Systematic Quality Management

enhancing Efficiency and Leadership at School

Jukka O. Mattila

International Network of Principals’ Centers

Winter Conference

Florida Keys: November 6th – 8th 2013

Wednesday, November 6th

Systematic Quality Management

enhancing Efficiency and Leadership at School

Thursday, November 7th

ESSENTIAL QUESTION: Could small schools have more conversation and contacts with each other – locally, globally?

Friday, November 8th

Trust instead of standardized tests – Finnish General Education

What this presentation is about

1. Personal background:
   • My two organizations
   • Life long yearn for good practices
2. “Quality”: what is it, why at school, and how?
3. The importance of documenting: depositing work for the future
4. Systematic Quality Management Chart for K–12 education
5. Short history of quality management and its 10 principles
6. Overall benefits and the value of joint commitment

Jukka O. Mattila, *1941

Master of Arts, Helsinki University 1964 (physics)

Physicist in Finnish import / export 1964 – 1968

Teacher (math, physics, chemistry) 1969 – 1986

Principal of senior secondary school 1986 – 2004

Retired 2004

President

The Educational Branch of the Finnish Quality Association (Excellence Finland)

The Nordic Countries

The Midnight sun zone

Sun does not set between May 16th and July 28th

Finnish Association of Small Secondary Schools (FASSS)

- movement started: 1997
- FASSS founded: 2002
- growing membership:
  - 145 member schools around Finland
  - membership criterion: max 120 students
  - student age 16 – 18 years (3 grades)
  - FASSS is member of ESHA

- 145 member schools
- membership criterion: max 120 students
- student age 16 – 18 years (3 grades)
- most member schools also have junior level, 14 – 16 years (3 grades)
- member of ESHA since 2010

Services

- exclusive online email peer support between the 145 principals
- annual Benchmark Guide since 2000
- annual in-service training
- protecting FASSS interests nationwide
- seeking small school partners worldwide
The Educational Branch of the Finnish Quality Association

The Educational Branch has over 700 members: managing, developing and personnel directors, quality, production and project managers, educators, principals etc.

- the Branch arranges educational events, seminars and visits
- free entrance to all events (no fee)

President of Finland awarding the Finnish Quality Association Quality Excellence prizes

Quality

What?

Why?

How?

Systematic induction as a basic example of the development targets at school

Induction of a new teacher

What are the key issues to be covered by induction?

Induction of incoming new students

Induction instructions for a short time substitute

Map of the school premises

Good behaviour and good manners

Working in peace

Rules for absence

Why good behaviour and good manners are important?

You want to enter the teachers’ room.

How do you behave?

In which ways, how can we all, students and teachers, show each other politeness and courtesy during the school day?

A guest is visiting our school.

Imagine different situations.

How would you behave?

According to my opinion the three most important behaving issues during the lunch are: 1) 2) 3)

Which absences are permitted?

Which absences are not permitted?

You find yourself sick in the morning, and cannot go to the school.

What do you do?

Which kind of disadvantages do absenteeism and being late cause to the learning at school?
In Quality Management work is deposited, to be taken into use in the future.

Continuous improvement
1. Write down a well-functioning practice
2. Execute and continuously improve it:
3. Choose the next target to be developed

The developed good routines must be documented in writing (instead of filing it to the failing human memory)

- the written documents on the computer hard disk are easy to access and easy to improve later whenever new ideas emerge
- as the documents are easily accessible, their usage becomes easier and, in a way, commonplace, which indeed is one of the goals of Quality Management
- the developed and saved practices are preserved even in the case of change of Principal (if memory-based, everything must begin from anew!)

Rules of the school must be simple and jointly articulated ... to the teachers and to the pupils

Better results
More harmony
Less conflicts

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4.1.2013

Leadership

1. Strategic planning

2. Student focus and marketing of the school

3. The information and its analysis

4. Staff empowerment

5. Process management

6. Results of the activity

7. Environmental impact

8. Quality Management Chart for K–12 schools

• Principal actively participates leadership development courses

• creates opportunities for developing the activities

• actively promotes school activities in the wider community

• takes action to achieve agreed goals

• sustains a positive atmosphere

• enhancing training of attitudes

• enhancing cooperation with trade and industry

• activating development cooperation with other schools

• adopting adult education within senior secondary school

• support for local NGOs

• strategic analysis at regular intervals

• exploiting special circumstances and special skills

• harnessing technology as part of the strategy

• external information (e.g. student newspaper) as part of the strategy

• renovating and rebuilding to create new possibilities

• activating student recruitment

• activating the student body

• gathering satisfaction feedback from students and their parents

• regular contacts with the parents

• bettering the internal flow of information collecting and exploiting ...

1. documented feedback from the courses

2. national comparison data

3. opinions of potential new arrivals

4. responses of students who have already left the school

• induction of new teachers

• Principal's personal development discussions with the teachers

• rewarding

• activating staff to socialise together also outside school

• induction of new students

• bettering the information flow to the parents

• recognizing and helping those with read & write problems

• supporting the least and most talented

• bettering conditions for distance education

• collecting numerical comparison data within local, national or international comparison framework – failing statistics – drop out statistics – maturity examination – university entrance % – national health survey – other statistics about school, students and teachers

“The mentality of a winner is born from the will to develop even the smallest details. A functioning work environment provides a possibility to this.”

Mauro Berruto, developer of work environments, coach of the Finnish volleyball


diagram

Satisfaction feedback survey for STUDENTS (a partial example only)

<table>
<thead>
<tr>
<th>Components</th>
<th>Completing agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am quite satisfied with the school meals</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>My teachers are always good in explaining the joint’s uses</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Our school is a happy and harmonious place</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Teachers do not support the students in my learning difficulties</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I receive enough information for my career perspective</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I suffer of bullying at school</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Teachers are willing and quick to help me, if I need assistance</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Teachers do not encourage me enough</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I can confidently discuss with teachers about my difficulties</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>At our school there is an open and stimulating atmosphere</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

My classmates frequently help me in my homework | 1 2 3 4 5 |

Students can really go to the “Principal to speak about their matters | 1 2 3 4 5 |

In my studies I have often experienced the joy of success | 1 2 3 4 5 |

Cheating at exams is not very frequent at our school | 1 2 3 4 5 |

Administrative (Principal and the school staff) help me willingly | 1 2 3 4 5 |

I receive enough assistance in planning my studies | 1 2 3 4 5 |

I really leave home to school with a happy and positive spirit | 1 2 3 4 5 |

I would more willingly change to another school | 1 2 3 4 5 |

My class community helps in strengthening my self-esteem | 1 2 3 4 5
What do pupils think about our school?

... and those who already finished our school last spring

Questions for the potential newcomers finishing the local junior high about the surrounding other senior secondary schools

5. To which senior school have I applied to:

_______________________________________

Three most important reasons for my choice:

1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________

My three-word mental description of the following senior educational institutes:

Turku Finnish Senior Sec. School : ___________________________________________________
Turku vocational institute, dept of cars & vehicles:________________________________________
Kaarina Senior Sec. School : ________________________________________________________
Turku Christian Senior Sec. School , 10. grade: _________________________________________
Parainen Senior Sec. School : _______________________________________________________
Kupittaa Senior Sec. School : ________________________________________________________

"Which senior school have I applied to and the three most important reasons for my choice":

Those who have chosen OUR senior secondary school:
• I have heard that it is a good school / Not too big / Friends
• It is near / Good teaching / Small classes (easier to contact the supervisor of studies)
• Near / I know the teachers and I know what they demand
• Nearness / More individualized teaching (small school) / I know the teachers
• It is the nearest school / The only school, where I want to go / Either
• Nearness / Quality / Familiar students and teachers
• Distance (short) / Teaching (small school in individual teaching) / More time
• The nearest senior high school / I have heard from my friends there, that there is good
teaching / Already when entering junior high, I knew I would continue there
• Short distance / I would not have gone to any other school / The school seems to be tidy and
all the students know each other
• It is near / My sister was there and urged me to go there / Good teaching
• Near / A small school and a small number of students / I get a lot of time for other activities
• Short distance / A nice and small school / Just nice
• I want to graduate / Nearest / Easy to study (friends, small school etc.)

Feedback questions to students who have already left the school

6. Your personal impression of your Senior Secondary School as an educational institute

Generality, I could trust the premises of the teachers... 5 4 3 2 1
Teaching was well-organized and carried out... 5 4 3 2 1
In my learning situation I was well supported... 5 4 3 2 1
I was satisfied with the school... 5 4 3 2 1
Teachers were ready to support me if needed help... 5 4 3 2 1
I was selected for positive attitudes and good manners... 5 4 3 2 1
I did not have any health problems... 5 4 3 2 1
My teachers encouraged me well enough... 5 4 3 2 1
Information on success was within the school... 5 4 3 2 1
I received career guidance generally on the same day... 5 4 3 2 1
Students were well-encouraged in their studies... 5 4 3 2 1
The school was both hard and efficient... 5 4 3 2 1
My parents and teachers were in contact with the school... 5 4 3 2 1
Coping school did not strengthen me at all, just for any... 5 4 3 2 1
I would not drop out of school... 5 4 3 2 1
Disturbances on the lessons were not properly dealt... 5 4 3 2 1
I usually got help for the internet work or computer... 5 4 3 2 1
Creating of the exam was not too frequent... 5 4 3 2 1
Administration (principal and school clerk) served well... 5 4 3 2 1
I received enough information about public exams... 5 4 3 2 1

Satisfaction feedback survey for TEACHERS (a partial example only)

Completely agree

I quickly move from home to school with a happy and positive spirit 1 2 3 4 5
I develop well for the teaching I have heard enough 1 2 3 4 5
I have considered change of school because of these reasons 1 2 3 4 5
My Principal does not encourage me enough 1 2 3 4 5
Teachers take enough responsibility in improving the work climate 1 2 3 4 5
I would not like to meet my colleagues outside regular school time 1 2 3 4 5
Our Principal actively engages towards a positive school atmosphere 1 2 3 4 5
The information was bad for the school... 1 2 3 4 5
The teacher's meeting was often times done rather equality... 1 2 3 4 5
Teachers do not participate in organizing school events... 1 2 3 4 5
Teaching work has been changed in ergonomics (acoustic, light, draft) 1 2 3 4 5
It is not easy for teachers to participate in service training 1 2 3 4 5
Our school advisory work and注意事项 have new challenges... 1 2 3 4 5
We do not promote student focused teaching and activities... 1 2 3 4 5
Our Principal further promotes teaching training more often... 1 2 3 4 5
Teachers are equally rewarded for successful teaching... 1 2 3 4 5
Principal is aware of the school, that joint decisions are put into effect... 1 2 3 4 5
Many teachers have a lack of idea of what one is in the classroom... 1 2 3 4 5
We do not increase the number of teaching meetings... 1 2 3 4 5
We do receive some sort of feedback and performance feedback... 1 2 3 4 5

Quality Management Chart for Finnish K–12 schools

with examples of characteristic items in each of the eight categories

Leadership

• induction of new teachers
• Principal's personal
• Principal's personal development
discussions
• rewarding
• activating staff to
• socialise together also outside school

Environmental

• information and its analysis

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Environmental

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Stakeholders

• analyse the influence of stakeholders

Communication

• communication with school board
• communication with external stakeholders

Financial

• manage the financial resources

Health & Safety

• manage health & safety

Diplomacy

• manage media

Strategies

• set the overall vision

The School

• School as an organisation
• School as an organisation

Performance

• measure the performance

Implementation

• plan the implementation
2.11.2013

**Metaphor 1: wallpapering**

Quality management is based on small steps.
Only after having got one wall papered, you find out, how dirty the other walls are. You have to go on.

**Metaphor 2: roadmap** (Future orientation)

Timing is an essential part of leadership

Why not schedule even the smallest details in advance, at the beginning of the coming school year

<table>
<thead>
<tr>
<th>AP Testing</th>
<th>Teachers' Planning Day</th>
<th>Pre-Test De-Stress Day</th>
<th>Halloween</th>
<th>PTA</th>
<th>Thanksgiving</th>
<th>Summer Break Prom</th>
<th>Homecoming</th>
<th>Final exam week</th>
<th>Winter break</th>
<th>Spring break</th>
<th>Turnabout</th>
<th>ACT/SAT Testing</th>
<th>PTA</th>
</tr>
</thead>
</table>

**Metaphor 3: baked potatoes**

Baked potatoes are eaten from inside out. You never start from the aluminium foil and peelings.

Similarly, the quality efforts proceed best if started from inside of the workplace. Quality systems brought from outside do not generally succeed equally well.

“Finland has developed its own vision of educational and social change connected to inclusiveness and creativity, rather than renting a standardized vision that has been developed elsewhere”

Andy Hargreaves

**10 basic principles of Quality Management**

1. Quality is customer oriented
2. Leading persons provide an example
3. Continuous improvement
4. Staff training and staff participation
5. Speed and flexibility in all actions
6. Systematic methods in all products and processes
7. Future orientation
8. Leadership based on facts
9. Collaboration with partners
10. Public responsibility
2.11.2013

Conclusions:

School year is full of repeating routines

Systematic and documented control of routines saves time for more productive activities

Implications:

• Increasing attraction and competitiveness
• Less conflicts, teachers and students more satisfied
• Functionally better work routines
• Better results and better reputation as a school

"Every community needs commitment to joint goals and values. Without this kind of a commitment there is no community, only a diverse group of people"

Peter F. Drucker (1909 - 2005)

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Thank you very much!