

REPORT KEOB-Project School

The aim of the Erasmus project KEOB is to find companies who want to participate in the project phase. One "company" that would like to participate is a school.

This school with an economic focus enables pupils to attend a so-called secondary school after eight years of primary school, which can also lead to the A-level degree. A three-year course is offered after which the pupil can start an apprenticeship or attend the three-year advanced course, which enables the A-level degree. Or the student can immediately attend the five-year course leading to the A-level degree.

About 1000 pupils attend this school in Vienna, at which about 130 teachers are teaching.

Regarding the acquisition phase is to be mentioned that personal contact with the decision-makers is of foremost importance.

An informal contact meeting was already held at the beginning of June 2021. The "grey eminences" had to won over. After this had been successful, an initial meeting was held with the director, who immediately agreed to this project and took over the project management. He also suggested the specific groups which resulted from introducing new program types at the school. The total number of participants in the project were 8 (6 female, 2 male).

Afterwards a presentation with slides about the process took place at the head office, which was then presented and discussed with all colleagues on the pedagogical day. Furthermore, a meeting with the individual project groups also took place on this day.

Two groups consisted of an older head of class and a younger special needs teacher, who is trained for the special needs of the pupils. One group, hereinafter referred to as the "deaf", was a so-called "Aufbaulehrgang", which means that the pupils are about 17 years old - upper secondary school - and have already attended a special three-year course at school after eight years of compulsory schooling. The advanced course is supposed to lead them to the A-level degree.

The second group, hereinafter referred to as the "special one-year", is a one-year course that replaces the polytechnic course, which is the 9th grade of the compulsory education and is intended to provide pupils to job orientation.

In addition, there was a group of teachers and students, which had been at the end of their master's degree and had to complete a half-year to full-year internship in the school, in the following "internships".

In autumn 2022, another group was to join them, the so-called quality managers. Usually there is a topic requirement per school year for these, which was suspended due to the pandemic. Therefore, this group was dropped.

The following hypotheses were made, as we want to deal with collaboration in our project:

- 1 - The commitment to participate in this project is lesser among older colleagues than younger ones.
- 2 - The willingness to engage more closely with the other colleague and to help with improvements is lesser among older colleagues.
- 3 - Younger colleagues believe they have better digital skills.
- 4 - The skills web is not filled out differently according to gender.

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5 - The organisation does not receive any money for participation in this project, therefore all participants will be very reluctant to give their time (free time) and hardly any meetings will be possible.

6 - There are differences in how learning partnerships, mentorships are formed or how knowledge is provided in the different groups (deaf, special one-year, internships).

Conclusion:

Ad 1 - All participants were very involved, i.e. there is no difference between older and younger teachers.

Ad 2 - This hypothesis must be contradicted.

Ad 3- In this kind of company (i.e. school) it has to be refuted, partly the younger colleagues feel less competent and online-learning needs much more preparation for them.

Ad 4 - We found that male participants seem to rate themselves better than female participants. However, this would have to be checked in detail in a separate study.

Ad 5 -All of them invested their time, which was outside of their teaching commitments, for these meetings as a matter of course. They were very committed, asked many questions and worked intensively on the web and its interpretations.

Ad 6 – The differences could not be verified.

There were three meetings per group.

In all various groups it turned out, that they graded themselves in the skills-web generally better than last time (e. g. in "creative thinking", as the word creative also has too strong of an artistic connotation and many interpreted that this meant reinventing the wheel).

The conversations that took place between the individual appointments were informal and partly embedded in class conferences, so that no exact quantification can be made.