



**Implementing Inclusion  
in Schools**

# Implementing Inclusion in Schools

**Guide** on how to start,  
steer and implement  
your school's development  
towards inclusion

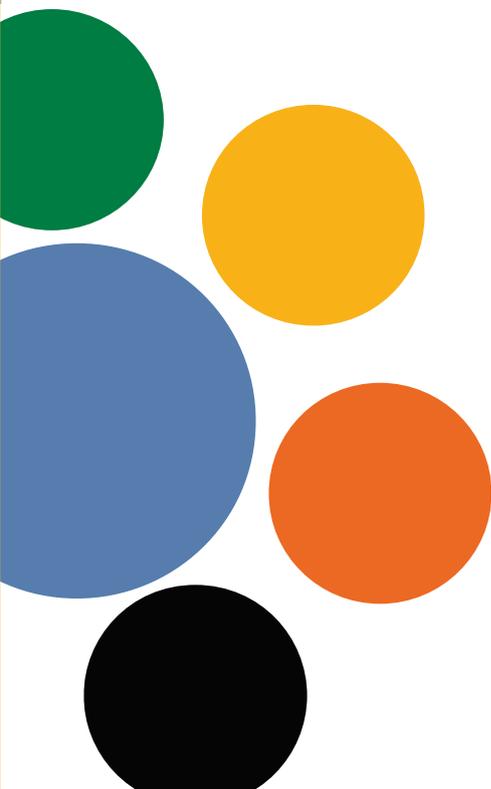


” *Inclusion is all about  
collaboration  
and communication.* “

*(IIS-Project Consortium)*

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# Introduction

- *Do you wish that your school could respond better to the individual learning needs of your pupils and respond to diversity and heterogeneity in a more constructive way?*
- *Do you ask yourself, how your school can comply with the legal requirement for inclusion?*

*If so, then this guide is for you and your school.*

This guide is dedicated **to all persons who work in schools and who are motivated or assigned to make their schools more inclusive**. This role should firstly be fulfilled by headmasters, but this guide can also be used by teachers, school administrators or other professionals working at schools.

Inside this guide you will find plans **how to start, steer, implement and evaluate a school's development process towards inclusion**. It promotes the realisation of the Index for Inclusion by **linking the issues of inclusion to the principles and methods of change management**.

The guide is a product of the European project "Implementing Inclusion in Schools", in which 10 regular and special primary and secondary schools in 4 different countries engaged in a school development process towards inclusion. Every school faced its specific challenges and developed its individual plan. All were supported by external coaches. This guide summarizes the experiences of the schools and the coaches so they can be adapted by any other school in any other country.

## Our key assumptions

There are many definitions of inclusive education. We agree to Gottfried Biewer's definition of inclusive education as "theories of teaching, education and development, which reject classifications and labelling, which base on the rights of vulnerable and marginalized people, advocate their participation in all areas of life and strive for a structural change of regular institutions to satisfy the different conditions and needs of every user".

Each school should **strive for inclusion** as much as possible under the current circumstances.

It is never, and therefore always, the **right time** to start or to continue the school development towards inclusion.

Inclusion involves change. It is an ongoing process of increasing learning and participation for all students. It is an ideal to which schools can aspire, but which is never fully reached. But inclusion happens as soon as the process of increasing participation is started. **An inclusive school is one that is on the move.**

Inclusive education does not happen overnight. An inclusive school only develops through the **joint effort of all persons working at the school and having a stake in the pupils and the school.**

Structures and resources for schools need to change along with the attitude and the motivation of school staff.

**Every school staff member can initiate a school development process towards inclusion.** For sustainable and comprehensive change, it is necessary to make the process transparent to everybody and to obtain the **commitment and support of the decision-making persons**, e. g. headmaster, as soon as possible.

If schools don't feel capable to start and manage an inclusive development process on their own, an external coach can initiate and facilitate the process.

A comprehensive approach to inclusive education in schools consists of the three key dimensions: **inclusive cultures, inclusive policies and inclusive practices** as explained in the Index for Inclusion. For a holistic, systematic and comprehensive change of your school towards inclusion please comply your process to the **Index for Inclusion**. It provides a great analytical and theoretical foundation for inclusion in schools.

## ■ How to get started

Every fire starts with a spark. Basically, every member of the school staff can be the spark for a school development process towards inclusion. It does not automatically mean that this person will be responsible for the process or that the process is a one-man/women-show. Roles, responsibilities and assignments still need to be clarified and the process needs to become a team effort later. But independent from being a headmaster or not, **you can work on putting inclusion on the agenda of your school.**

The goal of this initial phase is **to feel confident promoting inclusion in your school, to communicate with colleagues about the need for development and to get a first picture on the culture, the conditions and the people at your school.**

These things help to prepare the start of a school development process towards inclusion and to raise the issue in schools:

- Clarify your own motivation.
- Get familiar with the legal justification of inclusion in schools.
- Read the Index for Inclusion.
- Talk to other people about the need for change, identify allies and supporters for your ideas.
- Collect arguments for school development and inclusion.
- Test the issue of inclusion in regular school meetings, conferences or other settings for school development.
- Review good practices and experiences from other schools. Visit other schools.
- Reflect on current conditions for and the history of school development in your school.
- Get approval for starting a process from people in decision-making positions.
- Ask for support from your school ministry.

**Finish this initial phase by implementing an activity or an event that marks the official start of the school development process towards inclusion.** It depends on the unique conditions at each school, how this kick-off-activity or event will look like. Generally speaking it should demonstrate the decision-making people's commitment or agreement to pursue inclusion,

to create transparency, to gain support for the process, to involve the school staff and external stakeholders (e. g. parents) and to inform all about the next steps.



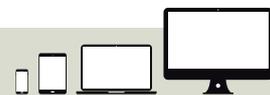
“ Since its foundation it is our school’s aim to work for inclusion of our pupils. Our challenge is to keep up the internal dialogue among school staff what inclusion means today and how we can pursue it best. ”

*(Ingrid Karlitschek, teacher at the Johannes-Neuhäusler-Schule, Germany)*

You can also invite all stakeholders to share their thoughts about inclusive development and explain the analytical framework with the three dimensions of inclusive cultures, policies and practices (see Index for Inclusion, page 13).

Visual tools like short videos or a slide with an overview of the Index dimension can help to introduce topics and to encourage participation and active debate. Videos, the overview and other resources can be found on the **IIS website**:

[www.implementing-inclusion-in-schools.eu](http://www.implementing-inclusion-in-schools.eu)



### Good practice

“The headmaster of our modern secondary school was interested to foster inclusion and to strengthen the activities which were already going on towards inclusion and self-responsible learning activities. Therefore, he invited a coach (person with school development expertise and knowledge about the topic inclusion) and some teachers of his school to find a common notion about the possible procedure. During 1,5 h this small group talked about the vision, where the process should lead to and how many persons in the school should be involved actively. Although the process had started within a smaller group of teachers, all teachers in the school were informed about the intentions by the main conference.”

*(Praxis Neue Mittelschule Salzburg, Austria)*

## ■ How to get support and find allies

Whenever you intend to change the development of your school towards inclusion, you should get a clear picture of the people who have a stake in your school in the first place. A **stakeholder-analysis** helps to prepare a participative strategy and to avoid obstacles.

**Stakeholders of your school** can be internal as well as external. Some may be even quite distant physically. Their potential influence on how a school works may also differ.

In different countries the stakeholders are named differently and are organised differently. But in most countries and in most cases the stakeholders of a school consist of:

- The school staff with the headmaster and the different professions (teachers, special needs teachers, learning attendants, therapists, administrators, maintenance and housekeeping people)
- Parents, the advisory board of parents and the school's aid association
- The school board
- The organisations and/or public authorities that provide the funds for the school staff, the buildings and the teaching and learning material. This may be split between different stakeholders and also for different professions. Sometimes the supervisory authority for school staff is shared, too.
- Public authorities that decide on the curricula, guidelines for testing and acceptance criteria for degrees, certificates and diploma
- Public authorities that finance the special support and resources for pupils with special needs
- Politicians who focus on educational issues
- Counselling services for inclusion and integration provided by public authorities or non-profit-organisations
- Service providers for children with special needs in the region
- Other schools in the school district

For visualizing you can **map all stakeholders in and outside your school and indicate their interests and influential potential.**

Depending on how people perceive the intended change and how they think that it may affect them, they will either support and respect or oppose and disrespect all future activities.

You can **find out about the different stakeholders’ perception to inclusion** by guessing, concluding from what you know, hearing and reading, or by asking the stakeholders themselves. One possibility for asking the stakeholders is to use questionnaires. The Index for Inclusion provides questions related to the different Index dimensions. The IIS project used a questionnaire on attitudes that you can download from the **IIS website**. As the purpose is not to do scientific research, feel free to adapt the questions to your purpose and the users.

[www.implementing-inclusion-in-schools.eu](http://www.implementing-inclusion-in-schools.eu)



You should also **reflect on your school’s tradition of school development and be aware of other planned, ongoing or past processes in your school**. Maybe you can integrate the inclusion goal into other processes. It also helps you to avoid a previously made mistake and to do a realistic resource planning for the inclusion process. Other processes in your school can be for example regular evaluation procedures or a special project promoted by the ministry of education that your school joins, e. g. for healthy nutrition.



” *Our approach to inclusion is to develop emotional intelligence among pupils and staff and to establish a positive relationship with families. Therefore we seek to work with parents and involve them at all times as our allies.* “

*(Maria Muñoz, director at the Calazans School, Spain)*

Knowing the stakeholders and other processes allows you to **identify and address supporters and allies for the inclusion goal**. You need this knowledge for putting together your project team and for planning and implementing the process. You can also use the results of your analysis to **look for external resources for the process**, e. g.:

- Involvement in a related pilot project that is set up by the ministry of education, e. g. for accreditation programs
- Ask your school board for own funds

- Ask a foundation, that promotes inclusion, for funds
- Ask your school department for funds
- Cooperate with a university that studies inclusion in education
- Ask your advisory board of parents/the school's aid association for funds
- Implement fundraising activities with your pupils
- Find a volunteer among the parents who is a professional in coaching, school development or facilitating change management processes

If possible, try to **get an external coach** who guides and moderates your project team through the process.

#### **Good practice**

“Our school organized winter sports days with another local school in collaboration with Malike which is part of Inclusion Finland which aim is to promote the opportunities for people with disabilities to gather new experiences.”

*(school of Niittyvilla in Seinäjoki, Finland)*

# ■ Coaching: A powerful method for implementing inclusion in schools

## What is coaching and who can be a coach?

A coach is a person who serves as an advisor, guide or mediator. Coaching is a **helping relationship** in order to enhance the performance of a school and the achievement of its goals.

In some countries these coaches are called school development professionals.

A coach helps...

- ...to **support and motivate** members of the educational community to promote inclusion as a goal on a continuous basis and to work towards a more inclusive school.
- ...to **assess** the resources as well as the weak points of a school and to encourage reflection, analysis and evaluation of the school's activities with regard to inclusion.
- ...to **establish clear objectives** for inclusion in the school.
- ...to **enhance the skills** of the educational community to overcome limitations.
- ...to seek and **create new inclusive practices** in the school.

Coaching helps teachers, parents, directors and students to obtain a new vision of their own situation and other realities. It allows them to interpret reality in a different way that promotes reflection, empathy, and therefore, new actions.

**Its goal is that a school starts its own project according to its needs and preferences.**

Coaching is founded on the belief in the resources, problem solving competence and self-forming force of every individual (ECA European Coaching Association, President Bernhard Juchniewicz).

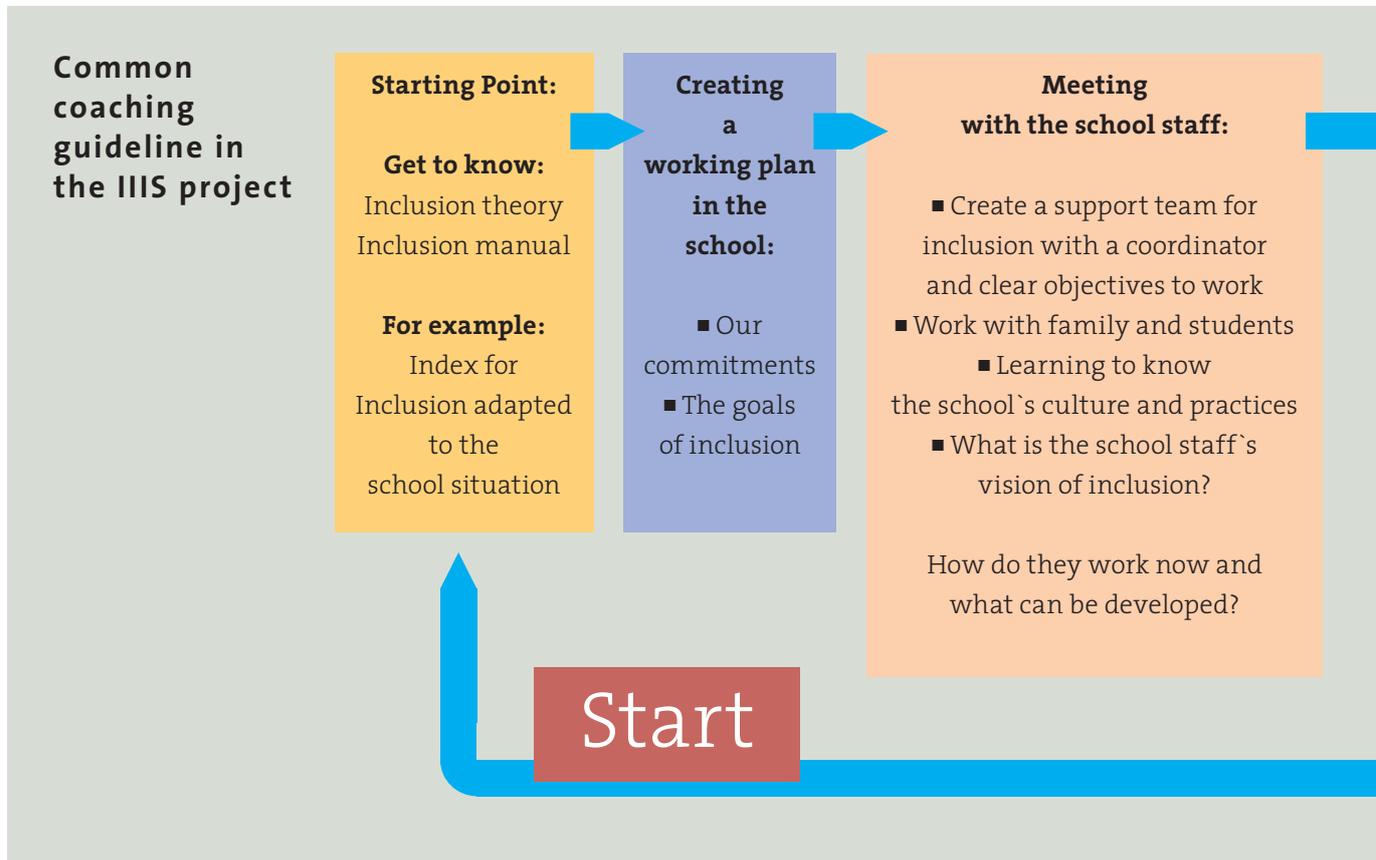
The coach should provide tools to accomplish different inclusive goals, but the participants themselves decide whether these are the ones that they want to use or not.

**Exemplary aspects that can be developed by a coach include:**

- Improvement of interpersonal relationships and the communication of staff members
- Increased sensitization of teachers towards inclusion
- Additional support and the provision of tools for the analysis of the educational context towards the introduction of good inclusive practices
- Promotion of leadership and emotional management for teaching teams
- Creation of equal participation opportunities by obtaining the maximum benefit from the diversity of students with special educational needs and for those who do not have them
- Joint evaluation of the institution's dynamics and actions to propose an improvement program towards inclusion
- Offers of training courses on inclusion to the educational community

**A coach in the sense of this guide...**

- ...must be trained in inclusion.
- ...should be skilled in giving guidance to those who request it, providing courses and training;



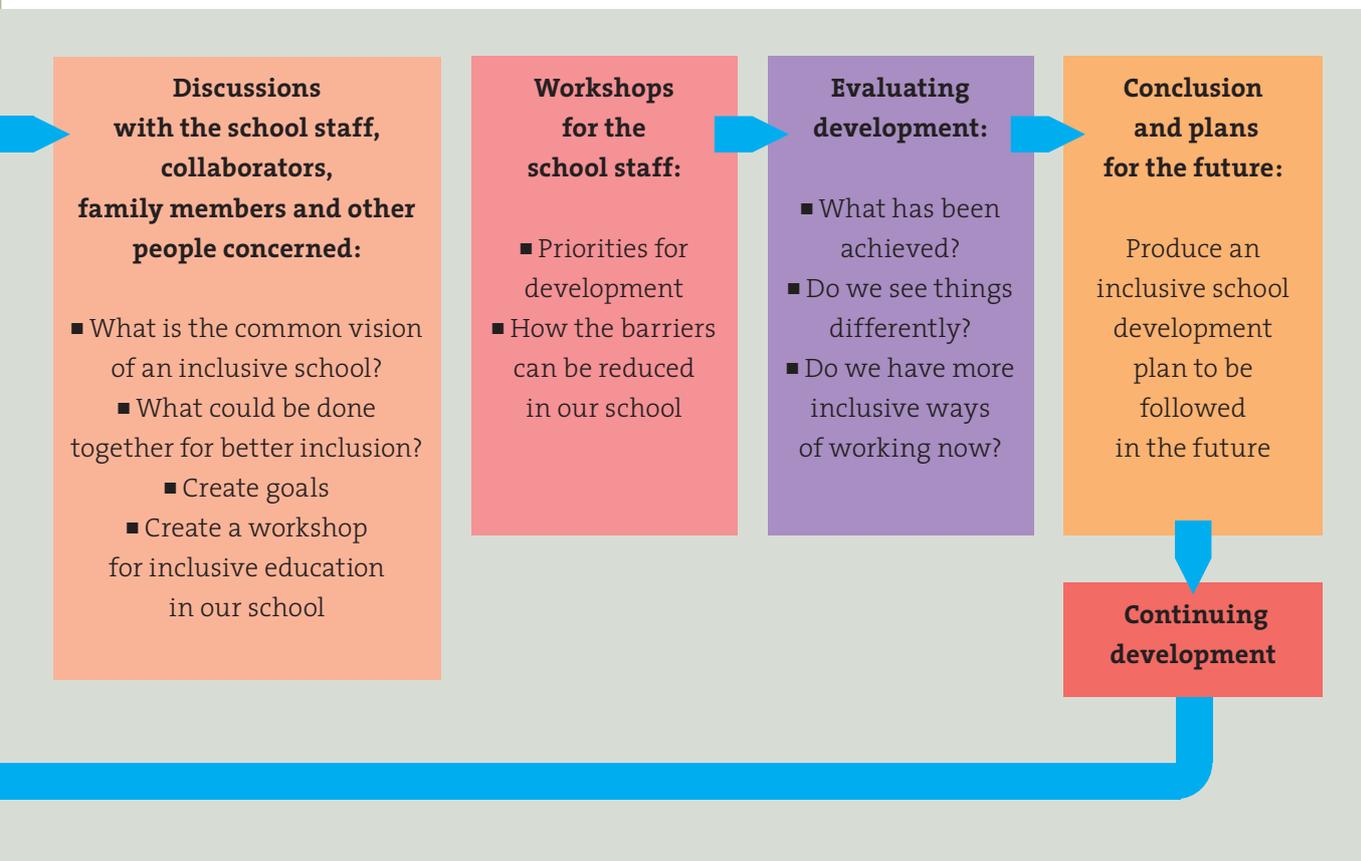
facilitating tools and strategies to create education of high quality for all.

- ...needs to be able to motivate the school staff and the educational community continuously, to pass on his/her passion for a process of positive change.
- ...must be a believer in equal opportunities, continuously promote respect; know how to listen and have highly developed empathy.

**There are five key skills which align with the non-directive coaching approaches:**

- Establishing relation and trust
- Listening for meaning
- Questioning for understanding
- Prompting action, reflection and learning
- Developing confidence and celebrating success

**A coaching process follows the steps and dynamics of project management or change management processes.** A typical coaching process focussed on inclusive development could like that:





” We started the project of inclusion with a clear idea of “ creating an Inclusive Department. This department should guide all the processes at school. That is why the headmaster of the school chose 4 people (one from each cycle) to carry out this project. Just in this moment, Plataforma Educativa appeared as our guide and we began searching for different organizations and institutions to gather more support. We contacted different schools, the university, etc. This step was not easy because different organizations and institutions did not respond.

*(Mònica Aranjuelo Planella, teacher at Col.legi Dr. Masmitjà, Spain)*

### Good practice

In a coaching session teachers expressed their concern, that, if they would increase the participation of students with special education needs, the students would fail in their exams. It would mean less direct support by special teachers. The coach wrote on two cards “support“ and “participation”. Then she took the two cards, one in each hand, and showed them to the participants. The next moment she moved the cards together in order to demonstrate, that probably both aspects could happen in one situation. The two aspects do not necessarily mean that they do not fit together as it is fixed in the minds of the participants. The “moving pictures“ facilitate to integrate new aspects more easily in a person’s mind.

*(Praxis Neue Mittelschule Salzburg, Austria)*

# ■ How to put your team together and set a project structure

Once you've put inclusive development successfully on the agenda of your school and your headmaster and other persons in decision-making positions have generally agreed on the pursuit of inclusion in your school, it is time to **clarify responsibilities, to set a structure and to put together a team for the inclusive school development process**, because inclusion in school is not a private issue and it can only be achieved if it is **based on a team-effort and on transparency**.

Therefore, the headmaster needs to **assign a member of the school staff to be in charge of the process and to clarify this person's working conditions**, e. g. extra hours, reduction of classroom sessions, competence to address other staff members for process related issues. This should be made transparent to the other school staff members.

Next step is to **put together a team that steers the process and plans and implements the next step of finding goals and topics for change**. The size of the team depends on different criteria (size of school, available resources, motivation of staff members, dimension of planned change). Generally speaking look for people who...

- ...are motivated.
- ...represent different stakeholders.
- ...hold a key position, e. g. person responsible for quality management in your school.
- ...can function as multiplier or door-opener due to their positions or informal power.

If you **integrate critical voices**, it enhances your credibility, the chances for success and transparency.

When the team comes together for the first time, spend time on **creating a good atmosphere among the members and agree on a operating mode**. For a good atmosphere you can implement different exercises like trust-gaining activities.

For the operating mode you should answer following questions:

- When, where and how often do we meet?
- Who is responsible for what (e. g. moderation and facilitation, invitation, minutes, meeting room, reporting)?
- What are the conditions for participating?

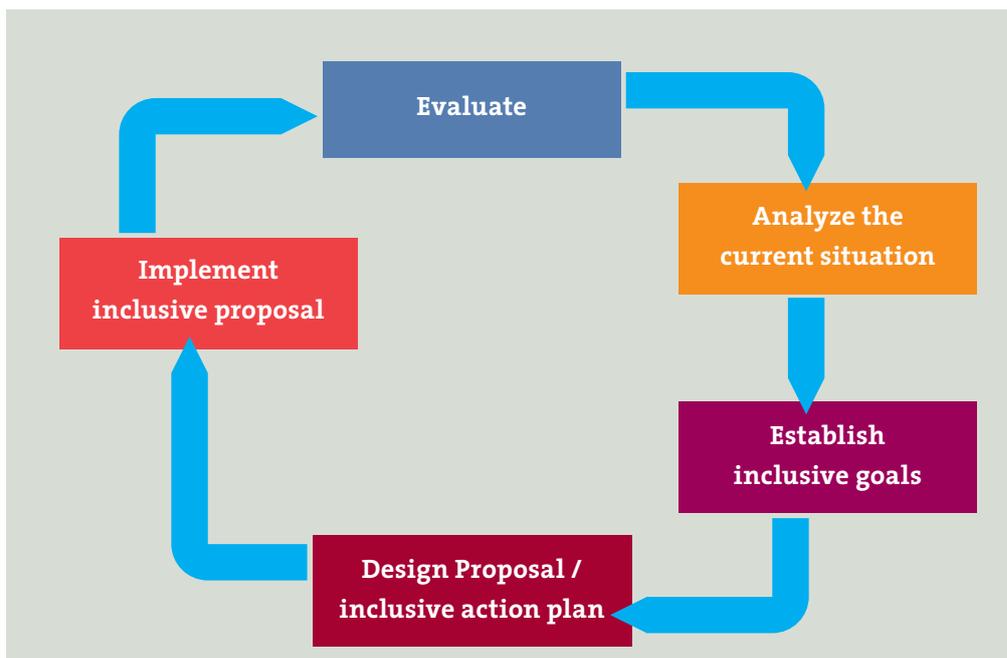
Also discuss the **expected duration of the whole process** and **set a first rough time line**.

The school and the educational community of the school needs to be informed about the existence of the team and its assignment. **Keep all stakeholders continuously informed about the process**. This increases transparency and identification with the goals and activities.

Defining the goals and topics the team may come to the conclusion that more people need to be involved or that **sub-groups** need to be formed to pursue different sub-goals. **The working structure can be adapted to the needs that emerge**.

If an external coach is hired, the role of the coach and the terms of cooperation between team and coach need to be clarified.

With or without coach the team's task is to set up a process and go together through a process that is composed of these **phases: analysis, goal setting, development of a working/action plan, implementation of the working/action plan and evaluation**.



Setting up a school development process towards inclusion and going through this process as a team requires that **the team reflects regularly on what is going on in the process**. Change does not follow a linear mechanic model. There may be a new condition, an incident, new staff members or another factor that force the team to rethink decisions or assumptions. Sometimes the evaluation of a taken action shows that the team has to take a new direction. Reflection is also important for the personal development of the team members. Every team member learns a lot about inclusion during the process and the personal development again influences the decisions that are made in the process.

The principle of ongoing reflection in the process and of adapting the process to the outcomes of the reflection implies that **the time for the steps may be different for different schools**. There may be also step backs or detours in the process and the team may experience that they need to re-define or re-analyse something. This is normal in change and developmental processes, also when it is about inclusion. The methods described in the chapter for evaluation can also be adapted and used for reflection in the team.



” *It was very clear for us: For the success of a school development process towards inclusion we need to join the skills of as many school staff members as possible.* “

*(Carlos Castello, teacher at COL.LEGI SAN JOSÉ PATRONATO, Spain)*

A school development process towards inclusion follows the principles of change management. Not every member is familiar with such processes. As it contains various steps, involves different actors, develops over time and requires a lot of communication and networking, it makes sense to **train the members, at an easy level, on the principles and implications of change management**. A presentation of the principles of change management linked to the Index for Inclusion could be used for that.

## Good practice

“Our school development team exists already for several years. Each year school staff members of all professions can volunteer to join the group. The team represents the different professions of the school staff. The headmaster and school staff define the goals for school development together. The team then develops questions and propositions which are discussed in staff conferences. Eventually, the team implements the set goals.”

*(Johannes-Neuhäusler-Schule, Germany)*

## Methods

### Some ideas for trust-gaining activities:

A trust-gaining activity is a method that brings all team members together and creates trust based on activities and exercises. It is used to strengthen cooperative relationships and to foster a positive group feeling in a team. When choosing a trust-gaining activity always take the previous relationship between team members into account.

During the implementation of these activities follow the general steps:

Explain – Play – Feed-back

#### **Fear in a Hat:**

This activity creates empathy and can be used with people to experience a safer working environment. You need a hat, pieces of paper and writing materials. Ask each participant to write down their personal fears anonymously on the pieces of paper before placing them into a hat. Circulate the hat and have each participant take out a piece of paper. The participants in turn read the fear aloud to the group and explain how the person may feel. A reflective discussion can follow up on how empathic feelings may build trust within a team.

#### **Blind walk:**

Pair up the participants. Then one partner will stand away from the other blindfolded partner. After a predetermined signal, the blindfolded partner will start to walk around the room. It's the other partner's job to verbally guide the blindfolded partner through

the room, while keeping him/her safe from getting hit or from bumping into obstacles. As partners become more comfortable with one another, the distance between them can increase. As a result, this activity helps to increase the trust between team members but can also show some of the barriers that people in risk of exclusion face.

**Draw a twin:**

Pair up the participants. Provide each team with paper and a pen. Have one team member draw a picture without letting his/her partner see. When the first team member is done, it's the other team member's turn to draw the same picture with instructions from his/her partner. The teammate must use clues to help his/her partner draw the same picture, without sharing exactly what it is. Then the team members can compare their drawings.

**Think Fast:**

Each person writes down 10 adjectives about themselves (or their expectations for the project) in 30 seconds. Go around the room and read them aloud in a rapid-fire round to get to know each other better.

**Seasonal Intro:**

When people introduce themselves, ask every member of the group if they prefer summer, spring, fall or winter — and why. The answer gives insight into the person's thinking, motivates the conversation and promotes links between team members.

**Interview Game:**

Assign pairs and then give everyone five minutes to question and compose a brief introduction about the topic of the session. After five minutes, each pair introduces each other to the group, including the opinions and feelings about the topic.

## ■ How to find your goals and topics

In order to find out what your school can do to become more inclusive, the team first needs to get a more **detailed picture on the current state of inclusive cultures, inclusive practices and inclusive structures at your school**. There are different ways for analysing the situation: **observation, interviews, questionnaires, school data and information from evaluation reports**. The team should choose a method that suits them and their school's culture. The Index for Inclusion gives a series of questions to look at certain aspects in depth, e. g. "Everybody feels welcome".

Looking at the results of the analysis the team should then **reflect on the reasons why the situation is like it is**. It helps to prepare solutions or to avoid ineffective measures.

Next to the current situation and its underlying reasons your team should also get aware of your **school's strengths and weaknesses**. The method of the SWOT analysis can be quite helpful for this.



” It was very important that we had the chance to talk to our colleagues in small groups about which goals we want to achieve. “

*(Karin Vilsecker, teacher at the Praxis Neue Mittelschule Salzburg, Austria)*

### Methods

#### SWOT analysis

**Short description:** The methodology is a strategic planning technique that helps the school to identify the strengths, weaknesses, opportunities and threats related to inclusive development. It is intended to specify the objectives of the process and to identify the internal and external factors that are favorable and unfavorable for the achievement of the chosen objectives. Users of a SWOT analysis look for meaningful

information for each category to make the tool useful. Strengths and weaknesses are frequently internally-related, while opportunities and threats commonly focus on the environment of a school.

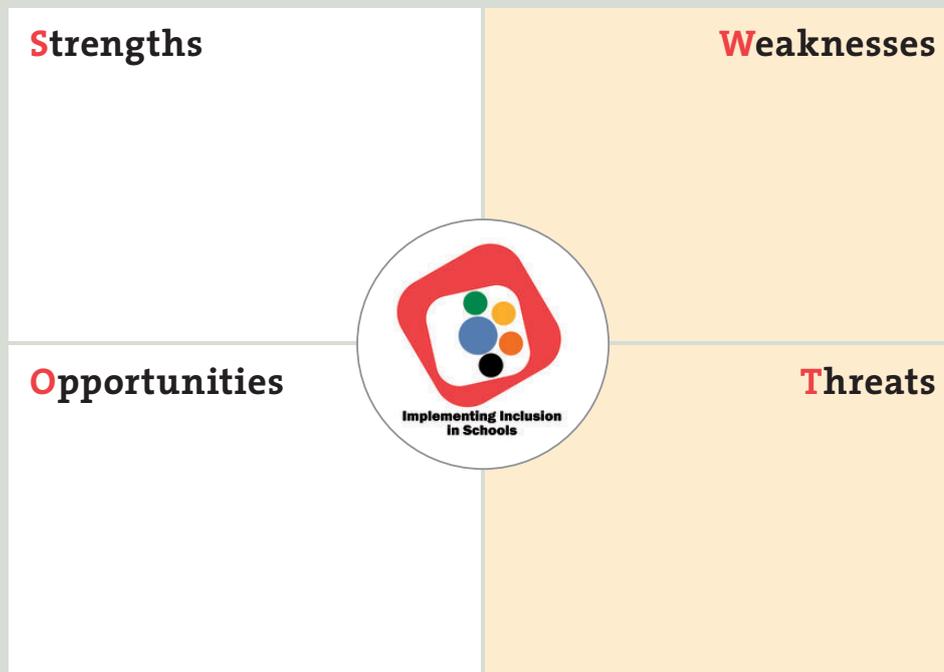
**Materials:** Worksheet with four empty fields marked as strengths, weaknesses, opportunities and threats.

**Course of action:**

- 1) distribute the worksheet to the participants
- 2) ask them to fill in the empty fields related to their school and inclusive objectives
- 3) let the participants shortly present their results to others

**Experiences:** Participants explicitly reflect on actual preconditions in their schools. They get motivated when they see what they have already achieved or when they get aware of their resources. They manage to identify specific areas of work.

**SWOT analysis**

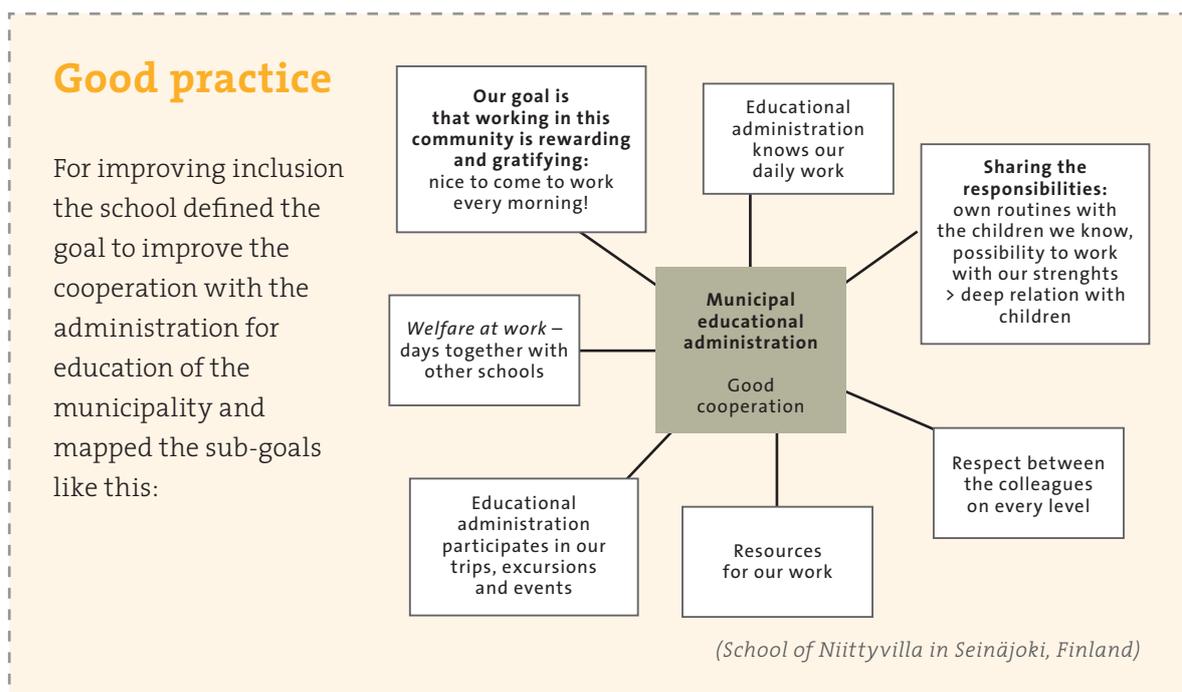


After having done this analysis, it is time to develop a **common understanding of how inclusion can be improved in your school**. Similar to the analysis part, this is a **matter of communication** among the team members, the school staff and the broader educational community. You can

facilitate the communication with various methods. There are no limitations to your imagination! It depends on each individual school how much time and energy a school needs to invest in the different steps described. In some schools the need for communication may be higher than in others.

Finally, from these issues that you have come up with, **choose the ones that you want to target and change**. Based on the Index for Inclusion these may be issues of culture, of structure and/or policies. For example, maybe you want to develop the attitude and perception of teachers towards teaching in heterogenous groups (issue of culture). Or you want to increase the occasions for team-teaching (issue of structure). Or, you want to clarify the question of who pays for the individual support of students with special needs (issue of policies). You cannot take care of all issues at once. You can also not expect to have set up a perfect inclusive school after the process. But you can start with one thing, add another thing, take one step after another and one day school development towards inclusion and other quality issues of education will be an integrated part of your school life. **Limit your choice of topics and issues to a number that is realistic for your school. Your available resources, the developmental stage of your school, conditions, stakeholders and other factors play a decisive role for your choice.**

Find a **prioritisation for your list of topics and issues and reword them as goals**. What do you want to achieve? How will this achievement look like in the end?



## Methods

### 4 x 4 x 4 Methodology

The 4x4x4 methodology and the Vision Planning Instrument are two possibilities of how you can facilitate this step. It is a good advice for every step to **visualize the topics of discussion and to document the outcomes and conclusions** so the members have a written common ground to refer to.

**Goal:** Based on the results from the analysis that you have previously done and the indicators of the Index for Inclusion, the 4x4x4 methodology allows school staff to prioritize the tasks that are more relevant for them to start working on than others.

**Short description:** The methodology is structured in three sessions. In every session the participants identify the most important four indicators (4x4x4). In the last of the three sessions, the participants narrow down the set of indicators to the most important four.

**Materials:** Groups of cards with different colors, pens

**Course of action:**

- 1) Each staff member chooses 4 indicators that he/she considers the most relevant to work on (for example, if there are 4 staff members present in the session, each member chooses 4 indicators. We have a total of  $4 \times 4 = 16$  indicators).
- 2) The selection of 16 indicators is presented to the rest of the school staff, some of them might be repeated several times
- 3) The 4 staff members of 1) are divided in groups is divided in groups of 2 people each and they have to reduce the options to only 4 options (for example, if 2 staff members had 8 indicators in total, they have to downsize the indicators to only 4 indicators, for this they need to debate and jointly agree on the most relevant. The other group does the same. In total we now have selected 8 indicators. The 8 indicators are presented to all participants.
- 4) All staff members choose from the 8 indicators the 4 most relevant. These 4 indicators are the ones they will prioritize to work on in the following sessions and internally in the school.

**Experiences of the schools:** Participants get to prioritize in a very democratic and participatory way. With this methodology, it is possible to obtain high levels of concretion on the topics to work on with regards to inclusion.

## Vision planning

**Short description:** This strategy allows schools to narrow down a broad vision or objective to concrete steps of action. The vision relates to a pre-defined time slot, for example one school year. The concrete steps of action are divided into four three-months-entities. The participants write down the next steps. Because of the written format the planning becomes more binding. Participants get a clearer picture of what is possible to achieve.

**Material:** Worksheet with space to fill in the vision and to concretize action steps

**Course of action:**

- 1) distribute the worksheets to the participants
- 2) ask them to fill in the empty fields related to their vision and their concrete action plan
- 3) let the participants shortly present their results to others.

### Our vision – our goals – our action plan

What do we want to have achieved at the end of the school year 2017/2018?



### Action plan –

What do we want to implement in order to realize our goals

1. Quarter	2. Quarter	3. Quarter	4. Quarter

## ■ How to set your agenda and implement your activities

Now that you have a **list of goals** you must now together find **ways and methods to target and achieve them**. The analysis of the underlying reasons before this point helps you to find more effective solutions.

The Index for Inclusion shows that you can work on a great variety of different aspects. Some involve the parents, some require the action of politicians or public authorities, some focus on the teachers, attitudes and so on. Depending on the specific goal and aspect it is necessary to **develop relevant and suitable measures and involve** relevant people and stakeholders of the educational community.

Put your ideas into a **working plan showing who does what when with whom for how long**. Then you get a **description of goals, responsibilities, methods, working steps and a time line**. This plan makes the ideas of the team transparent to others. In addition, it is your instrument to monitor the implementation of all activities and tasks. You can also use the vision planning tool for that.

Sometimes it becomes necessary to delegate tasks to **sub-groups** of the team. **Always write down your agreements, decisions and assignments**. The team leader needs to **coordinate all activities**. He/she should also make sure that the activities and the school's developmental plan towards inclusion goes along with other processes in the school. If different processes are implemented at the same time, it makes sense to visualize the different time lines and the linkages among the different processes **in a coordination plan**.



” For improving the cooperation with parents we implemented different activities, e. g. the renewal of the annual final celebration, the revision of all forms and newsletters for parents and a survey on the information on the support system in our school. “

(Uschi Gilgenreiner, Theodor-Heuss-Grundschule, Germany)

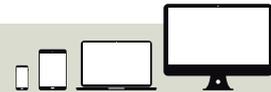
**Communicate your plans regularly with others** in order to allow feedback and to promote commitment to the activities among the school staff.

Activities can range from school events to teacher training, from restructuring the daily schedule to enabling more team-teaching, from round table discussions with politicians to applications for more resources at the school department. The possibilities are myriad.

**Four training modules for teachers and video-clips** that can be used for activities in schools were developed in the IIS project. They can be downloaded on the **IIS website**.

Active support, the appreciative school development and a scientific input are also an approach and specific methods that can be implemented in a school's inclusion plan.

[www.implementing-inclusion-in-schools.eu](http://www.implementing-inclusion-in-schools.eu)



### Good practice

“We have put into practice a project called the “Club of the Brave” triggered by the book “Club of the Brave” that a child had brought to school. It deals with how to solve conflicts and problems. We developed a series of activities based on sharing and incorporating everyone in the classroom.”

*(COL.LEGI SAN JOSÉ PATRONATO, Spain)*

## Methods

### Active Support

**Short description:** By using active support, it is possible to help people to participate in meaningful activities and relationships. The aim is to help people to take more control over their everyday life, by providing support that enables a person's independence and participation. In active support no one is too severely disabled to be able to be more involved in their own lives. However, the more severe the person's disability the more skilled support they need to be actively engaged. Active support is a working method where people are encouraged to do as much as possible themselves instead of it being

done for them. The main goal is enabling a relationship between person and supporter. The aim in enabling a relationship is to support successful participation in meaningful activities and relationships and to use participation as a mean of achieving goals that improve the quality of life of the individual. The focus of active support is that people will be able to participate in all the activities and relationships available at home, school and in the community throughout the day. Everyone can participate, at least to some extent, even if they do not have all the skills they need. People can also choose their own activities and increase the management of their own environment.

**Key principles:** There are four key principles of person-centred active support. First one is: “Every moment has potential”. The aim is to get as much as possible from each occasion engaging people in their daily lives. The purpose of active support is not to find separate tasks to which a person can participate or create specific activity moments. The purpose is to develop new, creative ways to get people involved in everything that is happening here and now. In practice this means, for example, breaking tasks into smaller components and finding out the parts that the person can do on their own, the parts that the person can complete with help and parts that are too difficult for the person or the person doesn't want to do.

Second and third principles are “little and often” and “graded assistance”. Many people with special needs have bad experiences of attending and may tend to withdraw from the crowd and sit down waiting somewhere. It may be demanding to assure people that they can participate and that the right kind of support is available. The goal is to ensure a sense of success by giving the chance to try an enjoyable activity with good support. Offering repeated opportunities to try new things while the person feels self-controllable and comfortable is the way to help most people to find new interests and skills. Most importantly, it is the person himself/herself who dictates how long or in which way he/she wants to participate. All engagement, no matter how little, is success. It is also crucial to find the right level and way of support to enable the person to do the task.

The final principal in active support is “maximizing choice and control”. Active support is not about making the person to participate in staff-selected activities. The purpose is to find ways to support people in the activities they themselves like and where they can use their strengths. It is also important to develop the person's ability to make choices by

encouraging them to try different activities. In active support, it is essential to respect a person's decisions and choices. This is how a person can maintain the control. It is important to realize that providing too much support or stepping in too quickly is a way of taking away control. Holding back a bit and wait to see what people do is a better way to support a person.

## Appreciative school development

**Short description:** The aim is to have a look on successes in the past, empowering school staff and the transfer of past successes into the future. The facilitator asks the participants to think about positive experiences in the context of teaching. The participants think about their story and write a short story, a symbol and a headline into the three boxes. Each person presents his/her boxes.

Then they work out principles that they find in all the individual stories and work with those principles and stories as a starting point, to be developed in a creative and supported way.

Worksheet with 3 boxes: my story, my symbol, headline or word (link for the method and the worksheet [http://www.schulentwicklung.bayern.de/unterfranken/userfiles/Moderatorentag2012/Burow\\_wertschaetzende\\_Schulentwicklung.pdf](http://www.schulentwicklung.bayern.de/unterfranken/userfiles/Moderatorentag2012/Burow_wertschaetzende_Schulentwicklung.pdf))

## Scientific Input

Invite an expert from a university or another scientific institution. Based on own inclusive goals, that the school has set to work on, a short scientific input enriches the knowledge of the school staff and gives them new ideas based on current scientific study results. For school staff the presented model/strategy has to be very practice-oriented. It also helps if the speaker is already known for his/her expertise.

**A scientific input contains five parts:**

- 1) following up on the current discussion
- 2) historical background/latest development
- 3) current study results
- 4) useful and problem solving theoretical models
- 5) discussion stimulus.

**Course of action:**

- 1) In the preparation phase, the talker has to identify the goal that he/she wants to achieve with his/her input. Does he/she want to motivate the participants or irritate them or inform them? The speaker is more authentic and credible if he/she can rely on practical experiences made himself/herself.
- 2) First, the input has to follow up with the current discussion of the group by picking up some open questions or arguments of the participants that lead to the topic of the input.
- 3) Before presenting the chosen hypothesis/model, a historical background or developmental milestones of a concept are interesting. It makes the participants aware of what has already been achieved. This often creates a positive atmosphere among participants. At the same time, showing the current situation embedded in the historical development emphasizes the importance of the topic.
- 4) Current study results contain the research question, the sample size, study design and the main results of the study. Their function is to support the speaker's hypothesis/model and to give the participants hard facts as a basis for their further work.
- 5) The presented theoretical model is often a comprehensive image that illustrates the mayor parts of the model. For example, it can be a model for implementing inclusive lessons or a model for communicating with parents. It has to offer a solution or a problem-solving strategy to the participants.
- 6) Give participants time to discuss the presented model and to link it to their own experiences and goals.

## How to finish and evaluate the process

Although you cannot achieve an inclusive school in one developmental process and although striving for quality is an ongoing task, it is important to **set a timeline for the achievement of the chosen goals and to finish the process after the completion of the work plan**. This procedure helps you to work under a goal-oriented approach with a limited set of resources. It is also necessary to end a process before you start a new one in order to...

- ...let the changes come to life and become a routine.
- ...gain experiences with new policies, structures, methods and behaviour.
- ...take a break from the extra-work in the process and regain energy for a new process.
- ...evaluate the process and its outcomes.

For the evaluation the team should collect data that shows, on an objective level, if and **how the working plan in the developmental process was implemented and if and to what extent the activities have contributed to the achievement of the set goals**. Ideally the process evaluation is linked to the yearly school evaluation (if applicable).

You can use all methods that you use for the analysis. The Maxi-Mix-Group, the professional dialogue and the evaluation questionnaire are examples that you can adapt to your school's needs. These methods can also be used for reflection purposes.

Pay attention to an **appropriate ratio between the resources that you put into the activities and the evaluation measures**. Your evaluation does not need to be on the level of a scientific research project. It should help you to **describe in a comprehensible way to stakeholders what you did for inclusion and what the added value was for your school and to justify the resources invested**.



” We have improved our educational practices more “  
than we expected. The process has taught us to  
work in teams and in collaboration with families, to  
help each student to develop his/her potential and to  
teach the students to accept and respect differences

(Nùria Perez Estruch, teacher at COL.LEGI SANT MIQUEL, Spain)

## Methods

### Maxi-Mix Group

**Short description:** Maxi-Mix group is a method to reflect and evaluate previous processes with a small, heterogeneous group, representing the whole group.

Set up a circle of chairs in the middle of the room. In order to find a maxi-mix group, the facilitator asks the staff members to form a group of 4-5 persons that represents the team in the best way: each subject/ each level/ old and young/ male and female, different functions in the school. The facilitator may help to build the maxi-mix group in order to get all categories and functions of teachers in the middle. These persons take a seat in the circle and answer questions. The facilitator asks questions and interviews the persons concerning the past school developmental process. You can combine the “maxi-mix” group with the method “reflecting team”.

### Reflecting Team

**Short description:** The reflecting team helps to hear what other people think about a certain issue or problem and to gather ideas for a solution.

Put together a group of people (e.g. representatives of the project team, persons who are not involved in the problem, experts). Invite the persons to discuss the issue or problem in an inner circle, to develop ideas for solution or to form hypotheses while the person who introduced the idea or problem and the facilitator listen from outside. After 5-10 minutes the reflecting team should finish their discussion.

Now the facilitator asks the person who formulated the issue or problem to describe the effects that the consultation had on her/him. Then the facilitator ends the consultation.

**Rules:** No comments during the consultation.

The conversation is opened and closed by the facilitator.

The reflecting team formulates possibilities in an appreciative and resource-oriented way.

## Evaluation questionnaire

**Short description:** The evaluation questionnaire is a tool for reflection, feedback and evaluation of the school development process. In this case it is tailored towards the cooperation with an external coach.

Reflection, feedback and evaluation is an important part of the coaching process, because it gives participants an opportunity to be heard and to further develop the strategy for inclusion. It also gives valuable information for the coach on the impacts of the coaching.

The participants of the coaching process should meet in a reflection session after the coaching process. If a personal reflection session is not possible, the reflection can be done also via Email.

The coach can use the questions to schools to evaluate the coaching process or the pre- and after-questionnaires on attitudes (see project website).

### Questions to schools to evaluate the coaching process:

- What kind of tools or materials could have helped you / you missed during the coaching process?
- Did you receive the necessary support for the change from the coach?
- Do you think that the coaching process has been useful to your school?  
What aspects of the coaching were helpful for your school?
- Did the coaching process had any impacts on your school practices?
- Could you please tell one highlight, which happened in your school, because of the coaching process?
- How would you evaluate the coaching process in general in the scale of 1-5 (1=poor, 5 excellent)?

### Do you think that the coach had competence regarding:

- the coaching process in general?
- leadership?
- knowledge about inclusion?

**Instructions for the coach how to proceed:**

- Arrange the reflection session together with the school. The reflection session should be done after the coaching process together with the participants.
- Send the questionnaire beforehand to the participants to give them time to prepare for the discussion.
- Reserve a meeting room, 1 hour for the group discussion and a recorder/secretary.
- Go through the questions/answers together with the participants. Give every participant time to answer and make sure that everyone gets their voice heard. Give time to shared discussion.
- Make a summary of the discussion together with the participants.
- End the session so that the atmosphere is positive.
- Prepare a list of key learnings after the discussion and send it to the participants.
- Develop the coaching process accordingly (if needed).



“It turned out early in the initiated process of inclusive school development that an end seems intangible. Hence, interim results are essential to proceed in a structured manner and to keep the overall goal of inclusion alive. We are still experimenting.”

*(Renate Pöppel-Franck, teacher at the Theodor-Heuss-Grundschule, Germany)*

## Partner information

### Belgium

#### ■ EASPD – EUROPEAN ASSOCIATION OF SERVICE PROVIDERS FOR PERSONS WITH DISABILITIES

EASPD is a European non-governmental organization in the disability sector.

It represents over 17.000 social service provider organizations across the EU on the European level. It works for equal opportunities for people with disabilities through effective and high quality service systems in Europe.

Based in Brussels, Belgium  
Established in 1996  
www.easpd.eu



### Finland

#### ■ KVPS – KEHITYSVAMMAISTEN PALVELUSÄÄTIÖ

KVPS provides services and advocates for people with an intellectual disability all across Finland.

It carries out development projects and organizes various kinds of training. It also offers a wide variety of short break services, acquires apartments and develops group housing for people with an intellectual disability.

Based in Tampere, Finland  
Established in 1992  
www.kvps.fi



### Germany

#### ■ LCV – LANDES-CARITASVERBAND BAYERN

LCV advocates for the poor and weak people in Bavaria and coordinates the development of services within the Caritas network. It represents 90.000 Caritas employees and 6000 Caritas services in Bavaria.

Based in Munich, Germany  
Established in 1917  
www.caritas-bayern.de



#### ■ LMU – LUDWIG-MAXIMILIANS-UNIVERSITÄT

LMU is one of the best known universities in the world. It offers about 190 different study programs for about 50.000 students. The chair “Pedagogics for people with

mental or behavioural disorders“ is responsible for the training of teachers for special needs.

Based in Munich, Germany  
Established in 1472  
www.edu.lmu.de/  
geistigbehindertenpaedagogik/



### Austria

#### ■ PÄDAGOGISCHE HOCHSCHULE SALZBURG „STEFAN ZWEIG“

PH Salzburg is a university and offers teacher training to about 1200 students for general schools, schools for special needs and vocational schools.

Based in Salzburg, Austria  
Established in 2005  
(goes back to 1790)  
www.phsalzburg.at



### Spain

#### FE – FUNDACIÓ ESPURNA DE LA C.V.

■ Fundació Espurna provides services to about 300 persons with intellectual disabilities for inclusion in social and work life in the region of Valenciana: sheltered workshops, occupational training, residential homes, day care and leisure activities.

Based in Gandia, Spain  
Established in 1996  
www.espurna.org



#### ■ PE – PLATAFORMA EDUCATIVA

PE is a group of 8 social economy organizations that improve the quality of life for about 10.000 people with little resources or people at risk. For people with disabilities PE provides residential care, occupational therapy and training and leisure time activities.

Based in Girona, Spain  
Established in 1994  
www.plataformaeducativa.org



## Information of pilot schools

<p><b>Germany: Johannes-Neuhäusler-Schule Schönbrunn</b> Private education center for students with special needs, especially with mental disorders <a href="http://www.franziskuswerk.de/lernen/johannes-neuhaeusler-schule.html">www.franziskuswerk.de/lernen/johannes-neuhaeusler-schule.html</a></p>	<b>Pupils: 168</b>	<b>Grades: 1-12</b>	<b>School staff: 72</b>
<p><b>Germany: Grundschule am Theodor-Heuss-Platz in Munich</b> Primary school <a href="http://www.gstheuss.musin.de/">www.gstheuss.musin.de/</a></p>	<b>Pupils: 297</b>	<b>Grades: 1-4</b>	<b>School staff: 28</b>
<p><b>Germany: Konrad-Grunschule in Regensburg</b> Primary school <a href="https://konradgs.schulen2.regensburg.de/">https://konradgs.schulen2.regensburg.de/</a></p>	<b>Pupils: 160</b>	<b>Grades: 1-4</b>	<b>School staff: 20</b>
<p><b>Austria: New Middle School</b> Secondary school level with students aged 10 to 15 <a href="http://www.praxis-nms.salzburg.at/index.php">www.praxis-nms.salzburg.at/index.php</a></p>	<b>Pupils: 290</b>	<b>Grades: 5-8</b>	<b>School staff: 40</b>
<p><b>Finland: School of Niittyvilla in Seinäjoki</b> Primary school for students with profound intellectual disabilities <a href="http://www.seinajoki.fi/varhaiskasvatusjakoulutus/perusopetus/erityiskoulut/niittyvillankoulu.html">www.seinajoki.fi/varhaiskasvatusjakoulutus/perusopetus/erityiskoulut/niittyvillankoulu.html</a></p>	<b>Pupils: 24</b>	<b>Grades: 1-4</b>	<b>School staff: 4 +</b>
<p><b>Spain: Col.legi Doctor Masmitjà in Girona</b> Semi-private pre-primary and primary school <a href="http://www.drmasmitja.cat/">www.drmasmitja.cat/</a></p>	<b>Pupils: 250</b>	<b>Grades: 0-6</b>	<b>School staff: 45</b>
<p><b>Spain: Col.legi Sant Miquel</b> Public school and unique educational action center (CAES) especially for pupils with special needs <a href="https://www.csm.cat/">https://www.csm.cat/</a></p>	<b>Pupils: 141</b>	<b>Grades: 0-6</b>	<b>School staff: 24</b>
<p><b>Spain: Col.legi San José Patronato</b> Semi-Private pre-primary, primary and secondary school <a href="https://patronat.es/es/">https://patronat.es/es/</a></p>	<b>Pupils: 309</b>	<b>Grades: 0-13</b>	<b>School staff: 28</b>
<p><b>Spain: Colegio San Jose de Calasanz</b> Semi-Private pre-primary, primary and secondary school <a href="https://www.calasanz-valencia.com/">https://www.calasanz-valencia.com/</a></p>	<b>pupils: 1647</b>	<b>Grades: 0-13</b>	<b>School staff: 95</b>
<p><b>Spain: Escola CEE Joan XXIII</b> Semi-private school for students with special needs, especially with mental disorders <a href="https://integraolot.cat/category/general-integra/escola-cee-joan-xxiii/">https://integraolot.cat/category/general-integra/escola-cee-joan-xxiii/</a></p>	<b>Pupils: 70</b>	<b>Grades: 0-20</b>	<b>School staff: 25</b>

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## Imprint

Partners of the project

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