



## The development of an effective teamplan

Project QUAL4T2

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

Author: Margrieta Kroese, Landstede Groep, NL



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## 1. Training Programme description

| <b>Workshop Programme description</b> |   |
|---------------------------------------|---|
| <b>Workshop title</b>                 | The development of an effective team year plan  |
| <b>Scope</b>                          | To introduce the teachers to the Quality book for teams, toolkit and good practices and to provide them the necessary skills and competencies to develop a year plan in the school and use quality instruments in their teams.  |
| <b>Target group</b>                   | Teachers' teams' leaders, teachers, quality officers in vocational education and training schools.  |
| <b>Learning Outcomes</b>              | <p>Upon completion of the training course, the participants are expected to:</p> <ul style="list-style-type: none"> <li>• Understand the benefits of data gathering, evaluation, analyses, risk preventing and prioritizing in vocational education and training organisations</li> <li>• Motivate teachers to actively participate in teams and engage in teams' planning</li> <li>• Select the relevant and appropriate tools for strategic planning in their teams</li> <li>• Design annual team plans using toolkit instruments</li> <li>• Evaluate teams' performance and provide feedback</li> <li>• Redesign instruments to fit organisational culture and their teams needs</li> </ul>  |
| <b>Duration</b>                       | <p>2-3 hours in class training</p> <p>Plus, eventually, time for preparation and follow up activities, estimated at 2-3 hours</p> <p>Total learning time: 4-6 hours</p>   |
| <b>Thematic units</b>                 | Unit 1 – Planning in teachers' teams  |
| <b>Overall methodology</b>            | <p>Preparation:<br/>The participants will be invited for the workshop</p> <p>The facilitator could provide an Infopack that will include all important information for the preparation of the training programme and will guide the participants to prepare themselves. For instance a package of the theme's B and C from the toolkit, to be found on the website <a href="http://www.qual4t-project.org/products">www.qual4t-project.org/products</a></p> <p>Workshop: The workshop follows the principles of experiential learning and active involvement of participants. For each thematic unit, there may be an overall presentation of the theme and the instruments, followed by group and individual activities, in which the participants will use the instruments, discussion and reflection on their use.</p> <p>The learning techniques that will be used are:</p> |

|                          |   |
|--------------------------|---|
|                          | <ul style="list-style-type: none"> <li>• Short presentations of the topics</li> <li>• Use of active learning methods with individual and group activities</li> <li>• Work on case studies</li> <li>• Group discussions</li> <li>• Individual and group reflection</li> </ul> <p>Formative evaluation and assessment could be based on learning diaries / portfolios, individual and group reflection and peer review.</p> |
| <b>Learning material</b> | The learning material consists of theme B and C from the quality toolkit and the story book. As extra input also the Quality guide for teams and the Quality toolkit theme A could be handed out after the workshop.  |
| <b>Trainers</b>          | The facilitator should be a person that is involved in Quality aspects.   |
| <b>Assessment</b>        | The assessment of the acquired learning outcomes could be done, using a questionnaire or a face to face feedback round at the end of the workshop.  |
| <b>Certificate</b>       | A Certificate for completion of the workshop could be provided (Certificate of Attendance)  |

## 2. Detailed description of workshop

| <b>Planning in teachers' teams</b>  |  |
|---|--|
| <b>Learning objectives</b>  |  |
| <p>At the end of the thematic unit the participants are expected to:</p> <ul style="list-style-type: none"> <li>• Assess the organisational and external context and set goals</li> <li>• Create team strategic visions and connect them to concrete actions</li> <li>• Establish strategic goals and map the steps that are necessary to develop a team year plan</li> <li>• Define SMART objectives</li> <li>• Set up plans and actions for collection of evaluation data</li> <li>• Prioritise objectives and action points</li> <li>• Analyse and assess risks</li> <li>• Define risk prevention measures</li> <li>• Create realistic, functional and effective yearly action plans</li> <li>•</li> </ul> |  |
| <b>Learning contents</b>  |  |
| <p>Roadmap for teamplan<br/>Vision / mission development</p>  |  |

Planning – data gathering  
Risk assessment and prevention  
Setting priorities  
Finalise planning

Quality tools from the QUAL4T2 project:  
No 8. Roadmap to effective team planning  
No 9. Vision / mission  
No 10. Data gathering  
No 11. Preventing risks  
No 12. Establishing team priorities

Extra:

There is also a tool from the first Qual4T project - No 6. Setting SMART goals as a team, that may be used (if the target group is not familiar with the PDCA cycle)

No 13. Team plan model  
No 14. Short term improvement plan  
No 15. Year plan

### **Indicative learning activities**

Note: It could be effective to let all activities be performed by the team members form 1 team. Each team will appoint a facilitator and they will build their own case study from the definition of vision/mission of the team until the development of the annual team plan. Each team will have a peer team to present their work, discuss and reflect. At the end of this unit, the teams will present their plans in the plenary and they will reflect on the whole process.

Roadmap to effective team planning  
Presentation of tool No 8 Roadmap to effective team planning  
Discussion-Suggestions -Reflection

Vision/Mission development for teams

Activity/group work

- a. Presentation of tool No 9 Vision/mission development for teams
- b. Group in national teams, appoint a facilitator.
- c. Write down the team's vision and mission
- d. Compare and link your team vision and mission with the organisation's vision and mission
- e. Create slogans
- f. Present in the peer team
- g. Discussion-Reflection

Preliminary planning

Activity/group work

- a. Group in national teams
- b. Based on vision and mission of your team, define your team objectives

- c. Make the objectives SMART (use tool No6 of Qual4T)
- d. For each objective, prepare action points and indicators
- e. Present in the peer team
- f. Discussion-Reflection

#### Data gathering

##### Activity/group work

- a. Presentation of tool No 10 Data gathering
- b. Group in national teams, agree on 2-3 indicators to measure
- c. Each group is given a blank template and they are given time to fill in columns 1 to 4
- d. Present in the peer team
- e. Peer review – reflection
- a. Groups makes adaptations to the plan and fills in columns 6 and 7

#### Risk assessment and prevention

Brief presentation of tool No 11 Preventing risks. Presentation of definitions of risks and risk prevention measures.

##### Activity/group work

- a. Group in national teams
- b. Use a large risk assessment chart and put it on the wall
- c. Give to participants post it notes and ask them to identify potential risks for the achievement of the team's objectives
- d. Ask from the participants to assess probability and impact of risks and stick them on the chart
- e. Ask from participants to reflect on the risks and adjust if necessary
- f. Ask from participants to write down existing preventive measures along with new ones through brainstorming
- g. Re-assess the risks probability and impact change after preventive measure
- h. Present in the peer team
- i. Discussion - reflection

#### Setting priorities

Presentation of tool No 12 Establishing team priorities

##### Activity/group work/ case study

- a. Group in teams.
- b. Each group is given a blank template and they write down the identified objectives and action points identified in previous steps
- c. The group assess the time, resources and effort needed for each action point and the expected impact
- d. Based on the available information the team prioritises objectives and action points.
- e. Present in the peer team
- f. Discussion – reflection

#### Finalising planning

Presentation of tools 13) Model team year plan, 14) Short term improvement plan, 15) Year plan

Activity/group work

- a. Group in national teams.
- b. Each team will be given a different template
- c. Each team will have to prepare a year plan following the template they received (with limited activities).
- d. One person from each team will present in plenary the team's year plan.
- e. Each team has to reflect on the whole process and on the usability of the template within their teams
- f. Discussion, reflection in plenary

### 3. Indicative training programme

Day 1

| Tuesday              |   |
|----------------------|---|
| <b>9.00 – 9.30</b>   | Planning in teachers team – Introduction – Roadmap to effective team planning |
| <b>9.30 - 10.00</b>  | Vision/mission development for teams  |
| <b>10.00 – 10.30</b> | Preliminary planning  |
| <b>10.30 – 10.45</b> | Coffee break  |
|                      |   |
| <b>10.45 – 11.00</b> | Data Gathering  |
| <b>11.00 – 11.15</b> | Risk assessment and prevention  |
| <b>11.15 – 11.45</b> | Setting priorities  |
| <b>11.45 – 12.15</b> | Design of team year plans   |
| <b>12.15 – 12.30</b> | Evaluation of the workshop  |
| <b>12.30</b>         | End of the workshop   |