

QUALITY CARE

- ❑ How to evaluate FBE principles?
- ❑ How to make quality care appealing to the schools?
- ❑ How to make use of available assessment tools?
- ❑ How to make the concept of “pedagogical climate” operational?



Angela Dekker and Jet van Heijnsbergen

OVERVIEW

A. SELF-EVALUATION BY THE SCHOOL

- 1. Developmental approach
- 2. Uninterrupted development
- 3. Holistic approach
- 4. Authentic assessment
- 5. The teacher as a facilitator
- 6. Atmosphere in the classroom
- 7. Child-friendly classroom design
- 8. Relation with parents



B. FEED-BACK BY COMPETENT THIRD PARTY

C. REPORT QUALITY ASSURANCE COMMITTEE

A. SELF-EVALUATION BY THE SCHOOL

Tools:

- School Development Plan
- Personal Development Plans
- Teacher Portfolios
- Student Tracking System
- Student Portfolios
- Job Appraisal Interviews
- Annual Report (FBE law art. 37.5)
- Evaluation Pedagogical Climate



Participative writing sessions for the yearly School Development Plan

B. FEED-BACK BY COMPETENT THIRD PARTY

Who?

- ❑ Site-based Coordinator, Trainer, Student Care Coordinator, Coach, Innovations Coordinator, Task Managers
- ❑ Experts (Sandra Stone, Sylvia Chard, orthopedagogue and other invited professionals)
- ❑ EMIS data



Trainer Sharron explaining how to make project webs

C. REPORT QUALITY ASSURANCE COMMITTEE

SELF-EVALUATION: “PEDAGOGICAL CLIMATE AS A TOOL”

Questions:

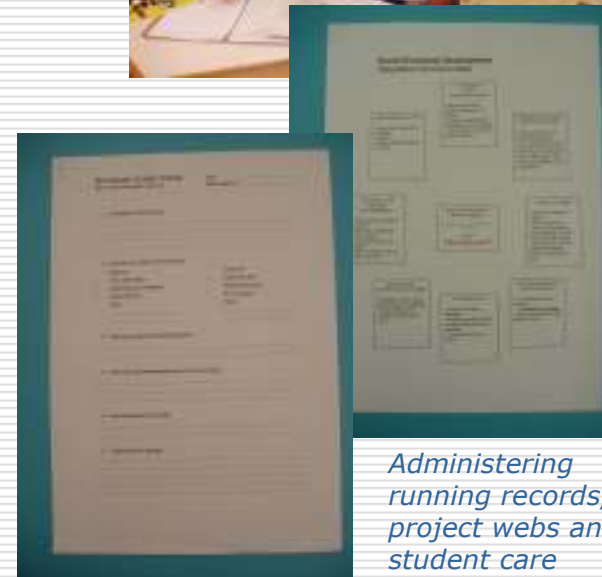
- ❑ What is unique to our school?
- ❑ What did we mention in the School Model?
- ❑ What is our Mission Statement?
- ❑ What are the objectives in the School Development Plan?
- ❑ How does our school define “quality”?



Bring real-life into school and offer field trips to the students

1. DEVELOPMENTAL APPROACH

- ❑ Do we have a Student Tracking System for FBE?
- ❑ Do the teachers make use of it?
- ❑ Does each child have an Individualized Educational Plan (IEP) based on the Student Tracking System?
- ❑ Do the teachers support the child in following this plan?
- ❑ Do the teachers design weekly lesson plans based on the results of the Student Tracking System?
- ❑ Do the teachers design lesson plans using the Integrated Curriculum for FBE?
- ❑ Do the teachers apply the Student Care policy of the school?



Administering running records, project webs and student care

2. UNINTERRUPTED DEVELOPMENT

- ❑ Are the children grouped heterogeneously?
- ❑ Do you see that children learn from each other?
- ❑ Do students take initiative to communicate and work together with other children?
- ❑ Do children take initiative to approach the teacher?
- ❑ Do the teachers encourage children to explore ideas and to experiment in the classroom?
- ❑ Do students learn through play and discovery?



3. HOLISTIC APPROACH

- ❑ Do the teachers assess all developmental aspects of the child?
- ❑ Do the teachers teach all educational areas?
- ❑ Do the teachers give positive attention to physical health and hygiene?
- ❑ Do the teachers give attention to physical development and motor skills?



4. AUTHENTIC ASSESSMENT

- ❑ Do all children have a portfolio?
- ❑ Do the teachers make use of the portfolios to develop Individualized Educational Plans?
- ❑ Do the teachers observe and assess the children's behavior and take action?



Proudly showing off their portfolios

5. THE TEACHER AS A FACILITATOR

- Do the teachers stimulate the children to learn independently?
- Do the teachers facilitate independent learning?



6. ATMOSPHERE IN THE CLASSROOM

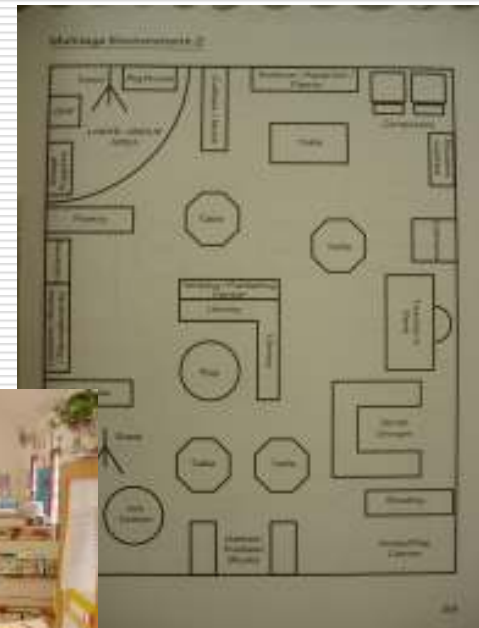
- ❑ Do the teachers discourage behavior such as bullying, teasing and jeering?
- ❑ Do the teachers allow students to learn from their mistakes?
- ❑ Is there acceptance of all children, no matter their background, race, culture, language?
- ❑ Do the teachers actively listen to the students?
- ❑ Is the atmosphere conducive to positive self-image and self-esteem (child takes pride in work results, takes initiative, feels at ease)?
- ❑ Is there enough positive reinforcement (praise, compliments, rewards)?



Student's self-portrait

7. CHILD-FRIENDLY CLASSROOM DESIGN

- ❑ Are the materials accessible to all children?
- ❑ Are the materials attractive?
- ❑ Is children's work on display?



8. RELATION WITH PARENTS

- ❑ Are the teachers parent-friendly?
- ❑ Are the teachers supportive of parents?
- ❑ Do the teachers involve parents (parent meetings, parent conferences, visits to the classroom)?



REFERENCES

- ❑ School Model MPIE
- ❑ School Model Sacred Heart School - Saba
- ❑ School Organization Plan
- ❑ Domeinen van evaluatie
- ❑ Het Model – Leo Linssen
- ❑ FO Wet, artikel 37.5
- ❑ Framework of a Student Care System for FBE – Dr. Sandra Stone
- ❑ Groeien in Zorg – Bert Vermeersch
- ❑ Pedagogisch klimaat en interactie – De Activiteit



Resources available at the Innovations Bureau Saba