

# QUAL4T2

*Further **Quality** Improvement **for** VET, guiding teacher **Teams** in Europe in  
strategic planning*

## INTERNATIONAL PILOT REPORT

**June 2018**

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*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

*QUAL4T2 project number 2016-1- NL01-KA202- 022885, Erasmus+ program, call 2016.*

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## Management Summation

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This International Pilot Report aims to summarise the piloting activities implemented in all partners organizations of QUAL4T2 project: they tested a Quality Guide (henceforth Q-guide) and seventeen Quality tools (henceforth Q-tools) within their own organizations and, in some cases also further afield.

This report took also into consideration the suggestions provided by QUAL4T2 Transnational Research Report (April 2017), from which the partners had realized that teachers' teams still don't have enough knowledge and tools to write a good year plan so as to schedule their tasks in a more effective way and empowering their performances. The partners had understood the issues to cope with and shared their best quality tools to design a toolkit usable for successful testing within their organizations.

About 13 teams and over 285 teachers/trainers - almost tripled compared to the 100 previewed - from the partners' organizations were directly engaged in pilot activities, thus providing the opportunity to discuss and test the materials and share learning and experiences with each other.

The five national chapters describe in details the application, the methods used, the difficulties met, the adaptations of and the feedback from the direct use of the selected tools in each country.

The lessons learnt from piloting the Q-guide and seventeen Q-tools are essential to provide a ready-to-use and efficient toolkit, i.e one of the final QUAL4T2 intellectual outputs, in all partners' languages, in English and in German, for a wider audience at EU level to receive them, hopefully exploit them in the near future or, at least, lead them to progress their quality culture.

The project's partners are aware that this is an ambitious goal, but they are confident that they can accomplish it because, from previous European experiences and trusting each partner's own efforts and contribution, they know that working together is the best way to reach it.

The project is already making a good impact on the teams in the partner institutions, judging by the positive feedback of the professionals (456) who took part in at least one project activity – i.e. not only direct piloting but also dissemination and valorisation ones - and by the fact that many of those directly involved in piloting activities have already decided to exploit or even insert some of the tools they tested in their own QMS. For instance: in the Netherlands *the final tools will be completely integrated in the Quality system of Landstede/ Menso Alting, the materials will be used by teachers in the schools in the provinces of Overijssel, Gelderland and Flevoland* (Kroese, 2018); in Spain *QUAL4T2 Quality Guide for Teams will be offered to the wider community of 23 VET centres in the HETEL association* (Menica, 2018); in Italy *QUAL4T2 IOs will be presented to the school system* (Di Paolantonio, 2018); in Denmark *Teams will continue working closely together with the heads of departments spreading tools and find ways to work better together* (Dyrløv, 2018) and in Greece *IDEC intends to make extensive use of the Qual4T2 outputs in own training courses* (Kazantzidou, 2018)

The main interest of the partners was obviously focused on possible changes out of the effective use of an annual team plan for each team. It has been, in fact, the main goal of the project: support teachers/trainers teams in writing a year plan to empower their performances.

In this regard, the data gathered from the questionnaires tell us that:

- The use of the annual team plan has raised, reaching a general increase of 26% (see data of item 9)
- The involvement of the individual members of each team in writing a year plan increased 54%, almost doubled in the Netherlands and tripled in Spain (see data of item 1);
- The task of the individual members of each team also increased 68%, almost tripled in Italy (see data of item 7);
- It has been confirmed the importance of collecting and analysing students feedback (see data of items 24, 31) which proves the "client-oriented" attitude of the partner organizations;
- The perception of Q-culture within the teams shifted from a behavioural oriented Q-Culture (-23%) towards a people oriented ones (122%) thus proving the evolution of the Q-culture towards the mutual striving of a group towards a quality awareness based on own values and intentions, which are decisive for the behaviour of the persons involved.

- The team members feel more ready and confident in managing an annual team plan (see data of items 16, 18, 19, 20, 21, 23), although a greatest awareness also increases the training needs on the topic itself - as Socrates said "I know I do not know" - (see data of item 17). This fact confirms the intuition of the partnership to structure an *ad hoc* training package for the management of an annual team plan, activity that will engage the partnership for next project month.

As already happened for the research, also for the piloting the project partners used a SWOT matrix to verify the effectiveness of the Q-guide and Q-tools or the need to modify them to allow any team to prepare an effective team plan. Each partner evaluated the positive, negative, external and internal elements (see swot analysis in each national chapter) that have somehow influenced their experimentation with Q-guides and Q-tools. During the meeting in Køge, the steering board looked at those matrices and identified the common elements, concluding that the positive aspects outweigh the negative ones and that it is therefore desirable to spread the project's products to a wider audience, as will happen in the multiplier events that will be held in each country.

All the changes that have been made to the tools piloted have been decided jointly by the partners with a view to make them more flexible and therefore adaptable to different organizations, both in terms of size and quality culture and experience in quality management.

The improved versions of the project products will be made available on the project website [www.qual4t-project.org](http://www.qual4t-project.org) in all partners' languages, in English and in German, at the beginning of 2019. The website also contains information on the project, data about the project partners, details about the other project products, news items, testimonials and items related to the valorization of the project.

As a conclusion this report will highlight ideas and recommendations on how to improve the piloted products which will be revised by the partners in a final version for a wider use and exploitation within a larger numbers of organizations in the near future and beyond.

## Introduction to project and materials

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### *QUAL4T2 project*

QUAL4T2 project, funded by the European Commission through the Erasmus+ KA2 program, intends to improve quality in VET by guiding teacher teams in Europe in designing strategic planning. Teachers/trainers tasks are multiple: teaching, coaching, visiting companies, preparing lessons and also holding team-meetings to evaluate learning outcomes, thus they have to face how prioritizing the best way to spend their work days. In addition, they have to connect the short-term actions on the 'work floor' of their teams with the long-term strategies and policies of the institutes/organization.

Supporting teachers'/trainers' teams in their use of quality assurance mechanisms, implementing a bottom-up approach for the design of strategic planning in Vocational Education and Training (VET) by teams can be the right way to do this according to the project's partners.

By investing in teachers' professionalization, the project partners planned to contribute the development of educators' competences, hence to reinforce quality culture and to improve the performance and the efficiency in VET

The groups targeted in QUAL4T2 are trainers, teachers, quality staff members and managers in training organizations. QUAL4T2 expects to offer the needed tools to write a better and sustainable team plan. Through all the phases of the project, participants learn how to use their working hours, to accomplish a better performance towards the students and to have a more efficient use of their financial funds.

The QUAL4T2 project has been designing and provide teams with three main products that will be downloadable for free:

- A Quality guide for teams including a Quality toolkit for teams
- A Good Practice Guide that offers information about the best experiences identified during the pilot testing of the tools.
- A Training Program that all VET organizations can use to train their own teams, or can even be used by teams themselves (previously tested by the partners themselves)

### *Q-guide – pilot version*

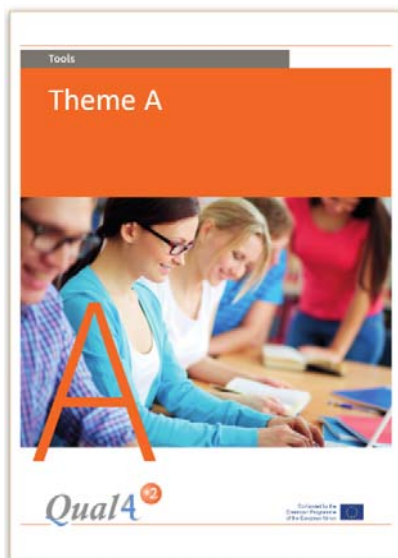
The quality guide contains:

- a brief introduction to quality culture topics - such as PDCA cycle and EQAVET
- an explanation of the potential of team working for the improvement of quality system versus any individual working
- a SWOT analysis on strategic planning
- considerations on the usefulness of a team plan for the success of any organization



### *The themes of the Q-toolkit*

The pilot version of the toolkit for teams in VET-education, thought to support teams to achieve a better-structured and more effective team year plan, is split in three themes to give the users the possibility to find the necessary tools more easily.



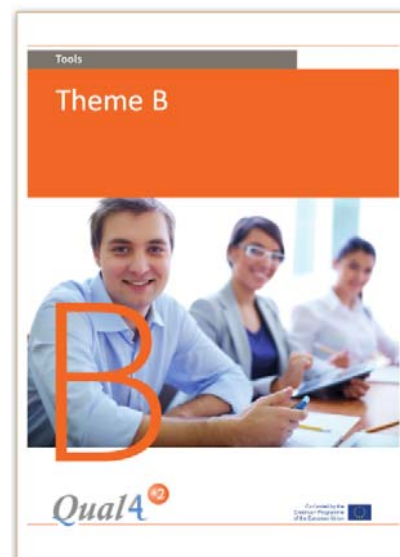
Theme A **Quality Culture** is about quality culture and provides material to improve quality culture as a team. It means that these tools are useful for "cultivating" quality within an organization to "transform" a group of colleagues in a winning team

It includes seven tools:

1. Short questionnaires for team improvement,
2. Team work café,
3. The lighthouse,
4. Five elements that form a good teaching teamwork,
5. Feedback in teams,
6. Self-assessment,
7. Peer to peer Feedback

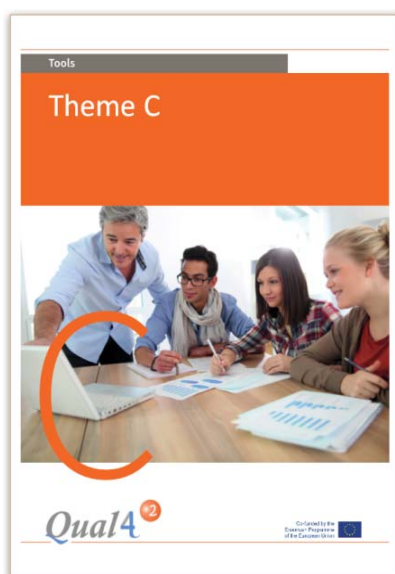
Theme B **Teamplan tools** includes six tools that help to develop an effective team plan. It includes the following tools:

8. Road map to effective team planning,
9. Vision/mission development for teams,
10. Data Gathering,
11. Risk based thinking,
12. Setting priorities as a team



Theme C **Models for a team plan** offers a set of different year plan models. It includes the following tools:

13. The team plan - model,
14. Short term team plan for improvement of quality risks,
15. Year plan in Excel





## The pilot phase in the QUAL4T2 project

As already anticipated, the main objective of piloting was to test QUAL4T2 products within the organizations involved in the project.

Those products had been selected by the Steering Committee during the meetings held for this purpose.

The Steering Committee had also agreed on the pilot materials necessary to manage the phase in such a way as to be able to compare and evaluate the results obtained by the different teams in the different countries despite the specificities of each one.

Such pilot materials included a guideline to manage pilot phase and models where to record and to keep evidences of the activities each country would arrange.

The piloting phase should have suggested, and actually did suggest as we will see later, the technical / formal improvements to be made to those products; moreover, it should have checked their effectiveness in supporting teams in designing and managing an effective yearly team plan.

The piloting phase stretched over a period of twelve months, as shown in the pilot calendar on the side, and was run in the following organizations of the five partner countries:

- Landstede Group (NL)
- Politeknika Ikastegia Txorrieri (ES)
- CIOFS-FP Association (IT)
- Køge Business College (DK)
- IDEC (EL)

**Pilot Calendar**  
(starting date 10/05/2017 - end date 10/05/2018)

Source data – national pilot reports

| Activity   | ES   |                 | IT   |                    | NL   |                               | DK   |   | (EL)   |                  |
|--|--|-----------------|--|--------------------|--|-------------------------------|--|---|--|------------------|
|  | date   | N° participants | date   | N° participants    | date   | N° participants               | date   | N° participants                           | date   | N° participants  |
| Kick off workshops                                   | 17.08.17<br>02.10.17   | 20              | 18.07.17                                     | 14                 | 17.05.17<br>13.06.17<br>14.06.17                                     | 8<br>8<br>12                  | 14.08.17<br>21.08.17   | 4<br>23                                   |  |                  |
| Other pilot meetings (or<br>instance as facilitator) | 02.10.17<br>11.12.17   | 12              | 09.07.17                                     | 34                 | 17.05.17<br>01.06.17<br>01.06.17<br>06.06.17<br>13.06.17<br>13.06.17 | 8<br>3<br>3<br>32<br>62<br>12 | 08.09.17<br>11.09.17<br>06.11.17<br>20.11.17<br>01.02.18<br>26.02.18<br>28.02.18<br>02.03.18 | 5<br>20<br>5<br>23<br>18<br>22<br>4<br>25 |  |                  |
|  | 25.09.17<br>30.10.17<br>11.12.17<br>18.01.18<br>23.02.18<br>10.05.18 | 32              | 25.10.17<br>25.01.18<br>06.03.18<br>18.04.18 | 12<br>12<br>2<br>9 | 13.09.17<br>22.01.18<br>04.18  | 3<br>2<br>18                  | 07.05.18<br>23.05.18   | 20<br>25                                  | 09.07.07.17<br>20.24.11.17<br>23.27.04.18<br>11-15.06.18 | 5<br>7<br>5<br>9 |
| Questionnaires<br>Onmeasuring<br>2- questionnaires   | 17.02.17<br>10.06.18   | 18<br>18        | 24.02.17<br>10.05.18                         | 53<br>72           | 27.02.17<br>04.06.18   | 30<br>34                      | 28.08.17<br>04.05.18   | 18<br>28                                  |  |                  |
|  | 21.05.18<br>07.06.18   | 21<br>32        | 09.05.18                                     | 47                 | 05.06.18<br>xx.06.18<br>xx.06.18                                     | 8<br>8<br>12                  |  |   |  |                  |
| GoTo meeting of<br>partners                          | 1 <sup>st</sup> - 08.11.2017 11:30                                   |                 |  |                    |  |                               |  |   |  |                  |
| Chapters of partner<br>piloting report               | 15/06/2018 ✓   |                 | 15/06/2018 ✓                                 |                    | 15/06/2018 ✓   |                               | 15/06/2018 ✓   |   | 15/06/2018 ✓   |                  |
| International Report                                 |  |                 | 30 June 2018                                 |                    |  |                               |  |   |  |                  |

In each Country, the piloting started with kick-off workshops and ended with feedback workshops: in-between each organization arranged meetings or/and supporting activities according to the needs and the calendar of each team.

Moreover, in some cases, the facilitator, member of the Steering board, arranged also short training for preparing the teams to pilot the products.

The aims of the kick-off meetings were to introduce QUAL4T2 aims/tools and explain why piloting and how to use and eventually improve the proposed products.

The aims of the feedback meetings were to collect outcomes of piloting and perception from beneficiaries on how to improve the work on a year plan and quality culture within VET institutions

All other meetings in-between those two, stood as the real exploitation of the pilot version of Q-guide and Q-tools to give feedback on their efficiency. Each facilitator arranged these meeting according to different factors such as the experience of teacher/trainer in the teams, the level of quality culture of the organization, the involvement of managers and quality staff, the specific tool selected and so on.

The members of the Steering Committee met on-line during the phase to share and compare the ways the piloting activities were running in each country and to support each other with suggestions and idea to better manage the phase. Specific communications flows sometime were arranged between single partners and the leader partner of this face.

## *Piloting in partners organisation - Landstede Group (NL)*

### **1 Starting Situation**

#### *Pilot teams*

At Landstede, teams were invited to join the pilot as a team, by mail and in general meetings. Four teams reacted, of which three teams have been piloting the method and selections of products in pilot phase. One team has been registered by the management, but was not in the circumstances to participate, this team has not entered the pilot phase, but filled the 0-questionnaire and did get a workshop with the facilitator about the outcomes on team level.

#### **The kick-off workshops**

##### *Materials delivered*

In all kick-offs also the route map to a team year plan was used, and left behind in A3-posters.

The project flyer was available for all.

Finally, the tools were also available through the qual4t-project website, or as printed version.

*Facilitator* - The workshops and meetings that took place all were facilitated by Margrieta Kroese, coordinator of the project and member of the project Steering Board. In several meetings, assistance was provided by Nathalie Peters or Bert Hamhuis. Together they are the overall Quality team for all Vocational educations within Landstede Group. In all kick-off workshops, the outcomes of the individual O-measuring were used to present an overview to the team. In all cases this led to reactions of teachers, as some outcomes were more or less confronting.

*Participants* – In the kick-off phase, 43 participants were involved, being teachers and management or quality staff of teams. Different teams were involved, but the focus in the pilot was on: The Sports team at the school at Rechterland in Zwolle (n team=35 persons), the Social Work team at the school at Dokterspad in Zwolle (n team= 12 persons) and the Health Care team at the school at Zwolsestraat in Raalte (n team=32 persons, pilot in sub-team with 13 persons).

Target groups reached were teachers, instructors, team leaders, quality staff and management.

*O-measuring questionnaire results* - - All returned questionnaires were gathered and used to offer an overall view per question of all respondents in the team. This was presented in pp-presentations that were also shared with the teams afterwards.

### **2 Looking at the experience**

#### **Description of implementation**

*Meeting settings* – Whenever possible, besides the regular pilot meetings that were specifically planned, other meetings have been used to inform teachers and quality staff about the pilot materials. This means that there was a fixed meeting setting for the kick-offs and the final evaluation with the three teams, but all other quality meetings had all kind of settings.

A natural implementation process started of products or methods that already seemed to be a best practice. In addition, the lessons learned were used, to provide other teams from making same mistakes.

After the kick-off workshops, the three teams were monitored during the pilot. This was done in face-to-face meetings, group meetings, by using mail and through other work sessions. Many meetings took place during the Dutch pilot phase. This were meetings directly connected with the pilot teams, but also meetings that were organized to use the ongoing outcomes from the piloting teams.

So, also other teams got involved by getting advises for an effective team plan, because they were preparing for the inspectorate. The EQF level 2 education to become a Cook in Harderwijk was advised in three meetings and extra pilot tools were shared by mail.

In a management meeting, all managers of the nine VET schools were informed about the route-map to an effective team plan. This tool was shared amongst them.



The advisor of the Sports team had a special face2face meeting, for advice about team workshops for the next team plan and got the printed theme A in Dutch, to prepare for the next round of team plans with their five teams.

*Number of team meetings – 17*

This is a further specification of all meetings:

| Meeting  | Date        | No. of participants | Target group  |
|--|-------------|---------------------|---|
| Special meeting in Harderwijk  | 4/04/2017   | <b>20</b>           | Schools Harderwijk A and B: teacher representatives of all teams and management                     |
| Special meeting in Zwolle (Rechterland) introducing the roadmap to a team plan and discussion about quality improvement through effective team plans | 12/04/2017  | <b>18</b>           | All 9 Landstede managers, 1 CEO, 8 auditors (specialists of the locations on the hard control side) |
| Kick off meeting pilot Zwolle A  | 13/06/2017  | 8                   | Teachers team Sports education  |
| Kick off meeting pilot Zwolle B  | 14/06/2017  | 12                  | Teachers team Social Work   |
| Kick off meeting pilot Raalte  | 17/05/2017  | 8                   | Teachers team Health Care and manager   |
| Meeting management Landstede   | 6/06/2017   | <b>32</b>           | 1 CEO/ 3 man/ 28 team members   |
| Meeting Harderwijk   | 1/06/2017   | 3                   | <i>Team leaders and management</i>  |
| Meeting Zwolle C   | 13/06/2017  | <b>12</b>           | <i>Teachers team Administration</i>   |
| General Meeting Landstede Zwolle   | 13/06/2017  | <b>62</b>           | 2 managers/ 2 Q- staff/ 58 teachers from teams  |
| Follow up Meeting representatives team Social Care Zwolle  | 22/01/2018  | 2                   | <i>Team leader and team member</i>  |
| Follow up meeting representatives team Health Care Raalte  | 13/09/2017  | 3                   | <i>Team leader, teacher, manager</i>  |
| Follow up meeting team Sports education Bert Hamhuis (prepared together)   | 04/04/ 2018 | 18                  | <i>Teachers, management, team leaders,</i>  |
| Meeting Innovation day   | 03/04/ 2018 | <b>24</b>           | <i>Team representatives of 23 Landstede teams</i>   |
| Meeting MBO-council Landstede  | 16/04/ 2018 | 12                  | <i>All directors, 1 CEO, 1 staff director, 1 CEO-secretariat</i>                                    |
| Meeting in Raalte with other team  | 16/4/2018   | <b>1</b>            | <i>Team member of team of the Green Education</i>   |
| Meeting with quality staff of all locations and general quality staff  | 23/05/2015  | 8                   | <i>Quality staff</i>  |
| PP presentation results pilot provided and discussed team Sports education   | 04/09/2018  | 9                   | <i>Teachers, management</i>   |
| PP presentation results pilot provided for team and management Social Work   | 27/06/2018  |                     | <i>Teachers, management</i>   |

|   |          |    |                                |
|---|----------|----|--------------------------------|
| PP presentation results pilot provided and discussed team Health Care in Raalte | 5/6/2018 | 17 | Teachers, team leader, manager |
|---|----------|----|--------------------------------|

*Overall participants* – When all participants are counted, involved in at least one activity such as respondent to questionnaire, workshop or direct piloting of tools, in the Dutch pilot **169 participants** are involved (79 from the 3 pilot teams; 90 in other meetings not being pilot team members – calculated are the bold numbers).

*Which tools were piloted and why* – Landstede piloted the tools 1, 2, 3, 8, 9, 10, 11, 12, 13, 14 and 15. After the presentations of the outcomes of the 0-questionnaire from theme A, being tool 1, teams were aware of their current quality culture and discussed the changes they would like to see or on what topic they wanted to focus, like feedback and feed forward. All needed to develop a team vision, in line with the one of the organization and the school. Besides this, the focus was on the effective development of team year plans (theme B) and the plans themselves (theme C).

*Number of annual team-plan designed* – All 52 Landstede/ Menso Alting mbo Zwolle vocational education teams used the content of team plan model no 14 or 15. However, some teams transferred the plan to a number of different programs like Word, Excel, and website, One Note, Office 365, Trello and A3. The teams Social Work, Cook and Health care worked with the texts from tool 14, although team Health care placed this in a digital model called A3. The Sports team used the model from tool 15.

Besides about 50 percent of the other Landstede teams used the text as published in tool 14.

### **3 - Lessons learnt**

- All of three pilot teams made significant improvements through the pilot period. This is visualized in the final pp-presentations.
- Teachers feel more secure developing the year plan. They feel they understand better how to develop aims and control the number of them.
- All at least make the activities in which the aims are divided SMART.
- Plans are developed together, securing the involvement by all team members. By using open access methods for input gathering, it is much easier to get all members involved, even those with a very small job in the team, not present in meetings.
- All the team members have 2-study hours in the official team budget for reading the complete team year plan. Right after this 2-hour session, the plan is referred to in the team meeting. As a follow up, all members know the aims of the team plan and who does what.
- When starting with the new team plan start with one aim together with all team members. This provides commitment with the plan; everyone can ask assist by all, as all work on the same topic; this can be an aim for 3 months and after the first two months the team has a reason to evaluate and celebrate. After that, all are used to work with the team plan and smaller groups can be responsible for a specific aim or activity, now they now how it works.
- Offer all teachers the opportunity to provide input for the plan. For instance, by placing empty posters on a wall in a team office, providing post-its and invite all team members to pass by any time they like and post their topic for the new year planner.
- Too many aims and ideas for a year plan? Why not develop a dynamic two-year plan. Prioritize you aims and activities to find out what should be done first. (tip: put all on post-its on a board and move them around while you discuss this in the team)
- It may seem less time consuming to write a year plan by yourself, but you may need all year to convince team members that did not work on the plan, that your ideas are good

*Brief analysis of piloting*

When highlighting strengths and weaknesses we found the following:

*Strengths:* The mutual work on the development of a team plan increased. Moreover, the number of aims in the year plans lowered, what seems to lead to plans that are more realistic. It is too early to prove this with results, but in the 1-questionnaires, it is visible that teams have more faith in their plan.

Starting the discussion about what the team really wants to reach, helps to focus. Visualizing the wishes and needs on big papers on the wall in team offices was found to be very effective: 1 because all teachers had the option to be involved; 2 because all teachers could provide input on the moment that suited them, as these posters hang in the office for a week. Focusing in categories helped too.

*Weaknesses:* The pilots show that just sharing tools with participants that are not sure how they could fully use the tools, is not effective.

If a team is not really involved because there are other problems in the team, the pilot is not effective enough. A team needs to be able to focus on their culture and the effective team plan development. For this reason, it has been decided to take one team out of the pilot.

#### *Short comparative analysis of O-measuring and 1-measuring questionnaire*

When analysing the specific outcomes of the O-measuring and 1-measuring questionnaires on the level of theme's and main changes, the following impact after the pilot is to be noticed. (In column 4, the ✓ shows the improvement after the pilot.)

| theme | items   | 0Q | 1Q | Notes  |
|-------|---|----|----|--|
| A     | The team year plan  |    | ✓  | More team members have got a task in the latest team plan                    |
|       | Would you like to work with a two- or three- yearly plan?   |    | ✓  | Team members now seem to be more interested in using a 2 or even 3 year plan |
| B     | Aims and ambition /vision - general   |    | ✓  |  |
|       | Do you feel well equipped with information to make the right analyses for your year plan?           |    | ✓  |  |
|       | Are you able as a team to formulate SMART aims in a way that they are measurable and can be done?   |    | ✓  |  |
|       | Do you as a team member have faith in the actions you do and that they lead to the desired results? |    | ✓  |  |
| C     | Evaluation - general  | -  | ✓  | With this theme some items have not been improved                            |
|       | Do you evaluate your lessons/ instructions with your students?                                      |    | ✓  |  |
|       | Is the evaluation of the year program by students a topic in the team? (min. 1x a year)             | -  |    | These outcomes lowered but evaluations on individual level increased         |
| D     | Intervision/working together - general  |    | ✓  |  |
|       | As a team, do you communicate together about what you may expect from each other?                   |    | ✓  | Now only 1 out of all respondents says no                                    |

#### *Short comparative analysis of O-measuring and 1-measuring questionnaire Landstede*

Before the pilot phase started - December 2016/January 2017 - the teams were asked to fill a questionnaire as a 0-measuring and a starting point for the pilot. The respondents were 30. At the end of the pilot phase - May 2018 - teams were asked to fill the same questionnaire again as a 1-measuring. That time the respondents were 34.

In annex 1, you find the table with all the data of both the first and second questionnaire divided by items and teams: all improvements can be found in green.

*Suggestions or remarks to improve the Q-Toolkit and the Q-Guide*

The following tools have been tested in the Netherlands during the pilot phase:

| No of tool | Title                                | teachers / teams involved | Evaluation/ feedback for improvements   |
|------------|--------------------------------------|---------------------------|---|
|            | Pilot version of Quality Guide       | 169/49                    | Should we also tell what went wrong?<br><br>In the Q-guide for teams in final version, it is advisable to explain the tools and not only name them in an overview.<br><br>It is advisable to use more text with explanation in the final Q-guide  |
| 1          | Questionnaire as a starting point    | 34 / 3                    | This questionnaire was meant as an individual zero questionnaire, but provides so much valuable information that outcomes should be presented at team level. Could we change this into different questionnaires for use in teams?   |
| 2          | Team café                            | 3 / 1                     | We found this method very interesting also when a team wants to focus on improving aims and activities: each table now focusses on one aim/set of activities and groups of teachers move around from one to another table, guided by a whistle, or just the other way around: having music on the background and needing to change tables when the music stops. The try out gave good feedback, all members of the quality team found the activity fun to do and also had the feeling that they wanted to be active and energetic. Also, when reading all the suggestions, other suggestions were thought off and written down. Extra variety? Put a white board on the table and let team members write or draw on it. |
| 3          | Lighthouse                           | 34 / 3                    | This tool was used to focus. However, as the vision/mission of the whole organization is a given input, it was more the instruction that lead to the own team visions. In some cases, teams went that far as to come with a one-liner, recognizable for all.  |
| 8          | Roadmap for team plan                | 169/49                    | For teams who start with a year plan for the first time, this route map is too complicated.   |
| 9          | Vision/mission development for teams | 169/49                    | Especially the need of a vision/mission that is enriching the next organization level is important: mission of organization – mission of separate school – mission of team and education.<br>The text should be easy repeatable.  |
| 10         | Data gathering                       | 99 / 26                   | This action should be explained in meetings. Than a list of useful data can be put together by all present.   |

| No of tool | Title                        | teachers / teams involved               | Evaluation/ feedback for improvements  |
|------------|------------------------------|---|--|
| 11         | Risk based thinking          | 99 / 26                                 | This tool needs a bit more explanation, maybe with pictures of targets on the wall during prioritizing?<br>This tool could also mention the chances a team may have. On one hand, there are risks on the other opportunities. These should also be identified. (can be done in an extra tool or combined in this tool) |
| 12         | Setting priorities as a team | 99 / 26<br><i>pilot+ innovation day</i> | This is very important, but still seems difficult for teams. Again, it should be explained very well, and maybe a picture of work in action would help. Placing aims from one position on the board, to the next of last...  |
| 13         | Realistic planning           | 99/26                                   | Too many aims and activities in a team plan only leads to frustration. During the year, the team experienced that the plan is not realistic and team members rather forget about the plan, placing it in a drawer for a year.  |
| 14         | Team plan model              | 99/26                                   | This plan has been evaluated with representatives of all schools. The analyses should be placed before the team plan itself.   |
| 15         | Short term improvement plan  | 99/26                                   | This short-term plan can be improved by including a column for starting and ending date. Teams combined this plan also with the internal audits; teams use this to formulate their improvements on short term, besides the regular team plan.  |
|            | <i>Extra</i>                 |   | There is no tool about analysing data, while teams note that they don't feel that they know how to analyse (the right ) data   |
|            | <i>Extra</i>                 |   | A second route map but simplified for teams that start working with a team plan should be made   |

#### 4 – SWOT analysis

##### Strengths

- Starting with individual 0-questionnaires, but making the outcomes visible on team level, helps team members to get aware of their situation as a group.
- Starting the discussion about what the team really wants to reach, helps to focus.
- The pilot showed that it is more effective to have 4-6 aims in the year plan than 10 or more.
- Increased knowledge and experience with evaluation, effective analyses, risk deduction and prioritising increases also the willingness of team members to proceed with the year plan
- Team members seem eager to deliver input for a year plan, when this is possible within a flexible range of time, instead of a meeting.
- Visualising the progress of year plan development helps teams to focus and discuss

##### Weaknesses

- If a team is not yet a team, but a number of teachers grouped together for organisational and logistic reasons, it will be hard to work with, as the team is not a functional group.
- If the management does not support the team, less positive effects may be expected (lack of educational leadership)

##### Opportunities

- Simple team activities, may help to become a real functional team, as a starting point for further activities from the project
- Starting with small activities results in easy successes. This may influence the willingness to start on bigger aims and projects in a positive way

##### Threats

- Lack of knowledge and experience with evaluation, effective analyses, risk deduction and prioritising, decreases the willingness to work on the year plan and participate in it
- Facilitation of activities is necessary for quality improvement
- The pilots prove that just sharing tools with participants that are not sure how they could fully use them, is not effective. A facilitator is needed in the first year.

#### 5 – Future views

##### *Overview of what partner aims to implement in own organization in the last project phase*

Thanks to the pilot and the discussions of test results with participants and partners, many tools are getting ready for full implementation in Landstede mbo and Menso Alting Zwolle.

- In the last project phase Landstede aims to implement the model team plans, being tools no 8, 9, 10, 11, 12, 13, 14 and 15.
- Tools 9, 10, 11 and 12 will be integrated in a step-by-step guide and introduction, to be used before teams start to work at the team plan. Already 23 out of 49 teams were represented during the workshop at the Innovation day introducing this method. This is a huge impact already, while we still need to finalize the products.
- The final tools 1 – 13 will also be implemented individually in the Connect page of Landstede/ Menso Alting mbo, so that all teachers can use them when needed. As the final tools will be completely integrated in the Quality system of Landstede/ Menso Alting, the materials will be used by teachers in the schools in the provinces of Overijssel, Gelderland and Flevoland.
- Tool 16/17 will be implemented in a slightly adapted way. These tools will be optional for teams.
- All final tools will also be shared with Quality staff of the 18 Secondary schools in Landstede Group, and prepared to be made available through the web for their teams too.



## *Piloting in partners organisation - Politeknika Txorrieri (ES)*

### **(A) Starting Situation**

#### *Pilot teams*

In Spain, the pilot phase of the QUAL4T2 project took place in two different organizations, in the participating partner school, Politeknika Txorrierri, and in the HETEL association of twenty-three VET schools in the Basque Country. The team of International Coordinators in HETEL association piloted the toolkit. Twenty VET schools participate in this team apart from Politeknika Txorrierri.

#### *The kick-off workshop*

The first workshop took place on June 19th, 2017 with the team of International coordinators from the **HETEL** network of 23 VET schools in the Basque Country. There were fourteen coordinators present from fourteen different VET schools spread over all three provinces of the Basque Country. Anabel Menica from Politeknika Txorrierri, partner and steering board member in the QUAL4T2 project, and leader of the International team showed the members a power point presentation of the QUAL4T2 project initiative in Spanish and shared with them the results of the zero-questionnaire the team members had completed beforehand. The team members also received the pilot draft of the QUAL4T2 handbook.

Out of the eighteen people who had filled in the questionnaire, only three felt they had been personally involved in writing the team's year plan; ten said they had not and five that they had partly been involved. The sharing of the outcomes of the zero-questionnaire triggered a lively discussion about the role of the team and their members both within HETEL and within their own individual institutions. The need for a strategic team plan, developed and owned by the team members was clearly stated. Until then the objectives of the team's annual year plan were defined by the HETEL steering board. Most of the international coordinators on the team stated they felt they had no say regarding their role in the team and that they just tried to do "*what they were told to do the best they could*". When offered the opportunity to define their own objectives as a team and to design their own plan they felt very excited about it. The atmosphere within the team was vibrant!

The team members analyzed the Quality Guide and Tools and together with the leader of the team decided to start with Tool number 3, the Lighthouse. This was the first milestone in the team.

**Politeknika Txorrierri** aims to be ISO 9001 certified in 2018. On October 2<sup>nd</sup> 2017, Anabel Menica formally presented the Q-Guide and Tools of the QUAL4T2 project to the Head of Quality in the school. They saw that Tools 11, 12 and 14 would be useful to achieve the Certification and that the Tools 5 and 6 would support team improvement.

Target groups reached through both workshops were teachers / instructors, team leaders, Quality director and VET school management.

## **2 Looking at the experience**

### **Description of the implementation**



Figure 1: Members of the HETEL International Team at Meeting in Sept 2017

#### **TEAM: HETEL International Team**

Following the kick off workshop in June 2017, the HETEL team of international coordinators had three more working sessions before the end of year, (September 25th, October 30th and December 11<sup>th</sup>). A further three workshops in which objectives and progress were reviewed took place in the period up to end of May 2018. The final evaluation workshop took place on 21<sup>st</sup> May 2018. Twenty-one team members were involved in this process. Anyone missing from a meeting was contacted beforehand and/or afterwards, invited to share their experience and point of view, and informed of steps and decisions.

During the kick off workshop when they reflected on the results of the zero questionnaires, they realized they were not very clear about the position they held as international team members in the HETEL team and

how this differed to their position as international coordinators in their own schools. The team had previously followed strategy designed by the HETEL steering board but were enthusiastic to become more autonomous, take on more responsibility, develop their role and input, grow the vision of the team and that of the whole association.

#### *Which piloted tools were piloted and why*

The team needed to develop a clearer sense of their own role and possibilities and engage with ambitious objectives. The team first chose to work with tools 3 and 9 taking the opportunity to study and reflect on HETEL's International vision and mission (some of the members had never done so before) and then reflect and agree on the team's *own vision and mission* as HETEL Internationalization Team. By using **Tool 3**, the Lighthouse, the team reflected on their desired role within the vision and mission of the association (what light they wished to shine), what they needed to be able to do so and how they could proceed within their constraints and given their resources. They were then ready to work on the team's own vision and mission statement using **Tool 9**.



Figure 2: Members of the HETEL International Team working to establish their very first autonomous annual year plan

Afterwards they decided to focus on **Tools 14** - Team plan model, **Tool 15** - Short-term improvement plan and **Tool 12** - Setting priorities as a Team. As they realized the time to establish a team annual year plan was limited if they wished to start working and achieving immediately (within the same academic year), the team decided to focus on formulating and refining the priorities and improvements detected during the discussions in the kick off workshop and at the 1<sup>st</sup> meeting in September. The team leader and QUAL4T2 facilitator encouraged the group to be creative and **combine the best Tools 12 and 15** into one larger tool and in this way the team were able to define very clear (sensible) priorities with all the adjoining practical who-how-when also made visible in one chart.

The methodology was very interactive. As the team was made up of twenty members plus the leader, the group worked in groups of four to five to debate and establish key elements of the annual plan. Results were gathered, shared and discussed among all the team members until an agreement was reached. The A3 poster generated in the Sept meeting (combining elements of TOOLS 12-14-15) was then circulated to all members in WORD.

#### (B) TARGETS: Politeknika Txorierri Interdisciplinary and departmental teams



Figure 3: Members of the HETEL International Team working with the QUAL4T2 tools

In Politeknika Txorierri - QUAL4T2 project partner school and one of the 23 HETEL associated schools, piloting kicked off in Oct 2017 with one further meeting in December and two evaluation/orientation meetings with the Head of Quality and participating team leaders in the period up to May 2018. The final meeting took place on 7<sup>th</sup> June to assess the process and results.

In Politeknika Txorierri, Quality processes and evaluation is a well-integrated feature but there is always room for improvement and renovation of engagement and effectiveness. The center aims to gain the ISO 9001 in 2018. The school has been also fully immersed since 2016 in the implementation of a new methodology in teaching called - challenge based learning (ETHAZI) in which students in all departments assume challenges, accumulating learning through the solution of problems while working towards the completion of a larger (real life based) project. These projects require the collaboration of teachers/trainers from various departments to work together in the

design, support, coaching and evaluation of student teams.

### *Which piloted tools were piloted and why*

In light of these circumstances, tools were selected (**TOOL 6** and **TOOLS 5/7**) to support the effectiveness of teamwork in the new interdisciplinary teams. A self-evaluation tool had previously been used in the center for global evaluation quality exercises aimed at all staff but the additional section in the QUAL4T2 tool on evaluation of one's own teamwork contribution (attitude, results and effectiveness) is new and allowed for new reflections and consideration of one's own role in the team. Summarizing the self-evaluation (individual reflections) in ETHAZI team meetings allowed for openness and led naturally to the sensitive possibilities of peer feedback - (feedback rather than evaluation).

32 staff members (teachers) from all four departments in the center used TOOL 6-5-7 in piloting. These 32 staff members were working on 7 challenge based learning teams during the spring semester. Some staff completed the evaluation and feedback activities in more than one project team. ETHAZI teams were made up of staff in projects combining

- Telecommunications-Robotics-Marketing Depts. (2 projects)
- Mechanical Design - Production - Robotics (2 projects)
- Environmental Chemistry - Telecommunications and Audiovisuals
- Commerce - Marketing - Production (2 projects)

In the new and flexible interdisciplinary teams, the introduction of Tool 6 was considered to come at a good time, allowing for openness from the start. It still required skillful team leadership but TOOL 7 (peer feedback among equals) has been seen to be a natural - even essential - part of the team dynamics and very helpful in bringing up and dealing with issues. The use of these tools was seen to lead quite logically to reviewing and refining team plans and priorities.



Figure 4: Members of the HETEL International Team working with the QUAL4T2 tools



Figure 5 Member of the Mechanical Design Dept. adding ideas to incorporate into their 2018-19 annual departmental plan

**TOOLS 14** and **12** were also introduced by the QUAL4T2 steering board member with the support of the Quality Manager to each Departmental team head as tools to support their process of annual team planning and selection of priorities. Txorierrri has previously used well-defined planning tools but the departments are always keen to simplify these as much as possible. The use of clear charts, interchanging group members to feed ideas into the plan and even changing time frames and options for input (such as allowing members to add ideas on post-it to visibly positioned charts to be addressed at the next meeting) brought a fresh impetus to team engagement.

The departmental teams also used **TOOL 6** in June 2018. They offered the tool to staff dept. members as a way to hone in on specific areas and needs for annual staff training in July 2018. Staff in this way approached the self-evaluation as a way to define important personal and professional areas (for *any* degree of improvement) in which they can update skills and competence.

The Quality Management Team in the School under the leadership of the Quality Manager also piloted **TOOL 11** - Risk Analysis at their meeting in May 2018 while considering the issues (successes, risks etc.) of technical support project involvement with SMEs projected for 2018-2020 and the issue of staff membership. As the school is a Cooperative (a social based



strategy common to the industrial makeup of the Basque Country - Spain<sup>1</sup>) in which staff in companies become members with a stake in the decision making and running of a company, due to a number of retirements in the school, the need to incorporate and involve new members is necessary. The risk analysis was used to evaluate the situation and the previously defined plans.

The School Management Team (made up of the managing director, Head of Studies, Pedagogical Director and the Director of Employment Services) who used tool 11 reported that use of a visual tool to highlight risks while taking into account existing response measures, followed by visualizing the level of remaining risk(s) and reflection on any necessary adaptation responses creates a greater level of preparedness and team effectiveness.

One complete Annual Year Plan was achieved by the HETEL team during piloting with input generated to existing departmental year plans in Politeknika Txorierri.

### PILOT TIMELINE and ACTIONS: SUMMARY

| MEETING   | DATE  | N involved in piloting  | TEAM  |
|---|---|---|---|
| Kick off Meeting<br>Meeting 1: Annual Plan<br>Follow up<br>Follow up<br>Follow up<br><br>Final Meeting: Assess Results  | <b>2017</b><br>17. Jun<br>25. Sept<br>30. Oct<br>11. Dec<br><br><b>2018</b><br>21. May                                  | 21 in total   | HETEL International Team  |
| Special Meeting<br>Kick Off Meeting<br>Pilot Plan<br><br>Pilot KICK OFF with ETHAZI teams<br><br>Follow up<br><br>Management Team use of Tool 11<br><br>Final Meeting: Assess Results | <b>2017</b><br>19. Jan<br>02. Oct<br>11. Dec<br><br><b>2018</b><br>18. Jan<br><br>23. Feb<br><br>10. May<br><br>07. Jun | 12 in total with tools reaching and being used by a total of 32 staff | Politeknika Txorierri<br>Managing Director<br>Quality Manager<br>Quality Manager<br><br>Quality Manager / ETHAZI team leaders / teacher teams - Mechanical Dept.<br>Quality Manager / Heads of Dept.<br>Head of Management Team / Management Team<br><br>Centre Quality Manager / ETHAZI team leaders/ Heads of Dept. |

### 3 Lessons learnt / Observations

- To optimize the opportunities for an (interdisciplinary) team to develop their effectiveness and performance in supporting students to meet their own team challenges, it's necessary for all members to regularly reflect on how they work together and establish actions for improvement

<sup>1</sup> Politeknika Txorierri forms part of the Mondragon Corporation that comprises over 250 companies and cooperatives and 78,000+ workers in the region. <https://www.mondragon-corporation.com/en/>

- Teams require courage and tools (even regular training) to develop effective peer feedback spaces (Tool 5 - Feedback between team members /feedback express model and Tool 7 - Feedback among Equals)
- Inviting teams to establish why they exist and what they want to be known for engaging team members and their energy. Visual metaphors like the Lighthouse Model (Tool 3) or a Risk analysis (Tool 11) inspires and engages a team at a different level and creates a sense of completion and satisfaction. Quality and action planning and revision, evaluation etc. does not have to be dry and drawn out to be effective.
- Establishing vision and goals is especially useful for newly formed teams but equally inspiring for any team needing to reclaim their WHY (focus) or change the intensity of their light (actions).
- Ownership and engagement is fundamental for team energy and success. Tools and strategies to get everyone involved should be varied and non-time consuming - such as inviting ideas/comments/reflections over certain periods in varied groups. Relying on the same strategy continually loses freshness and implication.
- Getting everyone on board to create a plan takes time but is more likely to be carried through if people own and commit to what they work towards
- Peer feedback can be emotionally threatening with many underlying currents and issues. It is important to be aware of this and sensitive to reticence. It is necessary to create a professional atmosphere, invest in respect, and trust above all.
- All development work on effective feedback is empowering at all levels in any relationship and leads to greater team maturity and effectiveness
- Team objectives (no matter how attractive and well formulated) are open to future revision. Possibilities to regroup and refine actions at key moments in the middle of a plan are not always effective in moving forward but should not be very absent either. If goals and steps to achievement are set in stone, people can feel that time is wasted following through on unnecessary steps.
- Goals and actions can be quite easily combined, reordered, extended... Flexibility in planning tools, goal creation and prioritizing is positive.

#### *Short comparative analysis of O-measuring and 1-measuring questionnaire*

Before the pilot phase started, two teams were asked to fill out the QUAL4T2 questionnaire to evaluate the starting point in their preparedness and participation in creating a team year plan - the HETEL International Team and one team from the Mechanical Design Dept. at Politeknika Txorierri. As shown in annex 2, participants were not able to answer all the questions, either because they are not teaching staff, or because they were unaware of the matters to be evaluated on the zero questionnaire.

After the piloting phase (May 2018) they were asked to fill out the same questionnaire. Annex 2 shows the total number of participants from each team and the total number of answers for each question. Improvements can be found in green. (Note that some of the questions could not be evaluated as no response was given).

#### *Suggestions or remarks to improve the Q-Toolkit and the Q-Guide*

Overall, the Q Toolkit is easy to use and source tools from: clear sections, colorful, good overviews of each tool.

The introduction is useful but a little dense for teachers - with lots of small print. A ppt. of the main points such as that prepared for the kick off workshop might be a good complementary starting point for the toolkit.

The following tools were tested in Spain during the pilot phase. Suggestions and remarks are provided based on feedback from users.

| <i>TOOL No.</i> | <i>TOOL</i>                  | <i>Teacher/ Team</i>                            | <i>Evaluation Feedback for Improvement</i>  |
|-----------------|------------------------------|---|---|
| 1               | Questionnaire                | International Team - HETEL                      | Useful starting point to test and share sensations and plan how to work together on a plan (with what elements etc.)<br>A little long and complex (parts B and C)   |
| 3               | Lighthouse                   | International Team - HETEL                      | Very nice visual tool: inspiring  |
| 9               | Vision - Mission for teams   | International Team - HETEL                      | Good examples relating to schools given to kick start the activity.<br>Could be made a little more visual as a tool - some web links to further examples  |
| 6               | Self-Evaluation              | P. Txorierri<br>- ETHAZI teams<br>- DEPT. teams | Excellent questions in the introduction to the tool - could be highlighted to stand out more<br>Easy to use   |
| 5               | Feedback in Teams            | P. Txorierri<br>- ETHAZI teams                  | Interesting ideas to encourage students to get used to informing teachers with their feedback for use in future<br>Could include a clear example of feedback express and how to create safe emotional atmospheres for genuine, effective feedback to flow |
| 7               | Peer Feedback                | P. Txorierri<br>- ETHAZI teams<br>- DEPT. teams | Great ideas on how to prepare the atmosphere. Good tip on how to integrate this practice so it becomes regular and "normal".  |
| 11              | Risk Analysis                | P. Txorierri<br>Management Team                 | Very interesting and clear progression to evaluate residual risk. Easy to use   |
| 12              | Establishing Team Priorities | International Team - HETEL                      | Easily integrated as input for Tool 15  |
| 14              | Team Plan - Model            | International Team - HETEL                      | Easily integrates as input for Tool 15  |
| 15              | Short term Improvement Plan  | International Team - HETEL                      | Clear table which with input from Tools 12 and 14, allowed the team a clear overview and to easily combine objectives during the year.  |

#### 4 – SWOT Analysis

##### Strengths

- MOTIVATING, CLARIFYING& SENSE of OWNERSHIP  
- New sense of autonomy for team organization;

##### Weaknesses

- STRUCTURAL and CONTENT REPETITION - Repeated (elements in) tools and lots of tables encourage some team



welcome responsibility for defining own vision and goals; new sense of clarity and purpose

- **SATISFACTION** - Quality come home; no longer perceived as something alien (arid and time consuming), beyond the team's interests and demanding
- **DEVELOPMENT** - Departmental teams become more aware of weaknesses or levels of effectiveness and request support and training in identified areas
- **USEFUL and FLEXIBLE TOOLS** - Simple and practical non bureaucratic (non-threatening) tools for **inclusive** team planning and development as well as for assessing risks and self-evaluation; tools easily adapted to fit a team's needs - elements of tools could be cut and pasted together into new tools; Clear structure of Toolkit sections (A-B-C) and small number of tools make the kit less stressful to approach for team leaders
- **TEAM SPIRIT** - Although challenging tools encourage building more openness and trust in teams

leaders to automatically fall back on what they already know/do or the inertia of doing nothing new

- **SCRATCHING the SURFACE** - Some self-reflection exercises without further peer and/or team leader appraisals is only a starting point to real self and team growth. Tools alone may not be enough. Systematic support needed.
- **EMOTIONALLY CHALLENGING** - Tools involving peer appraisal (Tools 5-7) require a lot of mature leadership and time for trust building as many personal and team issues rise to the surface

### Opportunities

- **TRAINING & DEVELOPMENT** - Further training opportunities identified for teams (by the teams themselves) and undertaken after use of the QUAL4T2 team tools
- **HYBRID TEAMS** - Greater and more confident interaction between teams from different department in new learning methodologies
- **NEW TOOLS** - for Organization's QUALITY PROCESS
- New risk assessment tools for inclusion in the Quality Process for Institutional Management and the whole organization

### Threats

- **RIFTS** - Possibility for team leaders to be overwhelmed by surfacing unresolved rifts in teams (emotional elements of peer feedback)
- **ADDED WORKLOAD** - Team leaders and facilitators with added team quality activities and dynamics - some of which require quality F2F time to carry out adequately.
- If team vision, year plans and activities not supported and moved forward throughout the year, possibility of disillusionment and disengagement

## 5 – Future views

### *Overview for future exploitation*

Following piloting in SPAIN and thanks to the results with staff and partners in HETEL, it is aimed to offer the QUAL4T2 Quality Guide for Teams to the wider community of 23 VET centers in the HETEL association. As their International Coordinators have already tested the toolkit successfully, they will introduce the final version to their Quality Managers with recommendations based on their experience.

Politeknika Txorierri aims to implement TOOLS 6-5-7 ever more fully to cover all team actions - both in ETHAZI interdisciplinary staff teams (methodological projects with students) and in departments. TOOLS 15-12 will also be used by departmental teams with freedom to adapt and vary the tools and methods of collecting ideas as in the pilot phase.

## Piloting in partners organisation - CIOFS-FP (IT)

### 1 Starting Situation

#### *The kick-off workshops*

On March 2017 QUAL4T2 project had been presented to all CIOFS-FP regional associations during the general assembly: On that occasion, the CIOFS-FP Lazio proposed its candidacy to participate in the project activities and in particular to the piloting of the presented IOs.

The kick-off workshop, in fact, was held on 17<sup>th</sup> July 2017 at CIOFS-FP Lazio in Rome for a group of 14 people coming from six CIOFS-FP VTCs where they work as coordinators and trainers and/or QMS responsible. They were just representatives of all team members that would be later involved in the piloting. The materials and documents delivered and presented during the kick-off, the majority of which still in English version, were those agree by QUAL4T2 Steering Board in Bilbao: the pilot version of the quality guide and seventeen quality tools. A power-point presentation and a browsing on the website of the project was also used to present all details and IOs previewed.

FdP, member of the Steering Board, facilitated the workshops. As an introduction of activities to be implemented, she presented the outcomes of the 0-measurement questionnaires that aroused the interest of the participants: they saw, like in a mirror, the perception of quality culture in the whole association and in each single VTC thus they realized that piloting QUAL4T2 Q-guide and Q-tools could be a good chance not only to think over their own quality system and to know further quality instruments, but also to better understand how to improve the performance of the teams and of each single trainer in the classroom. That is why they decided to present the outcomes of the 0-measurement questionnaires when back in their VTCs before starting the real piloting of QUAL4T2. Real piloting started with the involvement of fifty-three trainers/staff members of six teams: four located in Rome and two in nearby towns.



Figure 1 - kick-off meeting Rome



Figure 2 – tool 5 applied at QUAL4T2 in IT

The national coordinator, who since then played as supporter of the piloting for each of the six teams also on demand, arranged an on line connection/platform – as suggested by the tool number 5. So all participants were able to keep owns' notes/ideas to be discussed in duly time thus respecting their working times with those scheduled for the project.

Since the kick-off, the fact that the participants perform different roles – tutor, trainers, administrative staff, coordinator - seemed to be a good chance for them to compare different perspectives and ways of possible exploitation of the tools. The general impression was that, no matter the tools that will be piloted in each of the VET centers, all instruments seemed to be comparable with similar ones already in use in their own seat, so a first outcomes could be for the QMS staff to compare the tools from CIOFS-FP system toolkits to those proposed by QUAL4T2 and to grasp the best from them so as to improve the quality instruments in use.

At that time – during kick off meeting – the six teams were not yet sure of which tool, out of the seventeen, they would have piloted, because they wanted to decide together with all members of their team: anyway, due to the ever-growing constraints in time that each team has in ordinary job, they were quite sure to pilot those tools apparently that seemed less time-consuming. As a legacy of the QUAL4T project, the meetings ended with a flashlight feedback.

## 2 Looking at the experience

### Description of implementation

In Italy, the real pilot of QUAL4T2 tools took place from September 2017 until May 2018 that is eight months of tools testing, as this period matches with the school calendar set by the Ministry of education. All previous meetings, including the kick-off, were held to let the teams be ready to pilot in a proper way. In fact, the aim of such preliminary meetings were to present the project and its materials so that teams could try to design their own team plans for the year and apply them during the school calendar.

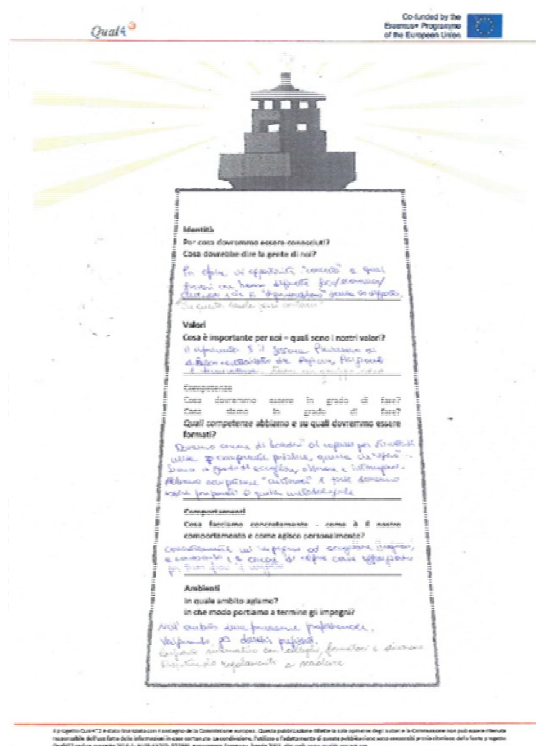
Out of the results from 0-measurement questionnaire, the teams realized they needed to think over and work on a team plan in line with the annual improvement&goals plan arranged at association level. With a team plan they could really support the achievement of the annual goals set for the association and feel themselves part of the quality improvement of the educational provision.

Each team met once a month, according to the annual plan used in all CIOFS-FP VTCs: the teams, composed by an average of 12 members, directly piloted QUAL4T2 tools and Q-guide. Five "Q4T2" meetings were organized for the representatives of the six teams: their aim was to compare the progress of the piloting, ideas, successes, difficulties encountered and possible exploitation of the tools with-

**Pilot Calendar**  
(real starting date 01/09/2017- end date 10/05/2018)

| Activity   | IT                                 |                 |
|--|------------------------------------|-----------------|
|  | date                               | N° participants |
| Kick off workshops                                 | 18.07.2017                         | 14              |
| Other pilot meetings (for instance as facilitator) | 03.07.17                           | 34              |
| Experimentation of toolkit/guide                   | 25.10.17                           | 12              |
|  | 25.01.18                           | 12              |
|  | 06.03.18                           | 2               |
|  | 18.04.18                           | 9               |
| Questionnaires<br>0-measuring<br>2- questionnaires | 24.02.17                           | 53              |
|  | 10.05.18                           | 72              |
| Feedback workshop                                  | 09.05.18                           | 47              |
| GoTo meeting of partners                           | 1 <sup>a</sup> - 08.11.2017 h13:30 |                 |
| Chapters of partner piloting report                | 15/06/2018                         |                 |
| International Report                               | 30 June 2018                       |                 |

Figure 3 – pilot calendar in IT



in CIOFS-FP QMS. The national coordinator participated to all six Q4T2 meetings, and in some cases, she was also invited to monthly meetings held in VTCs.

At the end, the annual team-plans designed were six, one for each team, and the number of participants to all piloting activities – no matter which one - was one hundred fifty-three (153<sup>2</sup>).

The teams analyzed all the Q-tools, but not all of them were piloted because similar tools are already used in the QMS of CIOFS-FP, therefore the use of a similar tool would have been time-consuming and redundant. Nonetheless, a crosschecking of such tools were realized and, in some cases, this activity led to the revision of CIOFS-FP tools.

CIOFS-FP teams piloted:

Theme A - 1, 2, 3, 4, 5, 6, 7 as all of them are ready-to-use or not too much time demanding;

Theme B: 9, 13 and analysed all the others

Theme C: 16 analysed 14, 15.

<sup>2</sup> the number does not correspond to the total sum of the participants indicated in Figure 3 because each participant was calculated only once even if they participated in several activities



Such tools are more time consuming and above all similar to tools already in use, so the teams considered it more effective to start a comparison between the different tools and integrate the new elements taken from the kit into the already known ones.

[illegible]

The facilitator actually worked as such, that only gave inputs for the teams to work together





the meeting Q4T2 meetings and during the monthly ones. In particular in those last meetings she had the chance to see how the team worked, easily recognizing the role of each members and the way they were collaborating. It was interesting to see how the abilities and skills of all and each members matched together and the way the interaction amongst them occurred. It was obvious they were used to team working, even in those cases when some conflicts arose and/or new teachers were involved, collaboration and support led to solve any problems. This has been confirmed by the data of the questionnaire you can see below. In annex 3 have a look at the answer of D Working together :it seems that the only doubt is in the communication flows which has been one of the goals the teams wanted to work on, strange to say?!!?

### 3 - Lessons learnt

The national coordinator constantly kept in touch with all six teams that were piloting QUAL4T2 tools: in this way, she assured them support and technical assistance but also gathered "direct" feedback - suggestions and remarks - on a more efficient use of the tools themselves.

The groups learned that the most important part of any feedback – see tool 5 and tool 7 - lies in the resulting debate and in the synthesis that the facilitator summarizes at the end of the *tour de table*. It is in fact this phase of feedback that generates the most profound reflections that each one carries with himself and can meditate for subsequent activities. Moreover, it is the hardest part, just like the Act phase of the PDCA cycle.



Figure 11 Q4T2 meeting working on 1-measuremetn questionnaire

They also learned that, despite the fact that the yearly plan for the association is designed by QMS responsible and top management, it must be "supported" by team plans: the association plan is the bone, team plans are the muscles. Moreover, despite team working is the ordinary approach of all CIOFS-FP processes, it is not a complete one but it is ever changing: in fact, team working requires a continual construction of balanced relationships so that everyone can give their best and make available their talents, their skills for the success of common projects. Above all, they realized that a clear distribution of tasks and responsibilities led to a closer and more effective cooperation between teams.

#### *Good practices*

The tool n. 6 gave input to the revision of the corresponding tool used by the teams for the assessment of human resources: some elements of tool 6 were inserted in CIOFS-FP tool and used for the combined assessment both by the single trainer and by the director/coordinator, i.e. the person in charge of assessing the performance of the individual. The new brand tool became the basis for the interview that takes place annually between the director and the trainer: such tool proved to be efficient and effective because it is based on objective data and not just sensations/feelings.



Figure 12 team building activity during a Q4T2 meeting

The tool n. 4 triggered the revision of the online platform [www.smartciofs-fp.org](http://www.smartciofs-fp.org). Once the five "main stones" were set, each member of the team, and in sometimes even colleagues from other teams who had access to the platform, noted down ideas or points to be discussed during the corresponding meeting. In this way, everybody arrived well prepared to the meeting and ready to focus on the topic saving a lot of time and acting efficiently.

#### *Brief analysis of piloting in Italy Strengths*

Through the piloting of QUAL4T2 tools, the teams reached two main objectives:

1. test the tools, check their real usefulness/uselessness and eventually give suggestions for adapting them to a wider audience at EU level. In this way they acted, let us say, as proofreaders, and later became testimonials of reliable products to be safely exploited;
2. the piloting of the tools led the teams' members to take stock of the situation on their own team-working way in light of all the various factors affecting the better or lesser success of their performance

### *Weaknesses*

CIOFS-FP teams did not find weaknesses in the proposed tools, but rather critical elements regarding their application in the specific educational reality and our VTCs.

To overcome these problems and make QUAL4T2 tools more positive and effective on strategic planning, it was necessary to readjust them and/or integrate them within the tools already present in the QMS as previously written.

Perhaps a critical consideration, not on tool but on piloting, is that it was more constructive and performing in the already tested teams, while in those whose members had little experience of teamwork, for different factors such as the presence of many new human resources, QUAL4T2 experience was less productive.

### *Short comparative analysis of 0-measuring and 1-measuring questionnaire*

A couple of pages ahead we showed the results of the questionnaires as for the item Working together. Below the other items.

Data speak for themselves but let us add some general considerations: all negative responses were reduced except those relating to the use of a multi-year plan and the possession of skills necessary for the development of the annual plan.

As an outcome from the debate following the presentation of questionnaires results, it was understood that a multi-year plan will be not useful because *"goals must be revised according to risks management"* and that the participants acquired a greater understanding of the skills and of the engagement necessary to carry out the activities therefore they needed to be trained on this regard.

Another good data is the greater number of respondents to 1-measuring questionnaire, which indicates a greater involvement of operators in the project.

Let's have a look a single item

- Item A Team year plan

It is registered a partial increase in the personal involvement in developing yearly team plan con-firmed by the increase of allocations of tasks for individual. Very clearly, QUAL4T2 experience so far has increased the dialogue within the teams.

- Item B Aims and Ambitions

The aims and ambitions of the association are very clear for all, whereas there is not yet a clear and fair understanding, even within the same team, of who and when the year plan is evaluated.

- Item C Evaluation

Despite the fact that the evaluation and feedback collection process is well structured and timed, it does not seem to be a matter of debate in the teams, which would confirm the failure to complete the PDCA cycle once again in the Act phase.

- Item D

The participants share rules and respect them; nonetheless, there is a lack in internal communication flows and no reciprocal support as for "classroom life". The teams had realized it since 0-measuring questionnaire thus they put as



Figure 13 team at work – debate on - measurement questionnaire results



an objective of their team-plan the construction of a communication plan. Data confirm that they still have to work on it.

#### *Suggestions or remarks to improve the Q-Toolkit and the Q-Guide*

Before listing feedback for each tool piloted there are some general consideration to write down: Italian teams suggest to invite the reader to combine or integrate some/elements of Q-tools in the ordinary toolkit each organization has so as to capitalize previous work and to introduce "pieces of new-tool" in a soft way urging the active participation of human resources: presenting new tools is always "shocking" (other cards to fill!?) while asking for opinions on possible improvements is more engaging and empowering for each person.

They also suggest to leave a trace of the on-going activities, not only through "virtual tool", but also for example by putting posters, or a clothes line with pegs, in the team office where whomever pass can put post-its or cards so as to make the works visible, have a living reminder at hand and also reflect on the contributions provided, transfer knowledge or boost curiosity to whomever read them.

All tools were analyzed and some of them tested in Italy during the pilot phase. Suggestions and remarks are provided based on feedback:

| No of tool | Title                             | teachers / teams involved | Evaluation/ feedback for improvements   |
|------------|-----------------------------------|---------------------------|---|
|            | Pilot version of Quality Guide    | 72/6                      | Good and useful document.<br>Apart from some languages/translation corrections, teams suggest to better explain NLQAVET framework because it is not clear at first glance: it means that to understand it, it is necessary to connect to the website, but the guide should be a self-supporting tool and connectable to further tools, in this case the site, only for further information, not for the basic understanding. This reflection stands for each tool: to be exploited it must be self-supporting.<br>Chapter 6 recommendations on zero measurement, was relevant before piloting: if the guide comes out as a result of the project, including piloting, this chapter should be reviewed in light of the results of the one-measurement questionnaire. |
| 1          | Questionnaire as a starting point | 72/6                      | The tool photographs the experience, the perception that one has of quality and its instruments. This allows us to start a broader reflection / an open debate on the topic of quality in the organization  |
| 2          | Team café                         | 72/6                      | It proved to be a good tool to keep all members been involved in, but the phase 4 is more difficult to realize only in team   |
| 3          | Lighthouse                        | 72/6                      | A quick and really easy to use tool, to recommend to other organizations  |
| 4          | <i>Five elements</i>              | 72/6                      | Useful to have an overview of the most important topic to debate – the tool n. 4 triggered the revision of the online platform <a href="http://www.smartciofs-fp.org">www.smartciofs-fp.org</a> .   |
| 5          | Self-assessment                   | 72/6                      | The use of such tool allow the user to reflect on owns work in a more objective way: it supports individuals in understanding owns' strengths and weaknesses<br>- Tool n. 5 gave input to the revision of the corresponding tool used by the teams for the assessment of human re-sources: some elements of tool 6 were inserted in CIOFS-FP tool and used for the combined assessment both by the  |

|    |                                      |      |  |
|----|--------------------------------------|------|--|
|    |                                      |      | single trainer and by the director/coordinator   |
| 6  | Feedback in a team                   | 72/6 | Easy and friendly tool, it is necessary to reinforce follow-up of the feedback, i.e. Feedback should be analyzed as well   |
| 7  | Peer to peer feedback                | 72/6 | Strengthen collaboration but a good facilitator is needed. Moreover time-consuming to be really efficient  |
| 8  | Roadmap for team plan                | -/6  | Change the image   |
| 9  | Vision/mission development for teams | 72/6 | It was useful to remind the differences between indicators, criteria, standards and targets<br>Risky tool if not consistent with the vision and the mission of the organization                          |
| 10 | Data gathering                       | -/6  |  |
| 11 | Risk based thinking                  | -/6  | It was useful to make easier CIOFS-FP risks analysis/management. To assess the risks we used three variables: probability, impact and detectability. We realized the last one is not necessary           |
| 12 | Setting priorities as a team         | -/6  | Most of the data contained in this tool can be found in an annual plan so it could be redundant to use it, except in the teams that are approaching an annual planning for the first time (training use) |
| 13 | Realistic planning                   | 72/6 | Actually it seems not an instrument but a sort of guideline of all tool within the thematic: for this reason we suggest to change the title in how to check a yearly annual plan                         |
| 14 | Team plan model                      | -/6  | Good tool but teams didn't find any field where to insert/verify and evaluate the objective (see impact in tool 12)  |
| 15 | Short-term improvement plan          | -/6  | Clear and complete for single team   |
| 16 | Teaching team year plan              | 72/6 | Too complex for individual teams more suitable for those managing the entire organization  |

#### 4 – SWOT analysis

##### Strengths

- Having a national coordinator who supported all teams, gathered their feedback and shared their experiences;
- The first questionnaire was useful to “set the scene”, knowing the quality culture within the team
- Taking stock of own team-working way in each team;
- Adapt and integrate QUAL4T2 tools to pre-existing quality management system;

##### Weaknesses

- Piloting was more constructive and performing in the already tested teams rather than new teams (due to highly turn-over of trainers)
- Peer feedback can be emotionally driven

##### Opportunities

- To improve both single and team performances
- To increase advantages from mutual interaction amongst teams in different area (not only teaching)
- To transfer QMS and tools in a virtual space

##### Threats

- Time constraints in ordinary working life
- Having to face unmotivated team members/colleagues
- A pacesetter or coercive manager overwhelms/alienates team members and squelches flexibility, inventiveness and innovation.

#### 5 – Future views

The results of piloting will be presented and debated during the yearly Quality Days that CIOFS-FP is going to hold next July. Such training days on quality issues gather together all QMS responsible from different Regional Associations: main topic of this year will be the interference between risks analysis and internal audits. It is very likely that the tools n.11 and tool n. 5 will be presented and analyzed.

Anyway, in general, Quality Days are the right place where to decide on quality topics and we would like to introduce the tool n. 14 to all other Regional association not involved in piloting so far.

The final IOs of QUAL4T2 will be delivered to all Regional Associations and made available through the web for their teams too.

CIOFS-FP National headquarter is ready to implement tool n. 4 and wishes to introduce tool n. 2 and n. 3 within own toolkit for department meetings.

A further future exploitation could be to show QUAL4T2 IOs to the school system whose colleges are shaped in departments thus perfectly matching with the aim of guiding teachers team in arranging strategic planning.



Figure 14 “...with lots of dreams on our shoulders we will build marvellous castles for our student to live in”

## *Piloting in partners organisation - Køge Business College (DK)*

### **1 – Starting Situation**

#### **The kick-off workshop**

##### *Materials delivered*

- Power point slides: Introduction to the Qual4T2 project – contents, aim, purpose
- Quality book for teams handed out to all team members
- O-measuring Questionnaire
- Power point slides with the results of the o-questionnaire and suggestions on the next possible step for the specific team.

Included in this material there are some discussion frames and theories that are rarely used at Danish schools. Our very first meeting is therefore very short (about 30 minutes), and besides the O-questionnaire, it contains a short introduction to some of the tools which our teachers might not be familiar with from the beginning – such as PDCA, EQAVET and Quality culture.

Furthermore, we had to make all the definitions absolutely clear to the teachers to make sure they understood the questions right. The term year plan has a different meaning in our organization compared to how it is defined in the project. As this is the first KA2 project, we have been working with for quite some years in our school we also have to explain the context in which we are working.



##### *Facilitators*

Gitte Dyrlov and Tina Biil Eriksen, members and participants in this project.

Their daily role at Køge Business school is as international coordinators and teachers, and therefore not as such as quality staff.

The manager of quality staff at KHS mainly has a coordinating role and hence no contact on a daily base to the teachers in the different departments.

##### *Participants*

20 teachers of the EUD / EUX departments

(VET) and the head of VET department Hans Severinsen.

Quite early in the process, the VET team was split into two teams. It was very important that all team members had a high sense of relevance for their own everyday life working in teams as teachers.

Since we as international coordinators continuously work across the departments in our institution, we included two more teams at the higher secondary department. First, the Mathematics/Economics team (20 members) and later on the International Business team (35 members)

All members of all teams are teachers, team coordinators and managers of these teams.

All teams are still in process, although the pilot period has ended.

##### *O-measuring questionnaire results*

All returned questionnaires were gathered and used to create an overall view per question of all respondents in the team. This was presented in a power point presentation at the second meeting.

The main results of the questionnaire showed that there was a lack of awareness of the team plan and the common aims of the team. Furthermore, it became clear that in general, the team disagreed on a number of points, e.g. on decisions of aims and ambitions as a team, and about half of the team members answered that they were only partly aware of the contents of the vision and strategic documents of the school. About half of the team members gather student feedback,

and only few of them analyze results of previous inspections and audits. A majority of the teachers does not review the program based on student feedback. Rules about student behavior, however, are made clear by the team, according to most of the members, and the rules are kept. Regarding communication, most of the respondents stated that only sometimes they communicate about what they expect from each other. The main part of the team members see themselves as behavior oriented.

## **2 - Looking at the experience**

### **Description of implementation**

Internal meetings set up by project coordinators, the team coordinators and head of VET department.

Before and after all meetings with the teams, an evaluation meeting with the specific team coordinator was performed. We wanted to make sure that we were on the right track. Moreover, regular meetings with head of department took place. One of the results of these meetings has been that a coordination of tasks requested from the team has been conducted. Therefore, the team members have not been presented for tools or tasks with a similar content at the same time.

#### *Meetings - all teams*

| <b>Date</b> | <b>Tool if any</b>  | <b>Participants</b> | <b>Comments</b>   |
|-------------|---|---------------------|---|
| 14.08.17    |   | 4                   | Meeting with heads of department  |
| 21.08.17    | Kick-off meeting<br>Introduction  | 23                  |   |
| 28.08.17    | Questionnaire   | 18                  | Feedback on Q and discussion  |
| 08.09.17    |   | 5                   | Meeting with Hans and the two team coordinators EUD and EUX   |
| 11.09.17    | Qualityguide<br>Lighthouse<br>Dream session   | 20                  | Discussion about common values.<br>A new task is given. Make suggestions to structure in the teams                                  |
| 06.11.17    |   | 5                   | How can we make this structure sustainable?<br>Meeting with Hans  |
| 20.11.17    | Route to teamplan<br>Introduction<br>First attempt to adopt toll 14<br>Team year plan model | 23                  | Both teams tell about their results. Discussion<br>New task is approved on  |
| 01.02.18    | The five elements   | 10+8                | The team wants to involve the management. In which way will this make any sense?<br>How do we do it?<br>Meeting with Hans and Stina |
| 26.02.18    | Introduction to tool 9<br>Vision/mission development for teams                              | 22                  | Status on the process in the two teams. What can we learn of each other?<br>Setting new goals                                       |
| 28.02.18    | Preliminary meeting   | 4                   | Business Mathematics Economics team   |
| 02.03.18    | Meeting Math/economy team   | 25                  | Questionnaire and brief introduction  |
| 05.03.18    | Preliminary meeting   | 4                   | Preliminary meeting Qual4T2 team coordinator Math/economy team  |
| 06.03.18    | Kick off  | 25                  | Lighthouse<br>Results of Questionnaire  |
| 13.03.18    |   | 3                   | Preliminary meeting<br>Team coordinator team IBS  |
| 04.05.18    |   | 28                  | Meeting team IBS  |

|          |  |    |  |
|----------|--|----|--|
|          |  |    | Questionnaire                          |
| 07.05.18 |  | 20 | Working in separate teams, EUD and EUX |
| 23.05.18 |  | 26 | Working in team Math / economy team    |
| 28.05.18 |  | 20 | Team UED and EUX<br>1- Questionnaire   |

#### *Overall participants*

About 20 teachers of the EUD/EUX departments and the head of department. Furthermore, approximately 50 other teachers from our upper secondary school are working with this material.

#### *Number of annual team-plan designed*

Until now, two team-plans are designed. We expect more to follow.

#### *Which piloted tools were piloted?*

The following table shows tools that are piloted. Some quite briefly and some more detailed.

|         |                                      |
|---------|--------------------------------------|
| Tool 1  | Questionnaire                        |
| Tool 2  | Team Café                            |
| Team 3  | Light House                          |
| Tool 4  | The five Elements                    |
| Tool 8  | Road map to team plan                |
| Tool 9  | Vision Mission development for teams |
| Tool 14 | Team year plan model                 |
| Tool 17 | Year plan                            |

### **3 - Lessons learnt**

#### *Good practices*

- Both VET teams (EUD and EUX) ended up finding a meaning and improved their knowledge as well as their responsibility regarding team cooperation.
- More colleagues in both teams had a say when long term planning and strategies were discussed.
- New colleagues had a better possibility of understanding the connections, because all team members were pushed into a process where vision / mission was discussed.
- It important not to be too ambitious when starting up these processes. Set few and clear aims.
- We experienced some opposition from our colleagues to begin with, so it is essential that a kind of agreement is made from the start, for example to stress that it is not an economy measure.
- Team development is not a task that can be completed. It is an ongoing process.



#### *Brief analysis of piloting*



### *Strengths*

It has been an exciting process, and one of the most important factors has been to involve management at different levels from the very beginning.

Moreover, this process has formed a strong cooperation between the project coordinator and the team coordinator. All teams have been started up at one or more meetings with the team coordinator. This has enabled us to control the process better, because our starting point has been in the specific team, and we have focused on the present challenges of the team.

### *Weaknesses*

We started up the process a little too late, and because this is our first time as project coordinators, we struggled to find an overview of the process.

However, we have tried to highlight the fact that all team members are our colleagues, and therefore we do not have any legitimacy to delegate new and extra tasks to the team members. We have tried to solve this by "borrowing" legitimacy through a high involvement of the managers.

### *Short comparative analysis of O-measuring and 1-measuring questionnaire*

#### *Important points to notice in the Danish results*

|                               |  |
|-------------------------------|--|
| Answers from individual teams | If we had split the answers according to the corresponding teams, we would probably have seen a clearer picture. The two teams were different before we started, but this project has emphasised the differences, and also in which way they are different. The teams are able to use this knowledge positively to strengthen the future cooperation.  |
| Process                       | Through the process, the teams have increased their awareness of their own process. This is for example visible in the outcome that describes the use of analytical tools. In fact, new terms have been included in the agenda. The numbers do not reflect a knowledge concerning the whole team, but probably more a movement.  |
| Roles in the team             | This project very much reveals to which extent a real cooperation takes place, when it comes to planning tasks or making a common strategy for the next school year or whether it is more a question of distributing tasks defined by a few team members. The reason might be that it is the easiest way to do it - or there might be other reasons. This project offers a voice to the team members who have not been heard before. This is reflected in the questionnaire; some members have a wide knowledge of the processes, whereas they are practically unknown to other members. |

|                       |  |
|-----------------------|--|
| New and old employees | During the process period, there have been some changes in the staff in the teams involved. This is clearly reflected in the degree of knowledge of the processes in the organization. Moreover, the questionnaires, surprisingly enough, also show to which extent 'old' and experienced employees are – or are not - involved in the processes. Furthermore, the questionnaires also show that it takes a very long time to be integrated in some of the more 'invisible' processes in the organization – and apparently, planning of team aims is in this 'invisible' category in our organization. Obviously, an increased knowledge about the above will help making these processes visible. |
|-----------------------|--|

Before the pilot phase started the teams were asked to fill a questionnaire as a 0-measuring and a starting point for the pilot (n=18; December 2016/January 2017). At the end of the pilot phase (May 2018) teams were asked to fill the same questionnaire again as a 1-measuring, n=18.

In annex 4, you find the table with all the data of both the first and second questionnaire divided by items and teams: all improvements can be found in green.

*Suggestions or remarks to improve the Q-Toolkit and the Q-Guide*

| Tool number | Title                                | Evaluation/ improvements   |
|-------------|--------------------------------------|--|
| 1           | Questionnaire                        | It is essential to define the translate terms in order to avoid misunderstands and to explain unknown terms.   |
| 2           | Dream Café                           |  |
| 3           | Light House                          | This could be explained by using examples like the DNA of the team or the school and the marketing strategy. Add examples of how problems can be solved by pulling a problem statement up or down in the lighthouse. |
| 4           | The five Elements                    |  |
| 5           | Feedback in teams                    | A clearer task could be added to this.   |
| 6           | Self-assessment                      |  |
| 7           | Peer to peer feedback                |  |
| 8           | Roadmap to team plan                 | This could successfully be made simpler. Involvement of management?  |
| 9           | Vision/mission development for teams | Most teams already have vision / mission. Maybe we could elaborate with an update task.  |
| 10          | Data gathering                       |  |
| 11          | Risk based thinking                  |  |

|    |                                  |  |
|----|----------------------------------|--|
| 12 | Setting the priorities as a team |  |
| 13 | Realistic planning               |  |
| 14 | Team year plan model             |  |
| 15 | Short term plan                  |  |
| 16 | Teaching team year plan          |  |
| 17 | Year plan                        | This is more or less just a calendar coordinating the activities of one or more teams. Should be explained better or left out. |

#### 4 – SWOT Analysis

##### Strengths

- Having a good starting point in the questionnaire. The team were unlighted of own differences within the team.
- Working with quality culture in this way involves more team members actively.
- Good as starting point for new team members to understand and participate in the team tasks.
- Supporting management
- Up-to-date-meetings where all team can share the work so far.

##### Weaknesses

- A lot of reading before the teams can get started.
- Lack of knowledge of some tools. PDCA, iceberg
- Team members can get the filing of increased control and interference from management.
- Not enough time allocated to the work with quality culture.
- Possibility of being the least important thing to do when many other tasks are lining up.

##### Opportunities

- Can be implemented in other educations throughout the school.
- The material can be further processed so it might have a future as an app. Giving notice throughout the school year to the team members.

##### Threats

- Working with quality culture can be understood as jet another task for the team to take care of.
- Team coordinator, team members, management can be less enthusiastic about the tasks

#### 5 – Future views

*Overview of what partner aims to implement in own organization in the last project phase*

Lasting structure. Participation of management at some meetings as a regular element through the year.

Student involvement regarding general problem statements, for example: Which level should the school have? What should study trips cost?

Ownership for all.

How can opposition be turn to possibilities? Things most turn around, if people see their own options.

Thanks to the pilot and the discussions of test results with participants and partners, many teams are now ready for further implementation of tools to work with strengthening teams in our school.

We will continue working closely together with the heads of departments spreading tools and find ways to work better together.

The upper secondary school has for many years decreased the numbers of workhours put into the team and instead focused on working in the groups within each subject. This practice has indeed strengthened the subjects but left the Themes or the lines quite alone. A lot of teachers here where not even aware of which team they belonged to. To make sure that future students will choose this education we have to ensure that the teachers feel ownership and the profiles are very strong and easy to communicate. The mindset and the tools of this project will absolutely help ensuring that.

#### *Overview for future exploitation*

Spread out the ideas of the project to other teams and departments at our school, and afterwards to the partner schools at our Campus, EfVet, the Danish network of international coordinators and others.



## *Piloting in partners organisation - IDEC (EL)*

### **1 – Starting Situation**

IDEC is an adult education centre and piloted the quality guide and the toolkit from the perspective of an adult training organization that delivers professional development courses to teachers and staff of education and training organisations. Therefore, the context of our pilot activities was the European in-service training courses that we organize in the framework of Erasmus+ programme, for professionals that are working in the education and training sector.

In particular, we incorporated content from the Quality guide and selected tools from the toolkit, into our training course "Evaluation and Quality Assurance in education and training organisations" that is organised twice per year and into the course that we organised "Evaluation of adult training programmes", developed and delivered, in the framework of the Erasmus+ project DEMAL (2016-2018).

Further to these organised piloting activities, IDEC has integrated some of the tools in other courses, i.e. tool No 3 Light-house has been integrated to several courses as an awareness raising activity of own organisation and the tool No 6. Feedback has also been integrated in different courses. The present report includes the feedback from four workshop sessions.

### **2 - Looking at the experience**

In the period of Qual4T2 project, we organised four sessions of the training course in the following dates:

| <b>Workshop</b> | <b>No of participants</b> |
|-----------------|---------------------------|
| 03-07/7/2017    | 5                         |
| 20-24/11/2017   | 7                         |
| 23-27/4/2018    | 5                         |
| 11-15/6/2018    | 9                         |

In each one of the sessions, the project Qual4T2 was briefly presented and selected elements from the Quality guide and selected tools from the toolkit were integrated into the learning content and resources.

The facilitator for the use of Qual4T2 materials into the teaching process was Natassa Kazantzidou.

Each one of the training sessions lasted for one week, therefore the content was piloted only during the workshops and there is no feedback on the actual use of the tools in their daily life of the teachers and trainers that participated in the workshops. The feedback that we have is related to the pedagogical use of the tools in the classroom and on the potential usage in the schools, according to the perception of the participants.

During the piloting, we have used the following content of the quality guide:

- the Quality Culture (fig.1)
- the PCDA cycle
- SWOT analysis
- Overview of EQAVET



○ Quality oriented  
behaviour



○ Quality system



○ Quality awareness



○ Quality culture



Figure 1: Quality Culture

The tools that have been used during the workshops are:

| Workshop                            | 03-07/7/2017 | 20-24/11/2017 | 23-27/4/2018 | 11-15/6/2018 |
|-------------------------------------|--------------|---------------|--------------|--------------|
| Tool                                |              |               |              |              |
| No 3. Lighthouse                    | x            | x             | x            |              |
| No 5. Self-assessment               |              |               |              | x            |
| No. 6 Feedback in a team            | x            |               | x            | x            |
| No 7. Peer to peer feedback         |              |               |              | x            |
| No 10. Data gathering               | x            | x             | x            | x            |
| No 11. Risk based thinking          |              | x             |              |              |
| No 12. Setting priorities as a team |              | x             | x            |              |

The tools that have been selected for piloting fit very well into the design of the respective training programmes and that is the primary reason for their selection. In addition to these tools, some tools of the first Qual4T project were also used (i.e. reflection cards, self-assessment, observation templates etc).

Here below we present the way that each one of the tools was used and the feedback that we received.

### No 3. Lighthouse

Tool no 3 - Lighthouse has been used in the first day of the workshops, as a tool to create awareness of own organisation, how the organisational background, resources and activities are linked to values and identity.

For the activity, the participants are working in small groups that come from the same organisation and they do the activity for their own organisation. They get the printout of the tool from the toolkit and they are asked to present their own organisation in a drawing in an A3 blank paper, using colour markers (fig.2).

The tool was welcomed by all participants and they suggested further uses, i.e. use in a classroom, use it to create a vision for the school, awareness of the organisation, creation of identity. For most of the participants are trainers and not part of management, the tool provided the opportunity to think about their school and where they stand. Some suggested that this tool could also be used as an icebreaking activity and peer presentation of their school in project meetings.

The difficulty of the tool was related with the different stages and the phrasing of the descriptions, some participants could not differentiate between the stages.

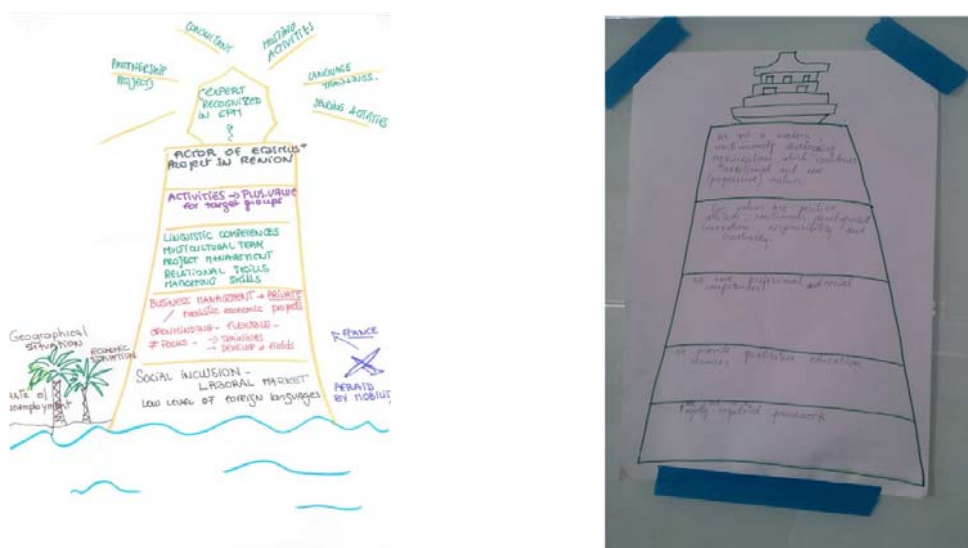


Figure 2: Lighthouse drawings

### No 5. Self-assessment

The self-assessment tool was used in one workshop as an individual activity. The template was given to the participants and they were asked to fill it in individually.

The participants found the tool too detailed and complicated and they did not like the idea of putting marks to themselves. They also criticised the idea that the same tool will be filled in by their managers / team leaders. We have to note that this tool was used together with the reflection card for teachers (tool No 24 of Qual4T project) and the participants preferred the reflection cards that are open and provide more flexibility for self-assessment.

### No. 6 Feedback in a team

Feedback in the team was used in several occasions during the workshops. At the end of each day, at the end of the workshop and after each activity. Feedback was asked from the participants on their learning, on the use of the tools and on the way, they could use them in their own school. Therefore, the tool has been integrated into the teaching process in various forms.

#### No 7. Peer to peer feedback

The tool No 7 – peer-to-peer feedback was used in one workshop, at the last day of the workshop, after giving to participants the reflection cards for learners (tool No 25 of Qual4T project). After working individual, the participants were gathered in a circle and the facilitator initiated a discussion on their own learning and experience from the five-day' workshop.

#### No 10. Data gathering

The template for data gathering was piloted in all sessions. The template was given to the participants, to fill it in, in the framework of the evaluation case study that they are developing throughout the training programme. Most participants found it useful to systematise the data collection work, although some of them said that it is complicated and maybe it can be integrated with another document.



Figure 3: Risk based thinking

#### No 11. Risk based thinking

Tool no 11 – Risk based thinking was used in one workshop session. The facilitator draw the grid for risk assessment in the flipchart and then the participants had to write the possible risks in postits and put them in the board, thinking about their probability and their impact (fig 2). After collecting inputs from all participants, there was a group discussion to assess the identified risks and respond with preventive measures. The tool was welcomed by all participants, as very good for addressing potential risks.

The tool can also be used in the other contexts, i.e. business context, learning or project management.

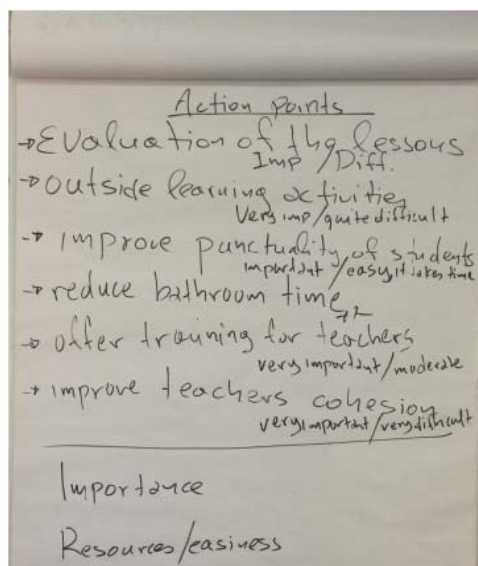


Figure 4 Prioritise objectives

#### No 12. Setting priorities as a team

The tool No 12 was used as a group activity. The participants were asked to write down their objectives and prioritise them, using as criteria, the importance of the objective and the difficulty to achieve (fig 4). The feedback from the participants was diverse. Some liked the tool, some found it too complicated to use. There is a need for an example to understand how they can use it.

### 3 - Lessons learnt

The piloting of Qual4T2 tools during the workshops provided us the opportunity to test the tools as learning resources and activities that can be used in the professional development courses for teachers and trainers. After the structured piloting in four different workshop sessions, we can now define better the way that the tools can be used in a learning activity, what type of facilitation they need, what are the outcomes that we expect to achieve and which could be the potential barriers.

The piloting experience was useful for different reasons:

1. We have input to design the O3 – Training programme
2. We now have a roadmap for the exploitation of the tools into our own training courses
3. We have collected feedback for the improvement of the tools.

In the Annex, we present the feedback that was collected after all four workshops in one table.

#### **4– SWOT Analysis**

The context of the Greek pilot was different and it did not involve the testing of Quality guide and quality toolkit in teachers' teams, belonging in the same VET provider. In Greece, the pilot of the Qual4T2 products took place during four training courses on Quality Assurance that were organised with the participation of teachers, trainers and headmasters from different countries and different organisations.

The SWOT analysis below presents the results of piloting activities during these four training and reflect the use of Quality guide and Toolkit, in the context of training and professional development of management, administrative and quality staff, teachers and trainers in educational organisations

##### **Strengths**

- Qual4T2 products are ready to be used and integrated easily into a quality management system
- They are self-sustained and have a short learning curve
- The tools integrate well into a PCDA cycle
- Tool No3 lighthouse is a powerful tool for raising awareness and can also have multiple uses in a training course, such as ice-breaker, presentation of organisations

##### **Weaknesses**

- Some people, need more time to fully understand the tools that is not available in a training session.
- As the synthesis of the training groups is diverse, some people are more interested in some tools than others are and the facilitator has to manage different needs and expectations.

##### **Opportunities**

- Integration of Qual4T2 tools into the European training courses provide the opportunity to reach out larger numbers of people and organizations in many European countries.
- Participants in training courses become ambassadors of Qual4T2 project and results.

##### **Threats**

- Integration of new methods and tools into established systems and practices will require acceptance from management and other team members.
- People will need further support to integrate tools into their organizations, that cannot be provided in the framework of a training course

#### **5– Future views**

IDEC intends to make extensive use of the Qual4T2 outputs in own training courses, as we have already done for the products of Qual4T project. Besides the tools that we have used and are incorporated into our training course "Evaluation and Quality Assurance", we aim to introduce more tools in the future, more closely related to the team planning and maybe develop a new short training dedicated to teacher teams

| Advantages                                  | Disadvantages  | Comments for improvement |
|---|----------------|--------------------------|
| QUALITY GUIDE                               |                |                          |
| Introduction of the topic for teacher teams | Plan before do |                          |
| Management Summation                        |                |                          |

|   |   |  |  |
|---|---|--|--|
| The effects of a cyclic quality system  |   | Quality circle is similar to training circle and easy to use   |  |
| Cultures of quality improvement   |   |  |  |
| Teamwork versus individual quality improvement                                    |   |  |  |
| Recommendations from teams/ teachers based on zero-measuring in partner countries |   |  |  |
| SWOT Analysis: Strengths, Weaknesses, Opportunities, Threats                      |   | Useful tool, it was the first time to use it.  |  |
| Working towards a successful team plan – the roadmap                              |   |  |  |
| A. QUALITY TOOLS  |   |  |  |
| 3 Lighthouse  | Exercise that I can use in class, very good - Nice to present what you stand for as a school - An overview, development of a vision<br>It is helpful, it gives the opportunity to think of things that I would have not related as important for my school, i.e. what we want to know, what we want others to know about the school. We realised our surroundings, things that we must consider and act, because we cannot change them. Interesting to give the exercise to teachers in groups, I am sure they have not thought about these issues, especially what we need to become.<br>It is useful to think where we are now, what we want for the future. Important for teachers to make this exercise, especially the competence part - We have to know our organisation, for the others to be able to identify us.<br>The question of identity is the most important one, All elements contribute to characterise the institution.<br>This is an activity for all teachers every year. You have to leave the building and look from outside. Very challenging, I had no awareness of the place I work.<br>Something new and useful to understand our own situation | Difficult to make the difference between all stages<br>Difficult activity for me. In daily work we do not think about these things. I feel I have to sell my school. | Can be used between organisations (in a game or energiser) to let them discover each other<br>Start the exercise from the bottom and upwards<br>Reword the descriptions and maybe reduce the levels. |
| 5 Self-assessment   | Provides structure for self-assessment  | Too detailed and complicated   | Eliminate the marks  |
| 6 Feedback in a team  | Honest feed<br>Open and interesting to put into practice<br>Can be used in kick-off, reflection, evaluation, considering changes  |  |  |
| 7 Peer to peer feedback   | Nice way to reflect as a team, after individual work<br>Very good for closing a day or a workshop.  |  |  |
| B. TEAMPLAN TOOLS   |   |  |  |
| 10 Data gathering   | Good for our project<br>Good to see that we already do a lot of data  | Heavily theoretical<br>A new paper   | Maybe to integrate it with another document  |



|  |  |                 |  |
|--|--|-----------------|--|
|  | <p>collection</p> <p>Important for gathering the right amount of data</p> <p>Useful to list: persons involved in the evaluation, tools to check everything</p> <p>Very useful tool to plan our work</p> <p>Systematise our work and the procedures we already do</p> |                 |  |
| <b>11</b> Risk based thinking          | <p>Very good</p> <p>Useful</p> <p>Can be used also in the classroom</p>  |                 |  |
| <b>12</b> Setting priorities as a team | <p>It is useful, because after you think of the parameters you can prioritise.</p> <p>You put some interesting questions to think about.</p> <p>Very useful to prioritise, and it is good to understand that it is impossible to achieve all</p>                     | Too complicated | <p>The tool was used in a simplified version and yet it was complicated.</p> <p>There is a need for the table and a worked example</p> |

## Overview of the outcomes of the piloting

### Quantitative data

Piloting activities were run as previously reported: actually the first month were devoted to short training activities aiming at introducing the project and the tools, then the real testing of them were realized in each partners' organization according to own's school calendar. All project partners arranged the piloting involving 13 teams in all as showed below:

| Partners organization | Teams  | N° participants |
|-----------------------|--|-----------------|
| Landstede Group       | Sports team at the school at Rechterland in Zwolle       | 35              |
|                       | Social Work team at the school at Dokterspad in Zwolle   | 12              |
|                       | Health Care team at the school at Zwolsestraat in Raalte | 32              |
| Politeknika Txorrieri | Team of International coordinators HETEL network         | 21              |
|                       | Interdisciplinary and departmental teams Politeknika     | 32              |
| CIOFS-FP              | VTCs Coordinators team                                   | 7               |
|                       | QMS team Lazio   | 14              |
|                       | VTCs Directors team                                      | 6               |
|                       | Teachers team Op. Ben. Colleferro                        | 15              |
|                       | Teachers team Rist. Ostia                                | 15              |
|                       | Teachers team Pa. Morrone                                | 15              |
| Køge Business College | International Business team                              | 35              |
|                       | Mathematics/Economics team                               | 20              |

Moreover even the Greek partner, who was not "obliged to", tried and piloted some of the tools during a few training activities it held and specifically

|      |                        |   |
|------|------------------------|---|
| IDEC | Workshop July 2017     | 5 |
|      | Workshop November 2017 | 7 |
|      | Workshop April 2018    | 5 |
|      | Workshop June 2018     | 9 |

The piloted project products per organization were the following:

| QUAL4T2 PRODUCTS                    | DK | EL | ES | IT | NL |
|-------------------------------------|----|----|----|----|----|
| QUALITY GUIDE                       | ✓  | ✓  | ✓  | ✓  | ✓  |
| QUALITY TOOLS                       |    |    |    |    |    |
| A. QUALITY CULTURE                  |    |    |    |    |    |
| 1 Questionnaire as a starting point | ✓  |    | ✓  | ✓  | ✓  |
| 2 Team café                         | ✓  |    |    | ✓  | ✓  |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 3 Lighthouse                           | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 Five elements of teamwork            | ✓ |   |   | ✓ |   |
| 5 Self-assessment                      |   | ✓ | ✓ | ✓ |   |
| 6 Feedback in a team                   |   | ✓ | ✓ | ✓ |   |
| 7 Peer to peer feedback                |   | ✓ | ✓ | ✓ |   |
| <b>B. TEAMPLAN TOOLS</b>               |   |   |   |   |   |
| 8 Roadmap for team plan                | ✓ |   |   |   | ✓ |
| 9 Vision/mission development for teams | ✓ |   | ✓ | ✓ | ✓ |
| 10 Data gathering                      |   | ✓ |   |   | ✓ |
| 11 Risk based thinking                 |   | ✓ | ✓ |   | ✓ |
| 12 Setting priorities as a team        |   | ✓ | ✓ |   | ✓ |
| 13 Realistic planning                  |   |   |   | ✓ | ✓ |
| <b>C. MODELS FOR A TEAM PLAN</b>       |   |   |   |   |   |
| 14 Team plan model                     | ✓ |   | ✓ |   | ✓ |
| 15 Short term improvement plan         |   |   | ✓ |   | ✓ |
| 16 Teaching team year plan             |   |   |   | ✓ |   |
| 17 Year plan in Excel                  | ✓ |   |   |   |   |

Expected data versus results achieved: some figures

|  | Previewed in the application  | Realized during the piloting   |
|--|---|--|
| Number of pilots to be undertaken              | 4   | 5  |
| Number of teachers to participate in the pilot | P1( Netherland) =25<br>P2 (Spain) =25<br>P3 (Italy) =25<br>P4 (Greece)= 0<br>P5 (Denmark)=25<br><hr/> 100 | P1( Netherland) =79<br>P2 (Spain) =53<br>P3 (Italy) =72<br>P4 (Greece)= 26<br>P5 (Denmark)=55<br><hr/> 285 |
| Duration of the piloting                       | at least 8 months   | 12 months  |

## Qualitative data

### Gathered feedback of teams – from side line to engagement trough involvement

The sources of the qualitative data that follow are the above reported national reports by the national coordinators. We even took into consideration the elements gathered by the steering committee during the online meetings and the medium-term of piloting feedback, presented by each partner in the transnational meeting 4 held in Greece, both verbalized. Undoubtedly, from a qualitative viewpoint, the most important data are a new perception of quality systems and a change of attitudes towards team working.

The piloting of ready-to-use and flexible tools has concretely clarified what and why quality processes and tools are used for, *thus eliminating part of the seriousness and burdensomeness so typically associated with quality processes* (Piloting in Politeknika Txorrieri by Menica). *Quality seems a little less alien* (Piloting in Politeknika Txorrieri by Menica, 2018), a little less something whose only the quality team is responsible for and more something that all teams can improve; quality tools now are seen as something that do not eat time but arrange time.

During preliminary and kick-off meetings, teachers/trainers participated almost as a "duty": *our school joined this ERASMUS+ project, let's see what it is* (Piloting in CIOFS-FP by Di Paolantonio, 2018).

The ability of the facilitators has been to arouse the curiosity of the participants and their desire to be protagonists of the work to be carried out not as simple executors of a team-plan decided by others: *the teams have greatly increased their feeling of ownership of their team plan, they are now aware of their own responsibility within the team and of their role in their own schools* (Piloting in Politeknika Txorrieri by Menica, 2018).

This awakened their interest, their involvement, their commitment and finally their engagement when they realized that with their efforts the organizational goals could be easily attained.

They have understood that a person 'engaged' is an integral and essential part of a process when brought into such a process with care and commitment; they understood the value of such mutual and beneficial interaction between their ordinary activities and the school/VTC that results in participants feeling valued for their unique contribution.

A further concrete outcome has been that team members requested specific training to fill their training needs: for instance, they asked sessions of team building, of effective communication, of quality standards, of KA2 program.

A couple of partners have already provided the training sessions required; others have included them in their yearly training plan; anyway, all partners will participate in QUAL4T2 training course scheduled for next January.

Piloting activities also revealed that each team has to cope with time constraints in ordinary working life: thus having a well-structured and flexible team plan can support such time limitless. Nonetheless, when you share tools or good practices it is essential to accompany those who receive it in its use; the simple delivery of the tool is not enough. It is important to share and agree on how this tool can be included in organizational quality system (the famous gap in A phase of PDCA cycle).

Some coordinators and some team leaders had to cope with the trouble of being colleague of the team members, thus having no legitimacy to delegate tasks to team members: in some cases the trouble was solved by "borrowing" legitimacy through a high involvement of the managers, in some others by stressing the need to joint agreement on the distribution of tasks. Both the solutions solved the difficulties.

Peer feedback is thorny and sensitive given the undeniable emotional content of the interaction: past history, present situations and circumstances, the overall organizational ambience, personal character of each individual in a team influence their disposition and willingness to open and collaborate. A strong team leader or a good facilitator leads to overcome such risk.

### *Comparative analysis between 0-measuring and 1-measuring questionnaires*

During feedback workshops, each national coordinators analyzed and shared the findings of the 0- and 1-measurement questionnaires with each team, comparing the results and verifying the changes occurred in the implementation of the piloting of each individual team.

We are well aware of the limitations of a general comparison of all questionnaires gathered by each partners as such a comparison cannot obviously take into account the variables in the individual teams and the different perception of quality culture - see transnational research report. Therefore, we only tried to read data.

The 0-measurement questionnaire was used by the partners to select the tools needed for the piloting, and to adapt them to the organizations involved in. The purpose of the 1-measurement questionnaire was to measure the changes that

occurred while testing these tools

The percentage variation has been calculated according to the mathematical formula  $\left(\frac{x_f - x_i}{x_i} \cdot 100\right) \%$ .

Comparing the deviations, both positive and / or negative, and comparing them with the analysis of the previous questionnaires, reported in the document Transnational Research Report (April 2017) – i. e. before the real piloting, the partnership has reached the following conclusions:

- Piloting has further strengthened the dialogue and collaboration within the teams (see data of items 2, 13, 15, 22, 36, 37)
- Piloting confirmed and consolidated the importance of gathering and evaluating feedback from students and auditors to improve team performance towards students (see data of items 24-31)
- What is still lacking is a systematic observation in the classroom, the monitoring of the management methods of the classes of the individual trainers; no group, to date, seems to have analysed the cause, nor the data and the comments from the questionnaires suggest any hypothesis

The main interest of the partners was obviously focused on possible changes thanks to effective use of an annual team plan for each team as it stands for the main goal of the project: support teachers/trainers teams in writing a year plan to empower their performances.

In this regard, the data tell us that:

- The use of the annual team plan has raised, reaching a general increase of 26% (see data of item 9)
- The involvement of the individual members of each team in writing a year plan increased 54%, almost doubled in the Netherlands and tripled in Spain (see data of item 1);
- The task of the individual members of each team also increased 68%, almost tripled in Italy (see data of item 7);
- It has been confirmed the importance of collecting and analysing students feedback (see data of items 24, 31) which proves the "client-oriented" attitude of the partner organizations;
- The perception of Q-culture within the teams shifted from a behavioural oriented Q-Culture (-23%) towards a people oriented ones (122%) thus proving the evolution of the Q-culture towards the mutual striving of a group towards a quality awareness based on own values and intentions, which are decisive for the behaviour of the persons involved.
- The team members feel more ready and confident in managing an annual team plan (see data of items 16, 18, 19, 20, 21, 23), although a greatest awareness also increases the training needs on the topic itself - as Socrates said "I know I do not know" - (see data of item 17).

This fact confirms the intuition of the partnership to structure an *ad hoc* training package for the management of an annual team plan, activity that will engage the partnership for next project month.

A further analysis of the data and their differences between the partner countries will be carried out during the next meetings of the steering committee



| TOTAL         |                  |                      | NL              |                 | ES           |              | IT              |                 | DK              |                 | EL             |
|---------------|------------------|----------------------|-----------------|-----------------|--------------|--------------|-----------------|-----------------|-----------------|-----------------|----------------|
| n. 0q:<br>122 | n.<br>1q:<br>146 | In/<br>decrease<br>% | n.<br>0q:<br>30 | n.<br>1q:<br>34 | n. 0q:<br>24 | n. 1q:<br>24 | n.<br>0q:<br>53 | n.<br>1q:<br>72 | n.<br>0q:<br>15 | n.<br>1q:<br>16 | n.<br>0q:<br>4 |

#### A The team year plan

The First ten questions are about the current team plan

|    |   |     |     |       |    |    |    |    |    |    |    |    |   |
|----|---|-----|-----|-------|----|----|----|----|----|----|----|----|---|
| 1  | Have you been personally involved in writing this team plan?            |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 48  | 74  | 54%   | 12 | 23 | 6  | 21 | 19 | 20 | 8  | 10 | 3 |
|    | Partly  | 37  | 57  | 54%   | 4  | 5  | 8  | 1  | 22 | 50 | 3  | 1  | 0 |
|    | No  | 39  | 13  | -67%  | 14 | 6  | 10 | 2  | 12 | 2  | 2  | 3  | 1 |
| 2  | Is there a dialogue within the team about the content of the year plan? |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 108 | 140 | 30%   | 28 | 34 | 16 | 18 | 48 | 72 | 12 | 16 | 4 |
|    | No  | 11  | 0   | -100% | 2  | 0  | 1  | 0  | 5  | 0  | 3  | 0  | 0 |
| 3  | Do you know what is in this team plan?                                  |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 71  | 105 | 48%   | 16 | 32 | 14 | 22 | 32 | 45 | 6  | 6  | 3 |
|    | Partly  | 44  | 37  | -16%  | 12 | 0  | 6  | 0  | 17 | 27 | 8  | 10 | 1 |
|    | No  | 9   | 2   | -78%  | 2  | 2  | 2  | 0  | 4  | 0  | 1  | 0  | 0 |
| 4  | Are these aims specialized in smaller activities?                       |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 69  | 116 | 68%   | 25 | 22 | 17 | 22 | 24 | 60 | 2  | 12 | 1 |
|    | Partly  | 29  | 10  | -66%  | 0  | 0  | 2  | 0  | 19 | 10 | 5  | 0  | 3 |
|    | No  | 12  | 2   | -83%  | 0  | 0  | 3  | 0  | 4  | 0  | 5  | 2  | 0 |
|    | I don't know  | 16  | 5   | -69%  | 5  | 0  | 2  | 1  | 6  | 2  | 3  | 2  | 0 |
| 5  | Are these activities linked to persons and deadlines?                   |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 68  | 90  | 32%   | 16 | 19 | 16 | 13 | 32 | 52 | 3  | 6  | 1 |
|    | Partly  | 34  | 29  | -15%  | 7  | 0  | 6  | 1  | 12 | 18 | 6  | 10 | 3 |
|    | No  | 7   | 8   | 14%   | 0  | 0  | 0  | 8  | 4  | 0  | 3  | 0  | 0 |
|    | I don't know  | 16  | 2   | -88%  | 7  | 0  | 1  | 0  | 5  | 2  | 3  | 0  | 0 |
| 6  | Is the team plan realistic?   |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 80  | 120 | 50%   | 16 | 29 | 15 | 18 | 37 | 63 | 10 | 10 | 2 |
|    | Partly  | 19  | 14  | -26%  | 1  | 0  | 4  | 0  | 8  | 8  | 4  | 6  | 2 |
|    | No  | 5   | 6   | 20%   | 0  | 0  | 1  | 6  | 4  | 0  | 0  | 0  | 0 |
|    | I don't know  | 19  | 6   | -68%  | 13 | 5  | 1  | 0  | 4  | 1  | 1  | 0  | 0 |
| 7  | Is there a task for you in this team plan?                              |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 63  | 106 | 68%   | 23 | 30 | 16 | 19 | 15 | 47 | 7  | 10 | 2 |
|    | Partly  | 33  | 29  | -12%  | 0  | 0  | 2  | 2  | 22 | 23 | 7  | 4  | 2 |
|    | No  | 29  | 11  | -62%  | 7  | 4  | 5  | 3  | 16 | 2  | 1  | 2  | 0 |
| 8  | Do you evaluate the old team plan before you write the new one?         |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 68  | 112 | 65%   | 20 | 30 | 11 | 23 | 28 | 53 | 6  | 6  | 3 |
|    | No  | 15  | 10  | -33%  | 2  | 0  | 3  | 0  | 7  | 2  | 3  | 8  | 0 |
|    | Partly  | 17  | 12  | -29%  | 0  | 0  | 3  | 0  | 9  | 10 | 4  | 2  | 1 |
|    | I don't know  | 26  | 12  | -54%  | 8  | 4  | 7  | 1  | 9  | 7  | 2  | 0  | 0 |
| 9  | Do you use a yearly team plan?  |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 103 | 130 | 26%   | 22 | 22 | 19 | 24 | 46 | 72 | 13 | 12 | 3 |
|    | No  | 12  | 7   | -42%  | 2  | 7  | 2  | 0  | 7  | 0  | 1  | 0  | 0 |
|    | I don't know  | 11  | 9   | -18%  | 6  | 5  | 3  | 0  | 0  | 0  | 1  | 4  | 1 |
| 10 | Would you like to work with a two- or three- yearly plan?               |     |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 61  | 72  | 18%   | 14 | 18 | 19 | 19 | 23 | 19 | 3  | 16 | 2 |
|    | No  | 53  | 74  | 40%   | 16 | 16 | 5  | 5  | 30 | 53 | Na |    | 2 |



|                            |  | TOTAL      |            |                | NL        |           | ES        |           | IT        |           | DK        |           | EL       |
|----------------------------|--|------------|------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
|                            |  | n. 0q: 122 | n. 1q: 146 | In/ decrease % | n. 0q: 30 | n. 1q: 34 | n. 0q: 24 | n. 1q: 24 | n. 0q: 53 | n. 1q: 72 | n. 0q: 15 | n. 1q: 16 | n. 0q: 4 |
| B Aims and ambition/vision |  |            |            |                |           |           |           |           |           |           |           |           |          |
| 11                         | Do you know the vision/ambition of your organization?                                      |            |            |                |           |           |           |           |           |           |           |           |          |
|                            | Yes  | 96         | 137        | 43%            | 17        | 30        | 22        | 23        | 45        | 72        | 10        | 12        | 2        |
|                            | Partly   | 13         | 4          | -69%           | 13        | 4         | 0         | 0         | 0         | 0         | 0         | 0         | 0        |
|                            | No   | 15         | 5          | -67%           | 0         | 0         | 2         | 1         | 8         | 0         | 5         | 4         | 0        |
| 12                         | Do you share a common view about the educational approach as a team?                       |            |            |                |           |           |           |           |           |           |           |           |          |
|                            | Yes  | 84         | 131        | 56%            | 14        | 25        | 16        | 23        | 45        | 72        | 8         | 11        | 1        |
|                            | Partly   | 14         | 9          | -40%           | 14        | 9         |           |           | 0         | 0         | 0         | 0         | 1        |
|                            | No   | 20         | 6          | -70%           | 2         | 0         | 2         | 1         | 8         | 0         | 7         | 5         | 1        |
| 13                         | Did you decide on aims and ambitions as a team?  |            |            |                |           |           |           |           |           |           |           |           |          |
|                            | Yes  | 85         | 132        | 55%            | 15        | 26        | 17        | 24        | 44        | 71        | 7         | 11        | 2        |
|                            | Partly   | 10         | 6          | -40%           | 10        | 6         |           |           | 0         | 0         | 0         | 0         | 0        |
|                            | No   | 27         | 8          | -70%           | 5         | 2         | 4         | 0         | 9         | 1         | 8         | 5         | 1        |
| 14                         | Which documents do you use to prepare?<br>(more than one answer possible)                  |            |            |                |           |           |           |           |           |           |           |           |          |
|                            | Student questionnaire  | 75         | 125        | 67%            | 23        | 31        | 12        | 17        | 36        | 72        | 3         | 5         | 1        |
|                            | Early school leavers/ drop outs  | 49         | 65         | 33%            | 10        | 22        | 4         | 0         | 28        | 41        | 7         | 2         | 0        |
|                            | Qualification results, learning outcomes   | 54         | 88         | 63%            | 14        | 24        | 9         | 8         | 26        | 54        | 4         | 2         | 1        |
|                            | Evaluation of internships in companies   | 54         | 94         | 74%            | 15        | 25        | 8         | 13        | 28        | 56        | 3         | 0         | 0        |
|                            | Risk analyses of organisation  | 27         | 73         | 170%           | 6         | 10        | 3         | 13        | 17        | 50        | 0         | 0         | 1        |
|                            | Last team plan   | 66         | 110        | 67%            | 20        | 27        | 10        | 17        | 25        | 52        | 10        | 14        | 1        |
|                            | Vision/ strategic documents of the school  | 71         | 108        | 52%            | 17        | 20        | 11        | 13        | 35        | 59        | 7         | 16        | 1        |
|                            | Minutes of audits, inspections, exams e.g.   | 43         | 83         | 93%            | 14        | 25        | 5         | 6         | 23        | 52        | 0         | 0         | 1        |
|                            | National priorities, EU priorities   | 30         | 87         | 190%           | 13        | 23        | 7         | 9         | 9         | 55        | 0         | 0         | 1        |
|                            | Others   | 13         | 14         | 8%             | 9         | 12        | 2         | 0         | 2         | 1         | 0         | 1         | 0        |
| 15                         | Is the year plan decided upon and evaluated by the team as a whole?<br>(one answer please) |            |            |                |           |           |           |           |           |           |           |           |          |
|                            | decided with the team  | 20         | 30         | 50%            | 6         | 2         | 5         | 14        | 5         | 6         | 3         | 8         | 1        |
|                            | decided with the team and director   | 22         | 19         | -14%           | 7         | 6         | 4         | 2         | 7         | 7         | 4         | 4         | 0        |
|                            | decided with the team and at least evaluated once in between                               | 5          | 4          | -20%           | 2         | 2         | 2         | 1         | 1         | 1         | 0         | 0         | 0        |
|                            | decided with the team and director and at least evaluated once in between                  | 15         | 42         | 180%           | 4         | 7         | 1         | 7         | 9         | 28        | 0         | 0         | 1        |
|                            | decided with the team and at least evaluated twice in between                              | 9          | 11         | 22%            | 5         | 11        | 0         | 0         | 3         | 0         | 1         | 0         | 0        |
|                            | decided with the team and director and at least evaluated twice in between                 | 32         | 35         | 9%             | 6         | 5         | 0         | 0         | 25        | 28        | 0         | 2         | 1        |
|                            | Others   | 3          | 3          | 0%             | 0         | 1         | 0         | 0         | 3         | 2         | 0         | 0         | 0        |
| 16                         | Do you feel well equipped with information to make the right analyses for your year plan?  |            |            |                |           |           |           |           |           |           |           |           |          |
|                            | Yes  | 90         | 114        | 27%            | 16        | 29        | 20        | 22        | 40        | 51        | 12        | 12        | 2        |
|                            | No   | 33         | 31         | -6%            | 14        | 5         | 1         | 1         | 13        | 21        | 3         | 4         | 2        |



|    |   |    |     |       |    |    |    |    |    |    |    |    |   |
|----|---|----|-----|-------|----|----|----|----|----|----|----|----|---|
| 17 | Do you have the competences to make the right analyses for your year plan?                            |    |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 90 | 97  | 8%    | 17 | 29 | 19 | 22 | 40 | 34 | 10 | 12 | 4 |
|    | No  | 33 | 49  | 48%   | 13 | 5  | 2  | 2  | 13 | 38 | 5  | 4  | 0 |
| 18 | Do you have the competences to formulate relevant aims after the analyses?                            |    |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 85 | 109 | 28%   | 21 | 31 | 15 | 22 | 39 | 40 | 6  | 16 | 4 |
|    | No  | 36 | 37  | 3%    | 9  | 3  | 4  | 2  | 14 | 32 | 9  |    | 0 |
| 19 | Do you feel well equipped to prioritize your aims/ambitions?  |    |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 64 | 81  | 27%   | 20 | 28 | 12 | 16 | 22 | 25 | 8  | 12 | 2 |
|    | Partly  | 39 | 53  | 36%   | 0  | 0  | 9  | 6  | 22 | 43 | 7  | 4  | 1 |
|    | No  | 20 | 10  | -50%  | 10 | 6  | 0  | 0  | 9  | 4  | 0  | 0  | 1 |
| 20 | Do you feel well equipped to transfer your aims /ambitions in activities?                             |    |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 74 | 95  | 28%   | 19 | 30 | 13 | 17 | 27 | 34 | 12 | 14 | 3 |
|    | Partly  | 33 | 11  | -67%  | 1  | 0  | 11 | 7  | 17 | 2  | 3  | 2  | 1 |
|    | No  | 18 | 40  | 122%  | 9  | 4  | 0  | 0  | 9  | 36 | 0  | 0  | 0 |
| 21 | Are you able as a team to formulate SMART aims in a way that they are measurable and can be done?     |    |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 72 | 107 | 49%   | 24 | 32 | 15 | 19 | 24 | 54 | 7  | 2  | 2 |
|    | Partly  | 40 | 37  | -8%   | 0  | 0  | 9  | 5  | 21 | 18 | 8  | 14 | 2 |
|    | No  | 14 | 2   | -86%  | 6  | 2  | 0  | 0  | 8  | 0  | 0  | 0  | 0 |
| 22 | Do you have a dialogue as a team whether your aims and activities are leading to the desired results? |    |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 82 | 127 | 55%   | 18 | 32 | 15 | 20 | 41 | 65 | 6  | 10 | 2 |
|    | Partly  | 21 | 16  | -24%  | 1  | 0  | 8  | 4  | 5  | 6  | 7  | 6  | 0 |
|    | No  | 23 | 3   | -87%  | 11 | 2  | 1  | 0  | 7  | 1  | 2  | 0  | 2 |
| 23 | Do you as a team member have faith in the actions you do and that they lead to the desired results?   |    |     |       |    |    |    |    |    |    |    |    |   |
|    | Yes   | 79 | 106 | 34%   | 8  | 16 | 18 | 17 | 43 | 63 | 8  | 10 | 2 |
|    | Partly  | 32 | 40  | 25%   | 16 | 18 | 6  | 7  | 2  | 9  | 7  | 6  | 1 |
|    | No  | 11 | 0   | -100% | 2  | 0  | 0  | 0  | 8  | 0  | 0  | 0  | 1 |
|    | I don't know  | 4  | 0   | -100% | 4  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 |



|                     |  | TOTAL         |               |                  | NL           |              | ES           |              | IT           |              | DK           |              | EL          |
|---------------------|--|---------------|---------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|
|                     |  | n. 0q:<br>122 | n. 1q:<br>146 | In/decrease<br>% | n. 0q:<br>30 | n. 1q:<br>34 | n. 0q:<br>24 | n. 1q:<br>24 | n. 0q:<br>53 | n. 1q:<br>72 | n. 0q:<br>15 | n. 1q:<br>16 | n. 0q:<br>4 |
| <b>C Evaluation</b> |  |               |               |                  |              |              |              |              |              |              |              |              |             |
| 24                  | Do you gather student feedback?  |               |               |                  |              |              |              |              |              |              |              |              |             |
|                     | Yes  | 107           | 125           | 17%              | 27           | 27           | 20           | 24           | 51           | 64           | 6            | 10           | 3           |
|                     | No   | 11            | 9             | -18%             | 1            | 2            | 1            | 0            | 1            | 1            | 8            | 6            | 0           |
|                     | N.A.   | 8             | 12            | 50%              | 2            | 5            | 3            | 0            | 1            | 7            | 1            | 0            | 1           |
| 25                  | Do you analyze results of previous inspections and audits?                               |               |               |                  |              |              |              |              |              |              |              |              |             |
|                     | Yes  | 67            | 86            | 28%              | 14           | 9            | 10           | 18           | 39           | 59           | 2            | 0            | 2           |
|                     | No   | 26            | 25            | -4%              | 7            | 13           | 4            | 0            | 4            | 2            | 10           | 10           | 1           |
|                     | Partly   | 26            | 35            | 35%              | 9            | 12           | 3            | 6            | 10           | 11           | 3            | 6            | 1           |
| 26                  | Do you evaluate your lessons/ instructions with your students?<br>(at least once a year) |               |               |                  |              |              |              |              |              |              |              |              |             |
|                     | Yes  | 86            | 104           | 21%              | 24           | 29           | 14           | 21           | 36           | 42           | 9            | 12           | 3           |
|                     | No   | 3             | 4             | 33%              | 0            | 0            | 0            | 0            | 2            | 2            | 1            | 2            | 0           |
|                     | Partly   | 20            | 23            | 15%              | 3            | 2            | 1            | 1            | 12           | 18           | 4            | 2            | 0           |
|                     | N.A.   | 10            | 15            | 50%              | 3            | 3            | 3            | 2            | 3            | 10           | na           | 0            | 1           |
| 27                  | As a team, do you analyze the outcomes of student feedback/questionnaires?               |               |               |                  |              |              |              |              |              |              |              |              |             |
|                     | yes, always  | 71            | 77            | 8%               | 21           | 27           | 17           | 22           | 25           | 26           | 4            | 2            | 4           |
|                     | sometimes  | 28            | 36            | 29%              | 6            | 7            | 3            | 2            | 14           | 21           | 5            | 6            | 0           |
|                     | no, never as a team  | 23            | 30            | 30%              | 3            | 0            | 0            | 0            | 14           | 22           | 6            | 8            | 0           |
|                     | n. a. I don't teach/train  | 3             | 4             | 33%              | 0            | 0            | 3            | 1            | 0            | 3            | 0            | 0            | 0           |
| 28                  | Do you review your program based on student feedback?                                    |               |               |                  |              |              |              |              |              |              |              |              |             |
|                     | Yes  | 52            | 56            | 8%               | 17           | 16           | 11           | 18           | 19           | 21           | 2            | 1            | 3           |
|                     | Partly   | 56            | 83            | 48%              | 12           | 16           | 8            | 5            | 30           | 48           | 5            | 14           | 1           |
|                     | No / NA  | 14            | 7             | -50%             | 1            | 2            | 1            | 1            | 4            | 3            | 8            | 1            | 0           |
| 29                  | Is evaluation of the class work by students a topic in your team meeting?                |               |               |                  |              |              |              |              |              |              |              |              |             |
|                     | Yes  | 88            | 113           | 28%              | 17           | 23           | 12           | 22           | 42           | 54           | 14           | 14           | 3           |
|                     | No   | 29            | 32            | 10%              | 13           | 11           | 3            | 1            | 11           | 18           | 1            | 2            | 1           |
| 30                  | Is work placement evaluation a structural returning topic in your team?                  |               |               |                  |              |              |              |              |              |              |              |              |             |
|                     | Yes  | 79            | 121           | 53%              | 18           | 29           | 8            | 23           | 50           | 59           | 3            | 10           | 0           |
|                     | No   | 38            | 25            | -34%             | 12           | 5            | 7            | 1            | 3            | 13           | 12           | 6            | 4           |
| 31                  | Is the evaluation of the year program by students a topic in the team? (min. 1x a year)  |               |               |                  |              |              |              |              |              |              |              |              |             |
|                     | Yes  | 67            | 98            | 46%              | 21           | 21           | 7            | 23           | 29           | 48           | 8            | 6            | 2           |
|                     | No   | 52            | 50            | -4%              | 9            | 13           | 10           | 03           | 24           | 24           | 7            | 10           | 2           |



|  |   |  |  | TOTAL  |        |                | NL     |        | ES     |        | IT     |        | DK     |        | EL     |
|--|---|--|--|--------|--------|----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|  |   |  |  | n. 0q: | n. 1q: | In/de-crease % | n. 0q: | n. 1q: | n. 0q: | n. 1q: | n. 0q: | n. 1q: | n. 0q: | n. 1q: | n. 0q: |
|  |   |  |  | 122    | 146    |                | 30     | 34     | 24     | 24     | 53     | 72     | 15     | 16     | 4      |
| <b>D Intervention/working together</b> |   |  |  |        |        |                |        |        |        |        |        |        |        |        |        |
| 32                                     | Do you visit a team member in their classroom?  |  |  |        |        |                |        |        |        |        |        |        |        |        |        |
|  | Yes, often  |  |  | 19     | 31     | 63%            | 0      | 3      | 1      | 1      | 15     | 27     | 2      | 0      | 1      |
|  | Sometimes   |  |  | 54     | 66     | 22%            | 23     | 28     | 0      | 13     | 18     | 15     | 10     | 10     | 3      |
|  | Never   |  |  | 30     | 49     | 63%            | 7      | 3      | 0      | 10     | 20     | 30     | 3      | 6      | 0      |
| 33                                     | Do you discuss the way a team member implements the educational program with him/her, giving feedback?  |  |  |        |        |                |        |        |        |        |        |        |        |        |        |
|  | Yes, often  |  |  | 37     | 63     | 70%            | 17     | 25     | 0      | 3      | 18     | 34     | 1      | 1      | 1      |
|  | Sometimes   |  |  | 60     | 62     | 3%             | 13     | 9      | 0      | 19     | 34     | 33     | 10     | 1      | 3      |
|  | Never   |  |  | 5      | 21     | 320%           | 0      | 0      | 0      | 2      | 1      | 5      | 4      | 14     | 0      |
| 34                                     | As a team, did you make clear rules about student behavior in the class/school?   |  |  |        |        |                |        |        |        |        |        |        |        |        |        |
|  | Yes   |  |  | 92     | 131    | 42%            | 24     | 22     | 6      | 23     | 51     | 72     | 11     | 14     | 0      |
|  | No  |  |  | 16     | 14     | -13%           | 5      | 12     | 1      | 0      | 2      | 0      | 4      | 2      | 4      |
| 35                                     | Do you keep these rules?  |  |  |        |        |                |        |        |        |        |        |        |        |        |        |
|  | Yes   |  |  | 89     | 135    | 52%            | 27     | 26     | 0      | 23     | 51     | 72     | 11     | 14     | 0      |
|  | No  |  |  | 13     | 11     | -15%           | 3      | 8      | 0      | 1      | 2      | 0      | 4      | 2      | 4      |
| 36                                     | As a team, did you try to have a general agreement about evaluation of students' soft skills?   |  |  |        |        |                |        |        |        |        |        |        |        |        |        |
|  | Yes   |  |  | 97     | 137    | 41%            | 30     | 34     | 6      | 24     | 51     | 67     | 8      | 12     | 2      |
|  | No  |  |  | 11     | 9      | -18%           | 0      | 0      | 0      | 0      | 2      | 5      | 7      | 4      | 2      |
| 37                                     | As a team, do you communicate together about what you may expect from each other?   |  |  |        |        |                |        |        |        |        |        |        |        |        |        |
|  | Yes, often  |  |  | 49     | 70     | 43%            | 7      | 12     | 0      | 20     | 35     | 34     | 5      | 4      | 2      |
|  | Sometimes   |  |  | 47     | 63     | 34%            | 20     | 21     | 0      | 4      | 17     | 32     | 8      | 6      | 2      |
|  | Never   |  |  | 6      | 13     | 117%           | 3      | 1      | 0      | 0      | 1      | 6      | 2      | 6      | 0      |
| 38                                     | Finally: how would you subscribe the work on quality improvement in your team? (source: the 4 draft portraits of EQAVET, NL September 2016)   |  |  |        |        |                |        |        |        |        |        |        |        |        |        |
|  | System oriented Q culture<br>(The presence of a quality system improves the mutual work on the educational quality)   |  |  | 27     | 48     | 78%            | 4      | 4      | 0      | 0      | 18     | 40     | 2      | 4      | 3      |
|  | Behavior oriented Q culture<br>(When acting with a focus towards quality, it is about the behavior of teachers and others, focused on improving the quality of education)   |  |  | 44     | 34     | -23%           | 9      | 16     | 0      | 0      | 26     | 10     | 8      | 8      | 1      |
|  | People oriented Q culture<br>(In this culture the mutual striving of a group towards quality is shown)  |  |  | 18     | 40     | 122%           | 10     | 7      | 1      | 24     | 5      | 9      | 2      | 0      | 0      |
|  | Awareness oriented Q culture<br>(Quality awareness is the striving towards quality on individual level based on own values and intentions. These values and intentions are decisive for the behavior of the persons involved) |  |  | 14     | 24     | 71%            | 7      | 7      | 0      | 0      | 4      | 13     | 3      | 4      | 0      |



## General SWOT Analysis

In the previous pages you have found the swot matrices of each partner. The strengths, weaknesses, opportunities and threats common to all partners have been extrapolated from them. These elements could represent the framework within which an organization would find itself when exploiting QUAL4T2 products

|  |  |
|--|--|
| <p style="text-align: center;"><b>Strengths</b></p> <p><b>Use of two questionnaires</b><br/>The initial questionnaire allowed to frame the scene, to know the “quality culture” within the team, hence giving to each team the right input to start with.<br/>On the other hand, the final questionnaire highlighted the progress achieved during the the piloting taking stock of own team-working way in each team (NL, IT, ES, DK)</p> <p><b>Useful and flexible tools</b><br/>Q-tools proved to be easily adapted to fit any needs of a team: elements of tools could be cut and pasted together into new tools (ES, IT, EL)</p>   | <p style="text-align: center;"><b>Weaknesses</b></p> <p><b>Lack of educational leadership</b> - If the management does not support the team, less positive effects may be expected - A coercive manager overwhelms team members and squelches their flexibility, their inventiveness and their wish of innovation. (NL, IT, ES, EL, DK)</p> <p><b>Group ≠ team</b><br/>If a team is not yet a team, but a number of people grouped for organizational and logistical reasons, the benefits of any team effort are not realized due to lack of common vision and waste of inner skills (NL, IT, ES, EL, DK)</p> |
| <p style="text-align: center;"><b>Opportunities</b></p> <p><b>Create interaction amongst teams</b><br/>Greater and more confident interaction between teams from different department/areas, (not only teaching) hence increasing advantages from mutual understanding (IT, ES, DK, EL)</p> <p><b>Training &amp; development</b><br/>The teams themselves identified further training opportunities on quality issues, on European programs, on team building activities and implementation of the products in other domains further than education (NL, ES, EL, IT, DK)</p> <p><b>Innovation</b><br/>The products can be further processed so it might have a future as an app.(DK, IT)</p> | <p style="text-align: center;"><b>Threats</b></p> <p><b>Unmotivated team</b><br/>Having to face unmotivated team members/colleagues may lead the facilitator to be overwhelmed by unresolved rifts in teams thus hindering the designing of an efficient team plan (ES, NL, IT)</p> <p><b>Gap in quality matters</b><br/>Lack of knowledge and experience with evaluation, risk analysis and prioritising decreases the willingness to work on and participate in a year plan it (NL, IT, DK)</p>  |

## Revision of QUAL4T2 IOs

### *Suggestions for improvement Q-Guide and Q-toolkit and deliver the final version of IO1*

The suggestions by all teams to improve both the formal and technical as well as the functional aspects of Q-guide and each Q-tool will be collected and discussed by the steering board during the transnational partner meeting in Køge, as previewed in the project management.

Yet there are also some general considerations to take into account. The teams, in fact, suggested to:

- Define a shared glossary to make all the definitions absolutely clear to all teachers/members of a team<sup>3</sup> (Danish teams)
- Simplify tools as much as possible: a kit with few but really efficient tools makes it seem less stressful to open it and take certain tools on board of owns' QMS (Spanish teams)
- Explain that any organization can introduce even "pieces of new-tool" in a soft way within already exiting tool thus proving the improvement of previous tool and, on the same time, good merging of "external" tool (Italian teams)
- Add variations or further uses of the tools piloted by the teams (Dutch and Greek teams)
- Each team must have a coordinator or facilitator (Dutch teams)
- Give visual examples of the use of the tool by adding pictures of work in action or web links when possible (Dutch and Greek team)
- Leave a trace of the on-going activities, not only through a platform, but also for example by putting posters or a clothes line with pegs in the team office where whomever pass can put post-its or cards so as to make the works visible, have a living reminder at hand and also reflect on the contributions provided, transfer knowledge or boost curiosity to whomever read them even outside the team (Italian teams)
- Add extra information about the portraits

Regarding each single tool, after checking each of them one by one, the Steering Board agreed as it follows:

| TOOL                 | IMPROVEMENTS TO ADD AT THE FINAL VERSION  | PARTNER |
|----------------------|---|---------|
| 1: Questionnaire     | Divide in smaller parts<br>Simplify options to choose when possible and add extra information about the NL portraits into the Q-Guide; change title of tool   | NL      |
| 2: Team/dream café   | Change the title in " <i>Team work café</i> "<br>Add extra information into the description of the tool, about the methodology and the name   | DK      |
| 3: Lighthouse        | Provide a clear example in all the different stages<br>Explain it can be used both ways, top down and bottom up, with students in a classroom too and individually by teachers/managers to promote their own organisation | DK      |
| 4: The Five Elements | it works as such, no improvements needed  | ----    |
| 5: Feedback In Teams | Provide a clear example of a safe feedback<br>Change the order - Use the flashlight first, then Hattie<br>Explain that after the flashlight feedback, some follow-up is needed  | ES      |

<sup>3</sup> For instance the term team plan has different meanings all over the countries compared with what it means in this project

|                                  |   |      |
|----------------------------------|---|------|
| 6: Self Evaluation               | Add peer review as an option<br>Explain that the marks are only indicative not a real measurement<br>Include the follow up  | IT   |
| 7: Peer To Peer Feedback         | it works as such, no improvements needed  | ---- |
| 8: Roadmap To Teamplan           | A 2 <sup>nd</sup> one, more simple, will be created for less experienced teams<br>If possible, it will be a circle<br>A timeline could be suggested<br>Suggest the link with Tool 4   | NL   |
| 9: Vision – Mission For Teams    | Provide a more visual format<br>Include a tip about the length – or slogan  | EL   |
| 10: Data Gathering               | it works as such, no improvements needed  | ---- |
| 11: Risk based thinking          | Change title in “Preventing risks” as it is a risk analysis tool<br>Provide ideas on how to use this tool in a visual way   | EL   |
| 12: Establishing Team Priorities | Include original table<br>Include a filled in example   | EL   |
| 13: Realistic Planning           | Include as a part of the Q-Guide  | ES   |
| 14: Team Plan – Model            | Explain that the analysis of last year plan should be done before the new team plan and you refer to the analysis in the “Why do we need ...? Questions<br>Explain that the Aims given are examples. Many other aims are possible | ES   |
| 15: Short Term Improvement Plan  | Include start date to the finish one  | ES   |
| 16: Teaching Team Plan           | During the pilot, the partners found out that the tool does not address the target groups - teachers, trainers - thus it will be left out from the final version.   |      |
| 17: Year Plan                    | As it is more or less just a calendar coordinating the activities of one or more teams left it out  | IT   |

### *Effective experiences in all countries: good practice*

Participating in Erasmus+ projects means expanding one's perspective, getting to know new methods and tools, but above all taking and mastering the effective experiences of other EU countries thus becoming a Community indeed.

Below we randomly list some examples of effective experiences implemented by the project partners as a result of the "transfer/export" of piloted Q-tools in their own quality management systems. All of those "good practices" will be carefully analyzed and listed in the IO2 foreseen by the project.

***Working Together Made The Difference!*** The Dutch partners have learned how important it is to give visibility to teamwork: the empowerment of each of the members and the groups themselves has resulted in a dynamic and positive atmosphere, the same that has appeared to more than a hundred students and to the inspectorate during the presentation of the annual team-plan. Thus if it is true that a teacher teaches with examples more than with words what do you think about such a good example of collaboration and mutual respect shown by the teams?

***A new team culture is in progress!*** Taking into account the fact that each team has a different evolution and different routine performances, the Spanish partner has invested in the sense of belonging and commitment of the teams by proactively revisiting the culture of positive feedback to strengthen peer respect and mutual esteem even through informal moments. The assumption of responsibility by teachers and their request for further training sessions and for the recognition of one's commitment and role for the improvement of the educating community are the result of such an investment.

***Best Results Working Together!*** The Greek partner, who engaged in piloting despite it, was not foreseen by the project, arrived at a similar result: the best results can be achieved with a good harmonization among the affinities and differences of team members and the creation of a peaceful and collaborative environment among all. The good practice tested and shared has been to reflect on the entire process in order to prevent undesired consequences, to be prepared to react quickly, to discuss toward a common direction and find common goals so as to be able to structure a good and dynamic team-plan

***On Line Platform As Tool Supporting Teamwork!*** By piloting tool n.4, the Italian partner triggered the revision of the online platform [www.smartciofs-fp.org](http://www.smartciofs-fp.org). Once the five "main stones" were set, each member of the team, and sometimes even colleagues from other teams who had access to the platform, noted down ideas or points to be discussed during the corresponding meeting. In this way everybody arrived well prepared to the meeting and ready to focus on the topic saving a lot of time and acting efficiently

***Helping each other out through common goals!*** In Denmark the members of each team and the management, along the process, experimented and understood the importance to cooperate and exchange ideas to make sure to reach the best possible results. Piloting tools proved to be useful to boost the cooperation within team members - long experienced and less-experienced and young teachers debated and agreed towards same goals - and the management who was involved twice to make adjustments connected to the general plan of the whole school, but also to give inputs and support to the teams.

## Conclusions

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QUAL4T2 project so far proved to be a project that can put at disposal professionally designed and carefully revised materials, translated into partners' languages, in English and in German. In Spring 2019 they can be downloaded for free from the project website <http://www.qual4t-project.org>

Those teams that piloted Theme A tools realized that upstream of technically perfect quality tools there are good and efficient human relationships, set towards shared objectives. They have learned to be a team and not a group, to listen to each other and to confront each other to achieve common goals.

The most significant improvement in piloting the tools included in Theme B has been the ability to set a team mission/vision consistent with the training organization's vision and mission.

The most important improvement in piloting the tools included in Theme C has been that all teams chose the model of annual team plan that best suited to the characteristics and needs of own's organization and team, and they are still using it.

In fact, designing a team-plan encourages collaborative working as it promotes broadmindedness, understanding, respect and empathy for other people; develops the personal skills and individual responsibility of the professionals as they are encouraged and supported by the team itself in accomplish the tasks agreed.

Such a proactive engagement is bound to inspire the teachers/trainers engaged in QUAL4T2 project, and, we hope even other professionals, to improve the quality of their performances within the organizations: in a word improve the quality of education /services provision.

The piloting phase proved to be a success thanks to the efficient organisation of the activities in all partner countries; the full cooperation of all project coordinators in the partner countries; the enthusiasm and commitment of the teams, ever-growing throughout the period of piloting and, in the majority of cases, the support received from the management.

The success of the pilot phase stands as a guarantee of a successful implementation of the products in other institutions. Therefore, the project partners dare suggest exploiting as much as possible all these products in order to increase the quality of any corporate.



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# **INTERNATIONAL PILOT REPORT**

## **ANNEXES**

## ANNEX 1 – Table outcomes of O- and 1-measuring questionnaire Landstede

|          |  |               |               | Team 1    |           | Team 2    |           | Team 3    |           |
|----------|--|---------------|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
|          |  |               |               | 0q        | 1q        | 0q        | 1q        | 0q        | 1q        |
| <b>A</b> | <b>The team year plan - The First nine questions are about the current team plan.</b>                                  | <b>n. 0q:</b> | <b>n. 1q:</b> | <b>10</b> | <b>10</b> | <b>10</b> | <b>13</b> | <b>10</b> | <b>11</b> |
| <b>1</b> | <b>Have you been personally involved in writing this team plan?</b>  |               |               |           |           |           |           |           |           |
|          | Yes  | 12            | 23            | 4         | 6         | 8         | 10        | 0         | 7         |
|          | Partly   | 4             | 5             | 2         | 2         | 1         | 3         | 1         | 0         |
|          | No   | 14            | 6             | 4         | 2         | 1         | 0         | 9         | 4         |
| <b>2</b> | <b>Is there a dialogue within the team about the content of the year plan?</b>   |               |               |           |           |           |           |           |           |
|          | Yes  | 28            | 34            | 10        | 10        | 10        | 13        | 8         | 11        |
|          | No   | 2             | 0             | 0         | 0         | 0         | 0         | 2         | 0         |
| <b>3</b> | <b>Do you know what is in this team plan?</b>  |               |               |           |           |           |           |           |           |
|          | Yes  | 16            | 32            | 7         | 10        | 8         | 13        | 1         | 9         |
|          | Partly   | 12            | 0             | 3         | 0         | 2         | 0         | 7         | 0         |
|          | No   | 2             | 2             | 0         | 0         | 0         | 0         | 2         | 2         |
| <b>4</b> | <b>Are these aims specialized in smaller activities?<br/>(* Last team not calculated/mistake in answers)</b>           |               |               |           |           |           |           |           |           |
|          | Yes  | 25            | 22*           | 9         | 9         | 10        | 13        | 6         | 1         |
|          | Partly   | 0             | 0*            | 0         | 0         | 0         | 0         | 0         | 0         |
|          | No   | 0             | 0*            | 0         | 0         | 0         | 0         | 0         | 1         |
|          | I don't know   | 5             | 0*            | 1         | 1         | 0         | 0         | 4         | 0         |
| <b>5</b> | <b>Are these activities linked to persons and deadlines?<br/>(*Last team not calculated due to questionnaire link)</b> |               |               |           |           |           |           |           |           |
|          | Yes  | 16            | 19*           | 6         | 10        | 9         | 9         | 1         | 0         |
|          | Partly   | 7             | 0*            | 2         | 0         | 0         | 0         | 5         | 0         |
|          | No   | 0             | 0*            | 0         | 0         | 0         | 0         | 0         | 0         |
|          | I don't know   | 7             | 0*            | 2         | 0         | 1         | 0         | 4         | 7         |
| <b>6</b> | <b>Is the team plan realistic?</b>   |               |               |           |           |           |           |           |           |
|          | Yes  | 16            | 29            | 7         | 9         | 8         | 12        | 1         | 8         |
|          | Partly   | 1             | 0             | 0         | 0         | 0         | 0         | 1         | 0         |
|          | No   | 0             | 0             | 0         | 0         | 0         | 0         | 0         | 0         |
|          | I don't know   | 13            | 5             | 3         | 1         | 2         | 1         | 8         | 3         |
| <b>7</b> | <b>Is there a task for you in this team plan?</b>  |               |               |           |           |           |           |           |           |
|          | Yes  | 23            | 30            | 8         | 9         | 9         | 12        | 6         | 9         |
|          | Partly   | 0             | 0             | 0         | 0         | 0         | 0         | 0         | 0         |

|          |  |    |    |   |    |    |    |   |    |
|----------|--|----|----|---|----|----|----|---|----|
|          | No   | 7  | 4  | 2 | 1  | 1  | 1  | 4 | 2  |
| 8        | Do you evaluate the old team plan before you write the new one?        |    |    |   |    |    |    |   |    |
|          | Yes  | 20 | 30 | 8 | 9  | 8  | 12 | 4 | 9  |
|          | No   | 2  | 0  | 0 | 0  | 0  | 0  | 2 | 0  |
|          | Partly   | 0  | 0  | 0 | 0  | 0  | 0  | 0 | 0  |
|          | I don't know   | 8  | 4  | 2 | 1  | 2  | 1  | 4 | 2  |
| 9        | Do you use a yearly team plan?   |    |    |   |    |    |    |   |    |
|          | Yes  | 22 | 22 | 8 | 10 | 7  | 4  | 7 | 8  |
|          | No   | 2  | 7  | 0 | 0  | 2  | 6  | 0 | 1  |
|          | I don't know   | 6  | 5  | 2 | 0  | 1  | 3  | 3 | 2  |
| 10       | Would you like to work with a two- or three- yearly plan?              |    |    |   |    |    |    |   |    |
|          | Yes  | 14 | 18 | 7 | 5  | 2  | 10 | 5 | 3  |
|          | No   | 16 | 16 | 3 | 5  | 8  | 3  | 5 | 8  |
| <b>B</b> | <b>Aims and ambition/vision</b>  |    |    |   |    |    |    |   |    |
| 11       | Do you know the vision/ambition of your organization?                  |    |    |   |    |    |    |   |    |
|          | Yes  | 17 | 30 | 5 | 6  | 7  | 13 | 5 | 11 |
|          | Partly   | 13 | 4  | 5 | 4  | 3  | 0  | 5 | 0  |
|          | No   | 0  | 0  | 0 | 0  | 0  | 0  | 0 | 0  |
| 12       | Do you share a common view about the educational approach as a team?   |    |    |   |    |    |    |   |    |
|          | Yes  | 14 | 25 | 6 | 7  | 8  | 11 | 0 | 7  |
|          | Partly   | 14 | 9  | 4 | 3  | 2  | 2  | 8 | 4  |
|          | No   | 2  | 0  | 0 | 0  | 0  | 0  | 2 | 0  |
| 13       | Did you decide on aims and ambitions as a team?                        |    |    |   |    |    |    |   |    |
|          | Yes  | 15 | 26 | 7 | 9  | 7  | 10 | 1 | 7  |
|          | Partly   | 10 | 6  | 3 | 1  | 2  | 3  | 5 | 2  |
|          | No   | 5  | 2  | 0 | 0  | 1  | 0  | 4 | 2  |
| 14       | Which documents do you use to prepare? (more than one answer possible) |    |    |   |    |    |    |   |    |
|          | Student questionnaire  | 23 | 31 | 8 | 10 | 10 | 12 | 5 | 9  |
|          | Early school leavers/ drop outs  | 10 | 22 | 5 | 7  | 5  | 8  | 0 | 7  |
|          | Qualification results, learning outcomes                               | 14 | 24 | 6 | 7  | 8  | 9  | 0 | 8  |
|          | evaluation of internships in companies                                 | 15 | 25 | 3 | 8  | 9  | 10 | 3 | 7  |
|          | Risc analyses of organisation  | 6  | 10 | 2 | 5  | 3  | 5  | 1 | 0  |
|          | the last team plan   | 20 | 27 | 4 | 8  | 10 | 10 | 6 | 9  |
|          | Vision document Landstede  | 17 | 20 | 4 | 8  | 8  | 4  | 5 | 8  |

|    |   |    |    |    |    |   |    |   |    |
|----|---|----|----|----|----|---|----|---|----|
|    | Minutes of commissions (examns)   | 14 | 25 | 1  | 5  | 7 | 11 | 6 | 9  |
|    | Vision document own school  | 13 | 23 | 3  | 6  | 8 | 9  | 2 | 8  |
|    | Others  | 9  | 12 | 4  | 7  | 4 | 5  | 1 | 0  |
| 15 | Is the year plan decided upon and evaluated by the team as a whole?<br>(one answer please)        |    |    |    |    |   |    |   |    |
|    | decided with the team   | 6  | 2  | 1  | 0  | 1 | 1  | 4 | 1  |
|    | decided with the team and director  | 7  | 6  | 0  | 3  | 5 | 2  | 2 | 1  |
|    | decided with the team and at least evaluated once in between                                      | 2  | 2  | 1  | 0  | 1 | 2  | 0 | 0  |
|    | decided with the team and director and at least evaluated once in between                         | 4  | 7  | 2  | 2  | 1 | 4  | 1 | 1  |
|    | decided with the team and at least evaluated twice in between                                     | 5  | 11 | 1  | 0  | 1 | 3  | 3 | 8  |
|    | decided with the team and director and at least evaluated twice in between                        | 6  | 5  | 5  | 5  | 1 | 0  | 0 | 0  |
|    | Others  | 0  | 1  | 0  | 0  | 0 | 1  | 0 | 0  |
| 16 | Do you feel well equipped with information to make the right analyses for your year plan?         |    |    |    |    |   |    |   |    |
|    | Yes   | 16 | 29 | 6  | 9  | 8 | 13 | 2 | 7  |
|    | No  | 14 | 5  | 4  | 1  | 2 | 0  | 8 | 4  |
| 17 | Do you have the competences to make the right analyses for your year plan?                        |    |    |    |    |   |    |   |    |
|    | Yes   | 17 | 29 | 5  | 7  | 7 | 13 | 5 | 9  |
|    | No  | 13 | 5  | 5  | 3  | 3 | 0  | 5 | 2  |
| 18 | Do you have the competences to formulate relevant aims after the analyses?                        |    |    |    |    |   |    |   |    |
|    | Yes   | 21 | 31 | 7  | 10 | 8 | 13 | 6 | 8  |
|    | No  | 9  | 3  | 3  | 0  | 2 | 0  | 4 | 3  |
| 19 | Do you know the vision/ strategic documents of the school?  |    |    |    |    |   |    |   |    |
|    | Yes   | 20 | 28 | 5  | 8  | 9 | 12 | 6 | 8  |
|    | Partly  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  |
|    | No  | 10 | 6  | 5  | 2  | 1 | 1  | 4 | 3  |
| 20 | Do you feel well equipped to transfer your aims (and ambitions) in activities?                    |    |    |    |    |   |    |   |    |
|    | Yes   | 19 | 30 | 6  | 8  | 8 | 13 | 5 | 9  |
|    | Partly  | 1  | 0  | 0  | 0  | 1 | 0  | 0 | 0  |
|    | No  | 10 | 4  | 4  | 2  | 1 | 0  | 5 | 2  |
| 21 | Are you able as a team to formulate SMART aims in a way that they are measurable and can be done? |    |    |    |    |   |    |   |    |
|    | Yes   | 24 | 32 | 10 | 10 | 9 | 12 | 5 | 10 |

|          |   |    |    |    |    |   |    |   |    |
|----------|---|----|----|----|----|---|----|---|----|
|          | Partly  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  |
|          | No  | 6  | 2  | 0  | 0  | 1 | 1  | 5 | 1  |
| 22       | Vision/ strategic documents of the school   |    |    |    |    |   |    |   |    |
|          | Yes   | 18 | 32 | 9  | 10 | 7 | 13 | 2 | 9  |
|          | Partly  | 1  | 0  | 0  | 0  | 0 | 0  | 1 | 0  |
|          | No  | 11 | 2  | 1  | 0  | 3 | 0  | 7 | 2  |
| 23       | Do you as a team member have faith in the actions you do and that they lead to the desired results? |    |    |    |    |   |    |   |    |
|          | Yes   | 8  | 16 | 6  | 9  | 1 | 6  | 1 | 1  |
|          | Partly  | 16 | 18 | 3  | 1  | 8 | 7  | 5 | 10 |
|          | No  | 2  | 0  | 0  | 0  | 1 | 0  | 1 | 0  |
|          | I don't know  | 4  | 0  | 1  | 0  | 0 | 0  | 3 | 0  |
| <b>C</b> | <b>Evaluation</b>   |    |    |    |    |   |    |   |    |
| 24       | Do you gather student feedback?   |    |    |    |    |   |    |   |    |
|          | Yes   | 27 | 27 | 10 | 8  | 9 | 8  | 8 | 11 |
|          | No  | 1  | 2  | 0  | 2  | 0 | 0  | 1 | 0  |
|          | N.A.  | 2  | 5  | 0  | 0  | 1 | 5  | 1 | 0  |
| 25       | Do you analyze results of previous inspections and audits?  |    |    |    |    |   |    |   |    |
|          | Yes   | 14 | 9  | 4  | 5  | 6 | 4  | 4 | 0  |
|          | No  | 7  | 13 | 3  | 0  | 2 | 3  | 2 | 10 |
|          | Partly  | 9  | 12 | 3  | 5  | 2 | 6  | 4 | 1  |
| 26       | Do you evaluate your lessons/ instructions with your students? (at least once a year)               |    |    |    |    |   |    |   |    |
|          | Yes   | 24 | 29 | 10 | 10 | 8 | 10 | 6 | 9  |
|          | No  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  |
|          | Partly  | 3  | 2  | 0  | 0  | 0 | 0  | 3 | 2  |
|          | N.A.  | 3  | 3  | 0  | 0  | 2 | 3  | 1 | 0  |
| 27       | As a team, do you analyze the outcomes of student feedback/questionnaires?                          |    |    |    |    |   |    |   |    |
|          | yes, always   | 21 | 27 | 9  | 9  | 9 | 9  | 3 | 9  |
|          | sometimes   | 6  | 7  | 1  | 1  | 1 | 4  | 4 | 2  |
|          | no, never as a team   | 3  | 0  | 0  | 0  | 0 | 0  | 3 | 0  |
| 28       | Do you review your program based on student feedback?   |    |    |    |    |   |    |   |    |
|          | Yes   | 17 | 16 | 6  | 7  | 4 | 6  | 7 | 3  |
|          | Partly  | 12 | 16 | 4  | 3  | 6 | 5  | 2 | 8  |
|          | No / NA   | 1  | 2  | 0  | 0  | 0 | 2  | 1 | 0  |

|    |  |    |    |    |    |    |    |    |    |
|----|--|----|----|----|----|----|----|----|----|
| 29 | Is evaluation of the class work by students a topic in your team meeting?                              |    |    |    |    |    |    |    |    |
|    | Yes  | 17 | 23 | 8  | 6  | 9  | 8  | 0  | 9  |
|    | No   | 13 | 11 | 2  | 4  | 2  | 5  | 10 | 2  |
| 30 | Is work placement evaluation a structural returning topic in your team?                                |    |    |    |    |    |    |    |    |
|    | Yes  | 18 | 29 | 6  | 8  | 9  | 12 | 3  | 9  |
|    | No   | 12 | 5  | 4  | 2  | 1  | 1  | 7  | 2  |
| 31 | Is the evaluation of the year program by students a topic in the team? (min. 1x a year)                |    |    |    |    |    |    |    |    |
|    | Yes  | 21 | 21 | 8  | 6  | 8  | 8  | 5  | 7  |
|    | No   | 9  | 13 | 2  | 4  | 2  | 5  | 5  | 4  |
| D  | <b>Intervision/working together</b>  |    |    |    |    |    |    |    |    |
| 32 | Do you visit a team member in their classroom?   |    |    |    |    |    |    |    |    |
|    | Yes, often   | 0  | 3  | 0  | 1  | 0  | 1  | 0  | 1  |
|    | Sometimes  | 23 | 28 | 7  | 8  | 8  | 11 | 8  | 9  |
|    | Never  | 7  | 3  | 3  | 1  | 2  | 1  | 2  | 1  |
| 33 | Do you discuss the way a team member implements the educational program with him/her, giving feedback? |    |    |    |    |    |    |    |    |
|    | Yes, often   | 17 | 25 | 5  | 6  | 7  | 9  | 5  | 10 |
|    | Sometimes  | 13 | 9  | 5  | 4  | 3  | 4  | 5  | 1  |
|    | Never  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 34 | As a team, did you make clear rules about student behavior in the class/school?                        |    |    |    |    |    |    |    |    |
|    | Yes  | 24 | 22 | 8  | 8  | 9  | 12 | 7  | 2  |
|    | No   | 6  | 12 | 2  | 2  | 1  | 1  | 3  | 9  |
| 35 | Do you keep these rules?   |    |    |    |    |    |    |    |    |
|    | Yes  | 27 | 26 | 10 | 6  | 10 | 13 | 7  | 7  |
|    | No   | 3  | 8  | 0  | 4  | 0  | 0  | 3  | 4  |
| 36 | As a team, did you try to have a general agreement about evaluation of students' soft skills?          |    |    |    |    |    |    |    |    |
|    | Yes  | 30 | 34 | 10 | 10 | 10 | 13 | 11 | 11 |
|    | No   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 37 | As a team, do you communicate together about what you may expect from each other?                      |    |    |    |    |    |    |    |    |
|    | Yes, often   | 7  | 12 | 2  | 1  | 4  | 4  | 1  | 7  |
|    | Sometimes  | 20 | 21 | 8  | 9  | 6  | 9  | 6  | 3  |
|    | Never  | 3  | 1  | 0  | 0  | 0  | 0  | 3  | 1  |



|    |   |    |    |   |   |   |   |   |   |
|----|---|----|----|---|---|---|---|---|---|
| 38 | Finally: how would you subscribe the work on quality improvement in your team? (source: the 4 draft portraits of EQAVET, NL September 2016) |    |    |   |   |   |   |   |   |
|    | System oriented   | 4  | 4  | 2 | 3 | 2 | 0 | 0 | 1 |
|    | Behavior oriented   | 9  | 16 | 2 | 3 | 2 | 5 | 5 | 8 |
|    | People oriented   | 10 | 7  | 5 | 2 | 5 | 5 | 0 | 0 |
|    | Awareness oriented  | 7  | 7  | 1 | 2 | 1 | 3 | 5 | 2 |

## Annex 2 Table outcomes O- and 1-measuring questionnaire Txorierrri

|          |  | Team<br>1            | Team<br>1            | Team<br>2           | Team<br>2           |
|----------|--|----------------------|----------------------|---------------------|---------------------|
|          |  | Total<br>(18)<br>Q-0 | Total<br>(18)<br>Q-1 | Total<br>(6)<br>Q-0 | Total<br>(6)<br>Q-1 |
| <b>A</b> | <b>The team year plan - The first ten questions are about the current team plan.</b> |                      |                      |                     |                     |
| <b>1</b> | <b>Have you been personally involved in writing this team plan?</b>                  |                      |                      |                     |                     |
|          | Fully  | 3                    | 15                   | 3                   | 6                   |
|          | No   | 5                    | 1                    | 3                   | 0                   |
|          | Partly   | 10                   | 2                    | 0                   | 0                   |
| <b>2</b> | <b>Is there a dialogue within the team about the content of the year plan?</b>       |                      |                      |                     |                     |
|          | Yes  | 16                   | 18                   | 0                   | 6                   |
|          | No   | 1                    |                      | 0                   |                     |
| <b>3</b> | <b>Do you know what is in this team plan?</b>  |                      |                      |                     |                     |
|          | Fully  | 10                   | 16                   | 4                   | 6                   |
|          | No   | 4                    | 0                    | 2                   | 0                   |
|          | Partly   | 0                    | 2                    | 0                   | 0                   |
| <b>4</b> | <b>If yes, are the aims specialized in smaller activities?</b>                       |                      |                      |                     |                     |
|          | Yes  | 13                   | 16                   | 4                   | 6                   |
|          | No   | 3                    | 0                    | 0                   | 0                   |
|          | Partly   | 0                    | 2                    | 0                   | 0                   |
|          | I don't know   | 2                    | 0                    | 1                   | 0                   |
| <b>5</b> | <b>Are these activities linked to persons and deadlines?</b>                         |                      |                      |                     |                     |
|          | Yes  | 11                   | 10                   | 5                   | 3                   |
|          | No   | 5                    | 2                    | 1                   | 1                   |
|          | Partly   | 0                    | 6                    | 0                   | 2                   |
|          | I don't know   | 1                    | 0                    | 0                   | 0                   |
| <b>6</b> | <b>Is the team plan realistic?</b>   |                      |                      |                     |                     |
|          | Yes  | 12                   | 13                   | 3                   | 5                   |
|          | No   | 4                    | 0                    | 0                   | 0                   |
|          | Partly   | 0                    | 5                    | 1                   | 1                   |
|          | I don't know   | 2                    | 0                    | 1                   | 0                   |
| <b>7</b> | <b>Is there a task for you in this team plan?</b>                                    |                      |                      |                     |                     |
|          | Yes  | 12                   | 14                   | 4                   | 5                   |
|          | No   | 3                    | 2                    | 2                   | 1                   |
|          | Partly   | 2                    | 2                    | 0                   | 0                   |
| <b>8</b> | <b>Do you evaluate the old team plan before you write the new one?</b>               |                      |                      |                     |                     |
|          | Yes  | 7                    | 17                   | 4                   | 6                   |
|          | No   | 2                    | 0                    | 1                   | 0                   |

|    |  |    |    |   |   |
|----|--|----|----|---|---|
|    | Partly   | 3  | 0  | 0 | 0 |
|    | I don't know   | 6  | 1  | 1 | 0 |
| 9  | <b>Do you use a yearly team plan?</b>  |    |    |   |   |
|    | Yes  | 13 | 18 | 6 | 6 |
|    | No   | 2  | 0  | 0 | 0 |
|    | I don't know   | 3  | 0  | 0 | 0 |
| 10 | <b>Would you like to work with a two- or three- yearly plan?</b>   |    |    |   |   |
|    | Yes  | 14 | 14 | 5 | 5 |
|    | No   | 4  | 4  | 1 | 1 |
| B  | <b>Aims and Ambition - The next questions involve the preparations and the content of the team plan.</b> |    |    |   |   |
| 11 | <b>Do you know the vision/ambition of your organization?</b>   |    |    |   |   |
|    | Yes  | 16 | 17 | 6 | 6 |
|    | No   | 2  | 1  | 0 | 0 |
| 12 | <b>Do you share a common view about the educational approach as a team?</b>                              |    |    |   |   |
|    | Yes  | 11 | 17 | 5 | 6 |
|    | No   | 1  | 1  | 1 | 0 |
| 13 | <b>Did you decide on aims and ambitions as a team?</b>   |    |    |   |   |
|    | Yes  | 12 | 18 | 5 | 6 |
|    | No   | 3  | 0  | 1 | 0 |
| 14 | <b>Which documents do you use to prepare? (more than one possible answers)</b>                           |    |    |   |   |
|    | students questionnaires (outcomes)   | 8  | 13 | 4 | 4 |
|    | early school leavers/ drop outs  | 2  | 0  | 2 | 0 |
|    | qualification results, learning outcomes   | 4  | 6  | 5 | 2 |
|    | evaluation of internships in companies   | 7  | 10 | 1 | 3 |
|    | risks analyses   | 2  | 9  | 1 | 4 |
|    | the last team plan   | 6  | 13 | 4 | 4 |
|    | vision/ strategic documents of the school  | 7  | 9  | 4 | 4 |
|    | documents of audits, inspections e.g.  | 3  | 5  | 2 | 1 |
|    | national priorities, EU priorities   | 7  | 6  | 0 | 3 |
|    | others   | 2  | 0  | 0 | 0 |
| 15 | <b>Is the year plan decided upon and evaluated by the team as a whole? (1 answer please)</b>             |    |    |   |   |
|    | decided with the team  | 4  | 9  | 1 | 5 |
|    | decided with the team and director   | 3  | 2  | 1 | 0 |
|    | decided with the team and at least evaluated once in between   | 2  | 1  | 0 | 0 |
|    | decided with the team and director and at least evaluated once in between                                | 0  | 6  | 1 | 1 |
|    | decided with the team and at least evaluated twice in between  | 0  | 0  | 0 | 0 |
|    | Others   | 0  | 0  | 1 | 0 |

|          |  |    |    |   |   |
|----------|--|----|----|---|---|
| 16       | <b>Do you feel well equipped with information to make the right analyses for your year plan?</b>             |    |    |   |   |
|          | Yes  | 15 | 18 | 5 | 6 |
|          | No   | 1  | 0  | 1 | 0 |
| 17       | <b>Do you have the competences to make the right analyses for your year plan?</b>                            |    |    |   |   |
|          | Yes  | 13 | 17 | 6 | 5 |
|          | No   | 2  | 1  | 0 | 1 |
| 18       | <b>Do you have the competences to formulate relevant aims after the analyses?</b>                            |    |    |   |   |
|          | Yes  | 9  | 17 | 6 | 5 |
|          | No   | 4  | 1  | 0 | 1 |
| 19       | <b>Do you feel well equipped to prioritize your aims/ambitions?</b>  |    |    |   |   |
|          | Yes  | 7  | 12 | 5 | 4 |
|          | No   | 0  | 0  | 0 | 0 |
|          | Partly   | 8  | 5  | 1 | 1 |
| 20       | <b>Do you feel well equipped to transfer your aims in activities?</b>  |    |    |   |   |
|          | Yes  | 7  | 13 | 6 | 4 |
|          | No   | 0  | 0  | 0 | 0 |
|          | Partly   | 11 | 5  | 0 | 2 |
| 21       | <b>Are you able as a team to formulate SMART aims in a way that they are measurable and can be done?</b>     |    |    |   |   |
|          | Yes  | 10 | 13 | 5 | 6 |
|          | No   | 0  | 0  | 0 | 0 |
|          | Partly   | 8  | 5  | 1 | 0 |
| 22       | <b>Do you have a dialogue as a team whether your aims and activities are leading to the desired results?</b> |    |    |   |   |
|          | Yes  | 11 | 14 | 4 | 6 |
|          | No   | 0  | 0  | 1 | 0 |
|          | Partly   | 6  | 4  | 1 | 0 |
| 23       | <b>Do you as a team member have faith in the actions you do and that they lead to the desired results?</b>   |    |    |   |   |
|          | Yes  | 14 | 12 | 4 | 5 |
|          | No   | 0  | 0  | 0 | 0 |
|          | Partly   | 4  | 6  | 2 | 1 |
|          | I don't know   | 0  | 0  | 0 | 0 |
| <b>C</b> | <b>Evaluation - Below you will now find eight questions about evaluation.</b>                                |    |    |   |   |
| 24       | <b>Do you gather student feedback?</b>   |    |    |   |   |
|          | Yes  | 14 | 18 | 6 | 6 |
|          | No   | 1  | 0  | 0 | 0 |
|          | N.A. I don't teach/train   | 3  | 0  | 0 | 0 |
| 25       | <b>Do you analyze results of previous inspections and audits?</b>  |    |    |   |   |
|          | Yes  | 6  | 13 | 4 | 5 |
|          | No   | 4  | 0  | 0 | 0 |
|          | Partly   | 1  | 5  | 2 | 1 |

|    |   |    |    |   |   |
|----|---|----|----|---|---|
| 26 | <b>Do you evaluate your lessons/ instructions with your students? (at least once a year)</b>                                  |    |    |   |   |
|    | Yes   | 8  | 15 | 6 | 6 |
|    | No  | 0  | 0  | 0 | 0 |
|    | Partly  | 1  | 1  | 0 | 0 |
|    | N.A. I don't teach/train  | 3  | 2  | 0 | 0 |
| 27 | <b>As a team, do you analyze the outcomes of student feedback/questionnaires?</b>   |    |    |   |   |
|    | yes, always   | 12 | 16 | 5 | 6 |
|    | no, never as a team   | 0  | 0  | 0 | 0 |
|    | Sometimes   | 2  | 1  | 1 | 0 |
|    | N.A. I don't teach/train  | 3  | 1  | 0 | 0 |
| 28 | <b>Do you review your program based on student feedback?</b>  |    |    |   |   |
|    | Yes   | 7  | 13 | 4 | 5 |
|    | No  | 1  | 0  | 0 | 0 |
|    | Partly  | 6  | 4  | 2 | 1 |
| 29 | <b>Is the evaluation of the class work by students a topic in your team meeting?</b>  |    |    |   |   |
|    | Yes   | 6  | 16 | 6 | 6 |
|    | No  | 3  | 1  | 0 | 0 |
| 30 | <b>Is work placement evaluation a structural returning topic in your team? (min. 1x a year)</b>                               |    |    |   |   |
|    | Yes   | 2  | 17 | 6 | 6 |
|    | No  | 7  | 1  | 0 | 0 |
| 31 | <b>Is the evaluation of the year program by students a topic in the team? (min. 1x a year)</b>                                |    |    |   |   |
|    | Yes   | 4  | 17 | 3 | 6 |
|    | No  | 7  | 0  | 3 | 0 |
| D  | <b>Working together - Below you will find some questions about inter-vision/working together, which can also be informal.</b> |    |    |   |   |
| 32 | <b>Do you visit a team member in their classroom?</b>   |    |    |   |   |
|    | Yes, often  | 0  | 1  | 0 | 0 |
|    | Never   | 0  | 7  | 0 | 3 |
|    | Sometimes   | 0  | 10 | 0 | 3 |
| 33 | <b>Do you discuss/give feedback on the way a team member implements the educational program with them, giving feedback?</b>   |    |    |   |   |
|    | Yes, often  | 0  | 3  | 0 | 0 |
|    | Never   | 0  | 1  | 0 | 1 |
|    | Sometimes   | 0  | 14 | 0 | 5 |
| 34 | <b>As a team, did you make clear rules about student behavior in the class/school?</b>  |    |    |   |   |
|    | Yes   | 0  | 17 | 6 | 6 |
|    | No  | 0  | 1  | 0 | 0 |
| 35 | <b>Do you keep these rules?</b>   |    |    |   |   |
|    | Yes   | 0  | 17 | 0 | 6 |
|    | No  | 0  | 1  | 0 | 0 |

|    |  |   |    |   |   |
|----|--|---|----|---|---|
| 36 | <b>As a team, did you try to have a general agreement about evaluation of students' soft skills?</b>   |   |    |   |   |
|    | Yes  | 0 | 18 | 6 | 6 |
|    | No   | 0 | 0  | 0 | 0 |
| 37 | <b>As a team, do you communicate together about what you may expect from each other?</b>   |   |    |   |   |
|    | Yes, often   | 0 | 15 | 0 | 5 |
|    | Never  | 0 | 0  | 0 | 0 |
|    | Sometimes  | 0 | 3  | 0 | 1 |
| 38 | <b>Finally: how would you subscribe the work on quality improvement in your team?<br/>(source: the 4 draft portraits of EQAVET, NL September 2016)</b>   |   |    |   |   |
|    | 41   | 0 | 0  | 0 | 0 |
|    | Behavior oriented Q culture (When acting with a focus towards quality, it is about the behavior of teachers and others, focused on improving the quality of education)   | 0 | 0  | 0 | 0 |
|    | People oriented Q culture (In this culture the mutual striving of a group towards quality is shown)  | 1 | 18 | 0 | 6 |
|    | Awareness oriented Q culture (Quality awareness is the striving towards quality on individual level based on own values and intentions. These values and intentions are decisive for the behavior of the persons involved) | 0 | 0  | 0 | 0 |



### Annex 3 Table outcomes of O- and 1-measuring questionnaire CIOFS-FP

| <b>A The team year plan</b><br>The First nine questions are about the current team plan. |  | <b>n. 0Q<br/>53</b> | <b>n. 1Q<br/>72</b> |
|--|--|---------------------|---------------------|
| <b>1</b>   | Have you been <b>personally involved</b> in writing this team plan?            |                     |                     |
|  | Yes  | 19                  | 20                  |
|  | Partly   | 22                  | 50                  |
|  | No   | 12                  | 2                   |
| <b>2</b>   | Is there a <b>dialogue</b> within the team about the content of the year plan? |                     |                     |
|  | Yes  | 48                  | 72                  |
|  | No   | 5                   | 0                   |
| <b>3</b>   | Do you <b>know</b> what is in this <b>team plan</b> ?                          |                     |                     |
|  | Yes  | 32                  | 45                  |
|  | Partly   | 17                  | 27                  |
|  | No   | 4                   | 0                   |
| <b>4</b>   | If yes, are the aims specialized in <b>smaller activities</b> ?                |                     |                     |
|  | Yes  | 24                  | 60                  |
|  | Partly   | 19                  | 10                  |
|  | No   | 4                   | 0                   |
|  | I don't know   | 6                   | 2                   |
| <b>5</b>   | Are these activities linked to <b>persons and deadlines</b> ?                  |                     |                     |
|  | Yes  | 32                  | 52                  |
|  | Partly   | 12                  | 18                  |
|  | No   | 4                   | 0                   |
|  | I don't know   | 5                   | 2                   |
| <b>6</b>   | Is the team plan <b>realistic</b> ?  |                     |                     |
|  | Yes  | 37                  | 63                  |
|  | Partly   | 8                   | 8                   |
|  | No   | 4                   | 0                   |
|  | I don't know   | 4                   | 1                   |
| <b>7</b>   | Is there a <b>task for you</b> in this team plan?                              |                     |                     |
|  | Yes  | 15                  | 47                  |
|  | Partly   | 22                  | 23                  |
|  | No   | 16                  | 2                   |
| <b>8</b>   | Do you <b>evaluate the old team plan</b> before you write the new one?         |                     |                     |
|  | Yes  | 28                  | 53                  |
|  | No   | 7                   | 2                   |
|  | Partly   | 9                   | 10                  |
|  | I don't know   | 9                   | 7                   |
| <b>9</b>   | Do you <b>use a yearly team</b> plan?  |                     |                     |
|  | Yes  | 46                  | 72                  |
|  | No   | 7                   | 0                   |
|  | I don't know   | 0                   | 0                   |
| <b>10</b>  | Would you like to work with a two- or three- yearly plan?                      |                     |                     |
|  | Yes  | 23                  | 19                  |
|  | No   | 30                  | 53                  |
| <b>B Aims and Ambition</b>   |  |                     |                     |
| <b>11</b>  | Do you know the vision/ambition of your organization?                          |                     |                     |
|  | Yes  | 45                  | 72                  |
|  | Partly   | 0                   | 0                   |
|  | No   | 8                   | 0                   |

|    |  |    |    |
|----|--|----|----|
| 12 | Do you share a common view about the educational approach as a team?   |    |    |
|    | Yes  | 45 | 72 |
|    | Partly   | 0  | 0  |
|    | No   | 8  | 0  |
| 13 | Did you decide on aims and ambitions as a team?  |    |    |
|    | Yes  | 44 | 71 |
|    | Partly   | 0  | 0  |
|    | No   | 9  | 1  |
| 14 | Which documents do you use to prepare?   |    |    |
|    | students questionnaires  | 36 | 72 |
|    | early school leavers/ drop outs  | 28 | 41 |
|    | qualification results, learning outcomes   | 26 | 54 |
|    | evaluation of internships in companies   | 28 | 56 |
|    | risks analyses   | 17 | 50 |
|    | the last team plan   | 25 | 52 |
|    | vision/ strategic documents of the school  | 35 | 59 |
|    | documents of audits, inspections e.g.  | 23 | 52 |
|    | national priorities, EU priorities   | 9  | 22 |
|    | others   | 2  | 1  |
| 15 | Is the year plan decided upon and evaluated by the team as a whole?  |    |    |
|    | decided with the team  | 5  | 6  |
|    | decided with the team and director   | 7  | 7  |
|    | decided with the team and at least evaluated once in between   | 1  | 1  |
|    | decided with the team and director and at least evaluated once in between                                    | 9  | 28 |
|    | decided with the team and at least evaluated twice in between  | 3  | 0  |
|    | decided with the team and director and at least evaluated twice in between                                   | 25 | 28 |
|    | Others   | 3  | 2  |
| 16 | Do you feel well equipped with information to make the right analyses for your year plan?                    |    |    |
|    | Yes  | 40 | 51 |
|    | No   | 13 | 21 |
| 17 | Do you have the competences to make the right analyses for your year plan?                                   |    |    |
|    | Yes  | 40 | 34 |
|    | No   | 13 | 38 |
| 18 | Do you have the competences to formulate relevant aims after the analyses?                                   |    |    |
|    | Yes  | 39 | 40 |
|    | No   | 14 | 32 |
| 19 | Do you feel well equipped to prioritize your aims/ambitions?   |    |    |
|    | Yes  | 22 | 25 |
|    | Partly   | 22 | 43 |
|    | No   | 9  | 4  |
| 20 | Do you feel well equipped to transfer your aims in activities?   |    |    |
|    | Yes  | 27 | 34 |
|    | Partly   | 17 | 2  |
|    | No   | 9  | 36 |
| 21 | Are you able as a team to formulate SMART aims in a way that they are measurable and can be done?            |    |    |
|    | Yes  | 24 | 54 |
|    | Partly   | 21 | 18 |
|    | No   | 8  | 0  |
| 22 | Do you have a <b>dialogue as a team</b> whether your aims and activities are leading to the desired results? |    |    |
|    | Yes  | 41 | 65 |

|                           |  |    |    |
|---------------------------|--|----|----|
|                           | Partly   | 5  | 6  |
|                           | No   | 7  | 1  |
| 23                        | Do you as a team member have faith in the actions you do and that they lead to the desired results?      |    |    |
|                           | Yes  | 43 | 63 |
|                           | Partly   | 2  | 9  |
|                           | No   | 8  | 0  |
|                           | I don't know   | 0  | 0  |
| <b>C Evaluation</b>       |  |    |    |
| 24                        | Do you gather student feedback?  |    |    |
|                           | Yes  | 51 | 64 |
|                           | No   | 1  | 1  |
|                           | N.A.   | 1  | 7  |
| 25                        | Do you analyse results of previous inspections and audits?   |    |    |
|                           | Yes  | 39 | 59 |
|                           | No   | 4  | 2  |
|                           | Partly   | 10 | 11 |
| 26                        | Do you evaluate your lessons/ instructions with your students? (at least once a year)                    |    |    |
|                           | Yes  | 36 | 42 |
|                           | No   | 2  | 2  |
|                           | Partly   | 12 | 18 |
|                           | N.A.   | 3  | 10 |
| 27                        | As a team, do you analyse the outcomes of student feedback/questionnaires?                               |    |    |
|                           | yes, always  | 25 | 26 |
|                           | sometimes  | 14 | 21 |
|                           | no, never as a team  | 14 | 22 |
|                           | N.A.   | 0  | 3  |
| 28                        | Do you review your program based on student feedback?  |    |    |
|                           | Yes  | 19 | 21 |
|                           | Partly   | 30 | 48 |
|                           | No   | 4  | 3  |
| 29                        | Is evaluation of the class work by students a topic in your team meeting?                                |    |    |
|                           | Yes  | 42 | 54 |
|                           | No   | 11 | 18 |
| 30                        | Is work placement evaluation a structural returning topic in your team?                                  |    |    |
|                           | Yes  | 50 | 59 |
|                           | No   | 3  | 13 |
| 31                        | Is the evaluation of the year programme by students a topic in the team? (min. 1x a year)                |    |    |
|                           | Yes  | 29 | 48 |
|                           | No   | 24 | 24 |
| <b>D Working together</b> |  |    |    |
| 32                        | Do you visit a team member in their classroom?   |    |    |
|                           | Yes, often   | 15 | 27 |
|                           | Sometimes  | 18 | 15 |
|                           | Never  | 20 | 30 |
| 33                        | Do you discuss the way a team member implements the educational programme with him/her, giving feedback? |    |    |
|                           | Yes, often   | 18 | 34 |
|                           | Sometimes  | 34 | 33 |
|                           | Never  | 1  | 5  |
| 34                        | As a team, did you make clear rules about student behavior in the class/school?                          |    |    |

|    |   |    |    |
|----|---|----|----|
|    | Yes   | 51 | 72 |
|    | No  | 2  | 0  |
| 35 | Do you keep this rules?   |    |    |
|    | Yes   | 51 | 72 |
|    | No  | 2  | 0  |
| 36 | As a team, did you try to have a general agreement about evaluation of students' soft skills? |    |    |
|    | Yes   | 51 | 67 |
|    | No  | 2  | 5  |
| 37 | As a team, do you communicate together about what you may expect from each other?             |    |    |
|    | Yes, often  | 35 | 34 |
|    | Sometimes   | 17 | 32 |
|    | Never   | 1  | 6  |
| 38 | Finally: how would you subscribe the work on quality improvement in your team?                |    |    |
|    | System oriented   | 18 | 40 |
|    | Behavior oriented   | 26 | 10 |
|    | People oriented   | 5  | 9  |
|    | Awareness oriented  | 4  | 13 |

## Annex 4 Table comparative analysis of 0- and 1-measuring questionnaire Køge

| A | The team year plan - The First nine questions are about the current team plan.                      | n. 0q: | n. 1q: |
|---|---|--------|--------|
| 1 | Have you been personally involved in writing this team plan?  |        |        |
|   | Yes   | 8      | 10     |
|   | Partly  | 3      | 1      |
|   | No  | 2      | 3      |
| 2 | Is there a dialogue within the team about the content of the year plan?                             |        |        |
|   | Yes   | 12     | 16     |
|   | No  | 3      | 0      |
| 3 | Do you know what is in this team plan?  |        |        |
|   | Yes   | 6      | 6      |
|   | Partly  | 8      | 10     |
|   | No  | 1      | 0      |
| 4 | Are these aims specialized in smaller activities? (Last team not calculated/mistake in answers)     |        |        |
|   | Yes   | 2      | 12     |
|   | Partly  | 5      |        |
|   | No  | 5      | 2      |
|   | I don't know  | 3      | 2      |
| 5 | Are these activities linked to persons and deadlines? (Last team not calculated/mistake in answers) |        |        |
|   | Yes   | 3      | 6      |
|   | Partly  | 6      | 10     |
|   | No  | 3      | 0      |
|   | I don't know  | 3      | 0      |
| 6 | Is the team plan realistic?   |        |        |
|   | Yes   | 10     | 10     |
|   | Partly  | 4      | 6      |
|   | No  | 0      | 0      |
|   | I don't know  | 1      | 0      |
| 7 | Is there a task for you in this team plan?  |        |        |

|          |  |    |    |
|----------|--|----|----|
|          | Yes  | 7  | 10 |
|          | Partly   | 7  | 4  |
|          | No   | 1  | 2  |
| 8        | Do you evaluate the old team plan before you write the new one?        |    |    |
|          | Yes  | 6  | 6  |
|          | No   | 3  | 8  |
|          | Partly   | 4  | 2  |
|          | I don't know   | 2  | 0  |
| 9        | Do you use a yearly team plan?   |    |    |
|          | Yes  | 13 | 12 |
|          | No   | 1  | 0  |
|          | I don't know   | 1  | 4  |
| 10       | Would you like to work with a two- or three- yearly plan?              |    |    |
|          | Yes  | 3  | 16 |
|          | No   | ?  |    |
| <b>B</b> | <b>Aims and ambition/vision</b>  |    |    |
| 11       | Do you know the vision/ambition of your organization?                  |    |    |
|          | Yes  | 10 | 12 |
|          | Partly   | 0  | 0  |
|          | No   | 5  | 4  |
| 12       | Do you share a common view about the educational approach as a team?   |    |    |
|          | Yes  | 8  | 11 |
|          | Partly   | 0  | 0  |
|          | No   | 7  | 5  |
| 13       | Did you decide on aims and ambitions as a team?                        |    |    |
|          | Yes  | 7  | 11 |
|          | Partly   | 0  | 0  |
|          | No   | 8  | 5  |
| 14       | Which documents do you use to prepare? (more than one answer possible) |    |    |
|          | Student questionnaire  | 3  | 5  |
|          | Early school leavers/ drop outs  | 7  | 2  |



|    |   |    |    |
|----|---|----|----|
|    | Qualification results, learning outcomes  | 4  | 2  |
|    | Evaluation of internships in companies  | 3  | 0  |
|    | Risk analyses of organisation   | 0  | 0  |
|    | Last team plan  | 10 | 14 |
|    | Vision document of KHS  | 7  | 16 |
|    | Minutes of commissions (examns)   |    | 0  |
|    | Vision document own school  |    |    |
|    | Others  | 0  | 1  |
| 15 | Is the year plan decided upon and evaluated by the team as a whole? (one answer please)   |    |    |
|    | decided with the team   | 3  | 8  |
|    | decided with the team and director  | 4  | 4  |
|    | decided with the team and at least evaluated once in between                              | 0  | 0  |
|    | decided with the team and director and at least evaluated once in between                 | 0  | 0  |
|    | decided with the team and at least evaluated twice in between                             | 1  | 0  |
|    | decided with the team and director and at least evaluated twice in between                | 0  | 2  |
|    | Others  | 0  | 0  |
| 16 | Do you feel well equipped with information to make the right analyses for your year plan? |    |    |
|    | Yes   | 12 | 12 |
|    | No  | 3  | 4  |
| 17 | Do you have the competences to make the right analyses for your year plan?                |    |    |
|    | Yes   | 10 | 12 |
|    | No  | 5  | 4  |
| 18 | Do you have the competences to formulate relevant aims after the analyses?                |    |    |
|    | Yes   | 6  | 16 |
|    | No  | 9  | 0  |
| 19 | Do you know the vision/ strategic documents of the school?                                |    |    |
|    | Yes   | 8  | 12 |
|    | Partly  | 7  | 4  |
|    | No  | 0  | 0  |
| 20 | Do you feel well equipped to transfer your aims (and ambitions) in activities?            |    |    |
|    | Yes   | 12 | 14 |

|          |   |    |    |
|----------|---|----|----|
|          | Partly  | 3  | 2  |
|          | No  | 0  | 0  |
| 21       | Are you able as a team to formulate SMART aims in a way that they are measurable and can be done?   |    |    |
|          | Yes   | 7  | 2  |
|          | Partly  | 8  | 14 |
|          | No  | 0  | 0  |
| 22       | Vision/ strategic documents of the school   |    |    |
|          | Yes   | 6  | 10 |
|          | Partly  | 7  | 6  |
|          | No  | 2  | 0  |
| 23       | Do you as a team member have faith in the actions you do and that they lead to the desired results? |    |    |
|          | Yes   | 8  | 10 |
|          | Partly  | 7  | 6  |
|          | No  | 0  | 0  |
|          | I don't know  | 0  | 0  |
| <b>C</b> | <b>Evaluation</b>   |    |    |
| 24       | Do you gather student feedback?   |    |    |
|          | Yes   | 6  | 10 |
|          | No  | 8  | 6  |
|          | N.A.  | 1  | 0  |
| 25       | Do you analyze results of previous inspections and audits?  |    |    |
|          | Yes   | 2  | 0  |
|          | No  | 10 | 10 |
|          | Partly  | 3  | 6  |
| 26       | Do you evaluate your lessons/ instructions with your students? (at least once a year)               |    |    |
|          | Yes   | 9  | 12 |
|          | No  | 1  | 2  |
|          | Partly  | 4  | 2  |
|          | N.A.  | ?  | 0  |
| 27       | As a team, do you analyze the outcomes of student feedback/questionnaires?                          |    |    |

|    |  |    |    |
|----|--|----|----|
|    | yes, always  | 4  | 2  |
|    | sometimes  | 5  | 6  |
|    | no, never as a team  | 6  | 8  |
| 28 | Do you review your program based on student feedback?  |    |    |
|    | Yes  | 2  | 1  |
|    | Partly   | 5  | 14 |
|    | No / NA  | 8  | 1  |
| 29 | Is evaluation of the class work by students a topic in your team meeting?                              |    |    |
|    | Yes  | 14 | 14 |
|    | No   | 1  | 2  |
| 30 | Is work placement evaluation a structural returning topic in your team?                                |    |    |
|    | Yes  | 3  | 10 |
|    | No   | 12 | 6  |
| 31 | Is the evaluation of the year program by students a topic in the team? (min. 1x a year)                |    |    |
|    | Yes  | 7  | 6  |
|    | No   | 8  | 10 |
| D  | <b>Intervision/working together</b>  |    |    |
| 32 | Do you visit a team member in their classroom?   |    |    |
|    | Yes, often   | 2  | 0  |
|    | Sometimes  | 10 | 10 |
|    | Never  | 3  | 6  |
| 33 | Do you discuss the way a team member implements the educational program with him/her, giving feedback? |    |    |
|    | Yes, often   | 1  | 1  |
|    | Sometimes  | 10 | 1  |
|    | Never  | 4  | 14 |
| 34 | As a team, did you make clear rules about student behavior in the class/school?                        |    |    |
|    | Yes  | 11 | 14 |
|    | No   | 4  | 2  |
| 35 | Do you keep these rules?   |    |    |
|    | Yes  | 11 | 14 |

|    |   |   |    |
|----|---|---|----|
|    | No  | 4 | 2  |
| 36 | As a team, did you try to have a general agreement about evaluation of students' soft skills?   |   |    |
|    | Yes   | 8 | 12 |
|    | No  | 7 | 4  |
| 37 | As a team, do you communicate together about what you may expect from each other?   |   |    |
|    | Yes, often  | 5 | 4  |
|    | Sometimes   | 8 | 6  |
|    | Never   | 2 | 6  |
| 38 | Finally: how would you subscribe the work on quality improvement in your team? (source: the 4 draft portraits of EQAVET, NL September 2016) |   |    |
|    | System oriented   | 2 | 4  |
|    | Behavior oriented   | 8 | 8  |
|    | People oriented   | 2 | 0  |
|    | Awareness oriented  | 3 | 4  |