

Minutes 2nd meeting

Camden, 11-13 December 2013

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The minutes comprise 2 parts: minutes of the visits and presentations of the Netley-team and other projects and the minutes of the project meeting.

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1. Minutes of visits and presentation:

An overview of the different visits and presentations will be presented in these minutes and more detailed information, papers and PP presentations can be found on Drop Box and later on at the Toolbox website.

Overview:

1. Netley Primary school and Resource Base:

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- Netley Overview and introductions, by Bavaani Nanthabalan
 - Woodlands Resource Base Overview and visit, by Gianna Colizza
 - Universal Design (physical, learning, inclusive approaches, closing the gaps) , by Bavaani Nanthabalan, Gianna Colizza and Sally Greener
 - Netley Primary School Tour, assisted by Netley students
 - Tech Fun, by Gianna Colliza and Ebrahim Ali
 - Occupational Therapy support, by Eliane O’Riordan
2. Visit: Torriano Junior School:
 - Vision and mission statement of the school by the principal
 - Torriano Tour, assisted by Torriano students
 3. Visit: Acland Burghley secondary school
 - The resource base
 - Inclusive practices and tools in the secondary school
 4. CRAE: centre for research in autism and education:
 - Autism research in the UK, by Liz Pellicano
 5. Camden community support:
 - Funding in Camden, by Wayne Keenan
 - Speech and language support, by Jane Vallance and Hannah
 - Family support in Camden MOSAIC (integrated service and short breaks), by Christina Smith

2. Minutes of project meeting:

See also the PP presentation on Drop Box

Summary of the questionnaires of the kick-off meeting

The results of each question of the questionnaire were presented in graphs with comments and conclusions. The details (graphs and comments) can be found in the Drop Box folder

General conclusions:

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- The agenda should be provided well in advance
- Planning of accommodation should be improved and done differently.
- The dissemination plan is dynamic and the state of play should be evaluated each meeting
- The work orders should be more clear and specific; language can be a problem but each partner is responsible for asking clarifying questions if something is not clear.
- The buddy teams should have enough time to work during the meetings.

Agreements after discussing the comments from the external evaluator:

- Changes in abbreviations (European): AT for Austria/SI for Slovenia/SE for Sweden.
- Name of digital documents: date (start with year), country, title, version number
- Minutes will contain links to Drop-Box folders (names of the folders) and website for more detailed content.
- Mrs. Van Thienen will provide information on how to apply for a grant for the closing conference.
- Adjustments in the different plans (see the final plans in the Drop Box folder for review)
 - o Management plan: classification of the different parts and graphic models of each partner to give an overview of the resonance groups and internal and external project teams: see management plan Drop Box
 - o Communication plan: overview of internal and external project teams: see communication plan on Drop Box.
 - o Evaluation plan: specify if an activity is external or internal to the school
- Next newsletters will contain more content and material or links.
- We will provide a list of elements of the toolbox with links to responsibilities by a clear overview of the strengths of each partner and majors and minors of the buddy teams.



Proposals (AT and BE1): flyer or poster, dissemination plan, questionnaire for progress, format for papers....

The proposal for dissemination and evaluation (questionnaire for progress) were send previously to the partners and can be found on Drop Box folder “Austria Dissemination Plan proposal Austria” and “Austria Questionnaire progress”. The majority of the partners (4 of 7 partners) prefer this proposal so the coordinator will take this plan as base, make an adjusted dissemination plan put it on Drop Box for review. The proposal for the questionnaire for progress was not discussed and will be on the agenda of the next meeting.

7 partners prefer a flyer instead of a poster and 1 partner would like to have both. Austria will provide a digital design for the flyer.

BE1 (Joke) presented a proposal for format for papers. This format will allow a recognizable structure for the toolbox.

1. Title
2. Subject = what element of the toolbox
3. Background, partners who work in this work
4. Middle part of the article/paper: methods, material,
5. Conclusions, recommendations, critical factors
6. Important key words

6 partners approved the format that BE1 proposed.



Responsibilities of the coordinator and shared responsibilities

As we all know, BE 1 is the official coordinator of the project. Marleen is the “working coordinator” who will do the actual coordination. Marleen is not a team member of BE1. To be clear about what the coordinator can and cannot do for this project the following overview has been presented:

The coordinator is responsible for:

- the project planning and application
- the organization (in collaboration with the host partner) of the project meetings.
- the agenda (together with the host partner who will provide the agenda for visits and local presentations)
- the minutes (the meeting-part)
- the newsletters
- Monitoring and evaluation, in collaboration with the external evaluator.

The following activities are shared responsibilities:

- review of all documents (minutes, plans, newsletters,)
- good mutual communication
- buddy work during and in between meetings (see majors and minors later on)
- the following input: elements for toolbox (papers, models, materials, ...) content matter for minutes (host partner: part of visits and presentation) newsletter and website)

Elements of the toolbox: strengths of each partner and buddy teamwork

Local strengths:

A structure for the toolbox has been approved. Each partner has pointed out strengths. In practice, this means that those elements of the toolbox will be very present during the visit of that particular partner: see Overview of the strengths.



Buddy team work:

In addition to these local strengths, each buddy team has pointed out majors and minors. A major means that these elements of the toolbox will be emphasized the most in the buddy work. A minor means that the buddy team will also work on these items but not in depth. Our challenge will be during the project to make sure that all elements of the toolbox will be worked out.

Buddy team	majors	minors
BE1-SI-AT	Methods and materials for special educational needs (BE1), Assessment and technology (SI), Individual development plan + assessment (AT)	Communication and collaboration models: 1. Internal staff meetings, 2. external staff meetings, 3. networks (BE1), Communication models: 1. internal staff meetings, 2. meetings with parents (SI), Support for mainstream schools (AT)
UK-FI	UDL-curriculum Participation	Meetings with parents, technology, learning spaces
SE-BE2	Communication and collaboration models	UDL-practices

How will we collect the elements of the toolbox during the visits:

The partners agreed to use the following procedure to make sure that the toolbox elements are collected during the visits and to ensure the quality



- During the visits and presentations, each participant notes ideas for the toolbox on sticky notes (each host country provides for the sticky notes)
- The ideas have to be connected to the core theme of our project: collaboration and inclusion
- At the end of the day each participants fills in the following format (see below):

Which category and element	Description of the idea	Where did I see it?

- A team of representatives of each team decides whether the content will be on the toolbox. This will be done during or in between the meetings. The following representatives have been selected (Of course, these representatives need to be partners that will be present at each visit.)

AT	Ursula and Eva
UK	Gianna
SE	Outi Määttä
SI	Jezerka and Andreja
FI	Raissi and Petri
BE2	Anneleen
BE1	Luc and Joke

- If the element is retrieved, the corresponding country team will be asked to write a compact paper, describing the element with the right format.



The following ideas have been provided:

Which category and element	Description of the idea	Where did I see it?
Universal design	Objectives present in each classroom	Netley, Woodlands, Torriano
Universal design	Visual support in mainstream classes, PECS, timetables, roadmaps, cards, words, Makaton, ...	Netley, Torriano
Universal design	Levelling up from visual to language terminology (differentiation for the stronger pupils)	Netley
Universal design	In setting goals everything refers to the global world	Netley, Woodlands
Communication and collaboration models:	The Passport: a short (1 page)summary of the student's strengths, weaknesses and ways to cope with the situation	Acland Burghley secondary school, Resource Base
Communication and collaboration	Survey of parents and students	Netley, GB
Collaboration model	Collaboration education/welfare	Everywhere
Collaboration model	Meetings with parents, collaboration with the community	Everywhere
Communication and collaboration	Working group models with teacher assistants	Netley, Woodlands
Methods and material	Individual passport	Acland Burghley
Methods	Swapping-possibility from a mixed group to a homogeneous group	Woodlands

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Methods and materials	Individual behavior management system: 5 points rating scale for self-regulation	Resource Base at Acland Burghley, GB
Methods and materials	work presentation, students art Time?	Netley, Torriano
Inclusive education	learning space like the base for a time-out (separated from the rest of the school)	Acland Burghley and Resource base
Inclusive education	pyramid-model of care	Netley
Continuing professional development	Professionals teaching the staff (instead of working only with the child)	Netley, Acland Burghley

Possible designs of the toolbox:

Design 1: The toolbox on the website could be looking like a giant toolbox, (to see the design you have to download this on the Dropbox file) where the tools are squares with different colors, related to the different categories of the blueprint. If you click on the square, you get the different elements (again colored squares). If you click on a square you get a compact paper. In the toolbox design on Drop Box, only one element is worked out as an example.

Design 2: we can design the toolbox as a mind map.

We can also choose to use both designs on the website.

Results of the small questionnaire

A small questionnaire has been filled in during the meeting about the following items:

- the format for toolbox elements
- a flyer or poster for the project
- a whole or half day closing conference

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- hotel arrangements
- the dissemination plan

The results of the questionnaire can be found on Drop Box

Conclusions:

- the format will be used
- a flyer will be designed
- the closing conference will be in Brussels on 3 June 2015 from 9.30 to 12.30 (half day)
- the host country will give advice for good accommodation (prize, location); each partner makes own reservations.
- The AT-proposal for dissemination will be used.
- The proposal for questionnaire for progress will be discussed in Sweden.



List of commitments

WHAT?	BY WHOM?	BY WHEN?
Review of minutes	All partners	15 January 2014
Review of plans	All partners	15 January 2014
Design of poster for project	AT	Meeting in Sweden
Different material, papers, presentations on Drop Box	UK	By meeting in Sweden
Reading of proposal of AT for questionnaire progress	All partners	By meeting in Sweden
Strengths of the toolbox	AT	15 January 2014
Buddy team majors and minors	BE1,SI,AT	15 January 2014
Provide name of representative for the toolbox elements	UK	15 January 2014
Toolbox items for the visit in BE1	All partners	15 January 2014
Toolbox items for the visit in UK	AT, BE1, BE2, UK, SE	15 January 2014

