



GO PRINCE
DEVELOPING GOOD PRACTICES INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Erasmus+ KA2 Intensive Study Programme

INCLUSIVE EDUCATION IN EARLY CHILDHOOD: DEVELOPING GOOD PRACTICES

13 – 26 NOVEMBER, 2016

LOGBOOK

GROUP:

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

Rachel Heslop

NAME OF RESPONSIBLE STUDENT



VILNIAUS KOLEGIJA/
UNIVERSITY OF APPLIED SCIENCES



Presentation of own country and education system ✓

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these presentations?
- What can I use in my future job?

One of the things that made the greatest on me is that the Danish system looks at the environment around the child to support them, rather than trying to alter the child. Likewise, it was interesting that every country was different and used a different approach to achieving inclusion. Moreover, it is important to note that it is statutory in every country which highlights its importance. Another aspect we liked is that in Turkey, the teachers prepare the children in the class through talking to them and allowing them to ask any necessary questions they have.

In our future jobs, we all agreed to look at the environment around the child as they do in Denmark. However, we realised it is important to also have a end goal/plan for the child. Moreover, we have agreed to take the Turkish approach through talking to the children about SEND.

LECTURE: The inclusive teacher: keys for the future. Karen Hudson & Lucy Barker ✓

- What made the greatest impression on you?
- Note some key words, authors, interesting facts and helpful links.
- What can I use in my future job?

✎ The thing that made the greatest impression was that each country had some form of legislation regarding inclusion. However, that most of the countries follow UN conventions which highlight inclusion. However, it became apparent that as students we weren't fully aware of all of these laws, conventions and acts.

Some of the key words included the Salamanca agreement, united nations, european union, paris agreement, UNESCO, full participation, collaboration, peers and appropriate.

The key thing we have taken which we can use in our future job is to develop an awareness of such legislation, conventions and acts to develop a further awareness of inclusion and how other cultures strive to implement this.



Put a ✓ before the workshops you followed

Workshops:

- ☐ LT – "Ethos of Inclusive Education"
- ☐ NL – "Creative Communication"
- ☐ BE – "The Well-Being, Linkedness and Involvement in Relation to a Holistic View on Development"
- ☒ PT – "Collaboration in Inclusive Education"

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these workshops?
- What can I use in my future job?

✎ The greatest impression made on us was the real importance of professionals working together and sharing key information ~~that~~ with each other. This was particularly evident in the animated video of the young boy as he stressed that professionals must collaborate in order to support the child's wellbeing.

From this workshop, we learned that professionals may support inclusive education through discussion: e.g. a teacher may include a child through asking their parents how they believe their child's needs could be met in the classroom.

In our future job, we have all agreed that we will ensure we have strong lines of communication with other professionals in order to collaborate effectively to support children.

LECTURE: Policy, concept and practice of inclusive education from the perspective of United Nations. Jonas Ruškus ✓

- What made the greatest impression on you?
- Note some key words, authors, interesting facts and helpful links.
- What can I use in my future job?

✍ Within this lecture, a lot of our group had difficulties in understanding some key messages due to technical problems. However, afterwards when we regrouped some of us explained the key points. Upon this discussion we realised how different the systems of each country are. This was particularly evident when Ruškus asked each country to deliver a small presentation regarding key aspects of our education system; we all believed this was very informative and clear. We were all unanimously shocked at Ruškus' facts regarding the Lithuanian system - that money supports you in getting further and that labels are given out unnecessarily to children.

In regards to our future career, we have all agreed that it is wise to have sound knowledge on human rights so that we can establish links between policy and practice in our schools.



Put a ✓ before the workshops you followed

Workshops:

- ☒ LT – “Ethos of Inclusive Education”
- ☐ DK – “How Can We Work with Inclusion through Hiim and Hippe’s Didactic Reflection Model?”
- ☐ BE – “The Well-Being, Linkedness and Involvement in Relation to a Holistic View on Development”
- ☐ TR – “Find Your Own Way in the Adaptation Forest”

- What made the greatest impression on you?
- What did you learn about children’s inclusive education from these workshops?
- What can I use in my future job?

The greatest impression that this workshop had on us was the example given about an incident regarding a roma child in a setting. In this example, the teacher forced the roma child to do something which made him cry; this really shocked us all as we believe it demonstrated a lack of empathy. We learned that inclusion is not simply about disabilities, but it includes different cultures. We also learned that there are many approaches which can be taken towards creating an inclusive setting and that these methods are discussed and explored in teacher training programmes in Lithuania. In our future job, we have agreed it is important to employ an attitude of tolerance and show respect to everyone – using adaptation to include everyone.

Put a ✓ before the school you visited

- ☒ Roma Community Centre
 - ☐ Kindergarten Pilaitukas
 - ☐ Kindergarten Klaužada
 - ☒ Medeina Primary School
 - ☐ Šeškinė Primary School

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these visits?
- 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/childcare center.
- What can I use in my future job?

One of the greatest impressions made on us from the stay was in the Roma Centre where a 5 year old walked a 3 year old home. This was particularly shocking due to the location and cold weather, we agreed this would never happen in our countries. However, after listening to the teacher we realised that this was a normal act within their community and thus we respected that.

The things we were curious about were the children's home life, their family and in the primary school being able to see the children working in the morning as opposed to simply seeing them pause points in activities.

In our future job we have agreed it is important to take away prejudice we held and look at the children with 'fresh' eyes.



Put a ✓ before the workshops you followed

Morning:

- ☒ NL – “Creative Communication”
- ☐ BE – “The Well-Being, Linkedness and Involvement in Relation to a Holistic View on Development”
- ☐ TR – “Find Your Own Way in the Adaptation Forest”
- ☐ PT – “Collaboration in Inclusive Education”

Afternoon:

- ☒ DK – “How Can We Work with Inclusion through Hiim and Hippe’s Didactic Reflection Model?”
- ☐ TR – “Find Your Own Way in the Adaptation Forest”
- ☐ PT – “Collaboration in Inclusive Education”
- ☐ NL – “Creative Communication”

- What made the greatest impression on you?
- What did you learn about children’s inclusive education from these workshops?
- What can I use in my future job?

✶ The greatest impression came from the activities we did in the NL workshop as these were practical and we could use them once we got home. Likewise, in the DK workshop, the model of reflection was very clear and we agreed it was useful for future practice. In both workshops we enjoyed the practical elements in the group work and discussion; we thought being actively involved helped us understand the content.

In regards to inclusion we learned how this can be achieved through games and activities (NL) and that we should look at the environment around the child as the problem, not the child (DK).

In our future jobs we have agreed we can apply the NL activities and DK model of reflection to support inclusive practice.



Workshop and museums:

WORKSHOP: Anne Frank House ✓

Holocaust exhibition ✓

Museum of Genocide Victims ✓

- What made the greatest impression on you?
- What did you learn about children's inclusive education from this workshop/visit?
- What can I use in my future job?



The greatest impression made on us today was the story of the children, the small room in the holocaust exhibition and the cramped rooms in the genocide museum. These made the greatest on us as they were realistic and we felt they enabled us to somewhat empathise with the victims.

Regarding inclusive education we learned that if you keep excluding people it will always result in severe, unimaginable events - so we need to practise including a tolerant mindset. Likewise, today highlighted that government documentation must be inclusive or it can result in dangerous consequences - like the exhibits we visited today. Furthermore, we learned it is much easier to look at our similarities as humans rather than our differences.

Finally, in our jobs we will encourage children to look at each other's similarities and give each child a voice.



Workshop and visit:

WORKSHOP: Anne Frank House ✓**Educational visit to the Tolerance Centre ✓**

- What made the greatest impression on you?
- What did you learn about children's inclusive education from this workshop/visit?
- What can I use in my future job?

One of the greatest impression from the day was that in the morning game, where we played the role of various people, that where so many people were 'left behind' due to circumstances beyond their control. Moreover, it highlighted our different mindsets, as although some of us had the same character description, we had interpreted the character differently.

Regarding inclusive education, the lesson plans we made in groups helped us see how we could incorporate the subject of human rights into an appropriate lesson/activity for children in school.

In our future jobs, we have agreed that using the lesson plans we have created as a foundation for activities regarding human rights would be effective. Inevitably, we will take forward the notion of teaching human rights.

Put a ✓ before the workshops you followed

Morning:

- ☐ LT – "Ethos of Inclusive Education"
- ☒ BE – "The Well-Being, Linkedness and Involvement in Relation to a Holistic View on Development"
- ☐ NL – "Creative Communication"
- ☐ DK – "How Can We Work with Inclusion through Hiim and Hippe's Didactic Reflection Model?"

Afternoon:

- ☐ PT – "Collaboration in Inclusive Education"
- ☐ DK – "How Can We Work with Inclusion through Hiim and Hippe's Didactic Reflection Model?"
- ☒ TR – "Find Your Own Way in the Adaptation Forest"
- ☐ LT – "Ethos of Inclusive Education"

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these workshops?
- What can I use in my future job?

✎ The greatest impression made were the practical activities: the broken jigsaw (BE) and the forest game (TR). These made a big impression as they were across-handers at games which could be applied and used in the classroom.

We learned that in inclusive education we should always have a holistic perspective by the child (BE) and how to include all children through accommodation and modification (TR). Both workshops highlighted that various roles work together in order to support children.

In our future jobs we agreed we would always 'remember' the child and to achieve this through observing the child not objectifying him/her (BE). Likewise, we all would like to use the forest game as a tool of reflection and employing VDL techniques.



Put a ✓ before the school you visited

- ☐ Roma Community Centre
- ☒ Kindergarten Pilaitukas
- ☒ Kindergarten Klaužada
- ☐ Medeina Primary School
- ☐ Šeškinė Primary School
- ☐ "Help to Fit" Day Care Centre

- What made the greatest impression on you?
- What did you learn about children's inclusive education from these visits?
- 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/childcare center.
- What can I use in my future job?

✍ The greatest impression was the space, technology and resources along with parental involvement (Pilaitukas) and the subjects taught - English, French etc. from a young age (Klaužada).

We learned that inclusion can be achieved in different ways: special swings and labels (Pilaitukas) and adapting to children → particularly the deaf boy Augustus (Klaužada).

The things that made us curious were: integration vs. inclusion → separate classes for different nationalities and parents picking classes (Pilaitukas). Also, we would have liked to have seen Augustus and observe the children playing (Klaužada).

In our future jobs we will use the approaches to inclusion we have seen today such as: a Reggio Emilia approach of exploration and experimental play.

**Ideas for the presentation: Brainstorm****Presentation**

Danish model

What	Criteria	✓
Aim Content Materials	The presentation starts with clear and useful questions related to the topic of INCLUSION	
	Use of DIFFERENT models, frames or keys from different countries used during the ISP	
	WITH link to the topic of the ISP	
	Use of 'good practices' (school/childcare centre/kindergarten visits)	
	Use of good key words	
	Use of the website of the ISP http://www.goprince.eu/	
	Use of good reflections	
Duration	Use of good answers on the questions related to the future job	
	The presentation takes 30 minutes, plus 10 minutes for questions	
Presentation	Students of the other groups asks questions	
	Power Point Presentation: clear keywords (refers to models)	
	PPP: 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	