

Fit for the future – The Path to improving the quality of instruction, school culture and school administration

Management System „Sustainability Audit in Schools“



NRW-Modellversuch
„Agenda 21 in der Schule“



Lokale Agenda 21
in der Landeshauptstadt Düsseldorf

Management System „Sustainability Audit in Schools“



Contents

- A few comments regarding the German school system reforms
- The model „Sustainable Development“ as a feasible basis for communication in the 21st century global community
- The Programme „21“ (Education for Sustainable Development“) der State Commission for Educational Planning and Research Promotion
- „Tour d’Horizon“ of our management system
„Sustainability Audit in Schools“
- Was does our management system achieve?



➤ A few comments regarding the German school system reforms

Pupil-Teacher relationships,
Class sizes,
Assigning teachers,
Guidelines,
Curriculum,
Textbooks,
Official instructions,
Funding,
Education standards

Governing the Education System



Lesson planning,
Pupil participation,
Life at school, Projects,
Activities, Cooperation
with external partners,
organisation of the
school

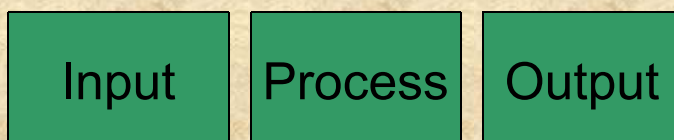
Average grades,
School leavers
without
graduation,
Number of
students who
graduated,
Level of learning
ascertainment,
Competencies and
Standards of
knowledge



➤ Comments regarding the reform ...

Lesson planning
and preparation,
Curriculum,
Differentiation,
Selecting
textbooks,
Extra-curricular
aid, After school
activities

Governing Schools



Lesson planning
Pupil participation,
Life at school, Projects,
Activities, Cooperation
with external partners,
Organisation of the
school

Increasing the
quota of
graduations,
Decreasing
pupils' absence,
Violence
prevention,
Lowering the
number of
accidents at
school



„Authorities“

Handing over
governance



Effectively man-
aging the lower
ranks

➤ **Comments
regarding the
reforms...**

Trends
in the NRW
school system

School

Taking over in areas
that were formerly
centrally governed



More leeway, but
greater
responsibility



➤ **Comments regarding the reforms ...**

Broadening the scope of operations

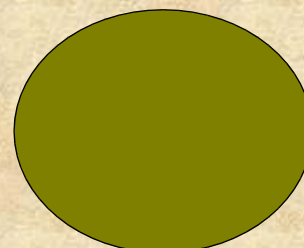
Unregulated
state



School program



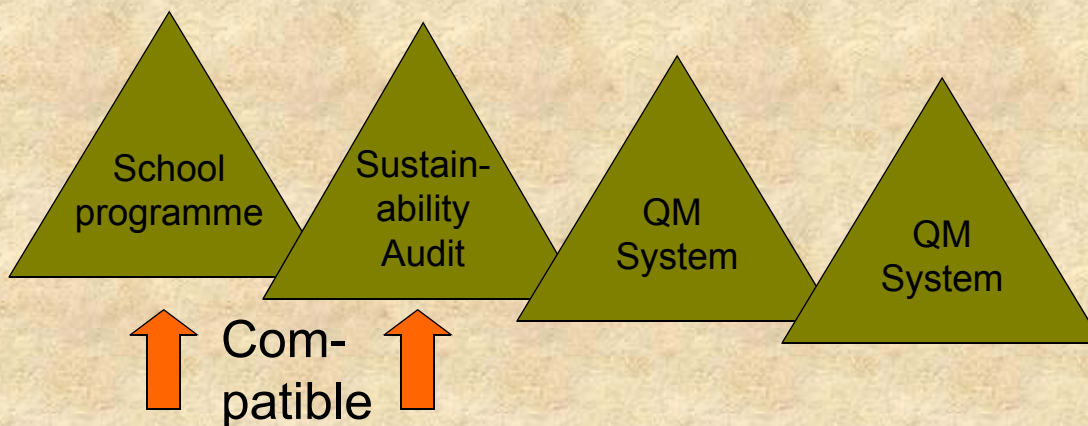
Independent
School





➤ Comments regarding the reforms ...

Tools for self-governing schools



➤ The „Sustainable Development“ model as a feasible basis for communication in the 21st century global community

- „Sustainable Development“ – aligning ecological, social und economical concerns
- Satisfying basic human needs, improving the quality of life and protecting the environment
- Global equilibrium, intergenerational equality, active involvement

Goals

Themes

Strategies

Players



➤ The „Sustainable Development“ model

Greenhouse effect, ozone hole, SMOG, acid rain, erosion, desertification, soil quality, the state of forests, population development, health, poverty, waste, energy, agriculture, town planning, consumerism, social values, democracy, science, finance, equitable commercial structure

= familiar topics in today's classroom

Goals

Themes

Strategies

Players



➤ The „Sustainable Development“ model

- Global perspective
- Integration instead of isolation
- Prevention rather than cure
- Intelligent solutions to problems
- Involvement of society
- Educational qualifications; a combination of ethical values, knowledge and competencies

Goals

Topics

Strategies

Players



➤ The „Sustainable Development“ model

- Government, federal states, local councils,
- Particularly the **education system** (at the state level)
- Associations and Organisations - environmental initiatives, churches etc. (at the sociopolitical level)
- Economy, culture, journalism and media
- Society

Goals

Topics

Strategies

Players



➤ The programme „21“ (Education for Sustainable Development) of the State Commission for Educational Planning und Research Promotion



- 15 of 16 Federal states, including NRW,
- Each with it's own model test (in NRW „Agenda 21 in schools“),
- implemented in NRW in 5 groups of schools in Düsseldorf, Köln, Dortmund, Recklinghausen and Bielefeld



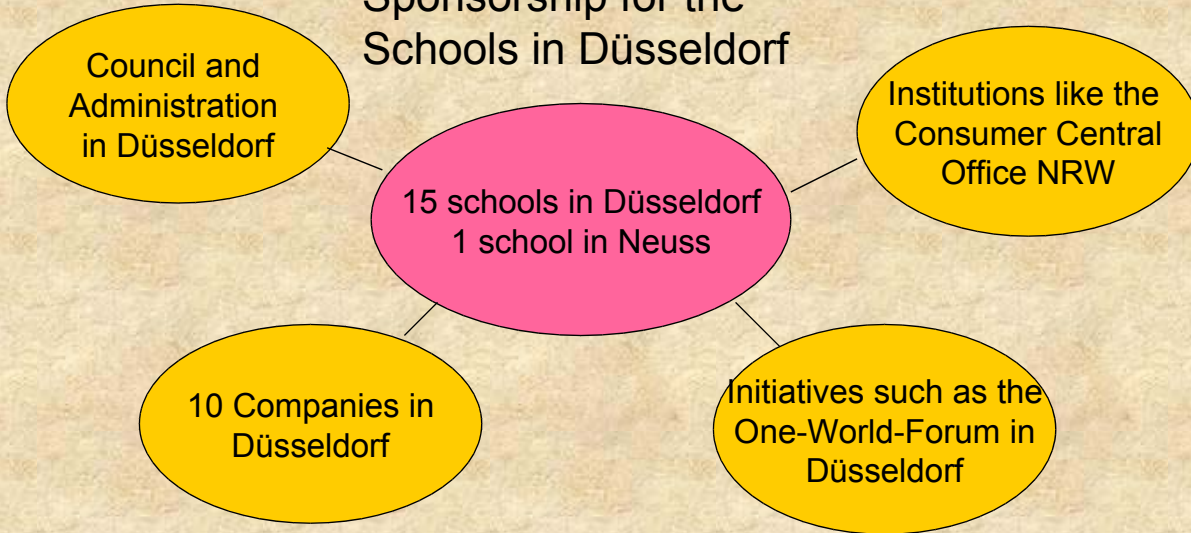
Bundesministerium
für Bildung
und Forschung





➤ **The programme „21“ (Education for ...**

Sponsorship for the Schools in Düsseldorf



➤ **„Tour d’Horizon“ of our management system „Sustainability Audit in Schools“**

Area of Development Level of Integration in the institution	Learning arrangements (education for sustainable development)	Pupil, Parent, Teacher participation	Promoting organisational competencies (Pupils/Teachers)
School as an institution			
School as a „polis“			
School as a business			



➤ „Tour d’Horizon“ ...



Cause, Initial position, Model

Area of Development Level of Integration in the institution	Learning arrangements (Education for sustainable development)	Pupil, Parent, Teacher participation	Promoting organisational competencies (Pupils/Teachers)
School as an institution	„Close to life“ lessons		
School as a „polis“	Model		
School as a business	Energy-saving		



Cause, Initial position, Model



General Aims

Area of Development	Learning arrangements (Education for sustainable development)	Pupil, Parent, Teacher participation	Promoting organisational competencies (Pupils/Teachers)
Level of Integration in the institution			
School as an institution	„Close to life“ lessons		Practical application
School as a „polis“	Model	Gain colleagues	
School as a business	Energy-saving		



General Aims



Zwei Hochbeete wurden für körperbehinderte Schüler im Schulgarten angelegt.

Pflanzenpflege vom Rollstuhl aus

Von NINA FORST
OBERSILK, Erdbeer-, Kohl-, Salat-, Gewürz- und Radieschen, Gemüse in großer Vielfalt pflanzen die Schüler der Hilda-Pestalotti-Gesamtschule in ihrem Schulgarten an. Die Arbeitsgemeinschaft Schulgarten kümmert sich einmal in der Woche um die Aussaat. „Bei uns sind das überwiegend Schülerinnen und Schüler der fünften und sechsten Klasse, die verpflichtet sind, eine Arbeitsgemeinschaft zu wählen“, erklärt der Leiter des Schulgartens Klaus Kurze.
 Seit zwei Jahren besuchen auch körperbehinderte Kinder die Gesamtschule. „Wir haben es uns zur Aufgabe gemacht, diese Schüler völlig in

den Unterrichtsgeschehen zu integrieren. Sie sollen genau die selben Möglichkeiten haben, auch was die Förderung angeht, wie die übrigen Kinder“, erklärt Christiane van der Meulen, Mitglied der Schulleitung. Hacken und schaufeln, effektiv mitarbeiten im Schulgarten war für die körperbehinderten Kinder bisher allerdings fast unmöglich. Ihr Rollstuhlfahrer wie Kai, 13 Jahre alt, wahren die Beete viel zu tief. „Ich kann zwar einige Zeit stehen, aber bücken geht einfach nicht“, erklärt er.
 Seit einige Wochen kann Kai selbst gießen, zupfen und säen. Oliver Wetz, Willi Krenning, Oliver Gahn und Daniel Stückhan, 13 und 14 Jahre

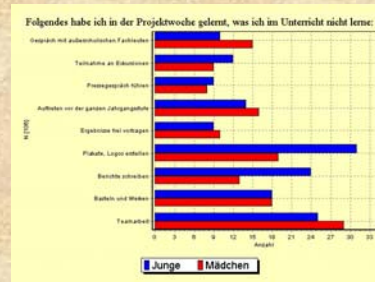


Analysis (Indicators, Measurement method, Results and Evaluation)

Area of Development	Learning arrangements (Education for sustainable development)	Pupil, Parent, Teacher participation	Promoting organisational competencies (Pupils/Teachers)
Level of Integration in the institution			
School as an institution	Authenticity in the classroom	Pupils organise lessons	Skill acquisition through practical organisation
School as a „polis“	Model	Relationships formed	
School as a business	Energy saving	Integrate janitor	



Analysis (Indicators, Measurement method, Results and Evaluation)



Management (Specific Goals, Measures, Responsibilities)

Area of Development	Learning arrangements (Education for sustainable development)	Pupil, Parent, Teacher participation	Promoting organisational competencies (Pupils/Teachers)
Levels of Integration in the institution			
School as an institution	Authenticity in the classroom	Pupils organise lessons	Practical organisation
School as a „polis“	Proposal of the model, Proposal to the council	Colleagues gained, team built	Conference conclusions regarding energy issue...
School as a business	Energy-saving	Janitor integrated	Educating energy monitors



Management (Specific Aims, Measures, Responsibilities)



Publication

Area of Development	Learning arrangements (Education for sustainable development)	Pupil, Parent, Teacher participation	Promoting organisational competencies (Pupils/Teachers)
Level of Integration in the institution			
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School as a „polis“	Proposal of the model	Colleagues gained, team built	Conference conclusions regarding energy issue...
School as a business	Energy saving	Janitor integrated	Educating energy monitors

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Publication



Kühle Köpfe statt heißer Luft

Die neuen Thermometer bringen es ans LICHT: In vielen Klassenräumen ist es zu warm. Köpfe sind im Geschwister-Scholl-Gymnasium weniger hitzeempfindlich als vorher.

Von MAREN KULZKA

Für ein besseres Klima sollen jetzt 100 Digitalthermometer im Bildungszentrum des Geschwister-Scholl-Gymnasiums sorgen, die von Optimaltemperatur gemessen werden sollen. In der Halle, in der das Gymnasium seinen Hauptsitz hat, werden künftig in der gesamten Schule die Raumtemperaturen gemessen, notfalls und angesichts von den Thermometern informiert.

„Die Schule kann bis zu 30 bis 40 Mark Heizkosten jährlich sparen.“

Herrn Strömann Schrader, Schulleiter und Physiklehrer am Geschwister-Scholl-Gymnasium, spricht von Erfahrung: „Denn in einem Jahr kann die Heizkostenrechnung im Wert von 30 bis 40 Tausend Euro ansteigen.“

„Das ist ein Problem, das sich lösen muss.“

„In einem Thermometer sind die Ableser an der Wand und die Anzeige ist nicht so genau.“

„Das ist ein Problem, das sich lösen muss.“

„In einem Thermometer sind die Ableser an der Wand und die Anzeige ist nicht so genau.“

Management System „Sustainability Audit in Schools“



Realisation



Second Cycle of the Sustainability Audit



Start from a „higher“ level

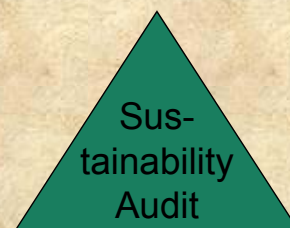
Cause, Initial position, Model

Start of the 1st Audit

➤ What does our Management System achieve?

Our model helps to direct the debate on school reforms within schools, and:

- Input into the system, as well as
- Processes in teaching and the school body, and
- The output of the school





➤ Was does our Management System achieve?

Our matrix for a „sustainable“ school focuses on main aspects of the development of schools in the future:

- Practical, „close to life“ learning arrangements
- Pupil participation in the learning process and
- Providing organisational competencies



➤ Was does our management system achieve?

The Management System „Sustainability Audit“

- helps to obtain significant data from the institution;
- promotes optimum communication
- promotes accountability and effective realisation;
- effective reappraisal by means of follow-up action



➤ What does our management system achieve?

With the aid of our model we do not evaluate the performance of individual pupils, but rather

- the school as a provider of education
- certain aspects of the quality of learning processes in the institution
- certain outcomes of educational processes in the school



➤ What does our management system achieve?

- You determine the amount and speed of work
- The needs of your school are the benchmark
- Our model offers **support in school programme work and evaluation of school development processes.**

Not like this!



Like this!



We gladly invite you to try out our model.
As for help in [getting started](#), there will be more information
at the end of this event!



■ Published by

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"Agenda 21 in Schools and Youth Work"
(Project „Eco-Audit/Sustainability Audit in
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Düsseldorf, Jan. 2005