

ISEC 2015 (Lisbon)

**Roundtable 2:**

# Beyond school walls

*: partnership and cooperation*

**- focus on Special Needs Coordinators in Japan**

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## Introduction

We have heard some voices from coordinators like as below:

We would make a good connection with outside agencies for good practice.

It is essential for making a good collaboration with professionals.

We wish any professionals welcome for our school and pupils.

However, I sometimes felt that I could hear in mind voice from them as.....

We do not need any advices from outside.

Let us alone.

We want make Walls!

Yes we can!



## Introduction - paradoxical view

Can you make SCHOOL WALLs.....?

How can you make SCHOOL WALLs as coordinator, effectively....?

## Background - Special Needs Education in Japan

Special “support” education system launched in 2007

Special needs coordinator system has also introduced in 2007

### Roles of SN Coordinator

It is almost the same as British SENCo's roles.

In addition, some special features of SN coordinators in mainstream schools are as below:

to identify who needs special support in mainstream schools and  
to introduce pupils with special needs to outside professional  
agencies

## Problems - excess identification by SN Coordinators

Many pupils with SpLD learned at mainstream classroom without any special provision until 2007 in Japan

→ It was a priority things that pupils should have special provision as soon as possible at mainstream schools.

Some teachers were appointed as the coordinators who should engage the identification process.

What happened :

- 1) Classroom teachers carried out a simple screening test of SpLD, AD/HD, and PDD.  
Then, some pupils picked out as “pupils who should take detailed tests”.
- 2) Coordinators carried out some detailed screening tests.  
Then, some pupils were listed as “pupils who may need special support”.
- 3) Some “identified” pupils were referred to medical clinic or outside professional organization

These roles of coordinator are just prepared to outside of regular classroom

**EXCLUSION**

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## Problems - excess identification by SN Coordinators

In those process, many pupils with special needs felt an invisible but certain wall was built in front of them.

→ That kind of pupils' experience were reported in many countries.

Non-professional coordinators tend to make identification of special needs without pupils' feelings and experience.

## Problems - SN Coordinators tend to take All Roles

Some coordinators tend to take “all roles” on the matter of special needs in their school. It can be often seen that a coordinator and a pupil with special needs isolated as an independent part from a whole school.

We saw that kind of problems in “remedial education” in 1960s and 70s.

There are still some coordinators and teachers who act in that way. Some of them refuse to have any advices from outside the school. Then, they make walls around them.

**ISOLATION**

Too much works on their hands. Rooms for outside advices



## Problems - SN Coordinators as Rigid Joint Connector

The roles of SN coordinators should provide an effective function while connecting schools and outside agencies.

Some coordinators, however, keep themselves remain as rigid joint connector.

The more agencies involved, the more rigidness occur.

**RIGIDNESS**

These kind of rigidness will also make v...een schools and outside agencies

## Problems - SN Coordinators as high-handed supervisor

The roles of coordinators are making effective coordination for pupils through letting each component activate.

To that end, the coordinators should respect others and let them provide some specific roles without coordinator's order sometime.

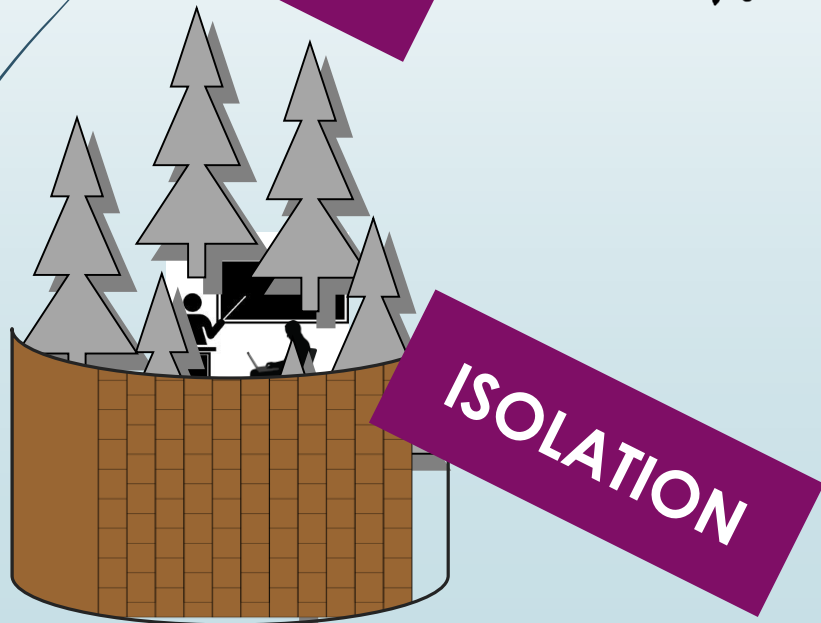
But, some coordinators regard them as "I am the only person who can provide suitable provision for pupils with special needs". Sometimes, they never believe their colleagues and outside agencies, and they want be the only one supervisor in the school.

They tend to take a role for making instruction to colleagues even though colleague teachers never wanted to have it.

It seems that those coordinators often blame their colleagues.

Some coordinators want to be a professional in their school

**High-  
HANDEDNESS**



for solution



Coordinators will stop to withdraw pupils with SEN from mainstream class when they realize that the structure of SEN consist of dynamics of both individual and environmental factors.

To introduce the theory of Interactive model on Special Educational Needs

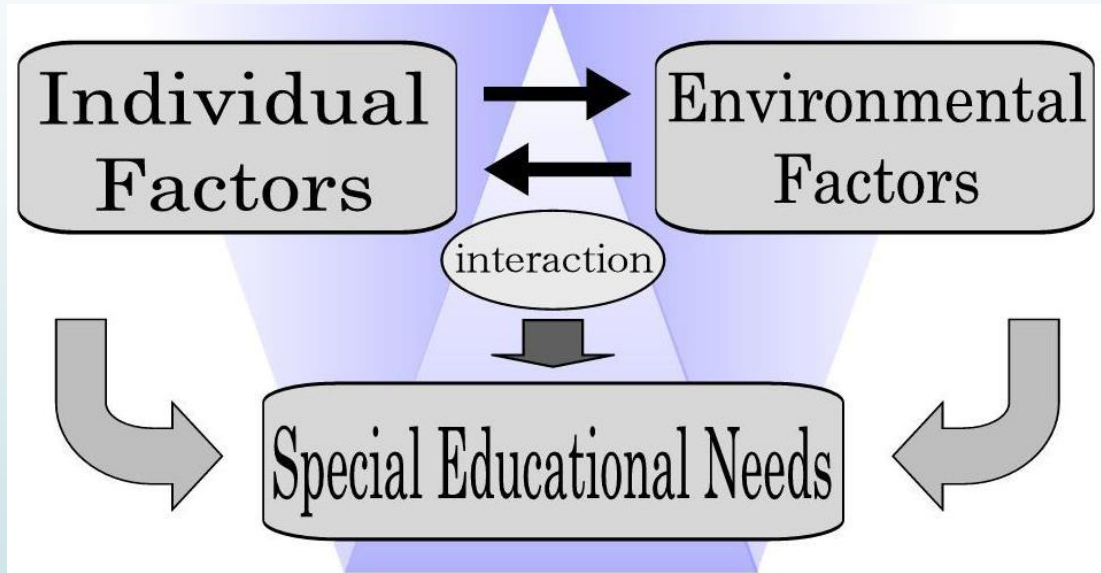
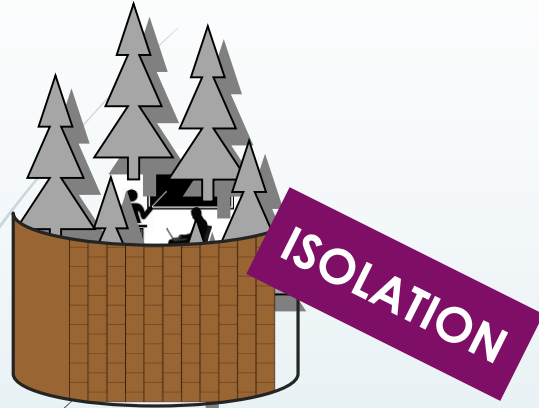


Fig.1 "Special Educational Needs" is defined as interaction of individual and environmental factors

Sanagi,2003. p.51 (The original was in Japanese.)

for solution



Coordinators will stop to isolate pupils with SEN and them from the mainstream when they realize that they should make a whole school policy.

To expedite the participation of many teachers and staffs



for solution



Coordinators will stop to be the rigid connector by themselves when they realize their role as making cooperative relationship between their staffs and other agencies.

To produce the cooperative relationship between the school and outside agencies



for solution



Coordinators will stop to coach and teach their colleagues when they realize that it is essential to respect the working manner of others.

To respect their colleagues both inside and outside the school



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# Muito Obrigado !

For colleagues

Prof. Eman Gaad

Prof. Afaf Manzoor

Prof. Cláudia Mosca

Prof. Jacqueline Specht

For organizing committee

Ms. Luzia Mara Lima-Rodrigues

Prof. David Rodrigues

For personally supervisor

Prof. Mel Ainscow



# まとめ

特別支援教育制度が「通常学級」で支援の必要な子どもを見つけることばかりに熱心にさせてしまったことを背景に起きていることのまとめ

ただ外部機関につなぐだけのタイプ

全部自分で抱えるタイプ

接続のジョイントに自分自身がなってしまうタイプ

誰に対しても指導したがるタイプ

子どもや保護者は、「仕組み」と「機関」は選べるが、「そこでの担当者や教師（さらにはコーディネーターも）」選ぶことができない

→すべてのタイプがschool wallsを作ることに作用してしまう