



Inspectie van het Onderwijs
*Ministerie van Onderwijs, Cultuur en
Wetenschap*

The inspection of the quality of teachers

A case study from the Netherlands

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Agenda

- The teacher and his/her employer in the Dutch context
- Stimulating quality of teachers and school leaders as top priority
- New task for the Dutch Inspectorate since July 1, 2012
- Our model for assessing teacher quality
- Our research of this year: a first impression ('work in progress')
- Points for discussion



The Dutch context: autonomous schools

- School boards are the employers of the teachers
- We have private and public schools, both publicly funded
- Public and private schools have to comply with the same law and regulations
- Law and regulations prescribe mainly “the what” and less “the how”; schools are autonomous in realizing the goals through their own policies
- In this context the school boards and school leaders on behalf of them select and appoint teachers, are responsible for their own HRM-policy, pay their salaries, do the teacher evaluations, can fire teachers, etc.
- Teacher unions and the employers organizations negotiate the terms under which teachers do their jobs; the government plays a secondary role (for the budget per sector)
- Teachers on the average have 10% or 160 hours per year for their professional development (4 working weeks)





Who employs your teachers?



Short exchange per group as a connection to yesterday's poster presentations



Top priority

- We want to become a top 5 country (who doesn't? 😏)
- Every phase of development of an educational system requires its own interventions to improve (McKinsey)



- Our new government (two weeks in office) wants to invest in teacher and school leader quality to go *from good to great*



Our findings as fuel for the debate:
an example from our annual report (since 1801)
"The state of Education in the Netherlands"

Basic teaching skills:

- Clear explanation
- Task-oriented teaching atmosphere
- Active involvement of pupils

More complex teaching skills:

- Differences between pupils: adjusting teaching
- Systematic assessment of the pupils
- Poor-performing students: adjusting teaching



Results based on about 4000 classroom observations in elementary and secondary education (2010/2011)

14 %: not all of the three basic skills	2%: non of the basic skills
	12%: 1 or 2 of the basic skills
86%: all of the three basic skills	44%: not all of the three more complex skills
	42%: and also the three more complex skills



New tasks for the Dutch Inspectorate

Our government sees a stronger role for the Inspectorate in three ways:

- Stimulate school improvement above the basic quality (a school also needs different impulses depending on where it is at)
- Work with teacher unions and employers organizations in order to develop instruments that stimulate professional development and ownership for educational quality in schools
- Incorporate the supervision of the quality of the educational staff (teachers, management and others) into school evaluations.



The last point is already integrated in the recent update of our law on the Inspectorate and is put into effect by July 1 of this year.

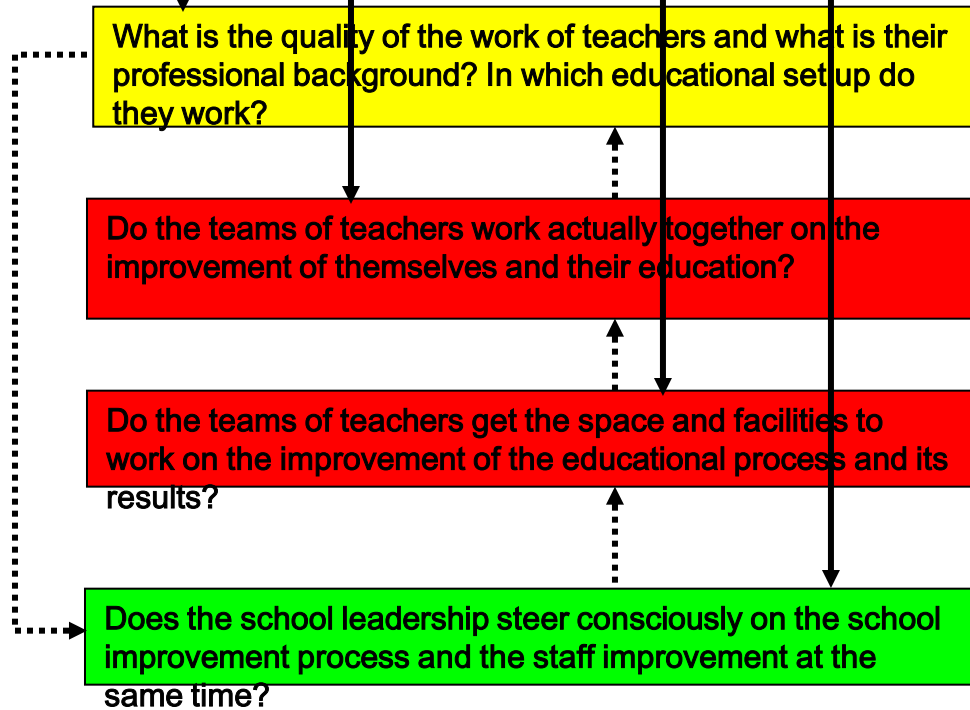
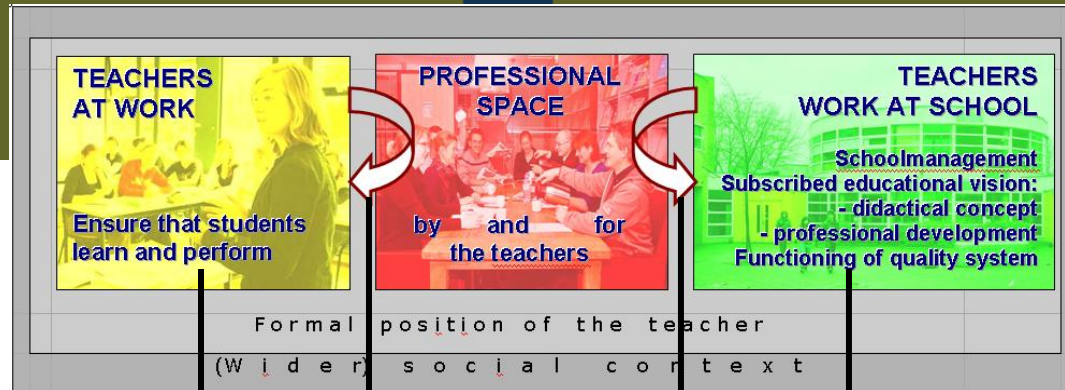


Our model: the improvement process paramount



Central concept:

- The professional space *for* the teachers
- The use of professional space *by* the teachers



Central question:
What is the quality of teachers in relation to the observed quality of education?



Incorporation in our school evaluations

Two possibilities:

1. In the quality assessment of an individual school.

Our primary focus stays the quality that students and pupils experience every day. When we have doubts about the quality delivered by the majority of the teachers (norm: 75%) we can zoom in into the processes concerning school and staff development.

2. As a theme that we want to monitor throughout the system

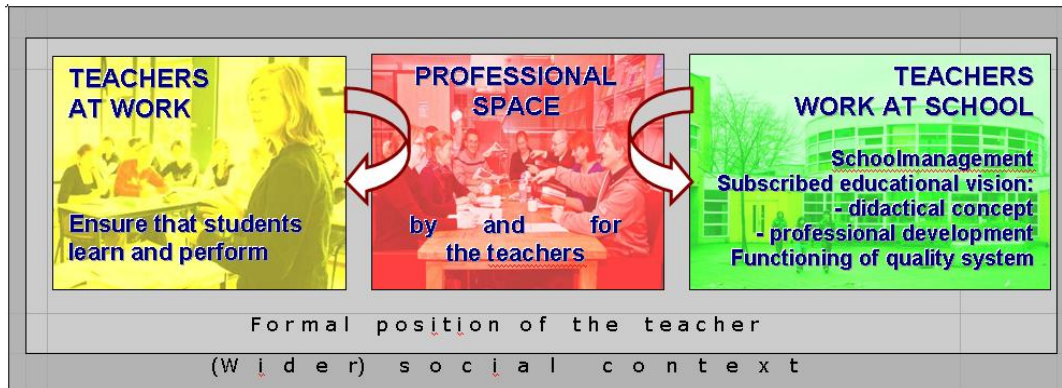
To picture the starting situation from the perspective of our model we are in the midst of conducting research in primary, secondary, special education and vocational schools.

From this research I can share first results in a minute.



What do you think of our approach?

Short discussion in groups





School improvement is a complicated process



Free translation of the title of this popular book:
Leading professionals? Don't even try!



First impressions from our systemwide research

- Research in elementary, secondary, special education and vocational schools.
- First impressions from our research in vocational and secondary schools.



Used instruments:

- module in evaluation framework (standards/indicators)
- interviews with teachers and school management
- interviews with teams
- questionnaires for teachers and school management
- classroom observations that can be connected with these teachers (*to be included*)
- analysis of school policy documents (teacher assessment and appraisal, HRM-policies, school improvement goals, etc.)



Vocational education (14 community colleges [21%])

Aspect	%
Teachers experience adequate professional space or a professional working environment	88%
Teachers develop themselves	89%
Teachers take the initiative to follow courses or conferences	79%
Connection professional development with received individual feedback	36%
Systematic teacher evaluation by the school management	29%
Coherence with the improvement goals of team or institution	36%
Teachers explicitly and actively reflect on their education and work on improvement accordingly	57%
The improvement process is based on student results	21%



First conclusions: professional space without focus and no borders (the autonomous teachers go their way!)

- *The good news:*

- Teachers experience a professional working environment
- Teachers take initiative to develop themselves
- Teachers see the added value of teams



- *The bad news:*

- No guarantee for school development = staff development
- No HRM-policies that are geared towards the educational goals of the school.
- No connecting PDCA-cycle in place
- Teams lack educational focus (most time spend on organizational issues)

A *panel* of more than 60 leaders, HRM-officers and managers recognize our conclusions. The lack of direction was the most prominent, a strong and fast growing awareness obvious. There still is a long way to go...



First impression of secondary education (54 schools)

Aspect	%
Teachers experience adequate professional space or a professional working environment	76%
Teachers develop themselves	58%
Teachers take the initiative to follow courses or conferences	69%
Connection professional development with received individual feedback	17% + 26,4 id
Systematic teacher evaluation by the school management	51%
Coherence with the improvement goals of team or institution	26%
Teachers explicitly and actively reflect on their education and work on improvement accordingly	47%
The improvement process is based on student results	36%



Secondary education: climate of low organizational engagement

- Recently developed HRM-policies (60%) don't seem to reach the class room.
- Professional norms about the characteristics of good education on the school level were found in 38% of the schools
- There is no systemic alignment between school improvement goals, individual staff development goals and HRM policies as the normal means to make this alignment happen.
- Teachers are highly engaged in their individual teaching tasks but don't seem to expect that cooperation within the school will give him or her more opportunities to improve his/her performance.
- Growing momentum in schools for articulating their HRM-policies, but often without professional focus and a connection with educational leadership.
- Compared to the community colleges the findings seem to indicate a relatively less open and more isolated working environment for teachers.



Final points for discussion

1. How do our first findings compare to your assessment of the situation in your own country?
2. About our own credibility as Inspectorates:
We have to do what we demand from schools in terms of quality assessment, HRM, professional development,... Do we?



In the Netherlands we call this "the Droste effect"

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