QUEST Romania

Inspection Evaluation Summary

MANAGEMENT AND ADMINISTRATION	
Sub-category	*Grade*
Recruitment	
Staff contracts, records and conditions of service	
Information and communication	
Managing the school team	
Enrolment procedures	
Overall grade	
ACADEMIC MANAGEMENT	
Sub-category	
Managing the teaching team and teacher support	
Course programmes	
Assessment and certification systems	
Resources and materials	
Overall grade	
TEACHING	
Sub-category	
Planning	
Classroom management and teaching techniques	
Knowledge and use of the target language	
Awareness of the learner	
Overall grade	
GENERAL	
Sub-category	
Advertising and course information	
Premises	
Other services	
Overall grade	

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CHECKLIST FOR INSPECTIONS *(excerpts)*

ACADEMIC MANAGEMENT

SUB-CATEGORY	CODE OF PRACTICE	POINTS TO CHECK
Managing the teaching team and teacher support	**Schools belonging to QUEST guarantee** **- commitment to maintain and develop standards** **- regular monitoring of the teaching activity** **- the opportunity for students to express their opinions of the course**	Check: ⇨ the academic monitoring system (class observation) ⇨ methods of student course evaluation (e.g. questionnaires)
	Members provide staff with relevant opportunities for training and development	⇨ Is there a coherent in-service training scheme for teachers? ⇨ Is support provided for conference participation? ⇨ Do teachers' meetings take place regularly?
Course programmes	**Structured course of studies divided into levels**	⇨ Are there schemes of work for each level and for each type of course? Are they adhered to? ⇨ Are aims appropriate and are they compatible with students' needs?
Assessment and certification systems	**Accurate placement tests**	Check placement tests and procedures: ⇨ Do they place students appropriately? ⇨ How are class changes dealt with?
	Progress tests and end-of-course assessment	⇨ How is progress assessed and how frequently? ⇨ Check samples of progress and end-of-course tests.
	Certificates of attendance on completion of course	⇨ Is there a standard certificate? ⇨ Check format and content of certificate
Resources and materials	**Quality teaching and structured course of studies and access to appropriate learning resources and materials**	⇨ What coursebooks and materials are used? ⇨ Are they appropriate for the students' levels and needs? ⇨ What system operates for course book and materials issues?

TEACHING

SUB-CATEGORY	CODE OF PRACTICE	POINTS TO CHECK
Planning	**QUEST member schools guarantee to their students** • **high teaching and educational standards delivered by competent teacher** • **a quality teaching and learning environment**	⇨ Are the objectives clear? ⇨ Are the stages clear? ⇨ Are the objectives relevant to the course/syllabus and to the learners' needs? Check: ⇨ the grading, sequencing and timing of activites ⇨ the suitability of materials to lesson objectives ⇨ balance/integration of skills in the plan
Classroom management and teaching techniques	• **high teaching and educational standards delivered by competent teachers** • **commitment to maintain and develop standards** • **regular monitoring of the teaching activity** • **no discrimination against students on grounds of gender, race or religions**	Look for evidence of good practice, e.g.: ⇨ clarity of instructions ⇨ appropriate use of the board ⇨ appropriate use of equipment ⇨ quality of additional materials ⇨ the teacher's role in a range of activities ⇨ ways of giving feedback to students ⇨ teacher talking time / student talking time ⇨ sensitivity to mixed ability groups ⇨ ability to deal with discipline problems
Knowledge and use of the target language		Is the level of the target language appropriate (pronunciation, vocabulary, structures and register)? Check: ⇨ ability to use meta-language in keeping with students' age and needs ⇨ ability to foster genuine language by providing appropriate models

Awareness of the learner		Check: ⇨ classroom atmosphere (teacher-student, student-student rapport) ⇨ learners' understanding of what they are doing and why (students' attitude, facial expression, eye contact) ⇨ opportunities for learner involvement/learner empowerment ⇨ opportunities for self/peer correction