Two days is not enough particularly for a school like ours, which has a junior and senior school and having to merge the mentors’ visits for parts of the research where sections merged was difficult.”
St Mary’s School, Waverley

2.3 HOW WOULD YOU RATE YOUR EXPERIENCE OF THE SELF-STUDY PROCESS?

The average rating was 4.06, with 5 being the highest rating.



“A very worthwhile self-evaluation exercise. Enabled the team to work together and reevaluate what we are doing at Cordwalles.”

Cordwalles

“Self-reflection is always a great experience and I commend ISASA and OISESA for their move towards a more holistic evaluation for schools, incorporating all the aspects of its operations, and a focus on wellbeing. Well done!”

Maru-a-Pula

RECOMMENDATIONS FOR IMPROVEMENT

- ✓ Almost all schools mentioned the challenge of the short time the pilot schools had to prepare.
 - ✓ Some schools felt that running quality assurance later in the third term is challenging because of school busyness.
 - ✓ The surveys were mentioned several times as being critical for stakeholder input.
 - ✓ Clarity around Community Engagement is needed.
 - ✓ Before the process, clarity is needed around where the report should be split into phases
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2.4 Feedback about Mentors

Mentor feedback was overwhelmingly positive from all schools. Many individual mentors were mentioned and applauded individually in the comments which have not been included here.

“Our Junior Primary mentor was kind and thoughtful, and not judgmental in the least. It very clearly understood by his actions that he was providing support and guidance.”

St David’s Marist Inanda

“We were grateful to have an engaged, knowledgeable, and dedicated mentor for whom children and schools are clearly very important. We appreciate the fact that many practical solutions were offered as opposed to challenges simply being highlighted.”

Deutsche Schule Durban

“Our mentor was very accommodating of a full schedule. She shared her experience and wisdom willingly and was always very encouraging. The point that all schools can improve was well communicated and suggestions were sensitively shared.”

Waterfall Preparatory

“Our mentor was engaging and followed the set programme for the site visit. It was nice that the school had the autonomy to set the programme / timetable based on the guidelines given. Staff and students felt relaxed throughout this time and during all focus groups and class visits.”

St Stithians Boys’ Preparatory

RECOMMENDATIONS FOR IMPROVEMENT

Almost all schools reiterated the need for more time with their mentors, so the process did not feel rushed. More time would also enable them to benefit from the mentors’ considerable expertise and recommendations.

2.5 Further Comments

“Thank you for allowing us to be part of the Pilot Programme. The exercise can only improve our service delivery to all stakeholders. Whilst we learnt of areas we can improve, we also realised that there are things we are doing well.”

Masibambane College

“I have been involved in numerous other accreditation processes such as Umalusi, CIS and IB accreditations, but found the OISESA process to be the most considerate, user friendly and fair accreditation process of all.”

Lebone II

This was a very valuable and uplifting process for our OISESA team, staff, and board. The process helped us to look at our practices across the school in a positive and honest way. Due to the process, we as a school can own the issues that need improvement and have clear indicators as to how to make the improvements. Thank you OISESA!

Yeshiva College

“It was a helpful exercise and helped set an example of an ongoing desire to constantly evaluate what can be improved. This was not a tick-box exercise, but rather a collaborative sharing of what was observed from an objective, and experienced perspective, that encouraged self-review with possible implementation. The decisions to change remain ours!”

Waterfall Preparatory

PILOT SCHOOLS

- AKIVA COLLEGE
- APPLEWOOD PREPARATORY
- CALLING ACADEMY
- CORDWALLES PREPARATORY
- DEUTSCHE SCHULE DURBAN
- DURBAN GIRLS' COLLEGE (HIGH SCHOOL, SENIOR & JUNIOR PRIMARY SCHOOLS)
- FUTURE ACHIEVERS' ACADEMY
- HLANGANANI PREPARATORY SCHOOL
- HOLY ROSARY SCHOOL (HIGH SCHOOL & PRIMARY SCHOOL)
- KING'S SCHOOL
- LEBONE II COLLEGE OF THE ROYAL BAFOKENG (UPPER SCHOOL & LOWER SCHOOL)
- MARIST BROTHERS LINMEYER (HIGH SCHOOL & PRIMARY SCHOOL)
- MARU-A-PULA SCHOOL
- MASIBAMBANE COLLEGE (COLLEGE, SENIOR & JUNIOR PREPARATORY)
- PENRYN COLLEGE (COLLEGE & PREPARATORY)
- SOMERSET COLLEGE (COLLEGE & PREPARATORY)
- SPRINGFIELD CONVENT (SENIOR & JUNIOR SCHOOLS)
- SPRINGFIELD PRIMARY SCHOOL
- ST DAVID'S MARIST INANDA (COLLEGE & PREPARATORY)
- ST JOHN'S COLLEGE (COLLEGE, PREPARATORY & PRE-PREPARATORY)
- ST MARTIN DE PORRES SCHOOL
- ST MARY'S SCHOOL, WAVERLEY (SENIOR & JUNIOR SCHOOLS)
- ST NICHOLAS DIOCESAN SCHOOL (COLLEGE & JUNIOR SCHOOL)
- ST PETER'S BOYS' PREPARATORY (SENIOR & JUNIOR PREPARATORY)
- ST PETER'S GIRLS' PREPARATORY (SENIOR & JUNIOR PREPARATORY)
- ST STITHIANS BOYS' COLLEGE (COLLEGE & PREPARATORY)
- ST STITHIANS GIRLS' COLLEGE (COLLEGE & PREPARATORY)
- ST STITHIANS JUNIOR PREPARATORY
- STONE HOUSE INDEPENDENT PREPARATORY SCHOOL
- WATERBERG ACADEMY (COLLEGE & PREPARATORY)
- WATERFALL COLLEGE (COLLEGE & PREPARATORY)
- YELLOWWOODS PREPARATORY SCHOOL
- YESHIVA COLLEGE (HIGH SCHOOL & PRIMARY SCHOOL)