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1

Admission and Access

Intellectual and Social Development

		yes	no	can`t say
1	Is general information about the school and its surroundings accessible and understandable enough for interested people? (e.g.: different/simple languages, Braille, sign language)	☐	☐	☐
2	Is there a welcome programme for newcomers? (e.g.: school students, teachers, parents)	☐	☐	☐
3	Are school students, parents, teachers, visitors welcomed in a friendly way at their first contact with school?	☐	☐	☐
4	Does the welcome programme take differences in the students‘ personal backgrounds into account?	☐	☐	☐
5	Do you think the welcome programme for school students and their families work well?	☐	☐	☐
6	Are school students whose first language is not the language of instruction encouraged to develop multilingual competences?	☐	☐	☐
7	Does the staff consider that some school students need specific tools and additional time for practical work?	☐	☐	☐

Educational Ressources

		yes	no	can`t say
8	Are there any programmes which reach out and attempt to reintegrate potential early school leavers?	☐	☐	☐
9	Are there any particular measures to prevent school students from leaving school early?	☐	☐	☐
10	Is the school staff aware that they themselves can be either obstacles or role models to participation of school students?	☐	☐	☐
11	Does the lesson planning take school students with difficulties in school into account and does it make an effort to remove obstacles to their learning and participation?	☐	☐	☐
12	Does the support provided for school students help to reduce obstacles to learning and to cultivating the participation of all school students?	☐	☐	☐

Cultural Differences

	yes	no	can`t say
13 Are all possible obstacles (cultural, structural, practical, attitudes, parental home,...) observed and dealt with?	☐	☐	☐
14 Does the school try to overcome obstacles to participation for different ethnic groups?	☐	☐	☐
15 Is it possible for the school to provide teachers who know Braille and/ or sign language or other languages if needed?	☐	☐	☐
16 Are sign language and other language translators available to support all those who need it?	☐	☐	☐
17 Are school students whose mother tongue is not the language of instruction given opportunities to work, speak and write in their first language?	☐	☐	☐
18 Does the admission process reflect that prospective school students come from different institutions or different backgrounds? (incl. knowledge of the system)	☐	☐	☐
19 Does your school take measures to promote and guarantee equal opportunities for women and men in the admission process?	☐	☐	☐

	yes	no	can`t say
20 Does the teaching staff repeatedly reflect on the role allocation of school students? (e.g.: troublemaker, class comedian, …)	☐	☐	☐
21 Are projects that focus on improving the accessibility of the school building part of the school programme?	☐	☐	☐
22 Are you aware that material costs can be a barrier for low-income families? (e.g.: glue, erasers, textbooks, exercise books, …)	☐	☐	☐
23 Are there any programmes in place that support families with low income to buy school materials? (e.g.: glue, erasers, textbooks, exercise books, …)	☐	☐	☐
24 Are there any actions in your school that aim to raise awareness of and give visibility to women's contribution in underrepresented fields?	☐	☐	☐

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2

Social Interaction

Intellectual and Social Development

		yes	no	can`t say
1	Is support for school students understood as a right rather than a privilege or a stigma?	☐	☐	☐
2	Are there enough opportunities for school students to work together (e.g.: homework)?	☐	☐	☐
3	Do school students feel responsible for helping others to overcome difficulties in class?	☐	☐	☐

Cultural Differences

		yes	no	can`t say
4	Does support for behavioral difficulties aim to identify obstacles for learning?	☐	☐	☐
5	Are there conscious activities to make visible the connection between the behaviour of boys and male role models and stereotypes?	☐	☐	☐
6	Are there conscious activities to make visible the connection between the behaviour of girls and female role models and stereotypes?	☐	☐	☐
7	Are you aware that traumatic experiences may lead to challenging behavior and behavioral difficulties?	☐	☐	☐
8	Do the school students oppose racist, sexist, homophobic, disability specific and other forms of discriminatory bullying?	☐	☐	☐

Classroom Environment

	yes	no	can't say
9 Is there a strategy for dealing with bullying, violence or conflicts?	☐	☐	☐
10 Are there possibilities for staff members, parents and school students to report bullying safely and anonymously?	☐	☐	☐
11 Is the staff addressing school students respectfully and pronounce the name they want to be called correctly?	☐	☐	☐
12 Are there teaching methods for school students for teamwork in the subject or across subjects?	☐	☐	☐
13 Do the school students support each other to settle disputes in class instead of formenting them?	☐	☐	☐
14 Do school students acknowledge the achievements of those who begin from a different starting point?	☐	☐	☐
15 Are conspicuous patterns of missing or insufficient homework interpreted as issues influenced by the relationship between school and home?	☐	☐	☐
16 Are conspicuous patterns of missing or insufficient homework interpreted as issues influenced by the relationship between school students and teachers?	☐	☐	☐
17 Do school students have their own forums to discuss school matters?	☐	☐	☐
18 Are school students' opinions on the development of the school collected and implemented in the best possible way?	☐	☐	☐
19 Do you think, that school students feel that disputes among themselves or disputes with the school are solved in a fair and effective way?	☐	☐	☐

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3

Student and Participant Support

Intellectual and Social Development

		yes	no	can`t say
1	Are new school students brought together with experienced school students (as mentors), when they come to school for the first time or when they have orientation difficulties?	☐	☐	☐
2	Is it clear to new school students who they can turn to if they have difficulties?	☐	☐	☐
3	Is prevention of school drop out seen as a common goal among all staff members in school?	☐	☐	☐
4	Are colleagues, school students, parents and others asked to identify and solve problems before they escalate?	☐	☐	☐
5	Are school students encouraged to form learning groups and is it possible to use the school facilities for joint learning groups?	☐	☐	☐
6	Are learning groups supported by the teaching staff?	☐	☐	☐

Cultural Differences

		yes	no	can`t say
7	Are there sufficient and sucessful activities that promote school community?	☐	☐	☐
8	Are there programmes that support students in the transition to the next educational level?	☐	☐	☐
9	Are there cooperations on an institutional level to alleviate the transition to the next educational level?	☐	☐	☐
10	Are there any attempts to reduce labeling school students as ‚with special needs education‘?	☐	☐	☐

Classroom Environment

	yes	no	can`t say
11 Are efficient support structures designed to overcome barriers to learning and student participation?	☐	☐	☐
12 Are there individual and holistic support plans developed in cooperation with school students, parents and teaching staff?	☐	☐	☐
13 Is it taken into account that bullying and violence can occur within and between school students, teachers and parents?	☐	☐	☐
14 Does the school establish activities to increase the self-esteem of school students with low self-esteem?	☐	☐	☐
15 Can school students trust that their problems are handled in a constructive and confidential way?	☐	☐	☐
16 Is there a possibility for school students to act as mediators in conflicts?	☐	☐	☐
17 Do school students ask each other, teachers or parents for help and offer help when needed?	☐	☐	☐
18 Do school students give the staff a helping hand when they see that help is needed?	☐	☐	☐
19 Do staff and school students take care of the condition of the school or the school surroundings?	☐	☐	☐

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4 Management

Intellectual and Social Development

		yes	no	can`t say
1	Is the entire school community engaged in decisions about learning strategies? (e.g.: parents, school leader, students, teachers, administrative staff)	☐	☐	☐
2	Is there an adequate forum where teachers can exchange views on lesson planning and reflection?	☐	☐	☐
3	Do the colleagues appreciate each other‘s feedback?	☐	☐	☐
4	Do employees exchange themselves about difficulties in their work?	☐	☐	☐

Educational Ressources

		yes	no	can`t say
5	Are actors of support activities (e.g.: social workers, …) seen as part of the school community? (e.g.: including active participation in school strategy?)	☐	☐	☐
6	Are there any planning and coordination times anchored in the timetable for the teaching teams?	☐	☐	☐
7	Do teams of teachers develop long-term and useful tools to support learning?	☐	☐	☐
8	Are observations of new staff members on their first impressions collected and used as important input about the development of the school?	☐	☐	☐
9	Are all school staff members (including administrative staff) invited to service meetings and are they able to participate?	☐	☐	☐
10	Are there possibilities for teachers to attend teacher training courses regularly?	☐	☐	☐
11	Is the welcome programme regularly evaluated and improved by the responsible staff?	☐	☐	☐
12	Are school resources actively used to enhance independent learning?	☐	☐	☐
13	Are parents shown ways in which they can support their children‘s learning at home?	☐	☐	☐
14	Is there a respectful and constructive dialogue between staff and parents on different topics? (e.g.: school development, general structures and practices, fears and worries...)	☐	☐	☐
15	Are measures to promote inclusion considered or prioritised in the school budget?	☐	☐	☐

Cultural Differences

	yes	no	can`t say
16 Are there regular opportunities and encouraging reflections which help teachers to respond to the diversity of school students?	☐	☐	☐
17 Is there a way for school staff to promote the diversity of the school?	☐	☐	☐
18 Is it ensured that the school committee is represented by the diversity of the school staff?	☐	☐	☐
19 Is there a institutionwide policy established or in development for gender equality?	☐	☐	☐
20 Are there school wide programmes to promote gender equality and to deal sensitively with gender issues ?	☐	☐	☐
21 Are all parts of the school community involved in the process of designing strategies to prevent bullying, sexism, racism and to avoid and reduce violence?	☐	☐	☐
22 Do all staff members treat each other respectfully regardless of their social status and ethnicity?	☐	☐	☐
23 Are NGOs, non-formal education organisations and local communities seen and used as possible coop -eration partners to open the school towards diverse communities?	☐	☐	☐
24 Are there efficient and successful programmes to facilitate the transition to the next level of education (e.g.: institutional cooperation, educational guidance, ...)?	☐	☐	☐
25 Are there working groups that deal specifically with the individual needs of school students inside and outside school?	☐	☐	☐
26 Are measures to improve the accessibility of the school building part of the school strategy?	☐	☐	☐

Classroom Environment

	yes	no	can`t say
27 Do support activities (e.g.: social worker, …) have a high value in your school?	☐	☐	☐
28 Is there a common understanding among staff, parents and school students about what bullying and violence are?	☐	☐	☐
29 Is it part of your school strategy to actively support newcomers (e.g.: staff and school students) by mentoring related programmes?	☐	☐	☐
30 Are school committees given sufficient importance?	☐	☐	☐
31 Does the composition of the classes reflect the communities in the school's surrounding area?	☐	☐	☐

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5

Teaching

Intellectual and Social Development

		yes	no	can`t say
1	Can you show enthusiasm for the subject in everyday school life and spread it to the school students?	☐	☐	☐
2	Are patterns of frequent absences interpreted as an indication for early school leavers?	☐	☐	☐
3	Are school students encouraged to take responsibility for their learning?	☐	☐	☐
4	Can school students present their work results in different ways? (e.g.: creating drawings, photographs, movies, written texts, ...)	☐	☐	☐
5	Are school students taught how to do research and work on a topic independently?	☐	☐	☐
6	Do the emotional and social aspects of learning receive the same attention as the cognitive aspects?	☐	☐	☐
7	Are the skills and knowledge that school students develop independently used and valued in class?	☐	☐	☐
8	Are conspicuous patterns of frequent absences used as an opportunity to examine the relationship with teachers and the subject matter?	☐	☐	☐

Educational Ressources

		yes	no	can`t say
9	Does the homework always have a clear learning objective which enhances the knowledge and skills of the school students?	☐	☐	☐
10	Is it seen as the responsibility of school management and teaching staff to prevent school students from leaving school early?	☐	☐	☐
11	Does the teaching staff know about the tools available for their lessons (e.g.: digital learning tools, technical equipment)?	☐	☐	☐
12	Are new technical tools being used, e.g. speech recognition programmes, translation programmes or digital learning programmes?	☐	☐	☐
13	Are lesson plans not only focused on learning objectives but also on removing obstacles to learning?	☐	☐	☐
14	Are teachers trained to identify early warning signs regarding early school leavers?	☐	☐	☐

Cultural Differences

	yes	no	can't say
15 Are the staff members encouraged to look at their students' problems from different angles?	☐	☐	☐
16 Are different methods available and used for sharing the benefit of diversity?	☐	☐	☐
17 Are the procedures and rules in the classroom coherent and unambiguous?	☐	☐	☐
18 Are diverse student backgrounds seen as an integral part of the teaching/learning strategy?	☐	☐	☐
19 Are all lesson plans aimed at the participation of school students of different origins, experiences, religion, gender, achievements and impairments?	☐	☐	☐
20 Do school students learn to question stereotypes in teaching materials and class discussions?	☐	☐	☐
21 Are school students encouraged to engage in dialogue with others who have different backgrounds and perspectives?	☐	☐	☐
22 Is the teaching based on the language practice of the school students outside the school?	☐	☐	☐
23 Do you make sure that essential technical terms are explained and understood in class?	☐	☐	☐
24 Are school-related expenses adjusted to the income level of the families?	☐	☐	☐

Classroom Environment

	yes	no	can't say
25 Is the arrangement in classroom (e.g.: seating, …) adapted in order to improve the learning opportunities for all school students?	☐	☐	☐
26 Are there fixed rules for school students to speak one after the other, to listen to each other and ask each other or the teachers for an explanation?	☐	☐	☐
27 Is it part of the curriculum to explore and to share differences in students perspectives, experiences and knowledge?	☐	☐	☐
28 Does teaching promote the exchange of learning experiences between school students and with school staff?	☐	☐	☐
29 Does the lesson planning respect the individual needs and characteristics of the school students?	☐	☐	☐
30 Are you aware that your teaching style can affect the number of early school leavers?	☐	☐	☐
31 Are you aware that different teaching methods can help overcome negative feelings regarding school, which can be connected to early school leavers?	☐	☐	☐
32 Do you use teamteaching as a vehicle for more inclusive learning?	☐	☐	☐

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6

Extracurricular Activities and Community Outreach

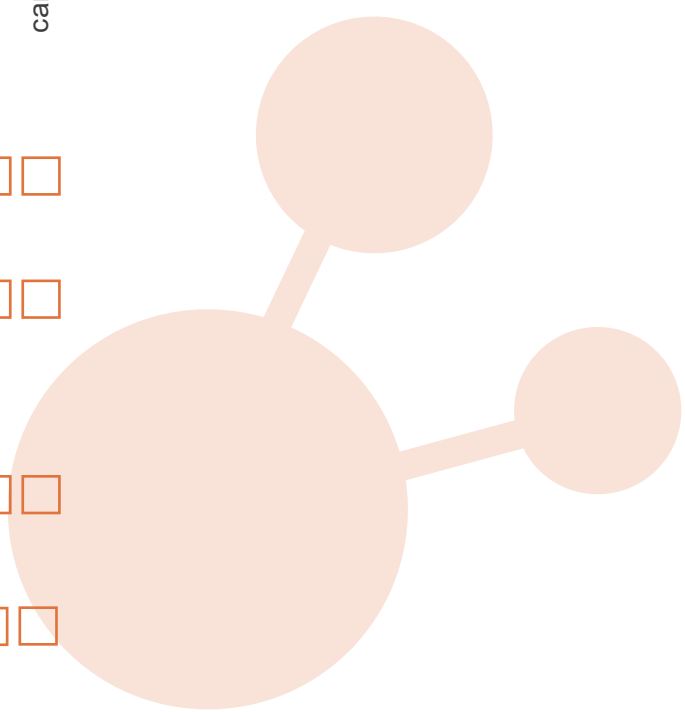
Educational Ressources

		yes	no	can`t say
1	Are school students encouraged to form interest groups? (school band, debate club, etc.)	☐	☐	☐
2	Is it possible for school students to use school facilities outside school hours? (e.g.: debate club, school band, …)	☐	☐	☐
3	Can all school students participate equally and barrier-free in their preferred school activities?	☐	☐	☐
4	Are employees aware of all possibilities of extracurricular services that may affect the development of learning and participation in school?	☐	☐	☐
5	Are NGOs, non-formal education organisations and local communities seen as a resource for structural and content-related consulting?	☐	☐	☐

Cultural Differences

		yes	no	can`t say
6	Are there programmes in which companies, NGOs or local associations support families with low income participating in school activities? (e.g.: financing school trips)	☐	☐	☐
7	Are there any programmes in place where companies, NGOs or local associations support families with low income to buy school materials or school meals?	☐	☐	☐
8	Are there cooperations between schools, NGOs, local communities and parents to support students in their transition to the next educational level?	☐	☐	☐

	yes	no	can't say
9 Have you ever considered that parents, NGO's, non-formal educational programmes can help students develop their first language skills?	☐	☐	☐
10 Are there possibilities within the school context to develop your first language skills?	☐	☐	☐
11 Are there meals offered in the school taking into account the personal background of the school students? (e.g.: food intolerances, religious aspects, low budget etc.)	☐	☐	☐
12 Does the school value cooperations with local cultures and communities?	☐	☐	☐
13 Does the school involve local groups in the school's activities, regardless of religion, and personal backgrounds?	☐	☐	☐



Classroom Environment

	yes	no	can't say
14 Are sports festivals designed so that everyone can participate?	☐	☐	☐
15 Are school trips planned in such a way that it is possible for all school students to participate?	☐	☐	☐

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7

Assesment and Recognition

Intellectual and Social Development

		yes	no	can`t say
1	Do you think, that your school students feel that they attend a school where it is possible to achieve the best individual performance?	☐	☐	☐
2	Do you think your school students feel that they are being treated in a fair way?	☐	☐	☐
3	Are there different ways to show and evaluate the learning progress, which take diverse personalities, interests and skills into account?	☐	☐	☐
4	Are you aware that school performance is also shaped by different expectations (underestimated and overestimated)?	☐	☐	☐
5	Are you aware that feedback should also include personal growth and not only the result of the performance?	☐	☐	☐
6	Are school students told honestly what the consequences of assessment can be?	☐	☐	☐
7	Do teachers take the personal background of each school student in their performance assessment into account when comparing performance?	☐	☐	☐
8	Is performance assessment mainly based on school students‘ strengths and possibilities for their development instead of focusing on their weaknesses?	☐	☐	☐
9	Does performance assessement help making the necessary changes to improve learning?	☐	☐	☐

Educational Ressources

	yes	no	can`t say
10 Are there support systems that assist school students with performance issues?	☐	☐	☐
11 Are the support services oriented towards what is best for the school students or do they fulfill a given programme?	☐	☐	☐
12 Do assessments lead to modifications in the planning and execution of teaching?	☐	☐	☐

Classroom Environment

	yes	no	can`t say
13 Is there confidence in the ability of all school students to learn and be successful?	☐	☐	☐
14 Does the school culture value not only performance assessment but also the personal performance development?	☐	☐	☐
15 Are all school students involved in the assessment and evaluation of their learning progress?	☐	☐	☐
16 Are the school students evaluated respectfully?	☐	☐	☐
17 Are the assessments based on close observations?	☐	☐	☐
18 Are all responsible teachers involved in the assessment of school students‘ learning progress?	☐	☐	☐
19 Do the assessments show what is important to learn?	☐	☐	☐
20 Are the assessments used in such a way as to stimulate school students‘ learning?	☐	☐	☐
21 Are teachers aware that their assessment methods can evoke negative feelings about school?	☐	☐	☐
22 Are assessment methods considered as a potential reason for school students to leave school early?	☐	☐	☐
23 Is there a way for school students and parents to assess the staff and teachers anonymously?	☐	☐	☐

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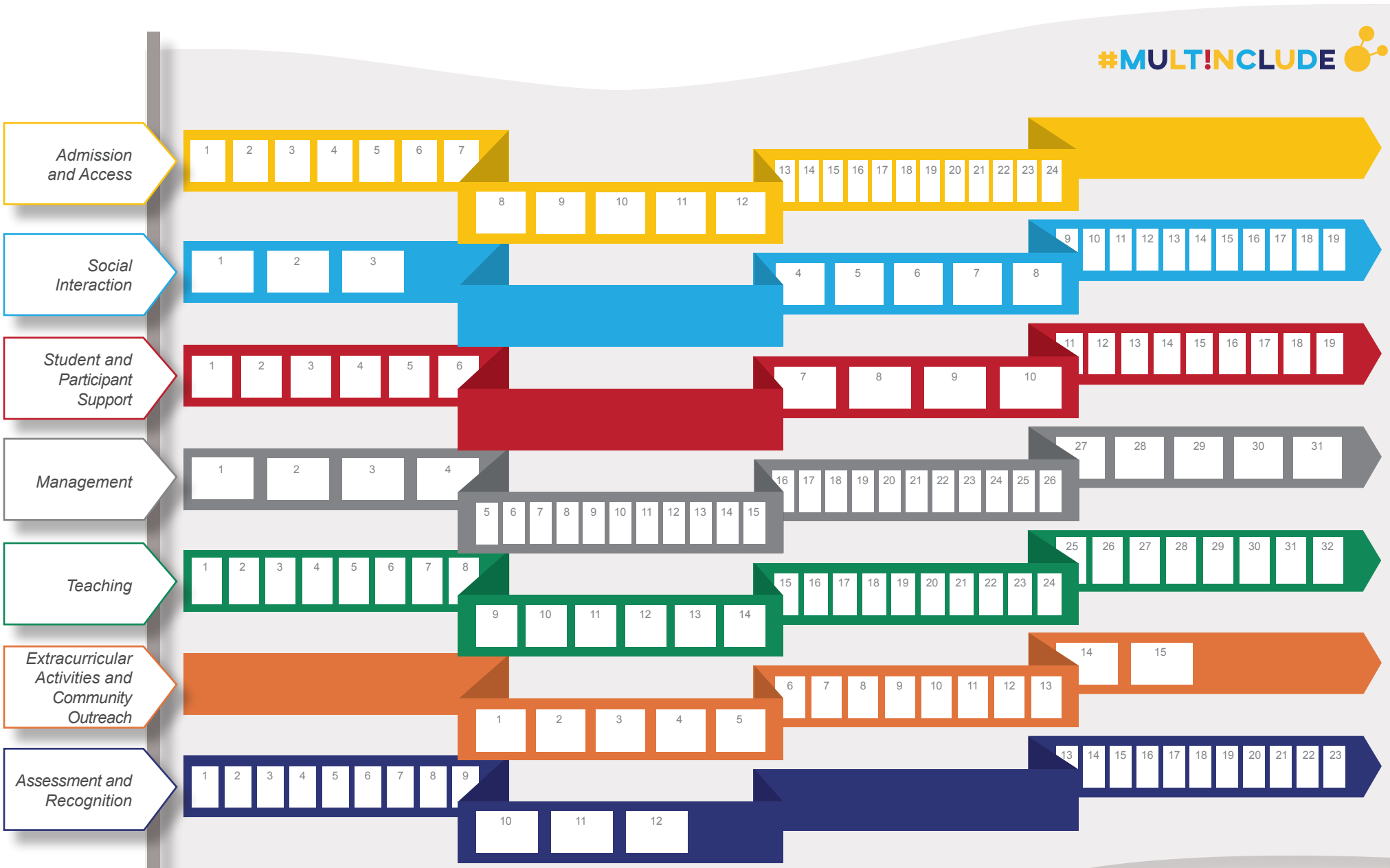
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