

Inspecting the Future – SICI Workshop Bratislava

Innovations in school education / Saxony

Figure 1: framework model of teaching

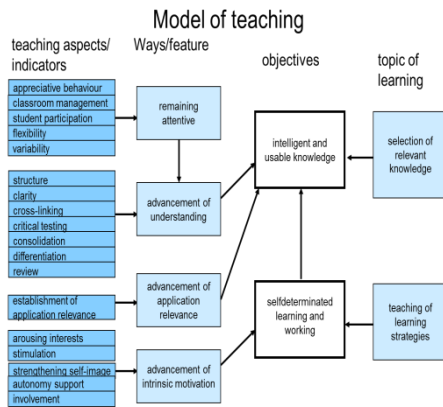


Figure 2: extract from Criteria Description

Quality area: Teaching and learning

Quality feature: Teaching and learning processes

Advancement of understanding

A requirement for organised knowledge that can be used flexibly is the understanding of facts. Active understanding is achieved when the students not only decipher a message but also (re)construct certain facts, terms or phenomena. The task of the teacher is to facilitate the processes of understanding. This can be safeguarded by the following aspects:

Structure: Structure is an essential element of good teaching. The content should be sensibly structured and a central theme should be recognised in the lesson. The respective information can be structured, for example, by highlighting important points or using visualisations.

Clarity: Difficult concepts and relationships should be clarified, new or specialist terms explained and precise formulations should be ensured. A presentation that is too complex or disordered means that students can no longer follow the lesson.

Cross-linking: Cross-linking may be achieved by meaning enrichment of information. Facts that are presented in an elaborate manner - for example, when different content is linked to each other and examples are cited – can be better understood and retained.

Critical testing: A special form of in-depth information processing is a critical analysis of the curriculum. This can occur by clarifying the advantages and disadvantages of different views, for example.

Consolidation: Repetition and practice support memory performance, the acquirement and automation of skills and the development of complex abilities. The efficiency of repetition and practice can be increased when it is organised in a different form and temporal sequence.

Differentiation: The presentation of the curriculum should be matched to the requirements with regard to content. It is also important to take into account the different requirements of each student appropriately. Requirements and teaching methods should vary accordingly.

Review: It should be ensured that the material covered was understood. Students should be able to sum up important content. In this way, it is possible to determine the level of performance. Missing or incorrect knowledge should be supplemented or corrected in the lesson.

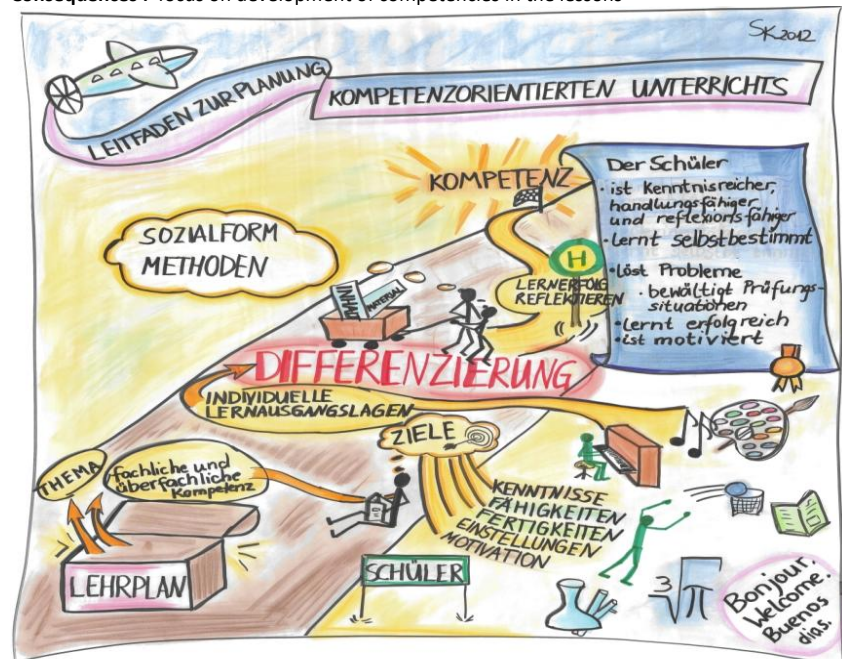
quality scale	assessment	
	grades	average over answers
++	the highest grade	4,2 – 5,0
+	high grade	3,4 – 4,19
o	middle grade	2,6 – 3,39
-	low grade	1,8 – 2,59
--	the lowest grade	1,0 – 1,79

The external evaluation in Saxony is based on a sociological approach, in which school quality is evaluated systematically and in a comprehensible way. Various information is available in different formats; as a result of the school visits: Scale average values from questionings, scale values from observations, statistical data and verbal information from interviews and discussions.

Figure 4: summarized results for Advancement of understanding Mittelschule (Ergebnisbericht)

Criterion: Advancement of understanding	26,3	73,7		
Structure	3,3	61,7	34,9	
Clarity	3,3	66,5	30,1	
Cross-linking	21,5	76,1	2,4	
Critical testing	4,8	62,7	32,5	
Consolidation	8,1	78,0	13,9	
Differentiation	+1,4	58,4	37,8	2,4
Review	+1,0	32,5	65,6	1,0

Consequences : focus on development of competencies in the lessons



Implications for Inspection

development of new instruments for external evaluation: students questionnaire focussed on lesson quality