



Challenges in Order to Build Capability for Inclusive Education

Handling Uncertainty & Professional Learning

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I. Pre Face

1. "My view" on education and inclusion:

- as "Wachtmeister": the guardian master in school
- as student in different countries
- as young university lecturer
- as researcher in "crisis management"
- as head of highly specialized habilitation service
- as older leader of research & development

In sum learning: -"Autos Ocosmos, **Omicros**, Omegas
- "Situs inversus"



2. Context of the text

***National agency (SPSM) with complex mission:**

- being a complement in special pedagogic understanding
- being avantgarde in increasing capability to include
- being in charge of "national special schools" with 500 students

***In cooperation with universities:**

- by agreement with Högskolan i Borås and RCIW
- and others....

**--in order to take care of/create "practice based evidence"
"beprövad erfarenhet"**





3. Model of presentation

Challenges-----→Patterns-----→Needs/ways of development in:

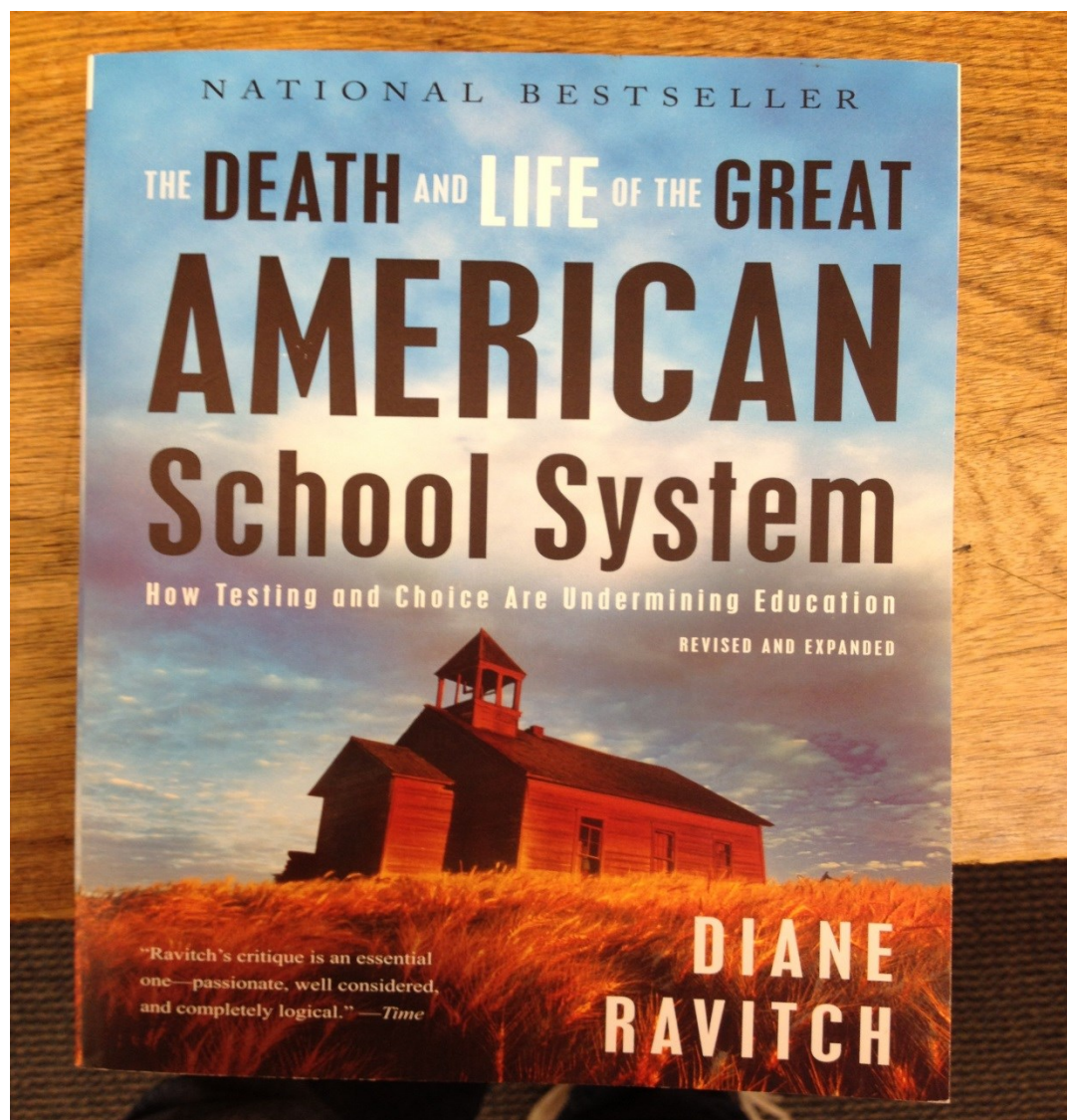
- in general
- by experience
- by research

- conceptual blur
- four main processes
- fundaments

Practice	Education of:	Research
?	-Teachers -Principals -"Supporters"	?

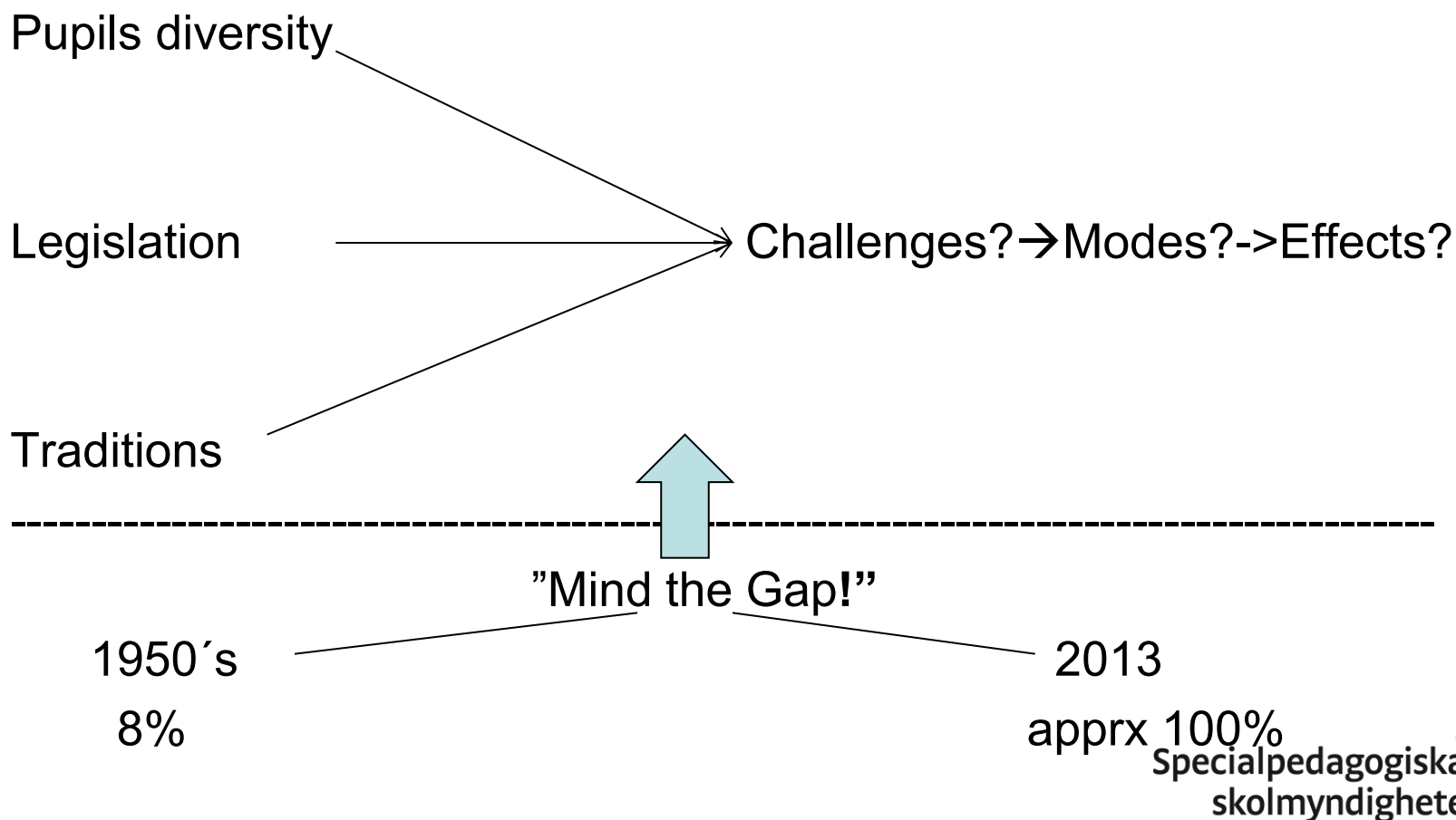


III. Challenges about inclusion





Fundamental Challenges in Schools







But how do we lead and organize a complex production consisting of:

**apprx 1.600.000 "pupils" and
165.000 professionals?**





A constant underestimation of complexity and uncertainties



IV. Patterns underneath



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"



The case of Essunga School Transformation



ORGANISATION OF PROVISION
TO SUPPORT INCLUSIVE EDUCATION

A brief description of the change in Essunga

1. Societal conditions

- Essunga became municipality 1983
- a "pendelum"- municipality: 40% travel to work
- 5500 inhabitants
- mostly agricultural work, combined with construction business and handicraft work
- low educational level:
 - *15% university level (30% is average in Sweden)
 - *21% of youth continued to university 2007
(43% is average in Sweden)
 - *less than 50% were eligible for univ. 2010



2. School organization

- Two preschool- to grade 5 schools
- One preschool-to grade 9 school
- In total 600 pupils (apprx 70 with SEN)
 - low grade of pupils with other than swedish ethnicity
 - many "family placed children" with "ruff history"

2007 among the five poorest:

- *average merit score,
- *portion of eligible pupils for upper secondary school,
- *portion of pupils reach the goals in all subjects

2010 all pupils were eligible and Essunga among the three top-municipalities



What made this change possible?

- A shift from solving the school problem by

”trying to create homogenous regular classes by placement of those ‘in need’ in *special groups*, with low expectations and low achievement”

to

”bring all pupils in to the regular system, closing down the *special groups and houses*, pinpointing every child's need, working two teachers together and strive towards ‘success for all’.



Important factors

Municipal & school level

1. investigate the pedagogic enterprise, teaching and conditions for learning, focus "special groups" achievement
2. Create incitement for change, read research & adopt to practice, make professionals experience "success", concrete results by effort of changed actions
3. Challenge both visible & invisible traditions by explicit vision: "Every student should be a winner"



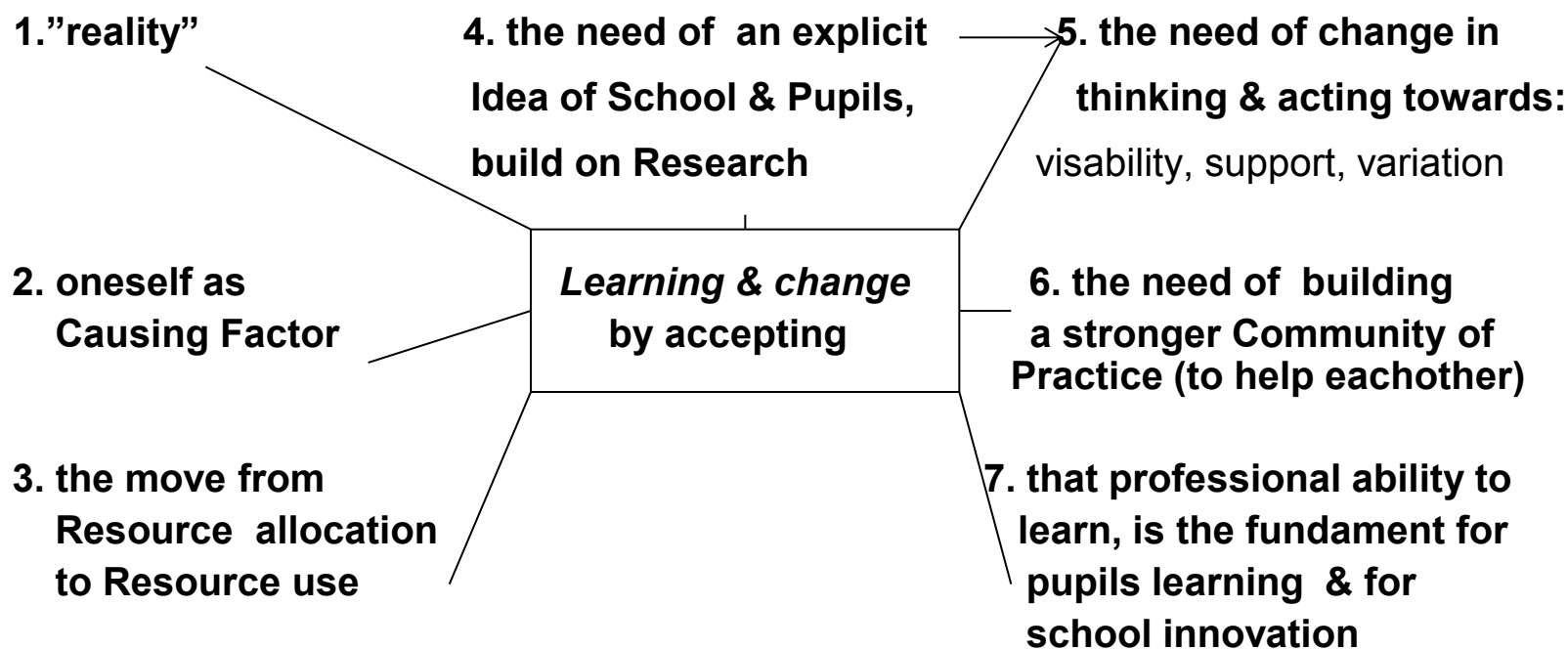
4. Use effective ways of competence development:
collegial and close to practice
5. Organize competences by "need" (adhocracy), not
in bureaucratic and traditional logistic order

Teaching & learning level

6. Work in pairs when necessary, keep "close track"
of each pupil
7. Create clarity in expectations on pupils and in
the structure of each lesson, each day



Conclusions-it is about...





V. Needs



INCLUSIVE EDUCATION: TOWARDS AN INNOVATIVE TRAINING

UNESCO, PARIS OCTOBER 17-18 2013

BENGT PERSSON

UNIVERSITY OF BORÅS



How do we prepare tomorrow's teachers for developing more inclusive societies?



THE TEACHER EDUCATION FOR INCLUSION PROJECT

- Agency member countries agreed that Teacher Education was a top priority for investigation
- 25 Agency member countries participated in the project
- 55 experts took part in activities:
 - SNE specialist teacher educators and policy makers
 - Mainstream teacher educators and policy makers
 - Representatives of OECD and UNESCO and the European Commission



Key message about capabilities

- **Valuing Learner Diversity**
- **Supporting All Learners**
- **Working with Others**
- **Personal Professional Development**



1. The need of an increased understanding of:

- How to break traditions, to transform?
- How to handle anxiety and uncertainty?
- How to support "lonely" principals?
- How to create adaptive teaching/learning environment?
- How to meet-especially- pupils with neuro pshyciatric disabilities?



2. 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
- Adaptive teaching collaboration



3. The need of developing "adaptive teaching"

"Successful teaching " is according to meta studies::

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

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



VI. Ways of development



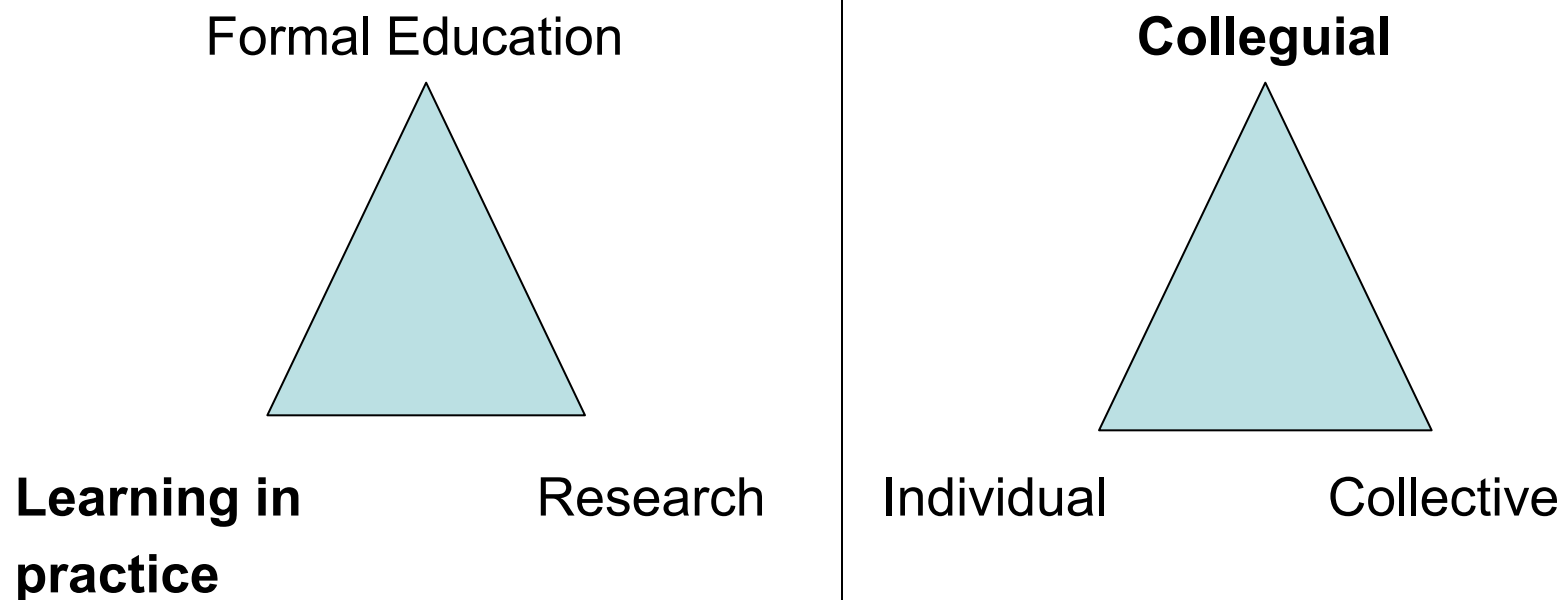
In practice and in research

"all education & teaching should be build on evidens by research & evidens by practice (beprövad erfarenhet)."

But the key is actually to be not a consumer, but a co-creator of knowledge

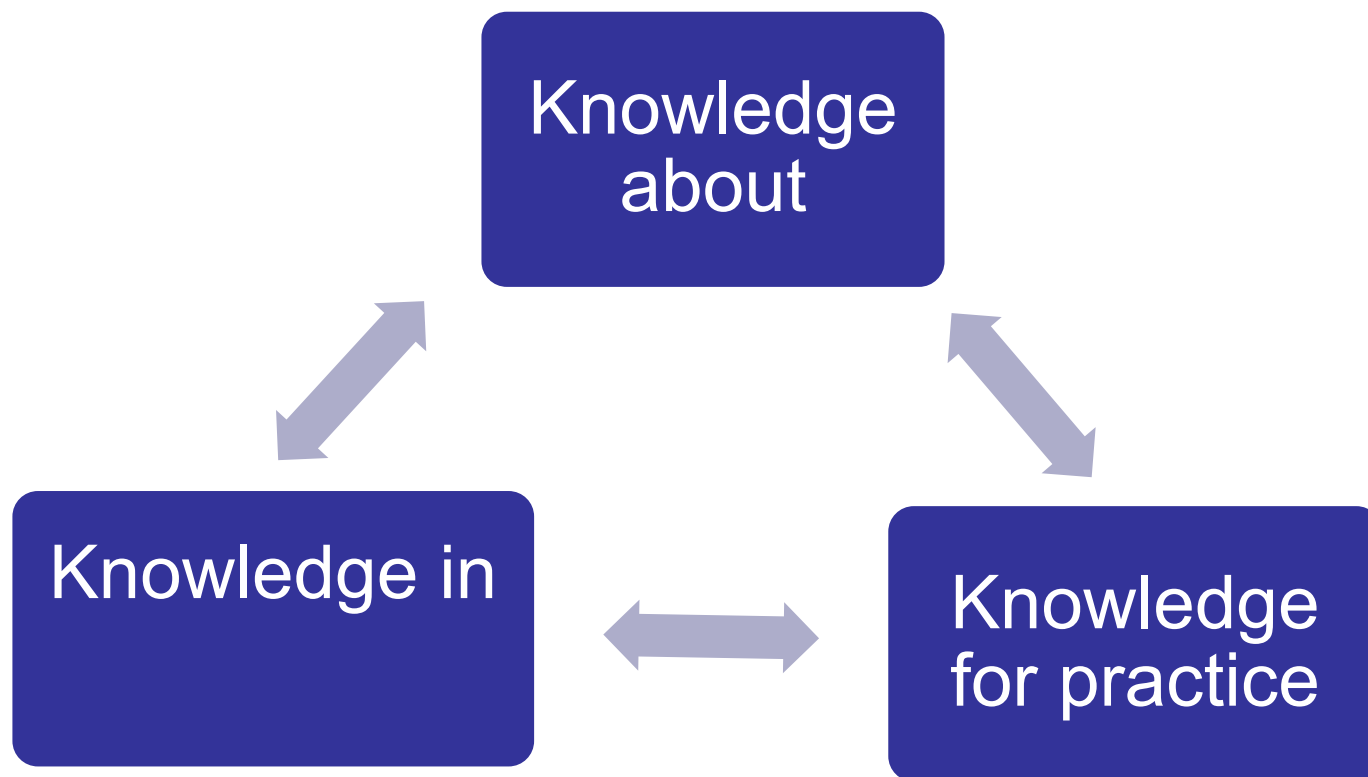


Fundaments for knowledge building





A complex connection between three realms





**We need to increase the capability
to "build knowledge" in/by practice**



In formal education/training



THE BORÅS MODEL FOR TEACHING INCLUSIVE AND SPECIAL EDUCATION IN ITE



1. Special Education Module, 6 ETCS. Content focussed upon pedagogical consequences of disabilities, impairments ADHD etc. The aim is to prepare students for a teaching role in heterogeneous groups and how to consult and work with experts (special educators, psychologists, physiotherapists etc)



2. Teaching about difficulties in reading, writing and arithmetics should be part of regular subject theory/subject didactics courses



3. Questions about inclusion should be the content and subject of all courses. Inclusion is an issue concerning all pupils, not only those who have special/additional needs



4. This reorientation requires in-service training of teacher educators



VII. In sum it is all about learning to focus

- on how it is ("Ist, Ist Erst!")
- on expanding the understanding of why it is as it is, by
 - collegial learning
 - external critical friends
 - research "friends"
- on acceptance: that a lot is depending on "us", the professionals
- on the need of leadership and support in order to change ourselves



Gruppen reflekterade

A. det handlar om ett kontinuum snarare än antingen "vanlig undervisning" eller "särskild grupp" och ett sådant utforskande kontinuum kan se ut på följande sätt:

"Vanlig

undervisning" → Läraren anpassar

undervisning-----→ Anpassning förstärkt

med en annan kompetens-→ Anpassning

med flera

kompetenser,-→ Särskild

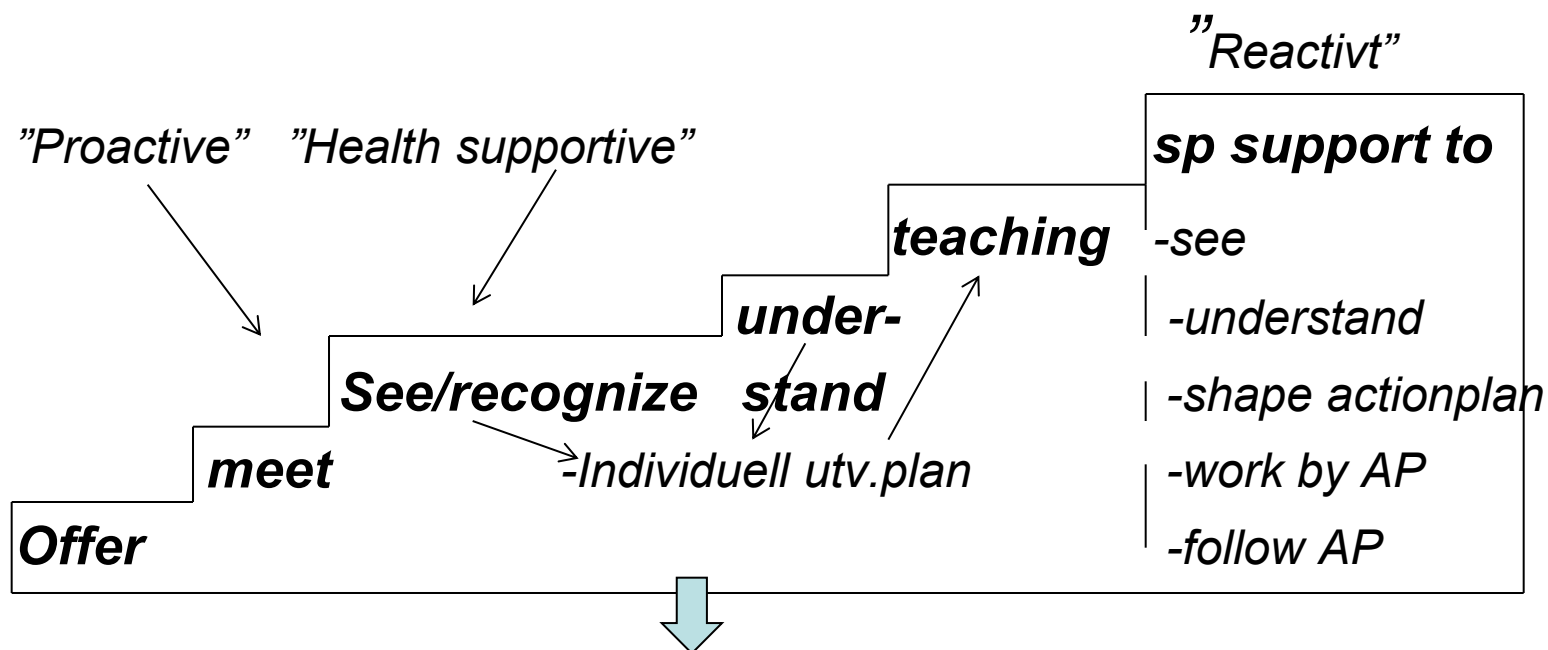
relationer & undervisning

"rum" i väl vald

grupp



Inclusion as process about responsible for and in schools try:



i riktning mot gemenskap, delaktighet, lärande och utveckling socialt och kunskapsmässigt inom en sammanhållen skolverksamhet.



”Evidence in Inclusion”, Danish Clearinghouse

1. ”Vanliga elever” påverkas ej negativt (kunskaper & socialt) då elever i behov av särskilt stöd inkluderas
2. ”Elever i behov av särskilt stöd” som inkluderas visar positiv utveckling ’(kunskaper & socialt)
 - om skolan har övergripande mål och strategi samt positiv attityd till dessa elever samt
 - om tydliga individuella mål/plan så att elev kan se egen progress
 - men inte om lärare har en negativ attityd då negativa resultat
3. Två lärare i samarbete ger positiva effekter om de har rätt kompetenser: ämneskunnig pedagog resp ”specialpedagog”





Referenser om inkludering

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