

Module 1 : Introduction to the course and one-another

Name	Getting started: Personal Experiences with consultation
Aims	<ul style="list-style-type: none"> • participants think about their personal experiences, feelings and ideas concerning consultation • getting acquainted with other participants, feeling more “socially secure” • sharing the above with other participants
Activities	<ul style="list-style-type: none"> • directing participants’ focus on positive personal experience with consultation (2 minutes) • working in groups of 4-5 on experiences, feelings, ideas, putting together a mind-map or something similar (each group joined/facilitated by a working group member) 30 min • presenting the “products” from the working group on the walls around the room, giving participants time to look at the other “products” 20 min • Feedback/summary. 20. Min.
Time	<p>Sunday morning 09:00 – 12:00</p> <p>09:00 – 09:30 welcome and introduction to the programme and the “Portfolio”</p> <p>09:30 – 09:45 Introduction to the game Placing in groups/reading instructions</p> <p>09:45 – 10:15 Working in groups –making posters</p> <p>10:45 – 11:15 Presenting posters / “Walkabout”</p> <p>11:15 – 12:00 Feedback – impressions</p>
Tools	<ul style="list-style-type: none"> • <u>1 poster DIN A2</u> per group • multi-coloured <u>post-its</u> (papers sticking at the top) • thick felt tips (Edding)
Members of working group involved	Erling & Julia
Reference to reader	None
Evaluation	No formal evaluation of this module, as it is not aimed at achieving any formal knowledge or product

Module 1 : Instructions

Planning

1. divide people into groups (5 or 6?), people change seats to sit in the later groups
2. give the instructions for the group session
3. give the instructions for the introduction
4. start the music

Introduction

The aim of the following session - as you could see in the module description - is to give you a chance to talk in small groups about your experiences with consultation and about your expectations regarding the course. For this exercise we need to divide you into 6 groups. Please take a small paper from the box going around and take a seat at the table marked with the same number

In a minute we will start the exercise with a short introduction.

After the introduction we would like you to work in your groups on the following task:

What were your thoughts and feelings during the introduction exercise?

When you think of consultation, what else comes to your mind?

What expectations do you have regarding the course? What would have to happen until Friday morning so that you could say it was worth taking part in the course? You can put down notes on the little coloured papers and stick them together in a "mindmap", so that you have a chance to change your poster as you are working on it.

Before you start talking to the other group members we want you to take a little time - - about 2 minutes -

to think about the best experience concerning consultation you ever had. Maybe you were the consultant and remember doing a really good job or maybe you remember receiving a consultation from someone, which really made a difference for you.

For this exercise maybe you will want to lean back in your seat or close your eyes and find a comfortable position to think about your experiences. In a moment we will put on some music.

Please take the time to think back to this best consultation experience and remind yourself of the thoughts and feelings connected to it.

When the music is over, we would like you to start working in your groups, where the first task will be to talk about these experiences.

Module 1 : Group session

After the introductory exercise please discuss the following questions:

What were your thoughts and feelings during the introduction exercise?

When you think of consultation, what else comes to your mind?

What expectations do you have regarding the course? What would have to happen until Friday morning so that you could say it was worth taking part in the course?

You can write down your ideas on the "post-its" and make up a "mindmap". That way, you can change your poster as you go along.

At the end of the session please bring your poster up to the front so we can put it up for the other groups to look at.

The group session will be 45 minutes long. It ends at:

Module 2 : Introduction to Consultation

<p><i>Aims/Objectives:</i></p>	<ul style="list-style-type: none"> • Participants will have explored their perceptions of consultation and will have moved towards a shared understanding of consultation - • Participants will have a clearer understanding of the process of thinking that led to the introduction of the Consultation Model in Aberdeen • Participants will have explored the underlying principles of consultation • Participants will have an opportunity to reflect on the role of questioning in conversations with school staff • Participants will have developed understanding of an ability to respond to the resistance of consultees
<p><i>Activities:</i></p>	<ul style="list-style-type: none"> • Statements Game • Asking Better Questions • Resistances
<p><i>Tools:</i></p>	<p>Handouts of slides to be used PowerPoint presentation Small group activities (task instructions will be provided)</p>
<p><i>People:</i></p>	<p>Helen Carmichael & Adele Humphries (Plus Working Group members facilitating groups for the 3 activities)</p>
<p><i>Evaluation:</i></p>	<p>Large group discussion</p> <ul style="list-style-type: none"> • Most memorable aspect of day • Something that has changed in your thinking
<p><i>References to Reader:</i></p>	<p>Main papers:</p> <ul style="list-style-type: none"> • Patsy Wagner paper "Consultation: developing a comprehensive approach to service delivery" • Aberdeen Paper • Four clients <p>Covers:</p> <ul style="list-style-type: none"> • Theory/why? And beginning of How?

Module 2 - Introduction to Consultation - Time schedule

9:00 to 9:30	Introduction to course (Project Co-ordinator)
9:30 to 10:45	Introduction to the Module Activity: Statements Game and feedback (in small groups) Results of groups on flip chart
10:45 to 11:15	Break
11:15 to 12:30	Presentation 10 min. Presentation 10 min. Introduction to Activity 5 min. Activity: "Asking Better Questions" Small groups: 45 mins
	Lunch
2:00 to 2:30	Feedback from Activity Discussion and Summary
2:30 to 2:35	Introducing concept of Resistance from Consultees 2 pieces of video Introduction to Resistances Activity
2:35 to 3:15	Small group Activity (Resistances)
3:15 to 3:45	Break
3:45 to 4:00	Feedback from Resistances Activity and Discussion
4:00 to 4:15	Evaluation (Whole Group)

Module 2: Introduction to Consultation
Handout 1a : Statements Game

Participant's notes

Purpose

The purpose of this activity is to enable you to begin to clarify and share understanding and interpretations of the concept of consultation.

Method

The method chosen will involve you in sharing attitudes and beliefs about how EPs work.

The Activity

The sorting card provided shows 3 boxes: Accept, Reject and Hold.
In the envelope you will find 10 statements.

Read each statement in turn and try to come to a consensus about whether, as a group you accept or reject the statement.

If you cannot gain consensus, you can put up to 2 statements in "hold" (but must have no more than 2 in this category by the end of the activity.)

You can also decide as a group to re-word some of the cards that you cannot gain consensus on in order that you can accept these statements. The re-wording should be minimal.

Please appoint a group member to feedback at the end.

Module 2: Introduction to consultation
Handout 1b: Statements Game

Statements

1. A consultation model of service delivery is sufficient to support inclusive practice.
2. There is no point in introducing a consultation model of service delivery unless everyone in the service is in agreement.
3. Consultation is the same as problem-solving.
4. Only using a consultation framework undermines the importance of other skills such as assessment.
5. Consultation helps people examine the issues but there is still a need for expert advice.
6. The main purpose of a consultation meeting is to help staff and parents see the situation more positively.
7. Consultation can help us work directly with pupils.
8. Consultation only works in effective schools with willing participants.
9. Consultation is more than a conversation with teachers.
10. The process of engaging in a consultation meeting is more important than the outcome.

**Module 2: Introduction to consultation
Handout 1c: Statements Game:**

Sorting Card

ACCEPT

REJECT

HOLD

Module 2: Introduction to Consultation
Handout 2a: Activity: Asking Better Questions

Instructions

You have been asked by a Head Teacher of a Primary School to become involved in the case of an 8 year old boy who is causing concern in school. The Head Teacher has asked the behaviour support teacher to become involved.

It is early in the schoolyear. The class teacher is relatively inexperienced and quite new to the school. The boy has been at the school for 2-3 years and there have been difficulties before but now they are worse.

The school staff are concerned about his behaviour in class and in the playground. He does not appear to make or keep friends very easily and is frequently in trouble after going out to play. In class, he often shouts out and seems to have little patience or ability to concentrate.

You agree to do some classroom observation and then to meet with the classroom teacher and behaviour support teacher for a consultation meeting.

Task:

[Remember - you are not trying to solve this problem. You are trying to encourage the teacher to be a better problem solver and more self-reflective.]

In a group, consider all of these questions and pick out:

- 4 you feel would be most helpful,
- 4 you feel would be least helpful and
- If time, 1 or 2 questions you feel could be helpful but need some change of wording. If possible, suggest the change of wording you would like.

Be prepared to explain why your group categorised the questions as you have chosen.

Please record your answers on the paper provided and nominate one person to feedback your agreed responses at the end of the task.

Module 2: Introduction to Consultation
Handout 2b: Activity: Asking Better Questions

Questions

1. Why do you think the behaviour is more of an issue now?
2. Have you had to manage this kind of situation before?
3. What is the child's reading age?
4. In what situations do you think the boy's behaviour is appropriate?
5. How does this behaviour make you feel?
6. Has the child's IQ been tested recently?
7. Have you had any ideas you have not tried yet that you might like to?
8. How do you think the boy feels about himself?
9. How do you see other pupils responding to the boy's behaviour?
10. What is your theory about why this behaviour is occurring?
11. What additional support do you think the boy needs?
12. Is the child from a difficult family?
13. How do you think the boy's family view his behaviour?
14. Has he been assessed for ADHD or Aspergers syndrome?
15. How have other staff, who have worked with this boy before, described or explained his behaviour to you?

Module 2: Introduction to Consultation
Handout 3: Resistances Activity : 2 Video clips

CLIP ONE

ADELE: Sarah, do you want to tell me a little bit about what your concerns are?

SARAH: Mmhm. It's about Jamie and the fact that he is so far behind everybody else in the class. He struggles with everything. U m, it doesn't matter what it is or how many times I explain it to him, he still really struggles and he doesn't really get it, Um, I'm not sure if this class is the right place for him.

ADELE: So this consultation today is really about your concerns about Jamie and about his learning progress in comparison to his peer group.

SARAH: Mmhm.

ADELE: Um, are there any areas in which he's.....in which you're not as concerned?

SARAH: No, there aren't any 'cos he struggles with everything.

ADELE: Ok, so what you are saying is

SARAH: Yeah, that he struggles with everything. He can't, that he struggles with Maths, English, Artwork, you name it, he struggles with everything.

CLIP TWO

SARAH: Yeah, well it is really difficult having to do, ..., all that differentiation of work for one pupil, when there's 30 in the class and you know that's a lot of work and I don't know that I can continue doing all that I'm doing, you know, all on my own and keep doing it!

ADELE: Mmhm, you're feeling under pressure, I guess, but you've thought long and hard and you've done a lot of thinking about how best to meet Jamie's needs.

SARAH: Yeah, I have, I mean I've done loads really - well, I feel I have done loads, but I just don't feel I have the skills now to meet his needs and for him, ..., to move forward.

ADELE: So would it be helpful then if our consultation was really about looking at what you've already done that's been helpful for Jamie and how we can maybe, ..., move those strategies on just a little bit in thinking about what we could do differently.

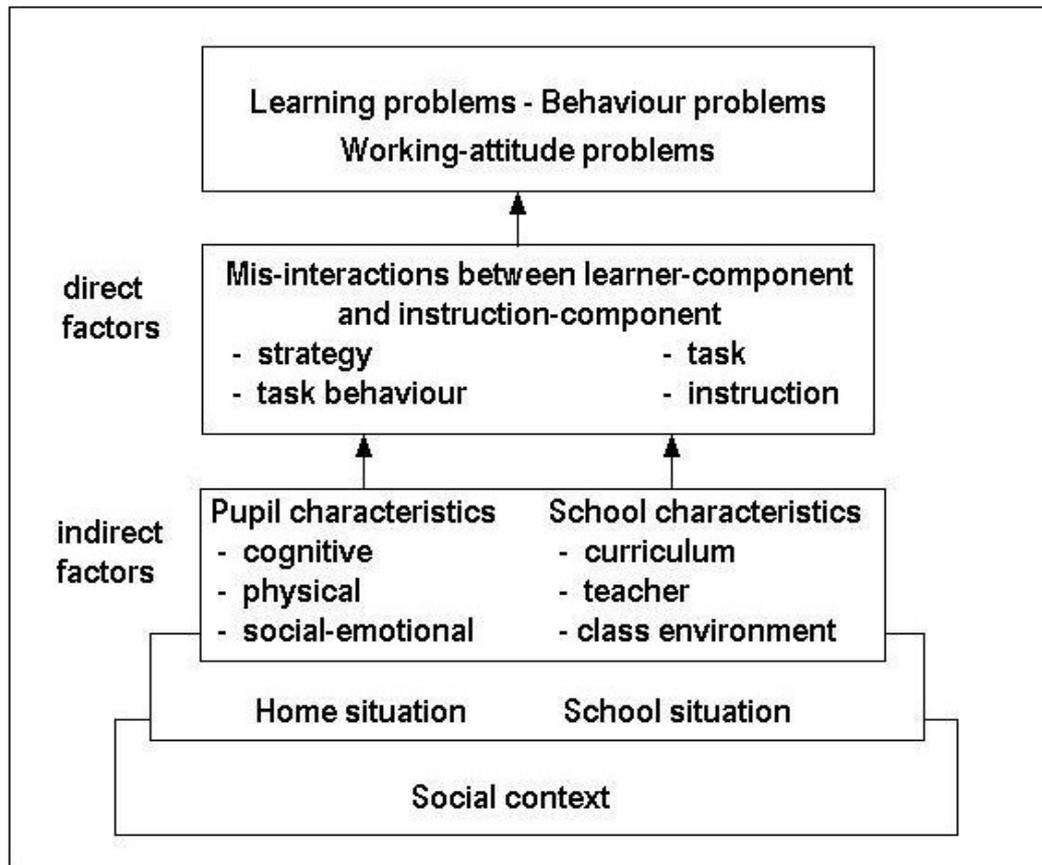
SARAH: Yeah, I mean, that might be helpful.

Module 3 : Consultation at an Individual level

Name	A. Educational Consultation. Discussing pupils in a professional way. B. Helping people (teachers, students, parents) to become better problem solvers
Aim	<ul style="list-style-type: none"> - Consultation at an individual level may be the situation which most participants will encounter. - Consultation at an individual level provides a didactic setting for showing and practicing basic principles of consultation - simpler than group setting. - We would like to demonstrate 2 concepts of how good consultation may look like, so that the participants can decide which one would be useful for their working context. - For a preview, see below "references"
Activities (chronological, working methods)	<p>Demonstration: how the models may be operationalized</p> <p>Discussion:</p> <p>Exercises: focussing on parts of the models or on the whole model</p> <p>Plenary Session: Comparison of the two approaches</p>
Tools (handouts, presentations)	<p>Guidelines for consultation at an individual level</p> <p>Bibliography: see the Reader: Article by Wim Meijer and article by Spiess & Winkler.</p> <p>On a poster: useful information about a concept/model</p>
Information needed for a decision on each method	<ul style="list-style-type: none"> ▪ Target group and type of problems ▪ Setting/procedure/competences required on the part of the consultant ▪ Changes to be expected (results of outcome studies) ▪ Change mechanisms ▪ A combination of methods
Time AM	<ul style="list-style-type: none"> ▪ Introduction (30 min) ▪ Demonstration (30 min) ▪ Analysis concerning procedure and necessary skills (30 min) ▪ Exercises (45 min) ▪ Generalizing comments and outlook (15 min)
Time PM	<ul style="list-style-type: none"> ▪ Introduction (15 min) ▪ Demonstration (45 min) ▪ Analysis concerning procedure and necessary skills (30 min.) ▪ Exercises including the afterwards exchange (30 min) ▪ Generalizing comments and outlook (15 min)
Working group	We would like to involve you as small group facilitator for the exercises. Instructions will follow as we introduce the participants to the exercises. Please study the relevant articles of the reader!
References to the reader	<p>Meijer, W., Educational Consultation. Discussing pupils in a professional way.</p> <p>Spiess, W. and Winkler, N.: Helping people to become better problem solvers: A constructivist and solution focussed process model of consultation</p>
Evaluation	<p>When you think of the activities during the afternoon:</p> <ul style="list-style-type: none"> - What is on your mind right now? - What feeling do you have right now?

Module 3 - Handout 1 :

Factors when analysing learning and behaviour problems (Meijer, 1996)



Picture 4: direct and indirect factors when analyzing learning- and behaviour problems

Module 3 - Handout 2

Educational Consultation: Consequences for the consultants (Meijer)

Educational consultation is a professional way of discussing pupils and their problems. Pupil conferences are not meant to confirm the idea that teachers can hardly do anything to help the pupils solve their problems. Neither is educational consultation a *deus ex machina* to end all tragedies, not all pupils will turn into famous celebrities. But it provides us with a sensible method, oriented towards teachers who have realised the best feasible solutions, and who can give account for that.

Description of educational consultation should have made clear what are the most central terms in the methodology: co-operation, making arrangements, justifying one's actions and assessing effects.

Many of the traditional tasks of a consultant, such as carrying out the diagnostic investigation, will not be completely omitted, but they are part of the arrangements between teacher and consultant. The main difference with traditional pupil guidance lies in the fact that all parties know exactly what the goal and the function is of collecting the diagnostic information for reaching solutions. By making arrangements for each individual situation, the negative side-effects that arise from a standard assignment of tasks to teacher and consultant are avoided.

In educational consultation, the teachers and the consultants involved, and also the consultation framework outside the school, will have to meet stringent requirements. We will not deal with organisational aspects within the scope of this article, but we can indicate some concrete consequences of consultation, dissociated from any particular form of organisation. Consultants can increase the efficiency of the support by doing the following:

- not going into the vague complaints and descriptions about learning difficulties that some teachers provide them with. They will have to help the teacher to describe the problem accurately. This can be done by asking the teacher during a pupil discussion to indicate precisely which tasks the pupil has to fulfill at home and in the classroom, how the pupil deals with these tasks and how he tries to complete them successfully, which strategy the teacher expects the pupil to use, which instructions were given, etcetera.
- considering the support as an adjustment of the teaching/learning situation. The effect of special pupil support does not lie primarily in the use of special programmes or exotic tools, but depends rather on the accurate tuning of the tasks and instructions to the special needs of the individual pupil.
- looking for feasible solutions. Rather than coming up with the most ideal solution, the consultant should try to contribute to finding and implementing the most feasible solution in practice. There are many possibilities available to the consultant to reach this goal. Firstly, he and the teacher can try to find solutions that will require a relatively small amount of energy from the teacher, and he can try to temper the all too ambitious plans. In the second place, he can make clear arrangements with the teacher and regularly give feedback.

Module 3 - Handout 3

The 10 phases of a solution focussed consultation session (Walter Spiess, 2000)

1. Welcome and "setting the stage"
2. Expectations towards the process and the results of the present consultation session and ratification of the working contract
3. Presentation of the concern
4. Imaging the desired future <ul style="list-style-type: none">• Miracle induction• Solution induction
5. Search for present moments of a desired future When you think of the last weeks: Were there moments, in which the things you have just described, were already present to some extent? If so: <ul style="list-style-type: none">▪ What was different then?▪ Were there additional moments ...? (<i>Continue until the client stops naming those.</i>)▪ When you think of a scale: 10 means the future as you have just imagined. 1 means the opposite of it.▪ Where on this scale are you right now?▪ Where do you want to be at what point of time?▪ How would you notice when you will have gotten there?▪ What would have to happen so that you get from (x=scale right now) to (y=where the client wants to be)? If not: <ul style="list-style-type: none">▪ How did you manage to sustain (<i>key word for the description of the concern</i>)? = (<i>coping question</i>)▪ From where did you take the energy to sustain? = (<i>resource question</i>)
6. "Last call" for important information
7. Pause for individual reflections
8. Acknowledgement of strengths, recalibration of norms, reinterpretations
9. Suggestions (if wanted)
10. Best wishes

Module 3 - Handout 4

“Good” problem solvers as compared to “bad” problem solvers (Walter Spiess)

- Good problem solvers develop a clear idea of how things will go after the problem has been solved.
- Good problem solvers analyze what has been functioning recently related the idea of how things will go after the problem has been solved before they introduce any changes. They will preserve that.

Module 4 : Consultation at Teacher Level

Peer Learning groups for teachers

Name	Peer learning groups for teachers
Aims	<p>Main: Experience working with this method. The focus in this session is to give an introduction to the overall theoretical frame and also to give some concrete ways of working with this method. The presentation will be supplemented with our own experiences working with this model.</p> <p>One of the advantages using this method, is for teachers to come together in organized groups to dwell on topics or problems in a reflective, critical and constructive way.</p> <p>Additional: Give each participant experience in using this method in his/her workplace in order to keep a constructive focus in a complex context. Give confidence in using this method.</p>
Activities	<p>Plenum: explaining the framework</p> <p>Groups: seated in circle formation: implementing the method</p> <ul style="list-style-type: none">- Problem introduced by a course participant- Implementation guided by working group member <p>Plenum.</p>
Tools	<p>1 prepared "case"/problem to work on.</p> <p>1 flipover per group, follow-up of group discussion</p> <p>Handout: extract of reader article (phases of the process)</p>
Time	<p>09:15 – 09:45 theoretical frame</p> <p>09:45 – 11:30 working in groups (incl. break)</p> <p>12:00 – 12:30 feedback and our experiences</p>
Members Involved	<p>Erling and Gerd.</p> <p>Also some members of working group for the group sessions.</p>
Reference to the reader	<p>Peer learning Groups for teachers: A Norwegian Innovation (Munthe, E. & Midthassel, U.V.)</p>
Evaluations	<p>Evaluations while in groups – oral</p> <p>Evaluations in plenum – oral</p> <p>Evaluations at end of course – in writing.</p>

Module 4 - Handout 1

Peer Learning Groups For Teachers: The Main Session

1. Seeker introduces the problem/topic and states clearly what she/he wishes help with.
2. Questions posed by mentors to understand the problem/topic. One question each, but several rounds are possible.
3. Mentors write what they believe the seeker wishes to learn more about.
4. Mentors read their understanding aloud and seeker comments on each. Seeker states again what she/he wishes to focus on in this session (can be revised).
5. Mentors pose questions to enable Seeker to reflect on problem/topic from several perspectives. Questions must be open-ended and not include advice (implicit or explicit). One question each, but several rounds are possible.
6. Seeker states and reasons around goals for this problem/topic. Group leader writes goals on flip chart.
7. Seeker states and reasons on strategies/possible actions to reach these goals. Group leader writes all suggestions on the flip chart.
8. Mentors give Seeker suggestions on possible actions and also provide some reasoning. One suggestion each, but several rounds are possible.
9. Seeker explains and reasons on what she/he wishes to do after having listening to all of the suggestions.
10. Seeker can ask for assistance from a group member.
11. Group leader thanks the Seeker for having presented this problem or topic, and gives the sheets of paper to the Seeker. Group leader asks Seeker when a follow-up session is possible and a date is set.

Module 5 : Consultation at the School level

Part 1: School and personal development

Name (part 1)	School and personal development
Aims	Participants will have explored their personal insights concerning their own functioning in their organisation. Participants will have an increased understanding of the factors that facilitate or hinder their own functioning in the classroom. They can place those factors in a theoretical framework. Participants can handle an instrument to reflect on their organisation within that theoretical framework.
Activities	Introduction for discussion. Personal reflection. Discussion in small groups. Theoretical framework. An overview and synthesis: report of the results.
Tools	PowerPoint Presentation. Reflection and discussion. Flip-over with drawings : overview and synthesis. Personal checklist renewal.
Time	Introduction and theoretical framework: 30 minutes Discussion and synthesis: 45 minutes Personal checklist: 15 minutes
Members Involved	Piet Van Ham and Erling Ytteroy
Reference to the reader	The inclusive school model. A framework and key strategies for succes. Gordon L. Porter and Julie A. Stone
Evaluations	Personal evaluation and learning points

Module 5 : Consultation at the School level

Part 2: How to work on pupil welfare

Name (part 2)	How to work on pupil welfare
Aims	Participants will have reflected on the necessary consultation structures and procedures in their organisation. Participants will have more understanding about the ways to stimulate pupil counselling on both curative and preventive levels and make it more effective.
Activities	Discussion in small groups. Reflection on structural characteristics of personal workfield. Synthesis on flipchart. Theoretical background and field experiences.
Tools	PowerPoint Presentation. Overview and synthesis on flap. Discussion and reflection in small groups.
Time	Theoretical background and field experience: 30 minutes Discussion and synthesis: 45 minutes Personal evaluation and learning points: 15 minutes
Members Involved	Piet Van Ham and Erling Itteroy
Reference to the reader	Implementing a working group on pupil counselling at the school level. Piet Van Ham (co-ordinator), a.o.
Evaluations	Personal evaluation and learning points

Module 5 - Handout 1

Checklist Renewal

This checklist is an interpretation based on two publications of Rudolf van den Berg and Roland Vandenberghe.

Managing change is coaching a process where four fundamental elements play an important role. These elements influence each other and the process continuously.

We present you a series of statements. Read the statements carefully and then answer as spontaneously as possible. Your judgement should be based on your organisation as a whole. Rate the statements using the following scale.

- 1: strongly appropriate
- 2: appropriate
- 3: undecided
- 4: not appropriate
- 5: strongly not appropriate

Content

- 1. Our personnel takes into account the differences between pupils in learning skills, attitudes and personality.
- 2. Our personnel is in touch with the lifestyle of the pupils.
- 3. Our personnel listen carefully to the question of the client.
- 4. Our personnel use information and communication technology.
- 5. Our personnel works with flexible groups of pupils according to their needs.
- 6. Our personnel stimulates self-development and self-responsibility at the pupils.
- 7. Our personnel is a coach of a process of guidance rather than an adviser.
- 8. Our personnel is working on demand.

Organisation

- 1. Our organisation stipulates her own priorities in a renewal.
- 2. Our organisation pays attention at the motives, experiences and opinions of the personnel.
- 3. Our organisation stimulates the personnel to look critical at their own function.
- 4. Our organisation pays attention to the individual function of persons.
- 5. The quality of our organisation is the responsibility of everyone.
- 6. Our organisation appreciates the input of persons with their individual characteristics in the process of renewal.
- 7. In our organisation the persons are all together thinking and working on the development of a vision.
- 8. Our organisation is working hard on the development of the professional skills of personnel.
- 9. In our organisation decision making is as most as possible supported by the basis.
- 10. In our organisation ambivalent feelings of personnel and executives are accepted.

Professional skills

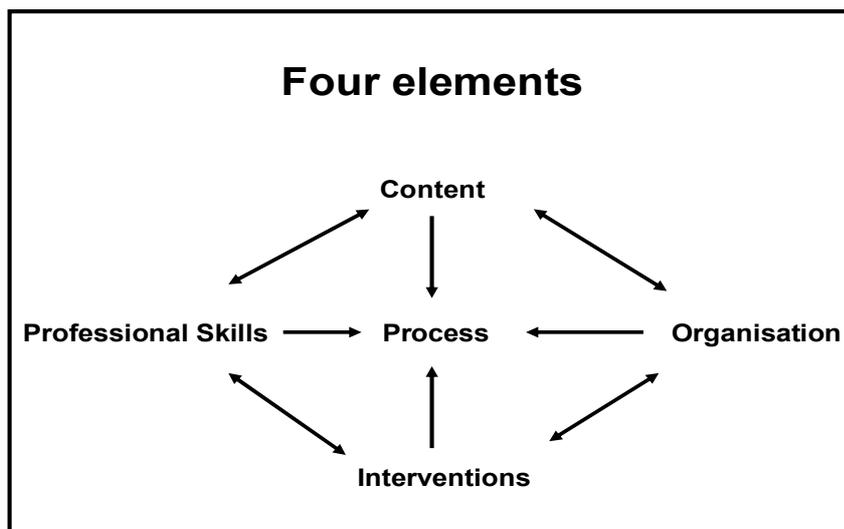
- 1. Our organisation takes into account the positive and negative career-experiences of the personnel.
- 2. Our organisation enables personnel experiments.
- 3. Our organisation is concerned about the problems and uncertainties of the personnel.
- 4. Our organisation stimulates the personnel to have a critical reflection on attitudes and feelings.
- 5. Our organisation stimulates the dialogue about the (subjective and scientific) methodology of action.
- 6. Our organisation enables sufficiently the autonomy of each person.
- 7. Our organisation stimulates that the personnel cooperates.
- 8. Our personnel has the opportunity to learn.
- 9. There is sufficient material equipment available.
- 10. Our personnel uses the existing networks in our organisation.
- 11. There is an open sphere and space for vulnerability.
- 12. Unsure and vulnerable people became support to increase their self-confidence.

Interventions

- 1. Plans of renewal were adapted to the own situation.
- 2. People use manageable procedures and good, practical materials.
- 3. There is space for dialogue, reflection and personal feedback.
- 4. In a learning situation people are supported by training.
- 5. Working in teams is encouraged.
- 6. The organisation takes sufficient time to implement a renewal.
- 7. Our organisation is a learning organisation, focused on transformation and renewal.

Reasons:

- Stress
- Insecurity
- Feeling of helplessness
- Burn out
- Lack of support from school
- Difficult class
- Expert role to clear
- Tired
- Feeling unsupported
- Not encouraged to think for self
- Over-worked
- De-skilled
- Issue of credibility of consultant
- No confidence in system
- Self-protection
- Lack of reflection



Module 6 : Consultation : The Policy Dimension

Reflection on Localisation and Effectivity of Support systems

Name	Systemic Developments: Localisation and Effectiveness of Support Systems
Aims	Participants will have reflected on the position of consultation services in the whole school system and the effectivity of their localisation and their working relations with their clients. Participants will develop a critical attitude as to the future developments of support systems in/for European schools.
Activities	<ul style="list-style-type: none"> - Introduction: overview of the main positions of support services: in-/outside the school; - pupil- or/and teacher oriented - Individual reflection - Discussion in small groups. - Synthesis and conclusions on future developments. - Planning and implementation of Consultation.
Tools	<ul style="list-style-type: none"> - PowerPoint Presentation. - Discussion and reflection in small groups. - Overview and synthesis on flipcharts. - Personal Grid on Implementation
Time	<p>Research findings on localisation and effectiveness : 30 min. Individual reflection: 15 min. Discussion and Synthesis: 45 min. Personal evaluation and learning points: 30 minutes</p>
Members Involved	Gust Dens & Walter Spiess
Reference to the reader	<ul style="list-style-type: none"> ▪ Reiser, Willmann, Urban & Sanders, Different models of social and emotional needs consultation and support in German schools. ▪ Dens, G, Bogaerts, M. & Vercammen, E., Educational Consultation: Effective cooperation between teachers and consultants. ▪ Benyamini Kalman, The four clients of the school psychologist.
Evaluations	In pairs: Planning and implementation of consultation

PLANNING IMPLEMENTATION of CONSULTATION

Tasks: Discuss each other's ideas in pairs - Prepare you own grid

Who with? (client group)	In what settings?	Where will I start? (all schools / some / one...)
What type(s) of consul-tation do I want to use?	What level of working? (indiv. Pp / group / whole school)	Who do I have to persuade? (own org./schools/other agencies)
How will I start?	What preparation will I have to undertake?	Training needs Self others ?