



Self-assessment guide

for training institutions

2017 Edition

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Guide and files downloadable from <http://eduscol.education.fr/cid59929/qualeduc.html>

Introduction

For many years, the management conditions and methods in our education system have been changing:

- increased autonomy of institutions;
- management by project (initial diagnosis, defining the targets of the school project, the contract approach and management dialogue with academic managers);
- introduction of labels and networks (vocational upper secondary schools, trade and qualification campuses, etc.).

These changes require schools to formalise targets in line with national policy and their socio-economic environment, explaining how they achieve them and how they measure progress.

They are also required to share information about this progress with the educational community, at each stage of development.

The need for **self-assessment** has been duly enshrined in several texts since the 1990s and is inseparable from the notion of the institution's autonomy.

Expressing in writing what we want to achieve, doing what we have written, measuring progress in order to react, act and provide evidence, are the key elements of quality assurance.

Self-assessment is at the heart of the quality assurance approach, contributing to the implementation and governance of the school project and the performance contract.

It is key to students' success.

A quality approach is based on principles:

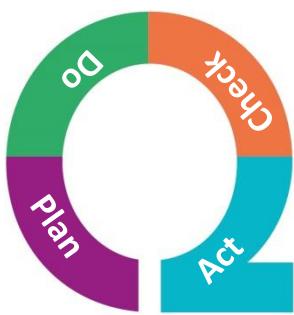
- paying attention to the **internal and external stakeholders**;
- the importance of leadership and **commitment by management**;
- a **participative approach, staff involvement**;
- a **process** based approach;
- **risk analysis**: prevention rather than correction;
- **continuous improvement**;
- factual **assessment and self-assessment** based on data and facts.

In this context, Qualéduc is a developing, adaptable self-assessment tool provided to schools. It is not an additional system, new label to be obtained or a mandatory process. It can in fact be integrated with all the processes in which the school may be involved, whether related to a public policy or on its own initiative.

The purpose of this approach is to improve the efficiency and fairness of the education and training system. Its aim is to ensure **students' success while helping to implement good working conditions for staff**. In this regard, Qualéduc also helps to improve the school environment.

The European context

Use of this approach is encouraged by the **Recommendation of the European Parliament and Council of 18 June 2009, which establishes “a European quality assurance reference framework for education and vocational training”**, intended to help Member States promote and verify the continuous improvement of their education and vocational training systems, based on common European reference standards.



The Riga conclusions, adopted on 22 June 2015, encourage the development of quality assurance mechanisms in the field of education and vocational training, as recommended by the [EQAVET \(European Quality Assurance in Vocational Education and Training\)](#), and the production of continuous feedback based on learning outcomes.

Quality assurance methodology is based on continuous improvement, as expressed by the Deming wheel¹ or PDCA: **plan do check act**.

The vocational route, the driving force for Qualéduc

With over 540,000 students in vocational upper secondary schools, nearly one-third of all upper secondary students and apprentices are in vocational education. Vocational education is a genuine asset to the national economy and young people's integration into the labour market. To highlight its advantages and promote personalised career paths, levers have been put in place:

- **the awarding of a “vocational upper secondary school” label** (Articles [L. 335-1 to 4](#) of the Education Code) to upper secondary schools offering vocational training and education based on academic specifications, putting in place a continuous improvement approach.
- **the restructuring of the vocational route** (2009) aimed at reducing the number of students leaving school without qualifications, raising the level of qualifications and reinforcing schools' autonomy.
- [French Law No. 2013-595 of 8 July 2013](#) on policy and planning to reform France's schools establishes the [trade and qualification campuses](#), centres of excellence offering a range of vocational, technological and general courses in a specific vocational field, involving different training methods, different students and organising further education pathways, accommodation and social life.
- [Law No. 2013-660 of 22 July 2013](#) on Higher Education and Research which introduces the **bac-3 – bac +3 continuum**.

By helping to develop the quality and self-assessment approach, Qualéduc responds to these challenges.

Qualéduc can also be used to manage the quality approach in continuing vocational education, under the [Eduform label](#).

¹ William Edwards Deming made the PDCA method popular in the 1950s, using this tool

Openness to other types of education

Qualéduc is available for other education routes in lower secondary schools and general and technological upper secondary schools, which use it as an approach for sharing ongoing developments.

Objectives

Implementing a participative approach

- implementing a culture of self-assessment and continuous improvement;
- promoting teamwork;
- mobilising teams around a shared diagnosis;
- involving all the stakeholders in the educational community in implementing areas of progress;
- developing and recognising the professionalism and commitment of staff.

Assuring quality

- setting out a framework for defining a quality institution;
- monitoring the needs of students and their environment;
- examining the school's general organisation;
- putting in place a formal, legible organisation, while maintaining traceability;
- focusing on risk analysis: prevention rather than correction;
- improving management.

Improving the efficiency and fairness of the education and training system

- improving the conditions of student success in practical terms;
- supporting students throughout their education: raising their ambitions, promoting access to and success in higher education;
- linking educational activities to the school project;
- sharing good practices.

An approach for local public sector schools (*établissement public local d'enseignement* – EPLE)

Led by the school head, **self-assessment is carried out by the whole of the educational community.** It can be used to produce or update a diagnosis, school project, performance contract, label follow-up (vocational upper secondary school, trade and qualification campus, technological platform, Eduform, etc.), or any project approach. It guides the **school's management.**

Beyond the initial diagnosis, schools can use the results to **go further, within their specific context,** as part of a continuous improvement process. Involvement by all the internal and external stakeholders guarantees the success of the diagnosis.

[Article L. 401-1 of the Education Code:](#) "In each public sector school and education institution, a school or institution project is drawn up **with the representatives of the educational community.** (...) The school or institution project sets out the specific terms and conditions for implementing the national targets and programmes (...). It specifies the methods and resources used to ensure the success of all students and to involve parents in this aim. It also determines the **assessment methods** of the results achieved."

[Preparatory work from the report on the 2005 law:](#) "...the schools decide on the use and allocation of each of the funds allocated, according to the targets set by the academic authority and the school project. Management of this system requires an **assessment system** which, at each level, assesses the relevance of the targets identified, **the suitability of the methods used and the quality of the results obtained...**"

[Circular 90-108 of 17 May 1990:](#) "Two specific systems support the assessment of the school project:

- An internal system: the project requires an internal assessment system, a management tool that ensures the coherence and governance of the action, involving the stakeholders and partners in the project.
- An external system, an academic tool connected to the national systems. "

A working tool

This guide can be used to initiate analysis and discussion by teams that wish to put in place a self-assessment and continuous improvement approach to quality. It is designed for school heads and the whole of the educational community.

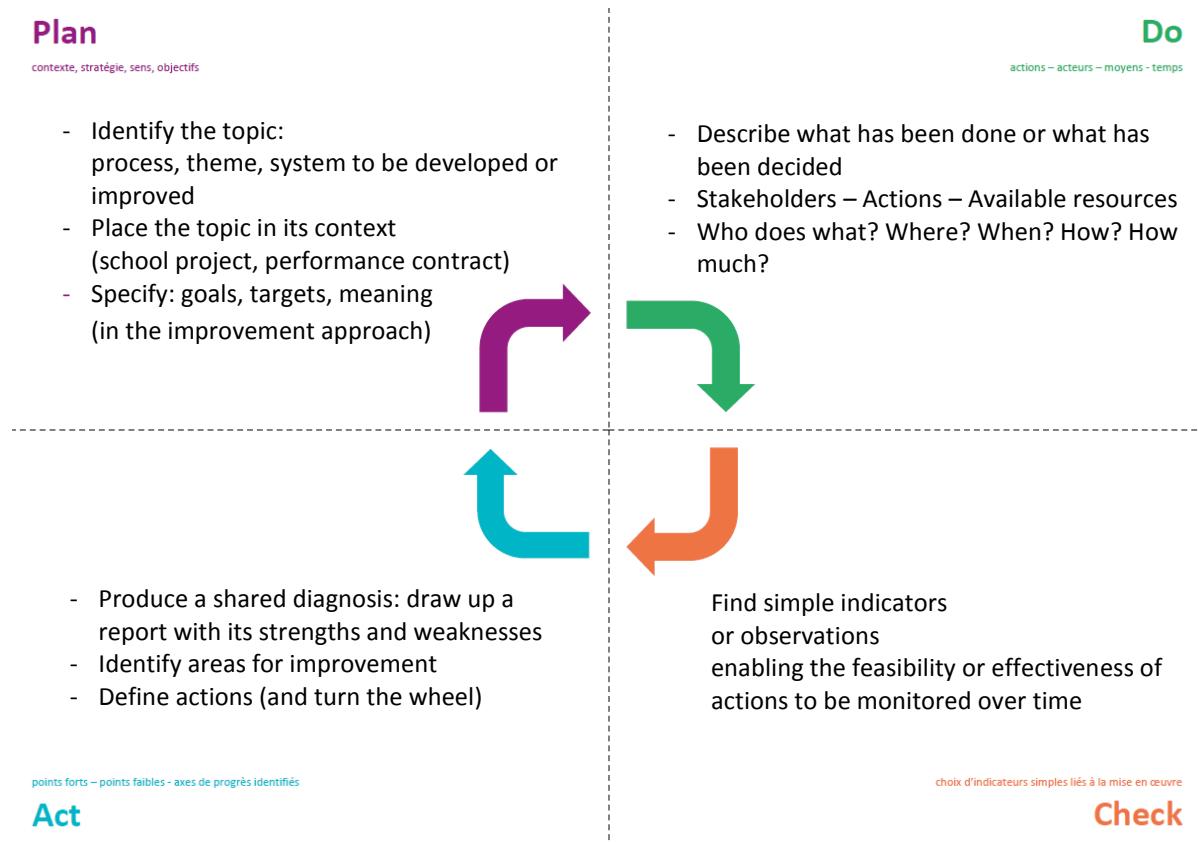
Files have been produced for shared, cross-departmental topics in order to:

- formulate an analysis, set out a shared, justified diagnosis, drawn up from identified findings;
- draw up or alter a plan, presenting the targets and areas of progress, actions for improvement and an implementation plan, providing monitoring tools such as performance indicators, monitoring files, etc.

The school sets out the topics it wants to work on, depending on the national priorities, academic demands, the context, its strategy, ensuring they are integrated into a systemic vision. Each self-assessment file must be considered as a tool, not a reference standard, as it offers an analysis process. It is introduced by a legislative and regulatory reference, outlining the national framework covering the school's activities. The questions are not exhaustive and can be used to analyse the whole of a topic, identify the key points and cover the stages of the wheel.

The method

It is possible to use the approach for a **specific topic**: by starting from an existing analysis or by constructing the path. A blank file can be used by the school to formulate its own questions on a given topic. This method can also be used to monitor the **systems** and **actions taken by the Académie or project group**.



To implement the process:

- keep the formulation simple;
- use practical information useful to the context described;
- base it on objective information;
- set achievable, yet ambitious targets;
- ensure that the topic is **placed within an organisation or system as a whole**.

Information on Éduscol

Qualéduc can be found on Eduscol at <http://eduscol.education.fr/cid59929/qualeduc.html>:

- supplementary files or files on other topics are offered: these are produced in the *Académie*, in seminars or in working groups;
- [video testimonials and conferences](#) are available on the National Education, Higher Education and Research website ([ESENESR](#));
- working tools are available to aid teamwork.

Definitions

- **Continuous improvement:** regular activity that increases the capacity to meet demand.
- **Self-assessment:** approach that consists in assessing yourself (what relates to you).
- **Effectiveness:** level at which planned activities have been achieved and expected results have been obtained.
- **Efficiency:** the ratio between the result obtained and the resources used, ability to produce a positive effect.
- **Demand:** requirement or expectation, often implicit or imposed.
- **Management:** coordinated activities that guide and govern an organisation.
- **Procedure:** specified way of performing an activity or process.
- **Process:** the process is a set of activities that transform input into output.
- **Quality:** ability of a set of intrinsic characteristics to meet demand.
This definition applies to a product or service, but also to an activity, process, organisation or person. The emphasis is on listening to and satisfying all the interested parties.

Topic files

Paths and courses

1. Training provision
2. Student Council and citizenship
3. Organisation of school time
4. Continuity of service to students
5. Special educational needs, disabled students
6. Stopping school dropout
7. Paths
8. Teaching methods
9. General education related to the specialism
10. Vocational work experience periods, placements
11. Sustainable development
12. European and international openness
13. Assessment methods
14. Adult continuing education

Management

15. School management
16. Internal communication
17. Human Resources Management
18. External communication
19. Partnerships and networks

Blank files

1. Training provision

Education Code: [Art. L.111](#) (General Terms), [Art. L. 131-1 and L. 131-2](#), [Art. L. 211-2](#), [Art. L. 214-1](#), [Art. L. 214-13 and L.214-13-1](#), [Art. D. 331-1 to D. 331-3](#) (secondary education), [Art. L. 335-4](#) (pathways) – **Employment Code:** [Art. L6123-4-1](#) (coordinated strategy for employment, career guidance and vocational training)

Plan

Context, strategy, meaning, targets

- How is training provision integrated in the school project and the performance contract?
- What strategies, targets and indicators have been set and notified to everyone?
- How does the school's training provision successfully combine:
 - career guidance requests from families (social demand)?
 - the different training statuses (school, continuing education, apprenticeships)?
 - the socio-economic features of the region?
 - developments in trades and vocational integration prospects?
 - the forecasts and decisions of the regional training plan?

Do

Stakeholders – Actions – Resources – Time

Offering training

- How does the school integrate the training provision within its more general provision?
- How does the school offer complete training in one or more vocational fields?
- What measures help to secure training paths in the school (common measures, personalised support, linking courses, etc.)?

Defining the stakeholders and working with the partners

- How are the educational teams mobilised?
- What is the role and place of parents?
- Which network of partners is used to implement the training path (partners from the business and vocational world, training institutions connected to the disciplines)? How are these partners involved?
- How does the school network with other institutions (complementary features, technical platforms, sharing resources, etc.)?

Using educational and teaching strategies to implement the training paths

- What educational strategy has been developed to implement the training path throughout the curriculum?
- How is the student ranked at the start of the course (diagnostic assessment and ranking)?
- How does the institution put in place a personalised training path?
- How is the specific induction and integration period organised in the school?
- How is the consolidation and orientation period put in place?
- How is the training path formalised (specific tools, specific organisations, digital tools)?
- How are periods of vocational work experience included in the school's strategy?
- How is general education related to the specialism introduced within the path? (methods of organisation)?
- How are the acquired skills tested? How is this assessment formalised? How does the student become aware of the skills they have developed?

Communicating about the training provision and paths

- How does the school communicate about its training provision to lower secondary schools? businesses? local authorities?
- Is the development and coherence of the training provision anticipated and explained within the school's bodies?
- What actions are taken to improve transition between lower and upper secondary school (twinning agreements, specific actions, etc.)?
- How are the trades and training paths provided by the school publicised? How are upward paths offered?

Check

Examples of monitoring indicators

- Development of the school's training provision over the last five years;
- Development of the appeal rate of the courses over the last five years;
- Success rate, dropout rate;
- Continued studies rate;
- Vocational integration rate at N+1 and according to level of qualification;
- Number of training courses offered to other students (apprentices, continuing education);
- Number of students receiving refresher training;
- Participation in events, forums, trade fairs, etc.;
- Number of actions aimed at lower secondary students;
- Number of formalised paths
- Number of partners, agreements;

2. Student Council and citizenship

Education Code: [Art. R. 421-43 to R. 421-45](#) (upper secondary Student Council, CVL), [Art. R. 511-2](#), [Art. R. 515-9](#) (Right of association), [Art. R. 511-8](#) (Right of publication), [Art. R. 511-10](#) (Right of assembly), [Art. D. 422-24](#) (proposals), [Art. D. 422-38](#)
Circulars: [No. 2010-129 of 24-8-2010](#) (responsibility and engagement of upper secondary students), [No. 2014-092 of 16-7-2014](#) (promoting student engagement), [No. 2016-140 of 20-9-2016](#) (composition and functioning of Student Council bodies), [No. 2016-190 of 7-12-2016](#) (allocations, composition and functioning of Lower Secondary Student Council)

Plan

Context, strategy, meaning, targets

The Student Councils in upper secondary schools contribute to the quality of the school environment by developing a feeling of belonging to the school within a consultative dialogue between students and staff.

- How is student engagement integrated in the school project? What are the objectives? What is the strategy?
- How are these objectives shared with all the stakeholders in the educational community?

Do

Stakeholders – Actions – Resources – Time

Organising student representation on consultative and decision-making bodies

- Who is the "Student Council" contact in the school?
- What actions are taken to encourage students to participate in different elections?
- What organisation is put in place to promote student participation?

Training in rights and obligations

- What training is put in place for representatives?

Promoting student engagement in the life of their school

- What bodies and areas of expression are open to students (newspapers, blogs)?
- How are students encouraged to become involved in the school's activities (citizenship, cultural, artistic, sport, humanitarian or health-related activities)?
- How is the students' centre managed? Who leads it?

Developing engagement

- How is the representatives' engagement developed during their time in education?

Communicating

- How are the activities of the Student Council communicated within the school and to families?

Check

Examples of monitoring indicators

- Attendance rate by student representatives on class councils;
- Percentage of classes with a representative;
- Participation rate in elections to the Board of Governors;
- Participation rate in elections of representatives to the Student Council (CVL);
- Percentage of students that have participated in a project related to citizenship education;
- Type and number of projects, citizenship actions or actions involving student engagement;
- Percentage of students registered in the National Union of School Sport (UNSS);
- Percentage of students involved in the students' centre;
- Percentage of students involved in cultural and educational clubs and activities;
- Measurement or observation of improvement in teaching and learning conditions;

3. Organisation of school time

Education Code: [Art. D 213-29, Art. D. 331-26, Art. R. 421-2, Art. R. 421-55, Art. R. 421-92, Art. D. 422-2, Art. D 422-21, Art. D. 422-38, Art. L. 521-1, Art. D. 521-1 to D. 521-5](#)
Circular: [No. 2016-055 of 29-3-2016](#) (successful entry to vocational upper secondary school).

Plan

Context, strategy, meaning, targets

On educational matters, schools have autonomy in how they organise the school into classes and groups of students, as well as how they divide up the students, how they allocate the teaching hours and personalised support, how they organise school time and the conditions of school life.

- How is organisation of school time integrated in the school project?
- How can organisation of school time be used to improve teaching?

Do

Stakeholders – Actions – Resources – Time

Organising school time

- What are the key moments in the organisation of school time (induction, placements, exams, etc.)? How are they prepared for?
- How is induction organised at the beginning of the year to ensure that students are managed well subsequently (induction seminar, ranking, visits, sports activities, etc.) ?
- How are periods of vocational work experience integrated?
- How is the end of the school year organised?

Preparing timetables

- How is student and staff well-being considered when designing timetables?
- What criteria are used to prepare timetables (essential times, constraints and flexibility)?
- How can annual timetables be a lever for the school?
- How is the teaching board involved in preparing timetables (recommendations, advice)?
- How are timetables used to support educational projects?
- How are consultation times for educational teams organised in the timetable?
- Are the timetables presented to the Student Council (CVL)?

Making up classes and groups of students

- How are the teaching board and the teachers involved in this process?

Communicating

- How is the information about school time communicated within the school and to families?

Check

Examples of monitoring indicators

- Proportion of teachers' wishes satisfied;
- Number of changes made on request from teachers and students, at the beginning of the school year or the beginning of a new timetable period;
- Number of periods and time devoted, per group or class, to shared homework;
- Number of study hours in students' timetables;
- Number of periods and time devoted to consultation;
- Number of periods and time devoted to sports activities (outside physical education and sports lessons) and cultural activities;
- Proportion of classes or groups for which the lunch break is less than one hour;

4. Continuity of service to students

Education Code: [Art. L. 912-1 to L. 912-4](#)

Decree No. 2005-1035 of 26 August 2005 (on the short-term substitution of teaching staff in secondary schools)

Circular: [No. 2017-050 of 15-3-2017](#) (improvement of the substitution system)

Plan

Context, strategy, meaning, targets

Continuity of teaching is a mandatory obligation. Teachers are sometimes absent (mandatory training or exams, sickness leave, etc.).

- How is continuity of service to students ensured in the school project, and what are its targets?

Do

Stakeholders – Actions – Resources – Time

The school head must ensure the teacher is substituted or that non-taught hours are recovered within a reasonable time frame.

In consultation with the educational teams, the school head draws up a protocol for short-term substitutions, setting the targets and priorities, principles and practical organisational arrangements specific to the school. As a priority, this concerns substitution of absences that are foreseeable during the school year.

The protocol is submitted by the school head to the Board of Governors, which is kept informed of how it is implemented.

Organising – Managing

- How is continuity of service to students organised and implemented in the school?
- How is the teaching board involved?
- What measures are put in place to replace an absent teacher?
- When absences are planned, how are substitutions anticipated?
- How are teachers in the school asked to substitute absent colleagues?

Informing

- What methods of communication are used with staff and students to ensure continuity of service?

Check

Examples of monitoring indicators

- Teacher absence rate in the school;
- Distribution of absences by reason;
- Absence rate of non-teaching staff;
- Percentage of hours recovered by teachers after a short-term absence (training, exam);
- Percentage of teachers carrying out short-term substitutions;
- Proportion of substitutions carried out internally;

5. Special educational needs, disabled students

Education Code: [Art. L. 112-1 to L. 112-5](#), [Art. D. 112-1 to D. 112-3](#), [Art. L. 311-7](#), [Art. D. 311-13](#), [Art. L 351-1](#), [Art. L. 332-4](#), [Art. D. 332-8](#), [Art. D. 333-10](#), [Art. L. 335-1](#),
[Art. L. 351-3 to L. 351-9](#), [Art. D. 351-12](#), [Art. D. 351-27 to D. 351-31](#) (adaptation of examinations and competitive examinations), [Art. L 916-1](#)

Circulars: [No. 2003-135 of 8-9-2003](#) (individual induction plan), [No. 2010-088 of 15-7-2010](#) (collective measures within a secondary education institution),
[No. 2015-016 of 22-1-2015](#) (personalised support plan), [No. 2016-117 of 8-8-2016](#) (training paths for disabled students in schools), [No. 2016-186 of 30-11-2016](#) (vocational training and integration of disabled students),

Guide: "Responding to students' special educational needs: which plan for which student?".

Plan

Context, strategy, meaning, targets

The education system must adapt to students' special educational needs, whether the student is disabled or not.

The induction and education of disabled students helps everyone to develop a positive view of differences.

- How is management of disabled students and students with special educational needs integrated into the school project?
- What targets and strategies are put in place?
- How are the indicators and results of actions communicated to everyone?

Do

Stakeholders – Actions – Resources – Time

Induction and education

- What specific induction and education measures are put in place in the school?
- If the school has localised educational inclusion units (ULIS), how do they work?

Adapting to students' special educational needs

- How does the educational organisation promote inclusion of students with special education needs and disabled students?
- What methods are used in the school to facilitate:
 - their access to vocational training places (workshops, placements, vocational work experience)?
 - their professional development and future vocational integration?
 - the use of space and any necessary adaptations?
- What certification is planned for disabled students (adaptations, certificate of skills, etc.)?

Training the educational teams

- What training is offered to teachers? How is teacher support organised?

Working with partners

- What partnerships are developed with specialist organisations, such as medical-professional institutes (IMPro) and Sheltered Employment Organisations and Services (Ésat)?
- What partnerships are developed with the adviser from the departmental centre for people living with disabilities (MDPH)?

Check

Examples of monitoring indicators

- Proportion of disabled students with an individual education plan (PPS) in the school;
- Number of annual meetings by the monitoring and education team (ESS) for each student with an individual education plan (PPS);
- Proportion of teachers in the monitoring and education team (ESS);
- Proportion of teachers holding an additional certificate in adapted teaching and education of students with disabilities (2CASH);
- Number and types of training courses on this topic;
- Certification and qualification levels of students with special education needs and disabled students;

6. Stopping school drop-out

Education Code: [Art. L. 122-2 to L. 122-4](#) (right to return to initial education), [Art. R. 131-7](#) (absenteeism), [Art. L. 214-12](#), [Art. R. 222-3-2](#) (dropping out of school), [Art. L. 313-7 and L. 313-8](#) (resuming education) – Directive [No. 09-060 JS of 22-4-2009](#) (preventing school dropout and support for young people leaving the school system without qualifications)

Circulars: [No. 2011-028 of 9-2-2011](#) (implementation of Articles L. 313-7 and L. 313-8 of the Education Code), [No. 2013-035 of 29-3-2013](#) (Training Qualification Employment networks – FOQUALE), [No. 2014-159 of 24-12-2014](#) (prevention of school absenteeism), [No. 2015-041 of 20-3-2015](#) (right to return to education for students leaving the education system without the school leaving certificate or vocational qualifications), [No. 2017-066 of 12-4-2017](#) (mobilisation of the right to return to education and stay in education to help combat school dropout)

Plan

Context, strategy, meaning, targets

The Law on reforming France's schools focused on the fight against [school dropout](#) in line with public youth policies. Since 2014, the action plan "[Tous mobilisés pour vaincre le décrochage scolaire \(All against dropping out of school\)](#)" has encouraged the educational community, researchers, other ministries, local authorities and associations to rise to this challenge.

- Are the strategic directions of regional policies in the field of school dropout known?
- How is the "*All against dropping out of school*" action plan integrated in the school project?
- How does the school project focus on persevering with school and preventing dropout, on mobilisation of partners, particularly those benefiting from the [right to return to initial education](#)? What are the objectives and the strategy?
- How is the role of each person valued in terms of young people's educational success?

Do

Stakeholders – Actions – Resources – Time

Three fields of actions can be used for self-assessment on this topic: **prevention, intervention, remediation**.

Prevention

- What organisation is in place in the school to prevent school dropout (GPDS school dropout prevention group, school dropout adviser or contact, information, communication)?
- How are all the staff in the school made aware of how to detect early signs of school dropout: absenteeism, sudden change in behaviour, lower academic grades, etc.?
- What actions are taken to detect signs of school dropout?
- Is training in preventing school dropout organised?
- How are the school's educational practices adapted to prevent dropout?
- What educational innovations has the school experimented with?
- How is working in a multi-category team developed in the school to take account of young people's needs?
- How is students' feeling of well-being and belonging to the school developed? How is mutual support and teamwork between students promoted in the school?
- How are personalised support, linking training courses, refresher courses, mentoring and career guidance carried out to foster young people's motivation and support them in their project?
- Are adapted paths offered to young people at risk of dropping out?
- How is dialogue between parents and the school set up and carried out?

Intervention

- How are the causes of student dropout analysed?
- What actions are planned to encourage students to take a positive attitude to their studies?
- How are educational activities organised around students who are dropping out? How are the educational teams mobilised?
- How are internal and external educational partnerships developed to coordinate intervention by different professionals in dropout situations?
- How is dialogue between parents and the school reinforced?

Remediation

- How is the right to return to initial school education organised within the school?
- How is cooperation of the educational teams developed with external partners?
- How are links established with the FOQUALE network (Training Qualification Employment) and the Mission to combat school dropout (MLDS) connected to the upper secondary school?

Check

Examples of monitoring indicators

- Monitoring indicators for young people (exclusions, committees, guidance, exclusions from vocational work experience, etc.), absenteeism (number, causes, type of education, training, number of warnings, etc.);
- Indicator for young people affected by school dropout (number in prevention, intervention, remediation);
- Support indicator (number and role of people involved, number of actions undertaken);
- Attendance indicators (follow-up to actions);
- Observations of young people's attitudes;

7. Paths

Education Code: [Art. L. 121-6](#) (artistic and cultural education), [Art. L. 313-1](#) (COP), [Art. L. 331-7](#) (Avenir path), Art. L. 332-3, [Art. L. 541-1](#) and [Art. L. 121-4-1](#) (health and citizenship education), [Art. L. 311-7](#) and [Art. D. 311-13](#) (personalised training paths) – **Circulars:** [No. 2013-073 of 3-5-2013](#) (artistic and cultural education path), [No. 2016-092 of 20-6-2016](#) (student citizenship path).

Plan

Context, strategy, meaning, targets

This file is a guide to putting in place or monitoring:

- the training paths set out in legislation;
- the personalised training paths put in place by the schools.

It applies to the adapted initial education path set out in the school dropout prevention plan. It is also possible to plan training paths that take students' aspirations into account.

- What training paths are in place in the school?
- How is a training path integrated in the school project strategy? What are the challenges and principles of the path? What are the targets? What communication is planned?
- Are the indicators and results of the different actions communicated and known by all the members of the educational community?

Do

Stakeholders – Actions – Resources – Time

Defining the stakeholders and working with the partners

- Which stakeholders are involved? How are the educational and teaching teams mobilised?
- What is the role and place of parents?
- Does the school have a network of partners from the business and professional world, training institutions, the cultural sector?
- How is interdisciplinarity developed within a training path?

Using educational and teaching strategies

- What educational strategy is developed to implement the training path throughout the curriculum (link and development between classes)?
- How is a training path constructed within the education curriculum? How is the path integrated with compulsory or optional subjects?
- How is the path formalised (specific tools, specific organisations, digital tools)?
- To what extent is the training path progressive, balanced, diverse, enriching, innovative?
- What methods, strategies and approaches are developed within the path?
- How does the training path take students' potential into account?
- How are projects integrated into the path? How is the knowledge acquired from projects based on previous projects, and how is it transferred to future projects?

Developing skills

- How much autonomy is given to students to construct a path, in class and outside class?
- How can students assimilate the content of a path?
- How does implementation of a path develop their awareness, judgement, engagement and understanding of rights and rules?
- How does a path encourage peer education in projects, foster solidarity, develop a spirit of initiative and the skills to be used?
- How are the skills learned and experiences outside the school used within the structure of a path?
- How are the skills tested? How is this assessment formalised? How does the student become aware of the skills they have developed?

Coordinating the different paths – Communicating

- Within the school, which bodies coordinate the different training paths?
- What strategy is set out to develop shared progress between the different paths?
- How are students' different experiences, of any kind, reinvested in the paths?
- What communication actions are carried out internally and externally?

Check

Examples of monitoring indicators

- Number of partners and agreements;
- Number of individual and collective projects;
- Participation in events (forums, trade fairs, etc.);
- Traceability of stages of the path;
- Appropriateness of the project to career guidance outcomes;
- Student participation rate in the proposed actions;

8. Teaching methods

Education Code: [Art. L. 121-1 to L. 121-7, Art. L. 131-1-1, Art. L. 312-9, Art. L. 311-1 to L. 311-7, Art. L. 335-1 to L. 335-4](#)

Order of 17-2013 (reference standard of professional skills for the teaching and education profession) and [Circular No. 2015-057 of 29-4-2015](#) (missions and regulatory service obligations of teachers in public secondary schools)

Order of 12-5-2010 and [Circular No. 2010-105 of 13-7-2010](#) (skills to be acquired by teachers, librarians and chief education advisers to perform their jobs), [Circular No. 2015-139 of 10-8-2015](#) (chief education advisers' missions) – [Reference standard for priority education](#)

Plan

Context, strategy, meaning, targets

- How are teaching methods integrated into the school project?
- What are the objectives and the strategy?

Do

Stakeholders – Actions – Resources – Time

Analysing teaching methods and educational practices

- How is the analysis conducted within the school?
- What actions are taken to promote this analysis (consultation meetings, involving the teaching board, awareness of the impact of educational practices on students' success and motivation, etc.)?
- How are the inspection bodies involved in questions relating to teaching methods and transmission of knowledge?
- What is the composition of the educational teams?

Promoting interdisciplinary practices, innovating

- How are interdisciplinary practices promoted (joint training projects, shared progress, educational co-leadership, etc.)?
- How are students involved as part of their learning?
- How does personalised support help to develop other teaching methods?
- Does the analysis performed in the school highlight good practices in the situations encountered?
- How does the school promote educational innovation? What innovative practices have been disseminated within the school?

Training

- What training has been provided in the school?
- How are teachers encouraged to enrol in academic training? Participate in reflexive analysis or practice analysis groups?

Evaluating practices

- How are educational practices assessed?
- What is the correlation between educational practices and student success in terms of motivation and outcomes? How is it measured?

Check

Examples of monitoring indicators

- Indicator on student enrolment;
- Indicator on student grades;
- Proportion of teachers taking part in educational discussion groups;
- Analysis of the content of teaching board meeting agendas;
- Rate of teacher participation in inspection body activities;
- Non-teaching educational activities (tracked in the annual educational report);
- Number and type of publications by the school on its own educational experiments;

9. General education related to the specialism (EGLS)

[Order of 10-2-2009](#): education provided in school courses preparing for the vocational *baccalauréat*.

Plan

Context, strategy, meaning, targets

A specific number of hours is allocated to subjects that contribute to professional development (French, mathematics, sciences, modern language, applied arts).

This is added to the common core for all vocational *baccalauréats* and must be consistent with the importance of its contribution to professional development.

The EGLS gives meaning to these lessons and makes them appealing to students. The school has autonomy over the choice of subjects and division of hours.

- What place is given to general education related to the specialism (EGLS) in the school project?
- How does the teaching board deal with this topic?
- Is the topic specifically communicated within the school and to students' parents?

Do

Stakeholders – Actions – Resources – Time

Organising

- How is EGLS organised in the school and in the educational teams? How is consultation with specialist teachers organised? Is division of the timetable based on a shared analysis? How are the projects developed and planned?
- To what extent are the subjects chosen and the timetable allocated to these subjects consistent with the professional development objective in the given specialism?
- How is the sharing of tools and resources organised? What is the analysis of general education needs for professional situations? What is the scope of competence of each participant?
- What courses are organised in the school? How are teachers involved in the academic training activities?

Integrating EGLS into the vocational dimension

- What is the role of the vocational dimension in the general education projects? How is the link to the specialism integrated in the learning sequences?
- How do the tools used reflect the reality of the professional situations of the trade, the needs of students in a professional situation? What is the place of literary, artistic and cinematographic works in professional development paths?
- How do the EGLS promote students' individual work in the class and outside the class?
- How is students' general and vocational education linked during vocational work experience periods? What activities are related to the monitoring and assessment of these periods?
- How is knowledge of the professional environment organised in and outside the school?
- How does the link to the specialism foster progress in mastering a foreign language?
- How do the EGLS promote further study in the Higher Technical Section (STS)?

Using EGLS in projects

- How are the EGLS related to disciplinary or interdisciplinary projects?
- How do the EGLS contribute to student mobility abroad, and the success of the optional mobility unit? What is the impact on European sections?
- What is the contribution of the teacher-librarian in implementing the EGLS? How are the resources in the documentation and information centre (CDI) used?
- What is the role of the EGLS in student career guidance projects?
- How do digital practices help to reinforce the link with the specialism?

Developing and consolidating students' skills

- How are students involved in the EGLS educational projects?
- How are the acquired skills assessed and consolidated? How is this assessment formalised? What diagnostic tests are used to rank students?
- How do students become aware of the skills they have developed?

Check

Examples of monitoring indicators

- **Indicator on grades obtained** by students in general education subjects;
- Teacher **satisfaction rate** in teaching general education subjects;
- Indicator on student involvement in general education during the year or training cycle;
- Project indicators: number, subjects involved, student involvement;

10. Vocational work experience period (PFMP), placements

Education Code: [Art L. 124-1 to L. 124-20](#), [Art. D. 124-1 to R. 124-13](#), [Art. L. 332-3-1](#). Employment Code: [R. 4153-38 to R. 4153-45](#).

Circulars: [No. 2015-035 of 25-2-2015](#) (introduction of training clusters in Académies), [No. 2016-053 of 29-3-2016](#) (organisation and support for vocational work experience periods), [No. 2016-055 of 29-3-2016](#) (successful entry to vocational upper secondary school).

Plan

Context, strategy, meaning, targets

All vocational education now includes a mandatory placement or period of work experience.

- How are periods of vocational work experience included in the school's strategy? What strategic focuses are developed? What are the specified targets?
- How are periods of vocational work experience included in the educational teams' training projects?
- How is this information communicated to the different parties? What information is given to students and their families?

Do

Stakeholders – Actions – Resources – Time

Organising

- How does the school organise students' periods of vocational work experience (information, preparation, monitoring, operation, assessment)?
- What is the link with the training clusters?
- How is the PFMP schedule defined? How is its relevance verified? How does the schedule match up with the school timetable and the training objectives?
- How are disabilities taken into account?
- How are training agreements drawn up?
- How is this information communicated to students and families?

Preparing

- How is the search for businesses that will take students for vocational work experience placements organised? What tools and systems are used (national training or academic databases)?
- How are the offers validated by the school?
- How are the students supported in their search? How is student mobility encouraged and developed?
- What is the role of general education teachers?
- How is the school-business link constructed and maintained?
- How are the business mentors informed of their educational and assessment obligations?
- How are the students prepared for entering the business world and meeting the company hosting them?

Supporting and assessing

- How are monitoring and assessment visits organised? How is monitoring by teachers in the section defined and formalised? What is the role of general education teachers?
- What documents are used to monitor students in the company (level of acquisition of required skills, behaviour, attitude to work)? How are these skills developed?
- How do students become aware of the skills they have developed?
- What kind of quality assessment of their placement is offered to trainees?

Re-investing

- How are students' different experiences, of any kind, reinvested?
- How is student feedback from work experience placements used教育ally?

Communicating

- What is the internal and external communication strategy for highlighting the value of PFMP?
- How is feedback communicated to the businesses?

Check

Examples of monitoring indicators

- Indicator on the training: number of weeks of training accumulated by a school, discipline, number of students who found a placement (or not), time needed to find a placement;
- Indicator on the partners: number of businesses, local authorities;
- Support indicator: remediation actions (number, type), number of apprenticeship contracts or work experience placements terminated;
- Indicator on the networks: number of contacts with training clusters;

11. Sustainable development

Education Code: [Art. L 312-19](#)

Circular: [No. 2015-018 of 4-2-2015](#) (Directive on implementing sustainable development education in all schools and education institutions for the period 2015-2018, Annex 1: [general sustainable development approach in schools and education institutions \(E3D\) – implementation and label reference standard](#))

Plan

Context, strategy, meaning, targets

Sustainable development education teaches students about the contemporary world in all its complexity, taking into account the interactions between the environment, society, economy and culture. School is a place for general education about sustainable development, placed in the context of its local area.

- What diagnosis has been used to construct the approach?
- What sustainable development challenges have been identified in lessons, school life, the school's management and maintenance priorities, characteristics of the local area and partnerships?
- What implementation priorities have been defined?
- Who is involved in drawing up the project (management team, educational and teaching teams, service staff, students, families, partners)?
- How is the general sustainable development approach formalised in the school project?
- Is a long-term strategy clearly set out?

Do

Stakeholders – Actions – Resources – Time

Involving the whole educational community

- What organisation is put in place in the school (working group, adviser, information, communication)?
- Who in the school is involved in the approach (teachers of all subjects, students, management, health and social staff, supervisory and maintenance staff, parents of students)?

Using all the subjects

- What cross-disciplinary projects are carried out? What lessons do they include?
- How do the subjects and paths concerned by sustainable development demonstrate increasing knowledge of sustainable development topics?

Involving school life and educational activities

- What projects or activities in the school (clubs, trips, educational activities, etc.) can be linked to the approach and enrich it, or even be used as a starting point to lead it?
- What citizenship and eco-friendly actions are carried out by the school (recycling, energy savings, combating waste, responsible consumption, charity actions, etc.)?

Involving school management

- How are school management and maintenance practically involved in the action (supplies, energy, water, food, waste, recycling, maintenance, cleaning, etc.)?

Working in partnership

- What are the partnerships with local stakeholders? How are businesses involved? What associations are involved in this topic? How are these partnerships formalised?
- How are the inspection bodies involved?
- Is the academic education committee on sustainable development involved?

Developing a school culture

- What is the role of the documentation and information centre in conserving resources?
- How is the teacher-librarian involved in the approach?

Communicating

- What communication actions are carried out internally and externally?

Defining staff training needs

- How are the educational and teaching teams trained and involved in the approach?

Obtaining the E3D label

- Has the process of applying for the label commenced? How does it fit in with the school's continuous improvement approach?

Check

Examples of monitoring indicators

- percentages of students / teaching staff / members of staff involved in educational approaches linked to sustainable development;
- number of eco-friendly and/or eco-citizenship actions;
- changes in consumption due to actions taken (water, energy, food, consumables, etc.);
- number of local partners supporting the sustainable development approaches;
- number of subjects involved;

12. European and international openness

Education Code: [Art. L. 421-7](#), [Art. D. 421-2-1](#), [Art. D. 337-54](#), [Art. D. 337-55](#), [Art. D. 337-64](#), [Art. D. 337-69](#)

Circulars: [No. 2009-172 of 24-11-2009](#) (European and international educational cooperation: openness and mobility policy, resources, actions and assessment), [No. 2011-117 of 3-8-2011](#) (school trips at lower and upper secondary school), [No. 2016-091 of 15-6-2016](#) (Mobility of lower and upper secondary students in Europe and worldwide).

Plan

Context, strategy, meaning, targets

- What are the school's strategic areas of focus related to European and international openness?
- How is European and international openness integrated in the school's strategy?
- How does this openness fit with academic and national priorities?
- How is this openness formalised in the school project?
- What are the specified targets for opening up the school to Europe and the world in terms of partnerships, mobility, remote exchanges, educational activities, language teaching, etc.?
- What measures are put in place by the school to increase its European and international openness internally and externally?

Do

Stakeholders – Actions – Resources – Time

Actions

- List all the openness actions that contribute to the school's openness to Europe and the world: Europe day, Franco-German day, international solidarity week, languages week, "Back to School" programme, "Science in Schools" programme, exchange programmes, etc.

Stakeholders

- Who is the lead contact for European and international actions? Who is involved within the educational community? How are the educational teams mobilised?
- How are students and their families mobilised?
- Who are the identified funders?

School partnerships

- How does the school engage with foreign partners? (agreements, Erasmus+ programmes, eTwinning, bilateral Franco-German or Franco-British programmes, pairings, etc.)
- What educational cooperation actions are put in place as part of this approach?
- What communication tools are used for remote exchanges? (videoconferencing, secure eTwinning or other platforms, etc.)

Outgoing and incoming mobility of students and personnel

- What different forms of mobility are organised by the school? (individual or group, short or long; exchanges or class trips, periods of education abroad, observation sequences, business visits, placements or periods of vocational work experience abroad, charity volunteering, civic service, charity projects within school, etc.)
- What organisation is provided to support and supervise this mobility? (information, preparation, monitoring, assessment, approaching different consultative bodies, educational project, etc.)
- How is mobility a factor in educational innovation?
- How is student and staff mobility encouraged and developed?
- How does the school ensure that the whole educational community benefits from the presence of:
 - a language assistant, Franco-German volunteer, European volunteer?
 - a foreign teacher in the context of academic, national, European programmes (professional trips, Erasmus+, Jules Verne, etc.)? foreign delegations?
 - students on school exchanges, Sauzay, Voltaire, Franco-Swedish programme, etc.?

Consolidation

- How are students' and staff's mobility experiences recognised (certificate, optional mobility unit, etc.)? How are the skills acquired from mobility consolidated? How do students become aware of the skills they have developed?
- What internal and external communication strategy is used to consolidate the actions taken? (international section on the school's website, organisation of events, etc.)
- How does the school make itself known internationally? (web pages in foreign languages, bilingual branches, etc.)

Check

Examples of monitoring indicators

- Active partnerships (which have led to activities in the last three years) with foreign partners: number, type, countries concerned;
- Student mobility: number, duration, countries concerned;
- Other projects and actions: descriptions, number, countries concerned;
- Amount of funding obtained and sources;
- Number of students directly and indirectly involved in mobility actions;
- Number of teachers directly and indirectly involved in mobility actions;
- Number of students with certificates (Europass passports, Europro, Euro-mobipro certificates, other certificates);
- Number of students enrolled in the optional mobility unit.

13. Assessment methods

Education Code: [Art. L. 122-1-1](#), [Art. L. 311-1 to L. 311-7](#), [Art. L. 313-2](#), [Art. L. 331-1 to L. 331-5](#), [Art. D. 331-25](#), [Art. L. 333-1 to L. 333-4](#), [Art. L. 335-1 to L. 335-17](#), [Art. D. 122-1 to D. 122-3](#), (common core of knowledge, skills and culture), [Art. D. 337-5 to D. 337-20](#), [Art. R. 421-49](#).

[Order of 31-12-2015](#) (school life: content of the school booklet at primary and lower secondary school), [Order of 31-12-2015](#) (*Diplôme National du Brevet*: terms of award)

Circular: [No. 2016-055 of 29-3-2016](#) (successful entry to vocational upper secondary school)

Plan

Context, strategy, meaning, targets

Framework, objectives, meaning of the approach

- How are assessment methods integrated into the school project?
- How is the analysis of assessment results used?

Do

Stakeholders – Actions – Resources – Time

Analysing assessment methods and practices

- Is there a collective analysis of the different types of assessment: diagnostic, formative, summative, certificate assessments?
- Are consultation meetings organised? How? In what form? Who coordinates the analysis and the actions?
- How is the teaching board involved in this topic?
- How are the inspection bodies involved in the topic?
- Does the school organise teacher training on assessment practices? in a network of schools?
- What are the assessment practices (innovative or otherwise) used in the school (positive assessment, examining the "grade" only, self-assessment by students, etc.)?

Carrying out continuous assessment (CCF)

- What organisation is put in place for continuous assessments?
- What schedule is used (pre-defined dates or periods, adaptation to students)?
- What are the situations used to assess skills?

Analysing the outcomes

- What analysis is carried out on the outcomes of the different types of assessment?
- What is the link between educational practices, assessment practices and student success?

Communicating

- How are the outcomes disseminated to everyone?
- How are the outcomes of assessments communicated to families?

Check

Examples of monitoring indicators

- What are the innovative assessment practices?
- Evaluation of effects in terms of outcomes, impact on educational practices;
- Amount of shared homework or assessments organised in all disciplines and at all levels;
- Identification of how the outcomes are used (existence of a protocol);
- Percentage of teachers involved in analysing the assessment;
- Number of continuous assessments (CCF) per subject and per year.

14. Adult continuing education

Education Code: [Art. D. 122-5 to Art. D. 122-7](#) (adult continuing education mission), [Art. D122-9-1 and Art. D122-9-2](#) (the “ÉDUFORM” quality label), [Art. L. 335-5](#) (VAE) and [Art. L. 335-6](#) (RNCP) – [Order of 24 February 2017](#) (conditions of awarding and withdrawing the “ÉDUFORM” label)

Plan

Context, strategy, meaning, targets

- How is adult continuing education provision integrated in the school project? what are the strategies? what are the targets? what indicators are established and known by everyone?
- Is its development and coherence anticipated and explained within the school's bodies?

Do

Stakeholders – Actions – Resources – Time

Actions

- What continuing education activities are provided in the school? Does the school originate some of these activities?
- What is the school's role in adult continuing education? What tasks does it carry out for the GRETA (Ministry of Education network for adult education)?
- How does the school manage the areas of vocational training development set out in the contract of the regional development plan for vocational training (CPRDFP)?
- What assessment is made of the continuing education activities provided by the school? How often is this done?

Stakeholders

- How is the adult continuing education mission organised?
- How are the tasks carried out by the management team divided?
- What is the proportion of teaching staff in the school taking part in adult continuing education activities?
- What information is communicated to teachers to develop the available resource?

Resources

- Are there premises and equipment specifically for adult continuing education?
- How is adult continuing education taken into account when preparing for the new school year (timetable slots in teacher's timetables, planned use of shared premises)?
- How is monitoring of organisational and physical conditions planned for adults, to ensure it is relevant?

Obtaining a label

- Has the process of applying for the label commenced?
- What is the action plan? How does it fit in with the school's continuous improvement approach?

Communicating

- How are continuing education activities highlighted?

Check

Examples of monitoring indicators

- Changes in the school's training provision over the last five years;
- Number and type of continuing education activities available in the school;
- Percentage of upper secondary teachers working for the GRETA;
- Percentage of GRETA turnover of the school;
- Development in turnover;

15. School management

Education Code: [Art. L. 111-4](#) (participation by families), [Art. L. 421-2 to L. 421-10](#) (administrative organisation), [Art. L. 421-11 to L. 421-15](#) (financial organisation), [Art. R. 421-8 to R. 421-13](#) (school head), [Art. R. 421-21 to R.421-36](#) (Board of Governors), [Art. R. 421-37 to R. 421-41](#) (standing committee), [Art. L. 421-5](#), [Art. R. 421-41-1 to R. 421-41-6](#) (teaching board), [Art. R. 421-42 to R. 421-47](#) (student representation bodies, CESC), [Art. L. 401-1 and Art. R. 421-3](#) (school project), [Art. R. 421-4](#) (performance contract).

Plan

Context, strategy, meaning, targets

- How does the school prepare, communicate, monitor and assess internal and external policy?
- What are the school's strategic areas of focus? How are they formalised (tripartite performance contract)?
- How is participative management used in the school (purpose, scope, available and mobilised resources, role in the school project, performance contract and training plan)?
- How is this type of management and the values linked to this approach explained?

Do

Stakeholders – Actions – Resources – Time

Implementing a strategy

- How is the strategy implemented (action and governance plan, search for synergies, delegations)? What resources are allocated to the school (general timetable allocation, budget)? How is the strategy visible in the procedures put in place and in staff's actions (teamwork, shared culture, continuity of service, sustainability of projects, etc.)?
- How is the local authority involved?
- How is its acceptance by all the stakeholders ascertained?

Managing

- How and to whom is the management method explained?
- What is the attitude of the school head and the management team?
- Who are the leaders and communicators?
- How are staff involved in group discussions and the promotion of the school?

Taking decisions: How are they taken? Who backs the decisions?

Involvement by school bodies

(Board of Governors, standing committee, subject committee, general meeting of student representatives and Student Council representatives, teaching boards)

- Have they been set up? Do they allow representation of teaching and educational staff, students and parents? How are they involved?
- How is the work tracked (minutes, reports, school project)?

Delegating responsibilities / involving experts

- Are other working groups set up? Are they connected to the school bodies? How are they involved in decision making? Which stakeholders are involved? (Staff, students, parents, inspectors)
- Are there lead staff, responsible for a specific mission?
- Is the educational community (in its widest sense) involved? What is the role and place given to parents and external partners? What place is there for initiatives?

Training

- What training is offered (participative management, project management, project methodology)?

Project Management

- What are the project monitoring and evaluation processes?

Governing

- What are the school's performance indicators? Do they provide information on:
 - a short-term vision, the day-by-day operation of the school?
 - a medium-term vision, the progress of the school year?
 - a strategic vision, defining directions, planning actions and more long-term developments?

Check

Examples of monitoring indicators

Involvement

- Participation rate in elections;
- Staff absence rate;
- Staff participation rate in social events;
- Participation rate of staff, parents and students in different discussion bodies (working groups, etc.);

Implementation

- Actual and expected numbers per body and per category;
- Result of votes to the Board of Governors;
- Monitoring of action plans and results obtained;
- Number of achievements (projects in the field)?

16. Internal communication

Education Code: [Art. L. 111-3](#) and [Art. L. 111-4](#), Art. L. 521-4.

Circular: [No. 2013-142 of 15-10-2013](#) (reinforcing cooperation between parents and the school in local areas).

Plan

Context, strategy, meaning, targets

Communication is part of school management. It adopts different forms according to the purpose of the communication and the recipients. School communication requires effort in terms of processing and managing information. If well managed, it helps to establish the school's image and develop its practices.

- How is communication part of the school project strategy? What is its aim and objectives?
- What forms of communication are preferred by the school (written, meetings, website, press)?
- Is there an internal communication plan?

Do

Stakeholders – Actions – Resources – Time

Responsibilities

- What systems are put in place in the school for internal communication?
- How is internal information distributed?
- Are the means used the most appropriate?
- What is the reaction of the staff to whom internal information is sent?
- Has there been a group discussion on communication within the school?
- What training is offered in using digital communication tools?

Promoting the school's image

- How is the information updated and renewed?

Communicating within the school

- How are new staff welcomed?
- What are the consultation and information procedures concerning the key points of operation (general timetable allocation, distribution of services, distribution of EGLS)?
- How are staff listened to and supported? And students?
- Is there a quality check on distribution of the information?
- How is the efficiency and relevance of the methods used ensured?
- What are the communication and information tools used in the school (noticeboard, website)?
- How is information circulated? Is there an efficiency check on distribution of the information?
- How is information sent to teachers, students, families, associations and school bodies?

Check

Examples of monitoring indicators

- Visibility indicator: number of visitors to the website;
- Indicators for families: participation rate in elections to the Board of Governors, parent/teacher meetings, working groups, etc.
- Satisfaction survey indicators;

17. Human Resources Management

Decrees: [No. 92-1189 of 6 November 1992](#) (specific status of PLP), [No. 2010-888 of 28 July 2010](#) (general conditions for evaluating the professional value of civil servants), [No. 2014-940 of 20 August 2014](#) (service and mission obligations of teaching staff working in an EPLE)
[Order of 1-7-2013](#) (reference standard of professional skills for the teaching and education profession) and [Circular No. 2015-057 of 29-4-2015](#) (missions and regulatory service obligations of teachers in public secondary schools) – [Order of 12-5-2010](#) and [Circular No. 2010-105 of 13-7-2010](#) (skills to be acquired by teachers, librarians and chief education advisers to perform their jobs), [Circular No. 2015-139 of 10-8-2015](#) (missions of chief education advisers)
[Reference standard for priority education](#)

Plan

Context, strategy, meaning, targets

- What is the role of human resources in the school project? What are the objectives and the strategy?
- What is the training plan for school staff?
- Which school bodies are involved?

Do

Stakeholders – Actions – Resources – Time

Induction

- What staff induction and professional development methods (new staff, shared service, newly qualified staff, non-tenured staff) are in place in the school? In what forms (individual induction, meeting, induction booklet, job profiles for staff recruited by the school, etc.)?
- Do newly qualified or non-tenured teachers receive help from their peers? Do they have a mentor in the school?

Managing teams

- Is the professional skills reference standard distributed and known?
- How are general and vocational education decompartmentalised?
- What are the consultation and information procedures concerning the key points of operation (general timetable allocation, distribution of services and timetable blocks, etc.)? How are services divided (balancing services between teachers, taking turns, habit, length of service, optimum use of each person's skills)?
- How are staff involved in drawing up or participating in projects? In what form? Who do they concern (all staff regardless, or only the usual volunteers, identifying each person's skills and abilities)?

Developing careers (personalised management)

- How are staff encouraged to develop career mobility? Are performance reviews organised? how often? what impact do they have on staff's professional development?
- How are staff listened to and supported?
- Are there identified ways of developing staff value?
- Have inspection reports on teaching and educational staff been used?
- How is psycho-social risk prevention organised?

Training staff (initial and continuous training)

- How is the assessment of staff training needs organised and formalised? Who requests, and who offers training? (staff, teaching board, school head, institution, partners, etc.)
- What are the purposes of the training requested (subject training, methodological, student knowledge, link to the school plan, safety, training that is "bespoke" or based on a local initiative)?
- Which staff are involved?
- How are teachers on training courses substituted?
- To what extent can the school be considered a training institution?
- How is the impact of training actions measured? Are discussions on practices and content organised after a training course?

Check

Examples of monitoring indicators

- Representation of the different staff categories on the school's bodies;
- Staff absence rate per year for reasons other than those required by the school;
- Staff turnover rate;
- Age pyramid;
- Proportion of staff according to status, non-tenured and tenured staff;
- Number of in-depth appraisals during an administrative performance review;
- Percentage of appeals of staff performance reviews;
- Proportion of staff promoted or who passed a competitive examination or were transferred during the year;
- Number and type of training courses provided in the school;
- Proportion of favourable responses by the school head to staff training requests;
- Number of people who participated in at least one training action during the past school year;
- Number of training days per subject or specialism for the past school year.

18. External communication

Education Code: [Art. L. 111-3](#), [Art. L. 111-4](#), [Art. L. 521-4](#).

Circular: [No. 2013-142 of 15-10-2013](#) (reinforcing cooperation between parents and the school in local areas) – [Reference standard for priority education](#)

Plan

Context, strategy, meaning, targets

Communication is part of school management. It adopts different forms according to the purpose of the communication and the recipients. School communication requires effort in terms of processing and managing information. If well managed, it helps to establish the school's image and develop its practices.

- How is external communication part of the school project? What is the aim, objectives and strategy?
- What image does the school want to promote?
- Depending on the target audience (students, parents, businesses, institutions, etc.), what forms of communication are preferred by the school (written, meetings, website, press)?
- What is the external communication plan?
- What is the budget set aside for communication?

Do

Stakeholders – Actions – Resources – Time

Responsibilities

- What systems are put in place by the school for external communication?
- Are the means used appropriate?
- How are staff trained to communicate with families? with businesses?
- What training is offered in using digital communication tools?
- How are staff, students and families involved in the school's communication activities?

Promoting the school's image

- How is the information updated and renewed?
- How does the school communicate with parents?
- What methods of communication does it use? How are they checked and updated?
- How does the website reflect the dynamics of the school, the quality of the education offered, the diversity of courses and training paths, and its international openness?
- Is the school's website regularly updated and checked? Who maintains it?
- How are staff made aware of the impact of communication on the school's image and the image of national education in the minds of the public?
- What is the role of students and former students in promoting the school?
- How is the school's image assessed?
- What are the criteria for assessing communication (clarity, legibility, simplicity, value, promptness, etc.)?
- What relationship does the school have with the media?

Communicating with families

- What is the schedule for meeting with families?
- Do meetings with families help to welcome the young person and monitor their progress throughout their time in education (enrolment, follow-up with teachers, career guidance, further study, etc.)?
- How are families involved in the working groups?
- What is provided for families that live far away from the school?

Communicating with businesses and institutions

- What is the communication strategy used for businesses and institutions?
- What form of communication is used for local authorities and local elected representatives?

Check

Examples of monitoring indicators

- Visibility indicator: number of visitors to the website;
- Indicators for families: participation rate in elections to the Board of Governors, parent-meetings, working groups, etc.
- Satisfaction survey indicators;
- number of press articles, radio, TV appearances, etc. ;
- communication budget (amount and percentage of total budget);

19. Partnerships and networks

Education Code: [Art. D. 335-1](#) ("vocational upper secondary school" label), [Art. D. 335-33 to D. 335-35](#) ("trade and qualifications campus" label), [Art. L. 401-4](#), [Art. L. 403-1](#), [Art. L. 423-3](#) (technology transfer actions), [Art. L. 912-2](#) (actions to promote technological innovation and technology transfer) – Circulars: [No. 2016-183 of 22-11-2016](#) (developing and structuring School-business relationships), [No. 2016-137 of 11-10-2016](#) (missions of directors responsible for vocational and technological training)

[Reference standard for priority education](#)

Plan

Context, strategy, meaning, targets

Partnerships are essential to the implementation of professional training courses and the endorsement process (vocational upper secondary school, technological platforms, trade and qualification campus, etc.).

They bring together key partners such as the academic authority, the *Région*, the vocational sectors concerned or the businesses present in the school's local area.

Their contributions, of different kinds, are fundamental to initiating, developing and promoting the school and giving coherence to its training paths.

- How are partnerships and networks integrated in the school's strategy?
- What are the specified targets?
- How does the school project develop its partnerships and networks? What are the objectives?

Do

Stakeholders – Actions – Resources – Time

Understanding the economic and social context of vocational trades

- What organisation is put in place to develop and monitor partnerships and networks?
- What relationships are developed with the education-economy academic mission, the Local School-Business Committee (CLEE), the training clusters, the consular organisations, the Job Centre, the local missions, the Regional Department of Business, Competition, Consumer Affairs and Employment (DIRRECTE), the local authorities and the educational associations that complement public education?
- How are the data concerning the economic and social environment of the vocational trades in which the school provides training analysed? Which national and academic agreements are used locally?

Understanding the vocational trades for which the school provides training

- What actions are taken to explore the trades and recruit students?
- What actions are linked to national events (school-business week, industry events, etc.)?

Managing relationships with business

- How are work-study contracts or periods of vocational work experience facilitated and supported? What difficulties are encountered? How are these solved?
- What role do staff in the company play? in training? in the examination boards?
- How is the relationship between teachers and businesses organised?
- How do the partnerships increase the level of apprenticeship tax received by the school?

Facilitating integration of participants

- Do the partnerships foster the implementation of integration measures? What form do these take?
- How is integration of students into the company taken into account via the partnerships?

Developing network cooperation

- Does the school participate in technological dissemination? On what topics? Does it have a technological platform?
- To what extent is the school a dynamic contributor to local and regional economic development?
- Is the school involved in one or more technology transfer networks?
- Are the teachers involved in technology transfer activities?
- How does the school develop relationships with primary schools, lower secondary schools and higher education? How is the agreement with higher education implemented?

Promoting external openness

- Do the partnerships promote students' cultural mobility? geographical mobility?

Making the partnerships visible

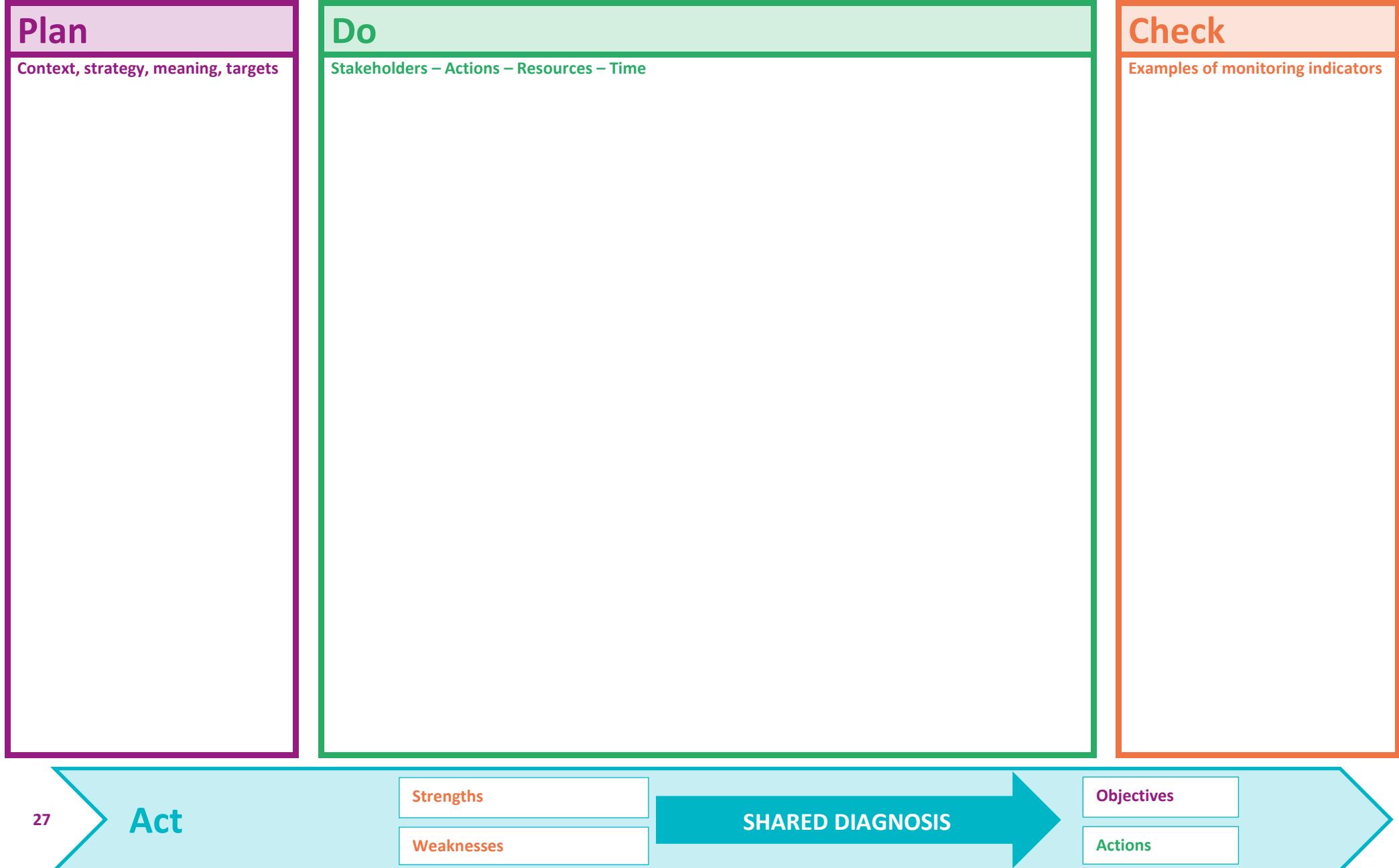
- How does the school project develop its partnerships and networks?
- What is the impact on the school?

Check

Examples of monitoring indicators

- Indicators for monitoring the economic and social context;
- Indicator concerning the appeal of the vocational trades for young people (examining the appeal rate of the courses);
- Indicator on the involvement of businesses by professional sector;
- Indicator on the school's network (number of agreements, including those with training institutions in view of the training path, number and type of actions put in place, indicator measuring the impact of actions);
- Number of job offers received from businesses, number of young people who have benefited;

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Act

Shared diagnosis

Strengths

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Weaknesses

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Objectives

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Actions

	Action items For each proposal, describe the process implemented, with an indicator	Key dates
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21. Blank file (portrait version)

Plan

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Do

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Check

Act

Shared diagnosis

Strengths

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Weaknesses

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Objectives

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Actions

	Action items For each proposal, write the process implemented, with an indicator	Key dates
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