



Case Story Description: Vision	
Short description of the challenge that the tool was used to tackle	A new management team in a small semi-private secular school in central Barcelona wanted to change the school management culture. The new management team of three women wanted to move from a hierarchical way of issuing guidelines to a more participative management style, in which the whole staff is involved in the formulation of goals and the achievement of results.
Contextual information	In the neighbourhood where the school is located there are other schools of a similar nature, with whom the school is competing for pupils at a time of low birth rates. It is therefore essential that the school stands out from the crowd: a clear vision for the future and teaching staff whose goals align with the schools and are committed to the project will be very important to produce a healthy, vibrant, standout organisation.
Title of the tool	Vision
How did the school work with the tool	The management team asked the Barcelona RETAIN team to help them implement the VISION tool. They wanted us to be facilitators to first see how it works so that they can later apply it themselves independently. We used a two-hour staff meeting in May 2015 to make the proposal with all the teachers, including the management team.
Promoting factors	The intervention with the tool VISION has allowed: <ul style="list-style-type: none">. the creation of a shared vision of the school project, to see where the school is going and what its challenges and priorities are. It has provided a starting point to be able to define itself as a school and to adopt a more cooperative approach.. the generation of enthusiasm and motivation to build the future of the school.. the creation of a shared vision from different personal points of view. As the management team points out, this had a satisfactory effect since all teachers felt heard, valued and were part of the same project.. the detailed analysis by the management team of the data obtained from the joint work and the development of action plans to move forward. Some actions are: an appreciation interview with the headteacher with each of the team members, satisfaction surveys, working committees, and



	<p>different types of meetings in order to bring together teachers from different cycles.</p> <p>. In the interview with each of the teachers, various aspects were explored:</p> <ol style="list-style-type: none"> 1. strengths and areas for improvement in the school as a whole. 2. areas for improvement relating to Management Team 3. perception of social climate (co-workers, new and senior staff) 4. aspirations, expectations and other elements of well-being. <p>According to the management, the experience has been very successful and many teachers have expressed their desire to continue moving in this direction.</p> <p>After meeting again with the management team to assess the results of the interviews, the following steps have jointly been designed:</p> <ol style="list-style-type: none"> a) it is possible to corroborate that one of the core elements of analysis for the coming months is the educational model that the school wants. b) the use of a tool from the toolbox was agreed upon so as to facilitate this work. c) a preliminary proposal with the management team is designed. d) the proposal (outcome of using the VISION tool) performed February-May 2016
Barriers	At present, we have no information about whether the intervention and what has been generated from it has represented any difficulties. We hope to collect new data on the implemented actions shortly.
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