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Session 6 - Presentation (15.15– 15.45) Friday, May 12th
6S85 Session lead: Tremaine Baker
Room: Conference Room 1a

Title: Judging the Quality of Teaching: local and European perspectives on the evaluation of teaching

Lead Presenter: Paul Cammack - University of Cumbria

Aim: The paper aims to demonstrate lessons that can be learnt about evaluation of schools and teachers using examples drawn from a transnational project. The paper aims to stimulate reflection amongst participants on the potential for comparative studies for personal reflection and professional development.

Content: This paper will have two, interlocking components;

1. To share findings about similarities and differences in the evaluation of school leaders and of teachers drawn from a number of European countries. This section will illustrate alternatives to the evaluation of schools and teachers that demonstrate an on-going, formative approach to evaluation that is collaborative and participatory.
2. To demonstrate how comparative studies can lead to meta-cognition that goes beyond the scope of the topic that forms the focus of a transnational project. This section will draw on Mezirow's theory of 'perspective transition' to illustrate the challenges and opportunities presented by reflection on transnational differences in professional practice.

Reflective practice is seen as an important component of developing teaching and learning (Ghaye, 2010) and international projects create opportunities for high-quality professional learning through comparative studies of education which can provide insight into one's own and others' professional practices (Dale, 2007). Systems and procedures for the evaluation of school leaders and teachers' practice vary widely from country to country (Headen, 2014; Eurydice Report, 2013). This paper will present findings drawn from a transnational Erasmus+ project on the Evaluation of School Leaders and Teachers' Practice to reveal a variety of perspectives on the nature, purpose and characteristics of the evaluation of school leaders and teachers. The paper will draw on experiences of participants in the project to demonstrate how experience of alternative practices can be used as a basis for reflective enquiry within a process of Mezirow's 'perspective transformation' to inform professional practice for a variety of stakeholders, including inspectors, school leaders and teachers.

Thinking deeply about teacher education: Evaluation of school leaders and teachers is an important component of professional development (Cranston, 2013). This paper will share evidence drawn from practice that evaluation can be a collaborative and transformative element of thinking deeply about teaching and teacher education.

The country/ies to which the presentation relates: The study is an Erasmus+ project with partners from England, Basque Country, Romania, Lithuania, Portugal, Italy and Cyprus. This paper draws on the experiences of this project to show the benefits and challenges of comparative studies for any country – the messages of the paper will be transferable to a range of professional contexts.