



PORTUGAL 2007
Presidência do Conselho da União Europeia

CAF Resource Centre
European Institute of
Public Administration

Italy

Circolo Didattico Statale Conselve (primary school in Padua)

“Improving the service for families and students through *people* empowerment”

Speaker: Catterina Pasqualin (Head Teacher)

3rd European CAF Users Event, Lisbon 11-12 October 2007

1 Introduction of our Institute (1)



Type of school and its contest/territory

Our Institute, **Circolo Didattico di Conselve**, includes:

N. **7** schools (**5** primary schools and **2** nursery schools; **49** classes in total).

It operates in **4** Municipalities: Conselve (Institute HQ), Arre, Cartura and Terrassa (South Padua).

The territory is urbanistically homogeneous.

The population is socially diversified and mostly employed in the industrial, handicraft and commercial sectors.



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1 Introduction of our Institute (2)

School Population:

945 Pupils: nursery school 211; primary school 734 .

- 104 (11,01%) foreign pupils
- 20 (2,12%) children in special needs
- 115 (12,17%) pupils in difficult conditions

Staff:

132 total: 102 teachers, 30 non-teaching staff.

“Quality Journey”

A decade-long “Journey” basically supported by 2 tools:

- the **QMS** in application of ISO 9001/2000 standard (Certification in March 2003, kept until now)
- **TQM (EFQM since 2002, CAF since 2005).**

Outcomes: three prestigious prizes:

- Veneto Region Quality Prize in its 1^o edition in 2003;
- Italian Quality Prize in 2005;
- Public Administration Quality Prize in 2005

Attention to people - reasons for our choice



1. More than in other contests people represents the main and essential resource;
2. the self-assessments carried out in the last few years showed the weaknesses concerning the general structuring process of planning/alignment in the use of human resources and permitted to define specific actions of improvement.



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People - The road to improvement by using the CAF model



After 2005 by using CAF model:

- all the improvement actions taken up to that point were assessed;
- we kept on putting into a system what done until that point;
- more actions specifically oriented towards the ethical dimension of the public service – in our case the school functions – were carried out.



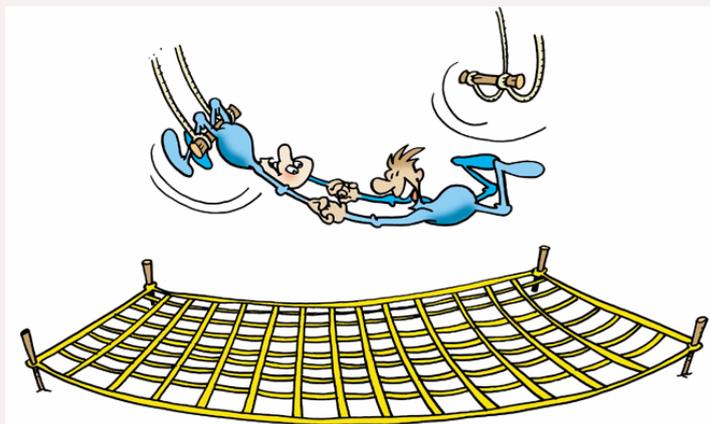
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People – Improvement actions Support network (1)

Strategic objective since 2001/2002:

Creating and implementing a **Support Network** for the people in every different level/situation by relying upon the most motivated and competent people or those with potentialities capable of accomplishing what we call “**positive contamination**”.

People – Improvement actions Support network (2)



Simplify, release creative energies!!!

People – Improvement actions Support network (3)

ACTIVITIES

1. Welcoming and integrating new staff members

Motto: *“The Right person, in the Right place”*

- a specific procedure has been planned within the process of “Making the most of human resources”
- a specific procedure has been planned for children’s in Special Needs teachers by mean of:
 - Internal coordination and support
 - Guide
 - Quality Indicators for school network for integration C.T.I. (Territorial Centre for Integration)

People – Improvement actions Support network (4)

2. Internal communication

Our Institute created and gradually improved a system that facilitates:

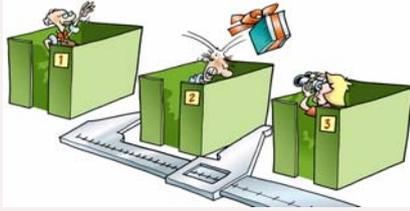
- internal communication;
- sharing and decision making processes;
- problem solving through clear reference points and making the most of group work.

By mean of:

Projects, Committees/Work Groups, Roles and competences, Reporting

People – Improvement actions Support network (5)

Every person, individually or with others can, therefore, contribute to improve the service both in the Line and in the School Board.



From work based on single tasks...



...to group work

People – Improvement actions Support network (6)



From useless criticism...



...to constructive proposals

People – Improvement actions Support network (7)

RESULTS

The multiple-choice Qu.A.S.E. questionnaire, September 2006 acknowledged the presence and the role of the network and the need to work coordinately together and not “in loneliness”:

Q: “In your opinion the choices you make from the didactic point of view...?”:

- **A1:** “They are strictly individual in that they belong to my freedom of teaching”.
Our Institutes 0%, 31 Veneto Region Institutes 2%;
- **A2:** “They take significantly into account the agreements reached and shared during the meetings...”.
Our Institutes 71%, 31 Veneto Region Institutes 52.5%.

People – Improvement actions Shared Leadership (1)

ACTIVITIES

Gradual expanding of responsibility system through:

- promotion of most willing and skilled people
- stimulation of opinion leader to disseminate and support quality journey

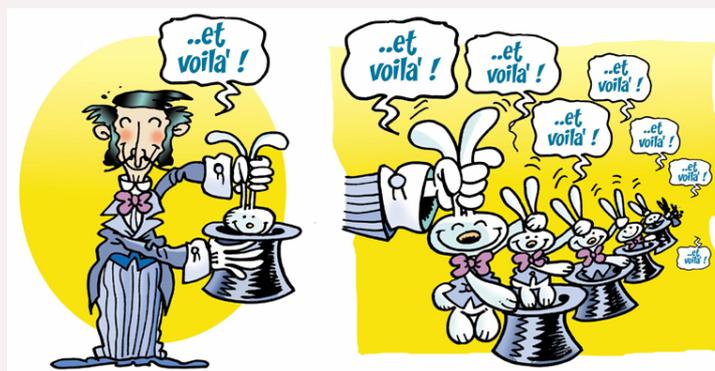
People – Improvement actions Shared Leadership (2)

RESULTS

Regarding “Staff Involvement” our Institute reaches the highest level in comparison to 13 other institutes of the Veneto region (Siquis Network) carried out in the previous school-year

	Our Institutes	Siquis Network Average
n.14- Teachers's involvement index	80,85	51,23
n.15- Non-teaching staff's involvement index	75,8	30,13
n.13- % staff involved in projecting and managing processes	48,78	27,48
n.18- % non-teaching staff involved in committees or work groups	27,59	25,12
n.20-% Teachers involved in activities like listening and counselling parents, help children fallen behind with their school work, support...	67,02	37,15
n.2- Extent of involvement in the leadership	47,96	11,68
n.1- Extent of updating of members responsible for the leadership	32,98	8,06
n.3- Extent of staff's involment in taking upon themselves goals and plans	70	37,05

People – Improvement actions Shared Leadership (3)



One magician... A lot of magicians
... A lot of magic

People – Improvement actions Training (1)

ACTIVITIES

1. Training programme

Our Institute considers refresher/training courses a powerful and strategic tool to improve our services.

Each year we:

- analyze demand and needings;
- single out opportunities and available and/or findable resources;
- allocate budget;
- assess training usefulness;
- get training proposals for the following school-year.

People – Improvement actions Training (2)

RESULTS

teaching & non-teaching people training per-capita hours.
 Comparison between 13 Siquis Network Institutes & Ours.

		2002/03	2003/04	2004/05	2005/06	2006/07
T e a c h e r	Our Institutes	22,67	37,78	55,67	34,15	37,25
	Siquis Network comparison (14 schools)	—	—	—	12,06	To be checked by Siquis Network
N o n - t e a c h e r	Our Institutes	4,92	17,92	10,19	25,28	27,37
	Siquis Network comparison (14 schools)	—	—	—	7,98	To be checked by Siquis Network

People – Improvement actions Training (3)

2. Individual training programme

(since last June – primarily addressed to teachers teaching classes with special need children)

From **Our Institute Objectives...**

through  curriculum analysis,
and the **Individual Performance Dialogue ...** 

Considering available/findable opportunities, resources



Individual Development Plan

Action:

- Coaching
- Training
- Self development
- Training on the job

People – Improvement actions Benchmarking (1)

ACTIVITIES

1. “Qu.A.S.E Project

an integrated system for the Veneto region schools”, promoted by the Industrialist Association of Padua (UNINDUSTRIA) in September 2006.
Example of teachers’ involvement in processes of improvement

	Our Institute	31 schools in the Veneto region
Item 1	Not at all: 0 (0,0%)	Not at all: 6 (0,7%)
“To what extent do you believe that teachers in your institute <u>are involved in the process of improving the school service quality?</u> ”	A little: 4 (6,8%)	A little: 123 (15,2%)
	Enough: 29 (49,2%)	Enough: 466 (57,5%)
	A lot: 26 (44,1%)	A lot: 182 (22,4%)
	I would not know: 0 (0,0%)	I would not know: 34 (4,2%)
	Total: 59 (100,0%)	Total: 811 (100,0%)

People – Improvement actions Benchmarking (2)



2. “Quaderno Provinciale”

literally, the Provincial exercise-book – with 56 indexes (meant to cover the 9 criteria of the EFQM model). It started in March 2006 and was coordinated by the Quality Pole of Vicenza, SIQUS NETWORK.

Comparison to 13 other Institutes - based upon performances and perceptions - our Institute achieved significant results some of them already highlighted in the previous tables about SHARED LEADERSHIP and TRAINING.



People – Improvement actions Benchmarking (3)



3. “Making the most of Human Resources”

Started in August 2006, it was carried out together with five other Institutes of the Veneto Region with the support of external experts.

This experience has not led to any results. In fact, mistakes were made in picking out prerequisites.

This incident turned into a stimulus to further understand our “Quality Journey” (relative process), correct our mistakes and keep on improving.

Therefore, the real benchmarking has been postponed.



And the quality service for families and students (1)

FAMILIES

High level of satisfaction in the past 5 years (high and steady 80%).

In general, families do not seem to realise the improvements of past two year.

It is very significant that the 20 families with children in special needs did realise and they claim to be a 100% satisfied while in the past were dissatisfied and complained of inadequacy.

And the quality service for families and students (2)

PARENTS COMMITTEE

Interview for CAF self-assessment in 2005

Below are briefly “quoted” a few answers to two questions:

Q. "Do you consider positive our Institute 'Quality Journey'? If the answer is YES, what aspects did you appreciate and want to emphasise?"

A. "There is a feeling of serenity, dialogue and exchange in the system, teachers cooperate.
Parents' proposals and contributes are taken into consideration and appreciated".

Lessons Learned (1)

The experience with the quality journey helped us learn:

- it is essential to connect as much as possible long term planning with the strong needs of the moment even when we are under pressure because of urgent problems;
- it is convenient involve the most competent and motivated people in improving the planning processes for disseminating consensus and for sharing and facilitating feedback between management and staff
- use benchmarking as a tool for improvement only after a careful assessment of the necessary preconditions.

Lessons Learned (2)

The experience with the CAF model helped us to:

- make people closer to school needs because stresses on quality service;
- highlight public service specificity that considers social responsibility as a priority;
- give evidence to interinstitutional relations and encourage organisation to go on this way;
- overcome the prejudices in the use of TQM model

... TO CONCLUDE...

“The ‘Quality Journey’: An experience pro-Children”



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Acknowledgement

I am grateful for the opportunity given to me: this is my first experience– hopefully not the last as well – to compare to other European “Quality Journeys” .

A lot of things have been overlooked (not even mentioned) so I hope there will be other opportunities.

For the whole report/speech go to our website:

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