

Togetherness in Play and Learning

Special Needs Education in Mainstream Settings



**Change work in
kindergartens and schools**

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Change work in kindergartens and schools

Developing an inclusive community that provides all children and young people with opportunities to express themselves, participate and learn based on their own prerequisites in community with others, is an important task for kindergartens and schools. This requires good learning environments that contribute to learning and development – not only for children and pupils, but also for educators and managers.

To achieve this, scientific literature indicates that kindergartens and schools must have a collective learning culture and base their educational practice on updated research. The three chapters that follow each in their own way demonstrate what this may entail in practice.

Ann Therese Stamnesfet and Tove Theie:

Creating an inclusive community throughout the entire organisation

Ann Therese and Tove use a case study to describe how you can work systematically on changes throughout the entire organisation to develop more inclusive communities in kindergartens and schools.

Creating an inclusive community throughout the entire organisation

In this chapter, we show how we used a working model to structure meetings to enable us to take a systematic approach throughout the entire organisation as much as possible. In this context, we refer to two Statped advisers

Tove Theie and Ann Therese Stamnesfet

The meeting structure we show here can be used by anyone entrusted with the management of a change process. We found our inspiration for this approach in numerous models and programmes, including School-Wide Positive Behavioral Intervention and Support (SW-PBIS), The Incredible Years, the LP-model, pedagogical analysis, International Child Development Programme (ICDP) and systematic family therapy.¹ After several decades of working together with the Educational and Psychological Counselling Service (PPT), kindergartens and schools, we have developed an approach that our partners have found to be effective. The feedback we received indicates that kindergartens and schools achieve greater effectiveness than in the past in promoting an inclusive practice.

Our experience suggests that it is necessary to be familiar with the practices at a specific organisation before changes can be implemented. Roald (2012) points out that complex challenges are most often associated with situational social, cultural and economic conditions. Consequently, each organisation must perform its own

analyses and find its own solutions. During joint meetings, participants must be willing to explore such dimensions as values, structures, relationships, strategies and the setting. By exploring these dimensions together, the PPT, Statped, the kindergarten/school management and staff can create a solid basis for a joint understanding. To achieve collective competence development and change in a day-care centre or school, an analysis must be performed, and development processes initiated that activate the staff.

During the process of jointly examining the practice and obtaining research-based theory and empirical evidence, the staff is activated and given the opportunity to determine which factors prevent or promote inclusiveness.

Prerequisites for an inclusive community

Nordahl and Overland (2015) suggest that a mastery-oriented learning culture is most effective at promoting the positive development of self-perception, motivation and learning for children and young people in

kindergartens and schools. If we are to succeed in creating inclusive communities in practice, the organisation as a whole must be willing and able to consider all members (children, youth and employees) as equals. This means that there must be willingness, ability and knowledge to organise and facilitate routines and tasks in a manner that includes everyone in the organisation in an effective, appropriate and equal way. This is what we call a universal learning environment, which translates into possibilities and measures that encompass all individuals in the organisation. At kindergartens and schools, this means that the better and more extensive the possibilities and facilities for all children/pupils, the fewer the children/pupils who require special arrangements outside of or in addition to the regular facilities and options (Nordahl & Overland, 2015).

Apart from directing attention to the learning environment, we must have knowledge about change processes. What enables some organisations to succeed in their change efforts, while others use a great deal of time and effort on change activities that do not lead to change in practice? To answer these questions, we need to examine the differences underlying mastery-oriented and performance-driven cultures. An organisation characterised by a performance-driven culture is often the greatest obstacle to the development of talent, ability and the joy of mastery. This type of culture emphasises monitoring, ranking and evaluation, and performing better than others is rewarded (Johansen, 2019). Studies show that children who demonstrate a natural joy of mastery by drawing lose interest in drawing and show a reduced quality in their drawings when their work is monitored, evaluated and ranked.

In performance-driven cultures, a fear of mastery is developed that in turn interferes with creativity and the joy of mastery (Johansen, 2019). The individual-focused performance and ranking culture is destructive for natural human curiosity, creativity and the ability to learn. But, at the same time, it is precisely a curiosity for knowledge, creativity and having the ability to learn that are the most important success factors in the knowledge society, making them the most important factors within an organisation (Johansen, 2019). Nordahl and Overland (2015) point out that Norwegian schools are traditionally characterised by a *performance-driven learning culture*.

Planning and initiating change

When a kindergarten or school expresses the desire to work towards a greater degree of inclusiveness, management at kindergartens or school should establish a working group to assist with planning and implementation. The staff members selected for the group can make or break the success of the change efforts. The administrator or headmaster and head of the department or grade level should always be included in the group. Our experience has been that it can be useful to have a good combination of group members who are resistant to the change and who positively support and are loyal to the change efforts, in addition to the PPT if possible. The working group should always represent management and the educational and assistance group in the workplace.

To illustrate how exactly change is facilitated and how the working model can prove helpful in achieving systematic change, we present a case here².

¹ SW-PBIS, The Incredible Years by C.W. Stratton, the LP-model, Pedagogisk analyse [Pedagogical analysis] by Nordahl and Overland, ICDP and systematic family therapy

² This case description was written from the viewpoint of the staff on how they experienced the situation and the actual results of various mapping methods.

Of the entire student body, 30 percent are enrolled in the PPT and 37 percent of pupils score at Level 1 in reading, i.e., have critically low reading skills. In general, there is considerable unrest in all classroom. The fifth-grade class is particularly restless as a result of two pupils with an ADHD diagnosis who are constantly in conflict with others and many of the other pupils 'jumping on the bandwagon'. Several of the pupils are so anxious that they no longer want to go to school. The school has provided resources in the form of more adults, but without achieving a change. Several teachers are on sick leave due to the situation, others state that the two 'ADHD pupils' should be removed from the school and institutionalised. The point-of-view analysis shows little faith in school management and little shared pedagogical practices.

The head of the kindergarten/school is highly familiar with the organisation when the development/change efforts are to be initiated. The point-of-view analysis provides background information on how the staff experience the organisational culture, management, and various aspects of the pedagogical practice. Together with management's desire for a change, this is a good starting point for creating a joint understanding and laying the foundation for change activities in the working group and throughout the entire staff. In our case, management's desire for a change was based on the poor academic results in reading over time and repeated reports of unrest and challenges in the psychosocial learning environment. Management provides the group with the information gathered in order to provide a comprehensive picture of the situation. This overview is then used to prepare a work plan for the change process.

What is important for management and advisers in a change process?

The approach taken to process guidance and change activities is important. The type of working model used is less important, as long as it is appropriate for systemising the work and contributes to identifying the factors in the organisation that inhibit and promote the desired development.

The reflections that emerge during meetings with the relevant parties are a

decisive element in changing practice. When we reflect together, we also share knowledge. Asking questions that create joint knowledge contributes to development, knowledge building and a change in practice. It is rarely a shortage of knowledge about the current problems that prevents the organisation from achieving the change it desires. An important aspect of our work is to activate the staff, so that they have the opportunity to share the knowledge they already possess and, consequently, become more aware of the knowledge available throughout the organisation.

There is also rarely a shortage of commitment or visions. The PPT, kindergarten and school management are very familiar with Mitchell, Nordahl, etc.³ But it is often difficult to see this knowledge expressed in practice. There appears to be a gap between the theoretic knowledge possessed by the organisation and the expertise expressed in the actual practice at the organisation. Many years of experience with change and development processes in kindergartens and schools has taught us that the reason for this is first and foremost that the organisation has not set aside time to use or develop good working models that enable them to work systematically with their theory-based knowledge. It is not enough to learn theory about how things are connected; they also need to learn how the theory can be 'translated' into practice within the

organisation. This requires knowledge about methods, forms of communication and testing in practice.

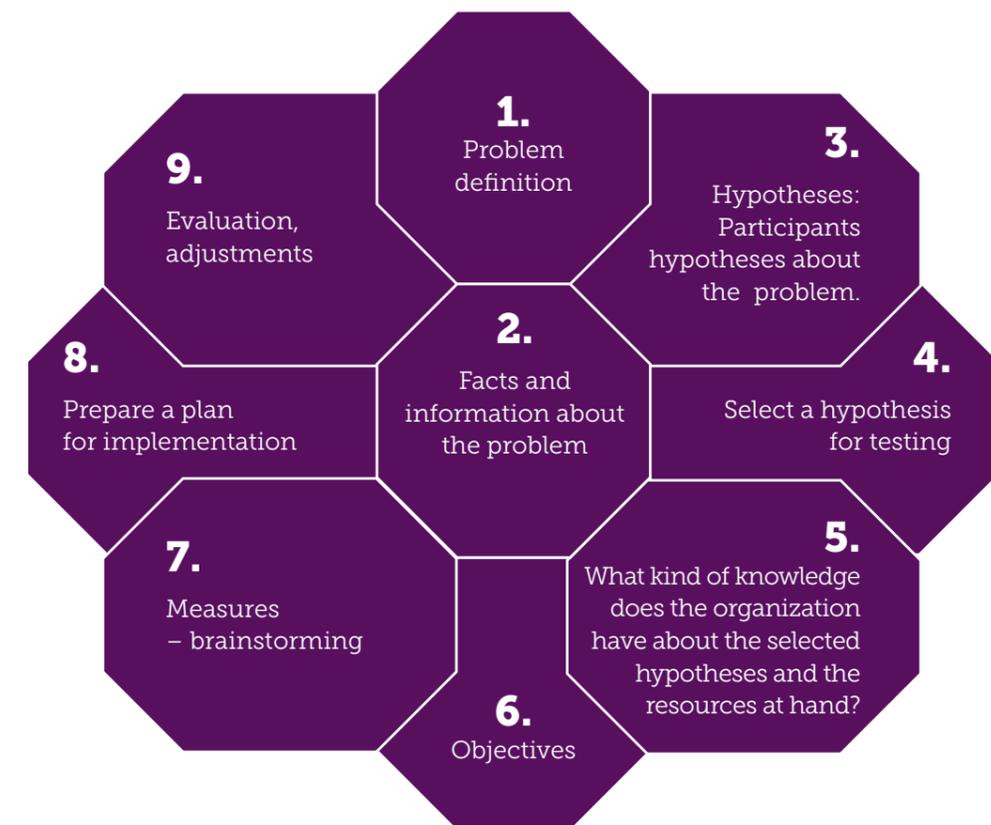
There is also a need for knowledge about how to use the organisation's own data. By data here we mean that organisation's own basic material, such as a point-of-view analysis, assessment tests, pupil survey, national tests, parent survey, the number of day-care centre/school children/pupils enrolled in the PPT, the circumstances of each individual child that must be considered during planning and so on. What does the fact-based information tell us? How can we understand the kindergarten/school based on these facts? This data is necessary to be able to analyse and determine whether the organisation has developed a knowledge-based practice and the kinds of measures that may be needed to change the current practice. By knowledge-based practice, we mean practice based on user participation,

professional knowledge and research knowledge.

When meetings are held to analyse and reflect on this information, the dialogue must have a structure. Many meetings are insufficiently action-oriented because they do not have a clear structure. Those participating in the meeting do not have a shared perception of how to work together during the meeting. It is this shared perception of teamwork that is our focus. Our experience is that a working model in which all meeting participants are aware of the current stage of the process at all times strengthens the opportunity to find effective measures or solutions in each individual case, for a larger group or an internal matter for that aspect.

We will now present the working model in its entirety. We will then examine each of the steps in the model and explain how they can be used during process guidance to promote inclusiveness in a day-care centre or school.

Presentation of our working model



³ See examples of literature in References.

Our objective in developing this working model has been to help view pupils/the group within context and reveal important attitudes and practices that should be considered and incorporated into the efforts. Another objective has been to help our partners experience insight into each other's competencies to a greater degree and, last but not least, to demonstrate the importance of a systematic approach.

A considerable challenge in our work is to get the organisation to translate the theory and discussions into practical actions that will contribute to changing practice. One way of doing this is to link the activities to one or more concrete situations or cases, such as one individual case that is used as an example or a larger situation or case that involves all staff. What is most important is to continuously reveal and work on the actual attitudes and knowledge possessed by staff members involved in the case or situation. This is often the key to achieving change, as the attitude and knowledge of each individual regarding children and learning affects their ability or willingness to follow up on measures as intended. According to Nordahl and Overland (2015), the learning outcome of pupils depends on what the teacher actually does and does not do. This is why it is extremely important to assess the adults' understanding of the problem. To this end, it is helpful to choose a working model that enables reflection on various hypotheses/understandings – precisely in order to reveal the individual's level of understanding.

The entire working group should be trained in the working model selected and be responsible for using it in their own teams and meetings outside the working group. This makes it possible to disperse the work that is done and practiced in the working group to the rest of the staff. This means that the working group serves as both a planning group and group for practicing

and modelling how the organisation is to approach and discuss matters during other meetings. This enables the process supervisor to provide staff with sufficient practice opportunities in using the working model in order to help systemise the efforts, while revealing attitudes, knowledge and measures.

Initial meeting – clarification of roles and expectations

During the first meeting with the working group, the head of the group, referred to here as the process supervisor, clarifies the expectations of the group's work and the participants' expectations of each other. Our experience has been that it is necessary to have fixed and stable groups and meetings. To establish the necessary frameworks, it is essential to ensure that the participants have a joint understanding of the mandate and limitations of the working group: This means determining how much time is to be devoted to the meetings, who is to participate in them, the responsibilities of each participant in the work and during the meetings, and so on. Any uncertainties can quickly cause the change process to derail before it has even begun.

Inner and outer structure

Both inner and outer structures must be in place before the work can commence. The outer structure indicates the meeting participants, where and when the meetings are to be held, a theme plan for the meetings, and the equipment required at the location (computer, flip chart, smartboard, markers, etc.). This creates a sense of assurance and predictability for both the group participants and other staff. A fixed interval between each meeting is recommended, as this provides predictability and enough time to follow up on tasks between meetings.

The inner structure pertains to the relationships between the participants and current processes in the meetings. A sense of trust within the group is important. It is also important to talk about how trust is demonstrated and established within the group.

The inner structure also involves clarifying how and which forms of communication contribute to thinking in terms of solutions. The group participants represent different cultures, have different experiences in life and different attitudes and values. By using a working model like the one shown here, communication in the group can be managed, while at the same time teaching the group participants to listen to one another. The model also helps the participants establish their progress in the various phases of the discussion. In our case, some participants were concerned about finding the cause of the problem, while others began working on measures in response. The model structure and prompts help the process supervisor to visualise this and unite the entire group during the same phase of the discussion. The different phases also provide ample opportunity to explore the various statements and understandings that emerge. We will return to this when discussing the various steps of the model.

As the process supervisor, you collect data (through the point-of-view analysis, assessment tests, national tests, etc.). You rely on theory and refer to research results. You gather knowledge, making it possible to provide staff with a sense of security. You must personally believe that the job you are to perform will help promote a good learning culture and a good learning environment. Together with the working group, you reflect on why staff is to devote time and energy to this. You discuss the role you are to perform and the working models available. Other working models may be preferable. What is important here is that

the process supervisor has a plan for systemising all of the available facts and all of the information that emerges in a case. What is the best way to arrive at a systematic approach?

By reflecting on these themes, you gain a sense of security, which in turn helps you to straighten out your inner structure. In this way, you can avoid being upset by resistance. It is important that we show respect to those who oppose change. However, we cannot accept practices that prevent children from experiencing a sense of mastery or rob them of the possibility of participation and co-determination.

Explanation of model steps using the case presented

1. Problem definition

Based on the data collected and analysed, as well as professional knowledge and research findings, it became clear to management in our case that the school needed to make changes on the individual level (learner level), group level (class level) and system level (entire school as an organisation).

In this case, the staff had a wide range of ideas about the cause of the poor learning environment at the school. Consequently, opinions varied on the joint problem definition. Some wanted to talk about a lack of resources, poor cooperation between the school and home, frequent changes to which staff members were to be present in the different contexts and other causes. Some wanted to start determining measures, while others wanted to talk about how things were done at the school ten years ago, and still others wanted to be done with the meeting and continue in 'their' classroom without having to worry about what was happening in 'other' classrooms.

It is challenging to define a problem that everyone considers worth exploring. It is important to use different techniques during the dialogue in order to activate the group, such as IGP (individual, group and plenary reflections), keywords on sticky notes and circular questions. Circular questions are based on the notion that information is found in differences, such as between experiences or understandings, and that our understanding of such things as behaviour or incidents is based on the context in which they exist (Gjems, 1995). Using circular questions enables the group to focus less on who is to blame and instead on attempting to understand the interaction between various elements in a situation or incident.

Every group will have members that are more active than others. To capture the thoughts of all participants about current problems, dynamic dialogue is essential. Circular questions can help achieve this.

Encouraging staff to tie their thoughts and perceptions to theory helps to 'elevate' the understanding of everyday issues. Regardless of whether the school prefers the theories of example Fullan or Nordahl, the process supervisor should link the school's problems to either Fullan or Nordahl's theory. What does Fullan/Nordahl say about class management, about inspection/supervision, about a school with a focus on mastery and one that is focused on performance? How is this knowledge expressed in practice?

In the case described above, two problems were defined:

- Problem 1: Too much unrest creates insecure and unmotivated learners.
- Problem 2: In general, the school has poor academic results and too many learners struggle with reading.

It takes time for all meeting participants to arrive at agreement on a problem. This requires that they debate, share knowledge and acknowledge each other's views. Setting aside time for such 'sessions', which provide the possibility to reflect as a group on how the problem manifests itself, will enable those present to become aware of the values and attitudes of every individual. Agreeing on the problem is an important prerequisite for succeeding in achieving the objectives set. The Core Curriculum emphasises the development of a professional community (Ministry of Education and Research, 2019). To start with a focus on arriving at agreement on a problem based on staff knowledge has proven to be a good first step towards creating a professional community.

2. Facts

The fact box is used to visualise the facts that are important and relevant for the problem/case. These facts may be the number of children in a group, the number of adult educators/assistants, the number of children/classes with an individual plan outside/inside the group, special diagnoses or circumstances in the group that must be considered in various activities and other special information that we believe may affect the situation. The important thing here is that the information is fact-based, not assumptions or 'opinions'. Nor do we consider facts that are not currently relevant for the problem.

Here is an example of facts described by the staff in the above-mentioned case:

- 37% of pupils score at Level 1 in reading.
- 30% of the school's pupils are enrolled in the PPT – primarily due to a suspicion of dyslexia, a learning disability or behavioural disorder.
- 21% of pupils have an individual plan for special education.
- ADHD, reading/writing disability, general learning disability, behavioural disorders
- The classes are characterised in general by noisiness, unrest, ugly exchanges of words and little work being done in class.
- The fifth-grade class in particular has major challenges.
- Several staff members are on sick leave due to the working conditions.
- Several of the pupils do not want to go to school or are fearful of other pupils, refuse to go to school or do not want to be with others during recess.

We use the fact box during all of the subsequent steps. We review this box continuously to check the facts, remind ourselves about what needs to be considered, what we know about these things, what we believe is the reason that '37% of pupils demonstrate critically weak reading skills', and so on. This information is used to correct and challenge the group's hypotheses and knowledge about the problem.

3. Hypotheses

We would now like to highlight participant hypotheses about the problem. Why do they believe this problem arose? In the case presented, the process supervisor asked, "Why do you believe that as many as 40% of your pupils scored at Level 1 in reading?" Some responded that they had many pupils with dyslexia, while others pointed out that they had many 'weak learners' or "It's always been like that". Several said that the school had not been effective enough at teaching reading to first and second graders. Others responded that the parents did not help the learners practice their reading skills. The hypotheses discussed reveal a great deal about the attitudes of staff, including management. It is precisely because hypotheses develop from individual preconceptions that, based on our experience,

is an important way to reveal the actual attitudes that management must address. This is an important foundation on which the subsequent work is to be based, as the achievement of the goals established depends entirely on arriving at a mutual understanding of what is needed to achieve change. If a meeting participant believes that a pupil has poor reading skills because both the learner's siblings and parents also struggled with reading, this offers an insufficient basis to inspire the teacher to change the teaching strategies for this child. This is one of the aspects that must be addressed thoroughly in process guidance. Revealing the hypotheses of individuals and their understanding is essential to this. When a teacher in the case presented claims that pupils disrupt the class and break the rules due to poor parenting, it is difficult to get this teacher to consider his or her own classroom management. The teacher is of the belief that the problem is due to external factors over which he or she has little to no influence. When working with hypotheses, it is therefore extremely important to uncover different hypotheses and to dare to reflect in order to establish what these represent. In cases where the only hypotheses established are those that explain the problem based on conditions outside the

'reach' of the day-care centre or school, it is important that the process supervisor establish alternative hypotheses. What is most important is to uncover at least one hypothesis that the kindergarten/school can actually develop further. In cases in which all hypotheses deal with poor/difficult home situations or biological conditions relating to the child, the process supervisor must be extremely concrete and challenge participants to determine how they can contribute to overcoming the challenges faced. In the case presented here, the PPT presented a hypothesis that weak reading skills led to restless pupils. The PPT challenged the group to determine what staff can do personally to change the conditions that affect the child in order to enable the child to succeed both academically and socially.

Hypotheses presented by the group in our case:

- Poor parenting
- Culture of poor language use in the local environment
- Weak reading skills lead to restless pupils
- Unclear class management
- Many pupils with dyslexia

4. Select a hypothesis for testing

Once the group has submitted a few hypotheses, they (primarily the one(s) who presented the problem/case) select one hypothesis to test. The fifth-grade contact teacher chose the hypothesis about unclear class management. Her initial hypothesis was that the most restless pupils had free rein at home and were never required to receive and follow instructions, formulated here as absent/poor parenting. After the group reflected on the various hypotheses, she wanted to test the hypothesis on unclear class management because she considered this an opportunity to develop and make changes that could affect the class climate.

It is important to choose a hypothesis that the staff feel is worth testing, but this in itself can be challenging. The process supervisor must therefore be able to handle resistance. We must dare to challenge both the group and individuals during the reflections and guide the process towards hypotheses that justify working to change the existing practice. According to Fasting (2018), change must originate from a desire to improve practice and provide the opportunity to try new approaches and solutions. It is important that there is respect for the views expressed during the discussions. This means that we cannot rush things, while at the same time ensuring progress in the discussions. This may sometimes mean that we do not progress beyond the hypotheses of the first meeting. In this case, the process supervisor must be willing to pick up where they left off the next time they meet. As a rule, the participants will also have had time to give some thought to the views of others and will be more willing to consider alternative approaches to the problem. It is also helpful to give the participants assignments in the form of literature or films to read/watch before the next meeting in order to prepare them for the discussion topics to be addressed.

Once a hypothesis is chosen, it is written clearly on a flip chart sheet, smartboard or other display. The other hypotheses are set aside, though it may be relevant to return to them later on.

In our case, the group chose the hypothesis of unclear class management. This hypothesis is to be tested and form the basis for the other activities in the model.

5. What kind of knowledge does the organisation have about the hypothesis selected in light of the problem and fact box?

The fact box and problem definition are easily visible by everyone and attention is directed towards them. A relevant question at this point might be:

“What are your thoughts on this problem in relation to the information in the fact box and in light of your knowledge about the hypothesis chosen?”

In our case, the focus was on class management and the staff members' understanding of class management. Thoughts about performance-driven versus mastery-oriented learning culture were once again a theme. Through reflection, the participants arrived at the conclusion that the school was primarily characterised by a performance-driven learning culture and, consequently, many good ideas were expressed for measures that the individual teachers could implement to promote a mastery-oriented learning culture and class management. The group also pointed out aspects that management should address in order to promote this, such as a shared culture throughout the entire school.

In the case presented, various important elements for good class management emerged:

- Build relationships
- Establish clear expectations for and model the desired behaviour and communication in the classroom
- Be on time and be prepared for class
- Never start the class by turning your back to the class to write on the board
- Give assignments that promote mastery
- Be clear in communication and instructions
- Provide positive recognition of work efforts rather than performance

When the group works on this step in the model, the most important role of the process supervisor is to identify the knowledge already found within the organisation. The more knowledge and competencies that can be identified, the easier it will be to determine effective measures once we arrive at this stage of the process. When the staff starts discussing questions such as “What causes unrest in a classroom?” or “How can we prevent unrest in a classroom?”, participants provide good feedback that can also be translated into actions. All important information and actions expressed are written down as keywords. This gradually leads to a long list of possible measures that can be used later on during step 7.

6. Goal

It is now time to formulate a goal for the work to be done. The problem definition, facts and choice of hypothesis are now in place. We have also identified knowledge about the problem within the organisation. This gives us a basis for determining a concrete goal for the work to be carried out. We work towards defining a common goal in the same way as we worked towards a common problem definition. Once suggestions have been provided, it can be helpful to ask the working group a number of questions:

- How likely do you think it is that we will achieve our goal?
- How interested are you in achieving this goal?
- Do you believe we can achieve the goal?

To ensure effective reflection, the questions we ask play an important role. When defining objectives, it is therefore important that we involve several levels: the individual level, the group/class level and the system level. We have experienced that certain types of questions can help activate staff:

- How will you benefit from achieving the goal?
- How will everyone else here benefit from achieving this goal?
- To what degree have we already achieved the goal?
- What kinds of similar goals have we achieved in the past?
- What kinds of experiences, abilities and qualities can help us achieve the goal?
- What has already been done towards achieving the goal?
- Who can we thank for achieving so much progress in this case?

By encouraging dialogue, we demonstrate faith in each other and asking these questions can make it more desirable to work towards the goal and strengthen us in our confidence that we can in fact achieve it. We also want to engage in dialogue that creates a greater sense of commitment. In the discussion that arises when the group takes a position on the questions, the participants will have to ask themselves whether they can trust each other. In kindergartens and schools where children/pupils are referred to as 'mine and yours' instead of 'our' children/pupils, this will be a factor that can make it more difficult to achieve the goal set. Management often discovers that it needs to address attitudes that are prevalent among staff and these efforts will reveal which attitudes inhibit or promote progress towards the goal.

In the case presented, the goal was formulated as follows: *All of our pupils should experience a learning environment that promotes a sense of security, classroom order and the pupils' sense of achievement.*

Through its discussions, the working group managed to establish a common goal that encompassed both of the problems described above.

After a goal is formulated, the next step is often to have staff determine the attributes of the goal being pursued. In the case presented here, it was appropriate for the organisation to establish the attributes of a sense of security, classroom order, and a sense of achievement. How will pupils, parents, and staff experience or recognise these? An overview of attributes of important concepts is essential for later determining the extent to which the established goal has been achieved.

7a. Measures

During this step, the goal is to determine and systemise measures. The staff at kindergartens and schools are good at determining measures. The challenge is to determine measures that are realistic and feasible within the organisation's available frameworks. During the step, measures will often be proposed that require additional financial resources or external support in the form of desired competencies or the desire to relocate a pupil to an external facility. In most cases, the measures are not feasible or are neither effective nor inclusive for the child/pupil concerned. It sometimes becomes clear when working on this aspect that there is much work to be done with a few of the adults' actual attitudes towards the children/pupils with whom they work. This is often reflected in that the measures they consider effective entail involving other adults to deal with the child/pupil, so that they can deal with the rest of the class or relocating the child/pupil outside of the

regular group, either internally or externally. In these cases, we need to return to the hypothesis and knowledge we have focused on in order to more clearly define the kinds of measures that are relevant for the teacher/assistant/management based on the hypothesis selected and knowledge identified and that promote inclusive practices.

An important role for the process supervisor is to challenge the group to consider what is needed to be able to implement the measure, who can do this, how and where this can be done, and so on:

- What kind of support does the pupil need to master the skills the adults expect him or her to master?
- What does the class need in terms of assistance in order to develop a good learning environment?
- What kinds of measures are feasible for the educator to implement?
- What kind of support does the educator need from management to implement the measures chosen?

In our case, after having discussed and examined past practice in similar cases, the staff decided that they wanted to test out the following measures:⁴

- The teacher is in the classroom when the bell rings.
- The teacher is well prepared for the class.
- The teacher establishes and presents clear expectations for the pupils' behaviour and communication in the classroom.
- The teacher prepares new class rules together with the pupils.
- Two 'ADHD pupils' are moved out of the class and offered an alternative education at a farm.
- All adults recognise the desired behaviour in pupils.

It is important that each individual recognise his or her own words and formulations. It is only in this way that we can explore what, for example, it means for pupils to be educated at a farm or that the pupils are referred to as 'ADHD pupils' or how the organisation wishes to visually demonstrate a culture of recognition.

7a. Select a few measures

When the time comes to select measures, the process supervisor must keep in mind that, once again, it is important to emphasise feeling a sense of achievement.

Consequently, it is important to challenge the group to express what measures they believe have the greatest chance of success and can be implemented quickly. In our work, we have started asking the following: *Which of these measures can be implemented this week?*

It is important that only a few measures are implemented at a time. If too many are implemented simultaneously, it will be difficult to evaluate which measures are effective and which ones do not have the desired effect. It will also be difficult to follow up on several measures daily in a systematic way and over time. Our experience has been that up to three measures at a time is feasible. This gives those who are implementing the measures time to follow up on, incorporate and 'automate' these measures, and to evaluate their effect before new measures are tried out. Write down the measures selected in a 'measure bubble'.

⁴ It is important to write down all measures proposed in the staff member's own words, including measures we do not desire. Measures are discussed during this process and, in the next step, measures that enable progress towards the goal and inclusiveness are selected.

The measures that were chosen in the case presented here:

- The teacher is in the classroom when the bell rings.
- The teacher establishes and presents clear expectations regarding the pupils' behaviour and communication in the classroom.
- All adults recognise the desired behaviour in pupils.

8. Prepare a plan for trying out the measure

This is a practical aspect, during which we provide a summary of

- when various measures are to be initiated
- where (in which situations) measures are to be tested out
- how measures are to be implemented and followed up on
- who is to implement them
- how long they are to be tested out

In our case, the plan was as follows:

- Start on Wednesday 23.02.2020.
- Implement measures in Norwegian and English lessons.
- The contact teacher and English teacher are responsible for the measures in the class.
- The headmaster is responsible for providing other staff members with information.
- Evaluate at the end of April 2020.

9. Evaluate

It is important for both formative assessments and final assessment to have grounds for saying whether something should be adjusted along the way and to document what works and what does not in terms of the intention.

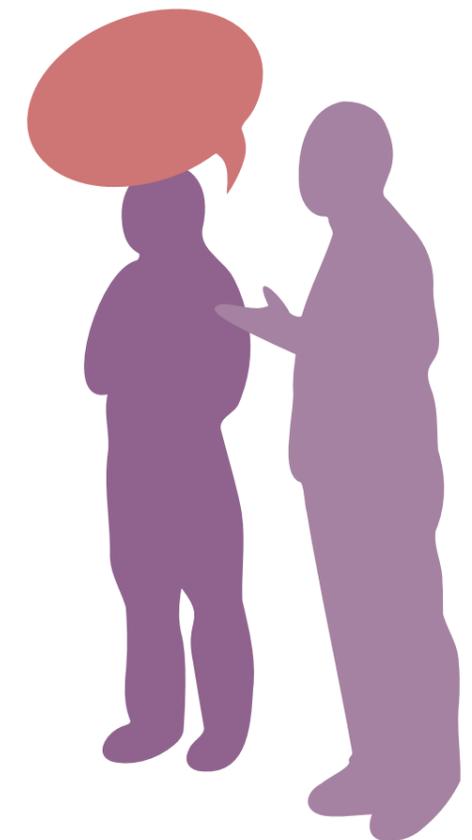
Measures are often terminated too quickly. Based on experience, measures should always be carried out systematically for at least three weeks before determining whether they have the desired effect. Some measures must be tried out over a much longer period of time, but three weeks is the minimum.

A date must be set in the action plan for evaluation.

Conclusion

To achieve a systematic change in kindergarten or school, those who are to drive the efforts forward should have access to working models that promote systematic practices. Having everyone involved in the change efforts be familiar with the same working model instils confidence in each of them. A sense of security and confidence are decisive for the success of an organisation in development and change efforts. In the same way as many educational researchers emphasise a mastery-oriented learning culture, we must dare to assert that this type of culture is also beneficial when adults are to work together to create effective measures for children and pupils. We have attempted to present a method for working together with the kindergarten or school that involves the entire organisation. We wish to conclude by stating that the type of model or method used is not decisive, but that those in charge of development efforts are comfortable with the model or method used and that the process supervisor believes in the approach and works to develop a professional community that determine whether an inclusive culture can be successfully created.

If we are to succeed in fostering an inclusive learning environment for all children and pupils, we need the entire organisation to both desire this and to actually work systematically over time towards implementing attitudes and competences in staff that promote such a learning environment. It is not enough to only work to include children one by one in a larger community. This will improve the situation for a few children but will mean that many other children will continue to be excluded from the community. It is only when the organisation succeeds in promoting a culture that values joint learning and a sense of achievement in which both the organisation and staff goals, values and attitudes are in harmony and reflected in practice that the organisation will succeed in inclusiveness for all. This presumes a learning community in which reflection and dialogue form the basis for creating new patterns of behaviour and changing the work approach (Fasting, 2018).

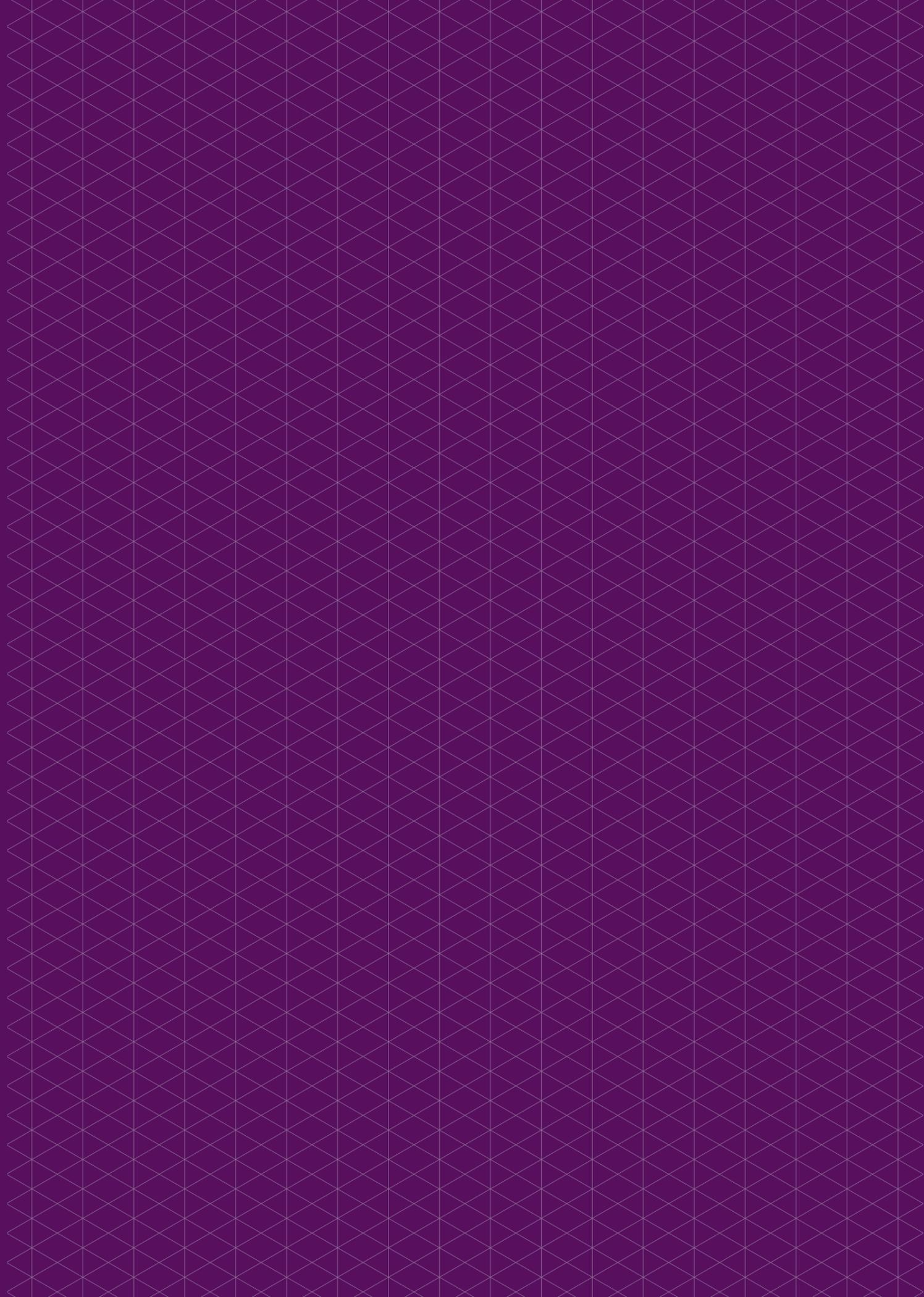


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From a sociocultural perspective, children’s learning and development occurs through participation in social communities – where community with peers is of particular importance. Children’s participation in learning communities with other children, or facilitation of such participation, is a recurring theme in this anthology. The contributors to this anthology are advisers at Statped with experience from a variety of fields. They account for various approaches founded on experienced-based and research-based knowledge. What they all have in common is that they, through their adviser roles, have worked closely with the field of practice. This anthology shares the experiences from collaborations with kindergartens and schools in the efforts to develop a knowledge-based practice.

The anthology is primarily directed at students and professionals who work in kindergartens and schools but may also be of interest to others.

