

PEER REVIEW in **qibb**

Follow-up Tool

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ARQA-VET

qibb

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Table of Contents

Table of contents.....	2
Step 1: Developing first change ideas based on evaluation data	4
Step 2: Preparing communication of first change ideas	7
Step 3: Communicating change ideas, re-thinking and developing them in the teaching body.	8
Step 4: Assessing change ideas critically and authorising persons to design project tasks in the teaching body	10
Step 5: Devising projects tasks and preparing the decision about project tasks and communication in the teaching body	11
Step 6: Deciding about project tasks, communicating the decision, and drawing up the project for school development	12
Step 7: Finishing the project for school development	13
Annex	14
Overview of the Follow-up process	14
Assessment roster for changes.....	15
Overview of a possible moderation setting for the workshop.....	17
Devising project tasks.....	18
Template for a project task	19
Literature.....	20

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Introduction

This Follow-up Tool supports the process which follows upon an internal or external evaluation. On the basis of the data generated in the evaluation, changes at school are planned, carried out, and evaluated. The process starts with devising change ideas, their conversion into project tasks, and ends with the embedding of school development projects.

The Follow-up Tool in Peer Review in QIBB

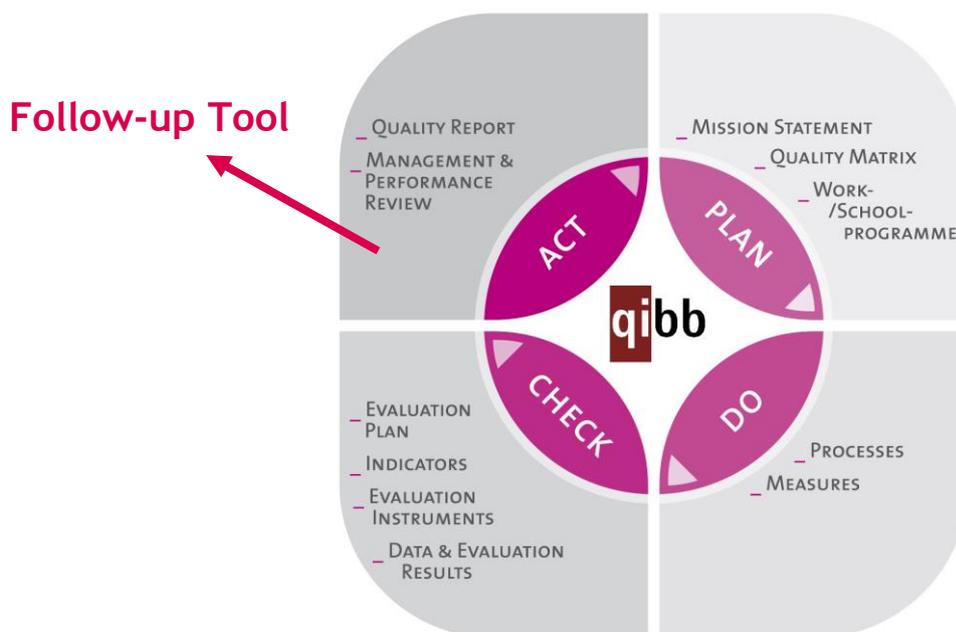
Peer Review in QIBB is an integrated part of the Quality Initiative VET. Peer Review proceeds in five phases which logically follow upon each other.



In Phase 4, school changes are being planned, carried out, and evaluated. These changes are the actual purpose of a Peer Review. Without a careful tackling of Phase 4, the Peer Review is not just incomplete, but on the whole useless. Used in a professional way, the Follow-up offers a high chance for improving the quality of work at school.

The Follow-up Tool in QIBB

Characteristic of the Quality Initiative VET is the QIBB Quality Circle. The single instruments can be assigned to the single phases of the quality circle.



Thus, the school program and the Q(uality) Matrix support the phase “Plan“ as well as single measures of the “Do“ phase. In the phase “Check“, evaluation instruments (e.g. the system feedback via the QIBB platform and other evaluation instruments) provide the school with information on the current state at school, regarding specific topics or questions. The Follow-up Tool supports the phase “Act“ in the QIBB quality circle. It transfers the data of the “Check“ phase into concrete changes at schools. Further literature on the topic of Follow-up in quality management can be found on the Peer Review in QIBB homepage.

Step 1: Developing first change ideas based on evaluation data

(If change ideas already exist, e.g. suggestions by peers due to a Peer Review, you can skip this step).

Deducing change ideas from evaluation data is a difficult task requiring a diligent approach. It is suggested to develop such change ideas at first alone or in a small group, for example a steering group. At a later stage one should involve other parts of the school.

1. Define the unit:

In order for the development of change ideas not to become confused, you should first define what it is that should be changed. For example, is the whole school affected or certain departments?

Observed unit:

2. Remember the goals:

Change ideas can always only be developed with regard to a specific goal. Which goal does the above defined unit have (i.e. the school or the department)?

Tipp: The goals of a school or of another department are most often described in the mission statement or other documents. Use these documents linked to quality management.

Goal(s):

3. Identify strengths & weaknesses:

Please have a look at the evaluation results now. With a view to the mentioned goals: Where are you strong now already? Where are you still weak?

Tip 1: There are two ways to tackle this question.

Firstly, you could use a goal from question 2 and reflect on it: What do the evaluation data tell me regarding this goal? For example: Has the goal been met or not?

Secondly, you could go through the evaluation data: What does the data tell me regarding one of the mentioned goals? It can happen that the goal is phrased very generally and that evaluation data are formulated very concretely. In such a case it is worth formulating sub-goals for question 2.

An example: Let us assume you have defined, as a goal for your school, to be “creating a positive teaching and learning environment“. You could (alternative 1) look at what the data tell you: Is a positive teaching and learning environment being created at the school? If yes, then this is a strength. If no, then this is a weakness. As to the second alternative: Let us assume the data tell you that social learning is not sufficiently developed. Then this can be assigned to the general goal “creating a positive teaching and learning environment“, and in this case you should also note the sub-goal “fostering social learning” under question 2 next to the general goal.

Tip 2: Don't let yourself be irritated by the word „weakness“.

Each institution has weaknesses, but does not call them weaknesses.

The language use here follows the idea of an analysis of strengths and weaknesses.

Strengths:

Weaknesses:

4. **Assess and choose change ideas:**

For the development of change ideas the following motto is valid: "Strengthen your strengths and weaken your weaknesses!" However, this is not enough. There are further things to consider. The assessment roster for changes in the annex shows the most important characteristics for assessing strengths and weaknesses. Only a strength or a weakness where all questions can be answered with "Yes" with a quiet conscience, is a true change idea. Go through the list of strengths and weaknesses bearing these questions in mind. Please document the result here.

Please list here the first change ideas.

Change ideas to be communicated:

Step 2: Preparing the communication of first change ideas

These change ideas should be communicated early and in a well-prepared way in the teaching body. Please plan your way towards communication. The following criteria will help you in choosing possible alternatives.

- Is the change idea explained simply, in a well structured way, and clearly?
- Is the change idea well justified by the evaluation data?
- Does the presentation give the impression that the management supports the change ideas?
- Are change ideas being justified, for example with regard to some criteria in the roster for changes?
- Are there sufficient possibilities to discuss what has been presented?
- Is the whole teaching body being reached in one or more steps?

If these change ideas have already been communicated, for example during a feedback dialogue, please skip this step.

Step 3: Communicating change ideas, re-thinking and developing them in the teaching body

A good change management does not mean that the school's management or a group (e.g. steering group) "forces through" its change ideas. With external evaluations too, it cannot be the goal to just put into practice the peers' suggestions. Rather, the know-how of the school's teaching body should be used. Furthermore, many groups have strong reservations towards suggestions coming "from outside" ("Not Invented Here" phenomenon).

In the next step the decisive aspect is to transfer "authorship": You and/or the steering group give the developed ideas as impulses into the discussion with the teaching body. Even if this can be painful: Separate yourself from your ideas! The teaching body has to exit from this step thinking that their ideas are the issue, i.e. the teaching body's ideas, and not those of the management or the steering group. To put it in an exaggerated way: The change is the baby wanting to be fed and not a cuckold child of the steering group!

Tipp: Good ideas will possibly survive this process. Adapting to the teaching body's ideas does not always have to be regarding content. Even the naming with a denomination other than the teaching body can transfer authorship.

For the next steps workshops are a good idea. If the whole school is concerned, a workshop in the whole teaching body is a good idea. You will find a suggestion for a workshop plan in the annex. Normally, a presentation of the change ideas developed by you or the steering group is a good option. Here, the underlying analysis of strengths and weaknesses as well as the justification are the most important points. After the presentation, it is recommended to move to a discussion. In order for the discussion to be oriented towards clear goals, you should once again make the goals clear beforehand. Please use here the documents related to quality management, e.g. the mission statement. The teaching body has to see that these goals should direct the further tasks.

In order to develop new ideas an inquiry by using cards is a good option. This method slows those down who tend to speak a lot, and the ideas can be grouped and ordered. The results can be documented immediately, and the participants have time to reflect. All persons - disregarding their status - are being involved (Krämer & Walter 2002, p. 66 f).

The moderation should be based on a crystal-clear question, which, in any case, needs to be very well prepared and presented in written form. Inspirations for individual moderation questions are:

- Which changes are necessary when looking at the goals in the mission statement?
- With a view to our goals: How can our strengths be strengthened and how can our weaknesses be weakened?

After the card inquiry, the cards should be clustered in groups. Each group gets, first as a "topic joker", a round card with a number, e.g. topic "number 1". This makes it possible to sort the cards without thinking of a direct name. For example: "This card does not belong to number 1, but to number 2". In the next step one reflects how the round cards can be replaced, for example: "If we look at all cards under number 1: How can we call topic 1?" (Krämer & Walter 2002, p. 70 ff).

Occasionally, another task in small groups is a good option. These should further prepare the specification in the form of project tasks at a later stage.

Firstly, please define the goal of the workshop:

Goals:

Who should be present at the workshop?

Target group:

What does the time frame for the workshop look like?

Time frame:

Please define the moderation plan now:

Phase	Goal	Media	Who?

Step 4: Assessing change ideas critically and authorising persons to design project tasks in the teaching body

The developed change ideas are being assessed. For the assessment you can use the assessment roster in the annex.

For the assessment you have two alternatives.

- For a global assessment, a general assessment without differentiated assessment criteria is carried out. Hereby, working with assessment points is a good idea. The criteria in the assessment roster are not applied individually.
- For an analytical assessment, a prepared assessment roster is being used. You can use the assessment roster in the annex, which, however, will be too complex for the work in the teaching body. You can also develop your own roster or your own criteria, e.g. by summarising the criteria. Each criterion is assessed individually, e.g. by differently coloured points.

Project tasks related to the change ideas need to be devised.

What are project tasks? A project task is a concretisation of a change idea. In order to describe your project tasks please use the template in the annex. The project task serves to prepare the decision whether the project task is actually converted into a concrete project.

During the workshop, the project task is not developed. It is “only” thought about which project tasks will be developed by whom and until when, and who monitors the progress of developing the project tasks. For this purpose, please use the template “Developing project tasks” as found in the annex.

Step 5: Devising projects tasks and preparing the decision about project tasks and communication in the teaching body

In the next step, the project tasks are worked out in detail by the appointed persons or by a group. During the development of the project tasks, the decision and the communication should be prepared. The decision demands to lay out the basis for the decision-making, e.g. the resources which can be activated and the choice of the decision mode.

You have various options:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Decision by the school management, followed by the communication of the selected projects with a justification to the teaching body. |
| <input type="checkbox"/> | Decision by the steering group, followed by the communication of the selected projects with a justification to the teaching body. |
| <input type="checkbox"/> | Decision by the teaching body |
| <input type="checkbox"/> | Other procedure, i.e.: |

Step 6: Deciding about project tasks, communicating the decision, and drawing up the project for school development

After the decision and the communication, the project for school development is being worked on. It is a good idea to take project management as an orientation. In the project structure plan the project is structured into subtasks. Another important subsequent step is to draw up a process schedule including the definition of milestones. The project management can be supported by software such as MS Project or the freeware OpenProj. The project is finished by a final assessment and documentation. The internet offers plenty of information on classical project management.

Classical project management, however, gives too little attention to communication and participation of the teaching body. Therefore, in parallel, a plan for participation should be devised, e.g. in projects, as well as for communication. Ideally, the teaching body is informed regularly, in rather small lots but ubiquitously.

Who is being informed?	When?	How?	About what?

Step 7: Finishing the project for school development

During working on the project for school development, the conclusion of the project is already being planned. The project should be tailored in such a way that important milestones as well as the whole project can be finished in a manageable period.

The conclusion should also be celebrated by the school. As it is common in vocational schools, the bystanders should be praised and promoted, whereas the persons involved, especially the innocent, should be penalised so that no teaching body develops the idea to embark on a project together with you again.

To become serious again: The picking of such successes is, in fact, as a confirmation, important for the teaching body. Hereby the previous works need to be brought into relation with the school's quality management. It is worth repeating the process of the previous work in brief words. Furthermore, there should be an outlook onto further work. It is not just important to close the quality circle but also to communicate this in the teaching body.

ANNEX:

Overview of the Follow-up process

1	Developing first change ideas based on evaluation data	School management or steering group only
2	Preparing communication of the first change ideas	
3	Communicating change ideas in the teaching body	School management or steering group in the teaching body
	Re-thinking and developing change ideas in the teaching body	Teaching body (i.e. the parts concerned)
4	Assessing change ideas critically	
	Authorising persons to design project tasks	
5	Devising project tasks	Commissioned project tasks
	Preparing the decision about project tasks and communicating the decision	(according to the definition in the preparation)
6	Deciding about project tasks and communicating the decision	School management or steering group
	Drawing up the project for school development	People in charge for the school development project
7	Finishing the project for school development	(according to the definition in the project plan)

Assessment roster for changes

Motto: Strengthen Strengths and Weaken Weaknesses!		
Link to goal: Changes should contribute to the achievement of goals	Link to mission statement	Does the project idea match our mission statement well?
	Integration into the school program, i.e. the Development and Action Plan (EUP)	Can the change be well embedded into the school program?
	Link to Q Matrix	Does the project idea match the Q Matrix well?
	Integration into goal agreement	Can the project idea be likely integrated into the goal agreements?
Chances & Risks: Changes are of use to chances and avoid risks	Chances: Probably positive changes in the environment, which want to be picked	Which strengths are important in order that we can make use of likely developments? Which weaknesses prevent that a likely chance cannot be made use of?
	Risks: Probably negative changes in the environment which should be avoided	Which strengths are important in order to reply to probable risks? Which weaknesses enforce negative changes?
Resources & Timing: Changes do not endanger the “energy budget” and have the right timing	Activate resources, e.g. time, money, know-how	Does the change activate the school’s internal and external resources?
	Save resources	Does the institution not overreach itself with the change and does it not endanger the health of its teachers?
	Timing	Is the timing of the change ok, also with view to probable changes in the organisation?
Change process: Changes need a clear change process	Urgency	Can a sense of urgency in the school be probably conveyed?
	Promotors	Does the project within and, where applicable, also outside of school, find persons who would support and take forward the project?
	Resources	Can the necessary internal and external resources be procured?
	“Communicability“	Can the change be well communicated or made communicable?
	Participation (no islands)	Does the change not only concern little parts, but as big as possible, however not too big parts, of the teaching body?
	Quick successes	Does the change lead to compara-

		bly quick success experiences as a basis for further work?
	Personnel development	Does the change allow to empower the teaching body on a wide base?
	Sustainability	Can the change be maintained in the long term?
QM link: It should be possible to fit changes into the school's quality management	Integration into the school's everyday life	Can the project idea be well fitted into the school's everyday life (processes)?
	Integration into evaluation and assessment	Can the project idea be well evaluated and assessed?
	Integration into the process report	Can the project idea be well integrated into the quality report?

Overview of a possible moderation plan for the workshop

Phase	Goal	Media	Who?
Introduction	Illustrating the goal and the process	None	
Communicating first change ideas	Presenting first change ideas, explaining and justifying the underlying analyses	Power point or prepared flipcharts (poster) with rationale, cards with keywords are already being installed	
Making clear the reference point		Poster with goal(s)	
Reflecting and developing change ideas	Moderation inquiry, cards inquiry	Moderation material (cards inquiry)	
Clustering ideas	Cards are being focused into topics, topics are being numbered with round cards, end: round cards are being named by "topic cards"	round cards for numbers, other cards for topics	
Assessing change ideas critically	Assessing change ideas globally or analytically	assessment points	
Further work in single groups, where applicable	Further specification for the preparation of the devising of project tasks	cards, assessment points	
Further procedure, particularly appointing persons authorised for project tasks	Determining who draws up which project tasks and when, and who attends to this	Flipchart (with template for project task)	

Drawing up project tasks

Project task	Persons in charge	Until when?

Attending to the drawing up of project tasks

Template for a project task

Name of the project	a meaningful name for the (sub)project
Content and goals	
• Content	short description of the project's contents
• Goals	listing of the project's goals
• Link to mission statement	short description about which elements of the school's mission statement are being taken up
• EUP Integration	positioning of the project idea within the school program, i.e. school's work program
• Q Matrix	position of the project idea within the Q Matrix
• Project organisation	
• "Commissioner"	Who authorises the project, especially also the resources linked to it?
• Project head	negotiates the project task with the commissioner, responsible for the quality in the project, e.g. deadlines - reports regularly
• Project team	The project team later draws up the actual project. When setting up the project team, one should take care that the necessary competences are bundled and the relevant groups in the school are involved.
• Resources	
• Internal resources	Which internal resources are planned? Describe as exactly as possible.
• External resources	Which external resources are planned? External resources are, for example, the cooperation with teacher training colleges, consultants, or the exchange with other schools.
• Documentation and reports	
• Documentation	How is the work documented?
• Reports	Who (usually the project head) reports where and when? Please keep in mind also the communication concept.

Literature

Literature on School Development

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