



Synthesis of index forms on 8th April 2013

The present document offers a synthesis of the Qalep index forms such as they were transmitted by the headteachers involved in the experiment. Further information is available on the following link:

<https://sharing.oodrive.com/easyshare/fwd/link=2SI38LvixL2RHh2yl4ZWXC?action=view>

The most representative remarks expressed have been selected but this synthesis is only to be considered as a first approach that will need to be supplemented by a more detailed analysis of the various suggestions expressed in terms of both content and form of the forms. This task will be performed with the framework of the workshop that will take place during the next transnational meeting to take place at CIEP on 14th May 2013.

SELECTION OF THE FORMS ANALYSED BY 8 ESTABLISHMENTS PRESENTED IN DECREASING ORDER								
Form 1 - Training offer	1	1	1	1	1	1	1	7
Form 7-Health education	1	1	1	1	1	1	1	6
Fiche 14-Personalised support	1	1	1	1	1	1	1	6
Fiche 15-Training periods in the professional world, placements, periods in businesses	1	1	1	1	1	1	1	6
Fiche 2-Lycée life	1	1	1	1	1	1	1	5
Fiche 5-Prevention of school dropout	1	1	1	1	1	1	1	5
Fiche 21-Partnerships	1	1	1	1	1	1	1	5
Fiche 3-Parents participation	1	1	1	1	1	1	1	4
Fiche 4-Prevention of school dropout	1	1	1	1	1	1	1	4
Fiche 6-Application of school rules	1	1	1	1	1	1	1	4
Fiche 8-Cultural awareness	1	1	1	1	1	1	1	4
Fiche 11-Teaching and learning methods	1	1	1	1	1	1	1	4
Fiche 12-Methods of evaluation	1	1	1	1	1	1	1	4
Fiche 18-European and international awareness	1	1	1	1	1	1	1	4
Fiche 25-Accreditation of Prior Experience (APE).	1	1	1	1	1	1	1	4
Fiche 26-School management	1	1	1	1	1	1	1	4
Fiche 9-Personalisation of pathways	1	1	1	1	1	1	1	3
Fiche 16-Mix of pathways and learners	1	1	1	1	1	1	1	3
Fiche 22-Adaptation of technical platforms	1	1	1	1	1	1	1	3
Fiche 23-Technological cooperation	1	1	1	1	1	1	1	3
Fiche 24-Continuing education for adults	1	1	1	1	1	1	1	3
Fiche 27-Training of staff (initial and continuing training)	1	1	1	1	1	1	1	3
Fiche 28-Human resources management	1	1	1	1	1	1	1	3
Fiche 10- Learners with special educational needs and disabled learners	1	1	1	1	1	1	1	2
Fiche 13-Organisation of school time	1	1	1	1	1	1	1	2
Fiche 17-Continuity of service to learners	1	1	1	1	1	1	1	2
Fiche 19-Mobility	1	1	1	1	1	1	1	2
Fiche 20-Monitoring of learners and their futures	1	1	1	1	1	1	1	2

Form 1: training offer (7 establishments out of 8 have selected this form)

Although the training offer is an important issue for schools it appears that the latter have very little to say on its evolution at regional level. Furthermore, the decisions taken at regional level also have to take into account the institutional reforms decided on at national level hence reducing further the possibility of establishments to have an influence on their training offer. The only room for maneuver of the schools could then be found in their capacities to mobilize their staff so as to meet as effectively as possible the needs imposed by the new contexts.

Indicators: The proposed indicators reveal the current situation of schools and it is expected that more prospective indicators should be privileged so that the needs of the businesses, the jobs with prospects as well as the potential local recruitment could be anticipated.

Form 2: lycée life (5/8)

The so called « Lycée life » obviously represents a priority for all schools and takes an important place within the School development plans. Still, it is mainly considered as a transversal item. Many then insist on the necessity to integrate the “lycée life” dimension in a more holistic approach that would take into account pedagogical aspects as well as contacts with families and the cultural and social activities in and outside the schools thus avoiding to hand over all the matters concerning pastoral issues to the mere people in charge of this sector in French schools.

Indicators: Quantity indicators are relatively easy to collect but others, which are as important, should provide information related to the global atmosphere of the schools which is also due to students who are not accounted for as they do not officially take part in any of the official bodies.

Form 3: parents participation (4/8)

Considered as an essential part of the life of schools all agree in saying that establishing a dialogue with parents is a difficult task for many reasons that can be related to the geographical distance to linguistic and/or cultural gaps. The absence of reference to parents associations has been raised. Furthermore, it appears that the wording “families” should be preferred to that of “parents”.

Indicators: Most contacts with parents take place by phone and are undertaken by the staff in charge of pastoral activities. Surely statistics could be collected at this level.

Form 4: prevention of absenteeism (4/8)

This theme is a national priority and is taken care of at all levels. It could explain the reason why only half of the schools involved have decided to work on form 4. The traditional and well spread « follow-up form » seems to be meeting the needs to identify the roots of truancy as well as trigger the actions that will help undertake the students. It seems appropriate to reconsider the following unfortunate formulation « Can assiduity be considered as a problem in the school? »

Indicators: Collecting indicators by training course as well as by class could provide interesting pieces of information that would help identify with more precision the origin of absenteeism.

Form 5: prevention of school dropout (5/8)

The comments passed on this form seem to indicate that the teaching staff are not involved as they should in the prevention of students dropout considering that it is mainly the responsibility of the people in charge of pastoral activities. The roots of the dropout problem according to the teachers are to be found outside the classroom. Should we then infer that pedagogy didactic and class relations are not important elements to give a sufficiently strong meaning to lessons that it would help motivate students to carry on with their studies?

Absenteeism and dropout come forward in an unexpected way that suggests that at times, it could be effective for the institution to allow some absenteeism habits that could help identify students with problem and support them thus avoiding a complete dropout.

Indicators: Quantitative indicators may bring information on the actual level of dropout but seem less effective to help find the solutions that could be brought.

Form 6: school rules (4/8)

However important this item is, it doesn't appear explicitly in the school development plans. The fact that not all the teachers have the same interpretation of the school rules is a source of dysfunction in the classrooms or more widely within the school premises. For this reason the form on school rules has facilitated the expression of views between the different stakeholders and contributed to easing dialogue in a positive way.

Indicators: More than the mere percentage of punishments imposed to students the identification of the deciders of the punishment has been suggested i.e. teachers, prefects etc.

Form 7: health education (6/8)

Included in the ordinary activities of the « comity for education to health and safety » and the staff involved in the comity being clearly identified (nurses and students chief supervisors) health takes a major place in schools and local authorities development plans. The data collected suggest to make appear the different reasons why students are taken to the school nursery –which level of severity ?- and insist on taking into account psychological disorder as such. Prevention of addictions as well as information on contraception and termination of pregnancy are priorities. Furthermore a school stresses the fact that health education should not be provided to the students but also to the school staff.

Indicators: The software called SAGESSE is a well adapted tool which structures the activities of the « comity for education to health and safety » and the data it collects are well adapted to the needs.

Form 8: cultural awareness (4/8)

Comments passed underline too restrictive a definition of culture. It would be more appropriate to integrate the actions carried out in the field of cultural awareness in a wider acception open to what could be commonly referred to as « industrial/vocational cultures » as well as to sports and artistic activities that come as complement to the ordinary teaching especially in vocational schools. It is to be noticed that this particular item of the school development plans has contributed to a better appropriation by the students of the actions of which they have undertaken responsibility.

Connected to this theme a reflection on the fundings confronted to the new regulations was initiated.

Indicators: Quantitative indicators reveal the level of investment of teachers and students. It would be interesting to identify indicators that could provide a measure of the impact of these actions on the performances of students, on the improvement of employability as well as on the school atmosphere.

Form 9: Personalisation of pathways (3/8)

Central to the activities of vocational schools, the personalization of pathways seems to be obvious. Devices/plans/tools are regularly resorted to in a more or less formal way by all vocational schools.

Indicators: Among the indicators that could be added, the one that could allow confronting the number of students that have been successful in their request to change of pathway seems to be essential.

Form 10: Learners with special educational needs and disabled learners (2/8)

Very little data was collected on this theme but it doesn't in any way imply that schools are not interested in this subject. It surely indicates that in the minds of the SMT (senior management team) and other staff, special needs and disabled learners mainly fall under the responsibility of specialized staff and structures. To corroborate this statement, the mere fact that the acronym 2C ASH is little known (Certificat complémentaire pour les enseignements adaptés et la scolarisation des élèves en situation de handicap-additional certificate for specialized teaching and the schooling of disabled children) puts this approach into light.

Indicators: A difference is made between visible and invisible handicaps. The frequency of educative teams meetings – in charge of identifying the best way to help low achieving students- are often mentioned.

Form 11: Teaching and learning methods (4/8)

A crucial issue for all schools this theme is formalized and sometimes integrated within the timetables. Still one can regret that so little time is spent by so called pedagogical councils who dedicate mostly their reflection on discipline issues rather than on actual pedagogical ones that would define the best ways to help students improve their achievements within the classrooms. It is also stated that the teaching staff are very reluctant in sharing their views on pedagogical issues with the other stakeholders. To this extent, the proposal for added indicators is of interest –see below.

Indicators: One suggested indicator is based on the number of visits to the school made by representatives of the inspectorates outside formal inspections and to participate in the reflections engaged in the school.

Rather than the number of teachers who have participated in «pedagogical workshops», it is suggested that percentages could be more effective – this suggestion has been made on several occasions in most of the forms.

Form 12: Methods of evaluation (4/8)

This theme is considered as been secondary and has not been formalized. It is in the field of continuous assessment that formalized processes would deserve to be more formal.

Indicators: It is particularly difficult to exploit the indicator called «innovative assessment practices ». Quantitative indicators related to the number of supervised schoolworks and mock exams was mentioned on several occasions.

Form 13: Organisation of school time (2/8)

Few schools have worked on this theme which is however central. Timetables are rightly considered as a pedagogical tool on which the whole establishment rests.

Indicators: Number of groups –reduced numbers of pupils put together- and number of pupils that join in the homework help.

Form 14: Personalised support (6/8)

This theme is a permanent source of concern for schools that tackle the issue in a more or less formalized way. The questions raised seem to be adequate and the qualitative approach suggested supported by the users. One refers to “Eduscol tools” and to added data on pastoral activities, guidance on careers, individualized support etc.

Indicators: Add indicators related to the continuity and the coherence between individualized support and school practices.

Form 15: Training periods in the professional world, placements, periods in businesses (6/8)

This is the most widely shared theme that consider it as a major priority were it only because it is integrated in the reference tables of training and assessment. On this occasion we are reminded that the responsibility for the organization and the follow-up of these training period is everybody’s business in the school. A couple of efficient tools dedicated to the follow-up of students under different statuses (« V stage » for school students and « e-CFA » for apprentices). The importance attached to the presence in the school of a referent for the school-business relationship is highlighted.

Indicators: Tools and indicators elaborated at national or regional levels would be a big plus. Indicators that could help understand better and have more control on what actually takes place in the company would be most appreciated.

Form 16: Mix of pathways and learners (3/8)

It appears that the mix of pathways should be differentiated from that of target groups. Few tools are available and their absence is a problem for most.

Indicators: The reason why some students change of status would deserve being accounted for and collected.

Form 17: Continuity of service to learners (2/8)

This theme is not central to most schools. It is proposed to collect teachers' absenteeism according to their origins –training, sick leaves, exams etc.- A tool that would provide teachers with all the necessary information to organize covering is being thought of.

Indicators: It is suggested to add to already existing indicators on the number of teachers who cover their colleagues over short periods as well as the longer periods -14 days- over which the rectorate is supposed to send cover teachers.

Form 18: European and international awareness (4/8) Form 19 : mobility (2/8)

These two forms are considered as redundant and have been dealt with together by all schools. It is wished that a distinction be introduced between European and international awareness as the former benefit by clearly identified funding and administrative frameworks.

Indicators: Add the number of actions funded on European money and those that come under private or school funding.

Form 20: Monitoring of learners and their futures (2/8)

Although considered as important this theme confronts schools with a real difficulty that prevents them from insuring a reliable device capable of informing them of what their former students have been doing only a few months after leaving the place. The benefits of the SIVIS follow-up device are limited and it is today absolutely impossible to envisage any information after a period of 3 years.

Indicators: Creating a Facebook school-page and creating an alumni association could be a good means to collect data.

Form 21: partnerships (5/8)

This form is very thorough but only takes into account the partnerships launched with businesses when other would deserve being accounted for for instance with other schools, universities, associations etc.)

Indicators: Some interesting indicators are available but scattered over different sectors of the schools – bursar's office, principal's PA office, heads of workshops etc.

The number of agreement is an indicator the importance of which should be questioned as it should be confronted with the actual capacity of the school to deal with a high number of partners.

It would also be interesting to collect data on the regularity of professionals who take part in examining boards.

Form 22: Adaptation of technical platforms (3/8)

This theme doesn't seem to be an issue for schools that have constant exchanges with the industry to update their platforms. The questions asked are pertinent.

Indicators: nothing to report.

Form 23: technological cooperation (3/8)

This form is considered as being thorough and well adapted to its ambition to assess the current situation in schools concerned.

Indicators: nothing to report.

Form 24: continuing education for adults (3/8)

This form is an excellent way to develop relations with the GREAs – national education devices in charge of adult education and administratively resting on schools. (A bit more complicated than that but can be detailed).

Indicators: Add the number of teachers involved in adult education activities with the GREAs.

Form 25: Accreditation of Prior Experience (APE) (4/8)

The schools are interested in the developments of APE but are not really invested in this field. Still, the number of teachers taking part in examining juries is rising. APE is more of a regional responsibility.

Indicators: Add the number of people who have asked for information in APE.

Form 26 : School management (4/8)

The questions asked should focus on measuring the efficiency of the official bodies rather than on the number of times the bodies are meeting. (board of governors; commissions, pedagogical councils etc.)

Indicators: Rather difficult to define for most participants. The number of times the quorum was not reached to make decision could be useful. The participation rates in meeting decided for by the SMT also.

Form 27: Training of staff (ITT and CPD) (3/8)

A form the teaching staff spent a lot of energy and time on. Heads wish they had at hand all reliable pieces of information as to the training followed by each teacher that would help make appropriate decision when requested.

Indicators: Collect data on the percentage of seasoned professionals who wish/accept investing in tutorial activities with younger colleagues.

Form 28: Human resources management (3/8)

Important theme but not formalized. Numerous and fruitful exchanges and visions shared on expectation from all stakeholders.

Indicators: Nothing to report.

Comments :

One can retain from the questioning that it is in its majority considered as adapted and broad enough to structure the reflection of the working groups and that in most cases one should resort to percentages rather than on numbers. It would help reflect more faithfully the level of investment of the stakeholders involved in the different actions.

Furthermore, a first off the cuff analysis attracts attention on fact that, further than Qalep as such resume the much debated issues that were tackled in a recent past among which we note :

- The necessity to create in schools intermediary jobs that would come between the SMT and the teaching staff.

- The pedagogical legitimacy of headteachers and the difficulty to get teachers involved in the school development plan thus impeding their capacity to operate an appropriation of the latter.

- The role of the inspectorate in the life of the schools.

- The capacity for the institution to measure the impact on the success of students rather than the supposed quality of the devices.

- The frustration linked with the incapacity of school to supervise/control the way incmpany training actually take place – are the reference tables respected, are the tutors actually involved, how are trainees accompanied etc.-

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