

Country Profile HAMBURG

1. Basic information – this should be as short as possible; doesn't need to be in paragraphs or full sentences.

Country name:

Germany, Hamburg

Structure of inspectorate: Are you organised centrally or by region/state? Does inspection regulation or standards vary across regions or states?
Since Germany is a federal state, school inspection is organized autonomously by the states ("Bundeslaender"). Between them, there is considerable variation up to states having no inspection at all.

Age of inspectorate: How long have you been established for? What was your predecessor organisation (i.e. who did inspection before you?)
Inspection in Hamburg has been founded in 2006. There was no predecessor organisation since inspection was a new instrument in Germany.

Size: How many inspectors do you have? How many central/policy staff do you have?
10 inspectors, 2 research associates, 1 administration staff

Remits: What form of education do you inspect? E.g. early years, schools, universities? Anything that is non-education?
general schools K-12/13 plus vocational schools

Unit of inspection: Do you inspect schools or groups of schools (or both?) Do you inspect teachers, or subject departments? Do you inspect local authorities?
single schools and teachers

What is your strapline? E.g. Ofsted's is "Raising standards, improving lives"
Make quality visible

Relationship with government: Do you operate as part of the Education Ministry, or are you independent? Briefly explain the legal relationship you have with the Ministry (e.g. any reporting duties)? Are you allowed to report on government policy? Are you allowed to publish reports without govt approval?
We are part of the ministry but embedded in a subordinated institute that is autonomous in terms of making independent judgements. Our work is governed by performance agreements between the institute and the ministry. Reports of single schools are published on our own behalf, but annual reports on the overall system quality are approved by the ministry.

Accountability: What are you accountable for delivering? Where is this set out? (e.g. in legislation or in a policy document?) How are you held to account as an organisation (e.g. must you report annually)?

We are expected to conduct 52 inspection p.a. It is set out in the biannual performance agreement (see above). Once a year, our superintendent and the state secretary control for our goal attainment.

2. **Evaluation process** – this should be in short paragraphs

Self-evaluation: Do you have a form of self-evaluation (i.e. do you expect institutions to report on themselves?) If so, briefly explain how this relates to external evaluation.

No, there is no defined relationship between internal and external evaluation.

What do you examine during inspection? Do you look at finances? Do you look at legal compliance? Do you observe and/or grade lessons?

None of the first two. But we observe and grade lessons (40 times in small schools, 80 times in larger schools and 100 times in vocational schools). We look at and grade 13 quality aspects/areas:

1. leadership
2. quality management and school improvement
3. staff development
4. management of all-day-learning
5. participation
6. quality of teaching
7. cooperation among staff
8. diagnosis and feedback
9. data use
10. students' support
11. quality of education
12. acceptance
13. job satisfaction

Do you have an inspection framework? Is this a quality or compliance model? Do you evaluate the quality of education or teaching, or report against a series of non-qualitative standards? How does this work?

The foundation of our work is a quality framework defining different dimensions and aspects of school quality (see above). These quality standards have been operationalized by our research associates so they can be used for data collection and evaluation. We do evaluate the quality aspects by collecting all sorts of data (questionnaires, documents, interviews, lesson observation) and by coming up with a consensual judgment in the inspection team of 3 people (two school inspectors, 1 head teacher from another school).

Inspection time and resource. How long are your inspections? Do they last several days, or shorter? How many people go on inspection? What sort of

qualifications/experience do they have? i.e. are they former headteachers, lawyers or accountants?

A regular inspection takes two and a half days. The inspection team consists of 3 people (two school inspectors, 1 head teacher from another school) plus one classroom observer (in larger schools with at least 80 observations). School inspectors are former teachers or professionals from quality management; they get an on-the-job-training of at least 4 months before they conduct inspections autonomously.

Frequency of inspections: Do you have set inspection cycles? How long are these? Are they risk-based or not? If risk-based, what information do you use for assessing risk?

Officially, one inspection cycle lasts 4 years. Due to lack of staff, its factual duration is 6 years.

Main business: Do you do anything that is not inspection? E.g. pre-registration or providers, or other forms of regulation? Are you involved in complaints examination? Do you take part in competition of headmasters?

No.

3. Consequences of inspection

Reporting: Do you publish your reports on institutions? If so, who reads them and how are they used? (e.g. to help parents make school choices?)

Part of the reports (the narrative part, not the figures, tables and graphs) are published in the internet 8 weeks after the school visit. There has been no evaluation of who ever reads them but we do not have any evidence they are used by parents to make school choices.

Grade: Do you grade institutions? If so, how many do you have? Are there any rewards for getting the top grade? Or any punishment for getting the lowest? We have four grades (4=strong, 3= rather strong, 2=rather weak, 1=weak). There is no overall grade but only grades in the 13 quality aspects.

Knowledge sharing: How do you use the findings of inspection? Do you use thematic reporting, and publish your findings?

We publish an annual report that aggregates the data on the system level. These reports have thematic foci that change from year to year.

What happens following an inspection? Do schools shut down? Are the weak ones partnered with other schools; the strong ones allowed to flourish?

After the inspection, the schools are supposed to analyse the data together with their supervisory agent and to make a development plan that should be fixed in a performance agreement. If there are 3 or more central quality aspects (quality management, quality of teaching, data use) graded with 2 or weaker, a defined procedure to support these schools ("failing schools") will be started. Different agents (school inspection, school supervisory board, teacher training and counselling

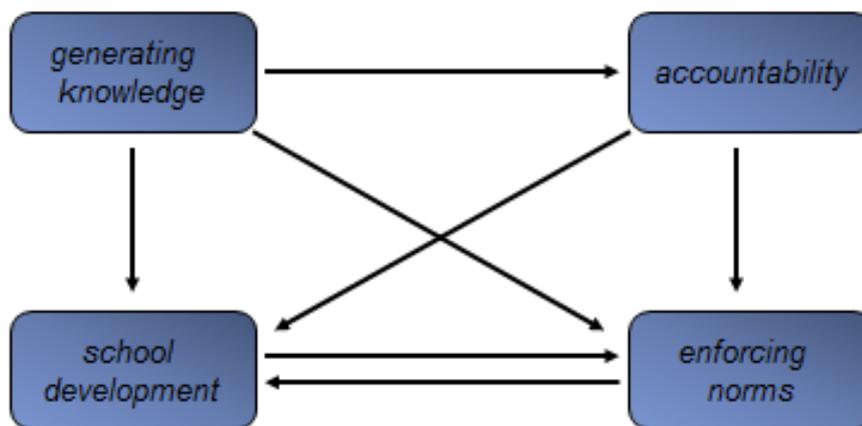
agency) are part of this procedure. There will be another inspection for these schools within 2 years.

What is the stated purpose of your inspectorate? Do you have a theory of action about how improvement is achieved through inspection?

Our theory is Landwehr (2011: Thesen zur Wirkung und Wirksamkeit der externen Schulevaluation. In C. Quesel, V. Husfeldt, N. Landwehr & P. Steiner (Hrsg.).

Wirkungen und Wirksamkeit der externen Schulevaluation. Bern: hep Verlag (35-69).) This means that school improvement is not the only goal to be reached by inspections.

FUNCTIONS OF SCHOOL INSPECTION



Landwehr, Norbert(2011)

Evidence based school development and autonomy

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