



# Guidance at crucial transition moments

Early Childhood and Primary Education

# Guidance : an inclusive and multilateral approach

- Guidance and pupil counselling are integrated
- Guidance consists of an
  - inclusive set of guidance and counselling activities
  - in order to support the personal, social and cultural development and participation of learners
  - in the context of a learning environment
  - focused on the individual learner, his interaction with the school and/or the home environment
  - both in group and on individual basis

# Guidance : 4 domains of counselling

- Guidance of the study career (help making choices)
- Counselling in case of learning difficulties and special needs
- Counselling on the development and wellbeing of learners (health, social and emotional wellbeing)
- Support participation in education

# Partners in guidance

School : first line in the four domains

Pedagogic services

Guidance and  
counselling centers

Well fare and  
education system



**An example of the integrated  
approach :**

**stimulation of early childhood  
education**

# Stimuli to early childhood education through guidance

- Attainment to early childhood education between 2,5 and 6 years of 97 %

BUT

- Difference between “inscription” and regular presence at school : need for a policy of stimulation
- Problem with smooth transition from early childhood education to primary education (proficiency in school language, general maturity, speaking, language and development disorders ...)

# Stimuli for a regular attendance of kindergarten



- Level of the pupil
  - Presence of 2/3 of one year in a Dutch speaking school (220 days)
  - If not : language test (by the counselling center)
  - Visit of a social worker (welfare) in case of infants who are not attending the Kindergarten
- Level of the school
  - Care + : extra staff for participation of infants (pre-primary)
- Level of the guidance center
  - Testing
  - Support for Care + at system level
  - Link with a reform of special needs education (= uncertain )

# Role of the Vlor as platform of stakeholders



- Confusion on the role of schools and of the centers for pupils' counselling := **agendasetting** : broadening the problem
- Conference with “field workers” from schools, guidance centers and welfare workers/healthworkers on expectations and common understanding - **consultation of a broad spectrum of educationalists and welfare workers**
- Advice : offering a platform for common understanding between schools, guidance centers and welfare / healthworkers (= level of policy makers) – **role in preparing a policy decision / special attention for transversality of policy making**