GO PRINCE

DEVELOPING GOOD PRACTICES INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Erasmus+ KA2 Intensive Study Programme

INCLUSIVE EDUCATION IN EARLY CHILDHOOD: DEVELOPING GOOD PRATICES

13 – 26 NOVEMBER, 2016

LOGBOOK

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

Chloe Park

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?

* the facilities in U.K in special schools e.g lights in swimming pool sensory rooms.
* Turkey having schools for different needs
* The divisions of ages and the names of the schools and years.
* European differences especially in EYFS.
* Differences in starting school depending on childs birthday. some daily, some holidays, some annually.
* Portugal masters 2007 → if you want to teach

- collaboration / communication between teachers & pedagogues
- Level of qualification dependant on salary.
- Childrens attainment effects salary

Denmark

- Training to be a teacher is very varied. Netherlands exams on subject knowledge every 8 weeks. Denmark speak about assignments

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?

- surprised that the topic of inclusion has just quite recently been considered in most European countries.

- Changing opinion of children & adults.

- common theme of working together & supporting each other.

- interesting to see where each country is in regards to the model of inclusion.

- surprised at Every child matters came as a result of case.

- The school video of Bristol was a good example of inclusion and gave us an aim for within our future practice.

- Read EU guidelines for implementation of inclusive education to gain more ideas.

- Adaptation

- How to shift from integration → inclusion.

  Big challenge

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?
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☑ - The video was a nice approach
- Individual time was quite difficult
- A lot about teachers
- linked to communication
- Different approaches - passing responsibility to different specialists.
- Different specialists articulation
- close partnerships with specialists & schools.

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

- What made the greatest impression on you?
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As part of some programmes they learn about childrens rights

"Education is a human right & disability is a part of human diversity"

SEN is quite a narrow perspective whereas special needs is an umbrella for to cover cultural needs.

Difficult to follow.

such a large interesting topic.

More interactive in the future key words on slides.

Enjoyed sharing our own perspectives on human rights.

Not just about outcomes.

OACD ???

Understood the link of human rights / childs rights / inclusive education.

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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"*

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Clarified the definition of ethos

Similar idea across all countries about children with different cultures.

All agree that a discussion & promoting teaching of diversity is a successful approach to good ethos inclusive

- Enjoyed the controversial questions
- Role play was good.
- critical deep thinking was caused.
- words associated with ethos - respect, empathy, responsibility, equal opportunity, tolerance acceptance.

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?

Pilaitukas – Public.
- colourful environment
- big lots of resources
- very inclusive wheelchair users
- Mainstream learning. Treat equally.
- Adaptations made
- Salary
- Ideas for finger puppets
- Different rooms for different language.
- Peer massage.

Klaužada – Private
- staffing 29 children 5 adults.
- Nap time for all.
- location restricts inclusion for wheelchair users.
- did not feel inclusive to all children
- liked that planned around interests – similar to U.K.
- can reject children
- visited during naptime

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- ☐ *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"*

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Morning – Netherlands – communication
– Given lots of ideas for future use starting conversations with children. organised
– How to adapt questions to individual children.
– Learnt that distractions were good for conversations with children.
– Easily adapted to topics creative & imaginative
– How to structure open ended questions
– The video was very informative to show good examples of talking & listening.

Afternoon – Denmark – Reflection
– Paper copy of case study was useful.
– walk & talk made it more interactive
– Questions after presentation caused more reflection
– Tutors gave guidance
– Interesting to see different perspectives of solutions to Mortens issues.
– Didactic model linked to yesterdays visit.

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?

✍ – Positive experience to help learn about Lithuanian history.

– Anne Frank house good information about Human rights.

– Genocide museum was upsetting but eye-opening.

– Depending on guide, Holocaust exhibition was either positive or negative.
Perhaps more interactive rather than just talking & listening

– Different days for the Holocaust visits. Some follow up activity to clarify learning.
For example a timeline practically

– Gave us good information to help teach children about cultural differences to make our classrooms inclusive.

– Difficult to concentrate after prison then to Holocaust.

– Guide was funny – Genocide.
Future – use current history.

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?

- Different roles game was eyeopening & evoked critical thinking & was reflective.
- Use with children in future to help illustrate responsibility
- Age 10 - learn about tragic history.
- Practical doing lesson plans for each human rights and making them age appropriate. can be used in own practice.
- More time needed for the morning session at the tolerance centre - ribbons & words.
- Differentiate lesson plans.
- Evaluation ~~more~~ better structure.

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- ☐ 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"

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Belgium

- Future - observation should be the first step, its important & difficult
- Deeper learning
- Always make sure you see & what you intrpret are different but carefully considered
- Practical interactive task doing the jigsaw puzzle
- the well-being scale can be referred to in future job.
- Needed more time.

Turkey game easily adapted cheap durable.
clearer rules for the game.
- Loved the game to summarise learning
- very very practical the story & whole workshop interactive.
- Linked to all keys
- memorable.
- More time spent & examples given in the introduction to tell us differences between modifications & accommodations.
- nice relatable video – perhaps slower or less words

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- ☑ *Šeškinė Primary School* pm
- ☐ *"Help to Fit" Day Care Centre*

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✍ – We liked the school bell and will use it. We like that the melody changes
– Children made their own rules
– Not very inclusive - more separation and grouping behaviour management children together.
– Difficult & a long time because of 2 languages
– 1st school was just in Lithuanian on powerpoint
– Lack of visual seeing classrooms
– A lot of information that couldn've been shared at University.
– The visits lacked purpose.
– will use wheelyboard & paper painting technique in future
– Traffic light self/assessment behaviour
– Art work from the video

Ideas for the presentation: Brainstorm

Presentation

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	
	Use of good answers on the questions related to the future job	
Duration	The presentation takes 30 minutes, plus 10 minutes for questions	
	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 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	

Planning of the presentation

Ask your tutor for feedback!

Timing	Content	How to present?	Materials needed	Who is responsible?

The key

Respect
organization
connection
Diversity
Active Learning
super diversity

REACCH
Reflection
ethnos
Adaptations
communication
collaboration
Holistic view

SEARCH

Diversity

"celebrating & recognising that every child is unique within education"

Super Diversity

children

culture | language | needs | Background socio-economic

Diversity is visible in all of the keys but we think it deserves its own key.

Example – In 2007, Birmingham in the U.K had people move to the city from 187 different countries which is 96% of the worlds total countries.

Discuss tolerance centre visit & diverse human rights.

Not 2 sub levels – briefly link to all.

Pilaitukas – boy in the wheelchair.

Role Play. teacher

All talk different languages.

Teacher celebrates diversity but need to find a common ground.