

GOPRINCE

DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

G U I D E L I N E S

GOALS, APPROACHES and TRANSNATIONAL GROUPS

TRANSNATIONAL GROUP LOGBOOK AIMS / PERSONAL NOTEBOOK

PRESENTATION at the END of the ISP

EVALUATION of the ISP

GROUP:

1 2 3 4 5 6 7 8

NAME STUDENT/TEACHER

.....

1. FOCUS on the TOPIC of the ISP

The general goal of the ISP is to inform students about **inclusive education in the participating countries and to share a transnational model of important keys for inclusive educational practices of the 21st century.**

Through presentations, lectures, workshops, visits to Lithuanian schools and other institutions, as well as through culture and living together, **the understanding of the impact of cultural differences** is also fostered. All participating countries are involved.

The ISP will be successful when the participating students **gain a deeper understanding of educational practices and competences needed by an inclusive teacher to promote inclusive education for children. We are also aware of the influence of culture.** Some broad goals for the ISP, which can help to focus and give a clear perspective of what should be achieved, are:

- ❖ To demonstrate an understanding about the concept of inclusive education.
- ❖ To demonstrate an ability to draw comparisons in international work groups between different practices of inclusive education in educational settings in different countries.
- ❖ To gain knowledge and understanding about competences needed by an inclusive teacher in order to promote equity in classrooms and develop talents of all children, including those who are disadvantaged.
- ❖ To demonstrate an ability to reflect about their experiences and to think how they can implement good practices in their future.

Enhanced student learning is the aim of an ISP. The aim is that all students should leave the programme with new knowledge, skills and understanding which will be useful for them in their future profession.

2. FOCUS on EXTRA INTERNATIONAL COMPETENCES

- Each student will grow in language competences. We are aware of the different levels of language knowledge. Please help each other.
- Each student is challenged to grow in intercultural competences
 - ↳ Cultural self-knowledge
 - ↳ Cultural flexibility
 - ↳ Cultural open mindedness
 - ↳ Cultural open mindedness to get linked with others: to take the time to learn, know, feel and live with people from other cultures
 - ↳ Cultural communication competence
 - ↳ Cultural awareness to handle conflicts
 - ↳ Cultural multiperspectivity
- Global awareness
 - ↳ International orientation
 - ↳ Develop and evolve opinions
 - ↳ Involved in the society
- Personal growth
 - ↳ Self-steering
 - ↳ Flexibility
 - ↳ Creativity
 - ↳ Open mindedness
 - ↳ Communicative
 - ↳ Socially orientated

APPROACHES/INPUT

In order to achieve these goals during the ISP there will be a diversity of approaches:

1. Presentation of the educational system of your own country related to this topic: for everyone.
2. One lecture by Lithuanian specialist, one lecture by teachers from the United Kingdom (see programme): for everyone.
3. A workshop related to a KEY by teachers from all the participating countries
Collaboration Reflection Holistic view on development Ethos Adaptation Communication
4. A workshop by Anne Frank House (see programme): each transnational group will get to attend all workshops.
5. Different school visits and visits to special institutions (see brochure programme): for everyone.
Explanation of the way of working, broad and deep observation in classrooms with small groups, discussion and reflection after the observation.
6. Cultural visits: international evening, museum visits and guided tours with link to this topic (see programme): for everybody
7. Informal daily meetings

TRANSNATIONAL GROUPS

OPPORTUNITY

It is an advantage of an international programme that students from several countries have the possibility to meet and work together and learn from each other. We have 8 groups with 7 students, one from each country.

CHALLENGES

However, this benefit also presents students with challenges.

1. Take your time to understand each other: It can be difficult to work/live in a group, were not everyone speaks the same language.
2. Take your time to understand each other's culture: It can be difficult to work/live in a group where each student brings his/her own culture.
3. Communicate and try to understand each other: misunderstandings and conflicts happen very quickly.
4. Work in a transnational group asks more from participants than work in familiar groups. The goal of these guidelines is to provide some help to the students for working in transnational groups.

EXPECTATIONS FOR ALL THE STUDENTS AND THE TRANSNATIONAL GROUPS

- Your **active participation** is the main energy of the Intensive Study Programme. What you gain from the Intensive Study Programme will be directly proportionate to what you contribute in energy, excitement and commitment to the Programme.
- **Be on time** to all appointments and meetings.
- **Read the programme and all this information.**
- **Work in the spirit of co-operation and collaboration,** showing a willingness to learn from each other by contributing fully to group work, workshops, lectures, school visits and cultural visits.
- **Work collaboratively within the transnational group** to create a **presentation at the end of the ISP** that will demonstrate the achievement of ISP goals.

This presentation will be the result of two weeks of intensive work. It is important to keep the **logbook** of all new things you see and learn and make your reflections about it in your transnational group. The presentation should mirror what you learned from theory, literature, workshops, lectures, school visits and discussions with other students from the international groups.

AGREEMENTS WITHIN THE TRANSNATIONAL GROUPS

Being successful or not as a group depends on a wide range of factors. We will not describe all of these, but we suggest it may be helpful to talk about the group goals and how the group will operate.

These could include:

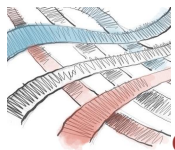
- Knowing the program of this ISP.
 - What does the transnational group want to know, to have learned at the end of the programme?
 - Write down your questions.
 - How will you handle problems?
 - How will you communicate?
 - How does the group work towards the goals of the ISP? What actions will they take?
 - Who is going to do what?
 - Who is the chairperson? Who decides what is on the agenda?
 - Who takes the minutes?
 - How can you ensure that all the participants take responsibility and contribute to the work of the group?
-



TUTORS

Each transnational group will have tutors (see brochure). These are the teachers from different countries. International tutors are also course participants of the ISP.

- ❖ These tutors will help you through the guidelines.
- ❖ These tutors will observe what is going on in the groups and support the group in their work.
- ❖ Groups can go to their tutors in case they are uncertain, have questions or need something.
- ❖ International tutors do not intend to provide you with answers to questions, but rather to facilitate meaningful experiences and to prompt your thoughts and discussions.
- ❖ You, of course, may seek to have the expertise of the international tutors, but remember – each of you also brings experience to the Intensive Study Programme.
- ❖ We have created this Intensive Study Programme to be a unique blend of academic and professional input also from the international tutors.



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LOGBOOK (1 per transnational group)

WHAT and HOW?

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

You also write down questions to prepare for the school visits.

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

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

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

PREPARATION and REPORT of the SCHOOL VISITS

Here you can also prepare the questions for the school visits. And you can also write down the answers for 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 you use in your future job?
- ❖ Three things that raised your curiosity at the school visits.
- ❖ The activities you 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 will find a small notebook in your folder. You can make your own notes during lectures, workshops, visits of museums and cultural trips.

PRESENTATION at the END of the ISP

AIM/CONTENT

You present the learning outcomes of the 2 weeks of the ISP:

What did you learn about the topic **INCLUSIVE EDUCATION IN EARLY CHILDHOOD: DEVELOPING GOOD PRACTICES**?

How will you use this in your future job? What is important for your future as a teacher/educator?

You start with some questions and you give (open) answers or directions/suggestions.

You will receive one key to work out (you don't choose this yourself) and then you add 2 keys you choose yourself. Together you work out 3 keys.

MATERIALS

Use the notes from your logbook and personal notebook and materials.

Models: You can use models, frames of lectures and workshops. Please refer to the model and use the name of the author or teacher of the workshops.

Good practices: You can use 'good practices' from the school visits.

Ideas: You can use ideas from the cultural visits.

You can use websites (of lectures, workshops, visits, etc.) used during the ISP.

DURATION

Your presentation will be 30 minutes long. Time it well. At the end other groups will ask questions. You can also ask questions from the other groups. Overall, each group will have 40 minutes (presentation and questions).

HOW

You present this in a clear and understandable way. You can use different methods. Use a combination of these:

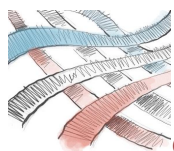
- ❖ Powerpoint presentation:
 - 👉 Clear KEY WORDS
 - 👉 Integrate photos of the ISP
 - 👉 Integrate a film
 - 👉 Refer to models: use model and name of the model
 - 👉 Good reflections of the group

- ❖ Creative input
 - 👉 Music? Art? Drama?
- ❖ Interactive presentation
 - 👉 You involve the people who listen to your presentation (not only at the beginning and at the end of your presentation)
 - 👉 Let the people who listen do something
- ❖ A clear and understandable use of language. Don't just read what is on your paper.
- ❖ Use good expression and body language
- ❖ Make sure every member of the transnational group participates (it can be in very different ways).
Every student has his/her own talents.

CRITERIA and FEEDBACK of PRESENTATION: 25 NOVEMBER, 2016

What	Criteria	D-C-B-A	Feedback
Aim Content Materials	The presentation starts with clear and useful questions		
	Use of different models or frames from different countries used during the ISP		
	With link to the topic of the ISP		
	Use of 'good practices' (school visits)		
	Use of good key words		
	Use of the ISP website (goprince.eu)		
	Use of good reflections		
Duration	The presentation takes between 25 and 30 minutes		
	Students of the other groups asks questions		
Presentation	PPP or.... clear key words (refers to models)		
	PPP or.... integration of photos and films linked to the ISP		
	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		

D = insufficient C = can be better B = well done A = good



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EVALUATION IN BETWEEN the ISP (Sunday 20 November)

We do an in between evaluation at the end of the first week. We do this in national groups. Find a moment to do it with your national colleagues and teacher(s).

You can discuss different topics: accommodation, programme (lectures, workshops, visits, culture, food, evening programme, etc.)

You can give suggestions for the second week.

EVALUATION at the END of the ISP (Friday 25 November 15:50-16:50)

STUDENTS: At the end of the ISP all lectures, workshops and visits and the culture programme will be evaluated. You can give your opinion. You will get 2 papers to fill in. This is an individual written evaluation. The national coordinators can help you translate things where necessary.

TUTORS/TEACHERS: Also the tutors/teachers make an end evaluation. You get an email so you can fill this in a digital way. You send this to Gözde Akyüz and Nazli Ruya **before 15th of December, 2016.**

PARTICIPATING UNIVERSITIES and UNIVERSITY COLLEGES of the ISP

- 🏛️ Vilnius University of Applied Sciences, Vilnius, Lithuania www.viko.lt
- 🏛️ Balıkesir Üniversitesi, Balıkesir, Turkey www.balikesi.edu.tr
- 🏛️ ESEC/IPC, Coimbra, Portugal www.esec.pt
- 🏛️ University Northumbria, Newcastle, United Kingdom www.northumbria.ac.uk
- 🏛️ University College Syddanmark, Esbjerg, Denmark www.ucsyd.dk
- 🏛️ Hanzehogeschool, Groningen, The Netherlands www.hanze.nl
- 🏛️ VIVES University College, Belgium www.vives.be