

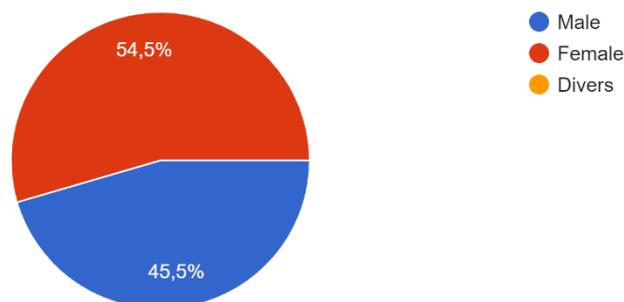
Test-Survey about multi-professional teams in all-day schools (September 2020)

Success factors, obstacles, and framework conditions that promote or hinder effective and successful work in multi-professional teams at all-day schools

General Information

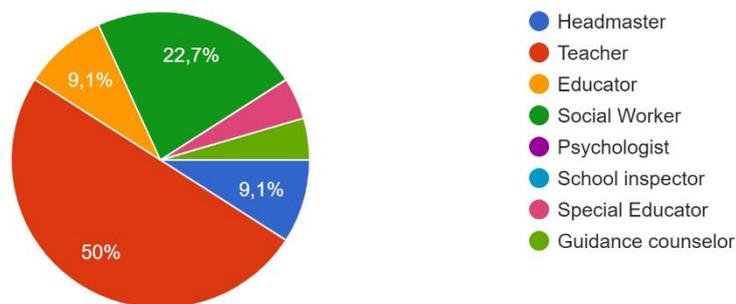
Gender

22 Antworten



Profession: What is your current profession/occupation?

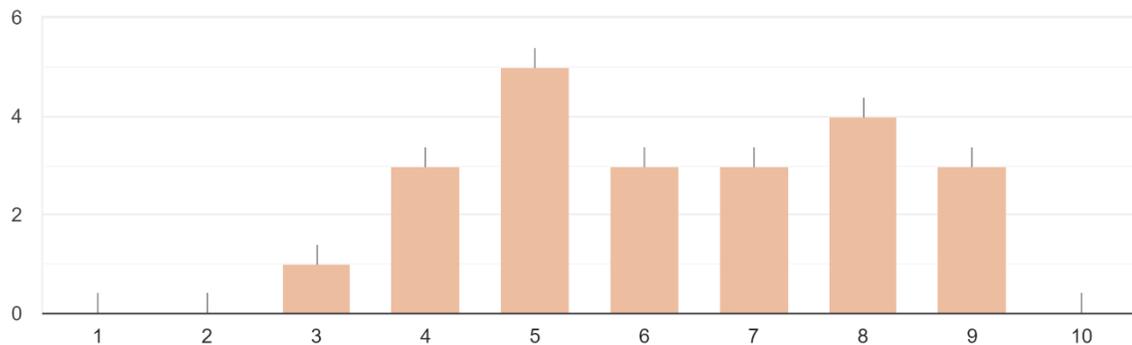
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Legal Framework

The legal and organisational framework conditions for multi-professional teams in our region are conducive. (1 = does not apply at all; 10 = applies ...pletely; grade your answer with values in between.)

22 Antworten



Mean	6,3
Median	6

Particularly conducive is:

- according to the School-law every school shall have access to multi-professional Teams
- The existence of some framework conditions.
- I think the cooperation between different teams is working well in our town. The will to cooperate is good.
- We have a strong tradition of multi-professional teams.
- we have had this system for a long time and that means we are well established with the concept
- school nurse
- The will from all profession to work together for the youngsters best

Particularly inhibiting is:

- small schools far away from the centre. There can also be a lack of staff-members in the Teams. Difficult to find personal with the right education
- There are too few forms of contract and funding in regard to multi-professional teams at schools.
- There are economic issues. Schools need to save money and then they often make cuts in the teams.
- The last few years has there been hard savings in schools and it has affected the multi-professional workers. Private schools don't always take their responsibility.
- this seems to be the first thing we cut back on when need to save many
- teaching assistants
- The lack of areas for GDPR-safe notifications that the participants in multi-professional teams can share

Particularly desirable would be:

- If every school could afford to employ personal in the Teams
- Schools provided with unconditional budgets solely dependent on numbers of students.
- More resources to the develop professional teams.
- The savings get harder and schools don't take responsibility for their pupils.
- in our local context schools need to save money and cut back on resources. My wish is for that to stop. We need more resources on this!
- There are too few of contract and funding in regard to multi-professional teams.
- What is best for the student?



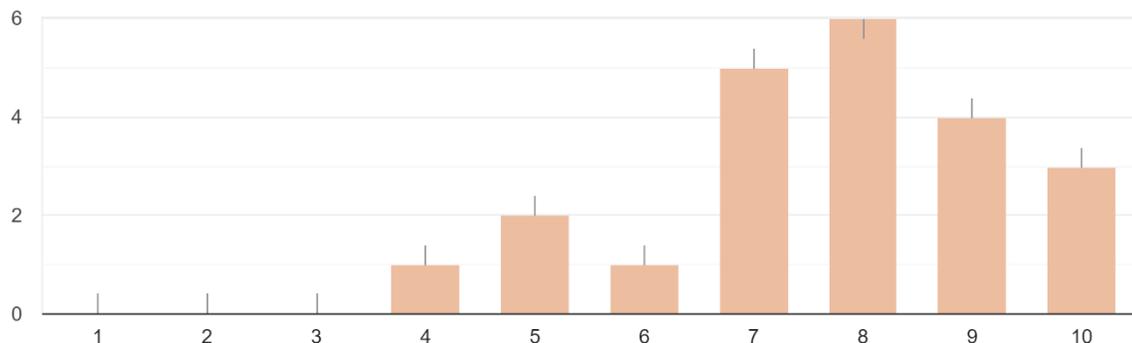
Strategic Partnership

Multi-professional teams in all-day schools

Teaching, learning, and living together

In terms of content, pedagogical and social aspects, we have the creative leeway to realise our ideas. (1 = does not apply at all; 10 = applies completely; grade your answer with values in between.)

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Mean	7,7	8,7
Median	8	9

Particularly conducive is:

- When there are organized forms for cooperation between different professions at schools.
- The framework curriculum leaves enough space for the schools own ideas. Schools are able to create their own program and profile in executive bodies.
- We have well-educated and competent persons working in the multi-professional teams.
- The tradition. Well educated staff.
- a very good cooperation with local schools - we are a private study centre and we need to cooperate with local public schools.
- The framework curriculum leaves enough space for the school's own ideas. Schools are able to create their own program and profile in executive bodies.
- teachers
- The will to help the youngsters

Particularly inhibiting is:

- When the school doesn't organize meetings between professions. And when you don't have a person in charge for the multi-professional Team.
- Not enough staff of each profession available.
- The economic cuts in schools makes it hard to develop both content, pedagogical and social aspects.
- Savings.
- the fact that we are a non-profit private org means we are the first they will cut back on
- We are a school and the measurements for success or lack of success is the youngsters grades and/or exams

Particularly desirable would be:

- Organize meetings between professions.
- All-day concepts with clear tasks related to the different professions.
- People get used to lower conditions.
- good cooperation with the teachers and staff at schools and we need better understanding from politicians.
- not enough staff
- Be creative :)
- Maybe a school situation with less (short) Courses which might give the students less negative consequences for periods of bad Health???

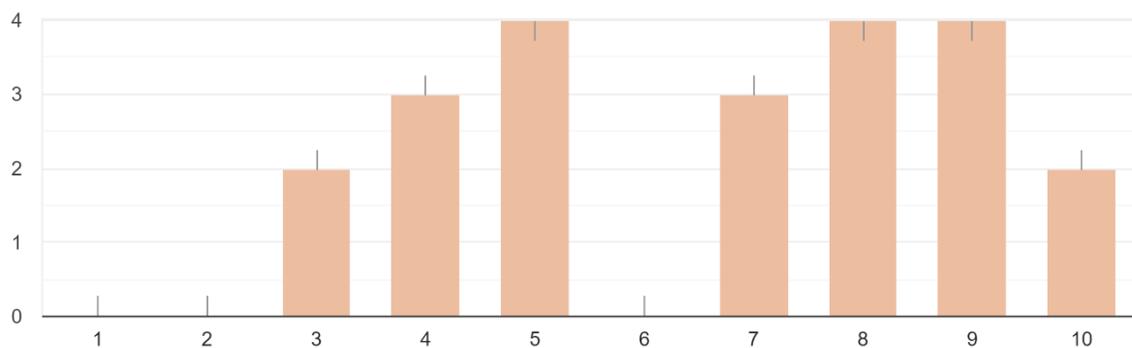
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Multi-professional teams in all-day schools

Spatial conditions, equipment

The spatial conditions indoors and outdoors and the equipment allow us to implement our ideas. (1 = does not apply at all; 10 = applies completely; grade your answer with values in between.)

22 Antworten



Mean	6,7
Median	7

Particularly conducive is:

- there are certain rooms for the professions in the multi-profession Team to work in.
- Rhythmic concepts of schools helps to make different organization work concepts.
- From our point of view we have really good conditions in our studycenter. Since the decision-makers are making school-units bigger and bigger and this makes the conditions worse.
- New learnings. Supported education. In Skellefteå TEXAS Studycenter.
- we are private and can make our own decisions
- Rhythmic schooling helps to make different organization concepts work.
- Teachers that can have the lesson outdoors.

Particularly inhibiting is:

- When students and teachers don't know where to find the members of the Teams.
- too few rooms, old rooms, outdated equipment
- Money-saving!
- funding
- The school has rooms that are sick and we have some teachers that can be in specific areas.

Particularly desirable would be:

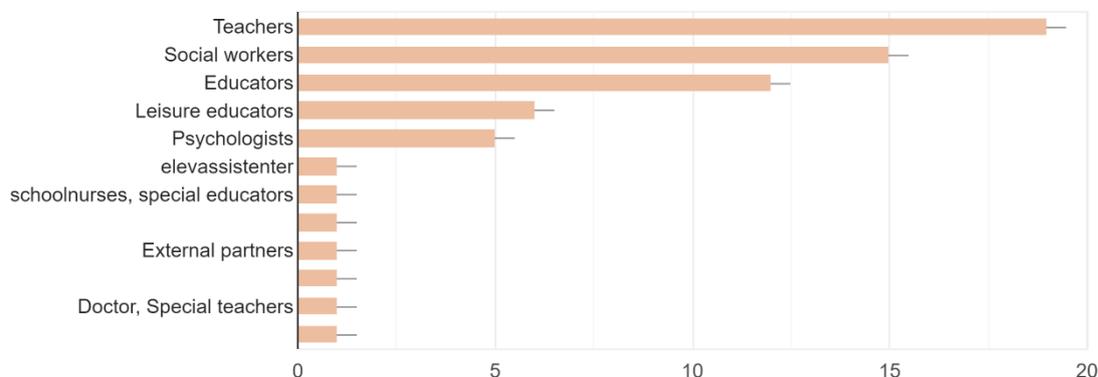
- If there are certain rooms
- modern room concepts created of the multifunctional-teams, the students and their parents
- to be seen as a complement to public support
- lack of room, outdated equipment.



Multi-professional teams at schools

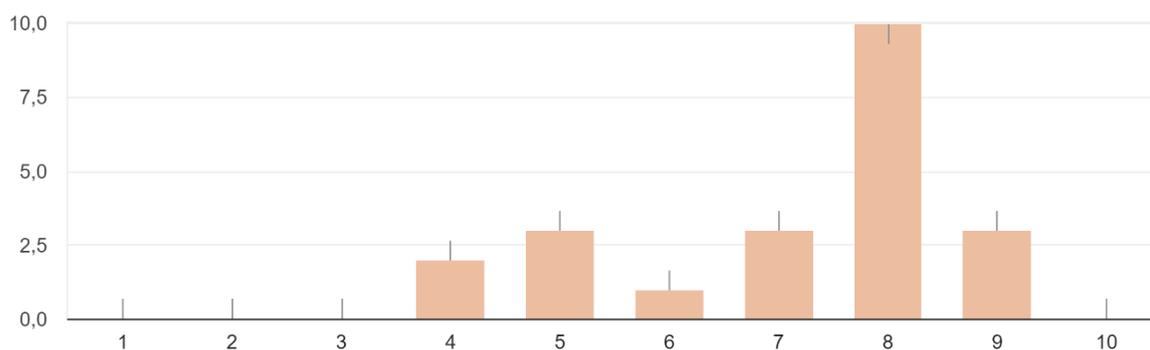
What professions are employed in your school / usually in schools in your region? Multiple answers possible.

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The cooperation between the different professions works well. (1 = does not apply at all; 10 = applies completely; grade your answer with values in between.)

22 Antworten



Mean	7,1
Median	8

Particularly conducive is:

- When teachers turn to the Team and want to cooperate around their students
- a long time of cooperation and knowledge of each other
- a good climate and respect for each other's competences
- Professional exchange in the teams of the youth care provider.
- If a student doesn't feel well, mentally.

Particularly inhibiting is:

- When the headmaster isn't part of the multi-professional Team working with students and in classes.
- too little time for professional exchange between the different professions
- less time and money.
- Too little time for professional exchange with the teachers.
- When student don't come to school.

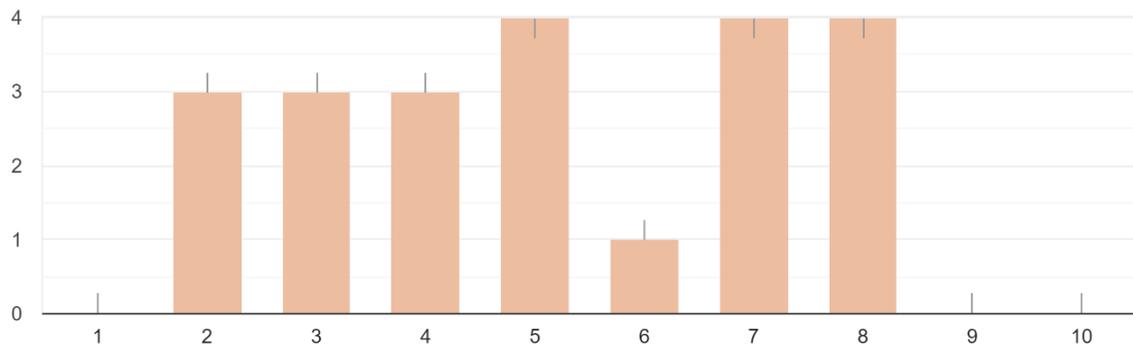
Particularly desirable would be:

- Regular meetings between headmaster, teacher and the multi-professional Team.
- joint action guide and concepts

Financial resources

The financial resources for our tasks are good. (1 = does not apply at all; 10 = applies completely; grade your answer with values in between.)

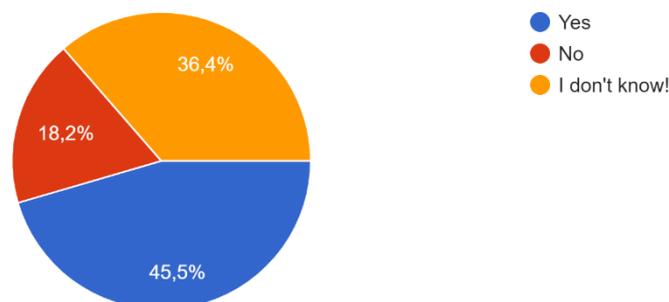
22 Antworten



Mean	5,1
Median	5

We are able to raise additional financial resources independently (sponsoring, funding, contributions, etc.).

22 Antworten



If so, in what way?

- if we work in a project with an external organisation
- foundation sponsoring for small temporary projekts, offen without resourses for professions
- only for equipment
- But it`s not easy to raise resources.
- Search for fundings, but it is hard to get.
- Foundation sponsoring for small projekts. Often there is no way of funding staff, little time for the sponsoring applications.

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Multi-professional teams in all-day schools

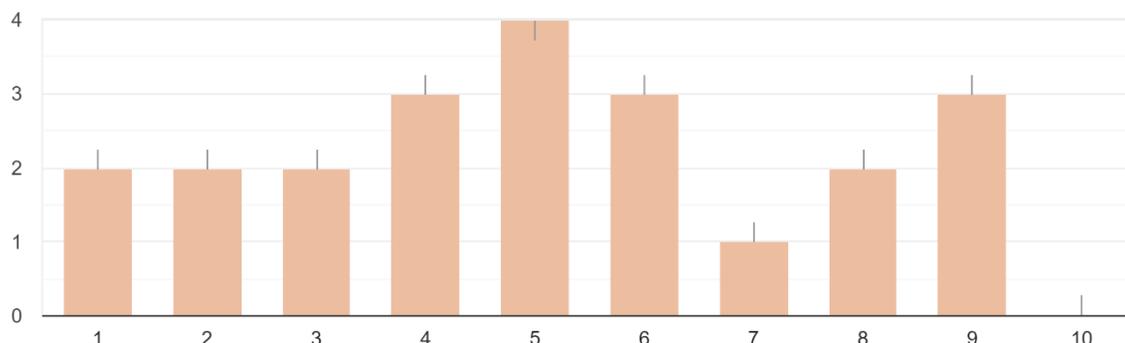
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We are able to independently allocate our financial resources in our area of responsibility. (1 = does not apply at all; 10 = applies completely; grade your answer with values in between.)

22 Antworten



Mean	5,1
Median	5

Particularly conducive is:

- there are strictly rules.
- Funding by grants.

Particularly inhibiting is:

- strictly rules
- prescribed expenditure structure
- We need more money to be able to do this.

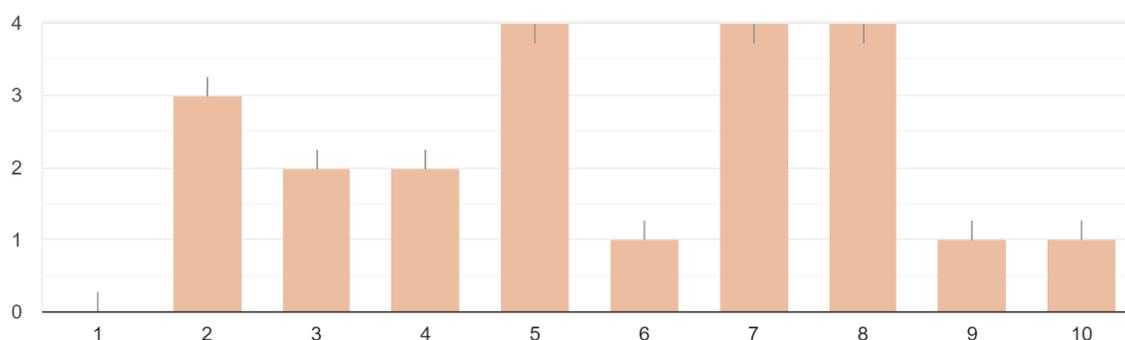
Particularly desirable would be:

- unconditional budgets (number of students!)
- unconditional budgets.

Strategic control, management

Strategic goals, shared values and operative leadership are clearly communicated, transparent and understandable for all parties involved. (1 = does ...pletely; grade your answer with values in between.)

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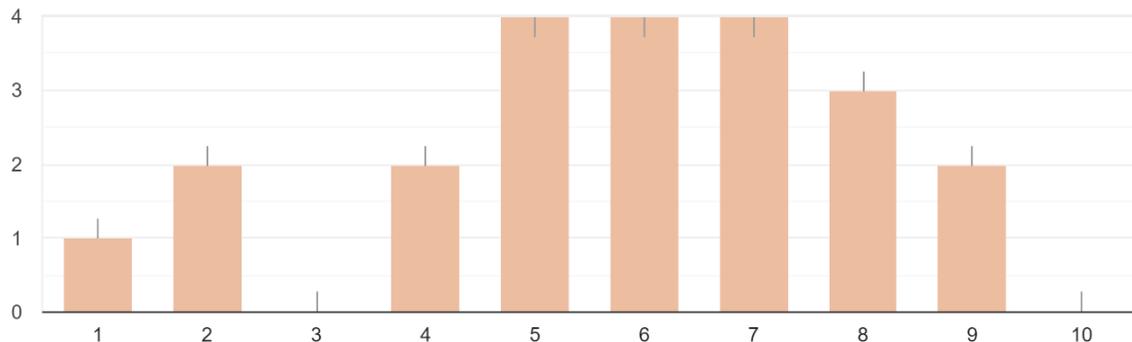
Mean	5,7
Median	6

Strategic Partnership

Multi-professional teams in all-day schools

There are clear principles, criteria and rules for cooperation that are accepted and observed by everyone. (1 = does not apply at all; 10 = applies completely; grade your answer with values in between.)

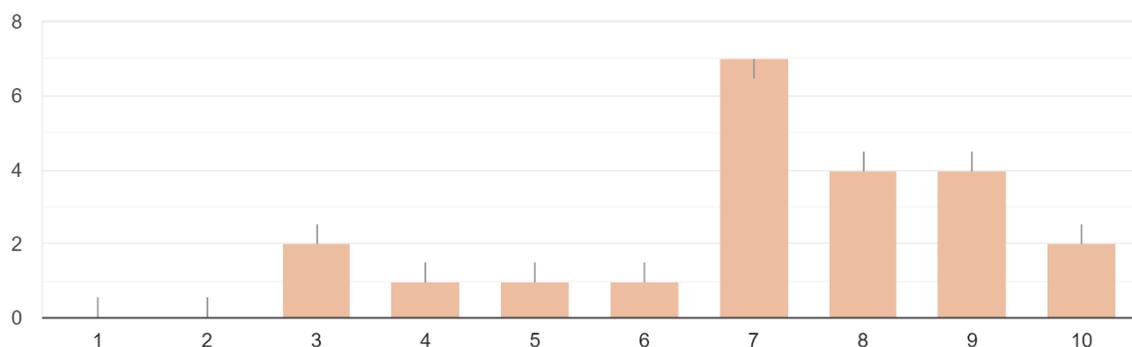
22 Antworten



Mean	5,8
Median	6

We cooperate in a trusting, respectful and good atmosphere. (1 = does not apply at all; 10 = applies completely; grade your answer with values in between.)

22 Antworten



Mean	7,2
Median	7

In terms of management and leadership, it is particularly valuable that

- You are trusted
- Transparency in decisions. At our studycenter we have good leadership and management.
- They talk sincerely and open to their employees.

In terms of management and leadership, it is particularly challenging that

- You are not
- different systems (school and youth care) work together in the same context)
- That they are united as a Group.
- The participants have different bosses, and the involved headmaster isn't the closest work leader for the rest of the team

In terms of management and leadership, it would be particularly desirable if

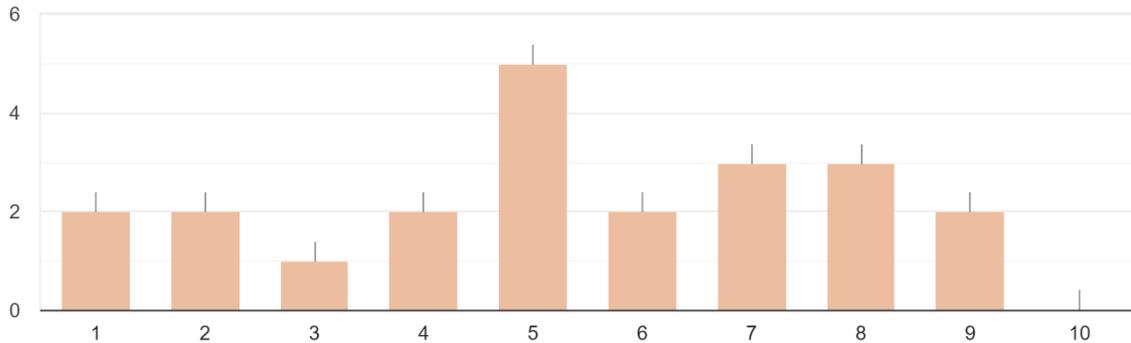
- They did
- equal partnership
- it was faster from question to answer.



Framework conditions for staff

Differences between the various professions in terms of service rights and employment relationships (income, fixed-term contracts, etc.) ...pletely; grade your answer with values in between.)

22 Antworten



Mean	5,3
Median	5

If they are of high relevance, then what effect do they have?

- Perhaps it effects values amongst orifessionals?
- unequal financing of public and private providers, unequal financing of the professions, unequal working hours of the professions and unequal time for hollidays
- Public providers enact different funding and handling of working hours than private providers,creating insecurities.

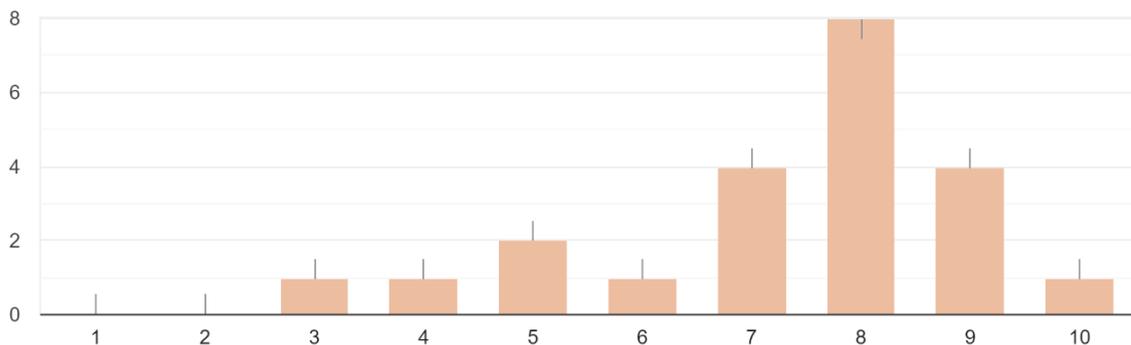
Particularly desirable would be:

- standardized tariff and working hours for everybody involved
- Standardized tariff for everybody involed.

Parents, social living environment

We keep in touch with parents, families, and the social environment of our students to support our educational work. (1 = does not apply at all; 10 = a...pletely; grade your answer with values in between.)

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Mean	7,3
Median	8

Particularly conducive is:

- To include parents
- many years of experience in cooperation with our schools and the level of professional competence
- At our study center this is really conducive.
- it's important to have an holistic approach



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Multi-professional teams in all-day schools

- Ways of contact are phone, email, messenger, video chat, SMS with the goal, end crisis and social isolation, provide support for learning, crisis intervention.
- the teachers meet with the students and their parents each semester for a individual development talk. Until they turn 18, then the teachers just meet the student.

Particularly inhibiting is:

- Artt kommunicera med föräldrar med utländsk bakgrund är inte alltid lätt.
- sometimes difficult to cooperate with the external professions in the Community.
- too many students - too little staff,
- Problems were: different and insufficient technical equipment in the families, little competence in handling digital media.
- The student that don't have any parents....
- When the student is above 18 years of age it's not automatic to involve the parents

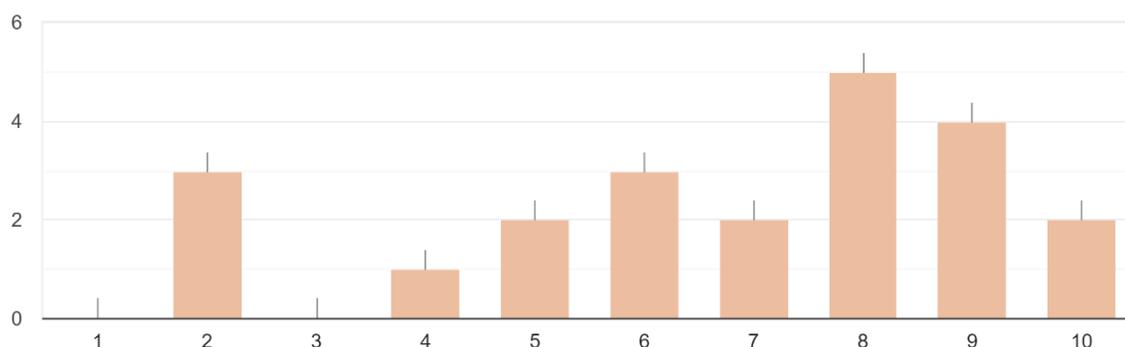
Particularly desirable would be:

- To have a better cooperation with social care or health-staff.
- more prevention instead of intervention for crisis

External partners, associations, economy, companies

We maintain contact with offers relevant to schools in our region and use them for our educational objectives (e.g. cultural, musical, sports, vocation...pletely; grade your answer with values in between.)

22 Antworten



Mean	6,7
Median	8

Particularly conducive is:

- networking in the social environment, committee work
- We try to find conducive cooperation all the time to be able to develop our organisation.
- again, the holistic approach is important to us
- Networking in the social environment, committee work

Particularly inhibiting is:

- too little time

Particularly desirable would be:

- more time and staff

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Multi-professional teams in all-day schools

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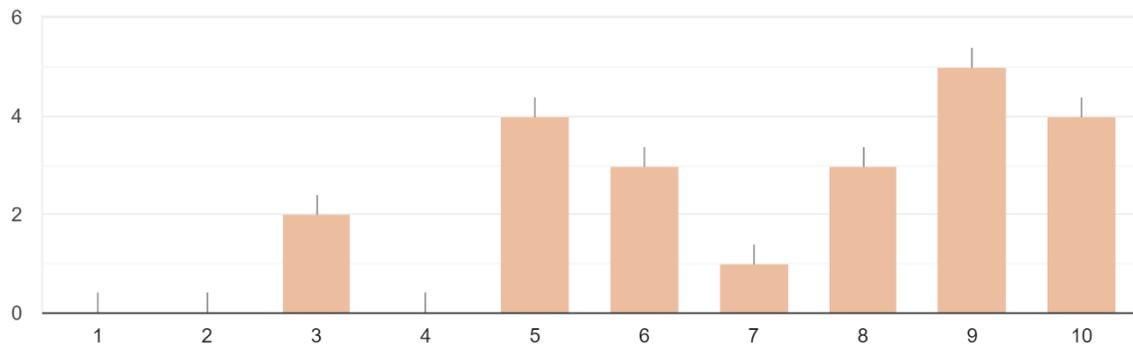


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Chances and perspectives for the students

The cooperation of multi-professional teams ensures that our students have the best possible opportunities and perspectives for their further e...letely; grade your answer with values in between.)

22 Antworten



Mean	7,3
Median	8

New challenges and experiences under new conditions

I. Contact to students during the Covid lockdown period

How did you manage to maintain contact? What tools and methods were used? What results did you achieve? What effects did this have? What did not work and why not?

- Microsoft Teams
- we are using a learning platform for students and video meetings for parents. it works really good, but sometimes some students don't answer any message the whole time
- Teams, mail, educational platforms. Almost expected results. Some students did not hand in tasks in time.
- I could phone them, send sms, have digital meetings with them (Teams) and some students were allowed to come to school and get support.
- way of contact are phone, email, messenger, video, chat, sms with the goal: end crisis and social isolation, provide support for learning, crisis intervention
- problems were: different and insufficient technical equipment in the families; little competence in handling digital media
- At our studycenter we have been really good to maintain contact!
- TExAS has been open the whole time. We have also worked in distance.
- Undervisning via Teams
- We worked with our learning system Itslearning. It worked really good. So we could stay in good contact to almost all students. But you never reach all students. The platform Itslearning owns many options like communication tools, the possibility to provide teaching resources and get student products. Digitalization means for the your whole Multiprofessional team in school a new big challenge und much more work.
- We used ItsLearning for communication and uploading materials. It was a bit confusing for students at the beginning, but worked out quite well.
- we did not close - we adjusted our premises so that students could come here but in a safe way. We also offered online/digital solutions for those who could not or did not want to come.
- itslearning.com; messages; Videochats; my students felt supported, i felt stressed - i felt that i hadn't enough time and that they study under bad conditions (f.e. technical possibilities, social situation) and i couldn't change that - it was frustrating
- Telephone, Digital meetings mm
- I managed to maintain contact with my phone and my computer. I had talks and lessons over the computer with the students. It was fine working that way and I still work from home 3 Days a week.
- Teams, mail and a minimum of personal meetings

II. Experience with distance learning / home schooling

How did your students deal with the new teaching and learning situation? What expected or unexpected experiences have you gained from it? Which of them could be usefully applied to further educational and social work?

- It did vary, but in general good.
- most students deal fine with the new situation. Some families had the problem, that they don't have any technical equipment for these form of teaching and learning.
- It worked well. Sometimes students could get more help with school tasks. Some students were not disciplined to work from home.
- Some students could focus better on their studies at home, and some couldn't focus at all. Students in troubles with coming to school could more easily be included in this new learning situation.
- During the first month of lockdown 18.000 students could not be reached by the teachers in Berlin. Results were social withdrawal and major knowledge gaps.
- Distance learning is for strong students.
- For many of them it became harder as time went by.
- My experience with home schooling is pretty good. I used the new tools before corona in my class, so almost all students were prepared for distance learning. In general it is for all a big challenge. We try to support everybody, from students to older non technical teachers. We are planning advanced training for students and all teachers.
- We were communicating a lot via the messenger of ItsLearning. We would aim at having more face-to-face communication, e.g. video calls, if there was another lockdown.
- good for some students and really awful/bad for some. We will continue to offer both. We learned a lot.
- depend on the age and general motivation for school
- 18.000 students could not be reached. Results were social withdrawal and major knowledge gaps.
- The student that had a hard time coping in school and maybe a disability didn't make it last semester when they couldn't go to school. Some student have to meet with the teachers IRL to get started.
- Mainly well. More students didn't succeed well than does who profited of more homestudies

III. Digitisation

An essential element during the Covid lockdown was and remains the use of digital and virtual media and methods for teaching and communication. What are your main experiences with this? What can you also continue to use in the future?

- We have developed new digital methods that will be useful in the future.
- yes we will continue but for us it's really important with the personal meetings