International Congress ALBA Project
Fighting Early School Leaving

Methodological applications for the detection of dropout at school

BHAK und BHAS Wien 10

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Structure

- Starting point: September 2010
- Project
- ESL prevention process:
- Methodological applications
- Advantages for the school

Starting Point: September 2010

- **Measures to reduce dropouts**:
  - **Pedagogic measures**: diagnostic tests in German, English and Mathematics and additional courses
  - **Organisational measures**: admission process (guidance and orientation talks, formative evaluation, meet and greet with the parents, agreements)
- **High number of dropouts after the first year**
  - up to 30 % (up to 40 % in the VET schools in Austria)
  - big gaps between the results of the different classes in the first year
- **Excellent results at the A levels (Matura), midterm exams and competitions**

Project Success Story

- ☑ **Know how transfer - projects before:**
 - ☑ Transfer of Innovation Project (more than 10 years of research in Iceland and Norway): **PPS Project**
  - ☑ **Best Practice Guidance Award 2007**
- ☑ **Project Stop dropout!:**
  - ☑ Leonardo da Vinci Know-how-Transfer project from December 2009 until July 2011: „Stop Dropout! Risk detection and flexible prevention against earners' drop out"
  - ☑ EUCIS-LLL publication on good practices on social inclusion in lifelong learning 2011
  - ☑ Nomination for the Life Long Learning Award of the national agency in Austria in December 2012 and 2013

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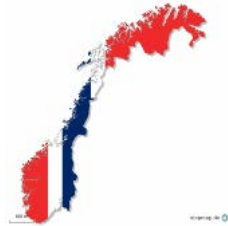
Project Framework

- **Consortium**: CZ, SL, AU (Blickpunkt Identität (project management), BHAK und BHAS Wien 10, Wissenschaftsinitiative NÖ), DE
- **Prevention!!!**
- **Customer orientation**: concentration on the pupil and not on the system
- **Holistic** way of looking at the situation of the pupill
- **Target group**: pupils in the 9th year of learning (first classes, aged about 14 years)

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Holistic approach of the project
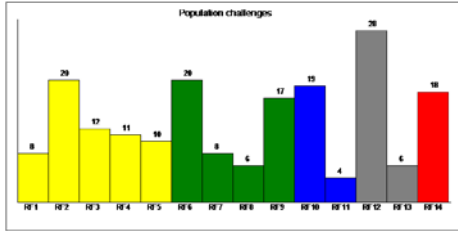
1. Analysis:

Online Questionnaire's **detector**"

14 risk factors

2. Intervention:

Counsellor uses "**Personal Profile**"

Standardized interview schema with 7 clusters

3. Networking:

Setting up a „**Flexible Support System**" between different organisations

ESL Prevention Process

- ☑ November – March (preceding): **Admission Process** (guidance and orientation talks, formative evaluation)
- ☑ May (preceding): First **meet and greet** with the parents, agreements on education (e. g. absence)
- ☑ August (preceding): **Reminder** and important information
- ☑ September: Second **meet and greet** with the parents, formalities
- ☑ September: **Diagnostic tests** in German, English and Mathematics and additional courses
- ☑ September: **Counsellors** visit new classes, consultation of the class teachers, workshop with classes
- ☑ September: **Outdoor** days (week), starting the classroom management system
- ☑ October – June: **Risk detector** and <u>**Personal Profile**</u>
- ☑ November: **Conference** of the class teachers, parent-teacher conference, conference of the "helpers" (counsellors, doctor, psychologist, education consultant, peer programme coordinator, ...)
- ☑ January: **reports, transition class**

# Risk detector and Personal Profile (Process step)

- ☑ Administration prepares the access to the questionnaire
- ☑ Pupils answer the **Risk detector** (online questionnaire – access with a PIN via link) and a feedback form
- ☑ Counsellor (extern social worker or psychologist) accompanies the pupils and forces them to answer honestly


- ☑ Administration processes the data
- ☑ Pupils get the **results** of the questionnaire (x/14 risk factors) and make the first appointment with the counsellor
- ☑ **Counsellor** looks after the pupils and keeps contact with the class teachers
- ☑ School gets **feedback** about the situation at the school (only overview)

Students at Risk 2015-2016

- About 1/3 speak **German** as a first language
- School is in a typical Viennese **blue-collar county**
- Our students are subject to the following risks (Risk detector graphic):

Population challenges
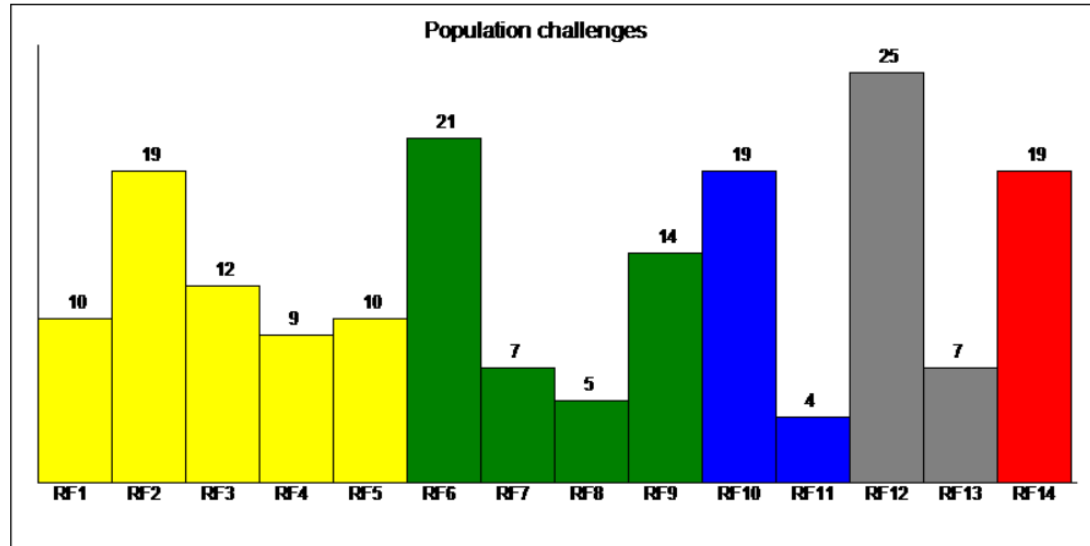
- RF12 (25) control and influence of the **parents**
- RF 6 (21) difficulties in **learning**
- RF 2 (19) social **behaviour** and participation
- RF 10 (19) commitment of the **parents**
- RF 14 (19) influence of the **peer group**
- RF 9 (14) support by the **parents**
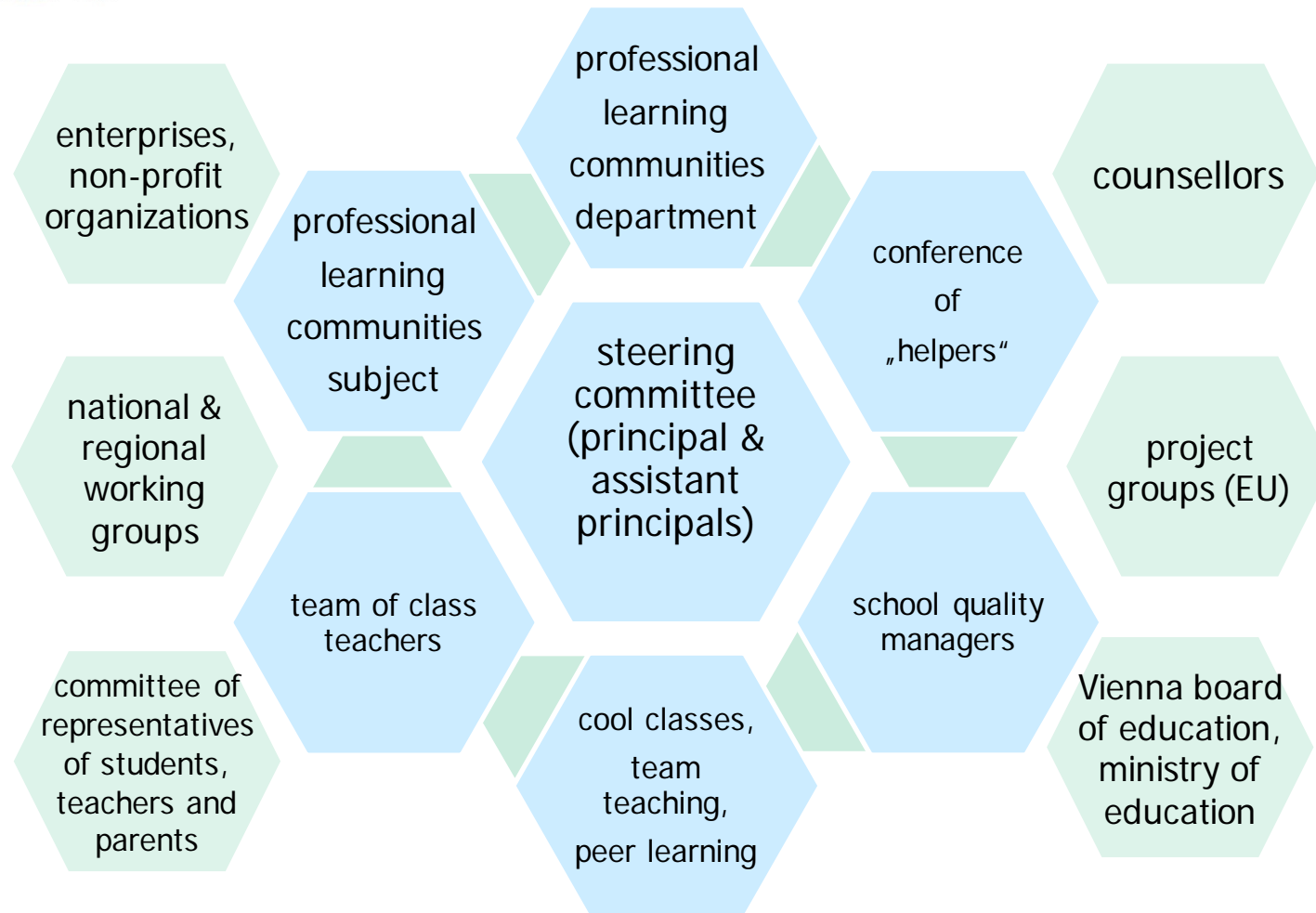
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Clusters Personal Profile
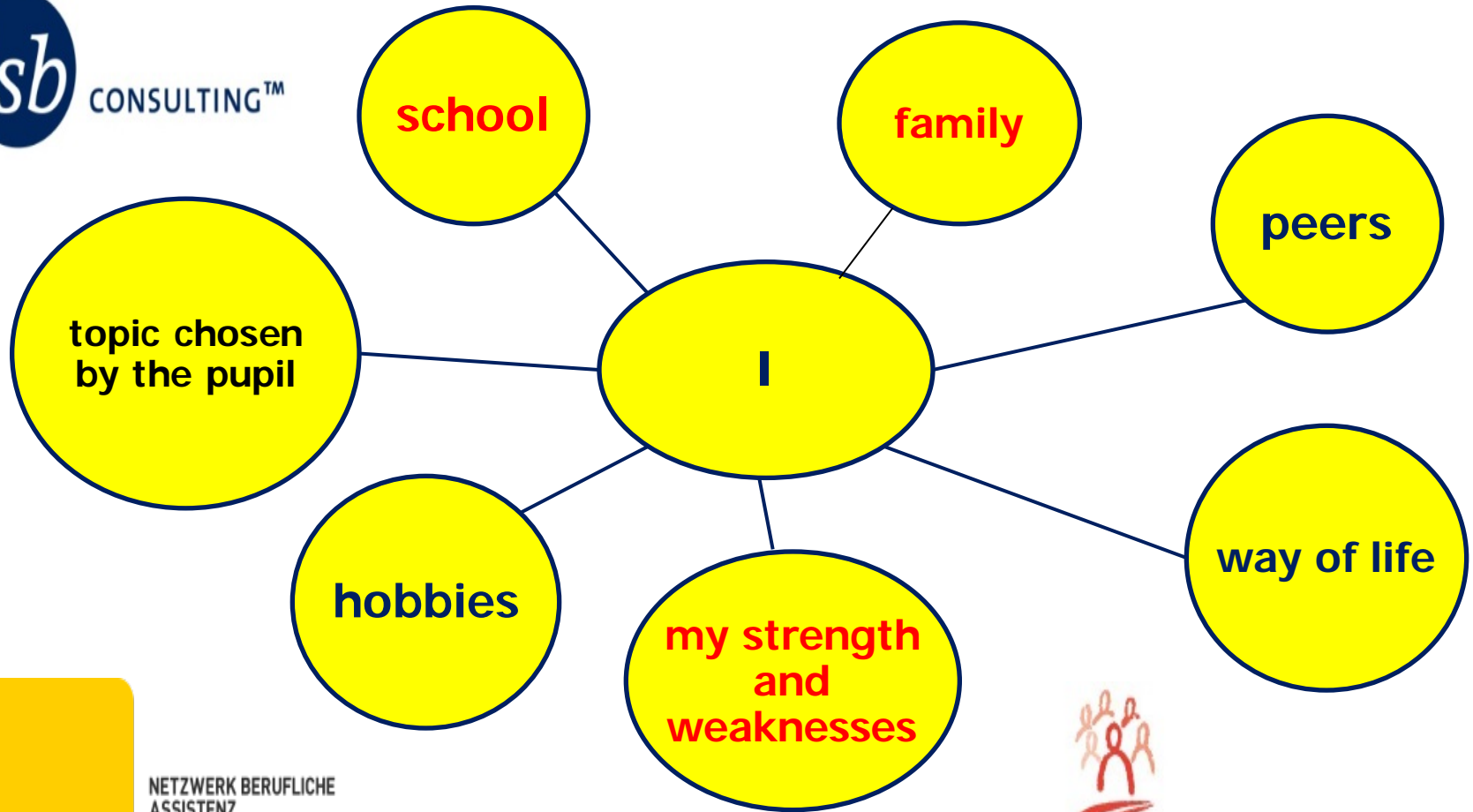
Methodological Applications – Teaching and Learning

- Checklist German-Mathematics-English with **provided knowledge** before admission
- **Diagnostic test** German-Mathematics-English in the first two weeks of the school year
- **Additional courses** to help less qualified students improving their knowledge
- Subject: **personality training and social competences** in the first class
- Subject: **intercultural competences**
- **Team building activities** in the first class (outdoor week, excursion, ...)
- Defining **basic knowledge** and minimum standards for a positive mark, Competence based **curricula**
- **Fostering the talents:** Virtual enterprise, voluntary subjects
- **Cool** (cooperative open learning method)
- **Open school library**
- **Peer learning and peer mediation**

Methodological Applications - Collaborative Practices

professional learning communities department

enterprises, non-profit organizations

counsellors

professional learning communities subject

conference of „helpers"

steering committee (principal & assistant principals)

national & regional working groups

project groups (EU)

team of class teachers

school quality managers

committee of representatives of students, teachers and parents

cool classes, team teaching, peer learning

Vienna board of education, ministry of education

Methodological Applications - School Development and School Culture

☑ **Innovations** are and **Improvements** highly appreciated and supported

☑ Development of the **full-time school** for the medium level secondary college with the subject "**KOEL** – competence based cooperative open learning"

☑ Introduction of a special class for pupils in the first year to catch up the missing knowledge ("Übergangsstufe" – **transition class**) starting in February

☑ Development of the "**Modulsystem**" for the higher commercial college, starting in the third year of learning

☑ **Trustful and supportive** climate

☑ Regulations and measures to handle approved and not excused absences (**school absenteeism**)

☑ **School Charta** – contract with the adults before admission

☑ **Class activities** to support pupils (buffet, ...)

Methodological Applications - Cooperation with Stakeholders

- Cooperation with ÖSB Consulting (**Counsellors**)
- Obligatory **parent-teacher-conference** before the final admission (May)
- Forcing students to take up their **individual responsibility** (example: Network of student-tutors)
- **Audit and quality management**: reporting to the board of education of Vienna, discussion of improvement measures with the state superintendent of VET-schools
- **Club of parents** supports school and pupils

Methodological Applications - Counselling service

- ☑ Counselling interview **before admission**
- ☑ **Conference** of the class teachers
- ☑ **Head of the year** (teacher)
- ☑ "**Jugendcoaches**" – external social workers and psychologists
- ☑ **Coaches** for the "Modulsystem" (teachers)
- ☑ **Career counsellor** (Teacher)
- ☑ **Risk detector and counselling interviews** few month after starting in the first year of learning (Project stop dropout!)
- ☑ **School doctor and school psychologist**
- ☑ **Peer programes**
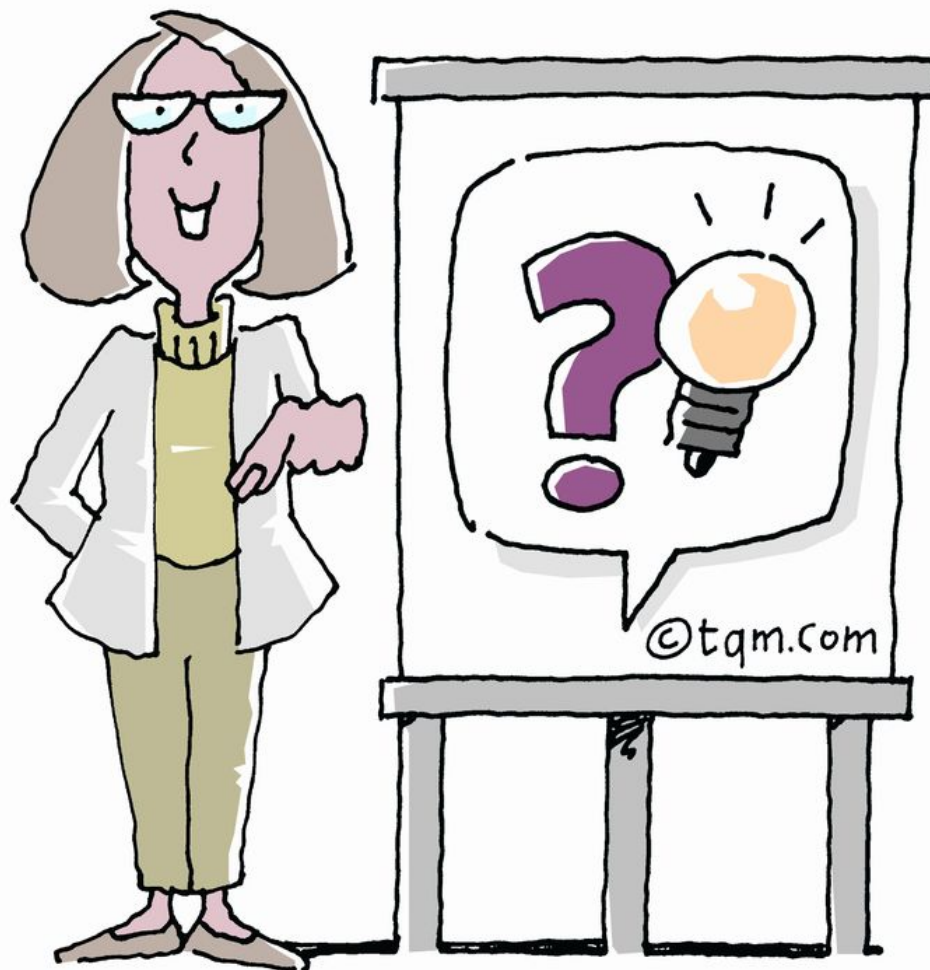
Methodologies to Keep Students Motivated

- High and positive expectations
- Relationship between teachers and students
- Focus on strengths
  - voluntary subjects (theatre, certificates, discussion club, sport, languages, ...)
  - choice of core subjects e. g. quality management, computer science, international business relations, ...
- Excursions
- Projects: LSD week (lets stick together)
- School events: sports week, participation in trade fairs for virtual enterprises, language weeks, ...
- Practice (junior company, virtual enterprise, projects)
- Cool (cooperative open learning)
- Participation in competitions (project management, business plan, sport, ...)

Advantages for the School

- **Enormous reduction** of the school dropouts: up to 2/3!

- Achieving the **school goal**: all our pupils and students finish their education

- Better **school climate** and better teaching conditions

- Better **image** of the school

- Higher number of students in higher classes -> important figure for the **budget** of the school

- **Being social responsible** in a blue collar county

- **School culture**: innovative school

- Higher number **of regular customers** – children, grandchildren, nieces and nephews and friends of pupils attend our school

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