



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

.....Daniëlle.....

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 ✓

- ❖ 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?

- ① The Government involvement in enforcing and funding inclusive programmes within each countries education system.
 - The differences in inclusion practices in each country.
- ② Each country has the same long term goal however we are all at different stages in reaching it.
- ③ To consider each child as an individual and understand their inclusive needs.

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?

Lecture one:

① The number of special needs children in mainstream Schools - 98%. Also the ratio of teacher:Child - 2:6. The parental involvement and attitude towards inclusion and the educational services and institutions in Portugal - Example: Medical vs Social model.

② Barriers, UNESCO - 4 concepts of inclusion (2008).
 - Process, identification + removal of learning barriers, Presence + participation + success of all students, Inclusion is for all students especially those at risk of exclusion.
 Declaration Salamanca.

③ Evaluation of Schools by learning from other schools - Communication, creating more community values between schools. Also considering the 3 questions David Rodrigues posed.

Lecture two:

- ① Similarities in the portugese system to our own countries. No negative points observed in the family centered practices.
- ② ANIP, SNIP1, AECI, 3 stages of good Practices, - Everyday child learning opportunities, family centered practices, transdisciplinary teamwork
- ③ To be aware of childrens situations and recognising anything suspicious knowing who is the right professional to contact and refer information to.

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?

- ✍ 1. Roma gypsies and the living conditions in their communities, the high drop-out rates. Lithuanian gap between wage - 20% more if you are male. We found our own answers to questions we had posed in the Netherland lecture.
2. The two models for teaching preparation, and making us consider how to include all children in our lesson plans. Being aware of different minorities and never discriminating. Also adapting lessons for every child's needs.
 - Also to challenge all the children to be the best of their ability.

3. Considering every childrens circumstances when Planning lessons and trying to see it from their point of view. To evaluate and reflect as a teacher.

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

- ❖ What made the greatest impression on you?
- ❖ What did you learn / experience in the visit that can support children's inclusive education?
- ❖ 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?

① ~~Almedina~~ Almedina - The Seperate classrooms for the autistic children and the teaching on a one to one basis - intense. The children care for one another. The autistic children enjoying the mix with the regular children - Supportive. Recognised that in P.E the child with autism - never lost - he/she will need to learn - important life skill.

Escola secundaria... Dinis - looked run down, basic.
+ Simple.

didn't look like a school - barbed wire + gate.

- ② How important structure is to inclusive education in autistic children. How important the support of the other children is to the autistic children.
- ③
 1. The room specifically for one child - Secondary school - bed, computer, toys. - looked cold and not homely
 2. The integration of the autistic children within the regular classroom setting.
 3. The multiculturalism within the primary school.
- ④ The structure and pictures of tasks to break up the autistic children's day. The one to one learning. Start of the day - how everyone is included in songs and discussion - pre-school.
- ⑤ Day clock of tasks - interactive for children. - made by the children. Basket for completed task, showing child visually their achievement from the day. Student involvement in high school common room - DJ, games, student president + society.

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

①

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

②

Workshops:

☐ PT- "Boccia"

☐ PT- "GAME"

☒ PT- "Music for all"

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

① a) The toy ~~was~~ library and the creativeness of the ideas and toys they had adapted. Sensory room and the dark, dragon room. Nice swimming pool. Small class size and ranges of disability.

② The sound beam and the sound pads - making it more accessible for children + adults with a disability.

* paraolympic games, seeing where they train.

- c.) ① Making the games bigger, how to adapt. Differentiate what are the needs of each child. The different equipment and different handicaps.
- ② How to use the special programmes. Different ways of teaching and reading music.
- c.) 1 - The toys and games.
2 - The work on the farm
3 - The sensory room.
- d.) The games promoted ~~ex~~ equality and inclusion for all the children.
- e.) The creativity of the toys.
The music equipment - sound beam - can include all children.

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"

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

① ~~UK~~ - The Story Sacks were interesting, more than just a book - more informative.
 - Children can learn from it. - interactive.
 • Taste of baby food - tasteless - no salt, expensive in UK.
 • Interesting that we can do baby massage, simple but relaxing.

Turkey - Communicating with each other, team building ideas. How to be aware of time and re-using materials.

② UK - How to create and make our own story sacks. Role play, music ect. to adapt for inclusive education.

Turkey - Strategie for completing tasks within a team. How team activities are ^{important} to inclusive education. Communication skills, not only speaking. Co-operation and supporting one another.

③ UK - The story sacks and thinking creatively.
- Massage backs.
- The five outcomes from government.

Turkey - Games and team building activities
- different ways of communicating
- listening skills and respecting everyone within the group.

Put a 'v' before the school you visited

VISIT to LOUSÃ:

- ☐ School nº 1
- ☐ Creche
- ☐ Lar Casa das Cores
- ☐ ARCIL ceramic
- ☐ Lar residencial

- ☒ Centro ocupacional
- ☐ Lar XM
- ☐ Formação profissional
- ☒ Lar 1
- ☒ ARCIL services
- ☐ Stª Rita Pre-School
- ☒ Escola Secundária

- 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.
- ④ ❖ The activities we found most interesting for supporting inclusive educations of children in this school / preschool/childcare center/institution.
- ⑤ ❖ What can I use in my future job?

- ① The work the children with special needs do with the community and the life skills they will learn. i.e. Shopping, eating - social situations. Lack of structure in one class - teacher had no control. Not proper to discuss child in front of the children. - Not sensitive.
- ② Including arts and craft activities are a good way of including all children - it teaches the children to be patient. By allowing children to communicate ~~the~~ with each other during class they are able to learn from one another.

- ③ 1- The visits to the community settings
- 2- Why they don't differentiate tasks in mixed ability classes
- 3- Does the special needs child learn the same content?

- ④ Programme for each child to visit specialised classes. Practical courses based around their interests. The community visits. - The organization of these trips. How the school raises money to afford trips. The work the children can do in the community still within a programme.
- ⑤
- Being creative with the children to adapt their Practical art skills and communication skills.
 - Patience of the teachers, and also the empathy towards the children.
 - Creating individual timetables for each pupil.
 - Allowing the children to have more freedom in the Classroom.

- ① The Creativity of the people. That they sell what they make. The involvement of all the people when dancing. The facilities available for the people who use the center. Other people who use the center, help the others who are less able. The happiness of the people.
- ② The importance of all the different activities, sensory room, swimming pool. Finding jobs, that the people can do to contribute to society.
- ③
- The music class + dance classes. - how to integrate into lessons.
 - The different facilities and equipment. - adapting new technologies for disabled people.
 - Manners of the people who use the center.
- ④ ...
- ⑤ The creativity - music beams, planning lesson plans that all the children could do. Getting the citizens to teach us the skills they have learned. The awareness of what we can offer a child. Having co-operation with other schools within the same community and undertake share resources and knowledge.

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"

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



① We really felt how are characters did - or how we imagined they would. In the experiment the pupils whose families had money tended to take more steps. We realised there were more disadvantages that were not always disability.

② We learned how to use different tools and techniques to improve inclusion in schools and also afterschool - and how to use it in these settings. We have to pay more attention and be empathetic towards others with social problems not just disabilities.

- ③ Putting ~~the~~ the children in the shoes of their peers to let them understand how they feel. We should have conversations with every child to find out about their interests and backgrounds and then use this in our lesson planning. Picking positive skills and interests rather than focusing on the issues with the child. Being Role-playing with colleagues. - communication Seeing what the classroom needs and sharing knowledge.

Ideas for the presentation: Brainstorm

Presentation

What	Criteria	✓
Aim Content Materials	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 http://www.tacorec.org/ and websites	
	Use of good reflections	
	Use of good answers on the questions related to the future job	
Duration	The presentation takes between 25 and 30 minutes	
	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 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 ?



