

Educational leadership in quality assurance: presentation Dutch NRP EQAVET

November 13th 2025 | Masha Reijerkerk

Trajectory for policy advisors

- Why did we organize this trajectory?
 - National developments: **more agency within education teams**
- Goal: facilitating exchange between participants from different institutions:
 - 1) doing an in-depth analysis of the challenge they face related to quality assurance within their institutions
 - 2) working towards solutions to this problem
- Practical: around +-20 participants from 10 different VET-institutions

The role of educational teams within the Dutch context

- Management: responsible educational quality
- Educational teams: accountable for results
- Educational teams:
 - **responsible** for monitoring, evaluating, and improving **the quality of education** at the team level
 - **Translate the institution-wide vision** on educational quality
 - **Shape** educational quality with **the specific context** and student population
 - Developing **a culture of quality**

Structure of the trajectory

Overview sessions



Session 1: Introduction & development need

- Goal: to gain insight in the quality culture within your team

Session 2: Theory quality assurance

- Goal: to understand the link between national policies around educational culture and own developmental need

Session 3: Case & first intervention

- Goal: to exchange QA-related problems to gain insights about your own developmental need & to understand roles around your issue and how they impact your challenge

Session 4: Feedback

- Goal: to reflect on and learn from different interventions that have been developed during the trajectory



Session 1 Introduction & personal goals

Goal

- During the first session, you will map out the quality culture in your team and deepen your quality-development question.

Content

- Formulating personal goals (relating quality assurance)
- Sharpening personal goals (interview and 5 x why)
- Stakeholder map (mapping the current and desired situation)



Session 2 Theory Quality Assurance

Goal

- Review of sharpened development question and stakeholdermap
- Introduction or deepening of education quality in teams
- Deepening of theory regarding ownership, role given, role taken, and circle of influence and involvement
- Exploration of the initial setup of an action plan or intervention using the APDRA methodology

Content

- Knowledge interlude: ownership, role given & role taken
- Filling out a project canvas about your own development question
- Knowledge interlude: teams and education quality
- Reflection on your own role in the QA-issue



Session 3 Case & first intervention

Goal

- Exchange on case studies in which quality culture is central
- Theory on communication styles
- Continuing to work on the project canvas and elaboration of the first activity or intervention

Content

- Case study & 'tien inzichten 4 rollen'
- Knowledge interlude: styles of influence and communication strategies
- Project canvas
- Formulating the intervention



Session 4 Feedback

Goal

- Presentation of processing of learning question into a project canvas or elaboration of the first activity or intervention
- Exchange on case studies in which quality culture is central

Content

- Presentations of different interventions and development questions
- Discussing the outcomes of the program

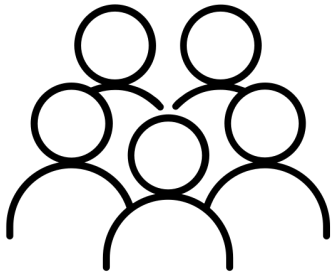
Tools used within the trajectory

Tool used: 10 inzichten x 4 rollen

- Interventions in actions and behavior are listed
- Different roles
 - education team, education manager, the board/middle management, supporting services

40 mogelijke interventies in handelingen en gedrag die kunnen bijdragen aan het onderwijskundig leiderschap van onderwijsteams

10 Inzichten x vier rollen

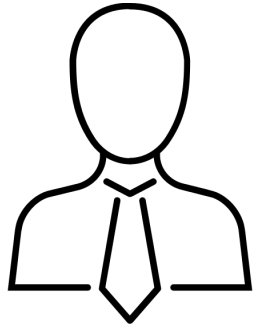


Teaching team

Focus on the learning process of the students

Education manager

Coach the teaching team in relation to their professional autonomy



Insight: teaching teams are at the core of educational quality

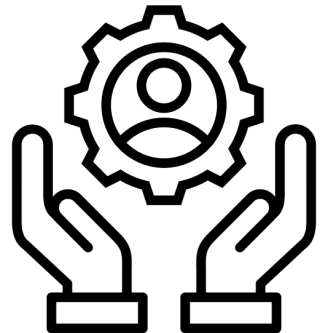


Management

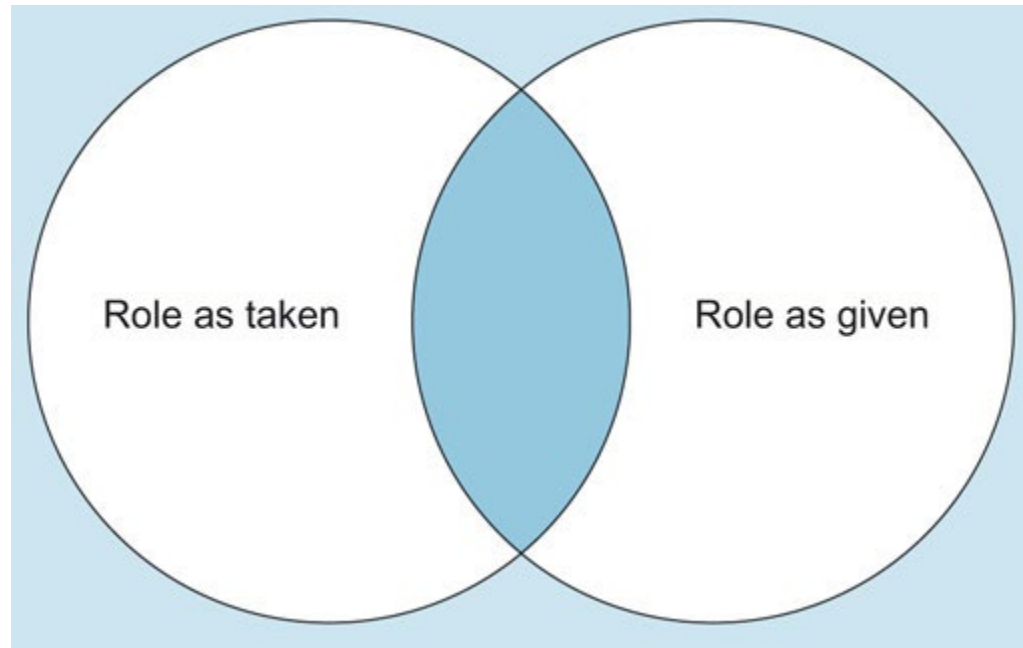
Focus on future-proof education, learning and performing organisation

Supporting services

Facilitate teams, strengthen their ability to act

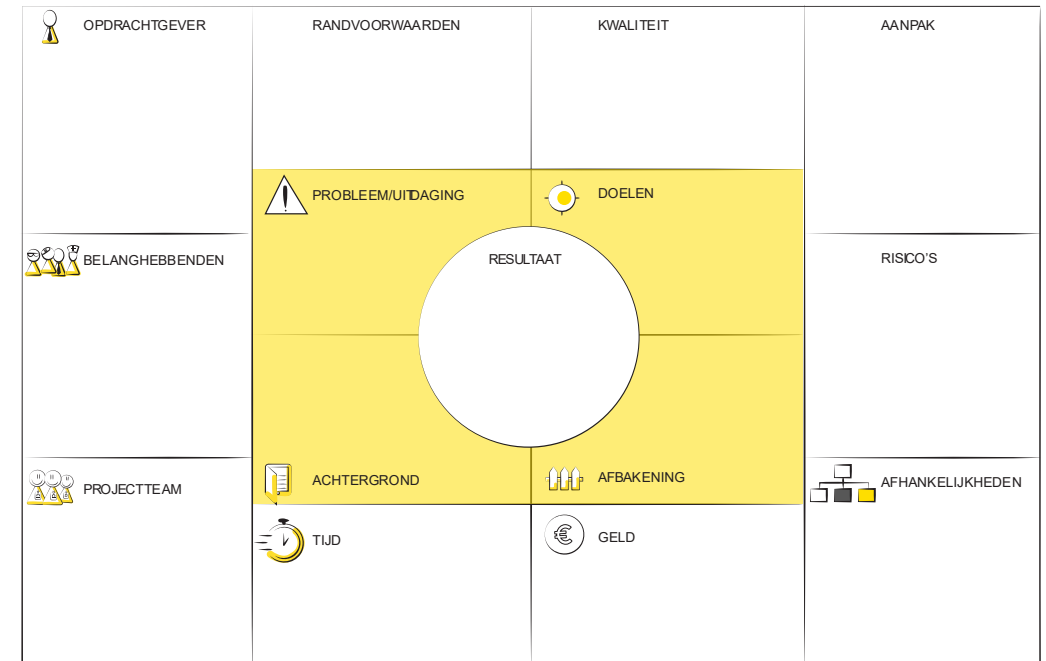


Other tools used



Project Canvas

NAAM: -----
DATUM: -----



Lessons learned

- Exchange between different institutions is experienced as highly useful and the value of this trajectory
 - Including sharing of “*bad practices*”
- Exchange between different ‘roles’ is highly valuable
- Initial problem $\neq$ real (underlying) problem
- Complexity of school environment makes changing underlying problems hard
- National level (agency in teams) does not align with practical reality

Questions?

