

## Assessment of students, teachers and schools

### Work file 12: Quality indicators of EDC/HRE in a school

The Council of Europe tool “Quality Assurance of Education for Democratic Citizenship in Schools” includes a set of these indicators divided into subthemes and descriptors which reflect a desired quality of EDC/HRE in a school. These criteria can be used for judgment and evaluation. Applying this will deliver a comparison between the status quo of a school in terms of EDC/HRE and the desired goals.

The table below – part of the above-mentioned tool – can be used for assessing the status quo of EDC/HRE in a school according to quality indicators.<sup>44</sup>

Areas	Quality indicators	Subthemes
Curriculum, teaching and learning	<b>Indicator 1</b> Is there evidence of an adequate place for EDC/HRE in the school's goals, policies and curriculum plans?	<ul style="list-style-type: none"> <li>• School policies</li> <li>• School development planning in EDC/HRE</li> <li>• EDC/HRE and the school curriculum</li> <li>• Co-ordinating EDC/HRE</li> </ul>
	<b>Indicator 2</b> Is there evidence of students and teachers acquiring understanding of EDC/HRE and applying these principles to their everyday practice in schools and classrooms?	<ul style="list-style-type: none"> <li>• EDC /HRE learning outcomes</li> <li>• Teaching and learning methods and processes</li> <li>• Monitoring EDC/HRE</li> </ul>
	<b>Indicator 3</b> Are the design and practice of assessment within the school consonant with EDC?	<ul style="list-style-type: none"> <li>• Transparency</li> <li>• Fairness</li> <li>• Improvement</li> </ul>
School ethos and climate	<b>Indicator 4</b> Does the school ethos adequately reflect EDC/HRE principles?	<ul style="list-style-type: none"> <li>• Application of EDC/HRE principles and values in everyday life</li> <li>• Relationship and patterns of authority</li> <li>• Opportunities for participation and self-expression</li> <li>• Procedures for resolving conflicts and dealing with violence, bullying and discrimination, including discipline policies</li> </ul>
Management and development	<b>Indicator 5</b> Is there evidence of effective school leadership based on EDC/HRE principles?	<ul style="list-style-type: none"> <li>• Leadership style</li> <li>• Decision making</li> <li>• Shared responsibility, collaboration and teamwork</li> <li>• Responsiveness</li> </ul>
	<b>Indicator 6</b> Does the school have a sound development plan reflecting EDC/HRE principles?	<ul style="list-style-type: none"> <li>• Participation and inclusiveness</li> <li>• Professional and organisational development</li> <li>• Management of resources</li> <li>• Self-evaluation, monitoring and accountability</li> </ul>

(Council of Europe, *Democratic Governance of Schools*, 2005, p. 58)

44. When the tool was developed in 2005, indicators in the table above were only described as EDC indicators. The extension to EDC/HRE was added to the table for this volume.