

# ILP - Leerroute

## Observation place

"Nieuwe Thermen" is a school located in Heerlen, the Netherlands (province of Limburg). The building currently houses 80 first and second level students at the HAVO level (general education) and VMBO-T (pre-technical level). The school will create a third year in September 2018. Faced with stiff competition from schools in the region but also Flemish schools on the Belgian border, a team of teachers decided to found a school where each student has an individual follow-up. Their slogan is "4 D: Droom-Denk-Durf-Doe", which could be translated as "4 D: Dream-Discern-Dare-Do", a slogan imbued in the school, on the walls, the notebooks, ... This slogan sums up their philosophy.

## Brief description

One afternoon a week, students are put on leave to give teachers the opportunity to work together. A second afternoon is devoted to an outing (museum, parent's workshop, theater, etc.) which is prepared by the students, based on the European skills they will implement during this excursion. The goal is to learn "in real life". Parents are very involved in these outings.

Classes only last 30 minutes. The first half-hour of the day is always managed by the group's "mentor-coach", who knows the students well and is aware of how they work. Each teacher in this small teaching team is a mentor-coach of a group. During the first half-hour of the day, students plan their longer-term goals (week, period) in their dashboard ("Schakelboekje"). This task may already be done by the student at home. We also observed that students did this work collaboratively, on a voluntary basis or by level group (HAVO, VMBO-T). This schedule is presented to the mentor who validates it ... or not!

The students, in autonomy, fix the subjects they'll work on, and possibly will let evaluate, during their free working time from 10:45 to 12:15. Each student has a laptop that allows him to progress at his own pace on the subjects he has planned. The teachers create the lessons and exercises available on the school digital platform. The mentor-coach may also devote some or all of this time to a conversation with the class group, or with a particular student.

When a student does not have the expected results, he must write an action plan (Actieplan) under the supervision of his mentor-coach. This increases the autonomy and accountability of students, with the support of their parents and the teaching team.

## Presentation of the ILP tool

Dashboard (Schakelboekje): the student describes his personal learning objectives and places them in time, under the supervision of his mentor-coach, especially during the first half-hour of the day.  
Action Plan (Actie Plan): the student who has difficulties describes his problems and makes clear agreements with himself and the people who can help him. This action plan is one of the decision-making elements of the Year-end Class Council.

## Keywords

Autonomy - empowerment - coaching

**Authors: Yasemin Armut, Stéphan Defresne, Christian Dooreman, Pascal Halleman, Maurine Hanique, Sabine Haot**