



The Netherlands 'Assessing the quality of teaching'

Standards of professional competence

Dutch law defines 7 standards of professional competence for Dutch teachers:

- pedagogically competent (safe learning environment)
- competent in terms of subject matter (contents and didactics)
- competent in interpersonal relations
- organizationally competent
- competent in teamwork
- competent in cooperation with school environment (parents)
- competent in reflection and development

Assessment within the school

Who assesses the quality of teaching of a Dutch teacher within the school?

- Formally: the education authority (the school board)
- Practically: the headteacher, the school manager

How often?

- One or two years after your start as a teacher at school
- Repetition in appraisals (yearly?) and more formal interviews (not yet implemented)

Assessment by the Dutch Inspectorate


What does the Dutch Inspectorate assess?


- The skills of teachers, by observing lessons
- The professional leeway, by interviews

How often?

- Each school is visited at least once every four years
- Tailored inspection for unsatisfactory quality: once a year

Assessing teaching skills

	<p><i>Basic skills:</i></p> <p>The teacher clearly explains the subject matter</p> <p>The teacher creates a task-oriented learning environment</p> <p>Pupils are actively involved in the classroom activities</p>
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<p>The teacher:</p> <ul style="list-style-type: none"> tailors the lessons to various needs tailors the assignments to various needs tailors the available time to various needs monitors the progress of pupils systematically 	 <p><i>Complex skills</i></p>
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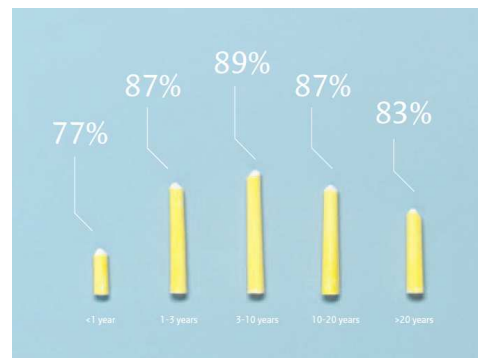
Assessing professional leeway

- Is the schoolboard well informed about the quality of teaching and teachers?
- How does schoolmanagement influence the quality of teaching through human resource management?
- Do teachers use the possibilities for professional development (education, coaching, peer-evaluation, etc)?

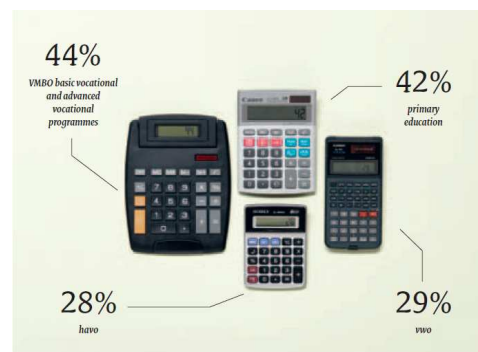
The quality of teaching in The Netherlands

- Most teachers (97%) have sufficient basic skills to be able to offer good teaching
- Some 25 to 50 per cent of the teachers demonstrate more complex skills
- Beginning teachers need extra supervision during their first year in front of the classroom.

Percentage of primary school teachers with sufficient basic skills (compared with years of experience):



Teachers with sufficient basic skills and complex skills:



More information:

- *The State of Education in the Netherlands; Highlights of the 2010/2011 Education Report.* The Dutch Inspectorate of Education, April 2012

<http://www.onderwijsinspectie.nl/english>