



INTERNATIONAL
ACADEMY for
QUALITY



iETT
EDUCATION
INTERNATIONAL ACADEMY FOR QUALITY (IAQ)

QiETT – Quality in Education Think Tank of the International Academy for Quality (IAQ) Ambition, Scope, and Working Guidance Principles

Motivation

It is undisputed that now, more than ever, Quality in Education is central to sustainable, societal, individual, and organizational development. Therefore, given the role and values of IAQ, the creation and operation of a Quality in Education Think Tank (QiETT) can be considered as being strategic with strong potential impacts internationally. QiETT will always pursue its journey in close alignment with such societal challenges and the IAQ strategy and principles to promote the cause of quality to improve humanity.

Mission

QiETT is aimed at producing relevant contributions related with:

- 1) The roles that quality principles, approaches, and tools, as well as the quality community in general, can play in promoting and reinforcing quality in education;
- 2) Lessons, experiences, and knowledge that the quality community can learn and recognize coming from academia and its different actors, including students, teachers, school administration/management, families, employers, and society in general.

Vision

QiETT aims to be a useful and impactful IAQ space that helps in defining, improving, and providing access to quality in education and its improvement.

Scope

QiETT activities, always inspired by its mission and vision, can be considered to be positioned under a complementary triple context, dealing with either (or a combination of):

- (1) Education on Quality – where quality is a topic in education services. This involves studying, promoting, and evaluating different approaches for teaching, training, and learning quality principles, approaches, and tools;
- (2) Quality of Education – where quality and quality improvement are applied to education systems, processes, and outcomes. This encompasses studying, promoting, and evaluating different approaches for achieving better quality in teaching, training, and learning.
- (3) Strategy – where we address how to accomplish the previous two aspects, either at the level of a given territory, of any particular school or of a particular class, teacher or student, depending on the scale of analysis being pursued. This encompasses ensuring the appropriate teachers are educated on quality improvement in order to teach and incorporate the concepts appropriately, as well

as leading research and innovation activities aimed at improving Quality in Education.

With respect to the above contexts, a wide variety of situations may be considered under the scope of Quality in Education activities, including projects focused around specific areas of education (e.g., K-12, higher education, lifelong learning, workforce development and training, quality professionals, but never forgetting the critical roles played by teachers and school managers) It is also necessary to consider and take into account what is happening in different regions of the world, in order to fully comprehend the wide variety of situations, and understand the concrete meaning of Quality in Education in a variety of environments, including networking and partnering opportunities with other entities or programs focused also on Quality in Education issues.

Therefore, QiETT specific projects will likely be located in one or eventually more of the various areas as shown in Table 1.

Table 1. Quality in Education Areas by Focus and Learner Targets

	K-12	Higher Education	Lifelong Learning	Workforce Development/ Training	Quality Professionals	Educators and School Leaders
Education on Quality						
Quality of Education						
Strategy						

Finally, besides more formal learning environments, usually school related, QiETT may also need to take into account the role of other settings, including families, peer learning or simply access to available online or printed materials, which may support self-learning as well, and should not be forgotten when dealing with Quality in Education.

Working Principles

QiETT and its members agree to participate in joint and cohesive teamwork, namely by adopting a common set of values and working principles, well aligned with those of IAQ, and including:

- Continual participation and sharing of knowledge, information, and decision-making
- Regular interactions assured by long distance and IT, namely email and Skype, due to the wide range of geographies represented
- If possible, physical attendance at least one QiETT meeting every year

Activities

QiETT will focus its activities around specific and well defined projects, with clear milestones and precise timings, and therefore will work mostly as a “project based” think tank, under the common settings defined here.

Given the resources available and the nature of QiETT, at any given time its activities will in general correspond to a small (up to 3 or so) number of projects conducted in parallel, under the following generic orientations:

- The project portfolio should cover as much as possible in a balanced way some of the several areas of the QiETT working space, as stated above;
- Each project will be driven by a Champion, a QiETT member that will lead the project, open to the participation of all other interested QiETT members and in alignment with QiETT and IAQ strategies, and after having been approved;
- Each project should have clearly defined and assumed goals, milestones, timings, tasks, responsibilities, outcomes, and expected impacts. Before being launched, its feasibility and evaluation of how it will contribute to the QiETT mission will be supported.

Any project to be carried out should also show how QiETT and IAQ can make a difference through its execution and impacts.

Annually during an IAQ meeting, QiETT will make a review of progresses made, leading to project revisions and potential renewal of the project portfolios.