

GOPRINCE

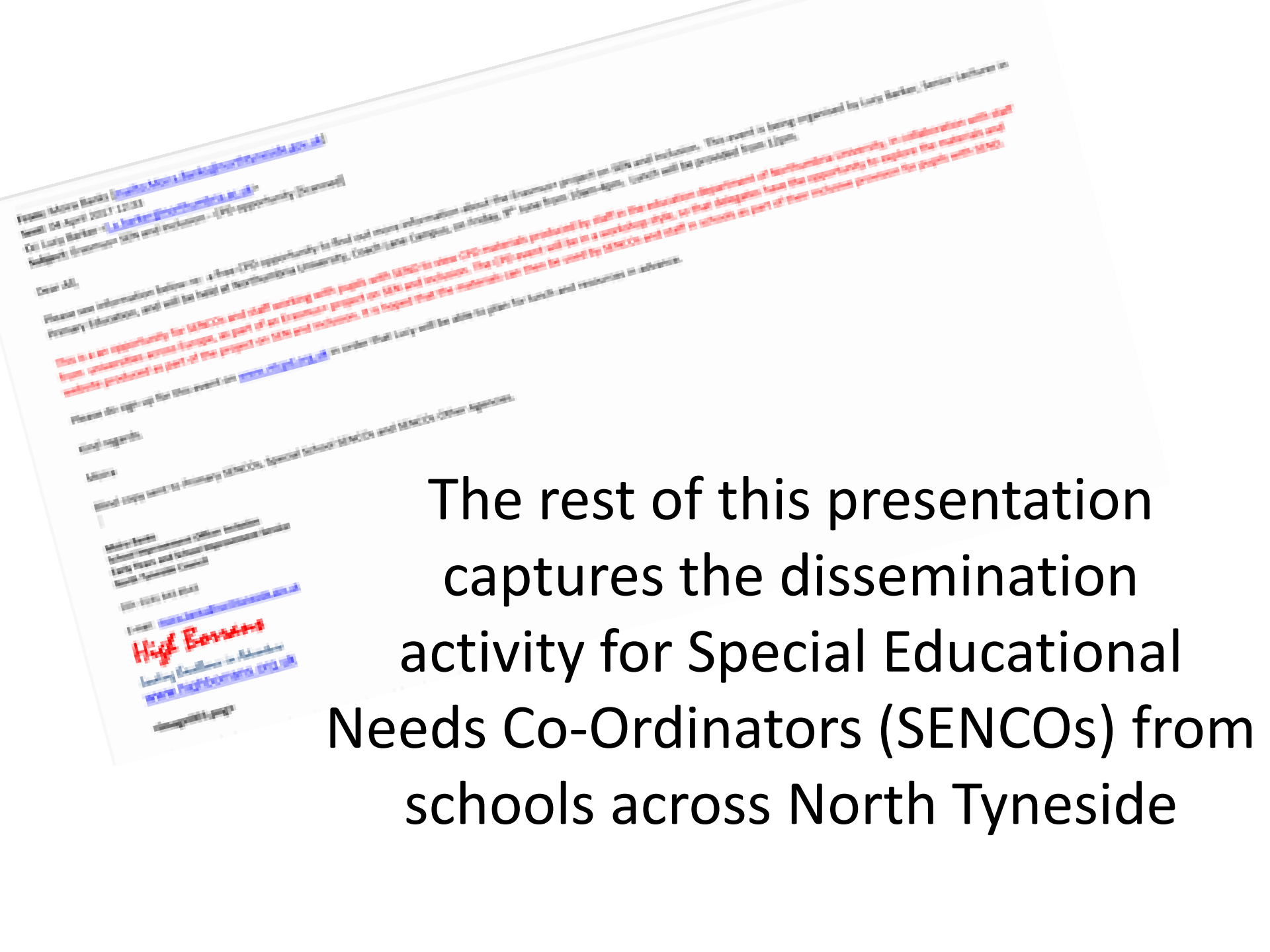
DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Dissemination Activity in
United Kingdom

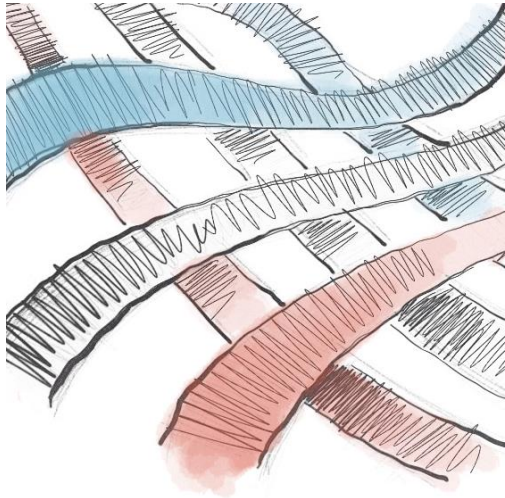
The UK Team engaged in two dissemination activities in June 2017

Country responsible	UK
Country of dissemination	UK
Place (city or village or website or)	Northumbria University, Newcastle
Date	9th June 2017
Title (in own language and translated in English)	Inclusion Project Dissemination Event (Multiplier)
Evidence (flyer, website, photo's)	Screen shot of advertisement on North Tyneside CPD website
Who was participating ?	Special Educational Needs Co-Ordinators (SENCOs) from schools across North Tyneside
How many people where participating ? (link divided how many times)	15 SENCOs

Comment	Country responsible	UK
	Country of dissemination	UK
	Place (city or village or website or)	Northumbria University, Newcastle
	Date	16th June 2017 12-3pm
	Title (in own language and translated in English)	Health and Life Sciences Learning and Teaching Showcase Event: International Focus Presentation of the Project and material
	Evidence (flyer, website, photo's)	Agenda attached
	Who was participating ?	10 academic staff from across the Faculty.
	How many people where participating ? (link divided how many times)	Lucy Barker delivering / audience:
	Comment	



The rest of this presentation captures the dissemination activity for Special Educational Needs Co-Ordinators (SENCOs) from schools across North Tyneside



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DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Hej

Olá

Hello

Hallo en welkom.

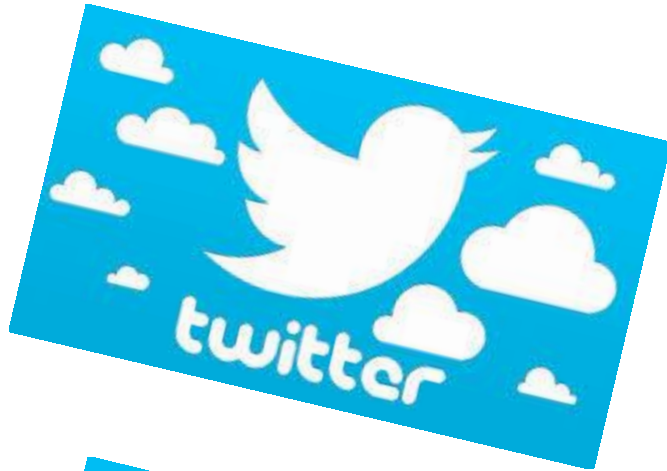
Sveiki

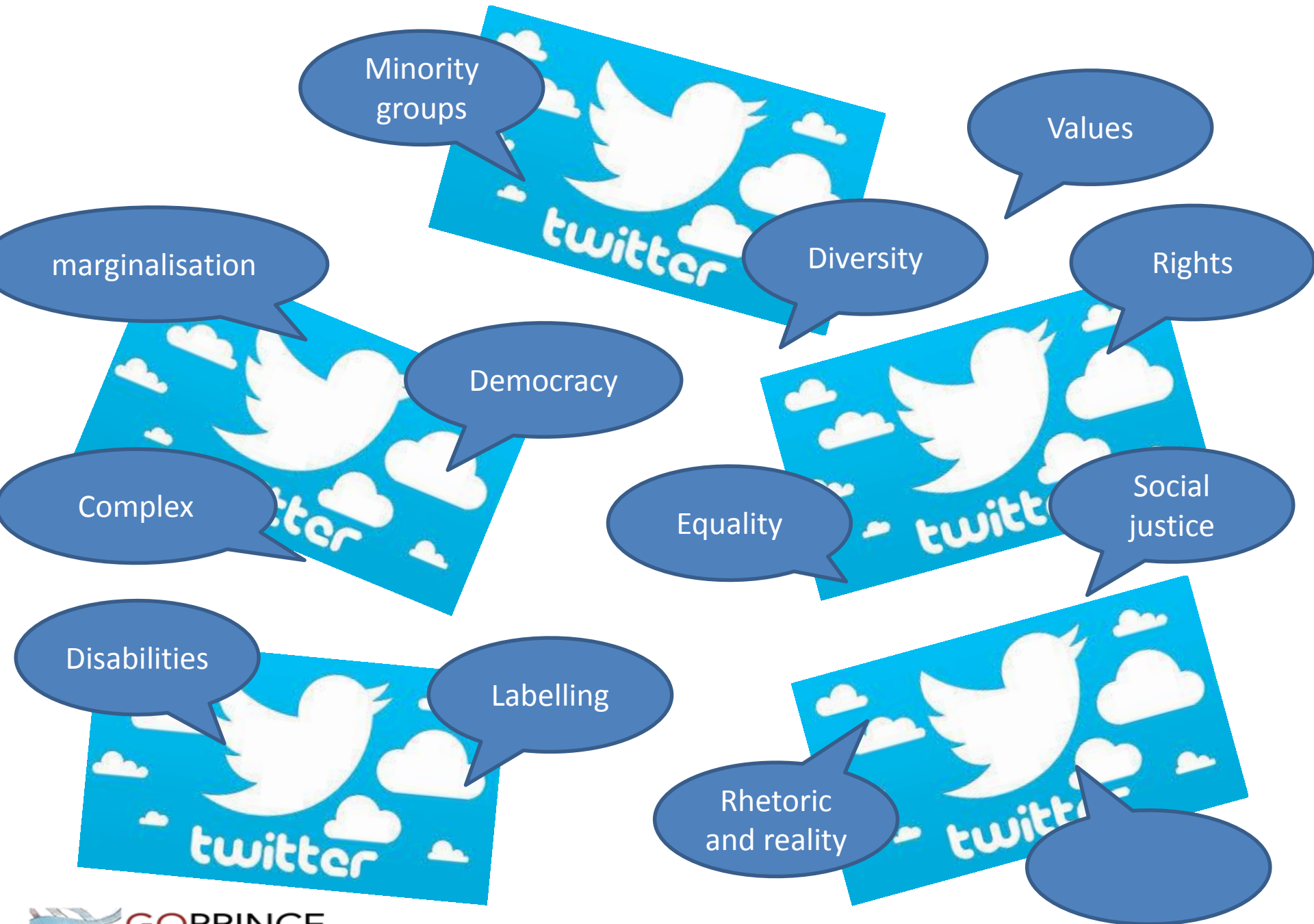
Merhaba

@Goprince_

Activity One: Send a tweet 140 characters

What is your definition of inclusion?





Northumbria University, Newcastle United Kingdom www.unn.ac.uk

Karen Hudson (karen.hudson@northumbria.ac.uk)

Lucy Barker (l.a.barker@northumbria.ac.uk)



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DEVELOPING GOOD PRACTICES - INCLUSIVE EDUCATION IN EARLY CHILDHOOD

GoPrince

The Northumbria University Newcastle logo, featuring a blue stylized wave graphic above the text "northumbria UNIVERSITY NEWCASTLE".
northumbria
UNIVERSITY NEWCASTLE

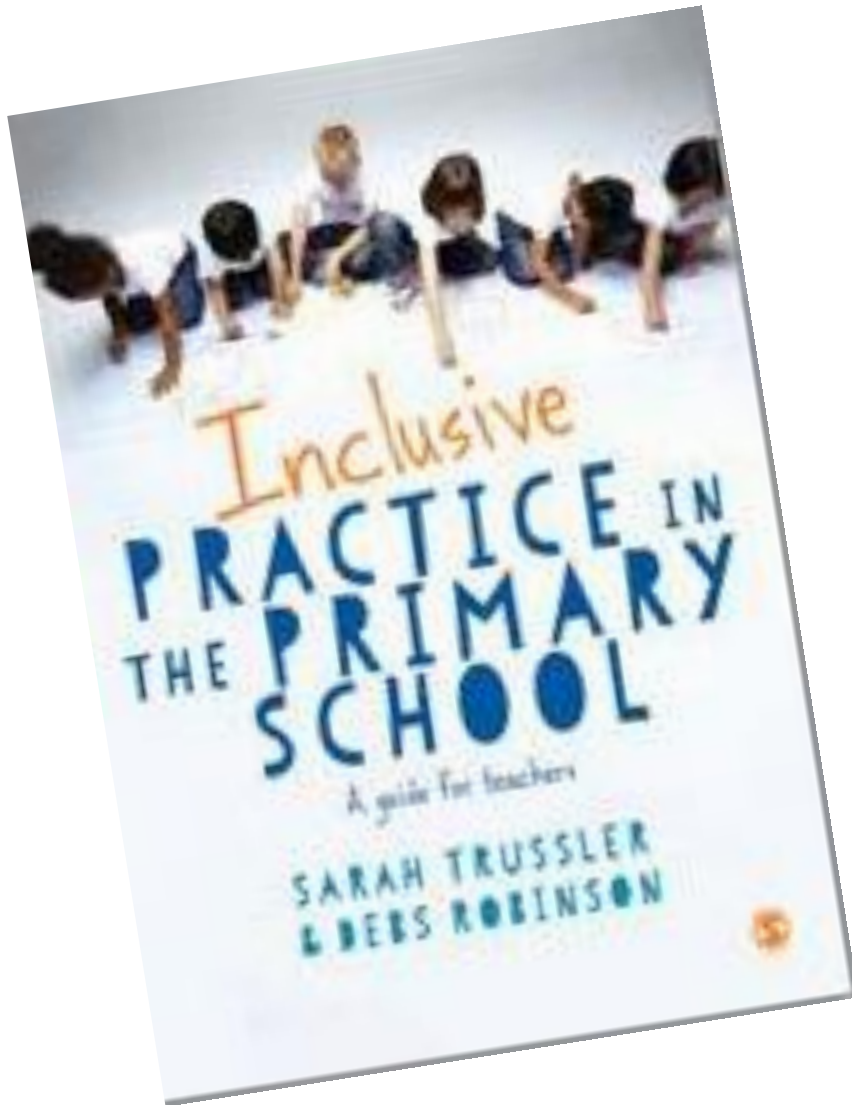
Aims

- To introduce the 'Go Prince' project
- To support the evaluation of the materials through feedback
- To disseminate the good practices
- To reflect on inclusion through research and good practice
- To reflect on your own inclusive practice in school
- To model a framework to support trainees and NQTs on their journey of inclusive practice

Defining Inclusion

- The term 'inclusion' is hard to define.
- 'A semantic chameleon' Liasidou (2012, p.5) as it adopts a different colour and meaning when used by different people, at different times in different places.

Activity Two



Take 5 minutes to look at the case study of Dean in his science lesson.

Case study: Dean and the science lesson



Points for reflection



and discussion.

- Is Dean's experience of the science lesson inclusive?
- Identify adjustments made so he could participate equally in the learning and therefore he made progress.
- What evidence is there that his impairments were understood and compensated for?
- What evidence is there of adaption and support?



Points for
reflection

Inclusion?

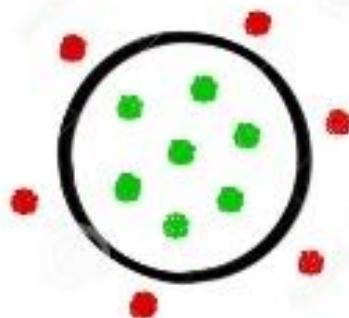


and
discussion.

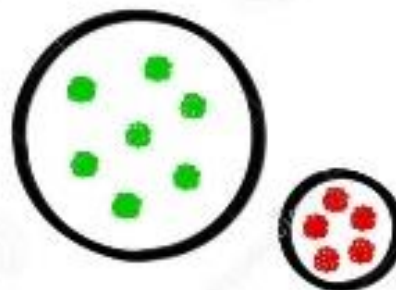
- Some might say he is not inclusion since Dean had been unnecessarily separated from other learners (working with the TA). Discuss the arguments for and against this
- What evidence is there that Dean had been included in the classroom but not in the social inclusion/community of the class and hence could not participate fully.
- Dean himself feels included in science but more included in English, why might this be?

A model of inclusion

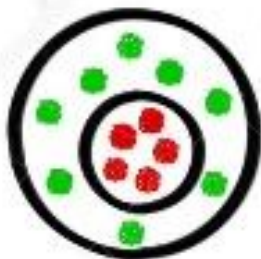
EXCLUSION



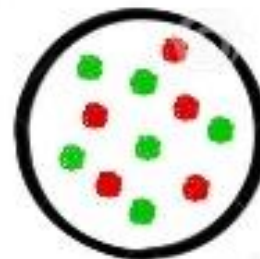
SEPARATION



INTEGRATION



INCLUSION



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Inclusion

Farrell (2001)

“The extent to which a school and community values diversity and welcomes all people as full members of that community”

Change the opinion not only of kids but also adults about children who have special needs for studying.



Inclusion

Corbett (2001)

“An active not passive process. A commitment to justice, equity, mutual respect and social diversity”



Definition of inclusion, general school (Denmark)

“Inclusion in general school is including children with special needs in general education so that they participate actively in the social community and develops a positive self image.”

Inclusion

Ainscow (2007)

“A broad concept aimed at eliminating social exclusion”



Inclusion



“Our job is not to make disability go away, not to pretend that it is not there.
Instead, it is to respond to it with honesty, vision and intelligence”

McKay (2002)

Integration or Inclusion?

INTEGRATION



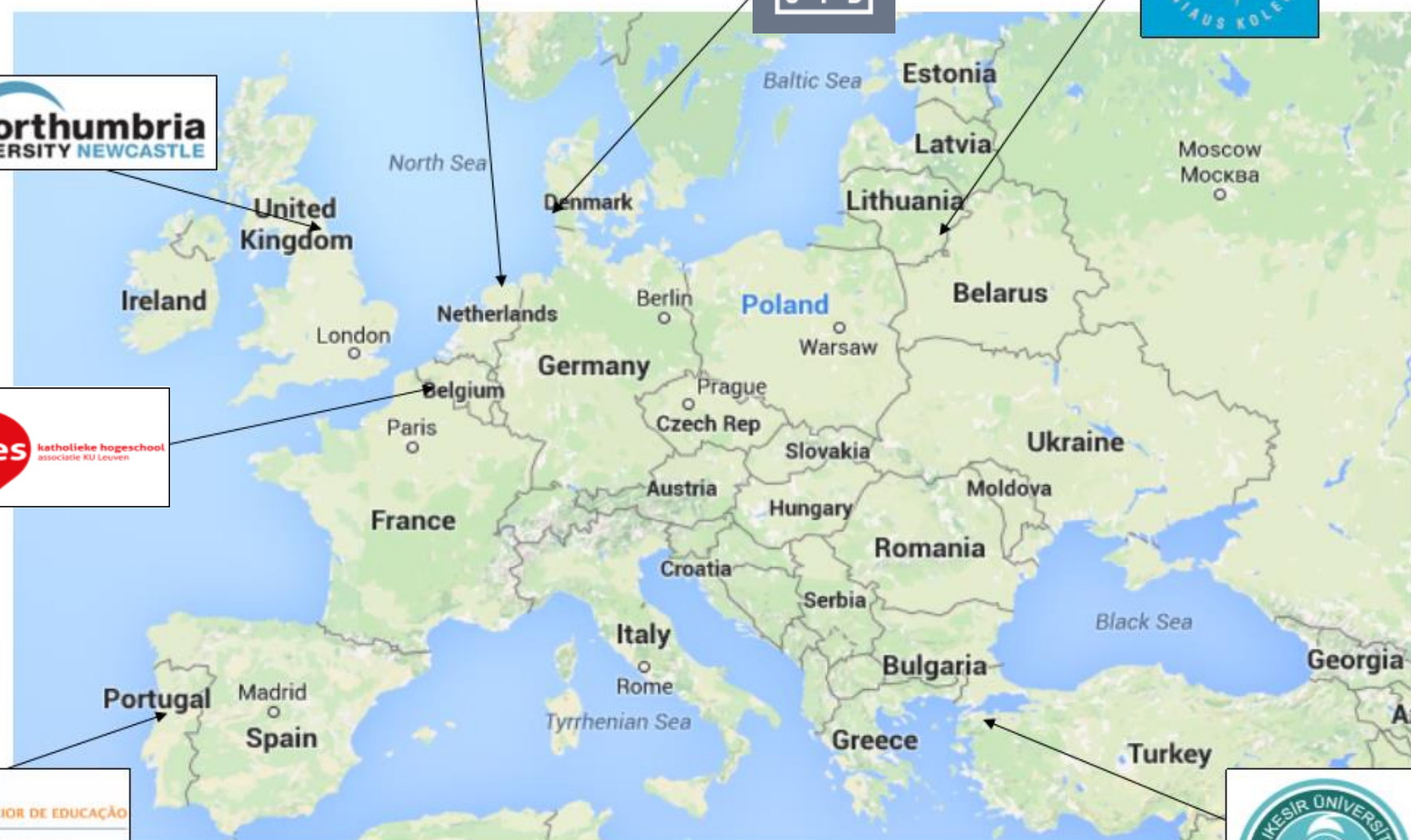
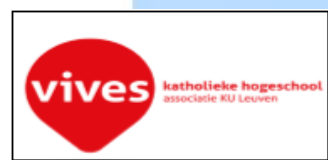
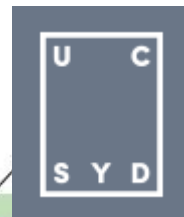
INCLUSION





GoPrince





Where are we in Europe?

The historical context in Europe



Turkey

- “Inclusive education is a special education practice based on the principal that the education of individuals with SEN **continue their education with their peers** without disability, by providing them education **support** services.”

The Ministry of Education 2006

Denmark

“to **participate** in the **community** of learning is being together with and participating **actively** in the teaching and community with classmates and there having the” **optimal developmental output and a positive self-image**

(Danish Institute of Evaluation 2011)

Portugal

“An inclusive society is where everyone shares **fully** the condition of **citizenship** and is offered **opportunities for social participation** and access to continuous learning, as a way for fostering individual development, social progress and a more **democratic society**.”

UNESCO

Belgium

“Where children with special educational needs participate in a **mainstream** school **with adjustments** and **additional support**.”

England

“Disabled and non-disabled children and young people **learning together** in ordinary pre-school provision, schools, colleges and universities with appropriate networks of **support**.”

Centre for Studies on Inclusive Education 2001

Lithuania

“The process that ensures qualitative education for **all its participants**, where attention is focused on the **expectations** of **every pupil** and pupils’ parents and each pupil’s **needs**.”

The Ministry of Education and Science (2014)

The Netherlands

“Appropriate Education where children can, with additional support, remain in regular education.”

Reflective practitioner

- No single definition of inclusion because our conception of it must be flexible enough to adapt to diverse and ever-changing people in ever-changing diverse contexts.
- Darling-Hammond (2006) notes that the learner population is diverse and we must adapt to it.
- Challenge for teachers to see a consistent view of inclusion and adapt to it –
- In terms of professional development this implies that you will need to be reflective, flexible and adaptable in order to be an inclusive practitioner.

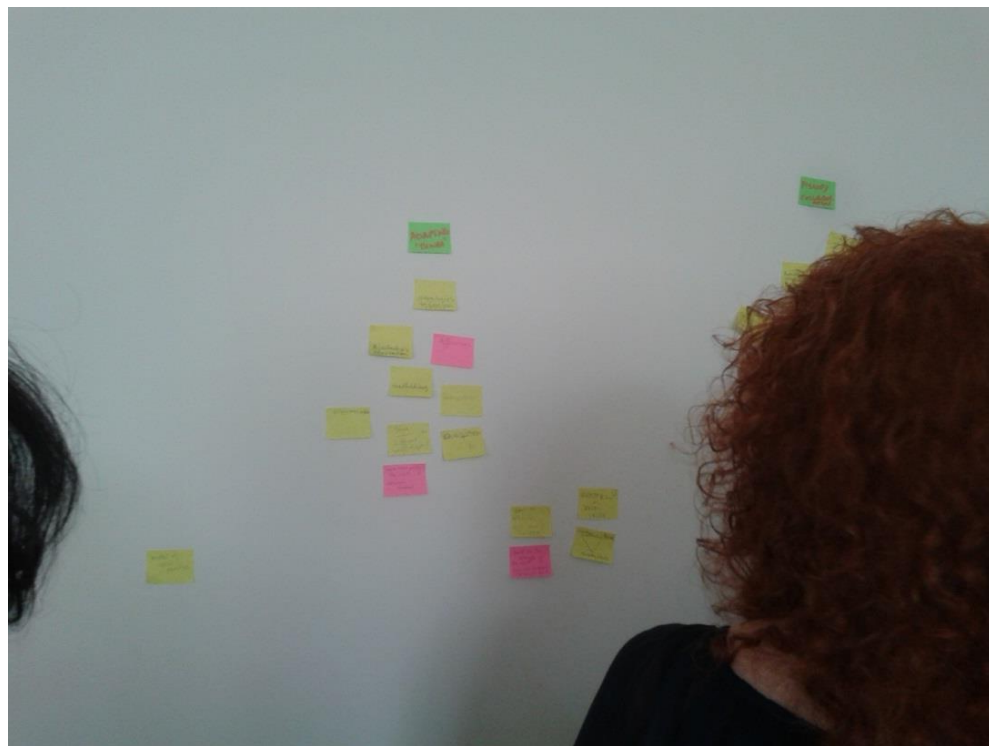
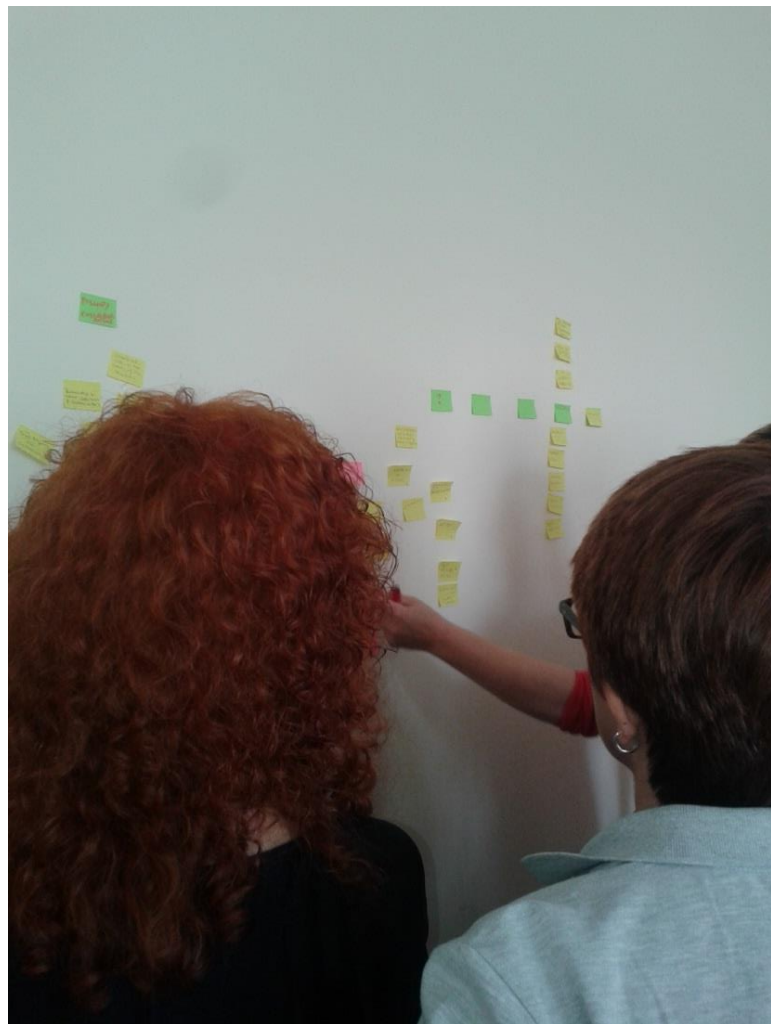
The historical context in Europe



The development of the Keys to inclusion



A collaborative approach



Collaboration

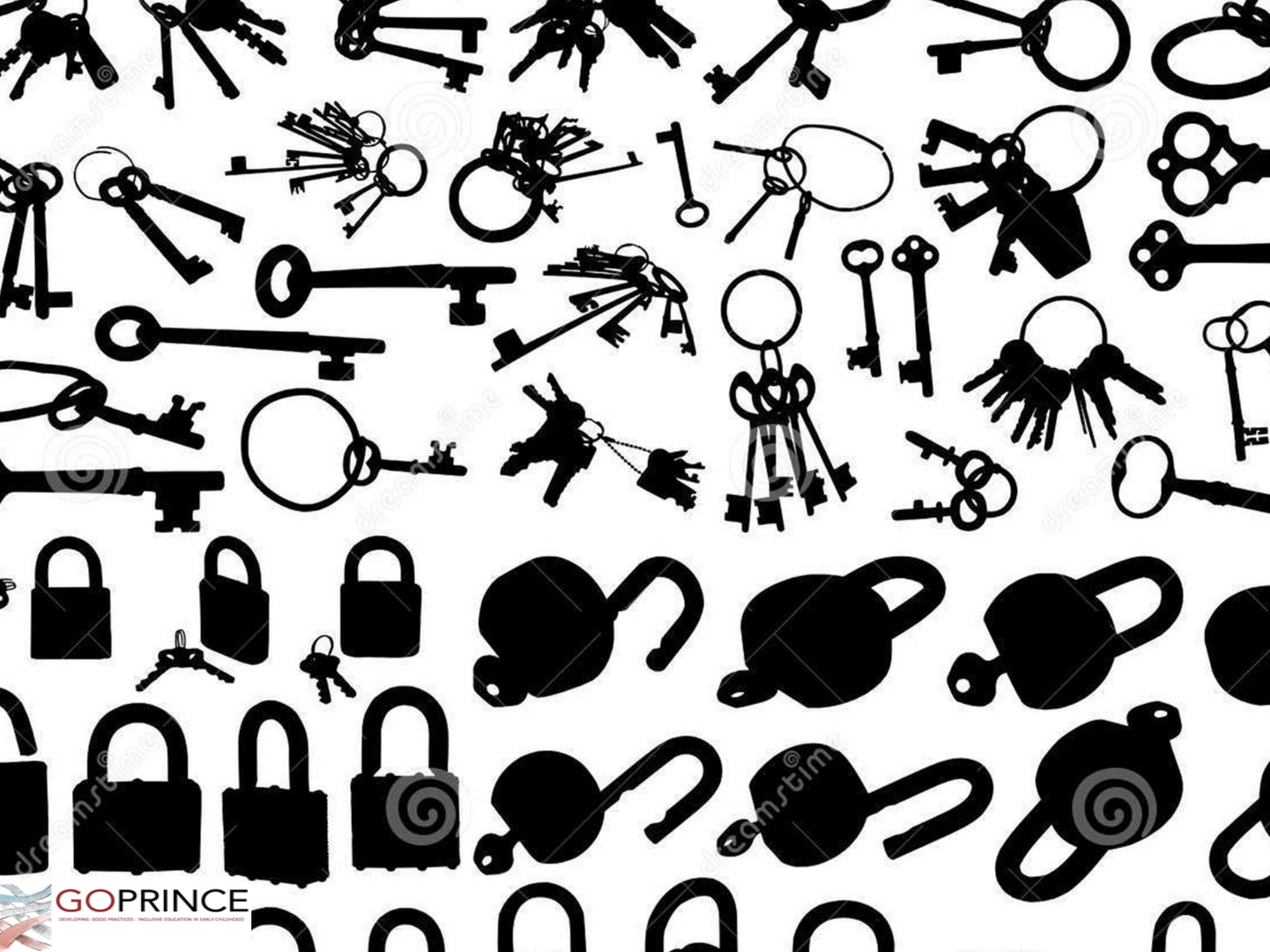
Reflection

Holistic view

Ethos

Adaptation

Communication



Activity Four:

Exploring the project materials

In self chosen groups:



Karen will have an Early Years focus
Room B214a

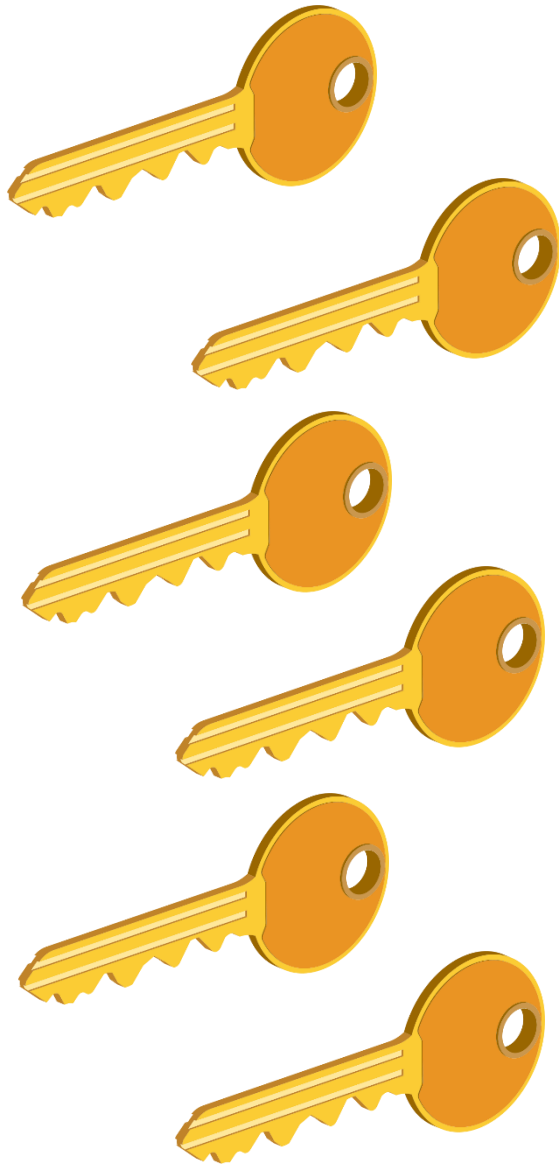
Lucy will have a Primary focus in
this room





Food for thought,
reflection and
sharing

Activity Five: Groups to feedback to each other on
content of their session and thoughts



Reflection

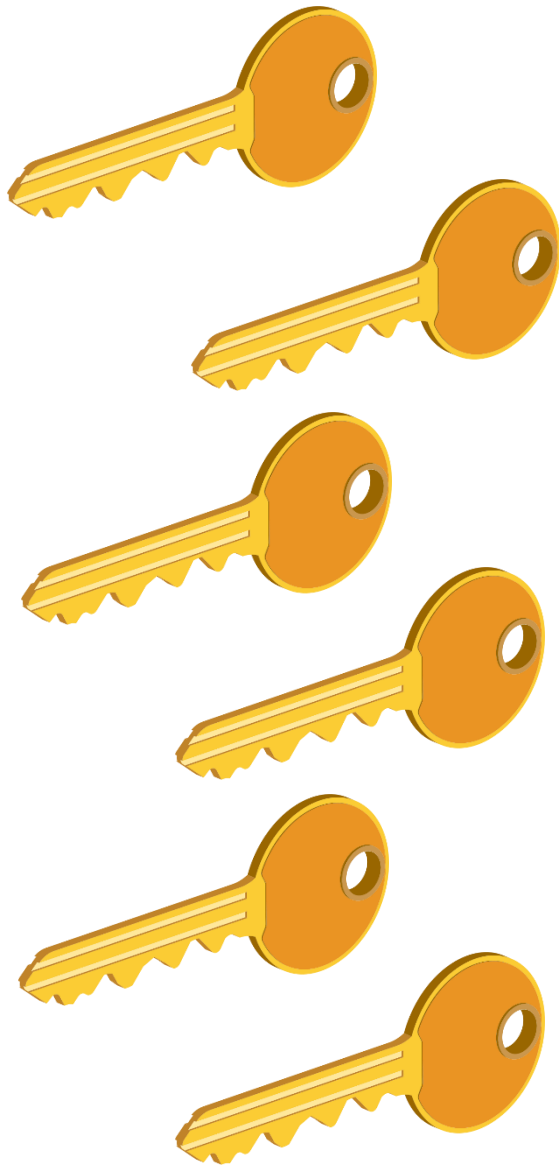
Ethos

Adaptations

Collaboration

Communication

Holistic view



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H



Using the
REACH Audit

<https://youtu.be/w4B4CGopmZw>



Making Inclusion Work in 2015

Emersons Green Primary School, South Gloucestershire

World of Inclusion Ltd

www.worldofinclusion.com

GoPrince

Ofsted report



‘Pupils with special educational needs learn successfully alongside their classmates and achieve well because they are supported exceptionally well by staff and work is suitably adapted for their needs.’

Ofsted

- inclusion is never 'done'

- “ An educationally inclusive school is one in which the **teaching and learning, achievement, attitudes and well-being** of every young-person matter. Effective schools are educationally inclusive schools. This shows not only in the performance but also in their **ethos** and their willingness to **offer new opportunities** to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of **pupils' varied life experiences and needs**. The most effective schools do not take educational inclusion for granted. They constantly **monitor and evaluate** the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. They take practical steps – **in the classroom and beyond** – to meet pupils' needs effectively and they promote **tolerance and understanding** in a **diverse** society.”

Florian (2007)

- Argues that while inclusion is conceptually fluid and difficult, it does have some stability in terms of the principles it represents. Underpinning inclusive philosophy and practice is a concern with human rights, equality, dignity and the right both to *participate in* and *contribute to* communities.
- Once that right has been acknowledged, it is not possible to pass off practices as inclusive when they are not. Keeping such values in mind can help us design and evaluate inclusive practice.

Final thoughts

Evaluations

Tokens of our
appreciation

Farewells