



The reference framework for Quality in Education: quality expectations and quality images





TABLE OF CONTENTS

03

WHAT, WHY, HOW AND WHO?	04
What is the reference framework for Quality in Education?	
Why the reference framework for Quality in Education?	
What is in the reference framework for Quality in Education?	
How do you read the reference framework for Quality in Education?	
How did the reference framework for Quality in Education take shape?	
Who made the reference framework for Quality in Education?	
What are quality expectations and quality images?	
THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION IN EXPECTATIONS AND IMAGES	06
Context and input	06
Results and effects	07
The school stimulates the development of all learners	08
THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION AT A GLANCE	10
THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION IN EXPECTATIONS AND IMAGES: CONTINUED	12
The school stimulates the development of all learners	12
Quality Development	14
The school pursues a policy taking into account its context and input characteristics	16
THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION (PRINT VERSION)	20

04

THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION: WHAT, WHY, HOW AND WHO?

WHAT IS THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION?

The reference framework for Quality in Education sets out expectations for good quality education. These are expectations on which we all agree. They reflect the strength of policy of Flemish schools and are an appreciation of the professionalism of school teams. The reference framework provides something to hold on to and respects the autonomy of each school. This applies to all levels and forms of education, with the exception of higher education. The concept of the word 'school' encompasses not only schools, but also centres and academies. The term 'learner' covers a wide spectrum of people, ranging from infants to adults.

WHY THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION?

The reference framework for Quality in Education encourages and requires schools to draw up their own (quality) policy and to map out their own path. It supports the dialogue between the various educational partners, which is a crucial element in the pursuit of further development. Schools, centres and academies can also use the reference framework with a view to their own development. Above all, the reference framework aims to strengthen the good practices and insights that are present in schools.

WHAT IS IN THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION?

The reference framework for Quality in Education describes a number of context and input characteristics which schools can best take into account in shaping their educational programmes. The core of the reference framework consists of quality expectations. These are divided into four categories: 'Results and effects', 'development of learners', 'quality development' and 'policy'. Each quality expectation is explained in a quality image. A quality image is formulated in a descriptive but also inviting way.

HOW DO YOU READ THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION?

The various quality expectations are closely related and interact with one another. It is important to keep the interplay and the total picture of the reference framework clearly in mind. The quality expectations are not formulated in any hierarchical order.

The reference framework has four sections:

- Results and effects
- Stimulating development
- Quality development
- Policy

Two of the sections are subdivided into sub-sections. Thus, in the Stimulating Development section you will find the following sub-sections: goals, teaching/learning process and living and learning environment, supervision and monitoring. The Policy section is subdivided into five sub-headings: policy, educational policy, staff and professionalisation policy, financial and material policy and security policy.

Each section or subsection contains Quality Expectations.

WHAT IS A QUALITY EXPECTATION?

A Quality Expectation is an expectation for quality education on which we agree. This applies to all levels and forms of education, with the exception of higher education. Together, the Quality Expectations constitute the reference framework for Quality in Education.

You will find a quality image under each quality expectation.

WHAT IS A QUALITY IMAGE?

A Quality Image clarifies a quality expectation. A quality image describes those elements which are of interest to fulfil a certain quality expectation.

EXAMPLE
OF QUALITY
EXPECTATION

THE SCHOOL COMMUNICATES TRANSPARENTLY ABOUT ITS WORK WITH ALL THE PARTIES INVOLVED.

EXAMPLE
OF QUALITY
IMAGE

The school communicates actively with internal and external stakeholders about its objectives, results, effects and (educational) developments. And thus, it creates adequate opportunities for open dialogue.

HOW DID THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION TAKE SHAPE?

The reference framework for quality in education is based on the valuable input of many stakeholders, including pupils and students, parents, teachers, directorates, teaching supervisors, school inspectors, education experts, trade unions, etc. as well as scientific research on characteristics of effective classroom and school practices and on practice-oriented literature. The development of the reference framework was a process of co-creation. Dialogue, consultation and research played a central role in that process.

WHO MADE THE REFERENCE FRAMEWORK FOR QUALITY IN EDUCATION?

The reference framework for Quality in Education is the result of a partnership between Catholic Education Flanders, GO! Education in the Flemish Community, Provincial Education Flanders, (POV), the Education Umbrella Organisation of Towns and Municipalities (OVSG), the Consultative Body of Small Education Providers (OKO) and the Schools Inspectorate. Pupils, students, parents, school teams and other stakeholders collaborated intensively on this. The assignment came from the Minister of Education. The reference framework for Quality in Education took shape in the academic year 2015-2016.

06

CONTEXT AND INPUT

CONTEXT

Each school operates in a specific context which is of importance in terms of what the school does and the choices it makes. By 'context' we mean:

- administrative, structural, governmental data and history
- socio-economic characteristics and other relevant factors (such as location (urban/rural), poverty and deprivation, access to socio-cultural facilities, the inflow of non-natives, etc.)
- infrastructure
- financial resources
- regulations
- ...

INPUT

The learners, the parents/home environment, the school team and the members of the Board of Governors are of importance with respect to what the school does and the choices it makes. This constitutes the so-called 'input' and includes:

- characteristics of the learners (such as gender, initial situation, attitudes and motivational characteristics, etc.)
- characteristics of the parents and the home environment (such as socio-economic characteristics, home language, ethnicity/immigration status, parental involvement, etc.)
- characteristics of the school team (such as didactic and intrinsic expert knowledge, expectations regarding the learner, attitudes and motivational characteristics, suitability experience, educational level, number of years of educational experience, etc.)
- characteristics of the Board members (composition of the Board, professionalism, etc.)
- ...



“Ask us what we think about important matters - we’re worth it!”

THE SCHOOL ACHIEVES RESULTS AND EFFECTS

THE SCHOOL AIMS TO ACHIEVE THE MINIMUM DESIRED OUTPUT FOR THE WIDEST POSSIBLE RANGE OF LEARNERS.

The minimum desired output includes the pursuit of the development objectives and the realisation of the attainment targets, basic abilities and learning plan goals. This goes together with the pursuit of well-being and involvement of learners and teachers. The general culture of quality in the school and the quality of the pedagogical relationship between learners and team members are key elements in this regard.

THE SCHOOL AIMS TO FOSTER THE WELL-BEING AND INVOLVEMENT OF ALL LEARNERS AND THE SCHOOL TEAM AND THE SATISFACTION OF PARENTS AND OTHER RELEVANT PARTNERS.

Well-being means the extent to which a person feels well, physically, mentally and socially. Involvement is expressed, among other things, as the extent to which a person is interested and involved and participates actively. Well-being and involvement will influence the learning, the development and the education of the learners. They also play a crucial role among the team members in achieving desired results and effects. The extent to which parents and other relevant partners are satisfied with the school is also an important output element. Well-being, involvement and satisfaction constitute the driving forces behind quality development.

THE SCHOOL STRIVES TO ENSURE THAT THE LEARNER BENEFITS AS MUCH AS POSSIBLE FROM WHAT HE/SHE LEARNS.

It is important that the school does everything it can to offer every learner as many opportunities for development as possible. It aspires to all-round development and to ensure that the learner benefits as much as possible from what he/she learns. This alludes to the increase in knowledge and skills and to the development of attitudes, abilities and talents of learners over a certain period of time.

THE SCHOOL STIMULATES EVERY LEARNER'S PROGRESS IN HIS/HER STUDIES.

Academic progress is achieving the minimum desired output within a predefined period of time. The school monitors the learner's participation in what goes on in his/her education and supports his/her progress in his/her studies. The school endeavours to ensure that as many learners as possible leave with qualifications, meeting at least the requirements of the validated target framework.

THE SCHOOL GUARANTEES ACCESS TO EDUCATION FOR EVERY LEARNER.

Everyone has the right to education. That is why every school has the social duty to ensure access to education for every learner and to ensure equal opportunities in education. Schools can only achieve results and effects if learners participate in the teaching process. The school monitors the participation of all the learners in what goes on in their education and stimulates them where necessary.

THE SCHOOL IS COMMITTED TO FOSTERING LONGTERM BENEFITS FOR ALL THE LEARNERS.

The school is committed to fostering personality development among all learners, as well as their participation in secondary education, the labour market and diverse facets of society. It should be noted however that the extent to which these benefits are achieved in the long term depends on many factors, some of which schools cannot always influence.

THE SCHOOL SETS TARGETS FOR THE LEARNERS

THE SCHOOL TEAM ACHIEVES A GOAL-ORIENTED, BROAD AND HARMONIOUS EDUCATION WHICH IS MEANINGFUL.

To achieve a broad and harmonious education, it is crucial that attention is paid to various cultural components (exact scientific, musical creative, etc.) and all fields of development (cognitive, social emotional and motor education). Targeted learning presupposes that the school team aims for both general and specific objectives in the field of knowledge, skills, attitudes and abilities. This concerns and may relate to both the school's own goals and those from the validated target framework. A meaningful education assumes that the school team facilitates the transfer of what has been learned to other situations. As a result, what the learners acquire at school gains meaning in the world outside the school. Bringing the outside world into the school increases the practical real-world value of education.

THE SCHOOL TEAM ADOPTS GOALS THAT ACCORD WITH THE VALIDATED FRAMEWORK OF GOALS AND ENSURES COHERENCE BETWEEN THE GOALS.

In order to meet the expectations of society, the school team adopts goals that are based on the validated framework of goals. 'Validated framework of goals' means the attainment targets, basic abilities, the development goals or the goals laid down in a learning plan. The goals should be in line with the expected level of mastery. The school team works together to ensure a complete, comprehensive and cohesive range of studies. Working on goals from different fields in meaningful contexts is what we call 'horizontal cohesion'. Vertical cohesion refers to the continuity of goals over the various class groups, pedagogical units or learning years.

THE SCHOOL TEAM ADOPTS CHALLENGING AND ACHIEVABLE GOALS.

The school team takes into account the current knowledge, abilities and educational level of the learners and uses this when setting the goals to be achieved. The learning and development requirements constitute the starting-point in this regard. The school team does this to accomplish the educational standards of the common curriculum for as many learners as possible. By safeguarding the balance between achievable and challenging goals, the school team increases the likelihood of successful experiences, increased motivation and having a positive effect on learning.

THE SCHOOL TEAM MAKES THE GOALS AND ASSESSMENT CRITERIA EXPLICIT.

Team members are aware of the behaviour that they are trying to inculcate in the learner or of the change they would like to see in the learner. They explain the goals clearly so that learners better understand them and become the owners of the learning process. This also implies that they clarify to the learners what criteria are used to judge whether the goals have been achieved.

THE SCHOOL GIVES SHAPE TO THE EDUCATIONAL PROCESS AND THE LIVING AND LEARNING ENVIRONMENT

THE SCHOOL TEAM AND THE LEARNERS TOGETHER CREATE A POSITIVE AND STIMULATING SCHOOL AND CLASSROOM CLIMATE.

The work of the school is based on a positive and stimulating school and classroom climate of safety, trust and mutual respect. In order to achieve this, the school team and the learners invest in positive and supportive relationships and interactions. A climate of this sort also means that the school team makes clear agreements and rules with the involvement of the learners and applies them consistently.

THE SCHOOL TEAM AND THE LEARNERS DEAL POSITIVELY WITH DIVERSITY.

Diversity is the norm which everyone experiences in different situations every day. It could be a matter of differences in language, sexual orientation, religion, culture, ethnicity, socio-economic status, cognitive and physical abilities, perception, interests, occupations, ways of thinking, needs, and so on. That diversity is an added value for the development of learners if the school team uses it in the teaching process. This will enable the school team to construct a culture of inclusiveness.

THE LIVING AND LEARNING ENVIRONMENT AND THE EDUCATIONAL ORGANISATION SUPPORT THE ACHIEVEMENT OF THE GOALS.

The living and learning environment refers to the situation in which the learner lives and learns. When people make an effort to support the learning of the learner, we speak of teaching. The physical environment, infrastructure and existing learning and teaching resources all influence the learning of the learner. In addition to the learning environment, the educational organisation also supports the achievement of the goals. In this regard, two factors have a role to play: teaching time and group forms. The school team approaches the issues of teaching time and group forms very carefully. A learner will be given sufficient time and opportunities to learn and practice. The group forms refer to the many possible forms of working with individuals, in small or large class groups, in heterogeneous or homogeneous groups, and working across class groupings, etc.

THE SCHOOL TEAM OFFERS AN APPROPRIATE, ACTIVE AND COHERENT RANGE OF TEACHING SUBJECTS.

Learning is both incidental and intentional. In the case of incidental learning, the targeted result is not determined beforehand. Schools actively pursue intentional or targeted learning and make use of incidental learning. With a view to the intentional pursuit of the goals, the school team provides subject matter and activities in a deliberately purposeful manner. In other words, the approach is tailored to the goals. The activities and subjects are challenging and achievable for the learners and are linked to their previously acquired knowledge. The subjects and activities are offered in various and, if relevant, in meaningful contexts. The school team involves the learners actively in learning and teaching and ensures consistency between the different subjects and activities.

SIX CLOSELY-RELATED CONCENTRIC CIRCLES

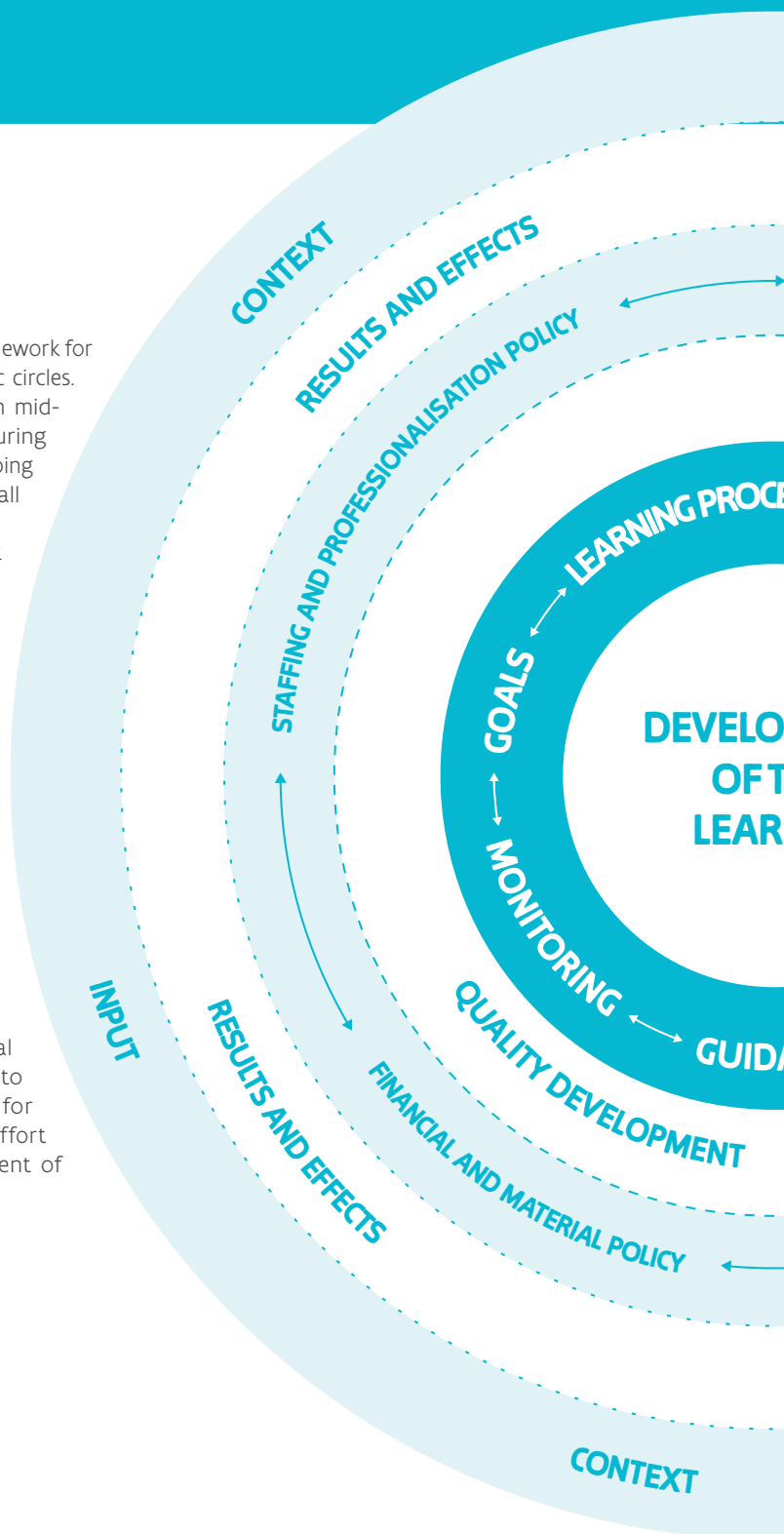
The visual representation of the reference framework for quality in education consists of six concentric circles. The circles are organised around a common mid-point: the development of the learner. Ensuring quality in education together thus means keeping the development of the learner in view at all times.

Between the innermost circle 'development of the learner' and the outermost circle 'context and input' it can be seen that the circles contain four topics: stimulating development, quality development, policy and results and effects.

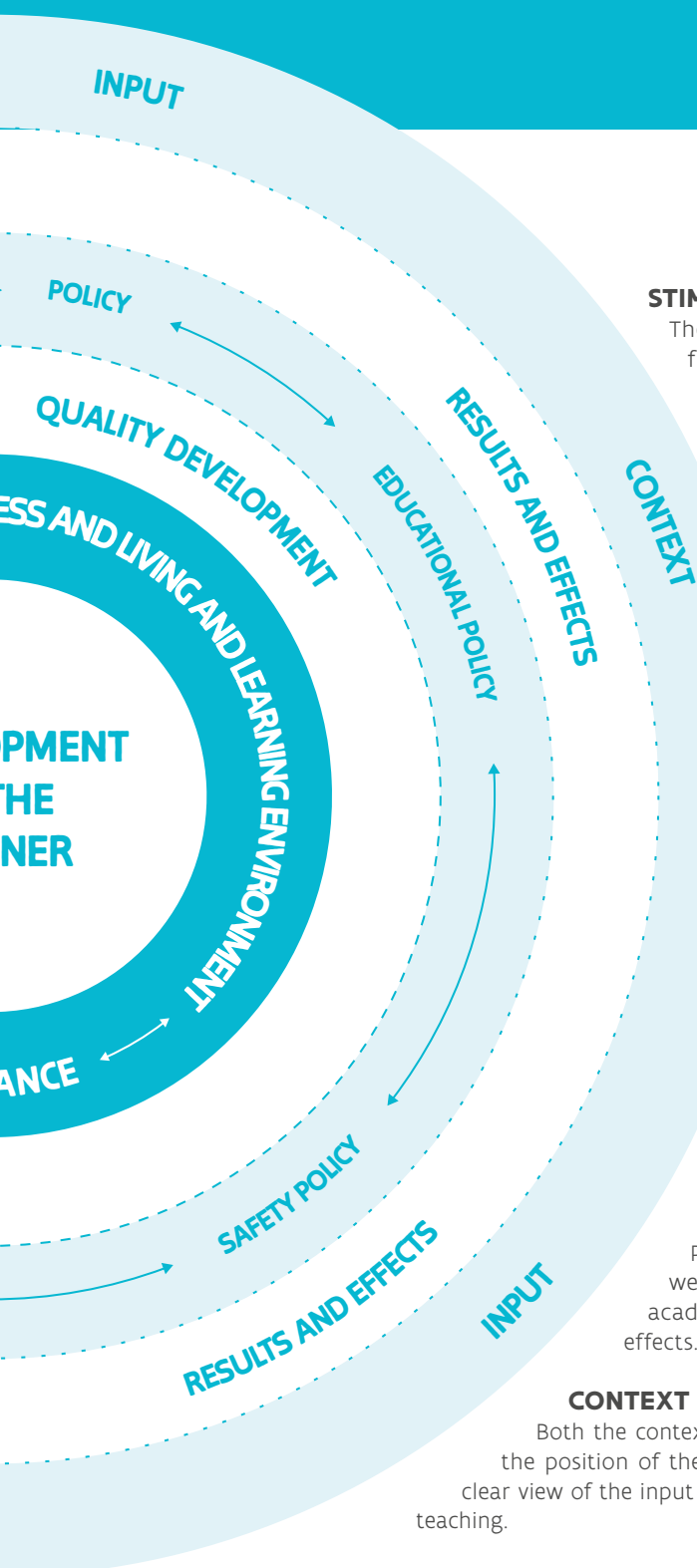
The interaction and interplay between the circles are crucial. Together the learner, the parents, the school teams, the school boards, the partners, etc. they make quality in education possible and provide the necessary connection and dynamism. The dotted lines illustrate the interconnection and interdependence. The arrows indicate the relationship between the sub-sections.

DEVELOPMENT OF THE LEARNER

The development of the learner is of central importance. All learners have a right to the best possible education that strives for maximum development. The aim of every effort in education is to promote the development of the learner.



Sometimes a picture says more than words. The following presentation visualises the coherence between the different sections and sub-sections of the reference framework for quality in education. It is a means of presenting the reference framework at a glance.



STIMULATING DEVELOPMENT

The core process of learning and teaching is given a fundamental place. In the classroom, the teacher provides quality teaching together with the learners and the other team members. School teams establish a carefully thought-out connection between the four sub-sections: setting targets, giving shape to the learning process and the living and learning environment, supervising the learner and monitoring the learner.

QUALITY DEVELOPMENT

Systematically researching and developing the core process together with the other processes (such as professionalisation) will ensure quality development. Quality development is essential in order to optimise the quality of education.

POLICY

The extent to which the school pursues a policy, an educational policy, a staff and professionalisation policy, a financial and material policy and a safety policy, and harmonises these sub-sections with each other, has an impact on the development of the learner.

RESULTS AND EFFECTS

Strong education is based on and produces results and effects. The development of the learner goes further than just measurable learning outcomes. Results and effects include minimum desired output, well-being, involvement and satisfaction, learning and academic progress, access to education and long-term effects.

CONTEXT AND INPUT

Both the context characteristics and the input characteristics affect the position of the school. It is important for school teams to have a clear view of the input and context characteristics and use them to improve teaching.

THE SCHOOL GIVES GUIDANCE TO THE LEARNERS

THE SCHOOL TEAM GIVES SHAPE TO THE GUIDANCE BASED ON A SUPPORTED VISION AND SYSTEM, AND MONITORS THE EFFECTS OF THE GUIDANCE.

In order to provide adequate guidance to all learners, the school team bases itself on a supported vision. The school plans and coordinates its guidance systematically and cyclically. The school team monitors the desirable and undesirable effects of the guidance. This leads to the establishment of effective practices and necessary adjustments in the guidance given at the level of the learner, the team members and the school as a whole.

THE SCHOOL TEAM PROVIDES GUIDANCE WITH REGARD TO LEARNING, STUDYING, EDUCATIONAL CAREER, PSYCHIC AND SOCIAL FUNCTIONING AS WELL AS IN PREVENTIVE HEALTH CARE.

The school team offers learning guidance with a view to achieving the goals for all learners. In this respect, it pays attention to such things as stimulating meta-cognitive knowledge and skills. This encompasses knowledge and ideas about a person's own thinking and learning and actively safeguarding and adjusting them. The school gives each learner an understanding of their individual abilities and supports a smooth transition between the different learning periods and learning environments. Widening the horizons of learners and their ability to make choices from among their own interests, talents and abilities are important elements in this regard. The school team also pays attention to the learners' psychic and social functioning and physical well-being. The team actively contributes to preventive health care.

THE SCHOOL TEAM OFFERS EVERY LEARNER APPROPRIATE GUIDANCE WITH A VIEW TO EQUAL EDUCATIONAL OPPORTUNITIES.

In order to provide appropriate guidance, the school team detects the potential and needs of the learners and differentiates them where necessary. The school team assumes that everyone has within them the ability to learn, grow and change. The strengths of the learners form the starting point for the guidance. The school team provides guidance to the learners by means of a continuum of care and/or action planning. A phased approach of broad basic care, enhanced care, expansion of care, an individually adapted curriculum and/or action planning forms the backbone of the guidance. Strong, broad basic care has a preventive effect. For learners with special educational needs, the school team plans reasonable and appropriate adjustments including the adoption of stimulating, remedial, differentiating, compensatory and/or exempting measures. In this way, the school team will contribute to the creation of equal opportunities for all learners and inclusion.

THE SCHOOL TEAM GIVES SHAPE TO THE GUIDANCE TOGETHER WITH THE LEARNER, THE PARENTS/HOME ENVIRONMENT AND OTHER RELEVANT PARTNERS.

Various players will reinforce the guidance through cooperation and partnership. Learners and parents (home environment) are equal partners and the school team will actively involve them. The guidance is transparent for all concerned. The school team takes account of other cultures, styles of upbringing and socio-economic backgrounds. For the guidance, every school in the compulsory education system works together with a pupil guidance centre (CLB) and if necessary with a broader network for support.

THE SCHOOL MONITORS THE DEVELOPMENT OF THE LEARNERS

THE SCHOOL TEAM GIVES THE LEARNERS ADEQUATE FEEDBACK TO ENSURE PROGRESS IN THE LEARNING AND DEVELOPMENT PROCESS.

Providing feedback to learners increases their learning performance. This is done by mutual interaction between learners and team members and works best when embedded in a climate of security and confidence. Feedback is closely linked to the setting of objectives and learning guidance and fits in with the learning experience of learners.

THE SCHOOL TEAM EVALUATES THE TEACHING/LEARNING PROCESS AND THE ACHIEVEMENT OF THE GOALS IN A BROAD AND INFORMED MANNER.

Evaluation is an essential and integral part of the learner's learning process. The school team adopts an informed view of evaluation. Evaluation is broad and representative of the learner's own goals and the validated target framework. The school team chooses various evaluation procedures and instruments carefully in order to collect reliable information. The evaluation criteria used are communicated objectively and clearly. Evaluation is stimulating and development-driven, and is conducted fairly and transparently.

THE SCHOOL TEAM ADJUSTS THE TEACHING/LEARNING PROCESS IN ACCORDANCE WITH FEEDBACK AND THE EVALUATION INFORMATION.

The school team collects, analyses and interprets the evaluation information from the learners and adjusts the teaching/learning process accordingly. Feedback leads to necessary assurance and corrective action regarding the teaching/learning process.

THE SCHOOL TEAM DECIDES AND REPORTS IN AN INFORMED MANNER ON THE ATTAINMENT OF THE OBJECTIVES BY THE LEARNER.

The school team reports in good time and on a regular basis about the progress of the learning and development process and communicates about it transparently. This information also forms the basis for taking and supporting a decision regarding final evaluation. The school team orientates each learner on the basis of the goals they have achieved, and their abilities and interests. The school team involves the learner and the parents/home environment in this.

THE SCHOOL EXAMINES AND DEVELOPS QUALITY EDUCATION SYSTEMATICALLY

THE SCHOOL DEVELOPS ITS LEVEL OF QUALITY BASED ON A SUPPORTED VISION THAT IS TRANSLATED INTO TEACHING/LEARNING PRACTICE.

Quality is about doing the right things well. Each school determines for itself what the right things are. It is crucial that the school considers both the regulations and the school's own goals. It involves the school team in this regard. What happens in the classroom ensures that learners can grow up to be self-assured, socially-minded and resilient human beings. This also contributes to good learning performance. For this reason, the school gives substance to its vision on a practical daily basis.

THE SCHOOL EVALUATES ITS WORK CYCLICALLY, SYSTEMATICALLY AND RELIABLY BASED ON THE RESULTS AND EFFECTS ON THE LEARNERS.

Schools systematically examine, guarantee and improve their quality in education. They specify for themselves the content and the method for their own quality care based on their observations, priorities, and goals. The school uses various relevant sources and involves stakeholders when analysing and evaluating the quality of its education. The results and effects that the school achieves with the learners form the starting point in this regard, together with the context and input characteristics. We can only speak of 'systematic' work if the school evaluates its work on a regular basis. The cyclical - in addition to the systematic - nature of quality care is important. A cycle does not just repeat what has happened before but adds something new and novel. In this way, quality is developed further with each cycle.

THE SCHOOL GUARANTEES AND DEVELOPS THE QUALITY OF THE TEACHING/LEARNING PRACTICE.

Ensuring quality assumes that the school regularly plans, implements, checks, adjusts where necessary and embeds basic processes in its work. In the case of such quality development, it is important that the school takes into consideration changing contexts, positions itself in relation to comparable schools or educational institutions and takes into account of external evaluation. Stakeholders have the right to know how the school attends to and develops the quality of its own education. In the school a culture of quality reigns when all the team members and the school as an organisation question themselves, guarantee the requisite level of quality and adjust it where necessary.



“Learning how to phrase
constructive feedback,
is important.”

THE SCHOOL PURSUES A POLICY TAKING INTO ACCOUNT ITS CONTEXT AND INPUT CHARACTERISTICS

THE SCHOOL DEVELOPS AND PURSUES A POLICY

THE SCHOOL DEVELOPS AND PERFORMS A SUPPORTED, INTEGRATED AND COHERENT POLICY, TAKING INTO ACCOUNT ITS (PED)AGOGICAL PROJECT.

The school develops and makes its shared values, mission and vision explicit. In this regard, it takes account of its context and input characteristics. The school aims to develop clear and supported goals and a clear strategy. It stimulates all team members to work towards this together. With respect to the policy that the school pursues, there is focused attention on education, policies relating to staff and professional development, and the school's financial and materials policy. Educational choices will be translated into these policies.

THE SCHOOL GIVES SHAPE TO ITS ORGANISATION WITH RESPECT TO CULTURE AND STRUCTURE.

The school builds, with focused attention, on the culture and structure of its organisation, which both support the achievement of its stated goals. Team members are collectively responsible for the achievement of these goals. The organisational culture and structure will be regularly evaluated, firmly established or adjusted.

THE SCHOOL WORKS PARTICIPATIVELY AND RESPONSIVELY.

The school develops a culture in which participation and dialogue are important elements. Participation is about consulting, considering and harmonising with each other. The exchange of views between the different participants and making the school work is especially important. This increases the level of support for decisions and the involvement of the school team and the learners. The school is open to external requests and expectations and makes conscious and informed choices.

THE SCHOOL HAS AN INNOVATIVE AND LEARNING ORGANISATIONAL STRUCTURE.

In the school, the team members focus on continuous development. The school initiates changes to improve learning and teaching. The school team tries new approaches and practices. The school stimulates cooperation between the team members and learning from and with each other with a view to sharing expertise.

THE SCHOOL BUILDS UP PARTNERSHIPS THAT BENEFIT LEARNING AND TEACHING.

The school builds on relationships with parents and other partners. It links school practice with the home environment and the local and wider environment. It provides for effective cooperation with other partners and sets priorities in accordance with the learning and teaching process.

THE SCHOOL COMMUNICATES TRANSPARENTLY ABOUT ITS WORK WITH ALL THE PARTIES INVOLVED.

The school communicates actively with internal and external stakeholders about its objectives, results, effects and (educational) developments. For this, it creates adequate opportunities for open dialogue.

THE SCHOOL DEVELOPS AND PURSUES AN EDUCATIONAL POLICY

THE SCHOOL DEVELOPS AND PURSUES AN EFFECTIVE POLICY IN THE AREA OF TEACHING AND LEARNING.

The school supports and monitors the continuity, construction and coherence of the objectives, the design of the teaching process and the living and learning environment, the guidance and evaluation and reporting practices. It collects targeted information to secure and adjust its work.

THE SCHOOL DEVELOPS AND PURSUES A STAFFING AND PROFESSIONALISATION POLICY

THE SCHOOL DEVELOPS AND PURSUES AN EFFECTIVE STAFFING POLICY THAT IS INTEGRAL AND COHESIVE.

The school adopts clear and collectively consulted criteria when recruiting and assigning team members. It responds to the abilities of the school team. The school conducts formal and informal interviews with team members and pays specific attention to support. Team members get feedback about the way in which they are performing their duties. By doing this, the school shows that it values the efforts of the team members. The school pursues a transparent and fair assessment policy.

THE SCHOOL DEVELOPS AND PURSUES AN EFFECTIVE PROFESSIONALISATION POLICY AND IN THIS REGARD, PAYS PARTICULAR ATTENTION TO NOVICE TEAM MEMBERS.

The school develops a systematic professionalisation policy. In this regard, the professionalisation needs of the team members and the priority objectives of the school are of central importance. The school promotes professional dialogue and reflection on learning and teaching and offers the necessary support for this. Internal and external sharing of expertise is stimulated. The school encourages the implementation of professionalisation initiatives and monitors their effects. Novice team members are given appropriate guidance.



**"Feeling safe at school
is a fundamental part
of our school culture.
The children feel that."**

THE SCHOOL DEVELOPS AND PURSUES A FINANCIAL AND MATERIALS POLICY

THE SCHOOL DEVELOPS AND PURSUES AN EFFECTIVE FINANCIAL AND MATERIALS POLICY.

The school keeps a watchful eye on its material needs. It uses the resources granted to it based on clear and collectively-discussed criteria in accordance with the priorities and the goals that it wants to achieve. The school monitors the effects of its financial and materials policy.

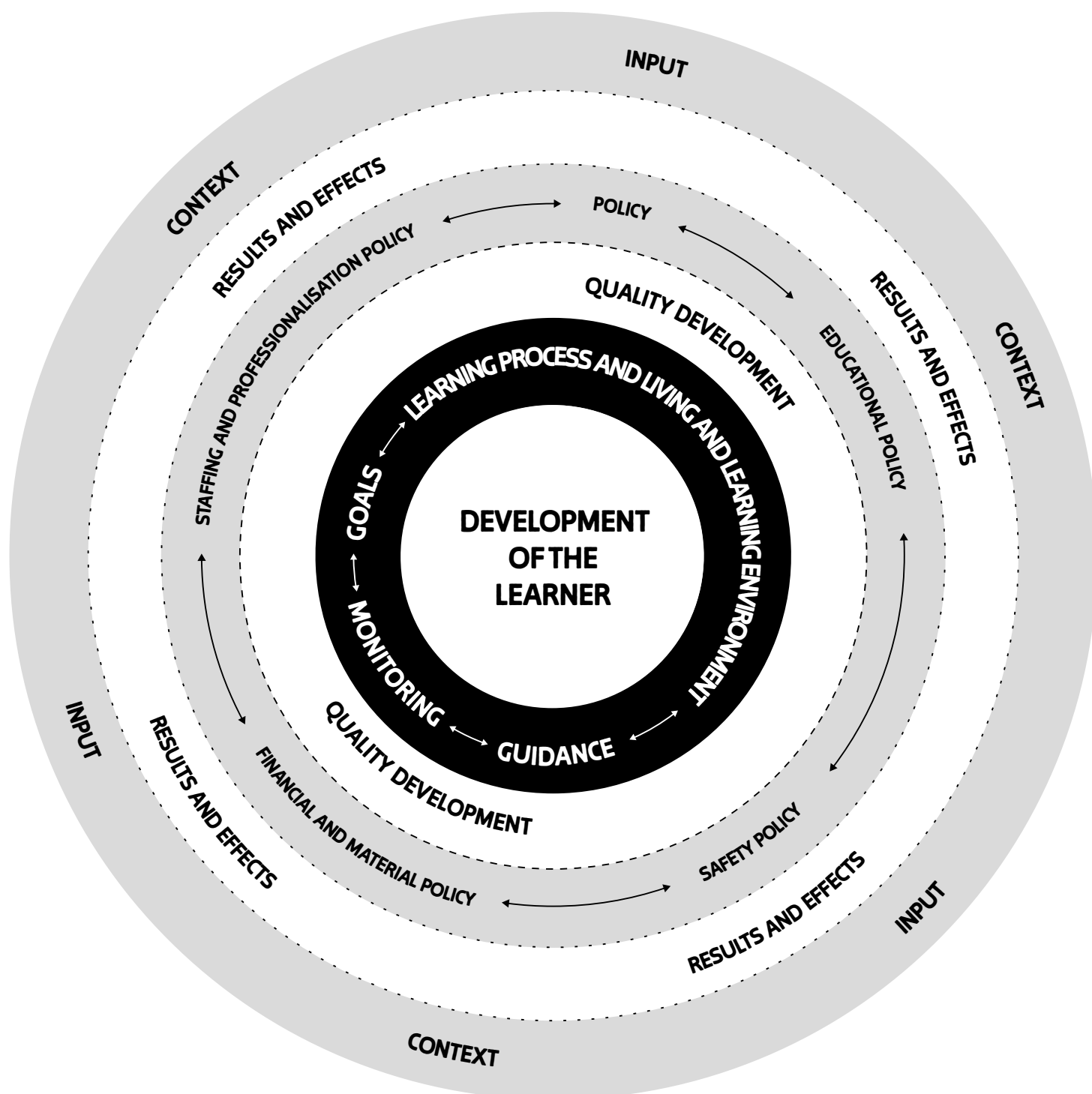
THE SCHOOL MANAGES THE COSTS FOR ALL LEARNERS.

The school reflects on the costs for all learners. It makes strategic choices to monitor such costs. In this regard, it pays particular attention to socially vulnerable groups. The school communicates transparently about costs with all the parties concerned.

THE SCHOOL DEVELOPS AND PURSUES A POLICY FOR PHYSICAL SAFETY AND MENTAL WELLBEING OF THE LIVING, LEARNING AND WORKING ENVIRONMENT

THE SCHOOL DEVELOPS AND PURSUES AN EFFECTIVE POLICY FOR THE PHYSICAL AND MENTAL SAFETY OF THE LIVING, LEARNING AND WORKING ENVIRONMENT.

The learners and team members feel mentally secure in the school. Teaching takes place in premises which are habitable, safe and hygienic. In order to achieve this, the school enacts a cohesive set of measures aimed at preventing, evaluating and combating risks. This policy is embedded in the educational policy of the school and anchored in daily practice. The school sets priorities based on an analysis of the risks, the available financial resources and the legal requirements. Improvements will lead to the desired results within a reasonable period of time.





www.mijnschoolisok.be

www.mijnschoolisok.be