

## **Summary "Ownership, alignment and continuous improvement" Date: February 1, 2016**

Each child has only one chance at a good education. therefore, professionals in education an obligation to get the maximum out get themselves and the students. We want children up equip and prepare for their place in the future society. Changes happen fast. We want the schools Children can continue to prepare well, then demands that the School and teachers a continuous process of reflection, improvement and development, focusing on the three objectives of the education: qualification, socialization and personal development. But also: Choosing sharp focus and know where you together stands for. Applies to students that they prepare for a society that no one knows where a strong appeal will be made to learn skills and develop permanent, cooperation, creativity, problem solving ability, critical thinking, digital literacy and self-regulation. This involves a process of sustainable school development. Much research has been done to sustainable school development. Children are too precious to experiment with. That's why important for sustainable school development using research results. That is also a difficult task for the educational practice. Often fails to come upon areas, but implementing the various research results in good cohesion in the School is already complicated. Even more difficult is it to also ensure further consistency in the approach between the levels of the learner, the classroom, the teacher, the school and supra-school level. In this publication, we present such a coherent approach based on insights from the proven approach to Continuous Improvement (CI) and the so-called. lotus model as tool there with, and a description of a practical approach. In this model, the most important theoretical insights, for example Fullan, Hattie, Marzano, Marino integrated. In the new issue "Ownership and alignment and continuous improvement", the authors a practical approach as crisp response to these challenges for education. Key elements are: ownership at all levels, continuous improvement at all levels and common goals and connection between all levels of student, class, teacher, team, school management to governance. Three key concepts are central to the approach: Ownership, continuous improvement and 'congruence between all levels', indicated by the term alignment. The authors see these three core concepts as a starting point for learning the student learning of the professionals in the school and school for sustainable development. In addition, all levels turn. Whether students, teachers, principals, directors or going to the organization. Learning and development is not without feeling owner, you want to continuously improve and others learn. That is the basis to put shoulders to the wheel, to set goals and step step to permanently improve and develop jointly, almost naturally, work the collective ambition.

Scientific research is known about effective schools. We know what works, we do not have to reinvent the wheel. It involves applying results scientific research in practice. The authors rely on the effective approach Continuous Improvement in the United States and the good practice of Jay Marino. Marino's superintendent of a school district near Chicago and education specialist. In a very effective school has a lot of confidence in students, which together with the teacher and connection with the group and group goals, take responsibility for their own development and setting goals, but discussion leaders during the ten-minute interviews with parents and teachers, and during weekly group meetings each other. The professional learning community in the classroom and in parallel at all levels in the organization. In the Netherlands, now employs more than one hundred schools with the approach Continuous

Improvement, which is based on concrete research data and is simple to implement in school organizations. We have the publication as follows: In the first chapter we answer the why question: why are the three key concepts ownership, continuous improvement and alignment so important? After the why, following the how and what. The publication will answer the question: if we want to limit children equip and prepare for their place in the future society, and what does that (the learning) school? The three key concepts are explained in the second chapter. What do we mean ownership, continuous improvement and alignment? Next, a concrete approach described and introduced the so-called lotus model: a parallel method on the level the classroom, the school and the foundation. This lotus model contains eight components, provided consistency applied, ensuring 'ownership', continuous improvement and alignment. Chapter 3 describes the implementation process to achieve ownership, continuous improvement and alignment: If I share my organization as a starting point choose, how do I do that change process then? What is an effective approach to the concept, as described in the previous chapters to implement in the school organization? Is the theory of Kotter the basis for an implementation process that allows ownership to centrally at all levels. In Chapter 4 we love the concept of ownership, continuous improvement and alignment in the light of scientific evidence. After all, we know what works! There is a lot of research done to characteristics of strong and successful schools, effective leadership, the learner organization, professional learning communities, and the power of the teacher as the pivot in the classroom. Schools are increasingly in evidence-based. A child is much too expensive to compete experiment. We know what factors affect school performance school development. The chapters of this book contain alongside findings from research and theory, case studies and interviews. In the literature review we have all the relevant literature included.