

## **The procedure of organising internal auditing of the International School of Tallinn**

### **I General provisions**

1.1. This document regulates the procedure of organising internal auditing of the educational activities conducted at the International School of Tallinn (hereinafter referred to as the school) and establishes the criteria for assessment of the educational activities and management of the school.

1.2. The concept of internal auditing

Internal auditing is consistent and systematic analysis of educational activities and management and assessment of the results in order to make the management decisions required for the development of the educational institution.

1.3. The aims of the internal auditing of the school include:

- 1) ensuring the quality of the education and development of the school;
- 2) receiving feedback for the activities of the school, analysis of the activities, and drawing conclusions;
- 3) assessment of the results of the educational activities, making conclusions, and finding opportunities for improvement.

### **II Organising of the internal auditing**

2.1. The internal auditing of the school is organised by the director of the school who also involves the management board and, if necessary, the employees of the school, members of the board of trustees, and experts in the process.

2.2. The internal auditing of the school consists of self-assessment and internal checks. The self-assessment is organised comprehensively, the internal checks are organised in certain issues.

2.3. Conducting of the internal auditing process by months, the areas and activities assessed, and the responsible parties are determined in the beginning of the academic year in the general work schedule of the school or, if necessary, as and when required by a directive issued by the director, based on the development plan and needs of the school.

2.4. The school selects the areas to be assessed based on fulfilling of the standards and criteria required for accreditation of the IB (*International Baccalaureate*) education programmes.

### **III The principles for selection of the auditing criteria**

The following priorities are taken into consideration in the selection of the internal auditing criteria of the school:

- 3.1. Comprehensive support for the development of the students and ensuring the quality of education;
- 3.2. Constant compliance with the IB accreditation criteria;
- 3.3. Satisfaction of the school community (students, parents, teachers, administrators of the school, etc.);
- 3.4. The recommended categories of assessment of the results;

3.4. The performance indicators available through the Estonian Education Information System (EHIS, [www.ehis.ee](http://www.ehis.ee)).

#### **IV The areas of self-assessment**

##### The IB standards and practices:

- 4.1. The philosophy, values, and culture of the school – compliance with the IB principles.
- 4.2. Management and structure of the school, incl. the source documents and reporting – supports implementation of the IB programmes.
- 4.3. The resources and financing of the school, incl. qualification of the teachers, refresher trainings, the educational environment, support systems – supports the sustainability of the IB programmes.
- 4.4. Planning and reflection of the educational processes, incl. systematic and regular cooperation between the teachers, the syllabi, work plans, integration – supports implementation of the IB programmes.
- 4.5. Development of the curriculum, incl. cooperation, availability of the curriculums – compliance with the philosophy of the IB.
- 4.6. Teaching and learning, incl. differentiation, research, interdisciplinarity, independence of the learners, diversity of the learning strategies and of the use of resources – compliance with the principles of the IB.
- 4.7. Assessment, incl. diversity of the assessment tools, collection and management of the data about the educational process and the results, reporting, involvement of the students, and the statistical data – compliance with the IB.

##### The categories of assessment of the results:

- 4.8. The quality of management, incl. strategic management, leading.
- 4.9. Personnel management, incl. assessment of the need for personnel, recruitment, involvement, supporting, development, assessment, and motivation of the personnel, and the results related to the personnel, incl. the achievements of the personnel, refresher trainings, satisfaction, the statistical data related to the personnel.
- 4.10. Cooperation with the stakeholders, incl. planning of the cooperation, involvement of the stakeholders, assessment of the cooperation with the stakeholders, and the results related to the stakeholders, incl. the activeness of the board of trustees, the parents and other stakeholders, public relations, involvement in the decision-making, feedback, and satisfaction.
- 4.11. Resource management, incl. management of the budgetary resources, development of the material and technical basis, management of the information resources, sustainable management, and environmental protection.
- 4.12. The educational process, incl. development of the student, the curriculum, the organisation and methods of teaching, the values and ethics; the results related to the students, incl. taking into consideration the students with special educational needs, hobby activities, promoting of health, the statistical data related to the students, satisfaction of the students, and their ability to learn.

##### 4.13 The performance indicators (EHIS):

Participation in the studies, satisfaction, lack of bullying, the results of standard-determining tests and exams, compliance between the final grades and exam marks, graduation from the school, compliance of the teachers with the quality requirements (qualifications).

## **V The frequency and extent of internal audits**

- 5.1. The IB standards and practices – once a year, comprehensive self-assessment of the institution on the initiative of the director and coordinator(s) (depending on the current situation of the accreditation process of the respective level).
- 5.2. The categories of assessment of the results – the frequency and extent are determined in the course of the work by the director's decision based on suggestions from the management board or stakeholders (administrator of the school, teachers, parents, students), the development plan, or needs.
- 5.3. The performance indicators (EHIS) – reviewed once per year, due to the specific nature of the school only applicable partially.
- 5.4. Planning, implementation, and assessment of the educational activities (e.g., subject syllabuses, work plans, filling in of electronic journals, conducting of development interviews, filling in of the development chart, attendances of the students, etc.) – regular internal checks conducted with various frequencies, mainly conducted by coordinators or employees appointed by the headmaster.
- 5.5. Individual self-assessment of the employees – at least once a year prior to the development interview with the employee, mainly based on the job description.
- 5.5. Internal checks in individual matters – as and when required, based on the need and the director's decisions.

## **VI The methods of internal auditing**

6. The following methods are used to conduct the internal auditing:
  - 6.1. Analysis of the statistical data from EHIS and the school, the results of participation in projects, various competitions for students, the performance indicators of the educational institution, and other information collected.
  - 6.2. Analysis of the documents of the school (development plan, curriculum, e-journals, general work plan, EHIS, register of students, other documents).
  - 6.3. Discussions and meetings with representatives of the stakeholders of the school.
  - 6.4. Observation and analysis of the educational activities and the work of the students (results of exams and standard-determining tests, reports drawn up by teachers and class teachers, school attendance and visiting of extracurricular events).
  - 6.5. Self-assessment of the employees.
  - 6.6. Organising of surveys and development interviews and providing feedback and analysis of the results.
  - 6.7. Inspection and analysis of the educational environment, teaching aids, and the inventory.

## **VII The outcomes of internal auditing**

- 7.1. The outcomes of internal auditing form the basis for improving the activities of the school and are used for regular adjustment of the development plan.