Federal state inspection

Inspection report

DS Taipei

Inspection team

1. Inspector: Kerstin Vogel

2. Inspector: Carola Förster

3. Inspector: Kerstin Caffo

Inspection period: 19. to 24.11.2023

Name of the school:	German School Taipei
Principal:	Andreas Hilsbos
School address:	Swire European Campus, No. 31 JianYe Road, Taipei 11193
Phone:	+886-2-81459007 Ext. 1301
E-Mail:	sekretariat@deutscheschuletaipei.de

Contents

Introduction 6
Explanation of school attendance 8
Initial situation of the school 10
Property, room situation and equipment of DS Taipei 10
The school's quality profile 13
Quality profile - short 14
Summary of the inspection results 16
Notes on results for characteristic 1 18
Notes on results for feature 2 24
Notes on results for feature 3 30
Notes on results for characteristic 4 36
Notes on results for feature 6 42
Notes on results for feature 7 44
Notes on results for feature 10 49
Notes on results for feature 11 52
Notes on results for characteristic 13 55
Notes on results for characteristic 14 58
Notes on results for characteristic 15 62
Notes on results for characteristic 17 65
Notes on results for characteristic 19 70
Notes on results for characteristic 20 74
Evaluation standards for the renewal of the quality seal 77
The quality profile of DS Taipei 78
Award of the seal of quality 84
List of inspected / submitted school documents 85

Foreword

The school inspections are carried out jointly by the Federal Government and the Länder. The organization is in the hands of the Central Agency for Schools Abroad (ZfA). Educators experienced in schools abroad[1] from both partners carry out the Federal-Länder Inspection (BLI). All inspectors undergo specific training. The BLI determines the quality of the school through an inspection lasting several days.

A few weeks before the inspection date, the school management informs the school community about the inspection procedure at an event open to the public in order to ensure the greatest possible transparency.

In the run-up to the school visit, the inspection team analyzes previously submitted school data as well as electronically submitted documents and evaluates the results of the online survey. The inspection focuses on classroom visits with as many teachers as possible. It is important to note that it is not the teaching skills of the individual teacher that are assessed, but rather the teaching profile of the school as a whole. For this reason, teachers do not receive any individual feedback. The only thing that is determined is: This is how teaching is at this school!

In addition to the analysis of documents and classroom visits, guided interviews with all groups involved in school life and a school tour are the main sources of information for the inspection team.

At the end of the school visit, the school receives verbal feedback on the results. This is presented in various formats to those involved in school life and to the school community as a whole. A few weeks later, the school receives the written inspection report, which identifies strengths and development potential based on data, but does not contain any school advice or specific instructions for action.

The effectiveness of the school inspection unfolds through the school's internal discussion of the results. The conclusions derived from this form the basis for the action plan. Regional representatives and KMK representatives receive the inspection report. The process supervisors advise on the development of an action plan.

The inspection results of all schools can be incorporated into evaluations and reports that do not allow any conclusions to be drawn about the results of the individual school. In this way, control knowledge for the further development of the overall system of German schools abroad is made available in the sense of system monitoring. This provides the funding bodies with information from the inspectorates so that they can make even more targeted use of funding in the future.

The second, approx. 8-year regular cycle of federal-state inspections (BLI 2.0) of German schools abroad (DAS) was completed in 2021. The third cycle began in 2021 (BLI 3.0). The objectives and context essentially remain the same, and proven procedures and instruments are largely retained. However, some of the quality requirements, procedures and instruments have been supplemented or modified by new findings in quality assessment, which take into account both the scientific standard and the further development of the school abroad system.

The school-specific differentiation of the procedure was accentuated at the level of the profile characteristics. In addition to a set of eleven basic characteristics that are binding for all, the quality expectations of the BLI include an additum of ten profile characteristics, of which

[1] A moderate form of "gender language" is used in this report. In the interest of conciseness and a clear
For ease of reading, the generic masculine is used in places.

the school defines two characteristics and the inspection, with the involvement of the school supervisory board, defines two further characteristics for the respective BLI. A total of 15 of the 21 quality characteristics are therefore specified. Characteristic 16 *Ensuring school operations* can only be selected by the school. The further development of the inspection procedures and instruments was based on the following key points:

- In addition to the further development of the procedure, the characteristics, criteria and indicators used to determine quality were also sharpened. The frame of reference for this is *the DAS quality orientation framework*. Other topics such as *diversity, language education* in the German language, *media education* with a special focus on *learning in the digital world* and *democracy education* are also taken into account.
- The assessment of administrative and resource management was differentiated. One focus of BLI 3.0 is on the governance approach. Here, the inspection focuses on how the constellation of actors at the management and leadership level is structured and how the responsible parties (school management, board and administrative management) jointly contribute to school development in their respective areas of responsibility. The *online survey* is a new instrument. In BLI 3.0, globally standardized questionnaires for pupils, parents and teachers are to be used in the run-up to an inspection and automatically evaluated with IT support. The results are taken into account by the inspection team when determining quality and are also made available to the school.

The federal-state inspection is embedded in a comprehensive quality cycle that also includes (usually focused) self-evaluations and peer reviews. The defined procedures following a BLI, e.g. the results of the review visit, also form a basis for evaluating the implementation of the agreed objectives.
A criteria-based quality status report prepared in advance by the school serves as an evaluation basis for the school's responsibility for its process management. The core of this quality status report is a *self-assessment form*. This enables the school to assess its quality in advance of the inspection and to compare the self-assessment with the external assessment after the BLI.
The inspection report is development-oriented and reflects, among other things, the school's process management, shows system interrelationships and identifies areas for action.
The result of the BLI is presented in the 3rd cycle as before in a three-stage procedure with corresponding standardization.
The renewed or first-time award of the *Seal of Excellence for German Schools Abroad* is signed by the President of the Federal Republic of Germany and presented to the school abroad in an appropriate setting by the German diplomatic mission.
Renewal is suspended for approximately one to two years if one of the assessment standards is not met. In this case, the school receives support services in accordance with the procedure practiced in the 2nd cycle as well as a focused follow-up inspection.

Introduction

The findings of this inspection report are based on the results of online surveys with relevant school groups, on a school tour, on a significant number of classroom inspections, on the evaluation of interviews with all groups and committees involved in school life and on the inspection of school documents (cf. Annex 1).

Standardized questionnaires are used to record the assessments of pupils, teachers and parents/guardians on the criteria of the quality profile.
Parents and guardians were asked to provide 21 statements (items), elementary school pupils 14, lower secondary school pupils 20, upper secondary school pupils 21 and teachers 24.
The assessments are recorded on a four-point response scale (1 "strongly disagree"; 2 "somewhat disagree"; 3 "somewhat agree"; 4 "agree"). There is also the option of answering "no response".
Due to the online-based implementation of the written survey, a complete survey is basically possible, as individual TANs are provided for all persons. The online survey at the German School Taipei took place from 04.09.2023 - 18.09.2023, participants took part:

- 33 parents (this figure corresponds to a participation rate of approx. 28% of the parent body)
- 17 teachers (approx. 81% of the teaching staff)
- 33 pupils in years 3 to 6 (approx. 98% of the elementary school pupil population)
- 91 SEK I pupils (approx. 93 %)
- 7 SEK II pupils (100 %)

All results of the online survey were made available to the school before the inspection so that it could use them for further internal school work.

In order to fulfill the school's responsibility for its process management, each school prepares a criteria-based quality status report in advance of the BLI, which serves the inspection as a basis for the evaluation of process management in particular. The second part of the quality status report is a self-assessment sheet which, with its agreements and differences between self-assessment and external assessment, can provide impetus for follow-up questions in the feedback to the teaching staff or for further school development work following the BLI.
At the end of the school visit, the inspection team has already given the school differentiated verbal feedback depending on the target group. The school management informs the school's committees of the final inspection report as soon as it arrives. The funding bodies in the Federal Republic of Germany and the responsible process support receive the inspection report at the same time via the Central Agency for Schools Abroad. It is the task of

the school to develop an action plan from the inspection report, to coordinate this with the responsible regional representative for the funding contract and to implement it with the support of the process support.
At the end of the entire process, the school management is asked to provide feedback on the professionalism of the inspection team based on a questionnaire and coordinated within the school.

Explanation of School attendance

The inspection team visited the German School Taipei as part of the federal-state inspection procedure described in the foreword.
This report presents the results of the federal and state inspections. The report sets out how the inspection team assesses the quality of the school. The focus is on the quality of teaching. It contains quality assessments for a total of 15 quality characteristics based on quality criteria. The characteristics are made up of 11 basic characteristics (fundamentum), which are binding for all schools, and a further 4 profile characteristics, half of which were selected by the school and half by the inspectorate from an additum of 10 additional profile characteristics prior to the inspection.
The report identifies the school's particular achievements and strengths, but also describes the potential for development and, if applicable, the achievements following the inspection in the 2nd cycle. The special initial and general conditions are taken into account. The aim is to encourage the school to consolidate its strengths and to improve quality in the respective areas as part of a school-wide coordinated action plan.
The school management was initially informed in writing and verbally about the principles and framework conditions of the inspection visit. On 15.11.2023, the inspection team provided the school with preliminary information about the course of the school visit and the assessment criteria (lesson observation sheet, quality profile with 11 basic characteristics and the previously communicated 4 profile characteristics).
During the federal and state inspections, a total of 67 classroom inspections took place (duration: usually 20 to 25 minutes); approximately 60% of teachers were visited in the classroom.
Interviews were conducted with the following persons and representatives of the following groups and bodies:

- Head teacher / Extended head teacher
- Teachers (in the form of a rating conference)
- Pupils and students
- Legal guardian
- Management Board
- Administrative management (managing director / representative of the Executive Board, if applicable)

Based on the sources of information mentioned, the initial situation of the school is presented first (page 10). The quality assessments of the 15 selected quality characteristics agreed upon by the inspection team are listed in a tabular overview (quality profile - short) (page 14). Significant strengths and areas for improvement of the school are described in the section "Evaluation of the individual characteristics" (page 18). An overview of the quality profile - long can be found on page 78. Finally, the result of the BLI with regard to the award of the seal of quality is given (p. 84).

For the participating school, the inspection visit was a special challenge that involved additional organizational effort. The inspection team found an open and friendly atmosphere during the school visit. We would like to take this opportunity to thank everyone involved.

Initial situation of the school

Note:
In the following passages, the information is essentially taken verbatim from the Quality Status Report Part I and supplemented by assessments and passages where necessary.

Property, room situation and equipment of DS Taipei

Property School grounds / schoolyard

The school land belongs to the National Property Office and is leased to the Taipei European School Foundation under long-term lease agreements. The school has no longer held Eurocampus status in accordance with the agreement between the AEFE and the ZfA since 2021 due to the non-signing of the new convention.
The spacious primary campus with green areas was built in 2007 to the latest standards. The secondary campus without significant green recreation areas was built in two sections in 1998 and 2002 and renovated in 2011. Since May 2020, the new Phase 3 building has been available to the secondary schools in the three sections, which significantly increases the number of classrooms. The individual school buildings, Phases 1, 2 and 3, are not directly connected; safe crossing of the roads separating them is ensured by the security guard's pilot service.

School building

The German School is housed as a department of the Taipei European School at two locations in its buildings. The kindergarten and elementary school are located on the Swire European Primary Campus on Fu Guo Road in the city center. The Swire European Secondary Campus, where grades 5 to 12 of the secondary school are taught, is located 10 kilometers away and, with little traffic, about 30 minutes away. All buildings on both campuses are used by the TES sections, with the final-year classes of the British section forming their own fourth section.
The buildings, outdoor areas and sanitary facilities of the TES are well maintained and largely modern. Sufficient sports facilities are available.
Investments in the last three years: The Phase 3 building was completed. A new basketball court was built in the schoolyard. From February 2024, further construction projects will begin in the Phase 2 building, including the gutting of the gym and the multi-purpose room, which will be converted into a performing arts center.
The provision of WLAN Internet in all areas of the school grounds has largely been realized.

Room situation and equipment of the specialist, class and administration rooms

The subject rooms, classrooms and administration rooms are in good condition and basically meet the teaching requirements. All subject rooms and the administration workstations have modern ICT equipment. However, the natural sciences use shared science rooms, which results in restrictions in the exclusively subject-specific room equipment and provision of materials.

Desktop computers have been replaced by laptops for all employees. All rooms are equipped with high-quality furniture. In addition to the furniture installed uniformly across the sections, school furniture from Germany is used in most of the rooms in the German section. For organizational reasons, the classrooms in the Phase 3 building on the secondary campus and when replacing old school furniture, the standardized school furniture purchased centrally by the TES is used, even if it differs from the German school furniture concept.

All classrooms are equipped with large screens or interactive whiteboards, document ka- mera and loudspeakers to support media-based teaching. The printing, copying and scanning of documents is largely centralized, and the corresponding devices are available to all staff in the staff room used by all sections and in some places in the school building. Printing can be done on any device using an e-card. The Google class register has been in use for several years; documents are gradually being stored in the cloud. Teaching staff now work almost exclusively with Google drives, which enable access to documents at any time and any place.

One advantage of the four sections working together under one roof is seen by the TES in the flexibility with regard to the use of rooms, although room allocation is carried out externally and centrally by the TES.

The kindergartens, elementary school and secondary schools of the British, French and German sections share the common playgrounds, music rooms, art rooms and science rooms.

In the specialist rooms, workrooms, sports facilities, dining areas and all administrative areas of the building, signage is consistently and exclusively in English. The Poster Classroom Language Agreement stipulates the exclusive use of English in several rooms used by all sections.

This applies equally to warnings, instructions for use and highlighting of particular pupil achievements. Only in one of the many science classrooms also used by the German school and on the playground of the primary school is there bilingual or multilingual labeling of equipment and work materials.

Special sporting, artistic and musical achievements or competition successes are publicly recognized by the TES without differentiation by section; the German School Abroad has the opportunity to do so through recognition in monthly letters and at grade level as well as through comments on individual report cards. In the classrooms predominantly used by the German school or in their immediate vicinity, there are occasional German-language learning posters and student products. Here too, however, the walls and display areas are dominated by the TES's own notices on the various IBO programs, the TES mission statement and various codes of conduct.

The German School's own character and references to the sponsoring bodies cannot be found in any of the buildings used at either location. Exhibition objects and showcases do not bear witness to their presence within the TES.
The GIB, the PASCH badge and the seal of approval are not visible on any campus or in any publicly accessible place. The TES only allows reference to this in the office of the principal at both campuses, which is by no means adequate in terms of its location and size for the intended performance of tasks.
The extensive facilities, the allocation of isolated classrooms to the German school that are not bundled together in one part of the building and the lack of a common, adequately sized staff room make communication between teachers and also between school management and teachers at both locations considerably more difficult.
There are not enough workstations available for teachers at the German School. This shortage will be exacerbated if the TES's recently introduced daily attendance requirement for all colleagues until 3 p.m. is fully implemented. In the current situation, there are three workstations for teachers on the secondary campus directly in the so-called German office of the extended school management and administrative staff, making it difficult to concentrate on work in these areas. A classroom is located directly behind the offices of the school management, which also causes considerable noise pollution.
A spacious library offers a comprehensive collection of books and is also used for teaching purposes. Attractive furniture invites you to linger, and borrowing is professionally supervised. However, even in the library area reserved for the German School, books are only available in English.
Advertising posters in the school building for German School events bear the German event title, but all other information is provided in English. The joint and jointly financed advertising brochure of all sections is also published exclusively in English.

The quality profile of the school

First, a summary is given of how the school is assessed on the basis of the information and data collected. This is followed by explanations and justifications.

The quality profile contains assessments of 15 quality features based on quality criteria.

The written statements on the individual characteristics are preceded by the corresponding section of the quality profile (long) for greater clarity.

The characteristics are assessed on four evaluation levels: **Evaluation categories**

for the 15 inspected quality characteristics Evaluation level A: The school fulfills

5 out of 5 criteria of this quality characteristic.

Rating level B: The school fulfills 3 or 4 out of 5 criteria of this quality characteristic.

Rating level C: The school fulfills 1 or 2 of 5 criteria of this quality characteristic. Rating level

D: The school meets 0 out of 5 criteria for this quality characteristic.

0: Findings could be made for less than half of the criteria for this quality attribute.

***Findings* are made for the 75 quality criteria inspected:**

+	Applies / fulfills the excellence requirements
-	Does not apply / does not meet the excellence requirements
0	No findings possible

Quality profile - short

Name of the school: DS Taipei
Date of the school inspection: 19. to 24.11.2023

Basic features		Reviews				
1.	**Teaching and learning culture**					
Feature 1	Activating pupils	A	**B**	C	D	0
Feature 2	Developing skills	A	**B**	C	D	0
Feature 3	Making lessons effective for learning	A	**B**	C	D	0
Feature 4	Creating a conducive learning environment	A	**B**	C	D	0
2.	**Results and successes**					
Feature 8	Educating and training pupils	A	**B**	C	D	0
3.	**School culture**					
Feature 13	Encountering the German language	A	**B**	C	D	0
4.	**Resource management**					
Feature 14	Plan, qualify and develop personnel	A	**B**	C	D	0
Feature 15	Manage resources	A	**B**	C	D	0
5.	**Management responsibility**					
Feature 17	Managing the school	A	**B**	C	D	0
6.	**Governance**					
Feature 19	Taking on management responsibility together	A	B	**C**	D	0
7.	**Quality management**					
Feature 20	Developing and ensuring quality	A	**B**	C	D	0

Additional school type-related profile characteristics						
1.	**Teaching and learning culture**					
Feature 6	Structurally support consistent German language education	**A**	B	C	D	0
Feature 7	Structural support for media education	**A**	B	C	D	0
3.	**School culture**					
Feature 10	Supporting pupils	A	**B**	C	D	0
Feature 11	Strengthening democratic action	A	**B**	C	D	0

Summary of the inspection results

The German School Taipei has met the requirements for the renewal of the seal of approval. "Excellent German School Abroad" are fulfilled.
The evaluation procedure of the Bund-Länder Inspection (BLI 3.0) leads to two "A" ratings for 15 assessed quality features, twelve "B" ratings and one "C" rating. The rating "D" is not awarded.
During the BLI, the German School Taipei presented itself to the inspection team as a school with which everyone involved visibly identifies. Without exception, the inspection team experienced a particularly friendly and supportive attitude at the school.
The German School Taipei was founded in 1990 to offer the children of German-speaking families in Taiwan an education based on German curricula and standards. In 2002, the Taipei European School (TES) was founded in cooperation with the British and French schools, in which the German School Taipei is organizationally anchored as the German section.
The close links between the various sections are reflected in the overall structure of the Taipei European School in that all sections report to a joint CEO, an overall board of directors and a higher-level administration. The effects of this organizational structure can be seen at the level of the German School Taipei in particular in the conditions for the successful joint assumption of management responsibility by the board, school management and administrative management of the school (characteristic 19), which also includes the school-related linking of resource planning in terms of international school quality management with medium and long-term planning of the German School (characteristic 15) with regard to school-related strategic processes and development goals.
The quality profile of the German School Taipei according to BLI 3.0 can be described as extremely positive. Of the twelve quality features rated "B", only one quality criterion is rated as negative for six features.
In the quality area of *teaching and learning culture*, the school's particularly outstanding strengths, shown on the basis of the completely fulfilled characteristics, are in the characteristic *Structurally support consistent German language education* (characteristic 6) and in the characteristic *Structurally support media education* (characteristic 7).
The quality of the school's teaching determined on the basis of 63 lesson observations is presented in detail in the explanations of the criteria for characteristics 1 to 4. In these characteristics, a criterion is rated as "+" (applies / meets the excellence requirements) if it is found in good quality in more than 60% of all observed teaching sequences. All teaching-related characteristics of the quality area of *teaching and learning culture* (characteristics 1 to 4) are rated "B" at the German School Taipei.
The assessment of the quality of teaching at the German School Taipei first of all clearly shows that teaching is particularly geared towards increasing subject-specific knowledge and skills and takes place in a very constructive learning atmosphere characterized by mutual appreciation, respect and a positive culture of making mistakes. The pupils

Pupils take an active and committed part in lessons, while teachers are highly responsible for the teaching-learning process and act as role models in terms of language education in German.
For three of the four characteristics rated "B" in the teaching-related characteristics of the quality area of *teaching and learning culture* (characteristics 1 to 4), two quality criteria are rated minus.
The main areas for improvement are in teaching

- in quality characteristic 1 *Activate pupils* primarily in the criteria
  - 1.4: *The lessons support students' independent learning,*
  - 1.5: *The lessons support the students in reflecting on their learning processes,*
- in quality characteristic 2 *Developing competencies* primarily in the criterion
  - 2.2: *The lessons promote students' media skills*,
- in quality attribute 3 *Designing lessons to be effective for learning* primarily in the criteria
  - 3.4: *The lessons take into account the heterogeneity of the learning group*,
  - 3.5: *The teacher promotes personalized learning,*
- in quality characteristic 4 *Creating a conducive learning environment* priority in the criteria
  - 4.2: *The lessons promote social learning through cooperative learning arrangements*,
  - 4.3: *The teacher gives students differentiated feedback on their contributions to the lesson.*

Accordingly, there are opportunities for development in the classroom, particularly with regard to the promotion of social learning through cooperative learning arrangements (cf. K 4.2), the systematic strengthening of independent and autonomous learning paths (cf. K 1.4) and the expansion of individualized (cf. K 3.5) and heterogeneous (cf. K 3.4) processes in regular lessons.
In this context, there is potential both in the further expansion of students' media skills (cf. K 2.2) and in the mandatory incorporation of differentiated feedback by teachers (cf. K 4.3) as well as in the intensification of the integration of systematic, criteria-based reflection (cf. K 1.5) on methods, paths and results by teachers and students as a structural element of learning processes (meta-reflection on learning status, learning path and learning experiences).
Within the framework of systematic pedagogical quality management, the aim is to maintain and further develop the already good performance areas of the German School Taipei and to continue to develop the other quality areas with the goal of excellence, using project management methods.

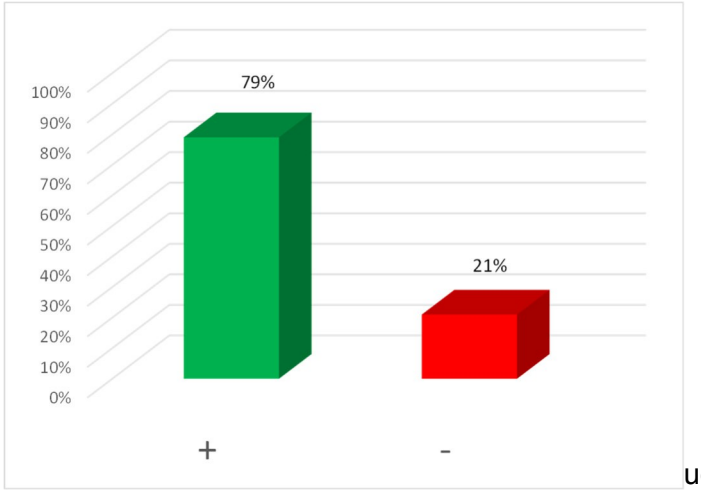
Notes on results for feature 1:

Activating pupils

1.	Teaching and learning culture							
M 1	Activating pupils							
	A	**B**	**C**	**D**	**0**			
1.1	The skills to be acquired or promoted in lessons are transparent.					+	-	0
1.2	The teacher is a role model in terms of language education in German.					+	-	0
1.3	The teacher encourages active participation of the students in the classroom.					+	-	0
1.4	The lessons support students' independent learning.					+	-	0
1.5	The lessons support the pupils in reflecting on their learning processes.					+	-	0

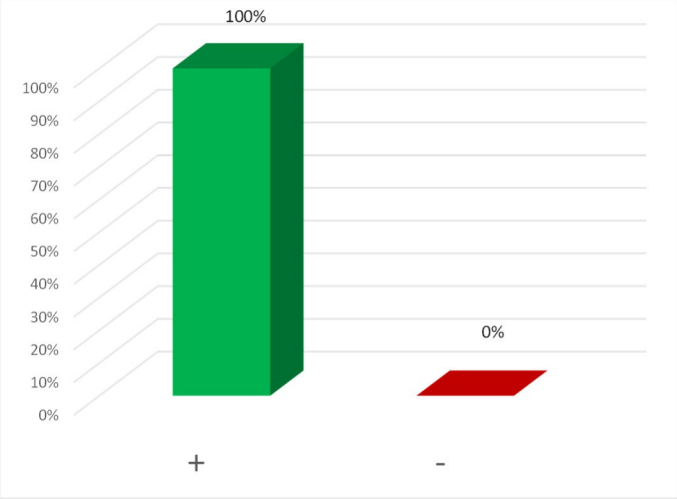
Feature 1 is a teaching-related basic feature that is inspected at all German schools abroad. The focus of this feature is on the quality of the activation of the pupils. In order to achieve targeted activation, the skills to be acquired or promoted are made transparent to the students. This forms the basis for reflecting on the learning process. The linguistic role model function (DaF / DFU) of the teacher plays an important role.
Three quality criteria are defined in the quality feature "Activating pupils" with "applies / meets the excellence requirements" (+) and two quality criteria with "does not apply / does not meet the excellence requirements" (-), so that the feature is rated "B" overall.

1.1 The skills to be acquired or promoted in lessons are transparent.



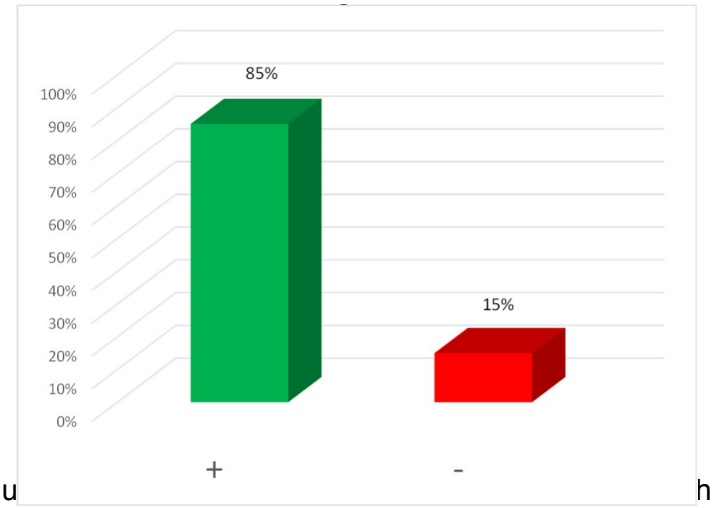
In around four-fifths ucceeded in a good quality in making it transparent to the students in an appropriate way what knowledge is to be acquired and in what process-related way the knowledge can be applied.
In the clear majority of the sequences observed, the students are aware of the connection between the content-related and process-related skills relevant to the current lesson and the knowledge and skills they have already acquired.
However, it remains partly open or unclear what the students are expected to achieve.

1.2 The teacher is a role model in terms of language education in the German language.



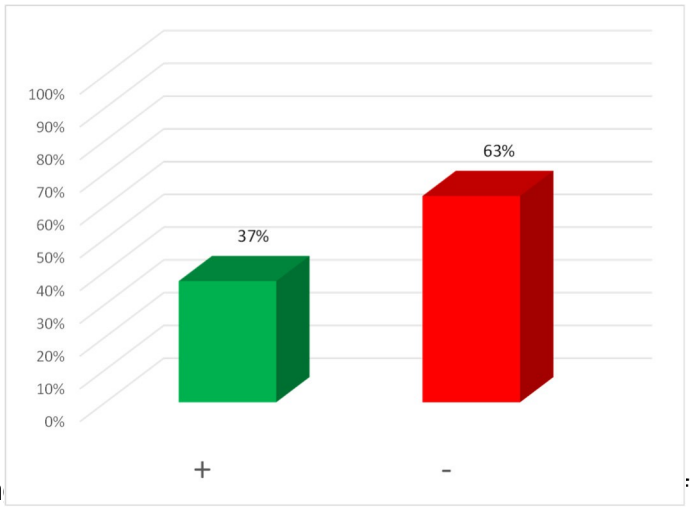
In all the lesson sequences inspected, the teachers at the German School Taipei impressed us with their exemplary language skills.
Both technical and educational language are used purposefully in the teaching contexts seen, and the German language is used in an exemplary and appropriate manner in introductory and motivating, illustrative and moderating, supporting, explanatory and summarizing phases.
Impulses, questions and information are introduced in oral and written form in an understandable and often (pre-)relieving way so that the pupils can work and learn without having to ask questions. The language used by the teachers is generally appropriate to the language skills of the pupils, is predominantly demanding and aims to improve language skills.
The criterion is not assessed in lessons that are not taught in German according to the school curriculum.

1.3 The teacher encourages active participation of the students in the classroom.



In the lesson sequ h degree in actively involving the students in the lesson in teacher-centered as well as cooperative or individual phases. The result of the online survey of pupils confirms the positive result in criterion 1.3.
Student activation is promoted by the teacher, among other things, through encouraging and appreciative impulses, active listening and a reciprocal willingness to engage in dialog and is reflected in a very high level of socially competent behavior of all participants (cf. C 4.1) as well as a high level of a positive error culture (cf. C 4.4).
The occasional involvement of students in method, media and social form decisions can be further expanded by including students in the planning and design of lessons.
In the lesson sequences observed, the pupils are extremely willing to learn, attentive and motivated. When social and methodological arrangements are used to provide space for active participation (e.g. in cooperative phases), the pupils make use of this largely constructively and show commitment.
In 15% of the lesson sequences inspected, a high proportion of teacher speech in teacher-centered phases leaves little room for student statements and no room for student activities.

1.4 The lessons support students' independent learning.



Independent learnin learning processes by the pupils.

In 37% of the lesson sequences inspected, it can be observed in good quality that students are able to make independent decisions regarding content and methods (e.g. regarding the completion of tasks or division of labor in a designed group work, the selection of optional tasks, the working method or social form to be chosen in the learning process, the use of available materials and aids or the type of presentation of results, etc.).

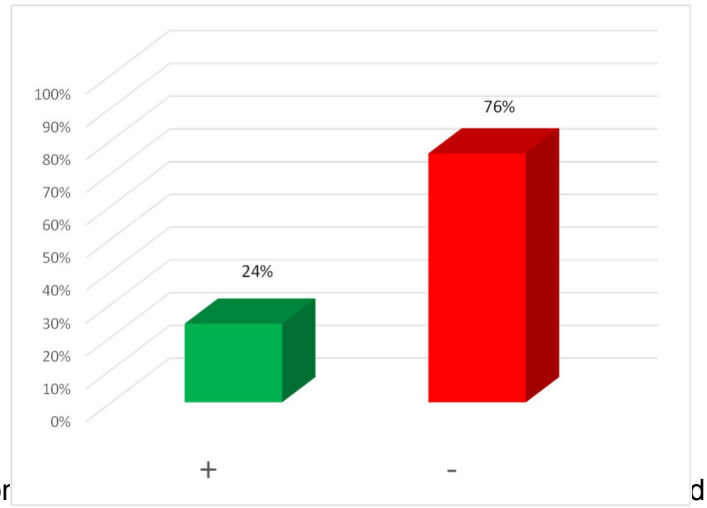
From the results of the online survey of pupils, it could be concluded that there is a higher proportion of independence in everyday school life. Whether this is possibly based on a different understanding of independent learning or whether the learning groups are given less room for independence due to the attendance situation is a possible impetus for an internal school debate.

Occasionally and depending on the teacher, for example, offers for self-monitoring or the use of solution aids to overcome learning thresholds can be observed.

The use of structured and organized activities provided in the classroom (cf. K 4.5) can be used to support students' self-organization in their learning process, as can the occasional use of digital media in a way that promotes independence. A significant effect can be observed when students are able to make their own decisions regarding their use in development or results processes, thus encouraging and promoting independent learning.

One development task and at the same time potential for further lesson development lies in the systematic strengthening of independent and autonomous learning paths. The approaches described in the area of lesson planning, the provision of materials to ease the burden, the use of helper systems and solution aids as well as monitoring options provide a good foundation for this.

1.5 The lessons support the pupils in reflecting on their learning processes.



Systematic reflection[illegible]d or promoted skills, media used or own language learning processes) can be observed in sufficient quality in around a quarter of the lesson sequences inspected.
In these cases, the students are given the opportunity to reflect on their learning progress and the results they have achieved in a targeted and deliberate manner, usually orally in plenary. Depending on the teacher, written criteria or aids are provided for this purpose, for example.
Through further agreements and binding arrangements, this important deep structure of cognitive activation can be further strengthened in terms of effective learning. For example, criteria-based oral or written reflection, describing and reflecting on one's own approach, processes, (partial) results with recourse to the process, the learning status (e.g. by using a learning diary or self-assessment sheet) and individual learning growth in relation to teaching objectives and competence expectations have proven to be effective.

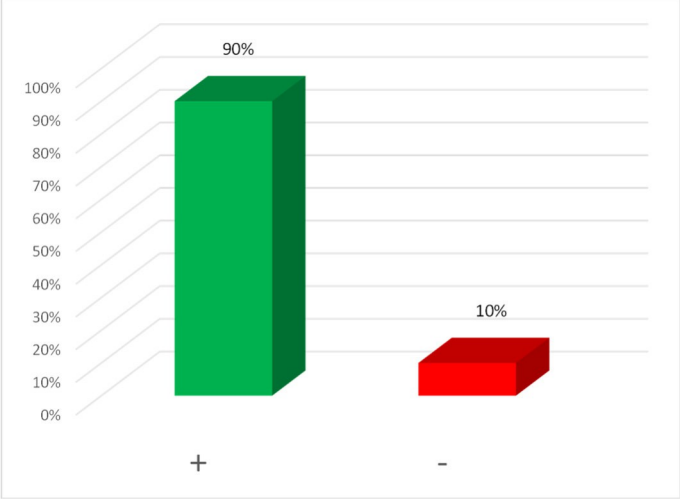
Notes on results for feature 2:

Develop skills

1.	Teaching and learning culture								
M 2	Develop skills								
	A	**B**	**C**	**D**	**0**				
2.1	The lessons support professional competence growth.					+	-	0	
2.2	The lessons promote pupils' media skills.					+	-	0	
2.3	The lessons promote the students' methodological skills.					+	-	0	
2.4	The lessons specifically promote the development of German language skills.					+	-	0	
2.5	The lessons promote the functional use of technical language in the DFU.					+	-	0	

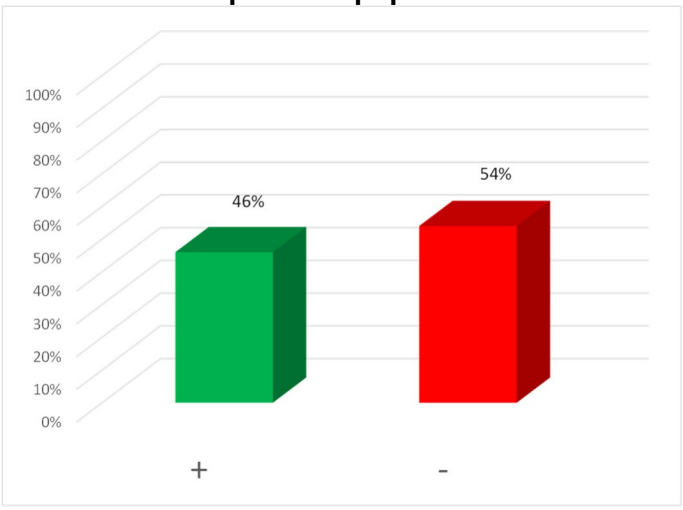
Feature 2 is a teaching-related basic feature that is inspected at all German schools abroad. The focus of this characteristic is on the quality of skills development. This includes subject, media and German skills. Learning effectiveness increases the more the methodological skills are acquired in connection with the aforementioned competencies.
In the quality feature "Developing competencies", four quality criteria are rated as "applies / meets the excellence requirements" (+) and one quality criterion is rated as "does not apply / does not meet the excellence requirements" (-), so that the feature is rated "B" overall.

2.1 The lessons support professional competence growth.



In the teaching sequences inspected at the German School Taipei, subject-related knowledge and subject-related skills are acquired to a very high degree and in good quality through exemplary content.
In the sense of spiral curricular learning, the learning process builds on existing knowledge and skills. Teachers take into account the importance of acquired subject-specific skills for later applications and subsequent learning processes (cf. K 1.1). Lesson results are regularly secured.

2.2 The lessons promote pupils' media skills.



Criterion 3.2 (see below), which can be found under feature 3, looks at the targeted use of media by the teacher in the teaching process and shows the high level of competence of the teachers with a share of 87% of the teaching sequences viewed at the German School Taipei.

In the criterion 2.2 considered here, the focus is on the conceptual communication and structural promotion of students' media skills in relation to

- the operation and use of media and their use as a source of information,
- the use of media for design (production and presentation),
- knowledge of the rules of media communication,
- the knowledge of media diversity,
- the ability to critically examine media offerings and one's own media behavior.

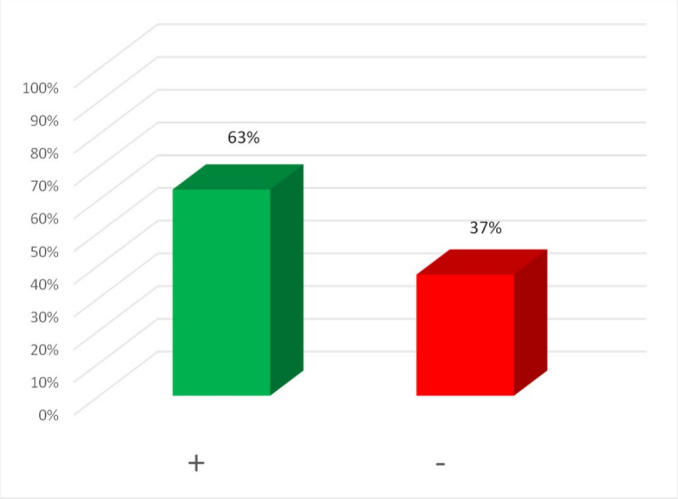
Successful implementation of the aspects described above can be observed in 46% of the classroom inspections, in which media are used routinely, often beyond the possibilities of analog learning media, as well as intensive training in the use of digital media.

In more than half of the lesson sequences inspected, on the other hand, pupils use analog and digital media competently in accordance with the task, but the promotion of media competence is not observed to a sufficient extent.

There is potential in further expanding the research and collaboration expertise of the students observed to date in favor of independent, individualized learning that reflects the effective and responsible use of media.

In the online survey, 82% of elementary school pupils and 90% of lower secondary school pupils agree that they learn to work with media (computers etc.) in lessons. 71% of pupils at upper secondary level state that their media skills are promoted in lessons.

2.3 The lessons promote the students' methodological skills.

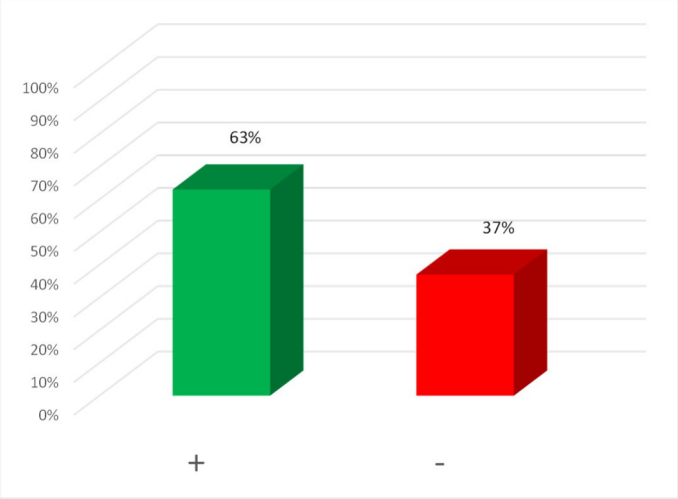


In 63% of the lesson sequences inspected, the promotion of methodological competence can be observed in good quality. On the one hand, the focus is on the situation-related application of learning and working forms, techniques and strategies as well as subject-specific or interdisciplinary and interdisciplinary methods by the students. On the other hand, this criterion includes the decisive, more far-reaching aspect of the structural teaching of the aforementioned aspects for the targeted and school-wide coordinated promotion of personal methodological competence.

Routines, class rules, agreements and practiced procedures are the recognizably sustainable basis for ensuring the age-appropriate acquisition and use of methodological skills in the observed sequences.

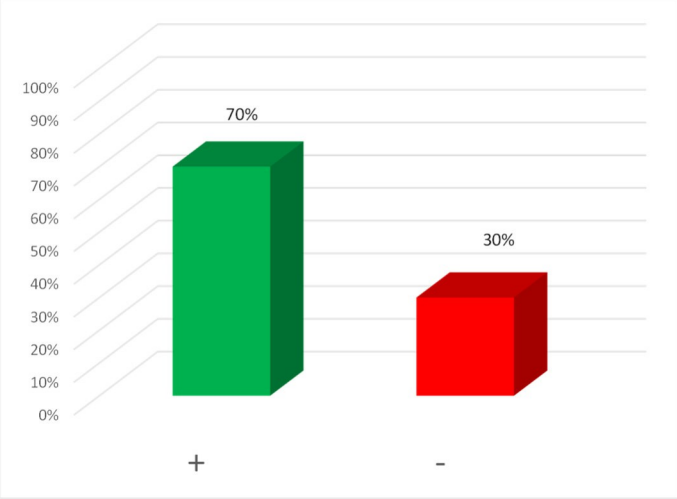
Less teacher-directed instruction in favor of more project learning as part of the lesson and more opportunities for problem-solving thinking, experimentation, text development or production can also further promote the development of students' methodological skills (cf. C 1.4 and 1.5).

2.4 The lessons specifically promote the development of German language skills.



The targeted promotion of the development of pupils' German skills can be observed to be of good quality in 63% of the lesson sequences inspected. The lessons viewed in these phases develop language awareness and language competence in German and offer targeted and motivating opportunities to speak, which also lead to independent linguistic contributions by the pupils in German that are relevant in terms of content and length.
For the most part, teachers make appropriate use of lessons to achieve meaningful work on linguistic accuracy by clarifying terminological and grammatical issues, but overall they rarely provide insights into conscious conceptual work on linguistic structure and vocabulary, e.g. by using linguistic media such as dictionaries or analog and digital reference options in subject lessons.
The criterion is not assessed in lessons that do not take place in German in accordance with the curriculum.

2.5 The lessons promote the functional use of technical language in the DFU.



In 70% of the lesson sequences inspected, technical terms and technical language are used and promoted in an application- and subject-related manner. Teachers ensure that students learn technical vocabulary, use it appropriately and thus expand their (technical) vocabulary.
In the online survey of pupils, the approval ratings are slightly higher on average. For example, 94% of elementary school pupils agree that they learn to use the correct technical terms in lessons, while 82% of lower secondary school pupils say that lessons enable them to improve their knowledge and skills in using the relevant technical language. The pupils at upper secondary level still agree with this at 71%.
The teachers show themselves to be active and helpful linguistic companions in the work processes. In the teaching sequences, for example, the targeted expansion and consolidation of technical language is seen through the written presentation of words and phrases or through playful application. Work products are considered both in the process of creation and in their result form, among other things under correctness criteria.
In the respective lessons, the technical context is often used in good quality to expand and secure both the technical language and the ability to communicate in German.
Work on technical language structure and vocabulary can still often be observed as an organic, involuntary element of the learning process, rather than as a conceptual or conscious process.
The criterion is not assessed in lessons that do not take place in German in accordance with the curriculum.

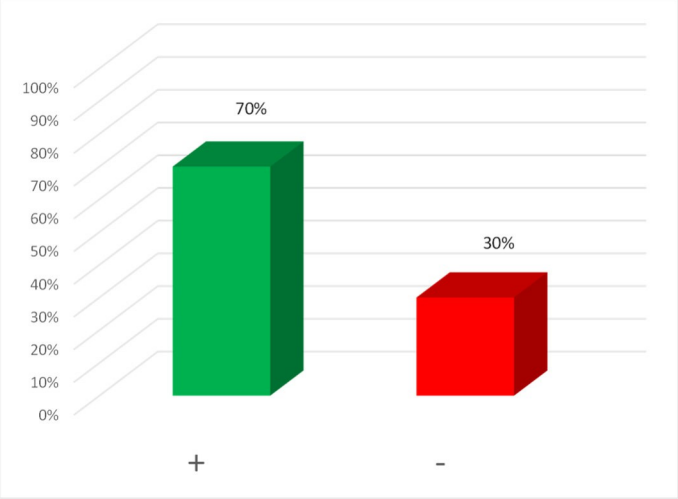
Notes on results for feature 3:

Making lessons effective for learning

1.	Teaching and learning culture								
M 3	Making lessons effective for learning								
	A	**B**	**C**	**D**	**0**				
3.1	The teacher structures the lesson transparently.					+	-	0	
3.2	The teacher uses media / work equipment in a targeted manner.					+	-	0	
3.3	The teacher takes responsibility for the teaching-learning process.					+	-	0	
3.4	The lessons take into account the heterogeneity of the learning group.					+	-	0	
3.5	The teacher promotes personalized learning.					+	-	0	

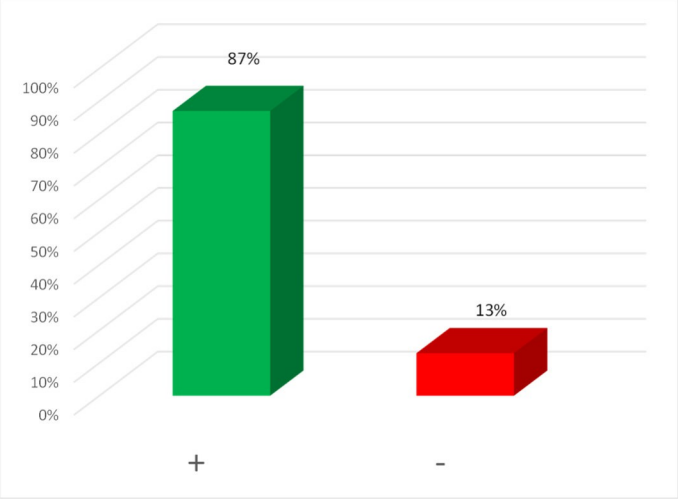
Feature 3 is a teaching-related basic feature that is inspected at all German schools abroad. This characteristic primarily assesses the quality of the teacher's teaching effectiveness. This involves both the transparent structuring of lessons and the targeted use of media and work materials as well as the teacher's responsibility for the teaching-learning process. The extent to which the teacher takes into account the heterogeneity of their learning group is also part of the learning-effective lesson design.
In the quality feature "Designing lessons to be effective for learning", three quality criteria are rated as "applies / meets the requirements for excellence" (+) and two quality criteria are rated as "does not apply / does not meet the requirements for excellence" (-), so that the feature is rated "B" overall.

3.1 The teacher structures the lesson transparently.



In 70% of the sequences inspected, the lessons were transparent and clearly structured. The transparency of the lesson structure is often created to provide orientation for the learners through visualizations to illustrate the planned course of the lesson - sometimes supplemented by phasing with clear information on the duration, depending on the teacher.
A consistent conceptual focus on the conscious and coordinated use of structuring and visualization aids for content, steps, tasks and goals in conjunction with time specifications can further secure and sharpen the already highly developed process and structural transparency.
Lesson phases of teaching, acquisition and consolidation, activity and rest are generally sequenced in a way that is conducive to learning; tasks and lesson topics are linked in a meaningful way.
The positive transparency and orientation in the lesson structure can be further used to structurally strengthen the space for the students' independent decision-making skills (cf. C 1.4), which have so far been facilitated to a lesser extent, by intensifying the phases co-designed by the students and expanding the students' independent activities.

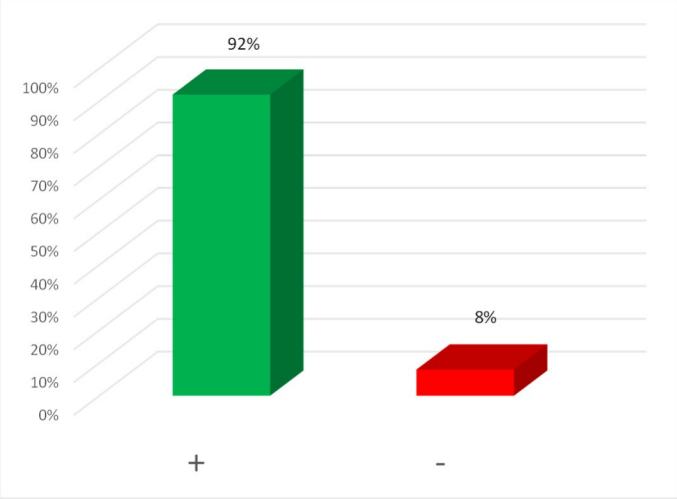
3.2 The teacher uses media / work equipment in a targeted manner.



Teachers use media and work equipment in a highly targeted, effective and appropriate manner. Among other things, the use of large screens or whiteboards as a digital presentation medium, the inclusion of digital devices, books, exercise books, worksheets, technical utensils, film, video and audio documents are observed. Large screens and whiteboards are available throughout the school and digital devices are used by teachers and pupils to effectively organize teaching processes. The large screens or whiteboards also serve as a counterpart to the "classic blackboard" for impulses, presentations and collecting results.

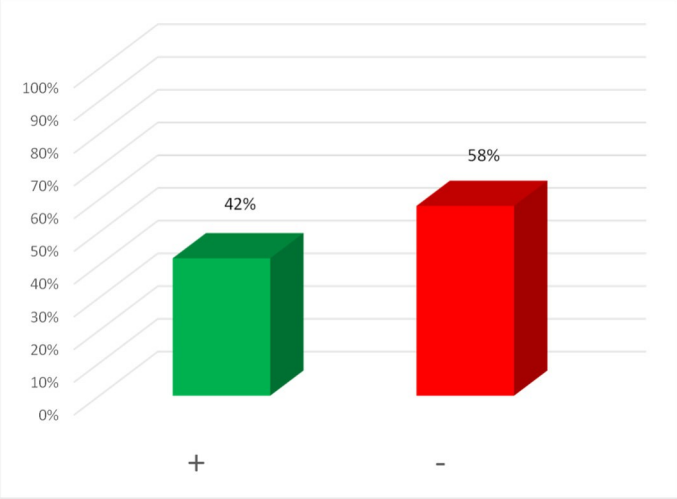
In the sequences viewed, the routine and skills of teachers and students with regard to the effective use of digital media and their methodical integration into work processes become visible, which are a good basis for further systematic agreements, also and especially with regard to the potential in the field of internal differentiation (cf. K 3.4), personalized learning (cf. K 3.5) and the promotion of students' personal responsibility (cf. K 1.4).

3.3 The teacher takes responsibility for the teaching-learning process.



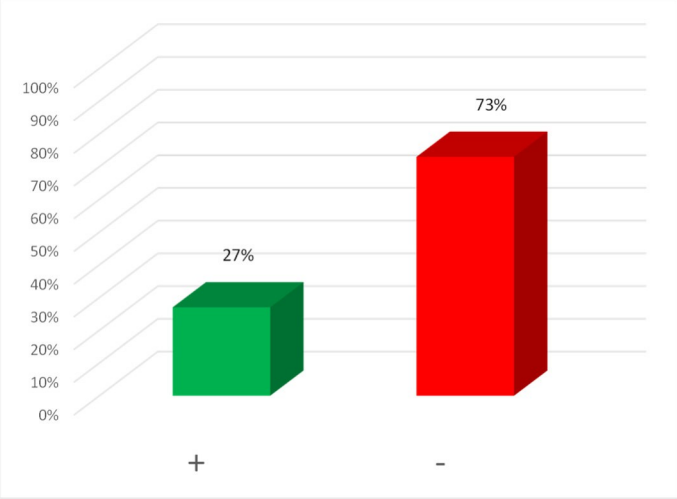
In 92% of all lesson inspections, it can be observed that teachers take responsibility for the teaching and learning process in lessons. They keep an eye on the entire learning group, show presence and ensure that pupils work in a targeted manner.
In the online survey, 82% of elementary school pupils agree that their teachers pay attention to what is going on in the classroom during the lesson, while only 63% of lower secondary school pupils, but 86% of upper secondary school pupils, confirm that their teachers have a good overview of what is going on in the classroom during the lesson.
Teachers moderate the teaching and social processes, for example with regard to phases, methods, timetables and materials. They create the framework conditions and actively and attentively set goals. Assistance and support are provided almost exclusively in an appropriate depth and form.
In a consistently respectful climate (cf. K 4.1), teachers demonstrate a high level of ability to react flexibly and situationally to learning conditions in a way that is appropriate to the target group. Phases in which the heterogeneity of the student body is systematically taken into account or in which the focus is specifically on differentiated individual support can be observed to a lesser extent (cf. K 3.4 and K 3.5).

3.4 The lessons take into account the heterogeneity of the learning group.



Targeted support for individual pupils through qualitative, quantitative and linguistic differentiation can be observed in a good 40% of the lesson sequences inspected.
In the online survey, 61% of elementary school pupils agreed with the statement that they work on different tasks in lessons depending on what they can already do, while 59% of lower secondary school pupils and 71% of secondary school pupils agreed with the statement that they work on different tasks depending on what they can already do.
% of pupils at upper secondary level confirm that their teachers differentiate tasks according to the pupils' performance level. One explanation for these comparatively positive survey results could lie in the external subject differentiation across different subjects and year groups at the TES, which is possibly also taken into account by the students here.
The expansion of individual learning paths in regular lessons according to content, level, scope, language, inclination and aptitude is perceived by the BLI team as a central aspect of the upcoming joint lesson development work.
The teaching sequences, in which the heterogeneity of the student body and their respective learning starting points are taken into account in a good and exemplary way through differentiation measures according to learning speed, learning level and performance, point to existing competencies in the staff of the German School Taipei and invite them to be anchored in the common teaching culture through the coming development work.

3.5 The teacher promotes personalized learning.



Personalized learning is fundamentally geared towards the respective individual and their personal (learning) needs within the framework of the challenges and opportunities of regular lessons. This can be realized, for example, in open learning, project or weekly plan work.
Targeted support for individual pupils is successfully implemented in 27% of the lesson sequences visited.
The strikingly positive learning climate, the high motivation of the students, pedagogical skill, empathy and situational and pedagogical action of the teachers in the sense of targeted individualized support, e.g. for reserved students in need of support and strong students, are relevant impact factors, but less so a teaching arrangement tailored to the respective individual needs of the learners.
The different prerequisites of the pupils and the associated ways of personalized learning are closely related to criterion 3.4. In the sequences visited, the targeted support and challenge of individual pupils is an area for improvement.

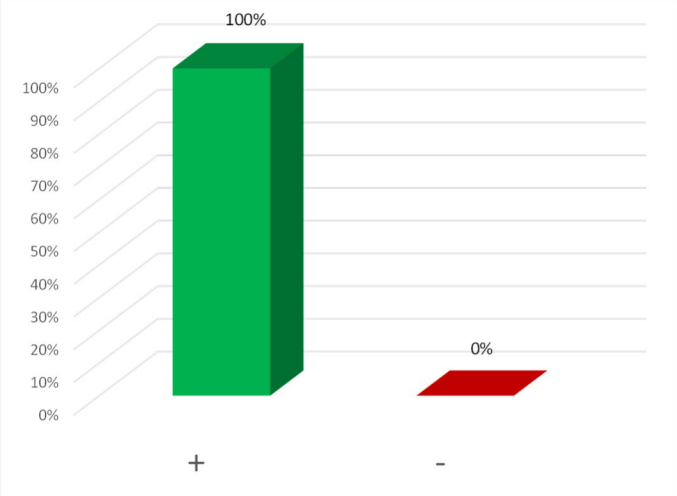
Notes on results for feature 4:

Creating a conducive learning environment

1.	Teaching and learning culture							
M 4	Creating a conducive learning environment							
	A	**B**	**C**	**D**	**0**			
4.1	The lessons are characterized by socially competent behaviour on the part of all participants.					+	-	0
4.2	The lessons promote social learning through cooperative learning arrangements.					+	-	0
4.3	The teacher gives students differentiated feedback on their contributions to the lesson.					+	-	0
4.4	There is a positive culture of error in the classroom.					+	-	0
4.5	The teacher uses the learning environment to support the learning activities.					+	-	0

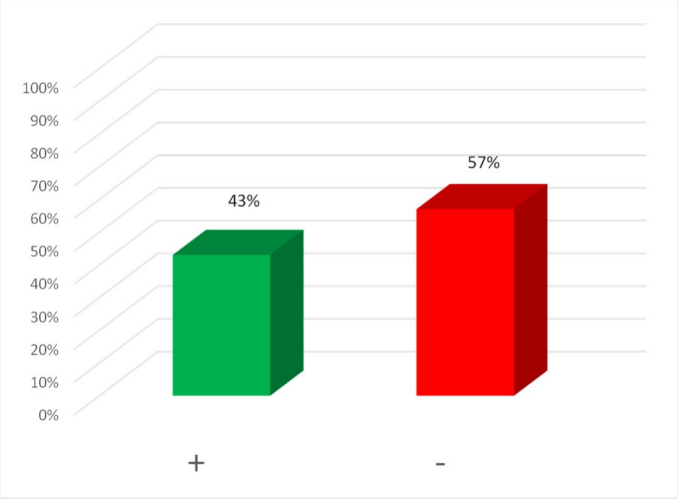
Feature 4 is a teaching-related basic feature that is inspected at all German schools abroad. The focus of this characteristic is on the quality of creating a conducive learning environment as a central condition for successful learning. Aspects of social competence are assessed in the form of appreciative and respectful interaction with one another in the classroom. The quality with which the teacher uses the learning environment to support learning activities also plays a key role in the assessment of this characteristic.
In the quality characteristic "Creating a conducive learning environment", three quality criteria are rated as "applies".
/ meets the excellence requirements" (+) and two quality criteria with "does not apply / does not meet the excellence requirements" (-), so that the characteristic is rated "B" overall.

4.1 The lessons are characterized by socially competent behaviour on the part of all participants.



The inspection team experienced an exemplary pedagogical climate and an appreciative school community at the German School Taipei on the days of the visit.
In the sequences inspected, the lessons are without exception characterized by considerate, friendly and respectful interaction between all participants. Teachers succeed in their lessons in encouraging effort and performance through affirmation and encouragement, praise, recognition and support in the learning groups and in creating an attentive, positive learning environment.
Pupils, teachers, school management and staff have laid a visibly very good foundation for a school culture that promotes learning and performance. Teachers generally act in a consistent and binding manner. Pupils show that they feel they are taken seriously, supported and treated fairly by their teachers.

4.2 The lessons promote social learning through cooperative learning arrangements.

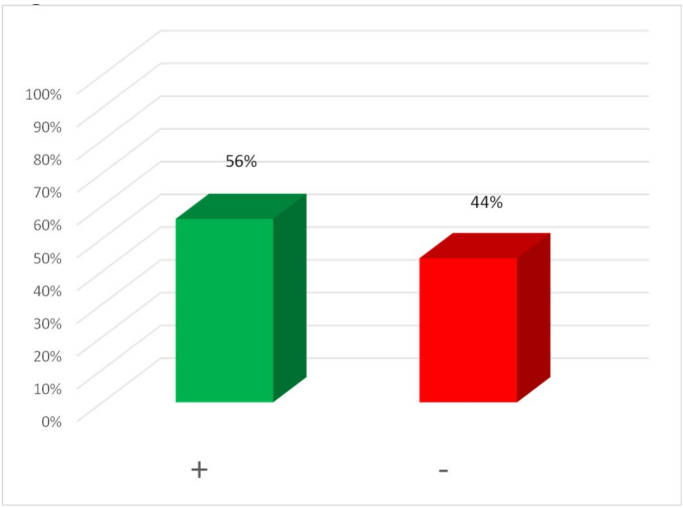


In 43% of the sequences viewed, a teaching arrangement can be observed that consciously promotes the strengthening of socially competent behavior and effectively works towards learning and ensuring respectful and appreciative cooperation in diversity. In these sequences, the teachers set tasks that require pupils to work together. A certain routine can be observed here in group and partner work. The students exchange ideas with each other or help each other, e.g. when correcting mistakes. In some sequences, the task also requires a division of labor.

There is room for improvement in the promotion of social learning through cooperative learning arrangements, for example.

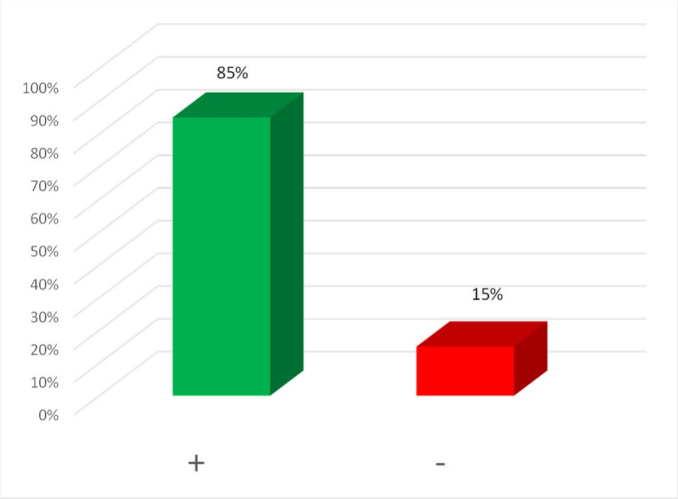
For example, in combination with group formation that takes account of the heterogeneity of the learning group, with differentiated tasks or with offers of divergent methods and media (cf. K 3.4).

4.3 The teacher gives students differentiated feedback on their contributions to the lesson.



In 56% of the sequences inspected, differentiated feedback from the teachers on the students' contributions to the lesson was observed in good quality.
In these teaching sequences, the teacher provides sufficient transparency about the framework conditions and expectations (e.g. regarding the time available, the learning product, monitoring or self-monitoring and presentation (cf. K 1.1 and K 3.1)) as a basis for feedback in the teaching situations and especially in student-active learning phases.
In these teaching sequences, students receive constructive feedback in a differentiated form, such as explanatory notes on the learning path, developmental suggestions, criteria-based feedback on presentations of results or individual explanations on request.
The basis of a development-oriented approach that stimulates the learning process is among other things, that teachers make criteria for successful learning and performance expectations clear both to the learning group and to individual pupils or subgroups of pupils.
In the online survey, 67% of elementary school students agree that their teachers regularly give them feedback on the progress they have made in their learning, while 64% of lower secondary school students and 86% of upper secondary school students state that their teachers regularly give them differentiated feedback on their teaching contributions. The comparatively high figure for upper secondary level students may be related to the very low number of students in years 11 and 12.

4.4 There is a positive culture of error in the classroom.

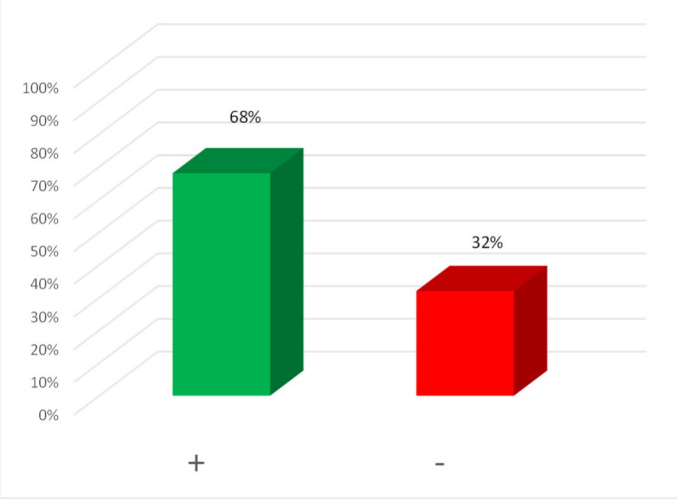


Teaching at the German School Taipei is characterized to a large extent by a positive error culture. A consistently anxiety-free learning atmosphere encourages students to express themselves even when they are unsure.

Teachers demonstrate that mistakes and weaknesses can be admitted, support pupils in making corrections and initiate supportive language correction behavior within the learning group.

From an external perspective, there is room for improvement in communicating the importance of mistakes for the learning process. The potential of hypotheses, solution ideas, wrong turns and detours as well as mistakes for the further learning process remains largely untapped.

4.5 The teacher uses the learning environment to support the learning activities.



In 68% of the lesson observations, the teachers consciously take the learning environment into account in order to promote teaching goals and processes (e.g. by visualizing results, as an aid, for providing impulses, activation, structuring, etc.).
In the sequences viewed, various possibilities for the creative integration of the learning environment can be observed, such as the socially appropriate integration of learning settings (e.g. use of individual tables for different seating arrangements), the phase-appropriate use of a projector, large screen or whiteboard and document camera as part of the learning space for the presentation of structural information about the lesson, of work, for bundling, for setting impulses, etc., or occasionally the provision of a lexicon. Whiteboard and document camera as part of the learning space for the presentation of structural information about the lesson, work results, for bundling, setting impulses etc. or occasionally the provision of encyclopaedias and dictionaries for independent use in lessons.
Displays of learning outcomes, learning corners and learning aids that are functionally integrated into lessons can be observed in elementary school lessons in particular. The framework conditions are used by teachers in a targeted manner to make lessons more active or are used by pupils independently in a routine and competent manner.
The use of both analog and digital media for flexible use of the learning environment and for even more extensive teaching and learning opportunities can still be expanded.
z. e.g. in the context of independent learning (cf. K 1.4), cooperative learning arrangements (cf. K 4.2) and in connection with internal differentiation measures (cf. K 3.4).

Notes on results for feature 6:

Structurally support German language education throughout

1.	Teaching and learning culture								
M 6	Structurally support German language education throughout								
	A	**B**	**C**	**D**	**0**				
6.1	German language education throughout is conceptually secured.					+	-	0	
6.2	The DaF work area is clearly structured.					+	-	0	
6.3	The DFU work area is clearly structured.					+	-	0	
6.4	Teachers receive further training in language-sensitive teaching.					+	-	0	
6.5	In-school parallel work and extracurricular comparative work in German ensure uniform school and external standards.					+	-	0	

Feature 6 is a profile feature that was selected by the inspectorate. The focus of this characteristic is on the quality of structural support with regard to German language education. The extent to which the school conceptually anchors German language and language education in the school community, supports teachers in their work and provides them with further training is evaluated.
In the quality characteristic "structurally support consistent German language education", five quality criteria are rated as "applies / meets the excellence requirements" (+), so that the characteristic is rated "A" overall.

Comments on criterion 6.1:
The German School Taipei has developed coordinated concepts as guidelines for consistent language education (language support concept 2020, language education concept 2023 and a consistent DAZ curriculum).
School-specific teaching materials have been created and are available to the teaching staff. These and the language education concepts are regularly evaluated.

Comments on criteria 6.2 and 6.3:
At the German School Taipei, the DaF and DFU departments are merged into the DAZ department. There is a consistent language support concept that ensures targeted language support from kindergarten to GIB. The implementation and regular evaluation of this concept is carried out by the department in coordination with the teaching staff. Since the 2023/24 school year, there has been a DFU coordinator position that coordinates the department. A task and job description for this is available. Both first, second and third language acquisition require a long process that is always geared towards the development of the native-speaking pupils.

Comments on criterion 6.4:
Teachers use the opportunities offered by further training courses (SchiLfs, ReFo in Chiang Mai) to learn more about language-sensitive teaching. The teachers involved in the events act as multipliers within the teaching staff. Various providers such as the Goethe-Institut, textbook publishers such as Klett-Verlag and the PASCH-net certificate "Planning language-sensitive lessons" are used for further training.
The topic of language-sensitive teaching is always offered to new and interested colleagues at the start of the school year. Colleagues regularly observe lessons on the topic of language-sensitive teaching. A feedback form is used for this purpose.

Comments on criterion 6.5:
The school has a long tradition of regularly taking part in the Thuringian Competence Test. The results in the German section are comparable with those in Germany. Documentation from 2019 to 2023 is available and confirms this statement. There was one deviation in 2019/2020, where the results in the grammar school section were slightly below the KMK average.
The results of the competence tests are analyzed in the German department and conclusions are drawn for lesson development.

Notes on results for feature 7:

Structural support for media education

1.	Teaching and learning culture								
M 7	Structural support for media education								
	A	**B**	**C**	**D**	**0**				
7.1	Media education is conceptually secured.						+	-	0
7.2	The school promotes the responsible use of digital media.						+	-	0
7.3	The media education department is clearly structured.						+	-	0
7.4	Teachers receive further training in the use of digital media in the classroom.						+	-	0
7.5	The IT equipment promotes learning with digital media.						+	-	0

Feature 7 is a profile feature selected by the school.
The focus of this characteristic is on the quality of structural support in media education. The extent to which the school conceptually anchors media education and the use of media in the school community, supports teachers in their work and provides them with further training is assessed. The extent to which the technical equipment in the learning environment promotes learning is also assessed.
In the quality feature "Support media education structurally", five quality criteria are rated as "applies / meets the excellence requirements" (+), so that the feature is rated "A" overall.

Comments on criteria 7.1 and 7.2:
The German School Taipei has presented a media concept 2023, which shows that digital skills are taken into account in almost all subjects. These are defined in the media curriculum. The individual year groups are taken into account here. The acquisition of skills begins as early as Year 1. An evaluation is carried out every two years in order to react to rapidly changing circumstances.
The media concept includes educational prevention measures against abuse in cyberspace in grades 6 to 10. The media curriculum in turn reflects this topic by assigning it to individual subjects such as ethics, German and history.

Comments on criterion 7.3:
IT is administered and maintained by the central Information Technology Department at TES. The team is led by the Director of IT. He is also the TES data protection officer. The TES Information Technology Department also provides staff for IT support in the school. In the event of technical problems of any kind, teachers can receive support via the online IT helpdesk - the Tech Concierge.
In addition, a digital teaching development coordinator is appointed to support the teaching staff and students at both the primary and secondary campuses. These coordinators for digital teaching development are available to teachers and students as contact persons, hold further training courses and have fixed agenda items at departmental conferences. At the Primarcampus, a Digital Integration Coach available for all sections can also be booked to support teaching units. A trisectional working group with participants from the administration meets once a month.

Comments on criterion 7.4:
The corona period with its special teaching challenges has also led to the strengthening of the media skills of the staff at the German School Taipei. The training concept includes mandatory content units, which are planned during the training week and on the pedagogical days, among other things. New staff are prepared for their deployment through various introductory and further training events.

Comments on criterion 7.5:
All classrooms are equipped with a functioning WLAN with large screens or whiteboards and document cameras. The learning environment enables personalized learning. Students have access to printing facilities. Central printing and copying stations are set up.
The TES works mainly with Google Suite and standard Microsoft Office programs in lessons from Year 5 onwards. In addition, *SeeSaw in* particular is used in kindergarten and elementary school as a learning portfolio and communication medium between school and parents.
All devices are maintained and supported by the TES IT department.

Notes on results for feature 8:

Educating and training pupils

2.	Results and successes								
M 8	Educating and training pupils								
	A	**B**	**C**	**D**	**0**				
8.1	Pedagogical action is a central field of work for the school.					+	-	0	
8.2	The pupils achieve the promoted qualifications.					+	-	0	
8.3	Pupils achieve high grades in German.					+	-	0	
8.4	The school demonstrably promotes the improvement of pupils' German skills.					+	-	0	
8.5	Pupils successfully take part in competitions.					+	-	0	

Feature 8 is a basic feature that is inspected at all German schools abroad.
The focus of this characteristic is on the quality of pedagogical action as a central field of work at the school with a focus on performance orientation and assessment.
The extent to which the school leads a high number of students to the promoted qualifications in good quality and promotes their language skills in German and willingness to participate in competitions is assessed.
In the quality feature "Educating and training pupils", four quality criteria are rated as "applies / meets the requirements for excellence" (+) and one quality criterion is rated as "does not apply / does not meet the requirements for excellence" (-), so that the feature is rated "B" overall.

Comments on criterion 8.1:
School development and improving the quality of teaching are at the heart of pedagogical action. Minutes of steering group meetings as well as the topics of internal school training courses and pedagogical days prove this. Cooperation between teachers can be seen, for example, in the introduction and implementation of digital transformation, in which agreements are developed between the subject areas with regard to implementation in the classroom. Teachers of German, mathematics and English use comparative tests, such as the Thuringian competence tests. The departments coordinate their work on projects.
In addition to intensive project work and learning the various methods, this also promotes social learning across year groups.

Comments on criterion 8.2:
The sponsored school goal of the German School Taipei is the Mittlerer Schulabschluss and, since the 2021/22 school year, also the GIB. Since the 2019/2020 school year, 24 students have successfully passed the examinations for the Mittlerer Schulabschluss. In the 2022/23 school year, all ten students successfully passed the GIB.

Comments on criterion 8.3:
On average over the last three years, the benchmark of 70% of grades between 7 and 15 KMK points was achieved in the written examinations for the intermediate school-leaving certificate in German.

Comments on criterion 8.4:
The school conducts regular language assessments from pre-school age up to year 8. The language progress of learners with language support needs is recorded in the evaluations of the GFL support plans and in the GFL observation sheet. According to the interviewees, learning progress is continuously analyzed and reported back. The aim of the school is to support the children through additive and integrative language support (language support integrated into regular lessons) in such a way that no deficits arise in the curricular area. The gradual acquisition of educational language is initiated in kindergarten through everyday language support and continued in language-sensitive subject lessons at primary and secondary school. Children with language support needs receive targeted support in elementary school in additive lessons two to four times a week and integrative support in class lessons. Language support at the German School Taipei is an overarching educational and teaching principle.

Comments on criterion 8.5:
Pupils are informed about German and national competitions and possible school competitions in the project club as part of the talent concept (2021). Pupils are given the opportunity to take part in various competitions, e.g. the *Biber* computer science competition (grades 5 to 8) or the *Känguru* math competition (grades 3 to 8). There is no documentation of participants and their successful performance in the last three years. Special sporting, artistic and musical achievements or competition successes are publicly recognized by the TES without differentiation by section; the German school abroad has the opportunity to do so by recognizing them in monthly letters and at grade level as well as through comments on individual report cards. The expertise of successful participants could be used even more as a component of lesson development (expert learning).

Notes on results for feature 10:

Supporting pupils

3.	School culture							
M 10	Supporting pupils							
	A	**B**	**C**	**D**	**0**			
10.1	The school offers counseling for school and personal problems.					+	-	0
10.2	The school promotes individual interests and talents in the classroom and in extra-curricular activities.					+	-	0
10.3	The organization of the school day follows pedagogical principles.					+	-	0
10.4	The school acts preventively for the well-being of the pupils.					+	-	0
10.5	The school advises on school career decisions.					+	-	0

Characteristic 10 is a profile characteristic that was selected by the inspectorate. The focus of this characteristic is on the quality of school and individualized counselling and support services for the well-being of pupils.
The extent to which the school supports students in a constructive and goal-oriented manner with the promotion of talent, learning support, prevention and educational decisions is evaluated.
In the quality characteristic "Supporting pupils", three quality criteria are rated as "applies / meets the requirements for excellence" (+) and two quality criteria are rated as "does not apply / does not meet the requirements for excellence" (-), so that the characteristic as a whole is rated as
"B" is assessed.

Comments on criterion 10.1:
The German School Taipei has a needs-based counseling service. At the beginning of the school year, a liaison teacher is elected for the secondary level. They offer consultation hours and individual counseling appointments. A support program (BLU) is established by the student representatives. A Counselling Department with German, English and Chinese-speaking contact persons offers individual advice. Children who are new to the school or are going through a school transition are also offered check-in meetings.

Comments on criterion 10.2:
Gifted education aims to promote the holistic development of the personality and the conversion of the individual potential and interests of all pupils into concrete abilities and skills. This includes cognitive-intellectual, emotional-social, artistic-creative and artistic as well as sporting abilities.
In addition to adequate didactic measures for individualization and differentiation in lessons (cf. K 3.4 and K 3.5), which are still too rare, this objective is also taken into account through organizational measures and extra-curricular offers. Organizational measures for the special support of pupils with a high level of performance and willingness to learn include skipping school levels.
Pupils at the German School Taipei could be given even more opportunities to grow through learning challenges and to discover and experience their own interests and strengths. Both in the extracurricular area (e.g. competitions and projects) and in the classroom, further considerations can support the holistic development of personality, especially from Year 9 onwards.

Comments on criterion 10.3:
The school does not have an all-day concept, but alternating cognitive and creative phases can be seen in everyday school life. These include the numerous study groups offered, especially for grades 3 to 8. Homework supervision is provided for primary and lower secondary school.
At the German School Taipei, there is a lack of recreational facilities that can be used by the students for regeneration, especially during breaks and after lessons. The three building complexes, which are available for lessons in secondary levels I and II, make it difficult to use quiet zones, which were designed as such by the architect, but make it almost impossible to withdraw. Efforts to provide healthy food as an alternative in the canteen should be pursued further.

Comments on criterion 10.4:
The German School Taipei offers preventive measures in various contexts. A series of events has been established in the annual cycle of the school year to contribute to the mental well-being of students.
As part of the My Strengths Backpack project week, pupils can choose offers for psychosocial strengthening (addiction prevention, stress and conflict resolution strategies). The school organizes an annual anti-violence day and an anti-addiction week to prevent addiction.
A class council is held at regular intervals in years 1 to 10 to discuss and solve class-specific problems, which was confirmed in interviews with representatives of the student body. An anti-bullying concept is in place. The TES Safeguarding Policy guarantees the protection of children in sensitive situations. The school has already begun work on a safeguarding policy.

Comments on criterion 10.5:

In Year 4, a parents' information evening is held for elementary school parents at the secondary school campus, where the three-tier school system is explained. Parents are informed that at the end of year 5 they will be assigned to a secondary school (Hauptschule, Realschule or Gymnasium). In Year 8, there is also a parents' information evening about the changes to the timetable from Year 9 onwards and the associated choice of additional subjects in the British section as well as the path to the intermediate school leaving certificate. This is followed by information about the mixed-language IB in order to understand the long-term nature of the school career decisions and the complex interplay between the British and German sections. In Year 10, there is a final parents' information evening at which the IB subjects are presented and students are informed about their options from Year 11 onwards. Students are given the opportunity to receive individual counseling from the GIB coordinator.

In addition to school career counseling, there is also the option of career counseling for pupils who are not aiming for a university entrance qualification. A concept for study and career guidance (2023) is available and is being implemented.

The German School Taipei works closely with the International Placement Services (ZAV). Within the network of the Federal Employment Agency, the ZAV is primarily responsible for the immigration of skilled workers from abroad. It offers group advice on career guidance and can also provide information on voluntary services or the dual training system, universities of applied sciences and dual study programs. She also offers individual counseling in grades 10 and 11.

Notes on results for feature 11:

Strengthening democratic action

3.	School culture								
M 11	Strengthening democratic action								
	A	**B**	**C**	**D**	**0**				
11.1	The educational work conveys democratic values and promotes democratic action.					+	-	0	
11.2	Pupils have opportunities to participate and shape the school in order to actively participate in school life and school development					+	-	0	
11.3	Parents have the opportunity to actively participate in school life and school development.					+	-	0	
11.4	Teachers have the opportunity to actively participate in school life and school development.					+	-	0	
11.5	Non-teaching staff are involved in shaping school life and school development.					+	-	0	

Characteristic 11 is a profile characteristic chosen by the school. The focus of this characteristic is on the extent to which the school takes account of Germany's democratic values in accordance with its commitment in the award contract. The extent to which the school ensures appropriate participation in school life and its organization for pupils, parents/guardians, teachers and non-teaching staff is assessed.
The main focus of the inspection is on structures that systematically anchor democratic processes in school life.
The quality characteristic "Strengthening democratic action" contains four quality criteria with "applies / meets the requirements for excellence" (+) and one quality criterion is rated as "does not apply / does not meet the requirements for excellence" (-), so that the characteristic as a whole is rated as
"B" is assessed.

Comments on criterion 11.1:
Teaching democratic values is very important to the school. This is anchored in fundamental school documents (e.g. mission statement, school program). In numerous events and projects both inside and outside of school, students have the opportunity to try out democratic behavior and learn about the functioning of democratically based institutions. It is desirable that pupils are given the opportunity to take part in Model United Nations, for example.
Both the online survey and the interviews confirmed that pedagogical work and democratic action are an essential part of participation in school life. Forms of student-teacher feedback are practiced. The school offers the possibility of granting school fee reductions.

Comments on criterion 11.2:
Pupils are involved in decisions and the organization of events on a broad level. This is confirmed both by the online survey and in the interview with the student body by the student representatives (LV).
A monthly meeting with the principal gives the LV the opportunity to find out about current projects and also serves as a joint exchange of information. The representative of the LV takes part in the general conference and presents their work priorities to the entire LV. The representative of the LV also takes part in the meetings of the steering group.
The LV of the German School Taipei participates in the projects of the TES student body via a trisectional council. The LV has adopted a *concept to promote the democratic participation of students for grades 1-12* (2023), which regulates the work of the LV in a very clear and structured manner. The LV works closely with the Parents' Council.

Comments on criterion 11.3:
The German School Taipei has a Parents' Council with elected class representatives, which is governed by the *Rules of Procedure of the General Parents' Council of the German School Taipei* (2017).
Parents can get involved in school life in a variety of ways and also help to shape it. There are elected parent representatives. Parents are informed about developments in the school in the form of regular monthly letters and also confirm in interviews that they feel fully informed. Parent representatives are represented both in the steering group and in the school conference (*school forum*). At the secondary campus, there is also a cross-sectional parents' representation (ESCPA), which looks after the overall interests of the secondary school. The TES also has a Parents Support Council (PSC), which is made up of representatives from the three sections and one from the elementary school.
Since 2022/23, the Parents' Council has organized monthly Coffee Mornings, which are primarily intended to integrate new parents into the school community. The Parents' Council maintains its own Facebook page (a closed group for parents of the German School Taipei only) and publishes a monthly article in the "Monatsblatt".

Comments on criterion 11.4:
Teachers are actively involved in school life through their participation in the working groups and the steering group as well as the overall and departmental conferences, which is confirmed by the online survey and the interview. A member of the Teachers' Council takes part in the recruitment interviews for new applicants. Regular meetings with the principal are institutionalized.

Comments on criterion 11.5:
Since the second half of 2022/23, the Head of Administration has been attending meetings of the Extended School Board in order to be more involved in school development.
The administrative team of the German School Taipei (consisting of two employees) supports the school with school events (Open Day, visit by the Bamberg Symphony Orchestra) and with school marketing.
The inspection team is not aware of the active involvement of the non-teaching staff as part of the German school family with opportunities for the staff of the German School Taipei and the TES to be available as service providers to the school.
In the view of the inspection team, this is a missed opportunity to strengthen the perception and visibility of the German School Taipei.

Notes on results for feature 13:

Encountering the German language

3.	School culture							
M 13	Encountering the German language							
	A	**B**	**C**	**D**	**0**			
13.1	The school reinforces the importance of the German language.					+	-	0
13.2	The German language is introduced at school from the moment the child enters the German school abroad (kindergarten, pre-school, school).					+	-	0
13.3	Board members, school management and administrative management promote the use of German within the school.					+	-	0
13.4	The school promotes the acquisition of the German language of education.					+	-	0
13.5	The property and school facilities reflect the encounter character.					+	-	0

Feature 13 is a basic feature that is inspected at all German schools abroad.
The focus of the feature is on the importance of the German language as a constitutive feature of a German school abroad.
Above all, the quality of the structures that ensure the continuous and sustainable promotion and extracurricular presence of the German language is assessed.
The quality feature "Encountering the German language" contains four quality criteria with "applies / meets the requirements for excellence" (+) and one quality criterion is rated as "does not apply / does not meet the requirements for excellence" (-), so that the characteristic as a whole is rated as
"B" is assessed.

Comments on criterion 13.1:
For the school, the German language is one of the fundamental pillars in all areas. The importance of the German language is explicitly emphasized in the mission statement. Efforts are made to use the German language correctly in lessons as well as in all school documents and presentations. The annual literature day in the secondary school and participation in the nationwide reading aloud day in the elementary school contribute to strengthening the German language.
The German School Taipei organizes cultural activities such as theater performances, readings or lectures in German as well as events on German holidays to promote interest in the German language and culture.
The school provides information about German-language courses. Interns from Germany enrich everyday school life.
The school has a well-equipped library at both the secondary and primary campuses, where German DVDs, magazines and newspapers (also digital and over the vacations) can be borrowed in addition to books.

Comments on criterion 13.2:
Communication with colleagues, administrative staff and pupils takes place in German within the German section. The language of instruction is German from kindergarten onwards. There are extra-curricular activities in German (e.g. homework supervision).
The transitions from kindergarten to elementary school and from elementary school to lower secondary level are conceptually described and structured through binding curricular guidelines. Handover meetings and mutual observations take place between elementary school and kindergarten, but also between elementary school and lower secondary level. Every two weeks there are so-called meeting lessons between the preschool and elementary school. Parents are involved in the transition process. School cones are made with the parents for the first day of school.
A language support concept from 2020 and a language education concept from 2023 are available. Language education is a core area of the school's work, which aims to "holistically promote the potential of all learners", as the mission statement demands.

Comments on criterion 13.3:
The Board of Directors supports the admission of new learners with little or no knowledge of German to kindergarten and school by offering DaZ support free of charge. Written communication within the school between teachers, administrative staff and pupils takes place in German. Parent information events and notices are held and sent out in at least two languages (German and English) wherever possible. The communication language of the board is German.

Comments on criterion 13.4:
Pupils successfully take part in German tests and examinations (e.g. Thuringian competence tests, examinations for the intermediate school-leaving certificate of the Conference of Ministers of Education and Cultural Affairs).
During breaks and sometimes also during group work, communication often takes place in English.
Planned and already implemented peer teaching observations with a clear focus on the promotion of German are seen as a reserve to be promoted and should be given even greater consideration in the future.

Comments on criterion 13.5:
The school tour carried out by the inspection team showed that the signage and signposting is predominantly in English.
Signage and explanations of exhibits as well as informative notices are also primarily written in English. The cultural traditions of the host country and Germany play a subordinate role in the property. German-language educational posters are mainly seen in elementary school.
The labeling of tools, for example in the workroom used by elementary school pupils, is exclusively in English. This safety-critical labeling should be expanded to include German-language signage as soon as possible and can therefore also supplement the language concept.

Notes on results for feature 14:

Plan, qualify and develop personnel

4.	Resource management							
M 14	Plan, qualify and develop personnel							
	A	**B**	**C**	**D**	**0**			
14.1	The Board of Directors, school management and administrative management ensure attractive working conditions.					+	-	0
14.2	The Board of Directors, school management and administrative management implement targeted personnel planning.					+	-	0
14.3	The school management systematically visits the teachers in the classroom.					+	-	0
14.4	Employee-supervisor meetings and target agreements are used for personnel development.					+	-	0
14.5	Personnel development takes place on the basis of qualification and further training measures.					+	-	0

Feature 14 is a basic feature that is inspected at all German schools abroad.
The focus of the characteristic is on the school's personnel management. The quality of the structures and associated measures to ensure the necessary external conditions and staff development are evaluated.
In the quality characteristic "Planning, qualifying and developing personnel", four quality criteria are rated as "applies / meets the excellence requirements" (+) and one quality criterion is rated as "meets the excellence requirements" (-).
"does not apply / does not meet the excellence requirements" (-), so that the feature is rated "B" overall.

Comments on criterion 14.1:

The teachers at the German School Taipei are generally satisfied with the spatial working conditions and the material equipment, but point out the challenges of room allocation, which is not concentrated in one part of the building for the German School Taipei and therefore makes communication and cooperation within the teaching staff and across levels more difficult. This also applies to the two administrative employees who have to ensure a presence at both locations.

Central administrative tasks of a German school abroad are outsourced to the TES. It carries out a comprehensive *background check* on all applicants, is responsible for visa matters, creates the formal requirements for renting apartments and for general onboarding. However, the German School Taipei is responsible for the professional handover and support as part of the mentoring system.

The TES is responsible for the overall personnel concept and also for the creation of health promotion concepts and for the spatial and material equipment of the campuses. Local employees of the German School Taipei are also deployed in teaching at the other sections. No binding agreements have been made regarding the consideration of the needs of the German School. There is hardly any involvement in the design of the working environment. This and the implementation of suggestions can hardly be met by the board, school and administrative management within the framework of the TES and the effectiveness of the regular satisfaction surveys that are still outstanding and the exit evaluations that have already been systematically carried out can be questioned.

Comments on criterion 14.2:

The formal staffing requirements of the German School Taipei are determined by the TES. The staff planning of the German School Taipei follows the administrative guidelines of the TES. All employment contracts of local staff are concluded with the TES, the teachers placed enter into a contractual obligation with the TES in addition to their employment contract with the German School Taipei. Changes to these contractual conditions can be made without consulting the German School Taipei.

The staffing requirements are determined by the TES exclusively in quantitative terms based on the need to fill vacancies. Pre-selection at the German School Taipei is carried out by the school management, the Teachers' Advisory Board and the School Board on the basis of school level-related interview guidelines. However, the decision for the contract offer is made by the decision-makers, the *CEO*, the head of the HR department and the *director of operations* at TES.

To date, there is no medium-term personnel planning in the form of a staffing plan as a structured, targeted and consensual result of coordination between school management, administrative management and the board. Due to the lack of a clear demarcation of this area of responsibility from the TES and the associated budget sovereignty, strategic school decisions cannot be implemented to a sufficient extent by the German School Taipei.

At the same time, the evaluation of this criterion and other criteria of characteristic 14 expresses that the stakeholders of the German School convincingly use the instruments already available to them for the area of personnel development.

Comments on criteria 14.3 to 14.5:

The majority of the existing job and task descriptions were only created in the previous school year, and teachers were subsequently assigned to carry out the tasks. The head of the primary school attends lessons in the elementary school, the head teacher in the secondary school. A further delegation of classroom visits to those holding positions has not yet been planned again. The visits are criteria-based, the results are documented in lesson observation sheets and sent to the teachers in writing and filed in the information area of the extended school management.

Target agreements and training needs are agreed and determined in annual discussions with teachers, and participation in training events is supported.

However, this does not apply to the teachers from the other sections who teach at the German School Taipei. Their lessons are not attended, nor is their teaching work the subject of target agreement discussions, nor can further training be encouraged or made compulsory. Cross-sectional participation in pedagogical conferences is optional at best and is based on the initiative of individual members of the teaching staff of the respective section, including the German section. This leads to a considerable restriction of the head teacher's ability to take responsibility and strategic control in several subjects.

A clarification of roles is required with regard to the exercise of the supervisor function vis-à-vis the administrative management. In this area, salary-related employee appraisals and target agreements are coordinated and timetabled by the TES HR department. A cross-sectional guideline is used for this purpose. In this process, the head of school is limited to the role of *line manager*, who is required to report to the TES. He cannot fully exercise his personnel responsibility, including his duty of care, or his authority to issue instructions to administrative staff. This means that an essential element of the head teacher employment contract, which is the basis for the placement of foreign service teachers in head teacher positions at German schools abroad, cannot be implemented at the German School Taipei.

Notes on results for feature 15:

Manage resources

4.	Resource management							
M 15	Manage resources							
	A	**B**	**C**	**D**	**0**			
15.1	Financial planning is geared towards the implementation of short, medium and long-term goals.					+	-	0
15.2	The school is customer-oriented.					+	-	0
15.3	At the operational level, the administration ensures the economic use of resources.					+	-	0
15.4	The school uses opportunities to tap into additional resources.					+	-	0
15.5	The property, infrastructure (incl. IT) and equipment meet the requirements of a German school abroad.					+	-	0

Feature 15 is a basic feature that is inspected at all German schools abroad.
The focus of this characteristic is on the quality of the resource management required for the school's work. The extent to which the school acts in a planned, economical and customer-oriented manner is determined. The extent to which the property and IT infrastructure meet the requirements of a German school abroad is also assessed.
In the quality attribute "Managing resources", three quality criteria are rated as "applies / meets the excellence requirements" (+) and two quality criteria are rated as "does not apply / does not meet the excellence requirements" (-), so that the attribute is rated "B" overall.

Comments on criterion 15.1:
The liquidity plan is drawn up in November of each year for the coming school year. It is updated on an ongoing basis. Medium-term budget planning beyond three years has not yet been carried out. The German School Taipei is not able to plan its own investments due to the TES guidelines, which limit the decision-making authority of the individual sections, or not to the extent expected of a German school abroad. The school fees and other income do not cover school operations in the previous and current financial year; there is a deficit. Strategic school planning is limited to the development and implementation of the German School Taipei's own marketing concept.
In this context, the German School Taipei has to deal with numerous factors that cannot be influenced in the short term and that limit its control options with regard to organizational development and personnel development.
Direct access to the existing reserves of the German School Taipei is not guaranteed by the TES and recently required complex negotiations.
The transfer of key administrative areas of responsibility to TES will initially ease the burden on the administration of the German School Taipei. This also applies to the outsourcing of IT support and the management of infrastructure and building equipment.
The amounts to be paid to the TES for these services are not fully transparent and are not determined with the involvement of the school board and can therefore be taken into account in the budget planning of the German School Taipei, but cannot be influenced.

Comments on criterion 15.2:
The German School Taipei transfers the ZfA installment payments in full to the TES. It then receives the allocation of financial amounts. The marketing budget of the German School Taipei is limited by the TES, so that the German School can only make decisions about the funds allocated for its own marketing budget within this framework. These are appropriately taken into account by the administration.
The administration is characterized by a high level of identification with the German School Taipei and ensures its responsiveness and a comprehensive understanding of service, whereby this must be considered in the context of two administrative employees for two locations that are far apart.

Comments on criterion 15.3:
At the same time, the area of responsibility and the range of activities of the German School Taipei's own administration are not comparable to those of the administration of an independent German school abroad and competencies are not used or expanded to the extent expected. This has a direct impact on processes in the budget cycle, in which responsibilities are not clearly defined and control options are limited. The annual financial planning and organization of central areas such as student admissions, reminder procedures, procurements above a certain size, security-related measures, IT support and overarching school organizational matters are the responsibility of the TES administration, which coordinates these with the German school in sometimes conflict-laden budgeting rounds.
In the understanding of the TES, the head teacher is the budget holder, the school board has only symbolic and advisory tasks and no function in the *ONE SCHOOL LEADERSHIP team*. This structure is neither compatible with the principal's employment contract nor with the function of the school authority under grant and employment law.
The responsibility for other agreements in the funding agreement, such as the requirements for the use of the lump sums for social reduction and inclusion, cannot be clearly assigned at the present time. If no application for social reduction is made in a school year, the unused funds are used for other areas.

Comments on criterion 15.4:
The school board is currently discussing cost-cutting measures within the school and the extent to which additional offers that were previously free of charge can only be maintained for a fee in the future. Raising additional funds is made more difficult by the TES's rigid requirements regarding the activities of sponsors for the individual sections.
In this context, it should be noted emphatically and critically that there are no references to the funding bodies of the Federal Republic of Germany at either of the two locations and that the TES apparently explicitly prohibits such references and acknowledgements.

Comments on criterion 15.5:
Responsibility for all areas assessed in this criterion was transferred to TES by the German School Taipei. The costs are covered proportionately. The equipment and software meet high expectations and the requirements of a German school abroad. The IT support functions smoothly and supports both the administrative and educational areas. The important position of the Head of IT Support is also reflected in the TES organization chart, in which this position is at the same level as the school management of the individual sections, the so-called *Line Managers*.

Notes on results for feature 17:

Managing the school

5.	Management responsibility								
M 17	Managing the school								
	A	**B**	**C**	**D**	**0**				
17.1	The school management has a pedagogical vision of a good German school abroad that is known to the school community.					+	-	0	
17.2	The school management acts on the basis of agreed development goals.					+	-	0	
17.3	The school management follows a professional management and leadership approach.					+	-	0	
17.4	The members of the extended school management act as a management team.					+	-	0	
17.5	School management and middle management actively take on teaching development as a central management task.					+	-	0	

Feature 17 is a basic feature that is inspected at all German schools abroad.
The focus of this characteristic is on the management and leadership of the school. The extent to which the school management acts in a goal-oriented manner and is guided by a pedagogical vision of a good German school abroad is determined. The coordination of goals within the school community, team orientation and the structural anchoring of teaching development are also assessed.
In the quality attribute "Managing the school", four quality criteria are rated as "applies / meets the excellence requirements" (+) and one quality criterion is rated as "does not apply / does not meet the excellence requirements" (-), so that the attribute is rated "B" overall.

Comments on criterion 17.1:

The German School Taipei is organizationally anchored as the German section of the Taipei European School (TES). Under the motto "*Learn and flourish!"*, TES developed and rewrote its mission statement in 2020. In addition to fundamental values, this also includes mission and vision. While the school program of the German School Taipei is to be seen in the context of the TES mission statement and is also committed to the goals formulated therein (see school program (2023/24), p. 2), the German School nevertheless succeeded in the 2021/22 school year in giving itself "a clear compass for its educational work as a good German school abroad" (SEB, p. 25) through its own mission statement.

However, the inspection team has not yet been able to find a pedagogical vision of a good German school abroad as the starting point for a strategic orientation that leads to strategic goals, development priorities and planning (cf. C 19.1).

In the online survey, 94% of teachers agree that they are aware of the educational vision of their school management. In addition, 86% of pupils at upper secondary level and 71% of pupils at lower secondary level stated that they were informed about how the school management envisioned the future of their school. One explanation for these comparatively high approval ratings could lie in the strong presence of the mission statement, vision and mission of the TES in the school buildings and rooms shared by the students of all sections. With a response rate of less than 30%, the results of the online survey are not representative of the parents/guardians.

Comments on criterion 17.2:
The school's development priorities are initially derived from both the funding agreement and the review visit (2019) and are translated into goals and sub-goals in the school program in the action plan, which are made public and demonstrably form the basis of the school's actions. As a rule, the same procedure is also followed with the school's development priorities that arise from the practice of day-to-day school business.
Various project groups work on the school's development goals in a target-oriented manner throughout the school year (cf. K 20.2) and report regularly on the status of their work both in the steering group and in the general conference, where parents and pupils are represented in addition to the holders of positions and teachers (cf. K 11.2 and K 11.3).
In the online survey, 100% of teachers, 100% of pupils at upper secondary level and 85% of pupils at lower secondary level agree that the school management acts in accordance with the development goals. With a response rate of less than 30%, there are no representative survey results for parents and guardians.
In addition, various discussion formats during the inspection week showed that the different groups not only feel involved in the school development work, but also perceive that they can contribute themselves.

Comments on criterion 17.3:
The head teacher's role is clear insofar as his understanding of leadership and management is initially based primarily on the creation of clear structures and the coordination of task descriptions and role allocations. The management of the school is understood as a "cross-sectional task" (cf. SEB, p. 28), which is based on a comprehensive communication structure at various levels.
At the end of the last school year and thus his first school year in office, the principal obtained leadership feedback in the form of a survey of the teaching staff. It has not yet been possible to derive any adjustments to management actions from this due to the largely high approval ratings in a positive sense with a response rate of 60%.
The delegation of tasks in the sense of an expanded understanding of management has begun with the business distribution plans (09/2023) and the function diagram, version 1.0 (no information provided). Systematic controlling in the pedagogical area is still pending (see C 19.5).
There is also room for improvement in the management of school development with the help of project management (see C 20.2).

Comments on criterion 17.4:

According to the organizational chart of the pedagogical structure (09/2023), the extended school management includes the principal and his deputy, the kindergarten management, the primary school management, the secondary school coordination and the PQM officer.

Responsibilities are clearly defined in business allocation plans (09/2023), which are divided into departments and guide actions. Management tasks are delegated here. The extended school management team works together in a trusting, cooperative and effective manner, acts as a management team as a whole and is also perceived as such at the school.

In this new structure, which was only created last school year, the Extended School Management Board meets weekly with the addition of the Head of Administration and documents its results in meeting minutes.

In the online survey, 94% of teachers agree that the entire school management acts as a coordinated team, which was also confirmed again in the rating conference with the teachers.

With a response rate of less than 30%, no representative survey results are available for parents and guardians.

Comments on criterion 17.5:
Teaching development is demonstrably a central management task.
In the online survey, 94% of teachers agree that lesson development is a central task for the entire school management. With a response rate of less than 30%, there are no representative survey results for parents and guardians.
A steering group commissioned by the principal steers the school and teaching development process on the basis of, among other things, the development priorities, goals and measures set out in the school program in the action plan, which are also designed to improve the quality of teaching.
The PQM coordinator heads the steering group and is a member of the extended school management, while the principal himself participates in the steering group meetings as an advisory member. Members of the extended school management are just as actively involved in the work of various project-related working groups on school and lesson development as all full-time teachers, who are therefore directly involved in school and lesson development.

Twice a year, so-called Inset Days, which are planned by the TES across all sections, provide the opportunity to work on school and teaching development in a targeted and themed way for each school and department, such as the recent teaching-related development focus on digital transformation.
Classroom visits with subsequent counseling sessions are generally conducted once a year - divided between the head teacher and the primary school principal (see K 14.3). Employee-supervisor meetings are always accompanied by target agreements (cf. K 14.4). The use of a standardized procedure for the systematic transfer of knowledge gained during classroom visits into teaching-related development and work priorities as well as personal goal-oriented support is still pending.

Notes on results for feature 19:

Taking on management responsibility together

6.	Governance							
M 19	Taking on management responsibility together							
	A	**B**	**C**	**D**	**0**			
19.1	The board, school management and administrative management follow a common vision of a good German school abroad.					+	-	0
19.2	The areas of responsibility of the Board of Directors, school management and administrative management are mutually clarified and transparent.					+	-	0
19.3	The collaboration is based on a systemic understanding of mutual cooperation.					+	-	0
19.4	The Board of Directors, school management and administrative management act on the basis of a jointly agreed development strategy.					+	-	0
19.5	The Board of Directors, school management and administrative management jointly use controlling instruments to achieve objectives while ensuring the economical use of resources					+	-	0

Feature 19 is a basic feature that is inspected at all German schools abroad.
The focus of this characteristic is on the extent to which the board, school management and administrative management follow a common vision. The extent to which they fulfill their respective leadership responsibilities in line with a common school development strategy is evaluated. It also determines how successful cooperation is and how economical use of resources is ensured.
In the quality attribute "Sharing leadership responsibility", two quality criteria are rated as "applies / meets the excellence requirements" (+) and three quality criteria are rated as "meets the excellence requirements" (-).
"does not apply / does not meet the excellence requirements" (-), so that the feature is rated "C" overall.

Comments on criterion 19.1:

The stakeholders of the German School Taipei do not yet have a common understanding of a German school abroad. This does not affect their consensus on the quality characteristics of a good school. The corporate identity of the German School as a German School Abroad is not at the center of the content-related discussions, which are primarily concerned with stabilizing or increasing the number of students by means of intensive public relations work and thus securing the long-term existence of the German School.

This also applies to a strategy to be agreed for the future relationship with the TES. So far, the German School has been primarily reactive in this respect. On the one hand, this is certainly due to the unresolved legal position of the school authority and the local problem of acquiring school licenses. On the other hand, the current school structure of the TES, with its broad range of courses, modern buildings and multinational student body, has great potential to attract current and future generations of students. TES has been run as a single legal entity since 2002, replacing the French, British and German schools. This was made clear in the name by dropping the plural s. The "One School with common aims" leadership policy currently leaves open the areas in which the sections have common goals and the areas in which they are still independent to create a recognizable brand core.

TES's mission statement visually dominates the publicly accessible areas, while the German school's own mission statement is hardly perceived. To date, no legal reports have been commissioned and no risk analysis has been carried out on a possible exit scenario.

Comments on criteria 19.2 and 19.3:
The current cooperation between the school board and the school management is harmonious and constructive. A function diagram, which still needs to be refined, regulates the basic responsibilities and division of tasks in elementary areas of activity. There is an awareness that there is still work to be done in this area, but this process is currently lying dormant.

However, there is no triad, including the head of administration, in the sense of the governance approach of the school quality management, and the inclusion of the administrative management in the management responsibility is not provided for. It is symptomatic that the participation of the head of administration in the feedback and evaluation dialog of the BLI was not anticipated. The e-mail signature of the head of administration, which reads *Assistant to Head,* is similarly revealing. The school board's use of its authority to issue instructions to the head of administration should be viewed critically. The head of administration has only been attending board meetings again since the current head of school took up his post. Overall, the working relationship of the governance team is not consistently characterized by trust and appreciation. The unbalanced willingness to cooperate in terms of intensity is partly due to the fact that the original tasks of an administrative office are largely carried out by the TES. The development of an independent and resilient structural and procedural organization in accordance with the governance approach represents a clear need for improvement at the German School.

Although the rules of procedure of the Board of Directors and a function chart of the German School are available, the corresponding procedural principles, statutes and allocation of responsibilities of the TES Board of Directors are not accessible or transparent as documents. As numerous overlaps in competencies are to be expected here and the TES acts as a reference organization in many areas of the German School, greater transparency should be achieved in a timely manner, especially since the creation of crisis and prevention concepts is also outsourced to the TES and psychological support in the event of a crisis is also provided centrally by the TES.

At the same time, it is recommended that the statutes of the German School be examined to determine the extent to which the participation in the TES and the rights and obligations associated with this participation should be regulated in a resilient and binding manner. The agreements in the current statutes guarantee the proper conduct of internal processes in the immediate sphere of influence of the German School, but at first glance do not guarantee its legal capacity, the protection of its assets and its external representation.

Comments on criterion 19.4:
The board and school management coordinate decisions in the context of school development both formally in board meetings and informally on a well-functioning personal level. Strategy papers documenting the joint development and coordination process are not available to the inspection team. It is not yet clear in what form the individual areas of responsibility are analyzed and what data the board, school management and administrative management systematically collect and evaluate to measure success.
According to those responsible, the urgency of creating a marketing concept (see C 19.1) and the recurring challenges in the working relationship with the TES meant that efforts to develop a vision for the school took a back seat. Consequently, previous strategic considerations can be subsumed under the marketing concept. A common vision and strategic plans based on this are still pending, and no measures have yet been initiated in this regard.
At the same time, the German School was presented with the TES strategic plan for information, according to which the TES sections are a joint school with binding, uniform rules, which in turn create the prerequisite for the accreditation of the TES by the Council of International Schools (CIS). The inspectors did not have a written record of an internal common strategic orientation and perspective positioning of the German school within the *One School TES* mentioned in the self-assessment form.

Comments on criterion 19.5:
The stakeholders have not yet agreed on common controlling instruments for operational and strategic controlling, such as key figure systems, benchmarking, target costing and their systematic application. As a result, there is still no staged controlling concept and no corresponding process descriptions. To date, the operational economic area has apparently concentrated on controlling instruments such as budgeting, target/actual comparisons and profit/loss statements. The responsible representative of the school authority and the head of administration cooperate primarily in this area.
Controlling instruments in the pedagogical area are not used systematically. Although classroom visits and staff appraisals are carried out and documented and project work on school development is promoted, further instruments, particularly in the specialist groups, are not used. There are no comprehensive measures for planning, coordinating and monitoring educational projects according to effectiveness and efficiency criteria. Suitable control instruments for all components of educational planning with agreement on key data for examining the benefits of an educational measure have not been established.

Notes on results for feature 20:

Developing and ensuring quality

7.	Quality management								
M 20	Developing and ensuring quality								
	A	**B**	**C**	**D**	**0**				
20.1	The school development goals are operationalized in the school program.					+	-	0	
20.2	School development is systematic and structured.					+	-	0	
20.3	Knowledge and handover management ensures continuous work.					+	-	0	
20.4	The school systematically uses internal and external evaluation to improve quality.					+	-	0	
20.5	Communication is structured, targeted and transparent.					+	-	0	

Feature 20 is a basic feature that is inspected at all German schools abroad.
The focus of this characteristic is on systematic work within the framework of the quality cycle. It assesses how the objectives derived from the mission statement are achieved with the means of project management and how the achievement of objectives is monitored through internal and external evaluation.
The quality of knowledge and handover management as well as the communication processes at the school are also determined.
In the quality attribute "Develop and ensure quality", three quality criteria are rated as "applies / meets the excellence requirements" (+) and two quality criteria are rated as "does not apply / does not meet the excellence requirements" (-), so that the attribute is rated "B" overall.

Comments on criterion 20.1:
The school's current action plan is reflected in the school program. The school development goals are operationalized there, but not in the required level of detail and only partially SMART. As a result, there are texts with the same content in varied formulations under the three headings of sub-goals, indicators and measures. In particular, the measures have yet to be specified in concrete terms and verifiable indicators have yet to be formulated.

Comments on criterion 20.2:
Standardized project assignments have not yet been used, neither in the pedagogical nor in the administrative area. There is no classic project management and process descriptions are still outstanding in the school development areas. Due to the high level of commitment of the colleagues involved in project working groups and an accompanying intensive informal exchange, the concept development and the implementation of pedagogical school development goals in the classroom have nevertheless been driven forward.

Comments on criterion 20.3:
In the online survey, a significant number of teachers, guardians and pupils still see potential for development in the area of knowledge transfer in the event of staff changes, despite the majority's clearly positive assessment. This suggests that handover of office and transfer of knowledge are successful depending on the respective person, but that standardized handover and knowledge management is not yet fully established. Nevertheless, the German School provides numerous options for structured document storage for specific target groups in its central digital filing system and creates a solid foundation for information procurement through handover manuals for functional positions, job and task descriptions as well as support from mentors.

Comments on criterion 20.4:
The German School uses a variety of evaluations and surveys with IQES to assess the work performed and to identify areas in need of optimization. In addition to the information from the assessment visit and peer review, further opportunities are created for collecting feedback, including rating conferences and, non-standardized, feedback on teaching by teachers and learners. As already described in K 20.1, school development projects are not yet systematically provided with evaluation dates and indicators and are not consistently subjected to an assessment of target achievement.

Comments on criterion 20.5:

The flow of information is rated extremely positively by parents and is also perceived as successful by all others involved in school life. Various online portals are maintained for specific target groups, and cross-sectional announcements are also made by the TES. All school stakeholders also take part in the general conference. The communication of information from subject and general conferences to teachers from other sections who also teach students at the German School does not appear to be standardized.

The German School has created a communication guide that describes communication channels and names contact persons. As reference is also made to the communication structure in other documents, including the statutes, it is advisable to bring together the various sources on this topic. This would also make it clear to outsiders, for example, that the German School has an explicit concept for complaints management.

The overarching Parents' Council of the TES (ESCPA) and the Parents' Council of the German School each work on the basis of independent statutes and have only recently started talks to agree on their communication and cooperation.

Evaluation standards for the renewal of the seal of quality

Three standards must be met in order to be awarded the "Excellent German School Abroad" seal of approval:

- At least 8 of all assessed quality features were rated "A" or "B".
- Of the 4 characteristics (1, 2, 3, 4) of the quality area "Learning culture - quality of teaching and learning processes", at least 2 characteristics were rated "B or A".
- Of the 5 basic characteristics (8, 13, 14, 17, 20) that are particularly important in addition to the teaching-related characteristics, at least 4 were rated "A" or "B".

		Reviews				
1.	**Condition for receiving the quality seal** (at least 8 of all evaluated quality features must have been rated "B or A")	fulfilled				
2.	**Ratings of the particularly important features** (at least 3 out of 5 features must have been rated "A" or "B")					
Feature 8	Educating and training pupils	A	B	C	D	0
Feature 13	Encountering the German language	A	B	C	D	0
Feature 14	Plan, qualify and develop personnel	A	B	C	D	0
Feature 17	Managing the school	A	B	C	D	0
Feature 20	Developing and ensuring quality	A	B	C	D	0
3.	**Assessments of the quality area "Learning culture - quality of teaching and learning processes"** (at least 2 out of 4 characteristics must be marked with "A" or "B") have been evaluated)					
Feature 1	Activating pupils	A	B	C	D	0
Feature 2	Developing skills	A	B	C	D	0
Feature 3	Making lessons effective for learning	A	B	C	D	0
Feature 4	Creating a conducive learning environment	A	B	C	D	0

The quality profile of the DS Taipei

Annex to the inspection report

Evaluation categories for the 21 quality characteristics

A	**Strong**	The school fulfills all criteria of this quality feature.
B	**rather strong than weak**	The school has more strengths than weaknesses in this quality feature.
C	**rather weak than strong**	The school has a balanced ratio of the criteria for this quality criterion, i.e. more weaknesses than strengths.
D	**Weak**	Development work is required for all criteria of the quality feature.

Findings for the quality criteria (K)

+	**applies / fulfills the excellence requirements**
-	**does not apply / does not meet the excellence requirements**
0	**No evaluation possible**

A	The school fulfills 5 out of 5 criteria of this quality feature.
B	The school meets 3 or 4 out of 5 criteria for this quality feature.
C	The school fulfills 1 or 2 of 5 criteria of this quality characteristic.
D	The school meets 0 out of 5 criteria for this quality feature.
0	No findings could be made for less than half of the criteria for this quality feature.

Quality areas, quality features and criteria			Findings and assessments
1.	**Teaching and learning culture**		
Feature 1	**Activating pupils**		
	A **B** C D		**0**
1.1	The skills to be acquired or promoted in lessons are transparent.	+ -	0
1.2	The teacher is a role model in terms of language education in the German language.	+ -	0
1.3	The teacher encourages active participation of the students in the classroom.	+ -	0
1.4	The lessons support students' independent learning.	+ -	0
1.5	The lessons support the pupils in reflecting on their learning processes.	+ -	0
Feature 2	**Develop skills**		
	A **B** C D		**0**
2.1	The lessons support professional competence growth.	+ -	0
2.2	The lessons promote pupils' media skills.	+ -	0
2.3	The lessons promote the students' methodological skills.	+ -	0
2.4	The lessons specifically promote the development of German language skills.	+ -	0
2.5	The lessons promote the functional use of technical language in the DFU.	+ -	0
Feature 3	**Making lessons effective for learning**		
	A **B** C D		**0**
3.1	The teacher structures the lesson transparently.	+ -	0
3.2	The teacher uses media / work equipment in a targeted manner.	+ -	0
3.3	The teacher takes responsibility for the teaching-learning process.	+ -	0
3.4	The lessons take into account the heterogeneity of the learning group.	+ -	0
3.5	The teacher promotes personalized learning	+ -	0

Feature 4	Creating a conducive learning environment						
	A	**B**	C	D			0
4.1	The lessons are characterized by socially competent behaviour on the part of all participants.				**+**	-	0
4.2	The lessons promote social learning through cooperative learning arrangements.				+	**-**	0
4.3	The teacher gives students differentiated feedback on their contributions to the lesson.				+	**-**	0
4.4	There is a positive culture of error in the classroom.				**+**	-	0
4.5	The teacher uses the learning environment to support the learning activities.				**+**	-	0
2.	**Results and successes**						
Feature 8	**Educating and training pupils**						
	A	**B**	C	D			0
8.1	Pedagogical action is a central field of work for the school.				**+**	-	0
8.2	The pupils achieve the promoted qualifications.				**+**	-	0
8.3	Pupils achieve high grades in German.				**+**	-	0
8.4	The school demonstrably promotes the improvement of pupils' German skills.				**+**	-	0
8.5	Pupils successfully take part in competitions.				+	**-**	0
3.	**School culture**						
Feature 13	**Encountering the German language**						
	A	**B**	C	D			0
13.1	The school reinforces the importance of the German language.				**+**	-	0
13.2	The German language is introduced at school from the moment the child enters the German school abroad (kindergarten, pre-school, school).				**+**	-	0
13.3	Board members, school management and administrative management promote the use of German within the school.				**+**	-	0
13.4	The school promotes the acquisition of the German language of education.				**+**	-	0
13.5	The property and school facilities reflect the meeting character.				+	**-**	0

4.	**Resource management**							
Feature 14	**Plan, qualify and develop personnel**							
	A	**B**	**C**	**D**				**0**
14.1	The board, school management and administrative management ensure attractive working conditions.					+	**-**	0
14.2	The Board of Directors, school management and administrative management implement targeted personnel planning.					**+**	-	0
14.3	The school management systematically visits the teachers in the classroom.					**+**	-	0
14.4	Employee-supervisor meetings and target agreements are used for personnel development					**+**	-	0
14.5	Personnel development takes place on the basis of qualification and further training measures.					**+**	-	0
Feature 15	**Manage resources**							
	A	**B**	**C**	**D**				**0**
15.1	Financial planning is geared towards the implementation of short, medium and long-term goals.					+	**-**	0
15.2	The school is customer-oriented.					**+**	-	0
15.3	At the operational level, the administration ensures the economical use of resources.					**+**	-	0
15.4	The school uses opportunities to tap into additional sources of funding.					+	**-**	0
15.5	The property, infrastructure (incl. IT) and equipment meet the requirements of a German school abroad.					**+**	-	0
5.	**Management responsibility**							
Feature 17	**Managing the school**							
	A	**B**	**C**	**D**				**0**
17.1	The school management has a pedagogical vision of a good German school abroad that is known to the school community.					+	**-**	0
17.2	The school management acts on the basis of agreed development goals.					**+**	-	0
17.3	The school management follows a professional understanding of leadership and management.					**+**	-	0
17.4	The members of the extended school management act as a management team.					**+**	-	0
17.5	School management and middle management actively take on teaching development as a central management task.					**+**	-	0

6.	**Governance**							
Feature 19	**Taking on management responsibility together**							
	A	**B**	**C**	**D**				**0**
19.1	The board, school management and administrative management follow a common vision of a good German school abroad.					+	-	0
19.2	The areas of responsibility of the Board of Directors, school management and administrative management have been clarified by mutual agreement and are transparent.					+	-	0
19.3	The collaboration is based on a systemic understanding of mutual cooperation.					+	-	0
19.4	The Board of Directors, school management and administrative management act on the basis of a jointly agreed development strategy.					+	-	0
19.5	The Board of Directors, school management and administrative management jointly use controlling instruments to achieve objectives while ensuring the efficient use of resources.					+	-	0
7.	**Quality management**							
Feature 20	**Developing and ensuring quality**							
	A	**B**	**C**	**D**				**0**
20.1	The school development goals are operationalized in the school program.					+	-	0
20.2	School development is systematic and structured.					+	-	0
20.3	Knowledge and handover management ensures continuous work.					+	-	0
20.4	The school systematically uses internal and external evaluation to improve quality.					+	-	0
20.5	Communication is structured, targeted and transparent.					+	-	0
Additional school type-related profile characteristics								
1.	**Teaching and learning culture**							
Feature 6	**Structurally support consistent German language education**							
	A	**B**	**C**	**D**				**0**
6.1	The concept of continuous German language education is in place.					+	-	0
6.2	The DaF work area is clearly structured.					+	-	0
6.3	The DFU work area is clearly structured.					+	-	0
6.4	Teachers receive further training in language-sensitive teaching.					+	-	0
6.5	In-school parallel work and extracurricular comparative work in German ensure uniform school and external standards.					+	-	0

Feature 7	Structural support for media education							
	A	B	C	D				0
7.1	Media education is conceptually secured.					+	-	0
7.2	The school promotes the responsible use of digital media.					+	-	0
7.3	The media education department is clearly structured.					+	-	0
7.4	Teachers receive training in the use of digital media in the classroom.					+	-	0
7.5	The IT equipment promotes learning with digital media.					+	-	0
3.	**School culture**							
Feature 10	**Supporting pupils**							
	A	B	C	D				0
10.1	The school offers counseling for school and personal problems.					+	-	0
10.2	The school promotes individual interests and talents in the classroom and in extra-curricular activities.					+	-	0
10.3	The organization of the school day follows pedagogical principles.					+	-	0
10.4	The school acts preventively for the well-being of the pupils.					+	-	0
10.5	The school advises on school career decisions.					+	-	0
Feature 11	**Strengthening democratic action**							
	A	B	C	D				0
11.1	The educational work conveys democratic values and promotes democratic action.					+	-	0
11.2	Pupils have opportunities to participate in and shape school life and to play an active role in the school. school development.					+	-	0
11.3	Parents have the opportunity to actively participate in school life and school development.					+	-	0
11.4	Teachers have the opportunity to actively participate in school life and school development.					+	-	0
11.5	Non-teaching staff are involved in shaping school life and school development.					+	-	0

Award of the seal of quality

The DS Taipei
fulfills the conditions for renewal
of the quality seal

"Excellent German school abroad"

Appendix 1

List of school documents viewed / submitted

Z = Documents relating to the basic characteristics (fundamentum); to be sent electronically / on data carriers (if available) before the start of the inspection
Z = Documents related to the profile characteristics; to be sent electronically / on data carriers(if available) before the start of the inspection
V = Can be presented during school attendance (if available)

Name of the school: DS Taipei

No.			Comments from the inspection
1) Mandatory documents			
1.	**Quality status report** with tables: - Examination or language diploma results - Examination performance of the funded degrees on a three-year average. - German grade averages in the final examinations - DSDI/DSDII pass rate in % - Checklist: Successes in competitions - incl. self-assessment form	Z	Quality status report Self-assessment form
2.	**School program** (incl. mission statement, action plan and exemplary project plans)	Z	School program (07/2023), incl. mission statement and action plan; exemplary project plans (school years 2022/23 and 2023/24)
3.	**Organizational chart** (M19) / Business distribution plan (M17/ M19) / Function chart	Z	Organizational chart (09/2023), business distribution plans (09/2023), function chart, version 1.0 (not specified)
4.	**Job descriptions**	V	Various job descriptions for functional positions and offices; job description for administrative management

5.	**Conference minutes** incl. GLK minutes and AQM minutes (e.g. minutes of steering group meetings) Conference minutes of DaF and DFU subject conferences	Z	Various minutes, here: General conference, secondary school conference, primary school conference, kindergarten conference, DaZ-DaF-DFU conference, student councils, parents' council, steering group, support conference, extended school management
6.	Board minutes (public part)	Z	Minutes of Board meetings (financial year 2020/21 - 2023/24)
7.	Personnel development concept	V	Personnel management concept (07/2023)
8.	Concept for the promotion of the German language	Z	Language education concept (2023), language support concept (supplemented 03/2020)
9.	Concept for the individual support of pupils	Z	Concept for support and challenge planning (grades 5 to 10) (05/2016), Talent concept (2021), inclusivity concept (2023), differentiation concept (revised 03/2016), differentiation guidelines (05/2016)
10.	Training concept and documentation	Z	Continuing education concept (05/2019), KUH concept (coll. teaching hosting) (2023), documentation of continuing education (until school year 2022/23)
11.	Results of self-evaluations including satisfaction surveys	Z	Various examples, including: Survey on the actions of school management (06/2023)
12.	Liquidity and budget planning	V	Budget planning (FY 2023/24)
2) If applicable, further documents when defining the corresponding profile characteristics			
13.	Method concept	Z	Method concept, incl. media curriculum (03/2019)

14.	Media concept	Z	Digital transformation vision (2021), media concept (2023)

15.	Communication concept	Z	Communication guide (04/2014)
16.	Documentation of public relations work	V	Various documents, such as Facebook posts, monthly magazine articles, TES Corporate Identity Guidelines
3) Other documents of the school's choice in consultation with the inspectorate			
17.	Supporting pupils	Z	Mentoring concept (not specified), course concept (06/2023), study and career guidance (06/2023), anti-bullying guidelines (09/2023), protection concept for potential analyses at primary/secondary school (not specified), safeguarding policy (12/2022), documents on prevention and guidance measures, transition concept (03/2019), TES Counselling and Guidance Policy (08/2023)
18.	Miscellaneous		Various school documents as evidence of the SEB