

How to become a highly effective school?

How to become a highly effective school? That was the central question during the masterclass dr. Jay Marino on Friday, September 24th. That question puzzles many in primary education is demonstrated by the huge interest in the event. And the participants were not in vain. After a passionate and compelling story they all went home inspired.

"He thinks like a teacher, talks like a leader and presents one of the best directors I know." With these words introduced Luc de Vries, CEO of Agora Foundation, Dr. Jay Marino. The room is quiet, all seats are occupied, the participants look expectantly. Teachers, school leaders, board members, education advisors: a mixed company. What they share is their involvement in primary education and a common goal: optimal development of students.

continuous improvement

For this they are with Jay Marino to the right place. Marino is an international authority in the field of quality, yield-oriented work and educational improvement. Once he began his career in education as a teacher, but now he works outside the superintendent of a school district in which 3,600 pupils (in Dunlap Community, Illinois). He recently gave a master class organized by Agora (Foundation for special primary education in Zaandam), and B & T. The title of the master class - "Getting results through best practices. Driving continuous improvement Throughout the organization" - sounds promising.

" There is always room for improvement, "said Marino. "We are never completely satisfied." Contentment is not what Jay Marino hopes to achieve by the participants. On the contrary! "I hope you feel a little uncomfortable at the end of the day. It is indeed necessary to bring about change. "

Nine essential elements

The purpose of this change is to be a highly effective school. Marino distinguishes nine key elements that relate to various aspects of education. He will discuss them one by one and took the participants along the strategic level to the individual student level, from management and communication to teaching methods and measurement results, the development of teachers to that of the child and the internal learning environment to relationships with the outside world.

in addition, he has a concerted coupling with relevant scientific research. But although he spent there quite a lot of attention to it, he does not hang in theory. Every time he knows that can also be translated into practice, in which

he offers participants several handles that they can use directly in school.

Focus on the child

Remarkably Marino's focus on the student. "I like that: it Marino child-centered," said one participant. "Not the system, not the teacher, but the ultimate focus is entirely on the child." In primary education in the Netherlands is also often the intention, but after Marino's story is clear that there are many ways that intent give more hands and feet. Important according to Jay Marino is certainly that teachers first release their own projection or judgment about the child ("Oh, that's one of the Smith family."). Henk Hendriks, senior consultant and partner of B & T, found that an eye opener: "I notice during conversation trainings with directors that the alleged resistance to a teacher usually sits in the director himself. The project directors on their teachers. The same teachers do so well with students. Teachers should try to release those images. It is good if you can judge a child solely on his or her performance. "

In a very effective school has a lot of confidence in students. Teachers are confident that students can learn. Students taking self-responsibility for their own development. They set their own goals, the discussion leaders during their own ten-minute conversations and even stand for the class. Also self-assessment records, which students track their own results, apply here.

Datacoach

The continuous monitoring of results takes on a fixed cycle in Marino's 'very effective school' an important position. Jay Marino believes that there is even a special employee must be appointed for: data coach. The data manager is responsible for the registration and statistical processing of (test) results, interpretation of data and the direction of translation management and teachers. "I honestly had never heard of the word data coach," Henk Hendriks admits. The function is an essential component in Marino's effective school. Henk Hendriks: "The director is the educational leader, the teacher of the primary process and in between is only facilitates data coach." Furthermore, you occasionally need some specialists and other functions are redundant. "We have construction coordinators, IB'ers, RT'ers, ICT and so on. I once said, "IB away with it, but as I say today 'IB data to coach.'" Because data indicate is very important. That penny has dropped today. "

Beautiful, inspiring and convincing

The participants are enthusiastic. "Nice," "inspiring" and "convincing" they find Marino's presentation. Of that valuation Marino can also enjoy themselves. "I have a great day," he says laughing. "I enjoy the enthusiasm of the participants. I also feel that I make a difference. "Is that why he comes back again? This is after his fourth master class in the Netherlands. But Jay Marino has a "higher purpose." "I want to have a greater impact on children; an impact that transcends my own school district. I would have meaning to the Netherlands by helping schools realize their potential. Which in turn affects the children and what matters to me. "

What now?

Want schools implement Marino's theory, then it requires not only a change of structures and working methods, but also of culture. Such change processes are not easy. Marino recommends to enter into discussions with the teachers. "Ask them what their concerns are." Changes should not be imposed from above you, he says. "You can (as a manager, ed.) Sit in your comfortable hill, but that does not lift your school to a higher level. Do not be afraid to let go of control. Do not be afraid of the challenge, the worry, the critic who says it is not going to work. Ask contrast yourself what you can do together to ensure that it indeed is going to work. It is a process of modeling and facilitation and change comes slowly. A quick solution does not exist. "

More information

Jay Marino's work can be viewed via the Internet. On www.jaymarino.me you will find lots of information, including the hand-out of the master.

The ideas of Jay Marino closely follows the methodology Proven Better Education of B & T. Do you want more information about, please contact us.