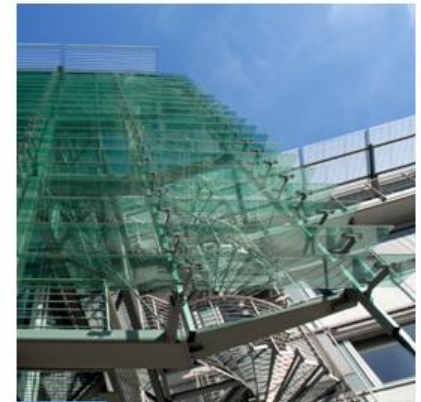


Welcome at IQ !

IQ :Institute of Quality Development of Education in the state of Hesse (IQ)



spirit
tasks
structures
objectives

Organizational Chart

Head of institution

D: Director

PSD: Permanent substitute
of director
Coordinator of head
of department

Accreditation of teacher
in service training-

Service area

Internal services

ID.1: Financial reporting
(budget)

ID.2: Infrastructure

ID.3: Information
technology (IT)

ID.4: Management
accounting
(financial and process
controlling)

ID.5: Publications, internet

ID.6: Human resources
management

Department I

External evaluation: school inspection

I.1: School inspection 1

I.2: School inspection 2

I.3: School inspection 3

Department II

Educational standards, curricula, national comparative tests and
central school leaving examinations

II.1: Central national comparative tests

II.2: Central school leaving examinations

II.3: Educational standards and curricula

Department III

Scientific department of policy principles; empirical analyses of school
development (under construction)

III.1: Effectiveness analyses and quality assurance

III.2: School quality: concepts, analyses and instruments

III.3: Empirical studies to school development and development of
classes , cooperations in science

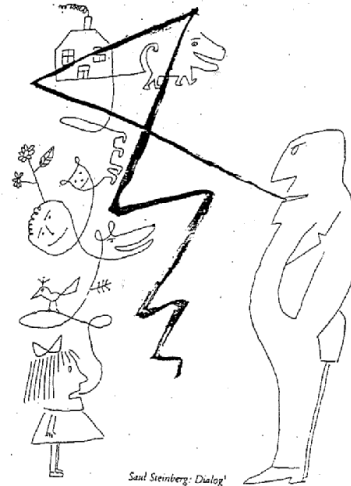
A school
focusing on
each child's
personality

A school which

- qualifies
- integrates
- gives orientation

One coin with
two sides:

Clearing
problems
(object)
Strengthening
pupils (subject)



A school that demands
and promotes,
demands achievement
and enables our
children to work

A fascinating
school
arousing our
children's
curiosity
towards life.
For later life
you learn, not
for school

Spirit of IQ:

schools are the only places where school quality is produced. We have to create good conditions of working for schools as a whole.

We work to support schools with attitudes and ideas like

Freedom and responsibility

Optimistic attitude, trustiness in people´s quality, but not blind trustiness

Idea of data a key for quality: data demands answers and solutions

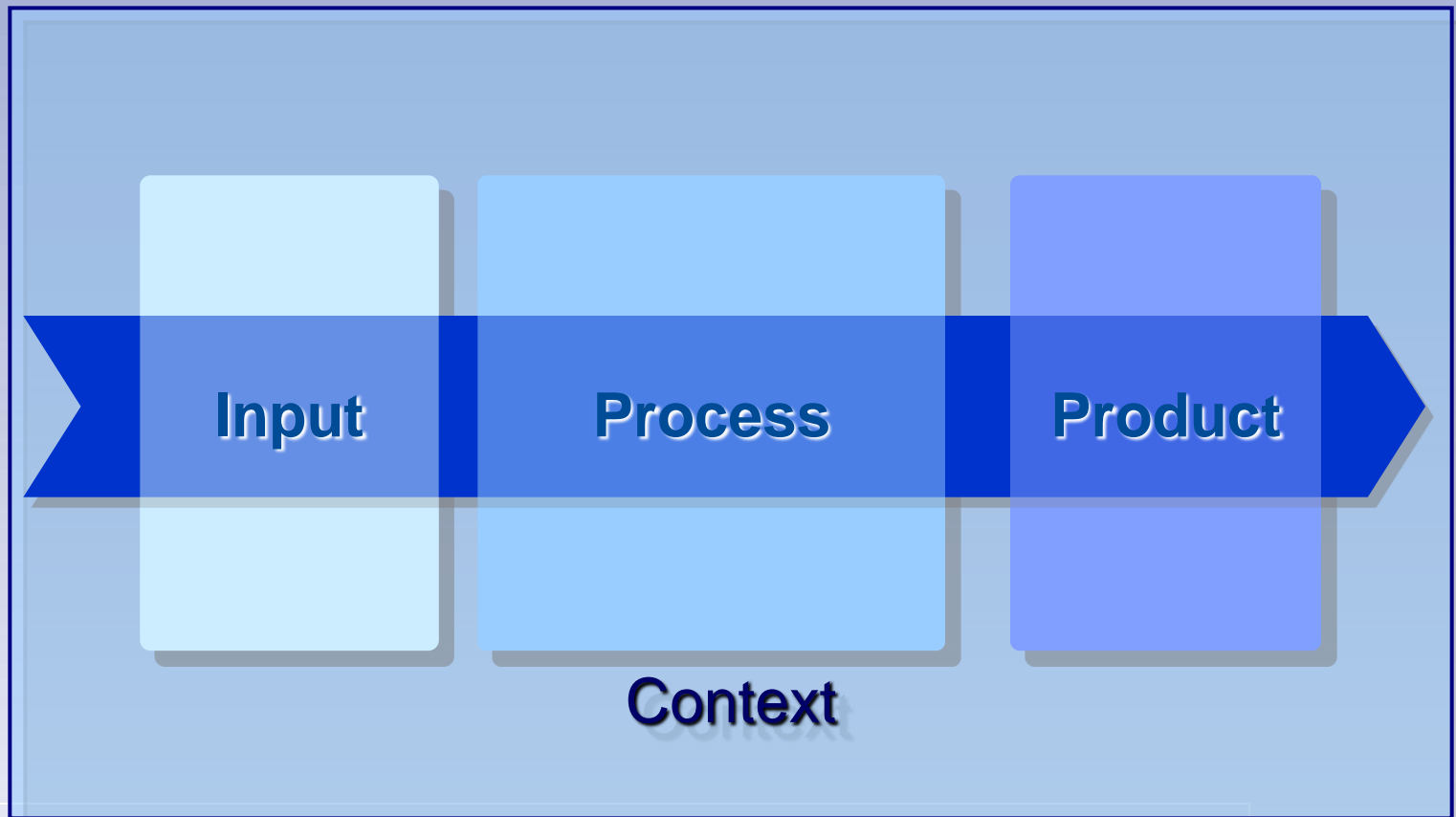
Enforcing a culture of feedback

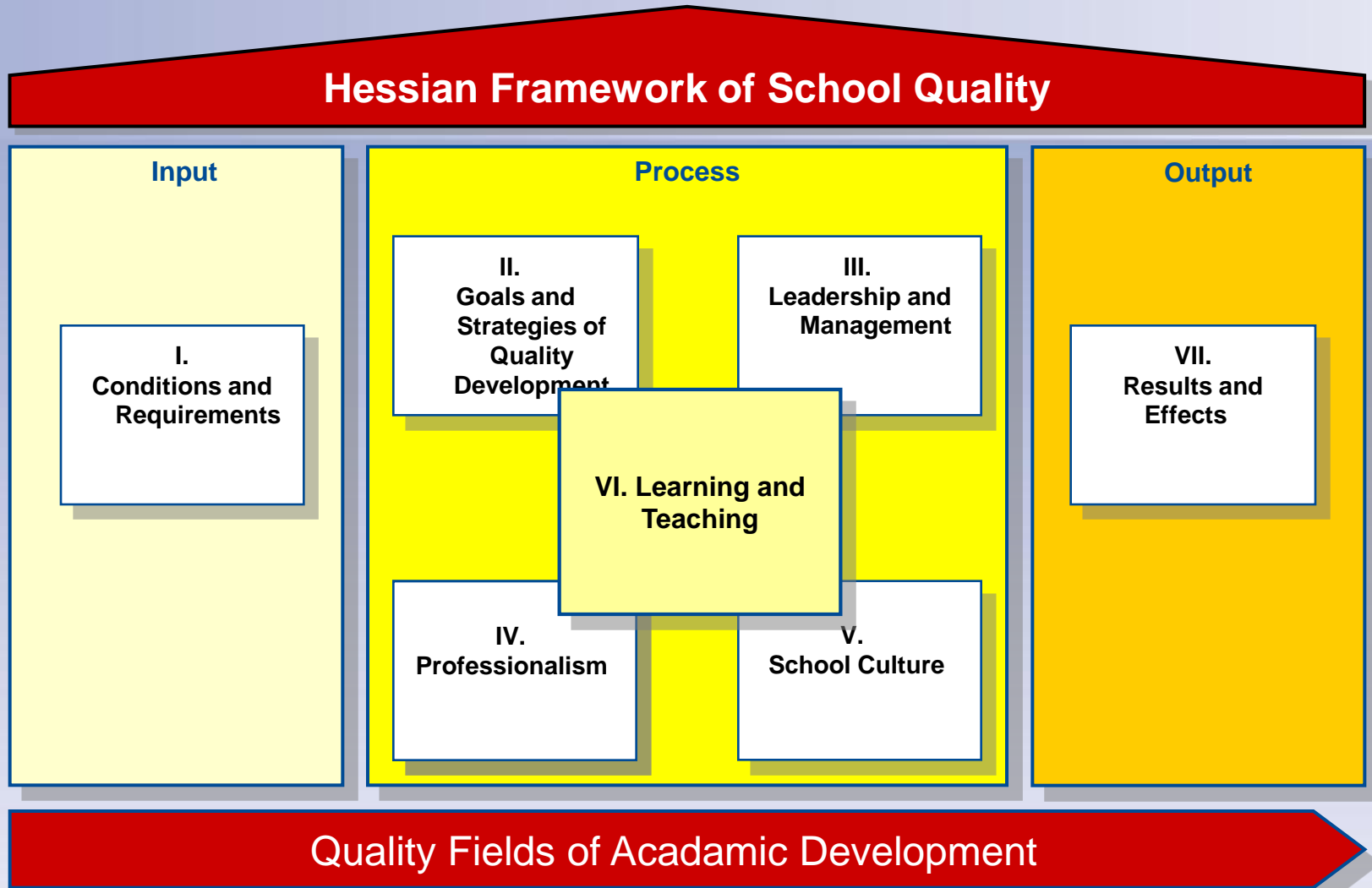
Enabling a concept of „plan – do – check – act /change“, a cyclic process of quality management (improving or changing or consolidating)

Enforcing a fractal system of quality: criteria on all level which can be controlled, against „laisser faire“ and „closing the eyes“

Hessian Framework of School Quality (HRS) Construction

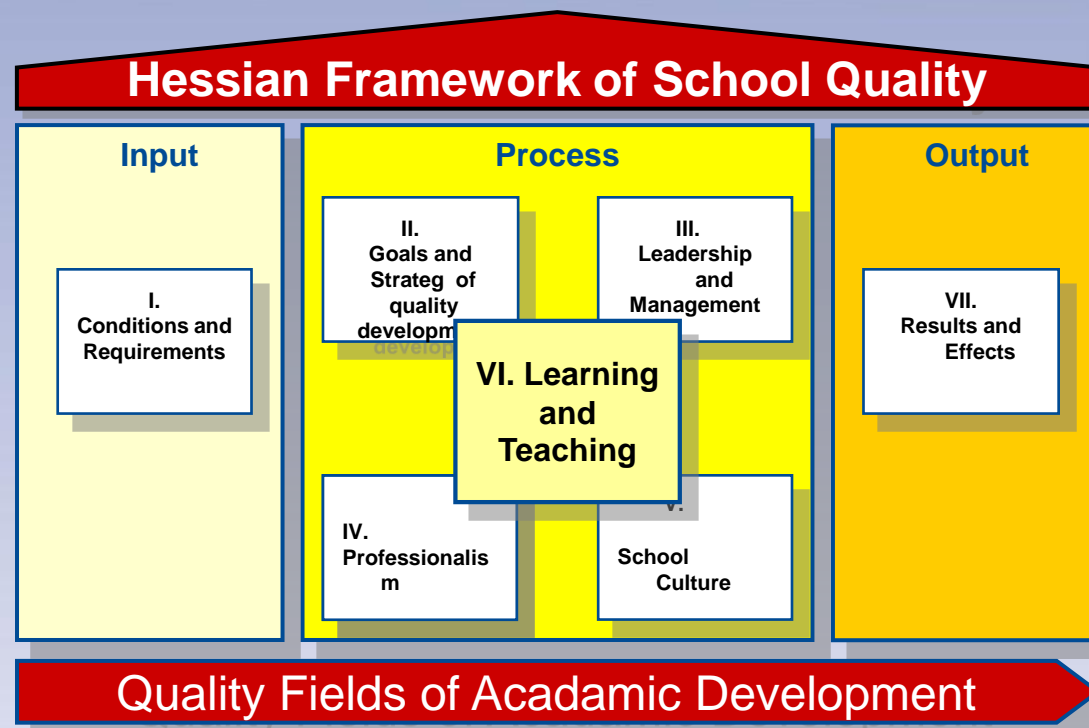
Basis: CIPP-Modell (Stufflebeam; 1973, 2000)





Hessian Referential Framework of School Quality (HRS)

- is the the referential framework for all aspects and processes of quality assurance and development,
- names the important areas and zones of school quality dimensions and the objectives belonging to them;
- names criteria for school quality and indicators to measure the degree of achievement of each criterion
- names methods and instruments for the assessment of indicators.
- Is something like a professional language which brings the different parts of educational institutions together



Schools can decide on their own on money spending in order to achieve best possible learning quality and results

Standards of subjects, basic curricula

competencies instead of unconnected knowledge

Teaching competencies

Pupils learn to learn for themselves (selfregulating learning)

External Evaluation

- School inspection
- Comparison tests
- Final tests

Developping school



Cyclical process of quality development at each school managed by the local professionals

**Concrete rules
from up to bottom
by centralized
bureaucracy**

**Concrete
reports from
bottom to up**

1. Ministry

2. „Schulaufsicht“

(Regional authorities
on different levels)

3. school

-headmaster

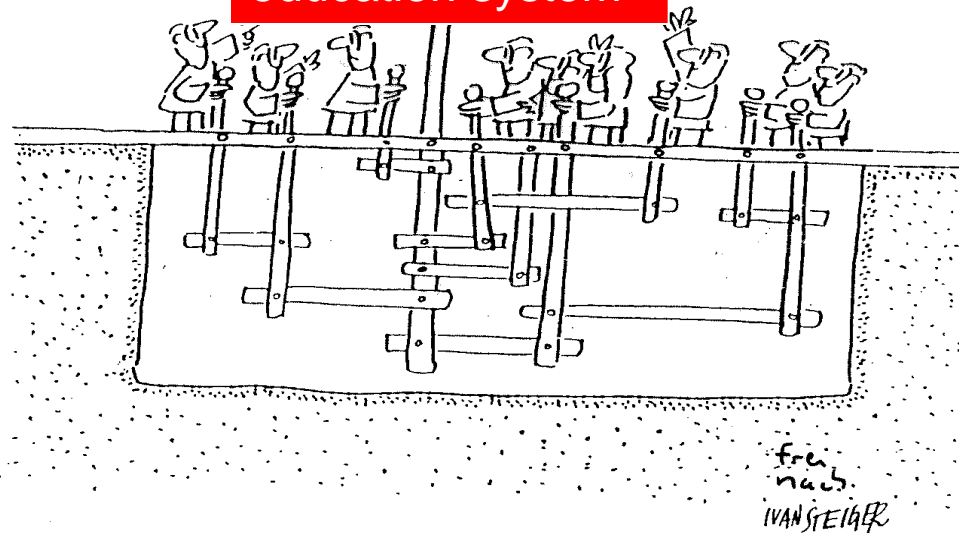
-teacher

-pupils

-parents

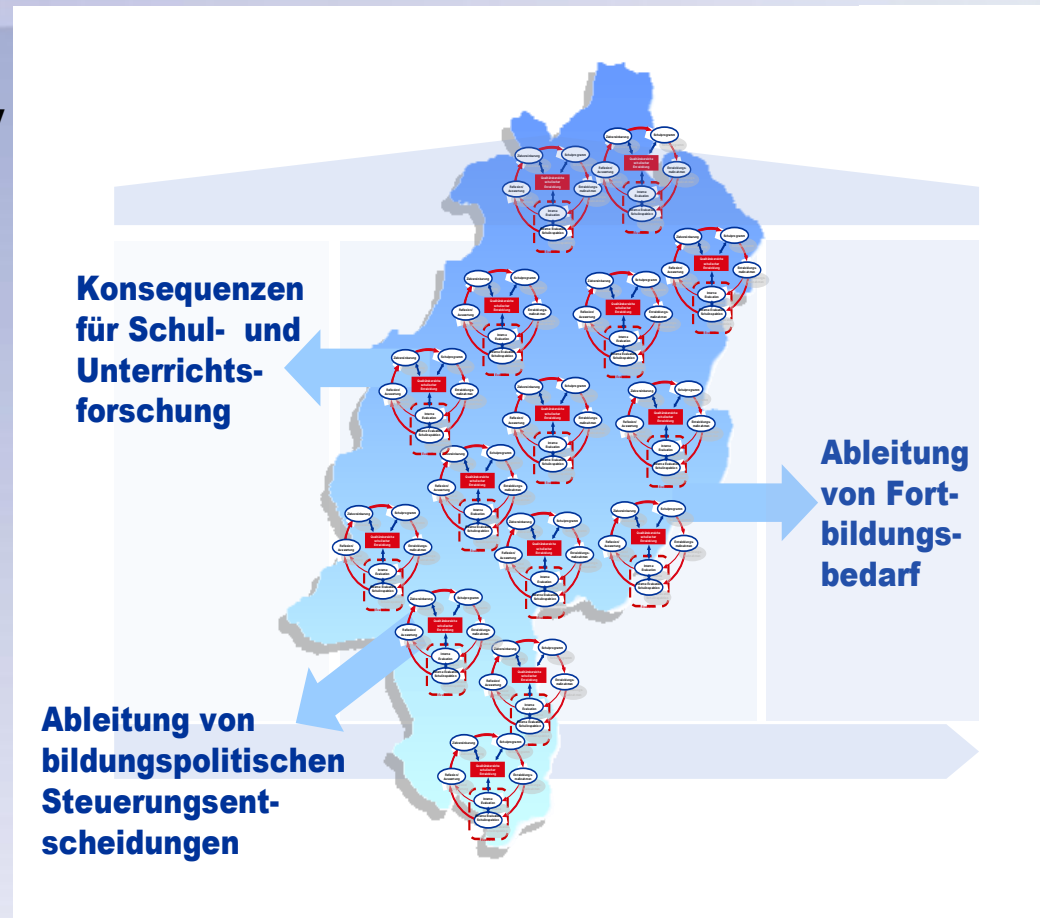
School like a bureaucracy of teaching and learning?

Steering of education system



Example of new steering by data school inspection and expected consequences

- Achieving data and knowledge about quality of schools (country wide level)
- Information of the public on the results (yearly reports)
- Data demands answers: creating information and activity of interested groups of society
- Rational pressure on
 - Policy /parties
 - Supporting institutions
 - Teacher training institutions of all levels
 - Communal authorities (owner of school buildings)
 - Scientific community



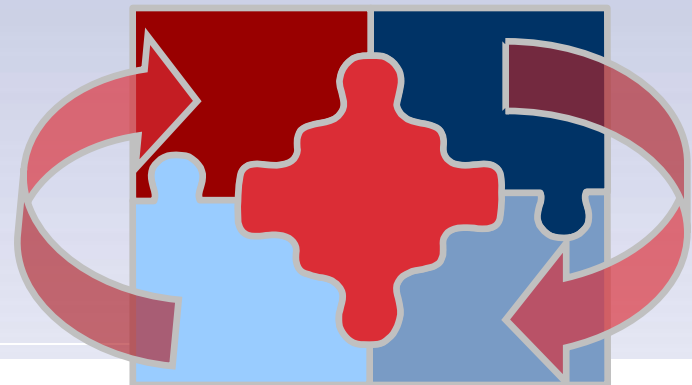
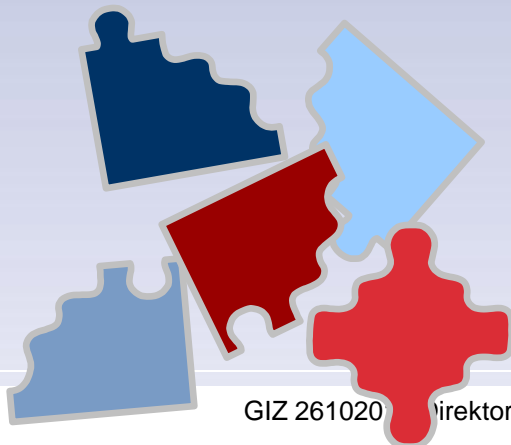
Process of changing culture of teaching and learning – a difficult long term process

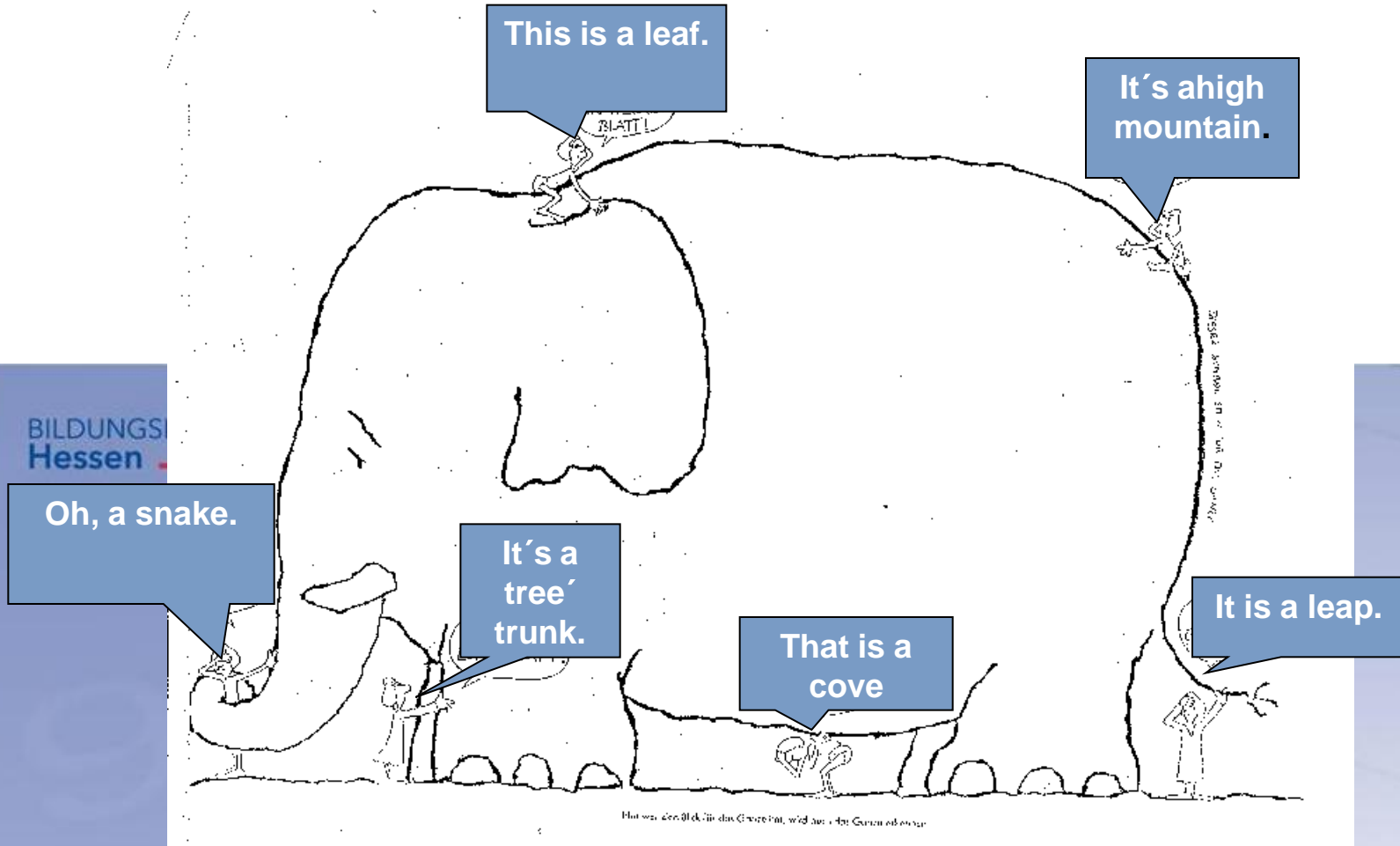
The change will take place very slow because deep culturel settings patterns and traditions are touched.

Main problem: to establish a culture of freedom and responsibility against the traditional structure, a hierarchical bureaucratic system and a mental attitude to trust in state as father or mother spending luck.

School inspection is only one of many instruments of changing. All the instruments have to form a mosaic and are necessary as a combination of power to achieve a changing effect.

All the elements must be connected into a cyclical dynamic.





Quality is the whole and more than the summary of the parts.

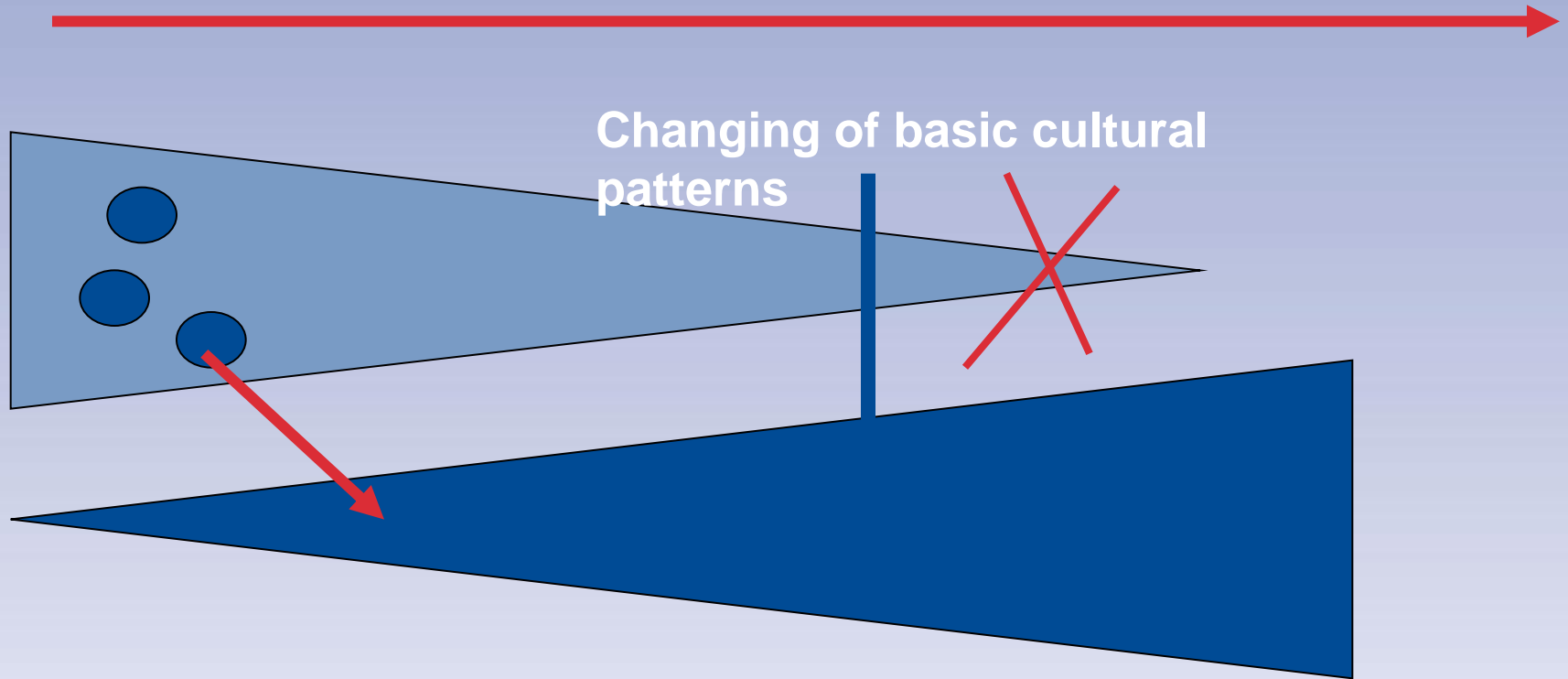
The possible result:

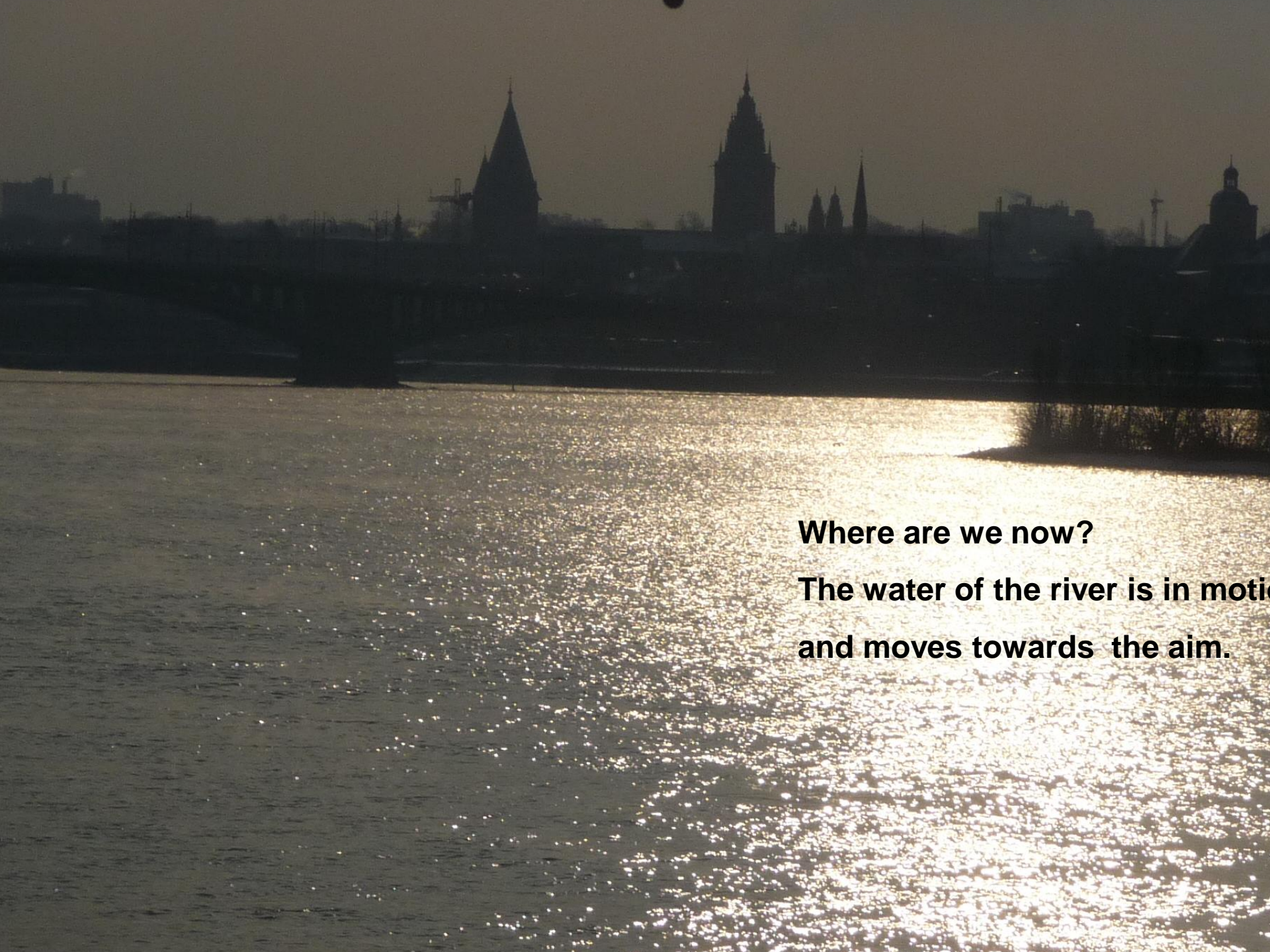
Abolishing bureaucratic steering by creating a new data based balance of quality based on freedom and responsibility, that means: decisions by responsible schools quality-balanced by intelligent cyclical controlling.

2010

2015

2020





Where are we now?

**The water of the river is in motion
and moves towards the aim.**