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Pedagogical Development Unit

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# Evaluation of Seconded and Locally Recruited Teachers in the European Schools

Approved by the Board of Governors of the European Schools of 12, 13 and 14 April 2023 in Dublin (Ireland) - Hybrid<sup>1</sup>

## **Amended by:**

Decision of the Board of Governors on 3, 4 and 5 December 2024 – Brussels (Hybrid)<sup>2</sup>

## **Entry into force on 1 September 2025 for Seconded teachers and Locally Recruited teachers**

### **This document repeals and replaces the following documents:**

*2012-09-D-11-xx-4 (Pedagogical standards); 2012-09-D-11-xx-4 bis (Pedagogical standards for distance teaching); 2015-09-D-40-xx-7 (Evaluation of teachers in the European School system); 2015-09-D-3-xx-5 (Quality teaching in European Schools - Booklet); 2018-09-D-27-xx-2 (Locally recruited teacher evaluation – Report on the Working Group for Evaluation of Locally Recruited Teachers); 2019-08-D-13-en-2 (Missions to evaluate Locally Recruited Teachers); 2022-09-D-44-xx-1 (Evaluation of Locally Recruited Teachers – Proposal: Roles and Responsibilities).*

<sup>1</sup> Decisions of the BoG: [2023-04-D-2-en-2](#)

<sup>2</sup> Decisions of the BoG: [2024-12-D-8-en-2](#)

## Context

In 2023, all the procedural documents relating to the evaluation of seconded teachers and locally recruited teachers were brought together in a single document. Following an initial pilot phase and experience of the assignments carried out for the evaluation of locally recruited teachers, this document also detailed the procedures to be followed for the evaluation of teachers. These procedures enable a harmonised approach to be adopted within the European Schools system. After a year of putting these procedures into practice and analysing the feedback received from the inspectors, schools and teachers being evaluated, a number of adjustments have been proposed to make the evaluation process even more effective. In addition, certain responsibilities are clarified.

Finally, the concept of teacher qualification was defined.

The proposed adjustments of the evaluation process are indicated in red.

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## Introduction

Teachers are at the heart of any school system. They have a crucial role to play in the teaching and education of children, young people and adolescents.

The European School System (ES) is constantly seeking to improve the quality of the school system in order to respond effectively to social and economic expectations. Teachers are the most significant and valuable resource within schools. The effectiveness and equity of education depends to a large extent on ensuring that teachers are competent, that their teaching is of high quality and that students have access to high quality education.

Multiple factors influence student achievement, including: the skills, expectations, motivation and behaviour of the students themselves; the resources, attitudes and support of families; the organisation, resources and climate of the school; the structure and content of the curriculum; and finally, the qualifications, knowledge, attitudes and practices of teachers.

The ES system seeks to employ suitably qualified and experienced teachers (in terms of language skills, subject skills and pedagogy).

Quality education is vital for students' success, their learning and achievements. To achieve quality education, it is important to check teachers' expertise and maintain it at a high level. Teachers' knowledge, skills and competences, in terms both of content and of pedagogy and didactics, must always match current standards. In addition to being competent teachers in the classroom, teachers are also expected to contribute to the achievement of the fundamental aims of the European Schools in general and to the operation of their own school in particular. Teachers themselves first and foremost play a major role in that respect. Then, through periodic, careful external checks, a stimulus effect can be produced. It is important for an appropriate training pathway to be based on the results of such checks.

A teacher's qualification is either certified by the seconding authority for seconded teachers or by the school management (in consultation with the Inspectorate) in the case of a locally recruited teacher. In the process for LRTs, the inspector of the member state that issued the diploma will be consulted. This has to be done before the appointment. Inspectors do not intervene to check the qualifications of teachers during evaluation missions. If a teacher lacks a pedagogical qualification, it is his/her responsibility to obtain this qualification. The school can support the teacher in this process and put in place specific measures to ensure that the teaching qualification is obtained.

Teachers (seconded and locally recruited teachers) are evaluated by the Inspectorate and the school management. Evaluation is also in place for seconded staff and locally recruited lecturers who do not teach or who have other responsibilities (pedagogical advisers, coordinators (educational support and others), specialist teachers in the field of educational support, librarians, assistants to deputy directors) - specific criteria may apply.

The Inspectorate of the European Schools is the guarantor of quality assurance with regard to teaching practices. The Inspectorate has put in place procedures, instruments and evaluation criteria at the level of the European School system to check the quality of teaching in the ES.

This procedural document brings together a range of previous documents (**2012-09-D-11-xx-4; 2012-09-D-11-xx-4 bis; 2015-09-D-40-xx-7; 2015-09-D-3-xx-5; 2018-09-D-27-xx-2; 2019-08-D-13-xx-2; 2022-09-D-44-xx-1**) and henceforth serves as a single reference document, setting out all the procedures to be followed and the evaluation criteria to be applied. The document refers to the roles and responsibilities of the different stakeholders: teachers, schools, the Office of the Secretary General of the ES (OSGES) and the Inspectorate.

## General principles of evaluation

- The reported evaluations form the basis of the decision regarding the extension of a teacher's secondment.

With respect to seconded teachers, they form the basis

- for the extension of a contract at the end of the probationary period,
- for the extension of a contract at the end of the fifth year of secondment

With respect to locally recruited teachers, they form the basis

- for the extension of a contract at the end of the probationary period,
- for concluding a contract for an indefinite period and/or
- for the statutory evaluation every fourth year.

- The evaluation of teachers within the European schools is conducted in line with the Teaching Standards set up by the Inspectorate.
- The seconded teachers are evaluated by **the** National inspector. The locally recruited teachers are evaluated by **a** National inspector.

## Responsibility for evaluation

Within each School, responsibility for making a preliminary formal evaluation, lies with the Director.

The evaluation of seconded teachers is carried out by both the national Inspector and the Director, who may delegate the evaluation to members of the pedagogical executive staff as defined in Article 6 (a) of the Regulations for Members of the Seconded Staff of the European Schools. The National Inspector makes the final evaluation in the case of a seconded teacher. In the event of disagreement, the inspector's evaluation shall take precedence.

In the case of an evaluation at the end of the probationary period, the report shall be sent to the Office of the Secretary-General no later than: 20<sup>th</sup> of January of the current school year. On the basis of the report, and by a deadline of thirty calendar days of its reception, the Secretary-General shall notify the member of staff concerned of the decision as to whether or not he/she is to be confirmed in his/her post.

In the case of an evaluation in the fifth year of the secondment, the National Inspectors shall communicate the decision on whether or not the member of the staff is to be confirmed in the post. The process of the evaluation must be completed by the end of February.

The evaluation of locally recruited teachers at the end of the probationary period is carried out by the Director. In the case of a contract of an indefinite period, the evaluation is carried out by the Director and a National Inspector. Evaluations in the context of the conclusion of a contract for an indefinite period and evaluations in the context of statutory evaluations every fourth year are carried out by the Director and a National Inspector. In the event of disagreement between the Director and the national inspector, the Director's judgement shall take precedence.

The Director may delegate the evaluation of locally recruited teachers to members of the pedagogical executive staff as defined in Article 6 (a) of the Regulations for Members of the Seconded Staff of the European Schools.

Both assessments are made on the basis of class inspections, judgment of wider professional responsibilities and contribution to school life and discussion with the teacher on pedagogical issues.

In the preparation of an evaluation, the Director or the National Inspector may call upon the advice of an inspector with the necessary specialist qualifications.

## Service regulations

Two official documents contain the statutes for seconded staff and locally recruited teachers - they contain the procedural guidelines for teacher evaluations (purpose and timing of an evaluation - criteria and form of evaluation - finalisation of the report).

### **1. Regulations for members of the Seconded Staff of the European Schools – 2011-04-D-14**

#### **Article 28**

*2. A REPORT, concerning the ability of the probationer to perform the duties pertaining to his post and also his integration into the teaching and/or administrative community, shall be drawn up,*

- 1. (a) after 1 January of the year of renewal of secondment for teaching and supervisory staff. This report shall be drawn up by both the national Inspector and the Director, who may delegate the evaluation to members of the pedagogical executive staff as defined in Article 6 (a) of these Service Regulations. In the event of disagreement, the national Inspector's report shall preponderate;*

#### **Article 30**

*The ability, efficiency and conduct in the service of each member of the teaching and supervisory staff and of Assistant Deputy Directors and Deputy Directors for the secondary cycle and the nursery and primary cycle shall be the subject of a PERFORMANCE EVALUATION REPORT drawn up by both the Director and the national Inspector, in accordance with the arrangements laid down in the Implementing Regulations. In the event of disagreement, the Inspector's report shall preponderate.*

### **2. Service regulations for the Locally Recruited Teachers in the European Schools – 2016-05-D-11**

#### **Article 7**

*6. The Director shall consult a national inspector/national inspectors in order to validate the qualifications and the relevant supporting documents (i.e. diploma, certificates or attestations of previous teaching post(s) held). Where possible, the inspector(s) should represent the Member State of the awarding body of the certificates.*

#### **Article 8**

*1. Prior to the conclusion of a contract, a locally recruited teacher shall prove by supporting documents that he/she has the qualifications required to teach the subjects at the respective levels for which he/she is to be recruited and shall meet the requirements specified in the relevant job offer.*

## **Article 14**

1. ...At the end of the probationary period, the Director and – in case of a contract for an indefinite period – a national inspector carry out an evaluation. The contract must be terminated at the end of the probationary period in case the evaluation states that the performance is not satisfying.

2. For ad interim teaching contracts the parties may agree on a proportionally shorter probationary and notice periods to be fixed in the individual contract. The evaluation at the end of the probationary period is carried out by the Director who may consult a national inspector.

## **Article 22**

1. An evaluation in accordance with Article 14 shall be carried out at the end of the probationary period.

2. An evaluation in accordance with Article 12.2 shall be carried out at least three months before the fixed-term contract period expires.

3. Furthermore, the pedagogical performance and competence of each locally recruited teacher with a contract for an indefinite period shall be the subject of an evaluation carried out by the Director and a national inspector at minimum every four years. The Director will consult a national inspector in order to carry out the evaluation.

4. A copy of the evaluation report, signed by the Director, shall be given to the locally recruited teacher concerned and a second copy will be kept in the personal file. The locally recruited teacher concerned shall be entitled to add all comments thereon which he/she deems relevant.

5. Locally recruited Assistant Deputy Directors shall be evaluated by the Director and a national inspector in their second and fifth year of term.

6. The aforementioned evaluations shall be duly carried out in line with guidelines to be defined by the Office of the Secretary General. In the event of disagreement between the Director and the inspector, the Director's judgement shall preponderate.

7. The Director may delegate the evaluation of locally recruited teachers to members of the pedagogical executive staff as defined in Article 6 (a) of the Regulations for Members of the Seconded Staff of the European Schools.

## Procedures – Roles and Responsibilities

### Who is evaluated?

#### Determined in

- articles 28 and 30 of the document *Ref.: 2011-04-D-14-en “Regulations for members of the Seconded Staff of the European Schools”* for evaluation of the seconded teachers
- articles 12, 14 and 22 of the document *Ref.: 2016-05-D-11-en “Service regulations for the locally recruited teachers in the European Schools”* for evaluation of the locally recruited teachers

Evaluation applies to the nursery, primary and secondary teachers.

### Criteria for the evaluation

Teaching Standards (see Annex 1)

## Procedure/Roles and Responsibilities

### Planning

#### **Seconded teachers**

##### National inspector

- plans, in cooperation with the school the dates of the statutory evaluations

Deadline: November

##### School

- Informs the teachers about the dates of their evaluations and provides them with the criteria (Teaching Standards)

Deadline: November

#### **Locally recruited teachers**

##### School

- sends a list of the teachers to be evaluated to the Human Resources Unit of the OSGES. This should be possible to be done electronically.

Deadline: May of the school year preceding evaluations

### **OSGES - Human Resources Unit**

- gathers information, provides the Central Planning Committee with the relevant data:
  - numbers of teachers per school/per cycle/per language section;
  - name of the teacher, date of contract, qualification (pedagogical qualification and qualification within the subject), cycle, language section, languages spoken;
  - weeks not suitable for the school, for the LRT mission.

Deadline: June (first round) and September (second round)

## **Central Planning Committee**

- sets up a calendar and teams for the missions

The CPC allocates the weeks to the missions, nominates the team leader and team members of each mission with focus on creation of well-balanced teams considering specific conditions of the schools. The Team leader is an inspector with experience in the evaluation of the LRT.

In principle, a nursery/primary inspector evaluates teachers in the nursery and primary, a secondary inspector evaluates teachers in secondary. In special circumstances, an inspector could cover both cycles.

The number of the days allocated to the mission depends on the number of the teachers to be evaluated. Usually, the mission takes place over one week (5 days). One inspector usually evaluates 2 teachers per day, but the maximum is 8 teachers per week if the mission takes place from Monday till Friday.

The team leader gets one additional day for planning and follow-up of the mission.

If there are only very few teachers to be evaluated in a school, their evaluations could be added to the individual evaluations of seconded teachers done by national inspectors after consulting with the relevant inspector.

## **Team leader and team members**

- take notes of the missions in which they are involved and confirm their availability.
- If a team member has to be replaced, the team leader consults the OSG Human Resources Unit/CPC for the availability of possible replacements. The team leader will then contact the relevant inspectors for follow-up.

Deadline: end June/ beginning of July

## Preparation

### Seconded teachers

#### National inspector

- prepares his/her timetable and sets up the agenda in cooperation with the school (2 teachers per day - min 2 lesson observations + discussion per teacher; if the inspectors stay more than one day at the school, class visits for one teacher should not be planned during the same day)
- communicates with the teacher the required documentation
- checks the documentation provided by the teacher

Deadline: one week before the evaluation

#### School

- Director's evaluation prevails the date of the inspector's evaluation and communicates the evaluation towards the inspector.

Deadline: one week before the evaluation

### Locally recruited teachers

#### School

- nominates a school contact person to be at the disposal of the team leader
- informs the teachers about the planned statutory evaluation and provides them with the criteria
- prepares required documentation (teachers' timetables, planning, class documentation) and uploads it on Teams
- Director's evaluations of the LRT precede the date of the inspectors' mission.

Deadline: three weeks before the mission

#### Team leader

- contacts the school for a contact person
  - in cooperation with the school contact person, the team leader confirms: names/cycles/language/sections/subjects taught/number of teaching periods/languages spoken
  - allocates the teachers to the team members
  - sets up a Teams channel for necessary information: lists of the teachers, timetables, etc.
- Deadline: three weeks before the mission

#### School

- prepares a proposal for the timetables for the class visits (2 teachers per day/minimum of 2 lessons + 1 discussion per teacher; whenever possible, the observation of the 2 lessons should not be on the same day, but on two separate days)

#### Team members

- consult the proposed timetables, confirm them and set up their agendas
- check teachers' documentation in Teams (forward planning, class documentation, lesson plans, etc.)

Deadline: two weeks before the mission

### Team leader

- checks up and requires the school contact person to set up the agenda of the whole mission including planned meetings

### School

- sets up the agenda of the mission and upload it on Teams
- informs the teachers about the planned visits and planned discussions (in advance of the mission)

### Teachers

- consulted and given information beforehand

Deadline: one week before the mission

## **Evaluation at school**

### **Seconded teachers**

#### School

- prepares a room for the inspector with appropriate IT infrastructure
- organises a meeting at the end of the mission (Deputy Director of the relevant cycle): overview and the outcome of the evaluation

#### Teacher

- provides the inspector with relevant documentation

#### National inspector

- visits the classes
- meets the teacher, checks his/her wider professional responsibilities as well as his/her professional conduct and qualities and provides him/her with feedback
- provides the school management with feedback, findings and the final conclusion on the evaluation

### **Locally recruited teachers**

#### School

- prepares a room for inspectors with appropriate IT infrastructure
- organises an opening meeting (whole inspection team + Director and Deputy Directors): welcome, latest update, procedures
- organises a meeting at the end of the mission (whole inspection team + Director and Deputy Directors): overview and the outcome of the mission; every inspector gives a short general overview, the school management gives feedback on the mission

### Teachers

- prepare forward planning and class documentation
- provide the inspector with lesson preparation of the observed lessons

### Team leader

- co-organises meetings with the school management
- arranges a meeting of the whole team for ongoing sharing of information during the mission
- is at the disposal of the school management and the team members in solving unexpected situations (absence of teachers, need of peer or additional lesson observation, etc.)

### Team members

- follow their agendas, participate in the meetings, in case of unexpected situations inform the team leader
- if necessary common lesson observations are possible

## **Reporting**

### **Seconded teachers**

#### School

- provides the National inspector with the report template\_with the Director's evaluation
- sends the finalised report (probationary period) to the OSGES
- for the 5<sup>th</sup> year evaluation, the final approval has to be given by the inspector

#### National inspector

- finalises the report and\_sends the signed original to the school (second year)

#### Teacher

- reads the report and can make comments within five working days
- signs the report

## **Locally recruited teachers**

### School

- provides the inspectors with Director's evaluations of the teachers (on Teams).

### Team members

- write the reports and upload them on Teams.

Deadline: one week after the end of the mission

- after teachers' factual verification, finalise the reports. Eventual adaptation of reports and final reports to be uploaded on Teams
- put the reports into the official templates with Directors' evaluations and sign (both handwritten signature and official digital signature is possible)
- Peer reading of the reports is possible

### Teachers

- read the report and within 5 days provide the evaluating inspector with feedback and possible proposals for factual corrections

### Team leader

- provides the school management with the reports for factual verification.
- provides the school management with the final versions of the reports signed by the inspectors
- informs the OSG about the final number of the evaluated teachers

Deadline: Whole process finalised three weeks after the end of the mission

# Teaching standards and toolkit

## Introduction

### Teaching Standards; framework for quality teaching

The European Schools deem the quality of education to be of paramount importance. The *Teaching Standards* for the European Schools represents the frame of reference for quality of teaching and apply to all teachers, both seconded and locally recruited. The *Teaching Standards* correspond to international trends in the field of description of teachers' competences. They clarify professional expectations across the spectrum of the teacher's role. They are the basis for:

- Teachers' self-evaluation;
- Teachers' professional development;
- Recruitment and induction of teachers;
- Evaluation and appraisal of teachers related to contract reviews.

This document allows a harmonised approach to teacher evaluation for the European Schools, in line with the Teaching Standards. The standardised set of tools provided (Toolkit), facilitates valid, fair and reliable evaluations. The outcome of the evaluations will support the dialogue between teachers, management and inspectors; how can each party make a meaningful contribution to a successful education process which works for the children, the teacher, the school, the European Schools?

### Importance for the teachers to be evaluated

The tools provided offer teachers an instrument to reflect on:

- their own teaching in the light of the Teaching Standards of the European Schools;
- their wider responsibilities;
- Their ambitions and needs for further professional development.

The standardised approach makes an evaluation transparent. It is clear what it comprises. This supports preparation and setting of priorities. The Toolkit also shows what is not regularly included and what could be added, depending on the specific aims, needs and wishes of the parties involved.

The outcomes of the evaluations provide a structured basis for personal portfolios and/or development plans.

### Importance for the evaluators

The comprehensive nature of the Toolkit prevents evaluators from losing sight of important aspects. The structure supports the preparation and organisation of the evaluation. The standardised approach helps objectivity to be maintained and evaluations to be made more independent of individual evaluators. At the same time, it leaves room for flexibility and differentiation amongst teachers.

Harmonisation of teacher evaluation throughout the system is undoubtedly important for quality assurance and fair assessment processes. The outcome of the procedure will help with decision-making in an objective and evidence-based way, and it may also suggest recommendations for professional development programmes such as in-service training courses or self-study sessions.

## Teaching standards

The evaluation of the teachers will be done according to the Teaching Standards – see Annex 1<sup>3</sup>.

**N.B. Only the first category of the Teaching Standards is being used by the Inspectors during the evaluation of the locally recruited teachers.**

## Toolkit

The Toolkit comprises:

- a lesson observation form;
- an analysis sheet for class and group administration;
- topics for a feedback meeting between the person observed/evaluated and the observer/evaluator;

The instruments in the Toolkit cover different areas of the Teaching Standards. The lesson observation form focuses on *Teaching and Learning*. It is restricted to topics that can really be observed during everyday life in the classroom. The sheet for class and group administration can be used to analyse underlying preparation and information for teaching and learning processes, such as planning and progress results. The feedback meeting offers the opportunity to discuss standards regarding *wider professional responsibilities* and *professional conduct and qualities*.

### Lesson observation form

Identification data and general information			
Name of the school		Teacher's name	
Observer's name		Class/ number of pupils	
Date(s) of the observation		Area/subject	
Objective of the lesson			

<sup>3</sup> Final version of the Document "Teaching Standards: ref: 2024-10-D-15 – Approved by the JTC October 2024.

- 1 observed to an insufficient extent (definitely expected but not observed)
- 2 observed to a sufficient extent
- 3 observed and of good quality
- NA not applicable (at the time in question)

	1 2 3	NA	Comments
<b>1 Lesson structure</b>	<b>0</b> <b>0</b> <b>0</b>		
• Teachers manage teaching time efficiently.	0 0 0		
• Teachers deliver lessons with clear and challenging learning objectives which are shared with the pupils.	0 0 0		
• Teachers relate learning objectives and success criteria to pupils' previous and planned learning.	0 0 0		
• Teachers differentiate learning objectives for individual or groups of pupils (highly effective).	0 0 0		
• Teachers demonstrate flexibility by adjusting teaching methods and strategies during the lesson pupils (highly effective)..	0 0 0		
<b>2 Teaching methods</b>	<b>0</b> <b>0</b> <b>0</b>		
• Teachers employ appropriate and varied teaching and learning methodologies and resources to develop the relevant competences (knowledge, skills and attitudes).	0 0 0		
• Teaching methods support autonomous learning by giving pupils choices and encouraging them to develop their own learning strategies and monitor their own progress (highly effective).	0 0 0		
<b>3 Participation</b>	<b>0</b> <b>0</b> <b>0</b>		
• Teachers maintain an appropriate balance between teacher-centred and pupil-centred approaches to ensure active participation and learning of pupils of all abilities.	0 0 0		
• Teachers encourage a collaborative learning environment where pupils work together and learn from each other (highly effective).	0 0 0		

<b>4. Knowledge</b>	<b>0</b> <b>0</b> <b>0</b>		
<ul style="list-style-type: none"> <li>Teachers demonstrate good subject and curriculum knowledge.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers demonstrate knowledge of the eight key competences.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers encourage pupils to make links within their subject area and to other subjects (highly effective).</li> </ul>	0 0 0		
<b>5. Assessment</b>	<b>0</b> <b>0</b> <b>0</b>		
<ul style="list-style-type: none"> <li>Teachers use various assessment methods, including self- and peer assessment.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers frequently give constructive feedback to pupils on their learning.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers take time at the conclusion of lessons to consolidate learning objectives and assess the level of attainment.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers promote and support assessment as learning to encourage pupils to take responsibility for their own learning (highly effective).</li> </ul>	0 0 0		
<b>6. Classroom management</b>	<b>0</b> <b>0</b> <b>0</b>		
<ul style="list-style-type: none"> <li>Teachers establish an inclusive, safe and stimulating learning environment for all pupils.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers effectively manage challenging behaviours in the classroom.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers encourage and facilitate pupils to regulate and monitor their own behaviour (highly effective).</li> </ul>	0 0 0		

<b>7 Motivation</b>	<b>0</b> <b>0</b> <b>0</b>		
<ul style="list-style-type: none"> <li>Teachers, through their own enthusiasm for the subjects they teach, motivate pupils to engage in their learning.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers model enthusiasm in learning, and thereby create a learning environment where pupils are self-motivated to engage in their learning (highly effective).</li> </ul>	0 0 0		
<b>8. Context</b>	<b>0</b> <b>0</b> <b>0</b>		
<ul style="list-style-type: none"> <li>Teachers show awareness of contextual factors that may affect class climate or pupils' learning.</li> </ul>	0 0 0		
<ul style="list-style-type: none"> <li>Teachers take account of and seek to minimise any possible negative impact from these contextual factors (highly effective).</li> </ul>	0 0 0		
<b>Comments</b>			

## Class and group administration

Aspect	Appraisal, commentary
<p><b>Subject matter planning</b></p> <ul style="list-style-type: none"> <li>- Is the subject matter to be covered over the year, recorded in a plan?               <ul style="list-style-type: none"> <li>o Does the teacher have an annual plan, a semester or period plan, a study guide and a calendar of lessons, based on learning plans/syllabuses?</li> <li>o Does the teacher align planning horizontally (within a level/ year group) and vertically (within a subject/ section) with colleagues?</li> </ul> </li> </ul>	
<p><b>Transfer, continuity</b></p> <ul style="list-style-type: none"> <li>- Is the information required for a substitute teacher to take over the teaching of a group available in well-organised form?</li> </ul>	
<p><b>Pupils' Assessment</b></p> <ul style="list-style-type: none"> <li>o <b>Instruments</b> Is there an overview of the instruments used?               <ul style="list-style-type: none"> <li>▪ How is assessment carried out? With what kind of instruments (observations, tests, portfolio, self-assessment, etc.)?</li> <li>▪ Which areas, subjects, domains are assessed?</li> <li>▪ When does assessment take place; is there a calendar of assessment points in time?</li> </ul> </li> <li>o <b>Progress, results</b> Are progress and results recorded properly for each group and for each pupil:               <ul style="list-style-type: none"> <li>▪ How are they recorded? In marks, levels, development profiles, etc.?</li> <li>▪ Where are they recorded? In a folio and/or digital system? Who has access?</li> </ul> </li> <li>o <b>Analysis of results</b> Are striking results analysed in greater detail? (Type of mistakes, more thorough testing, diagnostic discussion, psychological examination).</li> <li>o <b>Planning of action</b> Do striking results lead to targeted actions? What will the teacher/classroom assistant/expert do, what result(s) is/are aimed at, when, how, with what? Has this been made explicit?</li> </ul>	
<b>Comments</b>	

## Feedback meeting

### I Review of lesson(s) observed

- Are you satisfied with the lesson(s) on which the evaluator sat in?
- Do you consider that the objectives of your lesson were achieved?  
What were the pupils supposed to learn? Did they learn it and how do you know they did?
- Which did the teacher/evaluator consider to be the stronger/weaker points of the lessons observed?

### II General pedagogical-didactic action

- Subject matter offered and planning
  - Learning-teaching trajectories (vertical alignment)  
Is there alignment from one lesson to another (what is offered in relation to the previous lesson, the following lesson), from one class to the next (within a language section)?
  - Harmonisation (horizontal alignment)  
Is there alignment within a year group/level (across the language sections)?
  - Methods/materials  
Do you have enough up-to-date methods/materials (including software) to be able to offer what is required?
  - European dimension  
Do you touch upon European ideas and values in your lessons?
- Pupils' autonomy
  - Do you encourage pupils to think for themselves about what they are learning (how could you do it or would you be able to do it)?
  - Do you encourage pupils to use sources of information (the internet, dictionaries, etc.) autonomously?
  - Do pupils learn to work autonomously on the basis of daily and/or weekly tasks?
  - Do you develop pupils' abilities to judge/evaluate for themselves?
- Evaluation/Assessment
  - Harmonisation: do you apply the school's guidelines on assessment?  
Do you apply the school's agreements?
  - With what do you assess pupils' progress?
  - How often do you assess pupils' progress?
  - Do you analyse the results achieved? How?
  - Do you inform parents about results?
  - Do you develop pupils' abilities to judge for/assess themselves? How?
- Educational support  
For which pupils do you/does the school organise educational support? How is that determined? Who is involved? Do you follow the school's guidelines on educational support? Are there children with Individual Learning Plans in your class?

### III **Extra-curricular commitment**

- What additional contribution do you make in your language section, your cycle (nursery, primary, secondary) and your school?
- Do you carry out coordination duties (section, subject areas, cross-curricular subject areas, provision for pupils [educational support], school trips)?
- Do you contribute to the school's policy? For example, through working groups or as a teachers' representative?
- Have you taken personal initiatives for the school?

### IV **Professional development**

- What?  
In which areas does professional development take place? Subject knowledge, knowledge of languages, pedagogical-didactic action, European dimension, etc.?
- How?  
Through refresher courses and further training, specialist literature, Intervention, coaching, class visits etc.?
- Professional prospects/ambitions?  
What would you preferably like to do after your appointment to the ES? What personal development do you consider desirable for this prospect to materialise?
- Behaviour?  
How would you describe your personal standards with respect to integrity, punctuality and commitment?
- Do you comply with school policy/the European Schools' policy? Do you put the European Schools' ideas and values into practice (development of languages, European dimension, harmonisation of the curriculum, etc.)?

### V **Capacity for reflection**

- Do you evaluate yourself as a teacher?  
If so, are there any agreements at school level?
- About what?  
Pedagogical-didactic action, professional development, extra-curricular commitment?
- How? How often? With what?  
Portfolio? Evaluation instrument? Peer review?
- What is the result?  
How do you adjust your approach?

### VI **Communication**

- **Contacts with colleagues**  
What are your contacts with your colleagues like?
  - Does consultation take place systematically within the section? About what?
  - Does consultation take place systematically within the year group/level? About what?
  - Does consultation take place systematically within the cycle (nursery, primary, secondary)? About what?
  - Is there provision for coaching/guidance of new teachers?
  - Other forms of consultation?
- **Relationship with parents**  
What is your relationship with your pupils' parents like? How, at what times and about what do you communicate? How are parents involved? About what?

**VII Other matters coming up for discussion**

Points of particular interest, sticking points.

Are there any specific points to which you wish to draw attention?

**N.B. Some of the aspects mentioned here (III.; VI.) will not be discussed by the inspectors during the evaluation of locally recruited teachers.**

## Digitalization of reporting

The system of the European schools is aiming to digitalise<sup>4</sup> the reporting process of the evaluation of the teachers. The reports are signed digitally by the inspectors.

### Statistical reports

For the effectiveness and simplification of the evaluation process and to collect data for factual-based development, the creation of a database of LRT evaluation, is necessary. This database would include:

- Feedback from the school to the OSGES (HR Unit): numbers and names of teachers to be assessed.
- Feedback from the school to the OSGES (HR Unit): numbers, names and conclusions of teachers having been assessed.

The database would create possibilities both to the school management, to the Inspectorate and to the OSG to make statistical analysis and content analysis (from a number of evaluated teachers, conclusions of the evaluations, follow-up, qualifications, etc.). for further developments. Reports could be prepared to follow up different trends and reports.

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<sup>4</sup> This topic has been discussed in the Digitalization sub Working Group in the context of the Simplification. The proposals of the WG had been discussed in the BoG but no funding not granted.

## Annexes

Annex 1 – Teaching standards<sup>5</sup>

Annex 2 – Reports

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<sup>5</sup> Final version of the Document “Teaching Standards: ref: 2024-10-D-15 – Approved by the JTC October 2024.

Teaching standards<sup>6</sup>

I Teaching and learning		
Standard	Effective practice	Highly effective practice
<i>Planning, preparation and documentation: plans to promote good progress for all pupils</i>		
Common pedagogical planning	The common pedagogical planning is harmonised as required in the general rules.  Forward planning is based on the ES syllabus and includes the European Dimension and the 8 key competences.	The common pedagogical planning incorporates inclusive strategies in the planning process, considering diverse pupil needs.
Logbooks	Reflection on learning is provided in the logbook as required in the general rules.	Reflection includes suggestions for improvement.
Lesson planning*  *not necessarily a written document	Lesson planning is competence-based (knowledge, skills, attitudes).	Lesson planning sets challenging learning goals for all pupils.
Assessment	Teachers plan for both the formative and summative assessments of pupils' attainment of the learning objectives, including self-assessment and peer assessment.	Teachers plan assessments of all competences (subject and key competences).  Teachers plan assessment as learning to encourage pupils to take responsibility for their own learning.
<i>Delivery: promotes good progress for all pupils</i>		
Lesson structure	Teachers manage teaching time efficiently.  Teachers deliver lessons with clear and challenging learning objectives shared with the pupils.  Teachers relate learning objectives and success criteria to pupils' previous and planned learning.	Teachers differentiate learning objectives for individuals or groups of pupils.  Teachers demonstrate flexibility by adjusting teaching methods and strategies during the lesson.
Teaching methods	Teachers employ appropriate and varied teaching and learning methodologies and resources to develop the relevant competences (knowledge, skills and attitudes).	Teaching methods support autonomous learning by giving pupils choices and encouraging them to develop their own learning strategies and monitor their own progress.

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<sup>6</sup> 2024-10-D-15

<i>Delivery: promotes good progress for all pupils</i>		
Participation	Teachers maintain an appropriate balance between teacher-centred and pupil-centred approaches to ensure active participation and learning of pupils of all abilities.	Teachers encourage a collaborative learning environment where pupils work together and learn from each other.
Knowledge	Teachers demonstrate good subject and curriculum knowledge.  Teachers demonstrate knowledge of the 8 key competences.	Teachers encourage pupils to make links within their subject area and to other subjects.
Assessment	Teachers use various assessment methods, including self- and peer assessment.  Teachers frequently give constructive feedback to pupils on their learning.  Teachers take time after lessons to consolidate learning objectives and assess the level of attainment.	Teachers promote and support assessment as learning to encourage pupils to take responsibility for their own learning.
<i>Pedagogical climate: creates a stimulating pedagogical climate</i>		
Classroom management	Teachers establish an inclusive, safe and stimulating learning environment for all pupils.  Teachers effectively manage challenging behaviours in the classroom.	Teachers encourage and facilitate pupils to regulate and monitor their own behaviour.
Motivation	Teachers, through their own enthusiasm for the subjects they teach, motivate pupils to engage in their learning.	Teachers model enthusiasm for learning and thereby create an environment where pupils are self-motivated to engage in their learning.
Context	Teachers show awareness of contextual factors that may affect class climate or pupils' learning.	Teachers take account of and seek to minimise any possible negative impact from these contextual factors.

<b>II Wider professional responsibilities</b>		
<b>Standard</b>	<b>Effective practice</b>	<b>Highly effective practice</b>
School life	Teachers participate in school events and contribute to school projects.	Teachers initiate and lead projects or events that significantly enhance school life.
Communication	Teachers maintain a positive professional relationship with all members of the school community.	Teachers show the ability to anticipate potential issues and address them proactively.
Continuous Professional Development	Teachers take personal responsibility for their professional development and participate constructively in professional development activities.	Teachers contribute to the professional development of the community at the school and/or system level.
Self-Reflection	Teachers regularly reflect on their own teaching practices and make adjustments to improve learning outcomes.	Teachers promote a culture of collaborative reflection on teaching practices at the subject or school level and make proposals to improve learning outcomes.
<b>III Professional conduct and qualities</b>		
<b>Standard</b>	<b>Effective practice</b>	<b>Highly effective practice</b>
Integrity	Teachers demonstrate respectful, honest and ethical behaviour in all professional exchanges.	Teachers act as models of integrity, inspiring trust and respect through exceptional ethical standards, transparency, and accountability.
Multilingualism	Teachers communicate effectively in a second European language.	Teachers demonstrate advanced working proficiency in one or more European language(s).
Inclusion	Teachers support and respect the principles and values of the European school system through their conduct and interaction with others which is marked by a commitment to equality and inclusion.	Teachers actively contribute to and promote the values of the European School system.

	ALICANTE BERGEN N.H. BRUXELLES/BRUSSELS I BRUXELLES/BRUSSELS II BRUXELLES/BRUSSELS III BRUXELLES/BRUSSELS IV FRANFURT-AM-MAIN KARLSRUHE LUXEMBOURG I LUXEMBOURG II MOL MÜNCHEN VARESE
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**Europäische Schule**  
**European School**  
**Ecole Européenne**

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**Schuljahr**  
**School Year**  
**Année Scolaire**

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## **BEURTEILUNGSBERICHT**

## **EVALUATION REPORT**

## **RAPPORT D'ÉVALUATION**

ausgestellt / drawn up / rédigé

- zum Abschluss der Probezeit  
at the end of the probationary period  
à la fin de la période probatoire
- zum Abschluss des fünften Jahres der Abordnung  
at the end of the 5<sup>th</sup> year of secondment  
à la fin de la 5<sup>e</sup> année de détachement
- zum Ende der Abordnung  
at the end of the secondment  
à la fin de détachement

in Übereinstimmung mit Artikel 28 bis 30 des Statuts des Abgeordneten Personals

in accordance with the Articles 28 – 30 of the Regulations for Members of the Seconded Staff

conformément aux articles 28 - 30 du Statut du Personnel détaché des Ecoles européennes

## A.

### **Persönliche Daten – Personal Data - Informations personnelles**

Name und Vorname  
Surname and First Name  
Nom et prénoms

Geburtsdatum • Date of birth • Date de naissance

Nationalität • Nationality • Nationalité

Abgeordnet durch (Land- und Verwaltungsbehörde)  
Appointed by (Country and Administration)  
Détaché(e) par (Pays et Administration)

Zeitpunkt der Abordnung an die Europäischen Schulen  
Date of appointment to the European Schools  
Date de détachement auprès des Ecoles européenne

Zeitpunkt der Abordnung an die Schule von  
Date of appointment to the Schools of  
Date de détachement à l'Ecole européenne de

Sprachkenntnisse  
Knowledge of Languages  
Connaissance des langues

Diplome und Bescheinigungen  
Diplomas and certificates  
Diplômes et autres titres

Unterrichtsbefähigt für (Fächer)  
Qualified to teach (subjects)  
Qualifié(e) pour enseigner (matières)

Sonstige Aufgabenstellungen und Funktionen  
Other duties and functions  
Autres tâches et fonctions

**B.**

**Bericht des Direktors/der Direktorin** (Beurteilungskriterien siehe letzte Seite)

**Director's Report** (areas of assessment see last page)

**Rapport du (de la) Directeur/trice** (domaines d'évaluation voir dernière page)

Vorschlag des Direktors/der Direktorin hinsichtlich der Abordnungsverlängerung:

Director's proposal concerning the prolongation of secondment:

Proposition du (de la) Directeur/trice relative au prolongement du détachement :

Datum/Date

Direktor/in • Director • Directeur/trice

Name/Nom

Unterschrift

Signature

**C.**

**Beurteilung des Inspektors/der Inspektorin** (Beurteilungskriterien siehe letzte Seite)

**Inspector's Assessment** (areas of assessment see last page)

**Rapport de l'inspecteur/rice** (domaines d'évaluation voir dernière page)

Vorschlag des Inspektors/der Inspektorin hinsichtlich der Abordnungsverlängerung:

Inspector's proposal concerning the prolongation of secondment:

Proposition du (de la) Inspecteur/trice relative au prolongement du détachement:

Datum/Date

Name/Nom

Inspektor/in • Inspector • Inspecteur/trice

Unterschrift

Signature

## D.

### **Bemerkungen der Lehrkraft / Teacher's Comment / Commentaires de l'enseignant(e)**

Hiermit bestätige ich die Einsichtnahme in die Berichte des Direktors und des Inspektors.

I hereby acknowledge having read the reports of the Director and the Inspector

Je reconnais avoir pris connaissance des rapports du (de la) Directeur/trice et de l'Inspecteur.

Datum/Date

Lehrkraft / Teacher / Enseignant(e)

Name/Nom :

Unterschrift

Signature

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## E.

### **Beschlussfassung / Decision / Décision**

Zum Abschluss der Probezeit und basierend auf dem Vorschlag des Inspektors, benachrichtigt der Generalsekretär die betreffende Lehrkraft über die Entscheidung:

At the end of the probationary period and based on the proposal of the Inspector, the Secretary-General notifies the person concerned of the decision to:

A la fin de la période probatoire et sur la base de la proposition de l'Inspecteur/trice, le Secrétaire général notifie la personne concernée de la décision de:

seine / ihre Abordnung für einen Zeitraum von 3 Jahren zu verlängern.

prolong her/his contract for a period of 3 years.

prolonger son détachement pour une période de 3 ans.

seine / ihre Abordnung zu beenden. • end her/his secondment. • mettre fin à son détachement

Datum/Date

Der Generalsekretär der Europäischen Schulen  
The Secretary General of the European Schools  
Secrétaire général des Ecoles européennes

Unterschrift

Signature

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Zum Abschluss des fünften Jahres der Abordnung benachrichtigt der unterzeichnende Inspektor/die unterzeichnende Inspektorin die betreffende Lehrkraft über die Entscheidung:

At the end of the 5th year of secondment the Inspector notifies the person concerned of the decision to:

A la fin de la 5e année de détachement l'Inspecteur/trice notifie la personne concernée de la décision de:

seine / ihre Abordnung für einen Zeitraum von 4 Jahren zu verlängern.

prolong her/his contract for a period of 4 years.

prolonger son détachement pour une période de 4 ans.

seine / ihre Abordnung zu beenden. • end her/his secondment. • mettre fin à son détachement

Datum/Date

Inspektor/in • Inspector • Inspecteur/trice

Name/Nom

Unterschrift

Signature

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Dieser Beschluss wird dem Direktor und anschließend der zuständigen nationalen Behörde zugestellt.  
This decision will be communicated to the Director and hence to the relevant national Authority.  
Cette décision sera communiquée au (à la) Directeur/trice et ensuite à l'Administration nationale compétente.

**Auszug aus dem genehmigten Dokument des Obersten Rates 'Beurteilung von Abgeordneten und Ortslehrkräften an den Europäischen Schulen ' 2023-01-D-32: Anhang 1: Unterrichtsstandards (2024-10-D-15).**

**Extract from the approved document by the Board of Governors "Evaluation of Seconded and Locally Recruited teachers in the European Schools system" 2023-01-D-32 – Annex 1: Teaching Standards (2024-10-D-15).**

**Extrait du document approuvé par le Conseil supérieur « Évaluation des enseignants détachés et chargés de cours dans les Écoles européennes » 2023-01-D-32 - Annexe 1: Normes pédagogiques (2024-10-D-15).**

### **Bereiche der Beurteilung / Areas of assessment / Domaines d'évaluation**

Eine Lehrkraft kann hinsichtlich der folgenden drei Bereiche beurteilt werden:

1. Lehren und Lernen
2. Wahrnehmung von beruflicher Verantwortung im weiteren Sinn
3. Professionelles Auftreten und berufliche Qualitäten

A teacher can be assessed in relation to the following three areas:

1. Teaching and learning
2. Wider professional responsibilities
3. Professional conduct and qualities

L'enseignant peut être évalué par rapport aux trois domaines suivants :

1. Enseignement et apprentissage
2. Responsabilités professionnelles élargies
- 3 Conduite et qualités professionnelles



**Europäische Schule**  
**European School**  
**Ecole Européenne**

**Schuljahr**  
**School Year**  
**Année Scolaire**

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## **BEURTEILUNGSBERICHT FÜR ORTSLEHRKRÄFTE** **EVALUATION REPORT FOR LOCALLY RECRUITED TEACHERS** **RAPPORT D'ÉVALUATION POUR CHARGÉS DE COURS**

Anlass der Beurteilung  
Purpose of the evaluation  
But de l'évaluation

- Ende der Probezeit in Übereinstimmung mit Artikel 14.1 der Dienstvorschriften für Ortslehrkräfte (OLK)  
End of the probationary period according to Article 14.1 of the Regulations of the LRT  
Fin de la période probatoire conformément à l'article 14.1 du Statut des CdC
- Vorgesehener unbefristeter Vertrag in Übereinstimmung mit Artikel 12.2 der Dienstvorschriften für OLK  
Envisaged contract for an indefinite period in accordance with Article 12.2 of the Service Regulations for LRT  
Un contrat envisagé pour une durée indéterminée conformément à l'article 12.2 du Statut des CdC
- Regelbeurteilung in Übereinstimmung mit Artikel 22.3 der Dienstvorschriften für OLK  
Regular evaluation in accordance with Article 22.3 of the Service Regulations for LRT  
Une évaluation régulière conformément à l'article 22.3 du Statut des CdC

## A.

### **Persönliche Daten – Personal Data - Informations personnelles**

Name und Vorname  
Surname and First Name  
Nom et prénoms

Geburtsdatum • Date of birth • Date de naissance

Nationalität • Nationality • Nationalité

Vorherige Anstellung an einer anderen Europäischen Schule als LRT/oder vorherige Abordnung – Schule und Vertragslaufzeit:  
Previous employment at another European School as LRT/ or earlier secondment – School and contract/secondment start and end date:  
Emploi précédent à une autre École européenne en tant que chargé de cours/ ou détachement antérieur – École et période de contrat/détachement :

Zeitpunkt der Einstellung an der Schule von (Schule angeben) (außer ad-interim Verträge):  
Date of employment at the School of (indicate school) (excluding ad-interim contracts):  
Date de début de contrat à l'École européenne de (indiquer l'école) (hors contrats ad-interim) :

Sprachkenntnisse  
Knowledge of Languages  
Connaissance des langues

Diplome und Bescheinigungen  
Diplomas and certificates  
Diplômes et autres titres

Unterrichtsbefähigt für (Fächer)  
Qualified to teach (subjects)  
Qualifié(e) pour enseigner (matières)

Sonstige Aufgabenstellungen und Funktionen  
Other duties and functions  
Autres tâches et fonctions

**B.**

**Bericht des Direktors/der Direktorin** (Beurteilungskriterien siehe letzte Seite)

**Director's Report** (areas of assessment see last page)

**Rapport du (de la) Directeur/trice** (domaines d'évaluation voir dernière page)

Meinung des Direktors/der Direktorin:

Director's opinion:

Avis du (de la) Directeur/trice:

Datum/Date

Direktor • Director • Directeur

Name/Nom

Unterschrift

Signature

### C.

#### **Beurteilung des Inspektors/der Inspektorin** (Beurteilungskriterien siehe letzte Seite)

(Nicht erforderlich für die Beurteilung am Ende der Probezeit)

#### **Inspector's Assessment** (areas of assessment see last page)

(Not required with respect to the evaluation at the end of the probationary period)

#### **Rapport de l'inspecteur/rice** (domaines d'évaluation voir dernière page)

(Non requis pour l'évaluation à la fin de la période probatoire)

Meinung des Inspektors/der Inspektorin:

Inspector's opinion:

Avis du (de la) Inspecteur/trice :

- Die Lehrkraft erfüllte vollständig die Unterrichtsstandards.  
The teacher fully met the teaching standards.  
Le/la enseignant/e a pleinement satisfait aux normes d'enseignement.
- Die Lehrkraft erfüllte die Unterrichtsstandards.  
The teacher met the teaching standards.  
Le/la enseignant/e a satisfait aux normes d'enseignement
- Die Lehrkraft erfüllte teilweise die Unterrichtsstandards.  
The teacher partly met the teaching standards.  
Le/la enseignant/e a partiellement satisfait aux normes d'enseignement
- Die Lehrkraft erfüllte nicht die Unterrichtsstandards.  
The teacher did not meet the teaching standards.  
Le/la enseignant/e n'a pas satisfait aux normes d'enseignement.

Datum/Date

Inspektor/in • Inspector • Inspecteur/trice

Name/Nom

Unterschrift

Signature

**D.****Bemerkungen der Lehrkraft / Teacher's Comment / Commentaires de l'enseignant(e)**

Hiermit bestätige ich die Einsichtnahme in die Berichte des Direktors und des Inspektors.

I hereby acknowledge having read the reports of the Director and the Inspector

Je reconnais avoir pris connaissance des rapports du (de la) Directeur/trice et de l'Inspecteur.

Datum/Date

Lehrkraft / Teacher / Enseignant(e)

Name/Nom :

Unterschrift

Signature

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**E.****Beschlussfassung / Decision / Décision**

Der Vertrag wird verlängert.

The contract will be extended.

Le contrat sera prolongé.

Der Vertrag wird unbefristet verlängert.

The contract will be extended for an indefinite period.

Le contrat sera prolongé pour une durée indéterminée.

Die Lehrkraft rückt in die nächste Gehaltsstufe.

The teacher will advance to the next salary step.

Le/la enseignant/e passera à l'échelon de salaire suivant.

Der Vertrag wird beendet.

The contract will be terminated.

Le contrat sera terminé.

Datum/Date

Direktor(in) der Europäischen Schule

Director of the European School

Directeur/Directrice de l'école européenne

Unterschrift

Signature

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**Auszug aus dem genehmigten Dokument des Obersten Rates 'Beurteilung von Abgeordneten und Ortslehrkräften an den Europäischen Schulen ' 2023-01-D-32: Anhang 1: Unterrichtsstandards (2024-10-D-15).**

**Extract from the approved document by the Board of Governors "Evaluation of Seconded and Locally Recruited teachers in the European Schools system" 2023-01-D-32 – Annex 1: Teaching Standards (2024-10-D-15).**

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1. Lehren und Lernen
2. Wahrnehmung von beruflicher Verantwortung im weiteren Sinn
3. Professionelles Auftreten und berufliche Qualitäten

A teacher can be assessed in relation to the following three areas:

1. Teaching and learning
2. Wider professional responsibilities
3. Professional conduct and qualities

L'enseignant peut être évalué par rapport aux trois domaines suivants :

1. Enseignement et apprentissage
2. Responsabilités professionnelles élargies
3. Conduite et qualités professionnelles