

### GOPRINCE

DEVELOPING GOOD PRACTICES: INCLUSIVE EDUCATION IN EARLY CHILDHOOD

# Dissemination Activity in Belgium (1)

The mid-point dissemination activity which enabled use to share our emerging work with teachers and students took place in Belgium in February 2016







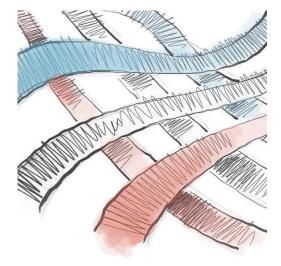
The event was attended by teachers, school leaders and students. The following PowerPoint was used as an introduction to the day, it is in English.

After this introduction participants had the opportunity to attend workshops based on the 'Keys'









### GOPRINCE

DEVELOPING GOOD PRACTICES: INCLUSIVE EDUCATION IN EARLY CHILDHOOD

@goprince.eu

Hallo en welkom.

INCLUSION in early childhood

VIVES campus Tiell
1902/2016

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

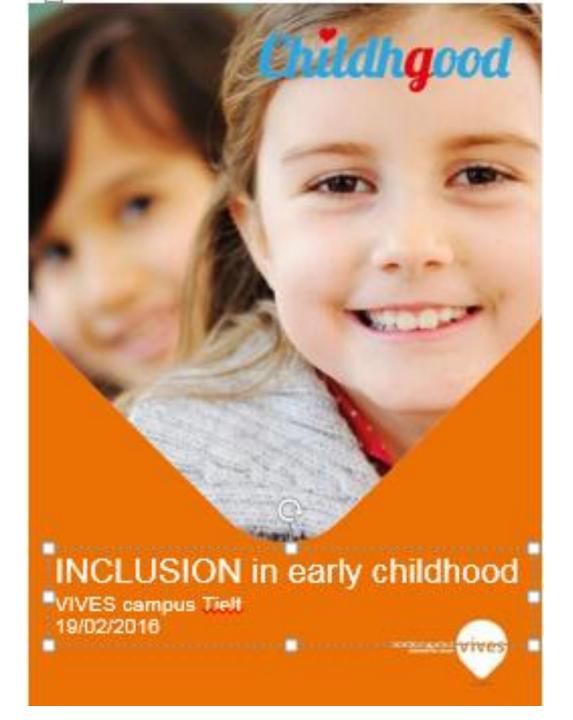
Karen Hudson (<u>karen.hudson@northumbria.ac.uk</u>) Lucy Barker (<u>l.a.barker@northumbria.ac.uk</u>)



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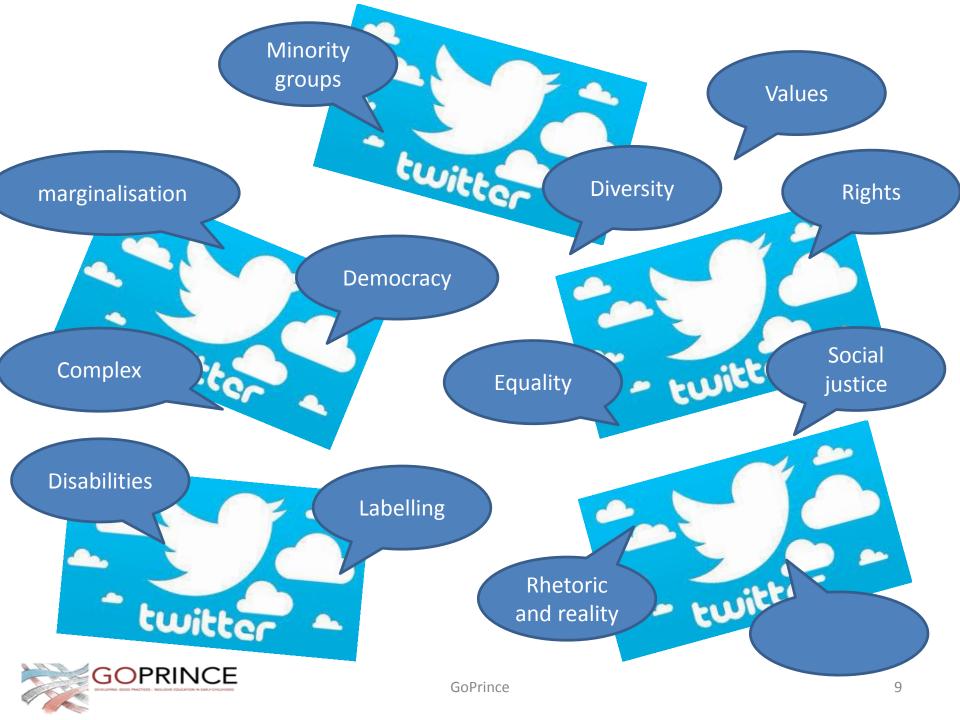


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Farrell (2001)

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



**Corbett (2001)** 

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



**Ainscow** (2007)

"A broad concept aimed at eliminating social exclusion"



"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)

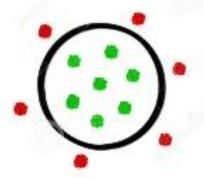


"to participate in the community of learning is being together with and participating actively in the teaching and community with classmates and there having the" optimal developmental output and a positive self-image

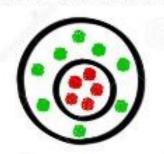
(Danish Institute of Evaluation 2011)



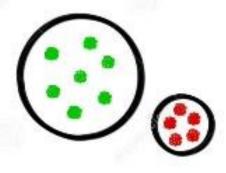
#### EXCLUSION



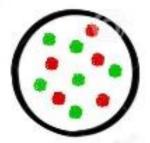
#### INTEGRATION



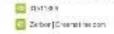
#### SEPARATION



#### INCLUSION







Our definition?

Moving forward

Step by step on we go

(Van Morrison)

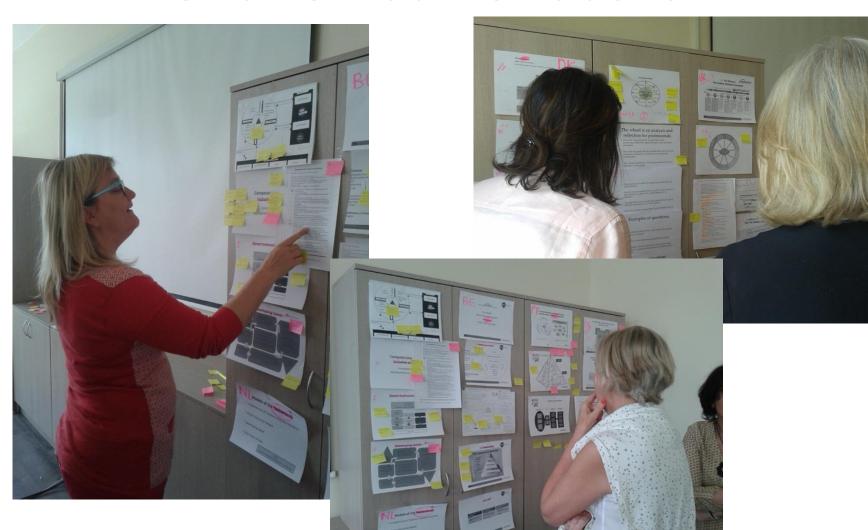
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#### The context of different countries

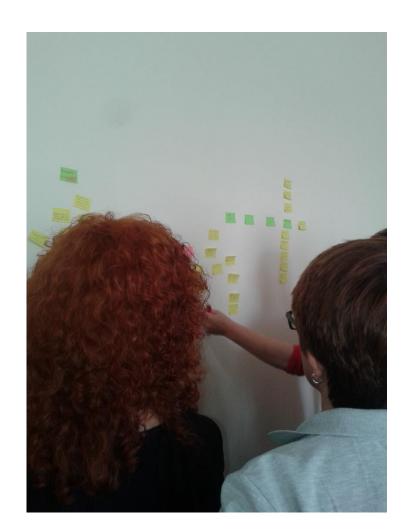


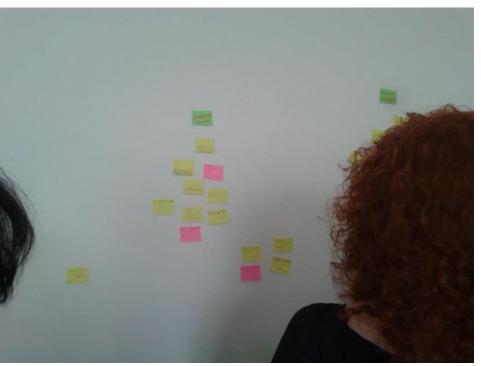


#### Ons verhaal tot dusver





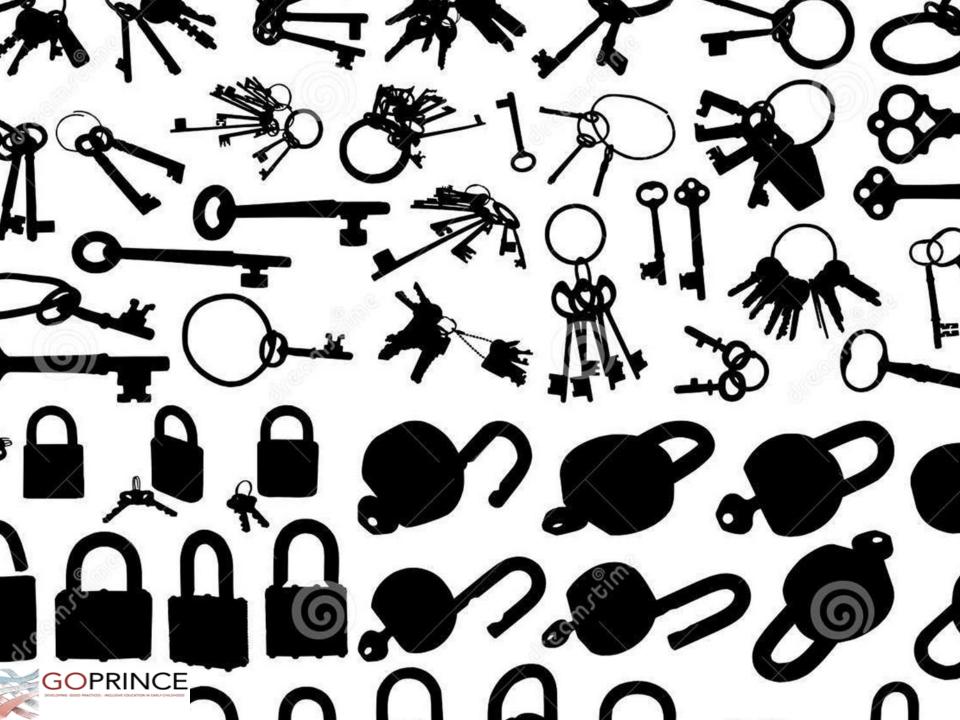


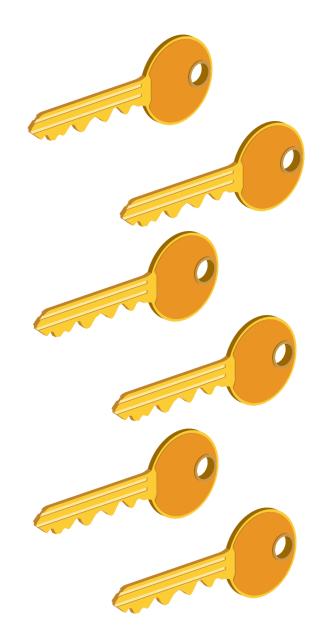




### Collaboration Reflection Holistic view Ethos Adaptation Communication







### Collaboration Reflection Holistic view Ethos Adaptation Communication





#### 6 KEYS

	KEY	ROOM
Escola Superior de Educação de Coimbra Co- imbra, Portugal	COLLABORATION Ana Coehlo and Vera Vale	A3
University college South, Esbjerg, Danmark	REFLECTION Elin Rasmussen and Anne Birgitte Her- mansen	A11
Vives compus Tielt, Tielt, Belgium	HOLOSTIC VIEW on DEVELOPMENT Els Callens and Pieter Chlarie	D12
Vilnius college, Vilnius, Lithuania	ETHOS Ausra Simoniukstyte and Dalia Kacinaite -Vrubliauskiene	D11
Balikesir University, Bali- kesir, Turkey	ADAPTATION Gözde Akyüz and Nazli Ruya	B14
Hanzehogeschool, Gronin- gen, The Netherlands	COMMUNICATION Ali Wit	D6



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#### PROGRAM

TIME		ROOM
8.30-9.00	WELCOME	CI
9.00-9.30	INTRODUCTION  What is inclusion? A transnational model with different keys  Karen Hudson and Lucy Barker  Northumbria University, Newcastle England	A11
9.30-10.30	KEY 1	
10.30-11.00	BREAK BOOKSHOP in the LIBRARY	C1 A2
11.00-12.00	KEY 2	
12.00-12.30	PLENUM	A11
12.30-13.30	MEAL	C1





## INCLUSION and KEYS: Workshops from each partner



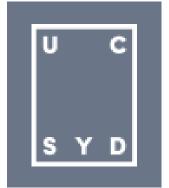








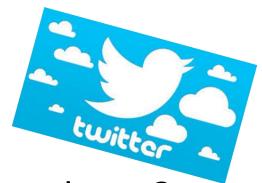






#### Plenary and feedback

The workshop sessions



The twitter feeds – what did we learn?

Closing words from the Dean

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#### Evaluation of workshop sessions

Teachers and students,

Please provided detailed evaluations to support us the continued development of our materials and the supporting examples of good practice.

Thank you ☺



#### Final words: Inclusive teachers

Mr Noël Selis

Dean of Faculty of Education





#### Be welcome in the restaurant Room C





### THANK YOU