

**Raising Achievement for All Learners
with the Educational Continuum,
an educational model**

Odense, June, 13-15, 2012.



What we have

- increasing # of pupils with SEN-indication
- open end financing
- individualized educ. plans
- divergent differentiation
- differentiation
- disappointing outcomes for SEN-pupils
- indication based on disorder

what we want

- reduce and stabilize ##
- lump sum financing
- planning for groups
- convergent
- higher outcomes
- indication based on educational needs

How did we end up in this position?

Behaviour Analysis:

Behaviour which is rewarded, will increase.

Behaviour that is punished, will be suppressed

Behaviour that is neglected, will decrease.

A quest for the incentives. Where are they now?

Official policy: the level of "referring behaviour" is unwanted.

However:

The primary school is released of a problem (which is reinforcing)

A quest for the incentives. Where are they now?

Who else are reinforced for referring?

- The Special Ed.school
(the more pupils, the higher the budget).
- Members of indication committees,
such as schoolpsychologists,
social workers etc.

A quest for the incentives. Where are they now?

What happens to schools who do everything they can to accommodate their pupils and do not refer them?

They are ignored in every aspect that matters.

A quest for the incentives. Where are they now?

Conclusion:

Behaviour we don't want, we reinforce.

Behaviour we do want, we ignore.



Some hard-to-translate concepts:

datagestuurd

- data driven

opbrengstgericht

- output driven (or oriented)

leerlijnen,

- series of educational subgoals
(leading to a final goal)

leerstandaarden,

- learning standards

passend onderwijs

- "tailored" education

Recently introduced concepts:

data driven

output driven education

series of educational subgoals

standards

"tailored" education

collaboration of schools with "care"

group educational plans

educational output expectations

developmental perspective

referential level

school leavers destination

school leavers levels

destination perspective

destination profile

Coherence

in the

**EDUCATIONAL
CONTINUUM**

(EC)

Official goals of "tailored" education:

1. More children should visit a school in their neighborhood (i.e. fewer children should be sent to schools for special education).
2. No child should fall between two stools (i.e. must attend school (any school) under all circumstances).

Content goals with the Educational Continuum (EC)

1. Differentiated education which:
 - takes into account individual differences
 - yet is also feasible.
2. Provide tools for quality management based on achievement data.
3. Strengthen collaboration of schools with;
 - other schools
 - youth care.

Content goals with the Educational Continuum (EC)

1. Differentiated education which takes into account individual differences.

Every child is unique!

But that doesn't mean every child should have a different programme.


Set your learning standards

Educational Council (2007)

realized by

- excellence standard : 5 -10 %
- advanced standard : 25 %
- - sufficient standard : 75 %
- minimum standard : 90-95 %

NB. Percentages are cumulative



Working with the EC makes use of Posthumus law (1940):

Every teacher will tailor her instruction to the needs of the 50% pupils around the average.

This happens regardless of whether she teaches mentally retarded pupils, gifted pupils or anything in between,

Rather than considering this as a weakness, we make this into a strength.

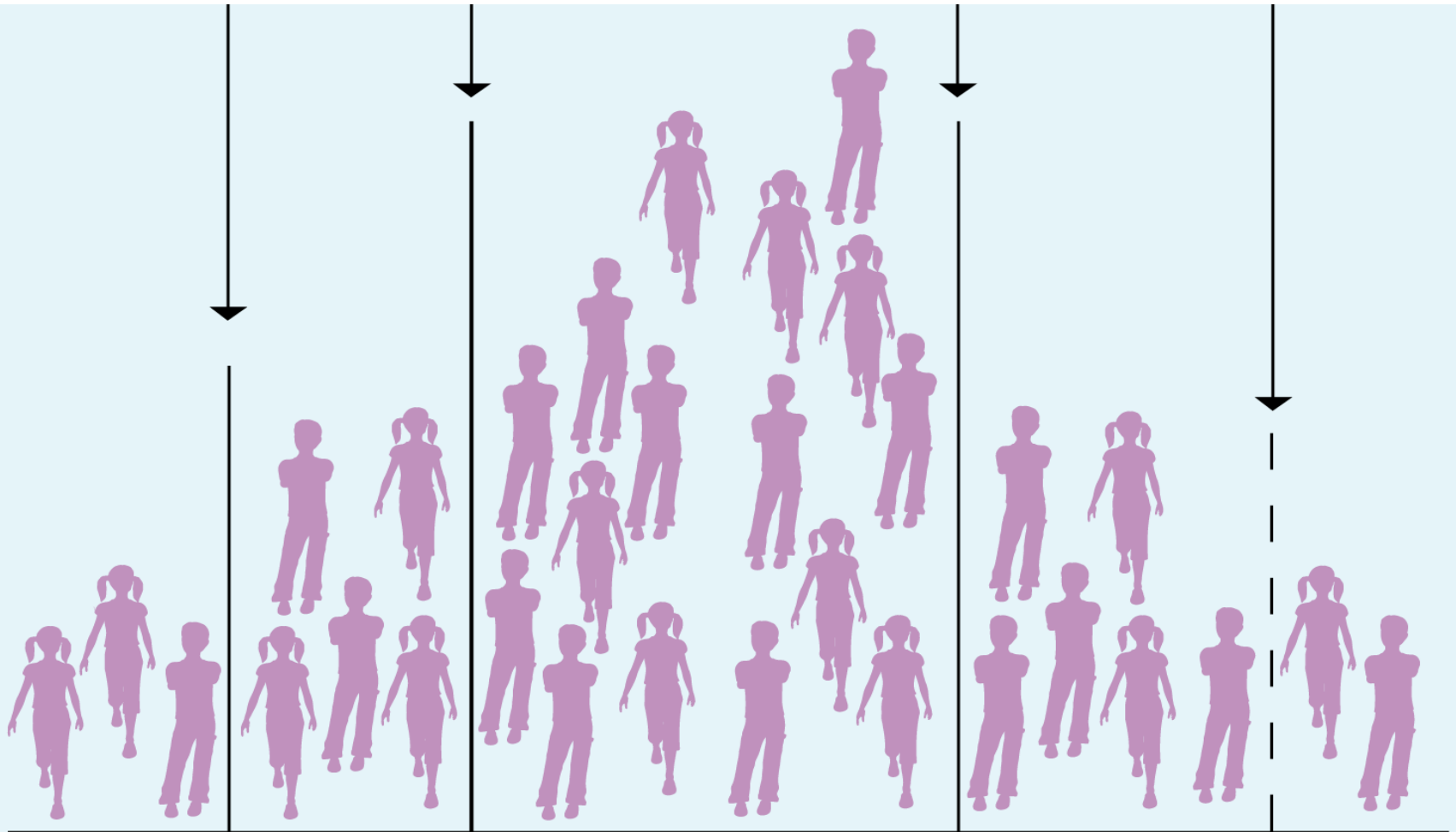
Standards

minimum

sufficient

advanced

excellence



low

high

< 5-10%

15-20%

50%

25%

Content of the EC

learning
standard



arrangement



content

advanced

advanced

sufficient

basic

minimum

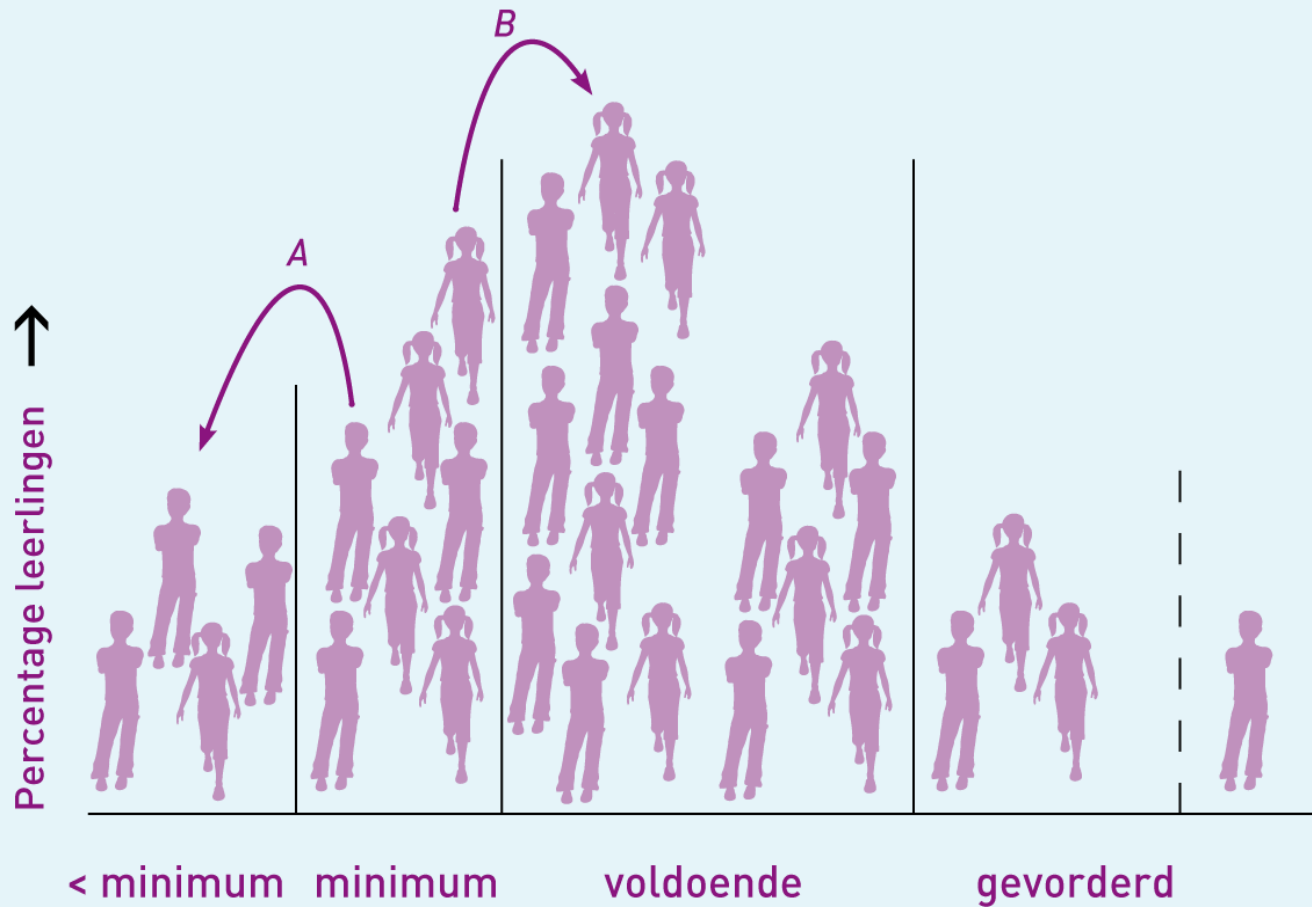
intensive

< minimum

very intensive

- curriculum
 - . subject
 - . objectives
 - . line of subgoals
- classroom management
- time on task
- teaching skills
- pedagogical skills
- school "climate"

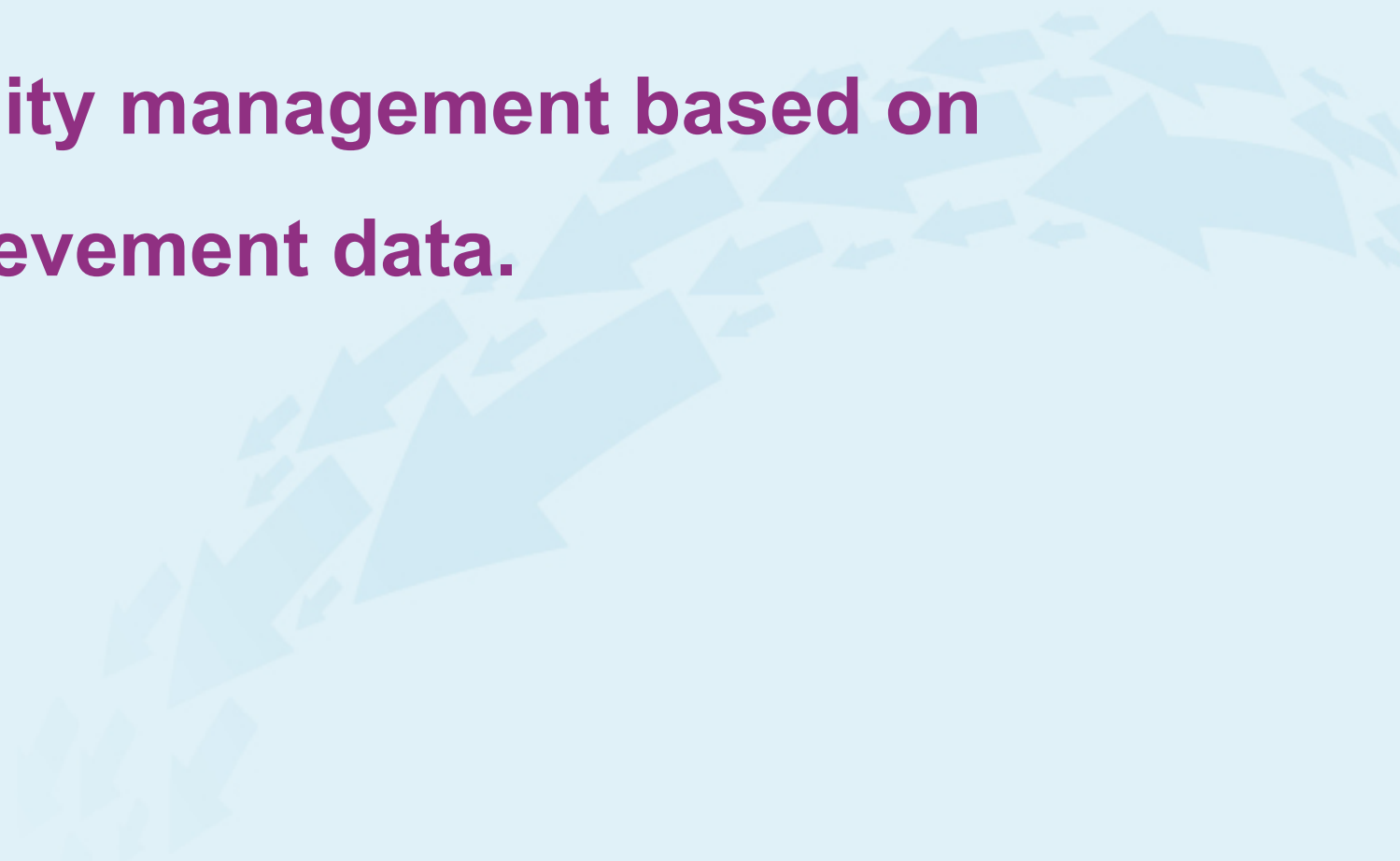
Cycle 1: pupils A and B with special needs



are given the correct arrangement



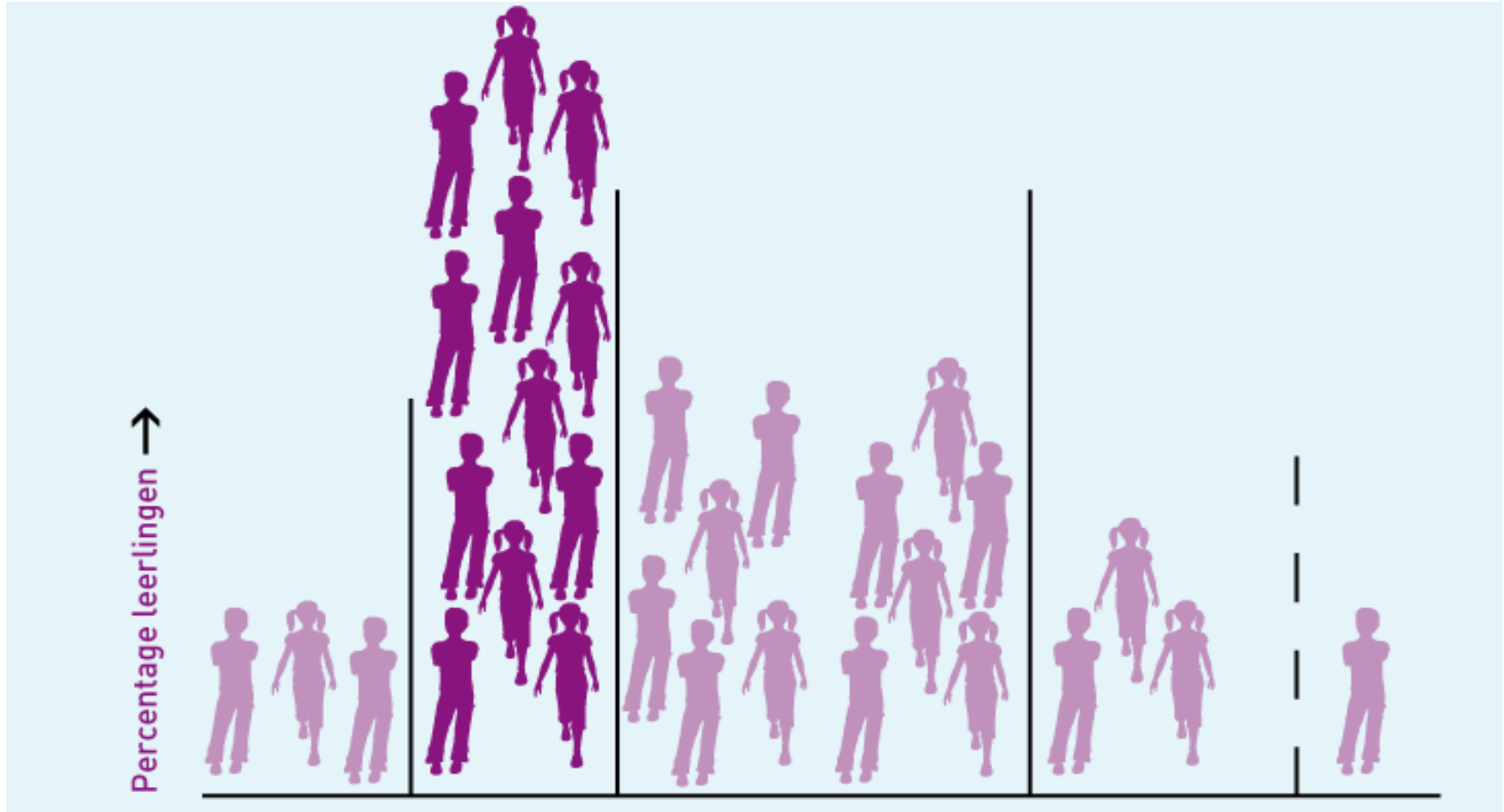
Substantive goals with the Educational Continuum (EC)



2. Quality management based on achievement data.

Example of pupil outcomes, aggregated on class level.

Standards
< min. min. sufficient advanced



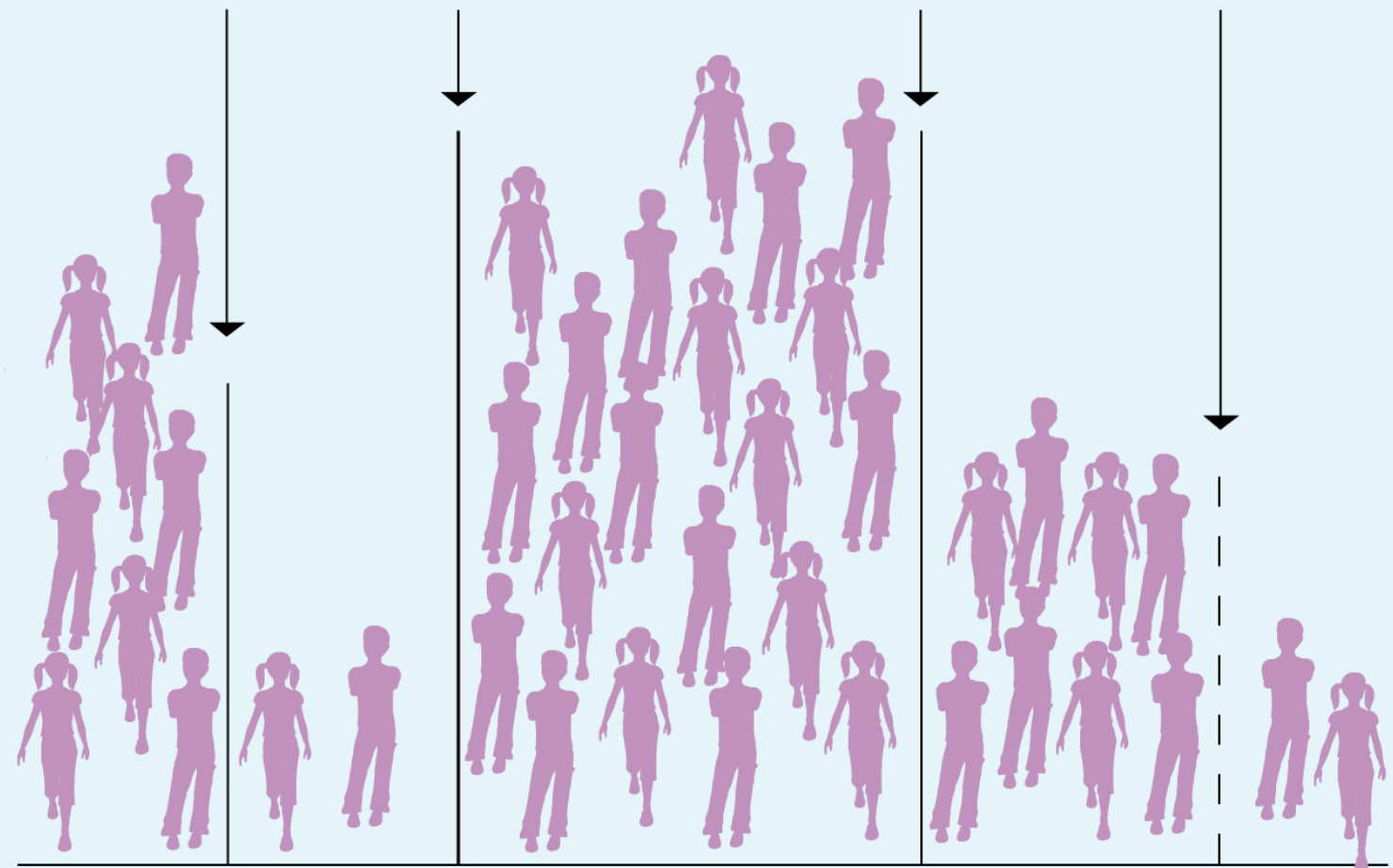
low —————> high
10% 30% 40% 20%

from pupil towards quality management



Standards

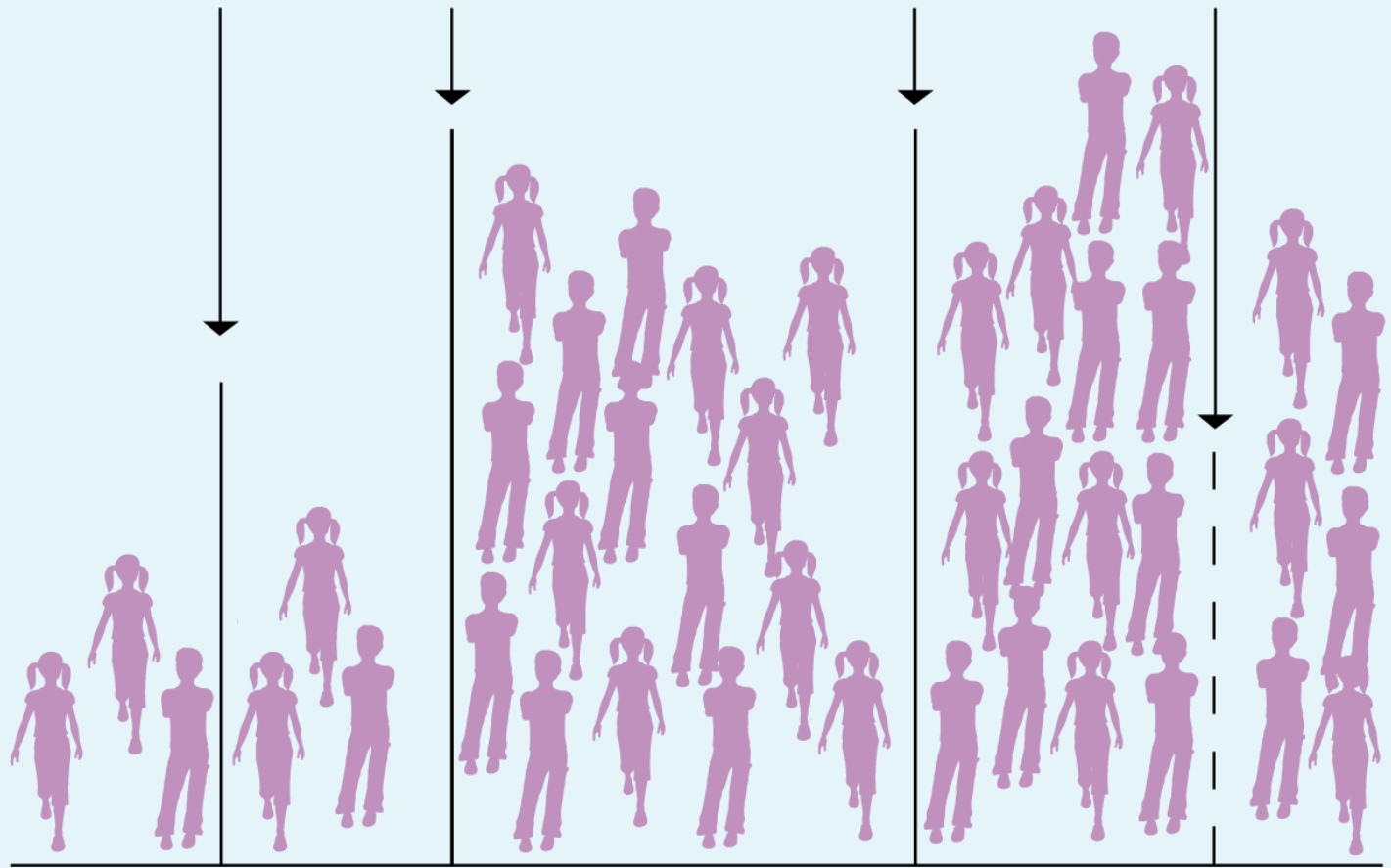
minimum sufficient advanced excellence



3.

Standards

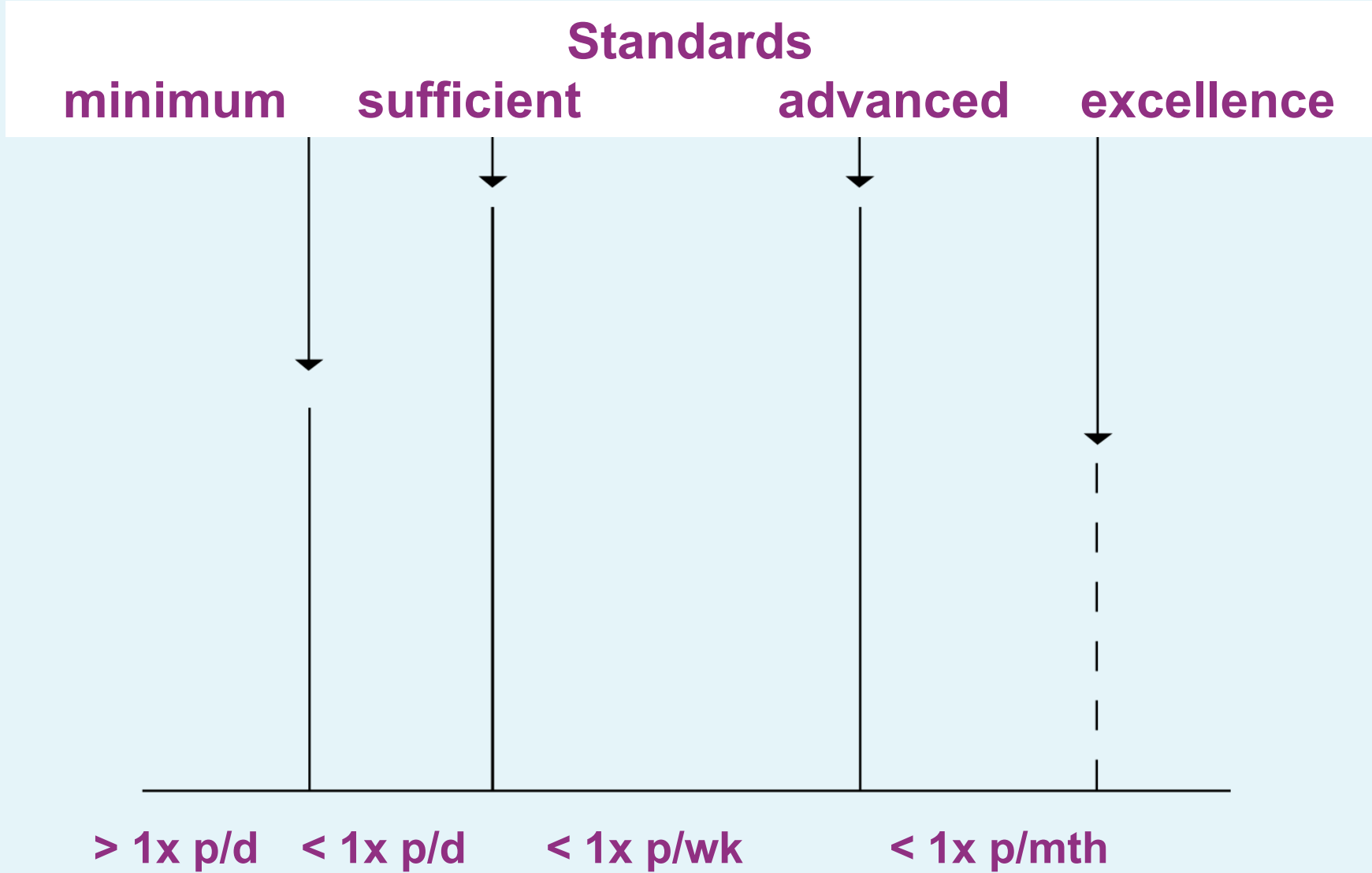
minimum sufficient advanced excellence



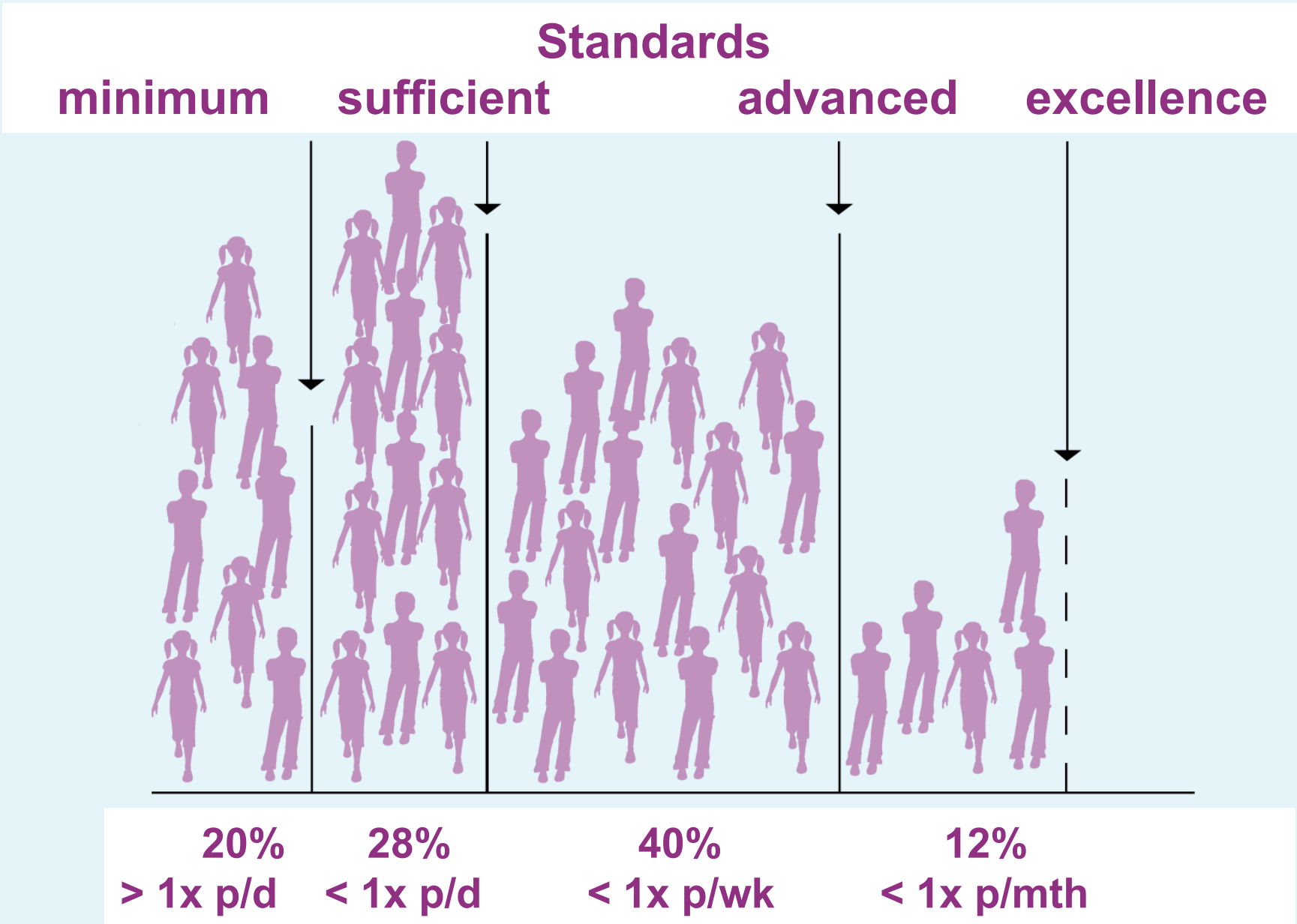
low —————> high

7% 8% 40% 45%

Behaviour: how often is a pupil in conflict with other pupils?



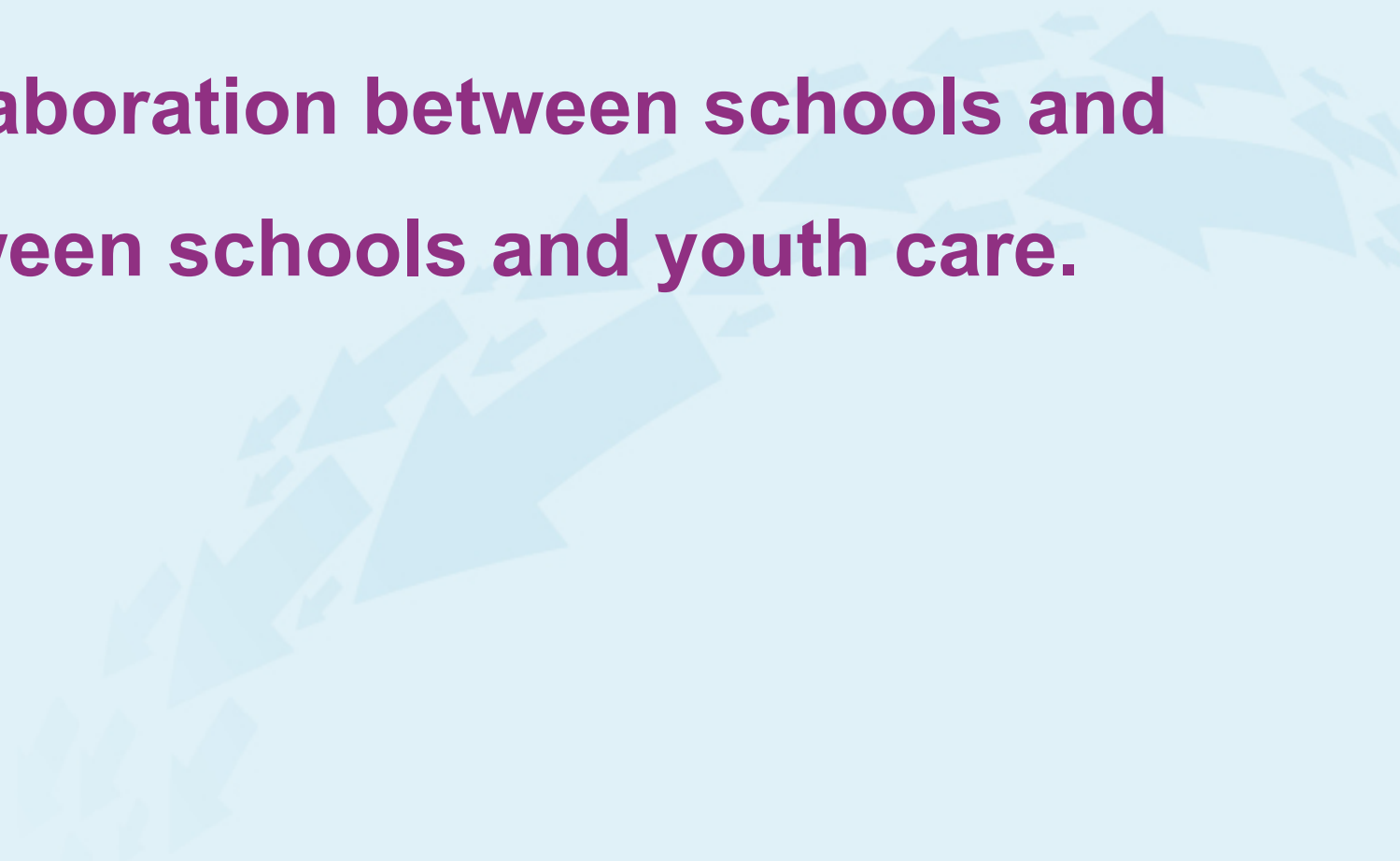
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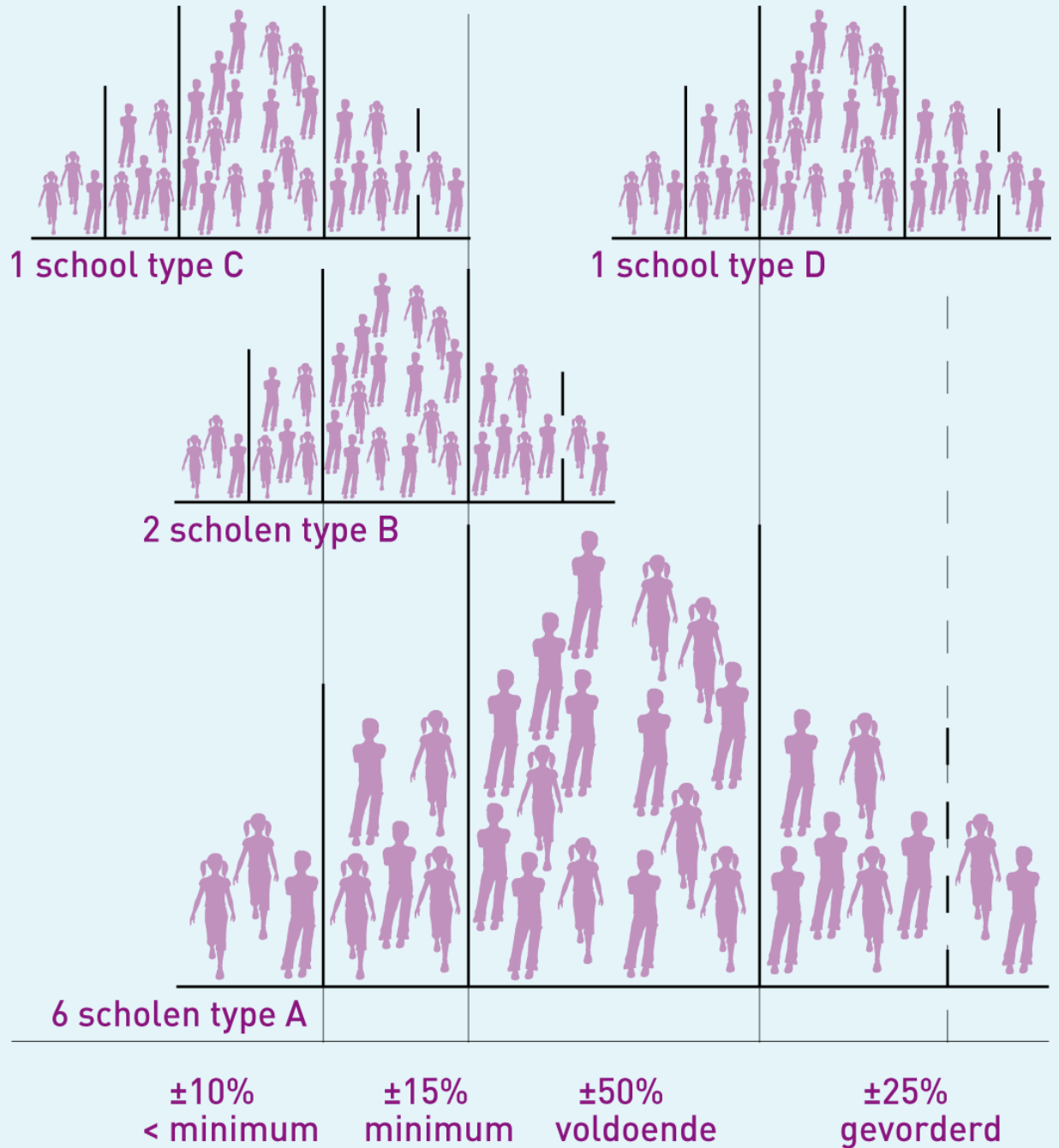


Content goals with the Educational Continuum (EC)

3. Collaboration between schools and between schools and youth care.



Quality management at a regional level



Working with educational arrangements

arrangement

content

advanced

basic

intensive

very intensive

- curriculum
 - . subject
 - . objectives
 - . line of subgoals
- classroom management
- time on task
- teaching skills
- pedagogical skills
- school "climate"


Differentiation in the (very) intensive arrangement

Rather than a completely different programme,
differentiation is a variation on the basic
arrangement,

by giving the same learning material,
but more instruction and more learning time.

or

by dispensations on learning material with the
same amount of time



**comparing output scores with a national norm
is about individual pupils**



**comparing output scores with school standards
is about the quality of education**



Thank you!

6. Vaardigheidsscores en differentiatiemodel



vaardigheidsscores en differentiatiemodel

leerlijn



vaardigheidsscore	54	60	68	74	80	85	90	
functioneringsniveau	M4	E4	M5	E5	M6	E6	M7	E7



Functioneringsniveau zowel Aart als Martha E5

Bij divergente differentiatie krijgen beide instructie op niveau 6 aansluitend op hun beheersingsniveau, organisatievorm veelal niveaugroepen.

bij convergente differentiatie

	10	20	30	40	50	60+				
8							A	25%	vmbo t/kb	gevorderd
7					A	B				
6				A	B	B	50%	vmbo bb/gl	basis	
5			A	B	B	C				
4		A	B	B	C	C	15%	praktijk	intensief	
3	A	B	C	C						
2	B	C								
1	C									

Aart (orange arrow pointing to row 5, column 1)

Martha (green arrow pointing to row 2, column 3)