



Co-funded by the
Erasmus+ Programme
of the European Union



Teacher Induction Programme

Module 13: Work with other (local) stakeholders

WP2 - Deliverable D2.2.

<https://empowering-teachers.eu/>

Date

The creation of this publication has been co-funded by the Erasmus+ grant program of the European Union under grant no. 626148-EPP-1-2020-2-PT-EPPKA3-PI-POLICY. This publication reflects the views only of the author. Neither the European Commission nor the project's national funding agency are responsible for the content or liable for any losses or damage resulting of the use of this publication.



© Copyright 2021 LOOP Consortium

This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the LOOP Consortium. In addition, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

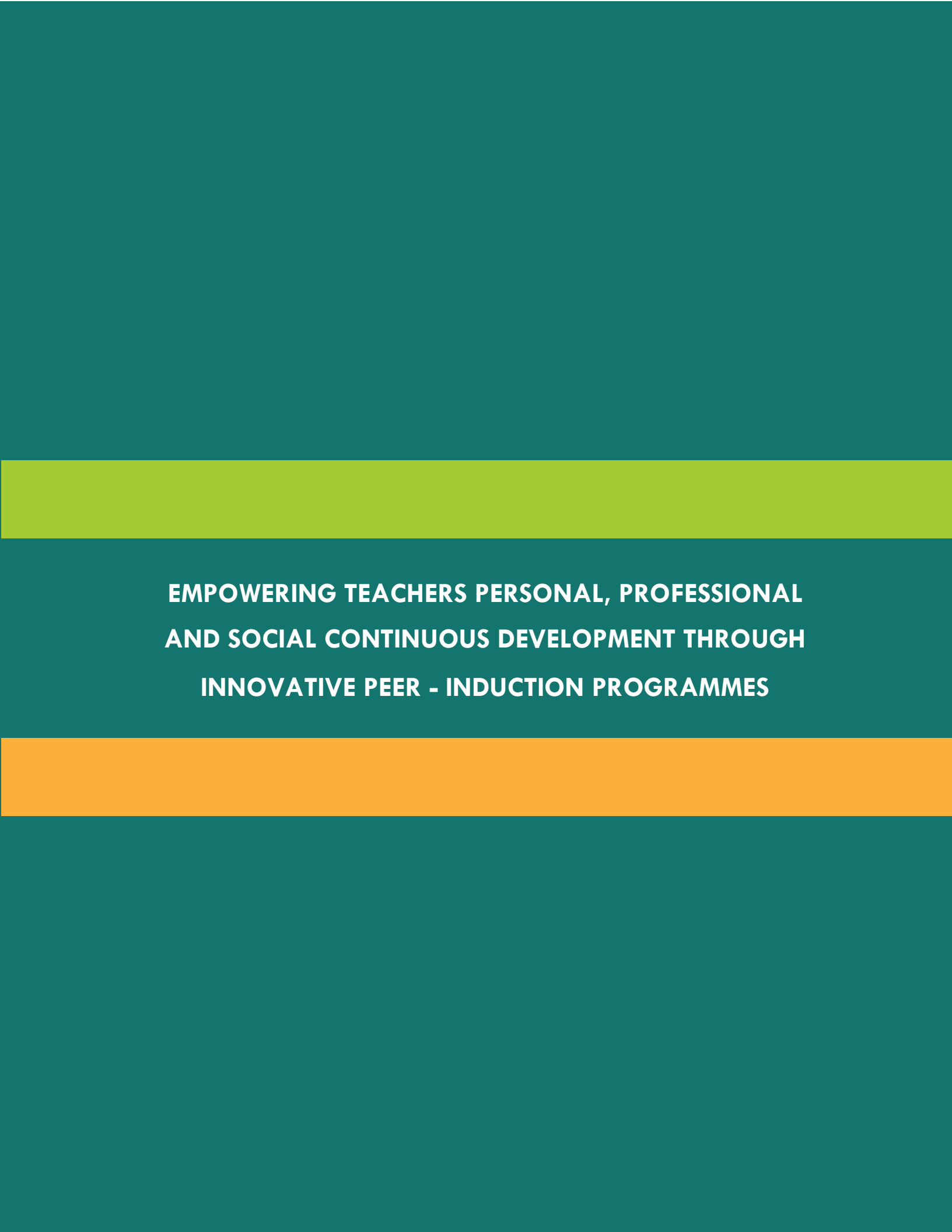
All rights reserved.

This document may change without notice.



Contents

Work with other (local) stakeholders	5
13.1 CHECKLIST OF POTENTIALLY RELEVANT STAKEHOLDERS	6
13.2 GUIDE FOR THE MENTOR TO PRESENT COOPERATION WITH LOCAL STAKEHOLDERS	9



**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH
INNOVATIVE PEER - INDUCTION PROGRAMMES**



Work with other (local) stakeholders

A. *What is the main idea/goal/objective of this module?*

The purpose of this module is to provide introductory information on identifying key stakeholders in the school’s environment, the importance of engaging with these stakeholders, and agreements that guide effective partner interaction. It provides a basis for identifying who are the relevant stakeholders with whom to create value in the education system. Upon completion, this module shows a tool to guide cooperation with stakeholders. Finally, the module presents some best practices that stand out for the multi-stakeholder cooperation in the school education system.

B. *Expected learning outcomes:*

- Mentor and NQT will learn the definition of stakeholders and, in detail, of stakeholders in the school environment.
- Mentor and NQT will be able to identify the relevant stakeholders in the school environment.
- Mentor and NQT will be able to identify the benefits deriving from the relationship with school stakeholders.
- NQT will gain knowledge about the school’s environment in connection to the activities going on throughout the school year and will understand when and why certain specific outside organisations are partners in concrete activities.

C. *What does this module include – materials’ presentation*

ELEMENT	Target audience	Type of resource	Time for resource	Area
13.1 Checklist of potentially relevant stakeholders	Mentor and NQT	Presentation	60 minutes	Social/cultural
13.2 Guide for the mentor to present cooperation with local stakeholders	Mentor and/or NQT	Guide, template for presentation	60 minutes	Social/cultural

13.1 Checklist of potentially relevant stakeholders is a document describing the importance of a local stakeholder cooperation. It includes a very context dependent list of all relevant stakeholder in the education system and the related interests that should be adapted to the local context by the mentor.

13.2 Guide for the mentor to present cooperation with local stakeholders is a tool to help the mentor prepare a presentation for the NQT. It can be used to support a structured discussion between the mentor and the NQT.



And it serves as a template to also plan further interactions with stakeholders with justification and reasoning behind it.

D. Suggestion for the implementation of the module

Stakeholders are like puzzle pieces. If one or more of the pieces are missing, the image will be incomplete. When educators, school administrators, parents, students, and other organizations work together to achieve common goals, the entire educational system improves significantly. In this case, all parties are excited and continue to spend time, money, respect, and love in the future education of children. Stakeholder involvement in education allows for unrestricted dialogue and interaction between educational leaders and other stakeholders (such as teachers, parents, students, etc.). Thus, the checklist of relevant stakeholders in the school's environment (13.1) is a document that can be examined during a meeting between the mentor and NQT or reviewed by the NQT independently.

The guide for the mentor to present cooperation with local stakeholders (13.2) introduces an identification sheet of the stakeholders with whom the mentor (and the school) has already started a relationship. The mentor will have to fill in a form for each stakeholder category and show the NQT the results of the stakeholder engagement activities carried out. This can be preferably done while reviewing the school calendar and all of the activities going on with the interaction of external parties. Finally, the section relating to "new project" should be completed with the NQT and must report the proposals for new collaborations with that specific category of stakeholder.

E. A useful link

[What Is a Stakeholder in Education? - Definition & Examples](#)

13.1 CHECKLIST OF POTENTIALLY RELEVANT STAKEHOLDERS

Introduction

In general, a stakeholder is an individual, a group of individuals, or an organization that has an impact on and is interested in a particular system. When we talk about a company, we can refer to its employees, investors, partners, suppliers, and customers. Concerned stakeholder in education are defined as any actor who is interested in, implementing advanced ideas, or investing in the successful development of education. They have a direct impact on decision-making and can improve the learning environment for the greater good. That is why it is critical to understand the various types, the importance and role of each type, and stakeholder engagement.



Why Are Stakeholders Important in the school's environment?

As indicated above, they have their own interest in the development and well-being of the education and school system. Hence, it is obvious that their role is crucial.

Each stakeholder is an integral part of a school or of the entire education system. Thus, all are crucial for the professional development of education, as they can significantly improve the educational environment if they collaborate and share ideas, goals, and plans. However, the problem often arises that they feel undervalued and unable to create a collaborative environment. School board members, for example, recognize the importance of collaboration with the community; however, most of the time, they cannot ask for help because they fear losing their reputation or simply don't know how to do it.

On the other hand, community members feel they are unable to influence school board plans and have to adapt.

Stakeholders are like puzzle pieces. If one or more of the pieces are missing, the image will be incomplete. When educators, school administrators, parents, students, and other organizations work together to achieve common goals, the entire educational system improves significantly. In this case, all parties are excited and continue to spend time, money, respect, and love in the future education of children.

Who can be a stakeholder in school's environment?

In terms of the school environment, there are many stakeholders, but all are important when it comes to the common good. In general, stakeholders in the school environment can be divided into two main groups:

1. *Internal parties*

They are the groups of people within the school community. They are commonly students, parents or family members, educators, school board members, support staff, etc.

2. *External parties*

External parties are groups of people or organizations outside the school. There are community members, government bodies, various local authorities, social workers, trainers, suppliers, agencies, and many other external stakeholders.

The relevant stakeholders and their interests

Students



The role of students in education is crucial. Depending on their age, students require a different level of attention and a different educational approach and program. In this case, the competence of the educator is more important.

Families

Parents strive to provide their children with a good education and are involved in the educational process and provide support to students. Parents control social development and are ready to help school leaders increase student achievement.

School members

The school is a party interested in providing a high-level education. However, among the members of the school, there are other groups of individuals that can be considered separately.

- Teachers focus on teaching and advancing students' level of knowledge.
- The school board is responsible for ensuring high quality teaching and teaching materials for students in their school district. It also ensures comfortable working conditions for teachers and all school staff. In addition, he interacts with various local authorities and maintains a reputation as an expert in the sector.
- Several professionals are also involved in the process, such as social workers, volunteers, or psychologists.
- Support staff maintain a comfortable environment by providing housekeeping, relocation, property protection, etc.

Government

Different government structures can be education stakeholders, such as the Ministry of Education, the Ministry of Health and various policy makers. They regulate and monitor the general educational strategy, promote school health.

Community

Community leaders pay close attention to the education system. They need schools to prepare future leaders and community members who will then build a stronger community.

Other organizations

There are also other organizations that provide educational materials, food, cleaning products and services that affect the quality of the environment in schools.

Table below shows the list of the stakeholder in the school's environmental:

Administrators	Local business leaders	Students
After school clubs	Parents	Suppliers
Alumni office	School board members	Supply temporary teaching staff
Business leaders	School bus drivers	Teachers
Charities	School Counsellor	Utility companies



Community members	School Governors	Voluntary organisations
Families	Social workers	Welfare office

The Benefits of Stakeholder Engagement

- Possibility to make significant decisions quickly and at a lower cost;
- Further support from interested parties participating in the decision making;
- Increasing awareness and obtaining more ideas;
- Better outcome;
- Improvement of trust and respect for the educational leader.

13.2 GUIDE FOR THE MENTOR TO PRESENT COOPERATION WITH LOCAL STAKEHOLDERS

Introduction

Stakeholder involvement in education allows for unrestricted dialogue and interaction between educational leaders and other stakeholders (such as teachers, parents, students, etc.).

Stakeholder participation must be informed, complete, and systematic throughout the process, and decision-making choices must be included. Engagement may be used to a variety of themes, including the use of consensus, school feedback, innovation planning, strategy development, parental participation, and others.

Stakeholder involvement in school’s environment

During the engagement process, four steps are followed:

1. **Planning:** An initial plan is required to decide whose goals and plans will be affected, as well as who will be present during the process. Furthermore, it is critical to acquire extensive background information and compile a list of pertinent questions.
2. **Participation:** This is the most comprehensive involvement phase, involving a debate and the gathering of all conceivable thoughts and recommendations from each other. This stage also includes ranking the information gathered.
3. **Analysis:** The third stage is most likely the most time-consuming. It necessitates the consolidation of all input data, the establishment of new objectives, a description of the new course, and a list of action items.



4. **Sharing:** This step includes completing the proposal in detail and presenting it to interested parties with the necessary arguments and comments.

A framework for planning and assessing quality engagement

The framework comprises of four ‘dimensions’ of engagement and a set of indicators for assessment.



Figure 18: Quality engagement scheme (source: <https://www.unescap.org/>)

A tool to help the mentor prepare a presentation for the NQT

This section of the document presents an identification sheet of the stakeholders with whom the mentor (and the school) has already started a relationship. The mentor will have to fill in a form for each stakeholder category and show the NQT the results of the stakeholder engagement activities carried out. Finally, the section relating to “new project” should be completed with the NQT and must report the proposals for new collaborations with that specific category of stakeholder.

It might be helpful for the mentor to consider the school’s yearly calendar and consult various activities going on outside the school setting or activities, where external actors are invited to the school. During a debate, the mentor can present these activities and especially stress the reasons and benefits of interacting with external parties.



Stakeholder data	
Category:	
Name and Surname:	
Email:	
Website:	
Stakeholder activities	
This stakeholder is important because...	
List the initiatives carried out with this stakeholder:	
New project	
Provide a list of actions you suggest implementing:	



Co-funded by the
Erasmus+ Programme
of the European Union



INOVA+

INOVA + Innovation Services SA



Ministry of Education and
Science of Portugal



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION

Ministry of Education, Republic of
Slovenia



Instituto Ekpedeftikis Politikis (Insti-
tute of Educational Policy)



Casa do Professor



Institute of Education of the
University of Lisbon



Univerza v Ljubljani

University of Ljubljana



ΠΑΝΕΠΙΣΤΗΜΙΟ
ΠΕΛΟΠΟΝΝΗΣΟΥ
UNIVERSITY of the PELOPONNESE

University of Peloponnese



IDEC SA



Fundación Universitaria Balmes



Association Petit Philosophy



Libera Università del
Mediterraneo Jean Monnet

LOOP

EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL

CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES

<https://empowering-teachers.eu/>

The creation of this publication has been co-funded by the Erasmus+ grant program of the European Union under grant no. 626148-EPP-1-2020-2-PT-EPPKA3-PI-POLICY. This publication reflects the views only of the author. Neither the European Commission nor the project's national funding agency are responsible for the content or liable for any losses or damage resulting of the use of this publication.