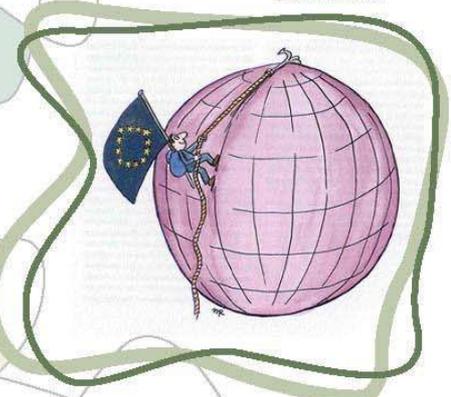




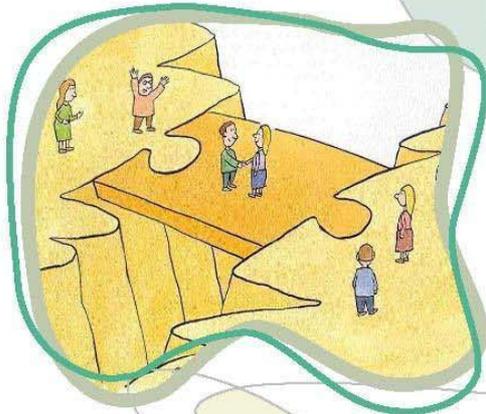
Teachers...

Learners...

Educational Consultation European Comenius Course



Exchange ... Cooperation



Cooperation between Teachers and Consultants

A Partnership of
Learning Support Teams from:

- * Leuven, Belgium
- * Kiel, Germany
- * Aberdeen & Norfolk, UK
- * Karmøy, Norway

Ostend - Belgium
April, 23-29, 2005



Support

The Consultation Project
Supporting teachers through cooperation, to empower their problem-solving capacity,
coping with special needs situations where they occur.

Summary

The finite aim of this project is the organisation of European training courses on 'consultation'. Consultation is defined as a collaborative approach to service delivery between support personnel and teachers. This approach is considered as the most effective for the implementation of an **equal opportunities policy** in schools, a vital contribution to **social cohesion** in an **inclusive school and society**. The theme is in line with the evolution from a traditional expert/deficit/referral model of guidance, to a model of **constructive shared cooperation** of all involved partners, within the school and the social context of the learners, and this in the general frame of policies aiming at equal opportunities, social cohesion and inclusion.

The project is also in coherence with an **innovative and challenging vision on education**, which is valuing and endorsing pupil support as an integral part of the role of every teacher, so increasing the problem solving capacity of the consultation seeking teachers, promoting partnership and networking as an approach to pupil problems. It also contributes to personnel well being and better interpersonal relationships in schools, often endangered when schools are facing problem situations.

The **strong points** of this approach are: increasing the effectiveness of support activities in schools, preventing problems and helping to solve them where they occur, improve the expectations of the education partners: pupils, teachers and their parents, ameliorate the teachers' and parents' perceptions of support personnel.

The **goal groups** are staff members of support services, and support teachers, in- or outside the school, in charge of any form of support for pupils and teachers, coping with special needs in a broad sense. The training seminars will invite a **mixed group** of teachers and support personnel, with the aim to focus on the collaboration between these actors, especially when they are confronted with special needs situations in the mainstream classroom.

The **course curriculum** contains (1) knowledge of the methodology and the effects of a consultation approach to support, (2) awareness of difficulties which arise from traditional support delivery practice, (3) discovering resistances which can develop in school systems when implementing a consultation approach, (4) learning more effective skills and methods for an effective collaboration.

Project activities will be characterised by active learning by all partners and participants during the preparation period, during four local seminars in the partners' countries, and during the final international course. Participants will be requested to study a reader with relevant information about the theme before the start of the course. An information pack on the existing developments in the partner countries will be provided on the internet. Reflections by experts as well as a synopsis of ongoing scientific discussions will form an integrated part of this ICT-information pack. In view of the collaboration in international working groups, each participant will be asked to describe his/her professional situation, experiences and expectancies, for the information of the other participants.

During one or two intensive courses of one week, lectures and video presentations will be given by experts from the four countries of the partnership. The most important innovations will be described, analysed and evaluated. Good practice will be visited, so to give ample opportunity to discuss the issues with colleagues at the workfloor, and with concerned key persons, e.g. parents of pupils with special needs, notably learning and behaviour problems. During international working group sessions participants will be invited to compare and analyse the innovations discussed with those in their own country.

Intended outcomes are: (1) exchange of experience and resources concerning consultation methods in pupil and teacher guidance, (2) exploring and coping with hesitations and resistances among more traditionally working colleagues concerning changes in consultation practices and methodology, (3) a handbook of good practices in consultation, (4) an elaborated curriculum for a training seminar on consultation, (5) detailed modules for use in the pre service training of teachers and consultants. At the end of the project period the participants will be invited to take part in a discussion group on the INTERNET with the aim of continuing the process of ongoing professionalisation.

The project and the course will gain profit from extensive and **practice-based experiences** by the partners in the four countries, and the evaluations which they have undertaken. Also the innovative good practice reports issued by the most significant European and World organisations dealing with the theme will form an integral part of the curriculum.

Introduction to the Reader

COMENIUS Action

Within the SOCRATES Programme the overall objective of COMENIUS is to enhance the quality and reinforce the European dimension of school education.

COMENIUS seeks to help those learning and teaching in schools to develop a sense of belonging to a broader and outward-looking European community - a community characterised by diverse traditions, cultures and regional identities, but rooted nevertheless in a common history of European development.

The CONSULTATION Project

This publication is one of the outcomes of the SOCRATES Comenius 2.1 project 106170-CP-1-2002-BE-COMENIUS-C21 : **Consultation: Raising teachers problem-solving capacity through support-by-cooperation. A contribution to the inclusion process in every school.**

The CONSULTATION Project is a three-year European Comenius 2.1 Project mainly developing an in-service education course open to all European teachers, head teachers, advisers, teacher trainers, and special educational needs support counsellors.

Basic aims and objectives

In each of the four collaborating member states different approaches of supporting pupils with Special Educational Needs in regular education have been developed recently, which could be of great professional interest for teachers and support staff in the field in Europe.

The CONSULTATION project started to find answers to the following questions:

- Why were innovative choices about consultation made in the four different countries?
- What works and what doesn't work properly?
- What will happen in the near future?
- What do teachers, parents and the support staff members feel about these innovations?
- Which conclusions can be drawn in terms of good practice for all actors throughout Europe?

The CONSULTATION project will offer serving teachers a programme of study through which they will acquire specific knowledge, understanding, skills and attitudes. The programme is aimed at serving teachers throughout the European Union, and associated countries, who are interested in current innovations in practice and theory of special educational needs support for pupils with learning and behavioural difficulties in regular education.

Project Development

This project is being developed over a three-year period of collaborative work conducted by a team of colleagues from Belgium, Scotland, Germany and Norway. The team has experience of different aspects of Special Educational Needs Support provision, from support services, schools, to higher education institutions, local authorities, and national advisory groups.

Three development meetings have taken place in year one of the project with a prime objective of identifying the key issues which currently need to be addressed by the project. Three development meetings in each of the succeeding two years of the project are also planned. Each of the planned meetings already has an identified objective and in the first year the project development team has researched the field and through subsequent discussion identified the key papers for publication in this reader. A greater number of papers than those found in the reader were identified and read by the project team as a whole and each paper was evaluated by the whole team together. A consensus was arrived at by the project team with regard to the content of the reader.

In the second year of the programme the project team will work with an expanded group of colleagues at the national level in the four participating countries and in addition will deliver an International Conference. This work will involve the sharing of experiences by participants in each of the national groups and will result in the setting up of international working groups with identified tasks. The purpose of these activities is to develop and refine the intended international course which is the subject of the project.

In year three of the project there will be a second international conference which will be supported by the national working groups. By this stage it is intended that participants will have developed reflective journals and identified projects on SEN innovations which will be able to be developed and shared. It is intended that small-scale action research projects will be encouraged and will be reported on at the second international conference. During this intensive course programme of one week, lectures and video presentations will be given by experts from the four countries concerned (Belgium, Scotland, Germany and Norway). Schools and Support services will be visited. During those visits there will be ample opportunity to discuss the issues mentioned with colleagues, notably in the area of learning and behavioural problems.

During a final workshop conclusions for good practice will be formulated by the lecturers together with the participants. These will be based on the presentations, lectures, visits and discussions.

At the end of the project period the course participants will be invited to take part in a discussion group on the Internet with the aim of continuing the process of ongoing professionalisation, started during the week of the course.

The Reader

This reader is part of the course development materials within the Comenius in-service education course. It is not an in-depth theoretical work but a practical small-scale, professionally focused study of current key issues in Special Educational Needs Support as identified by the project development team.

The reader is divided into the key sections of the actual debate on support delivery: Basic concepts and theories, Motivation, Methods and Implementation aspects. The papers included in this reader have been compiled from a variety of sources and the authors represent a truly International perspective.

Participating teachers will be requested to study this Reader with relevant information before the start of the course. They will also be provided with an information pack on the internet concerning support concepts and -delivery currently existing in the four countries. Reflections executed by experts as well as a synopsis of ongoing scientific discussions will form part of the ICT information pack.

Furthermore each participant will be asked to describe her/his professional situation for the information of the other participants in view of the planned collaboration in international working groups. Participants will be invited to compare and analyse the educational innovations discussed with those in their own country during international working group sessions.

READER : CONTENT

- The Comenius Project on Educational Consultation: Summary
- Introduction to the Reader

BASIC ARTICLES

- Benyamini Kalman, The four clients of the school psychologist, 6 pp.
- Meijer, W., Educational Consultation. Discussing pupils in a professional way, 6pp.
- McHardy, Carmichael & Proctor, School consultation. It don't mean a thing if it ain't got that swing, 13 pp.
- Dens, Bogaerts & Vercammen, Educational Consultation: Effective cooperation between teachers and consultants, 6 pp.
- Wagner, P., Consultation: developing a comprehensive approach to service delivery, 8 pp.
- Munthe & Midthassel, Peer learning groups for teachers. A Norwegian innovation, 9 pp.

OTHER SUBSTANTIAL ARTICLES (see the full version)

- Porter & Stone, The inclusive school model: a framework and key strategies for success, 5 pp.
- Van Ham, P., e.a., Implementing a working group on pupil counselling at the school level, 12 pp.
- Meijer & Smit-Wimmenhove, How do we perceive educational consultation?, 5 pp.
- Spiess & Winkler, Helping people to become better problem solvers: a constructivistic and solution focussed process model of consultation, 6 pp.
- Reiser, Willmann, Urban & Sanders, Different models of social and emotional needs consultation and support in German schools, Hannover, 12 pp.

FURTHER READING

- Meijer, Pameijer & van Beukerink, Educational Consultation and Action Oriented Diagnostics: Implementation and Guidelines for choice, 11 pp.
- Deissler, K., Dialogs in conversation. The social construction of reflexive process within therapy and consultation, 17 pp.

Reading Guide for Reader on Educational Consultation

		WHY ?	THEORY	HOW ?	HOW ?	IMPLEM.
			basics	general	specific *	**
	Basic articles: to read before course start					
1982	BENYAMINI, The four clients of the school psychologist				PGS	
1996	MEYER, Discussing pupils in a professional way				P	
1998	McHARDY, e,a, School Consultation, it don't mean a thing, if ...					
1999	DENS, e,a, Educ. Consultation, effective co-operation...					M
1999	WAGNER, Consultation: developing a comprehensive approach...					
2004	MUNTHE & MIDTHASSEL, Peer learning groups for teachers				GS	
	Other Substantial articles					
1996	PORTER, The inclusive school model				S	
1998	VAN HAM, e.a., A working group on pupil counseling				S	EO
2001	MEYER, How do we perceive educational consultation?					E
2003	SPIES-WINKLER, Helping people to become better problem solvers				P	M
2003	REISER, e.a., Different models				PGS	CO
	Further Reading					
1998	DEISSLER, Dialogs in conversation				P	
2001	MEYER, Educ. consultation and action oriented diagnostics					MC
	* Specification as to application level					
	P : individual pupil level					
	G : group level					
	S : school level					
	** Specific items					
	M : methodological					
	E : evaluation					
	C : comparative					
	O : organisation/structures					

Questions / Using the reader

WHY ?

Before

1. Why are you interested in consultation?
2. Are you looking for a way to improve your current practice?
3. What do you see to be the main purpose of school support services?

After

1. After reading these articles, does this inspire you to improve your current practice?
2. Have your ideas about the purpose of school support changed? If so, in what way?

THEORY

Before

1. What theoretical frameworks (psychological models) influence your current thinking on consultation?

After

1. What are the assumptions of consultation?
2. How do these models/frameworks compare to your current models/frameworks?
3. If you had to summarize consultation in 3 or 4 words, what would they be?

HOW ?

Before

1. What kinds of problems can we deal with in EC?
2. How would you describe your own way of working?

After

1. How does your way of working compare with other approaches (similarities and differences)

IMPLEMENTATION

Before

1. So far, how did you go about developing your way of providing support?

After

1. Which ideas do you now have to improve your work?
2. How can you share and implement these ideas within your environment?