

# Inclusive organisation in education – structure gave us results

Our way to a more successful education at Norregårdskolan in Växjö, Sweden



# Who are we?

- Andreas – Vice principal  
Norregårdskolan, Växjö, Sweden



- Karin – Teacher in mathematics  
and science and special  
educations teacher in mathematics



- Ola – Headteacher in  
mathematics and science



# Disposition (förtydliga med tider)

- Introduction/Norregård school's structure – Andreas
  - small break –
- Inclusive organisation in education- Ola/Karin/Andreas
  - small breaks and brain trainers within –





**Twin city**



Växjö  
kommun





# • NORREGÅRDSKOLAN

<https://www.vaxjo.se/sidor/forskola-och-skola/skola-6-16-ar/grundskolor/skolor-l-q/norregardskolan/om-norregardskolan.html>



Växjö  
kommun

# Main goal with school's structure

- To have a common view of how to meet the students
- To have meeting points so that information flows through from the top(school board) to the teachers in a structured way
- To have many opportunities for the teachers to meet the other teachers and discuss how to meet and treat the students





# Norregårdskolan

- *23 classes with 24-28 students*
- *5 teams of teachers (50 teachers)*
- *School with a lot of supporting roles*
- *Approx 14 extra non teaching personel*
- *Nurse, school psychologist, school counseler*
- *LBT och EHT (Student health team)*
- *Youth muncial center, library*

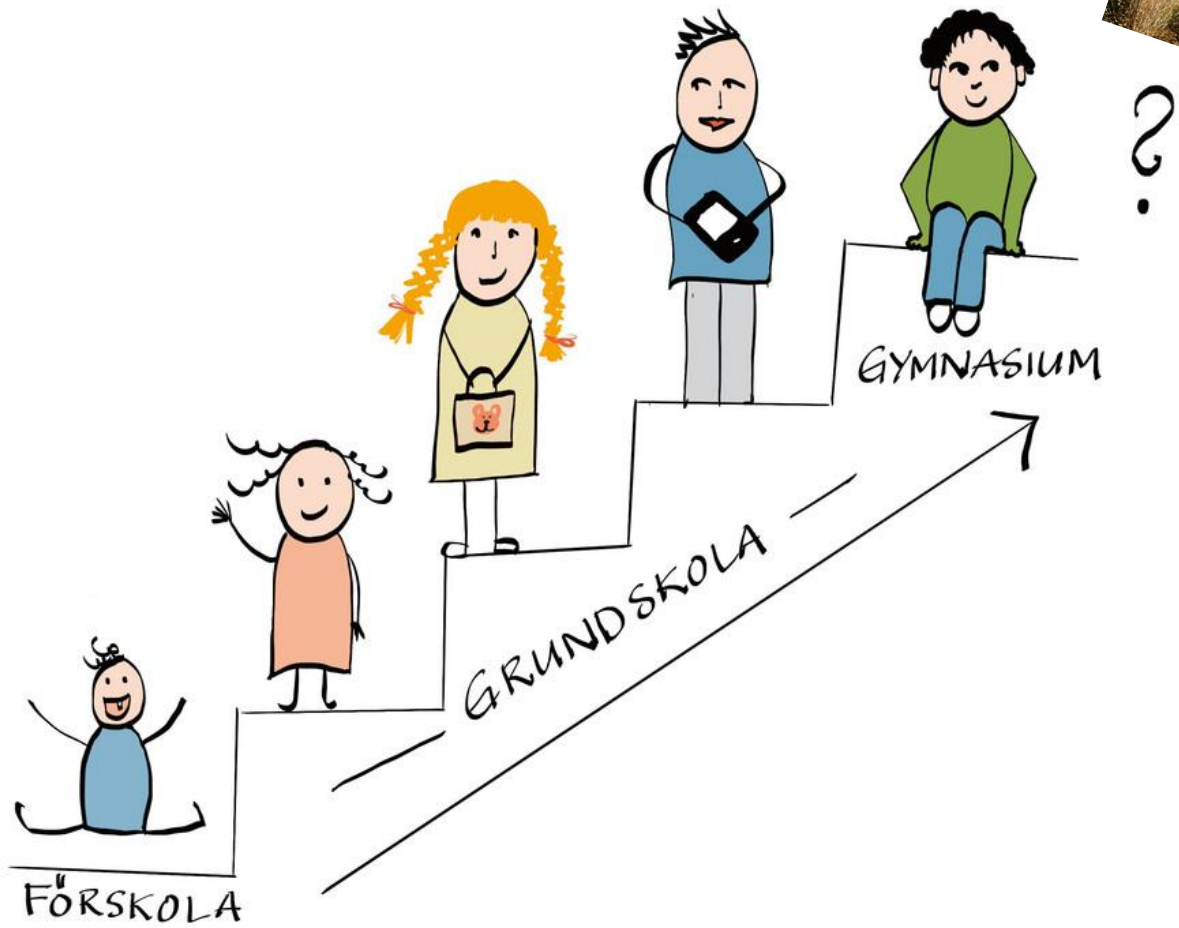


# High school classes 7-9

- *All students in all schools in Sweden have the same subjects*
- *You attend a school near home*
- *School is mandatory until grade 9*
- *Next step Gymnasium – optional but almost 100% attend. There you specialize more on future/interests*







# Leading group

- *Principals*
- *Leaders of the teams of teachers*
- *Meetings Mondays 9-11.30*
- *Decisions are taken together*
- *After meeting send the notes/decisions to all other teachers – include*



# Developing group

- *Meets once/week 1.0 hour*
- *Principal*
- *"First" teachers (the best teaches/extra paid)*
- *Plans projects and develops the education*
- *This group also plans school days when the students are free, days when teachers are developing the school work*





# Mentor

- *Two mentor share a class*
- *Contact with the parents*
- *Talks once a semester with the parents*
- *Time with the class every week 40+15 min*
- *Very important role – creates and maintaince the relationship with the students so that they feel safe and then are open to learn*



# Student

- *At school Monday-Friday 8.15-16.00*
- *Home works*
- *"Studietid" – not a part of the mandatory schedule but 60+60 min time for home works. All teaches are available this time. All Swedish school must offer this!*
- *Grades every semester*
- *Final grades Summer in year 9 are important for the choice of gymnasium*



# Teacher

- *Teach mostly in own's team of teachers*
- *App 17 hours teaching time/week*
- ***Resource teacher on many classes – no planning, just showing up, supporting the main teacher***
- *35 hours/week at school+10 hours anywhere*
- *Meetings with Team of teachers twice a week(30+60 min)*
- *Meeting with the subject one teaches once a week(60 min)*





# The students of Norregård

- *Different socio economical backgrounds*
- *Mix of students with parents having "good" jobs and parents not working at all*
- *Mix of students that want to achieve a lot in school and students that hate school*
- *Mix of students with no problems learning and student with all kind of hindernes, autism, ADHD, ADD, anxiety*



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# What do we have to work with?

- 600 students, 13-15 years old (grade 7-9)
- 24-28 students/class
- Inclusive special education
- Socioeconomic mix





# What do we have to work with?

- Like in any other school there are a lot of things that you need to confront
- Very motivated students
- NOT so motivated students
- Over the last years, parents that have opinions about their childrens education
- Different teachers say different things
- Communication between school-board and all the teachers



# We were a school with

- Small schools inside the school
- Challenges in communication
- Different answers to different students
- Difference between girls and boys results
- Declining grades
- A climate that said it is not very cool to study hard
- Different content in our conferences



# Our model since a few years back

- The result of many years of different approaches
- So far the best we have found

- We have introduced a common structural plan for all teachers and students
- We will in the following pages show what kind of structure helped us to improve results over time
- Different kind of results:
  - equality
  - grades
  - social environment, school is cool!



# Structure in Classroom and in the classroom

- Digital classroom (google classroom):

**All teachers write on the digital classroom the content of every lesson**

- Filmed instructions to each topic
- Pages and exercises
- Digital practise- websites
- Where to start next lesson
- Material for exampractice





# Digital Classroom:

Flöde   Klassuppgifter   Personer   Betyg

9BNO13/MA  
Matematik

Anpassa

Meet

Skapa länk

Kurskod

7mwknb5

Kommande

Inget arbete som snart ska vara inlämnat.

Visa alla

Berätta något för klassen

Ola Gren 365NOGR  
11:37

onsdag 19 april

Vi siktar mot v19 NP med hjälp av kap 5  
Vi är igenom alla områden som ingår och nu ska vi bara repetera "allt" fram till NP  
Värmer upp med matteva - neg.tal och sedan är det att välja ett avsnitt från s.222 och framåt  
Vi gör delområdena i denna ordning, gör ett avsnitt och på sidan vidare och gör ett avsnitt på nästa och nästa osv

- 5.1
- 5.4
- 5.5
- 5.2
- 5.3
- 5.6






Proven får ni veta på torsdag

Matteva - negativa tal  
<http://www.matteva.fi/negativa/r>






# Digital Classroom:


## Kap 3

-  Planering kap 3-4 Publicerades 19 dec. 2022
-  INSTRUKTIONER INFÖR PROV KAP 3 Publicerades 3 feb.
-  DIAGNOS KAP 3 (E - nivå)- med facit Publicerades 3 feb.
-  2 st ÖVNINGSPROV med facit (ECA-nivå) Publicerades 3 feb.
-  FACIT BEGREPP och METOD s.166 mattebok... Publicerades 3 feb.

## Kap 1

-  PLANERING kap 1 ht 22 Publicerades 10 aug. 2022
-  DIAGNOS KAP 1 med facit ( E - nivå) Publicerades 2 okt. 2022
-  ÖVNINGSPROV 2 st KAP 1 med facit (ECA- n... Redigerad 2 okt. 2022

## FILMER MATTEBOKEN

-  Filmer xyz Publicerades 10 aug. 2022



# Structure in Classroom and in the classroom

- Physical classroom:

**All teachers write a short list of the content of today's lesson**

- 08:30-09:40
- Startup- short exercise
- Instructions with example
- Your own practise
- Short teacher led exercise
- Exitticket or "one last question"



# Physical Classroom



14<sup>00</sup> - 15<sup>00</sup>

1. Vilka tal tänker du på?

2. Genomgång

3. Egen träning → Sid. 207-209  
→ Sid. 210-212

4. Avslutning

## Lektionsstruktur

- Lärare antecknar starttid och sluttid för lektionen på tavlan.
- Lärare skriver upp lektionens planering och mål på tavlan.
- Vid lektionsstart placerar eleverna sin Chromebook på bänken så att de inte störs av det som visas på skärmen.
- Läraren inleder med en kort repetition av vad man arbetade med föregående lektion och fångar upp eventuella frågor.
- Läraren berättar kort vad som kommer ske nästa lektion.
- Lektionen avslutas med att eleverna ställer in stolen, lektionen sammanfattas: – Vad gick bra idag? – Vad har vi lärt oss?
- Alla säger hejdå.
- Stolarna ställs upp efter sista lektionen varje dag.





# Physical Classroom

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↘ sid. 210-212

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## The plan of the lesson

# Instructions in every classroom

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# Starter – something to think about

- A warmup with the single purpose, think for yourself and tell someone else
  - Open question with many answers
  - A picture with a question
  - Easy question, anyone in the classroom can produce some sort of answer
- The point with this sort of starter is to produce a classroom climate where it is ok to have an idea and to see that we all have different kind of ideas



# Two examples of starters

- Find as many numbers as possible in the picture, as long as you can motivate how to use the picture for your chosen number

For ex;  $2/3$ ,  $2/5$ , 5, 1, 6 .....

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What words can you find in the picture?



# Instruction and lecture by the teacher – example from a lesson in mathematics

- Teacher- By hand on the whiteboard
- Everyone has to follow the examples by writing themselves
- Student try themselves on a given example, we as teachers circulate and coach
- We give examples without grading, easy for students to decide its not for them if you say its a hard task to solve
- Tell or ask your friend next to you – visualise different ideas





# Example of a task that gives different ideas and methods

- Do this in your head (  $18 \times 5 =$  )
- If we ask a group of people we will come up with a lot of different methods that give the same answer.



# Different methods (18x5)

## For example

- $20 \times 5 - 2 \times 5 = 100 - 10 = 90$
- $10 \times 5 + 8 \times 5 = 50 + 40 = 90$
- $18 \times 5$  (double half) =  $9 \times 10 = 90$
- $(18 \times 10) / 2 = 90$
- $18 + 18 + 18 + 18 + 18 = 90$
- $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 90$



# Students own training

- Talk about why we practise

- Biological reasons- how synapschains grow stronger and what makes them evolve.
- Parallels to sports or any other activity where practise is important
- In other words, by training and exercise you are getting smarter. You can change. (Dweck)



- Talk about how we practise

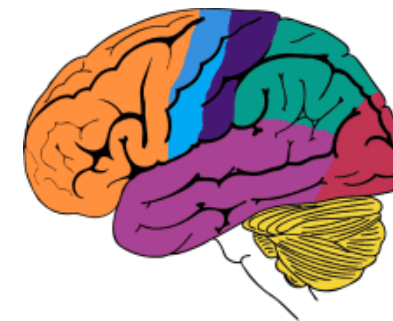
- A large part of how well you succeed is due to your own practise. Not only listen but do it all for your self
- Repeat, repeat, repeat and repeat again.



# Long lessons?

## Give yourself and your students a brainbreak!

- Compare to a powernap
- Think of something else for a moment
- Can help you getting back to practise with new energy



### For example:

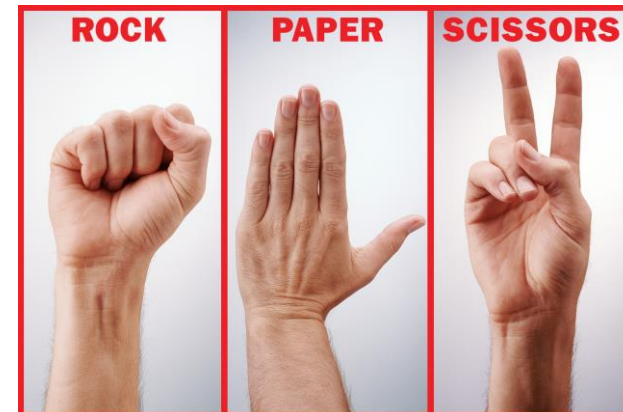
- A photo
- A word – say it backwards to someone
- Some challenging movements, like stand on one leg and close your eyes
- Doesn't matter what, as long as you are getting your thoughts in some other direction for a moment.





# BRAINBREAK!

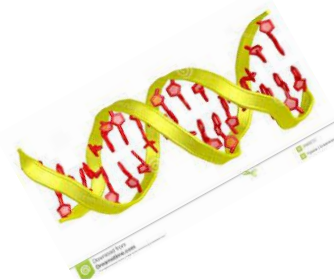
- Rock Scissors Paper- But with different rules



In pairs, one will start and show their sign and the other competitor has only one second to show the sign that will lose

- Or: Write a word or a sentence on the board an they will have to read it backwards.

One example: Deoxyribonekleinsyra



# End of lesson – as important as the start

- Exit ticket
- Summarize
- Easy problem that refers to what you have done, walk away with confidence
- Cliffhanger to next lesson



# When this isn't enough

- Special education
- Wednesdaymath
- Apollo



# Special education

## 10 years ago:

- as a subject teacher you didn't see the students in need of special education
- Small group outside the ordinary classroom with a special education teacher
- Special education teachers were their own team
- Many student in need of special education





# Special education

## Now:

- Special education teacher or subject colleague in the same classroom together
- work together but with different competence
- The whole class reaches further together
- Every team of teachers (arbetslag) have a special education teacher in the team.
- Talk a lot together in the team about how to reach the students in need of support



# ”Wednesdaymath”

## -Our way to students in need for special education

- Many students with a lot of minutes to catch up
- Group of 25 students
- Contract: school-student-parents
- After ordinary school (15:30-16:30)
- Math teacher and special educations teacher



# ”Wednesdaymath”

## -Our method

- Swedish ”fika”
- Structure
- Go back, way back - Be ahead - Practice for exams!
- Follow the contract
- They have to imitate- force them to see how easy it is.



# Results "Wednesdaymath"

- A success!
- 80-85% of all attending students get a approved grade
- It cool to succeed!
- Confidence
- We have a queue
- The interact more in the ordinary lessons



# Apollo

- When all the other things don't help
- A school within the school
- A way of keeping students in school





# Apollo

En skola i skolan



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# Apollo Norregårdskolan

- Even though we include and meet the students very much and well there will always be some student that we don't reach.

It could be student with lots of problems at home but mostly the student have some type of diagnosis. It could be autism, ADD, ADHD and similar.

For those student we give them opportunity to go to our special education group that we call Apollo



# Apollo Norregårdskolan

- Student not in class at all
- Students partly in class
- Student that isn't at school at all can restart school in Apollo



# Apollo Norregårdskolan

- Needs an action programme that is decided by principle
- Very adjustable to deal with students in need of support, comfort and a smaller environment
- Dialogue between Apollo and the teacher so that focus is in the right things



# Apollo Norregårdskolan

- Specialeducations teacher present
- Supporting roles – not teachers – helping teacher/students
- Their own schedule with teachers ”coming down” to Apollo
- Always part of a class – goal is to go back to class
- Students full time here and partly





# Conclusion

- Increased results    Decreased needs of special education
- Big discussion, boys – girls. We don't have the same problems anymore
- A "we have to try, we have to work" sort of spirit
- Same structure- same message from "all" the teachers
- Inbetween groups. Teachers- schoolboard. Faster and better communication.
- School evolve together- a common goal- meetings with the same agenda



# We have an important job

- There are always things, new ideas, new research
- Not so much DO new as it is that a group of personel are working in the same direction.
- Together we make a huge impact



# Thank you for listening!

- If you have any questions, don't hesitate to contact us

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