



A process-oriented child following system for pupils

Manual

Set of forms

Appendixes

Contents set of forms:

Step 1

- Form 1 Class screening, well-being, involvement and competence

Step 2

- Form 2 Conclusions class screening

Step 3

Track 1: General approach

- Form 3: General approach
- Form 4: Planning
- Form 5: Evaluation

Track 2: Individual pupil's file

- Form 6: Individual file
- Form 7: Planning (points of work and interventions)
- Form 8: Evaluation

Step 4

- Form 9: Report of progress



Formulier 2 Conclusions Class screening

Group: _____ Schoolyear: _____ Period: _____

Group Survey

Evolution

	1	2	3	4	5	-	+	S
Well-being								
Involvement								
Competence								

Conclusions regarding Track 1 (General approach)

- **What do I decide regarding well-being** (What pleases me? What worries me?)

- **What do I decide regarding involvement** (What pleases me? What worries me?)

- **What do I decide regarding competence** (What pleases me? What worries me?)

Form 3 General approach Track 1

Group: _____ Date: _____

Analysis of situation (synthesis on the basis of the checklist)

(What is at the basis of the problems? What is good? What can be used consciously?)

1. Accommodation and materials: rich environment supply

2. Contents and approach

Factors

domains and aims of development

atmosphere and relationship

contents

adaptation to level

way of working and method

reality nearness

daily, weekly, monthly and yearly schedule

activity

pupil initiative

3. Interaction/class climate:

interactions in the group

teacher's style

stimulating intervention - sensitive to experience – giving autonomy

4. Recording and report

points of attention, form and frequency

reporting to pupils

5. Pupil factor level of competence attitudes social background others

6. Relationships with others: team parents counselling service inspection

7. Teacher factors: experience views competences

Inventory of points of work

(What must I concentrate on, what do I want to work on, what do I want to tackle?)

○ **Point of work 1**

○ **Point of work 2**

○ **Point of work 3**

○ **Point of work 4**



Form 4 Planning Track 1

Group: _____ Date: _____

Point of work (What must I concentrate on, what do I want to work on, what do I want to tackle?)

Intended effects (What must be the result of the point of work: direct effects/process)

Interventions

- **Intervention 1** (How do I see the point of work realized? When? With what concrete actions/? With whom?)

- **Intervention 2** (How do I see the point of work realized? When? With what concrete actions/? With whom?)

○ **Intervention 3** (How do I see the point of work realized? When? With what concrete actions/? With whom?)

○ **Intervention 4** (How do I see the point of work realized? When? With what concrete actions/? With whom?)

Form 5 Evaluation Track 1

Group: _____ Date: _____

Point of work (What must I concentrate on, what do I want to work on, what do I want to tackle?)

Interventions

Intervention 1: _____ **date:** _____

- **Description** (How did I tackle it concretely? Who were involved? What happened consequently?)

- **Evaluation** (What has the intervention yielded? Direct effects/process? Expected remaining effects (on approach and pupil))

Intervention 2: _____ **date:** _____

- **Description** (How did I tackle it concretely? Who were involved? What happened consequently?)

- **Evaluation** (What has the intervention yielded? Direct effects/process? Expected remaining effects (on approach and pupil))

Intervention 3: _____ **date:** _____

- **Description** (How did I tackle it concretely? Who were involved? What happened consequently?)

- **Evaluation** (What has the intervention yielded? Direct effects/process? Expected remaining effects (on approach and pupil))

Form 6A Individual file Track 2

Name: _____ Date: _____

General data

- **Why is this file opened?** (Occasion: class screening – observation/incident/request of others- nature of the point of concern)

- **What impression does the pupil make?** (Appearance: looks, clothing, figure – Social/reticent – Restless/quiet – Cheerful/sad – Active/passive – Speech)

- **Data home situation?** (Family composition: number of children, position in the row, parent(s) – Family relationships – Approach parents – Living and working situation)

Well-being in five fields of relationships

- **General level:** **1 2 3 4 5**

- **Relationship FELLOW PUPILS** (much/little contact – much liked/isolated **1 2 3 4 5**
bullied – domineering/docile – clownish/timid)

- **Relationship TEACHERS** (open/shy/seeking attention/provocative) **1 2 3 4 5**

- **Relationship CLASS AND SCHOOL WORLD** (fearing failure/self-conscious/
overestimating oneself /(doesn't) like(s) new situations (schoolparty, excursions) **1 2 3 4 5**

- **Relationship FAMILY MEMBERS** (strained relations with...- close bond with .. **1 2 3 4 5**
Difficult moments : ...(after the weekend, saying goodbye)

- **Relationship WORLD OF PLAYING AND ENTERTAINMENT** (hobbies, youthclub) **1 2 3 4 5**
(Pastime, at home, getting along with ...)

Form 6B Individual file Track 2

Name: _____ Date _____

Domain/subject	Involvement	Competences
○ General		
○ Subject/way of working/situation		
○ Subject/way of working/situation		
○ Subject/way of working/situation		
○ Subject/way of working/situation		
○ Subject/way of working/situaion		
○ Subject/way of working/situation		
○ Subject/way of working/situation		
○ Subject/way of working/situation		

Subject surpassing competences and attitudes

- **Self-confidence and self-conception** (Self-assurance: much/little – Self-conception: realistic/distorted – Self-esteem; positive/ negative)
- **Social competence en attitude** (Empathy: strong/weak – Conflicts: provocative/solvent – Seeks contact/isolated – Attitude: directed towards others/directed towards oneself)
- **Profile of Interest** (Appealed by what subject, what people, what phenomena, what ways of expression, what TV programmes, what hobbies, what social events?)
- **Self-steering** (Being able to dedicate oneself to something – Knowing what one wants – Knowing how to tackle something – Being able to take a distance)

Form 6C Individual file Track 2

Name: _____ Date: _____

Balance

Positive – strong points

(What characteristics of the pupil and his/her environment are to his/her advantage, are good to see, offer chances?)

Negative – weak points

(What characteristics of the pupil and his/her environment are to his/her disadvantage, are alarming, are obstacles?)

(child characteristics - antecedents – home context – group – adults)

Inventory of points of work

(What must I concentrate on, what do I want to work on, what do I want to tackle?)

○ **Point of work 1**

○ **Point of work 2**

○ **Point of work 3**

○ **Point of work 4**

- **Intervention 4** (How do I see the point of work realized? When? With what concrete actions/? With whom?)

Form 8 Evaluation Track 2

Group: _____ Date: _____

Point of work (What must I concentrate on, what do I want to work on, what do I want to tackle?)

Interventions

Intervention 1: _____ **date:** _____

- **Description** (How did I tackle it concretely? Who were involved? What happened consequently?)

- **Evaluation** (What has the intervention yielded? Direct effects/process? Expected remaining effects (on approach and pupil))

Intervention 2: _____ **date:** _____

- **Description** (How did I tackle it concretely? Who were involved? What happened consequently?)

- **Evaluation** (What has the intervention yielded? Direct effects/process? Expected remaining effects (on approach and pupil))

Retrospection track 1

(How satisfied am I about the past period? What has been realized? What has succeeded less?)

Prospect track 1

(What do I intend? What will (have to) get more attention? What am I heading for?)



Appendix of form 3: Checklist for situational analysis

1. The 10 action points

2. Contents and approach

Checklist 5 involvement-enhancing factors

3. Interaction / class climate

4. Recording and reporting

5. Pupil factors

6. Relationships with others

7. Teacher factors



1. The ten action points

IMPROVING WELL-BEING AND INVOLVEMENT: THE TEN ACTION POINTS

Action point 1: Rearranging the classroom in corners

Action point 2: Dealing with the filling of the corners thoroughly.

Action point 3: Introducing new materials and activities

Action point 4: Discovering interests and thinking of and offering connecting activities

Action point 5: Giving involvement enhancing impulses during activities.

Action point 6: Expanding the initiative and supporting with rules and agreements

Action point 7: Exploring and improving the relationship with every child and among children.

Action point 8: Offering activities which can help children to explore feelings, values and relationships

(Action point 9: Helping children with emotional problems with directed interventions.)

(Action point 10: Helping children with specific developmental needs with directed interventions.)

In expanding the practice of the group to more well-being and involvement the ten action points are a good help. They represent a wider range of ideas, suggestions, strategies and principles from which you can draw continually as a teacher.

Action points 1 & 2. We divide the classroom into clearly screened corners with an individual character and look at the classroom with the eyes to the kids.
We also put to the test the basic equipment in the corners from this perspective.

- Which corners are there? Which corners do you miss?
- Do you think the classroom is cosy, beautiful, inviting?
- Is the filling of the corners satisfactory? Is there sufficient material? Is not there too much? Is the offer tuned to the children's level? Is it sufficiently accessible?
- What could be improved about the arrangement of the classroom and/or the filling of the corners in view of well-being and involvement?

Action point 3: Sometimes children are bored with the standard offer in the classroom. We leave trodden paths and are going to look for things which at first sight may not belong in the classroom but which contain enormous chances to involvement

- Do you see materials or activities to enlarge the offer?
- Do they have surplus value? What is (possibly) the effect of it on children?

Action point 4. We try to feel actively and consciously what goes on in the children here and now. We ask the question: what appeals to children, what intrigues them, which questions do they ask, what moves them to action, speaking and thinking and how can I connect with the offer of materials, activities and themes?

- Are you making efforts to trace the children's interests and needs and connect with these?
- Are there traces to be discovered in the children for new offers?

Action point 5. The way in which we guide activities, what we do say or do and what we do not say or do, how we say or do something determines largely if an initiative becomes more powerful for children or less powerful

- Do you give many/few impulses to give activities more intensity?
- Are there moments at which you introduce fascinating information?

- Can you distinguish between action-stimulating, communication-stimulating and thought-stimulating impulses?
- Are these impulses successful in terms of involvement?
- Are there moments where you do not intrude consciously as a teacher but where you stimulate by being silent or withdrawing?

Action point 6. We give children room for initiative and are not too close to them, do not keep them in a tight harness, do not program their lives in the smallest details. Free initiative is really something different from letting things take their course. It demands a carefully put up system of limits and agreements, a basic pattern with clearly recognizable moments, attention for children who get stuck in their process of choices.

- How much freedom of choice is there with regard to activities? Too much, too little? How are children dealing with this free initiative? How do they experience it?
- Which restraints are there from the pattern of the day? Which limits and agreements are true in class?
- Is there sufficient structure? Are children who need it offered help to deal with this in a richer way?

Action point 7. We take care of a good climate in class, the atmosphere among kids mutually, the quality of the relationship between teacher and children. In this way children experience that it is cosy together and an atmosphere of security and linkedness can develop.

- What do you think of the atmosphere in your class? What contributes according to you to this atmosphere or what is detrimental to it?
- At what moments do you take or have you taken initiatives to work on action point 7?

Action point 8. An area of reality that often remains untouched is the world of behaviour, feelings, relationships, values. We consciously take a number of initiatives round these aspects.

- Do you help children showing the ropes in what they experience themselves and meet in others in feelings and behaviour? Is there attention for themes which refer to society? Are values reflected on?

2. Contents and approach

Developmental aims and goals

- Are all the domains of development covered by the educational efforts?
- Is there a well-balanced division of efforts over the different domains or do some areas get too much attention at the expense of others?
- Is there an attuning of aims to this specific group?
- Do the pupils have the start competences to profit fully of the offer of the used ways of working?

Contents

- Are there equal alternatives (contents) which link up better with the interest profile of the pupils?
- Is the contents still up-to-date or rather an illustration of the fact that education does not keep up with the developments?
- Are they attuned to the comprehension of children of this age?
- Does the contents make a sufficiently new impression or does it rather evoke a 'déjà-vu' reaction (the umpteenth time that that theme occurs in lessons)?

Way of working and method

- Is the approach efficient? Does it guarantee a continual mental activity?
- Does the approach allow sufficient attuning to the individual process of learning?
- Do children get the opportunity to play an active part?
- Is there flexibility in applying methodologies? (shortened/lengthened instruction, making use of signals that one gets from the children.)

Daily, weekly, monthly and yearly schemes

- Is the programming per day, week or year efficient or does it rather lead to problems?
- Do the different parts of the curriculum come at the right moment or must some parts come sooner/later?
- Is the attuning with the previous and following educational year seamless or are there recurrent hitches?

Checklist 5 factors

1. Atmosphere and relationship

1. Attention for cosy corners and arranging?
2. Attention for the children's well-being?.
3. Room for positive individual attention where necessary?
4. Positive interactions between the teacher and the children?
5. Positive interactions between the children mutually?
6. A good working climate (rest, free of stress, kind-hearted, little disturbance of order.....)?
7. Room for jokes, humour in the assignments or interactions of the teacher and the pupils?

2. Adaptation to level

1. Are difference in pace between children taken into account?
2. Are differences in level between children taken into account?
3. Is there sufficient clarity in what one expects from the children (agreements)?
4. Are the instructions clear and unambiguous?
5. Can and may children help each other?
6. Does the teacher take time for observation?
7. Does the teacher take time for individual counselling (or in small groups)?
8. Is there regularly time for evaluation (evaluation circle) together with the children?

3. Reality nearness

1. Are there alternation and diversity in activities and tasks?
2. Are there doing and experimental moments?.
3. Are game assignments used and/or educational games?
4. Are dead moments and waiting times restricted to the minimum?

4. Activity

1. Do tasks and contents of lessons link up with the children's world of living and interests?
2. Is there room for exploration and direct contact with a part of reality?
3. Are modern media used to give assignments a lifelike character? Are attractive educational appliances used?
4. Are the tasks useful and functional applications of the subject-matter of tuition?
5. Are people working in a subject-surpassing way or in projects around certain themes?

5. Free initiative

1. Are there sufficient options with regard to the activities?
2. May children decide themselves about the contents of some tasks/lessons?
3. Can children determine the course and the nature of the product in some assignments/lessons?
4. Do children get chances of self-evaluation?
5. Are children being stimulated to solve problems themselves?
6. Are questions rather open and productive (versus closed/reproductive) so that there is room for an own, creative completion?

3. Interaction/class climate

Interactions in the group

- Can we talk about a pleasant, relaxed class climate?
- Is there much communication among children?
- Are positive interactions predominant?
- Do children stand up for each other and is nobody excluded?

Teaching style: stimulating interventions

- Does one succeed in bringing across information in a fascinating way?
- Are children invited to communicate by tempting questions?
- Are they urged to think by questions that challenge them?
- Are initiatives evoked by suggestions that can appeal to them?
- Can one do the interventions for children that learn difficultly which can take them to more insight?

Teaching style: Sensitivity for experience

- Does one take up one's position in such a way that children feel respected as persons?
- Does one succeed in replacing oneself in the position of the children and to intervene in such a way that their basic needs are met, i.e. the need for (1) attention and affection, (2) clarity, (3) social recognition, (4) affirmation of their abilities, (5) understanding for what occupies them emotionally...?

Teaching style: Giving autonomy

- Do children get the appropriate room to take initiatives?
- Does one consider their wishes and suggestions seriously or does one put them aside?
- Does one involve them in determining limits and making agreements?
- Does one account for limits and decisions in an authentic way or with fake arguments?
- Does one support children that need structure?

4. Recording and reporting

Recording

Are moments built in in the daily practice at which one reflects about the own practice and what that induces in pupils?

Are those moments included sufficiently frequently?

Do those moments of reflection on one's own practice lead to adjustments and new initiatives or does it remain at stating?

Does one employ a following system that guarantees a timely detection of children that are in danger of opting out?

Is there attention in observing for and reflecting on the motivation of children, the social competences and the emotional?

Does one have the impression to know the children of the group well?

Does the following of individual pupils lead to interventions or does it remain at stating?

Reporting to children

Does the report express an atmosphere of respect and understanding or is the style of the remarks patronising and moralising?

Is the feedback that children get via the report of such a nature in order to give them courage or does it rather lead to demotivation?

Does one give sufficient feedback about the things about which the children are worried?

5. Pupil factors

- Does the level of competence of the group involve risks to realize an optimal linking?
- Does it concern a group that is known (justly?) as difficult to handle?
- Is a variety of culture (taste, use of language, pattern of values...) predominant in the group from a social background which does not link up with what this school is offering now?
- Are the families which the children come from financially in a difficult position so that one has to take that into account at all kinds of initiatives?
- Is the size of the group a serious obstacle for new initiatives?

6. Relationships with others

Team en organisation

- Are the relationships in the team a sign of support and cooperation or are they rather an obstacle to carry out renewals?
- Is the relationship with the schoolleader of such a nature that one can expect support at clearing and tackling problems?
- Does the school function adequately as organisation or are there problems at the level of structure, consultation, composition of the team, target directness, efficiency...

Parents

- Has one built up a constructive relationship with the parents from formal (parents' evenings, parent's association) and informal contacts?
- Does one consider it self-evident that one talks with the parents in the case of problems with individual pupils (without discrimination)?

External counselling

- Does one experience the external counsellors a school can call on as help or does one expect more support from that area?



Inspection

O Does one experience the inspection investigations as a factor that can contribute to the improvement of the quality of education at one's own school?

Board and educational policy

O Does the policy that the board practises offer support to meet the points of concern? O Are there conditions, rules and initiatives from educational policy that reinforce the school in striving for quality or does one rather see obstacles?

7. Teacher factors

Experience

Does one have difficulty in accepting certain things and does one have irritations and feelings because of that that hinder tackling the problem?

Does one feel being able to do something about the problems or does one experience the situation as unchangeable?

Opinions

Are one's own anxieties, convictions and standards congruent with those of the school or do they clash with the culture that lives in one's own school?

Competences

Does one experience deficiencies in one's competences (insights, skills) in the didactic area?