

QUALITY EDUCATION FOR ALL IN MONTENEGRO

QUALITY SCHOOL – QUALITY EDUCATION



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QUALITY EDUCATION FOR ALL IN MONTENEGRO

Quality school – quality education

**Criteria, dimensions, descriptors and
instruments to evaluate the schools' progress
in implementing good learning for all in a
democratic environment**

A manual for internal and external evaluation and
development

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Council of Europe

"A journey of a thousand miles begins with a single step".

Confucius

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Introduction

Democracy in schools is much more than just learning about Democracy. A democratic school is a place where quality education for all is a reality and where the atmosphere and the daily routines are those of a democratic micro society. In other words: A culture of Democracy in the school is clearly evident: In the classroom, in the school as a system and through crosscutting topics in cooperation with parents and society, students have the opportunity to develop their skills, to acquire knowledge and to rethink their attitudes.

With the help of this manual, schools will be given the opportunity to evaluate themselves as an institution that prepares their students for life in democracy. To do this, a school as a whole must live a culture of democracy. The Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) offers a framework of 20 competences for this development. For this purpose, a group of specialists developed descriptors for students to help identify and plan the visibility of these competences.

This manual does the same by suggesting descriptors for work in the classroom, in school as a whole and for cross-cutting issues. There are 14 quality topics in the three quality areas. These are the areas in which quality teaching for all and living well together for all are described.

This manual helps schools to evaluate and plan this themselves. It also helps external specialists to evaluate schools on the basis of evidence, describe their development and offer help for further development.

Why is this so important?

Democracy seems to us to be taken for granted in everyday socio-political life, but there is no uniform definition of democracy, nor is there a universal model across all epochs. Most states call themselves democracies. But whether and to what extent they actually are democracies, remains controversial. The core elements of democratic forms of rule and order in the understanding of nation states include popular sovereignty (rule of the people) and the restriction of political rule. The word democracy is derived from *demos* (people) and *kratein* (rule).

Democracy has little meaning if it is not part of our everyday life. John Dewey, a philosopher, pedagogue and forerunner of the democratic school movements, pointed out as early as 1916 that democracy as a way of life is the archetype of the idea of democracy. In it, children and young people experience first approaches and encounters with social cooperation and with the rules within a community.

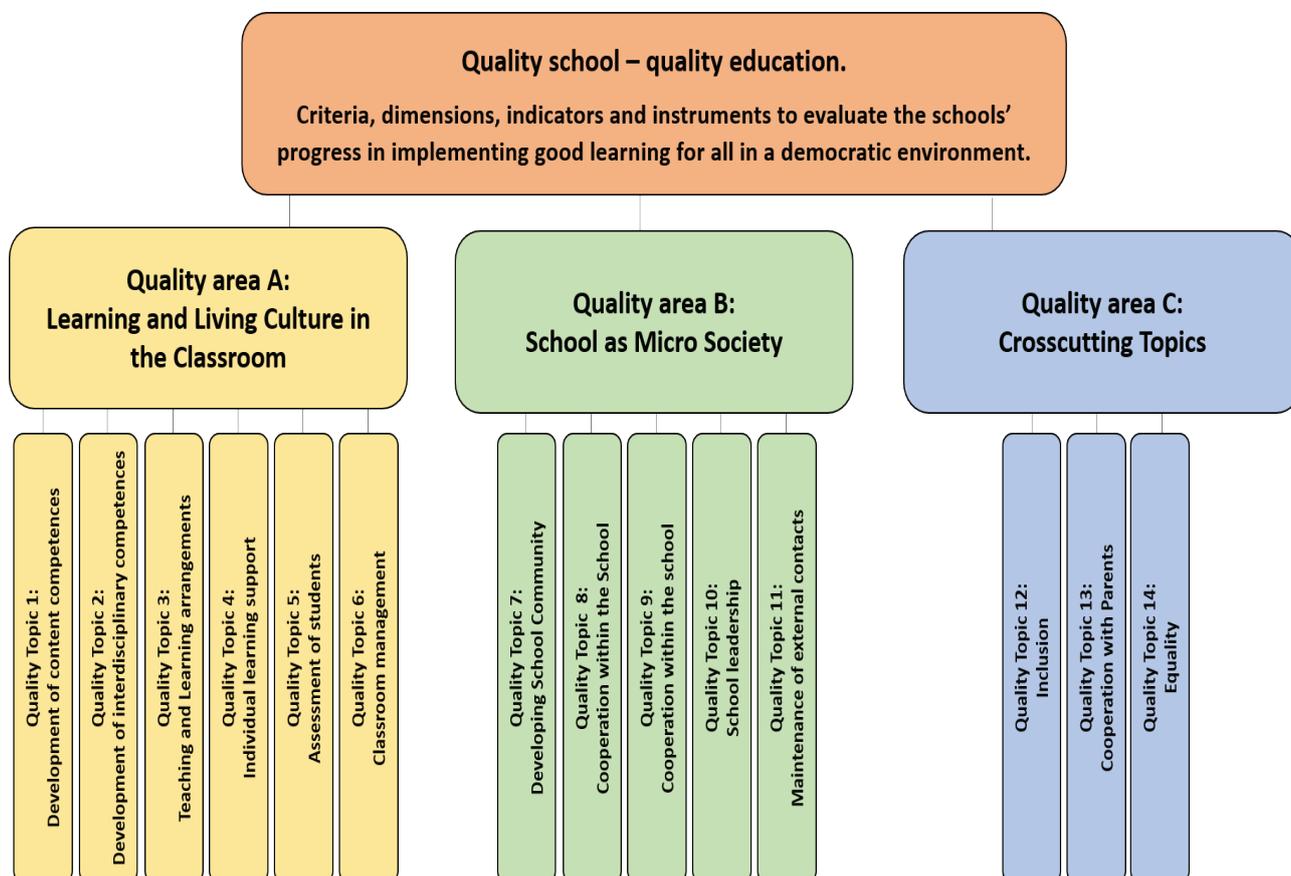
School as a democratic way of life is often described under the guiding concept of „democratic education“ as a space of experience in which small things are practiced on a small scale that will later determine the practice of civil society on a large scale.

Better Education for better Democracies is the motto of the increased efforts of the Council of Europe's Education Department (CoE) to give more weight to civic education in Europe. With the establishment of the Education Policy Advisers Network (EPAN), the „Reference framework of competences for democratic culture“ (RFCDC) and several initiatives, the Council of Europe is underlining the importance of Education for Democratic Citizenship and Human Rights Education (EDC/HRE).

To understand how schools implement democracy, how they try every day to be a micro-society and how they support all students to feel part of their society and as part of the global community, it is important to listen to them, to visit them and to support them in their further development.

Part I: Evaluation of the quality development of schools

1. Graphic overview of the Manual



The three Quality Areas cover three different fields in which Quality Education is prepared and implemented. Each of the 14 quality topics with the descriptors is intended to capture much of what contributes to successful practice in the respective quality topic.

Three Quality Areas are divided into Quality Topics (QT). It is mentioned several times that a school should not or cannot process all 14 QTs during an internal or external evaluation process. This would neither be meaningful, nor would it be possible to make relevant statements. Choosing 3 - 5 (without omitting any area) makes absolute sense. Within each Quality Topic there are the three following sub-chapters:

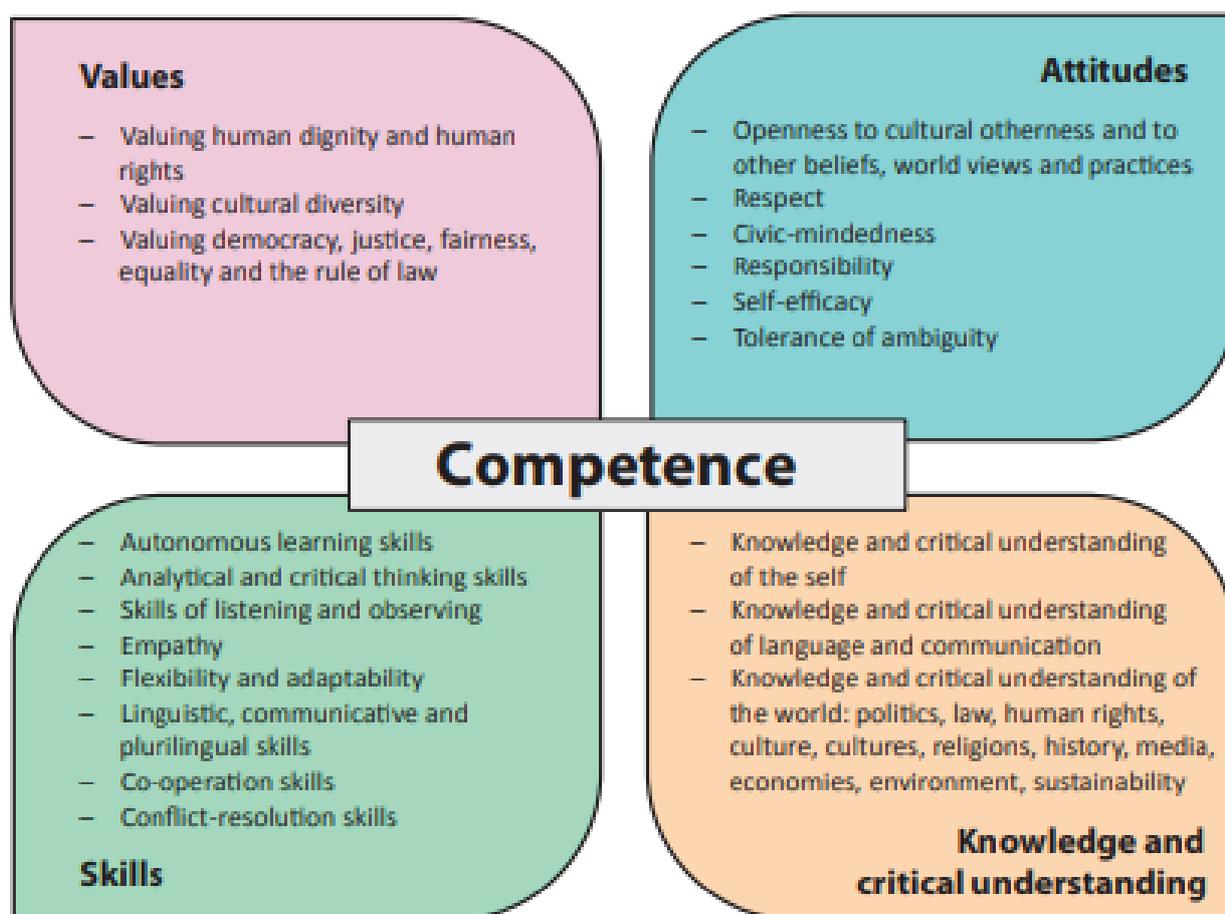
Daily Practice: How does good learning for all show itself as an element of the scholastic implementation of a constitutional claim to Quality Education for all?

Institutional Embedding: Quality Education and Democratic School Culture must not depend on the daily mood of individuals. Rule of Law (the third pillar of the Council of Europe) means in this context: where are written and accessible rules, instructions and process descriptions that guarantee a culture of democracy in the long term?

Impact: Good approaches and great documents are of little use if there is no impact. It is important, even if sometimes painful, to check this impact. "We have such good intentions and the ,law' says it all! We have such good intentions and the ,law' says it all!" can often be heard, but do intentions and fundamentals also leave traces behind and is the learning progress conscious to all involved?

2. School Quality in the framework of the RFCDC

The Reference Framework of Competences for Democratic Culture is intended for use by educationists in all sectors of education systems from pre-school through primary and secondary schooling to higher education, including adult education and vocational education. The Framework offers a systematic approach to designing the teaching, learning and assessment of competences for democratic culture (CDC), and introducing them into education systems in ways which are coherent, comprehensive and transparent for all concerned. To do so, the Reference Framework offers a comprehensive conceptual model of the competences that individuals require in order to function as democratically and intercultural competent citizens. These are therefore the competences that need to be targeted by educators in order to empower learners to act as competent and effective democratic citizens. There are 20 competences in the model in total. These competences are subdivided into values, attitudes, skills, and knowledge and critical understanding.



The model proposes that, within the context of democratic culture and intercultural dialogue, an individual is deemed to be acting competently when he or she meets the demands, challenges and opportunities that are presented by democratic and intercultural situations appropriately and effectively by mobilising and deploying some or all of these 20 competences. In order to meet these needs, the Framework provides descriptors for each of the 20 competences that are contained in the competence model. These descriptors help to operationalise the competences and provide important and useful tools for curriculum planning, teaching and learning, and evaluation.

In this manual, the specific descriptors have been developed to meet, describe and operationalise the specific situation of the actual classroom, the school as a micro society and some specific crosscutting topics concerning all involved. These descriptors are statements that describe observable actions and situations, behaviours and settings which indicate that the school and all those involved have achieved a certain level of proficiency.

3. The effect of School quality evaluation

Outside and inside views complement each other.

The view from the outside by an evaluation team allows the school to then check its self-image. This means, however, that the school must have an inside view, it must be interested in what strengths and weaknesses it possesses.

A school evaluation is not an examination. It supports an open expression of opinion by all those involved. The evaluation can also reveal unconscious qualities and, at best, blind spots and, above all, it can reveal elements of lived democracy that have developed in the school over the years and become visible in everyday life through good teaching, good school leadership, the integration of all students in lessons and the success of the school for everyone.

Thanks to the outside view, the school receives data-based feedback on the quality of its own work and the satisfaction of the various stakeholders. This feedback is often missing in everyday school life. The feedback from the evaluation team provides management and the school with a well-founded assessment of relevant areas of school and classroom development and thus a secure basis for the planning and implementation of appropriate development measures and the cultivation of a common democratic community.

Schools belong to the democratic community, which is why they are rightly - like all public institutions - closely monitored today. The quality of schools is not simply taken for granted, but is questioned. Schools are required to account for their quality. They have to prove that their performance meets the expectations of various stakeholders. This presupposes that the demands on the quality of the school are arranged into (here 14) small pacts that are characterised by observable descriptors, i.e. actions and applications of the central concerns of good schools and good learning.

The same Quality Topics with the descriptors are also the basis of the internal view. This internal view is probably even more important than the evaluation by the evaluation team. If all those involved begin to observe, analyse and describe their own work and actions without fear, democracy is already lived and experienced through the process alone. If one can be proud of one's own developments, one can also pay attention to the difficulties and missing developments and thus plan and carry out appropriate steps for improvement.

The internal and external views complement each other to create a mutually complementary form of professional development. In this way, a school comes closer and closer to a community in which democracy in all its flaws is practiced, learned and lived.

4. Internal and external evaluation process step by step

4.1 Proposed procedure for an evaluation

Basic information:

1. If you decide to carry out an evaluation, you will find here a suggested procedure for a baseline analysis of schools based on selected items from the 14 Quality Topics for School Evaluation and Development in the framework of the RFDCDC by the Council of Europe.
2. The procedure described here shows a possible way to carry out an external (or internal) evaluation together with (or as) the school team.
3. For an external evaluation, in total, a whole day for the evaluation visit should be expected. Time for the preparation and presentation of the report need to be added to this.
4. The evaluation procedure follows the same pattern in each school. It always starts with a preparatory meeting with a school team representing all key groups. This is followed by a survey using questionnaires and a self-evaluation (see document for proposed procedure for self-evaluation). The next step in a planning meeting is to draw an evaluation plan for the school, followed (for the external evaluation) by the on-site visit. Finally, an evaluation report for internal and external purposes summarises the results, from which the school and the school authorities can take measures for further development and implement them themselves.

Detailed 10 step (external or internal) evaluation procedure

1. Planning meeting of school representatives and – if this is the plan - external evaluators.
2. Questionnaire survey (students, teachers, parents).
3. Self-evaluation workshop.
4. Creation of a Portfolio of the school combining results from the questionnaires and the workshop.
5. If external evaluation: Evaluation visit to the school with interviews, observations, discussions.
6. Written evaluation report by the evaluation team or by the school team.
7. Evaluation report is presented to all school members (through representation if the school is too big).
8. A written baseline for the external purposes based on the evaluation report.
9. A written development plan for the school's internal purposes.
10. Regular review of the results.
11. Proposal for an evaluation report.
12. Proposal for a development plan.

Documents and activities

The following documents and activities form the basis for the evaluation of a school:

1. The manual 'Quality School – Quality Education' with 14 Quality Topics.
2. Handouts for all 14 Quality Topics for the Evaluation process.
3. RFCDC – The butterfly with the 4 fields of competences for democratic culture are an element of core understanding and reflection.
4. Questionnaires (written survey) for Students, Teachers, Parents.
5. Self-evaluation workshop, step by step.
6. School portfolio (combined from questionnaires and self-evaluation).
7. Observations: During the on-site visit, the external evaluation team observes the lessons and - depending on the area of evaluation - other events (e.g. conferences, breaks, meetings, extra-curricular supervision).
8. Interviews: During the on-site visit, the evaluation team conducts interviews with teachers, other staff members, the school management, school maintenance, parents and groups of students. The questions are based on the chosen (3 – 5) Quality Topics and the respective descriptors.
9. Workshop during external evaluation: If the school did not prepare a self-evaluation, this workshop could be an important part of the school visit by the external evaluation team. Then, the role of the moderator would be fulfilled by a representative of the visiting team or a specialist appointed by the external team.
10. To ensure that the evaluation is broadly based, several points of view are always included. This so-called triangulation principle has various forms. The same evaluation question is examined using different methods (document analysis, survey, observation, interview).
11. Evaluation Matrix for the chosen Quality Topics.
12. Grid to match Competences for Democratic Culture (CDC) with School Quality Descriptors.

4.2 Proposed procedure for a workshop within the school team

If you decide to carry out the self-evaluation with the whole school team, you will find below a suggested procedure for a strength-weakness-analysis. Important to note: The decision to do this in the team, is by itself a huge and important element of implanted Competences of Democratic Culture!

The procedure described here shows a possible way to carry out a self-evaluation together in the school team. The proposed procedure assumes that school management is responsible for leading and moderating the event. Of course, a suitable person from the team or an external person can also be used for the moderation task.

In total, a time expenditure of about three to four hours should be expected. The times given for the individual steps are estimates.

Preparation: Select Quality Topics

The first step is for the school to agree on those quality topics that it wants to assess. It is important to make sure that these are areas where the school itself can influence quality. Framework conditions and specifications such as class size, are not suitable for a strength-weakness-analysis.

Option 1: The school management selects the Quality Topics

The school management determines in advance - possibly together with a smaller group - the Quality Topics which the school itself will judge and announces them to the team. However, it is recommended to explain the decision to the school team and to open the floor for additional school-specific topics.

Option 2: The Quality Topics are selected by the school team

If the school decides to carry out the selection of quality topics with the whole team, the following steps can be taken: In preparation for the event, *staff team members receive the evaluation manual and choose from each of the three areas at least 1 Quality Topic and suggest them for the evaluation.*

Step 1: Argumentation (30')

Brief argumentation / presentation of individual proposals in plenary. The moderator notes only the additional proposals on a central flip-poster (enlarged grid self-evaluation).

Step 2: Voting (10')

Each team member gives one point on the central poster for their preferred Quality Topics and additional suggestions. The topics with the most points are selected for self-evaluation (selection could also be made by raising hands).

Step 3: Announce the selected Quality Topics (10')

The moderator announces the selected quality topics, designates them on the self-evaluation grid of the school on the central billboard.

Now it is a matter of working out and discussing strengths and weaknesses for the selected quality topics. Care should be taken to ensure that the strengths and weaknesses are as meaningful and concrete as possible. This means that they should be formulated in short sentences or phrases and backed up with examples.

In the procedure described, the individual small groups each work on only one of the selected Quality Topics. This enables a more in-depth examination of the topics to be worked on. Important: An even number of groups (i.e. also at least two groups) working on the same Quality Topic.

Example:

Selected Quality Topics:

- Quality Topic 4 (Individual Support of Learners),
- Quality Topic 9 (School leadership),
- Quality Topic 13 (Cooperation with parents).

The whole team is divided into 6 small groups. Pairs of groups receive the same Quality Topic for the evaluation, eg:

- Quality Topic 4: Groups 1 and 2
- Quality Topic 9: Groups 3 and 4
- Quality Topic 13: Groups 5 and 6

Step 4: Individual work (30')

Both individually and as a group, the participants reflect on the strengths and weaknesses of their school in the Quality Topics to be worked on and provide concrete examples. For this work, each team member has a copy of the Quality Topic of their small group.

The following questions may help to support the reflection process. They refer to the selected descriptors listed in the Quality Topics:

- *What do you experience as positive, what do you experience as negative? How do you recognise this in concrete terms?*
- *What, for example, would a teacher from another school perceive as positive and negative characteristics?*
- *What would a student who has already attended other schools and is new to us mention as positive or negative?*
- *What would parents tell their neighbours about our school as positive or negative?*

Step 5: Exchange of individual results in small groups (45')

The participants take the results of their individual work with them and sit together in small groups. The groups now have the task of discussing and weighting the individual results and agreeing on a common group result with the relevant strengths and weaknesses and the corresponding examples. The result is entered on the joint flipchart.

Step 6: Sharing the results of the small groups with the group with the same Quality Topic (30')

In this step, the two small groups that have worked on the same Quality Topic sit down together and discuss and weight their results. Again a weighting is made and a common poster is developed. All double teams are thus charged with the task of agreeing on a group result with the most important strengths and weaknesses. This step ensures that the small group results are discussed again and an intensive agreement process takes place.

Step 7: Presentation and clarification of the double-group-results in the plenary (30')

The various pairs of teams present their results to the whole team, hang up the posters and explain them briefly (no evaluation, no interpretation and discussion of the contributions). Afterwards, questions of understanding are clarified.

Step 8: Collecting and clearing up the strengths and weaknesses from the group results and finalising the final product (45')

The last step is to clean up the results of the three group works in a discussion led by the moderator and to develop an action plan from them. The questions at the heart of the discussions are:

- On which strengths and weaknesses do we agree?
- With which concrete examples can we substantiate them?
- What do we want to have achieved in one year from now?

The discussion can also focus on other questions, such as:

- What surprised us?
- Are minority opinions (statements that are very important to few people) not included? Which ones?
- Are there contradictory perceptions about certain statements?

The aim of this step is to approve the results of the three groups and the final product (action plan):

- Which statements should be adopted for the school portfolio and quality development?
- Are there formulations that need to be revised?
- Who is responsible for the final editing?

Step 9: Closing session (10')

The aim is for the moderator:

- to sum up both the process and the results
- to thank all those involved (maybe mentioning those with specific time-consuming tasks in preparation)
- to allow a few final comments (not a new discussion)
- to say goodbye.

5. Quality Evaluation and Development

5.1 Three Quality Areas

The Quality Areas cover three different fields in which Quality Education is prepared and implemented. On the one hand, there is the central event in the classroom, the place where the students work on the content of the lessons together with their peers, and teachers and spend a lot of time studying their everyday life. Studies show that many children and young people spend more time with their teachers than with their parents. It is therefore clear that in the classroom it is not only the chosen teaching content that is important, but also the teaching atmosphere, the tone of conversation, the commitment of relationships etc, in other words: the lived teaching culture. In six sub-areas or Quality Topics, classroom quality is recorded, described or explored by means of concrete observable descriptors.

As a second field, the entire school is regarded as a micro society and recorded using 5 different quality topics (...). As the title suggests, the school unit is, from the point of view of democratic theory, a place where students, teachers, administrative staff, cleaning staff and the school management together create a place to live, where living together is practised and realised, where students can experience what it means to be at home in a democracy, where power is transparent, responsibility is shared and participation is understood as a means of involving everyone and giving everyone an important position.

The third field, the crosscutting quality topics (...) covers elements that cannot be assigned to one or the other of the other two quality areas, but which are of great importance for the success of all students.

5.2 14 Quality Topics

Each quality topic with the descriptors is intended to capture much of what contributes to successful practice in the respective quality topic. The most important factors should be gathered together as completely as possible. For correct understanding and sensible use, the following points should be observed:

- It is a collection of descriptors that shall show the path towards a positive development, they do not all have to be fulfilled at the same time. It is therefore not to be assumed that the school practice is only of high quality if as many as possible of the formulated demands are fulfilled. It is actually impossible to fulfil all claims, as mentioned before.
- In this sense, quality requirements as a whole have a model character, because they serve the practice as orientation and not as a guideline or recipe.
- Individual quality requirements in these documents are formulated in such a way that they can be fulfilled.
- There are quality requirements, of course, that are mandatory for a successful practice and also those that are merely desirable. However, prioritisation of the descriptors is deliberately left to those who are professionally responsible for the respective internal or external evaluation practice.
- The comprehensive enumeration of the descriptors should on the one hand make clear to the internal and external evaluators the diversity of a quality area and on the other hand enable them to make a relevant selection from it themselves and/or in cooperation with each other.

6. Evaluation Matrix for chosen Quality Topics

	Step 1: Less developed deficit implementation	Step 2: Basic requirements are fulfilled	Step 3: Implementation is at a good level	Step 4: Excellent implementation
Daily Practice	Low level of reflection; largely plan- and concept-less action; routines and habits that guide action not questioned; ignorance of long-term effects.	Orientation towards given instruments and rules of action; some attention to implementation. Recognisable orientation towards external expectations and efforts for further development.	Convinced implementation: What is done is done out of insight into the factual necessity; well-founded knowledge of appropriate practice; successful transfer of knowledge into practice.	Committed implementation with a high degree of agreement between action goals and values; individual efforts to optimise and professionalise one's own actions; visible competence to act even in unforeseen situations
Institutional embedding	Inadequate institutional arrangements, because practice lies entirely with the individual or is over-regulated and does not allow personal freedom of decision for flexible solutions appropriate to the situation. Few recorded elements of culture of Democracy.	Pragmatic regulation of important processes, functioning practice; clear enforcement measures in case of non-compliance with obligations. Culture of Democracy in a state of change: Starting points for critical questioning of traditional views; discussion of new ideas	Explicit definition of the applicable institutional regulations and frameworks; transparency as element of understood culture of democracy in action; in situations of lack of acceptance: adaptation of procedures possible.	Internalised institutional liabilities implemented dynamically. Possible exceptions do not jeopardise the validity of the rules. Important regulations as a result of understood Culture of Democracy with a comprehensible and transparent decision-making process.
Impact	Failure to meet key objectives - both implicit and predetermined explicit objectives; ineffective practice; many unwanted side effects and disruptions. Little satisfaction. Many complaints and unfulfilled expectations.	Satisfactory achievement of most important goals; mostly goal-orientated and functional practice; not quite balanced ratio of effort and impact; undesirable side effects, but within limits and justifiable.	Achievement of objectives in accordance with the set success criteria; practice largely free of disruptions; balanced relationship between effort and yield; few undesirable side effects, but perception and attempt to eliminate them if they appear.	Systematic and data-supported reflection of results with the help of goal attainment criteria and -indicators. Above-average level of achievement of objectives. Very high level of satisfaction: praise from the recipients; expectations exceeded in some cases.

7. Competences for Democratic Culture (CDC) and matching School Quality Descriptors

Each of the 14 Quality Topics is covered by descriptors in the three evaluation dimensions *Daily Practice, Institutional Embedding and Impact*. By dealing with the descriptors, the four wings of the Council of Europe's Competence Butterfly of democratic culture become visible and recognizable. By assigning the evaluated quality competences to the four areas Values, Attitudes, skills and Knowledge and critical understanding (which is never complete and leaves a lot of room for individual interpretation) one can on the one hand recognize the development already made towards a living democratic school culture. On the other hand one can also see where further developments are necessary and possible.

List of 20 Competences for Democratic Culture	Matching Descriptors from the chosen Quality Topics
Values	
Valuing human dignity and human rights	
Valuing cultural diversity	
Valuing democracy, justice, fairness, equality and the rule of law	
Attitudes	
Openness to cultural otherness	
Respect	
Civic mindedness	
Responsibility	
Self-efficacy	
Tolerance of ambiguity	

Skills	
Autonomous learning skills	
Analytical and critical thinking skills	
Skills of listening and observing	
Empathy	
Flexibility and adaptability	
Linguistic, communicative and plurilingual skills	
Co-operation skills	
Conflict resolution skills	
Knowledge and critical understanding	
Knowledge and critical understanding of self	
Knowledge and critical understanding of language and communication	
Knowledge and critical understanding of the world	

Part II: Three Quality Areas including 14 Quality Topics for school evaluation and development

3 quality Areas for a democratic School	14 Quality Topics with descriptors					
A Learning and Living Culture in the Classroom	1 Development of content competences	2 Development of interdisciplinary Competences	3 Teaching and learning arrangements	4 Individual learning support	5 Assessment of students	6 Classroom management
B School as a micro society	7 Developing school community	8 Cooperation within the school	9 School leadership	10 Maintenance of external contacts	11 Quality assurance and -development	
C Cross-cutting topics	12 Inclusion	13 Cooperation with parents	14 Equality			

1. Quality area A: Learning and Living Culture in the Classroom

Learning and Living Culture in the Classroom is divided into six Quality Topics:

1. Development of professional competencies
2. Development of interdisciplinary competences
3. Teaching and learning arrangements
4. Individual learning support
5. Assessment of the students
6. Classroom management

For a self-evaluation or an external evaluation, at least one of the six Quality Topics from this quality area A is chosen and evaluated.

Basically, in this area the quality of education for all students is key. Since 'quality of education for all' (UN Agenda 2030) is too big a field, we need to be more precise and decide which element should be more closely evaluated and then further developed.

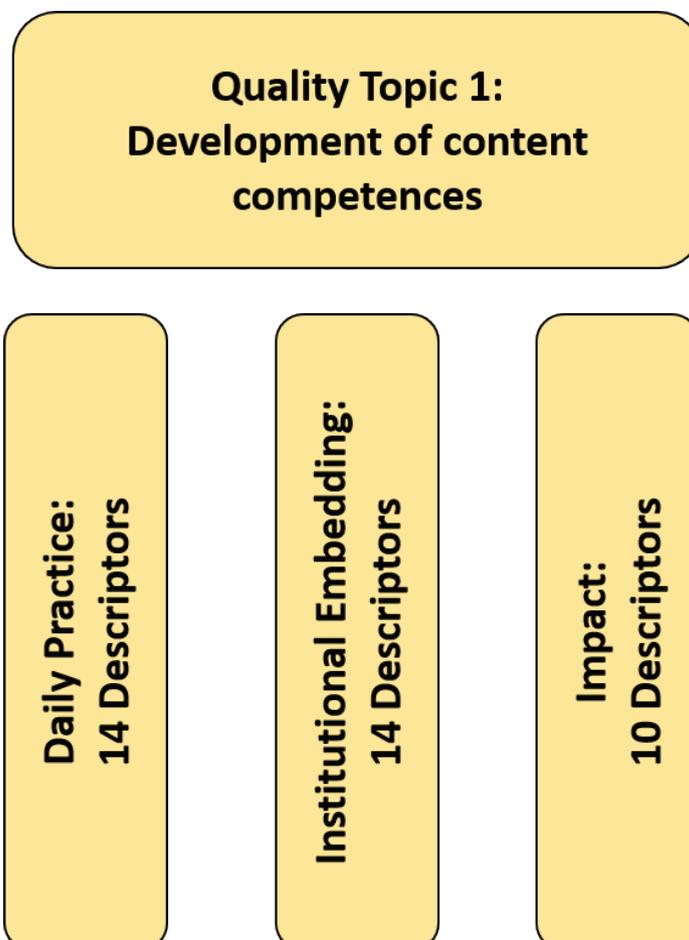
Quality Topic 1: Development of professional competences

Basic Understanding:

Content knowledge development covers everything that teachers do to build up knowledge and skills in students in the educational areas of kindergarten, primary and lower secondary education. Teachers are guided by recognised didactic and technical knowledge and by national, regional and local conditions.

The main aim is that the students:

- achieve the set content learning outcomes,
- make the most of their potential in the fields of education and learning,
- are able to apply what they have learned in everyday life and
- maintain their curiosity for content knowledge.



The quality Topic 1 "Development of Content Competences" is part of the first Quality Area (Learning and Living Culture in the Classroom) and covers all the content learning elements of all subjects.

Dimension A: Daily practice

14 Descriptors:

1. The learning tasks are structured in a way that makes sense from a technical, didactic and methodological point of view, and are comprehensible and suitable for students.
2. The chosen teaching and learning arrangements enable independent, self-directed learning:
 - a. high student participation
 - b. high personal responsibility of the students
 - c. learning opportunities in different social forms
 - d. Learning opportunities for different level groups
 - e. Projects, free work etc.
3. Teaching materials used are appropriate.
4. The learning goals are made transparent for the students and parents (precise and comprehensible learning goals).
5. The assessment refers to the learning goals. The assessment criteria are made transparent for the students and parents (comprehensible assessment criteria).
6. Teachers show students subjects or cross-curricular relationships.
7. The teachers deal intensively with the learning processes. They know about the complexity of learning processes.
8. Students systematically reflect on their learning:
 - a. they record the reflections on their learning in writing (e.g. learning journal, portfolio)
 - b. they are regularly asked to assess their own performance.
9. Teachers systematically observe, document and comment on the students' learning: They keep a student file, discuss learning documentation and evaluate the students' achievements in a discussion, taking into account the students' self-assessments.
10. The teachers set their own teaching goals and systematically reflect on their teaching experiences:
 - a. Self-assessment
 - b. Collegial feedback (e.g. in observation groups)
11. Teachers can present a topic, a subject and related learning tasks in a structured and motivating way.
12. Teachers are familiar with different learning approaches to a topic and recognise them in the learning processes of their students.
13. Teachers take the individual learning paths, paces and interests of the students into account when designing lessons.
14. The teachers continue their professional and didactic training and apply what they have learned in class.

Dimension B: Institutional embedding

14 Descriptors

1. The development of content competencies is anchored at school level.
2. Statements are included in the school mission statement, possibly with special subject accents.
3. Binding agreements and planning documents, e.g. examination schedules, agreements on assessment of performance and learning developments are in place.
4. Topic for parental involvement or cooperation with parents
5. Cooperation of the teachers with the aim of a coordinated development of content competences is organised institutionally (team structures).
6. There are pedagogical conferences and further training courses for development, reflection and promotion-oriented assessment of professional competences.
7. The development of subject-related competences is addressed within the framework of the school's internal quality development.
8. The development of content competences is comprehensible - a „red thread“ is visible for each educational or teaching area.
9. Agreements on the development of content competences are developed and adopted transparently

- by the school team and the school management and taken note of by the school administration.
10. The necessary human, financial, temporal, infrastructural and material resources at school level are available.
 11. Teachers can make use of further training, counselling and support services in their subject and didactic skills.
 12. The mission statement is lived out in everyday school life.
 13. The areas of education and teaching are given equal importance, even if categories such as „compulsory subject“, „elective subject“, „free subject“ could stand in the way.
 14. The exchange between all subject teachers is institutionalised.

Dimension C: Impact

10 Descriptors:

1. The teachers observe and assess the state of the students' content competences.
2. Teachers can justify and make comprehensible the choice of means of planning, supporting and assessing learning processes.
3. Teachers analyse their contribution to the success or failure of learning processes, derive conclusions from this and adapt their practice accordingly if necessary.
4. Teachers carry out examinations (summative assessment) and learning controls (formative assessment), which allow the achievement of teaching and learning outcomes to be monitored.
5. Students can also observe and assess their own progress in the relevant areas of education or teaching.
6. Students can also apply and, if necessary, develop the subject-related skills they have learnt outside school
7. The students can establish connections with other subject areas and their own personal life.
8. The effort required to achieve the outcomes is adapted to the students and is attainable for all those involved in the teaching and learning process.
9. Students and parents are generally satisfied with the teaching and learning outcomes.
10. There is positive feedback from declining school levels or, where appropriate, from declining schools and training companies

Quality Topic 2: Development of transversal competences

Basic Information:

The development of transversal competences includes everything that teachers and school management do in class and at school events so that students with different life situations and in different social roles can act independently, responsibly and skilfully.

The aim is to strengthen the individual students in their self-, social and methodological competences, so that they can be successful in their private, school and professional lives.

The following competences are mainly concerned:

Self-competences: self-esteem, self-confidence; self-efficacy; self-reflection, self-assessment; empathy; independence; ability to take responsibility; reliability; willingness and ability to perform; ability to work under pressure.

Social skills: Ability to work together; ability to accept criticism; ability to deal with different lifestyles and views (e.g. consideration); ability to deal with conflict; communication and presentation skills.

Methodological skills: Information acquisition, processing and presentation; application of individually suitable learning and working techniques; ability to plan and organise; playful-creative thinking and thinking in different contexts.

Quality Topic 2: Development of interdisciplinary competences

**Daily Practice:
14 Descriptors**

**Institutional Embedding:
9 Descriptors**

**Impact:
11 Descriptors**

The quality Topic 2 “Development of Interdisciplinary Competences” is part of the first Quality Area (Learning and Living Culture in the Classroom) and covers everything that helps students in different life situations and in different social roles to act independently, responsibly and skilfully.

Dimension A: Daily Practice

14 Descriptors:

1. The teachers use a wide range of teaching and learning arrangements that enable both guided and independent learning:
 - Work orders, project work, learning diaries, workshop lessons, contract work etc.
 - Individual, partner and group work with feedback after completion of the assignment
 - Learning partnerships with periodic evaluation
2. Teachers guide students to reflect on their learning process.
3. Teachers react appropriately to teaching and learning disorders and deal with them.
4. Teachers and school management make sure that social and individual learning processes are supported by rituals and institutional arrangements:
 - Having a say in class matters (e.g. in a class council)
 - Class rules and class offices, whose implementation can be discussed
5. Teachers ensure that appropriate forms of reflection (e.g. peer feedback) and forms for the self-evaluation of the students.
6. Teachers see themselves as a learning model for their students, also with regard to transversal competences - accordingly, this shapes their behaviour (thinking in terms of alternatives; identifying own learning strategies; dealing with criticism; standing by and learning from mistakes etc.).
7. Teachers give the promotion of transversal competences a fixed place in the planning and evaluation of lessons.
8. Teachers and students reflect on individual and social learning.
9. Teaching and learning arrangements as well as school facilities (e.g. class council) are examined for their suitability and effect on the promotion of cross-curricular competencies.
10. Teachers and school management reflect on their own transversal competences or review their own actions with regard to their exemplary nature.
11. Teachers work at various levels to promote transversal competences:
 - Lesson planning
 - Use of learning materials
 - Class management
 - Shaping social relations
 - Arrangement of the classroom
12. Teachers have psychological, pedagogical and methodological knowledge to define and promote transversal competences:
 - aspects of cognition, personality, developmental and social psychology
 - suitable teaching, learning and working forms, different social forms, etc.
13. The teachers know how to implement this specialised knowledge competently by:
 - differentiated methodologically diverse teaching
 - criteria-led reflection or observation
 - use of different forms of reflection (e.g. self-evaluation of students, peer feedback)
 - comprehensible and transparent feedback or assessment

Dimension B: Institutional Integration

9 Descriptors

1. Teachers and school management anchor the conscious promotion of transversal Competences:
2. Implementation of the agreements on chosen evaluation topics is reviewed.
3. Transversal competences, ways of teaching („teaching“) and acquiring knowledge („learning“) as well as possibilities for monitoring success are recorded in school documents (e.g. concept).
The agreements and materials refer to current, scientifically based principles (e.g. definitions, indicators). They are based on joint work by the teachers.
4. The importance of transversal competences is communicated with the public outside of the school (parents, local authorities, media...).

5. Teachers and school management make every effort to create good conditions for the support of transversal competences:
 - Rooms or corners for diverse learners are available, with the teaching and learning materials
 - Transparency regarding definitions and indicators of transversal competences is given
 - A repertoire of activities, lessons and learning materials is available
 - Adequate training and further training opportunities are provided
 - Regular discussion of the topic at further education events and in the exchange of experiences among colleagues are organised
 - School administration, the parents and the school itself appreciate the competences
 - Understanding of transversal competences as a selection criterion/training support for newcomers is evaluated
6. The promotion of self, social and methodological competencies is a common goal of all those involved in the teaching and learning process.

Dimension C: Impact

11 Descriptors

1. The developmental status and abilities of the students are systematically monitored and evaluated by others at regular intervals - in addition to the self-evaluation: observations guided by criteria, learning controls (formative assessment), work samples, etc.
2. resource-orientated feedback
3. promotion plans etc.
4. Teachers regularly discuss and review the promotion and assessment of generic competences according to their own criteria. The results are used to derive measures for the promotion of students and for the design of school and lessons.
5. Students understand and are committed to the objectives and value of generic competences.
6. The students show - according to their age - transversal skills in many of their activities, e.g:
 - independent learning
 - application of individually suitable learning and working techniques
 - self-assessment
 - critical thinking
 - motivation to learn
 - resilience
 - communication skills within the group and in class
7. The students use the school's resources to acquire transversal competences.
8. Teachers and students assess the support measures positively and recognise their practical effectiveness - inside and outside the school.
9. Parents notice positive effects in the development of their children (e.g. independent completion of homework, ability to take responsibility, ability to deal with conflicts, ability to plan and organise).

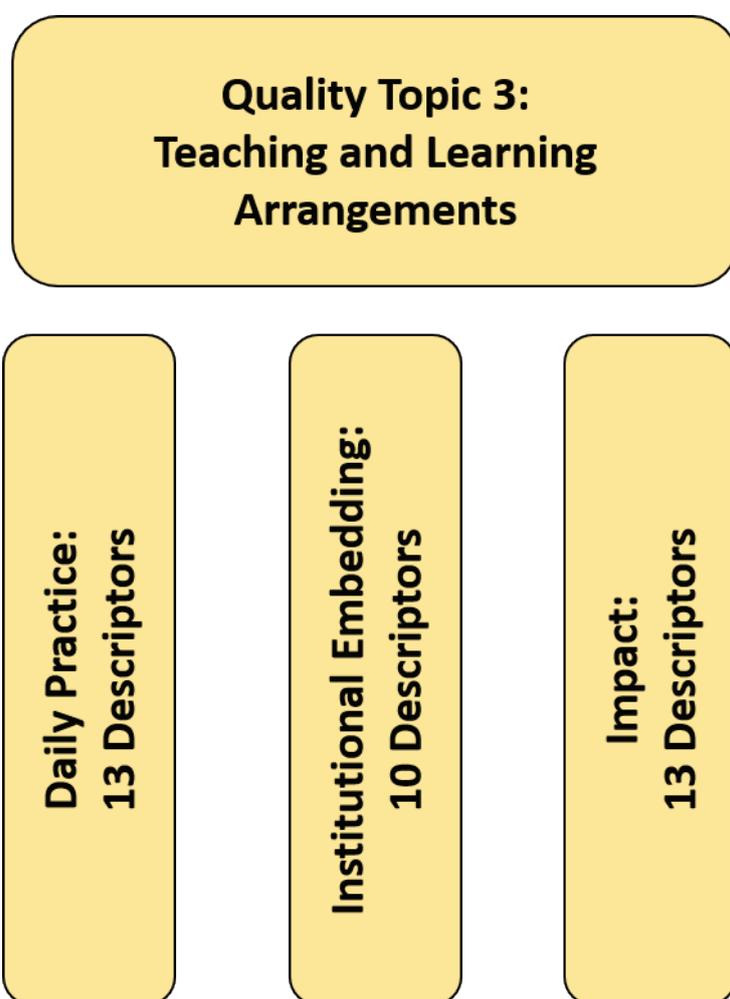
Quality Topic 3: Teaching and Learning arrangements

Quality Area: A. Learning and Living Culture in the Classroom

Basic Understanding:

Teaching and learning arrangements encompass everything that teachers - individually, in a team and as a collegiate group - undertake in the didactic-methodological planning of lessons and in the design of teaching and learning processes, so that students can develop the highest possible level of subject-specific **and** interdisciplinary competence.

The aim is to create the best possible conditions for student learning at school.



The quality Topic 3 "Teaching and Learning arrangements" is part of the first Quality Area (Learning and Living Culture in the Classroom) and supports students to develop the highest possible level of subject-specific and interdisciplinary competence.

Dimension A: Daily Practice

13 Descriptors:

1. Teachers plan their lessons in the long term (annual, semesterly and quarterly plans), medium term (for the whole week) and short term (for whole days, individual lessons or sequences), as well as for subject or transversal competences.
2. Teachers have a wide repertoire of teaching and learning forms that correspond to or are tailored to the different goals.
3. The choice of teaching content is well justified.
4. The lessons are characterised by clarity, structure and variety of clear and interesting tasks.
5. The lessons are learning-oriented and learner-activating
6. For the different areas of competence, different forms of teaching and learning are used:
 - cumulative knowledge acquisition through more teacher-directed teaching arrangements
 - acquisition of professional skills through practical project work and creative processes
 - acquisition of interdisciplinary skills through guided, independent and cooperative learning
7. Motivation is promoted by:
 - authentic tasks and possible applications
 - appropriate challenges for the students
 - responding to the interests, abilities and skills as well as previous knowledge of the students' reflection level
8. Teachers systematically review their didactic-methodological lesson planning and lesson design.
9. Teachers improve and expand their lesson planning and adapt their lesson design.
10. Teachers work together with other teachers and experts in a targeted and thoughtful manner.
11. Teachers have the appropriate up-to-date pedagogical, diagnostic, learning psychology, didactic and professional knowledge.
12. Teachers have the appropriate knowledge about causes of learning difficulties.
13. Teachers have the appropriate knowledge about productive use of mistakes.

Dimension B: Institutional Embedding

10 Descriptors

1. In the staff regulations for lesson planning and for the didactic-methodological design of teaching processes, the following are developed and defined:
 - statements within the mission statement, in guiding principles, in the school programme, in the quality concept
 - various aids for lesson planning
2. Teachers and specialists in special education work closely together, especially in the area of teaching that differentiates between talents.
3. The suitability of the agreements and their implementation are periodically reviewed by the partners in the agreement.
4. The applicable regulations and aids are available to the teachers and, where appropriate known to parents and students.
5. Teachers understand and accept the agreements on the organisation of lessons and are able to communicate and legitimise them to parents and students in a comprehensible way.
6. The teachers and experts involved in teaching are appropriately involved in the further development or expansion of the didactic and methodological repertoire.
7. The school creates the necessary conditions for differentiated lesson planning and the design of teaching and learning processes and there is:
 - appreciation of these efforts
 - continuous further training of teachers on the subject of lesson planning, or didactic-methodological design of teaching and learning processes
 - appropriate spatial and material infrastructure
 - provision of didactic materials (including current technical literature)
 - provision of support diagnostic instruments and corresponding support materials
 - a collection of (partly self-developed) aids accessible to all
 - personnel management: technical requirements for new staff

- human resources development: Time slots for professional exchanges (pedagogical conferences of the college, pedagogical teams, school development days, etc.)
 - clarified responsibilities: e.g. for updating the collection of materials or for the review of the agreements
8. There is a learning culture at the school that promotes performance, which is shaped and developed together.
 9. The principle that “mistakes are learning opportunities” is applied.
 10. Didactic concepts and methods that are equally goal- and learning-oriented are a natural part of the learning culture.

Dimension 3: Impact

13 Descriptors

1. Teachers regularly review lesson planning and lesson design in relation to the planned outcomes individually, in class, in the team, in the college.
2. Feedback leads to adjustments in lesson planning and the didactic-methodological design of lessons (e.g. comprehensible revisions of the corresponding documents).
3. Teachers check the students’ performance in terms of subject and generic competences in different ways:
 - a. Viewing the results of the work
 - b. Implementation of learning controls and examinations
 - c. Observation of the way of learning, independence, reflectiveness, etc.
4. Students reach the different levels of learning according to their talents
5. The teachers periodically discuss the use of the methods with the students.
6. The students feel that they are challenged in different ways with different didactic concepts and methods. They recognise the advantages resulting from it and can express this.
7. Students have the impression that they are learning the right things in the right way (feedback from students, possibly from parents).
8. Students are motivated to learn new things (feedback from students, possibly the parents).
9. The various didactic concepts and methods are developed in a goal-orientated and efficient way and result in:
 - a. experienced and creative use by the teachers
 - b. lessons produce few incidents or idle time
 - c. the teaching time is optimally used as learning time
 - d. no boredom or lack of motivation among those involved in teaching
 - e. no under- and no overcharge
10. Students are satisfied with their achievements and acquired skills.
11. Students are satisfied with the lessons. They also attribute the results achieved to the teaching by the teachers.
12. The students are satisfied with the support they receive.
13. There is positive feedback from various sides - including parents - about the teaching by the teachers.

Quality Topic 4: Individual Learning Support

Quality Area: A. Learning and Living Culture in the Classroom

Basic Understanding:

Individual learning support is everything that teachers and other professionals do to help develop the personality, the learning requirements and the learning of the individual students.

It helps the teachers to understand students, to strengthen their ability and willingness to learn and to develop their professional and interdisciplinary learning.

The aim is to allow all students - despite different learning requirements and learning levels - to experience learning success and reach their individual development potential.

Quality Topic 4: Individual Learning Support

Daily Practice:
17 Descriptors

Institutional Embedding:
16 Descriptors

Impact:
12 Descriptors

The quality Topic 4 "Individual Learning Support" is part of the first Quality Area (Learning and Living Culture in the Classroom) and helps to develop the personality, the learning requirements and the learning of the individual students.

Dimension A: Daily Practice

17 Descriptors:

1. The teachers record the individual learning opportunities, but also the performance limits of the students as early as possible: systematic observations, direct conclusions from students' work, simple learning diagnostics, on learning goals and processes related survey instruments.
2. Teachers plan and control individual learning (adaptive teaching style rather than instructive teaching style) by means of easily applicable instruments and procedures (Portfolios, learning diaries, learning contracts, learning outcome agreements, development plans etc).
3. The teachers encourage individual learning through:
 - a style of interaction that is responsive to the individual (praise, encouragement etc)
 - the teaching of learning and work strategies and learning and work techniques
 - a constructive approach to errors
 - appropriate and clear expectations of the students
 - supervision of small groups of learners with similar interests or learning requirements and supervision of „cooperative learning“ in learning partnerships or in heterogeneous learning groups
 - supporting impulses for the realization of the elementary learning goals
4. Teachers set differentiated learning goals - within the framework of the curriculum:
 - a kind of „basic curriculum“ with fundamental learning goals for all students
 - a kind of „build-up curriculum“, which provides students with different learning requirements, special talents and specific interests, and offers development opportunities
5. Self-assessments of the students are available.
6. There are assessments from teachers.
7. The choice of means is comprehensible.
8. The differentiation of learning goals is justified.
9. Teachers are aware of the possibilities and limitations of each student students and to be fair to all - and yet they pass on trying to do both over and over again.
10. They are convinced of the effectiveness of a combination of instructive and adaptive classes.
11. They value the instruments and procedures used for individual support as profitable.
12. They have the necessary diagnostic, learning psychological and didactic-methodical skills expertise.
13. They diagnose the students' performance possibilities and limits realistically and interpret them with an optimistic attitude.
14. They know how to implement this expertise in a comprehensible, successful and verifiable way.
15. They are able to respond to diagnostic data with suitable individual solutions.
16. They understand how to strengthen the students on their individual learning paths and to offer encouragement.
17. They are capable of self-reflection.

Dimension B: Institutional Integration

16 Descriptors

1. There is a consensus within the staff on the importance of differentiating outcomes in important learning areas.
2. Responsibilities have been clarified.
3. There are agreements on individual learning support.
4. The agreements and their compliance are periodically reviewed.
5. The current regulations and possibilities are available to teachers, parents and are familiar and comprehensible to students.
6. The people involved with the students are involved in the development work. Parents are given access to documents that show the learning status and progress of their child.
7. There are good general conditions for individual learning support (appreciation, education and training, financial resources, space, teaching materials).
8. Cooperation of the teachers among themselves and with specialists is institutionalised.
9. Professional exchange is established.
10. Diagnostic materials and appropriate support materials are made available to teachers.

11. Important information about the learning of individual students is communicated in a targeted manner.
12. Diagnostic data is continuously collected throughout the school, treated confidentially and used exclusively for educational purposes.
13. The school cultivates a culture of trust that promotes performance.
14. Mistakes are used as learning opportunities; this shapes the teaching climate.
15. Heterogeneity is accepted as a natural and challenging phenomenon.
16. The demands on the students are motivating, challenging and appropriate.

Dimension C: Impact and Effectiveness

12 Descriptors

1. Learning performance is regularly assessed, recorded and reflected in a way that is geared to learning goals.
2. The results of individual learning support are regularly reviewed.
3. The school observes its students as they make the transition to the next school level or into vocational training systematically and draws conclusions from it.
4. The choice of means (differentiation of outcomes, instruments, procedures and measures) is comprehensible.
5. Students generally achieve the learning outcomes of the curriculum or the goals set out in the individual learning goals.
6. There are students whose learning developments and learning successes exceed the expectations.
7. Students can assess their learning success or progress themselves.
8. The amount of work for individual learning support is acceptable for the teachers.
9. Cooperation between the teachers with regard to individual learning support is efficient.
10. The students and their parents are satisfied with the support they receive.
11. The students feel that they are taken seriously and supported.
12. The students are taught: „You can do it!“

Quality Topic 5: Assessment of Students

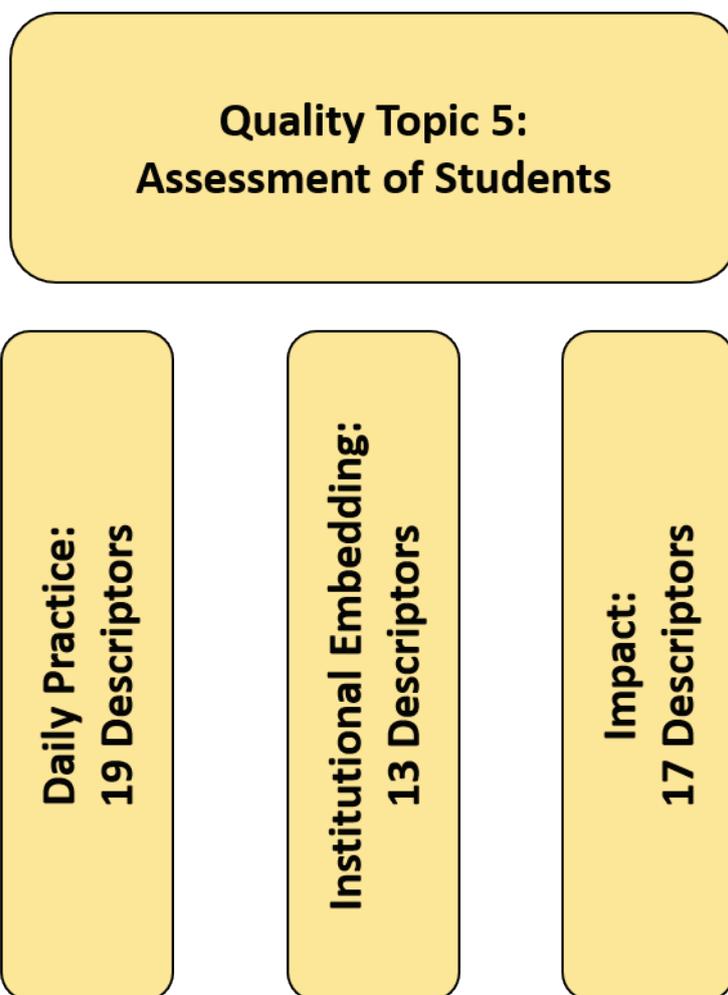
Quality Area: A. Learning and Living Culture in the Classroom

Basic Understanding:

Student assessment can be described as everything that teachers do in their school and instructional design i to comprehensively record the respective learning and performance level of the students and to use this information for the promotion of development and learning, for career advice and career decisions.

The aim is to make an assessment that

- provides comprehensive information about the learning potential (prognostic) and the developmental steps or learning achievements (retrospective) of individual students,
- indicates special support measures on the part of the school (formal assessment for the purpose of promotion) and
- offers a reliable basis for school and career decisions (summative assessment for selection purposes)



The quality Topic 5 "Assessment of Students" is part of the first Quality Area (Learning and Living Culture in the Classroom) and supports the promotion of development and learning, for career advice and for the career decisions of all students.

Dimension A: Daily Practice

19 Descriptors:

1. Teachers use a wide range of instruments appropriate to a student's level to record their abilities, skills and competences. These could include:
 - free or systematic observation, questionnaires, interviews and their documentation, etc.
 - written and oral examinations, learning controls, process assessments, presentation assessments, product assessments and their documentation, etc.
2. Recording and assessment of the learning status are based on the degree of achievement of the learning objectives (criteria) and the subject matter covered.
3. Teachers use a wide range of communicative means to make students aware of the status of their abilities, skills and competences: Conversations, grades, self-assessments by the students, etc.
4. Assessments are understood to be careful assessments or judgements about the level of achievement in a subject or across subjects.
5. Teachers record and assess primarily the individual progress of students with special needs (individual norm).
6. Teachers evaluate work results according to criteria - what constitutes sufficient or insufficient performance is determined in advance (orientation work, linguistic level, etc.).
7. The evaluation criteria are transparent and comprehensible.
8. The teachers strengthen the students' willingness and ability to realistic assessment of their own performance (e.g. learning journals, portfolios).
9. Teachers structure their lessons in such a way that students can repeatedly assess their own performance or check their self-assessment in discussions with the teachers.
10. Teachers hold regular discussions with students or their parents with the aim of reporting back assessment results and relating them to individual learning processes.
11. Teachers deal with the role conflict between promotion and selection in a differentiated manner: They strictly differentiate between promoting and selection-effective assessment situations.
12. It is always clear to the teachers and the students whether the classroom is a good place to learn.
13. A learning control or an examination takes place in the classroom.
14. The school regularly reviews selection decisions.
15. Teachers structure their lessons in such a way that students can recognise the causes of any mistakes made, i.e. they learn from their mistakes.
16. Teachers can realistically assess student characteristics and task difficulties.
17. Teachers attach great importance to the professional and pedagogical demands on their own assessment practice (topic in collegial feedback groups).
18. Teachers seek advice and support as necessary (from school curative teachers, specialists in therapeutic services, etc.).

Dimension B: Institutional Embedding

13 Descriptors

1. An internal school assessment concept is available in which the quality characteristics of a good assessment are specified so concretely that they can be implemented by the teachers.
2. Quality characteristics of school internal assessment practice are: support orientation, learning goal orientation, broad concept of achievement, separation of the various forms and norms of assessment, coherent assessment within a school unit, transparency, involvement of as many participants as possible.
3. The following elements are provided for in the assessment concept: school-internal agreements on learning outcomes; formulated standards that include the viewpoint of several people; principles on assessment norms; transparent processes and procedures, etc.
4. The assessment practice is regularly reviewed and adapted: Conferences (grade conferences), which serve to establish a fair assessment practice that applies throughout the school.
5. The school's internal assessment concept has been concretised jointly and in a consensus-orientated manner.
6. The school's internal liabilities and the individual scope for action of the individual teachers are in a balanced relationship.
7. The principles of assessment are communicated internally and externally.

8. The school management has organised the assessment processes and procedures in an appropriate manner and recorded them in the assessment concept.
9. The school's assessment concept includes timetables, tools and instruments:
 - Appreciation by the school administration, by the parents and in the school itself
 - Knowhow with regard to transversal competences as a selection criterion/training support for newcomers
10. The school uses the discussion on the quality of a good assessment as an opportunity for continuous development: internal school training, pedagogical conferences, observation groups.
11. Within the staff, mutual support in solving assessment problems is considered to be of great importance.
12. The implementation of assessment practice and the associated questions, expectations, attitudes and areas of conflict are addressed at school through:
 - regular professional exchange on questions relevant to assessment
 - support for new teachers
 - regular involvement and information of parents

Dimension C: Impact

17 Descriptors

1. Teachers are open to suggestions and adapt their assessment and support practices as necessary.
2. Teachers actively review and compare the effects of their own assessment and support practice through:
 - a. regular feedback, e.g. in observation groups
 - b. targeted review of the application of assessment criteria, e.g. on grading or evaluation criteria
 - c. Participation in conferences
3. The school participates in inter-class and cross-school inspections of the learning status (e.g. class cockpit, signal box,).
4. The school regularly asks its students whether it is achieving its own standards of differentiated assessment practice.
5. Students receive individual support; the individual reference norm (individual norm) is also applied.
6. Over- or underchallenges of students are recognised and appropriate measures are avoided.
7. There are formative assessments and summative performance assessments that accompany the learning process and are clearly recognisable in their different functions.
8. The assessments are as reliable as possible in terms of prognosis.
9. The differentiated assessment practice of the teacher (use of different forms of assessment and assessment standards) is understood by the students and also by the parents and is perceived as helpful and informative.
10. Students can explain their assessment to third parties.
11. The quality of assessment practice has an effect on
 - a. the relationship between teacher and student, in that assessment in teaching can be understood as a positive interpersonal interaction,
 - b. the learning climate in the classroom, which is not affected (trust, acceptance, motivation, understanding, independence, individual learning pace),
 - c. the development of independent learning and self-assessment and
 - d. the satisfaction of the parents.
12. The students have found their pedagogically justifiable place in the education system or (at the end of their schooling) in the employment system: School careers in which encouragement and challenge are balanced.
13. Teachers receive positive feedback on their assessment practice from students and their parents.
14. The school receives positive feedback on its assessment practice from decreasing levels, schools and training companies, the school assessment office, etc.
15. Assessment practice is experienced as helpful, learning-promoting and guiding.

Quality Topic 6: Classroom management

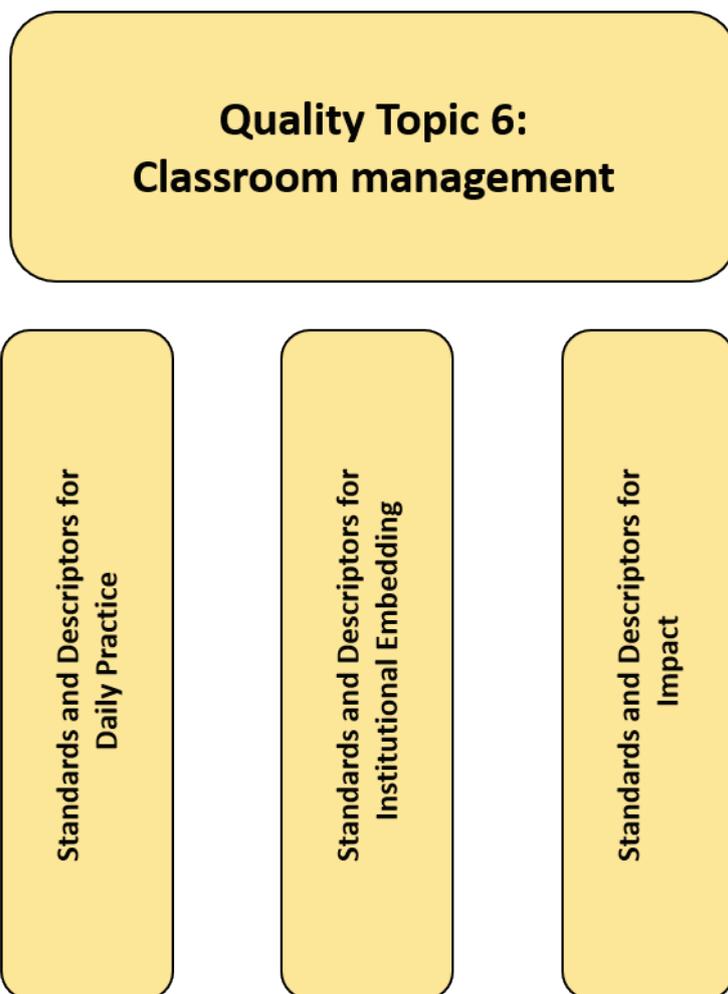
Quality Area: A. Learning and Living Culture in the Classroom

Basic Understanding:

Classroom management is understood as everything that teachers contribute through their activities and attitudes to controlling class interactions. They are aware that the class is more than the sum of the individual students and that individual and social learning processes influence each other.

The aim is to create a classroom climate which

- enables good development, teaching and learning processes
- supports the development of each individual and ensures their protection,
- enables students to learn through community building activities; and
- strengthens the students' motivation to stand up for each other



The quality Topic 6 "Classroom management" is part of the first Quality Area (Learning and Living Culture in the Classroom) and contributes through activities and attitudes to class interactions.

Dimension A: Daily Practice

16 Descriptors:

1. The teacher leads and guides the class in a structured way, his or her actions and behaviour are comprehensible to the students.
2. The teacher works out common rules and agreements with the class and makes every effort to stick to them.
3. Sanctions are clearly communicated and consistently implemented.
4. The teacher makes his/her attitudes and values transparent.
5. The teacher intervenes appropriately and meaningfully in case of misconduct and conflicts.
6. The teacher informs the class and/or individual students openly and carefully.
7. The teacher leads the class towards individual, community and teaching goals through recognition and encouragement.
8. The teacher specifically promotes community building within the class.
9. The teacher is committed to the concerns, needs and problems of the students.
10. The teacher strengthens the students' personal responsibility by consciously handing over responsibility according to age.
11. The teacher uses instruments and procedures to check and assess the class climate.
12. The teacher involves students in shared reflection in an appropriate way and creates suitable room for this.
13. The teacher is aware that a positive classroom climate and efficient classroom management are important preconditions for learning and promotes personal and performance-related development in the classroom: Time management, structured teaching, clearly defined ways of dealing with class topics, early discussion and dealing with problems, etc.
14. The teacher has the necessary expertise in dealing with the individual needs of the students at the school or class level (willingness to further training, attendance of further training courses).
15. The teacher leads the class in such a way that the class community (the „class spirit“) is promoted and possible conflicts can be recognised early on and dealt with in an adequate manner.
16. The teacher brings his or her own behaviour into line with the applicable rules and also demands this from his or her students.

Dimension B: Institutional Embedding

13 Descriptors

1. The class as a community of temporary teachers and learners is considered important in the school and institutionally regulated accordingly.
2. The mission statement and/or school programme contains binding statements on the design and implementation of classroom management.
3. The way the classroom is run is consistent with the corresponding statements in the mission statement and/or school programme.
4. The responsibilities, competencies regarding classroom management are known to all teachers.
5. The agreements are adhered to and checked by the school management and/or school maintenance.
6. The guiding ideas for classroom management are developed and agreed upon internally.
7. The students and their parents are involved in the development of guiding ideas for classroom management.
8. The guiding principles for classroom management are communicated to the students and their parents.
9. In everyday school life, and also in cases of conflict with the students or parents, reference is made to the guiding principles for classroom management.
10. The school management provides time and financial resources for activities to optimise classroom management and to maintain the class community.
11. The school provides internal and external support services:
 - a. mutual observation (collegial feedback), intervision (collegial advice)
 - b. Supervision (professional advice) in-school trainings
 - c. Support for individual students (e.g. through the school psychologist service) or individual

- classes (e.g. by a specialist for crisis intervention)
12. The school continuously deals with the guiding ideas for class leadership and the promotion of the class community as well as their implementation.
 13. The planning of community-building activities at class level is anchored in the school programme or in the annual planning.

Dimension C: Impact

19 Descriptors

1. The teacher periodically collects feedback on classroom management and classroom climate (feedback from colleagues, students, parents).
2. The students are involved in the discussion and evaluation of the reflection on a part-national and level-by-level basis. They take on this task.
3. From this, measures for classroom management are taken and implemented together.
4. The class climate is characterised by:
 - trust
 - frank communication
 - mutual acceptance
 - fairness
5. The rules and agreements are observed and adapted if needed.
6. Conflicts are accepted, objectively and constructively addressed and a solution is found.
7. Teachers and students appreciate the good classroom climate and actively contribute to maintaining it.
8. Students feel comfortable in their class and at school.
9. Students are not afraid at school.
10. The students know their individual strengths and bring them into the class. They know their individual weaknesses and work on them.
11. The teachers feel comfortable at school, accepted and supported in their pedagogical mission.
12. The interaction in the class is characterised by openness, consideration, tolerance, helpfulness and humour.
13. The positive class atmosphere supports the learning process, which corresponds to the individual requirements of the students. Personal progress and achievements are observed and respected.
14. The teachers are happy with the tasks related to classroom management.
15. The students feel strengthened in their self-confidence and on their development and learning path.
16. The students and their parents are satisfied with classroom management and the class atmosphere.
17. The teachers enjoy working with their classes.
18. All students feel they are treated fairly and with respect.

2. Quality area B: School as Micro Society

School as Micro Society (Quality Area B) is divided into five Quality Topics:

7. Developing School Community
8. Internal cooperation
9. School leadership
10. External contacts
11. Quality assurance

For self-evaluation or an external evaluation, at least one of the five Quality Topics from this quality area B is chosen and evaluated.

Through this area the School is evaluated as a community, in which Democracy is an everyday reality.

Quality Topic 7: Developing the school community

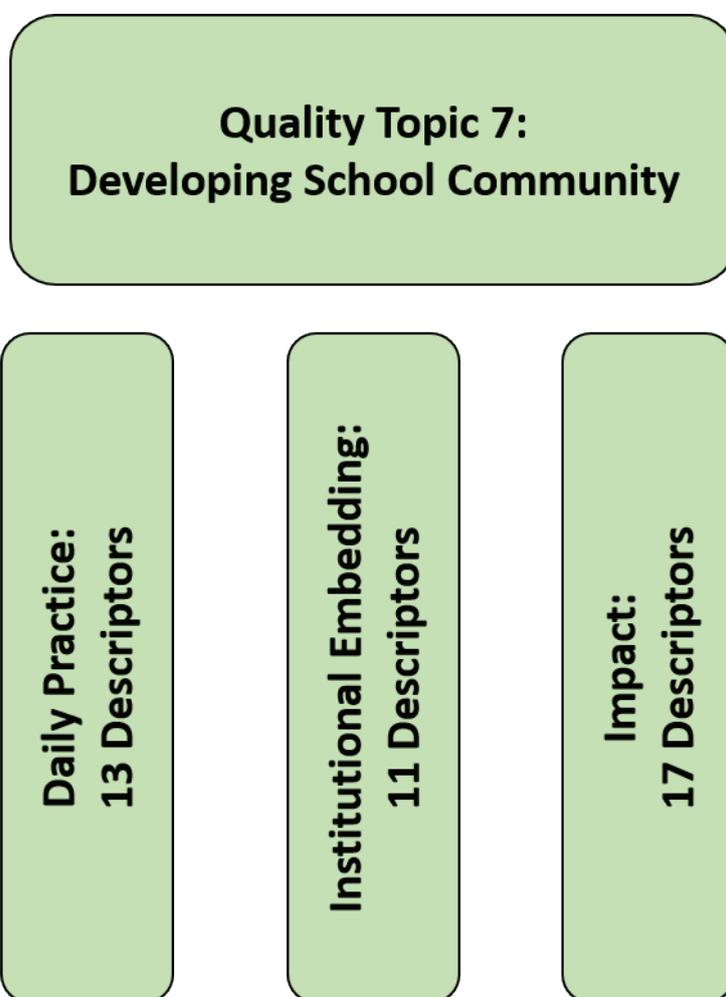
Quality Area: B. School as a micro society

Basic Understanding:

Developing the school community includes everything that the school management, teachers and other staff do with the participation of the students so that as many as possible experience the school as their living environment and are committed to it. Community means perceiving the diversity and difference of those involved in the school, and trying to use the school together.

The aim is to have a school where

- the participants meet each other in a respectful manner, are recognised and belong to the same team
- there is a challenging, lively and stimulating climate
- self- and social competences are practically promoted and required



The quality Topic 7 "Developing School Community" is part of the second Quality Area (School as a Micro Society) and helps students to experience the school as their living environment and to commit to it

Dimension A: Practice

13 Descriptors:

1. The will to achieve goals and fulfil tasks together is anchored in the mission statement.
2. School management and teachers promote community life in the school through a variety of cross-class and school-wide activities and resources:
 - annual programme with a variety of common „rituals“ and activities, such as welcoming and saying goodbye to students, school festivals, theatre performances, concerts, exhibitions, sports events
 - developed and agreed rules that apply in the school
 - house rules: articulation agreements, procedure in case of misconduct, discipline problems or conflicts
 - common facilities: students' council or students' parliament, school choir, school orchestra, school newspaper etc, in which teachers as well as students (possibly also parents) participate
3. Communicating the norms and values of living together in our society in an age-appropriate manner by creating opportunities to practise democratic behaviour.
4. The school management periodically reviews the community-building activities, rules and facilities with the involvement of teachers, other staff, students and parents.
5. The school management adapts the community-building activities, rules and facilities as necessary facilities to current school conditions.
6. School management and teachers recognise the importance for the school community of high quality of school and teaching.
7. School management and teaching staff have the skills to shape the school as a community beyond the classroom and college.
8. School management and teachers are able to implement the planned activities and agreed rules to be implemented consistently.
9. The various forms of community building are documented in a way that is tangible for everyone:
 - Documents on the individual activities and forms
 - Minutes and reports
 - Surveys of the members of the school community
10. Teachers and students can react competently and effectively to exclusion, discrimination, violence and bullying.

Dimension B: Institutional Embedding

11 Descriptors

1. Community support activities, rules and institutions are bindingly defined in the mission statement, semester, annual or multiannual programmes, checklists etc.
2. The meaning and appropriateness of the regulations are periodically reviewed.
3. The development of activities, rules and facilities is carried out through projects in which those in the school community affected by them are able to participate.
4. Parents are involved in areas that concern them and are informed about other areas..
5. The agreements are known to the school community.
6. The school management promotes the path from school to school community through appreciation and sign of recognition, appropriate training and further training courses, human and financial resources and time frames for the various activities.
7. The school participants experience the school as a jointly responsible community of life, learning and solidarity in which everyone can or should participate and which requires the participation of everyone again and again.
8. Mutual trust is highly valued at school.
9. Celebrating festivals, celebrating rituals, debating, reconciling, showing consideration for each other, being of use.
10. In exceptional situations, that which has been developed and worked out in everyday life shows that the school community is functioning.
11. The rules for living together may change over time, but always strengthen the community.

Dimension C: Impact

17 Descriptors

1. The school management regularly evaluates, with the involvement of the teachers, other staff, students and parents, the cohesion of the school and whether the joint activities and the school rules are appropriate.
2. The school management periodically examines whether the school community and its values can be improved and notes the need for action.
3. The school management and the other school stakeholders are actively concerned about the integration of social minorities.
4. Opportunities for participation are adapted to the expectations of the parties involved.
5. School management, teachers, other staff and students experience the school as a lively place of learning and debate. There is a:
 - a. broad participation in community activities
 - b. high identification with the school and its activities (a certain school pride is present)
 - c. friendly and imaginative-creative school life
6. Nobody feels threatened by exclusion, discrimination, violence and bullying at school.
7. Those involved in the school promote fairness and solidarity and take active action against injustice and inequality.
8. School management and teachers treat different lifestyles, languages, cultures and world views with respect.
9. At the school there is freedom for everyone. The heterogeneity of the school community is reflected in the design of school events and the school grounds.
10. Those involved in the school assess the costs as acceptable and the benefits as proven.
11. Those involved in the school find the school's development path from different to shared values enriching.
12. School management, teachers and students are reluctant to give up being part of the school community.
13. The parents support the school.
14. The school is anchored in the village or neighbourhood.
15. School management, teachers, students and their parents are mostly satisfied with the activities and the climate at the school.
16. School management, teachers, students and their parents feel that their differences are taken seriously.
17. There is positive feedback on the school's ability to work together as a community.

Quality Topic 8: Internal cooperation

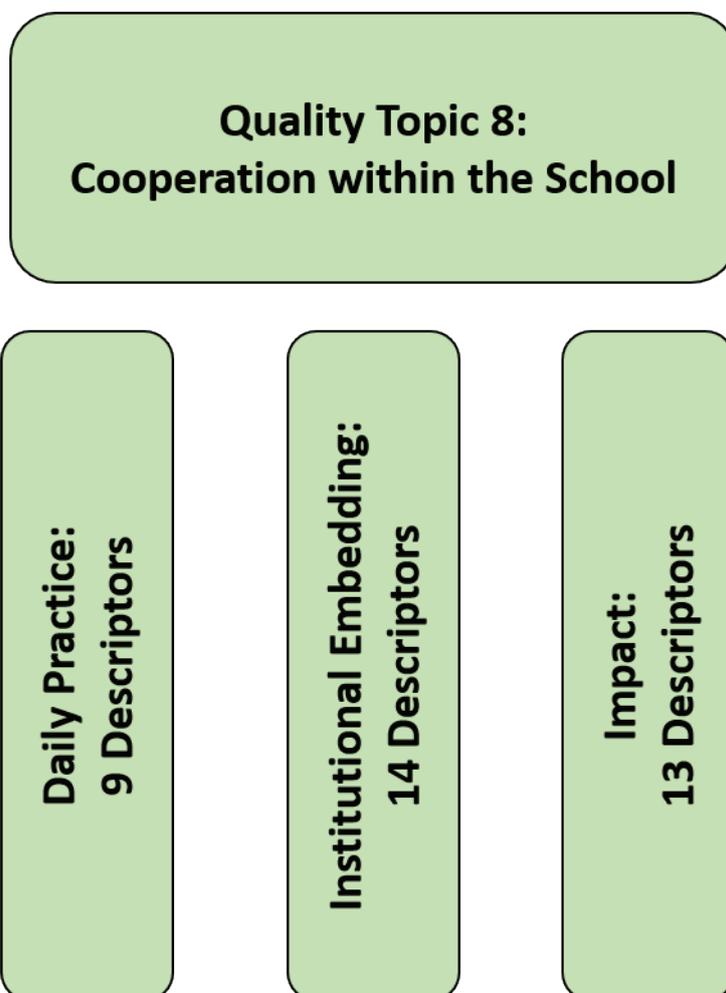
Quality Area: B. School as micro society

Basic Understanding:

Internal school cooperation includes everything that the school management, teachers and other school staff (therapists, school social workers, school maintenance technicians, school secretariat, etc.) do in pairs, in groups or together to achieve the goals of a school whose implementation requires cooperation. Practiced cooperation is a prerequisite for high quality school educational processes, for effective communication with the outside world and for the well-being of all at school.

The aim is a school whose members cooperate and communicate with each other in such a way that

- it supports individuals in the fulfilment of their tasks,
- it strengthens the capacity and performance of the school, and
- the quality and profile of the whole school is constantly being developed



The quality Topic 8 "Cooperation within the School" is part of the second Quality Area (School as Micro Society) and supports internal cooperation as a prerequisite for a high-quality school educational process.

Dimension A: Daily Practice

9 Descriptors:

1. There are lively exchanges at school.
2. Time is dedicated to, and suitable procedures and instruments for internal school cooperation and communication are deployed and applied, for example:
 - conferences, conventions, team meetings;
 - thematic, temporary or permanent working groups;
 - „interdisciplinary“ working groups (e.g. teachers and therapeutic professionals);
 - groups preparing artistic and musical events: exhibitions, concerts, theatre;
 - groups preparing social events: projects in developing countries, ecological projects, parent evenings.
3. Cooperation within the school is based on binding rules.
4. The working groups have mandates or task descriptions.
5. Violations of agreed cooperation rules are addressed and dealt with.
6. The results of the status assessments are recorded in writing (minutes) and are used for work on the school programme. If necessary, they lead to changes in practice (implementation decisions, regulations, etc.).
7. School management, teachers and other staff recognise the importance of internal school cooperation and plan it carefully.
8. Competence gaps in the teaching staff are identified, discussed and remedied:
 - Not everyone has to be able to do everything.
 - Competence gaps are closed by individual or institutional further training.
9. The organisational know-how for an effective and efficient practice of successful school-internal cooperation is developed and available (e.g. further training in this area, descriptions of the most important processes).

Dimension B: Institutional Embedding

14 Descriptors

1. The willingness for binding internal school cooperation is essential in the mission statement or anchored in management principles.
2. The content and responsibilities for the various forms of internal school cooperation are defined in a binding manner.
3. Communication and information processes are clearly defined.
4. Conflict management is in place when needed, involving school management, teachers, other school employees, students, parents and the school administration in accordance with their positions.
5. The regulations and agreements on internal school cooperation and communication are known to the people working at the school and are supported by them.
6. The continuous improvement of internal school cooperation is a matter of interest for all those involved.
7. The school dedicates the time and provides the necessary structures for:
 - documentation of the applicable regulations and processes;
 - infrastructure for meetings;
 - external expert-advice to working groups if needed;
 - rooms and working materials for team and group work.
8. Cooperative behaviour is recognised and rewarded by school management.
9. In the school, a feedback and trust culture are fostered.
10. The people working at the school support each other in questions of teaching, education and the organisation of the school.
11. There is a common school programme.
12. The people working at the school try to create a participatory school by means of a professional cooperation school, in which students and their parents also play a formative role.
13. A participative school requires that social and moral rules are set by school management, teachers and other school staff (including students and their parents).
14. The values and attitudes lived at the school are consistent.

Dimension C: Impact

13 Descriptors

1. School management and teaching staff openly and regularly discuss and review the effects of internal school cooperation.
2. The results are differentiated and consistently processed in working groups and further developed.
3. Adjustments or measures are documented and are comprehensible to the participants.
4. Internal school cooperation is recognised as essential in the development of professionalism and school quality (surveys) and is supported accordingly by the participants.
5. Job satisfaction is high.
6. Teaching is seen as an important part of the team's tasks.
7. The majority of teachers confirm that the quality of their own teaching has improved, (surveys).
8. Disruptions and/or problems with the school's internal cooperation and communication are taken seriously.
9. Joint agreements on pedagogical and didactic topics as well as on organisational issues and personnel concerns are made.
10. Cooperation within the school is beneficial.
11. Teachers and students like to spend time at school, they (mostly) enjoy teaching or learning.
12. School management, teachers and other school employees are mostly satisfied with their internal school cooperation.
13. It motivates school management, teachers and other employees that their personal strengths are recognised and their resources are used by others.

Quality Topic 9: School leadership

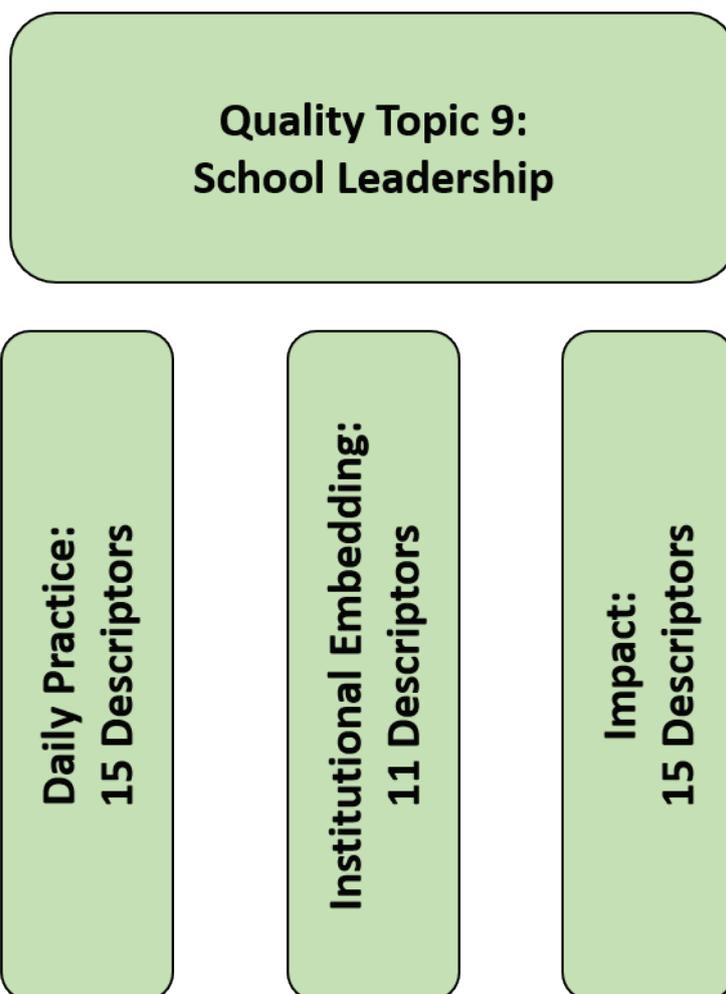
Quality Area: B. School as micro society

Basic Understanding:

School leadership is everything that the school management does to ensure that the school is well prepared in terms of pedagogical, organisational and human resources to further develop its profile and strengthen it.

The aim is a school that is designed and organised in such a way that:

- school management, the teachers and experts are supported in the fulfilment of their tasks;
- the capacity of the staff to act and to perform is strengthened;
- the students are challenged and encouraged in their learning;
- the parents are encouraged in their educational co-responsibility and participation;
- the resources and skills of all are used in a targeted manner and
- the quality and profile of the whole school is constantly being developed.



The quality Topic 9 "School Leadership" is part of the second Quality Area (School as a Micro Society) and supports the development of pedagogical, organisational and human resources to further develop the school's profile.

Dimension A: Daily Practice

15 Descriptors:

1. The principals base their leadership on a personal vision of the school, on guiding ideas supported by the teaching staff and on leadership principles.
2. The principals spend a considerable proportion of their working time on issues of personnel and team development as well as school and teaching development.
3. The principals delegate tasks in order to have enough time and attention for their main tasks.
4. They monitor and check the fulfilment of tasks at the school and evaluate the results (use of various forms of assessment and evaluation).
5. They ensure a sensible and fair distribution of tasks within the staff: active resource management based on strengths, talents and special knowledge.
6. The principals involve the people concerned in their decision making (use of participative management instruments, organising various forms of participation like teacher representation, students' council, parents' council, etc.).
7. The principals ensure clear and transparent communication and use means of communication appropriate to all.
8. Head teachers systematically review and optimise their management practices and management instruments.
9. The principals address and consider questions of social difference (gender, nationality, socio-economic background).
10. The principals know how and where they want to lead the school, can communicate this and implement it in the short, medium and long term.
11. The management style of the principal is characterised by a clear management responsibility.
12. The principals set priorities, enable target-orientated decisions and ensure their implementation.
13. They are aware of the high communicative demands.
14. They regularly undergo further training on management issues.
15. They have suitable ideas about how the future can be shaped and how problems can be solved.

Dimension B: Institutional Embedding

11 Descriptors

1. Management and planning documents are developed, accepted and implemented: pedagogical guidelines, management and organisational principles, school programmes, annual planning.
2. The rights and duties of school management, teachers and students are defined and published.
3. There are procedures and instruments for internal and external school communication (Regulations for internal cooperation; Rules of procedure for the case of complaints or conflicts; Procedures, rules and instruments for personnel management are in place).
4. The organisation of management is clearly regulated (organisation charts, function charts, task and requirement specifications; job descriptions; descriptions of important procedures or processes; Relevant regulations and concepts).
5. Through internal quality procedures (e.g. internal school evaluation, quality groups) school management checks the binding nature and effectiveness of these regulations and optimises them where necessary.
6. Decision-making paths, functions, roles, responsibilities and competencies are clearly described, known to all parties involved and respected.
7. Principals maintain an open information policy both internally and externally (concrete objectives of the school are actively communicated; Schedules and action plans of projects and plans can be viewed; the method of results checking has been communicated).
8. The principals address problems and conflicts and intervene according to the situation and the individual.
9. The principals stimulate learning processes and further education for the whole school.
10. The principals provide the necessary financial and human resources.
11. The principals live by the LEADERSHIP principles and enforce them.

Dimension C: Impact

15 Descriptors

1. School management knows that the quality of the school stands or falls with the quality of the teachers and other staff. It cultivates a both demanding and appreciative attitude towards them.
2. Teachers and other staff members know that the quality of school management is crucial to the maintenance and development of school quality.
3. The school programme (and including the report on it) is known to the school administration, teachers, other employees, students and their parents.
4. The principals organise and manage their school effectively and conserve resources.
5. They periodically review the effectiveness of their management actions: surveys, adaptation measures in management areas, etc.
6. They reflect on their contribution to the achievement of objectives and derive plausible conclusions from this.
7. Periodically, an internal check is made within the school to ensure that the goals set are being achieved.
8. Teachers and other school staff contribute to the achievement of the goals according to their potential.
9. They are convinced that their contributions have a positive influence on the management and design of a good school.
10. They are open to new developments, but they carefully examine their feasibility.
11. They make use of the individually agreed further education opportunities.
12. Teachers, other school staff and students are motivated in their work.
13. Students and parents experience and consider school management as being professional.
14. Students and parents are satisfied with the school, in particular with regard to school atmosphere, teaching methods, learning and achievement culture, support services.
15. Students and parents are willing and motivated to see the school as a micro society.

Quality Topic 10: External contacts

Quality Area: B. School as micro society

Basic Understanding:

Maintaining external contacts includes everything that the school management, teachers and, depending on the regulations, other school stakeholders do in the area of information and communication „on an operational level“ in the school’s environment. In addition to the parents (cf. Quality Area Cooperation with Parents) - as the school’s most important contact partners - this public relations and networking work also involves schools for students, training companies, partner schools, specialist offices (youth and family support, open youth work, addiction prevention, etc.), associations, parent organisations, foreigners organisations, school support organisations (social education institutions), day-care centres, task assistance, etc.) or the Faculties of Teacher Education, if applicable also the community or neighbourhood population.

The aim is to create an environment in the school:

- to strengthen the understanding for the concerns of the school;
- to promote identification with and support for the school and its concerns;
- to give the school an attractive profile and a positive image.

Quality Topic 10: External School Contacts

**Daily Practice:
8 Descriptors**

**Institutional Embedding:
10 Descriptors**

**Impact:
12 Descriptors**

The quality Topic 10 “External School Contacts” is part of the second Quality Area (School as Micro Society) and supports creating an environment in the school that strengthens the understanding for the concerns of the school.

Dimension A: Practice

8 Descriptors:

1. The school participants share the tasks according to their responsibilities, abilities and resources; however, school management is responsible for maintaining external contacts.
2. The school management can delegate individual tasks. The representatives have a clear mandate.
3. The school management uses a variety of means to cultivate external contacts.
4. The external (and internal) information is relevant and interesting and delivers clear information on important contents and events.
5. Periodic information is compiled: School bulletins, websites, newsletters, letters to parents, etc.
6. Even in extraordinary situations, the school is able to communicate to the outside world.
7. External relations are characterised by the willingness to provide transparent, credible information, showing genuine interest in the partner, and a willingness to dialogue.
8. The representatives responsible for maintaining external contacts have the appropriate training.

Dimension B: Institutional Embedding

10 Descriptors

1. The school has a written concept for maintaining external contacts (communication concept) and implements this in a binding manner.
2. The communication concept is regularly reviewed and adapted.
3. Procedures and instruments are in place for the maintenance of external contacts.
4. The school has documentation on the relevant partners.
5. The cultivation of external contacts is anchored in the school's mission statement and/or school programme.
6. Responsibilities for individual tasks in the information and communication area are defined and communicated.
7. The time, financial and personnel resources for maintaining external contacts are determined and known.
8. The school management considers the cultivation of external relations as an important management task.
9. It is important to the school to involve contact partners in lessons and school projects when the occasion arises.
10. Good contacts are maintained with the local media.

Dimension C: Impact

12 Descriptors

1. The school makes use of its external contacts and systematically obtains feedback from its environment, reflects on it and uses it as part of its quality development.
2. The school has a network of relationships with external partners that corresponds to the school's profile.
3. The students consider external contacts to be interesting and natural and can benefit from them.
4. The school cultivates its external contacts in such a way that the external partners experience their contribution as relevant to the school and are ready for a continuous commitment (longer partnerships, interesting network of contacts).
5. Teachers include the school's environment in their lessons, for example by excursions and visits, exploration of professional fields.
6. The students experience professional internships and contacts as supportive. They are better able to make well-founded decisions about their future professional or educational careers during their last compulsory school year.
7. The parents know about and appreciate the school's networking efforts with their environment and support the school in this.
8. The students express themselves positively about their encounters with people and institutions outside the school, as it broadens their school knowledge and enriches their life in the present and future.
9. Teachers recognise the educational importance of external contacts.

Quality Topic 11: Quality-assurance and -development

Quality Area: B. School as micro society

Basic Understanding:

Quality-assurance and -development of the school is everything that the school management, teachers and other school staff do to assess the quality of the school and its teaching and to improve it continuously and in a goal-orientated manner. This means clarifying and setting goals, deriving and planning measures, implementing measures, checking the achievement of goals, devising further measures if necessary or setting new goals (in the sense of a so-called quality circle). Within the framework of quality assurance and development, those involved in the school acquire the necessary management knowledge for their own task fulfilment and make their work results visible internally and externally (accountability).

The aim is to have a school quality management system that:

- helps to maintain development for the school and its teaching in a continuous and effective manner
- eliminates quality deficits effectively and
- provides credible proof of quality both internally and externally.

Quality Topic 11: Quality Assurance and Development

**Daily Practice:
13 Descriptors**

**Institutional Embedding:
14 Descriptors**

**Impact:
10 Descriptors**

The Quality Topic 11 "Quality Assurance and Development" is part of the second Quality Area (School as a Micro Society) and supports assessing the quality of the school and teaching to improve it continuously.

Dimension A: Daily Practice

13 Descriptors:

1. Those involved in the school regularly obtain feedback from various sources (students, colleagues, school management, parents, school caretakers, etc.) on their respective practices.
2. Principles, procedures and instruments of development-promoting feedback are applied.
3. Employee appraisals and assessments are conducted regularly.
4. Internal evaluations are carried out regularly by those involved in the school.
5. The school participants try to carefully clarify the initial situation, identify and document development trends and implement related development steps; the results of external evaluations are carefully evaluated.
6. The school stakeholders apply instruments and procedures for the collection, analysis and interpretation of data and for the feedback of results.
7. The school management provides the necessary (possibly external) resources: e.g. support in developing instruments, conducting surveys, evaluating results or implementing measures.
8. There is a transparent process which ensures that quality deficits are identified and effectively edited.
9. At the beginning of an evaluation process, those involved in the school are informed about what happens to the data collected, in what form they are processed and interpreted, and how conclusions are drawn and implemented.
10. The school management is equipped for quality management, considers it an important management task and can explain the school's quality concept in a comprehensible way.
11. School management and teachers know the principles, instruments and procedures of a development-promoting feedback practice.
12. School management and teachers accept, appreciate and use feedback as a means of the continuous improvement of performance at individual and school level.
13. The employees entrusted with the tasks of quality development are familiar with effective procedures and instruments. They are able to apply them appropriately to the situation.

Dimension B: Institutional Embedding

14 Descriptors

1. The leading quality requirements are fixed and accepted in their validity.
2. The school has a consolidated idea of how it systematically reviews and develops its school and teaching quality (quality concept).
3. In the school programme or in the annual planning, activities relating to the review and further development of school and teaching quality are recognisable.
4. School management and teachers know their tasks, competencies and responsibilities in the area of quality management.
5. Rhythm, procedures, participation, commitment and success indicators for feedback practice, evaluation and performance measurement are defined and known to the school stakeholders.
6. In addition to institutional guidelines, there is also individual scope for action to adequately respond to current needs.
7. The „data sovereignty“ is defined: It is clear who has what data and in what form and who is accountable to whom.
8. Results of surveys and measures derived from them are documented.
9. The school management initiates and supports school and individual quality work.
10. There are defined time slots for internal school quality management (e.g. different forms of collegial exchange meetings, mutual observations etc.).
11. The employees entrusted with the tasks of quality development can receive appropriate further training.
12. They are given sufficient time resources for the completion of these tasks.
13. The school management ensures that questions of school and teaching quality are regularly addressed.
14. The school climate enables those involved in the school to bring up quality deficiencies („quality risks“) in their own work and to request support or to address „quality risks“ among colleagues.

Dimension C: Impact

10 Descriptors

1. Teachers can use examples to illustrate the effects of improvement measures on their own practice.
2. School maintenance, school management, teachers and other school employees can demonstrate effects on the quality of the school and teaching.
3. School management, teachers and other school employees correctly assess the work of the school's internal quality assurance and development; they consider it useful without overestimating it.
4. Only that which is to be or can be changed is collected. No „data cemeteries“ are produced.
5. The results of internal and external evaluations are used in a targeted manner by implementing measures derived from them.
6. The school increases its awareness of its own strengths and weaknesses.
7. Students, parents, teachers and the school management are convinced that their feedback is heard and used to improve practice.
8. The school care staff as well as students and their parents are satisfied with the quality management of the school.
9. The school care staff as well as students and their parents perceive the school as an institution that places an important value on quality and takes effective measures for continuous improvement.
10. School management and teachers consider the effort for the school's internal quality management to be appropriate. They are satisfied with the results.

3. Quality area C: Crosscutting Topics

Crosscutting Topics (Quality Area c) is divided into three Quality Topics:

12. Inclusion
13. Cooperation with parents
14. Equality

For a self-evaluation or an external evaluation, at least one of the three Quality Topics from this quality area C should be chosen and evaluated.

Through this area crosscutting topics of the School are evaluated. They need to be considered both by teachers and school management.

Quality Topic 12: Inclusion

Quality Area: C. Crosscutting topics

Basic Understanding:

Inclusion services include everything that teachers, other professionals and the school do to meet the needs of students with special educational needs. The additional support and encouragement is intended for children and young people who have pronounced difficulties with regard to cognitive-metacognitive learning, emotional-motivational state or social-interactive behaviour, as well as for those who do not have sufficient command of the language of instruction or who are conspicuous by their special talents.

The aim is to support students with special educational needs in such a way that they

- discover and develop their individual learning potential,
- integrate themselves into the school and class community, feel comfortable there and
- whenever possible, be able to attend classes in the regular classroom (integrative promotion).



The Quality Topic 12 "Inclusion" is part of the third Quality Area (Cross-cutting Topics) and supports all measures to meet the needs of students with special educational needs.

Dimension A: Daily Practice

10 Descriptors:

1. The school bases the allocation of support offers on the needs of the students and their parents.
2. Teachers provide lessons that are differentiated according to needs (e.g. individual support plans, temporary learning and performance groups, allocation to special classes).
3. The teachers arrange the lessons in an integrative way. Students are perceived according to their special educational needs and can follow the lessons.
4. The school and teachers concentrate their activities towards strengthening integration at school (procedures and instruments to promote integration and to identify and resolve social difficulties, internal and interclass possibilities are installed).
5. Teachers use suitable instruments for the individual assessment of the learning and development status (diagnostics) and for the planning of support.
6. The teachers involve the students, the parents and, if necessary, other teachers and specialists in order to discuss and determine student-orientated promotion goals and promotion plans.
7. The teachers work together within the school and exchange relevant experiences and findings.
8. Students, parents, teachers and, if necessary, other specialists meet for institutionalised discussions (school location discussion).
9. Physical, psychological and social difficulties of students are discussed, promising measures are jointly defined and evaluated.
10. The school has the knowledge and skills to meet the educational needs of students with special educational needs (suitable didactic and methodological arrangements) and to promote the integration of all students.

Dimension B: Institutional Integration

11 Descriptors

1. The support and encouragement of students with special pedagogical needs is bindingly regulated at school level.
2. The promotion of integration at school is regulated on a binding basis.
3. The plans and outcomes are made known to those involved.
4. The achievement of the outcomes is monitored in a transparent manner.
5. Experts in special education are used for the special support.
6. Special classes can be formed if required.
7. The teachers are enabled to work in team teaching.
8. If necessary, the school enables the use of various therapeutical services (audio pedagogy, speech therapy, psychomotor skills, psychotherapy).
9. The services of the School Psychological Service, the School Social Work and counselling centres are known to the students, their parents and the teachers.
10. For teachers, school management and school caretakers, the support and promotion of students with special educational needs is a high priority.
11. Teachers, school management and school caretakers are aware of the importance of the school in giving special support and enabling the integration of students with special educational needs.

Dimension C: Impact

8 Descriptors

1. The school regularly checks whether its special support services are target-orientated and whether the instruments and procedures for diagnostics and individual support planning are effective.
2. The school adapts its special support services to current needs, and the instruments and procedures to the current state of knowledge.
3. Regular assessments are carried out with all parties involved.
4. It is regularly recorded how well students are integrated in the school. Appropriate measures for school integration are introduced.

5. Students achieve the goals set out in the curriculum or their individual learning goals set out in the individual support plans.
6. Parents participate in the implementation of the development plans.
7. Special support, encouragement and related cooperation is considered adequate by those involved.
8. Students with special educational needs and their parents express a positive opinion about the support, encouragement and guidance provided by the school.

Quality Topic 13: Cooperation with parents

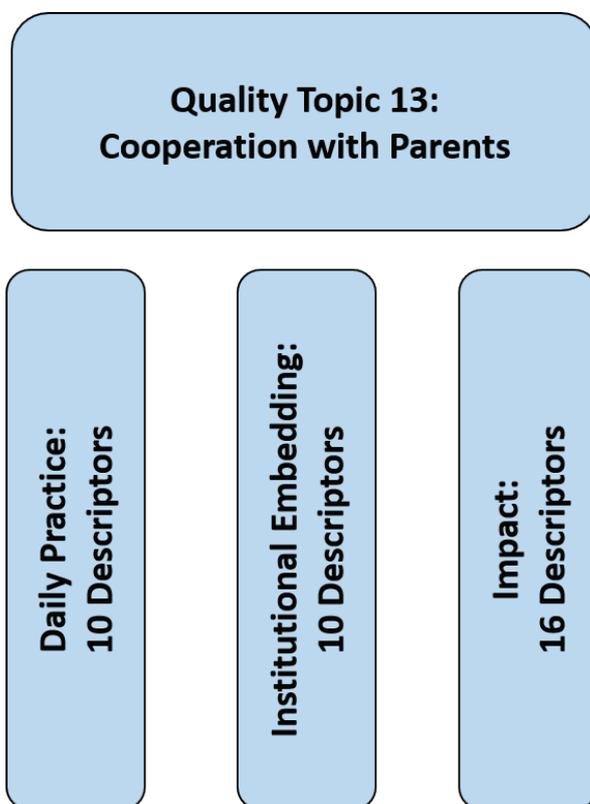
Quality Area: C. Crosscutting topics

Basic Understanding:

Cooperation with the parents is described as everything that the school management, teachers and, depending on the regulations, other school stakeholders do to establish or maintain a mutually beneficial relationship with the parents or guardians of their students at the individual, class or school level, as appropriate.

The aim, with a view to realising the optimal support, education and training of the schoolchildren, is to:

- provide the basis for mutually constructive cooperation between schools and parents,
- regularly update the parents about the intentions and activities of the school or class of their child to interest them in the school,
- to organise parental involvement in such a way that parents can support their child in learning and actively participate in school life as far as possible, and
- to coordinate or define roles and responsibilities, rights and duties in a goal-orientated manner.



The Quality Topic 13 "Cooperation with parents" is part of the third Quality Area (Crosscutting Topics) and supports all measures to establish or maintain a mutually beneficial relationship with the parents or guardians of the students

Dimension A: Daily Practice

10 Descriptors:

1. School management and teachers use diverse and appropriate forms of information and ways of maintaining contact with the parents (regular discussions between parents, student and teacher, Parent events at class and school level, Parent visit days and weeks, Parent circulars and thematic letters to parents/online information on school website in the needed languages, Instruments for the systematic assessment of parents' needs and satisfaction, Parental education services, Parent participation bodies).
2. Parents are enabled to cooperate and participate through a variety of procedures: surveys, voting, parent committees, etc.
3. Contact events are offered to newly arrived parents.
4. School, classroom or lesson-related projects are carried out with the involvement of parents.
5. The school management offers consultation times for parents.
6. The school management, teachers and, if necessary, other school participants (for example the school social worker) start communicating with parents at an early stage if students show behavioural problems or learning difficulties.
7. The experiences of individual teachers (case studies) serve as occasions for reflection and interviews with parents.
8. Round table discussions and school-wide talks with all participants take place.
9. Special attention is paid to cooperation with foreign-language and educationally disadvantaged parents: attention is paid to an easily understandable language, the translation of basic information (use of interpreters).
10. The school management consults neutral moderators and/or intercultural mediators if necessary.

Dimension C: Institutional embedding

10 Descriptors

1. The processes, roles and contents of cooperation with parents at the level of the individual child, the class and the general parental involvement are described (e.g. in guidelines)
2. Institutionalised parental participation is regulated in the organisation statute (parents' council, parents' forum, parents' meeting, etc.).
3. Dealing with parents who refuse to cooperate is regulated.
4. School management and teachers systematically check the cooperation with parents to develop them further.
5. The school management supports the teachers in their cooperation with the parents.
6. The school has sufficient resources for this central communication task: infrastructure, finances, further education, advice, specialist literature, etc.
7. School maintenance, school management and parents' committees support each other in fulfilling their respective tasks.
8. Communication and cooperation with parents are befitting to the social, socio-cultural and intercultural needs of the school.
9. Teachers regard contact with parents as a necessary part of their professional mission and as part of a living school culture.
10. Parents value contact with teachers as a consistent and welcome means of exercising their parental responsibility for education.

Dimension C: Impact

16 Descriptors

1. School development measures show improvements in communication with parents and in their willingness to participate.
2. Committed parents receive recognition.

3. Cooperation between school and parents meets the needs of parties.
4. Communication and cooperation between the various committees (school care, school conference and parents' committee) runs smoothly.
5. School management and teachers observe the regulations and agreements with parents.
6. Parents are aware of the opportunities for participation and make use of them.
7. Parents are informed about what is happening at school.
8. The cooperation between school and parents is characterised by a common understanding of roles as well as trust, fairness, mutual acceptance and commitment.
9. The interest of parents and their active participation are increasing.
10. The participation of parents has a noticeably positive influence on events at school.
11. The feeling of joint responsibility of school participants and parents for the education of children and young people is strengthened.
12. The number of complaints from parents decreases.
13. In case of conflict, differences are settled. A procedural concept is in place and accessible to all concerned.
14. The parents consider cooperation and their participation to be beneficial and meaningful.
15. The students feel that they are taken seriously and supported by teachers and parents.
16. The feedback on cooperation is mainly positive.

Quality Topic 14: Equality

Quality Area: C. Crosscutting topics

Basic Understanding:

Gender equality for girls and boys and between women and men includes everything that school management and teachers in particular do to make people aware of and change stereotypical gender images and role patterns as well as gender-discriminatory behaviour in their own actions. The prerequisite and means for this is the ability of those involved in the school to recognise gender aspects in their tasks and areas of action and to deal with them in a gender-orientated manner.

The aim is to guarantee equal opportunities for participation for all those working at the school, regardless of their gender, and to ensure that all students receive optimum support for their subject-specific and interdisciplinary competences.

In the long term, this is intended to achieve real equality between girls and boys or women and men in school and society.

Quality Topic 14: Equality

**Daily Practice:
12 Descriptors**

**Institutional Embedding:
12 Descriptors**

**Impact:
11 Descriptors**

The Quality Topic 14 "Equality" is part of the third Quality Area (Cross-cutting Topics) and supports all measures to make people aware of and change stereotypical gender images and role patterns as well as gender-discriminatory behaviour.

Dimension A: Daily Practice

11 Descriptors:

1. The teachers enable girls and boys in class to deal with gender relations and the claim to equality.
2. The teachers encourage girls and boys to change and diversify gender roles. They support the students in making decisions in their career choices independent of gender stereotypes. In doing so, they make it possible to deal with different life plans.
3. In class, the teachers make sure that the materials (texts, pictures) gives a balanced, non-stereotypical representation of the sexes. Women and men or girls and boys are shown in contemporary, diverse roles.
4. The teachers do not make stereotypical attributions of talents, inclinations and interests. They counter-act corresponding self-attributions of students by reacting according to the situation.
5. The teachers consciously choose mixed-gender or gender-separated forms of teaching and specifically promote the abilities of girls and boys in dealing with different social forms.
6. Rules on respectful interaction are agreed in class.
7. Teachers and school management intervene immediately and decisively in the event of sexist, racist or discriminatory behaviour or language use at school.
8. Teachers include gender-relevant aspects in their teaching reflection.
9. Issues relevant to equality are the subject of feedback from the teaching staff and from students.
10. The teachers are willing to deal with gender issues.
11. Teachers are familiar with the most important results of gender research in the field of education.

Dimension B: Institutional Embedding

12 Descriptors

1. Binding agreements exist regarding equality between women and men or girls and boys in the mission statement, organisational statutes, school programme, annual outcomes and in the specifications of the school management and teachers, regarding gender-sensitive language, on gender relations in all functions as well as in committees and working groups.
2. There is a concept for the implementation of the agreements in the school development process with the formulation of outcomes and corresponding regular reviews.
3. The necessary human and financial resources are planned and budgeted.
4. The binding goals are worked out together and are present to all teachers. The agreements are known to the students and parents.
5. The school has specialist literature and a wide collection of teaching aids on the subject of equality.
6. Materials developed by individuals are made generally accessible.
7. The school management ensures that appropriate teaching materials and containers are used.
8. The school management initiates further training on the topic of equality and provides the necessary resources and framework conditions.
9. The school management ensures that the topic has a regular place in everyday school life, in the exchange between colleagues and at conferences.
10. The principles of equality are important to the school. They are lived out.
11. The school lives a culture in which women and men, boys and girls all feel comfortable.
12. Men and women, boys and girls feel equally supported and challenged.

Dimension C: Impact

12 Descriptors

1. Gender equality is understood as an ongoing process of measures promoting equality within the framework of teaching and organisational development.
2. School management and teachers take measures to promote equality.
3. The achievement of outcomes is regularly monitored.
4. Internal school statistics are broken down by gender and commented on. Changes over the years are reflected.
5. School management and teachers are actively involved in promoting equality.
6. Agreed measures are successfully implemented and agreed targets can be met on time.
7. The majority of teachers see the creation of a climate in the classroom and school that promotes equality as an opportunity and an enrichment. Teachers are highly sensitive to gender issues.
8. The school is perceived from the outside (parents, school care) as an institution promoting gender equality.
9. The students feel equally supported in their personal, social and professional competences.
10. The majority of the students are satisfied with the teaching and school climate.
11. The teachers feel equally supported in their personal and professional development.
12. The majority of teachers are satisfied with the working conditions and the working atmosphere.

Part III: Working materials for the evaluation process

1. Questionnaires for the evaluation process

1.1 Questionnaire for teachers

School evaluation – Questionnaire for Teachers

Dear teachers

our school is doing an evaluation. We want to know more about how the school develops and how it prepares students for life in a democracy.

We are interested in how you as teacher evaluate our school and what your experiences are.

The focus of our evaluation is both the teaching and the general situation in the school as a place where our students spend many hours, days and years of their lives together with you as teachers and the peers. Our school is a place of living democracy and we want to develop this approach together with you, the students and the parents.

Please do not write names on the questionnaire. All information will be treated anonymously.

Please return the questionnaire in a sealed envelope.

Thank you very much for your cooperation.

Rating: 1 very well, 2 well, 3 enough, 4 bad, 5 very bad, 6 I don't know

	Very well	well	enough	bad	Very bad	Do not know
	1	2	3	4	5	6
Overall satisfaction						
The climate at my school is	1	2	3	4	5	6
The way we work together at this school is	1	2	3	4	5	6
The cooperation between the school and the parents is	1	2	3	4	5	6
The leadership at our school is	1	2	3	4	5	6
School as micro society						
The students feel safe on the school grounds.	1	2	3	4	5	6
The school deals competently with problems and conflicts within the student body (violence, addiction, bullying).	1	2	3	4	5	6
There is a good atmosphere among the students.	1	2	3	4	5	6
Our school succeeds in integrating students from different social and cultural backgrounds into the school community.	1	2	3	4	5	6
At the school, teachers and students treat each other with respect	1	2	3	4	5	6
In the school team we have common ideas on how to promote living together well at our school	1	2	3	4	5	6

Rules are regularly reviewed together with the students to ensure that they are appropriate.	1	2	3	4	5	6
Our school rules are meaningful and support the understanding of a lived democracy.	1	2	3	4	5	6
The rules that apply at our school are uniformly enforced by all teachers.	1	2	3	4	5	6
If someone is sanctioned at our school, the sanctions are justified.	1	2	3	4	5	6
Teachers follow the rules that apply in our school.	1	2	3	4	5	6
The leadership principles of the school management are clearly visible to me in my everyday life.	1	2	3	4	5	6
At this school, the special skills and interests of the teaching staff are put to good use.	1	2	3	4	5	6
For my work at school I receive recognition from school management.	1	2	3	4	5	6
I find a good balance between workload and satisfaction.	1	2	3	4	5	6
Pedagogical topics are regularly discussed in team meetings and working groups.	1	2	3	4	5	6
I am informed regularly and in good time at this school.	1	2	3	4	5	6
In our school there is a great willingness to cooperate.	1	2	3	4	5	6
Conflicts between colleagues are dealt with by the school management.	1	2	3	4	5	6
I regularly inform parents about their children's progress and learning difficulties.	1	2	3	4	5	6
I inform the parents about my lessons.	1	2	3	4	5	6
The parents are appreciative of me.	1	2	3	4	5	6
Students can express opinions and participate in decisions within their class.	1	2	3	4	5	6
Students can contribute opinions and influence issues relevant to them within the framework of the whole school.	1	2	3	4	5	6
Student participation is recorded in writing at our school and is transparent for all students.	1	2	3	4	5	6
Teaching and learning						
I often give high-performing students more difficult tasks.	1	2	3	4	5	6
I often take time to work with weaker students.	1	2	3	4	5	6
I often give different tasks to students according to their level.	1	2	3	4	5	6
I often give tasks that allow different solutions.	1	2	3	4	5	6
I teach the students how to plan their work well.	1	2	3	4	5	6
I teach students how to use the library or the internet.	1	2	3	4	5	6
I determine before the exam what is a sufficient or insufficient performance and make it transparent.	1	2	3	4	5	6
I tell individual students what they are good at at school and what they could be better at.	1	2	3	4	5	6
My students learn to judge and evaluate themselves.	1	2	3	4	5	6
In addition to examinations, I also use ungraded learning controls that show the students where they stand.	1	2	3	4	5	6
In assessing the students I make transparent whether it accompanies the learning process (formative) or checks a final performance (summative).	1	2	3	4	5	6
Interdisciplinary competences						
My students learn at school to solve problems and tasks in many different ways.	1	2	3	4	5	6
My students learn at school to cooperate with others.	1	2	3	4	5	6
My students learn at school to respect the opinions of others.	1	2	3	4	5	6
My students learn to solve conflicts peacefully.	1	2	3	4	5	6

Questionnaire for students

School evaluation – Questionnaire for Students

Dear students

There are no correct or incorrect answers in this questionnaire. Enter answers that you think are appropriate.

You do not have to show your answers to anyone. No one will see what answers you have given.

For each question you can choose between 1 - 6 and tick the box. 1 is the best estimate, 5 the worst. If you tick 6, it means that you cannot give any answers to this question.

Thank you for your cooperation.

Rating: 1 very well, 2 well, 3 enough, 4 bad, 5 very bad, 6 I don't know

	Very well	well	enough	bad	Very bad	Do not know
	1	2	3	4	5	6
School as a micro society.						
I feel comfortable at this school.						
I feel safe.						
students are friendly with each other.						
When students hit or abuse each other, adults intervene.						
students and adults treat each other with respect.						
We are taken seriously by the adults here.						
We can have a say in decisions that affect us (project weeks, parties, design of break areas).						
There are clear rules here.						
The adults make sure that all students follow the rules.						
If someone is sanctioned, the sanctions are justified.						
The adults keep to the rules that apply here.						
I can express my opinions and participate in decisions within my class.						
I can contribute opinions and influence issues relevant to me within the framework of the whole school.						
I know my rights and responsibilities and I have it as a written list.						
Teaching and learning						
My teachers are good at explaining.						
I usually find the lessons interesting.						
I feel comfortable in class.						
The adults do not make disparaging remarks about individual students.						
Adults help students when they have a fight.						
In class it is usually so quiet that I can work well.						
We discuss the class rules in class.						

I learn at school to assess my own performance.							
If I do not understand something, I get help.							
My teachers regularly take time to work with me alone.							
My teachers tell me what I am good at and where I could improve.							
From time to time the teachers ask our opinion about the lessons.							
Interdisciplinary competences							
At school I learn to solve problems and tasks through cooperation in many different ways.							
In my school I learn to cooperate with others.							
At school I learn to respect the opinions of others.							
In my school I learn to solve conflicts peacefully.							

1.2 Questionnaire for parents

School evaluation – Questionnaire for Parents and guardians

Dear parents and guardians

Our school is doing an evaluation. We want to know more about how the school develops and how it prepares students for life in a democracy.

We are interested in how you as parents evaluate our school and what your experiences are.

We will discuss both the lessons together with the teachers and the general situation in the school as a place where you children spend many hours, days and years of their lives. We understand the school as a place of lived democracy and want to develop this approach together with your support.

Please do not write names on the questionnaire. All information will be treated anonymously.

Please give the questionnaire to your child in a sealed envelope with the instruction to hand it over to the class teacher.

Thank you very much for your cooperation.

The school management.

Rating: 1 very well, 2 well, 3 enough, 4 bad, 5 very bad, 6 I don't know

Overall satisfaction						
The climate at the school of our child/children is	1	2	3	4	5	6
The cooperation between the school and parents is	1	2	3	4	5	6
The leadership at our child/children's school is	1	2	3	4	5	6
School as micro society						
The students feel safe on the school grounds.	1	2	3	4	5	6
The school deals competently with problems (violence, addiction, bullying).	1	2	3	4	5	6
There is a good atmosphere among the students.	1	2	3	4	5	6
Our child/children is/are well integrated into the school community.	1	2	3	4	5	6
The school rules are meaningful for my child/children.	1	2	3	4	5	6
If someone is sanctioned at my child/children's school, the sanctions seem justified to me.	1	2	3	4	5	6
Teachers follow the rules that apply in the school.	1	2	3	4	5	6
I am informed regularly and in good time by the school administration.	1	2	3	4	5	6
I receive regular information about my child/children's progress and learning difficulties.	1	2	3	4	5	6
The teacher informs us regularly about his/her teaching plans.	1	2	3	4	5	6
On the website there is relevant information available for parents.	1	2	3	4	5	6
Conflicts between parents and teachers are dealt with by the school.	1	2	3	4	5	6
I appreciate the work of the teachers and let them know this.	1	2	3	4	5	6
Our child/children is/are allowed to participate in decisions within their class.	1	2	3	4	5	6
Our child/children can contribute opinions relevant to them for the whole school.	1	2	3	4	5	6
Teaching and learning						
The teachers are good at arousing interest and curiosity in our child/children.	1	2	3	4	5	6
My child/children feels comfortable in the class.	1	2	3	4	5	6
The teachers do not make disparaging remarks about individual students.	1	2	3	4	5	6
When students have arguments, the teachers help to find fair solutions.	1	2	3	4	5	6
Our child/children is/are challenged and encouraged appropriately.	1	2	3	4	5	6
Our child/children learn/s to assess his/her/their own performance.	1	2	3	4	5	6
My child receives fair oral and written assessments.	1	2	3	4	5	6
As parents, we are invited to assessment and support discussions.	1	2	3	4	5	6
We can discuss and plan support measures for our child/children together with the teachers.	1	2	3	4	5	6
The results of these discussions and plans are recorded in writing.	1	2	3	4	5	6
Interdisciplinary competences						
My child/children learn/s at school to solve problems and tasks in many different ways.	1	2	3	4	5	6
My child/children learn/s at school to cooperate with others.	1	2	3	4	5	6
My child/children learn/s at school to respect the opinions of others.	1	2	3	4	5	6
My child/children learn/s to solve conflicts peacefully.	1	2	3	4	5	6

2. Template for overall report

Overall evaluation report with recommendations:

Insights from the Questionnaires:

Students:

Teachers:

Parents:

Insights from the Evaluations from the chosen Quality Topics:

Quality Topic Nr __:

Quality Topic Nr __:

Quality Topic Nr __:

Quality Topic Nr __:

In which way is the RFCDC already implemented? Where are the strengths? Where is the potential for development? How conscious is this development?

3. Template for the development plan

The (external or internal) evaluation results are translated into a development plan. The evaluation report and the internal and external views described therein are used to further develop the situation of the school. Even if an external team did the evaluation: Options for action to improve school quality must be developed jointly by the school management and the teaching team.

1. Joint review of the evaluation results in the teaching team together with the school management.

Possible guiding questions:

- What stands out as being important from the evaluation report for the individual teachers?
 - What are the strengths of our school that were highlighted in the evaluation report? („We do that well at our school.“)
 - What are the development needs that were identified by the evaluation? („This is not yet going as it should.“)
2. Reference to the evaluation report: additions and corrections to the recalled evaluation results
 - Where do colleagues add statements or assessments that are not included in the report?
 - Where do we see differences between teachers? Are there minority opinions? How do we deal with them, knowing: a real democracy always takes also care of minority needs?
 3. Weighting of positive and critical evaluation results.
 - What do we need to change?
 - What do we want to leave despite the proposals? Why?
 - What is new to us?
 4. In-depth treatment of selected positive and critical evaluation results in groups.
 - Which positive statements (strengths) are essential for our school and should definitely be kept, possibly underlined and communicated to the students, parents, authorities and the public?
 - Which critical statements (weaknesses) do we consider significant?
 - for the perception of the school in general?
 - for the school experience and learning of children and young people?
 - for the job satisfaction and job effectiveness of teachers?
 5. Development plan for the school management
 - ‘In a year, our school will.....!’
‘A Culture of Democracy for us means.....!’
A clear statement will be the leading motto for the coming year.
 - A monthly plan for step-by-step implementation for
 - Classroom practice
 - School as micro society
 - Crosscutting topics

is described and put in writing visible for all.

4. Example Handout for Quality Topic Evaluation (QT 1):

For the evaluation process, there will be small booklets ready for each Quality Topic. Here is an example of such a working tool. After the feedback from the Project team, all handouts will be prepared.

Evaluation of Quality Topic 1



Development of profesional competences

Quality Topic 1: Development of professional competences

Evaluation Step by Step

Rethink the most important aims of Quality Topic 1.

Part A: Go through the three dimensions, discuss them with colleagues:

- What are our findings? What is our experience?
- What is the evidence for the decision between 1 and 5?
- How will we describe our impressions to others?

Part B: With the support of the respective Evaluation Matrix (Chapter 6 of the manual) you come up with a detailed description of your ratings by deciding about the status of the dimension between step 1 and step 4:

- Every school has certain strengths. Point them out.
- It is not negative to point out the potential for further development. No school is at Step 4 with all dimensions.

Part C: By matching School Quality Descriptors with Competences for Democratic Culture you raise the awareness of the democratic profile of the school:

- Decide for each descriptor to which of the four fields (Attitudes, Values, Skills, Knowledge and Critical Understanding) and the respective competences it matches. This is never wrong or right. You decide by discussing with your partners.
- What are the school's strengths and potential concerning the evaluated Quality Topic 1?

Part D: Insights and recommendations:

- What insights also emerge from this analysis?
- First describe your impressions (based on evidence).
- Provide some suggestions for a possible development plan.

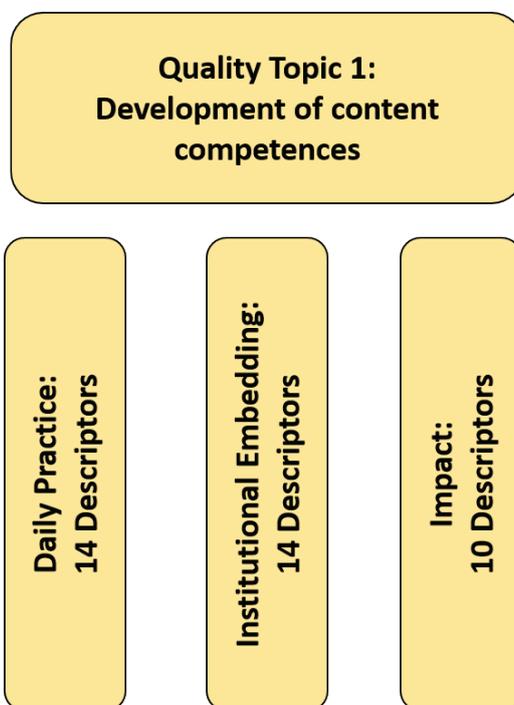
Evaluation of Quality Topic 1: Development of professional competences

Basic Understanding:

Content knowledge development covers everything that teachers do to build up knowledge and skills in students in the educational areas of kindergarten, primary and lower secondary education. Teachers are guided by recognised didactic and technical knowledge and by national, regional and local conditions.

The main aim is that the students:

- achieve the set content learning outcomes,
- to make the most of their potential in the fields of education and learning,
- are able to apply what they have learned in everyday life and
- maintain their curiosity for knowledge.



The Quality Topic 1 (QT1) "Development of Content Competences" is part of the first Quality Area (Learning and Living Culture in the Classroom) and covers all the content learning elements of all subjects.

The three dimensions of Quality Topic 1 (Development of professional Competences) are described through 38 descriptors.

If QT1 is chosen for the **external evaluation**, all descriptors will be rated after evaluating the questionnaires, the group discussions, the school portfolio and the observation.

If QT1 is chosen for the **self-evaluation**, all descriptors will be rated during the evaluation workshop by all participants.

Part A: Rating of the 3 Dimensions:

Dimension A: Daily practice

14 Descriptors (Rating: 1 very well, 2 well, 3 enough, 4 bad, 5 very bad, 6 I don't know)

1. The learning tasks are structured in a way that makes sense from a technical, didactic and methodological point of view, are comprehensible and suitable for students	1	2	3	4	5	6
2. The chosen teaching and learning arrangements enable independent, self-directed learning (high student participation; high personal responsibility of the students; learning opportunities in different social forms; Learning opportunities for different level groups; Projects, free work etc.)	1	2	3	4	5	6
3. The teaching materials used are appropriate.	1	2	3	4	5	6
4. The learning goals are made transparent for the students and parents (precise and comprehensible learning goals).	1	2	3	4	5	6
5. The assessment refers to the learning goals. The assessment criteria are made transparent for the students and parents (comprehensible assessment criteria).	1	2	3	4	5	6
6. Teachers show students subjects or cross-curricular relationships.	1	2	3	4	5	6
7. The teachers deal intensively with the learning processes. They know about the complexity of learning processes.	1	2	3	4	5	6
8. Students systematically reflect on their learning (recording the reflections on their learning in writing (e.g. learning journal, portfolio); regularly being asked to assess their own performance)	1	2	3	4	5	6
9. Teachers systematically observe, document and comment on the students' learning: They keep a student file, discuss learning documentations and evaluate the students' achievements in a discussion, taking into account the students' self-assessments.	1	2	3	4	5	6
10. The teachers set their own teaching goals and systematically reflect on their teaching experiences (through self-assessment; through collegial feedback e.g. in observation groups).	1	2	3	4	5	6
11. Teachers can present a topic, a subject and related learning tasks in a structured and motivating way.	1	2	3	4	5	6
12. Teachers are familiar with different learning approaches to a topic and recognise these in the learning processes of their students.	1	2	3	4	5	6
13. Teachers take the individual learning paths, learning pace and learning interests of the students into account when designing lessons	1	2	3	4	5	6
14. The teachers continue their professional and didactic training and apply what they have learned in class.	1	2	3	4	5	6

Short comments on first impressions:

Dimension B: Institutional embedding

14 Descriptors (Rating: 1 very well, 2 well, 3 enough, 4 bad, 5 very bad, 6 I don't know)

1. The development of content competencies is anchored at school level:	1	2	3	4	5	6
2. Statements in the school mission statement, possibly with special subject accents	1	2	3	4	5	6
3. binding agreements and planning documents, e.g. examination schedules, agreements on assessment of performance and learning developments	1	2	3	4	5	6
4. Topic for parental involvement	1	2	3	4	5	6
5. The cooperation of the teachers with the aim of a coordinated development of content competence is organised institutionally (team structures).	1	2	3	4	5	6
6. There are pedagogical conferences and further training courses for development, reflection and promotion-oriented assessment of professional competences.	1	2	3	4	5	6
7. The development of subject-related competences is addressed within the framework of the school's internal quality development.	1	2	3	4	5	6
8. The development of content competences is comprehensible - a „red thread“ is visible for each educational or teaching area.	1	2	3	4	5	6
9. Agreements on the development of content competences are developed and adopted transparently by the school council and the school management and taken note of by the school administration.	1	2	3	4	5	6
10. The necessary human, financial, temporal, infrastructural and material resources at school level are available.	1	2	3	4	5	6
11. Teachers can make use of further training, counselling and support services in their subject and didactic skills.	1	2	3	4	5	6
12. The mission statement is lived out in everyday school life.	1	2	3	4	5	6
13. The areas of education and teaching are given equal importance, even if categories such as „compulsory subject“, „elective subject“, „free subject“ could stand in the way.	1	2	3	4	5	6
14. The exchange between all subject teachers is institutionalized.	1	2	3	4	5	6

Short comments on first impressions:

Dimension C: Impact

10 Descriptors (Rating: 1 very well, 2 well, 3 enough, 4 bad, 5 very bad, 6 I don't know)

1. The teachers observe and assess the state of the students' content competences	1	2	3	4	5	6
2. Teachers can justify and make comprehensible the choice of means of planning, supporting and assessing learning processes	1	2	3	4	5	6
3. Teachers analyse their contribution to the success or failure of learning processes, derive conclusions from this and adapt their practice accordingly if necessary	1	2	3	4	5	6
4. Teachers carry out examinations (summative assessment) and learning controls (formative assessment), which allow the achievement of teaching and learning outcomes to be monitored	1	2	3	4	5	6
5. Students can also observe and assess their own progress in the relevant areas of education or teaching	1	2	3	4	5	6
6. Students can also apply and, if necessary, develop the subject-related skills they have learnt outside school	1	2	3	4	5	6
7. The students can establish connections with other subject areas and their own life worlds	1	2	3	4	5	6
8. The effort required to achieve the outcomes is adapted to the students and is affordable for all those involved in the teaching and learning process	1	2	3	4	5	6
9. Students and parents are generally satisfied with the teaching and learning outcomes	1	2	3	4	5	6
10. There is positive feedback from declining school levels or, where appropriate, from declining schools and training companies	1	2	3	4	5	6

Short comments on first impressions:

Part B: Detailed description of the ratings:

(see Chapter 6: Evaluation Matrix for chosen Quality Topics)

Step 1: Less developed defi- citimplementation	Step 2: Basic requirements are fulfilled	Step 3: Implementation is at a good level	Step 4: Excellent implementa- tion
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Evaluation Dimension 1: Daily Practice

Rated step for this dimension (mark with a X):

Step 1 Step 2 Step 3 Step 4

Evaluation Dimension 2: Institutional Embedding

Rated step for this dimension (mark with a X):

Step 1 Step 2 Step 3 Step 4

Evaluation Dimension 3: Impact

Rated step for this dimension (mark with a X):

Step 1 Step 2 Step 3 Step 4

Part C: Matching School Quality Descriptors with Competences of Democratic Culture:

By assigning the descriptors of the evaluated quality topics to the four areas Values, Attitudes, Skills and Knowledge and Critical Understanding you will on the one hand recognise the development already made towards a living democratic school culture and on the other hand see where further developments are necessary and possible.

List of 20 Competences for Democratic Culture	Matching Descriptors from the chosen Quality Topics
Values	
Valuing human dignity and human rights	
Valuing cultural diversity	
Valuing democracy, justice, fairness, equality and the rule of law	
Attitudes	
Openness to cultural otherness	
Respect	
Civic mindedness	
Responsibility	
Self-efficacy	
Tolerance of ambiguity	

Skills	
Autonomous learning skills	
Analytical and critical thinking skills	
Skills of listening and observing	
Empathy	
Flexibility and adaptability	
Linguistic, communicative and plurilingual skills	
Co-operation skills	
Conflict resolution skills	
Knowledge and critical understanding	
Knowledge and critical understanding of the self	
Knowledge and critical understanding of language and communication	
Knowledge and critical understanding of the world	

Part D: Insights and recommendations:

What insights also emerge from this analysis? First describe your impressions (based on evidence). Then provide some suggestions for a possible development plan.

Impressions:

Suggestions:

Names of (internal or external) Evaluators:

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