

**5<sup>th</sup> European CAF user Event “CAF as a driver for innovation”  
Oslo, 27-28 September 2012**

## **Towards higher prioritization of educational matters involving teachers**

### **Ski Upper Secondary School**

#### **Identification of the organisation**

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- Level: local in Akershus County
- Sector: education

#### **1. Short description:**

##### **Title of the case: Towards higher prioritization of educational matters**

- Trends are showing change of focus from administrative matters to educational matters, or from support processes to key performances (4 CAF-assessments since 2008).
- Educational matters are now prioritized on meeting agendas, this means that educational issues are thoroughly discussed in our weekly management meeting. Administrative matters are dealt with in a more efficient way
- Present and previous members of the CAF-assessment group get better system knowledge, and their dialogue through the CAF-assessment group provides the management with an improved strategy when it comes to implementation of strategic measures

##### **Summary:**

The innovative character of the practice that we have installed as a result of the CAF implementation in our organisation is that our clear vision of strengths and weaknesses in 2008 and the efforts that have been done in order to improve the week points. The use of ICT in education, an improved pupils assessment and the pupils monitoring have been priorities in the strategic plan of the school since 2005, but it seemed to be a quite formal document with lack of impact in the organisation. The visible and documented change from a year to another according to the CAF-assessment led to a better and more efficient organization of administrative matters. More time and energy could therefore be used to focus on educational matters and key performances.

The strategy plan is now a well known document which generates bottom-up initiatives as well as management priorities. The effects are among other that the schools strategy plan is fully implemented in each department. The department heads and most teachers are involved in ICT in education, colleague tutoring and collaboration about pupils assessment. Teamwork and sharing good practices has become part of our learning culture. Economic priorities of key processes are made by the management. Surplus is spent on education activities and not on support processes. We can see an improved integration as for our minority language pupils program, and we expect to see better pupils results on a longer term.

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Ski videregående skole

Session 2.2a

## 5<sup>th</sup> European CAF Users' Event CAF as a Driver for Innovation

Oslo (NO), 27-28 September 2012

**Towards higher prioritization of educational matters involving teachers**

*Marianne Heir, Ski Secondary School, Norway*



### Agenda / Table of contents

- 1 Short presentation of Ski Secondary School
- 2 2008: Dormant strategy plans for educational matters
- 3 2010: Conciousness of weaknesses and vision of goals
- 4 2012: Teachers involment in educational strategies
- 5 Dynamic change and change of culture



Ski videregående skole

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## Principles for education in Norway

### According to Norwegian Law:

- All students shall be given the opportunity to attend 13 years of education, in the best possible conditions
- All pupils have the right to attend free education (including upper secondary school) until the age of 20



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## Principles for education in Norway

### The school reform (2006) says:

ICT must be integrated in all curriculums

Students' involvement in the learning process is necessary (planning and assessments)

Teachers: more cooperation and less "private practice teaching" in order to guarantee the best possible quality of teaching



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## Ski Secondary School

- General studies
- Sports
- Music, dance and drama
- Introduction programme
- 650 students
- 100 teachers



## Ski Secondary school: profile

Motto: Knowledge, culture and creativity

- An academic, traditional and renowned school
- Teachers with high ambitions
- Students with good academic skills, in pursuit of high marks
- Many concerts, dance and drama performances and sports competitions during the school year

## CAF – chronology:

2008 Dormant plans	2010 Consciousness	2012 Involvement
<ul style="list-style-type: none"> <li>Strategy plan for education about teamwork and cooperation.</li> <li>Management: “How can we get the teachers involved in teamwork and sharing?”</li> <li>Teachers: “The strategy plan is not a good working tool!”</li> </ul>	<ul style="list-style-type: none"> <li>Project educational platform: statement of visions and goals.</li> <li>Teachers: “We want more educational leadership, it’s all about administrative matters.”</li> <li>Working in a bottom-up way with the strategy plan.</li> </ul>	<ul style="list-style-type: none"> <li>Head of departments have more time for educational leadership.</li> <li>Teachers claim more time for teamwork on the timetable and they cooperate ‘naturally’.</li> <li>Management: higher priority of educational matters.</li> </ul>



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## CAF-chronology

2008: System knowledge	<ul style="list-style-type: none"> <li>Improving administrative routines and completing written documentation</li> <li>Assessment revealed an insufficient dialogue between teachers and management</li> </ul>
2010: Measured improvements	<ul style="list-style-type: none"> <li>Systematic focus on improvements with use of CAF tools lead to measurable improvements in many areas</li> </ul>
2012: SAG-effect amongst teachers	<ul style="list-style-type: none"> <li>6 teachers have been involved in SAG, and they spread goodwill and understanding for changes amongst their colleagues</li> </ul>
Change of culture	<ul style="list-style-type: none"> <li>A culture of sharing knowledge seems to have appeared in the school</li> </ul>



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## Efficacy or dynamic change with CAF?

- Efficacy: with impact, working in an intended way. Are the results in accordance with the efforts made? Efficacy is not doing things quickly, but doing them well!
- Dynamic change: in movement, something energetic and powerful. The PDCA circle promotes dynamic change.



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## Dialogue: side effects in our CAF history

### Open dialogue in SAG

- Open and free dialogue in order to come to an agreement as for the common assessment.
- “What is said during SAG stays in the SAG”, confidential climate in the group.
- Understanding each others' points of view and challenges.

### Improved communication strategies

- Eye-opener to put oneself in another person's/role's place.
- Rethinking communication strategies in change process.
- Improved dialogue between management and teachers in general.



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## Efficacy and dynamic change in our school with CAF?

### Would we have seen these changes anyway?

- Efforts made led to improvements, but CAF helps to ensure the “right quality” (efficacy).
- SAG is an example of dynamic teamwork. The management team has focused on teamwork and group dynamics as well.
- Teachers do teamwork, initiate educational projects and have pedagogical discussions: involvement and participation (a dynamic change).



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## Change of culture

### Cooperation and sharing

- Teachers are more demanding concerning educational matters
- Number of teams are growing, all the time accorded on the timetable has regularly been spent
- Interesting educational projects going on: Ipad in education, student feedback and assessments, observing colleagues in action
- Sharing knowledge and exchanging ideas
- Intentions in the strategic plan seem to be achieved in this area



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## The management's role in the change of culture

- Motivate, facilitate and support “pioneer” teachers' work
- Be proactive in the change process
- Prioritize educational matters on meeting agendas
- Accept and implement measures proposed by the SAG
- Allocate time and resources, let priority areas show in the budgets and timetables

## Results now?



### User surveys show stability

- Students are motivated and the exam results are good
- Fewer students drop out of school
- Teachers' motivation for work is high
- Almost no seeking of leave amongst teachers

## Expectations of a long-term effect?

- The feeling of being in the beginning of something and there's still so much to be done!



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