



IMPACT OF TRAINING ON PUPILS' FUTURE

GROUP SELF-ASSESSMENT PROJECT

SELF-ASSESSMENT TEAM

COORDINATOR:

1 Teacher

MEMBERS

2 Teachers

1 School psychologist

CRITICAL FRIEND

PAR Coordination Team

PROJECT PHASES

1. IDENTIFICATION OF THE PROBLEM
2. TEAM FORMATION
3. PRESENTATION/APPROVAL OF THE PROJECT BY THE PEDAGOGICAL COUNCIL
4. BUILDING OF A REFERENCE
5. ELABORATION OF COLLECTION INSTRUMENTS

SELF-EVALUATION REFERENCE FRAMEWORK

1. Leadership processes

- 1.1. Strategic vision
- 1.2. Motivation and commitment
- 1.3. Opening to Innovation
- 1.4. Relationships

2. Organization and Management

- 2.1. Infrastructures
- 2.2. Management of Human Resources
- 2.3. Management of material and financial resources
- 2.4. Execution, planning and development of the activity
- 2.5. School for everyone

3. Curricular Development

- 3.1. School as a learning place for students
- 3.2. School as a learning place for the educational community

4. External Relationships

- 4.1. Family
- 4.2. Other public/private entities
- 4.3. Higher Education Institutions
- 4.4. World of Work

5. Results

- 5.1 Academic Success
- 5.2. Personal and Social Development
- 5.3. Behavior and Discipline
- 5.4. Recognition of the learning Process
- 5.5. Pupils' Future

THE PROBLEM

Within area **5. “RESULTS”** and considering the context of our organic unit and respective community, the Self-assessment Team of Penalva do Castelo group of schools decided on the sub-area **5.5. Pupils’ futures.**

This decision is based on the growing need felt in recent years, especially since the introduction of vocational education or double certification, to carry out regular, consistent and effective observation or monitoring of the post-education / training career of our pupils once they leave regular and vocational secondary education.

THE PROBLEM (Cont.)

We believe it is extremely important to find out and extensively analyse our pupils' career paths after they conclude secondary education, not only concerning those who go on to higher education, but also those who enter or are waiting to enter the world of work. In this way, definition of the educational supply, especially regarding vocational courses, will be given greater consideration and seek to meet the expectations of pupils and their families, and also market needs in terms of qualified young adults.

THE PROBLEM (Cont.)

Another important reason for this attitude is related to the employability goals of vocational education, financed by the new community framework of Portugal2020, through POCH – Human Capital Operational Programme, aiming to support young people's training and qualification. Indeed, from this school year, the rate of vocational education pupils attending post-secondary education or in a situation of employability, in the six months following completion of the secondary level course, will have to be at least 50%, so as not to reflect negatively on the financing of future training/qualifying actions proposed by the Penalva do Castelo Group of Schools.

MAKE THE REFERENCE

IDENTIFICATION OF REFERENCE

EXTERNAL Central Administration

Research

Educational project

INTERNAL

Internal Regulation

Area/ Subarea	Evaluation Issues Detail/ what matters to know about the school/Agrupamento

THE REFERENCE

Evaluated Area				
DIMENSION:		SUBAREA:		Evaluation Period 20 __/20 __
REFERENCES	EXTERNAL	<u>Central Administration</u> — <u>Research:</u> —		
	INTERNAL	<u>Local Background</u> —		
Constitutive elements		CRITERIA	Indicators	Research clues

INSTRUMENTS FOR DATA COLLECTION:

- **THE QUESTIONNAIRE**
- **INTERVIEW**

AFTER:

BUILD THE IMPROVEMENT PLAN



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