

Joint Innovation Partnership for Learning (JIP₄L)

KA210 - Small-scale partnerships - 2021-2-NL01-KA210-SCH-000049804



Co-funded by the
Erasmus+ Programme
of the European Union



Final Report

April 2024

JIP4L project team

The Dutch P4C team:

- Barbara Piskur, PhD, Zuyd University of Applied Sciences, Heerlen, The Netherlands
- Sarah Meuser, PhD. c., Zuyd University of Applied Sciences, Heerlen, The Netherlands
- Eefje Kern, MSc. OT, Zuyd University of Applied Sciences, Heerlen, The Netherlands
- Esther Bloemen – van Gurp, PhD, Zuyd University of Applied Sciences, Heerlen, The Netherlands
- Ramon Daniels, PhD, Zuyd University of Applied Sciences, Heerlen, The Netherlands
- Annemie van Loo-van der Heijden, PhD. c., MOVARE Association, Landgraaf, The Netherlands
- Jacqueline Ruiters, project manager Inclusion and Equity, MOVARE Association, Landgraaf, The Netherlands
- Lars Goertzen, PhD. c., project manager Sustainable change, MOVARE Association, Landgraaf, The Netherlands
- Jos Feron, program manager, MOVARE Association, Landgraaf, The Netherlands
- Rianne Sporken, teacher BS Frans Postma school, MOVARE Association, Landgraaf, The Netherlands
- Kim Schmitz, teacher, BS Frans Postma school, MOVARE Association, Landgraaf, The Netherlands
- Jean Rinkens, principal, BS Frans Postma school, MOVARE Association, Landgraaf, The Netherlands
- Froukje Geraedts, P4C-OT (Ergotherapie Schiphorst)
- Vivienne Boek, teacher and coordinator, school St. Jan Babtist, MOVARE Association, Landgraaf, The Netherlands
- Djoy van Haaren, P4C-OT, Kinderergotherapie Zuid, The Netherlands
- Ilja Theunissen, principal, school St. Jan Babtist, MOVARE Association, Landgraaf, The Netherlands

The Swedish P4C team:

- Maria Borgestig, PhD, OT, Uppsala University, Sweden
- Helene Lidström, PhD, OT, Uppsala University, Sweden
- Vedrana Baric, PhD, OT, Linköping University, Sweden
- Moa Yngve, PhD, OT, Linköping University, Sweden
- Sara Rohdin, teacher, Sunnadalskolan, Sweden
- Sara Lindau, teacher, Sunnadalskolan, Sweden
- Matilda Hafström, P4C-OT, Central student Health, Karlskrona Community, Sweden
- Emelie Blomdahl, P4C-OT, Central student Health, Karlskrona Community, Sweden

Prologue

This Small-scale partnerships project (2021-2-NL01-KA210-SCH-000049804) is called Joint Innovation Partnership for Learning (JIP4L) with a focus on generation and exchange of collective knowledge around Partnering for Change (P4C). P4C is a collaborative service model between an education professional (teacher) and health care professional (occupational therapist) to combat exclusion and inequality for all children, co-designing inclusive environments and capacity building of included stakeholders.

The JIP4L project team wants to thank ERASMUS+ for this grant that made JIP4L possible, as well as thank all participating children, teachers, parents, school coordinators, principals, P4C- occupational therapists, and other involved stakeholders that have been engaged in this project.

1. Rationale of the Joint Innovation Partnership for Learning (JIP4L) project

In the EU 25% of children (0-18 years) are at risk of poverty or social exclusion (1). Children with a social disadvantage, language/communication weakness, disability or otherwise experience difficulties in school activities; they run the risk of exclusion and/or not belonging. The majority of teachers favour inclusive education; however, they experience a high workload as well as a lack of skills and knowledge to support the diversity of children in the classroom effectively (2; 3). The degree of diversity in classes at primary schools has grown and teachers in and outside the Parkstad region in the Netherlands clearly express that they lack the right knowledge and skills to respond to the current diversity of children. In Sweden, the risk of poverty between foreign-born children and native children has increased significantly; one in three of non-EU-born residents are estimated to be at risk of poverty (4). Parents' socio-economic status is strongly associated with how big the poverty gap is.

To enable participation and to create equal opportunities and belonging for all children in primary school as well enable teachers to cope with increasing diversity in primary school classrooms a Canadian service model called Partnering for Change (P4C) has been developed (Missiuna et al., 2016, Meuser et al., 2022). P4C highlights the partnership between occupational therapists, parents and teachers to create a context that facilitates successful participation of all children at school. Furthermore, the P4C partnerships focus on building the capacity of educators, therapists, families, and other stakeholders to effectively create a more inclusive and supportive environment that enables all children to thrive academically, socially, and emotionally over the long term.

By putting P4C in practice, the lived experiences of involved stakeholders are used as a starting point for collaboration in a classroom, as well serve as an ingredient to build forward and establish a strong JIP4L network. Zuyd University of Applied Sciences and Uppsala University adopted and tried out P4C during the NordForsk project (nr. 85 644). The benefits of P4C include increased teachers' capacity (e.g. co-designing new ways of providing instructions based on Universal Design for Learning, increased diversity of teaching materials, and creating inclusive environments for all children), increased capacity of school teams, parents and P4C occupational therapists. The most meaningful benefit is that children will be part of inclusive environments and can take part in learning regardless of the diversity of their needs. P4C is a rather new approach in Europe and no European collaboration exists to further develop and exchange knowledge around this innovative approach.

The **main aim** of this project was to develop a joint innovation partnership-learning network that will be called JIP4L (Joint Innovation Partnership for Learning) to develop and exchange P4C knowledge.

This project had the following objectives:

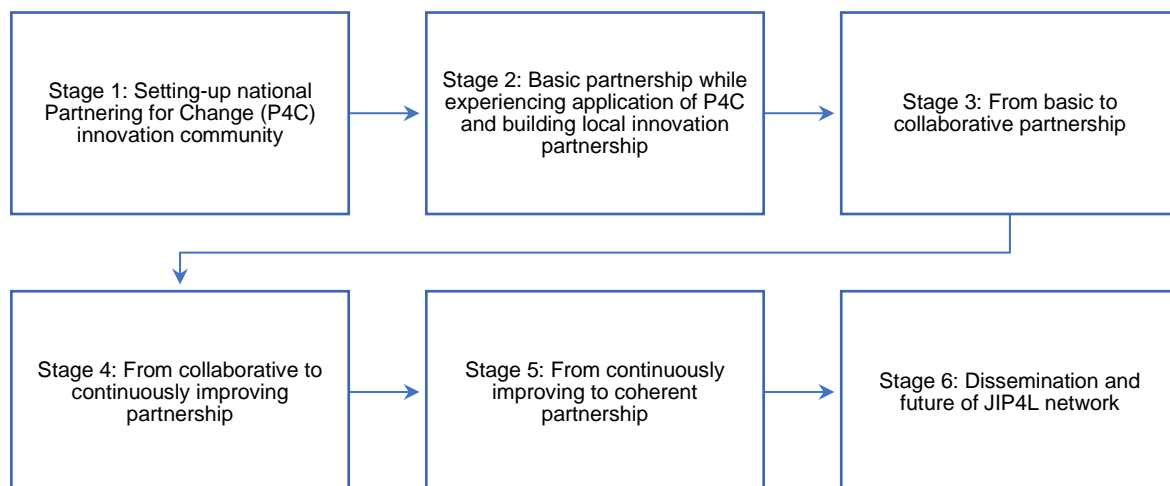
- Generation of collective new knowledge around Partnering for Change to combat exclusion and inequality for all children;
- Teachers' capacity building about inclusion, belonging and diversity by learning from each other in partnership;
- Creating inclusive environments by teachers and P4C experts on a national level and exchange of strategies on an international level;
- Resource pack how to set-up the JIP4L network around capacity building and workshops and life co-creation sessions as part of JIP4L partnership.

2. Partnership Continuum Model and collaborative partnership

Many studies (e.g. Armstrong et al., 2021) report improvements as a result of school-to-school collaboration in areas such as staff professional development, sharing of practices and innovation strategies together with reductions and rearrangements in teacher workload as well organisational and financial efficiency. More specifically, the evidence suggests teachers are often receivers of collaboration between schools and with practitioners reporting an increased motivation to engage in professional dialogue between each other, knowledge mobilisation and a general shift towards more learning-oriented and inquiry-based cultures (Armstrong et al., 2021; Lawrence, 2007). According to Muijs et al.(2010), organisations such as schools that exist in complex circumstances and challenging environments, particularly those in challenging environments, are more vulnerable to prejudice and, therefore, from a constructivist perspective have the most to gain from collaboration. In this sense, collaboration is a potentially constructive attempt for all stakeholders as each brings their own contributions to narrow down gaps in knowledge.

In this JIP4L project a Partnership Continuum Model has been used as described by Hattie (2015). The stages are portrayed in Figure 1. In complex school systems in Sweden and in the Netherlands, top-down demands rarely improve teacher learning and capacity to tackle diversity of children in classrooms. Instead, deeper partnerships between school leaders/principals and teachers, P4C therapists, other stakeholders that are the engine for improving and creating inclusive school environments, enabling participation and belonging of all children in the classroom and stimulating the learning journey of new teachers. System standards, incentives, and support are all important in helping these partnerships to be sustainable, coherent, and continuously improving.

Figure 1: The JIP4L collaborative partnership based on Partnership Continuum Model



3. The process of building JIP4L collaborative partnership

The JIP4L project used the Partnership Continuum Model for collaborative partnership process through five stages. This report outlines **the JIP4L partnership** building process (ch. 3.1.-3.5) and shows its sustainability, coherency, and continuity using the JIP4L partnership process framework (as it is portrayed in Figure 1). It also provides insights into the need for such partnerships and the challenges in creating them. Furthermore, the JIP4L resource pack (Chapter 4) provides guidance on setting up the JIP4L network focused on capacity building and disseminating resources related to collective knowledge in Partnering for Change. This initiative aims to combat exclusion and inequality for all children, enhance teachers' capacity in inclusion, belonging, and diversity through mutual learning in partnerships, and showcase examples of creating inclusive environments by teachers and P4C experts at a national level. It also facilitates the exchange of strategies on an international level.

3.1. Stage 1: Setting-up national Partnering for Change (P4C) innovation community

Over a two-year period, the JIP4L team went through five stages of the collaborative partnership process.

The **first JIP4L stage** represents the **preparation for setting-up the basic partnership** (JIP4L stage one) and requires the following partnership elements: a) building coalitions and b) setting-up national P4C innovation community.

a) Building coalitions with school leaders/principals included discussions about enabling elements for starting basic partnership with P4C collaborative service model in the classroom (e.g. who needs to be involved; how to inform teachers-team, children and parents about the new partnership that will be used in the classroom; what are partnership needs and questions).

b) Setting-up the national Partnering for Change (P4C) innovation community took 2 months and resulted in the national Partnering for Change (P4C) innovation communities in both countries. The P4C innovation communities were built with national partners; in Sweden P4C Innovation team (see photo 1) included Sunnadalskolan teachers, school principal, P4C-OT, Uppsala University-innovation facilitator and researcher. Uppsala University in collaboration with Linköping University for education of occupational therapists. They also take part in coordination meetings. The Dutch P4C Innovation team (see photo 2) encompassed Frans Postma teachers, IB-er, school principal, P4C-OT, MOVARE manger, Zuyd-innovation facilitator and researcher, P4C coach.

Photo 1 the Swedish P4C Innovation community



Photo 2 the Dutch P4C Innovation community



3.2. Stage 2: Basic partnership while experiencing application of P4C in local P4C innovation community

The second JIP4L stage represents setting-up the basic partnership while experiencing application of P4C in the local innovation community. In this chapter we describe stage two and its process in a) Sweden and b) in the Netherlands.

In the stage of basic partnership, partners need to get familiar with each other and to find common ground. They needed to build mutual understanding on P4C, how to collaborate and what are the needs for collaboration while applying P4C. First the introduction kick-off session took place; providing information on P4C, finding and matching with P4C occupational therapists that became part of the innovation community. Information session about P4C included general information about what is P4C as well as information about what it means to work on innovation in education; who needs to be involved and division of roles. Furthermore, parents were informed about the new way of collaborating (that P4C occupational therapist will come in the classroom and focuses on supporting the teacher; that P4C occupational therapist, in cooperation with the teacher, looks at adaptations in physical and social environments to enable everyone (child and teacher) to participate well in the classroom). In addition to this the P4C occupational therapist also received education about the P4C Model, primary school education system and coaching in order to be prepared for this innovation in education. Last but not least the InterVision sessions were planned to exchange and build knowledge on P4C.

a) The Swedish process of setting-up the basic partnership started during the school year (2021-2022);

Sunnadalskolan in Karlskrona, Sweden, with two teachers, one special educator, and one occupational therapist, collaborated to apply P4C together in two groups of students. Initially, the occupational therapist dedicated about half a day per week to being present in the classroom, observing the students throughout the school day. The occupational therapist and teachers then started meeting regularly after these observations to reflect on the children's participation and needs.

Sunnadalskolan, along with researchers from Uppsala University and Linköping University, held regular online meetings to discuss the application of P4C, responsibilities, and roles within P4C. The school received guidance from the researchers while implementing P4C. In addition, the teachers at Sunnadalskolan organised a meeting with a class from another school that also collaborated with an occupational therapist, aiming to learn more about partnership in education.

Before implementing P4C at Sunnadalskolan between 2021 and 2022, the occupational therapist underwent training in P4C facilitated by the researchers.

b) The Dutch process of setting-up the basic partnership started during the school year (2021-2022); Frans Postma primary school (located in Heerlen) started with the application of the P4C under the guidance of researchers from Zuyd University of Applied Sciences and MOVARE Association. At Frans Postma primary school, two P4C occupational therapists started with observations in the classrooms one day a week. One P4C occupational therapist in group 2 and one P4C occupational therapist in group 7.

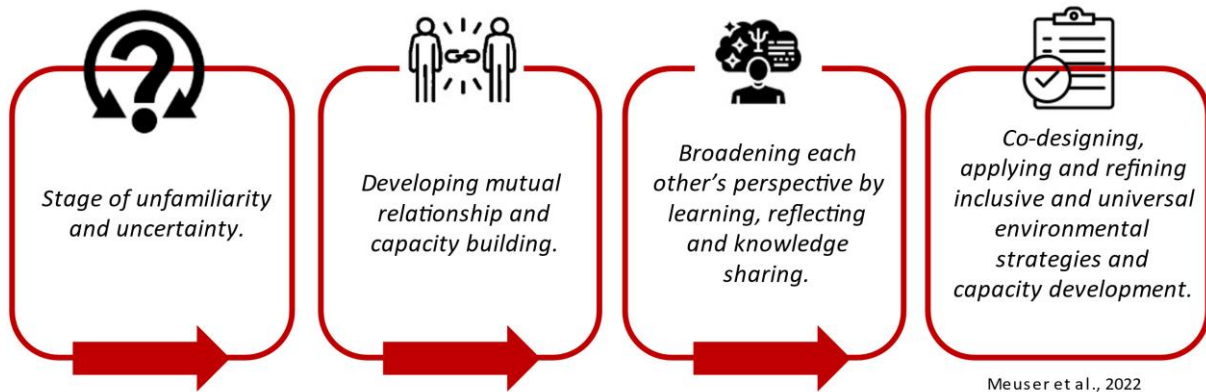
This stage ended in August 2022. In the period between March and August 2022 both Innovation communities made reflective journals, worked together and also had 2 international online meetings to discuss important aspects of the first experiences with P4C as well as to reflect on the progress of JIP4L.

3.3. Stage 3: From basic to collaborative partnership

The stage three collaborative partnership shows how the partnership is evolving through four phases and the complexity around it. The Collaborative Partnership stage does not rely on individuals, but operates with distributed roles and systematic responsibilities. It involves more structure than initially has been described in the P4C model. Figure 2 portrays the four phases that have been described by P4C occupational therapists and teachers **in Sweden** and **in the Netherlands**. The P4C occupational therapists and teachers described collaboration in the classroom context as a continuous, multi-stage process defined as a unique mastery journey toward collaborative learning and trustful partnership. It has been indicated that they needed time to become familiar with the new collaboration, how they learned from each other, and that they enhanced children's inclusion by applying strategies collaboratively. The results carry implications for the embedment of collaboration in schools and offer relevant strategies that serve the inclusion of all children. [Meuser et al. \(2022\)](#) publication provides all the details of this important stage. As well, we made a short [video](#) to explain the collaboration and partnership process to a wider audience.

Figure 2: Partnership journey from capacity building to capacity development

Partnership journey from capacity building to capacity development



Additionally, this work has been distributed at the world congress in Paris 2022 (see photo 3) and the beginning of building the JIP4L network with different people using the P4C collaborative service model at school. Stage three was finished in December 2022.

Photo 3: Dissemination activities during the World Congress in Paris 2022



The first **international online meeting** with the aim of sharing initial experiences with P4C as well as to reflect on the progress of JIP4L was held in 20221004. The participants described (see photo 4) that at the outset, the occupational therapist brings a unique perspective to the team, offering insights from different angles of the partnership. Further, it was raised that the diversity in perspectives underscores the importance of investing in relationships within the team. Adapting to different school systems and navigating insecurities are part of the journey. Despite challenges, there's a mutual relationship and a commitment to learning from each other. Close collaboration was described as

essential, especially when different teachers share the same class. Throughout the journey, collaboration evolves, broadening perspectives and leading to mutual learning. Structural reflection moments occur after lessons or during playtime, despite time constraints. Involving students directly helps the OT and teachers to see situations from varied perspectives, which was described as a strength. Together, the team co-design inclusive strategies, reflecting on and adapting instructional approaches to ensure students understand what is expected of them.

Photo 4: A summary of the first International JIP4L meeting held 20221004

padlet

padlet.com/helenelidstrom1/z1qs0h21s9ldb3mh

SUMMERY JIP4L meeting 221004

HELENELIDSTROM1 8 NOV 2021 06:51

Meeting date 221004

Meeting Agenda:

Sharing experiences of P4C - Sweden and The Netherlands

Attendees:

Barbara Piskur
 Jos Feron
 Maria Borgestig
 Helene Lidström
 Vedrana Baric
 Sara Rhodin
 Sara Lindau
 Matilda Hafström
 Anna Johansson
 Eefje Kern
 Sarah Mauser
 Jean Rinkens
 Iris Elshof
 Fleur Dautzenberg
 Janna ??

Next meeting:

The Beginning

The OT sees things from a different perspective.

Difference in expectations

invest in relationship

Student Health Team

Difference in age when the pupils start school- What are the experiences of P4C in groups 1 -2?

OT as extra support

Diffrent school systems

Observing is one the "tools" in P4C

Insecurity

Mutual relationship

Challenging to involve PE teachers

After or during school hours

Different teachers same class requires close collaboration

Collaboration envolved during the year

Broadening prespective

We learn from each other.

occupational therapist learns a lot due to the observation and discussion in the school context

Occupational therapits made me look differently

looking into each others classrooms (tams?)

structural reflection moments (after lessons, during play time)	Increased children engagement
Time difficulties	Pupils involvement
By involving the pupils	Signs to support turn taking
OT and the teacher see situations in different perspectives	Regulating energi levels
A strenght	Reorganizing the physical environment in the classroom
<u>Co-design inclusive strategies</u>	
reflecting on and adapting instruction of teacher so that children understand what they need to do	

3.4. Stage 4: From collaborative to continuously improving partnership

In stage four continuously improving partnerships, consortium partners jointly start to rigorously address improvement of the partnership from the level of the classroom (partnership journey of teacher and P4C occupational therapist) to school level and to other schools and people interested in knowledge around P4C and partnership building.

In **the Netherlands** the reflection action InterVision meetings were held to implement a formal improvement cycle and implement the P4C approach of partnership, evaluate, and adjust joint actions. For example, Photo 5 shows an example of improved teacher instructional strategies that P4C-OT and teachers co-designed and applied together. These strategies are elaborated on the posters so that teachers can also share their inclusive strategies with new teachers.

Photo 5: The Dutch example of knowledge sharing during reflection action InterVision session



The P₄C occupational therapist and teachers shared their knowledge and strategies with the group and P₄C innovation Team. In addition in the Netherlands two new schools started with P₄C approach and a strategic meeting has been organised by MOVARE Association with Zuyd, two managers of new associations (Kindante, MIK-PIW), and municipalities to share the benefits of this innovation in education for children participation and belonging as well strategies to co-design inclusive environments.

In **Sweden**, OTs and teachers collaborated consistently, with the OTs spending approximately half a day each week implementing P₄C in classes. They held regular joint online meetings where teachers, occupational therapists, researchers, and others discussed the outcomes of P₄C and ways to enhance collaboration and application. Efforts were made to establish connections with new schools nationwide, aiming to expand the JIP₄L network. As a result, P₄C has expanded to include a total of 12 P₄C classes across 6 new schools, involving 6 OTs and 14 teachers in total.

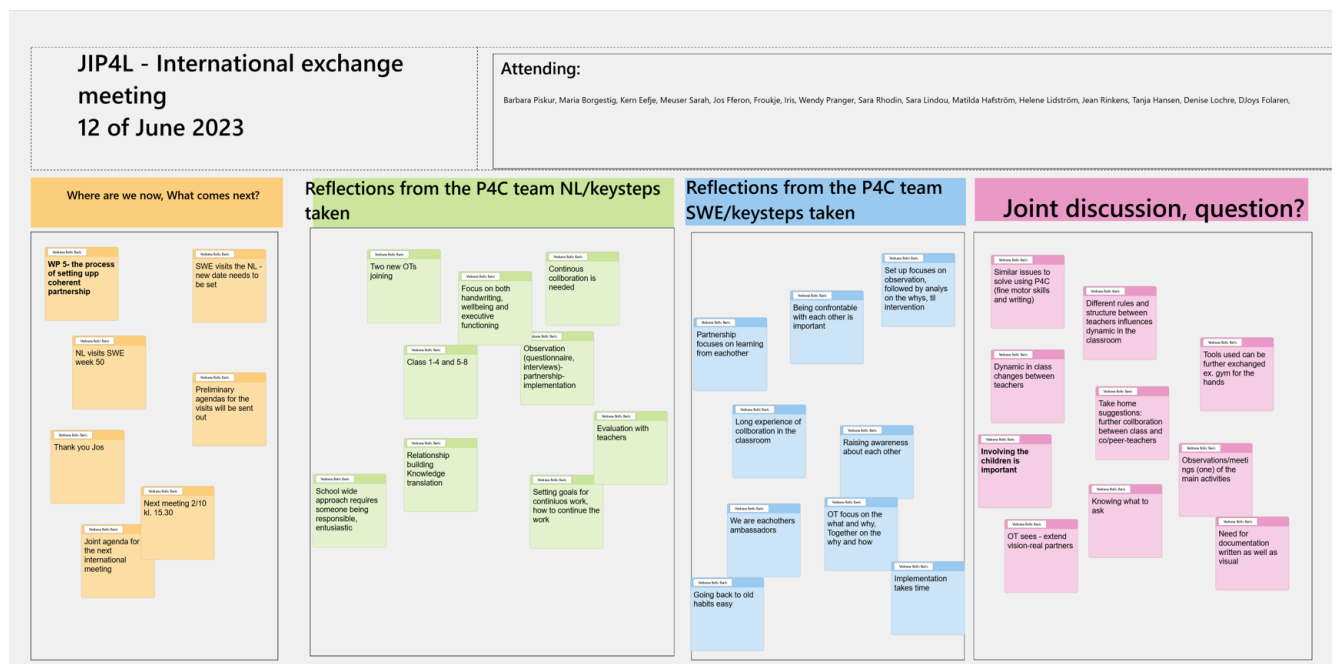
The reflective journal centred on the sustainability of Partnering for Change (P₄C) within a school setting, particularly focusing on the time required for change to take place and the readiness of school staff. Teachers emphasised the significance of time in the implementation of innovative practices such as P₄C. They acknowledged that this process is a gradual journey rather than an instant transformation.

The **second joint international meeting** for P₄C teams in Sweden and the Netherlands was held on June 12 2023. The discussions were centred around establishing coherent partnerships, emphasising collaboration and shared learning among the Swedish and Dutch teams (see photo 6). The meeting

opened with a reflection on the current progress, evaluating where each team stands and identifying the next steps in the collaborative journey.

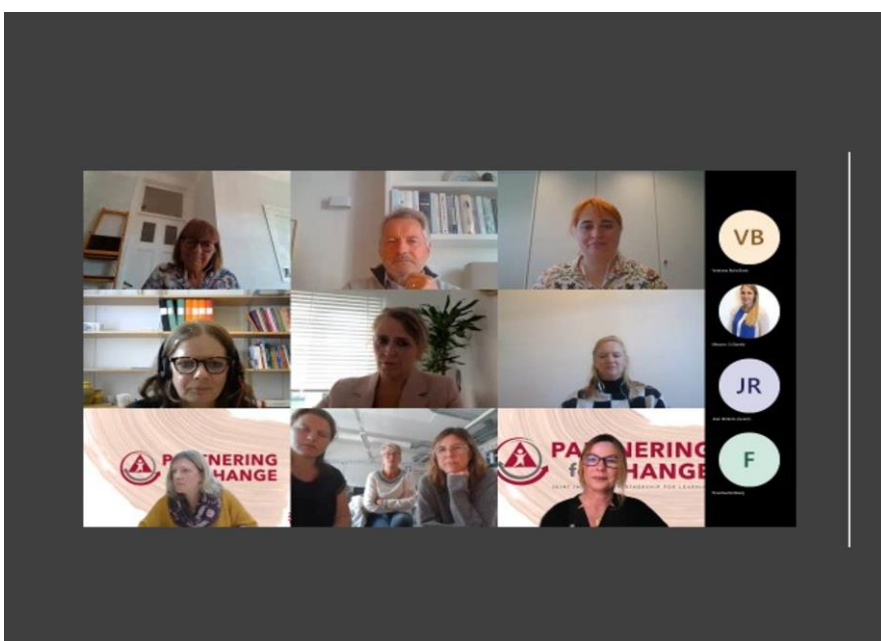
Representatives from each P4C team shared key steps and insights, supporting a comprehensive understanding of the progress made and challenges faced in different contexts. The Swedish team highlighted the importance of partnerships as platforms for mutual learning. A crucial aspect emphasised was the need for comfort and openness in these relationships. To facilitate use of P4C in schools, participants recognized the significance of teachers and OTs serving as ambassadors for each other. Raising awareness about the respective professions was identified as a pivotal aspect of this ambassadorial role.

Photo 6: A summary of the second International JIP4L meeting held 20230612



Furthermore, in stage four the JIP4L international meetings (see Photo 7,8) have been held to exchange new knowledge and strategies for capacity building while applying P4C.

Photos 7-8: JIP4L international meetings



In stage four we organised a strategic meeting with 3 school boards, a national association for Occupational Therapists and 3 municipalities to promote partnership and the knowledge we gained through P4C. We have presented results and organised a round table discussion for the participants about the possibilities of integrating this partnership into education; as a standard way of working rather than on a project basis. This strategic meeting motivated a new association (MIK-PIW) to join the P4C in the Netherlands.

Photo 9: Strategic meeting of the JIP4L group with school boards, Occupational Therapy Association and Municipalities



3.5. Stage 5: From continuously improving to coherent partnership

In the fifth stage of coherent partnership, consortium partners collaborated on the design, delivery, evaluation and improvement of their capacity development as P4C-team nationally and internationally. On the national level P4C collaboration has been continued including co-design strategies, deliver it and evaluate jointly to improve capacity building and development of the P4C-team. In order to make sure that partnership can be coherent and also transferred to new classrooms and teams, the P4C core team developed an additional tool. Relationship building tools have been used in partnership journey steps (see Photo 10).

Further, a digital observational tool was developed to support the P4C team in observations, goal setting and evaluation of goals, available through the website. With this digital observational tool, P4C-team members could document their observations in real-time, set specific goals based on these observations, and then use the tool to evaluate progress towards those goals over time. The online accessibility of the pool greatly enhances the efficiency and effectiveness of the P4C team's activities (see Photo 11).

Photo 10: Relationship building tool

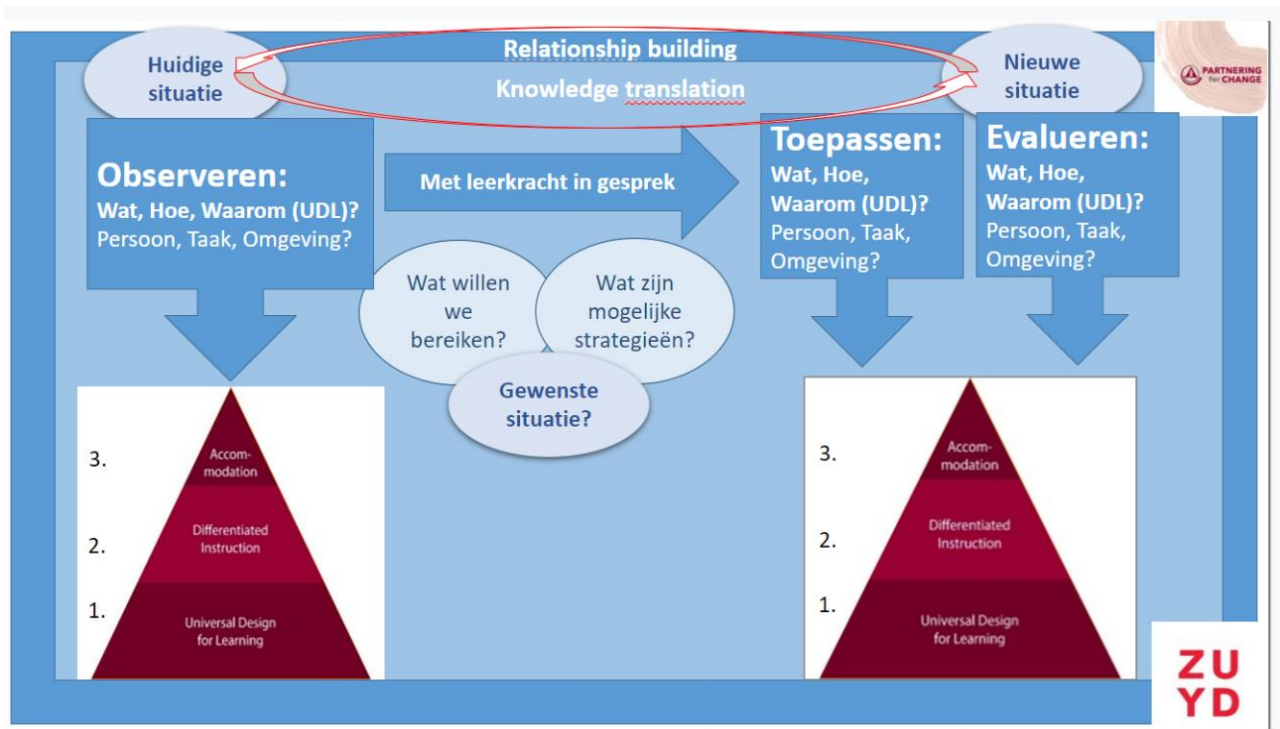


Photo 11 The online P4C observational and goal setting tool

Del 1: Observation

Del 2: Skattning av utförande, före åtgärd

Del 3: Planerade anpassningar/åtgärder

Del 4: Utvärdering

Field visits

Possibly the strongest element of continuously improving and coherent partnership phases were two field visits. The first one took place in Sweden and the second one in the Netherlands.

Field visit to Sunnadalskolan and Tullskolan in Karlskrona (Sweden)

We realised that building partnerships can be done via diverse remote possibilities. However, a real understanding of the important essence of enabling collaboration elements, such as contextual factors and system factors can be better understood by lived experience. Additionally, this also offered possibility for joint co-design sessions in real life settings. We learnt that coherent partnership needs an innovative organisation and dynamic environment.

Photos 12, 13 and 14 from Field visit 1





During a co-creation session (see photo 15) on experiences with JIP4L and implementation of P4C attended by the Dutch team visiting the Swedish team 20231212 a SWOT analysis highlighting the strengths, weaknesses, opportunities, and threats of the P4C was performed:

Strengths:

- Collaborative Partnerships: Engaging in partnerships that foster collaboration and joint capacity building.
- Longitudinal Process: Embracing a continuous, long-term approach to professional development.
- Lasting Effects on Students: Creating lasting positive effects on students during transitions to new academic settings.
- Fun and Flexible Approaches: Incorporating fun, need-based, and flexible strategies to enhance engagement in school.

- Increase in capacity: Facilitating the increase of educators' and OTs capacity for creative inclusive learning environments through supportive collaboration.
- Adaptability: Developing generic strategies adaptable to diverse contexts and environments.

Weaknesses:

- Skill Variability: Differences in skill levels among educators may impact the effectiveness of joint capacity building.
- Resource Dependence: Reliance on adequate resources and support to sustain collaborative initiatives.
- Time-Intensive: Longitudinal processes may require significant time commitments from educators and OTs.
- Implementation Challenges: Potential difficulties in consistently applying context-based strategies across varied settings and teachers.

Opportunities:

- Professional Growth: Opportunities for educators to grow professionally through collaborative learning.
- Student Success: Enhancing student success and well-being through joint initiatives and support.
- Innovation: Encouraging innovative teaching methods and approaches.
- Networking: Building extensive networks and partnerships within the educational community.
- Scaling Impact: Scaling successful strategies to broader educational contexts.

Threats:

- Resistance to Change: Resistance from educators or school management unwilling to adopt new approaches.
- Lack of Funding: Insufficient financial resources to support ongoing professional development initiatives.
- Competing Priorities: Conflicting priorities within educational systems that may divert attention from collaborative efforts.
- External Factors: External factors such as policy changes or societal challenges impacting educational environments.

Photo 15: A SWOT analysis on the strengths, opportunities, weaknesses and threats of working with P4C

moayngve2 en timme

Tool to empower the OT, teacher and child

Lägg till kommentar

moayngve2 en timme

Sustainability (UDL can be used in any classroom)

Lägg till kommentar


moayngve2 en timme

Evidence based

Lägg till kommentar

moayngve2 2 timmar

OPPORTUNITIES



Lägg till kommentar

moayngve2 en timme

Bridge the gap betw professionals

Lägg till kommentar

moayngve2 en timme

Strenghts/broadens the OT role n school context

Lägg till kommentar

moayngve2 en timme

Promoting participation, preventing frustration of children

Lägg till kommentar

moayngve2 en timme

"Shows" the profession, develops the profession

Lägg till kommentar

moayngve2 en timme

Foster inclusive learning environments - societal changes/focuses

Lägg till kommentar

moayngve2 en timme

Integrate into the educational system

Lägg till kommentar

moayngve2 en timme

Fits well with societal changes/focus

Lägg till kommentar

moayngve2 en timme

Shorten waitlists

Lägg till kommentar

moayngve2 en timme

Less individual - more group level

Lägg till kommentar

moayngve2 en timme

Empower teacher & OT

Lägg till kommentar

moayngve2 en timme

Longterm support - building relationship

Lägg till kommentar


moayngve2 en timme

New collaborations

Lägg till kommentar

moayngve2 2 timmar

WEAKNESSES



Lägg till kommentar

moayngve2 en timme

Time

Lägg till kommentar

moayngve2 en timme

Shift from individual to group can be difficult. OT needs to be brave enough to make the shift

Lägg till kommentar

moayngve2 en timme

Not a quick fix - change over time

Lägg till kommentar

moayngve2 en timme

New for everyone

Lägg till kommentar

moayngve2 en timme

OT not belonging in the school system

Lägg till kommentar

moayngve2 en timme

Paradigm shift - innovation takes time

Lägg till kommentar

moayngve2 en timme


Unmatch with the current school system (NL)

Lägg till kommentar

SWOT Analysis P4C
Share your ideas and comment on others!

moayngve2 2 timmar

STRENGTHS



Lägg till kommentar

moayngve2 en timme

Professional development

Lägg till kommentar

moayngve2 en timme

Partnership

Lägg till kommentar

moayngve2 en timme

Joint Capacity building and development

Lägg till kommentar

moayngve2 en timme

Context based

Lägg till kommentar

moayngve2 en timme

Longitudinal process

Lägg till kommentar

moayngve2 en timme

Lasting effect on children when they are in a new year/classroom/teacher

Lägg till kommentar

moayngve2 en timme

Fun way to work - need based, flexible, challenging, supportive,

Lägg till kommentar

moayngve2 en timme

Increases each others knowledge

Lägg till kommentar

moayngve2 en timme

Collaboration between complementary perspectives and expertise

Lägg till kommentar

moayngve2 en timme

Precence in the whole school/school day

Lägg till kommentar

moayngve2 en timme

Generic - works in different contexts/countries

Lägg till kommentar

moayngve2 en timme

Tool to empower the OT, teacher and child

Lägg till kommentar

moayngve2 en timme

Sustainability (UDL can be used in any classroom)

Lägg till kommentar


moayngve2 en timme

Evidence based

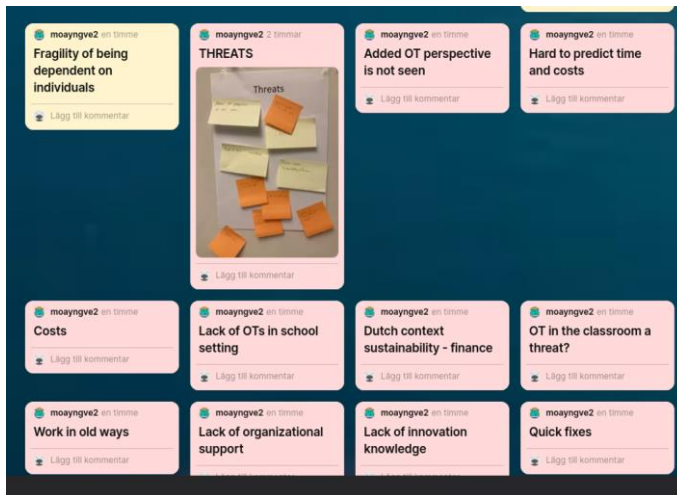
Lägg till kommentar

moayngve2 2 timmar

OPPORTUNITIES



Lägg till kommentar



Short reflection of the Dutch P4C team:

When visiting Karlskrona in Sweden during our field visit, more specifically Sunnadalskolan and Tullskolan we learned through experience how the inclusive Swedish school system supports the implementation of P4C in everyday practice and how P4C supports an inclusive (learning) environment for a pupil population with a highly diverse migration background with diverse support needs. Observing pupils, teachers and OT's in their authentic classroom setting revealed how effective and decisive the collaboration between the OT and teacher can be and how they co-design an inclusive learning environment where all pupils experience a sense of belonging. Analysing and discussing our findings afterwards, and combining our different perceptions and conceptions enriched our mutual understanding of how to implement P4C sustainably in the classroom and how to scale-up P4C to other classroom settings in the school. Our visit to the Central Student Health Team Gullberna Park confirmed the importance of a multidisciplinary network of healthcare experts to facilitate and support P4C. The system that has been set up in Sweden enables the OTs to respond flexibly, purposefully and intentionally based on the support needs of the pupils, teachers, or schools. A photo collage portrays several activities that we have been part of (see photos 16, 17, 18, 19, 20, 21, 22, 23, 24,25). Based on these new insights, MOVARE Association has chosen to make P4C more sustainable in the coming years, with a support network consisting of experts from various education and healthcare disciplines, students, and researchers. This has resulted in an Inclusion & Equity Living lab where sustainable partnership will continue beyond the project period.

Photos 16, 17, 18, 19, 20, 21, 22, 23 ,24,25: Diverse activities and partnership building during Field visit 1





Field visit to BS Frans Postma, St. Jan Baptist and MOVARE Association in the Netherlands

During the second field visit the Dutch experiences have been shared by teachers, principals and occupational therapists that are working with P4C at Frans Postma school and new school St. Jan Baptist (see photos 26, 27,28,29,30,31).This second visit facilitated a deeper cross-contextual understanding of our educational environments, providing insights into how different systems operate and how we can support each other in implementing educational innovations effectively. Visiting the Dutch schools exposed the Swedish P4C team members to a different organisational perspective, particularly on educational inclusion, supporting students with special needs, and sustaining educational innovations. This shared understanding broadened our perspectives and emphasised the importance of leadership in driving sustainable educational practices. The ongoing discussions focused on addressing challenges and making specific efforts to align with organisational goals, underscoring

the importance of team development—from teachers and occupational therapists to school management—to sustain innovations. Both the Swedish and Dutch teams explored innovative approaches for fostering the growth of P4C teams within school environments, emphasising the significance of integrating the team within the school to gain a deeper understanding of and effectively respond to its needs. The second field visit also deepened our understanding of how collaboration evolves over time within school contexts and furthered discussions on factors contributing to effective teamwork and continuous improvement when implementing P4C, drawing from insights gained from both educational contexts.

Photos: 26, 27,28,29, 30.31 Visit at Frans Postma school (Heerlen) and St. Jan Baptist (Kerkrade)





Galaxy S22+





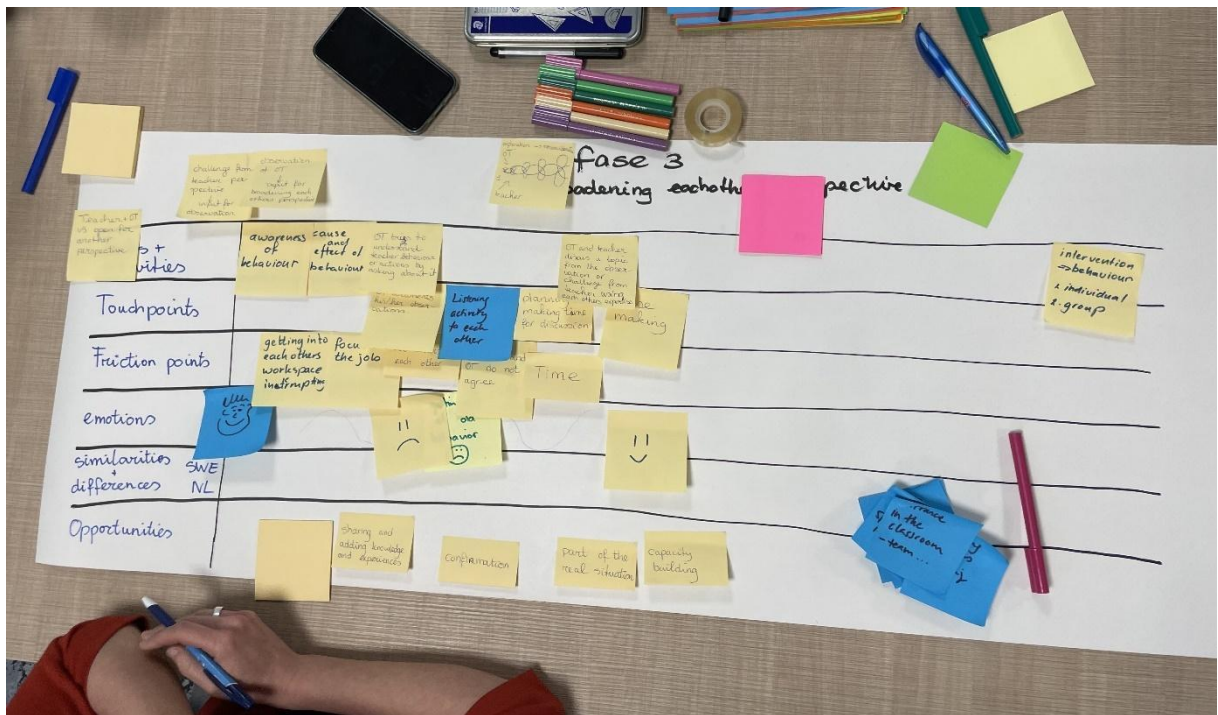
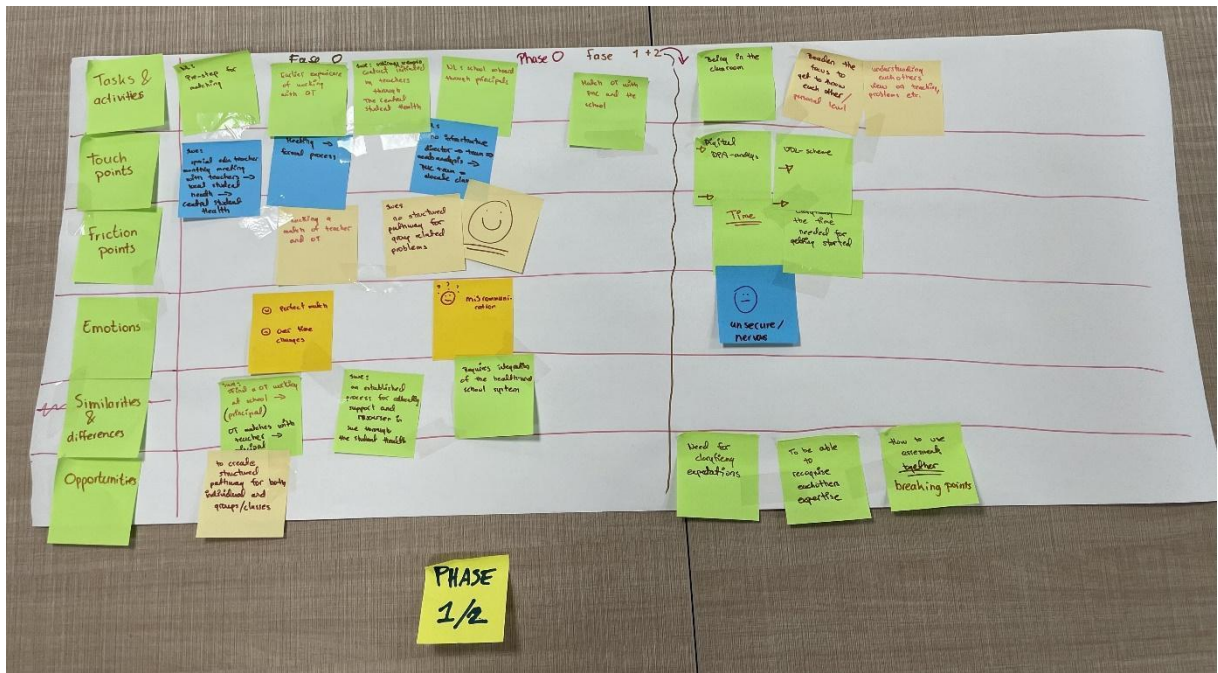
In the co-creation session (2024-02-27) that have been organised by MOVARE colleagues, Zuyd teachers and student from Communication and Multimedia design department (see photos 32, 33, 34, 35,36,37) the following aims were set:

- Critical reflection on:
 - the P4C journey through 4 phases;
 - the needs to support teachers- OTs for partnership in the classroom;
 - resources needed to translate knowledge from 1 team to school level and build sustainable JIP4L partnership.

During the first year of the JIP4L we have described the P4C journey in 4 phases; we could identify several similarities in this partnership process, as well some contextual differences. This critical reflection co-creation session (2024-02-27) that focused on: tasks and activities of each journey phase, touch points, friction points, emotions, similarities and differences revealed some new insights. Most valuable was that we discovered a new phase in this journey that we have not described previously – phase zero. Phase zero focuses on the importance of effectively matching a school with occupational therapy (OT) services, as well as recognizing the organisational educational structures and culture for a more seamless integration of P4C within the school environment.

- Phase 0
 - Matching school with OT.
 - Provide resources (e.g. coordinator)
 - Use the innovation questions from the context as a starting point.
 - Be aware of differences in admission knowledge of Teachers and OT.
 - Be aware of the leadership style, the right people in the right place, structures, culture at school.
- Phase 1
 - Uncertainty and unfamiliarity when starting a partnership is normal
In the beginning, it is very important to take time to get to know each other and each other's knowledge.
- Phase 2
 - Taking time for short reflection and dialogue sessions is necessary.
 - Building a mutual relationship is key to capacity building.
- Phase 3
 - Capacity building and development also requires active listening to each other.
 - Be aware of the cause and effect of each other's information and actions.
 - Broadening each other's perspective.
 - It is also about sense-making.
- Phase 4
 - Make plans and strategies together.
 - It is about problem-solving and co-designing.
 - Discuss enabling and hindering factors together.

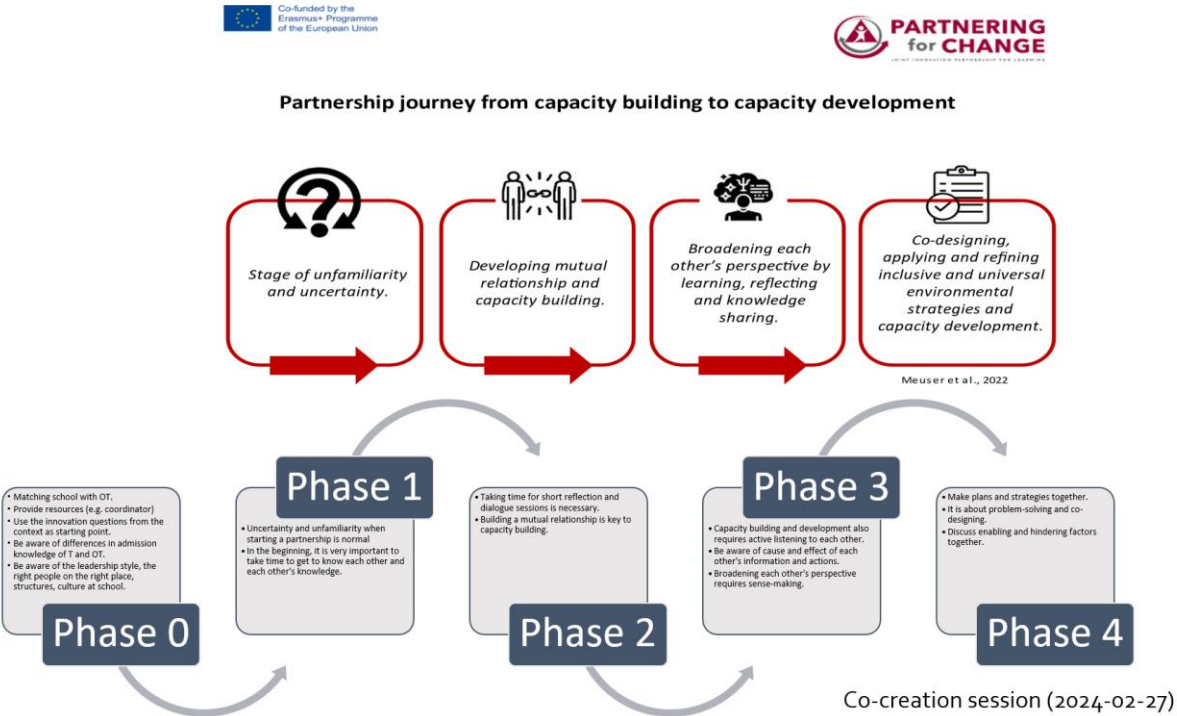
Photos: 32, 33, 34, 35, 36,37 Co-creation session (2024-02-27)





The summary of the co-creation session that deepened our understanding of JIP4L partnership and implementation of P4C journey steps is portrayed on photo 38.

Photo 38: Partnership journey with new insights



Closing event JIP4L at 'MOVARE huis'

The closing event took place at MOVARE house in Landgraf where the main theme was an inclusive approach for equal educational opportunities. The introduction that has been done by MOVARE Association described the urgency in the Dutch law to reach inclusive education till 2035. The JIP4L had made a significant contribution to enable several new schools that were present to believe that this way of working and creating an inclusive environment for all children is the way to go. Research findings and field experiences from Sweden and the Netherlands have been shared during the closing event (see also photos 39, 40, 41,42).

Photos 39, 40,41,42 Closing event JIP4L at 'MOVARE huis'



Galaxy S22+



Galaxy S22+






Galaxy S22+



The Final thesis project – presented by Zuyd students (photo 40) - gave valuable insights in the added value of the P4C partnership process and possible future directions; a summary of the findings is presented on photo 43 .

Photo 43: The main findings of the final thesis project

	<p>Expectations and experiences related to the execution of the of P4C:</p> <ul style="list-style-type: none">Making good arrangements and clarifying expectations is crucial for successful partnership process;Being aware that the key of partnership is cross over collaboration and co-design and not advising or coaching;Partnership requires equity, trust, sharing and building collective knowledge, sufficient time for communication.
	<p>Capacity building process of occupational therapist and teacher:</p> <ul style="list-style-type: none">Requires additional education above the basic education of an occupational therapist or a teacher;Requires a new professional engagement – in particular occupational therapists experiences a major role change-from focusing on problems of individual children towards creating solution for inclusive environments where all children can participate;For teachers the main change is a stronger focus on the entire classroom rather than on small groups of children.
	<p>Added value of the P4C service delivery model:</p> <ul style="list-style-type: none">Teachers and occupational therapist knowledge acquisition obtained in partnership cannot be achieved in a seminar or workshop outside the classroom;Positive effect on learning process and results by children;Higher level of children's' engagement and motivation during educational tasks reported by teachers;Teachers also reported that added value on children's engagement has been transferred to the next academic year;Children self-evaluation showed improved satisfaction on their educational performance.

4. Dissemination of JIP4L network and resource pack

The dissemination activities were held national and internationally. In both countries JIP4L partners organised sessions to inform new schools and other stakeholders about the added value of the JIP4L partnership. For example, in the Netherlands the JIP4L group has been invited to present this inclusive education innovation for the Ministry of Education, Culture and Science (OCW-VNG-OnderwijsZorgtafel) in January 2024 and to have a keynote presentation on the National congress in Den Bosch (2022). In Sweden, the P4C occupational therapists and teachers presented their collaboration in Partnering for Change and the added value of the approach in school during a meeting for school principals organised by the municipality of Karlskrona. Internationally, the consortium has been focused on building the JIP4L network and to connect to groups of people with similar aims. The JIP4L group got in touch with the SBOT-INT group of professionals that work with P4C and similar approaches that aim to combat exclusion of children in education; a joint international webinar has been organised. While presenting on congresses (WFOT-Paris, EACD-Ljubljana, VLK-Finland) the JIP4L group build partnership with ASPIRE Lab (Canada), CeDDR (Australia), UDWoonlabo (Belgium). Social media channels (LinkedIn, Twitter, Instagram and Facebook) have been used to spread information about JIP4L activities around diverse stakeholders. through. Due to our large network, LinkedIn posts usually reach more than 1200 views.

During the last two stages the **JIP4L Resource-pack** has been developed that includes tools to collaborate, webinar, workshop, presentations, co-design sessions, video and testimonials, and an open access website presenting JIP4L project and research.

The JIP4L resource pack includes:

- **Webinar** JIP4L and SBOT-INT (video is available via website [The Joint Innovation Partnership for Learning \(JIP4L\) \(zuyd.nl\)](https://www.zuyd.nl/en/the-joint-innovation-partnership-for-learning-jip4l))
- **Video** – [Partnership journey](#)
- **Article 1**

- Meuser, S., Borgestig, M., Lidström, H., Hennissen, P., Dolmans, D., & Piskur, B. (2022). Experiences of Dutch and Swedish Occupational Therapists and Teachers of Their Context-Based Collaboration in Elementary Education. *Journal of Occupational Therapy, Schools, & Early Intervention*, 1–17. <https://doi.org/10.1080/19411243.2022.2143465>
- **Article 2**
 - Bloemen- van Gurp E.J., Piskur B., Kern E., Meuser S., Pranger W., Postma F., Feron J. (2024), *Meedoen en erbij horen. Didactief*, jaargang 54, nr.1/ 2, Januari/ Februari, pp 52-53. <https://didactiefonline.nl/artikel/meedoen-en-erbij-horen>
- **Article 3**
 - Yngve, M., Baric, V., Lidström, H., & Borgestig, M. (2024). Feasibility of Partnering for Change (P4C) to create inclusive learning environments in Swedish compulsory schools. *European Journal of Special Needs Education*, 1–15. <https://doi.org/10.1080/08856257.2024.2334539>
- **Article 4**
 - Piskur B. (2024). *Inclusie en kansengelijkheid vergroten met P4C, EM0424.*
- **Article 5:**
 - Baric, V.B., Yngve, M., Holmefur, M. et al. Partnering for change (P4C) in Sweden- a study protocol of a collaborative school-based service delivery model to create inclusive learning environments. *BMC Public Health* 23, 2219 (2023). <https://doi.org/10.1186/s12889-023-17053-0>
- **Newsletters**
 - The JIP4L Newsletter for the Dutch schools of MOVARE, Kindante and MIK&PIW groep has been sent to more than 1000 people employed in education. To promote our partnership locally and show other colleagues that international partnership is possible.
- **Final thesis project - Extended abstract:**
 - Houben et al. (2023). *Samenwerken in het onderwijs: Een onderzoek naar de ervaringen van ergotherapeuten en leerkrachten gedurende het gebruik van Partnering for Change, Zuyd Hogeschool.*

List of presentations

- Piskur, B. (2023). Participation roadmap and the use of tacit knowledge: Partnering for Change xample, Arvo Ylppö seminar on 20th of April at Metropolia University of Applied Sciences, Myllypuro campus, Myllypurontie 1, 00920 Helsinki.
 - Piškur, B., & Meuser S. (2022). Partnering for Change: The Dutch experience. Pre-conference workshop – 18. WFOT (World Federation of Occupational Therapists) Congress, Paris, France, August 28.-31
 - Baric, V. (2023). Uppföljning av arbetsterapeutiska insatser för elever med bristande aktivitetsutförande i skolan- Partnering for Change (P4C) [A follow-up of Occupational therapy interventions for students with insufficient occupational performance at school – Partnering for Change (P4C)]. Arbetsterapiforum [National occupational therapy conference]. Digital conference. March, 14-15-
 - Lidström, H. (2022). Is the Occupational Therapy Intervention Partnering for Change (P4C) feasible for Swedish school contexts? WFOT (World Federation of Occupational Therapists) Congress, Paris, France, August 28-31.
 - Piškur, B. (2022). Keynote speech: Partnering4Change: a transition in collaboration, EN congress 8th of October.
 - Anaby, D., Piskur, B., Schakel, F., Imms, C., Dada, S., van der Holst, M., Khetani, M., Bedell, G., Simeonsson, R. & de Kloet, A. (2022). Let's LEAP together: Towards a participation-focused practice and a pediatric rehabilitation paradigm shift. Combined 11th Australasia Academy of Cerebral Palsy and Developmental Medicine and the 3rd International Alliance of Academies of Childhood Disabilities Conference 'BETTER TOGETHER' (AusACPDM / IAACD) 1 – 5th March 2022 at the Melbourne.
 - Yngve, M. (2021). Partnering for Change (P4C) in a Swedish context. SWEDISH RESEARCH NETWORK FOR PARTICIPATION AND SCHOOL-BASED INTERVENTIONS.
 - Borgestig, M (2021). Arbetsterapeutiska insatser till elever i skolan – genomförbarhet av den skolbaserade interventionen P4C. [Occupational Therapy interventions for pupils in school-feasibility of the school-based model P4C] National occupational Therapy conference [Arbetsterapiforum], Stockholm, Sverige.
 - Meuser, S., van Dijk, K., van der Meer, P., & Piskur, B. (2021). Context matters: nieuwe interventies gericht op de omgeving. Jaarcongres Ergotherapie, Den Bosch, Netherlands.
- **Extended JIP4L [Website](#)**
 - **Short JIP4L Zuyd website information ([The Joint Innovation Partnership for Learning \(JIP4L\) \(zuyd.nl\)](#))**

Literature used for writing this report

1. Eurostar (2023). Persons at risk of poverty or social exclusion by age and sex, used in January 2024: [25% of children at risk of poverty or social exclusion in 2022 - Eurostat \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1&code=sdg_8_10_1).
2. Jury et al. (2023). Teachers' concerns about inclusive education and the links with teachers' attitudes, *Frontiers in Education*, 7, doi: 10.3389/feeduc.2022.1065919
3. Piškur, B., Takala, M., Berge, A., Eek-Karlsson, L., Ólafsdóttir, S. M., & Meuser, S. (2022). Belonging and participation as portrayed in the curriculum guidelines of five European countries. *Journal of Curriculum Studies*, 54(3), 351–366. <https://doi.org/10.1080/00220272.2021.1986746>
4. EU (2023). Country Report Sweden, SWD(2023) 627 final



Co-funded by the
Erasmus+ Programme
of the European Union



Special thanks to:

