
DEVELOPMENTAL SCALES FOR THE PUPIL GUIDANCE QUALITY AREA

MAINSTREAM INFANT AND PRIMARY EDUCATION

1. Information about the developmental scales

The Education Inspectorate evaluates quality within development scales, which consist of four development levels.

BELOW EXPECTATIONS

Several key elements can be improved.

APPROACHES EXPECTATIONS

In addition to strengths, there are also a number of points for improvement. As a result, it still does not fully meet expectations.

MEETS EXPECTATIONS

There are many strengths and no major points or areas for improvement. The whole is in line with expectations.

EXCEEDS EXPECTATIONS

There are many strengths including significant examples of good practice.

The development level “meets expectations” means that the school meets the quality expectations of the reference framework for quality in education (OK). It is the target for every school. The development level “exceeds expectations” means there is also an example of good practice. An example of good practice exceeds the usual expectations and has a positive impact on the results and effects of pupils. An example of good practice is often strongly embedded in the functioning of the school or a sub-team, is also validated and may inspire other schools or sub-teams.

2. The developmental scales

L1. Broad basic care

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
<p>The school team does not take sufficient steps to stimulate the optimal development of all pupils. The school team does not have sufficient insight into what can promote or hinder the development of the pupils. The school team does not create a powerful learning environment and hardly implements any actions in the field of learning and studying, educational career, psychological and social functioning and preventive healthcare that the school context and the characteristics of the pupil group require. The school team does not monitor the pupils sufficiently.</p>	<p>The school team takes steps to stimulate the optimal development of all pupils. The school team is making a number of efforts to create a strong learning environment and is planning a number of actions in the field of learning and studying, educational career, psychological and social functioning and preventive healthcare. The school team misses out on opportunities to adapt the learning environment and actions to the context of the school and the characteristics of the pupil group and to implement the actions at the school and classroom level. The school team monitors the pupils in a limited way.</p>	<p>The school team encourages the optimal development of all pupils. The school team takes into account the school context and the characteristics of the pupil group to create a strong learning environment and plan pro-active and preventive actions in the field of learning and studying, educational career, psychological and social functioning and preventive healthcare. The school team implements these actions at the school and classroom level and monitors the pupils systematically.</p>

EXCEEDS EXPECTATIONS
<p>The school team encourages the optimal development of all pupils. The school team takes into account the school context and the characteristics of the pupil group to create a strong learning environment and plan pro-active and preventive actions in the field of learning and studying, educational career, psychological and social functioning and preventive healthcare. The school team implements these actions at the school and classroom level and monitors the pupils systematically. The way in which the school team shapes the broad basic care is an example of good practice.</p>

L2. Appropriate guidance

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
<p>The school team does not provide adequate guidance for pupils with special educational needs. The guidance initiatives are rarely based on the specific educational needs of the pupils, do not really follow a step-by-step approach and are hardly followed up. The school team does not involve the pupils or the parents much or not at all in the guidance.</p>	<p>The school team has a partial overview of the specific educational needs of the pupils and step-by-step guidance to ensure equal opportunities is based on this. The guidance becomes more individual to a limited extent as the need for care increases. The school team does not always succeed in customizing optimum guidance measures for pupils with special educational needs or in monitoring their effects and adjusting them if necessary . The school team does not yet take every opportunity to involve pupils, parents and relevant partners in the guidance or to communicate about the guidance in an accessible and transparent way.</p>	<p>The school team has an overview of the specific educational needs of the pupils and step-by-step guidance to ensure equal opportunities is based on this. The guidance becomes more individual as the need for care increases. The school team implements guidance measures for pupils with special educational needs, follows their effects and adjusts them if necessary . The school team involves the pupils, the parents and relevant partners in the guidance. The communication about the guidance is accessible and transparent.</p>

EXCEEDS EXPECTATIONS
<p>The school team has an overview of the specific educational needs of the pupils and step-by-step guidance to ensure equal opportunities is based on this. The guidance becomes more individual as the need for care increases. The school team implements guidance measures for pupils with special educational needs, follows their effects and adjusts them if necessary . The school team involves the pupils, the parents and relevant partners in the guidance. The communication about the guidance is accessible and transparent. The way in which the school team shapes the guidance via ongoing care is an example of good practice.</p>

L3. Cooperation with the PGC

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS
<p>The school hardly ever cooperates with the Pupil Guidance Centre (PGC) and rarely asks for assistance. The cooperation agreements between the school team and the PGC are non-existent or incomplete. The school team seldom cooperates with the PGC for referrals to guidance outside the school.</p>	<p>The school cooperates to a limited extent with the Pupil Guidance Centre (PGC) for pupil guidance and reinforcing the school team. Cooperation agreements exist between the school team and the PGC but the agreements are not always school-specific, transparent and complete. The school team asks the PGC for assistance to a limited degree when the broad basic care and the increased care measures are not sufficient. The school team seldom cooperates with the PGC for referrals to guidance outside the school.</p>	<p>The school cooperates systematically and according to transparent schedules with the Pupil Guidance Centre (PGC) based on school-specific partnership agreements for pupil guidance and reinforcing the school team. The school team bases its support requests on concrete needs and on an analysis of bottlenecks. The school makes a request for assistance to the PGC if the broad basic care and the increased care measures do not suffice. The school team uses the pivotal hub of the PGC for referrals to guidance outside the school.</p>

EXCEEDS EXPECTATIONS
<p>The school cooperates in a systematic, planned and transparent manner with the Pupil Guidance Centre (PGC) based on school-specific partnership agreements for pupil guidance and reinforcing the school team. The school team bases its support requests on concrete needs and on an analysis of bottlenecks. The school makes a request for assistance to the PGC if the broad basic care and the increased care measures do not suffice. The school team uses the pivotal hub of the PGC for referrals to guidance outside the school. The way in which the school team cooperates with the PGC is an example of good practice.</p>

L4. Support for teachers

BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>The school barely has insight into the support needs of teachers. There are not many measures and agreements for pupil guidance and the school team takes little or no professionalization initiatives to enhance the actions of teachers in the broad basic care and the increased care. The guidance initiatives are not very well coordinated. The school team hardly ever calls on the PGC, the school advisory service or any other external service for additional substantive expertise.</p>	<p>The school has limited insight into the support needs of teachers. The school team uses measures and agreements and organizes professionalization activities, however, these activities have a limited impact on the design of pupil guidance and on reinforcing teachers' actions in the broad basic care and in the increased care. The support is usually teacher- and team-oriented but has a limited effect on teaching practice. The guidance initiatives are coordinated to a limited degree. The school team neglects opportunities to call on the PGC, the school advisory service or any other external service or on the support network for additional substantive expertise.</p>	<p>The school coordinates the guidance initiatives. It identifies the support needs of teachers and invests in measures, agreements and professionalization activities to shape and where necessary reinforce the actions of teachers in the broad basic care and in the increased care. The support is teacher- and team-oriented with a clear effect on teaching practice. The school team calls on the PGC, the school advisory service or any other external service or the support network for additional substantive expertise.</p>	<p>The school coordinates the guidance initiatives. It identifies the support needs of teachers and invests in measures, agreements and professionalization activities to shape and where necessary reinforce the actions of teachers in the broad basic care and in the increased care. The support is teacher- and team-oriented with a clear effect on teaching practice. The school team calls on the PGC, the school advisory service or any other external service or the support network for additional substantive expertise. The way in which the school team supports the actions of teachers in pupil guidance is an example of good practice.</p>