

TEACH: Evidence Based Education



Conference in Granada 2016-06-09

Inclusive Capability for Goal Achievement



What has a big impact on learning?
What are evidence based teaching strategies?

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Start your mind!

What is the greatest challenge in your context,
when it comes to use evidence to improve teaching
learning?

2 minutes 3 colleagues beside

2016-07-14

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Inclusive education:
From "placement" to system development



-to organize the seeing, relating, understanding & adapting

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Two main questions:

- Is "inclusion" something new?

Elsa Köhler 1936?

- What happens if we do not increase our capability to include?

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I. The challenges

- How to build inclusive capability?
- How to impact on learning?
- How to organize teaching to raise achievements?

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European Challenges for Inclusive Education

1-4% of pupils are being educated in separate settings (schools and classes) across Europe, but it is more complex...

-which pupils are not well supported?

-how preparing the educational system, all teachers and parents for inclusive education?

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One main factors is of course...

'The appropriate **training of mainstream teachers** is crucial if they are to be confident and competent in teaching children with diverse needs. The principles of inclusion should be built into teacher training programmes, which should be about attitudes and values, not just knowledge and skills'. (World Health Organisation/World Bank, 2011)

But it is not just about individual capability, but the **whole system's capability**

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The universal challenge

OECD (2015) *Education Policy Outlook 2015: Making Reforms Happen* suggests that educational decision makers have to overcome three main challenges:

- In relation to *learners* – how to raise outcomes for all and prepare students for their future?
- In relations to *schools*- how to raise the quality of teaching and learning through evidence, school development and evaluation?
- In relation to *educational systems*- how to make governance effective?

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"Proven practice/experience" -SPSM*

- documented (every day/case, yearly reports, articles...)
- over a longer period (2003-2016)
- by many professionals/concellors in different contexts
- collegial reviewed

*Swedish National Agency for Special Needs Education & Schools

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Starting to build evidence:

A municipality in Sweden 2003:

"We want to include all pupils"

Inclusion from 17 experiences and perspectives

→ **Inclusion is not about technical implementation of 'things' and 'tools', rather about complex processes of 'cultural change'**

-To change our way to Think, Act & Learn in order to meet needs and support learning of all pupils

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Skoglund & Larsson 2004

7 general pitfalls & 7 Treatments

- | | |
|---|---|
| 1. Letting "inclusion" continue to be <i>mystical</i> and blurred | → Clarify concept/idea |
| 2. Trying to move ahead without knowing "how it is" and "why it is as it is" (local evidence work) | → Analyze current situation |
| 3. Leaving the "tricky question" to <i>somebody besides</i> everyday practice organization- to prefix "special" | → Focus on everyday teaching and learning |
| 4. Forgetting the <i>need of top-down support</i> in process acting through "objective outsider" | → Do it yourself! |
| 5. Forgetting to take care of the "special class/group competence" | → Involve & organize |
| 6. Leaders <i>neglecting uncertainties & support</i> for professional "meta-practice-learning" | → Listen → understand |
| 7. Using decontextualized research evidence as <i>technical things & quick fix</i> | → Recontextualize |

Skoglund 2013 & 2014a

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II. How to understand the challenges?

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A "beautiful idea is not enough", in order to create inclusive education & pupil learning



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1. because there is a fundamental tension underneath:

Pupils diversity

Steering documents

Traditions (in structures, minds and actions)

Challenges? → Actions? → Effects?

1950 apprx 8% "Mind the Gap!" 2015 apprx 100%

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2. and a need to move away from a deficit view and reactive patterns

Constructive - theory & learning about functioning qualities

Reactive - difficulties in pupils - deficits

Proactive - prevent risk of difficulties

Find deficit loop

Build School-loop

What works

National actors

Local politicians

Heads of education

Principals

Teachers in classrooms

Skoglund & Ståcker 2016

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3. and therefore a need of "Cathedral leadership": Traditions vs Change?



-indicated in 68 Swedish municipalities (2003-2016)

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A sequence of challenges needed to be handled:

- How to break traditions not meeting the pupils needs?
- How to handle fear, uncertainty & insecurity?
- How to support lonely principals?
- How to create adaptive teaching?
- How to meet complex support needs, eg pupils with neuropsychiatric functional disability?

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The essence of change (for all)

- It is easier to "say intelligent things", than
- to clarify ideas and decide rules, which is easier than
- being a leader trying to make things happen by change in others mind→behavior→effects in reality, which is about
- change in your own mind→your behavior to create great effects for others in life

III. A framework & its questions?

Preconditions? -----→	Inclusive processes & capability? -----→	Raised achievement for all?
1. focus on "all" pupils	-local leadership	-belonging
2. governance stimulating adaptive behavior	-local support	-participation in learning
3. recognition of uncertainties	understand pupils	-social wellbeing
4. support for improvement in meeting needs	-ability to adapt pupil participation	-knowledge
	-ability to analyze & change	-a will to contribute
	-ability to cooperate when hard	-life competence

IV. The empirical fundament

Sometimes schools use **standardised and simplified solutions**, which are expected to raise achievement, but this way does not always lead to desired outcomes.

The keys according to a several synthesis* of research results rather states the following qualities:

* (Håkansson, J., Sundberg, D. (2012) *Utmärkt undervisning. Framgångsfaktorer i svensk och internationell belysning. Natur & Kultur*; Alexander, R. J. ed (2010) *Children, their world, their education: the final report and recommendations of Cambridge Primary Review*. New York: Routledge. Hattie, J.A.C. (2009) *Visible learning: a synthesis of 800 metaanalyses relating to achievement*. London: Routledge)

-**Visible pedagogic leadership**: well organised, planned and reflected

-**Clear mandate for teachers and a professional pedagogic climate**

-**Teacher competence is crucial**: rigorous subject knowledge, an efficient use of this knowledge in relation to a deep understanding of the pupils ,creates varied, challenging and inspiring teaching approaches stimulating pupils to be learning subjects.

-**Safe, supportive and encouraging learning environment**: adaption & variation

-**Search for evidence, but ground it on context based critical reflection**

(Håkansson, J., Sundberg, D. (2012) *Utmärkt undervisning. Framgångsfaktorer i svensk och internationell belysning*. Natur & Kultur; Alexander, R. J. ed (2010) *Children, their world, their education: the final report and recommendations of Cambridge Primary Review*. New York: Routledge. Hattie, J.A.C. (2009) *Visible learning: a synthesis of 800 metaanalyses relating to achievement*. London: Routledge)

Some strategies with great effect

the following teaching approaches were identified as the most effective for raising achievement, in overviews above:

• **Structured instruction/teaching**: sequences with clear goals, identifying critical aspects of the subject in focus, mentoring, follow-up on the learners' understanding, summaries, synthesis and repetition.

• **Meta-cognitive strategies**: the methods of studying, learning, building on the principles of organising an assignment for self-learning, self-evaluation, support from a partner, repetition and memorising, formulating goals and planning of future learning.

• **Formative feedback**: clarifying, sharing and understanding the goals and the expectations together (teacher-learner), creating situations which trigger 'evidence' of learning, what is learnt, feedback so that the learners 'move ahead' and making the learners become resources for each other.

• **Peer learning**: small group interaction

• **Peer assessment**.

But they are in a context

According to King and Bouchard (2011), learner achievement is affected most directly by the quality of instruction which, in turn, is influenced by five key dimensions of school capacity:

- 1) The knowledge, skills and dispositions of individual teachers (professional competences in curriculum, pedagogy, assessment and classroom management, and high expectations for student learning)
- 2) The school's professional community
- 3) Programme coherence (the extent to which learner and faculty programmes in a school are co-ordinated, directed at clear learning goals and sustained over time)
- 4) Technical resources (high-quality curricula, books and other instructional materials, laboratory equipment, computers and adequate workspace)
- 5) Effective principal leadership.

Alexander (2010) and Håkansson and Sundberg (2012) highlight the **relational factors** which emerge throughout all other aspects of teaching. Håkansson and Sundberg call this a **"general frame of reference"** for the development of quality teaching, consisting of five dimensions:

- 1) A collective dimension: teachers and learners handle the learning tasks together.
- 2) A mutual dimension: teachers and learners interact and listen to each other, share ideas and consider different views and opinions.
- 3) A supportive dimension: the learners express ideas in a free sphere, without being afraid to give the 'wrong answer' or say that they do not understand, helping each other to reach a common understanding.
- 4) A goal-oriented dimension: teachers plan, direct and steer classroom communication according to certain pedagogical goals.
- 5) A cumulative dimension: teachers and learners build on their own and each other's ideas and link them together into coherent lines of thought and learning.

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"General frame of reference"

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1. Fundamental questions of development:

-we know what to do, but **how** do we get there?

-what are the circumstances behind & underneath the "effectful strategies"?

-which factors and mechanisms do help out to "use" research evidence of functioning interventions?

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2. We know that Constructive leadership influence towards successful Schools

Core functions

- Providing direction**
 - identifying & articulating a vision
 - creating shared meanings
 - creating high performance exaptations
 - fostering the acceptance of group goals
 - monitoring organisational performance
 - communicating
- Exercising influence**
 - Developing people by**
 - intellectual stimulation
 - individual support
 - "good model"/ lead learning
 - competence dev.
 - Developing organisation:**
 - school culture
 - org. structure
 - collaborative processes
 - managing environment
 - distributing leadership

(Leithwood & Riehl 2003)

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3. We crasp education system factors

- * Correspondance: vision-law-implementation?
- * Context awareness: what challenges? What transformation?
- * Conceptual clarity?
- * Continuum of support?
- * Communication with parents for "understanding" & choice?
- * Collaborative capability?
- * Continuity of inclusive efforts?

European Agency for Special Needs and Inclusive Education 2014a)

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4. Cognitive and cultural Institutional theory can help us understand why changes takes time

- Thought-Style= is the dominating way to think by a thought collective (e.g. a group of teachers).*
- Since assumptions and thinking influencing actions, a better label would be "Thought-ActionStyle."
- To break a dominating *thought –action-style* in a *thought collective* is not easy and it takes time

*Fleck L. 1935/1997. The birth and development of a scientific fact. Introduction to the theory of thought style and thought collective. Brutus Östlings bokförlag Symposium. Stockholm; Douglas, M.T. 1965. How Institutions Think. 1 st ed. Syracuse University, Syracuse; Persson, B., & Persson, E. 2012. Inkluderings och målluppläse – att nå framgång med alla elever /Inclusion and achievement – to succeed with all pupils. Liber. Stockholm.

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5. Flensburg & Essunga change processes: (European Agency 2014a; Skoglund 2014a)

Learn and change by accepting

1. Reality
2. Oneself as causal factor
3. To move from resource allocation to resource use
4. The need for an explicit idea of school and pupils built on research
5. The need for change in thinking and acting – visibility, support, variation
6. The need to build a stronger community of practice – support each other
7. The professional ability to learn as fundamental to pupil learning and school innovation

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6. Underneath it all....

Ideas of system development influence us...

-Barnett, R. (1994) *Power, enlightenment and quality evaluation. European Journal of Education, 29, 165-179*

1. Steering by rules: Syllabus, curriculum
2. Steering by goals: goals & local discretion
3. Steering by standardisation: certification, indicators, inspection
4. Steering by economy: economic measures, profit, growth
5. Steering by learning: human needs and democratic values

How would you describe your underlying system?

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Often I hear: "Implement!"

- inclusion
- research evidence

But it is not about simple technical implementation, it is rather a question about human learning and change processes

The "plementation" is the starting point
"Ist, ist Erst!"

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7. Cultural change and institutionalisation of an inclusive thought-action style

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    graph LR
    A[The current plementation & outcomes] --> B((Crisis Awareness))
    B --> C[Alternative ideas, knowledge & strategies]
    C --> D[Learning & change from old to new ideas & actions]
    D --> E[Sustainable inclusive qualities]
    
```

Involve: how it is and why it is? Investigate & compare Change & improve

Skoglund & Stäcker 2016

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IV. A constructive way ahead

- it is good to know "effectful strategies" for learning
- but it is not enough with an individualistic "perfect teacher wish",
- rather it is about systemic qualities created over time, upheld and developed by learning and collaboration between all actors involved

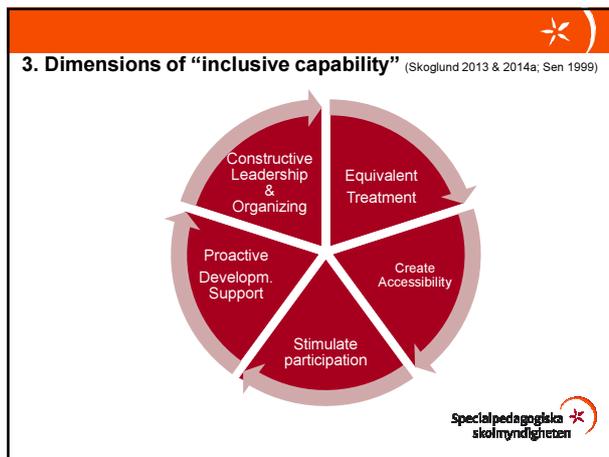
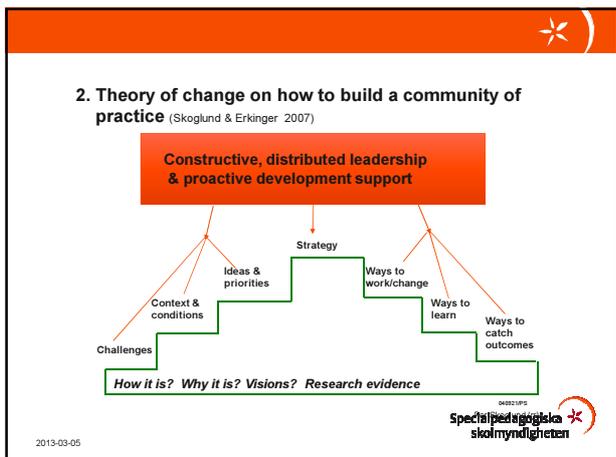
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1. It is a need for Transformational change

<u>"Find-Deficit-Loop"</u>	<u>"Build-School-Loop"</u>
Reactive leadership	- Constructive, development oriented leadership
Reactive (by side) support	- Proactive (inside) system support
Negative (deficit)	- Positive (talent) attitude
Distrust	- Trusting collaboration & learning
Teacher solitary fear	- Teacher confidence
Pupil passivism	- Pupil participation
Summative recognition	- Formative & mutual recognition/feedback
Curriculum rigidity	- Curriculum adoption
Standardized pedagogy & support	- Adaptive pedagogy & support
Formal academic achievement	- Real life competencies

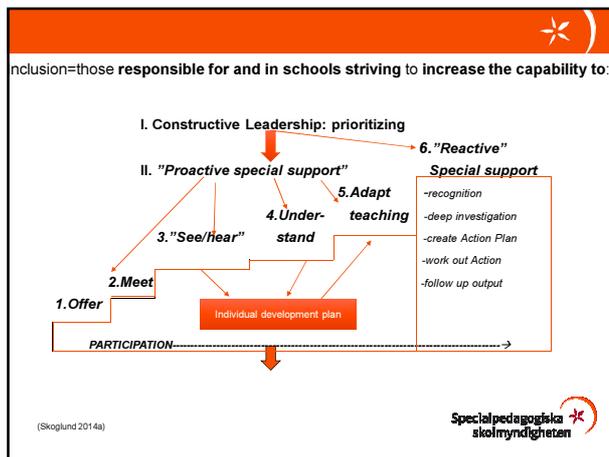
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Fundamental indicators:

- **'Equivalent Treatment'**: the school's *capability* to **see/recognise** and **understand** the sole pupil preconditions, needs and talent
- **'Create Accessibility'**: the school's *capability* to **adapt teaching, localities and social community** from a diversity of needs
- **'Stimulate Participation'**: the school's *capability* to **stimulate pupils to 'take part'**; learning to be lead, to lead oneself and learning to coop./lead others
- **'Constructive Leadership & Organizing'**: the school authorities and the principals **constructive capability** (based on research & practice "evidence") to **lead towards more Equivalent Treatment, Accessibility and Participation**
- **'Proactive Development Support'**: the supporting resources **capability** to **provide a proactive and constructive support** to the learning environment (professionals, pupils and parents)

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4. Build up "continuum" of support

In order to move from a "black and white"-situation with either "regular class" or "special group", three processes need elaboration:

- Continuum 1: Pupil in school
- Continuum 2: Every day teaching
- Continuum 3: Systematic development: Structure, Process & Competence

(Skoglund 2014b)

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