

# Germany-Thuringia

## **ImPULS- Schule Schmiedefeld, State School**

### Supplementary Information

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### **School report**

„Staatliche Regelschule „ImPuls“ Schmiedefeld“ applied for the development project „Self-accountable school“ to design its school life independently in cooperation with its partners furthermore in the future.

For that reason the conditions of the work of the school were evaluated by the school itself and by the responsible subject specialist in the local school authority called “Staatliches Schulamt Rudolstadt”, Herr Freitag, and by a team of experts.

#### **1st: members of the team of experts:**

- Andrea Freund, head teacher of Staatliche Grundschule „Am Steigerwald“ Erfurt
- Jens Krieg, consultant for Secondary Modern Schools at the local school authority called „Staatlichen Schulamt Bad Langensalza“
- Susann Schober, head teacher of Staatliche Grundschule „Thomas Mann“ Erfurt

#### **2nd: Course**

14th November, 2005: getting in contact with the school

analysis of data of the check lists and other materials of the school

15th February, 2006 preparatory talk with the school management and the initiative group

13th to 15th März, 2006 school visit

05th April, 2006 feedback of results to the school community

### **3rd: Target and emphases of school evaluation**

First and foremost the evaluation pursues the target to receive a comprehensive view of the school according to the criteria that describe a self-accountable school and to feed back it to the school in an appropriate form.

The school should get ideas for its further development by this external assessment.

During the preparatory meeting the following emphases were arranged:

How successful is the implementation of mixed age teaching?

Which assessment can be given to the school concerning the aspired variety of methods?

How can the way to student-oriented lessons and individualisation be assessed?

How is the special practice of assessment represented within the pedagogical process?

How successful is fulfilment of tasks under the conditions of that school?

### **4th: Methods and instruments**

The emphases of evaluation were analysed and processed during the three days of the school visit with the help of different methods and instruments.

Interviews with the school management, the group of moderators, two groups of teachers of different teams and with different tasks at the school, with members of the school representation, members of the school parents representation and of the school supporting foundation were conducted.

In addition 55 sequences of lessons in the classes 5 to 10 were observed.

Another basis for our assessment provided the analysis of extensive documents of the school.

### **5th: Assessment of the quality areas and entire assessment**

Apart from interviews and the analysis of documents the observed lessons were used to assess this area.

At this point we would like to thank you for leaving your classroom doors open (as we suggested) during the observation period so that we could observe various lessons.

Every person in our team had the opportunity, to see up to three different groups of students during a lesson respectively accompanying a learning group for a whole school day.

We did not focus on either a control of didactic-methodical lesson conceptions of the teachers or on comparing them with ideal cases, but on capturing the prevailing mood of the lessons.

Therefore sequences are sufficient. Therefore special thanks for letting us stay with one colleague only for some minutes and interrupting the next class' lessons right in the middle.

This way of observing lessons was very helpful because we were able to see a wide spectrum of lessons at your school.

## Quality area I Learning and Teaching

A very good climate of learning, which is characterised by mutual respect, regard and esteem, exists at ImPULS- Schule Schmiedefeld.

A basic consent about moral values and common standards worked out by teachers, students and parents together exists and its compliance is minded.

In nearly all lessons a good teacher- student relation was observed. Morgenkreis (assembly of the learning group or class, at the beginning every week) and the so called "Pädagogischer Morgenkreis"- an assembly for teachers- every Monday afternoon in which you work specifically at moral values and common standards of your school.

You counsel your students in a very individual way during their learning process, conduct conversations with the parents on a regular basis, conclude "learning contracts" which you endeavour to adhere to and create individual letters for the students.

During the individual learning time called "ILZ" you try to support your students by means of differentiated tasks. We couldn't notice that this is a general principle of all lessons at your school. The great variety of so called "offers" in the afternoon increases the support of your students additionally.

You carry out cross curricular lessons in particular departments during the whole year on a very high level and offer common lessons for the 5<sup>th</sup> and 6<sup>th</sup> classes, to develop the competences of your students in the area of social-, self-, issue competence and competence of methods.

The Rubrics developed at your school help the students to assess themselves critically and they allow them to receive a feedback about their performance.

There are rules concerning cooperative- and self accountable learning at your school.

### Recommendations:

Continue working actively towards maintaining the very good supportive school atmosphere and use that as a basis for the further improvement of the lessons.

Integrate differentiated problem definitions into all departments and especially into the mixed age lessons of classes 5 and 6.

Use the great specialist potential at your school, to increase the variety of methods of teaching and to establish the conditions that are necessary for the particular methods in all class rooms.

Substantiate the established rules concerning cooperative- and self-accountable learning and pay attention to general compliance taking greater notice of its consequences.

Try to connect the cross curricular lessons to more specialist disciplines to support holistic learning.

We recommend that to vary the school day with another "rhythm" and suspend the 45 minute lesson time.

Preserve your great commitment to writing an individual letter for every student, to working with Rubrics, to concluding individual learning contracts and pursuing the great variety of offers to support your students.

Your special way in giving feedback to your students to strengthens the personality of every single students and motivates them.

The proven method of giving feedback at your school should definitely be one component of the so called "target agreement".

## **Quality area II School Climate and School Culture**

Within the school's everyday life we could notice that it's essential for the students and teachers to attend an appreciated interaction with- and among each other. The students thankfully recognise that they are taken seriously and involved into decision making with their opinion, not only in those prescribed.

The mutual esteem of teachers and students was noticeable during the observation of lessons, in the school building in common and in different interviews.

The teachers work especially well to motivate the students with praise. Students with weaknesses feel accepted by the school community.

The problems of parents and students are taken very seriously and they look for strategies to solve these issues together.

To guarantee a good collaboration with the parents you work with a networking- and regulated information- and conversation offering system as well as regular parent teacher meetings and so called "Elternstammtisch" which are organised by the parents, the class teacher is invited and they take part on a regular basis within a learning group or class.

The prevailing majority of parents are very thankful for the work of the school and its teachers and appreciates the high expenses of time.

Teachers and students have very good working conditions which are especially helpful in a team-school.

The common arrangement and responsibility of the school environment leads to a noticeable respect of the individual design in all parts of the school.

It's important to your students, that they have areas within the school building in which they can use self-accountability according to commonly negotiated rules.

### Recommendations:

Continue the very attractive formation of the school building, because it shows the identification of all persons with their school.

Use the possibilities of your „classroom competition“ to transfer the requirements in design to all classrooms as well.

The interpersonal interaction at your school is shaped by politeness, respect and esteem. Der zwischenmenschliche Umgang an Ihrer Schule ist durch Höflichkeit, Respekt and offers enough space for everybody to realise new ideas.

Your manifold and community-supporting school life can be stressed, in particular the appreciation of special attainments of students in different areas.

Remain in good contact with the parents and involve their competences stepped up into the lessons directly.

Intensify your efforts on a common and consequent attention of the agreed rules of school life at your school.

Focus on the chances of „Freitagsfeier“(assemblies of the whole school, prepared by a learning group or class) in your further school development.

### **Quality area III Cooperation and Communication**

The so called “Structure of teacher cooperation” is represented in nearly all publications of your school also in the extensive Internet presentation. From observations and conversations we confirm that these structures are filled with life with a high expenditure of force and, above all, –time.

You created clear structures of professional collaboration, use the competences of your external supporters and your students and parents are actively involved into school life.

Your school works in reliable cooperation with other schools. Particularly stressed should be the fact that your school collaborates with many partners from the local and regional environment to transfer the learning place out of the school.

The participation in competitions by your school according to your educational emphases is developed to a high level.

#### Recommendations:

Be sparing with the time resources of all participants in the discussion and implementation of educational plans/projects at your school.

Consider the available working time and the effective integration of every single person.

The textual programme work of your school from which other schools increasingly profit demands support by the local school authority called „Staatliches Schulamt“.

Install the high methodical- didactic potential of some colleagues into the supporting system of the so called “Quality agency- Staatliches Schulamt” (local school authority). That should help the own school’s own development as well as supporting other schools.

Request an additional amount of lessons from the so called “supporting system”.

### **Quality area IV Leadership and Management**

ImPULS- Schule Schmiedefeld is led by a sovereign head teacher who is supported and sustained by a strong team.

Within the school management of the school a clear division of tasks according the personal strengths is to be noticed.

The head teacher of ImpULS Schule works very actively in many extracurricular committees and her colleague entrusted with school management tasks stands in for her during her absence.

Different teams with real authority to decide exist at your school. Thereby they are shown trust consciously as well as their working successes are respected and recognized.

Appropriate instruments are used for the personal development like staff appraisals and observations of lessons which are used with reference to the relevant issue.

The head teacher sets high standards for herself and to others.

#### Recommendation:

We wish the head teacher and her team of leadership a flair for the sensitivities of all and success on their further common way.

Preserve your optimism and your great commitment for a further successful school development.

#### **Quality area V Targets and Strategies**

Your school concept forms the basis of your annual school development plan and therefore for your successful work of the past.

Your school establishes clear targets and develops appropriate strategies to their implementation. You regularly work with school internal comparison tests on different age levels.

Your well developed culture of evaluation of all your steps of development and your courage to correct the pursued way if problems occur is to be highlighted.

The school also uses, among others, measures of school internal advanced education as well as the work in different networks for the realisation of their targets.

The different awards of your school are signs of recognition by partners from- and outside school.

#### Recommendation:

We wish you a lot of strength and success for your further school development work.

Follow your way to individualisation. Do not stop at analysis of achievement, but work in a more targeted and consequent way at differentiation within the lessons.



Therefore use the good media capabilities of your students for a more manifold usage of software that supports learning.

**Conclusions:**

Your school presented itself to us as an open and self- confident school. Especially remarkable is the teacher-student relationship which was observed in all lessons.

The arrangement/decoration of the school building as well as the social interaction of students and teachers proves that this school is a place to feel comfortable.

Our picture that we visualised from your school only represents a snap-shot. It proves your self-assessment as a school.

Finally we can conclude that ImPULS Regelschule Schmiedefeld is on a good way to a self-accountable school and has a lot of potential to achieve that target.

We want to thank you a lot for giving us insights into your school life, for hosting us in an open, sympathetic way and for feeding us well.

For the team of experts in April 2006

Andrea Freund

Susann Schober

Jens Krieg

## ATTACHMENT 2

Rhythm plan „All- Day School- Aras“ (1 <sup>st</sup> September, 2008) fifth graders= 8 + sixth graders=11 Learning group=19 <span style="float: right;">ImPULS Schule Schmiedefeld</span>						
Time	Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
7.10 -8.10	1st	7.10-7.20 Open beginning. <i>Franske</i>	7.10 – 7.50 <b>Open Beginning</b>			Open Beginning for RE students <i>Bochert</i>
		7.20 – 8.10 <b>Assembly of the learning group called Morgenkreis</b> <i>Franske / Tischler</i>	7.50 – 8.10 <b>Planning Time (Daily planning)</b> <i>Franske / Tischler</i> <small>(Tuesday and Thursday)</small>			7.20-8.00 <b>Ethics</b> <i>Blau / Kießlich</i>
8.10 – 8.30	20min breakfast break					
8.30 – 9.10	2nd	<b>German</b> <i>Tischler</i>	<b>“Core Time” called „Stammzeit“</b> 5 lessons „Sachkunde (History, Biology, Geography); 1,5 lessons German; 0,5 lessons Art <i>Franske / Tischler / Köster</i>			<b>Workshops/Clubs</b> (Compulsory subject the students can choose-2)
9.10 – 9.50	3rd					
9.50 – 10.10	20min Exercising break					
10.10 – 10.50	4th	<b>PE or Handicraft</b> (14 day change) <i>Blau / Ulrich Franske / Reichel</i>	<b>PE or Handicraft</b> (compulsory subject the students can choose-1) <i>Blau / Franske Reichel / Krämer</i>	<b>German German</b> <i>Tischler</i>	<b>Maths 5/ Maths 6</b> <i>Franske / Krämer / Kühn</i>	10.05-11.25 <b>Maths 5/ .. Maths 6 Maths 5/ Maths 6</b>
10.50 – 11.30						
11.30 – 11.50	20min Lunch break					
11.50 – 12.30	6th	11.25-11.45 Lunch break	11.30-11.50 <b>Lunch break</b> <i>Franske (Mo-Fr.)</i>			11.25 – 11.45 Lunch break
		11.45-12.25 <b>Individual Learning Time English</b> <i>Amberg / Bochert / Schneider</i>	11.50-12.20 <i>Reichel (Tuesday and Wednesday) / Franske (Thursday)</i> <i>Blau / Bochert (Tuesday- Thursday)</i> <b>Optional offers for occupation</b>			11.45 – 12.25 <b>Freitagskreis (Reflection)</b> <i>Franske</i>
12.30 – 13.10	7th	12.25-13.05 <b>Individual Learning Time Maths</b> <i>Franske / Krämer / Kühn</i>	12.20 – 13.10 <b>Individual Learning Time German</b> <i>Tischler / Schilling</i>	<b>Individual Learning Time (cross curricular)</b> <i>Krämer Franske (optional lessons- integrative- UStG)</i>	<b>Individual Learning Time (cross curricular)</b> <i>Franske Krämer (optional lessons- integrative- UStG)</i>	12.25 – 13.05 <b>Assembly of the class or learning group called „Feier“</b> <i>Franske</i>

13.10 – 13.20	10min Break					
13.20 – 14.00	8th	13.05-13.10	13.10 . 13.20			13.10 – 14.15
		13.10-13.50 <b>RE</b> <i>Enhardt</i>	13.20 – 14.00 <b>English 5 / English 6</b> <i>Amberg / Bochert / Schneider</i>			
14.00 – 14.40	9th		14.00 – 14.40 <b>English 5 / English 6</b> <i>Amberg / Bochert / Schneider</i>			
14.40 – 14.45				14.00 – 14.45 <b>Computer Science/English</b> (14- days=change of subject) <i>Blau / Franske Amberg / Bochert / Schneider</i>		
14.45 – 15.45			14.40 – 14.45 <b>Music/Art</b> (14- days=change of subject) <i>Tischler / Köster / Blau</i>			
			14.45 – 15.45 <b>Workshops/Clubs</b> (Compulsory subject the students can choose-1)			
			<b>Workshops/Clubs</b> (Compulsory subject the students can choose-1)			
			<b>Workshops/Clubs</b> (Compulsory subject the students can choose-1)			

(All students have to choose one additional workshop/ club at least!)

### ATTACHMENT 3

Rhythm Plan „All- Day School, class 7<sup>th</sup> Ch. Pritzkow (Hr. Kliebisch) students:17 (10th August, 2008) ImPULS Schule Schmiedefeld

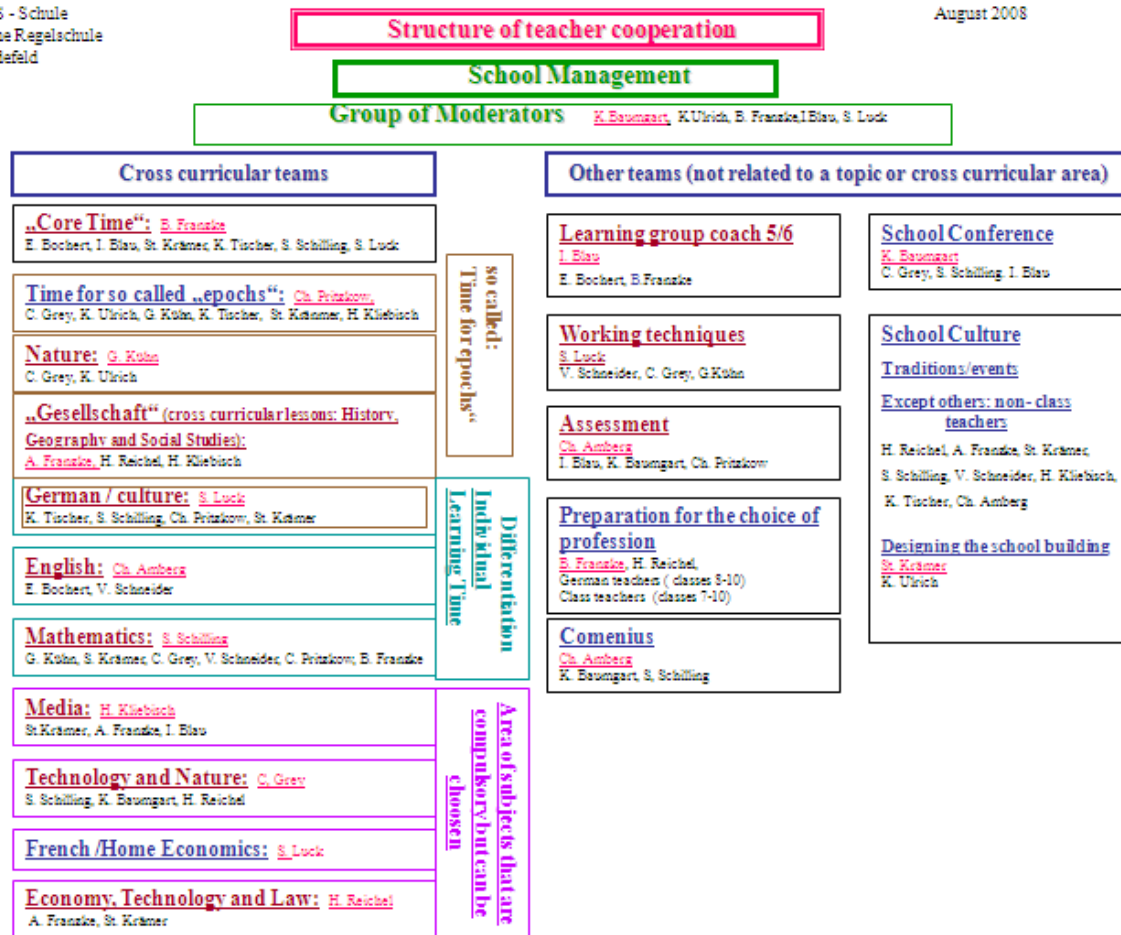
Time	Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
7.10 – 7.30		7.10 – 7.20 <b>Open Beginning</b>	7.10 – 7.30 <b>Open Beginning / Planning Time</b>			<i>Boislaw (Monday to Friday)</i>
7.30 – 8.10	<b>1st</b>	7.20 – 8.1 Assembly of the class called „Morgenkreis“ <i>Boislaw</i>	<b>Maths</b> <i>Boislaw</i>	<b>Individual Learning Time (cross curricular)</b> <i>Boislaw / Kramer</i>	<b>Maths</b> <i>Boislaw</i>	<b>Individual Learning Time Maths</b> <i>Boislaw / Boislaw</i>
8.10 – 8.30 20min		<i>Phislow</i>	<i>Breakfast break</i>			<i>Grey</i>
8.30 – 9.10	<b>2nd</b>	<b>Ethics/RE</b> <i>Kiebisow / Ehrhardt</i>	<b>Cross curricular lessons (History, Geography and Social Studies) called "Gesellschaft"</b> <i>Kiebisow</i>	<b>Art/English (14- day- change of subjects)</b> <i>Kramer/Amberg</i>	<b>English English</b> <i>Amberg</i>	<b>Workshop/Club (Compulsory subject the students can choose-2)</b>
9.10 – 9.50	<b>3rd</b>	<b>Individual Learning Time German/ English</b> <i>Boislaw / Amberg (remedial lessons- German/ first period) Kiebisow (remedial lessons English/second period) Schneider</i>		<b>Art/English (14- day- change of subjects)</b> <i>Kramer/Amberg</i>		
9.50 – 10.10 20min		9.50-10.05 break	9.50-10.10 <i>Grey (Tuesday to Thursday)</i> Exercising break			9.50-10.05 Break
10.10 – 10.50	<b>4th</b>	10.05-11.25 <b>Cross curricular lessons (History, Geography and Social Studies) called "Gesellschaft"</b>	<b>Physics Physics</b> <i>Kohn</i>	<b>Chemistry Chemistry</b> <i>Grey</i>	<b>German Music</b> <i>Boislaw Thondorf</i>	10.05-11.25 <b>German German</b> <i>Boislaw Boislaw</i>
10.50 – 11.30	<b>5th</b>					
		11.25-11.30	11.30-12.10 <i>Boislaw (Tuesday- Thursday)</i> <i>Optional offers for occupation</i>			11.25-11.30 Break

11.30 – 12.10 20min	<b>6th</b>	11.30-12.10 <b>Maths</b> <i>Kiebisow</i>	11.30-12.30 <i>Kiebisow / Kramer / Kiebisow</i> <b>Lunch break</b>			11.30-12.10 <b>Assembly of the class called „Freitagskreis“ (reflection)</b> <i>Boislaw</i>
12.30 – 13.10	<b>7.</b>	12.10-12.25 Lunch 12.25-13.05 <b>Biology</b> <i>Ullrich</i>	12.30-13.10 <b>Individual Learning Time- cross curricular</b> <i>Kiebisow / Kiebisow</i>	<b>Individual Learning Time- German/ English</b> <i>Kohn / Amberg (remedial, language Master- integrative) Kiebisow</i>	<b>Individual Learning Time – English/ German</b> <i>Kiebisow / Kiebisow</i>	12.10-12.25 Lunch 12.25-13.05 <b>Assembly of the class called „Freitagsfeier“ (end of the week)</b> <i>Boislaw</i>
13.10 – 13.20 10min			<i>break</i>			
13.20 – 14.00	<b>8th</b>	13.20 – 14.00 „Gesellschaft“ 13.20 – 14.00 „Gesellschaft“ 14.00 – 14.40 „Gesellschaft“	13.20 – 14.40 <b>Economy, Technology and Law</b> <i>Boislaw / Kiebisow / Kramer</i>	<b>Compulsory subject the students can choose-1</b> <i>World of Media- 10 students French- 8 students, TUI- (Technology and Science) -11students -2 groups Raetzke / Schilling / Grey Kiebisow / Kramer/ Ullrich</i>	<b>PE PE</b> <i>Ullrich / Raetzke</i>	
14.00 – 14.40	<b>9th</b>	<i>Kiebisow: 17</i>	<b>Compulsory subject the students can choose-1</b> <i>World of Media- 10 students French- 8 students, TUI- (Technology and Science) -11students -2 groups Raetzke / Schilling / Grey Kiebisow / Kramer/ Ullrich</i>			
14.45 – 15.45			<i>break</i>			
			<b>Workshop/ Club (Compulsory subject the students can choose-2)</b>	<b>Workshop/ Club (Compulsory subject the students can choose-2)</b>	<b>Workshop/ Club (Compulsory subject the students can choose-2)</b>	

# ATTACHMENT 4

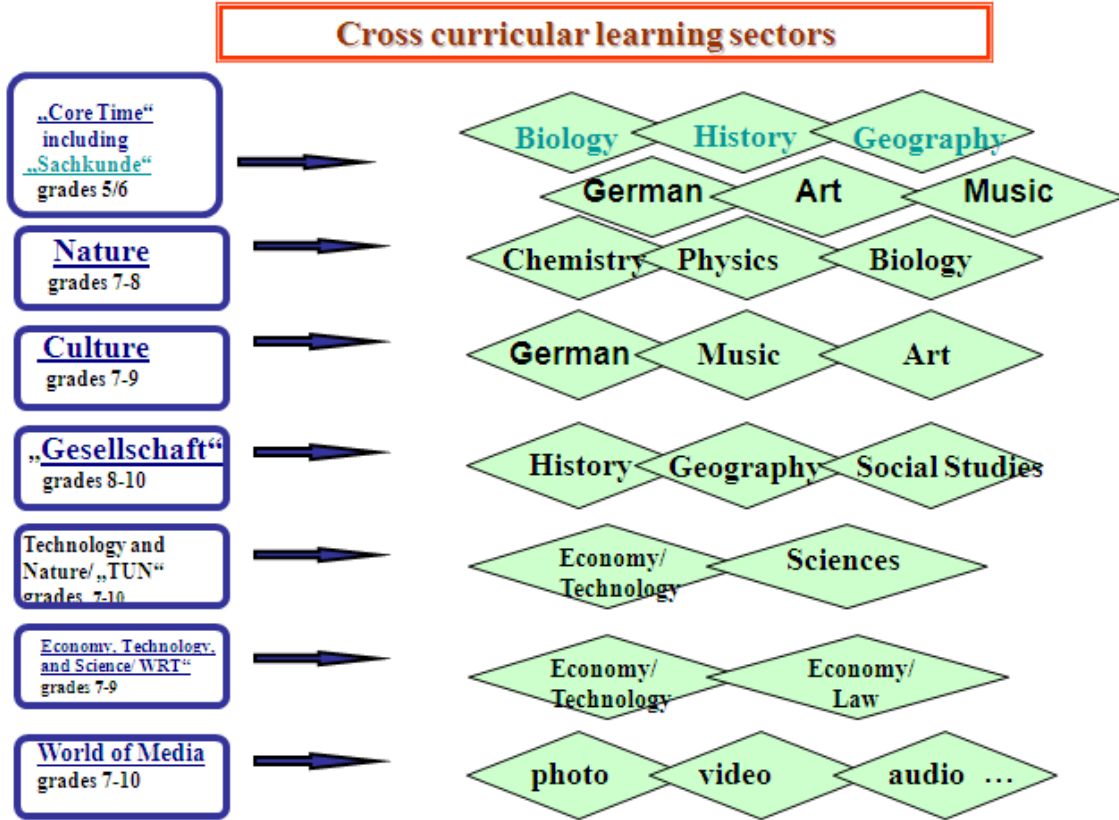
ImpULS - Schule  
Staatliche Regelschule  
Schmiedefeld

August 2008



## ATTACHMENT 5

ImpULS-Schule, Staatliche Regelschule Schmiedefeld



cop. K. Baumgart, RS Schmiedefeld



<p><b>Self-competence</b></p>	<p><u>Working process</u></p> <ul style="list-style-type: none"> <li>• <u>Personal targeting:</u> developing the strengths of the last project in „Nature“ reducing the weaknesses of the last project in “Nature”</li> <li>• <u>Reflection:</u> the Rubrics assessments are complete and with reasons</li> <li>• <u>patience and concentration</u></li> </ul>	<p>Rubrics</p>	<p>3</p>
		<p>Rubrics</p>	<p>3</p>
		<p>Rubrics</p>	<p>3</p>
<p><b>Social competence</b></p>	<p><u>Working process</u></p> <ul style="list-style-type: none"> <li>• <u>equal distribution of tasks :</u> <u>everybody has an appropriate part</u></li> <li>• Starting and participating in <u>subject based talks</u></li> </ul>	<p>Rubrics</p>	<p>3</p>
		<p>Rubrics</p>	<p>3</p>

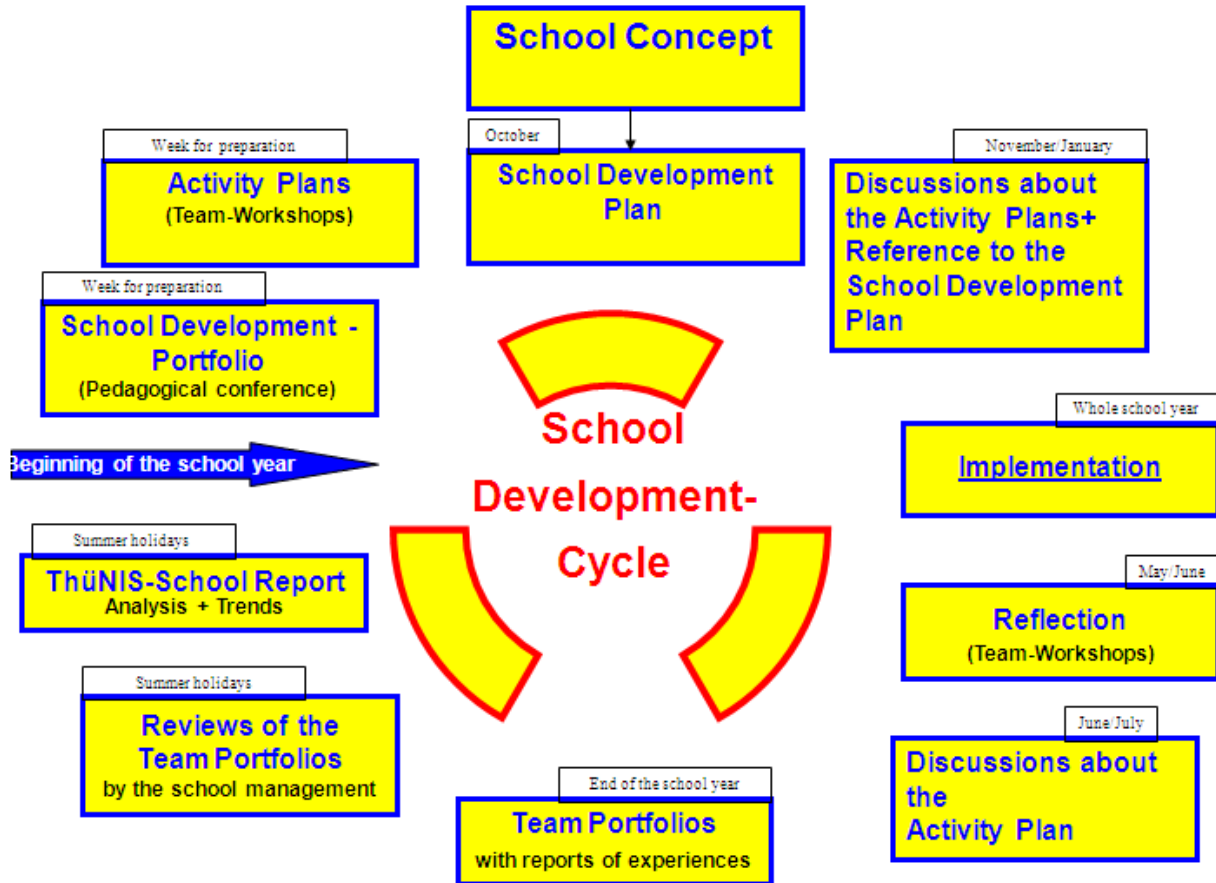
# ImPULS - Chronicle



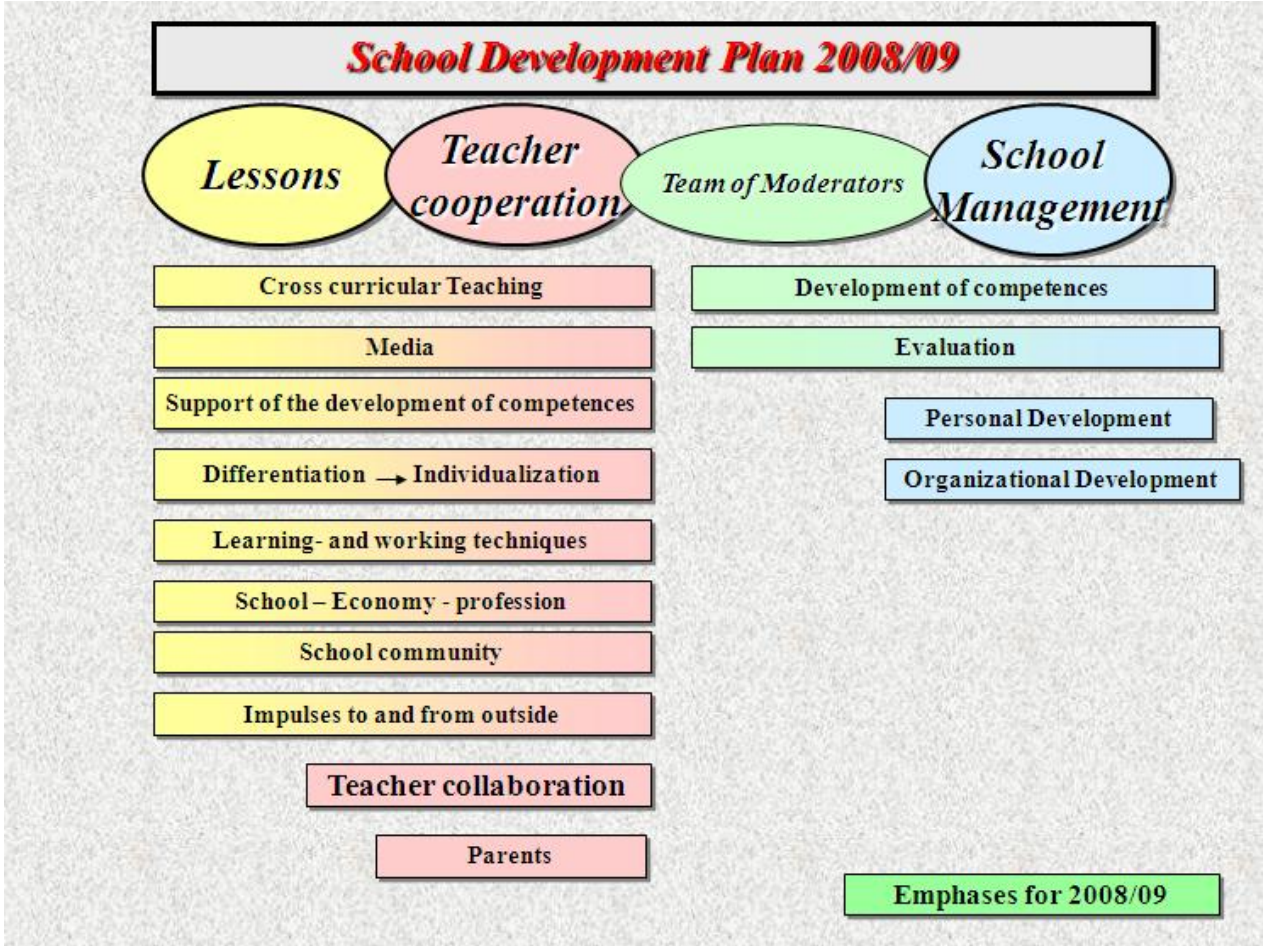
- 1991** Foundation of „Regelschule“/Secondary Modern School + image: „Media“
- 1995** Beginning of school development//group of moderators  
Assemblies of the learning groups/classes called „Morgenkreis“ and „Feier“  
Student oriented teaching methods  
Cross curricular learning sections + School Intern Curricula
- 1999** **School concept** —→ Approval as a project school  
Activity plans // School Development Plan //School Development Portfolio, Evaluation  
Pilot project „Small Secondary modern School“+  
Learning network of the Bertelsmann- Foundation  
Mixed Age teaching + Differentiation  
Compulsory subjects students can choose: „World of Media“+„World of Work“+ French  
Working Techniques // Learning Diary  
School Intern School Reports//Individual letters // Learning Contracts// „Note-Book“ //
- 2002** Naming of the school: „ImPULS-Schule“ Schmiedefeld  
Individual Learning Time (ILZ)  
Comenius-Project
- 2006** Quality Label for „preparation for the choice of profession“  
**Self- accountable School** —→ **Agreement about further targets**
- 2007** **All- Day School**  
Network community in the educational model „nelecom“



ATTACHMENT 8



ATTACHMENT 9



## Cross curricular Lessons

- **„Core Time“ Plan 5/6 and „lesson scores:**
  - implementing and reflecting for year „A“
  - reworking for year „B“ with attention on  
**„Nature-Human being-Technology“**
- **Plan of so called „epochs“ 7/8:**
  - implementing and reflecting for year „A“
  - working out for year „B“
- **Modules for „Bilingual lessons“**
  - implementing of existing modules  
(class 9 „Australia“ – English/Geography)
- **Project Days:**
  - whole school: topic „Comenius-countries“
  - class 8/9: topic „Almere“
- **Project „Thuringia“ as a test for the „project work“ in grade 10**
  - inclusion of German
  - involving a „project day“
  - same criteria for assessment like for project work of grade 10
  - presentation within assemblies of the learning groups and classes 7-10

## ATTACHMENT 11

ImpPULS – Schule Schmiedefeld

# SE - TRENDS - 2008



(so called „trends“ of school development 2008)

### *Cross curricular Teaching*

Detecting the sub- topics belonging to one topic of the curricula within the different subjects and stringing them together works well. But we still deal with topics of one subject only during cross curricular sections. The possibilities to work across the curriculum (so that the students do not notice the single subjects) are not used efficiently.

### *Media*

The partly good approaches of developing media competence (usage of media, media production and effects of media) through Computer Science and "World of Media"- subjects require a conscious enhancement in content to all subjects.

### *Planning of the development of competences*

Sheets for the school internal curricula are worked out increasingly. Thereby the verbalisation of exact targets of learning has to be elaborated as well as a correct attachment of the targets to the four competence sectors.

### ***Support of the development of competences***

While in some parts of the lessons/periods the so called „Rote Faden“-common factor- is implemented as a whole and in a consequent manner, there is also a great variety of examples of lessons in which only single parts of the so called “common factor” are followed. At school a system of personal targeting of students and reflections to these targets exists (Learning contract, individual letters, learning diaries and corresponding tasks). Rubrics are increasingly used as a means of assessment.

### ***Differentiation und Individualisation***

The various forms of differentiation are used consciously during a part of the lessons, but differences between the subjects in way and extent of using them are visible. Capturing the individual learning stage of the single student (diagnosis) is practised with the help of results of lessons or special tests for diagnosis. Reserves can be found in conducting individual tasks. Therefore the good approaches of Individual Learning Time and the remedial lessons should be extended and transmitted to the so called “Übzeit“- time for practising (cross curricular self- accountable working time for the students)- and the subjects themselves.

### ***Learning- and working techniques***

The introduction of working techniques takes place according to our plan. In some subjects the working techniques are taken in the planning of the lessons consciously. A conscious and continuous usage of the working techniques leads visibly to sustainability in the students usage.

### ***School – Economy - Profession***

The so called "preparation for the choice of profession" is marked by manifold, profession-oriented activities which integrate different subjects and lots of the school's cooperation partners. The plan of the „preparation for the choice of profession" proved to be a functional organisational basis.

### ***School culture***

As a result of introducing the all- day school our school culture improved towards a „school- life partnership". The so called „school ceremonies" (assemblies of the whole school community which are prepared by one learning group or class) became a tradition of the school community. Reserves are to be seen within the consciousness of the meaning of certain "routines" and the presentation of students performances to a further improvement of our school culture.

### ***ImpULSEs from and to outside***

The collaboration between schools, kindergartens, representatives of the community and clubs/societies improved obviously because of "nelecom" (a project called "New learning culture in communities"). Extracurricular learning places are opened up with several-day excursions and projects but that could be expanded during shorter lessons sequences.

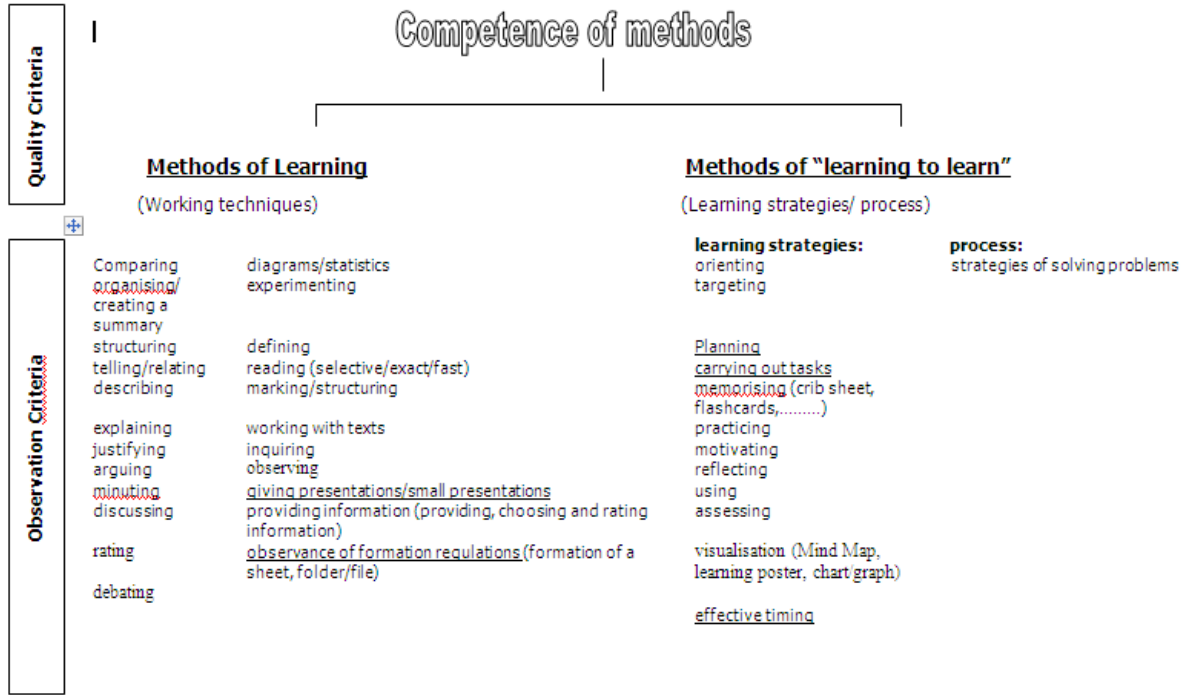
### ***Teacher collaboration***

The structure of teacher collaboration represents the basis for our systematic work at the emphases of school development. Meanwhile the teachers of our school work in teams with confidence. The team structure is updated annually according to the emphases of the school development. A variety of teams work very systematically in the implementation of the activities fixed in their activity plans.

### ***Working with parents***

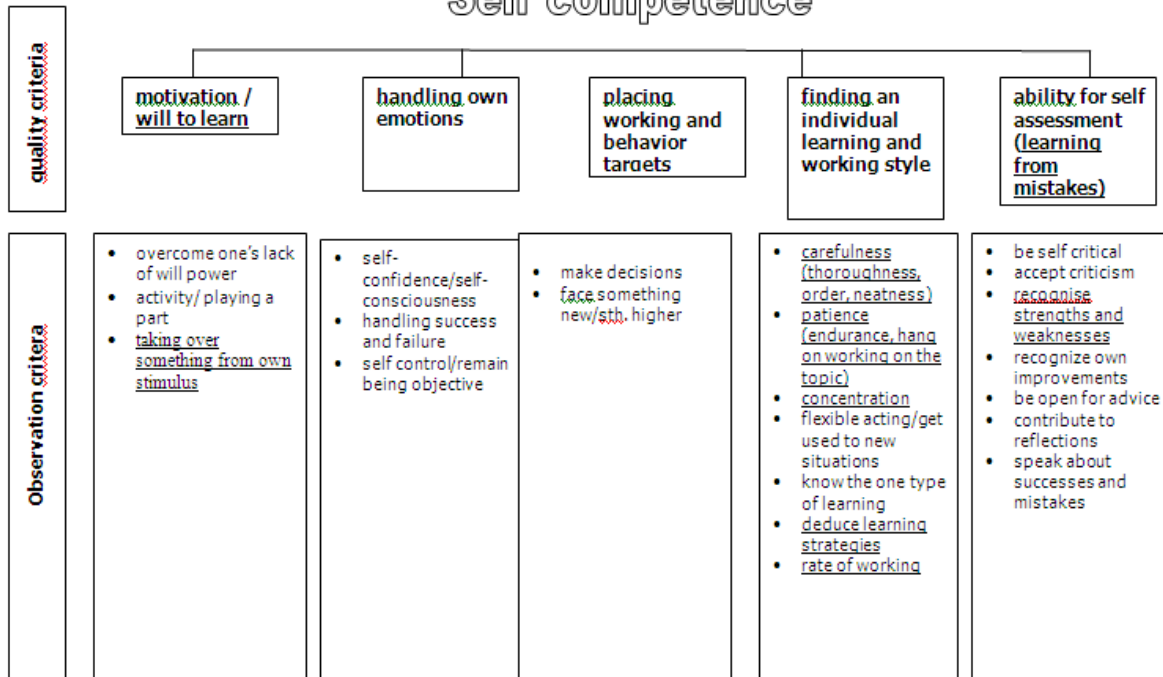
The interest of the parents in our school life (within the so called School- Parents Meetings) increased. The parents increasingly show initiatives of their own according to projects or plans of the school.

# ATTACHMENT 12

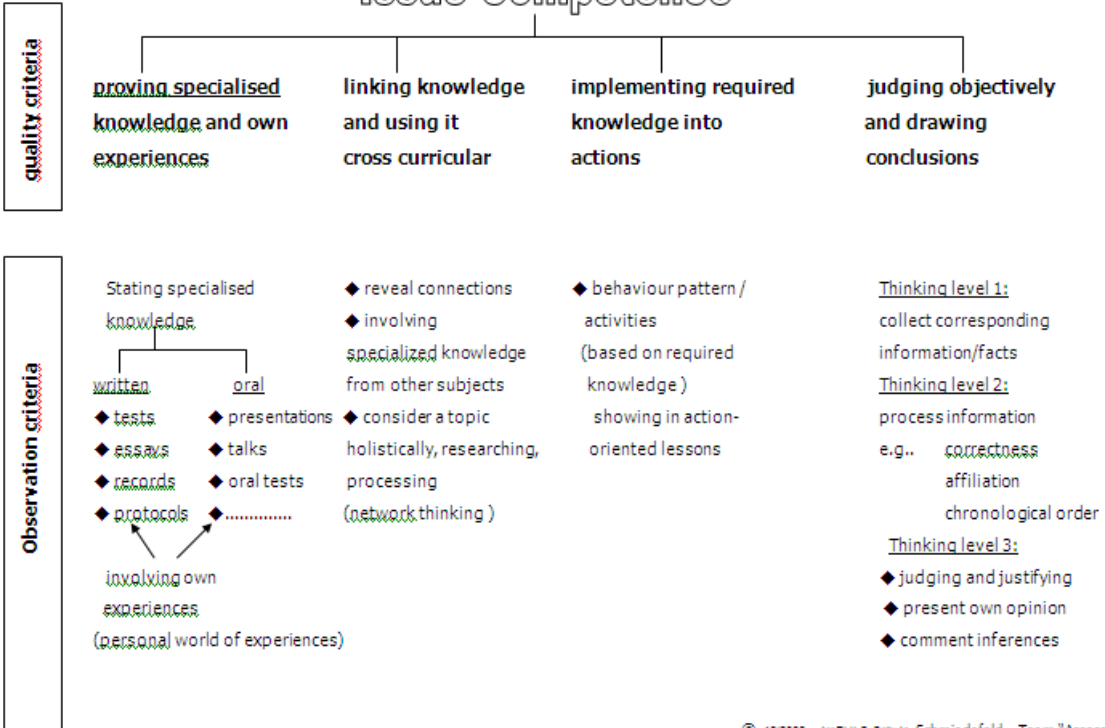




# Self competence



# Issue Competence



# Social competence

	<b><u>Ability to work in a team</u></b>	<b><u>Ability to solve conflicts</u></b>	<b><u>Ability to communicate</u></b>
<b>Quality Criteria</b>	<ul style="list-style-type: none"> <li>○ <u>follow rules of a group (silence/respect)</u></li> <li>○ acting solidly</li> <li>○ <u>willingness</u> to take responsibility</li> <li>○ <u>distribution</u> of tasks</li> <li>○ <u>reliability</u> (Being reliable in arrangements)</li> <li>○ <u>co designing/organising work decisively</u> (Showing initiative)</li> </ul>	<ul style="list-style-type: none"> <li>○ recognise conflicts</li> <li>○ look for possible solutions within the group</li> <li>○ Tolerance (acceptance of class mates, of their thinking and doing; acceptance of decisions of the group)</li> </ul>	<ul style="list-style-type: none"> <li>○ <u>follow the rules of talks</u> <u>(objective discussion with the partners)</u></li> <li>○ ability to communicate with others</li> </ul>
<b>Observation Criteria</b>	<ul style="list-style-type: none"> <li>● <u>taking over tasks in a team</u> <u>(Analysis of the task/division of tasks)</u></li> <li>● <u>introducing own ideas</u></li> <li>● <u>effective Timing/abiding to fixed dates</u></li> <li>● <u>bring</u> agreed materials - no blocking</li> <li>● <u>everybody</u> has an appropriate part <u>within</u> the whole task</li> <li>● <u>offer</u> help to others/accept help from others</li> </ul>	<ul style="list-style-type: none"> <li>● deal out objective criticism</li> <li>● accept criticism</li> <li>● no ostracising</li> <li>● no arguments</li> </ul>	<ul style="list-style-type: none"> <li>● <u>listen to others</u> (Reference to the partner in talks)</li> <li>● give your partners the chance to finish speaking</li> <li>● justify own opinions/arguments word own points of view</li> <li>● react objectively to contradictory opinions/ consider the point of view of others</li> <li>● open discussions/ join in discussions (open them, maintain them, break them in politely revive them, enrich them and react)</li> </ul>

12/02 IMPULS: Schule Schmiedefeld  
Team „Assessment“: K. Baumgart, I. Blau, C. Amberg