

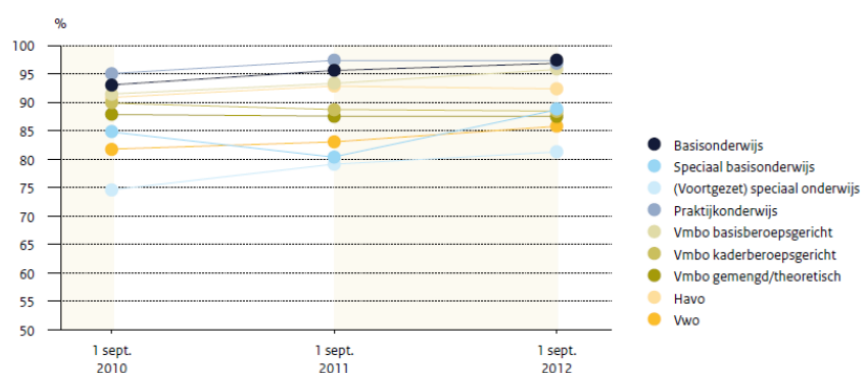


SICI-Conference BRATISLAVA "Inspecting the Future"
THE NETHERLANDS

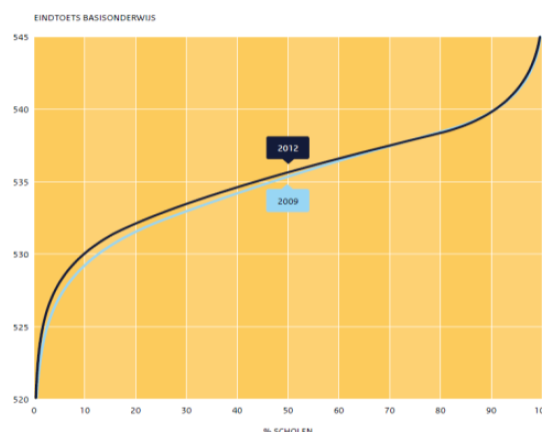
Main innovations in school education	Introduction of innovations/change strategies		Role of inspection in innovation	Change of inspection approach?
	Action Plan for Primary Education (PE) , involving innovation goals and action lines 2012-2015. Governance contract with schools, organised national support, organized monitoring	Action Plan for Secondary Education (SE) , involving innovation goals and action lines 2012-2015; performance contracts with schools, adapting the infrastructure		
Raising the level of performance	Raise the level of performance at the end of primary education, reduce the number of weakly performing schools, compulsory national test in the final year	Achievement oriented teaching, the school's added value, use of pupil monitoring systems, mid term tests, reference levels	SE: Inspectorate monitors and can address underachieving schools. PE: Schools should tune the publication of their results with the inspection data.	Differentiated inspection approach: more attention to average performing schools
More attention to excellence	Nominate / identify excellent schools, better offer for excellent pupils, early detection, cooperation in the field of excellence	Focus on 20% best performing students (in secondary education), tailor made programs, assigning skilled teachers, continuity in learning streams, offering a stage for performance, appointing excellent schools	Inspectorate uses indicators for assessing the way the instruction is adapted to the level of development of the students. Ministry initiated an assessment of excellent schools; future role for inspectorate in identifying excellence.	Differentiated inspection approach is being developed
Achievement oriented schooling/ambitious learning climate	Double the number of schools that work in an achievement oriented way, more effective use of learning time	Making deliberate choices, using reference levels, focus on basic subjects, simplifying the structure, enhancing number of optional subjects	SE: Inspectorate uses indicators for assessing achievement oriented schooling. PE and SE: pilots for calculating gain scores per pupil	More focus in inspection instruments on achievement oriented schooling; high investments in calculating gain scores and added value
Adequate education (Inclusion)	Effective integration of children with disabilities and complex needs into mainstream education. Mainstream schools and special education schools need to form an cooperating association at regional level. When parents enrol their (disadvantaged) child in the school, the school is responsible for organising an adequate education offer.		To assess both the quality of the education offered to disadvantaged pupils in mainstream schools AND to assess the quality of the association of cooperating schools responsible for adequate allocation of the child.	Introduction of 'chain' inspection on quality of adequate offer in mainstream schools, on quality of association of cooperation schools, on adequate division of support and education offer for disadvantaged pupils.
Professionalization of teachers and school-leaders	Achievement-oriented leadership; registration of teachers; improving teacher education; financial support for teachers to obtain a masters' degree; systematic peer-reviews. Professionalization is often still informal and free of obligations. Teachers are not always aware of their own strengths and weaknesses. Mutual feedback between teachers by visiting lessons by colleagues is rare.		Target groups for lesson observation: teachers who are only just starting; teachers without qualification. Increased attention for teacher education. Support of peer-review efforts (including international exchange).	Increased attention for the role and quality of teachers, in all sectors of the education system including higher education. Special focus on teacher education programmes.
School governing boards to be addressed first as responsible for the quality of schools	Some big problems in the governance of autonomous institutions that are dependent on government funding and were not lead well. Problems developed within some universities of applied sciences , and a community college with 30.000 students was on the point of going bankrupt (but 'too big to fail'). Also a lot of media attention is given to the high salaries that quite some CEO's of our schools and colleges earn. Our government wants to bring the 'social responsibility' back into the system and also wants the higher governing bodies to concentrate on their core task: good education.		The challenge we face is to integrate financial and quality of education supervision, so that the governing bodies get integrated feedback on their governance and results (educational and financial).	Multidisciplinary teams of education inspectors and financial experts will develop an integral risk analysis per organization and will design a mix of necessary investigations based on that analysis.
Focus on crafts	Action Plan "Focus on Crafts" in Further Vocational Education (MBO) . Goals: better quality by more teaching time, higher quality tests/examinations, more professional development teachers Methods: schools need to apply tests and examinations with national quality mark; introduction of tests for basic language and mathematics. Simplifying structure of training offer: more combination of small training offers.		Inspection supervises the quality of the examinations and tests. Inspection inspects if sufficient teaching time is programmed and realised.	Inspection needs to develop methods to inspect at an more aggregated level of training offers

Resultaten Eindtoets Basisonderwijs tussen 2009 en 2012
De resultaten op de Eindtoets Basisonderwijs tussen 2009 en 2012 zijn aan de 'onderkant' gestegen, maar zijn bij de bovenste helft van de scholen gelijk gebleven.

Kwaliteitsverbetering in het onderwijs stagneert
Percentage scholen of afdelingen dat aan de minimumnormen van de inspectie voldoet



Bron: Inspectie van het Onderwijs, 2012



Verbetering is wel te zien aan de onderkant, dat wil zeggen bij de scholen die relatief lage toetscores hebben. Deze scholen hebben zich tussen 2009 en 2012 verbeterd. Verbetering is dus wel mogelijk, maar blijft helaas beperkt tot deze groep.

De toetscores voor de midden en hogere groepen scholen zijn niet veranderd tussen 2009 en 2012. Er is hier sprake van stagnatie. Scholen zijn tevreden, zo lijkt. Hebben ze geen ambities of lukt het ze niet zich te verbeteren? In andere landen lukt dit wel.