Report of the studyvisit for Leonardo project nr: 2011-1-DK1-LEO04-03526 6 Title: "Training the Change agents: a programme for educational leaders and experts in the field of educational needs".

Studyweek: 18-23 November 2012

Destination:
Land: Denmark  
Place: Kolding  
Institute: University College South Denmark, Campus Kolding  
Represented by: Tove Heidemann

Participants:
Drs. H.G. Groeneweg  Teacher Trainer Seminarium voor Orthopedagogiek  
Drs. A. Koffeman  Teacher Trainer Seminarium voor Orthopedagogiek  
Mariska Damveld  1605448 Master SEN-student  
Tamara Steegs  1605742 Master SEN-student

Daily Report:
Date: 19 November 2012

Morning:
We started with breakfast and an introduction by Tove Heidemann. She declared the programme for this week and we had the chance to meet all the participants. Everyone had to introduce themselves briefly.

Participating Colleges:
University College South Denmark www.ucsyd.dk  
Kingston University, London http://www.kingston.ac.uk/  
Fonty OSO, Amsterdam http://www.fontys.nl/  
Seminarium voor Orthopedagogiek, Utrecht http://www.cursussen.hu.nl/  
Haute Ecole de Namur http://www.henam.be/  
Anadolu University, Eskisehir, Turkey http://www.uib.anadolu.edu.tr/?lang=en

After the introduction we went to:
Munkevængets Skole, Kolding  
Munkevænget 2  
6000 Kolding  
http://www.munkevaengets-skole.kolding.dk/

This is a primary school in Kolding with approximately 500 pupils and 90 employees (58 are teacher). In this school they have a program for bilingual children, because 320 of them are bilingual.

The principal, mr. Ole Wiese, started out with an introduction of the school. He pointed out the vision and main goals from the school.

These things were:
- inclusion  
- PALS (based on PBS from the United States of America)
- SFO (after school activities)

Afternoon:

After the lunch some pupils of the school guided us trough the school and explained a few things about the school, like SFO and also the Danish schoolsystem.

When we came back, Britt Jensen Panikovski presented the schools experiences on special education for gifted children and Vicky Wollbrink experiences on educating bilingual children.

At the University College of South Denmark, we reflected on the school visit. During this reflection, the focus was on the meaning of inclusion. The different participants had a different view on what inclusion is and what it stands for. Because the Danish exclude children with a diagnosis, it’s hard to talk about inclusion. They only included children in this school with learning disabilities and behaviour problems.

Then Trine Rønholt had a lecture about the Danish education system. The handout of this lecture is enclosed under number 1.

Daily Report:
Date: 20 November 2012
Today we spent the whole day at:
**Lyshøjskolen in Kolding**
Lyshøj Alle 1
Strandhuse
6000 Kolding
[http://www.lyshoejskolen.kolding.dk](http://www.lyshoejskolen.kolding.dk)

At Lyshøjskolen, Kolding we had our focus on pupils well-being, development-oriented, primary and lower secondary, leadership, pupils meeting.

Morning:
We started off with a guided tour, throughout the school. There was a separate building for the 7th, 8th and 9th grade, which was inspired by a Dutch Montessori school in Amsterdam. In the second part of the tour we took a look at the older part where we could see the classrooms in which the children learned cooking, technik and physics. Interesting to see was the place they had for needlework and woodwork in the curriculum. After some coffee and tea we were divided in 6 groups to observe some classes. Tamara got to see math and English, Mariska got to see a Danish lesson. During the classes we could interact with the children and the teacher, walk around and ask questions. Tamara even got to teach a little by helping children with their assignment.
At 11.30 we had time for some lunch.

Afternoon:
After lunch we met Ib Hansen, school director from the municipality of Kolding. He told us about inclusion, his presentation is enclosed under number 2. The Danish idea about inclusion is very different from the Dutch idea because they only include children with behaviour problems. A lot of children with physical problems still go to a
special school because the Danish feel that these children would feel excluded in normal classes because they would be the only ones with that physical problem. The director also talked about PALS. We already heard about it yesterday, but now learned that it was in a testing-phase and that yesterday’s school was the first one where it was tested. The director himself didn’t like the program, he thought that good teachers are more important.

After his presentation head teacher Jørgen Jørgensen took over to explain how everything works in the school. He told about keeping in touch with parents, the schoolcurriculum and what kind of meetings the teachers have.

The presentation ended with some activities that showed us how design processes work, which are used in the school. This part was done by a lady, who’s name we couldn’t find written down. But she was also a member of the school.

After all the hard work we were surprised by cake that the pupils made for us and we said our goodbyes to the 3 presentators.

We ended with a reflection, leaded by Trine Rønholt. We first worked in groups and told each other about our reflection after that. This is what we reflected about:
- transparant classrooms
- the school environment, including the responsible pupils, the time out class, massage time and social network involved in the school system.
- the calm and silence atmosphere.
- management system, including parents- and studentscouncil
- inclusion and the potential of the school according to inclusion. The school has all it takes to include more pupils than it already does.

Daily Report:
Date: 21 november 2012
We spend the whole day at:
Grønvangskolen, Vejen
Jacob Gades Alle 16
6600 Vejen
http://www.gronvangskolen.skoleintra.dk
The focus today was on inclusion and leadership.

Morning:
We started with a presentation bij school leader Claus Holm on the school’s work with inclusion and his comparative study of inclusion in Denmark and in the Leonardo participants’ countries. The school has 3 buildings, each for a different phase. One building is for grade 0-2, one for grade 3-6 and the last for grade 7-9. Other buildings are used for 10th grade and after school activities. He explained how the school is organized. Degrees 0-2 are combined in 1 group so that the children can learn from eachother. The other degrees are separate, but do work together in some subjects.

The school has 2 boards they have to answer to. First the schoolboard, second the local government. Claus asked us to give our opinion about leadership and inclusion by answering a few questions on a piece of paper. After we answered the questions he showed us results of his comparative study of inclusion. This lead to a groupdiscussion about gifted children.

After the presentation we got to see different parts of the school. We’ve seen different classes in the first phase, third phase and the AKTroom.

AKT was organised in the way that is shown by the next picture:
Afternoon:
After a lovely lunch Kirsten Busk and Regin Holm told us about Inclusion procedures in Vejen Municipality, the presentation is enclosed under number 3. Efforts to promote inclusion started in 2008. Their goal is to reduce the amount of children in special classes from the current 236 to 160 pupils in the schoolyear 2015/2016. The question in this matter is not if the children should be included, but how to facilitate his or her participation. Kirsten told us about the planning they made about inclusion. With small steps they try to reach their goal. In order to reach this, everybody that is involved needs to work on his or her competents. We ended the day discussing the questions we answered earlier. We agreed on most questions, except which was more important to let inclusion work; leadership or resource management. At last we came to the agreement that one can not do without the other and we called it a day.
In the evaluation we talked in pairs about: “What is it you take back?” After that we evaluated with the group about this question and the things that were mentioned were:
- AKT system
- What to do with children who stay behind?
- The impact of the municipality in Vejen, in compare to Kolding
- way of teaching; teacher centered

Evening:
In the evening we went to the Trapholt museum. Entrance was free at 17.00 hours so we went early to get a change to look around the museum. At 18.30 we had dinner with the entire group of participants.
Daily Report:
Date: 22 November 2012
We spend the whole day at:
Campus Vejle, Vejle-VUC
Boulevard 25, 7100 Vejle
http://www.campusvejle.dk/

Morning:
We started with an introduction to the organisation/ Center for Youth Education (UU centre) by Trine Rosenbæk, which is enclosed under number 4. She talked about the transition from school to youth education. The people who work there are all guidance counsellors. The guidance they provided is about the relation to primary and youth education and youth- and academic education. They work in primary schools, in the 7th-10th grade, where pupils have a special need for guidance. The also guided young people from 15-17 years old who have finished primary school but who don’t follow any further education. And they work with 18-25 years old, who are not involved in any education, training or employment. The goals they aim for is to get 95% back in the system, in Vejle it is now 85%. In Denmark they measure at the age of 45 to see if they have achieved their goal. The guidance activities in the schools are about:
- pupils self knowledge, ability to make decisions regarding to education and career.
- introduction courses to youth education, which start in 8th grade
- make an individual transition plan in 9th grade (every pupil has to do that)

The transition guidance is divided in three different teams:
- Team primary, for pupils for 15-17 years old
- Team 10th grade
- Team special, for children with special educational needs

If there are problems with education, they do have special options for the pupils. In Denmark you have the production school, you can attend there if you’re not ready for further education and if you dropped out of the school system. This is a temporary solution. Besides the production school, there is vocational basic training. If you have finished education and you struggle with learning disabilities you can go there and get a certificate. You will become for example, assistant hairdresser.

Besides all this there is the Education for Young people with SEN. (STU) this is for pupils with different disabilities, only if there is no other option. Afterwards they can do an internship, job training or get sheltered employment.

Then we had the opportunity to have a look in the class. The classes are leveled from G up to D, where G stands for lower than 9th grade and D is up to 10th +.

At this point, Deputy manager Ulrich Skytte came in to talk about the finances. The way this is funded:
For every student the center gets money. They are a self governing institution, which means that they are responsible for the money.

Afternoon:
In the afternoon we went to Aspit, a project for young people diagnosed with Asperger. Bodil Hylleberg and Anders Madsen told us about the organisation, the presentation in enclosed under number 5. The target group they work with are young adults between the age of 16 and 26, but at the moment they had student at the age of 15-42. 90% of the students is male and they are all diagnosed with asperger. To be accepted in the programm, they need to have good results in Danish, English and math, a middle to high iq, interest in information technology and the will to develop personally. Classes are small, 5-7 students and there is a lot of individuel education. The education is not only focused at information technology, but also on participating in society. They teach the students about personal hygiene, dresscodes, punctuality, understanding company norms and living on there own. After the presentation we got to meet some of the students, whom were all working behind computers. To encourage them to have some exercise, they have physical activities every wednesdayafternoon. To encourage social skills, they have a social meeting every two weeks on Friday were they can play games, chat, etcetera. The presentation was ended with the saying: everybody is special, and have special needs.

Evening:
We had a lovely dinner with all the other participants at the Koldinghus. This was a really good way of enclosing the week with each other.

Daily Report:
Date: 23 november 2012

Morning:
The week ended were it started. We took off to the University College of South Denmark, were we had breakfast together. Betina Faaburg (school director), Karen Viuff (adult SEN education) and Mona Christensen (social worker) joined us in the discussionpanel. First we were allowed to ask them questions. Most of the questions were about how they are going to achieve the goal of including more pupils. They think that especially the bilingual boys with a different ethnic background will have problems to stay in the system. Karen and Mona think that the pupils have to feel save, and some of them feel safer being excluded. The discussion turned to the subject money. The Danish system spends a lot of money and at the moment they have to save some. That’s the reason they are working with inclusion. Having the children with special needs in regular schools is cheaper than having them in special schools. But is this a good reason?? What is the long term effect of inclusion and/or exclusion and what is the effect of the emotional development of the child? Behaviour of the teacher is more important than the system itself. Important is that you work together with the parents, instead of working against them. Inclusion is a new way of thinking, the system won’t work if people are not satsifide with it. We also took some time to discuss in smaller groups. The main discussion points were:
- there are great ideas, but not enough budget.
- According to people who study leadership the biggest challenge is inclusion and results, for example PISA.
Tove Heidemann finished the project with a evaluation of the entire week and the program. We all found it a very inspiring week!