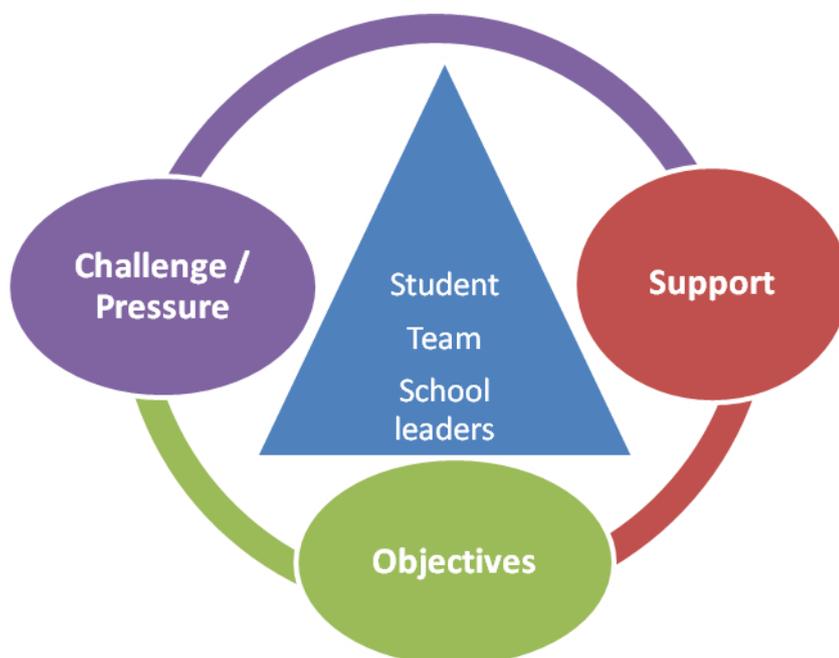


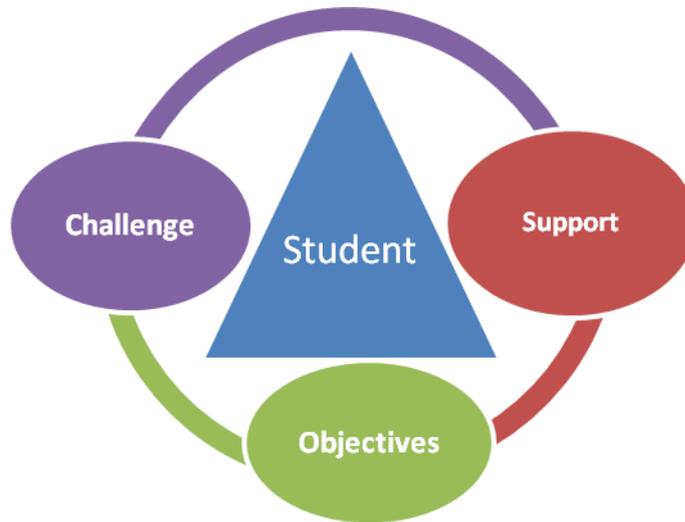
## A Tripartite System of Set Objectives, Reasonable Challenges and Adequate Support

As a guiding principle, the Dobbantó (Springboard) Programme applies at all levels of the programme a tripartite system of specific **objectives**, reasonable **requirements** and adequate **support**. In the implementation phase, the Programme focuses on the three levels of *students, teacher teams and school leaders*. The Dobbantó Programme itself should provide a model of this approach at all levels of implementation to enable the participating schools and teachers to develop truly personalised pedagogical practices. Each component intends to provide support to those who are in the focus of Dobbantó – i.e. the participating students – in developing their own effective and efficient individual ways of improvement and learning, and the system supporting implementation is designed with a view to ensuring the achievement of this goal.



## Level of Students

*Trust* is an essential aspect of the attitude toward the students participating in the programme, most of whom experienced school failures earlier. They have joined Dobbantó to realise their hidden potential. Each and every of them are able to take effort, improve, identify personal objectives and work towards the achievement of such objectives.



### Challenges – for the achievement of objectives

Preserving the friendly environment – e.g. the Dobbantó classroom setting,  
 Observing the agreed daily schedule,  
 Helping others,  
 Compliance with contracts and rules – e.g. making ad hoc contracts,  
 Working continuously and actively towards the achievement of set objectives,  
 Monitoring of and reflecting on personal development on a regular basis – e.g. Opening and Closing Discussions, one to one sessions, portfolio.

### Support – for the achievement of objectives

Providing a stress free environment – e.g. creating and setting up a separate Dobbantó classroom,  
 Predictable requirements – e.g. common rules,  
 “Helping pair”- system – e.g. one to one sessions,  
 Individual contracts with each student,  
 Emphasising students’ strengths,  
 Realising individual ideas,  
 Offering opportunities for decision making – e.g. offering several outcomes,  
 Learning process based on interests – e.g. adaptive use of modules,  
 Development based on individual characteristics – e.g. Individual Development Plans, portfolio,  
 Formative assessment, a system of feedback and reflection.

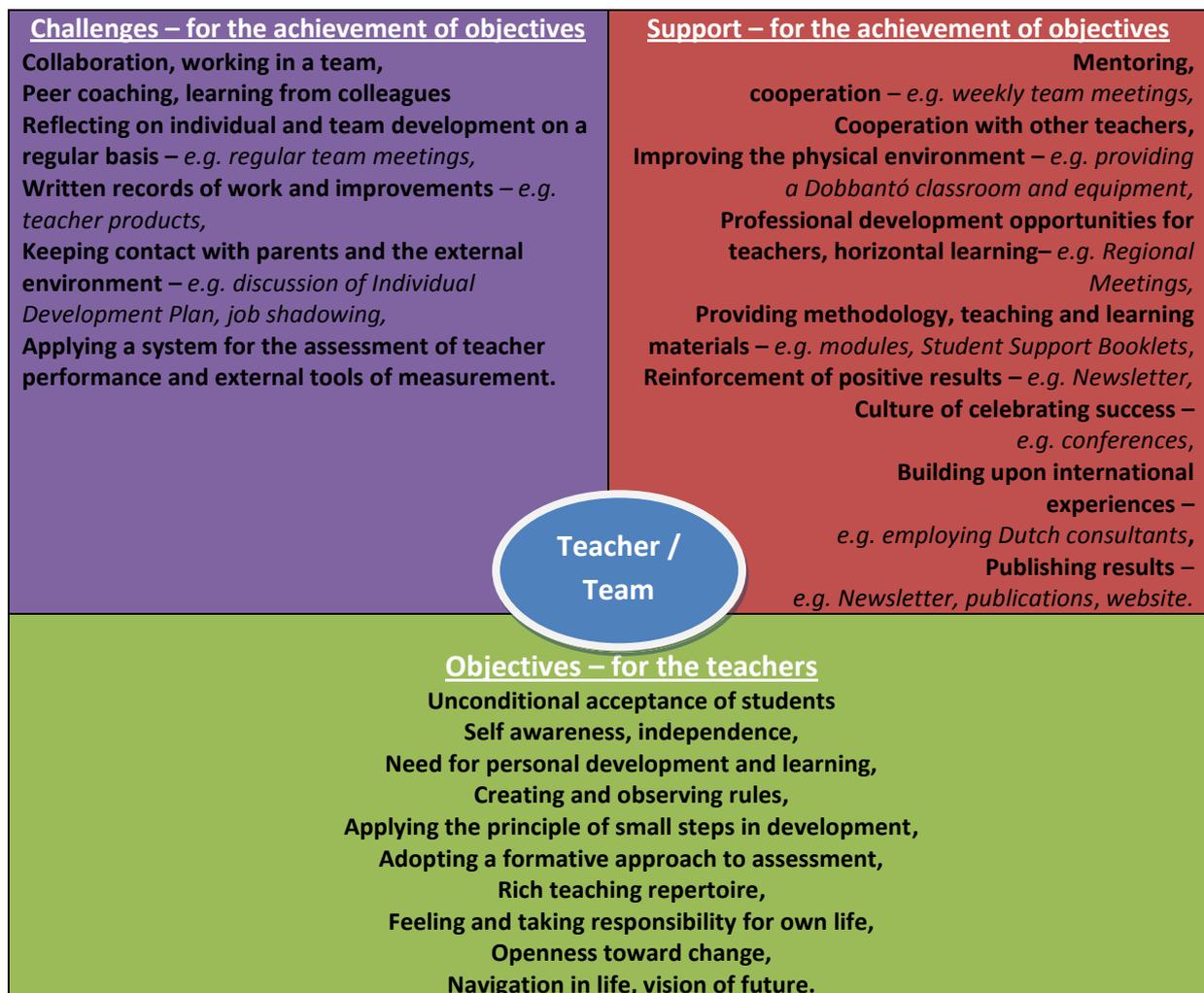
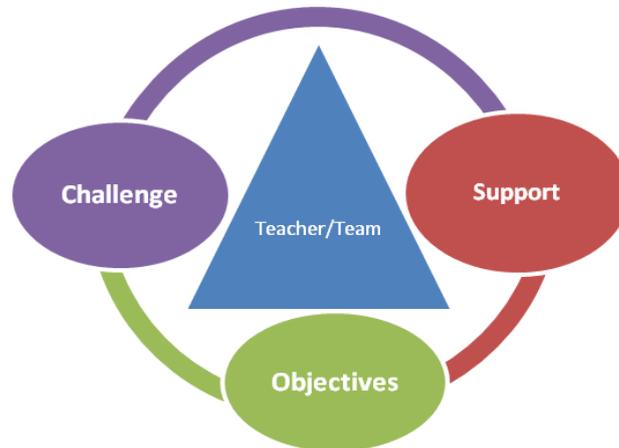
## Student

### Objectives – for the students

Self confidence,  
 Self awareness,  
 Autonomy,  
 Creating and observing rules,  
 Feeling and taking responsibility for own life,  
 Openness, tolerance,  
 Communication,  
 Navigation in the world,  
 Setting short term objectives,  
 Creating a vision of the future.

## Level of Teachers / Team

As a fundamental approach used at programme level and to be ensured at school level, all actors should view the participating teachers as professionals who are committed to their students, and feel the responsibility for making a difference in order to ensure their students' success at school and in later life. They are partners who are willing to participate in professional development and team work to this end. Teachers must be surrounded by an atmosphere characterised by trust, belief in the mobilization of their creativity, and confidence that they are able and at the same time want to implement the Dobbantó Programme.



### Level of School Leaders (head of school / team)

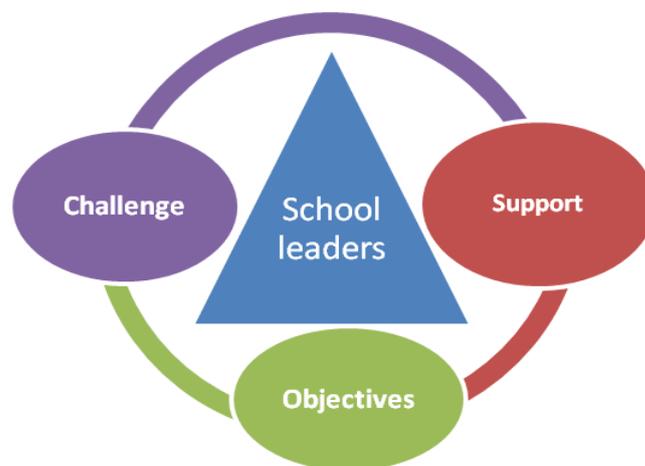
The Programme has both indirect and direct links to the schools. The former is ensured by the educoaches and the mentors supporting change at the schools, while the basis of the latter is the support contracts made with the schools. The way of launching the programme in the schools is in itself a proof of putting trust in the participating schools: each school is required to develop a plan based on its specific circumstances and professional and financial needs. The Programme accepts and respects the schools' individual objectives to be achieved through the implementation of Dobbantó, as well as their own journeys to and conditions of the achievement of those objectives



<p style="text-align: center;"><b><u>Challenges – for the achievement of objectives</u></b></p> <p><b>Working with the coach,</b>  <b>Preparing a development plan and reports</b>  <i>– e.g. School Improvement Plan,</i>  <b>Meeting criteria –</b>  <i>e.g. external monitoring, financial audit,</i>  <b>Cooperation, networking with other Dobbantó schools</b>  <i>– e.g. exchanges, joint training,</i>  <b>Cooperation with other organisations – e.g. external sites for improving professional practice,</b>  <b>Functioning system for the evaluation of teacher performance – e.g. continuous assessment and evaluation of teaching in the Dobbantó classroom.</b></p>	<p style="text-align: center;"><b><u>Support – for the achievement of objectives</u></b></p> <p><b>Personal support – e.g. coaching,</b>  <b>Ensuring financial conditions –</b>  <i>e.g. disbursement of received funds,</i>  <b>Consultation –</b>  <i>e.g. Help Desk, internal monitoring,</i>  <b>External exchange of experiences –</b>  <i>e.g. training for school leaders, Regional Meetings,</i>  <b>Providing model documents –</b>  <i>e.g. model for School Improvement Plan,</i>  <b>Reinforcement of positive results – e.g. Newsletter</b>  <b>Culture of celebrating success –</b>  <i>e.g. conferences,</i>  <b>Building upon international experiences –</b>  <i>e.g. employing Dutch consultants,</i>  <b>Publishing results –</b>  <i>e.g. Newsletter, publications, website.</i></p>
<p style="font-size: 1.2em; font-weight: bold;">School leaders</p> <p style="text-align: center;"><b><u>Objectives – for the school leaders</u></b></p> <p style="text-align: center;"><b>Creating rules and having them observed,</b>  <b>Ability to manage organisation,</b>  <b>Ability to delegate tasks,</b>  <b>Good use of resources,</b>  <b>Representing the organisation effectively,</b>  <b>Building a bridge between own and higher organisations,</b>  <b>Applying the principle of small steps in development,</b>  <b>Understanding the opportunities and limitations of the organisation (both legal and economic)</b>  <b>Creating a vision for the organisation.</b></p>	

## Support Provided by School Leaders to Teams

Dobbantó intends to prepare school leaders for continuing school improvement, supporting the changes initiated by the teachers and placing importance on the establishment of the new mindset, methods and approaches at school level after the formal conclusion of the Programme.



### Requirements – for the achievement of objectives

**Collaboration, working in a team** – e.g. demanding regular reports on the work of the team,  
**Peer coaching, learning from colleagues** – teachers observing the work of their colleagues in the classroom on a compulsory basis,  
**Reflecting on individual and team development on a regular basis** – e.g. using teacher portfolios,  
**Written records of work and improvements** – e.g. evaluation of teacher products,  
**Keeping contact with parents** – e.g. discussion of Individual Development Plan,  
**Keeping contact with the external environment** – e.g. job shadowing,  
**Applying a system for the assessment of teacher performance** – e.g. continuous assessment and evaluation of teaching in the Dobbantó classroom,  
**Applying external tools of measurement** – e.g. preparing development plans based on the results of assessment and evaluation.

### Support – for the achievement of objectives

**Observation and analysis of work in the classroom,**  
**Cooperation** – e.g. enabling team meetings,  
**Cooperation with other teachers** – e.g. joint tasks with non-Dobbantó teachers,  
**Improving physical conditions** – e.g. improving the Dobbantó classroom and equipment,  
**Professional development opportunities for teachers, horizontal learning** – e.g. organising meetings with other Dobbantó schools, providing opportunities for professional development  
**Building and maintaining external relations** – e.g. with employers, support organisations  
**Providing tools in support of learning** – e.g. copy paper, pens,  
**Reinforcement of positive results** – e.g. at meetings, on website, in school paper,  
**Culture of celebrating success** – e.g. parents' party, forum, trips,  
**Publishing results** – e.g. local media, school publications, website.

## Team

### Objectives – for the teachers

**Unconditional acceptance of students**  
**Self awareness, independence,**  
**Need for personal development and learning,**  
**Creating and observing rules,**  
**Applying the principle of small steps in development,**  
**Adopting a formative approach to assessment,**  
**Rich teaching repertoire,**  
**Feeling and taking responsibility for own life,**  
**Openness toward change,**  
**Individual professional objectives, vision of future.**