

# **Anne-Frank-School Bargteheide**

Community School with grammar Stream

School program

2<sup>nd</sup> Revision 2011

## Introduction

A school program describes the educational ground basics of a school, how the school works and how the future is planned. This future development also has visual character. To develop a visual realization you need a guide line where you can reach your aims. Seeing it this way the school program is a determination as well as a working plan. It shows the way to the aim. As ways change and other ways, as originally planned prove to be better, the school program finds itself under permanent reconstruction. This is the 2<sup>nd</sup> revision from 2001.

We want to be a good school and therefore aim for a high standard. Inside viewing is not enough. Reformation and changes are a dialogical process, where the viewing is focused on others in order to check if we are still on the right way. That is the reason why we are a member of the School Association “Looking further ahead” and have developed a new four thesis which is a model of our reformed educational network. These are transferred into each chapter. The standards of a good school which belong to this thesis you can find in the internet on [www.blickueberdenzaun.de](http://www.blickueberdenzaun.de) which is also available via our “Networks” on our school website.

### AFS – A SCHOOL FOR ALL CHILDREN

<i>Individual justice</i>	<i>Other learning</i>	<i>School as</i>	<i>School as</i>
	<i>Ways</i>	<i>a community</i>	<i>learning institution</i>
Diagnostic	support+demand	class council	Networks
Power seminar	Project work	ups work	Lesson development
Job+Life planning	Advanced lessons	All-day	School learning
Fit for life/job	self progress learning	community education	School program

Looking further ahead – reformed education

## Justice for each - individual support and challenging

***The most important guideline for every school are the children – just as they are and not as we would wish to have them. They have the right as individuals to be taken seriously.***

Each child is different. Each child has its own strength and weakness. To recognize this and support each child, we have individual teaching methods and have made it our aim to take this seriously.

The first and important instrument is the internal differences, where deliberately the group development in strong learners and weak learners do not take place. In heterogeneous groups children profit from each other – everyone does according to our data. At the same time it forces us to not look at fictive levels and concentrate on each child. The task has a key role which secures a basic level, and has an open end for more development. We forfeit courses and competitive levels and work in class groups up to the end of the SEK I. Double lesson teachers is not contradictive, because in Mathematics, German and English in classes 7-9 we partially have two teachers for each lesson, where more individual support and demands is possible.

On the basis of observations through discussions with the students and their parents and tests, we have developed a diagnostic and with this help we decide further steps to be taken in support and demandment.

Support and demandment are only two sides of the coin. This is shown in the following:

Since 2009 the Anne-Frank-School is a Competence Centre for gifted students and has taken the enrichment program for this for Bargteheide and surrounds. Concrete this means:

- Enrolment of up to 5% diagnostically gifted children in the 5<sup>th</sup> year
- Qualified teachers as available partner and coordinator for the highly gifted who have the knowledge to transform learning strategy, support and demands for highly gifted and advisory. Special focus is on the under achieved who's highly gifted talent has not yet been discovered, mainly due to the fact that up to now they have been underestimated and have shown a misplaced learning behavior.
- Students are trained to be student supporters and their tasks and they help when learning difficulties arise and conflicts.
- The school is supported by the Christian-Albrecht's-University
- The students work in the enrichment courses in small groups and at a level which run parallel to their special interests. The offers lie in the topic and intensive working style far beyond the normal lessons and take place within and out of the lesson periods.
- Students with exceptional motivation can participate in school contests and be nominated. We regularly offer contests. These are reading contests in the 6<sup>th</sup> year,

the Kangaroo-Contest in mathematics, the school contest or the participation at “Jug end- trainiert-für-Olympia” (Youth trains for Olympics) and the tenth marathon and many others which extend the offers.

- Under the advantages and disadvantages of all specified learning and social demands and in accordance with the student and parents, there is the possibility to jump into the next higher class.
- The AFS cooperate with outbound school experts.

### **Further measure regarding demands and support:**

- If there are any deficits in the learning development, students in the 7-10 classes can work in different workshops additionally to the lessons. The workshops are led by qualified teachers. On demand we offer German lessons as first language with individual support lessons.
- With the emphasis on classes 5/6 there are supports for all students with reading and writing problems. Also tests are possible. In the SEK I stage the weakness in this is, is taken into consideration when giving marks for the reports. In the higher streams the students have the right of a timing compensation.
- Students with a clear slow learning pace in mathematics also need additional support. Students with maths weakness also have right of compensation.
- Students with disability such as mobility, visibility, hearing or social emotional development - get an individual compensation.
- Single students with exceptional weakness or strength receive individual learning plans.
- Inclusion classes (I-Classes): Students with special educational necessary support are supported by special measures: The numbers in comparison to the heterogeneous classes are reduced to 20 students – where the lessons take place with the help of double teachers – an educational support teacher and a teacher from the Anne-Frank-School.

**Learning does not end at the exams.** It is a lifetime process. The important factor is to recognize your own strength and weakness. That is why we have a strength/power seminar in the 7<sup>th</sup> year. All students experience within the potential analysis through external observers their strength in order to build their concrete life planning.

Our school is characterized through the extensive course for Job and Life orientation. Due to this we make the fit for their job life. We make sure that the students can experience job life and future through “looking ahead”. We are now working on our know how and offer our experience to the educational networks.

## **Important factors of the Job and Life orientation**

- We have introduced the job-pass as from 7<sup>th</sup> year up to the end of school. It is a way individual documentation within the job orientation – such as practice, lesson projects, school and outer school events or exceptional learning documented within our portfolio. The job-pass also gives support when deciding for a job. As a support instrument for self independence and for individual learning planning it is a means of initiative to solve the solution regarding job process of the students.
- We guide boys and girls towards alternative careers. As a starter the 5<sup>th</sup> year are able to look into the jobs their parents do on the “Sons/Daughter-Day”. In the 7<sup>th</sup> year they can get a view of the non-typical jobs be it for male or female. Referring to this we would like to develop the social and technical practices within the lessons Work/Economics/Consumer education (AWV).
- Both the 2 weekly firm practice – in the 2<sup>nd</sup> half year of the 8<sup>th</sup> class and in the 1<sup>st</sup> half year of the 9<sup>th</sup> class - are part of the lesson before and after. And for the future in Work/Economics/Consumer education. The students are supported by their form teachers and must give a written report.
- Our classes visit regularly the Berufs-Information-Zentrum (BIZ).
- The Job advisors from the unemployment office visit our school every year in order to give the students or groups advice. The advised students from the SEK I and SEK II about their job and university opportunities.
- For the school leavers, every year we invite external experts who help train the students in their application to apply for a job.
- Since 1999 we organize together with the unemployment office and the town and the IHK the annual JOB-Fair. This is Job information fair, where the regional apprenticeship companies in the all branches as well as universities, present themselves and the students of all the surrounding regional schools have the chance to get information referring to their future jobs or studies. The JOB fair also offers the dialog between students and business. For the upper streams the JOB fair offers additional workshops.
- The weekly business practice in the 12<sup>th</sup> year is, according to our students who have already taken two practice, ineffective and feels like a repeat. This is why we have reconstructed it. It has been replaced by the Economics week and in cooperation with external experts and companies, unions and other establishments the knowledge regarding the economical structure is deepened even more.
- The participation at the regional universities open day invitation is an important instrument for information referring to the studies and demands.
- The event “Schule-Studium-Beruf im Blickpunkt“ (School-Study-Job in view) extends the information of the higher streams in Job and studying. Members of the

**Rotary Club Bargteheide offer to give their personal job life and demand information to the students and are also competent partners.**

- **Fit for Life and fit for Job are courses, which we have established in the 9<sup>th</sup> and 10<sup>th</sup> year, to help push the main stream examers and the middle streamers. With this instrument we have achieved that every student school leaver has a final certificate/report.**
- **With these measures we are supported by the Partners aus der Wirtschaft (economical business partners) where we have a concrete cooperation agreement.**

## “The other way of learning” – educational lessons, knowledge finding

*Schools have task to teach the students with the basics of our culture: Science and technic, religion and philosophy, art, music and literature. ...learning is less progressive when it is one sided prescribed and unfaithful. ..Learning requires experience as well as practice and system; the quality decides on how both cooperate. ..The important task of the school is to develop learning into education.*

The desired heterogeneity of our students requires other learning ways and structures. Every child is welcomed! Our biggest chance is to study children individually, demand and support them. This does not release anyone – either children or parents – of their own responsibilities. But it offers everyone a chance to develop according to their chances. Children take these chances as our experience has shown in the past.

### Engaged Allday School

The Anne-Frank-School is an engaged all-day school. The lessons take place between 08.00 and 16.00h. The 5<sup>th</sup> and 6<sup>th</sup> year have one long day in the week, the 7<sup>th</sup> and 8<sup>th</sup> year two, the 9<sup>th</sup> and 10<sup>th</sup> three and in the upper stream four long days. The Youth-Workgroup (JAT) offer on all days where the students have no afternoon lessons, a supported working group. These take place either in the **Hall (GTZ)** or in the **School forum**.

During the dinner break there is a wide range of working groups, which are led by students and parents. Here our students can follow their inclination. For the 5<sup>th</sup> and 6<sup>th</sup> year the working groups are compulsory. Our work group offers art, music, theatre, sport, science or foreign languages.

At the moment we are testing a different daily rhythm in order to improve the double lessons. **Free work** and **Open beginning** are also being tested. A concept for activity during break time is being developed – in order to give the students more play room and give them a balance to cognitive work. Additionally it is the aim to give the students to follow their own individual interests. At the same time it is the opportunity for older students to take more responsibility in active planning and supervising. We are testing these different activities in the open classrooms for e.g. Gymnasium, art and music rooms.

## **Project orientated and wide spread work**

In order to grasp the opportunity and demands of different learning methods, it is an essential condition to have the Project orientated and wide spread work. Both offer the chance for our students to gather individual and active experience. This way they experience that learning has something to with themselves. Important is the ability for self responsible handling. The lessons are not orientated according to the studies, but they are focused primary on the demands - the necessary training and learning expenditure is clear to see for our students. The schoolish handling is focused on network thinking. **Outer school working areas** are planned and included. Special learning happens here on cultural and individual important objects.

**Integrated subjects** in class 10 such as world economics and science show that connective learning takes place as in real life instead of the traditional learning subjects History, Geography, Economics/Politics or chemistry, Biology and physics.

In the planning project week, which takes place three times a year, we focus on project orientated learning and work. The planning project week is donated to the **UNESCO-ANNUAL MOTTO**. We intend to give a precise documentation of our working results. For e.g. the theme of the planning project week are addict prevention, violence, media competence, life and economical area Hamburg, first aid in sexual education.

In order not to isolate the special learning method, but to put it into a larger scale where the **network thinking** can develop, we at least once a year take on several epochs. In this case the involved form agrees on an emphasis which is takes place in many subjects.

In the **high school form** the connective learning work is transmitted in the profile work. Orientated projects learning also takes place during the study trips, during the economic week or climate project referring to the mathematical scientific profiles.

## **Inclination differences**

An inclination difference is offered in the optional lessons. From class 7 one can choose between a four hourly lessons technic, design, economics, Spanish and French. These lessons are equally matched and gives access to the final exams.

- The task of technic is to give orientation in the complexity world of technic, the demands in technic privately or in business and in public.
- **Design** develops creativity and qualifies in own self experience and self-perception, opens alternatives in handling the reality in life and the handling of manipulations of aesthetical means.

- The lesson **Economics** teaches a complex economical connection. It shows us orientation in work, consuming and worldwide economical development.
- The lessons **Spanish** and **French** open a new language range and offer views in other historical, political and cultural development.
- **The compulsory lessons II** from class 9 are project orientated. Here we offer different courses in Psychology, Pedagogy, Russian, Technical Informatics, Housekeeping, Dancing and portrayal games.

**In the music-artistic part** from class 9 we have a combined annual project in which a theatre performance is rehearsed. From portrayal games up to costume and prop making, composing music up to stage technic – all these tasks are managed by the students.

## Conditions for self-development learning

If learning is an individual active process, then all students must have the appropriate tools given to them in which their own learning can be developed. One of these tools is the method plans which in agreement are introduced into the class lessons. Due to this the methods are carried out by the students independently. These methods are self-management, investigation, presentation, visualization and development and understanding.

The **table group work** is more than an optical sign of cooperative learning. This is the basis of teamwork cooperation as well as tolerance and consideration.

**Free work** was introduced in the school year 2010/2011 and is a fixed part of the lessons although in the test phase, in the future years we would like to see it grow and get further development. Children use individual and different learning processes. The students are guided to plan their own structure learning and learning aims. Contents can be developed individually, practiced and be repeated even in the wide spread learning context. This is checked by self-controlling, and if requested also by a teacher. In this case the students experience the argumentation with educational learning as a productive challenge. Due to the planning of their individual performance over a period of one week, they learn how to reach their aims. They reflect their work and use their logbooks for documentation.

## On the way to reading school

Even though the electronic media has widely been spread, reading is still one of the important keys to culture. Reading is the basic competence for critical media use. The participation in politics and society is developed through reading and is an important factor for developing personality in which it schools fantasy and intellect.

In the Pisa-Study it is noted that reading competence means. To understand the written text and reflect them in order to reach your own aims.

Here the school has a special function: besides the competence and teaching to read, it is the school's task to transmit fun and enjoyment and keep the standard. Here we must also take the sexual differences between boys and girls into consideration.

We do not only want to anchor the varied opportunities regarding reading experiences in normal daily school, but to promote the basic reading and learning abilities: reading is a competence which is the basic demand for successful learning in all subjects.

## School as a community - Learning and Living Democracy

**Democracy and school are dependent on each other. The school has to be an example in the community to whom they teach. It has to be a place where the students experience that they are relevant and they are needed and accounted upon.... The value of teaching must be more than just lesson subjects; independence and responsibility, solidarity and helpfulness, Care and sympathy must be lived on daily.**

All day school we understand as whole day education which serves students in their special development and individual abilities. School does not take place in an empty room. School is part of the outer family world of the students and must be aim and aware of connecting the different elements of this world.

Preventative lower levels belong to this as well and support for the students to connect a tight social network. Basic for the school's cooperation is the community youth work. This allows us an all-day observation for our students and also with special advice in heavy life situations and different individual supporting.

The all-day centre and the school forum are an important factor between school and outer school youth work:

- We see social work as part of the community youth help. This is based on the cooperation between the youth working team and the social work at our school. And the integrated school social worker is seen as an advisor for the students, teachers and parents and is the first contact.
- The school canteen is open to all schools in Bargteheide who can meet here.
- Outer school offers of the youth working team in the all-day centre and school forum (leisure groups, family extended support, workshops) are there for the students, and are also apart from during school also open during the dinner break.
- The school forum offers, besides support, seminars for relaxing which is an open meeting point.
- We welcome the special sexual work of the youth working team with girls and boys and encourage them to participate.
- Even the family extended support in the all-day centre such as the dinner break and the homework we recommend to our students when required.

The violent-free association with each other is an explicit topic:

- In combination with the UNESCO-Intention week the 6<sup>th</sup> form take a course in violence prevention.
- Due to the strong media competence the personal protection is strengthened and cyber-mobbing can be prevented. Here there are offers made by teachers and parents. An intention week regarding this is to be a fixed program subject.
- A further subject is the addiction prevention. In several ways (also in the intention week) it will take place also beyond the normal lessons. A special role is taken up by the drug-scout in our school. The youth are trained as multipliers and contact persons for their students.

All these elements contribute to a friendly, trustful atmosphere at our school which we would not like to miss and intend to keep this standard.

The Anne-Frank-School is more than just a place of knowledge. Only if all participants are on eye level we are free of violence, the strengthened social competence and the assumption of responsibility in society would be possible.

Since 1994 the AFS is part of the UNESCO-school projects and was recognized from 1<sup>st</sup> April 1999 as an official UNESCO-school project. In this case we commit ourselves to the aims of the UNESCO-school projects:

- Human rights: the school would like to introduce to the human rights to the students, give them courage to support this in every-day-life and to teach them to solve problems in a peaceful way. To us human rights and peace education means – due to our name - the conflict with National Socialism. This conflict is pushed in the lessons and outer school lessons. The project lesson “Anne-Frank” is compulsory and takes place in on form.
- **To be different and respect protect others:** The school would like to create for the students an interest in foreign cultures and like to encounter other cultures. Inter cultural learning means to us:
- To work in the regional network of the UNESCO-school project in Schleswig-Holstein and to participate in the nationwide meetings. The network offers ideas and materials for school work, a combined platform for events as well as the exchange of the UNESCO-project schools.
- The **AFS- UNESCO** work group has published a school newspaper and has for i.e. packed a detailed information case together so other UNESCO-Project-Schools can profit from this.
- The UNESCO-Project-Schools initiate partner projects with international schools. Our closest partners are at the moment Poland and turkey. We even participate in the Comenius-Projects which also belongs to this.
- **Environment protection and safe keep:** The school has intentions of keeping the students conscious of the environmental problems and to teach them how to take responsibility for this and the future generations. Due to this we have a tight working

relationship and a climate project with the Max-Planck-Institute for meteorology in the 11<sup>th</sup> year. The students work for one year in a scientific behavior with the climate changes and its consequences. Due to the varied activities and projects the Anne-Frank-School take part in; they have been honored as the future school in Schleswig-Holstein and this in the highest category.

- **Fighting poverty and misery:** The school's aim is to try and convince others of the one-world idea and to motivate the students in order to help people and support the distressed. Many classes have a partnership for children in Tanzania.

Through sponsoring walks we collect money for the projects concerning the UNESCO work.

What else does our school contribute as a small part of the community in which democratic handling is practiced?

- The weekly class council is there to listen to each other, to lead talks referring conflict strategies and practice and to prepare events in team work.
  - The conflicts which cannot be solved in the weekly council meetings are then presented to the conflict groups. Here the cooperation between parents, teachers and students try and solve the problems.
  - Our students are independently responsible for our school culture and their own learning process.
  - We take our students seriously and together want to develop our school. Our students are committed in the **Students Representation** and develop many activities:
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- They are represented in all committees.
  - They cooperate in the school development.
  - They independently organize events.
  - They help their students when there is a problem.
  - They design the school according to demands of the Student board.

In the so-called **Assistant-office** the students from the 10<sup>th</sup> and 11<sup>th</sup> year are committed on a voluntary basis. This could be the independent management of the AG (working group) as well as the assisting support in special fields, the cooperation in many of our events.

We have a very lively school life. For i.e.:

- **Enrolment and discharging parties** and grammar stream dances
- **School fetes**
- **Secondary fetes**, organized by the students committee
- **Christmas events**
- **Sporting events** i.e. running day, national games, the swimming project in the 5<sup>th</sup> year, sports day with a teacher's and students tournament and the participation in championships.
- **Fairs and lectures** for different subjects
- **The participation in outer school competitions**
- **Choir and school band**
- **Theatre work and theatre project in the 9<sup>th</sup> year**
- **Talent show** with performance of arts, music and acting performance
- **Open Day and Information Events**
- **Break time:** - the **cafeteria**, which the students run
  - die **games room** where games can be borrowed at break times
  - each class has a games-box

A good yearly rhythm is most important to us in order to push our idea of "the other learning way". A number of reoccurring occasions are a permanent pillar in our everyday schooling.

For i.e.

- 3 planning project weeks per year
- Epoch lessons
- Practical profession planning
- Violent seminar
- Class outings
- Sporting events
- School plays
- Opening Day
- Student honoring
- School fetes
- Live advents calendar

- Competitions in different lessons
- Trips abroad (Turkey, Poland, England, France....)

**Parents** work in several different legal boards. Parent mission (class parent work, school parent board, community and council parent's board and conferences). Out of this a varied number of activities results which go further than the traditional board work:

- Parents help on **Opening Day**
- Our parents together with the student's board have their own information event for the 5<sup>th</sup> year ("**Parents and students inform parents**").
- Parents work on the **school development**.
- Parents are members in the **conflict groups**.
- Parents work as observer in the **power seminar**.

Parents are also working within the **school culture**.

- For i.e. there are parent meetings
- Parents participate on the enrolment fetes and discharge fetes with lectures and organize the t enrolment buffet.
- Parents also participate in the school fetes and many other outer school events.

The **Anne-Frank-School Bargteheide e.V.Sponsoring Board** supports the school financially and with many ideas,

#### **Cooperation with other partners within the community**

- The **town Bargteheide** provides not only the goods and buildings for our work but also important partners for learning in the community (lectures, Interviews, including the lessons).
- We also have a working group which is named **educational help and has a network** with the Bargteheide schools, the community youth work, police and the communal administration as well as the common social workers.
- The advice centre Stormarn, the drug advisors and the sexual psychologist also belong to our advice partners for systematical advice help. These institutions are used according to the case arising preventive or further advice needed where the schools have another means and choice.
- The general social community work is one of our important partners when difficult family problems arise with the students.
- The police are also involved and offer criminal preventive advice.
- We work with other institutions, clubs and guilds in different projects (i.e. TSV Bargteheide: Swimming project).

## School as a learning institution – reformation from inside and from below

**The school must also be a good example and to learn just as seriously as we would like to transfer to the students. Their work is never finished – due to the fact that there are always changes and demands approaching and which have to be answered. The school's quality is judged by the way the answers are found for this.....**

A lively school is always learning and developing further ahead. The conditions for this is a vision of a good school – because, “he who does not recognize the harbor, will have no wind behind him”. A key role is the team structure and the professional teachers:

### School management and teachers:

- Our school management is a team. The social teacher is integrated the school management, which makes us even more professional. We work together on developing our vision of a good school and keep a good eye on the necessary pragmatic ways. In our annual weekend meetings we confirm these visions and clear any concrete necessary steps and changes are then made.
- We delegate management responsibility in an open group including all school groups. They organize important developments for i.e. the actual intelligent use of the contingent board.

The **transfer of know how** is a fundamentally important

- The **horizontal network** is followed by the form years. Through this cooperation of the form teachers and the combined growing of the teachers and students, the terms of contents and educational work is safe.
- **Vertical network structures** makes the communication between team and the colleagues secure.
- Our educational experts take the management role very seriously. The conference for them works in the aim of lessons network and the qualifications.
- The form's networking is secured through the expansion of the school management (ESL).
- The **Team-Transfer-Meetings** takes place once a year and gives the form teams their know how for the following forms.

The main aspect of the teacher's training course is the association with heterogenic and self-effective learning.

Because learning is not so effective when it is one sided or done by recipe. Learning needs experience as well as practice and a system; the quality is based on how both supplement with each other. (taken from The Reformpädagogisch engagierter Schulen).

- The **SCHETs (School development days)** are there to handover the gathered knowledge. This is prepared by interested teachers and if needed then external partners will be integrated.
- **Offers from colleagues for colleagues** (for i.e. development of practical methods) are to be emphasized so they can all profit from the ability.
- Teachers with special know how are contact partners and multipliers.
- We also offer hospitation between teachers and our networks.
- Material exchange is to be developed even more.
- Teachers will have the possibility for a personal perspective talk with the headmistress.
- For the new teachers we offer introduction and training courses.
- The integration of assistants (foreign languages, Japan etc.) practice workers and guest teachers from other countries offer an intercultural part-exchange.

We train other schools; especially how to handle the topic heterogenic and how to be head of a school. We are a hospitality school for university students and for advanced training of the IQSH. Most important to us is the cooperation with the Dietrich-Bonheoffer-School as second integrated school here in the same town.

The Anne-Frank-School is a training school. We train teachers of all forms and type of lessons and are orientated according to the training standards of Schleswig-Holstein. During the training period at our school the trainers carry out orientation discussions with the teachers in training. (LiVs)

- The trainers support the LiVs in the cooperation networks. In the field of the training course regarding the primary and secondary school teachers we work together with primary schools.
- The LiVs are included in our team structure. They join the form year teams and are deeply integrated in the educational work. Within in this frame they participate in the form years conference and plan and organize the project week.
- Above the work in the form years the LiVs also participate in any events and school fetes. They take part in the work meetings, conferences and parents meeting. Besides that we inform are teachers who are in the training course, about our system for job orientation of the 6<sup>th</sup> – 13<sup>th</sup> year, the diagnosis which goes further than the inner differences of support and demands and the youth working team in the community education.
- In the working team there is an exchange between the mentors and their training course under the leadership of the training coordinator.

## **Our Students**

Our students are individually responsible carriers of our school culture and their own learning process. It is important for us to meet on eye-level. We take our students very seriously and intend to organize our school together with them. Our students are committed in the students committee and organize quite a number of events. They are part of the open working groups and take responsibility – i.e. as leader of the working groups, for the cafeteria, assistent office and as drug scout.

## **Parents**

Parents evening at our school has a high position. School and home are dependent on cooperating in order to aim a successful education for the students. A constant briefing per mail is given to the parents keeping them up-dated of the school standards.

We have an individual parent-training program.

- There are requirement necessities which are handled on parent evening (dyslexia, prevention, job orientation, Drugs, media behavior...).
- Every two years we have a parent seminar "Views" where themes are laid down.
- Parents take part in county seminars.

Sometimes parents need help. There is also an educational advising for the parents, which is led by our special educational teachers who also can inform of an advice office for help.

## **Evaluation**

In connection with their development work, schools are dependent on observation, critics, combined reflection, evaluation. Our based location is carried out by our own internal evaluation; partly we use the results of the external evaluation. In school and educational political discussions we appoint ourselves in the sense of development in good schools.

The BÜZ-visits VERA and the central final exams belong to the external evaluation. We commit ourselves to the introduction of the regional EVIT-process (Evaluation in the Team).

Internal checks of the processes and results of their work are made by the teachers – they part-exchange their experiences. As an established internal evaluation process the annual form conferences use the Team-Transfer-Treffen (TTT) and the parallel works as well.

The evaluation team is voted every two years by at the school conference. It accompanies the new school projects and organizes the projects groups of the evaluated aims and processes. They have to give report to the school conference and receive evaluation issues from them. Evaluation issues can also be applied by the school parent committee, student committee and the school management.

The evaluation team reacts immediately and multiplies this new knowledge. It decides what is to be used in the most scientific secure evaluation process (i.e. with “LeOniE”) and integrates the students, parents and external evaluators.

## **Supervision**

Most of the school management members participate regularly in supervision (TA), this helps them to get a clear view and strengthen their communication competence.

The Anne-Frank-School also needs an institutional possibility for the supervision of teachers.