

Larissa Alves

NAME RESPONSIBLE STUDENT

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

GROUP:

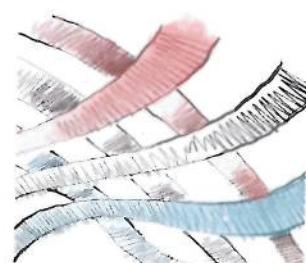
LOGBOOK

INCLUSIVE EDUCATION IN EARLY CHILDHOOD: DEVELOPING GOOD PRACTICES

16-28 NOVEMBER 2014
UNIVERSITY COLLEGE ESEC/IPC
ERASMUS INTENSIVE STUDY PROGRAMME (ISP)

DEVELOPING GOOD PRACTICES: INCLUSIVE EDUCATION IN EARLY CHILDHOOD

GO PRINCE



worshops, visits, visits of museum and culture trips. Please use it!

You also find a small notebook in your bag. You can make your own notes during lectures,

NOTEBOOK (1 per person)

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

WHAT KIND OF QUESTIONS do you find in the LOGBOOK to support you.

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

PREPARATION and REPORT of the SCHOOLVISITS

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

Other opinion? Other models? Other good practices?

REFLECTION on LEARNING OUTCOMES: Why it is like this? Do you agree? Do you disagree?

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

LEARNING OUTCOMES: what do we learn/ see?

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.

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

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.

WHAT and HOW?

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

Dear students and dear tutors,

- * Looking at the importance of the process of learning, and the progress the child is making.
- * Playful learning - use of corners and areas in the classroom to develop learning.
- * Looking at the potential the children have rather than skills & levels.
- * Parents see their child as perfect, how to work with this?
- ↳ We need to be able to say WHY we are doing this & why it needs to be done.
- * Together. More difficult to work together, all work together within the parents and cooperate together.
- * Need to work within the TA's, extra support etc.
- * Need of money → for TA's, extra support etc.
- * And the majority studying in mainstream schools.
- * Problems perhaps with not enough children going to special needs schools.
- ↳ Structure needed on where to find help & how to use better structure.
- * Different uses of a handbook system in countries. and perhaps a better structure.
- * Belgium & Denmark seem strong & good whereas systems in Portugal perhaps weaker.
- ↳ Each country has something they need to improve - some cultures have better systems but still need improvement.
- * Similarities between some countries and the ages, systems and the timetables.
- * Greatest impression - different ages that we start in schools (ages)
- * Inclusion considered very different in different countries in the EU.

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

Presentation of own country and educational system ✓

- * Medical Daycare centre - what qualities for this?
 - Are special schools - exclusion? - very negative in Denmark.
- * Future jobs
 - Household subsidies showed teaching letters in a jigsaw puzzle - good idea to use within schools.
 - Can pick information from each country to use in future jobs
 - ↳ permicak use of forest schools.
 - Different countries have different organisations of the school eg one teacher teaching all subjects or different teachers for different subjects.

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

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

Early interventions going out to peoples homes and being
out to talk with families.

Different views/approaches from different countries on
early intervention - difficult for some to understand
as so different from theirs.

Firms needs to work better with society → letting
them know the information about the inclusion.

Learning by doing - John Dewey

Respecting everyone!

Important for family, helper & child to work together!

All the different people who are 'providers' for the
children e.g. ~~family members~~ - speech therapist etc.

This everything you see makes sense the first time,
but may make sense as you look further into it
or view at it again.

looking out how to fit children with problems into
everyday schools. *

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

Perhapes taking some of the systems David Rocking was saying the could make a huge impact on the emotional decisions & attitudes.

need to have an open mind & know the child. **Respect**.

social handicap & functional issues.

looking deeper than the medical problem - looking at their family life - teach/use within class.

use the information of how to support children and use of models as shown to link learning they may already know.

better rather than teach parents parenting skills which outcome with the child to educate new to each the influence a caregiver can make on the child. A better and through school - important to link those!

The model of children learning from family, community & barriers to learning → learning styles.

The Future

know the children's needs & focus on them.

Teaching everybody the same way? You need to stay with the pupil.

↳ psychological bullying worse as can promote with immigrants being excluded.

Problem → erase exclusion & bullying for people -

if teacher points out pupil in class and is perhapes nice to them, the children will take this to the playground and use that language towards the pupil.

↳ nice talking down to pupils etc.

↳ Bernstein 1974?

↳ barrier to learning if you use language terms as the teacher important to understand and be in the same

- Housing children fit into **another character** - seeing that the adult needs to make sure groupings are linked so they can participate in all activities. E.g. All children in one group who have **social issues** not benefit.
- Diff. countries - Holland & Denmark using difficulties in some places if disabled child in mainstream**
- locating in inclusion would now would that lead to bullying type when in UK we have all in one class. **hard?**
- In some countries** different ways of learning.
- Using magnets shown in veg, fruit & animals memory game**
- Playing the game**. Seeing the problems they face.
- Getting to feel what its like for the disabled child**
- ❖ 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?

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

Workshops:

Put a ✓ before the workshops you followed

* Making sure teacher is giving extra instructions so ~~they~~ can join in in class games without feeling left out.

* Role play really effective today → active learning, helps us to see how child feels & moods to adapt to help them.

* Different learning styles in memory game, some people remembered them in different ways and needed it set out in different ways to help them remember better.

* Use of puppets for children who are sensitive to talking to adults others - gives them someone to talk to → build confidence;

* Using different learning styles to help inclusion as you will need to teach in diff. learning styles in school.

* Be aware of visciou and inscible disabilities in future as a lot of people may have them that we do not know about.

* After watching the video - thinking about integration of a disordered child in the classroom - wouldn't see this in inclusion.

* Ways of interacting with children with disabilities, e.g a child who cannot speak - using actions & body language

* Including different cultures and making sure children don't forget about their cultures.

* Easier for children to adapt to their surroundings & disabilities compared to the adult adapting to them.

* Adapting classroom to different abilities & remove barriers for learning.

* Including disabled children throughout the plan.

No one class culture etc. e.g. Brazil/China/Thailand etc. and Range of cultures working together in one class and

and in the classroom and with other children, socializing in S. Bartolomeu it was good to see the deep children included

language different sounds, and learning leaves & pictures in sign language to see child learning to upread and defining

different in to see child learning to upread and defining to be in a microscope.

and lots of workshops for them to do during the day.

Good range of activities, learning for people to do in the APCC gave us good ideas to use in our classrooms.

The use of the relaxation & sensory room for children -

❖ What can I use in my future job?

❖ School/preschool/institution.

❖ The activities we found most interesting for supporting inclusive education of children in this

❖ Three things that raised our curiosity at the school visits.

❖ What did you learn / experience in the visit that can support children's inclusive education?

❖ What made the greatest impression on you?

- Centro escolar do Vale das Flores

- Cosehas

- Escola Secundária com 3.º Ciclo D, Dinis

- Ingote

S. Bartolomeu

- Almedina

- (APCC) Associação de Paralisia Cerebral de Coimbra

SCHOOLS:

Put a 'v' before the school you visited

* Nice room to see deaf children in the class
environment for Agnė as in Lithuania this would not happen.

* Teacher using different teaching methods - splitting up words, etc.

* Nice for the children to be learning sign language.
In S. Barto so they could sign to any deaf children even though they had none in their class - so when a deaf child comes + a week they can talk to them.
Finishing it hard to deal with the children cut the APC scandal as don't know what they are thinking.
APC lots of app. for learning ~~etc~~ for the culture
including etc.

in this setting.

Practicals, pedagogic training, theory etc.
 From GAME sessions learn about education
 Lecture as mainly about brain etc.
 No signs of inclusion in school today or in the
 thinking of different ways to help.
 Making clay letters to aid handwriting for children -

- ❖ What can I use in my future job?
- ❖ School / preschool/institution.
- ❖ The activities we found most interesting for supporting inclusive education of children in this
- ❖ Three things that raised our curiosity at the school visits.
- ❖ What did you learn / experience in the visit/workshop that can support children's inclusive education?
- ❖ What made the greatest impression on you?

PT - "Music for all"

PT - "GAME"

PT - "BOCCIA"

Workshops:

- Centro escolar do Vale das Flores

- Coselhais

- Escola Secundária com 3.º Ciclo D. Dinis

- Lingote

- S. Bartolomeu

- Almedina

- (APCC) Associação de Paralisia Cerebral de Coimbra

SCHOOLS:

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

Preferred that the lady was speaking rather than reading from slides

Different materials / ideas / activities for children

Giving to see inclusion and saw more exclusion as children in wheelchair could not use the library → how is that inclusion

Also give with autism being excluded by being in a room on her own and not mixing with other children.



- Activities accessible for all.
- Nice to learn to trust each other & cooperate with each other.
- Different ways the games can be used → with different children, active, trusting people, teamwork & competitions to result & try again.
- Child in wheelchair - good example of inclusion.
- Video → of little girls, shows how trying again to include diff. method to learning, feel more comfortable.
- SECRET language game good for some children as a teamwork game
- good ways to communicate with others
- Enjoyed this morning sessions
- key workshop**
- ❖ What can I use in my future job?
 - ❖ education?
 - ❖ What did you learn / experience in the workshop that can support children's inclusive
 - ❖ What made the greatest impression on you?

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

Workshops:

Put a 'v' before the workshops you followed

Discussion interesting to share ideas & hear different opinions - good for inclusion as shows how each person can join in.

Ideas useful on how children that are deaf learn.

Hanging up without talking - makes us think ways to communicate with each other.

Thinking of other problems - what if the older Impaired runs out of battery? How to communicate with the child?

Discussion is good to share opinions and perhaps reinforce some of your own opinions.

The importance of facial expression & body language for children with hearing impairments

Linking with trip to deaf school as in deaf

class teacher showed excellent facial expression.

Nice to see move of boy with cochlear implant and him going and different ways to learn, reading a normal life just with extra training!

Create a story game - develops imagination and teamwork skills

and workshop

Regular class very inclusive - other children very supportive to inclusive child.

Children helping each other and helped include boy into class & help him with his work.

Environment (more comfortable, relaxed).

Better than APCC & more better learning outcome or with support at the group table.

Children could decide if they wanted to work nice for the children to show us what they do, the

SCHOOL NO 1.

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

VISIT TO LOUSA:

<input type="checkbox"/> Centro ocupacional	<input type="checkbox"/> Lar XM	<input type="checkbox"/> Formação profissional
<input type="checkbox"/> Lar 2	<input type="checkbox"/> MARCIL services	<input type="checkbox"/> Sté Rita Pre-School

<input type="checkbox"/> Creche	<input type="checkbox"/> Lar Casa das Cores	<input type="checkbox"/> Lar residencial
<input type="checkbox"/> School nº 1	<input type="checkbox"/> ARCL ceramica	<input type="checkbox"/> ARCL

Put a 'v' before the school you visited

Nice to see included child had learnt from other children & respect their rules as well as those respecting him & his needs.

Great to have practical things - for them to do - it's self (gardening, cutting hair, making things to sell)

to learning by doing/useful for life

ARCIL - very inclusive as highlights each person's strengths & things they can do, rather than things they can't do.

Residential - nice to see how they live there & can still mix with family etc.

Nice for to give a good life and professional support when families can't give that support - extra support available for them.

Enjoying while learning & building self esteem & social skills in jobs, they may not be able to do outside the community - beneficial to them & all involved.

gives them a real duty-must throw them feel normal, as they are doing what we do.

Nice that all the people we different - not labelled by their disability - everybody has a range of activities helps building their confidence

could see possibilities one there and the step from children to adults (AD+). It was nice they had a home and felt like one too - didn't feel like a care centre

like a mini community. → consideration of every body's needs; rather than the lecturer needs it was the students needs!

Nice practical activity.

Always have to work with what you buy.

Showed that you can adapt toys yourself and don't always have to work with what you buy.

Will I use this within my work?

Within the materials & environment.

Would have been nice to get a chance to be creative.

Inclusive teaching method? Perhaps not?

Will the teacher spend time making these toys?

at the back as didn't get to see these ~~handmade~~ ~~handmade~~ used.

Would have been nice to spend time playing the games easily at it is to make these accessible for all.

Nice to see the ways the toys can be adapted & how



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

Workshops:	
<input type="checkbox"/> PT - "Adapted toys" <input type="checkbox"/> PT - "Art Expressions (4-in-1)" <input type="checkbox"/> UK - "What happens in a One-stop shop?" <input type="checkbox"/> DK - "A privilege walk in school"	

Put a 'v' before the workshops you followed

Presentation	Criteria	What
Aim	<p>WITH link to the topic of the IP</p> <p>durig the IP</p> <p>Use of DIFFERENT models or frames from different countries used</p> <p>The presentation starts with clear and useful questions</p>	<p>Content</p> <p>Materials</p> <p>Use of good key words</p> <p>WITH link to the topic of the IP</p> <p>Use of good reflections</p> <p>Use of good answers on the questions related to the future job</p> <p>The presentation takes between 25 and 30 minutes</p> <p>Students of the other groups asks questions</p> <p>Power Point Presentation : clear keywords (refers to models)</p> <p>PPP : integration of photos and films linked to the IP</p> <p>Creative input : music, art, drama related to the content</p> <p>Interactive presentation DURING the presentation :</p> <p>Involvement of everybody</p> <p>Good use of language and expression (face and body language)</p> <p>Participation of all students</p>
Duration		<p>Presentation</p>

Ideas for the presentation: Brainstorm

Ask feedback to your tutor!

Planning of the presentation

THURSDAY 27 NOVEMBER

