The development of inclusive education in the Netherlands and in Europe

Curricular challenges

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What can you expect?

- Meeting some learners with SEN
- Pupils with SEN in education: a historical overview
- Current policies and developments in the field of special needs education
- How are the pupils doing?
- And the teachers?
- An example of research: How to equip teachers in mainstream schools in their role as (co)developer of the curriculum for pupils with a mental disability?
- Conclusions

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Meeting some learners with SEN...

Markante Mensen (Hendriks, 2003)

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Bart (9)

Because of a metabolism disease, Bart is functioning at a level, hardly higher than that of a baby. While his mother is making coffee, Bart flounders on the floor and sucks the skirt of his mother. Bart can play for hours with toys which feel pretty or make a nice sound. Or he looks through small openings of toys so he can see the light shining through. His mother finds him an easy child. Her other two sons have a scooter and come home late, that is something that really worries her. (October 1999)

Marc (10)

The school in the small village had no experiences in dealing with a pupil with severe visual problems. Nevertheless, the director of the school decided to give him a chance. Marc is one of the pupils and it cannot be imagined him not being there. He is an eager learner and takes part in all the subjects including hand-craft and gymnastic. If he needs help, his classmates support him by turns.
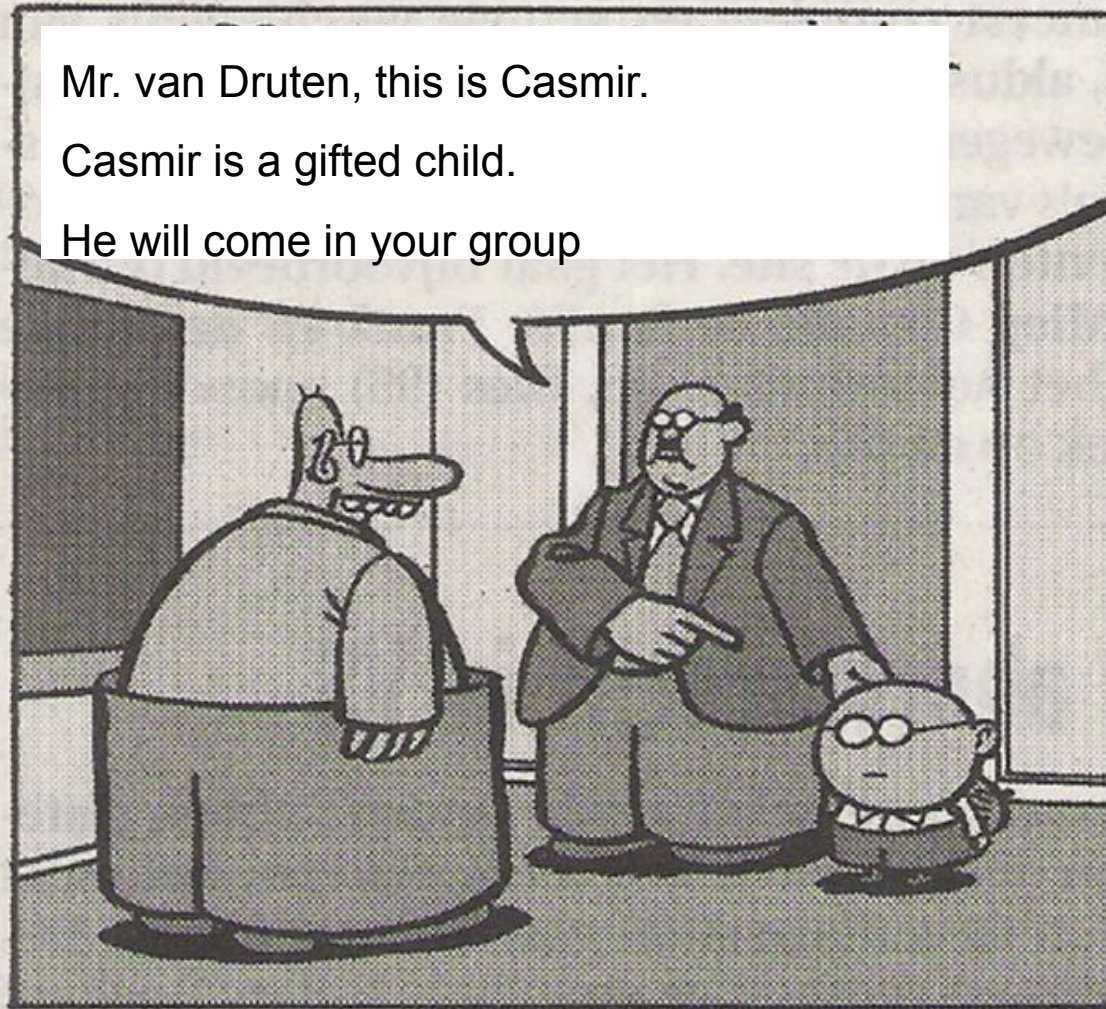
(May *2001*)
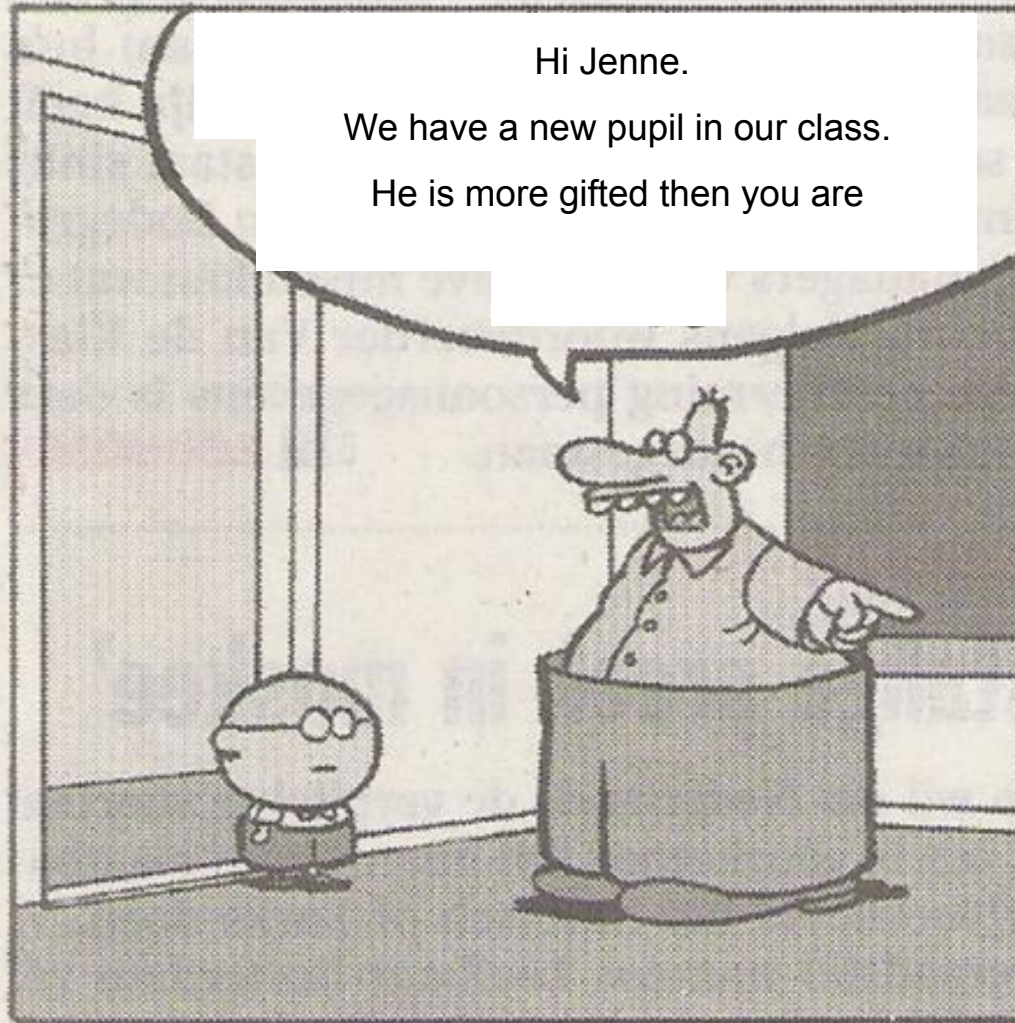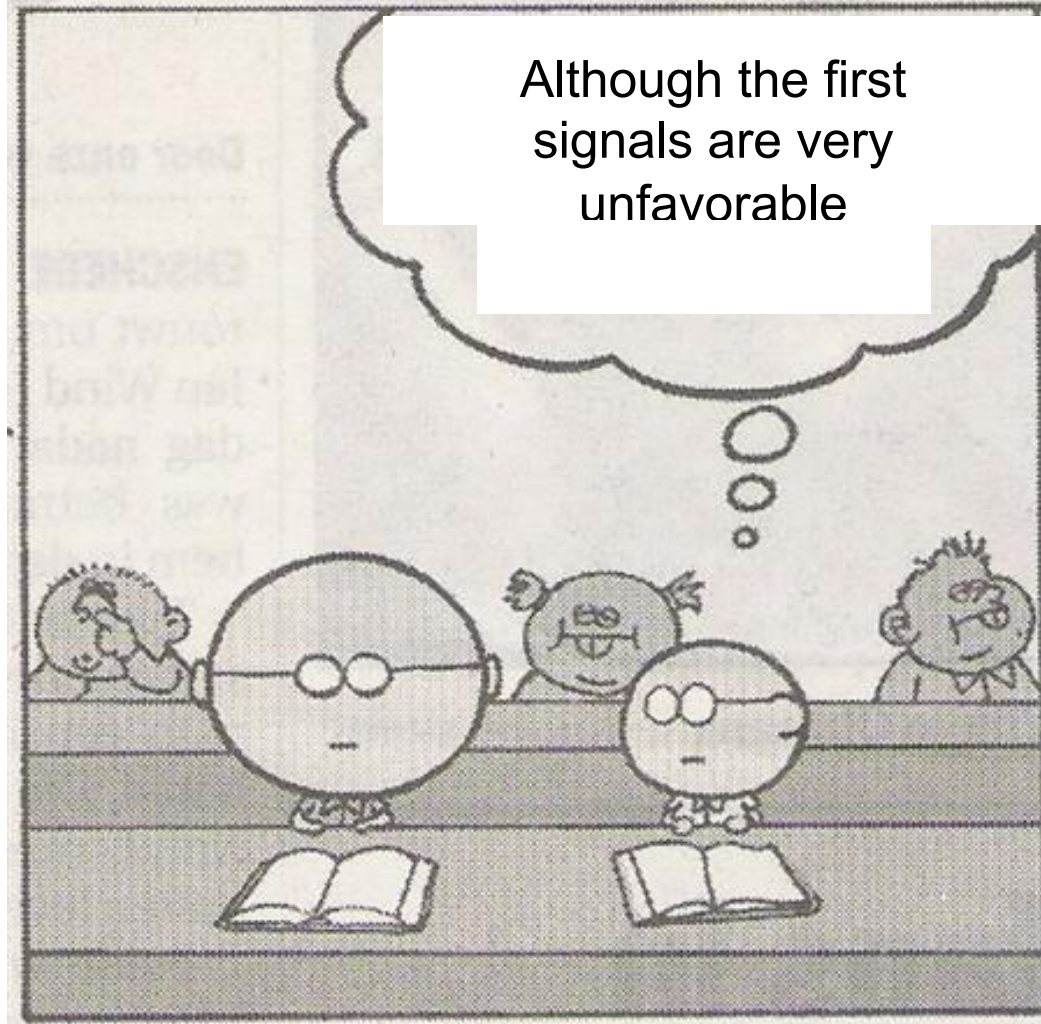
Pupils with SEN in education: a historical overview

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Pupils with SEN in education: a historical overview

Overview of the most important paradigms (A. van Gennep, Emancipatie van de zwaksten in de samenleving)			
	Defect paradigm (1900-1970)	**Development paradigm** (1960-1990)	**Citizenship paradigm** (1990- ...)
Human vision	Human being with restrictions	Human being with possibilities	Human being with rights and obligations
Status	Patient	Learner	Citizen
Render assistance	Caring and treating	Training/developing	Support
Place	Institute	Special institutions into the society	Normal institutions into the society
Socially	Segregation	Normalization	Integration/inclusion

Difference between normalization and inclusion

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- **Normalization** (*integration*)

  surrounding as normal as possible, only adaptations when necessary

  – *" (…) in normalization (…) community presence and value are earned through denial of difference whereas in inclusion the person's difference is welcome and valued*."

  – *"(...) in normalization individuals are encouraged to change themselves to gain access to society, rather than calling into question their exclusion in the first place."* (p. 74)
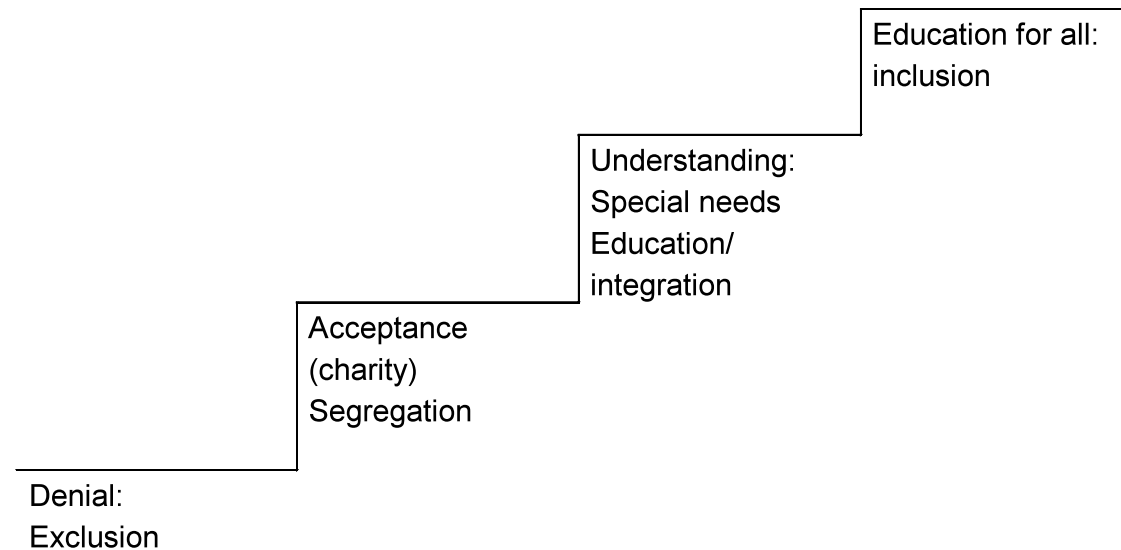
  (Culham & Nind, 2003)

- **Inclusion**

  – *Pupils differ and that is normal!*

  – The school adapt the curriculum towards the different needs of children.

Pupils with SEN in education: a historical overview

- From exclusion to inclusive education?

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Education for all: inclusion

Understanding: Special needs Education/ integration

Acceptance (charity) Segregation

Denial: Exclusion

Guidelines for inclusion: ensuring access for all (2005), UNESCO: Parijs

Between separate and together ...

- Special schools (segregation)
- Group to school (segregation)
- Group in school (together separated)
- Child in group (inclusion, integration)
- Mix-methods
- Specialized mainstream schools (gifted children, autism)
- Incidental integration
- ...

- **Remark: the actual place where pupils are educated, does not say anything about the quality of education!**

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Percentage of pupils with SEN in segregated settings

Up to 1.0%	1.01 %- 2.0%	2.01%- 4.0%	4.01% and above
Cyprus	Austria	Denmark	Belgium (Fl)
Greece	Bulgaria	Finland	Belgium (Fr)
Ireland	France	Hungary	Czech Rep.
Italy	Iceland	Latvia	Estonia
Malta	Lithuania	Netherlands	Germany
Norway	Luxembourg		Switzerland
Portugal	Poland		
Slovenia	Sweden		
Spain	UK (England)		
	UK (Scotland)		
	UK (Wales)		

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Current policies and developments in the field of special needs education

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Current policy in the Netherlands

- From a two track policy towards a multi track policy: now there is a continuum between specials schools and inclusive schools
- Reducing the number of pupils with SEN who are referred to special schools
- Enhancing the quality of education for pupils with SEN, irrespective of where education takes place
- Investments in early childhood intervention
- Introduction of a new funding model: pupil bound budget / 'backpack' (1996); now there is a discussion to move forwards to a kind of budget-financing
- Movement towards more centralization: specifying outcome standards for literacy and numeracy
- Enhancing the possibilities for pupils with SEN to be qualified as high as possible (emphasis on secondary (special) and vocational education)
- Policy called 'Adequate education' (2005-present)

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Developments in Europe ...

Developments
- A wider range and more flexible provisions
- Developing funding models
- The development of resource centres
- Changes in legislation

Challenges
- Academic achievements (output) versus SEN
- Secondary and higher education
- 2% of pupils in separate settings across Europe
- Preparing all teachers for inclusive education

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… and how are the children doing?

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… and how are the children doing?

- Is integration leading to better learning outcomes?
  - Literature review: Pijl, Nakken & Mand (2003)
  - Difficult to prove. Outcomes of research contradict each other.

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- Is integration leading to better social participation?
  - Literature review: Pijl, Nakken & Mand (2003)
  - Difficult to prove. Outcomes of research contradict each other.

... and how are the children doing?

Recent research into the Netherlands: Sonntag et al., 2007

- Pupils with a pupil bound budget have a higher IQ in relation to comparable pupils in special schools (*result of policy placement and intake procedures?*)

- Better results in 'applied reading' for pupils with a pupil bound budget (More attendance in mainstream education?). Technical reading and mathematics: no effects

- Decline of competence experiences for pupils with a pupil bound budget vs. progress for learners in special education (*mechanism: social comparison*?)

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… and how are the children doing?

Van der Veen (2007)

- Children with severe learning problems are more likely to be referred to special education

- Children who are supported by a peripatetic teacher, who are working with an individual educational plan, are more likely to be referred to special education

- Pupils with SEN who are supported by a teacher with a positive attitude towards integration/inclusion have a smaller chance to be referred to special education then pupils supported by a teacher with a more negative attitude

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... and how are the children doing?

Monsen en Frederickson (2004)

- Pupils who are supported by a teacher with a positive attitude towards integration/inclusion are more positive about their teaching then pupils who are supported by a teacher with a more negative attitude towards integration/inclusion
- There is a positive correlation between a positive attitude towards integration/inclusion and higher learning outcomes
- There is less friction between the pupils and the teacher as well

Teacher-beliefs are very important!

And the teachers?

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… and the teachers?

- It is up to teachers to achieve a balanced curriculum which meets the needs of the learner with special needs

- Difficult:
  - children with severe learning problems
  - children with multiple disorders
  - children with behaviour problems
  - (highly)gifted children

- Integration succeeds best if minimal adjustments are needed in the mainstream curriculum
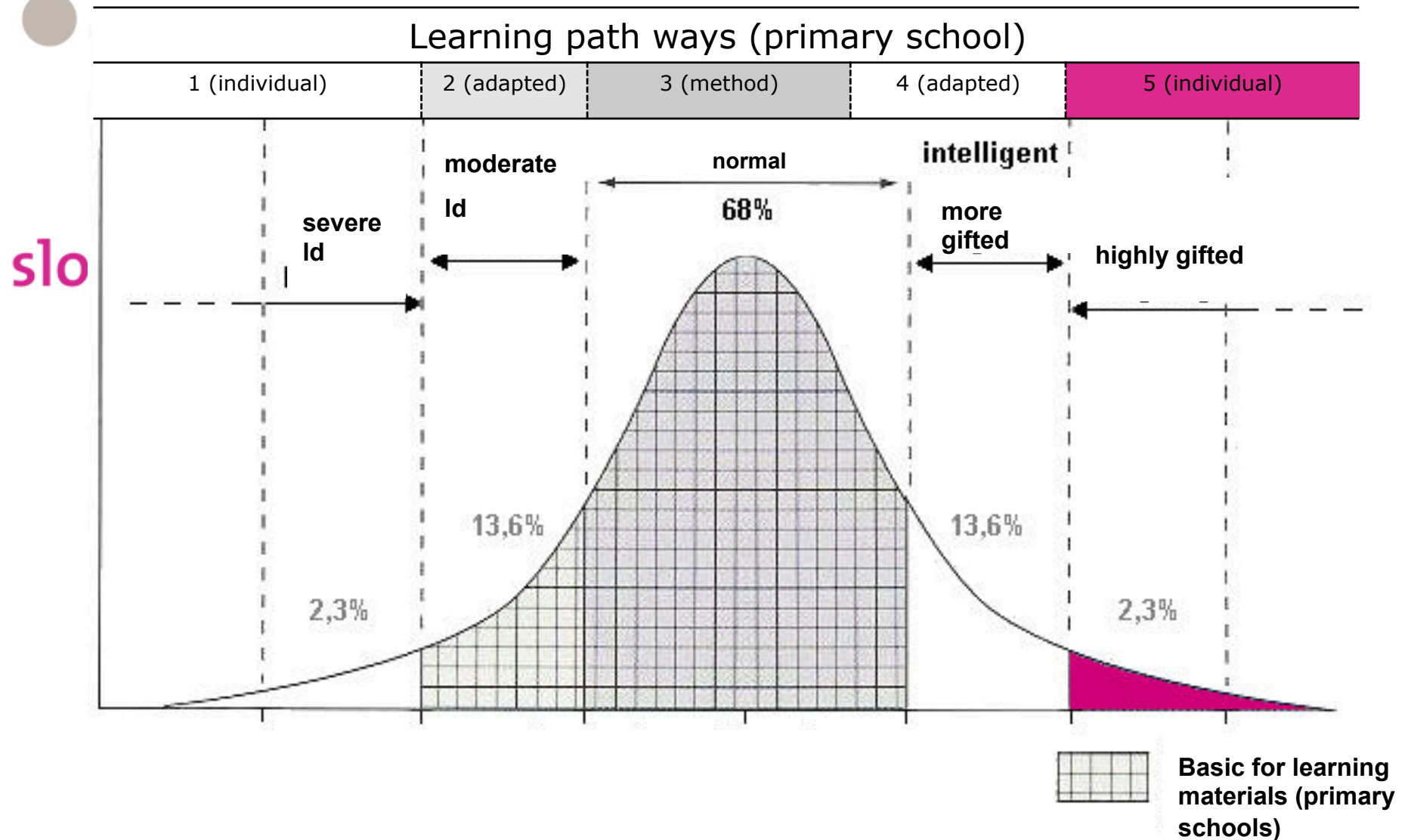
- Normalisation instead of inclusion.

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Kind of learning materials wich teachers are using

16%

5%

79%

Primary education

17%

6%

77%

Secondary education

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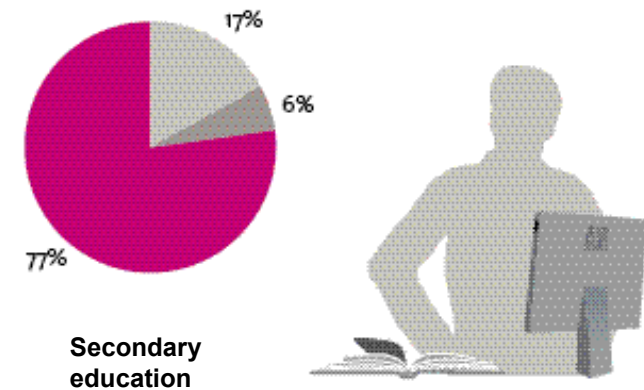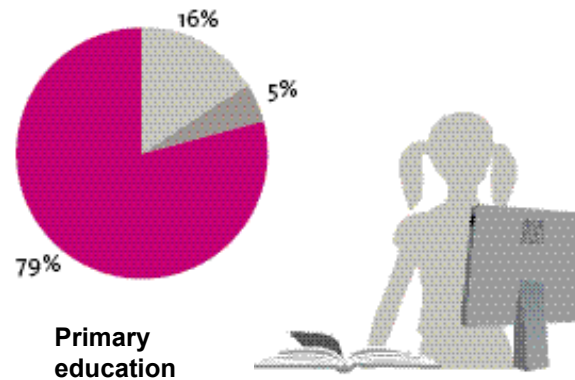
- just methods

- mainly learning books, added with self made learning materials or existing learning objects

- mainly self made learning materials or existing learning objects, added with learning books

- only self made learning materials or existing learning objects

Adapting the curriculum

Learning path ways (primary school)

| 1 (individual) | 2 (adapted) | 3 (method) | 4 (adapted) | 5 (individual) |

Dealing with diversity ...

... leads to new curriculum challenges for schools and teachers!

There is a need for:
- more curricular ownership
- a role as (co)developer of the curriculum

A curriculum perspective

Curriculum = aims, content and organisation of learning

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Curricular spider web

Rationale

Assessment

Time

Location

Aims & Objectives

Grouping

Content

Materials & Resources

Teacher role

Learning activities

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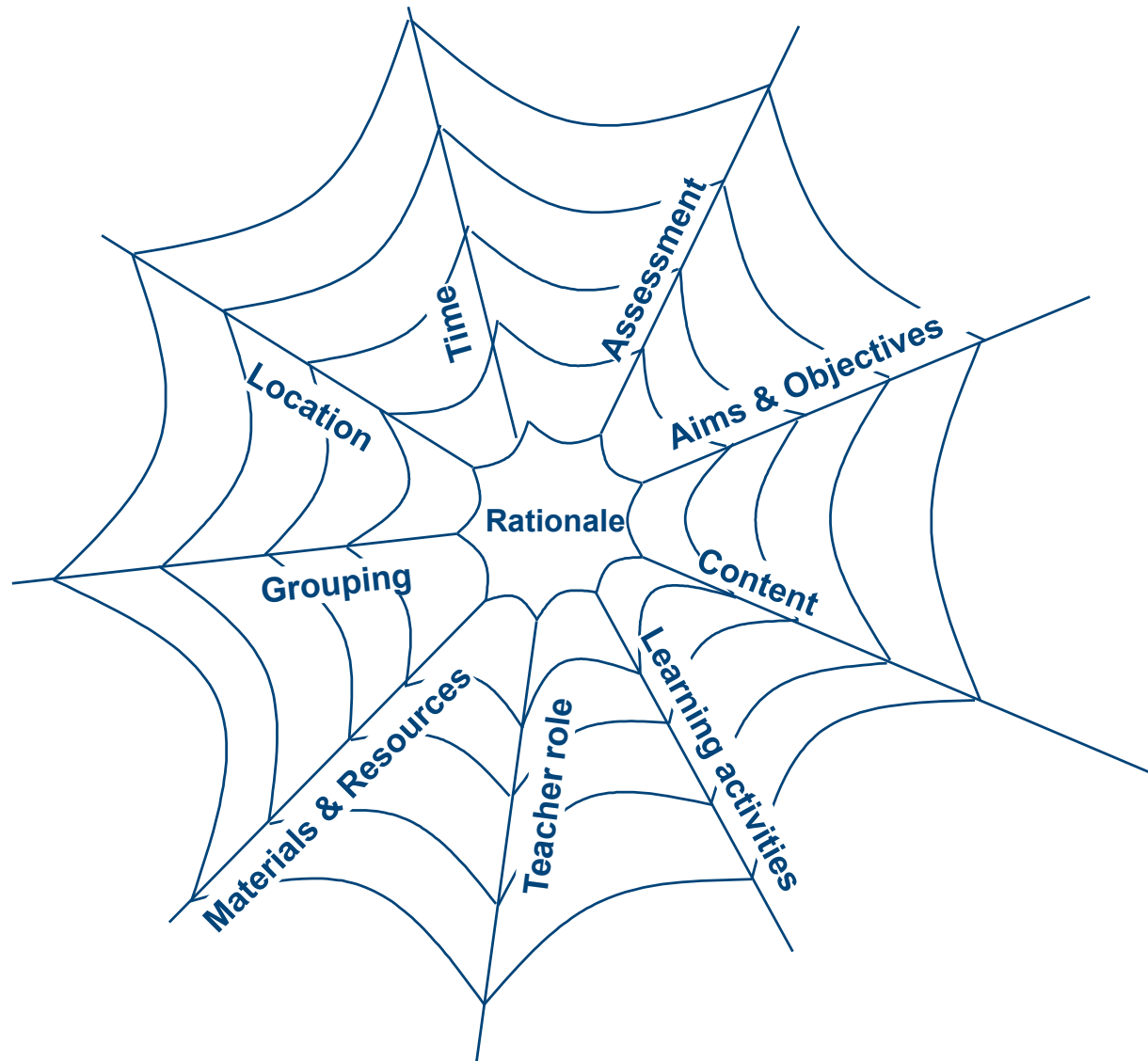
Levels of Curriculum (Development)

- **SUPRA**: international, comparative
  (e.g. Bologna, PISA/TIMSS)

- **MACRO**: national (system) frameworks
  (e.g. syllabi, core objectives, attainment targets, standards)

- **MESO**: school, programme
  (school-specific curriculum)

- **MICRO**: classroom, group, teacher
  (textbook, course, instructional materials)

- **NANO**: learner, individual
  (personal curriculum)

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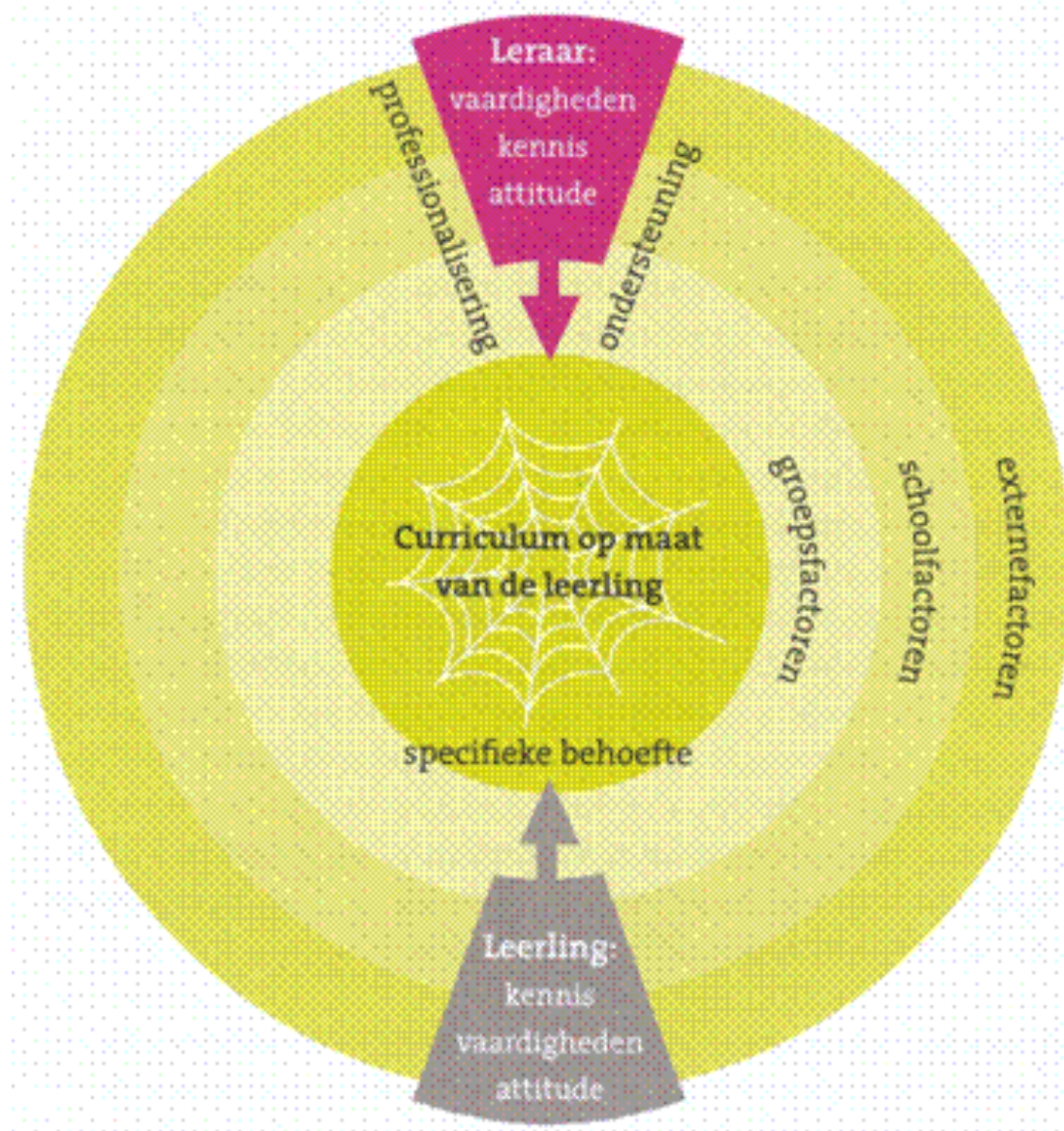
The teacher as (co)developer of the curriculum
(Van Leeuwen, 2006)

How to equip teachers in mainstream schools in their role as (co)developer of the curriculum for pupils with a mental disability?

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Research question

- How do teachers design and implement the curriculum for *pupils with mental disabilities* in mainstream education?

This question is further specified into three sub questions:

1. How do teachers design and implement the curriculum for pupils with mental disabilities in practice?
2. Which challenges do teachers meet in this process?
3. What knowledge and competencies are needed in this process?

More about the research

Approach: multiple case study

- qualitative research methods
- semi-structured interviews with teachers, specialised teachers and parents
- Lesson observations
- analysis of school documents
- sociometric tests
- analysis of individual learning plans
- literature research
- interviews with experts

The teacher as designer of the curriculum (1)

Knowledge and skills

- Most teachers consider their expertise in designing and implementing a tailor-made curriculum to be insufficient.
- Most teachers find that the expectations towards them are too high
- Two of the twelve respondents are positive about their role as designer of the curriculum. The others say that they do not have enough knowledge and skills. A lack of time to broaden these skills is mentioned as well.

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The teacher as designer of the curriculum (2)

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Goals and learning materials

- The choice for content and goals is mostly based on the individual knowledge base and experiences of teachers

- There is a lack of a framework with a variety of learning goals to choose from

- There is a lack of learning materials. Teachers are designing their own learning materials

- Their is a need for feedback and reflection. Teachers are uncertain about their teaching

The teacher as designer of the curriculum (3)

Cooperation

- Schools differ greatly in the way in which they develop the curriculum, the people who are involved and their tasks and responsibilities
- Teamwork between teacher, support teacher, parents and peripatetic teacher is of utmost importance
- Teachers and schools are not sharing their experiences, they are struggling on their own
- The (often rich) experiences are not leading to a shared knowledge base

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The teacher as designer of the curriculum (4)

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Planning and evaluation

- The surplus value of the individual learning plans for concrete actions in practice is limited: they do not provide concrete guidance for practice and the quality of the content is questionable
- There is a lack of systematic assessment of the child(ren)

The curriculum-in-action (1)

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Grouping and instruction

- At all schools, the pupils receive the most part of education within the group. Mostly with support from an assistant or a special teacher/support teacher

- In addition, the pupils get individual instruction from a support teacher or a remedial teacher, often outside the class (pre-teaching)

- Most of the pupils have their own individual programme for language, reading, writing and mathematics, if possible tuned to the time schedule of the other children

- Most of the pupils follow lessons with the group during subjects, like: music, gymnastic, drawing, handcraft, drama, etc

The curriculum-in-action (2)

Class management

- Good class-management is necessary, but teachers find it difficult

- Especially, for those pupils who are not able to work independently or if there are no 'extra hands' in the group

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The curriculum-in-action (3)

Responsibilities

- Who is the owner of the curriculum? In some cases the teacher is not the designer of the curriculum. This is the task of the special teacher or the support teacher. The teacher is therefore partly involved in the role of implementer of the curriculum
- To what extent does the teacher feel responsible and does he/she have insight into the learning process of the pupils with special needs?

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The curriculum-in-action (4)

Levels of integration

- In all the case studies, physical integration is realised. The pupils were (part-time) placed in a mainstream group
- Functional integration differs between the several subjects and the quality of the participation was often questionable
- None of the children was socially integrated

The extent of social integration

Characteristics of social integration	case 1	case 2	case 3	case 4	case 5	case 6	case 7	case 8
Accepted member of the group	+	+	+	+/-	+/-	+/-	+	+/-
At least one mutual friendship	+	+	+	-	-	-	+	-
Active and equal participation to class activities	-	-	+/-	+	-	-	-	-

Cullinan, Sabornie and Crossland (1992)

Most of the respondents did not intentionally enhance curricular and social integration.

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What is needed?

- The teacher needs a broad repertoire: knowledge of the learner, knowledge and skills to arrange a balanced curriculum, knowledge about effective strategies to enhance curricular and social integration, organisational competences, pedagogical competences, communicative competences, and reflective competences.

- Sometimes a change in attitude/teacher beliefs

- The teacher can not do it on his own: cooperation is essential: within the school, between schools, between schools and parents

- A broader data base of knowledge, sources and learning materials is required

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Curriculum development

School development

Teacher development
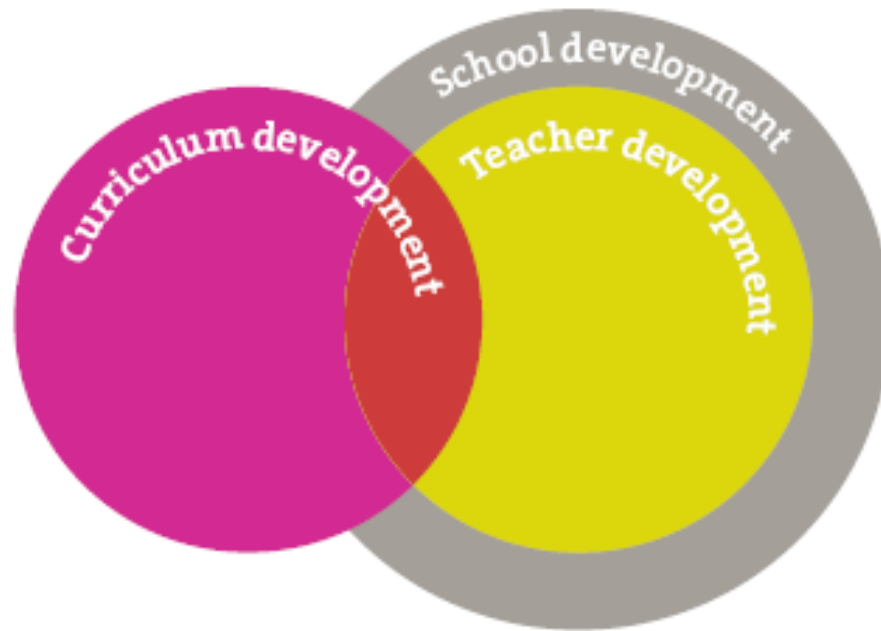
- Therefore: a multiple approach seems to be important: school development, teacher development and curriculum development

Challenges in European countries ...

- How to come from legal frameworks/national policy to implementation at a regional level, school level and classroom level (up scaling of ideas/vision, consistency and coherency in developments at different system levels)?

- Which changes are needed in national curricula and how can schools be supported to come to a more inclusive practice and high quality of education for all learners?

- Support and equipment in the primary process: flexibility in the curriculum/individualised education, equality of education. What is possible? What is needed? What works?

- The closer we come to the primary process, the less we know of what really works!

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More information?

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Developments in Europe

Inclusive
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LTUUR
WETEN
SCHAP

Questions?

Dutch educational system