

Teaching 2020

a strong profession!



Introduction

The current Dutch government wishes to strengthen the quality of education in all sectors. During the first half of 2011, it is to issue a number of action plans which set out the course of the improvement programmes. The action plan for the primary sector is entitled *Basis voor Presteren* ['A basis for achievement'], that for secondary education is entitled *Beter Presteren* ['Better performance'] while the plan for the intermediate vocational education (MBO) sector is entitled *Focus op Vakmanschap 2011-2015* ['Focus on professionalism'] and was published in January 2011. For the higher education sector there is to be a Strategic Agenda which incorporates the recommendations of the Veerman Commission.

The ambition is that Dutch students at all levels should be among the best in the world, enjoying every opportunity to participate fully in society and the employment market. To attain this ambition, it is essential for the education sector to be adequately staffed with teachers of appropriate professional quality.

Both the teacher and the principal play a crucial role in determining the quality of education, and hence in any efforts to improve quality.¹ This action plan therefore sets out how teachers and principals can be further 'professionalized' with a view to achieving optimum quality within the education sector as a whole. It establishes the government's objectives for the years ahead and presents a longer-term vision for the period to 2020. This vision can be described as ambitious. It entails making certain clear choices. There is to be an effective professional register and an increase in the number of teachers holding a Master's degree. There will be performance agreements with all sectors covering the professionalization of the existing staff, and agreements with the teacher training institutes.

The basic principle is that the government will establish the objectives of the policy measures ('what') while the field itself will decide how best to pursue those objectives ('how'). The degree to which the field succeeds in attaining the objectives, taking the position and interests of all relevant actors at sector and school level into account, will determine the level of direct government involvement in the process.

The government must work alongside all parties in order to achieve the desired situation in 2020. For this reason, I have engaged in very constructive discussions with the *Stichting van het Onderwijs* (Education Schooling Foundation), a body which includes representatives of employers and employee organizations, regarding my views on professionalization in the longer term. I have also met with various education sector organizations, including the Education Cooperative (formerly known as the 'Foundation for the Professional Quality of Teachers and other Education Staff'), and the network organization *Beter Onderwijs Nederland* ('Better Education Netherlands'; BON).

The purpose of this action plan is to encourage all parties – the government, employers and employees alike – to cooperate in firm action which will ensure the complete professionalism of all schools and the people who work within them.² Such cooperation must be based on personal responsibilities, whereby the government will assume a directorial role.

In the remainder of this document, I outline my vision with regard to the professionalization of education during the period to 2020. In doing so, I consider both the target situation in 2020 and the short-term measures which I intend to implement during the government's current term in office.

Teaching is seen as an attractive career choice. There is a strong HRM policy, a strong quality policy, and ample opportunity for professional development and career advancement.

In this short term, the pursuit of this objective will entail the continuation of the 'function mix' salary differentiation (or salary mix in the case of the MBO sector), the introduction of performance-related pay (on a trial basis), and the implementation of the draft legislation intended to strengthen the position of the teaching profession. In addition, firm performance agreements will be made with employers regarding the strengthening of HRM policy and training in HRM for principals.

¹ See for example McKinsey (2007), *How the world's best-performing school systems come out on top*; Inspectie van het Onderwijs (2011), *Onderwijsverslag 2009-2010*; KNAW (2009), *Rekenonderwijs op de basisschool, analyse en sleutels tot verbetering* ['Teaching arithmetic in primary schools; analysis and keys to improvement']

² I undertook to produce this plan during the general consultation with the House of Representatives held on 20 January 2011. The proposed measures are in keeping with the government's existing action plans intended to improve quality in all sectors of education.

The qualification level of teachers has been substantially increased, preferably to Master's degree level. Qualifications need not be purely academic, but can include advanced vocational diplomas indicating an equivalent level of competence in a particular craft or profession.

In the short term, I intend to meet with the representative bodies of both employers and employees to agree firm action, to include deciding on any appropriate exemptions, such as those which might apply to vocational subjects at (V)MBO level. Later this year, the teacher training institutes at HBO level are to introduce knowledge bases and a national assessment system. University teacher training programmes are to devote greater attention to research and development skills for prospective teachers. These programmes are also to be embedded within the current teacher training system. The quality of training for primary school teachers is to be improved by means of greater specialization based on the age of the children to be taught. I shall make separate performance agreements with each teacher training institute to ensure the transparency of their quality improvement measures.

All teaching staff are included on a professional register and take the necessary action to ensure their eligibility for periodic re-registration. Employers address their responsibilities by allowing staff ample opportunity to maintain their knowledge, skills and competences.

The first steps in creating a professional register for teachers will be made in 2011. By 2018, all educational staff are to be included on the register, which will then have a formal status in (civil) law. Only those teachers who meet the established criteria and who take the necessary measures to maintain their professional competence will be permitted to remain on the register. Additional funds are to be made available for professionalization programmes in 2012 and beyond. Up to €150 million has been earmarked for quality improvement in primary, secondary and vocational education, as well as teacher training, in 2013.

Schools have implemented a system of peer review, whereby professionals from other schools monitor quality and suggest improvements.

I shall make firm agreements with the sector organizations and the Education Cooperative. In doing so, I shall draw upon the expertise of the Inspectorate of Education.

Action lines

The measures intended to achieve the target situation can be grouped within three 'action lines':

1. 'Quality of teachers and principals safeguarded in the long term', which entails further professionalization of all staff and the introduction of a professional register.
2. 'Professional schools with room for good teaching staff', which centres around HRM policy (in conjunction with

quality management policy) at the individual school level.

3. 'Quantity and quality of teaching staff' embraces the further improvement of teaching training courses, to include the introduction of knowledge bases and a national assessment system.

The measures are entirely in line with the other government action plans which seek to improve quality in all sectors of education. It will not be possible to improve quality without an adequate number of well-qualified and competent teaching staff. The current document also builds upon the results of an earlier action plan, *LeerKracht van Nederland*, and the 2008 *Kwaliteitsagenda Krachtig Meesterschap* ('Quality Agenda Powerful Teaching'), which provides for additional investment in educational staff. The amounts concerned are substantial: there will be €0.7 billion extra investment in 2011, rising to over €1 billion (per annum) by 2020. The greater part of the additional budget will be devoted to improving salaries and career advancement opportunities. There will also be investments intended to strengthen the profession of teacher, including grants for ongoing study, the development of the professional register and improvements to the quality of teaching training courses. I informed you about the progress of the *LeerKracht* action plan on 18 April 2011. The next steps will be measured to ensure the quality of teaching staff in the long term, the introduction of an effective HRM policy at school level, and the enhancement of teacher training programmes.

Action line 1

Quality of teachers and principals to be safeguarded in the long term

Objectives:

- During the period 2012 to 2015, additional funding is to be made available to the primary, secondary and (intermediate) vocational education sectors for professionalization activities addressing both teachers and principals. By 2016, all segments are to have resolved any deficiencies in terms of their ability to adapt to the differences between students, their ability to offer systems for special educational needs, results-based working and professional preparation.
- By 2016, all principals in primary and secondary education and in the MBO sector, including team leaders and middle management, are to meet set (competence) criteria.
- By 2016, the HBO (Higher Vocational Education) institutes will have introduced a system of 'basic' and 'senior' teaching qualifications.
- From 2012, the personal teacher's grant for ongoing training will be available only for accredited programmes at Bachelor, Master and PhD level.³
- The professional register for teachers is to be opened in late 2011 or early 2012. By 2018, all teaching staff at primary, secondary and vocational level are to be included on the register, which will then have a formal status in (civil) law.

Background to the professionalization of teaching staff

International comparative studies reveal a decline in student achievement in the Netherlands, at both primary and secondary level. Although achievement has remained above the international average for the last ten years, the Netherlands is rapidly losing ground. More importantly, today's students are not performing at the same level as those of just a few years ago.⁴ The Inspectorate of Education⁵ notes that some teachers have difficulty in matching the form and content of their lessons to the ability and requirements of the various students in their classes, who may include those with learning difficulties or, conversely, excellent students who require a greater challenge. This conclusion is confirmed by the international comparisons. In many countries, an average of one in three teachers require further training in teaching students with special needs⁶. In the Netherlands, approximately one in three teachers in primary education and one in two of those at secondary (HAVO or VWO) level fail to adapt their lessons to address the differences between students. Moreover,

insufficient attention is devoted to important aspects such as setting goals, curriculum design, targeted activities and the critical evaluation of the effects of teaching⁷. Effective instruction and good class management are important elements. The introduction of systems for special educational needs only increases the need for further professionalization in terms of recognizing and addressing the differences between students. It also offers opportunities to achieve that professionalization through the exchange of expertise between the special education sector and the mainstream schools.

In intermediate vocational education (MBO), attention must be devoted to maintaining professional competence based on the seven key criteria. In addition, a greater understanding of the correlation between the professional skills of teaching staff and student achievement is needed. I shall ask the MBO Council to provide me with as much information as possible, using this as the basis of the performance agreements I shall make with the sector.

³ Prior to 2012, I shall examine whether the use of the ongoing training grant to fund short courses enabling staff to meet specific teaching requirements should be maintained for that year only.

⁴ Inspectie van het Onderwijs (2011), *Onderwijsverslag 2009-2010*

⁵ Inspectie van het Onderwijs (2008), *Onderwijsverslag 2006-2007*

⁶ OESO, 2009, *Creating effective teaching and learning environments: First results from TALIS*; Europese Commissie, 2010, *Teachers' Professional Development: Europe in International Comparison*.

⁷ Inspectie van het Onderwijs (2011), *Onderwijsverslag 2009-2010* Commissie Toekomstbestendig Hoger Onderwijs (2010), *Differentiëren in drievoud omwille van kwaliteit en verscheidenheid in het hoger onderwijs* ['Threefold differentiation in the interests of quality and diversity in higher education']

In higher education, the quality of both education and research is closely related to that of the teaching staff, as recently confirmed by the findings of the Veerman Commission.⁸ The higher vocational education (HBO) sector in particular must adopt a culture which devotes greater attention to professional quality, with good guidance for students and a focus on examinations and assessments. Teaching staff must be allowed enough professional autonomy to conduct their educational duties as they see fit alongside relevant (practice-related) research. They must possess knowledge and didactic skills at the appropriate level, thus ensuring that their students receive a good education.

Background to the professionalization of school management

More than ever before, managers at both primary and secondary level now face the challenge of managing by output and results, i.e. improving the educational yield and achievements of all students. Accordingly, principals must possess the leadership skills needed to create a professional learning culture. The Education Council has stressed the crucial role played by the principal in enhancing learning achievement⁹. At the same time, the increasingly complex setting and the growing autonomy of schools mean the principal must engage in dialogue with parents, students and staff when establishing and implementing policy.

The entire administrative apparatus – school boards, managers, principals and middle management (heads of department) – also faces the task of implementing an effective, integrated HRM policy. Good HRM policy entails attracting competent teachers, and ensuring that their professional skills are maintained over time or expanded as necessary. It also entails promoting the most competent teachers and dismissing those who fall below the required standard. It is therefore important for principals to have a clear understanding of the competence and performance of the teachers, to conduct regular appraisal interviews and to make the necessary agreements about this (with regard to performance and development). A similar role is played by the school boards as the ‘managers of the managers’.

The MBO sector is notable for a high degree of teamwork. Most courses involve various internal and external staff in the roles of practice supervisor, instructor, examiner, apprentice master, etc. This imposes high demands, in terms of the quality, on the team members, the team

leadership and middle management, and in terms of their ability to match the content of training courses with the requirements of the employment market. The quality of middle management must now be raised to a more results-oriented level so that the teams – that vary in composition - are able to train students to a good professional level. According to the Oudemans Commission, too little attention has been devoted to leadership skills and professionalization in the past. The Commission therefore recommends that investments should focus on the development of the educational leadership skills of management.¹⁰ This will entail various training programmes in leadership, team-development and personal competences, all of which will have a mutually reinforcing effect.

Professional development is of prime importance

A ‘professional attitude’ implies the willingness and ability to reflect upon one’s own knowledge, effectiveness and skills, and to do so on an ongoing basis. It further implies a willingness to develop and improve as necessary. It is essential for teachers to learn from each other, whether within the school, between different schools or when working in the team context. The professional development of teachers and the development of the school itself are closely interrelated. School development is a context in which professional development is mandatory; it is not optional. Context-based approaches such as peer review, team and network training have a part to play in this regard.

Performance agreements 2012-2015

Given the situation outlined above, the government intends to make a number of firm performance agreements with employers to cover the period 2012 to 2015. These agreements will relate to the professionalization of teaching staff and principals in primary, secondary and vocational education (at both intermediate and higher level), and will address several policy spearheads. Wherever possible, the agreements will be based on the performance indicators applied by the Inspectorate of Education, e.g. those relating to addressing the differences between students and results-based working. Provided that effective agreements can be made with the employers with regard to their use of the existing school training funds, I shall make additional funding available to the primary, secondary and MBO sectors. This funding will be released in two tranches: the allocation of the second tranche will depend on the level of commitment shown and the progress achieved using the funds of the first tranche.

⁸ Commissie Toekomstbestendig Hoger Onderwijs (2010), *Differentiëren in drievoud omwille van kwaliteit en verscheidenheid in het hoger onderwijs* [‘Threefold differentiation in the interests of quality and diversity in higher education’]

⁹ Onderwijsraad (2011), *Naar hogere leerprestaties in het voortgezet onderwijs* [‘Towards higher learning achievements in secondary education’]

¹⁰ Commissie Onderwijs en Besturing BVE (2010), *Evaluatie Wet Beroepen in het Onderwijs*; study conducted by Ecorys on behalf of the Ministry of Education, Culture and Science, April 2011

Primary and secondary education

In primary and secondary education, the main focus will be on the professionalization of teaching staff in terms of results-based working, the adaptation of content and teaching methods to meet the specific requirements of the student group (whether those with learning difficulties or excellent students) and on the core curriculum subjects. Efforts in these areas will result in a more effective transfer of knowledge. For principals in the primary education sector, the emphasis will be on updating the professional standard and competency requirements by the sector. In secondary education, the Secondary Education Council is to make a full inventory of training requirements and current training opportunities, and will produce a set of 'competency profiles' for principals. This is further to the findings of the recent evaluation of the *Wet op de Beroepen in de Onderwijs* (Education Professions Act), which revealed the need for greater clarity regarding the competency requirements for principals.¹¹ Further spearheads include the introduction of an effective professional register and ongoing professional training, to include familiarization with results-based working methods.

The government is to make firm and measurable performance agreements with the sector covering the further development of an effective HRM policy, with due regard for leadership skills and expertise. It is the responsibility of employers and principals to take the necessary action, to achieve visible results and to ensure that all interventions enhance student achievement to the greatest extent possible.

(Secondary) special education

The focus in the (secondary) special education sector will also be on results-based working methods. These schools must find a new balance between their pedagogical and social care responsibilities on the one hand, and the desire to achieve the best possible learning outcomes (among others in numeracy and language) on the other.

Intermediate vocational education

Efforts in the MBO sector are to be directed towards the further professionalization of teams in terms of skills-based education, career guidance, professional development (including ethics and professional culture), effective knowledge transfer and developing the professional identity of students, whereupon those students are fully equipped to embark upon their career or pursue further education at a higher level. The government will also make agreements with regard to leadership training programmes which

devote attention to personal competences and development, as well as the tuition teams' understanding of both the subject matter and the external context (team learning, practical training and apprenticeships), in order to strengthen middle management.

Higher education

In higher vocational education, efforts to enhance the quality of the professional staff will rely on instruments such as a Code of Conduct, handbooks and peer networks. HBO institutes will be required to implement the system of 'basic' and 'senior' qualifications for teachers which is already in place in the university sector. A broader application of this system is appropriate to the development agenda established further to the Veerman Commission's recommendations. Once this has been achieved, I shall examine whether it is desirable to link the system to a professional register specifically for the higher education sector. Initiatives undertaken by VELON, the federation of those responsible for training tutors in higher education, can provide useful practice examples.

During the previous government period, it was agreed that the percentage of staff holding (at least) a Master's degree should be increased to 70% by 2014. Currently, 63% of teaching staff in the HBO sector hold a Master's degree or equivalent. In view of the growth in the number of Master's and PhDs in the Dutch HBO sector in recent years, it seems possible to 'raise the bar' beyond the current ambition of 70%, initially to 80% and eventually to 100%. I shall elaborate this point at a later date, based on the long-term agreements included in the Strategic Agenda for higher education.

Ongoing training grant

The personal grant provided to fund ongoing professional training and education (the *Lerarenbeurs*) has been a great success and has attracted much interest, particularly on the part of teachers in the primary and secondary sectors. Since the grant's introduction in mid-2008, almost 19,000 applications have been honoured. Of these, approximately two thirds have been used to fund degree programmes at Bachelor's or Master's level, and the remainder to fund short training courses. From 2012, the grant will only be available in respect of accredited degree programmes.¹² I have taken this step to create a clearer distinction between the use of government funds to acquire higher qualifications, and the allocation of the regular resources already available in the form of the 'lump sum' (block grant funding) for general refresher training and personal

¹¹ Evaluatie Wet Beroepen in het Onderwijs; study conducted by Ecorys on behalf of the Ministry of Education, Culture and Science, April 2011

¹² Prior to 2012, I shall examine whether the ongoing training grant should remain available for short training courses in connection with systems for special education needs, for that year only.

development. Schools are able to draw upon the lump sum to fund short training courses. However, this source of finance can also be used to fund a Bachelor's or Master's degree programme.

Professional register

By enrolling on the professional register, teachers will demonstrate their professionalism and their ongoing commitment to maintaining their knowledge and skills. The register will open in late 2011 or early 2012. From 2012, it will accept registrations from all 250,000 teachers in the primary, secondary and intermediate vocational sectors. (For practical reasons, the registration process may be phased.) Eventually, it may be desirable to use the same register for staff in higher education, an option to which further consideration is to be given.

The current Association for Professional Quality of Teachers is to become the Education Cooperative, a body formed by and for members of the teaching profession. The Education Cooperative is to develop and administer the professional register, and will be responsible for the accreditation of the activities required to gain or maintain registration. Teacher training institutes will also be involved in this process. The Education Cooperative will submit an annual progress report to me. It will also seek to create support among employers by holding regular consultation meetings, the results of which are to be included in the progress reports. The Cooperative will strive to create consensus with regard to the intended effect of the register. In the latter half of 2011, it will produce an action plan setting out the activities which must be undertaken to ensure that all teachers in primary, secondary and intermediate vocational education are included in the register by 2018, with an interim target of 40% by 2014.

In order to retain a place in the register, teachers will be required to undertake accredited professionalization activities designed to maintain or enhance their knowledge and skills. In 2018, the register will assume a formal status under (civil) law, conferring various rights and responsibilities as defined by the government and the professional bodies within the education sector. Failure to meet all requirements can have consequences, including the loss of authorization to teach at all, a supervision requirement whereby the teacher cannot conduct lessons unaccompanied, or a requirement to devote more time (and personal resources) to refresher training. There can also be consequences in terms of career advancement opportunities. In time, the register will provide important statistical information for the use of policy-makers and other stakeholders, either on request or in the form of periodic reports.

The Caribbean Netherlands

On 10 October 2010, the Caribbean islands of Bonaire, Sint Eustatius and Saba became separate administrations with the status of 'special municipalities' of the Netherlands. The three islands, known jointly as the Caribbean Netherlands, are subject to separate education legislation, although this is largely based on the legislation in place in the Netherlands itself. In any event, the requirements in terms of professional qualifications are now identical, representing a shift from the situation which previously applied in the Netherlands Antilles. As stated in the explanatory notes accompanying the draft legislation¹³, the intention is that the requirements relating to the maintenance of professional skills will be fully consistent with those in the Netherlands within the coming five years, i.e. by 2016. In the meantime, efforts will be made to ensure that the professional level is brought as close as possible to that in the Netherlands. To support schools and teachers in this undertaking, my department is to run a series of activities in association with the teacher training institutes in the Netherlands and the Ruud de Moor Centre, part of the Dutch Open University. Our intention is that these activities must address the local wishes and requirements to the greatest extent possible, whereby an infrastructure for the ongoing maintenance of professional skills will be in place on the islands by 2016. The options include distance learning courses in combination with local support on the islands themselves, provided by either local or Dutch experts.

I intend to examine whether it will be possible to exploit the advantages of scale by including the other countries of the former Netherlands Antilles and Aruba in this process, and shall of course do so in close consultation with the relevant local administrations and other stakeholders. Later this year we shall identify the islands' wishes and requirements, and will implement a programme to help teachers address the needs of students who demand special attention for whatever reason. I regard the recruitment and retention of good teaching staff to be a priority, given that this is a precondition of any improvement to the quality of education in the Caribbean Netherlands.

¹³ Staatsblad 2011, no. 33 Second amendment Bill for public administrative bodies of Bonaire, Sint Eustatius and Saba (B)

Action line 2

Towards professional schools with room for good teaching staff

Objectives:

- The roll-out of the ‘function mix’ in primary and secondary education (the ‘salary mix’ in MBO) to be completed by 2020.
- Trials of performance-related pay structures are to lead to their permanent introduction in 2016.
- An inter-school peer review system (for both teachers and principals) is to be introduced in 2012.
- All schools are to have an effective HRM policy by 2016.
- Legislation intended to strengthen the position of teachers is to be passed in 2012.
- From 2012, the responsibilities of the Inspectorate of Education will be extended to include the assessment of individual professional skills.

Background

If the education sector is to perform well, it must be staffed by teachers who can provide the highest level of quality, due to a high degree of professional autonomy and excellent working conditions. The desire to achieve results, even (or especially) when dealing with students of differing levels of ability, should be at the very heart of educational practice. Schools must know precisely where they stand, what added value they offer, and how they can improve. An open discussion about educational quality, both within and between schools, is therefore essential. The frequency of appraisal interviews in the education sector is lower than in any other area of employment. Only 18% of employers in the sector state that they conduct multiple interviews of this type on an annual basis.¹⁴ Moreover, research by the Inspectorate of Education reveals that the use of ‘skills dossiers’ is not yet an integral part of HRM policy or the professional culture within schools, a finding confirmed by the evaluation of the Education Professions Act¹⁵. As a result, the employer lacks any insight into the quality of teachers, any development requirements they may have, gaps in their knowledge and skills or, conversely, overlap within the team. A system of skills dossiers creates greater transparency with regard to the teacher’s career development and potential. The shift towards a more ambitious, results-oriented working environment demands a strong and effective HRM policy at the school level, and an equally strong and effective quality policy. Both demand a cycle of regular appraisal interviews and the use of skills dossiers. Employers enjoy considerable leeway in devising their own personnel policy within the legislative framework established by the Education Professions Act. The government therefore sees their role as particularly important, and intends to incorporate relevant provisions in the performance agreements to be made with the employers.

The egalitarian culture of the education sector detracts from the importance of individual qualities and the ambition to perform better as a team. Excellent performance is not adequately acknowledged. Special achievements by teachers should be highlighted and rewarded. The measures taken to strengthen the ‘function mix’ are an important first step towards greater salary differentiation. Good teachers should be able to develop a full professional career, their qualities being rewarded appropriately. The function mix enables structural promotions to be based on the differences between teachers in terms of quality and skills. It also lays the foundation for a stronger HRM policy.

Function mix

The function mix (or salary mix in the MBO sector) is an ideal instrument with which to promote a discussion about quality policy, the positions which must be filled and the relevant selection criteria at individual school level. In 2010, most schools had produced detailed plans for the career advancement of good teachers, under which there would be a substantial increase in the number of teachers in the higher salary scales. The discussions between principals, teaching staff and staff representative bodies have created a transparency which serves to bolster confidence in the criteria by which teachers are promoted.¹⁶ The introduction of the function mix therefore helps to create a more professional HRM policy at school level. Within the framework of current legislation and the Collective Labour Agreements (CAOs), schools enjoy the freedom to apply the function mix in whatever way they find most appropriate. For example, they may opt to recruit additional teachers for the core curriculum subjects, or can place a teacher with specific expertise in dealing with students of differing abilities in a higher salary band.

¹⁴ OSA (2009) Trend report: Demand for Labour, 2008

¹⁵ Inspectie van het Onderwijs (2010), Bekwaamheidsdossiers in het VO

¹⁶ SEO Economic Survey (2010), based on the interim assessment of the LeerKraft convenant

Some schools have experienced problems in implementing the function mix. I am currently holding discussions with employers and employee organizations in both primary and secondary education on how to resolve these problems while respecting the objectives of the covenant. This may entail allowing the schools to adopt individualized arrangements. The introduction of the function mix has been accompanied by a review of the grading structure (decrease in number of grades per salary band), whereby staff are able to progress from one salary grade to another more quickly.

Performance-related pay

The coalition agreement emphasizes the importance of improving performance in education. I therefore intend to invest in a system of performance-related pay for excellent teachers and tuition teams in the primary, secondary and MBO sectors. Incidental payments in the form of performance-related bonuses enable greater and more flexible salary differentiation. To an even greater extent than the function mix, performance-related pay can be seen as a means to promote the discussion about the quality of education. It will encourage staff to keep each other focused, and will also encourage greater results-orientation. At present, too little attention is devoted to the qualities of individual teachers and how they serve to strengthen the team as a whole. This omission does nothing to improve the learning achievements of students. I therefore regard performance-related pay as part and parcel of the total investment programme in professionalization, results-orientation and better all-round performance.

I do not intend to impose a standard system of performance-related pay as might be used elsewhere in the public sector. Rather, I wish to find a system that actually works. The extra resources for the development of this system will be used to fund various trials and experiments, the first of which will begin later this year. Schools will be invited to take part on a voluntary basis. I have asked the Netherlands Bureau for Economic Policy Analysis (CPB) to participate in the process, whereby the results will be subject to scientific evaluation. The Education Council's proposal with regard to excellent teachers will also to be refined to become the basis of a system of performance-related pay¹⁷.

A number of 'pioneers' have already come forward to undertake experiments during the coming academic year. In the MBO sector, the effect of individual performance-related bonuses for excellent staff is being studied. Performance will be assessed against the established criteria for the position in question, and there will be a standardized participant (student) satisfaction survey, currently in

development. In the primary sector, two school boards have volunteered to take part in an experiment involving team bonuses based on learning outcomes (the assessment scores of students in Groups 3 to 8, corrected according to ability levels) and student welfare. A further experiment is now being developed for the secondary sector, with 14 school boards having volunteered to take part. Teachers will be eligible for a collective (team) bonus if they achieve 'excellent' scores against various performance indicators. A benchmark ranking of the best-performing schools will be produced on the basis of students' scores in internal and external examinations, the overall pass rate and the 'drop out' rate.

I am consulting various school boards on their participation in other forms of experiment. Schools in all sectors will have the opportunity to test both individual and team bonus arrangements, whereby performance pay may vary from a financial bonus to the opportunity to enrol in additional training or undertake an innovative project. There will also be opportunities to test various types of performance indicators, such as the ability to address differences in student ability, student examination results, the subjective opinions of the school management, school or team results in terms of educational yield, (aspects of) 360-degree feedback or student welfare. The first experiments are to begin during the 2011-2012 academic year, and will be expanded and developed in 2013 and 2014. Their results will provide an indication of the most effective form(s) of performance-related pay and the most effective methods of measuring performance. The experiments will also examine the practicality of each system, which must not lead to any increase in bureaucracy or administrative burden. In short, the experiments will reveal the basic principles for the permanent introduction of performance-related pay.

¹⁷ Onderwijsraad (2011), *Excellente leraren als inspirerend voorbeeld* ['Excellent teachers as an inspiring example']

Professional autonomy

In 2010, I proposed legislation intended to strengthen the position of the teaching profession.¹⁸ The relevant Bill has yet to pass all readings. The essence of this legislation is that it is the teacher who is best placed to decide how education should be given, and should therefore be given the autonomy required to get the best out of his (or her) students. Based on personal expertise, he will join his colleagues in determining the content and form of the syllabus and courses. Each department or tuition team will critically assess its own performance and will pursue professional development in order to safeguard the quality of education. The net effect is that students will be able to achieve their full potential. This approach will be supported by clear agreements with the relevant authorities about the manner in which the school is to be organized, whereby teaching staff (working under the overall responsibility of principals and boards) determine the form and implementation of the school's educational quality policy. In addition, teaching staff (perhaps united in a staff council) and the school management can engage in discussions about the definition of educational quality and how it is to be achieved, e.g. through staff professionalization, HRM policy and quality policy in the broad sense of the terms, or a consideration of what 'professionalism' actually means to the teachers and the school authorities.

Under my proposal, responsibility for the education and quality policy would first and foremost be at the level of the department or tuition team. That team may include staff who are not qualified and licensed teachers, or who teach a subject other than that in which they hold the necessary qualifications.¹⁹ In the vast majority of cases, these people do possess relevant knowledge of their subject, based on training or experience, and may also possess the necessary pedagogic and didactic skills. Their knowledge and experience places them in a position to assist in devising and implementing the school's education policy and quality policy. Nevertheless, I intend to restrict the number of staff who do not hold formal teaching qualifications in the

secondary education sector (the deployment of whom is currently permitted under Article 33 sub 3 of the Secondary Education Act). Where any such person is appointed for a period exceeding one year, the school authorities must make arrangements for him to gain the necessary professional status as soon as possible.

School development and peer review

In my view, professionalization requires more than just further training on the part of the individual or team. Only when the same degree of development is sought at all levels will there be a 'learning organization' with a sustainable culture of ongoing improvement. Research confirms that when teachers learn together and share a common sense of responsibility for the forms and objectives of the professionalization activities, the effectiveness of those activities is greatly enhanced.²⁰ Professionalization must therefore form part of a broader policy, whether at school or national level, and must be in the pursuit of better performance on the part of both teachers and students. There is, of course, a place for individual education, e.g. when a teacher wishes to gain a higher qualification. However, the knowledge and skills thus gained should be meaningful in terms of the school's day-to-day activities. Research shows that teachers who feel a degree of mutual dependence in their work learn more from each other and therefore achieve further professionalization.

There have been a number of peer review programmes which have shown positive results. One such programme is SKOOP²¹ which involves teachers and staff from one school visiting and reviewing their counterparts in another. The methodology is based on the supervisory framework applied by the Inspectorate of Education. The results to date are encouraging. A department or team of tuition or management staff visits another school where they observe lessons and conduct panel interviews in order to form an impression of the school. That impression is then discussed with the school authorities and a written report is produced.

This type of peer review can make a valuable contribution to the professionalization of teaching staff, helping them to make full use of their professional autonomy. They will be reminded of what being a good teacher actually entails. If the review visit devotes particular attention to the indicators used in official school inspections and the assessment of professional competence, it is likely to promote an internal

¹⁸ The proposed legislation will amend various existing statutory instruments: the Wet op het primair onderwijs (Primary Education Act; WPO), the Wet op de Expertisecentra (Centres of Expertise Act; WEC), the Wet op het voortgezet onderwijs (Secondary Education Act; WVO), the Wet Educatie en Beroepsonderwijs (Professional and Vocational Education Act; WEB) and the Wet op het hoger onderwijs en wetenschappelijk onderzoek (Higher Education and Scientific Research Act). In fact, Article 4.1.3 of the Professional and Vocational Education Act already makes provisions for the ongoing professionalization of staff by means of a statute and the involvement of the social partners.

¹⁹ In its response to the first reading of the Bill, the House asked me to explain in this action plan the position of staff who do not hold formal teaching qualifications, or who are required to teach a subject other than that for which they hold such qualifications.

²⁰ ICLON Centre of Expertise: *Leren van Leraren, 2010, Professionele ontwikkeling van leraren – a review study of the effectiveness indicators of professionalization activities for teachers*

²¹ An acronym which stands for *Samen Kijken naar de Ontwikkeling van Onderwijs Personeel* (Looking together at the Development of Education Staff)

discussion of the relevant factors and about the quality policy which the school authorities can and should implement in order to retain good staff. The institutions where pupils pursue further education at a higher level could also play a part in this review. This approach makes the profession of teacher more interesting. Schools are less likely to receive a negative report in official inspection visits, and the Inspectorate of Education will be able to apply less stringent supervision.

In my opinion, this method of peer review can be applied throughout the primary, secondary and MBO sectors. I shall therefore come to agreements with the field with regard to its broad use and ways in which the professionals can take the initiative. I shall draw upon the expertise of the Inspectorate of Education and will also consider whether additional funding should be made available.

Supervision and inspection

The Inspectorate of Education is to intensify its focus on quality by including in its assessments a consideration of individual teaching skills and the measures taken to safeguard professionalism in the long term. This extension of the Inspectorate's remit is further to the proposed

amendment to the *Wet op het onderwijstoezicht* (Supervision of Education Act; WOT) currently before the House. The Inspectorate will be able to take prompt and affirmative action if any shortcomings in professional quality are noted, e.g. the failure to hold regular appraisal interviews. A results-oriented approach and the ability to address differences in student ability are also key aspects of good professional performance on the part of teachers. Principals will be expected to devote attention to quality policy and HRM policy in order to embed professionalism firmly within the organization.

In 2011, the Inspectorate of Education will conduct a number of inspection visits based on a new assessment framework which incorporates the above aspects. Based on the findings, the framework and approach can then be finalized. In 2012, all inspections will include an assessment of professional quality. Guided by the evaluation of the Education Professions Act, I shall join the Inspectorate in deciding how best to enforce the statutory requirements governing appointments to teaching posts and what requirements should be imposed with regard to the maintenance of professional competence.



Action line 3

Quality and quantity of teaching staff

Objectives

- The HBO teacher training programmes are to have implemented all knowledge bases and national assessments by 2016.
- A system of externally accredited knowledge assessments is to be in place by 2014.
- Before 1 December 2011, agreements are to be made with all primary sector teacher training institutes with regard to quality improvements in the short term, this process is to involve the sector itself.
- Before 1 May 2012, agreements are to be made with the second grade (junior secondary) teacher training institutes with regard to quality improvements in the short term, this process is to involve the sector itself.
- Teacher training programmes are to devote greater attention to the manner in which (V)MBO (pre- and intermediate vocational education) students are prepared to join the workforce or continue into further education.
- In late 2011, following consultation with the social partners and other stakeholders, I shall decide how to achieve a substantial increase in the number of teachers holding a Master's degree.
- From August 2013, all teacher training institutes for the primary sector will introduce (further) differentiation according to the age groups to be taught.
- To create greater interest in a teaching career among students of vocational subjects, a minor in educational science is to be incorporated into the HBO diploma programmes.
- To address the ongoing staff shortages in (sections of) the education sector, the measures intended to reach new target groups will be continued and further experiments undertaken as part of the *Innovatie Impuls Onderwijs* (Impulse for Innovation in Education) programme.

Background

The Quality Agenda for teacher training institutes (*Krachtig Meesterschap*) has been pursued with vigour in recent years. The Inspectorate of Education is monitoring progress. In its first report the Inspectorate notes that the institutes have achieved improvement in all aspects which are subject to assessment, although the process is not yet complete.^{22, 23} The introduction of knowledge bases and assessments, and arranging the external accreditation of those assessments, have proven rather more complex than originally thought. In addition, the training institutes must be connected to the developments within the education sectors they serve. Cooperation between the institutes and their 'customers' is therefore essential, certainly with regard to differentiation and the inculcation of the results-based approach. Given the impending staff shortages in the MBO sector, further attention must be devoted to training teachers in the vocational subjects. In higher education, it is important for teaching staff to have the appropriate qualifications together with the didactic skills necessary to transfer their knowledge effectively.

As noted above, the teacher training institutes have made significant progress in improving quality. There have also been a number of additional positive developments such as the establishment of academic (degree level) training programmes for primary teachers and the introduction of a minor in educational science. However, these improvements at the system level do not always make their effects felt at the level of the individual institute. As a result, there remain some misgivings with regard to the quality of the institutes in the public perception.

Improved quality of teacher training programmes

Teacher training programmes at HBO level are to introduce knowledge databases and a national system of assessment. The new arrangements will be phased in from September 2011 and will initially apply to those intending to teach the general syllabus at secondary (Grade II) level, as well as students of language, numeracy and history who intend to teach at primary level. From 2012, knowledge databases and assessments will be introduced for all other subjects at primary level, specialized subjects at Grade II (in practice, the vocational subjects) and all Grade I qualifications at HBO level (including the hitherto unregulated arts programmes and the colleges of physical education). The content of the knowledge databases for primary school teachers will be determined further to the recommenda-

²² Inspectie van het Onderwijs, 2011, Monitor Krachtig Meesterschap

²³ 'The basics are in order', 'More graduates in teaching' and 'The pursuit of excellence in teacher training.'

tions of an advisory board (which has yet to be appointed). The issue here is whether these knowledge databases will serve to define the professional ability of the teacher adequately. Moreover, we must consider the implications of the knowledge bases' introduction in terms of the study load of the teacher training programme as a whole. Later this year, I shall make agreements with the HBO Council and the Accreditation Organisation of the Netherlands and Flanders (NVAO) regarding the external accreditation of the assessments.

To promote cooperation between the teacher training programmes and the field, 56 'training partnerships' involving one or more teacher training institutes and one or more schools in the primary, secondary and/or MBO sectors have been officially recognized and will receive additional funding. The response from the field has been positive. A number of partnerships now profile themselves as 'academic' in nature, having adopted an approach in which students are also trained in practical research methods to aid in school development. This is in keeping with my desire to strengthen research and development skills within the teaching profession. However, it is important that new knowledge derived from educational science research, for example about the results-oriented approach, is put to better use.²⁴

To increase the visibility of the improvements achieved by the teacher training institutes, I have agreed with the HBO Council that all institutes, beginning with those serving the primary sector, will report their progress to me using the set of specific indicators which has formed part of the administrative agreements for several years. These indicators relate to measurable results and provide information about the educational level, and the current status or progress of specific policy objectives which apply to the sector as a whole and to which the institute concerned has devoted attention. I have also agreed with the HBO Council that each teacher training programme is to establish performance targets in respect of the results-oriented approach, differentiation and personal guidance for beginning teachers. The relevant indicators will be subject to further discussion.

In late 2010, the Primary Education Council and the HBO Council produced a 'cooperation agenda', whereby the schools and the teacher training institutes will intensify their joint efforts to implement the results-based approach within the primary sector. The performance agreements I shall make with the training institutes will allow additional opportunity for the elaboration of the Councils' cooperative agreements at the regional level. I believe that this will serve to strengthen the exchange of knowledge between universities, other institutes of higher education and the

school sector. The teacher training institutes can and must make a significant contribution to knowledge development in schools in terms of the results-based approach, systems for special educational needs, the strengthening of language and numeracy teaching, and the maintenance of teachers' skills and competences. The sector organizations will be involved in defining the agreements I make with the institutions.

Teaching training programmes already use various instruments such as intake interviews, subject choice interviews and assessments of numeracy and language skills for the purposes of student selection, where necessary and appropriate. Prompted in part by the recommendations of the Veerman Commission, I shall examine whether selection procedures for teaching training programmes, such as those for MBO, should be made more stringent.

Teachers with a Master's degree

The Education Council recently advised that all teaching staff in secondary education and those teaching the general subjects at MBO should be required to obtain a Master's degree within five years of acquiring their HBO Bachelor's diploma²⁵. The Master's qualification might be in an academic subject, educational science or a relevant professional discipline. Teaching staff have a great influence on the quality of education, whereupon it is important that all have the very highest level of education and qualifications. I therefore intend to act upon the Council's recommendation, which I believe will further the government's ambitions with regard to educational quality. Later this year, I shall discuss the possibilities with the social partners and other stakeholders.

Of course, the question is whether a Master's degree or equivalent is required in every case, or whether we should make exceptions for those teaching practical vocational subjects, preparatory subjects at (V)MBO level, and/or the teachers of very young primary school children. At the same time, I wish to explore ways in which the number of teachers holding a Master's degree can be increased, and I shall consider the position of new and current teachers, the financial implications, and how any additional costs can be covered within the sector. I intend to submit a report of my deliberations to the House by the end of 2011.

Guidance for beginning teachers

At present, ten per cent of those entering the teaching profession leave after the first year, disillusioned and disappointed. One reason is the lack of guidance and support.²⁶ The *Loopbaanmonitor Onderwijs* (Education Career

²⁴ Commissie Nationaal Plan Toekomst Onderwijswetenschappen (2011): Nationaal Plan Onderwijs/Leerwetenschappen.

²⁵ Onderwijsraad (2011), *Naar hogere leerprestaties in het voortgezet onderwijs*; Onderwijsraad (2011), *Goed opgeleide leraren voor het (voorbereidend) middelbaar beroepsonderwijs*.

²⁶ Onderwijsinspectie (2011), *Onderwijsverslag 2009-2010*

Monitor) reveals that only 42% of new teachers are satisfied with the level of guidance and support they receive.²⁷ Many teachers see the transition from training college to classroom as a major leap. They have difficulty in finding the appropriate teaching approach when required to teach students of differing ages and abilities, they have difficulty in maintaining classroom discipline and establishing boundaries, and they are unable to adopt the required focus on results. The Inspectorate of Education has investigated the quality of the guidance offered to beginning teachers in 25 of the 'training partnerships'.²⁸ It concludes that the situation could be improved by establishing the individual's requirements ('learning points') at the outset. In addition, greater attention must be devoted to ensuring the quality and continuity of the guidance, by such means as a system of regular observation during lessons, with feedback provided.

We must do everything possible to retain every good, well-qualified and competent teacher within the profession.²⁹ I therefore intend to implement performance agreements with the teacher training institutes and with the primary, secondary and MBO sectors with regard to the guidance of new teachers. If the teacher training institutes are given a clear role in this regard, they will be able to address the practical requirements of the field more effectively. An increasing number of schools and teacher training institutes have launched initiatives intended to intensify cooperation. Examples include 22 projects in the primary sector which in 2010 were given a small grant by the *Projectbureau Kwaliteit* to develop the results-focused approach. There are also examples of schools and teacher training institutes which have joined forces to provide effective guidance to new teachers. This is in line with the Inspectorate of Education's conclusion that the school staff responsible for supporting their new colleagues should be familiar with the content of the teacher training programme.

Age differentiation in teacher training for the primary sector

I wish to introduce greater depth to the curriculum of teacher training institutes for the primary sector, and intend to do so in the form of a specific qualification for teaching either very young children or the slightly older age group. This will not affect the holder's eligibility for a post teaching the other group. I believe that this differentiation will help to prepare graduates to meet the demands of day-to-day practice. However, I require further information before I make any firm agreements with the HBO Council. The teacher training institutes are currently engaged in developing and implementing the knowledge bases.

I shall ask the aforementioned advisory board to examine the relationship between the introduction of the knowledge bases and any further specialization in terms of age differentiation. I shall also examine how such specialization might affect the attractiveness of the teaching profession. I shall consider the question of mobility of teachers between the age groups, the implications in terms of ongoing training requirements, and any problems in connection with supply and demand on the regional employment markets. Finally, I shall examine the role of the national register in recording specializations and the relevant ongoing training requirements.

During the first half of 2012 I shall present a detailed proposal in which I shall consider matters such as the desired degree of specialization. At present, I assume that we must make a choice between current practice (in which specialist subjects account for an average of 60 credits) and an system in which they account for some 120 credits. When deploying staff, it is the employer's responsibility to ensure that they are competent and qualified to perform the task in hand. The employer must arrange for any additional training required, e.g. when a staff member is required to teach a subject other than his or her specialization. I shall consider whether it will be appropriate to devote part of the extra budget provided by coalition agreement to promote the development of expertise in this context.

There has been an ongoing trend of 'feminization' in the primary education sector, whereby the vast majority of today's primary school teachers are women. This is a source of public concern. Research confirms that men prefer to work with older children.³⁰ I intend to address the concerns by ensuring that training opportunities, and the subsequent career as a primary school teacher, become more attractive to male candidates. One way of doing so will be through the introduction of age group differentiation. I shall also promote the exchange of knowledge between teacher training institutes in the sector, and will draw attention to the 'best practice examples' in which some institutes have successfully increased the proportion of male graduates.

Profiling

In my official response to the Veerman Commission's report, I stated that I wished to enhance the profile, i.e. the perceived status and reputation, of academic institutes. I shall explain my proposals in greater detail in the Strategic Agenda for Higher Education and Research. In the case of teacher training institutes, I believe that enhanced profiling will help to resolve the weak points and will ensure that the positive developments within the sector continue. I further believe that 'fast-track' teacher training programmes at HBO level will serve to make a career in teaching more attractive

²⁷ Ministerie van Onderwijs, Cultuur en Wetenschap (2009), *Loopbaanmonitor Onderwijs*, conducted by Regioplan.

²⁸ Inspectie van het Onderwijs (2010), *Begeleiding beginnende leraren*.

²⁹ Inspectie van het onderwijs (2011), *Onderwijsverslag 2009-2010*.

³⁰ SBO, 2009, *Paboys gevonden?* Evaluation of the 'Paboys' trial project: approach, method and results.

to students entering from the VWO (pre university education) stream. In the longer term, I see an important role for such programmes within the entire education chain. They will form a prominent part of the profiling activities proposed by the Veerman Commission. In consultation with the institutes concerned, I shall examine the implications of the profiling activities in terms of the regional clustering of teaching training programmes.

The sector plans produced by the HBO and university teacher training programmes are a very useful instrument in establishing the long-term vision, the form that cooperation will take and the appropriate division of responsibilities. It seems likely that a sector plan for the teacher training programmes which allows for close involvement on the part of the education sector as a whole will do much to assist in the pursuit of quality. I shall therefore examine how best to devise such plans, taking the various measures described in this document into account.

Accreditation

The Accreditation Organisation of the Netherlands and Flanders (NVAO) has adopted a specific approach with regard to teacher training programmes. I wish to continue this approach as I regard the experience gained in recent accreditation processes to be positive. Within the approach, extra attention is devoted to four points:

- The quality of the accreditation panels (in terms of diversity of expertise).
- Site visits have been extended by a full day, allowing greater opportunity for interviews with (randomly selected) students and staff, and for a review of relevant documents.
- The ratio of specialist subject content to more general didactic skills within the curriculum.
- The staff-to-student ratio, the number of contact hours, the study burden and the (academic) level of the course.

This modified approach allows a better understanding of how quality can be assured in the long-term. This is in keeping with the statutory responsibility for ensuring the competence of all teaching staff. Moreover, the expert opinions provided allow the teacher training institutes greater opportunity to publicly demonstrate the quality they offer.

Resolving staff shortages

The purpose of the LeerKracht action plan is to make the teaching profession more attractive, not only in terms of salary and career earnings potential, but in terms of the quality and status of the profession. It is essential to make the profession more attractive if we are to ensure that staff numbers remain at the required level in future. I shall therefore continue to pursue the policy established by LeerKracht unabated, but with a number of additions as described in the current document. Various segments of the

education sector will face staff shortages in the years ahead. In view of the impending scarcity of specialist staff able to teach the vocational subjects at MBO level, I intend to implement a number of immediate measures. For example, I wish to introduce minors in educational science in all HBO Bachelor's programmes. I believe that the combination of the existing programmes with such teacher training courses will create greater mass and will result in a far greater number of graduates opting to enter the teaching profession.

The *Innovatie Impuls Onderwijs* (IIO) programme was launched in 2010. It provides funding for innovative measures which are designed to increase productivity in education, without any negative effect in terms of education or work pressure. During the period January 2011 until the end of 2014, experiments will be conducted in which the effect of the innovative measures on productivity, quality and work pressure will be subject to scientific study. The experiments will also reveal the factors which determine success or failure.

I shall also continue my efforts to create a greater number of paths into the teaching profession, again with a view to attracting an adequate number of suitable staff. The minor in educational science, for example, is intended to interest those studying academic subjects in a career in education. The aim is that these people will take their place in the classroom with a Grade I teaching qualification. It is therefore essential to ensure an adequate transition of graduates into a two-year Master's programme in education science, or a teacher training course at university level, once they have completed their studies in their chosen specialist subject. In 2011, the Secondary Education Council is to examine how colleges and universities can promote this transition. The participation of university teaching training departments in the (academic) programmes will also serve to a more attractive learning environment for students and may well increase the number of academics who opt to go into teaching. For some years already it has been possible to obtain a Grade II qualification by means of a (part-time) HBO course. Graduates (and those with a degree-equivalent HBO diploma) in specialist subjects are therefore offered the opportunity to gain the highest possible teaching qualifications within their discipline. In 2010, some 420 took advantage of this opportunity. The academic institution can claim extra funding in respect of these students. The aim is to increase the number of subjects in which a degree offers access to the advanced teacher training programmes, whereupon at least five hundred students will make the progression each year.

The existing 'fast-track' retraining opportunities which allow experienced professionals to make the move into teaching meet a clear need. The *Eerst de Klas* (Teach First) programme which targets excellent graduates (the 'high flyers') is to be continued. The third tranche of *Eerst de Klas*

funding will be released in 2011. Thereafter, I shall pass responsibility for the objectives of the programme to the private sector and the education sector, further to our prior agreements. Finally, I wish to draw attention to the valuable initiative taken by several universities and other institutes of higher education, whereby students with prior education at VWO level are able to combine their specialist studies with an integrated and concurrent programme in either pedagogy or education science, thus gaining a primary teaching qualification.



Further action

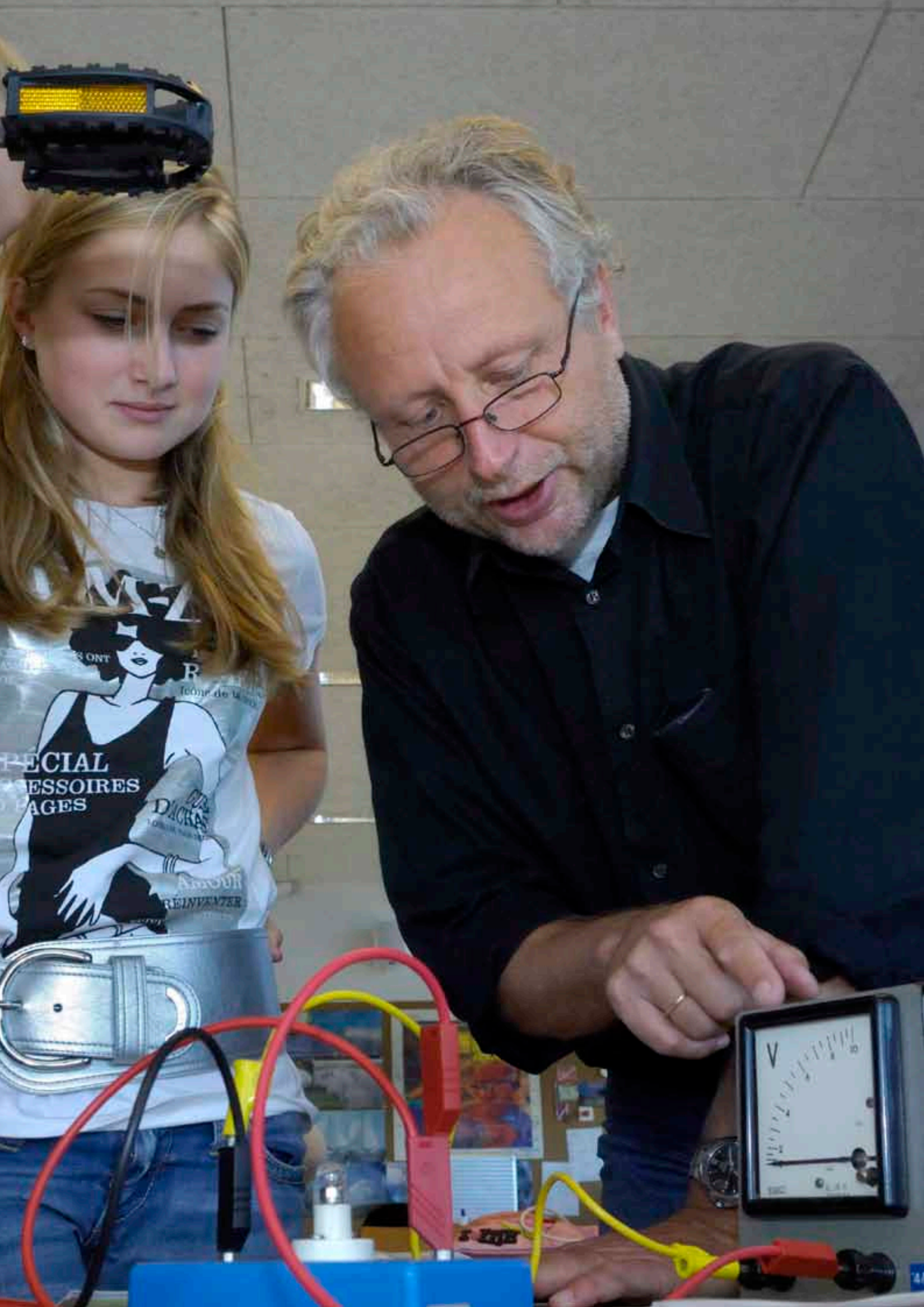
During the coming six months I shall join the various sectors in defining the performance agreements for each sector. I intend to inform the House of the agreements made towards the end of this year. Thereafter, I shall report on the progress of this action plan once a year, the relevant information being included in the annual memorandum *Werken in het Onderwijs* (Working in Education).

Finances

The table below shows the additional budget (in millions of euros) reserved further to the coalition agreement to fund professionalization activities and the proposed performance-related pay provisions.

| Purpose | 2011 | 2012 | 2013 | 2014 | 2015 | Ongoing |
|---|------|------|------|------|------|---------|
| Performance-related pay | | 10 | 20 | 40 | 80 | 250 |
| Professionalization of teaching staff, including register and teacher training programmes | 2.75 | 65 | 115 | 115 | 115 | 139 |
| Professionalization of principals (incl. register) | | 35 | 35 | 35 | 35 | 11 |





pdr 2.

1. C
2. hondje van Paris Hilton
3. bijvoorbeeld → signaalwoord
4. hemelsblauw, charlakenrood en parelmoer
5. goud, oranje, roze.
6. C
7. vachtjes, pilletjes geven en parfum

