



## Managing for @ School of Success

### E-book 2 - Schools Evaluation

Title: Managing for @ School of Success. E-Book 2 - Schools Evaluation.

Organizers: Ana Mouraz, Isabel Serra, José Miguel Sousa

Editor: EduFor

Date: January, 2018

Source of finance: Erasmus+ KA2, Project N° 2015-1-PT01-KA201-013059

Format: E-book

Copyright:



This Work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



With the support of the  
Erasmus+ programme  
of the European Union

## Index:

1. Introduction, <i>Isabel Serra</i> .....	5
2. Schools' self-evaluation.....	7
Branston Junior Academy - United Kingdom .....	9
Canas de Senhorim Group of Schools - Portugal .....	17
Vila Nova de Paiva Group of Schools - Portugal .....	18
Gemeente 's-Hertogenbosch - The Netherlands .....	19
Nelas Group of Schools - Portugal .....	29
Penalva do Castelo Group of Schools - Portugal.....	29
I Spoleczne Liceum Ogólnokształcące im Unii Europejskiej w Zamostcu – Poland ....	33
Istituto Omnicomprensivo "Ridolfi- Zimarino" – Italy .....	39
São Group of Schools - Portugal .....	41
'Managing for @ School Of Success' Gap Task following the training event in Spain. .....	42
3. Narratives Memory .....	49
Opportunities for change, António José Rodrigues da Cunha.....	49
Meeting, Rachael Shaw .....	53
Influences of the project in the group of schools of Vila Nova de Paiva, <i>João Adelino Santos</i> .....	57
Narrative Memory, <i>Miriam Spijhers</i> .....	60
School Evolution in I Spoleczne Liceum Ogólnokształcące w Zamostcu , <i>Bogusław Klimczuk / Elzbieta Kedrak / Katarzyna Garbacik</i> .....	63
What does it mean to be a good school?, <i>Helena Fátima Gonçalves de Castro</i> .....	68
What we have learned from this project, what has changed in our school or will change, <i>Lívio Tosone</i> .....	70
Learning together – a path towards the future, <i>Olga Carvalho</i> .....	73
The school of my dreams... can be possible! <i>Angels Aguilera Peropadre</i> .....	76
A review for continuous rethinking of school, <i>Andrés Figueroa</i> .....	79

How do Erasmus Projects contribute to a European vision of my leadership?, <i>Rosa Figueiredo</i> .....	82
4. From the narratives to the effects on self-evaluation of schools. ....	84
5. Conclusion , <i>Isabel Serra</i> .....	90

## 1. Introduction, *Isabel Serra*

This ebook result from the material produced (in the working version, without any "treatment") by the participants in the third and fourth Training Events of the Managing for @ School of Success (M@SS) project, reference number 2015- 1-PT01-KA201-013059 and funded by key 2 of the EU's Erasmus+ programme. Managing for @ School of Success is a project included in Key Action 2 – Cooperation for innovation and the sharing of good practices of the Erasmus+ programme. It is part of the sub-group of strategic partnerships to promote improved school education and is formed of seven partners from six European countries: Portugal, Spain, Italy, the Netherlands, Poland and the United Kingdom.

The project is organised around 4 objectives:

1. To learn about and share school management experiences in different European contexts with different actors and typologies of responsibility distribution;
2. To identify experiences at different levels of school management, associated with the principle of more transparent and effective management, promoting the concept of an intelligent school;
3. To promote innovation in school management through shared, international reflection about experiences and innovative strategies developed locally;
4. To produce and spread knowledge about local, municipal and national policies regarding school management, which are able to change stakeholders' perceptions of school management.
5. The benefits of the project are discussion about concepts and practices of educational management, the conditions of local implementation and the effects and impacts of those policies.

The main topic of the second year of the project was Schools' Self-Assessment, which was also the focus of the two training events, the products of which are presented in this ebook.

Self-assessment and quality in schools are an imperative of autonomous management, not only due to the need for accountability and responsibility in educational institutions and their agents, but also because self-assessment and self-regulation play a fundamental role as the School learns to become organisationally mature.

Schools' self-assessment allows identification of what is done well and what needs to be improved. In truth, it gives the school an opportunity to learn, provides the school community with tools to correct and improve its functioning; provides educational decision-makers with elements supporting their decisions and provides school users with

elements to allow a clearer interpretation of the quality of teaching establishments, guiding choices and interventions.

The aims of this E-book match those of the Training Events in relation to self-assessment

- To share experiences and best practices;
- To promote the knowledge formed and shared by the partner countries;
- To encourage actions and processes to improve the school's quality, operations and results;
- To create a reference framework and indicators based on partners' practices.

This ebook is divided in three parts corresponding approximately to the tasks performed by the participants during the training events. The first deals with the concepts and topics concerning schools' self-assessment and includes the presentations made by partners about their view of assessment. The second part, entitled "Narrative Memories", presents the vision, learning, reflection and change processes promoted through the project. The third part of the E-book, "From the narratives to the effects on schools' self-assessment" contains a set of key ideas, indicators and evidence inherent to the self-assessment process.

## 2. Schools' self-evaluation

Following chapter summarizes the major concerns regarding Schools' self-evaluation (SSE) as they are experienced by headteachers.

The work did begin by a reflection on major themes and monitoring indicators inventory that headteachers use to monitor both System effectiveness and System internal coherence. Among the topics of school effectiveness were discussed indicators appropriated to measure Access, Dropout, Achievement. Regarding internal coherence team discussed the possibility to use in a regular basis indicators to measure Transitions among cycles, Teachers adequacy, or resources adequacy. How to measure them ? How to deal with them? and What should be include? were main questions that opened the session.

**The following issue was a more centred approach on each school aims, shapes and practices. Therefore, each headteacher was invited to present his or her SSE device. It was suggested, but it was not compulsory that presentation could refer SSE main topics as:**

1. SSE Referential.

Does school self-evaluation follow the external evaluation performed by the national administration or each school have its own referential? Which are the aims of the SSE device?

2. Actors.

Who are the main responsables of the SSE production? Who is the team? Should it include parents, the community? What training should have the team?

3. Objects, methodologies and instruments.


What is the evaluation looking for? What is evidence and what kind of evidence should be collected? By which instruments? To what extent national and international data should be used?

4. Dissemination and improvement plans.

What are the uses of SSE reports? To whom should they be communicate? How do they shape school decisions for the future?

These concerns are broadly summarized within table 1 and answered into the following section by the participants.

Table 1 - Schools' self-evaluation key topics

SCHOOLS' SELF-EVALUATION	
AIM	QUESTIONS/KEY TOPICS
 Understand schools' self-evaluation process in the countries of the project and its origin.	<ul style="list-style-type: none"> <li>• What <b>policy recommendations</b> originated the need for an SE process in the countries of the project?</li> <li>• Self-evaluation overview in each partner country. (Introduction)</li> <li>• Which are the <b>national strategies</b> to develop school quality/ school improvement?</li> <li>• Is the SE process <b>legally defined</b> in the countries of the project?</li> <li>• Is the SE process internally or externally driven? If so, by <b>whom</b>? What <b>entity is responsible for the SE</b> process at the national level?</li> <li>• What is <b>expected</b> from the SE process?</li> <li>• Main characteristics of schools' self-evaluation process in the countries of the project: <b>Who? When? How?</b> <ul style="list-style-type: none"> <li>○ SE <b>policies, models, instruments, descriptors and indicators</b>;</li> <li>○ SE model: <b>SE framework, tools and implementation</b>;</li> <li>○ <b>Participants</b> in school SE;</li> <li>○ <b>Data</b> collection and analysis;</li> <li>○ Schools' <b>responsibilities</b>;</li> </ul> </li> <li>• <b>SWOT analysis</b>: until now, can you identify the main strengths, weaknesses, opportunities and threats of the SE process implemented in your country?</li> </ul>



## Branston Junior Academy - United Kingdom

### Annual Monitoring of 'Leadership and Management' (L&M)



Standard		Autumn Term	Spring Term	Summer Term
<b>Qualities and Knowledge</b>	Articulate and demonstrate clear values, moral purpose, vision, positive relationships etc.	Appraisal of HT by external advisor plus panel of Governors.	Parental Survey about L&M of BJA, handed out at Parents' Evening.	Ongoing evaluation of SEaSIP by HT and DHT – feedback to Governors.
	Lead by example with integrity, creativity, resilience and clarity.			
	Work with political and financial astuteness. Sustain wide, current knowledge and understanding about education and school systems.	Ongoing evaluation of SEaSIP by HT and DHT – feedback to Governors.	Ongoing evaluation of SEaSIP by HT and DHT – feedback to Governors.	Individual questionnaire to each Governor:
<b>Pupils and Staff</b>	Demand ambitious standards for all pupils. Securing excellent teaching and a rich curriculum.	Governors asked by Clerk at the end of each meeting: "What have we achieved?"	Creation of new SIP, as a result of continual, accurate and effective SE.	<ul style="list-style-type: none"> <li>• What difference have we made to the children this year?</li> <li>• What do you think we need to work on next year?</li> <li>• What training or support do you need in order to carry out your role?</li> </ul>
	Establish an educational culture of 'open classrooms' – sharing best practice.			
	Create an ethos where all staff are motivated and supported to develop themselves and others.	HT to feedback to Governors re: Collaborative/Peer Review activities.	Governors asked by Clerk at the end of each meeting: "What have we achieved?"	Governors asked by Clerk at the end of each meeting: "What have we achieved?"
<b>Systems and Process</b>	Ensure school systems are fit for purpose and a safe, calm and well-ordered environment is maintained.	<i>Also see evidence from PD, B&amp;W and TLA monitoring activities.</i>	Staff Survey about L&M of BJA.	
	Manage rigorous, fair and transparent systems and measures for managing performance of staff.		Governor Survey about L&M of BJA.	
	Ensure strong, effective governance and leadership,			

	including distributed leadership.			
<b>Self-improving school system</b>	Create outward-facing schools which work with others, to secure excellent achievement for all. Develop effective relationships with other professionals.		HT to feedback to Governors re: Collaborative/Peer Review activities.	HT to feedback to Governors re: Collaborative/Peer Review activities.
	Challenge educational orthodoxies to achieve excellence; including harnessing research. Model entrepreneurial and innovative approaches to school improvement, leadership and governance.		<i>Also see evidence from PD, B&amp;W and TLA monitoring activities.</i>	<i>Also see evidence from PD, B&amp;W and TLA monitoring activities.</i>
	Inspire and influence others. Shape teaching profession through high quality training and professional development for all staff.			

## Ofsted Grade descriptors for the quality of Leadership and Management

### Outstanding:

- Leaders and Governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and Mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium...and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupils and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach, they feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistics, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour, leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to

identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

#### **Good:**

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationship between leaders, staff and pupils supports the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantages pupils' progress, which is rising, including in English and Mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school, which is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium...and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistics, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social

and cultural development.

- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

### Leadership and Management: Parental Survey

The Governing Body and Senior Leadership Team (*Headteacher, Deputy Headteacher, Business Manager, Special Needs Coordinator*) of Branston Junior Academy are always keen to ensure they are doing the best for the pupils. Please could you read the following statements and circle the relevant number; with 5 meaning 'very much' and 1 meaning 'not at all'.

The Governing Body and Senior Leadership Team:					
• are approachable, friendly, helpful and knowledgeable.	1	2	3	4	5
• articulate and demonstrate clear values, moral purpose and vision.	1	2	3	4	5
• demonstrate a willingness to develop positive relationships with pupils, staff, parents and the local community.	1	2	3	4	5
• lead by example; with integrity, creativity, resilience and clarity.	1	2	3	4	5
• demand ambitious standards for all pupils – securing excellent teaching and a rich curriculum.	1	2	3	4	5
• ensure school systems are fit for purpose and a safe, calm and well-ordered environment is maintained.	1	2	3	4	5
• create an outward-facing environment where local, national and international involvement is explored and utilised, to bring about exciting opportunities for the children.	1	2	3	4	5

**Please use this space to write any further comments about the Governing Body and the Senior Leadership Team.**

**Please note that positive comments are just as valuable as negative ones....we like to know what you think we do well !!**

### Leadership and Management: Staff Survey

The Governing Body and Senior Leadership Team (*Headteacher, Deputy Headteacher, Business Manager, Special Needs Coordinator*) are always keen to ensure they are doing the best for everyone at Branston Junior Academy – pupils and staff. Please could you read the following statements and circle the relevant number; with 5 meaning 'very much' and 1 meaning 'not at all'.

<b>The Governing Body and Senior Leadership Team:</b>					
• are approachable, friendly, helpful and knowledgeable.	1	2	3	4	5
• articulate and demonstrate clear values, moral purpose and vision.	1	2	3	4	5
• demonstrate a willingness to develop positive relationships with pupils, staff, parents and the local community.	1	2	3	4	5
• lead by example; with integrity, creativity, resilience and clarity.	1	2	3	4	5
• work with political and financial astuteness; encouraging a wide, current knowledge and understanding about education as a whole as well as specific school systems, amongst all staff.	1	2	3	4	5
• demand ambitious standards for all pupils – securing excellent teaching and a rich curriculum.	1	2	3	4	5
• ensure an educational culture of 'open classrooms', where best practice is shared and solutions to problems are sought through collaboration and discussion amongst a range of staff. All staff are motivated to succeed and are supported to develop themselves and help to develop others.	1	2	3	4	5
• ensure school systems are fit for purpose and a safe, calm and well-ordered environment is maintained.	1	2	3	4	5
• manage rigorous, fair and transparent systems and measures for managing the performance and appraisal of all staff.	1	2	3	4	5

<ul style="list-style-type: none"> <li>maintain strong, effective governance and leadership; including utilising strengths of relevant staff through distributed leadership.</li> </ul>	1 2 3 4 5
<ul style="list-style-type: none"> <li>create an outward-facing environment where local, national and international involvement is explored and utilised, to bring about exciting opportunities for the children and develop effective relationships with other professionals.</li> </ul>	1 2 3 4 5
<ul style="list-style-type: none"> <li>challenge educational systems to achieve what is best for the pupils and families of Branston Junior Academy – choosing (where practicable) to do what they believe is right for our pupils, not just doing something because the government says so.</li> </ul>	1 2 3 4 5
<ul style="list-style-type: none"> <li>continually strive for excellence, through entrepreneurial and innovative approaches to improvement, including harnessing research.</li> </ul>	1 2 3 4 5
<ul style="list-style-type: none"> <li>inspire and influence others – shaping the teaching and learning at Branston Junior Academy through high quality training and professional development for all staff.</li> </ul>	1 2 3 4 5

**Please use this space to write any further comments about the Governing Body and the Senior Leadership Team.**

**Please note that positive comments are just as valuable as negative ones....we like to know what you think we do well !!**

### Leadership and Management: Governor Survey

As we strive to continually develop the Leadership and management of Branston Junior Academy, it is vital that we take the time to evaluate ourselves and all those whose role it is to 'lead and manage' the school. (*Headteacher, Deputy Headteacher, Business Manager, Special Needs Coordinator*).

Please could you read the following statements and circle the relevant number; with 5 meaning 'very much' and 1 meaning 'not at all'.

<b>About me...</b>					
I understand my role in the Governing Body and I know what is expected of me.	1	2	3	4	5
I feel confident to speak freely in meetings.	1	2	3	4	5
I feel confident that I can ask for clarification, help or support at any time, from the Governing Body and/or SLT.	1	2	3	4	5

<b>I think that the Governing Body and SLT:</b>					
are approachable, friendly, helpful and knowledgeable.	1	2	3	4	5
articulate and demonstrate clear values, moral purpose and vision.	1	2	3	4	5
demonstrate a willingness to develop positive relationships with pupils, staff, parents and the local community.	1	2	3	4	5
lead by example; with integrity, creativity, resilience and clarity.	1	2	3	4	5
work with political and financial astuteness	1	2	3	4	5
demand ambitious standards for all pupils – securing excellent teaching and a rich curriculum.	1	2	3	4	5
<ul style="list-style-type: none"> <li>ensure school systems are fit for purpose and a safe, calm and well-ordered environment is maintained</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>maintain strong, effective governance and leadership; including utilising strengths of relevant staff through distributed leadership.</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>create an outward-facing environment where local, national and international involvement is explored and utilised, to bring about exciting opportunities for the children and develop effective relationships with other professionals.</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>challenge educational systems to achieve what is best for the pupils and families of Branstons Junior Academy – choosing (where practicable) to do what they believe is right for our pupils, not just doing something because the government says so.</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>continually strive for excellence, through entrepreneurial and innovative approaches to improvement, including harnessing research.</li> </ul>	1	2	3	4	5



**Please use this space to write any further comments about the Governing Body and the Senior Leadership Team.**

**Please note that positive comments are just as valuable as negative ones....it's good to reflect on what we do well !!**

## **Leadership and Management: End of year questionnaire for individual Governors**

**Please think about your role and the Governing Body as a whole:**

What difference have we made to the children this academic year?	
What do you think we need to work on next academic year?	
What training or support do YOU need, in order to carry out your role next academic year?	

## **Canas de Senhorim Group of Schools - Portugal**

Well, I liked your examples. These examples make me think that sometimes we do many things in schools but don't realize those things can be indicators of evaluation (or School Self-Assessment).

At Canas de Senhorim Group of Schools, we use a lot of indicators, but let me choose some of them we give particular importance to and focus on especially:

- In external exams, we always compare: the average of our exam results, the average of internal evaluation and compare those with external averages, for each subject. And we compare over time, usually in the last 5 years.

Internal indicators:

- Efficiency of the pedagogical support plans (we see how many pupils have plans and how many pupils pass the year)

-Success rate of pupils with poor economic conditions - and we compare this with the success rate of general pupils. This indicator tells us if the school is doing a good job working with pupils and families with fragile economic conditions

Well, you asked for one example, I gave you some more. But I like these 3 indicators very much and, in our school, we always compare them over time, usually 5 years. This interval of time gives us a tendency, a trend. Sometimes, more important than the final result, is the tendency, which lets us see if we are going the right way.

## **Vila Nova de Paiva Group of Schools - Portugal**

### **Examples of indicators used to monitor situations of indiscipline**

As part of the monitoring of indiscipline in Agrupamento de Escolas de Vila Nova de Paiva we use the following indicators:

- Number of cases of indiscipline per class/ year/ cycle and school term
- Rate of cases of indiscipline per class/ year/ cycle and school term
- Number of pupils with cases of indiscipline per class/ year/ cycle and school term
- Rate of pupils with cases of indiscipline per class/ year/ cycle and school term
- Number of disciplinary procedures per class/ year/ cycle and school term
- Rate of disciplinary procedures per class/ year/ cycle and school term
- Number of pupils with corrective disciplinary measures per class/ year/ cycle and school term
- Rate of pupils with corrective disciplinary measures per class/ year/ cycle and school term
- Number of pupils with sanctioning disciplinary measures per class/ year/ cycle and school term
- Rate of pupils with sanctioning disciplinary measures per class/ year/ cycle and school term
- Reason for cases of indiscipline per class / year / cycle and school term

## Gemeente 's-Hertogenbosch - The Netherlands

Sint-Janslyceum 's-Hertogenbosch

### Monitoring quality in the classroom by “flash-visits”

In the Netherlands the educational inspection visits schools to evaluate the quality of schools' education.

During this inspection they visited about 45 lessons in our school in one day. In each lesson they stayed for about 15 minutes.

After that, they gave the results of their visit.

As the school board, we were intrigued by that. How could the inspector tell in a 15 minute visit that the quality of the lesson or the teacher was sufficient?

Until that moment we visited lessons by teachers too, but we stayed observing the teacher during the whole lesson. During that time we looked only at the teacher's performance.

This leads to a new kind of quality check in our school (besides regular visits in the classroom).

Each year we visit 60 teachers' lessons about three times (of the 170)

We stay in each classroom for 10 to 15 minutes. (We start at the beginning, the middle or the end of our 50 minute lessons).

We work from a model for the observation of lessons

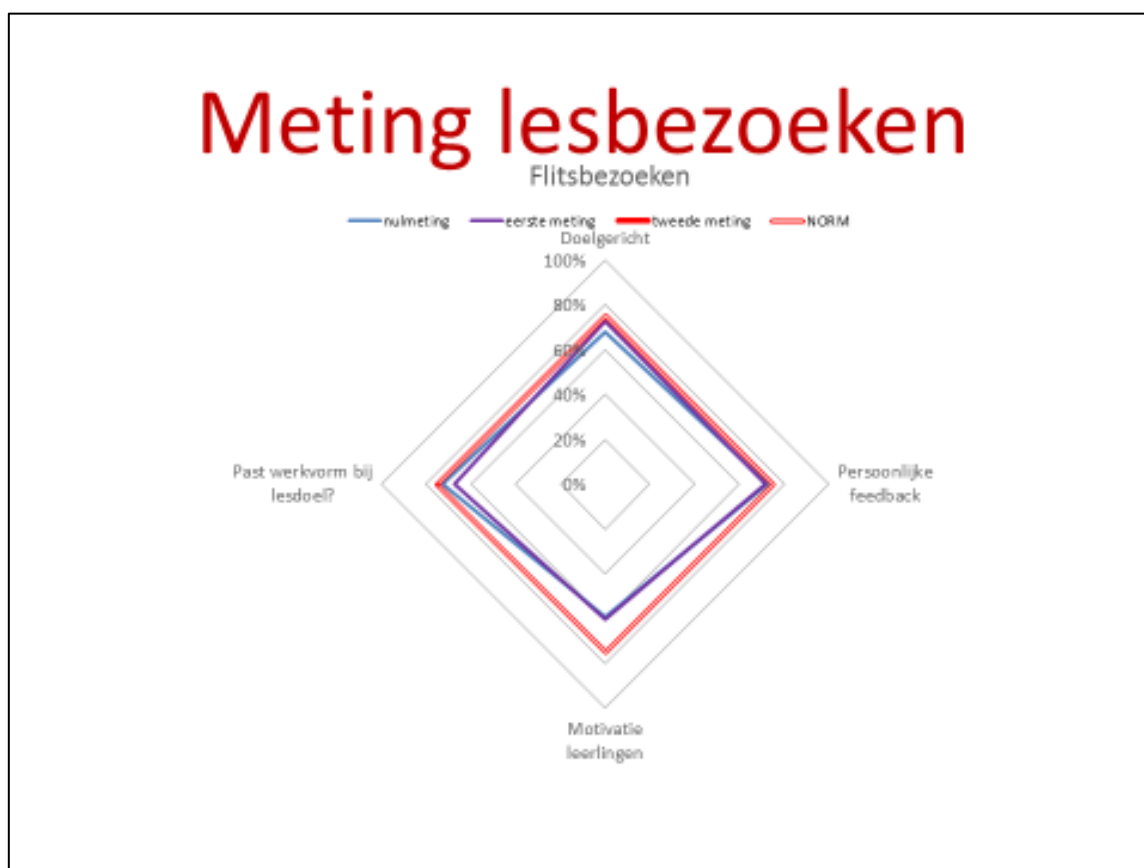
We don't look at what the teacher is doing. We look at the pupils in the class. How do they respond to the lesson.

Model

	SCORE PLUS or MIN
Is there a specific opening to the lesson?	
Is the goal/target of the lesson clear for the pupil?	
Is the class motivated	

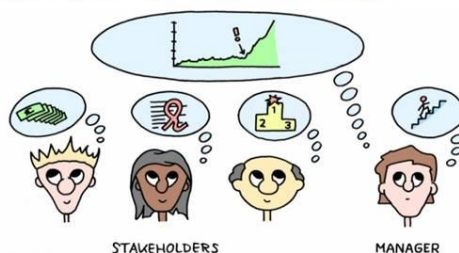
(are they participating, bored, sleeping, enthusiastic)	
Do the pupils get feedback on their attitude or work?	
How does the lesson end? Is there an evaluation on the targets? Is everything clear for the pupils or is there no ending? (pack your books and go to the next class?)	
Special remarks	

After doing this three times we make a spin, so that we can see if the quality improves during the year.





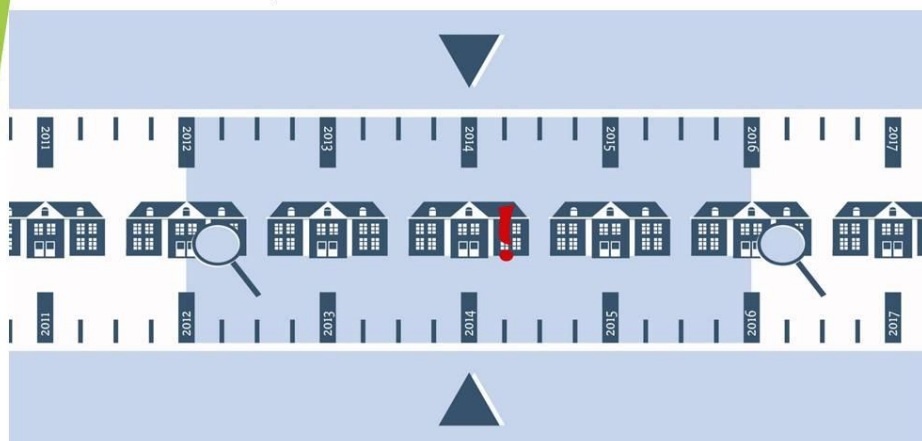
## Different stakeholders:



- 1. Inspectorate of Education
- 2. Board of Directions
- 3. Parents

**INSPECTIE** van  
het **ONDERWIJS**

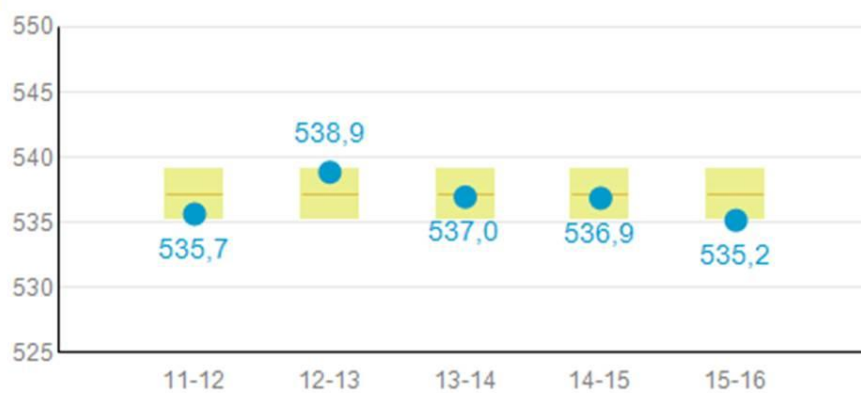
**Inspectorate of Education**





## Accountability of the results to the superintendent of Education

<https://www.scholenopdekaart.nl/basisscholen/11979/Rooms-Katholieke-Basisschool-t-Schrijverke?postcode=5237ne&presentatie=1&sortering=2>



## valuation report of inspection, once every 4 years



### Legend:

1. worse
2. inadequate
3. sufficient
4. good



Results	1	2	3	4
results final test			X	
results during the year, reading, grammar and mathematics			X	
social skills			X	

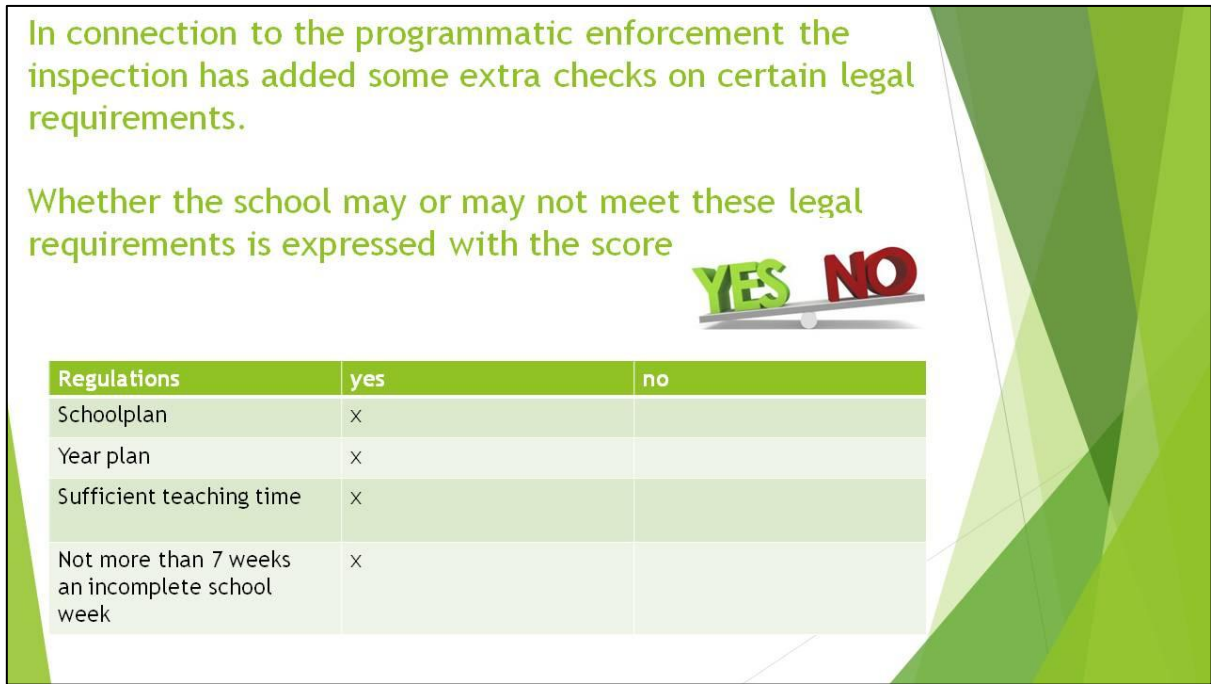




Counseling	1	2	3	4
Instrument of tracking the development of pupils				X



Care	1	2	3	4
Early warning				X
Analysis and making plans			X	
Implementing en taking care that plans are realised				X
Evaluation of the effects of the plans			X	



## Accountability Board of Directors

- ▶ 1. leadership, management, through audits and performance reviews
- ▶ 2. accountability for results during the year
- ▶ 3. educational process, making plans every year.
- ▶ 4. staff, every year consulting the staff manager of the board
- ▶ 5. finance, every year a review about results and approval of the budget for the new year
- ▶ 6. inflow and outflow of pupils
- ▶ 7. satisfaction of parents and pupils



## Accountability to parents and pupils

1. *annual results*
2. *once in two years a research on safety, education and leadership*



# selfregulation



- ▶ 1. ask feedback to the pupils and their parents, with a special program
- ▶ 2. analyse the results and make plans for progressing
- ▶ 3. research of the practice and scientific support
- ▶ 4. performance reviews

## Voor het personeel

- ▶ Making plans together : by exemple professional training
- ▶ We are working with quality carts: we inscribe behaviour that is appropriate
  - ▶ I see children doing
  - ▶ I see teachers doing
  - ▶ I see a rich learning environment
  - ▶ I see parents .....
- ▶ Mentoring students in educating



## Nelas Group of Schools - Portugal

Is school time facilitating pupil success?

More time in school favours more and better learning as long as the quality (and intentionality) of the activities is guaranteed.

Indicators:

- 1- **Pupils' characteristics** (Age, School year, Repetitions, Attended pre-school education, Parents' academic qualifications, Social Action Support, Residence)
- 2- **Clubs' specific characteristics**
- 3- **Projects' specific characteristics**
- 4- **Pupils' involvement in the project / club**
- 5- **Degree of pupil satisfaction** with their participation in the project
- 6- **Utility of learning** in the project
- 7- **Quality of organization** of activities
- 8- **Parental support** for the project
- 9- **Parents' perspectives** about the project (encouragement, involvement, perception of learners' motivation and involvement, added value for the pupils who participate in the project)
- 10 – Pupils' school results

## Penalva do Castelo Group of Schools - Portugal

### EVALUATION OF ACADEMIC SUCCESS

From the existing self-evaluation experiences in the Agrupamento de Escolas de Penalva do Castelo I chose to reveal the internal academic analysis results obtained at the end of each term. This analysis not only provides a general view of the internal academic results obtained by the pupils attending different subject areas (primary education) and subjects (2<sup>nd</sup> 3<sup>rd</sup> basic education cycles and secondary education), as well as knowledge of results of each subject area (primary education) and subject (2<sup>nd</sup> 3<sup>rd</sup> basic education

cycles and secondary education) in accordance with the assessment framework built for this specific purpose.

Internal assessment of academic success is made according to the following phases:

1. Building a framework that takes into account the definition of success in the school cluster;

FRAMEWORK				
Dimension:	Built	Area to evaluate:	5. Results	Evaluation timeline
		Sub-area:	5.1. Academic success	
Reference	External	<b>Central Administration</b>  <i>(Norm published about evaluation of pupils learning)):</i>  <i>Law n.º 31/2002</i> <i>Normative Dispatch n.º 24A/2012</i> <i>Ordinance n.º 243/2012 (Secondary Education)</i> <i>Law n.º 46/86 from October 14th</i> <i>Decree n.º 139/2012</i> <i>Law n.º 51/ 2012</i>  <b>Research</b>  <i>(Published research on student assessment:</i>  <i>Lima, Jorge Ávila, 2008</i> <i>Bolívar, 2003</i> <i>Scheerens,2004</i> <i>Thurler,1998</i>		SCHOOL YEAR   <

<b>Basic Education</b>		<p><i>the final school years are in accordance with the defined goals (4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> years);</i></p> <p><i>3. The passing/conclusion rates by school year are above those obtained in the last school years (remaining school years).</i></p>	<p><i>Grade reports;</i></p> <p><i>Central administration reports</i></p>
	<b>External efficiency</b>	<p><i>1. The success rates obtained in the external evaluation process (national exams) are in accordance with the defined goals;;</i></p> <p><i>2. . The success rates obtained in the external evaluation process (national exams) are above national average results.</i></p>	
	<b>Internal quality</b>	<p><i>1. The percentage of pupils without any grade lower than 3 is higher than the percentage obtained in the previous year.;</i></p> <p><i>2. The grade average of the different subjects is above the average registered last year.</i></p>	
	<b>External quality</b>	<p><i>1. The average grade of the national exams is above the national average.;</i></p> <p><i>2. The average grades obtained by pupils in the external evaluation are above those obtained the previous year.</i></p>	
	<b>Coherence</b>	<p><i>1.The grade average of the internal evaluation and the external evaluation (subjects with a compulsory national exam) have an integrated difference of a 0.4 (level) interval.</i></p>	
	<b>Fulfilment</b>	<p><i>1. The number of pupils assessed by subject is the same as the number of pupils enrolled by subject.</i></p>	

2. At the end of each term, the school, through the form teacher gathers all evaluation data and makes it available to the coordinator of the self evaluation team;
3. The self-evaluation team reorganizes the data and sends it to the department coordinator;
4. Department coordinators send on the data to the various department teachers in the following documents: Guide, organized data file (MSExcel 2007) and grid corresponding to each of the levels taught;
5. The subject coordinators are responsible for promoting this academic result evaluation with their fellow subject teachers. This evaluation focuses on internal efficiency and internal quality (criteria pointed out in the framework)

Subject:						Term	
						—	
FRAMEWORK						Analysis	
Criteria	Items		Analysis			(e.g. global description, reasons that account for results...)	
Internal efficiency	How do success rates compare to those obtained the previous year?		↘	↔	↗	—	
		5th					
		6th					
		7th					
		8th					
		9th					
Internal quality	How do average grades compare to those obtained the previous year?		↘	↔	↗	<sup>1</sup> Mark with <b>X</b> the result analysis <b>Caption:</b> ↘ - <b>Under</b> ; ↔ - <b>Identical</b> ; ↗ - <b>Above</b> .	
		5th					
		6th					
		7th					
		8th					
		9.º					
Were remedial strategies defined / remedial strategies for the weaknesses / or reinforcement of strengths (Mark with X)			Yes		No		
If YES, identify strategies:							



6. At the departmental meetings, besides presenting the results, coordinators can encourage the sharing of the results obtained in each subject and in this way collect all necessary data.
7. Filled in evaluation spreadsheets have to be sent to the email account of the self-evaluation team.
8. With all filled in spreadsheets, the self-evaluation team will write a report on the academic success to be presented for consideration and analysis. This will allow future decision-making in relation to strategic organization propositions to improve success and good practices suggested by teachers.

## **I Społeczne Liceum Ogólnokształcące im Unii Europejskiej w Zamosciu – Poland**

### **Examples of indicators used for internal evaluation at I Społeczne Liceum Ogólnokształcące in Zamość**

#### ***Instead of an introduction:***

In Poland, internal evaluation is the responsibility of state schools and it is the basis of the pedagogical supervision system of Polish schools and educational institutions. The purpose of the system is to support schools in their development and maintain a high quality of education. The self-evaluation process should answer two basic questions: Where are we? and What direction should we take to develop further? Although the legislator gives a lot of autonomy to head teachers and teachers' school councils in selecting the subject and scope of research, in practice, internal evaluation is used by schools as a process preparing them for external evaluation. For this reason, while planning internal evaluation, schools refer to requirements defined by the Ministry of Education. These are as follows:

Requirement 1: The school or institution implements the concept of work aimed at pupils' development.

Requirement 2: The educational process is organised in a way that supports learning.

Requirement 3: Pupils gain knowledge and skills that are specified by the school curriculum. Requirement 4: Pupils are active.

Requirement 5: Attitudes are shaped and social norms are respected.

Requirement 6: The school or institution promotes the pupils' development, taking their individual situation into consideration.

Requirement 7: Teachers take an active part in planning and implementing educational processes.

Requirement 8: The value of education is promoted.

Requirement 9: Parents are the partners of the school or institution.

Requirement 10: The school, institution and community resources are used for mutual development.

Requirement 11: The analysis of standardised external exam results (primary school, junior-high school, high school leaving exams and vocational qualification exam) and other internal/external evaluation results are taken into consideration by the school or institution while organising the educational process.

Requirement 12: The management of the school or institution fosters their development.

Non-public schools are not obliged to conduct internal evaluation. In schools run by Zamojskie Towarzystwo Oświatowe (the association running the schools), this is carried out only in justified cases, when it is necessary to take a closer look at some weaker aspects of the institution's functioning. This knowledge is essential to introduce the necessary changes and ensure continuous development.

The important fact is that in Poland there are no ready, standardized tools for self-evaluation - each evaluation team develops research tools independently (e.g. diagnostic sheets and surveys, interviews, evaluation surveys), conducts observations and group discussions, and interprets the results.

### *Internal evaluation at I Społeczne Liceum Ogólnokształcące*

The issues of internal evaluation at I Społeczne Liceum Ogólnokształcące are mainly related to the quality of education, which influence other aspects of the school's activity, such as the recruitment process and the number of pupils wanting to continue education in our school, the range of after-school activities, selection of teaching staff, implementation of EU projects, school atmosphere, the prestige of the institution, etc.

## **The quality of education – evaluation indicators**

### **A. Individual assessment of pupils.**

During each of the four school terms pupils systematically get grades – on a scale from 1 (the lowest) to 6 (the best) for current knowledge and skills in particular subjects. This allows quick diagnosis of pupils with learning difficulties.

The factors taken into consideration are as follows:

- number of grades 1 and 2 in particular classes;
- pupil's grade point average in particular classes;
- the teacher's opinion about the pupil's abilities.

Analysis of the information gathered allows the creation and implementation of individual help for young people with educational problems. For pupils with low educational potential and special learning difficulties, the school organises extra-curricular activities, which are often individual sessions, and classes with a psychologist or teacher of the particular subject. The purpose of these activities is to support pupils in their own development and to convince them that success depends not only on their talents but also on effort and systematic work. It is important to discover successful learning strategies that lead to success. The activities' efficiency indicator is the long-term progress confirmed by current assessment and grades.

### **B. Pupils' final term results**

At the end of each of the 4 school terms, during the teaching staff meeting, the form tutor presents the pupils' final term results in particular subjects on a scale from 1 (the lowest) to 6 (the best).

The following factors are taken into account:

- the number of particular grades in educational activities;
- grade point average of individual pupils and their learning progress;
- class performance summary.

By comparing the above data, an overview of pupils' progress in acquiring knowledge and competences is formed. This also helps to create a plan of activities allowing pupils to perform better, according to their individual abilities and talents.

### **C. School leaving final exam results (Matura Exam results):**

The Matura Exam is the same for all high school leavers in Poland, and the exam papers are checked and assessed by teams of examiners appointed by the Central (Regional) Examination Board. The result is impartial and comparable countrywide in a given year. The factors taken into consideration are:

- the average percentage results in particular subjects respectively in a given class, school, district, region, Poland;
- pupils' individual results in particular subjects together with the centile result;
- individual scoring for particular tasks, indicating their level of difficulty;
- Matura Exam results ranking published by 'Perspektywy' magazine, presenting the school's position among the best schools in Poland.

The above information, derived from external sources, and its analysis in relation to the examination paper, allows determination of the degree to which leavers have mastered the curriculum contents and identification of issues or types of tasks that require teachers' special attention in the teaching process. At the same time, the nationwide ranking allows comparison of pupils' results, in relation to those in other institutions in the country.

### **D. The number of laureates and finalists of nationwide competitions in particular subjects**

Competitions in particular subjects are annual thematic competitions related to the selected field of knowledge, intended for pupils in upper secondary/high schools. Each year over 30 competitions are organised in Poland, usually under the auspices of scientific/artistic associations or colleges/universities. Each competition usually consists of three stages: the first organised at the school or district level - sometimes involving sending written work or solutions to tasks prepared by the committee of the given competition.

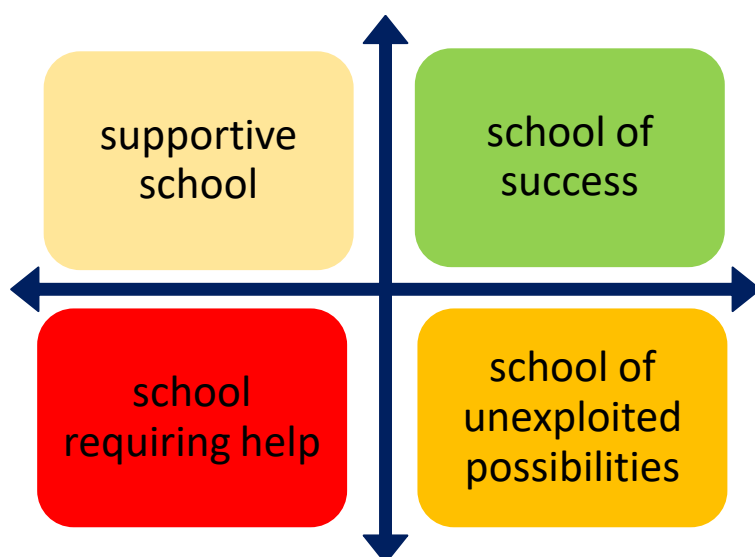
The second stage is usually at a sub-regional or regional level and participants are the best performers in the first stage. The final stage is the nationwide competition, in which the laureates and finalists are selected. They do not have to take the Matura Exam in the given subject and are automatically granted 100% points in it (at the extended level – A level). Participants in the competition finals are also offered preferential conditions when applying to universities. The factors taken into consideration are:

- the number of laureates and finalists of the particular competition;
- the competition ranking according to the 'Perspektywy' magazine, presenting the school's position among the best schools in Poland.

The number of successful competitors allows better assessment of the teachers' work with talented pupils and further planning of such work in the future.

### E. Educational value added

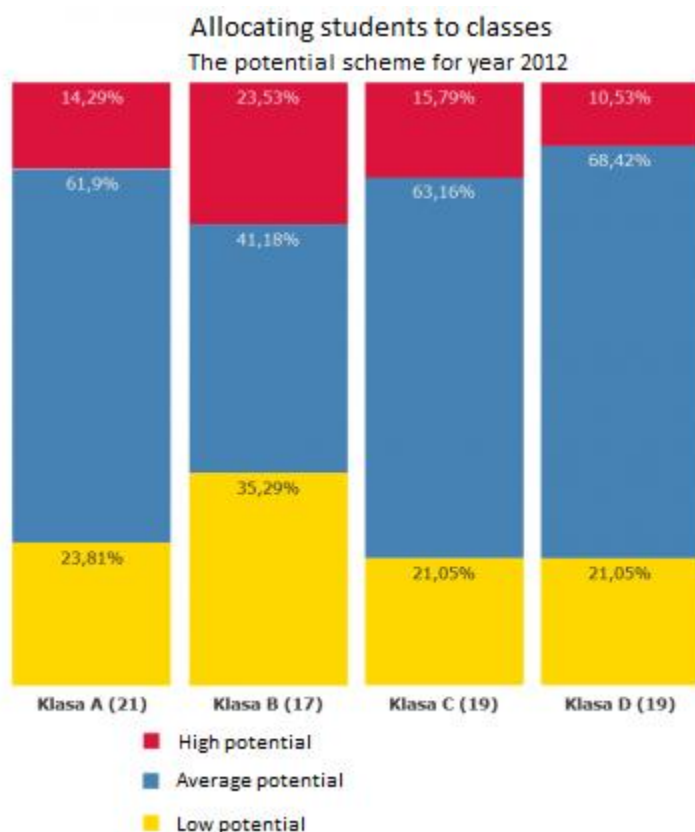
Educational value added is one of the statistical methods for analyzing exam results. It shows pupils' external exam results in a particular school compared to the results of pupils with the same level of knowledge gained at earlier educational stages. The position of the school is illustrated by the ellipse, located in the coordinate system, where the vertical axis indicates the result of the exam and the horizontal axis indicates the school's efficiency in the three years of learning. The position of the ellipse in particular quarters of the graph determines the main features of the head teacher's and the school staff's work.



The Educational Value Added (EWD) indicator calculated on the basis of the published data.

To calculate the Educational Value Added (EWD) in the evaluation process the following are taken into consideration:

- the position of the ellipse in the coordinate system;
- the changing position of the ellipse in the coordinate system over time;
- graphs and charts from the Educational Value Added (EWD) calculator, e.g.:



The Educational Value Added (EWD) analysis is also a reliable measure of the school and teachers' work. It presents changes in Educational Value Added (EWD) over the years and helps indicate factors of positive or negative influence on the educational institution's efficiency.

#### **F. Students studying at prestigious universities**

The task of a comprehensive high school is to prepare its pupils in the best possible way to continue university education in their chosen fields. The most prestigious courses, and at the same time demanding high final results in external exams, in Poland are considered to be the following: medical courses (all universities), technical courses (Warsaw University of Technology, Wrocław University of Science and Technology, AGH University of Science and Technology in Cracow), economic courses (Warsaw School of Economics, Cracow University of Economics).

The following indicators are taken into consideration when evaluating these areas:

- the percentage of students continuing university education;
- the percentage/number of students studying at prestigious universities;
- careers of our school's pupils.

The above information allows the school's practical work to be checked and introduction of activities helping pupils to achieve their own long-term goals.

## **Istituto Omnicomprensivo "Ridolfi- Zimarino" – Italy**

### **Self -Evaluation: criteria and indicators**

Our Institute, "*Omnicomprendivo Ridolfi-Zimarino*" situated in Scerni, covers the first and second cycle of education and needs to apply different methods in order to monitor the educational and organizing process. In September, at the beginning of term, pupils do some tests to check their knowledge, skills, competences and other logical activities. The results provide a basis which is the point from which to start an inclusive teaching process. Evaluation is shared with the headteacher and teachers during a monthly meeting (called the Class Council), whose results are given at the end of the first four-month period (from September to January). Teachers are available for families for an hour, once a week. These meetings are fundamental because the cooperation between school and families is very useful for pupils' school success. Sharing strategies and common objectives can help pupils (from three to fourteen years old) to overcome their difficulties.

The Invalsi (a National Institute for evaluation of the educational system) monitors the work of teachers and headteachers; the results have been positive. These data show an improvement at the end of Junior Secondary School. Teachers, headteachers and all staff are seriously committed to their tasks. There is a difference between teachers' Primary and Secondary School studies, owing to their different university courses. Besides, it is difficult to monitor the use of new technologies, laboratories and the negative phenomenon of bullying. There is a proposal to prepare some questionnaires to be filled in by pupils and their families.

#### **Bullying**

Our Institute is busy in the creation of an educational strategy which could stop bullying. The solution can be found in the promotion of a culture marked by democracy, equality and social rules, shared by pupils, parents and teachers. The final purposes are the following: school politics, improving culture and discouraging all bad attitudes. To this end, the headteacher has appointed a work group that has to monitor the situation and intervene when necessary. The first step is a questionnaire elaborated following these references:

- A. a questionnaire based on the appointment of peers;
- B. a questionnaire called "My school life", by Sharp-P. Smith;
- C. a questionnaire about arrogance, by D: Olweus.

Besides questionnaires, there will be direct remarks, discussions, interviews and individual conversations, in order to monitor and solve this major problem. Italy started to worry about bullying only in 1995, later than in other European countries.

### Criteria and indicators used for monitoring

Criterion	Processes indicator	Results indicator
<b>Cooperation</b>	<ul style="list-style-type: none"> <li>Frequency of discussions about project planning among the members of all Councils.</li> <li>Continuing the work</li> <li>Involving all the teachers who work in the classes, whose pupils are working on the project</li> </ul>	<ul style="list-style-type: none"> <li>Positive results about teachers' relationships</li> <li>Good cooperation among teachers</li> </ul>
<b>Exchanges among teachers</b>	<ul style="list-style-type: none"> <li>Teachers who cooperated in planning and carrying out the project and teachers who teach in the classes involved in the project</li> </ul>	<ul style="list-style-type: none"> <li>Highlighting the specific competences of some teachers</li> </ul>
<b>Involving students</b>	<ul style="list-style-type: none"> <li>Involving pupils who join the project</li> </ul>	<ul style="list-style-type: none"> <li>Good relationships between pupils and teachers and among pupils themselves</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Relationships between Institutions outside the school</li> </ul>	<ul style="list-style-type: none"> <li>Improvement of relationships between schools and external Institutions</li> </ul>
<b>Accomplishment</b>	<ul style="list-style-type: none"> <li>Previous organization of times, spaces and materials</li> </ul>	<ul style="list-style-type: none"> <li>Respect of programmes established previously</li> </ul>



The evaluation report, dating back to 2015/2016, has shown some difficulties in the following areas:

- Results
- Processes

### RESULTS AREA

Difficulties / Some ways to improve have been found	Good achievements
Good school results, common basic competences and even results <b>1. School results</b> <b>2. Results given by the National Tests (INVALSI)</b>	Good school results, common basic competences and even results <b>1. Key competences in citizenship</b> <b>2. Long-term results</b>

### PROCESSES AREA

Difficulties / Some ways to improve have been found	Good achievements
Educational strategies <b>1. Curriculum, planning and evaluation</b> <b>2. Learning environment</b> <b>3. Inclusion</b> Organizing strategies <b>1. Development and appreciation of human resources</b>	Educational strategies <b>1. Continuity and orientation</b>

## Sátão Group of Schools - Portugal

Improvement Action: organization of a study room with a multidisciplinary team of teachers

Indicators: number of pupils attending the study room / map of the teachers present in the study room during the week

## 'Managing for @ School Of Success' Gap Task following the training event in Spain.

	UK	THE NETHERLANDS
<b>What measures are used to evaluate ABSENCES?</b>	<p>At BJA, we monitor the attendance of every individual child. We then regularly identify which children have less than 90% attendance. We examine the reasons for absence (eg; illness, holiday etc). The parents of these children are then sent an official letter stating that the child's attendance will be monitored for a period of time. If attendance continues to be a concern, the school will either offer support or carry out more official actions.</p> <p>The overall percentage of absences (authorised and unauthorised) is recorded at specific times of the year (as part of a whole-school census) and communicated to the local authority. If the school's absences are above the local average, the school might be contacted to ensure they are doing something to improve it.</p>	<p>Administration monitors pupils' presence.</p> <p>When a child is sick the parents call between 8 and 9 o'clock.</p> <p>Permission is obtained by submitting a request for leave. The headteacher decides to give consent or not. With prolonged or unauthorized leave the school can instruct the attendance officer to do research and sanctions can be imposed.</p>
<b>What measures are used to evaluate DROPOUT?</b>	<p>This is not something we have to worry about at BJA, as we are a Junior School. I think that Secondary Schools measure 'dropout' as a percentage.</p>	<p>In the Netherlands there is hardly any dropout in primary education.</p> <p>If there is dropout the attendance officer is asked to mediate.</p>
<b>What measures are used to evaluate QUALITY OF ACHIEVEMENT?</b>	<p>In the UK this is achieved through two ways:</p> <p><b>The appraisal of teachers (and indeed all staff).</b> Each member of staff has three individualised targets to achieve by the end of the academic year.</p>	<p>In the Netherlands every primary school;</p> <p><b>The appraisal of pupils:</b></p> <ul style="list-style-type: none"> <li>• Use a pupil tracking system</li> </ul>

	UK	THE NETHERLANDS
	<ul style="list-style-type: none"> <li>• One linked to pupil data – this target usually involves expecting a certain percentage of pupils to achieve a certain level by the end of the academic year</li> <li>• One linked to whole-school improvement – this target gives the member of staff a specific project which they are expected to undertake which benefits the school in some way</li> <li>• One linked to their own personal development – a discussion is had about the person's professional development and/or success in achieving the various criteria for their pay scale/experience etc. A target is then set which will help the member of staff to develop as an individual professional.</li> </ul> <p>Three individual meetings are held each academic year between the appraiser (usually the headteacher, unless it is a very large school in which case it would be the departmental leader etc) in which targets are examined. At the start of the academic year, discussions are held and individual targets are set. Mid-way through the year, individual meetings take place to assess how far the member of staff has got in achieving the targets, and if further support is needed etc. At the end of the academic year, individual meetings are held and progress towards achieving the targets is examined. In an Academy the failure to achieve targets could result in no pay rise!!!! (But it's a brave headteacher who would follow this route!!!)</p>	<ul style="list-style-type: none"> <li>- Pedagogical, social, emotional</li> <li>- Cognitive</li> <li>• Educational needs of every child are described in a group plan</li> <li>• Twice a year tests are decreased and the plans adjusted.</li> <li>• Test results are analysed by the management and discussed in teams</li> <li>• at least 3 interviews with parents in a year</li> <li>• The board asks for pupils' annual results in the three main areas of language, reading and mathematics.</li> <li>• The results of the end test ( group 8) are monitored by the inspectorate</li> </ul> <p><b>The appraisal of a headteacher:</b></p> <ul style="list-style-type: none"> <li>• Every headteacher has to maintain their proficiency file.</li> </ul>

	UK	THE NETHERLANDS
	<p><b>Triangulation of data:</b> looking at pupil progress, pupil attainment, scrutiny of pupils work, scrutiny of teachers planning (is it appropriate for the age and level of the child?), lesson observations and gaining 'pupil voice' through discussions and surveys (what are their opinions regarding the teaching and learning)....all this data is then triangulated and compared with national guidance on what makes a 'good' or 'outstanding' school....to make an overall decision regarding the quality of achievement. Subsequently success and concerns can be highlighted and acted upon.</p>	<ul style="list-style-type: none"> <li>• All pupils' results are discussed in a performance appraisal.</li> <li>• Results of research into the satisfaction of pupils, team of teachers and parents are discussed.</li> <li>• Finance, People development are issues</li> </ul> <p>All instruments associated with quality are in coherence.</p>
<p><b>What measures are used to evaluate EXPECTED ACHIEVEMENT?</b></p>	<p>This depends on the stipulations made by individual governments as to what they believe is the 'expected attainment' of pupils at different stages in the educational system. The problem with the UK is that they keep raising these standards!</p>	<p>In our country, practical research with topical scientific knowledge. The recommendations provide direction for the desired results. For individual pupils we define a target for the desired results in a didactical-pedagogic plan.</p>
<p><b>What measures are used to evaluate LOW ACHIEVERS?</b></p>	<p>There is an equal focus on attainment, on progress and on value-added achievement; so whilst low-achievers may not achieve the expected attainment at the national test times, a school can still prove progress from their individual starting points.</p>	<p>For these pupils a development perspective is written</p>

	UK	THE NETHERLANDS
<b>what measures are used to evaluate COHERENCE?</b>	I believe that a Headteacher must have a clear, overall vision for their school (for example: "wanting to provide all opportunities for children of today, so they can be successful citizens/adults of the future". This vision must direct everything the school does. The headteacher has to ensure that the vision is communicated to, and adhered to, by all stakeholders; only then will coherence be achieved. This headteacher needs to be flexible of thought so they can listen to the ideas of others. They need to be strong so that they can argue against governmental / inspectorate dictats if they feel they are not in the best interests of their pupils.	<ul style="list-style-type: none"> <li>• There is a quality monitor that includes all components with different appropriate instruments. (every year in an PDCA circle)</li> <li>• The inspectorate visits the school and evaluates coherence</li> <li>• We use an audit to evaluate coherence</li> </ul>
<b>What measures are used to evaluate TEACHERS' ADEQUACY?</b>	See comments under 'Quality of Achievement'.	<b>The appraisal of teachers:</b> <ul style="list-style-type: none"> <li>• Every teacher has to maintain their proficiency file</li> <li>• Pupils' results are discussed in performance appraisals</li> <li>• individual and team professionalization needs will be discussed</li> <li>• also working in a team is an important measure to evaluate quality of achievement.</li> </ul>

	UK	THE NETHERLANDS
<b>What measures are used to evaluate EQUITY?</b>	<p>We ensure the inclusion of all children in every opportunity at the school, regardless of gender, ability, age, race, financial means (of the family), etc.</p> <p>When children join our school we ensure we have identified what particular 'vulnerable group(s)' they may belong to. E.g.; male; female; high, middle or low starting point in terms of ability in reading, writing, maths and SPAG; children who receive extra money in the budget due to the families' finances, or are children of forces families (RAF, Navy, Army) are fostered or adopted; gifted and talented pupils; those who have English as a Second Language. The progress and attainment data of these various 'vulnerable groups' is monitored and tracked. Specific interventions are put into place should concerns be raised at any time during the academic year. If interventions prove to have a positive impact or the specific vulnerable group is doing well, discussions are held as to why this might be, so that any 'features for success' can be used in other circumstances.</p>	<p>In our school we strive for inclusive education. In recent years we have concentrated on being able to do that.</p> <p>So we made our own school support plan for children with special needs.</p> <p>We believe we can provide meaningful education from a holistic perspective.</p> <p>The teacher guides the pupils and helps them take the next step in their development.</p>
<b>What measures are used to evaluate BEHAVIOURAL PROBLEMS?</b>	<p>In my school, 3 times per year, I:</p> <ul style="list-style-type: none"> <li>Examine all behaviour records to spot patterns regarding either the same child who is causing problems each time – in which case perhaps more individualised support is needed for this child; or to spot patterns such as only one or two members of staff reporting problems – is this because their expectations are higher than everyone</li> </ul>	<p>We monitor behaviour with observation systems and other instruments. If additional effort is needed then additional resources are asked for.</p> <p>Risk: when pupils are not motivated, parents not</p>

	UK	THE NETHERLANDS
	<p>else? Is this because they have problems in dealing with behaviour management?</p> <ul style="list-style-type: none"> <li>• Talk to a random selection of pupils about behaviour in the school.</li> </ul> <p>Once I have the above information, I make a summary of my findings and make decisions regarding the success or failure of any current policy and practice and then any future actions that I feel are needed.</p> <p>I believe that there should be appropriate, effective and rapid identification of any concerns about individual children and/or families (e.g.: safeguarding, emotional needs, academic needs, financial needs etc). There should then be appropriate, effective and rapid support for the children and the families. This should then help to prevent absences and drop-outs from school and the education system as a whole.</p> <p>The current problem in the U.K. is that support systems are being cut, due to budget cuts; this means that schools are having to provide more and more support with ever-decreasing funds!</p> <p>I believe that there should be appropriate staff training to be able to spot the indicators of concerns (e.g.: change in pupils behaviour, disclosures they may make etc). I believe that accurate records should be kept which identify the concerns, what support systems have been used and to what degree these have been successful. I also believe that schools should maintain the 'personal touch'; e.g.; by ensuring that staff talk to children and parents – not just</p>	<p>involved, when a pupil is impressionable, has the wrong friends, the wrong surroundings.</p>



	UK	THE NETHERLANDS
	relying on email communication etc. For example, at the start and end of every day, I am at the school gate, greeting children and parents etc. I am able to observe dynamics between children and between children and adults. I am also able to squash any concerns parents might have immediately, rather than allowing them to stew on it all day! We encourage our parents to come into school to pay for things...that way we can have a dialogue with parents if finances are an issue etc.	
<b>What measures are used to evaluate EFFECTIVENESS?</b>	At BJA we draw evidence from all of our evaluation activities (pupil surveys; parental questionnaires; triangulation of attainment and progress data with book and planning scrutinies and lesson observations; monitoring of staff training etc.) and compare our findings with the criteria stipulated by the Ofsted Inspectorate. We then make decisions regarding the overall effectiveness of the school.	The PDCA circle is needed to evaluate effectiveness . Plans will be evaluated.

### 3. Narratives Memory

Entitled Narratives memory, this chapter aims to present, in a more subjectif record, some of the effects of the Management for @ School of Success project, as they were lived, reflected by project participants and as they shaped some of headteachers' visions and management practices. These two objectives are aligned both with the main topic of the project for the second year - the SSE, and with the aim of monitoring project's achievements.

In a broad sense, this project is an Erasmus KA2, which means that it is a collaborative but also a training project and, in particular, a headteachers' training project. Therefore, the potential for challenging and changing people is a key issue. Nevertheless, the concern regarding the ways of demonstrating such changes are sensitive as the comparative and quantitative purposes are not apliable. This was the main reason to propose participants to do such kind of documents.

The use of narratives to understand the international experience lived by the inclusion within a consortium where the large majority of participants were also headteachers, allowed an "inside view" both reflective and relational of what is managing a school about. Headteachers' task is a dynamic process characterized by the continuous interaction of thought and action that continuously 'jumps' from personal, to social and material environments. To catch such dynamic was the main reason to propose the Narratives as the methodology most suitable to uncover details of this process.

#### **Opportunities for change, António José Rodrigues da Cunha**

Canas de Senhorim Group of Schools (Portugal)

Well, this task is very difficult because you can't see a real big change in my school, one that we immediately notice when entering. Well... there is something different: after the Netherlands, at the end of the day, our pupils started to pick up their chairs and put them on the table and the next day, in their first lesson, they put them back again, to make cleaning tasks easier.

There, school buildings were very well equipped and had a very efficient and astonishing architecture, which shows the importance of physical structures in

Dutch educational matters.

But if functional and structural changes seem easier to implement here in Portugal (at least some of them), pedagogical and management practices are not so easy to change - but we should start somewhere....

These Erasmus+ projects may be the starting point, as they give us the opportunity to see other educational situations and organizations. However, we immediately notice that some changes go beyond our (Portuguese headteachers) management ability, as they are part of general/national guidelines:

- the time pupils spend at school per day (they have classes both in the morning and in the afternoon almost every day and sometimes they have three ninety-minute classes in a row);
- the excessive number of subjects (especially from the 5<sup>th</sup> to 9<sup>th</sup> year), including very theoretical ones (for example a 9<sup>th</sup> year pupil studies Portuguese, English, French or Spanish, Maths, Physics and Chemistry, Science, Geography and History - of course this is too much, if we consider that they also have Art, ICT, Physical Education and Religion);
- and the extension of some subjects' curriculum (besides very demanding and difficult contents). Regarding this latter problem, we've noticed that foreign pupils that come to our country, to our schools, find it hard to adapt to our curricula. They say they are too demanding and that they have never studied such contents. On the contrary, most Portuguese pupils that leave our country and enter other school systems say that the subjects are much easier than in Portugal and they get much better marks than they had here.

And these three restraints are too much, when compared with our European neighbours.

In the Netherlands and in Spain, basic / primary school pupils (as we saw when we were there) don't have lessons in the afternoon and they have free time to go home or do other things, like attending extracurricular activities. In Portugal, they only leave school at the end of the day, then have to catch the bus, arrive home around 6.30 pm, do their homework, have dinner and try to be with their families. They have no time to play, to have fun and if they have any extracurricular activity they only arrive home at 9-9.30 pm. On this issue, some weeks ago, CNE (National Committee of

Education) published a very good study, comparing the time spent by Portuguese pupils at school with other OECD countries. These are some of the conclusions:

I - The extension and intensity of the curriculum is projected on how we organise school time and on how we plan the teaching and learning process. This may be the difference between good learning environments and failure contexts.

II - A second dimension in the organization of school time is that of its relation with pupils' behaviour. Heavy concentration on some days of the week, extensive "blocks" of the same subject, poor distribution or short break times, may have a relevant impact on pupils' behaviour, on their ability to concentrate, their willingness to learn and may even reach saturation point due to fatigue. For all these reasons, it is important to value the way we organise time distribution (timetables) of school and non-school timetables, curricular and extracurricular activities, concentration and recreation periods.

One of the peculiarities of the Portuguese case is the fact that it presents more days of classes in the first cycles of schooling and fewer in the following cycles. This feature defies the generalised principle that states that the number of school days should increase along with age and school paths.

III - The school time - the total amount of time for each school year:

1. While the minimum compulsory time in the first years of schooling (ISCED 1) places Portugal above the OECD average (4932 hours, compared to 4621 hours), in the following cycles (ISCED 2) Portugal (2675 hours) is below the OECD average (2919 hours). This finding suggests there is some imbalance in the distribution of school hours with an excessive workload in the first cycles of schooling and deficient in the following cycles (when compared to other countries).
2. One of the reasons for Portugal presenting this imbalance is the time of non-compulsory education in ISCED 1 (1303 hours), which places Portugal among the countries with the highest total number of hours at this level of education.

Having these setbacks that we can't avoid/change, we have learnt how to overcome them within our limited autonomy:

- pupils and teachers' schedules are adapted to be "softer":

theoretical subjects (we have between five and eight) are taught in the morning (when pupils are less tired) and practical ones in the afternoon;

- offer at least two/three free afternoons, especially to older pupils (secondary) for them to study, work in groups or just enjoy some free time.

The thing I liked most in the Netherlands was the way pupils and teachers worked (in teams). In classes, pupils were working in groups (sometimes alone) and we hardly saw teachers. But they were always there (in a kind of “teacher shadowing”) - helping, coordinating, monitoring, checking.

And we could also see that teachers worked together, inside and outside classrooms. And not only teachers.... When municipality (politicians), headteachers and companies (business organisations) got together in meetings, they did it in a very constructive way, they had fruitful discussions, trying always to do more and better things for their pupils’ future and always defending the quality of education.

In Portugal, this dialogue is difficult and rare and, when it exists, it is “rusty” and all the actors (specially the political ones) are very concerned with “looking good in the photo”, (a Portuguese idiom that means they just care about being popular, trying to get vote(r)s for the next elections.). School meetings with government representatives take place in big auditoriums with the school headteachers of a whole region (50 at a time) where they dictate national rules to be obeyed, rules that don’t take into account the different situations of schools in Portugal. Exemplifying: each class must have at least 24 pupils to be authorised. Of course, this target is easily achieved in big cities, especially on the coast, where a younger population is concentrated. In small towns like ours, with depopulation, emigration, and a declining birth rate, that number is hard to reach. This implies difficult negotiation with our Regional Educational Coordinator (and her staff) and usually she remains inflexible because there can’t be exceptions to the law!

I think the aspects I have referred to are the most difficult to manage. Anyway, I think we are on the right road. For example, schools’ General Councils include politicians (local authority representatives), businesspeople, social and artistic organizations who might help in achieving some of the school’s aims or solving some of its problems. And, very recently, government has approved a law that

allows schools to manage up to 25% of the curriculum, choosing some areas/subjects to work complementarily, in a more flexible way. But, of course, if we want to lighten our pupils' burden, the first step to take is either to shorten the curricula of some subjects (especially the structural ones, Portuguese and Maths) or reduce the number of subjects. I hope that government representatives start participating in this type of European programmes, so that they can experience and get in touch with different school systems, their good practices, and see what's wrong with ours. I think this could function!

## Meeting, Rachael Shaw

- Branston Junior Academy - United Kingdom

Narrative Memory: May 2017

Country: Portugal

Date: January 2016

Topic: "Lift Off" - The launch of the whole project!



Gap Tasks / Post-Actions	Self-Reflection
Various Powerpoints and Word documents were created in preparation for this event - to introduce the UK educational system in general and the pedagogy and practice behind Branston Junior Academy in more detail.	My 'One Note' journal states: "What a fantastic, passionate and enthusiastic group of people, I have been fortunate enough to be chosen to work with! What an ambitious and exciting project visiting 5 different countries and observing various aspects of their educational systems having the opportunity to question different speakers exploring different methodologies exploring and expanding pedagogical skills, knowledge and understanding creating video diaries, e-books, Erasmus+ courses, and an international seminar! I feel honoured that they chose me to represent the UK."

Country: Portugal

Date: April 2016

Topic: Autonomy Part 1



Gap Tasks / Post-Actions	Self-Reflection
<p>A Powerpoint was made in preparation for the visit, to explain the current landscape of 'autonomy' in UK schools and the current and future concerns.</p> <p>Following the visit, Val and I examined BJ's use of data, particularly national and international data. We also contacted the N HT 'Primary Futures' scheme to begin to introduce more aspects of 'the World of Work' at BJ.</p>	<p>My 'One Note' Journal states:</p> <p>In preparation for this Training Event and most certainly during and following the week, I have spent time thinking about my role as Headteacher, what Autonomy I have in my role and how I can use it effectively. The discussions held during the week have certainly contributed towards my latest M Module linked to 'Leadership, uttonomy and Foucault', especially as a lot of people in the group were kind enough to complete surveys the results of which I can use in my Module!</p> <p>I am beginning to notice changes in my thinking and actions. This project is certainly inspiring me to think more about 'Leadership and Management' and how I am privileged to be able to use my Autonomy to make a difference to the children, families and staff at BJA.</p>

Country: United Kingdom

Date: September 2016

Topic: Meeting



Gap Tasks / Post-Actions	Self-Reflection
<p>Many decisions were made regarding future activities in the project.</p>	<p>My 'One Note' Journal states:</p> <p>How fantastic to meet up with everyone again, albeit the smaller group!</p> <p>We got loads of tasks completed and made decisions regarding the forthcoming visit to the Netherlands and the ongoing completion of the project as a whole. I cant wait to meet up with everyone at the next training event - s'Hertogenbosch, here I come!</p>



Country: The Netherlands

Date: January 2017

Topic: Autonomy Part 2



Gap Tasks / Post-Actions	Self-Reflection
<p>The task prior to the visit was to create a powerpoint to explain how self-evaluation works in UK schools in general and BJA in particular.</p> <p>Following discussions about 'how leadership can be evaluated', with the whole group whilst on the visit; I created various 'monitoring and evaluation' documents to tighten up and amend policies and practices:</p> <ul style="list-style-type: none"> <li>• Teaching, Learning and Assessment</li> <li>• Personal Development, Behaviour and Welfare</li> <li>• Leadership and Management</li> <li>• Safeguarding</li> <li>• Appraisal</li> </ul> <p>These were then presented to Governors and Staff.</p> <p>Various other ideas seen, heard or discussed whilst at the Netherlands, were 'stolen' and used as part of an Inset Day - coming up with 5R's (Respect,</p>	<p>My 'One Note' Journal states:</p> <p>Yet again, it was an inspiring and thought-provoking week! I managed to discuss 'The use of different Leadership Styles' with many Headteachers from the different countries. not only verbally, but also because many of them willingly completed surveys I had created for my MA Dissertation!</p> <p>The M@SS Project, coupled with the reading for my MA Dissertation is certainly having an impact! I feel much more in tune with what I am doing as a Leader and why. I feel empowered to take control and am proud of my efforts and achievement - despite the continuing uneasy quagmire that is the current state of the British Education System. In this era of budget cuts; lack of behavioural, emotional and academic support; and continued drive for collaboration (and potential Multi-Academy Trusts), I am thankful that I have this opportunity to consolidate and strengthen my pedagogical thinking.</p> <p>It is through this Erasmus+ project - the opportunities to visit other schools and share pedagogical concepts with other Leaders, that I have more self-confidence in my skills</p>

Reflection, Relationships, Resilience, Responsibility) to use for our new Code of Conduct and general ethos.	as a Leader. Through my MA Dissertation reading, I am becoming more and more interested in feminism with regards to changing the ways in which women are depicted in society and in the media. In this era where high profile politicians feel it is ok to make derogatory comments about women, I am beginning to explore how my fortunate position in society can be used to help others. I have just started to explore the work of groups such as 'UN Women'.
--	---

Country: Spain

Date: February 2017

Topic: Self-Evaluation Part 1



Gap Tasks / Post-Actions	Self-Reflection
<p>The task prior to the visit, was to create a Powerpoint to explain how self-evaluation works in UK schools.</p> <p>Following the visit, small groups of participants were asked to work together to answer some questions about 'measurement'. The UK was put with Spain and the Netherlands - whilst the Netherlands and the UK shared their answers with each other; I think Spain must have sent theirs direct to the organising team in Portugal.</p> <p>Also following the visit, Val and I moved further on with our 'Primary Futures' event and</p>	<p>My 'One Note' Journal states:</p> <p>for me, Headship is not an act - in order for it to be effective, it has to be authentic; and in order for it to be authentic, it has to be a magnification of one's personae, one's morals and values. The person has to be strong enough to stick by this authenticity despite the ever-changing quagmire, that seems to be the current state of education, no matter which European country you are working in! Leadership is more than adhering to theoretical ideology spouted by educational bureaucrats in their offices. Leadership is having the confidence and strength to do what is right for</p>

<p>introducing the 'World of Work' to the children. A chocolatier worked on a project with the whole school and a large event has been planned for 15<sup>th</sup> June.</p> <p>Our school joined a proactive 'Peer Review' Group and I have reviewed two schools and been reviewed myself. I have been able to take my reflections and actions from the M@SS Project and share with them HT's from these other schools.</p> <p>Following the Spain visit, I was asked to make a short presentation about the M@SS project to another Erasmus+ group who were visiting Lincolnshire. They came from Italy, Germany and Poland.</p>	<p>the children, families, staff and local communities that they work alongside. 'Good' leadership is being able to do this effectively - developing and empowering all stakeholders so that excellent ideas are taken from all sources, which might even include the odd 'excellent' governmental paper!</p> <p>In April 2017, BJA was inspected by Ofsted. The latest inspection criteria have an extremely strong focus on leadership and management. Whilst our International Work was mentioned and celebrated, I believe the opportunities I have had to discuss and reflect upon 'leadership and management' with my project colleagues, has undoubtedly helped me to develop in pedagogy and self-confidence to espouse and live it.</p>
--	--

## **Influences of the project in the group of schools of Vila Nova de Paiva, *João Adelino Santos***

### *Vila Nova de Paiva Group of Schools*

#### Narrative memory

The "Managing for @ School of Success" project has allowed us to observe, analyse and share the educational contexts of different European countries. As is evident, each country possesses its own identity that derives from its own culture, its socio-economical level, its political system and its educational policy in particular. Despite the fact that we have only been present in Portugal, the Netherlands and Spain, there is an evident divide between countries in the North of Europe which are

more progressive, and those in the South, which are more conservative and traditional.

What have I learnt from this project?

### 1- Autonomy and leadership

In Portugal the topic of schools' autonomy has been constant in politicians' discourse. Yet, that discourse has been pure rhetoric. Reality reveals that the level of autonomy is residual. This project, by allowing comparison with the other countries involved, strengthened this conviction.

The Portuguese educational system is hostage to the educational policies that change with changes in government. In this context, there's a lack of time to implement measures and assess their impact.

In addition, schools will have little autonomy as long as nearly all aspects are regulated and controlled by the structure of the Ministry of Education, for example, teacher recruitment, allocation of financial resources, allocation of funds to maintain buildings, acquisition of material, definition of the curriculum, approval of courses and classes. Teachers have some flexibility in pedagogical management inside the classroom.

In contrast, the Netherlands has an educational policy marked by schools' autonomy, with a specific educational project, centred on the pupil, with flexible curriculum management and with humanized and versatile educational environments.

In this domain of autonomy, I could identify some aspects where I have been able to intervene. Despite limited financial resources, it was possible to start a humanization process of the school spaces, by painting some rooms with lively colours, motivational phrases and comfortable furniture. This is an ongoing process. In addition, every three months, I try to get pupils and parents more involved in educational issues. I meet with class representatives in order to listen to the problems that might have occurred, ask for suggestions and proposals for school intervention. I have also met with groups of parents, mainly with those whose children are going to move to a new study cycle, to exchange perspectives and information about the school's educational supply.

## 2- Internal and external assessment

The Portuguese educational system assumes the existence of internal and external assessment processes. Internal assessment is the school's responsibility, its duty being to define its own model or adopt an existing programme. In the case of Agrupamento de Escolas de Vila Nova de Paiva, assessment has been centred on monitoring academic success, the vertical and horizontal articulation.

External assessment takes place in two ways. On the one hand, there are assessment tests ("provas de aferição") ( 2<sup>nd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades) at the end of the cycle (Portuguese and Maths in the 9<sup>th</sup> grade) and national exams (11<sup>th</sup> and 12<sup>th</sup> grade) which are focused essentially on the pupils' academic success. The Portuguese educational system also adhered to the following tests: Programme for International Student Assessment (PISA); Trends in International Mathematics and Science Study (TIMSS); Progress in International Reading Literacy Study (PIRLS); Organization for Economic Co-operation and Development (OECD).

In addition, we have Inspeção-Geral de Educação e Ciência (IGEC), which, periodically, undertakes a global assessment of schools' functioning, focusing on the following domains: Results, Provision of educational service; Leadership and management.

In Spain, internal assessment is centred essentially on the indicators reporting the success rate and level of satisfaction concerning the school's sectoral functioning. This assessment is made mainly by teachers and pupils and focuses on areas such as bilingual programmes, study trips, management and libraries. In vocational schools there are other indicators, for example, school dropout rate, employment rate, indiscipline rate. Assessment is based on achievement of previously defined goals.

External assessment results from the application and the results achieved in the different international instruments: Programme for International Student Assessment (PISA); Trends in International Mathematics and Science Study (TIMSS); Progress in International Reading Literacy Study (PIRLS); Organization for Economic Co-operation and Development (OECD); European Survey on Language Competences (ESLC). In addition, national tests are applied in the 3<sup>rd</sup> and 6<sup>th</sup> years of primary education and in the 4<sup>th</sup> year of secondary education.

At the internal assessment level, this project led to self-reflection about the nature

of the model adopted in Agrupamento de Escolas de Vila Nova de Paiva. Having this in mind, I shared my doubts with some colleagues and elements of the self-assessment team. In the domain of academic performance, we are going to start making a homologous (annual) comparison (comparison of the school's results between homologous periods from different school years); analogous (similar) comparison (comparison of the school's results between the term analysed and the results of the 3<sup>rd</sup> term from the previous school year, in the year below).

Regarding provision, we intend to assess the level of satisfaction concerning the services of the school group and the management, by listening to pupils, teachers, technical and learning assistants and parents.

## **Narrative Memory, *Miriam Spÿhers***

*Signum / 't Schrijverhe - Gemeente 's-Hertogenbosch - The Netherlands*

During this project I met passionate school leaders from Portugal, Spain, Poland, Italy, and Great Britain, who have changed me personally, as a school leader. We had wonderful conversations in the week we spent together, all discussing the different aspects of being a school leader. Even though our contexts are often very different, you always take a lot from it and compare it to your own situation. You reflect on your role as a school leader and build on that. It is evident that (other) school leaders are in networks that can contribute to expanding and exploring their own ideas. In Portugal, I saw an example of this. Seven Portuguese school leaders are involved in this project and have the opportunity to think with foreign colleagues, to exchange experiences on key aspects that make a school leader successful. I was sorry that I was the only school director of the Netherlands in this meeting, as you miss a sparring partner. Certainly, in the continuous line to Secondary Education, it is an added value to also have a representative of secondary education in this project. We have seen that the relationship with the local government in our city is crucial because this project was initiated by the municipality of Den Bosch. A Bossche educational agenda will be created, which will jointly invest in important educational developments such as the formation of Child Centers from 0 to 13. In Portugal, I saw two large schools, primary and secondary education, together in one location. Here I found good examples of a suitable education initiated by one school leader. These are inspiring examples that strengthen me in the idea of making suitable education better in the Netherlands; to ensure that the pupils do not need to leave their

neighbourhood, but feel they belong there. There was a discussion on uniforms. Does it help all children to have equal opportunities? That is the main reason they use uniforms in Portugal and Great Britain. In the Netherlands that is unthinkable. There is a lot of attention and space for the pupils in the Netherlands to develop their own identity. Clothing is also an important aspect. Of course there are big differences. It is interesting to ask children how they think about it.

Do they experience equal opportunities?

In the Netherlands we discuss how much autonomy a school leader has to set up the curriculum. In this context I have shown how art and culture, study around a theme and child special needs education are spearheads of the childhood center 't Schrijverke. The management, which tasks a school leader takes on, determines the school's development, the innovative power. You, as a school leader get the opportunity to focus on the educational side: curriculum, expertise and professionalization of your team. In my case I have shown that, as a school, I am part of a foundation in which 23 schools are included in which you are supported as a school leader in personnel affairs, facilitation, financial and educational matters. There is a strategic policy plan, which you can translate into your own situation. In conversations with foreign school leaders I see similarities with Great Britain. Other partners experience less (autonomy). The continuous pressure for results stands in the way of new developments. In secondary education, school leaders in the Netherlands also experience more autonomy and always try to move their education in relation to the labour market. They are also focusing more on international developments.

In Madrid we have seen wonderful schools and passionate school leaders at work. An example for all school leaders, as you see how they invest in the relationship with children and make the children aware of their own responsibility for their development, being coached all the time by teachers. The director shows that he is interested, involved and sincerely curious about the children. In the groups it was clearly visible what the goals were that pupils should master in any particular phase. I also saw serious investment in the relationship with the parents. Educational Partnership by taking an active role as a school. Parents are not yet seen as a participant in the learning process. Training in continuing education, matching the pupils' future opportunities, were wonderful examples for all of us. An example was the hotel school and the school in which autotechnics were taught. Impressive.



During this trip, each partner gave a presentation about the quality care monitor and the various instruments used. Here too, autonomy was discussed. What quality tools are required and where are you allowed to make a choice for your school in particular. Here again, it became clear how the returns demanded by the inspection put pressure on school leaders, which often prevents new developments. They are too specific and isolated. It obstructs the holistic view of children and gets in the way of the integration of subjects. Also, the team's expertise and time available for professionalization have been discussed intensively. Major differences have been noted. Most of the professionalization activities are still being directed by school leaders. We unanimously agree that teachers should also gain autonomy. They themselves can determine what they need as long it is in line with the vision and school development.

Financially, there are major differences between the countries. Also private or state funded education produces major differences, which limits chances. Resources are then a frustrating aspect in development. Time and money are indispensable in innovations. Also with regard to the status of the teaching profession, there are major differences. Salaries vary widely. In the Netherlands, salaries are highest. Everywhere we see the problem that there are too few male teachers, especially in primary education. We conclude that a school leader with all participants and stakeholders has to formulate a clear vision that needs to be precisely laid out. All partners must feel they own this concept and jointly enter the mission. It is important that the team feels competent and confident to shape the vision. Appropriate professionalization is sought. Clear plans are made in a PDCA cycle. Time and resources are linked to its development and those results are being monitored in the meantime to make possible adjustments.

In this project we got the opportunity to step out of our direct school environment and to engage with foreign partners with different perspectives to identify factors of successful leadership.

## **School Evolution in I Społeczne Liceum Ogólnokształcące w Zamość , *Bogusław Klimczuk / Elżbieta Kedrak / Katarzyna Garbacik***

*Společne Liceum Ogólnokształcące im Unii Europejskiej w Zamość - Poland*

Participation in Managing for @ School of Success is a totally new experience for I Społeczne Liceum Ogólnokształcące imG Unii Europejskiej in Zamość - all the projects implemented so far under the Erasmus+ programme involved exchanges of pupils or teacher training. The M@SS project, undoubtedly ambitious and prestigious, is dedicated to management and related to managing educational institutions, leadership and determinants of success. The objective of the activities implemented under the M@SS project is to answer the following questions: What does the school's success depend on? How to manage the school efficiently? What leadership skills should management have? Cooperation with foreign partners allows a closer look at the school management process in terms of autonomy, evaluation, and soon, during forthcoming meetings in Italy and the UK, in terms of school curricula. Of course, we all realise these are not the only areas that affect the school's success, and that each institution may perceive the success criteria in a different way. In Poland the indicators of a good school are the following: leavers are well prepared for further stages of education, high final exam results, high achievements in competitions in particular school subjects, high indicator of the Educational Value Added (EWD), high number of applicants for particular schools. These are tangible indicators, but it should be emphasised that meeting such high expectations depends on numerous non-measurable aspects of the institution's activity, such as a good, friendly atmosphere, teachers' personalities, meeting young people's needs, developing interests, emphasising pupils' strengths and many others.

At this point a question arises: Is I Społeczne Społeczne Liceum Ogólnokształcące in Zamość a school of success? Undoubtedly, yes - the evidence is: 100% of our pupils pass their final school leaving exams (Matura Exam), our pupils' Matura Exam results are some of the highest in the Cracow Regional Examination Board and in the whole country, a high position in a prestigious ranking of Polish high schools published by 'Perpektywy' magazine (1<sup>st</sup> position for many years, top ranking in Lublin region and very high nationwide position), over 130 laureates and finalists of

competitions in numerous subjects (since 1992), the highest Educational Value Added (EWD) indicator of teaching effectiveness in the town, and the fact that the majority of the leavers go on to study at prestigious universities (medical, technical, economic and related to humanities). What is more, the number of applicants for I SLO is constantly growing. All these are achieved through:

- hard work of a team of teachers, including very experienced ones and with interesting personalities;
- flexible timetable, meeting the needs of pupils, and allowing a unique and unconventional combination of extended subjects, not typically applied in state schools (e.g. Polish + Biology, Maths + History, Maths + Chemistry + Biology + Physics);
- conducting numerous mock examinations aiming to consolidate pupils' knowledge and to prepare them for examination stress;
- effective work with talented pupils and young people with average and low educational potential, allowing for maximum individualization of the teaching process;
- numerous after-school activities both compensatory or interest-oriented (special interest groups, school magazine, school radio, volunteering);
- pupil and teacher engagement in Erasmus+ projects implementation;
- well-tested way of teaching foreign languages in groups of different levels, regardless of the class profile;
- unique atmosphere created by close relationships between pupils, teachers, headteacher and parents, based on respect for individuality, tolerance and helped by suitable resources.

However, school success is not taken for granted, we still need to improve, adapt to changing needs and the environment. That is why we are so enthusiastic about working on the M@SS project, seeing it as a chance to:

- exchange experiences related to different educational systems;
- have a fresh look at issues related to management and school reality;
- get to know 'good practice' implemented in partner schools and institutions;
- transfer and implement new educational and organisational ideas locally;
- see how others deal with similar problems;
- improve the organisation and management of our school;
- develop the leadership competences of the management staff.

Currently, considerable changes are being introduced to the Polish educational system: the structural changes (junior-high schools are going to be replaced by a longer period of primary education and longer high school education), curricular changes, changes in work organisation. Such turbulent circumstances require well-thought actions, and all the experience of our participation in the M@SS project fosters further adaptation activities undertaken by the school management. The observations we find most valuable and important are the following:

#### Schools in Portugal:

- no division between the pedagogical supervision body and the management body;
- possibility of fast contact with the Ministry of Education representatives;
- bureaucracy unfavourable for school autonomy.

#### Schools in the UK:

- broad autonomy of the head teacher;
- introducing elements of vocational pre-orientation at elementary stages (visits to entrepreneurs);
- developing entrepreneurial attitudes of the youngest pupils.

#### Schools in the Netherlands:

- work with the youngest pupils focused on teaching children to take responsibility  
for their own development and education;
- shaping entrepreneurial attitudes;
- flexibility and individualisation of work with pupils;
- focusing on cooperation among pupils, teachers and managers;
- the head teacher is the leader of the school staff.

#### Schools in Spain:

- involving pupils in group work;
- looking for role models outside the school, which contributes to positive effects of  
working with problematic young people;
- school as a place where pupils feel good.

It is worth mentioning that the benefits from our participation in M@SS project do not refer to the school itself, its organisation and management only. Each participant involved in the project activities had a chance to get new experience, develop their competences and have a look at the school's situation from a different perspective. Here are some of their comments:

Bogusław Klimczuk - the head teacher of I Społeczne Liceum Ogólnokształcące in Zamość:

M@SS project is of great importance to me as it enabled me to get to know educational systems in various countries and helped me understand their issues considered to be most important in the head teacher and teachers' work. Thanks to the project I understood different meanings of the notion of a 'good school'. In some partner countries a good school is, first of all, a school where pupils 'feel good' (the atmosphere, relationships, empathy, respect for others), in other countries the 'good school' term refers to one having high exam or competition results and high quality certificates. This variation of understanding of school work quality is reflected by the head teacher and the teaching staff's activities. A very essential thing for me was being able to compare our educational work and methodology with solutions implemented in other countries.

Andrzej Garbacik - deputy head teacher of I Społeczne Liceum Ogólnokształcące in Zamość:

Project meetings helped me gain new knowledge and experience connected with the organisation of educational institutions in the Netherlands and Portugal. Seminars and visits to schools were very interesting parts of those meetings during which I could observe the school and teachers' work management and organisation of the teaching process. I find it very important to be able to see different management styles presented by partners in the M@SS project and greatly appreciate their openness to change and willingness to search for new educational solutions. Undoubtedly, the project allowed me to look at educational problems from a totally different perspective, which helps me solve problems in a different way from before, and makes me more confident in implementing new organisational solutions in our schools.

Elżbieta Kędrak - Management Board member of Zamojskie Towarzystwo Oświatowe (the association running the schools), teacher at I Społeczne Liceum Ogólnokształcące in Zamość:

Participation in the M@SS project gave me a broader look at educational processes in Europe. It made me realise how different the educational systems in various countries are, and how these differences influence pupils' achievements - which are the main aim of education. The PISA survey (Programme for International Student Assessment) classifies countries in terms of these achievements and I had a chance to see how educational systems and schools operate in countries with different PISA rankings. The differences in school systems and management are considerable. The adaptation of good and effective practice in our institution is one of the opportunities given by the M@SS project. As a teacher of Maths, I am really interested in teaching methods of 'my subject' implemented by the schools we visit, and I look forward to the module concerning school curricula.

Katarzyna Garbacik - teacher at I Społeczne Liceum Ogólnokształcące in Zamość, school project coordinator:

M@SS project is so important for me as it enabled me to compare my professional experience to school practice in other countries. This wide range of school activities and a completely different approach to teaching and work organisation helped me to appreciate my autonomy in working in a non-state school and inspired me to undertake new educational and organisational activities. A good example is the creation of the Academic Class under the auspices of Warsaw School of Economics. I organise many extra-curricular activities for the pupils in this class, e.g. visits to Warsaw School of Economics, didactic games, Entrepreneurship Marathons, educational projects. Making use of organisational experience connected with my participation in M@SS project, I have applied for a new Erasmus+ project and thanks to the project training sessions I have considerably improved my communication skills. All the experience gained is of great value to me and I consider it to be useful in both the management and teaching process.

## **What does it mean to be a good school?, *Helena Fátima Gonçalves de Castro***

*Sátão Group of Schools - Portugal*

### **Narrative Memory**

#### Experiences and Learning

So far, this project has allowed me to find out directly about two educational systems different from the Portuguese system and to make comparisons: from the point of view of autonomy in resource management, school organization and self-assessment.

These comparisons showed that:

- schools have more autonomy than they initially recognize;
- that it is possible to be creative even when regulation is very tight, as in Portugal;
- that we have many qualities in the Portuguese educational system and that the Portuguese State has invested in the quality of school organizations despite the many contradictions found between the intentionality and the applicability of norms.

The fact that I was attentive to the provocations that had arisen in our group discussions allowed me to rethink the school as a field of possibilities and an area of freedom, within the limits imposed by rules.

In addition, the fact that I have been in contact with the Dutch school situation and the Dutch partners led me to understand more intensely the need for schools to have innovative leaders, leaders who think of pupils and their life project and to think of concrete organizational responses to pupils' learning and development needs. In particular, I emphasize the experience in the Netherlands as a civilizational shock, from the point of view of the freedom to create and implement various educational projects with state funding.

At the same time, I realized that along with the freedom of initiative in the creation of educational projects and in hiring people, there is the responsibility to be accountable for the results of the project. Management of financial resources by the Dutch State is stricter than in Portugal. If we compare what was spent on the remodeling of schools by Parque Escolar (12,500,000 Euros / school on average) and what was spent on Helicom VMBO (6,500,000 Euros), and if we compare the quality of construction and school spaces, we can see a clear superiority of Dutch school buildings. There, accountability and responsibility are asked of the right people, those who are responsible for the way money



is invested. In Portugal, this does not seem to have happened or be happening. That makes one think that mismanagement in the central decision-making structures leads schools to lack financial resources, sometimes for essential things such as improving dilapidated spaces. In this field, as a citizen I became much more alert.

In terms of the experience in Spain, this was very enriching, as the differences in the education system allowed us to perceive some of the benefits of the Spanish educational system and some of the benefits of the Portuguese educational system. We perceive the reuse of spaces in an integrated way in the local environment, as well as a better articulated vision of the organization of the educational supply. Vocational schools are located at key points in the region and are endowed with the appropriate resources for pupils to learn. These schools function as companies and their model of self-assessment is also business (EFQM). I really enjoyed it.

I also found the type of relationship between schools, municipal structures and businesses very clear. It was very important for me to hear business people say what they expect from school: to form "big" people, with a critical and entrepreneurial capacity, with autonomy to think for themselves. This charmed me since I always understood the educational activity as a humanization project. With regard to the various models of shared self-assessment, I believe that in Portugal we have already achieved a level of self-evaluation procedures that I consider to be more in-depth and useful for the development of schools. Many of us seek to articulate self-assessment with external evaluation, which I do not consider a negative thing, since schools have to make a great effort to make these same processes coherent to produce concrete, observable and measurable improvement actions also by external observers.

#### What has changed in my management practice

1. I became bolder. I ran a project to promote school success, which involved all local entities, and shared the pupils' success with them.
2. I have invested more in valuing and training people, coordinating with training entities some training actions for non-teaching staff.
3. I was more persistent in aspects like the analysis of academic results, contributing with my personal reflection to the reflection of teachers in the curricular groups;

4. I have delegated more roles and responsibilities to be freer for key aspects of management, such as visiting schools, listening to people and networking with external school partners.

5. I improved my ability to think about school in the long term.

6. I involved the Pedagogical Council and the General Council more in decisions about the life and future of the School.

Therefore, I am grateful to have been able to participate in this activity, for what I shared in human and technical terms.

## **What we have learned from this project, what has changed in our school or will change, *Lívio Tosone***

*Instituto Omicomprendivo "Ridolfi- Zimarino" – Italy*

What we have learned from this project, what has changed in our school or will change. Thanks to the experiences and the thematic studies, we have had the opportunity to compare the various educational systems which characterize the countries taking part in the project. Compared to Northern countries, a significant delay has been highlighted; this delay concerns investment in structures and in the innovation process in the educational field. This delay appears more evident for Secondary Schools (whose pupils are from eleven up to nineteen years old). It is less evident in Nursery and Primary Schools, where some pedagogical principles are more widespread and consolidated. In this sector, the Italian school is not inferior to other models, which are nevertheless more advanced. The problem is not due to the rules: a lot of principles and methods are not far away from the directions given so far by the National Documents.

We seem to have the possibility to achieve what we have been planning for a long time, but we cannot reach it in a generalized way.

We can focus on the following differences and try to implement the expected changes which have not been carried out so far.

## The Curricula

### Northern Europe

Curricula have a common basis for each pupil: some subjects are compulsory; others are optional and are chosen by pupils. If pupils need it, they can have a teacher's help.

### ITALY

There is a great difference between Junior and Senior Secondary Schools. In the former, teachers share their targets and aims; the didactics give the greatest importance to pupils, who have a central role in the learning process. The Cooperative Learning method is of great importance. The Senior Secondary School still uses some strict, fixed programmes and teaching is based on frontal lessons. Pupils are led by teachers who do not recognize their independent choices.

## The learning environment

### NORTHERN EUROPE

A great deal of technology, materials for practice, cooperation, groups of interest. Many laboratories and lots of practical activities. Good organization of spaces and time promotes the individualization of routes.

### ITALY

School buildings are still of low quality if we consider rooms and technological devices. The school timetable is full of subjects, without independent work or laboratory lessons. Traditional ways of teaching do not allow cooperation and individualization among pupils.

## The teacher's role

### NORTHERN EUROPE

Teachers have a great social value. They work all day long at school and, together with their lessons, they support pupils who are in difficulty. School quality is good and the results achieved by teachers are evaluated by pupils themselves, headteachers, some experts and the Department of the Ministry of Education.

### ITALY

Teachers work at home too. There are no comfortable rooms where teachers can socialize and organize their lessons. There isn't any perspective of a future career. At the present time, some interventions to evaluate teachers professionally are being adopted. Some social, pedagogic principles.

In Northern Europe, learning is connected with pupils' real life and their daily experiences. On finishing school, pupils will have knowledge in action, thought processes, personal and social skills that will help them to obtain a good job in the future. They will achieve their goals as citizens, people and workers. School buildings include some gyms, and experts are involved. Sport activities are considered very important in the educational system. Sports improve the school environment and pupils' psychological health. The best way is to analyse processes and results only at a later date. It is necessary to follow each pupil's learning process.

#### POSSIBLE ACTIVITIES USING THE SPACES GRANTED BY OUR DIDACTIC AND ORGANIZATIONAL INDEPENDENCE

The learning environment

In the short term:

Ask questions about the usefulness of classrooms, corridors, desks, furniture and about the relationships among pupils. In the long term:

Determine curricula which belong to our cultural heritage and must be part of all pupils' competences. Build classrooms with the appropriate furniture and equipment for each subject. Teachers can plan their lesson, with pupils moving from one classroom to another, according to their individual or group workshops and depending on their interest or level.

- Junior Secondary Schools: Maths and Science laboratories; a music room, an Art lab. Senior Secondary Schools: Science laboratories, a wine making lab, a language lab.
- Developing the project called "School without schoolbags" in all Primary School classes and starting this project in Secondary School, too.
- Teaching based on competences:  
In the short term: keep up research and action activities, in order to create a school curriculum which aims to achieve competences in each subject;  
In the medium-long term: cooperation among the various subjects. Start co-teaching activities, planning for competences as a result of cooperation among teachers.
- Improvements in the evaluation process.
- Research-action about the use of evaluation books, in order to confirm and certify the competences achieved. Spread the use of reality task methods.

## **Learning together – a path towards the future, *Olga Carvalho***

*Nelas Group of Schools - Portugal*

In this project, Managing for @ school of success, contact with other European situations gives us an opportunity to better understand and broaden the way of interpreting and applying the concepts of autonomy and leadership. Each country has its own cultural, social and economic traits that define its way of seeing education and this brings strong traditions into educational policy (principles and government policy-making in the educational sphere, instead of educative policy). It was in these contexts, so far with significant differences in Portugal, the Netherlands and Spain, that we identified different ways of exercising autonomy and leadership in a school.

So far, I emphasize the following aspects:

I -about autonomy and leadership.

a. In the context of Portuguese schools

Portugal has implemented a set of changes in the educational system in the last 10 years. One of the most relevant is the organization of groups of schools, larger or smaller organic units that gather, under the same leadership and management, several schools in a county or a region, sometimes very far away from each other.

This kind of school organization brings together several schools in a single educational project which implies that pupils from 3 to 18 years old, teachers of different cycles and non-teaching staff from different backgrounds mix together to develop a mission. These units are led by a director who is appointed by a council of teachers, parents, pupils, municipal leaders and other relevant community and institutional representatives.

The organization of schools has undergone changes, but the management and administration model remains the same irrespective of the number of schools in the same group. This fact gives each group of school its own dynamics, usually very different from the neighbouring group. It is possible to exercise autonomy in minor decisions that promote good practices in each school but communication between groups of schools is not so common and from this point of view we consider that it is interesting to have them spread and shared in this project.

b- in the European context

The way in which the Portuguese educational system is organized, compared to the Dutch system, for example, leaves little autonomy for schools, which are very much controlled and dependent on central administration.

The proximity to the local administration and the transfer of some issues to the Town Hall (transport, non-teaching staff, social action, maintenance of some buildings) requires a management that does not facilitate effective leadership. In this context the project allowed me to realize and understand the differences between countries and the conditions that allow greater or lesser autonomy and how leadership is exercised in each context.

As far as I could see concerning this aspect of the project I think that we need to focus on educational conditions in our schools, mainly on organizational issues (classes, schedules...), teaching methodologies, diversity and inclusion.

1. Teachers and pupils in Portugal are too stressed out with extensive curricula, too many pupils per class, too many hours at school, etc. Teachers need time to analyse, reflect, share ideas, communicate with their partners, try different learning approaches and interact with pupils in the classroom, to promote their autonomy and help them to develop their sense of responsibility and critical sense so as to grow up as thinking citizens (I would say critical citizens).
2. As far as facilities are concerned I learned that schools in northern Europe are engaged in improving rooms/open spaces and make them comfortable, cosy, functional and adapted to multitask activities performed by pupils.
3. Time spent at school is another issue that makes a difference and requires some reflexion and discussion in our schools: how much time should a pupil spend at school per day? We realized that in our partners' countries pupils have more free time out of school.

Portuguese pupils spend between 5 and 6 hours in the classroom but some of them spend more than eight hours at school - the so-called full-time

school. Some experts say that “the more time pupils spend at school the more they learn, as they are provided with activities of good quality.” Should school concentrate classes in one part of the day and offer extra activities to keep pupils engaged, help them improve their creativity and do solving-problem activities after lessons?

Full-time school has been requested by parents and is a social response for many parents, mainly low-income families, that cannot afford extra activities to keep their children occupied. However, some pupils would rather go home than spend so many hours at school. I wonder if my school can have another kind of arrangement combining both needs, such as

- free time for pupils to learn by themselves at home
- activities for those pupils who need time at school, mainly those from underprivileged socio-economic backgrounds.

4. Teachers’ professional development is another issue - they need time to work together, collaborate with each other, learn new methodologies and strategies to encourage effective learning in the classroom. This kind of work implies an additional workload that should be done after lessons at school. I learned from our partner schools how important it is to have teachers working together at school instead of working alone at home so as to provide experiences that allow teachers to plan lessons, discuss pupil performance, curricula, as well as providing encouragement and support. It would also allow teachers to share experiences and discuss pupil and school issues in a reflective way.
5. Effective communication is another important issue at school “Which is the best way to communicate with so many people in different schools and commit them to the leader’s vision and school goals?” I learned that you can change a learning community if you manage to communicate clearly with them.

## II - Internal evaluation of schools

Internal evaluation is a process recognized by all the schools and countries taking part in this project as a means to encourage a culture that promotes accountability, well understood and accepted by leaders and the school community.

Everyone agrees that internal evaluation contributes to school improvement.



As a conclusion:

Despite all the differences and similarities, I can observe that schools, headteachers and teachers from all the countries involved in the project are concerned about the future and the role of schools to help pupils face an unknown world after they leave school. Society is changing and schools have to respond to new demands, new roles and new jobs in the future. What will the world be like ten years from now?

The future starts today. Or did it start yesterday?

## **The school of my dreams... can be possible! *Angels Aguilera Peropadre***

*Escola Sant Josep de Glassanç - Spain*

In this project it is very interesting to observe the situation of other European countries in the organizational and curricular aspects of an education system. It is also very enriching and rewarding to share experiences and questions with head teachers from other schools and entities related to the education system.

From the starting point that we consider it necessary to break down the four walls of the school in order to grow up as a community and improve teaching. This project gives us as teaching capacities to do so, but something that is impossible without external, economic aids.

It is also important to emphasize the great dedication of the different institutions participating in 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 is why for me it is essential to thank them for considering my school an important part of this project.

In the same way, it is a great opportunity to carry out "waterfall training" in our schools. This means after an individual training action or experience it is important to share this new knowledge with other school members (teachers, families and pupils) with the aim of improving the teaching-learning process.

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

In all change processes there are contradictions and at this point most schools and teaching staff are trying to change methodologies without having enough prepared teachers, making them afraid of the change and sometimes even rejecting it. Administration may create spaces for teacher-training during the school timetable. In Holland I could see how the schools were making this change progressively and were mentally prepared for these teaching and learning routines as part of their culture; teaching skills and abilities that will be useful for pupils when facing real-life situations. Families must also be direct participants in this methodology change. I am not talking about versions of other countries’ educational models 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 at six in the evening. In my opinion, this fact contributes to improved family life and allows parents to have more time to spend with children. In Spain it is completely different and that is why pupils have to join extra activities at school to combine and balance their timetable with that of their family. About school autonomy; in Holland I realized they can re-structure groups and timetables as well as reinvest the money and grants they receive from the administration in what they consider more important. This trust placed in schools makes them work more comfortably and can improve individual situations and needs. In Catalonia, despite being a community with central autonomy, we have to fit into very strict models which limit our freedom.

In my school we have elaborated timetables taking into consideration pupils’ needs and priorities, providing more hours and subjects in English; hours to develop projects; writing workshops following the curricular objectives and competences. In order to guarantee 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 regarding pupils' results in external evaluations sometimes even appearing on website pages.

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

We as headteachers may know our teachers' profiles and motivate them to improve and participate in this methodological change. Taking decisions would not only be a task for the headteacher but the result of consensus and agreement among staff. In my opinion we might forget about imposition and start to realize the importance of this methodological change. After my experience as a teacher, I do not think there is enough communication or time to share what each teacher or specialist does in their own lessons. I believe it is important to find moments to reflect and it is our responsibility as headteachers to make this 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 elaborate projects in which teachers cooperate and collaborate.

How to measure and evaluate our school internally with the participation of the whole educational community is another aspect that made me think about my experience in Holland. In my school we have selection and satisfaction surveys, interviews, we collect information about complaints and also about improvement plans but we do not measure feedback or 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 schools are linked to the environment. In Spain, nursery and pre-school are quite isolated from primary. There is a close relationship with future jobs and this fact made me aware of the need for pupils to get out the classroom; to create a bond between our pupils and our environment; to create projects with other entities in our neighbourhood and shops. We created a Radio project which was spread extensively in our district; we

contacted shops and by using a “family card” our families got a discount on their shopping.

We have talked a lot about this topic but I think that as leaders we have to consider that our role in the educational institution is determinant regarding our teachers, pupils and families. The social network has to show our strengths. We must use marketing tactics because in Spain the birth rate is decreasing and this will soon be a 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 foreseeing and preventing problems that can appear in the future. For that it is also important to write down and develop action protocols.

## **A review for continuous rethinking of school, *Andrés Figueroa***

*Colegio Santa Elena -Villarejo de Salvanes - Madrid Spain*

I have realized that many things I had thought about my school were possible to get into practise but the most difficult problem was to convince teachers to be “in the same boat” as the management team was.

Many of the decisions we took were refused by teachers because they understood that the ideas and the decisions were adopted like something out of school, and I have realised that I have to talk once and again about the “mission and the vision of school” and I have to explain and live theme with all the passion I have. When teachers can understand that we all are speaking the same language and that we are talking about the future of our students and about the future of teachers and the school as institution, they begin to understand they have to be a very important part of the matter and of the solution, so they involve in the life of school and in the decision making.

I have realised that the possibility of share the leadership is not only a possibility, but a need. Twelve years ago the headmaster took all the decisions by himself, ten years ago I took the decision of create a management team, a deputy headmaster for the primary education and another deputy headmaster for the secondary education. This year

leadership has been shared with other people, so everyone in the staff feels involved in the project. We know we have to make the project better, but we have made a plan to work in a three years term to improve the shared leadership and the shared project of school

Another point was the autonomy of the centre to organize the activities, the curriculum or the methodologies. We had used our autonomy to organize curriculum, but in Spain this autonomy isn't as big as we would like. But I think we have to use all the autonomy as possible because each school is different to others and students of the school are different to the students of other school, so that we have to adapt our learning-teaching process to the students we have as much as the law make possible, not to adapt the students to the law and make all the students like clones. We must leave our comfort area to face new plans with the idea of manage the school in a different way and get the success of students. If we continue doing the same things in the same way we will always get the same results, only changing things we will get new and different results.

In the same way, we were trying to use new methodologies and new way of work with students, but our spaces were really "traditional" so it was a problem for innovation. I have seen different ways of using spaces and that different use makes possible to act with the students and makes relations between students themselves in other ways we weren't using.

Another thing I saw in the Netherlands and I think it's really good was the personal relation with the students. We are going to introduce in our school the educative coaching with students with the objective of helping them to discover their personal desires, their expectations and help them to focus in the personal way to do things to get the target.

Our relation with families has begun to change. We had lots of formal meetings with families, but now I have learnt that we can do things on a different way, no so formal but more collaborative and closer to the families and to the desire of families to be involved in the life of school. So that we have begun to have meetings with the families who want to come to school, we talk about their desires, their restlessness about the students or the school, the future... We have a cup of coffee and families are relaxed to ask the school for help in some cases or to purpose different plans or ideas.

I have learnt that enterprises and other stakeholders can help school and school must help them. School can't be apart from the society, because we must work with the students with the purpose of changing society, to make it better to people.

Another thing I have realized is that we have to "professionalize" the management of schools. Anyone of my team had been prepared to face such a difficult matter. Since the day I began managing school, I have received continues training, but it has been to solve problems I found in the way. Now I try colleagues to be trained before assuming a place in the management team.

Another point is the self-evaluation. Especially in the management team we have to evaluate our development and we have to promote the self-evaluation of the different teams at school. Traditionally we have done it in an "amateur" way, now I have seen that there is another standardized way of doing self-evaluation and that we should do that to improve results of school.

I have also "discovered" that the school can be opened to other schools, other projects, other realities, other countries... Education is not only to teach about the closest things, but to be opened to other schools with similar things to be occupied in.

This training events have create a good relation between the people involved in it, now we can use that relation to create a net of schools which can cooperate in different projects shared with the students of the different countries.

Also we can create nets with others schools near us to collaborate in the continues teacher training through the observation and the visits to other schools which could be a reference in the way of working, new methodologies, ways of solving new situations...

## How do Erasmus Projects contribute to a European vision of my leadership?, *Rosa Figueiredo*

*Penalva do Castelo Group of Schools - Portugal*

Participation in the Managing for @ School of Success project has allowed me closer contact with other experiences of school organisation, originating a different vision of organisations' functioning internally, in their relationship with the surrounding community and with central and local administration.

Concerning **internal organisation** I have paid special attention to the organisation of school time and spaces in the different schools involved. I consider there is much work to be done in this field, and much can be learned from the experiences of the partners involved in this project, particularly regarding the time pupils spend at school and consequent management of teachers' time in order to produce effective collaborative work and reduce the isolation of their practice. It has been very important to observe the dynamics that are established between top management and intermediate management and classroom functioning: opening up the classroom to other actors and it ceasing to be an isolated island. Discovering different ways of carrying out self-assessment was also an enriching experience, in that we found there are various approaches to this, depending on the internal dynamics formed and on top and intermediate management - what matters is that the actors see themselves in the processes.

As for the **school's relationship with the surrounding community**, besides top and intermediate management, this is another aspect I want to highlight in this project, as it provided me with another vision: getting out of the classroom, going to workplaces, stimulating contact with life in a real context, as school prepares for life and this is not only done with books. It was enriching to see how partners enter and interact with the school and help to define its educational project with very definite and objective medium and short-term goals.

Regarding how the **school and central and local administration** relate to each other, this experience has given me contact with other forms of school functioning, as the organisation becomes subject to effective decentralization of competences to local authorities in the area of education. At the stage in which we find ourselves, taking the first steps towards decentralization of some competences from central government to local authorities, I hope to develop competences in this domain, aiming to gain clear and sustained advances in the organisation and management of



educational resources, in quality of learning and provision of opportunities to improve citizens' levels of training.

Over a year has passed since this project began, and at this point I can say that although I am still at a learning stage, my aim is to change some procedures in my practice as leader of my organisation. These changes will be focused essentially on the classroom, as this is where everything that is most important takes place, and in my opinion, where most change is needed. I intend to promote the opening up of the classroom not only as a physical space, but also as a place to share experiences with other actors, placing the emphasis on each pupil's full development.

I hope to continue to discover and share other different forms of exercising management, as together we will more easily be able to design paths with a view to achieving the success of the school.

## 4. From the narratives to the effects on self-evaluation of schools.

This section, entitled “From the narratives to the effects on schools’ self-assessment” contains a set of key ideas, indicators and evidence inherent to the self-assessment process. This came from a task, performed by participants during the fourth training event of M@ss project. The aim of the task was not only to identify the key ideas that attracts more concerns in schools, but, mainly, to relate such concerns with indicators (already in use by schools, or not), irrespective data collection. Furthermore, the task suggested, too, the identification of connections that help to explain the key issues concerns, their indicators and problems raised by these indicators. Such identification allowed a large and deep discussion among participants regarding their practices as headteachers within their cultural environments and organizational regulations.

Two main conclusions of this task could be briefly identified as follows:

1. Schools’ self-evaluation devices struggle with indicators’ pertinence . A clear and more effective relation between indicators, their definition and meaning power seem to be a path to go in further training events.
2. Schools’ self-evaluation devices shape schools’ concerns regarding both improvement and accountability purposes. Therefore, diagnosis and control are the two aims of schools’ self evaluation, underlying key ideas.

Key Idea	Indicators	Problems	Data Collection
<b>1. To know the dimension of bullying</b>	<b>1.</b> Bullying frequency crossed with academic results <b>2.</b> The analysis of school absence (poor school results and misbehaviour can be linked to this) <b>3.</b> Experience of problems / bullying	<b>1.1.</b> Does bullying explain lower academic results, or is it the opposite? <b>1.2.</b> Separate well-being from academic rates <b>1.3.</b> Need to know if incidents of bad behaviour occurred in class or in free time. <b>3.</b> Being bullied is hard to	<b>1.</b> Class climate , safety in class / wellbeing and safety of pupils in the school <b>2.</b> Anonymous individual research (to find out and prevent problems) <b>3.</b> Anonymous individual research (to find out and

	<b>4.</b> School absence <b>5.</b> Observations from stakeholders (parents, pupils, staff etc.) <b>6.</b> Level of school's cooperation with the family	admit, being felt as one's own fault	prevent problems) <b>4.</b> linking registered school absence to school results and misbehaviour <b>5.</b> Discussions, interviews, and individual conversations
Key Idea	Indicators	Problems	Data Collection
<b>2. To monitor the reasons that explain why indiscipline occurs</b>	<b>1.</b> Indiscipline rates <b>2.</b> (Identifying) reasons for misbehaviour	<b>1.</b> Definition of indiscipline / indiscipline to whom?	<b>1.1.</b> Using charts, surveys, dialogue and training <b>1.2.</b> Analyzing data – looking at numbers of people or numbers of incidents etc. <b>1.3.</b> Triangulation of data, to make an overall conclusion.
Key Idea	Indicators	Problems	Data Collection
<b>3. Pupils should be able to use study rooms to improve their learning autonomy</b>	<b>1.</b> Pupils' and teachers' attendance rate <b>2.</b> Relation between attendance and results the pupils get at the end of the term <b>3.</b> Level of competences development during the programme <b>4.</b> Level of autonomy and self-confidence <b>5.</b> Pupils' satisfaction	<b>1.</b> Are these rates able to infer learning autonomy or simply justify the space occupancy? <b>2.</b> How can one knows that attendance is the key factor for results? <i>(or challenge:</i> Innovation in the programme content is important <i>assumption:</i> Support the pupils' autonomy and self-confidence from the earliest stages: observation of the level of satisfaction (eg.	<b>1.</b> Attendance registration <b>2.1.</b> Connecting Attendance rates and final term results <b>2.2.</b> Connecting attendance rates with subjects studied <b>4.</b> Observations of level of satisfaction <b>5.</b> Gleaning through discussion or questionnaire

		small children ☺ ☹ ) and school results will get better as well)	
Key Idea	Indicators	Problems	Data Collection
<b>4. The power of education to overcome social and economic differences that shape families and characterize students</b>	<b>1.</b> Achievement rate of lower income pupils compared with higher income pupils <b>2.</b> Financial differences of parents. <b>3.</b> Examining parents' economic success and how this affects children's achievement. <b>4.</b> Ensuring equal opportunities.	<b>1.</b> If rates are not similar between these two groups, what should the school do?	<b>1.1.</b> Survey about interests. <b>1.2.</b> Pupils' opinion, parents' involvement and activities with parents to educate those with lower incomes.
Key Idea	Indicators	Problems	Data Collection
<b>5. Measuring quality of school through parents satisfaction</b>	<b>1.</b> Parents' reasons to choose school; <b>2.</b> Parents' satisfaction	<b>1.</b> If parents have less education, will their satisfaction improve school quality?	<b>1.</b> The number of pupils applying for admission to the particular school <b>2.</b> The number of complaints (indicating the areas to be improved and problems to be solved)
Key Idea	Indicators	Problems	Data Collection
<b>6. Improve quality of informal education the school provides</b>	<b>1.</b> School time facilitating pupils' achievement. <b>2.</b> Crossing workload or attendance at informal education with pupils' achievement.	<b>1.</b> Is it the school time, or the quality of the uses of the time that favours achievement?	<b>1.1.</b> The number of pupils attending such activities, involvement in out-of-school activities such as international programmes. <b>1.2.</b> The variety of activities the school offers

			(based on some research about their needs and expectations conducted at the beginning of the school year to find out which areas are of greatest interest to them)
Key Idea	Indicators	Problems	Data Collection
<b>7. Quality of teaching, as could be observed by observing and talking with pupils in the classroom.</b>	<b>1.</b> Measuring" pupils' acquaintance with the objectives <b>2.</b> The pupils' motivation <b>3.</b> Feedback received <b>4.</b> Alignment of goals with assessment <b>5.</b> Numbers of pupils involved in a project. <b>6.</b> Perspectives of parents of the pupils involved in the project.	<b>1.</b> How to relate the "radar screen" with pupils' achievement?	<b>5.</b> Use of checklists. <b>6.</b> Use of checklists.
Key Idea	Indicators	Problems	Data Collection
<b>8. A top leadership that is truly an open and collaborative team of teachers and parents</b>	<b>1.</b> Collaborative atmosphere...is felt by teachers and parents; <b>2.</b> The alignment of goals with assessment		<b>1.</b> Peer Review system – a group of people gathering evidence and making decisions about a query the Head teacher wishes to examine. <b>2.</b> Self-reflection of the head teacher. *
Key Idea	Indicators	Problems	Data Collection
<b>9. Connected framework that includes</b>	<b>1.</b> No longer progressing is an indicator that something is not right.	<b>1.1.</b> What could be a sign of lack of progress? <b>1.2.</b> How to discover that "little thing" that is not right? <b>1.3.</b> Is there a correlation	<b>1.1.</b> Triangulation of evidence taken from all aspects of the school. <b>1.2.</b> Ensuring equal weighting of all evidence

<i>leadership, personal development, behaviour and welfare, and quality of teaching and assessment</i>		between Level A and Level B and their academic success and future financial success?	sources; e.g.; pupil voice, parental opinion, observations, analyzing data. <b>1.3.</b> Everything can be examined separately to discover which specific aspect might not be working.
Key Idea	Indicators	Problems	Data Collection
<b>10. Quality of pupils' achievement</b>	<b>1.</b> Improvement on school's previous achievement rates <b>2.</b> School rates better than national average <b>3.</b> Looking at progress TOWARDS goals <b>4.</b> Looking at progress FROM starting points (added value of particular pupils, specific classes or school as a whole)	<b>2.</b> This is an average measurement... and, like all averages, hides the singular... <b>3.</b> How and by whom are such goals settled? <b>4.1.</b> Could this indicator be calculated from the individual, class, school level or whole school perspectives? <b>4.2.</b> From how far back should such a longitudinal study be relevant?	
Key Idea	Indicators	Problems	Data Collection
<b>11. The ICT effort</b>  <b>Main question is to what extent are the school and</b>	<b>1.</b> Schools' digital resources; <b>2.</b> Teachers' training for the use of ICT in class (hours; courses, skills) <b>3.</b> Number (%) of teachers who use computers in class <b>4.</b> Frequency of the use of the ICT by teachers in	<b>1.1.</b> Necessary to think about investment in the internet infrastructure. <b>1.2.</b> Agreement is needed regarding digital competencies and programmes that are useful or promote more effective learning.	

<b>teachers prepared to provide pupils with digital learning skills?</b>	class. <b>5.</b> Types of devices used in classrooms.	<b>2.</b> What could be expected regarding teachers' digital skills? Agreement is needed regarding digital competencies.	
<b>Key Idea</b>	<b>Indicators</b>	<b>Problems</b>	<b>Data Collection</b>
<b>12. Quality of school means excellence</b>	<b>1.</b> External evaluation above 3 <sup>rd</sup> quartile <b>2.</b> Number of former pupils attending higher education courses. <b>3.</b> Participation in international projects	<b>1.</b> To what extent pupils' results are due to private lessons?	<b>1.</b> External evaluation results



## 5. Conclusion , *Isabel Serra*

This e-book is a result of the work carried out during the second year of the Management for @ School of Success (M@SS) project and focuses on the subject of Schools' Self-Assessment.

It is the product of a project involving different actors as active elements in training and intends to reach other teachers, school managers and other agents with responsibilities in the educational process. This perspective fulfils the objectives of the Erasmus+ KA2 project, which aims to work with school leaders on matters contributing to school development, sustainability, quality and pupils' fulfilment.

This e-book presents some examples of reflections arising from work done with colleagues and individually, demonstrating the diversity of tasks as well as the experiences allowed by the different educational systems, in a logic of interlinking theory and practice, and always challenging everyone to reflect constantly. The items included in the e-book represent the diversity of the team and their management experiences, in accordance with the diversity of institutions and countries involved.

Schools' self-assessment, the general topic of the e-book, allows identification of what has already been done and what has to be improved. In truth, this gives the school an opportunity to learn, providing the school community with tools to correct and improve its functioning. It provides decision-makers in education with elements to support their decisions and gives school users elements that allow clearer interpretation of the quality of teaching establishments, guiding choices and interventions.

Schools with better results generally follow self-assessment procedures coherent with the development of their projects, and have strong leadership with skills in collaborative and relational sharing.

The concepts, topics and ideas developed by the partners in relation to schools' self-assessment are evident in their references to assessment. The "Narrative Memories" illustrate the vision, learning, reflection and change processes promoted through experience of the project. Finally, "From the narratives to the effects on schools' self-assessment" lists a number of key ideas, indicators and evidence inherent to the self-assessment process.

Understanding schools, regarding self-assessment processes and their principal concerns, was a permanent process of analysis. The intention was to identify the educational policies and the general vision of self-assessment in each partner country.

What are each school's strategies to develop educational quality, promote improved results and provide an overall response of quality, from a perspective of integrating the pupil as a citizen equipped with the skills for the 21st century?

The main characteristics of schools' self-assessment processes in the participating countries were revealed: the models, instruments, descriptors and indicators used, the participants and the implementation process.

Identifying the strengths, weaknesses, opportunities and threats regarding the self-assessment process, in the different schools, remains as a challenge for other reflections.