

Kvalitet i Klassrum och Skola 2008

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Lauaxeta Ikastola

Lauaxeta Ikastola was founded in 1977 in response to a growing social demand for the provision of education in the Basque language. Since then, the school has progressively and continuously innovated in education and management to meet both the current and future demands of society.

We currently offer education from nursery (2-year-olds) to the University entrance stage (18-year-olds).



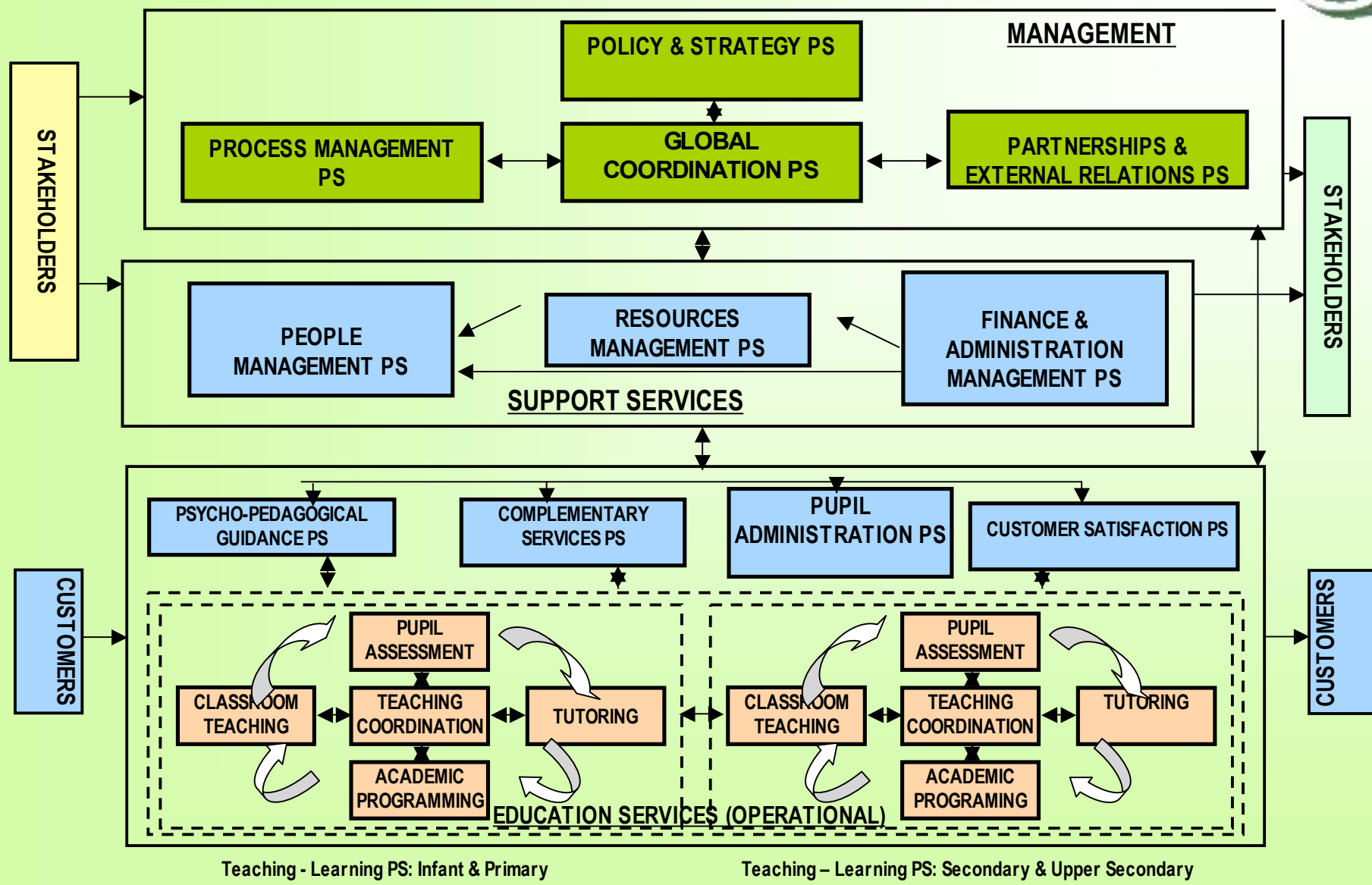
Education project, Management System and CSR

- The MVV are driven forward by our Education Project and our Management System (based on processes and principles of Excellence).
- In LAUAXETA IKASTOLA, our aim is to be of benefit to Society, economically viable and environmentally responsible. To be so, our commitment to Corporate Social Responsibility runs through all our processes, which are designed to manage our education project and management system.



EFQM Management System

- Process Map Management, Support & Operational Processes.
- System to manage and improve processes and deploy innovation.
- All processes systematically managed using PDCA cycles
- Processes embody the expectations of:
 - Customers (parents and pupils)
 - Other stakeholders:
 - People
 - Suppliers
 - Society: public institutions, partners

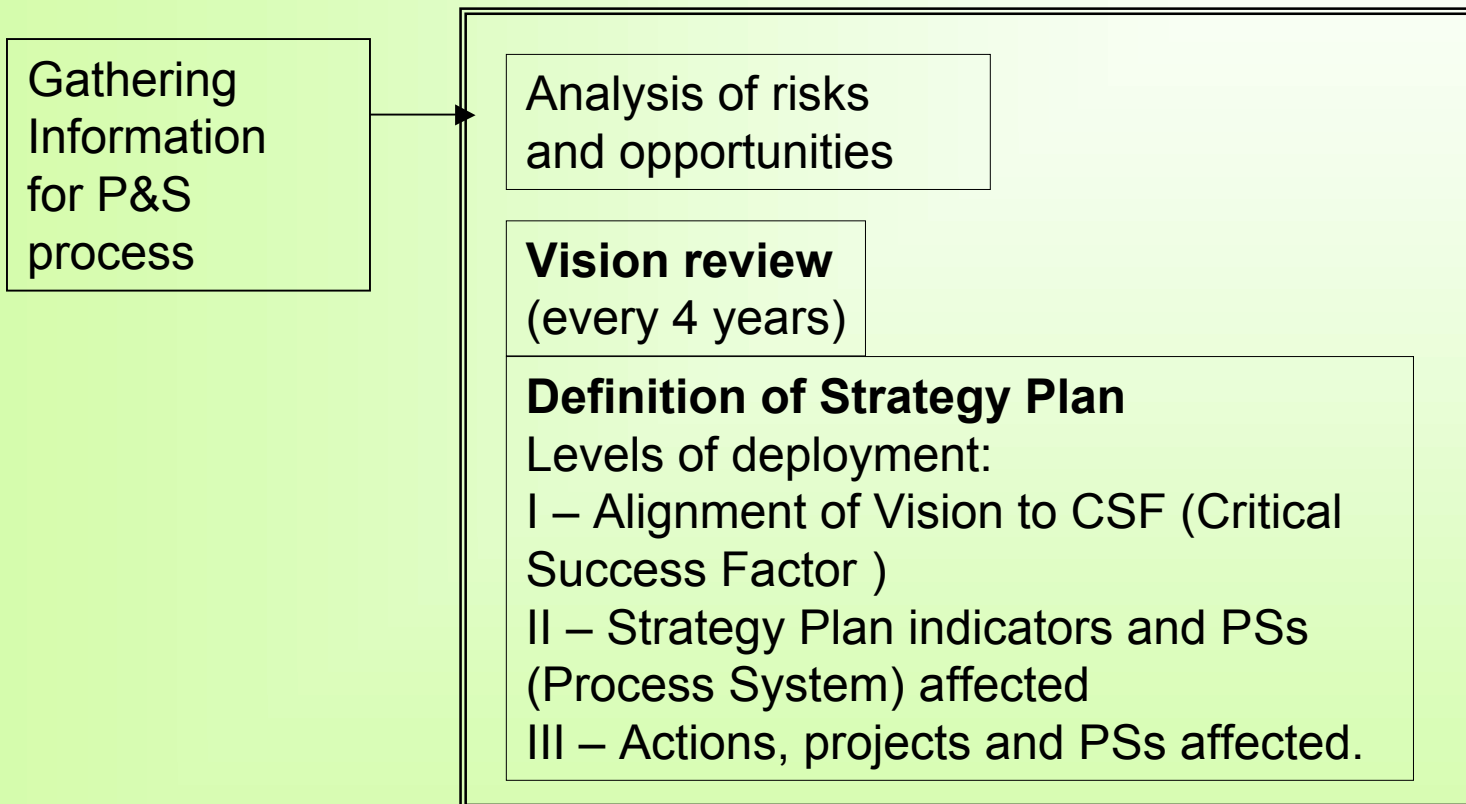




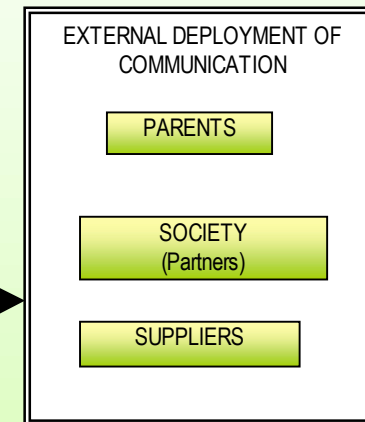
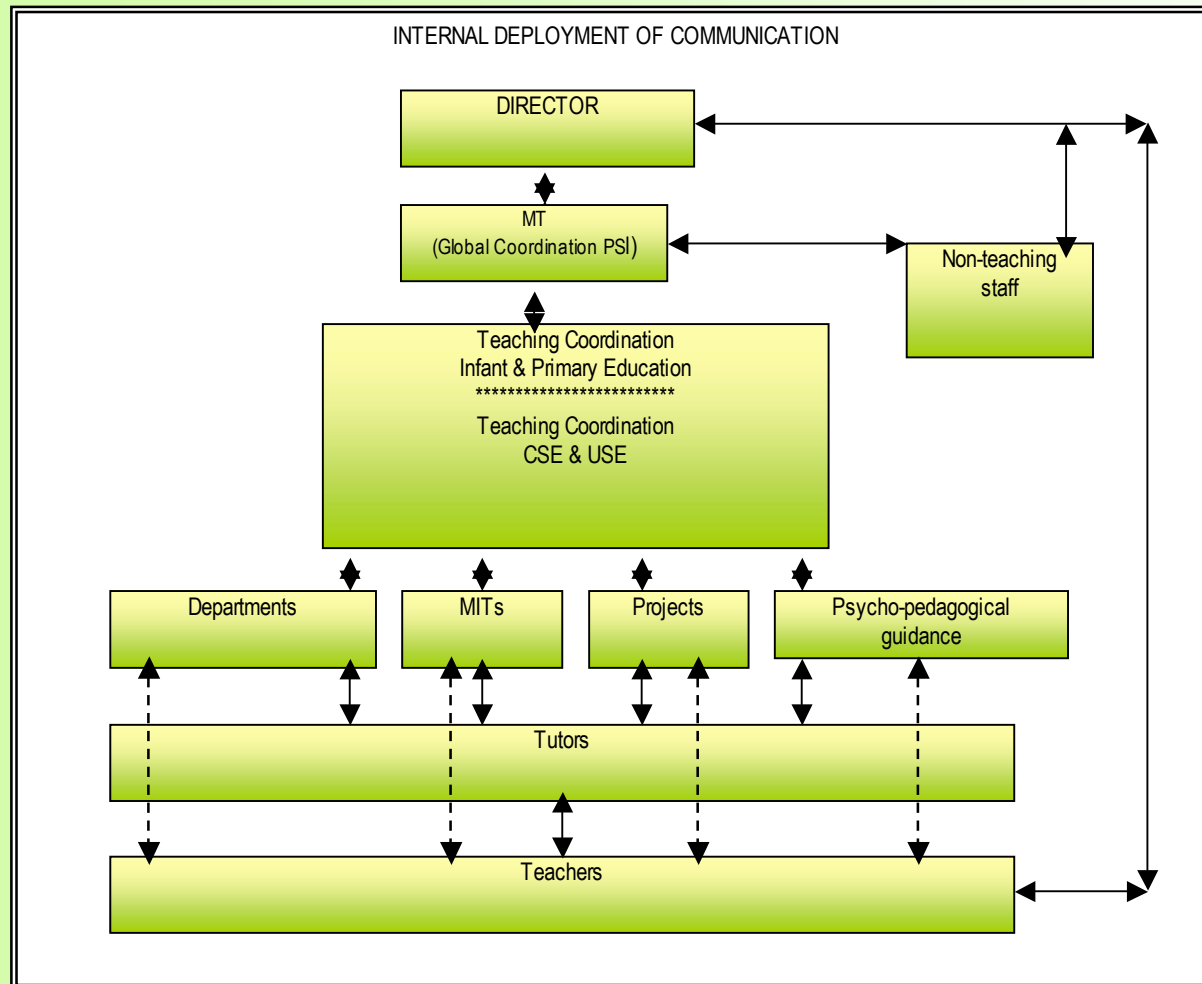
The Path to Excellence

- From documenting activities and repeat activities to improve the school's practices.
- To innovation in processes and projects to anticipate future needs.

Policy & Strategy – Global Coordination



Communication of Strategic Priorities



MT: Management Team
 CSE: Compulsory Secondary Education
 USE: Upper Secondary Education
 MIT: Management and Improvement Team



Monitoring the annual deployment of strategy

- Results Monitoring process
 - 44 indicators
 - BSC (Balanced Scorecard)
- Monitoring of Annual Plan process
 - annual work scheduling





Education model: Holistic development of pupils in 5 areas

P&S 1996 – Identification of pupil learning needs to meet the requirements of the 21st century

Psycho-pedagogical research to respond to this challenge:
multiple intelligence, focus on multi-cultural approach, co-existence, etc.

Challenges:

- Pupil competence in 5 areas
 - **Education in values**
- **Education for co-existence**

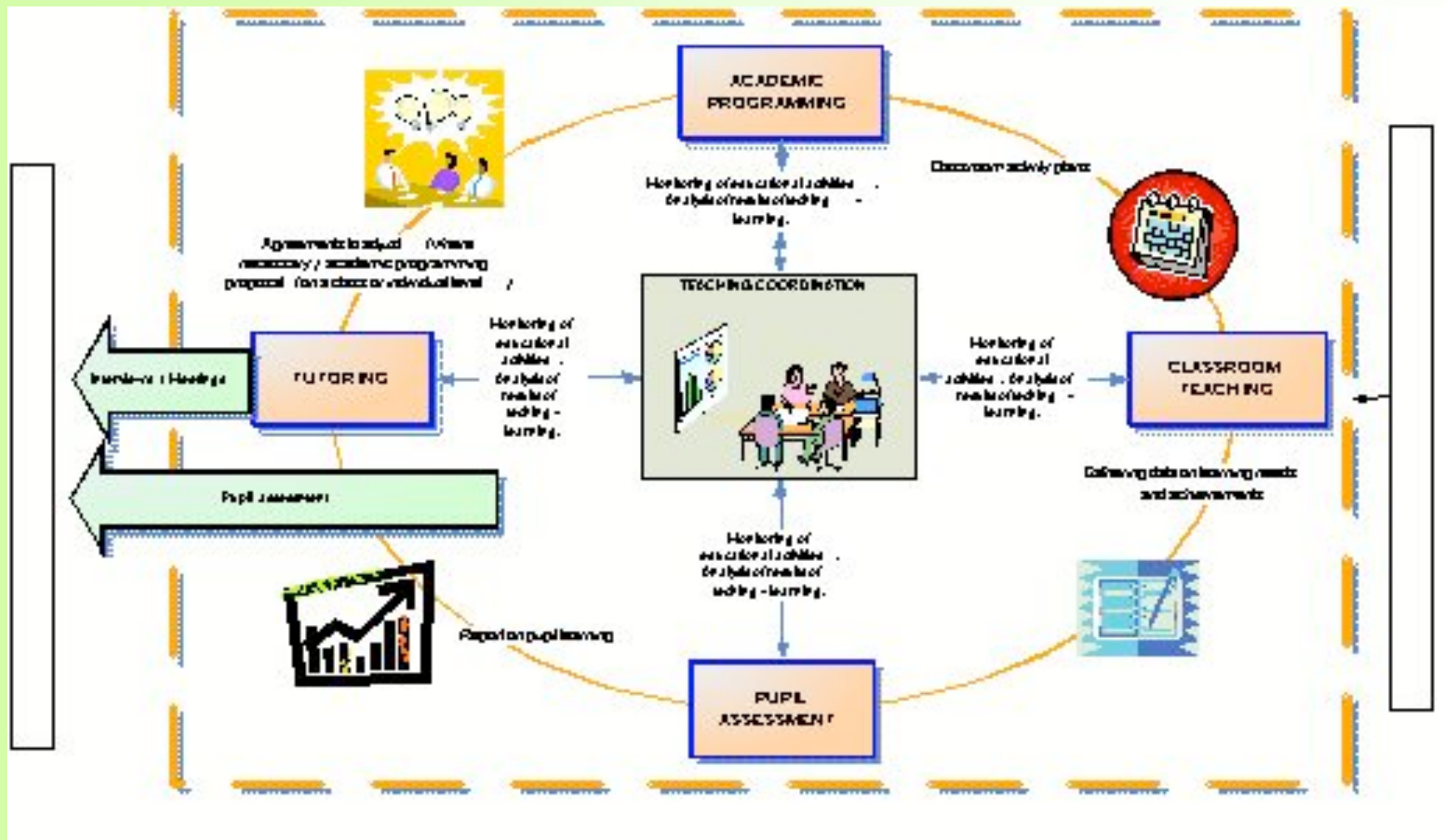
Educational programme

Guidance & Tutoring

Self-regulation



Educational processes



Correlation of PS, processes and educational services

PS	Functional Definition	Processes	Output of PS	End customers	
				PS	Customers
Academic Programming	A set of inter-related processes to develop academic programming activities	Education stage curricula Support teaching Personalisation of curriculum Teaching Units	Classroom activity plans	Classroom Teaching	Teacher Tutor
Classroom Teaching	A set of inter-related processes to develop teaching-learning activities in the classroom and outside the classroom	Regular teaching Complementary teaching	Gathering data on learning needs and achievements	Pupil Assessment	Pupil Teacher Tutor Parents
Pupil Assessment	A set of inter-related processes to develop assessment activities	Initial Continuous Final	Report on pupil learning	Tutoring	Pupil Teacher Tutor Parents
Tutoring	A set of inter-related processes to develop tutoring activities	Co-existence : preparation of guidelines, training for class committees, monitoring of classroom incidents and reports Pupil monitoring ; interviews, teaching team meetings, academic and careers guidance, class parent/ tutor meetings, parent/ tutor interviews	Agreements to adjust (where necessary) academic programming proposal (on a class or individual level)	Academic Programming	Teacher Tutor
Teaching Coordination	A set of inter-related processes to monitor the Annual Plan of Teaching - Learning processes, and their results	Teaching Coordination Committee meetings Annual Plan	Monitoring of educational activities. Analysis of results of Teaching-Learning	Classroom Teaching Pupil Assessment Tutoring Academic Programming Psycho-pedagogical Guidance	Teaching staff MT



Education Project

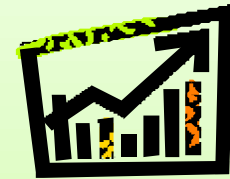


- Development of a person's capacity in five areas: physical, emotional, social, mental and personal identity.
- All subjects are planned, taught and assessed using this approach, to provide a coherent education for our pupils.
- **Objectives are deployed and pupils are assessed in each subject in relation to 3 defined educational concepts:**
 - **ATTITUDE:** a series of behavioural guidelines on the attitude and predisposition to be shown, and actually shown, by the pupil.
 - **PROCEDURE:** a series of actions, tools and/or methodology to be followed and/or used by the pupil in the course of learning.
 - **CONCEPT:** Know-how and ability to assimilate facts, concepts or conceptual systems.

Why assess? To assess is not to grade



- **ASSESS** = to identify both personal achievement and areas for improvement in the learning process, to thus propose objectives for personal continuous improvement
- **GRADE** = to rate the degree to which individual capacities are being developed (is progressing / is not progressing)



Contents of pupil assessment reports



- Education stage objectives in 5 areas.
- Each area broken down into 3 factors:
 - attitudes + procedures + concepts
- Description of strengths and areas for improvement.
- If educational objectives are not delivered, support recommendations are given.

