

STRENGTHS

The Evaluation and Assessment Framework

- A long-standing tradition of evaluation and assessment in education
- Responsibilities for evaluation and assessment are shared across the school system
- A focus on achieving excellence through differentiation
- A balanced approach to evaluation and assessment

Student Assessment

- Reliable measures of student learning outcomes are available
- A high level of expertise in developing standardised assessment
- A strong emphasis on “results-oriented work” at the classroom and school level
- A good balance between school-based and standardised assessments

Teacher Appraisal

- Definitions of key competencies for teachers exist
- There is a clear agenda for improving teaching quality
- The teaching profession is taking responsibility for moving the agenda forward
- There are formal and informal channels for regular school-based teacher appraisal

School Evaluation

- Development of tools and capacity for school self-evaluation
- A well-established approach to external evaluation
- Availability of rich data to support internal and external school evaluation
- The Inspectorate operates as a “knowledge organisation”

System Evaluation

- System evaluation is comprehensive and receives considerable attention in the Netherlands
- There is strong capacity to undertake system evaluation
- The principle of transparency in monitoring and publishing results is well established
- There is a commitment to developing a strong evidence base in education

CHALLENGES

The Evaluation and Assessment Framework

- Setting learning goals for the mid-21st century
- Further promoting teacher professionalism in evaluation and assessment
- Some incipient elements and missing links in the evaluation and assessment framework
- Variations in evaluation and assessment capacity

Student Assessment

- Differing views on future directions for assessment
- Building capacity to interpret and use assessment results for improvement
- Enhancing formative assessment in daily classroom practice
- Standardised assessments strongly influence the teaching programme

Teacher Appraisal

- Not all teachers are receiving regular appraisal and feedback
- Concerns about responsibilities and competencies for teacher appraisal
- Articulating teacher appraisal, professional development and school development
- Weak links between teacher appraisal and career development

School Evaluation

- Building evaluation capacity at the school and school board level
- Articulating internal and external school evaluation
- Bringing teacher professionalism into the focus of inspections
- Supporting innovation in the context of differentiated inspections

System Evaluation

- System evaluation would benefit from clearer national education goals
- The monitoring of complex competencies is limited
- Equity aspects could receive more attention in system evaluation
- Information on school level practices and perceptions is not regularly collected

POINTERS FOR FUTURE POLICY DEVELOPMENT

The Evaluation and Assessment Framework

- Embed the evaluation and assessment framework with broader learning goals for the mid-21st century
- Further develop and integrate the evaluation and assessment framework
- Continue to build on teacher professionalism, engage stakeholders and support networks for system learning
- Strengthen capacity for effective evaluation and assessment

Student Assessment

- Build consensus on key learning goals for the mid-21st century and develop a corresponding assessment strategy
- Strengthen teacher professionalism for effective development and use of assessment
- Support innovative assessment practices at the local level
- Balance the use of assessment for improvement and accountability

Teacher Appraisal

- Review and refine teaching standards
- Strengthen school-based appraisal for teacher professional development
- Further develop the teacher career structure
- Build a more elaborate registration system linked to career development

School Evaluation

- Enhance the evaluation capacities of school leadership and school boards
- Design new approaches to support teacher professionalism through inspection activities
- Further develop differentiated inspection and explore formative uses of value-added information
- Ensure continuous evaluation and improvement of how inspection approaches stimulate quality

System Evaluation

- Maintain the comprehensive approach to system evaluation
- Develop clearer national goals for education
- Consider monitoring a broader range of student competencies and key aspects related to equity in education
- Incorporate information on school professionals, practices and perceptions in system evaluation

FURTHER READING

This summary of strengths, challenges and recommendations is drawn from *OECD Reviews of Evaluation and Assessment in Education: Netherlands*, published in May 2014.

The full Country Review report and further information about the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes are available on the project's website: www.oecd.org/edu/evaluationpolicy.