

Schola Europaea

Office of the Secretary-General

Ref.: 2000-D-264-en-2

Orig.: EN

## **Quality Assurance and Development in the European Schools**

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Document approved by the Board of Governors of the European Schools at its meeting on 17 and 18 May 2000 – Annex approved by the Board of Governors of the European Schools at its meeting on 25 and 26 April 2006

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## 1.0 Introduction

The attached matrix of criteria and indicators has been developed under the aegis of the mixed teaching committee. The work has profited greatly from the continued help of Professor Michael Schratz, one of the Austrian co-directors of the project “Self-evaluation in School Development” which is led by the Consortium of Institutions for Development and Research in Education in Europe (CIDREE). The final document is the fruit of wide consultation amongst the various partners in the schools. Its main purpose is to assist schools in establishing their own ways of evaluating what they do. It offers to all those involved in the schools-teachers, pupils, parents, directors, inspectors-a common basis for action.

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## Quality Assurance and Development in the European Schools

In all the Member States and beyond, the subject of evaluation of the quality of education is a high priority. Different models of evaluation exist, ranging from cyclical team inspections by external inspectors, through lighter inspections with advisory/supportive aspects to peer evaluation and self evaluation. Whatever the model, those doing the evaluating need a basis for making their judgements. They need to decide what to evaluate and how to do it. The terms used may differ from one system to another: in this document ten broad areas for evaluation are identified. Within each area, criteria for success are proposed together with some measures or indicators which might demonstrate success on each criterion.

The purpose of this document, which is the fruit of wide consultation amongst the various partners in the schools, is to help schools themselves to evaluate what they do. It offers to all those involved—teachers, pupils, parents, directors, inspectors— a common basis for action. What the document does not do is to impose a uniform system of self-evaluation on the schools: that would clearly contradict the spirit of self-evaluation. The experience of those already involved in pan-European projects of this kind shows that schools cannot simply take over ideas and methods from outside. They need to change or customise them to their own unique set of circumstances. For this reason it would be wrong to treat the attached matrix too reverently: it is intended that schools should use it discriminately, choosing what is useful for particular purposes and adapting it when necessary. In dramatic terms it is not a script but a basis for improvisation.

One conclusion from similar projects is that it takes time to foster a spirit of self-evaluation and so initial expectations should not be over-ambitious. The scope of initial activities should probably therefore be modest.

It is hoped that this document might become the first in a series of booklets on aspects of Quality Management in the schools. Subsequent booklets will focus on particular projects in the schools.

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## I. School Ethos/Philosophy

Criterion	Indicators
Establishment of a European Context, in order to foster mutual understanding and respect for diversity in a multicultural setting	<ul style="list-style-type: none"> <li>- Reference to a European dimension in subject curricula, teachers planning and lessons</li> <li>- Rich provision of European language courses and high standards in them</li> <li>- Increasing awareness and understanding amongst pupils of European issues and of EU structures and organisations</li> <li>- Teachers plan and work together across language sections in all subjects and particularly in European hours, languages and the humanities subjects</li> <li>- Pupils work together across language sections and form friendships across language sections</li> <li>- Visible signs, such as maps and displays from different countries</li> <li>- Frequent links with other European Schools and with national schools in Europe and beyond</li> </ul>
Confirmation of pupils' cultural identity	<ul style="list-style-type: none"> <li>- Provision for mother-tongue language teaching by native speakers at all levels for all pupils whose mother tongue is an EU language</li> <li>- National culture, history and geography have a firm place in the curriculum</li> <li>- Pupils have a knowledge of national culture, history and geography appropriate to their age</li> <li>- Celebration of national festivals and reference to national current affairs</li> </ul>
Encouragement of all pupils to reach their full potential	<ul style="list-style-type: none"> <li>- Appropriate standards of achievement of individuals and groups</li> <li>- Celebration of achievement of all kinds by personal acknowledgement, displays of work and broader publication when appropriate</li> <li>- The existence and implementation of a school policy for equal opportunities for all pupils, irrespective of gender, ability, ethnicity and social circumstance</li> </ul>
The aims of the European Schools and those of the individual school are known, understood and carried out by all members of the school community	<ul style="list-style-type: none"> <li>- Staff, pupils and parents are aware of the aims of the European Schools and of the individual school</li> <li>- School policies and the school plan are developed after wide consultation with the appropriate members of the school community</li> <li>- School documents, minutes of meetings and staff job descriptions are consistent with the school's aims</li> <li>- There are regular occasions when staff and pupils (and parents when appropriate) can share and celebrate the school's ethos and its achievements</li> </ul>
Creation of a democratic ethos, in which all members of the school community can play their parts	<ul style="list-style-type: none"> <li>- Democratic representation is assured for all members of the school community, for example in the committees and other organs of the school</li> <li>- The Committees and other organs are effective in playing their parts in school life, in as transparent a way as possible (with respect for confidentiality when necessary)</li> <li>- Members of the school community participate in consultation and decision making and they accept and abide by decisions properly made</li> <li>- Members of the school community show respect for minority opinions and tolerate their legitimate expression.</li> </ul>

## II. School climate

Criterion	Indicators
The physical environment reflects the aims of the school	<ul style="list-style-type: none"> <li>- Adequate number of rooms of appropriate size, including specialist accommodation, allocated fairly in accordance with an agreed rooming policy</li> <li>- Clean, safe, tidy and orderly classrooms and public areas, in good repair</li> <li>- Displays of work and other materials in corridors and classrooms, some of the displays having “European” aspects</li> </ul>
The social climate reflects the aims of the school, to encourage successful learning and to foster tolerance and mutual respect	<ul style="list-style-type: none"> <li>- Mutually respectful relations between members of the school community, in particular across language sections</li> <li>- Knowledge of and respect for the school rules, established corporately and clearly communicated to all</li> <li>- Consistent and rapid response to conflicts, particularly to bullying and to discrimination of any kind, especially national stereotyping, by pupils or teachers</li> <li>- Communal events which bring together pupils and teachers (and parents?) from different language sections</li> <li>- Teachers readily take initiatives and are encouraged to follow them through</li> <li>- Frequent opportunities for pupils to exercise a degree of initiative and responsibility in lessons and in the broader life of the School</li> <li>- Positive encouragement of good behaviour and consistent response to bad behaviour including truancy</li> <li>- Pupils have access to, and use, facilities for personal support and where necessary, complaints.</li> <li>- Education advisers effectively monitor behaviour and attendance; they liaise regularly with classroom teachers on both pastoral and academic matters</li> </ul>

### III. Curriculum and Organisation

Criterion	Indicators
<p>The formal curriculum accords with the Board of Governors decisions</p>	<ul style="list-style-type: none"> <li>- Statutory requirements are fulfilled, for example concerning the subjects taught, the time allocated to them and the coherence of pupils' timetables</li> <li>- Statutory requirements are fulfilled, for example regarding admissions, the establishment of classes, grouping of years together, class division thresholds, time credits in S 4-7 and maximum and minimum timetables for pupils and teachers</li> <li>- Careers education and guidance is properly organised</li> <li>- Registers, files for pupils and staff and samples of recent work are maintained in accordance with the General Rules</li> <li>- Timetable reductions for curricular purposes for some teachers are properly implemented</li> </ul>
<p>The implementation of the curricular intentions of the Board of Governors promotes the aims of the School</p> <p>N.B.: The word "curriculum" embraces the contents and skills required to be taught. A "scheme of work" embodies the teacher's plan for teaching the curriculum: the means for achieving the curricular end.</p>	<ul style="list-style-type: none"> <li>- Curricula and assessment are harmonised within language sections</li> <li>- Curricula and assessment are harmonised across language sections</li> <li>- The Implementation of the Curricula is regularly reviewed and revised</li> <li>- Teachers' schemes of work supplement the curriculum with material matched to the interests or needs of pupils, or reflecting contemporary issues.</li> <li>- There is continuity of teaching from year to year and where teachers change they ensure coordination of the teaching and efficient passage of pupils' individual records, particularly at the nursery/primary and primary/secondary transitions</li> <li>- Timetabling ensures an equitable distribution of subject time through the week</li> <li>- The option systems are fairly and efficiently organised to ensure proper advice for pupils and maximum satisfaction of their considered choices consistent with observation of the rules</li> <li>- Education in civic values is a significant part of the curriculum</li> <li>- Learning support and "catching-up" classes are in place and their efficacy is regularly reviewed</li> <li>- For pupils with Special Educational Needs, curricula adaptations are made (if appropriate) in accordance with the Convention</li> <li>- Provision is made to help pupils to cope with the challenges of modern life, for example by organising work experience schemes, and courses for health and sex education and drugs awareness.</li> </ul>

## IV. Management and administration

Criterion	Indicators
The School management displays leadership and successfully promotes the aims and values of the European Schools	<ul style="list-style-type: none"> <li>- an ethos and sense of purpose with a strong European dimension have been established (see also I)</li> <li>- Teachers and other staff cooperate in many aspects of school life to achieve common purposes with the goal of promoting quality of education</li> <li>- The senior staff regularly evaluate the school' s success in achieving its aims and encourage all teachers to develop a spirit of evaluation</li> </ul>
The management plans effectively, ensures coordination of pedagogic developments, monitors the implementation of plans and evaluates success	<ul style="list-style-type: none"> <li>- There is effective coordination in each language section and between sections, and in secondary in each subject</li> <li>- The School plan proposes realistic goals, allocates resources (including staff time) reasonably and sets valid criteria for success</li> <li>- Duties are reasonably assigned among senior staff and lines of responsibility are clearly established and widely understood</li> <li>- The various councils and committees operate efficiently and effectively</li> <li>- School wide data such as examination success/failure, promotion/non promotion, Baccalaureate + harmonised evaluation results, absences of pupils and teachers are regularly collected and scrutinized in order to determine specific needs and enable the establishment of strategies to meet those needs</li> <li>- the Budget is implemented efficiently (this aspect is subject to financial control and is not covered in detail here)</li> </ul>
The administration and day-to-day operation of the school are effective	<ul style="list-style-type: none"> <li>- admission procedures, the construction of classes and timetables for pupils and staff and the maintenance of files and records for pupils and staff are efficiently organised in line with the Regulations and enable the schools' aims to be achieved (see also III,...)</li> <li>- the calculation and collection of school fees and the calculation of staff salaries are accurately and efficiently carried out</li> <li>- The proper deployment of sufficient appropriately qualified teachers and resources and accommodation of good quality is assured (see also VII, II, V, etc.)</li> <li>- The school environment is clean, safe, and orderly (see also II)</li> </ul>
Effective reciprocal communications are established between all elements of the school community including parents, and with the outside world	<ul style="list-style-type: none"> <li>- The school organigramme is known and understood as appropriate by pupils, teachers and parents, who thus know who to approach when problems arise</li> <li>- channels of mutual communication are established between Directorate, pupils, teachers and parents</li> <li>- Proper representation is assured on the various councils and committees which are planned and minuted and the conclusions of which are appropriately disseminated</li> <li>- the quality of curricular and other documentation for pupils and parents is high</li> <li>- Good relations exist with the local community and the world outside</li> <li>- The School establishes working relations with the local educational environment, supporting and promoting European developments in particular.</li> </ul>

⇒ See Annex: Document 2006-D-102-en-5 " Quality Assurance and Development in the European Schools – Transparency and Code of Good Administrative Behaviour in the European Schools system

## V. Teaching

Criterion	Indicators
Teachers, including locally recruited teachers, are properly qualified and have an up-to-date knowledge of their subject(s) and of the European School syllabus(es)	<ul style="list-style-type: none"> <li>- Relevant qualifications</li> <li>- Regular participation in in-service training related both to content and to teaching methods</li> <li>- Teachers show a secure grasp of the subject(s) and of the European School syllabus(es) through lesson plans and the lessons observed</li> </ul>
Lessons are well-planned, clearly structured and relate clearly to the syllabus and to what pupils already know	<ul style="list-style-type: none"> <li>- Evidence of long term planning and of a plan for the individual lesson,</li> <li>- Lessons are clearly structured</li> <li>- Pupils are aware of the long term plan; they can relate a lesson to what has gone before and are aware of the objectives for the lesson</li> <li>- The texts and other resources used including ICT are appropriate for the lesson and aligned to the syllabus</li> <li>- Homework is planned in advance and relates clearly to lessons</li> </ul>
Teachers employ a variety of teaching and learning methods appropriate to the content to be taught and designed to involve all pupils actively	<ul style="list-style-type: none"> <li>- Over a period of time (not necessarily in each lesson) a variety of teaching methods is employed, including whole class, group, pair and individual working</li> <li>- All pupils are involved most of the time</li> <li>- Pupils play an active role in lessons;</li> <li>- Pupils are encouraged to use resources, including ICT, independently</li> <li>- Pupils are encouraged to reflect on how to improve their own learning</li> <li>- Pupils cooperate effectively with one another and support one another's learning</li> <li>- Pupils achieve the intended learning outcomes</li> </ul>
The teaching is differentiated to the needs of the individual pupils	<ul style="list-style-type: none"> <li>- The teachers regularly check whether pupils understand the subject matter and the assignments</li> <li>- The nature and scope of assignments, and the language in which they are presented, are adapted to the needs of all pupils including the least and the most able</li> <li>- The means of assessing pupils' learning is adapted to the subject matter, the learning objectives and pupils' particular needs</li> </ul>
The teaching where possible encourages awareness of broader contexts outside the classroom or the particular lesson	<ul style="list-style-type: none"> <li>- Classroom activities provide opportunities to establish connections between the school and the outside world</li> <li>- Links between different parts of the curriculum are emphasised</li> <li>- Whenever possible, European aspects of the subject matter are emphasised.</li> </ul>
Teachers frequently evaluate pupils' learning, both formatively and summatively, and may adapt their teaching in consequence	<ul style="list-style-type: none"> <li>- During lessons, teachers continually monitor pupil's understanding in order to improve their learning</li> <li>- Teachers explain to pupils the criteria to be used in assessing any assignment</li> <li>- A range of different assessment strategies is used to provide a broad picture of pupils' capabilities</li> <li>- Teachers adapt their lesson plan or teaching strategy in response to what is learned from analysing pupils' successes and failures</li> <li>- Teachers give pupils helpful oral and written guidance on how to improve their work</li> <li>- Careful records are kept of pupils' performances and are the basis of reports to parents</li> </ul>

## VI. Achievement/Learning

Criterion	Indicators
Pupils achieve their potential in subjects across the curriculum	<ul style="list-style-type: none"> <li>- In individual lessons and from the evidence drawn from their written work and from discussion with pupils and teachers, pupils improve their knowledge, understanding and skills (in primary, see Carnet scolaire)</li> <li>- Most pupils are promoted to the next class</li> <li>- Most pupils achieve at least minimum standards in tests and examinations across the curriculum</li> <li>- Most pupils pass the Baccalaureate examination and results by subject and language section in the school are commensurate with those for the system as a whole.</li> <li>- Good preparation for and success in higher education and post-school career</li> <li>- For pupils who enter the school in mid-cycle, successful integration into the ES system</li> <li>- For pupils who leave the school, successful re-integration into the national system.</li> </ul>
Pupils develop skills, values and attitudes which promote success in and beyond school	<ul style="list-style-type: none"> <li>- Pupils learn how to learn, including observation and information seeking, looking for patterns and deeper understanding, communicating information and ideas in various ways, posing questions and solving problems, applying what has been learned to unfamiliar situations, evaluating the work done.</li> <li>- Pupils have positive attitudes to learning. They are motivated and interested in their work, concentrate effectively and work cooperatively and productively</li> <li>- In lessons, pupils are increasingly responsible for aspects of their own learning.</li> <li>- Pupils play a full part in extra curricular activities, increasingly in a responsible role</li> <li>- Pupils attend both school and lessons regularly</li> </ul>

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## VII. Professional development

Criterion	Indicators
The School (with Inspectors) ensures that teachers are up-to-date with current pedagogical developments both in terms of subject content and methodology	<ul style="list-style-type: none"><li>- there is a written school policy for professional development, established jointly by directorate and teachers</li><li>- In service training, including pedagogical days, is the outcome of wide consultation and participation by teachers is high</li><li>- In service training encourages cooperation and coordination within and between sections, subjects and cycles</li><li>- In service training is designed to keep teachers up-to-date with developments both in the European Schools and in their national systems</li><li>- The school takes steps to ensure teachers' job satisfaction and to cultivate an innovative spirit</li><li>- All teachers have received training in the use of ICT in teaching their subjects</li><li>- Teachers exchange teaching ideas in each school and between schools, for example by using modern technologies</li><li>- Steps are taken to disseminate the results of in-service training.</li><li>- Senior staff are involved in in-service training</li></ul>

## VIII. Resources for Learning

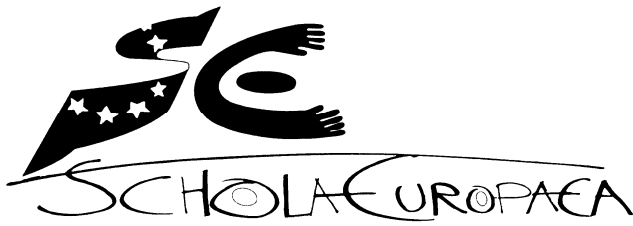
Criterion	Indicators
Resources are available to enable pupils to learn effectively in all areas of the curriculum	<ul style="list-style-type: none"> <li>- Within classrooms, there are sufficient resources of good quality, accessible to pupils and efficiently managed by the teacher, including books, audio-visual materials and ICT hardware and software. Primary/nursery classrooms all have class libraries. There are display facilities well used in all classrooms.</li> <li>- There are libraries/multimedia centres run by professional librarians. The materials are up-to-date, in good condition, accessible to pupils, both primary and secondary, attractively displayed and sufficient for the curriculum and for the interests, knowledge and language capacities of pupils. There is access to the Internet.</li> <li>- Community and national resources are used when possible and integrated into the teaching</li> </ul>
The distribution of resources is fair, rational and transparent and the acquisition of resources is in accordance with the financial regulations	<ul style="list-style-type: none"> <li>- There is wide consultation on the allocation of money for resources, for example by a budget committee, and a joint setting of priorities annually by the Directorate and teachers</li> <li>- The process of allocation of resources is widely known and understood and the resulting allocations are made public</li> <li>- Purchasing procedures are followed correctly and inventories are accurate and up-to-date</li> </ul>

## IX. Links with parents and agencies outside the school

Criterion	Indicators
Parents are well informed about the school and their children's education	<ul style="list-style-type: none"> <li>- The school provides regular and frequent information of good quality to parents about the curriculum, teaching approaches and their children's progress, in an appropriate language</li> <li>- Frequent opportunities are created for the mutual sharing of information between parents and teachers, and parents use these opportunities.</li> <li>- Informative reports of good quality are made to parents as required by the regulations</li> <li>- If necessary, the teachers encourage and facilitate parental support for pupils at home</li> </ul>
Parents play a full part in the life of the school	<ul style="list-style-type: none"> <li>- Parents are represented on the official organs of the school as required by the regulations</li> <li>- The school involves parents in school activities</li> <li>- The parents respect and support the work of the teachers and the school</li> </ul>
Links are established with agencies outside the school	<ul style="list-style-type: none"> <li>- Purposeful relations exist with local employers, for example related to work experience or careers education</li> <li>- Teachers and the Directorate are involved in the local educational networks and with other European Schools</li> <li>- Good relations exist with the authority responsible for the school premises, characterised by frequent contacts and rapid response to needs</li> <li>- The school can readily draw on expert support from outside the school when necessary, for example medical and social services and the police.</li> </ul>

## X. Evaluation

Criterion	Indicators
There is a school wide consensus on the policy and practice to be followed when assessing pupils' work	<ul style="list-style-type: none"> <li>- Assessment procedures are manageable and the outcomes are constructive and helpful to pupils, teachers, parents and future employers</li> <li>- Pupils' work and teachers' records show a clear distinction between diagnostic, formative and summative assessment</li> <li>- There is harmonization of assessment within and between language sections, demonstrated in comparable (not identical) ranges of tasks and of marks</li> <li>- Pupils are made aware of the main learning objectives of any piece of work, and understand that the criteria for assessing the work will be related to those objectives</li> <li>- Pupils increasingly develop the ability to assess their own work.</li> <li>- A wide range of assessment is used in each subject</li> <li>- The type of assessment is appropriate to the capabilities to be tested i.e. the curriculum determines the assessment method and not vice versa</li> </ul>
Regular assessments of teachers are made in accordance with the regulations	<ul style="list-style-type: none"> <li>- The statutory assessments lead to comprehensive reports of good quality, mutually agreed by Inspector, Director and the teacher, on the ability, efficiency and conduct of each teacher. The reports are securely kept in teachers' files</li> </ul>
There is continual self-evaluation of the school's success in achieving its aims	<ul style="list-style-type: none"> <li>- The directorate creates a climate of self evaluation, organises resources to facilitate it and acts as a "leader of learning" in the process</li> <li>- All parties are actively and democratically involved in the schools' self evaluation, including pupils, teachers, parents, non teaching staff and when appropriate employers and the wider community outside the school.</li> <li>- The directorate regularly scrutinizes school wide data, including post school performance, in order to determine needs and devise strategies to meet those needs (see also IV)</li> <li>- Different models of evaluation, including peer evaluation, are used</li> <li>- Teachers and pupils assess their own work accurately</li> <li>- The directorate regularly coordinates evaluation of the ethos of the school and review of the organisation and administration; it monitors its own performance</li> </ul>



Schola Europaea

Office of the Secretary-General

Ref.: 2006-D-102-en-5

Orig.: FR

## **Quality Assurance and Development in the European Schools – Transparency and Code of Good Administrative Behaviour in the European Schools system**

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Approved by the Board of Governors of the European Schools at its meeting on 25 and 26 April 2006

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## **TRANSPARENCY AND GOOD ADMINISTRATION IN THE EUROPEAN SCHOOLS**

### **1. Code of Good Administrative Behaviour**

The aim of a Code of Good Administrative Behaviour is to guarantee a high-quality service in all circumstances for all users of the European Schools system. This implies application of the following principles in particular:

- Any type of correspondence or request, whether a letter, fax, e-mail or telephone call must be replied to within a reasonable period of time.
- In principle, the period of time for a response should be ten days. When the request is direct or the information is readily available, this period should be shorter.
- Where possible, the response will be made in the same language as the request. Where that is not possible, the response should be in one of the vehicular languages of the European Schools or in the language of the school's host country.
- The questions asked should be answered as fully as possible. If items of information required for the reply are not immediately available, a 'holding' response should be sent, indicating when a full reply will be given.
- If the request concerns something outside the individual's responsibility or ability to provide an answer to, he/she should send it to the competent person for a reply from him/her, while in the meantime notifying the requester of his/her action and providing the contact details of the person to whom he/she has passed on the request.
- The tone, manner and conduct of staff must always be courteous and professional.

### **2. Justification for Decisions and Process of Appeals**

According to the *Charter of Fundamental Rights of the European Union*, among the citizen's right to good administration is "the obligation of the administration to give reasons for its decisions". It is therefore necessary for this principle to be adhered to when communicating a decision taken.

- There must be a justification for every decision, giving the reasons behind it and elements taken into consideration.
- The procedures for lodging appeals should be explained when a negative response is given to a request and an appeal may be lodged against the decision in accordance with the regulations in force in the European Schools system.

### **3. Public Access to Documents, including Statistics**

There will be systematic public access to data concerning the European Schools, with the exception of individual personal data or information judged confidential by the Director, either by publication on a website or by direct transmission on request. Information posted on websites will, as far as reasonably possible, be available in the three vehicular languages of the European Schools and in the language of the school's host country.

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#### **4. Transparency in Management**

The first step towards transparency in management is the drafting of a clear job description for each member of staff, which specifies broad areas of responsibility and which is subject to periodic review. Each employee must take responsibility for what he/she does in the European Schools system and be evaluated in relation to his/her job description.