

INVESTMENTS IN EDUCATION DEVELOPMENT

Use of summative and formative assessment framework	More efficient use of summative assessment and strengthening of assessment for learning (formative assessment)	Too much emphasis on the so-called summative student assessment – it is considered as traditional approach, that puts very little emphasis on the so-called assessment for learning (formative assessment) - using of evaluation as a feedback to respond to the educational needs of students (the focus on common student – teacher "dialogue")	Support teacher professional development activities Update study programmes of university faculties dealing with new teachers education and training Develop methodical, guidelines and teaching materials that teachers will be able to use
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TEACHER appraisal

Themes	Theme of discussion	What does OECD perceive as a risk	OECD recommendations
Teacher appraisal	Teacher appraisal, feedback on the quality of their work; what feedback would help them	Teacher reward is not connected to their appraisal	Link teacher economic reward with their appraisal
		The lack of consistency	Systematically evaluate all teachers
Role of teachers	Teacher profile, career ladder	Teaching profession does not have solid outlines	Develop a professional profile for teaching profession
		There is no career ladder	Develop a career ladder

SCHOOL evaluation

Themes	Theme of discussion	What does OECD perceive as a risk	OECD recommendations
Role of principals	Principal – shall rather be a teacher (pedagogical leader) or a manager (administrative and economic agenda); on what basis to evaluate the school management	Insufficient educational leadership of schools	Principals should have more time for instructional leadership, they should prepare for it and should be assessed according thereto