

Case Study: The Inclusion Compass Kvaglund Skole, Esbjerg, Denmark	
Short description of the challenge that the tool was used to tackle	<p>Kvaglundskolen is situated in an area inhabited by many nationalities. Some of the families and parents have very limited resources, which means that a larger number of pupils experienced difficulties at school. It is essential therefore that there is effective collaboration between parents and the school.</p> <p>During the last couple of years this school has employed a number of newly qualified teachers who need to establish themselves in the school and continue to develop both their subject knowledge and classroom practice. The RETAIN project with its focus on collaboration with the outer world and collaboration in teams with colleagues was seen as useful way of helping to strengthen this team. The Inclusion Compass was selected as it provided a useful framework for exploring different stakeholders' values.</p>
Contextual information	<p>From the summer of 2014 new legislation named 'The Reform' came into force in Denmark. This new reform meant that teachers had to stay in school for longer working days, teaching more lessons with less time for lesson planning and preparation. Due to this the school management team at Kvaglundskolen decided to prioritize the development of team-work. Each team was allocated their own room to facilitate individual and team work and hence strengthen collaboration.</p>
Title of the tool	<p>The Inclusion Compass (focus on internal and external collaboration) between:</p> <ul style="list-style-type: none"> • Teams and employees at school such as pedagogues and social workers • Parents and the collaboration between home and school
How did the school work with the tool	<p>In the project period the school management team experimented with different ways of facilitating both internal and external collaboration. Ideas and procedures were tested, discussed and implemented. The specific focus was to test, experiment and develop effective means of promoting collaboration between:</p> <ul style="list-style-type: none"> • a social worker in the school district, who is allocated office hours at the school • the 'school-parent consultant' who works as a street worker in the school district and cooperates with pupils, groups of pupils and parents. • the 'emergency' group at the school with efforts to make this resource more visible • newly qualified and experienced teachers
Promoting factors	<p>A phased approach to dialogue was effective, beginning with an initial meeting between the parent and class teacher. Later phases involved other relevant persons such as SEN teacher, educational consultant, educational psychologist etc.</p>



Barriers	<p>The time between when a pupil's special educational needs are identified and when he/she is referred is crucial. There are often long delays which cause uncertainty for all concerned and can result in ineffective intervention.</p> <p>Much of the work of supporting pupils with SEN goes unseen and takes place outside of formal procedures. This means that it can sit outside of the school's general evaluation, planning and target setting processes.</p> <p>The process of establishing, maintaining and developing cooperation and confidence between school and parents is one of the biggest challenges and much relies on establishing a certain level of confidence from the outset. For newly qualified teachers this is crucial and requires support and critique from experienced teachers.</p>
Developed by	Per Holst Hansen, Teacher Education Faculty, UC South, Esbjerg - Denmark.
In collaboration with....	Kvaglund Skole, Esbjerg, Denmark

