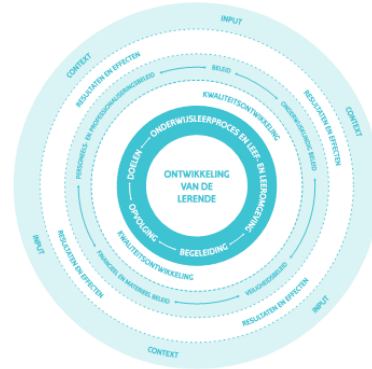




# The reference framework for Quality in Education



	section
	subsection
	quality expectation

## Results and effects

R1	The school reached the minimum desired output with the widest possible range of learners.
R2	The school aims for the well-being and involvement of all learners and the school team and for the satisfaction of parents and other relevant partners.

## Stimulating development

Goals/objectives	Guidance
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R3	The school strives to ensure that the learner benefits as much as possible from what he/she learns.
R4	The school stimulates every learner's progress in his/her studies.
R5	The school guarantees access to education for every learner.
R6	The school is committed to fostering long-term effects among all the learners.

D1	The school team achieves a goal-oriented, broad and harmonious education which is meaningful.	B1	The school team gives shape to the guidance based on a supported vision and system, and monitors the effects of the guidance.
D2	The school team adopts goals that accord with the validated framework of goals and ensures coherence between the goals.	B2	The school team provides guidance with regard to learning, learning career, social-emotional development and physical well-being.
D3	The school team adopts challenging and achievable goals.	B3	The school team offers every learner appropriate guidance with a view to equal educational opportunities.
D4	The school team makes the goals and assessment criteria explicit.	B4	The school team gives shape to the guidance together with the learner, the parents/home environment and other relevant partners.

## Policy

Policy	
BL1	The school develops and performs a supported, integrated and coherent policy, taking into account its (ped)agogical project.
BL2	The school gives shape to its organisation in the field of culture and structure.
BL3	The school works participatively and responsively.
BL4	The school has an innovative and learning organisational structure.
BL5	The school builds up partnerships that benefit the learning and teaching.
BL6	The school communicates transparently

## Quality development

K1	The school develops its quality based on a supported vision that is translated into the teaching/learning practice.
K2	The school evaluates its work cyclically, systematically and reliably based on the results and effects among the learners.
K3	The school guarantees and develops the quality of the teaching/learning practice.

## Educational process and living and learning environment

V1	The school team and the learners together create a positive and stimulating school and classroom climate.	O1	The school team gives the learners adequate feedback to ensure progress in the learning and development process.
V2	The school team and the learners deal positively with diversity.	O2	The school team evaluates the teaching/learning process and the achievement of the goals in a broad and informed manner.
V3	The living and learning environment and the educational organisation support the achievement of the goals.	O3	The school team adjusts the teaching/learning process in accordance with the feedback and evaluation information.
V4	The school team offers an appropriate, active and coherent range of teaching subjects.	O4	The school team decides and reports in an informed manner on the attainment of the objectives by the learner.

## Educational policy

BL7	The school develops and pursues an effective policy in the area of teaching and learning.
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## Staffing and professionalisation policy

BL8	The school develops and pursues an effective staffing policy that is integral and cohesive.
BL9	The school develops and pursues an effective professionalisation policy and in this regard, pays particular attention to novice team members.

## Financial and material policy

BL10	The school develops and pursues an effective financial and material policy.
BL11	The school manages the costs for all learners.

## Safety policy

BL12	The school develops and pursues an effective policy for the physical and mental safety of the living, learning and working environment.
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