

SIPP Newsletter

September 2018

Issue 6



Key Project Updates:

1. Training Event 2 – November 2018, Finland
2. XABEC welcomes 'Plan Personal de Mejora'
3. SIP Project noticed by Government Agency for Inclusion
4. School cultures and practices; supporting the attainment of disadvantaged pupils



Co-funded by the support of the Erasmus+ programme of the European Union

Training Event 2 - November 2018, Finland

The plans for the next training event to take place in Pori, Finland between Sunday 4th November and Friday 9th November 2018 are actively under way.

This 5 day course will be hosted by Sataedu and supported by Learning Plus UK Data Ltd, with sessions led by the different partner organisations.

The key aim of the course is to give professionals working in schools the skills and knowledge to support students to make the right decisions on their course choice, to avoid early school leaving and possible under achievement.

The course will evaluate the experiences to date of the partners using their grade predictor tools, changes to be implemented, best practice, sharing of experiences across Europe and the importance of data to address early school leaving and achievement.

More details about this event will be shared in the next issue...

XABEC welcomes 'Plan Personal de Mejora'

XABEC have decided to name their tool Plan Personal de Mejora (Personal Plan of Development). The reason they chose this name is because they already have a Personal Plan of Development which will involve the tool. Their tool will then become a fantastic complement for students, who when commencing their vocational training are often apprehensive about how they'll perform doing something that's completely new to them.

In terms of trialing the tool, XABEC is in contact with the head of studies for the school and it is planned that the tool will be used for all new students who enter the school at the beginning of their course. Each student will have the opportunity to fill in the tool on their very first day of the course.

The tool will not only be a helpful tool for students trying to figure out their career path at the very start of it, but also equally interesting to know how former students have performed in the different subjects they have studied.



XABEC have provided a link to their website, in which you can find out information related to the project: <http://www.xabec.es/internacional/school-improvement-partnerships-project-sipp/>.

The SIP Project noticed by Governmental Agency for Inclusion

Zlínský kraj has been working on a new strategic document related to inclusion in education. The strategy will suggest priorities and actions that will lead to a successful integration of all young people into the mainstream education. One of the Zlínský kraj's priorities is preventing dropout from schools. Although the unemployment rate is at a historical minimum (3,1 %), there is concern about young people leaving education without formal certificates in the Czech Republic. The emphasis on formal qualification being essential for young people to enter the workplace may disadvantage those from poorer backgrounds.

Zlínský kraj cooperates with the Agency for Inclusion established by the Czech Government. The Agency's representative contacted Martina Němcová about the SIP project. They were very interested in the project activities and results. The Agency then decided to introduce the SIP project to all Regional Authorities in the Czech Republic and asked Martina to hold a presentation about the SIPP as an example of good practice at the forthcoming meeting of Association of Regions of the Czech Republic. The event will be held in November.

School cultures and practices; supporting the attainment of disadvantaged pupils

An [interesting research paper](#), by the Department for Education, has been published to identify how schools are closing the attainment gap between rich and poor students in the UK. Within this report, it was reported that high-performing schools appeared to be more consistent in their engagement with data, and were more likely to use evidence-informed support strategies than lower performing schools.

The Department for Education has also published a [report](#) examining why schools in London outperform the rest of the country.

An article by John Roberts, TES, 8th August 2018 looks at the [Five ways good schools support deprived pupils](#).



If you would like more information about the School Improvement Partnership Project, email us at office@learningplusuk.org or call +44 118 324 6696.

This publication/communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.