



Welcome on an Inclusive journey!





Fundamental challenges and dimensions of inclusion in Sweden and Europe-

**met by professionalization of Communities,
Schools and Teachers"**

..

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What is the main Challenge/Herausforderung of Inclusion in Austria?

-think, write it down, bring it with you and ask questions!



Scene 1:

A Swedish municipality 2003:

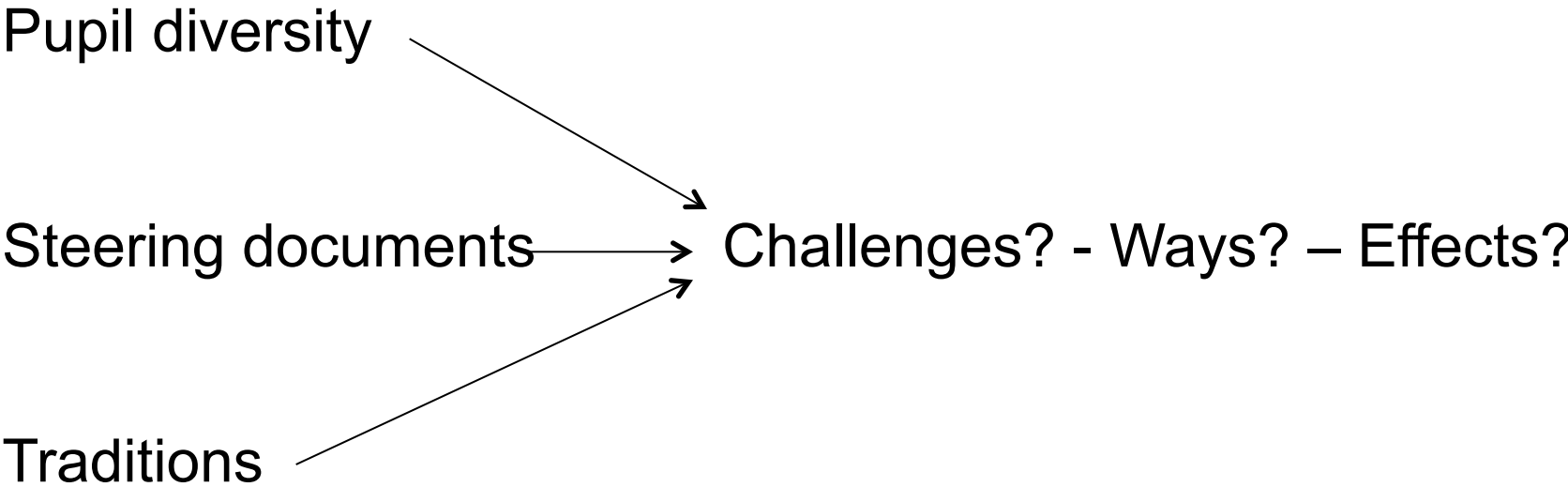
”We want to include all pupils”

Inclusion from 17 experiences and perspectives

Inclusion is about complex processes of 'cultural change'



Scene 1: The fundamental tension underneath



1950 approx 8%

**'Mind the Gap'
(in Sweden)**

2013 approx 100%



Scene 3: It is a large and complex production and reproduction process (Swedish case)

- Every day 1,600,000 pupils and 160,000 professionals go to school!
- Approx. 15% are in need of 'special support' (Action Plans)
- It is the largest 'enterprise' in our societies.

Fundamental Question:

Is our management structures, procedures and competences in balance with that challenges?







Fundamental challenges in the world of 'cathedrals':

- How to break traditions that do not meet needs?
- How to meet fear, uncertainty and insecurity?
- How to support lonely principals?
- How to create adaptive teaching?
- How to meet complex needs, such as neuropsychiatric disability?



It seems that we need more **CAPABILITY**:

- Context awareness; what challenges?
- Correspondence; vision-law-implementation
- Conceptual clarity
- Continuum of support
- Collaboration
- Consciousness of 'Qualities' to offer

The Organisation of Provision project gives some promising answers



Essunga and Flensburg studies show the necessary logic:

1. By accepting 'bad outcomes' of segregation and the 'school tradition as a causal factor', strong leaders and supportive organisations joined to:
 - Close down segregated, special settings and organise creative collaboration between special teachers and subject teacher competence (a common practice) which gave:
 - Inclusion with enough quality to benefit all students in terms of belonging and goal achievement



1. 'reality'

4. The need for an explicit idea of school and pupils built on research

2. Oneself as causal factor

5. The need for change in thinking and acting – visibility, support, variation

Learn and change by accepting

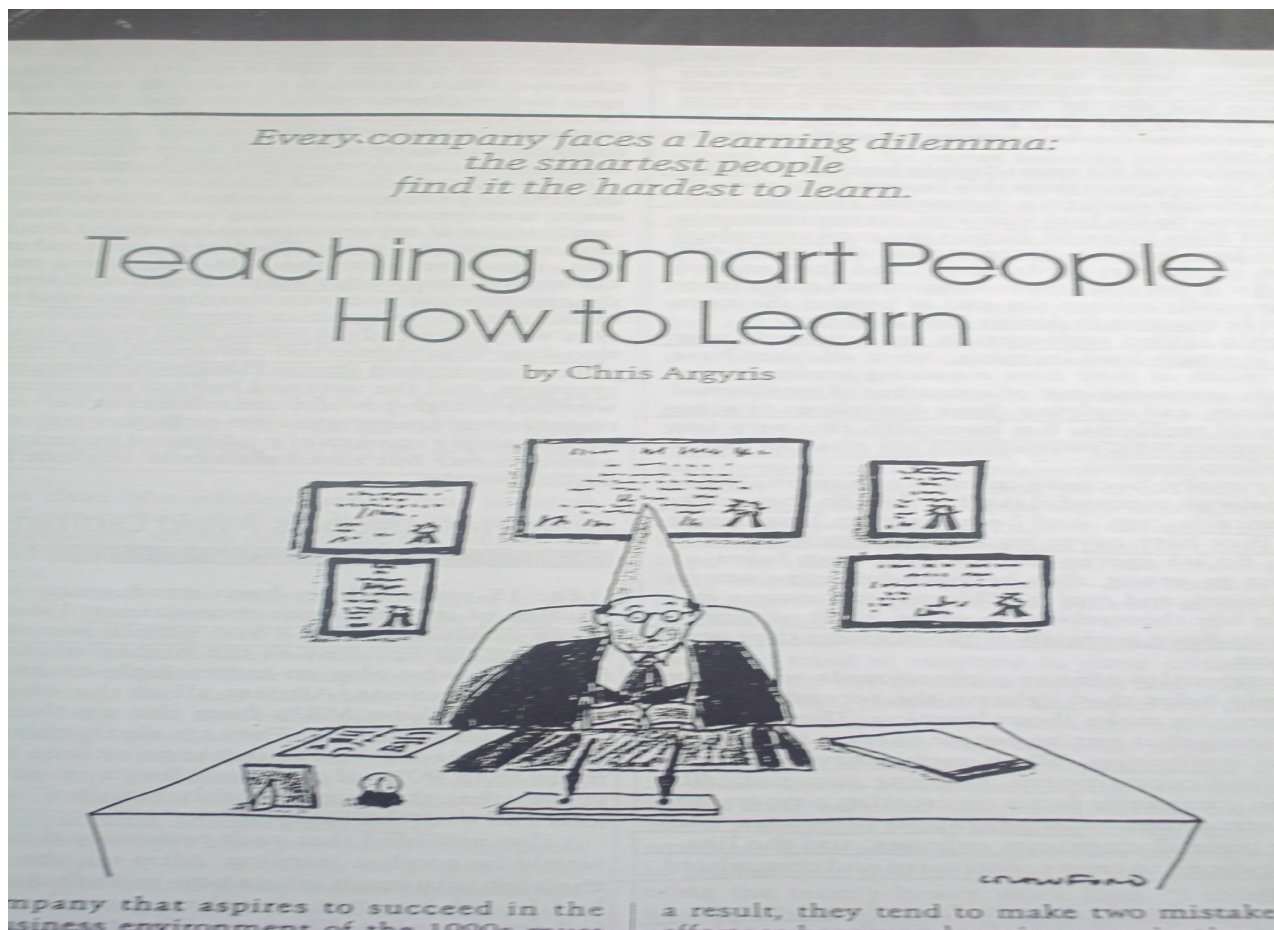
3. The move from resource allocation to resource use

6. The need to build a stronger community of practice – support each other

7. Seeing professional ability to learn as fundamental to pupil learning and school innovation



The hardest part is however





It is about....

-Going from **imagined certainty** of the professional organisation to.....

-Recognising the uncertainty of challenges and change: Who wants to change routines?

And underneath that...

- **Structures in thinking**
- **Values**
- **Emotional control placement**



→ 'Support' for cultural change is needed.

The key question is how 'supportive resources' or 'special support' is lead, focused and organised:

- **Reactive focus on pupil 'deficit' and pupil support?**
- **Proactive focus on the 'everyday' factors – the teaching in schools?**
- **Systematically learning and reconstructing management, teaching and support: structures, processes and competences**



National support for Transformation

National Agency for Special Needs Education & Schools is involved in:

- strategic cooperation with all school authorities (290 & 140)
- 3000 case of advisory intervention/year
(Essunga below was one)
- 150 courses & networks (distance-local/year)
- intitiate & communicate research & documentation by fundings
- stimulating production of learning material
- distribute national fundings for school development



Advisory Process

INTERVENTION by Evidence

Request → Request

("help")

response → Orientation → Agreement → Support → Evaluation

- "hear the child!"
- other perspectives

(situation, & needs)

- situation
- causes
- goal
- ways to change

- authorities
- principals
- special support
- teachers

Research



General pitfalls experienced by national Agency

- letting "inclusion" continue to be mystical and blurred
- trying to move ahead without knowing "how it is" and "why it is as it is"
- Leaving the "tricky question" to somebody besides everyday practice organization- to somebody with prefix "special"
- Forgetting the need of top-down support in process
- Acting through "objective outsider"
- Forgetting to take care of the "special group competence"
- Neglecting uncertainties & support for professionals
"meta-practice-learning"



We see the need for support in order to develop:

-involved top management that can organize and support principals

-involved principals organizing competences in school & supporting professional development

-collegial learning: professional meta-practice-learning



The need to develop "adaptive teaching" rather than "strong teachers"

"Successful teaching " is according to meta studies::

- well-organized,
- planned with collegial reflection,
- based on deep subject knowledge and efficient treatment of this in relation to deep understanding of pupils learning and needs
- uses varied, challenging and inspiring approaches and encourages pupils to be self sufficient subjects

(Håkansson & Sundberg 2012; Postholm 2010; Andrade & Cizek 2010; Alexander 2010; Hattie 2009; Scheerens et al 2007; Berliner 2004)



Inclusion benefits all if it is:

- based on conceptual clarity
- guided by distributed leadership
- based on an explicit trifocal model of support
- focused on building capability in the ‘every day school work’ to make “adaptive teaching”
 - principals benefit – leader capability
 - teachers benefit – resilience
 - all students benefit – increased capability
 - society benefits - sustainability



It is actually simple!

“inclusion” is not a thing, it’s a phenomena with certain qualities:

BENE

FITS

ALL

= **GOOD**
quality

SUPPORT

ALL



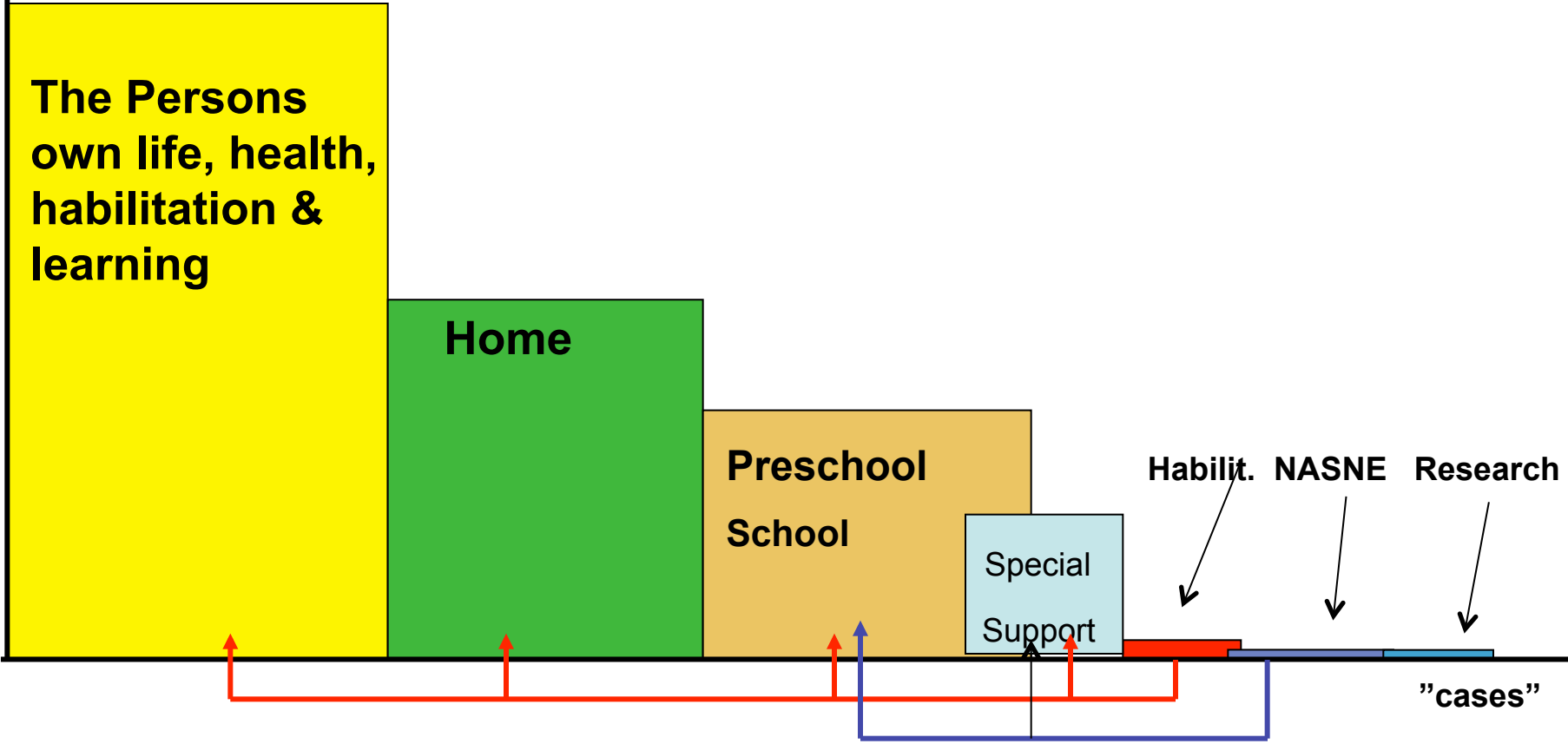
What is it all about?

Eigentlich!

1. A System of Support Grounded in Everyday Life

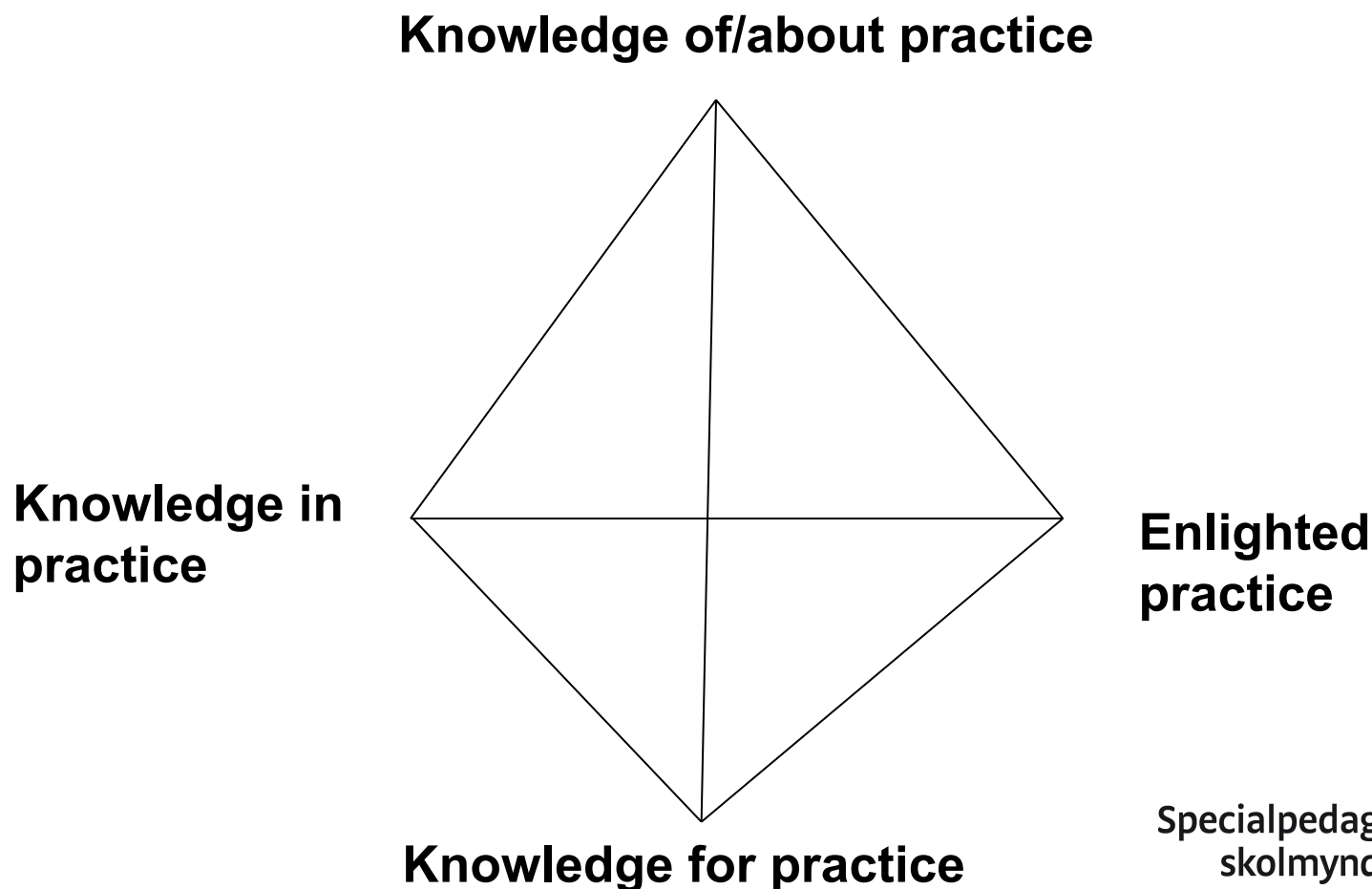
Life,
complexity

24 h



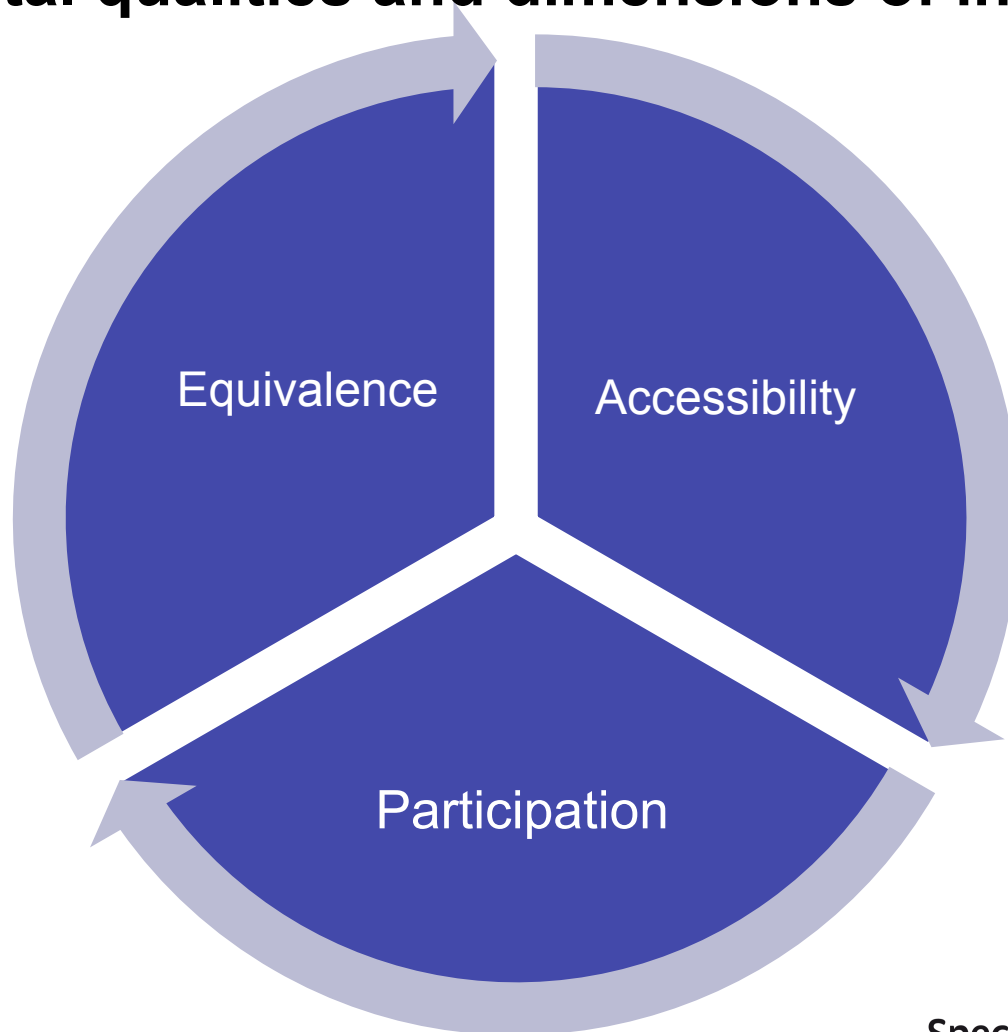


2. The Practice-Knowledge-Development-Model





3. Fundamental qualities and dimensions of inclusion





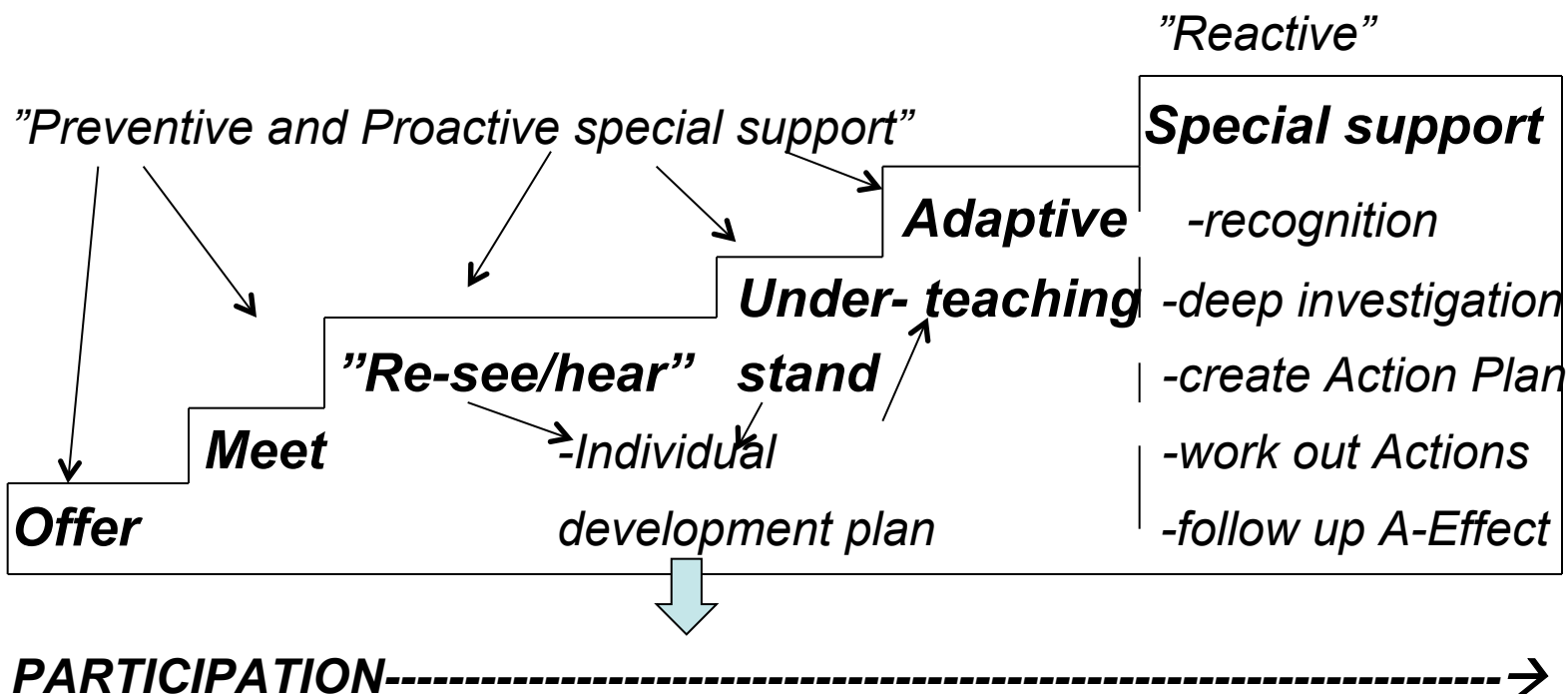
Fundamental indicators

- ‘Equivalence’ : the school’s *capability* to **see/ recognise and understand** the sole pupil preconditions and needs
- ‘Accessibility’ : the school’s *capability* to **adapt teaching, localities and social community** from a diversity of needs
- ‘Participation’: the school’s *capability* to **stimulate pupils to ‘take part’**; learning to be lead, to lead oneself and learning to lead others

(Szönyi & Söderqvist Dunkers 2012)



Inclusion is then about those **responsible for and in schools** trying to **increase capability to:**





(2007)

How to build a community of practice by leadership and support (Skoglund & Erkinger 2007)

Distributed leadership & systematic, tri-focal, organised support



**Attitude of mind
How to relate**



Ideas & tasks

New ways of working

Context & conditions

Ways to learn

Ways to catch outcomes

Challenges

How it is? Why it is? Values? Research evidence

Per Skoglund (rr)

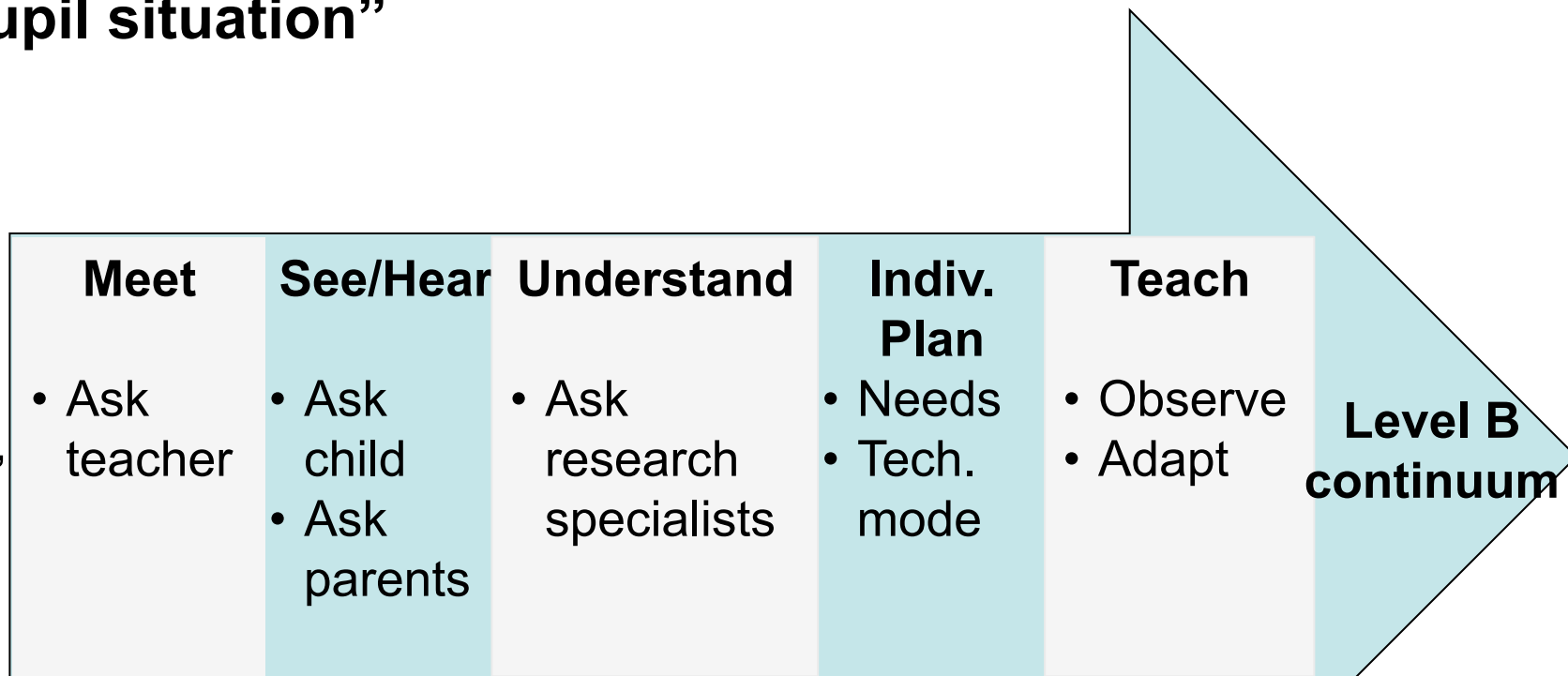


Continuum of trifocal support

- Focus A: Pupil in school
- Focus B: Every day teaching
- Focus C: Systematic Structure, Process & Competence development



Create "continuum" of support: Focus A "Pupil situation"

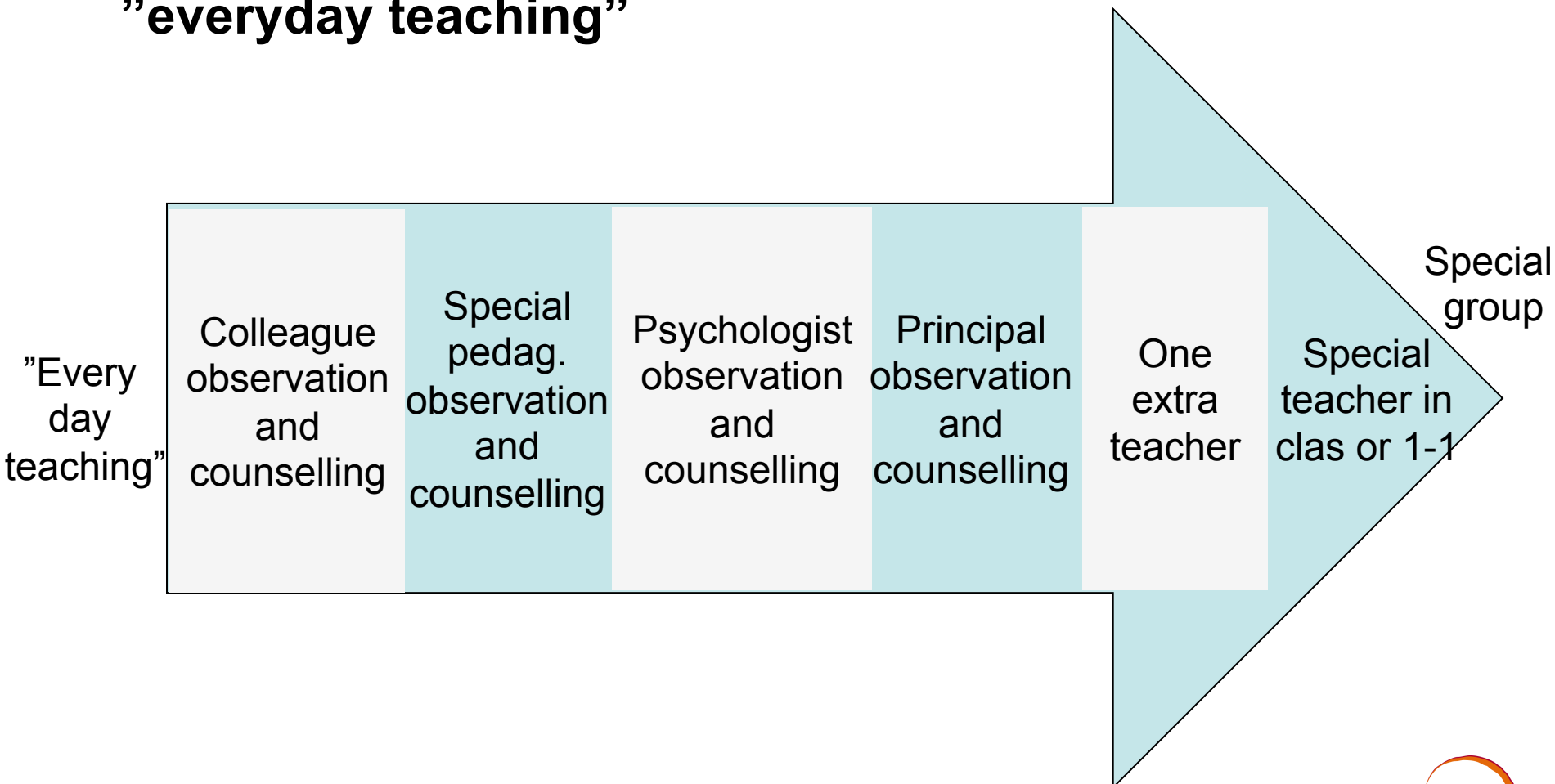


"Pupil Situation"

Level B continuum



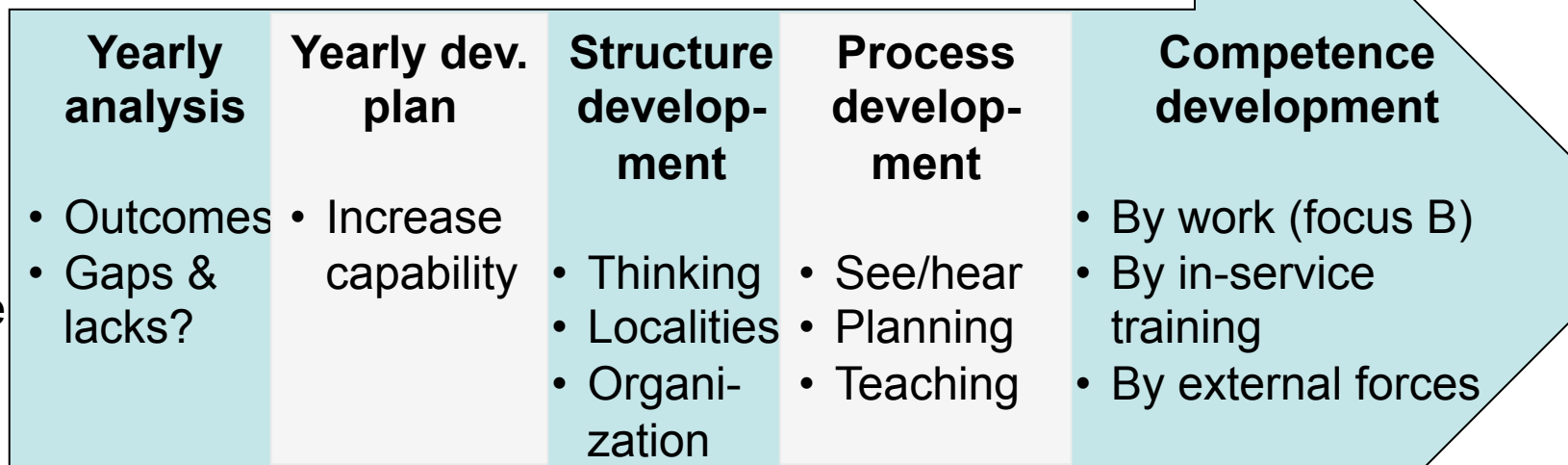
Create "continuum" of support: Focus B "everyday teaching"





Create "continuum" of support: Focus C - Systematic Structure, Process and Competence development

Structure
Processes
Competence



Per Skoglund SPSM



Which challenges & questions did you state?

Did you get good answers?

Which questions do still make you curious?



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