



Bundesverwaltungsamt  
– Zentralstelle für das  
Auslandsschulwesen –



# Quality Framework of the Federal Government and the States

## for German Schools Abroad



## Quality Framework for German Schools Abroad – Context and Targets

In the past years schools within Germany and abroad have been encouraged to provide increased levels of accountability. This affects the relationship between individual schools and the Supervisory Board, since the Board no longer merely supervises but rather consults the school in its work. International comparative studies have shown that, in order to attain high levels of quality, schools need space for individual development on the basis of clear guidelines, as well as regular accountability checks on the attainment of targets. Many states within the Federal Republic of Germany have therefore implemented school inspection systems according to the examples of other European states.

The privately constituted German Schools Abroad require even more freedom for individual development. It is one of the cultural-political targets that due consideration be given to conditions in the host states. Furthermore, German Schools Abroad will in future have to be increasingly guided by developments of international educational markets in order to ensure their existence.

German promoting authorities assume responsibility for the quality of German Schools Abroad in the areas of teaching, personnel and organisation. This task requires a systematic and holistic understanding of school quality and is expressed in the present Quality Framework.

The Quality Framework of the Federal Government and the States for German Schools Abroad, on the one hand, includes the tasks and targets of the Federal Government for German Schools Abroad in terms of the Foreign Cultural and Educational Policies and, on the other hand, reflects the states' understanding of quality in the areas of teaching and educational outcomes of the school. The Quality Framework defines the quality of a school in terms of *Quality Areas*, *Quality Characteristics*, *Quality Criteria* and *Quality Indicators*.

The Framework was developed jointly by the Central Agency for German Schools Abroad (ZfA) with delegates of the Conference of Ministers of Cultural Affairs within the framework of the Reporting Group "Quality development and quality assurance by the Committee of the Federal Government and the States for German Schools Abroad", as well as a group of quality experts from universities and teacher training institutes under the direction of Prof. H.G. Rolff.

The present Quality Framework consists of 6 Quality Areas, 29 Quality Characteristics and 73 Quality Criteria and is based on the Quality Framework of Lower Saxony as well as the Quality Framework of INIS schools ("International Network of Innovative Schools") of the Carl Bertelsmann Foundation, with the inclusion of additional criteria that are specifically related to German Schools Abroad.

### The Quality Framework

- develops a common understanding of the concept of quality at German Schools Abroad;
- enables schools to give detailed feedback on their school development and school quality;
- encourages schools to reach agreement on development focus areas;
- forms the basis for internal and external evaluation;
- forms the basis for school consulting and agreement on targets of the German promoting authorities with the schools;
- is a prerequisite for the Seal of Quality to be awarded to a German School Abroad to become a Quality School of the Federal Republic of Germany.

Cologne, November 2006

Central Agency for German Schools Abroad  
Delegate of the Conference of Ministers of Cultural Affairs for German Schools Abroad

**School Quality for German Schools Abroad**  
**Quality Framework: 6 Quality Areas and 29 Quality Characteristics**

1 Outcomes and Successes of the School	2 Culture of Learning- Quality of Teaching and Learning Processes	3 School Culture	4 School Executive and School Management	5 Professionalism of Teachers and Personnel Development	6 Targets and Strategies of Quality Development
1.1 Personal and social development	2.1 School curriculum: targets, contents and methods	3.1 Social atmosphere in the school and in the classrooms	4.1 Performance of the school executive and the school community	5.1 Goal-oriented personnel development	6.1 Orientation towards mission statement and programme
1.2 Subject-specific expertise	2.2 Learning opportunities for personal growth	3.2 Participation of learners and parents	4.2 Target-oriented leadership and forms of participation	5.2 Teacher co-operation	6.2 Evaluation of school development
1.3 School leaving certificates and options of further education	2.3 Structuring of teaching (teacher's approach in class)	3.3 Openness of school and co-operation with external partners	4.3 Quality management	5.3 Professionalisation	6.3 Comparative assessment and documentation of results
1.4 School satisfaction	2.4 Performance requirements and feedback on achievements	3.4 Support systems for learners	4.4 Administrative and resource management	5.4 Personnel management	
1.5 Self-portrayal of school		3.5 Integration of new learners	4.5 Organisation of teaching schedules		
		3.6 Intercultural encounters and foreign cultural- political mission	4.6 Operational management		
			4.7 Strategic management		

<b>1. Outcomes and Successes of the School</b>			
<b>1.1 Personal and social development</b>			
	Criteria	Indicators	Survey and documentation
1.1.1	The educational work conveys democratic values and develops democratic conduct.	<p><b>The school has an internally agreed concept for democratic education and is implementing this.</b></p> <p>The school involves learners in partaking in the school culture and encourages voluntary work of learners.</p> <p>A democratic culture of teaching involves learners according to their age in the planning of the teaching and learning process.</p>	<p>Questionnaire and interviews</p> <ul style="list-style-type: none"> <li>learners' representatives (self-assessment of learners)</li> </ul> <p>Inspection of documents</p> <ul style="list-style-type: none"> <li>composition of bodies and committees</li> <li>documentations of lessons</li> <li>school vision</li> </ul>
1.1.2	The educational work hones intercultural skills.	<p><b>Curricular and extra-curricular concepts for the sensitisation for culturally based views and behaviours have been agreed in writing.</b></p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>learners' magazine</li> <li>reports on school festivities and intercultural encounters</li> <li>yearbook</li> </ul> <p>Observations on school premises and in classes</p>
<b>1.2 Field-specific expertise</b>			
	Criteria	Indicators	Survey and documentation
1.2.1	Learners' performances in the subject German fulfil the examination requirements.	<p><b>65% of non-native learners of German achieve 07 to 15 points in the German scale of marks in their final exams</b> (average of the last three years).</p> <p><b>Schools with a higher proportion of German classes: at least 12 C1 Diplomas within each promoted grade group</b> (average of the last three years).</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>examination results and school statistics</li> </ul>
1.2.2	The learners successfully take part in competitions / comparative tests.	<p>Local learners take part in competitions and comparative tests of the host country.</p> <p><b>If national ranking lists exist, the German Schools are among the top 35% (Average of the last three years).</b></p> <p>German Schools (German Schools Abroad, <i>Abitur</i>-branches of schools of cultural encounter) regularly participate in inner-German comparative tests.</p> <p><b>The success of the participating groups of learners falls within the top 35% of the comparative group.</b></p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>results lists of competitions</li> <li>ranking lists</li> <li>comparative tests</li> </ul>

If the masculine form is used in this document, this is done for reasons of uniformity and user-friendliness. The use of the masculine gender shall include the feminine gender, thereby functioning as a "collective form" in this regard.

<b>1. Outcomes and Successes of the School</b>			
<b>1.3 School-leaving certificates and options of further education</b>			
	Criteria	Indicators	Survey and documentation
1.3.1	The learners achieve the certificate aspired in their line of schooling.	<b>90% of the learners achieve their aspired certificate.</b>	Inspection of documents <ul style="list-style-type: none"> <li>school statistics</li> </ul>
1.3.2	The school successfully prepares its learners for tertiary education.	<b>70% of local graduates wishing to pursue their studies in the host country obtain national university admission to the subject of their choice at the university of their choice.</b>  <b>Performance requirements and teaching methods are suitable for senior education and enable learners to take up tertiary education.</b>  The school maintains institutionalised contact with universities.	Inspection of documents <ul style="list-style-type: none"> <li>school statistics</li> <li>minutes of subject conferences</li> <li>concepts for career and study orientation</li> </ul> Sitting in on lessons
1.3.3	An adequate number of graduates take up studies / post-graduate studies / vocational training in Germany.	<b>“Sustainability ratio” benchmark figure of the Central Agency: in the last three years an average of at least 25% of local graduates of the Upper Secondary School stated that they wanted to take up studies/further studies/vocational training in Germany.</b>	Statistics <ul style="list-style-type: none"> <li>survey among graduates (annual data collection in the final grade)</li> </ul>
1.3.4	The school keeps regular contact with its graduates.	<b>The school supports an alumni-association and arranges regular meetings.</b>  <b>Upon request, alumni regularly receive the yearbook of the school.</b>  <b>The school involves its alumni as sponsors of the school.</b>  <b>Alumni in leading positions are involved in school activities.</b>	Inspection of documents <ul style="list-style-type: none"> <li>annual planning: involvement of alumni</li> <li>address file for sending out the yearbook</li> <li>proof of sponsoring</li> </ul>

1. Outcomes and Successes of the School			
1.4 School satisfaction			
	Criteria	Indicators	Survey and documentation
1.4.1	Learners are satisfied with the educational offer and support systems.	<p>Every second year the schools surveys the learners' satisfaction with an internal or external questionnaire. <b>80% of its learners rank the school as being good or very good</b> (average of the last three surveys).</p> <p>The school has a low quota of unauthorised absence days.</p> <p>The number of learners highly involved in developing their school is high.</p>	<p>Questionnaire</p> <ul style="list-style-type: none"> <li>learners' questionnaire</li> </ul> <p>Surveys</p> <ul style="list-style-type: none"> <li>by way of lists of reports</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>head boy and head girl</li> </ul>
1.4.2	The parents are satisfied with the school.	<p>Every second year the schools surveys the parents' satisfaction with an internal or external questionnaire. <b>80% of its parents rank the school as being good or very good</b> (average of the last three surveys).</p> <p>Parents participate actively in the school bodies and the school committee.</p> <p>Parents would send their children to this school again.</p>	<p>Questionnaire</p> <ul style="list-style-type: none"> <li>for parents</li> </ul> <p>Statistics (e.g. number of written complaints)</p> <p>Interviews</p> <ul style="list-style-type: none"> <li>school management</li> <li>chairperson of parents' representative council</li> </ul>
1.4.3	Teachers are satisfied with their working conditions at the school.	<p><b>Different indicators of teachers' satisfaction are measured by way of a questionnaire. 80% of its teachers rank the school as being good or very good</b> (average of the last three surveys).</p> <p>Tasks of developing the school are assumed with great commitment by a large number (approx. 70%) of the teaching staff.</p> <p>Teacher participation in quality development projects, their involvement in peer reviews and the below-average quota of absence days indicate that teachers identify themselves with the school.</p> <p>Duration of stay of teachers seconded from Germany / duration of participation of members of the school executive.</p>	<p>Questionnaire</p> <ul style="list-style-type: none"> <li>for teachers</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>teaching staff</li> <li>person responsible for further training</li> <li>steering group for school development</li> </ul> <p>Inspection of documents / statistics</p> <ul style="list-style-type: none"> <li>participation in further training</li> <li>absence quota</li> <li>duration of stay</li> </ul>

1. Outcomes and Successes of the School			
1.5 Self-portrayal of school			
	Criteria	Indicators	Survey and documentation
1.5.1	School premises are orderly and well maintained.	<p><b>The school offers a high-quality learning, working and after-care environment.</b> Results are presented attractively and informatively at the school.</p> <p>The school is inviting to guests (bilingual information boards etc.)</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• photographic documentation</li> <li>• school brochure</li> <li>• website</li> </ul> <p>Inspection of school premises</p> <p>Interview</p> <ul style="list-style-type: none"> <li>• school community</li> </ul>
1.5.2	School infrastructure and equipment meet modern requirements.	<p><b>The school library has state-of-the-art equipment to ensure information access and processing (workplaces for at least 5% of the total number of learners)</b></p> <p>Learners and teachers have computer workplaces with access to the internet.</p> <p>A range of teaching material allows teachers to develop learner- and action-oriented forms of teaching.</p>	<p>School inspection</p> <p>Sitting in on lessons</p> <p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• records of surveys</li> <li>• measures planned</li> </ul>
1.5.3	The school successfully maintains public relations.	<p><b>The school publishes a yearbook and has an informative, appealing and regularly updated website.</b></p> <p>The school is successful in obtaining external funds.</p> <p>The public relations work has a positive effect on the demand for school places.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• press folder</li> <li>• yearbook</li> <li>• website</li> <li>• proof of external funding</li> <li>• school statistics</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>• governing body</li> <li>• school executive</li> </ul>

2.	<b>Culture of Learning – Quality of Teaching and Learning Processes</b>		
2.1	<b>School curriculum: targets, contents and methods</b>		
	Criteria	Indicators	Survey and documentation
2.1.1	The BLASchA-accredited curriculum was adapted to the conditions of the host country and is being further developed.	<p><b>A curriculum developed internally by the school is available.</b></p> <p><b>The specific conditions of the host country were included and are being further developed in the curriculum.</b></p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• school-internal curriculum</li> <li>• minutes of full conferences of all teachers as well as of subject conferences</li> </ul>
2.1.2	Learning and working methods as well as modern media are integrated throughout the learning process.	<p>The use of modern media is integrated in the teaching concepts of the various subjects.</p> <p><b>The school has a methodology curriculum developed by the teachers.</b></p> <p>The school provides knowledge of user programs and of the use of media to learners for compiling and presenting projects.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• methodology curriculum</li> </ul> <p>Attendance during the presentation of projects</p>
2.1.3	The school has differentiated offers for the respective school-leaving certificates at junior secondary school.	<p><b>Teaching is differentiated in terms of contents, methods and assessment.</b></p> <p>Internal and external differentiation of learning groups in the final grade is ensured in a goal-oriented manner.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• comparison of curricula</li> <li>• timetable</li> <li>• written tasks</li> </ul> <p>Sitting in on lessons</p> <ul style="list-style-type: none"> <li>• interviews with heads of subject conferences</li> </ul>
2.1.4	<p>The curriculum contains focuses on the development of German language skills</p> <p>(German as a foreign language and German as medium of instruction)</p>	<p><b>The school offers a co-ordinated concept for furthering language competence as well as diagnostic skills.</b></p> <p>The results of comparative tests of non-native German speakers show positive developments.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• concepts to promote language competence</li> <li>• results of comparative tests</li> <li>• records of diagnostic results</li> </ul>

2.	<b>Culture of Learning – Quality of Teaching and Learning Processes</b>		
2.2	<b>Learning opportunities for personal growth</b>		
	Criteria	Indicators	Survey and documentation
2.2.1	The school promotes individual interests and talents of learners in class and through co-curricular offers.	<p><b>Teachers regularly evaluate the development of highly skilled learners and jointly compile individual programmes to further these learners; these programmes are discussed with the parents.</b></p> <p>Gradation of learners into the different levels of secondary school is effected on the basis of their talents and performance possibilities.</p> <p>The school has learning offers and processes for highly skilled learners (enrichment, joining higher classes, skipping grades, offers of school-external places of learning).</p>	<p>Questionnaires / interviews</p> <ul style="list-style-type: none"> <li>• learners</li> <li>• parents</li> </ul> <p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• test results</li> <li>• school programme</li> <li>• statistics</li> <li>• concepts of furthering highly skilled learners</li> <li>• resolutions of class conferences</li> </ul>
2.2.2	The school promotes social learning through suitable teaching and learning programmes.	<p><b>Co-operative learning is of great importance in various subjects.</b></p> <p>The teacher compliments and encourages learners and creates a relaxed and stimulating atmosphere which promotes the learners' motivation to learn.</p> <p>The school regularly arranges suitable projects, excursions and practicals which the learners prepare and evaluate.</p> <p>School trips and out-of-school stays are used as opportunities for social learning.</p>	<p>Sitting in on lessons</p> <p>Interviews</p> <p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• reports on out-of-school activities</li> <li>• school and class rules</li> <li>• school programme</li> </ul>
2.2.3	Teaching methods encourage learners to develop their creativity and organisational skills through self-directed learning.	<p><b>A high degree of learner participation can be seen in class.</b></p> <p>The teacher frequently formulates open-ended questions in class which offer the opportunity of providing individual solutions.</p> <p>The learners get sufficient time to present their results / solutions.</p>	<p>Sitting in on lessons</p> <p>Interviews</p> <p>Project presentations</p>

2.	<b>Culture of Learning – Quality of Teaching and Learning Processes</b>		
2.3	<b>Structuring of teaching (Teacher’s approach in class)</b>		
	Criteria	Indicators	Survey and documentation
2.3.1	Lessons are of high professional quality.	<b>The planning of lessons, the materials used, the conducting of and joint reflection on lessons correctly and professionally implement national standards and school-internal curricula.</b>	Sitting in on lessons (standardised observation form) Feedback from learners
2.3.2	Lessons are clearly structured and aimed at achieving transparent goals.	<b>Teachers explain the aims and the planned course of their classes.</b> <b>Instructions are coherent and clear.</b> <b>At the end of a working phase, the achievement of teaching targets is contemplated.</b>	Sitting in on lessons Inspection of documents <ul style="list-style-type: none"> <li>• learning diaries</li> <li>• teaching materials</li> </ul>
2.3.3	Lessons utilise the teaching and learning times efficiently.	<b>The proportion of time spent on matters not related to the subject is low.</b>  Teachers exemplify through their own conduct that teaching time is precious (role model).  The class has binding class rules which support efficient time management and reduce interruptions.	Sitting in on lessons Feedback of learners Inspection of documents <ul style="list-style-type: none"> <li>• class rules</li> </ul>

2.	<b>Culture of Learning – Quality of Teaching and Learning Processes</b>		
2.4	<b>Performance requirements and feedback on achievements</b>		
	Criteria	Indicators	Survey and documentation
2.4.1	The school regularly conducts individual performance assessments and gives feedback on individual development goals.	<p><b>Learners get a half-yearly substantiated individual report on their performance with concrete advice for their further development.</b></p> <p>The school, parents and learners have written agreements on the joint responsibility for learning success, as well as agreements on support systems.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• performance reports</li> <li>• diagnosis protocols</li> <li>• individual learning and support plans</li> <li>• learning contract</li> </ul>
2.4.2	Performance requirements are transparent.	<p>The school agreed on the principles of performance assessment.</p> <p><b>Concrete and updated resolutions on the assessment of performance in all subjects are available and accessible to learners and parents.</b></p> <p>Results from tests, orientation assessments, comparative tests and final examinations are communicated in school.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• minutes of conferences</li> <li>• resolutions of various bodies</li> <li>• presentation of test and examination results</li> <li>• school programme</li> </ul> <p>Questionnaires / interviews</p> <ul style="list-style-type: none"> <li>• parents and learners</li> </ul>
2.4.3	The school supports its learners in their willingness to perform.	<p><b>Expectations in class are challenging but attainable.</b></p> <p>The school rewards outstanding performances.</p>	<p>Sitting in on lessons</p> <p>Interviews</p> <ul style="list-style-type: none"> <li>• learners</li> <li>• parents</li> </ul> <p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• portfolios</li> <li>• learning diaries</li> <li>• awards</li> </ul>

<b>3. School Ethos</b>			
<b>3.1 Social atmosphere in the school and in the classrooms</b>			
	Criteria	Indicators	Survey and documentation
3.1.1	The school developed a model for the peaceful resolution of conflicts.	<p><b>The model for the peaceful resolution of conflicts utilises an infrastructure (including, for example, mediator programmes, counselling teacher, learners' representative, liaison teacher) and also includes a preventative function.</b></p> <p>Aggressive behaviour and drug abuse are not tolerated.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>e.g. mediator programme</li> <li>school organisation chart</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>liaison teacher</li> </ul>
<b>3.2 Participation of learners and parents</b>			
3.2.1	Learners are allowed to participate and create their school and its development actively.	<p><b>Learners vote a representative council which participates in school bodies in developing the school.</b></p> <p>Learners organise at least one event a year by themselves with the support of their teachers.</p> <p>Teachers of grades 7-12 use a learner feedback questionnaire at least once a year in their learning groups to evaluate their lessons.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>minutes or documentation of meetings of school development bodies</li> <li>learner feedback questionnaire</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>head boy/girl / learners' representative council</li> </ul>
3.2.2	The school informs parents regularly and extensively on school activities.	<p>Regular reports by the school executive inform parents on developments of the school.</p> <p>The school executive regularly informs the parents' representative council.</p> <p>The school executive uses the scheduled informative events as set in the annual school calendar, as well as parents' evenings to inform parents about events, developments, plans and structures.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>information for parents</li> <li>annual calendar</li> <li>minutes of meetings of the parents' representative council</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>chairperson of the parents' representative council</li> </ul>

<b>3. School Culture</b>			
<b>3.3 Openness of school and co-operation with external partners</b>			
	Criteria	Indicators	Survey and documentation
3.3.1	The school maintains good co-operation with other schools and external partners in its regional and international environment.	<p><b>Agreements regulate co-operation with external partners</b> (e.g. companies, institutions of tertiary education).</p> <p>These partners open their doors for learning modules for the learners and participate in school projects.</p> <p>Within the framework of such co-operation with German schools and schools in the host country, learners systematically meet inside and outside the school environment.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>co-operation agreements</li> </ul>
3.3.2	The school sees itself as part of the network of German Schools Abroad and successfully practises exchange within the framework of educational quality management.	<p><b>The exchange of information within a region, as well as the co-operation of teachers within the framework of regional further training, are formalised.</b></p> <p>The head participates in ZfA seminars.</p>	<p>Interview</p> <ul style="list-style-type: none"> <li>head</li> <li>colleagues</li> </ul> <p>Inspection of documents</p> <ul style="list-style-type: none"> <li>ZfA documentation</li> <li>annual reports of colleagues</li> </ul>
<b>3.4 Support systems for learners</b>			
3.4.1	The school supports learners with personal and academic problems.	<p><b>Teachers, especially class teachers, counsel parents and learners during consultation hours.</b></p> <p>Counselling skills are conveyed as part of the further training offers (e.g. diagnostic competence, communication skills).</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>notices of consultation hours</li> <li>further training schedule</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>chairperson of parents' representative council</li> </ul>
3.4.2	<p>The school offers full-time facilities according to demand.</p> <p>The school offers a broad range of extramural activities, projects and exchange opportunities.</p>	<p><b>Every learner in grades 5-12 has the opportunity of participating in one extracurricular activity on two afternoons a week (on average).</b></p> <p>Assistance with homework is offered during aftercare if required.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>list of extramurals</li> <li>timetable</li> </ul> <p>Survey among participants</p> <p>Interview</p> <ul style="list-style-type: none"> <li>chairperson of parents' representative council</li> </ul> <p>Site inspection of school premises</p>

<b>3. School Culture</b>			
<b>3.4 Support structures for learners</b>			
	Criteria	Indicators	Survey and documentation
3.4.3	The school guarantees counselling for study or career decisions and particularly considers opportunities within the German tertiary education system.	<p><b>The counsellor for study and career decisions regularly informs learners of the secondary school of career and study possibilities and organises day visits to universities.</b></p> <p>Information on studies and education in Germany are supported and efficiently used through regular contact with the German Academic Exchange Service (DAAD) and German universities.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>job description of the counsellor for study and career decisions</li> <li>written information on studies and education in Germany</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>head boy/girl / learners' representative council</li> </ul>
3.4.4	The school guarantees orientation for career and job decisions (e.g. through informative meetings or practical orientation projects).	<p><b>The school organises company visits and practical orientation projects of a couple of days.</b></p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>(learners') reports on practical orientation projects</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>head boy/girl / learners' representative council</li> </ul>
<b>3.5 Integration of new learners</b>			
3.5.1	The school offers language courses and integrational aides for new learners.	A concept with differentiated measures to integrate new learners socially and academically exists and is being implemented.	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>concept for integration</li> </ul>
3.5.2	New learners are assessed according to a more moderate assessment and evaluation concept with consideration of the respective BLASchA resolution.	A concept for the implementation of the BLASchA recommendations exists and is part of the report and promotion regulations.	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>report and promotion regulations</li> <li>implementation concept</li> </ul>

3. School Culture			
3.6 Intercultural encounters and foreign cultural-political mission			
	Criteria	Indicators	Survey and documentation
3.6.1	The school functions as a centre for intercultural encounters.	<p><b>The annual events calendar reflects a balanced measure of cultural traditions of the host country and of Germany.</b></p> <p>The school intensively works together with other local representatives and institutions of the German culture.</p> <p>The school has a drama group, choir or orchestra.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• annual events calendar</li> <li>• yearbook</li> </ul> <p>Visit to an extramural activity (drama group, choir or orchestra)</p> <p>Interview</p> <ul style="list-style-type: none"> <li>• head of the cultural division of the diplomatic / consular mission</li> </ul>
3.6.2	The school practises learners' exchanges with German and international partner schools.	<p><b>A visit to Germany for a few weeks is offered for certain groups of learners at schools of intercultural encounters every year.</b></p> <p><b>Partnerships with schools in the host country allow for regular learner and teacher activities (cultural, sport activities).</b></p> <p>The school takes part in international learner meetings (e.g. Model United Nations).</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• reports on encounters with partner schools</li> <li>• reports on visits to partner schools in Germany</li> <li>• yearbook</li> </ul>

4. School Executive and School Management			
4.1 Performance of the school executive and the school community			
	Criteria	Indicators	Survey and documentation
4.1.1	The head demonstrates leadership competencies.	<b>The head has the vision of a good school. On this basis he develops clear strategic school development goals and firmly roots them in the school community.</b>	Interviews <ul style="list-style-type: none"> <li>• head</li> <li>• governing body</li> <li>• teachers' representative council</li> </ul>
4.1.2	The extended school executive as a team processes all important matters related to the school. The extended school executive shall include local teachers.	<b>A written task allocation schedule defines the responsibilities in the extended school executive.</b>  <b>Local teaching staff constitute an important link to the host country and are included in the extended school executive.</b>  Team meetings are held regularly. Minutes document the outcomes.	Inspection of documents <ul style="list-style-type: none"> <li>• task allocation schedule</li> <li>• minutes</li> <li>• school organisation chart</li> </ul> Sitting in on team meetings Interview <ul style="list-style-type: none"> <li>• local teachers represented in the school executive</li> </ul>
4.1.3	The school executive ensures that conferences are held and documented in an efficient manner.	<b>The school executive presents the teaching staff and the governing body of the school with an annual conference schedule at the beginning of each academic year.</b>  A culture of participatory and results-oriented conferences involves teachers who prepare the agenda items in committees and working groups.  Results of conferences are documented transparently and are open to inspection with due consideration of secrecy.	Inspection of documents <ul style="list-style-type: none"> <li>• annual conference schedule</li> <li>• minutes of conference results</li> </ul> Interview <ul style="list-style-type: none"> <li>• teachers' representative council</li> </ul>

4. School Executive and School Management			
4.2 Visionary leadership and forms of participation			
	Criteria	Indicators	Survey and documentation
4.2.1	The governing body and school executive show good co-operation in the field of strategic and operational planning with due consideration of their respective areas of responsibility.	<b>The school executive and the governing body independently describe their co-operation as positive.</b>	Structured interviews <ul style="list-style-type: none"> <li>school governing body</li> <li>school executive</li> </ul>
4.3 Quality management			
4.3.1	The governing body and the school executive systematically develop organisational structures, personnel and teaching.	<b>A teaching, organisational and personnel development concept exists and is being implemented systematically by way of a catalogue of measures for the period of one to two years.</b>	Inspection of documents <ul style="list-style-type: none"> <li>teaching development concept</li> <li>organisational development concept</li> <li>personnel development concept</li> <li>catalogue of measures</li> </ul>
4.3.2	In this field (4.3.1) the school maintains a culture of feedback and evaluation.	<b>Employees, parents and learners have the opportunity to evaluate the school quality at least every two years and to give feedback to the body responsible for quality management (e.g. school executive, steering group), which feedback shall then be evaluated at regular intervals.</b>  The results are published in an appropriate form (website, yearbook, circulars to parents) and are analysed by various bodies.	Inspection of documents <ul style="list-style-type: none"> <li>feedback on school quality</li> </ul> If available: evaluation results (SEIS+, Peer-Review)  Interviews <ul style="list-style-type: none"> <li>head</li> <li>steering group</li> </ul>

4. School Executive and School Management			
4.4 Administrative and resource management			
	Criteria	Indicators	Survey and documentation
4.4.1	The application for public funds is effected correctly.	<b>The quality (clarity, completeness and timely submission) of school data provided enables the ZfA to handle the application effectively with few queries and requests for corrections arising.</b>	Interview <ul style="list-style-type: none"> <li>responsible staff at the ZfA</li> </ul>
4.4.2	The school board has sufficient reserves.	<b>The business economic benchmark figure prescribed by the ZfA as “Provision ratio”, being a ratio of reserves and savings in comparison to the overall expenditure of the school budget, amounts to at least 30% of the budget; if required, substantially more, e.g. if obligations regarding pension reserves are prescribed by law.</b>  This ratio is evaluated regularly in perennial comparisons (periodic comparison).	Inspection of documents <ul style="list-style-type: none"> <li>periodic comparison of the “provision ratio”</li> </ul> Interviews <ul style="list-style-type: none"> <li>head of administration</li> <li>governing body</li> </ul>
4.4.3	The school board utilises all options to access additional financial resources.	<b>The board obtains additional financial resources through sponsoring, donations, services and rentals.</b>  The school provides proof of its continuous efforts / activities and documents its results.	Inspection of documents <ul style="list-style-type: none"> <li>results of additionally obtained resources</li> </ul> Interviews <ul style="list-style-type: none"> <li>head of administration</li> <li>governing body</li> </ul>
4.4.4	The school board incorporates in its financial planning business economic ratios and benchmarks of the ZfA.	The board can document that it obtains the business economic ratios of the ZfA regularly, and utilises these for periodic comparisons and future financial planning.	Inspection of documents <ul style="list-style-type: none"> <li>financial planning on the basis of business economic ratios of the Central Office</li> </ul> Interviews <ul style="list-style-type: none"> <li>head of administration</li> <li>governing body</li> </ul>
4.4.5	The administration is client-oriented.	<b>An organisational analysis with suggestions for improvement exists.</b>  The administration is trained regularly to improve customer contact and service levels with parents and interested parties. The respective measures are documented (e.g. availability, premises, signs and forms).	Inspection of documents <ul style="list-style-type: none"> <li>documentation on organisational development</li> </ul> Interviews <ul style="list-style-type: none"> <li>governing body</li> <li>chairperson of the parents’ representative council</li> </ul> Site inspection of school premises

4. School Executive and School Management			
4.5. Organisation of teaching schedules			
	Criteria	Indicators	Survey and documentation
4.5.1	German-medium instruction is adequately accommodated in the timetable.	<p><b>The positioning of German lessons and German-medium instruction in other subjects is accommodated in the timetable so as to provide for favourable learning conditions.</b></p> <p>The amount of non-core classes over midday or in the afternoon is reasonable.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>timetable</li> </ul>
4.5.2	The placement of German-sponsored teachers is in line with the requirements and targets of the promoting authorities.	The school distributes the teaching load according to regulations. German-sponsored teachers are appointed to the core teaching areas and in management structures.	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>distribution of the teaching load</li> </ul>
4.5.3	The organisation of teaching schedules allows for mutual sitting in on lessons and the holding of workshops and team / subject meetings.	<p><b>Specifically assigned free periods in the timetable, in non-core times or during the afternoon allow teachers to interact on subject-specific matters.</b></p> <p>The school executive will support, if required also through a change of timetable, teachers mutually sitting in on each other's lessons and reflecting their classes.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>timetable</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>chairperson of the teachers' representative council (speaker) or the steering group</li> </ul>
4.5.4	Cancellation of classes is avoided through effective substitution guidelines.	<p>The school collects data on cancelled classes and evaluates this at the end of the school year.</p> <p><b>The annual cancellation of classes shall not exceed an average of 3% over a period of three years.</b></p> <p>The school has a substitution concept that minimises cancellations of classes through substitution.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>evaluation of annual cancellation of classes within three years, 3% max.</li> <li>substitution concept</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>chairperson of parents' representative council</li> </ul>

4. School Executive and School Management			
4.6 Operational management			
	Criteria	Indicators	Survey and documentation
4.6.1	Structure, processes and results of educational quality management (EQM) are clearly documented and well arranged to be made available to the school community within the framework of an efficient flow of information.	<p><b>A well co-ordinated plan for educational quality management measures exists.</b></p> <p>It includes statements on teaching and personnel development, on basic material facilities (e.g. rooms and equipment, collection of media, work place for teachers) as well as on basic educational conditions (e.g. class frequency, possibilities of external differentiation, assistance with homework, extracurricular offers).</p> <p>The processes and results are transparent to the school community.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• EQM plan</li> <li>• information for the school community</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>• head</li> <li>• governing body</li> <li>• chairperson of the parents' representative council</li> </ul>
4.6.2	The school has a detailed crisis prevention concept.	<p><b>The governing body in conjunction with the school executive as well as the local German Mission has implemented a crisis prevention concept ("Crisis plan").</b></p> <p>All personnel and material resources contained therein are readily available.</p> <p>The recommendations by the Ministry of Foreign Affairs (as well as by other German authorities) on crisis prevention and crisis intervention are taken into consideration.</p> <p>Evacuation exercises and fire alarm training are held regularly and are documented.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• crisis plan</li> <li>• documentation on evacuation and fire alarm training</li> </ul>

4. School Executive and School Management			
4.7 Strategic management			
	Criteria	Indicators	Survey and documentation
4.7.1	The school board has a conclusive financial plan with medium-term perspective.	<p><b>A medium-term five-year financial plan is available.</b></p> <p>The assumptions (e.g. development of the number of learners, development of income from school fees) are realistic. They are based on comparisons with other periods on the basis of business economic ratios.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• medium-term financial plan</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>• governing body</li> </ul>
4.7.2	Long-term structural developments are based on professional marketing studies.	<p><b>Data on the development of demand (number of applicants, number of learners accepted, number of learners leaving) is collected and evaluated systematically.</b></p> <p>A marketing study with conclusions for a long-term adaptation of structures exists.</p> <p>The results are applied by way of a catalogue of measures.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• marketing study with a catalogue of measures</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>• governing body</li> </ul>

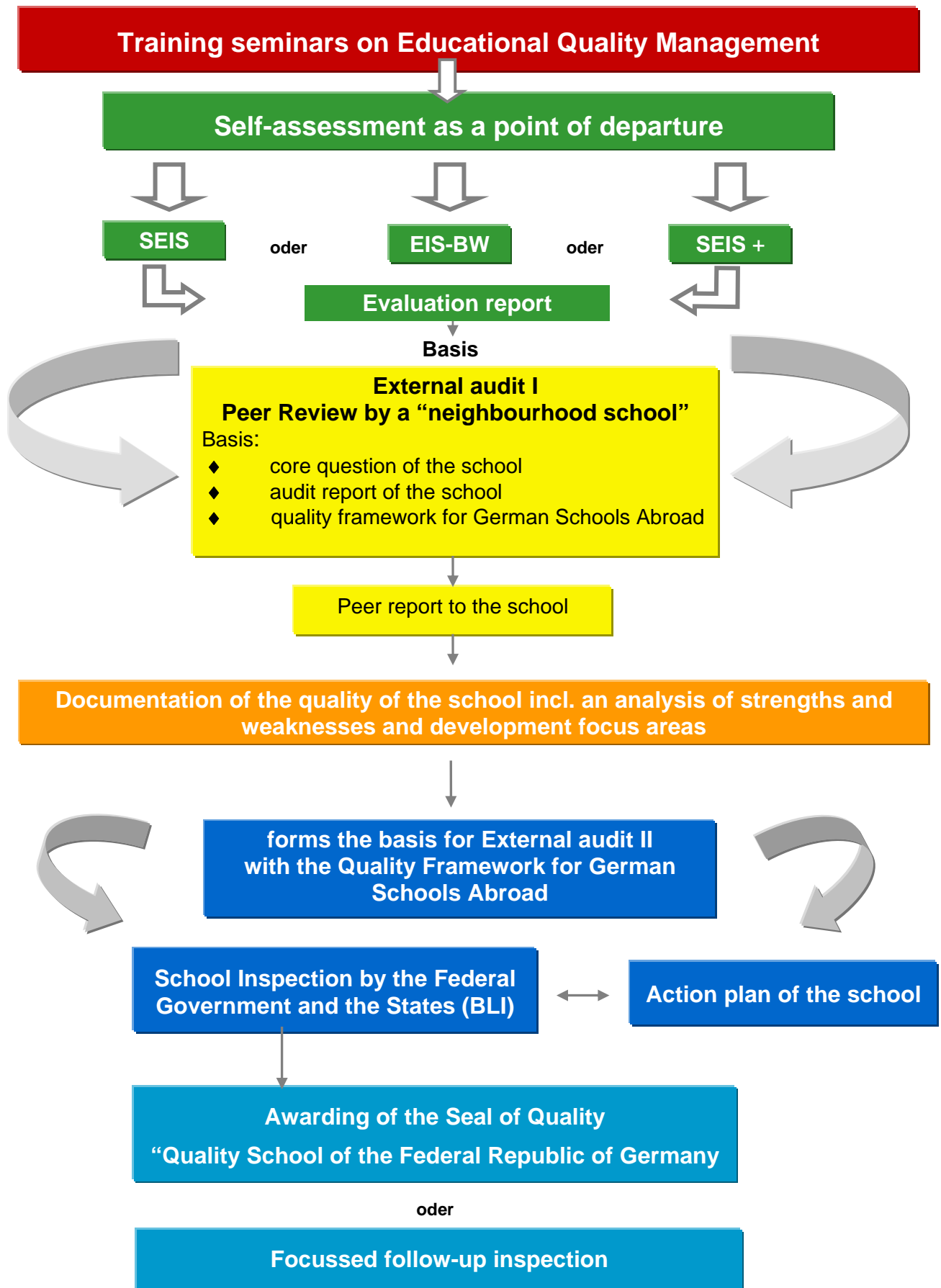
5. Professionalism of Teachers and Personnel Development			
5.1 Goal-oriented personnel development			
	Criteria	Indicators	Survey and documentation
5.1.1	The school has detailed job descriptions with a differentiated description of responsibilities and requirements as well as instruments / measures for the selection of personnel.	<p><b>Detailed job descriptions with clear definitions of responsibilities, requirements, decision-taking competencies, professional qualifications and specific expectations are available for all areas (teaching, administration and maintenance staff).</b></p> <p>The pre-selection of applicants, the structuring of job interviews, the selection process and the introduction of new employees can be based on the job descriptions.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• organisation chart</li> <li>• job profiles</li> <li>• job descriptions</li> <li>• selection process</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>• head</li> <li>• head of administration</li> </ul>
5.1.2	The selection, appointment and feedback of staff is effected in a transparent and goal-oriented manner.	<p><b>A personnel development concept exists that was developed by the governing body in conjunction with the school executive.</b></p> <p>A medium-term personnel plan shows the personnel demand as well as measures for the specific preparation of handing over specific functions and responsibilities.</p> <p>Particularly committed and qualified employees are rewarded through an incentive system.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• personnel planning</li> <li>• allocation of teaching load</li> <li>• performance incentives</li> <li>• specific functions</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>• governing body</li> <li>• personnel representative</li> </ul>
5.2 Teacher co-operation			
5.2.1	Teachers work together in teams.	<p><b>Class teams</b> regularly decide on educational measures as well as on interdisciplinary co-operation.</p> <p><b>Subject teams / departmental teams</b> regularly decide on curricula, parallel exams and assessments and jointly develop materials.</p> <p><b>Grade teams</b> meet regularly to decide on age- and grade-specific projects, excursions and school trips. All resolutions and measures are documented.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• minutes</li> <li>• working materials</li> <li>• assessment guidelines</li> <li>• project concepts</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>• senior secondary school co-ordinator</li> <li>• team leader</li> <li>• departmental heads</li> </ul>

5. Professionalism of Teachers and Personnel Development			
5.2 Teacher co-operation			
	Criteria	Indicators	Survey and documentation
5.2.2	Comparative and parallel exams ensure common standards and assessment guidelines throughout the school.	<p><b>At least one of the written assessments per semester and per grade (tests, examinations) is done as a parallel assessment in the various subjects.</b></p> <p>Comparative exams of the host country are taken into account when designing assessments and levelling requirements.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>parallel exams</li> <li>comparative exams</li> <li>statistics</li> </ul>
5.2.3	Institutionalised processes ensure an effective flow of information among the teaching staff.	<p><b>The teaching staff have structures of co-ordination and communication.</b></p> <p>Conference and team decisions are available to all teachers in the form of clear digital files or conference files.</p> <p>Representatives of teams or conferences regularly report to the full conference of all teachers on recent developments in their areas.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>minutes</li> <li>resolutions</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>head</li> <li>personnel representative</li> </ul> <p>Round-table discussion</p> <ul style="list-style-type: none"> <li>departmental heads</li> </ul>
5.3 Professionalisation			
5.3.1	The school consistently utilises continuing and further education for the professionalisation of teachers, thereby systematically utilising internal and regional training offers.	<p><b>School-internal and regional training offers are adapted to suit the school development.</b></p> <p><b>Every teacher participates in one-day or multiple-day training offers at least once a year.</b></p> <p>In planning training offers, subject-specific and educational needs of the school and the teachers are taken into consideration; this is to ensure high performance levels and educational standards of the school.</p>	<p>Interview</p> <ul style="list-style-type: none"> <li>further training representative</li> </ul> <p>Statistics</p> <p>Inspection of documents</p> <ul style="list-style-type: none"> <li>educational sub-committee</li> <li>school-internal training offers</li> <li>continuing and further education concept</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>governing body</li> <li>parents</li> </ul>
5.4 Personnel management			
5.4.1	Conversations between employees and superiors, as well as agreements on targets provide orientation and security for teachers.	<p><b>Throughout the school year the head conducts conversations with personnel. The course of such conversations and their results are documented. If required, written target agreements are reached.</b></p>	<p>Interviews</p> <ul style="list-style-type: none"> <li>head</li> <li>teachers' representative council</li> </ul>

<b>6. Targets and Strategies of Quality Development</b>			
<b>6.1 Guidance through the school vision and programme</b>			
	Criteria	Indicators	Survey and documentation
6.1.1	The school community agrees on the school vision.	<b>An approved school vision exists.</b>	Inspection of documents <ul style="list-style-type: none"> <li>school vision</li> <li>minutes</li> </ul>
6.1.2	The vision is guided by the core targets of the Federal Republic of Germany's international culture and education policies with due consideration of the specific conditions prevailing in the host country.	<b>The advancement of the German language, the provision of education for German children living abroad, and the concept of intercultural encounters are parts of the vision.</b>	Inspection of documents <ul style="list-style-type: none"> <li>school vision</li> </ul>
6.1.3	The school programme was developed by the entire teaching staff, contains development focus areas that are feasible and is being implemented.	<b>The school programme contains the basic principles of the school vision and determines how short-term and long-term development goals and measures can be clarified, prioritised and implemented.</b>  The long-term continuation of the above is ensured.	Inspection of documents <ul style="list-style-type: none"> <li>school programme</li> <li>strategies of implementation</li> </ul>
6.1.4	The governing body and school executive have established a steering group that coordinates the implementation of the joint vision of a good school.	<b>The governing body and school executive have implemented an educational quality management steering group in which all school participants and teaching staff groups are represented.</b>  A document containing the principles of responsibilities and procedures of the steering group is available and has been agreed upon by the school executive and the teaching staff.  The steering group has developed a working plan and on this basis determines the direction of further developments.	Inspection of documents <ul style="list-style-type: none"> <li>documents for the steering group</li> <li>agreements and resolutions</li> </ul> Interviews <ul style="list-style-type: none"> <li>governing body</li> <li>head</li> </ul> Members of the steering group
6.1.5	The school co-ordinates the development of its programme with the respective external partners.	The school proves that regular meetings are held with promoting authorities in Germany, and if needed in the host country, in order to agree on development focus areas.  Goals and measures of quality development are co-ordinated with these external partners.	Inspection of documents <ul style="list-style-type: none"> <li>correspondence on quality development with promoting authorities</li> <li>agreements with these external partners on quality development</li> </ul>

<b>6. Targets and Strategies of Quality Development</b>			
<b>6.2 Evaluation of school development</b>			
	Criteria	Indicators	Survey and documentation
6.2.1	The school regularly utilises internal and external audits to improve quality in the areas of organisation, personnel and teaching.	<p><b>Results from internal quality audits (general audit, focussed audit) are available and documented.</b></p> <p>Conclusions in the form of concrete measures are drawn. The school uses the critical external perspective to identify problem areas and/or to ensure improvement in problem areas.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• methods of internal audit</li> <li>• results and subsequent actions</li> <li>• SEIS+</li> <li>• peer review</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>• members of the external audit team</li> </ul>
<b>6.3 Comparable balance and documentation of results</b>			
6.3.1	The school annually analyses performance and development data and compares this data with that of other schools in the host country and/or in the network of German Schools Abroad.	<p>For internal and external relations (German promoting authorities) the most important results and developments of every academic year are compiled and documented in an analysing report. Own performance data is compared with that of other German Schools abroad, and/or such comparisons are systematically prepared. Regional comparative tests serve to assess the own performance level.</p>	<p>Inspection of documents</p> <ul style="list-style-type: none"> <li>• analysing report of the development of school quality</li> <li>• comparison of results with comparable other German Schools Abroad or schools in the host country</li> <li>• regional comparative exams</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>• head</li> </ul>

## Process of Awarding the Seal of Quality “Quality School of the Federal Republic of Germany”





### **Translator's note:**

In order to ensure terminological consistency in the present document, the following German terms were rendered in English by the given translations, guided by the translations used by a specific German School Abroad.

ADLK – German-sponsored teacher

Deutsche Schule(n) im Ausland – German School(s) Abroad

Schulleiter – head

Schulleitung – school executive

Schulmanagement – school management

Schulträger – school board

Vorstand, Schulvorstand, Schulvereinsvorstand – governing body

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Stand 16.11.2006

Translated Version: 26.06.2009