

# Multiplier event and course

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**EVIDENCE BASED  
EDUCATION  
TEACH/LEARN  
UNIVERSITY OF GRANADA**

**HUGO VAN DE VEIRE**

**VZW TOPUNT**

**09/06/2016**

# TEACH in Granada

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- Erasmus+ project
- History of the project
- How did the project go?
- This conference

# Erasmus+

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- A collaboration of 4 partners:
  - Vzw TOPunt Gent (Belgium) - leadpartner
  - Tallinn Education Department (Estonia)
  - Department of Childcare and Education Mölndal (Sweden)
  - University of Granada – Department of Personality, Assessment and Psychological Treatment (Spain)

# TOPunt

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- A collaboration of 3 CLB's in Gent (Flanders)
  - 146 schools in Gent have an association with these CLB (center for pupils counselling or school guidance services)
  - Our teams support the school in its search for the best approach for the pupil, by f.i. assessment
  - We have a common framework of reference:
    - ✦ A continuum model
    - ✦ Action Oriented Cooperation

# A continuum model for care at schools

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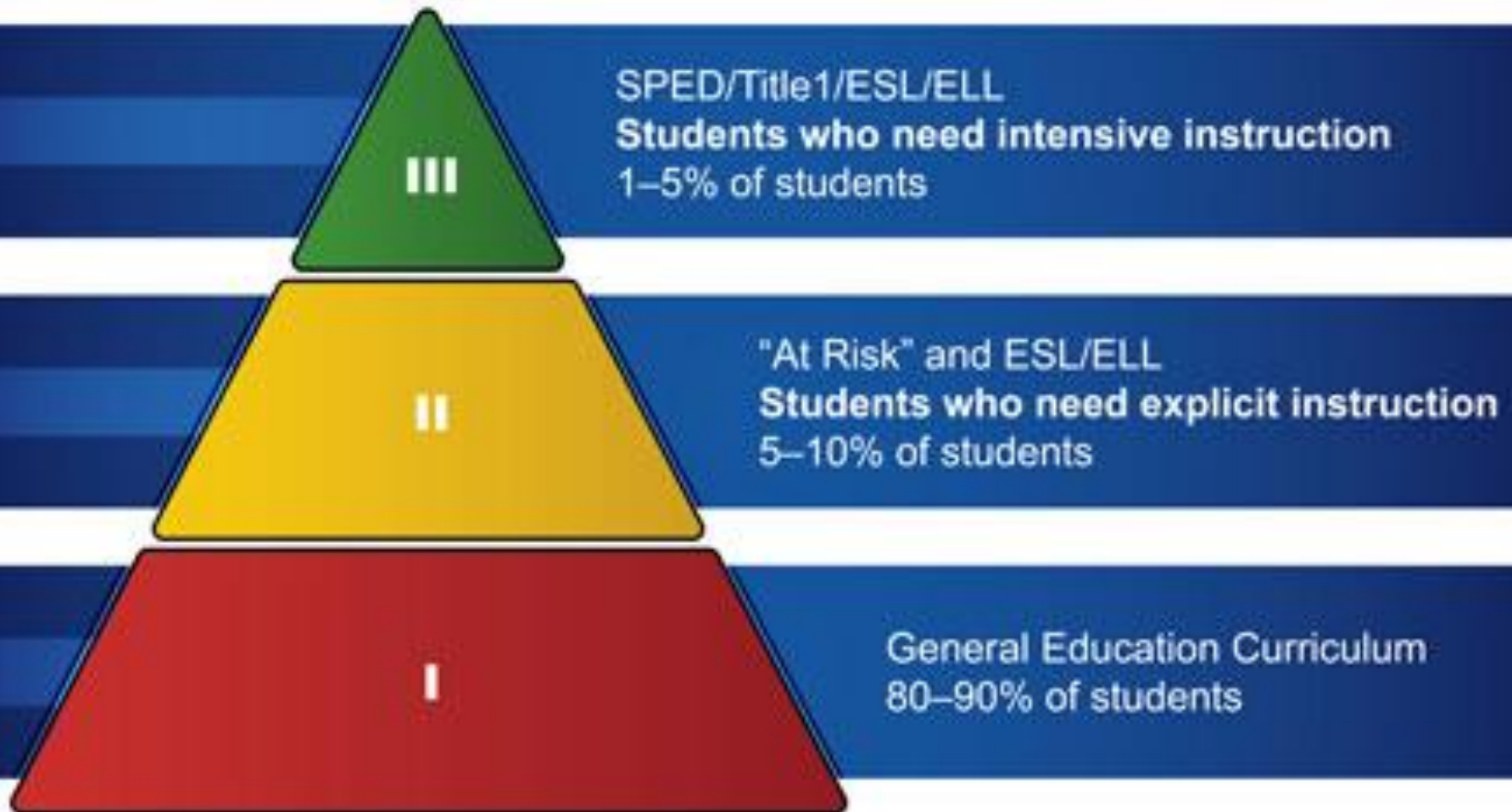
- **Level 1: preventive basic care**
  - Universal design of learning
- **Level 2: heightened care**
  - Measures in the classroom / diversity
- **Level 3: expansion of care**
  - Assessment / guidance / specialisation
- **Level 4: individualized care**

TOPunt is a collaboration mostly for level 4

# Response to intervention

[www.readinghorizons.com](http://www.readinghorizons.com)

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# A common framework of reference

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Based on:

- An ecological, contextual developmental theory
- A classification of functioning (ICF)
- Individualised support-system
- Research data on effective schools (meta-analysis Marzano, Hattie, Mitchell) & assessment (decision making)
- Positive practices in schools and CLB's: 10 years of field experiments: what works?

# Principles action oriented assessment ...

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1. takes child's needs as the principle theme
2. is transparent, operating in accordance with systematic procedures
3. is goal-directed; aims at solving problems & recommendations on learning and teaching
4. uses a transactional frame of reference
5. gives the teacher a central role
6. promotes partnership with the teacher, parents and child
7. focuses on positive aspects of child, teacher, peers, school and parents



# History of TEACH

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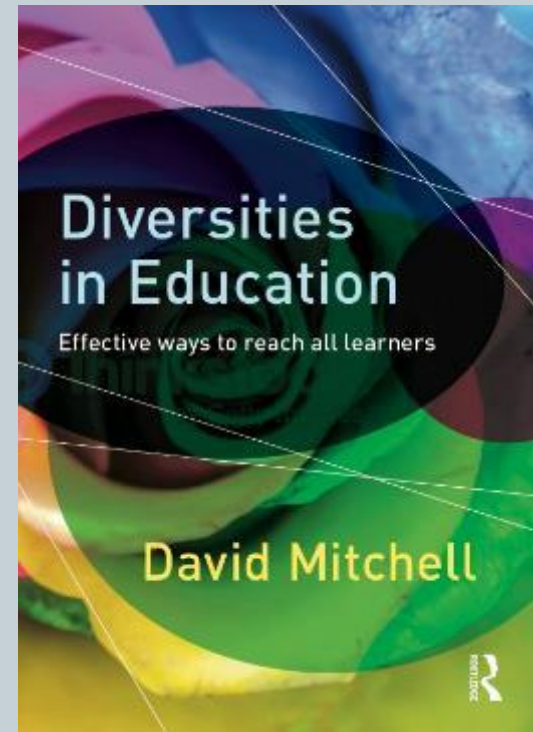
- In Gent: starting with Action Oriented Assessment (2003)
- Cooperation with the Netherlands (Noelle Pameijer and Tanja Van Beukering) who started the model to improve inclusion in Dutch schools
- Partner in the Daffodil project (Dynamic Assessment of Functioning Oriented at Development and Inclusive Learning)
- Summer school in Evora (Portugal): contact with University of Granada (Sara Mata)

# We Must Do Better - Now

## David Mitchell



**“It is an indictment on politicians and educators that underachievement and discrimination among diverse learners has been tolerated for so long. It need not be the case. We know enough about its causes and about the remedies, yet we continue not to take effective action. Such dereliction of our duties towards the most vulnerable of our children must cease.”**



# Evidence Based Education

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- Emphasis on evidence based strategies in education and assessment
- Implementation is not easy!
- Looking for partners in different kinds of organisations to encourage each other!
  - University: the theoretical view
  - Collaboration of schools: the teacher's view
  - Pupil's guidance centers: the view of the pupil and of assessment



# Using Evidence-based Teaching Strategies

## David Mitchell

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Strategy	Rating
✓1. Cooperative group teaching	****
✓2. Peer tutoring	****
✓3. Parent involvement and support	****
✓4. Cognitive strategy instruction	*** <sub>1/2</sub>
✓5. Memory strategies	****
✓6. Review and practice	****

# The teacher makes the difference!

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- “Because of your approach, this child will have better results in class”
- An effective teacher (Marzano) – results after 2 years for a child .50
  - Results of the child with an effective teacher in an effective school .96
  - Results of the child with an effective teacher in an ineffective school .63
  - Results of the child with an ineffective teacher in an effective school .37
- The needs of the teacher

# Inclusion

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- How can every child get the best education according to its needs?
  - In inclusive settings
  - Flanders: M-decree since september 2015
- How can we arrange education that fits?

# The TEACH-project

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- Translating and implementing Evidence based theory and Assessment into the Classroom practice to Heighten education for all!

# Transnational meetings

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- Tallinn
- Gent
- Mölndal
- Granada

With enthusiastic teams in each country!

Not only TEACH, but also LEARN!





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# TEACH = LEARN

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- Learning in different contexts
- Evidence based education must fit in the situation of every school, classroom
- Sharing how we work, how we teach, how we learn
- Building bridges

# Strategies of the project

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- Focus groups in every country
  - Representatives from educational and research organizations
- Electronic learning platform
  - Website [www.teachproject.eu](http://www.teachproject.eu)
- Experimental groups of schools
  - Try-outs of evidence based teaching strategies
- Guidelines for implementation

# This conference

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- **We start with the Swedish delegation:**
  - Per Skoglund (Swedish National Agency for Special Needs Education and Schools): What has a big impact on learning?
  - International Case study (Mölndal)
- **After lunchbreak: the Flemish delegation:**
  - Jan Coppieters (PVOOC Eastern Flanders): effective feedback
  - Case study (Gent)
- **Meeting each other: colours of the badges**
- **Evening: visit of the Hospital Real**