



good achievements in the subjects taught does not necessarily indicate a good school, since such achievements can be had, too, by using means that a good school would not apply. School quality is determined by *processes* which cannot be made visible in their necessarily very complex contexts by means of central tests of knowledge. The question of school quality is therefore distorted by such forms of evaluation. A central concern of this initiative is to correct this one-sided and narrow approach. At the same time, we call for other forms and procedures of evaluation, for instance peer reviews, as they have been institutionalized between the “Look Across the Fence” schools.

Our standards refer to the basic convictions defined above and stated in the above Call. They are grouped into three types: Educational Activity, Basic School Conditions, and Basic Systemic Conditions, which cannot always be sharply separated, so that overlap occurs. This categorization is designed to demonstrate that the three types are interlinked and mutually referenced, and how they are. Thus, the standards for Educational Activity can also be read as demands upon a school, as it creates the Basic Conditions. And these, again, can be seen as an appeal to governmental authorities: If schools are to be good in this sense, these Basic Conditions must be guaranteed by the educational System.

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1.

## **Meeting the Needs of the Individual – Individual Encouragement and Challenge**

*The most important guidelines for any school are the children entrusted to it – the way they are, not the way we may wish them to be. They have a right to be taken seriously as individual, distinctive persons with a dignity that is not at the disposition of others. They have a right to a school that is there for them – not the other way around.*

The standards under this guideline are grouped into the following categories:

1. Individual Attention and Supervision
2. Individualization of Learning
3. Encouragement / Integration
4. Feedback, Educational Supervision, Evaluation of Achievement

## 1.1 Individual Attention and Supervision

<b><i>Standards for Educational Activity</i></b>	<b><i>Standards for Basic School Conditions</i></b>	<b><i>Standards for Basic Systemic Conditions</i></b>
There is a daily welcoming and a good-by for the students when they arrive at school and when they leave.	Each classroom group is taught daily by the class teacher, or by an instructor representing him or her. Two adults have responsibility for each group.	
They know where they belong, and where their things and those of their fellow students belong. Their classrooms are well-ordered when they arrive.	The classrooms are equipped in such a way that everything the students need is available and well ordered.	Sufficient funding is available for the equipment of the rooms.
They know whom to turn to, and these people have time for them.	There are fixed or informal times for individual discussions.	The teachers' schedules include sufficient time for, and mandate, counseling and supervisory activities.
They can describe their experiences and problems in their groups.	There are solid times for the supervision of the group.	
They can get help and advice for their personal problems from all the adults responsible for them.	Counseling and help with students' personal problems is part of the responsibilities of all adults. Counselors have a supporting function.	Counseling/advice is part of teacher training. Teachers know which support systems provide professional help.
They find help and advice for health problems.	The curriculum of the school includes modules in health education, which is part of the responsibility of all teachers. They know and react to symptoms of health problems, and are familiar with the available support systems.  The school has a medical service.	Health education is part of teacher training. Support systems are interlinked (joint responsibility).
They know that the school is in touch with their family, and can help find solutions for their problems. The parents can count on advice and support from the school.	The school ensures continuous and institutionalized contacts with the parents and organizes various occasions for such contacts.  The school cooperates with various support systems in providing advice to parents.	The teachers' schedules include sufficient time for, and mandate, contacts with parents.
The teachers act in accordance with the Mission Statement of the school.	The school has a Mission Statement, to which teachers, students and parents are committed.	The school can select its teachers.  The school has a right to conclude binding agreements with staff and parents.

<p>The teachers interact with the students respectfully and “on equal terms” – including in the kind of language used.</p>	<p>Discussions between adults about students are characterized by respect. There are regular occasions for such discussions, such as team meetings.</p>	
<p>At school, students are provided with good, nourishing food.</p>	<p>At school, attractive and functionally equipped rooms are available for common meals.  The meals provided are diversified, and ensure healthy nutrition.</p>	<p>The equipment of the school meets the requirements for providing healthy nutrition.</p>
<p>There are many opportunities in the school for physical activity, games and sports.</p>	<p>The school is equipped for physical activity, with facilities appropriate for children and young people. These facilities are accessible all day. The school grounds are designed in a functional, varied and educationally appropriate manner.</p>	<p>The guidelines for school construction and for the design of the school grounds are based on educational criteria. They ensure that the school can meet different needs and talents with the aid of flexible equipment.</p>
<p>They can retreat to quiet areas.</p>	<p>There are protected areas in the school that permit quiet reflection.</p>	
<p>They have many opportunities for artistic, musical and handicraft creativity at the school.</p>	<p>The school is equipped with a variety of age-appropriate rooms and teaching facilities that are inviting for art, music and handicraft activities, and accessible all day.  Experts from various professions are present at the teaching facilities; they are part of the school staff.</p>	<p>The school can hire experts from various professions.</p>

## 1.2 Individualization of Learning

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
Every student is "with the group" during each class period.	The instruction is structured in such a way that even slow-learning students obtain at least a minimum level of advancement.	Subject-related standards are defined as minimum standards.
Each student's achievement during each class period is "good," in terms of his/her own premises.	The instruction is structured to accommodate various levels of proficiency.	Subject-related standards are defined flexibly.
The teachers know the levels of achievement of each student.	The school gives teachers the time and the means to develop their diagnostic competence further.	Diagnostic competence is part of teacher training.
They have an understanding of individually different learning possibilities and paths.	The teaching is structured to be dialogue-oriented: An understanding of learning paths is just as much a part of the teaching mission as the provision of factual knowledge.	The method of the dialogue-oriented learning as described by RUF & GALLIN is part of teacher training.
The teachers work together in teams, the tasks of which include educational advice and discussions about the students.	The teachers' schedules include the opportunity for mandatory team consultation.	The teachers' schedules include sufficient time for, and mandate, team consultation.
The students acquire a repertoire of various methods and learn to apply them meaningfully.	The school curriculum stipulates which methods can be learned in which contexts.	Methodological skills are taught as part of teacher training.
The teachers use individually different teaching methods and paths.	Subject matter, classrooms and teaching aids are designed for flexibility in teaching paths. The school has an archive accessible to all teachers, where teaching materials can be examined.	
The students find all materials, that they need for their work.	A prepared teaching environment is a basic principle of the design of instruction.	
They have enough time to complete their work at their own speed.	The school responds to the different needs of the students with flexible scheduling.	

### 1.3 Support, Integration

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
All students find challenging and exciting opportunities for learning at the school.	<p>The school's program includes an independent support concept. Its goal is to ensure that all students can develop their abilities as well as possible. That means that:</p> <ul style="list-style-type: none"> <li>• The students are involved in all decisions that affect their learning</li> <li>• They can study in various groupings; they can leave the class group, and sometimes even the school.</li> <li>• They can select part of their learning program.</li> <li>• They can use the learning opportunities of the school and can take instruction from experts who are not teachers.</li> </ul> <p>The school provides professional counseling and help. It cooperates with special-educational experts who are integrated into the grade teams, and with other experts and institutions.</p>	<p>The school system is oriented toward inclusion, not exclusion.</p> <p>Schools have a right to plan learning groups and schedules flexibly. They are not wedded to grade-based classes.</p> <p>Elective courses may be given by non-teachers.</p> <p>The school development is oriented toward integration. The schools have special-educational experts assigned to them.</p>
They are asked about their learning desires, and these are taken seriously.		
They receive individual advice and supervision.		
They learn to assess their own talents and deficits, and to react suitably to them.		
Their talents are challenged and encouraged.		
They are provided with suitable aides for learning problems.		

## 1.4 Feedback, Educational Supervision, Evaluation of Achievement

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
The students get understandable and helpful feedback on their achievement.	The achievements of the students are presented and assessed in different ways. For this purpose, the school develops age-appropriately varied forms of feedback and evaluation.	Schools have a right to dispense with grading through grade nine. Other forms of achievement evaluation e.g. achievement reports, are recognized as equivalent and the time required for them reflected in the time allotment.
This feedback is oriented primarily toward what the individual has achieved and can achieve.	The school explains to parents the rationale behind its criteria for evaluation (e.g. explanation of the grade issue), and insures their approval through continuous explanatory work.	Schools may dispense with non-promotion ("flunking"), and uses the teacher-hours saved for other purposes.
The feedback reflects the learning material covered, measured against the individual's capability for achievement, and referenced to the individually attainable progress in the subject matter.	The school curriculum presents progress in subject matter as steps which everyone must undergo, albeit at different speeds, and with differing individual periods at each step (minimum, not grade-referenced standards).	Scholastic requirements are defined as progress-referenced minimum standards, rather than as grade-referenced regulation standards.
What has not yet been achieved is presented to the student in such a way that the feedback is experienced as constructive help.	Binding procedures for achievement feedback are provided in the school curriculum, aimed at ascertaining, supporting and evaluating individual achievement. This includes:	Individual achievement counseling and evaluation is part of teacher training, and includes:
The feedback includes concrete aids for mastering the next learning steps.	<ul style="list-style-type: none"> <li>• Binding consultations with parents and children, which are recorded;</li> <li>• Reports or other forms of individual feedback;</li> <li>• Agreements on individual support:</li> <li>• Support plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice conversations</li> <li>• Written forms of individual feedback</li> <li>• Contact with portfolios and other forms of individual achievement counseling e.g. learning diaries</li> <li>• Dealing with feedback</li> </ul>
The feedback is dialogue-oriented: The students are included in the evaluation.		
The school prepares individual support programs and competent support		
The support programs are set down in support plans, which are regularly assessed and updated.		
The students also give feedback to the teachers on their instruction.	Feedback is established as a part of the teaching culture.	

## 2.

### **“Alternative Learning” – Upbringing Instruction, Transmission of Knowledge, Education**

*Schools have the task of familiarizing young people with the foundations of our culture: Science and technology, religion and philosophy, art, music and literature. Education means mastering each of these foundations, individually and in their common context, to pose significant questions value to oneself, to prove oneself in the democratic system, and to test and to understand the procedures of science and the forms and effects of aesthetic design. Learning is all the more effective the more it is tied to experience, to testing of oneself and one’s environment, to experienced success and to crisis situations. Learning is all the less effective, the more strongly it is merely receptive, externally controlled, or one-sidedly cognitive: The “paper and pencil” are important tools, but poor teachers. Learning requires experience with life and also practice-based systemization. Its quality depends on the extent to which both these aspects can supplement one another. Learning is an individual process that unfolds in a social context, and depends on cooperative activity, exploration and testing. Curiosity, a “spirit of discovery,” joy in learning and seriousness are the prerequisites for an active “acquisition of the world,” which is the essence of education. The most important task of the school is to design learning in such a way that it can turn into education. Therefore, learning needs space: the freedom of the school to continually re-think teaching anew, and to re-base it on education; and the time and the freedom for active forms of the acquisition of knowledge, for independent and self-active learning and self-responsible activity. Learning needs individual and joint feedback, presentation, and social acknowledgment of results.*

The standards under this guideline are grouped into the following categories:

1. Learning in a Meaningful Context / Experience
2. Self-Organized, Self-Active Learning
3. Joy at Learning and Creativity
4. Differentiation
5. Quality Criteria for, and Evaluation and Presentation of Achievement.



## 2.1 Learning in a Meaningful Context / Experience

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
Learning of subject matter is referenced to culturally and individually significant objects.	The internal school curriculum provides space for a wide range of subject matter; it permits topics of instruction to be selected so as to correspond to level of the group.	The stipulations for schools define goals, not the paths leading to them.
The scope of instruction is defined primarily by the requirements of the matter at hand, not by subject boundaries, and its goal is thinking in contexts.	The school is structured in school-year teams, in which the planning of instruction takes place, and which establish the central teaching units and projects and their topics in an annual plan.	The autonomy of the school includes the right to rearrange the lesson schedule, and to manage the teaching time freely.
Several subjects can be taught jointly, if a thorough understanding of the matter requires it.	Each subject has a different share of multidisciplinary topics; the teaching conferences establish the shares of the subject matter to be covered in this way.	The core syllabi leave the schools maximum leeway for the design of their own school curricula.
Systematic instruction is secondary to active acquisition of knowledge; it supplements it to the extent that the subject matter requires it.	The necessary minimum time for subject-specific learning and practice is shown in the annual plan.	Budget autonomy guarantees that the school can dispose freely of its funds for equipment and personnel.
Learning occurs essentially as an individual, active acquisition process, as a holistic process; the students are stimulated and guided to that end.	The school is equipped to encourage independent, active learning (places of instruction, possibly neighborhood-based: Workshops, theaters and arts areas, labs, sports facilities, the kitchen, the library, freely accessible internet stations...). These places of instruction are supervised by trained personnel.	
Coherent time blocks are provided for such learning.	The class schedule and the annual plan include flexible times: Short units for cognitive learning of subject matter, and longer ones for experimental/practical learning; also time for independent work, and several weeks for interdisciplinary teaching units/ projects.	
The students often have instruction outside the school: at companies, at cultural facilities, and on excursions and trips...	Extracurricular places of instruction are included in the lesson plan. The school cooperates with companies, and with municipal and other facilities.	Extracurricular learning is part of the teaching plan, and officially recognized as such.
They experience learning as something that has to do with them, and offers them the possibility to prove themselves as persons; responsible activity is	The school arranges internships, provides possibilities for excursions and trips, and arranges and maintains contacts, so that put the students,	The school may hire non-teachers as experts. It may conclude contracts with private companies.

<p>expected of and entrusted to them.</p>	<p>while on their own, are not left alone.</p>	
<p>They can clearly see and understand the connection between the requirements of the subject matter and the practical and learning work necessary for it.</p>	<p>Subject courses are, to the extent possible, embedded in interdisciplinary units.</p>	
<p>As much as possible, students gain access to the subject matter through their own testing and experimentation (genetic learning).</p>	<p>The instruction is methodologically based on self-active learning and probing “with head, heart, hand and foot” (PESTALOZZI).</p>	

## 2.2 Self-Organized, Self-Active Learning

<b>Standards for Educational Activity</b>	<b>Standards for Basic School Conditions</b>	<b>Standards for Basic Systemic Conditions</b>
The students are included in the planning of the instruction: Their questions and suggestions are taken up, and are taken seriously.	The planning process of teaching units/ projects starts with a brainstorming session, the results of which are taken up by the school-year team.	
They experience their confrontation with matters as a productive challenge	Goal products and results are clearly defined beforehand, so that students have concrete learning incentives and orientations.	
They affiliate themselves to specialist groups, and acquire expert knowledge.	The instruction is based on mutuality and differentiation (see below).	Various forms of achievement (project results) portfolios, group reports...) are recognized as equivalent. Process and product evaluation are equivalent.
They learn to set themselves attainable goals, plan and reflect their work, and apply suitable procedures and forms for it (project sketches and plans, mind-maps, learning diaries...).	The self-definition and self-planning of goals and learning processes is a firm components of the lesson plan, and is evaluated, just as teaching results are.	
They strengthen their conviction self-effectiveness through challenges that reach the limits of their abilities to achieve, and which they can manage.	The courses offered are defined in such a way that all students are challenged to take full advantage of their achievement opportunities.	Examination and evaluation forms underscore the significance of independence in learning.
They coordinate the work of their groups, establish procedures, times and rules, and monitor observance.	Group-based work is used as a standard tool in all subjects; opportunities are available for discussion of binding rules, procedures, and methods for optimizing group work.	
They conceive and plan special individual long-term achievements.	The instruction in all subjects encourages independent, self-responsible work.	The school is accessible for teachers and students, even outside class hours.
For this purpose, they are familiar with and use necessary or helpful procedures (logbooks, learning diaries...), and know where to find support.	The school develops and disseminates a schedule of learning skills that is implemented in age-appropriate gradation, based on appropriate subject matter.	

### 2.3 Joy at Learning and Creativity

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
The students are challenged to submit the products of their work in the best form possible for them.	Aesthetic quality is an important criterion for the acknowledgment and evaluation of achievement.	
They experience designing work results as a demanding challenge, and also that the effort is worthwhile.		
They are oriented, too, toward the intended product in the conception of and reflection upon their work.		
They design their work products according to their own ideas.	The aesthetics of the school's structure reflects its program.	
They perceive that their work results are part of shaping the school.		
They have the possibility to leave their mark upon the school with the results of their work.	In designing the school's building and grounds, students' work is included.	
They experience imaginative forms of acknowledgment for the results of their work and for the work of others.	The school develops a culture of acknowledgment: Occasions, forms and procedures of public appreciation of people and their achievements.	
They experience the ability of pride in the results of their work, and of pride in them from their school.	The members of the school community show what the school is proud of, and why.	

## 2.4 Differentiation

<b>Standards for Educational Activity</b>	<b>Standards for Basic School Conditions</b>	<b>Standards for Basic Systemic Conditions</b>
<p>Subject-oriented instruction is based on commonality and diversity: common processes of learning and understanding, interconnected with variations in subject matter, and flexible approaches and methods.</p> <p>Systematic progress is measured by the growing subject-related progress, individually staged.</p> <p>A variety of approaches and opportunities is the constitutive prerequisite for experience-oriented learning (experience, perception, application).</p> <p>Practice, repetition and consolidation are carried out by means of assignments appropriate to individual potential and level of achievement.</p>	<p>Instruction is planned in coherent subject units.</p> <p>The school's own curriculum includes minimum standards for all subjects, in which the common subject matter and procedures appear as a systematic progression.</p> <p>Experience-oriented learning (e.g. projects), with individually different approaches constitute the core of the school's own curriculum and the lesson planning process for the class-year team. Materials are collected and can be inspected.</p> <p>A schedule of repetition and practice is part of the lesson plan. The materials are collected and can be inspected.</p>	<p>The subject requirements are provided as a planned systematic progression (minimum standards). They are not seen as school-year-based standards.</p>
<p>The schedule leaves sufficient space for individual learning.</p>	<p>The curriculum favors individualizing forms of learning (hours reserved for independent work, or thematic blocks with integrated independent work).</p>	
<p>The classroom areas are designed for flexible work.</p>	<p>The class areas of each school year are physically adjacent. Hallways and classrooms are also used for work in small groups. The furniture is arranged accordingly. Internet stations are available and accessible.</p>	
<p>Materials and learning aids are well ordered, easily accessible and appropriate to the varied needs of students.</p>	<p>The teaching plan of the school-year teams includes the compilation of a pool of materials.</p>	
<p>Books on the topic are plentifully available.</p>	<p>The school has is appropriately equipped: It has its own library, or uses a near-by neighborhood library, and freely accessible internet stations.</p>	
<p>All teachers know the different learning levels within a learning group, as well as the individual support</p>	<p>Measures of support and differentiation are discussed in the school-year conference. The</p>	<p>Counseling/advice time is provided in the schedule, and is mandatory.</p>

measures.	conference plan provides regular times for this.	
Each teaching sequence supports and encourages individually different learning and achievement profiles.		All subjects are equivalent; there are no major or minor subjects.
The learning material supports and encourages individually different learning and achievement profiles (mandatory and elective classes).	The instruction provided by the school is based on the combination of mandatory and elective classes.	Certificates are truly certificates of graduation, to a next step; they are awarded with varying profiles.
	All electives are equivalent; all graduation certificates can be obtained via any combination of electives.	They are calculated according to a point system, and are transferable and expandable (the principle of permeability).

## 2.5 Quality Criteria for the Evaluation and Presentation of Achievements

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
Individual learning paths and results are suitably documented (logbooks, learning diaries, portfolios...)	The central standards for the school curriculum are individualization and differentiation.	Different forms of achievement (project results, portfolios, group reports...) are recognized as equivalent. Process and product evaluation are equivalent.
Each student is responsible for this documentation. At the same time, these documents provide an overview of the subject matter and achievements demanded.	The modules of subject matter correspond to the modules for the presentation and evaluation of achievements.	The quality of the presentation is included in the evaluation of achievements.
The achievement evaluation is oriented toward individual achievement. Its frame or reference is the learning path covered and the results achieved, measured against the individual's potential for achievement.		Individual forms of evaluation of achievements (portfolios, certificates,...) are recognized as equivalent.
Deficits are reported back as individually attainable goals and concrete learning steps.		

### 3.

## The School as a Community: Learning and Living Democracy

*Democracy and the school are mutually dependent. The school must itself be an example for the community; it must raise the members of the community, for the community. It must be a place where children and young people experience that they matter, that they are important, that they “count.” They must be given the assurance that the good life they desire is possible, that that depends on each individual, and that rules and order are helpful and necessary for that purpose. Part of that good life includes an understanding that the difference and the variety of people is an asset, that the weak deserve to be protected, and that rules and values established in common are needed to limit the selfishness of the individual. That includes, too, the experience of common parties, celebrations and trips, of self-shaped free time and service to the community, of orientation in the working world, and the search for one’s own place in society. The values which the school imbues in them must be more than mere “subject matter;” independence and responsibility, solidarity and helpfulness, empathy, devotion and sympathy must be lived in everyday life. The future of the “citizenship society” depends, too, on whether and how the next generation appropriates its cultural traditions and their values; which also includes understanding and respecting other cultures.*

The standards under this guideline are grouped into the following categories:

1. Respectful Behavior / School Atmosphere
2. School as a Space for Life and Experience
3. School as a Democratic Community and a Place to Prove Oneself
4. Opening of the School / Participation in Society

### 3.1 Respectful Behavior / School Climate

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
At their school, the students learn that people deal with one another with respect.	The principles and basic rules of mutual interaction are rooted in the program of the school. This agreement is known to all those involved (teachers, parents, students), and is accepted by them (e.g. a school compact).  The forms of mutual interaction are included as a permanent task of school development.	Schools may conclude binding agreements with parents and with students.
Interaction with one another is governed by the "golden rule" of empathy and reciprocity.		
They learn to consciously perceive the forms of mutual interaction attentively, and to practice them consciously.		
They learn and practice forms of politeness which they accept and reflect in their interaction with one another.	In the groups, manners, rules and rituals are agreed upon, reflected and documented in age-appropriate form.  Fixed times for group issues are provided in the schedule.  The curriculum of the school provides for how jointly agreed-upon elements of language culture are to be passed on in age-appropriate form.  The groups establish their rules of conversation in writing.	The posted schedule provides fixed times for group matters ("Class Council Hour," and other forms of consultation, e.g. boys' and girls' meetings); these are established in the schedules of the supervising teachers, and accredited fully.
They learn and practice rituals, which they accept and reflect in their interaction with one another.		
They learn that they will be listened to at school to the same extent that they listen to others, and that what is stated is important, and "counts."		
They watch their language and learn to reflect together upon the effect of language.		
They learn to counteract carelessness and debasement of language through conscious speech behavior.	The regulation of conflict is the responsibility of all teachers. Time is provided for that.  The school curriculum provides forms and procedures for conflict regulation as binding guidelines.	Strategies for conflict management are part of the program of teacher training.
They learn to conduct conversations attentively and in a disciplined manner. They agree to rules of conversation and ensure their observance.		
They learn to accept conflict as part of life, to address it openly, and to solve it peacefully and sensibly.  They gradually learn the forms and procedures for constructive conflict management.		

They learn to handle matters attentively, and to respect them as part of a common life.

They learn to respect borders as justified protection of the common life, and not to accept border infringements passively.

The school program provides for institutionalized meetings of smaller or larger groups, and of the school community.

Border infringements, measured by the norms applicable to the school, are identified as such, and not tolerated. They are countered by suitable forms of compensation. Adults, too, must submit to these procedures, and if necessary answer for them before the Class Council.

The usual sanctions are supplemented or partially replaced by a catalogue of possible social services.

### 3.2 School as a Space for Life and Experience

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
<p>The students experience the school as a place of living where they feel good and can pursue various needs:</p> <ul style="list-style-type: none"> <li>• The school provides good, nourishing meals.</li> <li>• The school has many opportunities for movement, games and sports.</li> <li>• The school has protected areas of silence, which provide quiet havens.</li> <li>• There are many opportunities in the school for developing skills with music, arts and handcrafts.</li> </ul>	<p>The design of the school and its surroundings is part of the school program.</p> <p>The school has attractive and functionally equipped areas for common meals.</p> <p>These meals provided a variegated and healthy diet.</p> <p>The preparation of the meals is part of the school's culture.</p> <p>The school is designed as a "school of motion," with facilities appropriately equipped children and young people, which are accessible all day. The school grounds are functionally and imaginatively designed from an educational point of view.</p> <p>The school is equipped with various age-appropriate areas and learning opportunities that invite students to artistic and handicraft creativity. These are accessible all day.</p> <p>Experts from various professions, who are members of the school staff, are available in the teaching areas at fixed, generally known times,.</p>	<p>Schools are equipped to meet the requirements of healthy nutrition, and to provide diverse opportunities for movement.</p> <p>The guidelines for school construction and for the design of school grounds are oriented toward educational criteria. They guarantee that the school can meet diverse needs and talents via a flexible design.</p> <p>The schools' staff includes experts from various professions.</p>
<p>They experience the school year as a cycle with particular climaxes (parties, presentations, common activities.)</p> <p>Celebrations are designed and prepared together.</p>	<p>The design of school life and its particular climaxes is recorded in an annual plan.</p> <p>The school has an established culture of celebration.</p>	
<p>The students experience the school day as a cycle: Concentration and relaxation, silence and activity, theoretical and practical learning, class time and leisure time, form a balanced whole.</p>	<p>The schedule is designed according to the criterion of balance. Cyclicity and continuity of daily scheduling are part of the educational program.</p> <p>The school has an established culture of recesses: It has various possibilities for the individually different, active design of recess periods.</p>	<p>The school can shape the available time freely, in accordance with educational criteria.</p>

<p>The students design their educational surroundings responsibly according to their own ideas.</p> <p>They take over duties and services in the framework of group and school life.</p>	<p>The school has standards for the design of spaces, and leaves room for special needs of groups.</p> <p>Duties and services for all are provided in the school program, in different, age-appropriate forms.</p>	<p>The schools have the right to design their spaces themselves, according to educational criteria.</p>
<p>They experience cultural activities in an age-appropriate form as part of their common life.</p> <p>Special times and forms of presentation are provided for that.</p>	<p>Cultural achievements and events are a fixed part of the school life.</p> <p>Special times, forms (meetings, monthly celebrations), and spaces are provided.</p>	<p>The schools are equipped so that the spatial, personnel and material prerequisites for the design of cultural life are provided.</p>
<p>The students learn at various occasions how their group presents itself to the parents, and includes them in their life.</p>	<p>Parents are included in school life. Institutionalized occasions and forms are provided for this.</p>	

### 3.3 The School as a Democratic Community and a Place to Prove Oneself

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
<p>The students experience daily that and they can handle common issues together, and how.</p> <p>They learn to make common rules for such discussions.</p> <p>They gradually learn suitable procedures for structuring such discussions.</p>	<p>Politics, as the “movable regulation of common issues” (Hartmut von Hentig), is a fixed component of the program and of the school curriculum.</p> <p>For this purpose, fixed times and different, age-appropriate forms are established (from the Class Council to the School Assembly).</p> <p>The course, the forms and the procedures of such meetings are practiced together. They are familiar to all those involved.</p>	<p>The posted schedule provides fixed times for group matters (“Class Council Hour,” and other forms of consultation, e.g. boys’ and girls’ meetings); these are established in the schedules of the supervising teachers, and accredited fully.</p>
<p>The students experience daily that they have to take responsibility for themselves and others, and why: not only for their own learning, but also for the common living situation.</p> <p>The group discusses and decides on the jobs and services to be completed together.</p> <p>The students grow gradually into adult responsibilities.</p> <p>They experience that the community needs and requires their commitment.</p> <p>They learn to develop their opinions and interests, to become conscious of them and to balance them with those of others, to articulate common goals and suggestions and to present them self-confidently and appropriately.</p>	<p>The school has an age-appropriate, stepped “schedule of community services” for group-specific and general tasks such as cleaning the school grounds, providing bus guides and school patrols, cafeteria duty, etc.</p> <p>The school curriculum provides special occasions for self-responsible activities, projects, trips, social services, internships, political initiatives, independent investigations, care of children or senior persons, etc.</p> <p>The school can run its own companies and can entrust students with appropriate tasks.</p>	<p>The school has a right to assign increasingly responsible and independent activity (including outside school) to the students.</p> <p>The school can run its own companies and conclude contracts.</p>
<p>The students experience that there is a clear value standard within them, compliance with which can and will be demanded of them.</p>	<p>The school has established in its Mission Statement the standards by which responsibility can be demanded and activity can be evaluated.</p> <p>All adults have a responsibility to continually recall these standards to consciousness.</p>	

<p>Different value standards and behaviors are made conscious, limits of tolerance are negotiated.</p>	<p>All students and parents, regardless of their cultural backgrounds, are committed to the school Mission Statement.</p>	<p>The school has a right to make binding agreements (school compacts) with parents, and if necessary to terminate them.</p>
<p>Ideas about one's own and the other sex and their behaviors are raised and reflected.</p>	<p>All adults have the responsibility to accompany girls and boys sensitively and perceptively in their gender-specific socialization, and to counteract stereotyped ideas and entrenched "role-behaviors."  To the extent of its possibilities, the school develops "modules" for gender-conscious education.</p>	<p></p>

### 3.4 Opening of the School / Participation in Society

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
The students learn in their everyday school life that the school's surroundings are a part of their lives and learning, and how it is.	The school shapes its environment to the extent possible, and according to educational and esthetic criteria (cf. Sect. 3.2).	Appropriate funding is available for the design of the school grounds according to educational criteria.
They explore their natural surroundings and learn to act responsibly toward them.	The school includes the relationship with nature in its curriculum and its everyday planning to the extent possible (keeping of animals, a school garden, a school farm, learning hikes and excursions, care of the school grounds, ecological "sponsorships" ...)	
They experience protection of the environment as a daily task, and learn which institutions they can consult for that purpose.	The school engages in conservation of the environment in a planned and age-appropriate manner (design of the school grounds, projects in cooperation with local and state institutions).	
They learn to behave responsibly in traffic, and to abide by traffic rules.	The school has an age-appropriate, staged curriculum for traffic education, with fixed modules (e.g. bicycle driver's license).	
They explore their neighborhood or city, and gradually learn to behave self-confidently and responsibly within it.	The school curriculum provides, in age-appropriate gradation, occasions, places and learning opportunities to include the local surroundings in the curriculum.	The school can plan teaching times flexibly, so that extracurricular learning is part of the scope of instruction.
They become familiar with churches, mosques, and synagogues and other religious facilities of their community, regardless of their religious affiliation.	The religious tolerance lived in the school is connected with the experience of different beliefs as they are represented in the community, and their institutions.	
The students gradually become familiar with various professions and activities that exist in their community.	The school has an age-appropriately staged curriculum of orientation to the working world: <ul style="list-style-type: none"> <li>• Visits to parents at their jobs;</li> <li>• Presentation of the professions of parents at the school;</li> <li>• Visit to companies, shops and plants in the</li> </ul>	The cooperation between schools and companies is encouraged and legally grounded: <ul style="list-style-type: none"> <li>• Internships are recognized as classes;</li> <li>• Under agreements between companies and schools, students in certain age groups can spend two to three days a week in a company for an extended period.</li> </ul>

	<p>surroundings of the school;</p> <ul style="list-style-type: none"> <li>• Exploration of professional profiles;</li> <li>• Internships;</li> <li>• Individual professional advice;</li> <li>• Seminars on orientation and life planning.</li> </ul> <p>The school has institutionalized contacts with companies.</p>	
They regularly visit cultural facilities in the community (theaters, museums, etc.)	It belongs to the curriculum of the school to enable the students to more reasonably participate at the local culture, whose meaning it at itself and others experiences.	
They become familiar with various local authorities and their institutions (Police, counseling centers, courts...)	<p>The growing into the “larger” company, the students find out on different steps: the school-community, the commune, of the national facilities and commits in existing children and youth-parliaments.</p> <p>They experience social facilities and their functions on local basis (in age-appropriate gradation).</p>	
They learn politics “up close” by visits to parties and their representative, and to political institutions.	Students experience their growth into “real” politics by meetings with political representatives, first at the local level; later at the state and national levels (interviews, visits to parties, parliaments, etc.).	
They learn the peculiarities of their region from their own experience.	Excursions, hikes and trips to discover the region are part of the school curriculum (“travel schedule”).	
They experience trips as a fixed component of the school year, and experience how their horizons gradually expand.	The school has an age-appropriate travel schedule, with a gradation of learning material. This ranges from trips to the near surroundings (first stage) through project-related trips (e.g. to the sea, or to a farm), adventure and nature trips with self-sufficient survival (tenting, skiing, etc.), or exchange trips (with a foreign language of communication), all the way to cultural trips to another European country.	The school can excuse students for extended individual student exchanges.

<p>On various occasions, they experience that the “big world” has to do with their lives, and how, and what it means to live in a world.</p> <p>They undertake a partnership with a school in a non-European country.</p> <p>They take active part in campaign-type activities sponsored by the school.</p>	<p>The school’s life takes advantages of opportunities to become active for such global goals as justice, peace, protection of the environment, intercultural tolerance, and human rights, by using them for educational purposes.</p> <p>The school cooperates with such international institutions as <i>Terre des Hommes</i>, UNESCO, etc.</p> <p>The school enters into at least one partnership with a school in a non-European country.</p>	<p>In the framework of school partnerships, expanded forms of student exchange can be created.</p>
<p>They gradually broaden their cultural horizons, they grow into the European cultural area, and into the common life of cultures:</p> <ul style="list-style-type: none"> <li>• As a rule, they learn two foreign languages,</li> <li>• They have contacts with exchange students,</li> <li>• On trips, they become familiar with foreign habits, open themselves up to foreign cultures, and learn to move increasingly independently through them.</li> </ul>	<p>The school develops age-appropriate forms of participation in European culture: In teaching (foreign languages history/ politics, the arts...), through media contacts, through exchange with guests from European countries on an individual or group basis, through cultural trips.</p>	

## 4.

### **The School as a Learning Institution – Reforms “from Within” and “from Below”**

*The school must be a model, too, in that it must continue to learn and work on itself with the same seriousness as that which it tries to imbue in its children and young people. It must be a growing institution, while at the same time remaining true to itself. Its work is never finished, for it must respond continually to changing conditions and requirements. Its quality is measured by what it does to find such answers. For that, the school needs space, and assumes responsibilities: for observation, criticism, communication, and implementation of the results into its reforming work. It must be able to work with the conviction that better education cannot be prescribed “from outside” or “from above,” but ever anew, with a view toward the children and young people, “from within,” and “from below.”*

The standards under this guideline are grouped into the following categories:

1. School Profile and School Development
2. Work Atmosphere and Organization
3. Evaluation
4. Advanced Training

#### 4.1 School Profile and School Development

<b>Standards for Educational Activity</b>	<b>Standards for Basic School Conditions</b>	<b>Standards for Basic Systemic Conditions</b>
<p>All adults working at the school (school management, teaching staff and other staff) work in accordance with the school Mission Statement. The mutual communication on this basis, and the exposure and solution of conflicts, are part of their professionalism.</p>	<p>The school has a Mission Statement, to which the staff, the students and the parents are committed. This is not dogmatically pre-determined but reflects a consensus that is secured by a permanent process of discussion.</p> <p>The Mission Statement provides the general orientation that is concretized by the school's profile, and which forms the basis for its further development.</p>	<p>The school can select its teachers.</p> <p>The school has a right to conclude binding agreements with staff and parents.</p> <p>A school has funds for staff consultation, supervision and mediation.</p>
<p>Everyday school life takes concrete form in orientation toward this Mission Statement, at several levels:</p> <ul style="list-style-type: none"> <li>• in daily interaction with one another;</li> <li>• in the living together of groups;</li> <li>• in teaching;</li> <li>• in school life.</li> </ul>	<p>The school profile expresses how the school operationalizes its Mission Statement:</p> <ul style="list-style-type: none"> <li>• through binding rules of the common interaction and living together of the groups;</li> <li>• through a common culture of conversation;</li> <li>• through the treatment of objects and the building;</li> <li>• through the manner of handling common matters and dealing with conflicts;</li> <li>• by the way in which learning and achievement are conducted, requested, evaluated and acknowledged;</li> <li>• through the organization of teaching;</li> <li>• through the design of common projects, parties and celebrations.</li> </ul>	
<p>The teachers orient themselves in planning single-subject and interdisciplinary matters, and in curricular and extracurricular learning, toward the principles and guidelines of the school curriculum.</p>	<p>The internal school syllabus (school curriculum) puts the school profile in concrete form on the basis of single-subject and interdisciplinary, curricular and extracurricular learning, including in the following areas:</p>	

	<ul style="list-style-type: none"> <li>• culture of discussion, conflict regulation;</li> <li>• gender-specific education;</li> <li>• conservation of the environment, design of the surroundings,</li> <li>• health education,</li> <li>• arts education/ culture,</li> <li>• democratic activity,</li> <li>• opening of the school,</li> <li>• internationalization (intercultural learning) exchanges, trips, etc.).</li> </ul> <p>The school curriculum stipulates how the subject matter and annual plans are to agree with the syllabus guidelines.</p>	<p>Resources are available to the schools for work on the school curriculum and for school development. The time for this is taken into account in the budgeting.</p> <p>If they wish, the schools can be supported by external moderators.</p> <p>The schools can designate steering committees for school-development processes, the members of which have their work schedules reduced accordingly.</p>
<p>In the framework of the school's development, the teachers work on sharpening the school's profile according to commonly accepted guidelines, goals and procedures. The parents and students are involved in this process.</p>	<p>The development and modification of the school program (school development) is carried out on the basis of the school profile and the school curriculum.</p> <p>The school's development is directed steered according to an established, commonly arranged procedure.</p> <p>This task is assumed by a group (steering committee).</p>	

## 4.2 Work Atmosphere and Organization

<b>Standards for Educational Activity</b>	<b>Standards for Basic School Conditions</b>	<b>Standards for Basic Systemic Conditions</b>
<p>The adults deal politely and attentively with one another.</p> <p>Conflicts and disturbances are addressed openly and handled in common.</p>	<p>The school has a culture of communications, the maintenance of which is the responsibility of all adults.</p> <p>Various forms have been developed for that purpose, e.g. a teachers' café, recess clubs, private teachers' discussion circles, or institutionalized forms of conflict management, in some cases with outside moderation.</p> <p>The areas for adults are conducive to work and communication, i.e. functional and appealing in design.</p>	<p>Resources are available to the schools for work on the school curriculum and for school-development. The time for this is taken into account in the budgeting.</p>
<p>The teachers work together closely with their colleagues in the same subject matter and/or the same school year; preferably, there are permanent school-year teams.</p> <p>They contribute their expertise to the team's work, but are also willing to work in overarching projects and (to a limited degree) to teach other subjects.</p>	<p>The conference plan provides not only time for subject conferences, but also for curriculum planning in teams.</p> <p>All expertise are represented in the teams. In order to guarantee staff continuity, instruction can also be given times-strangely.</p> <p>The teams have space available to them, where, if possible, materials can also be stored.</p>	<p>Time for teamwork and conferences is mandatory, is taken into account in the budgeting.</p> <p>Instruction in other subjects is supported in the context of school-year teams if the necessary competence is present.</p>
<p>The adults spend most of their work time at school. There, their working conditions are good.</p>	<p>Teachers' work stations are functionally and modernly equipped (desks, computers, filing space).</p>	<p>Sufficient funds are available for equipping the teachers' work stations.</p>
<p>The teachers audit among each other and teach to second (team-teaching) at times.</p>	<p>Where appropriate, the assignment of teaching includes double assignment of teachers to a class.</p>	<p>Special resources are available for occasional double assignments.</p>
<p>The teachers work together closely with social education specialists.</p>	<p>To the extent possible, the school hires not only teachers, but also social education specialists.</p>	<p>Special funding is available for social education specialists.</p>
<p>In the context of school development, the teachers work together in teams of their choice.</p>	<p>Major educational focuses, e.g. design of the school grounds, conservation of the environment, electives, exchange trips, partner school...) are handled by teams of colleagues.</p>	<p>The time schedule of teachers makes allowance for special activities in the context of the major educational focuses of the school.</p>

<p>The teachers not only participate in conferences, but also share responsibility for planning and shaping them. They are also responsible for the decisions adopted there.</p>	<p>The sequence and subject matter of conferences is established in a conference plan for the school year, which is discussed in the staff council and agreed upon.</p> <p>This regular series of conferences – teachers’ and school conferences, and subject and school-year/stage conferences, alternate with work sessions in the context of the school development (annual theme).</p>	<p>The time schedule of teachers makes allowance for conference times.</p>
<p>The school staff – not only the teaching staff – experience the community of adults as a special realm of school culture, shaped by them.</p>	<p>The self-image of the school is also expressed in the interaction of adults with one another: through parties and rituals (welcomings, birthdays, departures), common undertakings and events.</p>	
<p>The school administration discusses, coordinates, supports and initiates work processes in the context of school development. It puts the principles stated in the school’s Mission Statement into practice.</p>	<p>Decision-making processes are transparent and democratic.</p> <p>The school administration does not “reign” by making decisions on its own, but rather respects the common democratic procedures and the decisions of the Staff Council.</p>	<p>The staff is appropriately involved in the selection of the school administrators.</p>

### 4.3 Evaluation

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
<p>The educational staff monitors the processes and results of their work in common, exchanges experiences and observations, and evaluates them.</p> <p>They apply suitable procedures and methods for this, and are trained in their use, or seek such training.</p> <p>They have their work checked, too, by external evaluation, if the school agrees to the intent, goals and procedures involved.</p> <p>They are willing to work together with scientists and to learn from them. At the same time, they actively contribute to the research processes and participate in the interpretation of the results.</p> <p>After the procedure has been concluded, they participate in the implementation of the results of the evaluation in practice.</p>	<p>The development of the school depends on observation, criticism and common reflection, i.e., on evaluation. The school is thus self-reflexive and self-critical, in that it checks its own work for compliance with self-established goals.</p> <p>The planning and implementation of its internal evaluation measures is coordinated by a steering committee.</p> <p>Peer reviews by external educators are carried out as a means of self-assurance of the staff.</p> <p>External evaluators are contracted for additional evaluation projects, which the school cannot handle on its own. The design and objectives of the evaluation are agreed upon with the school. The school participates in an appropriate manner in the interpretation of the results. It has control of the data.</p> <p>The results of the evaluation are implemented systematically. This procedure is planned and coordinated by the steering committee.</p>	<p>Schools are given time for internal evaluation. If desired, external moderators may be assigned.</p> <p>The methodology of internal evaluation is part of teacher training.</p> <p>For evaluation projects, special advanced training measures and funding are made available to the schools, if desired. This applies, too, to cooperation with external evaluators.</p> <p>Compensatory time is provided for the activity of the steering committee.</p>

#### 4.4 Advanced Training

<i>Standards for Educational Activity</i>	<i>Standards for Basic School Conditions</i>	<i>Standards for Basic Systemic Conditions</i>
<p>The educational staff has the right and the duty to engage in systematic further training.</p> <p>They do this in the framework of the lesson plan, the school program and school development.</p> <p>The team members work together in the lesson planning process in such a way that they broaden their knowledge systematically, and exchange and supplement their skills.</p> <p>If necessary, they also work together in a structured manner with representatives of other professions.</p> <p>In the framework of the school program and the school development process, they can acquire additional competences through individual participation in advanced training courses.</p> <p>They take advantage of opportunities to work together with institutions for the purpose of making use of external professional skills.</p>	<p>The school's internal further training is planned in the context of the school program together with the school's development processes.</p> <p>The coordination of requests for further training and development projects is managed by the steering committee in cooperation with the school administration.</p> <p>External experts will be invited to conduct further training of the staff if needed.</p>	<p>Several schooldays a year are reserved for internal further training in the context of school development. Further training is also offered during vacations.</p> <p>The schools have sufficient resources available for external moderators. The school can dispose of these funds freely.</p>