
DEVELOPMENTAL SCALES FOR TEACHING PRACTICE

MAINSTREAM 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 development scales

U1. Matching the offer to the validated target framework

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
The offer is not sufficiently attuned to the validated target framework.	The offer is partly in line with the validated target framework. The completeness, the balance of the offer and the alignment with the expected containment level are still points of work.	The offer is in line with the validated target framework and is almost complete. The supply is balanced and in line with the expected management level.

EXCEEDS EXPECTATIONS
The offer includes the validated target framework in a complete, balanced way and at the expected management level. The way teachers monitor alignment with the validated target framework is an example of good practice.

U2. Learning and development-targeted offer

including broad basic care within the domain of learning and studying

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
Teachers do not have sufficient insight into the initial situation of the pupils to attune the teaching process to it. The offer is not sufficiently coherent, meaningful and activating. The educational organization is not sufficiently focused on achieving the objectives.	Teachers set achievable and challenging goals for most students. The adaptation of the educational process to the initial situation of the pupils could be improved. Teachers are still missing opportunities to make the offer coherent, meaningful and activating. The educational organization is still not sufficiently focused on achieving its objectives.	Teachers use the initial situation of the group of pupils to set achievable and challenging goals and to shape the teaching process. The offer is generally coherent, meaningful and activating and supports learning. The educational organization promotes the achievement of the objectives.

EXCEEDS EXPECTATIONS
Teachers use the initial situation of the pupils to set achievable and challenging goals for each pupil and to tailor the teaching process to the learning needs of each pupil. The offer is pre-eminently coherent, meaningful and activating and supports learning. The educational organization promotes the achievement of the objectives. The way in which teachers shape the learning and development-targeted offer is an example of good practice.

U3. Learning and living climate

including broad basic care within the domain of psychological and social functioning

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
Teachers do not make sufficient efforts to create a positive and stimulating learning climate. The interaction between teachers and pupils is insufficiently respectful, understanding and participatory. Teachers do not make sufficient efforts to maximize learning opportunities through the efficient use of the teaching period.	Teachers make efforts to create a positive learning and living environment. Teachers still miss opportunities to motivate, support, value, interact with and take into account their input and to make efficient use of the teaching period.	The teachers create a positive and stimulating learning and living environment. Teachers motivate pupils, support them, appreciate them, often interact with them and take their input into account. Teachers make efficient use of the teaching period.

EXCEEDS EXPECTATIONS
There is a partnership between pupils and teachers based on respect, empathy, trust and dialogue. Pupils and teachers take joint responsibility for a relaxed and orderly atmosphere and for efficient use of the teaching period. Teachers motivate pupils, support them, value them and give them an autonomous role in the teaching process. The way in which teachers shape a positive and stimulating learning and living environment is an example of good practice.

U4. Material learning environment

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
The material learning environment does not sufficiently support the achievement of the objectives.	The material learning environment generally supports the achievement of the objectives. Teachers are missing opportunities to use the available equipment efficiently.	The material learning environment supports the achievement of the goals. Teachers use the available equipment efficiently.

EXCEEDS EXPECTATIONS
The material learning environment supports and stimulates the achievement of the goals. Teachers use the available equipment efficiently. The way in which the school shapes the material learning environment is an example of good practice.

U5. Feedback

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
Teachers rarely provide feedback that is development-oriented, clear, balanced and motivating, that is in line with pupils' learning experiences and that takes place in a climate of safety and trust.	The teachers occasionally give product-oriented feedback, which is clear, constructive, dosed and motivating and which fits within a climate of safety and trust. They miss opportunities to formulate feedback in a development-oriented way and to systematically embed it in the teaching process.	Teachers regularly provide development-oriented feedback starting from the goals and learning experiences of the pupils. Feedback is focused on both the product and the process. The feedback is generally clear, constructive and dosed and takes place in a climate of safety and trust.

EXCEEDS EXPECTATIONS
Feedback is an integral part of the teaching process. The feedback is well-balanced towards the person, the product, the process and the self-regulation and is development-oriented. In a climate of safety and trust, both the teacher and the pupils have opportunities to give and receive clear, constructive and motivating feedback. The way teachers give feedback is an example of good practice.

U6. Pupil evaluation

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
The evaluation is not sufficiently representative of the validated target framework. The evaluation is insufficiently transparent, insufficiently attuned to the target group and barely integrated into the educational learning process.	The evaluation is limitedly representative of the validated target framework and of the supply. Teachers are still missing opportunities to arrive at a transparent, reliable and comprehensive evaluation, which is tailored to the target group.	The evaluation is representative of the validated target framework and of the supply. The evaluation is transparent, reliable, broad, attuned to the target group and integrated into the teaching process.

EXCEEDS EXPECTATIONS
The evaluation is representative of the validated target framework and of the supply. The evaluation is transparent, reliable, broad, authentic, attuned to the target group and integrated into the teaching process. The way teachers evaluate pupils is an example of good practice.

U7. Learning effects

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
The school cannot demonstrate that as large a group of pupils as possible achieves the minimum desired output.	The teaching practice, the quality management of the teaching practice and pupil welfare offer some guarantees that as large a group of pupils as possible will achieve the minimum desired output.	The teaching practice, the quality management of the teaching practice, the pupil welfare and the study results show that as large a group of pupils as possible achieves the minimum desired output.

EXCEEDS EXPECTATIONS
The teaching practice, the quality management of the teaching practice, the pupil welfare and the study results offer ample guarantees that as large a group of pupils as possible will achieve the minimum desired output. The way in which teachers pursue maximum learning effects is an example of good practice.