DYNAMIC MODEL

DI.SCOL.A.

TEACHING PROFICIENCY

TO GUARANTEE SCHOOL SUCCESS

USER'S GUIDE

METHODOLOGIES AND APPLICATION STRATEGIES

April 2007

Istruzione e cultura

Leonardo da Vinci

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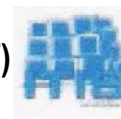
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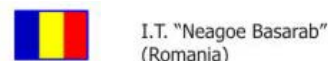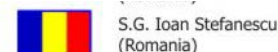
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Istruzione e cultura

Leonardo da Vinci

"Dispersione Scolastica Addio"

La professionalità docente per garantire il successo scolastico

CONTENTS

Programma Leonardo Da Vinci

Progetto **"DI.SCOL.A"** Prog. Anno 2005 n. I/05/B/F/PP-154000

"Dispersione Scolastica Addio"
La professionalità docente per garantire il successo scolastico

FOREWORD

AIMS OF THE USER'S GUIDE

This document aims to illustrate the scheme of the Dynamic Model DI.SCOL.A. It is the guide for testing the model with the teachers.

The first objective of this user's guide to the Model is to describe more thoroughly the planning process which led to the Dynamic Model DI.SCOL.A. with ample references dedicated to the good European practices selected and, after that, of developing both the applicative paths and the strategies of the Model which allow the innovative elements of the Model to be adapted to all Countries.

During the research phase the reference model was that of the practical communities based on Internet, intended as a system to create a setting for shared learning, based on the assumption that the characteristics of such communities can be traced within the schools contexts, where it can be testified that new technologies have been received and utilised to their best.

Summing up, the aims of this guide are the following:

1. a shared arrangement for the utilisation of practical communities in school contexts;
2. a logical connection between the partner's work researching good European practices and the planning model which derived from it;
3. the indication of the research hypothesis on which the application of the model is based;
4. a series of flexible paths which, area by area, facilitate the application of the model to the various environments involved;
5. in the insert, some planning and evaluating methodologies and a short analysis of the significance of 'practical communities' are described.

The research hypothesis (point 3) will allow the comparison among the outcomes of the experiments of the model made by the seven partner Countries; the hypothesis will also furnish a framework of liaisons among the developed actions and the indicators which will enable the evaluation and the consequent validation of the model.

This guide is divided into chapters following the overall logic with which the activities in this phase of the project were articulated and developed. In particular:

♦ **Chapter 1** provides a synthetic framework of the project DI.SCOL.A and illustrates the targets of the 6 phases and its preparatory role in the formation of the Dynamic Model.

♦ **Chapter 2** explains the fundamental aspects of the learning community.

♦ **Chapter 3** expounds in a clear and synthetic way the phases which constitute the Dynamic Model DI.SCOL.A.

♦ **Chapter 4** explains the procedures and the protocols for the implementation of the Dynamic Model DI.SCOL.A.

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CHAPTER 1
PROJECT DI.SCOL.A.

The project **DI.SCOL.A. "Farewell to Early School Leaving – Teaching Proficiency to Guarantee School Success"** is the result of the need to find a solution for *improving the continuous professional training quality and for facilitating the access to the programmes* and to respond to the priority 4 of the Leonardo 1 Programme: *to promote the continuous training of teachers and educators;* therefore, its aim is to contribute to the realisation of the foreseen construction of a European Educational Space as requested by the Lisbon Council and by the statement of Copenhagen. The project aims to develop a training process able to reduce the early school leaving phenomenon by improving the quality of education for the students of the secondary school and for promoting the continuous professional training of teachers and educators. The project aims then to contribute to the introduction of elements relative to the Quality of school Education, macro-indicators which identify the teaching proficiency and the structuring of an experimental study and research on the innovative methodologies and strategies to improve school success of the students. The project targets at improving the educating proficiency of teachers and of creating a common European Educational Space able to satisfy the needs of learning of both teachers and educators.

General intents of the project
The inspiring principle resides in improving teachers' proficiency for the promotion of school success. So, the direct recipients of the Project are the teachers and educators who work with students from 14 to 16, the age range where the early school leaving is more common; the indirect recipients are the Educational Institutions and Public Institutions.

Specific targets of the project
Among the specific targets of the project we may list:
- creation of a web site to facilitate the interaction among the partners to constitute an Educators Community who experiment the educational realisation of the Project;
- research on the part of each partner Country on teachers training by means of case studies and of successful experimentation of the adopted methodologies;
- implementation of a teaching quality model for improving teaching proficiency; planning of one or more dynamic training models for teaching proficiency, in a way that it can be put in context and experimented by the various partners;
- definition of training paths on the basis of the implementation of planned models;
- evaluation of the paths by means of an experimental pilot study.

Organisation of the project
The two-year project has six phases; each of which has a minimum duration of 2 months and a maximum of 7.

Start up and managing organisation of the project
- Phase I: *realisation of the Website DI.SCOLA*
- Phase II: *research, selection and implementation of successful cases in the area of teachers training programmes*
- Phase III: *definition of teaching quality macro-indicators according to the EFQM model*
- Phase IV: *planning of training dynamic models on teaching proficiency on the basis of macro-indicators*
- Phase V: *elaboration of real training paths based on selected model/s*
- Phase VI: *Validation of models and training paths*

Valorisation

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Achieved innovation

The results targeted by the project are:

- creation of a web site to document, communicate and distribute the outcomes and the results of the research, of the elaborated methods and completed stages;

- creation of a European archive for the documentation on the different and multiform cases of school success;

- drawing up of a handbook for planning processes and systems aimed to improve the teaching quality, the training paths and the evaluation of the completed stages.

LOGIC MODEL

GENERAL PURPOSES	• to reduce early school leaving				
TARGET	• to better the European teachers proficiency improving the continuing training and facilitating the access to the programmes				
RESULTS	dynamic model of teachers training	National practical communities on web (500 participants)	training modules	innovative training paths	participated planning methodology (GOPP)
ACTIVITY	• RESEARCH SUCCESSFUL EXPERIENCES IN EACH OF THE 7 PARTNER COUNTRIES • BUILD UP AN EUROPEAN ARCHIVE OF SUCCESSFUL EXPERIENCES • TO DEFINE EUROPEAN MACROINDICATORS FOR TEACHING QUALITY • TO DEFINE THE STRUCTURE OF THE PROFICIENCY TEACHING MODEL BASED ON MACRO INDICATORS	• CREATION OF A WEB SITE IN THREE LANGUAGES • REALISATION OF A TECHNOLOGICAL ENVIRONMENT FOR LEARNING • CHOSE A NUMBER OF SCHOOLS FOR EACH COUNTRY AS A STANDARD MODEL • ANALYSE THE EDUCATIONAL CONTEXT OF EACH COUNTRY	• TO DEFINE THE ESSENTIAL EDUCATIONAL ELEMENTS FOR TEACHING PROFICIENCY • TO DEFINE THE MODULES FOR TEACHING PROFICIENCY COURSES	• TO CREATE A COMPARATIVE SCHEME TO TEST THE EUROPEAN COMPATIBILITY OF THE MODEL • TO DEFINE EDUCATIONAL PATHS BASED ON THE MODEL AND THE MODULES	• GOPP SYSTEM IN SCHOOL INSTITUTIONS WITH THE RECIPIENTS TO SHARE THE CHOICE OF THE MODEL AND PATHS • APPLICATION OF THE PATHS WITHIN THE PRACTICAL COMMUNITIES

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Istruzione e cultura

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The DI.SCOL.A. project is based on the following concepts:
- the school system is characterised by 4 aspects:
    Social context, Teaching, Learning, School organisation
- The school success is a consequence of the **Improvement of Teaching Proficiency**.

ANALYSIS OF THE SCHOOL SYSTEM
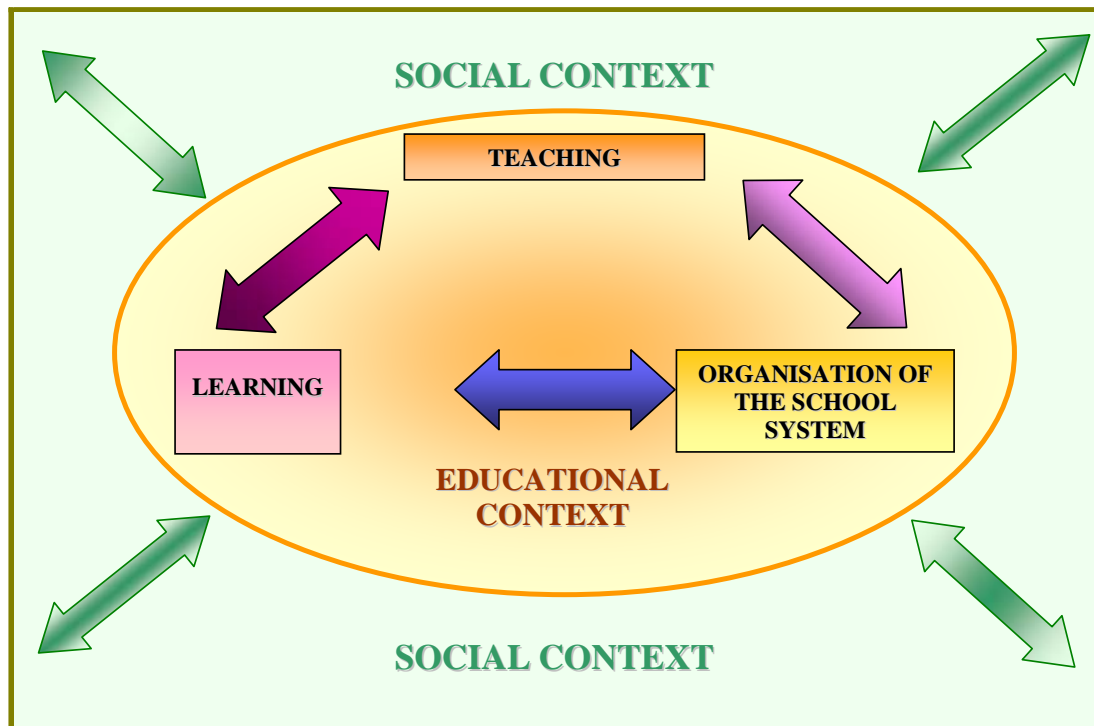
SOCIAL CONTEXT
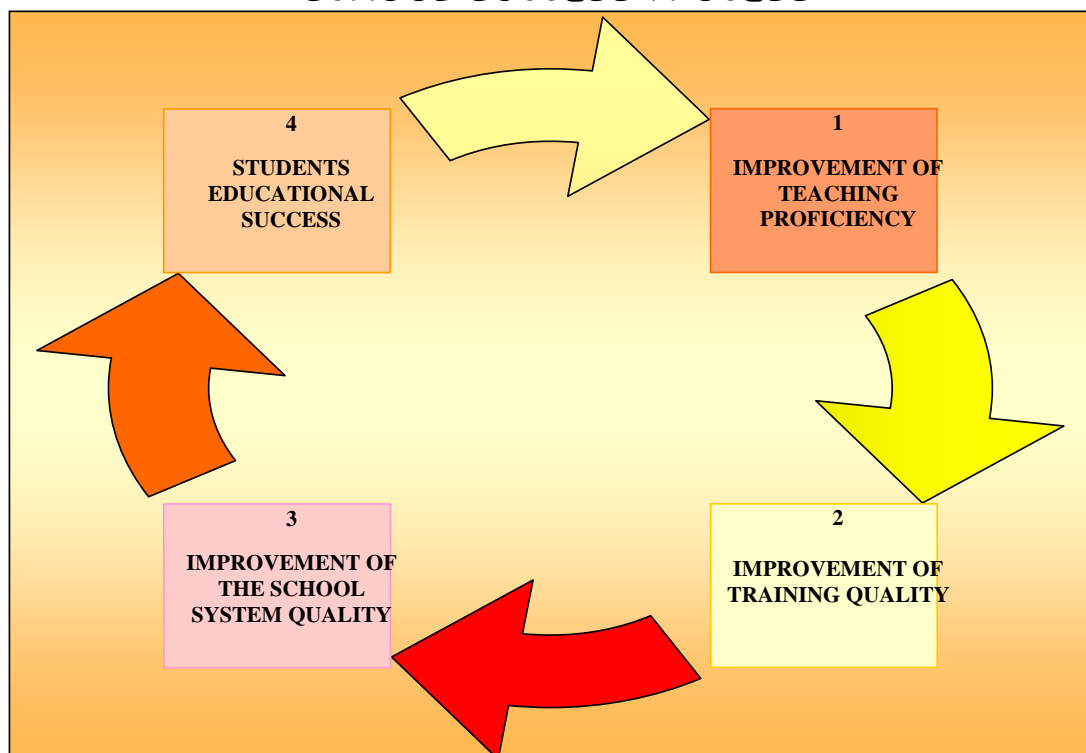
TEACHING

LEARNING

ORGANISATION OF THE SCHOOL SYSTEM

EDUCATIONAL CONTEXT

SOCIAL CONTEXT

SCHOOL SUCCESS PROCESS

4
STUDENTS EDUCATIONAL SUCCESS

1
IMPROVEMENT OF TEACHING PROFICIENCY

3
IMPROVEMENT OF THE SCHOOL SYSTEM QUALITY

2
IMPROVEMENT OF TRAINING QUALITY

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GLOSSARY OF THE PROJECT DI.SCOL.A

1. **EARLY SCHOOL LEAVING** (pp. 1 and 19): this does not only mean the 'school leaving' but also students who, although having attained a certificate, do not use it for their integration in the labour market. The project, therefore, aims to promote **school success**.

2. **WEB SITE TO CREATE AN EDUCATORS COMMUNITY** (pp. 2-13, 15, 17-21, 25,26) the web site has to be considered more than a mere device for information. The "Visual Community of Educators" is an environment for developing multiple interactive actions, particularly for information, education and decision-making.

3. **GOPP SYSTEM** (pp. 3, 4, 9-12, 14, 17, 19) The GOPP methodology (Goal Oriented Project Planning- Pianificazione di Progetto Orientata agli obiettivi) is based on the following essential elements:
   a. The planning is targeted towards goals instead of activities.
   b. Cooperative planning by means of the collaboration among principal members and users. The project, therefore, is shared and responds to real needs.
   c. The identification of the basic elements of the project (targets, results, activities) is defined during workshops with the participation of the main members co-ordinated and stimulated by an external neutral moderator.
   d. The identification of the project develops through two sequential phases: analysis (four stages: analysis of the main members, analysis of the problems, analysis of targets, identification of intervention areas) and planning (two stages: choice of intervention area and identification of the project according to the Logic Model consisting in a planning matrix which easily individuates the four planning elements in mounting progression).
   The GOPP system utilises this methodology to plan the activities through the various phases, according to a form of shared elaboration of the proposals inspired by the principles of the Research-Action method to pursue the improvement of a problematic situation through the direct action of each operator and the creation of an active, constructive and participatory climate.

4. **GOOD PRACTICE:** the good practice concept is a fundamental aspect of the theoretical apparatus of the project, especially for practical communities where good practice is the main goal. An educational practice becomes good practice when:
   a. it achieves the expected results and targets
   b. it produces evident changes in the students, the organisations and on the territory
   c. it is reproducible

5. **PRODUCTION ROOM** (pp. 3, 4, 7-9, 11, 12, 14, 17-19) This term refers to a fundamental element for the evaluation and quality of the project. The production room is constituted, in each Country, by the educators, the politicians, the direct or indirect users and by the partner/s representing that Country. The main task will be to analyse and produce materials for the project, giving the right answers for the functioning of any possible application within the system, thus covering the triple role of observing, planning and intervening in the informative/educational/decisional actions for the web site.

6. **THE STEERING COMMITTEE** (p. 23) The steering committee is a central structure of the managing system and quality control of the project, made up of a senior representative from each partner organisation. It leads the fundamental strategies of the project such as the policy, managing, methodology and organisation, so supporting the co-ordinator of the project.

7. **PRACTICAL COMMUNITY** (pp. 13, 14, 17, 18) The practical community is constituted in each Country by the direct and indirect users with the task of analysing the outcomes of the project during its course and to continue any possible action on the system after its conclusion. A practical community for each Country and an European practical community are planned.

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Chapter 2

PRACTICAL COMMUNITIES

A. PRACTICAL AND LEARNING COMMUNITIES

The basic paradigm of Practical Communities is that of *learning as a social interaction*. This concept underlines the "facilitating" dimension deriving from the interaction process.

A community, constituted by a team of individuals, becomes a practical community when a mutual commitment for the realisation of a common interest appears: each member negotiates his role and the way to play it within the community, this is the starting point for the forming of the individual identity and to achieve a common target. Practical communities (PCo) are social spaces, to be considered as meeting places, physical or virtual, able to produce, manage and distribute knowledge; within the new enlarged context, knowledge begins and feeds on sharing, exchanging and participating in social and cultural practices already existing within groups of individuals. The birth of a practical community comes from the necessity for education oriented towards the carrying out of a task and the construction, through the sharing of objectives and practices, of a common identity.

Within the practical communities the class is considered as a place, or preferably a space, where everybody can play different roles, exchanging duties and responsibilities. Everybody learns, learning new things, debating their knowledge, acceding to new information, utilising new media and communication devices, debating with the others the acquired knowledge, doubts, ideas and projects. Anybody can teach, thus sharing their knowledge, explaining to the others and informing them of their achievements and discoveries, and trying to demonstrate the validity of their opinions. Within this theory emerges the "facilitating" dimension peculiar to social interaction process.

A community cannot be a practical community unless some characteristics are evident. First of all, the interaction within a community must be based on the sharing of interests; belonging to a practical community is then a pact of reciprocal commitment which characterises the community itself. It is consequently necessary to develop an identity coming from the sharing of interests and, above all, from the devotion and loyalty of the members towards the community; this condition permits the community to acquire a common knowledge and allows all members to learn from each other. A joint undertaking is a collective process of negotiation which undoubtedly clarifies the significance of the complexity of a reciprocal commitment. Finally, the presence of a group of resources and shared practices which result from a continuous informal and dialectical debate placing personal experiences at the community service. The expanding process of resources can also be neither conscious or intentional, but simply spontaneous as a consequence of the social relations among the members. Which are the components which keep together a community and allow to cultivate it? Which can be the operational criteria?

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Istruzione e cultura

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La professionalità docente per garantire il successo scolastico

The participation in events, for example, improves the awareness of being part of a group; to accept the authoritativeness of the leader helps to individuate any possible problems and how to solve them; to be interconnected by an intense exchange of messages helps the community to develop the feeling of being a social body; to plan within the community opportunities which may boost its growth through specific actions, reinforces the sense of membership.

A final discourse for the outcomes of the shared work, so-called artefacts: when a group becomes a community, the possibility to develop real artefacts is a visible factor of the sense of affiliation. We can for example imagine a *prototype* for a group of students of a Technical School, we can also imagine a *publication* for a community of amateurs of a particular kind of music or on literature for grammar school students, we can further imagine an original *instrument* finalised to help the students preparing for the leaving certificate of secondary school, to find their post-diploma path created by the members of the community through live meetings or on line opinion exchanges.

It is evident that the technological evolution multiplies the contact opportunities, defining again the time and space perception which binds communication; the virtual environment, as the real environment, is the place where the interaction is shaped, even if in the complexity of the media elements; the cyberspace connects the minds and drives information, knowledge, behaviour, procedures and states of mind. Which is then the cornerstone of the facilitation process? It is the system of the "Legitimate peripheral participation" (LPP). On the basis of this logic, even the peripheral members of the group, the youngest and inexperienced, are fully legitimated by the affiliation to the community, to *share resources and experiences*, to participate in the debates, and interact on the same level with the more experienced members.

All this allows the younger age groups to develop a real cognitive apprenticeship.

B. GOOD EUROPEAN PRACTICES AND CONSEQUENT MODELS

From the good European practices selected result the consequent models which point out, on a larger or smaller scale, the following essential elements:

1. The level of integration among Systems (school, university, formal and informal learning environments) / logic systems.
2. Multi-acting and interaction among systems to give a precise answer to the needs of the individuals and their community.
3. Integration of the ICT within the curriculum / within the subject
4. Teachers professionalisation (initial training, continuous professional development)
5. Support to collaborative learning processes
6. Evaluation systems based on ability
7. Sustainability of the model

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It is now interesting to trace the relationship which links together the selected good practices and the subsequent model developed by the partnership.

As far as the *level of integration system* is concerned it appears to be more present in Belgian practices but it is however pursued in all other Countries on a larger or smaller scale. It is definitely an essential element of the model DI.SCOL.A. as it allows the opening of the educational school system to all other needs of the world outside the school. It is rightly considered as an integrating level to underline the equal dignity, and active participation, of all collaborating Institutions. In the model DI.SCOLA. the integration level is particularly present in the development of the analysis and audit areas, where one determines in the initial phase the development of the territory in terms of activities and the number of external resources which may be available for future activities. In detail, researching the existing practical communities, the principle of a strong integration among systems is already applied, considering exactly how a practical community is formed. (see insert 2)

As far as *the multi-actors* and *systems interaction* is concerned, in almost all the good practices selected they are both fundamental to develop the practice; the model takes this into consideration in all four areas, as the Goal Oriented Project Planning system has been adopted for planning and evaluating (this has the main characteristic of being multi-active through the presence of key-members from diverse systems united by the common aim of planning interventions in the school environment) and the participation in a practical community for the planning developments and these because of their nature are considered multi-acting.

As far as the *Integration of the ICT within the curriculum / within the subject* is concerned, it is substantially utilised in all the good practices selected and it is then "a must" for the definition of the model DI.SCOLA. Many good practices have investigated the relationship between: - learning and web;

- teaching and technology;

and also the impact of: - web technologies on the organisation;

- technologies on the system of external relations.

We can then say that each good practice selected is not only a good multimedia experience, but it has allowed to deduct how much was considered mental evolution of the youngsters and how the teachers have followed this evolution. Furthermore, in many good practices the procedure/process of learning was analysed through the technologies and the web rather than through the instrumental application of technologies.

In the DI.SCOL.A. model this integration is above all present in the development of projects carried out through the GOPP system (area 3 of the model) where the reference to existing practical communities is made for the subjects selected by the schools. It is a planning choice to consider, among the practical communities, those which develop on line, that is through the web and an adequate platform.

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Progetto "DI.SCOL.A" Prog. Anno 2005 n. I/05/B/F/PP-154000

"Dispersione Scolastica Addio"

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As far as the *Teachers professionalisation* in some good practices is concerned, teachers have the possibility of operating as distance trainers having the role of tutors, facilitators and stimulators within the new educational environment, also constituting a team of expert teachers able to plan and lead the experimental activities and to transfer the methodological-didactic models to other educational realities, to develop and confirm schemes, models and flexible programmes for distance tutoring. In the DI.SCOL.A. model all this has been applied both in the planning-validating phase, from which the new professional figure of the facilitator emerges, and in the phase of planning development of the practical community on line where teachers can develop both their tutoring action for the students and a professional growth through their contact with qualified external bodies. The model always provides for a consistent professional growth of the teachers who thus become protagonists in the new learning processes of the students.

As far as the *Support to collaborative learning processes* is concerned many of the good practices selected have developed environments for distance collaborative learning (computer supported collaborative learning) and continuous opportunities of comparison, tasks and objectives sharing, gathering individual knowledge for the benefit of the group. This appears to be very important as a planning element for the model DI.SCOL.A. which considers as its main purpose (in area 3) the growth of collaborative learning processes and the creation of on-line learning environments where these processes can be developed and sustained.

As far as the *Evaluation systems based on ability* are concerned it results that in some good practices it is a very important and innovative element. For instance, in an good Italian practice a model for certification of recognised transversal skills both at National and European level has been experimented.

In the planning activity the co-operative ability in completing a task according to the GOPP system where decisions are shared has been noted.

The task which will permit to evaluate the transversal skills will be implemented through co-operation, pointing out the informal competences and the talents of the individuals.

In the model DI.SCOL.A. this has been considered during the phase of the intermediate and final evaluation – to be developed according to the GOPP methodology – and within each practical community to bring out the growing process – of the team and individual – in terms of general competences and knowledge of the disciplines.

As far as the *Sustainability of the model* is concerned, this appears to be present in some of the good practices selected. It is however an important characteristic of the model DI.SCOL.A. as it integrates with the traditional educational process and is related to it, continuously and permanently influencing its transformations and innovations.

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Chapter 3

THE DYNAMIC MODEL DI.SCOL.A.

Together with the characteristics which emerged from the good European practices selected – and taking into consideration the initial researches of the project – further macro-indicators to define the project, the learning environment and the organisational context, can also be considered. They are:

1. a planning method based on the goals and on the participation of multiple key agents

2. a co-operative or collaborative learning, also with school agents from the external

3. the consideration of the competences of each student obtained through formal or informal paths

4. research-action as the main working method

5. punctual knowledge of the problems within the context where the teaching activity is developed

6. flexible teaching action also based on the "learning by doing" and the "work based learning"

7. acquisition of skills for planning the educational paths

8. choice of the subjects according to the "bottom up" system, directly from the teachers of the community the educational action included within a logic system

9. the educational process included within a micro-innovation

The Dynamic Model DI.SCOL.A. which emerges from the above mentioned considerations, foresees the realisation of four educational areas of the teaching proficiency, in 4 interconnected phases:
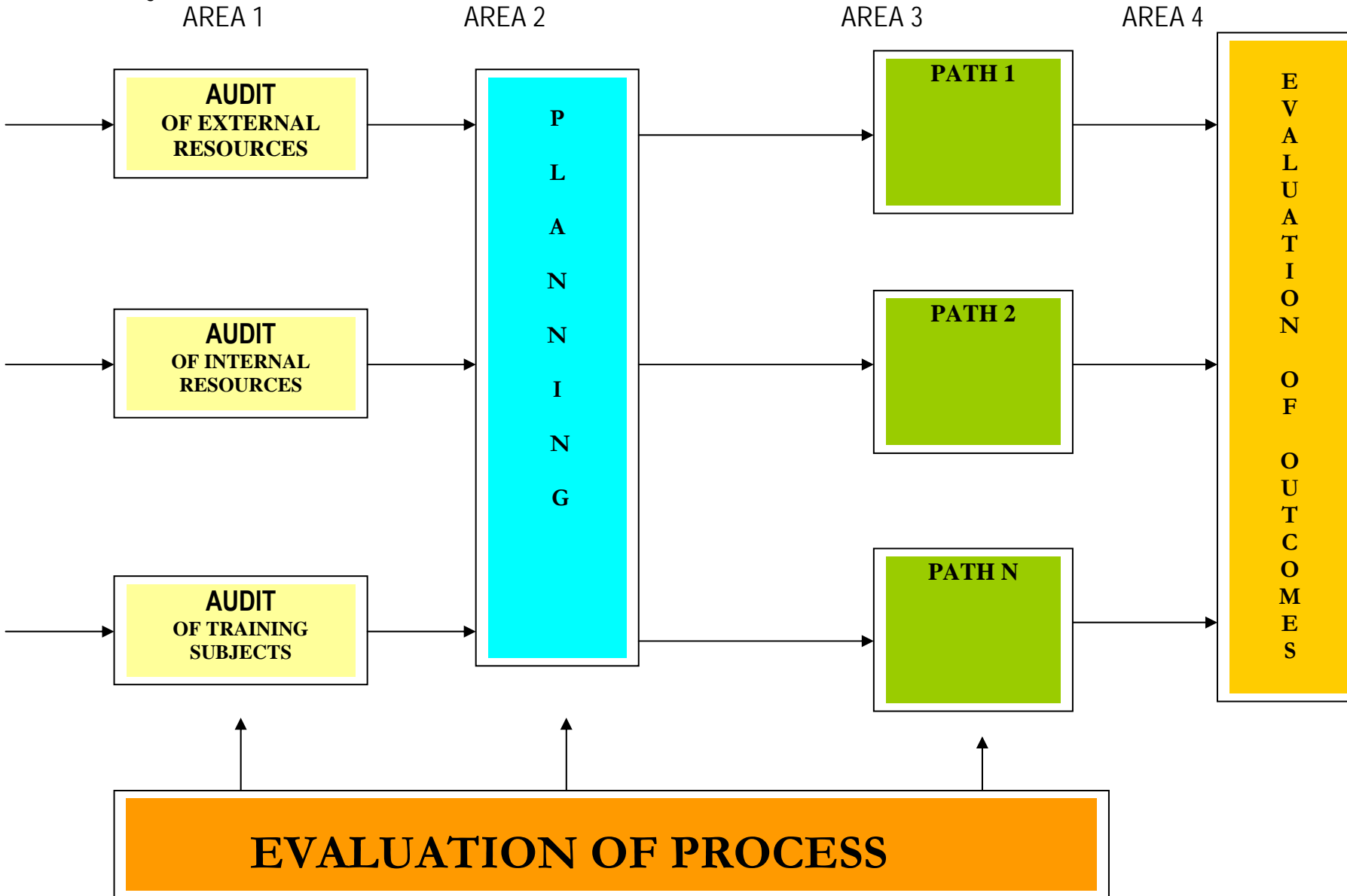
1. **Audit of resources area**
2. **Projecting area**
3. **Training paths area**
4. **Evaluation area**

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The resulting model follows:

AREA 1	AREA 2	AREA 3	AREA 4

AUDIT
OF EXTERNAL
RESOURCES

AUDIT
OF INTERNAL
RESOURCES

AUDIT
OF TRAINING
SUBJECTS

P L A N N I N G

PATH 1

PATH 2

PATH N

E V A L U A T I O N   O F   O U T C O M E S

EVALUATION OF PROCESS

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AREA of AUDITING

In senso orario dall'alto: AUDIT OF EXTERNAL RESOURCES - AUDIT OF INTERNAL RESOURCES - AUDIT OF TRAINING SUBJECTS (NON RIESCO A MODIFICARE GRAFICAMENTE LO SCHEMA CHE SEGUE)

PLANNING AREA

AUDIT OF EXTERNAL RESOURCES

AUDIT OF TRAINING SUBJECTS
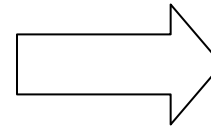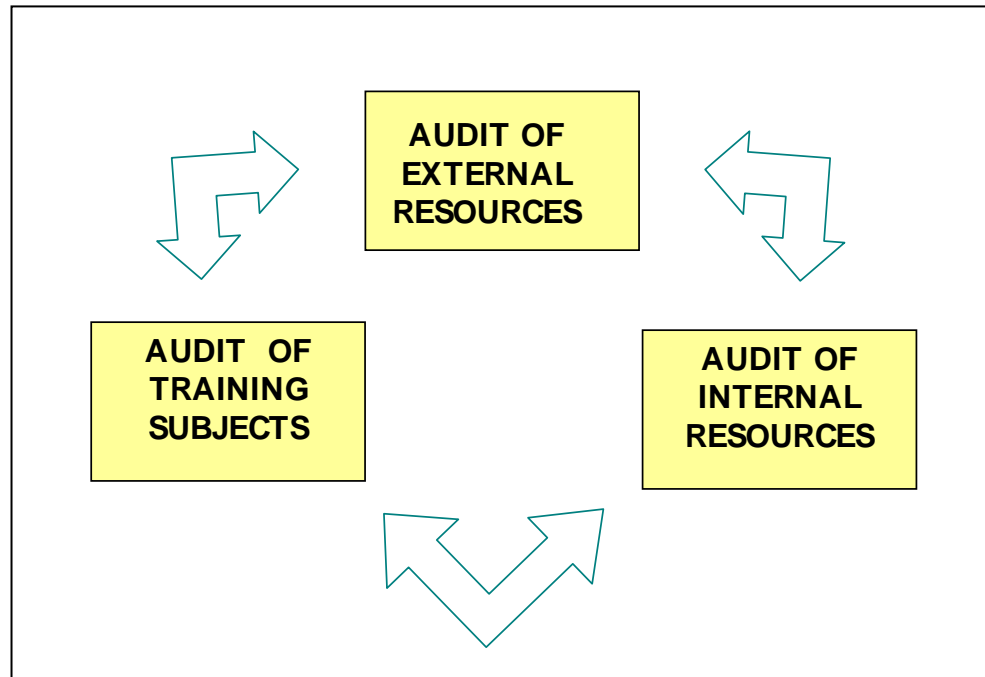
AUDIT OF INTERNAL RESOURCES

PLANNING

In the area of auditing the following activities are developed:

- Auditing of the key-members on the territory - Auditing of activities of interest on the territory - Auditing of the internal resources (teachers)

- Auditing of the students' resources   - Auditing of educational subjects of interest for the Institution

During the phase of auditing the teachers decide the themes for their training. In particular, in the Dynamic model, proposed after the phase of auditing, a list of themes of interest to be developed in the school with the participated and shared method emerges. This choice will be shared by both the teachers and the students of the biennial stage; the practical communities on line with the same learning subjects, as decided by the school will be individuated; teachers and students will join them according to their interests.
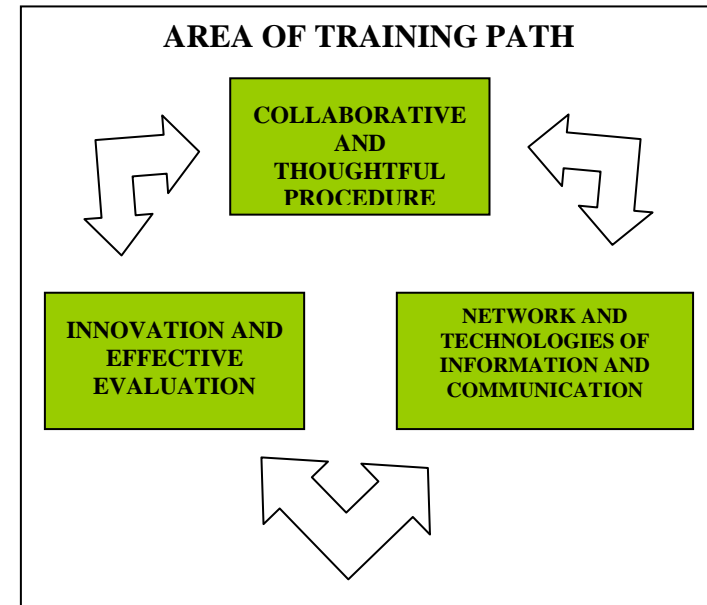
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AREA of PLANNING

In the Area of Planning The Planning Workshop is developed through multi-acting and activity sharing starting from the results of the audit phase.

P L A N N I N G

In this area the GOPP METHOD is used

It is a method which co-ordinates the several phases of the system activities following the shared planning method, involving participants in an active, constructive and collaborative approach.

AREA OF TRAINING PATH

COLLABORATIVE AND THOUGHTFUL PROCEDURE

INNOVATION AND EFFECTIVE EVALUATION

NETWORK AND TECHNOLOGIES OF INFORMATION AND COMMUNICATION

During the planning phase, the community education project and a precise work plan and of activities will be implemented utilising technologies, internet, audio conference meetings, e-mails, etc. In the development phase the work plan of the selected practical communities will be applied.

The work of each community will be monitored and evaluated as a process and for its outcomes. To evaluate the results, the various communities will be linked to the production rooms of the partner Countries.

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"Dispersione Scolastica Addio"
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AREA OF THE TRAINING PATHS

In the area of the training paths the following activities are developed:

- Teachers training in learning communities also constituted by other external members on the specific subjects
- Research and action in school on the subjects and problems arisen from the context.

The training paths are distinguished by the following macro-dimensions:

- **COLLABORATIVE AND THOUGHTFUL PROCEDURE**

- **NETWORK AND TECHNOLOGIES OF INFORMATION AND COMMUNICATION**

- **INNOVATION AND EFFECTIVE EVALUATION**

COLLABORATIVE AND THOUGHTFUL PROCEDURE

INNOVATION AND EFFECTIVE EVALUATION

NETWORK AND TECHNOLOGIES OF INFORMATION AND COMMUNICATION
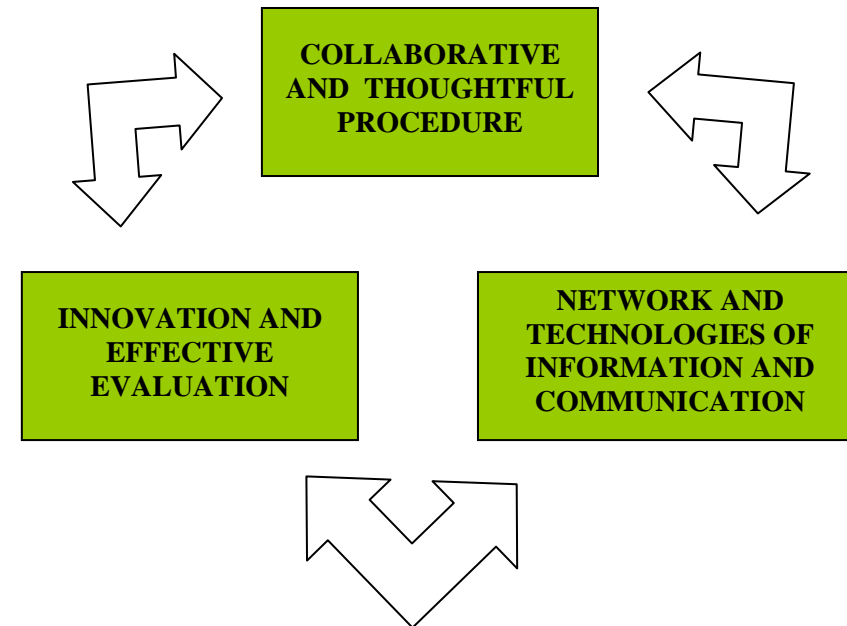
LEARNING COMMUNITIES

The three macro-dimensions distinguish the functioning of a virtual Learning Community of teachers of the upper school, each on a subject emerging from the initial Audit phase.

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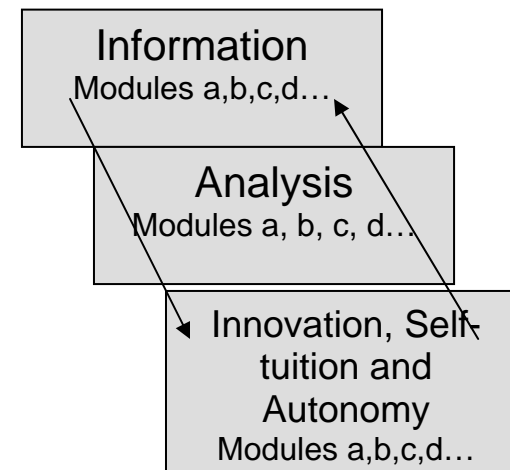
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These aspects are analysed according to three stages of educational itineraries, to be considered in a flexible way (cyclical and fluctuant) and not rigidly.
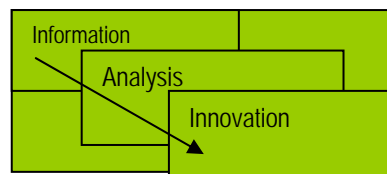The three stages are:

1. *INFORMATION: with regard to the subjects chosen for the teachers training within the learning community.*

2. *ANALYSIS: of the thematic area, developed in collaboration, within the learning community.*

3. *INNOVATION – SELF-TUITION – AUTONOMY*: on the thematic area and determination of the elements of micro-innovation of the teaching proficiency.

Information
Modules a,b,c,d…

Analysis
Modules a, b, c, d…

Innovation, Self-tuition and Autonomy
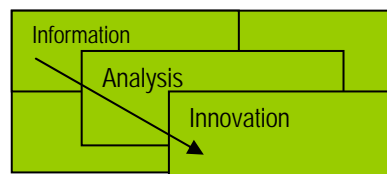Modules a,b,c,d…

Therefore, if for instance two subjects to be developed in the Training Path are selected, the module is as follows:

TRAINING PATH AREA

Learning Community on subject 1

Information
Analysis
Innovation

Learning Community on subject 2

Information
Analysis
Innovation

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AREA of EVALUATION

In the area of evaluation are developed:
- the evaluation of process and the evaluation of training and research results in each learning community
- the re-planning of training as a consequence of the feedback.

EVALUATION OF PROCESS

The factors of the EFQM Model (European Foundation for Quality Management)

- **Leadership;**

- **Management of personnel;**

- **Policies and strategies;**

- **Partnership and Resources;**

- **Processes.**

EVALUATION OF RESULT

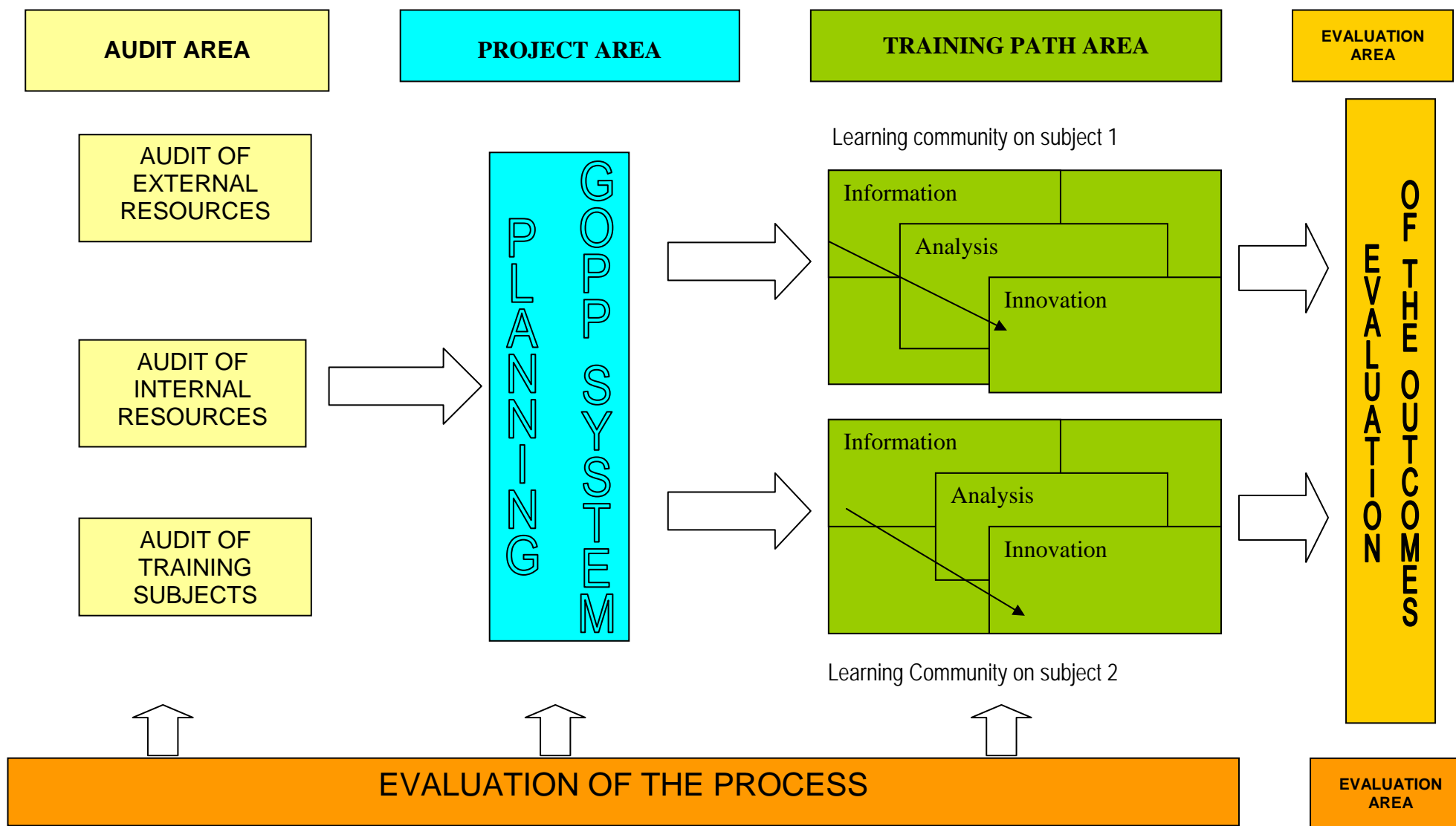The evaluation of results is developed according to the six **MACRO INDICATORS** of PHASE **II**:

- **System Logic**
- **Collaborative and Co-operative Learning**
- **Evaluation**
- **Concrete results**
- **Effectiveness and relevance**
- **Achieved innovation**

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Therefore, the dynamic Model DI.SCOLA. (considering, for instance, two themes of the Educational Path) is the following:

AUDIT AREA

PROJECT AREA

TRAINING PATH AREA

EVALUATION AREA

AUDIT OF EXTERNAL RESOURCES

AUDIT OF INTERNAL RESOURCES

AUDIT OF TRAINING SUBJECTS

PLANNING GOPP SYSTEM

Learning community on subject 1

Information

Analysis

Innovation

Information

Analysis

Innovation

Learning Community on subject 2

EVALUATION OF THE OUTCOMES

EVALUATION OF THE PROCESS

EVALUATION AREA

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Chapter 4

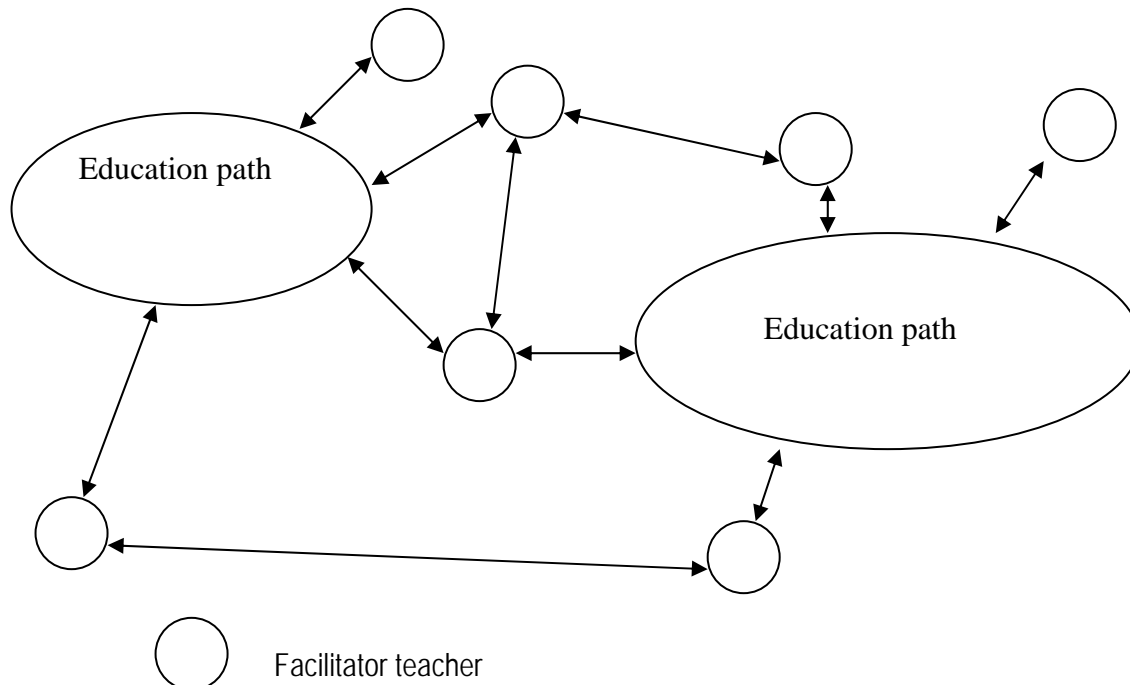## VALIDATION OF THE DYNAMIC MODEL DI.SCOL.A.

A. CRITICALITY IN THE APPLICATION OF THE MODEL

To carry out a correct application of the educational dynamic model DI.SCOLA. it is necessary to consider the teachers' concepts on education and on the organisational procedures of the educational activities developed up to now.

In the Model DI.SCOLA. the teachers themselves initially choose the themes they prefer to be trained on, the practical communities operating on those themes are selected, an audit of the available human resources is carried out, an educational intervention is planned and is developed within each practical community during the school year.

During the formation of teaching proficiency the paths are not decided by others; the teachers themselves substantially change their roles and participate as facilitator teachers in the work of the practical community on the basis of the theme they prefer.

Under the graphic point of view this situation can be represented as follows:

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Which are the critical points for the realisation of the Dynamic Model DI.SCOL.A. ? Let's look at them

1. the participation and motivation of the teachers

the application of a innovative model cannot be developed against the teachers and without their active participation, especially in activities which involve them directly! In this historical moment the motivation of teachers, at least in Italy, has probably reached the lowest level and any proposal is perceived negatively and with discomfort, because of the many continuous changes which involve them; changes which do not give lasting results neither on the educative action nor on the educative and organisational system of the school.

One of the initial activities will then be the auditing of the teacher resources and their valorisation for the participation in constructing and planning the activities.

Furthermore, the activity within the practical community can be seen by teachers who adhere as a further burden to the normal activity which is already heavy. It is then very important to decide from the start which and how many teachers will participate in the validation of the Model DI.SCOLA., as a limit exists (15% of the total, with at least the majority of the teachers of 2 Class Councils) under which limit the application of the model could be inadequate and ineffective.

2. the relationship among the various themes of interest selected

Generally, at the beginning of the school year, teachers choose the themes of interest and, during the planning phase, the possible itinerary of each education path is defined. It would be preferable to involve the entire Class Council in the development of the chosen themes. The parallel development of the various education paths, according to the timing and procedure decided by each teacher of the Class Council, and the development of the themes within a practical community can be critical. In fact, a Class Council stimulated to work on self-chosen themes can be very motivated to collaborate in the practical community, more than a single teacher who does not have the opportunity to compare and does not have the support of his colleagues. To have a constructive and effective comparison among teachers and among the various education paths, which develop within the several learning communities, it is essential to determine the field of intervention in terms of presences, time and commitment with precision.

3. the organisation of the teachers' training

the use of the dynamic Model DI.SCOLA. requires that the traditional updating organisation has to be modified to avoid the rigidities which often characterise them. It is then necessary to establish the spaces and the timing in which the validation of the dynamic Model DI.SCOLA. must be effectuated. It is a new way to conceive teachers' training which implies a new way of learning and a new way of teaching, and also a new way of considering teachers' training and teaching colleagues.

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4. **the consideration of the abilities of the teacher**

the application of the Model DI.SCOLA. requires that each teacher must be recognised for his proficiency (know-how) and for what he can offer. Only in this way is it possible, through a planning project GOPP, to define the themes to be developed along the training path, and their implementation after the plan.

This preliminary activity must then be put into practice at the beginning of the DI.SCOLA. process and it can be useful to those teachers who do not intend to participate in the project.

5. **the existence within the school of a technological environment to follow and develop the activities of each practical community**

the application of the model assumes that in the school a technological environment exists, where it is possible to develop the selected on-line chosen activities of the practical community.

The research and the first European trial of the model must then answer the following points:

1- participation and initial acceptance on the part of the teachers

2- initial and ongoing evaluation of the teachers

3- the relationship between community learning and traditional path

4- which professional change in the teaching role occurs

5- coexistence between traditional model and innovative model

6- evaluation of the impact of the Model on the Institution

7- evaluation of the proficiency improvements of the teachers with the new Model

8- evaluation of the efficacy of the teaching training through the new Model for the improvement of the school success of the students.

7. Protocol for the validation of the dynamic Model DI.SCOL.A.

For the validation of the dynamic Model DI.SCOL.A. it is necessary to follow the protocols included in the following paragraphs of this User's Guide.

It has to be specified that the validation of the dynamic Model DI.SCOL.A. must be carried out by teachers currently in service in the upper school and generally teaching or having taught to classes of students from 14 to 16 years old. These criteria are binding in the selection of the teachers for the validation of the dynamic Model DI.SCOL.A.

Furthermore, it is useful to consider:
- the training subjects should essentially consider the teaching methods and/or the organisational procedures and, generally, they must be oriented towards the development of teaching proficiency, avoiding the aspects of contents of the specifically taught discipline.

- the training uses, at least partially, the information and communication technologies and/or the web, to be considered as technological instruments rather than object of the training.

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Progetto **"DI.SCOL.A"** Prog. Anno 2005 n. I/05/B/F/PP-154000

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B. DEVELOPMENT AND APPLICATION STRATEGIES IN THE AREA OF AUDITING

In the area of auditing of the Model DI.SCOl.A. the following is carried out:

1. a choice of the general themes of interest for the institution
2. an analysis of the internal teaching resources
3. an audit of the on line practical communities on the themes of interest
4. a research of the activities of interest on the territory

1- *Choice of the general themes of interest for the institution*: *Work tool: report card to distribute to teachers and students*

The first action for a school which wants to adopt the model DI.SCOL.A. is to gather and select the themes of interest at the beginning of the experimentation. The themes, if the experiment involves teachers and students in the range 14-16 years old, must be linked to the normal syllabus and be notably extensive without being too general or generic. The audit can be done by means of a simple paper card – where the aim of initiative is fully described – inviting each teacher to express his preference through a closed questionnaire (listing the intervention themes) or an open questionnaire inviting them to suggest one or two themes. This audit's outcome is a list of themes on some of which the institution will start the experimentation. The period for this experimental phase is of 10 days including the editing of the card, its distribution, the collection and analysis of the answers. In this period, explanatory sessions for groups of teachers can be organised.

2- *Analysis of the internal teaching resources*: *Work tool: report card to distribute to teachers*

A valid protocol for the schools which decide to adopt the Model DI.SCOL.A. initially foresees some actions which can point out – sustain – strengthen the proficiency of the teachers of the school and their motivation.

In particular:

Actions to show teaching proficiency

- to make an analysis of the competences of the selected theme, indicating the availability of each teacher for covering parts of the theme. Indicating his availability in terms of time and contents, the teacher could also indicate the period and the characteristics of his participation;
- to guarantee enough time – within the school timetable – to express the competence of one or a group of teachers;
- to organise a practical community among teachers with a specific mission;
- to document the good practices made by a teacher or a group;
- to guarantee the possibilities of choice and use of the school resources by the teachers;
- to systematically programme and document the extra-syllabus interventions of the available teachers.

Actions to sustain and strengthen teaching proficiency

- to fully or partially remove any obstacle; for example supply teaching for absences or school organisation deficiencies.

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- to publicise the good work of a single or a group of teachers;
- to favour the informal knowledge among teachers through the systematic organisation of meetings on the selected themes on which the teachers are competent and available;
- to favour the participation of all available teachers to European initiatives and/or working with other schools;
- to organise training and updating spaces for the teachers utilising school resources, technologies and connections to the web and data bases.

Actions to stimulate the teachers to participate

The interest on the part of a teacher, to develop an experiment, is mainly linked to the results achieved by the students, the esteem with which he is held in the school and to the quality of the context of his activity.

The degree of availability of a teacher is strictly linked with his opening towards the environment, with the sense of belonging to a community and to a group and so with his sense of professional solitude which acts as an indicator to measure the level of motivation and participation in the general activities.

To make evident the motivation for the participation of a single teacher, a card could be initially filled in where he/she can freely express the availability for the participation and organisation of teaching initiatives within the experimentation. Where the motivation appears to be weak or scarce, the environment can intervene with initiatives to support the motivation.

Actions to sustain and strengthen the motivation to participate

- to sustain the motivation, the initiatives chosen by the teacher can be developed and put into a system where the individual can show his competences also in sectors different from his teaching subject and so feel a part of the community;
- to sustain the motivation, some activities can be planned to allow the teacher to express and develop his creativity;
- to strengthen the motivation, the recognition of good practices developed by each teacher can systematically be recognised;
- to strengthen the motivation, the organisation of extra-syllabi activities where the individual can contribute within his sector can be boosted.

3. Audit of the practical communities on line on the themes of interest

In parallel to the previous activities it is necessary to audit the existent practical communities working on the themes selected by the institution; this can easily come about with a research on internet, with interviews to agents operating in the sector, with protagonists of the same practical communities.

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Once a list of the existing communities is established, it has to be put at the institution's disposal to enable to point out of the characteristics of the communities, how long they have existed, the results achieved and anything else of interest for the experiment.

4. Research of the activities of interest on the territory

Again in parallel with the developed activities preparatory to the planning and experimenting, a work group will carry out a short audit of the activities on the selected themes already developed on the territory. The aim is to put into evidence the key external agents which can constitute a precious resource for the project and the experiment. Also this activity, mainly based on interviews to deciders and key-agents, will produce a list to be put at the institution's disposal during the preparatory phase of the experimentation. Furthermore, this activity will facilitate contacts with persons who could be invited to participate to the planning phase with GOPP methodology.

Protocol of experimentation

Activity	Who	How	When	Addressee	Outcomes
Choice of the general themes of interest for the institution	Project team	Report-card	First week	Experimenter Teachers	Index-card listing the selected themes
Analysis of internal resources availability of teachers	Manager + project team	Report-card	First week	Experimenter Teachers	Index-card listing the available teachers
Audit of the practical communities on line on the themes of interest	Project team	Interviews to key-agents Research on internet	Second week	Experimenter Teachers	List of the practical communities for each selected theme of interest
Audit of the activities of interest of the territory	Project team	Interviews to key-agents	Second week	Experimenter Teachers	List of the activities of interest of the territory

26

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The protocol of experimentation for this area foresees the distribution of an audit-card to the teachers with students between 14-16 years old, during a first meeting of one hour with all the teachers for preliminary information on the project and its aims.

The audit-card will be withdrawn within a week after the initial meeting and the results relating to the available teachers and the themes of interest will be evaluated.

During the second week the existing learning communities will be individuated on the themes suggested by the teachers (those most indicated) and the activities of interest on the territory on the same themes will be researched.

At the end of this experimental phase the outcomes will be: a list of teachers willing to participate in the experimentation, a list of those willing to collaborate with the organisation and a list of themes and learning communities.

AUDIT-CARD FOR TEACHERS
Audit area – Dynamic Model DI.SCOL.A.

Teacher		
School		
Subject		
E-mail		
Availability to participate in the validation of the Dynamic Model DI.SCOL.A.	☐ YES	☐ NO
Availability to collaborate with the organisation of the validation of the Dynamic Model DI.SCOL.A.	☐ YES	☐ NO
Training themes of interest	1	
	2	
	3	
	4	
	5	
	6	
Are you interested to join a learning community on one or more of the indicated training themes?	☐ Yes	☐ NO
Remarks and suggestions for the validation		

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C. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF PLANNING

In the area of planning of the Model DI.SCOL.A. the following activities are developed:

1. Assent of the teachers to the practical communities of interest
2. Planning laboratory GOPP with multi-activity and sharing starting from the results of the previous phase

1- Assent of the teachers to the practical communities of interest

The teachers who show their interest in one or more themes and are willing to adhere to a practical community on line on the chosen theme, can declare their decision to the community so that the institute can organise the planning activity through a session of the GOPP method.

2- Planning GOPP method

The GOPP (Goal Oriented Project Planning) method is characterised by the following elements:

1. *Planning is oriented towards the goals and not towards the activities.* This means to avoid that any pre-constituted interests might exclude elements important for the success of the project. The planning of goals is based on the 'top-down' method considering al the possible sub-goals. But in planning for the activities the 'bottom-up' method is used: from the activities (often suggested by experts among those of their pertinence) to the goals.

2. *Co-operative planning,* defined with the collaboration of the key-agents and of the final users of the project, so that the final result is shared and answers the real problems of the receivers.

3. *The identification of the fundamental components of the project (targets, results, activities) is carried out during one or more workshops,* of a duration which varies from one to two and a half days, with the participation of the key-agents under the management of an external moderator, who is neutral towards the debated subjects and any interest at stake.

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Progetto **"DI.SCOL.A"** Prog. Anno 2005 n. I/05/B/F/PP-154000

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4. *The identification of the project develops in two sequential phases: the analysis phase and the planning phase.*

The first foresees four steps:

- analysis of the key-agents;
- analysis of the problems;
- analysis of the goals;
- identification of the spheres of intervention.

The second foresees two steps:

- choice of the spheres of intervention;
- identification of the project by means of an instrument called LOGIC FRAME.

The advantages of the application of this methodology, which makes use of the group animation techniques of the METAPLAN method, consist in:

1. a wider and better vision of reality deriving from the analysis of a group;
2. a more exhaustive individuation of the problems due to the collaboration of key-agents connected with the planning theme;
3. a closer participation and taking on of responsibility of the key-agents who have shared the planning choices with the group;
4. time-saving in the identification of the project.

The organisational aspects of each phase of the workshop follow:

THE ANALYSIS

Analysis of the key-agents

The key-agents, apart from the teachers, students and parents, are the representatives of the involved Institutions and Organisations and are willing to contribute to the planning of projects aimed to improve and develop the situation. It is clear that a workshop based on the GOPP system, foresees the previous individuation of the key-agents before it starts (a particularly delicate task), as the absence of any representative essential to the project, could compromise its realisation.

During the workshop the moderator must render transparent the interests of each key-agent and also make clear the contribution that each member can give or receive during the session.

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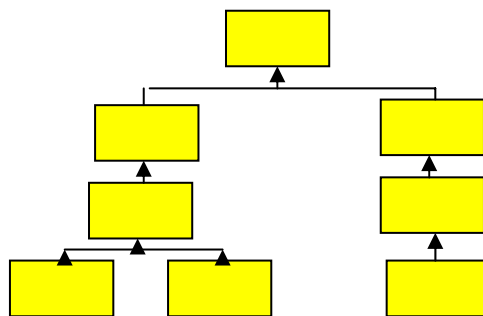
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Analysis of the problems

At the beginning of the workshop the moderator invites the key-agents (among whom, as already said, are the receivers) to write down five problems (i.e. negative situations synthetically expressed) on the themes of the debate. In comparison with the traditional planning method, where the analysis of needs prevails – meaning subjective desires – the GOPP method starts from the problem, that is from an objective negative situation. A fairly common inclination of people is to express the problem in terms of:

- lack of ………, so prefiguring the solution of the problem;
- personal evaluations;
- generic or over complicated statements.

The moderator then must initially invite those present to formulate each problem in correct and simple terms. Once each key-agent has written his five problems, the moderator invites each member to write on a yellow card the most important problem of the five, to be written in a maximum of five-six words. The yellow cards are then pinned up on a board on the wall and, once the coincident ones have been eliminated, those present are invited to complete the formulation of the problems adding cards with the other problems among the five which are not included among the indicated ones. In this way the group makes known all the situations which, in his judgement, are negative for the subject of the debate. The moderator then, with the group, develops the 'problem tree ', arranging the yellow cards according to a relation between cause and effect; starting from the bottom upwards.


Analysis of the targets

From the problems tree we pass to the targets tree, indicating each problem on a yellow card, a solution written on a green card, which represents the transposition in positive of the negative situation. The moderator must then discuss with the group the relation between cause and effect in the target tree, agreeing on the necessary modifications.

30

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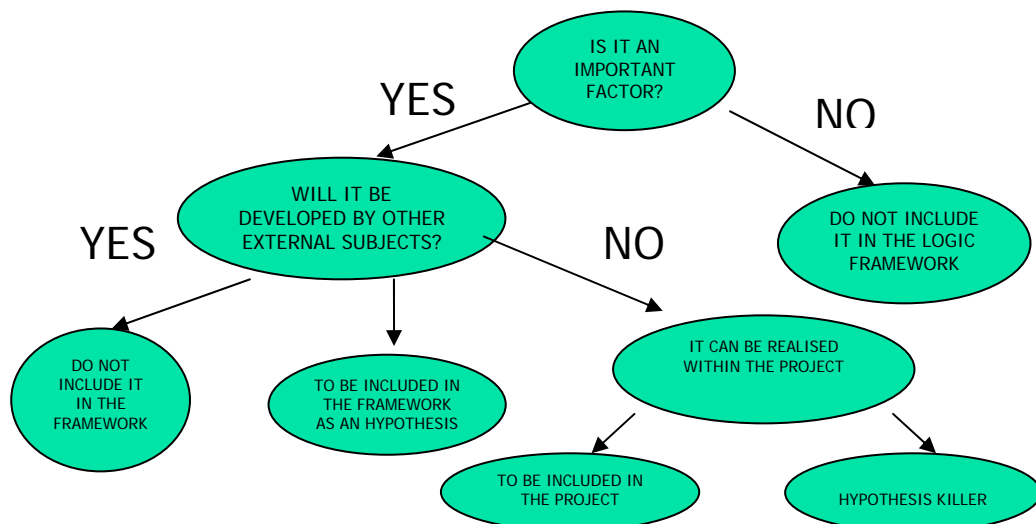La professionalità docente per garantire il successo scolastico
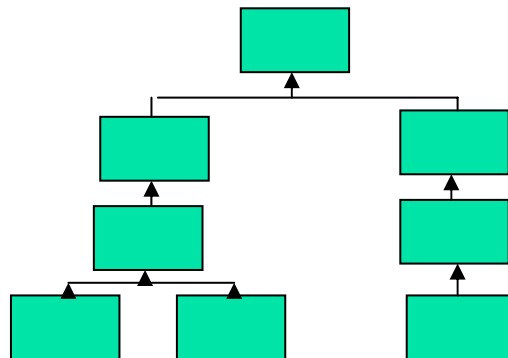
Identification of the areas of intervention

From the target tree the group can proceed, with the guidance of the moderator, to associate the targets within homogeneous areas with the aim of finding the necessary competences to reach them. It can be possible to trace, for instance, the training area, the orientation area and so on.

THE LOGIC FRAMEWORK

Choice of the areas of intervention

Once the areas of intervention are individuated from the target tree, the group, requested by the moderator, must choose the areas of intervention of the project, because the area is suitable to the technical and institutional competences of the group, it is of strategic interest and/or human and financing resources are available for development and/or a solution must be found urgently. Some of the areas will be excluded from the project but this will be considered during the planning phase.

31

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<u>Identification of the project with an instrument called LOGIC FRAMEWORK</u>

The logic framework, utilised by the GOPP method, is a planning matrix which allows to visualise effectively the elements of a project.

The framework has four levels which from the bottom upwards are linked by a cause and effect relation and are strictly connected to what was developed in the targets tree.

LEVELS	DEFINITION	SIGNIFICANCE
GENERAL TARGETS	The long term benefits which the project will allow to achieve	Why is the project important for the community?
SPECIFIC TARGET	The benefit obtained through the services foreseen by the project	Why do the receivers need it?
RESULTS	The services which the receivers obtain from the project	Which services are guaranteed to the receivers?
ACTIVITIES	What is done in the project to guarantee the supplying of the services	Which activities are developed to supply the services?

The activities lead to the results, which permit the achievement of the aim of the project, which allows to attain the general objectives. These last are the long term benefits which the project will contribute, with other factors, to achieve for the community in general and not only for the direct receivers. These objectives can be more than one.

The specific objective, also called the aim of the project, which will opportunely be one, represents the benefits which the receivers will obtain from the services foreseen in the project.

The results will represent the services which the receivers will obtain from the activities foreseen by the project.

The activities are the actions which will be activated within the project to supply the services necessary for the receivers.

THE LOGIC FRAMEWORK is then a planning instrument.

In its columns some elements deduced from the target tree are then present: logic of intervention in the first column, indicators in the second, the sources of control in the third and the hypothesis in the fourth.

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	Logic of intervention	Indicators	Sources of control	Hypothesis
GENERAL TARGETS				
SPECIFIC TARGET				
RESULTS				
ACTIVITIES				

- Passing from the target tree to the logic framework, the moderator will invite the group to identify the aim of the project among the objectives listed in the tree, and then to write it on a yellow card. Normally, the specific objective is represented in the target tree at the highest hierarchical level.

- The moderator will successively invite the group to identify the general objectives from the target tree, to write them on green cards and put the cards above the specific objective of the project in the logic framework.

- Successively, the moderator will invite the group to identify as results those objectives which lead directly to the aim of the project on the target tree and to write them on a red card. Those which the project will realise (because they belong to the chosen intervention areas) will be collocated in the logic framework on a line, one beside the other, under the specific objective, whereas those which belong to the areas of intervention not selected will be brought out of the logic framework and will become external conditions.

- The group then considers as activities those objectives which, in the created tree, lead to the already mentioned results; they are written on a white card and put under the relative results.

- Successively the group faces the problems relative to the external conditions, belonging to the areas of intervention not considered by the project. Each condition is tested with a specific algorithm of analysis to verify its impact on the project.

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```
OBJECTIVES

PURPOSE

RESULTS                 Relation
                        between
                        cause and
ACTIVITY                effect
```
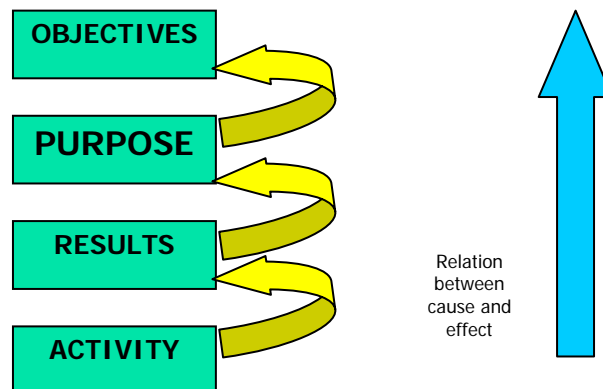
Once the logic framework is completed – utilising that which emerges from the target tree, for the selected areas of intervention and the dangers coming from the conditions external to the project (discarded areas of intervention) – it is then possible to define the indicators in the column of the logic framework which allow the observation of the reality in the moment when a result is achieved or an activity is developed. Usually, these indicators are variables, or reference values or reference times or target groups. They must be pointed out to allow an objective assessment of what the project foresees at the various levels of the logic framework.

Experimentation protocol
AREA OF PLANNING

In the area of planning the Goal Oriented Project Planning Method is utilised in workshops where, starting from each selected theme of interest, the intervention is planned in such a way as to be:

a- clear about the involvement of each member of the practical community in terms of time, space and tasks

b- clear in defining the line of each discipline with reference to the theme in terms of contents to be developed, targets to reach and learning to be accomplished

c- clear in defining the roles of the teachers who are willing to participate in the practical community and their involvement in terms of time, method and space

d- clear about the relationship between the experimenter teachers and the teachers who do not participate and also the way to integrate the results achieved in the community with what is normally developed in the school curriculum.

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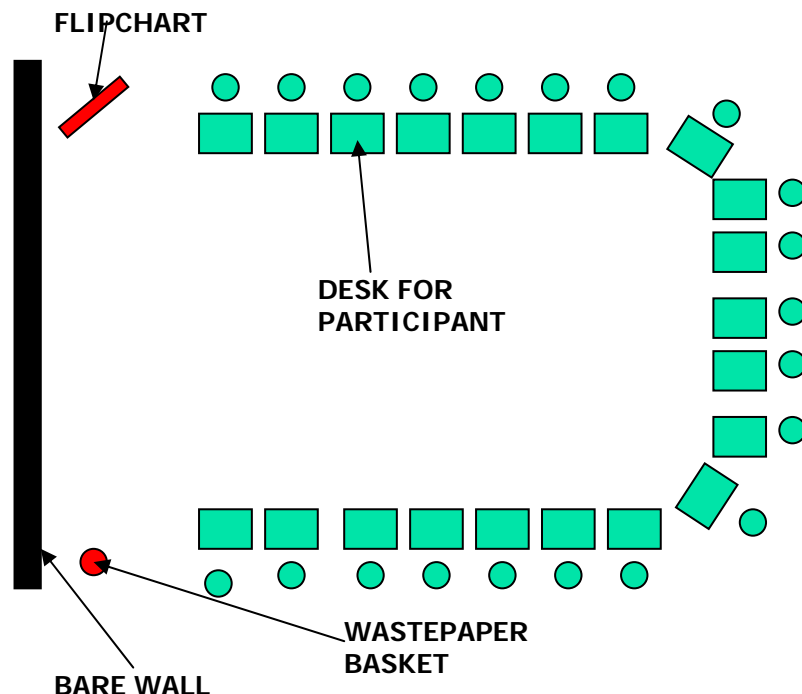La professionalità docente per garantire il successo scolastico

At the GOPP sessions – led by a facilitator (who can be extraneous to the debated subject and to the project) – participate from 15 to 25 persons. The group has a multi-acting composition and includes: experimenter (or not) teachers (4-6), experimenter (or not) students (4-6), parents (2), manager (1), representatives from the university and from research centres (2), representatives of working women and men (2), representatives of secretaries or caretakers of the school (1), others which the institute considers important for their participation and contribution (2-4).

Each session lasts one day, which can be divided into two half days, and the outcome is a shared plan of intervention.

THE WORK INSTRUMENTS

What ha s to be prepared in advance

- **THE SCHOOL ROOM FOR A GOPP SESSION**

FLIPCHART

DESK FOR PARTICIPANT

WASTEPAPER BASKET

BARE WALL

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■ **NECESSARY MATERIALS**
- 10 SHEETS (1X1.5 MT) OF BROWN PACKING PAPER
- 100 YELLOW CARDS (10X21 CM)
- 100 GREEN CARDS (10X21 CM)
- 100 PINK CARDS (10X21 CM)
- 100 WHITE CARDS (10X21 CM)
- 30 FELT PENS: BLACK, LARGE STROKE
- 5 FELT PENS RED AND BLUE
- ONE ROLL OF SELLOTAPE
- 10 GLUE STICKS

■ **A MATRIX FOR THE ANALYSIS OF THE KEY-AGENTS**

ANALYSIS OF THE KEY-AGENTS	ORGANISATION	EXPECTATIONS	
1	1	1	
2			
3			
....			
N			

- **WRITE IN BIG BLOCKLETTERS**   - DO NOT WRITE MORE THAN THREE LINES
          - **WRITE ONLY ONE PROBLEM FOR EACH CARD**

WHAT TO DO DURING

IN GENERAL
- Create a participative climate
- Be neutral with reference to the theme
- Help the group to progress
- Guarantee a feeling of equality to all
- Be concrete in the results
- Utilise an action logic
- Make transparent the interests of the key-agents
- Manage the conflicts in a neutral way

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FOR THE ANALYSIS OF THE PROBLEMS

The facilitator helps the group to identify a problem as a:

- REAL condition experienced by who expresses it
- OBJECTIVE condition based on concrete situations
- NEGATIVE PRESENT condition but not as a solution
- CLEAR condition
- SPECIFIC condition

THE WORK TOOLS
- The technique for leading a debate:

    1. THE OPEN OR CLOSED QUESTIONS
       Closed questions – answer **yes** or **no**
       Open questions:
       for example, in the analysis of the key-agents:
       - What do you expect from this session?
       - Do you think that the proposed aim can satisfy your expectations?

       for example, in the analysis of the problems (in the case of incorrect formulations):
       - What happens in reality?
       - Which problem is solvable by …?
       - Why has this to be considered a problem?
       - How can the receivers have an advantage?
       - Can you make a concrete example)?
       - What is X unable to sort out?

    2. THE ACTIVE LISTENING (the 'catch the ball', the parroting)
- Listen attentively to what a participant is saying
- Show your attention and interest to what is said through facial expression
- Use sentences of the kind: *if I am not wrong, you are saying that …*
- Repeat and summarise the point of view of each member using his own key-words
- Ask confirmation to who spoke if the summary made is correct
- Ask the group if the summary is clear
    The catch the ball and the parroting techniques are, for the facilitator, fundamental in leading a group
    The catch the ball consists in catching the moment when the group achieves clarity in a debate and in expressing a synthesis
    The parroting consists in repeating the speech of a participant with open questions and by asking confirmation of the synthesis
- Make use of visualisation

ADVANTAGES
1. The visualisation on paper of many indications allows a general vision and an easier management
2. It allows understanding of the link between cause and effect among the various elements

37

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3. It allows having the contribution of the whole group
4. It allows to focus the speeches on synthetic elements

D. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF THE TRAINING PATHS

In the area of the Training Paths of the Dynamic Model DI.SCOL.A. the following activities are realised:

1. *Development of community training on the themes of interest*

This development is strictly linked to the project/s which the institution has defined during the previous phase. It is then incorrect to define the path a priority that the participating community wants to follow during the pilot project. But to consider some points of observation, it is necessary to:

- work constantly to guarantee the integration between what is developed in the Practical Community and what is developed in class
- avoid any rivalry among groups of teachers who work with interest in a Practical Community and those who do not participate, putting at everybody's disposal the results attained by the Practical Community: thus creating a continuous osmosis of information within the school
- strengthen the activity by using to advantage the teachers who do not participate in the Practical Community to avoid the natural conflicts which arise when the work is not shared by all. Also in this case it is necessary to promote opportunities of exchange of experiences, materials and contributions of everyone to the development of the project.

2- *Research-action in class on the themes and on the problems arisen from the context*

- One of the possible ways to transfer what is done in a Practical Community on a theme which is of interest for a part of the students and the teachers is to activate a process of research-action within the class or classes. This process has the following characteristics:
  - active participation of all the components
    - equal dignity of all the components
    - be in a context with reference to the class and the school
    - create a circle of the activities among hypothesis – verification and modification of the hypothesis
    - reflection on what happens
    - systematic action

It is clear that this process can be activated only for a part of the curricular path: that which covers the selected themes of interest which allowed the adhesion of the correspondent Practical Communities.

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A model of continuing training for the teachers is a rule or a plan which can be used to guide the formation path and the modules of the training programme. Rules or plans which are related to the conceptions on education and training.
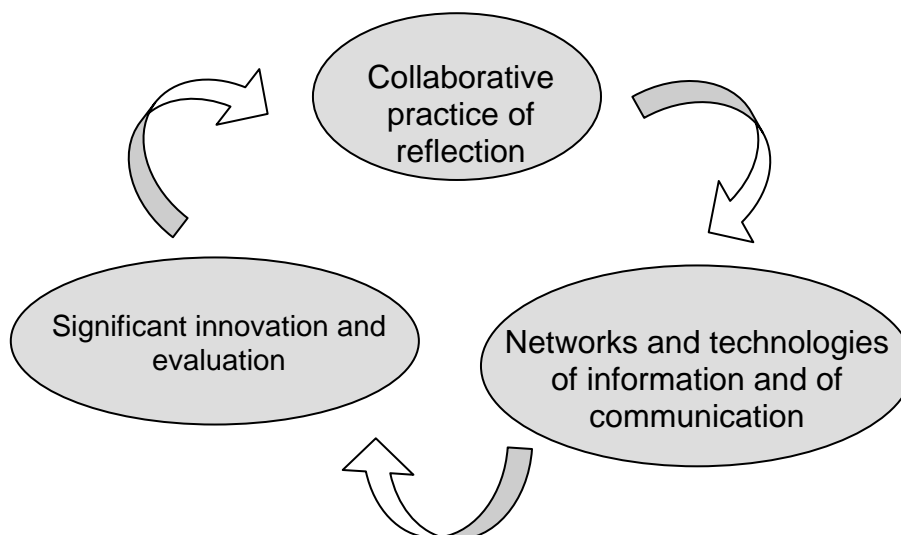
The basic principles of this model are:

- The importance of the training paths developed in the schools and bound to the efforts made to improve the institution of the centres.
- The participation of the teachers as facilitators for each other and as planners, together with the administrators, of the training activities.
- The collaborative reflection, the self-tuition, the communication and the several ways to realise the individual and group training.
- The document of the realisation protocol for the teachers, to be implemented at the moment of the choice of objectives and of training activities by means of training itineraries.
- The strategies of demonstration, supervision and transferring utilised to make the training concrete, useful and limited in terms of time.
- The practical community, to which one can turn when a specific practice or innovation make it necessary.

The model DI.SCOL.A. requires a continuing training which develops a process of improvement of knowledge referred to the accomplishment, the strategies and to the attitudes of whom works in the school. The prior aim of the model is to favour the students learning through the improvement of the teaching activity.

The importance of the training model for the continuing training of the teachers implies the relationship among the most relevant aspects (*the macro-dimensions of the dynamic Model DI.SCOL.A.*) as:

(a) **collaborative practice of considering;**
(b) **significant innovation and evaluation;**
(c) **networks and technologies of information and of communication.**

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1.- Collaborative practice of reflection in the teachers' training

Reflection is intended as an act which includes intellectual processes like: reasoning on recent successes, thinking about what is being done during an action, including in this the process of deliberating referred to the conceptions and ethic value of the realisation and evaluation of the coherence of the programme of selected actions for the aims to be achieved.

The collaborative practice of reflection consists in helping the teacher to consciously develop his practical-personal knowledge, bearing in mind that this determines the actions of the teacher. It is a matter of training teachers to be able to analyse and understand the influences which come from the social structures, so that they and their students can interpret and understand their own actions.

The collaborative practice of reflection is oriented towards the interpretation and comprehension of the reality of social life. The practical meaning of the knowledge which is produced by this form of collaborative reflection practice is the possibility of harmonising conceptions, communication and orientation of the action. The training of teachers analysed through this form of collaborative reflection and the clarification of the assumptions, the expectations or the pre-concepts and the axioms which dominate the actions. The meanings of the actions, as they are interpreted by trainers, students and teachers, are converted into the object of the knowledge and into the criteria of validity of the propositions. The last aim of this form of collaborative reflection is to determine how worthwhile the proposals are and to finalise the actions through the individual experience, based on moral values and on the understanding of the context.

To develop methods of reflective dialectical and collaborative abilities implies conceiving teaching as a complete activity and of change which allows multiple interpretations to be realised by means of communicative actions specific to the needs, the interests, the motivations, the expectations and the interpretations of the participants.

2.- Significant innovation and evaluation

Innovation implies a dialogue with the reality and the elaboration of new arrangements and reorganisation; one must reason again on the idea of knowledge and its educational dimension. We all live in a changing world, which obliges us to re-think everything and re-plan the educative spaces.

It is urgent to revise the ways of thinking, re-define concepts and re-orientate practices for a new sense of timing which implies intervening in a committed way.

From this point of view, the evaluation is conceived as an opportunity to identify, compare and elaborate fundamental points of view of the conceptions, the value and the results of the educative practice.

Evaluating significantly consists in creating the elements of analysis to compare opinions and versions on reality and express ones own position on the uncertainty of knowledge.

The conception which is expressed here is the notion of *significance* of experience and of competence which goes beyond the mere understanding of the messages linked to the content or the instrumental values which they can achieve in the educational practice. *Significance* refers to the fact that the passage from the teaching and learning process to 'being a teacher' must be a product of negotiation between assistants and teachers; it is linked to the significance that the teachers ascribe to their professionalism and capacity. In this way a debate where all the terms are explicit, including those of the abilities and control of the curriculum, must be realised; also the understanding of what is considered as 'problems' resides in the mutual understanding of what the problem signifies for assistants and teachers.

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The "solution" is then achieved through agreement as, with the active participation of all the protagonists of the training path, the significance of the solution is constructed through the interaction of the significances of the participants to the action of teaching-learning. The dialogue is a common reflection on the conceptions of what has happened, it is a closer examination of the experience of all participants; it means talking, generating matters and sharing possibilities of interpretation through the interaction of the significances which are produced.

3.- Networks and technologies of information and of communication

The actions through which teaching and learning are realised are communicative actions and, for this reason, the needs, interests, motivations, expectations and interpretations of participants (teachers and students) intervene. As a consequence, teaching is a social phenomenon of communication and dynamic exchange, a live system where the elements are defined by means of the exchange and the system is a consequence of the active participation and in part autonomous (not predictive) of the elements which participate in the communication.

The competences achieved by the teacher must help him to acquire communicative abilities and sensitivity for the interpretation of the complex and ambiguous events; to analyse his own scheme of significance and the document which allows the understanding of the teaching reality; to analyse dilemmas and contradictions of the practice and understand, by means of an active document, the conformation of the teaching reality, to summarise, to reflect.

It is evident that these skills can be acquired only through practice. It will then be necessary that the procedures and the strategies of competence include some activities where these abilities can be practised. These abilities must allow the teachers to link their own ideas to the convictions of the pedagogical knowledge available and to the reality of teaching. Therefore, the debate and the deliberations around the collaborative reflective dialogue must be structured.

Methodologically, this collaborative reflective dialogue can be developed through active listening: committing oneself to research the subjectivity of the others and be open to the matters of the conceptions expressed by them. Through deliberation, the words which reveal the concepts must be searched and the mutual comprehension is a means of enrichment. Nevertheless, the collaborative reflective dialogue is not a simple conversation; it is *to be-in the-world* with others through language and experience. In the dialogue it is accepted that the acquisition of the elaborated available pedagogical knowledge (for instance, the decisions with reference to the planning and developing of the curriculum: its aims, contents, strategies, instruments) can only be significant in the context in which the teachers and students are living.

The teacher must understand the importance of acquiring the technology in the learning process. Nevertheless, the problem of the integration of ICT (Information and Communication Technologies) in teaching mainly derives from the limits of the education sciences on technological matters. It is undisputable that ICT offers many opportunities of communication in and outside the classroom, nevertheless teachers are often reluctant and resist against their educational use in the school. The collaborative work on a network can produce learning communities beyond the schools walls. To integrate these aspects requires an expansion outside the classroom which demands new ways of thinking, planning and organising curricular content.

To favour the virtual communication presupposes the organisation of the information, the creation of new work environments, and to facilitate the research of information, to stimulate the dialogue with other cultures from many different aspects.

41

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Training paths in the Dynamic Model DI.SCOL.A.

The itinerary of the training path is characterised, in the continuing training, by several **stages** which must be considered flexible and not rigid as it is impossible to establish the itineraries of the progression of the training, as they are completely cyclical and fluctuant. On general lines, three stages of the training paths can be individuated:

The stage of information
The stage of analysis
The stage of innovation, self-tuition or autonomy

Information   Modules a, b, c, d…

Analysis   Modules a, b, c, d…

Innovation, self-tuition and autonomy   Modules a, b, c, d…
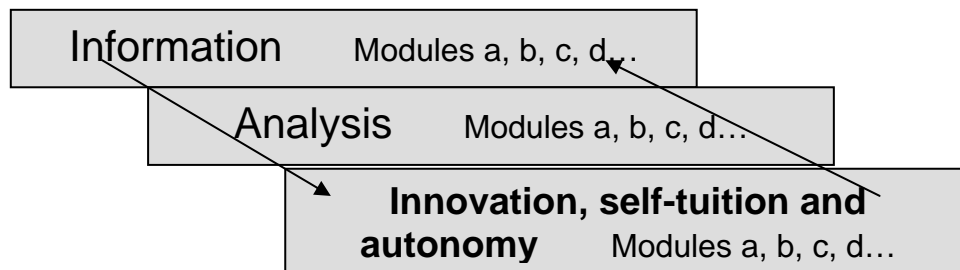
The first stage is that of Information, characterised by the conceptual elements, by establishing training procedures and strategies to achieve the necessary information – transmission of new aspects, which imply the *knowledge of the problems* of new learning. At this stage people adapt to depending on who leads, co-ordinates or moderates the training process.

The second stage is that of the Analysis, characterised by the theoretic-practical reasoning, from the use of concepts on the practical use of knowledge for a determined praxis, on procedures and strategies which can possibly be shared with other people and lead to an *analysis of the new problems*. At this stage, people are partially dependent on who moderates, leads and co-ordinates the activity.

The third stage is that of the Innovation, Self-tuition and Autonomy, where people, through the comparison of ideas and knowledge, look for *solutions to problematic situations* by means of the realisation of didactic itineraries.

The use of the above model develops educational paths within an action programme characterised by the necessity of integrating **emerging themes** which the same teachers experiment in their daily practice at school and in the social context where they operate.

To take into consideration the emerging themes means creating educational paths which integrate the social, scientific and technological world with the school and that which links them to the problems of the present world, otherwise they risk remaining out of context, thus producing a permanent fracture among theory, practice and reality.

From this prospective, the opportunity for teachers to create new itineraries of action which allow them to face one of the biggest challenges of the present century is offered: to go beyond the fragmented educational curriculum (this is present in the majority of the schools where teaching is through the areas: language, mathematics, science, …) and teach on the basis of the integration of the above mentioned emerging themes which, through the diversity of languages and used technologies, can teach to the students of today how to take conscious decisions and develop a critical vision of the reality.

This is a way of teaching which opens up new opportunities of critical reflection on complex themes such as the multicultural, multi-languages, multi-alphabetisms issues which go beyond the homogeneous notions which have ruled over the XX century. Nevertheless, it is a

42

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further opportunity for studying and analysing different itineraries of history, geography, language... which approach new forms of teaching, consolidating a common attention to the fact that a group of people (teachers, families and other social operators) can share and promote values and practices typical of a *learning citizenship.*

In this way, the teaching training can be conceived as a reference point for those who are involved in the educative processes and in the social context, and who are able to interpret and understand the complexity and the contradictions which teaching and learning imply. From this point of view, the training itineraries cannot be intended as the transmission of basic skills or the planning of generic objectives, external to the real needs of participants, without a profound reflection on the flexible and dynamic connection amongst the three above mentioned stages. **The training paths of teaching training of the Dynamic Model DI.SCOL.A. are characterised by the acquisition of the ability of individuating knowledge as a result of social interaction, plural and put into context.**

To direct the professional practical activity through this conceptual opening, implies avoiding the reduction of the educative paths to the mere achievement of objectives formulated outside ones own educative-didactic activity. Nevertheless, not even the practical activity alone can indicate what has to be shown in the educative paths, at the moment when the rules of behaviour seem insufficient and the circumstances are unstable and uncertain, 'little things' can determine the educative action. The professional practice also presupposes to practise a system of values to express in the small situations, which imply dilemmas or choice of interests or when the actions can create social repercussions beyond personal aims.

Therefore, the practice of teachers is based on unitary values which are not the aims and objectives of the professional exercise without the acquisition of concepts which express the values which permeate and manifest themselves during the professional activity.

The value of knowledge, with its possibility of investigating the reality, always in search of the deepest forms of understanding which comprehend the possibility of turning knowledge into its problematic aspects and accepting that knowledge is itself problematic and debatable, generates a pedagogic attitude which allows teachers to re-think and interpret the knowledge during its transmission and not only reproduce it.

It is important to consider these aspects as part of a relation-system, where the elements are not isolated, so those aspects can continuously construct and renew themselves by means of their constant connection.

In this manner, the education paths which include the emerging themes are in their turn models for the educative-didactic practice in the classroom and are expression of the culture intended as a group of different kinds of knowledge, values, instruments and rules which allow going beyond the traditional and obsolete forms of teacher training, which still persist, characterised by the fraction and the de-contextualisation of reality, as they split:

- the knowledge based on the personal experience from the professional experience of the teachers
- and consequently de-contextualises from the real and experiential situations, generated by its own teaching process, in the context of the teaching formation.

The training of teachers based on this concept becomes the centre of the future of teaching professionalism which allows creation of new practices, to construct new networks and, above all, to bring different ideas which emerge from its own identity.

Thus the Dynamic Model DI.SCOL.A. can be represented as follows:

43

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TRAINING
PATHS

Collaboration
Communication
Innovation

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Collaborative
practice of
reflection

Significant innovation
and evaluation

Networks and
technologies of
information and of
communication

Information
Modules a, b, c, d...

Analysis
Modules a, b, c, d...

Innovation,
Self-tuition and
Autonomy
Modules a, b, c, d...

44

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Protocol of the pilot project
AREA OF THE TRAINING PATHS

Activity	Who	How	When	Receivers	Results
TRAINING	TUTOR	LEARNING COMMUNITY: FORUM	TWO WEEKS	TEACHERS	TRAINING ON THE SELECTED THEME

The protocol for this area foresees a session of community training development with at least 20 experimenter teachers who wish to be trained on a selected theme.

The training is developed according to a formative itinerary and the modules agreed by the learning community and it is co-ordinated by a teacher-tutor who, at the end of the session, must guarantee the achievement of the general objectives, the specific objective of the training project, the results and the activities foreseen for the achievement of the results. The development session occurs after the two foreseen weeks for the area of auditing and that of planning.

As a first step, it may be worthwhile to activate only one learning community on a general theme which may involve teachers of several disciplines. It is evident that if one wants to proceed to training on more than one theme, it is necessary to have carried out the same number of modules and training paths with the participant teachers as the themes to be activated:

The points to be developed in the protocol are:

1. choice of a training theme among those emerged from the initial auditing (it is preferable to choose a common and general theme instead of a theme strictly linked to a specific discipline)
2. adherence of the teachers who wish to be trained on a theme chosen among those available
3. adherence of the teachers to the European learning community constituted among the schools of the several partner Countries
4. first session of information on the functioning of a learning community ,the training paths based on the reflective and collaborative practice, the innovation and significant evaluation and on the web and information and communication technologies.

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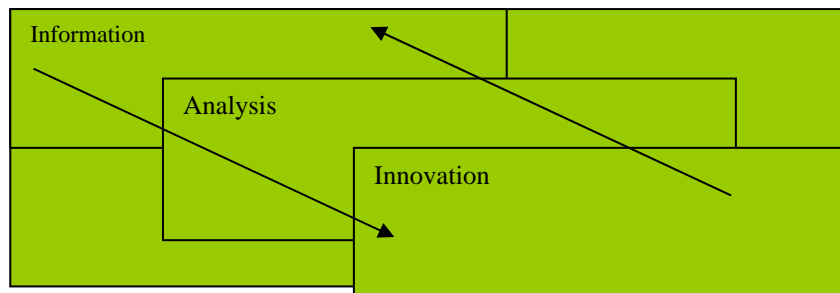
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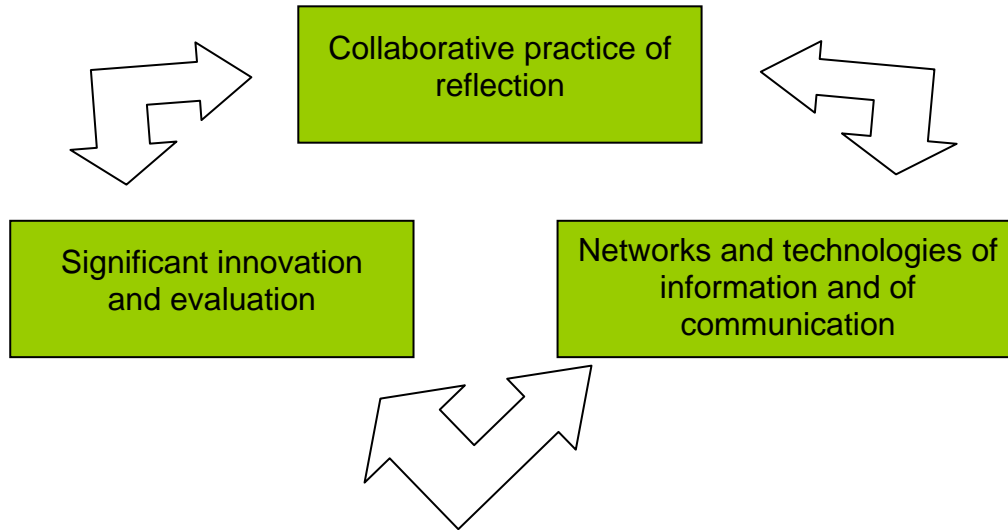
5. the launching on the web of the training theme and the first information elements on it

6. analysis of the theme within the learning community and the deepening of the theme itself through the case analysis to be debated on the web

7. pointing out of the elements of innovation on the thematic and development of operative itineraries for their experimentation at school

8. self-evaluation of each teacher by means of a card, distributed by the tutor, of the acquired elements of formation

9. debate within the learning community on the general and particular results achieved

The development of training requires that the learning community is on-line and answers not only for the individual achievements but for the validity of the training procedure of the Model DI.SCOL.A. These elements are fundamental to modify and validate the model through the elements of reality emerged.

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E. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF EVALUATION

In the area of evaluation the following activities are developed:

- Evaluation of the results of the training and of research in each Learning Community

- Re-planning of the initial training after the feedback

E1. EVALUATION OF THE PROCESS

The Evaluation of the process is influenced by the use of the model of the European Foundation for Quality Management (EFQM), which will be used for the following aspects:

1) "The Model EFQM for excellence is a not prescriptive reference framework which recognises the plurality of approaches to pursuit an excellence sustainable in the time …; … it then offers a considerable freedom of interpretation, for the strategies to be applied to each Public Body."

2) The model EFQM is an *interpretative model* for any organisation, through which reading the existing relations and dynamics. At the same time, it also is a **method of self-evaluation**, useful to understand the position of its own organisation on the path towards excellence. At last, it is a valid *instrument for the continuing improvement of the organisations* themselves, within the logic of a virtual circle comprising evaluation, analysis, approaches and results.

According to the Model EFQM, self-evaluation is the first step of an organisation towards Excellence (in the dynamic Model DI.SCOL.A. it is identified as *Quality*). It consists of the understanding of the own position, through the individuation of the critical areas and of the major assets. It then follows the choice of appropriate actions for the improvement to be implemented and diffused according to well defined and shared approaches. It is periodically repeated, as an instrument of awareness and improvement along the time. Putting in place the adequate instruments and acquiring the culture and the practice of self-evaluation, becomes then an inevitable step towards an organisation able to learn and move towards Quality.

The dynamic Model DI.SCOL.A. is in agreement with the Model EFQM as far as the first point is concerned and in the use of the methodology of self-evaluation for the continuous improvement of the quality of the organisation (in this case the organisation is the "training of the teachers"). The Dynamic Model DI.SCOL.A. has the aim of improving the quality of the teacher training in every school institution without privileging comparisons of Excellence, but encouraging relations of "virtual" collaboration on web.

The Dynamic Model DI.SCOL.A. uses the **GOPP Workshop** as an instrument for the methodology of self-evaluation in the phase of the evaluation of processes of the training of teaching proficiency, which is carried out according to the following five criteria (shown in the Model EFQM as *factors*):

- **Leadership**
- **Management of the personnel**
- **Politics and strategy**
- **Partnership and resources**
- **Processes** .

47

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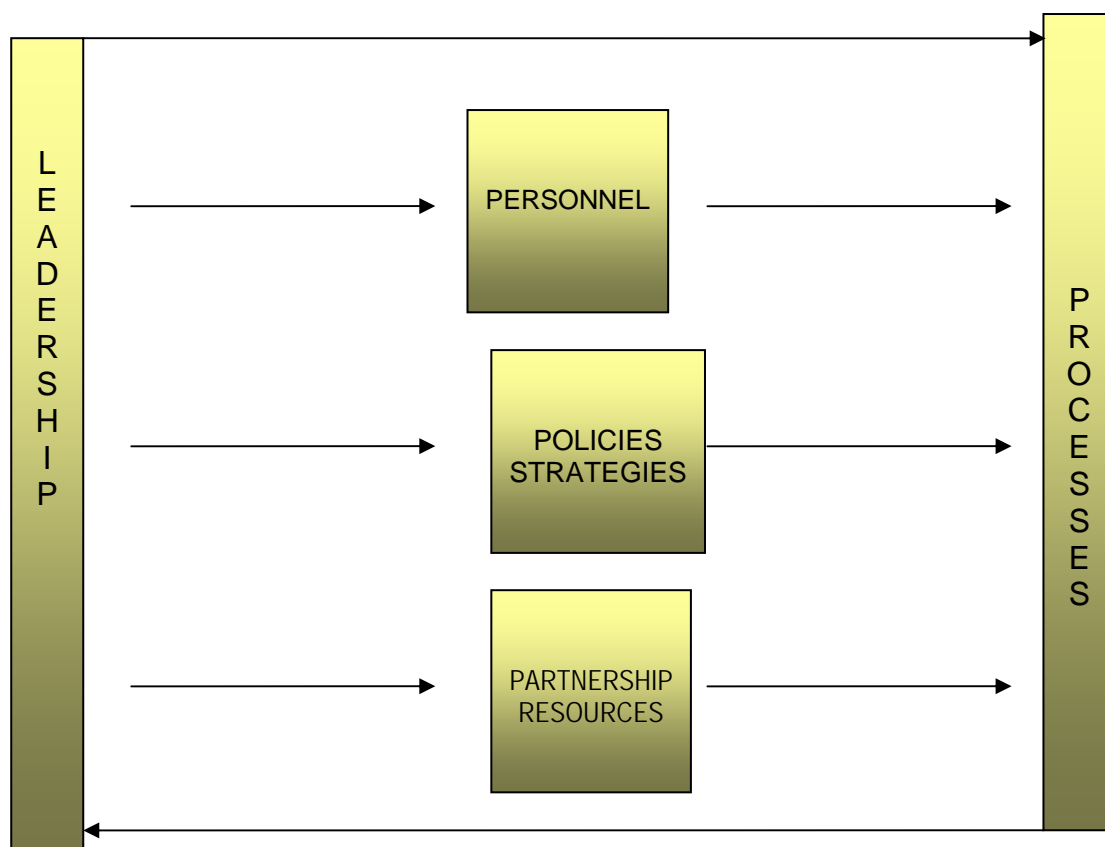
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EFQM MODEL
STRUCTURE

FACTORS

INNOVATION AND LEARNING

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1ST Criterion: Leadership

This factor indicates how leaders:

- Define the *mission* and the *vision* of the organisation, especially in relation to the activities of training
- Interact with the clients and the stakeholders, especially for defining and leading the training activities
- Manage the personnel
- Promote the change and excellence of the organisation, through opportune training activities

2nd Criterion: Policies and strategies

This factor indicates how the organisation:

- Collects and analyses information on the professional competences of the teachers and on the needs of the pupils
- Cross checks the results of the investigations with the training needs and the social requests
- Involves the personnel in the definition of the plans and the objectives both strategic and training

3rd Criterion: Personnel

This factor indicates how the organisation:

- Manages and plans the human resources
- Involves the personnel in the elaboration of the plans
- Individuates and classifies the competences and the knowledge of the personnel, also activating opportune training initiatives
- Involves the personnel in the activities
- Encourages and rewards the personnel

4th Criterion: Partnership and resources

This factor indicates how the organisation:

- Researches and manages the partnerships, especially to strengthen its training activities
- Manages the financial resources, especially allotting funds to invest in training activities for the personnel
- Manages the technology, the instruments and the material resources, especially to help the training activities

5th Criterion: Processes

This factor indicates how the organisation:

- Plans the assignment of the training activities
- Identifies, plans and keeps under control the processes of planning, assignment and verification of the activities
- Distributes the services according to the needs of the clients; in particular proposes training activities according to training needs
- Maintains relations with the clients

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Protocol for the experimentation
AREA FOR THE EVALUATION OF THE PROCESS

The planning group of each institute can follow the planning evolution arranging sessions of intermediate evaluation through the **GOPP methodology** applied to the evaluation of the project with the intention of bringing out those aspects (re-planning of the initial training) on which it is better to intervene on route to reach the agreed aims.

INTERMEDIATE EVALUATION GOPP

WHAT TO DO IN ADVANCE
THE PREPARATORY PHASE

OBJECTIVES

- To analyse the actual situation of development of the project in every school where an intervention has been planned
- Collect data on the various activities in course or defined
- Furnish the data to the key-agents of the production room
- Prepare the work materials for the seminar

Action 1:	Analysis of the situation
WHO	■ Facilitator with the school principal and manager for the project
WHEN	■ At least 15 days before the GOPP intermediate evaluation
HOW	■ Interviews to the people in charge ■ e-mail
OUTCOME	■ A paper report on the general situation

Action 2:	Data collection
WHO	■ Facilitator with the manager for the project and those in charge of the activities
WHEN	■ From 15 days before the *GOPP intermediate evaluation* to two days before
HOW	■ Questionnaires
OUTCOME	■ Project of each activity ■ EFQM macro-indicators: Leadership, management of the personnel; policies and strategy; partnership and resources; processes.

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Action 3:   Communication

WHO	■ School principal and manager for the project
WHEN	■ Two days before the *GOPP intermediate evaluation*
HOW	■ e-mail
OUTCOME	■ Reply from the key-agent

Action 4:   GOPP preparation

WHO	■ Facilitator
WHEN	■ Day before the *GOPP intermediate evaluation*
HOW	■ Reconstruct the Logic framework of the project
OUTCOME	■ Board with the logic Framework of the project ■ Chart with the EFQM macro-indicators

**WHAT TO DO DURING THE
GOPP DEVELOPMENT PHASE**

OBJECTIVES
- ■ Analyse the development situation of the project with respect to the activities carried out
- ■ Analyse the development situation of the project with respect to the EFQM macro-indicators
- ■ Evaluate the strong and weak points
- ■ Define the probable correcting actions

THE INITIAL PHASE

WHO	■ Facilitator
WHAT	■ Illustration of the GOPP objectives
HOW	■ Group discussion
OUTCOME	■ Shared objectives

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52

Phase 1 of Analysis

WHO	■ Facilitator
WHAT	■ Analysis of the key-agents
HOW	■ Presentation of each agent
OUTCOME	■ A page with the synthesis of the agents and expectations

Phase 2 of Analysis

WHO	■ Facilitator
WHAT	■ Presentation of the Logic Framework ■ Presentation of the chart with the EFQM macro-indicators
HOW	■ Group discussion
OUTCOME	■ Shared logic framework ■ Shared chart with the macro-indicator

Phase 3 of Analysis

WHO	■ Facilitator
WHAT	■ Strong and weak points
HOW	■ Yellow and green cards
OUTCOME	■ Actual project realised

Development phase

WHO	■ Facilitator
WHAT	■ Plan of actions
HOW	■ Group discussion
OUTCOME	■ Actions to be made ■ Modified Logic Framework ■ Updated macro-indicator chart

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FOR EVERY ACTIVITY OR GROUP OF ACTIVITIES MUST BE DEFINED:

ACTION	PERSON IN CHARGE	DURATION	OUTCOMES

FOR EVERY MACRO-INDICATOR OR GROUP OF EFQM MACRO-INDICATORS ONE MUST DEFINE:

ACTION	PERSON IN CHARGE	DURATION	OUTCOMES

PREPARE A FILE CARD FOR THE INTERMEDIATE EVALUATION

ACTIVITY :	DATE
RESULTS EXPECTED	
PROGRESS REPORT	
RESULTS ATTAINED	
POSITIVE ELEMENTS OF THE PROCESS	
POSSIBLE OBSTACLES AND PROBLEMS	
ACTIONS TO BE AVOIDED	
GENERAL OBSERVATIONS	

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E2. EVALUATION OF THE RESULT

The macro-indicators of the evaluation of results in the dynamic Model DI.SCOL.A. are:

1) Collaborative and co-operative learning

2) Concrete results

3) Evaluation

4) System logic

5) Significance and importance

6) Innovation produced

7) Notes and elements of interest

These indicators guide the evaluation of the results achieved through the realisation of the dynamic Model DI.SCOL.A. **Each single result does not necessarily cover all the indicators.** In the following table the indicators and the elements described in the grid are listed:

1) **Collaborative and co-operative learning:** in the training co-operative learning has been shared but, in any case, the training in a practical community amongst teachers must be shared.

2) **Concrete results:** the training has produced concrete results (from a qualitative and quantitative point of view):

a) in the training of teachers   and/or   b) in the didactic activities in class.

It is necessary to introduce data to substantiate and demonstrate the achievement of concrete results. For example, a course is directed by a large number of teachers, e.g. 60.000, and the results achieved are documented by the changes in the procedure of the teachers' management of the class teaching. With the purpose of demonstrating concretely the achievement of this objective (good practice), it is necessary to identify a specific school or group of teachers where the didactic methodologies have been changed and to present both the global experience and the specific training.

3) **Evaluation:** the focus and the attention paid to the evaluation (how, when, what has been evaluated, which instruments, who has been involved, etc.)

4) **System Logic:** the training to be shared should not be episodic (e.g. a limited group of teachers have an experience whose results are not shared by the rest of the training community) e there is no impact on the micro and macro levels.

5) **Significance and importance:** the course should be important and significant at national, regional and local levels with respect to the aims of the DI.SCOL.A. project.

6) **Innovation produced:** in relation to the context of reference, to the education system, to the technologies, methodologies, etc., top-down or bottom-up innovation.

Proposal for a questionnaire for the experimenter teachers for the Validation of the dynamic Model DI.SCOL.A.

♦ The teachers are satisfied with their participation in the training experience,

♦ The teachers have contributed actively to their own process of learning,

♦ The objectives of learning have been achieved and the foreseen results produced,

♦ The teachers have applied their new knowledge and competences developed during the learning experience and in teaching their students.

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Protocol of experimentation
AREA OF THE EVALUATION OF THE RESULTS

INDICATORS FOR THE ANALYSIS	DESCRIPTIVE ELEMENTS IN THE GRID (INSERT 1)
Collaborative and co-operative learning	Didactic strategy (element n. 12) and Form of distribution (element n. 13) Role of the technologies (element n.20-21)
Concrete results:	Achieved results (element n. 16) Impact (elements n. 19-22 -23- 24)
Evaluation:	Procedures and methods for the evaluation and the certification (element n. 17) Form and typology of evaluation of satisfaction/appreciation (element n. 18)
System logic	Context of reference (element n. 3) Involved agents (element n. 4), typology of the initiative (element n. 6), Financing (element n. 7), Didactic resources (14)
Significance and importance	Elements of good practice (element n. 26), Elements/main reasons of success of this case (element n. 27)
Innovation produced	Elements of innovation (element n. 25)

Chosen themes	Reasons and needs (element n. 5), Objectives (element n. 8), Receivers (element n. 9), Duration (element n. 10), Contents (element n.11).

Questionnaire for the validation of the Dynamic Model DI.SCOL.A.	

Country and date	
Name and signature	
Institution	

DESCRIPTION OF THE EXPERIENCE

1.   Name of the teacher / Experimenting school

    _____

2.   Country / Town

    _____

3.   Context of reference / Typology (e.g. EC/Programme national / regional, etc.)

    _____

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4. Agents involved (nature and name of the promoter and of the body sponsor or initiator of the experience / learning experience; principal categories of agents involved in the phase of planning and sponsoring, public/private or commercial partnership supporting the initiative)

    _____ _____

    _____

    _____

5. Motivations which were the source of the initiative / training experience – Needs to which the initiative / experience has answered

    _____

    _____

    _____

6. Type of initiative / learning experience (process of the initial training– introductive or continuous / compulsory or optional training process)

    _____

    _____

7. Financial support (if foreseen)

    _____

    _____

8. Aims and objectives

    _____

    _____

    _____

    _____

9. Receivers (dimension of the group of participants, social-cultural characteristics, professional profile / characteristics, description of the process of assumption, etc.)

    _____

    _____

    _____

10. Dates of beginning and end (if the experience is concluded) and duration (in hours)

    _____

    _____

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11.   Contents and how the training was conceived, transmitted, maintained and memorised

_____

_____

_____

_____

12.   Didactic strategy used (e.g. self-tuition, collaborative learning, video-lessons, blended learning, etc.), procedures of learning (one to one, one to many, collaborative)

_____

_____

_____

13.   Procedures of administration (e.g. rules of participation, obligations, reference values) and the role played by the various agents and participants.

_____

_____

_____

_____

14.   Role played by the didactic resources (consultancy, technical support, etc.)

_____

_____

_____

15.   Type of training services realised (how they were measured and demonstrated to the public)

_____

_____

_____

16.   Results achieved

_____

_____

_____

17. Procedure and type of evaluation and certification of the results/learning (if foreseen)

_____

_____

_____

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18.   Procedure and type of the evaluation of the satisfaction / appreciation of the participants of the training activities

_____

_____

19.   Changes made during the realisation of the experience / evolution of the training (in terms of aims, activities, receivers, use of technologies, etc.)

_____

_____

_____

_____

TECHNOLOGIES

20.   Technologies used

_____

_____

_____

21.   Role played by the technologies (e.g. procedures of communication among the participants, etc.)

_____

_____

_____

_____

_____

IMPACT

22.   At macro level (if relevant): impact at local, regional, national level, etc.

_____

_____

_____

23.   At micro level: impact on the receivers/participants, students, schools, etc.

_____

_____

_____

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24. How the training impact has been verified and measured.

_____

_____

_____

25. Elements of innovation (with respect to context, receivers, manager education system, use of technology, methodologies and processes, organisation, etc.) Only complete this part if the learning/initiative experience presents innovative aspects.

_____

_____

_____

_____

_____

_____

26. Elements of good practice (e.g. transferability, coherence, efficiency, sustainability, etc.)

_____

_____

_____

_____

_____

_____

27. Elements/principal reasons for the choice of the training theme

_____

_____

_____

_____

_____

_____

28. From the analysis of the initiative/experience indicate the key elements useful to training on a theme and to the training path realised on the basis of the Model DI.SCOL.A.

_____

_____

_____

_____

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FINAL EVALUATION GOPP

WHAT TO DO IN ADVANCE
THE PREPARATORY PHASE

OBJECTIVES

- To analyse the actual situation of development of the project in every school where an intervention has been planned
- Collect data on the various activities concluded
- Collect data on the macro-indicators established in phase 2 of the project
- Furnish the data to the key-agents of the production room
- Prepare the work materials for the seminar

Action 1:	Analysis of the situation
WHO	■ Facilitator with the school principal and manager for the project
WHEN	■ At least 15 days before the GOPP final evaluation
HOW	■ Interviews to the people in charge ■ e-mail
OUTCOME	■ A paper report on the general situation

Action 2:	Data collection
WHO	Facilitator with the manager for the project and those in charge of the activities
WHEN	■ From 15 days before the *GOPP final evaluation* to two days before
HOW	■ Questionnaires
OUTCOME	■ Report on the data activity by activity ■ Report on the data relating to the macro-indicators *System logic - Collaborative and co-operative learning – Evaluation- Concrete results – Significance and Important innovation produced*

Action 3:	Communication
WHO	■ School principal and manager for the project
WHEN	■ Two days before the *GOPP final evaluation*
HOW	■ e-mail
OUTCOME	■ Reply from the key-agent

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Action 4: GOPP preparation

WHO	■ Facilitator
WHEN	■ Day before the *GOPP final evaluation*
HOW	■ Reconstruct the Logic framework of the project
OUTCOME	■ Board with the logic Framework of the project ■ Chart with the macro-indicators

WHAT TO DO DURING THE
THE GOPP DEVELOPMENT PHASE

OBJECTIVES
- ■ Analyse the development situation of the project
- ■ Analyse the situation with respect to the established macro-indicators
- ■ Define the possible differences between what was foreseen and what has been realised
- ■ Evaluate the strong and weak points

THE INITIAL PHASE	
WHO	■ Facilitator
WHAT	■ Illustration of the GOPP objectives
HOW	■ Group discussion
OUTCOME	■ Shared objectives

PHASE 1 OF ANALYSIS	
WHO	■ Facilitator
WHAT	■ Analysis of the key-agents
HOW	■ Presentation of each agent
OUTCOME	■ A page with the synthesis of the agents and expectations

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62

Phase 2 of Analysis

WHO	■ Facilitator
WHAT	■ Presentation of the Logic Framework ■ Presentation of the chart with the macro-indicators
HOW	■ Group discussion
OUTCOME	■ Shared logic framework ■ Shared chart with the macro-indicator

Phase 3 of Analysis

WHO	■ Facilitator
WHAT	■ Strong and weak points
HOW	■ Yellow and green cards
OUTCOME	■ Actual project realised ■ Macro-indicators taken into consideration

DEVELOPMENT PHASE

WHO	■ Facilitator
WHAT	■ Analysis of the differences between what was planned and what was realised ■ Analysis of the causes ■
HOW	■ Group discussion
OUTCOME	■ Modified logic framework ■ Results according to the macro-indicators ■ Feedback on the initial project

62

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PREPARE A FINAL EVALUATION CARD

ACTIVITY:	DATE
RESULTS EXPECTED	
RESULTS ATTAINED	
POSSIBLE REASONS FOR NOT HAVING ACHIEVED THE RESULTS	
POSITIVE ELEMENTS OF PROCESS	
GAP BETWEEN THE PROGRAMMED AND THE REALISED ACTIVITIES	
ACTIONS TO AVOID	
GENERAL OBSERVATIONS	

FAUSTO PRESUTTI

President I.S.P.E.F.