

EXPLORATORY STUDY INTO THE IMPLEMENTATION OF THE M DECREE IN STUDENT COUNSELLING CENTRES

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ONDERWIJS
INSPECTIE
OOG VOOR KWALITEIT



Vlaamse
overheid



Verkennd onderzoek naar de implementatie
van het M-decreet in de centra voor
leerlingenbegeleiding

Oktober 2016

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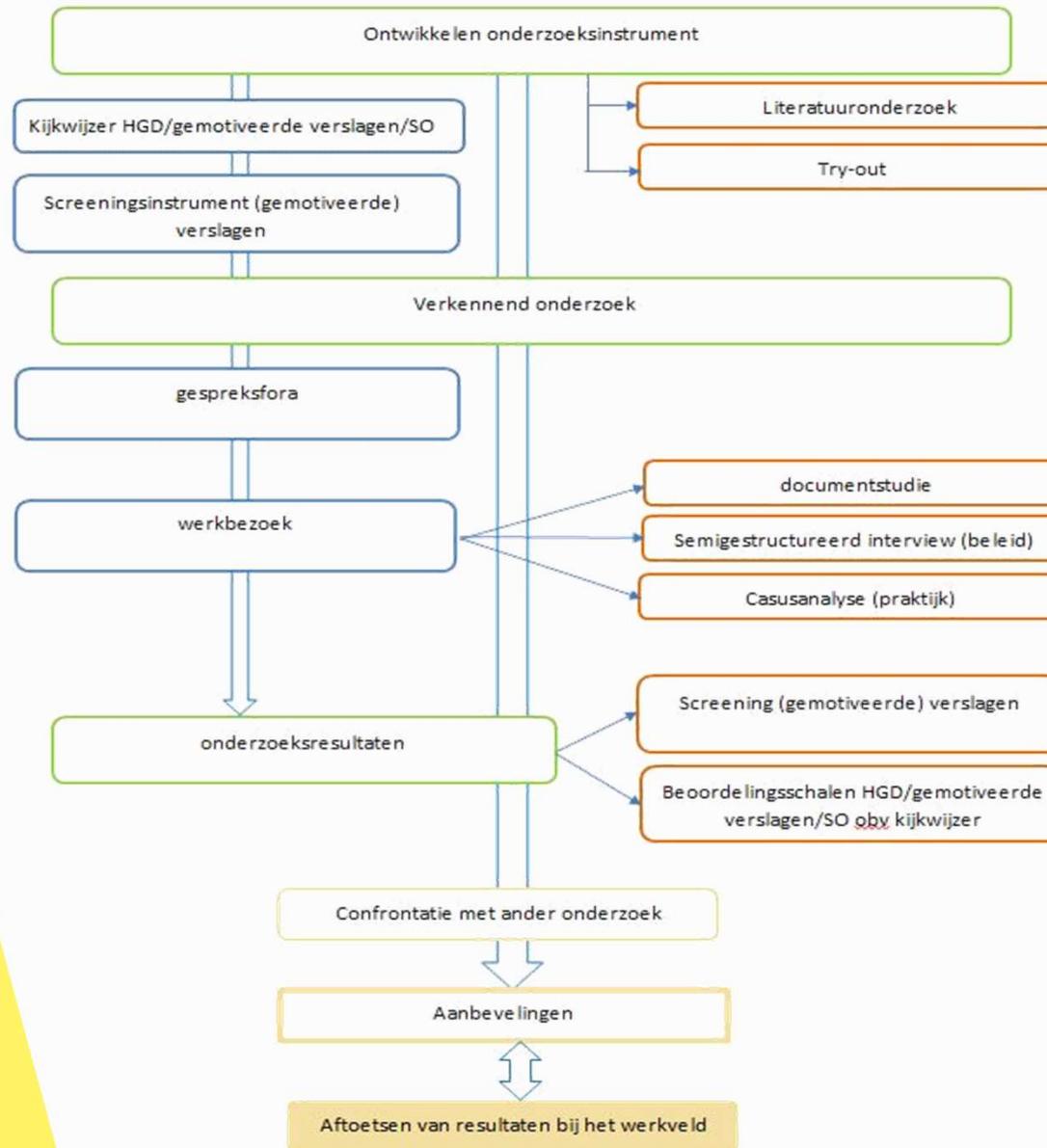
RESEARCH QUESTIONS

- What **policy** does the CLB employ in the field of **school support** and to what extent does this policy translate into daily **CLB practice**?
- What **policy** does the CLB employ in the field of **action-oriented diagnostics (HGD)** and to what extent does this policy translate into daily **CLB practice**?
- What **policy** does the CLB employ in the field of **(motivated) reports** and to what extent does this policy translate into daily **CLB practice**?

THE FLEMISH CONTEXT

- **Each school works with a Student Counselling Centre (CLB)** that supports and guides each student (if necessary).
- **The CLB operates in four areas** (learning and studying, learning career, social-emotional development and preventive health care) and is situated **on the interface between Education and Welfare**.
- The CLB is authorized to write a 'report' **for students with specific educational needs**, which allows the student to receive **additional support** or to follow an individually **adapted curriculum (IAC)**, whether in regular or **special education**.
- In Flanders, traditionally, relatively many students follow classes in special education (a segregated context), which has been strongly developed geographically and pedagogically-didactically.
- Flemish education policy recently made an important turn towards **more inclusive education**. The role and importance of the CLB increased.

METHODOLOGY



- Preparation and exchange of views with all CLBs in discussion forums in Brussels

- A thorough desk study: 3 days
 - The CLB chose the documents it delivered to us.
 - Three cases per CLB (motivated report/report + the trajectory): +/- 200 in total
 - Per CLB also 'agreement notes' for 3 schools: +/- 200 in total

- 72 exploratory visits: 1 day
 - An extensive conversation with the board and coordinators
 - Conversations with three different CLB schoolteams
 - Registration in a screening tool
 - Screening of (motivated) reports

STRENGTHS AND LIMITATIONS

- All centres were visited
- A highly documented practical study
- A multidisciplinary team composition for the visits
- The selection of cases by the centres (*according to guidelines*)
- The power of casuistry
- An exploratory study without binding advice or final assessment

BUT also ...

- Research from the perspective of only 1 player
- Research into (motivated) reports at the start of the implementation process

FINDINGS

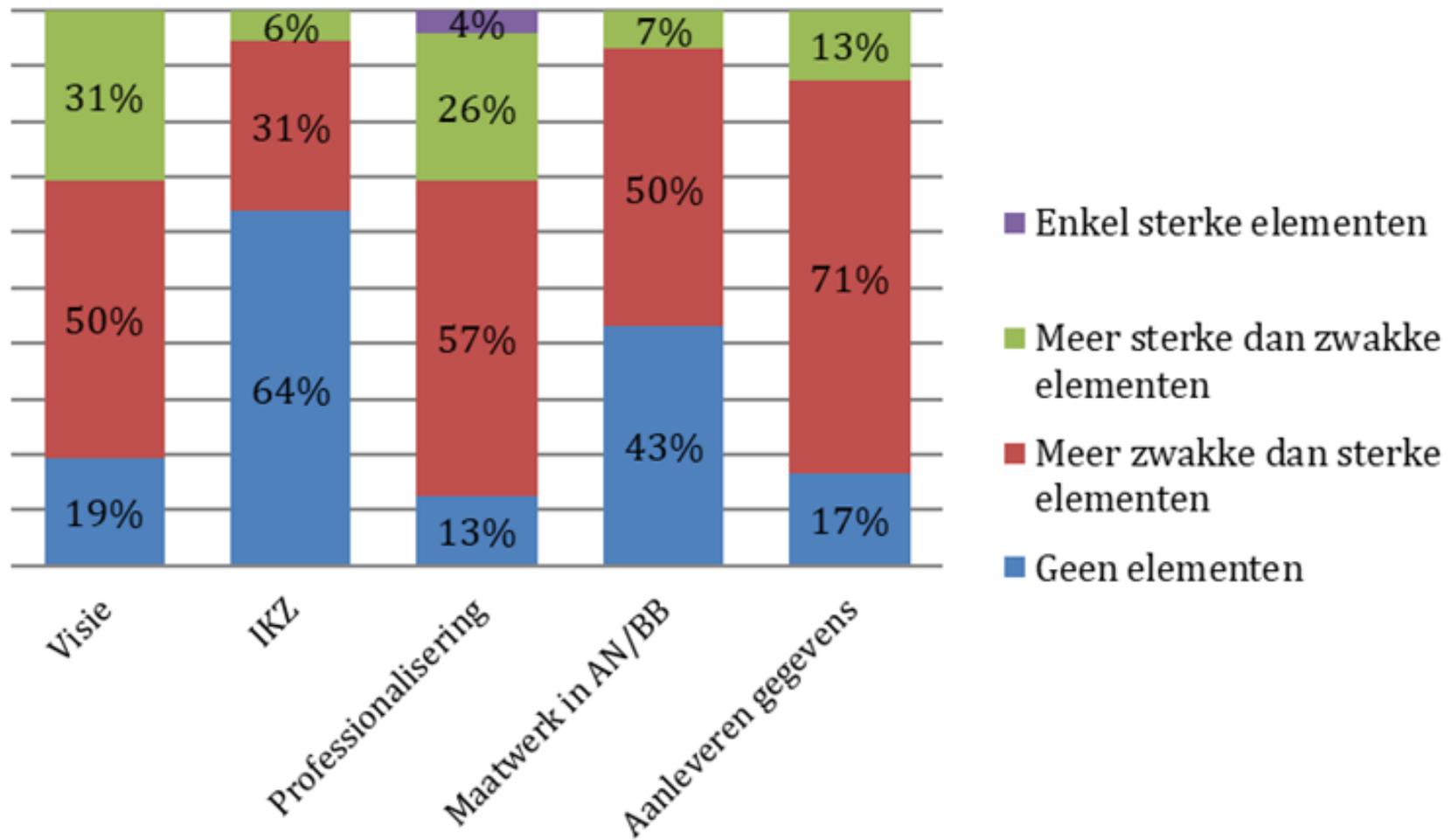
How do the centres support schools in strengthening their care policies?

How do the centres manage the action-oriented diagnostic process for students with specific educational needs?

How do the centres draft 'motivated reports' that allow students access to integrated education (GON)?

How do the centres draft 'reports', which allow students access to special education or an individually adapted curriculum (IAC) in regular education?

Schoolondersteuning



SCHOOL SUPPORT

- Centres focus mainly on consultative student counselling and participation in structured consultation in the schools.
- Support for the development of the care policy of the schools proves difficult.
- Centres are attempting to use data for school support.
 - No systematic access to school data
 - The expertise to work on the data is limited
- Expertise by the centres to provide school support is limited.
 - Systematic mapping out of training needs occurs very little
 - Common training of school/CLB is limited

- The 'agreement notes' give only a limited view on reality.
 - They are not used as working tools.
 - The initiative lies mainly with the CLB and not with the school.
 - They include few school-specific goals & actions.
 - Few links to the care continuum / to the action planning process.

- The cooperation with the PBD (educational counselling services) is mainly at the level of the school group / community of schools .
 - At the individual school-level, this happens less/rarely.

- Internal quality management (IKZ) is limited.
 - Limited collection of data and effects.
 - LARS registration for school support is not possible.

Conclusions for School Support

The quality of school support is very diverse.

There are few agreements and there is still too little coordination with the PBD of the schools.

The CLBs focus on supporting boards and middle management and too little on teachers.

Many CLBs have a limited view of the needs of a school's team members.

RECOMMENDATIONS

For CLBs

- Match the school support with the support given by the PBD

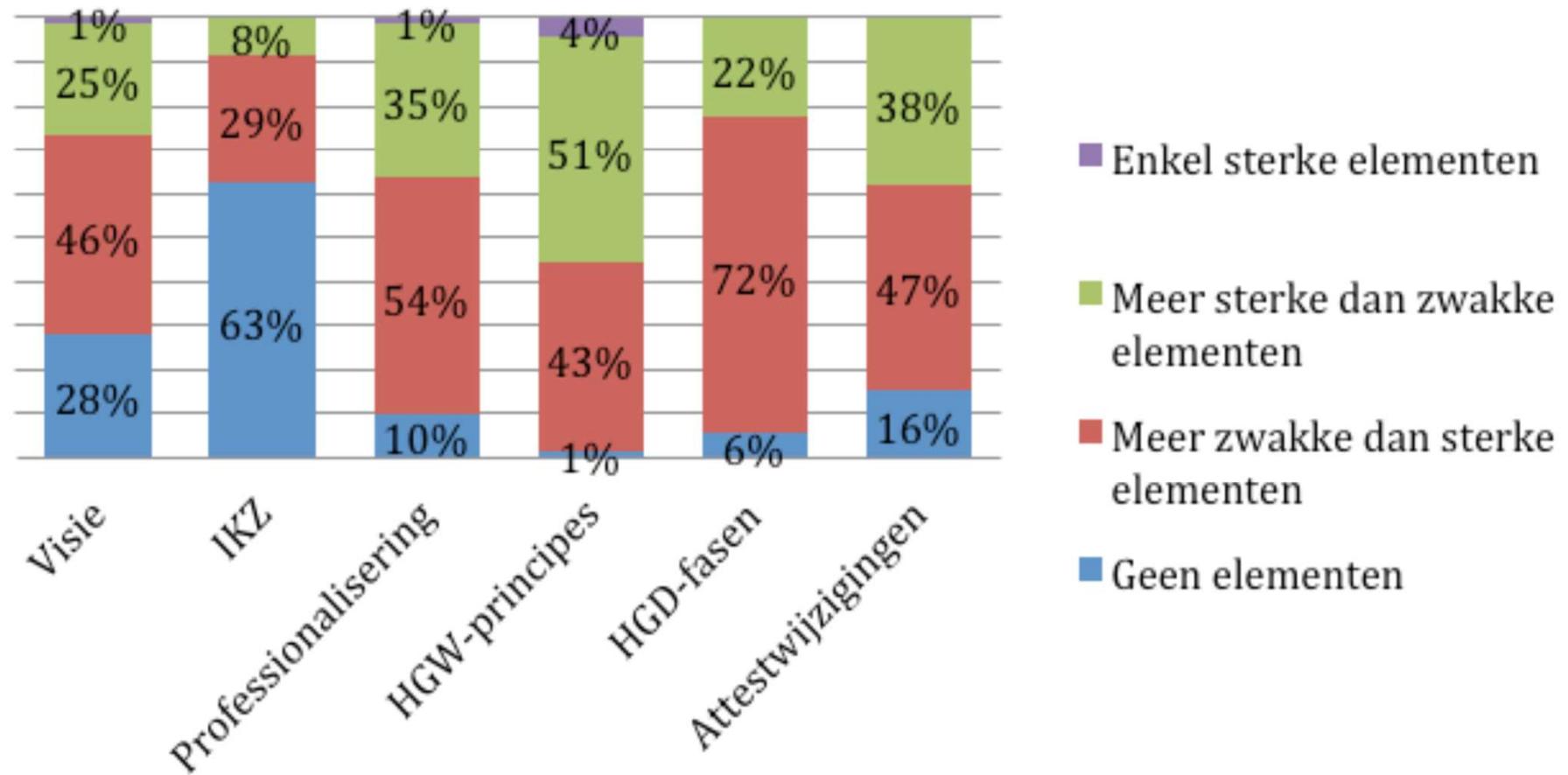
For the educational counselling services (PBD) of the schools

- Invest in structural cooperation with the CLBs at the level of individual schools
- Invest in long-term professionalization pathways for schools with a focus on the level of the teacher

For the Government

- Clarify the role of the CLBs and the PBD in the context of school support
- Create a transparent framework for their cooperation

HGD



ACTION-ORIENTED DIAGNOSTICS (HGD)

- HGD regulations have been refined into a workable framework in Prodia.
 - The implementation of all HGD phases can be further enhanced.
 - The intake phase and the research phase have been most developed.
 - The student is not always involved.
- The centres are looking for a high quality and efficient system for team consultation.
- There is attention for improvement and new developments but supporting materials are not used effectively.
- IKZ is still insufficiently developed.
 - There are often no goals or actions.
 - Little LARS registration according to HGD phases

■ HGW starting points

- + The educational and pedagogical needs are central
- + Constructive cooperation
- + Matching of pupil, educational and pedagogical situation
- + The method is transparent



- **active** use of positive aspects
- attention to the teacher's support needs
- The method is systematic
- The action is goal-oriented

Conclusions on action-based diagnostics

The CLBs apply the complete HGD framework only to a limited extent.

Some principles of action-oriented work (HGW) and the crucial HGD phases with the multidisciplinary team consultation (thoughtful weighting processes) are often underexposed.

RECOMMENDATIONS

For CLBs

- Invest in the effective application of the action-oriented diagnostic framework.

For the educational counselling services (PBD) of the CLBs

- Strengthen the skills of CLB staff in relation to HGD.

For the Government

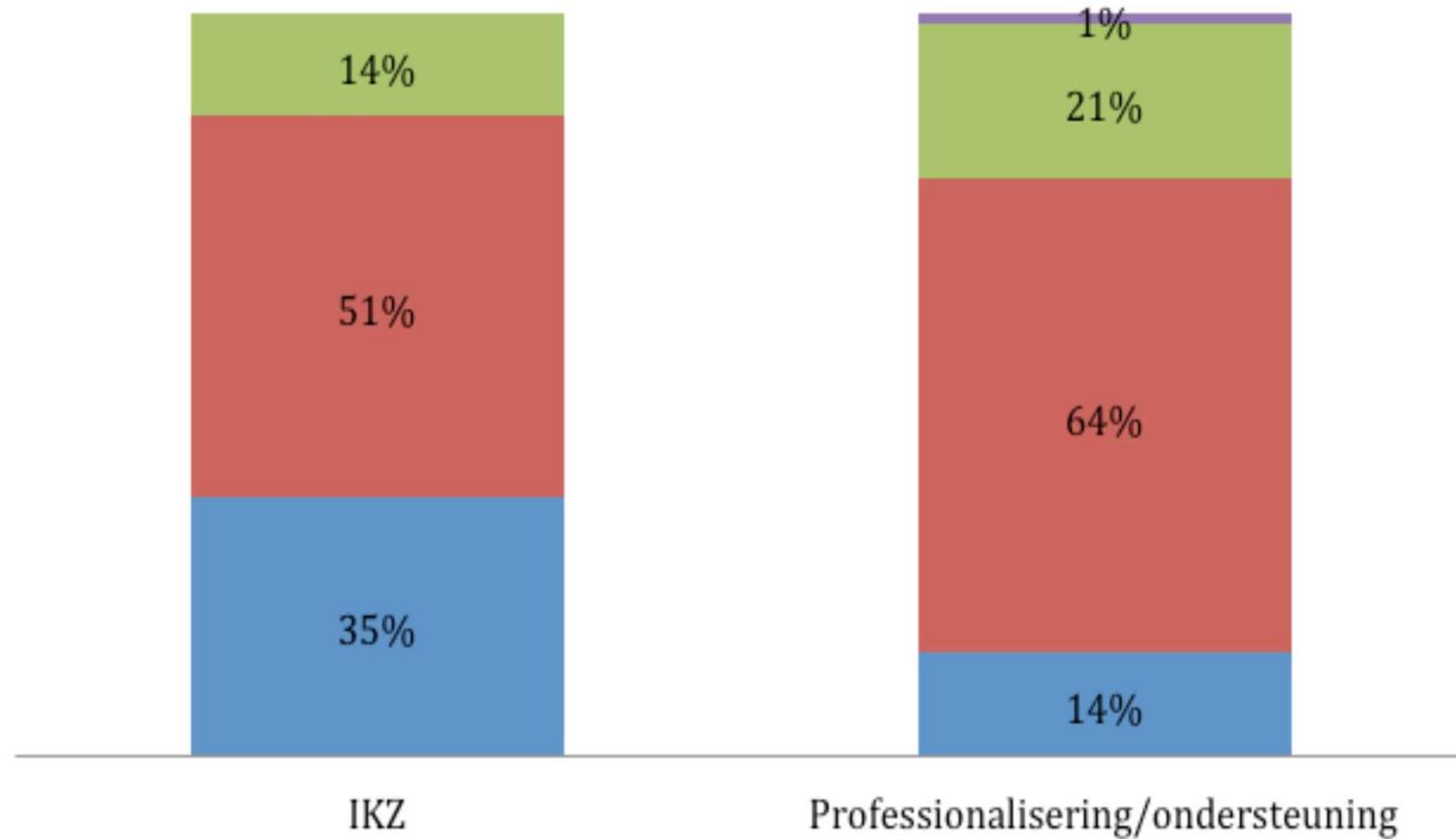
- Make student counselling in schools a legal requirement.
- Create a transparent and common regulatory framework that defines student counselling in relation to the care continuum and guidance areas for schools and CLBs.

For the Inspectorate

- Organize forms of joint supervision for schools and CLBs.

(Gemotiveerde) verslagen

- Geen elementen
- Meer zwakke dan sterke elementen
- Meer sterke dan zwakke elementen
- Enkel sterke elementen



(MOTIVATED) REPORTS

- The phases of the care continuum are often insufficiently indicated.
 - Data delivery by the school is still limited / poor.
- The assessment of disproportionate or insufficient measures proves difficult.
 - Knowledge of the regulatory framework is currently still limited.
 - This influences the quality of substantiation in the reports.
- The ICF framework is new, which means it is not yet being used in a targeted manner.
 - An interactive approach is insufficiently implemented, which makes that the education needs are not formulated custom-made for each child.
 - The support of the employees is in an initial phase.

- Little reporting on SES features.
 - This is present in HGD trajectories (process)/still too little in the reports (product).
 - If both the process and the product are not substantiated, we have to ask ourselves questions.

- The motivation of the need for GON guidance (on top of the reasonable adjustments) has been formulated in the motivated report in a varied manner: sometimes not at all and sometimes very generally.

- In the nature of GON support, much attention is paid to the student. The teacher, the classroom and the parents are less affected.

- Substantial screening of the (motivated) reports and the regulatory framework does not take place very often.

Conclusions on (motivated) reports

The CLBs can still develop a higher quality standard for the application of the (motivated) reports.

The ICF framework has not been implemented sufficiently yet.

It remains difficult for the CLB teams to map out the expected effects of measures (in terms of whether they are inadequate or disproportional).

In the context of a motivated report, the indication of the need and the added value of additional measures is a key issue.

RECOMMENDATIONS

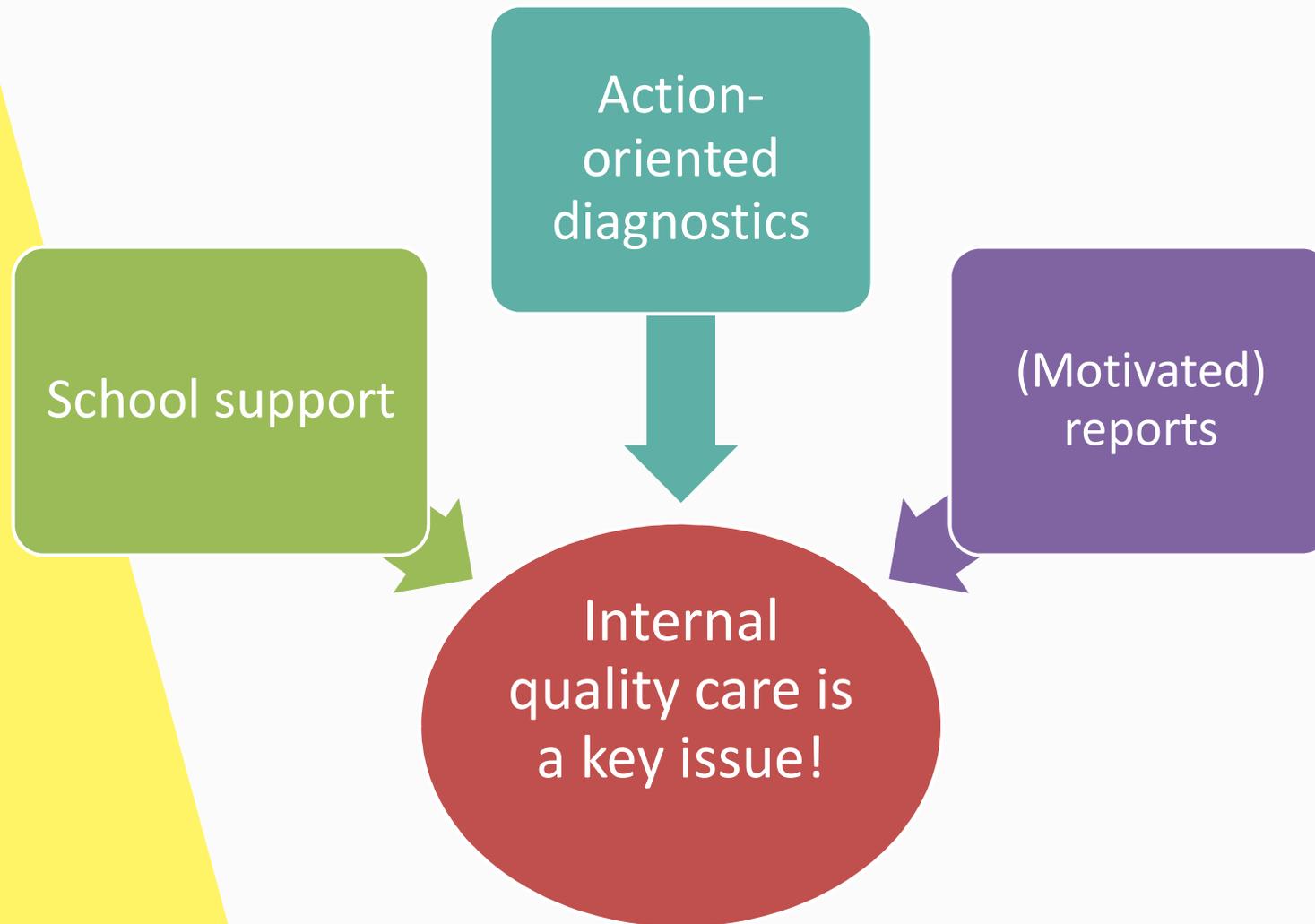
For CLBs

- Invest in a high quality realization of (motivated) reports.

For the Inspectorate

- Investigate the quality of the GON guidance

THE QUALITY POLICY OF THE CLBs?



RECOMMENDATIONS

For CLBs

- Invest in effective quality control

For the educational counselling services of the CLBs

- Continue to invest in supporting the internal quality control of the centres

For the Government

- Formulate minimum quality expectations for quality control for the CLBs.
- Provide the centres with structural access to relevant data about the student population in the schools.

THE QUALITY OF THE CARE POLICY/STUDENT COUNSELLING IN SCHOOLS?

Findings from this research and earlier inspection reports:

- **Big differences in the field of internal school care**
- **Identifying the learning process of students continues to prove difficult for school teams**
- **Effects of measures are rarely mapped out**

RECOMMENDATIONS

For the schools

- Collect relevant data on the impact of measures for students with specific educational needs.

For the Government

- Make student counselling a legal requirement.

SCHOOL/CLB AGREEMENTS

To determine the support needs of the school and to make school-specific agreements, information about the student population is not used by the school and the CLB to its full extent.

RECOMMENDATIONS

For the schools

- Make clear appointments with the CLB and the PBD about priority support needs based on data

For the educational counselling services of the CLBs

- Invest in structured cooperation between the PBD of the schools and the PBD of the CLB

For the Government

- Put the schools in charge of making school-support agreements with the CLB, the PBD and other partners

THE TEACHER MATTERS

The support needs of the teachers remain systematically underexposed.

RECOMMENDATIONS

For the schools

- Identify the support needs of the teacher team

For the educational counselling services of the schools

- Invest in long-term professionalization trajectories on broad basic care and increased care, focusing on the teacher team



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*RESEARCH INTO THE QUALITY OF STUDENT COUNSELLING

- GOAL: Gain insight into the extent to which schools succeed in developing a good care policy at the level of **broad basic care and increased care**.
- We hope the study will help schools to optimize their policies on student counselling.
- Carried out in the first half of June 2017
- Targeted at **primary education** and the **first degree of secondary education**

RESEARCH QUESTIONS

- Are the schools achieving **quality student counselling** in accordance with legislation and the reference framework for education quality (OK)?
- Are the schools providing adequate guidance for **all** students (broad basic care) and **certain** students (increased care)?
- What are the **success factors and thresholds** in the field of student counselling?
- Do the schools provide **quality control with regard to student counselling**?

PRACTICAL

- The study consists of **60 two-day school visits** (30 primary schools + 30 secondary schools).
- Teams of two educational inspectors conduct classroom observations, analyse cases and discuss with teachers or groups, students and parents.
- Conversations with the head master and the care team or student counselling cell forms the common thread of the school visit.
- We do not request any documents prior to the research.
- The report is scheduled for October 2017.