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## Constructing Inclusive coaching

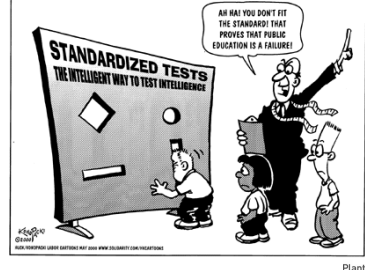
Daffodil winter conference  
"From assessment to intervention to inclusion."  
3-5 february 2010 Östersund Sweden

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**Introduction:**  
Beno Schraepen, social educational care work, lecturer, Plantijn Hogeschool, University college county of Antwerp, Belgium, Incena, research, training, coaching, special education ...



A cartoon showing a teacher pointing to a board that says "STANDARDIZED TESTS THE INTELLIGENT WAY TO TEST INTELLIGENCE". A student asks, "ARE YOU SURE YOU FIT THE STANDARDS THAT PROVES THAT PUBLIC EDUCATION IS A FAILURE?".

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## Educational Context in Flanders 2010

- Culture of segregation
- Not evolved with diversity in society
  - > 1/7 boys drop out without a highschool degree
- Past decade population special schools
  - > ↑ 50% (30000 → 45000)
  - > Majority = children with other cultural background or poor socio-economic status

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(inclusion and diversity are sometimes seen as if it were different things: diversity is for integrating ethnic minorities; inclusion is seen as if it were only for children with disability)

## "Diversity in education is our priority, not inclusion!"

(local council of education in the city of Antwerp)

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## 5 Concept of inclusion in Flanders?

- Unlogical difference between diversity and inclusion which results in:
- Supporting diversity:
  - >Extra resources (SEN-coördinator)
  - >Preventing dropouts
  - >Children with poor socio-economic status, different cultural background, not native speakers
- Supporting inclusion:
  - >Narrow interpretation
  - >Related to children with disabilities in mainstream schools
  - >50 ION-projects

## 6 Educational Context in Flanders 2010

- 15 years after Salamanca
  - >11% of children in inclusive setting
    - In European context at the end of the list
    - Integration but no inclusion
  - >Few Inclusive projects
    - Few children with disabilities in mainstream schools
    - Depends on the efforts from parents, teachers or schools
- Diversity in city schools ↑
  - >Antwerp: 2015 up to 60% children in education from different cultural background

## 7 Educational Context in Flanders 2010

- Support?
  - > Organised in the school
  - > SEN coördinators (teachers)
  - > Supporting pupils and teachers
  - > In regular education
  - > Not het same as support teachers
  - > children guidance centres (CLB)



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## INCENA

- Studycentre on Inclusion and Enablement
- Plantijn hogeschool & University of Antwerp
- > Promoting inclusion and inclusive thinking
- > Stimulating and supporting inclusive processes
- > Act against segregation
- > In domain of education, work, leisure or living in society

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## INCENA & inclusive education

- Creating learning environments
- So that everyone can learn and participate
- Together and from each other
- In a welcoming and caring climate
- Where there is prevention for dropouts
- ...

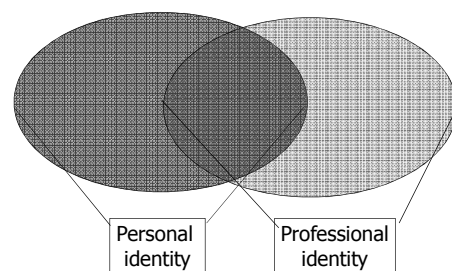
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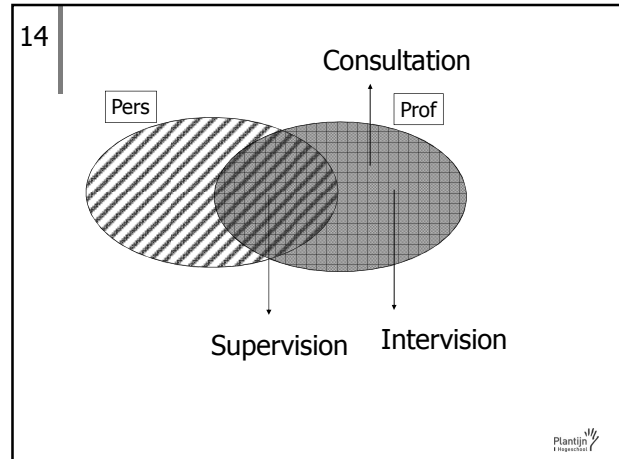
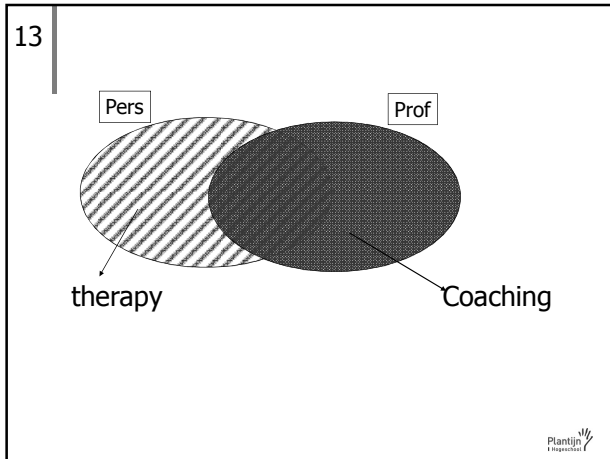
## The concept of coaching

- Training for 2 years in Reflecting learning methods
  - > Coaching, (guided) intervision groups, supervision learning, consultancy ...
- Difference depends on
  - > Focus of the learning method
  - > Who guides
- Focus coaching in education:
  - > First on the competences or skills of the teacher
  - > Second on the teacher as a person
  - > Coach has expertise in education

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## Example: a teachers identity





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### Difference in focus of learning

- Intevision: Professional development (classroom problem)
- Consultation: Professional development linked to a specific demands of the organisation (school vision)
- Coaching: becoming a better professional but the personal interferes (behaviour)
- Supervision: personal learning proces influences the professional and is visible in the professional setting (burnout)
- Therapy: the personal (depression)

*(There are shifts during the sessions but it needs to be clear what the learning needs are from the teacher)*

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### Difference in guidance, organisation and methods

- Coaching:
  - > coach has more expertise in education and learning,
  - > individual or group
- Supervision:
  - > supervisor has expertise in learning processes,
  - > individual or group
- Intevision:
  - > professionals learning from each other,
  - > Group, independent or guided
- Consultation:
  - > professional learning from someone with more experience

*(it must be clear what can they expect from you?)*

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## Coaching teachers

- ideal situation
  - > Individual / group (max 3)
  - > Teachers from different schools
  - > On a voluntary base
  - > Not in the school
  - > 12-15 sessions,
  - > 2-3 hours sessions
  - > ...
- reality
  - > group (max 4)
  - > Teachers from same school
  - > Sometimes not voluntary (send by the schoolboard)
  - > Often in the school
  - > Max 10 sessions,
  - > 2 hours sessions
  - > ...

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## The concept of coaching: the contract

- coach & group members
- Creates conditions for safe learning climate.
  - > What to expect?
  - > How to prepare sessions?
    - Input: Case, problem, learning issue, ... experience
    - Reflection report previous meeting
  - > Evaluation? When and how?
    - Are the conditions there for learning?
  - > Absence?
  - > Privacy?

We're depending on each other for our learning!

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cases



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## I'm sick of it!

I've this group of children in my classroom, they are really problematic. They aren't native speakers ... so they don't understand instructions, I've to explain everything a thousand times ... they are overactive so I've to correct them all the time. They really are making me mad. I'm losing a lot of time also for the other children. I can't keep up with my colleague from the other class, I'm way behind ... I've tried everything ... and I'm sick of it.

It's october the schoolyear is one month old.

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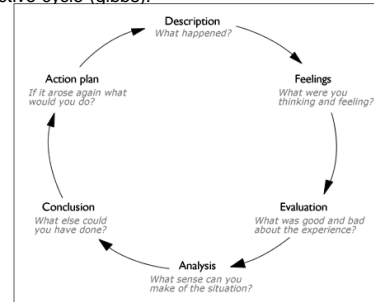
## Why is he in my classroom?

I've this child in my classroom with severe down syndrome. He can't communicate. He's always disturbing the other children, sometimes aggressively. He asks a lot of attention, I've the feeling that I'm always busy with him alone. He doesn't understand me. Why is he here, he'll never attend secondary school, what's the use ... he probably will not learn anything ... I'm not looking forward to this year.

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## Coaching = learning reflective learning

- Reflective cycle (gibbs):



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## Coaching = learning reflective learning

- Method:
  - > Teacher
    - Prepares actual problem, case, writes experience down, own words
    - send it to everybody before the meeting
    - Coach and group members, read and prepare reflective questions (learning proces)
  - > Coach:
    - Guards the reflective cycle during the session
    - Can give input from different frameworks

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## Inclusive Coaching is about creating shifts ...

- The focus on the pupil into ... the focus on the teacher
- Disorder related problems into ... barriers for learning and participation
- Problems into ... challenges
- What goes wrong ... what works well
- Self-destructing prophecys into positive self-fulfilling prophecys
- What does the child need ... into what do we both need
- Working individually into ... working together
- From a perspective about the child into ... the perspective from the child
- ...

- Based on the index of inclusion (Bristol)

## 25 Inclusive Coaching is about creating shifts ...

- Causal thinking into ... systems thinking
- The feeling of incapability into ... capability
- Teaching as a profession into ... personal mastery
- They have to learn into ... what can I learn from them
- He doesn't learn into ... you can not not be learning
- Taking assumptions for granted into ... questioning the obvious
- A monologue to into ... a dialogue with the child
- Individual approach into ... a team approach
- What must I do? Into ... why?
- Keeping the learning for myself into ... sharing learning effects
- ...

- Based on learning organisations (Peter Senge)

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"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

How a child becomes visible in a hierarchical bounded relationship? ...

In a relationship subjugated by teachers authority, knowledge and power they only become visible when they are defined as troubled or troublesome.

## 27 ... is about creating shifts in teacher-student relationship

- Introducing the children rights framework
- towards participation in decision-making processes not replication of ...
- from communication to expression
- From thinking within control toward ... trying to think from within confusion ...
- From professional distance towards ... entering the contact zone
- Towards giving fewer order words
- The fear of losing control
- ...

- Based on the philosophical concepts by Deleuze, Derrida, Foucault

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Cultural dominance of middle-class norms prevail in middle-class schools with a teacher teaching toward those standards and with students striving to maintain those standards. (James Coleman)

## 29 ... is about creating shifts in school spaces

- Towards creating their own environment instead of stepping into an prepared environment
- Handbook learning towards ... experience-based learning
- Free the overcrowded curriculum from too many obligations
- attack the rigid spaces of schooling so it can lead to new ways of thinking and acting (deterritorialization)
- Letting escapeways open instead of being in control of everything
- About rescuing education from the 'tyranny of the technical' which has locked teachers in impossibility and exclusion towards ...
- unlocking possibility to think radically outside the frame
- ...

- Based on the philosophical concepts by Deleuze, Derrida, Foucault

## 30 is learning based or structured on a proud sprouting tree-model or on some fuzzy chaotic grass-rhizome?



## 31 ... is about creating shifts in vision on learning

- Changing the perspective from the classic tree structured learning towards rhizomic learning
- Instead of the quest for certainty, closure and outcomes in education ... standing open for the search of the undecidable, the incalculable, ... in which learning can't be predicted
- From "Do as I do" (reproduction) towards "Do with me" (emits development)
- Give the learning back to the child
- Open learning systems instead of closed
- ...

- Based on the philosophical concepts by Deleuze, Derrida, Foucault

## 32 What makes coaching powerful

- Teachers have a place where
  - ... something is done about their concerns what goes beyond complaining against colleagues
  - ... people actually are listening and help then analyse en come into action
  - ... there is time to fade into educational problems
  - ... they are with people with the same background
  - ... and guided by someone with expertise in education
  - ... who are fully interested and will do their best to support
  - ... so they can go back the day after to the classroom with new perspectives
  - ... which can be discussed next week

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### to summarize

- This coaching model is not about
  - > giving solutions or to prescribe how it must be done
  - > correcting the teacher which creates dependency from the coach
  - > how to deal specifically with disabled children in the class
  - > Assessing children with learning difficulties
- This coaching model is about
  - > helping to create teachers their own solutions
  - > learning, introducing tools to do so, in an independent way
  - > becoming their own and each others coach
  - > developing teachers and becoming better professionals
  - > Assessing the teacher and the learning context

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### Some final thoughts

Inclusive coaching is about deconstructing the thinking about the educational practice and from within schoolsystems

not to reconstruct and make the same errors

but to break it open and find new ways.

**Thank you !**

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### Literature which inspires

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  - Sieggers, F. (2002). *Handboek supervisiekunde*. Houten [etc.]: Bohn Stafleu Van Loghum.
- And everything about methods for reflecting learning : coaching, supervision, intervision ...