



**PARTNERING
for CHANGE**

JOINT INNOVATION PARTNERSHIP FOR LEARNING



li.u LINKÖPING
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YD**



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TRANSNATIONAL USE OF PARTNERING FOR CHANGE (P4C)



And what's so nice about P4C is that it's actually kind of tailor-made and context-sensitive ... That if we develop something in the Netherlands or you develop it here in Sweden, you can still use it. This was really one of the biggest surprises for us when we started. We see a lot of similar things, although the education context is very different and the system is different [...]. But still, there are tools that are applicable in both contexts. So I think we can really share with each other and learn more from each other in future if we continue. Yeah. And to kind of join forces of, uh. Yeah.



Barbara (project leader)

BUILDING CAPACITY BY CONTEXT-BASED COLLABORATION

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There is often someone with a fantastic idea on how to make the education system better and what tools we can use in the classroom, but we hear it for an afternoon and then we discuss it for an hour and then it is just gone. And if you want to implement it in your classroom you have to be really really excited and interested in it .. than and you can start to implement it but in two month there is a new speaker with a new fancy idea and a new whole system that probably contradicts the one that you just learned and gets rid of that and you are actually not becoming a better teacher, you are just getting filled with ideas and possible things that could work but P4C is really changing and developing a teacher



Sara R. (teacher)

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As an OT I've learned how to get it in the teacher's everyday work and that I think of a lot when working in different classes, meeting different teachers. I think I listen more to the teachers now, on ways to get strategies in. Before I just said what I have seen while observing but now I listen and discuss how can we get strategies in the teaching: 'What does the teacher think about this and how can we do it. I've learned a lot about that and about teaching just by being in the classroom



Matilda (OT)

COLLABORATION BETWEEN TEACHERS AND OCCUPATIONAL THERAPISTS

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If you, as an occupational therapist, wants the teacher to ask you things and to take your advice, you have to build on that relationship. There has to be a stable base in this relationship, otherwise it is not gonna work.



Vivienne (teacher)

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And sometimes we recognize that, as a starting point, it's it's very nice if the teacher has a question by themselves. And then during the process, when you are more used to work together than it's more easy to discuss what the OT has observed in the classroom environment and based on that they could adapt something. So mainly as a starting point, it worked for us very well to, to start with something that a teacher or the classroom needs.



Sara L. (teacher)

BUILDING CAPACITY BY CONTEXT-BASED COLLABORATION

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I love that we could have a conversation about things that the OT saw when she was around. And it helped us to think of other things that we didn't think of before.

For instance, how the students can engage when they sit in different places in the classroom. And then, due to the collaboration, you can see it with other eyes. So, um, maybe that's why I need Emily (OT) to come here again soon and give me some new eyes. That's the best thing about P4C I think. And I also try to think of other things now for instance when I think about how to put my furniture in the classroom to give the students the best way to, to learn.

Lisa (teacher)

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Matilda (OT)

BUILDING CAPACITY BY CONTEXT-BASED COLLABORATION

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The basic knowledge of participation and environment equips occupational therapists with valuable insights for joint collaboration with teachers. However, to become Partnering for Change occupational therapist, additional education on the principles of the P4C service delivery model, collaborative processes, and universal design for learning is imperative. Furthermore, a culture of openness to educational innovation is essential among teachers, occupational therapists, and the school team.



Jos (Movare)

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In our previous research, teachers consistently expressed a desire to improve their research skills. We were therefore pleased to see that through this collaborative process, not only were inclusive environments created to foster children's sense of belonging and participation, but there was also a noticeable improvement in teachers' research attitudes in the classroom.



Lars (Movare)

P4C IS ABOUT TOGETHERNESS



Vedrana (researcher): "For me, I think the biggest lesson from P4C is about togetherness. It's all about feeling comfortable, being part of a team, collaborating, and learning from each other by doing things together. We really make each other stronger."

Maria (researcher): "Absolutely, I completely agree. The team dynamic has been key in P4C—not relying on a single person who knows best, but fostering a learning environment where knowledge flows in both directions."

Helene (researcher): "Exactly! I couldn't agree more. It's all about a collective effort to build knowledge and creating what works best together. And we each carry this knowledge into new situations, new classes, and new schools. It is truly a win-win situation for everyone involved, even at the school level."

Moa (researcher): "It's amazing to see how much we can achieve by working together and sharing our experiences. The collaboration has enriched all of us and I really believe that it will continue to benefit others as we move forward."

WORKING ON WHOLE CLASS LEVEL INSTEAD WITH INDIVIDUAL CHILDREN

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There is a different from before when someone just came into the classroom to observe just one child, maybe they gave us a lot of tool on how to work with that child, but without taking the rest of the group into account [...] so everything fits better working now with P4C. [...] Now working with P4C, we are doing what we would do for that one individual child, but we are doing it for everyone.



Sara L (teacher)

SPREADING THE WORD WITHIN THE WHOLE SCHOOL

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When there are teachers that needs help with their students because they maybe don't know what to do. And they are asking 'What can we do about this?' And then I say: 'Call Emily (OT) and take her hand. That's what we can do.' I want the other teachers to see what I saw when I worked with P4C. Because it can help so much for the group and for the class and for me as a teacher.

Lisa (teacher)

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I'm working with another school. Um, and I started with just one class, and now I have three classes there that I'm doing P4C with. And it's spreading in the school that way. What we are talking about or what they are doing in the classroom, or the teachers are picking examples from our classes and doing it in their classes that are not supported. So that's fun to see.



Emily (OT)

SPREADING THE WORD WITHIN THE WHOLE SCHOOL

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During the last two years we actually got to see how the partnership in the classroom, elaborated from the teacher and the OT, initially forming the team in a classroom, to the level of the school by spread knowledge. So it's been a win win just working together.



Vedrana (reseracher)

UNIQUENESS OF EACH INDIVIDUAL PARTNERING FOR CHANGE PROCES



During P4C, as a teacher-OT couple you need to go through the P4C process yourself. Just having the tools is not enough because it is actually changing your way of looking, observing, doing and everything around. So it is not just giving someone an advice and tools to use but it really asks for a paradigm shift in your whole approach towards the children. And I think there is a unique need in this approach to do this together.

It's impossible to only give a list with general advices to a teacher. And that's something that can be difficult to explain from a financial point of view. But the OT is quite for a long time in one classroom .. and sometimes you need more time while the other teacher might need less time. And we should be able to accept that as well, because you have different classrooms, different diversity and different kids



Barbara (project leader)

LESSONS LEARNED



Maria (researcher): “Do you remember when we started P4C and how difficult it was to explain and describe what P4C was, and also how it would impact the work of occupational therapists and teachers in school? Several people thought it didn't seem to make any difference”.

Helene (researcher): “Yes, we've learned so much by closely following both the occupational therapists' and teachers' journey through the project. I remember, for instance, an occupational therapist saying that their role had become clearer and the work in the classrooms had become much more systematic”.

Maria (researcher): “We've also realized that some teachers were a little uncomfortable at first having another person in the classroom, but then both parties realized how valuable the feedback they shared was”.

Helene (researcher): “Yes, some teachers actually felt quite isolated in the classroom, and they appreciated getting confirmation that they're doing good things”.