



**“Let´s get real!”**







## **Guide to Democratic Empowerment Module 3**



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# Evaluate the initial situation and discover your democratic potential!

## Purpose of the Module

Welcome to **Module 3** of the coACTION school programme! In this module, we will guide you through the evaluation and processing of the coACTION Sensor results. In this third step, you will analyse the results of the coACTION Sensor and gain an overview of the current state of democracy at your school – from the perspective of the school management, teachers, children and parents. Based on the results, you will set development goals for the 'Year of Democracy' and select the appropriate exercises and methods from the Treasury.

## What you will do

By completing this module, your school will:

- ◇ Analyse the results of the coACTION sensor
- ◇ Compile the relevant findings and resulting recommendations
- ◇ Involve the teaching staff and set a development goal
- ◇ Explore suitable methods and interventions in the treasury

## What you'll need

- ◇ Your school project group
- ◇ Access to the coACTION platform
- ◇ A team meeting with school management and teachers
- ◇ On the coACTION platform, you will find a tutorial on how to evaluate the sensor.



## When should this happen?

The results of the coACTION sensor are evaluated after the Sensor survey phase. Once a questionnaire has been submitted, the answers are automatically calculated by the system into the correct category (school management – teachers – pupils – parents) in the evaluation tables. This is why you can observe how the evaluation tables will change during the survey. Please wait until all groups in the school community have completed the questionnaire before evaluating the overall results. During the 'Year of Democracy', the survey will take place in October/November, so useful results may already be available in mid/late November.

## Important Questions

### Who has access to the results of the coACTION sensor?

The designated coACTION working group at your school is primarily responsible for using the sensor to assess the current situation. However, it can call on additional support at any time (e.g. from the school administration or the school office). Each school that uses the coACTION sensor has access only to its own results and can decide for itself which members of the school community it makes the data available to on the platform.

### Do we need special technical knowledge?

No. Our technical team has designed the sensor to be easy to use. The coACTION platform features a tutorial that clearly explains all the necessary steps.

### How complex is the evaluation of the coACTION sensor?

Once all the results are available, you can immediately get an initial impression using the overview tables and a specially created traffic light system. You can then go into more detail by clicking on the tables. In a maximum of one hour, you will have thoroughly recorded and analysed the results.

### What else do we need?

The coACTION platform offers everything you need for this module. The individual sensor results are directly linked to the appropriate methods in Treasury. There, you can also search for additional methods by entering your selected terms or priorities into the search engine.

### How does this fit into our quality management system?

All the steps proposed by coACTION are in line with a standardised school development plan. With the coACTION Sensor, you also have a tool that involves the entire school community in evaluating the initial situation. It automatically evaluates the responses and suggests development goals and methods.

The standard process is:

- ◇ Analyse the initial situation
- ◇ Pre-select goals
- ◇ Inform and involve colleagues

## Preparation of the evaluation process

### Step 1: Appoint the main persons responsible

Analysing and evaluating the results is a responsible and decisive task. Decide in advance who you want to entrust with this mandate and ensure that these persons have the full support of the school. We recommend forming a team of at least two and no more than seven persons.

### Step 2: Determine the next steps

The individual steps are:

- 1) Evaluation of the sensor results and analysis of the connections
- 2) Involvement of the teaching staff and setting of the development goal
- 3) Selection of suitable methods and interventions

While step 1) is implemented by those primarily responsible and the project team, steps 2) and 3) involve all educators working at the school and possibly also parents. To ensure the flow of information and get everyone on board, a team meeting should be scheduled.

## coACTION Sensor Results Analysis and Evaluation

### Step 1: Familiarise yourself with the results

The results of the coACTION Sensor can be displayed on several levels. Start with the overview table.


In the 'Sensor Results' table, you will find a simplified evaluation of the current status at your school in all 13 quality areas, presented in a traffic light system.



means: Excellent! The school has achieved a high standard in this area!



means: The school is at an average level in this area. If you focus on this area, you have a good chance of achieving a high standard.

 means: There is still room for improvement in this area. If you focus on this area, you have a strong lever to increase the well-being and satisfaction of everyone involved.

With the help of this overview table, you can see at a glance in which quality areas your school has already achieved excellence, in which areas it ranks in the middle, and where there is still room for improvement.

The 13 quality areas of the coACTION Sensor are:

1. Values & Support of the School	8. Participation of Parents
2. Communication Flow	9. Participation of Teachers
3. School Climate	10. Teaching Framework
4. Personal Competences of Pupils	11. Staff Development
5. Learning Competences of Pupils	12. External Partnerships
6. Democracy in the Classroom	13. Quality Management
7. Participation of Pupils	

You can view the results in more detail in the 'Data Analysis' table.

For example, you can compare the average responses of the individual target groups within a quality area or use the values in the individual sub-areas to understand how the overall result for the respective quality area was achieved.

At the end of your 'Year of Democracy', after conducting the second survey with the coACTION Sensor, you can directly compare the evaluation of the first sensor specification with the second.

## Key questions for analysing the sensor results

### *Table: Sensor results*

Where are our strengths (green light) - where do we still have areas for improvement (red light)?

How were the sub-areas rated?

What surprises us, what confirms our expectations - how?

Is there a common thread? What exactly?

### *Table 'Data analysis'*

What are the responses of the individual groups (school management - teachers - pupils - parents) in the individual quality areas and sub-areas?

Which group gives the most positive responses (most green lights in the evaluation) – where are most of the red lights? How do we interpret this?

What is striking? (E.g., differences or similarities between parents, pupils and teachers; school management and teachers; differences within classes.)

What conclusions can be drawn from this initial analysis? Differences or similarities between parents – children – teachers, school management – teachers; differences within classes.)

What insights can be gained from this initial analysis?

Which quality areas (or sub-areas) are already well covered and could represent a resource? Where could we use these?

Where (or: in which quality area) do we see a need for action – urgently, in the short term and in the long term?

## **Step 2: Summarise the results and findings and formulate concrete proposals**

What are the key findings from the coACTION Sensor survey?

Prepare a presentation for your colleagues in school management and the teaching staff. The key questions for analysing the sensor results can help you summarise the main points. In addition, suggest possible priorities and justify them.

## **Integration into school quality development**

### **Step 1: Get your colleagues on board and decide on a development goal**

The sensor results are presented and discussed in a team meeting.

Explain your conclusions to your colleagues and ask for their opinion.

Together, decide which area of quality you want to strengthen during this Year of Democracy. It is important that all parties involved are pulling in the same direction.

Brainstorm, gather ideas and suggestions for activities that would be suitable for the selected quality area, and use the resulting motivation to strengthen cooperation and a sense of community. Everyone contributes to further improving the quality of the school!

Work together to formulate a development goal for the selected quality area. Examples of development goals in the respective quality areas:

## 1. Values & Support of the School

*By the end of this school year, we will have developed at least one value related to democracy and incorporated it into our mission statement.*

## 2. Communication Flow

*By the end of the school year, we will have developed and tested a system that helps teachers keep track of the wellbeing of the individual pupils and provide feedback to parents.*

## 3. School Climate

*By the end of this school year, at least 95% of children will respond to the statement 'I feel recognised in my class' with a green smiley face in the sensor.*

## 4. Personal Competences of Pupils

*At the end of the school year, we have a green light in this quality area.*

## 5. Learning Competences of Pupils

*By the end of this school year, at least 80% of third-year pupils will have discovered how they learn best.*

## 6. Democracy in the Classroom

*By the end of the school year, we will have implemented Systemic Consensing for decision-making processes in the third and fourth grades.*

## 7. Participation of Pupils

*This school year, we are empowering our fourth-grade classes to plan and carry out an event (e.g., an exhibition, a school trip, a celebration, a stage play) with the support of their class teachers, but as self-organised as possible.*

## 8. Participation of Parents

*By the end of this school year, at least 60% of parents will respond to the statement in the sensor 'I feel part of the school community' with 'I totally agree'.*

## 9. Participation of Teachers

*By the end of this school year, we will have developed and tested an approach that actively involves all teachers in collecting topics and designing team meetings.*

## 10. Teaching Framework

*By the end of the school year, we will have established regular intervision sessions at our school.*



## 11. Staff Development

*During this school year, the school management will develop and test guidelines for staff interviews and conduct at least one staff interview with each teacher.*

## 12. External Partnerships

*By the end of this school year, the school will be actively engaged in dialogue and close cooperation with at least two other schools in the educational region.*

## 13. Quality Management

*By the end of the school year, we will have developed and tested a system at our school that enables the school management to regularly obtain feedback from teachers on their leadership behaviour.*

Give your colleagues some 'homework' to do before the next team meeting:

*What specifically do I want to contribute to the development goal, and what methods or tools do I have in my repertoire that would be suitable for this?*

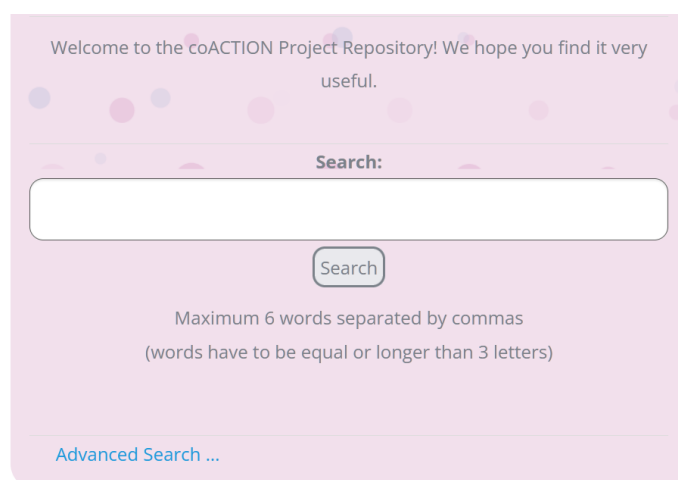
## Step 2: Find suitable methods in the coACTION Treasury

In the coACTION Treasury, you will find around 70 GEMS, which are activities or methods that the project partners have compiled or developed specifically for the individual quality areas. There are several ways to use the Treasury:

### 1. Automatically suggested GEMS based on the results of the coACTION Sensor

In the table of your coACTION Sensor evaluation tool, you will find GEM-recommendations in the column of the respective quality area on the far right, which is suggested by the system according to the evaluation. By clicking on it, you will be taken directly to the individual descriptions.

### 2. Search using keywords




Welcome to the coACTION Project Repository! We hope you find it very useful.

Search:

Search

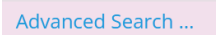

Maximum 6 words separated by commas  
(words have to be equal or longer than 3 letters)

[Advanced Search ...](#)

Go directly to the Treasury on the platform, enter your desired search term in the search field and click on 

You will see a selection of suitable GEMs in the overview. Click on the name of the GEM to see detailed descriptions.

### Search with the filter

At the bottom left of the search field, you will find the option for advanced search. Click on  and select from the filter options provided to customise the search according to your requirements. Click then on 

You will see a selection of suitable GEMs in the overview. Click on the name of the GEM to see detailed descriptions.

## Support through Coaching

If your school participates in the coACTION project, the project team offers regular coaching sessions to support you throughout the process. This is a valuable opportunity to talk about your experiences, highlight successes and discuss areas that still require attention or energy.

Coaching is not about evaluating results, but about supporting your school's development with curiosity, empathy and care. If your school has access to a coach, you can use this opportunity to ask questions, review your progress and prepare for the next steps.

If your school is not participating in the coACTION project, you are still welcome to contact your country's project partner or the coordinator directly if you have any questions. We look forward to hearing from you!

## Wrap-Up

1. At the end of the evaluation phase, take some time to summarise how it went. These findings can be very useful for the rest of your 'Year of Democracy':
2. How did the main persons responsible feel about the evaluation? Was their commitment sufficiently supported and appreciated?
3. How did colleagues react to the results of the sensor?
4. How were the working group's suggestions received?
5. Was it easy to agree on a development goal? Is it supported by everyone involved?

6. How did the participation of colleagues work out? How satisfied are we with the offers and contributions? – What else is needed?
7. How did the collaboration with the school management work? Is more support needed in any areas? What are we grateful for?
8. Other insights:
9. How do we as a project group feel about what has happened so far? What can we take away as good practice, what should be improved?

## Follow-up

Congratulations!

You have reached the end of Module 3. With the coACTION Sensor evaluation and the setting of a development goal for this school year, you have reached another milestone in the Year of Democracy!

Are you eager to start implementing the proposed measures and activities?

Continue to **Module 4** and define SMART goals!



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