

## TEACHERS TAMPLATE

### GOOD PRACTICE

#### TITLE

**Cake of Abel**

#### BRIEF SUMMARY

Video.

“Taarten van Abel” a Dutch television program. In this example you see a girl of eight years old together with Abel, the baker. In a cozy and relaxed atmosphere, Abel makes contact with the girl. He sets different kinds of questions that makes the girl feel invited to tell. Abel uses conversation techniques.

#### USED MATERIALS

In this film materials for making a cake are used. It can be any materials or situations in which you are doing something with the child

#### DESCRIPTION OF THE GOOD PRACTICE

The film is a good example of having a conversation with a child while preparing a cake

#### EXPLANATION of used words/terms

#### POSSIBLE LESSONPLAN - ORFS

1. Watch the movie. Search for examples of the six inclusive education KEYS. Give or write down the examples you find. Substructure with arguments.

2. Be aware of the conversation techniques of the baker. What kind of questions he uses. Is there a balance in the conversation when it comes to speaking? Is he a good listener? Has he other good skills that is needed for good, creative conversation with children?

Six aspects of inclusive education:

- Reflection
- Ethos
- Adjustments
- Communication
- Collaboration
- Holistic observation

Make small groups of students (3 or 4) and discuss as the assignment tells you.

After 20 minutes:

In a cooperative working form ( “walking exchange”) you exchange the answers you found with fellow students.

Reflection with the whole group:

Explain positive and negative aspects of this way of communication. Discuss the aspects of inclusive education: Is the design of this communication possible with every child?

If you have suggestions (adaptations): write down your suggestions how to improve this case.

## 6. CAN THE STUDENTS FIND THE 6 KEYCOMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask students to observe more focused?
<b>Collaboration</b>	<p><b>Slide No 7</b> - In order to best know the child and their needs, all the teachers always observe their pupils, discuss and record their achievements, fill out files.</p> <p><b>Slide No 8</b> - When preparing the assignments, teachers discuss together children’s development, needs and wishes and take that into consideration while planning further educational activities.</p> <p><b>Slide No 10</b> - In language education all teachers are involved.</p> <p><b>Slide No 11</b> - All the teachers are involved in the social skills developing program.</p> <p><b>Slide No 14, 15</b> - Teachers cooperate with parents as much as possible. They are involved in developing individual learning plans for children, also project preparation, organizing excursions and events. The kindergarten organizes seminars for the parents on complete with their parents. It is also crucial for the teachers to receive feedback from the parents about such activity.</p>	<p>Which partners are involved in the support of a child? What models of collaboration can be distinguished in the present case? Give your arguments. In what ways and what activities parents are involved? What are the results of parents – teachers’ collaboration? What would you propose for improvement of collaboration between all the partners?</p>
<b>Reflection</b>	<p><b>Slide No 6</b> - Teachers observe which areas are avoided by the children, analyze why and try to make it more attractive.</p>	<p>Does reflection take place in the educational process? What are the</p>

	<p><b>Slide No 8</b> - In order to best know a child and their needs, all the teachers always observe their pupils, discuss and record their achievements, fill out the files.</p> <p><b>Slide No 9</b> - Organized activities are differentiated, individualized according to each child's abilities, likes and needs that have been observed and analysed by the teachers.</p> <p><b>Slide No 10</b> - When preparing the assignments, teachers discuss together children's development, needs and wishes and take that into consideration while planning further educational activities.</p>	<p>indications of reflection presented in the case? Do all the participants of the educational process make their reflections? What aspects of the educational process are reflected upon?</p>
<p><b>Holistic observation</b></p>	<p><b>Slide No 7</b> - In order to best know a child and their needs, all the teachers always observe their pupils, discuss and record their achievements, fill out the files.`</p> <p><b>Slide No 8</b> - By observing the child, teachers pay attention at these developmental domains of a child: the development of health, social, cognitive, communication, aesthetic competences.</p> <p><b>Slide No 9</b> - In the photo we see 3 teachers and children in activity. One of the teacher is observer. Which one? Read the text in the slide. Can you find something about holistic observation of children? Explain.</p> <p><b>Slide No 12</b> - What can you understand from the slide about holistic observing the child. When can happened this observing if it happened? Explain your way of thinking.</p> <p><b>Slide No 19</b> - In the photo you can recognize many signs of well-being of the child. What are they?</p>	<p>What is the way you can recognize the holistic approach while observing a child? What do you think about the well-being of a child in this kindergarten? Where do you learn that from? What domains of children development mentioned in the case show the holistic approach? Evaluate. What can you say about the level of involvement of Lukas in various activities?</p>
<p><b>Ethos</b></p>	<p><b>Slide No 3</b> - The kindergarten philosophy is based on understanding that every child is unique. The institution follows an educational program which pays attention to each child's individual needs and likes, with an emphasis on educational individualization and differentiation.</p> <p><b>Slide No 4</b> - Kindergarten "Klaužada" is part of the international <i>Erasmus+</i> project "Democracy for children in preschool 1–6 year".</p> <p><b>Slide No 8, 9, 10</b> – Teachers value child's individuality, pays attention to their needs and achievements while planning educational activities.</p> <p><b>Slide No 15</b> - The kindergarten develops respect,</p>	<p>How can you describe the ethos of the kindergarten? Is the equal participation of all children (with different social, cultural background or abilities) provided in the educational process? By what means? Are different needs of children equally fulfilled? Give some</p>

	acceptance, and tolerance for any kind of otherness.	examples.
<b>Adaptation</b>	<p><b>Slide No 6</b> - Learning material made by the teachers is adopted or created for every child individually, according to children's developmental speed.</p> <p><b>Slide No 9</b> - Organized activities are differentiated, individualized according to each child's abilities, likes and needs. This gives the opportunity to develop all above mentioned competences for every child at their own speed.</p> <p><b>Slide No 10</b> - When preparing the assignments, teachers discuss together children's development, needs and wishes and take that into consideration while planning further educational activities.</p> <p><b>Slide No 11</b> – Teachers adopt educational process according to the recommendations of a surdo-pedagogue to appropriately help children with special needs to meet their learning and development needs.</p> <p><b>Slide No 12</b> - Educational model “Anywhere, anytime” is adopted for pre-school aged children from ethnic minorities or families of foreigners in order to teach them Lithuanian language.</p>	<p>Are the teaching content, material, methods, assignments adopted for every child according to her/his developmental speed? Is the environment adopted to children's needs? How? Does a child receive a special pedagogical assistance, if it is needed? What kind of assistance? Is it sufficient enough?</p>
<b>Communication</b>	<p><b>Slides No 5, 10, 11</b> – The quality of communication between teachers is essential in order to implement different educational programs in collaborative way.</p> <p><b>Slides No 5, 8, 9, 10, 13</b> – In the photos we see the way teachers communicate with children.</p> <p><b>Slide No 12</b> – by developing children's language competence, the communication skills of the children are improved</p> <p><b>Slide No 15</b> – Teachers encourage the development of such values as acceptance, tolerance, respect for any kind of otherness. These values help to develop communication skills of children.</p> <p><b>Slides No 8, 11</b> - In cooperation with parents the teachers demonstrate good communication skills.</p>	<p>How would you describe communication between teachers themselves, teachers and children, teachers and parents, teachers and other specialists? Give your arguments.</p>

**7. ADAPTATION:** How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Collaboration	A surdo – pedagogue needs to participate more fully in educational process.
Reflection	It can be suggested for the teachers to keep the reflection diary where they can write their personal reflections at the end of every working day.
Holistic observation	The constant observation of a surdo – pedagogue is lacking. The observation of a free game is lacking.
Ethos	Culture of children’s age group is not fully accepted by the teachers, as there is no place for a free game in the kindergarten schedule.
Adaptation	Teaching and learning methods could be more adapted to individual needs of a child.
Communication	In order to improve communication with parents, they could be invited to participate in the children’s daily activities in the kindergarten.