

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

RESULTS of the KA2 Erasmus+ project GO PRINCE

Els Callens

VIVES University College Belgium

www.vives.be/international

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30th and 31st of October 2017



GO PRINCE
DEVELOPING GOOD PRACTICES IN INCLUSIVE EDUCATION IN EARLY CHILDHOOD



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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
- 2700 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



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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

United Kingdom www.unn.ac.uk

Portugal www.esec.pt

Denmark www.ucsyd.dk |

Belgium www.vives.be

Lithuania www.viko.lt

The Netherlands www.hanze.nl



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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



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3. Results of the project GOPRINCE

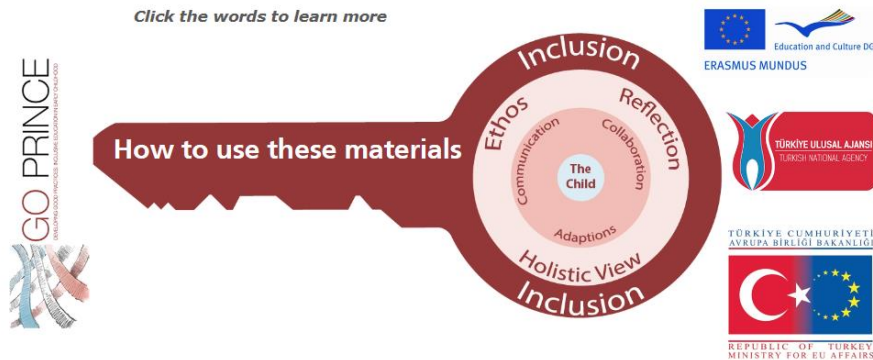
3.1 Policy and implementation of inclusion in the different countries

3.2 Transnational model GOPRINCE

3.3 Good practices

open resources

www.goprince.eu



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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



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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**



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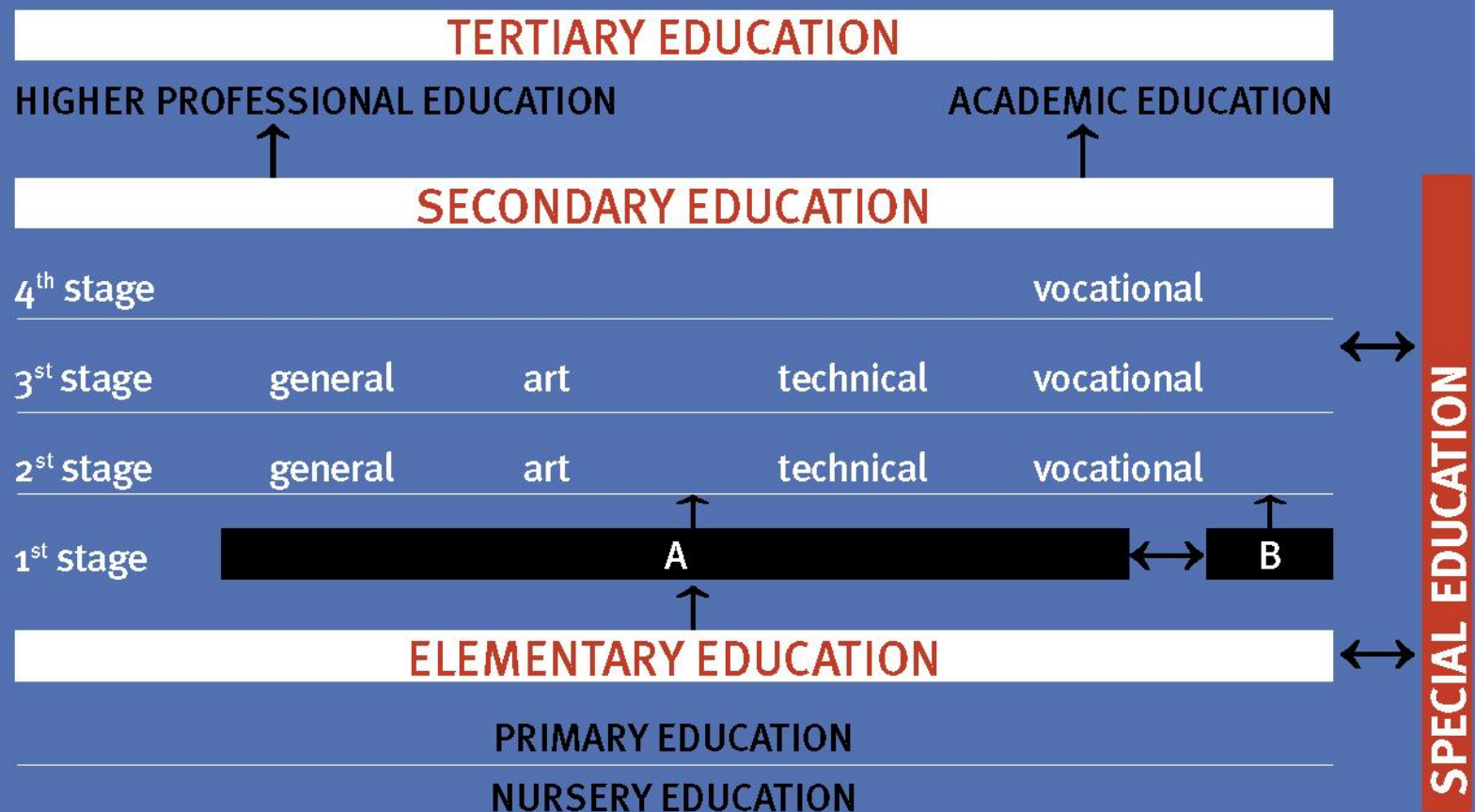


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Structure of education



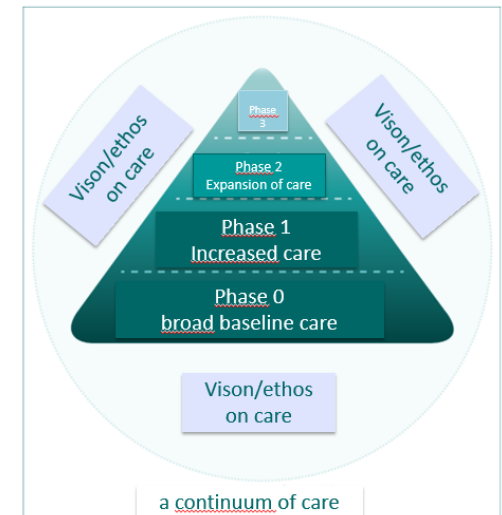
3. Results of the project GOPRINCE

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 SUPPORT***
 - = a structure of SUPPORT 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

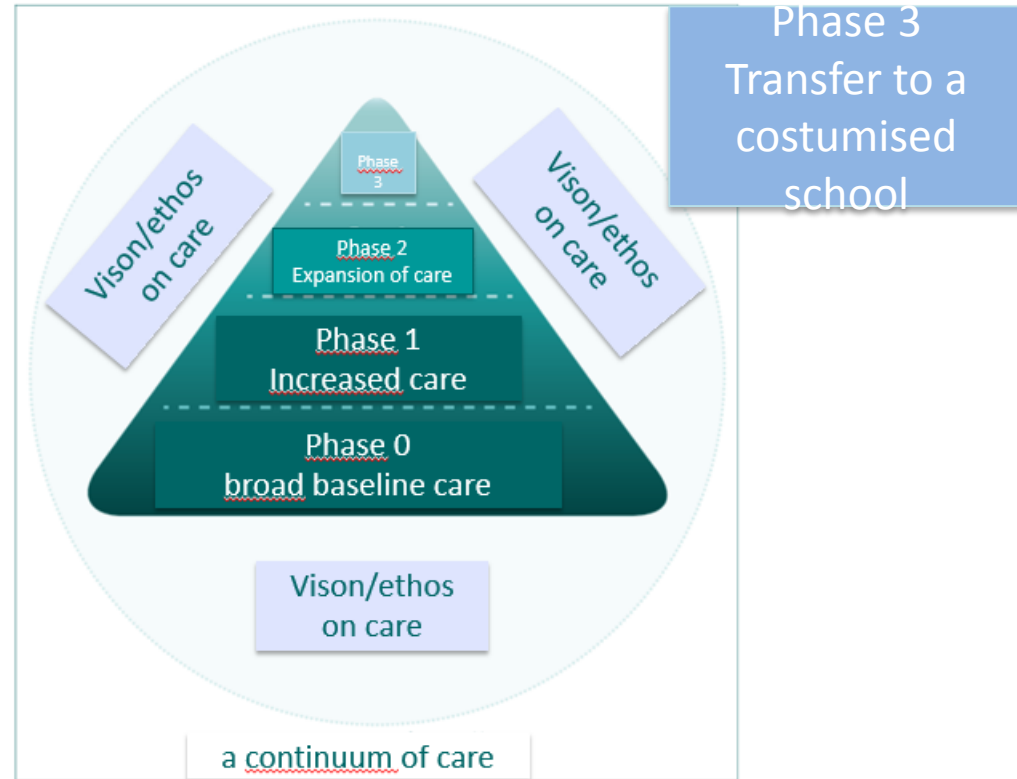


3. Results of the project GOPRINCE

3.1. Policy and implementation of inclusion in the different countries

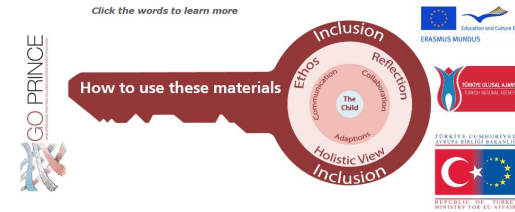
Implementation in the teacher training in VIVES

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



CARE = support

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 Ukrain

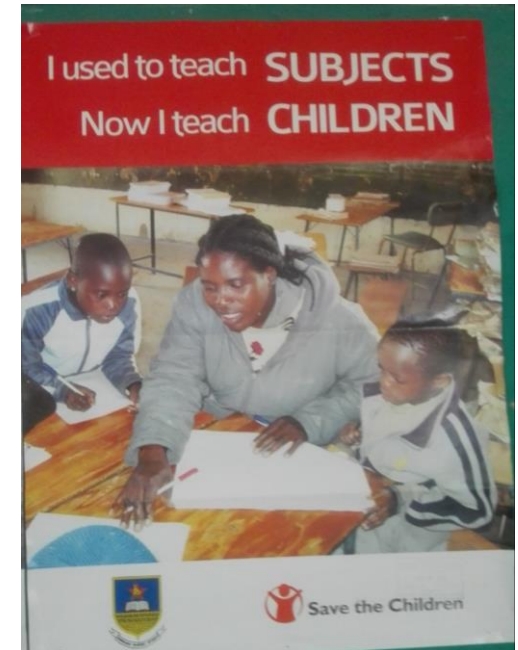
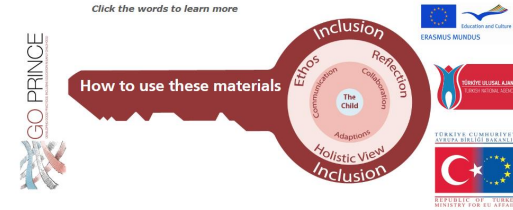


3. Results of the project GOPRINCE

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



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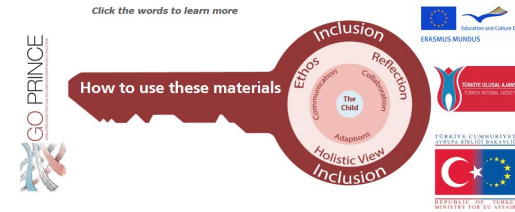


3. Results of the project GOPRINCE

3.2. Transnational model GOPRINCE

KEY 3 **Communicate** with all the partners

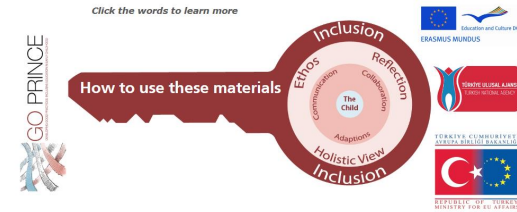
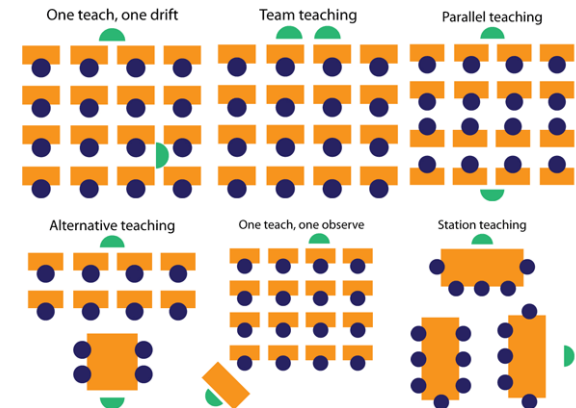
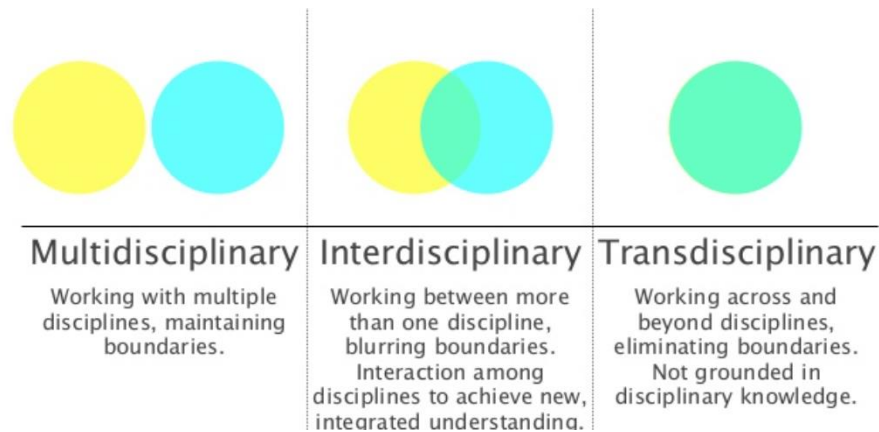
- Child
- Team of teachers in the school
- Parents
- Internal and external supporters



3. Results of the project GOPRINCE

3.2. Transnational model GOPRINCE

KEY 4 Collaborate

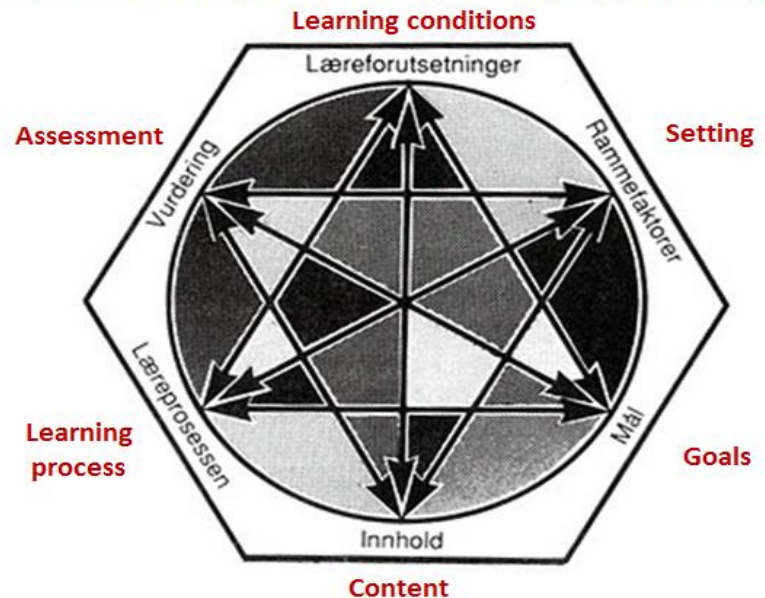


3. Results of the project GOPRINCE

3.2. Transnational model GOPRINCE

KEY 5 **Reflect**
Professionalization

The Didactical Relationship Model by Hiim & Hippe



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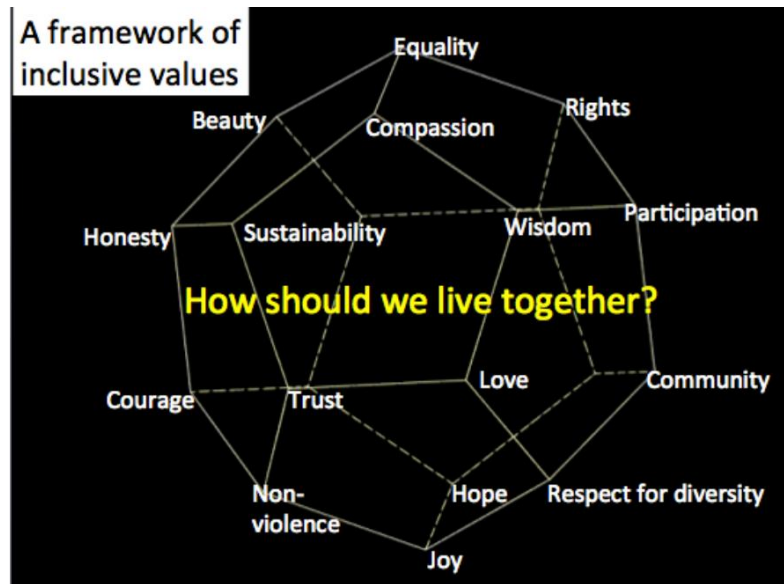
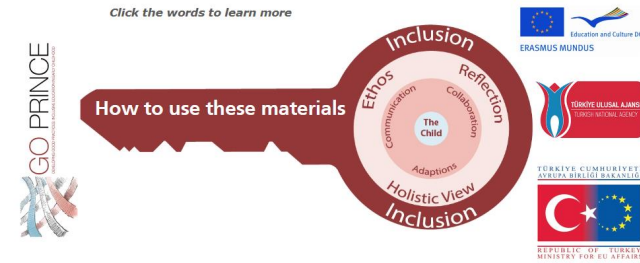
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3.2. Transnational model GOPRINCE

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



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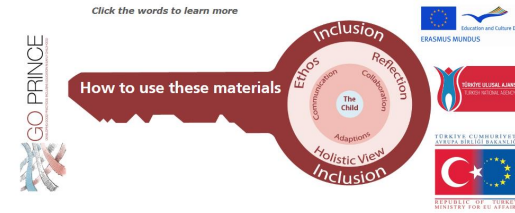
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3. Results of the project GOPRINCE

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

Possibilities of cooperation on the topic of inclusion



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materials on the website up from november 2017

QUESTIONS ?

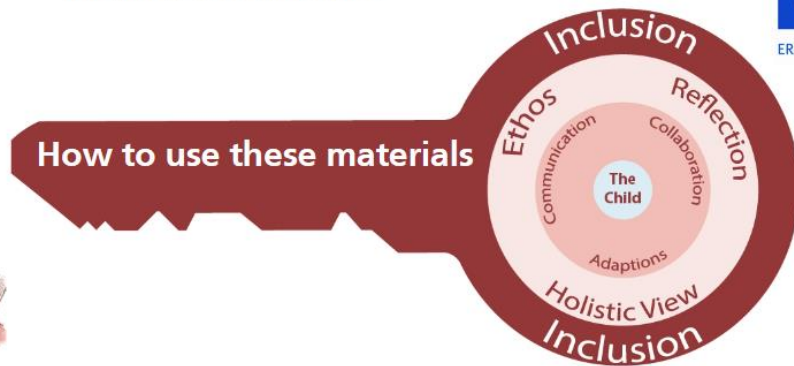
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Partner in the project



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Click the words to learn more



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