



EMPOWER

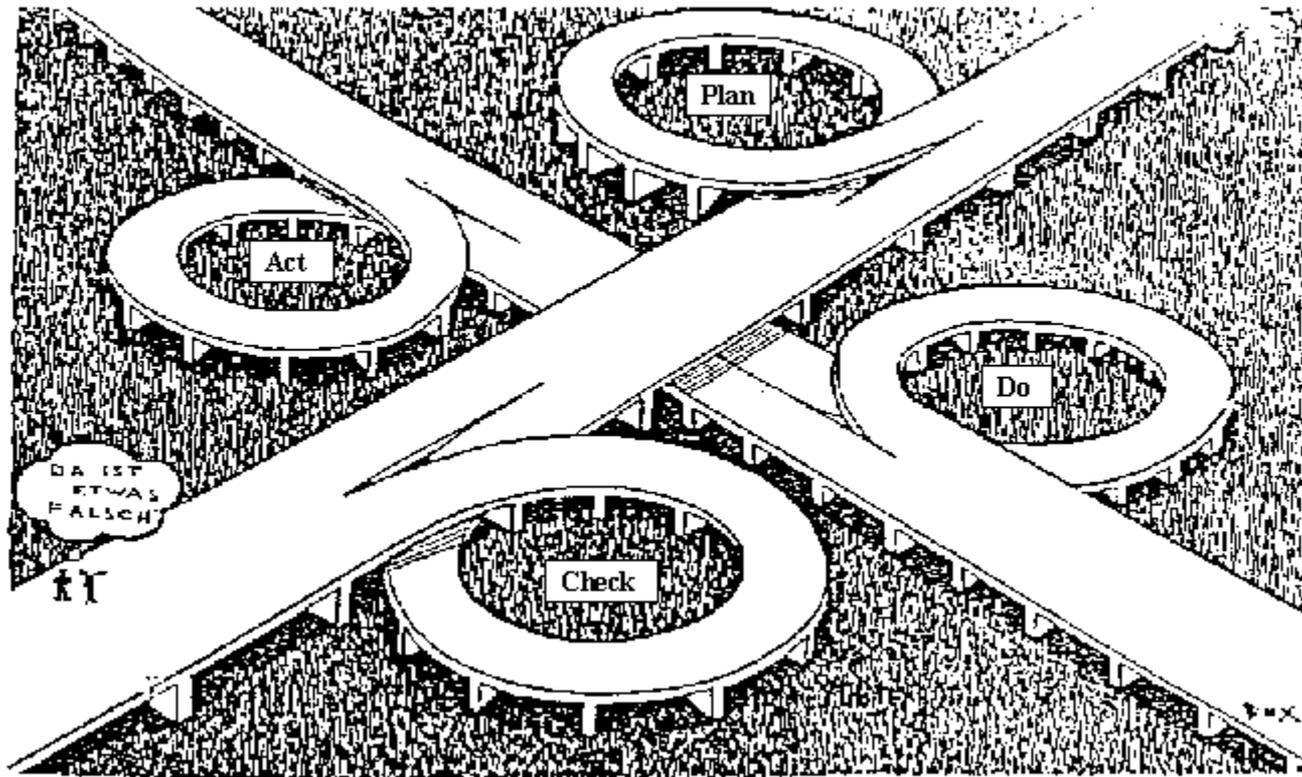
EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



PCDA





EMPOWER

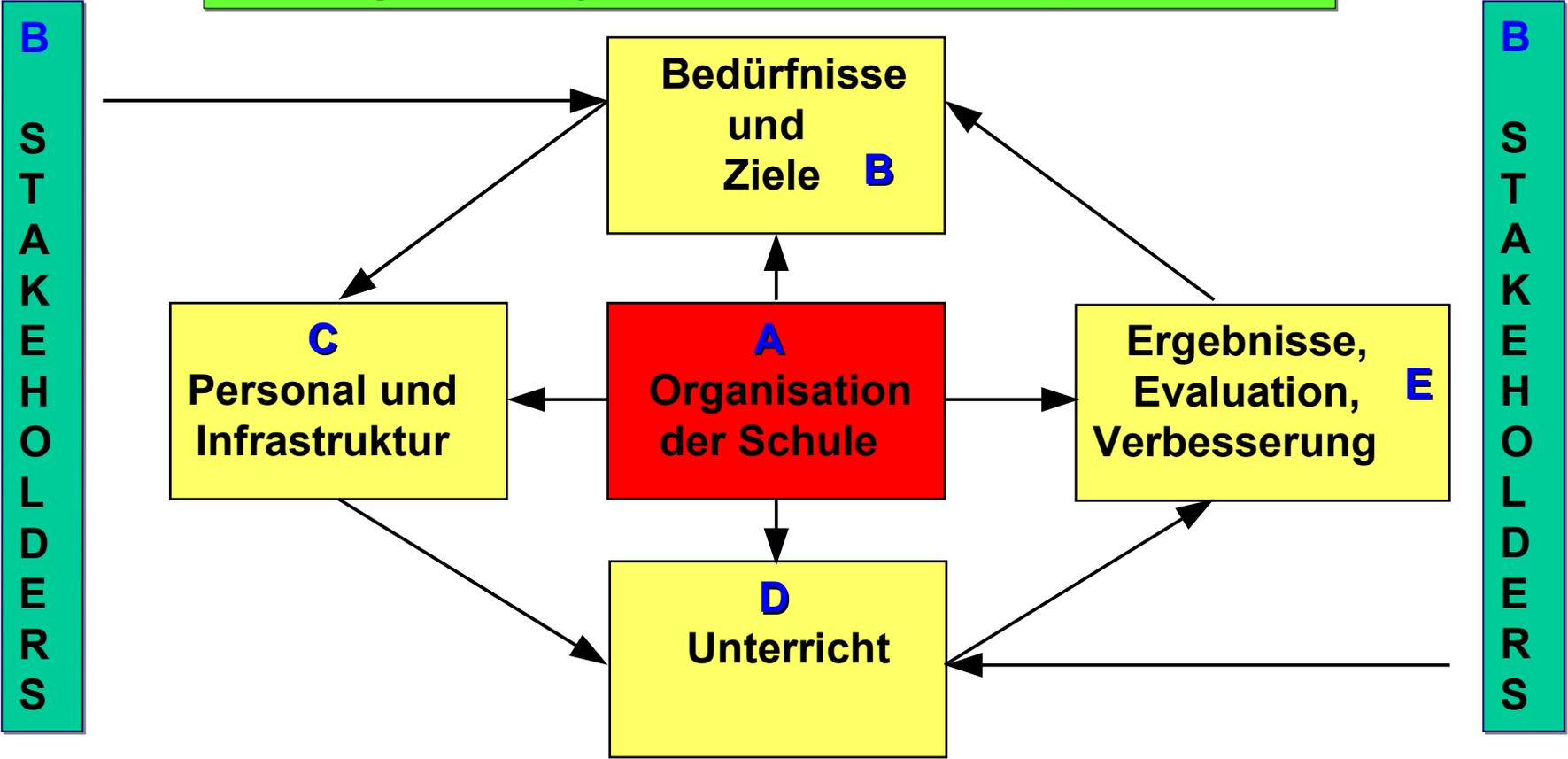
EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Management system continuous improvement





EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

A	Organisational system	Management system Responsability Review
B	Needs and objectives	Stakeholder needs Policies and overall objectives Learning objectives
C	Resources	Human resources Infrastructures
D	Training process	Supply and learning Design and development Context services
E	Results, analysis and improvement	Assessment system PDCA cycles



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

A	Organisational system	Management system Responsability Review
B	Needs and objectives	Stakeholder needs Policies and overall objectives Learning objectives
C	Resources	Human resources Infrastructures
D	Training process	Supply and learning Design and development Context services
E	Results, analysis and improvement	Assessment system PDCA cycles



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

Dimension “B” of Assessment

REQUIREMENTS AND OBJECTIVES



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



<p>B1. STAKEHOLDER NEEDS</p> <p>Taking into account the social and economic context in which the course takes place and the vulnerable learners, the institute has to draw up documents that clearly define the training needs (cultural, scientific and technical), as well as current and future employment and integration issues.</p>	<p>B1.1 What are the stakeholder needs and where have they been specified?</p>	<p>a) Stakeholder needs have been defined (b1) b) Line Committee exists (obligatory requirement of Empower 2006) c) Methods and frequency of stakeholder meeting (b2) d) List of stakeholder needs (b3) e) Reason to improve an existing course or to create a new one with a greater emphasis on disadvantaged students' needs (b4)</p>
---	---	---

- (b1) Among the possible stakeholders (for example: school, students, families, university, teaching staff, economic organisations, enterprises, professional organisations, public bodies, cultural bodies that represent the region where the institute is located, ...), specify only the needs of those that form the actual target group.
- (b2) Specify the methods (for example: regular meetings, research carried out using questionnaires, interviews, focus groups, ...) by which stakeholder needs are assessed and indicate the periodicity of communications (for example: annually, at fixed dates, ...).
- (b3) Specify the needs formulated by the individual stakeholders.
- (b4) Reasons must include:
 - Reasons why the course/school was chosen
 - **Trends relating to the enrolment of disadvantaged students**
 - Employment perspectives related to past experiences on the basis of analyses and surveys conducted on the labour market
 - Availability of suitable human resources in terms of teachers and other support staff (e.g. tutors, coaches etc.), availability of other useful resources (classrooms, laboratories, libraries, etc).



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



<p>B2. Policies and training objectives The course/school must clearly define its general teaching objectives (i.e. for what role the institution prepares its students) and also indicate what documents these objectives are based on, in order to draw up professional figures and policies (which have to be consistent with stakeholder needs).</p> <p>The target figures and the policies carried out by the school should be in line with the integration of disadvantaged students in the job world. These general teaching objectives have to be communicated to and understood by all school staff and all stakeholders.</p>	<p>B2.1 Has the course/ school specified general teaching objectives in keeping with the stakeholder needs to ease the transition into the employment market for the disadvantaged students?</p>	<ul style="list-style-type: none"> a) General teaching objectives for students (b5) b) Professional perspectives (b6) c) Teaching objectives are consistent with stakeholder needs (b7) d) Methods used by the school to ensure that general objectives have been communicated to and understood by school staff and other stakeholders.
<p>BORG 15 EHS</p>	<p>B2.2 Has the course defined its own policies (in particular those relating to immigrants) in accordance with the stakeholder needs?</p>	<ul style="list-style-type: none"> a) Objectives and guidelines (policies) relating to students, in particular to disadvantaged students (b9) b) Objectives and guidelines (policies) relating to teaching and support staff(b10) c) Objectives and guidelines (policies) relating to infrastructures (b11) d) Objectives and guidelines (policies) relating to the employment market (b12) e) Objectives and guidelines (policies) relating to teaching (b13) f) Objectives and guidelines (policies) related to contextual services (b14) g) Methods used by the school to ensure that policies have been understood by school staff and other stakeholders (b8)



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

- (b5) The “roles” students are prepared for refer to the work that students will be able to do and the employment positions they will be able to fill during their first years in employment.
- (b6) Specify the sector in which students could work during their first years in employment.
- (b7) Provide evidence that the general teaching objectives are consistent with the needs of the stakeholders specified (cf. B1.1).
- (b8) Specify how the course ensures that policies and training objectives are deployed and understood by teachers and other school staff as well as all other stakeholders.
- (b9) For example:
- Basic knowledge required; terms of admission
 - Objectives relating to the type of students and/or their geographical origin
 - Objectives relating to the recorded number of new students (both autochthonous and immigrant), rejection rates, students’ career progress, study time until graduation
- (b10) For example:
- Trends relating to regular teaching staff qualifications (for example: teaching qualifications, professional qualifications, ...)
 - Trends relating to the employment of teachers with a vocational background
 - Trends relating to the employment of internal/external teaching support staff
 - Trends relating to the employment of technical/administrative staff
- (b11) For example:
- Trends relating to the adjustment/update of teaching equipment (for example: multimedia equipment, ...)
 - Trends relating to the use of external laboratories/ equipment
 - Trends relating to secretarial services that are provided by the students themselves.
- (b12) For example :
- Trends relating to the importance given to the employment market
- (b13) For example:
- Supply different teaching curricula within the same course (for example: a mostly vocational curriculum, a mostly academic curriculum (orientated towards future academic study, e.g. at university level)
 - On-site teaching, distance teaching...
 - Trends relating to the balance between theory and practice
- (b14) For example:
- Development strategies employed for the course, guidance services provided during the first school year , ongoing assistance and tutoring services, work experience schemes, international partnerships, job placements for graduates (see D3).



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

<p>B3. LEARNING OBJECTIVES</p> <p>The course must define its learning objectives in accordance with its teaching objectives. The learning objectives must be specific, measurable, realistic, and achievable within a timeframe that corresponds to the length of the course.</p> <p>The learning objectives must be ambitious and tightly scheduled. The learning objectives must be defined in terms of knowledge (what the students are required to know), capabilities (what the students are able to do), behaviours (how the students should behave at the end of the teaching process).</p>	<p>B3.1 Has the course defined its learning objectives in accordance with the training objectives ?</p>	<p>a) Learning objectives in terms of:</p> <ul style="list-style-type: none">-knowledge (b15)-capabilities (b16)-behaviours (b17) <p>b) Consistency with training objectives (b18)</p> <p>c) Achievement of diploma in IT and language skills (obligatory Empower 2006 requirement; key factor in Empower model)</p> <p>d) Comparison with the learning objectives defined for similar courses (b19)</p>
---	--	---



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

- (b15) In particular:
 - Basic knowledge
 - Core knowledge
 - Related or integrative knowledge
 - Necessary know-how and skills for graduate work placements (for example: language skills, IT skills...), learning objectives indicated by the Ministry or other centralised educational institutions
- (b16) In particular:
 - Employable skills
 - Ability and willingness to continue learning
 - Soft and interpersonal skills: communication skills, social skills (to be able to work in a group, to be able to manage and co-ordinate other people,...), decision-making and negotiating skills...
- (b17) For example: ethics, sensitivity towards an organisation's social responsibility, awareness of the risks of technology, sensitivity towards environmental issues, safety issues, intercultural issues...
- (b18) Provide evidence that the learning objectives were drawn up in accordance with the teaching objectives.
- (b19) Specify whether the course has measured its learning objectives against those of similar courses to determine the value of the teaching content and to work out the special characteristics of the course in question. Report the results obtained in this comparison.



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

Interventions and Measures based on EMPOWER.MENT

Procedure:

1st self assessment report:

- >> SWOT-analysis
- >> SMART objectives

Implementation of measures

2nd self assessment report

- >> new SWOT-analysis
- >> revised SMART objectives

>> Continuous Improvement Process



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

SWOT:

Strengths/Stärken

Weaknesses/Schwächen

Opportunities/Chancen

Threats/Gefahren

<http://www.bizstrategies.biz/swot-analysis.html>

<http://pm-blog.com/2007/05/24/swot-analyse-im-projektmanagement/>



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



<i>Strengths</i>	<i>Weaknesses</i>
Gut eingespieltes, motiviertes Team	Hohe Belastung durch Mehrdienstleistungen
<i>Opportunities</i>	<i>Threats</i>
Wachsende SchülerInnenzahlen	Bevorstehender Wechsel des LSI

Fiktives Beispiel einer SWOT-Analyse

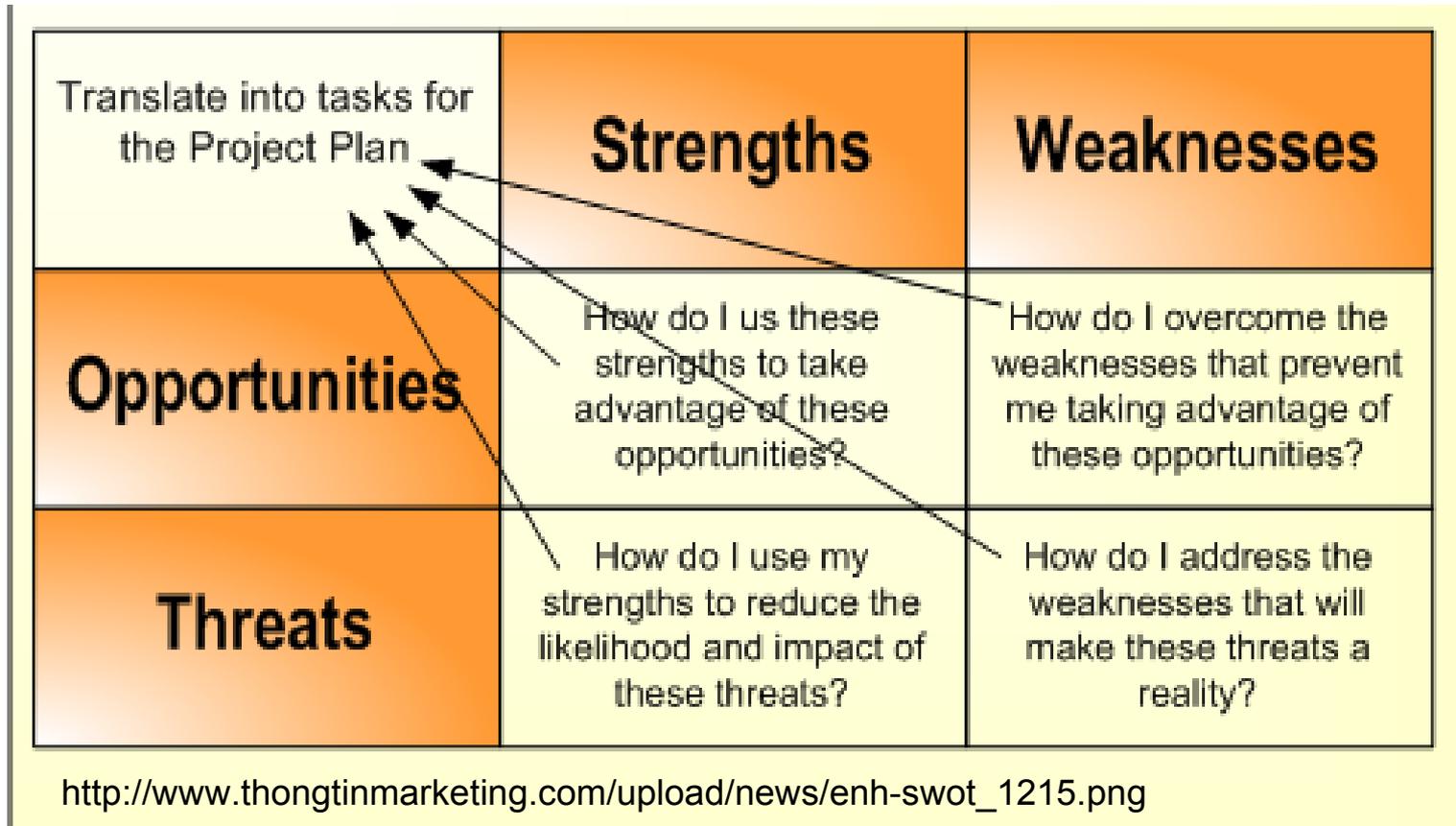


EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Strengths

- B. 1. regular meetings with stakeholders (inner circle)
- B.2. project policy and school profile
- B.2. missing regulations/procedures: support creativity, individual initiatives and responsibility
- B.3. general learning objectives defined on a national level (curricula)
Legal framework of B.3.1

Weaknesses

- B.1 no standardised stakeholder needs survey
- B.1 Line Committee not yet existing, but planned
- B. still missing: "stakeholder procedure"
- B1.1.e reasons not yet systematically defined
- B.2 school profile does not refer to quality profile
- B.2 objectives are not explicitly defined (B.2.2 a-f objectives are partly missing)
- Reluctance to admit the situation of the school concerning immigrant students (no specific PR)
- Procedures and targets are missing
- Missing standards for training objectives

Opportunities

- design a stakeholder needs survey for grades 1 and 5 to be repeated every year
- design a school quality profile
- define objectives in detail
- clear image/positive image -> can attract also more Austrian students/autochthonous pupils

Threats

- quality profile might be opposed by some teachers

Self assessment BRG & BORG 15, Dimension B, 2007



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

© 2008 Activo Solutions™

SMART Goal Setting in 5 Easy Steps

Step	Mnemonic	Description	Smart Goal	Criteria met?
1	S pecific	Which, what, who, where, when, why		
2	M easurable	How much or how many		
3	A ction oriented	Describe a result		
4	R ealistic & Relevant	Realistic and relevant to the individuals business?		
5	T ime based	By When		

<http://www.network-marketing-mlm-success-system.com/images/SMART-Goals-3.gif>



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura

Dimension B – Requirements and Objectives

SMART Objectives

What	Who	When	Success indicator
After school care club reorganisation	responsible teacher	2 nd term 2007/08	questionnaire: stakeholder satisfaction
Study coaching reorganisation	responsible teacher	1 st term 2008/09	students' participation
reading skills training	responsible teacher	since 1 st term 2007/08	standardised test
students' portfolio	EHS steering committee	2 nd term 2008/09	portfolio exists
Media branch development	teachers' team	1 st term 2008/09	media branch is implemented
training course for qualifying exam for medicine university for finalists	responsible teacher	2 nd term 2008/09	course is performed



EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



School Working Group & Line Committee

**Working Group: 2 – 5 LehrerInnen der Schule
(erledigen die Projektarbeit)**

**Line Committee: setzt sich aus Schulpartnern
zusammen (Direktor; Lehrkräfte aus der Working
Group; ElternvertreterIn; SchulsprecherIn)**



EMPOWER

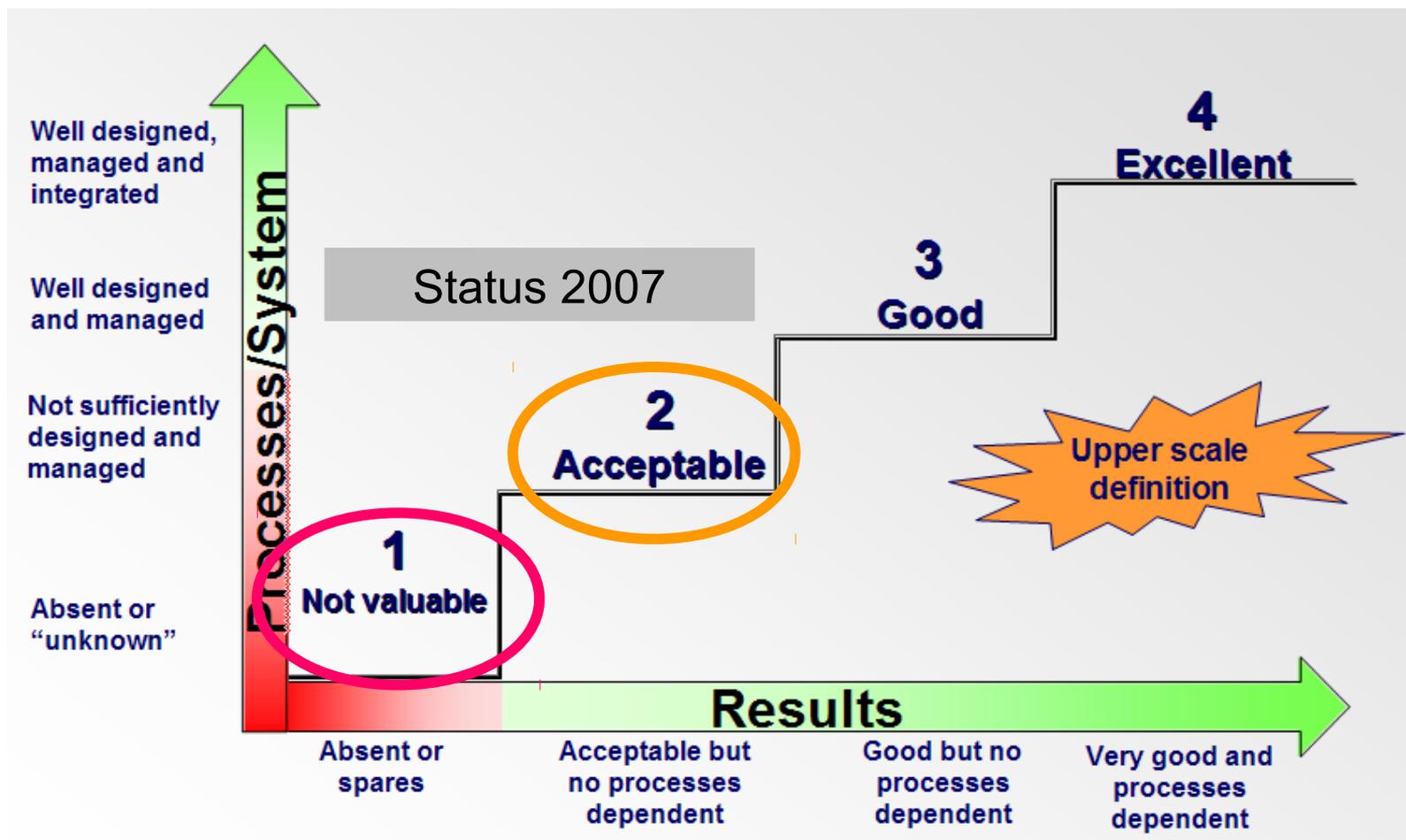
EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura





EMPOWER

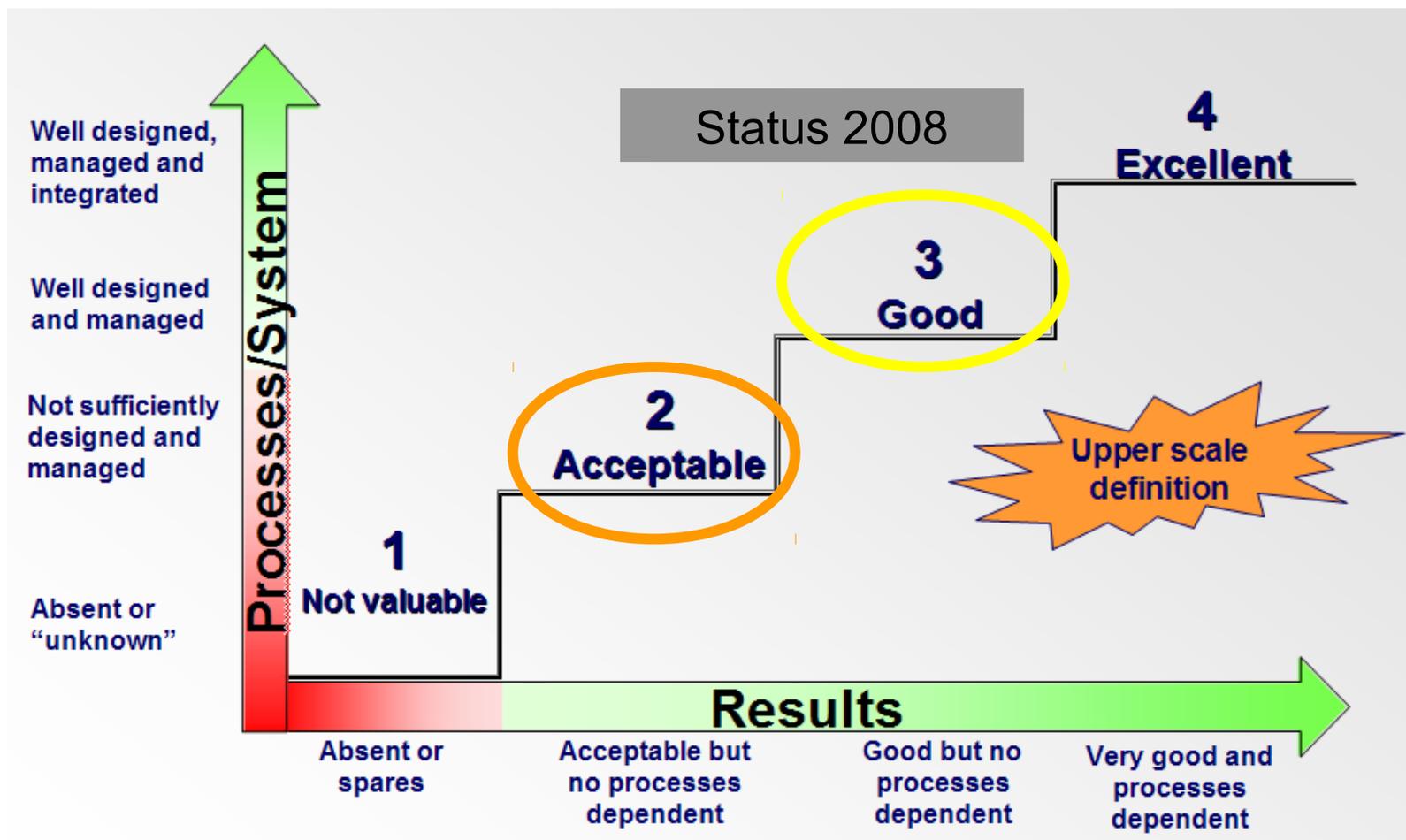
EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects



Istruzione e cultura



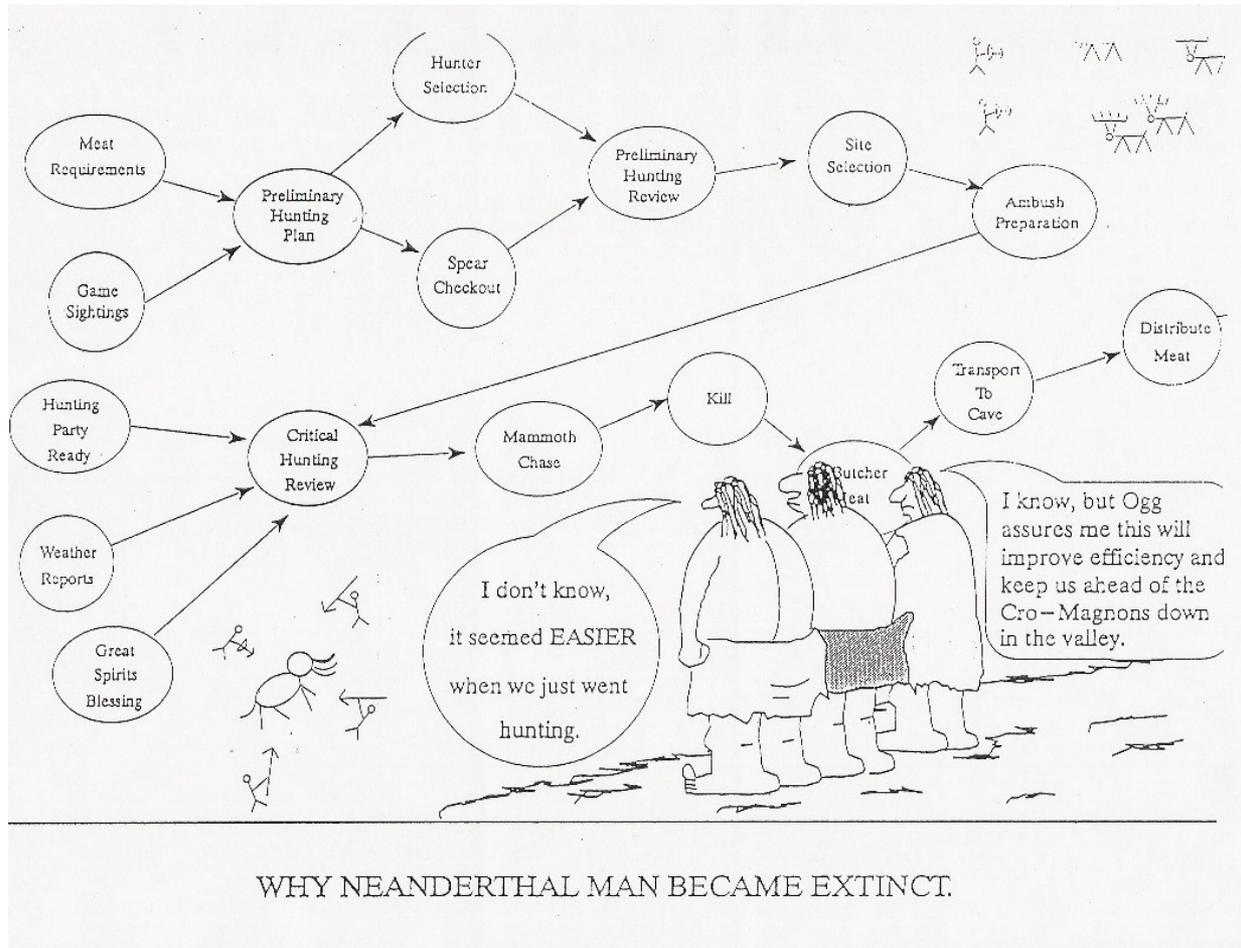


EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects





EMPOWER

EUROPEAN MELTING POT WIDE RANGE QUALITY SYSTEM



Leonardo da Vinci
Pilot Projects

