A Policy Research on the Developmental Plan of Weeschool: Focusing on the Gyeonggi Saeul School

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Abstract

The purpose of this study is to suggest the identity and operating direction of Gyeonggi Saeul School(Gyeonggi-style Wee School) which serves as a three stage safety net of the school safety integrated system for students in crisis. To this end, 10 teachers from Gyeonggi Saeul School and 5 experts in related fields were interviewed using a predefined interview analysis frame. A qualitative analysis was performed using the 'Template data Analysis Methods (TAM)' for the interview verbatim record. According to the result of the analysis of interview data on the operating factors of Gyeonggi Saeul School, the Gyeonggi Saeul School faculty group showed three factors including identity · model factor, program factor, and future improvement plan, and each subcategories were identified. In the expert group, three factors of identity · model factor, program factor and school-faculty factor, and each subcategories were identified. Based on the results of the study, the developmental plan of Gyeonggi Saeul School were suggested as follows: First, it is necessary to strengthen the unique identity of Gyeonggi Saeul School as the third safety net of the Wee project. Second, professional manpower with expertise required to perform the unique role of Gyeonggi Saeul School should be secured. Third, Gyeonggi Saeul School's unique systemized curriculum should be established and programs and teaching plans should be developed. Fourth, in order to prevent exhaustion of Wee School faculty members and strengthen professional competence, it is necessary to improve treatment and the organizational culture of mutual communication. Fifth, it is necessary to establish an organization responsible for integrated support, education, and research for Wee classes and Wee centers in Gyeonggi-do. Sixth, it is necessary to secure the identity and expertise by converting Gyeonggi Saeul School into a direct agency of the Provincial Office of Education and opening a door to external experts. The significance and limitations of the study were discussed.

Keywords: Wee School, Gyeonggi Saeul School, Developmental Plan, Adolescent Maladjustment, School Dropout

Received(April 23, 2020), Review Result(1st: June 8, 2020, 2nd: July 29, 2020), Accepted(August 28, 2020)

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1. Introduction

Since 2008, the Wee Project has been implemented to improve the quality of public education and help healing, care and restorative growth through support for students at risk of school maladjustment, which is closely related to school dropout. The purpose of the Wee Project is to eliminate school maladjustment and prevent loss of human resources by establishing and operating a dense and comprehensive national safety net for students exposed to crisis situations through close cooperation between school, office of education and community and cultivate students as talents who maximize their individual competencies with school life support service of sensitivity and communication[1][2].

The Wee project as a school safety integrated system consists of three stages: Wee class installed in the unit school focusing on professional counseling teachers, Wee center installed in the regional office of education, and Wee school installed in the metropolitan and provincial offices of education. Among them, Wee School is a long-term entrusted educational institution for students in the highly risky group who need long-term healing. It has boarding facilities, where professional counseling intervention and studies are conducted at the same time and targets students who are referred by the school or Wee Center or adolescents who gave up their studies. Wee School is of significance in that it improves students' school adaptation and provides opportunities for adolescents to return to school by operating a differentiated curriculum that supports intervention in crisis students through alternative education in public education[3-5]. However, 14 Wee schools nationwide have very different operation methods, such as the target of operation, student selection method, and quota, curriculum, and staff status. Currently, most Wee schools are operated in the form of various schools based on Article 60 (3) of the Elementary and Secondary Education Act, while there has been a movement to operate Wee School as an alternative school in recent years. In fact, the Cheongmyeong Student Education Center of Wee School in Chungbuk opened as Eunyeoul Middle School (EMS) in 2017 and switched its operating mode to a three-year alternative school, and similar concerns and discussions are in progress at other Wee schools.

The increasing demand for change in Wee School operation is related to situations in which various problems have not been solved continuously such as the stigma effect on enrolled students, the problem of maladjustment after returning to the original school, selection of target students, difficulty in recruiting staff and operating the school in Wee School operation so far. As previous studies pointed out, in order for Wee School to be effectively operated in the field

of education, contents such as accurate understanding of adolescents, curriculum, various programs, and teacher training that can help students to adapt to school are required[4]. Above all, the various actors that make up Wee School need to embody the identity of Wee School by clarifying the value and purpose of the Wee School operation according to each contextual situation. Based on this, it is necessary to adjust the type of curriculum or institution, the composition of faculty members, and each metropolitan and provincial office of education needs to clarify the policy establishment and direction of implementation accordingly[6].

However, since the implementation of the Wee Project, the studies related to the Wee Project so far have focused mainly on the Wee Class and Wee Center, and there have been almost no studies suggesting the direction of operation or developmental plan only for Wee School[1]. As it has been a while since Wee School was founded and started operating and Wee School's role, identity, and operational problems and demands for change are increasing in the process, it is necessary to provide guidelines and directions for the future operation of Wee School.

Therefore, this study is was conducted to check the operation status of Wee School, and explore the identity of Wee School and seek future development directions focusing on related subjects of Gyeonggi Saeul School (GSS), a publicly commissioned Wee School in Gyeonggi-do.

Opened in 2013, Gyeonggi Saeul School is operated as various schools with a boarding-type long-term entrusted curriculum for students who are in danger of dropping out of school due to difficulty in normal school life, students who need long-term crisis intervention due to school disciplinary action, and middle school students in the jurisdiction such as school dropouts. The curriculum consists of Korean, social studies, and alternative subjects, which are ordinary subjects. After a certain period of entrustment, students return to their respective schools.

Currently, Gyeonggi Saeul School operates as an educational and treatment institution to realize Wee School's establishment purpose of healing, caring, and restorative growth for crisis students. Originally, it maintained the form of a school to maximize the educational effect as a long-term alternative education committed institution, but in reality, it has a strong character as a treatment committed institution[7]. Since its opening, Gyeonggi Saeul School's school faculty and operating subjects have consistently raised the need to review the establishment and operation effectiveness as Wee School with regard to school operation and direction. Therefore, it is expected to provide more specific and practical information based on the experiences and concerns related to the operation of Wee School. The research questions of this study are as follows:

First, what is the identity and operation direction of Wee School perceived by Gyeonggi

Saeul School related actors?

Second, what is the improvement plan related to Wee School that the Gyeonggi Saeul School related actors think?

In order to solve these research problems, interviews were conducted with Gyeonggi Saeul School's faculty and external expert groups, and operational factors of Gyeonggi Saeul School were derived through qualitative analysis of interview verbatim. Based on this, it is expected to help find answers to the concerns of Gyeonggi Saeul School and other Wee Schools by proposing future operating directions and developmental plans of Wee School.

2. Research Method and Analysis

2.1 Research Participants

In order to comprehensively collect information on the overall operation of Gyeonggi Saeul School, a total of 10 faculty members in charge of various positions and duties were selected as interviewees (principal, teaching director, career counseling teacher, professional counseling teacher, homeroom teacher, 2 professional counselors, superintendent, social worker). As external experts related to Wee School, five experts who are familiar with Wee School operation and policy or are in charge of related tasks were selected. First, three researchers from the Korea Educational Development Institute (KEDI), who can be considered experts in the Wee project, and one person in charge of the Gyeonggi-do Office of Education (GOE), the managing agent of Gyeonggi Saeul School, and vice-principal of EMS which recently changed its operating mode to an alternative school were selected as research participants.

2.2 Tools and Procedures

2.2.1 Interview Questionnaire

In order to organize the interview questionnaire, the researchers conducted a data survey through previous studies on Wee School, literature search on related contents and Internet search, and conducted two discussions between the researchers (interviewers) based on this to form the final interview questionnaire. The final interview questionnaire was composed of open-ended questions by separating the faculty of Gyeonggi Saeul School and the expert group. The key question categories and example questions are presented in [Table 1].

[Table 1] Interview Questions

Target	Main category	Sample questions
Gyeonggi Saeul School	Identity and model	What do you think is the identity of Gyeonggi Saeul School?
	Curriculum	To what extent do you think the current educational programs are consistent with the identity (goals) of Gyeonggi Saeul School?
	Operation management	How appropriate do you think the overall operation of Gyeonggi Saeul School is? What do you think needs to be improved?
	Interaction	How well do you think communication or interaction among faculty members is currently working?
	Improvement	If you have any opinions for the development and improvement of Gyeonggi Saeul School, please tell us.
External expert	Identity	What do you think of Wee School's identity as a Wee Project researcher?
	Policy	What is the Ministry of Education's latest policy for Wee School?
	Purpose of establishment	Do you think Wee School is currently operating according to the initial purpose of establishment?
	Change	What do you think of some Wee schools' attempts to change from entrustment-type to alternative schools? What changes have been made since the transition from entrustment-type to alternative school?

2.2.2 Interviewer

Interviewers were the researchers in charge of this study consist of two doctorates in pedagogy and two doctors in psychology who majored in counseling psychology and clinical psychology. After identifying the actual operation status of Wee School based on prior research and annual reports of each Wee School, interviewers fully discussed the content of the interview questions and the interview method. Also, it went through the process of checking for possible problems and uncertainties through the mock practice before the interview.

2.2.3 Interview Procedure

The researchers decided to conduct the interview by dividing the participants into Gyeonggi Saeul School's faculty members and Wee School-related expert group, and obtained consent to the research participation in advance through the consultation with the relevant institutions (Gyeonggi Saeul School, Eunyeoul Middle School, Korea Educational Development Institute, Gyeonggi Provincial Office of Education). Interviews were conducted individually or in groups for a period of 2 months, and the interview time was set in advance, and an interview questionnaire was sent in advance by e-mail to prepare for the interview. The interview was

conducted for 45-90 minutes in a comfortable place where the interviewees are working. All interviews were recorded with the subject's consent (mp3 file). 10 teachers from Gyeonggi Saeul School were interviewed individually and in groups for two days of August 8 and 27, 2019. Five external Wee School related experts visited the responsible experts of Eunyeoul Middle School (August 29), Korea Educational Development Institute (September 4) and Gyeonggi Provincial Office of Education (September 5) to conduct interviews individually or in groups. In case we do not have enough understanding through the verbatim data, the connection system (relationship) with the interviewees was maintained, and additional questions were asked through phone calls if necessary.

2.3 Analysis

2.3.1 Data Analysis Method

A complete verbatim of the recorded interview was released and used for analysis. The present researchers determined that the 'template data analysis methods (TAM)', which is a qualitative analysis method focusing on content analysis with a basic analysis frame, is suitable for interview verbatim analysis. The template data analysis methods (TAM) proposed by Crabtree and Miller[8] can be applied when there are prior studies or theories, and the interview verbatim data is classified into meaning or content units within the framework suggested by the researcher. According to the agreement of the analysts, the categories can be modified, and the data is interpreted and the categories are determined according to the modified framework.

2.3.2 Analysis Team and Supervisor

As it is a qualitative study on the overall operation of Wee School, interviewers conducted an analysis in consideration of expertise. They have a sufficient understanding of the Wee School project through a literature study related to Wee School in advance and a meeting with the Office of Education's persons in charge of Wee School, and the supervisor is a researcher with extensive research experience in the field of adolescents.

2.3.3 Verbatim Analysis

Based on each interview verbatim material, the researchers first classified the interview content into factors of identity · model, program operation, and future improvement plants according to the framework of research analysis. Then, the researchers gathered and summarized cases

where content classifications were inconsistent or missing by interview group through agreement of four people. In this process, cross-analysis was conducted, and language responses according to category names and categories were additionally summarized according to the supervisor's feedback.

3. Results

3.1 Teaching Staff of Gyeonggi Saeul School

Based on prior research and surveys, the research and analysis framework for the Wee School's operational factors suggested by the researchers for the teaching staff of Gyeonggi Saeul School were factors of identity, model, program operation, and future improvement plans. According to the result of the analysis of the interview verbatim of the teaching staff of Gyeonggi Saeul School, three factors related to the operation of Wee School finally identified, subcategories belonging to each factor, and frequency (indicated by numbers in parentheses) were calculated. In addition, representative contents of each category were exemplified as the verbatim.

3.1.1 Identity and Model Factors

The factors of identity and model of Gyeonggi Saeul School's teaching staff were divided into three subcategories [Table 2]. The first is a category related to whether the teaching staff of Gyeonggi Saeul School understands the aim and purpose of the operation of Wee School, which was named as 'Understanding of identity' (4). The second is the category related to how the teaching staff of Gyeonggi Saeul School thinks of the Wee School's operation pattern, which was named as 'operation model (10).' The third is a category related to the types of maladjustment of students who actually enter Wee School, which was named as 'characteristics of target students' (3).

[Table 2] Subcategories of Identity and Model Factors among the Operating Factors of Gyeonggi Saeul School Reported by the Teaching Staff of Gyeonggi Saeul School

Subcategory	Example
Understanding of identity	The direction of the school is to heal and care for children who have difficulty adapting to school emotionally and domestically, and those who have difficulties in the care environment at home, thereby making it difficult for them to continue their studies
	Rather than learning, I think that it is an organization that can help children build relationships that adapt to society, their responsibilities, and so on

Operation model	Because it is a customized education for children and aims for free education, the program has been changed to better adapt to this school, rather than an adaptation program that makes them return to original school, which is contrary to purpose.
	I think the school adaptation program, which is very stable now, is not going well and it is a concept of protection.
Characteristics of target students	If there are 20 people here, 20 people are all different.

3.1.2 Program Operating Factors

The program operating factors reported by the teaching staff of Gyeonggi Saeul School were divided into 11 sub-categories, and each category and frequency (indicated by numbers in parentheses) are as follows: 'Faculty Professionalism(9)' related to the faculty's understanding of education for Wee School operation and program operation and faculty's professionalism to deal with maladjusted students, 'Faculty's Interaction (9)' related to the faculty's work cooperation on the operation of Wee School, 'Linking with Parents (5)' related to the cooperation of the school and parents for Wee School operation and children's adaptation, 'Characteristics of Program (6)' related to the progress of various programs for the operation of Wee School, 'Effectiveness of Program (9)' related to the effectiveness of various programs conducted at Wee School, 'Student Maladjustment(5)' related to the maladjustment type of students who come to Wee School, 'Faculty Composition (3)' regarding the characteristics of members for the operation of Wee School, 'Facilities(3)' related to the facilities of Wee School', 'Post-management of Completed Students (3)' related to connection with students and follow-up management after completion of Wee School, 'Linkage with Community (1)' on the community linkage to effectively support the operation of Wee school, 'Adequacy of Operating Budget (2)' related to the adequacy of the Wee School operating budget. Of these, only the sub-categories with high response frequency and their examples are presented [Table 3].

[Table 3] Subcategories of Program Operating Factors among the Operating Factors of Gyeonggi Saeul School Reported by the Teaching Staff of Gyeonggi Saeul School

Subcategory	Example
Faculty Professionalism	When appointed from Suwon or Yongin the outside of the jurisdiction, teachers come out in a state randomly assigned, they face a new environment that is hard to imagine in our school for those who used to be regular teachers
	These children need really in-depth counseling, I mean that we should provide customized counseling for children who are severely violent, but the reality is different.

Faculty's Interaction	Even among teachers, there are many situations in which educational values and philosophy are so different that opinions may conflict
	Sometimes disagreement is more severe because the educators' view is different from that of administrators
Linking with Parents	In some cases, it is difficult for parents to cooperate. Most of them have single mothers, single fathers, but children who are violent although they have both parents, so not only children but also parents are sick
Effectiveness of Program	Our basic subjects are social studies and Korean. But it is not working at all. Because the reason why the program does not work properly in school is unity, but the fluctuation of students is too severe.
	In terms of life, children's harsh behavior and so on are much less. It is reduced noticeably, but I think that there is little progress in academic or vocational skills or interpersonal skills
Student Maladjustment	When sexual intercourse outside, conditional encounters, statutory rape, etc. spread to school and the truth has been confirmed
	When there is a problem of conduct, the most serious thing is the infringement of teachers right, and there are many cases where not only the infringement of teachers right but also the problem of assault by classmates and juniors

3.1.3 Factors of Future Improvement Plan

The factors of operation improvement plans proposed by the teaching staff of Gyeonggi Saeul School were divided into nine sub-categories. 'Additional Establishment of Alternative Schools (4)' related to the additional establishment of various alternative schools to meet the characteristics and demands of maladjusted students for the effective operation of Wee School, 'Selection of Target Students (3)' related to the selection of students to increase the efficiency of the operation of Wee School, 'Development of Programs and Teaching Materials (9)' related to the development of school-level programs and teaching materials for the efficient operation of Wee School, 'Improvement of Faculty's Professionalism(3)' related to securing professionalism of faculty members for the efficient operation of Wee School,

'Improvement of Faculty Treatment (5)' related to economic compensation of employees and improvement of working environment, 'Change to Alternative School (5)' proposed for the effective operation of Wee School', 'School Promotion(1)' related to promotion for admission, 'Management during Vacation (2)' regarding the need for protection during weekends and vacations considering students' home and environmental conditions, and 'Facility Improvement (2)' related to facilities suitable for Wee School. Among them, the sub-categories with high response frequency were given as examples [Table 4].

[Table 4] Subcategories of Future Improvement Plan Factor among the Operating Factors of Gyeonggi Saeul School Reported by the Teaching Staff of Gyeonggi Saeul School

Subcategory	Example
Additional Establishment of Alternative Schools	I think there should be at least one alternative school in the form of Wee school in a city
Selection of Target Students	Rather, a good child and a child without violence see and learns children with violence, and I want them to be separated
Development of Programs and Teaching Materials	I mean it is necessary to create textbooks suitable for the level of these children. When we say that we go to gardening, we raise animals, we practice woodworking, and we do science-related exercises, the content is not organized. It is called alternative education, but these textbooks in this field or anything like that has not been developed at all.
Improvement of Faculty's Professionalism	People with expertise in each field should be more recruited
Improvement of Faculty Treatment	I feel like I have a lot of work. But the effect had a lot of influence just before, so in the salary issue, many teachers said that it was surprisingly small when other teachers heard and it is so much stressful
	I mean the office of education recognizes only the office of education's career... If the person has worked at a youth-related institution, it should be recognized to some extent, may be 80%?
Change to Alternative School	After 1 year, I often contact the children again after completion, and most of them go to the Review Center, or almost all the friends I care about are there. So I thought it would be much better to protect the children here for about 3 years, and then make them grow up and go to high school.

Based on the result of the interviews with the teaching staff of Gyeonggi Saeul School, three factors were identified as the operating factors of Wee School: identity, model, program operation, and future improvement plans. In the case of identity and model, the teaching staff of Gyeonggi Saeul School recognize it as a school that provides short-term healing and care for students who have vulnerable school adjustment and home care. In addition, in terms of operation model, the teaching staff of Gyeonggi Saeul School had a lot of negative opinions about operating in the form of short-term entrustment because of the problems that students' state deteriorates when they return to school from home during weekends and vacations, or positive changes return to the previous state. The teaching staff emphasized the need to change to a long-term operation model in order to maintain students' fundamental changes and persistence of treatment effects. However, other teachers raised concerns about whether the current program focuses on adaptation to Gyeonggi Saeul School rather than students returning

to their original school. The Gyeonggi Saeul School's teaching staff's awareness of the professionalism of the teaching staff was generally negative, and they perceived that their voluntary motivation for adaptation was low and their understanding and passion for students was insufficient because of the circulation work system. In the case of interaction among faculty members, there was a lot of negative awareness, such as lack of communication between teachers or administrators and among teachers due to differences in values, and many opinions about conflicts between general teachers and public officials. In the case of the program operation, the teaching staff of Gyeonggi Saeul School had difficulty in the progress of the class due to the lack of systematic curriculum or teaching materials for alternative subjects, and positive and negative opinions were mixed among the faculty members about the effectiveness of the program.

The future improvement plan factors suggested by the teaching staff of Gyeonggi Saeul School include the establishment of additional alternative schools, the activation of school promotion, the need for the operation during vacations and weekends, manpower supplementation, improvement of facilities, selection of students considering the types of problems, development of programs and textbooks suitable for Gyeonggi Saeul School, improvement of the professionalism and treatment of faculty and change to alternative schools.

3.2 Wee School Related Expert Group

Based on previous studies and surveys, Wee School operating factors of Wee School related expert group suggested by the researcher were three factors: identity · model, program operation, and school-faculty factors. The contents of the three factors, the subcategories of each factor, the frequency of responses to each subcategory (numbers in parentheses), and representative examples are presented.

3.2.1 Identify · Model Factor

The identity · model factor of Wee School related experts was divided into 3 sub-categories of 'understanding of identity (4)' related to how Wee School related experts understand the aim and purpose of Wee School operation, 'operation model (28)' related to awareness of the characteristics of the Wee School operation and 'characteristics of target students (1)' related to the types of maladjustment of students actually entering Wee School. The contents considered to reveal the characteristics of each category are presented as examples [Table 5].

[Table 5] Subcategories of Identity · Model Factor among the Operating Factors of Gyeonggi Saeul School Reported by Gyeonggi Saeul School Related Experts

Subcategory	Example
Understanding of identity	Wee School is an institution that has a focus on the important concept in term of such a healing concept that can counsel, cure and recover children so that they can go back to school and live.
	We keep bringing the school system because we keep using Wee School as the concept of school
Operation model	There is an entrustment period, so it is minimum 3 to 6 months and maximum 1 year. But after a year or so, students try to open their mind a bit, and in the 2nd year, they are willing to study, and in the 3rd year, they study a bit. But since the two years are too short, the third graders have spent three years with us.
	The goal of Wee School is school welfare, which is not to institutionalize it. So it's short term of 3 months. In hospital centers, it takes only 3 months for treatment. That means thorough school welfare. ..If it goes wrong, an alternative school is also institutionalized and boarding type, or there is no reason to go to another alternative school, so I believe that in this respect, we need a strengthened school for its original purpose, school welfare and healing concepts
	We need to constantly link Wee Center with Wee School. ... They need to be intimately point organized and linked, but existing Wee School is completely independent of itself

3.2.2 Program Operating Factor

The program operating factors of Wee School-related experts were divided into 5 sub-categories of 'faculty's professionalism (6)' related to faculty's understanding of education and program operation for the operation of Wee School and faculty's expertise to deal with maladjusted students, 'interaction of faculty members(4)' related to the work cooperation of faculty members on the operation of Wee School, 'characteristics of program (7)' related to the progress of various programs for the operation of Wee School, 'Effectiveness of program (6)' related to the effectiveness of various programs conducted at Wee School, 'student maladaptation (2)' related to the type of maladaptation of students attending Wee School [Table 6].

3.2.3 School-faculty Factor

The school-faculty factors suggested by Wee School related experts were divided into 2 subcategories of 'student recruitment(4)' related to student recruitment for the effective operation of Wee School, 'Faculty operation (8)' related to the operation of the Wee School's faculty. Representative examples of each category are presented [Table 7].

[Table 6] Subcategories of Program Operating Factor among the Operating Factors of Gyeonggi Saeul School Reported by Gyeonggi Saeul School Related Experts

Subcategory	Example
Faculty's professionalism	They set a boundary of help even if they want to help, so the cycled teachers who come back after a while rather than the public employees think that circumstances are very different from what they expected
	I think it would be better to have an open system so that people who feel proud about this kind of work can work for a long time, but teachers cannot extend the term twice if extending once
Interaction of faculty members	During the Wee School Workshop, this time, we gathered all the teachers and counseling teachers. I think a place for sharing is really necessary.
Characteristics of program	They say when they come in here, they feel like getting out of from the whirlpool. And it's good because we use the nature for subject experience. Especially in the case of a boarding type, I think the country type would be good
Effectiveness of program	This effect should be seen in the long run if it is caused by wrong care at home or school, and perhaps the effect would appear when students who have passed through will get married, lead a social life, and at a minimum, the crime rate will be reduced, things like that
	The most noticeable decrease after the Wee project was launched is the rate of school dropout

[Table 7] Subcategories of School-faculty Factor among the Operating Factors of Gyeonggi Saeul School Reported by Gyeonggi Saeul School Related Experts

Subcategory	Example
Faculty operation	Because it is difficult for a professional counselor to go to a management position, it is difficult to make a voice in school management
	If looking at the model now, I think that managers need to have a little more expertise in healing and counseling.
Student recruitment	If a student transfers to our school, he/she will be entrusted. For about a month as entrustment... Because we are so different from regular schools, they have to live for about a month and their parents should make a decision.

The expert group recognizes that the purpose of Wee School is to conduct counseling and healing activities to help students return to their original school in the sub-category of the identity and model understanding regarding the core values and roles of Gyeonggi Saeul School but also pointed out the need to operate in a more comprehensive and flexible form. The opinions of the expert group on the operation model were different depending on the group. Experts working at Wee schools in other regions said 1 year is too short and emphasized the longer term operation which combined three years or six years of secondary

education. On the other hand, the expert group who has experience in conducting Wee School policy research showed a negative position toward the change to alternative schools because Wee School can be regarded as a kind of healing school, and therefore return to the original school should be the most important goal.

In addition to pointing out that the current Wee School working environment is poor regarding the problem related to the lack of professionalism of Wee school teaching staff, Wee School related experts provided opinions on creating an environment where teachers with passion and expertise could continue to work and the need to reorganize the current faculty personnel system. They also emphasized the need to provide a place to share opinions through a council in addition to improving the atmosphere that recognizes the role of public officials. In addition, Wee School related experts emphasized the need to evaluate the effectiveness of the Wee School Program in the short term as well as the need to examine it from a more long-term perspective.

Discussion

In this study, an interview survey for Gyeonggi Saeul School's faculty and expert group was conducted in order to suggest a developmental plan for Gyeonggi Saeul School and analyzed the contents. Focused on the results of the study, the following are the discussions and suggestions for an improvement plan.

According to the result of the analysis of interview data on the operating factors of Gyeonggi Saeul School, the Gyeonggi Saeul School faculty group showed three factors including identity · model factor, program factor, and future improvement plan, and 3, 11, and 9 subcategories, respectively, while in the expert group, three factors of identity · model factor, program factor and school-faculty factor, and 12 subcategories were identified.

The contents of research findings are summarized as follows: First, it was found that there is confusion in the concept of Wee School due to the difference in Wee School's identity, which is understood by the experts of the Wee Project, the person in charge of the provincial office of education, and the teaching staff of Gyeonggi Saeul School. At first, Wee School was established as a school for maladjusted students as the 3rd safety net for the Wee project, but it can be seen that it is being converted into various forms that deviate from its original purpose in the operation process.

Second, it was found that Gyeonggi Saeul School lacked expertise in fulfilling the role of Wee School. In particular, it was found that the faculty circulation work system had a negative

effect on school adaptation. In addition, the professionalism of manpower for counseling and healing activities composed of one professional counseling teacher and one professional counselor was found to be low.

Third, as Gyeonggi Saeul School's curriculum does not create an educational environment for the efficient operation of Wee School, it was found that systematic development of alternative curriculum at school level is necessary.

Fourth, it is necessary to improve the working conditions of the teaching staff, such as the relationship between regular teachers and official employees, the problem of exhaustion of the teaching staff as a long-term trust agency, and organizational climate issues related to mutual communication among faculty members.

Based on the results of this study, the researchers propose suggestions for the development of Gyeonggi Saeul School and matters that should be additionally confirmed in follow-up studies.

First, Gyeonggi Saeul School is the 3rd safety net for the Wee Project and needs to be operated according to the purpose of the Wee School establishment. In this study, the teaching staff of Gyeonggi Saeul School want to switch it to an alternative school system, while the office of education is showing a difference of opinion to maintain the function of Wee School, giving confusion. In the Wee Project, Wee School is the third safety net where 'boarding type long-term trust education for highly risky students in need of long-term healing' is conducted, and the target students are specified as 'students or school dropouts who require an intervention of both professional counseling intervention and academic intervention in the dormitory'. Currently, Gyeonggi-do has a sufficient number of schools to offer alternative education compared to other cities and provinces, so it is necessary to establish a new form of unique identity as Wee school rather than maintaining an identity as an alternative school.

Second, in order for Gyeonggi Saeul School to properly function as the 3rd safety net of the Wee Project in Gyeonggi-do, it is necessary to secure professional personnel with appropriate expertise. What many experts have consistently pointed out about whether the Wee Project was successful or not is also the improvement of the professionalism of the counseling staff [1][9-12]. Currently, Gyeonggi Saeul School has one professional counseling teacher, two professional counselors, and one clinical psychologist. In order for Gyeonggi Saeul School to further strengthen its expertise as Wee school, it is necessary to put more effort into counseling and healing activities, and secure the most professional workforce in Gyeonggi-do.

Third, Gyeonggi Saeul School's unique systematic curriculum should be established. Not only are the types of problems of students entrusted to Gyeonggi Saeul School diversified, but

serious cases are also increasing. As these students have difficulty adapting to the general classroom environment, it is necessary to develop an educational program for Wee School, prepare standardized textbooks and teaching plans to operate it, and perform an improvement process based on continuous evaluation of the effectiveness. Furthermore, it is necessary to construct a customized curriculum for each problem type or a 1:1 curriculum according to the problem tendency for students with various problems[13-15].

Fourth, it is necessary to improve the treatment of faculty members working at Wee School and to improve the organizational culture of mutual communication. Wee School has poor working conditions compared to general schools. Regardless of their will, a professional counseling teacher or general teacher is appointed. It is also an environment where no one is willing to come. It is difficult to stably run a class in a situation where both curriculum and contents change when a person changes, and the teacher's teaching know-how cannot be accumulated. In order to lure resources with professional competence, appropriate treatment should be guaranteed, and the low job satisfaction problem of education officials should be also solved. In the case of external resources, acknowledging the youth counseling career as well as the teaching career can be a way to increase the valence of resources with professional competency. In addition, it is necessary to support the continuous improvement of professional competency by regularizing recharging measures for stressful and easily exhausted faculty members, and protection and support for direct and indirect trauma of teaching staff, and training.

Fifth, there is a need to establish an organization in charge of research and counseling personnel training for the healing of maladjusted students in Gyeonggi-do. Given the role and size of these institutions, it can be said that it is rational to operate at the central government level, not at the city and province level. However, if an institution was not established at the government level, we can consider proposing a new model by giving this role to Gyeonggi Saeul School. Giving Gyeonggi Saeul School a new identity as 'Gyeonggi-do Student Counseling Center (tentatively named)' to make it serve as the Wee Project's integrated support organization such as education, program development, and performance evaluation for consulting workers in the province working in Wee classes, Wee centers, etc. in addition to the role of the 3rd safety net in Gyeonggi-do as Wee School can be a creative way to respond to a growing number of school maladjusted students. Of course, in order to make this a reality, financial support and securing of professional manpower suitable for its role and status should be preceded.

Sixth, there is a need to convert Gyeonggi Saeul School into a direct agency of the

Provincial Office of Education and open a door to external experts. In order to secure identity and establish an operating system as the only Wee school in Gyeonggi-do, it is necessary to operate it as a direct agency within the Provincial Office of Education. If it is switched to a direct agency of the Provincial Office of Education, the connection with public officials in charge of social welfare in Gyeonggi-do may be more smooth as a multi-faceted support plan for students. In addition, as the coping ability is insufficient due to the short period for Wee Project's related personnel to accumulate expertise, it is necessary to promote a plan to cultivate and train internal experts by opening the door to external experts for a certain period of time as a way to secure the expertise of human resources related to the Wee Project.

This study started with a critical mind about Wee School's unique identity and direction of operation, which is gradually increasing among faculty members and related experts while the Wee Project is being implemented and operated. It is difficult to generalize the results of this study to all Wee Schools in that this study is only for Gyeonggi Saeul School, a Gyeonggi-type Wee School. However, as Wee School has attracted relatively less interest and attention compared to Wee classes or Wee centers, and there are few related studies, the results of this study are expected to serve as a basis for further studies on other Wee schools. Furthermore, based on the results of this study, we hope that discussions on more specific Wee School operation will be more active, and various actors involved in Wee School operation will prepare practical efforts and plans to bring about substantial changes.

Acknowledgement

This study was conducted as a policy research project of the Gyeonggi-do Office of Education in 2019.

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