

# How well are we doing

Self assessment standards for  
community school improvement

# The partnership



UKRAINIAN  
**STEP BY STEP**  
FOUNDATION



# Discussion

- Guidelines
- Criteria
- Indicators
- Elements
- Standards

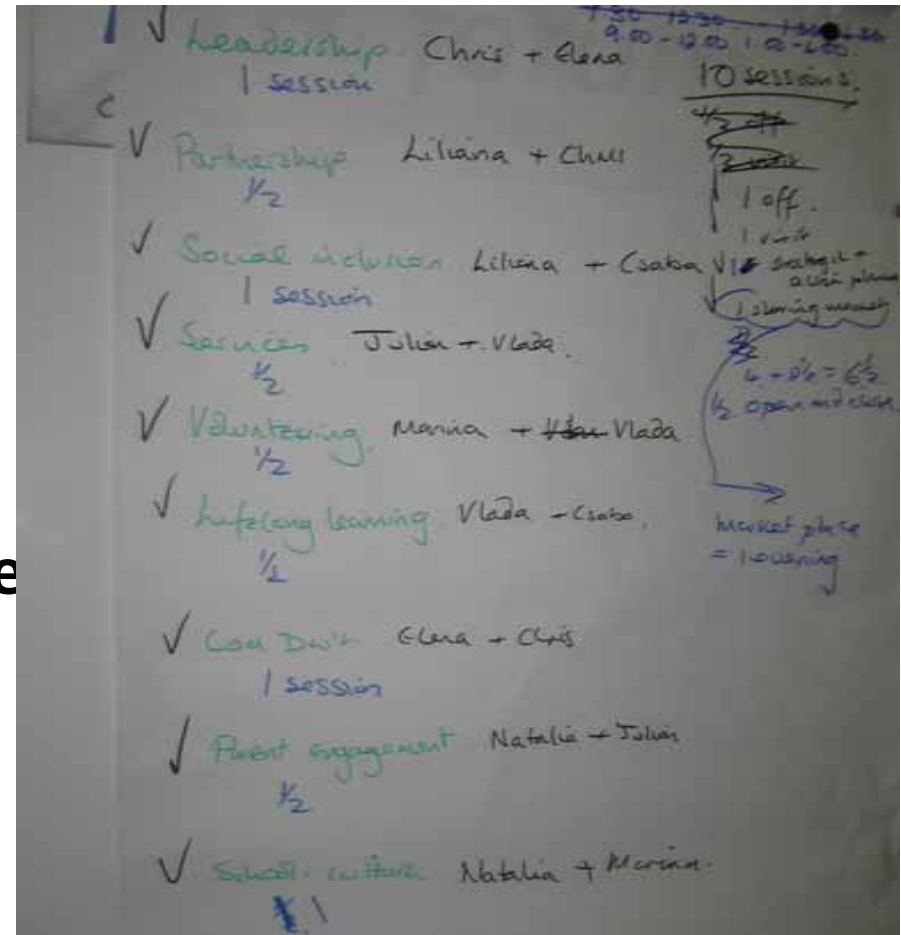


# Commonality: community schools

- Parents as co-educators
- Relevant curriculum drawing on the local community as a resource
- Working together with other agencies to provide an all round experience for children, their families and the wider community in which they live and learn
- Lifelong learning
- Schools as a community resource

# Complete agreement on standards we regard as common to all

- Leadership
- Partnership
- Social inclusion
- Services
- Volunteering
- Lifelong learning
- Community development
- Parent engagement
- School culture
- *Piloted in 18 schools*



# Structure of the standards: the forms

## Leadership

- Our mission has been agreed with the full involvement of pupils, parents, the wider community and other agencies
- We make strategic plans taking into account interests and needs of pupils, teachers, parents and significant stakeholders
- We allocate resources – people, places, equipment and where possible, funds for this work
- We ensure staff acquire skills to involve people and lead development and manage initiatives
- We promote and value high levels of achievement and the improvement of individual progress and personal development
- Our leaders encourage the generation of new ideas, new ways of working and new responses to challenges and support others in taking responsibility for decision-making and action
- You can add an indicator of your own here

# The indicators

## Leadership

Our mission has been agreed with the full involvement of pupils, parents, the wider community and other agencies

- We engage with those parents who do not traditionally take an interest in the school
- We have taken the views of children who are 'disaffected' or 'disengaged'
- We have consulted with many different groups and factions within the community
- We have consulted with a wide range of other agencies active within the community

# Leadership: Indicators and descriptors

**We make strategic plans taking into account interests and needs of pupils, teachers, parents and significant stakeholders**

- We have a strategic plan consisting of vision, mission, long term goals and activities which can be monitored and evaluated
- Goals which we have set have taken into account the needs of the whole community
- The strategic plan is informed by regular evaluation of existing activity and changing local needs
- Strategic planning is a priority at a regular time each year
- The plan is made public at all times and regularly communicated to all those who are interested

1 = no development 2= early stages 3 = strong performance 4 = advanced (outstanding)

<b>Leadership</b> ( <i>There is a vision, strategy, support and resources allocated to this work.</i> )	1	2	3	4
Our mission has been agreed with the full involvement of pupils, parents, the wider community and other agencies				
We make strategic plans taking into account interests and needs of pupils, teachers, parents and significant stakeholders				
We allocate resources – people, places, equipment and where possible, funds for this work				
We ensure staff acquire skills to involve people and lead development and manage initiatives				
We promote and value high levels of achievement and the improvement of individual progress and personal development				
Our leaders encourage the generation of new ideas, new ways of working and new responses to challenges and support others in taking responsibility for decision-making and action				
You can add an indicator of your own here				
<b>Comment</b>				
<b>Priority actions</b>				

# Benefits

- identify strengths and weaknesses to inform your strategic planning
- take action based on identified needs and priorities to support learning and raise achievement
- consider appropriate success criteria and evidence of impact
- provide a focus for working with other stakeholders and agencies
- evaluate and report on the quality of links with the community
- identify common principles in the provision of extended activities and services
- help us all build comparable pictures so we can see what is happening across countries



# The process

- Bringing together teams of staff, parents, pupils and other agencies to consider your work against each of these standards is a valuable process in itself. It will build the skills and knowledge of your team members to undertake evaluations, reviews and gather evidence. It will help you build relationships and your team members will become ambassadors for the work you are doing.



# Our work here

- To present these standards but to create an opportunity for you to share the thinking behind them
- To consider the skills and approaches we will take when introducing these standards into our schools
- To establish here a network of practitioners who will work with us, feeding back information about impact and receiving information back in return.
- Prepare other countries to expand the use of the quality standards
- Your expertise is valued as participants in this work

