

# GOPRINCE

DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

ERASMUS INTENSIVE STUDY PROGRAMME (ISP)

UNIVERSITY COLLEGE ESEC/IPC

16-28 NOVEMBER 2014

INCLUSIVE EDUCATION IN EARLY CHILDHOOD: DEVELOPING GOOD PRACTICES

## LOGBOOK

GROUP:

1-2-3-4-5-6-7-8

NAME RESPONSIBLE STUDENT

Amica Cristiana Ribeiro de Castro - Portugal  
Anna Baeremman - Engländer



**Dear students and dear tutors,**

Here you find your LOGBOOK and some suggestions about how to use it.

### **WHAT and HOW?**

Each transnational group has a logbook. It is a kind of a small DAILY written report of the learning outcomes and reflection on them. Mention always the author /writer/teacher who refers to the model.

You also write down questions to prepare the school visits and the childcare visit.

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 all the (new) things you learned or saw down. Write down models from theory, literature, lectures, workshops, visits, culture input.

### **REFLECTION on LEARNING OUTCOMES: Why it is like this? Do you agree? Do you disagree? Other opinion? Other models? Other good practices?**

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

### **PREPARATION and REPORT of the SCHOOLVISITS**

Here you can also prepare the questions for the school visits. You can also write down the answers on the questions you prepared.

### **WHAT KIND OF QUESTIONS do you find in the LOGBOOK to support 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 I use in my future job?
- Three things that raised our curiosity at the school visits.
- The activities we 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 also find a small notebook in your bag. You can make your own notes during lectures, workshops, visits, visits of museum and culture trips. Please use it!



Presentation of own country and educational system ✓

- 1 ❖ What made the greatest impression on you?
- 2 ❖ What did you learn/ experience in the presentations that can support children's inclusive education?
- 3 ❖ What can I use in my future job?

- ~~1~~
- ① - Large number of bullying and suicide rates in Lithuania.
    - Every country very different - learned something new from each presentation - different perspectives.
    - Similar ideas - not all the same in practice. - Some just ideas - very different stages with inclusion.
    - Turkey - children learn from each other - values + respect. → Also some problems with this.
  - ② - Learnt lots of approaches to inclusion
    - UK - uniform and amount of SEN in mainstream schools
    - Specialist visitors to schools - work with children with hearing difficulties for example or speech therapist.





LECTURE: *Special Education in Portugal: pathways and challenges*. David Rodrigues. ✓

LECTURE: *ANIP - on behalf of good practices in early intervention*. Viviana Ferreira. ✓

- ❖ What made the greatest impression on you?
- ❖ Make notation of KEY WORDS and of FRAMES. Write down names of authors, speakers. Write down interesting websites.
- ❖ What can I use in my future job?

David Rodrigues

- \* ✍ - The Snake → good start → got us thinking differently.
- Equality of opportunities - start with the teacher 'Giving each child what they need' It is good to see the benefits of what we do!
- 'No child left behind' - equal education - important.
- We all need to do things in our own time and way - more or less time - different ideas and ways of learning.
- Deficiency, Impairment and handicap - the story about the 2 men. The 3 things work together. we need to look at all 3 - accept people. (UN 80's)
- 1968 - Portugal began to change ideas.
- Schools communicate with others - <sup>make</sup> changes. Change the environment not the person.
- \* - Remember to try and understand the difficulties and challenges of each child.

Viviana Ferreira -

- Good that they have a local intervention team  
Not only the child, the family and Community too.
- Unsure about 0-4 age - not as confident on own  
Countries Systems.
- Agree with positive effect of being in home environment.
- Good system in Portugal - including all people involved  
and the environment.
- Children learn best - involved with parents and 'mum' -  
this is important.
- Discussed options for very sick children to access school.
- Child's learning capabilities change through time - the  
environment has influence - repetition - happening all the  
time.
- Important that early childhood includes all involved  
'team work' - parents sometimes pass on responsibility.
- 'No negative results observed' - family involved/greater  
result.
- Belgium - parents come into schools to work  
with their child.
- Some ideas easier said than done - sounds great but is  
it realistic?
- Can be risky with specialists entering the 'comfort zone'.
- We can only take so much from it - Countries System.



Put a 'v' before the workshops you followed

**Workshops:**

- ☐ LT- "SNE within the Education System of Lithuania"
- ☒ TR- "Inclusion for teacher trainees: developmental approach"
- ☐ NL- "Behavioral problems: structure and challenge"
- ☐ BE- "Inclusive and integrated education in Flanders"
- ☐ DK- "A privilege walk in school"
- ☒ UK- "What happens in a 'One-stop shop'?"
- ☐ LT- "What early school drop-outs of Roma children tell us about the educational system?"

- ❖ What made the greatest impression on you?
- ❖ What did you learn / experience in the workshop that can support children's inclusive education?
- ❖ What can I use in my future job?

- ✍ TR - Good to use cameras for teaching.
- Took some good ideas - open learning opportunities.
  - Teamwork - working together - discuss ideas.
  - 'Dialogical Reading' - good method - children can make connections - We need to keep focused.
  - Good to make links with child's 'real life' - shapes in the school or outdoors - personal to the child.
  - Also links to themes they are experiencing e.g. fall.
  - Cultural Diversity - unique but the same - children can give each other compliments - positive view of each other.
- UK - Very shocked by the story of Victoria - but brought a positive.

- Positive approaches to parents - experiences.
  - Story Sacks - children are involved - can recognise a observe - lot from their play.
- ↓  
every child Matters

- Baby massage - respect, relaxation, eye-contact, important to learn to say no.
- Importance of books - reading, theatre, actions, develop their imagination.

Put a 'v' before the school you visited

**SCHOOLS:**

☒ - (APCC) Associação de Paralisia Cerebral de Coimbra

☐ - Almedina

☒ - S. Bartolomeu

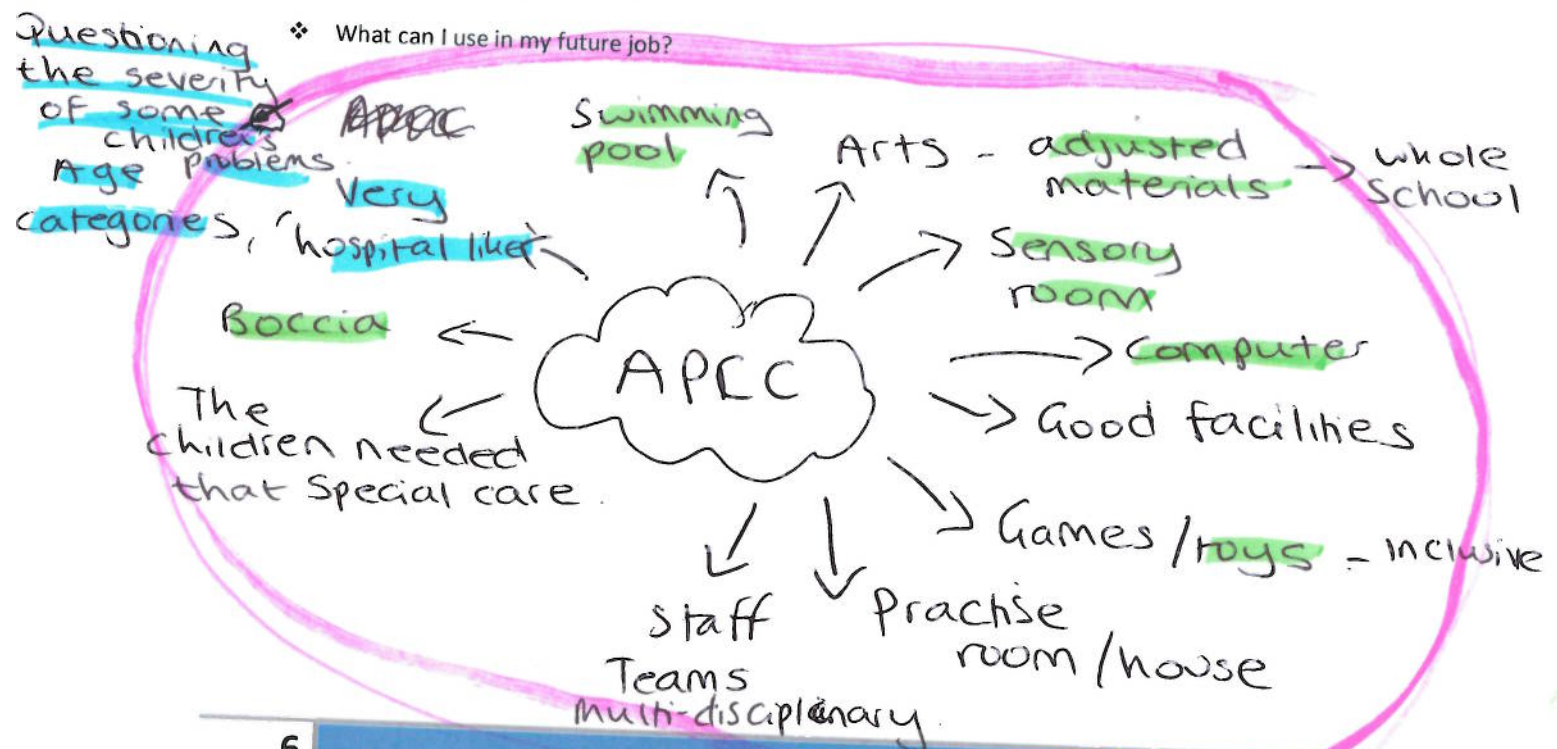
☐ - Ingote

☐ - Escola Secundária com 3.º Ciclo D. Dinis

☐ - Coselhas

☐ - Centro escolar do Vale das Flores

- ① ❖ What made the greatest impression on you?
  - ② ❖ What did you learn / experience in the visit that can support children's inclusive education?
  - ③ ❖ 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 / preschool / institution.
- ❖ What can I use in my future job?



Some teaching methods?

After School - TV?



↓

Inclusion



# Inclusion

FRIDAY 21 NOVEMBER

Put a 'v' before the school you visited/workshop you followed

Learning materials

- Classrooms
- Learning from each other.
- Why autistic at the back?
- Phone in the room for 'concentration'.
- Shouting
- Why not attractive games?

How to adapt the sport (ramp)  
- everyone can play (wheelchair etc)

## SCHOOLS:

- ☐ - (APCC) Associação de Paralisia Cerebral de Coimbra
- ☐ - Almedina
- ☐ - S. Bartolomeu
- ☐ - Ingote
- ☐ - Escola Secundária com 3.º Ciclo D. Dinis
- ☒ - Coselhas
- ☐ - Centro escolar do Vale das Flores

- ~~Not~~ Included in class.
- Structures personal / individual
- one-to-one
- Building
- 'LCP'
- Library.

## Workshops:

- ☒ PT- "Boccia"
- ☐ PT- "GAME"
- ☐ PT- "Music for all"

- very interesting
- Suitable for all
- inclusive
- Easy to pick up.
- Play it / teach it

What made the greatest impression on you?

- ❖ What did you learn / experience in the visit/workshop that can support children's inclusive education?
- ❖ Three things that raised our curiosity at the school visits.
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- ❖ What can I use in my future job?





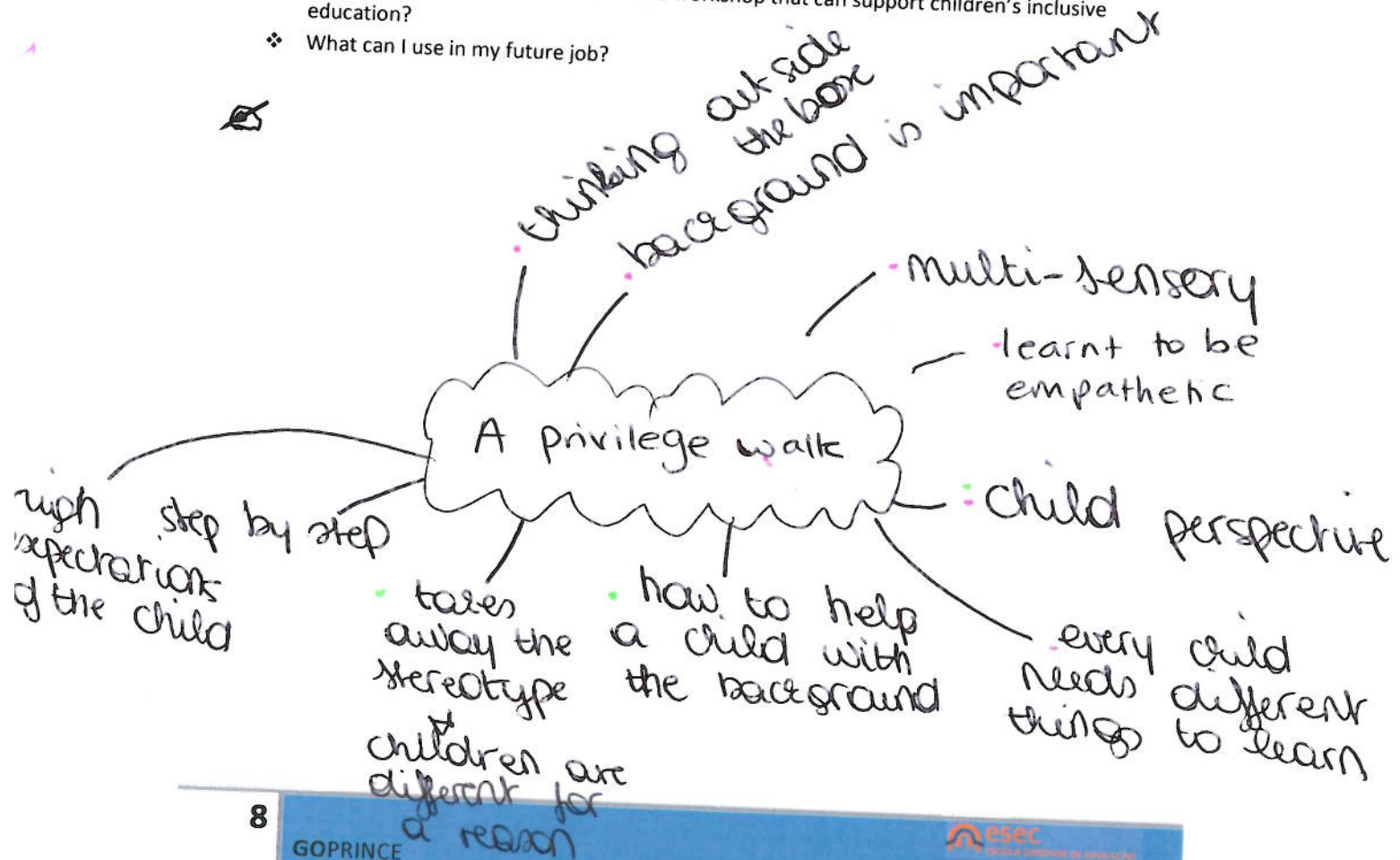


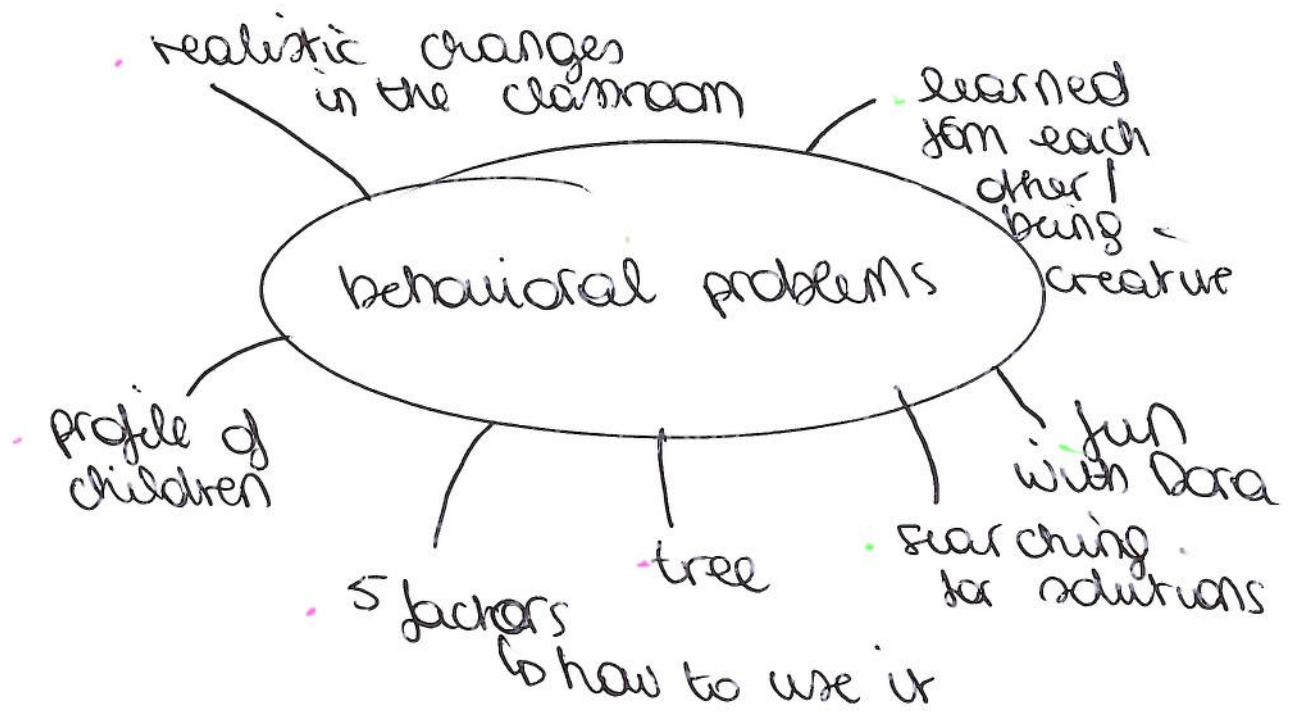
Put a 'v' before the workshops you followed

**Workshops:**

- ☐ BE- "The care continuum in a mainstream pre-school in Flanders: frame and good practices"
- ☐ TR- "Development of Social Skills Through Creative Activities"
- ☐ UK - "What happens in a 'One-stop shop'?"
- ☒ DK- "A privilege walk in school"
- ☐ LT - "Hearing impaired children in general education. Inclusion VS exclusion"
- ☐ TR- "Development of Social Skills Through Creative Activities"
- ☒ NL- "Behavioral problems: structure and challenge"

- ❖ What made the greatest impression on you?
- ❖ What did you learn / experience in the workshop that can support children's inclusive education?
- ❖ What can I use in my future job?





Put a 'v' before the school you visited

**VISIT to LOUSĂ:**

☒ School nº 1

☐ Creche

☐ Lar Casa das Cores

☒ ARCIL ceramic

☐ Lar residencial

☐ Centro ocupacional

☐ Lar XM

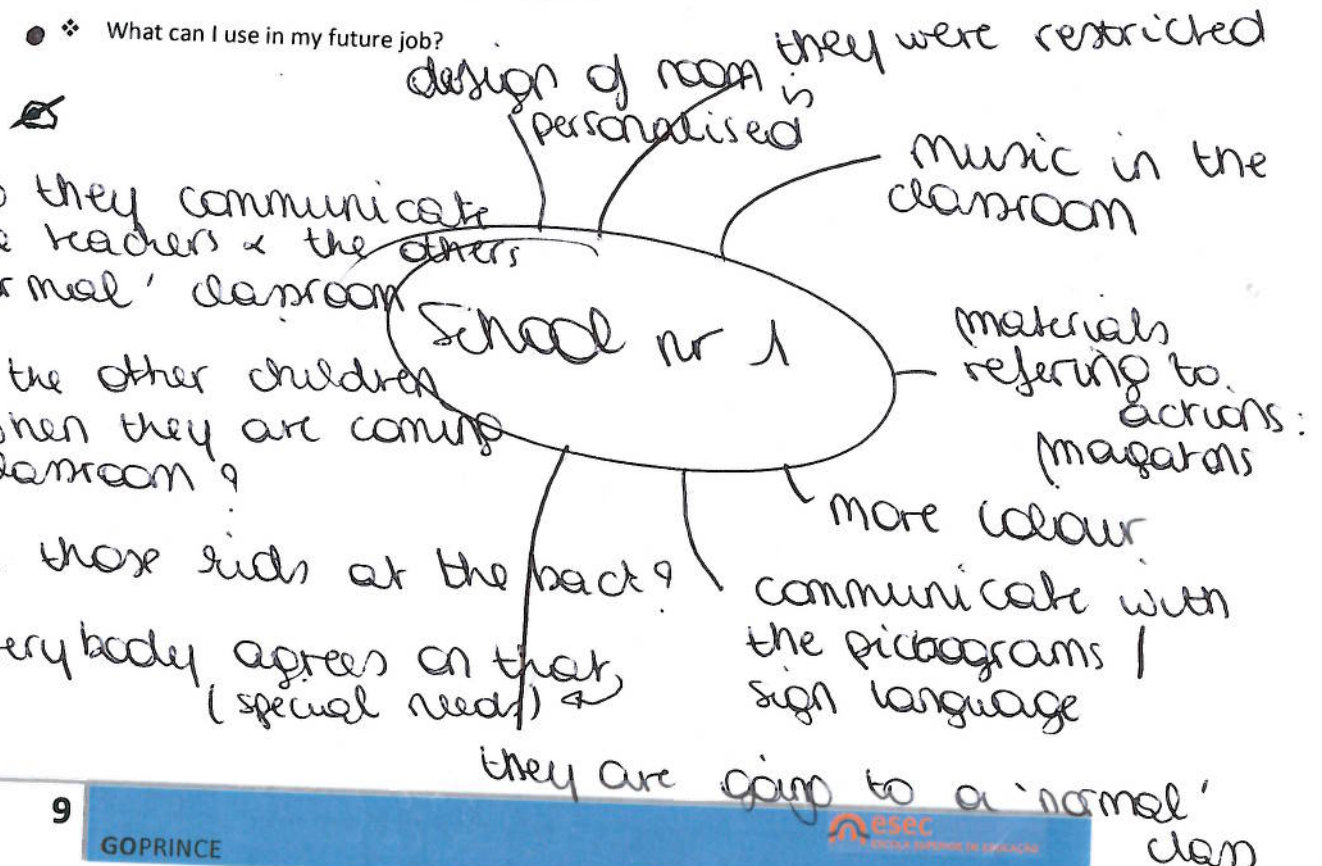
☐ Formação profissional

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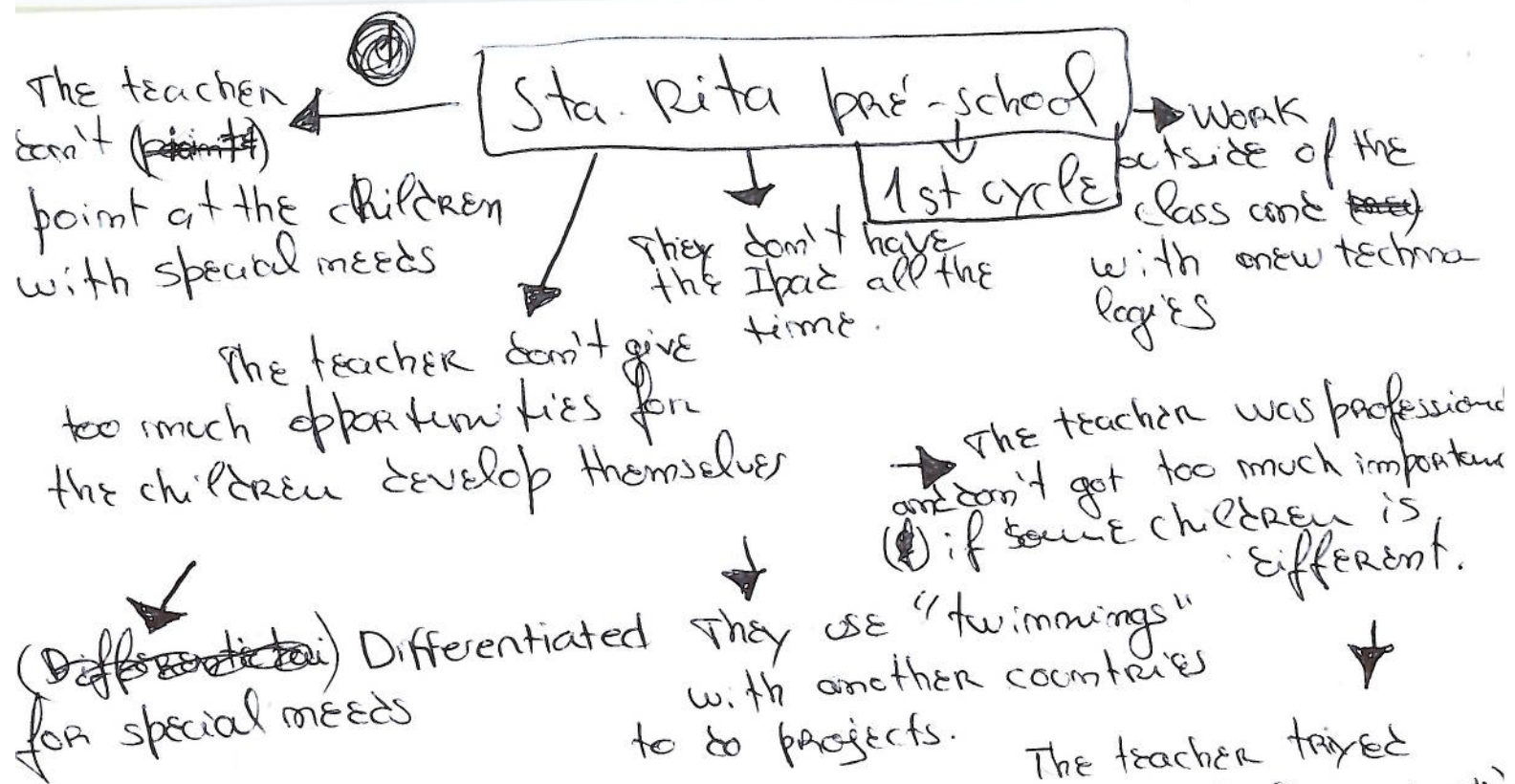
☐ ARCIL services

☒ Stª Rita Pre-School

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- ❖ What can I use in my future job?







- Why the children seat at the window?
- Why the <sup>childrens</sup> special needs are seat on the back of the classrooms?

- Why the boy was seat on the front of the classroom?
- How the boy feels if he's seat on the front of the class?

- Giving to the childrens the positive feedback
- Give the new childrens an welcome.
- Having different materials.

The teacher tried include the children from another country using the translator <sup>and</sup> visual support.

we can take the childrens on the trip

we can use the artistic activities with the childrens;

They use the talents of the people

Recycling

Art - Ceramic

The techniques and skills.

can be like a job and they can get some money



Put a 'v' before the workshops you followed

**Workshops:**

- ☐ DK- "A privilege walk in school"
- ☐ UK - "What happens in a 'One-stop shop'?"
- ☒ PT- "Art Expressions (4\_in\_1)"
- ☐ PT- "Adapted toys"

- ❖ What made the greatest impression on you?
- ❖ What did you learn / experience in the workshop that can support children's inclusive education?
- ❖ What can I use in my future job?

1) Different sounds, materials.

It was nice that we thought about our quality.

Different symbols that we put on our masks.  
They also represent us, (our country, our personality.)

We can learn something about our country. It was interactive activity. We chose our materials and movements. We changed our movements. It was good for creativity.

2) We can use qualities. Everybody has certain qualities and it was chance to think about your own qualities. It was accessible for every children. for example a children with wheelchair can do this activity. Also children has a chance to choose their own action or material. It was good that teacher always supported children and she never say wrong. She give ~~the~~ positive feedbacks. It was also motivating. We learnt to hear each other and be patient to each other.

3) It was good for children's emotional ~~development~~ and social development.

↳ Personal, social and emotional development  
Children can learn something about their personality.

## Ideas for the presentation: Brainstorm

### Presentation

What	Criteria	
<b>Aim Content Materials</b>	The presentation starts with clear and useful questions	✓
	Use of DIFFERENT models or frames from different countries used during the IP	
	WITH link to the topic of the IP	
	Use of 'good practices' (school visits/childcare)	
	WITH link to the topic of the IP	
	Use of good key words	
	Use of the website of the IP <a href="http://www.tacorec.org/">http://www.tacorec.org/</a> and websites	
	Use of good reflections	
<b>Duration</b>	Use of good answers on the questions related to the future job	
	The presentation takes between 25 and 30 minutes	
<b>Presentation</b>	Students of the other groups asks questions	
	Power Point Presentation : clear keywords (refers to models)	
	PPP : integration of photos and films linked to the IP	
	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	



**Planning of the presentation**

Ask feedback to your tutor!

Timing	Content	How to present ?	Materials needed	Who is responsible ?





