### 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.\(^44\)

<table>
<thead>
<tr>
<th>Areas</th>
<th>Quality indicators</th>
<th>Subthemes</th>
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</table>
| Curriculum, teaching and learning | Indicator 1  
Is there evidence of an adequate place for EDC/HRE in the school’s goals, policies and curriculum plans? | • School policies  
• School development planning in EDC/HRE  
• EDC/HRE and the school curriculum  
• Co-ordinating EDC/HRE |
|                               | Indicator 2  
Is there evidence of students and teachers acquiring understanding of EDC/HRE and applying these principles to their everyday practice in schools and classrooms? | • EDC/HRE learning outcomes  
• Teaching and learning methods and processes  
• Monitoring EDC/HRE |
|                               | Indicator 3  
Are the design and practice of assessment within the school consonant with EDC? | • Transparency  
• Fairness  
• Improvement |
| School ethos and climate      | Indicator 4  
Does the school ethos adequately reflect EDC/HRE principles? | • Application of EDC/HRE principles and values in everyday life  
• Relationship and patterns of authority  
• Opportunities for participation and self-expression  
• Procedures for resolving conflicts and dealing with violence, bullying and discrimination, including discipline policies |
| Management and development    | Indicator 5  
Is there evidence of effective school leadership based on EDC/HRE principles? | • Leadership style  
• Decision making  
• Shared responsibility, collaboration and teamwork  
• Responsiveness |
|                               | Indicator 6  
Does the school have a sound development plan reflecting EDC/HRE principles? | • Participation and inclusiveness  
• Professional and organisational development  
• Management of resources  
• Self-evaluation, monitoring and accountability |

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

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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.