



# Quality for Innovation in European Schools

## Piloting change through Q4i: Some experiences from Spanish Schools

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# Structure of this presentation

- **Brief presentation of mt Group**
- **Some remarks about the Q4I Model for school innovation**
- **The Q4I Pilot Process in Spain**
  - **Definition Phase**
    - **Participating schools (main characteristics)**
    - **Self-Assessment findings**
  - **Achievement Phase**
    - **Implementation of improvements**
  - **Evaluation Phase**
    - **Preliminary results**

# Experiencias únicas de aprendizaje





**mt** educación  
y formación  
experiencias únicas de aprendizaje



**nexolang**  
asesoría para educación  
en multilingüismo



**redespacios**  
gestión espacios singulares



**e-dupolis**  
cultura, turismo y ocio

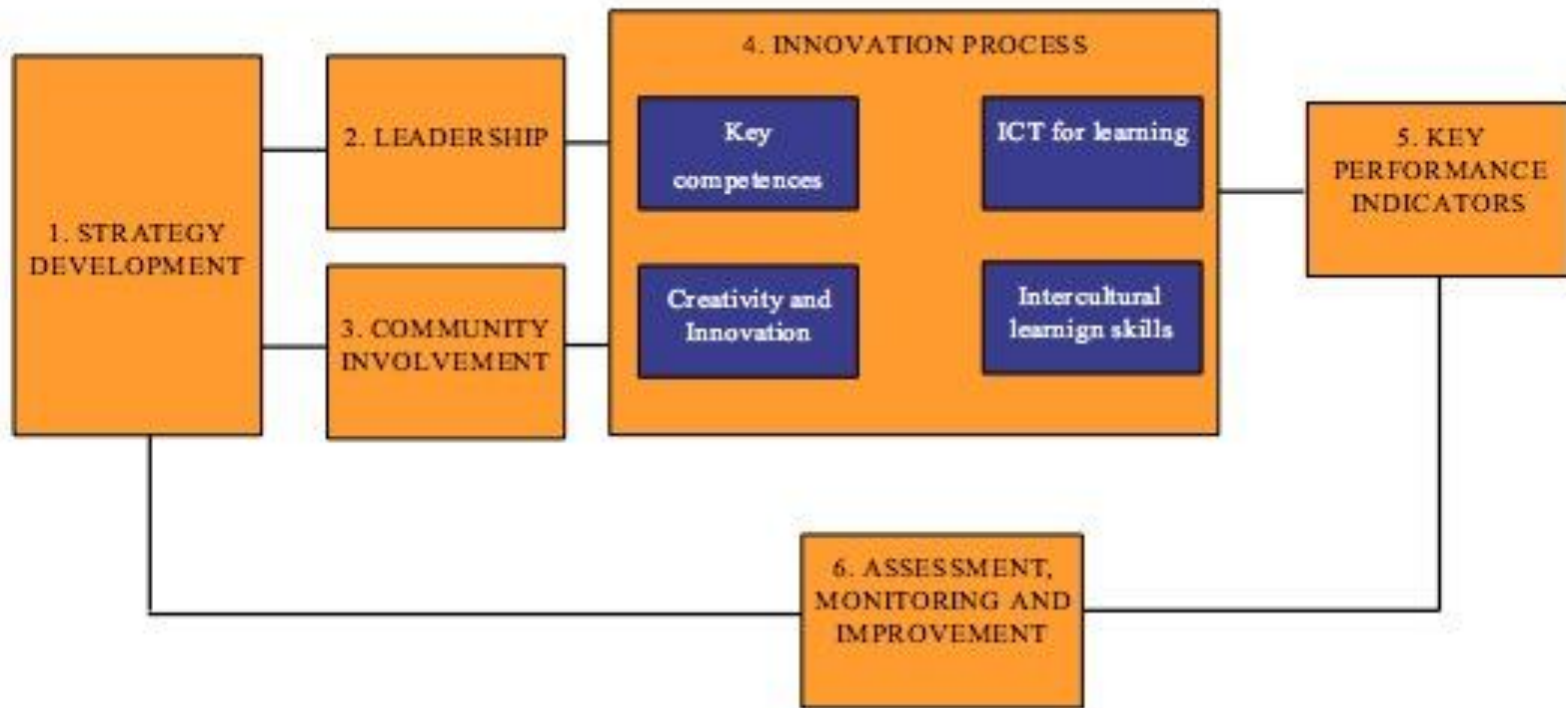
**grupo**  
**mt**  
dedicados a ti



# The Model

# The Q4I model for school innovation

The Q4I Model is based on four "**engines of change**" and structured around six "**areas of change**" and it has been inspired by the EFQM Framework, but starting from schools specificities.



# The Q4I model for school innovation

The Q4I **areas of change** are:

- **Strategy** Development
- **Leadership**
- **Community** involvement
- **Innovation** Process
- Key Performance **Indicators**
- **Assessment, Monitoring and Improvement**

The Q4i **engines of change** are:

- **Key competences** for lifelong learning.
- The use of **ICT** to support learning processes.
- **Creativity and innovation** attitudes and skills.
- **Inter-cultural learning skills.**

**Areas** and **engines** of change are **interconnected within the model**. The core of the model is the **Innovation Process** (where the four engines are placed).

# The Pilot Process



## The Q4I Pilot Process. Definition Phase

**DEFINITION PHASE:**  
Self diagnostic exercise  
Kick Off Meeting

Questionnaire and good practices, Action Plan, Transformation Map

**ACHIEVEMENT PHASE:**  
School individual "Project work"

Monitoring meetings  
Schools collaboration activities, Project template, Reporting templates

**EVALUATION PHASE:**  
School individual "Project work"

Final meeting, sustainability plan, Certificate

# **The Pilot Process**

**Where do we stay?**

## The Q4I Pilot Process. Definition Phase

**DEFINITION PHASE:**  
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Kick Off Meeting

Questionnaire and good  
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Transformation Map

**ACHIEVEMENT PHASE:**  
School individual "Project  
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Schools collaboration  
activities, Project template,  
Reporting templates

**EVALUATION PHASE:**  
School individual "Project  
work"

Final meeting, sustainability  
plan, Certificate

## The Q4I Pilot Process. Participating schools

- **CEIP ALBAIT** (PUBLIC SCHOOL). 225 school places
- **CIPFP MISLATA** (PUBLIC SCHOOL). 1200 school places
- **COLEGIO HERNÁNDEZ** (PRIVATE SCHOOL -PUBLICLY FUNDED-). 366 school places
- **COLEGIO PALMA** (PRIVATE SCHOOL -PUBLICLY FUNDED-). 434 school places
- **COLEGIO VIRGEN DEL CARMEN** (PRIVATE SCHOOL -PUBLICLY FUNDED-). 354 school places.
- **IES LEONARDO DA VINCI** (PUBLIC SCHOOL). 1340 school places
- **IES SALVADOR GADEA** (PUBLIC SCHOOL). 1230 school places

**Total school places: 5149**



## The Q4I Pilot Process. Levels of education

- **PRE-PRIMARY:** PRE-PRIMARY EDUCATION
- **PRIMARY:** PRIMARY EDUCATION
- **SECONDARY:** SECONDARY EDUCATION
  - CSE: COMPULSORY SECONDARY EDUCATION
  - BAC: BACCALAUREATE
- **VOCATIONAL EDUCATION & TRAINING (VET)**
  - INTERMEDIATE VOCATIONAL TRAINING
  - ADVANCED VOCATIONAL TRAINING



# The Q4I Pilot Process. Self Assessment Questionnaire Structure

**SECTION 1 – POSITIONING THE SCHOOL IN ITS CONTEXT**

**SECTION 2 – INSTITUTIONAL DEVELOPMENT AND MANAGEMENT PROCESSES**

**SECTION 3 – QUALITY ASSURANCE PRACTICES IN EDUCATIONAL PROCESSES**

**SECTION 4 – INNOVATION PRIORITIES AND PROCESSES**

**4.1 COMPETENCE DEVELOPMENT AND RECOGNITION**

**4.2 ICT IN TEACHING AND LEARNING**

**4.3 INTER-CULTURALITY**

**4.4 CREATIVITY AND INNOVATION**

**SECTION 5 – ASSESSMENT, MONITORING AND IMPROVEMENT**

**SECTION 6 – ROLE OF STAKEHOLDERS IN QUALITY ASSURANCE AND INNOVATION PROCESSES**

# The Q4I Pilot Process. Self Assessment Questionnaire findings

## SECTION 1 – POSITIONING THE SCHOOL IN ITS CONTEXT

- **Small size** 71,43% vs. Large size 28,57%.
- **Mixed location:** fully urban context (large or medium size city) 28,57% vs. semi-urban context (town) 42,86% vs. rural or scarcely populated area 28,57%.
- **Different levels of autonomy in its decisions:** Largely autonomous 28,57% vs. Partially autonomous 57,14% vs. Fully depending on decisions taken at a higher level 14,29%.
- **Mixed types of schools:** Public 57,14% vs. Private non-profit 42,86%.
- The schools are **frequently actives in innovation initiatives** taken at regional/national/European level 71,43%

# The Q4I Pilot Process. Self Assessment Questionnaire findings

## SECTION 2 – INSTITUTIONAL DEVELOPMENT AND MANAGEMENT PROCESSES

- Some schools have a few **strategic development lines** but not formalised 42,86% and it is implemented to a large extent 42,86%.
- The **objectives and expected results** are **partially defined** and measurable 42,86% or **clearly** defined and measurable 57,14% (and similar percentages in deployment with yearly activity plans).
- The schools mainly involve **internal stakeholders** in decision making concerning strategic objectives 57,14%.
- The schools have **QA systems** in place 85,71%.
- The schools put **learners** at the **centre of its strategy and classroom activities** and recognise the importance of **emotional well being** of students 100%.
- **Teachers** are sometimes **rewarded** for above average performance 85,71%.
- Some **teachers** have personal **development plans** 71,43%.
- The **Management** believe and practice **participative leadership** partially 57,14% vs. completely 42,86%



# The Q4I Pilot Process. Self Assessment Questionnaire findings

## SECTION 3 – QUALITY ASSURANCE PRACTICES IN EDUCATIONAL PROCESSES

- The schools have **a quality manager** 85,71%.
- Teachers normally use **diagnostic evaluation testing** for their students 71,43%.
- Teachers **systematically plan their teaching** by setting specific annual learning objectives for the students of their class 100% and learning objectives for each teaching unit 85,71%.
- Teachers **frequently evaluate** whether the **teaching and learning objectives are met** (On a continuous basis 28,57% vs. Every 1 month 57,14%).
- Teachers frequently create and/or re-organize **original education material** 71,43%.
- Teachers frequently **cooperate with other teachers** 71,43%
- The schools have an **improvement plan** in place 100%.
- All **working processes** formally documented 85,71%.
- **Stakeholders' feed-back** collected and used 85,71%.

# The Q4I Pilot Process. Self Assessment Questionnaire findings

## SECTION 4 – INNOVATION PRIORITIES AND PROCESSES

### 4.1 COMPETENCE DEVELOPMENT AND RECOGNITION

- The schools have implemented a **strategy** to develop:
  - The **competence to learn** 71,43%
  - **Social competences** 57,14%
  - **Problem solving competences** 57,14%
  - **Team work competences** 42,86%
  - **Active citizenship competences** 42,86%
  - **Student's diversity recognition** 57,14%

### 4.2 ICT IN TEACHING AND LEARNING

- The schools offer **internet access** to students 71,43%.
- The schools use **ICT** for the following activities in their work for/with the target class **at least once a week**:
  - To **access** existing **teaching materials** (repository) for lessons 85,71%
  - To **create** your own new **content/teaching material** for lessons 57,14%.
  - To **prepare exercises and tasks for students** 71,43%.
  - To post **homework** that students will access out of school 42,86%
  - For pupils to **store/share their work** 42,86%.
  - To provide **feedback** to pupils **about their work** 14,29%.

# The Q4I Pilot Process. Self Assessment Questionnaire findings

## SECTION 4 – INNOVATION PRIORITIES AND PROCESSES

### 4.3 INTER-CULTURALITY

- Some schools apply a **strategy** to cope with **cultural diversity** of its learners 57,14%.
- Some schools include foreign inputs/stakeholders in the educational activities 42,86%.
- Some schools actively promote the development of **inter-cultural communications skills** among teachers and learners 42,86%.
- The schools promote **international mobility** of students and teachers 71,43%

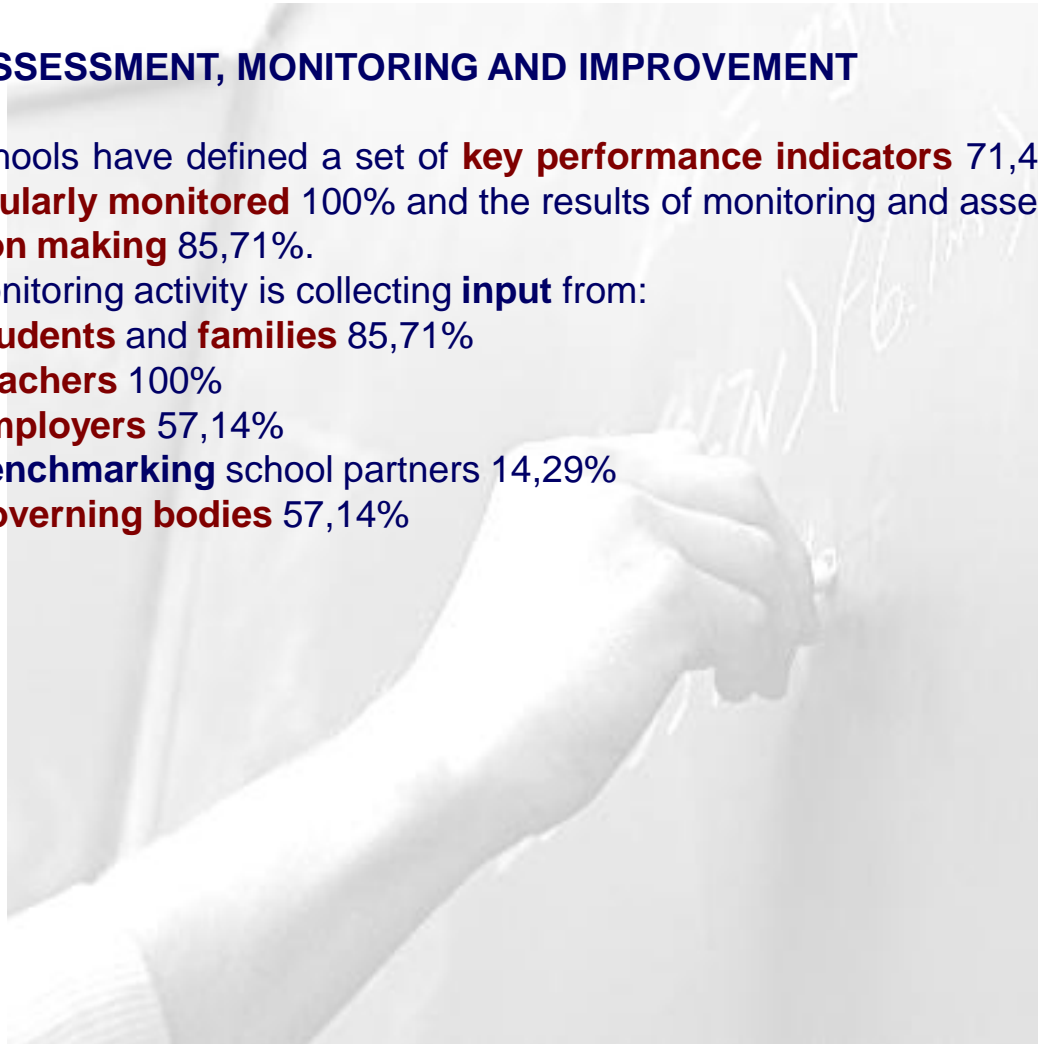
### 4.4 CREATIVITY AND INNOVATION

- The schools foster a **culture** within which people are encouraged to **try new ideas**, feel
- motivated to make **suggestions**, have their **successful innovations recognised** and believe there will be a **positive response** to their good ideas 71,43%.
- The schools concretely encourage and rewards **creativity and innovation of teachers** 42,86% and partially 57,14%.
- Some schools concretely encourage and rewards **creativity and entrepreneurial behaviour by student** 28,57% and partially 71,43%.
- Some schools allow a high degree of **personalisation of learning paths** to support individual interests and talents 28,57% and partially 28,57%.

# The Q4I Pilot Process. Self Assessment Questionnaire findings

## SECTION 5 – ASSESSMENT, MONITORING AND IMPROVEMENT

- The schools have defined a set of **key performance indicators** 71,43%, these indicators are **regularly monitored** 100% and the results of monitoring and assessment are **used for decision making** 85,71%.
- The monitoring activity is collecting **input** from:
  - **Students and families** 85,71%
  - **Teachers** 100%
  - **Employers** 57,14%
  - **Benchmarking** school partners 14,29%
  - **Governing bodies** 57,14%



# The Q4I Pilot Process. Self Assessment Questionnaire findings

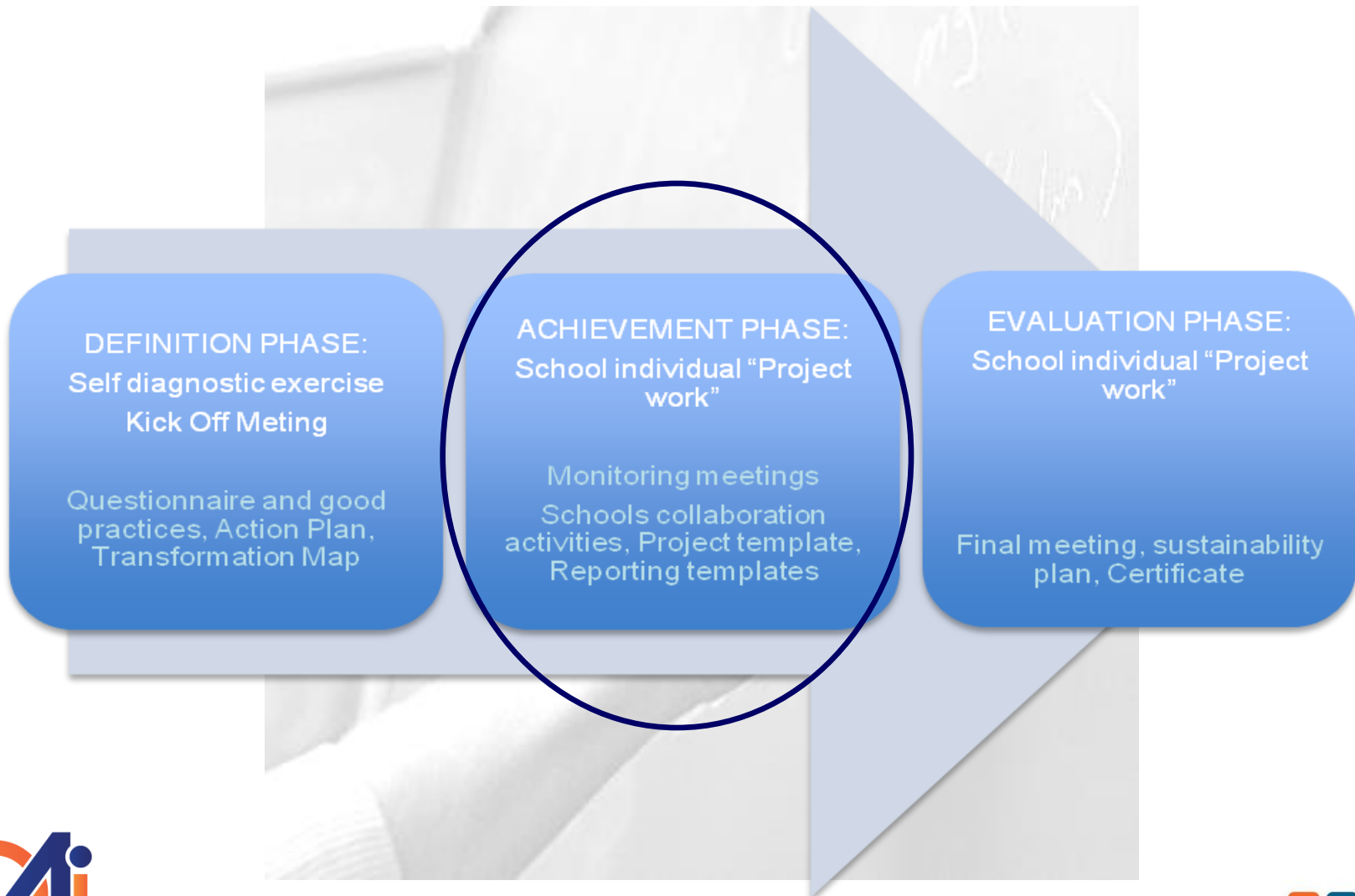
## SECTION 6 – ROLE OF STAKEHOLDERS IN QUALITY ASSURANCE AND INNOVATION PROCESSES

- The schools implement an overall **strategy** to collaborate with the **local community** 85,71%.
- The schools **involve parents and representatives of the local society** in the school activities 71,43%.
- The schools **co-operate with enterprises and other educational institutions** (universities, museums, libraries, etc.) 100%.
- The schools encourage **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 57,14%

# **The Pilot Process**

**Action!**

## The Q4I Pilot Process. Achievement Phase



# The Q4I Pilot Process. Implementation of improvements

**23 ways of improvement launched in spanish schools.**

**Engines** where change takes place:

- **Key competences for lifelong learning: 10** (43,88%).
- **Use of ICT to support learning processes: 6** (26,09%).
- **Intercultural learning skills: 2** (8,70%).
- **Creativity and innovation attitudes: 5** (21,74%).

**Scopes** where change takes place:

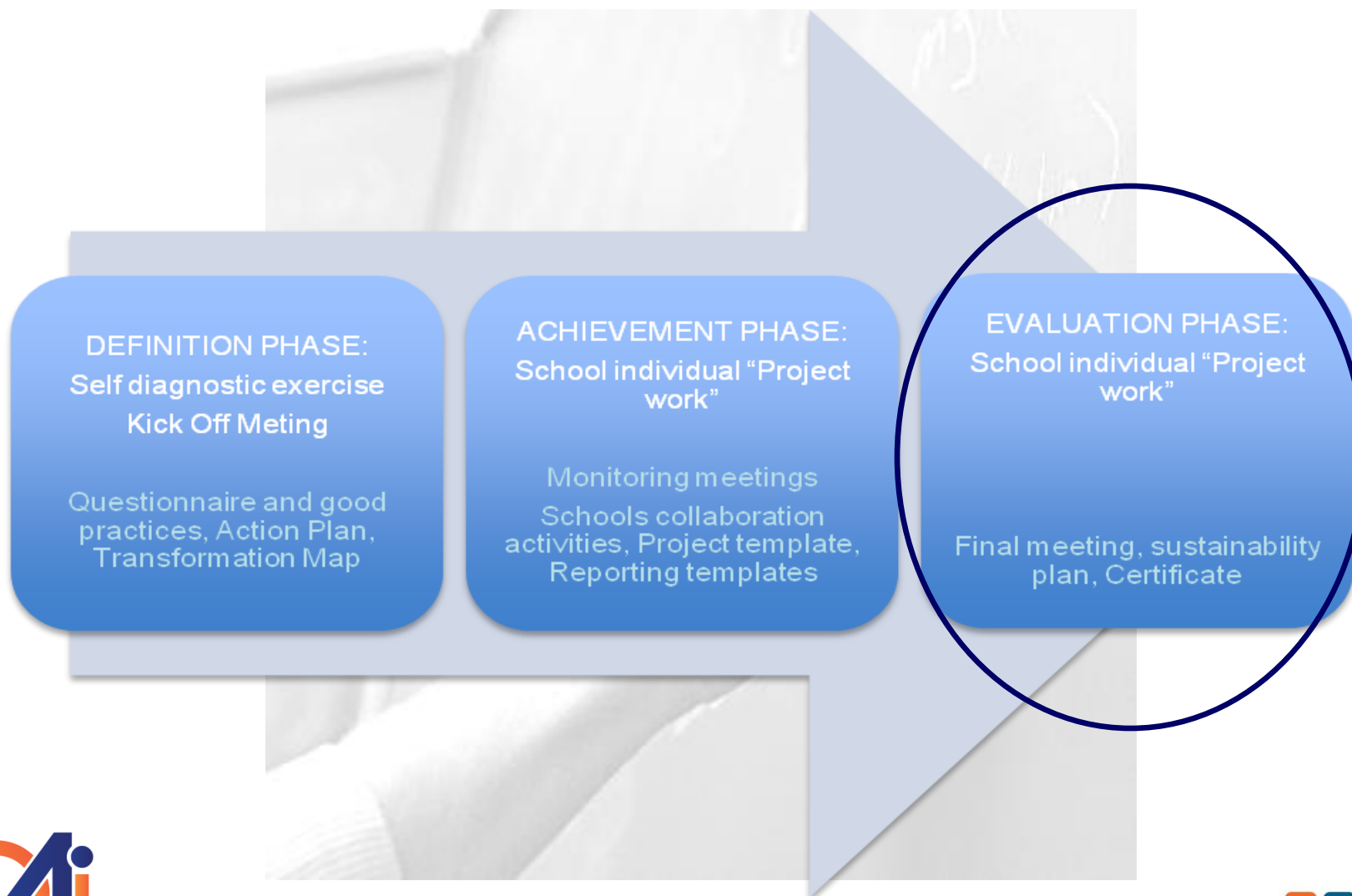
- **Curriculum development and methodology** (Teaching-learning process, teaching practice in the classroom, teaching materials and resources, technical criteria and assessment tools): **10** (43,88%).
- **Organizational and operating scope** (Coordination of teaching teams, grouping, time organization and performance standards ): **3** (13,04%).
- **Community scope** (Relations within the school and relationships between families and environment): **5** (21,74%).
- **Professional development and training** (Staff professional training needs): **5** (21,74%).



# **The Pilot Process**

**How about changes?**

## The Q4I Pilot Process. Evaluation Phase



## The Q4I Pilot Process. Preliminary results

- **Deployment degree\***: 75,08%
- **Impact reached\***: 66,29%

- \* **Deployment degree**: This indicator values if **improvements are implemented**, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.
- \* **Impact reached**: This indicator seeks to determine whether improvements that have been implemented have been viable, if it really have fulfilled the objectives and if the **impact on the school is real**.

**Thank you very much for your attention**