

Raising the Achievement of All Learners

A Resource to Support Self-Review



EUROPEAN AGENCY
for Special Needs and Inclusive Education

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INTRODUCTION

The focus on quality and equity in education is increasing across Europe. As many countries give greater autonomy to schools, there is a demand for effective approaches to monitoring and evaluation.

This resource focuses on the key role of school self-review in on-going school improvement activity. It includes school self-review materials, developed during the Raising the Achievement of All Learners in Inclusive Education (RA) project, conducted by the European Agency for Special Needs and Inclusive Education (the Agency) between 2014 and 2017. These materials are presented as an open educational resource that can be adapted in line with local needs and priorities. They aim to support learning communities to assess areas that are important in both inclusive practice and raising achievement.

This resource also includes a holistic model which can support decision-makers in review activities: the Ecosystem of Support for Inclusive Education. This model was originally developed within the Agency's Inclusive Early Childhood Education project (European Agency, 2016a). It sets out the main structures and processes that affect learning and achievement. It highlights the inter-connections between national policy and the processes and structures at all other levels. It may be used to reflect on how wider policy supports local and school practice.

The [RA literature review](#) notes that 'greater efforts are needed to ensure that all learners, particularly those from vulnerable or disadvantaged groups, can gain full access to a quality education' (European Agency, 2016b, p. 9). The review stresses the need to strengthen schools' capacity to go beyond school boundaries to develop improvement processes that contribute to a more equitable school system and a fairer society (Ainscow et al., 2012, cited in European Agency, 2016b).

Previous work by the Agency suggests that such change requires 'a debate on purpose and outcomes involving all stakeholders, including learners and families' (European Agency, 2013, p. 22). This resource aims to support the collaborative approaches that, as the project has shown, play a key role in raising achievement.



BACKGROUND

Quality assurance and accountability in education raise challenging issues across Europe and beyond. The Raising Achievement project surveyed participating countries to collect information about policy and practice to raise the achievement of all learners (refer to European Agency, 2017a). This included information about quality assurance and accountability. However, only a few countries explicitly expressed concern about their work in this area.

In on-going debates about these issues, the dangers of relying solely on quantitative data are being more widely recognised. The Council of the European Union (2017) notes the need to find a proper balance between autonomy and accountability and to further develop quality assurance systems, including self-evaluation, quantitative and qualitative assessment. These systems should be based on an understanding of school development established and shared with stakeholders.

A focus solely on aspects that are easy to measure can lead to potentially important areas becoming a low priority or being disregarded altogether (European Commission, 2012). The Organisation for Economic Co-operation and Development (OECD, 2013) also stresses the need for a holistic approach that aligns assessment and evaluation with education goals to avoid distorting practice (e.g. narrowing the curriculum).

School self-evaluation varies across countries. It ranges from surveys that measure specific aspects (e.g. parental satisfaction, learner well-being), to more extensive cycles of planning, target setting and evaluation. The European Commission/EACEA/Eurydice (2015) note that some countries use the same framework for internal and external school evaluation, while others publish a range of tools that can be used more flexibly. There is also variation in the stakeholders involved and in the use of results.

It is important, therefore, to consider exactly what self-evaluation involves and how it relates to other quality assurance activities. Crucially, self-evaluation should – combined with other sources of evidence, such as external inspection, learner attainment and achievement results – contribute to the evidence base for decision-making. Such information can provide a basis for shared, critical reflection on practice and contribute to aspirational improvement plans, leading to school and system improvement.



REVIEWING PRACTICE AT SCHOOL LEVEL

In the RA project, school/learning community self-evaluation was viewed as a dynamic process that supports on-going development to include and raise the achievement of all learners. The self-review materials can provide qualitative baseline information about schools' inclusive capability, linked to learner achievement, before any changes are introduced. It can also be used at a later stage to assess progress towards planned improvements.

Development of the Raising Achievement self-review

The self-review was developed during the first phase of the Raising Achievement project. These materials drew on past Agency work and similar self-review documents from a range of countries. This included documents published in English – from Australia, Canada, New Zealand, the United Kingdom (UK) and the United States – and documents from the Scandinavian countries. Annex 2 lists some examples.

The self-review was designed to assess harder-to-measure areas that recent research has identified as playing an important role in both inclusive practice and raising achievement. The self-review survey covers two key areas identified for the project: pedagogy and leadership, as well as the overarching theme of networking and collaborative practice. It covers seven dimensions felt to be priorities in raising learner achievement. These dimensions are separated for the purposes of the survey. However, in practice they are closely inter-related. The dimensions are as follows:

- 1. Pedagogy for all learners**
- 2. Support for learning**
- 3. Leadership roles and approaches**
- 4. Learner well-being and participation**
- 5. Curriculum development**
- 6. Partnerships and collaborative working**
- 7. Support systems for staff and leaders.**

For each dimension, respondents rate statements or indicators using a 5-point Likert scale:

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree.

The draft self-review was sent to members of the Project Advisory Group (PAG). The PAG included Agency representatives from Cyprus, Finland, Switzerland and the UK (Scotland).



The draft self-review was also sent to all Raising Achievement project experts (researchers and school leaders). The following countries sent comments: Austria, Croatia, Cyprus, Czech Republic, Denmark, Italy, Luxembourg, Netherlands, Norway, Poland, Slovenia and UK (England and Wales). The final version was amended considering these comments.

The self-review is available as an open educational resource (please refer to Annex 1). Schools can add to/amend the items as needed to suit their own situation. The rating scale can also be changed.

The RA self-review was designed to be used with a range of stakeholders (for example: leaders, teachers, support staff, parents and other community members, including other professionals and local employers working with the school). It was not designed to be used with learners. However, as learner voice is central to any self-review process, schools could adapt items or develop a parallel survey. Annex 2 provides some examples of resources to be used with learners.

The RA self-review was designed for use by compulsory and upper-secondary schools. For those wishing to focus on early childhood education, the Agency has produced a [self-reflection tool](#) that focuses specifically on the processes that children experience in the early years setting. It looks at environmental factors that influence participation and considers the main characteristics of quality inclusive early childhood education settings for all children (European Agency, 2017b).

Use of the self-review in the Raising Achievement project

Three learning communities (LCs) provided the focus for project practical activities:

- Istituto Tecnico Agrario Sereni (upper-secondary) and Istituto Comprensivo Antonio Rosmini (primary and lower-secondary school), Rome, Italy
- A group of schools in Łajski (primary and lower-secondary school), Commune of Wieliszew, Poland
- Calderglen Learning Community (Calderglen High School and Sanderson High Special School), East Kilbride, UK (Scotland).

The LCs used the self-review to gather the views of a range of stakeholders as a baseline in 2015 and to further measure their development at the end of the project in 2017.

During the project, the self-review survey results served to:

1. inform stakeholders in each LC about what was considered to work well and what areas of challenge might need further development;
2. inform external project participants about each LC's perceived strengths and weaknesses and provide some guidance about what support the LCs might need;
3. share information about areas of practice considered to be particularly strong;
4. highlight changes/progress in the areas covered by the survey. This was achieved by comparing baseline data to data collected on the same areas and items at the end of the project.



Data collected through the self-review at the start and at the end of the project provided a picture of each LC's context. The data offered a snapshot of stakeholder views about the on-going process of LC development. The results were shared only with the individual LCs, for reflection and discussion with stakeholders.

The same respondents were invited to participate in the self-review survey in 2015 and 2017, as far as possible. Inevitably, there were a few changes in the number of respondents and, in some cases, in the respondents themselves. This may have affected survey outcomes to some extent.

In the analysis of data from 2015 and 2017, average values for each question were calculated. Statements that showed a statistically significant increase or decrease ($p < 0.05$)¹ were highlighted. These changes were unlikely to be due to coincidence or a 'random' effect. It is interesting to note that where surveys bring attention to issues that respondents might not have considered previously, they tend to report a decline. This may have affected the outcomes of the second review.

The good practice in the three project LCs had previously been recognised by their national representatives, given that they nominated the LCs for the project. It is therefore no surprise that the outcomes of the 2015 self-review survey were largely positive, with significant improvements in a limited number of areas over the two-year period. The changes recorded by stakeholders between 2015 and 2017, however, cannot be attributed only to the project.

In addition to providing supporting information as outlined above, the use of the self-review during the project validated the materials. Their use by the LCs showed that the survey includes key variables that affect practice to include all learners and to raise their achievement. The self-review also showed the capacity to record significant changes in stakeholder views over time that correspond with changes in LC practice. Most importantly, the materials can contribute to school/LC learning processes and plans for including and raising the achievement of all learners.

How to use the resource with schools/learning communities

As stated above, the resource (included in Annex 1) can be used in its current form or as a starting point to develop a self-review survey appropriate to the local context. The dimensions and statements can be changed to reflect local priorities or the needs of different stakeholder groups. Further items could be added to explore particular aspects of school organisation, culture and the individual and/or collaborative practice of teachers, school leaders and other members of the community. The rating scale could also be amended. Here, the preference for a 4- or 5-point scale could be explored, keeping in mind that a 5-point scale allows for a neutral answer.

¹ 'p' stands for 'probability value'.



The self-review survey can be included as part of a cyclical process supporting schools/LCs to:

1. question routines, confront difficult issues and challenge why they do what they do;
2. supplement other qualitative and quantitative information – this might include listening to the views of learners, staff, parents and the community regarding their strengths and weaknesses;
3. agree on a clear rationale for systems, structures and processes that work and those which need to be changed or abandoned;
4. develop a ‘theory of change’ to clarify the relationship between proposed inputs and planned outcomes;
5. introduce small-scale innovations with a clear focus, as appropriate for the school context;
6. enrich experiences and outcomes for staff and learners, increasing capability and support for on-going development;
7. evaluate and reflect on practice from a more informed perspective.

In taking account of key stakeholders’ views, schools should work with others to find evidence that informs their decisions. They should look for support from critical friends to analyse their own work and find out what works well for others locally and nationally. Finally, they should look forward and consider what continuous improvement looks like in the longer term (Education Scotland, 2015).

As in the RA project, for a single use of the survey, the percentage of responses in each category (Strongly agree; Agree; Unsure; Disagree; Strongly disagree) and average values can be calculated for each statement. If the survey is repeated after a time, the distribution of responses for each round of the survey can be examined in more detail to evaluate whether the responses show a statistically significant increase or decrease (with at least $p \leq 0.05$).

In summary, this self-review document can serve to:

- support school leaders to discuss approaches to include and raise the achievement of all learners with a range of stakeholders;
- support the development of evidence-informed practice;
- identify strengths and areas needing development;
- decide on the actions needed to enhance equitable learning for all and reduce any barriers to learner participation;
- set priorities and development/improvement plans in the short or longer term.



WIDER POLICY SUPPORT FOR RAISING ACHIEVEMENT

The RA project has stressed that it is possible to have both equity and excellence within national systems. This section of the resource will introduce a holistic model to show the systems and processes at different levels of the education system that should be reviewed to ensure a supportive policy context for including and raising the achievement of all learners.

Development of an Ecosystem of Support for Inclusive Education

The Ecosystem of Support for Inclusive Education sets out the main structures and processes that influence every learners' participation and that must be considered to maximise opportunities for learning and achievement.

The Ecosystem was originally developed as part of the Agency project on Inclusive Early Childhood Education (European Agency, 2016a) to provide a holistic model of the complex networks in the environment that affect every learner. The model has been modified to take account of the Raising Achievement project's conceptual framework and findings and to ensure that it applies to learners across all phases of education.

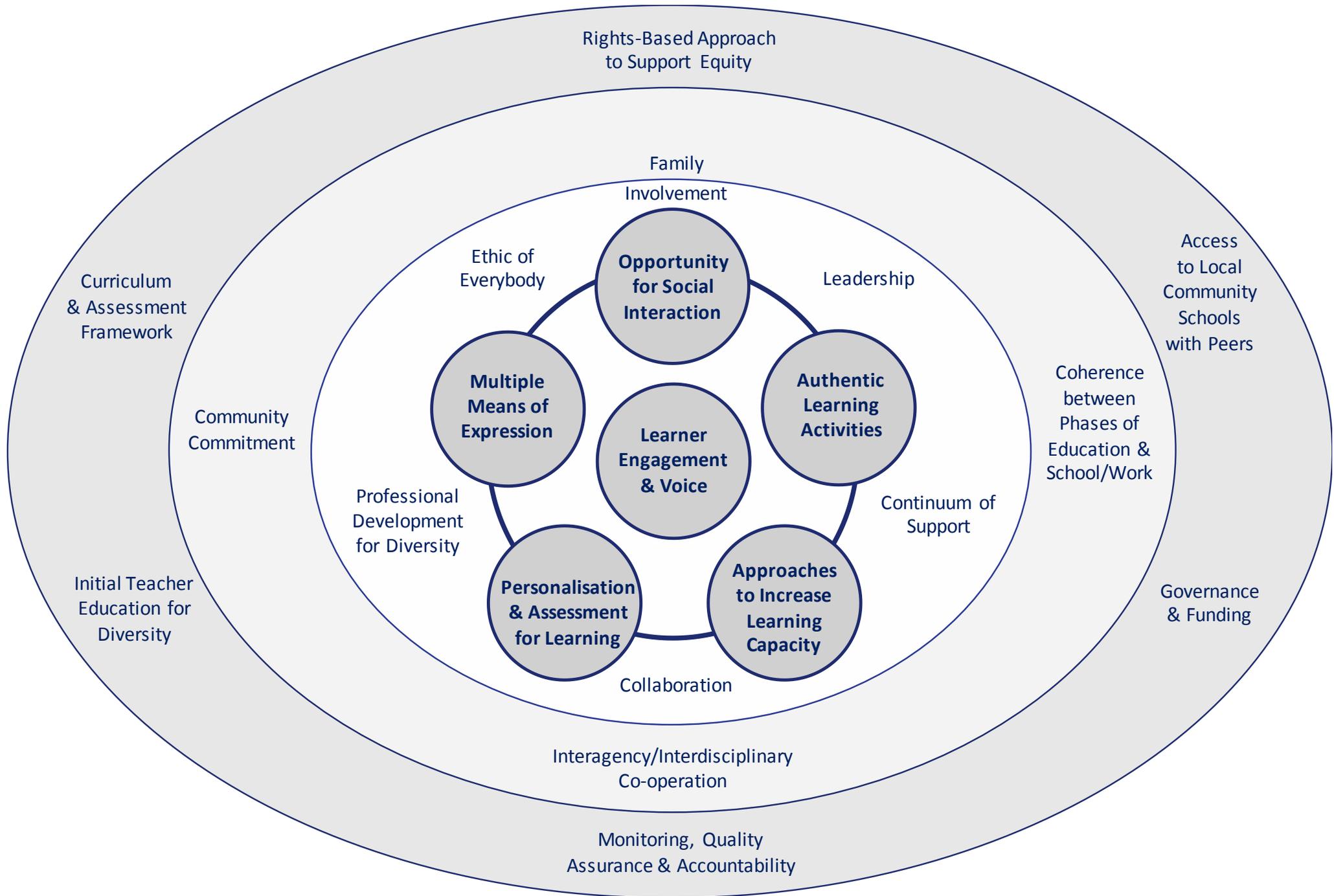
In the model, the learner is at the centre of a series of systems – each located inside the next – that work together to shape the learner's development. The RA project work focused mainly on the micro-, meso- and exo-levels. However, the macro-level is also included, as it is critical in shaping the policy context to support work at other levels.

The model in Figure 1 shows the following inter-related systems:

- The ring around the centre of the model is the micro-system of institutions or groups that directly affect the learner's development. These are, for example, the immediate family and – for most learners – the processes within the school and interactions with peers and adults.
- The second ring is the meso-system of inter-connections between the micro-systems – interactions which influence the school structures and processes.
- The third ring is the exo-system – the community context that the learner may not directly experience, but which may influence other system levels.
- In the outer ring is the macro-system – the wider social, cultural and legislative context that encompasses all the other systems. This embeds the principles of the United Nations Conventions on the Rights of the Child and on the Rights of Persons with Disabilities.

Alongside these levels, the need to allow for realistic timescales must also be considered. At all system levels, change takes time. However, at the learner level, support must be provided as soon as any barriers to learning are identified.

Figure 1. The Ecosystem of Support for Inclusive Education model (next page)





Key concepts within the model

As Figure 1 shows, the inner circle represents learner engagement and voice. Learner engagement is often mentioned as a key factor in successful learning. Although the term 'engagement' is hard to define, the OECD notes that it refers to 'the extent to which students identify with and value schooling outcomes, and participate in academic and non-academic school activities' (2003, p. 8). The Agency suggested that the term 'school engagement' includes:

- *Behavioural engagement (positive conduct, involvement in learning and academic tasks, participation in school-related activities)*
- *Emotional engagement (affective reactions such as interest, happiness, identification with teachers and peers)*
- *Cognitive engagement (self-regulation, flexibility in problem-solving, coping strategies)* (Fredricks et al., 2004, as cited in European Agency, 2011, p. 28).

Importantly, emotional engagement can also include a sense of belonging (being accepted and valued by peers), social responsibility, equity and acting as a support for others.

It is therefore important to provide choice to increase participation in and control over learning. This can be achieved by listening to learners and by engaging them in the opportunities offered. In the chain of small circles surrounding each learner, there are five **processes** of engagement and interaction which relate to learners' rights and entitlements:

- **Opportunity for social interaction:** the basis for trusting relationships between staff and learners and learners and their peers. Such relationships develop within the inclusive ethos of a learning community where everyone belongs. Teachers enable learners to participate and meaningfully use learning opportunities. They create an environment that maximises opportunities for interaction and mutual support.
- **Authentic learning activities:** which have relevance for every learner. Meaningful interdisciplinary learning opportunities should be planned from a flexible curriculum. The curriculum may focus on physical, social and emotional aspects, beyond academic content. For example, it can be designed to develop competences in communication, language, aesthetics, knowledge about the environment and the world, mathematics, new technologies and ethical and spiritual dimensions.
- **Approaches to increase learning capacity:** teachers need knowledge of the internal and external factors that affect learning, the impact of different groupings, the importance of emotional states (and of a growth mindset) and a belief that every learner can achieve. They should ensure active engagement in learning activities and help learners become agents of their own learning.
- **Personalisation and assessment for learning:** when learning is personalised, the teacher works as a facilitator. This differs from individualised learning and



differentiation, where the teacher provides instruction accommodating the learning needs of individuals or groups of learners, respectively. Assessment for learning supports personalisation by providing feedback to inform next steps, involving – or led by – the learners themselves. Teachers realise that they cannot predict future learning capacity and ensure that their practice does not impose limits on any learner.

- **Multiple means of expression:** including information and communication technology (ICT). Learning opportunities should allow learners to participate and respond in different ways to minimise barriers. ICT can serve as a support, particularly for learners with disabilities who require accommodations/adaptations.

The next circle contains the supportive **structures** within the meso-system in the school environment that support the **processes** mentioned above.

- **Leadership:** Inclusive leaders influence and provide direction, by paying attention to both equity and excellence to achieve positive outcomes for all learners. They develop a culture of positive and trusting relationships. They engage in self-review, as they recognise the importance of contextual analysis and the use of data for on-going improvement.
- **Continuum of support:** Support for all learners, particularly those with additional support/learning needs, should form a continuum. Increasingly, resources should support schools to move from individual, compensatory support to approaches that increase the capacity of all schools to intervene early when barriers to learning become evident. With such pro-active practice, support is the norm for all, not something provided in response to the labelling of learners. The continuum of support applies equally to all stakeholders within the learning community.
- **Collaboration:** Collaborative practice is organised to support innovation and professional development. Partnerships are formed with parents and other key stakeholders.
- **Professional development for diversity:** Professional development should support all teachers/leaders to develop appropriate competences for diversity – for example, the competences set out in the *Profile of Inclusive Teachers* (European Agency, 2012a). Teachers should make use of research/evidence and adopt a problem-solving approach to their work. They should ask for support from specialists when necessary but use their expertise to improve provision for all.
- **Ethic of everybody:** Teachers take responsibility for and make a commitment to act for everybody – believing that everybody can learn and achieve. They take account of the identity and background of all learners to plan accessible and culturally-responsive opportunities, using appropriate resources. They work towards greater equity and avoid choices that disadvantage some learners.
- **Family involvement:** Parents should work closely with the school and take an active part in their children's education. Family involvement is placed partly in the micro-system and partly in the next circle directly connected to the micro-system.



The third circle contains additional **structures** within the **exo-system around the school** which also support the processes of learner engagement:

- **Coherence between phases of education and between school/work:** This refers to a curriculum and pedagogy that support progression and continuity within and across phases of education. The organisation of support enables smooth transitions between these phases in preparation for adult life.
- **Interagency and interdisciplinary co-operation:** To meet the diverse needs of all learners, support should be available from a range of other professionals who work together to support learners (e.g. from health, social services, etc.). This expertise should also help staff to meet challenges and, in this way, increase the capacity of the school and community.
- **Community commitment:** The local community should share a commitment to quality education for all learners together. They should recognise that inclusion is part of the improvement agenda for all schools. Community members should share their expertise in the school curriculum, as well as through extra-curricular activities and family support.

Finally, the outer circle contains six **structures** within the **macro-system** identified as necessary to support inclusion:

- **Rights-based legislation and policy to support equity:** This should be the result of a long-term view from politicians, following a national dialogue to achieve clarity around the concepts of inclusive education, equity and raising the achievement of all learners.
- **Access to local community schools with peers:** All learners should attend their local school with their peer group.
- **Governance and funding:** Clarity is needed around different levels of governance – roles and responsibilities with funding to increase the education system’s capacity at all levels and provide equitable opportunities for all learners.
- **Monitoring, quality assurance and accountability:** focusing on efficiency, cost-effectiveness and equity. There should be a clear focus on agreed standards for quality education that include multiple success measures. Stakeholders should be accountable for outcomes that matter and affect the achievement of all learners.
- **Initial teacher education for diversity:** Initial teacher education should develop appropriate competences in all teachers to equip them to work in diverse classrooms (European Agency, 2013).
- **Curriculum and assessment framework:** All learners should have access to a coherent framework (e.g. national standards) as a basis for relevant learning and appropriate recognition of achievement.



Using the model for wider policy review

This holistic model draws on past Agency work (European Agency, 2012b, 2013, 2014, 2016a, 2016b, 2017b) to identify key areas that decision-makers may wish to consider as part of a local and/or national review. The model aims to ensure that wider policy supports the intended local/school practice.

It can highlight:

- important inter-connections between national policy and the processes and structures at other system levels;
- where responsibility for key structures and processes might be situated;
- interactions that influence inclusive learning (for example, the roles of different stakeholder groups).

To support on-going improvement, standards and indicators could be developed (in collaboration with various stakeholder groups) to raise achievement through a multi-level and cross-sectoral strategy. Information gathered from school-level stakeholders by the RA self-review described earlier would provide further evidence to develop school practice and provide feedback regarding consistency between local/national policy and practice.

Figure 2 illustrates the links between the school-level self-review and the Ecosystem model.

Further support may be found in the [‘Increasing Inclusive Capability’ resource](#) (European Agency, no date), which provides a framework for reflection and discussion among decision-makers at national and local levels as part of a collaborative change process. The framework is linked to the Agency’s Organisation of Provision to Support Inclusive Education project recommendations on child rights and participation, conceptual clarity and coherence and the development of a continuum of support (European Agency, 2013, 2014). This resource could be used to secure commitment among stakeholders before considering more focused and strategic developments using the Ecosystem.



Figure 2. Links between the RA self-review and the Ecosystem model structures and processes



CONCLUDING REMARKS

When all stakeholders in a learning community work together, they can make the most effective use of their combined knowledge and skills. This strengthens their capacity and capability to respond to learner diversity. Such action should encourage reflection on attitudes and beliefs, particularly regarding vulnerable groups of learners (Ainscow et al., 2012). It should stimulate new thinking and innovative ways of working to achieve ‘sustainable success’, rather than ‘illusory short-term gains’ (Hargreaves, 2015, p. xi). The Raising Achievement project findings reinforce the effectiveness of collaborative approaches. They also highlight the key role of school actors (leaders and teachers) in ‘creating a quality / self-assessment culture in schools’ (European Commission, 2015, p. 95).

While many systems/schools focus on improved examination results, recent research has highlighted the importance of other areas, such as developing resilience, that play a critical role in lifelong learning and success after school (Beere, 2016). Other factors include the development of the learner’s mindset that affects outcomes ranging from academic attainment, to psychological well-being and from character capabilities, to workplace skills (Birdwell et al., 2015). The work of the RA project learning communities provided examples of the effectiveness of such approaches. These can be found in the project guidance *Key Actions for Raising Achievement: Guidance for teachers and school leaders* (European Agency, 2018).

Finally, in the effort to prepare learners for their rights and duties in a democratic society, schools must demonstrate this in practice. Participatory self-review is an example of democracy in action. It therefore becomes, in the words of the Italian learning community, ‘both a value and a method’ which has the potential to enhance the participation and learning of all members of the learning community.



ANNEX 1 – RAISING ACHIEVEMENT SELF-REVIEW

This self-review survey was designed to be completed by a range of key stakeholders in the Raising Achievement project learning communities (LCs). It provided relevant perspectives on all aspects of the school/LC practice. In the project, stakeholders were anonymous. However, they noted their role so that the project team could discriminate between answers from different stakeholder groups. For future use of the survey, sufficient stakeholders from each group should be asked to participate to retain anonymity.

The self-review aimed to collect quantitative information about aspects of current LC practice through the perceptions of different stakeholders. It particularly aimed to explore some of the hard-to-measure areas which were considered important for raising learner achievement in inclusive settings. It complemented the qualitative information that LCs collected during the project.

The self-review tool used in the project covered two key areas: pedagogy (including the use of technology) and leadership. It also included the overarching theme of collaborative practice.

The self-review is presented below, as it was used in the project, including the instructions given to participants.

Self-review survey

The self-review survey is an open educational resource. This means it is a learning resource that is ‘usable, adaptable to specific learning needs, and shareable freely’ (European Commission, 2013). Users are free to adapt, modify and re-purpose it as required, providing a reference to the original source is given.

Data protection statement

All the data collected in this survey will be held anonymously and securely.

Instructions for completing the survey

Section 1 asks for some background information on your role. Section 2 has a number of statements about the issue of inclusive pedagogy. Section 3 has a number of statements about school leadership.

For Sections 2 and 3, please rate your level of agreement with each of the statements using a 5-point scale:

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree.



Mark the relevant box to indicate the option that most closely describes your level of agreement. Please only select one answer per row.

There are 68 statements – please reply to them all.

The survey should take around 20 minutes to complete.

Section 1 – Background information

This section asks for some background information on your role in your learning community (LC).

How would you describe your role in your LC?

- School leadership team member _____
- Class/subject teacher _____
- Support personnel _____
- Parent _____
- Other (please specify and briefly describe your role) _____

Section 2 – Inclusive pedagogy

This section looks at two key issues relating to classroom-level practice (Pedagogy for all learners and Support for learning). Each issue has a number of statements for you to rate.

Please answer all questions. Please only select one answer per row.

Pedagogy for all learners

These statements focus on teachers' attitudes to diversity and their knowledge and understanding of the teaching and learning process which affects the approaches they use to assess and personalise learning.

Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Teachers take responsibility for the learning of all learners in their classes					
Teachers act to address the diverse requirements of all learners in their classes					
Teachers interact with learners sensitively and respectfully					
Teachers have high expectations for all learners					



Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Teachers use research evidence to support decisions about innovative approaches to learning					
Teachers help learners to think about their own learning processes and strategies					
Teachers personalise learning for all learners					
Teachers use flexible groupings (e.g. whole class, small groups, pair) to enable learners to interact and access multiple perspectives					
Teachers use a range of learning resources and technologies to enhance learning					
Teachers offer learners a range of ways to show what they have learned					
Teachers use formative assessment to enable learners to plan the next steps in their learning					
Teachers give feedback focused on effort and progress					



Support for learning

This section is designed to look at the ways that teachers support learners who are underachieving or who may have particular requirements – including how they collaborate with colleagues.

Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
All stakeholders recognise vulnerable learners' right to support and reasonable adjustments					
Teachers use a range of assessment methods to support their judgements about the need for adjustments or additional resources at classroom level					
Teachers use a range of approaches/strategies to provide additional support for learners when necessary (e.g. universal design, peer support, mentoring)					
Teachers use appropriate resources and technologies to improve access to learning					
Teachers collaborate and plan with other staff/professionals to meet individual learner requirements					
Teacher roles are flexible (e.g. specialised teachers and general/subject teachers can work interchangeably in the classroom)					
Teachers contribute to formal assessments at school/local area level (e.g. for a statement/certificate of special educational needs)					
There are procedures to identify underachievement and address any factors that affect learning as soon as they arise					



Section 3 – Leadership and collaboration

This section looks at five key issues relating to school-level practice (Leadership roles and approaches, Learner well-being and participation, Curriculum development, Partnerships and collaborative working, and Support systems for staff and leaders). Each issue has a number of statements for you to rate.

Please answer all questions. Please only select one answer per row.

Leadership roles and approaches

This section focuses on how school leaders (head teachers/principals) work with others to establish a positive school atmosphere and climate. This includes providing leadership for learning, focusing on equity and using information for improvement.

Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Leaders use a collaborative process to develop a shared vision and inclusive values					
Leaders encourage strong, trusting relationships					
Leaders facilitate effective communication between all stakeholders (e.g. staff, learners, parents, other professionals, community members)					
Leaders are pro-active in managing change and dealing with uncertainty					
Leaders involve all stakeholders in decision-making					
Leaders develop a climate/culture in which all learners are known and treated as individuals					
Leaders see inclusion as central to school improvement					
Leaders use data to monitor and evaluate practice and impact on all learners					



Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Leaders use research evidence to plan improvement					
Leaders focus on learning to raise the aspirations and achievement of all learners					
Leaders ensure that all stakeholders understand the assessment processes used in school and how such information might be used (e.g. formative assessment for learning/summative assessment for reporting)					
Leaders monitor equity of access to the full range of learning opportunities and school activities					

Learner well-being and participation

These statements consider the school's approach to learner well-being (including the development of a growth mindset) and the extent to which learners are listened to and enabled to take part in all learning and wider activities.

Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
All staff take responsibility for learner well-being, seeing it as central to learner success					
All staff see learner diversity as an asset to the school					
The school provides support to reduce any barriers to learner attendance (e.g. bullying, family circumstances)					
All staff encourage positive relationships between peers					
The school culture enables all learners to feel that they 'belong'					



Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
The learner voice is central to the school community (daily operation and on-going improvement)					
All staff encourage learners to see mistakes as learning opportunities					
All staff support learners to participate in the full range of learning opportunities/activities					
All staff encourage independence and self-advocacy in learners					
Procedures for dealing with discriminatory language and attitudes are always followed					
Conflict/incidents of bullying are acted on promptly					
Learners can communicate with staff about personal issues that affect their learning					

Curriculum development

These statements focus on how the school implements the national curriculum or plans its own curriculum to provide relevant and engaging opportunities for all learners.

Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
The school has an agreed curriculum framework that takes account of principles such as breadth, balance, coherence and relevance					
The school curriculum provides valued learning opportunities for all learners					
The school curriculum provides flexibility for teachers to plan authentic and challenging learning opportunities for all learners					



Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
The school curriculum provides opportunities for learners to make choices about their own learning programmes					
The school curriculum framework addresses learner well-being as a priority					
The school curriculum supports effective transition between phases/settings					
Extra-curricular and community activities are planned to engage all learners					
The assessment framework provides opportunities to recognise wider achievement (e.g. social, sporting, artistic), as well as academic attainment					

Partnerships and collaborative working

These statements consider the school's work with parents/families and with the wider community – that aims to raise learner aspirations and achievement.

Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
The school provides accessible information to promote inclusive education to parents and the wider community					
The school works closely with parents to raise the aspirations and achievement of all learners					
The school welcomes families into school to discuss issues that are important to them					
Input from parents/families is a valued part of decision-making and advocacy activities					



Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
The school networks with other local schools, colleges, universities and workplaces to provide a wider range of opportunities for learners					
The school works in partnership with other agencies (e.g. health, social services) to provide additional support for learners when necessary					
All stakeholders are clear about their own roles in the school and the roles and contributions of others					
External stakeholders/partners have a role in reviewing/validating school self-evaluation activities					

Support systems for staff and leaders

The statements look at support systems within the school community for staff and for school leaders.

Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Staff are supported to engage with 'hard-to-reach' families					
Staff are encouraged to take part in development opportunities that will improve learning and achievement in the school community					
Staff are supported to share learning and reflect with colleagues as a form of professional development					
Staff are given leadership opportunities (e.g. taking a lead on new initiatives/curriculum areas)					
Staff can access support for their own well-being in times of stress					



Statements	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Leaders are supported by colleagues within the school					
Leaders receive support from external partners/networks (e.g. other school and community leaders, university colleagues)					
Leaders receive appropriate training to promote school development with a focus on positive outcomes for all learners					



ANNEX 2 – ADDITIONAL SELF-REVIEW RESOURCES

This Annex provides details of self-review resources produced by Agency member countries and examples of self-reviews used in developing the project materials.

(All links last accessed in December 2017)

Materials for use with learners

Health and well-being questionnaire for learners, Finland: www.thl.fi/fi/web/thlfi-en/research-and-expertwork/population-studies/school-health-promotion-study

Listening to learners toolkit, UK (Wales) – designed to involve learners in curriculum review: learning.gov.wales/resources/browse-all/listening-to-learners/?lang=en

Examples of school self-reviews

Collaborative Teams Toolkit: Tools to support collaborative team structures and evidence-based conversations in school, State of New Jersey Department of Education, United States: www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf

Equity and Inclusive Education: Going Deeper, Council of Ontario Directors of Education, Canada: [www.ontariodirectors.ca/downloads/EIE-2014/Equity and Inclusive Education Eng Final.pdf](http://www.ontariodirectors.ca/downloads/EIE-2014/Equity%20and%20Inclusive%20Education%20Eng%20Final.pdf)

Evidence-based education: European Strategic Model for inclusion (EBE-EUSMOSI): inclusive-education.net/ebe-eusmosi-model-for-inclusion-available-more-425

How Good is our School?, UK (Scotland): education.gov.scot/improvement/self-evaluation/HGIOS4

Indicators of Inclusive Schools: Continuing the Conversation, Alberta, Canada: education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf

QUADIS (Observation and self-analysis), Italy, Ufficio Scolastico Regionale per la Lombardia, Ufficio XI e XVII, 2000: www.quadis.it/jm

Resources for self-evaluation, Ireland: schoolself-evaluation.ie

Resources in: West-Burnham, J. and Harris, D., 2015. *Leadership Dialogues: Conversations and activities for leadership teams*. Carmarthen: Crown House Publishing: www.johnwest-burnham.co.uk/index.php/leadership-dialogues

Scale of Reference for Participatory Citizenship Schools. A tool for school participation, Network of Democratic Citizenship Schools project: www.schooleducationgateway.eu/en/pub/teacher_academy/teaching_materials/scale-of-reference-for-participi.htm

School Evaluation Indicators. Effective Practice for Improvement and Learner Success, New Zealand: www.ero.govt.nz/assets/Uploads/ERO-15968-School-Evaluation-Indicators-2016-v10lowres.pdf



School Leadership Toolkit for equity and learning, European Policy Network on School Leadership: toolkit.schoolleadership.eu

Schoolwide integrated framework for transformation (SWIFT) Fidelity Integrity Assessment, United States: www.swiftschools.org/sites/default/files/SWIFT_FIA_13_1_Webversion_8_3.17.pdf

Self-evaluation. Models, Tools and Examples of Practice, National College for School Leadership, UK (England): www.learnersfirst.net/private/wp-content/uploads/Resource-Self-Evaluation-Models-Tools-and-Examples-of-Practice-NCSL.pdf

Structural Indicators for Schools for Developing Inclusive Systems in and around Schools, European Commission, Directorate-General for Education and Culture: www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=4852

Wellbeing@School, Wellbeing and inclusive practices self-review toolkits, New Zealand: www.wellbeingatschool.org.nz

Additional information

A guide for ensuring inclusion and equity in education, UNESCO, 2017: unesdoc.unesco.org/images/0024/002482/248254e.pdf

General comment No. 4 (2016) on the right to inclusive education, United Nations Committee on the Rights of Persons with Disabilities, 2016: tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en

Listening to Learners video, UK (Scotland): www.curriculum-for-excellence.co.uk/free-content/listening-to-learners-stephen-heppell.html

Self-evaluation. A Reflection and Planning Guide for School Leaders, National College for School Leadership, UK (England): dera.ioe.ac.uk/5951/2/download%3Fid=21845%26filename=self-evaluation-a-reflection-and-planning-guide.pdf

Self-evaluation. Background, Principles and Key Learning, National College for School Leadership, UK (England): dera.ioe.ac.uk/5951/3/self-evaluation-background-principles-and-key-learning.pdf



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