Case Study Site: Reutte / Austria
Key focus:
Key focus: assessment that supports learning for all pupils including those with severe and profound impairments
Inclusive education is hard work, there are no recipes or ready made solutions, and there is no room for complacency.

Len Barton
… towards inclusion!
In the district of Reutte ....
In the district of Reutte ....

No special school since more than 10 years.
In the district of Reutte ....

No special school since more than 10 years.

All pupils attend a mainstream class in the town/village where they are living.
We looked carefully on the ..... 

*Project Team's suggestions for further consideration ....*
These Project Team's suggestions for further consideration ....

did relate to different levels ....
- Classroom level
- School level
- Teacher training
- Regional level
- National level
Classroom level

- prioritise pupils’ communication skills and abilities
- involve pupils in own assessment
- use parents as partners in assessment
- develop communication and co-operation between different class based teachers
School level

- work on school plans with 'shared visions' for assessment and learning
- develop school based recording systems
- develop communication and co-operation between different school teams
School level

- develop communication and co-operation with other professionals

- document successful school strategies and share these with others
Teacher training

- establish support networks for teachers to learn from each other
- provide 'inclusive' training opportunities for mainstream and specialist teachers collaboratively
- use pioneering schools as 'beacons' for other schools to learn from
Regional level

- aim to develop communication and co-operation between schools
- promote pioneering schools' work wherever possible
National level

- promote the work of the region, but be able to provide 'evidence' of its success
- celebrate your successes and make sure people recognise them!
Cooperation - Co-operation - Communication involves a time-consuming complex process, which hasn’t one completed format, but has to be revised at school level continuously, be formally assured, and furthermore requires an appropriate qualified staff.
The idea …. to pass resources from the direct work with the child onto the system level of schools, in order to improve their quality.
The task ….

Schools which want to improve co-operation and team work have to pursue, among other things, the following questions:
What is the definition of co-operation and team work at schools?

Which factors influence teamwork at school and in which way?

What qualifications do the persons involved contribute to the process?

Which common activities are created?

What forms of guidance are needed?
What expenses are involved?

In which way does it have an influence on the student’s learning?

Which difficulties can be expected?

How can one assure sustainable teamwork?

What external support is needed?

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Mel Ainscow, et.al.:

Collaboration as a strategy for improving schools in challenging circumstances

Published in: Improving Schools, Vol. 9, No. 3, 192-202 (2006)

URL http://imp.sagepub.com/cgi/reprint/9/3/192 - Download 20080202
Inclusive educational qualification – Reutte

- Reflection on the process of specific living and learning situations of concrete persons

- The course provides basic knowledge to support a development induced learning, which should assure theory-conducted acting
Target groups:

- Persons who support people with severe disabilities in various areas of life at and outside the school:
  - Teachers
  - Therapists
  - Assistants
- People who are interested in inclusive processes
Participants should come from different professions. The qualification measure also contributes to multidisciplinary and interdisciplinary co-operation.

Parents are also welcome to participate in the course.
Core content:

- The course follows the principles of action research.

- We aim to establish an action research network connecting experts with schools in the region.
The work is guided by the following questions:

- What are barriers for participation and learning from the students' point of view?
- Which procedures can overcome these barriers?
- To what extent do such procedures improve the learning results?
- How can these procedures be promoted and extended?
Method of working:

- Common introductory stage

  consisting of theoretical basics and first reflections of the own practice area.
Method of working:

- Project group work

consisting of the analysis of a concrete situation combined with the theory learned and orientated by a pedagogic model – documented and reflected.
Method of working:

- **Project close-out**

  consisting of a presentation of the particular work, i.e. of the analysis, derived ideas and reflections on the procedure of the work.
Social Approach Reutte

Chapter: Inclusion

Preamble

The region wants to develop into a model region of inclusion based on the idea of widening participation.
It is essential to

- create inclusive cultures
- produce inclusive policies
- evolve inclusive practices

Source: Tony Booth, Mel Ainscow: Index for Inclusion
We want to achieve this by …

- We are willing to engage with one another, to communicate with one another, to meet individual requirements, and to widen the possibilities of participation for all.
We want to achieve this by …

Creating networks and partnerships to develop a region which could be used as an example of inclusion and for those regions which are willing to commit themselves to the development of inclusion
We want to achieve this by …

- **Raising the awareness of policy makers and institutions regarding the principles of inclusion and related action strategies**
We want to achieve this by …

- Making *self-assessment instruments, quality indicators and related materials available for decision makers and public institutions*
We want to achieve this by …

- Checking what facilities are available in the organisations supporting the development of inclusion in all aspects of social life.
We want to achieve this by …

- Providing in-service training courses and other professional qualifications
- Ensuring that the process towards inclusion is provided with permanent support systems
- Impacting upon decision makers at all political levels to produce policies and pass anti-discrimination legislation
International Congress

realizing and acting

a region faces the

challenge of inclusion

February 28th – March 1st 2008

Reutte / Tirol
Organized in cooperation with ....

European Agency for Development in Special Needs Education

Bundesministerium für Unterricht, Kunst und Kultur

Pädagogische Hochschule Salzburg

Parent Association Reutte

Bezirksschulrat Reutte

Reutte District Resource Center

Roland Astl / 24.10.08
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Georg Feuser
Realising and acting
Inclusion must be planned and implemented thoroughly
The conference materials:

http://www.cisonline.at/index.php?id=308

some of them are available in english…..

Amanda Watkins MP3

Nick Peacey MP3