

MENNTUN FYRIR ALLA Á ÍSLANDI

Úttekt á framkvæmd stefnu um menntun án aðgreiningar á Íslandi

EDUCATION FOR ALL IN ICELAND

External Audit of the Icelandic System for Inclusive Education

Annex 5: Eco-Maps Analysis Report



EUROPEAN AGENCY
for Special Needs and Inclusive Education

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INTRODUCTION

The eco-map analysis in this Annex is part of the External Audit of the Icelandic System for Inclusive Education that the European Agency for Special Needs and Inclusive Education carried out during 2015–2016. Within the Audit, in addition to the information collected via eco-maps, data collection included focus groups, interviews, school visits during the fieldwork period and an on-line survey. **Annex 1: External Audit Methodology** contains information about all the data collection activities.

The eco-maps look at something different than the interviews, focus groups, school visits and on-line survey. They examine respondents' views on their working environment and their interactions with other people. The eco-maps are a tool that provided an additional element within the data collection and analysis.

Eco-maps are regularly used for different purposes and in different contexts, from family counselling, to training of professionals, to social intervention, etc. As a methodological object, they are inspired by the ecological systems theory (Bronfenbrenner, 1979) and the eco-cultural approach, according to which individuals:

... actively and proactively respond to the circumstances in which they live, and that they build and organize environments that give meaning and direction to their lives (Bernheimer & Weisner, 2007, p. 193).

Moreover, eco-maps can be understood as respondents' pictorial representations of their environment, including links between the respondents and other people. As a research tool, they help to determine important groups and individuals in the participants' lives and different communication and interaction patterns that respondents feel are established.

The eco-maps were designed to provide additional information about everyday life in school for teachers and learners, as well as details of parent/carer networks. The eco-maps show, in particular, relationships and personal/professional connections between different stakeholders and the range of teaching approaches used in schools. In this context, eco-maps have been used to gain insight into respondents' everyday activities, in pre-school and school, universities, local and governmental institutions.

By these means, eco-maps can help to understand the education context in Iceland, and to identify networks established between the stakeholders (teachers, learners, parents and external professionals), as well as practices, especially in terms of teaching approaches. Daily activities and relationships might sometimes appear self-evident or unexceptional – 'just everyday life' – to the different stakeholders, and



they may not mention these everyday relationships in interviews or focus groups. The eco-maps make it possible to obtain a closer picture of the respondents' daily activities, relations and routines. Through this approach, stakeholders themselves identify the most significant people, activities and routines that comprise their daily environments. Furthermore, this information can give insights into respondents' more general understanding of education and inclusive/exclusive practice.

Eco-maps and Audit Standards

Four different eco-maps were developed within the Audit, relating to three key aspects of stakeholders' environments. The eco-maps ask a question designed to be answered with one word or a short phrase to provide information about contacts made/approaches used:

- 'Teaching approaches' eco-map
 - Question asked: What teaching approaches have you used ... / Hvað kennsluaðferðir hafa verið notað ...
- 'Working with other stakeholders' eco-map
 - Question asked: Who have you worked with ... / Hver hefur þú unnið með ...
- 'Receiving support' eco-maps for parents and learners
 - Question asked to parents: Who have you talked to about your child's education ... / Hver hefur þú talað við um menntun barnsins ...
 - Question asked to learners: Who has helped you with your schoolwork ... / Sem hefur hjálpað þér með skólann vinnu þína ...

All four eco-maps are presented in Appendix 1. Each eco-map's specific aims are described in the *Methods used for data collection* section of this report.

The External Audit work centres upon seven Standards for inclusive education in Iceland identified by Icelandic stakeholders. For the purpose of developing and analysing the eco-maps, the following three Standards are considered especially relevant:

- **4th Standard – All stakeholders, at all levels are enabled to think and act inclusively in their daily practice.**
 - Core issue: How effectively the education system enables all stakeholders in education to be inclusive in their day-to-day work (i.e. school organisation, curriculum, assessment, pedagogy, support for learners, development opportunities for all stakeholders, effective communication across and between system levels).



The 'Who have you worked with ...' eco-maps aimed to collect information linked to this Standard. The premise of this eco-map was that respondents' reporting of their important collaborative networks could give indications of inclusive practices.

- **5th Standard – Resource allocation is equitable, efficient and cost-effective.**
 - Core issue: The effectiveness, equity and enabling effects of resource allocation (including work with other agencies beyond education).

The 'Who have you talked to about your child's education ...' eco-maps aimed to collect information about interactions with professionals that can help parents with their child's education. The premise of this eco-map was that, by identifying professionals they interacted with, parents could show how they benefit from inclusive support.

- **7th Standard – Professional development issues at all system levels are effectively addressed.**
 - Core issue: How stakeholders at all levels are enabled through their initial education and continuing professional development to implement inclusive education as a rights-based approach for all learners.

Two eco-maps included elements that could inform this Standard: 'What teaching approaches have you used ...' and 'Who have you worked with ...'. The premise of the 'Teaching approaches' eco-map was to show the range of methods being used by professionals, indicating what they do in the classroom and how they are enabled to implement inclusive education. The premise behind the 'worked with' eco-map is that it potentially shows how collaborative work is a source of daily support for professionals' practice.

The learners' eco-map, 'Who has helped you with your schoolwork ...', was analysed according to their general learner experience. No Standard was considered relevant for this category of eco-maps.

It should be noted that the eco-maps were not developed to directly align with the Standards – rather the information from them gave additional insights into these Standards. The information from the eco-maps could inform all the Standards, but for the purposes of the analysis, the eco-map information was used with particular reference to the 4th, 5th and 7th Standards.



METHODS USED FOR DATA COLLECTION

Individual participants, working by themselves, from selected focus groups completed the eco-maps after the group session. Eco-map completion took approximately five minutes. The Agency Team members collected them at the end of the meetings. In general, participants noted – in single words or short phrases, in English and/or Icelandic – the teaching approaches used or the people they have worked with or talked to in the given time periods.

The four eco-maps given to the participants were:

- ‘Teaching approaches’ eco-map
- ‘Working with other stakeholders’ eco-map
- ‘Receiving support’ eco-map for parents
- ‘Receiving support’ eco-map for learners.

The eco-maps’ main themes were established in accordance with the focus groups respondents’ profiles and according to the general Audit questions (please refer to **Annex 1: External Audit Methodology** for more details). The four eco-maps correspond to the general aim of the Audit on inclusive education in Iceland, i.e. to gain a better insight into the daily activities of the teachers and learners, and relations between other stakeholders, external to the classroom, in relation to school and learning, such as local or governmental representatives. The general environment, networks and activities can vary from one stakeholder category to another.

Each stakeholder category that took part in the focus groups received one or two different eco-maps. Teachers and head teachers answered the ‘Teaching approaches’ and ‘Working with other stakeholders’ eco-maps. Other stakeholders and professionals, who did not work directly in the classroom, filled in the ‘Working with other stakeholders’ eco-map. Parents and learners (from compulsory and upper-secondary education) filled in the ‘Receiving support’ eco-maps. Pre-school learners were not involved in eco-map information collection, as it was not considered appropriate for their developmental level.

Each eco-map included a general question in English and Icelandic and four concentric circles, each one corresponding to the following items:

- In the last year / Á síðasta ári (for the ‘Teaching approaches’, ‘Working with other stakeholders’ eco-maps, and ‘Receiving support’ eco-maps for parents)
- During this school term / Á þessum skóla tíma (all eco-map types)
- In the past month / Í síðasta mánuði (all eco-map types)

-
- 
- This week / Í þessari viku (all eco-map types)
 - Today / Í dag (for the learners' eco-maps).

Appendix 1 presents the format in which the eco-maps were presented. They were intended to help the stakeholders provide information about their everyday school activities or their relations to the professionals in school. (As explained in the later section – *Methods for the analysis* – only part of the information provided through the eco-maps could be used for the final analysis.)

'Teaching approaches' eco-maps

- Question asked: What teaching approaches have you used ... / Hvað kennsluaðferðir hafa verið notað ...

This category of eco-maps aimed to learn about the teaching approaches and practices of the diverse categories of teachers who took part in the focus groups. Participants were asked to note the teaching approaches they had used in the past week, month, term and year. The intention was to learn about the various ways in which teachers and special support staff approach inclusive education in terms of teaching. These eco-maps aim to understand a specific type of activity – teaching – so they could be called 'activity-oriented eco-maps'.

'Working with other stakeholders' eco-maps

- Question asked: Who have you worked with ... / Hver hefur þú unnið með ...

A range of stakeholders filled in these eco-maps. They were intended to capture the presence or absence of collaboration among teachers, head teachers and external professionals and among professionals. The eco-maps were expected to illustrate the variety of types of contacts and their geographical extension (local, regional, national, international). Participants could choose to note the people or institutions they had worked with. These eco-maps helped to better visualise the networks created around the learners.

'Receiving support' eco-maps (for learners and parents)

- Question asked to parents: Who have you talked to about your child's education ... / Hver hefur þú talað við um menntun barnsins ...
- Question asked to learners: Who has helped you with your schoolwork ... / Sem hefur hjálpað þér með skólann vinnu þína ...

The 'Receiving support' eco-maps addressed both parents and learners, who were defined as the main beneficiaries of inclusive education. The eco-maps were divided into two categories, according to the intended group of participants. Firstly, the eco-maps for parents potentially indicated the networks they took part in to receive



support for their children's education. They were based on the idea of parents as active actors within their children's education. They were intended to inform about the nature of the (personal or professional) relationships parents develop with the school environment. Secondly, the eco-maps for learners were expected to highlight the learning activities and support from professionals and peers that were important to them.



ANALYSIS OF THE ECO-MAPS

The essential focus of all the eco-maps used within the Audit data collection was on co-operation and personal networks. Therefore, the eco-map data analysis adopted a qualitative approach. The analysis looked for examples and trends, as well as how different stakeholders interact with each other. Overall, this analysis aimed to support other information and data analysis from the focus groups, interviews and on-line survey.

In total, 234 eco-maps were collected from the focus groups conducted during the fieldwork (please refer to **Annex 1: External Audit Methodology** for more details about the focus groups). They were distributed as shown in Table 1.

Table 1. Eco-map distribution

Eco-map theme	Number of focus groups by eco-map type	Number of participants by eco-map type
'Teaching approaches' eco-map	6	70
'Working with other stakeholders' eco-map	18	131
'Receiving support' eco-map for parents	3	20
'Receiving support' eco-map for learners	2	13

Respondents from 22 out of the 27 focus groups conducted during the Audit completed the eco-maps. (The eco-maps were not completed during focus groups with pre-school learners or high-level policy-makers). Some stakeholders, i.e. teachers, filled in two types of eco-maps during their focus groups: the 'Teaching approaches' eco-map and the 'Working with other stakeholders' eco-map. This means that there is a difference between the total number of focus groups eco-maps were used in (n=22) and the number of focus groups linked to an eco-map theme.

The eco-maps were developed and distributed according to the respondents' profiles. Some 70 participants, within six focus groups, used the 'Teaching approaches' eco-maps. The majority of the responses (n=131) concerned the 'Working with other stakeholders'. They were collected through 18 focus groups.

The number of participants varied from one focus group to another with, for example, far fewer learners in focus groups than teachers.



Methods for the analysis

There were multiple steps for organising and analysing the completed eco-maps:

1. The 234 eco-maps were firstly treated on an individual basis. Each eco-map was digitalised and its content rewritten into a general database including the same items as the paper document.

There were multiple categories of completed eco-maps: those in English only, those in Icelandic only, those in both languages, those in Icelandic with one or two English words, and those in English with one or two Icelandic words. As a result, not all of the eco-maps could be included in the final analysis, as it was not always possible to decode or translate the handwritten Icelandic texts.

It was not possible to use the time element information within the eco-maps (in the last year; during this school term; in the past month; this week; today) in a meaningful way, as the information provided by respondents was inconsistent. Some respondents included the activities and the people they met 'this week' in 'in the past month' for instance, while other respondents mentioned different people for the two periods. In order to avoid confusion, the analysis did not consider the time factor; only the stakeholders' responses to the other elements of the eco-maps were examined.

2. The data from the eco-maps was linked to the general Audit Standards. Audit teamwork determined the matching of the content with three of the seven Standards: the 4th, 5th and 7th.
3. The content of respondents' answers to eco-maps was categorised to illustrate ideas that complemented the ones already found through focus groups. This selection was made according to a qualitative approach that aimed to strengthen the relationship between the eco-map information and other research data in the Audit (please refer to Appendix 2 for more details). The illustrative examples were selected in order to underline the presence or absence of the contents in the Standards.
4. Finally, the information from the illustrative examples and from a general summary of the themes created supplementary findings or perspectives on each of the three selected Standards (please refer to Appendix 2).

The examples from the eco-maps highlighted additional information about the daily life and routines of the main stakeholders in inclusive education in Iceland. This approach provided a more complete picture of the general environment of inclusive education in Iceland.



ECO-MAP FINDINGS – KEY ISSUES FOR STAKEHOLDERS’ INTERACTIONS

The eco-map analysis aimed to inform the evaluation of the Standards. Eco-maps were used as an additional tool to better explain and illustrate the three selected Standards: 4th, 5th and 7th. In addition, they also provided a better understanding of learners’ experience of inclusive education. A qualitative approach was applied in the analysis process for each category of stakeholders and eco-maps.

This section presents a summary of the main findings. More detailed examples of findings, as well as the evidence base and illustrative examples, are presented in Appendix 2.

What teaching approaches have you used ...

The ‘Teaching approaches’ eco-map aimed to highlight descriptive evidence in relation to the 7th Standard: ‘Professional development issues at all system levels are effectively addressed’. The information about ‘Teaching approaches’ from the eco-maps could be examined in relation to teachers’ professional development. A variety of innovative teaching approaches could be seen as an indication of varied professional development opportunities.

This category of eco-map was used in six focus groups with 70 participants. Teachers or teaching support staff who work in schools completed this eco-map.

The participants mentioned a variety of approaches that they used within their teaching practices (please refer to Appendix 2). The range of examples presented included small group; 1:1 teaching; team teaching; peer tutoring; direct instruction; metacognitive strategies; visual techniques; whole-class teaching; group or project work; and ICT.

One example shows that a class teacher from compulsory education used the following teaching approaches:

Outdoor teaching; creative arts and craft; group work; pair work; the internet, Pinterest, YouTube videos, book-work, iPad online learning; ‘human maths’ (using groups of learners to explain maths problems); I use every method in the book!

A teacher from a vocational school used the following teaching approaches, which are quite similar to those of his colleague from compulsory education:

Informal one-to-one teaching; individual-based assignments; conversation; flipped teaching; use technology; do videos as assignment; no formal classical input or lectures.



This indicates a diversity of methods and techniques employed by teachers to address the various needs in the classrooms or teaching environments. Such a diversity of approaches could be obtained through professional development or through self-directed professional learning. Other types of approaches were not indicated in the responses to the eco-maps, e.g. feedback to learners, use of support assistants, parental involvement.

The eco-maps also show that teacher trainers from universities make efforts to strengthen teacher education and training, for instance: 'I have been working with so many teachers this year, from (at) ca. 40–60 schools concerning the project of reading'.

Although teachers from different schools and different levels tend to have numerous teaching approaches – from lectures and 1:1 teaching, to group or project work – the indications are that they prioritise one type of teaching approach. For example, some teachers mentioned whole-class teaching as the main approach they used. A teacher from the compulsory school mentioned:

... formal, classical input; the conversation with students during formal input where we discuss the ups and downs of the issue I'm addressing; the use of iPad on personal level, one-to-one in maths class.

Other professionals and support staff use approaches like TEACCH (Treatment and Education of Autistic and Communication Handicapped Children), TMT (Makaton – signs to support speech), TRAS (Early Registration of Language Development), etc. Support staff tend to use special needs-oriented methods in their work. For instance, a representative from the special education staff mentioned the following teaching approaches:

... all kinds of teaching methods mainly to meet the students how they are. We use mainly the ideology from TEACCH which is based on human psychology to respect the child. Take the child as they are to help the individual to make the most of their talents. Help them to be a happy person who will have as fulfilling a life as possible. But sometimes I also have to use methods from behaviourism.

To sum up ...

Looking across the eco-map analysis:

- A wide range of teaching approaches are used overall, which is interpreted as a sign of access to professional development or self-learning.
- A diversity of individual-centred and group-centred teaching methods was in evidence.



- Professional development issues appeared through the eco-maps at the various system levels.
- The variety of teaching approaches showed that, overall, stakeholders focused on effectively addressing learners' educational needs.

Who have you worked with ...

These eco-maps aimed to identify the networks around the different stakeholders. The 'Working with other stakeholders' eco-map was connected to two Standards: the 4th – All stakeholders, at all levels are enabled to think and act inclusively in their daily practice – and the 7th – Professional development issues at all system levels are effectively addressed. Different and diverse forms of collaboration with other stakeholders were interpreted as a sign of inclusive practice through, for instance, collaborative teaching or holistic approaches for learners, involving both health and care professionals.

This eco-map type concerned a large number of the stakeholders, with 131 respondents from 18 focus groups. The main group of stakeholders who answered were teachers, representatives from municipalities, support staff and NGO representatives. This representation aimed to show the diverse efforts made at all levels of the educational system to ensure an inclusive environment.

The stakeholders included both individual and collective partners in their answers, like learners, other teachers, support assistants, specialist staff in school, senior managers, professionals outside school, local community representatives, and universities (please refer to Appendix 2). For instance, a school counsellor mentioned the following people or structures she has worked with:

... social services; doctors; teachers; I'm always, as a school counsellor, with the students, teachers, directors, principals, parents and other staff in my school ... and out of it; My teaching method: I try to use a solution-focused method. I meet people where they are and try to find or create.

This professional's response underlines the general finding of the importance of positive collaboration in order to have an inclusive school.

Social educators showed their relationships with learners, teachers and other care and health professionals. They mentioned collaboration with, for instance, 'learners, teachers, special teachers, parents, school counsellor, speech therapist, behavioural psychologist'.

All categories of stakeholders mentioned their work with their colleagues. Among them, teachers talked about their relationships with their colleagues. They also work with psychologists or nurses. Some teachers mentioned visits to other schools in the country or meetings with other teachers. For instance: 'Teachers in other schools in



Reykjavík'; 'Various teachers who came and discussed matters and also head of special topics with professional development, equality and self-evaluation and developing the school curriculum'.

The results show that teachers, head teachers and student counsellors have access to support for their work. For instance, a school leader from compulsory education mentioned the following people he has worked with:

... teachers; students, other school leaders; municipality education office (school department); Ministry of Education (some specialists); professionals at the university; other schools; group of inclusion specialists in Nordic countries; department of family service; child protection service; psychologists; special education specialists.

Meanwhile, a teacher of Icelandic/social studies (history/geography) mentioned the following people he has worked with: 'Parents; head teacher; department head; guidance counsellor; other teacher; consultant; school psychologist; nurse'.

Nonetheless, a third case shows a teacher from compulsory education who bases her work more on her own contribution: 'myself; films; online; internet; YouTube; other English teachers in other schools/country'.

As seen in the previous example, stakeholders, such as teachers, sometimes use both technological (YouTube, internet, films) and human resources for their work.

Educational consultants and therapists from special education meet professionals at diagnostic centres. Their partners tend to come from the same area of activity. The complexity of the networks also appears at the level of school administrators, who meet a large variety of people, from technical employees like janitors, to universities or ministry representatives. For instance, an assistant director in pre-school mentioned the following people/resources he has worked with:

... children; parents; teachers/co-workers; chef; special teachers; chef director; special educator; financial ...; computer ...; carpenter; plumber; gardener; 'curtains man'.

These categories of relations and collaboration in school show the diverse activities of the stakeholders who work within a complex school environment.

Teachers from universities have their networks at different levels. They participate in local seminars and meetings with other teachers, but also engage in international collaboration. Training providers from the two universities, the University of Iceland and the University of Akureyri, have local and national meetings and also take part in national or international research projects.

Proximity within inclusive education is evident when stakeholders mention their work with parents. The ombudsman for children in Iceland mentioned the following



people he has worked with: ‘NGOs; youth council; parents; Ministry of Education; children; teachers and other professionals’. A policy/decision-maker from one municipality mentioned the following people he has worked with:

... school principals; teachers; parents; mayor; social workers; school board; healthcare system (doctors); Ministry of Education; union of my municipalities; teacher assistants; financial department in the municipality; special school in Iceland.

To sum up ...

Looking across this eco-map analysis:

- There are different ways in which all stakeholders are supported through professional collaboration to think and act inclusively in their daily practice.
- The stakeholders’ responses showed a complex system of formal or informal, individual, collective or professional relationships.
- The professional expertise seemed to be built through interactions and exchanges with colleagues, but also with professionals from other areas like care, teaching or policy decision/implementation.
- Additionally, the family or friend interactions showed the importance of the interpersonal bond as complementary support to the daily activities related to education.
- Collaborative teaching and holistic approaches to meeting the needs of learners involving education, health and care professionals can be interpreted as a sign of positive interdisciplinary practice.

Who have you talked to about your child’s education ...

These eco-maps aimed to indicate descriptive evidence informing the 5th Standard – Resource allocation is equitable, efficient and cost-effective. The eco-maps were used by 20 participants within three focus groups. The stakeholders concerned were parents. An indication of a wide network of relationships was considered a sign of varied resource allocation for families.

Family, partners, friends and peers (‘Parents of other children the same age as my children’) were mentioned as a main form of support, along with other professional stakeholders. For instance, a parent of a learner from compulsory school mentioned having talked to the following people: ‘teacher; her father; her grandparents; other members of family; principal; workmates’. Another parent of a pre-school child with support needs/disability mentioned having talked to the following people: ‘husband; principal; teacher; grandparents; friend; psychologist; everyone who will listen’.



This shows a rather informal or family network of support that parents have when dealing with their children's education and their efforts to reach the required level of understanding.

More formal relationships appear when parents mention teachers and head teachers for their support. Counsellors, doctors and a psychologist are also mentioned.

Nonetheless, some parents seem to feel less supported with regard to their children's life and learning experiences. A parent of a learner from upper-secondary education mentioned the following people she has talked to: 'no-one' during the week when the focus group was conducted; and 'counsellor; master of the school' during the past month or the school term.

To sum up ...

Looking across the eco-map analysis:

- Different support resources for parents are evident with examples including meetings or professional counselling.
- However, not all the stakeholders indicated such support availability. Disparities between parents' responses were evident and may indicate the impact of local resource availability on their experiences.
- The eco-map analysis also underlined the isolation some parents feel in relation to their child's education.

Who has helped you ...

These eco-maps aimed to provide descriptive information about learners' experiences. They made no attempt to establish a direct relationship with any of the Standards. The respondents who completed these eco-maps were learners from compulsory and upper-secondary schools, mainly aged 14 years and over. This category of eco-map was used by 13 young participants in two focus groups.

Learners mentioned relationships with friends, classmates, teachers and other adults in school, e.g. senior staff or specialist staff. Learners felt supported by their family and friends, who were sometimes referred to by their first names, but teachers and counsellors were also mentioned. For instance, a pupil from upper-secondary education mentioned the following people who have helped her with schoolwork: 'My friends (group of six close friends); counsellor (I had to move a test); teachers; my parents; my cousin; a student from last year, one year older than me'. Meanwhile, another pupil from the same level of education pointed out his individualised schoolwork: 'No-one, only myself; teacher and friendly classmates; My sister, teachers, friends and good classmates'.



A mentoring system was mentioned, especially as an activity the school created in order to encourage collaboration among schoolmates. It could be considered an interactive form of help – ‘My mentor (student who helps me in exchange for credits)’. The young participants never mentioned any categories of stakeholders like other adults in class or people from outside the school (e.g. visiting teachers/therapists).

To sum up ...

Looking across the eco-map analysis:

- Each stakeholder showed through their eco-map how they took part in an inclusive environment in action, by receiving support or by helping others.



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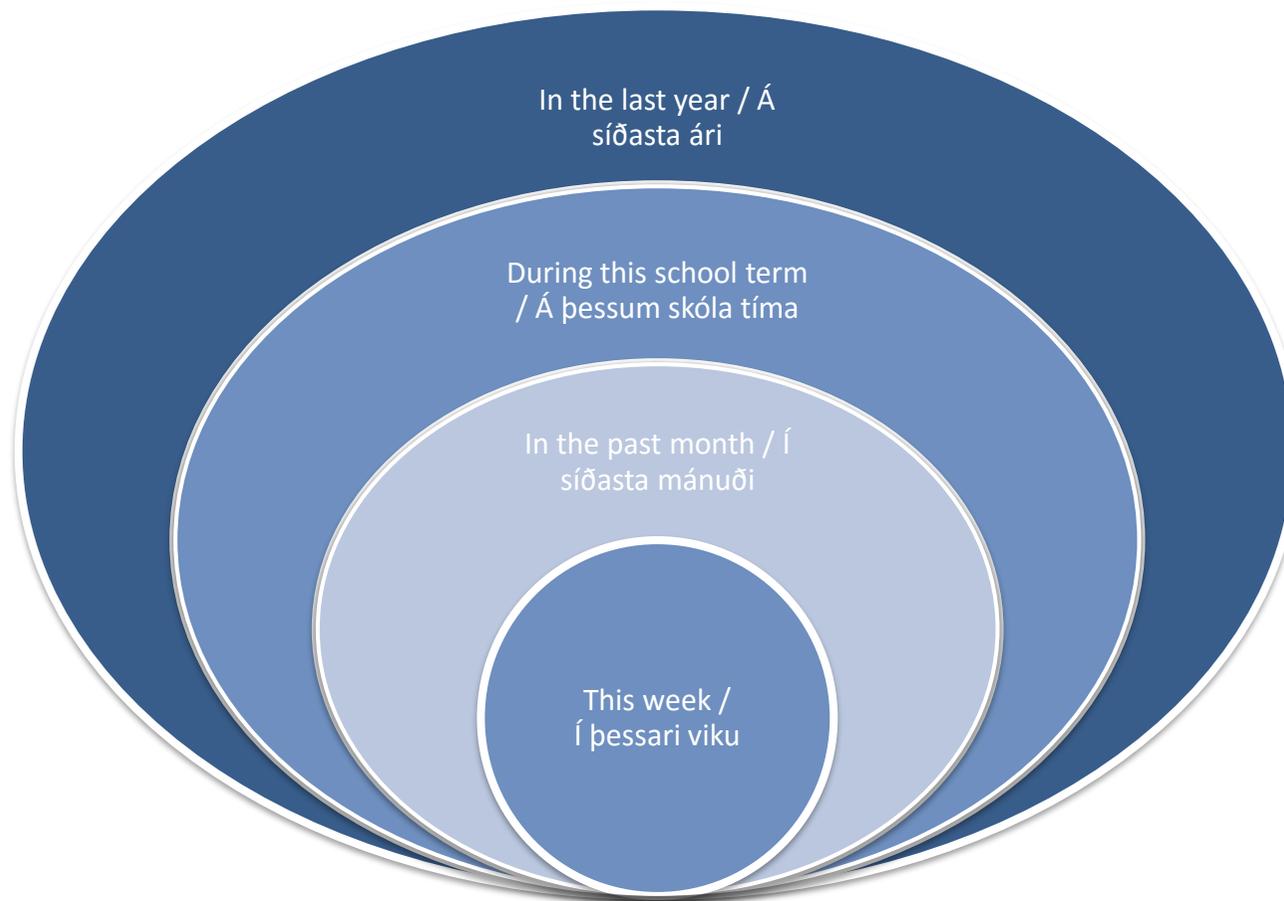
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APPENDIX 1. THE DIFFERENT TYPES OF ECO-MAPS

What teaching approaches have you used ...

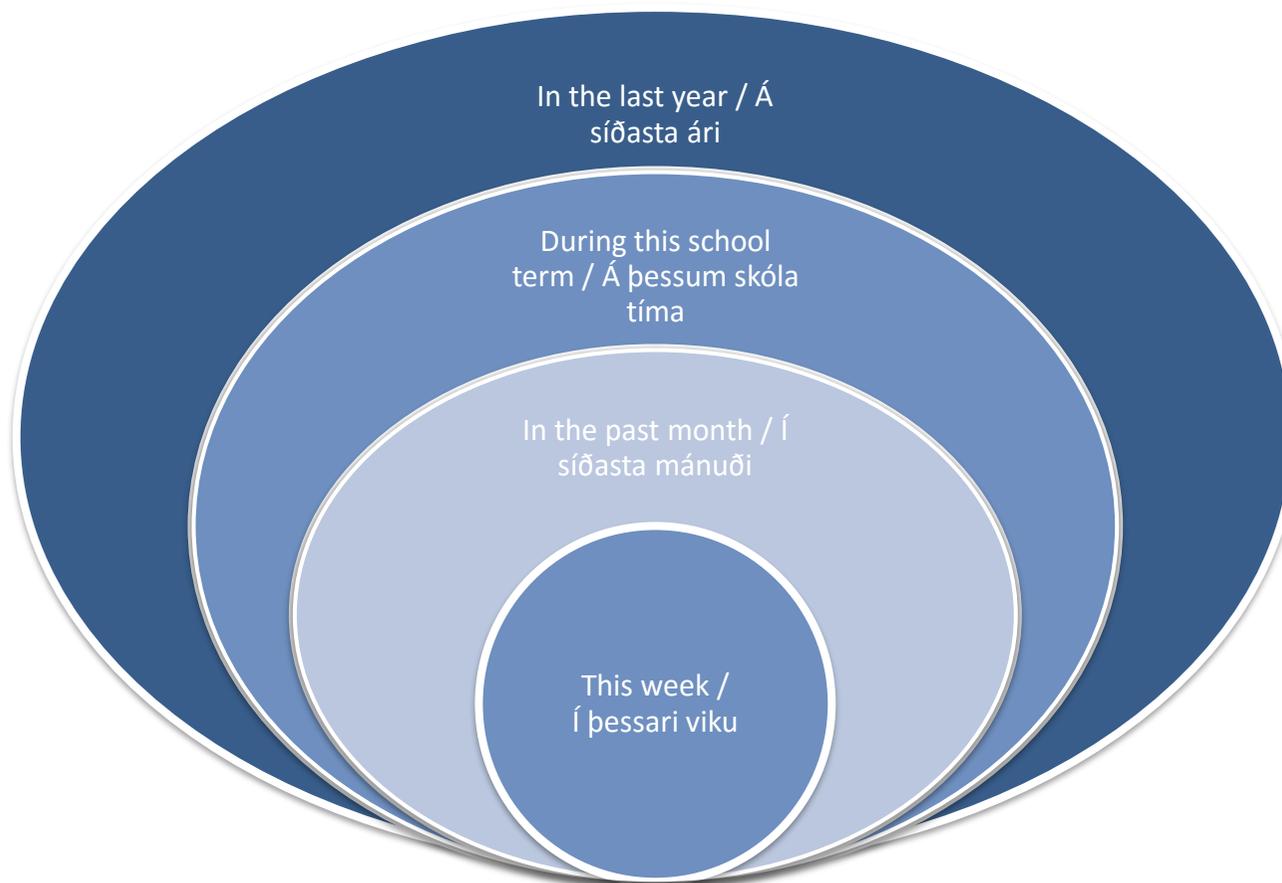


Hvað kennsluaðferðir hafa verið notað ...

Figure 1. What teaching approaches have you used ... eco-map



Who have you worked with ...

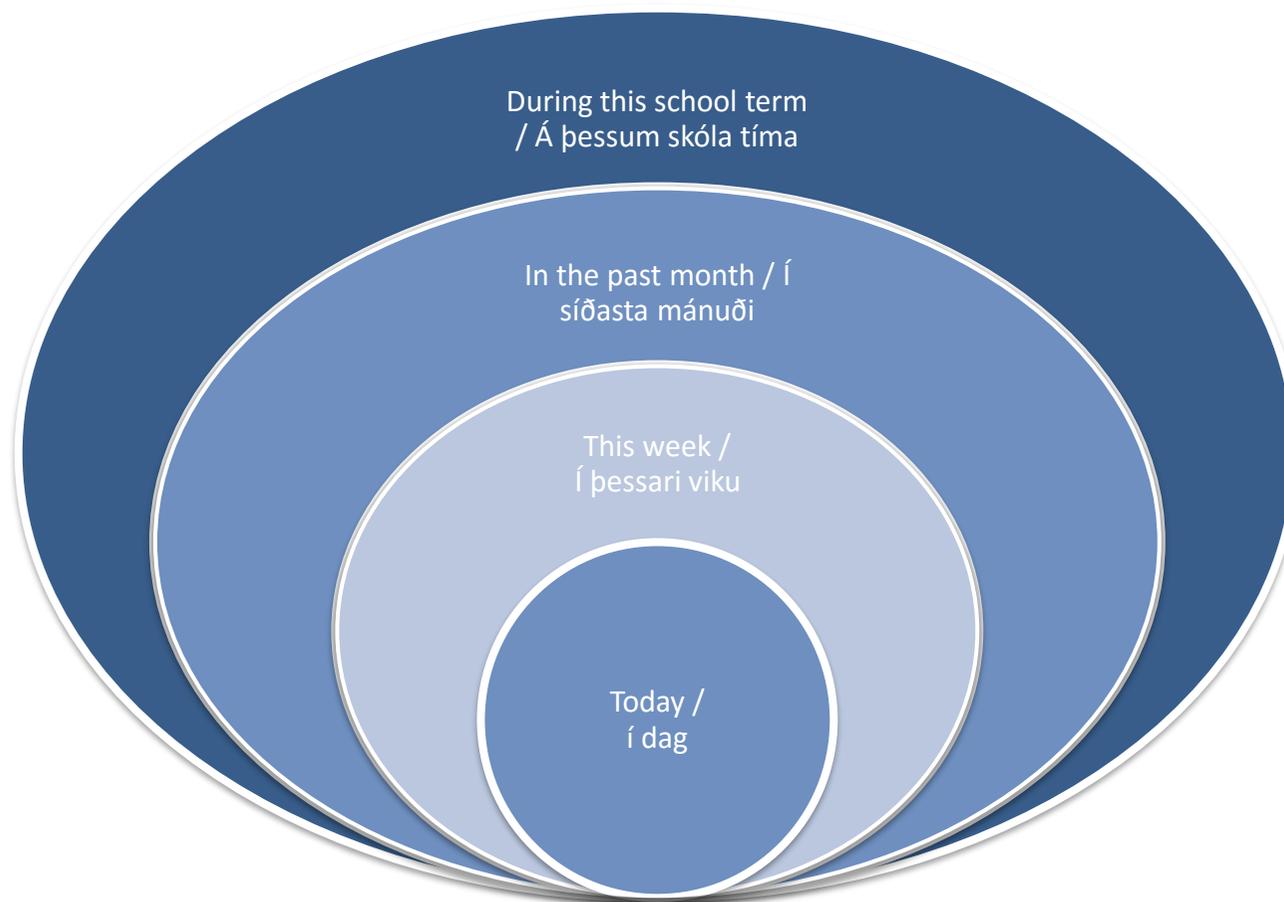


Hver hefur þú unnið með ...

Figure 2. Who have you worked with ... eco-map



Who has helped you with your schoolwork ...

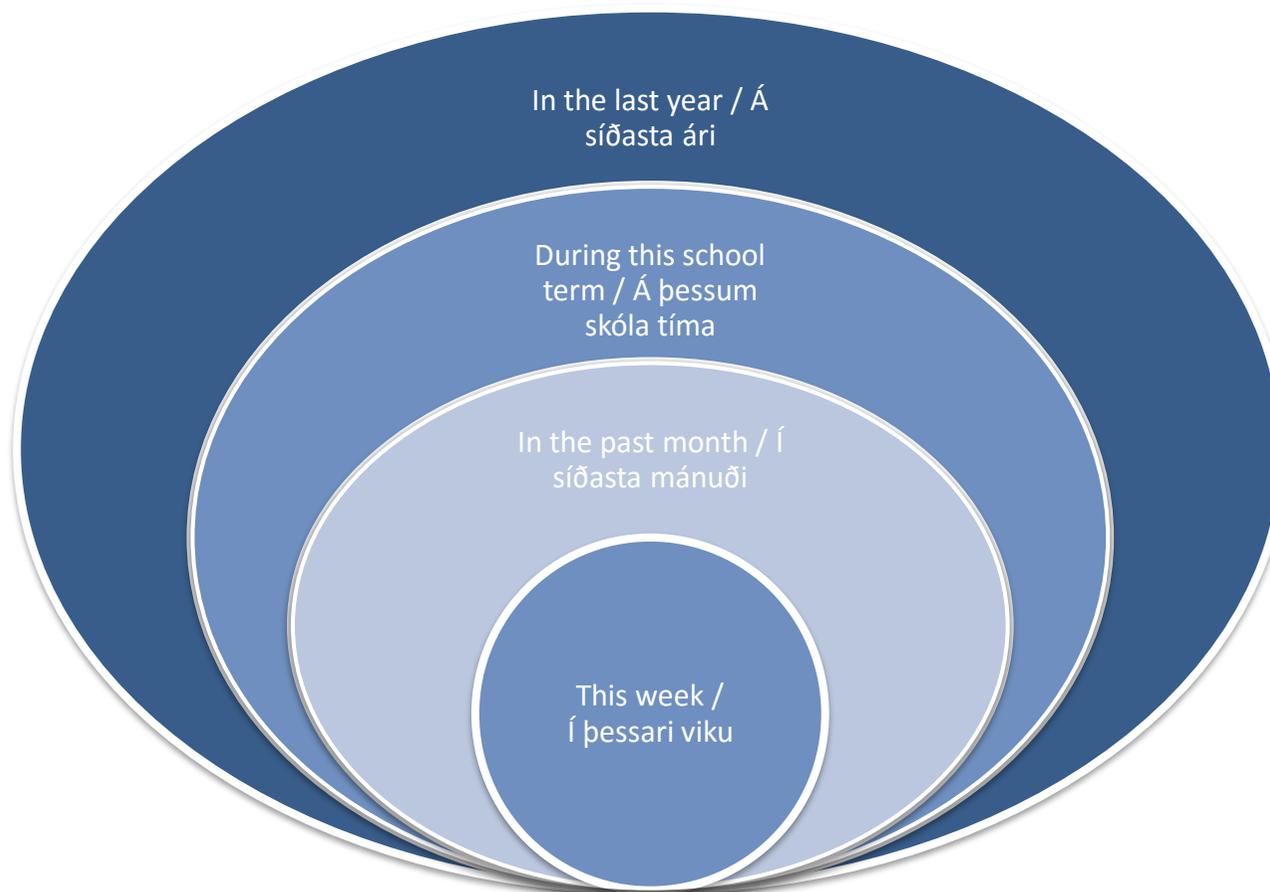


Sem hefur hjálpað þér með skólann vinnu þína ...

Figure 3. Who has helped you with your schoolwork ... eco-map



Who have you talked to about your child's education ...



Hver hefur þú talað við um menntun barnsins ...

Figure 4. Who have you talked to about your child's education ... eco-map



APPENDIX 2. ECO-MAP FINDINGS LINKED TO THE 4TH, 5TH AND 7TH STANDARDS

4th Standard – All stakeholders, at all levels are enabled to think and act inclusively in their daily practice

Core issue: How effectively the education system enables all stakeholders in education to be inclusive in their day-to-day work (i.e. school organisation, curriculum, assessment, pedagogy, support for learners, development opportunities for all stakeholders, effective communication across and between system levels).

Table 2. 4th Standard findings, evidence base and illustrative examples

Findings	Evidence base and illustrative examples
Social educators indicate relationships with learners, teachers and other care and health professionals.	<p>Eco-maps from special teaching support staff who work in schools</p> <p>Example 1:</p> <p>A social educator in a mainstream school in a special department for children with autism mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Learners• Teachers• Supporters• Social educators• Parents. <p>Example 2:</p> <p>A school counsellor mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Students



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• Teachers• Parents• Other counsellors• Administration staff• Staff from municipality• Primary school staff• Foreign colleagues. <p>Example 3:</p> <p>A school counsellor mentioned the following people she has worked with:</p> <ul style="list-style-type: none">• Social services• Doctors• Teachers• I'm always, as a school counsellor, with the students, teachers, directors, principals, parents and other staff in my school ... and out of it• My teaching method: I try to use a solution-focused method. I meet people where they are and try to find or create.



Findings	Evidence base and illustrative examples
<p>Social educators mention their collaboration with teachers.</p>	<p>Eco-maps from special teaching support staff who work in schools</p> <p>Example 1:</p> <p>A social educator mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Learners• Teachers• Special teacher• Parents• School counsellor• Speech therapist• Behavioural psychologist. <p>Example 2:</p> <p>A school counsellor mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Teachers• Administrators• Students• Counsellors• Parents.



Findings	Evidence base and illustrative examples
	<p>Example 3:</p> <p>An occupational therapist working in special education mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Children• Parents• Pre-school teachers• Speech therapist• The State Diagnostic and Counselling Centre• School service• Head of special education• Headmaster• Support teacher• Other school staff.
<p>Teachers mention their close relationships with their colleagues. They also work with psychologists or nurses.</p>	<p>Eco-maps from teachers</p> <p>Example 1:</p> <p>A year-6 class teacher mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• ‘Bridge school’• Teaching consultant



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• Parents• Special needs teacher• Other schools' teachers• Psychologists. <p>Example 2:</p> <p>An Icelandic teacher mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Parents• Other teachers• Support teacher/assistant• Development therapist• Internal evaluation• Other head teachers of the school• Headmaster• Course director. <p>Example 3:</p> <p>A playschool teacher mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Other playschool teachers• Talking speech therapist• Developmental therapist.



Findings	Evidence base and illustrative examples
<p>A variety of stakeholders mention their work with colleagues.</p>	<p>Eco-maps of different stakeholders</p> <p>Example 1:</p> <p>A social educator mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Social educators• Social workers• Nurses• Students• Parents• Special education teachers• Teachers• Psychologist• Speech therapist. <p>Example 2:</p> <p>A specialist at a centre of school development mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Other specialists, colleagues• Teachers at primary school• Professor in education



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• A lot of teachers in many compulsory schools• Colleagues at the Centre of School Development• Professors in education• Master’s students at the University of Akureyri• Leaders in compulsory schools• Special teachers in compulsory schools• Director of education• School measurement department (part of the government)• Parents• Students• Government of education. <p>Example 3: A playschool headmaster mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Other headmasters of playschools [...]• Playschool teachers• Parents• Children



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• Department teachers• Government• Teachers in elementary school• Headmasters in elementary school.
Some teachers mention their visits to other schools inside the country or their meetings with other teachers. Peer discussion contributes to capacity-building.	Eco-maps from teachers and head teachers Example 1: <ul style="list-style-type: none">• ‘Teachers in other schools in Reykjavík’ Example 2: <ul style="list-style-type: none">• Various teachers who came and discussed matters and also head of special topics with professional development, equality and self-evaluation and developing the school curriculum.
Teachers and student counsellors have access to counselling concerning their work.	Eco-maps from teachers and head teachers Example 1: <p>A teacher of Icelandic/social studies (history/geography) for grade 8–10 mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Parents• Head teacher• Department head



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• Guidance counsellor• Other teacher• Consultant• School psychologist• Nurse. <p>Example 2:</p> <p>A school leader from compulsory education mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Teachers• Students• Other school leaders• Municipality education office (school department)• Ministry of Education (some specialists)• Professionals at the university• Other schools• Group of inclusion specialists in Nordic countries• Department of family service• Child protection service



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• Psychologists• Special education specialists. <p>Example 3:</p> <p>An educational consultant from a local resource centre mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Other counsellors• Teachers• Headmasters• Parents• Co-workers at service centre• Social workers• Psychologist• Consultants that go to parents' homes• Behavioural consultant• Diagnostic centres• The State Diagnostic and Counselling Centre• The Child and Adolescent Psychiatric Department of the Landspítali University Hospital• Municipality• Schools.



Findings	Evidence base and illustrative examples
<p>Stakeholders, like teachers or head teachers, use both technological (YouTube, internet, films) and other human resources for their work.</p>	<p>Eco-maps from teachers</p> <p>Example 1:</p> <p>A class teacher from compulsory education mentioned the following people/resources he has worked with:</p> <ul style="list-style-type: none">• Myself• Films• Online• Internet• YouTube• Other English teachers in other schools/country. <p>Example 2:</p> <p>A class teacher from upper-secondary education mentioned the following people/resources he has worked with:</p> <ul style="list-style-type: none">• Career counsellor• Social worker• Teachers• Students• Receptionist



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• Administrators• Support assistance• Academic dean• IT assistant. <p>Example 3:</p> <p>An assistant director in pre-school mentioned the following people/resources he has worked with:</p> <ul style="list-style-type: none">• Children• Parents• Teachers/Co-workers• Chef• Special teachers• Chef director• Special educator• Financial ...• Computer ...• Carpenter• Plumber



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• Gardener• 'Curtains man'.
Educational consultants and therapists from special education meet professionals at diagnostic centres.	<p>Eco-maps from special staff from local resource centre</p> <p>Example:</p> <p>An educational consultant mentioned the following people/resources he has worked with:</p> <ul style="list-style-type: none">• The diagnostic centre• Co-workers• Social workers• Headmasters• Parents• Teachers• School psychologist. <p>Eco-maps from pre-school staff</p> <p>Example:</p> <p>An occupational therapist working in special education mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Children• Parents



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• Pre-school teachers• Speech therapist• The State Diagnostic and Counselling Centre• School service• Head of special education• Headmaster• Support teacher• Other school staff
<p>School administrators have a complex network of relationships, from technical employees like janitors, to universities or ministry representatives.</p>	<p>Eco-maps from head teachers</p> <p>Example 1:</p> <p>A school leader from upper-secondary education mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• School leaders in Iceland• School leaders from all over Iceland, a two-day council• Teaching research group in MS• Students• University of Iceland education and University in Exeter• Various teachers who came and discussed matters and also head of special topics with



Findings	Evidence base and illustrative examples
	<p>professional development, equality and self-evaluation and developing the school curriculum.</p> <p>Example 2:</p> <p>A school leader from compulsory education mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Teachers/other staff• Students• Head of local government• Parents• Local business and institutions• Ministry of Education (evaluation project)• Department of family services• Special education counsellor• Other principals in the area• Other schools• School board.



Findings	Evidence base and illustrative examples
<p>Teachers participate in seminars and meetings with other teachers. They also engage in international collaboration.</p>	<p>Eco-maps from teachers</p> <p>Example 1:</p> <p>A class teacher from compulsory education mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Teachers in other schools in Reykjavík. <p>Example 2:</p> <p>A teacher from upper-secondary education mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• History teacher• Head of school (principal)• Task committee to evaluate internal matters• Professional education course• Colleagues from other schools• Seminar, conference people from universities and Ministry of Education• Teachers from the social sciences department.
<p>Training providers from the two Universities (of Iceland and of Akureyri) have meetings. They also take part</p>	<p>Eco-maps from educational staff trainers: universities, in-service trainers, new council for staff development.</p>



Findings	Evidence base and illustrative examples
in national or international research projects.	<p>Example 1:</p> <p>An educational staff trainer mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Colleagues in the university• One school in Iceland, principal, teachers, parents• Ministry• International colleagues on research project• The Icelandic Union for school principals• Municipality on policy-making. <p>Example 2:</p> <p>An educational staff trainer mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• Students and colleagues at the department of education and at the Centre of School Development• Pupils/teachers in pre- and primary schools• Research team: University of Akureyri and University of Iceland.



Findings	Evidence base and illustrative examples
<p>The various stakeholders mention their work with parents.</p>	<p>Eco-maps from teachers, head teachers, university representatives, support staff, municipalities</p> <p>Example 1:</p> <p>The ombudsman for children in Iceland mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• NGOs• Youth council• Parents• Ministry of Education• Children• Teachers and other professionals. <p>Example 2:</p> <p>A policy/decision-maker from one municipality mentioned the following people he has worked with:</p> <ul style="list-style-type: none">• School principals• Teachers• Parents• Mayor• Social workers



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• School board• Healthcare system (doctors)• Ministry of Education• Union of my municipalities• Teacher assistants• Financial department in the municipality• Special school in Iceland.



5th Standard – Resource allocation is equitable, efficient and cost-effective

Core issue: The effectiveness, equity and enabling effects of resource allocation (including work with other agencies beyond education).

Table 3. 5th Standard findings, evidence base and illustrative examples

Findings	Evidence base and illustrative examples
Family, partners, friends and parents of other children of the same age as their children are mentioned as support, along with the other professional stakeholders.	Eco-maps from parents Example: A compulsory school parent mentioned the following people she has talked to: <ul style="list-style-type: none">• Teacher• Her father• Her grandparents• Other members of family• Principal• Workmates.



Findings	Evidence base and illustrative examples
<p>Parents talk about teachers and head teachers when they describe their networks of help.</p> <p>Counsellors, doctors and a psychologist are also mentioned.</p>	<p>Eco-maps from parents</p> <p>Example:</p> <p>A parent of a pre-school child with support needs/disability mentioned having talked to the following people:</p> <ul style="list-style-type: none">• Husband• Principal• Teacher• Grandparents• Friend• Psychologist• Everyone who will listen.
<p>Parents feel alone in the face of their children's situation.</p>	<p>Eco-maps from parents</p> <p>Example:</p> <p>A parent of a pupil from upper-secondary education mentioned the following people she has talked to:</p> <ul style="list-style-type: none">• No-one• Counsellor• Master of the school.



7th Standard – Professional development issues at all system levels are effectively addressed

Core issue: How stakeholders at all levels are enabled through their initial education and continuing professional development to implement inclusive education as a rights-based approach for all learners.

Table 4. 7th Standard findings, evidence base and illustrative examples

Findings	Evidence base and illustrative examples
Teacher trainers from universities make efforts to strengthen teacher education.	Eco-maps from educational staff trainers: universities, in-service trainers, new council for staff development. Example: <ul style="list-style-type: none">• I have been working with so many teachers this year, from (at) ca. 40–60 schools concerning and the project of reading.
Teachers from different schools and different levels tend to have a large variety of teaching approaches, from lectures and 1:1 teaching, to group or project work. Nonetheless, they might prioritise one category of teaching approach.	Eco-maps from teachers Example 1: A class teacher from compulsory education has used the following teaching approaches: <ul style="list-style-type: none">• Outdoor teaching• Creative arts and craft• Group work• Pair work• The internet, Pinterest, YouTube videos, book-work, iPad online learning• ‘Human maths’ (using groups of learners to explain maths problems)



Findings	Evidence base and illustrative examples
	<ul style="list-style-type: none">• I use every method in the book! <p>Example 2:</p> <p>A teacher from a vocational school has used the following teaching approach:</p> <ul style="list-style-type: none">• Informal one-to-one teaching• Individual-based assignments• Conversation• Flipped teaching• Use technology• Do videos as assignment• No formal classical input or lectures.
<p>Care professionals and various therapists use similar approaches like TEACCH, TMT, TRAS, etc.</p>	<p>Eco-maps from support staff</p> <p>Example:</p> <p>A representative from the special staff has used the following teaching approaches:</p> <ul style="list-style-type: none">• All kinds of teaching methods mainly to meet the students how they are. We use mainly the ideology from TEACCH which is based on human psychology to respect the child. Take the child as they are to help the individual to make the most of their talents. Help them to be a happy person who will have as fulfilling a life as possible. But sometimes I also have to use methods from behaviourism.



Findings	Evidence base and illustrative examples
<p>Some teachers still prefer the lecturing type of teaching.</p> <p>Support staff use special needs-oriented methods within their work.</p>	<p>Eco-maps from teachers and support staff</p> <p>Example 1:</p> <p>A teacher from the compulsory school has used the following teaching approaches:</p> <ul style="list-style-type: none">• Formal, classical input• Conversation with students during formal input where we discuss the ups and downs of the issue I'm addressing• The use of iPad on personal level, one-to-one in maths class. <p>Example 2:</p> <p>A pre-school teacher headmaster has used the following teaching approaches:</p> <ul style="list-style-type: none">• Project approach• Art• Iceland sound and letter method• TRAS.

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