



Country Background Report Germany

1. Background – the contrast between everyday reality and the political framework

School Structure

In the Federal Republic of Germany responsibility for the education system is determined by the federal structure of the state. Under the Basic Law the exercise of governmental powers and the fulfilment of governmental responsibility are incumbent upon the individual 16 states (Länder), and this has led to differences in shaping their education systems.

In order to coordinate collaboration in the area of education, the states set up the Standing Conference of the Ministers of Education and Culture (the KMK).

Approximately seven million pupils attended 48,000 state schools in the school year 2006-07 in the Federal Republic. Just fewer than 7% attended private schools. All over Germany a differentiation is made between general schooling and vocational education. General schooling can be divided into four stages:

- Pre-school
- Primary
- Lower secondary
- Upper secondary

Pre-schooling ranges from children aged a few months to school entry and is, as a rule, voluntary. Compulsory schooling normally begins in the year of becoming six years of age and ends on principle 12 years later. At the end of primary school, at age ten, the children are distributed among the different school types in lower secondary education.

In the City States of Berlin and Hamburg the above transfer ensues at 12 years of age. In the majority of Federal Lands these school types are:

- Secondary modern, general schooling (Hauptschule)
- Secondary modern, commercial, technical and academic (Realschule)
- Grammar School
- Comprehensive School

After Primary School, where the children are all together, the organisation of the secondary school system (grades 5 to 12/13) in the states is characterised by a division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible. The decision about the school to be attended after primary education follows different rulings in the Federal Lands, ranging from recommendation to binding decision by the school passing on the child. For pupils with special educational needs whose development cannot be adequately supported at ordinary schools, various types of special schools for different types of disability have been set up within the organisational framework of general and vocational education. In addition, pupils can be taught within an integrative facility in their accustomed social environment.

In Upper Secondary education we find, alongside the grammar schools, full-time vocational schools (varying in type), sandwich-course vocational schools (das Duale Modell) and specialised grammar schools (qualifying for university entrance). In Lower Saxony, additional opportunities to qualify for university entrance are provided for students who successfully complete their vocational education. Master craftsmen, state-examined technicians and state-examined management experts can study at a university in Lower Saxony without the formalised school-leaving certificate at age 18.

2. Context

The German school system gave a comparatively poor showing in the international research of school performance. Against an international background, the deficits in quality and performance can be seen in the low number of people with higher education, the high number of people leaving education prematurely and the high dependency of educational opportunity on social background.

Triggered by these findings, the German federal lands have taken a number of measures, above and beyond the traditional catalogue of the School Supervisory Board and running projects, to guarantee the quality of schooling at the level of the system and of the individual school. These measures combine different processes of quality development and quality management.

Among these processes we find:

- the reform, resp. further development of curricular frameworks oriented towards standards
- comprehensive, comparative school tests, above all in the core subjects
- extension of external evaluation
- putting educational standards into action
- quality management in schools
- school-leaving examinations

These processes of quality development and management are embedded in overall strategies, which include the strengthening of the autonomy of individual schools, the development of school profiles, the promotion of cooperation between schools and the improvement of the advisory function of the school supervisory board. These are tasks which offer a challenge to school heads, because the responsibility for quality has been transferred to them. In addition, it means that they have therewith taken over former supervisory functions of the School Supervisory Board, in order to govern their schools independently.

How do schools work towards improving quality?

Nearly all the federal states offer their schools some orientation towards a basic understanding of good quality in education. It is hoped that the schools will set up their own school programme to work towards the fulfilment of this ideal. Lower Saxony, as one example, offers a framework that has satisfied the demands of external evaluation (EFQM and SEIS) with six areas of quality and 25 important features.

Innovative output steering and local responsibility

Only recently have schools begun to focus more on output. In no German federal land has this refocusing so far been brought to a successful conclusion. Naturally, the role of the school heads

will change, but also that of the school supervisory board which will lose some of its duties and must develop a new understanding of its work. School heads will take over the responsibility for staffing and the development of school quality. They may use different forms of internal evaluation and the results of regular school inspections, which are in fact external evaluation and are replacing the traditional form of school supervision.

The evaluation systems for schools in the federal lands are oriented towards the standards decided by the KMK for Primary Education, Secondary School and the intermediate school-leaving examination. In addition, school quality benchmarks taken from the recommended frameworks in the respective Lands may be applied, as these give the schools an indication of the school and teaching quality expected. External evaluation can then take place using these criteria.

The school authorities are usually responsible in those Lands where external evaluation is laid down by law; in other Lands regional educational institutes are responsible. In Bavaria and Saxony, semi-professional evaluation agencies are being set up. In Hamburg, Brandenburg and Lower Saxony, the inspectorates are separated organisationally from the school supervision authority along the lines of the Dutch and Anglo-Saxon models.

In the majority of the Lands, the duty of the schools to develop school programmes plays a central role.

Individual schools state their centres of interest and aims on the basis of local regulations with regard to content and examination standards. This working basis is agreed upon in the school community and finds its origins in each Land's specific framework of school quality. This, in turn, is based upon a systematic synopsis of the status quo and contains

- a clear statement of the educational profile
- long-, medium- and short-term aims
- a catalogue of measures to develop quality, in which areas of responsibility for the teachers are fixed
- a realistic timetable to set the above measures in place

- a plan for in-service education
- a plan for regular accounting to the school community or, as in Lower Saxony, to the school governing board
- and a long-term evaluation concept, i.e. situation appraisal, successes and the measures to be taken accordingly.

The school programme offers an opportunity for a school to present itself as a functioning unit able to run the work of the school on its own responsibility.

At the same time, individual evaluation procedures and criteria are stated in the programme which are based on pre-agreed benchmarks (curriculum, timetables). The evaluation tasks are fixed in the school programme by the schools themselves. School programmes should take into account the social and demographic pre-conditions of the each individual school.

Independent schools and responsible head teachers need well-developed and smoothly-functioning support systems. Among these are:

- Legal advice for school heads and professional assistance in legal matters
- Advice for staff in questions of teaching and learning efficiency
- In-service opportunities which meet the current needs of the staff
- Qualification of and advice for heads and departmental heads on leadership and system issues
- Advice for teachers, pupils and parents on social and psychological matters

Such advisory and support systems have not been established as yet in any of the federal lands. This may well be for financial reasons, because the necessary budget positions have not been instituted. The difficulties may also lie within the process of change itself, because with the introduction of autonomous or independent schools there has been a regulatory move to a service system which needs a service able to give individual schools appropriate support.

The local context

In Germany there is a difference between internal and external school matters with regard to who bears the responsibility for schools. The federal land is responsible for internal matters, including curricula, staff and staffing. Local authorities are responsible, as a rule, for external matters. They would be administrative staff, school equipment and furniture, cleaning and maintaining the buildings and the schoolyard. One matter of concern for parents over the years has been safe transport to and from school.

As the local education committee makes decisions concerning quality on the basis of the school development plan, e.g. equipment, learning resources, institutional and structural cooperation and mergers, swimming pools, libraries etc, a school head has to represent the interests of his school energetically and successfully.

As agreed in the KMK (see under 1), the federal lands decide on school types, subject hours, curricula, teaching hours and salaries. They employ the teachers and pay them. In Lower Saxony the Ministry of Education ensures that the policies set out by the regional parliament are implemented, doing this with the help of

- The Regional School Authority [RSA] (supervision of the schools, employing new teachers, in-service education)
- The School Inspectorate (external evaluation; publishes a report on the development of quality regularly) and
- NiLS (responsible for Teacher Education, Further Teacher Education and School Development).

In those federal lands where school autonomy has been newly introduced, the selection of teachers is being increasingly transferred to the schools, and the RSA takes care of their induction into service.

Also, schools are being given greater freedom to dispose of the funds they receive from the Land and the Local Authority without the regulations that previously existed.

Evaluation has to be done, using the data collected on the basis of a programme for internal quality development.

Autonomous schools are accountable to the general school public and the School Inspectorate regarding their budget and their results.

3. School Leadership – concepts and practices

The head teacher is responsible for educational work in the school as a whole and at the same time is a member of the teaching staff. His/ her responsibilities and duties are usually set out in the Education Act and in specific regulations for such posts. The head is required to cooperate closely in staff meetings and conferences in so far as this is provided for in the primary sector by federal land legislation. The head teacher, whilst being subject to the legal and administrative regulations of the school supervisory authority, is also authorised to issue instructions to the other members of the teaching staff and the non-teaching personnel within the framework of his duties relating to staff supervision and academic supervision.

The head teachers' duties include the following:

- Unless this has been entrusted to other staff members, they work out the details of the weekly timetable, supervision and stand-in schedules, endeavouring to ensure that all teachers have about the same workload. They keep track of standards in the various classes by sitting in on lessons and inspecting written work so as to ensure uniform marking standards.
- They are responsible for monitoring school attendance, ensuring compliance with the school regulations and with the health protection and accident prevention regulations.
- They represent the school vis-à-vis outside bodies and individuals, notably the school maintaining body and the general public. They may require outsiders to leave the premises in order to avoid disruptions of normal school life.
- They conduct the school's external affairs (e.g. purchase of teaching materials) in close cooperation with the school maintaining body and are bound by its instructions in this field.
- During the past years, the scope of duties of the head teacher has expanded due to

measures introduced to promote autonomy in schools. As such, the right and/or the obligation of the schools to decide on, implement and evaluate specific school programmes has brought about new duties for the head teacher. As part of lesson quality management, the head teacher is additionally responsible for lesson, staff and organisational development as well as for the planning of further training, staff management and, where applicable, for the administration of budgetary funds. Heads now have a comprehensive leadership function. No longer do they purely run the organisation, they now have to 'lead' and master the system that school represents without being a despotic ruler.

- The atmosphere in the school and its successes must not suffer when managing the administration and organisation under autonomy.
- Change must be seen as a positive challenge, giving new impulses, following new developments. Bearing this in mind, heads must be leaders and managers at one and the same time.

Whenever the head teacher is prevented from carrying out his functions, all these duties revert to the deputy head.

Staff Meetings

One of the bodies of participation in the school sector is the staff meeting in which the teaching staff takes decisions on instruction and education, taking care not to encroach on the freedom of the individual teacher to hold his or her lessons as he or she thinks fit.

The term "staff meeting" applies to the joint conference, composed of all the teachers in a particular school, as well as to smaller conferences, made up, for example, of teachers from a particular department or responsible for one single class. In several federal lands, parents' (and sometimes pupils') representatives have a right to make their views known and take part in the deliberations of such bodies. They are not, however, as a rule, permitted to take part in discussions and decisions on what marks to award in certificates or whether pupils should or should not be moved up to the next school grade. In the joint conference, where all teachers of the whole school meet, it is generally the head teacher who

presides over the conference and is responsible for the implementation of decisions. The head teacher generally convenes and chairs staff meetings to discuss matters of shared interest. The principle of shared staff responsibility for education and teaching applies in all federal lands. However, the responsibility of the staff body as a whole is limited by the fact that the head teacher bears sole responsibility for quality, as described above.

School conference

In addition to staff meetings, there are school conferences where head teachers, teachers, parents, pupils and outside partners cooperate. Its composition is differently arranged in the individual federal lands. Teachers, parents and pupils are sometimes represented equally, sometimes teachers and/ or parents are given more power. Either the head teacher or an elected member chairs the school conference. The rights to consultancy and co-determination in the school conference are dealt with differently in the federal lands.

As a result of more autonomy, there is now some shared responsibility among the leadership teams in schools. This often runs hand in hand with well-defined tasks which give these committees, working groups etc. a certain mandate. Naturally, they are accountable for their work with regard to steering output.

The School Board

The introduction of the “autonomous school” in Lower Saxony serves as an example for further development in the individual lands. The vital body in its school constitution is the school board, consisting of teachers, parents and pupils in a ratio of 2:1:1 and has extensive decision making competencies. It decides the annual budget and also, for example, the exoneration from workload in the case of the head teacher. It also suggests staffing measures and takes syllabus decisions. Furthermore, the school board compiles suggestions for the annual programme and school regulations for the agenda of the joint conference.

The focus on teaching and learning

As the teaching staff bears the responsibility for achieving quality development aims, so the quality of their teaching needs to be given special attention. The head should support his staff in this respect and help them to develop their potential. He or she has the following possibilities:

- Lesson observation and counselling, together with in-service support, possibly even evaluating teaching and learning outcomes
- Heads of larger schools can directly influence the quality of teaching through their autonomous personnel selection. The school authority is still responsible in most schools, however, for the selection and induction of staff. There is no standardisation of determining needs between the school authority and schools, nor any standardisation for the participation of school heads in interview sessions, and so a completely heterogeneous situation exists.
- In the context of quality and cooperative learning, the head of a school is increasingly responsible for organising and carefully promoting teamwork. Traditionally, teachers worked together helping to create a good working atmosphere, providing opportunities for autonomous learning and increasing performance, thus personnel management becomes very important. Only in comprehensive schools are there year teams which are put together by the teacher responsible for that particular year.
- In comprehensive schools there are heads of department who explicitly work on curriculum development in the subjects. In all other school forms at secondary level there are, in addition to the school heads and their deputies (and in grammar schools upper school coordinators) at best broadband subject area heads who are responsible for questions of content and methodology.

School Organisation and a New Leadership Culture

There are great differences in schools regarding leadership according to their size and the personnel structure in the leadership team. The contingent of hours reserved for leadership tasks is never quite enough to be able to include other colleagues into the relevant leadership activities. In most schools the management is done by the head alone or together with his/her deputy. In big schools there is more delegation of responsibility. The various heads of departments in comprehensive schools and the grammar school coordinators are in charge of matters relevant to their brief.

Accordingly, opinions diverge regarding values and norms, but also in quality management. In small schools the whole staff is usually involved, in bigger schools working groups work in a decentralised way. The results of their work are put together when discussing the school programme and planning for the following year.

Setting and negotiating the direction of school development

The internal development of a school is often dependent on decisions of principle by the school maintaining body. The local authorities, towns and administrative districts decide on whether schools work as individual or comprehensive schools, whether a comprehensive school should work on secondary or grammar school level and on how many classes need to be established in the individual schools.

Decisions in this regard are connected with financial investments. If a school wants to secure financial support it will have to take the initiative and will have to campaign for its aims in the school maintaining authority and among the public.

Formally, a school can either state its requests via an application to the school board or joint conference, or the head teacher can put forward the school's interests to the local school committee.

The school maintaining bodies draw up a school development plan and determine the quality of the equipment of the schools. In bigger cities competition between schools occurs, so that the head teacher is asked to successfully and

insistently negotiate his/ her school's requests. It is also important to build up networks with other communal institutions which provide support and act as cooperation partners.

Discussions on school development perspectives between the head of school and local school administration officers are not institutionalised but take place on a regular basis. The head has to find a consensus with all school bodies, committees and councils beforehand.

Schools are free to develop partnerships with other local organisations such as churches, associations, music schools, education centres and other education-related institutions. Usually, PR at schools is usually done via open-house and sporting events, culture days and other special activities. Networking in the towns is important to make contact with industry and business, for instance to agree on internships, periods of practical experience gathering or even sponsorship.

Heads must inform their schools of these contacts and agreements, and encourage and persuade staff to take advantage of them. The greater the idea of corporate identity becomes, the more everyone in the school will do their best to make a good impression outside the school.

System leadership and cooperation in networks

The newly-established features of a head teacher's work are:

- collaboration with other schools and head teachers
- cooperation in and development of labour relations.

This so-called "system leadership" is only slowly being implemented in Germany, but more and more networks in that area are coming into being.

There already exist teams in which school heads of one school form work together. These working teams developed from individual initiatives or from collaboration in the unions and professional bodies.

To create models of leadership for the heads of autonomous schools by offering mutual in-service courses on the promotion of networks, the school

inspection in Baden-Württemberg, Hessen, Lower Saxony, North Rhine-Westphalia, Schleswig-Holstein and Thuringia have initiated regional cooperation units for primary and secondary schools. In the city states there is a similar cooperation.

There is an exchange of teaching content materials on a regular basis, especially in the main subjects (German, English and Maths), to facilitate the transfer to secondary schools, so that quality management is assured by making requirements comparable.

Examples and success stories from practice

- Another transformation of school in terms of quality development is the challenging of the traditional time schedule for classes by the staff. "Changing the pace" characterises the act of establishing 3 teaching blocks instead of dividing class times into 6 single lessons. This way the changing lesson subjects for pupils and the amount of different classes for teachers are reduced. The "net learning time" and the retention period in a subject or topic can increase.
- Supporters of this new time schedule are convinced that it will provide more scope for development, self-assessment and cooperative learning.
- This brief to develop a school programme initiated a structural discussion in schools. The head teacher is supported by the programme in his task of quality management. The legal brief to set collective aims has led to a consensus being reached in many areas in schools. Those groups involved in school do not only have to agree on a mission statement for their school, but also have to communicate with one another about offers outside lesson times, as in the case of all-day school or coaching sessions. Many schools have founded a business operation for the pupils which runs under the name "Pupils help pupils" to give systematic support for a small sum. The pupil 'trainers' are supposed to consult with the subject teachers to coordinate teaching, exercises and support.
- Capitalising on teacher working hours up to the value of a half a position is used by schools to improve expertise in subject teaching. Professionals from art, research, artisanry or

theatre support teachers in planning lessons, so helping them systematically to improve their own subject knowledge. Such developments lead to new forms of cooperation, introducing, for instance, team structures into subject departments.

4. Recruitment and qualification of school heads

Recruitment, induction and job specification

In all the federal lands, headships are advertised publicly. The former method reaching a headship through promotion has been replaced by a performance-oriented procedure. The legal criteria for the selection of candidates are: suitability – competence – performance.

Apart from some nuances, the procedure is organised comparably in the whole of Germany. Applications are sent in to the respective school authority, except in the smaller Lands, where they go directly to the Ministry of Education. The final decision is usually made in the ministries, only rarely by the local school authority. North Rhine-Westphalia is a special case, inasmuch as the local school authority advertises the post in agreement with the school conference. The authority passes on a list to the school of the qualified candidates, after checking the applications. Then, after rechecking with the local authority, the school conference can elect the new head.

School heads must have qualified fully for the appropriate school level (i.e. B.A. / B.Sc. plus M.Ed. plus In-School phase) and show several years school experience.

To select school heads, there are different procedures. In Lower Saxony, two demonstration lessons have to be held, a lesson given by a colleague has to be evaluated, a staff meeting has to be chaired and official talks carried on, in which not only knowledge of school law has to be shown, but also ideas on how to fill the desired position put forward. The personal record of the candidate and a report of the candidate's school head are taken into consideration.

Some federal lands are being innovative. Bavaria will insist on a two-year course before applying as

a school head from 2009/10 onwards. In other federal lands, there are Assessment Centres for the recruitment and engagement procedure.

The attractiveness of school leadership

There is little interest in the federal lands altogether in taking up a headship. The causes often lie in the amount of work for school heads (eight times as much as a normal teacher) and the volume of present change. Individual teachers are foregoing promotion, because the workload is in no way compensated for by the challenge of the opportunities or by the remuneration (as little as 200 euros more). Depending on the size of the school, the difference in salary between the most senior teacher and the head ranges between 10 - 26%. Similarly, many teachers, especially in primary and lower secondary schools see the high teaching load of the school heads (officially between 4-20 hours per week) as counterproductive. The federal lands, which are developing a new workload regulation for vocational education heads, are following the right path.

National pre-service structures, introductory courses and in-service education for school heads

The qualification of heads is an integral component of personnel development in all federal lands. The initial qualification of new school heads is of essential importance for quality management and it is required in two thirds of the federal lands. The qualifications are heavily oriented towards school autonomy and the resultant changing role of the head, towards system competence, personnel management and quality assurance.

In Lower Saxony, the initial head teacher qualifications are based, for example, on a curriculum that comprises four content areas (Modules), which are taken in four phases within the space of one year. In each phase there are compact courses (resp. four - five days) and coaching days. Independent study by the participants and their networking in regional and/or school type related groups supports their learning process. Since the end of 2006, there has been online support for this qualification measure. The content of the curriculum includes:

- Module I: Role change by the teacher to head function; school management as a profession
- Module II: Concepts and instruments of quality development in school and in learning and teaching concepts (autonomous school as a perspective)
- Module III: Personnel management and development (support, advice and evaluation)
- Module IV: Concepts and methods of working within the system building relationships between school and its environment

The initial qualification programme described above for newly-designated school heads represents one – certainly essential – area of the systematic personnel development concept.

Increasingly, the members of the “middle” management in school come into focus. These are the deputy heads, the departmental heads, the coordinators and the subject heads. Further education offers are made for these colleagues in respect of their functions, including courses expressly aimed at school leadership teams.

Persons in the above-mentioned positions are potential school heads, so that so-called orientation courses are held, in which those interested are introduced to the work of a school head and can decide for themselves whether their interest and potential could lead to an application for a higher position. These courses are a prerequisite for an application for a headship in some federal lands which have systematised their courses. The introductory courses are mostly compulsory, whereas the further education offers are voluntary, but this point is being reconsidered.

Coaching and other forms of support

Further education offers for newly-designated and long-serving heads are common in nearly all the federal lands. This shows that the further education of school heads has been accepted as a staff policy necessity. In addition to the classic topics of personnel management, communication, quality management, evaluation, and staff development, topics such as cooperation with external partners and local trade and industry, running the budget or fundraising are included.

Supervision and coaching are new developments. While coaching pursues the aim of human resources' support and development (there are also team coaching offers), supervision aims at the solution of problematic situations. A further support measure, new on the market, is the advising of head teachers in questions of quality development in school and teaching and learning. So-called school development advisers are being trained in Lower Saxony with this very aim in mind. School heads can ask for their assistance via the local school authority.

The concept of "Protection at Work and Health Management", under which in Lower Saxony financial and staff resources are available, supports school heads in their work of developing a "Protection at Work" concept, and, in so doing, providing for effective health management.

5. To sum it up: challenges, areas of innovation and underlying evidence

The federal trend to the autonomous school is unmistakable. In addition to responsibility for quality, head teachers are primarily the senior staff members and are responsible for staff development, i.e. almost without exception in all the federal lands school heads are responsible for quality, developing the school programme and steering all processes in the school.

Only in a few federal lands do head teachers have real absolute seniority. They are formally held responsible for the quality of work in the school, but they do not really have the instruments to meet these challenges. However, the former concept of the head as "primus inter pares" is now long gone. Thus, in the majority of Lands, school heads are permitted to discuss personal achievement targets with colleagues. As yet, there is no evidence available of the success of this measure.

In almost all the federal lands schools can do their own budgeting, especially in material matters, like learning and teaching materials, furniture etc. Staff budgeting is mainly done as before by the administration distributing posts and thus follows state planning policy. There is, as yet, no autonomous school personnel budget, apart from a few exceptions in pilot schools and vocational schools, for instance in Lower Saxony in Regional Competence Centre Schools (project schools).

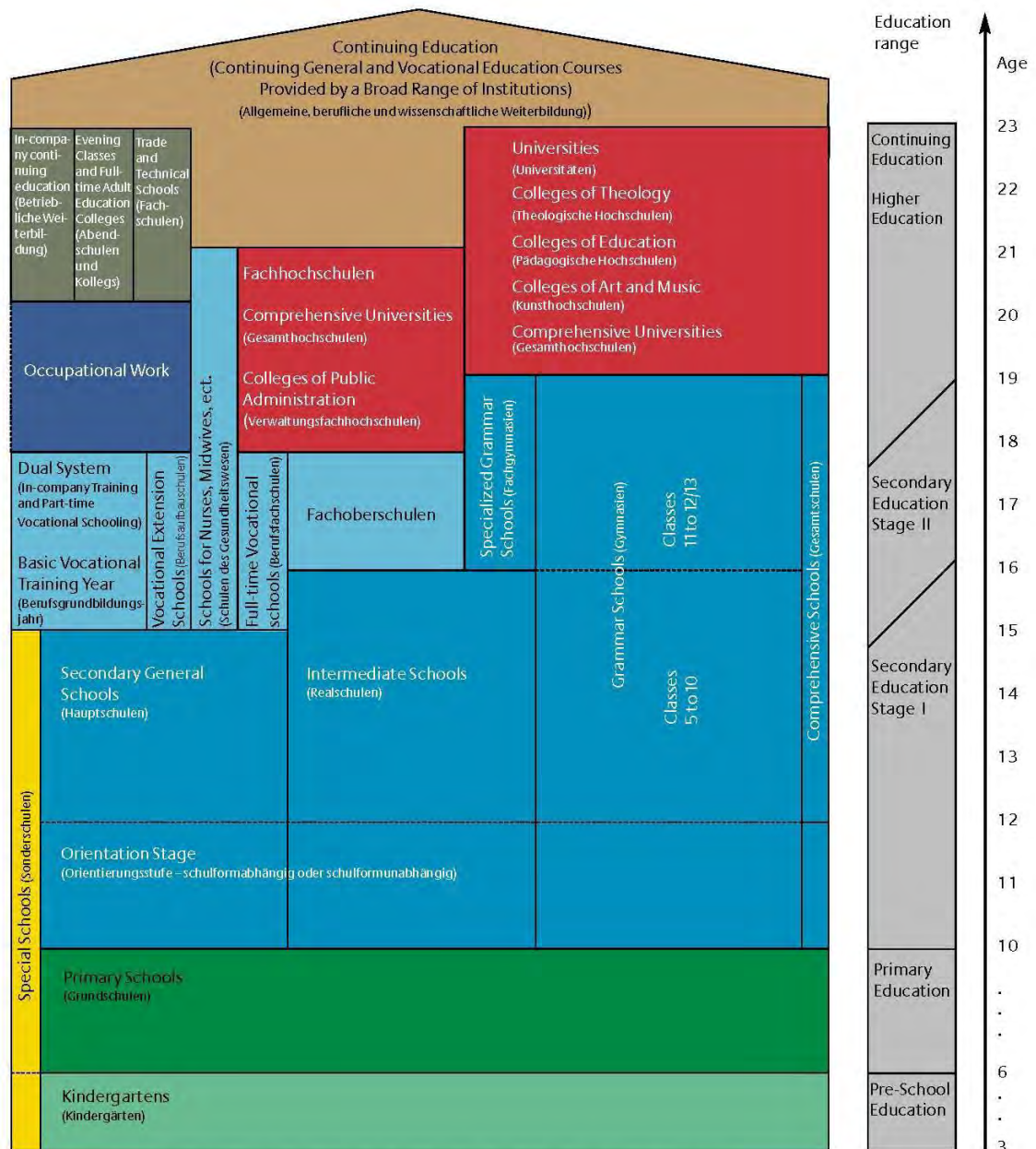
Information sessions and further education offers for interested parties and active school heads exist in all the federal lands. Independent of this, there is a further need for measures of professionalization for school heads. In addition to the required further development of support for school heads, there is a need, especially, for the qualification of des "middle management" in schools and the development von school leadership teams. The further education and development of leadership teams in the system of education are state responsibility in all the federal lands. However, there is no inclusive, all-in cost accounting (putting together direct and indirect costs) on economic principles in the federal lands. The system does not permit any comparison of competitiveness with external offers. This lack of transparency does not permit non-state institutions to find a place in the further education market. Should the market be opened up, schools will require sufficient further education budgets, which will enable them to buy further education, consultancy and other support measures externally at market prices.

To conclude, it must be said that it is absolutely *necessary* to give school leadership teams the responsibility for quality, personnel development and steering processes. This will *suffice* only if the school heads are consistently given the necessary means to be good leaders/managers, whereby pay structures should be adjusted accordingly. There is still a lot to do in this field in all the federal lands.

Appendix

Federal Ministry of Education and Research: Basic structure of the Education System of the Federal Republic of Germany

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- Diagrammatic representation of the typical structure of the education system of the Federal Republic of Germany. In individual Länder there are variations from the above pattern.
- The age given for attendance at the various educational institutions refers to the earliest possible typical entry.

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Typical job advertisement for a head of school (Hamburg)

Qualifications

Applicants are expected to show:

- communicative and social competencies
- the ability to cope with conflicting challenges, to mediate between different positions, to make and push through decisions
- the ability to settle conflicts in a positive way
- the ability and interest to work on a team and delegate responsibility
- openness to innovation
- organisational talent
- ability and readiness to perceive educational and social policy issues
- the ability to cooperate with external partners
- readiness to pursue further education in the above-mentioned areas

Duties

- maintaining transparency
- internal cooperation in committees and leadership team
- constructive delegation
- personnel management, development and consultancy
- planning strategic Further Education measures
- evaluation
- induction support
- conflict management
- health and work protection

School development

- quality assurance
- profile building
- use of data analysis to improve performance
- cooperation and networking internally and externally
- curriculum building
- information flow
- lesson observation and evaluation
- parental involvement and feedback
- sponsoring
- support of initiatives

Representation

- public profiling
- publication of results
- homepage work force
- event management

Your profile

- School development experience
- active intervention policy
- sensitivity towards colleagues, communicative nature
- competence in personnel management
- cooperation with staff in selling the school profile
- innovation-friendly, ready to support staff accordingly
- IT genius

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