



WORKSHOP PARIS

NOVEMBER 2012

ANALYSIS OF POSTERS





Health warning!

Inaccuracies through :

Omissions on poster information

Over-simplifications for simplicity's sake
on poster

Extent of changes in evaluation systems
for individual teachers and for schools

Interpretation by analysts



Element of arrangements for teacher assessment or review

- Dual system (internal for teachers, external by inspectors or others for teaching)
- Internal only (teachers by principal)
- Teaching only
- External only (by inspectors)

SICI Member

- Czech Republic, England, Netherlands, Scotland, Wales
- Austria, Estonia
- Sweden
- Austria (for principals only) France (principal may be present but does not contribute)



Element of arrangements for teacher assessment or review

- Evaluations linked to payment in some way
- Some form of defined teacher standards
- Some kind of national teacher register

SICI Member

- Czech Republic, France (minimally), England and Wales (pay threshold)
- England, Netherlands, Scotland
- Estonia, Scotland



Element of arrangements for teacher assessment or review

- Evaluations by principal based on observation and interview / feedback
- Possible involvement of other staff (below principal level)
- Peer evaluation as possible part of process

SICI Member

- Austria, Czech Republic, England, Netherlands, Scotland, Sweden
- England, Scotland (both hierarchical systems)
- Austria, Czech Republic, Scotland



Element of arrangements for teacher assessment or review

- Mention of self-evaluation / personal reflection
- Specific links to subsequent staff development

SICI Member

- Czech Republic, England, Netherlands, Scotland (very strong focus), Wales
- Czech Republic, England, Scotland, Wales



Strengths / Outcomes

- developing culture of evaluation / more democratic leadership (Estonia)
- evaluation of the individual teacher has pedagogical and intellectual value (France)
- focus on ownership, responsibility and accountability / first systematic view of school system now being introduced (Austria)
- high expectations of principals / quality of teaching gradually improving (England)
- Appraisal more closely linked to professional development (Czech Rep)



Strengths / Outcomes (cont.)

- Increased effectiveness of individual staff to deliver highest possible outcomes for learners / increased individual job satisfaction / ability to effectively support school priorities / greater focus on impact has significantly enhanced the whole process (Scotland)
- Strong focus on impact / outcomes / leadership (Wales)
- Potential for empowering principals / existence of evaluation tools (Sweden)
- Definition of standards : existence of evaluation tools for use by School Boards (Netherlands)



Element of arrangements for teacher assessment or review

- Teachers' reactions gathered by survey
- Informal knowledge of teachers' views
- Too early to tell
- No comments / no mention

SICI Member

- France (2011)
- Czech Republic, England, Scotland, Wales
- Austria
- Estonia, Sweden, Netherlands



Teachers' views?

- Majority (56%) feel that evaluation only reflects one isolated moment; significant minorities think evaluations are not frequent enough and do not reward deserving teachers (France)
- Teachers not always positive about being observed; professional associations opposed to what they see as 'excessive evaluation' by headteachers – headteachers more positive (England)
- Majority of teachers welcome opportunity for evaluation / young or new teachers are very used to observation (Wales)



Teachers' views?

- Teachers are satisfied with internal evaluation and respect the results of external evaluation (Czech Rep)
- Teachers not particularly positive towards self-evaluation (Estonia)
- Mixed feelings among teachers / teacher associations see review as an entitlement (Scotland)



Issues mentioned

- Principals' capacities to evaluate? Negative attitude to self-evaluation / Teachers' capacities for self-evaluation? (Estonia)
- Lack of integration with self-evaluation / irregularity of evaluations (France)
- Possible tensions between individual and school priorities / current process is criticised as somewhat 'toothless' in promoting positive outcomes (Scotland)
- Possible over-emphasis on grading (England)



Some questions

- Does individual teacher evaluation lead to improvements in that teacher's teaching and hence student learning?
- Does the evaluation of learning and teaching as part of school evaluation lead to improvements in teacher performance and hence student learning?
- Should evaluation always be done by a subject expert (secondary disciplines)?
- Do 'good practice' examples really help?