
DEVELOPMENT SCALES FOR THE QUALITY AREA DEALING WITH DIVERSITY

INFANT AND PRIMARY EDUCATION / SECONDARY EDUCATION

1. Information about the developmental scales

The Education Inspectorate evaluates quality within development scales, which consist of four development levels.

BELOW EXPECTATIONS

Several key elements can be improved.

APPROACHES EXPECTATIONS

In addition to strengths, there are also a number of points for improvement. As a result, it still does not fully meet expectations.

MEETS EXPECTATIONS

There are many strengths and no major points or areas for improvement. The whole is in line with expectations.

EXCEEDS EXPECTATIONS

There are many strengths including significant examples of good practice.

The development level “meets expectations” means that the school meets the quality expectations of the reference framework for quality in education (OK). It is the target for every school. The development level “exceeds expectations” means there is also an example of good practice. An example of good practice exceeds the usual expectations and has a positive impact on the results and effects of pupils. An example of good practice is often strongly embedded in the functioning of the school or a sub-team, is also validated and may inspire other schools or sub-teams.

2. The developmental scales

D1. Culture of diversity

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school team rarely draws attention to or responds to the diversity at school and in society. The school team does not take sufficient initiatives to stimulate a positive attitude towards diversity among the pupils.	The school team considers diversity at school and in society as a normal given but hardly responds to it. The school team misses opportunities to guide pupils towards non-discrimination, tolerance and dialogue.	The school team considers diversity at school and in society as a normal given and responds to it positively. The school team guides the pupils towards non-discrimination, tolerance and dialogue.	The school team considers diversity at school and in society as a normal given and responds to it positively. The school team guides the pupils towards non-discrimination, tolerance and dialogue. The way in which the school team contributes to a culture of diversity is an example of good practice.

D2. Language-oriented education

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school team does not have sufficient insight into the language skills of the pupils. The school team hardly attunes the teaching practice to the language skills of the pupils. Only a limited number of lessons focus on language acquisition by pupils.	The school team understands the language skills of the pupils intuitively and aligns teaching practice to this for most pupils. The focus on language acquisition by pupils still has growth potential.	The school team has sufficient insight into the language skills of the pupils and attunes teaching practice to this. The school team pays attention to language-oriented education and encourages language acquisition among pupils.	The school team has sufficient insight into the language skills of the pupils and attunes teaching practice to this. The school team pays attention to language-oriented education and encourages language acquisition among pupils. The way in which the school team responds to language skills of pupils is an example of good practice.