

From inspection to support:

the evolution and ambitions of  
France's teacher evaluation system

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  - **855,000 teachers (805,000 fully qualified – 370,000 in primary schools, 435,000 in secondary schools – and 50,000 non-permanent)**

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  - **1880 appointment of Inspectors General of School Accounts introduces distinction between subject-specific Inspectors General and Inspectors General of school administration (1936: Inspectors General of [all] Administrative Services)**

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- **1965: establishment/hiving off of *Inspection générale de l'administration de l'éducation nationale***

# Inspection in historical perspective (3/4) – the turning-point of 1990

## ➤ **1989: Inspectorate General of Education entrusted with a broadened remit within the pedagogical field**

- individual evaluation restricted essentially to school heads and teachers in post-secondary classes within *lycées*
- emphasis on :
  - expertise (e.g. policy advice to minister)
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- **1990: reorganisation of *inspection territoriale* (local, lower-echelon inspectorate)**
  - merger of IPR (general education) and inspectors of technical education (created 1946) → IPR
  - two main sets of inspectors at regional level : IPR (general and technical education) / inspectors of vocational education
  - teacher evaluation entrusted almost entirely to them (c.1800 inspectors altogether in 2016)

# Historical perspective – from inspection to evaluation (4/4)

## ➤ 1983/1994/2005

- as state employees, teachers are subject to control and evaluation
- evaluation by head teacher (in secondary schools) and inspector
- inspector's evaluation based on class observation (as before), but takes account of all of teacher's activities
- focus on subject knowledge, pedagogical and didactic skill, teacher's capacity to prepare, design and deliver lessons in reference to clearly identified learning objectives and a planned progression (pedagogical freedom enshrined in law of 2005)
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- **2015: added emphasis on teacher support**



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## ➤ **Benefits** (centred mostly on the school system)

- insight into what goes on in the classroom, in the school
- identification and dissemination of good practices
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## ➤ Other difficulties

- **multiplicity of objectives: improving quality of teaching (part control, part support); human resources management; career advancement**
- **perceived inequality of treatment owing to geographical and subject variations in implementation, especially as regards frequency and evaluation criteria**
- **perceived unfairness of an evaluation based on short and infrequent observations**
- **dissatisfaction with the marking scheme used by the Ministry of Education for career management, again on account of possible variations by subject or by inspector, but also on account of the oversimplification of evaluation which it is seen to entail**

# The new system (2017)

- **3 statutory career/performance reviews at fixed intervals**
  - at paygrades 6 (early career), 8 (mid-career) and 9 [out of 11 +1 pay grades]
  - teachers invited to prepare non-compulsory self-assessment prior to evaluator's visit, as well as update their online CVs (on ministry's database)
  - in-class observations and one-to-one debrief designed to assess professional achievements and needs, as well as to consider professional development
  - in secondary schools, joint assessment by evaluator and head teacher (the latter in reference to a different set of criteria)
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- **challenges**
  - **achieving properly joined-up individual/team/school/etc. assessments that feed into each other**
  - **maintaining strong linkage between pedagogical/subject expertise and assessment**
  - **according priority to support**

**MODELE 1 : COMPTE-RENDU DU RENDEZ-VOUS DE CARRIERE DES ENSEIGNANTS**

Niveau d'expertise	A consolider	Satisfaisant	Très satisfaisant	Excellent
Maîtriser les savoirs disciplinaires et leur didactique				
Utiliser un langage clair et adapté et intégrer dans son activité la maîtrise de la langue écrite et orale par les élèves				
Construire, mettre en œuvre et animer des situations d'enseignement et d'apprentissage prenant en compte la diversité des élèves (3,4 et P3)				
Organiser et assurer un mode de fonctionnement du groupe favorisant l'apprentissage et la socialisation des élèves				
Évaluer les progrès et les acquisitions des élèves				
Coopérer au sein d'une équipe				
Contribuer à l'action de la communauté éducative et coopérer avec les parents d'élèves et les partenaires de l'école/l'établissement				
Installer et maintenir un climat propice aux apprentissages				
Agir en éducateur responsable et selon des principes éthiques				
Accompagner les élèves dans leur parcours de formation				
S'engager dans une démarche individuelle et collective de développement professionnel				

À compléter par l'inspecteur

À compléter par l'inspecteur dans le 1<sup>er</sup> degré et par le chef d'établissement dans le 2<sup>d</sup> degré

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- evaluation: not just of subjects or procedures; has to fit into a conceptual and administrative framework
- individual evaluation puts pedagogy at the centre of evaluation
- **challenges:**
  - **harnessing individual evaluation to the service of teacher/school support**
  - **fitting individual evaluation into broader organisational and policy frameworks (school, region, country)**
  - **preserving strong link between subject/pedagogical expertise and assessment**

# Reading suggestions

Inspection générale de l'Éducation nationale, *L'évaluation des enseignants*, rapport n° 2013-035 (avril 2013)

---. *L'évaluation de la qualité des enseignements*, rapport n° 2013-065 (juin 2013)

---. *Rôle et positionnement des inspecteurs du second degré en académie*, rapport n° 2016-070 (octobre 2016)

Ministère de l'éducation nationale, *Guide du rendez-vous de carrière des personnels enseignants, d'éducation et psychologues de l'éducation nationale* (septembre 2017)

OECD, *Teachers for the 21st Century: Using Evaluation to Improve Teaching*, OECD Publishing, 2013

« Missions des inspecteurs d'académie-inspecteurs pédagogiques régionaux et des inspecteurs de l'éducation nationale », note de service n°2005-089 du 17 juin 2005

« Missions des corps d'inspection : inspecteurs d'académie-inspecteurs pédagogiques régionaux et inspecteurs de l'Éducation nationale affectés dans les académies », circulaire n° 2009-064 du 19 mai 2009

« Missions des inspecteurs d'académie-inspecteurs pédagogiques régionaux et des inspecteurs de l'éducation nationale », circulaire n° 2015-207 du 11 décembre 2015