European Schools

Pedagogical Development Unit

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Quality Teaching in the European Schools – Booklet

APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 18 AND 19 FEBRUARY 2016, IN BRUSSELS

Entry into force on 1 September 2016

FOR INFORMATION:

BUDGETARY COMMITTEE AND BOARD OF GOVERNORS

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INTRODUCTION TO DOCUMENT 2015-09-D-3

QUALITY TEACHING IN THE EUROPEAN SCHOOLS

Over the past four school years the European Schools have put substantial effort into developing a sound continuous professional development (CPD) policy for all teachers. The policy is underpinned by two pillars:

- the setting of clear expectations (standards) of teaching;
- the implementation of a comprehensive training structure.

This document focuses on the first pillar.

Thus, in order to make it available to new teachers and to improve communication between all the parties concerned, the 'Evaluation of Teachers' Working Group recommends having a <u>single document</u> entitled 'Quality teaching in the European Schools', which includes the following documents:

- I Teaching Standards (ex 2012-09-D-11)

- II Toolkit for (self-)evaluation (ex 2015-07-D-11)

- III Use of the Toolkit (ex 2015-07-D-11)

- Annex I Articles 28 & 30 of the Regulations for Members of the Seconded Staff – for information

- Annex II Document 'Evaluation of teachers in the European School system' 2015-09-D-40 – for information

As a reminder, document 2012-09-D-11 'Teaching Standards' was approved by the JTC in February 2014.

Document, 2015-07-D-11, 'Instruments for evaluation – Toolkit', was approved by the JTC at its meeting of 8 and 9 October 2015.

The document 'Evaluation of teachers in the European School system', appearing in Annex 2 to this document, was approved by the Board of Governors at its meeting of 1, 2 and 3 December 2015.

This version of the document, 2015-09-D-3, is the intended final product of the whole of the work of the 'Evaluation of Teachers' Working Group following the recommendations on the subject made by the BI and approval by the JTC and the BoG of the various documents concerned. The document will serve as a benchmark for all stakeholders and as an important introduction for new:

- teachers;
- executive staff;
- members of the Board of Inspectors.

Opinion of the Joint Board of Inspectors:

The Joint Board of Inspectors expressed a favourable opinion on the recommendation made by the 'Evaluation of Teachers' Working Group, namely: to have a single document on the evaluation of teachers entitled 'Quality Teaching in the European Schools – Booklet'.

The Joint Board of Inspectors also recommended that the Joint Teaching Committee should approve the 'Booklet', with entry into force on 1 September 2016. This 'Booklet' is a compendium of all the documents concerning the evaluation of teachers previously approved by the various competent decision-making organs.

The Joint Board of Inspectors recommended, however, that an electronic tool be developed in order to facilitate completion of the report.

Opinion of the Joint Teaching Committee:

The Joint Teaching Committee took note of the document and of the favourable opinion expressed by the Joint Board of Inspectors. This document on the evaluation of teachers brought together all the documents concerning the evaluation of teachers previously approved by the various competent decision-making organs. The documents and tools used for evaluation and for self-evaluation of all teachers were now clearly defined by means of this document.

The Joint Teaching Committee wished a harmonised approach to evaluation to be promoted across the system and emphasised the importance of the pedagogical standards on the basis of which the performance of all teachers, seconded and locally recruited, was evaluated also being the basis for the selection of all teachers on their recruitment.

The booklet entitled 'Quality teaching in the European Schools' (ref. 2015-09-D-3) would enter into force on 1 September 2016.

Following the approval by the Board of Governors at its December 2015 meeting of document 2015-09-D-40 'Evaluation of teachers in the European School system', the Human Resources Unit of the Office of the Secretary-General would produce a memo to accompany both that document and document 2015-09-D-3 'Quality teaching in the European Schools', so as to inform all the interested parties.

INTRODUCTION

Teaching Standards; framework for quality teaching

The European Schools deem the quality of education to be of paramount importance. For that reason, in 2014 *Teaching Standards* for the European Schools were approved by the Joint Teaching Committee. They represent the frame of reference for quality of teaching and apply to all teachers, both seconded and locally recruited. Document 2015-09-D-40, 'Evaluation of teachers in the European School System', set the guidelines for evaluation of teachers in the European Schools; *Teaching Standards* correspond to international trends in the field of description of teachers' competences. They clarify professional expectations across the spectrum of the teacher's role. They are the basis for:

- Teachers' self-evaluation;
- Teachers' professional development;
- Recruitment and induction of teachers;
- Evaluation and appraisal of teachers related to contract reviews.

Monitoring teachers' competences

Quality education is vital for students' success, their learning and achievements. To achieve quality education it is important to check teachers' expertise and maintain it at a high level. Teachers' knowledge, skills and competences, in terms both of content and of pedagogy and didactics, must always match current standards as closely as possible. In addition to being competent teachers in the classroom, teachers are also expected to make a contribution to achievement of the fundamental aims of the European Schools in general and to the operation of their own school in particular. Teachers themselves first and foremost play a major role in that respect. Then, through periodic, carefully carried out external checking, a stimulus effect can be produced. It is important for an appropriate training pathway to be based on the results of such checking.

Harmonised approach

This document introduces a harmonised approach to teacher evaluation for the European Schools, in line with the Teaching Standards. The standardised set of tools provided (Toolkit, Chapter II), facilitates valid, fair and reliable evaluations. The outcome of the evaluations will support the dialogue between teachers, management and inspectors; how can each party make a meaningful contribution to a successful education process which works for the children, the teacher, the school, the European Schools?

Aims of evaluation

The aims of teacher evaluation can differ:

- statutory evaluations of seconded teachers;
- evaluations of locally recruited teachers prior to a permanent contract;
- evaluations related to the implementation of innovations;
- evaluations in the context of the induction of new teachers;
- ...

In accordance with Articles 28 and 30 of the Regulations for Members of the Seconded Staff of the European Schools and the 'Guidelines for the Professional Evaluation of Teachers in the European Schools' (f,), appraisal/evaluation of seconded teachers takes place:

- before the end of the two-year probationary period;

- Before the end of a further period (further periods) of extension of secondment.

Likewise in cases where directors have to decide on a permanent contract for a locally recruited teacher, such a decision has to be based on an evaluation in line with the harmonised approach to teacher evaluation presented in this document.

In other cases of teacher evaluation (parts of) the Toolkit and/or (parts of the) separate tools can be used. Depending on the specific aim/topic of the evaluation, adjustment is possible but should always correspond to the Teaching Standards for the European Schools.
In all cases it is important that there is early communication between the people involved, about the aim of the evaluation and the tools used.

Importance for the teachers to be evaluated

The Toolkit offers teachers an instrument to reflect on:
- their own teaching in the light of the Teaching Standards of the European Schools;
- their wider responsibilities;
- Their ambitions and needs for further professional development.

The standardised approach makes an evaluation transparent. It is clear what it comprises. This supports preparation and setting of priorities. The Toolkit also shows what is not regularly included and what could be added, depending on the specific aims, needs and wishes of the parties involved.
The outcomes of the evaluations provide a structured basis for personal portfolios and/or development plans.

Importance for the evaluators

The comprehensive nature of the Toolkit prevents evaluators from losing sight of important aspects. The structure supports the preparation and organisation of the evaluation. The standardised approach helps objectivity to be maintained and evaluations made more independent of individual evaluators. At the same time it leaves room for flexibility and differentiation amongst teachers.

Harmonisation of teacher evaluation throughout the system is undoubtedly important for quality assurance and fair assessment processes. The outcome of the procedure will help with decision-making in an objective and evidence-based way, and it may also suggest recommendations for professional development programmes such as in-service training courses or self-study sessions.

Legal status of the document

Complementary to document 2015-09-D-40 (see Annex 2), this document provides a substantiating basis for the process of evaluation of teachers within the legal framework provided by the *Regulations for Members of the Seconded Staff of the European Schools* (doc. 2011-04-D-14; see Annex 1 for the relevant excerpt) and the *Conditions of Employment of Part-Time Teachers*.

It includes:
- in Chapter I, the Teaching Standards for the European Schools by replacing document 2012-09-D-11-en-4 (*Teaching Standards for the European Schools);*
- in Chapters II and III, a Toolkit and its 'operating instructions', which give direction to reflection, observation, evaluation and/or (self-)evaluation of nursery, primary and secondary teachers in the European Schools; the Toolkit is a further development of document: 2013-01-D-55 (*Guidelines for*

reflection, observation/(self-)evaluation of nursery, primary and secondary school teachers in the European Schools)

- In Annex 1, Excerpt from the Regulations for Members of the Seconded Staff of the European Schools (doc. 2011-04-D-14-en-5)
- In Annex 2, document 2015-09-D-40 'EVALUATION OF TEACHERS IN THE EUROPEAN SCHOOL SYSTEM' together with the final Report template can be found.

Personal File

The final evaluation report has to be kept in the teacher's 'Educational and Administrative File'. Moreover, all existing lesson observation forms, analysis sheets for class and group administration, notes of the feedback meeting and the summary sheets should be added to this file, when relevant for the formal evaluation.

I. TEACHING STANDARDS

Three categories of Teaching Standards are distinguished:
I   Teaching and learning;
II   Wider professional responsibilities;
III   Professional conduct and qualities.

I	Teaching and learning *The teacher…*	
Planning: plans to promote good progress for all pupils		
1	Ensures a harmonised curriculum planning that safeguards consistency and includes the European dimension	
2	Fulfils the syllabus/program/curriculum as prescribed	
3	Ensures a good transition between years and cycles	
4	Promotes and documents good progress and outcomes by pupils	
Delivery: promotes good progress for all pupils		
5	Uses teaching skills and creativity to inspire and motivate pupils	
6	Delivers well-structured lessons	
7	Makes an effective use of teaching time	
8	Employs a variety of teaching and learning methods, including technology, appropriate to the content	
9	Motivates pupils to be actively involved in their own learning	
10	Demonstrates good subject and curriculum knowledge including their national and European dimensions	
Differentiation: adapts teaching to respond to the strengths and needs of all pupils		
11	Shows clear understanding of the needs of all pupils, including those with special educational needs, high ability and different linguistic backgrounds	
12	Uses and evaluates distinctive teaching and learning methods to respond to the different needs of his/her pupils	
13	Uses distinctive teaching approaches to promote language development as well as to enable pupils to achieve their best in subject learning	
Pedagogical climate: creates a positive pedagogical climate		
14	Models and manages behaviour effectively to ensure a good learning environment	
15	Manages resources in such a way as to create an inviting learning environment	
16	Ensures a safe and pedagogical climate	
17	Shows awareness of contextual factors that may affect class climate or pupils' learning	
Assessment: uses assessment to track pupils progress		
18	Contributes to harmonisation of assessment within the subjects, across sections and cycles	
19	Shows awareness of the basic principles of formative and summative assessment and puts them into practice	
20	Uses a range of assessment strategies to provide a broad picture of pupils' competences and performances	
21	Uses self and peer assessment in order to promote learner autonomy	

II	**Wider professional responsibilities**
	The teacher…
22	Takes initiatives to contribute to the wider school life and the school's ethos
23	Engages in collaborative tasks, organisation and coordination work
24	Cooperates and communicates effectively with members of the school community (pupils, parents, colleagues, management) and inspectors.
25	Shows knowledge and insight into educational design
26	Takes responsibility for his/her own professional development
27	Shows willingness and ability to take the lead and engage colleagues to improve education
28	Reflects on his/her own teaching
29	Understands and promotes the European school dimension
III	**Professional conduct and qualities**
	The teacher…
30	Shows punctuality (role model)
31	Shows integrity
32	The teacher shall have a thorough knowledge of a second Community language. Knowledge of the language of the place of employment is desirable. The teacher is also able to function in a multilingual environment
33	Adopts agreed system/school policies and guidelines
34	Shows willingness and ability to contribute to the underpinning principles and values of the European school system
35	Fosters mutual understanding and respect for diversity in a multicultural context
36	Shows high standards for him/herself (role model)

II. TOOLKIT

The Toolkit comprises:
* a lesson observation form;
* an analysis sheet for class and group administration;
* topics for a feedback meeting between the person observed/evaluated and the observer/evaluator;
* summary sheet.

Lesson observation form

A. Identification data and general information			
Name of the school		Teacher's name	
Observer's name		Class/ number of pupils	
Date(s) of the observation		Area/subject	
		Objective of the lesson	

The observer records his/her findings in a score. This score indicates to what extent the relevant indicator has been achieved/observed. Key:
1   observed to an insufficient extent (definitely expected but not observed)
2   observed to a sufficient extent
3   observed and of good quality
NA   not applicable (at the time in question)

	1 2 3	NA	Comments
1 Teaching	**0 0 0**		

• The teacher explains things clearly:
  o   the language used is at the pupils' level;
  o   explains the terms used (new/ complex);
  o   explains in logical steps ;
  o   uses appropriate examples;
  o   visualises;
  o   regularly summarises the explanations;
  o   offers pupils the opportunity to ask questions.
	0 0 0		

• The teacher shows that he/she has a command of the subject matter.	0 0 0		

• The teacher structures the lesson:
  o   explains the lesson's objective;
  o   signals the start of the lesson;
  o   signals the end of the lesson.
	0 0 0		

• The teacher sets the lesson in context as regards:
  o   the subject and/or ;
  o   current events and/or;
  o   reality outside school.
	0 0 0		

• The teacher activates previous knowledge and connects to and builds on what has already been learned.	0 0 0		
• The teacher gears his/her teaching to differences in development.	0 0 0		
2 Learning process	**0 0 0**		
• The teacher checks whether pupils understand the subject matter and the tasks expected of them, giving them feedback if necessary.	0 0 0		
• The teacher actively involves pupils in the pedagogical activities.	0 0 0		
• The teacher creates a stimulating, task-directed working environment.	0 0 0		
• The teacher creates a working environment conducive to linguistic development.			
• The teacher incorporates ICT relevantly.	0 0 0		
• The teacher uses a variety of ways of working, including independent working and cooperative learning.	0 0 0		
• The teacher adjusts the tasks to be carried out to match differences in development.	0 0 0		
3 Pedagogical action	**0 0 0**		
• The teacher creates an open and safe atmosphere in the classroom, where pupils are motivated and where they can work with concentration and dare to participate.	0 0 0		
• The teacher ensures that pupils show respect for one another and for teachers, setting a good example in that respect. The teacher: o speaks to pupils when they have a negative attitude; o praises pupils on a positive attitude; o applies rules.	0 0 0		
4. Classroom	**0 0 0**		
• The room is welcoming and decorated and there is up-to-date material.	0 0 0		
• Sufficient up-to-date multimedia equipment is present in the room, for both teacher and pupils.	0 0 0		
5. Time	**0 0 0**		
• The teacher makes efficient use of the planned teaching time.	0 0 0		
Comments			

Class and group administration

A. Identification data and general information			
Name of the school			
Analyst's name		Teacher's name	
Date of the analysis		Class/number of pupils	

Analysis of the documents should contribute to insight into and understanding of a number of subjects:

Aspect[1]	Appraisal, commentary
Subject matter planning	
Transfer, continuity	
Pupils' Assessment • **Instruments** • **Progress, results** • **Analysis of results** • **Planning of action**	

Comments

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[1] For further explanation and possible indicators see Chapter III

Feedback meeting[2]

A. Identification data and general information			
Name of the school		Teacher's name	
Date of the discussion		Class/number of pupils	

I   Review of lesson(s) observed

II   General pedagogical-didactic action
Potential topics: subject matter offered and planning, pupils' autonomy, evaluation/assessment, educational support

III   Extra-curricular commitment
What additional contribution do you make in the section, your cycle (nursery, primary, secondary) and your school?

IV   Professional development
How do you maintain your specialist subject (in what areas, how)? What are your professional prospects and ambitions?

V   Capacity for reflection
Do you reflect on the results which you achieve with your pupils? Do you evaluate yourself as a teacher? How? What is the result?

VI   Communication
Do you consult with your colleagues, the management, parents? If so, how often and on what subject?

VII   Other matters coming up for discussion
Points of particular interest, sticking points.
Are there any specific points to which you wish to draw attention?

Agreements

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[2] For further explanation and possible indicators see Chapter III

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Summary[3]

A. Identification data and general information			
Name of the school		Teacher's name	
Evaluator's name		Date(s) of the visit and period covered	
Based on	*Sources used, such as lesson observations, meeting with the teacher, analysis of group administration., documentation on extra tasks in the school,*		

Aspect	Appraisal
Teaching and learning	Good - Satisfactory - Unsatisfactory
Wider professional responsibilities	Good - Satisfactory - Unsatisfactory
Professional conduct and qualities	Good - Satisfactory - Unsatisfactory
Meets the teaching standards of the European Schools	**Yes - No**

Agreements
This box can be used for agreements that Directors/Inspectors and teachers make as a result of the evaluation. For example regarding: • *rules/regulations of the European Schools that are not (correctly) applied;* • *further personal development;* • *specific team-/section-/school-tasks.* *Agreements of the first kind should also be mentioned in the final Report.*

Explanation[4]
This box can be used for (further) explanation of the appraisals. For example, outstanding (elements of) teaching can be highlighted, specific professional conduct can be described, extra team- or school tasks can be mentioned, etc. *If wished, this text can be copied and pasted in the final Report.*

Extension
Yes   -   No

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[3] The 'Report' (Chapter 2 of document 2015-09-D-40 'Evaluation of Teachers in the European School system') remains the official document for statutory evaluations. Directors and Inspectors can use this summary sheet as a basis (input) for their Report.
[4] Further comments on teaching, wider responsibilities and/or professional conduct.

III   USE OF THE TOOLKIT

The instruments in the Toolkit cover different areas of the Teaching Standards. The observation sheet focuses on *Teaching and learning*. It is restricted to topics that can really be observed during everyday life in the classroom. The sheet for class and group administration can be used to analyse underlying preparation and information for teaching and learning processes, such as planning and progress results. The feedback meeting offers the opportunity to discuss standards regarding *Wider professional responsibilities* and *Professional conduct and qualities*.

Depending on the time or the kind of evaluation, certain topics can be emphasised. For example, it can be more important to discuss professional prospects or ambitions during a second evaluation than a first one. In cases of Statutory Evaluations all Teaching Standards have to be broadly covered. In other cases specific areas of interest can be defined, but should be communicated beforehand.

This chapter offers some extra explanations regarding the items on the observation form, the administration form and the form for the feedback meeting.

1   Lesson observation

The lesson observation form provides an overview of aspects that can be observed in class and that relate to a wide range of teacher activities and approaches. The observer may focus on some of the aspects or may conduct an overall evaluation depending on the aim of the observation.

During an overall evaluation the observer pays attention to:
- The teacher's teaching
  Quality of explanations, structure of lessons, differentiation in instructions, etc.
- The pupils' learning
  Involvement of pupils, independent working, cooperative learning, use of ICT, etc. Teacher's activities to organise, stimulate and/or guide this.
- Pedagogical context
  Teacher's effort to create a safe atmosphere, respectful communication, rules for social behaviour, etc.
- Classroom
  Teacher's efforts to create welcoming classrooms and take care of relevant (multimedia) equipment.
- Time
  Efficient use of teaching time, such as fast start to lessons, smooth transitions form one lesson to another, differentiation in teaching time.

In case of observations it is important that the observer should compare what (s)he might expect in the given circumstances with what (s)he actually sees. For example, at the start of a lesson an observer can expect the teacher to explain the objective of the lesson. The teacher either does or does not do so. This is quite easy to observe. And if (s)he does, the explanation can be 'sufficient' or 'of good quality'. Therefore, three evaluation categories are distinguished:
1   observed to an insufficient extent (definitely expected but not observed);
2   observed to a sufficient extent
3   observed and of good quality.

Indicators that not have been observed to a sufficient extent or were of very good quality can be discussed at the Feedback Meeting.

During some lessons certain topics on the observation form cannot be observed, because they are simply not relevant in the given context. For example, if a teacher introduces a new project that the class will undertake, this information is important for all pupils and – at least at the beginning of the introduction – you would not expect any differentiation amongst pupils. In such a case that specific indicator is not applicable (NA) and will not be evaluated. Another example: especially in the Secondary Cycle teachers do not always have a classroom of their own; also not all teachers have ICT equipment in their classrooms (yet). This is not or only partially within the scope of influence of teachers. Again, in those cases indicators involved are not applicable.

Especially in cases of statutory evaluations it is advisable to sit in on at least two different lessons, if possible. In case of teachers in Secondary, lessons at different levels can be scheduled, for example one lesson in the first cycle of Secondary and one in the third. If a teacher in Secondary teaches different subjects, the observer preferably visits lessons in the different subjects involved. In Primary different subjects/areas of development should be taken into consideration.

2 Class and group administration

The form for class and group administration covers the most important aspects of teachers' administrative tasks, from planning to assessment. It of paramount importance to add precise and informative comments on each area, depending on the focus point(s) of the observation/evaluation.

To support the analysis of class and group administration the evaluator can make use of the following questions and indicators.

- **Subject matter planning**
  Is the subject matter to be covered over the year, recorded in a plan?
  o Does the teacher have an annual plan, a semester or period plan, a study guide and a calendar of lessons, based on learning plans/syllabuses?
  o Does the teacher align planning horizontally (within a level/ year group) and vertically (within a subject/ section) with colleagues?

- **Transfer, continuity**
  Is the information required for a substitute teacher to take over the teaching of a group available in well-organised form?

- **Pupils' Assessment**
  o **Instruments**
    Is there an overview of the instruments used?
    ▪ How is assessment carried out? With what kind of instruments (observations, tests, portfolio, self-assessment, etc.)?
    ▪ Which areas, subjects, domains are assessed?
    ▪ When does assessment take place; is there a calendar of assessment points in time?
  o **Progress, results**
    Are progress and results recorded properly for each group and for each pupil:

- How are they recorded? In marks, levels, development profiles, etc.?
- Where are they recorded? In a folio and/or digital system? Who has access?

o **Analysis of results**
Are striking results analysed in greater detail?
(Type of mistakes, more thorough testing, diagnostic discussion, psychological examination).

o **Planning of action**
Do striking results lead to targeted actions?
What will the teacher/classroom assistant/expert do, what result(s) is/are aimed at, when, how, with what? Has this been made explicit?

3   Feedback meeting

The guide for the feedback meeting offers an overview of areas to talk about during a discussion with the teacher. These are suggestions which can be modified or changed according to the aim of the meeting, the focus point(s) of the evaluation, the subject, etc. Nevertheless, the series of questions guarantee that these discussions follow more or less the same pattern and provide a standard framework for the meeting. The more 'tailored' they are, however, to the concrete situation, the better.

To support the feedback meeting the evaluator **can** make use of the following questions and indicators.

I   Review of / reflection on the lesson(s) observed
- Are you satisfied with the lesson(s) on which the evaluator sat in?
- Do you consider that the objectives of your lesson were achieved?
  What were the pupils supposed to learn? Did they learn it and how do you know they did?
- Which did the teacher/evaluator consider to be the stronger/weaker points of the lessons observed?

II   General pedagogical-didactic action
- Subject matter offered and planning
  o Learning-teaching trajectories (vertical alignment)
    Is there alignment from one lesson to another (what is offered in relation to the previous lesson, the following lesson), from one class to the next (within a language section)?
  o Harmonisation (horizontal alignment)
    Is there alignment within a year group/level (across the language sections)?
  o Methods/materials
    Do you have enough up-to-date methods/materials (including software) to be able to offer what is required?
  o European dimension
    Do you touch upon European ideas and values in your lessons?

- Pupils' autonomy
  - Do you encourage pupils to think for themselves about what they are learning (how could you do it or would you be able to do it)?
  - Do you encourage pupils to use sources of information (the internet, dictionaries, etc.) autonomously?
  - Do pupils learn to work autonomously on the basis of daily and/or weekly tasks?
  - Do you develop pupils' abilities to judge/evaluate for themselves?
- Evaluation/Assessment
  - Harmonisation: do you apply the school's guidelines on assessment? Do you apply the school's agreements?
  - With what do you assess pupils' progress?
  - How often do you assess pupils' progress?
  - Do you analyse the results achieved? How?
  - Do you inform parents about results?
  - Do you develop pupils' abilities to judge for/assess themselves? How?
- Educational support
  For which pupils do you/does the school organise educational support? How is that determined? Who is involved? Do you follow the school's guidelines on educational support? Are there children with Individual Learning Plans in your class?

III   Extra-curricular commitment
- What additional contribution do you make in your language section, your cycle (nursery, primary, secondary) and your school?
- Do you carry out coordination duties (section, subject areas, cross-curricular subject areas, provision for pupils [educational support], school trips)?
- Do you contribute to the school's policy? For example, through working groups or as a teachers' representative?
- Have you taken personal initiatives for the school?

IV   Professional development
- What?
  In which areas does professional development take place? Subject knowledge, knowledge of languages, pedagogical-didactic action, European dimension, etc.?
- How?
  Through refresher courses and further training, specialist literature, intervision, coaching, class visits etc.?
- Professional prospects/ambitions?
  What would you preferably like to do after your appointment to the ES? What personal development do you consider desirable for this prospect to materialise?
- Behaviour?
  How would you describe your personal standards with respect to integrity, punctuality and commitment?
- Do you comply with school policy/the European Schools' policy? Do you put the European Schools' ideas and values into practice (development of languages, European dimension, harmonisation of the curriculum, etc.)?

V   Capacity for reflection

- Do you evaluate yourself as a teacher?
  If so, are there any agreements at school level?
- About what?
  Pedagogical-didactic action, professional development, extra-curricular commitment?
- How? How often? With what?
  Portfolio? Evaluation instrument? Peer review?
- What is the result?
  How do you adjust your approach?

VI   Communication

- Contacts with colleagues
  What are your contacts with your colleagues like?
    - Does consultation take place systematically within the section? About what?
    - Does consultation take place systematically within the year group/level? About what?
    - Does consultation take place systematically within the cycle (nursery, primary, secondary)?
      About what?
    - Is there provision for coaching/guidance of new teachers?
    - Other forms of consultation?
- Relationship with parents
  What is your relationship with your pupils' parents like? How, at what times and about
  what do you communicate? How are parents involved? About what?

VII   Other matters coming up for discussion

Points of particular interest, sticking points.
Are there any specific points to which you wish to draw attention?

4   Summary

The summary sheet can be used to represent and conclude the information gathered during the evaluation, in a concise way.

The 'Report' (Chapter IV) remains the official document for statutory evaluations. It should indicate the period of time covered and the evidence on which the assessment is based. The Report must refer to all areas of the Teaching Standards:
- Teaching and learning (at least to the planning, execution and evaluation of teachers' lessons)
- Wider professional responsibilities
- Professional conduct and qualities

The 'Summary' can serve as a basis (input) for the final Report.

IV ANNEXES

ANNEX I EXCERPT FROM THE REGULATIONS FOR MEMBERS OF THE SECONDED STAFF OF THE EUROPEAN SCHOOLS

(doc. 2011-04-D-14):

Article 28

1.   Before they can be confirmed in their posts, all members of staff, with the exception of executive staff (Directors, Deputy Directors), the Deputy Secretary-General, the Financial Controller and the Assistant Financial Controllers, shall serve a probationary period, which shall end:

(a)   for members of the teaching and supervisory staff, after the second school year following their appointment;

(b)   for managerial staff, after 12 months.

2.   A REPORT, concerning the ability of the probationer to perform the duties pertaining to his post and also his integration into the teaching and/or administrative community, shall be drawn up,

(a)   after 1 January of the year of renewal of secondment for teaching and supervisory staff. This report shall be drawn up by both the national Inspector and the Director. In the event of disagreement, the national Inspector's report shall preponderate.

(b)   at the end of the twelfth month of service for managerial staff, with the exception of the Deputy Secretary-General, the Financial Controller and the Assistant Financial Controllers. This report shall be drawn up by the Secretary-General. The Director shall draw up the report on the Administrator-Bursar.

3.   The report shall be sent to the Office of the Secretary-General not later than:

(a)   20 January of the current school year for teaching and supervisory staff

(b)   within one month of the end of the probationary period for managerial staff.

4.   On the basis of the report, and by a deadline of thirty calendar days of its reception, the Secretary-General shall notify the member of staff concerned of the decision as to whether or not he is to be confirmed in his post.

5.   Where during his probationary period a member of staff is prevented, by sickness, accident or maternity leave, from performing his duties for one month or more continuously, the seconding authority, on a proposal from the national Inspector in agreement with the Director, or the Secretary-General, depending on the category of staff concerned, may extend the probationary period by the corresponding length of time. Under no circumstances may the total probationary period extend beyond the third school year for teaching and supervisory staff and beyond the second year for managerial staff.

6.   A report on the probationer may be made at any time during the probationary period if his work is proving obviously inadequate. In the case of staff who have not proved adequate for confirmation in their post, secondment shall be terminated.

Article 30

The ability, efficiency and conduct in the service of each member of the teaching and supervisory staff and of Deputy Directors shall be the subject of a PERFORMANCE EVALUATION REPORT drawn up by both the Director and the national Inspector, in accordance with the arrangements laid down in the Implementing Regulations. In the event of disagreement, the Inspector's report shall preponderate.

Performance evaluation reports on managerial staff, with the exception of the Deputy Secretary-General, the Financial Controller and the Assistant Financial Controllers, shall be drawn up by the Secretary-General.

The Administrator-Bursar's performance evaluation report shall be drawn up by the Secretary-General, in conjunction with the Director of the School in question.

These reports shall be communicated to the persons concerned, who shall have five working days in which to submit any comments thereon in writing before signing them.

ANNEX II EVALUATION OF TEACHERS IN THE EUROPEAN SCHOOL SYSTEM
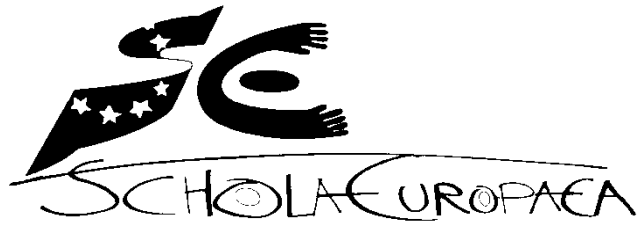
European Schools
Office of the Secretary-General
Human Resources Unit

Ref: 2015-09-D-40-en-4

Original: EN

Evaluation of teachers in the European School system

APPROVED BY THE BOARD OF GOVERNORS AT ITS MEETING OF 1-3 DECEMBER 2015, IN BRUSSELS

Entry into force: at the beginning of the 2016-2017 school year

Chapter I of this document amends, cancels and replaces document 1812-D-96 'Evaluation of teachers in the European School system' approved by the Board of Governors in January 1997. Amendments are designed to include the areas of assessment of teachers in line with the document entitled 'Teaching Standards' (ref: 2012-09-D-11-en-4) approved by the JTC in February 2014.

Chapter II of the document amends cancels and replaces the official Report for the evaluation of teachers. The Report has also been amended in order to comply with the aforementioned 'Teaching Standards'

I. Guidelines for the professional evaluation of teachers in the European School system

1. General principles of assessment

1.1. The reported assessments form the basis of the decision regarding the extension of a teacher's secondment. They should monitor and appraise the continuing competence of teachers and to ensure that pupils receive the quality of education envisaged by the Board of Governors, by providing feedback to teachers on the performance of their pedagogic tasks.

1.2. The assessments mark the completion of the introduction of the teacher into the European School system, inform decisions regarding the extension or otherwise of the teacher's contract, and may facilitate the reintegration of the teacher into the national education system.

1.3. The assessments must be impartial, be in accordance with Articles 28 and 30 of the Regulations for Teachers, and deal with those aspects of performance set out in part '6' below. The basis of any assessments must be clearly indicated.

1.4. The teacher will be involved in the process through discussions with the head and the inspector, and through an opportunity to comment on the reports. Such comments will be taken into consideration by the Secretary-General (for probationary teachers) or the National Inspector (for all other teachers).

2. Responsibility for assessment

2.1. Within each School, responsibility for making a preliminary formal assessment rests with the Director. The national inspector makes the final assessment. In the event of disagreement, the inspector's evaluation shall preponderate. Both assessments are made on the basis of class inspections, contribution to school life and discussion with the teacher on pedagogical issues. Formal class visits which contribute to the establishment of an assessment usually require reasonable notice. Specific documentary requirements should be indicated in advance.

2.2. In the preparation of an assessment, the national inspector may call upon the advice of an inspector with the necessary specialist qualifications.

3. Purpose and timing of an assessment

3.1. In accordance with Articles 28 and 30 of the Regulations for the Teaching Staff, teachers are to be assessed:

    3.1.1. before the end of the two-year probationary period;

    3.1.2. before the end of any further period(s) of extension;

3.2. If necessary, there may also be an assessment:

a) before re-integration into the national system;
b) at the request of the Secretary-General;
c) at the reasonable request of the individual teacher;
d) at the request of the National Authority.

4. Criteria and form of assessment

4.1. The assessment should be made in the form of a report as prescribed in Article 30 of the regulations for the Teaching Staff (see annex).

4.2. The assessment should indicate the period of time covered and the evidence on which the assessment is based.

4.3. The assessment must refer at least to the planning, execution and evaluation of teachers' lessons together with consideration of professional and educational matters.

5. Finalisation of the report

5.1. Prior to the finalisation of the report, there should be an opportunity for a dialogue between the teacher and the Director/Inspector.

5.2. The teacher must have the opportunity to read and comment on the report as a whole which must be signed by the teacher before it is submitted to the Secretary-General (for probationary teachers) or to the National Inspector (for all other teachers) for a final decision. The teacher must receive a copy of the finalised report.

5.3. The report and any recommendations are strictly confidential. They must be deposited in the teacher's educational and pedagogical file following the rules of the Staff Regulations and their communication to the teacher will be evidenced by his signing it or, failing that, will be effected by registered letter.

6. Areas of assessment

A teacher can be assessed in relation to the following three areas:

6.1. Teaching and learning

6.2. Wider professional responsibilities

6.3. Professional conduct and qualities

7. Implementation

This document comes into effect at the beginning of the 2016-2017 school year.

2015-09-D-3-en-2

II. Extract from the revised Board of Governors' document 'Evaluation of Teachers in the European Schools' 2015-09-D-40:

6. Areas of assessment

A teacher can be assessed in relation to the following three areas:

6.1. Teaching and learning

6.2. Wider professional responsibilities

6.3. Professional conduct and qualities

ALICANTE
BERGEN N.H.
BRUXELLES/BRUSSELS I
BRUXELLES/BRUSSELS II
BRUXELLES/BRUSSELS III
BRUXELLES/BRUSSELS IV
CULHAM
FRANFURT-AM-MAIN
KARLSRUHE
LUXEMBOURG I
LUXEMBOURG II
MOL
MÜNCHEN
VARESE

<u>**EUROPEAN SCHOOL**</u>

<u>**OF**</u>

<u>**SCHOOL YEAR**</u>

_____

<u>**20… - 20…**</u>

<u>Report</u>

drawn up
at the end of the probationary period
at the end of the 3-year period …….. to ……..
at the end of the 4-year period …….. to ……..

A.
Surname and First Name:

Date of birth:

Nationality:

Appointed by (Country and Administration):

Date of appointment to the European Schools:

Date of appointment to the Schools of:

Knowledge of Languages:

Diplomas and certificates:

Qualified to teach (subjects):

Other duties and functions:

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2015-09-D-3-en-2

B. Director's Report:

(for areas of assessment, see page 4)

C. Inspector's Assessment
(for areas of assessment, see page 4)

Inspector's Proposal:
concerning the extension of secondment:

Date: Inspector:

D. Teacher's comments:
I hereby acknowledge that I have read the reports of the Director and the Inspector.

Date and signature:

E. Decision:

Director's proposal:
concerning the extension of secondment:

This decision taken on …./…/… will be communicated to the Director and thence to the relevant national Authority.

The Secretary-General of the European Schools   The National Inspector
(for probationary teachers)   or   (for all other teachers)

ANNEX 1

TEACHING STANDARDS

This document appears in the version approved by the Board of Governors but has been deleted here to avoid redundancy, given that it is also to be found in Chapter I, page 8 of this booklet.