

Malmö Borgarskola

-An international school to count on-



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11 questions with Tiffany



Malmö Borgarskola

- 8 different programmes:

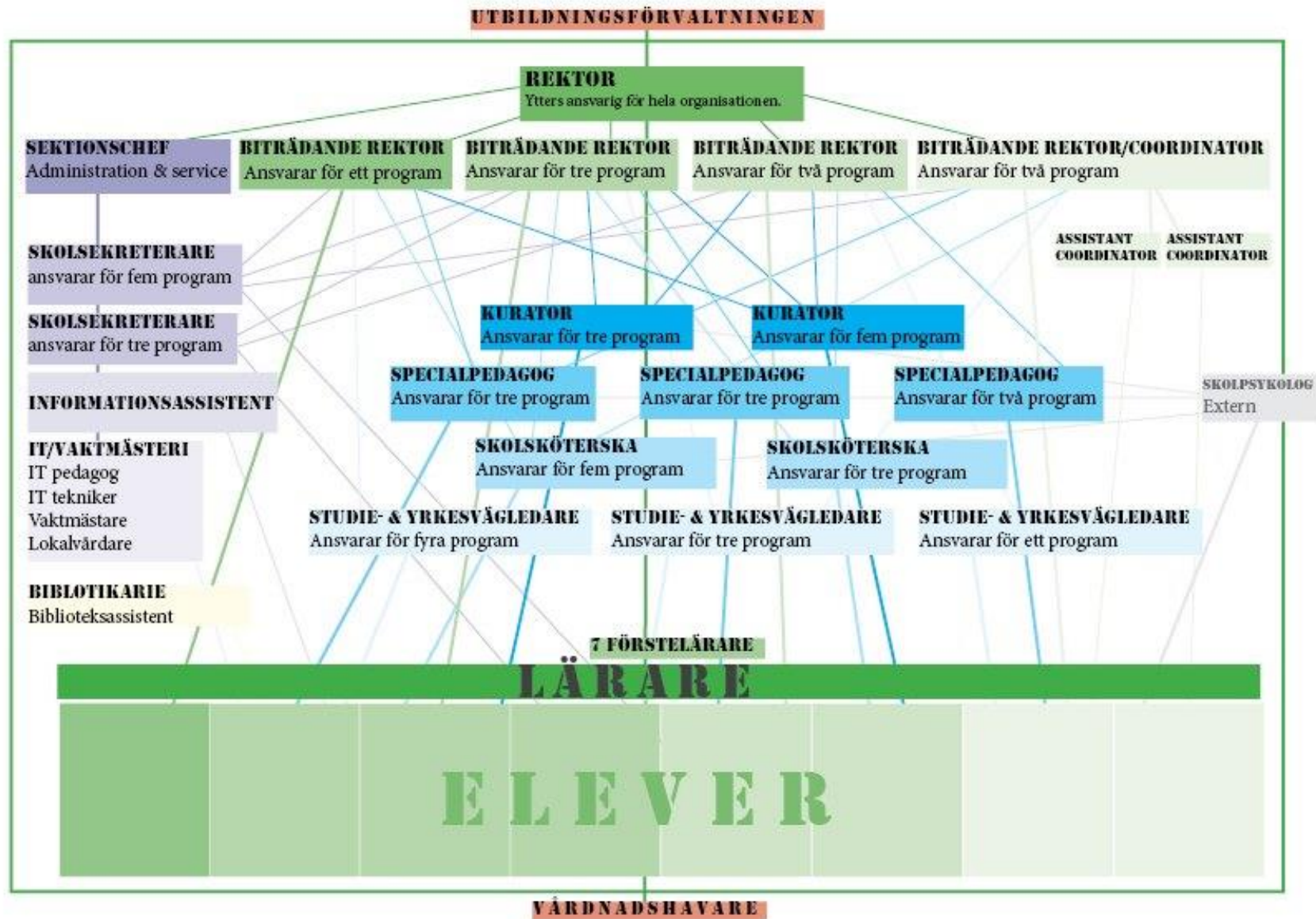
2 vocational programmes, Business and administration programme and Hotel and tourism programme – **26 students in every class.**

3 higher education preparatory programmes, Business management and economics programme, Natural science programme and Social science programme – **32 students in every class.**

3 International Baccalaureate programmes, Diploma programmes and 2 different career programmes (BAHM, ITI) – **26 students in every class.**

- 1400 pupils and 120 teachers, 3 SEN-teachers, 3 school nurses, 2 education and career advisor, 2 school counsellors
4 assistant principals and 1 principal

Malmö Borgarskola



Special education in a Swedish context

Pupils with difficulties



Pupils in difficulties

Relational approach

Categorical approach

Pedagogical competence	Ability to adjust and be flexible	Know your subject
Special educational competence	Working together with adjustments	Individual work with pupils with difficulties
Reason for support	Arises in the encounter with the learning environment	Are congenital
Time perspective	Long term	Short term
Focus on adjustments	Pupil teacher environment	Pupil
Responsibility for adjustments and support	Teachers together with SEN-teacher	SEN-teacher

Special education in upper secondary schools - Malmö

- In Malmö there are almost 40 different schools, 12 of them are public schools and 25 of them are independent schools
- A small majority of the students go to public schools.
- There is a big difference between attractive and popular schools and unpopular schools.
- Choosing or ending up – Free choice and individualisation on a "free" school market, distribution and impact.
- The market-driven school system tends to have a segregating effect where free choice becomes an opportunity for certain social groups while excluding others.
- Discrepancy between educational ambitions and schools' financial and organizational priorities

What should the SEN-teacher work with?

	Individual education	Consultation	Work with documentation	EHT	Organisation and development
Special educator	92%	64%	84%	60%	16%
SEN-teacher	72,5%	97,5%	95%	77,5	77,5
Teacher	94,7%	64%	62%	60%	7%
Principals	68%	95%	96%	90%	50%

Källa: Lindqvist 2013

SEN teacher – A job description

- Investigate and analyse pupils and classes different needs.
- Analyse the school's work and organisation in relation to students' learning
- Plan, implement and evaluate efforts that are made both on individual and school levels.
- Coordinate the work with handovers for students starting or quitting the school
- Take an active part in pedagogical research and use and disseminate research findings and research methods to strengthen students' learning
- Supervise and educate teaching staff and student assistants
- Participate in the cross-administrative network for SEN-teachers from all de public upper secondary schools in Malmö.

The Education Act - Additional adjustments, special support and action programme

All pupils are entitled to guidance, support and stimulation in school in order to develop as far as possible in accordance with their potential.

“If a teacher or other member of school staff notices that a pupil is at risk of not achieving the knowledge requirements, the school must find out why. If it emerges that the pupil requires additional adjustments to the teaching, these adjustments must be made immediately” - 3 chapter 3 § The Education Act.

It is the amount or duration of the efforts that distinguishes special support from additional adjustments.

Action programme is the tool and plan for the special support

Additional adjustments

- Help with plan and structure a schedule for the school day.
- Explaining terms, concepts or relationships before a new topic is introduced.
- Receiving extra clear instructions,
- Support with the start-up process.
- Access to scanned material or digital aids.
- Help with study technique.
- Special education teacher working with the pupil during a short period.

Special support

- Special education teacher who works with the pupil for a long time or
- Special teaching groups.
- A pupil's assistant who follows the pupil throughout most of the school day.
- Flexible study program.
- Reduced program or schedule

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Malmö Borgarskola

An international school to count on
or

An international school that are counting on everyone



Discuss

What similarities and differences do you recognize in comparison to the educational systems in your economies and contexts?

What possibilities and challenges do you meet in realizing inclusive education for all?

