



## External Evaluation confirms a high quality of education at TAZ Horgen

In the autumn of 2010 TAZ Horgen was placed “under the microscope” by a team of external school inspectors. Both the inspectors, Educational Researcher Ernst Trachsler and Dr (designate) Annelies Kreis, of the Thurgau College of Education, confirmed that TAZ achieved a high level of quality in the fields of work examined.

The results were presented in detail to parents at an information evening in March 2011. This is only a very brief summary of the results.

The following four fields of enquiry were the central foci of the Evaluation:

- § **School vision and basic educational philosophy**
- § **School environment**
- § **Lesson quality and learning environment**
- § **Communication, co-operation and school development**

The collection of data, by means of various methods, included as many participants as practicable. Separate group interviews were carried out with teachers, day care staff, pupils from Grades 4 – 6, as well as the school management. In addition, the evaluation team visited lessons in each class and observed teaching quality using a standardised appraisal instrument. Parental satisfaction was assessed via an anonymous on-line questionnaire.

### **The most important results from the evaluation report:**

#### **The TAZ Horgen Team have a strong, common educational philosophy**

The TAZ team brings a wide range of experience together in a common educational philosophy. The main focus lies on a comprehensive education to develop pupils, both through their lessons and in day-care, according to their abilities and skills. The well-being of the child is a core value. Parents value the bilingual approach and the school’s use of the Zurich educational curriculum as a framework for teaching.

#### **Positive School Environment**

All participants in the evaluation including children, employees and parents reported a very strong, positive identification with TAZ Horgen.

The friendly environment is marked by an informal atmosphere which is also clearly supported by the size of the school. Clear rules underpin this atmosphere. The strong identification of all partners with TAZ Horgen expresses itself in mutual esteem and support. Numerous school events and activities mark the passing seasons of the school year.

### **Good Quality of Teaching and a Stimulating Learning Environment**

The Evaluation team graded the teaching quality at TAZ Horgen as good to very good. In particular, they judged the areas of class climate, class guidance and organisation as being at a very high level.

Potential for development was identified in the need for more-active involvement in tasks; the possibility of multiple outcomes from tasks and differentiation according to ability of the children.

### **Communication, Cooperation and School Development**

TAZ Horgen has a strong communication network covering activities concerning internal communication, cooperation and school development.

Communication between parents and the school, with regard to curriculum content and educational possibilities, continues to be developed steadily. A sophisticated range of information methods (newsletter, extranet, contact book) provide very good information about organisational matters at school.

Clarification of role demarcation, in the work of the Parents Association, is a topical subject.

The school's external communications always pursue two aims. Firstly taking care to maintain the quality of current contacts, and secondly, creation of new contacts and the acquisition of new children. The question that remains is how external communications from TAZ Horgen can be made to spread, beyond the current circle of parents and pupils, and connect with both the local community and wider public. Here, the need to raise the profile of TAZ Horgen is seen.

### **School Management statement**

The positive results of the external Evaluation are a stimulus for us to carry on "along the beaten track". In the current school year, "Co-operative Learning" has been a recurring theme both in staff training sessions and Team meetings. Further development of educational quality, in the next school year (2011/12), will focus on the subjects of "developing strategies to deal with diversity in classes" and "individualisation in lessons". Additionally we hope to further improve our public profile during the next school year with the help of external specialists.

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