



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

Nathan Seville

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?

- ✍
- The Netherlands and UK very similar in terms of inclusive education.
 - The difference in the ages to when the children start schooling. UK compared to the other countries
 - The group have learned about the presence of Roma children in (LT).
 - how each country looks at the topic of disabled & special needs children e.g. Netherlands the use of children
 - The concept of uniform and how it makes everyone equal.
 - what we can use in the future?
 - the idea of looking at each child as a individual
 - also to educate parents better about inclusive education.

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?

The notion of barriers and to remove
 "you have to understand what you see and don't see"

- to look at both medical + social models.
- The USA "No child left behind" L the idea of changing the environment to benefit the child to bridge the gap.
- Salamanca 1994, EU countries come up with a idea of what inclusive education is.
- to differentiate the curriculum in order to meet the needs of the individual.
- we can take the idea that inclusion is a process which we must always uphold.
- we can teach everyone about what inclusion is, in the hope to better and the understanding.

ANIP

- how unique each intervention programme is.
- the idea of the importance of the environment of the development of the child.
- inclusion begins with intervention.

- AnIP - National early intervention.
- SNiPI - Set of organised institutional entities.
- ECI - early childhood intervention.
- The family structure.
 - ↳ importance.

- we can use our communication skills to better aid the Intervention process for early childhood between family and communities.
- we understand the importance of routines in order to aid the children in information gathering process.
- The importance for the child for Situation learning.

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?

✍ The difficulty of having a impaired e-g The game activity

- The need for the Special equipment.
- The idea of labelling and the effect this can have on the child.

- how to teach a child with Special needs in a way that best benefits them.
- children ~~to~~ may not want to tell their peers about their Special needs.
- The concept that disabled children have to reach the same

goals as their peers. e.g (the diploma)

- we can use grouping exercises to help children remember. e.g shapes, colours, animals, letters/Numbers.

UK

- The concept of communication between everyone involved with the child. Also the fact that all the Services are in one place.
- The way the Sure Start Centers helped the parents with food e.g the Sugar content. also the weaning process.
- The idea of peer massage due to the fact children in certain countries may feel uncomfortable whilst doing it
- we learned how to use physical aids whilst telling stories.
- we learned the importance communication between parents and the setting.
- we can use the idea of peer massage to build bond between children. also to calm the children down after lunch
- we can use the idea of the Story Sacks to teach children how to read and make this process interactive.

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?

Coselhas / Vale das Flores. (VDF)

- PJ day for 'child protection' (C)
- family integration (C)
- child handwriting. (C)
- number of teachers. 2
- resources made by children to show children can be done. (C)
- special unit (VDF)
- children play inside all year round because of parents (VDF)

The colour is very mundane (VDF)

- Individual curriculum.
- TEACCH (C)
- 70-1. heavy
25-1. mild
5-1. barely visible. (heavy family support)
- A PCC helps the students for 1 day a week
- The use of physical aids.

3 things:

- The student moving from each ^{work} station in a rapid amount of time (C)
- The ~~amount~~ of amount of male teachers. (C)
- The colour scheme of the school.

activities:

- the blindfolded game
- orange game
- the song that the children sing.

future jobs:

- Teacch system
- family communication.
- management of staff.

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

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

Workshops:

☒ PT- "Boccia"

☐ PT- "GAME"

☐ PT- "Music for all"

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

✍ APCC / Boccia-

- how Boccia worked - how it integrates all children
- the mobility aids at the APCC.
- how the APCC described itself.

- how to adapt and improve games.
- The idea of balance in the terms of children with heavy disability where if they can be integrated into mainstream they should, but if it's in the child's best interests they should stay in specialised care.

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?

- ✗ The games in the Turkish workshop show us how hard it is to communicate.
- viewing situations from the eyes of the child.
- The way we communicate with children is vital, in order to best benefit them.
- we can use the games from the Turkish workshop to build up social skills for the children.

- improve team building, friendship building, trust
respect, creativity
- we can use the privileged walk to develop ^{empathic} understanding
for children.

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 2
- ☒ ARCIL services
- ☐ Stª Rita Pre-School

- ❖ 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 educations of children in this school / preschool/childcare center/institution.
- ❖ What can I use in my future job?

✍ Creche

- ✍ - The amount of teachers in the class too much or too little
- the sleeping areas. the amount of children in these areas.
- look -
- the cleanliness of the placement + the toilet situation e. g. boys and girls in the same toilet
- The idea of children assigning themselves to

3 things

- how the children eat/~~are~~ feel.
 - toilet Situation
 - the idea of teaching.
- we can use this experience to show us how not to feed a child -
 - The passion of the Staff and the ~~po~~ quality of work.
 - The amount of services that one can offer for the Service users (Forming, gardening etc).
 - The ~~know~~ homely feel that 'coves' give off, the idea of the family
 - idea of home learning.
 - Social training also these activities will also create responsibilities for the Service users.
 - The main aspect we have gathered from our 2 visits is to have/create some passion whilst teaching children!

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?

- ✍ — alot of resources, to tailor toys for children-
- the creativity of the tools
- the idea that these toys make the children more independent.
- the ease at which the toys were changed to incorporate children with needs.
- we can use creativity in our future Jobs in planning activities in particular Play based games.

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 ?



