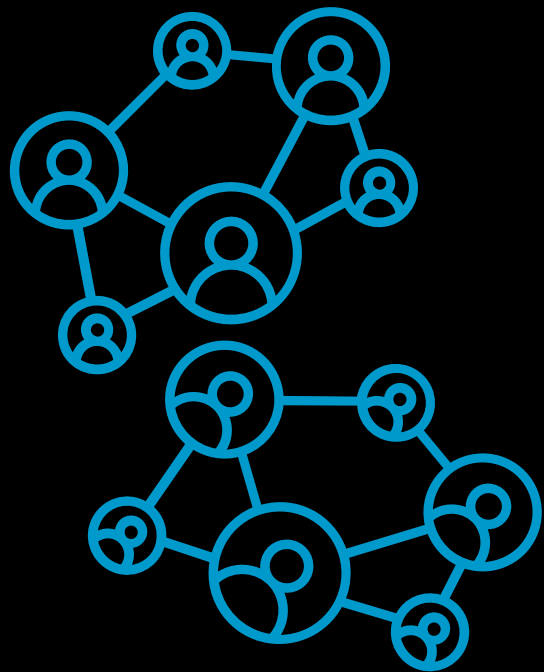




UNIVERSITY OF TWENTE.

EFFECTIVE COLLABORATION FOR INCLUSION

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Effective collaboration challenges

- Collaboration *within* our team and organization
 - Process
 - Factors, e.g., shared goal, leadership
- Collaboration with *others outside* our *direct* context, e.g. healthcare, municipality
- Leadership for inclusion

Why collaboration in professional learning communities and networks for inclusive education?



Collaboration: a main factor of effective professional development



Educators' research capacity (e.g., to conduct pedagogical analysis): essential to solve complex education problems



Professional learning communities (PLCs) and networks (PLNs):

- approach to apply pedagogical analysis
- using practice-based research
- to achieve outcomes for children

Hva er viktigst for godt samarbeid?

Think about an example of effective collaboration in your own context.
Please discuss with your direct neighbour: what does this look like?

Please summarize what you both think is most important for effective collaboration

Process and factors in PLCs and PLNs

Collaboration



Reflective professional inquiry



Shared goal



Knowledge sharing



Leadership



Process and factors

Collaboration



Vangrieken et al (2015): Teams, communities, networks....communities of practice, professional learning communities, learning groups, critical friends groups.....

Process and factors

Collaboration



Vangrieken et al (2015): Teams, communities, networks....Communities of practice, professional learning communities, learning groups, critical friends groups.....

Little (1990): storytelling and scanning for ideas; aid and assistance; sharing; joint work

Process and factors

Collaboration



Vangrieken et al (2015): Teams, communities, networks....Communities of practice, professional learning communities, learning groups, critical friends groups.....

Little (1990): storytelling and scanning for ideas; aid and assistance; sharing; joint work

Vangrieken: “joint interaction in the group in all activities that are needed to perform a shared task” => ‘deep enough’; “(observe and) discuss practice, evaluate it, and reflect upon it with colleagues”

Process and factors

Reflective professional inquiry





Main aspects of collaboration in reflective professional inquiry

- What is the current situation and how would we like this to be => for children
- Why is the current situation like this?
- How can we change this situation for the better?
- To that extent have we been successful?

The Pedagogical analysis model



(Nordahl, 2016)

Process and factors

Shared goal => focused on child



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Process and factors

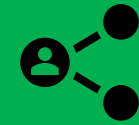
Shared goal => focused on child

- Team?
- beyond team?
- concrete?
- measurable?



Process and factors

Knowledge sharing



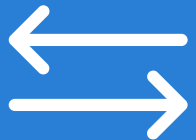
Crossing bridges– the larger picture

Akkerman & Bakker (2012)



Identification:
“them”/“us”; “here”/“there”

- Norms and values in your own organization, expertise
- how are we different? (and similar)
- “For us XX....is important”.



Coordination: dialogue, ‘tuning’ to be able to continue with the work (e.g., we both need to contribute to a report - even if we don’t really agree about the content); making agreements, using formats and tools to work together

Crossing bridges– the larger picture

Akkerman & Bakker (2012)



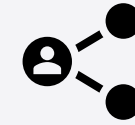
Reflection: Looking at each other's practice from each other's perspective: what can the other add to our common goals?

Learning from each other, understanding, contributing to each other's learning



Transformation: changed practice, together, to really innovate and achieve your shared goals

Knowledge sharing



Crossing bridges – the larger picture

In different ways: not only in writing, interactive

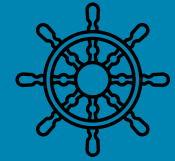
Important to consider and plan from the start

Not only about results, also about goal and process

Who in your school, organization can support this well?

Factors important for PLCs and PLNs

Leadership



Leadership for collaboration to achieve inclusive education

- **Distributed leadership:** not only formal (school) leaders, but also other staff
- Coherency in vision and policy, and community/network purpose (Tappel et. al., 2023)
- => for all organizations/professional contexts involved

E.g., lack of an **inclusive** organizational climate:

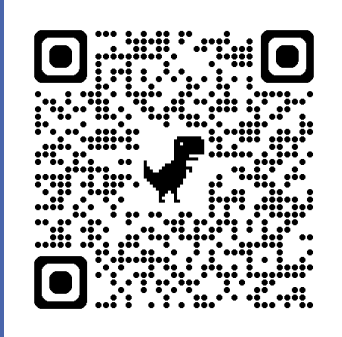
There's a big difference between saying: "You can choose between playing football, running around in the gym, or, uh, lying on the couch," and saying : "let's do some math now".
(Teacher focus group quote in Verheijen-Tiemstra et al., 2023).

- Inclusion not only for the children, but also staff => **inclusive leadership** (Verheijen et al., 2024)

Inclusive leadership for interprofessional collaboration

- Facilitating belongingness, e.g.:
 - support individuals as group members for all staff (e.g. creating opportunities to meet also informally)
 - Be a role model (e.g., also brief informal conversations)
- Indicating value of uniqueness, e.g.
 - Help staff to fully contribute
 - Encourage diverse contributions
 - includes creating a safe environment with respect for different professional backgrounds

INCLUSIVE LEADERSHIP



Organizing and (re-)designing the organization



Managing the teaching and learning program



Understanding and developing people



Organizational structures and social-cultural interactions



Inclusive leadership for interprofessional collaboration

- Facilitating belongingness:
 - support individuals as group members for all staff (e.g. creating opportunities to meet also informally)
 - Ensure justice and equity (e.g., employees from different sectors are treated with equal respect)
 - Organize participation and information sharing for staff from different sectors, organizations
 - Be a role model for belongingness (for supporting good social relationships between staff from different sectors/organizations)
- Indicating value of uniqueness, e.g.
 - Help staff to fully contribute
 - Encourage diverse contributions
 - Be a role model for valuing uniqueness (e.g., showing as a leader to have appreciation from others' professional uniqueness)

Thank you!

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