GO PRINCE

DEVELOPING GOOD PRACTICES IN INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Erasmus+ KA2 Intensive Study Programme

INCLUSIVE EDUCATION IN EARLY CHILDHOOD: DEVELOPING GOOD PRATICES

13 – 26 NOVEMBER, 2016

LOGBOOK

GROUP:
1/2/3/4/5/6/7/8

MICHELLE

NAME OF RESPONSIBLE STUDENT

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Dear students and tutors,
This is your LOGBOOK for the upcoming weeks. Below, you will find the information on how to use it.

WHAT and HOW?

Each transnational group has a logbook. It is a small DAILY written report and reflection on the learning outcomes. Always mention the author/writer/teacher who refers to the model. Also write down questions to prepare for the school visits.
One person is responsible for the logbook and brings it with him/her every day! One person can be the reporter. You can also change the reporter every day.

LEARNING OUTCOMES: what do we learn/see?

Here you write down all the (new) things you learned or saw. Write down models from theory, literature, workshops, school visits, and cultural input.

REFLECTION on LEARNING OUTCOMES: Why is it this way? Do you agree? Do you disagree? Other opinion/models/good practices?

You write down your reflections and discussions: put this in a summary.

PREPARATION and REPORT on the SCHOOL VISITS

Here you can also prepare the questions for the school visits, as well as write down the answers for the questions you prepared.

WHAT KIND OF QUESTIONS will you find in the LOGBOOK to help you:

- What made the greatest impression on you?
- What did you learn/experience in the workshop/lecture/visit/culture that can support children's inclusive education?
- What can you use in your future job?
- Three things that raised your curiosity at the school visits.
- The activities you found most interesting for supporting inclusive practices in this school/childcare center.
- Ideas for supporting inclusive practices of children in this school/childcare center.

NOTEBOOK (1 per person)

You will also find a small notebook in your bag. You can make your own notes during lectures, workshops, visits, visits of museums and culture trips. Please use this!

Presentation of own country and education system ✓

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these presentations?
- What can I use in my future job?

(1.) What made the greatest impression on us was how different our university courses and schooling systems are, yet our beliefs and outcomes on inclusion are very similar;
• Ages of beginning school (primary, secondary, etc.) and degrees and courses are different;
• Groupings by ability rather than age. Young children being helped by older ones;
• Visuals on PowerPoint make it easier to understand each other.
(2.) All schools in the future will be more inclusive → mainstream schools because they strive to include all children;
• Common theme that we can all work together to be inclusive and we have similar beliefs;
• Not all schools having SEND support / SENCO;
• Integration and inclusion are different (Portugal). Nowadays is mostly integration. (eg. of children in class all using sign language to interact with deaf child;
• Inclusion types: 91-decree, SEND.
(3.) Fire → being enthusiastic;
• Give all children equal chances → give each child different chance depending on their needs;
• Inclusion instead of integration → not the same → reflecting;
• Using visuals, tailoring to needs of children.

LECTURE: The inclusive teacher: keys for the future. Karen Hudson & Lucy Barker ✓

- What made the greatest impression on you?
- Note some key words, authors, interesting facts and helpful links.
- What can I use in my future job?

① Different systems yet all simular themes + 'keys'
- Good visualisation of timeline → clear to see that inclusion has been around for a long time + still developing. Countries are developing + coming up with new policies.
- 4 different models of inclusion make it clearer to see different systems + made us reflect where are countries lie in the model
- movie of inclusive school in Bristol give us a clear idea and good example of good practice → helps us to reflect on what we can do in practice to adapt simular things.
- Speed dating ; reflecting on all keys → useful to communicate + see different perspectives

② • Farrell (2001) → "the extent to which a school & community value diversity + value all pupils"
- Salamanca Declaration (1994) → agreement between 94 countries coming together to support inclusion
- "If you want society to see children for what they are and not they disabilities, you have to start from an early age - Every child matters.
- Finding individual key to unlock the child's potential → collaboration, reflection, holistic view, ethos, adaptation, communication

③ > the 6 keys → Reflecting on them and using them
> keeping in mind the different competencies → cultural open mindedness, communication, multiperspectivity
> communication with parents is very important and also a professional team → collaboration
> holistic key → motivating + challenging all children
> knowing the difference between inclusion and integration

Put a ✓ before the workshops you followed

Workshops:

- ☐ *LT – "Ethos of Inclusive Education"*
- ☐ *NL – "Creative Communication"*
- ☑ *BE – "The Well-Being, Linkedness and Involvement in Relation to a Holistic View on Development"*
- ☐ *PT – "Collaboration in Inclusive Education"*

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these workshops?
- What can I use in my future job?

① > Assessing children's well-being made an impression as it highlights the importance of tracking children's progress on well-being.
> Liked the practical part, viewing the video with different things to concentrate about.
> Making + sharing the brainstorms about contributing to and weakening children's well-being.
> Indicators when observing well-being → Relaxed + inner peace, vitality, openness, enjoyment + spontaneity → different interpretations according to what you are observing.
> observing child engaged in diff act + play for 2 min at a time and assessing against scale → build bigger picture
> we have to look at all the indicators to make a bigged picture of child's well-being

② "I used to teach subjects, now I teach children.
→ motivates us to do things differently.
- Including the whole holistic view of child in classroom → in order to include them you need to know about their feelings and what it is like at home.

③ - The scales of well-being → to assess children
- The involvement signals → concentration, persistency, openness, + accuracy, motivation + satisfaction, intense mental activity + urge to explore
- Being more aware about childrens well-being + involvement
- Using puzzles for benefits + language, social, mathematics etc

LECTURE: Policy, concept and practice of inclusive education from the perspective of United Nations. Jonas Ruškus ✓

- What made the greatest impression on you?
- Note some key words, authors, interesting facts and helpful links.
- What can I use in my future job?

(1) ◦ The fact that there are so many policies, guidelines → takes a while to be implemented in schools. → lots of people involved
◦ Differences in summary from different groups.
◦ Everything starts from human rights → not many students knew about it → we need this to understand better
◦ Almost every group/country were trying to do inclusion, yet they were integrating.
◦ Denmark → "looking at children in problems, not with problem"
◦ The focus on outcomes & reaching goals rather than focusing on children.
◦ Lack of examples → very abstract → not very interesting

(2) - Article 24 was very important
- Differences between childrens rights.
- Human rights.
- Inclusive education is a fundamental Human Right.
- UNESCO (1990), World Declaration for Human Rights
- Hacne, mesa, mieco

(3) ◦ Keeping in mind childrens human rights.
◦ Inclusion is a fundamental right.
◦ Adaptation → being flexible in teaching methods
◦ use of language.

Put a ✓ before the workshops you followed

Workshops:

- ☐ *LT – "Ethos of Inclusive Education"*
- ☐ *DK - "How Can We Work with Inclusion through Hiim and Hippe's Didactic Reflection Model?"*
- ☐ *BE - "The Well-Being, Linkedness and Involvement in Relation to a Holistic View on Development"*
- ☑ *TR – "Find Your Own Way in the Adaptation Forest"*

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these workshops?
- What can I use in my future job?

1. • The difference between accomodation + modification in the adaptation umbrella → modification is → changes in instructional level, content / curriculum + changing in instruction (accomodation) - how we teach, not what we teach
   • Accomodations don't change the expectations of what children are learning, however modifications do
   • you need to modify for higher ability children too → motivation, challenge etc.
   • the game was a good way to communicate ideas + be interactive
2. - UDL → Universal Design for Learning → 3 principles: what, why, how of learning
   - Using different learning styles is important to meet the needs of children, both lower and higher activity. By communicating the learning is consolidated
   - The collaboration with peers, families, professionals. It is important to include families too, make them feel comfortable and part of the community.
3. ◦ The buddy system of pairing a higher + lower ability child together
   ◦ The 3 principles of learning
   ◦ Adaptation umbrella → knowing when to apply modification + accomodation
   ◦ Be more interactive

Put a ✓ before the school you visited

- ☐ *Roma Community Centre*
- ☑ *Kindergarten Pilaitukas*
- ☑ *Kindergarten Klaužada*
- ☐ *Medeina Primary School*
- ☐ *Šeškinė Primary School*

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these visits?
- Three things that raised our curiosity at the school visits.
- The activities we found most interesting for supporting inclusive education of children in this school/childcare center.
- What can I use in my future job?

(1) • Having such a high ratio of adults to children in nursery.
• Having so much different rooms was new to some of us.
• The importance of including parents in therapies to continue work at home + develop speech & listening.
• The personality of the teacher is more important then qualifications.
• Teaching how to respect nature + animals.
• How strict they are about childs not coming if they're sick.

(2) - A. is considered a normal child in the class, no extra provisions are put in place for him.
- The lessons with specialist are based on topics done in the classroom to help him be included + understand + learn more → needs are supported.

(3) • Both viewed the child holistically → focussing on their feelings + self-regulation.
• Adaptation → A. had special lessons with therapist, but aside from that there were more f. ex. lower handrails, etc.
• The big difference between private and public.

(4) - Including parents in therapy + this allowed him to be independent in class.
- Including wheelchair behind child in PE lesson collecting balls.
- Children + parents putting these names on mood board in the morning.
- Different materials + costumes provided to play together.

(5) • Teaching methods of regulating emotions.
• where we place things → at childrens reach
• visual learning, displays, matching number + object
• methods for reflecting → using pictures
• participation of parents → making puppets, bracelets, bringing real objects + ingredients.

Put a ✓ before the workshops you followed

Morning:

- ☐ *NL – "Creative Communication"*
- ☐ *BE – "The Well-Being, Linkedness and Involvement in Relation to a Holistic View on Development"*
- ☐ *TR – "Find Your Own Way in the Adaptation Forest"*
- ☑ *PT – "Collaboration in Inclusive Education"*

Afternoon:

- ☐ *DK - "How Can We Work with Inclusion through Hiim and Hippe's Didactic Reflection Model?"*
- ☐ *TR – "Find Your Own Way in the Adaptation Forest"*
- ☐ *PT – "Collaboration in Inclusive Education"*
- ☑ *NL – "Creative Communication"*

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these workshops?
- What can I use in my future job?

Both workshops were great they were interactive and interesting.

Q1) -The different ways to communicate with children of different ages using different activities → these can be adapted accordingly.
-How the 6 keys all relate to each other and the importance of each key → they are coming through in every workshop.
- The structure of watching a videos, then answer question and repeat was u and allowed us to discuss in groups and share ideas → good balance of listening participating using shoulder mates, small groups + larger groups.

Q2) -Creative communication can be adopted to the needs of all children.
- Inclusion of children but all the specialists + parents → sharing knowledge, experience feedback, next steps.
- "All the work is based on the empowerment + strengths of the child."
- Rotating roles between specialist in order to work better together, and und each other better + get feedback.
- The effect on a child due to collaboration between adults + specia gives the child more opportunities + a better life.
- Supporting children + learning about them through creative communica tion can be used for children of all ability.

Q3) -The different creative communications can be used again in class t interact with children.
- Be more aware of the importance of positive relationships + collabor between specialists.
- Using techniques learnt to start conversations with children especially to do with well-being + the sharing of emotions also to introduce a new topic deaths, divorce etc.

Workshop and museums:

WORKSHOP: Anne Frank House ✓

Holocaust exhibition ✓

Museum of Genocide Victims ✓

- What made the greatest impression on you?
- What did you learn about children's inclusive education from this workshop/visit?
- What can I use in my future job?

Q1) Anne Frank - Geographic positions of everyone → we are from all around the world, but we are all learning in one room.
- Puting ourselves in the shoes of the prisoners was shoking and made us realise that it really happened to people in the past.
- How ~~mixed~~ heartbreaking it was to make a personal connection.
- Families hiding in secret places & the danger and risk of it
- People just like us that were musicians, teachers are were all denied of their human rights and treated horrefly
- seeing the different feeling people had after visiting the museums
- The short film where we saw people getting killed in the kitchen one after the other.

Q2) As educations we need to be careful of what we tell childen and how we say it. We need to avoid generalisation, discrimination and extreme comments.
- In order to create an inclusive environment in the classroom we must accept all individuals for who they are and not discriminate eyone to avoid history being repeated
- we should use human rights & teach chn about this in the class-room to show that we are all equal and we all have rights

Q3) - Having a neutral attitude and not passing on our extremeist ideas to children as it can influence their thoughts.
- To different history from repeating itself, we must educate childen on the history that has happened and allow them to understand what has gone on in the world

Workshop and visit:

WORKSHOP: Anne Frank House ✓

Educational visit to the Tolerance Centre ✓

- What made the greatest impression on you?
- What did you learn about children's inclusive education from this workshop/visit?
- What can I use in my future job?

Q1) Playing the game where we had an envelope with a specific word and choosing a position to put it key was interesting to see people's opinion.

- Taking on a role of a person in society with different needs and putting yourself in their shoes and then experiencing the different roles of these people and how far they could move in society, all about people's beliefs, the same choices might be in different positions.

Q2) We all have the same rights and it is important for us to know this in order to be inclusive.

- we must be careful aware of the definitions that we talked about, stereotypes, discrimination, prejudice and facts.
- The lesson plan exercise was difficult as some terms were difficult to put in the context of a lesson.

Q3) Using the envelope approach with children to hear their ideas & finding out their emotions.

- The lessons from the last exercise
- All the different games such as the role play or
- The ice breaker game to cooperate with each other.

Put a ✓ before the workshops you followed

Morning:	**Afternoon:**
☐ *LT – "Ethos of Inclusive Education"*	☐ *PT – "Collaboration in Inclusive Education"*
☐ *BE – "The Well-Being, Linkedness and Involvement in Relation to a Holistic View on Development"*	☐ *DK – "How Can We Work with Inclusion through Hiim and Hippe's Didactic Reflection Model?"*
☐ *NL – "Creative Communication"*	☐ *TR – "Find Your Own Way in the Adaptation Forest"*
☑ *DK – "How Can We Work with Inclusion through Hiim and Hippe's Didactic Reflection Model?"*	☑ *LT – "Ethos of Inclusive Education"*

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these workshops?
- What can I use in my future job?

Q1) Morten's case was open which made it difficult but it was interesting to see people's different ideas or thoughts.
- How in Lithuania opportunities for education are limited & some children are held back due to their culture → not as equal + inclusive eg) reaching small goals in home centre.
- It is nice to hear thoughts + learn from sharing from different perspectives.

Q2) A child can be seen from different perspectives, professionals, specialists + parents.
- It is important to involve parents + work together to provide an inclusive opportunity for the child, yet this can be difficult at times.
- Transdisciplinary approach is crucial for child's inclusion, everyone working together and sharing information
- We must adapt our teaching, resources etc to meet the child's needs at where they are in their development.
- Crucial to respect + be aware of all cultures (cultural relativity) + traditions to be an inclusive classroom.

Q3) Sharing traditions + cultures + accepting all of these.
- A simplified version of the reflection model.
- Respect differences of chn.

Put a ✓ before the school you visited

- ☐ *Roma Community Centre*
- ☐ *Kindergarten Pilaitukas*
- ☐ *Kindergarten Klaužada*
- ☐ *Medeina Primary School*
- ☐ *Šeškinė Primary School*
- ☐ *"Help to Fit" Day Care Centre*

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these visits?
- Three things that raised our curiosity at the school visits.
- The activities we found most interesting for supporting inclusive education of children in this school/childcare center.
- What can I use in my future job?

Q1) How impressive the work and motication of the teachers in the Roma Centre was. Especially as it is the largest Roma settlement in the Baltic States. Many children deopout shortly. The contrast between both schools today. It was very interesting that they were learning social skills + hygiene. It was a great impact that 16 year olds are grouped with children much younger in Rome communiting. Not that many children graduated.

Q2) All children deserve equal chances, no matter their background. Right to education no matter their background. It is important to adapt the environment + lessons to include children with all abilities. Adapting the way of communication -> in the Roma Center there was a language course + using Russian + other languages. At the KMM using visual communication + using pictures to express feelings.

Q3) 1. How involded parents were in the Roma Center, as many don't agree with education. 2. How the living conditions, lack of funding and transport affect childrens learning. 3. If sitting automatically individually in KMM was beneficial for childrens learning + why it was done that way in this school.

Q4) In order to support children with ADHD or other disabilities and include them back in the classroom when they lose concentration, the teacher would swap roles with a child to manage their behaviour. Using finger game, sensory board.

Q5) The sensory board, visual timetable + individual trays and prompts to help include children with disabilities. Using visual images for expressing feelings and timetables. Motication experienced from teachers in the Roma Centres.

Ideas for the presentation: Brainstorm

Presentation

What	Criteria	✓
Aim **Content** **Materials**	The presentation starts with clear and useful questions related to the topic of INCLUSION	
	Use of DIFFERENT models, frames or keys from different countries used during the ISP	
	WITH link to the topic of the ISP	
	Use of 'good practices' (school/childcare centre/kindergarten visits)	
	Use of good key words	
	Use of the website of the ISP http://www.goprince.eu/	
	Use of good reflections	
	Use of good answers on the questions related to the future job	
Duration	The presentation takes 30 minutes, plus 10 minutes for questions	
	Students of the other groups asks questions	
Presentation	Power Point Presentation: clear keywords (refers to models)	
	PPP: integration of photos and films linked to the ISP	
	Creative input: music, art, drama related to the content	
	Interactive presentation DURING the presentation: involvement of everybody	
	Good use of language and expression (face and body language)	
	Participation of all students	