



Working Group on Schools policy: Early School Leaving

**- achievements and
way ahead**

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Working Group on Schools policy

Focus on two priority themes:

- Reducing EARLY SCHOOL LEAVING and dressing school disadvantage through COLLABORATIVE APPROACHES
- Improving the quality of teaching by improving INITIAL TEACHER EDUCATION

- **January 2014 – October 2015**

- memberships: representatives of 27 MS (2 only for teachers), Albania, Serbia, Liechtenstein and Norway + social partners

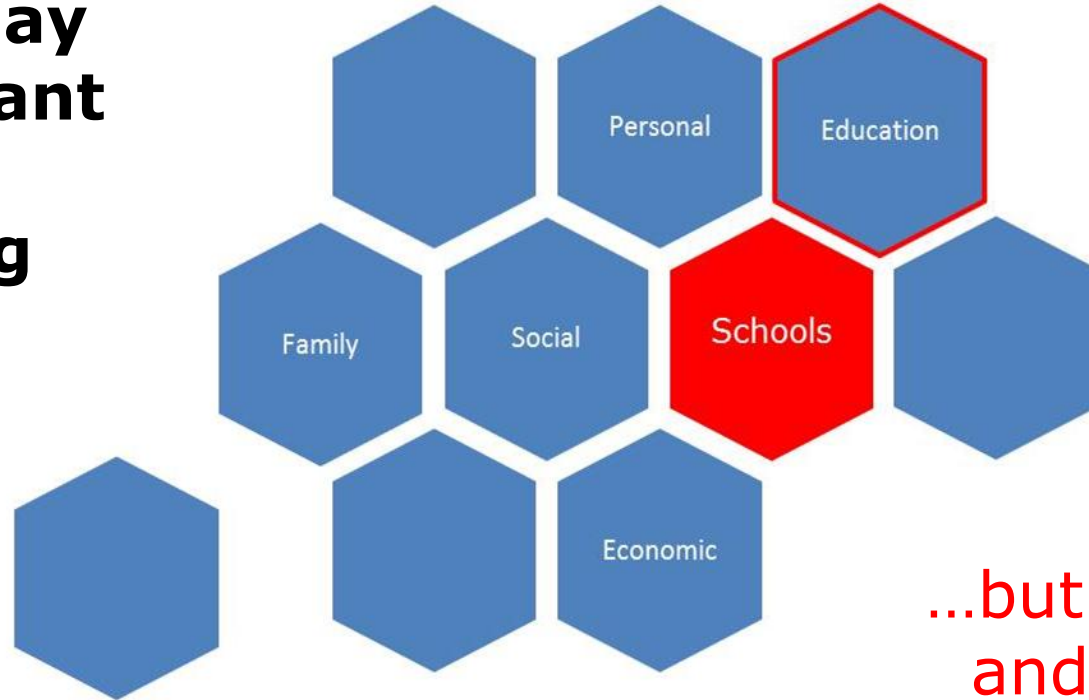
Working Group on Schools policy

Final outputs should present:

- Key drivers and conditions for successful reforms
- Policy interventions and reform steps/trajectories
- Key (most common problems) problems
- Possibilities of transferring measures /practices to other contexts

The ESL TWG has concluded that:

**Schools play
an important
role in
addressing
ESL...**



**...but cannot
and should
not work in
isolation...**

WG on Schools policy: ESL

Reducing ESL and ensuring school success for all pupils depends on:

- **cooperation and teamwork among school staff** with a view to creating supportive and conducive learning environments
- the capacity of schools to **interact and cooperate with all relevant stakeholders**

Schools as **learning hubs**

Key topics

The WG identified following key topics to develop **collaborative practices** in and around schools :

- **School organisation and governance**
- **Support for teachers**
- **Support for learners**
- **Involvement of parents and local communities**
- **Involvement of stakeholders**

Workshops

- Collaborative learning
- School governance (PT)
- Parental Involvement (FR)
- Learner support/WSA (IE)

Case studies

- Stakeholder involvement (BE/NL)
- Learner Support (SE)
- Teacher skills (T4A)
- Migrants (ES)
- Collaboration around the school (DE)

Mapping

- School autonomy
- Learner support
- Schools implementing WSA

Studies / Reports

- ET Monitor 2014
- Eurydice/CEDEFOP
- ECEC – ESL study
- Sirius policy paper(s)
- Innovative pedagogies
- ELGPN note on ESL
- NESET: country reports; Alliances for Inclusion
- Study on newly arrived migrants
- FP7 projects (3)

Themes /fields

- School governance and leadership
- Teachers support and skills
- Learner support
- Parent involvement
- Stakeholder involvement

Analysis

- Key drivers and conditions
- Stages
- Measures
- Obstacles
- Monitoring and evaluating
- Do's and don'ts at school level
- Transferability

1) Toolkit for schools
2) Policy Guidelines

Level of school autonomy
Level of de/centralisation

What have we done so far?

In depth discussions on:

- **school governance** (workshop in PT 11-14 Nov; questionnaire on school autonomy);
- **learners support** (case study on SE; mapping in preparation);
- **stakeholders involvement** (case study on BE/NL);

Preliminary findings

School governance:

- School autonomy: key but to be balanced with strong accountability, clear roles and responsibilities, clear rules (legal framework), monitoring and self-evaluation, continuous support of national authorities
- Assessment of school improvement on the basis of „added value“ (taking into account the school’s starting point, context)
- School leaders are crucial (change agents; possibility to exploit existing opportunities - even in centralised systems)

Preliminary findings

School governance (continued):

- Distributed leadership – delegating to middle management / teacher teams
- Peer learning among schools, teachers, involving students
- A common vision and shared goals across the school community

Next steps:

finalise questionnaire report with possible grouping of similar contexts; necessary reflection on schools autonomy

Preliminary findings

Cooperation with stakeholders:

- Takes time to develop but bears fruit
- Need for clear roles and responsibilities (clear framework/agreements); a coordinating body is an option
- Pupil-centred cooperation;

Next steps:

Finalise collection of examples to develop mapping; finalise conclusions on how to develop the co-operation;

Preliminary findings

Learners support requires:

- Early detection and correct diagnosis (role of teachers; early warning systems; involvement of other professionals)
- Diversified forms of support (not limited to academic)
- Timely and individualised solutions
- Multidisciplinary teams
- Involvement of families
- Pupil ownership (individual plans)
- Possibly agreements signed by all concerned parties inc. student

Next steps: complete mapping of examples; draw conclusions on main steps and trends

Final outputs

A **School toolkit**, on how to introduce collaborative approaches in different school conditions; with examples; steps, "dos and don'ts"; diversified according to level of school autonomy

with **accompanying recommendations** for policy-makers

Challenges

- tight timetable
- what is a „good practice“?
- high turnover in the WG; issues in participation to activities
- dissemination
- how to make full use of E+?

Questions for discussion at DG Schools:

**How to tailor the outputs best to facilitate use
on national level e.g.:**

- *More focus on any of the key aspects?*
- *How to present context – specific advice
(what criteria to use?)*

Further information: on ESL

EU work on ESL:

http://ec.europa.eu/education/policy/school/early-school-leavers_en.htm

Final Report of the TWG on ESL:

http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report_en.pdf

Video on the key messages of the ESL TWG:

<http://youtu.be/0G4P6v1WvpQ>