



Ministerie van Onderwijs, Cultuur en
Wetenschap

Internal quality assurance on judgements

The Dutch way

Presentation SICI Workshop

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Overview of this presentation



- Developments in Dutch inspection approach
- Inspection model in 2010
- New model: Inspection regime for governing bodies and schools
- Expert judgement
- Experiences so far
- Quality assurance and professional development.
- Food for thought



Part 1

Developments in Dutch inspection approach



Characteristics:

- Risk based approach
- Annual risk analysis of all schools
- Detailed framework subdivided in standards and indicators
- Strong focus on test results/outcomes
- Inspection of all schools (once every four years)

Why change?



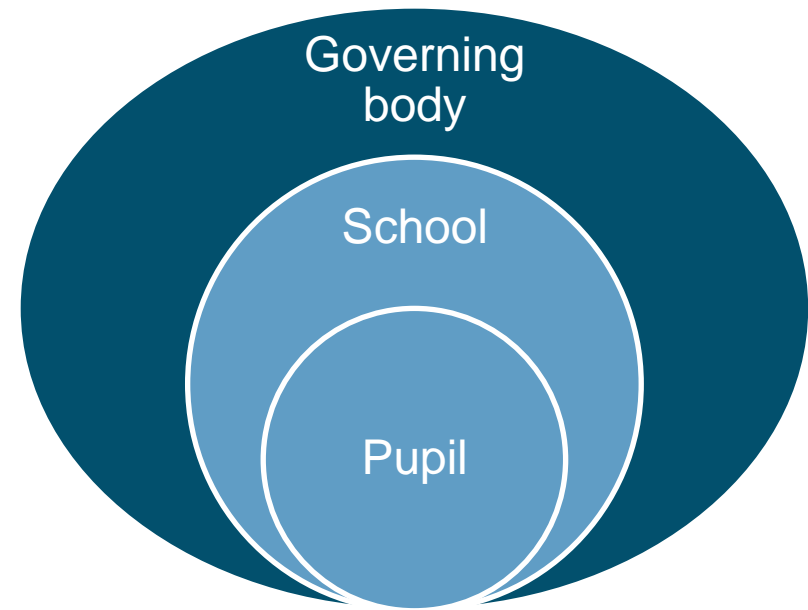


Stimulating to become better

- To contribute to continuous improvement of the educational quality
- Focus on school boards as they are responsible for the quality of education

Guarantee a basic quality of education

- School boards and schools must comply with the national regulations



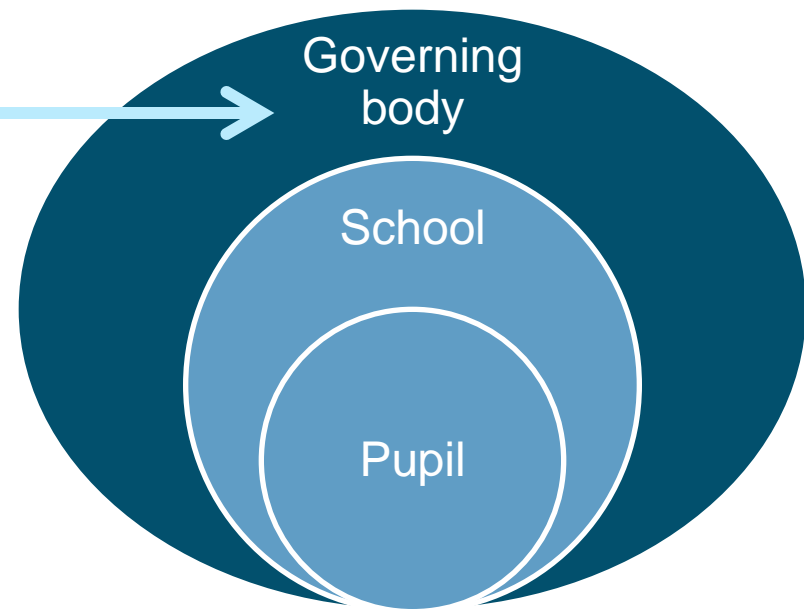


- Focus on governing body/school board

- Central question:

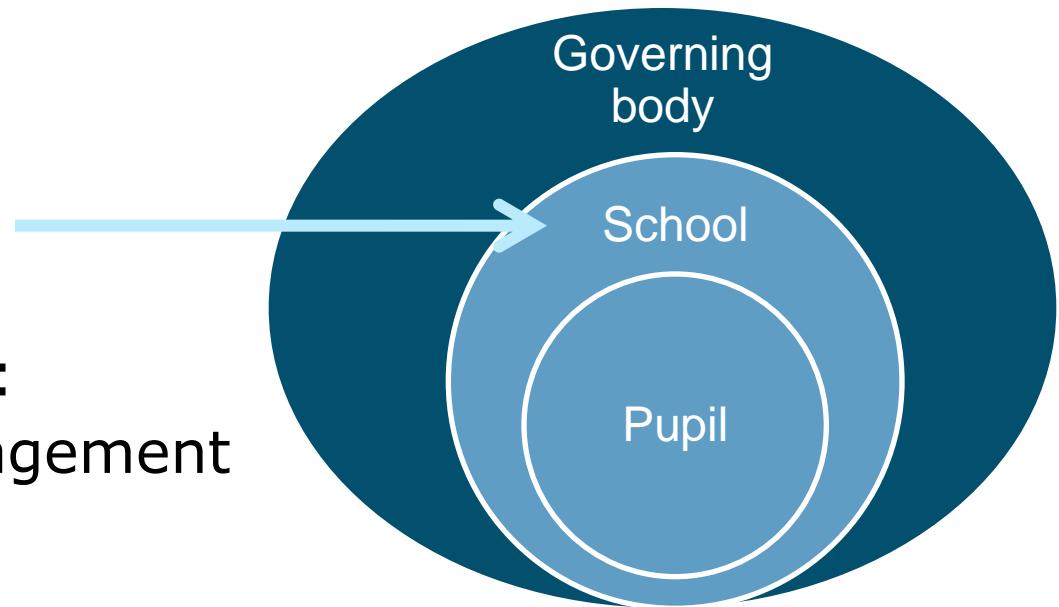
Is the governing body properly managing the quality of the educational provision of the schools and its finances?

'The governing body has put in place **a system to assure quality** and actually use this **to improve the quality** of their educational provision'.



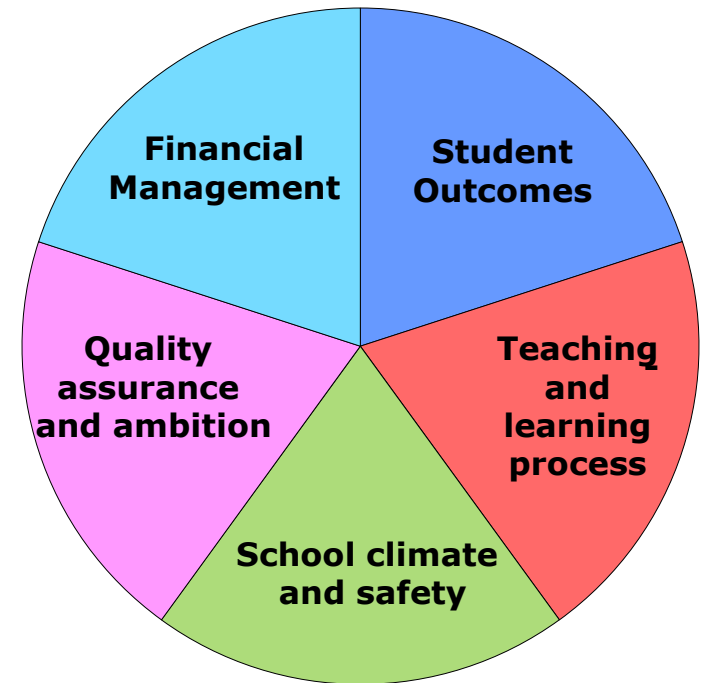


- Verification inspection: information and management checks
- Quality inspection of risk-affected schools
- Voluntary inspections of good schools





- Five quality domains with several 'quality standards'.
- Grades for domains and standards:
 - Good, Adequate, Inadequate /Could do better
- Grades for schools
 - Good, Adequate, Inadequate or Very weak
- One framework for different types of education





QUALITY AREAS AND STANDARDS	
OP	EDUCATIONAL PROCESS
OP1	Provision
OP2	Development perspectives
OP3	Didactics
OP4	Additional support
OP6	Cooperation
OP8	Testing and progression
SK	SCHOOL CLIMATE
SK1	Safety
SK2	Teaching climate
OR	LEARNING OUTCOMES
OR1	Results
OR2	Social abilities
OR3	Subsequent achievement
KA	QUALITY ASSURANCE AND AMBITION
KA1	Quality assurance
KA2	Quality culture
KA3	Accountability and dialogue
FB	FINANCIAL MANAGEMENT
FB1	Continuity
FB2	Efficiency
FB3	Legitimacy



Standard : Teaching process

Basic quality

“The teachers create a **learning climate** in which pupils are active and engaged. With the help of appropriate assignments and clear explanations, they are able to transfer knowledge effectively to each pupil. **They tailor instructions**, assignments, classroom time and supervision to **the needs of groups and individual pupils** alike, in such a way that – depending on those needs – these activities are both supportive and challenging.”



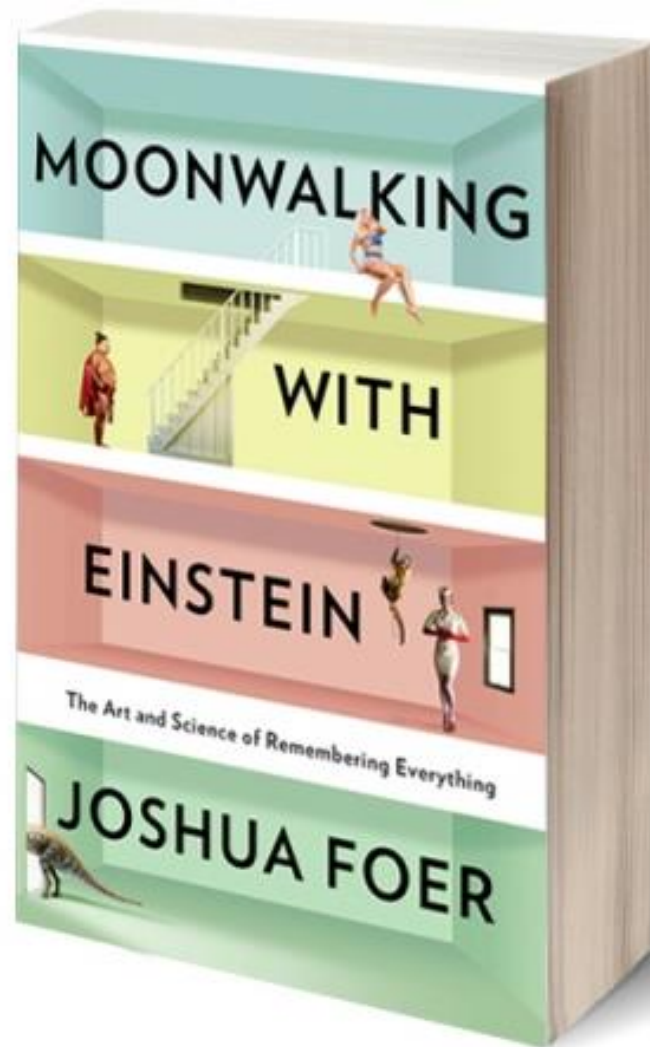
Many efforts needed for implementation

- Changing focus from inspecting schools to inspecting governing bodies
- New approach, new framework



Different roles, time for training and adopting new inspection style

Expert judgement



Experiences so far

- Evaluation of impact in 2020
- “Fairness” inquiry
- Appreciation by governing bodies to focus on governing body and opportunity for dialogue
- Criticism on the grading of ‘good schools’

- Better internal cooperation needed (between inspectors from different educational sections)
- Better connection needed between judgements on quality and judgements on finances
- Some legal procedures



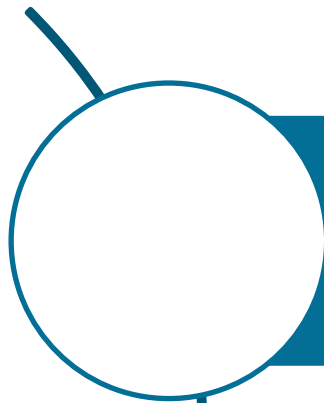
Part 2:

Quality assurance and professional development





Quality assurance



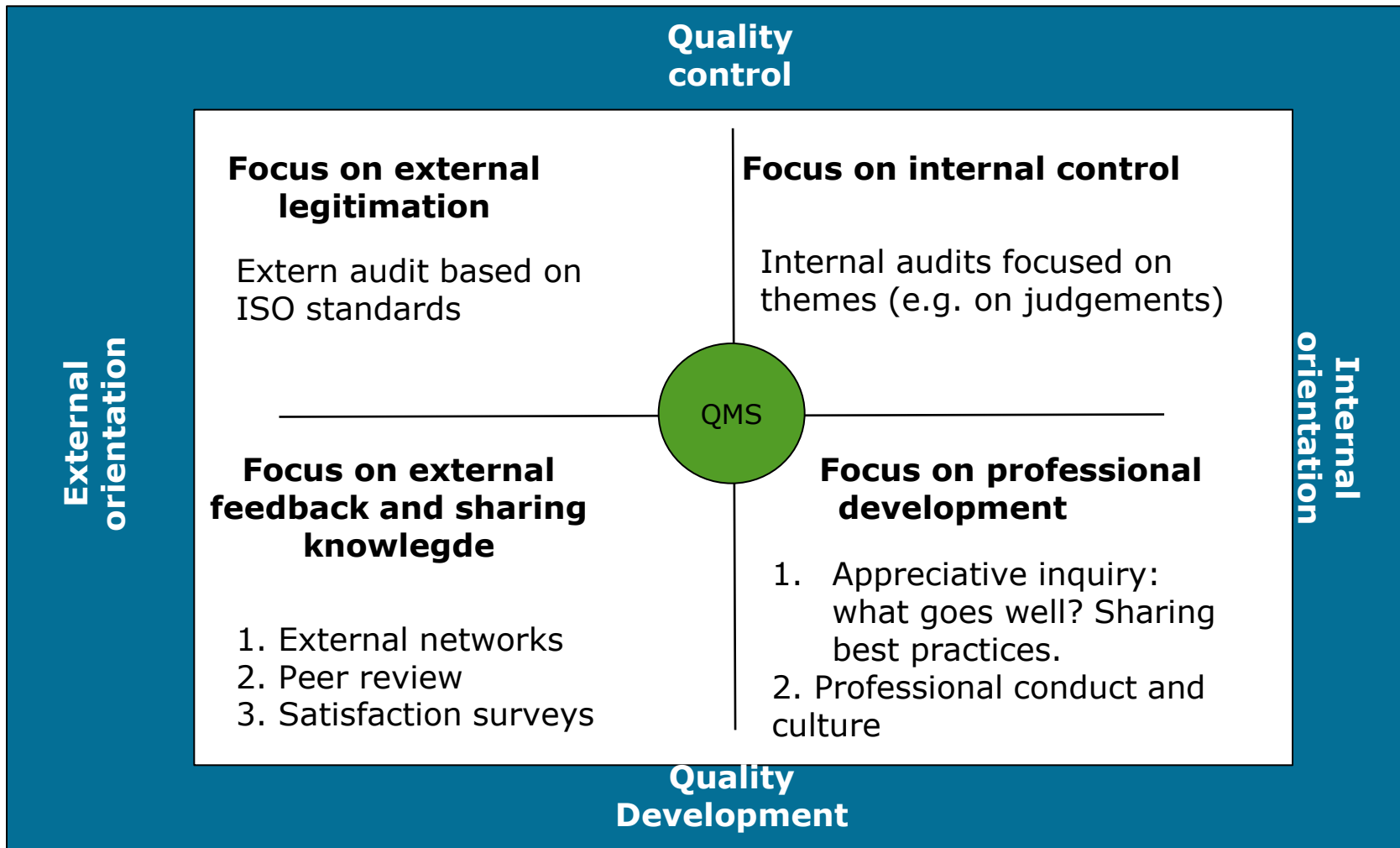
Overall Quality Management System



How to become an expert!

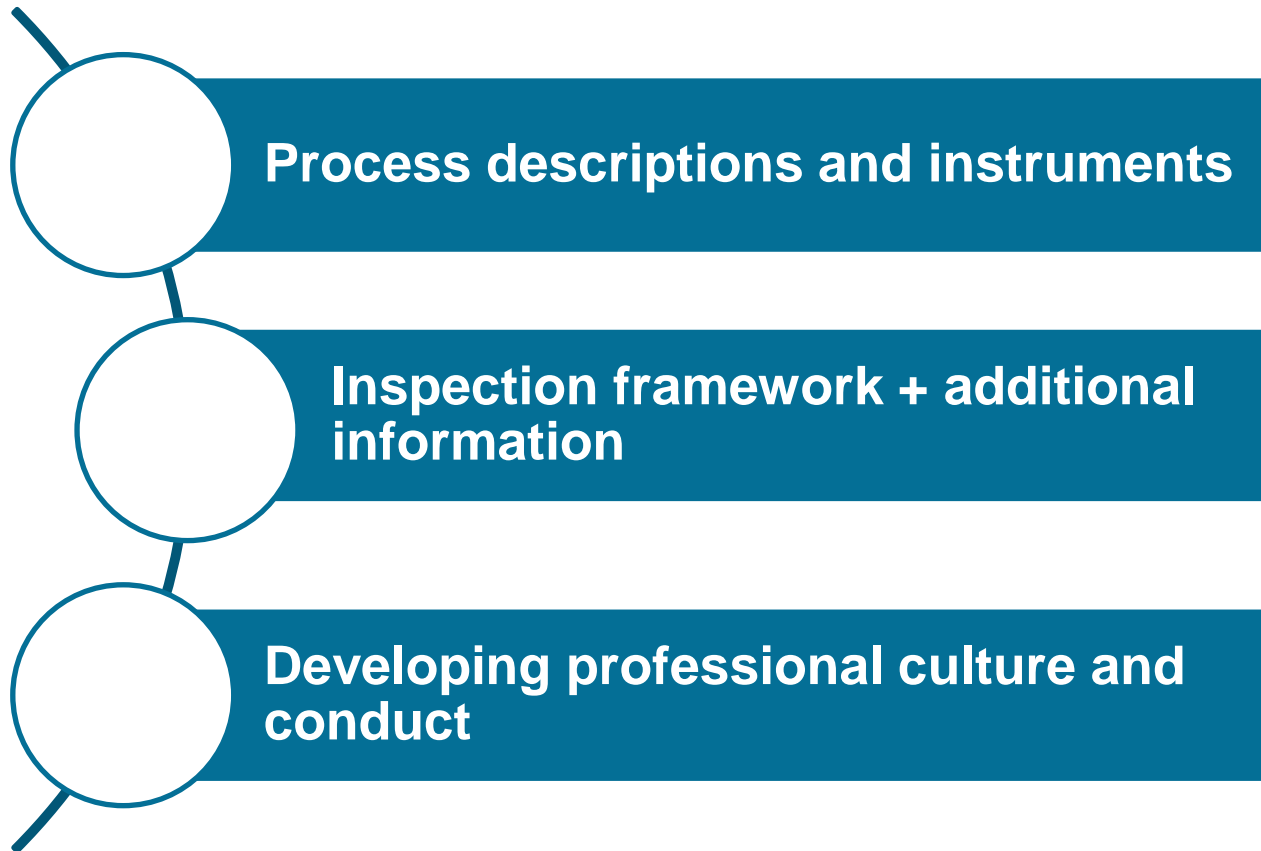


Overall Quality Managementsystem





How to support and develop professional culture and conduct?

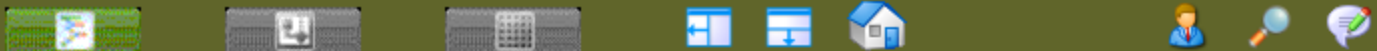


























Proces description and instruments

Published on intranet

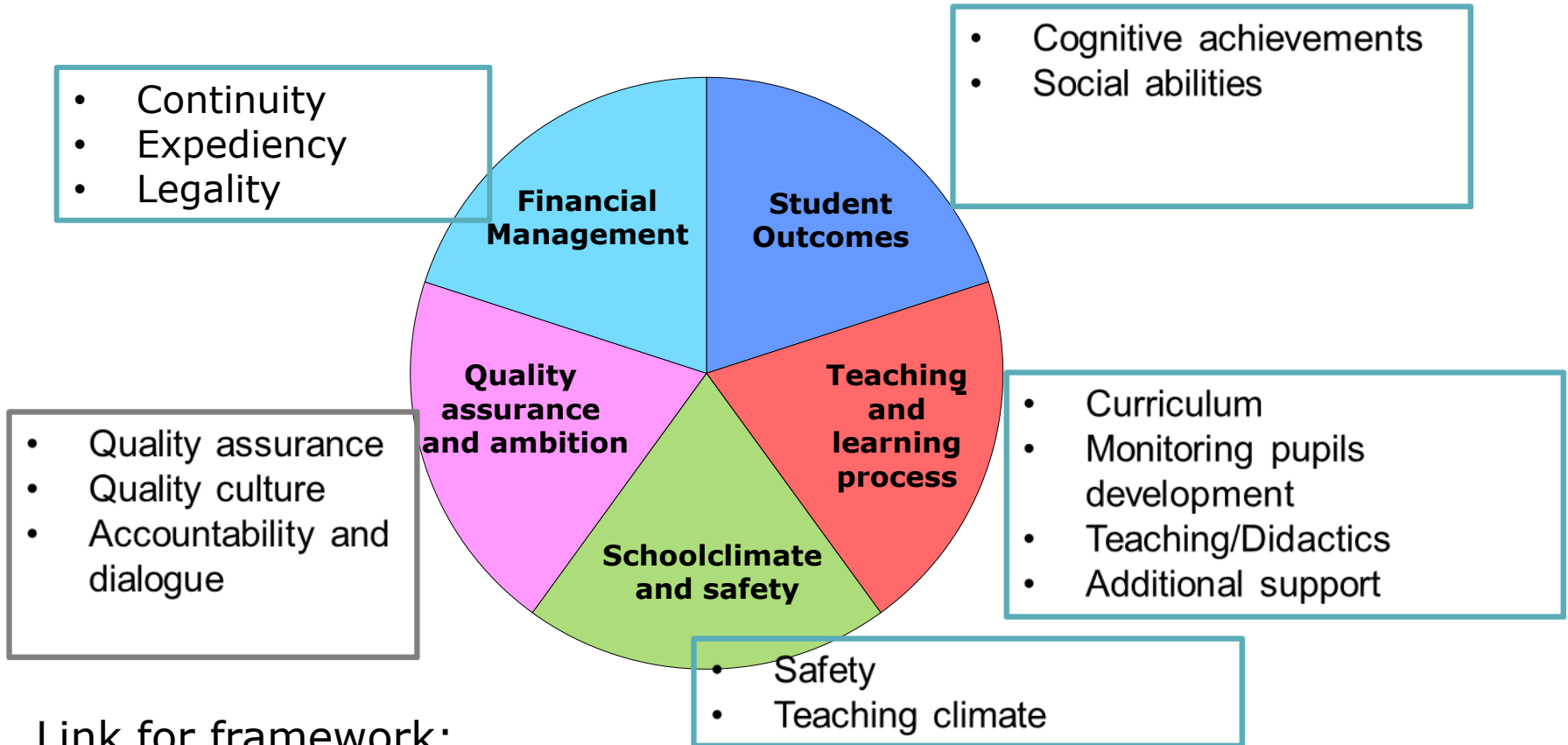
Inspectienet Werkwijzer



- [-]  Toezicht per 1 aug 2017 76165
 -  Werkproces Jaarlijkse prestatieanalyse (JPA)
 -  Werkproces 4 jaarlijks onderzoek besturen en scholen, algemeen – 4JOA
 -  Werkproces Kwaliteitsonderzoek Risico en Goed (KORG)
 -  Onderzoeken thema sectoraal/bovensectoraal (werkwijze vastgesteld in MTi van 1 april 2019)
 -  Werkproces Herstelonderzoek bestuur
 -  Werkproces Herstelonderzoek OvT
 -  Werkproces Specifiek onderzoek bestuur
 -  Werkproces Specifiek onderzoek OvT
 -  Werkproces Escalatie
 -  Instrumenten Algemeen
 -  Instrumenten Jaarlijkse monitor
 -  Instrumenten Vierjaarlijks onderzoek algemeen
 -  Instrumenten KO-risico
 -  Instrumenten ZZS en TCO po/so/vo
 -  Instrumenten KO-goed en excellent
 -  Instrumenten Overige wettelijke vereisten
 -  Instrumenten Onderzoeken thema of stelsel
 -  Instrumenten Herstelonderzoek bestuur
 -  Instrumenten Herstelonderzoek ovt
 -  Instrumenten Specifiek onderzoek bestuur (bestuurlijk handelen)
 -  Instrumenten Specifiek onderzoek ovt
 -  Instrumenten Escalatie
 -  Instrumenten Toezicht Samenwerkingsverbanden



The inspection framework



Link for framework:

<https://english.onderwijsinspectie.nl/>

For example

OP3. Didactics

The teachers' didactic activities enable pupils to learn and develop.

Basic quality

The teachers plan and structure their activities using the information available to them about their pupils. They ensure that the didactic level of their lessons is suited to pupils' intended learning outcomes. The syllabus is structured logically, both within individual lessons and over series of lessons.

The teachers create a learning climate in which pupils are active and engaged. With the help of appropriate assignments and clear explanations, they are able to transfer knowledge effectively to each pupil. They tailor instructions, assignments, classroom time and play supervision to the needs of groups and individual pupils alike, in such a way that – depending on those needs – these activities are both supportive and challenging.

Self-defined quality factors

What task has the school set itself in its school plan, how is it going about achieving this and is it succeeding?

Possible factors:

- high pupil expectations;
- feedback to pupils;
- efficient use of classroom time.

Summary of statutory requirements

The school has set out its teaching and didactic policy in the school plan (Sections 12-2 and 12-3, WPO) and implementation of that policy is evident in teachers' day-to-day work.

The law requires that pupils receive an education tailored to their personal development process (Section 8-1, WPO). To achieve this so-called "unimpeded development", it is essential that the school's didactic approach corresponds with the pupil's current developmental level. From this requirement, it follows that a number of conditions must be met:

- the learning climate enables the acquisition of knowledge (that is, it is supportive and challenging);
- explanations are clear; and,
- lessons are properly structured.

As necessary, lessons should also incorporate real opportunities to tailor the material being taught to pupils' abilities. This is essential to keep them engaged with that material, so that their development really is unimpeded. At the same time, the material should be appropriate for the intended learning outcomes of both the group and the school (Section 2, WPO).



Additional information

- ICT-tool with additional information about
 - › Quality standards + Related legislation
 - › Background information (e.g. research)
 - › Suggestions for several questions to be asked.
- Regularly updated by specialized working groups/internal experts



Developing professional culture and conduct

1. Continually training inspectors
2. Collegial consultation during inspection
3. Discussing cases in teams





Developing professional culture and conduct

4. Consensus consultation to reach fair judgements
5. Attendance of manager at inspections
6. Reports are proofread and reviewed





**FOOD FOR
THOUGHT**



Food for thought

- More open, less prescriptive framework, means more individual professional judgement. Risks in reliability?
- To achieve reliable professional judgments we need to invest more in professional culture with dialogue and reflection. More teamwork.
- More discussions needed about impact of judgments and the use of other interventions to encourage governing bodies and schools

Thank you for your attention

