KEY PRINCIPLES FOR PROMOTING QUALITY IN INCLUSIVE EDUCATION

Recommendations for Practice

A Matrix Document

European Agency for Development in Special Needs Education

CONTENTS

INTRODUCTION

This Matrix is a tool designed to help policy makers and practitioners to identify the original source of the key principles presented in the *Key principles for promoting quality in inclusive education – Recommendations for practice* (2011) report. This tool will enable readers to cross reference the key principles listed in the report with specific content available in Agency project reports and in international documents.

A number of Agency reports were used as background material for the Key Principles report. These included:

– *Special Education across Europe* (2003);

– *Special Needs Education in Europe – Thematic Publication* (Volume 1, 2003 and Volume 2, 2006);

– *Inclusive Education and Classroom Practice in Secondary Education* (2005);

– *Young Views on Special Needs Education* (2005);

– *Early Childhood Intervention* (2005);

– *Individual Transition Plans* (2006);

– *Assessment in Inclusive Settings* (2007 and 2009);

– *Young Voices: Meeting Diversity in Education* (2008);

– *Young people's views on inclusive education. Lisbon Declaration* (2007);

– *Implementing Inclusive Assessment* (2009); *Assessment for Learning and Pupils with Special Educational Needs* (2009); *Putting inclusive assessment into practice* (2009); *Cyprus Recommendations on Inclusive Assessment* (2009);

– *Development of a set of indicators – for inclusive education in Europe* (2009);

– *Multicultural Diversity and Special Needs Education* (2009);

– *Early Childhood Intervention – Progress and Developments 2005–2010* (2010);

– *Inclusive Education in Action – Project Framework and Rationale* (2010);

– *Teacher Education for Inclusion – Literature Review* (2010);

– *ICTs in education for people with disabilities* (2011);

– *Teacher Education for Inclusion across Europe* (2011);

– *Participation in Inclusive Education – A Framework for Developing Indicators* (2011).

Along with the Agency publications, some of the most recent international documents in the areas of inclusive education, special needs education and disability were used as supporting evidence of the identified key principles. Other sources included:

Commission of the European Communities (2006) *Communication from the Commission to the Council and to the European Parliament. Efficiency and equity in European education and training systems*. Brussels, 8.9.2006 COM(2006) 481 final http://ec.europa.eu/education/policies/2010/doc/comm481_en.pdf

Commission of the European Communities (2010) *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. European Disability Strategy 2010–2020: A Renewed Commitment to a Barrier-Free Europe*. Brussels, 15.11.2010 COM (2010) 636 final http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0636:FIN:EN:PDF

Council of the European Union (2009a) *Council Conclusions of 12 May 2009 on a Strategic Framework for European Cooperation in Education and Training* ('ET 2020') (2009/C 119/02)
http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF

Council of the European Union (2009b) Council conclusions of 26 November 2009 on the professional development of teachers and school leaders (2009/C 302/04), Brussels http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:302:0006:0009:EN:PDF

Council of the European Union (2010) *Council conclusions on the social dimension of education and training* 3013th Education, Youth and Culture Council meeting 11/05/2010 http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/114374.pdf

Council of the European Union (2011) *Council conclusions on the role of education and training in the implementation of the 'Europe 2020' strategy* (2011/C 70/01) http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:070:0001:0003:EN:PDF

UNESCO (2005) *Guidelines for Inclusion: Ensuring Access to Education for All.* UNESCO, Paris

UNESCO (2009) *Policy Guidelines on Inclusion in Education*. UNESCO, Paris http://unesdoc.unesco.org/Ulis/cgibin/ulis.pl?catno=177849&set=4A9F89E7_2_250&gp=1 &ll=1

United Nations (2006) Convention on the Rights of Persons with Disabilities, New York: United Nations

World Health Organization (2011) *World Report on Disability*. Geneva, Switzerland, WHO

Each key principle is divided into specific recommendations followed by extracts from Agency reports or from the international documents listed above. The extracts are provided with the publication title and page numbers where the relevant information can be found.

When the number of quotes available for each specific recommendation is extensive, a list of additional sources and page numbers is provided without the full text and between square brackets.

As the material presented in the matrix is the basis for the key principles, the link between the evidence and the recommendations is usually clear. Occasionally, however, a degree of interpretation might be necessary.

All the original information referred to in this document can be found in the Key Principles for Promoting Quality in Inclusive Education. Recommendations for Practice (2011) report on the Agency web site at : http://www.european-agency.org/agency-projects/key-principles

1. KEY PRINCIPLES FOR PROMOTING INCLUSIVE PRACTICE

Key principle: Responding to learners' voices

Learners' voices and those of family and advocates should be listened to, particularly when decisions are made that affect their lives.

Learners must be provided with relevant information in appropriate formats to enable them to take a full part in all discussions and decisions regarding their education and plans for the future.

Specific recommendation

• Learners should have a voice in decisions that affect them

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Recommendations state: The voices of children with disabilities themselves must be heard, though they frequently are not. (p. 225); Consult and involve children in decisions about their education. (p. 227)

Participation in Inclusive Education – A Framework for Developing Indicators (2011): This report recognises inclusive education as an ongoing process in which social inequity, poverty and marginalisation have to be addressed within a framework of inter-sectoral policies. Child-friendly school cultures and environments should be promoted, encouraging the active role and participation of the learners themselves, their families and communities. Schools are crucial in the process of building inclusion, both as places and as communities. (p. 14)

European Disability Strategy (2010): This Strategy is intended to harness the combined potential of the EU Charter of Fundamental Rights, the Treaty on the Functioning of the European Union, and the UN Convention, and to make full use of Europe 2020 and its instruments. It sets in motion a process to empower people with disabilities, so that they can participate fully in society on an equal basis with others. As Europe's population ages, these actions will have a tangible impact on the quality of life of an increasingly large proportion of its people. The EU institutions and the Member States are called upon to work together under this Strategy to build a barrier-free Europe for all. (p. 11)

Young Voices: Meeting Diversity in Education (2008): 'We have the right to make our own decisions and choices. Our voice needs to be heard'. (p. 1) … The Young People expressed their views on inclusive education: 'It is very important to give everyone the freedom to choose where they want to be educated'. (p. 2)

Assessment in Inclusive Settings (2007): There should be a shared attitude amongst staff that assessment involves, as an entitlement, the participation of and active involvement of all pupils – those with and without SEN – and their parents. (p. 53)

Convention on the Rights of Persons with Disabilities (2006): States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right. (p. 8)

UNESCO (2005): Inclusion is about the presence, participation and achievement of all students. Here 'presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and

'achievement' is about the outcomes of learning across the curriculum, not merely test or examination results. (p. 15)

Individual Transition Plans (2006): Transition needs to ensure a young person's participation and to respect his/her personal choice (p. 13); and to encourage the young person as much as possible to discover her/his own skills and competences. (p. 14)

Special Needs Education in Europe. Provision in Post-Primary Education (2006): It is argued that giving students greater responsibility for their own learning will contribute to the success of inclusion in secondary schools. Information from the countries suggests that a greater emphasis on giving the ownership for learning to students is a successful approach. (p. 26); Responsibility is also the focus of one of the findings of the Transition from School to Employment report. It suggests that young people should be given responsibility for decision making and this is equally applicable within the HE sector – students with SEN need to be given possibilities for taking and developing responsibility for their learning decisions and situations. (pp. 60–61)

Young Views on Special Needs Education (2005): The young people also supported a free decision scenario: the personal right to decide on the best educational option according to the young person's needs and abilities without any bias or preconceptions: (p. 68); Participants also expressed a clear desire for their full involvement in any decision concerning their future. (p. 69)

[*Also refer to*: Early Childhood Intervention. Progress and Development (2010), p. 41; Implementing Inclusive Assessment (2009), p. 53; UNESCO, 2005, p. 28]

Specific recommendation

- in assessment – choosing different ways of showing what they know, understand and can do, being involved in discussions about assessment information and how it can support future learning

Evidence of this factor can be found in the following publications:

ICTs in education for people with disabilities (2011): This situation requires a policy response guided by the principle that all learners should have an entitlement to be involved in all assessment and examination procedures. ICT can be an invaluable tool in making assessment procedures accessible for all learners, including those with disabilities. (p. 75)

Cyprus Recommendations on Inclusive Assessment (2009): The Representatives recommend that all pupils are involved in and have opportunities to influence their own assessment and the development, implementation and evaluation of their own learning targets and plans (individual education plan or similar tool); (p. 2) … All pupils should be entitled to be part of assessment procedures that are reliable, valid and accommodated to meet the specific needs of individual pupils. (p. 2)

Implementing Inclusive Assessment (2009): The participatory nature of inter-disciplinary work on inclusive assessment also appears to imply a change in the locus of control for support and input from assessment specialists. Decision-making not only involves, but also becomes increasingly led by those in schools, including mainstream class teachers with parents and pupils, working in partnership with professionals who are external to the pupil's immediate educational environment. Such a change in working approach requires a major attitudinal shift on the part of specialist assessment professionals, as well as changes to their practice. (p. 4)

UNESCO (2009): all pupils should be entitled to be involved in all assessment procedures as long as they are relevant and adapted to accommodate their needs (p. 22)

Assessment in Inclusive Settings (2007): Teachers require access to a variety of assessment tools and resources. This could include exemplar logbooks and portfolios as well as materials to develop assessment in non-academic subjects, self-assessment and peer-assessment; (p. 52) … In different ways, all countries stress the need to develop the possible benefits self-assessment can offer a pupil with SEN and their teachers. (p. 45)

Specific recommendation

- in the learning process – having different ways of accessing information, making it meaningful and expressing themselves

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe. (2011): Flexible and interactive approaches are needed to support the participation and learning of whoever walks through the door, allowing all learners to perceive, understand, engage and process information and express themselves in different ways. (p. 68)

World Report on Disability (2011): Mainstream ICT devices and systems, such as telephones, television, and the Internet, are often incompatible with assistive devices and assistive technology, such as hearing aids or screen readers…People with disabilities should have the same choice in everyday telecommunications as other people – in access, quality, and price (p. 184) … Given the wide spectrum of ICT products, services, and sectors (commerce, health, education, and so on) a multi-sectoral and multi-stakeholder approach is required to ensure accessible ICT. Governments, industry and end-users all have a role in increasing accessibility. That includes raising awareness of need, adopting legislation and regulations, developing standards and offering training. (p. 186)

ICTs in education for people with disabilities (2011): access to educational opportunities for people with disabilities often initially depends upon successful access to information on educational possibilities open to them. Access to information about – as well as for – education is a mechanism that supports participation in lifelong learning. Inaccessible information excludes groups of learners with disabilities from finding out about educational opportunities that may be open to them and the possible support they can access to effectively participate in education. This inequality can only be addressed by ensuring accessible information about all aspects of education for everyone – ICT can be an effective tool in ensuring this access. (p. 83)

UNESCO (2005): Within this context, therefore, empowerment refers to 'acquiring the awareness and skills necessary to take charge of one's own life chances. It is about facilitating the ability of individuals (and groups) to make their own decisions and, to a greater extent than hitherto, to shape their own destinies.' Some educational theorists tie the concept to Freire's notion of 'the collective struggle for a life without oppression and exploitation' and the expression of students' and teachers' 'voices' which can be emancipatory in different degrees. This is the understanding of empowerment embedded in these guidelines. (p. 28)

[*Also refer to*: ICTs in education for people with disabilities (2011), p. 17 and p. 71]

Specific recommendation

- in planning and support to manage their learning and take personal factors into account

Evidence of this factor can be found in the following reports:

ICTs in education for people with disabilities (2011): ICT and assistive technology can make a real difference for the autonomy of people with disabilities. If the adequate devices are made available people can act independently. To help pupils/students to become autonomous learners and to witness such an accomplishment can be rewarding for any educator. (p. 45)

Young Voices: Meeting Diversity in Education (2008): During the discussions it became very evident that for them high quality support cannot be provided if differences are not really taken into consideration. Amy said 'young people need to have the choice to learn at their own pace, so they find it enjoyable and have a fulfilling experience from their education.' (pp. 15–16)

Inclusive Education and Classroom Practice in Secondary Education (2005): The implementation of alternative learning strategies aims at teaching students how to learn and how to solve problems. Associated with this, schools give students greater responsibility for their own learning. (p. 24)

Inclusive Education and Classroom Practice (2005): Students are managers of their own learning process. (p. 25)

Special Education across Europe (2003): Austria. In an inclusive class, each individual pupil needs to be given particular consideration. As in hardly any other class, pupils are different, e.g. in terms of their stages of development, their educational backgrounds and their ability to learn. These differences are taken into account and provide the starting point for the design of different learning programmes and scholastic requirements. This prevents the individual pupil from being either over- or under-challenged and paves the way for a successful learning process. (p. 12)

Specific recommendation

- in the provision of support to overcome barriers to learning that does not stigmatise them or separate them from their peers

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Inclusive assessment procedures should explicitly aim to prevent segregation by avoiding – as far as possible – forms of labelling. Instead, assessments should focus on learning and teaching practices that lead to more inclusion in a mainstream setting. (p. 220)

ICTs in education for people with disabilities (2011): '… special techniques and equipment' does not necessarily imply separate, or segregated provision in the use of ICT. The examples show how ICT can be an integral tool for supporting learning in a number of different ways within inclusive settings. Crucially, ICT can be and is a tool for all teachers, not just ICT specialists or 'experts' in their work. (p. 86)

Teacher Education for Inclusion across Europe (2011): Labels that lead to the categorisation of learners need to be reviewed moving towards a focus on overcoming individual barriers to learning. (p. 57)

Putting Inclusive Assessment into Practice (2009): Inclusive assessment explicitly aims to prevent segregation by avoiding (as far as possible) forms of labelling and by focussing on learning and teaching practice that promotes inclusion in a mainstream setting. (p. 2)

Assessment in Inclusive Settings (2007): The change in focus of initial identification assessment to informing teaching and learning and away from labelling and categorisation as a result of diagnosis highlights the following critical questions that countries may have

to consider (p. 35); Inclusive assessment explicitly aims to prevent segregation by avoiding – as far as possible – forms of labelling and by focussing on learning and teaching practice that promotes inclusion in a mainstream setting. (p. 48); Specialists in multi-disciplinary teams should ensure there is a balance between the need for effective and specific 'diagnosis' of an individual pupil's needs with the disadvantages of labelling and categorising the pupil as a result of diagnosis. (p. 55)

Special Needs Education in Europe: Thematic Publication (2003): A few countries report that development towards inclusion requires reduction of labelling and assessment procedures. Certainly, it is very important that funds should be spent as much as possible for educational processes (teaching, providing additional services and help etc.) instead of diagnosis, assessment, testing and litigation. (p. 16)

Specific recommendation

- in curriculum – having a say in relevant, meaningful, personalised outcomes

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe. (2011): New teachers must understand the complexities of teaching and learning and the many factors that affect them. They should recognise that all learners should be actively involved in making sense of their learning, rather than passive consumers of tightly prescribed curriculum content. (p. 68)

UNESCO (2009): Accessible and flexible curricula, textbooks and learning materials can serve as the key to creating schools for all. Many curricula expect all pupils to learn the same things, at the same time and by the same means and methods. But pupils are different and have different abilities and needs. It is important, therefore, that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs, abilities and learning styles of each and every pupil. This is particularly important in the development and practice of learning activities for youth and adults. (p. 19)

UNESCO (2005): Accessible and flexible curricula can serve as the 'key' to creating 'schools for all'. It is important that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs and abilities of each and every pupil. (p. 25)

Young Voices: Meeting Diversity in Education (2008): We need subjects and skills that are meaningful for us and for our future life. (p. 22)

Assessment in Inclusive Settings (2007): Thirdly, most typically the early use of the term (i.e. inclusion) was characterised by the belief that pupils with SEN should have 'access to the curriculum'. This implied that 'the curriculum' was a fixed and static entity and that pupils with SEN require different types of support to access the mainstream curriculum. The current use of the term 'inclusion' starts from the proposition that pupils with SEN have a right to a curriculum that is appropriate to their needs and that education systems have a duty to provide this. The curriculum is not fixed, but something to be developed until it is appropriate for all pupils. (p. 16)

[*Also refer to*: Assessment in Inclusive Settings (2007) p. 54]

Specific recommendation

- in evaluating the learning outcomes to ensure educational achievement and well-being

Evidence of this factor can be found in the following reports:

ICTs in education for people with disabilities (2011): The advantages of ICT usage in the teaching and learning process are based on the possibilities it offers for alternative means of communication, providing access to educational resources in a more convenient way and to enhancing learning motivation. By overcoming obstacles of time and space, supplementing vital human functioning and supporting the development of crucial skills, these technologies contribute to the increased effectiveness of educational processes by enabling people with disabilities to actively participate in meaningful learning experiences. (p. 5)

UNESCO (2009): It is of crucial importance that all children and young people have access to education. However, it is equally important that they are able to take full part in school life and achieve desired outcomes from their education experiences. While subject-based academic performance is often used as an indicator of learning outcomes, 'learning achievement' needs to be conceived more broadly as the acquisition of the values, attitudes, knowledge and skills required to meet the challenges of contemporary societies. Adults need to be provided with learning opportunities as well since the ultimate goal of inclusion in education is concerned with an individual's effective participation in society and of reaching his/ her full potential. (p. 6)

UNESCO (2005): Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most 'at risk' are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system. (p. 16)

Key principle: Active participation of learners

All learners are entitled to be active participants in the life of the school and community.

All learners should feel part of their class/school, being valued for the individual contribution that they make to the life of the community. Learners should be consulted about any additional support needed to help them participate in the full range of activities and experiences offered.

Specific recommendation

- have a sense of belonging and feel secure in the school environment

European Disability Strategy (2010): EU action will support national efforts through ET 2020, the strategic framework for European cooperation in education and training, to remove legal and organisational barriers for people with disabilities to general education and lifelong learning systems; provide timely support for inclusive education and personalised learning, and early identification of special needs; provide adequate training and support for professionals working at all levels of education and report on participation rates and outcomes. (p. 8)

Special Needs Education in Europe: Thematic Publication (2006): The study suggests that inclusive education is enhanced by several factors that can be grouped under the heading of co-operative teaching. Co-operative teaching refers to all kinds of co-operation between the class teacher and a teaching assistant, a teacher colleague or another professional. A key characteristic for co-operative teaching is that students with SEN do not have to be removed from the classroom in order to receive support, but that this support can be

provided in the classroom. This stimulates the sense of belonging for the student and boosts his or her self-esteem, which in itself is a strong facilitator for learning. (p. 18)

Individual Transition Plan (2005): In the development of the ITP the young person should: Feel accepted and belonging/being part of a group work colleagues. (p. 27)

Inclusive Education and Classroom Practice (2005): Characteristic for co-operative teaching is that students with SEN do not have to be removed from the classroom in order to receive support, but that this support can be provided in the classroom. This stimulates the sense of belonging for the student and boosts his or her self-esteem, which in itself is a strong facilitator for learning. (p. 16)

Specific recommendation

- have opportunities for collaboration and co-operative learning, with flexible peer groups to develop social and communication skills

Evidence of this factor can be found in the following reports:

ICTs in education for people with disabilities (2011): The use of the ICT set-up also combats the risk of isolation and social exclusion by offering the ill learner an easy way to collaborate with schoolmates and in general stay in contact with the friends in class. This can contribute to the learner's healing by supporting a goal-oriented motivation and diverting the learner's focus away from illness and its consequences, to a more 'normal' life. (p. 42)

Council of the European Union (2010): Creating the conditions required for the successful inclusion of pupils with special needs in mainstream settings benefits all learners. Increasing the use of personalised approaches, including individualised learning plans and harnessing assessment to support the learning process, providing teachers with skills to manage and benefit from diversity, promoting the use of co-operative teaching and learning, and widening access and participation, are ways of increasing quality for all (p. 5).

Assessment in Inclusive Settings (2007): A curriculum for all considers academic and social learning. Curriculum goals and implementation should reflect this dual focus. (p. 16)

Inclusive Education and Classroom Practice (2005): Peer tutoring is effective in cognitive and social-emotional respects. Students who help each other, especially within a system of flexible and well-considered pupil grouping, benefit from learning together. (p. 5)

Specific recommendation

- have their achievements recognised and celebrated

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): The assessment procedures should aim to promote diversity by identifying and valuing the progress and achievements of each student. (p. 220)

Cyprus Recommendations on Inclusive Assessment (2009): All assessment procedures should aim to take into full account and also celebrate diversity by identifying and valuing all pupils' individual learning progress and achievements. (2)

Young Voices: Meeting Diversity in Education (2008): Finally, delegates were confident about their capacities and clear about their wishes, but unsure about the recognition of their real potential by schools and society in general. (p. 16)

Assessment in Inclusive Settings (2007): All assessment procedures should aim to 'celebrate' diversity by identifying and valuing all pupils' individual learning progress and achievements. (p. 48)

Specific recommendation

- take a full part in extra-curricular and out-of-school activities

Council of the European Union (2011): In addition, more workplace and entrepreneurial learning experiences should be encouraged, and opportunities for voluntary activities, self-employment and working and learning abroad expanded. (p. 1)

Council of the European Union (2010) Individualised support for pupils at risk can include the provision of personalised learning, counselling, mentorship and tutorship systems, welfare support and extracurricular activities in support of learning. (p. 13)

Multicultural Diversity and Special Needs Education (2009): A large number of leisure activities were organised by the schools together with the local services after school hours or during school holidays in order to provide pupils with activities that families cannot ensure. (p. 58)

UNESCO (2009): Opportunities for informal and non-formal education should be developed in the curriculum. (p. 17)

Specific recommendation

- take responsibility for their own learning and an active role in the learning process, maintaining high expectations and increasing independence in learning

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Education systems need to move away from more traditional pedagogies and adopt more learner-centred approaches which recognize that each individual has an ability to learn and a specific way of learning. The curricula, teaching methods and materials, assessment and examination systems, and the management of classes all need to be accessible and flexible to support differences in learning patterns. (p. 220)

Teacher Education across Europe (2011): What is key for all learners, including children and young people in schools and students and teachers themselves, is the development of a 'growth' mindset (Dweck, 2006) and the importance of feeling safe to explore new ideas and see mistakes as learning opportunities. (p. 68)

Development of a set of indicators – for inclusive education in Europe (2009): Rules/processes are established for pupils/students/parents/professionals with regard to participation in decision-making. (p. 29)

Young Voices: Meeting Diversity in Education (2008): All delegates agreed that having the opportunity to participate in inclusive education from the very beginning of their education makes them stronger, more self-confident and independent. (p. 18) … We have the right to live independently. We also want to have a family and we want to have a house adapted to our needs. Many of us want to have the possibility to study at a university. We also want to work and we do not want to be separated from other people without disabilities. (p. 21)

Inclusive Education and classroom practice in secondary education (2005): To support the inclusion of students with special needs, several models that focus on learning strategies have been developed over the past few years. In such programmes students do not only learn strategies, but also how to apply the right learning strategy at the right time. It is

argued that giving students greater responsibility for their own learning will contribute to the success of inclusion in secondary schools. Information from the countries suggests that a greater emphasis on giving the ownership for learning to students is a successful approach. (pp. 24–25)

[*Also refer to*: Special Needs Education in Europe. Provision in Post-Primary Education (2006) p. 60 and p. 61; Young Views on Special Needs Education (2005), p. 69]

Specific recommendation

- recognise their responsibilities to others in the school and community

Evidence of this factor can be found in the following reports:

Multicultural Diversity and Special Needs Education (2009): Schools must play a leading role in creating an inclusive society, as they represent the main opportunity for young people of migrant and host communities to get to know and respect each other. (p. 12)

UNESCO (2005) Placing the pupil at the centre does not imply that students need to be taught and will learn subject matter and content separately. Within the framework of the classroom, individual adaptations can be made. Furthermore, it involves pupils supporting one another according to their abilities and strengths. It is about seeing differences as opportunities for learning. (p. 17)

Special Education across Europe (2003): Germany. Disabled and non-disabled pupils profit from each other, especially in the field of social behaviour, responsibility, independence and self-confidence. (p. 56)

Key principle: Positive teacher attitudes

All teachers should have positive attitudes towards all learners and the will to work collaboratively with colleagues.

All teachers should, as part of their initial teacher education and continuing professional development, be equipped with skills, knowledge and understanding that will give them the confidence to deal effectively with a range of learner needs. They also need experiences that will develop positive attitudes and values – to ensure that they see all learners in the class as their responsibility and maintain high expectations. Teachers should continue to research and reflect, to develop innovative solutions to new challenges presented by learner 'difference' and develop ways of organising that avoid labelling and low expectations. In particular, teachers should welcome support from colleagues with different areas of expertise and work co-operatively moving from an 'individual' to a 'collective' approach to their work.

Specific recommendation

Teachers should:

- take responsibility for all learners and show understanding of the fundamental needs that they all have in common e.g. to feel safe, to belong, to achieve meaningful outcomes

Evidence of this factor can be found in the following publications:

Teacher Education for Inclusion across Europe (2011): During the Agency project there has been wide agreement on the competences needed by new teachers to enable them to confidently take responsibility for all learners in their classes, managing learning and behaviour. (p. 65)

Teacher Education for Inclusion. Literature Review (2010): Underlying the process of inclusion is the assumption that the general classroom teacher has certain knowledge and understanding about the needs of different learners, teaching techniques and curriculum strategies. Florian and Rouse (2009) state: *'The task of initial teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children'* (p. 596). (p. 7)

Council of the European Union (2010): Creating the conditions required for the successful inclusion of pupils with special needs in mainstream settings benefits all learners. Increasing the use of personalised approaches, including individualised learning plans and harnessing assessment to support the learning process, providing teachers with skills to manage and benefit from diversity, promoting the use of co-operative teaching and learning, and widening access and participation, are ways of increasing quality for all. (p. 5)

Young Voices: Meeting Diversity in Education (2008): Young delegates insisted that teachers' attitudes play an essential role. Teachers should pay attention to all their pupils' specific needs. 'Teachers should keep in mind that there are different people in the class, with different needs and different ways of learning' suggested Simone. (p. 12)

Assessment in Inclusive Settings (2007): Developing systems of on-going, formative assessment that are effective for mainstream schools; giving schools and class teachers the tools to take responsibility for assessing the learning of pupils with SEN and even identifying (initially) the special needs of other pupils. (p. 29)

Special Needs Education in Europe. Provision in Post-Primary Education (2006): Literature review, Spain: The stronger the feeling of collective responsibility in the high school, the better the educational response towards these students. The collective awareness about some students' difficulties is more effective than the personal will of many teachers that are concerned with providing an appropriate response to their particular issue. (p. 30)

UNESCO (2005): Thus, it is the regular teacher who has the utmost responsibility for the pupils and their day-to-day learning. Nevertheless, it is the responsibility of the Ministry of Education to ensure that school-accessible and child-centered programmes are elaborated, implemented and evaluated. The outcome of such programmes and the results of their evaluation will facilitate new incentives and ideas for teaching. (p. 21)

Specific recommendation

- value and show commitment to meeting a broad range of outcomes (including emotional health and well-being, social skills) and maintain high expectations for all learners

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011). Few people would dispute the need for high standards for all learners. However, there is a need to question the values and assumptions that 'standards' in different countries reflect. If only a narrow range of 'ability' is valued, then various forms of categorising and labelling are likely to continue, making it difficult to create classrooms where everybody can succeed. Teachers need to challenge frequently held beliefs about the causes of under-achievement and reflect on how the school system is affected by – and can perpetuate – larger social inequalities. They should not tolerate a limited – or limiting – curriculum for any child (Abu El-Haj and Rubin, 2009). (pp. 68–69) … In summary, the key competences highlighted by the majority of countries as most relevant to the development of inclusive practice typically include: …

Attending to the well-being of learners, taking responsibility for meeting all learning and support needs and ensuring a positive ethos and good relationships. (p. 51)

Teacher Education for Inclusion. Literature Review (2010): … The Report of the Teaching and Learning in 2020 Review Group (DfES, 2006) points out that any strategy for personalising learning must focus on improving the consistency of high quality teaching to meet learners' needs as effectively as possible. This includes matching high quality teaching to the different and developing abilities of pupils, breaking down barriers to learning and maintaining high expectations, collaborative relationships which enable all pupils to participate, and use of whole-class teaching as well as one-to-one, paired and group work and open-ended tasks based on specific projects or areas of inquiry. (pp. 33–4)

Multicultural Diversity and Special Needs Education (2009): In addition, according to the Swiss report, a further challenge that can be identified is social segregation in/within schools, especially if schools establish special classes for pupils with SEN, or for pupils for whom there are expectations of lower achievement. Pupils in such groups risk learning things from other students that are not always viewed as socially acceptable, hence developing undesirable behaviour. To avoid this result, the social inclusion of all pupils could be the solution. (p. 43)

UNESCO (2009): legal definitions and subsequent assessment procedures based on medical/deficit approaches lead to labelling and categorisation that often reinforces segregation and separate approaches to provision. (p. 22)

Assessment in Inclusive Settings (2007): For a growing number of countries, extending the focus of assessment to cover all aspects of a pupil's educational experience – learning, behaviour, social and peer relationships etc. – is an area for different forms of innovative practice. Both Hungary and the German Bundesländer emphasise this as a necessary development to support the inclusion process for individual pupils. (p. 43)

Individual Transition Plans (2006): 'To my mind, in schools, attention has to be paid not only to teaching academic subjects, but also social skills and, of course, vocational skills' (Parent's view). (p. 19)

Inclusive Education and Classroom Practice in Secondary Education (2005): Effective education is based upon monitoring, assessment, evaluation and high expectations. The use of the standard curriculum framework for all students is important. (p. 21)

[*Also refer to*: Teacher Education for Inclusion. Literature Review (2010), p. 25; Assessment in Inclusive Settings, (2007), p. 49]

Specific recommendation

- recognise when learners need support and arrange this sensitively together with the learner, without using potentially limiting labels

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Two distinct versions of a questionnaire were created, including short sketches describing children with disabilities. One included a 'labelling' version that used terms such as cerebral palsy. The other did not use labels, but simply described the children. The teachers who completed the non-labelling version were more positive about including disabled children than those who completed the labelling version. This suggested that a label can lead to more negative attitudes and that adults' attitudes were critical in developing policies on the education of children with disabilities. (p. 216)

Teacher Education for Inclusion across Europe (2011). Few people would dispute the need for high standards for all learners. However, there is a need to question the values and assumptions that 'standards' in different countries reflect. If only a narrow range of 'ability' is valued, then various forms of categorising and labelling are likely to continue, making it difficult to create classrooms where everybody can succeed. (p. 69)

Teacher Education for Inclusion. Literature Review (2010): Many others have expressed concerns about categorisation and labelling (Hart, 1996; Lewis and Norwich, 2005) and Black-Hawkins et al. (2007) argue that, at school level, these terms are used when the difficulties of the students exceed the capacity of the school to respond. Such terms can support a view that sees difficulties as 'medical problems' which, in turn, reduces the school's sense of responsibility. (p. 17)

Cyprus Recommendations on Inclusive Assessment (2009): ... Whilst recognising the role of diagnosis within assessment procedures, there is a need to shift the emphasis of SEN related assessment away from an over-reliance on initial identification linked to diagnosis and resource allocation (often conducted by people outside the mainstream school) to on-going assessment conducted by teachers and other professionals, that directly guides and informs teaching and learning. (1)

Putting Inclusive Assessment into Practice (2009): Inclusive assessment explicitly aims to prevent segregation by avoiding (as far as possible) forms of labelling and by focussing on learning and teaching practice that promotes inclusion in a mainstream setting. (2)

Assessment in Inclusive Settings (2007): The change in focus of initial identification assessment to informing teaching and learning and away from labelling and categorisation as a result of diagnosis highlights the following critical questions that countries may have to consider (35) ; Inclusive assessment explicitly aims to prevent segregation by avoiding – as far as possible – forms of labelling and by focussing on learning and teaching practice that promotes inclusion in a mainstream setting. (48); Specialists in multi-disciplinary teams should ensure there is a balance between the need for effective and specific 'diagnosis' of an individual pupil's needs with the disadvantages of labelling and categorising the pupil as a result of diagnosis. (55); … The allocation of support, placement and additional resourcing to meet a pupil's SEN should be informed by, but not be solely based upon initial identification or diagnostic procedures. (p. 57)

Special Needs Education in Europe: Thematic Publication (2003): A few countries report that development towards inclusion requires reduction of labelling and assessment procedures. Certainly, it is very important that funds should be spent as much as possible for educational processes (teaching, providing additional services and help etc.) instead of diagnosis, assessment, testing and litigation. (16)

[*Also refer to*: Teacher Education for Inclusion across Europe (2011), p. 68; Young Voices: Meeting Diversity in Education (2008) p. 15]

Specific recommendation

- have knowledge of a range of resources (including ICT) and the skills to enable them to be used effectively in the classroom

Evidence of this factor can be found in the following reports:

ICTs in education for people with disabilities (2011): Teacher education for all teachers – mainstream and specialist – should take a developmental, competency approach. Competences have the components of attitudes and beliefs, as well as knowledge and skills. Teacher competences need to cover general skills in education and pedagogy, as well as inclusive education approaches. Embedded within such training, there needs to be

a consideration of the use of ICT in education generally, as well as the use of ICT for learners with disabilities specifically. (p. 89)

Teacher Education for Inclusion. Literature Review (2010): There appears to be a broad consensus around the areas to be addressed during initial teacher education for all phases although Romano and Chambliss (2000) suggest that many needs appear to be greater for teachers at the secondary level. Other key areas include: consideration of differences in learning (Kavkler, 2009), the importance of classroom culture (Karpljuk et al., 2008), skills in assessment and accommodations (Woloshyn et al., 2003), assistive technology (Van Laarhoven et al., 2007) and the use of ICT (Wilcox et al. 2002). (p. 27); … The OECD Report 'Teachers Matter' recognises that the demands on schools and teachers are becoming more complex as society now expects schools to deal effectively with different languages and student backgrounds, ... to use new technologies, and to keep pace with rapidly developing fields of knowledge and approaches to student assessment. (p. 7)

Development of a set of indicators – for inclusive education in Europe (2009): This document identifies a selection of areas considered relevant for inclusive education at the policy level including: Teacher training/training of professionals (including use of information and communication technology – ICT). (p. 25)

UNESCO (2009): ICTs and the use of new technology constitute a vital part of modern societies and should be used whenever possible. (p. 20)

Young Voices: Meeting Diversity in Education (2008): Today, information and communication technologies offer possibilities to access information and knowledge that were previously unprecedented and this potential needs to be explored and developed with the support of every government. (p. 10)

Assessment in Inclusive Settings (2007): The use of information and communication technology to record evidence of a pupil's learning is highlighted by a number of countries. In Iceland for example, taped verbal interviews and videos of pupils in learning situations are being used. (p. 45)

Convention on the Rights of Persons with Disabilities (2006) In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities. (p. 17)

Specific recommendation

- have a positive attitude to innovation and be prepared to continue their own personal and professional development

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Teacher training should also be supported by other initiatives that provide teachers with opportunities to share expertise and experiences about inclusive education and to adapt and experiment with their own teaching methods in supportive environments. (p. 222)

Teacher Education for Inclusion. Literature Review (2010): The paper adds that no course of initial teacher education can equip teachers with all the competences they will require during their careers and notes that the demands on the teaching profession are evolving rapidly, requiring teachers to reflect on their own learning requirements in the context of

their particular school environment and to take greater responsibility for their own lifelong learning. (p. 14)

UNESCO (2009): Teachers, other educators and non-teaching support staff need to be trained and ready to assist children, youth and adults in their development and learning processes on a daily basis. Flexible teaching-learning methodologies necessitate shifting away from long theoretical, pre-service-based teacher training to continuous in-service development of teachers. (p. 20)

Council of the European Union (2009a): … Focus on the quality of initial education and early career support for new teachers and on raising the quality of continuing professional development opportunities for teachers, trainers and other educational staff (e.g. those involved in leadership or guidance activities). (p. 9)

Council of the European Union (2009b): … emphasised the need for highly qualified teachers who undertake continuous professional development. (p. 1)

Assessment in Inclusive Settings (2007): Appropriate training for inclusive assessment practice should be made available for teachers and specialist support staff. There should be clear policies for initial training and continuing professional development that provide all staff involved in assessment with the relevant knowledge and skills for inclusive assessment. A key element of such a policy is that training should focus upon assessment as problem solving and not assessment as identification of pupils' deficits and weaknesses, which may in effect be a barrier to inclusion. Training should be focussed upon using assessment to identify and develop strengths and abilities as a key tool for supporting pupils' learning. (p. 58)

UNESCO (2005): In many cases, policymakers, parents, teachers and other stakeholders in the school need to realise that inclusion is a process which requires changes at both the level of the education system as well as the school level. This can be challenging to accept as it may involve readjusting conceptual understandings and may have multiple practical consequences. 'Some deep changes are at stake when we realise that people's basic conceptions of the school system are involved, i.e. their occupational identity and sense of competence.' (p. 23)

[*Also refer to*: UNESCO (2005), p. 26]

Specific recommendation

- collaborate with and support colleagues to reflect on practice and build 'team' knowledge and skills in order to help learners (for example in the development of individual support or transition plans)

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): Collaborating with others (professionals, parents) to assess and plan an engaging curriculum to meet the diverse needs of learners, attending to issues of equality and human rights (p. 51); … Examine the potential of networks to provide opportunities for collaboration with school based colleagues who are also involved in teacher education and with a wider range of organisations who might provide practical experiences and personal contacts to extend knowledge and understanding of diversity. (p. 73)

Teacher Education for Inclusion. Literature Review (2010): Rao (2009) says that teacher educators need to prepare teachers for four broader roles involving four forms of collaboration: collaboration-consultation (general education teacher requests services of special education teacher to help generate ideas for addressing an ongoing situation); peer support system (two general education teachers work together to generate ideas);

teacher assistance teams (teams that include special educators provide assistance to general education teachers); and co-teaching where general and special education teachers work together to provide service to students. (p. 38); … Several basic teaching skills were felt to be particularly important in this context: Classroom research skills and the ability to engage with academic research; Monitoring the effectiveness of their classroom interventions; Reflecting critically on their own practice; Working collaboratively. (p. 15).

UNESCO (2009): Teachers as well as school leaders must be encouraged to discuss learning and teaching as well as methods and possibilities for development. They must be given a chance to reflect together on their practice, and to influence the methods and strategies used in their classes and schools. Teachers must also be familiarized with new curricula and trained in addressing student performances. A child-centred curriculum is characterized by a move away from rote learning and towards greater emphasis on hands-on, experience-based, active and cooperative learning. (p. 20)

Development of a set of indicators – for inclusive education in Europe (2009): Teachers and other staff are supported to develop their knowledge, skills and attitudes regarding inclusion so they are prepared to meet all pupils/students' needs in mainstream teaching. (p. 28)

Multicultural Diversity and Special Needs Education (2009): School professionals have celebrated the openness of schools where teachers co-operate with one another and with organisations and professionals outside education. (p. 48)

Assessment in Inclusive Settings (2007): The focus is also upon developing collaborative partnerships, where specialists work with mainstream teachers, but do not take the responsibility for assessing pupils away from class teachers. (p. 42)

Special Needs Education in Europe. Provision in Post-Primary Education (2006): Inclusion can be organised in several ways and on different levels, but essentially, it is the team of teachers who has to deal with an increasing diversity of student needs within their school and classes and has to adapt or prepare the curriculum in such a way that the needs of all students – those with SEN and their peers – are sufficiently met. (p. 17)

Individual Transition Plans (2006): Teachers from lower and upper secondary education, together with the young person, the family and other external professionals (not necessarily school-related), are involved in its development; (p. 23)… During compulsory/general education and before the last year, the teacher, the young person and her/his family, the advisor and other professionals need to sit together, reflect upon and plan the young person's future. This joint clarification of the situation needs to be prepared very carefully, taking into account different key steps. (p. 32)

Inclusive Education and Classroom Practice in Secondary Education (2005): The team shares an office, knows all the children and has a joint responsibility for the class-level. The members of each team support each other, collaborate as they plan the work, and co-operate with parents. (p. 23)

 [*Also refer to*: Teacher Education for Inclusion. Literature Review (2010), p. 24; UNESCO (2009), p. 26; Assessment in Inclusive Settings (2007) p. 53]

Specific recommendation

- communicate effectively with learners, parents and colleagues from all agencies and support collaborative practice to benefit learners

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Involve parents and family members. Parents and teachers should jointly decide on the educational needs of a child. Children do better when families get involved, and this costs very little. (p. 227)

Participation in Inclusive Education – A Framework for Developing Indicators (2011): Professionals such as teachers, school principals and administrators have a special responsibility in enabling and maintaining participatory relationships – but they cannot guarantee it. To create participatory relationships, interaction partners must be able to actively engage with the other (behavioural aspect of engagement, being able to relate), show positive affect towards the other (emotional aspect of engagement, being able to accept oneself and others) and understand the other (cognitive aspect of engagement, being able to regulate oneself through strategies and capacities for meta-cognition, problem-solving, etc.). These three components of involvement in relationships are expressed through collaboration, acceptance and recognition. (p. 34)

Teacher Education for Inclusion. Literature Review (2010): Communicate effectively and with cultural sensitivity with parents (p. 15) … The need to communicate understanding and resolve difference between the people who have useful knowledge. (p. 26)

Early Childhood Interventions. Progress and Developments (2010): Different policy initiatives, national, regional or local programmes and guidelines are in place to provide clear and adequate information to parents as early as possible and as soon as the need is identified, promoting partnership with the parents during the ECI process and involving them in the development and implementation of the ECI plan. In addition, a number of training courses are offered to parents of a child with disabilities or a child at risk. (p. 19); … The best way of creating cost effective, family focused and responsive services that work for children and families is to co-operate with and involve parents at every level of planning and developing services for their children. (pp. 22–23)

UNESCO (2009) Lists among other factors for inclusion: Involvement of parents and community. (p. 15)

Assessment in Inclusive Settings (2007): For on-going assessment in inclusive settings to be most effective, it is therefore important that mainstream teachers have access to and support from multi-disciplinary specialists who can assist in making these links as necessary. (p. 24)

Commission of the European communities (2006): The most important factors for efficiency and equity are the quality, experience and motivation of teachers and the types of pedagogy they use. Working in collaboration with parents and pupil welfare services, teachers can play a key role in securing participation of the most disadvantaged. (p. 6)

Individual Transition Plans (2006): 'In particular, teachers of mainstream schools dealing with SEN students (in collaboration with families, of course) have to promote students' understanding of their real abilities and future possibilities. To my mind, the team responsible for creating [an] ITP should involve not only specialists (a special needs teacher, a teacher, a psychologist), but also representatives of health care, social care, education field, employment field, etc.' (p. 19) [Parent's view]

Early Childhood Intervention (2005): Personal competences concerning all aspects related to working with and in families; working in a team; co-operation between services, as well as developing personal abilities such as self-reflection, communication skills and problem-solving strategies. (p. 28); … Co-operation with families: as the main partners of the professionals, this co-operation should be ensured, taking into account that professionals

have to initiate co-operation and have an open and respectful attitude towards the family, in order to understand their needs and expectations and avoid any conflict arising from different perspectives on needs and priorities, without imposing their point of view (p. 45).

UNESCO (2005): Teachers, parents, communities, school authorities, curriculum planners, training institutes and entrepreneurs in the business of education are among the actors that can serve as valuable resources in support of inclusion. Some (teachers, parents and communities) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion process. (p. 21)

[*Also refer to*: Special Needs Education in Europe (2003), p. 12; Assessment in Inclusive Settings (2007), p. 54; Early Childhood Interventions. Progress and Developments (2010), p. 41]

Key principle: Effective teacher skills

All teachers should develop the skills to meet the diverse needs of all learners.

In their initial and continuing education, teachers should be equipped with the skills, knowledge and understanding that will give them the confidence to deal effectively with a range of learner needs. Teachers should develop a range of approaches to assessment and pedagogy to enable them to use these in flexible ways to reduce barriers to learning and enable participation and achievement. They should develop a clear rationale for the approaches used, recognising and reflecting on factors that can impact on learning and the barriers that can occur.

Specific recommendation

Teachers should:

- assess learners using a range of approaches which allow them to show what they know, understand and can do in a variety of ways

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Support teachers and schools to move away from a one-size-fits-all model towards flexible approaches that can cope with diverse needs of learners – for example, individualized education plans can ensure the individual needs of students with disabilities are met. (226–7)

Teacher Education for Inclusion across Europe (2011): Using a variety of 'inclusive' teaching methods and group and independent work appropriate for the aims of learning, the learners' age, and their abilities/stage of development and evaluating learning and the effectiveness of methods used. (p. 51)

Participation in Inclusive Education – A Framework for Developing Indicators (2011): Teachers use an appropriately wide range of assessment for learning strategies, including self-assessment. (p. 30)

UNESCO (2009): Furthermore, there is a risk that assessments of learning only describe outputs or aspects of learning that are relatively easy to measure and ignore aspects that are more important but difficult to measure. Numeracy and literacy skills are often measured, which is not the case for social skills and the societal impact of education. (p. 10)

Assessment in Inclusive Settings (2007): Decision-making based upon inclusive assessment draws upon a range of sources that are action based and presents evidence of learning collected over a period of time (and not snapshot, one off assessment information); All pupils are entitled to be part of inclusive assessment – pupils with SEN as

well as their classmates and peers. (p. 50);… A wide range of assessment methods are necessary in inclusive assessment in order to make sure that there is a wide coverage of areas (non-academic as well as academic subjects) assessed; Assessment methods should aim to provide 'value added information' on pupil's learning progress and development, not just snapshot information. (p. 49)

Individual Transition Plans (2006): The portfolio should include an assessment of attitudes, knowledge, experience and the core (main) skills of the young person (e.g. academic, practical, daily living, leisure, self-determination and communication). (p. 15)

[*Also refer to*: UNESCO (2009), p. 18]

Specific recommendation

- use feedback to identify and overcome barriers to learning (physical, attitudinal, organisational) and plan ways forward with learners (assessment for learning)

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Assessment practices can facilitate or hinder inclusion. The need to attain academic excellence often pervades school cultures, so policies on inclusion need to ensure that all children reach their potential. (p. 220)

Teacher Education for Inclusion across Europe (2011): In Austria, competences are seen as personal pre-requisites necessary for successfully dealing with situations; they contain cognitive but also meta-cognitive and motivational aspects. The competences required for inclusive education were published in a paper from the Ministry of Education (Feyerer et al, 2006) and include: …Assessment, feedback and evaluation of learner achievements. (p. 48)

Multicultural Diversity and Special Needs Education (2009): In order to overcome linguistic and cultural barriers and potentially biased results of standardised assessment procedures, a holistic approach focused upon the pupil's learning processes and development should be considered. (p. 75)

Cyprus Recommendations on Inclusive Assessment (2009): The Representatives recommend that teachers use assessment for learning as a means of improving learning opportunities for all pupils. This involves setting goals/targets for and with pupils (in relation to effective teaching strategies for a specific pupil) as well as for themselves. It also involves providing feedback on learning to pupils in a way that meets their needs and supports their learning. (p. 2)

Assessment for Learning and Pupils with Special Educational Needs (2009): Overall, Assessment for Learning is concerned with collecting evidence about learning that is used to adapt teaching and plan next steps in learning. Evidence about learning is crucial as it indicates if there has been a shift (or not) in a pupil's learning progress and possibly learning processes. On the basis of such evidence, teachers can formulate targets/goals and are able to provide pupils with feedback about their learning (see Hattie and Timperly, 2007) clearly indicating to a pupil not just what they have learned, but also giving them information on how they may have learned it and how best they can learn in the future. The feedback provided during Assessment for Learning contributes to a pupils' reflection on their own learning. (p. 2)

Assessment in Inclusive Settings (2007): Teacher training should prepare teachers for using on-going assessment as a tool for their work. It should guide them in setting clear and concrete learning goals and using results of assessment as the basis for planning future learning experiences for all pupils. In particular, training should provide teachers

with the information and tools to effectively develop the relationship between an IEP (or similar tool) and on-going assessment. (p. 51)

Specific recommendation

- provide a range of learning opportunities with choice for all learners, in line with a view of intelligence as multi-dimensional

Evidence of this factor can be found in the following report:

World Report on Disability (2011): Provide technical guidance to teachers that can explain how to group students, differentiate instruction, use peers to provide assistance, and adopt other low-cost interventions to support students having learning difficulties (p. 227); … Education systems need to move away from more traditional pedagogies and adopt more learner-centred approaches which recognize that each individual has an ability to learn and a specific way of learning. The curricula, teaching methods and materials, assessment and examination systems, and the management of classes all need to be accessible and flexible to support differences in learning patterns. (p. 220)

Teacher Education for Inclusion across Europe (2011): Naukkarinen (2010) points out that teachers must see learners as having 'multiple intelligences and learning styles along many dimensions, rather than belonging to a category' (p. 190). (p. 14)

UNESCO (2009) Suggested actions include: Encourage new methods and new ways of learning. (p. 23)

Special Needs Education across Europe (2003): Austria. Inclusive instruction presupposes forms of learning which are an enrichment for all pupils, whether they have special needs or not. The best way for pupils to learn is by personal experience, a fact to which schools have become receptive. The traditional methods of instruction are therefore being gradually replaced by more open forms of learning. Not that reading, writing and numeracy are being neglected, it is just the approach to teaching that has changed. Pupils should acquire knowledge in a playful manner, they should learn from one another, work together and thus gradually be led to conscious, independent and target-oriented learning. (p. 11)

[*Also refer to*: Teacher Education for Inclusion across Europe (2011), p. 43]

Specific recommendation

- use a range of approaches to teaching, using flexible groups and taking account of learners' preferences

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): Flexible and interactive approaches are needed to support the participation and learning of whoever walks through the door, allowing all learners to perceive, understand, engage and process information and express themselves in different ways. (p. 68)

World Report on Disability (2011): Support teachers and schools to move away from a one-size-fits-all model towards flexible approaches that can cope with diverse needs of learners – for example, individualized education plans can ensure the individual needs of students with disabilities are met. (p. 227)

Teacher Education for Inclusion. Literature Review (2010): It states that teachers have a key role to play in preparing pupils to take their place in society and in the world of work and points out that teachers in particular need the skills necessary to identify the specific needs of each individual learner, and respond to them by deploying a wide range of teaching strategies. (p. 13)

Inclusive Education in Action – Project Framework and Rationale (2010) Inclusive education is: ensuring relevant curricular frameworks and learning tools to meet learners' diverse needs and achieve learning outcomes. (p. 8)

Young Voices: Meeting Diversity in Education (2008): Inclusive education is best if the conditions are right for us. This means the necessary support, resources and trained teachers should be available. Teachers need to be motivated, to be well informed about and understand our needs. They need to be well trained, ask us what we need and to be well co-ordinated among themselves during all the school years. (pp. 22–23)

Assessment in Inclusive Settings (2007): By contrast an educational approach can increase the chance of successful inclusion by considering a pupil's strengths and applying assessment information directly to strategies for teaching and learning. (p. 9);

Inclusive Education and Classroom Practice in Secondary Education (2005): Heterogeneous grouping and a more differentiated approach to education are necessary and effective when dealing with the diversity of students in a classroom. (p. 5)

[*Also refer to*: Individual Transition Plans (2006), p. 8 and p. 9]

Specific recommendation

- plan a relevant curriculum that provides coherent opportunities for the development of core, cross curricular competences and meaningful engagement for all learners

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): Collaborating with others (professionals, parents) to assess and plan an engaging curriculum to meet the diverse needs of learners, attending to issues of equality and human rights; (p. 51) … Curriculum and assessment arrangements, together with pedagogy, must be designed to facilitate the achievement of learners with diverse needs, working at different levels within the same class and ensure that wider support needs – including, for example health and social needs – are also addressed through close collaboration with other agencies. (p. 59)

Teacher Education for Inclusion. Literature Review (2010): Many pupils report that their experience of school still involves periods of time listening to teachers or copying from the board or a book. Personalising learning involves changing such routines within a broad curriculum that takes account of prior learning and experiences, appropriate curriculum materials, strategies that enable pupils to see clearly how they are progressing, a focus on higher order thinking skills and learning how to learn and group work, peer tutoring, paired and cooperative learning. (p. 34)

UNESCO (2009) Suggested actions include: Provide support when needed and make curricula open and flexible, allowing for different learning styles and content that makes the curriculum relevant to learners and society. (p. 23)

Development of a set of indicators – for inclusive education in Europe (2009): Inclusion implies pupils with SEN have 'access to the curriculum' in the best way to meet their needs. (p. 14): … National curriculum guidelines, if present, fully facilitate the inclusion of all pupils/students. (p. 26)

UNESCO (2009): It is important, therefore, that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs, abilities and learning styles of each and every pupil. (p. 19)

Assessment in Inclusive Settings (2007): The current use of the term 'inclusion' starts from the proposition that pupils with SEN have a right to a curriculum that is appropriate to their

needs and that education systems have a duty to provide this. The curriculum is not fixed, but something to be developed until it is appropriate for all pupils. (p. 16)

Inclusive Education and Classroom Practice in Secondary Education (2005): Effective teaching: The arrangements mentioned above (i.e. co-operative teaching, co-operative learning, collaborative problem solving, heterogenous grouping, home area systems and alternative ways of learning) should take place within an overall approach where education is based on assessment, evaluation and high expectations. All students – including students with SEN – demonstrate improvements in their learning with systematic monitoring, assessment, planning and evaluation of their work. The curriculum can be geared to individual needs and additional support can be introduced adequately through the Individual Educational Plan (IEP). This IEP should fit within the normal curriculum. (p. 5)

UNESCO (2005): Accessible and flexible curricula can serve as the 'key' to creating 'schools for all'. It is important that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs and abilities of each and every pupil. (p. 25)

[*Also refer to*: Cyprus Recommendations on Inclusive Assessment (2009), p. 2]

Specific recommendation

- work with colleagues to develop individual plans to ensure the consistent deployment of any necessary support, aids and adaptations to meet learners' needs

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): Student teachers take the role of a school team working with the learner and have the task of developing an individual educational plan and adequate measures to support the learner in school. The ITE students and teacher educators acting as 'coaches' discuss and evaluate the results together. [Example from Switzerland] (p. 28)

Multicultural Diversity and Special Needs Education (2009): A wide range of educational support measures are provided for pupils and teachers in the different countries. … The development and implementation of individual educational plans are mentioned as being very important support measures. (p. 74)

UNESCO (2009): It is important, therefore, that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs, abilities and learning styles of each and every pupil. (p. 19)

Special Needs Education in Europe. Provision in Post-Primary Education (2006): Ensure that the young person is at the centre of the process of developing an individual education plan and an individual transition plan. (p. 73)

Early Childhood Intervention (2005): In cases where intervention is required, an Individual Plan – also called a Family Plan or Individual Family Service Plan depending on the country – is developed resulting from the co-operation between the family and the team. The plan focuses on needs, strengths, priorities, goals and actions to be undertaken and evaluated. The existence of such a document facilitates the transfer of information and the continuity of necessary support when a child moves from one form of provision to another, or when a family is moving to a different area. (p. 5 and p. 6)

Inclusive Education and Classroom Practice in Secondary Education (2005): The curriculum can be geared to individual needs and additional support can be introduced

adequately through the Individual Educational Plan (IEP). This IEP should fit within the normal curriculum. (p. 5)

UNESCO (2005): Placing the pupil at the centre does not imply that students need to be taught and will learn subject matter and content separately. Within the framework of the classroom, individual adaptations can be made. Furthermore, it involves pupils supporting one another according to their abilities and strengths. It is about seeing differences as opportunities for learning. (p. 17)

Special Needs Education across Europe in 2003 (2003): Individual Educational Plan. It represents the official document of the pupil's inclusion in mainstreaming. It is here that class teachers, along with specialist teachers, are to design an educational plan tailored to the pupil's abilities and needs. It includes educational, rehabilitative, social and health provisions. The idea is to offer the pupil diversified and easier learning conditions along with additional extracurricular activities to favour the transition to work and adult life and alternating school with vocational training. [Example from Italy] (p. 78)

[*Also refer to*: Assessment in Inclusive Settings, p. 10 and p. 39]

Key principle: Visionary school leadership

School leaders should value diversity among staff as well as learners, encourage collegiality and support innovation

Effective inclusive practice requires visionary leadership at all levels that demonstrates inclusive values and develops the positive ethos and environment for learning that form the basis of quality education. Throughout the whole school, inclusive values should be evident in all policies and development plans and demonstrated through the mutually supportive working relationships and practice of all school leaders, staff and learners.

Specific recommendation

School leaders should:

- establish a positive ethos and a 'learning' culture by making their vision and inclusive values and beliefs explicit in all aspects of school life

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): Dyson (2005) suggests that it is time to move beyond simplified debates around theory/practice; profession/craft; skills/knowledge; training/education; school-based/ HEI-based, into a new era based on collaboration, acceptance of diversity, effective dialogue and resource sharing to a new model of teacher education. Such developments are unlikely to take place unless the principle of inclusion is an integral part of the thinking of policy makers and other stakeholders – in particular school leaders – and is embedded in the culture of society and its schools. (p. 77)

Implementing Inclusive Assessment (2009) The leadership and vision identified within each case study site are important for both infrastructure and shared value systems. Policies that facilitate innovation have to be initiated and formulated by key groups or individuals who have a vision of inclusive education generally, as well as of inclusive assessment specifically. Similarly, the key individuals responsible for the work of specialist assessment teams are most often the driving forces behind the move from multi- to inter-disciplinary working. Such influential individuals not only initiate change in practice, but also give a lead in what values and principles should underpin policies and support systems. In addition, within the Agency project it was clear that the role of school or resource centre leaders and senior managers in shaping shared value systems for

inclusion and inclusive assessment was critical in developing professional environments that allowed innovation and change. (p. 4)

Multicultural Diversity and Special Needs Education (2009): The support of the head teacher and a positive attitude from the school staff are also positive factors for an inclusive learning environment. The initial and in-service training of teachers is considered important. (p. 47)

Council of the European Union (2009b): Effective school leadership is a major factor in shaping the overall teaching and learning environment, raising aspirations and providing support for pupils, parents and staff, and thus in fostering higher achievement levels. It is therefore of key importance to ensure that school leaders have, or are able to develop, the capacities and qualities needed to assume the increasing number of tasks with which they are confronted. Equally important is ensuring that school leaders are not overburdened with administrative tasks and concentrate on essential matters, such as the quality of learning, the curriculum, pedagogical issues and staff performance, motivation and development. (p. 3)

Assessment in Inclusive Settings (2007): School staff should work to develop a positive school philosophy and 'culture' that is based on the belief that effective assessment supports effective education and school improvement. (p. 53)

Special Needs Education in Europe. Provision in Post-Primary Education (2006): However, the attitudes of institutional leaders are likely to have the most direct impact. A statement from Switzerland exemplifies many comments: … there are the 'barriers in the head' of people [with] decision-making functions. They say, of course, students with disabilities have the same right to study as all the others but [they] do not realise that study for these students is a form of active and equal participation, which is possible only through the removal of technical and architectural barriers. (p. 58)

Inclusive Education and Classroom Practice in Secondary Education (2005): The principal is a very professional, skilled and visionary leader. He contributes to a good school ethos. [Example from the UK] (p. 29)

[*Also refer to*: Special Needs Education in Europe. Provision in Post-Primary Education (2006); p. 30 and p. 31; Assessment in Inclusive Settings (2007), p. 52]

Specific recommendation

- ensure that inclusion and learner well-being are central to all policies and evident in all practice

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): In summary, the key competences highlighted by the majority of countries as most relevant to the development of inclusive practice typically include: … Attending to the well-being of learners, taking responsibility for meeting all learning and support needs and ensuring a positive ethos and good relationships. (p. 51)

World Report on Disability (2011): A national disability strategy sets out a consolidated and comprehensive long-term vision for improving the well-being of persons with disabilities and should cover both mainstream policy and programme areas and specific services for persons with disabilities. (p. 265)

Teacher Education for Inclusion. Literature Review (2010): Acknowledging that 'the knowledge, skills and commitment of teachers, as well as the quality of school leadership are the most important factors in achieving high quality educational outcomes' (p. 15), the

Council Conclusions on the professional development of teachers and school leaders (6/11/2009) also state that: 'Good teaching and the ability to inspire all pupils to achieve their very best can have a lasting positive impact on young people's futures'. (p. 6).

Implementing Inclusive Assessment (2009): In addition, within the Agency project it was clear that the role of school or resource centre leaders and senior managers in shaping shared value systems for inclusion and inclusive assessment was critical in developing professional environments that allowed innovation and change. In each of the case study sites, it was evident that key educational leaders: Had a personal vision for inclusive assessment, which they then developed into a shared vision within their staff or team. (p. 4)

Development of a set of indicators – for inclusive education in Europe (2009): Rules/processes are established to respect equal opportunities, equal treatment and non-discrimination against all pupils/students without any exceptions. (p. 29)

Multicultural Diversity and Special Needs Education (2009): Schools should have adequate guidelines and resources in order to implement inclusive practice. (p. 73)

Assessment in Inclusive Settings (2007): The role of school leaders is paramount – they have the ultimate responsibility for developing inclusive assessment practice. The work of head teachers and school managers should be effectively supported by external agencies as well as regional and national level assessment policies. (p. 54)

Specific recommendation

- organise school in ways that avoid labelling or categorising learners e.g. flexible, mixed groupings for different activities

Evidence of this factor can be found in the following reports:

World Report on Disability (2011) Children with disabilities are often categorized according to their health condition to determine their eligibility for special education and other types of support services (p. 29). ... But assigning labels to children in education systems can have negative effects including stigmatization, peer rejection, lower self-esteem, lower expectations, and limited opportunities. (p. 215)

Teacher Education for Inclusion across Europe (2011): Categorisation and labelling reinforces comparisons, builds hierarchies and can limit expectations and, as a result, learning. Work should focus on building a consensus around appropriate language and developing a clear rationale for its use. There should be: … A move away from the categorisation and 'labelling' of children and young people that could encourage education and provision that is 'separate' from the mainstream for learners from the most vulnerable groups. (p. 75)

Assessment in Inclusive Settings (2007): Inclusive assessment explicitly aims to prevent segregation by avoiding – as far as possible – forms of labelling and by focussing on learning and teaching practice that promotes inclusion in a mainstream setting. (p. 48) … Specialists in multi-disciplinary teams should ensure there is a balance between the need for effective and specific 'diagnosis' of an individual pupil's needs with the disadvantages of labelling and categorising the pupil as a result of diagnosis. (p. 55)

Special Needs Education in Europe. Provision in Post-Primary Education (2006): Students that help each other, especially within a system of flexible and well-considered student grouping, benefit from learning together. (p. 19)

Inclusive Education and Classroom Practice in Secondary Education (2005): Peer tutoring is effective in cognitive and social-emotional respects. Students who help each other,

especially within a system of flexible and well-considered pupil grouping, benefit from learning together. (p. 5)

Specific recommendation

- actively work to promote responses to difference that include learners by extending what is available in their usual learning environment

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion (2011) Responsive assessment should identify the support needs of all learners at an early stage and facilitate the organisation of any necessary support in ways that ensure the full participation in the class, school and wider community. (p. 75)

Council of the European Union (2009b): Review the responsibilities of — and the provision of support for — school leaders, notably with a view to lightening their administrative workload so that they focus their attention on shaping the overall teaching and learning environment and on fostering higher achievement levels. (p. 4)

Young Views on Special Needs Education (2005): The young people highlighted the importance of such (technical) support and the fact that sometimes it is not available, out-dated, limited or insufficient. Technology generally – not just computers, but also other technical aids – was perceived as being a great help in their education. (p. 63)

Specific recommendation

- encourage and empower staff to develop their capacity and competence to meet a diversity of needs through different approaches and contribute their expertise to the whole school learning community

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion (2010): Research by Day et al. (2009) highlights the important role of school leaders on learner outcomes. …They noted that, while good leaders perform their tasks regardless of policy, they are performed more effectively in a 'benign policy environment' and reflect 'social aspiration and professional responsibility'. Day et al. conclude that, in order to improve learner outcomes, a coherent policy framework is 'necessary but not sufficient'. A more 'morally centred approach to leadership' should be at the forefront of policy debate. (p. 19)

Council of the European Union (2010): At the level of each education institution, strategies for inclusion require strong leadership, the systematic monitoring of results and quality, innovative high quality teaching supported by appropriate teacher training, empowerment and motivation, cooperation with other professionals and the provision of adequate resources. Providing more integrated support to learners in need requires cooperation with parents and stakeholders in the community, for instance in areas such as non-formal and informal learning activities outside school hours. (p. 5)

Participation in Inclusive Education – A Framework for Developing Indicators (2011): Professionals such as teachers, school principals and administrators have a special responsibility in enabling and maintaining participatory relationships – but they cannot guarantee it. To create participatory relationships, interaction partners must be able to actively engage with the other (behavioural aspect of engagement, being able to relate), show positive affect towards the other (emotional aspect of engagement, being able to accept oneself and others) and understand the other (cognitive aspect of engagement, being able to regulate oneself through strategies and capacities for meta-cognition,

problem-solving, etc.). These three components of involvement in relationships are expressed through collaboration, acceptance and recognition. (p. 34)

Council of the European Union (2009b): Enhance and support European policy cooperation in the areas of initial teacher education, continuous professional development and school leadership, notably by establishing platforms and peer-learning activities for the exchange of knowledge, experience and expertise among policymakers and teaching professionals. (p. 4)

Implementing Inclusive Assessment (2009): Key educational leaders secured the necessary flexibility in physical, financial and time resources to allow possibilities for 'innovating', that is developing and trialling new methods and approaches to assessment. (p. 5)

Special Needs Education in Europe. Provision in Post-Primary Education (2006): Provide schools with the necessary resources to ensure that individual educational programmes are developed. In particular, teachers should have sufficient time and receive the necessary guidance for their tasks. (p. 73)

Inclusive Education and Classroom Practice (2005): ... it was also recognised that teachers mainly learn and develop their practice as a result of input from significant key people in their immediate environment: the head teacher, colleagues and professionals in or around the school. (p. 12)

Specific recommendation

- support staff to reflect on their practice and become autonomous life-long learners

Evidence of this factor can be found in the following reports:

Assessment for Learning and Pupils with Special Educational Needs (2009): School managers are crucial actors for the development of an organisational ethos that recognises pupils' involvement as fundamental (Porter, Robertson and Hayhoe, 2000). Without respect for pupils' wishes and a general school philosophy that supports pupil participation, Assessment for Learning is less likely to develop. Overall, as far as school managers are concerned, Project Experts across different Agency countries indicated there is a real need for them to provide all teachers with more formal time to reflect on their use of assessment in order that they can successfully engage in Assessment for Learning processes with pupils. (p. 6)

Council of the European Union (2009b): a reflective approach is promoted, whereby both newly qualified and more experienced teachers are encouraged continuously to review their work individually and collectively. (p. 3)

Assessment in Inclusive Settings (2007): Teachers and school leaders require a view of inclusion that leads them to re-think and re-structure their teaching – including their assessment practice – in order to improve the education of all pupils. (p. 53)

Specific recommendation

- manage resources effectively and ensure that they reflect and respect the diversity of learners within the school

Evidence of this factor can be found in the following report:

UNESCO (2009) Teachers as well as school leaders must be encouraged to discuss learning and teaching as well as methods and possibilities for development. They must be given a chance to reflect together on their practice, and to influence the methods and strategies used in their classes and schools. (p. 20)

UNESCO (2009): An inclusive curriculum takes gender, cultural identity and language background into consideration. It involves breaking negative stereotypes not only in textbooks but also, and more importantly, in teacher's attitudes and expectations. (p. 18)

Specific recommendation

- use sources of funding creatively to ensure physical access to buildings and appropriate support (including aids/ICT) for all learners

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): Meijer (2003) points out that the fact that some countries identify more learners as having special educational needs/disability than others is linked to administrative, financial and procedural regulations, rather than reflecting the incidence and types of SEN. It is such processes and procedures that can detract time, effort and resources from moves towards inclusion. (p. 67)

ICTs in education for people with disabilities (2011): The Case Study for Portugal illustrates how teachers in mainstream, inclusive settings can be supported in using specialist technology in their work with pupils with different forms of special needs. However, this example highlights a number of possible barriers to teachers using ICT in inclusive settings, such as limited ICT infrastructure and negative attitudes often linked to inadequate training. Educational leadership in initiating and supporting ICT usage is crucial: 'Positive school management can lead the change motivating teachers to make the best use of the resources available, as a benefit for the pupils/students.' (p. 45)

European Disability Strategy (2010): EU action will support and supplement national activities for implementing accessibility and removing existing barriers, and improving the availability and choice of assistive technologies. (p. 5)

Development of a set of Indicators – for inclusive education in Europe (2009): Requirements in the area of financing: Policy on financing fully supports inclusive education. (p. 26)

Council of the European Union (2009a):It is also important to improve the governance and leadership of education and training institutions, and to develop effective quality assurance systems. High quality will only be achieved through the efficient and sustainable use of resources — both public and private, as appropriate — and through the promotion of evidence-based policy and practice in education and training. (p. 4)

Young Voices: Meeting Diversity in Education (2008): The overall accessibility of education was highlighted as one of the main continuing challenges: this covers the physical accessibility of buildings, but also the fact that learning materials and tools are not always user-friendly, or accessible to all types of special needs. Karin observed that: 'modern schools are still not fully accessible to different types of disability, such as visual impairment.' (p. 12)

Young People Views on Inclusive Education. Lisbon Declaration (2007): Free choice of study topics is sometimes limited by accessibility of buildings, insufficient technology and accessibility of materials (equipment, books). (p. 2)

Special Needs Education in Europe. Provision in Post-Primary Education (2006): Policy makers should provide flexible funding arrangements that facilitate inclusion. (p. 31)

Special Education across Europe (2003): a few countries point out the importance of an appropriate funding system. They state that their funding system is not enhancing inclusive practices. (p. 136)

Special Needs Education in Europe: Thematic Publication (2003): Quite a number of factors can be interpreted as barriers for inclusion... A few countries have planned to change their funding system in order to achieve more inclusive services. In other countries, there is a growing awareness of the importance of an adequate funding system (p. 14)…. Funding is an essential element of inclusion. If a country advocates inclusion, then legislation and especially financial regulations have to be adapted to this goal. (p. 19)

Special Needs Education in Europe: Thematic Publication (2003): Most countries agree that access to appropriate ICT can reduce inequalities in education and ICT can be a powerful tool in supporting educational inclusion. (p. 38)

Specific recommendation

- develop effective monitoring, self-review and learner-centred evaluation that takes account of the achievement of all learners and of wider, as well as academic outcomes

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): Some countries are reducing external monitoring of learner achievement due to issues of manageability, as well as potential conflict between a focus on academic standards and wider achievements, more closely aligned to the principles of inclusion. Schools should develop effective systems of quality assurance but balance the requirements of external authorities with the need to identify and maximise the progress of all learners. (p. 69)

Council of the European Union (2009b): Review the responsibilities of — and the provision of support for — school leaders, notably with a view to lightening their administrative workload so that they focus their attention on shaping the overall teaching and learning environment and on fostering higher achievement levels. (p. 4)

Assessment in Inclusive Settings (2007): A wide range of assessment methods are necessary in inclusive assessment in order to make sure that there is a wide coverage of areas (non-academic as well as academic subjects) assessed; (49) … Assessment refers to the ways teachers and other people involved in a pupil's education systematically collect and then use information about that pupil's level of achievement and/or development in different areas of their educational experience (academic, behaviour and social). (p. 14)

[*Also refer to*: Special Needs Education in Europe. Provision in Post-Primary Education (2006) p. 12 and p. 28]

Specific recommendation

- use the outcomes of monitoring and evaluation to inform planning and strategic improvement to develop the school's capacity to support the best possible progress for all learners

Evidence of this factor can be found in the following reports:

World Report on Disability (2011) Without such monitoring, there will be no pressure on governments to move towards full accessibility. (p. 176)… Programme costs and outcomes should be monitored and evaluated, so that more cost-effective solutions are developed and implemented. (p. 266)

Development of a set of Indicators – for inclusive education in Europe (2009): Monitoring denotes a systematic process of periodic or continuous surveillance or testing to determine the level or value of indicators with quality goals or target values. Monitoring is an essential activity in any process of continuous improvement. It provides a link back

from (intermediate) outcomes to input/resource provision and to process (re-)design. Monitoring can be applied at different levels; e.g. in a de-centralised educational system monitoring can take place on a regional, or even on a school level. Furthermore, monitoring outcomes may be accessible to all audiences or restricted to those users who are directly involved in the management of educational processes. (p. 15)

Assessment in Inclusive Settings (2007): Using assessment information from individual pupils – including those with SEN – to monitor and then raise educational standards, is an area of consideration that presents a major challenge for all countries. (p. 30)

[*Also refer to:* Development of a set of Indicators – for inclusive education in Europe (2009) p. 29]

Specific recommendation

- provide effective pastoral support for all staff and work to mediate external pressures by developing a clear rationale for approaches taken by the school

Evidence of this factor can be found in the following reports:

Teacher Education for Inclusion across Europe (2011): All new teachers will be offered follow-up by a qualified and experienced mentor, to give professional and practical support and help them to build confidence, through access to the collective competence and experience of the school community. Such practice may also provide opportunities for learning through discussion about observed practice in school that may conflict with key messages provided during initial education. As well as eliminating the wastage of teaching resources through attrition (drop out), such support measures should improve the quality of teaching. (p. 55)

Council of the European Union (2009b): Effective school leadership is a major factor in shaping the overall teaching and learning environment, raising aspirations and providing support for pupils, parents and staff, and thus in fostering higher achievement levels. (p. 3)

Assessment in Inclusive Settings (2007): There are increasing national level pressures for greater accountability in education – at national, regional and also school levels – leading to an increasing emphasis on using information on pupils' academic performance as a factor in directing educational policy making. (p. 30)

[*Also refer to:* Assessment in Inclusive Settings (2007), p. 48]

Specific recommendation

- manage specialist staff and internal and external networks to take joint responsibility and to work in partnership to facilitate access to the curriculum and extra-curricula activities for all learners

Evidence of this factor can be found in the following reports:

Multicultural Diversity and Special Needs Education (2009): Collaboration between schools and services seemed too often to be informal. Professionals from schools indicated the need to increase co-operation with other types of organisations such as ethnic associations. They also highlighted the potential value offered by assistants with various ethnic and cultural backgrounds. This is not only for practical reasons – to avoid language barriers and facilitate communication with families – but also in order to better understand how different cultures perceive disabilities/SEN. (p. 68)

Assessment in Inclusive Settings (2007): Opportunities for teachers to work in teams, where there is the possibility for collaboration, joint planning and sharing experiences is a

strategy for supporting inclusive practice in general and inclusive assessment practice specifically. (p. 52)

Inclusive Education and Classroom Practice (2005): Teachers need support from, and to be able to co-operate with, a range of colleagues within the school as well as professionals from outside the school. (p. 5)

Specific recommendation

- communicate effectively with the local community, inter-disciplinary support services and specialist settings to ensure a holistic and co-ordinated approach to learners and their families that recognises the importance of meeting broader needs to enhance learning

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Involve the broader community in activities related to the education of children with disabilities. This is likely to be more successful than policy decisions handed down from above. (p. 227)

Teacher Education for Inclusion across Europe (2011): The recent Council Conclusions on the Social Dimension of Education and Training (Council of Ministers, 2010) note that education and training systems across Europe need to ensure both equity and excellence and recognise that improving educational attainment and key competences for all are crucial, not only to economic growth and competitiveness but also to reducing poverty and fostering social inclusion. This highlights the importance of holistic policies that foster collaboration between agencies and ensure consistency across all areas of work. (p. 16)

Early Childhood Intervention. Progress and Development (2010): According to the country reports, current ECI policy measures and initiatives across Europe acknowledge the need to promote interdisciplinary working and team building across and within sectors, as a means of guaranteeing quality in ECI provision. This approach requires that stable multi-agency groups around children and families meet regularly. The aim is to encourage professionals to organise themselves around children and families in new and flexible ways. (p. 26)

Individual Transition Plans (2006): Set up a local network in which all partners (employment, social, educational services and families) are represented, in order to discuss, plan and implement the national policy. (p. 13)

> **Every school should have access to the support of inter-disciplinary community services.**

Children and young people will not be successful in their learning if their basic health, social and emotional needs are not met. This may require support for families and communities and will need services such as health and social services to collaborate and ensure a 'holistic' approach.

Specific recommendation

Inter-disciplinary services should:

- Demonstrate good working relationships and effective communication across and between different sectors/services and schools in the community. They should enable information to be shared and appropriate and timely support provided to address additional needs (such as therapies and medical needs, mental health support etc.)

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Approaches involving the whole community reflect the fact that the child is an integral member of the community and make it more likely that sustainable inclusive education for the child can be attained. (p. 223)

ICTs in education for people with disabilities (2011): – ICT in education for people with disabilities must be considered a 'trans-sectoral' field. There are many different sectors of expertise and information that need to be taken into account in developing, implementing and evaluating policies: stakeholder input and views; education and specifically the education of people with disabilities in inclusive settings; ICT in education and the Information Society generally; the training of teachers and educators. Coherent cross-sectoral policies must be based on a consideration of all these sources of inter-related information. (p. 90)

European Disability Strategy (2010): Achieve full participation of people with disabilities in society by: enabling them to enjoy all the benefits of EU citizenship; removing administrative and attitudinal barriers to full and equal participation; providing quality community-based services, including access to personal assistance. (p. 6)

Council of the European Union (2009a): Promote inclusive education and personalised learning through timely support, the early identification of special needs and well-coordinated services. Integrate services within mainstream schooling and ensure pathways to further education and training. (p. 10)

Assessment in Inclusive Settings (2007): The organisation of effective support services to schools is vital. This requires the organisation of support structures that allow collaboration and joint working between different educational and non-educational services and/or agencies that contribute to multi-disciplinary assessment. Reviewing the progress of support provided as well as service effectiveness from the perspectives of all the actors involved in the assessment process, is an important aspect of such collaboration; (p. 58) …Schools should work to ensure the provision of resources and flexibility in working procedures to facilitate collaboration, partnership and effective communication between teachers, parents, external support services and professionals involved in school inspection systems. (p. 54)

Commission of the European Communities (2006): Educational policies alone cannot address educational disadvantage. There is an interplay of personal, social, cultural and economic factors which combine to limit educational opportunities. Cross-sectoral approaches are important to link education and training policies with those related to employment, the economy, social inclusion, youth, health, justice, housing and social services. Such policies should also be designed to correct regional imbalances in education and training. (p. 4)

Special Needs Education in Europe: Thematic Publication (2003): Other important factors that were raised refer to the availability of sufficient conditions for support within mainstream schools. If knowledge, skills, attitudes and materials are not available in the mainstream settings, inclusion of pupils with special needs will be difficult to achieve. (p. 14)

Specific recommendation

- Work closely with parents and learners to strengthen links between the family, school and the inter-disciplinary team

Evidence of this factor can be found in the following reports:

World Report on Disability (2011): Parents should be involved in all aspects of learning (p. 128). … The family is the first source of education for a child, and most learning occurs at home. Parents are frequently active in creating educational opportunities for their children, and they need to be brought on board to facilitate the process of inclusion. (p. 224 and p. 225)

Council of the European Union (2011): Policy measures which can make a difference may include better early childhood education, updated curricula, improved teacher education, innovative teaching methods, individualised support — particularly for disadvantaged groups, including migrants and Roma — and stronger cooperation with families and the local community. (p. 3)

ICTs in education for people with disabilities (2011): De-mystifying the language of technology and disability so that all educators (particularly learners, parents and mainstream teachers) are familiar and understand ICT related terms and expressions. (p. 65)

Early Childhood Interventions. Progress and Developments (2010): As already mentioned, different sectors (health, social, education, other) and different disciplines are involved in the ECI services and there is a clear need for efficient co-ordination among and within the 28 sectors in order to fulfil the aims of all prevention support and to ensure an efficient and quality service for children and families. (p. 28)

Assessment in Inclusive Settings (2007): Specialists from the various disciplines should take a participatory approach to their assessment work. This means working in full collaboration with the pupil, their family and their class teacher. Specialist multi-disciplinary assessment teams should be based upon the principles of co-operation and inter-disciplinary working. Promoting inclusion that meets the diversity of all pupils' needs is best achieved through a process of co-operation and shared learning experiences for all those involved in inclusive education. (p. 55)

UNESCO (2005): Teachers, parents, communities, school authorities, curriculum planners, training institutes and entrepreneurs in the business of education are among the actors that can serve as valuable resources in support of inclusion. (p. 21)

[*Also refer to*: Early Childhood Intervention. Progress and Developments (2010), p. 8 and p. 41]

Specific recommendation

- Work with schools to involve all stakeholders, including local special schools/settings in their support networks and seek innovative ways to share expertise

Evidence of this factor can be found in the following reports:

World Report on Disability (2011):In extending inclusive education, special schools and mainstream schools have to collaborate. (pp. 222–3)

Teacher Education for Inclusion across Europe (2011): Expertise and effective support for learners with more complex needs to be maintained – teacher advisers/ specialists and other professionals (which may currently include teachers from specialist schools/resource centres) should provide in-class support to share expertise and further develop the skills of all teachers. (p. 75)

ICTs in education for people with disabilities (2011): There were many challenges in getting the students to adapt to their new school situations, as navigating their way was

very problematic at first. However, the biggest challenge was to convince the teachers in the mainstream school that it was possible. The strategy used to address this challenge was to conduct staff development training for teachers in the participating schools. Support was provided for teachers and students during the early phase and there were specialist instructors from the school for the blind provide support to the teachers and students on a regular basis. (p. 30); Early Childhood Intervention. Progress and Developments (2010): The quality of the service depends on several factors, namely the availability of specialised resources in some areas of the country and the expertise of the professionals involved. (p. 18)

UNESCO (2009): Suggested actions include: Promote innovative programmes and support the community in its capacity to identify out-of-school children, youth and adults in order to get them into school and other education or training programmes. (p. 23)

UNESCO (2009): Support from the teachers and head teachers is essential, but support from the communities close to the school is also vital. All must be able and willing to ensure inclusion in the classroom and in learning for all children regardless of their differences. (p. 16)

Assessment in Inclusive Settings (2007): Providing mainstream schools and class teachers with the appropriate support to develop effective assessment procedures for pupils with SEN is an area where different types of innovative practice is in evidence. With all these examples, the focus is on providing mainstream schools with support, information and resources. The focus is also upon developing collaborative partnerships, where specialists work with mainstream teachers, but do not take the responsibility for assessing pupils away from class teachers. (p. 42) … The work of all specialist support staff involved in assessing pupils with SEN should effectively contribute to inclusive assessment in mainstream classrooms. (p. 55)