Raising Achievement for All Learners with the Educational Continuum, an educational model

<table>
<thead>
<tr>
<th>What we have</th>
<th>what we want</th>
</tr>
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<tbody>
<tr>
<td>increasing # of pupils</td>
<td>reduce and stabilize</td>
</tr>
<tr>
<td>with SEN-indication</td>
<td>##</td>
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<tr>
<td>open end financing</td>
<td>lump sum financing</td>
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<tr>
<td>individualized educ. plans</td>
<td>planning for groups</td>
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<tr>
<td>divergent differentiation</td>
<td>convergent</td>
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<td>differentiation</td>
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<tr>
<td>disappointing outcomes</td>
<td>higher outcomes</td>
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<tr>
<td>for SEN-pupils</td>
<td>indication based on</td>
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<tr>
<td>indication based on disorder</td>
<td>educational needs</td>
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</table>
How did we end up in this position?

Behaviour Analysis:

Behaviour which is rewarded, will increase.

Behaviour that is punished, will be suppressed.

Behaviour that is neglected, will decrease.
A quest for the incentives.
Where are they now?

Official policy: the level of "referring behaviour" is unwanted.

However:
The primary school is released of a problem (which is reinforcing)
A quest for the incentives. Where are they now?

Who else are reinforced for referring?

- The Special Ed. school (the more pupils, the higher the budget).
- Members of indication committees, such as school psychologists, social workers etc.
A quest for the incentives. Where are they now?

What happens to schools who do everything they can to accommodate their pupils and do not refer them?

They are ignored in every aspect that matters.
A quest for the incentives. Where are they now?

Conclusion:
Behaviour we don't want, we reinforce.
Behaviour we do want, we ignore.
Some hard-to-translate concepts:

- *datagestuurd* - *data driven*
- *opbrengstgericht* - *output driven* (or oriented)
- *leerlijnen,* - *series of educational subgoals* (leading to a final goal)
- *leerstandaarden,* - *learning standards*
- *passend onderwijs* - "tailored" education
Recently introduced concepts:

- data driven
- output driven education
- series of educational subgoals
- standards
- "tailored" education

Coherence in the EDUCATIONAL CONTINUUM (EC)
Official goals of "tailored" education:

1. More children should visit a school in their neighborhood (i.e. fewer children should be sent to schools for special education).

2. No child should fall between two stools (i.e. must attend school (any school) under all circumstances).
Content goals with the Educational Continuum (EC)

1. Differentiated education which:
   - takes into account individual differences
   - yet is also feasible.

2. Provide tools for quality management based on achievement data.

3. Strengthen collaboration of schools with;
   - other schools
   - youth care.
Content goals with the Educational Continuum (EC)

1. Differentiated education which takes into account individual differences.

Every child is unique!

But that doesn't mean every child should have a different programme.
Set your learning standards

Educational Council (2007) realized by
- excellence standard: 5 -10%
- advanced standard: 25%
- sufficient standard: 75%
- minimum standard: 90-95%

NB. Percentages are cumulative
Working with the EC makes use of Posthumus law (1940):

Every teacher will tailor her instruction to the needs of the 50% pupils around the average.

This happens regardless of whether she teaches mentally retarded pupils, gifted pupils or anything in between.

Rather than considering this as a weakness, we make this into a strength.
Content of the EC

Learning standard → arrangement → content

- advanced
- sufficient
- minimum
- < minimum

- advanced
- basic
- intensive
- very intensive

- curriculum
  - subject
  - objectives
  - line of subgoals
- classroom management
- time on task
- teaching skills
- pedagogical skills
- school "climate"
Cycle 1: pupils A and B with special needs

are given the correct arrangement
Substantive goals with the Educational Continuum (EC)

2. Quality management based on achievement data.
Example of pupil outcomes, aggregated on class level.

Standards

< min.    min.    sufficient    advanced

low
10%
30%
40%
20%

Percentage leerlingen

low  10%
     30%
     40%
     20%

high
from pupil towards quality management
Standards
minimum  sufficient  advanced  excellence

low  20%  5%  50%  25%  high
3. Standards

minimum     sufficient              advanced     excellence

low 7%  8% 40%  high 45%
Behaviour: how often is a pupil in conflict with other pupils?

Standards

- Minimum
  - > 1x p/d

- Sufficient
  - < 1x p/d

- Advanced
  - < 1x p/wk

- Excellence
  - < 1x p/mth
Behaviour: how often is a pupil in conflict with other pupils?

Standards

<table>
<thead>
<tr>
<th>minimum</th>
<th>sufficient</th>
<th>advanced</th>
<th>excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>28%</td>
<td>40%</td>
<td>12%</td>
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</tbody>
</table>

- 20% > 1x p/d
- 28% < 1x p/d
- 40% < 1x p/wk
- 12% < 1x p/mth
Content goals with the Educational Continuum (EC)

3. Collaboration between schools and youth care.
Quality management at a regional level
Working with educational arrangements

arrangement:
- advanced
- basic
- intensive
- very intensive

content:
- curriculum
  - subject
  - objectives
    - line of subgoals
- classroom management
- time on task
- teaching skills
- pedagogical skills
- school "climate"
Differentiation in the (very) intensive arrangement

Rather than a completely different programme, differentiation is a variation on the basic arrangement,

by giving the same learning material, but more instruction and more learning time.

or

by dispensations on learning material with the same amount of time.
comparing output scores with a national norm is about individual pupils

comparing output scores with school standards is about the quality of education
Thank you!
6. Vaardigheidscores en differentiatiemodel
vaardigheidscores en differentiatiemodel

leerlijn

vaardigheidscore: 54 60 68 74 80 85 90
functioneringsniveau: M4 E4 M5 E5 M6 E6 M7 E7

Functioneringsniveau zowel Aart als Martha E5

Bij divergente differentiatie krijgen beide instructie op niveau 6 aansluitend op hun beheersingsniveau, organisatievorm veelal niveauaugroepen.
bij convergente differentiatie

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<thead>
<tr>
<th></th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60+</th>
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<td>C</td>
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</table>

A | 25% | vmbo t/kb | gevorderd |
B | 50% | vmbo bb/gl | basis |
C | 15% | praktijk | intensief |

Aart

Martha