Quality Orientation Framework

of the Federal Government and the Länder for German Schools Abroad

Extended and revised edition
of the Federal and State Quality
Framework for German Schools Abroad

(2019)

Content

Introduction

Context and objectives

Since 2003, the federal government and the Länder have supported the systematic development of pedagogic quality management (PQM) at German schools abroad. In the introductory phase, the schools were made familiar with the structures, instruments, and processes of holistic and systematic school development.

In 2006, the "Quality Framework for German Schools Abroad" was published. Since then, the German schools abroad have been regulated by transparent quality expectations. The schools have access to an orientation framework that describes which goals should be pursued, which measures should be taken, and which results should be achieved.

In the same year, building on this preliminary work, the Federal-State Committee for School Affairs Abroad (BLASchA) agreed to introduce the Federal-State Inspection (BLI) for German schools abroad. Each BLI is preceded by self-evaluations and a peer review. To support the schools in securing and improving their quality in professional development processes, a support system consisting of process facilitators[1] was established.

The PQM was extended to include contractually agreed development goals following a BLI, as well as a review visit (*Bilanzbesuch*) by the federal supervisory authority for schools three years after the inspection.

The quality features of German schools abroad have remained essentially unchanged since the quality framework was first introduced. The quality framework itself has however been partially updated and extended in this new edition.

Orientation framework

A key task of every school is to support students in acquiring knowledge and competence as fully as possible by organizing teaching-learning processes accordingly. At every school, the results of teaching and learning processes are reflected in German, international, or national qualifications.

The areas of *school culture*, *teaching and learning culture*, *promoting the German language*, and *promoting language education* are intertwined in content. The interdependence between school culture and educational language culture is intrinsically linked to the promotion of the German language within this orientation framework.

Emphasis has now been placed even more strongly on processes and their connections at the level of school management. Key topics relating to school development have also been explicitly identified, such as the quality feature "Learning in the digital world" or the quality criterion "The school promotes a culture of inclusion".

The new edition is entitled "Orientation Framework". True to its name, it offers orientation to schools on the question of what should be understood by a *good German school abroad*[2]. It supports schools with their school development.

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[1] The text of the orientation framework uses "gender-sensitive" language, but in the interest of improved readability and linguistic simplicity, the generic masculine may also be used. The question of the best way to approach gendered formulations has not yet been fully resolved, neither by the bodies responsible for standardizing the German language, nor on a social level.

[2] Differences in quality requirements within specific host countries are not discussed here. The orientation framework does not address the requirements of host countries; it reflects the quality expectations and impulses of the funding bodies (Federal Foreign Office, Central Agency for Schools Abroad, Länder).

Over the past few years, there has been increased focus on the importance of early child-hood education. This applies to language acquisition in general – and in particular to the ac-quisition of the German language. In some places, this orientation framework already incor-porates work in kindergarten and preschool, which are often integral aspects of a German school abroad. This orientation framework may be further expanded in the future to system-atically incorporate the relevant aspects. Until then, schools are invited to refer to the "Quality Framework for Kindergarten and Preschool"[3].

The non-pedagogical area has been extensively expanded. Compared to schools in Germa-ny, there are additional specific framework conditions that determine the quality of teaching-learning processes at German schools abroad. Private education providers operate within the context of an international or regional education market and must generate most of their resources themselves. They must position themselves strategically within their local or na-tional education market. This requires a professionally managed administration that makes efficient use of the resources provided to it, including staff.[4]

The original PQM concept naturally continues to play a key role in this expansion of the PQM model into a comprehensive quality management approach for German schools abroad (AQM), since pedagogical processes are the central tasks of schools. But the orientation framework now consistently incorporates non-pedagogical areas into its definition of quality.

The AQM approach follows the *governance understanding* of school management. An ex-planation this understanding of school governance is therefore given below[5].

School governance

The raison d'être of private schools derives from the social and governmental mandate for education and is justified by the idea of "customer benefit". In other words, the focus is not on the interests of the school's financiers, managers, or employees, but rather on the members of the school association, namely the legal guardians[6] and most importantly the students themselves. Indeed, it is the parents who ultimately select the school in the private education sector, possibly in consultation with their children, depending on the children's age. Accord-ingly, schools must scrutinize their performance and ensure that it aligns with the needs of students and their parents.[7]

German schools abroad that compete with other private schools will strive to achieve a high standard of quality. They can secure their existence by developing a strategy based on col-laboration between the board, the principal, and the administrator and monitoring the imple-mentation of this strategy with measurable milestones. Each German school abroad needs to cover the majority of the costs of current and future school operations and must therefore handle its expenses and income carefully.

Effective governance must incorporate the requirements of efficient management and the viability of the complex school system. Effective resource management is the foundation of any German school abroad. The quality of a school is determined by various quality fields – including the school's learning and education results, its market position, and its public im-age. School governance must be organized from a management and leadership perspective.

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[3] https://www.auslandsschulwesen.de/SharedDocs/Downloads/Webs/ZfA/DE/Qualitaetsrahmen/QR_KiGa.pdf?__blob=publicatio nFile&v=2
[4] Note: the "administrator" cited throughout this orientation framework may be encompassed by the responsibilities of other functions (deputies/representative of the board), depending on the school's organizational structure.
[5] In education research, the term "governance" is currently used to discuss how a constellation of actors within an educational organization can be organized in such a way as to optimally accomplish their various shared goals.
[6] The terms "legal guardians" and "parents" are used interchangeably in the following.
[7] Within the framework provided by the quality expectations of the funding bodies.

It must unite the goals of the German foreign cultural relations and education policy (AKBP) and the goals specific to each school into a strategic school development plan. This plan constitutes the basis for successful action by the principal.

The school board[8] (typically elected from a school association), the principal, who is usually assigned from Germany, and the administrator work together as a triad to provide strategic, operational, and administrative oversight for their German school abroad.

Strengthening the corporate identity of every actor involved in school life is important for the work of each German school abroad and for the overall system operating under the German schools abroad brand. This encompasses both the school board and the employees in commercial and administrative areas. The AQM concept therefore also incorporates these processes and constantly seeks to secure and optimize them.

The leaders responsible for the school

Within each school, the school board, the principal, and the administrator[9] are responsible for leading the school, each with their own specific responsibilities. Together, they form a school management team that ensure that the school operates smoothly.

The **school board** represents the school authority. In this role, it ensures that there are suitable spatial premises, material equipment, and staffing resources, i.e. the board is responsible for the provision and maintenance of the property, equipment, and adequate staffing. This lays the foundations to optimally accomplish the school authority's formal objective enshrined in the statutes: the long-term preservation of the German school abroad. To achieve this goal, the school authority employs efficient organizational structures, e.g. by nominating a representative of the board (BdV) if necessary. Within the scope of its responsibilities and with the involvement of the principal, the school board develops strategically oriented concepts to ensure the long-term continuation of the school.

The school board ensures that the necessary material framework conditions for proper school operations are fulfilled, ensures that the school has the character of a place of encounters, and creates opportunities for the development of intercultural competence. It enables students to experience encounters with one another within a context of cultural diversity and to feel at home within the cultures of Germany and the host country. By managing the school's staff accordingly together with the principal, the school board ensures that language skills and language sensitivity are communicated, with a particular focus on the German language.

The school authority guarantees democratic school structures and enables parents, students, and employees to participate in organizing the school through active participation in the various school committees.

Changes in the members of boards consisting of volunteers require a systematic knowledge management system. In addition to strategic, decision-relevant information about the school, voluntary board members require knowledge about the structure, mandate, and competencies of the funding bodies, among other things. They need to be familiar with the fundamental aspects and instruments of funding, such as the funding contract, federal funding legislation, the BLI, the review visit, and diploma-granting procedures and powers. Finally, they re-

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[8] The terms "school authority" and "school board" are used interchangeably in the following and may also refer to ecclesiastical school authorities or foundations.
[9] In contrast to the "extended principal's office", the term "principal" only refers to the school's headmaster or headmistress. In addition to the principal assigned from Germany, the regulations of the host country may also provide for the appointment of a national principal. Among other things, these national principals serve as a liaison with the national school supervisory authorities.

quire relevant knowledge of school management in non-pedagogical areas (e.g. resource management, including budgeting) – this knowledge is potentially transferable from other areas of private business management but nonetheless needs to be adapted to the particularities of the school system.

The **school principal**[10] is appointed by the Central Agency for German Schools Abroad (ZfA). He (or she) manages the school and is responsible for it with respect to the German foreign cultural relations and education policy and in consideration of the political and cultural context of the host country. He is responsible towards the Länder – in a separate capacity to the responsibility of the KMK[11] representative – for the quality of German educational programmes and qualifications offered at the school, among other things. The principal is responsible for selecting staff – in consultation with the school board. With regard to personnel responsibilities, the principal acts as a leader towards the teaching staff. With regard to personnel development, he advises the teachers professionally.

The principal is a foreign service teacher on leave from Germany with management experience in the field of education and teaching. He carries the overall pedagogical responsibility within the school, requiring close and trusting communication, coordination, and collaboration with the school board according to each of his responsibilities.

The school board and the principal systematically pursue strategic school development goals that align with the quality requirements established by the federal and state governments of Germany. The administrator should also be appropriately involved in the development of strategic goals.

The **administrator** is responsible for ensuring that the school administration runs smoothly. He (or she) oversees in particular the prompt and orderly handling of all administrative matters, the targeted implementation of personnel management in consultation with the principal, and careful management of the school association's finances. The administrator is responsible for quality management in administrative areas, budget planning and preparation, and operational financial management, in close collaboration with the principal and the school board (or the representative of the board), as well as property and building equipment management.

Working within the German schools abroad system requires in-depth operational knowledge, knowledge of the local legal background, relevant skills in German or the local language, and knowledge of German budget-related and subsidy legislation, in order to submit a competent application for funding and personnel resources and provide the necessary evidence of how these resources are used.

These persons responsible for quality within the school must collaborate closely and trustingly with one another and with the funding bodies[12]. The responsibilities and competencies of the school board, principal, and administrator are closely interlinked. Structured and trusting communication is required between these persons for the school, as well as transparently established processes, in order to accomplish their shared strategic and operational goals.

Structure of the orientation framework

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[10] See also "Fields of Action for Principals at German Schools Abroad", technical paper by the Central Agency for German Schools Abroad (2017). This technical paper gives a comprehensive description of the competencies that the principal of a German school abroad should possess, as well as the fields of action in which they will be active.
[11] Standing Conference of Ministers of Education of the Federal States of Germany.
[12] The "funding bodies" are the Federal Foreign Office, the Central Agency for Schools Abroad, and the Länder of the Federal Republic of Germany, as well as the Conference of Ministers of Education (KMK).

The expanded orientation framework presented below consists of 7 quality areas and 38 quality features.

It should be remembered that *quality* is a property that pertains to the entire school as a system and that every element depends on the others. Pedagogical and non-pedagogical quality fields are often closely linked and may overlap in places. The new orientation framework presents these relationships in various ways in accordance with the governance approach of the AQM concept. It encourages school actors to develop constellations that facilitate the accomplishment of common goals.

Unlike the previous quality framework, there is no longer a column entitled *Determination and documentation.* Instead, the orientation framework lists *Indications, examples, implementation possibilities* in the right-hand column. These elements represent examples of good practice and are intended to illustrate the quality features listed in the left-hand column more concretely. The *indications, examples, implementation possibilities* are not exhaustive lists. It is important to note that the right-hand column therefore does not contain quality expectations that schools must necessarily fulfil.

In many places, the orientation framework references "concepts". Schools should determine whether each concept corresponds to the school's profile or whether it may be omitted.

Function of the orientation framework

In its updated and expanded form, the orientation framework

- forms a basis for a common understanding of quality for all German schools abroad and serves as a foundation for school development;
- provides a framework for internal and external evaluation, for example allowing peers ("critical friends" in the context of a peer review) to provide criteria-based feedback to schools about the status of school development and school quality in pedagogical areas and non-pedagogical areas where applicable;
- lays the foundation for establishing an action plan in collaboration with the employees of the ZfA following a BLI; this action plan is then incorporated into the funding contract in the form of binding school development goals.

The orientation framework views itself as a support instrument for all German schools abroad, while also providing the basis of a binding quality profile on which the Federal-State Inspection can build. The quality profile focuses on the key areas of the orientation framework. It defines criteria for awarding or renewing the "Excellent German School Abroad" quality seal.

Berlin, December 2019

Federal Foreign Office
Central Agency for Schools Abroad
Standing Conference of Ministers of Education of the Länder of Germany

1. School results and achievements	2. Teaching and learning culture	3. School culture	4. Personnel management	5. Resource management	6. Governance	7. Quality management
1.1 Personality-building	2.1 Educational courses and school curriculum	3.1 School climate	4.1 Personnel planning	5.1 Financing	6.1 Understanding of roles	7.1 Mission and mission statement
1.2 Learning successes	2.2 Performance requirements and feedback	3.2 Participation	4.2 Personnel development	5.2 Marketing	6.2 Action by the board	7.2 School programme
1.3 School satisfaction	2.3 Personality strengthening	3.3 Diversity	4.3 Knowledge and handover management	5.3 IT management	6.3 Action by the principal	7. 3 Process organization
	2.4 Language education	3.4 Support		5.4 Procurement	6.4 Action by the administrator	7.4 Evaluation culture
	2.5 Learning in the digital world	3.5 Encounters		5.5 Property	6.5 Steering, planning, controlling	7.5. Customer orientation
	2.6 Lesson organization	3.6 Foreign cultural relations policy mandate		5.6 Prevention and crisis management	6.6 Cooperation and communication	
	Lesson climate				6.7 Legal framework conditions	
					6.8 Cooperation with funding bodies	

Features	Notes, examples, implementation possibilities

1. School results and achievements

1.1 Personality-building

1.1.1	The pedagogical work conveys democratic values and promotes democratic action.	An internal school concept for democratic education has been agreed and is implemented.
		The school involves the students in organizing school life.
		The school promotes voluntary and social activities by students.
		The school includes students in lesson planning in an age-appropriate manner.
		Student feedback is collected by all teachers according to the agreed provisions and is discussed together with students.
1.1.2	The pedagogical work supports the development of intercultural competence.	Curricular and extracurricular concepts for raising awareness about culturally influenced perspectives and behaviours have been established in written form.
		The rituals and festivals of relevant cultures / religions are observed (in particular, German and Western culture and the culture and religion of the host country).
		Fundamental democratic and humanitarian values are a self-evident basis of pedagogical work.

Features	Notes, examples, implementation possibilities

1. School results and achievements

1.2 Learning successes

1.2.1	The school successfully prepares students for their final examinations.	The performance requirements and teaching methods are based on the standards of the targeted qualifications. Individual teachers perform advisory tasks for students in a qualified manner. In the final examinations, the students achieve results that are at least average for a German school abroad across all subjects and all students. The students receive the diplomas targeted by their course of study.
1.2.2	Uniform school standards are ensured by parallel and comparative studies and common assessment standards.	The results of parallel studies are evaluated (where possible in collaboration with another German school abroad in the same region). The school has a binding obligation to participate in comparative studies from Germany in several grades and implements the conclusions drawn from the analysis of results into pedagogical action.
1.2.3	The students learn the German language.	A high percentage of the students passes the Abitur or the GIB[13]. Students who do not speak German as their first language acquire the Abitur or the German Language Diploma of the Conference of Ministers of Education. The German language is present throughout the entire school (in the schoolyard, during breaks, announcements and messages, conferences and meetings). The school participates in the "Netzwerk Deutsch". Systematic acquisition of the German language in early childhood (kindergarten/preschool) plays a prominent role within the school.
1.2.4	The students successfully participate in competitions.	Participation extends to national and international competitions. At least three major competitions are held (e.g. competitions recognized by the KMK, DIHK competition, or Federal Foreign Office and PASCH competitions). Students who successfully participate in competitions are recognized by the school (e.g. successful presentation in public media like the "Begegnung" magazine, school homepage, or the ZfA). Persons of contact for competitions are known within the school.

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[13] Abbreviations relating to German schools abroad are explained in a glossary in the appendix.

Features	Notes, examples, implementation possibilities

1. School results and achievements

1.3 School satisfaction

1.3.1	The students are satisfied with the school's educational and support portfolio.	Regular surveys find a high level of school satisfaction. Unexcused absences are infrequent at the school. A high proportion of students actively participates in organizing school life.
1.3.2	The parents are satisfied with the school.	Regular surveys find a high level of school satisfaction. Parents actively participate in school committees and the school association. Parents would choose to enrol their children in the school again.
1.3.3	The employees are satisfied with their working conditions at the school.	Regular surveys find a high level of work satisfaction. Tasks relating to school development are performed with dedication by a large part of the personnel (e.g. involvement in school development projects, participation in mutual observations). Teachers regularly participate in SchiLF and ReFo training and pass on the knowledge acquired to their colleagues (teaching the same subject) as multipliers.

Features	Notes, examples, implementation possibilities

2. Teaching and learning culture

2.1 Educational courses and school curriculum

2.1.1	The courses offered by the school are approved and needs-based.	The courses have been approved by the relevant accreditation bodies.
		The timetable is up-to-date and approved by BLASchA.
		The school regularly reviews whether the selection of courses, e.g. Abitur, GIB, vocational qualifications, MSA, national qualifications, DSD, is appropriate for the relevant needs.
2.1.2	The approved curricula are adapted to the national circumstances and are implemented and developed according in a needs-based manner.[14]	A (school) curriculum has been developed internally on the basis of the core curriculum and has been approved by the KMK or the IBO.
		Historical and cultural context and any applicable requirements of the host country have been incorporated into the curriculum and further developed.
		The internal school standards have been jointly developed and decided in subject meetings or programme meetings.
		The internal school standards are followed and implemented during planning and pedagogical-didactic organization.
		The school has a spiral-shaped learning competence curriculum ("method curriculum") developed by the teachers.
		The school has a spiral-shaped media competence curriculum ("media curriculum") that contains teaching and learning objectives relating to digital media.
		Internal and external differentiation of learning groups is secured in a target-oriented manner in the final year of lower secondary education.

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[14]The KMK is responsible for the curriculum of courses awarding qualifications from the Länder in Germany; the IBO is responsible for the curriculum of courses awarding the Mixed-Language International Baccalaureate (GIB).

Features	Notes, examples, implementation possibilities

2. Teaching and learning culture

2.2 Performance requirements and feedback

2.2.1	Learning success monitoring, performance evaluations, and feedback are implemented in a manner that supports the learning development of students.	Students receive clear and differentiated performance feedback with concrete indications for development. Formative evaluation and summative evaluation are given equal precedence; this means that student performance is continuously monitored in parallel to individual learning processes and specific potential- and development-oriented feedback is given, rather than simply giving feedback at the end of the learning process, e.g. in the form of tests and graded work. With regard to inclusive work: • Performance evaluation is performed in a potential-oriented and non-discriminatory manner within the context of both same-goal and differentiated-goal teaching. The feedback provided to students should provide a realistic assessment of their own performance.
2.2.2	The performance requirements are transparent.	The school has established principles for evaluating performance. For every subject, concrete and up-to-date decisions have been established concerning performance evaluation (for both subjects and language) that are known to students and their parents. Decisions concerning performance evaluation follow the BLASchA recommendations and the guiding principles of the IBO. *See also 3.3.4* The performance expectations and monitoring and assessment procedures and criteria are accessible to all participants. Where appropriate, written agreements have been concluded between the school, parents, and students establishing joint responsibility for learning success and agreements for learning support.
2.2.3	The school strengthens the students' motivation.	The performance requirements in lessons are achievable and challenging for all students. The school recognizes outstanding achievements by students. *See also 2.3 and 3.1*

Features	Notes, examples, implementation possibilities

2. Teaching and learning culture

2.3 Personality strengthening

2.3.1	The school promotes the individual interests and talents of students in lessons and extra-curricular areas.	The teachers regularly discuss the development of especially gifted students and if necessary jointly prepare individual support concepts that are coordinated with parents. The school's classification of students into courses reflects their talents and performance potential and takes into consideration any applicable provisions within the host country. The school offers learning opportunities and procedures for highly gifted and high-performing students and students with special interests (enrichment, attending lessons in a higher grade, moving up to a higher grade, opportunities from locations outside of school).
2.3.2	The school promotes social learning through its teaching and learning arrangements.	There is a high share of cooperative learning in each subject. The introduction and use of cooperative forms of learning have been established for each subject in the learning competence curriculum. The school regularly conducts suitable projects, excursions, and internships that are prepared and subsequently discussed with the students and formalized within the school curriculum. School trips and extracurricular learning locations are used for social learning.
2.3.3	The school's portfolio promotes the students' creativity and organizational skills within the context of independent activities.	The learning competence curriculum incorporates the introduction and use of forms of learning that promote organizational skills and creativity, such as: • long-term assignments • project lessons and weekly plans The school offers extracurricular activities that promote creativity and organizational skills.

Features	Notes, examples, implementation possibilities

2. Teaching and learning culture

2.4 Language education

	Features	Notes, examples, implementation possibilities
2.4.1	There is an internal school concept for promoting the German language that incorporates aspects of educational language and subject-related learning.	The concept addresses every grade, including preschool grades.
		The concept also contains indications regarding the implementation of vocabulary and grammar work, how to approach monolingualism, assessment, etc.
		The concept contains regulations on interlinking the acquisition of (educational) language and subject learning.
		The concept regulates responsibilities.
		The school regularly adapts its concept to the school's needs and implements the concept (e.g. while using evaluation instruments such as language level surveys and diagnostic methods).
		The school has established agreements for all subjects regarding basic principles of educational language (including DaF / DFU teaching and learning methods).
		The teachers accept responsibility for ensuring that all students can acquire educational language skills that are a prerequisite for learning successes in all subjects and are reflected in examination results (e.g. DSD, MSA, DIA, GIB).
		The school has created structures (e.g. further training, creation and further development of the school's internal teaching and learning materials, lesson observations by colleagues) that facilitate continuous and sustainable language work.
		The concept for promoting the German language is used as a basis for developing an overall concept for language education.
2.4.2	Lessons in the subject of German promote educational language skills.	Lessons in the subject of German are based on the linguistic requirements of students, taking into account the particular circumstances of the school.
		The support provided to students for German as a foreign language is based on the *DaF framework plan for German schools abroad* by the ZfA.
		The deployment and use of teaching and learning materials reflect the school's internal concept for promoting the German language.
2.4.3	Subject lessons in German (DFU lessons) connect educational language and subject-related learning.	DFU lessons promote the educational and subject language skills of students in a targeted manner.
		DFU lessons are competence-oriented and incorporate suitable subject and language learning by applying DFU-specific teaching and learning methods.
		Both subject-related and language requirements are transparent for students.
		Targeted language support allows students to complete tasks independently and in a self-directed manner.

	Features	Notes, examples, implementation possibilities

2. Teaching and learning culture

2.4 Language education

2.4.4	Multilingualism is used and promoted as a resource.	The school has created favourable conditions for all students to acquire and develop multiple languages to a sophisticated level.
		The representatives of language subjects exchange ideas, agree on basic language teaching principles for language work in lessons, and create synergies.
		A conscious and supportive approach to multilingualism and the cultural integration of language(s) is adopted in all subjects and areas of school activity.
		The school ensures that an appreciative stance is taken towards skills in languages that are not part of the school's official languages.
		Reflection on languages is part of lessons.

Features	Notes, examples, implementation possibilities

2. Teaching and learning culture

2.5 Learning in the digital world

2.5.1	The technical infrastructure supports learning with digital media.	The teachers and students have access to digital media in lessons. If age-appropriate, the students have access to laptops / tablets configured for teaching purposes. A school wireless internet network is available to students in lessons where needed. *See also 5.3.2*
2.5.2	The school implements a didactic concept for using digital media in lessons in a learning-effective manner.	A media competence curriculum is part of lesson development. The media competence curriculum incorporates the competence areas of the KMK strategy "Education in the digital world". The media competence curriculum is regularly reviewed and updated. Teachers use digital media in lessons in accordance with the media competence curriculum and in connection with subject-specific and general learning objectives. Teachers continuously professionalize themselves, e.g. with the European Framework for the Digital Competence of Educators.
2.5.3	Learning with digital media is an integral part of teaching-learning processes.	The use of digital media is incorporated into the school's work plans and linked to the school's pedagogical goals and mission statement. Digital media are used independently by students during phases of independent or cooperative learning and support individualized learning. The use of digital media supports learning processes, as described in the SAMR model, for example.[15]
2.5.4	The school promotes the responsible use of digital media.	The media competency curriculum includes the aspect of "responsible use of digital media". Education and sensitization to the dangers and risks but also benefits and opportunities of cyberspace is conducted in an age-appropriate manner. Pedagogical and technical prevention and intervention measures have been established. *See also 5.3.3 and 5.3.4*

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[15]The SAMR model was developed by Ruben Puentedura in 2006 to analyse the integration of technology within school lessons. The model seeks to measure the degree of technological integration on four levels on a scale ranging from enhancement to transformation: Substitution, Augmentation, Modification, Redefinition. Source: https://de.wikipedia.org/wiki/SAMR-Modell; Retrieved on: 28.02.2019

Features	Notes, examples, implementation possibilities

2. Teaching and learning culture

2.6 Lesson organization

2.6.1	The lessons have an appropriate difficulty level.	The lessons (lesson planning, work materials used, lesson implementation, and joint reflection) implements the school curriculum in terms of both subject-related content and subject-specific language.
		The requirements and tasks have an appropriate difficulty level.
		The lessons promote work ethic and motivation among students.
2.6.2	The teaching processes and objectives are transparent and clearly structured for students.	The teachers explain the lesson objectives and the planned lesson structure.
		Work instructions are self-consistent and clearly formulated.
		At the end of working phases, it is reflected upon whether the teaching objectives were achieved.
		The lessons are consistently divided into parts; each learning step builds on the others in a learning-effective manner.
		The key points and articulation points[16] of lessons are made clear.
		Partial results are meaningfully saved and recorded for later.
2.6.3	Teaching and learning times are used effectively for learning (including during substitute lessons).	The lessons are efficiently organized timewise.
		The required materials and equipment are ready to be used.
		The proportion of teaching time spent on tangential matters is low.
		Teaching and learning unfolds in a disruption-free atmosphere.
		The teachers show that teaching time is valuable through their own actions (role model function).
		Differences in learning prerequisites among students are taken into account with different methodological approaches, learning forms, learning paths, materials, or helper systems.
		The selected methods are efficient in terms of learning time.

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[16]In the sense of teaching phases that are especially important for the consolidation of knowledge and articulation points at which there is a change in topic, method, or social form.

Features	Notes, examples, implementation possibilities

2. Teaching and learning culture

2.7 Lesson climate

2.7.1	There is a learning-friendly working atmosphere during lessons.	The working atmosphere is friendly, constructive, and performance-oriented.
		The teachers transparently make clear what is expected from students in lessons.
		The teachers give appropriate praise to students.
		Reluctant students are given specific encouragement.
		The teachers accept learning detours and use mistakes as learning opportunities.
2.7.2	The teachers act profession-ally and respectfully.	The teachers support the self-confidence of students and provide affirmation and encouragement.
		The teachers support individual students in a targeted manner through qualitative, quantitative, and linguistic differentiation.
		The teachers take into account the support needs of new students.
		The potential of high-performing students is developed (e.g. by inclusion in the teaching process).
		The teachers take note of learning progress by students and report it back to them as feedback.
		The teachers give critical feedback in a constructive and differentiated form (presented according to strengths in a development-oriented and respectful manner supported by arguments).
		The teachers act promptly and decisively in the event of disruptions to lessons.
2.7.3	The student body works in a target-oriented and construc-tive manner.	All students participate in work during lessons.
		The students are interested in the learning content.
		The students have a positive perception of one another and are responsive to one another.
		The students practise "mutual teaching and learning".
		(High-performing) students take on a mentoring role (*helper system*).
		Heterogeneity is used as a learning opportunity (e.g. native speakers support foreign students with language acquisition).
2.7.4	The learning environment promotes a learning-friendly work atmosphere.	The room size, room technology, and room equipment meet the requirements of the curriculum.
		Regarding digital equipment, see also 2.5 and 5.3
		Handsets with learning materials, e.g. reference materials, are easily accessible.
		The seating arrangement is favourable for the learning process.
		The equipment in the classroom or subject room supports the lesson activities.
		The learning results are clearly presented in the classroom.
		The classroom is clean and well-maintained.

Features	Notes, examples, implementation possibilities

3. School culture

3.1 School climate

3.1.1	The school cultivates an atmosphere of mutual acceptance.	The school has developed a model for peaceful conflict resolution.
		The school uses preventive infrastructure (i.e. mediator programme, counsellors, student representatives, mentors).
		Bullying is actively and preventively countered.
		There is a transparent action plan for dealing with violent behaviour and substance abuse that is systematically applied.
		Systematic child protection measures (where applicable based on the legal requirements of the host country) are implemented.
3.1.2	The school has established binding rules of conduct and procedures for interacting with one another that apply to everyone.	The *internal regulations* are approved by BLASchA.
		The regulatory systems affecting all relevant parties (students, teachers, non-pedagogical employees) have been developed and decided in a participatory process.
		The regulatory systems are frequently made known to the relevant parties.
		Punishment measures are implemented consistently based on transparent agreements.

Features	Notes, examples, implementation possibilities

3. School culture

3.2 Participation	*See also 1.1.1 and 3.6.2*

3.2.1	The students have opportunities to actively participate in school life and development.	An elected student representative participates in school committees (e.g. for school development). The student representative is invited to public board meetings. Student representatives receive up-to-date information about committee activities. Student activities are supported by a teacher (trusted teacher, counsellor). The students regularly organize events on their own responsibility. The student body is involved in organizing the school as a learning and living space. The teachers gather feedback from students in an age-appropriate manner within learning groups and use this feedback to professionalize their own conduct (questionnaires or similar methods/instruments in lessons).
3.2.2	The school informs parents comprehensively and regularly about events unfolding at school.	The parents receive regular (written) information from the principal about developments at school. The school uses modern media to support the flow of information. The principal regularly provides information to the parents' council. The principal uses information events for parents that are fixed in the yearly schedule and class parents' evenings to inform parents about events, developments, plans, and structures.
3.2.3	The parents have opportunities to actively participate in school life and development.	Parent representatives receive up-to-date information about committee activities. The parent body nominates the necessary representatives to all committees. Parents actively participate in organizing school events. A parent representative (chair) is invited to the public part of board meetings.
3.2.4	Employees have opportunities to actively participate in school life and development.	The school informs school groups about any changes relevant to them using suitable media. Employees actively participate in school events. The principal has established a steering group in which all school groups are represented. A policy paper on the tasks and procedures of the steering group is available and has been agreed with the principal and teaching staff. Designated team or meeting representatives regularly report (to faculty meetings) on recent developments in their areas. Meeting and team decisions are available to all teachers as clearly presented files or meeting folders. Employee representatives (also: *teacher's council*) have been elected and exercise their participation rights. Subject groups are involved in the procurement of teaching and learning materials.

	Features	Notes, examples, implementation possibilities

3. School culture

3.3 Diversity

3.3.1	The school promotes a culture of inclusion.	A school-specific inclusion concept has been implemented.
		The concept includes the necessary framework conditions (qualified teachers and their qualifications; spatial and material requirements for inclusive work).
		Subject-specific work plans incorporate methods and forms of internal differentiation.
		The property and equipment are adapted to special needs.
3.3.2	The school promotes individual competence development in students.	The school has developed a concept for individual support.
		The school has established a procedure for determining the initial learning state of students.
		The school has defined a needs-based catalogue of measures for special pedagogical needs.
		The school documents individual learning development with a transparent procedure.
		Support plans are regularly implemented based on the agreed procedure.
3.3.3	The school offers support for lesson-related problems.	Teachers, and in particular class teachers, hold needs-based consultations with parents and students during office hours.
		Counselling skills are part of the available training content (e.g. diagnostic skills, conversation skills).
		Remedial lessons are provided where needed.
3.3.4	The school integrates new students systematically.	The school provides language support and integration aids.
		A concept with differentiated measures for social and school integration is available and is being implemented.
		There is an evaluation and assessment concept divided into different grades for transfer students. A concept for implementing BLASchA recommendations is available and is incorporated into the regulations on certificates and moving up to the next grade.

Features	Notes, examples, implementation possibilities

3. School culture

3.4 Support

3.4.1	The school offers support for personal problems.	The school has needs-based counselling services (e.g. school psychologist, counsellors).
		Consultations with teachers, counsellors, school social workers, and school psychologists for both legal guardians and students are being utilized.
		Internal and external advisory services are coordinated with one another.
3.4.2	The school works preventively to promote the physical, mental, and social well-being of students.	The school implements a prevention concept that takes into account school-specific prevention features (e.g. violence prevention, addiction prevention).
		Project days are held about prevention.
		Prevention is appropriately addressed by the (school) curriculum (e.g. Lions Quest, *Faustlos*).
3.4.3	The school day is based on a pedagogical concept.	A pedagogical concept (*rhythmization concept*) has been implemented.
		The school offers a wide range of extracurricular activities.
		Homework supervision is offered according to need.
		Quiet spaces and recreational spaces are available to students and teachers; a cafeteria is available.
3.4.4	The school accompanies the educational biography of students.	The school has established a concept for school career counselling and implemented and updates this concept where necessary.
		The school works together with upstream and downstream educational institutions (e.g. information about performance levels, choice of subjects).
		Consultation days are fixed within the yearly schedule.
3.4.5	The school provides support with career and study orientation.	The school implements a concept for career and study orientation.
		The school provides support with career decisions through potential analysis and counselling.
		Information events on career and study orientation are fixed in the yearly schedule.
		The school organizes university days, company visits, and multiple-day business internships.
		A designated study and career counsellor regularly provides information about career and study opportunities in the host country and in Germany.
		The effectiveness of career and study orientation measures is reviewed.
3.4.6	The school prepares students for studies/training in Germany and promotes Germany as a possible destination for studies or training.	The school provides information about training and study opportunities; it takes advantage of the informational resources on Germany as a location for studying and other training by maintaining regular contact with the DAAD and German universities on relevant matters.

Features	Notes, examples, implementation possibilities

3. School culture

3.5 Encounters

3.5.1	The school acts as a centre for intercultural encounters.	The yearly events calendar reflects a balance between the cultural traditions of the host country and Germany.
		There is intensive collaboration with other mediators of German culture and local institutions (e.g. *Netzwerk Deutsch*).
		Theatre groups, a choir, or a school orchestra are available and enrich school life.
		The property is exploited as a location for events that support encounters within the context of the German foreign cultural relations and education policy mandate.
3.5.2	The school conducts student exchanges with partner schools in Germany and abroad.	Certain student groups stay in Germany for several weeks a year at "encounter schools" (*Begegnungsschulen*).
		School partnerships in the host country allow joint student and teacher activities (culture, sports) to be held according to a regular rhythm.
		The school participates in international student meetings (e.g. *Model United Nations*).
		The school actively takes advantage of school partnerships and student encounters within the PASCH / German schools abroad network.
3.5.3	The school promotes encounters between the student body and people from different social backgrounds.	The student body participates in social projects within the host country.
		The school has a scholarship programme.
		Students of different origins treat one another equally, for example by maintaining contacts and communicating with one another without prejudice.
		See also 1.1.2

Features	Notes, examples, implementation possibilities

3. School culture

3.6 Foreign cultural relations policy mandate

	Features	Notes, examples, implementation possibilities
3.6.1	The school contributes to promoting the German language and culture. *See also 1.2.3* *See also 2.4*	The school encourages the use of the German language, including outside of lessons. The school includes references to German culture, both inside and outside of lessons. The school supports employees with learning the German language. The school acts as a centre for intercultural encounters. Encounters between cultures unfold respectfully and appreciatively. The school maintains institutionalized relationships within the host country.
3.6.2	The school exemplifies democratic values. *See also 1.1.1*	The school possesses established and implemented participation structures. All members of the school community feel committed to democratic values.
3.6.3	The school publicly displays the profile of a *German* school.	The school conveys a modern and positive image of Germany as a member of the European Union. The special features associated with being a German school abroad are highlighted in various ways internally and externally. The German language is the de facto or official language of the school (in documents, minutes, committee meetings). Recognition of the school's status as a German school, funding from the Federal Republic of Germany, PASCH, DSD, BLI quality seal plaques, and IBO certificates are displayed prominently.

Features	Notes, examples, implementation possibilities

4. Personnel management

4.1 Personnel planning

4.1.1	The school authority, principal, and administrator ensure that the school has attractive working conditions.	Employees express a high level of satisfaction with the working conditions.
		Offices and teachers' rooms or working and meeting spaces are available in the school and suitably equipped according to needs (PC, internet access, printers, copiers).
		Salaries are competitive, typical, and reasonable.
		Supervisors analyse employee retention and draw conclusions accordingly.
		Supervisors regularly conduct surveys on the work atmosphere among employees.
4.1.2	The hiring process complies with statutory and internal regulations for all employees.	A legal employment contract is concluded as the basis of every school employment relationship.
		All statutory social security contributions and taxes are properly paid and documented.
		A personnel file is maintained for each employee.
		The school follows a transparent and criteria-based selection process.
4.1.3	The school uses relevant and descriptive job profiles to select personnel.	Relevant and descriptive job profiles have been established, with a detailed description of tasks, requirements, decision-making powers, required professional qualifications, and specific expectations.
		The job profiles provide a suitable basis for preselecting and evaluating applicants, making selection decisions, and providing orientation to new employees.
4.1.4	The school implements a remuneration system that is based on objective criteria.	Collective agreements and works agreements are observed.
		Classification tables are available.
		Benefits are agreed and documented in writing.
4.1.5	The school authority, principal, and administrator make forward-looking decisions that account for future personnel needs.	The departure of employees is anticipated, and medium-term personnel requirements are established.
		There is a medium-term personnel plan.
		The medium-term personnel plan lists the personnel requirements, as well as any specific preparation measures for the handover of functions.
		Contractual terms are taken into account.
		Additional personnel requirements, e.g. arising from the introduction of new offerings, are identified at any early stage.

Features	Notes, examples, implementation possibilities

4. Personnel management

4.1 Personnel planning

4.1.6	Personnel selection, deployment, and feedback is transparent and target-oriented.	The board and the principal have agreed on a concept for personnel development measures. Especially dedicated and qualified employees are acknowledged with a transparent system of incentives.
4.1.7	Teachers assigned by the ZfA are deployed according to their function.	Assigned teachers are deployed according to their teaching qualifications. Assigned teachers are in particular deployed in roles that support the school structure. The school complies with regulations concerning teaching obligations and credited hours.
4.1.8	Local teachers are valued as key personnel.	Local teachers are recruited based on a personnel planning concept. The school participates in trade fairs, media advertising, and maintains an online presence. The school uses resources from the ZfA to support the acquisition and training of local teachers. Local teachers are provided with target-oriented training and included in personnel development.

Features	Notes, examples, implementation possibilities

4. Personnel management

4.2 Personnel development

4.2.1	All employees are professionally competent.	All employees in the administration are qualified for their tasks. All teachers have qualifications appropriate for their tasks (teaching qualifications, teaching authorization, qualifications for special tasks). Teachers and employees act within the scope of their job profiles.
4.2.2	Systematic lesson visits among teachers are used to support improving the lesson quality.	The principal visits teachers during lessons and holds consultations to provide advice. The faculty heads (especially DaF / DFU heads) use their knowledge to implement the school's specific curriculum by performing lesson visits and advising teachers. The teachers systematically visit each other during lessons with the objective of improving quality based on concrete objectives (*lesson visits by colleagues*); team structures have been established and are applied accordingly in a binding manner. The results of lesson visits are systematically assessed and exploited. Steering impulses for lesson quality and the implementation of the curriculum are derived from these results.
4.2.3	Employee-supervisor discussions and target agreements offer orientation and security to employees.	Supervisors conduct standardized (school year / calendar year) discussions with employees in their area (if delegated accordingly by the principal). For teachers, results from lesson visits are incorporated into this process. These discussions and their results are documented. Target agreements are concluded in writing.
4.2.4	The school consistently uses further training to professionalize its employees.	ReFo resources from the ZfA are exploited. Blended learning resources from the ZfA are exploited. SchiLF and ReFo measures have been adapted to the school's development. Each teacher attends at least single-day or multiple-day training course per year. The administrator regularly exploits further training resources. Employees in non-pedagogical areas regularly participate in further training. The technical and pedagogical needs of the school and of individual employees are taken into consideration during planning (to secure performance and education standards / professionalization / professional administrative processes).

Features	Notes, examples, implementation possibilities

4. Personnel management

4.2 Personnel development

4.2.5	Target-oriented qualification and further training is firmly established for employees.	Supervisors ensure that they are informed about the skills of employees (e.g. employee discussions, observations).
		Employees are aware of how their knowledge is being further developed and used on behalf of the school.
		There is a further training / personnel development concept that includes employees from both pedagogical and non-pedagogical areas.
		The internal school structures reinforce the professionalization of employees, e.g.
		• mentoring systems / learning partnerships
		• advice from key roles

	Features	Notes, examples, implementation possibilities

4. Personnel management

4.3 Knowledge and handover management

4.3.1	Employees using a filing system specific to their function.	All employees have access to a digital filing system. Access is regulated by a transparent agreement. The manner in which information and knowledge are secured and transferred and the procedure for sending information to indirect participants (e.g. documentation) have been regulated. Data protection guidelines are observed. Transparent information structures and communication tools are available (e.g. postings, notification address book, circulars, information breaks). Employees store and maintain all relevant documents in the filing system specific to their function. Employees regularly retrieve all relevant information from the filing system.
4.3.2	The procedure for handing over official matters from departing employees to newly hired employees / newly appointed roles is regulated.	There is a concept describing measures and responsibilities in the event of personnel changes. Handover is comprehensively regulated for management functions. The relevant measures are routinely implemented by all employees; for example, early handover talks, including handover of documentation. The principal and the administrator accompany personnel changes by conducting employee discussions.
4.3.3	Organizational knowledge is generated, archived, and shared specifically for each function.	A handover management system has been established. • A procedure has been established for communicating suitably with the relevant parties. • All participants demonstrably perform their responsibilities. Evaluation results about processes, organizational structures, and the performance of responsibilities are available.

Features	Notes, examples, implementation possibilities

5. Resource management

5.1 Financing

5.1.1	Yearly budget planning is conducted based on reliable and comprehensible data.	Yearly developments in the number of students, school fees (admission fees, registration fees, and tuition fees), and fluctuations in inflation rates/exchange rates are taken into account. Pedagogical and non-pedagogical personnel needs are taken into account.
5.1.2	Yearly budget planning is based on a coordinated and transparent process.	A schedule and a flow chart are available. The participants are familiar with the steps of the procedure. The procedure is regularly reviewed and updated if necessary.
5.1.3	Social relief is granted according to a transparent and traceable system.	A social relief concept has been established to provide information about the criteria, conditions, and application procedures. This concept is known to the school community.
5.1.4	The liquidity of school operations is guaranteed.	A professional liquidity plan has been established and is regularly updated. The liquidity plan is continuously reviewed, and measures are taken where necessary.
5.1.5	The medium-term financial plan is designed to ensure that the school has the resources needed to fulfil its educational mandate.	The financial plan includes measures for inclusion, crisis, and safety prevention. Strategic data about school development are taken into account (e.g. opening a new branch of the school, offering a new qualification). Investment projects are described in a separate investment plan. The principal systematically evaluates the financial plan and takes any necessary measures in a timely manner.
5.1.6	The medium-term and long-term financial plans are made available to the relevant committees and persons in adequate form.	The general assembly (or similar body) is informed at least once per year. The principal is involved in financial planning.
5.1.7	The school has sufficient resources to finance unpredictable events independently.	The reserves / available funds reflect the typical school expenses over the course of a school year.
5.1.8	A long-term investment plan with a strategic focus has been established.	The investment plan describes strategic decisions. Strategic decisions and investment projects are financially secured.

Features	Notes, examples, implementation possibilities

5. Resource management

5.1 Financing

5.1.9	The school takes advantage of additional sources of fund-ing.	A concept has been established for the acquisition of third-party funding. Responsibilities are clearly regulated; every task and responsibility is named in at least one job description. The school documents measures to acquire additional sources of funding. The school is constantly building a network to support the acquisition of additional sources of funding. The acquisition of additional sources of funding unfolds in accordance with the school's mission statement and educational policy mandate.

Characteristics	Notes, examples, implementation possibilities

5. Resource management

5.2 Marketing

5.2.1	The school authority observes and analyses changes in the school's market and environment.	The school board regularly commissions or reviews market and environment analyses. The results of these analyses are discussed with the principal and the relevant committees. The school's management takes measures derived from these analyses.
5.2.2	The school's management considers developments in the market and environment in the school's strategic orientation.	Strategic school development planning is conducted at regular intervals. The ZfA is involved at an early stage in plans for structural changes. Target groups and the long-term school profile have been defined.
5.2.3	The school secures its structural development using a professional marketing concept.	The marketing concept is available and specifies a school fee policy, the school's portfolio, a communication policy, and a target education market concept. A strategic plan for successfully representing the school in public and towards target groups (parents, students) is consistently implemented.
5.2.4	The marketing measures are regularly and systematically evaluated.	The school conducts surveys of the current parent body and potential target groups. Marketing measures are systematically evaluated.
5.2.5	The school systematically secures the customer demand.	A coherent concept for increasing or stabilizing the number of students is available and is being implemented. The development of the number of students is stable or increasing. Student admission criteria have been defined.
5.2.6	The school recruits qualified teachers.	High recognition for the school inside and outside of its area generates strong interest from qualified teachers. The selected acquisition measures reach their target group.
5.2.7	The school implements a public relations concept.	The school has an interactive, informative, and up-to-date website. The school evaluates demand in the media (e.g. internet presence, "social media"). The media analysis shows use by high numbers of customers and interested parties. The school regularly maintains a presence at external and internal events, publications, and institutions (including ZfA media). *Open days* and presentations are held on a regular basis. School representatives attend education fairs on a regular basis. The current data protection regulations are observed.

Features	Notes, examples, implementation possibilities

5. Resource management

5.2 Marketing

5.2.8	The school's employees acknowledge their marketing responsibility.	A marketing representative has been designated. All employees take an active role in marketing.
5.2.9	Customer orientation and a service environment within the school are key components of the marketing component and also hold in practice. *See also 7.5*	The employees are informed about school developments at regular intervals. The parties involved in school life actively participate in events. The teachers, parents, and students express satisfaction with the support they receive from the administration. The availability of teachers and the administration is ensured and transparently regulated. The administration supports parents (e.g. electronic invoice delivery, direct debit, school-related insurance questions, bus transport optimization, intranet) and teachers as service providers (e.g. visa questions, foreign exchange questions). All employees are regularly given training on contact with customers and parents.

Features	Notes, examples, implementation possibilities

5. Resource management

5.3 IT management

5.3.1	The school administration exploits opportunities for digitalization.	The school administration continuously pursues digitalization using modern software applications.
		The hardware equipment and facilities are regularly maintained, and any required measures / repairs are performed where necessary (maintenance contracts).
		Users are given prompt support in the event of issues (helpdesk).
5.3.2	The IT equipment supports pedagogical work. *See also 2.5.1*	There is a technical IT concept that forms the basis for equipping classrooms and subject rooms.
		The IT equipment meets the requirements of modern teaching.
		The pedagogical person of contact for the IT area is involved in the development and implementation of the IT concept.
		Users are given prompt support in the event of issues (support from a helpdesk).
		Appropriate measures (e.g. firewall) are taken to prevent access to content that is harmful to children or young people or dehumanizing.
5.3.3	Data is systematically saved.	Electronically recorded data is secured against data loss.
		Unauthorized access is prevented by technical and organizational measures.
		Data backup considerations are taken into account in contractual documents (e.g. software acquisition).
		Employees, parents, and students are informed about data protection regulations and measures.
		The proper licenses are available.
5.3.4	The protection of personal data is guaranteed.	The personal data of all members of the school community are collected, stored, processed, and if necessary deleted in accordance with data protection regulations.
		Data subjects are informed about data protection regulations (declaration).
		A data protection officer has been designated.
		A description of the tasks of the data protection officer is available.

Features	Notes, examples, implementation possibilities

5. Resource management

5.4 Procurement

5.4.1	A professional procedure has been established for the procurement of the necessary objects and materials.	Contracts are awarded based on economic criteria. A description of the procedure and processes has been established. Pedagogical aspects are taken into consideration (the principal is involved).
5.4.2	Powers and responsibilities are clearly regulated within the procurement process.	The persons responsible for budgets have been designated. Procurement is regulated by written rules that depend on the value.
5.4.3	The administrator is informed about the entirety of the procurement process.	Procurement is only initiated after approval or acknowledgement by the administrator; it must be coordinated with the principal. The administrator screens bids and is responsible for awarding contracts. Small-scale procurement powers are delegated to department heads as a yearly department budget.
5.4.4	The procurement procedure for investments (co-)financed by the federal government meets the relevant eligibility criteria and conditions.	All eligibility criteria and conditions are met. The funding application is submitted in full and on time. Proof of use of funds is available in full and on time. Procurement procedures relevant to funding meet the ZfA requirements: • A comparison of bids is performed. • Procured items are inventoried and marked.
5.4.5	Procurement processes are regularly reviewed and optimized.	The quality and prices of all providers are reviewed at fixed intervals (at least after three years). Alternative procurement channels are considered (e.g. online purchasing, price comparison on price comparison portals on the internet). The supplier market is monitored, and new providers are considered for procurement processes where applicable.

Features	Notes, examples, implementation possibilities

5. Resource management

5.5 Property

5.5.1	The property provides the learning environment necessary for the school's education programme. *See also 3.3.1*	There are sufficiently many subject rooms with suitable equipment. Heating and air conditioning systems ensure a pleasant working and learning environment where applicable. All safety provisions prescribed by national legislation are satisfied.
5.5.2	The economical maintenance and operations of the property are guaranteed.	Inventory is conducted on a regular basis. Problems are promptly resolved. Any necessary investments are initiated. Contracts are regularly reviewed and optimized (outsourcing). External service providers are integrated into processes.
5.5.3	The property is attractive and well-maintained.	Visitors to the school can orient themselves quickly. The property is kept clean. There is no damage to the building or signs of wear. The gardens are well-maintained where applicable. There are no signs of vandalism.
5.5.4	Ecological aspects are considered in the management of the property.	The school takes advantage of energy saving potential. The school uses renewable energies. Waste is avoided or recycled.

Features	Notes, examples, implementation possibilities

5. Resource management

5.6 Prevention and crisis management

5.6.1	The school works with a prevention and crisis concept.	The prevention and crisis concept is known to all relevant parties. Safety exercises are conducted on a regular basis. Occupational health and safety is integrated into the concept. The school reviews the concept at least once per year. The current concept is available to the German diplomatic mission abroad.
5.6.2	Safety is ensured within the property.	At a minimum, the mandatory safety standards of the host country are observed. The expertise of national functionaries is exploited. Inspections of the school property and follow-up assessments are conducted on a regular basis. An up-to-date inventory is available. Improvement measures are promptly implemented and are documented. The safety officer of the German diplomatic mission abroad is invited to attend inspections.
5.6.3	The safety officer and the crisis team perform their designated tasks professionally.	Task descriptions have been defined for the relevant parties. The relevant parties act in accordance with their tasks. All responsible persons have the necessary information. The principal enforces access rights on behalf of the school board. Training is conducted on a regular basis.
5.6.4	Communication in crisis situations is governed by clear regulations.	The communication channels are documented and transparent. The communication channels are known to the whole school community. A person has been designated as responsible for contact between the school and employees, the press, and the public. The communication channels are regularly reviewed and updated.
5.6.5	The school has created a network that can provide support in the event of a crisis.	The contact details of all employees are kept up to date at all times in preparation for a crisis. Up-to-date telephone numbers are available within the school for the police, fire brigade, German diplomatic mission abroad, and ministries at central locations where applicable. External and internal partners are involved in the safety exercises. Persons of contact are known. The network is involved in public relations events / receives all relevant information. The ZfA is promptly informed about safety-relevant situations.

Features	Notes, examples, implementation possibilities

5. Resource management

5.6 Prevention and crisis management

5.6.6	The school has established a set of approved strategies and concepts for dealing with "social media". *See also 2.5.4*	Responsibility for the use and monitoring of "social media" has been defined. The regulations are known to the school community. Users are familiar with the key framework conditions / regulations governing use of media. Up-to-date security software is used. The implementation of the concepts is regularly reviewed. The concepts are regularly updated. The measures are monitored and coordinated by a data protection officer.
5.6.7	The school works with a concept for occupational health and safety.	A professional occupational health and safety management system has been introduced. The relevant subfields of occupational health and safety (work clothing, work medicine, workplace analysis, occupational health and safety management, occupational health and safety companies, ergonomics, hygiene requirements, safety technology, PPE, workplace equipment, organizational safety) are observed. The ergonomic design of the workplace is regularly reviewed. Appropriate personal protective equipment (PPE) and protective clothing are used. Workplaces comply with occupational health and safety regulations. Measures for occupation health and safety are known and implemented. Employee representatives are involved. An occupational health and safety specialist has been designated.

Features	Notes, examples, implementation possibilities

6. Governance

6.1 Understanding of roles

6.1.1	The school has a transparent organizational structure that aligns with the framework conditions of being a German school abroad, including any regulations of the host country.	An organizational chart has been published. The organizational structure is regularly reviewed and updated. The goals of the German foreign cultural relations and education policy (AKBP) are taken into consideration. *See also 3.6* Any regulations of the host country are observed.
6.1.2	All persons with responsibilities act role-consciously, true to their function, and professionally.	The relevant parties act in accordance with their roles and the published structure of the organizational chart. The relevant parties have agreed upon their roles and functions in written form (e.g. distribution-of-business plan, diagram of functions).
6.1.3	The school board performs its responsibilities on behalf of the school authority.	The school board creates the framework conditions for functional school operations. The school board and the principal coordinate their understanding of the school's strategic direction with the involvement of the administrator.
6.1.4	The principal performs management functions in accordance with the principal's employment contract.	The school board and the principal coordinate their understanding of the school's strategic direction with the involvement of the administrator. The principal acts in accordance with his or her employment contract.
6.1.5	The administrator performs his or her administrative and resource management responsibilities in accordance with the statutes.	The administrator acts in accordance with the statutes and the principal's employment contract. The school board retains responsibility for the budget.
6.1.6	The school association board, the principal, and the administrator collaborate constructively within the scope of their respective responsibilities.	The school authority, the principal, and the administrator observe the regulations of the principal's employment contract and the statutes approved by the Federal Foreign Office and work together constructively. The school board, the principal, and the administrator act observe their respective scopes of action. Interfaces and areas of shared responsibility are defined and described. The school authority, the principal, and the administrator act clearly within their roles on the basis of accordingly established rules of procedure.
6.1.7	The organizational structure is based on a systemic understanding of mutual cooperation (governance approach).	The school board, the principal, and the administrator convene regularly in joint meetings to discuss issues of separate and shared responsibility. The principal and the administrator participate in all meetings of the school board. The school board makes non-pedagogical strategic decisions in collaboration with the principal and the administrator. Each party has a governance-oriented understanding characterized by a willingness to engage in discussion and a climate open to exchange. Peace is maintained in the school; in the event of differences of opinion, the necessary steps are taken towards de-escalation and a consensus-based solution. The participants act in a manner befitting of role models for the school community.

Features	Notes, examples, implementation possibilities

6. Governance

6.2 Action by the board

6.2.1	The school board acts professionally.	The school board acts in a strategically oriented manner.
		It respects the scope of responsibilities of the principal.
		The principles of professional procedures and action are documented and accepted by all board members.
		The board evaluates its own work at regular intervals.
		All board decisions are made and documented at official board meetings; for reasons of expeditiousness and flexibility, resolutions can be made by circular, provided that they are made and documented transparently.
		Decisions are made in the interests of the school community and school development; a code of conduct is established to regulate the manner of handling particular interests.
		The school board bases its decisions on the school's mission statement, mission, and strategic plan.
		Strategic plans are institutionalized (e.g. closed meetings) and updated.
		Representatives of the school board work within the steering group.[17]
		The school board is involved in developing or amending the mission statement.
		The handover management system for new board members includes
		• general information about performing their role
		• informative talks with key roles within the school.
6.2.2	Areas of responsibility within the school board are clearly defined, transparent, and managed in accordance with the statutes.	A description of responsibilities, tasks, and decision-making powers has been established.
		Decision-making processes are described in the rules of procedure or diagram of functions.
		The members of the school board perform their tasks in accordance with the descriptions of their functions.
		Committees / project groups are established and act in accordance with their mandates.
		Minutes are kept for board meetings.
		See also 3.6
		Decisions are documented.
6.2.3	The school authority acts in accordance with the principles of a non-profit organization.	The board members work on a voluntary basis.
		The school board does not act in a profit-oriented manner.
		Any budget surpluses are reinvested into school operations and are not distributed.
		Local recognition / registration as a non-profit organization has been established.

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[17]This and the next indication seek to emphasize that members of the school board should also be involved in the discourse surrounding development processes; any decisions made at other levels are of course unaffected.

Features	Notes, examples, implementation possibilities

6. Governance

6.2 Action by the board

	Features	Notes, examples, implementation possibilities
6.2.4	The board performs its responsibilities as an employer.	The board and the principal have mutually agreed on a procedure[18] that serves as a basis for personnel decisions. The board performs its duty of care as an employer. Regular feedback is collected from employees regarding the school authority in its capacity as an employer. *See also 1.3.3*
6.2.5	The board minimizes entrepreneurial risks.	The board regularly reviews the entrepreneurial risks and, if necessary, establishes an action plan to secure the school's portfolio. The board engages in forms of regional cooperation.
6.2.6	Board meetings and general assemblies are organized effectively.	There is systematic preparation and follow-up for board meetings and general assemblies. A structured agenda with draft resolutions is circulated in good time. The board meetings are held within a fixed time window. The meeting dates are listed in the yearly calendar. Minutes are kept for all meetings. The principal, the administrator, and the German diplomatic mission abroad are invited to every meeting.
6.2.7	The organizational structure ensures that the board can work effectively.	The school board works on the basis of a functional organizational structure and predefined process descriptions. The board takes advantage of external expertise according to need. If the board appoints a representative, the scope of responsibilities of the administrator and the principal is respected.[19] The representative of the school board (BdV) • relieves the school board in a supportive capacity, • reports to the board and is responsible towards it, • represents the board to the principal and the administrator, • does not have the right to issue instructions, • collaborates in a trust-based manner with the principal and the administrator .
6.2.8	Board meetings are conducted in German by default.	The possibility of participating in German is guaranteed at general assemblies and board meetings. All transcripts and relevant school documents are written in German.

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[18] In accordance with the relevant provisions of the statutes and the principal's employment contract.
[19] If the BdV and the administrator are the same person, a clarification of the areas of responsibility is required, as well as especially close constructive coordination between the school board and the principal.

Features	Notes, examples, implementation possibilities

6. Governance

6.3 Action by the principal [20]

	Features	Notes, examples, implementation possibilities
6.3.1	The principal promotes attractive pedagogical prospects for the future at the school.	The principal has a pedagogical vision of a what constitutes a good school that is applicable to the school's particular location, the German foreign cultural relations and education policy (AKBP), and the target qualifications offered by the school.
		The principal incorporates this vision into school development.
		The principal regularly ensures that the school's development goals are accepted by school actors.
		The principal communicates about current needs for change within the school community.
6.3.2	The principal ensures a shared general understanding of *good teaching* throughout the school community.	School development projects are oriented towards student learning.
		Representatives of the principal regularly perform lesson visits with follow-up discussions.
		The principal ensures that the school programme contains goals and measures to improve the lesson quality.
		The principal ensures that current social and pedagogical developments (e.g. dealing with heterogeneity, inclusion, digitalization, language-sensitive teaching, education for democracy) are taken into consideration.
		The subject heads [21] report an account of their work to the principal (or the principal's representatives).
		Lesson development is a key focus of the school's further training concept.
		Lesson development is part of personnel development (lesson visits, job descriptions of key roles).
6.3.3	The principal and middle management view lesson development as a core management task.	The principal issues development assignments to the steering group or project groups accordingly.
		The principal monitors the accomplishment of the objectives of work assignments (controlling).
		Participation in lesson development is addressed in employee-supervisor discussions and target agreements.
		Members of middle management work within the corresponding project groups; they take on management functions (based on job or task descriptions).
6.3.4	The principal, in collaboration with the school board, the teaching staff, and the non-pedagogical staff, organizes the school into a place of learning and living.	The classrooms and subject rooms are equipped in a manner that meets the requirements of modern teaching.
		The principal demonstrably collaborates with the board regarding the organization of the school building.
		The framework conditions within the host country are taken into consideration.
		The school building and school grounds are well-maintained.

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[20] See also "Fields of Action for Principals at German Schools Abroad", technical paper by the Central Agency for German Schools Abroad. Please note again that in addition to a principal appointed from Germany, the regulations of the host country may provide for a national principal. Among other things, these national principals serve as a liaison with the national school supervisory authorities.
[21] Terms such as subject spokespersons, subject heads, subject representatives, etc. are used inconsistently at German schools abroad but are largely synonymous.

Features	Notes, examples, implementation possibilities

6. Governance

6.3 Action by the principal

6.3.5	The extended principal's office exploits the potential of all members to address the most important school-related issues.	A written distribution-of-business plan regulates the responsibilities within the extended principal's office. The members of the extended principal's office perform their tasks as a team. Local teachers can be included in the extended principal's office; their potential as a liaison to the host country is demonstrably exploited. Team meetings are held on a regular basis. The results are documented with minutes. Members assume areas of responsibility within school committee work.
6.3.6	The principal follows a professional understanding of leadership.	The principal reviews their understanding of leadership and conduct within their role. The principal motivates employees and uses an appreciative style of communication. The principal (or extended principal's office) collects leadership feedback on a regular basis. The principal (or extended principal's office) assesses the results of external evaluations of management action (e.g. by the BLI). The results are used to adapt management action.

Features	Notes, examples, implementation possibilities

6. Governance

6.4 Action by the administrator

6.4.1	The administrator facilitates smooth school operations in a trust-based collaboration with the principal and the school board.	Regular meetings are held between the administrator and the principal. The administrator participates in all meetings of the school board. The administrator is involved in strategic decisions. The administrator generally participates in meetings of the extended principal's office.
6.4.2	The administrator ensures that resources are used economically at the operational level.	The administrator possesses the necessary skills.
6.4.3	The school works in accordance with the orientation provided by the German foreign cultural relation and education policy (AKBP) and the applicable funding criteria and conditions. *See also 6.8.3*	The administrator supports the school board and the principal in organizing and developing the school in accordance with the German foreign cultural relations and education policy (AKBP). The proper documents are submitted to the funding bodies: • The economic data in the funding application are consistent with the school's internal documents. • The figures reported to the KMK are consistent with the information in the documents submitted to the ZfA. • The funding applications meet the formal requirements of the Central Agency. • Applications are submitted on time. The school's character as a German school abroad recognized and supported by Germany is suitably acknowledged in publications.
6.4.4	A regular auditing procedure that involves the German diplomatic mission abroad has been established.	The annual financial statements are audited by an external auditor on a yearly basis. A statement has been obtained from the German diplomatic mission abroad regarding the funding application and/or proof of use.
6.4.5	The propriety of the school's economic management within the host country is ensured.	Auditing reports take legislation within the host country into consideration.

Features	Notes, examples, implementation possibilities

6. Governance

6.5 Steering, planning, controlling

6.5.1	The school board and the principal have developed a joint strategy in accordance with the principles of the AQM concept with the involvement of the administrator.	Strategy meetings (e.g. closed meetings) are held on a regular basis.
		Strategic planning incorporates assessments of systematically conducted organizational analyses and analyses of external factors of influence.
		Strategic target decisions are based on market-oriented information (strategic controlling).
		Information is available about trends in the number of students and school fees over time, as well as school market developments.
		The strategic planning goals are implemented within operational projects or processes.
		The goals of the strategically oriented school development plans and the corresponding measures are available to the principal in written form.
		Goals are accomplished using project planning.
		The principal has established a steering group in which all school actors are represented.
		The principal, in collaboration with the steering group, aligns the AQM processes with the strategic goals and reports to meetings of the school board.
		The steering group has developed a work plan and provides impulses based on this plan.
6.5.2	The school board, the principal, and the administrator ensure that the accomplishment of goals defined in measures is monitored.	The accomplishment of goals defined in school development measures is transparently monitored by the school's management and adjustments are made where necessary.
		The school has established and implements a tiered controlling and feedback procedure.
		The implementation of the school curriculum is continuously reviewed by the principal (or the extended principal's office, with delegation to coordinators or department heads).
		The principal transparently reviews whether responsibilities are being fulfilled in collaboration with the relevant persons, committees, and teams and makes adjustments where necessary.
		Key roles review the accomplishment of goals defined in school development measures within their areas of responsibility.

Features	Notes, examples, implementation possibilities

6. Governance

6.5 Steering, planning, controlling

6.5.3	A controlling system has been established and supports the effective and efficient completion of tasks.	A concept for strategic and operational controlling has been established and serves as the basis for the planning and steering procedure. The concept serves as a basis for implementation control procedures in both pedagogical and non-pedagogical areas and includes evaluation and follow-up procedures. Strategic controlling instruments have been defined. Operational controlling instruments have been defined: • A transparent budget cycle has been established. • Accounting matters are properly documented. • Cost and performance accounting allows the allocation of costs according to the costs-by-cause principle. • Key figures (general, pedagogical, and economic) are recorded on a regular basis. The balance sheet and income statement are correctly drawn up.
6.5.4	The controlling system links the strategic and operational levels.	Coordination between the strategic and operational planning procedures is procedurally regulated (in terms of time, personnel). For both pedagogical and non-pedagogical development projects, project and action plans are agreed that specify responsibilities for compliance with targets and their implementation, as well as statements about personnel and material resources. The controlling system refers to these action plans and delivers information for steering. Specific committees and key roles (with strategic responsibility) have been designated as responsible. Targets are set periodically. The reporting system • regularly provides information relevant to planning and control, and • delivers to the proper recipients at specified times.
6.5.5	The correct and proper use of funds is ensured.	Financial powers and signatory rights are clearly regulated. Internal auditing complies with the statutory requirements. External auditing complies with the statutory requirements.
6.5.6	The accomplishment of goals established in target agreements with employees is monitored. *See also: 4 Personnel management*	The principal conducts employee-supervisor discussions with target agreements[22]; the corresponding talks with non-pedagogical staff can be delegated to the administrator. Employee-supervisor discussions are used as a controlling instrument. Employee talks are used to adjust development processes and if necessary adapt or update target orientations, areas of responsibility, the use of resources, qualification requirements, or measures.

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[22]This task can be delegated in large schools.

Features	Notes, examples, implementation possibilities

6. Governance

6.6 Cooperation and communication

6.6.1	The school board, the principal, and the administrator are informed about all matters of common interest through defined internal communication channels.	The efficient flow of information and exchange are supported by standardized communication channels that have been described in writing.
6.6.2	All members of the school community have access to relevant information.	The school informs all school groups about any data and changes relevant to them using suitable media. All school actors can access information that is relevant to them. Documentation is available about the school's information management system.
6.6.3	New members of the school community are systematically informed about the most important principles of the school's work.	Important documents are forwarded to target groups (e.g. parents at admission, employees when they begin work). The school concludes a schooling contract with parents. The responsibilities of the school's management are presented transparently on the school's website and during general assemblies at regular intervals.
6.6.4	A communication concept is integrated into the corporate identity concept and implemented.	The employees follow the rules of the communication concept (e.g. language regulations, design, time limits for processing emails).
6.6.5	The school engages in binding collaborations with other schools and non-school partners regionally and internationally.	Collaborations with non-school partners (e.g. companies, universities, chambers of commerce abroad) are regulated by written agreements. The students systematically participate in encounters inside and outside of the school within the framework of collaboration with other schools in the PASCH network and the host country. The school maintains a student exchange programme with partner schools in Germany. Partners open up their facilities (e.g. for student learning courses, participation in school projects). The school takes advantage of local and international associations to fulfil its mandate.

Features	Notes, examples, implementation possibilities

6. Governance

6.6 Cooperation and communication

6.6.6	The school views itself as part of the network of German schools abroad and maintains successful exchanges within the AQM framework.	The school exchanges information with other German schools abroad and the funding bodies. The school works closely with German schools in the region. The school participates in ReFo, the Pedagogical Advisory Board, the Regional Network Conferences (RNTs), the Advisory Boards for School Boards and Administrators, and possibly other relevant ZfA events. The school authority, the principal, and the administrator participate in the RNTs. The principal, the administrator, and the representative of the board participate in ZfA conferences for specific target groups. The German schools abroad logo is present on all school publications. For schools offering German qualifications, the KMK logo is present on all relevant publications. The school supports the German schools abroad network. The school takes advantage of the German schools abroad network (e.g. exchange of experience, collaboration with the ZfA advisory boards) to further its development.
6.6.7	The school maintains regular contact with students who have graduated.	The school supports an alumni network / database and holds regular meetings. The school recruits former graduates as partners, sponsors, and supporters. School celebrations, cultural events (music, theatre, exhibitions, readings), open days, alumni meetings, and so on are used for public relations in a targeted manner. The school integrates alumni into communication structures (e.g. school yearbook, participation in school events).

Features	Notes, examples, implementation possibilities

6. Governance

6.7 Legal framework conditions

6.7.1	The school has a set of statues that align with the framework conditions of being a German school abroad.	The goal / purpose of the school authority aligns with the objectives of German schools abroad.
		The core brand of "German Education" / German schools abroad has been formulated as a goal.
		Mandates have been defined within the meaning of the German foreign cultural relation and education policy (AKBP).
		The school statues are based on the example statutes for German schools abroad.
		The statues and their amendments have been approved by the Federal Foreign Office.
6.7.2	The school is legally recognized as an educational institution in the host country.	Written recognition of the school's status as an educational institution is available.
		Mutual recognition has been established for qualifications.
6.7.3	The school's legal representatives are registered and recognized by the relevant authorities in the host country (registered school authority).	The legal representatives (school authority) are registered.
		The legal representatives act in accordance with the legal framework within the host country and have sufficient powers of representation.
		The school's non-profit status is documented.
6.7.4	The employment relationships of all employees are compatible with national legislation. *See also 4.1*	Valid written employment contracts are available for all employees.
		All regulations of the host country relating to labour legislation (health and safety, charges/taxes, etc.) are observed.
6.7.5	The school meets the legal requirements associated with being a German school abroad. *See also 2.1*	The school meets the requirements of the German Schools Abroad Act (ASchulG) and any additional administrative regulations.
		The curricula, courses, and qualifications are approved by the relevant institutions (KMK, IBO).

Features	Notes, examples, implementation possibilities

6. Governance

6.8 Cooperation with funding bodies

	Features	Notes, examples, implementation possibilities
6.8.1	The school works constructively with the ZfA.	The school takes advantage of the advice and support provided by ZfA employees, in particular following a BLI (according to the BLI report; action plan), review visits (also according to the report), and school advisory visits. Changes to the school structure (e.g. length of educational courses or changes to them) are coordinated with the ZfA before submitting the application. Official channels are observed.
6.8.2	The school immediately informs the ZfA about any events that are relevant to the funding bodies.	Events that are relevant to the German foreign cultural relations and education policy (AKBP) or funding are promptly communicated to the ZfA. Contact is maintained with the employees of the ZfA. The school's information is up to date in the Central Agency's information system.
6.8.3	The school works in compliance with the funding criteria and conditions. *See also 6.4.3*	Funding applications are submitted on time. Proof of use of funds is available in full and on time. Procurement procedures relevant to funding meet the ZfA requirements: • A comparison of bids is conducted. • Procured items are inventoried and marked. The proper documents are submitted to the funding bodies: • The economic data in the funding application are consistent with the school's internal documents. • The figures reported to the KMK are consistent with the information in the documents submitted to the ZfA. • Funding applications are submitted in a comprehensible and complete manner. • Applications are submitted on time. The school's nature as a German school abroad recognized and supported by Germany is suitably acknowledged in publications.
6.8.4	The school supports the ZfA in public relations.	Relevant press reports concerning the learning successes or results of students, school funding from Germany, the school structure, or the German foreign cultural relations and education policy (AKBP) are forwarded to the ZfA, and the KMK where relevant. The school supports the ZfA with teacher recruitment (e.g. attendance at trade fairs).

Features	Notes, examples, implementation possibilities

6. Governance

6.8 Cooperation with funding bodies

6.8.5	The school works constructively with the KMK representative.	The school takes advantage of the advice and support provided by the KMK representative.
		The school informs the KMK representative about relevant events.
		The KMK representative is involved in decisions, e.g.
		• regarding examination questions for German qualifications,
		• regarding the organization of educational courses,
		• regarding the creation of lesson timetables,
		• regarding compensation for disadvantages,
		• regarding lesson development,
		• regarding the deployment and qualification of local teachers (OLKs) not trained in Germany.
6.8.6	Applications are submitted by the school to the KMK in a timely and proper manner.	Applications and examination registrations (including the DSD) are made in a timely manner in accordance with the agreed procedure.
		Individual applications for approving the admission of students are submitted to the KMK secretariat in a timely manner.
		Examination regulations are submitted in a timely and complete manner to the correct recipients.
6.8.7	The school maintains an exchange with the German diplomatic mission abroad and the authorities in the host country.	The German diplomatic mission abroad is invited to all board meetings and other events.
		The German diplomatic mission abroad is informed about important events at the school.
		School representatives participate in events organized by non-school partners.
		The school collaborates with the relevant government agencies.

Features	Notes, examples, implementation possibilities

7. Quality management

7.1 Mission and mission statement

7.1.1	The school has a mission statement that reflects its mission (mandate and self-understanding).	There is a mission statement that reflects the culture of a German school abroad. The mission statement emphasizes student education and high-quality teaching. The mission statement includes the promotion of the German language as an essential component of the promotion of educational language and intercultural competency. The mission statement contains a statement about constructively approaching heterogeneity. The mission statement is regularly reviewed and updated if necessary.
7.1.2	Processes and goals are aligned with the mission and the school's strategic plan, where relevant.	A strategic orientation has been established for the school. Decisions by the board and the principal and made in accordance with the school's strategy. The school's strategic goals are known to decision-makers. The school's strategic goals provide orientation for the school programme. *See also 7.2.1*
7.1.3	The German school abroad exemplifies its corporate identity.	The mission statement is known to and exemplified by the stakeholders (board, employees, association members, parents, students, funding bodies). The school's external presentation is uniformly regulated by a corporate design and implemented accordingly (e.g. with a logo on letterheads, sports uniforms). The *culture of a German school abroad* is exemplified by the school; in particular, this includes the elements of "intercultural encounters", "multilingualism", "promotion of the German language", "participation", and "education for democracy".

Features	Notes, examples, implementation possibilities

7. Quality management

7.2 School programme

7.2.1	The goals and measures of the school programme are oriented towards accomplishing the mission statement.	Development goals are derived from action-guiding statements contained within the mission statement. Teaching, organizational, and personnel development are systemically[23] and systematically linked. The school programme contains goals and measures from pedagogical and non-pedagogical areas.
7.2.2	The key development points are implemented using SMART goals.	The school programme specifies how short-term and long-term development goals and measures are elaborated, prioritized, and implemented. Milestones are defined to mark the (partial) accomplishment of goals. Persons with responsibility have been designated. The goals are formulated in a SMART manner (specific, measurable, assignable, realistic, and time-bound).
7.2.3	Lesson-related development goals are a key component of the school programme.	Lesson development goals and measures are formalized in the school programme. Project management methods are applied for lesson development. Evaluations focusing on lesson quality generate impulses and provide the basis for further work (revised or newly developed measures).
7.2.4	The school programme is updated annually based on evaluations.	The success of measures is determined using indicators. The accomplishment of goals is documented. The results of this monitoring and of satisfaction surveys where applicable are used to subsequently adjust the development process and initiate the necessary changes or updates.
7.2.5	Successfully completed measures are incorporated into the school profile.	The accomplishment of goals leads to firmly established school routines. Successfully completed projects are incorporated into the school's profile (school portfolio); the marketing concept is updated accordingly.

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[23] "Systemic" is understood to mean that specific measures are considered and coordinated within their context and in relation to other factors in order to achieve greater synergy and effectiveness.

Features	Notes, examples, implementation possibilities

7. Quality management

7.3 Process organization

7.3.1	All relevant internal school processes are defined and documented, and responsibilities are established.	Process management is conducted holistically: The strategic orientation, the organizational culture, and the involvement and management of the parties involved in the process are taken into consideration.
		School processes are documented via process descriptions.
		Support and management processes are formulated according to need.
		The principal is responsible for the overall *pedagogical* process.
		The school board and the principal are jointly responsible for the overall school process.
		The legal situation of the host country concerning responsibilities for personnel is taken into consideration.
		The expertise of the national principal on legal questions within the host country is exploited.
		The steering group coordinates the school development processes.
7.3.2	The goals of processes are defined.	Goals are established before a process is initiated.
		For each goal, suitable indicators or measurable quantities are defined.
		The accomplishment of goals is measured using key figures.
7.3.3	Processes are customer-oriented. *See also 7.5*	The results of evaluations confirm that the defined processes are customer-oriented.
		The process chain links different departments / areas together; a description of interfaces has been established.
		Employees act in a customer-oriented manner.
7.3.4	Process operations unfold smoothly.	The process management system is documented in writing and available to all participants.
		The parties involved in a process have access to the relevant documents.
		The persons responsible for a process have been designated.
		Process users are trained according to their requirements.

Features	Notes, examples, implementation possibilities

7. Quality management

7.4 Evaluation culture

7.4.1	The school systematically uses internal and external evaluations in a targeted manner to improve quality.	The results of internal quality evaluations (overviews, focused evaluations) are documented and available. The evaluations incorporate the deployment of personnel. The results of the evaluations are reviewed. Concrete goals and measures are derived as conclusions. The school uses the critical external perspective of external evaluations to identify problem areas or to improve problem areas that have been recognized.
7.4.2	The school regularly reviews its performance and development data.	Performance and development data are defined for each role with responsibilities. The performance data serve as a starting point for development projects. The school's target-oriented approach focuses on selected development priorities for which progress can be demonstrated in the performance data (e.g. satisfaction values, graduation rates, repetition rates). School development is data-driven. The school continuously monitors the performance of students (e.g. comparative studies, examination results) and draws and implements conclusions.
7.4.3	Defined processes are regularly evaluated and optimized. *See also 7.3*	The parties responsible for processes establish the strengths and weaknesses of these processes and propose suggestions to adapt them. The "continuous improvement" procedure has been formalized. Quality assurance and development are conducted based on criteria. An organizational review has been performed and suggestions for improvement are available. Process evaluation follows professional standards.
7.4.4	There is an evaluation culture that incorporates needs-based evaluation and feedback at all levels and between all actors.	Internal evaluation procedures have been established (lesson inspections, satisfaction surveys, feedback procedures): • these procedures are conducted regularly; • quality assurance procedures have been defined (e.g. objectives / questions, sub-areas to be evaluated, evaluation instruments, timing, frequency, participating groups, methodological approach, data ownership). The quality evaluation of the school's work covers every relevant area of the school. All actors participate in accordance with their responsibilities. The responsible parties within management exemplify a feedback culture (within their areas of responsibility), i.e. they applying suitable feedback procedures for management actions, communicate the results, and establish measures for improvement based on the findings ("management feedback").

Features	Notes, examples, implementation possibilities

7. Quality management

7.5 Customer orientation   *See also 7.3.3*

7.5.1	Evaluation procedures are regularly applied to optimize customer satisfaction. *See also 7.4*	The school conducts a satisfaction survey at least every two years. Evaluation results are assessed, and measures for improvement are derived from them and implemented. The entire school community has the opportunity to express itself about school satisfaction in a structured and formal manner in writing.
7.5.2	A transparent conflict and complaint management system has been established and is implemented.	The school has established a concept for handling complaints. The channels for submitting complaints are known to all members of the school community and are observed. Conflict resolution paths have been defined. Participants are familiar with the persons of contact in the event of conflict. A response is implemented in every case.

List of abbreviations

AKBP

Foreign Cultural Relations and Education Policy

AQM

Quality Management for German schools abroad

DAAD

German Academic Exchange Service

DaF

German as a Foreign Language

DAISY

Information system for German schools abroad

DAS

German school abroad

DFU

Subject lessons in German

DIHK

German Chamber of Commerce and Industry

DSD

German Language Diploma of the Conference of Ministers of Education

IBO

International Baccalaureate Organization

KLR

Cost and performance accounting

KMK

Standing Conference of Ministers of Education of the Federal States of Germany

Länder

The 16 states of the Federal Republic of Germany

MSA

Middle school-leaving diploma

OLK

Local teachers

PASCH

Partner schools (German schools abroad with German lessons funded by the Federal Foreign Office)

PBG

Process facilitation

PQM

Pedagogical Quality Management

RNT

Regional Network Conferences

ReFo

Regional Teacher Training

SchiLF

Internal Teacher Training

About the authors

This orientation framework was drafted by a working group of the Central Agency for Schools Abroad with representatives of the federal and state governments. It incorporates the expertise of the school boards, principals, and administrators of German schools abroad. The scientific advisory board of the Central Agency for Schools Abroad assisted in an advisory capacity.

Federal Office of Administration

- Central Agency for Schools Abroad -

50728 Cologne

Departments ZfA 4 and ZfA 5

Email: Bettina.Fischer@bva.bund.de

Phone: +49(0)22899 358 8730 or +49(0)221 758 8730

Email: Wiebke.Groehn@bva.bund.de

Phone: +49(0)22899 358 8724 or +49(0)221 758 8724

Internet: www.auslandsschulwesen.de