



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 team work?***
- ***What external support is needed?***

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

bm:uk Bundesministerium für
Unterricht, Kunst und Kultur

PÄDAGOGISCHE
HOCHSCHULE
SALZBURG
ph

vianova
Parent Association Reutte



Bezirksschulrat Reutte

Reutte District Ressource Center





Nick Peacey

**Are all children
special?**

*Systems, differentiation
and diversity*

Amanda Watkins
**Working Towards
Inclusive
Assessment**

*Messages from across
Europe*

Andrea Seel

**Individualised
support in the
school system**

*Quality in special needs
education*

Willi Prammer

**Individual
development plan**

*Approaches,
interpretations and
materials*

John Brown

**Curriculum and
standards**

*Developments for pupils
with SEN*

Norbert Pauser

**Diversity and
Inclusion**

*Internal and external
quality audits in a school
for all*



Hans Sonderegger

**Create challenging
learning
opportunities**

enhance interaction

Karoline Bitschnau

**Create a culture of
non-violent
communication**

Inclusive structures in
school and society

Ulla Alexandersson

**Assessment for
learning**

Practice supported by
helpful theories

Doris Adreatta

School development

Development process as a
challenge for a “good”
school

Claudia Niedermair

**Cooperative
planning**

for individual support

Verity Donnelly

Routes for learning

Assessment materials for
learners with profound
learning difficulties...



Georg Feuser
Realising and acting
Inclusion must be planned
and implemented
thoroughly

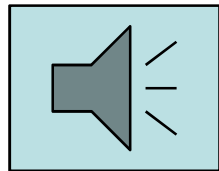




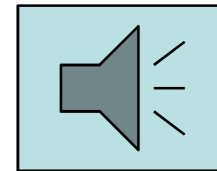
The conference materials:

[http:// www.cisonline.at/index.php?id=308](http://www.cisonline.at/index.php?id=308)

**some of them are available
in english.....**



Amanda Watkins MP3



Nick Peacey MP3