

Austria

International Business College Hetzendorf

This business school for students aged 14 to 18 (different educational backgrounds, 60% migration background) uses reform pedagogy (Klippert tradition), and different forms of self-driven student learning with an emphasis on social interactions. Groups of students either explore meaningful questions in single lessons or over the course of a whole week, or they work in small groups on structured activities, each being accountable for their own contribution. The physical environment for open learning includes a “business centre” with meeting desks, pin walls, PCs, etc.

Main Focus of Innovation: CONTENT, ORGANISATION

Other keywords: alternative philosophy, learningspace

General Information

Name of the ILE: International Business College Hetzendorf

Location/Address: 1120 Vienna, Hetzendorferstrasse 66-68

Website: www.ibc.ac.at

ILE submitted by: Vienna School Board, Federal Ministry of Education

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

The school offers a tailored programme for students with different educational and migration backgrounds enrolled at a *Handelsschule*. It uses methods from reform pedagogy e.g. teachers guide students in using the freedom to solve assignments by themselves or in teams responsibly.

Self-reliance, flexibility, social skills, self-critical reflection and, above all, thinking and acting in a wider context (interdisciplinary approach) are essential.

Teachers work in teams and as teams in the classroom (role models).

Regular “open learning phases”.

Evidence

Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?

- Drop-out rate has fallen by 50%.
- Learning aims are being reached.
- Documentation: regular meetings with the team of teachers and the team of form heads are being documented.
- Evaluation started with the pilot project “HAS NEU 2002“.
- Pilot school for educational standards
- Mandatory feedback culture

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners’ social, interpersonal, or meta-cognitive development)

- Individualisation of teaching
- Integrative teaching of students with a migration background
- Acting independently and self-reliantly
 - at subject-matter and social level
- Prudent, responsible and critical use of resources
- Sound and state-of-the art commercial knowledge
- Confident application and professional use of media and modern software
- Appropriate behaviour and conduct
- Controlled dialogue (communication and language)
- Conflict and stress management
- Cultural regions and their historic roles (focus on European economic systems)
- Optional: add-on qualifications
- Office management and e-business
- Geographical information business

Specialisation: Office Management and E-Business (distinct curriculum under school autonomy provisions).

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

Learners having completed year 8 (aged 14-18)

Students with a leaving certificate of year 8 are eligible

3 classes of 30 students each, 60% have a migration background

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

Teachers/facilitators have additional qualifications:

Entire team of teachers – methodological training according to Klippert

Form heads and many other form teachers

- Personality training and social skills
- Training course on cooperative and open forms of learning
- Strategies to enhance motivation and social skills
- Team work in order to individualise classroom teaching

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

Cross-curricular and subject-specific issues are covered by assignments (alternation of different social forms). Open forms of learning using a variety of different materials. This is a high motivation factor for students and teachers. Self-driven learning: teachers act as facilitators and advisors.

Contents are based on the Dalton plan and methodological training according to Klippert.

Collaborative learning is a method of teaching and learning in which students' team together to explore a significant question or create a meaningful project. A group of students discusses a lecture and works together over the Internet on a shared assignment. This could be for a lesson or for a whole week.

In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Students have to take responsibility for their own tasks and learn to work as a team.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that provide them with an overview.

Students need to feel safe, but also challenged. Groups need to be small enough that everyone can contribute. The task the students work together on must be clearly defined by the teachers / coaches.

COOL characteristics are that:

- students participate actively;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- students learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;

Marks are not the most important thing. In this the self-centred learning process the student has to take responsibility for his tasks and is thus prepared to organise its project of lifelong learning.

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

There is a “Business Management Centre” (meeting desks, pin walls, PCs, office supplies and archive for “open learning”) to facilitate the learning process.

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

Problem students and demotivated students in the *Handelsschule* classes. Lack of goals, orientation towards failure and poor career prospects. Student/teacher pessimism.

The way out and objective:

To offer students of this school type having the required abilities the best possible education with genuine career prospects and a competitive edge on the labour market.

Greater fun and motivation for students and teachers. Integration and intercultural learning are milestones for their future work or professional activity.

Funding of the ILE

How is it funded?

The school is funded from the budget of the Republic of Austria. There is no special support from external sources.

Learning Outcomes

What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

Statistical evaluations (drop-out rate, higher average grades)

The defined quality criteria are evaluated by the team of form teachers and the teams of form heads on an on-going basis.

Mandatory use of the student–teacher feedback sheet.

Peer evaluation to individualise classroom teaching.

TQM according to EFQM.