

**LEADERSHIP (1A)** Leaders develop the mission, vision and values and are a role model of a culture of Excellence.

**Approach**

The development of our organisation from its beginnings (see overview) to this year 2003 and the development of our management and educational models are a direct consequence of our people's implication and active involvement. As we are an educational centre in which each person is directly in touch with their group of students, this assumption of responsibilities is now part of our culture and values. This participation drives all our activities and we describe its components in the sub criteria 1a, 1b, 1c, and 1d.

From the point of view of our management system we define leadership as the sum of the behaviours and attitudes of our leaders that are role models for the people in our organisation and this allows us to achieve our Mission (see Fig 0.1) and Vision Statements (see Fig 1b.1) These attitudes and behaviours are managed through a specific system of processes integrated in our TQMS.

The system of processes and its connections with our management model are described in the Fig 1a.1 and detailed in the Fig 1a.4.

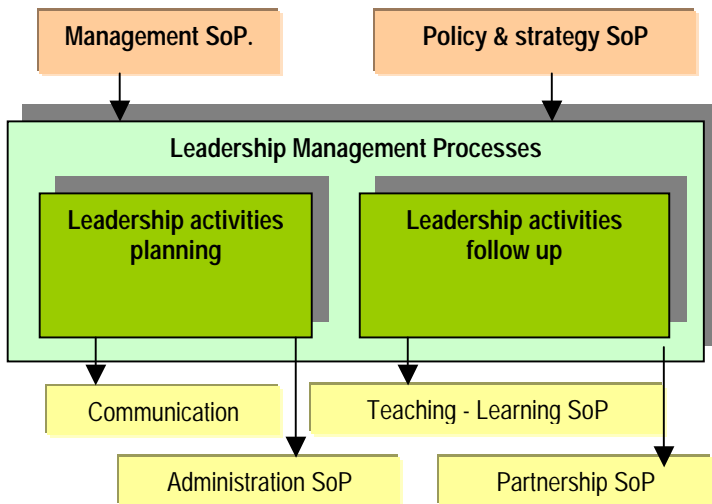


Fig. 1a.1

The system allows us to ensure the rationalization of the leadership activities which each person must develop through the Leadership activities planning process (see Fig 1a.2):

\* The process starts with the assessment by the MT of the effectiveness of the Leadership over the past year, through some details from the Employees Satisfaction Surveys (see Fig 1b.4), and evidence from the TQMS's process owners. This information is taken into account for the preparation of the Annual Leadership Plan for the coming year.

\* The MT reviews the definition of leadership and as a consequence the list of people involved, aiming to improve its deployment by increasing its number. Currently, the people affected by this definition are directly connected to the processes associated with Critical Success Factors and innovative projects of the school.

\* The MT also reviews the areas marked by the EFQM model. It ensures a continuous updating of the innovations that the model demonstrates.

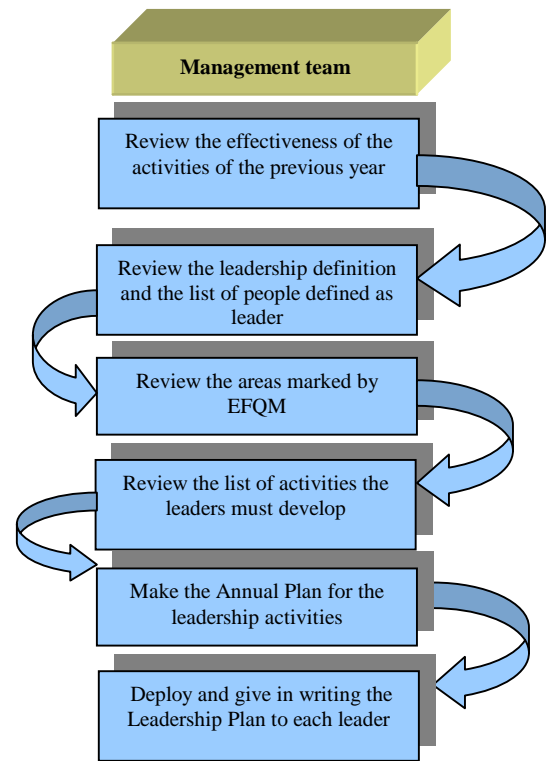


Fig 1a.2

Director.	1
Head of studies	2
Management Team.	8
Commissions of Pedagogical Co-ordinators.	9
Owners of the key processes for the success. SoPs	47
Leadership.	
Policy & Strategy.	
People Management.	
Resources Management.	
Teaching & Learning:	
Curricular Programming.	
Educational Action.	
Students Evaluation.	
Tutorials	
Guidance.	
Pedagogical Co-ordination.	
Communication.	
Complimentary Services	
Promotion.	
Owners of other processes.	2
People in charge of innovation projects.	7
People in charge of Maintenance and Accident Prevention	6

Fig. 1a.3

\* The following main activity is the renewal of the list of actions leaders must develop. These events are divided into two categories:

a) Processes in which our leaders have active roles, (see fig 1a.4) as for example:

- Processes of Policy & Strategy SoP, in which our leaders:
  - o Review and update the Mission and Vision statements (see figure 0.1 and figure 1b.1).
  - o Update the role modelling ethics and values of the organisation (see figure 1a.5 and sub criterion 2c).
  - o Deploy and order by priority improvement activities (see sub criterions 2c, 2d and 5b).

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- **Processes of People Management SoP** : Our leaders take part in the activities dealing with the decisions about people (see sub criterion 3c).

- **Processes of Resources Management SoP** : Our leaders provide continuous improvement activities with resources (see 4b)

- **Processes in the Structure and Function of the TQMS** in which our leaders:

- o Participate as owners or as members of Process Management and Improvement Teams (PMIT) in the corresponding cycles of improvement (see sub criterion 5b).
- o Manage, stimulate and guide the TQMS implantation, (see 5a).

Policy & strategy SoP	Self Assessment
	Strategic Review .
	Mission, Vision and Values Review
	Identification of the Key Processes
People Management SoP	Welcome. PF
	Staff Selection
	Recognition.
	People Planning
	Training management .
Partnerships and Resources SoP	External partnership
	Financial and Economic resources
	Buildings, equipment and materials management.
	Technology management
	Information and knowledge
Structure and functioning the management SoP	Continuous improvement management.
	Processes Management .
	Improvement cycles
	Innovative Projects Management.

Fig. 1a.4

b) Processes in which our leaders, not having an active role, are present to help those that do (see sub criterions 1b, 1c and 1d). An example of this sort of events would be:

- In **Parent Communication**, the Co-ordinators are present at the meetings held at the start of each school year. The meetings are in the classrooms with the parents and teachers of each level.
- In the **Students Assessment Sessions** each tutor guides the teachers' team that works in each class. The Head of Studies or the Co-ordinators are present in those session.
- In the **European Projects** the Director is present at different activities co-ordinated by the person in charge of the different projects.
- In this activity, the application of our school's values is a very important element in the development of the Leadership Functions. These are prepared and periodically reviewed by the MT, they, being the first to apply them, in order to be a reference point for the other members of our organisation. The last review of the values is shown in Fig. 1.a 5

VALUES OF BEGOÑAZPI.
• Respect for the Educational Project of the school and towards all the people integrated into its Community.
• The commitment of our staff, through continuous in-service training, to a high quality of teaching. The continuous improvement is the every day's work achieve excellence.
• Assume the responsibility for designated tasks
• Team work as a base of educational and work organisation.
• Act with precision, understanding it to be the result of work well done.

Fig 1a.5

\*- In the next activity the MT draws up the Leadership Plan for the school year in which the activities of leaders are identified: Which ones and when they are going to be developed. As an example, in the Figure 1a.6 we present one part of the activities arranged for the 2002/2003 school year:

ACTIVITY	DATE	LEADER	NOTES
• To establish a systematic contact with the people in charge of the Parents Association.	During the school year.	MT. Cycle co-ordinators. Process owners.	:
- To do the 4th self assessment of the school.	May 03.	Director.	
To work and attend training courses in the Euskalit assessors team.	During the year.	J.M.Ziarrusta J.C.Gutierrez	

Fig. 1a.6

\* The last activity of the process is the delivery of the plan and its explanation by the MT, in an individual way, to each of the leaders in the activities concerned.

The control of the leadership activities is done by the Leadership activities follow up Process.

### Deployment

At this moment (for year 2003 and with data obtained from Leadership Activities Follow-up) the involvement of the staff (Processes owners and People in charge of projects) reaches 91.6% of the employees. As an example, the Fig 1a. 7 shows the people involved in Leadership Activities in 2002, the number of events in which they participate and a measure of hours specifically used in leadership Activities in our organisation.

Category	Nº of people affected.	Number of events/ person	Hours by person used in those events
Director	1	89	268
Head teachers	2	120	235
Management Team	8	45	90
Co-ordinators	9	36	152
People in charge of projects	7	36	56
Process owner	50	12	12*

(\*Hours according to meetings arranged)

Fig. 1a.7

Examples of some of these events:

- o For our Director JM Ziarrusta
  - He has developed the actions as the representative of the school in the surroundings: Monthly meetings of Diocesan Centres, Meetings of EIB, Meetings and activities with the local and the Basque Government.
  - In 1997 he led the MT in the activities to define the Values of the school and, since then, he annually undertakes activities for the dissemination to the employees and members of the Educative Community (School Board).
  - Each year he communicates to the staff the new definition of Mission, Vision and Values, Strategic Plan and Annual Plan in the 1st term of each school year.

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- He led all the MT meetings in the 2001/2002 school year during which the submission to Euskalit, an external assessment, was being written
- **For our Head of studies N. Begoña and J.C Gutierrez:**
  - Stimulus and empowerment to assume responsibilities by the new processes' owners.
  - Meetings for the planning and the dissemination of the Annual Plan
  - Revision and Improvement of the effectiveness of planning and follow-up of Leadership activities Processes.
  - Control and stimulate the staff with respect to **Teaching-Learning SoP** and the Continuous Improvement of Results.
- **For our Management Team:**
  - Review the effectiveness of their own leadership. 1999/2000, 2000/01, 2001/02 school years.
  - During the school year they spread and work on the respective stages of the new definition of Mission, Vision and Values, Strategic Plan and Annual Plan.
  - Three-monthly meetings of Co-ordinators are held with project leaders.
  - MT meetings in 1999/00 and 2001/02 school years for the Planning and implementation of the Strategic Plan.
  - In 1997, the members of the MT took part in defining the Values of our school (see fig. 1a.5) and in its subsequent dissemination to the employees and members of the school Board. These Values represent our culture and the way to understand what we do.
  - Writing the submission sent to Euskalit for external assessment.
  - Participate in the preparation and development of the two external assessments we have had in 2002.
- **For our Project Leaders:**
  - Present all the projects to the different members of the staff, the diary for their achievement, organisation, proposals for the activities by meetings at different stages each year since 1995/96.
  - Lead and motivate their team in the preparation and administration of interviews with the assessors' team of Euskalit.
- **For our Processes Owners:**
  - Present, in a stage meeting the process to the participants, the controls, improvements and adjustments they have done having revised the efficacy of their own Leadership. during the years 99/00, 00/01, 01/02.
  - They guided and motivated their teams, in the presentation and exposition of their processes to the Euskalit and MECD assessment teams.

### Measurement

In the Leadership Planning Process we have the following indicators to measure our effectiveness and efficiency respective to the development of Leadership Activities (see fig 1a.8).

INDICATORS	99-	00	01	02
Perception of the employees about the leadership developed by the MT.	5.8	7.1	7.4	7,8
Satisfaction of the leaders with the Plan.	6.2	7.2	7.6	7,9
Hours used by the MT in the drawing up of the Plan.	25	20	15	12

Figure 1a.8.

### Learning and improvement.

This section about leadership, as in all the ones dealing with our school's functioning, is an area in which we try to learn systematically from our own research sources.

Important milestones which refer to improvement in our approach and implementation are:

- In 1996, after a review on the effectiveness of Leadership and Management and trying to foresee future Leadership needs, we performed a review with representatives of the Diocese. As a consequence the following improvements were made:
  - Appointment of two Head Teachers,
  - Enlargement of the MT
  - Development of their specific activities in the management of the centre.
- In 1997, starting from the training courses that the MT received in the Forum and courses of ICE of Deusto University, we defined what Leadership means to our organisation. From this definition, the Director and the MT mentioned, qualified and defined the activities that the leaders of Begoñazpi have to develop in the practice of their functions.
- In 1998/99, as a consequence of the work done with an EQA assessor and other specialists to contrast our experiences and reinforce our focus, a system of revision and improvement in the effectiveness of Leadership was included in the employees satisfaction measurement process, with a new list of items to measure that perception (see fig 1a.8)
- In the 1997/98 school year, after learning sessions received by the MT in Euskalit, a management system based on processes was introduced in the organisation. Then, the perception of the Leader, until that moment compared to the MT, changed. Leaders are the processes and projects' owners, fifty-eight at the present time (Fig.1a.3).
- In 2001 after reviewing the annual plan in relation to the Leadership Activities Deployment and with the learning sessions done with our strategic partner Overcall and the courses received in Deusto University we gave a new format to the above mentioned plan

These are other sources that have influenced in the nowadays configuration of our approach :

- Three-self assessment processes that we develop following the instructions of the EFQM model.
- Workshops , visits and reading of others experiences: Tolosaldea, Diocesan, Ursulinas,...
- Reading of other organisations submissions of the educational sector and others of organisations recognised with the silver Q and the gold Q.
- Courses with Euskalit.

**LEADERSHIP (1b) Leaders are personally involved in ensuring the organisation's management system is developed, implemented and continuously improved.**

### Approach

Our leaders have promoted the organisational development and the evolution of our management model being personally and proactively involved in it and therefore have encouraged management success. Our strategy since 1970 has been the consolidation and the expansion of our school. In this period we have evolved through different organisational solutions in cycles, in departments, in projects,... We have increased the number of students , opened buildings, put LOGSE and the **Sixth Form** into practice, engaged employees, rewritten our educational project and assumed the EFQM model.

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Our approach to leadership management is the one described in the **sub criterion 1a**. (see figures 1.a1 and 1.a2). In this case, the list of events and processes in which our leaders have an active role are:

- **Policy & Strategy** in which our leaders:
  - o Perform the strategic review activities .
  - o Identify the key processes and participate in the measurement of the results.
  - o Perform the self-assessment following the EFQM criterions.
- **People Management** . Our leaders participate in the application and development of the flexible structure to help the implementation of our Policy & Strategy (see 3c)
- **Resources management**. Our leaders participate in giving resources to the continuous improvement activities (see sub crit.4b)
- **Structure and the Function of the TQMS** . Our leaders take part in the design, implementation, measurement and control of all the processes in the system, and mainly in the **Continuous Improvement Management Process**

The members of the MT take part in the TQMS processes, sometimes as owners and others as participants. With their participation they:

- o Guarantee its implementation in a quality management system .
- o Ensure the processes co-ordination. The processes, the owners and the participants will be the key elements in the attainment of Policy & Strategy.
- o Participate in the design and implementation of the processes system to measure, review and improve the key results.
- o Participate in processes to promote an improvement and innovative atmosphere through **Realisation of Improvement Cycles** and **Innovative Project Start-up Processes**.

### Organisational change.

Since 1996, the MT has led a progressive change in our management with the purpose of making progression easier towards the implementation of one management model and, so that all the staff were able do their best to try to achieve the Vision. For that reason, the school has slowly changed from being an organisation with cycles and departments to one of horizontal management. This has given rise to a different organisational structure which we called "**Flexible Structure**" broadly explained in the **sub criterion 3c**.

For an effective implantation of this flexible structure it has been necessary to make a profound review of the present and future needs about the leadership topics.

#### VISION OF BEGOÑAZPI.

We inspire to be, as a medium sized multilingual educational centre in the Greater Metropolitan area of Bilbao, a point of reference for the following:

- o An integral quality education which transmits the Catholic Church's message.
- o Guidance
  - Academic
  - Professional-vocational
 with personalised educational participation
- o Our projects:
  - European
  - Innovation
  - Technological.

Besides the good academic results we inspire to achieve parent and student satisfaction. with a good working atmosphere to satisfy of all the employees of the school.

Moreover we try, to advance in the observing the school's Mission for the satisfaction of the Diocese of Bilbao as Stakeholder.

Fig. 1b 1

The MT members were the first ones who received training and were the first processes owners. They had been role models and acquired the necessary experience to lead the development and the implementation of the system. In order to assure the development, deployment and bringing up to date of the Policy & Strategy, four processes have been started from the MT. The Director is the owner of three of them and one member of the MT owns the fourth one.

In the **fig. 1b.2** we present the Flow chart of the **process for the continuous improvement management**, instrument used by the leaders of the MT to guarantee the development of the implementation of the processes as a management system of the organisation.

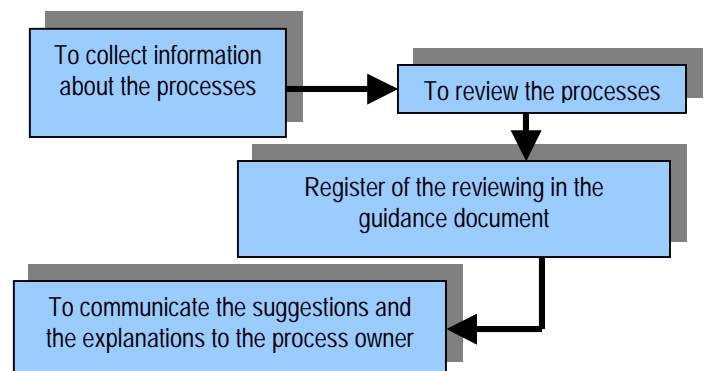


Fig. 1b.2

In the remaining processes the MT members join in as participants. The **figure 1b.3** shows the number of processes in which the members of the MT are not the owners but join in as participants

Category	Nº de people affected	Presence as participants in processes
Director	1	17
Management Team	8	42

Fig. 1b.3

### Deployment

The following events are examples of this part of our approach:

- Since 1996, 3 members of the MT have participated regularly in the courses and activities scheduled by Euskalit. They have been charged with getting sufficient training to ensure the development and implementation of continuous improvements in the school. The other members of the MT have acquired this information through training activities carried out by Euskalit and by training sessions in the School. As an example, since September 2000, the MT members have developed monthly workshop sessions with an assessor of the EQA. These sessions are extended to the processes owners before and during their implementation (see **sub criterions 3b y 3c**).
- In order to guarantee the development of the system, a Head of Studies is in charge of self assessment process through the EFQM model. This self assessment has been done three times (1996/2000/2002).
- In the 97/98 school year, the MT elaborated a strategic plan for the next three years. As a result of constant renewal this plan was brought up to date in 2.000 for another three years.
- The Head of Studies and the Co-ordinators are in charge of controlling that the strategic plans are going to be used in drawing up the annual plans. The process owners have to control the objectives of the plans that will appear into their own processes.

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- Since the 98-99 school year, the MT and the processes owners measure, review and improve annually the functioning of the processes and the key results.

### Measurement

In order to measure the effectiveness and efficiency of this part of our approach, we have the following indicators in the planning of the leadership process.

- The effectiveness is measured through the following items in the people satisfaction survey (see fig 1b.4).

	1998	2000	2001	2002
16.The MT stimulates the participation of the staff	6.2	7	7.4	7.8
18.The Director is approachable	6.9	8.2	7.6	7.6
19.The Head of Studies is approachable	8	9.1	8.5	8.9
20.The Co-ordinator is approachable	8	9.4	8,7	9.1
45.The MT uses motivating models	6.7	6.1	6.1	7.1

Figure 1b.4

- The efficiency is measured through the amount of hours per person which these activities engendered. In the graph of the fig. 1b.5 the amount of hours dedicated by the Co-ordinators, the Head of Studies and the Director are shown. This is a programming of hours used to guarantee the implementation and the continuous improvement of the management system in our organisation. The dedication of doubts, consultations, corrections and supports done without any programming are not showed in the Fig. 1b.5

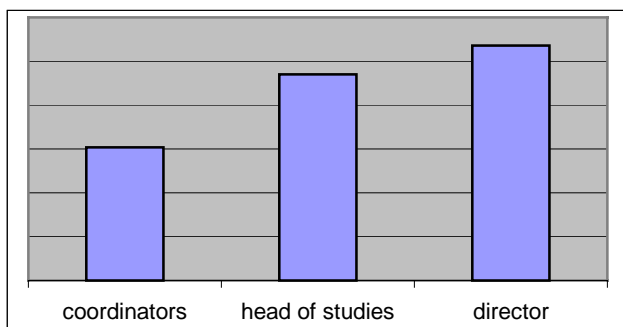


Fig. 1b.5

### Learning and improvement.

In 1a the milestones which deal with Learning and Improvement of our Approach and Deployment are shown. For this sub criterion we can give the following examples

- In 1996, three members of the MT started to be brought up in the system. Since then, meetings have been done in the school and different teachers participated in workshops arranged by Euskalit, with the aim of extending this training to the rest of the staff, in order to implement the excellence in the management model of the school.
- The MT reviewed the evolution of the implementation and the development of the system in the school. In September 2000 it was decided to start a joint venture with an external professional team in order to assist the MT members. This way we would ensure the implementation of the model. After this cooperation, the rate at which the staff have implemented new processes and improvement activities has considerably increased. (see fig. 1.b 6 and fig. 9b.12).

	96/97	97/98	98/99	99/00	00/01	01/02
Nº of processes	0	6	10	31	65	134
Nº of people in amangement processes	3	7	14	30	35	49

Figura 1b.6

- Faced with the increase in participation of the staff and the number of activities coming from them the MT sees the need for a systematic approach. They fixed a weekly meeting of two hours length to guarantee the development and the implementation of the continuous improvement processes. The MT, reviews periodically the progress in the consecution of the Critical Success Factors and the objectives of the processes. This way they can ensure that we continuously identify and represent the needs of all the main elements of our Mission.

### LEADERSHIP (1c) Leaders are involved with customers, partners and representatives of society.

#### Approach

Our customers (Parents – Students), our Partners and Suppliers, and Society are the main element of our Mission and Vision, and in consequence, of our Strategy. (see 1a)

The TQMS identifies the needs of all them, through different processes, looking for a balance in the achievement of the CSF for each one of them (see 2c criterion). Our leaders are the key participants in these processes. As an example of the systematic approach to our focus:

- Annually, the MT, through the results of student-parent surveys establish priorities in order to give answer to satisfy their needs.
- In the same way, through a survey, the needs and expectations of other people or institutions with interests in the school are measured (see subc. 8a).
- As stated in the Mission of the school, we start from the local environment knowledge in order to undertake our educational tasks. For this reason it is an objective of the MT to establish and keep relationship with external agents in order to perform joint activities. As an example:
  - Karmengo School "Teachers music concert".
  - "Basque Poetry" course organised for our students of Primary 5<sup>th</sup> year.
  - Cooperation with Canal Bizkaia in the TV program "Gabon Kantak" in which our students participate.
  - Participation of the school in joint programs with the Council of Biscay (Bizkaitik Bizkaira, Garbi kanpaina,...)

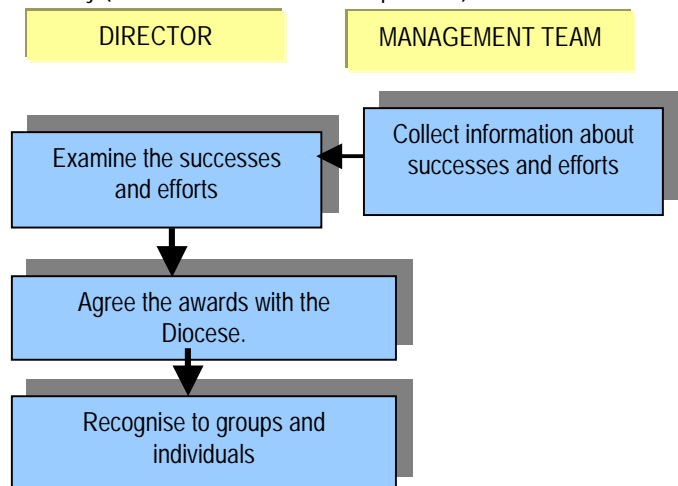


Figure 1c.1

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- It is the task of the leaders to recognise and thank the people and the external teams of the school, for their contribution to the results, so the Director is the owner of the recognition giving process, the active agents in this being the Director and the MT members. It is showed in the flow chart of the Process (see fig. 1 c.1).

In order to face these areas our leaders participate actively in the processes dealing with Policy & Strategy and in the **PoF for the management of the Outside Partners**.

### Deployment

The deployment of this part of our focus has already been described in 1a. The following are recent examples of our leaders participation in these activities:

a) A member of the MT is responsible for the measurement of Customer (Parent and Student) satisfaction. Forty-six processes are directly related to the Parent and Student Satisfaction which are measured annually through surveys. The results of these are used to establish priorities in order to satisfy, understand and resolve our parents and students needs and expectations, as have been accumulated in the Begoñazpi School's Mission (see fig. 0.1)

b) The MT establishes priorities aiming in resolving the needs and expectations of those people and bodies related to the school (see sub criterion 8a). Periodically using an interview scheme we collect information related to the perceptions of our stake holders.

c) Our MT participates in the establishment of joint co-operations with other institutions. As an example we cite the agreement that has existed for four years with the Artxandape School, whereby their students have had access to our sixth form. Every year the Management Team of studies convenes at least three meetings with the managers of the Artxandape School as well as the ones programmed with the teachers, tutors, parents and students of that centre.

Another example of the establishment of joint co-operation is the holding of Eurocamp, international meetings of teachers and students from different European Centres organised by the Directors of different centres (see 4a and 9a).

d) As examples of implementation of the MT members with external agents, we can name the following:

- Since 94/95, the MT members have participated actively in activities organised by the ICE in the Deusto University.
- They have collaborated with the with the "Berritzegune" of the area in different projects (Constructivism, Emotional Education, diagnostics and treatment of the Individual Case)
- Cooperation by the MT members with different Universities for Teaching Practices (UPV, University of Deusto, Teacher Training School) (see fig. 8b.3)
- Cooperation by the MT members with the Basque Government bringing about of different tests suggested by the different departments (ISEI, Teaching, Drug Dependency).

e) The involvement of our leaders in their recognition to people, teams and outside entities, for their contribution in the results obtained.

- In 2001, on the 25<sup>th</sup> of May, the Director J.M Ziarrusta, together with the MT, paid homage to Josune Cearra and Sabin Zubiri, founders of the school. showing appreciation for the effort and success they made for the school.

- All the students who finish their studies in the school in June receive a diploma. The director uses this moment to thank all the parents and students for their stay and work in the school and gives a present to those parents who have achieved 25 years uninterrupted association with the school, as a token of appreciation to their fidelity.

f) These examples are some from the large list we can enumerate as evidence that the members of the MT participate in activities, conferences and workshops encouraging and helping continuous improvement:

- 2 members of the MT (Head of Studies) helped advise in another centre, Avellaneda School (Sodupe), using the enrolment process existing in our school.
- Participation in all the conferences about quality organised by Euskalit since 1996.
- Participation in meeting days organised by Ursulinas, Diocesan from Vitoria and the Tolosaldea Secondary School.
- The Director participated in a meeting celebrated in Ondarroa in the 27 of February, 2002, with all the Directors of the Diocesan Centres, to expound the implementation of the management system in our school.

g) As an example of the participation of the leaders in environmental improvement activities as a contribution to society:

- Participation in and obtaining of the CEIDA prize in 2000-01 in which the management team took part
- Participation in Osasunkume since 1987 having won recognition with the first prize in 1999.
- Wide participation of all the staff in the school in recycling programs, (see sub criterion 8b) led by some members of the MT as shown in the "Process for the wastes management".

h) Our leaders co-operate systematically and actively with students and university researchers. As an example, in the school year 2001/02.

- Deusto University "Investigating Hyperactivity in Primary Education" in which three Infant School classes took part.
- UPV: Study of investigation about "what mothers think, do or feel faced with inappropriate behaviour of their sons or daughters. Fifteen mothers and teachers from the school participate
- Teaching Practices in the school (see fig. 8b.7). The students come from different Universities and Studies Centres, Faculty of FICE (University of Deusto), and the Faculties of Sociology, Biology, Psychology, Psycho-pedagogy, Computer Studies, of the Basque State University and "Nuestra. Señora de Begoña" Teacher Training School and UPV Teacher Training School.
- Participation of the school in different studies done by the UPV teachers in Infant Education classrooms.
- Participation of the students in Secondary education in calibrating a test, translating it from Spanish to the Basque language, organised by the COSPA.
- Cooperation with the INCE (Quality Education National Institute) through PISA tests and another test for the students about their statistical studies.
- Cooperation with ISEI (Educational Evaluation Institute of the Basque Government) through PISA tests and TIMSS to do with their statistical studies in Secondary Education in the second and fourth levels together with the study of "Linguistic abilities in the three languages" (Basque, English and Spanish) to students and teachers of Primary Education (4<sup>th</sup> and 6<sup>th</sup> level) and to the members of the MT.

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- Participation of a teacher from the school in a group created by the Basque Government to advise on the Education Department in the implementation of the educational reforms.

i) Talking about our contribution in the community, our leaders participate in all those forums about education to which our presence is required. As an example Multilingual Meeting Days in the towns of Getxo and Gasteiz... (see fig. 8b.2).

j) The strategy of Begoñazpi, is one of expansion. That is why, each school year, as a minimum a new classroom is added, therefore the creation of jobs influences the vicinity neighbourhood of the school (see fig. 8b.3 and 8b.4).

### Measurement

In order to measure the effectiveness of this part of our focus we have the following indicator. The effectiveness is measured through results of the satisfaction survey as is explained in **criterion 8**.

In the satisfaction survey the parents of all the students are directly asked in Item 20 whether the "Activities of the school have repercussions on the district:

	1998	2000	2001	2002
Item 20	6,1	6,3	6,5	6,5

Figure 1c.3

### Learning and improvement

The learning and improvement activities are the ones described in 1a and 1b. As specific milestones we can comment that:

- Our MT decides its involvement in the PISA and TIMMS tests, as pilot centre.
- Since the construction of the sports centre and with the aim of getting closer to the neighbouring people, in the year 2000, the MT decided in a meeting to take profit of its installations by renting them to the neighbourhood and to professional teams. After comparing the function, services and prices of these sort of installations in other school centres in the area with other associations and clubs, was decided to contract the services of the KHA enterprise, chosen from the proposals studied.
- As the adaptation of our management model to the EFQM model had been started, we decided in 1998 to include two people from our MT in the assessor's club for the "Basque prize for quality in management", based on the EFQM criterions and model. Our Director and Head of Studies have participated in three external assessments.

### LEADERSHIP (1d) Leaders motivate, support and recognise the organisation's people.

#### Approach

In Begoñazpi School we consider that the team work of the MT members, leaders, teachers and non-teaching staff is basic to the achievement of the Mission of the school and the proposed Vision. For that reason we considered that the best way to involve the people and ensure that all of us advance in the attainment of the same aims is by incorporating them in taking decisions and the start of projects, in line with our policy and strategy, believing in the competence and sharing responsibility.

In order to reach that, it is fundamental that the leaders must be approachable to create mutual respect and collaborate through active

listening in order to attend the members of the organisation. (See Fig. 1b.4)

Through active mutual attitude the leaders help and give support to all the members. In this way, and motivating everybody into taking decisions, they want to realise those individual and collective plans directed to the achievement of aims and objectives.

In the context of this work philosophy it is essential not to forget that it is the job of the members of the MT and the leaders of the organisation to show recognition at the appropriate moment to both individuals and teams of all the organisation through the application of the **Process of Recognition**. (see Fig. 3e.2)

### Deployment

Below are examples of the deployment of the approach

- a) With the aim of motivating the employees in the development of their functions there is a formal meeting scheduled into the school's organisation in which the Director, the Head of Studies and Co-ordinators put across the Mission, Vision and Values, the strategic objectives, plans, objectives and aims to all members of the organisation
- Minimum of three staff meetings a year called by the Director with all the members of the staff.
  - Meeting of the MT every Thursday of 2 hours. duration
  - Weekly Co-ordinators meeting, of 1 hour's duration in Infant and Primary Education and 2 hours in Secondary Education, summoned by the Head of Studies.
  - Weekly meeting 1 hour, called by the Head of Studies or the Co-ordinators, in which the processes owner communicate the happenings, results and improvements to the members of the Stage.
  - Meeting of the processes owner with the members of their team.
  - The review of these meetings is done through the control of the Quality Characteristics of the **Process for the Teachers Meetings Management**, through the minutes made by the secretary of each ones and through the employees satisfaction measurement surveys. (see sub criterion 3d).

b) The support of the leaders towards the organisation's members is shown as an example of the leaders approachability and their total implication. There is an open doors policy and in the nearly 100% of all the cases, the queries are answered in 24 hours.

c) The appreciation policy consists of different activities mentioned in the **Process for Recognition**. As an example, we can say that every year the Director, advised by the Head of Studies and with the approval of the Diocesis Education Department reviews and puts into practice salary improvements and timetable reliefs.

### Measurement

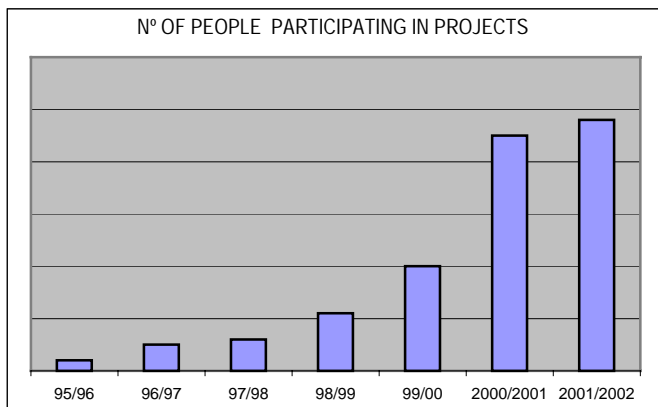
We measure the effectiveness of the approach of the activities done by motivation and support from the leaders towards the 'staff', measuring the number of projects and the number of people who voluntarily get involved in them (Fig. 1d.1) and the increase of these projects (Fig. 9a.16).

The approachability of our leaders is measured through direct questions in Employees Satisfaction Surveys and in our Customers Satisfaction Survey ( Fig 1b.4).

The help and support which the leaders offer to all members of the school community to motivate them into participating in the taking of decisions is

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measured in the people satisfaction survey as show in **Figure 1d.2** below.



**Fig. 1d.1**

	98	00	01	02
25.- The MT empowers people participation	6.2	7.0	7.4	7.8
26.- We, have opportunities to give our opinions		8.1	7.1	7.8
28.- Proposals are taken into account in decision-making	5.1	6.7	7.1	7.4
45.- The MT uses motivating models.	6.7	6.1	6.1	7.1

**Figure 1d.2**

In the employees satisfaction measurement survey there is a series of questions about how the MT recognises in an appropriate and adequate way the efforts of the employees and teams (see **fig. 1d.3**). As an example:

	98	00	01	02
38.- The Management Team values our work	6.6	7.9	7.2	7.7
49.- The MT values my work	6.3	7.8	7.4	8.1
54.- The MT recognises our work and our initiatives	7.6	8.1	7.7	7.9

**Figure 1d.3**

The participation of the teachers reaches the 91.4% and they are involved in the taking of responsibilities, heads of projects, processes owners...

### Learning and improvement.

In the sub criterion 1a the large milestones dealing with the Learning and Improvement of our focus and deployment are shown.

As specific examples:

- As a consequence of the training received from Euskalit and as the result of the comparison of our practices with the ones of other centres in our area, since 1999 we decided that the MT should show thanks to the staff on their 25 anniversary, as explained in the sub criterions 7a and 3e.
- The learnings from the self assessment of 2002 have been assumed into the 2002/2003 leadership plan to motivate and recognise termly the improvement achieved by individual and group awards . The Director is responsible for the administration

and follow up of these activities. Up to now, the school staff have been rewarded in different ways :

- Personal invitations to cultural acts.
- Economic remuneration.
- Personal gift.
- Representing the school or the rest of the employees in public acts.
- Public gratitude for their dedication and results.