

**“Autonomy of schools and quality assurance / Quality development”
- Questions to the experts -**

1.

Questions concerning the „autonomy of schools?

1.1

In which fields/ areas/ domains are schools autonomous?

In which fields/ areas/ domains do schools have to follow the stipulations/ the regulations/ the aims of the local school boards/ the local authorities/ the school administration?

1.2

In which way do you choose/ select head teachers or school managements and who is responsible for their appointment?

1.3

Who takes care for an equal equipment with teachers and resources in all parts of the country?

- How do you manage to find enough teachers in general and especially those who teach more rare subjects?
- How do you succeed in attaining comparable educational standards and certificate levels in all parts of the country?
- What is done for those schools who are situated in poorer or socially lower areas of a community or a county? Do they get extra teachers or a better equipment to be able to attain the same standards as schools in an “upper class area”?

1.4

Who guarantees that the aims/ regulations / the benchmarks given by society/ “the state” / the government are reached / fulfilled as well in subject-tied learning as in personal and social education? And how is this done?

2.

Questions concerning „quality assurance and quality development“

2.1

Who exercises the professional / subject supervision over the schools?

2.2

Do schools have to practice or to undergo certain forms of evaluation and if so, which ones ... -

- intern quality controls / intern evaluations?
- educational reports for the local education authorities?
- extern evaluations/ quality audits including a description of working conditions and methods?
- central tests developed by education authorities or perhaps by independent/ private institutions?

2.3

Do the evaluation procedures, the ways in which quality is assured or tested primarily aim at ...

- basic knowledge and abilities in the single subjects?
- Or do they aim at the capability of finding links between subjects, of recognizing connections between themes in different subjects?
- Or do they aim at testing methodical competences such as learning and working techniques/ self-guided learning, finding the informations needed to solve a problem, organizing ones own working procedures, or being able to present the results of ones own work?
- Or are the personal competences tested such as the pupil's feeling of his or her own worth and self-consciousness, but also punctuality, reliability, perseverance, tolerance?
- Or do the tests focus on social competences such as considerate behaviour, social learning, being able to work in a team, **cooperative learning**?
- Or are the evaluation procedures/ the tests a mixture of all the items mentioned above?

2.3

Do you have any experiences with an "output-orientated" evaluation, i.e. are there any surveys on how pupils or students get along during the next three or five years after they left school? And if so, what are the results of these surveys?

2.4

Which effects and consequences do the results of the evaluations have ... -
do the schools put up their own aims
or are there agreements made on equal terms between the education authorities and the single schools
or do the consequences consist of regulations given by the authorities alone?

2.5

Which development in the relations between schools and the regulations given by the authorities would you prefer personally and why?