**Järva County Vocational Training Centre**



**Development Plan 2022–2025**

Paide 2022

**INTRODUCTION**

Järva County Vocational Training Centre (JKHK) is a vocational training institution administered by the Ministry of Education and Research, which commenced its operation on 1 September 2008 on the basis of the Decree of the Government of the Republic of Estonia No 107 of 28 February 2008.

JKHK was formed by Türi Technical and Agricultural School and Paide Vocational School and accordingly has two main study sites - Paide and Särevere. In 2015, the school was merged with the Põltsamaa Vocational School, which now no longer has active teaching activities.

JKHK is the largest school in the county in terms of the number of students, with 1359 students in different forms of study at the beginning of the 2021/2022 academic year (haridussilm.ee). In addition, it organises a large number of short- and long-term training courses, with an average of 1 725 learners per year in the period 2019-2021 (school data).

The school offers post-primary and post-secondary vocational training, as well as continuing education and retraining for adults. There are also specialisations for which there is no basic education requirement. There is also level training for pupils with special educational needs (HEV).

In the autumn of 2021, there were around 40 curricula in 14 curricular units.

JKHK's development plan for 2022-2025 has been drawn up in accordance with the Vocational Education and Training Institutions Act and other relevant legislation and guidelines.

The JKHK development plan is a strategic guide for the school's activities. The document provides an overview of the school's priorities, sets out the main objectives and creates the conditions for stability and continuity in the school's development.

The documents underpinning the development plan are:

* - the Vocational Training Institutions Act
* - Education Development Plan 2035
* - Vocational Education and Training Programme 2020-2023
* - Adult Education Programme 2020-2023
* - Programme for closer links between the labour market and learning 2020-2023
* - digital switchover programme 2020-2023
* - JKHK Internal Evaluation Report 2018
* - Report on the implementation of the JKHK development plan 2017-2020
* - Development perspectives of the JKHK curriculum groups

The following have been taken into account in the development plan:

* - the General Education Programme 2020-2023
* - School Network Programme 2020-2023
* - Agriculture and Fisheries Development Plan 2030
* - Järva county development strategy 2019-2035
* - Paide city development plan 2021-2025
* - Türi municipality development plan 2021-2025
* - OSKA reports on future labour needs

**1. THE MISSION, VISION AND VALUES OF THE SCHOOL**

**1.1 School Mission**

The mission of Järva County Vocational Training Centre is to enhance the quality of education by increasing the competitiveness of our students.

## **1.2 School Vision**

WE ACT IN SUCH A WAY THAT EVERYONE WILL RECOMMEND OUR SCHOOL!

## Järva County Vocational Training Centre is one of the largest and most successful educational institutions in Estonia, renowned and recognised for its modern learning environment, flexible opportunities and wide range of specialisations.

## Järva County Vocational Training Centre is part of global vocational education, recognised and appreciated by learners, parents, alumni, employees and employers. The school is learner-friendly, modern, supportive and responsible, smart and understanding.

**1.3 School Core Values**

- COOPERATION: Hunting mammoths is not a solo activity.

- DEDICATION: We work towards a common goal.

- COMMPETENCE: We know what we are doing.

- FLEXIBILITY: We find solutions.

- CONTINUOUS DEVELOPMENT: We value learning.

**1.4 School Motto**

LEARNING IS A MATTER OF THE HEART!

# **2. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, ACTIONS**

## **2.1 Strategic objectives**

1. Curriculum development takes account of national strategies, is focused, systematic and guided. Curricula are designed and developed taking into account the training needs of students and the labour market.

2. In carrying out its core curricular and educational tasks, the school takes into account the specificities of pupils and learning styles, supports pupils in achieving learning outcomes and developing key competences.

3. The school has a competent staff whose professional and professional development is guided by the school's objectives.

## **2.2 Performance indicators**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Strategic objective** | **2021/22**  **baseline** | **2024/25 target level** |
| Percentage of early leavers in total VET, %\* | 1; 2; 3 | <20 | <20 |
| Percentage of drop-outs from upper secondary vocational education in year 1, %\*. | 1; 2; 3 | <10 | <10 |
| Percentage of early leavers from upper secondary vocational education and training in year 1, %\*. | 1; 2; 3 | <17 | <15 |
| Percentage of completers of upper secondary vocational education with nominal time, %\*. | 1; 2; 3 | >55 | >60 |
| Percentage of completers of VET with nominal time, %\* 5. | 1; 2; 3 | >60 | >60 |
| Percentage of graduates who passed the vocational examination %\* | 2; 3 | >75 | >80 |
| Percentage of students completing work-based learning, %\*. | 1; 2; 3 | >25 | >25 |
| Number of participants in national vocational competitions\*\*. | 2; 3 | 32 | 34 |
| Number of vocational students involved in international mobility (including all those who have been abroad in connection with the school)\*\*. | 2 | 28 | 32 |
| Number of staff involved in international mobility\*\*. | 3 | 12 | 12 |
| Average results of the satisfaction survey indicators by thematic block \*\*. | **Strategic objective** | **2021/22**  **baseline** | **2024/25 target level** |
| Organisation of learning, students | 2 | >3,90 | >4,00 |
| Management, staff | 3 | >4,00 | >4,00 |
| Management, students | 2 | >3,90 | >4,00 |
| Information flow, staff | 3 | >4,00 | >4,00 |
| Information flow, students | 2 | >3,85 | >4,00 |
| Conduct of teaching, students | 2; 3 | >3,90 | >4,00 |
| \*Haridussilm.ee  \*\*The school's own data |  |  |  |
|  |  |  |

## **2.3 Curricula and curriculum development**

**Strategic objective 1: Curriculum development takes into account national strategies, is focused, systematic and guided. Curricula are designed and developed taking into account the training needs of students and the labour market.**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Action** | **Result** |
| Updating curricula and programmes in the light of changes in the sector and employers' suggestions.  New curricula. | Aligning curricula with current legislation and standards. | Curricula are up-to-date, respond to changing learning approaches, labour market needs and ensure quality teaching for students.  Graduates' professional skills meet the demands of the world of work and are confirmed by successful completion of vocational examinations. |
| Designing and modernising curricula in cooperation with other VET schools, professional associations, networks, alumni, employers and students. |
| Development of Level 5 of the EFF for fish farming. | A curriculum is open to meet the needs of the industry. |
| Development and implementation of an EQF for Nutrition Counsellor level 5. | The number of nutrition counsellors with professional knowledge and skills has increased as a result of the OSKA health report. The overall health behaviour of society has improved. |
| Amendment of the veterinary assistant professional standard to specialise in small and large animals.  Initiate the process in cooperation with employers. | The professional standard has been amended. Learners have the opportunity to specialise. Employer satisfaction has increased. |
| Initiation of a professional standard for farm managers in collaboration with employers. | The professional standard for farm managers has been initiated. |
| Establishment of the possibility to study for level 5 in road construction.  Initiation of a process in cooperation with employers. Preparation of training and implementation plan. | A curriculum in line with industry demand has been opened and a learning pathway has been established. |
| Implementation of the water treatment operator curriculum in a non-stationary mode. | More skilled workers are employed in water management companies. |
| Introduction of elective modules on electric, gas and hybrid cars in the automotive technician curriculum. | Elective modules have been added to the automotive technician curriculum.  Students' knowledge and skills are up to date. Performance in vocational examinations has improved. |
| Opening of a vocational training group in cleaning and housekeeping. | A wider choice of subjects to study. |
| Provision of further training in fish farming for foreign language learners. | The target group in other languages will have greater opportunities for self-development. |
| Work-based learning Implementation of the PRÕM+ programme. | Adaptation and development of new operational programmes for work-based learning. Implementation of the PRÕM+ programme activities. | Work-based learning provides more flexible pathways to higher education, resulting in stable enrolments. |
| Analysing and updating curricula and syllabuses. Improving cooperation between teachers. | Designing tasks in cooperation between teachers, coherence and integration of themes, evaluation. Aligning documentation and content. Responding to pupils' differences. | Matching curricula to content learning.  New digital solutions allow for a more personalised approach to learning, improving exam performance. |
| Partial integration of general education with vocational training. | Integration of the learning process in preparation for national exams. . | Preparatory courses for national exams are offered to all comers and the number of exam takers has increased. |
| More widespread implementation of the methodology for crediting prior learning and work experience (APEL) in general education. | Updating school APEL procedures and adding new application possibilities. | The APEL procedure has been updated. Pupils have made use of the opportunity. |
| Implementation of new document management and information systems and wider use of existing ones. | Implementation of new information systems (Pinal), wider use of the possibilities of the learning information system Tahvel. | Increased use of the learning information system has made the organisation of learning more efficient.  Greater use of the documentation of traineeships in the School's administrative system has simplified the school's management process and increased satisfaction among operators. |

## **2.4 Learning and teaching**

**Strategic objective 2: In fulfilling its core teaching and learning tasks, the school takes into account the specificities of pupils and learning styles, supports pupils in achieving learning outcomes and developing key competences.**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Action** | **Result** |
| Raising awareness among potential learners of the learning opportunities offered by school. | Conducting pre-primary education for primary school pupils.  Making pre-vocational training workshops more attractive, developing and implementing new activities.  Developing cooperation with the Nurme school.  Informing working pupils about the opportunities for learning alongside work and family life. | Increased interest from potential students in the school, reflected in the number of admissions. The number of pupils is increasing.  Pupils have an overview of the needs and expectations of the labour market, as reflected in the results of the national satisfaction survey. |
| Closer linking of non-stationary general education with other structural units. | Coordination of timetables for non-stationary general education, development of the content of pre-courses, delivery of courses. | Diversified teaching and learning activities to encourage students' interest in vocational training. The number of students has increased. |
| Conducting specific professional training. Implementation of e-courses and hybrid training in continuing training. | Provision and delivery of a wide range of continuing training for different target groups. Design of continuing training curricula, taking into account continuing training and R&TD priorities.  Creation and delivery of e-courses.  Organisation of hybrid training.  Delivering training online. . | Providing training tailored to the needs of the world of work.  More diversified learning opportunities. Professional skills are being acquired in more areas.  Training and learner numbers are stable at high levels. |
| Creation of a centre of excellence for construction | Development of the Centre of Excellence in cooperation with the Estonian Construction Association.  Offering a broad range of professional choices. | Providing a high level of broad-based specialisation in construction, with a wider choice for students. The number of students has increased. |
| Participation in the Water Treatment Centre of Excellence | Designing a centre of excellence in water management through an international cooperation project. | Providing high quality and professional training in the field of water management. Greater dissemination of green and sustainable thinking. |
| Implementing the curriculum of the vocational pathway. | Implementation of the VET curriculum for primary school pupils and pupils at risk of dropping out | Pupils are ready to continue their studies and/or enter the labour market. |
| Motivating student success/performance. | Developing and implementing motivational activities for the most successful/performing students in learning and school life, recognising students. | The most successful/performing are noticed and recognised. Success stories shared through different channels. The school has a good reputation. |
| Developing and motivating students' skills and knowledge. | Participation in national and school competitions, olympiads, contests.  Organising and taking part in competitions according to the possibilities.  Preparation of students' subjects and submission to competitions, involvement of alumni. | Pupils are more visible and active outside school, they get the chance to put their knowledge and skills to the test and express themselves. The school has a good reputation. |
| Organising international competitions in the fields of horse management and agriculture. | Competitions are organised and experience of international competitions is gained. |
| Developing students' digital competences. | Continuous development of digital competences as a regular part of learning.  Implementation of new digital technologies.  Use of e-learning as appropriate, creation of Harno Moodle courses, development and updating of established courses. | Keeping students' digital competences up to date and the school's learning activities flexible. |
| Internationalisation strategy, international cooperation and implementation of hybrid and virtual mobility. | Implementation of the internationalisation strategy, achievement of objectives.  Development of a wide range of international cooperation activities, including mobility and cooperation projects with third countries.  Promoting opportunities for learning mobility, including longer-term mobility. Encouraging adult learners to participate in mobility.  Organising hybrid and virtual mobility for students who cannot be away from home/work for long periods. Diversifying traineeship and mobility opportunities. | Increasing the number of mobility participants. More disciplines involved.  Longer periods of mobility provide greater knowledge and experience and increase the employability of the student.  The internationalisation strategy has enhanced the school's reputation.  Learning is more diversified, more international and linked to school practice. Foreign language skills of students and staff are improved. |
| Effective provision of support services. | Creation of a psychologist post.  Implementation of covision for more complex cases.  Participation in training. | Pupils in need of psychological support counselled and number of graduates increased.  Pupils' learning capacity increases. Improved school leaving results.  Pupil and staff are supported, satisfaction with support services increases. |
| Involving pupils in leisure activities through project activities.  More targeted use of the learning centre in the main Särevere building. | Writing and implementing projects to diversify leisure activities.  Upgrading the facilities, recruiting a separate staff member for the evening. | More diversified use of pupils' free time. Reduced drop-out rates.  Pupils have a place to be, to spend their free time and to study outside lessons. |
| Improving the performance of traineeships. | Preparation of guidance material for the in-house traineeship supervisor.  Updating documentation. Management of the traineeship documentation in a tablet.  Training and giving feedback to supervisors. | Documentation updated. Use has been made of the possibilities offered by the Tablet. Traineeship supervisors trained. Feedback from the satisfaction survey has been given to supervisors, company managers, students and alumni. Traineeship management has improved. |
| Developing cooperation with apprenticeship companies. | Implementing a recognition system, communicating with and visiting companies.  Organisation of a recognition/recognition event. | Increased cooperation with traineeship enterprises. Traineeship enterprises recognised. Increase in the number of traineeship enterprises. |
| Support for a start-up entrepreneur. | Providing the support (including premises, training) needed to start a business. | Target groups are aware of and take advantage of opportunities. |
| Providing traineeships for university students. | Providing a traineeship base for the students of Tallinn University of Technology and Tallinn University of Applied Sciences. | Students of road construction will get first-hand experience. The school has the opportunity to increase its visibility and reputation. |

## **2.5 Staff/Teachers**

**Strategic objective 3: The school has a competent staff whose professional and professional development is in line with the school's objectives.**

|  |  |  |
| --- | --- | --- |
| **Measure** | **Action** | **Result** |
| Supporting staff development, including digital literacy and foreign language skills. | Taking into account staff training needs. Organising and delivering training.  Participating in training, placements and projects. Organising development interviews.  Participation of teachers in regional subject sections.  Organisation of short courses in foreign languages (English, Russian) to improve teachers' language skills. | Staff are motivated to do their best and feel valued for their contribution.  Teachers are professional and have up-to-date knowledge.  Staff's knowledge of foreign languages contributes to the implementation of the school's internationalisation strategy. |
| Ensuring teachers' development opportunities and needs, maintaining professional standards. | Passing the professional examinations for teachers, vocational teacher examinations and adult educators among vocational teachers. Supporting teachers in the examination process. | Increase in the number of qualified and certified teachers. |
| Keeping staff happy and motivated at work and mentally healthy. | Providing mental health training for teachers so that they can better advise and support students' professional progress in their studies.  Supporting teachers in dealing with HEV pupils.  Conducting a satisfaction survey. | Teachers will have better knowledge of how to support students' professional progress.  Mental health of staff is maintained, contributing to the achievement of the development plan objectives. HEV pupils have better learning outcomes. |
| Valuing employees. | Pay adjustments. Organising a recognition event. | Employees are valued and motivated, as shown by the satisfaction survey. |
| Developing cooperation between the upper secondary school and the general education structure. | Analysing the coverage of subject teachers, identifying possible areas of cooperation and implementing them. | The school's resource of general education teachers is used efficiently and in the best possible way, reflected in the optimal use of budgetary resources. |
| Improving communication on IT issues. | Finding better ways to get information about problems back to IT people and information about solving problems back to staff. | IT problems get resolved faster and the result is fed back. |
| Developing peer learning (learning communities). | Sharing of experiences between teachers, e.g. sharing training experiences in workshops, presenting found learning environments to colleagues, etc.  Sharing the experiences of those who have been on a study trip.  Participating in lesson observation. | Staff share experiences and are more professional, creative and versatile as a result.  Teachers' better knowledge helps pupils to achieve better results. Satisfaction with self-development is reflected in survey results. |
| Supporting the induction of new staff, implementing mentoring principles. | Planning and implementing a support (mentoring) system. | A faster adaptation of new staff to the school environment will ensure better quality and results in terms of teaching and results in the professional examinations. |

# **3. DESCRIBING AND MITIGATING RISKS**

It is the responsibility of the JKHK's management to manage risks in a way that ensures the achievement of the school's objectives. The aim of risk management is to take actions that reduce the likelihood of a risk materialising or, if it does materialise, the negative impact of the risk. Day-to-day activities related to risk assessment and mitigation take place at the level of the structural units.

The main risk categories that could have an impact on the achievement of the school's objectives:

1. Strategic risk: changes at national and ministerial level in the field of education, including VET.

2. operational risk: risks stemming from inadequate and missing processes or activities, including implementation of legislation and regulations, staff, information exchange, information technology, document management and archiving, third parties, physical security, health and safety and the working environment. The risk analysis of the working environment, health and safety, risk plan, etc. shall be carried out and the implementation of the measures shall be managed by the designated staff member.

3. Financial risk: a risk arising from budgetary planning and economic threats which, if materialised, could lead to financial losses and jeopardise the sustainability of the School.

When risks materialise, the impact of the occurrence is assessed and mitigation actions are decided on a proportionate basis. Actions may include, but are not limited to, modifying the school's processes and partially meeting the objectives set out in the Statutes.

**4. THE GOVERNANCE ARRANGEMENTS FOR THE DEVELOPMENT PLAN, ITS RENEWAL AND IMPLEMENTATION PROCEDURES**

# 1. An action plan is drawn up for each calendar year to implement the activities described in the development plan, which sets out in more detail the actions to be taken to achieve the objectives set out in the development plan.

# Proposals for amendments and/or additions to the development plan shall be submitted in writing to the Director of the School at the end of the calendar year.

# 3. Proposals for amendments and/or additions shall be examined by the Board of Governors of the School, which shall take a decision.

# 4. After approval by the Board of Governors, the proposed amendments and/or additions shall be submitted to the Ministry of Education and Research for approval.

# 5. The Director of the School is responsible for the implementation of the development plan.

# **5. THE PRINCIPLES FOR MONITORING THE ACHIEVEMENT OF THE OBJECTIVES SET OUT IN THE DEVELOPMENT PLAN**

1. An annual action plan will be developed based on the development plan.

# 2. A list of performance indicators has been established to assess the achievement of results.

# 3. The development plan will be analysed and the achievement of the objectives set out in the development plan will be assessed at the beginning of January of the following year.

# 4. Achievement of the objectives set out in the development plan will be assessed in accordance with the following principles:

# - achievement of the objectives,

# - the relevance and cost-effectiveness of the actions needed to achieve the objectives,

# - meeting deadlines,

# - the impact on the achievement of the School's overall objectives and strategic objectives.

# 5. Assessments of the achievement of the objectives and proposals for changes to the development plan are discussed and approved by the School Board.