

Management of school quality in the Free State of Saxony

SICI General Assembly October 2014

External view

Appreciation

Good school!





Contents

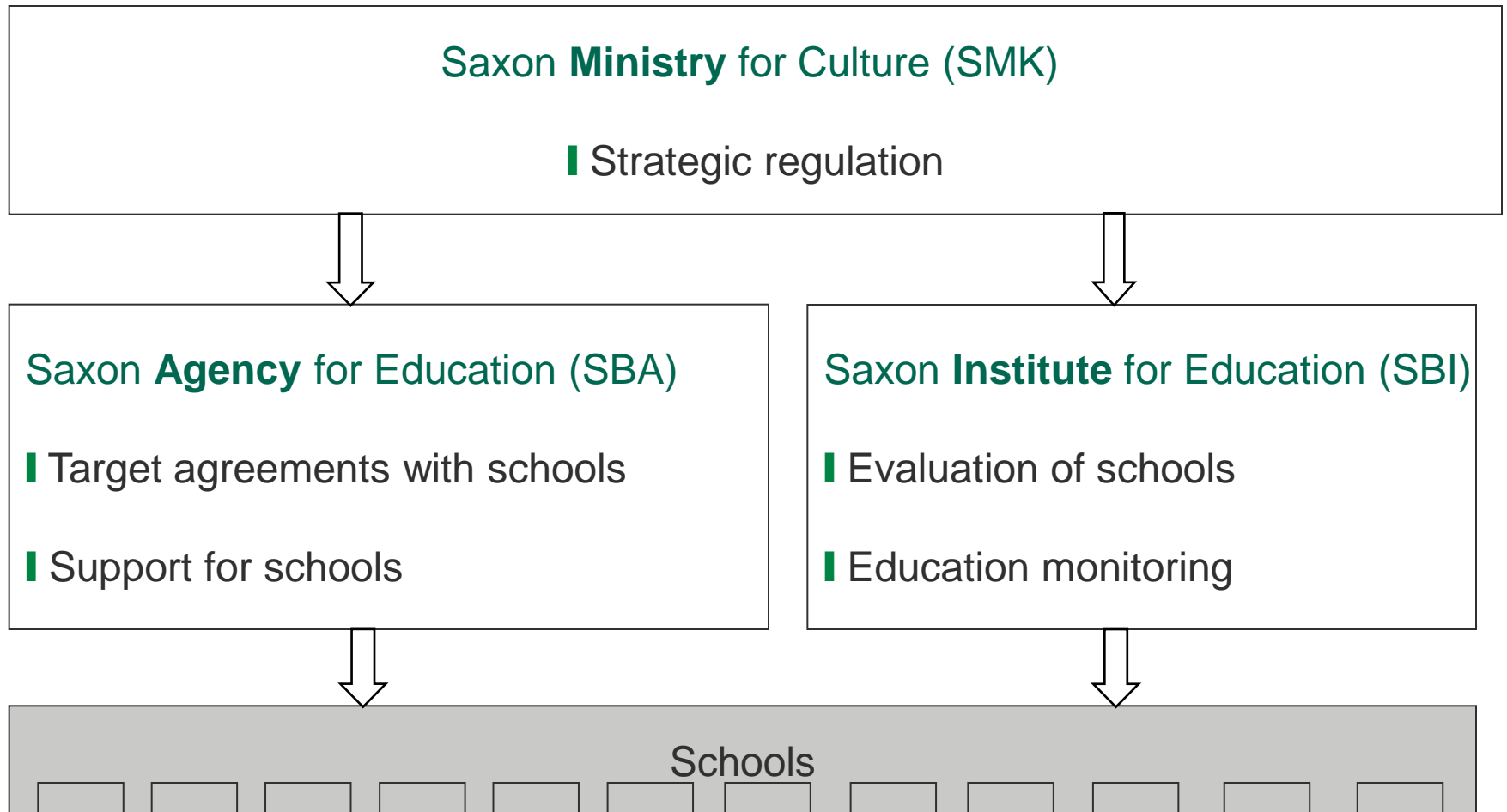
- A new model of regulation - A look back
- External evaluation of schools
- Institutional target agreements
- Support system School development
- Success - what are we proud of?



A NEW MODEL OF REGULATION: A LOOK BACK



Regulation of the school system



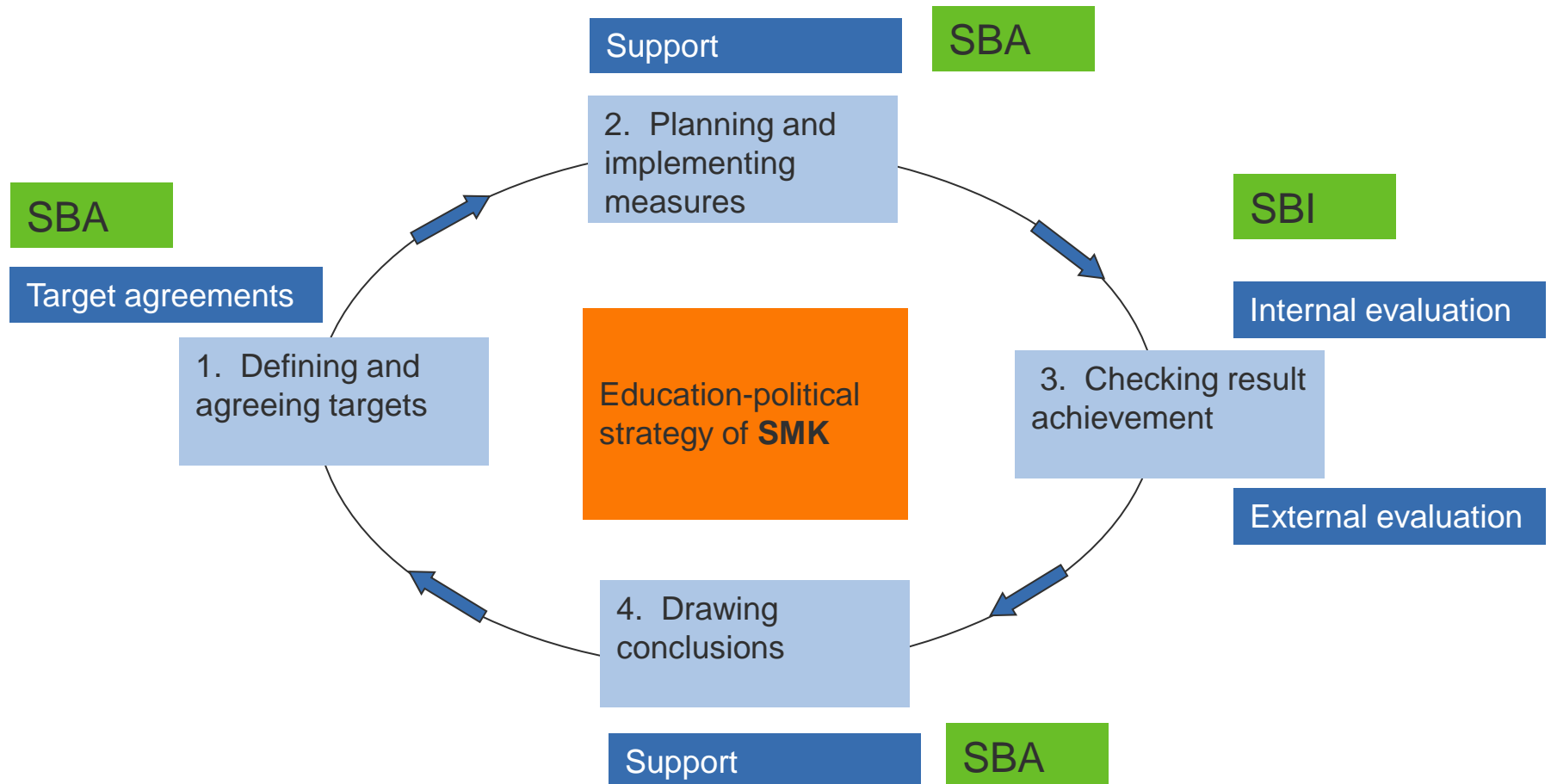


New model of regulation

- **Output regulation**, regulation of administration from a result-oriented point of view
- Principle of subsidiarity - strengthening of decentralised responsibilities
- Four principles are the focus points of result-oriented regulation
 - Client focus
 - Performance and effect focus
 - Quality focus
 - Competition focus



Regulation circle of quality development





EXTERNAL EVALUATION OF SCHOOLS



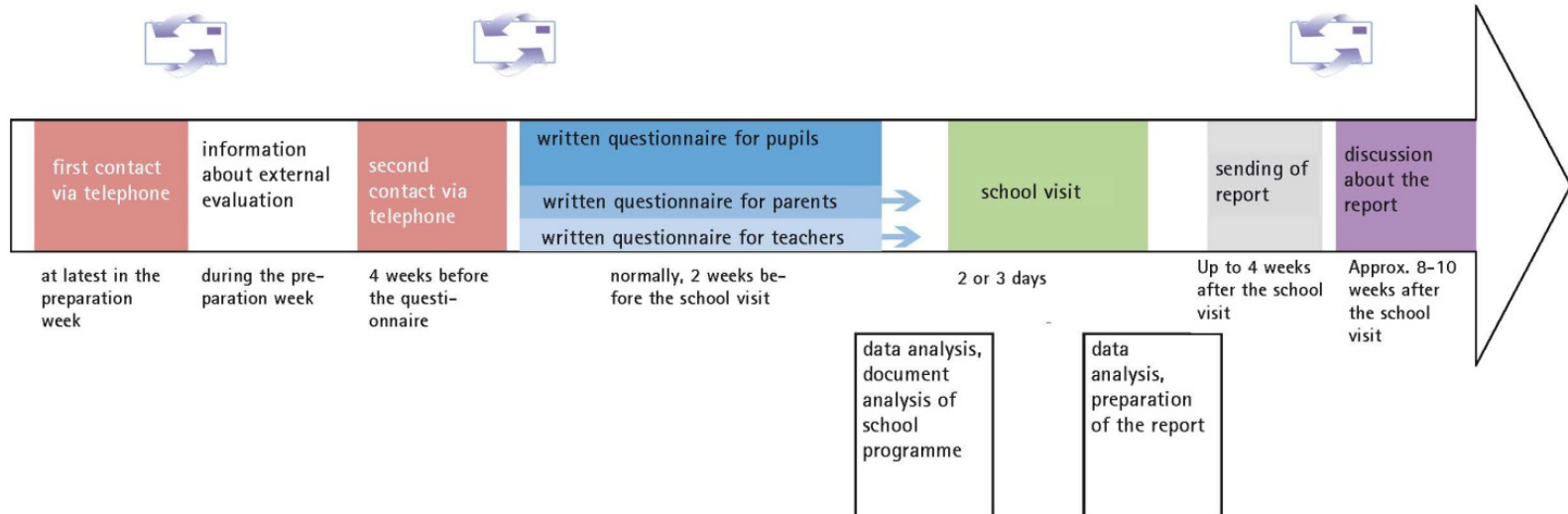
The development of external evaluation – an overview

- Legally specified obligation: Education Act § 59a SchulG since 2004
- Development and testing of the procedure from 2004 to 2007
- First cycle 2007 to 2014
- Second cycle since school year 2014/2015
- Complete inspection: all schools with the same procedure
- Selection of schools as representative sample



The procedure of external evaluation

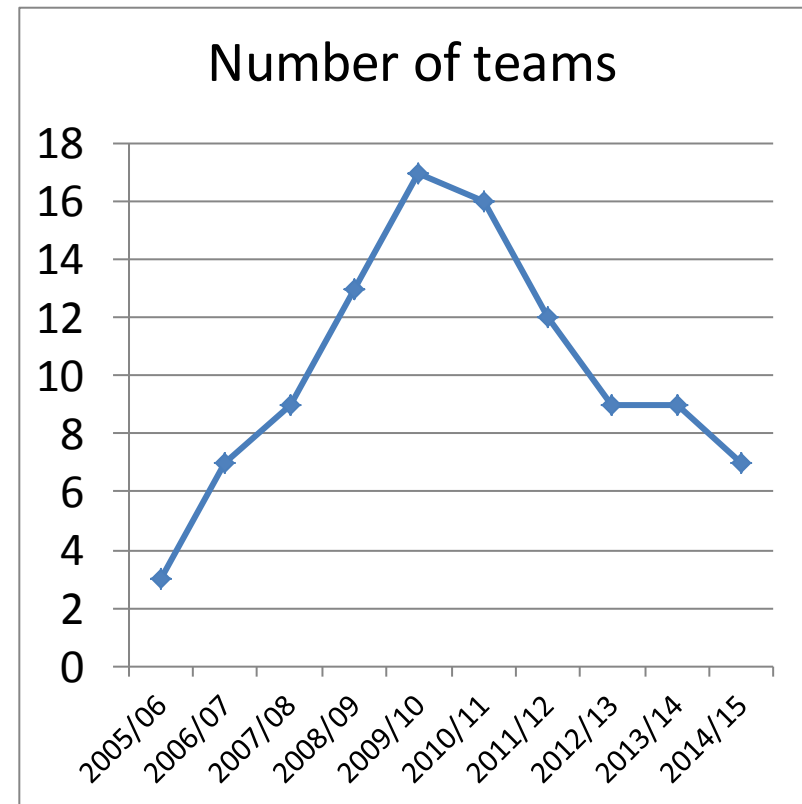
- Procedure further developed in the second cycle
- Adjusted to reduced resources
- Increased focus on quality management in schools and increased cooperation with school supervision through: document analysis of the school programme, interview about school-internal quality management, discussion about the report





Development of the teams

- Staff selection in the Assessment Centre
- Teams consist of three people
- They are delegated teachers





Quality assurance measures

- Manual process descriptions
- Feedback from the schools (reviewed twice a year)
- Staff and development concepts
- Team support through regional coordinators and department leaders (feedback with standardised feedback forms)
- New team formation every year
- Department meetings (ensuring understanding of quality)
- Conference



Feedback from schools

- "The evaluators met us with an appreciative attitude."

School year	Pupils *	Parents	Teachers
2007/08	4.67	4.89	4.90
2008/09	4.58	4.84	4.85
2009/10	4.55	4.84	4.86
2010/11	4.52	4.86	4.89
2011/12	4.59	4.87	4.88
2012/13	4.61	4.89	4.87
2013/14	4.59	4.88	4.91

* from Secondary School and Grammar School



What did we achieve?

- A tested and accepted evaluation procedure
- Description of school quality - description of criteria - as foundation for quality assurance in the overall system.
- All state school in the Free State of Saxony were evaluated once.
- Two result reports - 2010 and 2013
- Handling of school reports was externally evaluated.
- The second cycle has started, which reacts to the requirement to improve efficacy.





INSTITUTIONAL TARGET AGREEMENTS



Institutional target agreements in the Saxon school system



Educa- tion Act amend- ment	"Regulation of school quality in Saxony"	Institutional target agreements with the operational area of the SMK.
--------------------------------------	--	---



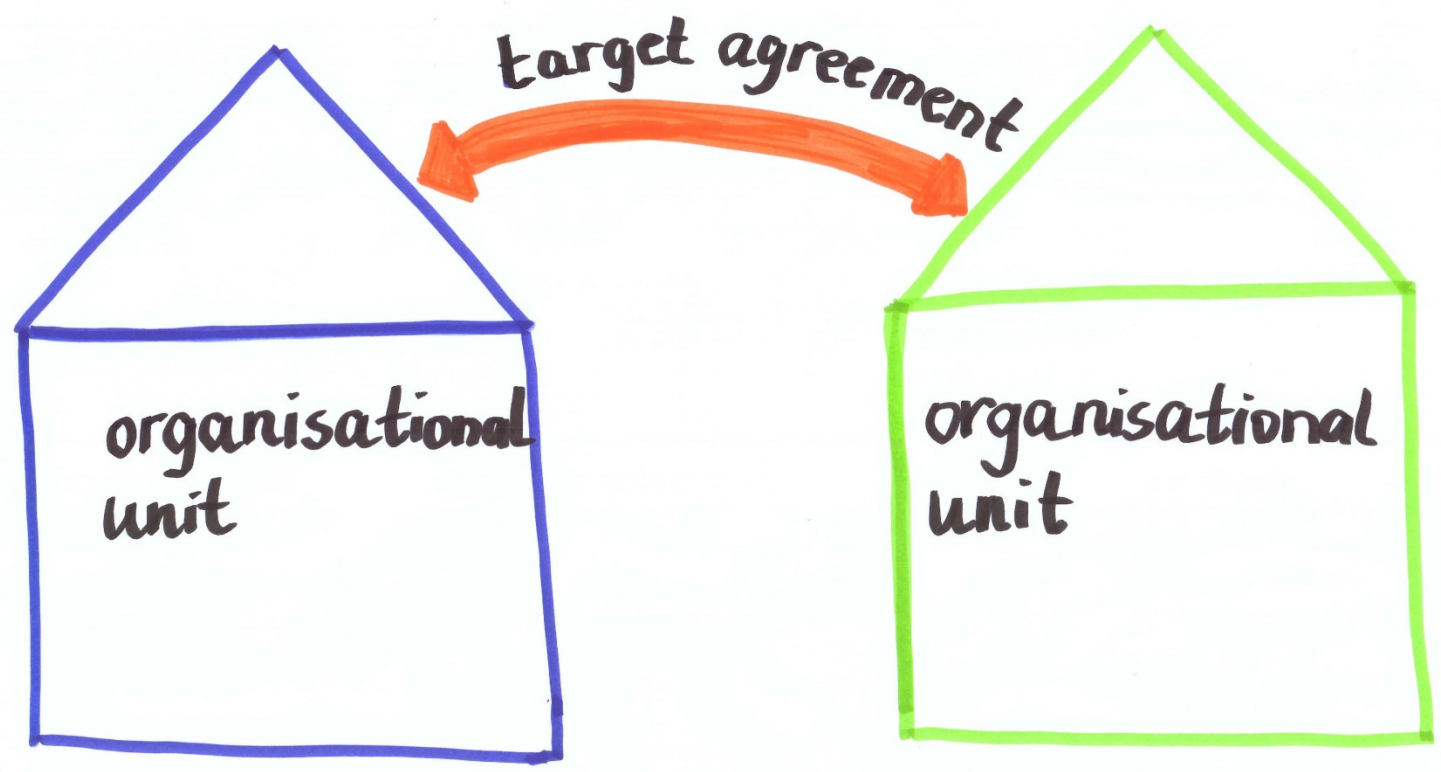
2009:
First
results

2010 - 2013: Study on
"Reception and use of the school
report of the external evaluation"



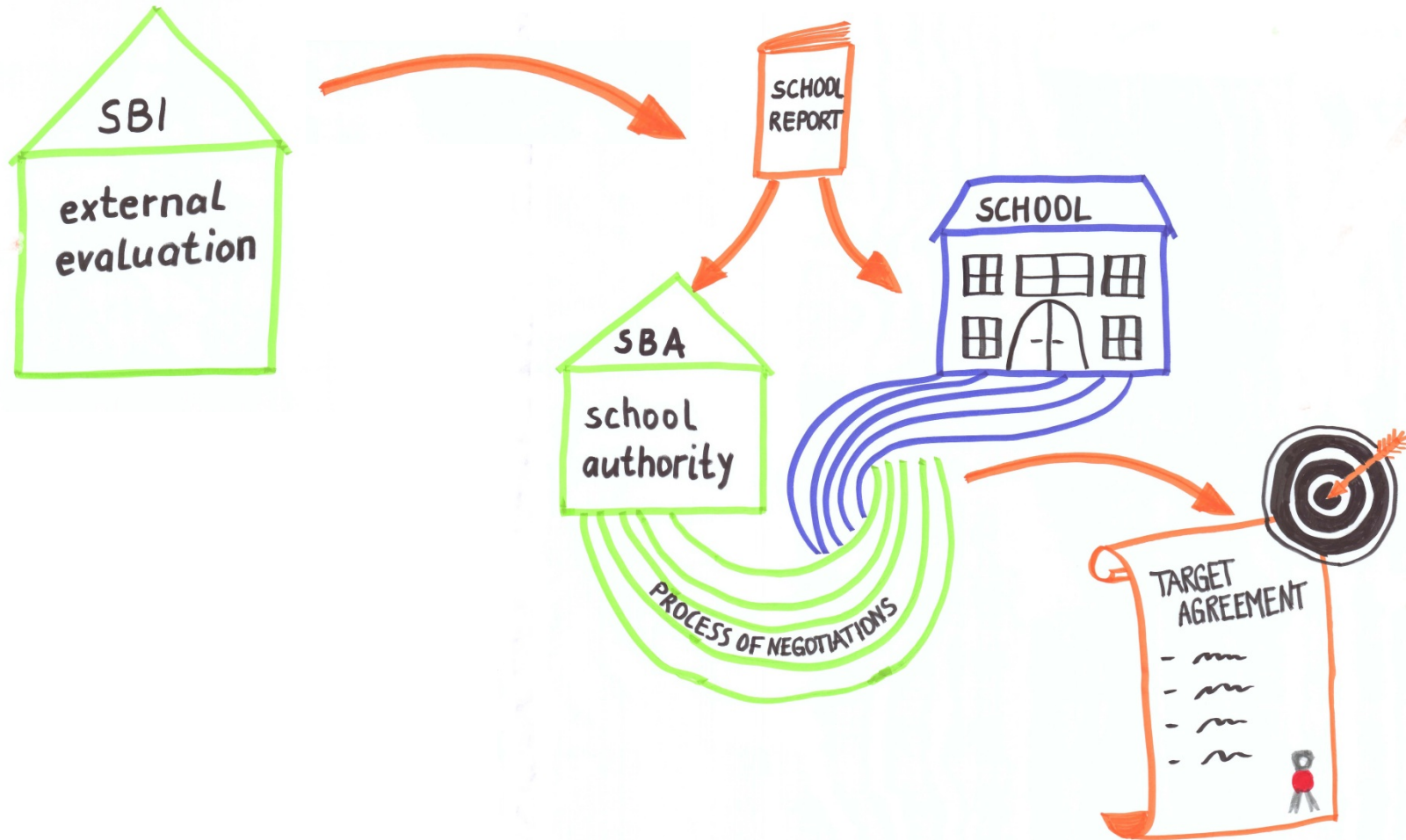


Institutional target agreements





Institutional target agreements





What did we achieve with this process?

- "Target agreements are the best information foundation we ever had."
- "There is more regular and frequent talk about targets and achieving them than before."
- "We have conducted many training courses and practised using the target agreements and phrasing targets"
- However, the process does not sell itself; there have always been irritations, dissatisfaction and overall too few consequences in the implementation.





SUPPORT SYSTEM SCHOOL DEVELOPMENT



Support System School Development

- Qualified teachers support development processes
 - directly on-site
 - tailored and suitable
 - with consultation, moderation, training and professional development
 - for headmasters, teachers, pupils and parents
- The support offers have been developed since 2000.
- There is a legal foundation since 2011.

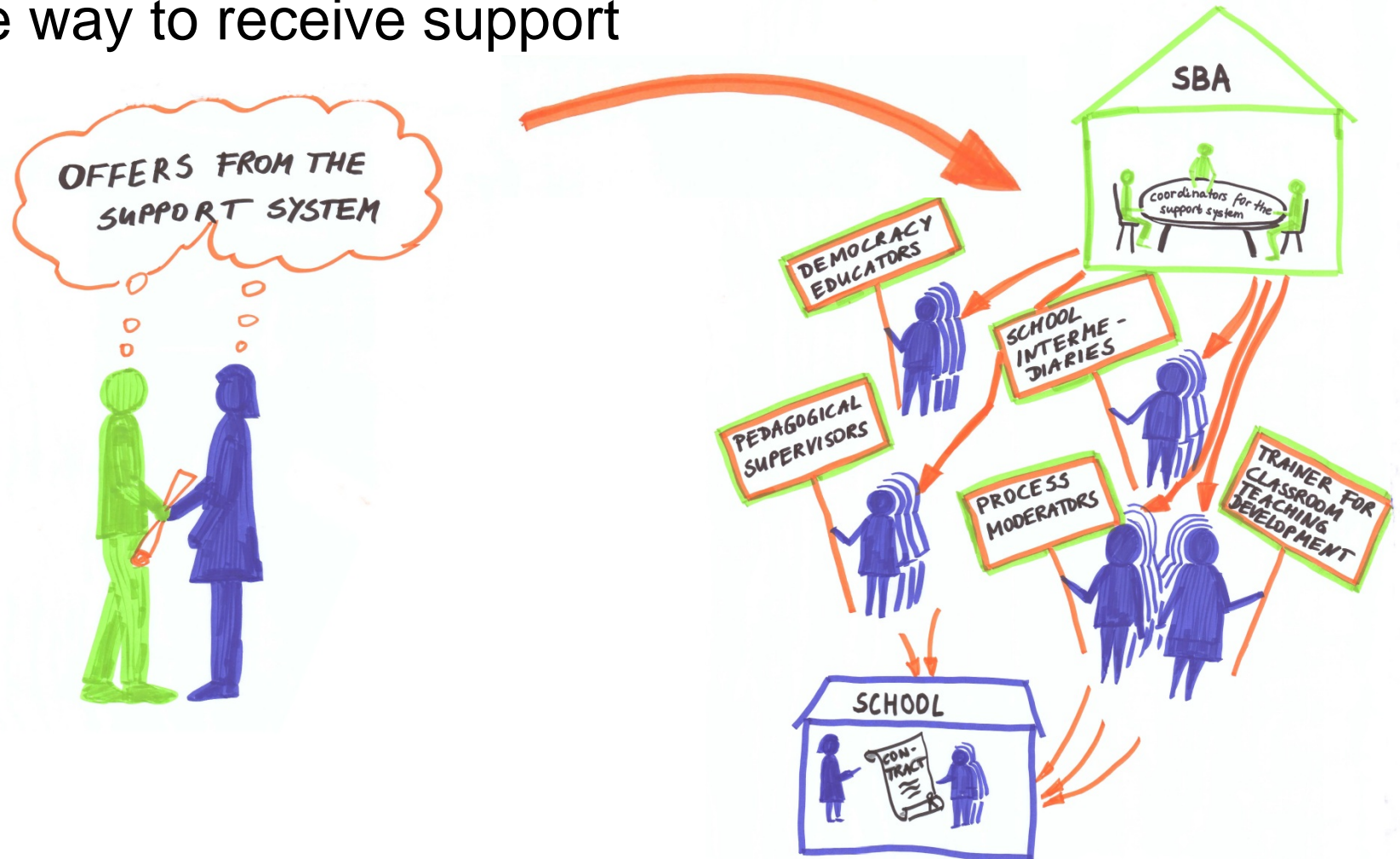


Trainer for
classroom
teaching
development

Pedagogical
supervisors

Democracy
educator

The way to receive support





What did we achieve?

- Tailored offers for support of school development processes based on criteria description of school quality.
- Since the school year 2011/12 a total of 400 registered enquiries
- Process moderation and training of lesson development make up more than 50% of the enquiries (school programme, internal evaluation, differentiation and heterogeneity).





SUCCESS - WHAT ARE WE PROUD OF?



10 years later - what did we achieve?

Overall results

- The communication between SMK, SBA and SBI is based on a joint quality understanding for a successful school development.
- The process of target agreements makes it possible for the SBI, SBA and schools to create cooperation together.
- Obligations in the legal foundations for external evaluation and for the support system exist.
- The evaluation of individual measures makes feedback possible for learning in the overall system and provides insights into the efficacy of our actions.



Important insight:
There are no interfaces...



...only changeover zones.