

B.3 INSPECTORS OF THE EUROPEAN SCHOOLS

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B.3 INSPECTORS OF THE EUROPEAN SCHOOLS: FUNCTIONS, ORGANIZATION AND CONDITIONS OF WORK¹

3.1 FUNCTIONS OF INSPECTORS OF THE EUROPEAN SCHOOLS

1. General functions

1. to seek to assure quality of teaching and learning in the schools;
2. to harmonize and coordinate curriculum development and facilitate the spread of good practice within schools and in individual subjects;
3. to provide tools for evaluation and assessment and, in particular, to ensure the quality and credibility of the European Baccalaureate;
4. to provide advice and support for directors, teachers, parents and pupils on educational matters;
5. to propose to the Board of Governors the means of maintaining and developing educational and administrative structures, and to oversee the implementation of the Board's decisions;
6. to provide an interface between European Schools and national systems of education.

2. The functions of individual inspectors

(reference Article 18 of the Convention defining the Statute of the Schools, 1994)

1. Where the practice of a Member State so allows, inspectors can best assure quality if they are involved by national authorities in the appointment of seconded teachers. For the appointment of part-time teachers, inspectors must be consulted by directors before an appointment is confirmed.
2. They also assure quality by inspecting teaching and teachers, the quality of pupils' learning and the level of their attainment. They inspect the teachers appointed by their respective national authorities and, on the basis of these inspections, contribute to the reports made on teachers at the end of each contract. They may also make joint visits with other inspectors, or make team or group visits to inspect the teaching of a given subject or aspects of the work of the school, for example the coordination of several subjects or the management of the school.
3. Inspection also serves the purpose of promoting the self-evaluation of teachers and schools. To this end inspectors will provide a suitable structure for such evaluation and will usually offer feedback at the end of their own inspections both to teachers and directors to encourage improvement.
4. Inspectors will offer advice as necessary on the induction of newly appointed teachers and provide in-service training on a regular basis for teachers within the subject areas for which they have responsibility.

1. This text replaces document 77-D-66 'Rules of Procedure of the Boards of Inspectors'

3. The functions of the Boards of Inspectors

(Reference Article 17 of the Convention defining the Statute of the Schools, 1994)

The current functions of the Boards of Inspectors and of the inspectors within the Boards of Inspectors can be defined as follows:

1. to assure quality by coordinating the provision of in-service training for teachers, by setting up team and group inspections to supplement the work of individual inspectors, and by using the evaluation produced to improve the quality of teaching and standards of pupils' attainments;
2. the Board will appoint inspectors to participate in the appointment and evaluation of directors and deputy directors and of the management of the schools;
3. to ensure effective coordination and supervision of studies in all areas of the curriculum by providing appropriate specialist advice either from the members of the Boards of Inspectors or, where necessary, by the use of external experts. To facilitate coordination, sub-committees e.g. on ICT, may be set up;
4. Inspectors will use their knowledge of the schools gained through inspection to spread good practice and promote harmonization between sections. At the secondary level, within each single subject, they will develop and update syllabuses, using, where appropriate, the expertise of teachers. At the nursery and primary levels the use of team inspections on topics such as European hours and the provision of general syllabuses will help to perform this function;
5. to deal with disciplinary matters as required by the Regulations for Members of the Seconded Staff of the European Schools and provide general and specific guidance on matters of education, administration and linguistic correctness;
6. use their evidence from inspection to propose rules for the curricular and administrative organization of the schools and submit them to the Board of Governors;
7. to set up working parties for particular purposes, subject to a mandate from the Board of Governors, and look into any matters referred to them by the Board of Governors;
8. Inspectors oversee the implementation of the Board of Governors' decisions by inspection, visits and making use of documentation provided by the schools. This knowledge then contributes to proposals for development made through the Board of Inspectors. Inspectors will need to be aware of the latest developments in pedagogy and requirements of schools, universities and employers in their own country in proposing and accepting changes to the curriculum of European Schools.

4. Functions in relation to the European Baccalaureate

The Secondary Board of Inspectors oversees the implementation of the regulations relating to the Baccalaureate and considers proposing changes; it deals with dispensations and complaints; and evaluates the overall conduct of the examination. Under Article 6 of the annex to the statute laying down regulations for the European Baccalaureate, the president of the BAC will be a teacher from higher education, who will be assisted by the inspectors, acting as vice-presidents. The chairman of the Board of Inspectors will, in an advisory role, accompany the president of the BAC on visits to schools during the examination period.

The inspectors ensure the quality of the Baccalaureate in many ways.

1. Before the examination period they -

- **select 'experts' and examiners.** This is likely to be done within member states and require only coordination from the ORBG. It involves selecting suitably qualified 'experts' and examiners.
- **coordinate the choice of questions and set the papers** for which they have responsibility, with support from 'experts'. They will provide the content of each paper and an alternative in one language. They will also provide appropriate marking schemes and mark sheets. It is the responsibility of the ORBG to produce the content of each paper in an agreed format and quality, where necessary obtaining support from member states. This involves supporting meetings, typing papers, proof-reading, amending, translating, providing high-quality graphics and ensuring accuracy and quality of reproduction in the final papers. Inspectors are responsible for making a final check and signing a *bon à tirer* (final corrected proof) for each paper. They will also present their papers, in secret session, to the president of the BAC.

2. During the examination period they -

- **act for the President in interpreting the regulations when problems arise** - students becoming ill, arriving late, etc. (Article 5.2 of the implementing regulations of the European Schools Baccalaureate). When the inspector is undertaking essential national work and therefore not in the school, this role is fully delegated to the headteacher. Inspectors will, at all times when schools are in session, be able to access advice from the ORBG.

3. For the written BAC

- **monitor administrative arrangements** - supervise the opening of the papers before each examination, making or authorizing contact with the responsible subject inspector where necessary; checking arrangements for the starting and finishing of examinations, for invigilation and the use of calculators and other aids, etc. (Articles 6.3.5/6/7/8/9) This requires the full-time presence of at least one inspector in each school during the first two days of the written BAC to check that arrangements are satisfactory. Subsequent presence need not be full-time, although where there is more than one inspector designated for a large school, inspectors should coordinate their attendance to ensure maximum coverage. New inspectors should be placed with more experienced colleagues.
- **take responsibility as subject expert** for the papers for which they themselves are responsible. This requires that inspectors can be contacted quickly by telephone or fax during papers for which they are responsible. They should have to hand copies of the appropriate paper in all relevant languages when questions arise together with the syllabus on which the paper is based. Normally no changes of substance will be made to the paper immediately before or during the examination. Any concerns expressed by teachers may be taken into account in the subsequent marking only if agreed with the inspector, who will then convey those decisions to the external examiners;
- **standardize the marking** of written papers, following the procedures laid down in Article 6.3.10. Inspectors may also arrange for the trial marking of sample scripts by the external examiners, in order to reach agreement on standards, before marking of the scripts begins. This process requires the presence of inspectors for the whole of the time required for marking to be completed in the subjects for which they have responsibility. They are there to ensure the integrity of the whole assessment process. Support from the ORBG is needed to coordinate the work and in some subjects to provide clerical assistance.

4. For the oral BAC

- **check on the administrative arrangements** for the orals, inspect the conduct of the examinations and sample orals from several sections. Full-time presence is not required, although it is desirable, and there should be an inspection presence for at least half of the time. The inspector needs to be aware of not only the general arrangements (Articles 6.4.1-5), but also those specific to subjects likely to be sampled
5. Attend the deliberation and proclamation
- **this involves chairing** the panel at the deliberation (Articles 7.1-4) and being present at the proclamation, the occasion on which the results are announced. This will frequently involve the inspector in giving a short speech. Both require an inspector's presence.
6. After the examination they -
- **deal with late examinations and complaints** - an alternative paper must be provided for use in case of pupils needing to take or re-take the paper late for any reason. Complaints will initially be received by the ORBG, who will refer them to the appropriate subject inspector and for possible further discussion in the Board of Inspectors;
 - **undertake evaluation** of the arrangements in the schools and of the quality of the papers, marking and assessments made. This involves discussion with headteachers, teachers and examiners and, for general matters, within the Board of Inspectors. It requires support from the ORBG in synthesizing examiners' reports and transmitting them rapidly, together with relevant statistical data, to inspectors and schools.

3.2 ORGANIZATIONAL PROCEDURES

1. For individual inspectors

Inspectors have the right to visit any class, regardless of the nationality of the teacher and without giving the director or the teacher prior notification. However, they would normally inform both director and teacher of their intention to inspect or visit. They may, in special cases, visit classes in a part of the school for which they are not directly responsible. They will have access to the notebooks teachers are required to keep and to any other documentation which relates to the quality of teaching and learning. Where they are led to make comments to a teacher of a nationality other than their own they will inform the inspector of the same nationality as the teacher in question. Inspectors may invite specialist inspectors of their own nationality to accompany them to carry out special tasks, but will, in this case, inform directors.

2. For the Board of Inspectors

1. Each Board will be chaired by the member of the same nationality as the current Chairman of the Board of Governors.
2. The draft agendas proposed for meetings of the Boards of Inspectors are drawn up jointly by the Chairman and the Secretary-General. They must be distributed to members at least a fortnight before the proposed date of the meeting. The members may, by a two-thirds majority, decide to amend or add to the draft agendas at the meetings.
3. All votes taken by the Board of Inspectors will be decided by a two-thirds majority of the members present, subject to a quorum of half of the total membership.
4. The Secretary-General and/or his deputy should attend meetings of the Boards of Inspectors in the role of observer. They may make comments which must be recorded in the minutes of the meeting if they so wish.
5. The ORBG will be responsible for any secretarial work in connection with the meetings
6. Other people may be invited to attend meetings of the Boards of Inspectors in an advisory capacity e.g. directors, members of AFC, 'experts', etc.
7. The members of the Board of Inspectors shall be invited to attend the January meeting of the Board of Governors, at which educational issues are discussed. The Chairmen of the Primary and Secondary Boards are invited to the October and April meetings and where heads of delegation require, individual inspectors may be invited to the October meeting. They may also attend when they are directly concerned with an item on the agenda, or are invited by the appropriate head of delegation.

3.3 CONDITIONS OF WORK FOR INSPECTORS

a) Appointment

1. Each member state shall be represented by one member of each Board of Inspectors. Each member shall be appointed by the Board of Governors on a proposal by the member state concerned, in accordance with Article 16 of the Statute.

The duration of the term of office shall not be fixed, but should normally not be less than five years.

2. Besides being highly qualified as educationalists, inspectors require the ability to understand and communicate in languages other than their mother tongue. Consideration should be given by member states to the balance of subject expertise within the Secondary Board of Inspectors when making appointments.

b) The allocation of time

The proportion of an inspector's time devoted to European Schools is not fixed. However, the responsibilities of the posts require a minimum of 40 per cent

c) Allocation of allowances

When Inspectors attend meetings of the Boards of Inspectors, Board of Governors or any working parties or sub-committees and when they make individual visits to a school, members shall be entitled to reimbursement of travel and subsistence expenses according to the provisions of the Regulation approved by the Board of Governors.

d) Support

- From directors

The Board of Inspectors and individual inspectors shall be provided by the director with any information they require to help them in their execution of duties. For the Board of Inspectors this will include reporting on the requirements for teaching in the following year. For individual inspectors it will include the provision of timetables, information on absence of individual teachers and details of any written warnings to teachers or educational advisers of the same nationality. It will also include the use of a room in each school, when an inspector is present, preferably with ICT facilities. directors should also provide support in arranging in-service training (corresponding to Article 14).

- From the ORBG

Inspectors should receive the greatest possible support in administrative matters, e.g. typing, computing, presentation of Baccalaureate papers, checking of statistics, invitation to meetings, support for in-service training.

- From teachers

Inspectors can request the support of teachers in:

- participating in working parties;
- providing translations of relevant material;
- organizing in-service training.

3.4 REGULATIONS RELATING TO REIMBURSEMENT OF TRAVEL AND SUBSISTENCE EXPENSES

See the Regulations relating to reimbursement of travel and subsistence expenses for members of the Board of Governors, members of the Boards of Inspectors, members of the Administrative and Financial Committee and experts called to the European Schools.

3.5 ORGANIZATION OF MEETINGS OF THE TEACHING COMMITTEES

The Teaching Committees will meet twice a year

in March, in the following order:

- Secondary Teaching Committee
- Joint Teaching Committee
- Primary Teaching Committee

in November, in the following order:

- Primary Teaching Committee
- Joint Teaching Committee
- Secondary Teaching Committee

The purpose of the November meetings will be to prepare the meeting of the Board of Governors which is held in January of the following year.¹

1. Decision of the Joint Teaching Committee, 29.11.1989

3.6 CREATION OF INFORMATION TERMINALS FOR THE INSPECTORS

The Board of Governors decided¹ that a workstation would be installed at the Office of the Representative of the Board of Governors so that the Inspectors could view, for example, details of pupils' choices, pupils' and teachers' timetables, e-mails generated by the ELEE system, etc. If the experiment proved conclusive, a request that workstations be installed in the European Schools would be submitted to the Administrative and Financial Committee.

1. BG, 23 & 24 April 1996, London