

Promoting inclusion and equity in education: Lessons from international experiences

Mel Ainscow

EDUCATION HAS THE POTENTIAL TO
TRANSFORM THE PLANET, BUT FIRST WE
MUST TRANSFORM OUR
EDUCATION SYSTEMS



bit.ly/sdg4all

#SDG4ALL

The argument for equity

‘The highest performing education systems across OECD countries are those that combine high quality and equity. In such education systems, the vast majority of students can attain high level skills and knowledge that depend on their ability and drive, more than on their socio-economic background’

OECD, 2012

'Education for All'



My agenda

- **How can we promote inclusion and equity in our schools?**
- **What does this mean for policy development?**

Learning from differences







Lesson 1

**Make use of existing skills and
knowledge**





Lesson 2

Value differences





Lesson 3

Address barriers to participation and learning





Lesson 4

**Make effective use of available
resources, particularly human
resources**









Lesson 5

**Develop a language of practice
and a culture of experimentation**



Crossing borders





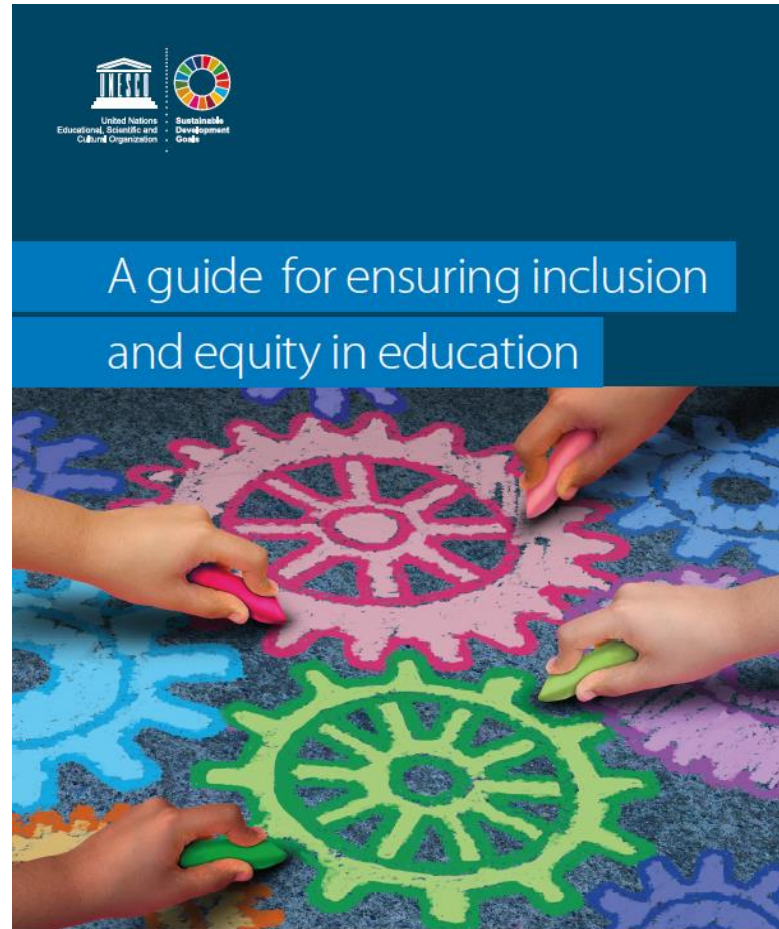
Lesson 6

Learn from other schools

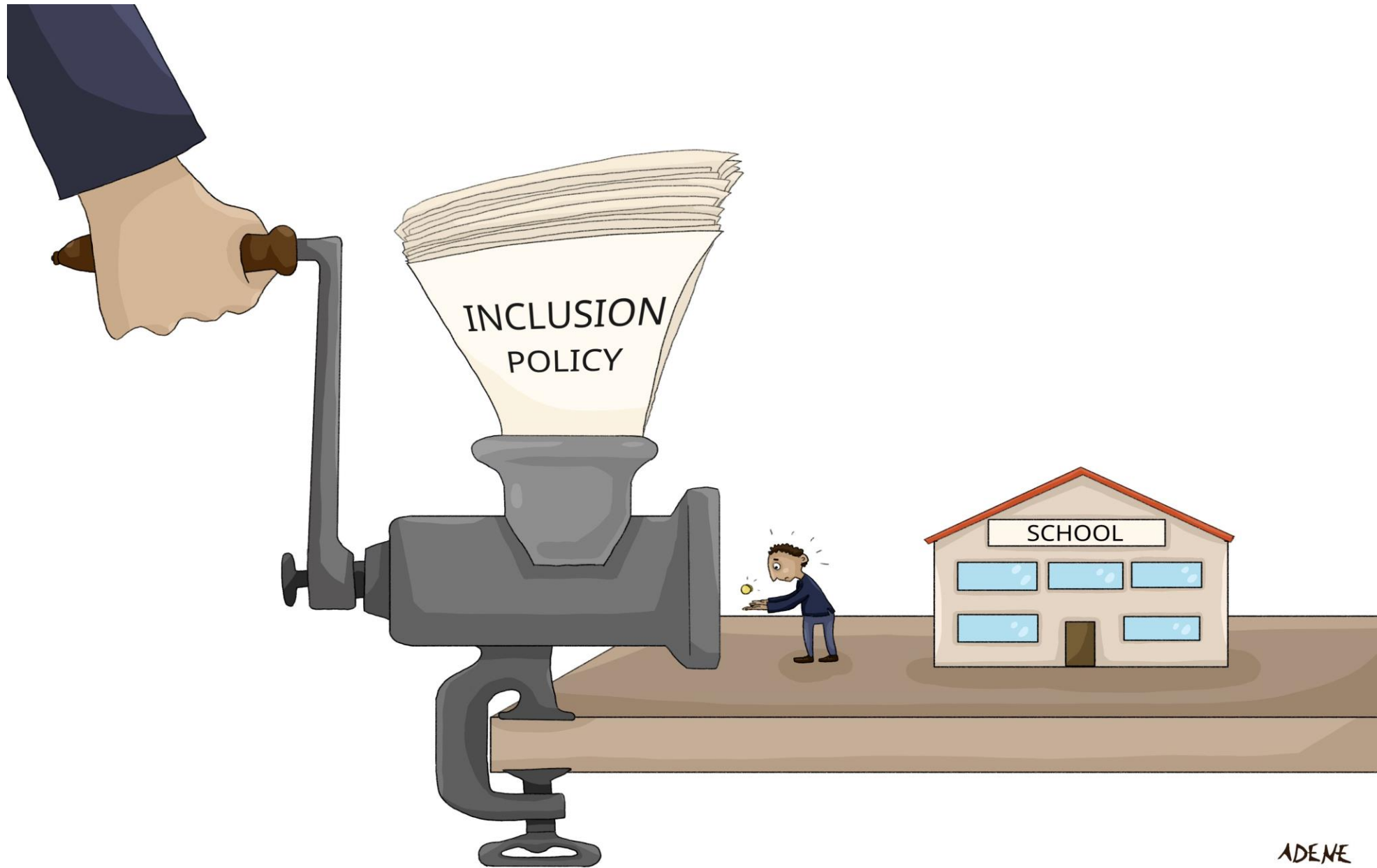
In summary

- **Make use of existing skills and knowledge**
- **Value differences**
- **Identify and address barriers to participation and learning**
- **Make effective use of available resources, particularly human resources**
- **Develop a language of practice and a culture of experimentation**
- **Learn from other schools**

Developing policy



‘Every learner matters and matters equally’

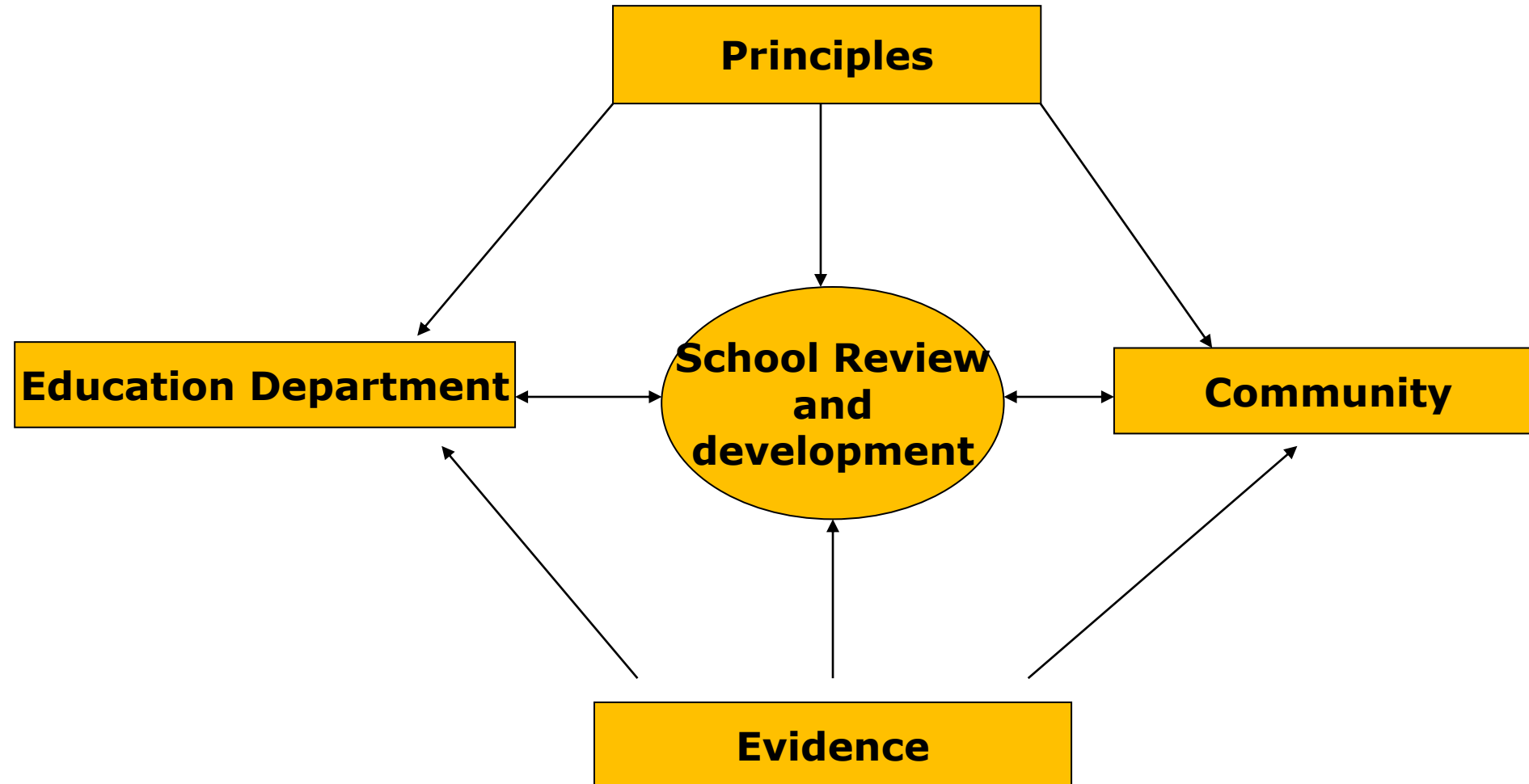


ADENE

System-level change

- **Policy is made at all levels of an education system, not least at the classroom level**
- **Educational change is technically simple but socially complex**
- **Clarity of purpose is essential in order to mobilize widespread support**
- **Evidence of various kinds is the catalyst for successful change processes**

What are the levers for change?



Drawing some lessons

- **Education systems have untapped potential to improve themselves**
- **Networking is a means of sharing expertise and stimulating experimentation with new ways of working**
- **School focused strategies have to be complemented with efforts to engage the wider community**
- **Leadership has to come from within schools**
- **National governments have to create the conditions within which local action can be taken**

**And remember, the most important factor:
the collective will to make it happen**



Some background reading:

Ainscow, M. (2020) Inclusion and equity in education: Making sense of global challenges. *Prospects* 49(3), 123-134

Ainscow, M. (2020) Promoting inclusion and equity in education: lessons from international experiences. *The Nordic Journal of Studies on Educational Policy*, 6(1), 7-16

Ainscow, M. (2023) Research-practice partnerships: a strategy for promoting educational recovery. *Revista Perspectiva Educacional* 62(1), 8-34

Ainscow, M., Chapman, C. and Hadfield, M. (2020) *Changing education systems: a research-based approach*. Routledge



Democracy's just don't go to war against each other

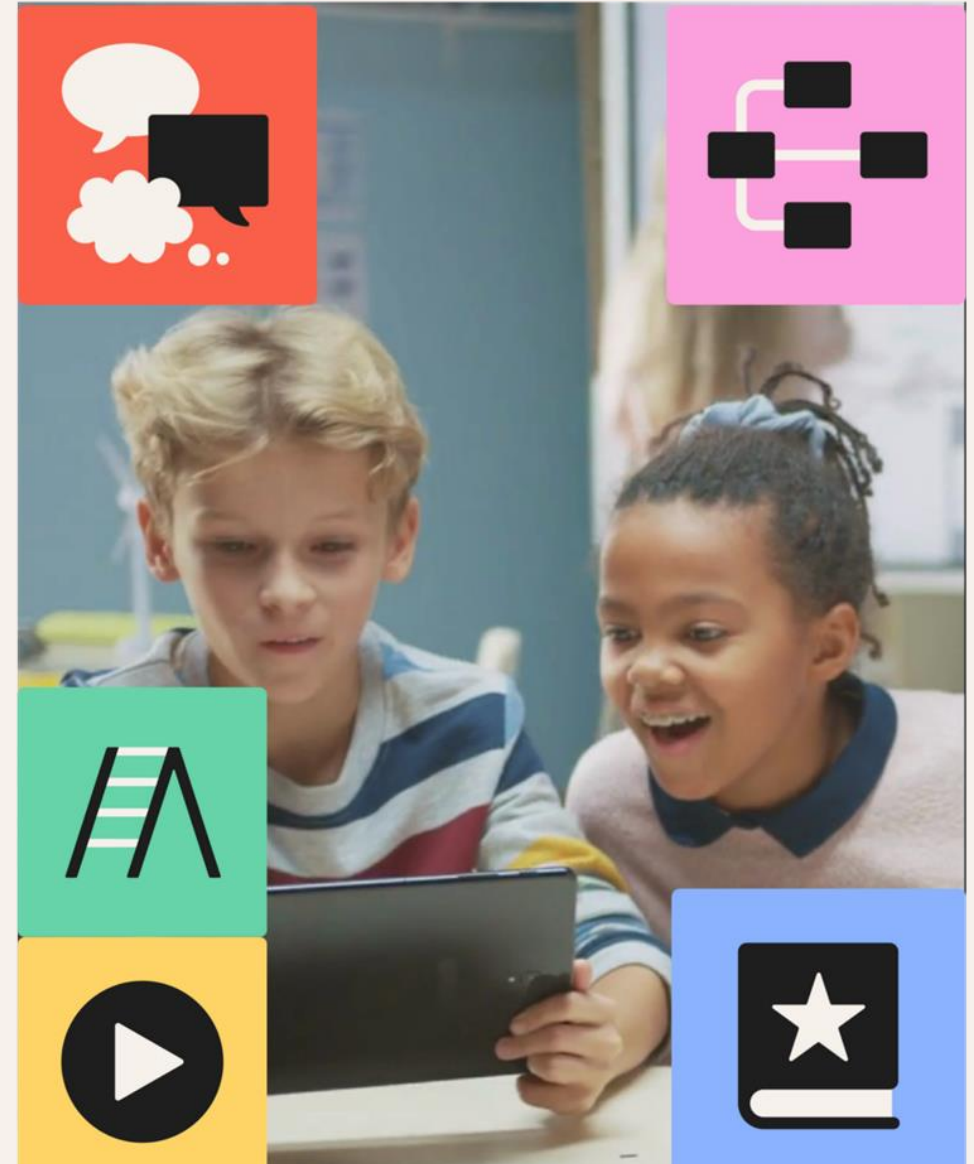
Olav Njølstad Director Nobel Peace Institute

We organise our meetings so that everybody get the chance to speak. And try not to make up our minds too early.

Olav Njølstad Director Nobel Peace Institute



The promise & threat of AI advanced technology in schools





SKYNET

NEURAL NET-BASED ARTIFICIAL INTELLIGENCE

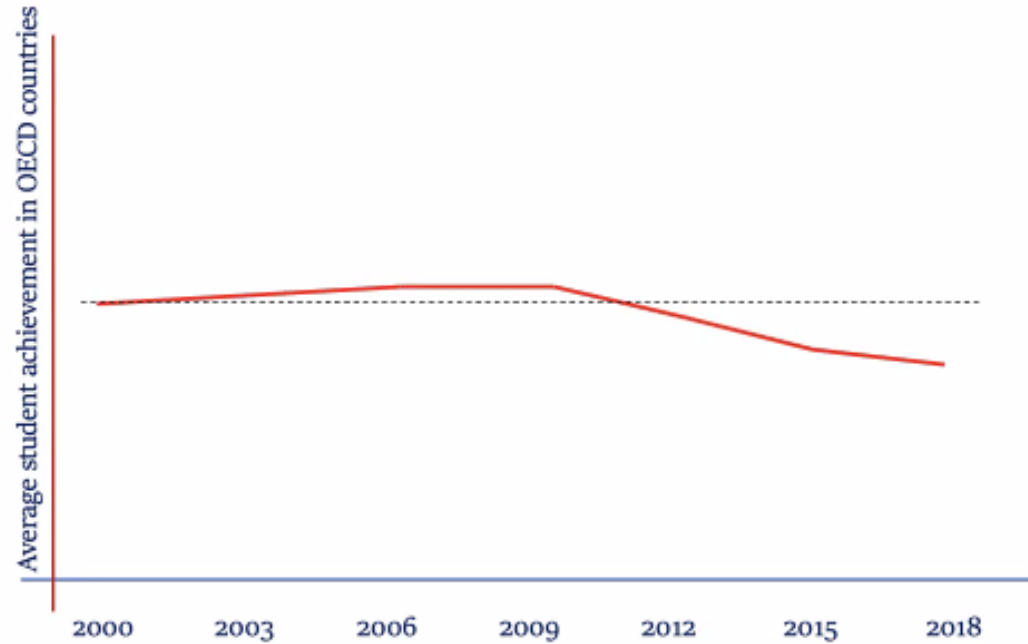
CYBERDYNE SYSTEMS CORPORATION



Is our current
practice ok?



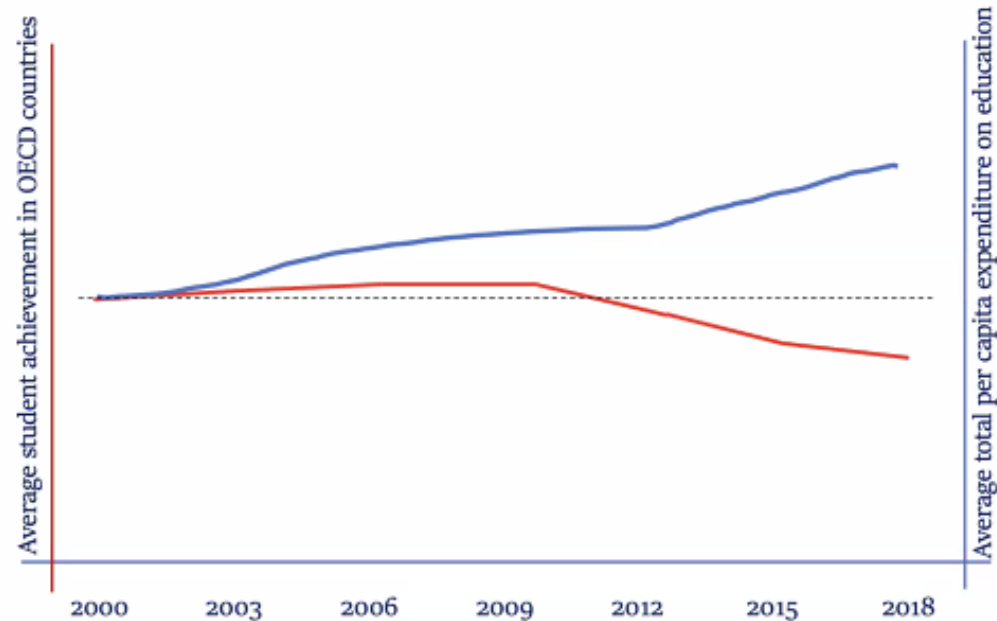
Education outcomes



The average trend in academic performance across OECD countries is hump-shaped: the slowly improving trend observed up to 2012 was followed by a decline between 2012 and 2018.

- OECD PISA 2018 Results , Vol 1 (2019)

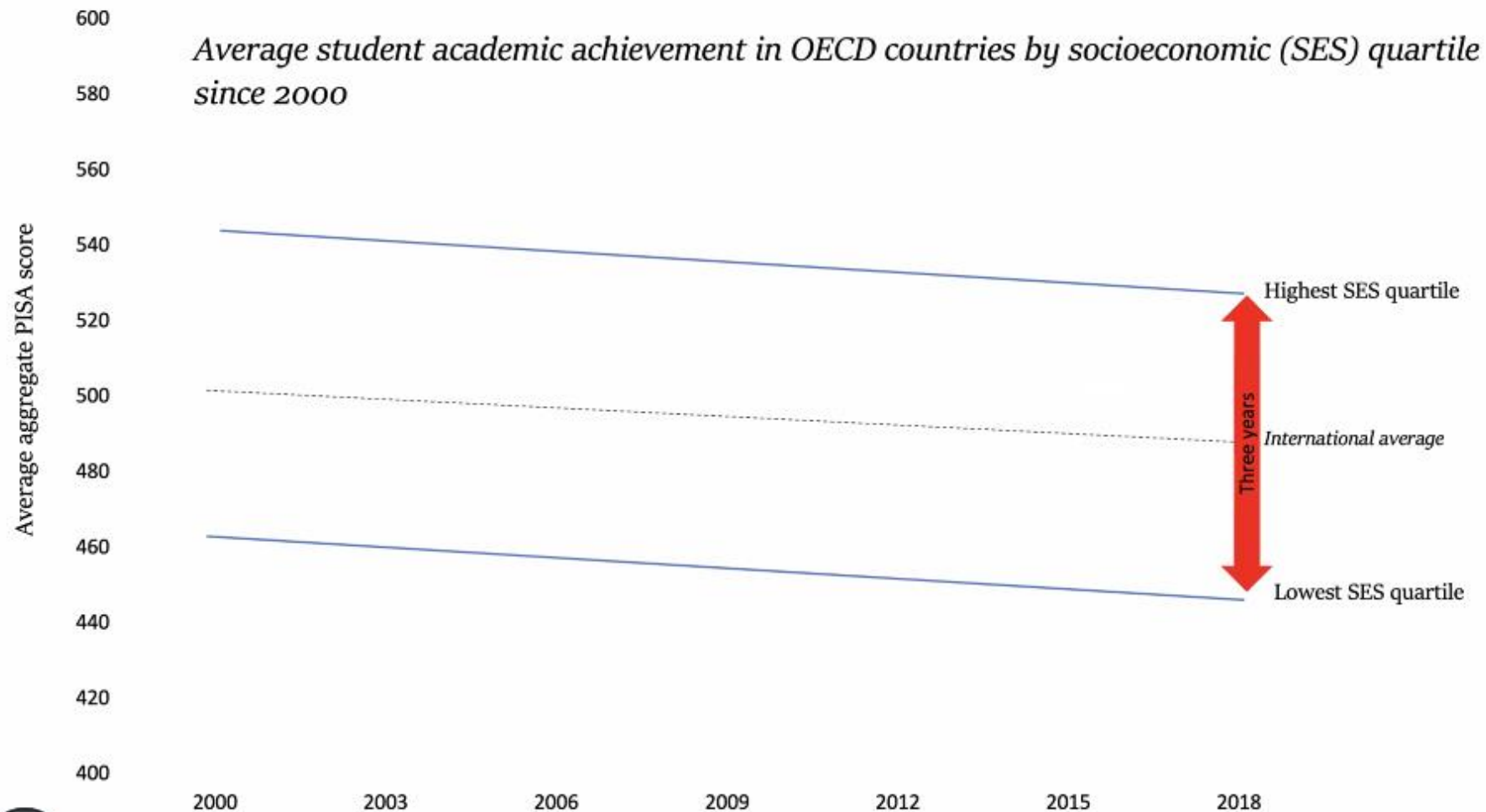
Education outcomes vs. spending



“Real spending on education has grown steadily over the last 10 years. But government education spending as a share of GDP has remained flat in the past 10 years.”

- UIS; OECD; IMF; World Bank databases

Large inequalities



Source: OECD 2021

Lack of purpose, test anxiety and Screen addiction (lack of ability to focus) is killing motivation!

S'pore students suffer from high levels of anxiety: Study

Higher proportion worry about tests and grades compared with OECD average

Sandra Davis
Senior Education Correspondent

Singapore students may be topping the charts in mathematics, science and reading, but it is exacting a heavy emotional price on them.

An international study suggests that Singapore students, known worldwide for academic excellence, also experience high levels of anxiety and have been exposed to bullying.

The findings emerged in a study by the Organisation for Economic Co-operation and Development (OECD), which conducts the tests called the Programme for International Student Assessment (PISA). The study polled 540,000 students from 72 countries and examines to look at the connection between well-being and achievement in the PISA tests.

One question that the 8,825 Singapore students who were polled did not have to answer was on how satisfied they were with life, but their responses to the other questions revealed that most were anxious about tests and grades.

Students were asked to respond to statements such as, "I often worry that it will be difficult for me to take a test", "I worry I will not pass grades at school", "I find very anxious even if I am well prepared for a test", "I get very tense when I study for a test", and "I get nervous when I do not know how to solve a problem".

It emerged that their anxiety levels were significantly higher than the OECD average for all five questions. For example, 66 per cent of students across all 72 countries said they were worried about poor grades at school, but among Singapore students, it was 88 per cent.

In Singapore, 76 per cent reported feeling very anxious for a test even if they were well prepared, compared with the OECD average of 52 per cent.

This could be related to the fact that Singapore students were also more driven. One question asked if they wanted to be top of their class, some 82 per cent said they did. The OECD average was 60 per cent.

The study found that students who reported they wanted to do well in school performed better. On average, the most motivated students scored the equivalent of more than one school year higher in PISA than the least motivated ones.

When asked to comment on the findings on test anxiety, the Ministry of Education (MOE) said the 10-year-olds in Singapore who were surveyed comprised largely of secondary 4 students preparing for their 10 and 11 level examinations.

"Hence, it is understandable that our students are likely to be more anxious about doing well," it said, noting that in the same survey, more than eight in 10 of Singapore's 10-year-olds also said they enjoyed learning at school.

"So, we recognise that while our students are anxious about doing well in examinations, their enjoyment in learning science has not been dampened," it said.

Regarding the correlation between motivation and stress, it acknowledged both sides of the coin. "Research has shown that stress at appropriate levels can be a motivating force to overcome obstacles for the challenges we face. That said, we recognise that while there is no certainty of causality, having overly high achievement motivation to achieve can be related with anxiety levels," it said.

"Hence, while we are encouraged that our students are highly motivated to learn and achieve, we are cognisant that this must not come at the expense of their well-being," said the ministry, adding that schools put in much effort to help students understand the meaning of their learning, instead of focusing solely on their achievements.

"Classroom stress and anxiety is a personal response arising from one's expectations and the ability to manage challenges. In the right of this, our schools do so by helping students gain a wider perspective, looking beyond achievement, by helping them manage their expectations and understand their strengths and weaknesses. This will also help our students develop more realistic and positive mindsets."

Naradon Institute of Education also said it said the finding on high anxiety levels is not out of step with a school system that was evaluated as having students into different secondary and post-secondary pathways. "To get ahead, a student has to not only do well, but well above his peers. So it is not surprising that our students are anxious about exams and grades," he said, noting that in recent years, the MOE has introduced various measures to lessen stress and anxiety.

School Learning Examination (SLE) system and aptitude-based admissions into post-secondary institutions are causing the measures that will hopefully lessen anxiety and increase the enjoyment of learning among our students."

—
sandra@high.com.sg

How Singapore students responded

On test anxiety "I had very anxious even if I am well prepared for a test." 76% agreed or strongly agreed with the statement compared with the OECD average of 52 per cent. 55%	On achievement motivation "I want to be one of the best students in my class." 82% said that they did, compared with the OECD average of 60%.	On being bullied During the past 12 months, how often have you had the following experiences in school? 18.3% said they were made fun of at least a few times a month compared with the OECD average of 10.9%.	"Other students left me out of things on purpose." 11.9% said they were left out on purpose, compared with the OECD average of 7.2%.
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Source: PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT STUDENTS WELL-BEING STUDY 2018
SINGAPORE GRAPHICS



Ikke forberedt på



Key challenges in education that AI and technology can help solve?

75% of all EdTech applications violate GDPR and/or WCAG

We must use GDPR and WCAG compliant complete production platforms.

50% + of all young people are not qualified for work

Jobs are changing and motivation is **declining** in most European countries.

30% drop-out from high-schools and/or universities

Cost more than 400 billion EURO every year. Destabilizing societies and threatening democracy.

More than **60%** of all teachers are unable to use EdTech effectively

Multiple SSOs, confusing UX, data delay, data silos, outdated technologies and expensive solutions.

More than **80%** of teachers are using outdated assessment practises

Students get feedback that don't create motivation and direction. Too little focus on mastering.

The foundation of progressive education



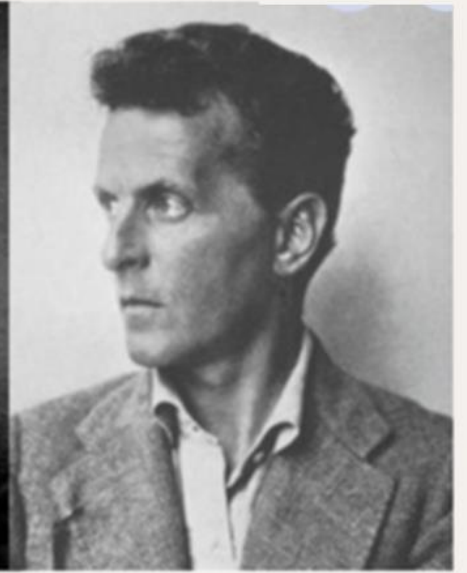
DEWEY



MONTESSORI



VYGOTSKY



WITTGENSTEIN

Progressive education today



Hargreaves



Gardner



Dweck



Fullan

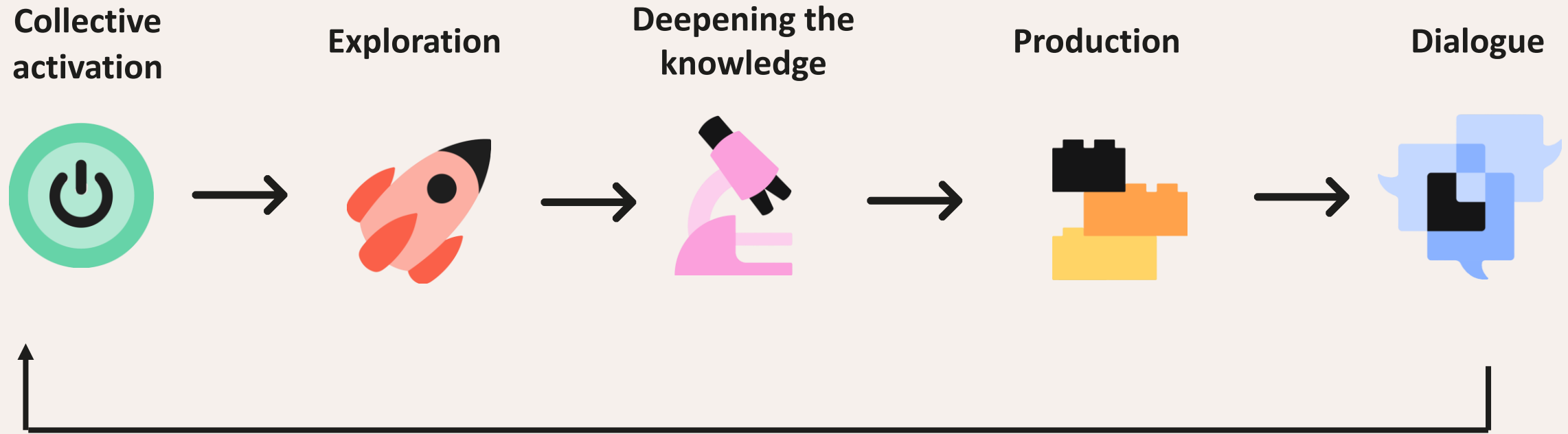


Robinson

Research based pedagogy-

Shifting from ranking and control to mastery and process.

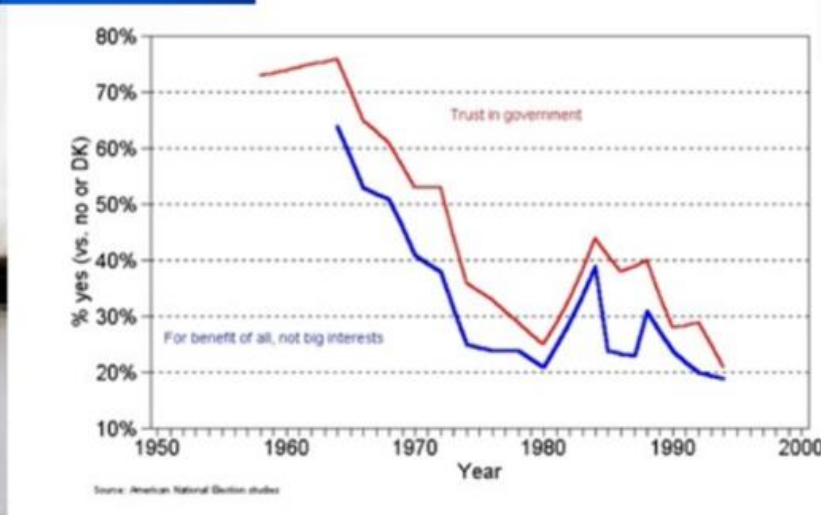
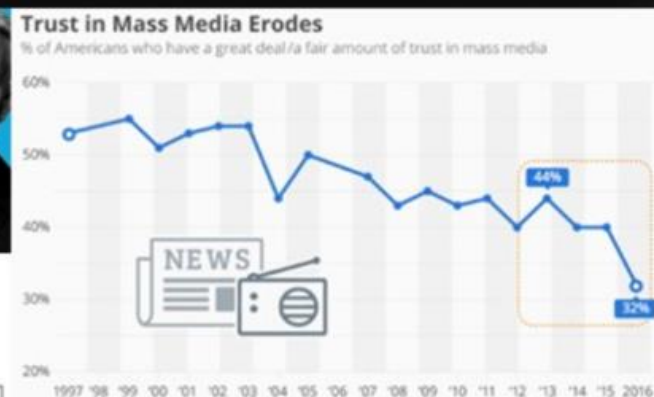
The key is reflection as basis for documentation of competence.



Helping the teacher to plan learning that motivates the students to be problem solvers. Documents the student's competence with engaging technology. Real time feedback on the product the student is developing.



Trust in government



**These AI-powered
glasses let deaf people
read conversations**

02:00

Footage: Reuters

**Users can even rewind
conversations**

/ 02:00

Footage: Reuters

The future of data informed learning in education

From:

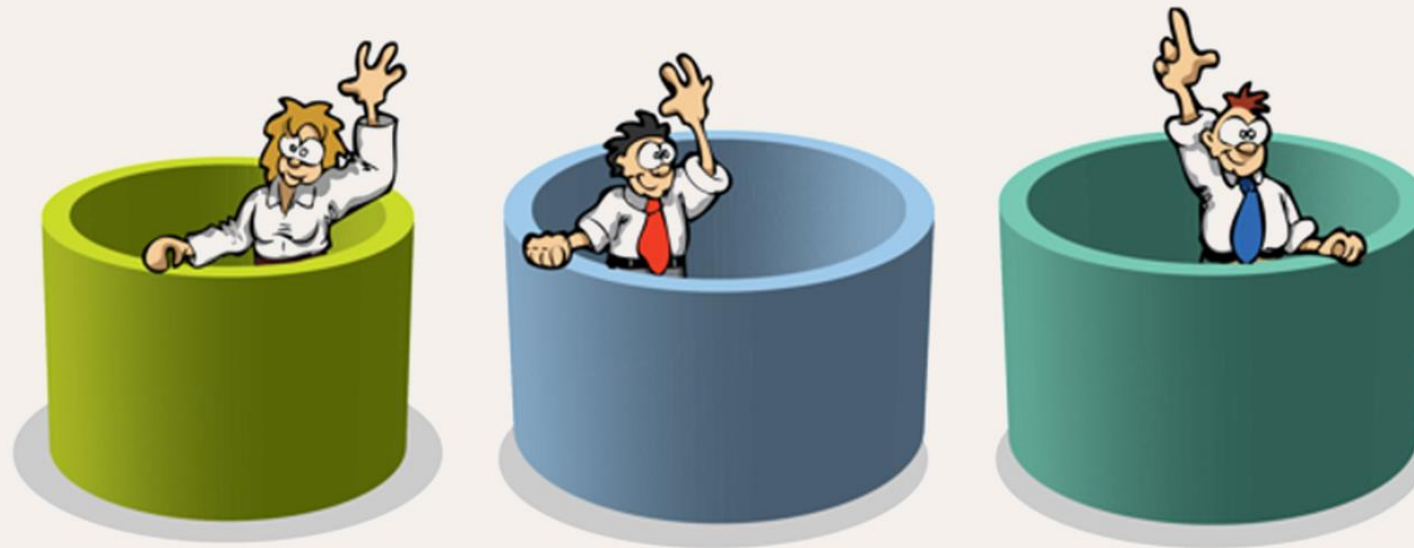
- Summative
- Analyzing or reporting
- Academic achievement
 - Result
- Leaders owning data
- Data generated for control
 - Data delay
- Shallow learning

To:

- Formative
- Learning
- Broad learning outcomes
- Progress
- Students and teachers owning data
- Real time data
- Deep learning
- Process

Consequences:

- Data must be relevant for teachers
- Data must also be generated by teachers and students
- Data must be more learning than control
- Data must be about 21 cc skills
- **Data must be generated and used in the learning process**
- Data must focus on student progression
- Data must be on both class and individual level
- Data must be about the students you now teach
- **Teachers must be their own data managers and have access to effective tools for data informed feedback in real time**



??

5 big questions:

1. Who decides the content in schools?
2. How can we make sure pedagogy drives technology and not the opposite?
3. How can we make sure the “help” of AI is not leading to “learned helplessness”?
4. Can we make EdTech systems that are GDPR and ethical compliant?
5. Is AI an opportunity or a threat?

We can end up like this:

Student



AI help



AI help



Teacher



Technology is bypassing the human brain!

The ethical problem with AI:

- Who owns the data?
- Logins and GDPR?
- Learning from mistakes?
- One big echo chamber (control of content)?
- Stealing content?
- Everybody uses the same argument (diversity is threatened)?
- Out-put is not based on student product?
- Big-tech takes over?

AI – Threat or possibility to learn?

Threat

Cheating on tests
The student does not learn to write
The teacher is replaced
GDPR - breach
WCAG violation
Even more screen
Factual errors are overlooked
The student becomes less critical of sources
Theft of content set in system
BIG-TECH takes over
Destroys current assessment practices

What is most important comes in the background!

Possibility

Support in writing training
Relevant learning analysis
Integrate AI on safe surfaces
WCAG and GDPR are good
More relevant screen use
The student gets to demonstrate his competence
Less administration for teachers
The learning of the future becomes possible today
Documentation of curriculum without tests
The student must be critical of his own production
Modeling the assessment practice of the future

What is most important becomes the most important!!

To sum up:

Competence is best demonstrated and documented through a multimodal text, structured according to the curriculum, summarized in a way that everyone can understand.

Then the dialogue starts between teacher and student, and between students, to further develop the product to fully and completely show what the student can achieve.

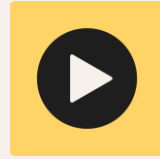
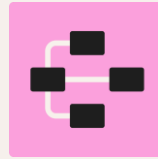
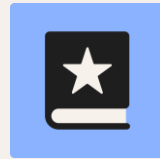
Office 365



Google Workspace
for Education



E
N
C
R
Y
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T
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n



Tags



Curriculum goals



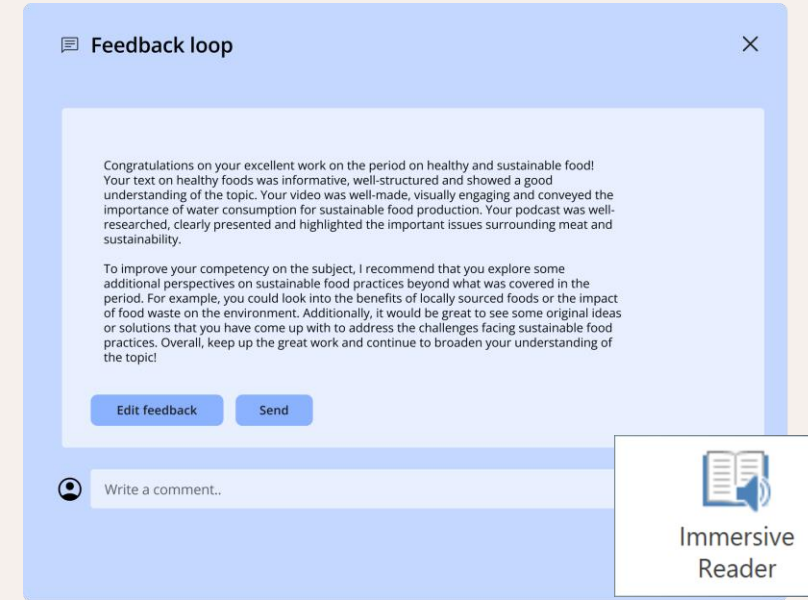
Learnlab AI and data processing



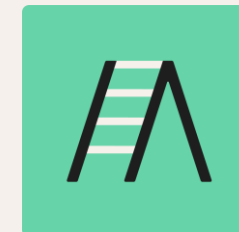
Learnlab



GPT



Immersive
Reader



Feedback,
summaries and
assistance

Fine-tuning

Research based pedagogy-

Shifting from ranking and control to mastery and process.

The key is reflection as basis for documentation of competence.

Learning centred AI



Helping the teacher to plan learning that motivates the students to be problem solvers. Documents the student's competence with engaging technology. Real time feedback on the product the student is developing.

5 big questions:

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Countries/ systems should own:

- 1. The curriculum (and make sure all AI tools filter content by it)**
- 2. The standards for concept tagging**
- 3. The log in platform (because of GDPR)**
- 4. The data sharing-standards**
- 5. The APIs for data exchanging**

In this way content created by teachers can be merged with content from publishers (tagged to the curriculum), powered by technology, and then make a responsible basis for formative assessment.



Democracy

Inclusion

Technology

@hargreavesbc



Andy Hargreaves

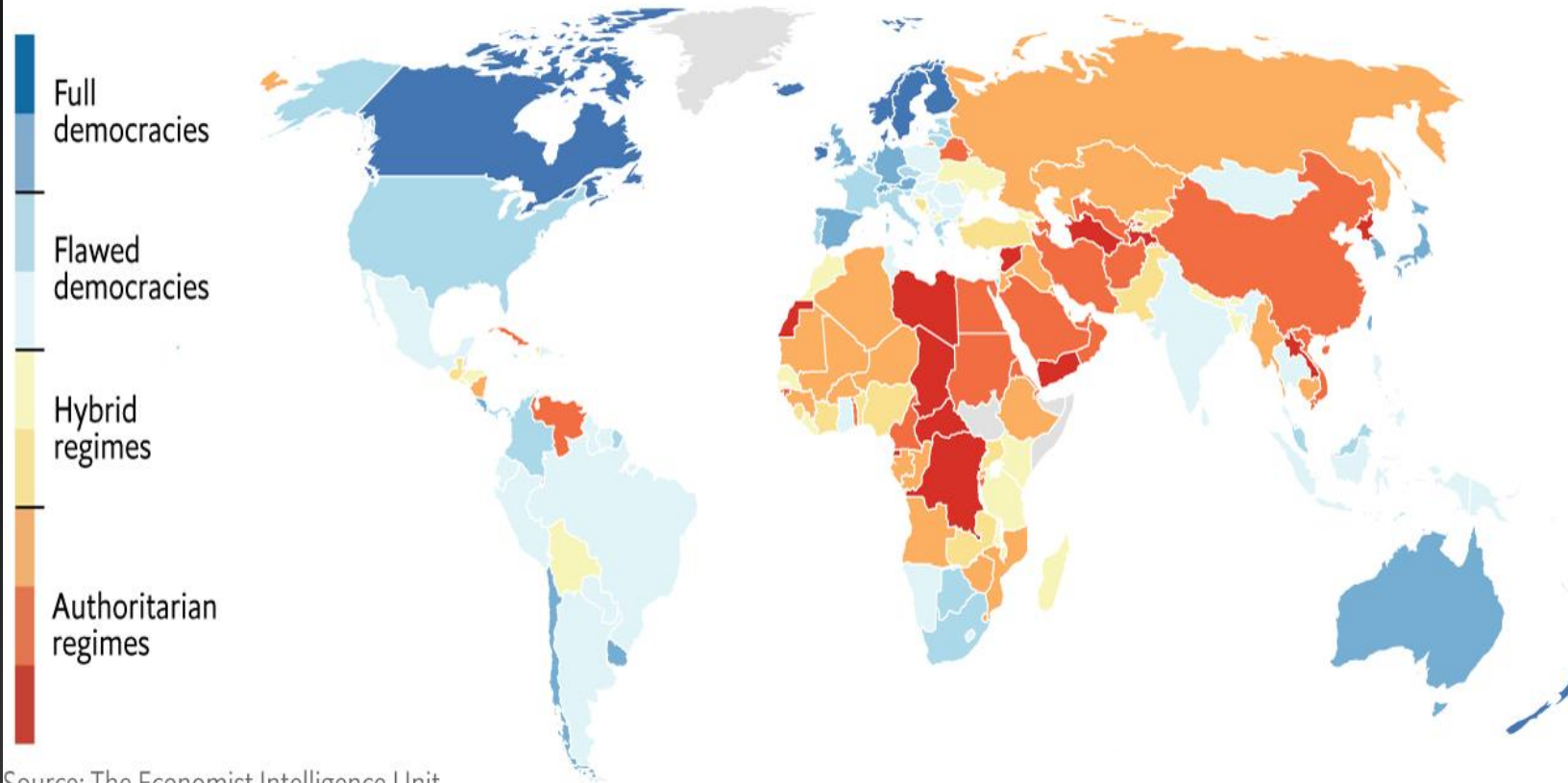
President
ARC

Oslo

May 2023

The Economist Intelligence Unit's 2020 Democracy Index

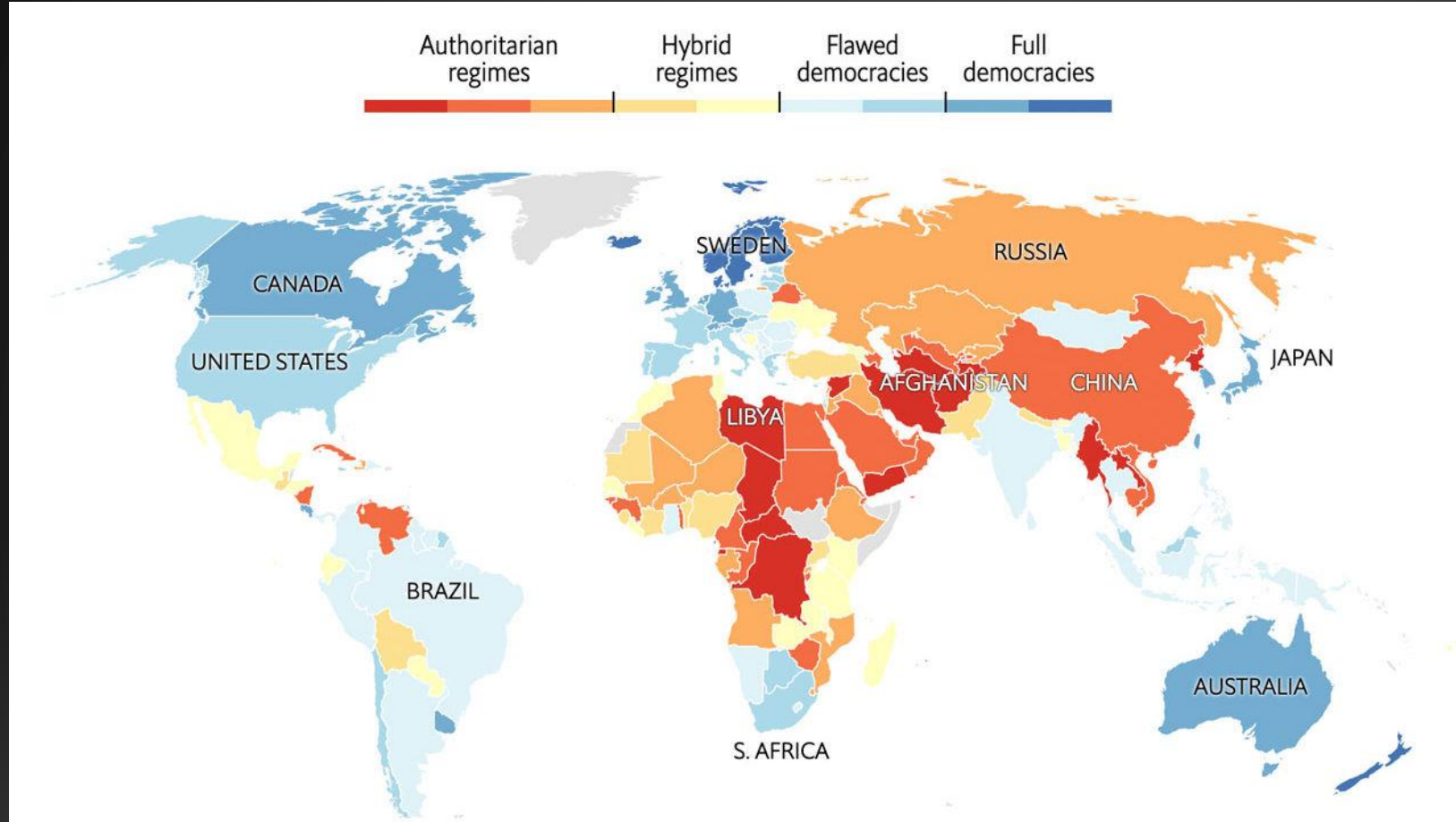
167 countries scored on a scale of 0 to 10 based on 60 indicators



Source: The Economist Intelligence Unit

2020

8.4% of the
world's
population live in
a full democracy



2022

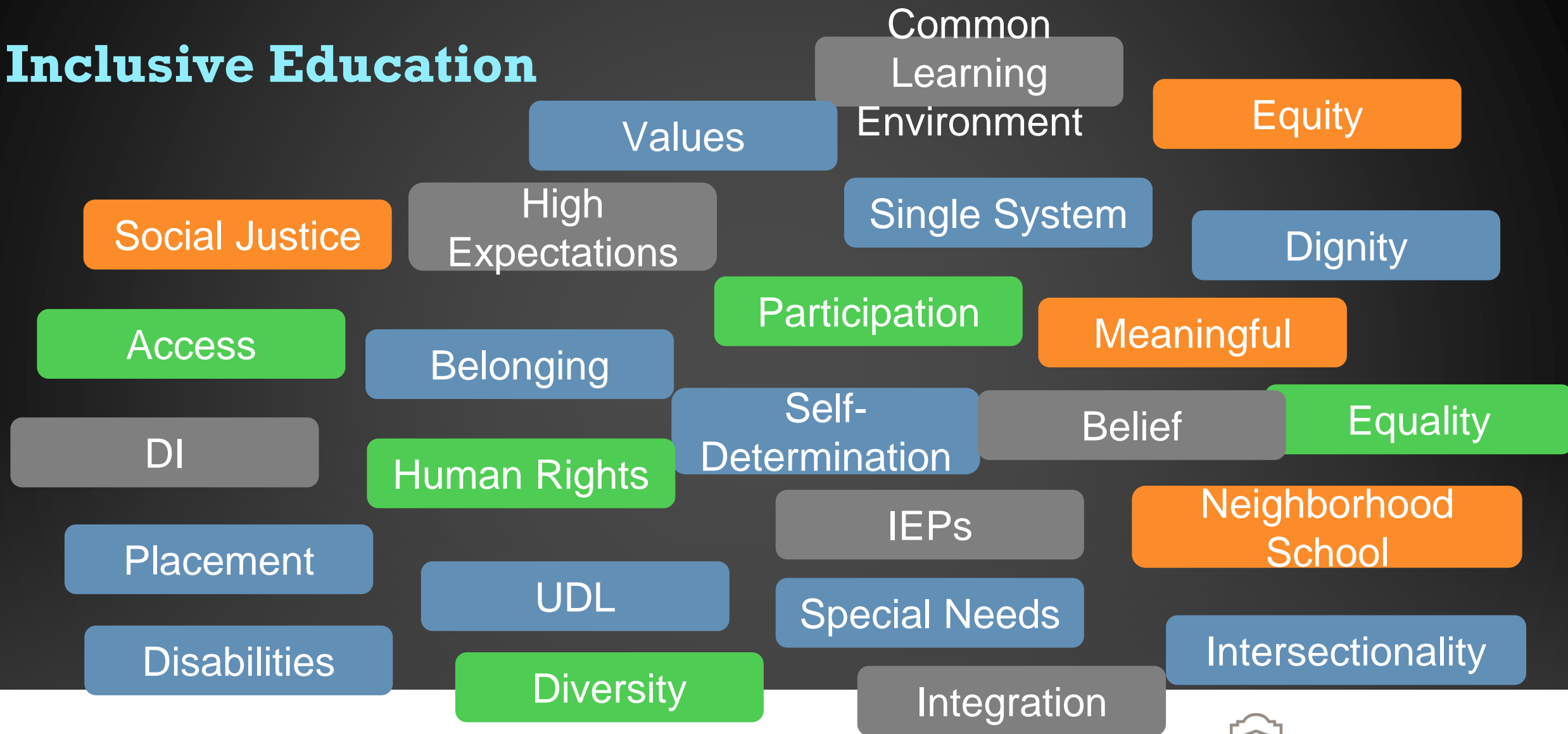
6.5 % of the
world's
population live in
a full democracy



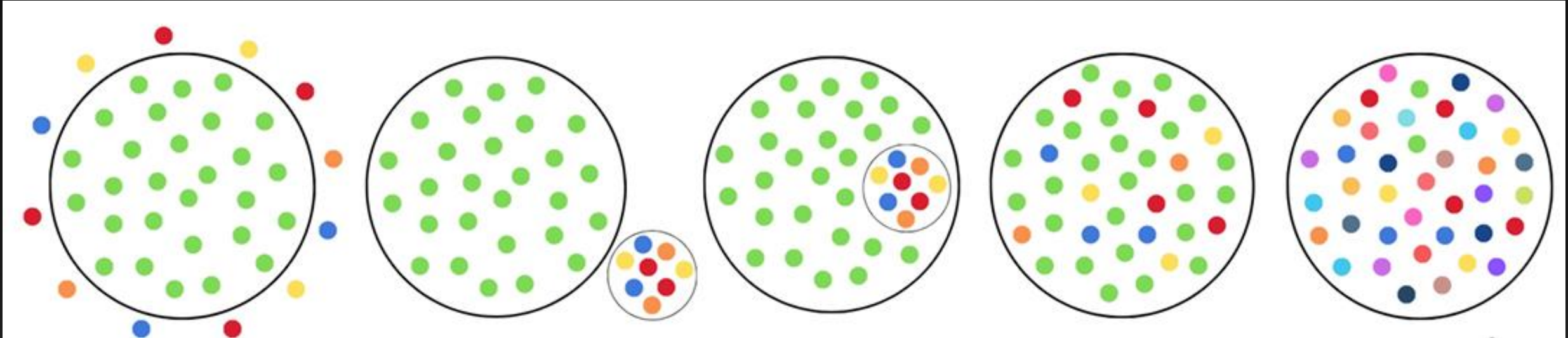
How many
times a day do
you check your
smartphone?



Inclusive Education



Inclusion and Exclusion



Shelley Moore







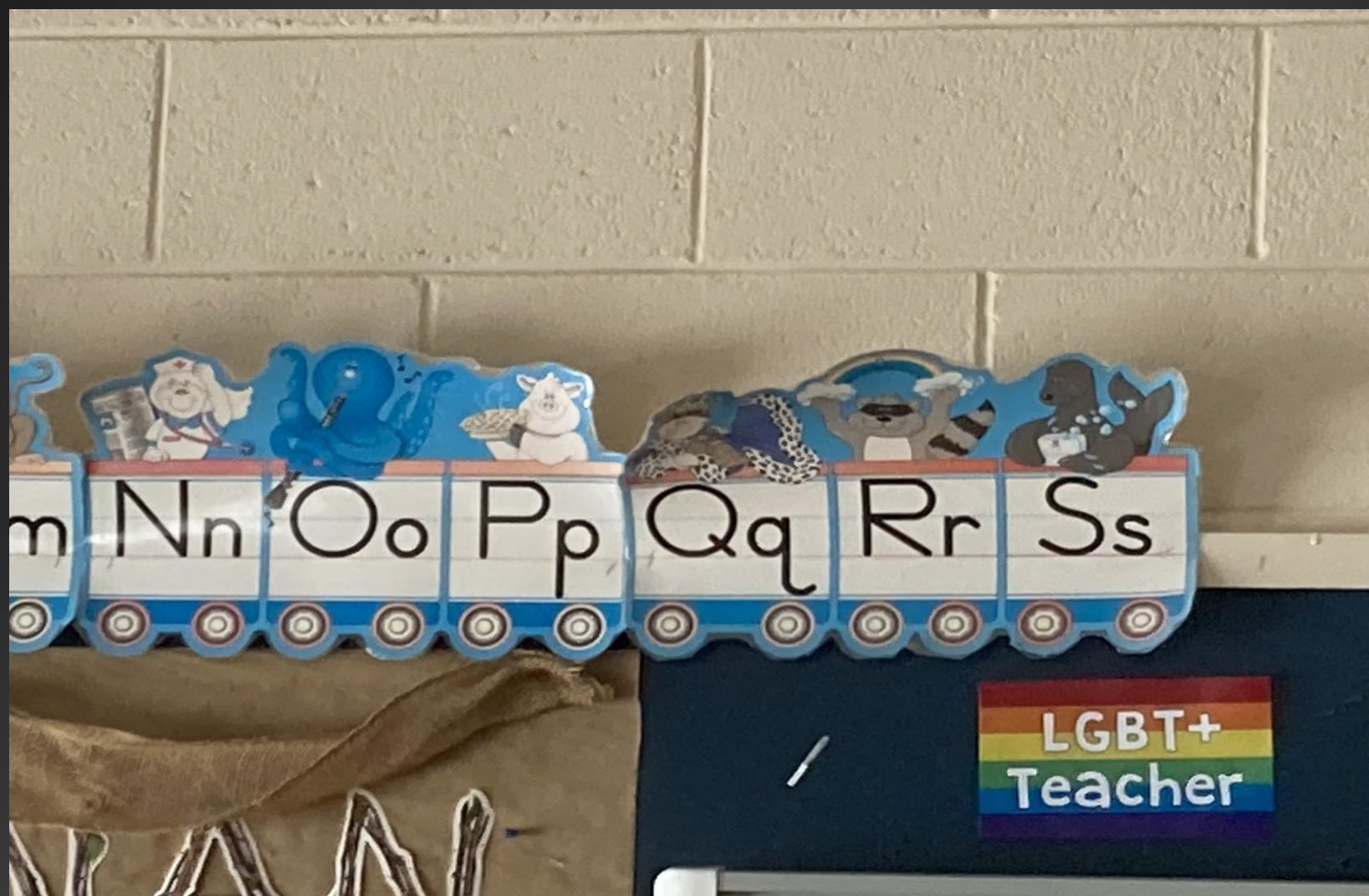


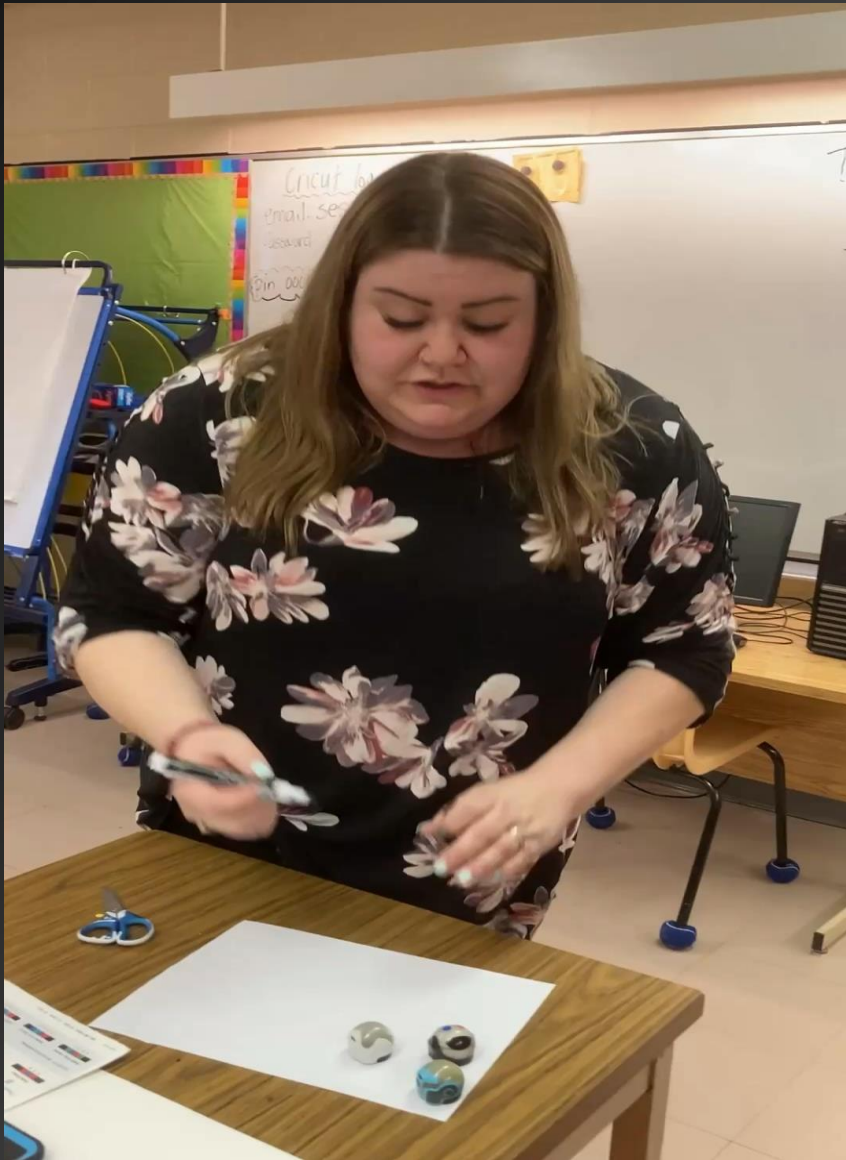


Ramadan

Mubarak







Ozobot Technology

Literacy Narratives

Makerspace Scenery



Commercial Grow Tower

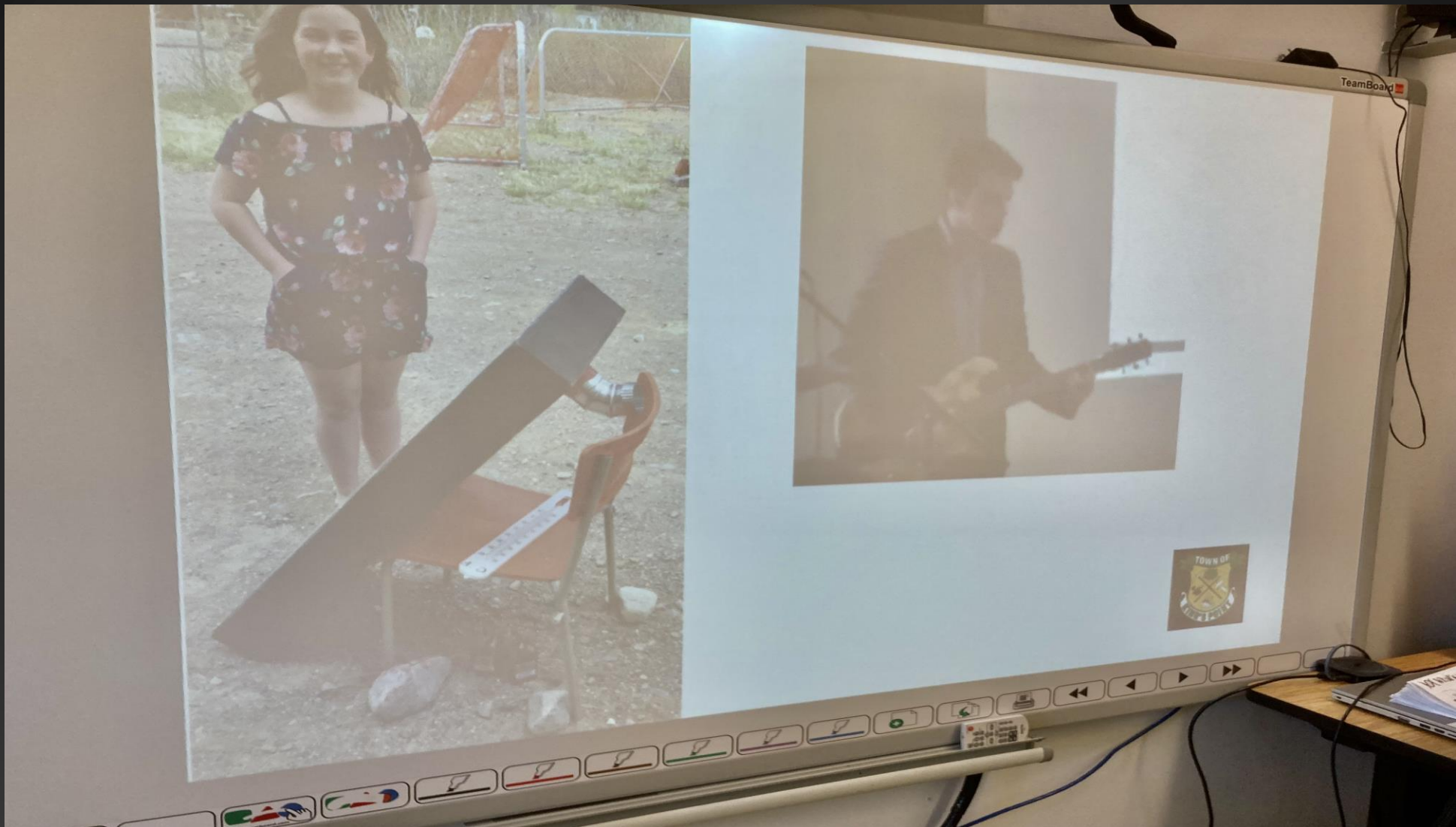
\$1200



Student Made Grow Towers

< \$100

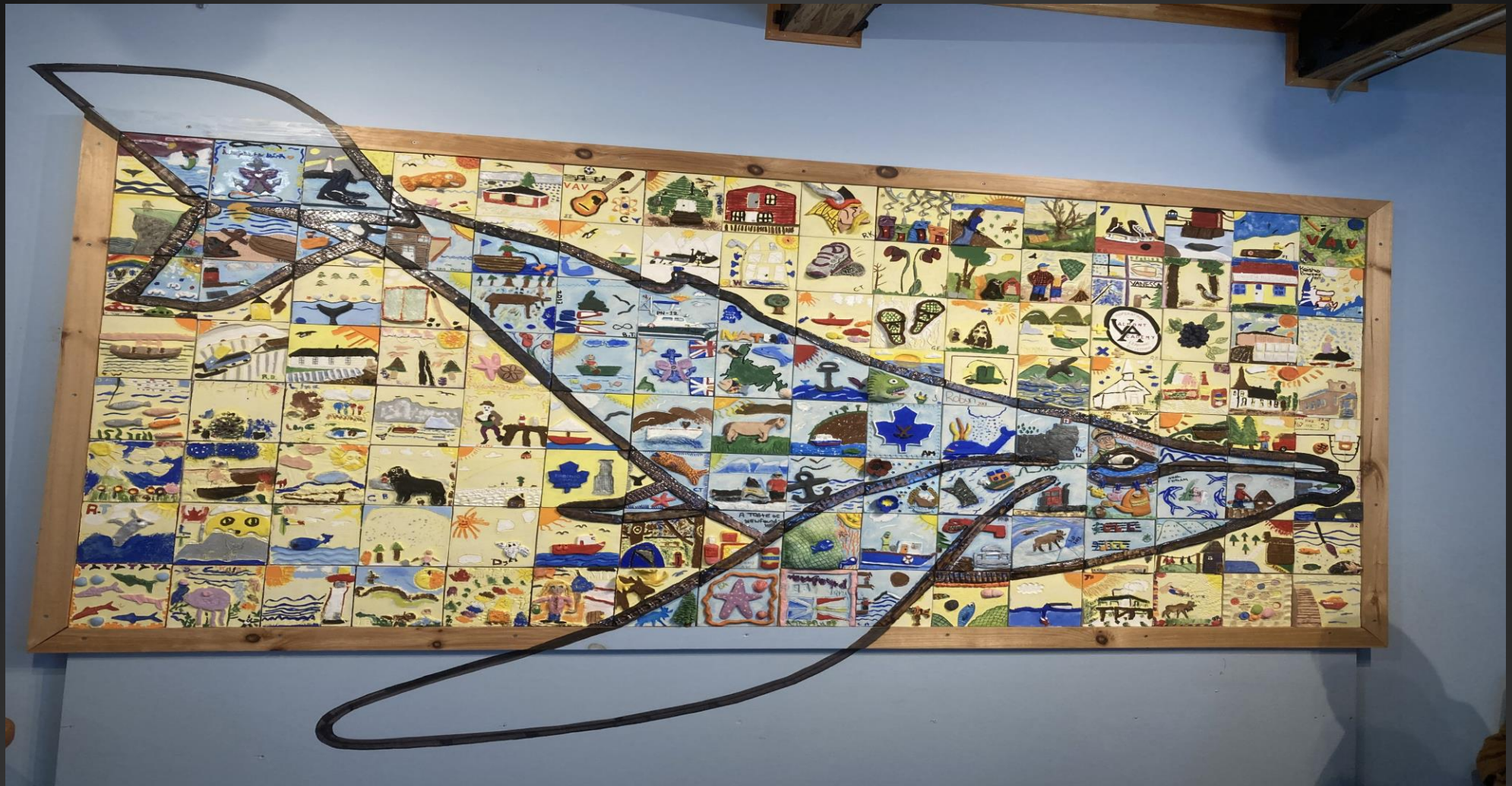




Genius Hour



Inclusion is about the teachers' interests as well as the students' interests



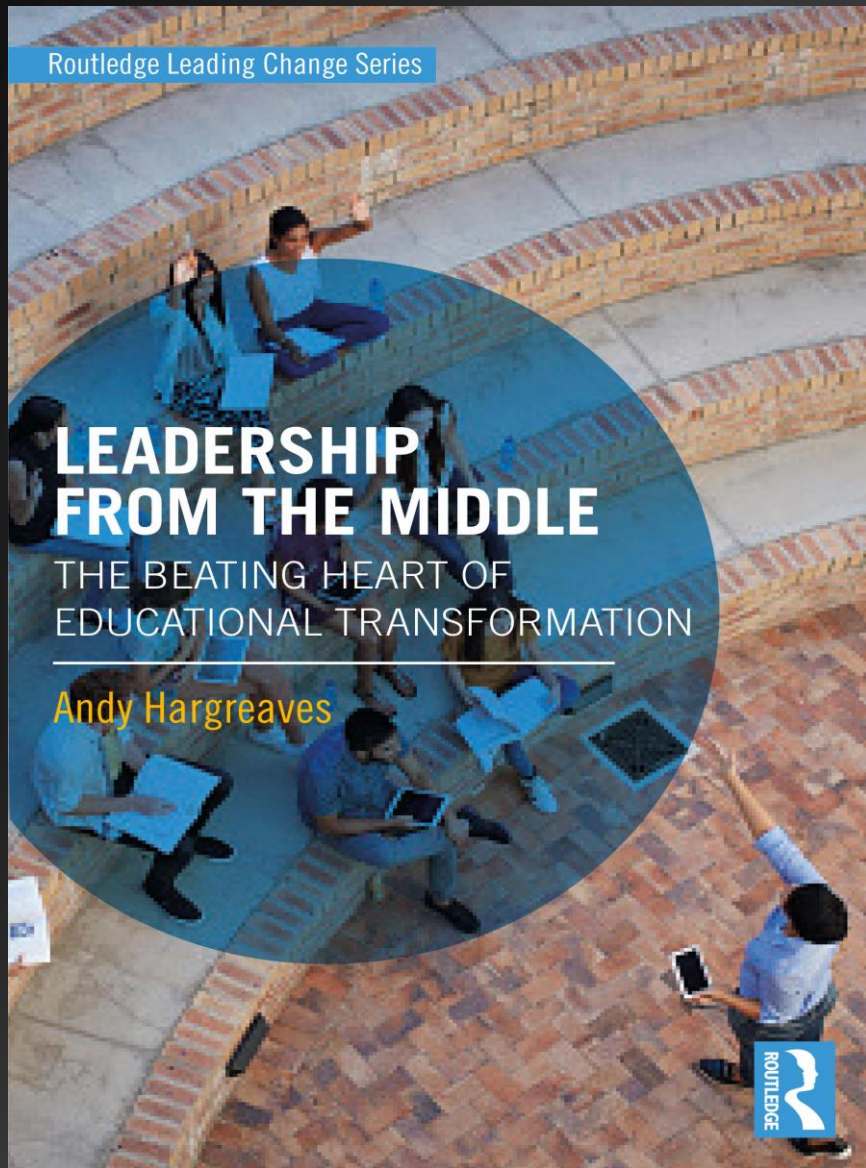
David Hayashida



What does a system need to do to make inclusive practices happen for everyone, everywhere, all the time?

Thank You

Thank You!



Leadership from the Middle: *The closer we get, the better we lead*

ARC Summit, 2023

Andy Hargreaves

University of Ottawa &
Boston College

#1 NATIONAL BESTSELLER



a long way gone

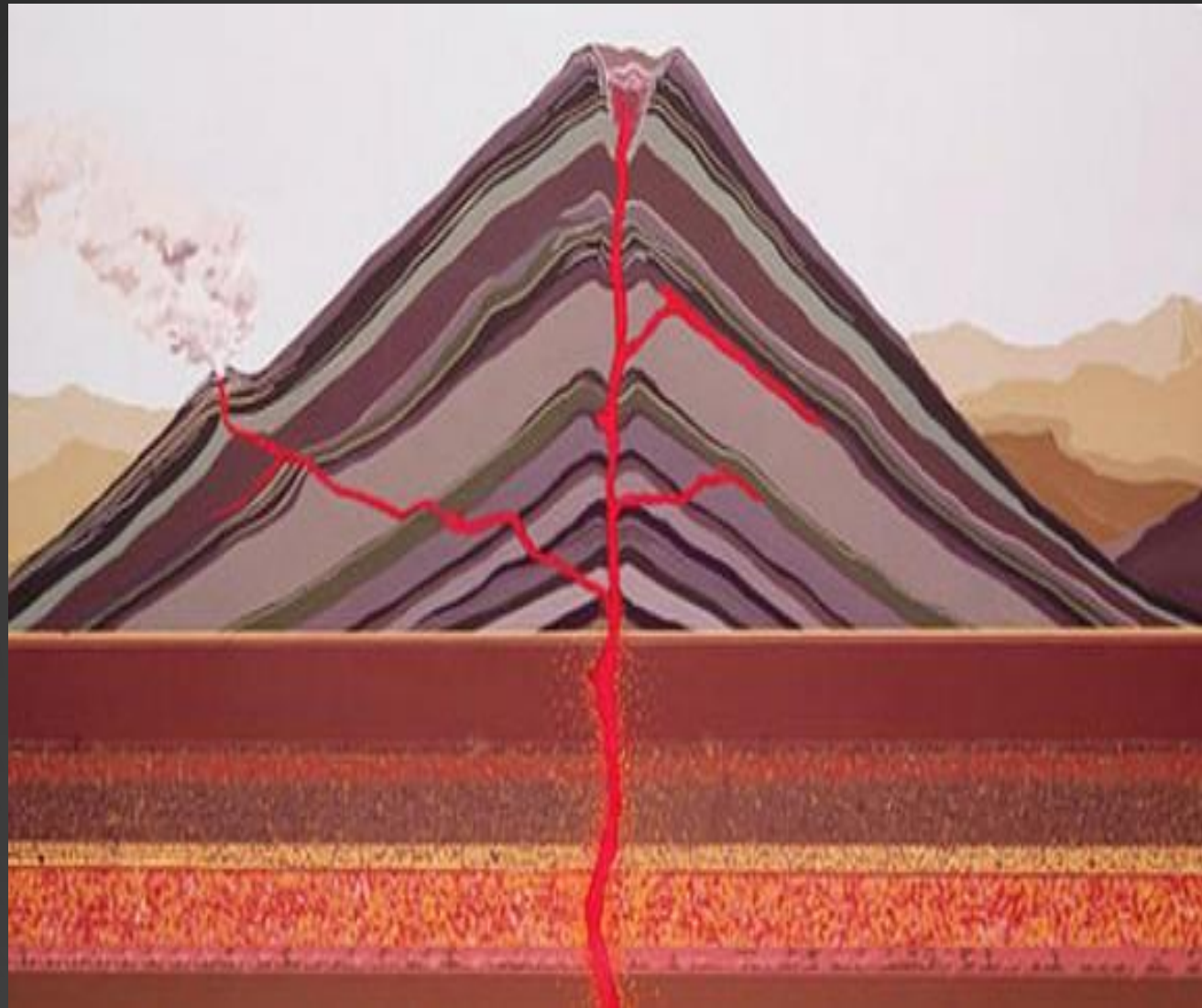
Memoirs of a
Boy Soldier

ishmael
beah



"Ishmael's story shows both the horror and the possibility of redemption. This is an unbearable book that has to be borne. Read it." —*The Globe and Mail*

Inclusion



VUCA





Collaborate with other administrators in implementing the Policy



Establish opportunities for teachers to collaborate & dialogue about the needs of their students & themselves

**Implementation
Continuum**

What idioms & phrases come to mind when you think about “the middle”.



Middle child

Piggy in the Middle

Middle Ages

Stuck in the Middle

Middle Age Spread

Middle Milk

Middle Earth

Middle Beer



The problem with local democracy

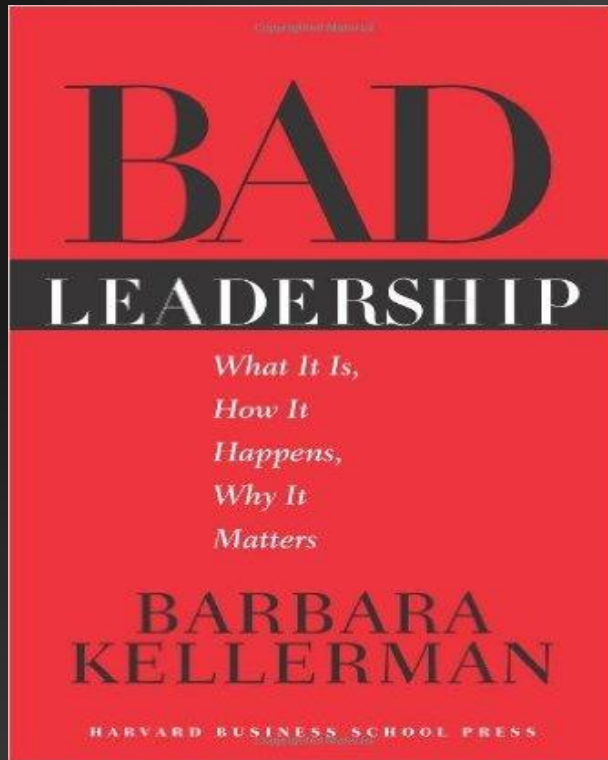
Time

Expertise

Culture Wars



“Top Down” *Can* Work, When ...



Goals are Basic
Priorities are Few
Outcomes are Easily Measurable
The System is Steady
There is Strong Support

Bottom-Up ?

Considering the smaller or less important parts or details of a plan or organization



Leading In The Middle

It increases the *capacity* and internal *coherence* of the middle as it becomes a more effective *partner upward* to the state and *downward* to its schools and communities, in pursuit of greater *system performance*.

It is not a standalone, but a *connected* strategy.

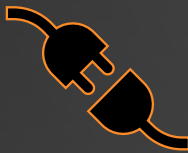
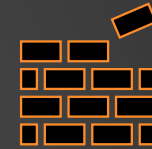
“Meso” Level

Implements changes from the top

Percolates ideas upwards from beneath

My educational system is a.....

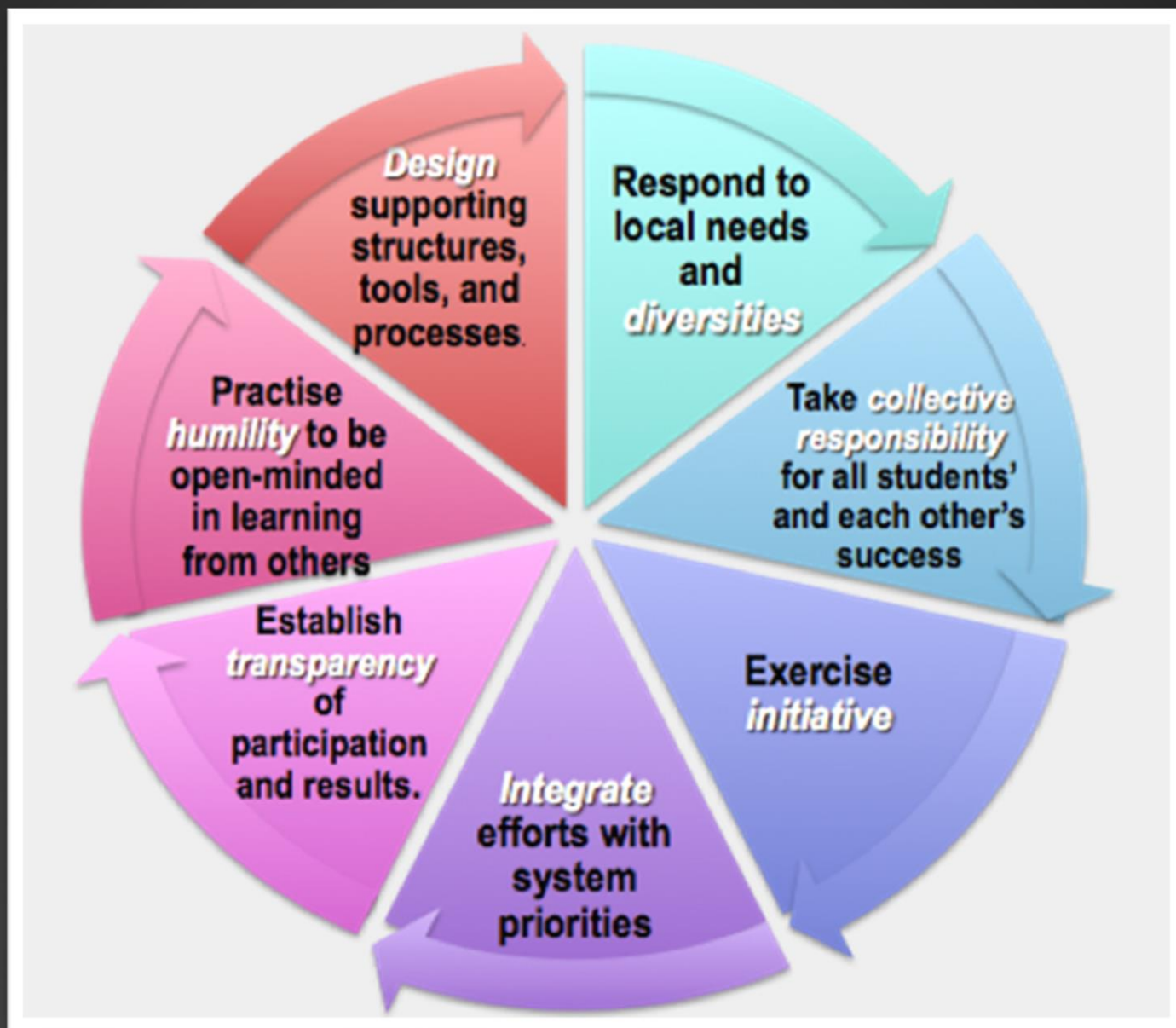
Metaphors we lead by



Metaphors we lead by



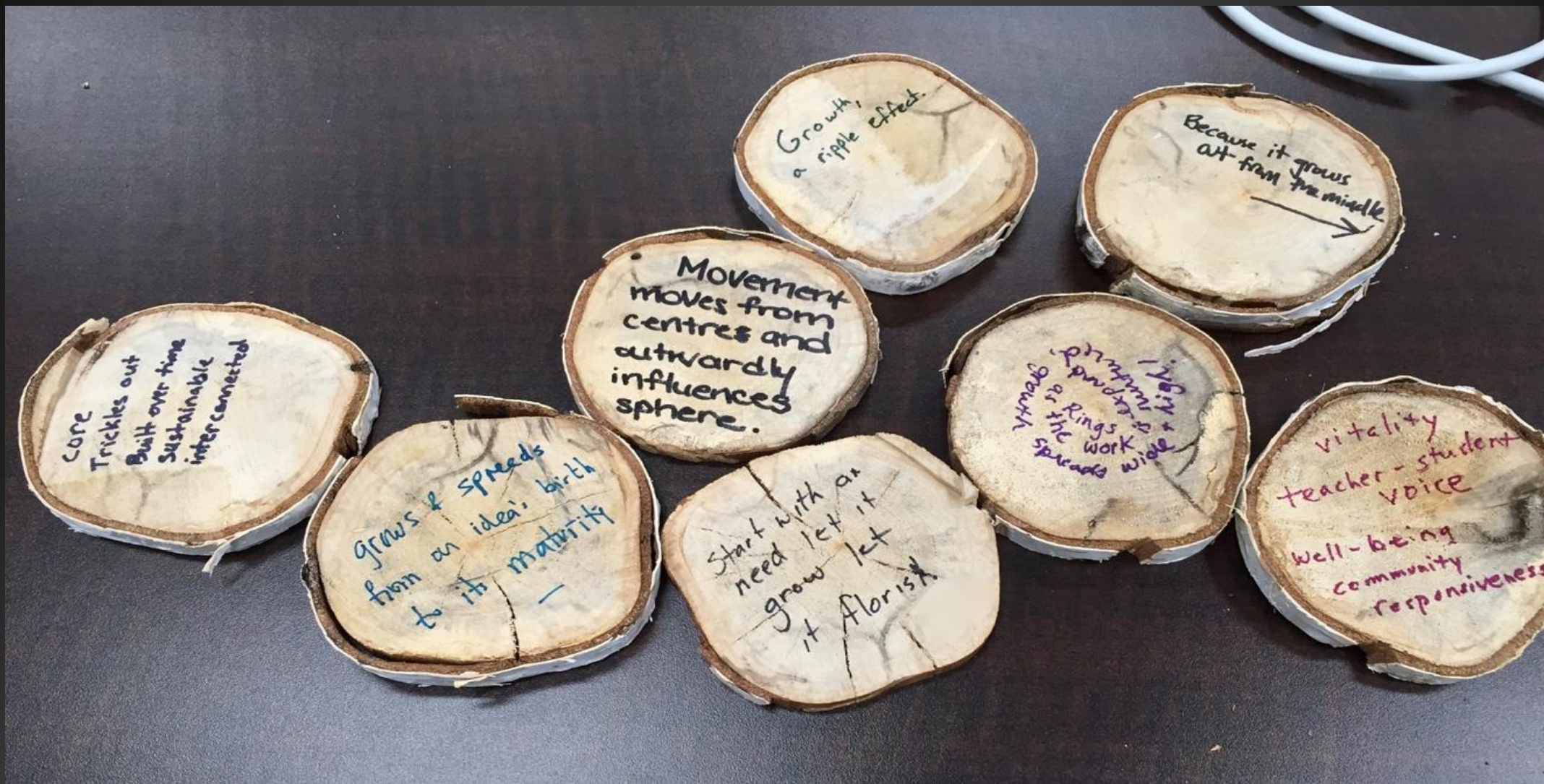
Leading in the Middle	Leading from the Middle
Level, Layer, or Tier	Centre, Core & Beating Heart
Improving Performance	Transforming Learning & Well-Being
Better Systems	Stronger Communities
Coherence & Connection	Collective Responsibility
Implementing Initiatives	Taking Initiative



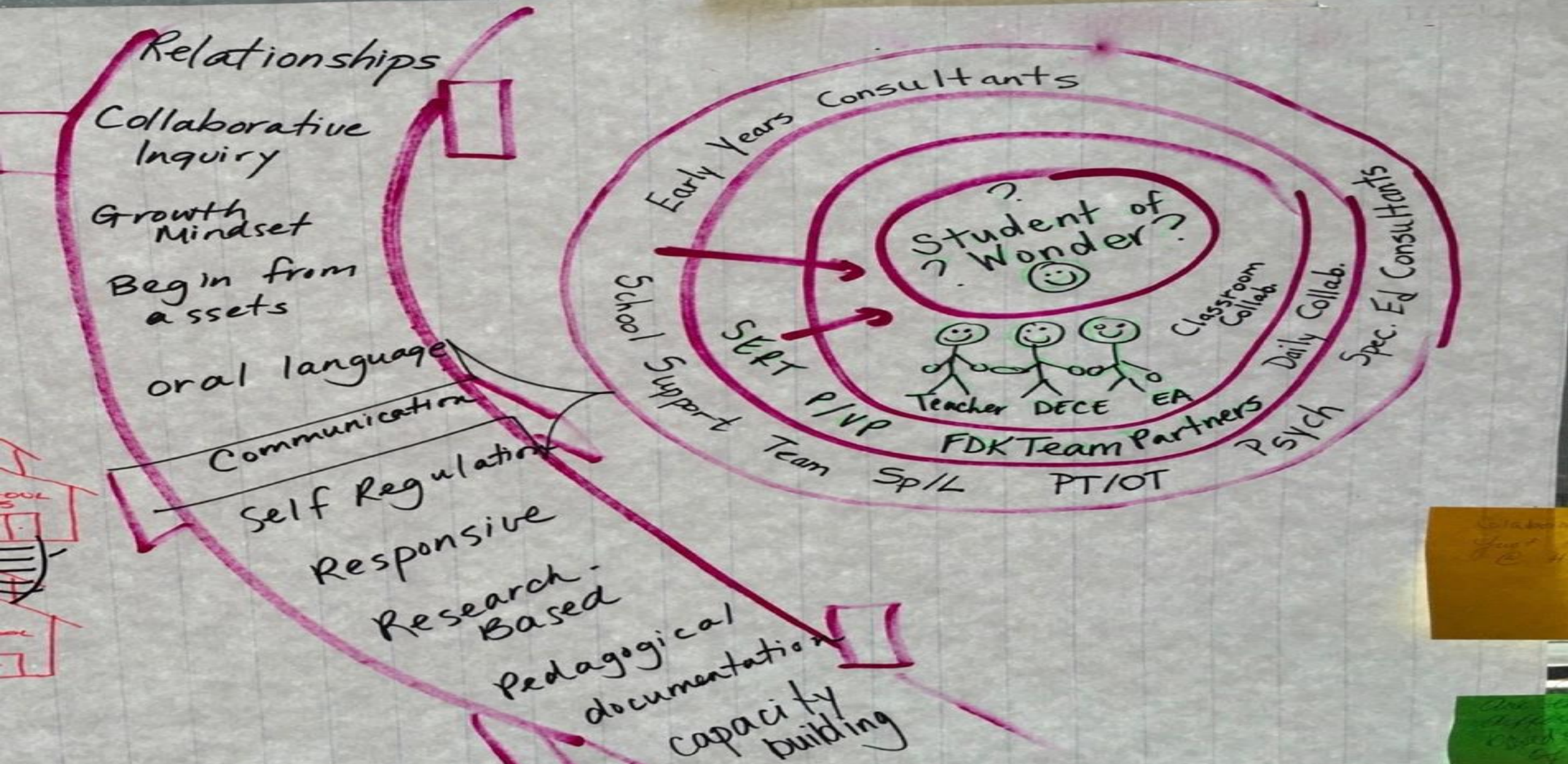


Three Components of Leading from the Middle

1. A philosophy
2. A structure
3. A culture



A Philosophy of Practice



A Structure of Interdisciplinary Teams

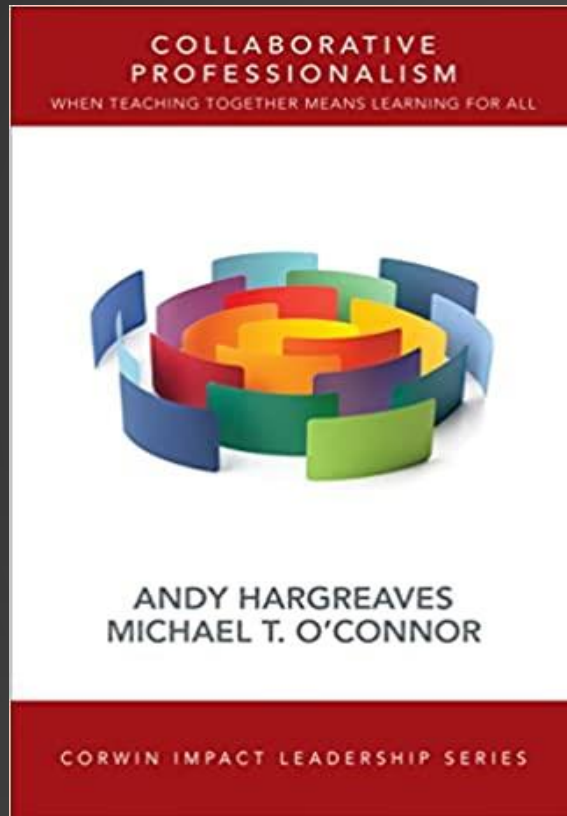
Last year, we gave every teacher 10 or 15 cards. None of them were students that they taught. They had to fill out those cards for every student - their name, something they're interested in, where do they live? So, they can get a chance to know other students they don't teach. Because they're all our kids, right?

“What are the things we can be doing, additionally, because there's something that's not working? Did we not implement it right? Does it need to be looked at through a trauma-informed lens? Do we not have enough connection with home? What are the issues?



All teachers and support staff connected to that student fill it out the template during a support team meeting for that student. We put a two-week plan in place with home and then we come back at the end of that two weeks. We have a Teacher Support Team for all 10 of those kids and we say, “OK, who can we take off this vulnerable list now?” And then we look at what additional supports we need to put in place, because we know their journey doesn't end at those two weeks.

A Culture of Collaborative Professionalism:



Solidarity

Solidity

Innovation Networks



41 Play-Based Schools

Green
Screen
Machine

Everything in Between



7 Provinces

Grades 4-8
High Needs Populations
Bilingual

\$2.7 million

Collaborative Teams

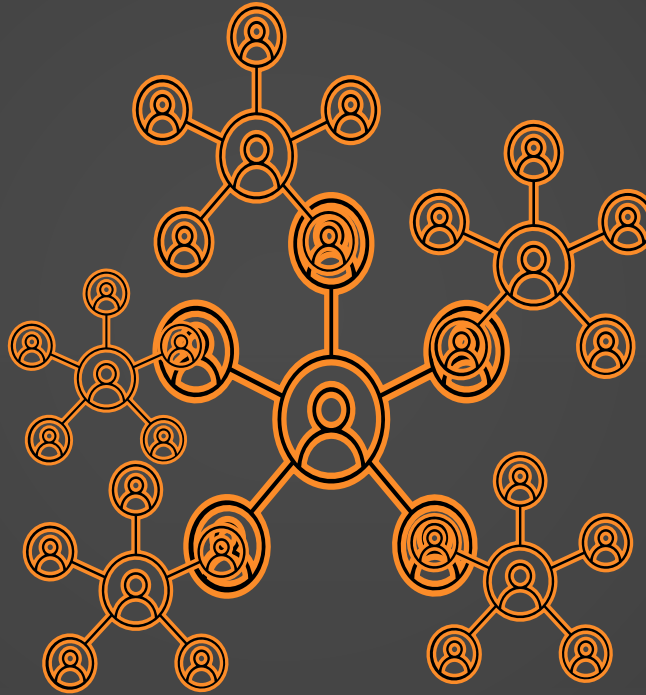
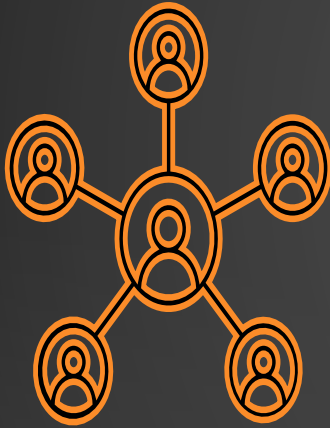
Embedded in Policy

Improving Engagement & Well-being for All Students



Nodal

Hub and Spoke



Crystalline_e



SIX NETWORK PRINCIPLES

- Shared Vision, Goals & Focus – what do you want to accomplish?
- Collaborative Activities – what will you do?
- Membership & Citizenship – who's in & what do they expect?
- Leadership – how do you steer and support?
- Knowledge Circulation - how will you share & use what is learned?
- Sustainability – how will it survive, thrive & eventually expire?

Your Leadership

1. Lead Off
2. Lead Up
3. Lead Through Paradox
4. Lead Together
5. Lead Inclusively
6. Lead Sustainably
7. Lead for Good

'A book for the bedside of every leader in the world'
Robert Greene, author of *The 48 Laws of Power and Mastery*

THE OBSTACLE IS THE WAY



RYAN HOLIDAY

Describe a time in your work when
the obstacle became the way

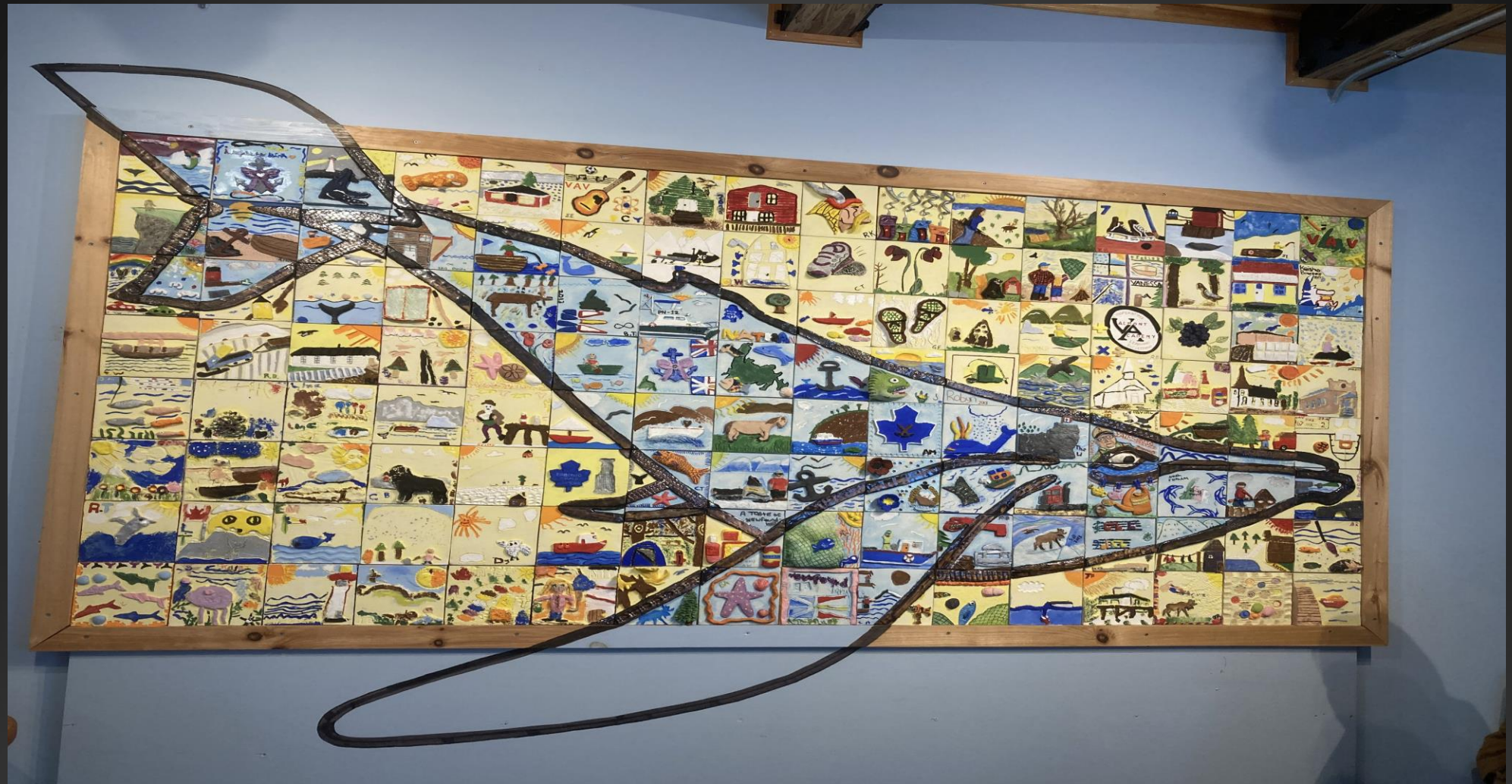
Your Middle Leadership

Lead Up

Leaders in the middle rarely think about leading up.

When your boss calls you in, what's your first response?

The obstacle that is your boss is really your way to accomplish things that matter.



David Hayashida

Thank You!

R&D Norway: Student involvement and student democracy



Petter Andreas Lona



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KS KONSULENT



eleveorganisasjonen



Student involvement:

- What is it?
- Why is it important?
- How to improve?



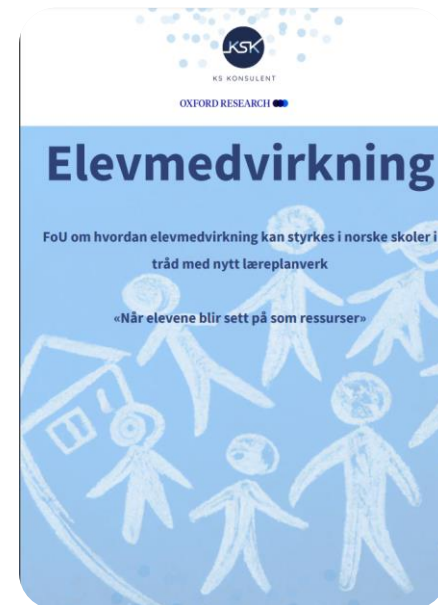
Background, purpose and policy focus

Background: An R&D project based on an assignment from the School Student Union of Norway (EO) and The Norwegian Association of Local and Regional Authorities (KS)

Purpose: *How can student involvement be renewed in schools within a new curriculum (2020)?*

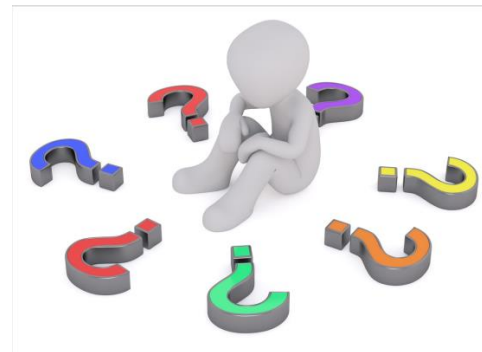


<https://www.ks.no/fou-sok/2023/elevmedvirkning-er-viktig-for-demokratiforstaelsen/>



The main questions to answer:

1. How can we make sure that *all students* get the opportunity to be involved in their own learning-processes?
2. How can involvement in the student democracy in the schools be strengthened?



Our understanding of Student Involvement

To get the opportunity, to experience and to understand what it means to influence and to be accountable for my own learning and democratic participation.

In short:

Being the main actor
both in learning and life



Why is student involvement important?

- **Well-being:** OECD's Student Agency, Student Empowerment and Well-being
- **Sense of belonging:** *Students voice matters* – both for the individual well-being and for the accountability
- **To develop democratic skills** through experience

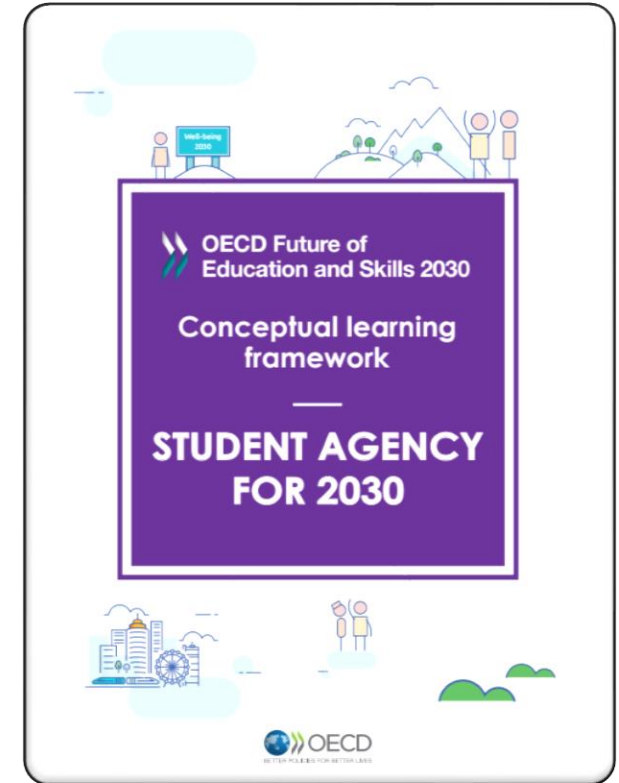




Photo: The Student Think Tank

Students: This is what it takes

- A safe learning environment
- An attitude that shows that the student voice matters
- A joint understanding of what involvement means
- To practice
- To experience influence
- Structures

We need to feel safe in order to participate

We want to be involved in all matters, not just the fun ones

We want to see the results of our participation, even though it might not be as we wanted

To practice is really important, and we need to do it together with the teachers

Good practice in Norway today

- **Personal:** Understanding of what student involvement is, an attitude that shows that student involvement is important and a safe learning environment.
- **Political:** Structural interventions combined with a supportive organizational culture that promotes sharing and commits everyone
- **Practical:** A consistent effort to increase and develop competence and insight among students, teachers, school leaders and local authorities.



How can Norwegian schools improve in student involvement?

Systemic and cultural change:

- Understanding
- Attitude
- Climate
- Leadership
- Structure
- Training

The role of the student council must be strengthened

The students' reflection and feedback must be requested

The students must be involved in the entire learning process; before, during, after

Local authorities and school leaders must put student involvement on the agenda

National authorities must support the local participants



Apaløkka skole

SAMMEN OM – TOGETHER
Skaperglede – Creativity
Kunnskap – Knowledge
Likeverd – Equality



Who are we?

- Secondary school in Oslo, Norway
- 450 students from 13-16 years old
- 65 employees
- A school of great diversity – a miniature of the world
- WE- culture & cooperation
- We are ambitious on behalf of the students
- Rule nr 1: Be kind to each other
- Relation is the centre of everything
- Safe, warm, inclusive school environment

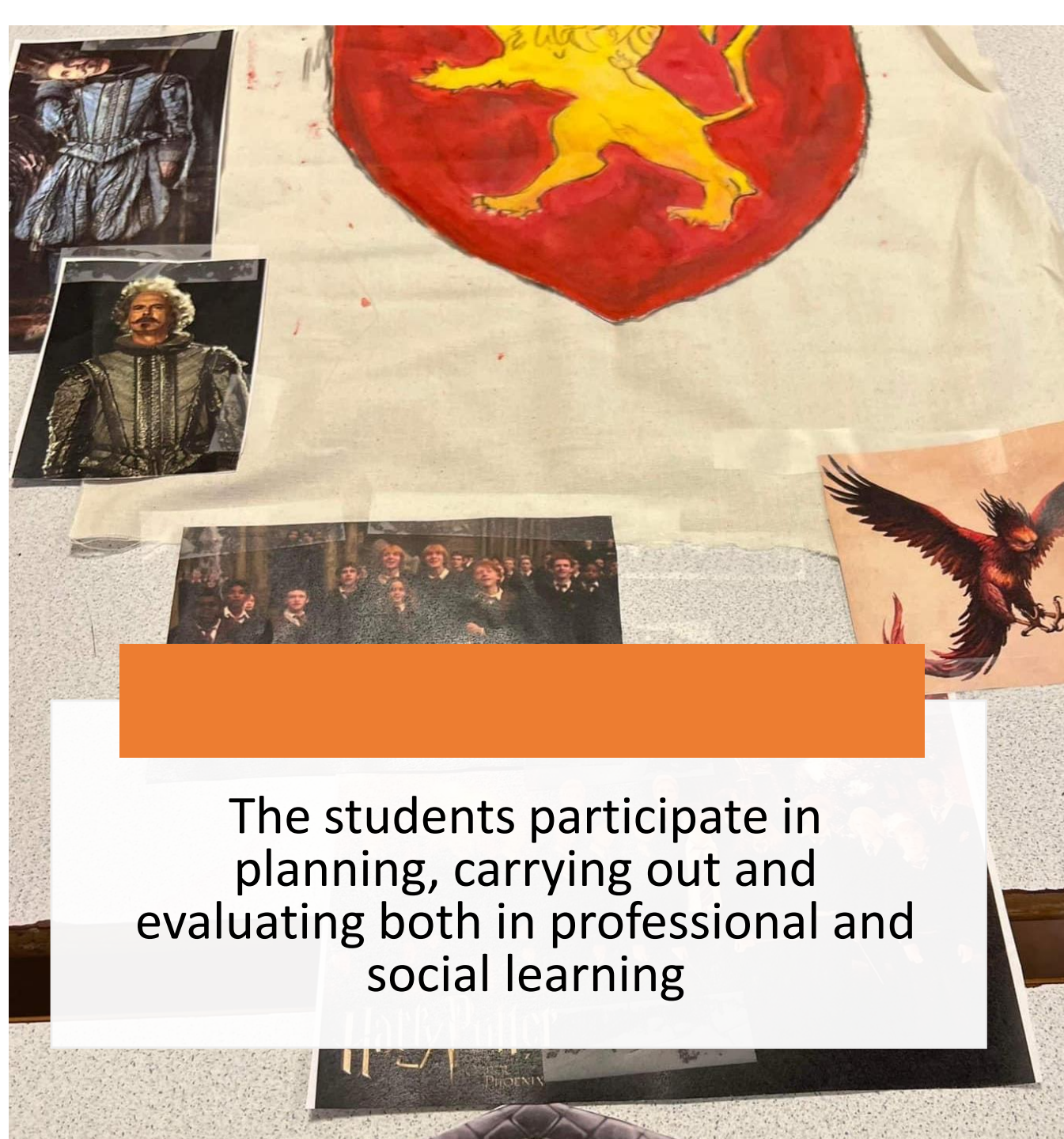


Student involvement



to learning, motivation and
coping





The students participate in planning, carrying out and evaluating both in professional and social learning

The Student council

- Student democracy
- Two students from each class
- Meetings with teachers and leaders
- Make changes on behalf of all students





Campaigns initiated by the Student Council

- “The Language week – Talk as if your mother could hear you” - How do we talk to each other?
- “The Cultural days” – knowledge, respect, pride, diversity – celebrating together





The students wanted school sweaters and got them for free



Job interview - with student involvement

Table talk 1: Student Democracy

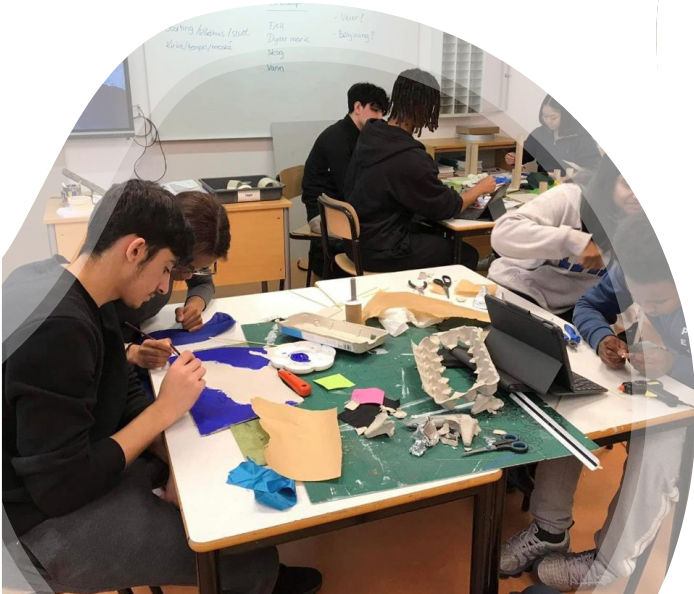
15 minutes

Explore the Norwegian system and culture by asking questions to the students at your table.



Learning

- **Student experts in all subjects**
- Themes, methods, activities, variation in assessments
- Realistic, practical, creative, exploring, curious



Learning for life – motivate, challenge, self-confidence, building identity



Lunchtalk with the Principal and some of the teachers

- Ten students from each school level
- Pizza & soda
- We talk about student involvement, assessment for learning, a safe school environment, changes the students want and what they appreciate at school





Social skills
lesson every
week

MOT - COURAGE

It takes time to build
a good learning
environment



Young MOTivators

Have the Courage (MOT) to choose, to care, and to say NO!





Student hosts for cultural events and concerts



We want to give the students possibilities to succeed in many different areas

As grown-ups we are responsible for the relation



We want to MEET our students and SEE them as individuals and help them to treat themselves and each other in a good way



We welcome every student every morning

Activities in the lunch break, after school, in the holidays and weekends



CCL



School hoodies



Saturday mathematics with pizza lunch



World Mental Health Day



After school activities

Different themes during the year





The staff –
Halloween and Valentine's day

An aerial view of a large group of people standing in a snowy field, forming a large heart shape. The people are dressed in winter clothing, and the ground is covered in snow. In the background, there are parked cars and some trees.

Walk of Hope – and for a better world



Table talk 2: Student involvement in learning processes

20 minutes

Explore the Norwegian system and culture by asking questions to the students at your table.

Welcome to Ruseløkka!



1871



2021



Oslo

Ruseløkka school was first opened in 1871, but the new school building was opened on the 150th anniversary, the 16th of August 2021, by Her Majesty the Queen.



Oslo





Ruseløkka school is the only school in Norway to offer a talents programme for young ballet dancers, together with the Norwegian National Ballet School (DNO&B).

The students get a combined academic and ballet education and go on to study at higher ballet schools and academies in Norway and Europe.

A learning arena for the future

Ruseløkka is a school for grades 1 to 10. The new school is built for the future, with flexible learning spaces and furniture for different learning activities and needs.

Integrating the school building and the school pedagogy has been the focus throughout the planning and construction process over the last years. The result is this magnificent building!

The school facilities include not only exciting learning spaces and specially-equipped areas, but also a dance studio and a roof schoolyard.

Changes in society, the national curriculum and the digital revolution have changed the way we work, learn, teach, and interact. Consequently, the classrooms must provide opportunities for different teaching methods and collaborative learning.



How to create a varied and inspiring learning environment

The interior reflects the wishes of the school during the construction process. The inventory meets the requirements of the school's pedagogy and the new national curriculum. The different areas are furnished to accommodate the grade and activities of the students.

It has been important to the school to adapt the teaching methods to different needs and activities. Therefore, the physical learning space provides opportunities for:

- flexible and varied work methods
- interdisciplinarity and interaction
- both academic and social environment
- active learning and «in-depth» learning
- digital development



**Different
furniture for
different
activities**



Grades 1-3 on the 3rd floor



The furniture creates new opportunities for organizing the classrooms.

Grades 1-3 have mobile folding desks, making it easy to redecorate: single desks, pairs, circles or ovals. A group organization opens the floor space in the classroom, making it easier for the teacher to move around and the students to use the floor.

The classrooms have benches in different heights and yoga mats for «the class circle». They also have storage cabinets for students and a combined teacher's desk and iPad charging cabinet.



The 3rd floor square

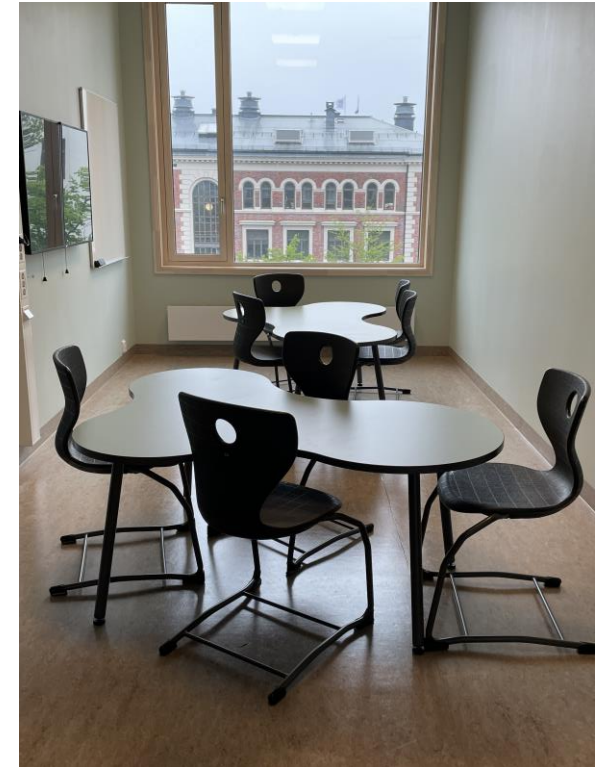


The square on the 3rd floor has many nooks and crannies for play, learning and interaction.

Group rooms, grade 1-3



The group rooms are furnished with folding desks, project desks, Sacco chairs (bean bag chairs) and yoga mats. This offers variation and flexibility, for cooperation and individual work.



The After-School Program



The After-School Program rooms are at the heart of the 3rd floor and are used with the home rooms, square and the special education rooms. Here you can see benches and tables for different activities, soft furniture and plenty of room for free play. There is also a small kitchen available for the After-School Program.



Grade 1-4 on the 4th floor



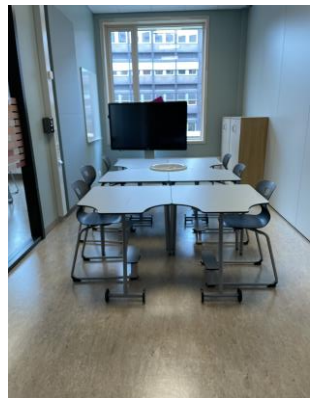
The furniture creates opportunities for dividing the classroom into different zones; for talks and work in groups, pairs or for individual work.

The 4th floor square



The square on the 4th floor is unique, with 3 cubicles for cooperative learning, a niche to find peace and quiet and a small amphitheater. We hope both teachers and student will enjoy the square and use the new possibilities it gives for learning and social interaction.

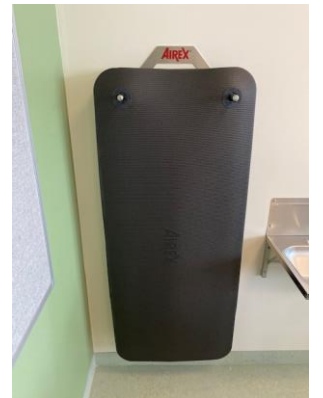
Group rooms, grade 4-7



Sofas facing each other are perfect for group talks.



The group rooms are furnished with desks, project tables, sofas, Sacco bags, yoga mats etc. making room for variation and flexibility, for cooperation and individual work.



Oslo

08.05.2023

Grade 8-10



The furniture creates opportunities for dividing the classroom into different zones, for talks, project work, pair work, group work and individual work. Notice the large windows.



Remember that the furniture from the group rooms can be used in the classrooms as well.



The 5th floor square and atrium



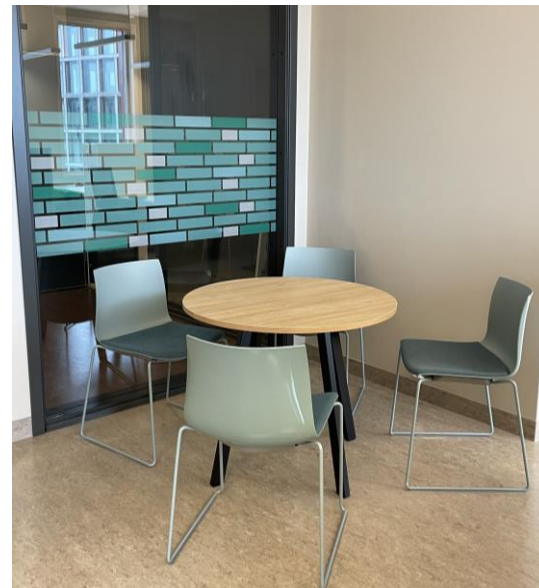
The square on the 5th floor has a large atrium with 3 booths. An exciting and different learning space.

Group rooms, grade 8-10



The group rooms are furnished for both cooperative learning and individual work. Tables of different shapes and sizes create opportunities for cooperative and individual learning activities.

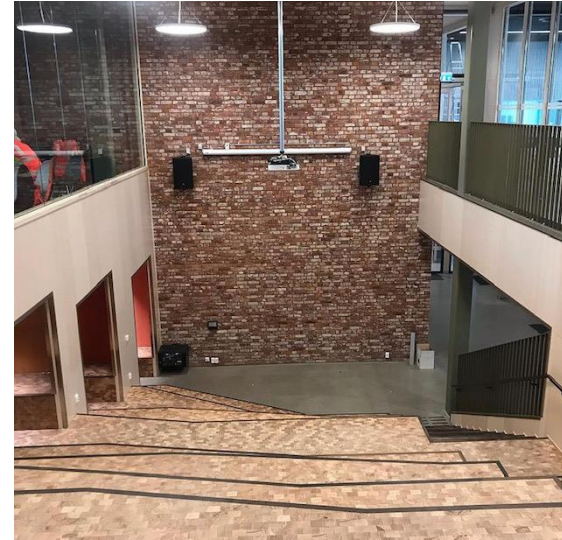
Teachers' offices



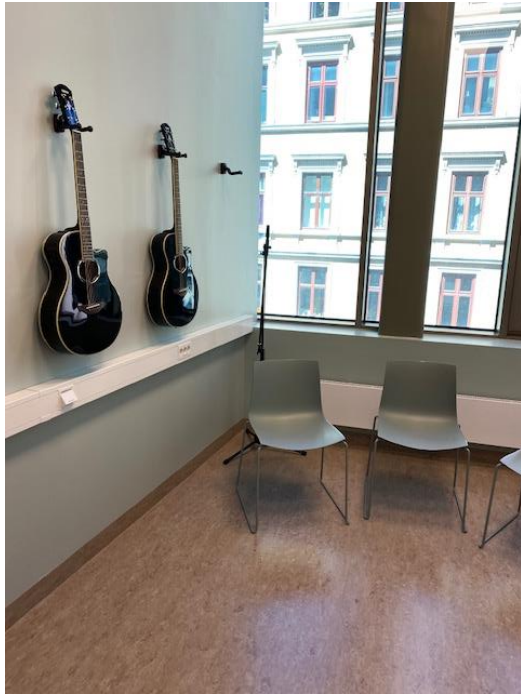
The teachers' offices are in the home room areas on the 3rd, 4th and 5th floors. Adjacent to the offices are meeting rooms and quiet rooms.

The library, atrium and amphitheater

The school library is a sanctuary for great and small, with reading corners, large tables for project work and homework, sofa groups and a storytelling chair. In the atrium we find a large amphitheater, small booths and a big screen. The brick walls give a sense of history and continuity as they are made from bricks from the old school building.



Common room and music room



The common room is at the heart of the building on the 2nd floor, facing both the city and the atrium. It is furnished with long tables and chairs.

The music room and rehearsal rooms are next to the common room – perfect for school productions!

The 2nd floor school kitchen



Next to the common room on the 2nd floor is a school kitchen with a serving window, 5 work stations and eating area.

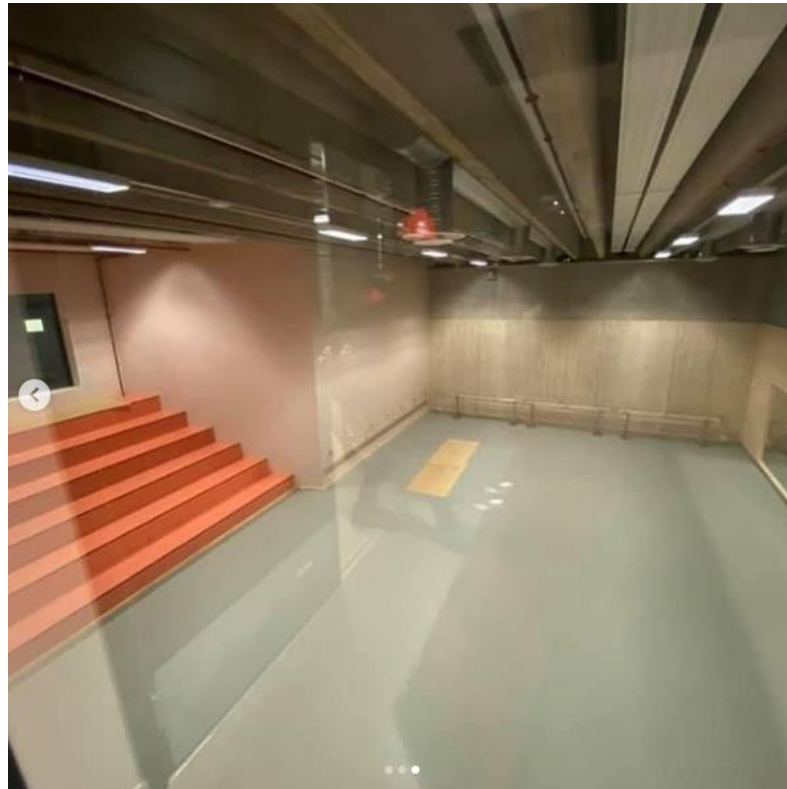
Teachers' lounge



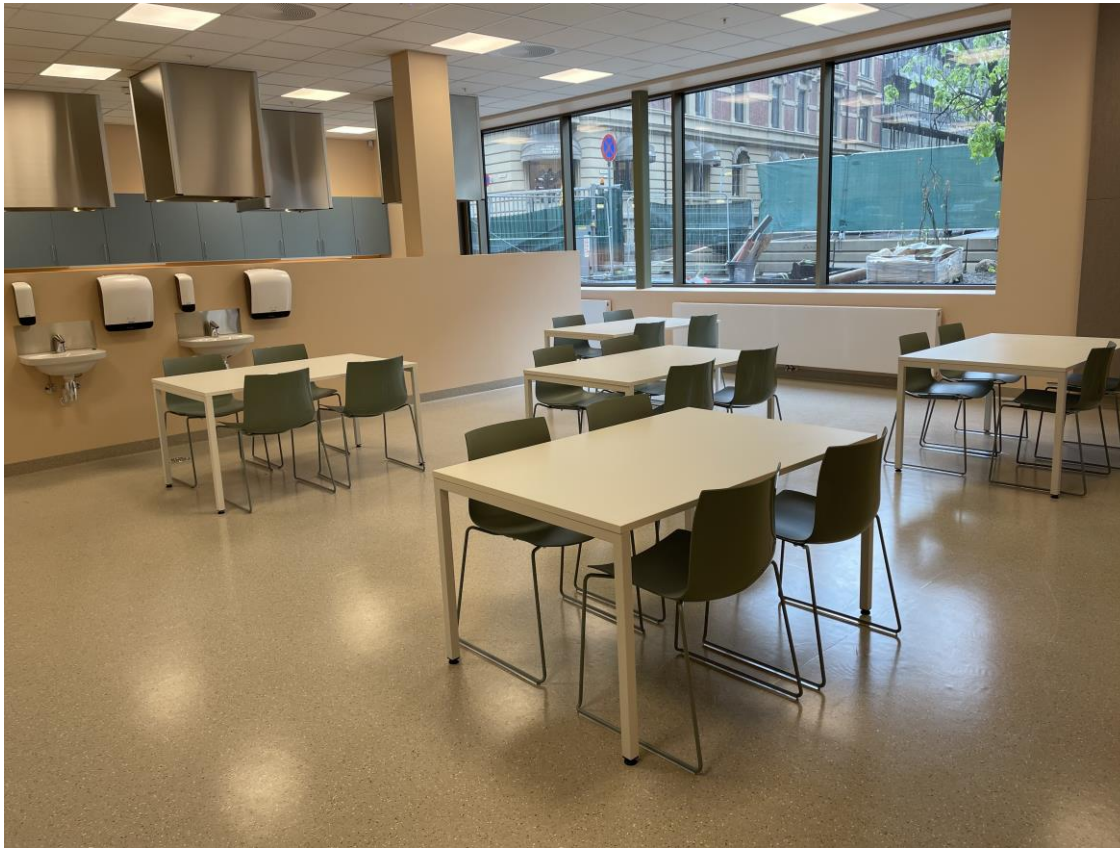
At the heart of the school administration area is the teachers' lounge with sofas, saucer chairs, and different sized tables for eating and meeting😊 A room for working and resting, early in the morning or late in the afternoon.



Dance studio and gymnasium/sports hall

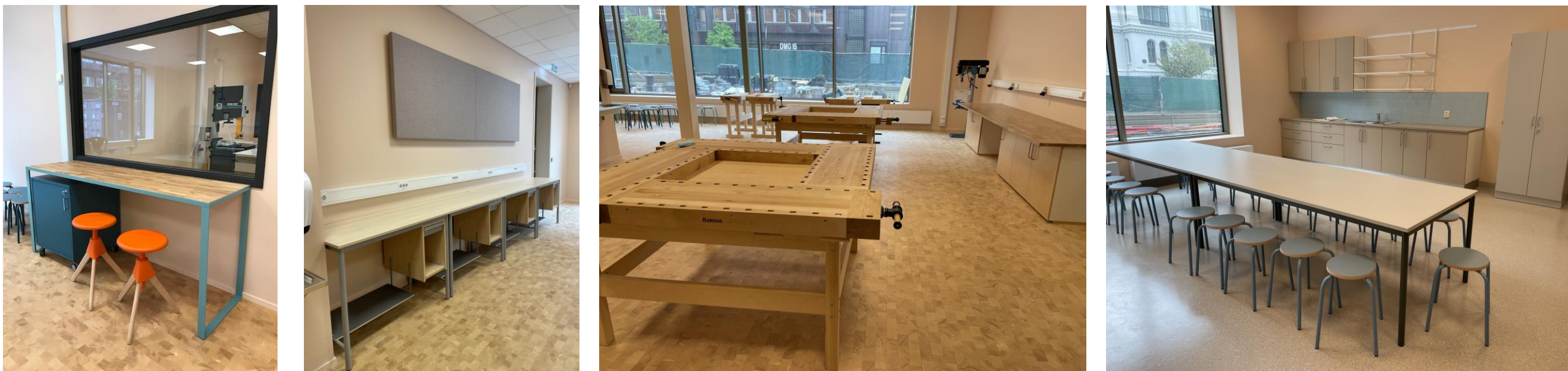


The 1st floor school kitchen



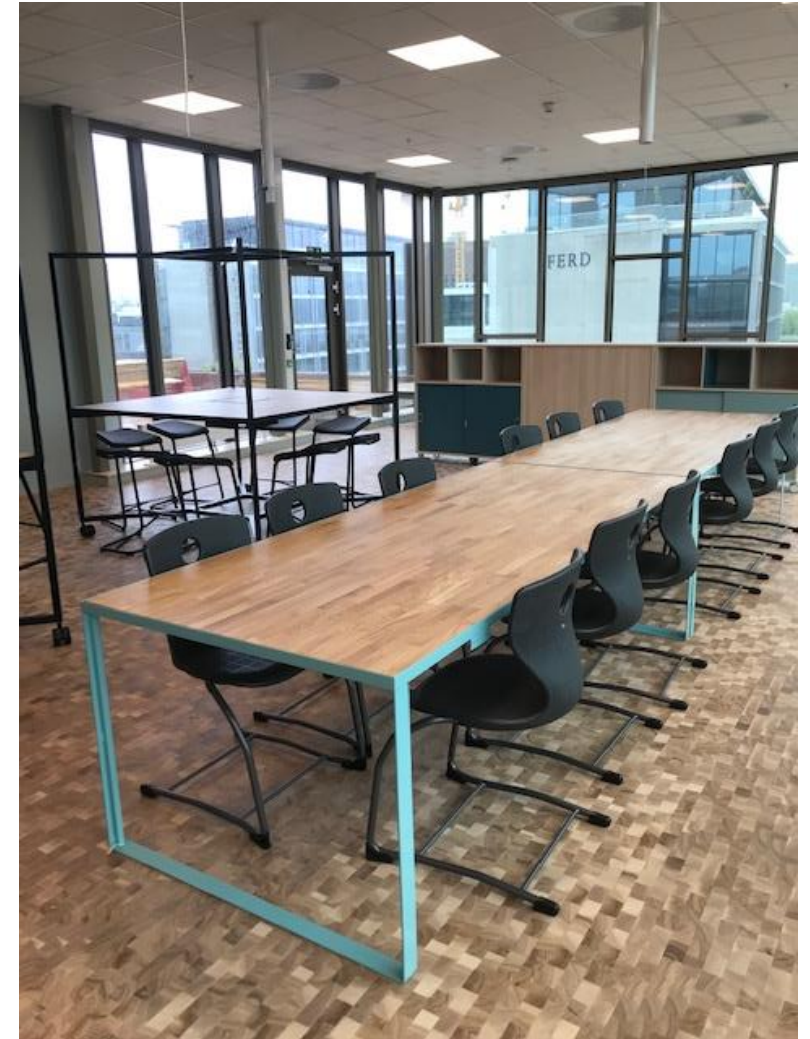
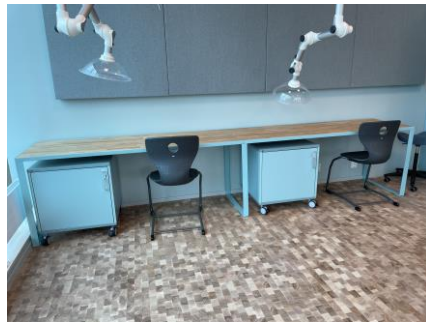
The school kitchen on the 1st floor is a large and bright room with 5 work stations and a spacious eating area.

Arts and Crafts



Arts and crafts are on the 1st floor. Here you find rooms for woodwork, sewing, painting and pottery. These rooms can also be used for project work.

Technology and design

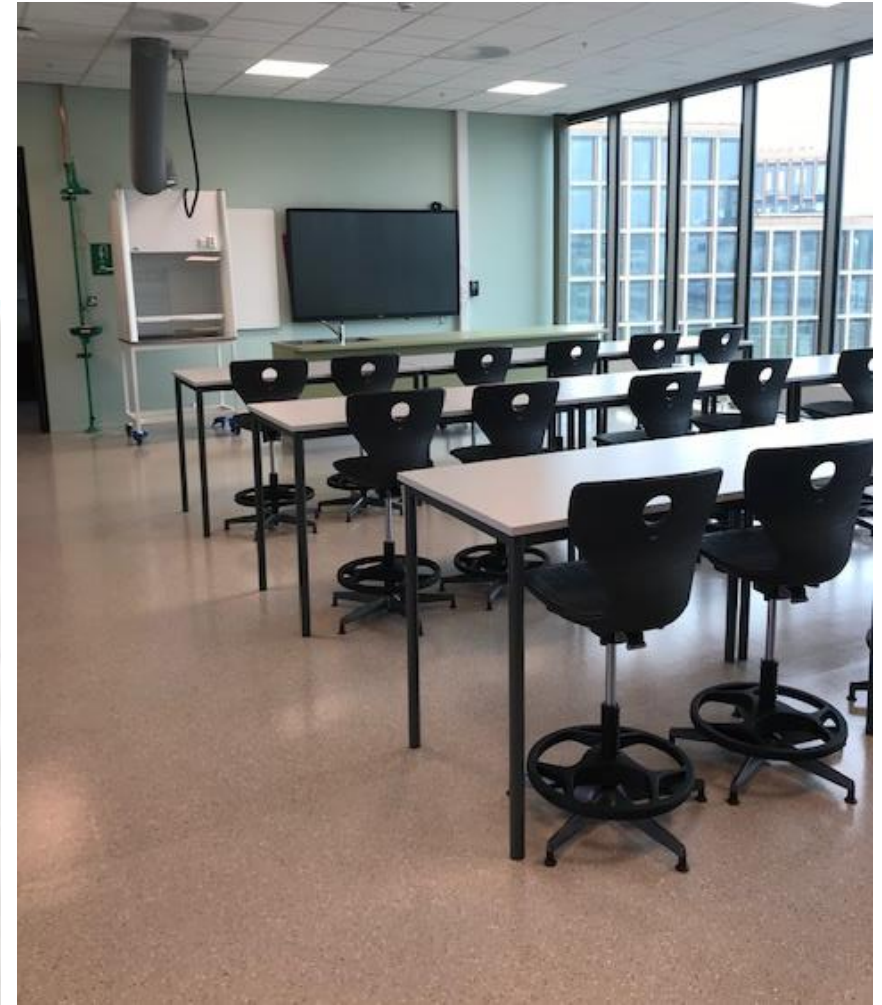


On the top floor, with the most stunning view of Oslo, you find the spacious tech room with work stations for programming, constructing, soldering and gaming. The furniture makes it possible to work in different ways and includes a large interactive touch screen.

Science



Next to the tech room, you find the science lab and the preparation room for experiments and research.



Auditorium



The auditorium on the 6th floor has 60 seats.

Roof schoolyard



On the top floor is the roof terrace, an extension of the schoolyard. Here you find tables and benches for outdoor classes, and equipment for recess games and activities. We will get chess boards, cultivation boxes and a greenhouse, weather stations, a telescope and much more.

Green school and green roof



A new school like Ruseløkka was built for a green future. Therefore, you find green walls and small areas for cultivation. So far, you can find a few climbing plants, gooseberry shrubs and rhubarb on the roof. The roof offers an opportunity for the school and the community to create a local oasis. The school building has solar panels on top of the 6th floor and on the southern facade.

Makerspace

- ▶ What is a makerspace?
- ▶ A makerspace is a collaborative work space for making, learning, exploring and sharing that uses both high tech and no tech tools. It has a variety of maker equipment including a 3D printer, a vinyl cutter, and sewing machines, as well as normal classroom tools like scissors, glue and cardboard.
- ▶ Why have a makerspace at Ruseløkka?
- ▶ First of all, it's fun! A makerspace motivates the students to be creative and active when using technology. And the best thing about it, is that it doesn't have to be expensive or complicated.

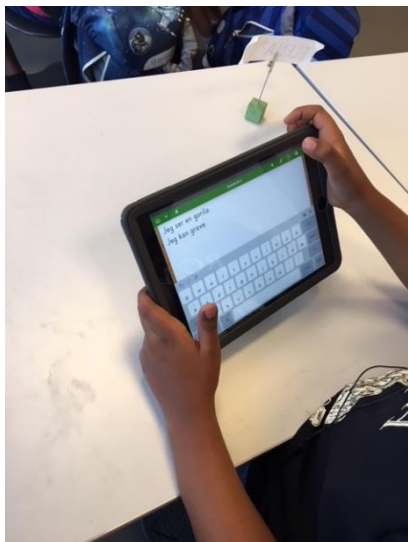


Technology and design



- ▶ In the top floor tech room the students can try out exciting technology like VR-goggles, AR-programs, a 360 degree camera and learn about gaming technology. We have a special focus on programming and the students can learn Micro:Bit and Lego, or build and program robots.

Learning technology – iPad 1:1

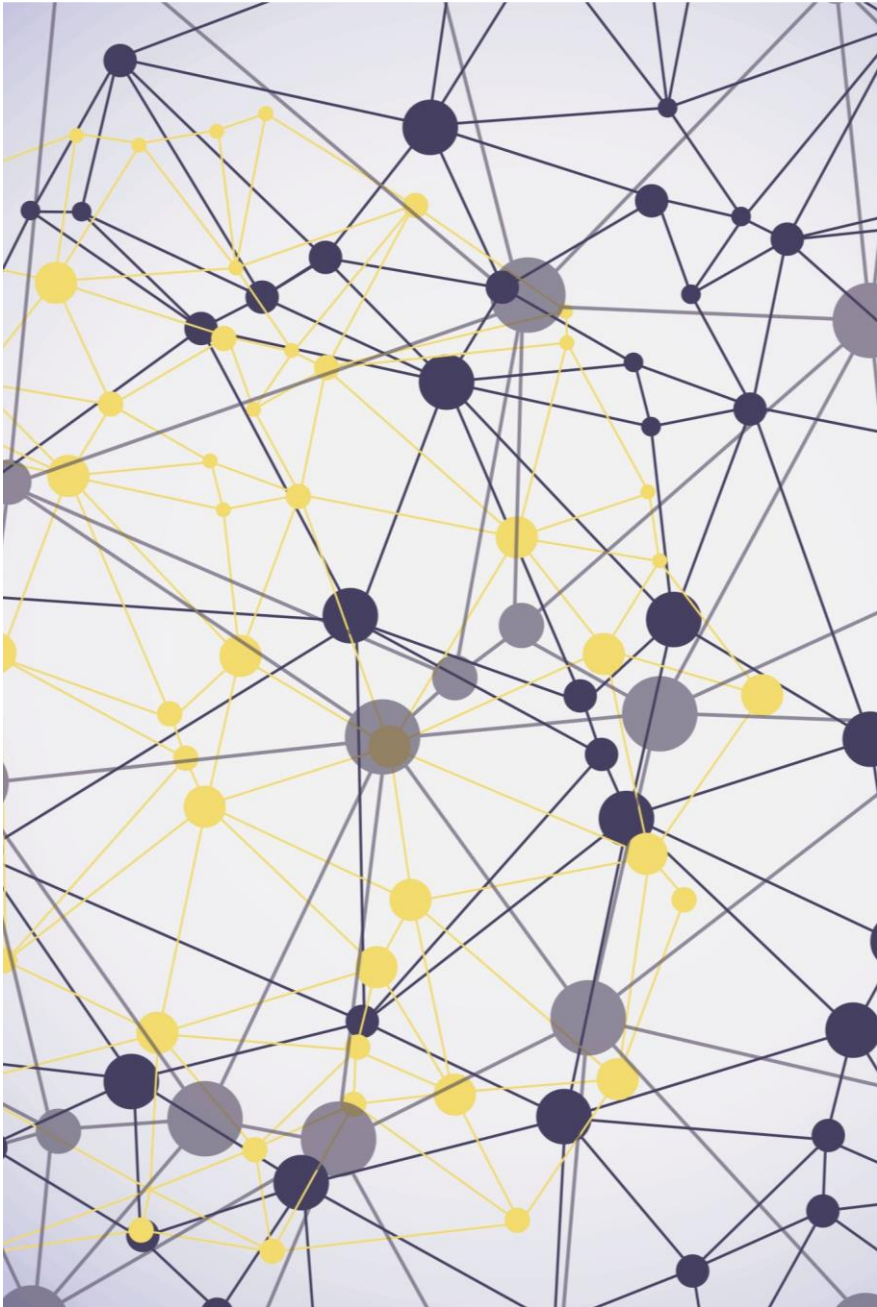


Every student in grades 1-7 has their own iPad.

The iPads are used in situations where they enhance learning.

With iPads, the students can express themselves in different ways. The use of iPads increases motivation and improves adapted education. The iPads allow the students to take photos, make videos, record their reading and use text-to-speech to listen to texts. They also help students interact using digital tools.





ARC Summit

May 7, 2023

ARC is a **global educational movement** that advances equity, broad excellence, inclusion, wellbeing, democracy, sustainability & human rights in high quality, professionally run systems. As a collaboratory we promote **improvement, innovation and inclusion** in schools and larger societies.

PARTICIPATING SYSTEMS:

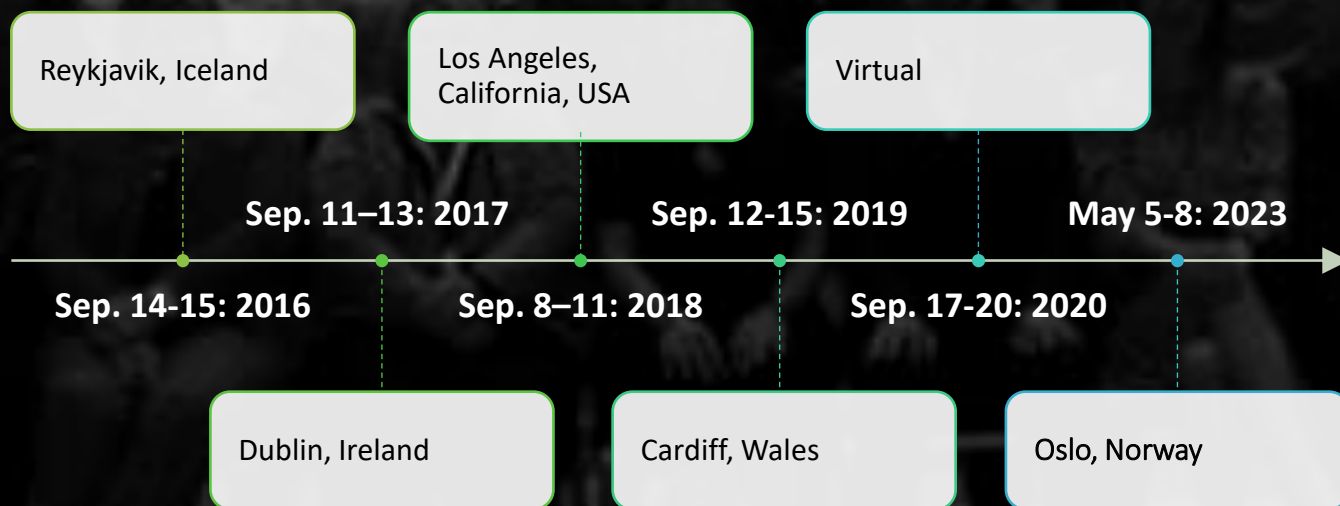
- Iceland
- Ireland
- Nova Scotia
- Saskatchewan
- Scotland
- Uruguay
- Wales
- International Confederation of Principals



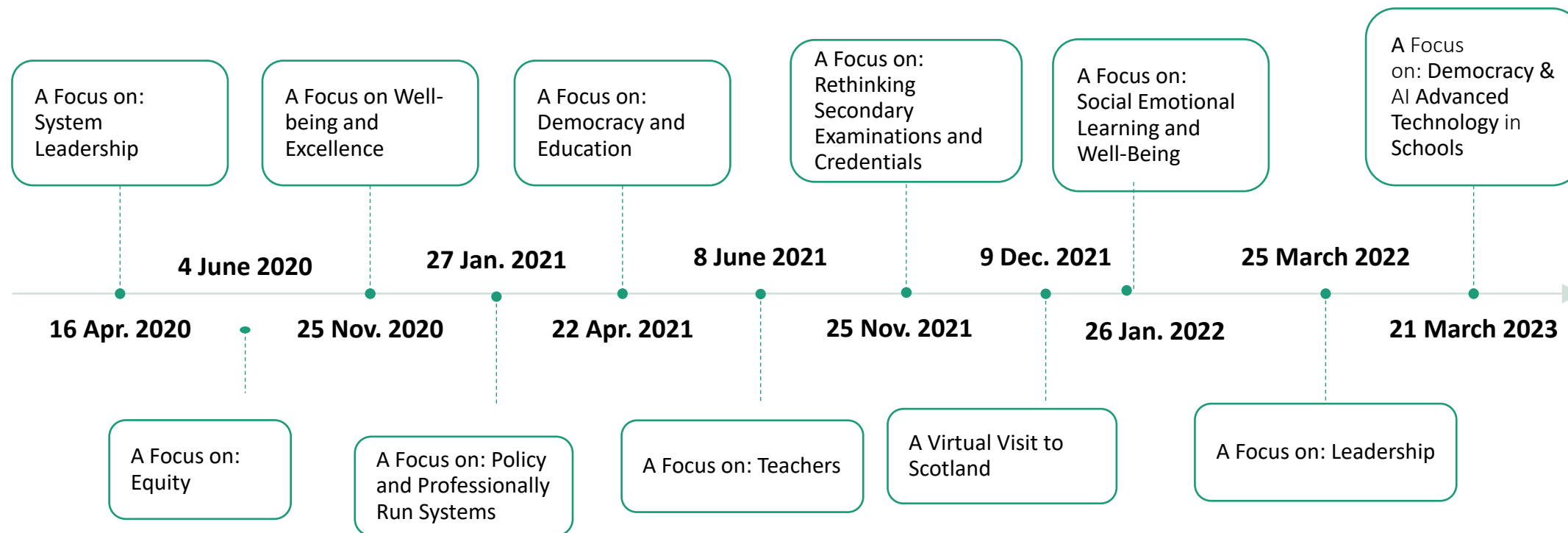
About Us

www.atrico.org

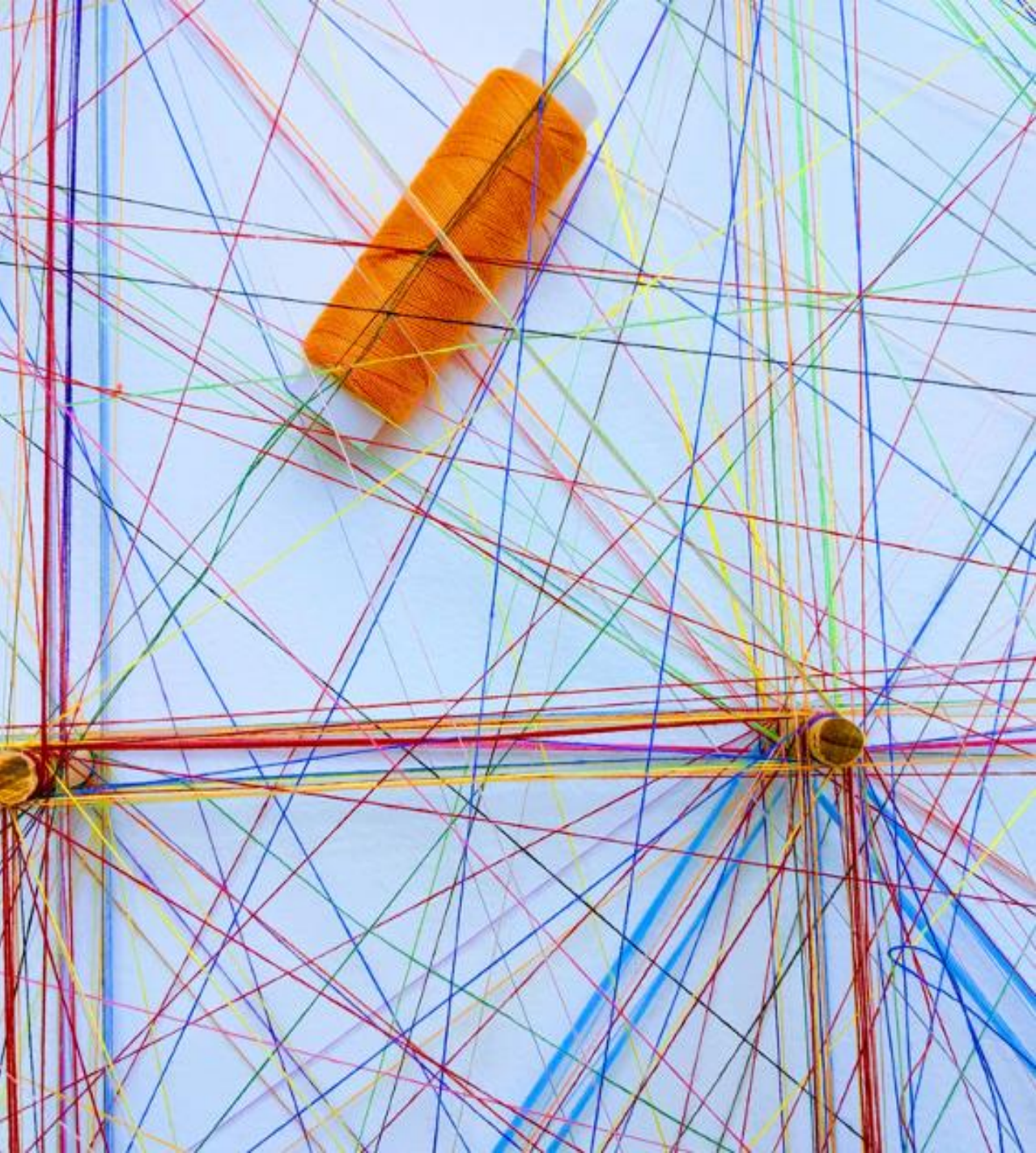
ARC Summits



ARC ThoughtMeets (2020-2023)



www.atrico.org/thoughtmeets/



Literature Review

Purpose: To understand what effective policy learning networks do and what makes them impactful & sustainable.

Literature Review

Research Question 1

What is a policy network?

A set of formal institutional and informal linkages between governmental and other actors, structured around shared and endlessly negotiated beliefs and interests in public policymaking and implementation.

(Rhodes, 2006, p. 426)



arc



uOttawa

Literature Review

Research Question 2

Effective educational policy networks:

- Act as sense makers / sense givers to their members, enabling them to identify with a shared identity and goals.
- Use a systems level approach to promote institutional change and innovation
- Provide a platform for credibility and presence to impact long-term policy making.

Literature Review

Research Question 3

Network sustainability depends on:

- Considering human and non-human (i.e. funding) network components
- Trust among human actors
- Practice-based network leadership



ARC Network Study

Purpose: To understand the impact of ARC as a global policy learning network on member systems (activities, knowledge circulation & influence)

- Participants: ARC members
- Methodology overview + intro of Questionnaire 1



Questionnaire

Purpose of the questionnaire: to gather Year 1 input for improvement & network analysis

<https://www.surveymonkey.ca/r/XQSLTJ2>



www.atlanticrimcollaboratory.org



Trista Hollwek



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[@arceducation1](#)



A woman with dark hair, wearing a teal shirt, is pointing her right index finger at a cluster of yellow and pink sticky notes on a glass wall. Two other people, a woman and a man, are in the foreground, looking towards the sticky notes. The background is a blurred office or meeting room with large windows. A semi-transparent hexagonal pattern is overlaid on the right side of the image.

SCHOOL VISITS

08. MAY 2023

Bogstad primary school



Bogstad School is located in scenic surroundings by Bogstadvannet and houses around 400 pupils from grades 1-7. Bogstad School has an architecture that allows for flexible educational solutions.

The building contains four bases with a large teaching area with adjoining group rooms. The 1st and 2nd steps share the base, so does the 3rd and 4th and 5th to 7th.

In addition, the school has regular special rooms and a large hall where we can gather all the school's students or invite to meetings or performances. The outdoor areas invite a lot of activity.

The pupils are organized in contact groups of around 20 pupils with a permanent contact teacher.

The school's vision is: **Tomorrow begins now!**

MEET OUTSIDE HOTEL BRISTOL

*Maxi taxi
08:20*

PROGRAM FROM 9:00 - 11:45

- Welcome to BogstadWe school
- Wholeness and coherence in an activity school
- Classroom visits
- Conversations about teaching and learning with teachers
- Technology as support for learning and inclusion
- Management

DELEGATES

Richard Barwell	Uottawa
Guðni Olgeirsson	Iceland
Becky Druhan	Nova Scotia
Sara Halliday	Nova Scotia
Claudia Brovetto	Uruguay
Fiona Forbes	ARC

Jordal middle school

Jordal School has almost 600 pupils and 75 staff representing a wide range of nations and cultures. The school is located in the Old Oslo district and has a broad collaboration with other institutions in the district.

We see the whole person! The aim of our training is to equip children, young people and adults to face life's tasks and master challenges together with others.

Our focus areas are dialogic teaching and a safe and stimulating learning environment for pupils and staff.

We emphasize that all students should have a good progression and that they experience mastery and the joy of learning regardless of background. We have high expectations for all pupils and give them good guidance in collaboration with the home.



MEET OUTSIDE HOTEL BRISTOL

*Maxi taxi
08:40*

PROGRAM FROM 9:00 - 12:00

Democracy in practice

Dialogic teaching

Student conversations

Minority leader

Safe and stimulating learning environment for pupils and staff

Visit classrooms

DELEGATES

Leendet – Jan Veldhuysen ICP

Martina Mannion Ireland

Brian M G Phádraig Ireland

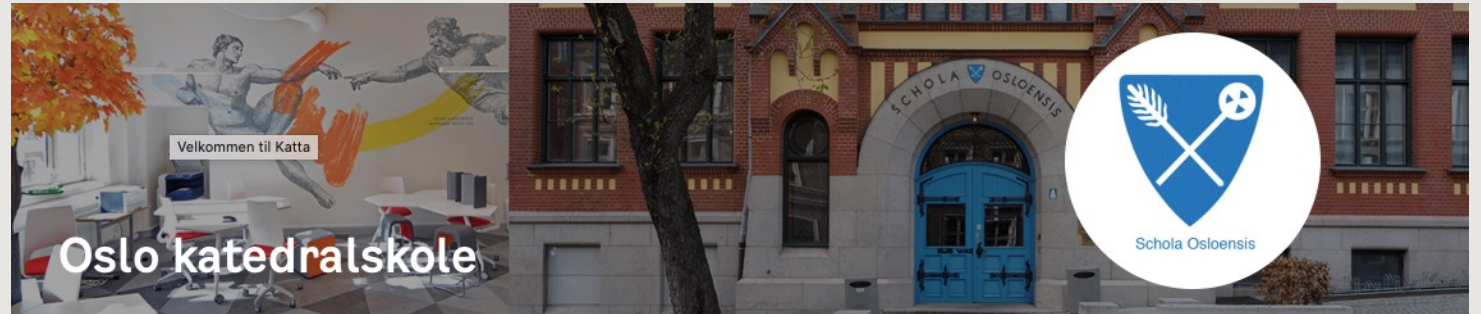
Ryan Lutes Nova Scotia

Scott Armstrong Nova Scotia

Lise Merete Austvik Foundation

Oslo Cathedral School

Secondary school



- Oslo Cathedral School is located in central Oslo and has 600 students. The school was founded in 1153 and has long traditions, but aim to be relevant for young people in 2023. The schools motto is «We do not learn for the sake of the school, but for the sake of life»
- The school offers study-specializing education programs with the option of choosing a wide range of program subjects
- The school is known for its large range of activities that are organized by different clubs run by the student. The clubs are registered organizations with their own board, statutes and budgets.

MEET OUTSIDE HOTEL BRISTOL

*Maxi taxi
08:45*

PROGRAM FROM 9:00 - 12:00

Welcome presentation

Student council

Strengthen the understanding of democracy through student participation

Understanding democracy (Essay competition)

Presentation of «Model United Nations»

Working with democracy in the classroom

Democracy in real time (Political Lunch)

DELEGATES

Peter Kent

ICP

Tomá Ó Ruairc

Ireland

Elisabeth Sheridan

Ireland

Paul Lutes

Nova Scotia

Trista Hollweck

ARC

Fabián Roizen

Uruguay

Anders Lindvig

Norway

Oslo Seaschool



- Sea captain Jacob Stendal started the Oslo Maritime School in 1959. Oslo municipality took over the operation in 1961
- Oslo Sjøskole is based on Hovedøya. We have between 7-8,000 students from Oslo Schools on courses each year.
- Oslo Sjøskole (Seaschool) offers various courses to the city's students and teachers. All Oslo schools, 4th-9th grade can on request visit us for a day with activities
- We do everything we can to make children and adults better equipped to travel by and on water.
- We have a small saltwater aquarium, sailing dinghies, rowing boats and motorboats that the students use. For transportation of students/teachers the school use our two ships, MS Folden and our Sailboat Iljernet.

*Maxi taxi
directly
from the schools
to the harbour*



PROGRAM FROM 12:30 - app 14:15

- Transport from Revier/Langkaia to Hovedøya
- Observation of the teaching of the different courses this day.
- Presentation of Oslo Sjøskole. Q & A's.

DELEGATES FROM ALL THE SCHOOLS VISITS

