

Summary table – basic ideas

Phase	Level	Structural basis	Reach
Development Of “Vision”	1	Almost no systematic structural provisions; only incidental and / or informal activities	Development of vision and planning are related to some of the minimum targets/developmental objectives from one or more themes and on a few pupils’ groups.
	2	Structures reach only a limited number of participants and at a limited frequency. The “vision” has a limited support and doesn’t reach the other colleagues.	Development of vision and planning are related to some of the cross-curricular targets/developmental objectives from all themes and on more than half of the pupils’ groups.
	3	The structures reach a reasonable number of participants and at a reasonable frequency. The ‘vision’ has a rather wide support and there’s a reasonable informationstream.	Development of vision and planning are related to reasonable number of the cross-curricular targets / developmental objectives from all themes and on almost all pupils’ groups.
	4	The structures reach almost all participants and at an adequate frequency. The ‘vision’ is part of the school and it has a dynamic character.	Development of vision and planning are related to almost all minimum targets/developmental objectives from all themes and all pupils’ groups.
Execution / implementation	1	Almost no structural provisions, only incidental and/or informal activities.	Only few cross-curricular targets/developmental objectives from one or more themes are being aimed at within some pupils’ groups.
	2	The structures reach only few participants; limited coherence in their functioning.	Some cross-curricular targets/developmental objectives from all themes are being aimed at within more than half of the pupils’ groups.
	3	The structures reach a considerable number of participants; and there’s rather a lot of coherence in their functioning.	A reasonable number of cross-curricular targets/ developmental objectives from all themes are being aimed at within almost all pupils’ groups.
	4	The structures reach almost all participants and their functioning is coherent.	Almost all cross-curricular targets/developmental objectives from all themes are being aimed at within all pupils’ groups..
Evaluation and adjustment			

Evaluation:

Evaluation and adjustment

Level 1

On this level vision, planning and concrete initiatives are not evaluated nor adjusted in any way.

Level 2

On this level the evaluation dealing with vision, planning and concrete activities has the following characteristics:

- The evaluation only deals with some aspects of vision, planning and concrete initiatives;
- The evaluation is not systematic;
- The evaluation is done without many negotiations / discussions
- If the evaluation data require adjustments, they are too often too 'free'

The effect on the pupils is not checked here.

Level 3

On this level the evaluation dealing with vision, planning and concrete activities has the following characteristics:

- The evaluation deals with several aspects of vision, planning and on most of the concrete initiatives;
- The evaluation is integrated in the system;
- The evaluation is done in a co-ordinated way with a limited number of participants;
- Next to the pragmatic adjustments, there are regular in-depth conclusions, on which clear agreements are made with all participants involved.

On this level, the effect on the pupils is rather superficially checked.

Level 4

On this level the evaluation dealing with vision, planning and concrete activities has the following characteristics:

- The evaluation deals with all aspects of vision, planning and all concrete initiatives;
- The evaluation is always done systematically;
- The evaluation happens in a co-ordinated way and with all people involved;
- The evaluation is not restricted to the final evaluation; interim evaluations are systematically built-in as well. Based on all evaluation data, gathered from internally and externally people involved, in-depth conclusions are drawn – these conclusions are the basis for adequate adjustments.

The effect on the pupils is checked in a diversified way – and adequately reported on as well.

