



ENTEPE INTERNATIONAL CONFERENCE

EVALUATION FRAMEWORKS FOR TEACHERS AND SCHOOLS

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Abstracts

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Challenges of a coherent and integrated evaluation approach for improving schools and teaching

At present, most OECD countries consider evaluation as a factor that plays a strategic role in education quality, adopting a broader approach that focuses not only on student assessment but also includes school evaluation and teacher appraisal. In this communication, first we will present the conceptual framework of the evaluation and its characteristics, following closely the OECD's Report on Evaluation and Assessment in Education - *Synergies for Better Learning: An International Perspective on Evaluation and Assessment* (2013), which has guided the development of educational policies. Next, the trends and challenges of the key components of the evaluation framework (students, teachers and schools) are presented, making a comparative approach between different countries. Third, the key issues that allow for the development of a coherent and integrated evaluation system, as well as evidence of some improvement actions guided by the external evaluation of schools aimed at organizational development, namely in the scope of self-evaluation and capacity building to improve teaching.



Ilídia Cabral

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Teacher evaluation models: an opportunity for professional development?

In this lecture different concepts, conceptions and approaches on teacher evaluation are addressed. The conditions for the emergence of teacher evaluation are presented, as well as a brief historical overview on teacher evaluation in Portugal. Different teacher evaluation models are discussed in relation to different conceptions of teaching, enhancing their potentialities and constraints.

The lecture ends with a reflection on some elements that must be considered in teacher evaluation practices, so that these can effectively trigger professional and organizational development in schools.

Vlatka Domović

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Teacher qualification framework as a step forward to teacher professionalisation?

The case of Croatia

The main stimulus for change in Croatian teacher education was joining to the Bologna process in 2001. At that time the emphasis was on reforming higher education in terms of three cycles and adapting curricula in more formal way to the requirements of Bologna declaration. The major change occurred in the initial teacher education where the dualism between the education of primary and secondary teachers had been abolished as all teacher studies were raised to university master level. However, the comparative analyses of initial teacher education curricula revealed different approaches to the defining of teacher competences and desirable learning outcomes.

Since induction and CPD of teachers were not adjusted to the developments in initial teacher education, they remained in the old ways of service provision meaning the orientation toward discipline content without the clear learning outcomes definition. Therefore, various stakeholders in the field of teacher development became aware of the need for developing basis for common understanding of teacher competences which would lead to a greater coherence between all teacher development subsystems.

It should be emphasised that the idea of developing teacher competence framework was introduced and elaborated in the National strategy of education, science and technology which was formally adopted by Croatian parliament in 2014. In the Strategy the task of framework development was assigned to the National Council for Education (NCE). The first competence framework was developed by the NCE expert group in which representatives of all key stakeholders in the teacher professional development participated. The framework has been



publicly presented on NCE web pages meaning that it is accessible not only to educational experts but also to the general audience.

Maria Leonor Duarte
General Inspectorate for Education, Portugal
External Evaluation of Schools

In 2007, the General Inspectorate of Education and Science started the activity of external evaluation of schools. The second cycle of evaluation was undertaken between 2011 and May 2017, and 824 public schools and school clusters were evaluated.

Besides an overview of the reasoning and the grounds that underpin the evaluation for the quality of schools, the aims of the external evaluation, the framework and the methodology will be presented.

In addition, we will also present some results of the satisfaction questionnaires, answered by pupils, parents and staff, and the main strengths and areas for improvement identified and reported by the teams of evaluators.

At last, we will share some outcomes of the chapter on the evaluation of schools, resulting from the OECD review of evaluation and assessment in Education, which was undertaken in Portugal in 2012, namely the Strengths, Challenges and Policy recommendations for the school external evaluation pointed out.

Ana Cláudia Cohen
Alcanena School Cluster, Portugal
School Internal Evaluation

Schools self-evaluation or internal evaluation process, based on effective communication models, is a key device available to schools in order to develop autonomy and quality procedures. Its systematic application facilitates the development of an evaluation-centered culture.

Self-evaluation is a collaborative, inclusive and reflexive process that enables schools to create and implement improvement plans, measure their progress, and identify their achievements. Whilst making use of evidence gathered within the school's unique context, internal and external stakeholders identify meaningful targets and actions for improvement that will be focused on teaching and learning practices and outcomes, as well as on organization and management processes.

Agrupamento de Escolas de Alcanena has been improving its self-evaluation procedures, focused on the CAF & Education model. This has enabled the co-construction of a holistic knowledge of the school organization, leading to the design of action plans with great impact on the implementation of the school educational project, enhancing change and innovation.



Antoine Mioche

Ministry of National Education, Higher Education and Research General Inspectorate, France
From inspection to support: the evolution and ambitions of France's teacher evaluation system

France has a tradition of in-class observation going back more than two hundred years. Over the past two or three decades, however, it has been moving incrementally away from inspection as a form of control towards a greater concern for teacher support and a system-wide perspective on evaluation. This change has raised opportunities -- not least to bank on the information and expertise to be gathered from direct observation of pedagogical practices -- as well as new challenges, especially that of placing pedagogy, and not just cost or structure, at the centre of evaluation. The presentation will first review the main phases in the history of inspection, and then describe the ambitions of the latest reform of the country's teacher evaluation system (coming into force in the 2017-2018 school year) before drawing a number of conclusions on individual visits and the conditions for maximising their benefits.

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Assessment and Self-Evaluation of Teachers and Schools in Luxembourg

Teacher and school evaluation in Luxembourg aims at fostering the professional development of teachers and enhancing school development as well as improving the quality of the national educational system.

Luxembourg as a small and multicultural nation is faced with specific challenges, and it supports its teachers and schools by investing in their capacity for self-evaluation as well as providing guidance in the establishment of thorough school development plans.

The ongoing nationwide discussion and analysis of quality education in our national context is also based on national data of student performance.

Heads of schools are responsible for the inspection of teachers. External evaluations of in-service teachers and of individual schools play a subordinate role, except for the induction period of the teachers.