

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

ÉCOLE INCLUSIVE POUR LES ÉLÈVES EN SITUATION DE HANDICAP

#CCI_Handicap

**Inclusion in Sweden and across Europe: How to
stimulate professional capability at all levels- as
means for raising Achievement?**

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➤ I. The Challenge of Inclusive education:

From "placement" to system development



The universal challenge

OECD (2015) *Education Policy Outlook 2015: Making Reforms*

Happen suggests that educational decision makers have to overcome three main challenges:

- In relation to *learners* – how to raise outcomes for all and prepare students for their future?
- In relations to *schools*- how to raise the quality of teaching and learning through school development and evaluation?
- In relation to *educational systems*- how to make governance & funding effective?

and the European challenges concerning inclusive education

1-4% of pupils are being educated in separate settings (schools and classes) across Europe, but it is more complex than that...

- which pupils are not well met & supported?
- how to prepare the educational system, all teachers and parents for inclusive education ?

Sweden 1967: "A school for all" - a matter of steps

- a school for all with different types of "support"
- integration in general
- physical integration in regular settings
- inclusion as placement in regular setting
- inclusion as a question of system quality, capability to meet

A municipality in Sweden 2003: "We want to include all pupils"

- Inclusion from 17 experiences and perspectives
- Inclusion is about complex processes of 'cultural change



The Swedish system - a complex "web"

A. Legislation by national government: goals, norms, rules

B. Three national agencies:

1. creates more precise norms and general guidances (EDUCATION)
2. inspect if the "municipalities" and schools fulfill.... (INSPECTION)
3. provide support/counselling, national special schools (500 pupils), learning material and supportive grants (NASNES)

C. Municipalities:

4. do "politically" govern and finance schools (even independent)
5. do manage schools (also done by independent schools)
6. do execute, deliver the "every day school" (also done by Ind. Sch)

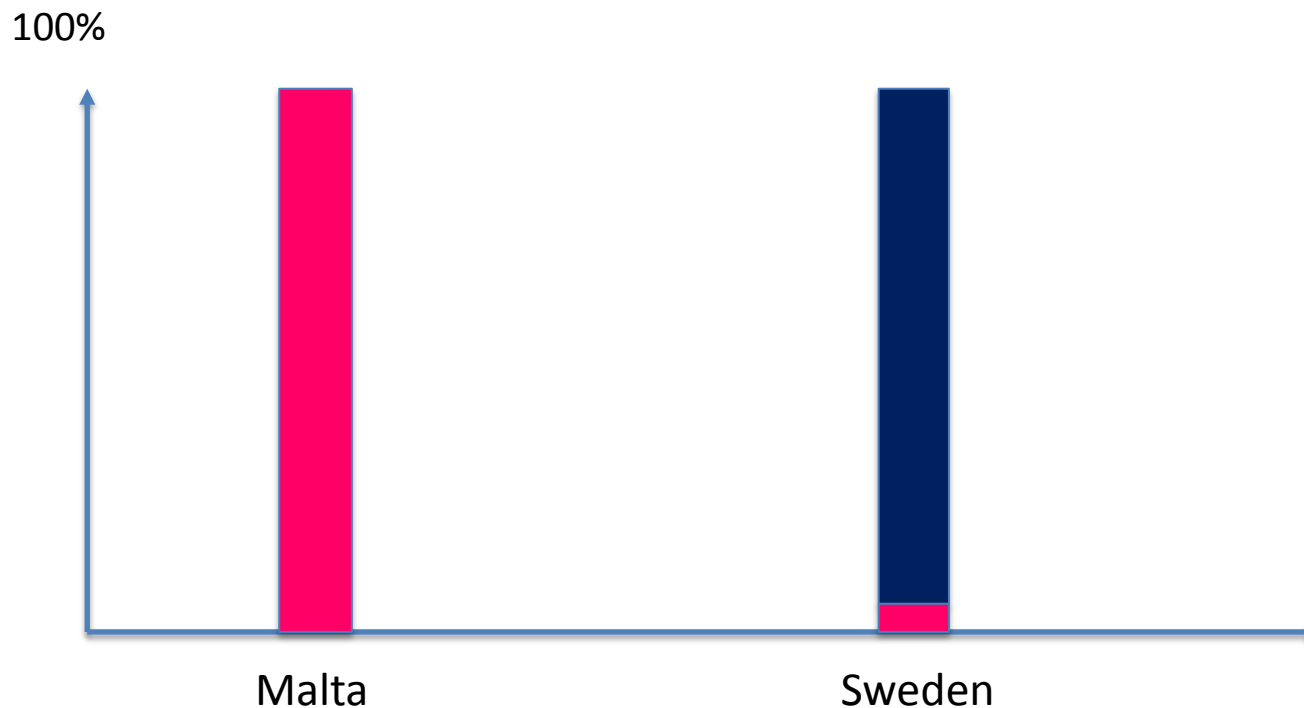
D. Heads and professionals "do school" (public & independent)

E. Parents "do their choice"



Official international statistics

"placement of pupils with SEN in regular schools vs special settings"



■ in regular
■ in special

Is it that way?

- Depends on what is considered as 100%!

➤ Distribution eg 2011/12, appr

FORMS	SCHOOLS	PUPILS	TEACHERS	COSTS
1.Preschool (1-5)	9 866	466 080	93 227	

2.Preschool class (6-7)	3 773	100 283	8 397	
3.Compulsory:		905 066		
- "Regular" (7-16)	4 660	891 727	97 079	apprx 8 500 E
(15% APP/SNS)		133 759		
-S. intell. Disab (7-19)	722	12 673	8 662	apprx 39 000 E
-Special school (7-17)	8	500	343	apprx 93 000 E (with board)
-Sami school (7-13)	5	166	30	
4. Up. Sec reg (16-20)	976	394 771	38 726	
-S. intell disab.	296	9 412	-	
5. Adult educ	apprx 600	87 000	-	
-Swed for immig		91 237	-	

More accurate is then

Statemented as "in Need of Special Support"

2013

2015

-133 759/15% with APP --- (new Law: extra adaption)----70 000 APP/7%

- 12 673 inte disab. school

- 500 special school

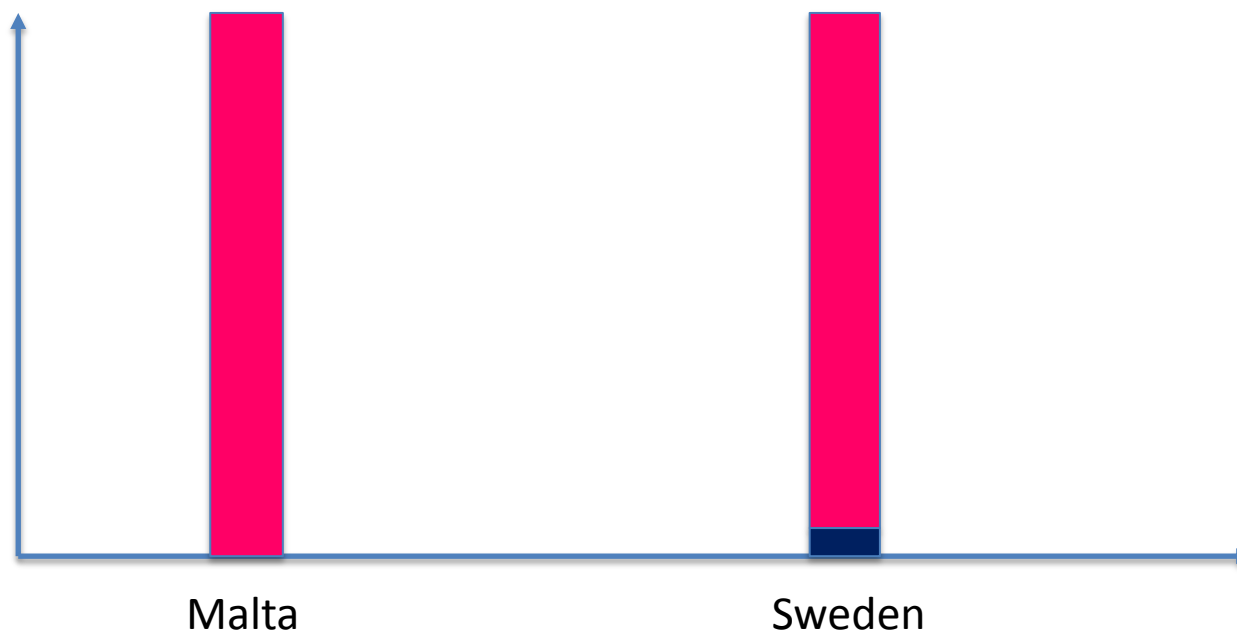
Then! Apprx 92% of SEN is in regular school



Elaborated statistics

“placement of pupils with SEN in regular schools vs special settings”

100%



in regular
in special

But

- Within the 92% (133.797) "in SEN" in regular schools there are apprx

10.000 pupils in separate classes/groups

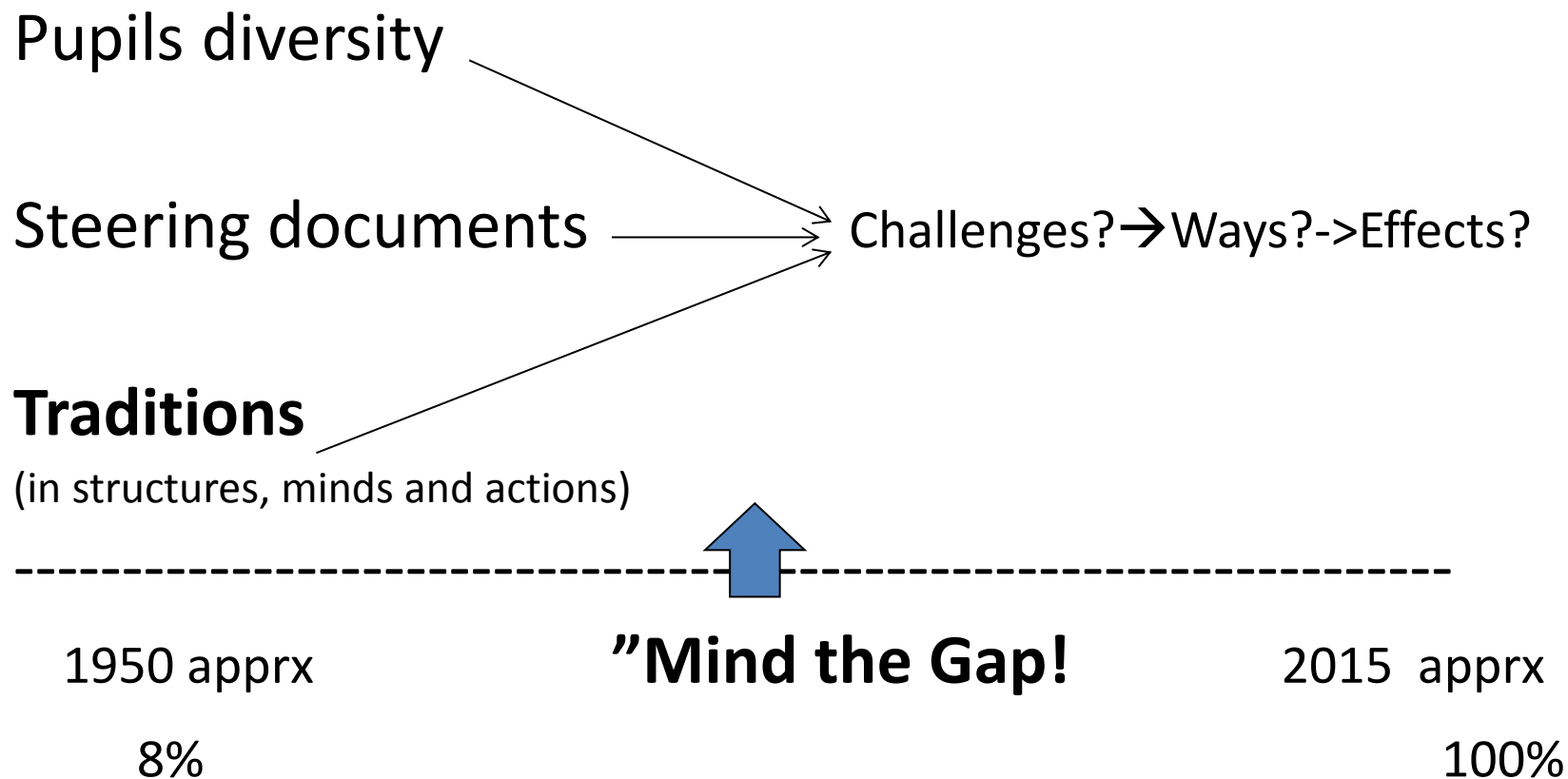
“A majority, of the students in need of special support in the compulsory school participate in their regular class more than 50% of the time.” (Swedish National Board of Education, SNBE, 2015)

➤ II. How to understand the challenges?

“A beautiful idea is not enough”



It is a fundamental tension underneath:



The School Inspection concludes 2012 and 2015 that:





- Almost 2/3 of the inspected schools lack in:
 - equivalent treatment: the capability to see, understand & meet all pupils
 - accessibility: the capability to adopt instruction, curriculum, the room...
 - leadership & systematic development of quality



We need "Cathedral Management"- how to treat Traditions?



That is to understand the sequence of challenges:

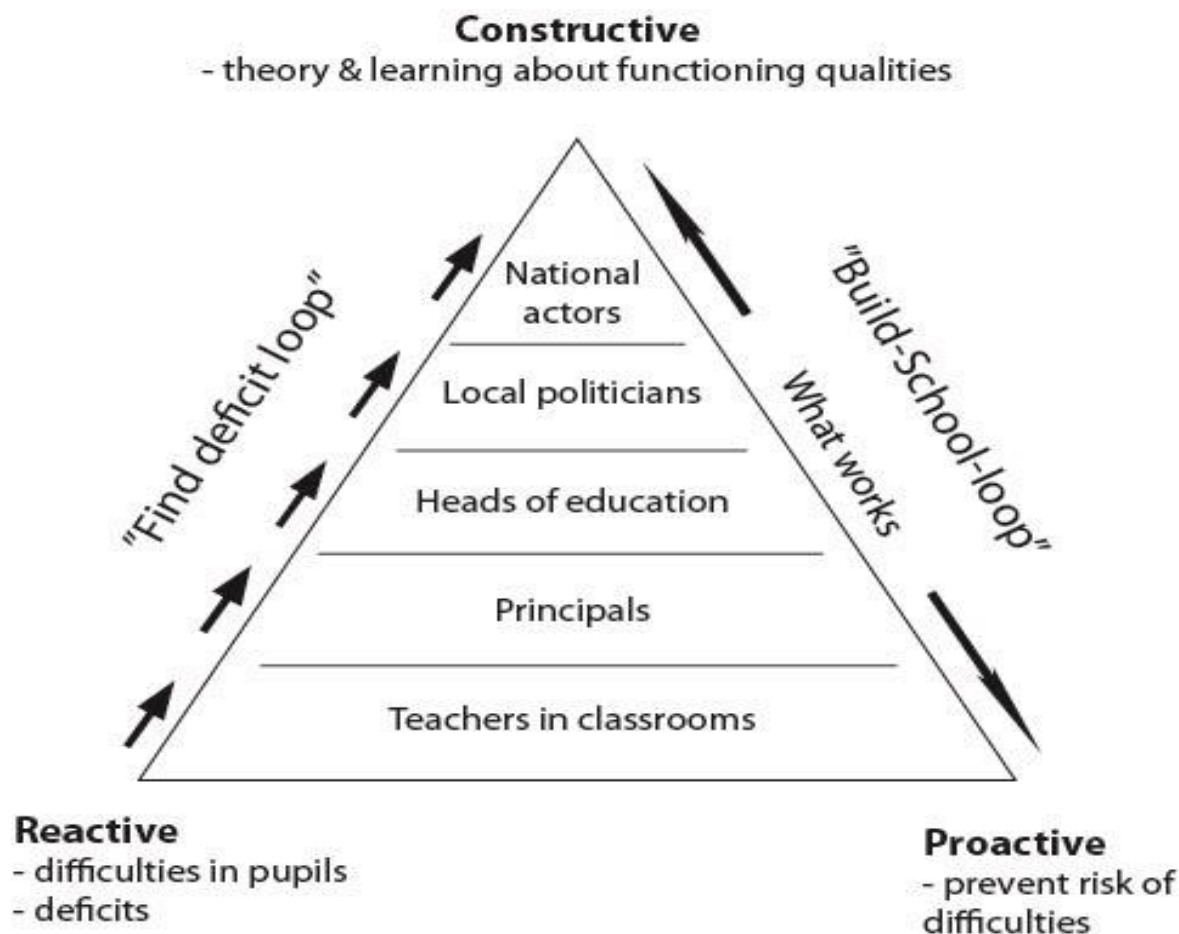
- How to break traditions not meeting needs?

- How to handle fear, uncertainty & insecurity?

- How to support lonely principals?

- How to create adaptive teaching?

- How to meet complex needs, such as neuropsychiatric functional disability?

Pitfalls & its treatment: Swedish experiences

- -letting "inclusion" continue to be mystical and blurred → **Clarify concept/idea**
- -trying to move ahead without knowing "how it is" and "why it is as it is" → **Analyze current situation**
- -Leaving the "tricky question" to somebody besides everyday practice organization- to somebody with prefix "special" → **Focus on everyday teaching & learning**
- -Forgetting the need of top-down support in process acting through "objective outsider" → **Do it yourself!**
- -Forgetting to take care of the "special class/group" competence" → **Involve & organize**
- -Neglecting uncertainties & support for professional "meta-practice-learning" → **Listen → Understanding**



Underlying pattern : deficit view & reactive actions



III. Ways to increase inclusive capability

Sometimes schools use ***standardised and simplified solutions***, which are expected to raise achievement, but this way does not always lead to desired outcomes. They keys according to a several synthesis of research results rather states the following qualities:

- **Visible pedagogic leadership:** well organised, planned and reflected
- **Clear mandate for teachers and a professional pedagogic climate**
- **Teacher competence is crucial:** rigorous subject knowledge, an efficient use of this knowledge in relation to a deep understanding of the pupils ,creates a varied, challenging and inspirering teaching approaches stimulating pupils to be learning subjects.
- **Safe, supportive and encouraging learning environment:** adaption & variation
- **Search for evidence, but based on a context based critical reflection**

(Håkansson, J., Sundberg, D. (2012) *Utmärkt undervisning. Framgångsfaktorer i svensk och internationell belysning*. NatuKulturr &; Alexander, R.J. ed (2010) *Children, their world, their education: the final report and recommendations of Cambridge Primary Review*. New York. Routledge. Hattie, J.A.C. (2009) *Visible learning: a synthesis of 800 metaanalyses relating to achivement*. London. Routledge)



A need for Transformational change

"Find-Deficit-Loop"

- Reactive leadership -
- Reactive (by side) support -
- Negative (deficit) -
- Distrusting learning -
- Teacher fear -
- Pupil passivism -
- Summative recognition -
- Curriculum rigidity -
- Standardized pedagogy & support -
- Formal achievement -

"Build-School-Loop"

- Constructive leadership
- Proactive system support
- Positive (talent) attitude
- Trusting collaboration &
- Teacher confidence
- Pupil participation
- Formative recognition
- Curriculum adoption
- Adaptive pedagogy & support
- Real life competencies

 But one thing is to know what,

- another is to know how to improve
Inclusive qualities

➤ 1. Constructive/Successful School Leadership

Core functions

Providing direction

- -identifying & articulating a vision
- -creating shared meanings
- -creating high performance expectations
- -fostering the acceptance of group goals
- -monitoring organisational performance
- -communicating

Exercising influence

Developing people by

- intellectual stimulation
- individual support
- “good model”/
lead learning

Developing organisation:

- school culture
- org. structure
- collaborative processes
- managing environment
- distributing leadership

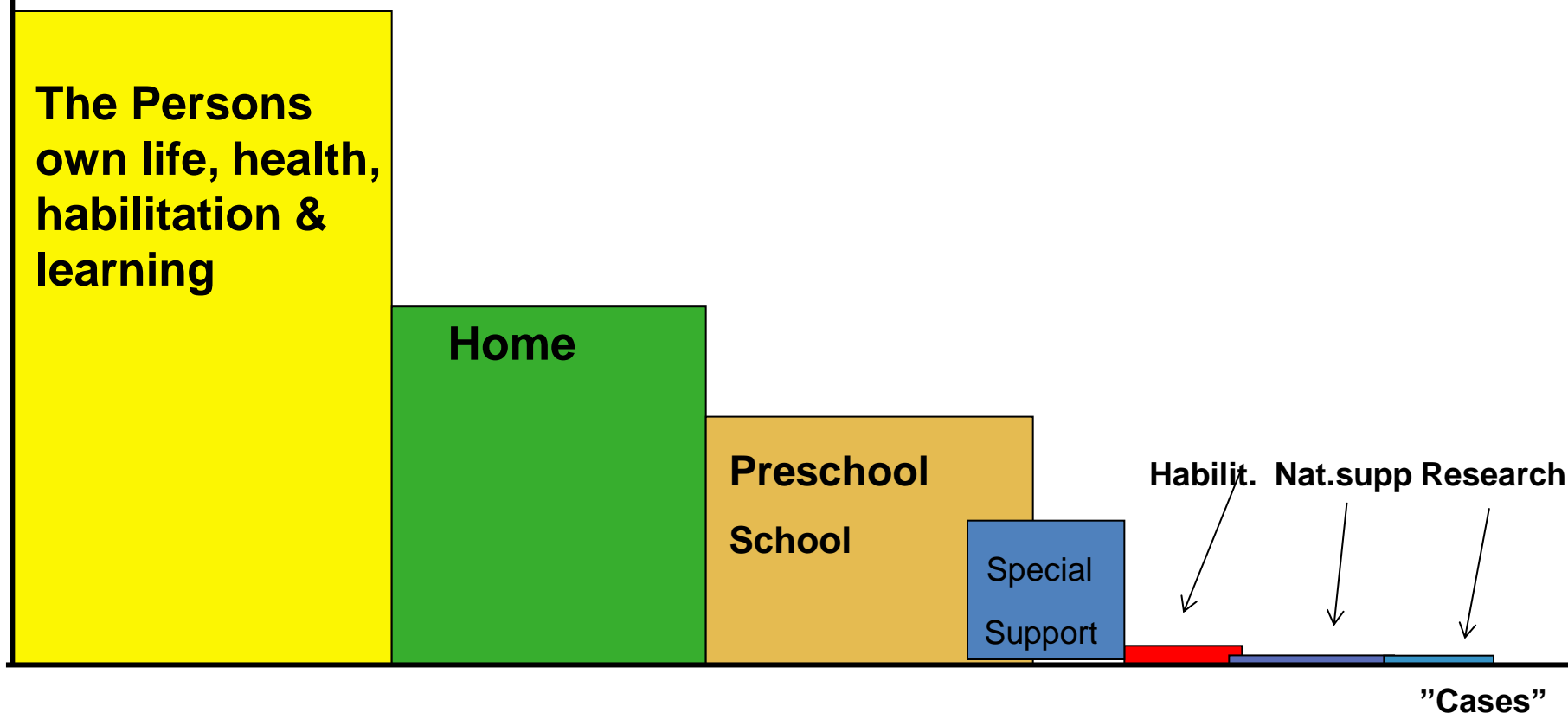
(Leithwood & Riehl 2003)



2. A rehabilitation of & trust in "everyday life"

Life,
complexity

24 h



(Skoglund & Erkinger 2007)



3. Cognitive and cultural Institutional theory can help

- Thought-Style= is the dominating way to think by a thought collective (e.g. a group of teachers).*
- Since thinking influencing actions, a better label would be "Thought-Action Style."
- To break a dominating thought –action-style in a thought collective is not easy and it takes time

*Fleck, L. 1935/1997.: *The birth and development of a scientific fact: Introduction to the theory of thought style and thought collective*. Brutus Östlings bokförlag Symposium. Stockholm; Douglas, M.T. 1986: *How Institutions Think*. 1 st ed. Syracuse University. Syracuse; Persson, B., & Persson, E. 2012: *Inkluderings och måluppfyllelse – att nå framgång med alla elever/Inclusion and achievement –to succeed with all pupils*. Liber. Stockholm.

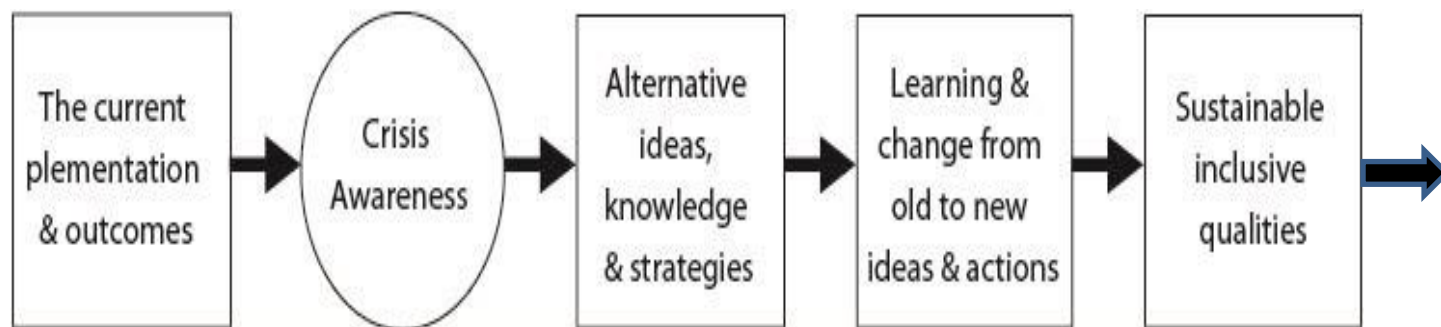
Take care of, but challenge staff well!

- On what underlying assumptions is the actions built?
- Which action strategy comes up for discussion?
- Which action strategy is not outspoken?
- What defensive routines are used?
- How can the not-visible become visible?

Argyris, C. (1991): "Teaching Smart People How to Learn." *Harvard Business Review*. May–June 1991, pp 99-110.



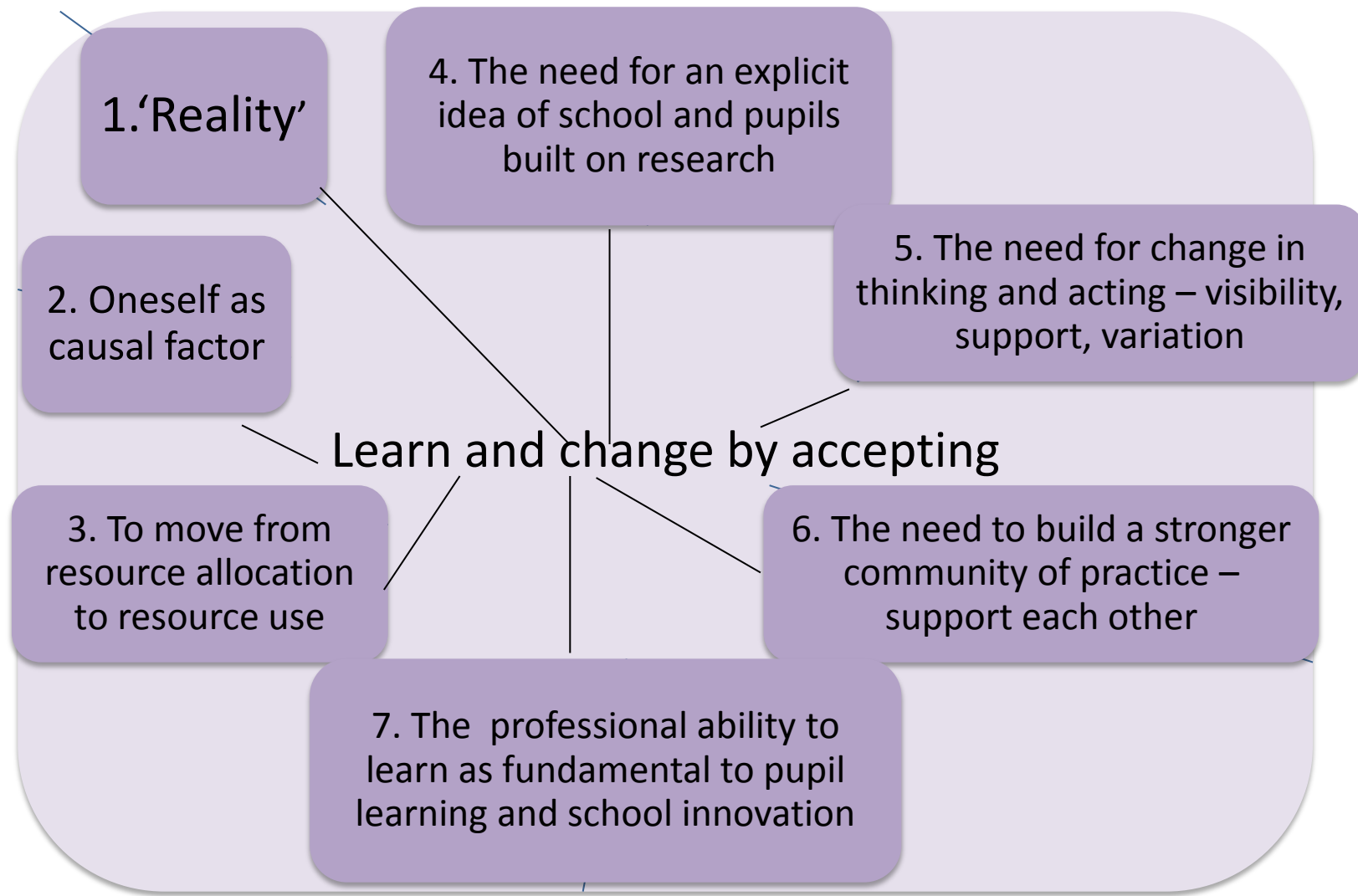
4. Plementation comes before implementation: a more dynamic model of development





Findings in Flensburg & Essunga change processes

(European Agency 2014a; Skoglund 2014a)





5. Clarifying a meaningful conception of Inclusive Education

Inclusion is not meaningfully understood when it is used as "he is placed within a regular school"

rather

it is about how well the educational system's qualities are designed to meet all the learners!



Conceptual clarity: Fundamental dimensions/qualities of inclusion (Skoglund 2013 & 2014a)

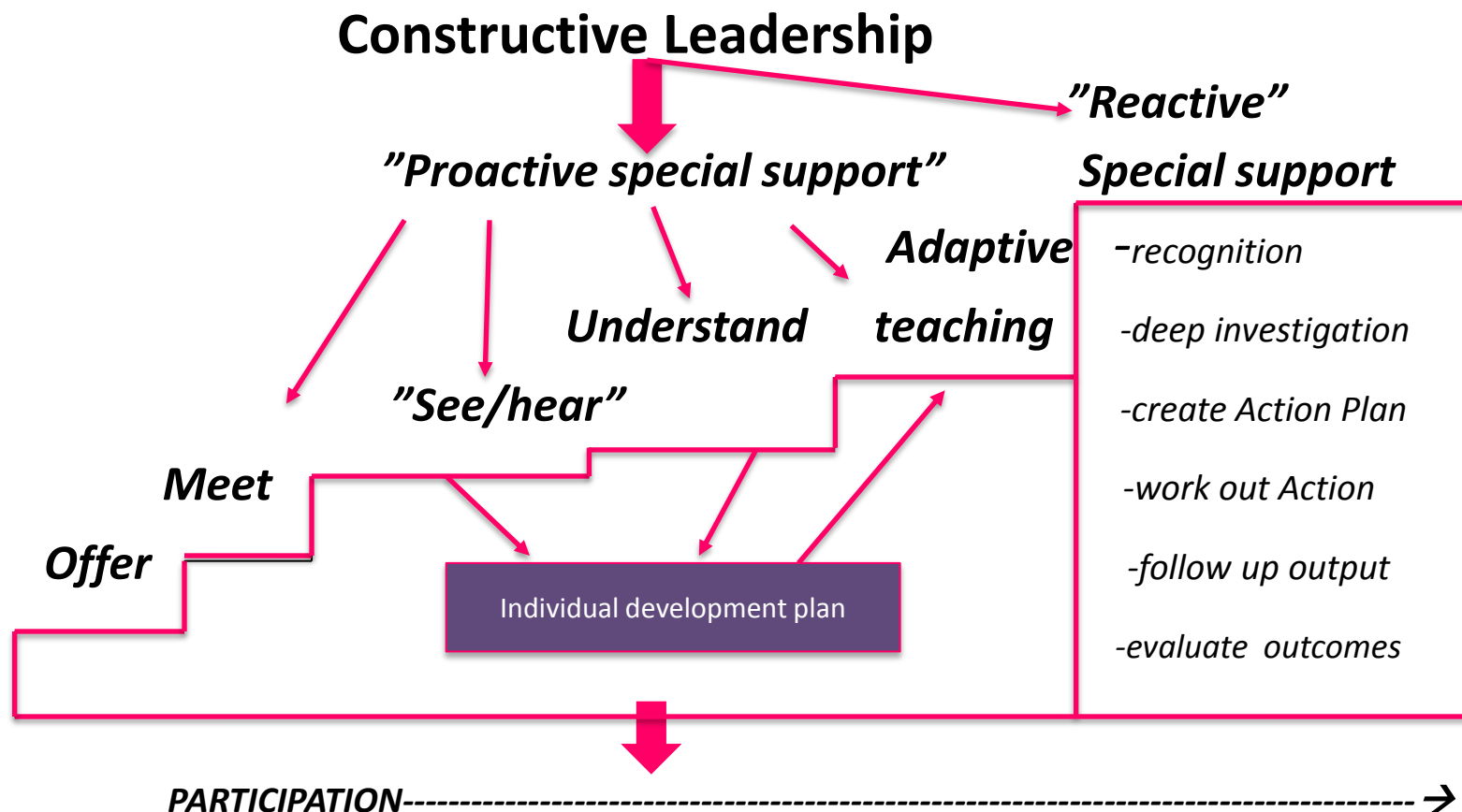


Fundamental indicators:

- *'Equivalent Treatment'* : the school's *capability* to **see/recognise and understand** the sole pupil preconditions, needs and talent
- *'Accessibility' x 3* : 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
- *'Constructive Leadership & Organizing'* :
the school authorities and the principals **constructive capability** (based on research based & practice based "evidence") **to lead** toward more Equivalent Treatment, Accessibility x 3 and Participation
- *'Proactive Development Support '* : the supporting resources **capability to provide a proactive and constructive support** to the learning environment



Inclusion = those **responsible for** and **in schools** striving to increase capability of:



6. Build a “continuum” of support

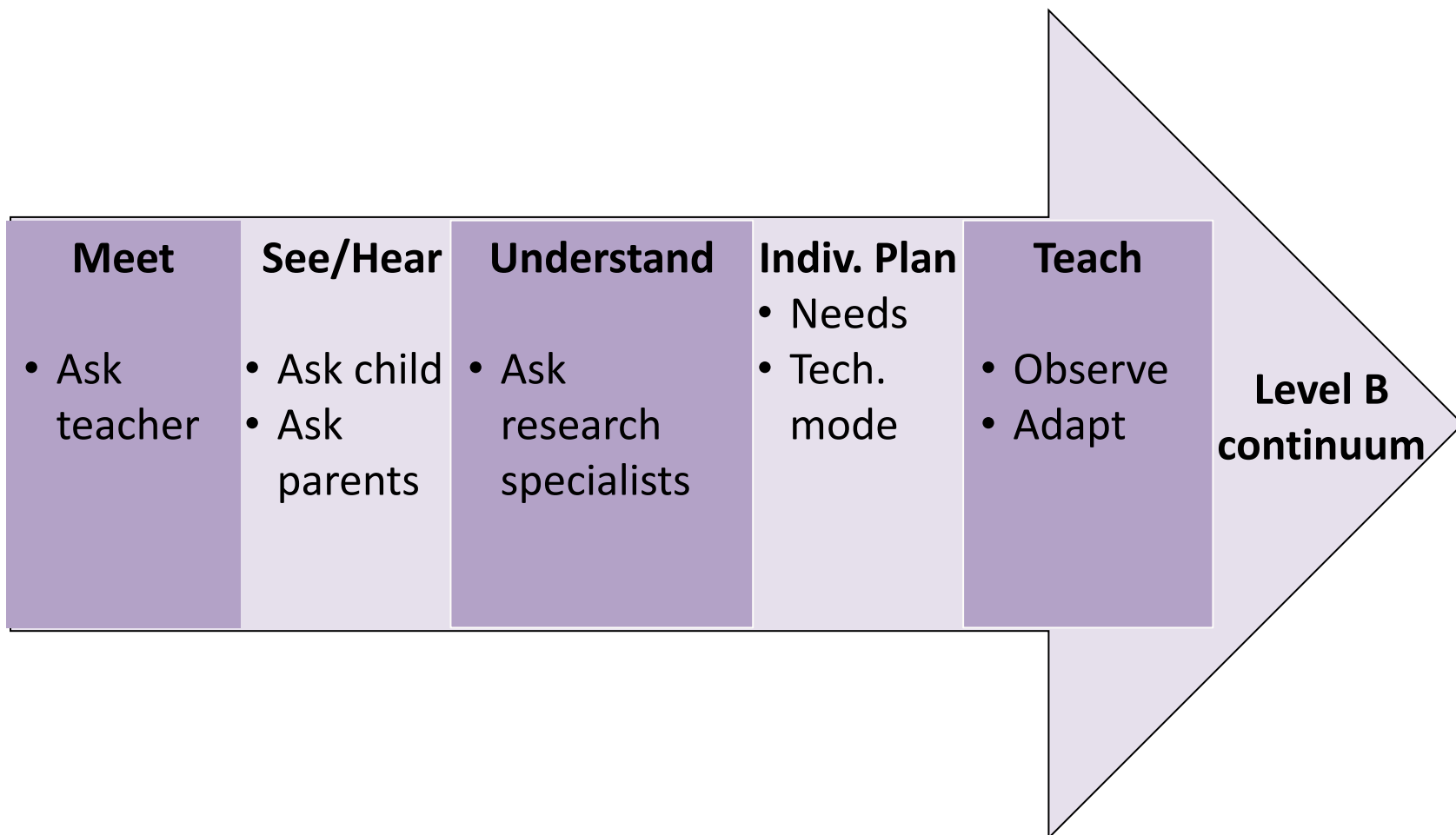
- In order to move from a “black and white”-situation with either “regular class” or “special group” three processes need elaboration:
- Continuum A: Pupil in school
- Continuum B: Every day teaching
- Continuum C: Systematic development: Structure, Process & Competence

(Skoglund 2014b)



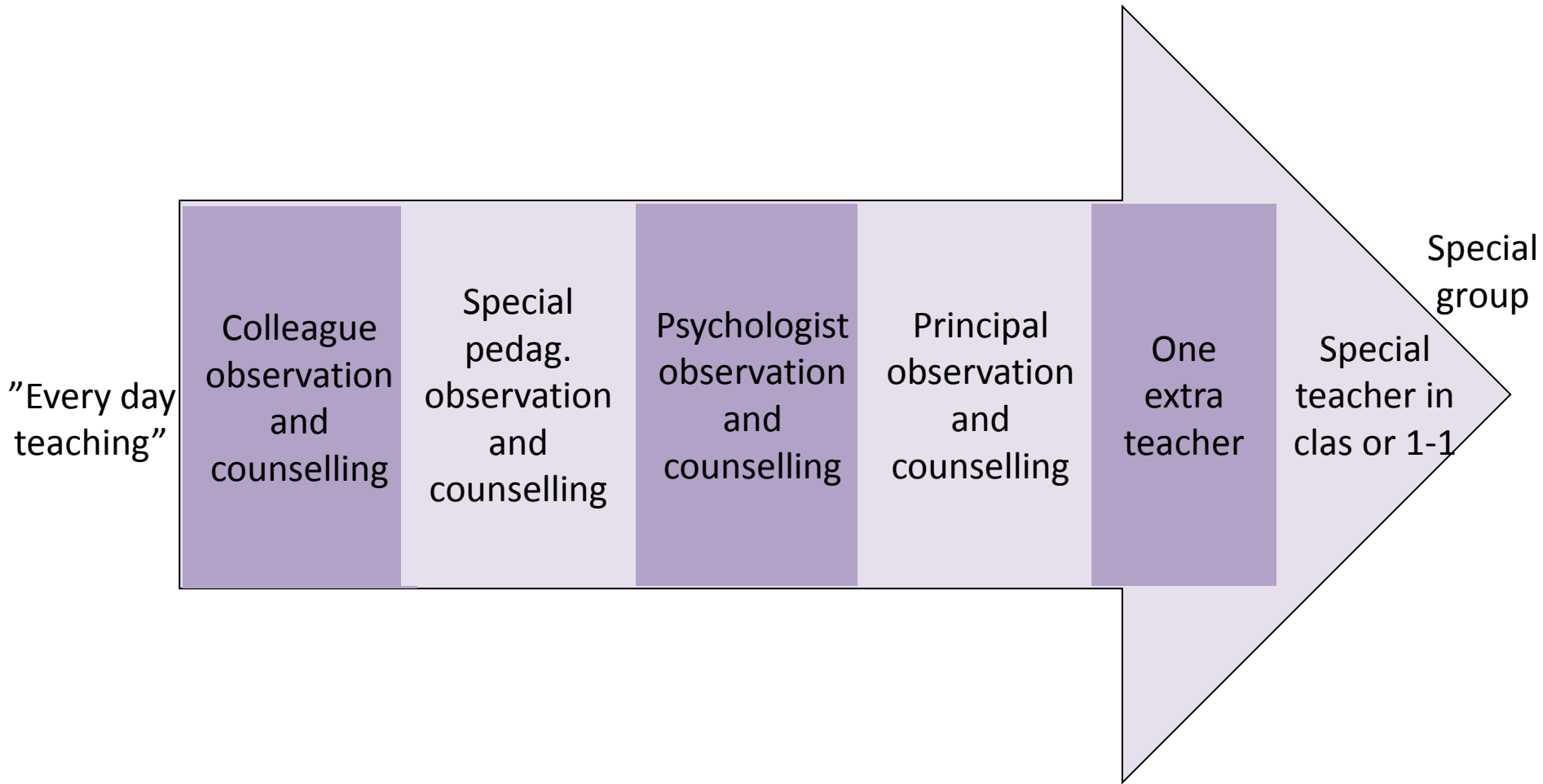
Continuum A - "Pupil situation"

"Pupil Situation"





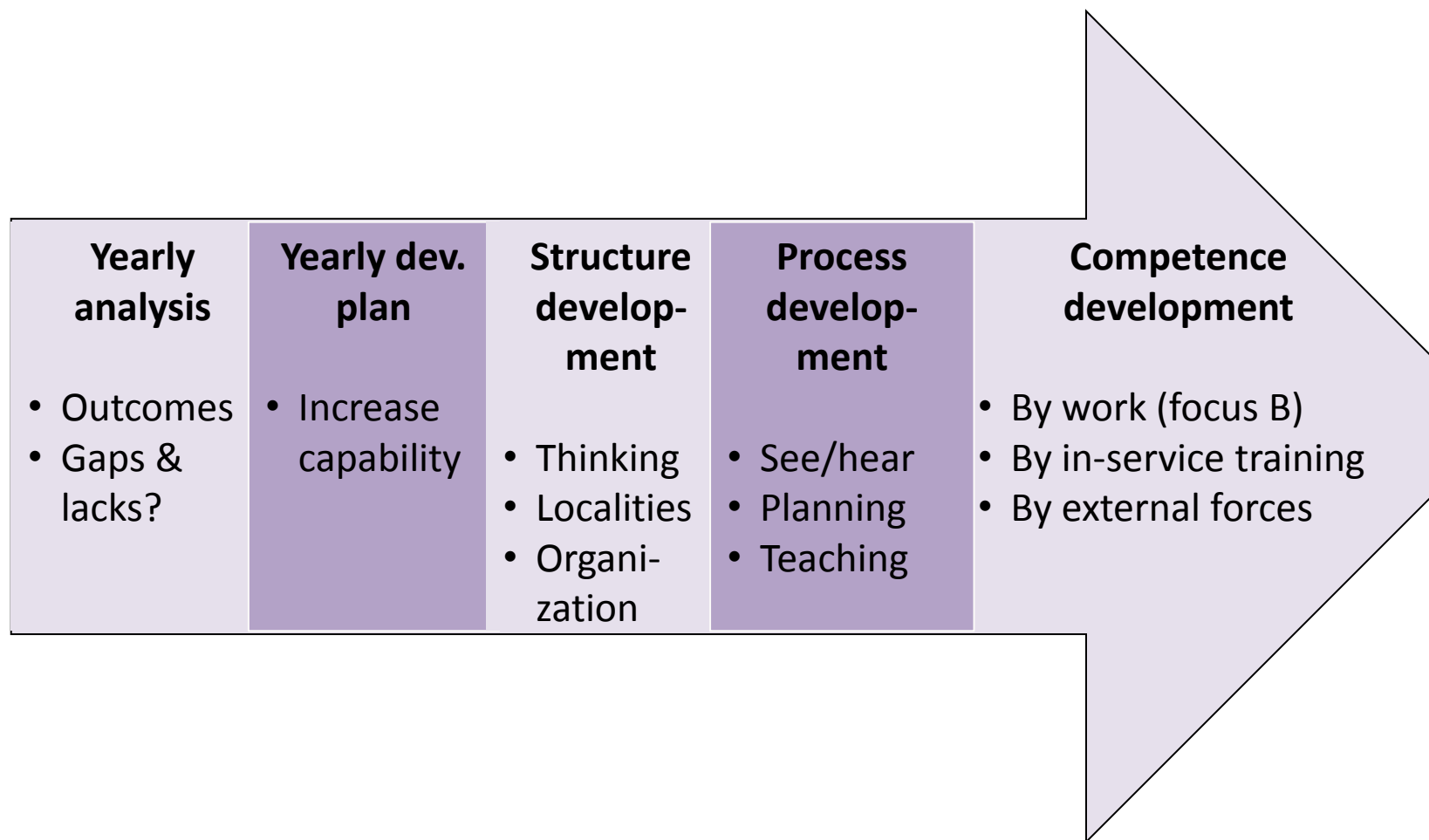
Continuum B - "everyday teaching"



(Skoglund 2014a)



Continuum C -Systematic development: Structure, Process and Competence



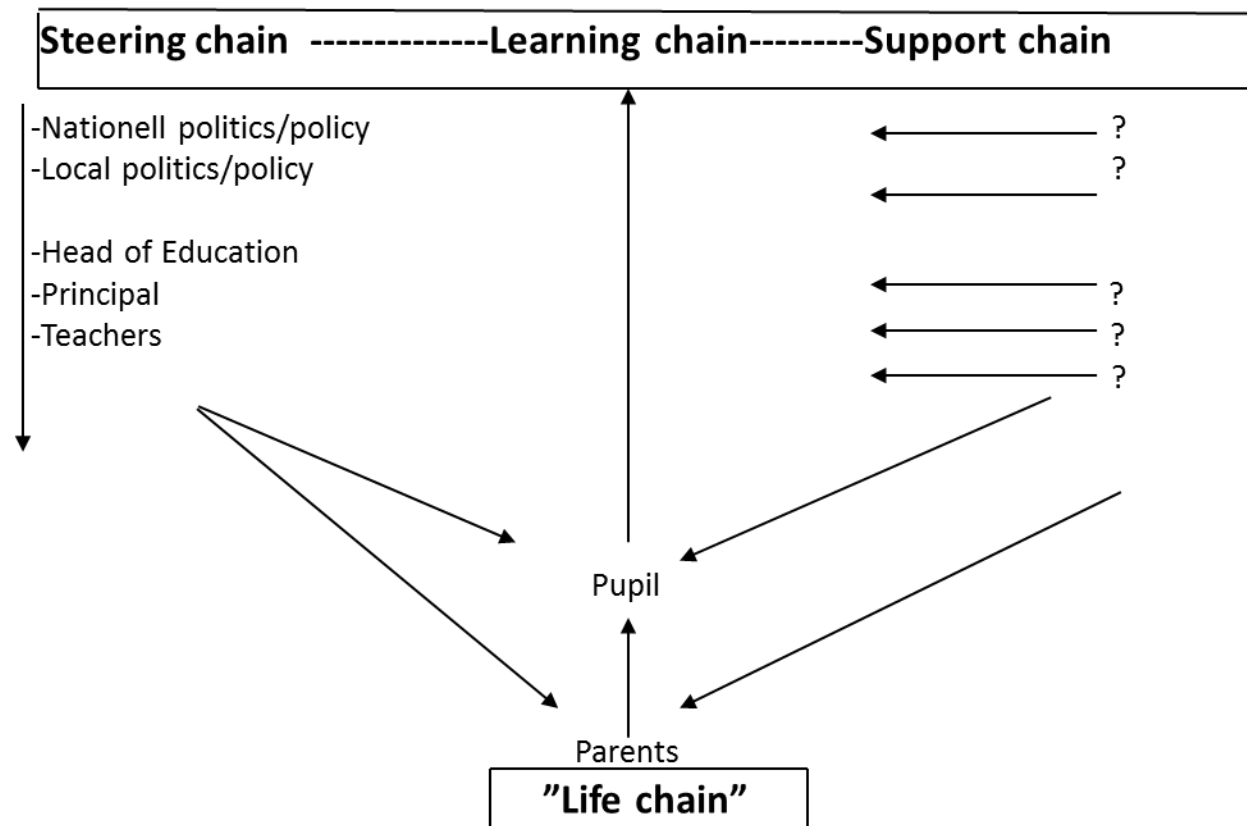
(Skoglund 2014a)

V. Conclusion

This is about :

Moving from a traditional "chain of command" to a
"learning chain of mutual command"

> Inclusive systems connect four "chains"



The Essence

- Inclusive systems constantly try to increase all actors capability to see, understand and adapt support to the actor "closest" to them
- Each actor does have to reflect and develop not only her/his sayings and doings, but foremost his/her being with "the closest"
- "Being good" is just not to be nice, it is to Stimulate, Challenge and Support all of "your closest" vertically & horizontally

Autos O cosmos **O micros** O megas (Elytis 1979)

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