

# Keys of the 21st century for the inclusive teacher in early childhood education

Els Callens and Sofie Bamelis  
VIVES University College Belgium

[www.vives.be](http://www.vives.be)

2nd symposium TEACHER EDUCATION FOR INCLUSION    BOKSBURG SOUTH-AFRICA  
7th and 8th of June 2017



# How can we 'take care' of all children/pupils?

*If you cannot learn in the  
way you teach me,  
teach me in the way I can  
learn*

*Dr. O Ivar Lovaas*

# Overview

1. VIVES University College Belgium
2. KA2 Erasmus+ project GOPRINCE
3. Results of the project GOPRINCE
4. Module for teacher training GOPRINCE

# 1. VIVES University College Belgium

- 5 campuses
- 13.000 students
- Education is 1 of the 6 study-areas
- 3000 Teacher training students  
(pre-school, primary and lower secondary education)
- 3 years of study on the bachelor level (180 credits)
- Education / Applied and fundamental research / Service to society
- The VIVES-mission: drive, connect and innovate



## 2. KA2 Erasmus+ project GOPRINCE

- GOPRINCE GOod PRactices in INClusive Education in Early Childhood Education (0 – 8 year olds)
- Erasmus + project
- September 2014 - August 2017
- Involved countries and universities/university colleges:

**Balıkesir Üniversitesi**, Balıkesir

**Northumbria University**, Newcastle

**Esec Coimbra**, Coimbra

**University college Syd**, campus Esbjerg

**VIVES University College**, campus Tielt

**Vilnius College**, Vilnius

**Hanzehogeschool Groningen**, Groningen

Turkey [www.balikesir.edu.tr](http://www.balikesir.edu.tr)

United Kingdom [www.unn.ac.uk](http://www.unn.ac.uk)

Portugal [www.esec.pt](http://www.esec.pt)

Denmark [www.ucsyd.dk](http://www.ucsyd.dk) |

Belgium [www.vives.be](http://www.vives.be)

Lithuania [www.viko.lt](http://www.viko.lt)

The Netherlands [www.hanze.nl](http://www.hanze.nl)

## 2. KA2 Erasmus+ project GOPRINCE

- Workpackages with intellectual output (IO)

1. Policy and implementation of inclusion in the different countries (IO)
2. A transnational model (IO)
3. Good practices (IO)
4. Evaluation of the three workpackages
5. Dissemination

- Follow up

Five transnational meetings with the teachers of the universities/university colleges

Two Intensive study programmes ISP

- November 2014 Coïmbra Portugal focus on workpackage 1
- November 2016 Vilnius Lithuania focus on workpackage 1,2,3

# 3. Results of the project GOPRINCE

3.1 Policy and implementation of inclusion in the different countries

3.2 Transnational model GOPRINCE

3.3 Good practices

ONLINE MANUAL (open resources)

# 3. Results of the project GOPRINCE

## 3.1 Policy and implementation of inclusion in the different countries

Every country wrote an article with the following parts:

- Definition of inclusion
- Policy
- Implementation of the policy
- Needs and challenges



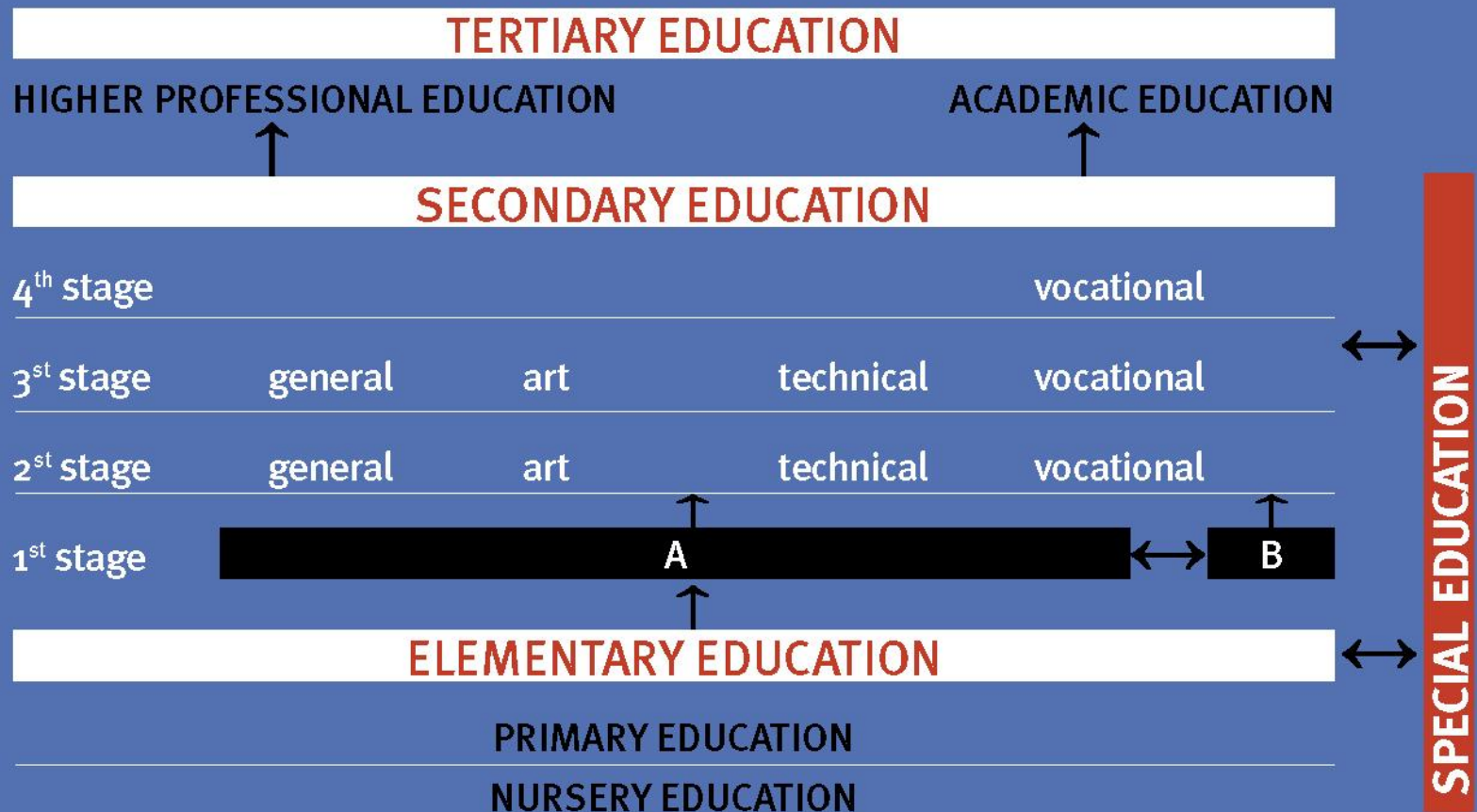
# 3. Results of the project GOPRINCE

## 3.1 Policy and implementation of inclusion in the different countries

### Definition Belgium

Inclusive education is education where **all children with individual educational needs participate** in a mainstream school with **adjustments** and **additional support**

# Structure of education



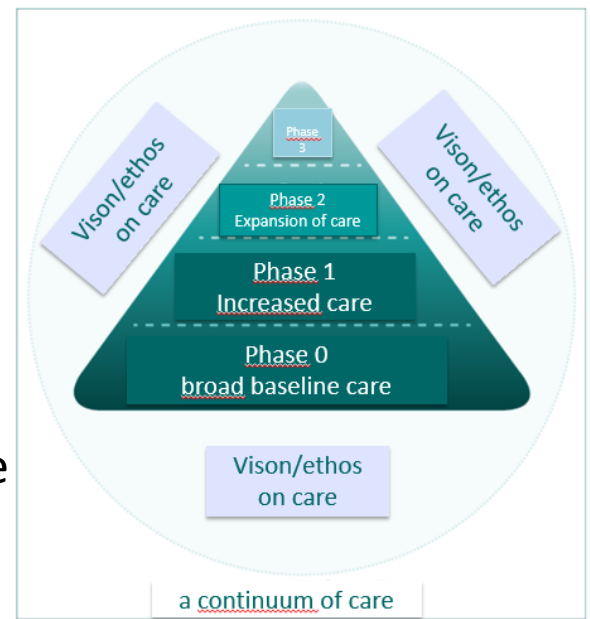
# 3. Results of the project GOPRINCE

## 3.1. Policy and implementation of inclusion in the different countries

### BELGIUM

- **M - Decree March 2014:** inclusion in a mainstream school has to be the first option for a child
- **A *continuum of care***
  - = a structure of care on which you can build a policy of care for a school, the classroom and the **child** in relation with the parents
  - = description of phases of developmental and learning support that children can receive at a school / learning environment

**= Continuous and holistic approach**

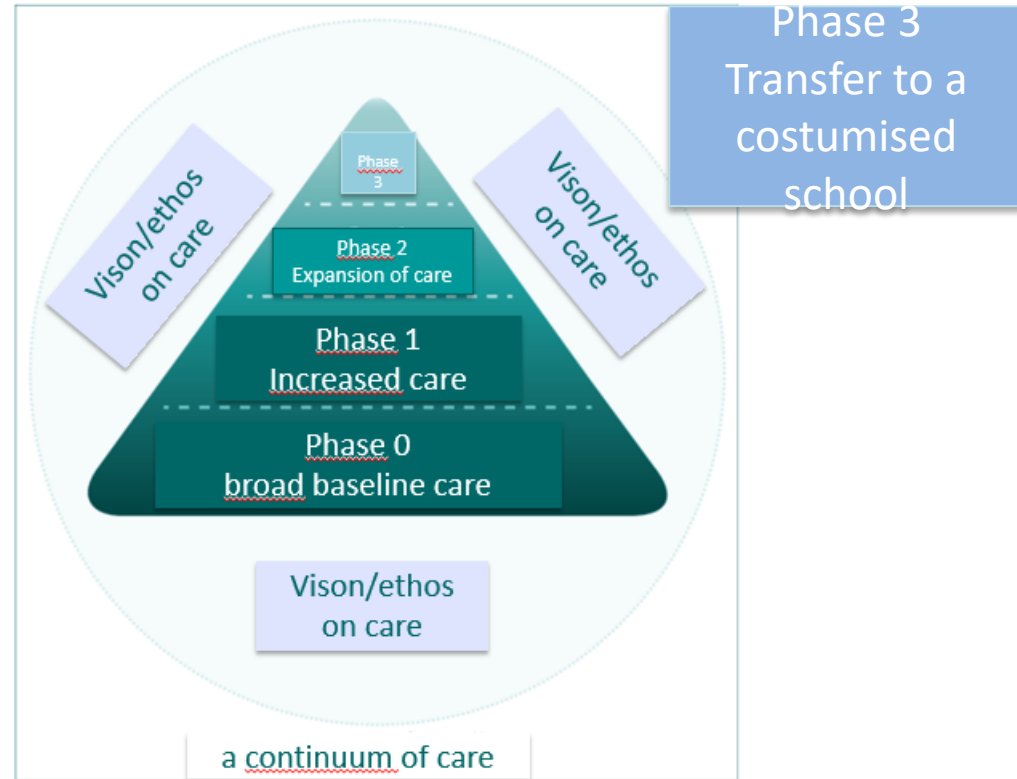


# 3. Results of the project GOPRINCE

## 3.1. Policy and implementation of inclusion in the different countries

Implementation in the teacher training in VIVES

- Phase 0 – first year
- Phase 1 - second year
- Phase 2 and 3 – third year



# 3. Results of the project GOPRINCE



## 3.2. Transnational model GOPRINCE

### KEYS for the inclusive teacher

1. Work with a **holistic view** on the **child – FOCUS**
2. **Adapt** your learning environment
3. **Communicate** with all the partners
4. **Collaborate**
5. **Reflect**
6. Work on a good vision – **ethos** about inclusion with total TEAM

# 3. Results to compare

## 3.2. Transnational model and other models in Europe

T4i

teacher education for inclusion

profile of inclusive teachers

4 values with each 2 competences

Index for inclusion

index as a kind of framework

# 3. Results to compare

## 3.2. Transnational model and a model of South-Africa

[www.included.org.za](http://www.included.org.za)

### 4 strategies

#### The inclusive Classroom for teachers

1. Re-evaluate your Classroom Layout
2. Provide social-emotional support
3. Teach to diversity
4. Build partnerships with parents



# 3. Results of the project GOPRINCE



## 3.2. Transnational model GOPRINCE

### KEY 1 Work with a **holistic view** on the **child – FOCUS**

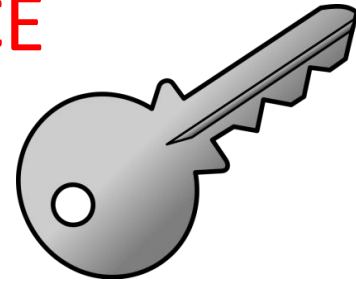
- Process orientated way of working
  - Well-being
  - Involvement
  - Linkedness
  - All the competencies of the child = holistic





# 3. Results of the project GOPRINCE

## 3.2. Transnational model GOPRINCE



### KEY 2 **Adapt** your learning environment

- Learning environment
- Materials
- Changes to teaching approaches
- UDL



# 3. Results of the project GOPRINCE



## 3.2. Transnational model GOPRINCE

### KEY 3 **Communicate** with all the partners

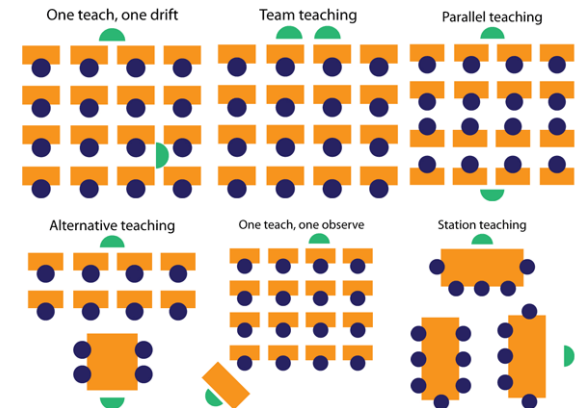
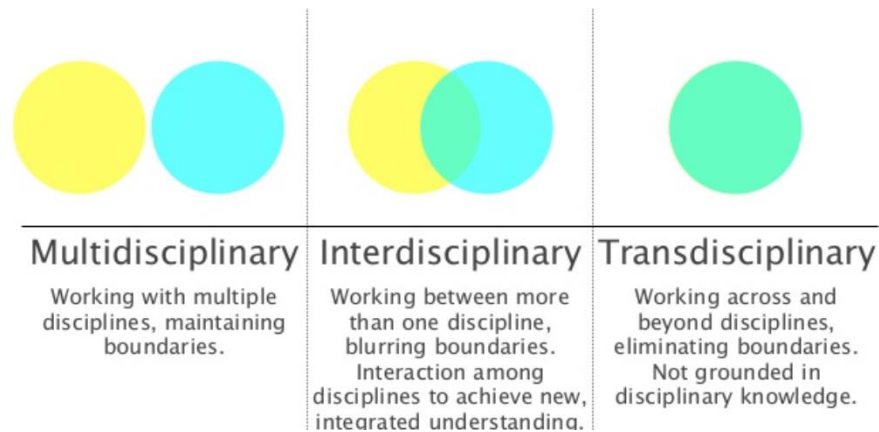
- Child
- Team of teachers in the school
- Parents
- Internal and external supporters

# 3. Results of the project GOPRINCE



## 3.2. Transnational model GOPRINCE

### KEY 4 Collaborate



**GOPRINCE**  
DEVELOPING GOOD PRACTICES - INCLUSIVE EDUCATION IN EARLY CHILDHOOD



**Erasmus+**



katholieke hogeschool  
associatie KU Leuven



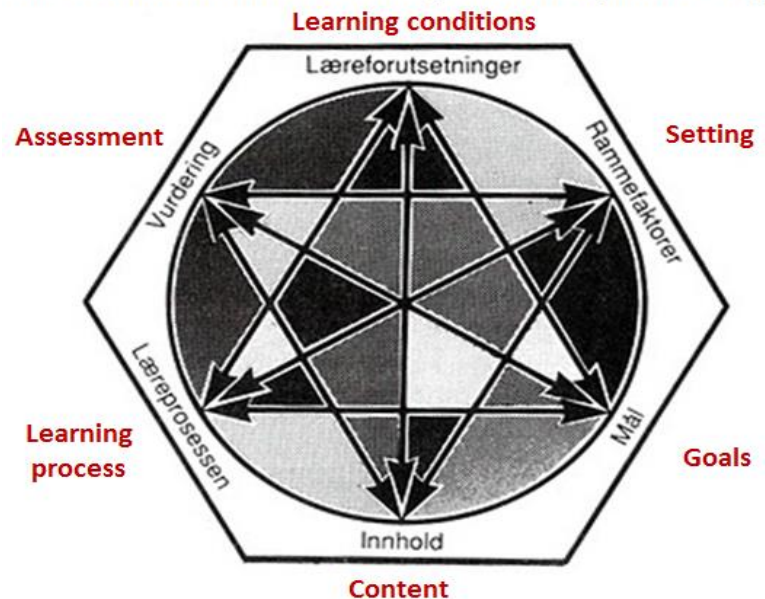
# 3. Results of the project GOPRINCE



## 3.2. Transnational model GOPRINCE

**KEY 5**   **Reflect**  
**Professionalization**

The Didactical Relationship Model by Hiim & Hippe

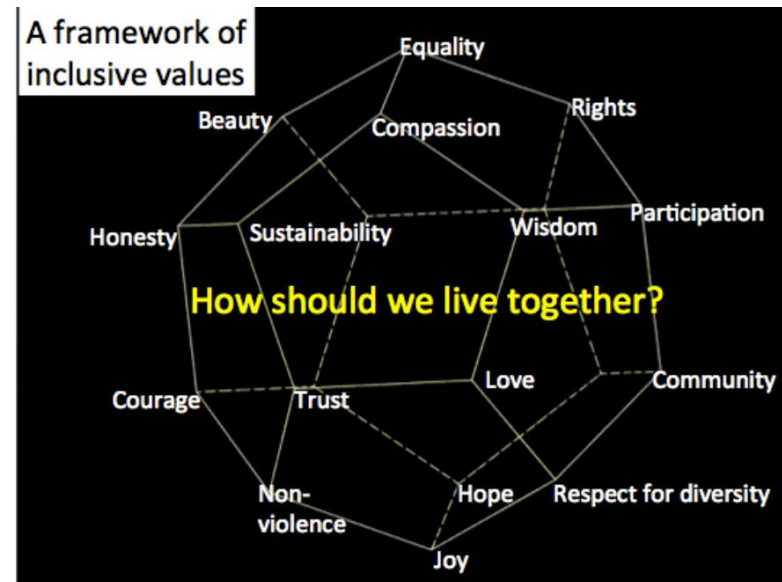


# 3. Results of the project GOPRINCE



## 3.2. Transnational model GOPRINCE

**KEY 6** Work on a good vision – **ethos** about inclusion with a total TEAM



## 3. Results of the project GOPRINCE

### 3.3. Good practices

- About 10 cases of children to reflect on
- Reflection with the keys on the case

## 4. Module for teacher training GOPRINCE

- Model of inclusion of own country to compare with other countries
- Reflection on the keys related to the way of working nowadays
- Reflection on the keys with good practices
- Start from the first year of teacher training

# How can we 'take care' of the needs of all children ?

YOU ARE SO BEAUTIFUL  
DIFFERENT THAN ME  
OF COURSE  
NOT LESS OR MORE  
BUT  
SO BEAUTIFUL,  
DIFFERENT  
I WOULD NEVER WANT YOU TO BE  
ANYTHING ELSE BUT DIFFERENT

H. ANDREUS



[www.goprince.eu](http://www.goprince.eu)

FINAL materials on the website up from September 2017

## QUESTIONS ?

[els.callens@vives.be](mailto:els.callens@vives.be)

Partner in the project



[sofie.bamelis@vives.be](mailto:sofie.bamelis@vives.be)

