

## ABSTRACT

A Study for Establishment of School-Consulting  
System(Ⅱ)

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The purpose of the study is to build 'improvement on school education through establishment on school consulting framework and its expansion'. This study was carried under 4-year long planning. This year is the third year (2011) of study to operate establishment of school management and development of school consultant training program on field. This study will be carried out for pilot study which was based on 2010's study on school management consultant training program and develop guidance consultant to create humane infrastructure and facilitate on management expansion.

## 1. A pilot study on development and school consultant training system

## ■ The goal of study

To aim and enhance development of school consultant training program and its practicality on field, a study on school management consultant training program is focused to contribute school consulting personnel infrastructure.

▣ Operating pilot study on school management consultant training program

Pilot study on school management consultant training program has performed basic training course (6.5 hrs), professional training course (16.5hrs) and practical apprentice course (37hrs), the total of 60 hours and it was comprised with basic and practical apprentice through partially revised previous study. The training sessions were divided into group and practical training sessions. In group session, basic course focused on philosophy and outline of school management consulting and good examples on school renovation were discussed. In professional training course focused on outline of active learning, hands-on practice, diagnose organization. Last, practical apprentice course was comprised to train on site. The instructors were comprised with school consulting professionals and enterprise management consultants. Practical training was teamed up 4-6 persons in a group in training schools, each team were advised by meta-consultant. At the interim and final report, the process and results were presented.

▣ Evaluation on school management consultant training program.

The trainees were highly satisfied with program contents formation, instructors, program system and all agreed to say that they would recommend to other school teachers. All agreed on the needs on practical training, training site schools would be also benefited from school management.

▣ Suggestions from pilot study on School management consultant training program

Based on the pilot study, followings are suggested. At first, the process of school management consultant programs were followed by training in an assembly and on site-visit which was designed to provide theory and hands-on experience. The course was consisted with knowledge base.

Second, school management consulting and enterprise management consulting were joined. In group session, training consultants were from education related field as well as enterprise management field and both exchanged various learning experiences from all the fields. Based on the school consulting theory and enterprise consulting know-how's were adequately combined, so trainees had the good opportunity and also became a chance to upgrade school management consulting. Third, multi-dimensional feedbacks and evaluations were applied to improve the system. The feedbacks and evaluations were valued to improve trainee's skill on professionalism and towards the program. This training session, feedbacks and evaluations from trainee's awareness were obtained. Also training site was evaluated to adopt trainees' activities and process of training consulting program. Fourth, it provided a chance to have self-reflection and realization from past experience. The training program trainees, not only as the school teachers, as a school administrator, they had a chance to reflect themselves.

■ Final model on school consultant training program and operation plan.

This study drew final model of school management consultant training program and operation plan based on pilot study. The final model is comprised of total of 60 hours with, basic, professional and practical apprentice course. The basic course is on school consulting and education policy, professional course is focused on techniques and procedures while consulting, practical apprentice is comprised with case simulation, field experience, and reports to evaluate competence. The procedure of the course varied with lectures, debate, and practice in teams.

The head of operation is city/regional offices of education, various training centers, and regional educational support center, Korean Educational Institute,

College training centers, Korean School Consulting Research Institute are the main operating centers. Furthermore, in near future School consulting research and business center will be designed and will become a managerial center for school consultant training program. Operating periods for group training will resume in mid-July and late-December due to the vacation starting point, field training will be assigned either during vacation and semester. Potential trainees are school teacher, college professors, and researchers. For school teachers, 10 or more years of experience with first degree teaching certificate, and will be chosen through public offerings. For trainee's field experience, training site school will be selected. To be a selected school, schools need to independently volunteer through public posting. For qualification for schools, they need to prove clarity, and approval rate of participants to the requested assignment. Trainers will be selected and joined with school consultant professionals, and enterprise consultants for techniques and methods on consulting. Meta-consultant will be assigned 1-person for each training group with the qualification of consulting experience and professionalism. Program evaluation will be performed by trainee from group and practical training's contents and its operation. Training sites will be evaluated with procedure and outcome of consulting.

## 2. A study on Guidance Consultant Training Program development

### ▣ Research goal

Expansion on school consulting is mainly focused on instruction and school management consulting. Another highly help-needed area is student guidance. To support help-wanted teachers and schools, training competent guidance consultant is priority. A study was designed to train guidance consultant.

#### ■ Analysis on guidance consultant training program demand

To develop guidance consultant training program, guidance consultant's knowledge, experience, technique level, proficiency, needs were interviewed and analyzed by the level of needed area.

First, the priority demands were from maladaptive behavior guidance, counseling technique for parents and student which is technique related supports rather than knowledge and case studies.

Second, the needs and demand was high but proficiency was relatively low. Therefore the need of guidance consultant training program is urgent.

Third, professionals who had completed prior school consultant training program questioned school consulting's overall program and methods versus school teachers question on student guidance.

#### ■ Development of guidance consultant training program

First, pursue base philosophy and guidance consulting related area. Second, circulating structure that links theory into practice should be determined. Not only receiving knowledge, also putting the knowledge into practice. Third, approach should be done in group rather than individual. Guidance list should be based and outlined with accordance with school faculty by its organization. Fourth, pursue school teacher's accordance with professionalism and cooperation.

Development of guidance consultant training program is followed.

First, direction of guidance consultant training program is planned upon guidance consultant's work load, capacity and based on the theory.

Second, guidance consultant's demand was studied to secure its feasibility on training program. Third, the necessity, proficiency, importance were analyzed and prioritized the demands according to the content's area. Fourth, revised training program through meetings with professionals reviewed and advised

training contents and its demand. Fifth, lectures were requested to area specialist in guidance training program were composed of its purpose and outline. Total of 15 sessions were composed with each area, those were knowledge, techniques and experience were joined and offered 4 sessions in knowledge, 7 sessions in techniques, and 4 sessions in experience.

In knowledge sessions, contents included understanding of students, parent-community correlation guidance, school consulting. In technique sessions, guidance on maladaptive behaviors, student counseling technique, parent education and its counseling to learn how to draw problem solving and collecting comments. Finally, experience area, emphasized to obtain practical training apprentice of guidance consulting on field and acquired to have simulation classes.

### 3. Policy Suggestions and Conclusion

Policy making suggestions regarding pilot operation on school management consulting training program and guidance consultant training program development are followed.

For operation of school management consultant training program, at first the practical apprentice on school management consultant training program should be expanded. Second, boost and establish participation of meta-consultant and support on practical training. Third, recruiting and securing highly qualified faculties in pool are needed. Fourth, organization of consulting team is needed to provide professionalism to trainee.

In relation, to expand school management consultant training program and to set an infrastructure, first expansion of personnel infrastructure is needed through school management consultant training program. Second, need to develop diagnosis problems on school organization and build school management

consultant training program to make better use. Third, plan direction of school management consultant program's activity. With all these suggestions, we have suggested 'school consulting research, business center's operation model, public and commission to private organization or joined operation model.

Regarding guidance training program development, first cumulative guidance should be provided with the careful consideration on student's growth and development for problem solving. Second, operation of guidance consultant training and its supportive system is needed. Third, guidance consultant recruitment and placement plan should be settled.

Followings are conclusions based on research.

First, school management consultant training program is designed to train highly potential school management consultant. It should be operated and expanded to city-regional offices of education, various training centers all year long.

Second, a highly qualified consultant from training program should receive opportunities obtaining further experiences on field, and establishing infrastructure should be continued.

Third, guidance consultant training program is composed of knowledge·technique·experience related issues are covered based on its task, capacity, guidance related program, and coping with school teacher's demand.

Fourth, training program should be operated on field to obtain guidance consultant continuously and training program should bring up to the perfection since it was developed precisely under careful research steps.

**keywords : school consulting, system establishment, school management consultant training, pilot operation, guidance consultant, program development**