

kv zürich



*Pedagogical
Concept*

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1. Introduction

The business school KV Zürich – the biggest commercial vocational school in Switzerland with its 130-year history – stands for innovation, for vision and for being future-oriented.

The school promotes the development of young people into “mature, tolerant and responsible personalities”, as it is stated in the Education Act of the Canton of Zurich. With its attractive study programmes it assists the students’ maturation and contributes to their becoming knowledgeable commercial professionals, who have experienced the necessary basics “for life in community and democracy”. Besides national and cantonal guidelines, our pedagogical concept is based mainly on our vision, our future-oriented mission statement as well as our practice-oriented understanding of quality.

The present concept outlines the scope of high quality tuition at the business school KV Zürich. Successful teaching and learning processes need for teachers and students as well as leaders and organising bodies to work together.

The present pedagogical concept contains those aspects of the vision and the mission statement which define the pedagogical principles at our school. In addition to that, it contains the quality standards which have been created step by step together with students, teachers and the principals, based on the vision and the mission statement. Furthermore, it presents how these quality standards are integrated into the organisation and the processes of our school. Finally, the present pedagogical concept presents how quality management works at our school.

As Herbert Spencer, the British philosopher and sociologist, once said: “The great aim of education is not knowledge but action.” Accordingly, this pedagogical concept is not to be seen as easily outdated knowledge but as continuous re-adjusting of actions for the classroom and for life in general at our school.

*Zurich, July 2018
The Principals, QMK and Teachers*

2. Our Pedagogical Vision

The business school KV Zürich has a clear vision, which has been specified in six goals. The present concept focuses on the 4 vision statements which refer to pedagogical aspects.

- The business school KV Zürich is a practice-oriented educational institution which offers the advantage of state accreditation to working people in a dynamic, global market.
- The business school KV Zürich is to be seen as a partner to business, industry and trade and it offers vocational education to business people who want to acquire professional skills, methodical skills and social skills and who want to bring them up to date.
- The business school KV Zürich emphasises optimal use of all resources and its actions are based on team spirit, fairness and open-mindedness.
- The business school KV Zürich sets highest quality standards regarding contents, methods and organisation and it is dedicated to professional performance.

3. Our Pedagogical Mission Statement

The business school KV Zürich has developed a detailed mission statement from its vision. The present concept focuses on those vision statements only which refer to pedagogical aspects.

- We prepare working people sustainably for a dynamic and internationally oriented work environment.
- We provide high quality education, leading to recognised diplomas which grant access to higher studies and to international language diplomas.
- We create part-time and practice-oriented offers.
- We take personal aspects, general knowledge aspects and cultural aspects into consideration.
- We are partners with business, industry and trade and we believe in the performance principle.
- We enjoy close and cooperative relations with businesses, associations and institutions and together we develop future-oriented curricula and custom-made products, among other things.
- We teach knowledge, skills and competences which enable our students to solve problems.
- We assume our social responsibility by advising and supporting our students and by encouraging their personal responsibility.
- We are successful thanks to the learning ability and the commitment of everyone.
- We work together, we recognise and honour success and we use the know-how of everyone in the interest of the school.
- We are open and free from prejudice towards new things. The learning atmosphere is friendly, task-oriented and goal-oriented.
- We teach and live our values in everyday classroom and campus life.
- We use transparent methods to evaluate, compare and enhance learning success.
- We employ a cooperative management style and use systematic quality management, which enables us to reach our set goals.
- We organise our infrastructure optimally. All of us represent our whole school every day and we influence the image of our whole school.
- We work together nationally and internationally and we thereby support the dual vocational education system.
- We are aware of our good reputation. It is based on quality and it motivates and challenges us every day.

4. Our Quality Standards

The quality standards of the business school KV Zürich define our specific quality requirements with regard to current teaching practice.

Students, teachers and the principals have developed and stated them in joint processes and have regularly adjusted and expanded them. On the one hand, the Q-standards are based on the vision and the mission statement, which becomes evident in the fact that certain quality statements have been taken over word for word; on the other hand they are based on countless years of teaching practice. They are, therefore, the concentrated results of every day school life at the business school KV Zürich.

At the business school KV Zürich we live seven different Q-standards.

These Q-standards are on the one hand separated into general groups and on the other hand into spaces in which these groups meet. The three general groups are: students, teachers, principals. The two spaces are: the class and the school.

| | | |
|--|--|---|
| Students Learning and Contributing | Teachers Teaching and Learning Testing and Evaluating Education and Further Education | The Principals Education and Further Education Management and Leadership |
| Living Space Class Respect and Interaction | | Living Space School Communication and Cooperation |

First, the Q-standards contain basic facts, followed by the quality statements which have either been taken from the mission statement or have been expanded. The criteria as well as the corresponding indicators to evaluate the desired quality conclude our Q-standards.

4.1 Learning and Contributing

General Principles

The Q-standard “learning and contributing” contains:

- Statements which motivate the students to contribute to and account for their own learning progress.
- Statements regarding the students’ contribution to a classroom atmosphere which is conducive to learning.
- Statements regarding students’ responsibility and active contribution at school level.

Four Criteria/Characteristics for Efficient Integration of Students into the Learning Process

- 1 Students assume responsibility for their own learning process (individual responsibility).
- 2 Students are committed to successful classroom work and the learning progress of the class.
- 3 Students contribute to a positive atmosphere in the classroom.
- 4 Students contribute to a positive school climate.



Indicators/Verifiable Indicators

- 1 Students assume responsibility for their own learning process (individual responsibility).
 - We adhere to classroom times and deadlines.
 - We make sure that our school materials are ready for use at the beginning of class.
 - If something is not clear to us, we ask.
 - If we miss class, we actively procure the respective material used and catch up on the missed contents.
 - At the beginning of every session we put away anything that could distract us from classroom work.

- 2 Students are committed to successful classroom work and the learning progress of the class.
 - We listen to each other in order to learn from each other.
 - We use mutual feedback for our learning progress.
 - We actively take part in pair and group work.
 - We refrain from anything that interferes with others’ learning processes.
 - In case of disruptions in the classroom atmosphere we approach the teacher at an early stage.
- 3 Students contribute to a positive atmosphere in the classroom.
 - We distribute the special tasks in our class fairly and we execute the appointed duties diligently.
 - Absent students will receive the necessary information regarding the missed classes from us, their classmates.
 - We pass on important information to the whole class.
 - If students need help, we support them.
 - We are helpful towards our teachers.
 - Greeting each other, saying goodbye, “please” and “thank you” is an integral and natural part of our school culture.
 - We treat our classmates and our teachers respectfully and politely.
- 4 Students contribute to a positive school climate.
 - If someone is in need of help at our school, we support them.
 - We show consideration for other classes’ sessions and we refrain from being noisy and other interference.
 - We treat the school’s facilities and equipment appropriately and with care.
 - We discard our rubbish in the provided bins.

4.2 Teaching and Learning

General Principles

The teachers

- are experts at teaching and learning due to their professional subject education as well as their methodical and didactic education and training;
- are the crucial actors regarding classroom work;
- ensure professional tuition in cooperation with the students.

Quality Statements

- Our success is sustained by all teachers' and students' willingness to learn and the commitment to achieve goals.
- We teach knowledge, skills and competences which enable our students to solve problems.
- We also take personal aspects, general knowledge aspects and cultural aspects into consideration.
- We assume our social responsibility by advising and supporting our students and by encouraging their personal responsibility.

Good Classroom Work

- enhances subject competences, methodical competences and social competences of the students.
- improves self-competence with regard to students' self-discipline and their willingness to achieve goals.
- increases students' motivation and their interest in learning.
- facilitates the assimilation of contents and improves performance.
- shows the students ways of independent learning.

Seven Criteria/Characteristics for "Good" Classroom Work (According to Hilbert Meyer)

- 1 Teachers structure their lessons clearly and provide clear and relevant contents.
- 2 Teachers ensure a high ratio of actual learning time.
- 3 Teachers see to a classroom atmosphere which is conducive to learning.
- 4 Teachers use a wide variety of various different methods and classroom strategies.
- 5 Teachers consider differences regarding learning styles and abilities and they support students individually whenever possible.
- 6 Teachers are transparent in their expectations regarding learning success.
- 7 Teachers provide a well-prepared learning environment.



Indicators/Verifiable Indicators

- 1 Teachers structure their lessons clearly and provide clear and relevant contents.
 - They plan and structure the semester and their lessons in such a way that the specific steps and phases are apparent to the students.
 - They communicate learning objectives and contents.
 - Teachers and students record interim and final results.
- 2 Teachers ensure a high ratio of actual learning time.
 - They begin and end their lessons on time.
 - They focus on the lesson contents.
- 3 Teachers and students see to a classroom atmosphere which is conducive to learning.
 - Teachers and students communicate respectfully with each other and adhere to good manners and politeness.
 - Helpfulness, consideration for others and friendliness are always present during classroom time.
 - Students actively take part in classroom activities.
 - Disciplinary problems are treated with effective tools.

4.3 Testing and Evaluating

- 4 Teachers use a wide variety of various different methods and classroom strategies.
 - They create sensible practice opportunities.
 - They work with models and visualisations.
 - They use media and methods adequately and according to the session contents and the group of students.
 - They provide learning situations with evident methodical and didactic goals.
 - They integrate the students' experience and build on them.
 - They use various different methods, such as activity-oriented lessons, group work, individual work etc.
- 5 Teachers consider differences regarding learning styles and abilities and they support students individually whenever possible.
 - They support and assess the (self-) learning processes.
 - They offer extra work to weak and to strong students.
- 6 Teachers are transparent in their expectations regarding learning success.
 - They communicate the performance objectives of the curriculum.
 - They insist on the fulfilment of their requirements.
- 7 Teachers provide a well-prepared learning environment.
 - They know the infrastructure and media tools and prepare them for use.
 - They compile their learning materials (photocopies, extra material etc.) in due time.
 - Together with their students, they ensure that the learning environment is tidy.

General Principles

Tests

- show the current state of achievement and performance;
- have a selective function;
- indicate probable future learning success;
- should also motivate the students.

Quality Statements (from our Mission Statement)

- Teachers provide fair tests at the business school KV Zürich.
- They use transparent methods to evaluate, compare and enhance learning success.

Three Criteria / Characteristics for Fair Tests

- 1 Fair tests are transparent regarding their procedure.
- 2 Fair tests are significant.
- 3 Fair tests are comparable within the department.



Indicators / Verifiable Indicators

- 1 Teachers announce their tests beforehand.
- 2 Teachers clearly define the contents to be tested.
- 3 Teachers test the contents covered in class.
- 4 Teachers provide information regarding their assessment criteria, their assessment methods and their grading scale.
- 5 Teachers test adequately and based on the profile and the semester (school curriculum) and they test various different competences in the course of a semester, such as knowledge, understanding, application and analysis.
- 6 At the beginning of the semester teachers define how the final mark will be reached: the minimum number of tests and the percentage each test counts for the final mark are known to the students.

4.4 Education and Further Education

General Principles

By Q-standard of education and further education we mean:

- our continuous development as experts of teaching and learning. This development is both our duty and our right and it pertains to all professional phases in our life;
- reflexion and improvement of work and learning processes;
- improvement of our ability to communicate, to cooperate and to deal with conflicts;
- active care for our mental well-being.

Quality Statements

- Our success is sustained by all teachers' and employees' willingness to learn and the commitment to achieve goals.
- We face new things openly and without prejudice.

Good Further Education

Essential basics for good further education are offers which

- help improve classroom work in a positive way.
- recognise the various different competences of the individual teachers and strengthen and expand those competences.
- consider personal interests as well as curricular requirements, our Q-standards and quality and school development processes.

Four Criteria / Characteristics for Good Further Education

- 1 The principals and the teachers ensure a useful, sustainable and effective selection of further education offers which is based on the teachers' needs. The requirements defined by educational policies will be taken into consideration appropriately.
- 2 The principals and the teachers ensure that pedagogical research findings will be brought up and discussed in further education events.
- 3 The principals and the teachers plan and organise further education events which are aimed at improving subject and media competences as well as methodical, social and selfcompetences (MSS).
- 4 The principals and the teachers ensure that there will be various different offers of further education: personal further education as well as offers for department, team and school development.

4
Criteria/
Characteristics

Indicators / Verifiable Indicators

- 1 The principals and the teachers ensure a useful, sustainable and effective selection of further education offers which is based on the teachers' needs. The requirements defined by educational policies will be taken into consideration appropriately.
 - Teachers seek active involvement in the discussion of further education events.
 - The teachers' and the principals' needs will be systematically and periodically assessed.
 - Teachers document their further education in their portfolio.
 - Internal further education events involving the whole school will be evaluated/reflected after having taken place.
- 2 The principals and the teachers ensure that pedagogical research findings will be brought up and discussed in further education events.
 - The principals regularly invite speakers from pedagogical research institutions.
 - Teachers and principals also keep up to date on their own in this field.
- 3 The principals and the teachers plan and organise further education events which are aimed at improving subject and media competences as well as methodical, social and selfcompetences (MSS).
 - Internal further education primarily follows the collected needs of the teachers regarding further education.
 - The teachers train their use of media and technical equipment.
 - The principals encourage offers of support from teachers to teachers.
 - The departments also organise subject-related and methodical further education events.
 - The principals grant subject-related coaching if the need arises.
- 4 The principals and the teachers ensure that there will be various different offers of further education: personal further education as well as offers for department, team and school development.
 - The principals and the teachers organise an annual, mandatory further education event for the whole school.
 - As required, the principals and the teachers offer custom-made classes, workshops or lectures.
 - The principals organise events that enhance school development.
 - The principals support teachers who apply for external further education events. These should take place outside classroom time whenever possible.

4.5 Management and Leadership

General Principles

By school management the business school KV Zürich – teachers, administration staff and the principals – firstly means leadership and secondly administration and organisation in the sense of

- development of tuition and school;
- opportunities for the teachers for cooperation and participation;
- dealing with conflicts and problems;
- staff development;
- functional work processes and the use of resources.

Quality Statements

- Our cooperative management style and our systematic quality management enable us to reach the stipulated goals.
- Our school has a positive view of human beings and consequently cultivates a constructive error culture.
- We actively take part in ongoing change by developing innovative products and by finding creative solutions.
- We organise our infrastructure optimally.

Seven Criteria/Characteristics for Good School Management and Good Leadership

- 1 The principals' interaction with each other as well as with teachers, employees and students is characterised by appreciation and respect.
- 2 The principals employ a cooperative and participatory management style.
- 3 The principals ensure systematic personnel development.
- 4 The principals inform the staff in a clear, open and timely manner.
- 5 The principals deal with school quality and school development in a professional way.
- 6 The principals organise administrative and workflow processes efficiently.
- 7 The principals cultivate and make use of their connections with the association (KV Zürich), with government agencies and with business, industry and trade.



Indicators / Verifiable Indicators

- 1 The principals' interaction with each other as well as with teachers, employees and students is characterised by appreciation and respect.
 - The principals are easy to get in touch with for teachers and employees.
 - The principals take part in official school events.
 - The principals deal with teachers' and employees' concerns.
- 2 The principals employ a cooperative and participatory management style.
 - The principals involve the teachers in due time before making decisions.
 - The principals support participatory committees and proceedings and ensure transparent filling of such positions.
 - The principals coordinate the work of participatory committees.
- 3 The principals ensure systematic personnel development.
 - The principals encourage and support long term career planning of all employees.
 - The principals conduct formal employee interviews.
 - The principals conduct the statutory employee assessments (MAB).
- 4 The principals inform the staff in a clear, open and timely manner.
 - The principals use institutionalised communication platforms.
 - The principals ensure that information materials are up-to-date and easily accessible.
- 5 The principals deal with school quality and school development in a professional way.
 - The principals are represented in the quality management committee (QMK).
 - The principals ensure compliance with Q-standards and initiate respective internal evaluations.
 - The principals ensure that pedagogical discourse will take place continually within the Qgroups and in the departments.
 - The principals regularly organise thematic further education events which are tailored to the needs of the teachers.
 - The principals initiate innovative school projects.
- 6 The principals organise administrative and workflow processes efficiently.
 - The principals ensure that teachers, employees and vocational trainers know the respective people in charge.
 - The principals provide the necessary technological resources and oversee administrative processes.
 - The principals coordinate and prioritise requests and projects professionally.

- 7 The principals cultivate and make use of their connections with the association (KV Zürich), with government agencies and and with business, industry and trade.
- The principals actively influence the negotiations of performance agreements.
 - The principals partake in cantonal and national commissions and committees.
 - The principals involve the association (KV Zürich) in school work.

4.6 Respect and Interaction

General Principles

By Q-standard “respect and interaction” we mean:

- the relationships among the students in a class;
- the relationships between the teachers and their classes;
- the social interactions and cooperation among everyone involved.

Quality Statements

- We teach and live our values in everyday classroom and campus life.
- Both teachers and students contribute to a friendly, task-oriented and goal-oriented atmosphere in the classroom.
- Efficient classroom management is an essential requirement for good lessons.

Four Criteria / Characteristics for Efficient Classroom Management

- 1 Teachers and students are jointly responsible for a good learning atmosphere.
- 2 Teachers and students treat each other with respect and appreciation.
- 3 Teachers lead their classes adequately.
- 4 Teachers address problems when they arise and they solve them together with their students.



Indicators / Verifiable Indicators

- 1 Teachers and students are jointly responsible for a good learning atmosphere.
 - We take each other, the community within the class and the curricular goals seriously.
 - The sound level in the classroom is appropriate with regard to the respective teaching and learning method taking place.
 - We make sure that our school materials are ready for use at the beginning of class.
 - We show consideration for other classes taking place in the school building when we are outside the classroom.
- 2 Teachers and students treat each other with respect and appreciation.
 - Politeness is important to all of us. Greeting each other, saying goodbye, “please” and “thank you” is an integral and natural part of our school culture.
 - We listen actively: only one person speaks at a time.
 - Giving feedback is part of our culture. We praise and we motivate. We voice criticism in a constructive way rather than dismissively or even offensively.
 - We refrain from embarrassing, dismissive and offensive comments or gestures.
- 3 Teachers lead their classes adequately.
 - We lead our class on the basis of appreciation and encouragement. We reinforce desired behaviour of our students.
 - The school and the teachers provide clear rules, e.g. rules for a clean environment, management of tardiness etc. These rules ensure smooth classroom processes.
 - Agreements and consequences regarding breaches of rules will be jointly expressed and recorded in writing when necessary.
- 4 Teachers address problems when they arise and they solve them together with their students.
 - Inappropriate student behaviour is immediately and unmistakably stopped by us.
 - We react adequately in cases of disruption. In conflict situations we act predictably and consequently according to our agreements.
 - Even in conflict situations we communicate calmly, clearly and assertively – whenever possible.

4.7 Communication and Cooperation

General Principles

By Q-standard “communication and cooperation” we mean:

- the relationships between teachers, the principals, administration and operative service staff.
- the collaboration and contentment of everyone involved in the given working conditions within the school.

Quality Statements

- The business school KV Zürich emphasises optimal use of all resources and its actions are based on team spirit, fairness and open-mindedness. We work together, we recognise and honour achievement and we use everyone’s know-how in the interest of the school.
- We teach and live our values in everyday classroom and campus life.

Essential Basics

To us, a positive school climate means:

- efficient communication
- appreciative behaviour
- cooperation with and within teacher teams, work groups, departments and the principals.
- active handling of conflicts.

Four Criteria / Characteristics for a Positive School Climate

- 1 We all uphold a constructive dialogue and feedback culture.
- 2 We all treat each other with appreciation and respect, we behave with integrity and we are loyal towards each other.
- 3 We all work together dedicatedly on all levels and we are trustworthy partners.
- 4 We all address conflicts and solve them together with everyone involved.

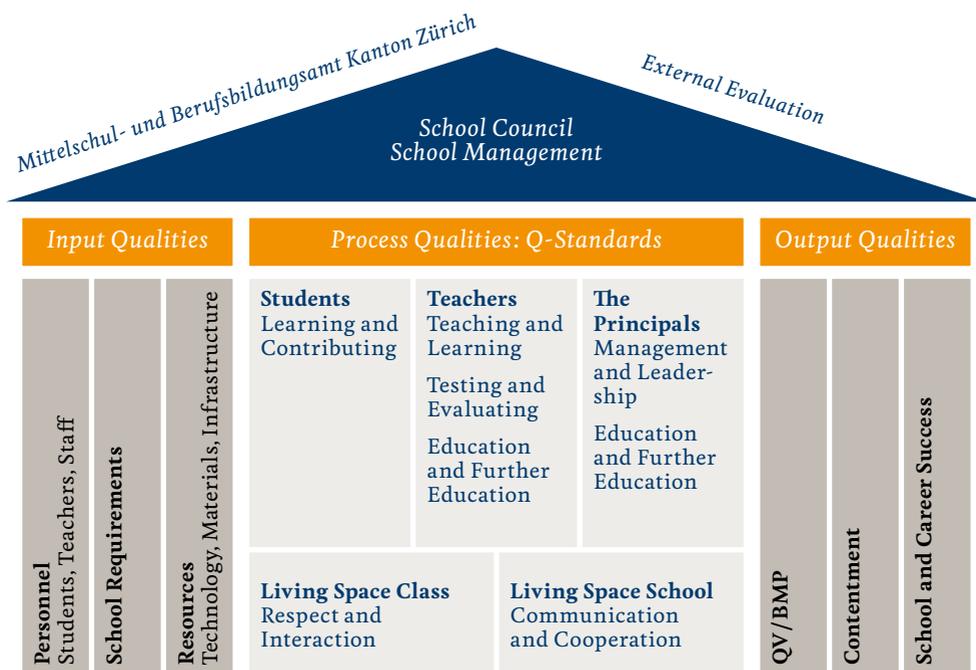


Indicators / Verifiable Indicators

- 1 We all uphold a constructive dialogue and feedback culture.
 - We inform clearly, on time and adequately.
 - We communicate openly, honestly and sympathetically.
 - We communicate according to the common conversational and feedback rules.
 - We openly talk about our desired way of communication (personal contact, trust, openness, power etc.).
- 2 We all treat each other with appreciation and respect, we behave with integrity and we are loyal towards each other.
 - We (teachers, principals, administration and operative service staff) feel comfortable at our school.
 - We greet each other and we introduce ourselves to new colleagues.
 - We express personal appreciation, recognition and constructive criticism.
 - We deal with the various different interests and requirements in the school community with an open mind.
 - As teachers of a business school we take care of a professional appearance.
- 3 We all work together dedicatedly on all levels and we are trustworthy partners.
 - We take on tasks within our departments and for the school community.
 - We execute our duties on time, correctly and fully. We stick to deadlines and agreements.
 - We can contribute our personal strengths and resources for the benefit of the school. This will be valued by our colleagues and the principals.
 - We experience the ratio of strain and fulfilment in our jobs as being in good balance on the whole.
- 4 We all address conflicts and solve them together with everyone involved.
 - We voice criticism towards the party concerned personally, directly and factually and we thereby adhere to the official hierarchical processes.
 - We can openly talk about problems experienced in everyday school life with our colleagues and we are met by respect and understanding from them.
 - The principals directly address the party concerned in cases of misconduct or conflict.

5. Our Quality House

These quality standards are embedded in our quality house, as shown in the following illustration.



6. Our Quality Management

Various different quality procedures ensure that the quality of tuition and of our school as a whole is systematically checked. The results of these regular quality checks are reflected and interpreted and, if necessary, specific measures are taken. The business school KV Zürich regularly and professionally checks the quality of tuition and of the school as a whole based on its own quality concept, which is electronically available to all teachers in the quality handbook. This handbook also comprises practical guidelines and tools for teachers. The quality management commission is responsible for this (QMK).

Internal Evaluation

The quality management commission (QMK) reviews their Q-standards twice every six years by way of internal evaluations. Here, too, the Q-handbook prescribes the procedure and documents the internal evaluations. Tuition and school quality are a continual process. All of us - students, teachers, employees and management staff - shape and account for the quality of tuition and our school as a whole through our demeanour, the effect we have on others and through our actions.

Feedback by Students

Teachers mandatorily ask students for feedback once a year. This takes place in four steps and is conducted in at least one class. Teachers may document the feedbacks in their portfolios.

- 1 Conducting feedback (using one's own form or an official questionnaire, role feedback etc.).
- 2 Presenting of results and talking to the class.
- 3 Working out an agreement with the class if necessary.
- 4 Checking of the implementation of a possible agreement in half a year's time.

Feedback among Colleagues

Teachers are members of a quality group and they have to conduct feedback once a year with a colleague. There are three options for such feedback among colleagues:

- Sitting in on each other's lessons. This includes defining and agreeing on specific aspects to look out for and the criteria involved, place, time and the actual feedback.
- Expert advice for colleagues (intervision) ensures professional treatment of a (difficult) case within a group.
- A professional learning group describes working together with the aim of improving quality with regard to methodical, didactic and pedagogical subjects.

The implementation of both feedbacks - student feedback and feedback among colleagues - are to be proved to the principals at the end of the school year.

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