

The teacher evaluation system in Sweden

The Swedish Schools

Inspectorate conducts yearly in a sample of schools thematic quality evaluations of teaching. The evaluation is based on national objectives and guidelines, research on teaching and learning and best practice.

The starting points can be known success factors about how pupils learn more, such as teachers

- having good knowledge of the subject
- using many different methods and tools
- challenging the pupils, drive and create trusting relationships
- organizing teaching according to each pupil's individual needs

After a quality evaluation

Each school gets a report with description of strengths and weaknesses and a decision with demands on what to improve.

Within six months the school has to report back to the Inspectorate what actions have been taken.

The results from all evaluated schools, as well as examples of good practice, are summarized in a general report. The aim of such report is to affect the work of schools and contribute to quality improvement.

A thematic quality evaluation

concerns general quality aspects or quality of education, such as:

- in a specific school subject
- for a specific group of students
- in a specific part of the school system

Methods and design of evaluation are defined depending on the nature of what is being evaluated. How the evaluation should be done is always specified.

Structured observation is a key method to evaluate teaching. The observations are complemented by interviews. Lesson plans are also collected as a part of the evaluation.

Teacher evaluation

Each principal has responsibility for the assessment and development of teaching and learning in the school.

This responsibility includes assessment of the teachers' work.

Within the Regular supervision the Inspectorate controls the principal's pedagogical leadership and his/her work with the development of education in the school.