

IndY (Individualized Learning at the school centre Ybbs)

What were the conditions and steps taken that have contributed most to the success of the measure?

First and foremost, the motivation of teachers as well as students contributed for the most part to the success of IndY.

This system for example allows to offer students special workshops which are not part of the curriculum, i.e. business yoga, SAP, debate club, art projects, theatre workshops, “the Chemistry of baking Christmas cookies”, talks from external specialists and many more. Beyond that, students themselves organized numerous workshops for other pupils (i.e. second-hand sale, they organized talks on safer internet, brain food, vaccination and travel medicine and invited start-ups).

Since students can choose their teachers themselves excuses like being unlucky with one’s own teacher do not count anymore. Students not only choose which teacher they want to study with but also where they want to study. Hence, they can use all classrooms and facilities available and do not have to sit in the same classroom anymore.

Furthermore, the IndYLog helps to monitor student’s attendance and involvement during the individualized learning period.

Which stakeholders were involved in identifying needs and in the planning and design of the measure?

The key person involved in designing and implementing IndY is the headmaster of the school centre in Ybbs, MMag. Rainer Graf. Together with 54 of the 73 teachers he went to Berlin to visit Margret Rasfeld at the *Evangelische Schule Berlin Zentrum*, which was a source of inspiration. Furthermore, the school is part of the network “Schule im Aufbruch”, which is a platform for schools to exchange innovative ideas. It aims at supporting students to develop their full potential.

Who was involved in implementing the measure?

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Parents are informed about the concept of IndY in advance before, i.e. at the open days, or at enrollment. Moreover, parents are notified about their child’s development at the parents-teacher conference. Teachers can retrieve each student’s personal statistic and discuss it with the pupil or the parents. The statistic shows student’s attendance, whether they booked their IndY-lessons or not (see figure 1) and which subjects they attended (see figure 2).

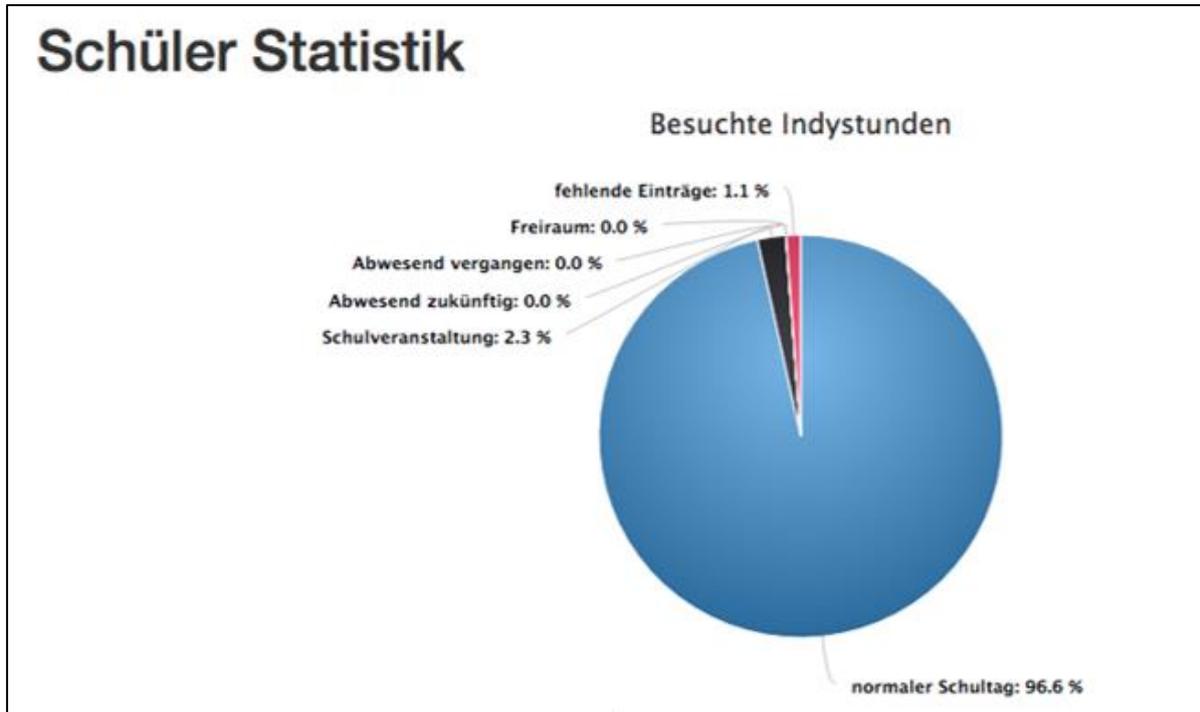


Figure 1: example of a statistic on student's attendance

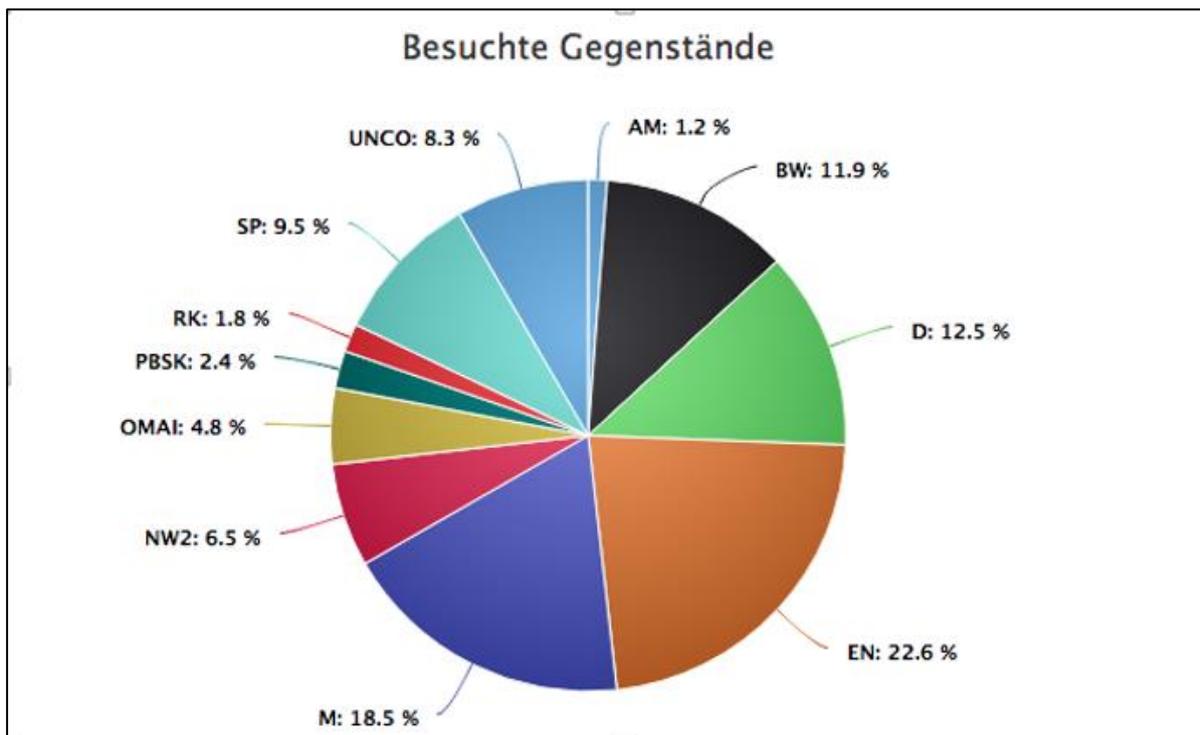


Figure 2: example of a statistic on subjects attended by a student

Who has key responsibility for implementation?

The key person involved in designing and implementing IndY is the headmaster of the school centre in Ybbs, Rainer Graf.

How are the different people involved in implementation being supported (e.g. do they receive specific training?)

The constant exchange of information and personal experience amongst colleagues (sometimes in weekly meetings or at conferences) helps the teachers and consequently the concept to further develop. A large part of the teaching staff took part in a seminar series on “Coaching” in order to support the student’s development in the counselling sessions. Moreover, external experts have been invited by the headmaster of the school centre, Rainer Graf, to several conferences.

What have been the obstacles to introducing the measure? How have they been addressed?

Implementation of IndY required that the school made an application for a school experiment to the Federal Ministry of Education and to adapt the course schedule.

Is there a monitoring/evaluation system in place? (yes/no. If yes please fill in the following)

Yes.

What is monitored? (text field)

IndY is evaluated based on 24 indicators:

1. IndY supports student self-assessment of individual strengths and weaknesses
2. IndY improves career choice/choice of further education based on knowledge of strengths and weaknesses
3. IndY increases autonomy and self-management of students
4. IndY increases self-responsibility of students for the selected IndY-lessons
5. IndY increases capacity for teamwork of students
6. IndY improves social interaction
7. Students support each other/act as coaches
8. IndY offers more variety and increases motivation
9. IndY facilitates everyday school life
10. IndY tools (IT, plans, lists) can be easily used
11. IndY lessons are well organised
12. IndY is carried out well by teachers
13. Teacher team stands fully motivated behind IndY
14. IndY lessons take place in a friendly and respectful atmosphere
15. In IndY lessons students learn what they intended to learn
16. In IndY lessons students learn many things that could be useful in the future
17. Students plan what they want to study in the IndY lessons
18. In IndY lessons students pay more attention than in regular classes
19. Students perceive the composition of IndY classes with students from different grades as positive and enriching
20. Students’ environment (parents, friends etc.) perceives IndY as very good and expedient
21. Students like that the school is innovative
22. IndY supports students to prepare for life
23. How are the IndY lessons chosen by students?
24. If students could change something, what would it be?

Who monitors and how? (text field)

IndY is scientifically monitored by the School of Education at Johannes Kepler University Linz under the responsibility of Prof. Dr. Herbert Altrichter. The evaluation involves a quantitative longitudinal design: students of the grades 9-11 (age 15-17) have participated in the school year 2015/16 and the same students were asked again in 2017/18. The online questionnaire consisted of 24 questions (see indicators above). Concerning questions 1-22 students had to indicate to what extent they agree with the statements, question 23 involved 8 criteria which had to be ordered from 1 = most important to 8 = least important. Question 24 was an open question.

Are further evaluation planned and when will the results be available? (text field)

Yes, in a two-year rhythm.

What has been the impact of the measure? (text field)

Overall, the evaluation shows positive results. The approval rating was more than 50% for all the questions mentioned above (see 13b). The evaluation further shows that students select their IndY-lessons primarily based on their individual needs (test preparation, deficits) and on their strengths and interests.

For further information see: Aydin, Hale; Übellacker, Martina; Weiß, Daniel (2018): Darstellung der Erhebung zum Schulprogramm INDY am Schulzentrum Ybbs. Endbericht. JKU Linz, Abteilung für Pädagogik und pädagogische Psychologie. Online: http://ev.sz-ybbs.ac.at/wp-content/uploads/Endbericht_Aydin_Uebellacker_Wei%C3%9F.pdf (retrieved 14.05.2018)

What resources are involved (material, space, amount of funding)? (text field)

For administration purposes the so-called *IndYLog* has been introduced in the school year 2016/17. This online tool gives an overview of all IndY-lessons (i.e. time, classroom, teacher, subject) and also on attendance because the students have to register online for the courses they want to attend in the next week.

Further info (website, contact person e-mail, organisation details) (text field)

Homepage: <http://www.sz-ybbs.ac.at/~sz-ybbs/sz-plus/indy/>

Folder: http://www.sz-ybbs.ac.at/~sz-ybbs/fileadmin/DATA/Downloads/20170131_INDYFolderA4_Sch%C3%BCler.pdf

IndYLog: <https://indy.sz-ybbs.ac.at/pages/index.php>

Evaluation 2015/16: ev.sz-ybbs.ac.at/wp-content/uploads/feedback_indy_2016.pptx

Evaluation 2017/18: http://ev.sz-ybbs.ac.at/wp-content/uploads/Endbericht_Aydin_Uebellacker_Wei%C3%9F.pdf

Please upload any relevant documents, photos or videos (upload file)

https://www.youtube.com/watch?time_continue=71&v=jm470G-41bE

https://www.youtube.com/watch?time_continue=1&v=jXlyGFXVKTA

<https://www.youtube.com/watch?v=81rYKcafJbw>