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DANISH PRESIDENCY OF THE COUNCIL OF THE EUROPEAN UNION 2012

RA4AL



ODENSE KOMMUNE

**RAISING ACHIEVEMENT FOR ALL LEARNERS**  
QUALITY IN INCLUSIVE EDUCATION (RA4AL)

# Feedback from country seminar sessions

15th June 2012



European Agency for Development in Special Needs Education

# Raising Educational Attainment in Scotland – Maggie Tierney

Rapporteur: Glynis Wilson



# Key points from seminar

Scotland has a high performing education system

Not delivering for all learners – there is a direct correlation between poverty and attainment – particularly Looked After Children

Disadvantage at age 3 – addressing through focus on early years



# Ideas for taking forward the RA4AL agenda

Collaborative system, less confrontational with teachers – support in system

How to reach society, families to effect change

How to break the cycle – across the generations



# Support in Learning and School Attendance in Finland – Hanele Cantell, Eija Kauppinen, Pirjo Koivula

Rapporteur: Zuzana Kaprova



# Ideas for taking forward the RA4AL agenda

- high level of co-operation (e.g. between mainstream and special teachers)
- problem of ownership – teacher's role involvement of stakeholders (headteacher, school staff, all teachers, parents, pupils, community)
- early start with pedagogical intervention,
- 3 level model – non bureaucratic approach - no delay in interaction
- Importance of initial teacher training
- raising the prestige of being a teacher
- importance and better use of ICT
- good teaching



# Supporting achievement for all mainstream schools in Ireland – Clare Farrell, Finn O' Murchú

Rapporteur: Irene Allen



# Key issues from seminar

Government approach to new system

Team Teaching .....not co-teaching

Research to support change required

Evidence regarding use of resources  
in a different way





# Ideas for taking forward the RA4AL agenda

- Importance of information being provided to schools and parents – plus using learners as “agents for learning”
- Learners have to be part of the process and support each other. Will only happen if you listen to the learner – do we capture the magic ?



“Change wisdom” – culture change for teachers; how change happens; how to make it happen.

We need time to accept change can result in a dip in performance and time to reflect on how the changes are affecting all - including teachers, parents, schools and, most importantly, all learners.



An early report from a systematic research mapping of the international research of effects on pupils of inclusion/inclusive measures – Camilla Brørup Dyssegaard, Michael Søgaard Larsen, Denmark

Rapporteur: Katerina Vlcková



# Key points from seminar

- There is little research looking at the effectiveness of inclusive education (43 studies)
- Interim examples:
  - Student self-monitoring (of behaviour)
  - Co-teaching (with special needs teacher)
  - Use of assistants but not 1:1
  - Peer assisted learning



# Ideas for taking forward the RA4AL agenda

Further research is needed – longer term, with larger samples, in Europe – looking at different learning environments



# Raising achievements for all pupils in the Netherlands – Chris Struiksma, Marjan Zandbergen

Rapporteur: Nadia Lampropoulou



# Key points from seminar

- Move from the **general** (education and quality of education-basic arrangement) to the **individual** (variations of the basic arrangement to meet the needs of students who do not have enough): Every child is unique but that doesn't mean that every child should have a different program).
- Feedback on the teaching (use teaching and the results of teaching to assess, change, improve)
- Collaboration with colleagues and other professionals. Teachers and schools open to collaboration.



# Ideas for taking forward the RA4AL agenda

Empower and reinforce the students:

- Behaviour that is rewarded, will increase
- Behaviour that is punished, will be suppressed
- Behaviour that is neglected, will decrease

Education should be challenging not boring

Improve the perspectives on education, work, personal development

Differentiated education which takes into account individual differences, but is also feasible





# The Inclusion Quality Mark for Wales – Sue Davies, Irene Allen, Glynis Wilson

Rapporteur: Clare Farrell



# Key points from seminar

There were three strands to the presentation:

- Strategic : Welsh govt policy to raise standards so that all learners can benefit
- Regional: Sharing expertise across six local authorities to develop and pilot the inclusion quality mark
- Local: How the evaluation and assessment was done in schools



# Ideas for taking forward the RA4AL agenda

- Learners are at the heart of everything and we have to make the learner's journey smoother so that they can flourish
- The centrality of early identification, assessment and intervention so that learners are enabled and empowered to learn and achieve
- The importance of schools being actively involved in self evaluation, collaboration and taking responsibility for moving forward, and using self evaluation as a planning tool.
- Need to change the system before the structure – getting the process right.



# The Norwegian Model of VET – strengths and challenges - Liv Frilseth

Rapporteur: Bengt Weidow



# Key points from seminar

Equity: Some students need more support than others in order to reach equal opportunities in education, employment , society.

Education act for All in 1976: a long process for inclusion of all students in 'a school for all' .

1996: 99,5% of all students are in mainstream local schools



- A very comprehensive education/ training and support system for all students
- Strong parental and users involvement in the whole process of the decision making and implementation phase
- Alternative paths in upper secondary education



# Success factors in VET and employment:

- Assessment and suitable adapted education and training
- Collaboration between all partners involved
- The firms attitude and will
- The student personality, values and skills



## 3 level strategy:

- Identify – follow up
- Target-oriented qualifications – improved learning outcome
- Cooperation and coordination – better implementation





# Ideas for taking forward the RA4AL agenda

Strong parental and users involvement in the whole process of the decision making

Flexibility of training pathways to adapt to the needs of the person; moving from one training scheme to another

Efficient collaboration and coordination of all services and actors involved.



# Germany in Transition – Matthias von Saldern, Viola Summer, Wiltrud Thies

Rapporteur: Marjan Zandbergen



Key points from seminar  
“a good school is an inclusive school”  
- not integration plus!

For this we need:

a school leader with vision

teachers who are able to develop their skills

engaging school culture

methods and materials to help teachers to  
cope with differences in the classroom

Teaching inclusively is “not an excessive  
demand” – teachers enjoy their work (even if  
paid less!)

# Ideas for taking forward the RA4AL agenda

Longer term research/shared practice on differentiation across different country systems – RA4AL in daily practice



# Developing an Inclusive Literacy Strategy for Maltese learners – Alexander Spiteri, Marthese Cini

Rapporteur: Elizabeth Armour



# Key points from seminar

## Collaboration

- integrating all key partners, stakeholders
- integrating all different services within education – avoid duplications, black holes, gaps

## Quality Training

- demonstrations,
- getting their commitment, responsibility
- initial teacher education – in service development

## Real focus on the classroom –you cannot “delegate” the task

- changing what you do in the classroom
- not just resource driven
- focus on inclusion and meeting the needs of all



# Ideas for taking forward the RA4AL agenda

Encouraging the culture of self reflection and evaluation

- Pedagogical leadership
- Towards quality education: good examples, disseminating good practice



# External evaluation for higher education quality and achievement – Laima Pauriene, Regina Labiniene, Laimute Motuziene

Rapporteur: Brian Currie





# Key points from seminar

Significant change of evaluation strategy

Relation of SEN to quality of education system

Every teacher a teacher of SEN

