



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

# **Connoisseurship and the Dutch Inspectorate**

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# Introduction

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# The Organization of the Dutch Inspectorate

Three offices:

North, Central and South

Inspectors and employees for:

- Primary Education
- Secondary Education
- Vocational Training Institutes
- Academies and Universities



# Supervision 2020

A new way to supervise schools:

- More variation in 'Satisfactory schools' (appr. 96% of all schools)
- Not only the factual data (results)
- Quality domains and standards (results, process, school climate and secure environment, financial means)



# School Assessments

## Primary Education:

Appr. 7,500 schools in  
The Netherlands  
(including special primary  
education)

Appr. 100 inspectors

## Frequency in assessments:

Once every 4 years (basic quality  
schools)

Intensified Monitoring (the weak  
and the unsatisfactory schools)

Thematic Assessments (the annual  
Education Report, specific research  
such as composition writing or  
certain numerical skills)



# The Inspectorate Academy

- **Goals next year**

- Differentiated inspection
- Governance by school boards
- The flexible organization



# The Inspectorate Academy

- **An example**

## Secondary education

- Two-day activity in order to help exclude discrepancies in judgement
- 8 workshops: 7 about educational themes we base our judgement on at schools. Trends and developments and review of difficult cases and 1 about the appraisal framework and the role of the specific inspector
- What do you think is most important when judging the quality of schools?
- What do you think is least important when judging the quality of schools?
- What do you think is hardest to judge at schools?





# Our Appraisal Framework

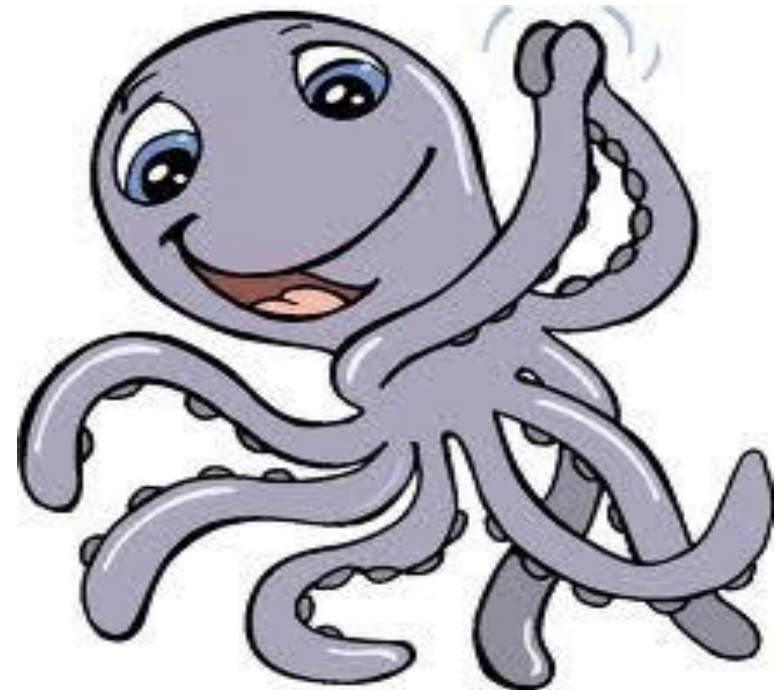
## Primary Education

- The Results
- The Methods and Materials (language and arithmetic & mathematics)
- The Use of Time (timetable, scheduling, lost time)
- The School Climate (social climate)
- The Teaching Strategies
- The Differences in Development between Pupils (in cognition, in pace of learning)
- The Routes and Procedures for Children with Special Needs (the less abled as well as the highly gifted and in between)
- The Quality Awareness of the School Management



## Questions

1. How do we achieve that our appraisals are ascertained in the same way nationwide?
2. How do we exclude discrepancies in judgement between (individual) inspectors?
3. How does the (individual) inspector achieve a balanced judgement, in which he also takes the specific characteristics of schools into account?





## 1. Factual data, for instance Result Tables

**Table 15:**  
**Standards for Reading Comprehension**

Group	School Group	Mean Proficiency Score
5	< 15% weighting	25
	≤ 15% weighting	20
6	< 15% weighting	32
	≤ 15% weighting	26



# 1. Appraisal Framework

## Quality Aspect 5

**The teachers give clear explanations, organise the educational activities efficiently and keep the pupils involved in the tasks before them.**

### ***5.1\* The teachers explain the subject matter clearly.***

The teachers explain things in an appealing, effective and interactive manner so that it is possible for all pupils to understand the subject matter and the assignments. The key point here is that the teachers explain effectively.

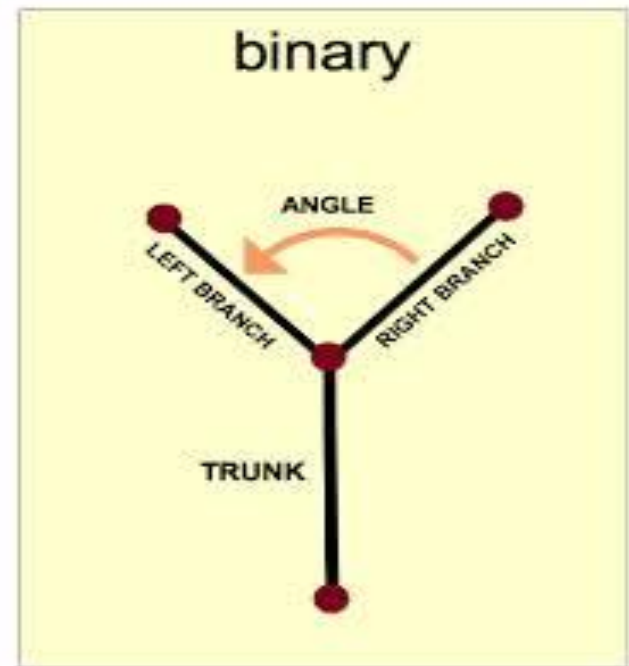
There are situations imaginable in which the explanation is not given or is only partially given by the teacher – it is given instead by, say, the computer. In principle, the same requirements apply here that apply to the teacher.



## 2. Exclude discrepancies in judgement between (individual) inspectors

### Visitations in pairs

Each inspector scores independently from the other;  
at the end of the day they compare notes.  
Every disagreement is discussed

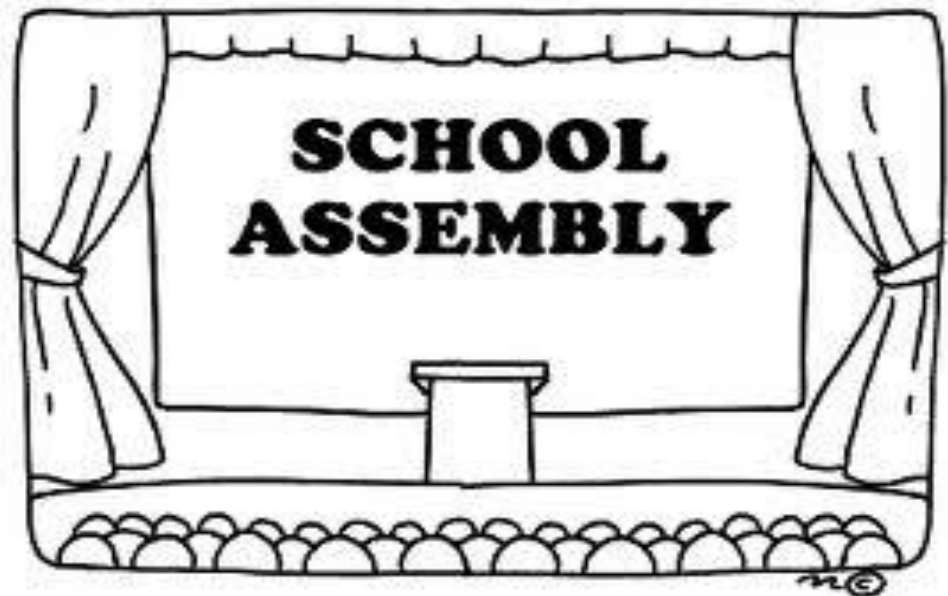




## 2. Exclude discrepancies in judgement between (individual) inspectors

### Casuistry

Every 4-5 weeks a session with colleagues, in which an inspector brings in a case and the others respond to it





## 2. Exclude discrepancies in judgement between (individual) inspectors

### Nationwide research into the reliability of our appraisals

Does the inspector in the region North assess certain aspects differently from his colleague in the regions Central or South?





# A Balanced Judgement

- Triangulation
- The context of the school
- The ability to improve





# Assignment

Please watch the short video and score the items in the list

- 1 Poor
- 2 Unsatisfactory
- 3 Satisfactory
- 4 Good



## How does the connoisseur go about?

In order to score, you might contemplate on the following:

- Did I see that particular item in this lesson?
- Where there any opportunities to display it?
- Should the teacher have displayed it in this lesson?
- Would the instruction have been more powerful/appealing if the teacher had?
- Do I think the teacher is equipped to display this item in his/her instruction?



# The Inspectorate Academy

- **Why an academy?**
  - Organizational development
  - Development of our profession
  - Individual development



## How does the connoisseur go about?

Last but not least:

How am I going to confront the teachers with my judgement?

***Decision on the spot.....***