"Self-Evaluation of the quality of inclusion/integration: tools and methods to implement monitoring and organization development in the school system "

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DESCRIPTION OF S.A.Qu.I PROJECT

- Origins of the project

- Theoretical Background

- Aims and Objectives

- Organization Development

- Main tools and instruments:
  - Self-Evaluation Manual
  - Peer Review ⟶ training for visitors/facilitators, visit, final report

- Evaluation of outcomes

- Proposal for S.A.Qu.I. project

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MAIN CRITICAL POINTS FOUND

- Lack in specific training
- Poor appreciation of the special needs teacher

  ➡ *drop out*

- High turnover of special needs teachers
- Lack in the documentation of the experiences and in the evaluation of interventions
- Poor collaboration with local institutions and associations
- Teachers' attitude of dependency from indications and definitions given by health operators

WHICH INTERVENTION?

SAQuI PROJECT

The project doesn't simply consist in the realization of an instrument of analysis for the quality of integration (self-evaluation manual) but it also has, in the intentions of the team leading this project, the function of "Organization Development".

BASE IDEA

The idea of the project group was to realize an intervention model for the development of an inclusive culture, that could promote the development of human resources and could be contextualized in a specific territorial dimension. Intervention to be realized through a bottom-up action starting from the context of present policies, practices and cultures.

ORGANIZATIONAL DEVELOPMENT

The theory:

- System Theory

– Ecological Model

- Organization Development

The methodology:

- Action-Research

The work tools:

- Quality Intervention Methods

SOME KEY CONCEPTS

- Dedicated Professional and Social Resources

- Training (especially In-Service Training)

- Benchmarking

- ICF Model

CONCEPTS SEDIMENTATION

INCLUSION

SPECIAL EDUCATIONAL

NEEDS

ICF

INTEGRATION

WORK HYPOTHESIS

It is possible to obtain a productive change towards certain objectives in a complex organization, such as all the schools of a school district, through Action-Research and simplifying tools such as the Manual and the Peer Review.
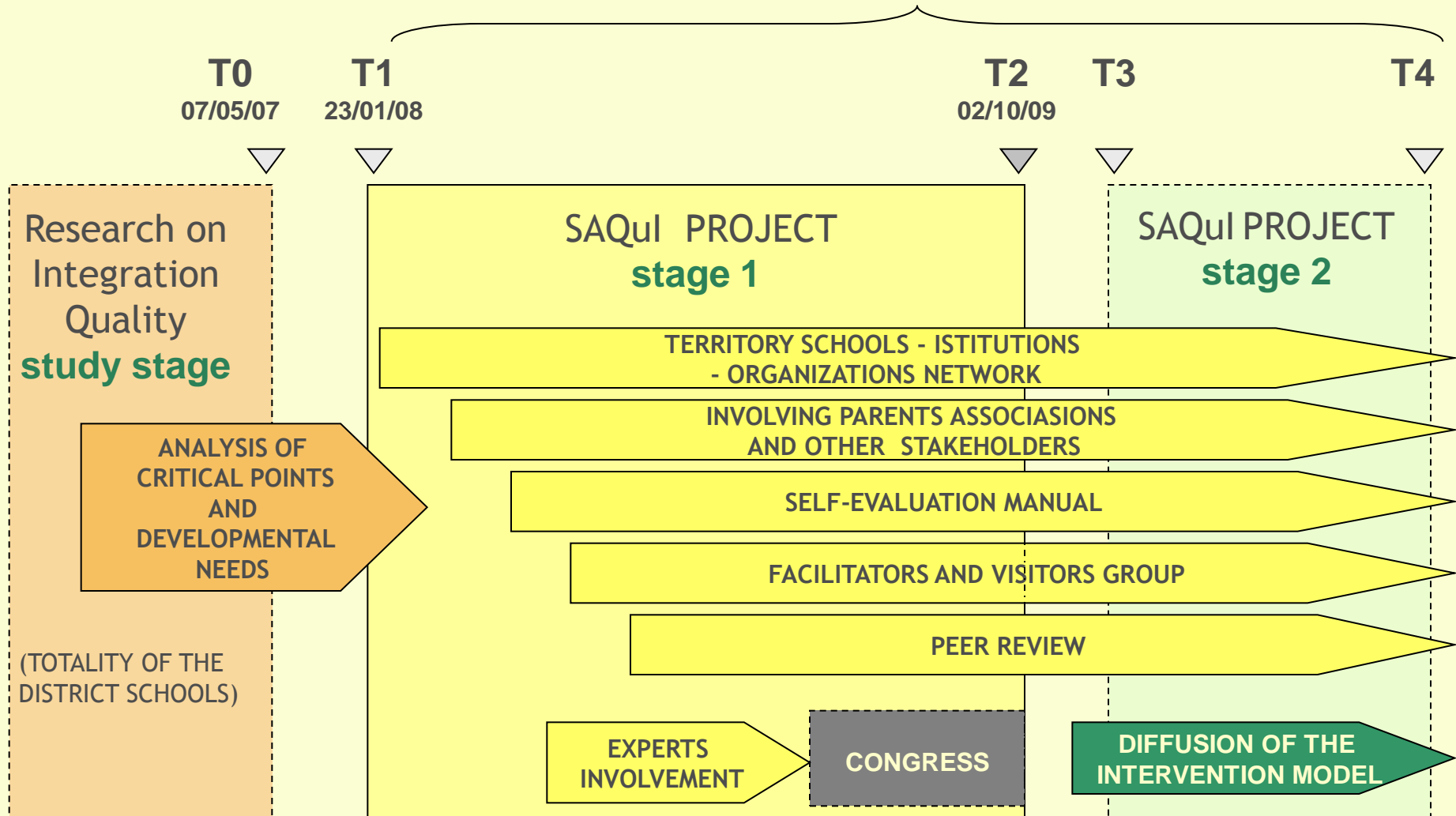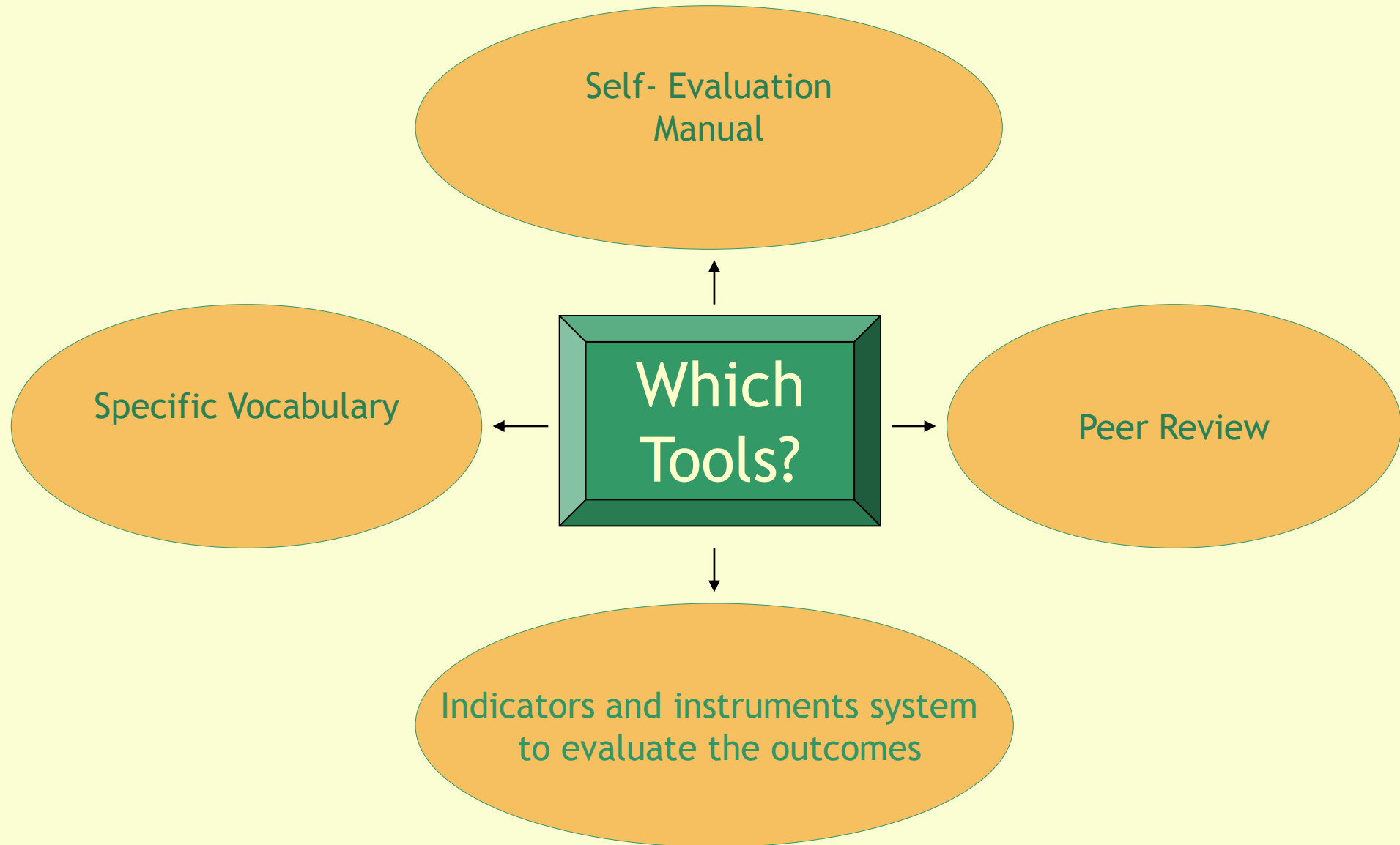
AIMS AND OBJECTIVES

- To promote the appreciation of people and their professions (empowerment);
- To encourage communication between people, professional figures and subsystems, which are quite often isolated;
- To spread best practices both for professional practices and organizational procedures
- To promote, through innovation and attention to organizational processes, the development of a culture directed towards the centrality of the pupil and his family
- To promote the development of a culture directed towards the evaluation of results and towards the introduction of more evolved models of the concept of integration/inclusion having a multidimensional and multi-stakeholder vision.

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ACTION-RESEARCH

ORGANIZATION DEVELOPMENT

ACTION ON ORGANIZATIONAL CULTURE

T0	T1		T2	T3	T4
07/05/07	23/01/08		02/10/09		

Research on Integration Quality
study stage

(TOTALITY OF THE DISTRICT SCHOOLS)

ANALYSIS OF CRITICAL POINTS AND DEVELOPMENTAL NEEDS

SAQuI PROJECT
stage 1

SAQuI PROJECT
stage 2

TERRITORY SCHOOLS - ISTITUTIONS - ORGANIZATIONS NETWORK

INVOLVING PARENTS ASSOCIASIONS AND OTHER STAKEHOLDERS

SELF-EVALUATION MANUAL

FACILITATORS AND VISITORS GROUP

PEER REVIEW

EXPERTS INVOLVEMENT

CONGRESS

DIFFUSION OF THE INTERVENTION MODEL

Self- Evaluation Manual

Specific Vocabulary

Which Tools?

Peer Review

Indicators and instruments system to evaluate the outcomes

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What do we need to build an integration quality self-evaluation system?

- Define a requirements Manual

- Establish basic criteria to evaluate requirements satisfaction

- Design a vocabulary with detailed definitions of the basic technical terms to be shared (to build a common language)

THE MANUAL

1. A 'MAP' TO GUIDE US THROUGH THE SYSTEM USING A SHARED MODEL

2. A 'CODE' TO UNLOCK COMPLEXITY

3. AN INSTRUMENT FOR ORGANIZATIONAL AUDIT

THE MAP (AND THE TERRITORY)

Having a map (built together by the people directly involved) which implies the construction of a shared model of service for integration and for interventions on special educational needs.

At the same time the basis for an inclusive vision are laid out, designed using parameters decided by school professionals with the stakeholder's contribution.

THE SELF-EVALUATION MANUAL

MANUAL CONSTRUCTION

Teachers, head-teachers, health service operators, parents associations representatives and experts all contributed to the elaboration of the manual. Its elaboration derives from a long-lasting work of collecting bibliographic material and analysis of proven experiences.

THE SELF-EVALUATION MANUAL SOME CHARACTERISTICS

- Changeable in time (times of revisions and checking must be defined)

- Some of the requirements defined in the manual can be chosen as targets to improve the quality of integration

The Self-Evaluation Manual was designed as a complementary instrument to Index For Inclusion, not as an alternative to it. It's the product of a sharing and mediation between the professionals that designed it and it's linked to the context and the environment in which it is used.

REQUIREMENTS

They indicate things that must be present or must have been done: they are also called "indicators" or "standards".

BASIC ASSUMPTIONS FOR THE DEFINITION OF THE REQUIREMENTS CONTAINED IN THE MANUAL

- Family and pupil are the centre of the issue
- Attempt to reconcile and give coexistence to integration, special educational needs and inclusion models.
- Responsibility diffusion
- Professional development and recognition
- Centrality of organization and interpersonal communication (evident and not evident)
- Development of reading capacity and organizational processes governance

- **Multi-Stakeholder** vision
- Implementing planning and evaluation of the interventions
- Introduction of **specific methodologies** for the choice, definition and management of the planned activities
- Attention to **the emotional and relational dimension** of the organization
- **Networking** within and between institutions, based on a territorial vision
- **Cooperation** on the diffusion of competences and best practices

GROUPING THE REQUIREMENTS

1. Specific financial resources management
2. Personnel management
3. Physical environment, accessibility and furniture
4. Equipment and tools
5. Organization and planning
6. Educational and individual planning
7. Pupil evaluation
8. Management of institutional meetings to achieve integration
9. Participation
10. Continuity
11. Documentation
12. Informative system
13. Training
14. Library and software collection for specialized didactics
15. Researches and publications
16. Risk management
17. Territorial integration
18. Relationship with families
19. Liaising with the Health Service
20. Liaising with volunteers and family associations
21. Liaising with the local services
22. Pupil, family and stakeholders satisfaction
23. Personnel satisfaction
24. Adozione del modello bio-psico-sociale ICF
25. Promozione di una cultura inclusiva

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SCORE SCALE

0 = nothing or almost nothing is done, and no concrete projects exist to satisfy the requirements

1 = a written plan to satisfy the requirements exists

2 = requirement partially satisfied but not completely acceptable

3 = requirement acceptably satisfied

4 = requirement more than acceptably satisfied

5 = requirement satisfied in an excellent manner

NC = requirement not agreeable

NP = requirement not pertinent to the examined organization

- Explanations for some requirements are specified in brackets.

- Under some of them there is an explanation of the criteria used for scoring. 3 = requirement acceptably satisfied

  Where not specified, you can refer to the "Self-Evaluation Instructions", at the beginning of the Manual.
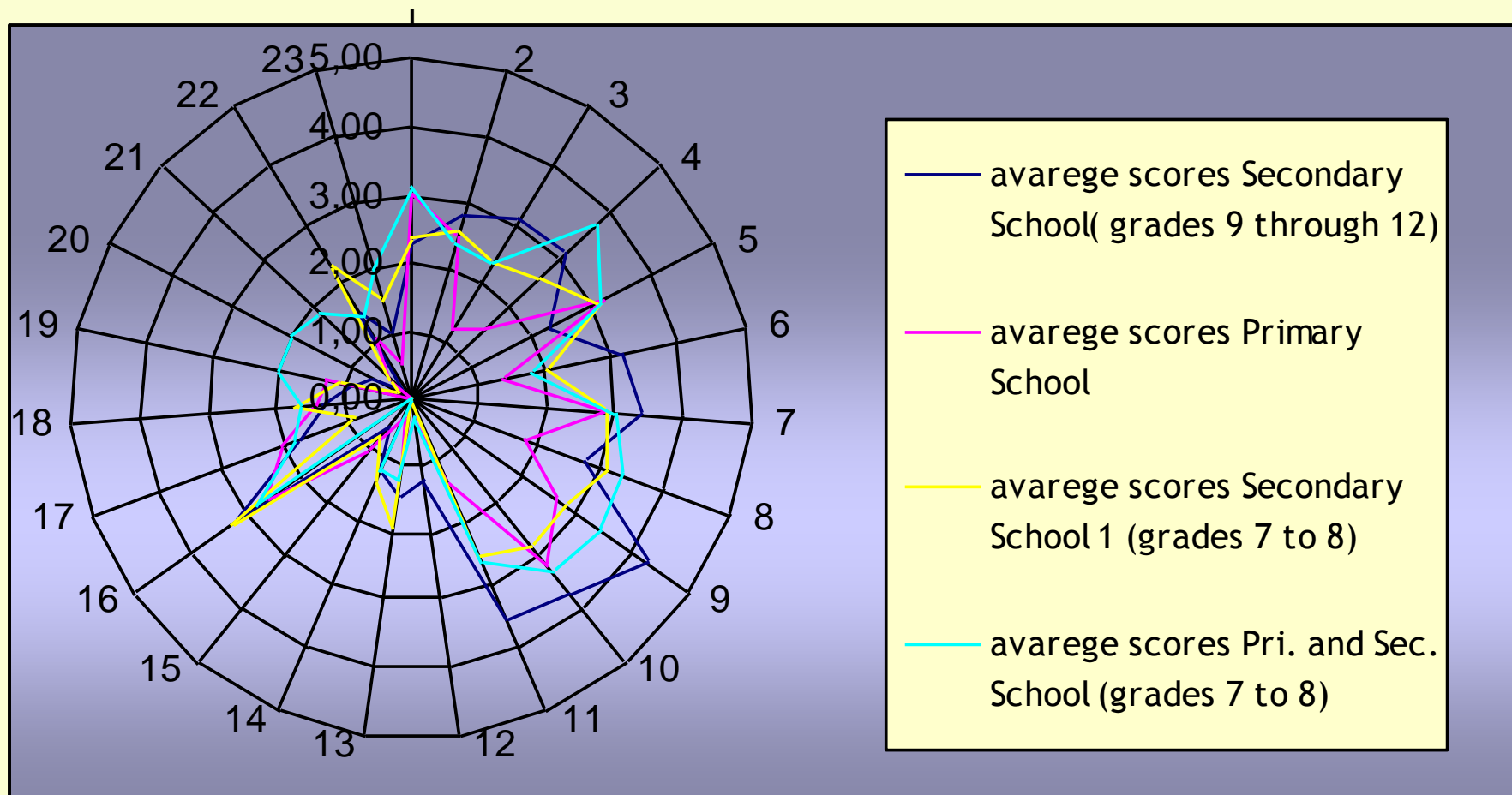
PRACTICE/PROCEDURES

- For practice we mean those practices, not formalized by specific documents, known, used and shared by the majority of professionals involved in a specific section of the practices implemented within an organization.

- For procedures we mean (written) formalized models of organizational processes of which actions, actors, times and outcomes are defined. They are verified periodically and if necessary modified.

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RESOLTS OF A RESUMPTIVE TABLE

	Areas	Avarage scores
1	Specific financial resources management	2,28
2	Pessonnel Management	2,77
3	Physical Enviroment	3,06
4	Equipment and tools	3,08
5	Organization and planning	2,28
6	Educational and individual planning	3,15
7	Pupil Evaluation	3,37
8	Management of institutional meeting to achieve integration	2,69
9	Partecipation	2,2
10	Continuity	3,7
11	Documentation	3,5
12	Informative System	1,2
13	Training	1,42
14	Library and software collection for specialized didactics	1,14
15	Riseaches and pubblication	0,5
16	Risk management	3,1
17	Territorial Integration	1,71
18	Relationship with families	1,28
19	Leasing with Health Servivce	0,83
20	Leasing with volonteers and family associations	0,6
21	Leasing with the Local Services	0,2
22	Pupil, family, and stakeholders satisfaction	1,43
23	Personnel Satisfaction	1

AVARAGE SCORES OF THE 23 AREAS IN 4 SCHOOLS

Legend:
- avarege scores Secondary School(grades 9 through 12)
- avarege scores Primary School
- avarege scores Secondary School 1 (grades 7 to 8)
- avarege scores Pri. and Sec. School (grades 7 to 8)

PEER REVIEW
(EXCHANGE OF VISITS BETWEEN PEERS BASED ON CONSULTANCIES OF AN ADVISORY NATURE)

PEER REVIEW

It' s an Exchange of mutual advice visits with the intent of:

- sharing with colleagues belonging to other schools the strengths and weaknesses of one's own method with the purpose of comparing the work to a standard model born from the requirements as reported in the manual (also focusing together on problem solving and setting a common standard)

- Identifying and underline new tactics and solutions and, most of all, share them with others

All this should be done in the spirit of mutual support and collaboration, and not with an inspective purpose. It's the organizational processes that are compared and analyzed, non the single people involved.

WHICH OPPORTUNITIES?

- Innovation, building and diffusion of new management solutions and ideas about projects
- Training (mainly self-training)
- Empowerment (involve others and praise other's ideas)
- Avoidance of self-reference
- Building a network of schools
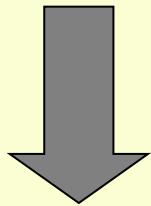- Exchange and documentation of the various experiences

- Visitors go to learn

- The visit is a useful exchange for learning (osmosis of best practices)

- Peer Review and Self-Evaluation mustn't promote homologation
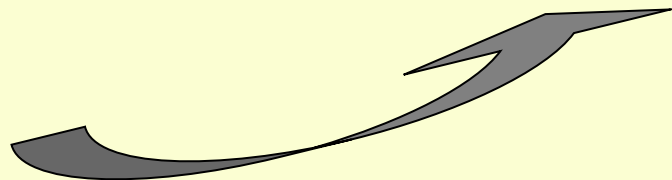
PEER REVIEW EXPERIMENTATION
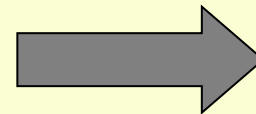
1)Training for
facilitators/visitors
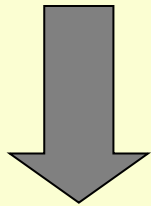
2) Self – Evaluation
and Visit
Phase 1 and Phase 2

3) Post-Visit

4) Improvement

Interventions

5) Manual
Review

TRAINING FOR FACILITATORS AND VISITORS

# FACILITATORS

Facilitators represent a key-figure in the Peer Review programme.

Functions of facilitators:

- to coordinate the discussions in the self-evaluation group and the internal management audit (first phase)
- after the visit, to set up an interface between the operators of the schools visited and the visitors group (second phase)

Visitors are also facilitators, and therefore teachers operating inside a school. They are equal to the teachers met in the schools visited, and they operate as consultants within the visits exchange scheme.
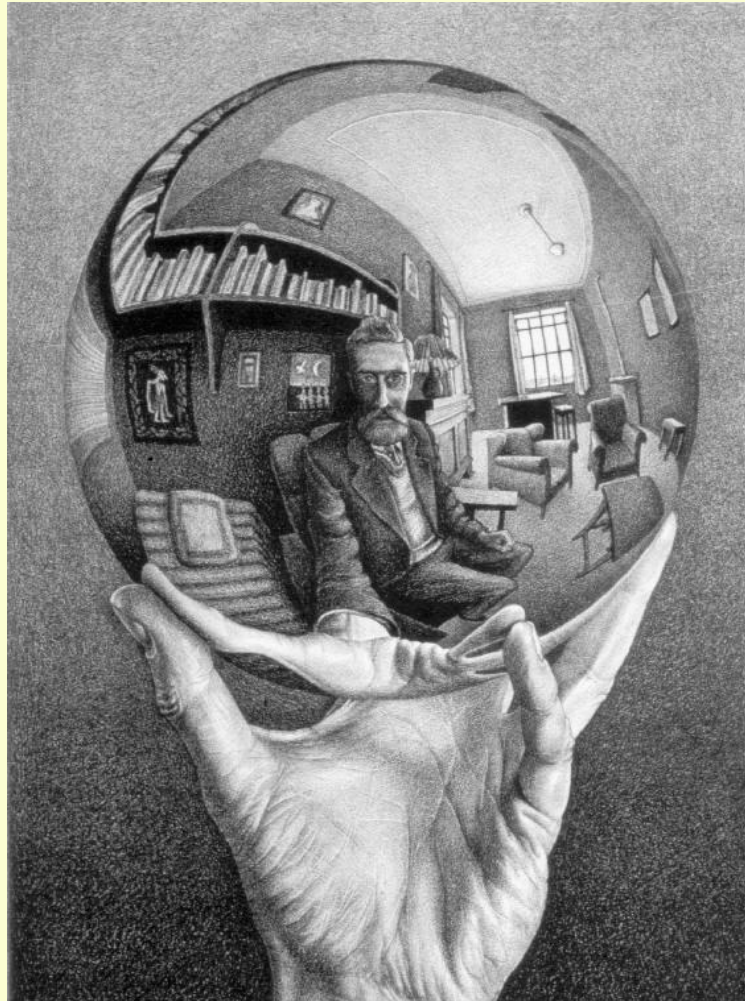
SELF-EVALUATION WORK GROUP

SELF-EVALUATION

- It has the purpose of revealing which management processes are poorly checked by the organization. This is done through the internal management audit using the Manual as a work tool.

- Tasks of the self-evaluation group (activated for each school and coordinated by facilitators):

  - evaluate every single requirement and score each of them.

  - write observations and indicate any suggestions for improvement.

VISITORS

- The visitors group is a small group of teachers (4/5) coming from different schools (if possible belonging to different grades)

- Each visitor group will nominate a coordinator who will be responsible for drawing up the final report.

THE VISIT

- Visits take place at least two weeks after the self-evaluation manual has been sent to the facilitators group. It is conducted by a part of the external visitors and allows them to examine the documentation produced by the self-evaluation work group working within the school.

- The visit has a maximum duration of two days.

- Being *consultants*, as opposed to *controllers*, visitors are asked to establish a collaboration with their colleagues from the school they are visiting.

- At the end of the visit visitors are required to draw up a report on the visit and return it to the facilitators.

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FINAL REPORT

- After the visit and after handing-in the report, the visitors group draws up a final report and sends it to the head teacher of the school visited.

- The report has to underline the positive aspects and the strengths of the organization visited.

- In pinpointing any weaknesses, a link should be made to any possible improvement, completed with suggestions.

- Ones on schedule, the visits can be repented every 2 or 3 years.

- It would be useful to plan a follow up in a predefined time. This is to monitor any medium-term effects of the visit/intervention.

- The visitors group, coming from different schools, is composed by the teachers that had previously participated in the facilitators' training.

EVALUATION OF OUTCOMES

- Number and type of changes operated to the management process, evaluated through submission of the manual (T0-T1) every year
- Number, quality and outcomes of projects born from the intervention in a period of two years after the intervention (divided into categories: integration, special educational needs and inclusion).
- Questionnaires to evaluate the awareness of change (within the organization) of all the teachers and stakeholders involved in the visits
- Focus groups on change with teachers, parents and stakeholders chosen with the sampling criteria

- Social Network Analysis (through a specific software: Pajek (Program for Analysis and Visualization of Large Networks) to verify the functioning of the network linking schools, institutions, professionals, parents associations, territorial agencies (comparison with T0-T1)

- Subministration of questionnairs enclosed to the Index For Inclusion (T0-T1)

Social Network Analysis

Global → Hierarchic

Global → Reduced

Local → Subsystem

Local → Contest

Local → Links
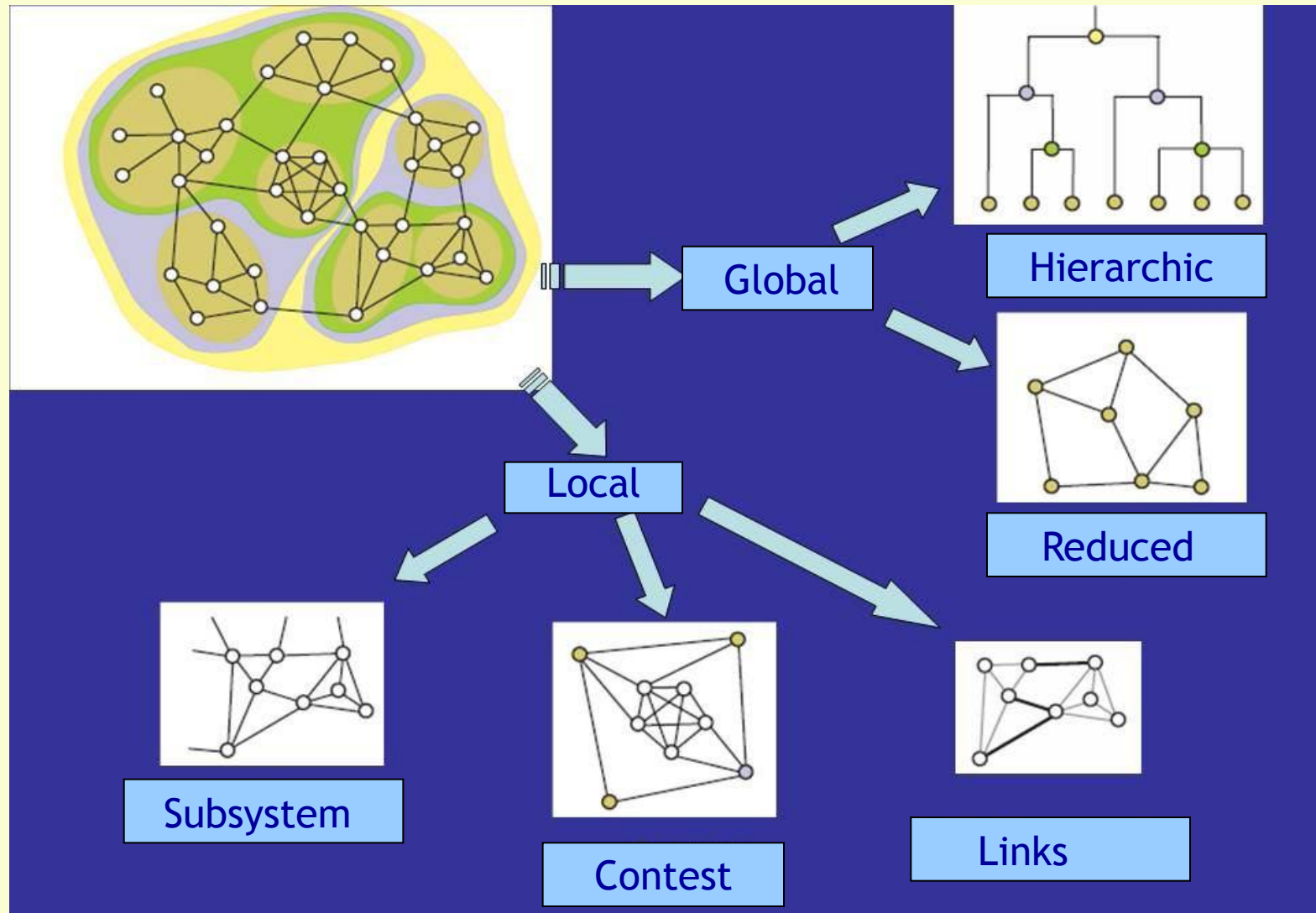
Proposal for SAQuI project

- Peer Review within the school net for the second part of the project
- Collecting data on new interventions and new management problem resolutions (to be done after the visit exchange and on the basis of its outcome)
- Realization of an internet site for the self-evaluation of integration quality system.
- Congress (every two years) about the status of the project to analyze the results, to show the best practices, to define and share any relevant changes.

- Submission to parents and other stakeholders of a questionnaire about change perception

- Experimentation of the model in other areas;

- Defining or designing instruments to evaluate satisfaction and climate.

- Periodical revisions of the Self-Evaluation Manual