QUALITY FOR INNOVATION

Piloting change through Q4I:
The case of Greece

PILOTING PROCESS

❖ Definition phase

❖ Achievement phase

❖ Evaluation phase

DEFINITION PHASE (1)

o Recruitment of schools.

o Through the *Programme for School Innovation* (PFSI) (already described in the D1.3 Synthesis Report, p.19-20) we invited schools to take part in the Q4I project.

o Selection criteria (schools with experience in programmes, active in the last 3 years, interested in European projects, active teachers).
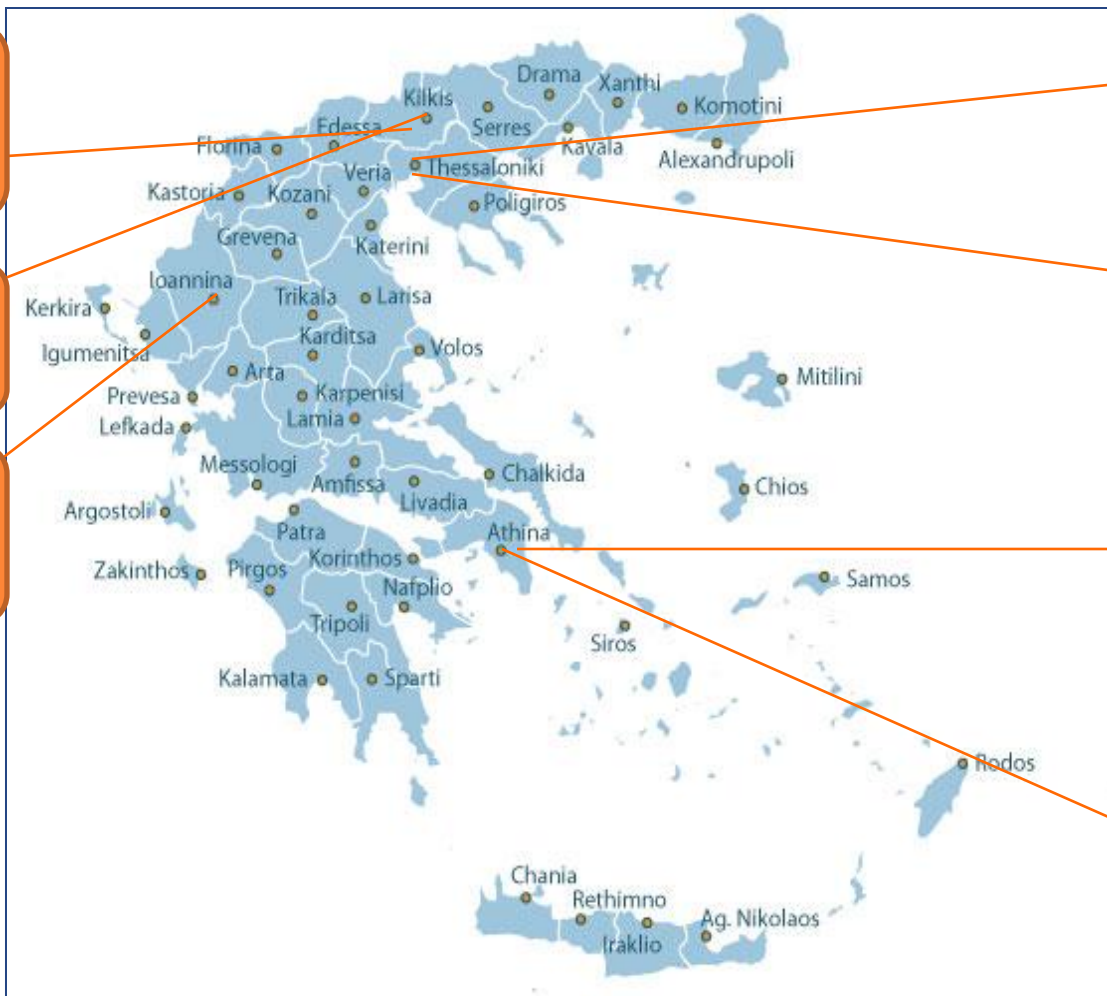
Q4I GREEK PILOTING SCHOOLS

5th kindergarden Kalivia, Pella

2nd Gymnasium Kilkis

5th Gymnasium Ioannina

Aristotelio Gymnasium

Aristotelio Lyceum

A Arsakeio Gymnasium Psychiko

Byron College the British International School

DEFINITION PHASE (2)

- In February 2014 (Athens, Thessaloniki) workshops were organized in order to introduce the Q4I programme to schools and stakeholders.

- Within the *Programme for School Innovation* (PFSI) a special session was held to introduce it (e.g. programme tools, Q4I model, invitation, website, SAC).

DEFINITION PHASE (3)

o An experienced trainer was launched as the facilitator for the Q4I project.

o Guidelines were given for the Self assessment questionnaire (SAC).

o The trainer helped the teachers to understand the objective of the SAC, through the 4 engines of change.

o Mapping of school needs through the SAC.

o Discovering and realizing strengths and weaknesses of the school.

o Settings objectives, planning the activities.

Filling the SAC

Preliminary results

SECTION 1 – Positioning the school in its context

- The 7 schools participating cover different geographical and economical parts of Greece.
- Most of them are autonomous in their decisions (83%).
- The majority are small schools, but there are also average and a large one.
- The majority are located in a fully urban context and they are both public and private.
- Type of education: Early years Foundation Stage (EYFS), Primary, Secondary.
- Most of them are frequently active in innovation initiatives taken at regional/national/European level (83%).

SECTION 2 – Institutional development and management processes

- The schools mainly have few strategic development lines (83%).
- Objectives and results are partially defined and measured (83%).
- Stakeholders are involved only at consultative level (100%).
- Some schools have QA system and other don't (60%).
- Learners are in the centre of strategy (100%, same answer from all schools).
- Teachers are never rewarded for above average performance.
- Learners do not influence rating of teachers (67%).

SECTION 3 – Quality Assurance practices in educational processes

- None of the schools have a quality manager. (100%)

- Diagnostic evaluation testing for their students is a common practice (83%).

- They systematically plan their teaching by setting specific annual learning objectives for the students of their class and for each teaching unit (100%, same answer from all schools).

- They frequently reorganise their teaching material (83%).

- They frequently cooperate with other teachers (100%).

- Sometimes they propose self-evaluation models to students (67%).

- All schools have an improvement plan in place (100%).

SECTION 4 – Innovation priorities and processes

SECTION 4.1– Competence development and recognition

- The schools have (67%) or partially have (33%) implemented a strategy development plan.

- They partially (50%) recognise learning outcomes achieved informally and out of the school environment.

SECTION 4.2 – ICT in teaching and learning

- Internet access to students is not offered by all schools.

- In general, students personal devices are used sometimes for learning purposes.

- ICT are mainly used to access existing teaching materials (repository) for lessons, to create new content/teaching material for lessons, to prepare exercises and tasks for students, to post homework that students will access out of school, for pupils to store/share their work, to communicate with parents, for wikis, blogs, podcasting, social networking.

SECTION 4 – Innovation priorities and processes

SECTION 4.3 – Inter – Culturality

- The school apply a strategy to cope with cultural diversity of its learners.
- The school include foreign inputs/stakeholders in the educational activities.
- The school actively promote the development of inter-cultural communications skills among teachers and learners.
- The school promote international mobility of students and teachers.

  (67-83%)

SECTION 4.4– Creativity and Innovation

- All schools foster a culture within which people are encouraged to try new ideas (83%).
- Some schools concretely encourage and reward creativity and innovation of teachers.
- All schools concretely encourage and reward creativity and entrepreneurial behaviour by student (100%).
- Schools partially allow a high degree of personalisation of learning paths to support individual interests and talents (83%).

SECTION 5 – Assessment, monitoring and improvement

- Schools partially define a set of key performance indicators (50%).

- These indicators are partially monitored (50%).

- The monitoring activity collects input partially from students and families, teachers, employers. Benchmarking school partners and governing bodies are not used.

- The results of monitoring and assessment are used (50%) or are partially used (33%) for decision making.

SECTION 6 – Role of stakeholders/peers (incl. international) in QA and innovation processes

- The school implement an overall strategy to collaborate with the local community (50%).

- The school involves partially parents and representatives of the local society in the school activities (50%).

- The school co-operates with enterprises and other educational institutions (universities, museums, libraries, etc) (100%, same answer from all schools).

- The school encourages students to take part in volunteering activities where they learn to help other people and are encouraged to build up knowledge in a practical field. (100%, same answer from all schools).

STATE OF THE ART MAY 2014

- Self assessment questionnaire (SAC)

  (already collected)

- Activity Planning Template

  (already collected)

- Closing of the activity

  (end of school year with final exams)

- Activity Implementation Evaluation Template

  (will be collected by end of June)

Do you have any questions?

THANK YOU

GEORGIA BALAOURA, HAEd

gbalaoura@haed.edu.gr

International Conference, Valencia
May 22th 2014