



Rheinland-Pfalz
AUFSICHTS- UND
DIENSTLEISTUNGSDIREKTION

Quality of teaching

The Framework of School Quality in Rhineland-Palatinate



The Framework ORS

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- central document for school development in Rhineland-Palatinate
 - tool for the quality assurance process in schools
 - template for the inspection process
 - criteria all derive from scientific consensus of educational quality



The Framework of School Quality

„Orientierungsrahmen Schulqualität (ORS)“

Preconditions and Conditions

- I. Educational political and legal requirements
- II. Factors of location
- III. Personnel and material resources, external support
- IV. Pupil and School environment

Management and Teaching/ Learning Processes

- V. School leadership and management
- VI. Professionalism of personnel
- VII. School life
- VIII. Objectives and strategies of school quality development
- IX. Quality of teaching

Achievements and Effects

- X. Subject area competence
- XI. Satisfaction of participants



The 10 criteria of *quality of teaching*

- Classroom Management
- Learning conducive atmosphere
- Motivation
- Structuring
- Orientation by Impact and Competences
- Differentiation/Coping with Diversity
- Support of Pupils
- Activation of Pupils
- Variation of Methods
- Consolidation



Die 10 Kriterien der Unterrichtsqualität

- Klassenmanagement
- Lernförderliches Unterrichtsklima
- Motivierung
- Klarheit/Strukturierung
- Wirkungs- und Kompetenzorientierung
- Umgang mit Heterogenität/Differenzierung
- Schülerorientierung/Unterstützung
- Aktivierung
- Angemessene Methodenvariation
- Lernerfolgssicherung

Finding a common language about the terms:



Framework of school quality/ Orientierungsrahmen Schulqualität

English

German

Dutch

Quality of Lessons

Criteria:

Classroom Management

Learning conducive atmosphere

Motivation

Structuring

Orientation by Impact and Competences

Differentiation/Coping with Diversity

Support of Pupils

Activation of Pupils

Variation of Methods

Consolidation

Unterrichtsqualität

Kriterien:

Klassenmanagement

Lernförderliches Unterrichtsklima

Motivierung

Klarheit/Strukturierung

Wirkungs- und Kompetenzorientierung

Umgang mit Heterogenität/Differenzierung

Schülerorientierung/Unterstützung

Aktivierung

Angemessene Methodenvariation

Lernerfolgssicherung

The Observation Sheet



Observation sheet
„Quality of teaching“



1st project meeting in Trier, 13th – 16th of November 2011

CLASSROOM MANAGEMENT	<ul style="list-style-type: none"> ⇒ active learning time ⇒ rituals, routines ⇒ rules ⇒ handling of disturbances ⇒ strategies of guiding the attention
MOTIVATION	<ul style="list-style-type: none"> ⇒ to generate interest ⇒ imparting pleasure and self interest ⇒ building on the pupils interest ⇒ pertinence of the learning contents ⇒ pertinence & reference of everyday life
IMPACT AND COMPETENCES ORIENTATION	<ul style="list-style-type: none"> ⇒ competence-based teaching (real problems/ literacy/ subject-specific and transversal competences) ⇒ feed-back of the learning level (self-evaluation, performance requirement)
STUDENT ORIENTATION AND SUPPORT	<ul style="list-style-type: none"> ⇒ welfare / assistance ⇒ positive reinforcement ⇒ relationship between teacher & pupils ⇒ reinforcing of self-confidence ⇒ pupil's participation (feed-back of the lessons by the pupils/inclusion of the pupils into the planning and organization of the lessons)
APPROPRIATED VARIATION OF THE METHODS	<ul style="list-style-type: none"> ⇒ methodical variability (relevant to the topics and to the pupils/ social forms/ open learning situations) ⇒ media

STIMULATING CLASSROOM ATMOSPHERE	<ul style="list-style-type: none"> ⇒ working atmosphere ⇒ concentration ⇒ pace of teaching ⇒ handling of mistakes
CLARITY AND LUCIDITY	<ul style="list-style-type: none"> ⇒ previous knowledge ⇒ appropriated to the age ⇒ clarity of the language/formulation of the tasks ⇒ structure of the lesson ⇒ texturing of the hints / transpance of the goals ⇒ preparation of the media ⇒ structure of the learning setting
DIFFERENTIATION/COPING WITH DIVERSITY	<ul style="list-style-type: none"> ⇒ differentiated education ⇒ differentiated offers for learning ⇒ differentiated tasks ⇒ individual aid ⇒ individual learning processes ⇒ tools
ACTIVATION	<ul style="list-style-type: none"> ⇒ scope of action for the students ⇒ occasions of learning and speaking ⇒ autonomous learning ⇒ action-orientated learning ⇒ cooperative learning ⇒ reflecting the own learning process
CONSOLIDATION AND PROVIDING OF SUCCESSFUL LEARNING PROCESS	<ul style="list-style-type: none"> ⇒ consolidation of the learned issues (practice phases / small groups) ⇒ intelligent practices ⇒ to apply what has been learned





Teamwork

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- Please chose four criteria that you consider of importance.
 - Discuss them with a partner.



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Thank you for your attention!