

QUO VADIS?

HOW TO PROVIDE REALISTIC TARGETS APPROPRIATE TO YOUR STUDENTS AND SCHOOL

STRATEGY PAPERS

How to provide realistic targets appropriate to your students and school - Strategy Paper for Zlínský kraj.

Product of The Erasmus+ project The School Improvement Partnership

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The School Improvement Partnership Project (SIPP)

The SIP Project, led by LPUK and involving partners from Ireland, Spain, Finland and The Czech Republic, has produced a Grade Predictor Tool which can be implemented in the partner countries through training teachers and other associated staff in its usage. The tool is then implemented with students who are making decisions about their future pathway choice or are at risk of drop out and need help/support in their current study or to be directed elsewhere. The Grade Predictor methodology is based on data from grades that students in the partner country have received. It is then used to predict students' performance in the future based on their achievement in the past.

LPUK has created a Grade Predictor tool for each partner which is customised to the educational system in their country, their qualifications and availability of data. The tool was trialled on students in all partner countries Ireland, Finland, Spain and Czech Republic to see were there any issues with the tool.

As part of SIPP, each partner also produced three Intervention videos which showcase the relevance of the Grade Predictor and other interventions. They outline the effectiveness of Grade Predictor in a teaching context particularly the guidance element accompanied with interventions in each partner country. Research tells us that short and simple videos are a very powerful way to put a message across to staff in schools who have limited time in a busy schedule. These videos are very effective in accompanying training and bringing the Grade Predictor tool into reality in the school situation. The videos aim to reflect issues of equality such as the under representation of young women in particular subjects and those with disability in particular careers. All videos are available on the SIP Project website, partner websites and through a YouTube channel created by the lead organisation for this task Xabec. The videos are a central resource for staff across partner countries.

Issue: Early School Leavers & Recognition of Youth Unemployment**Rationale:**

Young people, who leave education and training early on, lack qualification and are at risk of facing serious issues at the labour market. The labour market nowadays is more flexible than it was. Employees are not expected to work for one employer all their working lives. There is also increased mobility across the EU and people are prepared to seek for work abroad. This brings instability in employment and young people without qualification can find it hard to get a first step on the employment ladder. Reference:

ARNOLD, Ch., BAKER, T. *Preventing Dropout. Lessons from Europe*. London: University College London Institute of Education Press, 2017. 167 s.

ISBN 978-1-85856-808-9.

BAKER, T., NĚMCOVÁ M. *Bezpečně do budoucnosti. Metody a nástroje k redukci předčasných odchodů ze středních škol*. Zlín: Zlínský kraj, 27 s. ISBN 978-80-87833-24-7

ZEMČÍKOVÁ, E., VOJTEŠKOVÁ, G., NĚMCOVÁ, M. *Metody a nástroje pro podporu žáků ohrožených předčasným odchodem ze školy*. Zlín: Zlínský kraj, 17 s. ISBN 978-80-87833-25-4

TUCKER, S. HMI. *An update on Ofsted's findings in 16 to 19 study programmes and Ofsted's role in the post-16 sector* [presentation]. LPUK Annual Summit London 14. 3. 2018.

TRHLÍKOVÁ, J. *Prevence a intervence předčasných odchodů ze středních škol*. Praha: Národní ústav pro vzdělávání, 97 s. ISBN 978-80-7481-104-3

Recommendation:

- Well-designed curriculum contains also effective methods of **getting to know each student before or early in the education programme. A clear focus on the skills and behaviours** that students need to progress in education, **assessment and feedback** are essential to prevent early school leaving on one hand and to motivate students to aim higher on the other hand.
- The Quo Vadis? Tool shall be given to schools, school counsellors and teachers together with a **proper training** focused not only on using the tool but also **interpreting the results in a dialog with the student and where possible, the student's parent/carer.**

Issue: Identifying at risk students**Rationale:**

The factors leading young people into this category might be radically different in different areas. However, there might be some common themes, that can show an endangered student:

Course not meeting their expectations – some students when they start their course find out that it is not what they had expected and so don't enjoy it and often links in with poor attendance.

Poor attendance – this could be for a variety of reasons, but as attendance is affected this reduces the ability of students to cover all the work needed to complete the course. This can also be a side effect of the course not being what the expected or it being too difficult/too easy for them. Reference:

TRHLÍKOVÁ, J. *Prevence a intervence předčasných odchodů ze středních škol*. Praha: Národní ústav pro vzdělávání, 97 s. ISBN 978-80-7481-104-3

ZEMČÍKOVÁ, E., VOJTEŠKOVÁ, G., NĚMCOVÁ, M. *Bezpečně do budoucnosti*. Zlín: Zlínský kraj, 28 s. ISBN 978-80-87833-24-7

Reducing early school leaving: Key messages and policy support. Final Report of the Thematic Working Group on Early School Leaving. European Commission: 2013.

Recommendation:

- **Education and career guidance, which encompasses all three areas, prevention, intervention and compensation**, is a measure that receives special attention as it is identified by a large majority of education specialists as being crucial for addressing early leaving. The benefits Quo Vadis? are clear and include: early identification of students at risk, facilitating early intervention and providing a baseline for evaluating interventions.
- **Developing a screening tool is well within the capacity of the school services**, if supported by staff with some statistical skills, knowledge on the local/national labour market and ability to set higher aspirations for students.

Issue: Solid Use of Data Focus and the Impact on Early School Leaving**Rationale:**

To apply an effective method addressing the early school leaving issue, accurate quantitative data on the students' results, number of early school leavers and those at risk is required. Data enables an "early warning system" that helps schools determine when students are at risk of early school leaving and intervene before it is too late. Student data also helps to keep both parents and the community aware of how schools are serving its students. Data collection systems at the national or at least regional level usually provide data on the education system in general, but not data in relation to early school leaving. National student's databases or national student's registers, based on individual student results provide a good opportunity to enter a huge package of valid initial data in the Quo Vadis? tool.

Reducing early school leaving: Key messages and policy support. Final Report of the Thematic Working Group on Early School Leaving. European Commission: 2013.

ROGSTAD GUIDERA, A. What We Lose Without Education Data. *Huffpost* 09. 01. 2015, <https://www.huffpost.com/entry/what-we-lose-without-educ b 8072420?guccounter=1>

Recommendation:

- Our experiences indicate that **a central body responsible for data collection** can help **guarantee the accuracy, validity and reliability of data**. Local and regional data collection systems may offer the foundation for a response to a concrete situation within a region or municipality.
- **Collection of data and information should cover all types** of secondary and upper secondary types of education and training, including private schools, special needs education and VET.
- When collecting a wide range of data on individual students, users of the Quo Vadis? tool must **be aware of the sensitivity of data**.

Issue: Improve Student performance and strengthen teaching**Rationale:**

The Quo Vadis? tool helps both the teachers and the students to track the students' progress, to identify suitable pathway and to set the education targets for each student in the school. In relation the early school leaving prevention, the tool enables to identify underperforming student, identify those at risk of failing and to use interventions at an early stage.

Recommendation:

- Providing a **tailored package of support** – this may include detailed and early careers guidance/planning. When developing the intervention strategy, it is important **to talk to students about what support is available to them and what they feel their needs are**. Be careful not to make the student feel as though they have been singled out and that they are different to their peers. Make sure they are aware that it is just additional support that is aimed at helping them.
- **Teachers and students shall be simultaneously collecting and analyzing student learning information** to determine where students are and where they need improvement. Parents/carers of the student might be involved in the process where necessary.
- Students' movement from one learning target to another works best when students **receive feedback to help them improve**. This feedback and advice helps them focus on what they need to do to maximize their potential.