

1st task:

This Project is being pretty interesting to observe the reality that other European countries have against the organizational and curricular aspects in an educative system. It is also very enriching and rewarding to share experiences and inquisitiveness with head teachers from other schools and entities related to educative system.

By the starting point that we strongly consider a necessity the fact of breaking the four walls of the school in order to grow up as a community and to improve the teaching task. This project gives us as teaching members to be able to do it; a privilege impossible to do without the external and economical aids.

It is also important to emphasize on the strong dedication of the different institutions which participate on the project direct or indirectly. These institutions are taking care of us and also trying to make us understand a global vision about their working. That's why for me it is essential to thank them for considering my school an important part of this project.

On the same way, it is a great opportunity to do "waterfall formation" in our schools. That means after an individual formation or experience it is important to share this new knowledge with the rest of school members (teachers, families and also students) with the aim of improve the teaching-learning process.

During the Holland visit I learnt a lot about the importance of working autonomy in young stages offering students a wide variety of resources to make them elaborate their hypothesis and to work individually and in groups. Students were able to manage their learning time and teachers developed a different role: guiding and checking students from a passive role. This fact made me think about how roles have changed in Spain and how difficult it is to "teach" students to be competent in society; to "teach" them to take decisions and not to feel disappointed when failures. To "teach" them that results are not the most important facts and that the process is what really means. In order to help them understand all these concepts it is important to start changing methodology and evaluation.

In all changing processes there are also contradictions and at this point most of schools and teaching staff are trying to change methodologies without having enough

prepared teachers and making them feel terrified against the change and even sometimes rejected. Administration may create spaces for teachers formation during the school timetable.

In Holland I could see how the schools were doing this change progressively and strongly mentally prepared about this teaching and learning routines as a cultural thinking; teaching skills and abilities that will be useful for students to face real-life situations.

Families also must be direct participants in this methodology change. I am not talking about versioning educative models from other countries because society and culture are different; but take into consideration these differences to improve. For me it was quite surprising to see how shops closed doors at six in the evening. In my opinion this fact contributes to have a familiar wealth and it allows families to have more time to spend with children. In Spain this fact is absolutely different and that's why students have to join extra activities at school to combine and balance their timetable with their families' ones.

About the schools autonomy; in Holland I realized they can redo groups and timetables as well as reinvest the money and grants they receive from the administration in the things or aspects they think are more important. These confidence given to schools make them work more comfortable and to improve individual realities and necessities. In Catalonia we are a community that even having center autonomy we have to fit into very strict models which limit our freedom.

In my school we have elaborated timetables taking into consideration the needs and priorities of our students awarding more hours and subjects in English; hours to develop projects; writing workshops... following the curricular objectives and competences. In order to guarantee the effectiveness it is important to have annual internal evaluations. These tests are not public but very important for the administration. This is another aspect I would like to highlight; the transparency that exists in other countries according to the results of students in external evaluations sometimes even uploaded on website pages.

This project is helping us to deeply analyze our schools and centers not only in a comparative way but also to apply the good practices we could observe in our own schools. It is necessary to use tools and instruments to understand where we are at the moment as an institution and also where is the point we want to be and the methodology we will use to achieve it. The school must take a stance on it and to have clear in mind the important pillars it want to be supported by. Team and group work is the key to achieve success as well as communication and sharing of abilities.

We as directors of schools we may know the profiles of our teachers and motivate them to improve and participate on this methodological change. Taking decisions wouldn't be only a task from the director but from the consensus and agreement of the staff. In my opinion we might forget about imposition and start making aware about the importance of this methodological change. After my experience as a teacher I think there is not enough communication nor time to share what each teacher or specialist does in his/her own lessons. I believe it is important to find moments to reflect on and its our responsibility as directors to make it possible. Personally I think this is one of the aspects I need to improve as a head teacher; I should find moments to reflect and to elaborate projects in which teacher cooperate and collaborate.

The instruments or tools to measure and to evaluate internally our school making participate all the educative community is another aspect that made me think about in my experience in Holland. In my school we have selection and satisfaction surveys, interviews, we collect information about the complains and also about the improvement plans but we do not measure the feedback nor if the improvement proposals have been really useful or not. We might start using other strategies to improve; more personal interviews and also to create forum groups.

Another aspect to take into consideration is the relation with the environment. In Holland most of schools are linked to the environment. In Spain, nursery and pre-school are pretty isolated with primary. It exists a narrow relation with future jobs and this fact made me be conscient about the necessity of students to go away of the class; to create a bond between our students and our environment; to create projects with other entities of our neighborhood and shops. We created a Radio project with a high

dissemination in our district; we contacted with the stores and using a “family card”; our families had a discount on their shipping.

We have talked a lot about this topic but I think we as directive members we have to consider that our role in the educative institution is a heavy position against our teachers, students and families. The social network has to show our strongholds. We must become into marketing experiences because in Spain birth rate is decreasing and this will be a short time problem for us.

It is important in future meetings to talk about emotional education and also about values. This is important to avoid problems such as bullying; having a decisive profile and foresee and prevent the problems that can appear in future. For that it is also important to write down and develop actuation protocols.

2nd task:

As indicators I think it is important to outline the ones that provide us a lot of information in order to create an improving plan. The reason why families have chosen our school believing in our educational methodology and to check their satisfaction grade is one of the points we have to pay more attention.

In our school we give parents a satisfaction survey. P1 parents (the first year when students come to nursery) and in P3 (first stage in pre-school) are the interviewed years. These are the indicators we check in the selection survey (figure 1) and into the satisfaction survey (figure 2)

Figure 1

Tick the correct option/s

1. How did you meet us?

- I'm an old Student of the school
- By a friend reference
- By the newspaper
- By the web
- By the bus marketing
- By the nursery
- Other:

2. Why did you decide to come and visit our school?

- Because of the area
- We had nice comments and recommendations
- Other:

3. Why did you choose our school to join in?

- Because of the guided tour
- Because of the educational project
- Because it is a trilingual school
- Because of the values of the school
- Because of the familiar environment
- Because of the price

4. Which other school have you already visited?

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5. Is there anything you would improve in our school?

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Related to technological aspects, our school has already got a new technology coordinator who coordinates and teaches other staff in relation to the use of the new technologies in the different lessons. The importance we want to transfer to our teachers is that NT are a very useful tool to help students in the learning process. We use computers, ipads, interactive boards and other staff to work cooperatively and through group projects but also to find information or to create and do presentations.

About being decisive and resolute as well as to give answers to the problems or troubles that school has to afford, the directive team works with the assessment and opinion of the teachers team. We have elaborated different actuation protocols to fight and prevent bullying and to have immediate and efficient answers.

Teachers team have got 25 school hours in which they have to be in the class and teach students but also 5 hours used for:

- Family interviews (2 hours a week)
- Project teaming (2 hours a week)
- Individual students interviews (1 hour a week)

At the beginning of the year the directive team writes down a document (NOFC) that compiles the organisation and functioning rules of the school. This document is shared with all members of the institution and all team evaluates and changes the necessary aspects. There is a section which explains the improvement of the academic results and we consider it as a very important indicator in an internal and external ambit.

Every year it is written down a communication plan. In this plan appear all activities and tasks we must do every year to make our school been known by the neighbourhood and the rest of the city. These activities are also uploaded on the social media and they show the participation of our students and teachers in different entities. We use the school newsletter to inform families about their children's daily life in the class. In this communication plan there is also a section to go in deep with the communication between directive team- teachers team- teacher-teacher. We use gdrive and whatsapp to communicative and to upload all interesting reflections and conclusions when someone attends to a formation course. We use agenda and Groupnote application to communicate with families and also individual interviews

with families (twice a year) to talk about problems, worries or their work in the different subjects.