

INTERVIEW

Quality improvement as Jay Marino

"Everyone should feel the urgency "

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Work together with a shared vision, at all levels in the school and familiar to everyone. The goal: to achieve good education. Jay Marino, director of Dunlap School District, a group of schools for primary and secondary education in the United States, issued Thursday, March 26th this year. An inspirational masterclass *Continuous Improvement* hundred DRILL colleagues. What is the secret of his approach, which he achieved spectacular educational outcomes?

Already employs around one hundred schools in the Netherlands with Continuous Improvement, the system that Jay Marino developed to achieve better educational results. He examined the characteristics of high performing schools and came up with a number of success factors. His approach is based on concrete research data and findings and easy to implement in the school organization. He likes to use the metaphor of a bridge to make clear what it is about. "The bridge symbolizes the connection between the current state A on one shore and the desired status B across the street. You decide together with your vision, mission and goals you want to achieve. The piers of the bridge are the elements that determine success: teamwork, cooperation and shared leadership. But, he warns, before the "journey" will make, you have to realize what you're getting.

Through the swamp



According to Marino change often fail because people have to let go of a familiar pattern. They need to stop activities that do not yield the desired result. And that can cause unpleasant feelings. He even speaks of a swamp in which it finds itself. "Prepare people out before they first have to go through that swamp to get to that other, better, way. Research shows that successful organizations are going through a change process over if the employees feel enough urgency. In a very weak assessment by the inspectorate everyone feels the need to improve. The consequences of such a bad review are clearly visible: the number of pupils is falling, the financial situation deteriorates. We say in America that you are in such a case but better you were dirty indeed can hang out, even if you stand still as bad. "

Broad vision

Is the urgency clearly, you can get started with developing a vision of how you want to bring about the desired changes. Marino emphasized that this vision should be broad-based. "Form a quality team to take charge of the change process. They included representatives of the teachers and the principal. Decide together with your vision, mission and goals you want to achieve. Also indicate how you want to measure whether you are successful. Would you like to become an excellent school? How will you achieve that then and what issues need to tackle? It is important that everybody supports the plan and that it will also be communicated clearly throughout the organization. Keep the message as concise as possible and choose a communication tool that best suits your school. The one that makes a movie, the other hangs the plan in all classes and organizes activities to let you experience it all. "

Teamwork

The school vision is then translated into a class vision and even a student vision. Everyone is thus involved in the improvement process. Marino advises schools to go as far as possible in teams with different themes to work. "This allows you to share skills, knowledge and



Who is Jay Marino?

Dr. Jay Marino is superintendent of Dunlap School District, a group of schools for primary and secondary education in the Chicago area. He started his career as a teacher and then held various management positions before becoming Director. He received his masters degree in Educational Administration from Arizona State University and a doctorate from Western Illinois University. He is now an international consultant to both American and European schools he supervises projects in the field of 'Continuous Improvement'. This way of

insights. How to make people share responsibility for the school objectives. Do you want the children achieve better results with math? Then look together at what works in your classroom and what is not. By making concrete facts and figures show, make clear what it is about. You learn from each other in a professional team. "

But the students have 'owner' to feel their improvement. In his own organization, each student has his own vision. "All kids love a portfolio which is where they are now, where they work going, how they want to get there and what they have done. In our schools allow children DURING the conversation itself show their parents what they have learned and what results they have achieved. We begin with the children are already using. It is also important that good results are observed in the classroom. Let the children choose what they want to do that. Often they come up with very creative ideas. "

And have you achieved your goal, set another goal. "Put while the bar remains a bit higher. As the name suggests, involves *continuous* improvement, continuous improvement process. "

DRILL Masterclass

Hedwig van Schie, advisor to the team Knowledge, Quality and Research, organized a masterclass on 26 March. Vakcollege De Hef in Rotterdam as part of the quality improvement that is taking place right now at DRILL. Marino was in June 2014 for the first guest of DRILL and the call for a follow-up meeting was great. The turnout was also high and forgive within three days all one hundred entries. During his masterclass Marino goes through the nine elements that form the basis for its methodology of Continuous Improvement. Hedwig: "Using examples from the teaching practice and engaging movies he explains very clearly what it is about. Participants also get ample time to talk in groups with each other about their own situation and respond to the presentation. We hope that we can inspire school leaders and

working offers schools a powerful means to work together and lead to the achievement of quality education. Coordination between all levels of the educational organization is central. Marino wrote several articles and books and for the Dutch educational Expertis he collaborated on the book Sustainable School Development which was published in 2014.

teachers as to get started with improvement processes. "The responses showed that the master has produced a number of useful applications. Especially the setting of concrete goals per class and per student and working with a portfolio addressed the participants. Did come forward that the US approach to Marino does not always fit Dutch culture. So there was discussion about the visualization of the results of the students. "If you hang a group list on the wall, even if it is anonymous, namely pupils who perform less robust that it's about them. The question is whether you should assess pupils are compared to a norm group. Or is it better to only compare them to themselves? On the other hand, together contribute to equity to a group purpose also a nice social process. It's good to talk about this with each other. Much depends on how the teacher deals with this. "The with and learn from each other in a team is an approach where DRILL attaches great value. Hedwig indicates that in DRILL many schools already operate with proceeds targeted meetings where teachers present their results and talk about. 'Schools are seeking ways to get ownership where it belongs: with the student and the teacher. In addition, we find the shared leadership and responsibility levels of the organization is very important. Such a master class is also good for us to be more aware that we are working together with a shared vision to reach our common goal. And that the pupil will always paramount. "

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