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**BACHELOR THESIS:**

**The role of secondary pupils as stakeholders in Dutch school network governance**

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## **Abstract**

The present Bachelor thesis is dedicated to the research question: ‘Which different roles do Dutch secondary school students in 2018 take on in the quality assurance of their schools?’

In the frame of this study, an analysis of policy papers of the School Board and the schools subject to it on their statements on pupil involvement in school quality assurance is complemented with analyses of interviews and surveys conducted in which some volunteer pupils and school employees communicated their perceptions of education quality assurance and pupil involvement. Besides, it is studied which tools are used to address pupils’ school satisfaction at the prevailing schools.

The findings of this study shall contribute to the research on the state of pupil involvement in quality assurance at Dutch secondary schools and make public service providers aware of the potential of pupils as stakeholders in network governance. Moreover, some aspects are addressed one should have in mind when considering to involve pupil in decision-making processes at school.

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## **1. Introduction**

The present Bachelor thesis refers to the question which changes network governance and local stakeholder involvement may imply for public services. More precisely, this study focuses on the role of secondary pupils in school quality assurance and shall give a picture how Dutch secondary schools recently are approaching this idea. It emphasizes the pupils' opportunities to evaluate and co-design their learning environment in the Netherlands, to be further explained in the next sections.

For this purpose it shall be figured out which roles Dutch pupils take on in the quality assurance of the secondary school they attend and whether and what differences there are among those schools when deciding for methods to be used in order to consider their pupils' opinion in school quality assurance.

The scope to which a school can incorporate the pupils' opinion in the school quality assurance may significantly depend on the pupils' age and on how much room the educational tradition as well as laws on education, school management, school finance and maintenance leave for pupil involvement. The data to be analysed will be obtained from literature and school regulation documents on the one hand as well as from a survey filled in by pupils as well as from conversations hold with pupils and employees involved in education quality assurance on the other hand. The next section contains arguments underlining the social and scientific relevance of the chosen topic, before the research question and prevailing sub-questions of this thesis is derived.

### **1.1 Social relevance and scientific relevance**

At secondary school, pupils from various social backgrounds and growing up in different family structures shall be prepared for their future professional and personal life. The effectiveness of the learning environment and the quality of the teacher's instructions are assumed to be crucial for reaching educational goals such as "promoting the pupils' self-confidence and mental health, arousing their curiosity and let them improve their communicative, imaginative, creative, organizational, entrepreneurial, exploratory and expressive skills" (Laevers, 2011, p. 54). Education design turns into a challenging task when having to fulfill all these requirements, thereby ideally accounting for the individual needs of each pupil.

Education design for a long time has been the responsibility of adults, predominantly teachers. However, some research found that not the characteristics of teachers' instructions itself but the way in which pupils perceive these instructions determine the quality of the learning process (Könings et al., 2011, p. 5). There are similar findings concerning the effectiveness of a learning environment, concluding that pupils would not always experience a learning environment in the manner the designer supposed them to do (Könings et al., 2011, p. 5). Consequently, there is a need to distinguish between the pupils' needs perceived by adults and the needs towards a learning environment expressed by pupils. Therefore,

involving pupils as co-designer of their lessons and the learning environment as part of school quality assurance may increase the chance of achieving the aim of pupils developing to well-rounded adults with acumen and affinity for the physical and social world they are living in (Laevers, 2011, p. 54).

There has been further academic research in the field of public administration and educational sciences that may underline the use of pupil involvement in school quality assurance. Stoker (2006), for instance, could be used to express the importance of pupil involvement for the public service sector in more general terms by citing that “The fundamental idea is that for a decision to be legitimate or for a judgment to be made, it is necessary to have all stakeholders involved”. Consequently, pupils should have opportunities to express their opinion on the education they receive.

Furthermore, Stoker (2006) refers to Moore who states that “the underlying philosophy of public managers [...] should be to create public value [...]. The problem is that they cannot know for sure what that is [...]” Transferring this issue to the topic of pupil involvement in school quality assurance and pupils’ satisfaction at school, one could at that point refer to Könings et al. (2011) who could reveal that the perspectives of adults and pupils on the quality of school life and school satisfaction are likely to deviate from each other. Coming back to Stoker (2006), including the pupil’s view point when assessing the quality of public services, in this case the quality of secondary education, could help to get a more precise picture on what ‘public value’ in the context of secondary education to pupils in the Netherlands in 2018 means. Moreover, the findings of this Bachelor thesis shall encourage future research on how pupil involvement can enrich network governance and include thought-provoking impulses for those in charge of monitoring and optimizing school quality assurance with a strong focus on the pupils’ roles in these processes. It contributes to research dedicated to the promotion of a more pupil-oriented school quality assessment by exploring whether the Dutch secondary school quality assurance takes the pupils’ assessment of the learning environment into account.

## **1.2 Research question**

With the interest to support a more pupil-oriented quality assurance at secondary school level and to contribute to the research on what the recent situation at Dutch secondary schools in this area is, this Bachelor research aims to answer the following descriptive, exploratory research question:

**Which different roles do Dutch secondary school pupils in 2018 take on in the education quality system of their schools?**

The answer to this question shall be obtained by collecting findings on the following sub-questions:

**Sub question 1: Which different methods do Dutch secondary schools use to consider their pupils' views in the education quality system of their school?**

The different sorts of involvement that can be observed at Dutch secondary schools will be described and analysed. Roughly, it shall be distinguished between 'passive involvement of pupils', referring to activities in which data of pupils on different affairs at School Are collected and 'active pupil involvement'. In case of 'active pupil involvement', data from pupils are not only collected but the pupils themselves are invited to work with data and to co-design and monitor the implementation of measures to improve and maintain education quality, developed on the basis of the opinions the pupils have expressed beforehand (Harvey & Green, 1993, p. 18).

**Sub question 2: 'Which domains and items of the learning environment are addressed in student surveys at the selected Dutch secondary schools to gather data on the pupils' school satisfaction?'** introduces a discussion on the different instruments available for the addressing school satisfaction in Dutch secondary school quality assurance.

Exploratory and descriptive research is appropriate here since there have not been any previous studies on the pupils' involvement and their school satisfaction in the Netherlands in recent years. In such a situation, one cannot define the variables very strictly. A deeper understanding of the involvement of pupils in the quality assurance in secondary schools is needed first.

**2. Defining education quality, the impact of the learning environment on education quality and the pupils' roles in an education quality system**

In this Bachelor thesis, exploratory research is conducted. According to Dooley (2009, p. 253), "exploratory research seeks to build theory rather than testing it" and for this purpose, "the researchers [should] meet the data with an open mind in order to create fresh theory [...] existing theory may be inadequate or even misleading" (Dooley, 2009, p. 253). Therefore the next sub-sections focus on defining the key concepts of this research but less attention is paid to existing theory on the present research topic. The following sections clarify what quality in secondary education and pupils' school satisfaction in the given research context mean and how the learning environment may impact education quality. Besides, it is explained what an education quality system is and how pupil involvement and data handling are embedded in there.

## **2.1 What is quality in secondary education?**

Qualitative education ought not only to consist of teaching pupils to become proficient in the school subjects but also grow up to adults who are willing and able to contribute to the society they are living in (Long & Dunne, 2017, p. 38). In this manner, education becomes not only an investment in individuals (i.e. pupils) but an investment the society as a whole may profit from. It therefore could be said that education supporting young people in their personal and professional development as just described is one possible example to illustrate how education can create public value. Underlining the role of the learning environment, in this thesis the central interest is a broader conception of school quality, going beyond the efficiency-oriented education quality indicators proposed by the Dutch Inspectorate of Education like diploma achievement or a low rate of pupils resitting a year (Inspectie van het Onderwijs, n.d.).

The problem with conceptualizing quality, as described by Harvey and Green (1993), is that “quality means different things to different people”. As a result, there is no single correct definition of quality but various different ones, some of them having become more popular than others. Consequently, no universal set of quality criteria exists but, “depending on the context of quality assessment, criteria have to be formulated which communicate at best the preferences of the different parties having a stake in a quality project or service” (Harvey & Green, 1993, p. 1). Another challenge is that preferences may vary among stakeholders or that the same stakeholder even has different conceptualizations of quality at different moments because quality is value-laden, meaning that it is subjectively and intuitively associated with what is good instead of being easily and universally to articulate (Harvey & Green, 1993, p. 2). Harvey and Green (1993) attempt to group the wide range of concepts for quality into five interrelated but still discrete categories: Quality as exceptional, Quality as perfection of consistency, Quality as fitness for purpose, Quality as value for money and Quality as transformation. The five categories will be briefly defined and assessed in regard to their applicability to secondary education.

According to the first category, “Quality as exceptional”, a quality product or service exceeds high standards and confers status to the client of the quality service or the owner of a quality product. However, there is no set of criteria to assess quality but traditional views determine what is labelled as an exclusive and qualitative product. In order to be applicable to Dutch secondary education, the traditional view in Dutch education would have to be that schools “embody quality and thus do not need to demonstrate it” (Harvey & Green, 1993, p. 3). In the Netherlands, however, secondary education quality does not seem to be considered as self-evident because there are agencies within secondary education institutions explicitly responsible for quality assurance (School Board, n.d.). The nature of quality assurance in the given research context will be described in the next chapter.

The second category, “Quality as perfection of consistency” proposes to “get things done right the first time” (Harvey & Green, 1993, p. 8). This concept may fit in the sense that in secondary education principally everybody is responsible for quality, ranging from school boards, over teachers and pupils who, to a certain extent, may have a say and some possibilities to evaluate and impact education quality. However, one characteristic of education quality makes it difficult to make “Quality as perfection of consistency” a suitable concept, namely that qualitative education actually involves “constant engagement with ‘specifications’, a process of reworking and reconceptualization” in order to respond to the individual personal needs of a pupil rather than “delivering specification in a nearly perfect way as possible” the first time” (Harvey & Green, 1993, p. 7).

In the concept of “Quality as fitness for purpose”, the quality of a product or service is judged by the extent to which it fits its purpose. Different from the concept of “Quality as exceptional”, “Quality as fitness for purpose” becomes something attainable since every product or service is assumed to have the potential to meet its purpose. As long as a product or a service fulfils the job it has been designed for it can be labelled as a quality product or quality service. The core question is whose purposes the product or service serves and how to evaluate “fitness”. Harvey and Green (1993) introduce two possibilities to evaluate fitness for purpose: either by checking how far a product or a service corresponds to customer-determined specifications or the extent to which a provider is able to stick to the standards he has set for himself when providing his product or service. It is recognized that the purpose of a product or a service may change over time. In practice, also financial, technological and human resources are decisive for the potential of a product or service to meet its purpose. In reality customers usually can hardly specify their individual requirements in advance but providers are attempting to predict their potential customers’ needs beforehand and to design their product or service accordingly. “Quality as fitness for purpose” could be applicable in the given research context since the examined schools state a mission and goals they want to achieve and are trying to grasp the individual needs of their different clients, for instance by asking them for feedback (School Board, n.d.). Harvey and Green (1993) point towards two difficulties the education quality management might have to face in these moments: firstly, that education quality managers may have difficulties in defining what the purposes their education are. One dilemma could be that the pupils’ wants are not coherent with the pupils’ needs. Pupils may for instance ask to get rid of certain subjects they dislike and get the opportunity to sign up for subjects they are talented in and in which they are more motivated to deepen their knowledge while potential future employers and politics may require education quality management not to obey to pupils’ wants since in the disliked subject pupils are taught knowledge and skills which are prerequisites for succeeding in their future vocational trainings and study programmes.

Providing products and services at economic prices while still reliably delivering what their provider or customer supposes them to deliver is predominantly important according to the concept “quality as

value for money”. Since there is a focus on whether you got what you pay for, this concept may be poorly applicable in the given research context and to Dutch secondary education quality. In this thesis it is not foreseen to assess whether Dutch secondary schools spend their budget efficiently and effectively. Furthermore, Dutch secondary education, apart from some private schools, is widely financed by the Dutch government and since no individual citizen neither has the power nor can retrace what proportion of his or her tax money has been spend on governmental investments in education, it would make few sense to decide whether the education one or one’s children has received is appropriate according to the money one has paid to the government.

The last concept discussed by Harvey and Green (1993), “Quality as transformation”, widely fits to the given research context because it describes education as not being “a service for a customer but as an ongoing process of transformation of the participant, be it student or researcher” (Harvey & Green, 1993, p. 17). For the quality assessment it is wondered whether education causes changes in pupils that promotes their knowledge, abilities and skills. High quality education institutions are those who put student at the centre of their processes by which learning is evaluated so that the pupils get involved in creating, delivering and evaluating their education (Harvey & Green, 1993, p. 17). This concept suits well to the ideas of this research since it supports the idea of paying attention to the pupils’ feedback for the assessment of the learning process, thereby empowering students to influence their own transformation process while the control over decision-making processes and policies stays with the educational institutions.

In conclusion, some concepts as proposed by Harvey and Green (1993) suit better to education quality than others. Recognizing that there exist numerous different definitions of quality reflecting “different perspectives of the individual and society” it would be a “waste of time to try to define quality” (Harvey & Green, 1993, p. 20). In education, pupils and teachers likely focus on different aspects when assessing the learning process and how successfully it contributes to the personal development and the pupils’ acquisition of knowledge. Other stakeholders like potential future employers or politics may be more interested in learning outcomes. The pupils’ grades may be important in the first place when selecting candidates for training and study programmes or comparing the pupils in their country with pupils from abroad. Concluding that there is no universal understanding of education quality does, however, not make the enhancement and maintenance of education quality redundant. Instead it should be recognized that quality criteria differ among interest groups. These differences have to be understood to get a picture of the different perspectives of each stakeholder, thereby attempting to adapt quality standards of educational services accordingly so that an increase in education quality is perceived by the addressed stakeholders in the prevailing context (Harvey & Green, 1993, p. 21). Therefore, education quality is supposed to be continuously monitored and reviewed in the frame of an education quality system.

## **2.2 What is an education quality system?**

An education quality system could be described as a network of actors monitoring services provided by an educational institution putting “mechanisms, procedures and processes in place to ensure that the desired quality, defined and measured is delivered” (Harvey & Green, 1993, pp. 11-12). The activities of an education quality system can be guided by following certain quality criteria and using different monitoring procedures and reporting practices. Such standards and tools are for example specified in the norm 9001 of the International Organization for Standardization. This norm contains a set of requirements quality management systems of all sorts of organisations ought to fulfill in order to meet the demands of the clients of an organization and other stakeholders affected by its work. The norm 9001 of the International Organization for Standardization is based on the idea of continuous organizational improvement. Therefore, it does not explicitly point out any objectives regarding how to fulfill the clients’ needs or quality itself but asks organisations to do so themselves and to regularly check and optimize their processes in order to achieve the set objectives (International Organization for Standardization, n.d.).

Regular monitoring of education quality may serve to check the efficient and effective use of resources as well as the achievement of previously defined goals and to reveal areas which may require quality improvement. Such quality improvements in education may be necessary for example to adapt to changing and individual pupils’ needs in order to maintain or increase pupil satisfaction (Rosa & Amaral, 2007, p. 141). In the Netherlands, the task of continuously improving the quality of education Dutch pupils are provided with is shared between the government and school boards (van der Bij et al., 2016). The actors who are involved in the school quality management of the selected schools will be described in more detail in the description of the research setting. In general, the functioning of an education quality system could be described as a circular process consisting of the following steps, assuming that a school has already been built, staffed and is already running (Andrews, 1994, p. 30):

1. **Plan:** School quality managers should clearly point out the objectives to be achieved by providing education, as done in practice in a curriculum and/or school plans, and reflect on what aspects of education could need some improvement. A guideline for this may be offered by keeping the three purposes of education proposed by Biesta (2009) in mind, referred to in Long and Dunne (2017): “Education shall provide qualification and skills which fit well to the existing economic and social order, socialize by arising the pupils’ interest to become a responsible and committed citizen and promote individuation by educating how to become an autonomous and independently thinking person.” Another indicator which could make school quality managers aware of conditions that could be improved may be the regular collection of data on pupil satisfaction at school.

2. Do: After a learning environment has been established by hiring teachers and implementing the previously planned curriculum, in this phase also measures are put into effect to improve aspects of the learning environment which have earlier been evaluated as needing improvement in order to fulfil the set quality standards and objectives.
3. Check: In this phase one should keep an eye on running processes in the established learning environment to detect areas of the learning environment needing improvement. Suitable improvement measures are planned, implemented, checked and if necessary modified as described in the other three phases. Besides, the situation during the implementation of the improvement measures are monitored and compared with the situation before. This may reveal whether the improvement measure has led to its intended effect in practice.
4. Act: Adapt features of the implementation measures with the aid of the findings of the checking-phase to optimize education quality.

### **2.3 What is pupils' school satisfaction?**

In this broader conception of school quality, school satisfaction of pupils shall play a key role. School satisfaction describes the pupils' personally felt state of comfort at school. The degree to which school satisfaction varies among pupils may range from feeling very uneasy at school to feeling very comfortable and enjoying School Attendance depending for instance on the pupils' individual learning success and relationships with teachers and fellow pupils. Accordingly, school satisfaction as defined by Karatzias, Power and Swanson (2001, p. 266), is "a subjective construct, able to account for pupils' individual perceptual differences in relation to school climate." The school climate in this context is determined by several domains: pupils' satisfaction with the curriculum, attainment in class activities and national targets, pupils' learning behaviour, pupils' perception of teaching style and assessment methods, the satisfaction of pupils' personal needs, school and individual ethos factors, the relationship between pupils and school staff, the pupils' opinion on the school equipment as well as the support offered to pupils by parents, teachers and friends, also with regards to the pupils' future career planning (Karatzias et al, 2001, p. 271). As intended for this study, the definition of school satisfaction by Karatzias et al. (2001) in the first place focuses on the assessment of the learning environment instead of performance indicators.

### **2.4 What role does the learning environment play for education quality?**

Doppelt and Schunn (2008) define learning environment as "the sociological, psychological and pedagogical contexts in which learning takes place." The learning environment may impact the pupils' learning motivation and their achievements in acquiring and using their knowledge. According to

Doppelt and Schunn (2008), “[v]arious characteristics of the learning environment have been found to influence learning outcomes.” A learning environment giving pupils the chance to develop their thinking skills and to deepen the knowledge of the subject they have to study, is assumed to positively contribute to education quality. Learning environments may vary from each other regarding their physical equipment such as computers or experiments kits, the maintenance of the school building and the degree to which pupils are exposed to environmental stress such as traffic noise at school on the one hand and the teaching and assessment methods as well as the type of learning on the other hand.

## **2.5 What is pupil involvement and which different sorts of pupil involvement exist in education quality systems?**

Könings (2007) proposes that regular assessment of the learning environment by pupils may be useful to improve the design of a learning environment. The pupils’ feedback may reveal what features of the learning environment could be improved to encourage pupils to discover their talents and deepen their knowledge as much as possible. Furthermore this study recommends to take the pupils’ feedback on the learning environment into account since it could be found that pupils frequently would have perceived their learning environment differently than the adult designers of the learning environment (Könings, 2007, pp. 4-5). The pupils’ feedback consequently could help to learn more and to finally reduce the discrepancies between the adults’ and the pupils’ perceptions and thereby increase education quality as a whole.

In a further step, pupils could also turn into co-designers, taking part in planning and monitoring improvement measures in the course of the quality circle process (‘active involvement of pupils’). Refining the existing profiles and definitions of the roles pupils as stakeholders in Dutch secondary school quality are taking on is one aim of this thesis and will be part of the data analysis.

In any case it becomes obvious that data collection plays a key role in school quality assurance. Data are gathered, analysed, interpreted and included in the planning of future measures. One part of the thesis illustrates which tools are used to address pupils’ satisfaction at the selected schools. It should be critically examined whether the data is handled properly in school self-evaluation processes because only then improvements in their education can be expected (Schildkamp & Archer, 2017, p. 20).

While most Dutch School Boards in their statute declare that giving a certain degree of responsibility and control to secondary school pupils over their education as an important aspect of their work (School Board, n.d.), few research exists on different options schools subject to the same School Board have come up with to translate the mission of pupil participation in school quality assurance in the Netherlands into practice.

Data collected on the pupils' interests and opinions on school matters, provided that it is collected and analyzed properly, is widely considered as a valuable source for monitoring and improving school quality (Schildkamp & Archer, 2017, p. 20). In the Netherlands, data on school quality is not only obtained by surveying or interviewing pupils but in the course of several policy processes run by the Dutch national governments or school boards. A part of these data is available to the public, for instance online on websites like "Scholen op de kaart" (Scholen op de kaart, 2018). In the Netherlands, the choice of schools pupils can attend is legally not limited by the pupils' place of residence (Scholen op de kaart, 2018). The public access to such databases can help parents and pupils to choose a school fitting best to their educational needs and requirements and at the same time may increase the transparency of the Dutch education quality management.

### **3. Methodology**

The next sections offer a description of the methods used to select the research setting as well as how and which data have been collected and analysed in order to answer the research question and the sub questions which have been previously introduced in this thesis. Furthermore it is dealt with some limitations and opportunities of the selected research design.

#### **3.1 Research Design**

As already mentioned, there have not been any previous studies on the pupils' involvement and their school satisfaction in the Netherlands in recent years. In order to deepen one's understanding of the involvement of pupils in the quality assurance in secondary schools, exploratory and descriptive research may serve to acquire perceptions from different point of views. By complementing these different views and perceptions with each other, a fuller picture of the recent state of pupil involvement at Dutch secondary schools could be obtained.

For answering the given research question, different tools have been chosen: Firstly, the policies of the School Board and of two schools belonging to this School Board will be analysed to reveal their content on how to proceed in education quality assurance. Secondly, some pupils of the two selected schools will fill in a survey. Thirdly, persons involved in the education quality assurance of these schools will be interviewed. The research participants will be introduced to the research purpose in advance and are asked to give their informed consent.

Collecting the primary data serves to learn how the implementation of the previously identified policy elements on education quality assurance and addressing pupils' schools satisfaction take place and are perceived in practice by employees and pupils at the selected schools.

### **3.2 Case selection and sampling**

Dutch secondary schools which are subject to the same school board form the research population of this study. The cases out of this population are selected by convenience sampling, meaning that in the end the schools themselves decide whether they are interested to participate in the research or not. This sort of non-probability sampling eases the case selection in the sense that data collection can take place without long travel times neither for the researcher nor for the research participants. This suits well to the given timeframe and the fact that the possible costs of research would have to be covered by the researcher herself. On the one hand, it would be preferred to pick two schools for the case study whose methods to involve pupils in their school quality assurance differ from each other, (e.g. one strongly preferring active pupil involvement vs. another school favouring passive pupil involvement) for learning more on what different approaches of pupil involvement exist and what are their prevailing advantages and disadvantages. On the other hand, if the selected schools have similar approaches to involve pupils in education quality management and are subject to the same school board, educational laws and regulations, other factors such as policies, financial and human resources, that may limit the possibilities to involve pupils are expected to be similar. It could be said that more similar the conditions of the two research settings are, easier it may be to compare observations made at the individual schools. There may also be some concerns about the validity of the study due to this sampling procedure. At a later point of this methodology chapter (3.5) it is explained how these concerns are addressed and justified in the given research context.

The sample of interviewees within the schools consists of some of their pupils and employees. For practical purposes, the pupils filling in the survey have been selected class wise. Since the pupils participating in the interviews and the survey are older than sixteen years, they, just as the interviewed school staff, will give their permission and informed consent before becoming a research participant. The policy documents to be analysed will be those of the participating schools and of the school board they belong to.

### **3.3 Operationalization of the main concepts and data collection method**

Primary and secondary data is collected and analysed with the purpose to figure out whether the selected schools rather use active or passive forms of pupil involvement or both, how the practices differ among the selected schools as well as to learn how the different forms of pupil involvement are embedded in the schools' individual education quality assurance processes. The data seems to be appropriate since they can be used to describe the recent situation of pupil involvement in Dutch secondary school quality assurance out of different perspectives, complementing interpretations on what is written on paper in the policies with impressions of what is actually happening in practice. While the policy analysis examines official documents communicating the quality assurance approach of the prevailing schools

to the public and informing about what ought to be, the interviews give an insight on how quality assurance is eventually implemented.

The different roles Dutch secondary students may take on in their school's quality assurance shall be identified by studying which roles the individual policies of the schools and the School Board propose. The interviews serve to learn whether pupils and school staff committed to education quality management at their school perceive that the roles and activities pupils take on in school quality assurance in practice correspond to the description of the roles in the policy documents, what are the characteristics and functions of these roles and how they are embedded in the quality assurance process. Additionally, it will be wondered about the efficiency and effectiveness of pupil involvement. Another core question to be discussed will be if and how the pupils' school satisfaction is addressed. For this, existing questionnaires pupils are regularly asked to fill in at school are examined on items gathering data from which quality managers could learn about pupils' school satisfaction.

The data collected during the pupil survey at School A and School B including the survey codebook are recorded in Excel files and also available as pdf report. In the course of the survey analysis, the results of both schools have been compared to derive research findings. These findings form a cornerstone of the data analysis of this thesis.

Furthermore, a content analysis of the questionnaires on pupils' satisfaction, the interview transcripts and school policies may deliver meaningful information for answering the given research question. During the content analyses, it is focused on key words, codes that can be associated with the present research topic. These terms, their definition in this research context as well as sample sentences taken from the analysed documents can be found in the attached code books.

### **3.4 Methodology of the data analysis**

The conclusions on which roles pupils at secondary schools take on in school quality assurance and how the pupils' school satisfaction is measured in the Netherlands in 2018 will be drawn by analyzing the data extracted from the surveys, interviews and school policies.

By analysing the policies of the participating schools and the school board they are subject to with regard to their content on quality assurance and pupils' participation this study will show which roles and quality measurements the policies propose. Besides, pupil surveys in use at both schools are examined to learn which items and domains in these questionnaires are addressed to gather data on pupils' school satisfaction. Finally, it is evaluated which of the domains and items as proposed by Karatzia et al. (2001) are mostly addressed at the selected Dutch secondary schools and which items

and domains seem to rather play a minor role when the school quality management designs tools for the assessment of education quality and the learning environment.

The interview analysis shall contribute to explore whether these roles and measurement tools eventually exist in practice, what pupils and members of the school staff think about them as well as which differences there are among the schools when involving their pupils in school quality management and when measuring pupils' school satisfaction.

The survey has been filled in by both, pupils that are actively and/or passively or not at all involved in the school quality assurance. In this manner, one may get a broader range of pupils' interests and opinions on their possibilities and interests to co-decide in decision-processes at school.

### **3.5 Limitations, validity and reliability of the findings of the study**

Firstly, the external validity of the study findings is relatively low. This disadvantage may be justifiable by arguing that the aim of the present study is not to gain knowledge that can easily be generalized to the roles of pupils in quality assurance at other secondary schools but to learn as much as possible about the pupils' situation at the selected schools. Transferring findings from one educational setting to another may in general not be recommendable owing to the fact that the educational landscape even within the same educational sector and country tends to be heterogeneous. Heterogeneity is typically also found within schools. Owing to a relatively short time frame, the sample size of the study is quite small. Therefore, the present thesis may rather be a pilot study, encouraging future research with bigger samples to improve and to extend the used research design.

Secondly, in the frame of this study not all pupils from all schools could be interviewed. It may be that some roles of pupils in quality assurance could not have been captured so far, reducing the validity of the findings. Proposing a set of roles pupils may take on in school quality assurance by referring to the theoretical distinction of active and passive pupil involvement in education quality management may be an appropriate countermeasure. The semi-structured interviews include questions in which the interviewees describe the activities of pupils involved in school quality management without having these concepts in mind to avoid that they feel restricted or confused by the theoretically defined forms of pupil involvement. Should the research participants nevertheless struggle to understand a question, either in the survey or an interview, they may ask the researcher for clarification.

Thirdly, there is a minor risk that the policy analysis may be impacted by subjective interpretations of the researcher and that the appearance of the interviewer is a possible manipulating factor of the research setting. It is tried to appear as a trustworthy conversation partner, open and neutral to the individual

features of the research setting and the personal opinions of the interviewees on the questioned topic. A prompt transformation of the recorded conversations into interview transcripts and concentrating on not mingling up one's own perspective with those of the people questioned during the data collection and the data analysis may be helpful in this case (Dooley, 2009).

Finally, this research may principally be subject to construct validity threats (Dooley, 2009, pp. 259- 261). This research design description proposes some measures to prevent or at least limit possible threats. When it comes to measurement validity, there may be the possibility that during the semi-structured interviews it is strayed from the research topic. This may not perfectly be avoidable or even give further valuable data. However, the interviewer shall keep an eye on the previously prepared interview questions and a checklist on what shall be learned during the conversations to make sure that at the end the data needed for the data analysis has actually been obtained.

#### **4. Description of the research setting**

At the beginning of this chapter, the research setting of the study is introduced. It is a description of the Dutch educational system and the organizational and administrative characteristics of the chosen school board the schools selected for this study are subject to. Furthermore, it is referred to recent strategies as well as the norms, values and the definition of education the School Board and the schools belonging to it are aiming to stick to. This information gives a first insight into the research environment, helpful for better understanding the subsequent description and analysis of the primary and secondary data obtained on the schools participating in this research.

##### **4.1 The research setting: an introduction into the examined education environment**

At first, a brief overview of the Dutch educational system gives a general insight into the research environment. One important aspect when discussing Dutch education quality may be the fact that Dutch schools are actually only funded by the government so that the differences between Dutch public and private schools could be rated as negligible. The governmental money is inter alia spent on implementing education policies, pay staff and to maintain educational institutions. Besides, the Dutch government safeguards the laws passed to guarantee education quality measures by standards, supported by the governmental Inspection of Education which regularly inspects Dutch schools. Nevertheless, it is said that the Dutch national education law offers a relatively high degree of freedom to Dutch school boards and schools when it comes to education design. School boards and their schools can individually adapt their education to their pedagogical ideas or religious roots (De Nederlandse Grondwet, Artikel 23, 1983).

The selected school board, nowadays one of the biggest in its country, was founded in the East of the Netherlands in the early 1920s by a Roman Catholic order. From the 1950's onwards also non-Catholic pupils could attend the schools belonging to this school board. Nowadays there are not only Roman Catholic schools belonging to this school board but also Protestant-Christian schools or interfaith schools, showing that the impact of the Catholic Church has continuously declined during the last decades (School Board Identiteit/Kernwaarden, n.d.). The School Board recently employs a bit more than 4 000 people in total, including teachers and other staff, and counts a dozen of comprehensive schools as its members spread throughout the Netherlands. At these schools, nearly 40 000 pupils are taught at different types of secondary education. Organisationally, the School Board is structured as shown in Figure 1: Organigram School Board.

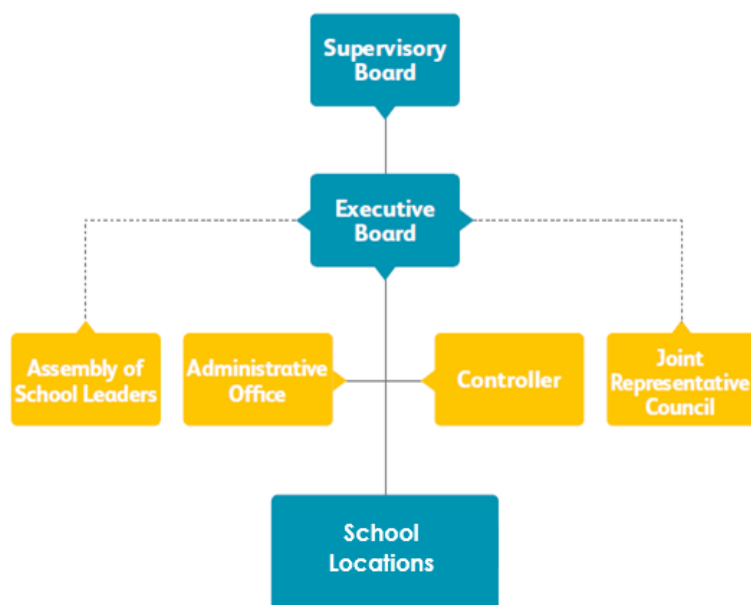


Figure 1: Organigram School Board

The School Board states that its institutions overall enjoy a high degree of autonomy, may offer a broad range of educational choices and that each school is individually in charge of assuring education quality. Each school leader is responsible for his or her school results and, within the School Board, is asked to regularly inform the Executive Board (College van Bestuur) of the School Board on a regularly basis on the performance of his or her school. Moreover, the school leaders of the schools subject to the School Board form the Assembly of School Leaders (Convent van Schoolleiders). Just like the Joint Participation Council (Gemeenschappelijke Medezeggenschapsraad or GMR), the Assembly advises the Executive Board on supra-school policies. The Joint Participation Council is formed by some members from the participation councils of each school belonging to the School Board and inter alia

meets several times in the course of a year with the Executive Board. (School Board, Identiteit/Kernwaarden, n.d).

The Executive Board primarily focuses on initiating and facilitating policy plans and projects. This mainly implies to ensure that schools, according to the quality standards, have sufficient financial and building capacities and are equipped with qualified teaching staff.

The Executive Board is monitored by the Supervisory Board (Raad van Toezicht). The Supervisory Board checks to what extent the current activities are coherent with the formulated values of the School Board, other School Board policies and the business management of the School Board. More information on this policies, values and managerial topics will be given at a later point.

Additionally, the schools and the Executive Board are supported by the controlling department and the administrative office of the School Board. Member schools can benefit from a range of shared services provided by the administrative office, including administration, planning and (financial) control, advice on educational matters and governance, legal matters, aspects of facility management and communication.

Beyond the shared services, the members and institutions of the School Board might profit by common policies on organisational affairs such as development and building capacity and share several risks. The School Board and its institutions consists of schools offering all forms of Dutch secondary education. Despite the diversified educational offer of the schools, all members of the School Board have agreed on a common mission, namely to provide and to maintain the quality of all forms of secondary education and to ensure that in the education they provide the human being is central. This shall promote the humanisation, in this context the involvement and solidarity of human beings, and the development of all individuals and institutions belonging to the School Board. According to the School Board, this mission gives room and makes it necessary to its members to take over responsibility and to co-decide over their personal development and on their learning and working environment. These ideas have been incorporated in several of the core values of the School Board, which briefly are: “to offer education of high quality in a safe and at the same time challenging learning environment [...], to provide education leaving room for students to reflect on their perspectives and giving them certain possibilities and responsibilities in regard to their learning process” (School Board, Identiteit/Kernwaarden, n.d). Qualitative education, for the School Board, implies broad education. Here, broad education refers to education that is not only evaluated by the pupils’ test results but attention is also paid to the pupils’ personalities; education qualifying pupils for their future career not only by teaching knowledge but also by socializing young people and support their personal

development towards self-confident and responsible adults, able to participate in society and to live a self-determined life (School Board, Thema's, n.d.).

The mission and core values have been confirmed in the recent strategy of the School Board, released in 2015 (School Board, Koers 2020, 2015). Furthermore, the School Board, like Schildkamp and Archer (2017, p. 20) wrote, could generate some scientific evidence that “[d]ata collected on the pupils’ interests and opinions on school matters, provided that it is collected and analyzed properly, is widely considered as a valuable source for monitoring and improving school quality” (Schildkamp & Archer, 2017, p. 20). Research and practice at the school board level as well as at school and classroom level to optimize the use of data is an important aspect in the strategy and the education quality management of the School Board (School Board, Koers 2020, 2015).

The description of the research setting rather gives a broad picture of the framework the schools on which the case studies are conducted are embedded in. Briefly it can be said that the School Board formulates the broad frame the schools of the School Board ought to follow in their policies and work and may give advice on how to implement an education that can widely be adapted to the pupils’ needs while still meeting the standards set by the Dutch education law. Adapting education to the individual needs of each pupil as good as possible derives from the idea that ‘learning is a non-linear process, meaning that every child is unique and that although the pupils attending the same type of secondary school receive the same education, every child will understand and apply the study material differently in the future (School Board, Thema's, n.d.). Allocating pupils with a similar intelligence and learning ability to one class, as proposed in the Dutch secondary education system, shall limit the variation between pupils in one class (Connect International, 2014). This may be a first practical step towards implementing the idea of providing secondary pupils with education which suits best to their personal talents and needs.

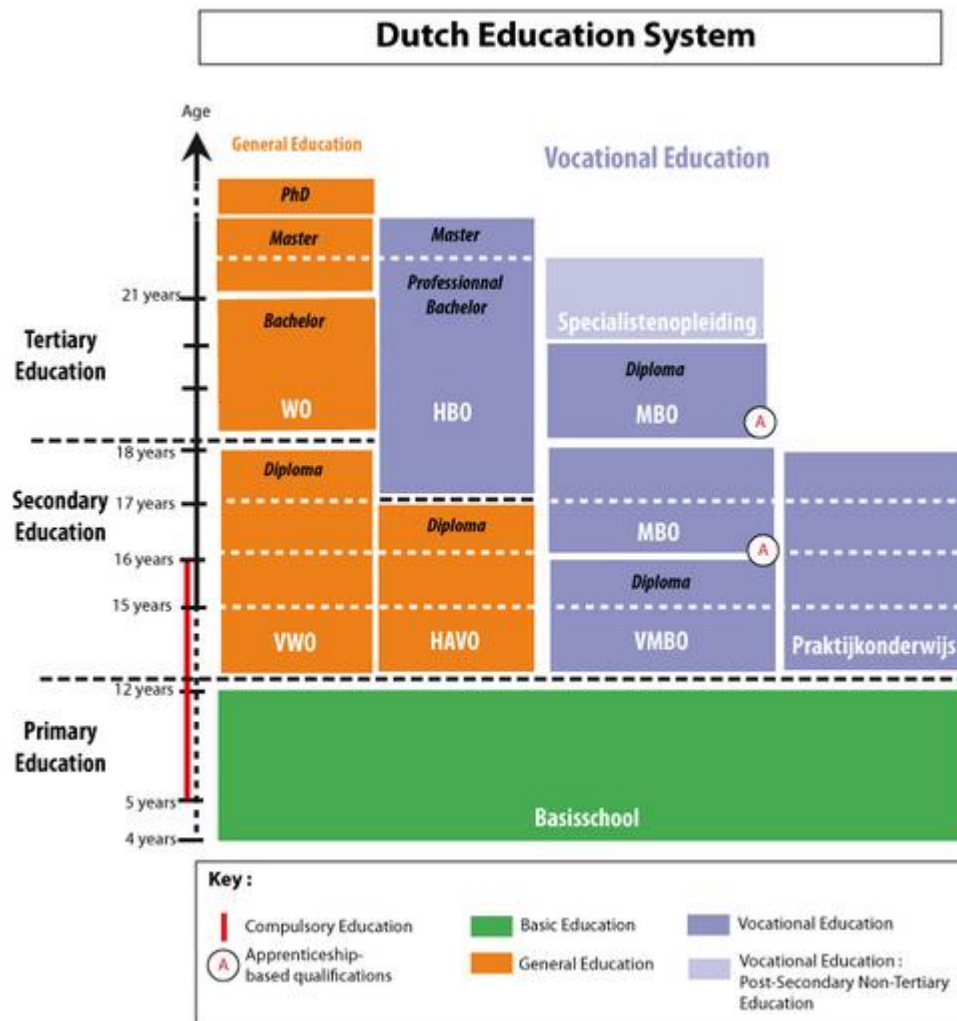


Figure 2: Overview of the Dutch educational system, Ma voie pro Europe, 2013

The different types of education offered by the selected Dutch secondary schools can roughly be distinguished as follows: Both schools offer secondary education on preparatory secondary vocational education (voorbereidend middelbaar beroepsonderwijs, vmbo, taking four years), senior general secondary education (hoger algemeen voortgezet onderwijs, havo, taking five years) and pre-university education (voorbereidend wetenschappelijk onderwijs, taking six years) (Figure 2: Overview of the Dutch educational system, Ma voie pro Europe, 2013). School A moreover also teaches pupils in practical training (praktijkonderwijs, usually taking five years), attended by pupils not fulfilling the admission requirements of secondary vocational education or any higher type of secondary education due to learning disabilities and therefore needing a special and ideally more individualized education design for successfully developing their personality and being prepared for the labour market (Rijksoverheid, n.d).

For reasons of anonymization, a general draft of the managerial structure and possible managerial positions of a Dutch secondary school is presented (see Figure 3: An example of the managerial structure of Dutch secondary schools, School A, Schoolleiding 2017-2018, 2018).

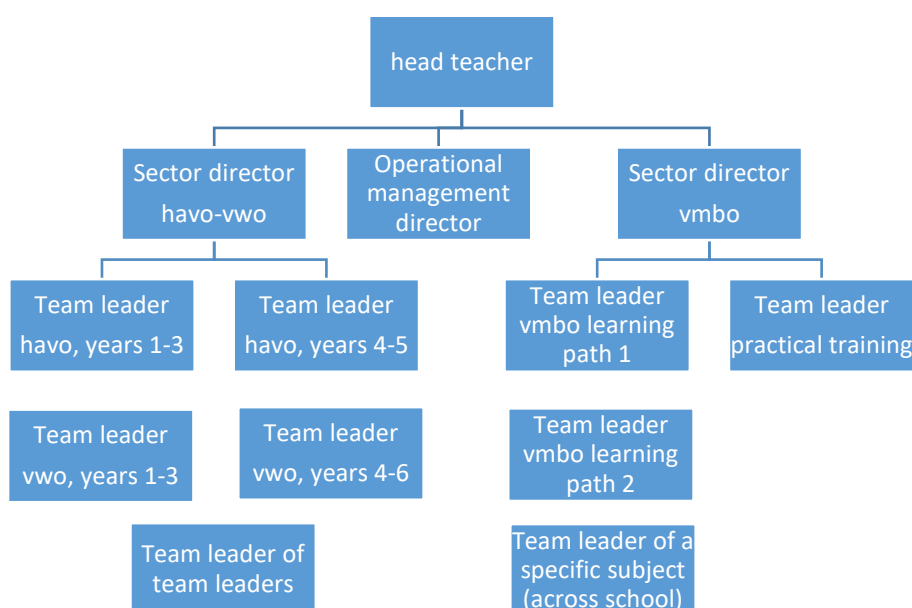


Figure 3: An example of the managerial structure of Dutch secondary schools, School A, Schoolleiding 2017-2018, 2018

In general, the school management of a Dutch secondary school is formed by a head teacher [rector], the person generally responsible at school, who is supported by sector directors [sectordirecteuren], sometimes also called deputy headmasters, and an operational management director [Directeur bedrijfsvoering]. The operational management director relieves the head teacher and the sector directors by being the one principally responsible for all functions at the school which are not of instructional nature, such as any kind of business operation, like ensuring the effective and efficient use and progressive development of the financial and human resources available for the school (Education Business, n.d.).

The sector directors, in contrast, support the head teacher by monitoring that pupils of the same school type receive secondary education as envisaged in the educational policies the school is committed to, may these policies be formulated by the school, the School Board or any local or national governmental body involved in Dutch education policy. The sector director is in close contact with the team leaders of each school type who supervise a group of teachers, mentors and teaching assistants mostly teaching and taking care of a group of pupils within one school type over a couple of years (infoNu.nl, 2018). This teaching staff, being a subject teacher and/or a mentor of a class, are the first contact persons for pupils. A mentor observes and tries to steer group processes in one class so that a pleasant work atmosphere in is created in which pupils feel comfortable and likely to successfully learn and perform

at school. A mentor also teaches pupils methods to prepare and pass upcoming exams, administrates exam results and keeps in touch with parents, the school management and colleagues teaching the pupils of a class to keep other stakeholders informed and to be kept informed about the learning process of the mentored pupils (School A, Schoolgids 2017-2018, 2017). Furthermore, a mentor aims to support pupils in their personal development, gives answers on questions concerning the individual subject choices and possibly on future career planning of the pupils in class. Occasionally, further pedagogical staff take care of pupils in need of additional learning support at school (School B Scholengemeenschap, Ons Onderwijs, n.d.). Besides, a sector director may be asked to participate in research and planning processes dealing with the improvement of the education (School B Scholengemeenschap, Organisatie van de school, n.d.). This may also imply to rethink the financial and personnel management of the school type the sector director is responsible for, which could be discussed with the operational management director of the school, or creating long-term plans of the school and the pupils' time tables in cooperation with the head teacher of the school (infoNu.nl, 2018).

The overview of the managerial structure and the different types of secondary education pupils are taught at Dutch secondary schools as well as the values and policies of the School Board they belong to may help to better understand the subsequent data analysis. In summary it could be said that the values and organisational structure of the School Board and the two selected schools appear to be open towards pupil involvement in education quality management. This conclusion is backed by considering some of the core values of the aforementioned School Board, stating that pupils are asked to co-decide as well as to observe their individual learning processes and that they have a say in some of the decision-making process of the school they attend (School Board Identiteit/Kernwaarden, n.d.). The subsequent analysis closer examines the previously described selected schools subject to this School Board with a particular focus on how the schools address the ideas of the School Board to give pupils responsibility and co-determination over their learning process and their learning environment and what is stated on this topic in the school guides. Additionally, by analysing the collected primary data of a pupil survey and interviews with pupils and school staff, it shall be revealed how research participants evaluate the pupils' possibilities to co-decide at school.

## **5 Data analysis and findings**

In this chapter, the data collected in the course of this research is analysed and findings of this Bachelor thesis are formulated as a preparation to draw conclusions and to answer the research questions in the conclusion chapter.

## **5.1 Policy analysis of the statutes of the selected schools on pupil involvement in the education quality system and on addressing pupils' school satisfaction**

This section summarizes the findings of the school policy analysis. Since a school policy *inter alia* presents the values, the organisational structure and goals of a school, they are regarded as a useful source to explore how pupil involvement in the education quality system is addressed as well as how pupil's satisfaction is defined and monitored. Concerning monitoring pupil's school satisfaction, several pupil surveys conducted at the selected schools have been analysed, too. In this way, it can be revealed, which domains and items of the learning environment are addressed in these surveys to gather data on the pupils' school satisfaction.

The schools state similar goals, briefly to prepare pupils for passing their final secondary school diploma and educate them to become self-confident and active citizens, as an important preparation for their future professional and personal life (School A, Schoolgids 2017-2018, 2017, p. 4) (School B, *Wie zijn wij?*, n.d). Both schools recognize that for a successful achievement of these goals it is important to pay attention to the pupils' individual characters, talents and need of support. To become aware of pupils' individual needs, a proper communication between parents, teachers and pupils is considered as essential (School A, Schoolgids 2017-2018, 2017, p. 10). On the one hand this means that the education quality systems at the selected schools intend to offer pupils room to make own choices. To co-design their learning process, they can choose some subjects, projects or excursions fitting to their personal interests and talents in the areas of cognition, sports, sociality and creativity. On the other hand some pupils may need more guidance to make the right decisions than others. As a result, one challenge for the education quality system is to find an appropriate balance between giving guidance by parents and teaching staff and freedom to pupils in a learning process. In the school policy analysis, some opportunities during which pupils can participate in the quality assurance at their school could be identified.

At both schools there are pupils' councils [*leerlingenraad*]. At School A, each type of secondary education has its own pupils' council, representing the interests of pupils at school and attempting to consider their fellow students opinion in their work, too. Apart from organising activities for pupils which may contribute to a better atmosphere at school by bringing the school community together during informal occasions, such as a '*kerstactie*' during which pupils voluntarily make efforts to collect donations for charity work, the pupils' council is also asked to communicate the pupils' interests to the school management. The pupils' councils meet several times during a school year and sends some of its members to meetings of the participation council as delegates of the pupils' councils. These delegates inform the participation council and the school management on the work of the pupils' council and from time to time also gives advice when taking part in decision-making processes at school (School A, Schoolgids 2017-2018, 2017, pp. 14, 29, 32).

The pupils' council at School B principally takes over the same tasks as the pupils' councils at School A but at School B, pupils from different school types belong to one pupils' council instead of being split according to the school type they attend. The pupils' council forms an important part of school quality management by delivering feedback from the pupils' level to the school management and making efforts together with parents and teachers to create a learning environment where pupils feel at home. Next to organising activities at school this also implies to take part in the regular revision of the pupil statute. The pupil statute is a document in which the rights and obligations of pupils are summarised. At some Dutch schools, members of the pupils' council may be elected while at the selected schools pupils are either asked by members of the pupils' council and the person accompanying the council or can contact the pupils' council if they are interested to join (School B, meedenken en meepraten, n.d.).

Another permanent representative body at both schools is the participation council [medezeggenschapsraad]. At both schools, there is one participation council, consisting of sixteen members each. Out of these sixteen members, eight are employees of the school, four are parents and four are pupils who mostly are also active in the pupils' council. Pupils can be a candidate for the participation council provided that they agree with the principles and goals of the school, as also required from the other members. The participation councils meet every month or every second month with the aim to contribute to a school environment in which everyone feels comfortable. The participation council can impact the school policy by regularly negotiating with the school management and shall ensure that every stakeholder of a school has the opportunity to communicate one's interests (School A, Schoolgids 2017-2018, 2017, p. 14). School B states that there are different committees within its participation council, for example a financial committee or a committee principally focusing on education or pupil support (School B, meedenken en meepraten, n.d.). Furthermore, each school belonging to the School Board examined in this research sends some of the members of their participation council to meetings of the Joint Participation Council of the School Board during which common issues at the school board level are discussed and knowledge and experiences among the schools can be exchanged. In general, also pupils who are member of a participation council can join the delegation of their school who attend the meetings of the Joint Participation Council (School A, Schoolgids 2017-2018, 2017, p. 14).

Apart from the pupils' council and the participation council, two permanent focus groups [klankbordgroepen], both schools also report about temporary pupil committees [leerlingenpanel], which are occasionally formed and asked for opinion and advice on a specific current issue at school (School A, Schoolgids 2017-2018, 2017), (School B, Onderwijskwaliteit, n.d.).

Beyond the previously mentioned opportunities of active pupil involvement, pupils at School A and School B can be passively involved in the quality education system at their school when delivering feedback in the course of a survey or when telling their opinion and concerns to contact persons at school (School A Schoolgids 2017-2018, 2017, p. 12), though the pupils' data is treated confidentially. Particularly important in this context are the results of pupil surveys, which are partly legally required in the Netherlands. The survey results are reported to the school leader and evaluated in the annual report of the School Board as well as considered when making future plans for education quality improvement (School A Schoolgids 2017-2018, 2017, p. 10), (School B, Onderwijskwaliteit, n.d.).

Forming and expressing one's opinion and taking decisions are supposed to be best made in an environment in which one feels healthy and comfortable. This suits to pupil involvement, too. Therefore, a part of this thesis is dedicated to learn how the schools participating in the present research evaluate their pupils' school satisfaction. Pupils' school satisfaction reflects the personal and subjective state of a pupil's comfort at school, ranging from feeling uneasy to enjoying school attendance (Karatzias et al, 2001, p. 271). School satisfaction is assumed to be determined by the characteristics of a pupils' learning environment and the pupils' perceptions of these. The chosen pupil satisfaction questionnaires conducted at both schools are examined on questions addressing features of the learning environment which have been compiled in the theory part of this thesis (Karatzias et al, 2001, p.271). The domains and items of the learning environment addressed in these surveys including their frequencies are shown in Table 1:

<b>Codes=items and domains addressed in analysed questionnaires</b>	<b>Frequencies of questions addressing the prevailing items and domains</b>			<b>Total number of frequencies per item/domain</b>
<b>Number of questionnaire</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Questionnaires 1, 2, 3</b>
Pupil's relation with teachers and adult school staff	17	9	13	39
Curriculum	8	10	10	28
Pupils' personal state of comfort at school	8	15	2	25
Teaching style	7	8	7	22
School equipment	0	11	7	18
Pupils' learning behaviour	12	1	0	13
Support provided to pupils at school	1	10	2	13
Open questions asking pupils to express their ideas/opinion on a topic	2	7	4	13
Teaching assessment	0	6	5	11
Pupil's relation with fellow students	5	0	3	8
Coherence: values of school and personal values	2	0	1	3
Attainment in class activities	1	0	0	1
Attainment of national targets	0	0	0	0
Environmental stress	0	0	0	0
Other	30	10	2	42
<b>Total number of questions</b>	<b>93</b>	<b>87</b>	<b>56</b>	<b>236</b>

Table 1: Domains and items of the learning environment addressed in student surveys to gather data on the pupils' school satisfaction

Referring to the items and domains and their prevailing frequencies of being addressed in the analysed questionnaires, it can be said that the schools address areas which can be allocated to the items and domains of the learning environment proposed by Karatzia et al. (2001). Out of the domains Karatzias et al. (2001) offer, the questions of the pupil satisfaction survey seem to especially focus on the pupils' relationship with their teachers, the pupils' satisfaction with the curriculum and their broad general state of comfort at school and their opinion on the teaching style, assessment procedures, the physical equipment at school and whether pupils think that the support they can get at school in case of private or educational matters is sufficient. Some questions are included to learn about the pupils' learning behaviour and motivation as well as their relations to fellow students, while other questions leave room for pupils to express their ideas and opinions on education quality matters in their own words. Apparently, fewer attention is paid to the areas of the coherence of pupils' personal values and those of the school as well as on the pupils' attainments in class activities or their achievement of nationally set targets. Questions on the learning environment did also not ask whether pupils perceive any environmental stress such as traffic noise in the learning environment. According to the frequencies of each questionnaire (Table 1), it may be concluded that the items and domains focused on to some extent vary among the surveys. One could still argue that the schools can gain adequate information on their pupils' school satisfaction by complementing the findings of all three questionnaires since all items and domains of Karatzias et al. (2001) apart from 'environmental stress' and 'attainment of national targets' are covered.

The analysis of the school policies and pupil surveys showed that the approaches to consider their pupils' views in the education quality system and instruments used to measure pupils' school satisfaction are quite alike. However, it should be added that at each school tools of both, active and passive pupil involvement are used. Pupils can either co-decide as active members of pupils' councils, temporary panels or a participation council where the results of active pupil involvement are presented and developed further by pupils and adults cooperating with each other. Concerning passive pupil involvement, actually all pupils at the selected schools fill in different kind of surveys, thereby delivering feedback that may be useful for school quality management to identify which running processes at school need improvements. It could be examined in future studies whether these two schools are rather exceptions regarding their opportunities to involve pupil in their education quality system both, actively or passively or whether there are Dutch schools offering more or less opportunities of pupil involvement and whether their tools of pupil involvement are of the same or different kind. For the time being, an analysis of the pupil survey and the interviews conducted at the two selected secondary schools serves to examine whether there are still differences between the two schools in regard to the implementation of quality assurance and pupil involvement as proposed in the prevailing school policies. Core questions to be answered with the aid of the survey and interview results are whether pupils and school staff observe roles and activities of pupils in school quality assurance in

practice in the way such roles and activities have been defined in the school policies and whether they regard them as appropriate or rather suggest improving and modifying the existing forms of pupil involvement in the education quality system at the examined schools.

## **5.2 Analyses of the interviews with pupils and employees at the selected schools**

In total, at each school one employee and pupils from the pupils' council were interviewed, one pupil at School A and five pupils at School B. The interview answers offer information on how actively involved pupils and adults experienced and evaluated the education quality system at the prevailing school.

### **5.2.1 The interviewees' positions and tasks in the education quality system at school**

The pupils and employees interviewed are actively involved in the education quality management at school and at first introduced themselves presenting their position and tasks in the education quality system. Since the pupils voluntarily have decided to actively take part in the quality management of their school, they were additionally asked about their motivation to participate and how they form their opinion and approach topics and problems they are asked to solve at school while actually not being professionally qualified for this. The job description of the adult interviewees are kept short here in order to stick to the present research intention, which is to focus on the pupils' tasks in the education quality system.

The interviewee at School A is an employee responsible for informing and consulting the school management on the current state of education quality at School A. The advice provided to the school management is based on the management, processing and analyses of data obtained during different quality inspections at school (Interview employee School A, 31 mei 2018).

The interviewed employee at School B is the deputy rector for Research and Education development, having the ultimate responsibility over portfolio of the school's quality assurance (Interview employee School B, 19 juni 2018).

The interviewed pupil at School A is a member of the participation council and the pupils' council. In the pupils' council, she first took the minutes of the meetings, by now, she has become the chair. As a result, she recently is actively representing the pupils' interests in two bodies of the education quality system at school (Interview pupil School A, 31 mei 2018). She was motivated to get a member at the pupil and the participation council since for her there are only two options: "either to keep on complaining about things you are not satisfied with at school or to get active to change [them] [...]"

(Interview pupil School A, 31 mei 2018). Pupils joining the two boards she is a member of follow discussions on several matters: timetables, the evaluation of teachers at school rules, the treatment of pupils among each other, the physical equipment of the learning environment inside the school building, for instance in the canteen and the computer rooms as well as “het Programma van Toetsing en Afsluiting”. Het Programma van Toetsing en Afsluiting is a book comprising the rules for the school exams. At School A, the participation council enjoys certain advice and participatory rights to impact the Programma van Toetsing en Afsluiting (Interview pupil School A, 31 mei 2018). Preparing oneself for a board meeting implies that each board member should form an opinion on the discussed topics. The manner to develop one’s opinion, according to the interviewed pupil, depends on the issues on the board agenda. Most topics of the pupils’ council address aspects which can be observed and judged also by other pupils, such as the arrangement of the timetable or waste in the canteen. In these cases, the interviewee usually asks her fellow students about their opinion on the prevailing issue. Some concerns of the participation council at school, however, may address the legal framework the school is embedded in. Pupils at school would not be acquainted with legal matters and therefore the interviewee prefers to reflect on such legal matters with her parents.

At School B, several pupils of the pupils’ council joined the interview, one of them being the chair of the pupils’ council and member of the participation council (Interview pupils School B, 6 juni 2018). The interviewees state that they enjoy their right to co-decide at school and have joined the pupils’ council to learn about its activities, improve the school they attend and beyond this, develop their personal skills such as presenting the current affairs of the pupils’ council in front of a bigger audience. An important task of the pupils’ council at School B is the revision of the leerlingenstatuut, a document in which the rights and obligations of pupils at school are written down. The leelingsstatuut is revised every second year. In contrast to School A, the pupils of the pupils’ council at School B claim to not co-decide on the appearance and equipment of the internal school building. Important topics of the pupils’ council not explicitly mentioned during the interview at School A but by the pupils at School B is the organization of annual events like an ‘kerstactie’(charity project run by pupils before Christmas) as well as co-deciding on homework and lesson topics. The remaining areas in which the pupils’ council at School B may have a say in are identical to School A: timetables, the evaluation of teachers at school, school rules as well as the treatment of pupils among each other (Interview pupils School B, 6 juni 2018). Another difference between the pupils’ councils of School A and School B is that the members of the pupils’ council at School B rather form their own opinion on topics dealt with within the pupils’ council and less often by consulting fellow students from outside the pupils’ council or parents (Interview pupils School B, 6 juni 2018).

### **5.2.2 Quality assurance and the achievement of high education quality and school satisfaction**

Afterwards, the actively involved interviewed pupils and adults were asked about their personal definition of education quality and quality assurance and school satisfaction. At the first glance, it may not be easy to distinguish between education quality and school satisfaction. Education quality and pupils' school satisfaction can be closely intertwined when pupils are asked to evaluate their school. Finally, it can be expected that pupils who enjoy their stay at school are more likely to positively judge about their school attendance. Nevertheless, a rough distinction between education quality and school satisfaction is made in this analysis. Education quality usually has to respond to a wide range of quality criteria expressed by different stakeholders, ranging from being judged via different kinds of performance indicators to relationships among the members of a school community. For school satisfaction, however, listening to the pupils' needs and demands and to ensure that pupils enjoy their school attendance is the first concern.

One important question in this context is what requirements a quality system at school should fulfill to achieve high education quality and to ensure that pupils are satisfied while attending school. This might help to explore whether the different interviewed parties have similar ideas on education quality and its management or rather differing definitions and approaches to these topics. The more similar the ideas of pupils and adults involved in the education quality system at school are, the more similar their expectations and goals in regard to education quality may be. A common agreement on what qualitative education ought to deliver may ease the communication and cooperation between adult professional quality managers and voluntarily involved pupils at school. It should be checked whether pupils and adults actually perceive such a common agreement concerning their mutual relationships at school, education quality and pupil satisfaction as well as the learning environment. Therefore, the interviewees should state, out of their prevailing perspective, whether they think that pupils define education quality differently than adults and whether pupils perceive their learning environment and their relation to teachers than adults do.

An important component of education quality according to the interviewed employee at School A is that pupils feel safe at school. Beyond this, teachers should be able to develop an educational design which suits best to their pupils' individual learning behaviours while ideally combining a balanced mix of structured lessons and room for pupils to elaborate and apply the learning material on their own (Interview employee School A, 31 mei 2018). The employee at School B adds that education of high quality at the same time should ensure equal opportunity for all pupils and provide an extensive set of skills promoting the pupils' personal and professional development in order to prepare young people "for life and the real world" (Interview employee School B, 19 juni 2018). The pupils at School B think that a school with good education quality offers vocational guidance, either by allowing pupils to visit

Open Days at university or arrange workshops and conversations with potential future employers and educational institutions. Besides, it is assumed that for good education quality, qualified and motivated staff at school are an essential and that a pupil satisfaction at school plays a key role in education quality management. According to the interviewees, each pupil may have various ideas on what ought to be done so that every pupil feels well at school. Therefore, no concrete and universal set of measures how to achieve pupils' school satisfaction could be defined. The interviewees rather expressed some features they would associate with a framework at school that pays reasonable attention to pupils' school satisfaction, such as giving pupils the chance to co-decide on school rules (Interview pupil School A, 31 mei 2018), stimulate pupils' learning motivation, monitor the teachers' expertise in the subjects they teach and make pupils feel at home and safe at school (Interview pupils School B, 6 juni 2018). The interviewed pupil of School A moreover proposed that Dutch secondary education could stronger focus in what the pupils are good at instead of focusing on subjects the pupil is weak in. Some other pupils and adults may disagree with this, arguing that the pupils' pleasure at school might be important but that school education in the first place serves to prepare pupils for their professional lives. The content of some school subjects form a prerequisite for the pupils' future success on the labour market and should not easily be removed from a pupil's curriculum only because the pupil faces difficulties to learn and to succeed in these subjects. This example shows that the perceptions of adults and pupils in regard to different areas at school may vary. While the adults and pupils interviewed seemed to have widely coherent ideas on education quality and school satisfaction, they nevertheless recognize that pupils may judge their learning environment, education quality, a pupil's school satisfaction and a pupil's relationships with teaching staff differently than adults do. It is not required to remove the different perceptions of adults and pupils but to be aware of them (Interview employee School B, 19 juni 2018) when monitoring and improving the processes at school and the education quality system at school itself.

Independently from each other, the adult interviews suppose pupils to rather have a short-term perspective when being asked about their satisfaction at school and evaluating the quality of the received education and their relationships with teachers or other contact persons at school. Their daily participation in school activities and their experiences with individual teachers appear to count more for the young people than for adults. Pupils may judge their teachers individually, according to the grades they achieve in a subject and whether they consider the lesson in this subject as instructive and interesting. The interviewed adults, in this case employees of the school administration, evaluate education quality by applying scientific methods to measure education goal achievements and draw conclusions rather on the educational staff and the school environment as a whole instead of expressing their personal opinion or reporting perceptions of individual school community members (Interview employee School B, 19 juni 2018), (Interview employee School A, 31 mei 2018). There may be slight differences due to a pupil's individual personality and age but all interviewees suppose a lot of

differences in the aforementioned perceptions to originate from the pupils' position at school. It should be considered that most pupils, in contrast to the teaching staff, perceive school as an obligation and not as a voluntarily chosen and paid profession. Some pupils may be more motivated than others to fulfill their obligations at school (i.e. passing one's exams to be promoted to the next grade), but the majority of pupils seem to have little interest and time for additional commitment at school. In general it is observed that just few pupils communicate their complaints at school. Not communicating complaints may have two reasons or it may be a combination of both: either because pupils cannot see a manner to improve the condition they are unhappy with or pupils are afraid that complaining may have a negative impact on the relationship with their teachers and their grades (Interview pupils School B, 6 juni 2018), (Interview pupil School A, 31 mei 2018). A lack of communication between pupils and those designing the lesson and the learning environment is considered as a gap to within an education quality system. For example, if teachers never learn that pupils may not be satisfied by their teaching style, do not feel motivated or do not understand the learning material, a conversation between pupils and teachers on the class level can prevent a decline in the pupils' satisfaction and performance at school on an early stage (Interview pupil School A, 31 mei 2018).

This leads to the next question as to what the interviewees expect from an education quality system. According to the interviewed employee at School A, the starting point for successful quality assurance is a clearly formulated vision on what quality means (Interview employee School A, 31 mei 2018). In this manner, quality assurance can be conducted in a targeted, systematic manner to fulfil the core functions which are of essential significance for the school management: to recognize risks and to set up and maintain quality as well as to recognize one's accountability in the education quality system (Interview employee School B, 31 juni 2018). Furthermore, not only employees directly in charge of quality management should feel responsible for ensuring quality at school but that a frequent exchange of feedback and cooperation of all members of the school community takes place. To describe the organization of such an education quality system, she refers to Andrew's idea (1994, p. 30) who describes quality assurance as a circular process, assuming that a school has already been built, staffed and is already running, in which measures are not only planned beforehand and implemented but also monitored and evaluated afterwards to gain new insights and adapt future measures correspondingly. For her as a key person responsible for quality assurance this implies to communicate newly generated knowledge to her supervisors not only when her boss requires to do so but at any time she considers this step as necessary. To appropriately judge about new insights and points in time to communicate them, it is important that employees in an education quality system have the chance to acquire and to deepen their knowledge on tools how to monitor and improve education quality in an efficient and effective manner (Interview employee School A, 31 mei 2018). For a proper communication and cooperation to improve education quality, it is important that school quality managers choose proper instruments to obtain and to interpret the data on education quality and can present them in an

comprehensive manner to other members of the school community (Interview employee School A, 31 mei 2018). Breaking this idea down to the communication between teachers and pupils, a teacher is expected to complement summative evaluation, in other words giving a grade, with formative evaluation procedures, which imply to inform pupils what they have to improve to perform better in the next exam (Interview employee School A, 31 mei 2018).

When asking the pupils about the education quality system at school, they had less precise ideas on the strategies to successfully run an education quality system and to organize its structure. They briefly stated that the principal tasks of all pupils within the education quality system at school they can think of is the participation in various surveys, guessing that these results are discussed among the school administration, the teachers and the participation council to consider them when planning future education quality improvement measures (Interview pupils School B, 6 juni 2018) (Interview pupil School A, 31 mei 2018).

### **5.2.3 Roles pupils can take on in an education quality system at the examined school**

Moreover, the interviewees informed about the possibilities for involving pupils in education quality management at their school and how pupils who are actively involved in some representative bodies are selected. Pupils and employees confirmed the existence of pupil representative bodies identified in the school policies which are: the pupils' council and the participation council, temporary pupil panels who are consulted on one specific topic or problem at school as well as contact persons pupils can address when facing a problem which may hinder them from performing well and feeling comfortable at school. The selection procedures of pupils vary among schools and committee. The interviewed pupils indicated that they either applied for their membership in the pupils' council or were asked to join the pupils' council, the participation council or a pupil panel (Interview pupil School A, 31 mei 2018), (Interview pupils School B, 6 juni 2018). At School B pupils once also used to be elections but several interviewed pupils stated that they prefer to be selected in the course of an application procedure instead of running an election campaign (Interview pupils School B, 6 juni 2018).

Actually all pupils at School A and School B are passively involved in the education quality system at their school. At both schools, the pupils are asked to fill in surveys to evaluate their teachers and the lessons they gave. Other surveys address further aspects crucial for pupil satisfaction at school (Interview employee School B, 19 juni 2018), (Interview pupil School A, 31 mei 2018), (Interview employee School A, 31 mei 2018), (Interview pupils School B, 6 juni 2018).

## **5.2.4 Use of feedback expressed during active and passive pupil involvement at school**

The feedback delivered by active and passive pupil involvement is discussed in the different departments and committees involved in the quality management at both schools and provides crucial information on where improvement at school is needed and how corresponding improvement measures could be planned and implemented (Interview employee School A, 31 mei 2018), (Interview employee School B, 19 juni 2018). At School B, the results of pupil surveys are discussed in the school administration and additionally discussed in the pupils' council who also presents the results in their onderwijsteams, however, according to the interviewee, occasionally the move from words to action could be improved (Interview employee School B, 19 juni 2018). Furthermore, the interviewed employee at School A proposes that survey results at her school could be more clearly presented to the passively involved pupils to keep them informed about the efforts made to turn school into a motivating learning environment and place to be for pupils and to show that pupils are kindly invited take a stake in quality improvement processes (Interview employee School A, 31 mei 2018). The interviewed pupils at School B suggest that instead of presenting survey results to fellow students, the results of recently implemented improvement measures should be presented to their fellow students to illustrate that the pupils' opinions count at school (Interview pupils School B, 6 juni 2018).

## **5.2.5 The interviewees' attitudes towards the current situation of pupil involvement in the education quality system at the examined schools**

Overall both interviewed employees conclude that pupil involvement to a certain degree varies, depending on the school type and age of the participating pupils. Generally speaking, it has been experienced that pupils at pre-university level use to be more critical about the education they receive and appear more encouraged to get actively involved in the education quality system at the secondary school they attend. Pupils in other types of secondary education are usually more practically oriented and approach tasks of active pupil involvement differently than pupils at pre-university level. The age of pupils may also be an important factor influencing a pupil's motivation to voluntarily commit oneself in the education quality management at school. Pupils of lower grades may especially during the first years of secondary school be very busy with getting used to their new school while reaching puberty and being confronted with early career orientation. It is accepted at school if pupils decide against an active commitment in the education quality system at school (Interview employee School A, 31 mei 2018, (Interview employee School B, 19 juni 2018). Nevertheless, it is appreciated that there are opportunities for interested pupils to have a say in some decision-making processes at school and desirable if opportunities could be develop to consciously and deeper integrate pupils in the education quality system at school (Interview pupil School A, 31 mei 2018), (Interview employee School B, 19 juni 2018), (Interview employee School A, 31 mei 2018).

Briefly, it is about establishing a feedback culture at school in which pupils and teacher feel open to give mutual feedback to each other and to the school administration, communicated in a language being comprehensive for all members of the school community (Interview employee School B, 19 juni 2018). On that occasion it could be thought about better informing the pupils' councils on the activities of the participation council and the school management as well as to stronger integrate the pupils' council in the official conference systems of the education quality system at school (Interview employee School A, 31 mei 2018). The interviewed pupil at School A agrees with the fact that more communication channels are needed so that pupils' concerns reach the school administration level. The pupils' council at school has thought about the use of social media to report on the activities of the pupils' council and the chance for all pupils to suggest topics they wish put on the agenda of the pupils' council digitally (Interview pupil School A, 31 mei 2018). This may appear more comfortable for pupils who are neither a member of the pupils' council nor in touch with one of its members.

The pupils' council at School B, in contrast, is in general very satisfied with the manner in which problems they are asked to solve are solved at school. The members of the pupils' council think that attention is paid to their opinion and that pupil involvement in the education quality system at school is sufficiently addressed since in total there would not be many things they would like to improve at school. What the members of the pupils' council at School B regret is that their active pupil involvement at school does often not seem to be seriously appreciated by their fellow students (Interview pupils School B, 6 juni 2018). The member of the pupils' council at School A confirms that apart from pupils sending her an email from time to time to ask whether aspects some pupils dislike could be changed, fellow students do not pay a lot of attention to the activities of the pupils' council (Interview pupil School A, 31 mei 2018).

Having learned the attitudes of actively involved pupils and employees towards the current situation of pupil involvement in the education quality system, the following analyses of a survey conducted in class at the examined schools shall give insights on the perspectives of not-actively involved pupils on pupil involvement in the education quality system at their school.

### **5.3 Analysis of the pupils survey conducted at the examined schools**

While the interviews were dedicated to pupils and adults of the school community who are actively involved in education quality management, the survey on pupil involvement at school conducted in class at each school addressed pupils of which the majority is only passively involved in education quality management.

At School A, 25 pupils completed the questionnaire dealing with pupil involvement in the education quality system of the secondary school they attend. At School B, 37 out of 40 respondents completed the questionnaire. Although the sample sizes at each school are smaller than 50 respondents per survey, meaning that the answer of one respondent may impact the outcome stronger than in greater respondent groups, the answers pupils gave in the survey will be reported in percentages instead of frequencies. In this manner, the survey results of the two schools can be compared despite the different number of respondents at each school. Briefly, at the beginning of the survey pupils should assess the representation of pupils' interests at their school and were asked whether they would personally be interested in getting actively involved in the education quality system at school. Afterwards, it was asked on which topics at school they think to have codetermination in and on which topics they would like to have codetermination in. Furthermore, it was wondered how pupils evaluate the complaint management at school and whether pupils feel informed about their rights and obligations in general but also whether they feel aware that they can have a voice in some decision-making processes at school. These questions were followed by questions aimed to gain information on the pupils' perspective on their relationship with adults at school. Finally, the relationship between school staff and pupils may be one crucial factor for the success of active pupil involvement, determining whether there is a good cooperation and communication between adults and pupils at school or not. Better the cooperation between adults and pupils at school may be, the better the mutual exchange of ideas and the joint implementation of improvement measures is expected to work.

### **5.3.1 How satisfied are pupils with the representation of pupils' interests at their school?**

Pupils at School A in majority (54%) report that they have a say in what is going on, while at School B they are more or less split on this point (41% yes, 46% no).

The respondents at School A appear more convinced that the pupils' opinions are taken into account (54%) than the pupils at School B (32%), where at the same time more pupils think that their opinion is not considered at school (School A: 15%, School B: 32%).

Another statement the pupils were asked to make their mind upon was: "Pupils have a voice in the decision-making processes at school." A small minority at both schools agreed with this statement. There were many who took a neutral view (around 30-40%), while a majority in both schools did not agree. Pupils at School A were more outspokenly negative than those in School B, 25% totally disagreed in School A versus none in School B, (Figure 4: Is it intended to consider pupils' opinions in decision-making processes at school?, School A and School B, 2018).

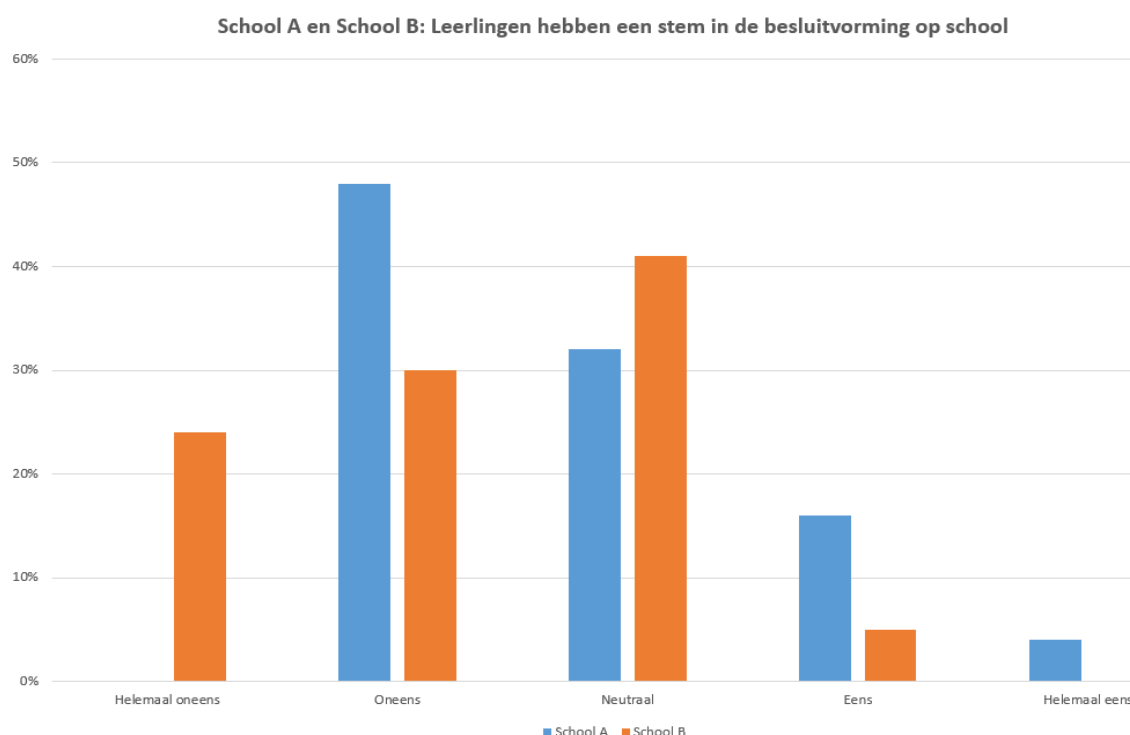


Figure 4: Is it intended to consider pupils' opinions in decision-making processes at school?, School A and School B, 2018

Subsequently, the polled pupils were asked about their level of satisfaction in regard to the pupils' council and the participation council, two bodies in which some pupils actively and voluntarily represent the interests of themselves and in behalf of their fellow students.

The biggest proportion of the responding pupils at School A (46%) are neither satisfied nor dissatisfied with the pupils' council at their school, further 19% stated that they cannot answer this question because they do not know about the activities of the pupils' council, 4 % did not have an opinion on this question. 23% stated that they are satisfied with the pupils' council at their school in contrast to 8% who are dissatisfied or very dissatisfied. Those who indicated to be satisfied stated that the pupils' council would help to communicate the interests of the student body and contribute to a nice atmosphere at school by organising activities like selling flowers on Valentine's Day. Those who had no opinion or were unsatisfied mostly told that they do neither notice what the pupils' council is doing nor do they see that their opinion is represented in the pupils' council. To make the pupils' council more visible for non-members at school, it could be wondered whether and how the pupils' council at School A could keep the school community better on the loop about the affairs they are dealing with and who the pupils can contact when they want to put something on the pupils' council's agenda (Figure 5: How satisfied are the polled pupils at the pupils' council at their school?, School A and School B, 2018).

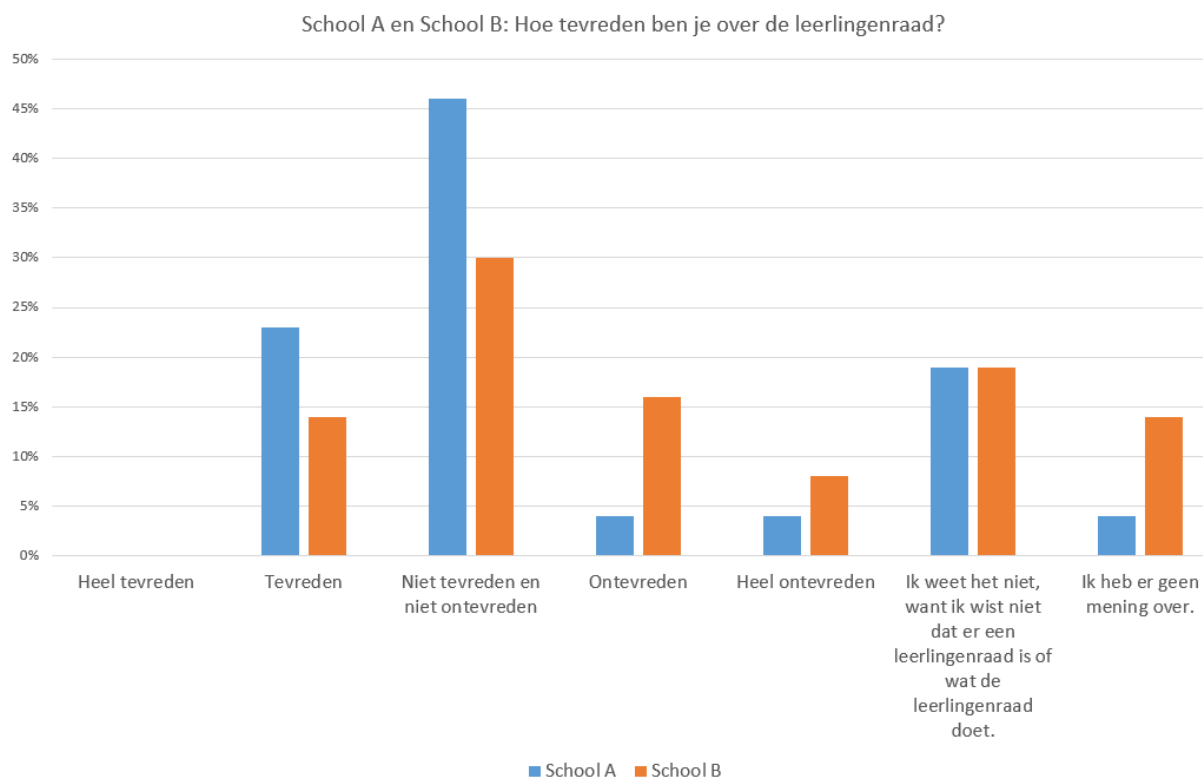


Figure 5: How satisfied are the polled pupils at the pupils' council at their school?, School A and School B, 2018

At School B, 30% of the surveyed pupils were neither satisfied nor dissatisfied with their pupils' council, 14% did not have an opinion and 19% did not know that there is a pupils' council or which tasks the pupils' council has. 14% at School B were satisfied and stated that the pupils' council does a good job, for instance by organising amusing activities in contrast to 16% who are dissatisfied or 8% of the respondents at School B who claimed to be totally dissatisfied because the pupils' council would have too little impact at school and they rarely had noticed the activities of the pupils' council (Figure 5: How satisfied are the polled pupils at the pupils' council at their school?, School A and School B, 2018).

Regarding the participation councils at the prevailing schools, the survey answers showed that most pupils either had difficulties to distinguish between the pupils' and the participation council or did not know that there is a participation council at all and that pupils can become a representative of the student body in there. As a result, no respondent in the survey indicated to be very satisfied with the participation council at their school, just few respondents were satisfied (School A: 12%, School B: 14%), neither satisfied nor dissatisfied (School A: 12%, School B: 11%) or (very) dissatisfied (in total School A: 0%, School B: 8%) compared to the proportions at both school stating that they do not have any opinion of the participation council (School A: 19%, School B: 30%) or cannot evaluate the participation council because they did not know about its existence and tasks (School A: 58%, School B: 38%), (Figure 6: How satisfied are the polled pupils with the participation council at their school?, School A and School B, 2018).

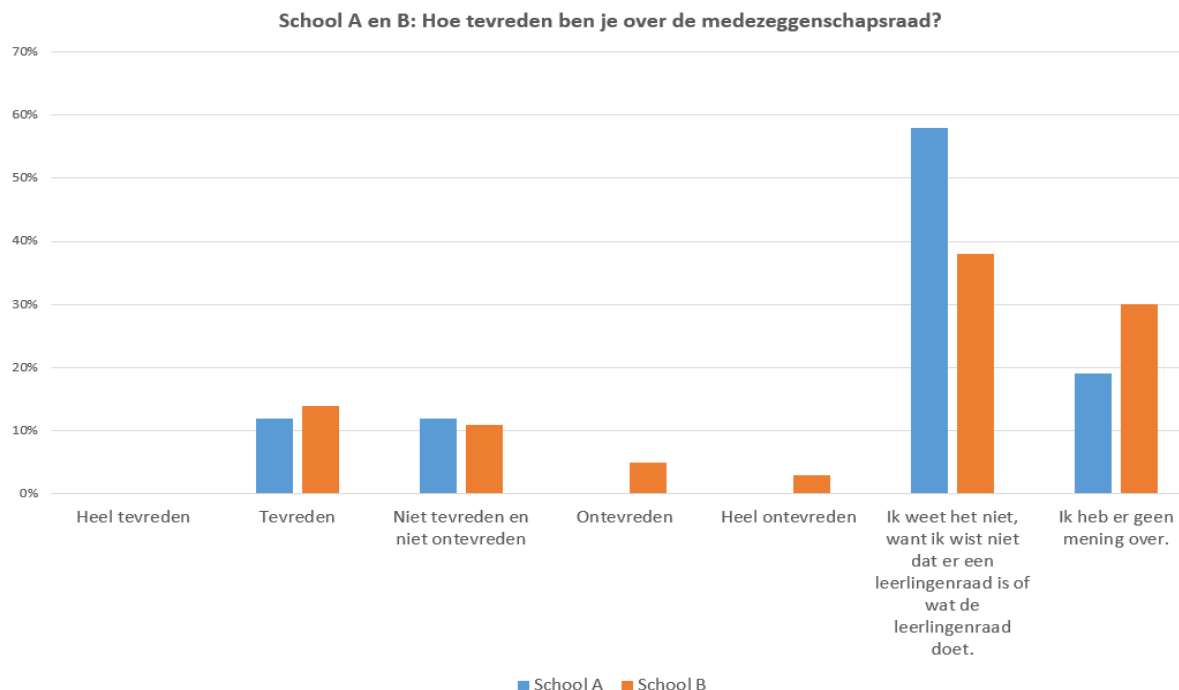


Figure 6: How satisfied are the polled pupils with the participation council at their school?, School A and School B, 2018

### 5.3.2 Would the participating pupils in this research be interested in getting actively involved in the education quality system at their school?

A further question served to learn whether the queried pupils themselves would be interested to co-decide on affairs going on at school. Besides, it was asked to explain why the pupils would personally be interested to do so, why not or why they do not know whether they want to be involved in decision-making processes at school, for instance as class representative or member of the school council or the participation council.

At School A, 16% indicated that they would like to take on one of these offices, since it would be easier to communicate one's own interests and opinions as well as those of one's fellow students than by only filling in a questionnaire or than by complain as an individual pupil. The remaining respondents at School A were insecure or not interested to get actively involved in the education quality system at their school, principally because they prefer to spend their free time differently. At School B, 22% of the respondents were interested to get actively involved in the education quality system at their school in order to express what could be changed at school out of the pupils' perspective, in contrast to 19% of the respondents who would not regard themselves as a good pupils' representative because they do not know what to change at school, disagree with the opinion of the pupils they would be asked to represent

or doubt that their opinion at school matters. 59% of the responding pupils at School B said that they did not want to be actively committed at school for reasons of time or lack of interest.

Finding that pupils at both schools seem to have little interest in active pupil involvement was also confirmed by the fact that a minority of pupils observe students making plans to improve their school (Figure 7: Do pupils develop plans to improve their school?, School A and School B, 2018).

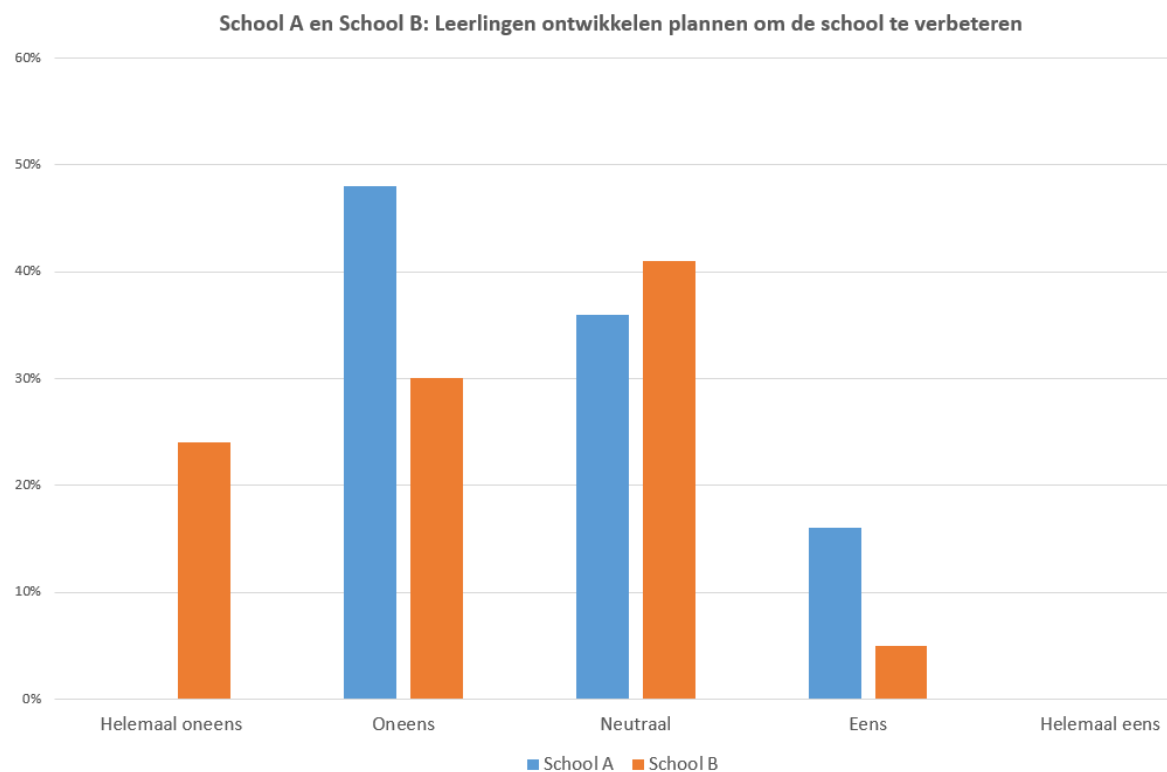


Figure 7: Do pupils develop plans to improve their school?, School A and School B, 2018

### 5.3.3 On which topics can pupils co-decide on at school and on which topics would they like to co-decide on?

Further survey questions were dedicated to figure out which topics the surveyed pupils already consider as areas they are having a say in and which areas they wish to have a say in:

Over welke onderwerpen wil en kun je op school meepraten? (School A, 2018)	kunnen	willen	differentie tussen kunnen en willen
Mogelijkheden om eigen keuzes te maken in de les	88%	72%	16
Toetsen	68%	68%	0
Mogelijkheden om eigen keuzes te maken buiten de les	64%	64%	0
Het lesrooster	56%	76%	-20
Huiswerk	52%	68%	-16
De inhoud van lessen	44%	60%	-16
De docenten - hoe ze met jou omgaan	44%	28%	16
Welke vakken je krijgt	40%	60%	-20
De docenten - hoe goed ze les geven	36%	52%	-16
De docenten - hoe ze les geven	36%	48%	-12
Hoe leerlingen met elkaar omgaan (bijv. Het tegengaan van pesten op school)	36%	36%	0
Manier waarop cijfer voor een toets tot stand komt	24%	44%	-20
Het schoolgebouw - hoe het gebouw er van binnen uit ziet	20%	20%	0
Mentoren	20%	56%	-36
Studiewijzers	16%	20%	-4
De regels op school	16%	56%	-40
De computers	16%	36%	-20
De kantine	16%	48%	-32
Decanen	12%	8%	4
De boeken die je gebruikt	8%	20%	-12
Het schoolgebouw - hoe het gebouw er van buiten uit ziet	4%	8%	-4
Anders, namelijk: toetsweekrooster	4%	4%	0

Table 2: In which areas at school do pupils perceive to have a say in and in which areas do they want to have a say in? (School A, 2018)

Over welke onderwerpen wil en kun je op school meepraten? (School B, 2018)	kunnen	willen	differentie tussen kunnen en willen
Mogelijkheden om eigen keuzes te maken in de les	41 %	41 %	0
Toetsen	14 %	54 %	-40
Mogelijkheden om eigen keuzes te maken buiten de les	49 %	32 %	17
Het lesrooster	16 %	70 %	-54
Huiswerk	35 %	54 %	-19
De inhoud van lessen	27 %	46 %	-19
De docenten - hoe ze met jou omgaan	38 %	27 %	11
Welke vakken je krijgt	35 %	46 %	11
De docenten - hoe goed ze les geven	38 %	27 %	6
De docenten - hoe ze les geven	43 %	32 %	11
Hoe leerlingen met elkaar omgaan (bijv. Het tegengaan van pesten op school)	27 %	14 %	13
Manier waarop cijfer voor een toets tot stand komt	16 %	54 %	-38
Het schoolgebouw - hoe het gebouw er van binnen uit ziet	0 %	30 %	-30
Mentoren	19 %	22 %	-3
Studiewijzers	3 %	16 %	-13
De regels op school	8 %	49 %	-41
De computers	5 %	27 %	-22
De kantine	5 %	27 %	-22
Decanen	8 %	16 %	-8
De boeken die je gebruikt	0 %	19 %	-19
Het schoolgebouw - hoe het gebouw er van buiten uit ziet	0 %	22 %	-22
Anders, namelijk: toetsweekrooster	14 %	16 %	-2

Table 3: In which areas at school do pupils perceive to have a say in and in which areas do they want to have a say in? (School B, 2018)

The differences between the percentages of “meepraten kunnen [can co-decide]” and “meepraten willen [want co-decide]” show whether the areas in which pupil can co-decide are also those they want to co-decide. Areas where the differences are equal to zero or positive are domains on which pupils want and have a satisfying degree of co-decision power in. If the difference between these two percentages, as shown in Table 2 for School A and Table 3 for School B, is a negative number, an area has been revealed in which more pupils stated to be interested in making co-decisions at school than eventually possible.

For School A, these areas are: rules at school (-40), mentors (-36), canteen (-32), computers, subjects, timetables and assessment criteria (-20 each), homework, content of lessons and how well teachers give lessons (-16 each), School Books and teaching methods (-12) as well as how the school building looks from the outside and about the vocational guidance offered at school (-4) (Table 2: In which areas at school do pupils perceive to have a say in and in which areas do they want to have a say in?, School A, 2018).

At School B these areas are: co-deciding of pupils on the timetable (-54), rules at school (-41), tests (-40), assessment criteria (-38), how the school building looks from in- and outside (-30 and -22), computers and canteen (-22 each), the school books, homework and the content of the lessons (-19 each), vocational guidance offered at school (-13), choices of subjects (-11), on the dean (-8) and on the tutors (-3) (Table 3: In which areas at school do pupils perceive to have a say in and in which areas do they want to have a say in?, School B, 2018).

When comparing the percentages of the same areas gathered via the data collected, at School B, it turns out that the responding pupils there estimate their impact on how the school building looks, on the dean, on the canteen, computers, rules and vocational guidance as well as on the books used in class at their school to be lower than the pupils assessing their co-decision power in these areas at School A. This is also valid for the areas of assessment criteria, the way pupils treat each other at school, choice of subjects, the way in which pupils are treated by teaching staff, the content of the lesson, homework, timetable, tests as well as the room for pupils to make their own choices at school during the lesson and outside the lesson (Table 2: In which areas at school do pupils perceive to have a say in and in which areas do they want to have a say in?, School A, 2018), (Table 3: In which areas at school do pupils perceive to have a say in and in which areas do they want to have a say in?, School B, 2018).

Concerning the evaluation of tutors and the way and quality of the lesson given by teachers, the pupils at both schools independently from each other estimated to have similar co-decision power (Table 2: In which areas at school do pupils perceive to have a say in and in which areas do they want to have a say in?, School A, 2018), (Table 3: In which areas at school do pupils perceive to have a say in and in which areas do they want to have a say in?, School B, 2018).

According to these findings, it overall seems that pupils at School A estimate to have more codetermination than pupils at School B do.

### 5.3.4 What are the pupils' perceptions on their rights and obligations at school and on their relationship with adult school staff?

Beyond this, the pupil survey conducted at School A and School B delivers information on how pupils judge about the relationships between pupils and school staff. For example, whether pupils feel free to make complaints or communicate their problems to school staff and how the school staff deals with the pupils' concerns.

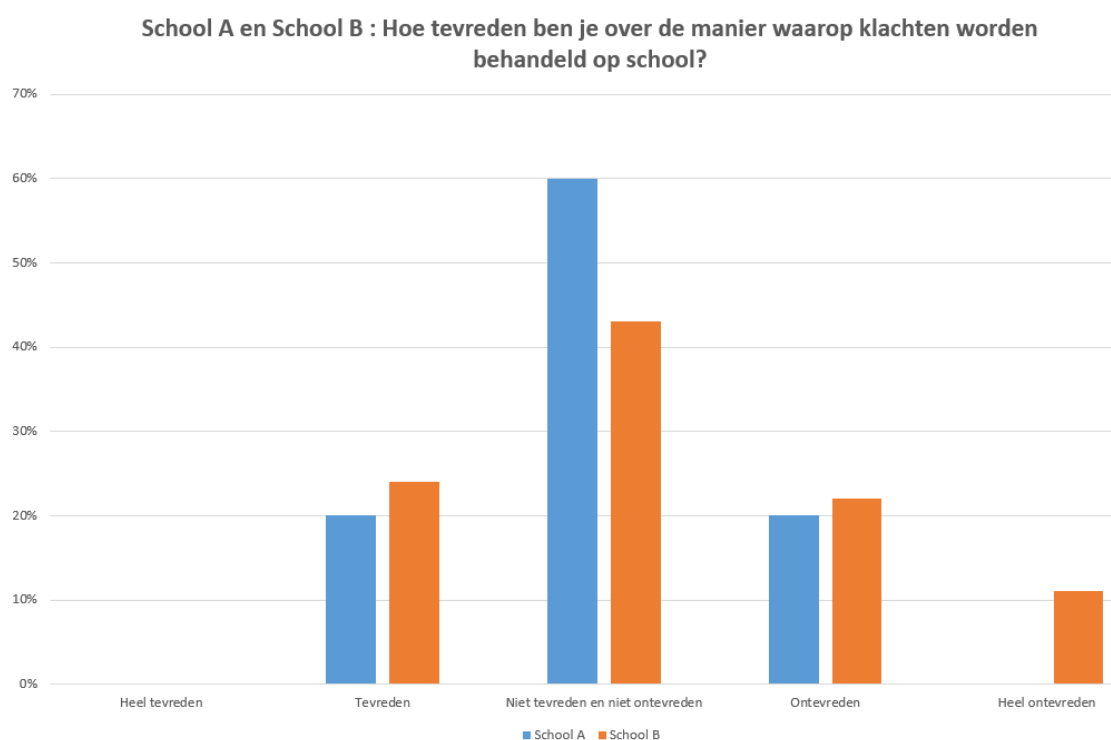


Figure 8: How satisfied are pupils with the manner the school deals with complaints?, School A and School B, 2018

The majority of the responding pupils at School A and School B are neither satisfied nor dissatisfied about the way complaints are handled at school. At School A, the proportion of pupils being satisfied with the complaint management at school is equal to the proportion of dissatisfied pupils. At School B, in contrast, the non-neutral respondents are rather dissatisfied than satisfied with the complaint management of School B (Figure 8: How satisfied are pupils with the manner the school deals with complaints?, School A and School B, 2018).

One way of dealing with complaints could be that school staff and pupils together develop improvement measures. Observing that few pupils at School B seem to have had this experience could be one reason

to explain why the majority of the students there are neutral or rather dissatisfied with the complaint management at School B. At School A, there are probably other reasons for pupils to be dissatisfied with the complaint management, since the proportion of respondents at School A who confirms the cooperation between pupils and adults at their school is both, almost twice as high as the proportion of pupils agreeing with this statement at School B, and also nearly twice as high as the proportion of pupils at School A denying that there is cooperation between adults and pupils to improve School A (Figure 9: Pupils and adults work together to improve school, School A and School B, 2018).

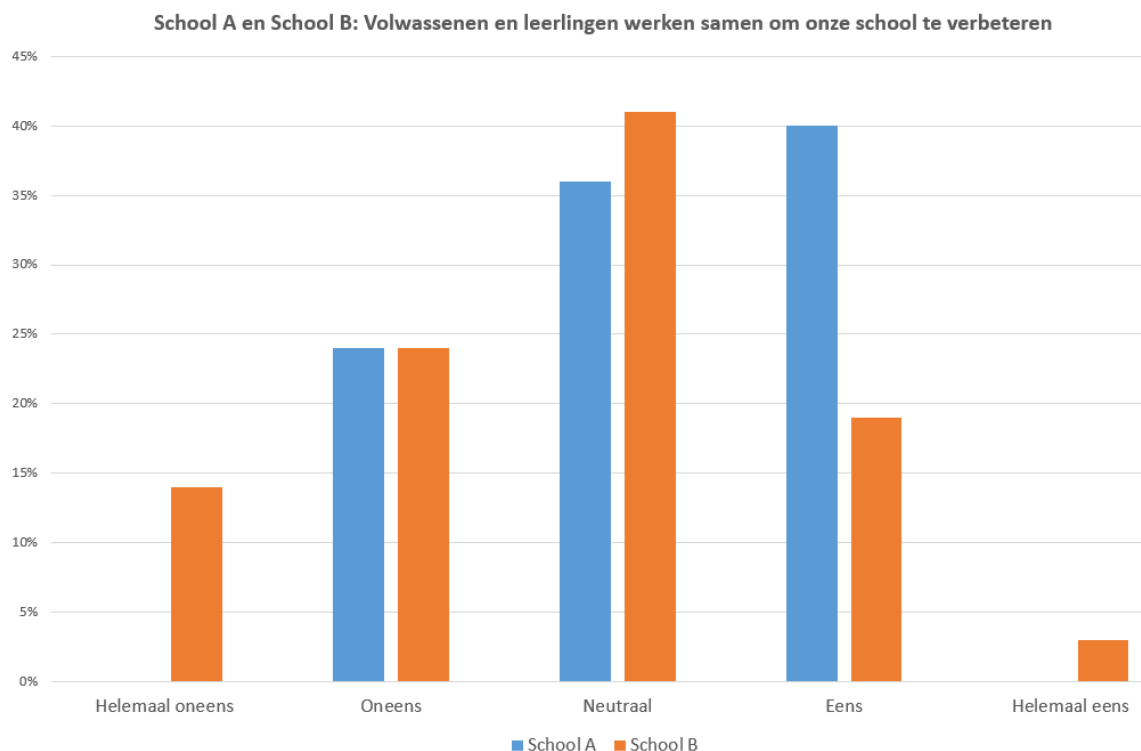


Figure 9: Pupils and adults work together to improve school, School A and School B, 2018

There is no consensus among the queried pupils to what extent adults at school care about the feelings and problems of pupils. The proportions of respondents on the question whether adults are concerned with the pupils' feelings do not strongly deviate from each other when comparing the survey answers of both schools (Figure 10: Do adults at school care about the pupils' feelings?, School A and School B, 2018).

In regard to the adults' concerns about pupils' problems, one remarkable difference is that at School A more pupils agree with the idea that adults care about pupils' problems than at School B where more pupils have a neutral opinion on this issue. The proportion of disagreeing or strongly disagreeing pupils at School A and B in this case are nearly equal (Figure 11: Do adults at school care about the pupils' problems?, School A and School B, 2018).

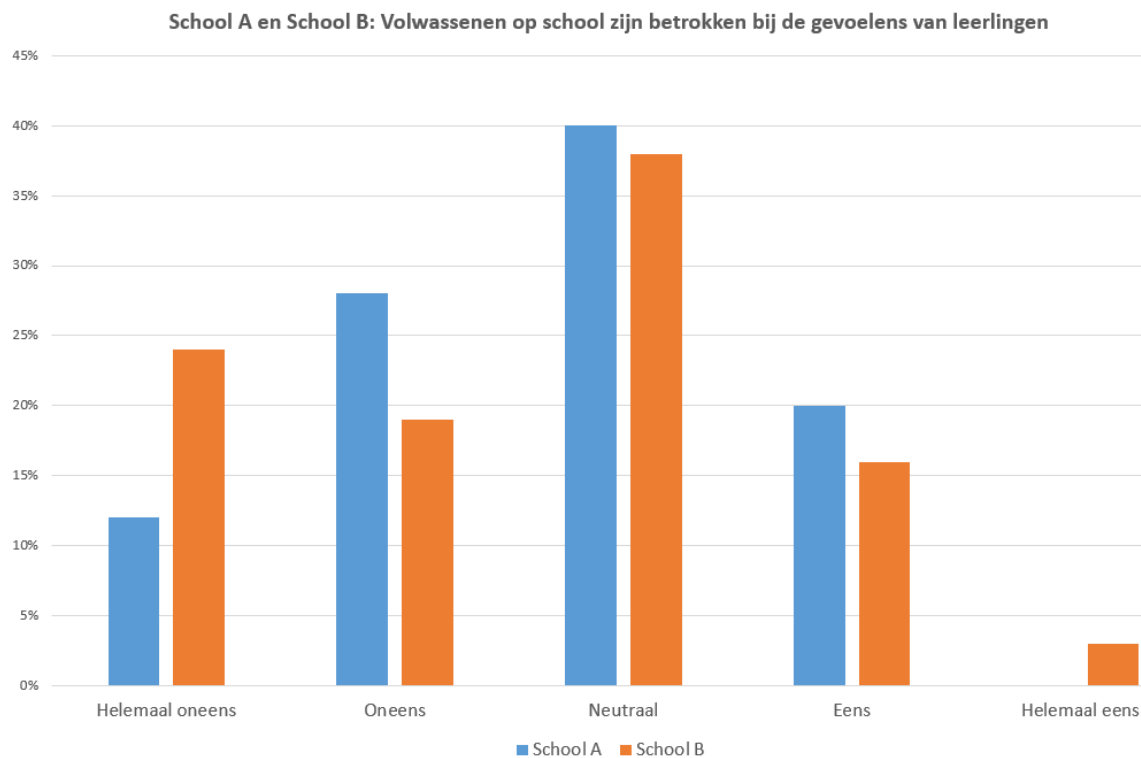


Figure 10: Do adults at school care about the pupils' feelings?, School A and School B, 2018

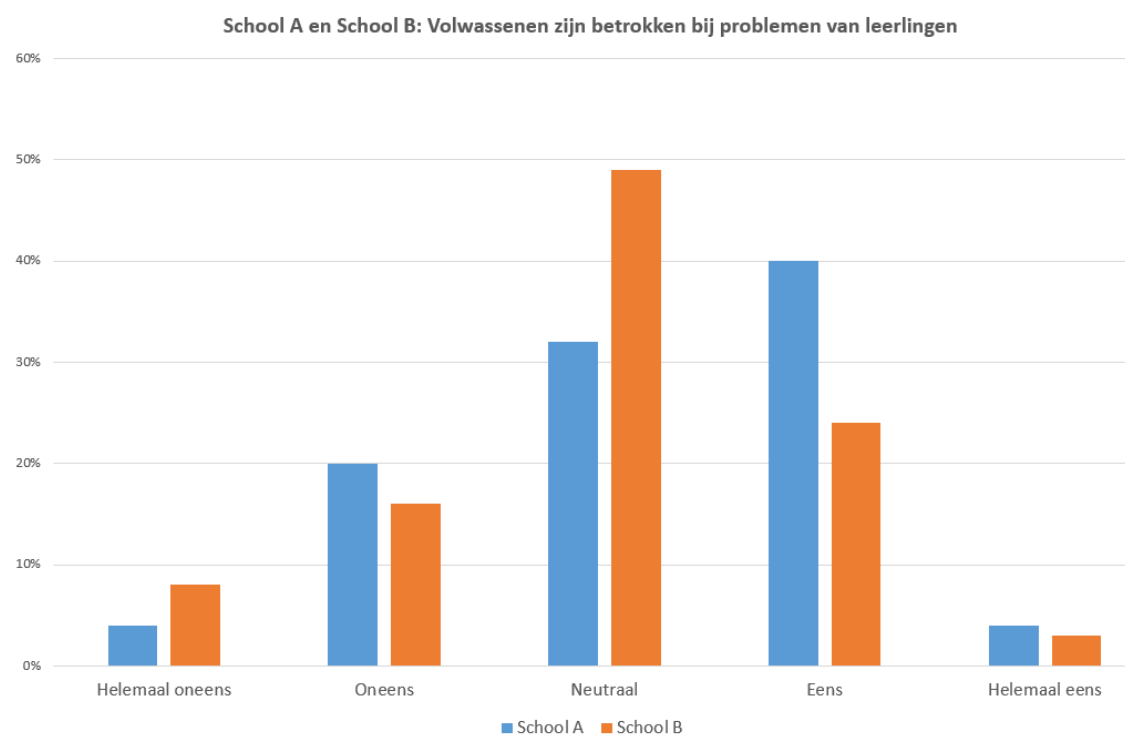


Figure 11: Do adults at school care about the pupils' problems?, School A and School B, 2018

Despite the rather diverse range of opinions among surveyed pupils on the adults' concern of the pupils' feelings and problems at school, a clear majority at both schools stated that they have an adult at school they would contact as a pupil to talk about a problem (Figure 12: Do pupils have a person to talk to when facing a problem?, School A and School B, 2018).

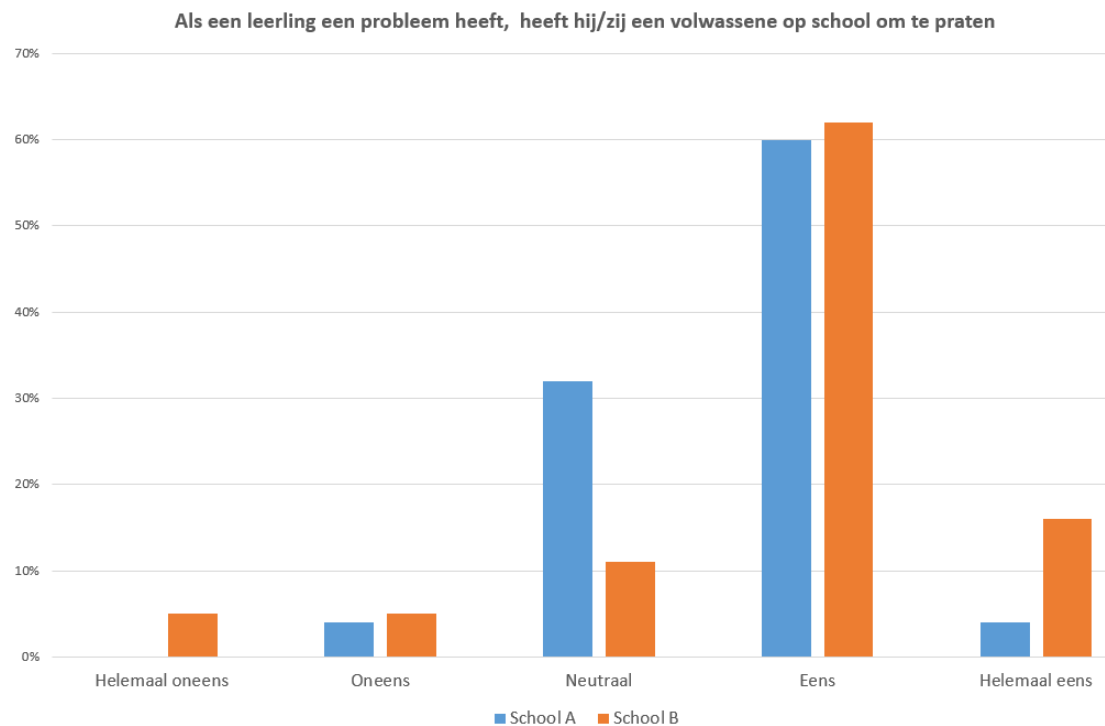


Figure 12: Do pupils have a person to talk to when facing a problem?, School A and School B, 2018

Besides, a slight majority at each school confirms that pupils and adults at school solve problems together (Figure 13: Do pupils and adults at school work together to solve problems at school?, School A and School B, 2018).

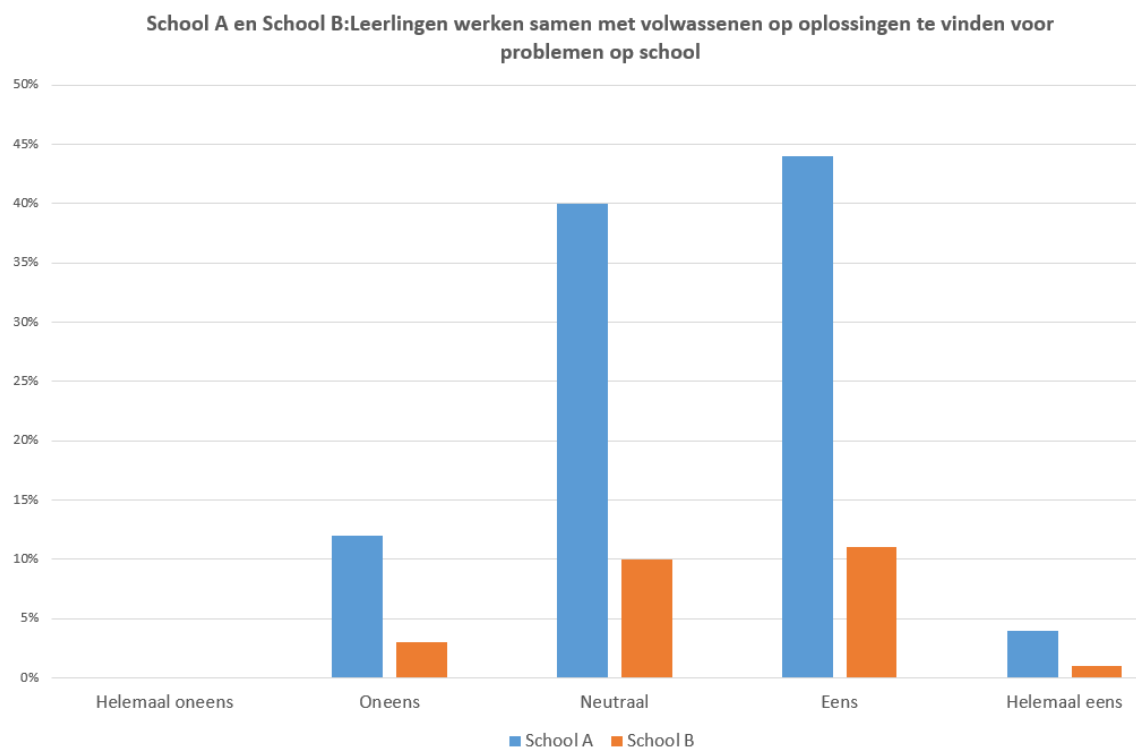


Figure 13: Do pupils and adults at school work together to solve problems at school?, School A and School B, 2018

### 5.3.5 Which and how frequently do pupils use sources of information to learn about school affairs?

Finally, the survey respondents had to indicate how frequently they inform themselves about school affairs and which sources of information they use for this purpose, thereby showing which kind of sources are mostly used by the school community and could get priority when being kept updated.

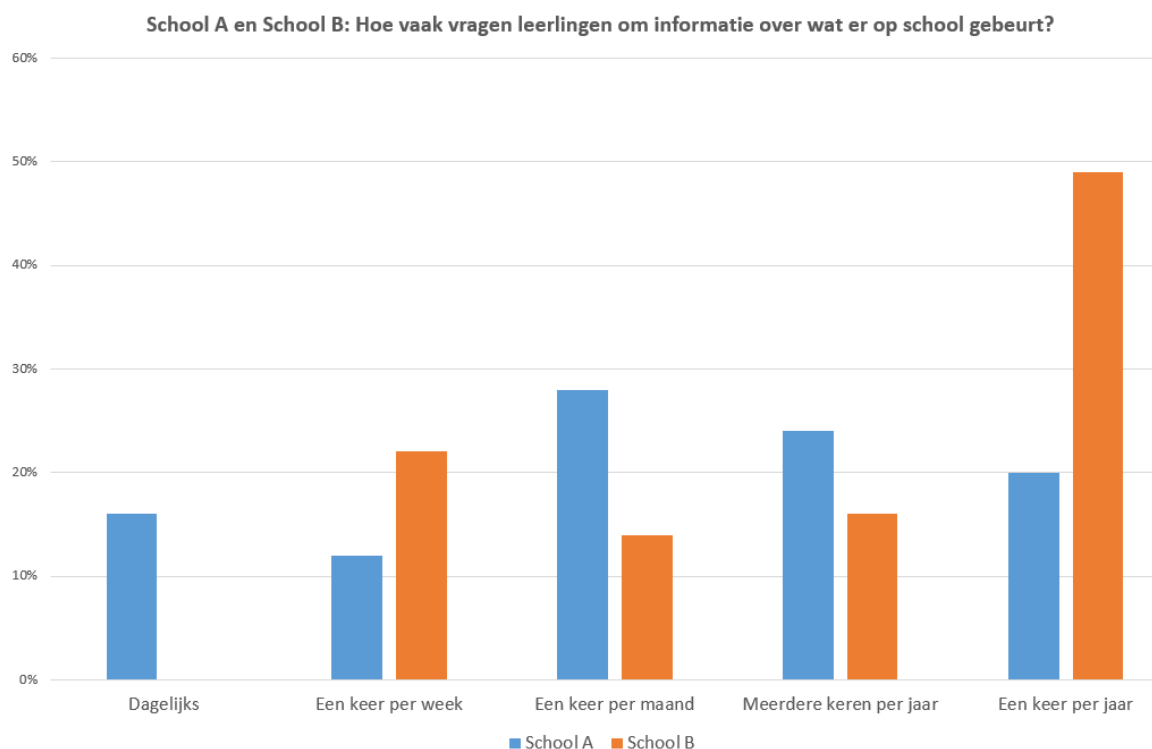


Figure 14: How often do pupils inform themselves about current affairs at their school?, School A and School B, 2018

At School A, some queried pupils stated to inform themselves daily about current affairs at school (16%), the respondents at School B indicated to do so not more than once a week (22 %), compared to 12% at School A. The majority of respondents at School B indicated to ask for information on their school just once a year (49%). The proportion of pupils informing themselves about their school at School A only once a year (20%) is lower, most pupils there inform themselves either once in a month (28%) or several times a year (24%) (Figure 14: How often do pupils inform themselves about current affairs at their school?, School A and School B, 2018).

The most popular sources of information at both schools are the prevailing school website, internal school platforms, if accessible for pupils, and the contact with school staff, in particular with one's teachers, and with fellow students (School A and School B, 2018).

The data analysis might show that embedding active pupil involvement in an education quality system at secondary school can be more complex than it might appear at the first glance. The findings of this thesis which will be summarized again in the upcoming final chapter may be a basis for future research and for the development of further ideas on how pupils can turn into committed co-decision makers at their school.

## Conclusions and recommendations

The final chapter summarizes the findings and conclusions drawn in the course of this research.

A reflection on existing theoretical ideas served to clarify how the key concepts of this research could be defined in the selected research setting. It is recognized that there is no universal definition of secondary education quality because different stakeholders may refer to different quality assessment criteria. The same stakeholder may also modify the chosen quality assessment criteria over time.

Therefore, the continuous monitoring of educational services is recommended

(Harvey & Green, 1993, p.2). The fact that different stakeholders assess a service in different ways can be applied to the provision of education and may underline the scientific and social relevance of the present research question. Some current scientific studies such as Könings et al (2011, p. 5) affirm that pupils judge education quality and a learning environment differently than adults do. The findings of the present study confirmed this assumption. All interviewees independently from each other stated that pupils' and adults' perspectives and requirements are often of different nature. The shift from only adults designing the educational landscape to letting pupils co-decide at schools may kick off a discussion on how public value has been defined for Dutch education so far and whether this definition needs modification. Increased pupil involvement at secondary school may add features to the public value of education. Education quality assessment is no longer reduced to pupils' performance indicators but more attention seems to be paid to the atmosphere at school. Secondary schools have turned into places for pupils where they are not only taught and take exams but where important steps should be taken to foster the pupils' development to well-rounded adults (Laevers, 2011, p.54). School is a place where young people spend a lot of their time, studying, being required to think about their future career and making friends. These aspects may significantly impact a pupil's personal development and chances in future life. Referring to Stoker (2006) who describes the challenge of public managers to define what public value is, one could claim that a pupil's well-being at school has become another important aspect of achieving public value in education services and that pupil involvement in education quality may deliver valuable information adults might not have been aware of on how to put the creation of the public value of education into practice (Schildkamp & Archer, 2017, p.20).

Defining, measuring and checking education quality as well as developing appropriate improvement measures are tasks which are shared between the Dutch government, school boards and schools in the Netherlands. The education quality management of the examined schools aims to not only focus on performance indicators of their pupils such as a low rate of pupils resitting a year or diploma achievements. The mission of the selected educational institutions, called "broad education", refers to a concept which not only considers pupils' test results as education quality criteria but pays equal

attention to the pupils' chances of developing their personal and professional skills. Broad education shall not only prepare pupils for their future career but also turn them into socialized, self-confident and responsible adults, able to participate in society and to live a self-determined life (School Board, Thema's, n.d.). It is expected that an inspiring learning environment as well as perceiving school attendance as a positive experience might foster a pupil's school performance and personal development. This is why apart from storing pupils' exam results, in education quality checks additional data is collected on the pupils' satisfaction with the relationship with their teachers and fellow students, the curriculum, their individual state of comfort at school and learning behaviour. One example of such education quality checks are satisfaction surveys pupils at the selected Dutch secondary schools are regularly asked to fill in. In these surveys, pupils can also assess the teaching style and assessment, the school equipment, the opportunities of pupil support and formulate their own ideas on areas which should be improved at school.

Being a survey respondent is one form of passive pupil involvement in an education quality system at school, delivering a first answer to the given research question: "Which different roles do Dutch secondary school pupils in 2018 take on in the education quality system of their schools?" Other forms of passive pupil involvement may be pupils informally expressing criticism towards their school, for instance during conversations with teachers, to the school administration, or having the room to make some choices within their own learning process. Such choices may be the chance for pupils to select some subjects, projects and excursions at school themselves. In this manner, pupils can adapt their curriculum to their personal interests and needs, which may increase their level of school satisfaction.

Apart from passive pupil involvement also some forms of active pupil involvement could be observed in the research setting. Actively involved pupils not only indicate their level of satisfaction with different areas of school life but turn into stakeholders with a certain degree of codetermination in processes of data analysis and the planning of improvement measures. Active pupil involvement in the education quality system at the examined secondary schools implied the membership in the pupil council, the Participation Council or in temporary pupil committees. Temporary pupils committees, in contrast to the pupil council, are non-permanent pupil representative bodies, only occasionally established to report the pupils' opinion and advice on one specific current issue at school. The pupil council, however, meets several times a year to discuss various topics of the school agenda and is charged with organizing several informal activities which may bring the school community together, for example events like a *kerstactie*, and every couple of years participates in the revision of the school rules. While at School A, each school type has its own pupil council, at School B there is one council whose members attending different school types. At both schools, the members of the pupil council voluntarily apply to become a member of the pupil council. At School B it has been discussed

whether member of the pupils council shall be elected by the student body but the majority of the recent members who were interviewed during this research mostly favoured an application procedure instead of pupil council elections.

Some members of the pupils' council at School A and School B are additionally delegated to the Participation Council at their school and occasionally also join meetings at the school board level where they can exchange their knowledge and experiences with members of Participation Councils of other schools. Compared to a pupil council, a Participation council is more strongly integrated in the organizational structure of the school management (Interview employee School A, 31 mei 2018). Firstly, because half of the members in the Participation Council are employees of the school and secondly because regular negotiations with the school management take place, which is not the case for the pupils' council.

The question whether there are other and possibly better forms of active and passive pupil involvement than those established at School A and B cannot be clarified at this point since no alternative approaches could be examined in the course of this study. Besides, the possibilities to implement different forms of pupil involvement may depend on the policies, national laws on education as well as the financial and human resources of each individual school, meaning that each school has to assess which forms of pupil involvement are appropriate in their individual case. Nevertheless several impressions on what should be considered when integrating active and passive pupil involvement in an education quality system at secondary school could be gained in the frame of this bachelor thesis.

One core question is to decide when to involve pupils or not. There may be decisions at school for which the input of pupils is desired but the pupils may simply not be interested or overwhelmed by having to give their opinion on some matters. The other way around it should also be wondered when and to what extent the pupils' opinions can be considered or whether the interests and ideas of other stakeholders should have priority. This may apply to pupils' freedom to drop a subject. Some subjects should stay mandatory despite not being famous among pupils because some pupils may not be able to recognize, yet, that they might need the material of this subject in their future life.

Creating and maintaining education quality turns into a bargaining process in which all stakeholders of a school should have a voice and where special attention should be paid to the differences in the children's and adults perspectives. School quality management should go beyond office work and maintain a dialogue within and among its stakeholders, between pupils, parents, teachers, school management staff, governmental bodies as well as institutions providing previous and further education to secondary pupils. The stakeholders' interests may vary and it has to be figured out how

to take managerial decisions while considering the output of stakeholder dialogues properly for the improvement of education quality.

One could claim that pupils are particular stakeholders, being directly provided with education while the other stakeholders are just co-determining the design of education the pupils receive. Moreover, pupils are obliged to attend school. Despite having some choice regarding their subjects, this difference compared to other stakeholders who are assumed to either have chosen their profession in the educational sector voluntarily or parents who may have different requirements in regard to their children's education.

Furthermore, it is recommended to carefully adapt the roles of pupils as co-decision-makers at school to their abilities and interests so that pupils experience their voluntary commitment at school as an instructive and enriching experience while not getting too much side-tracked from the learning goals they ought to achieve in order to obtain their school-leaving qualification.

One problem addressed by the interviewees who are actively involved in education quality management, is that most pupils at school show rather little interest in getting actively involved as a pupil representative, principally for reasons of time and due to not often seeing a lot of results of the pupils' council's and Participation Council's work. The majority of the non-active surveyed pupils expressed to be busy enough with focusing on successfully obtaining their diplomas. If pupils are dissatisfied, they tend to rather accept the rules and conditions at school instead of actively trying to change them. However, these findings are not to blame pupils. Especially during the first years at secondary school pupils are usually preoccupied with getting used to their new school and its demands. Mostly, this seems challenging enough to young secondary school pupils so that it should be accepted if they prefer to spend their leisure time with friends or activities outside school instead of taking on further commitments at school (School A and School B, 2018).

Referring to the just mentioned findings, future studies could deal with research questions wondering how to better communicate opportunities and personal benefits of active pupil involvement as well as the achievements of pupil representative bodies among the school community and to learn more about causal relationships of factors which may encourage or stop pupils from taking on a role in the school education quality system.

Beyond this, future studies could apply and optimize the present research design. Principally, bigger samples of interviewed and surveyed research participants could help to verify the external validity of the current findings, since the limited time frame for the present study did not allow to involve more respondents. Concerning the conducted survey, more informative interpretations from the frequencies

of pupils asking for information about their school could have been obtained if it had been defined clearly what is meant with “what is going on at school”. For example, it is difficult to imagine that pupils just once a year inform themselves about their exam schedule, while reading the school paper only one time a year may appear credible.

At this point it can be concluded that involving pupils as co-decision-makers at secondary school is not only about establishing bodies and offices in which pupils can represent their own interests and those of their fellow students. If pupil involvement in the education quality system at secondary school is not present in the mind of the remaining school community, it may be more difficult to maintain the pupils’ interest in spending their time on improving the school they attend. It is expected that if pupils perceive themselves as stakeholders in network governance at secondary school whose feedback is visibly taken into account in school decision-making processes, the pupils’ relationship towards adults school staff may become less hierarchical. Changes in the pupil-adults relationships at school will have advantages and disadvantages that should be properly addressed when designing network governance processes at secondary schools. Explicitly designing a prototype of an education quality system fulfilling these requirements would go beyond the scope of this thesis. It is assumed that each school has to make their own and continuous efforts to optimize pupil involvement at school individually. Overall, in the examined cases the roles for active and passive pupil involvement appear appropriate. Pupils can adapt their degree of involvement in the education quality system at their school according to their interests and personal capacities and are not put under additional pressure by being obliged to additional commitment at school. What would be desirable is that the members of the school community who decide to not being actively involved in the education quality system at their school are better informed about the pupils’ representation bodies, because the commitment of those pupils voluntarily spending their time with additional tasks at school could deserve more respect for their work. Regarding the up to now rather scarce literature on network governance and stakeholder involvement at Dutch secondary schools, future research is needed to support schools in this area.

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## Appendices

### Codebook: School policy analysis

Codes	Definition	Example school policy
Onderwijs- kwaliteitszorg	A network of actors monitoring the services provided by an educational institution which shall ensure that ‘there are mechanisms, procedures and processes in place to ensure that the desired quality defined and measured is delivered (Harvey & Green, 1993, pp. 11-12).	De analyse van [...] gegevens [op school] leidt tot voortdurende aanpassing van het onderwijs. De effecten van deze aanpassingen worden op hun beurt weer onderzocht. Zo wordt er op school steeds beter gewerkt volgens de stappen van de zogenaamde “PDCA”- cyclus: Plan – Do – Check en Act (School B, Onderwijskwaliteit, n.d.).
Leeromgeving	The sociological, psychological and pedagogical contexts in which learning takes place. The learning environment may impact the pupils’ learning motivation and their achievements in acquiring and using their knowledge. A good learning environment increases the pupil’s chances gives to develop their thinking skills and to deepen the knowledge of the subject they have to study, thereby positively contributing to education quality (Doppelt & Schunn, 2008).	Naast het bieden van een inspirerende en uitdagende leeromgeving, vinden wij een goede sfeer in de klas en op school net zo belangrijk. De school is een ontmoetingsplek. Hier ontmoeten leerlingen hun vrienden en maken zij nieuwe vrienden. Wij doen er dan ook alles aan om leerlingen een prettige en vertrouwde leeromgeving te bieden, want alleen dan kunnen zij zich volledig ontwikkelen (School A, Schoolgids 2017-2018, 2017,p. 4).
Tevredenheids- onderzoek op school	Processes during which it is examined to what extent pupils, parents, teachers and sometimes also other stakeholders are satisfied with a school.	Met enige regelmaat bevragen we ouders en leerlingen wat zij vinden van de kwaliteit van ons onderwijs. De uitkomsten daarvan evalueren we in de teams en nemen we mogelijk mee in de teamplannen (School B, Onderwijskwaliteit , n.d.).
Meepraten en meedenken	Opportunities for all stakeholders to express their opinion in the decision-processes at school.	Door te luisteren naar alle betrokkenen, kan de school het onderwijs, de organisatie en de leeromgeving verder verbeteren. Zo werken we samen aan een goed en prettig leerklimaat voor de leerlingen (School A, Schoolgids 2017-2018, 2017, p. 14).

Codes	Definition	Example school policy
Leerlingbetrokkenheid	Opportunities principally for pupils to have a say in decision-making processes at their school.	<p>Leerlingenraad</p> <p>Beide sectoren hebben een eigen leerlingenraad. Een leerlingenraad is een vertegenwoordiging van leerlingen. De raad behartigt de belangen van de andere leerlingen, geeft adviezen en organiseert activiteiten (School A, Schoolgids 2017-2018, 2017, p. 14).</p>
Tevredenheid op school	School satisfaction describes the pupils' personally felt state of comfort at school. The degree to which school satisfaction varies among pupils may range from feeling very uneasy at school to feeling very comfortable and enjoying school attendance.	<p>Het onderwijs wordt in teams om de leerling heen georganiseerd. Dat zorgt voor een overzichtelijke, herkenbare en veilige omgeving binnen de school, waarin leerlingen en medewerkers zich prettig voelen (School B, n.d).</p>

**Codebook: Analysis of pupil surveys to reveal items and domains to measure pupils' school satisfaction**

<b>Codes=items and domains addressed in analysed questionnaires</b>	<b>Definition</b>	<b>Sample question</b>
Pupils' personal state of comfort at school	Some pupils may enjoy attending school more than others, who may even feel uneasy at school for different reasons like bad grades, test fear or difficulties to find one's place in class	Ik vind het leuk om op school te zijn.
Pupils' learning behaviour	Pupils' attitudes towards learning and how they prefer to work on their learning material and to prepare their exams	Ik vind het leuk om met andere studenten aan projecten te werken.  Ik doe graag mee tijdens de lessen.
Coherence: values of school and personal values	Reveals to what extent pupils identify with values of the school	Ik ben trots op mijn school.
Pupils' relation with teaching staff	How do the relationships between teachers/adults and pupils at school look like? And are pupils satisfied with their relationships to teachers/adults at school?	Docenten respecteren studenten.
Pupils' relation with fellow students	How do the relationships among pupils look like? And are the pupils happy with the role they take on in the school society?	Ik vind dat pesten een problem is op mijn school.
Attainment in class activities	In this context it is wondered to what extent pupils are satisfied with their attainment in class activities	Waarom ben je beter geworden door jouw [vak] les?
Curriculum	Document stating the lessons and the content taught at school	Wat vond je van de vakinhoud (opdrachten) van de keuzevakken?
School equipment	the physical school equipment such as computers or experiments kits as well as the maintenance of the School Building	Hoe tevreden ben je over het aantal computers op school?

<b>Codes=items and domains addressed in analysed questionnaires</b>	<b>Definition</b>	<b>Sample question</b>
Attainment of national targets	Extent to which schools attain targets they ought to meet according to national and/or internal education policies	none
Teaching style	Manner in which teacher design their lesson. Some teachers may be more open towards adapting the design of their lesson to the pupils' feedback. Others may prefer direct instructions and giving less room to pupils to co-design their learning process.	Mijn docent geven les op verschillende manieren.
Teaching assessment	Criteria and examination methods teachers choose to grade and evaluate pupils' school performance	Hoe tevreden ben je over hoe de leerstof terugkomt in de toets?
Support provided to pupils at school	Opportunities for pupils to solve problems they face at home or at school or to obtain information for future decisions in personal and professional life. Contact persons to help pupils out in this areas.	Als ik een probleem heb, heb ik een docent met wie ik kan praten.
Environmental stress	Factors in the surrounding of the school distracting pupils from learning at school such as traffic noise	none
Questions asking pupils to express their ideas/opinion on a topic	(semi-)open questions in which pupils can indicate in their own words what they would suggest on a specific topic	Dit wil ik graag nog vertellen over [vak/lessen].
Other	Remaining questions in questionnaire not fitting to any of the codes above	Wat is je geslacht?

**Codebook: Analysis of interviews with school employees and pupils actively involved in education quality systems at school**

<b>Codes</b>	<b>Definition</b>	<b>Samples of interview transcripts</b>
Interviewee's position and tasks in school quality management	Classifies whether the interviewee is an employee of the school or a pupil participating in the education quality system at school as well as what activities their involvement in the education quality system at school implies	Mijn functie op onze school is conector Onderzoek en Onderwijsontwikkeling. Ik heb eindverantwoordelijk[heid] voor de portefeuille kwaliteitszorg.
Education quality	How do the interviewees personally define education quality? Broadly speaking, do the interviewees rather relate to performance indicators or do they choose other criteria to define education quality such as the relationships among the members of a school community.	Als leerlingen zich veilig op school voelen. Als docenten hun leerlingen kennen [...].
Quality assurance	How do interviewees personally define quality assurance? What steps are taken at the selected schools to guarantee and monitor the achievement of education quality goals, either on their own or in cooperation with other stakeholders	Ik zeg dat goede kwaliteitszorg met een goede visie begint: op wat goede kwaliteit is [...]iedereen moet meewerken [...]wordt georganiseerd door een goede Plan-Do-Check-Act-cyclus
School satisfaction	School satisfaction describes the pupils' personally felt state of comfort at school. The degree to which school satisfaction varies among pupils may range from feeling very uneasy at school to feeling very comfortable and enjoying school attendance. In the frame of the interviews it is wondered what a school could do to ensure pupil satisfaction	Ik denk dat je hier regels zal maken op school waarover leerlingen tevreden kunnen zijn.

<b>Codes</b>	<b>Definition</b>	<b>Samples of interview transcripts</b>
Motivation of active pupil involvement	Specifically for the pupils interviewed because they have voluntarily and without any professional qualification chosen to represent their fellow students' interests and to co-decide in sound boards at school to take part in the education quality system at school	Meehelpen om beter te maken op school.
Pupils' formation of opinion	How do pupils form an opinion about a problem that shall be discussed? By discussing the issue with their parents at home? With teachers? With friends at school? Or are there any other methods?	Dat ligt heel erg aan het onderwerp. Als het iets is wat hier op school speelt voor alle leerlingen [...] bespreek ik het met andere leerlingen. Als het over regels gaat die worden opgelegd op de school praat ik er met mijn ouders over.
Roles pupils can take on in the education quality system of their school	'Passive involvement of pupils', referring to activities in which data of pupils on different affairs at school are collected and/or 'active pupil involvement', if pupils themselves are invited to work with the data and to co-design and monitor the implementation of measures to improve and maintain education quality, developed on the basis of the opinions the pupils have expressed beforehand	Jaarlijks meten we schoolbreed de leerlingtevredenheid, Leerlingen in de medezeggenschapsraad en in de leerlingenraad
Use of pupils' feedback in school quality management	How is the processing of pupils' feedback gathered via active or passive pupil involvement embedded in the working processes within the education quality system at school?  Does integrating the pupils' feedback work properly or do the interviewees propose any areas needing improvement?	De resultaten van van vragenlijsten komen inderdaad naar de schoolleiding en die brengen dat dan weer verder naar de teams en docenten.

<b>Codes</b>	<b>Definition</b>	<b>Samples of interview transcripts</b>
Attitude towards current situation of pupil involvement in the education quality system at school	Does the interviewee think that the existing forms of pupil involvement at school are sufficient or not?	Te weinig. Het gaat dan vooral om leerlingen bewuster en diepgaander erbij te betrekken.
Different perceptions of adults and pupils in regard to the learning environment	Do the adult interviews think that pupils perceive their learning environment differently and the other way around? Why (or why not) do they think so?	Leerlingen kijken vanuit hun eigen “smalle” context naar de leeromgeving.
Differences in the definition of education quality and pupil satisfaction of adults and pupils	Do the adult interviewees think that pupils define education quality and pupil satisfaction differently than adults do?  Do pupils think that adults define education quality and pupil satisfaction differently than pupils do?  Why do they think this is (not) so?	Ik [als medewerker] kijk eerst naar het grote geheel [...] leerlingen kijken volgens mij eers naar de individuele leraar.
Different perceptions of the relationships between pupils and adults at school	Do the adult interviewees think that pupils perceive the relationships between pupils and adults at school differently than the adults do?  Do the interviewed pupils think that adults perceive the relationships between pupils and adults at school differently than pupils do?  Why (or why not) do they think so?	[...] [Ik] denk gemiddeld dat leraren er een beetje positiever over oordelen dan leerlingen.
Perceived differences in pupil involvement (school type/age of pupils)	Here it is wondered whether pupil involvement may vary depending on the age of pupils and the school type they are attending	Ik denk dat de betrokkenheid [van leerlingen] bij kwaliteitszorg op dit moment verschilt per schooltype.  [...]Ik ben van mening dat een

<b>Codes</b>	<b>Definition</b>	<b>Samples of interview transcripts</b>
		leerling in de onderbouw net zo goed iets kan zeggen over de onderwijskwaliteit [...] dan een leerling in de bovenbouw.
Relationship of actively involved pupils with fellow students	Does the active involvement of a pupil in the education quality management impact the relationship with other fellow students?	Daar krijg je soms feedback van. Meestal gaat het dan over dingen die veranderd zullen worden.
Relationship of actively involved pupils with actively involved pupils of other schools	Is there the opportunity for pupils actively involved in the education quality at their school to exchange knowledge and experiences with pupils who are actively involved at their school?	We hebben wel een dag waar we met leerlingen van andere leerlingenraden bij elkaar komen.

### Analyzed extracts of schoolgids 2017-2018 of School A

	Codes
<p><u>Wij dagen leerlingen uit hun talenten te ontdekken en te ontwikkelen op cognitief, creatief, sociaal én sportief gebied. Daarbij houden we rekening met de individuele mogelijkheden, onderwijsbehoeften en verschillende leerstijlen van leerlingen.</u> Elke opleiding heeft daarbij zijn eigen aanpak en benadering, omdat de leerlingen ook verschillend zijn. We hebben als doel leerlingen <u>te diplomeren en te vormen tot actieve en zelfbewuste burgers.</u></p> <p>Om aan te sluiten bij de belangstelling van leerlingen bieden we [specifieke klassen] aan. Tijdens deze klassen <u>kunnen [leerlingen] kiezen uit: art &amp; music, sports &amp; lifestyle, science &amp; technology en international business. Bovendien werken we met project- en activiteitendagen, Kunst- en Cultuurprojecten, excursies, sporttoernooien en internationale uitwisselingen. Leerlingen krijgen zo de kans om zich breder te ontwikkelen.</u></p> <p><u>Naast het bieden van een inspirerende en uitdagende leeromgeving, vinden wij een goede sfeer in de klas en op school net zo belangrijk. De school is een ontmoetingsplek. Hier ontmoeten leerlingen hun vrienden en maken zij nieuwe vrienden.</u> Wij doen er dan ook alles aan om leerlingen een prettige en vertrouwde leeromgeving te bieden, want alleen dan kunnen zij zich volledig ontwikkelen. Bij ons op school heeft elk team een eigen plek in de school. Dit domein is de vertrouwde omgeving voor een vaste groep leerlingen, docenten en begeleiders.</p> <p><u>Goed contact tussen leerlingen, ouders en school is van cruciaal belang. Wij verwachten inzet en motivatie van onze leerlingen en van u, ouders, rekenen we op uw ondersteuning en betrokkenheid bij het leerproces en welbevinden van uw zoon of dochter bij ons op school. Met elkaar doen wij ons best om onze leerlingen een goede schooltijd te bezorgen (p. 4)</u></p>	<p>kwaliteitszorg</p> <p>kwaliteitszorg</p> <p>leeromgeving</p> <p>kwaliteitszorg</p> <p>leeromgeving</p> <p>kwaliteitszorg</p> <p>leerling-betrokkenheid</p>
<p>[...] Doordat het onderwijs in meerdere kleine eenheden is georganiseerd, voelt de leerling zich gezien en gekend. Wij besteden ook <u>veel zorg aan goede leerlingbegeleiding.</u> De mentor speelt hierin een centrale rol, hij/zij is voor leerlingen en ouders het eerste aanspreekpunt.</p>	<p>kwaliteitszorg</p>

<p>Onderwijskundige visie</p> <p><u>Elke leerling is uniek en heeft talenten die waardering en ontwikkeling verdienen vanuit ieders specifieke leerbehoefte. Leerlingen hebben recht op uitdagend onderwijs, passende begeleiding, een goed georganiseerde school en bekwame leraren die een relatie met hen aangaan op basis van vertrouwen.</u></p>	<p>tevredenheid op school</p>
<p>Voor het onderwijs betekent dit dat wij een breed palet aan opleidingen bieden: van praktijkonderwijs tot en met gymnasium. Wij stemmen het onderwijsprogramma af op de leerlingen. <u>We zorgen voor persoonlijke aandacht en coaching. In onze onderwijskundige visie gaan wij uit van de volgende uitgangspunten.</u></p>	<p>kwaliteitszorg</p>
<p><u>Talenten ontdekken en ontwikkelen</u></p> <p>Wij bieden onze leerlingen mogelijkheden om hun talenten te ontdekken en te ontwikkelen. Wij dagen hen uit om het beste uit zichzelf te halen op cognitief, creatief, sportief en sociaal gebied. We hebben oog voor de ontwikkeling van verschillende talenten.</p>	<p>kwaliteitszorg</p>
<p><u>De leerling is actief en zelfstandig</u></p> <p>Wij stimuleren onze leerlingen om actief en zelfstandig kennis, vaardigheden en attitudes te verwerven. Daarvoor bieden wij hun uitdagende werkvormen aan.</p>	<p>kwaliteitszorg</p>
<p><u>De leerling leert samenwerken</u></p> <p>Wij leren onze leerlingen samenwerken. Daarbij zorgen wij voor werkvormen die gericht zijn op sociale en communicatieve vaardigheden.</p>	<p>kwaliteitszorg</p>
<p><u>De leerling leert keuzes maken</u></p> <p>Wij leren leerlingen keuzes te maken. Daartoe bieden wij hun ruimte om te reflecteren en te kiezen. Wij laten ze het belang van flexibiliteit ervaren.</p>	<p>kwaliteitszorg</p>
<p><u>Betekenisvol en contextrijk leren</u></p> <p>Wij leren onze leerlingen om samenhang in leerstof en tussen vak- en leergebieden te ontdekken. Dat doen wij door het geleerde betekenis te geven in het onderwijsprogramma en in de maatschappelijke context.</p>	<p>kwaliteitszorg</p>
<p><u>Brede vorming en een blik op de wereld</u></p> <p>Wij richten ons op brede vorming (hoofd, hart en handen) van onze leerlingen en bieden hun een brede blik op de wereld. <u>Daartoe bieden wij een contextrijke leeromgeving aan</u> (p. 5).</p>	<p>kwaliteitszorg</p> <p>leeromgeving</p>

<p>Burgerschapsvorming</p> <p>Op school werken wij op allerlei manieren aan <u>burgerschapsvorming</u>. Dit komt niet alleen bij het vak levensbeschouwing aan de orde, maar bij elk vak. Daarbij gaat het niet alleen om lessen staatsinrichting of politiek, het gaat ook om (maatschappelijke) betrokkenheid. Leerlingen doen op verschillende manieren maatschappelijke ervaring op. Bijvoorbeeld tijdens stages, deelname aan debatwedstrijden en grote sporttoernooien. Er zijn ook leerlingen die in de school mondig burgers zijn, zoals de klassenvertegenwoordigers en <u>leerlingen die lid zijn van de leerlingen- of medezeggenschapsraad</u>.</p> <p>Onderwijsresultaten en kwaliteitszorg</p> <p>Onderwijskwaliteit</p> <p><u>Kwaliteitszorg is een vast onderdeel van de beleidsplannen binnen de school</u> en werkt door in alle onderdelen van onze organisatie. Met behulp van kwaliteitszorg werken we aan het verzorgen van goed onderwijs in de breedste zin van het woord. <u>Daarbij hoort ook de tevredenheid van leerlingen, hun ouders en onze medewerkers</u>. Ook zijn goede examenresultaten en een goed imago van groot belang.</p> <p>Middelen die voor kwaliteitszorg worden ingezet zijn onder andere:</p> <ul style="list-style-type: none"> <li>-Overleggen met <u>klankenbordgroepen</u> bestaande uit leerlingen en/of ouders en/of de omgeving</li> <li>-<u>Enquêteren van leerlingen, ouders of medewerkers</u>. Uitkomsten van landelijke tevredenheidsonderzoeken staan gepubliceerd op de website ‘Scholen op de kaart’</li> <li>-Doorstromgegevens en examenresultaten evalueren en bespreken met betrokkenen, teams, docenten en vakgroepen</li> <li>-Overleggen met basisonderwijs over een goede aansluiting van basis- en voortgezet onderwijs (p. 6).</li> </ul>	<p>leerling- betrokkenheid</p> <p>leerling- betrokkenheid</p> <p>kwaliteitszorg</p> <p>tevredenheid op school</p> <p>meedenken en meepraten</p>
<p>Een domein is een soort schoolje-in-de school. Een kleinschalige, veilige leeromgeving voor een vaste groep leerlingen (± 275 leerlingen), docenten en begeleiders. Leerlingen en docenten werken meerdere jaren nauw samen in deze veilige leeromgeving. <u>Leerlingen en docenten komen elkaar, tussen de lessen door, regelmatig tegen in het domein. Hierdoor zijn de communicatielijnen tussen de leerling, mentor, docenten en de onderwijsassistent kort. Dit maakt dat de leerling gezien en gekend wordt.</u> (p. 10)</p>	<p>kwaliteitszorg</p> <p>leeromgeving</p>

<p>Communicatie</p> <p>Voor optimale begeleiding van leerlingen is goede communicatie tussen school en ouders heel belangrijk. Enerzijds moet de school het thuisfront informeren over de vorderingen van de leerling, aanpassingen in het lesprogramma en bijzondere activiteiten of gebeurtenissen. Anderzijds moeten de ouders de school op de hoogte houden van zaken die van invloed kunnen zijn op het gedrag en de ontwikkeling van de leerling. De mentor is contactpersoon voor ouders en leerlingen.</p> <p>Persoonlijke gesprekken en voorlichtingsavonden</p> <p>De mentor is het eerste aanspreekpunt voor leerlingen en ouders. <u>Daarnaast kunnen ouders en leerlingen bij de vakdocent, teamleider of sectordirecteur terecht. Wel is het wenselijk van tevoren een afspraak te maken.</u></p> <p>Bovendien kunnen ouders op ouderavonden met de docenten spreken. Alle ouders en/of meerderjarige leerlingen ontvangen tijdig een uitnodiging voor deze gespreksavonden. Ook zijn er meer algemene ouderavonden over bijvoorbeeld: keuze van het profiel, vakkenpakket, studierichting en de regelingen m.b.t. het schoolexamen en Centraal Eindexamen. Ook hierover ontvangen ouders en de meerderjarige leerlingen tijdig bericht.</p> <p>Onderwijsportaal SOMtoday</p> <p>Via het onderwijsportaal SOMtoday op onze website heeft u middels een wachtwoord inzicht in de algemene gegevens en schoolresultaten van uw kind. U vindt de link naar het onderwijsportaal op de homepage van onze website onder 'inloggen'.</p> <p>Rapporten</p> <p>De leerlingen ontvangen ten minste twee maal per jaar een digitaal rapport. Deze rapporten kunt inzien via het SOMtoday. Het eindrapport overhandigen we altijd persoonlijk aan de leerlingen of hun ouders. We geven het nooit mee aan derden ook niet per post. Bij het eerste rapport worden ook bevorderingsnormen verstrekt. Over de ouderavonden n.a.v. de rapporten wordt u in de loop van het studiejaar nader geïnformeerd. De rapporten kunnen vergezeld gaan van adviezen van de docentenvergadering over de studie- en profielkeuze, het bijwerken van achterstanden, e.d. De adviezen worden over het algemeen door de mentor toegelicht.</p>	<p>leerlingbetrokkenheid</p>
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<p>Digitale nieuwsbrief</p> <p>Ouders ontvangen drie à vier keer per jaar een digitale nieuwsbrief. Hierin staat belangrijke informatie voor de komende periode. Daarnaast is het altijd mogelijk per e-mail contact te onderhouden met de mentor als er vragen of bijzonderheden zijn.</p> <p>[Krant van de school stichting] en schoolkrant</p> <p>Tweemaal per jaar ontvangt u het informatieblad voor ouders [van de school stichting]. Dit wordt meegegeven aan de leerlingen en is ook te downloaden op onze website. De leerlingen mogen, indien daar animo voor is, per sector een eigen schoolkrant uitbrengen. <u>De redactie is onafhankelijk en bestaat uit een aantal leerlingen en een begeleidende docent.</u> (p. 12)</p>	<p>leerlingbetrokkenheid</p>
<p>Meedenken en meepraten</p> <p>Wij vinden het belangrijk ouders en leerlingen te betrekken bij de organisatie van het onderwijs. <u>Door te luisteren naar alle betrokkenen, kan de school het onderwijs, de organisatie en de leeromgeving verder verbeteren. Zo werken we samen aan een goed en prettig leerklimaat voor de leerlingen.</u></p> <p><u>Leerlingenraad</u></p> <p><u>Beide sectoren hebben een eigen leerlingenraad. Een leerlingenraad is een vertegenwoordiging van leerlingen. De raad behartigt de belangen van de andere leerlingen, geeft adviezen en organiseert activiteiten.</u></p> <p>Oudervereniging en ouderraad</p> <p>De oudervereniging stelt zich ten doel de samenwerking tussen school en ouders te bevorderen, waarbij het kind voorop staat. Een goed ‘partnerschap’ tussen ouders en school is belangrijk. School A heeft één oudervereniging, bestaande uit drie ouderraden. Uit praktische overwegingen hebben zowel het havo/vwo, het vmbo als het praktijkonderwijs aparte ouderraden die nauw contact met elkaar onderhouden. Daar waar nodig en mogelijk proberen we zoveel mogelijk gezamenlijk op te trekken.</p> <p>Alle ouders van leerlingen van de school zijn automatisch lid van de vereniging, tenzij zij uitdrukkelijk laten weten hierop geen prijs te stellen. De contributie is inbegrepen in de algemene schoolbijdrage.</p>	<p>meedenken en meepraten</p> <p>leerlingbetrokkenheid</p>

<p><u>Klankbordgroepen</u></p> <p>De sectorleiding initieert <u>zogenaamde klankbordmomenten</u>. Op deze momenten kan er op informele wijze met ouders en leerlingen gesproken worden over de praktische gang van zaken, het onderwijs en de ontwikkeling en begeleiding van leerlingen. Deze klankbordmomenten vinden doorgang bij voldoende animo van ouders en leerlingen.</p> <p><u>Medezeggenschapsraad (MR)</u></p> <p>De medezeggenschapsraad bestaat uit vertegenwoordigers van het personeel, de ouders en leerlingen. Op School A bestaat de MR uit zestien personen: acht personeelsleden, vier ouders en vier leerlingen. Het is de taak van de MR ervoor te zorgen, dat iedereen in onze school in staat gesteld wordt zijn belangen naar voren te brengen en zijn gezichtspunten toe te lichten of te verdedigen. Op grond van het Medezeggenschapsreglement heeft de raad invloed op het schoolbeleid. De rector/sectordirecteur overlegt namens het schoolbestuur met de MR. Het MR-reglement vindt u op onze website onder ‘Over onze school/schoolgids/regels en afspraken’. Vanuit de MR van onze school hebben twee leden zitting in de gemeenschappelijke medezeggenschapsraad (GMR) van de School Board (p. 14).</p>	<p>meepraten en meedenken</p>
<p><u>Klachten</u></p> <p>Mocht u ondanks de zorg en aandacht die wij besteden aan het zo goed mogelijk organiseren van het onderwijs toch nog klachten hebben, laat het ons dan weten. Zo stelt u ons in staat iets aan uw klacht te doen of in ieder geval het gesprek daarover met elkaar aan te gaan.</p> <p><u>Betrokkenen bij de school (zoals (ex-)leerlingen, ouders/voogden/verzorgers, personeelsleden, vrijwilligers) kunnen klachten uiten over gedragingen en beslissingen van het College van Bestuur en al degenen die in en voor de school werkzaam zijn of anderszins deel uitmaken van de schoolgemeenschap. (p. 15)</u></p>	<p>meedenken en meepraten</p>
<p><u>Het gaat hier om klachten ten aanzien van:</u></p> <ul style="list-style-type: none"> <li>- onjuiste/verkeerde/onangepaste begeleiding van leerlingen</li> <li>- onverantwoord pedagogisch handelen</li> <li>- onjuiste beoordeling van prestaties van leerlingen</li> </ul> <p>Seksuele intimidatie, discriminerend gedrag, agressie, geweld en pesten</p> <ul style="list-style-type: none"> <li>- gelijke gevallen niet gelijk behandelen</li> </ul>	

<ul style="list-style-type: none"> <li>- klachten van ouders of leerlingen over onzorgvuldig handelen</li> <li>- verkeerde houding aanemen ten opzichte van ouders [...]</li> <li>- onvoldoende kwaliteit van onderwijs</li> <li>- onvoldoende veiligheid op school</li> <li>- onvoldoende bepalen van beleid</li> <li>- onvoldoende zorg voor hygiëne</li> <li>- verkeerde inning van ouderbijdrage</li> <li>- aanbieden van te weinig onderwijstijd</li> </ul> <p><u>In de regel worden klachten binnen onze school tussen betrokkenen afgehandeld. Mocht dit niet lukken, dan kunt u contact opnemen met de teamleider. Daarnaast kunt u zich bij een klacht wenden tot de (externe) vertrouwenspersoon. Hij/zij kan behulpzaam zijn bij het vinden van een mogelijke oplossing. [...]</u></p> <p>Als deze eerste behandeling, in de waarneming van de klager, ook niet leidt tot een bevredigende oplossing van de klacht, kan de klager zich wenden tot respectievelijk de sectordirecteur of de rector. De sectordirecteur of de rector neemt dan een beslissing.</p> <p>Daarnaast kan de klager zijn klacht altijd, gedurende de behandeling van de klacht door de school, voorleggen aan de onafhankelijke klachtencommissie van de School Board. [...] (p. 16)</p>	leeromgeving
<p>Gezonde school</p> <p><u>School A wil een gezonde leefstijl voor onze leerlingen en medewerkers stimuleren in een veilige, gezonde en uitdagende omgeving. Een omgeving waarin het maken van een gezonde keuze makkelijk wordt gemaakt en waarin iedereen zich thuis voelt. Daarom heeft onze school een reglement opgesteld omtrent roken, alcohol en andere genotsmiddelen. Zo is afgesproken dat het schoolterrein rookvrij is. Er mag nergens meer gerookt worden. Dat geldt voor iedereen: leerlingen, leraren, ouders en bezoekers, ook tijdens ouderavonden en andere activiteiten buiten schooltijd. (p. 22)</u></p>	<p>Kwaliteitszorg</p> <p>leeromgeving</p>
<p><u>Leerlingenraad havo/vwo</u></p> <ul style="list-style-type: none"> <li>- <u>Door middel van adviesrecht deelnemen aan de besluitvorming op school</u></li> <li>- <u>Het regelen en organiseren van activiteiten die in het belang zijn van de leerlingen, of ten goede komen aan de sfeer op school</u></li> <li>- <u>het behartigen van de belangen van alle leerlingen</u></li> </ul>	leerlingbetrokkenheid

<ul style="list-style-type: none"> <li>- <u>de leerlingen inspraak geven in de activiteiten van de Leerlingenraad en hun daarover voldoende informeren</u></li> <li>- <u>het vertegenwoordigen van haar achterban in de medezeggenschapsraad, met name over de zaken die de leerlingenraad in het bijzonder aangaan [...] (p. 29)</u></li> </ul>	
<p><u>Leerlingenraad (vmbo)</u></p> <p><u>-[...] [de leerlingenraden op vwo niveau hebben drie keer per jaar en vergadering en een keer en overleg met de sectorleiding. [...] [De leerlingenraad] regelt en organiseert activiteiten die in het belang zijn van de leerlingen, of ten goede komen aan der sfeer binnen het team in de school. [Verdere opdrachten:] Het behartigen van de belangen van alle leerlingen, [D]e leerlingen inspraak geven in de activiteiten van de Leerlingenraad en hun daarover voldoende informeren</u></p> <p><u>[Opdrachten van het] Leerlingenparlement]:</u></p> <ul style="list-style-type: none"> <li>- <u>haar achterban vertegenwoordigen in het overleg met de sectordirecteur</u></li> <li>- <u>het afvaardigen van leden naar de medezeggenschapsraad. Met name over de zaken die de leerlingenraad in het bijzonder aangaan[...] (p. 32)</u></li> <li>- <u>Het praktijkonderwijs heeft een eigen ouderraad en een leerlingenraad (p. 33). (School A, Schoolgids 2017-2018, 2017).</u></li> </ul>	<p>leerlingbetrokkenheid</p>

### Analyzed extracts of schoolgids 2017-2018 of School B

	Codes
<p>Bij ons kan een leerling de opleiding volgen die het beste bij hem of haar past. We begeleiden de leerling zo persoonlijk en goed mogelijk om de opleiding met succes af te ronden. De leerlingen leren vaardigheden, die nodig zijn om in de samenleving en het vervolgonderwijs goed te kunnen functioneren. Kortom, wij bieden leerlingen een passende opleiding en een goede basis voor de toekomst (School B, Wie zijn wij?, n.d.)</p> <p><u>Op School B staat de ontwikkeling van de leerling voorop.</u> Wij staan voor aantrekkelijk en afgestemd onderwijs, gemotiveerde leerlingen en goede eindresultaten. Waar nodig wordt het <u>onderwijs aangepast zodat de kwaliteit op een zo hoog mogelijk niveau is en blijft.</u> [...] Passend bij de profielen worden de leerlingen voorbereid op studie en loopbaan. De onderwijskundigen op onze school bieden een onderwijs- en begeleidingsaanpak die gericht is op de individuele leerling (School B, Ons Onderwijs, n.d., p. 2).</p> <p>We leren niet voor de school maar voor het leven</p> <p>De leerling maakt het verschil</p> <p>Elke leerling is uniek en heeft zijn eigen talenten. Op School B krijgen de leerlingen ruimschoots de gelegenheid om hun talenten te benutten, te uiten en te ontwikkelen.</p> <p>Samenhang tussen vakken en leerjaren</p> <p>We stemmen de vakgebieden inhoudelijk op elkaar af zodat de verschillende vakken elkaar aanvullen en versterken.</p> <p>School in samenleving</p> <p><u>De persoonlijke interesses en talenten van de leerling staan aan de basis van het leerproces.</u> Geleidelijk aan komt de nadruk meer op de vervolgstudies en de arbeidsmarkt te liggen (School B, Ons Onderwijs, n.d., p. 3).</p>	<p>Kwaliteitszorg</p> <p>leeromgeving</p>

<p>Kennis kunnen toepassen</p> <p>Bij alle vakken en alle niveaus staan vier verschillende vaardigheden centraal: onthouden, begrijpen, integreren en toepassen (OBIT).</p> <p>De leerling aan zet</p> <p>We stimuleren de verschillen. <u>De leerlingen zijn (mede-)eigenaar van hun leer- en ontwikkelingsproces. Zij worden aangespoord zelf actief te zijn. School B maakt aan hen zelfstandig denkende en actieve burgers.</u></p> <p>De docenten zorgen ervoor dat het voor de leerling duidelijk is: wat er geleerd en bereikt moet worden in de lessen, hoer geleerd moet worden op klassikale en individuele basis en waarom en waartoe er geleerd moet worden.</p> <p>Ontwikkeling tot zelfbewust individu</p> <p>School B daagt de leerlingen uit op een zo hoog mogelijk niveau te presteren. <u>De leerlingen ontwikkelen een houding waarin zij kunnen reflecteren op zichzelf, zij leren om te gaan met uitdagingen en kritisch te kijken naar studie en loopbaan.</u></p> <p>ICT</p> <p>ICT wordt ingezet ter ondersteuning van de leerprocessen (School B, Ons Onderwijs, n.d., p. 5).</p>	<p>leerlingbetrok- kenheid</p> <p>leerlingbetrok- kenheid</p>
<p>Vmbo</p> <p>Kennis kunnen toepassen</p> <p>De lessen worden gekoppeld aan praktijk- en beroepssituaties. In dit kader gaan leerlingen actief aan het werk met samenwerking, praktische opdrachten, bedrijfsbezoeken en stages.</p> <p>De leerling aan zet</p> <p>De leerlingen worden uitgedaagd hun doelen te bereiken. <u>De docenten houden rekening met de talenten, interesses en leerstijlen van de leerlingen.</u></p> <p>Ontwikkeling tot zelfbewust individu</p> <p>Bij School B begeleiden de docenten de leerlingen naar zelfstandigheid en eigen verantwoordelijkheid. Binnen de lessen wordt aandacht besteed aan deze ontwikkeling.</p>	<p>leeromgeving</p>
<p>havo/vwo</p> <p>Kennis kunnen toepassen</p> <p>De docenten bieden een scala van werkvormen gericht op het uitdiepen van nieuwe kennis en het verbinden ervan aan bestaande kennis.</p>	

<p>De leerling aan zet</p> <p>Het leren is een actief proces van de leerlingen zelf. Door zelfwerkzaamheid komen de leerlingen tot het integreren en toepassen van nieuwe kennis.</p> <p>Ontwikkeling tot zelfbewust individu</p> <p>De leerlingen kunnen eigen keuzes maken, bijvoorbeeld in thema's, werkvormen en opdrachten. <u>De leerlingen reflecteren op hun leerproces aan de hand van vooraf gestelde doelen en verwachtingen. Docenten bieden hierbij de nodige ondersteuning</u> (School B, Ons Onderwijs, n.d., p. 6).</p>	<p>leeromgeving</p>
<p>Afstemmen van onderwijs en zorg</p> <p>Begeleiding</p> <p>Heel de mens als leidraad <u>School B let op het welzijn en de vorderingen van de leerlingen.</u> De mentoren, decanen en vakdocenten hebben geregeld onderling <u>contact over de individuele leerlingen. Er worden afspraken gemaakt en doelen gesteld. Onze leerlingen worden zoveel mogelijk op maat bediend.</u></p> <p>De mentor is de spil</p> <p>De mentor begeleidt de leerling in zijn ontwikkeling als zelfstandig lerend individu en voert regelmatig groeps- en mentorgesprekken met de leerlingen. <u>Er wordt zoveel mogelijk met de leerling gesproken en niet tegen de leerling.</u></p> <p>Per leerjaar en niveau is er een programma voor mentoraat dat aansluit bij de ontwikkeling en het niveau van de leerlingen. Er is een structuur voor (extra) begeleiding waarbij de mentor nauw afstemt met ouders en leerlingen.</p> <p>Breed aanbod van begeleiding gericht op zelfsturing</p> <p><u>We stemmen onze begeleiding af op de behoeftes, het niveau en het leerjaar van de leerling.</u> Soms wordt ingezet op sturing, soms op gedeelde sturing en soms op zelfsturing.</p> <p>Er is een breed aanbod van trainingen gericht op het versterken van kracht en het omgaan met faalangst of dyslexie en op het gebied van studievoordigheden. Daarnaast is er loopbaan-begeleiding om (loopbaan-)competenties te ontwikkelen (School B, Ons Onderwijs, n.d., p. 7).</p>	<p>leeromgeving</p> <p>kwaliteitszorg</p> <p>leerlingbetrokkenheid</p> <p>kwaliteitszorg</p>

<p>Vmbo</p> <p>Aandacht voor loopbaansturing</p> <p>De begeleiding en loopbaanoriëntatie begint in de eerste jaren met het ontdekken van persoonlijke talenten en het kennismaken met sectoren. In de bovenbouw verschuift de aandacht geleidelijk naar buitenschools leren en werken.</p> <p>Leerlingen worden geholpen</p> <p>De leerlingen worden begeleid door hun mentor en vakdocenten.</p> <p>Havo/vwo</p> <p>School B ondersteunt de leerlingen bij de keuze van profiel, vakkenpakket en vervolgstudie. Begeleid door de docenten, ontwikkelen de leerlingen zelfsturing en loopbaancompetencies.</p> <p>Leerlingen helpen elkaar onderling</p> <p>De leerlingen worden gestimuleerd zich te ontwikkelen tot een zelfstandig individu. <u>Wij moedigen onderlinge steun tussen de leerlingen van verschillende niveaus, leeftijden en interesses aan (School B, Ons Onderwijs, n.d., p. 8).</u></p>	<p>leeromgeving</p>
<p>Leerling, ouders en school creëren samen een prettige leeromgeving</p> <p>Leerklimaat</p> <p>Leerling, school en ouders werken samen.</p> <p><u>De docenten zorgen voor een persoonlijke band met de leerlingen en de ouders.</u></p> <p><u>De docenten, de ouders en de leerlingen spreken elkaar regelmatig over prestaties, gedrag en ervaringen, met aandacht voor de waarden en normen.</u></p> <p>Het initiatief voor een gesprek kan van de school of van de ouders of de leerling komen.</p>	<p>kwaliteitszorg tevredenheids- onderzoek</p>
<p>Actieve bijdrage van ouders</p> <p>Contact met de ouders is belangrijk. Immers, voor het ontwikkelen van de zelfstandigheid en de eigen verantwoording is een stimulerende en controlerende thuisomgeving nodig. De ouders worden actief betrokken als het goed gaat en ook als het wat minder goed gaat. Leerling, school en ouders werken samen aan <u>een veilig, ontspannen en positief leerklimaat, nemen hun verantwoording en geven elkaar feedback.</u></p>	<p>tevredenheid op school</p>

<p>Feedback op gedrag</p> <p>Binnen School B wordt iedereen respectvol aangesproken op het gedragen, niet op de persoon.</p> <p>Alle medewerkers vertonen voorbeeldgedrag aansluitend bij de waarden en normen, de visie en de kernwaarden van onze school. <u>Er zijn duidelijke afspraken</u> (School B, Ons Onderwijs, n.d., p. 9).</p>	<p>leeromgeving</p>
<p>[...]Leerling, school en ouders werken samen. De docenten zorgen voor een veilig leerklimaat door dicht bij zichzelf te blijven en een persoonlijke relatie met de leerling op te bouwen.</p> <p>Onder andere vanuit de rol als mentor hebben docenten contact met de ouders.</p> <p>School en samenleving</p> <p>De leerlingen worden goed voorbereid op hun deelname aan de arbeidsmarkt en de maatschappij. De stages en excursies vormen hier een belangrijk onderdeel van.</p> <p>Leerling, school en ouders werken samen</p> <p><u>De ouders, de docenten en de leerlingen communiceren helder met elkaar. De inzet is om de leerlingen, met de hulp van de ouders en de school, zelf de verantwoording te laten nemen voor het eigen leerproces.</u></p> <p>School en samenleving</p> <p>De docenten stimuleren de leerlingen om ondernemend te zijn. Fouten maken hoort daar soms gewoon bij en is onderdeel van het leerproces. Zo voelen de leerlingen zich bij ons competent en erkend als individu.</p> <p>Feedback op gedrag</p> <p><u>Feedback is tweerichtingsverkeer tussen de leerlingen en de docenten.</u> In onderlinge samenwerking tussen hen verwerven leerlingen nieuwe kennis en inzichten. De leerlingen en de docenten houden elkaar scherp en alert (School B, Ons Onderwijs, n.d., p.10).</p> <p>Het onderwijs wordt in teams om de leerling heen georganiseerd. Dat zorgt voor een overzichtelijke, herkenbare en <u>veilige omgeving binnen de school, waarin leerlingen en medewerkers zich prettig voelen</u> (School B, n.d.).</p>	<p>kwaliteitszorg</p> <p>kwaliteitszorg</p> <p>tevredenheid op school</p>



<p>Een paar voorbeelden daarvan vermelden wij hieronder.</p> <ul style="list-style-type: none"> <li>• Met enige <u>regelmaat bevragen we ouders en leerlingen wat zij vinden van de kwaliteit van ons onderwijs</u>. De uitkomsten daarvan evalueren we in de teams en nemen we mogelijk mee in de teamplannen.</li> <li>• Jaarlijks evalueren teams hun beleid in de ouderklankbordgroep. Uitkomsten hiervan worden verwerkt in het teamplan.</li> <li>• Teams evalueren ook met de eigen teamleden het teambeleid.</li> <li>• School B onderzoekt de leerprestaties van leerlingen in onze onderbouw. Ze bekijkt hoe die zich verhouden tot die van andere leerlingen in het land. Zij gebruikt daarvoor onder andere de gegevens die worden verstrekt door de onderwijsinspectie</li> </ul> <p><u>Hiernaast participeert de school nog in onderzoeken die haar informatie genereren over verschillende aspecten van de kwaliteit van ons onderwijs, zoals de veiligheid op school, de kwaliteit van onze uitstroom en het succes van de vernieuwingen op school.</u></p>	<p>tevredenheids-onderzoek kwaliteitszorg</p> <p>kwaliteitszorg</p>
<p>Ook worden kengetallen verzameld inzake de in-, uit- en doorstroom van de leerlingen. De analyse van deze gegevens leidt tot <u>voortdurende aanpassing van het onderwijs</u>. De effecten van deze aanpassingen worden op hun beurt weer onderzocht. Zo wordt er op school steeds beter gewerkt volgens de stappen van de zogenaamde “PDCA”- cyclus: Plan – Do – Check en Act. Kwaliteitszorg betekent naast onderzoek naar kwaliteit ook investeren in kwaliteit. In de eerste plaats in de kwaliteit van de medewerkers. Op School B gebeurt dat steeds intensiever:</p> <ul style="list-style-type: none"> <li>• <u>er is een uitgebreid introductieprogramma opgezet voor nieuwe medewerkers.</u></li> <li>• <u>er zijn scholingsprogramma’s opgezet voor staf, onderwijsondersteunend personeel en schoolleiding.</u></li> <li>• <u>er is stevig geïnvesteerd in de kwaliteit van de zorgstructuur.</u></li> <li>• <u>op schoolniveau investeren we in scholing op het gebied van coaching en didactiek.</u></li> </ul> <p>Onderzoek naar de kwaliteit van het onderwijs en investeren in die kwaliteit gaan zo hand in hand op School B (School B, Onderwijskwaliteit, n.d.).</p>	<p>kwaliteitszorg</p> <p>kwaliteitszorg</p> <p>kwaliteitszorg</p>