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**Another glance on the individualized educational plan
Erasmus+ 2017-2019**

Logbook

The Netherlands, 4th March to 9 th March, 2018

Day 0 – Sunday 4th March – Weert

- Arrival at the Golden Tulip hotel in Weert and dinner at the Greek restaurant.

Day 1 - Monday 5th March



It is under a spring sun, already tinged with sweetness, discovery and novelty that the day welcomes us. The following does not deny it.

As soon as we arrived at the school complex LVO in Weert (where, from the start, the modernity of the building, the opening of the spaces, the luminosity and the freedom of movement of each student challenge us), we meet Laura and Simon, our guides of "School Info", before being warmly welcomed by Mr. John Hausmans, Senior Director, and the entire management team. Coffee, tea, sweets and a tour of the presentation of each other, all in perfect conviviality.

A presentation of the Dutch education system is then proposed. It can be summarized as follows: after basic school for all from the age of 4, three sectors are proposed to the students see from the age of 12, depending on their level in the primary school and the final examination.

- VMBO, from 12 to 16 years old, prevocational education;
- HAVO, from 12 to 17 years old, preparation for higher studies of technical or applied type;
- VWO, from 12 to 18 years old, prepares for university studies of academic type.

Verbal exchanges, questions, comparison of our respective systems follow ... and a filmed presentation of the school complex that receives us.

At 10 minutes by car, we reach "Het Kwadrant", the VMBO unit of the school complex. A nice table time where Belgians and Dutches mix, allows to continue the conversations of the morning and ... to introduce the afternoon.

We are then welcomed in the office of the Director who introduces us the unit, assisted by 2 coordinating teachers. Very quickly, Samantha, 3rd year student is invited to present her "Personal Learning Plan". Here we are in the heart of the subject, the "Individual Learning Plans".



The "Personal Learning Plan" is here the red thread, the construction of the student's school path ... by the pupil, for the pupil. Upon entry into the VMBO, the educational team, and mainly the "coach teacher", will devote a significant amount of time (up to 8 periods per week the first year), but essential to accompany the student in the learning of the development of his "Personal Learning Plan". Over the months, periods, years, this time will be returned to the student becoming, through this, actor and owner of his learning and, ultimately, master of his person.

Very quickly, the conversations, questions and comments that follow, allow us to meet colleagues who are involved, passionate, exciting. All the attention, all the interest, all the work here are centered on the pupil, principal, not to say the unique, attention of learning.

We set out to explore the school unit to meet the spaces, the place left to the ICT, the premises, workshops, ... students. A first day rich in discoveries, questions, ideas which, already, percolate in each of us and wait only to spread towards our schools ...

Day 2 – Tuesday 6th March, 2018



Schedule of the day:

Before noon

- Presentation of the management team of the Philips van Horne School;
- Visit of the technical part of the school with two students from the English section. We discover work by project, music section, biology laboratories, ...

- After a little break in the teachers' room where we were able to talk with our Dutch-speaking colleagues, we continue the visit with the section "HAVO initiative" with the coordinator Nikki and two students from the 1st who tell us about their experience, and show us their "Individual Learning Plan",

Afternoon

- Lunch at Het College with Mr John Hausman and Schoolinfo Team.
- Introduction of the "Koers" program by 2 teachers of the section and 4 students. During the visit of the premises of the section "Koers", we were able to discuss individually with the 4 students.

To remember:

1. Philips van Horne School works with a classical education system. Students with special needs join the "HAVO initiative" section, which has a child-centered approach, frequent communication with parents, computer software that guides the work, the objectives to be attained, etc.

2. "HAVO initiative" allows students to manage their own homework, lessons, etc. in PLP time slots (persoonlijke leerplan). The schedule is already preparing in advance for them.

3. In order not to confront students with their grade level, they divide the levels into 3 parts.

Blue children = students who study from primary to secondary school without any problem.

Yellow children = students with gaps

Orange children = students with specific needs

4. The class average is 30 pupils for classes in classical education, for classes "HAVO initiative" the average is only 10 students.

5. A person from the pedagogical unit follows the pupils with problems, the person in question checks that all the children are present at the school, manages students' school or family problems and tries to find solutions

6. The "HAVO initiative" allows students with problems to be better supervised in smaller classes but in bigger groups. They always have a teacher and an assistant during the class in case they need help with lessons or any personal problem.

7. The "Koers" is a vision based on the pedagogy of the inverted class pushed to the extreme: it is the student who creates his own schedule of the week (with the exception of the gym class), to work at his own pace, deciding what goals he will reach this week. Everything is supervised by coaches who are available on a schedule varying from one week to the next. A multimedia platform from Swedish education, translated and adapted to the Dutch-language education system, allows students to set their objectives by subject. The project has been in existence for two years, so it is still in a trial

period despite its success with students. Note that the evaluations allow the student, after discussion with his coach, to reach a level higher than his color

Day 3 – Wednesday 7th March, 2018 - Heerlen



To remember: Wednesday, March 7, after a good (huge) breakfast at the Salden Hotel in Schin-op-Geul, we start the visit of the last school to discover. This school of 80 students is called "Nieuwe Thermen", Vera, the director, greets us with a smile and shows us around every corner of her school. For now, the school contains only 1st and 2nd, it may change.

Their slogan: "Droom-Denk-Durf-Doe" which means "Dream-Think-Dare-Do", a slogan imbued in the school, on the walls, their notebook, ... This slogan is their philosophy. Classes last only 30 minutes. After having discussed with the German teacher, we understand that 3 lessons of 30 minutes are enough for students to learn German. It must be said that in addition to that the schedule of these are a bit special. Classes start at 8.30 and end at 15.15, the first half hour is reserved for a period with a coach (teacher of the school). Students have a class diary to complete and a schedule to build with the help of their coach. A teacher does not coach an entire class. On Tuesday afternoons, students do not have classes, and let teachers work together. A team that was presented to us as very close together, we can not wait to see it for ourselves tomorrow.

In addition, from 10.45 to 12.15, teachers are divided into classes and students choose which class they want to go to and work independently. The teacher is there to help them and they may pass the exams / checks if necessary. Finally, the students prepare during the week an activity on a specific theme (there are some different over the year) to do alone or in groups on the Friday afternoon. During class, the student may decide to follow the lesson or walk alone using his computer while remaining in the same class. After Vera's explanation of this school's curriculum, from 10.45 to 12.15

we had a free field to immerse ourselves in their way of working. We could go from class to class, discuss and question students and teachers.

Day 4 – Thursday 8th March, 2018



Thursday: already our last day in Batavian country ...

Today our interest is focused on the first 30 minutes of the day at the Nieuwe Thermen School. From 8:30 to 9:00, each mentor meets his class for two years.

The pupils, in autonomy, fix (schakelboekje) the subjects they will work on, and possibly have them evaluated during the free time with themselves from 10:45 to 12:15 (see summary of the previous day). This schedule is presented to the mentor who validates it ... or not!

They also plan their longer term objectives (week, period) in their "Learning Lab" (Leerlab – book).

This task may already be done by the student at home. We also found that students did this work collaboratively, on a voluntary basis or by level group (HAVO, VMBO-T). The mentor can still devote some or all of that time to talking with the class group, or with a particular student. During this same period, we followed a teacher who instituted a ritual of analyzing a press organ for young people. Of course, the teacher remains available to all questions from students. The professorial attitudes are variable. For example, we observed a teacher authorizing the use of lap-top or mobile phones for recreational purposes; but also a stricter teacher who did not allow this. The rest of the day we focused and collected, formatted and summarized the thematic information of the previous days. After a lunch with the director in the canteen of the school, we were able to question the latter

about elements that put questions to us. Then, back in class and continuation of our introspective work.



In the evening the innkeeper was going to concoct a local specialty ... sure beef in sauce with onions and syrup ... that is to say, carbonnades in the limburg ...