



Superintendents in between political demands and the schools

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- approx. 82 million inhabitants
- surface 357 030 km²
- 231 inhabitants every km²
- 16 “Bundesländer“





Short overview of the educational system in Germany

- each federal state is independent in its educational sector
- Differences in school structure in each of the 16 federal states of Germany
- every federal state has an independent Ministry of Education responsible for the education system
- regulations in between the 16 states are done by the Standing Conference of the Ministers of Education and Cultural Affairs several times a year



The educational system in North Rhine-Westphalia (NRW)

Structures and data



- approx. **18 million** inhabitants
- surface **34 083 km²**
- **531 inhabitants** every km²
- **6.775 schools**
- **5 district governments**
- **54 local education authorities**
- **2.9 million students**





District of Düsseldorf

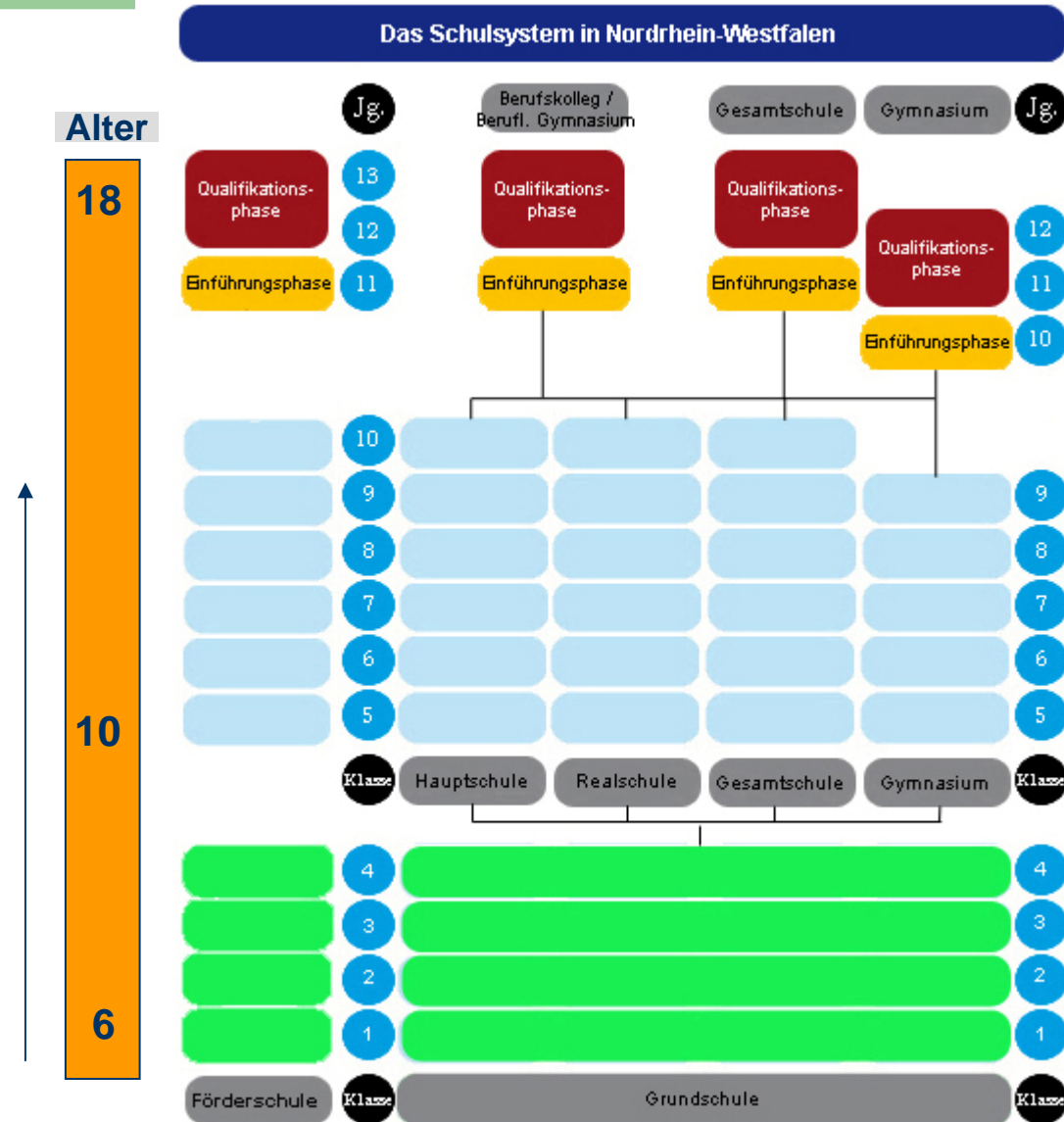
1801 schools
52 829 teachers
788 947 pupils

primary sector
212 712 pupils
secondary
345 034 pupils
upper secondary
231 201 pupils





view over the structure of the educational system in NRW





Proportion of transition district of Düsseldorf 2006

Transition from primary school to:

- secondary modern school „Hauptschule“ 19,7%
- secondary modern school „Realschule“ 25,1%
- grammar school „Gymnasium“ 34,2%
- comprehensive school „Gesamtschule“ 21,0%



Proportion of migrants District of Düsseldorf 2006

- secondary modern school „Hauptschule“ 37%
- secondary modern school „Realschule“ 21,1%
- grammar school „Gymnasium“ 14,2%
- comprehensive school „Gesamtschule“ 27,7%

Pupils not succeeding at the end of secondary education 2006



6,9% of all pupils in grade 10 (14 383)

Coming from:

- secondary modern school „Hauptschule“ 36,0%
- secondary modern school „Realschule“ 3,3%
- grammar school „Gymnasium“ 1,6%
- comprehensive school „Gesamtschule“ 7,1%
- Schools for special needs 51,7%



Shared responsibility in education

- Laws for schools are made by parliament and the political majority
- Executed by the Ministry of Education and the District Governments

State/ District Governments	Cities/communities	Schools/principals
Responsible for all inner school affairs: <ul style="list-style-type: none">•Curricula, standards, exams, inspection•hiring teachers•Salaries of the teachers	Responsible for <ul style="list-style-type: none">•Secretaries•Construction, conservation, renovation of the buildings,•Teaching materials•Care-takers•Pupils transport	Responsible towards the state and the community <ul style="list-style-type: none">•Pedagogical work•School management•Development of the staff



School departments in the 5 District Governments in North-Rhine-Westphalia

School Departments are responsible to

- provide all schools equally with teachers
- give support in school development
- control the schools : quality standards, respect of laws
- examine teachers and recrute principals and other leading staff in the schools
- deal with complaints



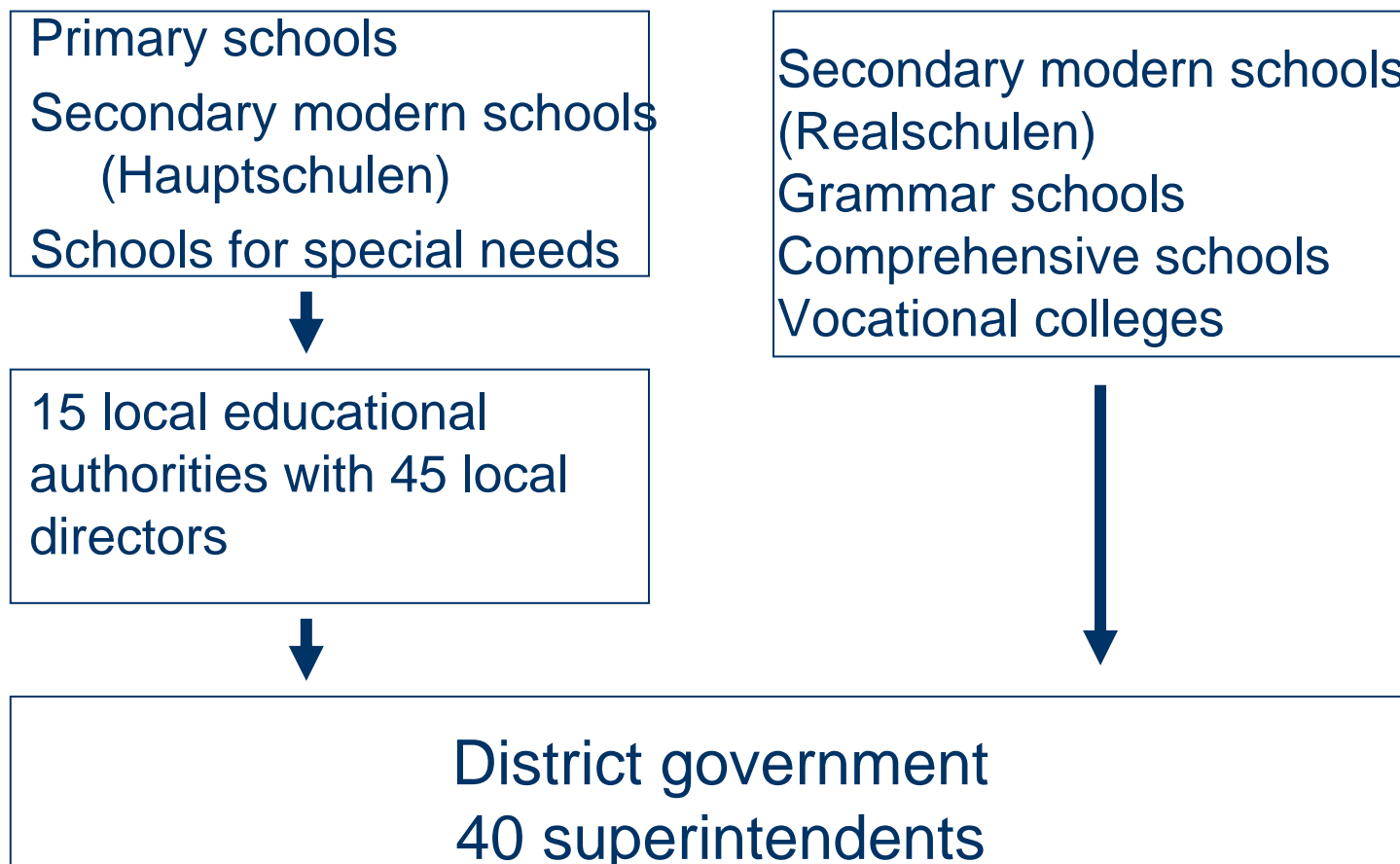
School Department

District Government of Düsseldorf

- 40 Superintendents are responsible for actually 1801
932 primary schools
178 secondary modern (Hauptschule)
130 secondary modern (Realschule)
171 grammar schools
78 comprehensive schools
95 vocational college
18 adult education
171 schools for special needs
28 other forms (z.B. Schule f. Cirkuskinder,
Waldorfschulen)



Structure of responsibility for the schools





School Law 2005: Political Goals

- Better achievements
- More individual support for all pupils
- Better transition possibilities between the school forms
- More responsibility (autonomy) for the schools



New prescriptions for schools over the past five years in North Rhine-Westphalia

- School law 2005
- New generation of curricula from primary to upper secondary
- Obligatory tests in year 3 and 8
- Central examination at the end of secondary schools
- Central examination at year 13 (Abitur)
- Inspection (since 2006)
- Decentralisation of in service-training
- New prescriptions concerning the amount of lessons in each subject and pupils careers
- Newly introduced marks for social and working behaviour
- Focus on individual support of pupils
- Extension of the school day from 13.00 to 16.00 pm in secondary modern schools and gymnasium
- Prescription of new administrative software, statistics, health care for pupils and staff
- Assessment for schoolleaders.....



School Law 2005: Political Goals

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What is the „real“ message? More selection or more justice and support for all pupils?

Individual support

Improving the teaching in the classroom?



Creating new school structures?

Selecting pupils



What is the „real“ message for the schools? (Shared responsibility or confusion?)

competition

Advice and support



More autonomy for schools

More administration work for schoolleaders?

inspection



And the superintendents? Executing?





And the superintendents? Service - minded???





And the superintendents? Measuring the output





And the superintendents? Planning systemical development?





And the superintendents? Giving impulses?



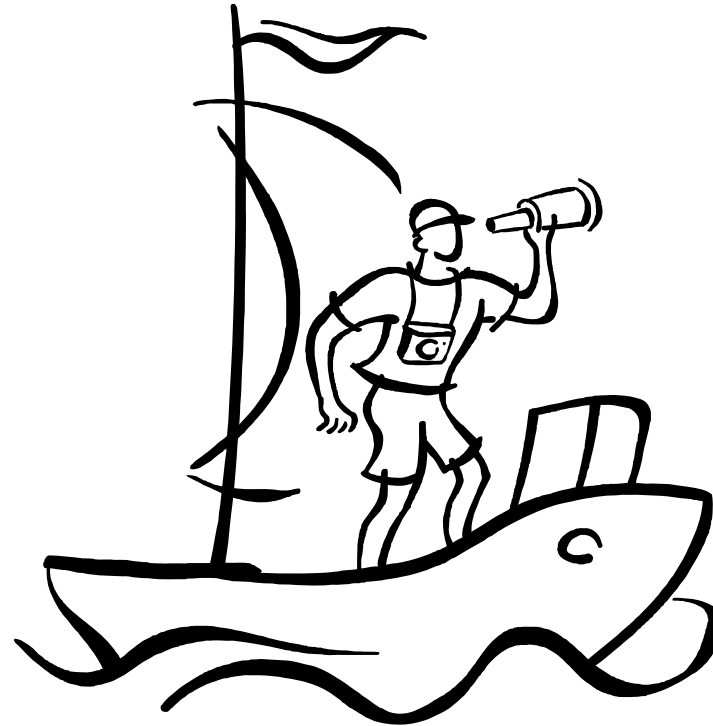


And the superintendents? Helping the schools to find their way?





And the superintendents? Searching own pedagogical goals??





- What picture crosses YOUR mind thinking about your job?



3 examples of our practical work

1. Individualization
2. Inspection
3. School-leader recruitment



Example 1: Individualization

Educational Philosophy in Germany:

Teaching and learning works best in homogenous learning groups

Result: 60 000 or (2,8%) pupils failing and repeating a school year

School Law 2005: reclaims: **individual support** especially for pupils with learning problems, highly talented pupils and migrants



My idea of individualisation:

- Focus on each child/ learner
- Changing from teaching to learning

Observations in classrooms in North-Rhine-Westfalia (secondary schools)



Clear lesson structures

Well qualified subject teachers

Variety of methods

The teacher is deciding about content, time, method...the pupils follow his script step by step

Not enough time for individual reflection

Almost no involvement of the learners in planning the content and the methods

Observations in classrooms 2



No clear goals at the beginning of a lesson

No (self)evaluation at the end of the lesson

Discipline as a problematic factor of assessment

Continuous concentration of teachers on correcting mistakes



Observations in the classrooms 3



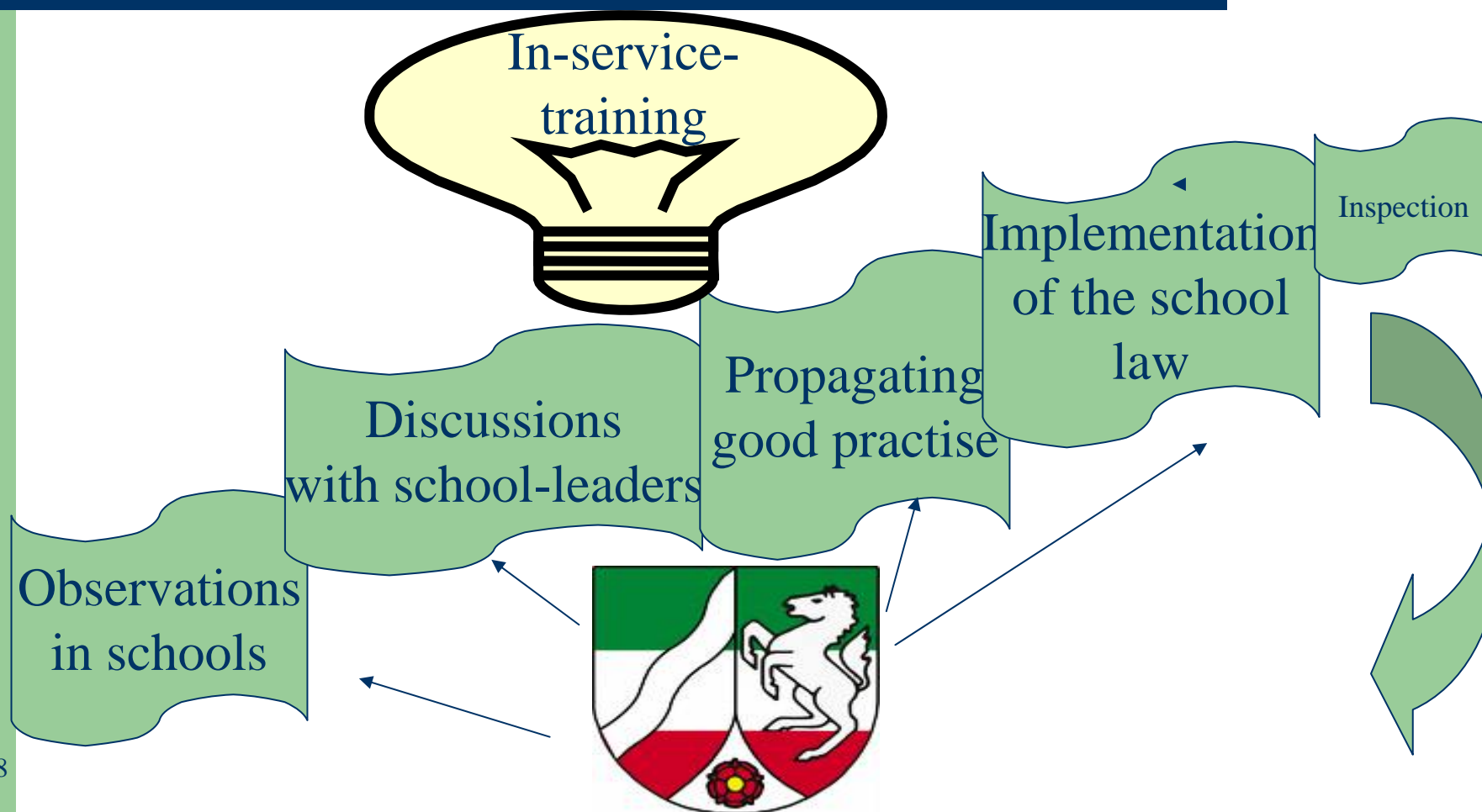
Guideline: individualizing means group work and mutual support of the learners

Almost no differentiation concerning materials

Almost no diagnostic

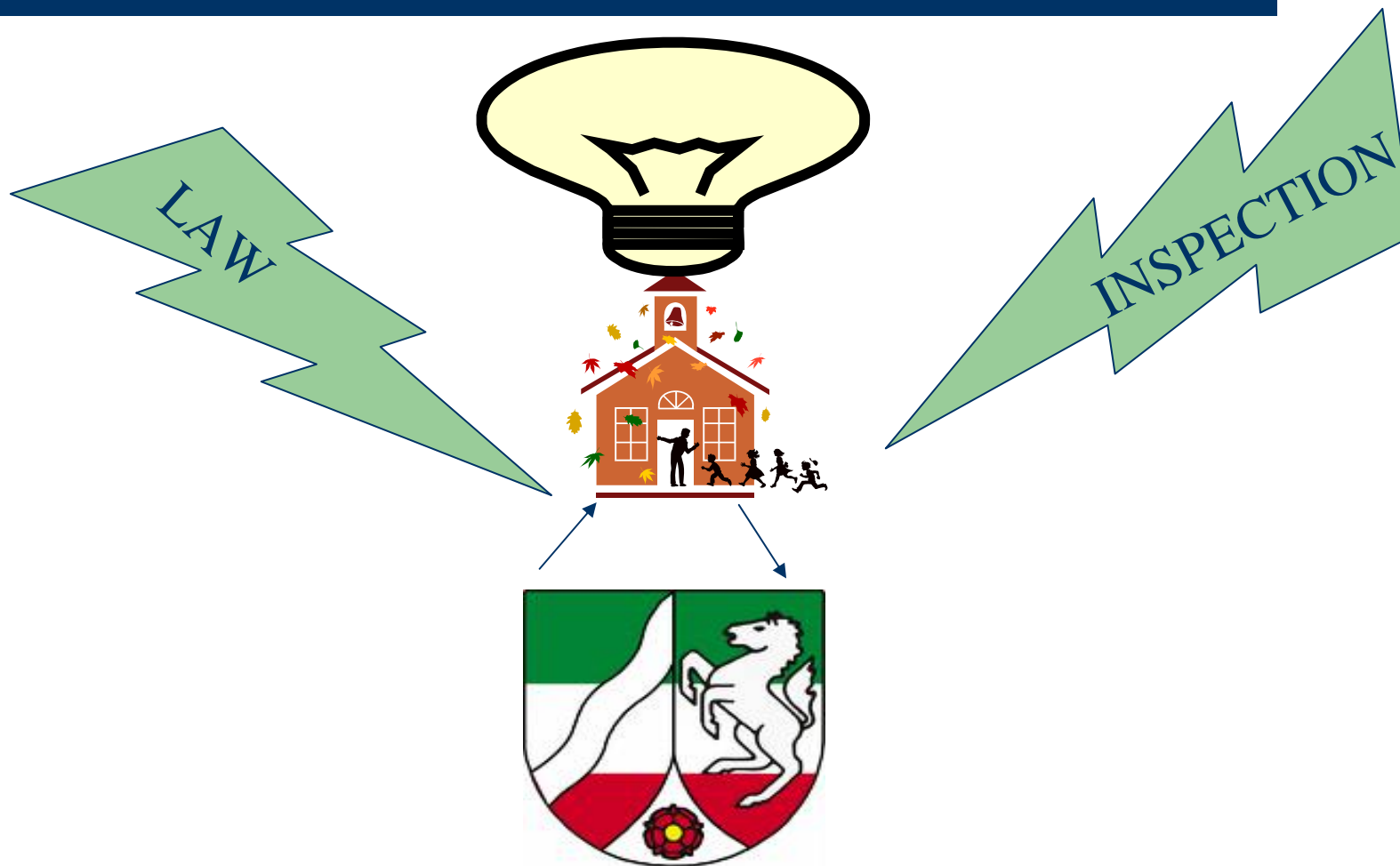


Example 1: Individualization





Example 1: Individualization





Conclusion

- Sometimes laws can be interpreted in a good pedagogical way.
- It's easy to bring training of methods to the schools
- It's very difficult to change the hidden philosophy of teachers
- This hidden philosophy can be changed in a complex process by
 - disseminating new ideas and supporting continuous inservice training
 - political prescription giving a stronger impulse to improvement strategies - especially if they are sustainable.



What is your understanding of individualization and your experience with the reality in the schools?

Can you tell us about successful changes in the classroom?



Example 2: Inspection and the role of superintendents

Conditions of „Quality Analysis“ in NRW

Start: in school year 2006/2007

Staff: about 10 persons actually for 1 801 schools

Staff works independently from superintendants

First step: inspecting schools in one town or region

Actual: selecting schools by random distribution



What is controlled?

6 working fields/ 28 aspects/ 153 criteria:

- Results of the school (output)
- ***Learning and Teaching***
- School Culture
- Leadership and school management
- Professionalism of the staff
- Goals and strategies of quality development



Procedure of inspection

- Data Analysis: School Portfolio
- School visits (2 persons): 3-5 days in school: look to at least 50% of the lessons (30 minutes)
- Interviews with school leaders, teachers, pupils, parents, other staff, community
- Report to the school, the community and the superintendent
- Report has to be discussed in the school board
- No ranking
- Publication of the results is up to the school



The role of superintendents

- Get the report
- Have to agree on goals for school development with the (self-responsible)schools
- Support the schools in recommending f.ex. in-service-training



Results

- The expectations of the inspection become guidelines in school development (especially in teaching and learning)
- The results of school visits give a systemic overview about strength and need of development.
- Up to now these results confirm daily experience in schools
- Most of the schools accept the results – the best ones are proud; schools with strong development needs sometimes wish inspection in order to force the staff to develop.
- Time-consuming procedure



Conclusion

- The more external evaluation is based on continuous and valid self-evaluation the more significant the results
- School development needs time and sustainability
- Improvement has to be documented and followed up



- What are your experiences with school inspection?
- What in your opinion supports school development?



Example 3: Recruitment of school leaders

- School management is not yet part of initial teacher training. Training is given to those already chosen for such function
- Recent time: government is preparing an assessment for school leaders
- Until now: applicants depend on advice and support of colleagues



Application for school-leadership

- There is no systematical concept of personal development
- Appointment to positions relies on personal interest of the applicants
- Sometimes encouraging of teachers by school leaders or local educational directors / superintendents
- Application by the teachers
- Admission (Check of his or her career structure) by the district government



Assessment

- Assessment by two local educational directors/ superintendents
- Teacher has
 - to give a lesson
 - to check a lesson of a colleague and give him advice
 - to manage a teacher-conference concerning a pedagogical subject
 - to pass an interview



Election by the school-board

- Local educational director/ superintendent deliver the assessment
- District government nominates the best applicants
- School conference elects one of the nominated persons



Appointment of the school leader

Old system

- They were recruited by two superintendents because they were seen as good teachers and leaders
- If there were several candidates, the candidate being longer time in service was nominated or in case of concurrence between women and men, women were nominated
- Nomination for all the professional life

New system

- Elected candidate is appointed by the district government for 5 years
- After that time, she/he has to be elected once more
- In case of non-election the school leader will be back to be a teacher



Lack of school leaders

- Only in Düsseldorf city 14 from 90 school leader-positions in primary schools are vacant
- In bigger school systems its almost impossible to find more than one candidate as the school law requires



Problems

These conditions are not very attractive especially for school leaders of primary schools

- who got a lot of additional tasks
- who have too little time for leading tasks – they mostly even are class-teachers
- who have almost no difference to the salary of a teacher
- who have an unbalanced leading situation depending from teachers , parents and pupils vote
- who have no systematical support in the job



What have we done?

- Local educational authority organizes trainings for teachers interested in being a headmaster including
 - formal classroom observation
 - giving feed-back to teachers
 - initiating self-evaluation
 - creating a partnership between parents and school
- Local educational authority
 - gives professional advice
 - helps headmasters and schools to formulate their visions
 - discusses the school-programms and helps to make local priorities understandable
 - discusses the results of the central tests



What have we done in the district government to support school leadership?

- Continuous work with groups of school leaders in a region or with all local educational directors about
 - pedagogical goals
 - management questions
 - evaluation
 - administrative questions
 - methods about analyzing the strengths of the staff in order to find out qualified teachers
 - in service training for interested teachers



What have educational directors done to support school leadership?

- Organization of advise and trainings for teachers interested in being a headmaster including
 - formal classroom observation
 - giving feed-back to teachers
 - initiating self-evaluation
 - creating a partnership between parents and school
 - giving professional advice
 - helping headmasters and schools to formulate their visions
 - discussing the school-programms and helps to make local priorities understandable
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Conclusion

- Unclear political goals concerning leadership and
- Political prescriptions are hindering for the moment more successful recruitment of school leaders



How and why did you
succeed in recruiting
school leaders?



Chances for the future!!

- School autonomy but no overload of administrative tasks
- New generation of school leaders
- School leaders with time for pedagogical leadership.
- Superintendents as coordinators and coaches inciting self-evaluation for sustainable school development
- Superintendents support cooperation and networking instead of competition between the schools
- Inspection without ranking can add to self-evaluation the view from outside
- Respect and democracy on all levels

More justice and deeper learning for all children



Schools have to serve all children - not the market nor the interests of a social group





Actual possibilities in NRW:

- Inform the schools
- Support them and give advice
- Agree on development goals with the schools
- Evaluate the results
- Create platforms for exchange of experiences
- Support the individual development of schoolleaders and future leaders
- Support the cooperation between the schools



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