DEVELOPMENT SCALES FOR THE QUALITY AREA
STAFFING POLICY AND PROFESSIONALISATION

PRIMARY AND 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

P1. Selection and recruitment

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school hardly uses any criteria when selecting and recruiting team members. It pays little attention to the competencies that could strengthen the way the school functions.	The school does use criteria when selecting and recruiting team members, but those criteria are not always clear. When selecting and recruiting, the school neglects opportunities to take into account the competencies that could strengthen the functioning of the school.	The school clearly makes use of criteria when selecting and recruiting team members. When selecting and recruiting, it takes into account the competencies that can strengthen the functioning of the school, so that the team members can be deployed in the best way possible.	The school clearly makes use of criteria when selecting and recruiting team members. When selecting and recruiting, it takes into account the competencies that can strengthen the functioning of the school, so that the team members can be deployed in the best way possible. The way in which the school selects and recruits team members is an example of good practice.

P2. Coaching and assessment

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school occasionally conducts interviews with the team members. It pays little attention to coaching. The team members receive virtually no feedback about the way in which they perform their tasks. The assessment procedure is not very transparent.	The school conducts discussions with the team members and pays attention to coaching. It misses opportunities to give feedback to the team members about the way in which they perform their tasks. The assessment policy is still not always transparent and stimulating.	The school conducts informal and formal discussions with the team members and pays targeted attention to coaching. The team members receive feedback about the way in which they perform their tasks. The school adopts a transparent, fair and stimulating evaluation policy.	The school conducts informal and formal discussions with the team members and pays targeted attention to coaching. The team members receive feedback about the way in which they perform their tasks. The school adopts a transparent, fair and stimulating evaluation policy. The way in which the school coaches and assesses its team members is an example of good practice.

P3. Professionalisation

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
The school has no insight into the professionalisation needs of the team members. The professionalisation policy is not sufficiently in line with the priority goals of the school and with the professionalisation needs of the team members. The school takes few initiatives that develop or update the expertise of the school team. The existing initiatives have hardly any impact on the teaching-learning practice.	The school knows the professionalisation needs of the team members. The professionalisation policy is only targeted to a limited degree at the priority goals of the school and the professional development of the team members. The school neglects opportunities for sharing or developing expertise. The existing initiatives have a limited positive impact on the teaching-learning practice.	In the school, continuous learning by the school team is central. The school links the professionalisation needs of the team members to its priority objectives. The school takes initiatives that lead to the sharing of expertise or the development and updating of the team members' expertise. The initiatives have a positive impact on the teaching-learning practice.	In the school, continuous learning by the school team is central. The school links the professionalisation needs of the team members to its priority objectives. The school team is a professional learning community that consistently and purposefully pays attention to increasing and updating its expertise and sharing it. The professionalisation culture has a positive impact on the teaching-learning practice. The way in which the school shapes the professionalisation is an example of good practice.

P4. Initial guidance

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
There is little structured guidance for novice team members.	The supervision of novice team members is focused on integrating them into the school structure. The school neglects opportunities to link the initial supervision to individual needs, practical support or feedback.	The supervision of beginning team members is focused on integrating them into the school operation. The initial supervision is linked to coaching in the class practice and to professional development.	The supervision of beginning team members is focused on integrating them into the school operation. The initial supervision is linked to support and coaching in class practice and to professional development. The way in which the school organises the initial supervision is an example of good practice.