

Les conseils scolaires de langue française s'engagent dans un processus collectif pour la réalisation du projet du COD

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Depuis de nombreuses années, les conseils scolaires de langue française unissent leurs efforts dans des initiatives communes. Ils partagent leurs expériences, leurs connaissances et s'appuient les uns les autres dans les divers projets qui ciblent un objectif commun. Le projet de la Stratégie d'évaluation et d'intervention de la maternelle à la 1re année favorise l'engagement d'un effort collectif afin de créer un cadre conceptuel basé sur les nombreuses pratiques et outils pédagogiques développés dans les conseils au fil des ans. Les programmes de maternelle et jardin d'enfants à temps plein sont établis depuis plusieurs années dans les conseils de langue française, ce qui a permis la mise en place de stratégies pédagogiques et d'outils d'enseignement efficaces. Les enseignants et les enseignantes de ces niveaux ont formé une équipe depuis longtemps, mais reconnaissent le besoin de faire des liens avec la 1re année pour augmenter leur efficacité à améliorer le rendement des élèves. C'est dans cet esprit de collaboration que le personnel des conseils a reconnu l'importance de se mobiliser dans le processus proposé par le projet du CODE.

Tous les conseils scolaires participants à ce projet ont privilégié une démarche d'enquête propre à leur milieu pour ensuite consolider leurs résultats avec l'ensemble des conseils. Des équipes d'enseignantes et d'enseignants, du personnel des services professionnels et d'appui ainsi que des directions d'école se regroupent en communauté d'apprentissage pour identifier, analyser et évaluer les interventions pédagogiques qui favorisent une amélioration du rendement des élèves. On y apporte les expériences et les connaissances tant des services pédagogiques que de l'enfance en difficulté, tous font équipe pour mobiliser leurs connaissances et ainsi favoriser l'apprentissage professionnel. Des questions-clés sur ce qui est important pour tous en matière d'évaluation et d'intervention guident leur réflexion afin de proposer un cadre conceptuel de stratégies d'évaluation et d'intervention pour la maternelle-1re année. Il deviendra un outil qui encouragera la pratique réflexive de tous les intervenants et intervenantes à tous les niveaux. Ce cadre conceptuel fournira au personnel des pistes d'action qui leur permettra de cibler les interventions fondées sur des données probantes afin d'améliorer le rendement des élèves. Il servira d'outil dans l'élaboration du plan d'amélioration des écoles en s'appuyant sur les diverses ressources publiées par le Ministère telles : l'Apprentissage pour tous, Guide d'enseignement efficace, etc. Les éléments du cadre conceptuel : l'organisation et le processus du système, le leadership pédagogique, l'apprentissage professionnel, l'évaluation et l'utilisation des données soutiennent le changement systémique et durable. La participation des parents et la communication communautaire sont aussi des éléments essentiels du cadre qui doivent être privilégiés.

Ce qui caractérise particulièrement ce projet sont les rencontres de professionnels en communauté d'apprentissage tant au niveau de l'école, du conseil et des conseils scolaires de la province contribuant à l'établissement de nombreux réseaux. Ce projet réalisé grâce à la collaboration de nombreux éducateurs et éducatrices permettra un partage élevé de connaissances entre conseils scolaires et de son personnel sur les stratégies d'évaluation et d'intervention efficaces fondées sur des données probantes pour les élèves de maternelle-1re année. ●

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✉ Comments about this article? Email lila@vianet.ca

The IDEA Partnership – Collaboration to Improve Outcomes for Students with Special Needs

Compiled by Michelle Forge, Co-Chair
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I recently had the opportunity to attend the annual conference of the Council of Administrators of Special Education (CASE), www.casecec.org. CASE has an affiliate group in Ontario known as OCASE. For further information about OCASE activities, please contact Suzanne Moffatt at suzmoffatt@hotmail.com.

At the CASE conference, I learned about a terrific resource that has been created by The IDEA Partnership in the United States. The following information is from their website at www.ideapartnership.org.

The members of the partnership are interested in sharing information about improving outcomes for students with special education needs. I encourage you to visit the partnership's website and to explore the resources it has compiled. Below, you will find information from The IDEA Partnership website that provides a brief overview of some of the resources available. The information is reprinted with permission.

The IDEA Partnership reflects the collaborative work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level. Together with the Office of Special Education Programs (OSEP), the Partner Organizations

form a community with the potential to transform the way we work and improve outcomes for students and youth with disabilities.

Collaboration on Issues

The IDEA Partnership organizations develop and use tools to enhance relationships and shared work. The organizations collaborate with each other and with State Education Agencies (SEAs) and national centers on the following issues they identified as important. Our work is currently focused on:

- Intersection of NCLB/IDEA
- Interagency Transition
- School Behavioral Health
- Autism Spectrum Disorder
- Creating Agreement/Appropriate Dispute Resolution
- Universal Design for Learning (UDL) Early Childhood

Creating Dialogue

IDEA 2004 requires people in different roles to work together. It is easier to work together and more productive if you understand their stakeholder role and what the statute and regulations requires of them. It is also important to understand their views or how they think and feel about these requirements.

- Dialogue Guides are tools for community leaders to bridge the gap between what the law says we should do and how we actually do it in our community. Community stakeholders (families, practitioners, professional associations, higher education, policymakers, and legislators) all over the country can interact in focused conversation
- Dialogue Guides raise questions that encourage and support community stakeholder members in conversation. Shared understanding and better implementation of IDEA 2004 is the goal, which ultimately results in improved outcomes for children and youth.
- A Facilitator Guide to Creating Dialogue and an array of guides that have been prepared by cross-stakeholder groups are available at http://www.ideapartnership.org/index.php?option=com_content&view=section&id=13&Itemid=53
- To gain a better understanding of the facilitator's roles and responsibilities in conducting dialogue, we invite you to read and download the Dialogue Guide Facilitator Handbook at www.ideapartnership.org.

Communities of Practice

A Community of Practice (CoP) is quite simply a group of people that agree to interact regularly to solve a persistent problem or improve practice in an area that is important to them.

The Partnership created issues based National Communities of Practice that states and stakeholder organizations affiliate with based on their common interest in improving practice. The Partnership communities are focused on shared implementation of IDEA and the alignment of IDEA with other federal legislation. The Communities work together through face-to-face meetings, routine learning calls and an electronic community site, www.sharedwork.org

Through the CoP approach, we strive to:

- bring diverse organizations into a working relationship around their common interests
- bring stakeholders into the work of state education agencies as allies
- bring fresh approaches to persistent problems by uniting decisionmakers, practitioners and consumers around a common goal

Communities of Practice Convened and Facilitated by The IDEA Partnership

- National NCLB-IDEA Collaboration Community
 - » State CoP on NCLB/IDEA
 - » Practice Groups on NCLB/IDEA
- National Community of Practice on School Behavioral Health
 - » State CoP on School Behavioral Health
 - » Practice Groups on School Behavioral Health
- National Community of Practice on Autism Spectrum Disorder
 - » State CoPs on ASD
 - » Practice Groups on ASD
- National Community of Practice on Creating Agreement
- National Community of Practice in Support of Transition
 - » State CoP on Secondary Transition
 - » Practice Groups on Secondary Transition ●

✉ Comments about this article? Email michelleforge@yahoo.ca

Centre for Inclusive Education

The Centre for Inclusive Education, located in the Faculty of Education at the University of Western Ontario, is a research association composed of faculty members, research associates, and graduate students who share an interest in inclusive education research. The goal of the Centre is to encourage collaborative investigations of theories and practices in an effort to enhance the educational opportunities of all students with exceptionalities. The Centre is committed to sharing research findings and resources with academics, educators, and families.

The centre is involved in a variety of projects related to creating Inclusive Educational environments for students. A wealth of resources and information is available at their website, well worth a visit: www.edu.uwo.ca/Inclusive_Education/index.asp