

Overview of the areas of activity, core tasks and basic requirements

Area of activity: “leading school“	
Core tasks and basic requirements	
L 1	<p><u>Improving the quality of teaching and learning.</u></p> <p>Core task: The head supports the improvement of the quality of teaching and learning.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The head visits teachers in their lessons and gives feedback to them.</i> ▶ <i>The head knows how to implement the school curriculum.</i>
L 2	<p><u>Organising school/administrating school</u></p> <p>Core task: The head stimulates the improvement of organizational structures and processes.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>There are organization plans.</i> ▶ <i>Legally required committees have been installed.</i> ▶ <i>Communication structures have been established.</i>
L 3	<p><u>Supporting cooperation</u></p> <p>Core task: The head stimulates the pedagogical cooperation in school.</p> <p><i>Basic requirement:</i></p> <ul style="list-style-type: none"> ▶ <i>Teams needed have been set up.</i>
L 4	<p><u>Improving capacity of staff</u></p> <p>Core task: The head stimulates the improvement of the capacity of staff.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The head conducts performance dialogues talk with the staff.</i> ▶ <i>Measures have been provided to facilitate the introduction of new employees.</i>

	L 5	<p><u>Involving parents and students</u></p> <p>Core task: The head provides the participation of parents and students.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>Representatives of the school committees have been elected.</i> ▶ <i>The head provides the conditions for democratic participation of students.</i>
	L 6	<p><u>Evaluating headteacher's performance</u></p> <p>Core task: The head evaluates her/his managing performance.</p> <p><i>Basic requirement:</i></p> <ul style="list-style-type: none"> ▶ <i>Feedback is used to evaluate the managing performance.</i>

Area of activity: “steering school improvement”	
Core tasks and basic requirements	
S 1	<p><u>Updating the school action plan</u></p> <p>Core task: The school steers its improvement via its school action plan.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>There is a vision.</i> ▶ <i>There are targets for improvement.</i> ▶ <i>Measures for reaching the development targets have been defined.</i>
S 2	<p><u>Improving quality of teaching and learning</u></p> <p>Core task: The school steers the improvement of the quality of teaching and learning.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>There are data concerning the quality of teaching and learning.</i> ▶ <i>There is an objective for improving the quality of teaching and learning.</i> ▶ <i>Measures for reaching the improvement of teaching objectives have been defined.</i>
S 3	<p><u>Extending competences</u></p> <p>Core task: The staff extend their professional competences.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>Qualification requirements are known.</i> ▶ <i>Qualification objectives have been defined.</i> ▶ <i>Measures for reaching the qualification objectives have been agreed on.</i>
S 4	<p><u>Ensuring school quality</u></p> <p>Core task: The school evaluates its work.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The school has evaluation results about the quality of its work.</i> ▶ <i>The school has agreed on a process of evaluating its improvement targets.</i>

Area of activity: „designing educational programmes”	
Core tasks and basic requirements	
B 1	<p><u>Developing a curriculum</u></p> <p>Core task: The school improves its school curriculum.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>There are school working plans.</i> ▶ <i>Interdisciplinary concepts and projects have been included in school working plans.</i>
B 2	<p><u>Improving teaching</u></p> <p>Core task: Subject teams improve the quality of teaching and learning.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The subject teams have defined subject-related criteria for good teaching and learning.</i> ▶ <i>Processes for subject-related improvement of the quality of teaching and learning have been defined.</i> ▶ <i>The subject teams have defined how students give feedback on teaching.</i>
B 3	<p><u>Applying performance criteria</u></p> <p>Core task: The school ensures the application of criteria regarding performance assessment.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The subject teams have defined criteria for competence-oriented performance assessment.</i> ▶ <i>The subject teams have matched competences and performance situations.</i> ▶ <i>It has been defined, how students and their parents are informed about criteria for performance assessment.</i>

Core tasks and basic requirements	
B 4	<p><u>Supporting individually</u></p> <p>Core task: The school supports the individual competence development of its students.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The school has got data concerning /registers each student's initial competence level.</i> ▶ <i>The school documents the individual learning development according to a standardized process.</i> ▶ <i>Die Schule hat Maßnahmen zur individuellen Förderung festgelegt. The school has defined measures of individual support for all students.</i>
B 5	<p><u>Advising and supporting individually</u></p> <p>Core task: The school provides advice and support for students and parents.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The school provides advice for personal issues.</i> ▶ <i>It has been defined how students and their parents are informed about the school's advice system.</i> ▶ <i>The school has defined measures of supporting students in their decision about school career and professional career.</i>
B 6	<p><u>Working preventatively and creating a good school climate</u></p> <p>Core task: The school works preventatively to support the physical, mental and social wellbeing of its students.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The school has modules of prevention at its disposal.</i> ▶ <i>The school activities are aligned with the diversity of the school's students.</i>

Area of activity: “improving cooperation”		
Core tasks and basic requirements		
K 1		<p><u>Organizing internal cooperation</u></p> <p>Core task: Teachers and employees/personnel organise their cooperation.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>Cooperation principles in the teams have been defined by the teams.</i> ▶ <i>Contents for cooperation have been defined.</i>
K 2		<p><u>Organizing transitions:</u></p> <p>Core task: The school uses cooperations for the organization of transitions.</p> <p><i>Basic requirement:</i></p> <ul style="list-style-type: none"> ▶ <i>There are agreements on the organization of transitions.</i>
K 3		<p><u>Extending educational programme</u></p> <p>Core task: The school uses cooperations for extending its educational programme.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>There are cooperations for the professional and personal support of students.</i> ▶ <i>There are cooperations with external partners.</i>

Area of activity: „regarding results“	
Core tasks and basic requirements	
E 1	<p><u>Evaluating results</u></p> <p>Core task: The school evaluates the results of teaching and learning and its educational programme.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The school registers its data and results.</i> ▶ <i>The responsible school committees are informed about data and results.</i>
E 2	<p><u>Evaluating the management of resources</u></p> <p>Core task: The school evaluates the results regarding the management and use of resources.</p> <p><i>Basic requirements:</i></p> <ul style="list-style-type: none"> ▶ <i>The school registers its resources data.</i> ▶ <i>The responsible committees/boards are informed about the use of resources.</i>