

Developing inclusive
practice in
Norwegian schools:
The role of EPS
(The Educational and
psychological counselling
service)

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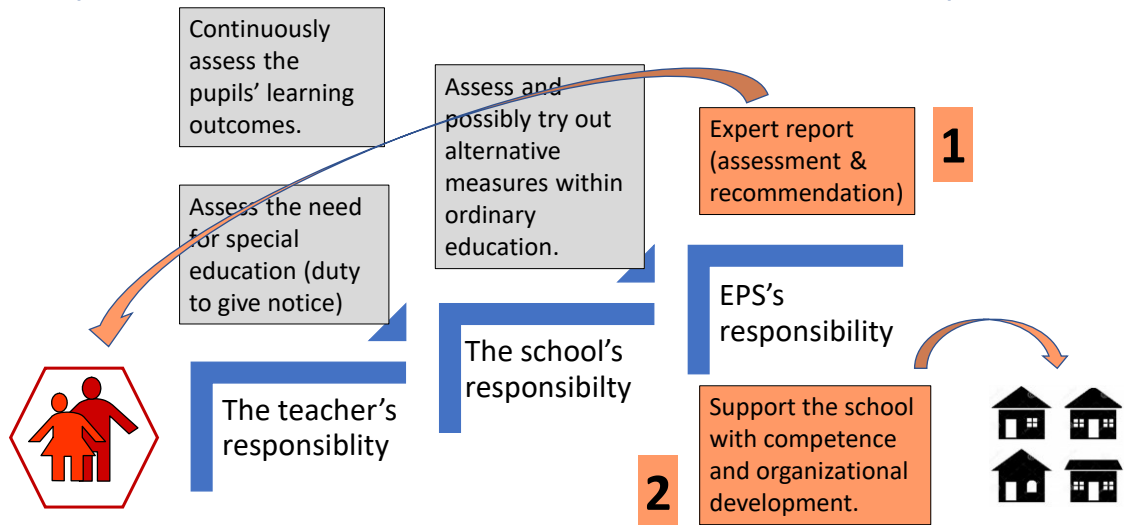
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- The mandate of EPS
(Educational and
psychological counselling
service)
- Background for our
innovation project
- The goal of our project
- Methodology
- Some findings from the study
- Further questions and issues



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The Norwegian chain of services in special educational needs (and inclusive practice)



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EPS' conflicting mandate?

Expert body for special education

?

Support service for competence and organizational development

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Background for our innovation project

- Challenges in the support system for pupils who are struggling
- Lack of collaboration between EPS and schools.
- Strategies to enhance the collaboration between EPS and schools
- Focus on ordinary pedagogical practices to prevent the need for special education

(Nordahl et al, 2018; Meld.St. 6 (2019-2020))



(Andrews et al., 2018; Lie et al., 2003)

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SUKIP

- ❑ The SUKIP project (Collaboration on the Development of Competence for Inclusive Practice)
- ❑ A collaboration between EPS, a kindergarten, and a school in two municipalities
- ❑ Aims to develop a new infrastructure for collaboration
- ❑ Funding from the Research Council of Norway



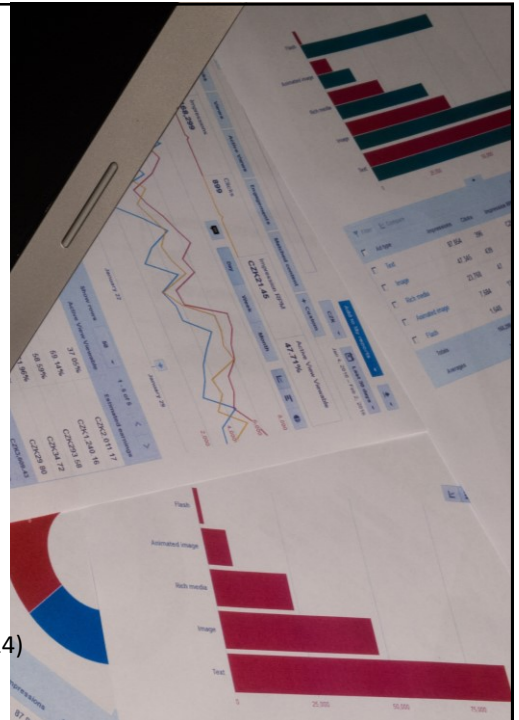
(Fossestøl & Lyng, 2022; Mjøs et al., 2023)

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Methodology and research strategy

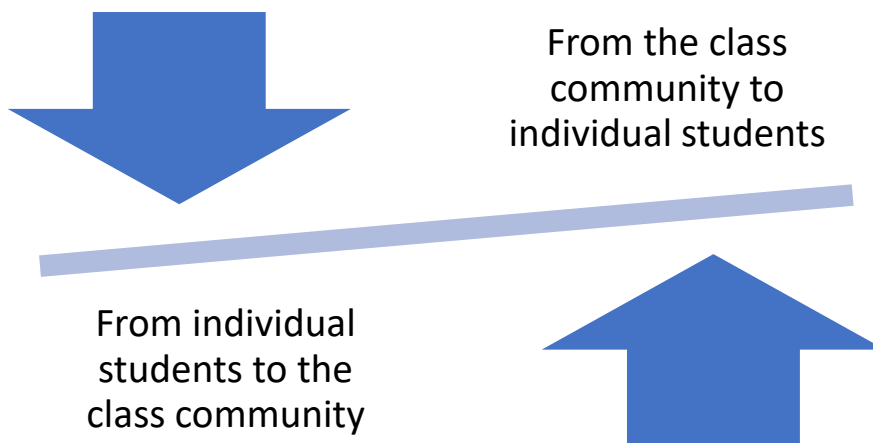
- A case study
- Collaborative research / partnership
- Combination of qualitative approaches
- Data collection including audio recordings, interviews, and documents
- Thematic analysis based on theories about organizational learning, collective competence development and inclusive education

(Ainscow et al., 2004; Bennich et al., 2018; Bjørnsrud & Gjems, 2019; Florian & Spratt, 2013; Irgens, 2016; Tjora, 2018; Yin, 2014)



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The schools chose different approaches to develop inclusive practice



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Findings from the study



- Relationship between partners, continuity, expectations, and infrastructure
- Need for renewed focus on EPS' knowledge and competence
- Factors influencing the collaboration between EPS and schools; roles – time - exercise
- The importance of leadership and the need for coordinated management

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Conclusions

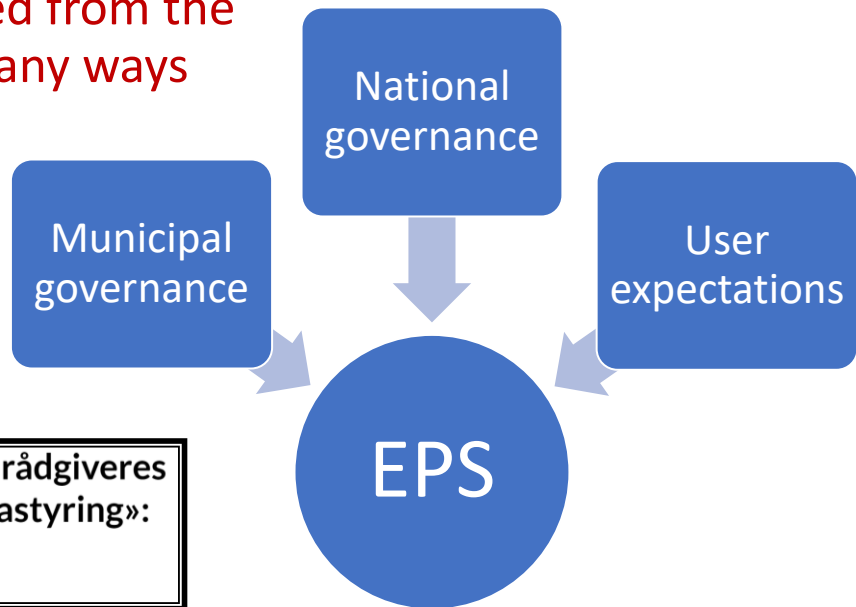
| Inclusion | Community | Participation | Influence | Outcomes |
|--|-----------|---------------|-----------|----------|
| National level Values, ideology, policy | | | | |
| Municipality Organization and conditions | | | | |
| School / EPS Practice and collaboration | | | | |
| Student Behaviour and experience | | | | |

(After Haug, 2014)

- The complexity of realizing successful collaboration
- The importance of a contextual approach to inclusive practices
- The importance of a “whole system approach” to collaboration and to developing inclusive practice (Haug, 2020)

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EPS is controlled from the outside in many ways



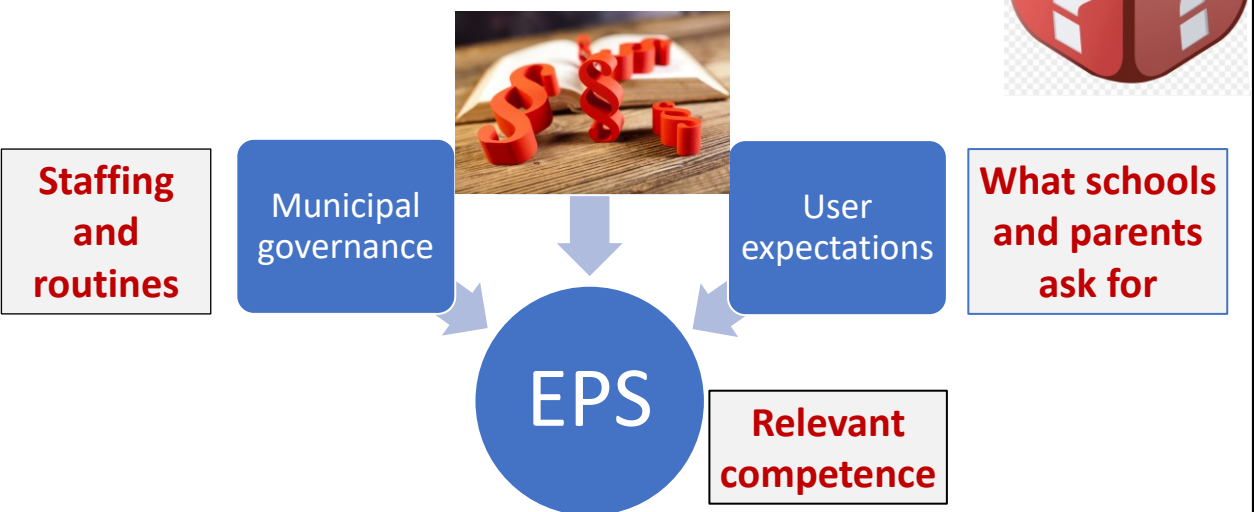
Norske og danske PP-rådgiveres opplevelse av «utenfrastyring»: En kvalitativ studie

Psykologi i kommunen nr. 4 2022

(Moen & Szulevicz, 2022)

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(How) can EPS act as an agent for inclusive practice?



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Thank you for your attention

**... and for any further
questions and suggestions**



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