

Cycle 3 – Evaluation

Trio Outcomes

The trios discussed to what extent have the aims of the project been met to date.

AIMS AND OBJECTIVES

SUCCESS LEVEL	EVIDENCE
1. SHORT TERM – small steps achieved LONGER TERM AIM	1. Structural/Organisational changes at school level.
2. GOOD LEVEL OF SUCCESS	2. School visits; discussions – Headteachers' perceptions
3. GOOD LEVEL OF SUCCESS	3. Theoretical models. Hermann Profile feedback Coaching sessions.
4. ONGOING PROCESS – Successful so far.	4. Coaching sessions. Research information about other systems/schools
5. LIMITED SUCCESS – ICT problems/pressure of time	5. Website, e-mails.
6. GOOD MODEL ESTABLISHED – but needs development and refinement.	6. Ongoing programme Website/Coaching Good relationships Support and Challenge – mutual

AIMS AND OBJECTIVES

AIM	SCORE	EVIDENCE
1	4	WE ARE CHALLENGING FORMER SMALL CHANGES TAKING PRACTICE/PLACE YOU WAIT UNTIL CYCLE 4!
2	10	LOOK AT THIS ROOM!
3	4	“TRANSFORM” TOO STRONG IF “IMPROVE” SCORE = 7½
4	6	IMPROVING FROM CYCLE 1 TO 3
5	1	LIMITED FOISTERING; TRIO B+C ARE SORRY!
6	8½	“WE ARE MODEL HEADS” – RENELLA

<u>Successes</u>	Evidence – what is it?
<ul style="list-style-type: none"> • Dynamism • Seeing “little things” • Sharing practice, experience, values • <u>Challenge</u> – implementation • Opening doors/eyes and seeing self through others’ eyes 	<ul style="list-style-type: none"> • Discussions • Broadened horizons • Exchanges • Changes in attitudes
INTERACTION/DIALOGUE	
<u>Evidence</u> – where is it?	<u>Barriers</u> CLARITY
<ul style="list-style-type: none"> • Not on Conference • E-mails/communication • Logs/diaries/reports 	<ul style="list-style-type: none"> • Communication – ICT • Language • Finance

- Changes in practice

- Time and pace (gaps between cycles; length of time – too short to detect fundamental changes)

Examples of successes at medium term level

DK systematic

Wales Identify and involve teachers from middle management in developing whole school issues

Italy improved communication systems
Staff – pupils – parents

All better international understanding
demonstrated value of action based inquiry approach

Aim	Met?	Success?
<p>1. raise school effectiveness</p> <p>Learning of pupils</p> <p>Management effectiveness</p>	<p>Yes, we will do differently because we have seen good practice</p> <p>Not yet, but projects are to be planned between the 3 schools</p> <p>We are on the way on this issue – different management styles were ween</p>	<p>Difficult to say if it is all down to Roots and Wings</p> <p>Ideas have been planted in our minds and in the teachers' minds</p> <p>Teachers are in control of better quality of life.</p>
<p>2. Foster International understanding by developing educational management issues in a <u>real</u> environment.</p>	<p>YES, we have <u>learnt</u> a great deal about each others' systems</p> <p>..... but our systems are</p> <p>SO different</p>	<p><u>Transfer of information</u> about the education systems of Denmark</p> <p>1. Italy</p> <p>2. Wales</p>
<p>3. Opportunity to transform:</p> <p>→ Leadership ...and challenge present</p> <p>→ Management assumptions and performance</p>	<p>YES</p> <p>Dorian – concentrate historically on central leadership, NOW I am for <u>devolving leadership</u> control to a team – as in Denmark</p> <p>YES</p>	<p>Early Days</p>

	<u>Ebba</u> – we are on our way but at present I want to lead the school on the values issues. ? I am reluctant to devolve this central issue <u>now</u> , but I will in the future	Early Days
	Giuseppe Values both on the agenda Assessment	Early Days
4. Adopt: → Action based <u>inquiry</u> approach to develop management + leadership.	<i>YES We did this by asking/inquire a specific sequence of questions (as we noted in our paper) which has the AIM OF ACHIEVING A GOAL</i> <i>ACTION = DO SOMETHING</i>	Early Days

KEY LEARNING AND CHANGES

As a result of involvement in the leadership programme, what are the key learning and developments on a personal, professional and organisational level?

4/10/03 – Koldingfjord Hotel

TRIOS C,F,I.

PERSONAL

- Explored mindsets
- Explored values
- Being more confident
- Trusting other people
- Identifying blind spots

PROFESSIONAL

- Willingness to accept challenges
- More discussions on aims of the school
- Tried coaching staff
- Herrman has made a difference
- Greater awareness of leadership styles

ORGANISATIONAL

- Coaching
- Accountability/more specific
- Teaching and learning and community use
- Creating teams with responsibilities

TRIOS B,E,H.

PERSONAL

- More sensitive to other ways of doing things
- Willing to do differently – ready to take risks
- More confidence in trying to do things differently

PROFESSIONAL

- Developing principles of coaching
- Mentoring staff development
- Probing assumptions
- Be clear of our assumptions/more explicit

ORGANISATIONAL

- Adopt and adapt other ways of organising
- We need to transfer methods of coaching to different levels

TRIOS A,G,D

PERSONAL

- Getting to know yourself better (and others)
- Honesty
- Don't do everything yourself – help others to solve problems/tasks.
- Stop talking – listen!

PROFESSIONAL

- Coaching – raised the profile and beginning to adopt some coaching strategies
- The interaction between personal style/action and professional approach
- Delegation – have been more ready to delegate – to empower others
- Role model

ORGANISATIONAL

- Strategic leadership
- Involvement of staff etc
- Learning styles
- Clarity – evaluation – dissemination
- Sharing vision, knowledge and values (whole community)