

Project Daffodil and InClues News

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Daffodil: Dynamic Assessment of Functioning for development towards inclusive learning – **InClues:** European Network for Inclusive and Cognitive Education
 Want to join the INCLUES network and become an associated partner? There is nothing so easy, but important. It costs nothing – only a commitment to work for a good cause – inclusion! Look [here](#) ...how

Editorial

Who is fit enough for school?

Last week I was contacted by an immigrant mother of an 8-year old boy, who was refused to continue in a regular elementary school because of a diagnosis of autism spectrum; after having received a series of tests he was sent to a special school, two hours drive away by a special bus. Despite that his school achievements were only a little delayed. Dynamic assessment revealed that he was in fact a highly gifted child. This school's attitude reflects an underlying conception about assessment and performance, which is deleterious to inclusion. Fifteen years after the groundbreaking Salamanca Conference, supported by the UNESCO, there was a renewal conference this October, again in Salamanca. What we know from the InClues-Network is that in recent years, especially following the ratification of the UN Convention of the Rights of People with Disability, many countries have reformed their laws to ban discrimination on the basis of disability, also in education. This happened e.g. in France, Romania, Spain, UK, Portugal, Czech Republic. A very positive evolution. However, practice is lagging behind; teachers don't feel competent; resources, training & coaching are lacking, not enough use is being made of the available resources in the community; and many times children are denied proper schooling because of low test scores. The latter was a reason to start the DAFFODIL project, aimed at raising awareness in Europe about the issues of pupils' assessment in relation to inclusive education. The testing practice, now a solid part of our culture, grounded in our universities and field practice, was established in the early 20th century with a main purpose of discrimination, to determine "who is fit enough for... (school, war, work, etc.). It generated a whole science and practice. We are hardly aware that it was based on a discriminative, biologicistic, deterministic model. Now, at the beginning of the 21st century, this testing practice appears to be a serious obstacle towards inclusive education. The initiatives presented in this newsletter are attempts to raise awareness and formulate and train alternatives. Still meeting very little support, but they are seeds of what might become strong new directions

-JO LEBEER, Daffodil Project coordinator, Antwerp, 18th November 2009

Daffodil Meeting “Good Practices in Dynamic and Contextual Assessment” Szeged (HU)

International Expert Meeting on “Good Practices in dynamic and Contextual Assessment of Children with Special Needs” 29/11-03/12/2009, hosted by Daffodil partner University of Szeged. The meeting will be in English and Hungarian and is free of charge. During the workshops we will compare innovative assessment approaches, discuss validity and feasibility, in order to make recommendations. [More info.](#)

ICELP Feuerstein Summer School July to be held in Cluj (RO) 4-15 July 2010

From July 4th-15th 2010, the 31st Annual International Workshops of the Jerusalem-based International Centre for the Enhancement of Learning Potential, will be held at the Babes-Bolyai University in Cluj-Napoca in Romania. The ICELP International Workshops introduce educators, psychologists and other specialists to the theory and hands-on practice of Structural Cognitive Modifiability (SCM) and Mediated Learning Experience, as well as the use of dynamic assessment (assessing a child's ultimate potential rather than his/her mere current ability) and Instrumental Enrichment intervention. There is a possibility to request your National Life-Long Learning European Agency for a Comenius/Grundtvig stipend. Deadline is January 16th 2010! More info . [More info.](#)

Daffodil Summer School on “Inclusive, Dynamic Assessment & Coaching” in Evora (PT) in September 2010.

Inclusive education requires new evaluation and assessment practices, which probe more into a child's potential, motivational and learning context, its specific educational needs and how to modify the child towards more effective learning. During the past two years, the Daffodil project has gathered groundbreaking and evidence-based approaches in inclusive assessment and coaching, which will be introduced in this 1 week seminar from 6-11 September 2010. Comenius/Grundtvig Grant requests should be sent via proper application forms to your National Life-Long Learning European Agency before January 16th 2010! [More info](#)

Reuven Feuerstein receives doctorate honoris causa from the Babes-Bolyai University of Cluj-Napoca

On October 15 2009, Prof. Reuven Feuerstein received a doctorate honoris causa from the Babes-Bolyai University of Cluj-Napoca (Kolosvar, Siebenburgen in Romania – together with Angela Merkel -, for his life-time achievement in working for the advancement of disadvantaged children. Feuerstein has done groundbreaking work in developing the theory of Structural Cognitive Modifiability and Mediated Learning Experience and implementing it in the practice of Instrumental Enrichment. Also in the area of Dynamic Assessment of Learning potential (LPAD) and propensity, he did pioneering work, by which many other later systems have been inspired. It is very significant that Feuerstein received this honour from an outstanding Romanian University. Finally, almost 70 years after he fled the country, in which he was born and raised, he is “back” in the sense that his work is academically recognized and considered to be potentially of great help for the benefit of enhancing the learning potential and opportunities of so many disadvantaged children. [Read the laudation](#) by Prof. Szamoskozi, which contains never published biographical data.

Inclusive Assessment recommendations available in all European languages from EADSNE – free



Szeged



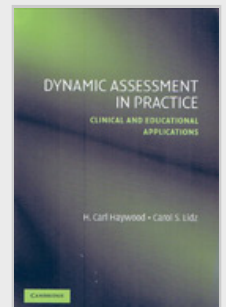
Babes-Bolyai University



Evora University



Prof. Marga(left), Rector of the Babes-Bolyai University, handing over the Doctorate Honoris Causa to Reuven Feuerstein



All EU countries government representatives agreed that inclusive education needs a differentiated system of assessing learners with SEN, taking into account their specific difficulties and needs. Disseminate the "Cyprus Recommendations for Inclusive Assessment" in your school and districts. [Read more.](#)



Works

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New publications on Dynamic Assessment

Dynamic Assessment in Practice (Cambridge University Press 2007 – ISBN 978-0-521-61412-2) is the new book by Dynamic Assessment "veterans" Carl Haywood & Carol Lidz. This book offers an introduction to diagnostic assessors in psychology, education and speech/language pathology to the basic ideas, principles and practices of dynamic assessment. It develops an array of specific procedures which can be applied to clients of all ages in both clinical and educational setting; both basic functioning as well as intra-curricular ways of learning are assessed in a test-intervene-retest approach. An interesting section is on the elaboration of individual educational programming for inclusion. This is exactly what Daffodil needs. More info on www.dynamicassessment.com

Exciting & obligatory reading:

The 3rd issue of Volume 8 of the Journal of Cognitive Education and Psychology (Springer , editor-in-chief David Tzuriel PhD of Bar Ilan University, IL) is dedicated to the theme of Dynamic Assessment : Progress, Problems and Prospects. Various authors tackle the discussion of scientific, clinical and educational validity of different systems of dynamic assessment of learning potential, capacity, processes and why DA still has a marginal dissemination in practice. More info www.iacep-coged.org.

Look at our latest Publications:

www.inclues.org and www.daffodilproject.org