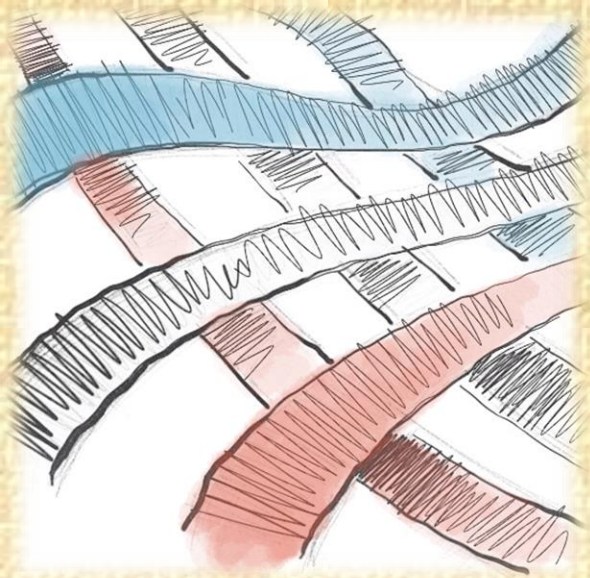


GOPRINCE

DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Dissemination Activity in Portugal

The Portuguese Team engaged in three dissemination activities

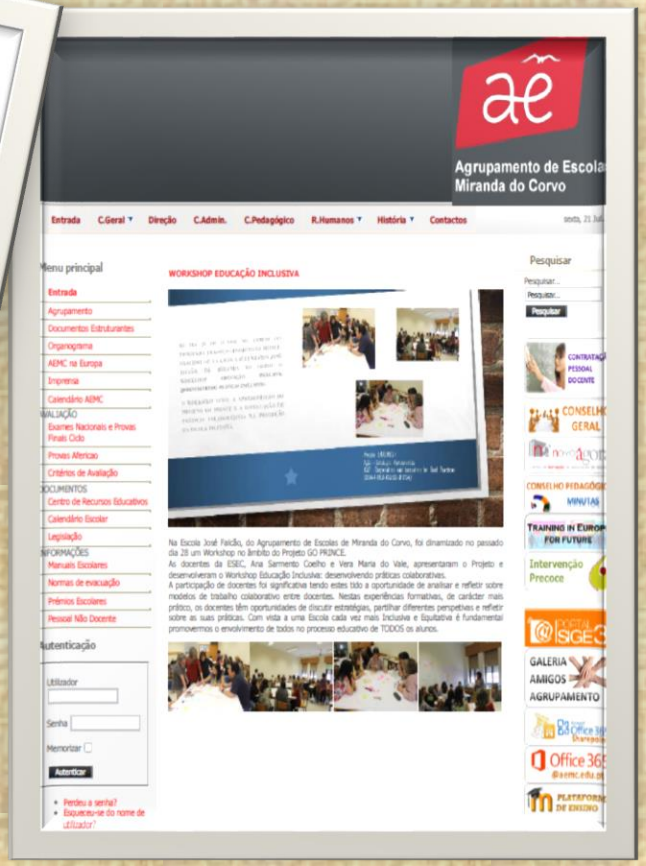
Country responble	Portugal
Country of dissemination	Portugal
Place (city or village or website or .....)	Coimbra
Date	6 of may 2017
Title (in own language and translated in English)	Inclusive education
Evidence (flyer, website, photo's)	
Who was participating ?	Students of master in pre-school and primary education
How many people where participating ? (link divided how many times)	29
Comment	

Country responble	Portugal
Country of dissemination	Portugal
Place (city or village or website or .....)	Coimbra
Date	29 of may 2017
Title (in own language and translated in English)	Inclusive education
Evidence (flyer, website, photo's)	
Who was participating ?	Students of master pre-school education
How many people where participating ? (link divided how many times)	16
Comment	

The rest of this presentation captures the dissemination activity for teachers and special teachers on 28th June 2017

Country responble	Portugal
Country of dissemination	Portugal
Place (city or village or website or .....)	Miranda do Corvo (Agrupamento de escolas)
Date	28 of june 2017
Title (in own language and translated in English)	Worksshop Educação Inclusiva: desenvolvendo práticas colaborativas Inclusive Education Workshop: Developing collaborative pratices.
Evidence (flyer, website, photo's)	Flyer, ESEC website, School journal, facebook, attendence sheet, certificates
Who was participating ?	Regular and special teachers
How many people where participating ? (link divided how many times)	24
Comment	

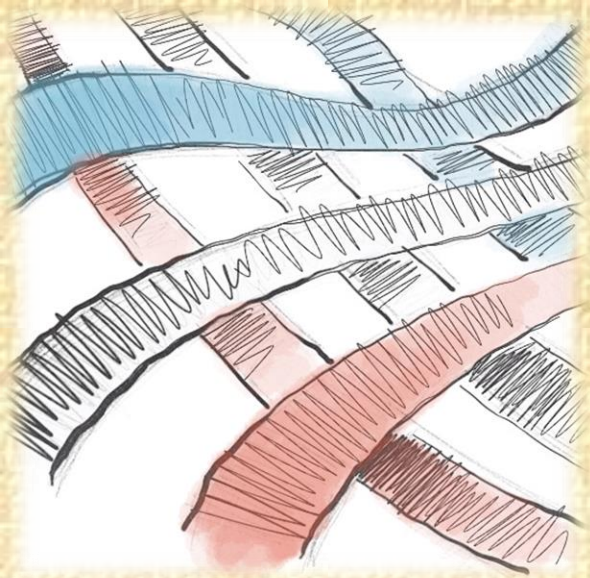
The Portuguese team advertise their dissemination event on 28th June 2017



Photos from the event

EOB
CYLAN
• Reflexão
• Adaptação
• Colaboração
• Criatividade de textos

The following presentation was used at the event, it is written in Portuguese.



The presentation used at the event

GOPRINCE

DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

EDUCAÇÃO INCLUSIVA: desenvolvendo práticas colaborativas

Erasmus+

esec
ESCOLA SUPERIOR DE EDUCAÇÃO

PARCERIA ESTRATÉGICA

INSTITUIÇÕES PARTICIPANTES

ERASMUS + KA 2 Strategic Patrnerschips in the field of education, traning and youth

GOPRINCE : good practices in inclusive education

B.1. Project Identification

Project Title	Inclusive Education in Early Childhood: Developing Good Practices
Project Acronym	GOPRINCE
Project Start Date (dd-mm-yyyy)	01-09-2014
Project Total Duration (Months)	36 months
Project End Date (dd-mm-yyyy)	31-08-2017
Applicant Organisation Full Legal Name (Latin characters)	Balikesir Universitesi

I. Project summary

Please provide a short summary of your project. Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ dissemination platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits.

In view of further publication on the Erasmus+ dissemination platform, please be also aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in contract will be linked to the availability of such summary.

European Union Commission puts emphasis on education and training policy that enables all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a lifetime both job-specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue. It is also believed that early childhood education and care can lay the foundations for these goals in life in terms of education, well-being, employability, and social integration, especially for children from disadvantaged backgrounds. Educational disadvantage should be addressed by providing high quality early childhood education and targeted support, and by promoting inclusive education. Inclusive education can be defined as the education of children with and without disabilities in the same setting, mostly in classrooms. Its primary goal is to fight marginalization and exclusion. Inclusive education can be regarded as an important way to achieve "Education for All".
The responsibilities and roles of teachers change with inclusive practices and teachers are expected to understand the characteristics of children with disadvantages, adapt the curriculum according to their developmental level and interact with all children, including the ones with disadvantages. However, previous literature states that preschool and primary school teachers are not adequately prepared to teach children with disadvantages and they do not have sufficient knowledge and skills to teaching in inclusive classrooms. In addition, since pre-service training offers little to teachers to prepare them for this kind of work, there is concern about inadequacy of teacher preparation in terms of meeting the educational needs of disadvantaged children.
The main goal of the project is to produce a manual with the models of inclusive education of the different participating countries and create a transnational model with all the best components together in the languages of participating countries to be used in teacher preparation for the development of competencies and talents of children in inclusive classrooms, as intellectual output of the project. Next to it, this model will be illustrated with 'good practices' from different countries as case studies. The model will also be supported by examples of activities developed by experts of the different countries in different disciplines. This model and the activities for good practices will be introduced to the pre-service teachers to evaluate the effectiveness of the manual. It will also be provided in the languages of participating countries. During the project two intensive study programmes, which will award 4 ECTS to participating students, will be organized . The goal of the intensive programmes is to provide participants with opportunities to learn and compare different good practices of inclusive education, and to gain intercultural understanding about how to develop competencies and talents of disadvantaged children in inclusive classrooms. 112 social education students and pre-service teachers will participate in the two ISPs. The training will be provided by 25 teachers, who will get active part during the implementation of the project and developing of intellectual output.

Construção de um Manual de boas práticas

Modelos de cada País

Um processo Colaborativo

- Reflection
- Ethos
- Adaptations
- Collaboration
- Communication
- Holistic view

Tarefas

WORKPACKAGE 1 - inclusive education - a photo of the countries

Introduction

Inclusive education in Turkey

Inclusive education in Portugal

Inclusive education in Belgium (Flanders)

Inclusion in the Danish society for young children between 0 and 8 years old

Inclusive education in England

Inclusive education in Lithuana

Inclusive education in The Netherlands

Bibliography

Introduction

In this workpackage, you fin dan overview of the situation of inclusion in the different countries. This is a photo made in 2015. You need to be aware of the changes the whole time.

Each article that describes the country is made with the same structure. This gives you the possiblity to compare.

Definition of inclusive education

A. Policy, legislatation and strategies

B. Implementation of the policy

C. Needs and challenges

Tarefas

WORKPACKAGE 2 - keys for an inclusive teacher

Introduction and context of the keys

Key 1 - Collaboration

Key 2 - Reflection

Key 3 - Holistic view on development

Key 4 - Ethos

Key 5 - Adaptations:

Key 6 –Communication

Bibliography

Collaboration

Our colleagues from Portugal considered the complex nature of collaboration, considering first the notion of professional collaboration which can be described as multi-disciplinary, interdisciplinary or trans-disciplinary (Briggs 1991, 1997, Hernandez 2013). They go on to look at models of collaborative teaching, identified as one of the most promising factors in facilitating inclusion, the collaborative approach to teaching results in the teaming of general and special educators in an inclusionary classroom setting but can also apply to teaming other professionals, such as speech/language pathologists, occupational therapists, and counselors (Rainforth & England, 1997 as cited in Hernandez, 2013). Finally they consider the notion of collaborative learning and the impact that this can have on the successful integration of children with SEN into mainstream classrooms.

Página WEB: www.goprince.eu

GO PRINCE

Education and Culture DG

ERASMUS MUNDUS

Turkish National A

Home | Project Overview | Intensive Study Programmes | Resources | Dissemination Activities

GO PRINCE

DEVELOPING GOOD PRACTICES: INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Developing Good Practices: Inclusive Education in Early Childhood is an Erasmus Plus funded project that aims to develop a manual with models of inclusive practice from the participating countries. The model is supported by examples of good practice, activities and case studies to support pre and inservice teachers working with children from birth to 8. These materials will be ready to share with you in January 2017. Find out more about the project activities to develop these materials from the top menu.

Please come back and revisit these materials as they will change and develop during this period.

All of the 2016 Intensive Study Programme participants enjoy a weekend trip to Trakai.

(Click image to enlarge and use **X** top right to close).

Intensive Study Programme ESEC 2014

Página WEB: www.goprince.eu

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Education and Culture DG

ERASMUS MUNDUS

Turkish National Agency

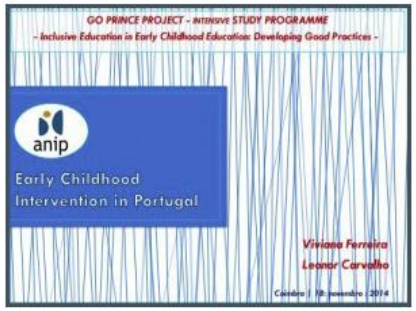
Home | Project Overview | Intensive Study Programmes | Resources | Dissemination Activities

Final Programme – ISP – 2014

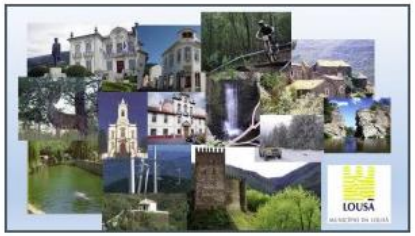
Final Programme – ISP – 2014

Keynote Speaker Presentations

Viviana Ferreira



Municipal da Lousã



David Rodrigues

Student Presentations

Belgium	Denmark	Lithuania	Netherlands	Portugal	Turkey	United Kingdom

Inclusive Education in Belgium

Project Log Books and Presentations

COLABORAÇÃO
Co-ensino:

Cooperação entre os professores/as do ensino **regular** e **especial. Implica que trabalhem em conjunto na mesma sala a maior parte do dia.**

Para que possam ser efetivamente uma equipa devem **trabalham juntos em parceria** estabelecer uma relação interativa, estarem envolvidos em todos os aspetos do planeamento, ensino e avaliação.

Áreas para esta colaboração incluem **currículo**, **ensino**, **avaliação**, **gestão da sala de aula** e **comportamento**.

Educação inclusiva em Portugal (DL 3/2008)

- **Definição:** Em Portugal, a educação inclusiva refere-se ao processo de promoção da participação de todas as crianças, apoiando não apenas aquelas com deficiência ou atrasos no desenvolvimento, mas todos os grupos de crianças vulneráveis e/ou marginalizadas, nomeadamente devido aos seus contextos culturais e sociais.

Os **alunos com NEE devem**:
(a) receber a sua educação numa instituição educativa regular,
(b) participar com os seus pares na totalidade das atividades, tanto ao nível curricular como da vida em ambiente educativo,
(c) fazerem parte de um grupo/turma regular, em detrimento da sua permanência numa unidade de ensino especial,
(d) a separação do seu grupo pode ser necessária, ocasionalmente, para responder a objetivos específicos,
e) as escolas devem rever e adaptar as sua abordagens para atingir uma maior inclusão

À mesa do café....

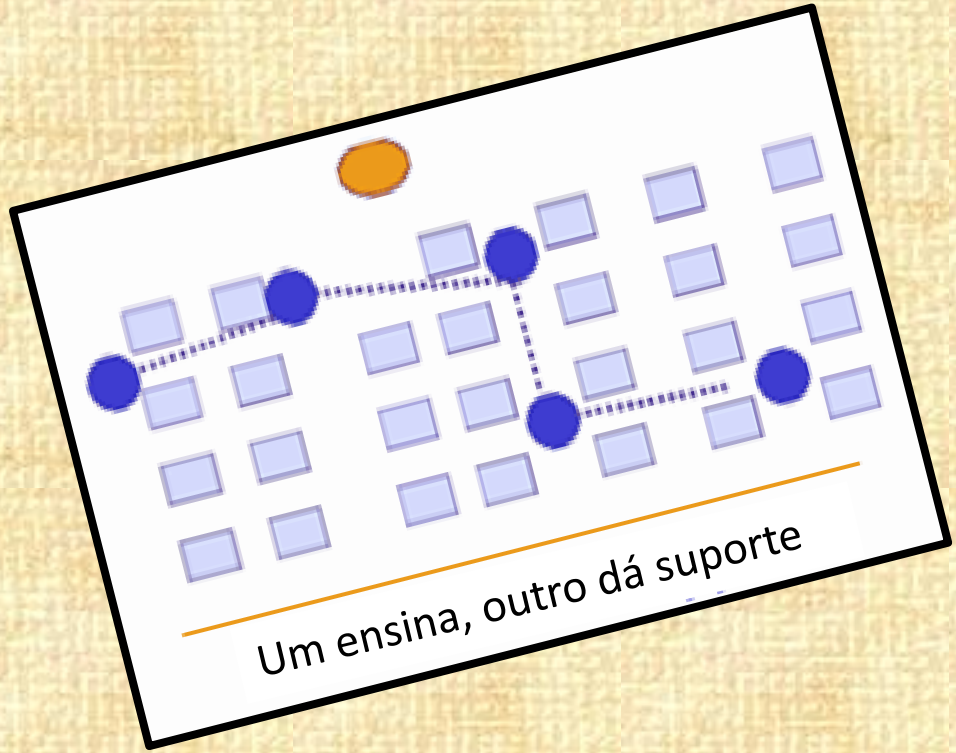
Dentro de cada grupo defina um(a) "anfitrião(ã)" que permanecerá na mesa, que deve dar boas vindas aos novos viajantes a cada rodada, relacionar as deias e encorajar que os "viajantes" a expressem as suas idéias com rabiscos, desenhos ou palavras-chave escritas na toalha da mesa.

os outros atuarão como "viajantes", trocam de mesa a cada rodada.

Na ultima rodada os viajantes voltam a suas mesas de inicio, onde sintetizarão as descobertas;

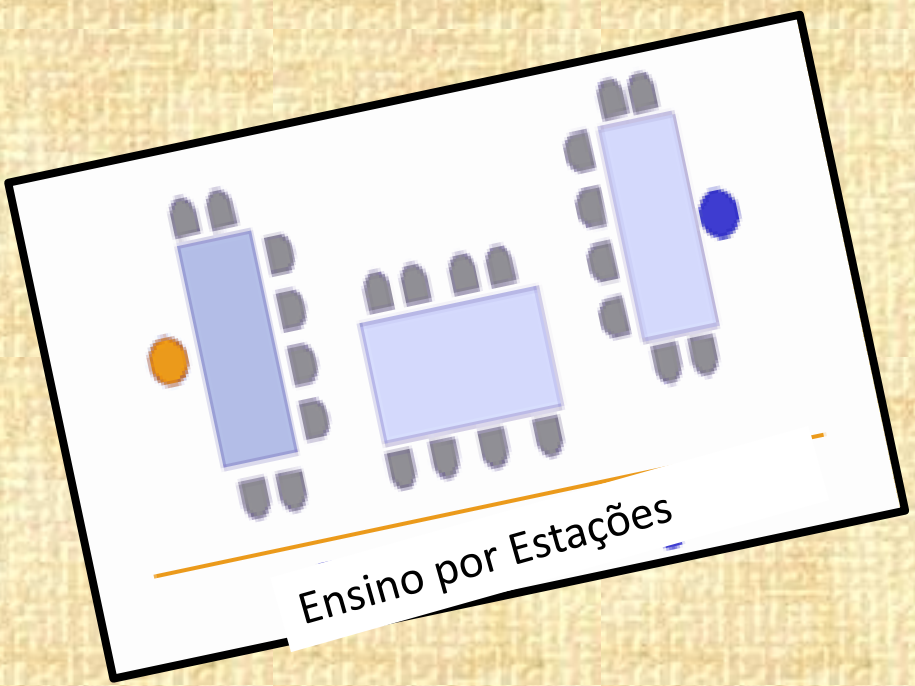
Um Ensina, outro dá suporte

Um(a) professor(a) lídera toda a classe, o outros dá suporte: responde a questões; monitoriza o comportamento dos alunos, etc.. O objetivo é: enquanto um ensina o outro monitoriza o progresso dos alunos.



Ensino por Estacões

Os alunos são divididos em 3 ou 4 grupos, homogéneos ou heterogéneos. Os professores podem providenciar a instrução numa das estações ou monitorizar várias. Os pequenos grupos vão rodando pelas estações. O objetivo é baixar o racio aluno/professor e fomentar uma aprendizagem cooperativa entre os alunos.



Ensino em Equipa

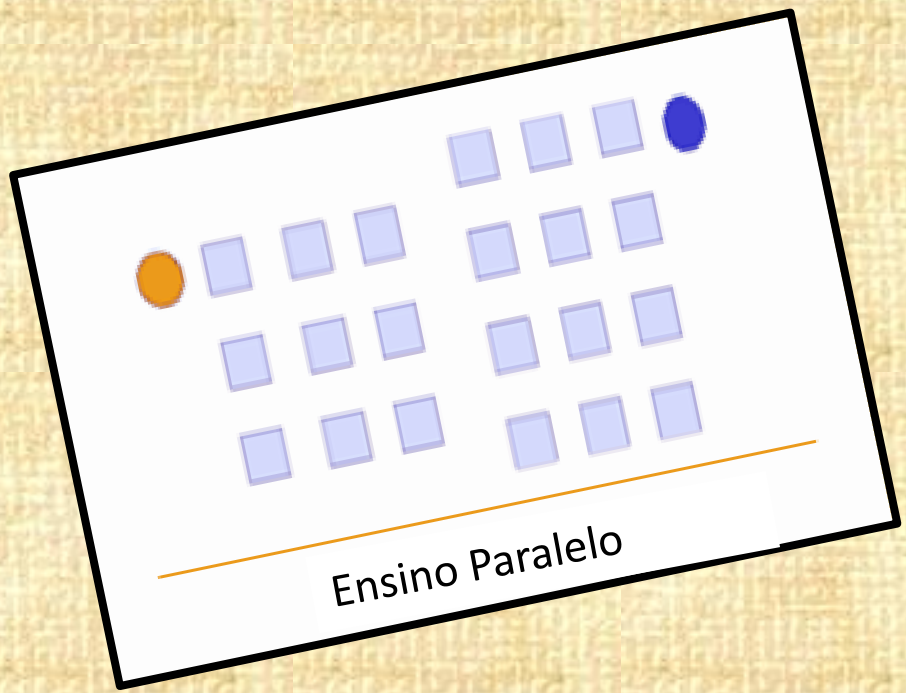
Os(as) 2 professsores(as) podem participar na aula, assumindo papéis diferentes. Um pode ir explicando o conteúdo enquanto o outro vai escrevendo no quadro os pontos-chave. O objetivo é ir partilhando o papel de líder e dar suporte aos alunos(as).

Ensino Alternado

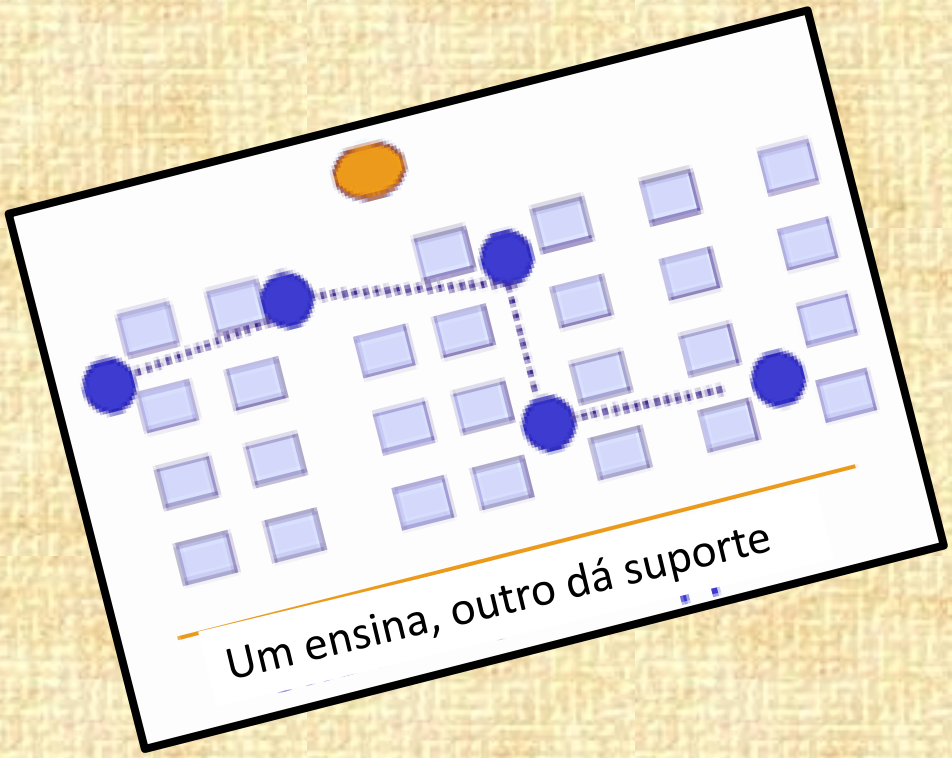
Com base em avaliações anteriores os professores podem decidir que alunos estão em risco. Assim, um professor pode trabalhar com o grupo que está em risco enquanto o outro, continua a avançar. O objetivo é reforçar e consolidar os conteúdos que já foram lecionados.

Ensino Paralelo

Os(as) alunos(as) estão divididos em 2 grupos homogéneos e cada grupo é liderado por 1 professor(a) recebendo os mesmos conteúdos mas através de diferentes instruções. O objetivo é diminuir o racio professor aluno e dar suporte às necessidades dos alunos.



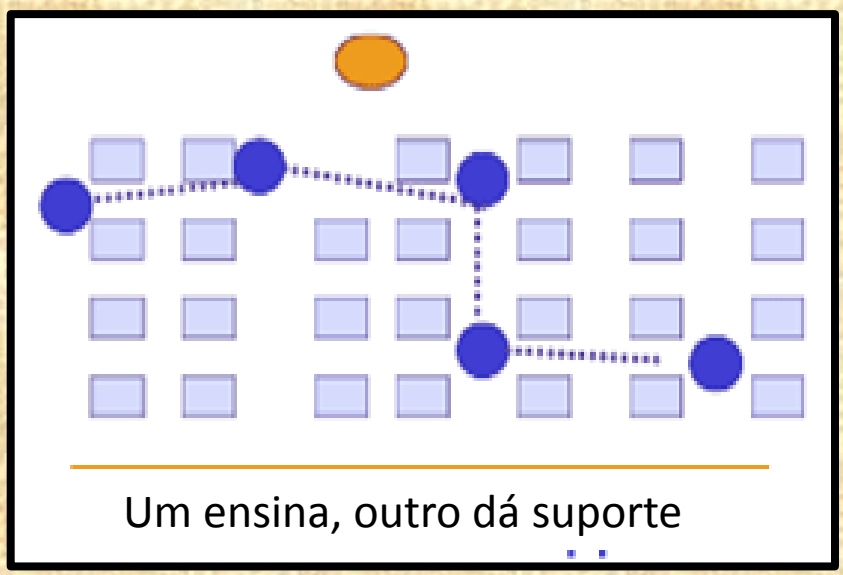
1



Um(a) professor(a) lidera toda a classe, o outro dá suporte: responde a questões, monitoriza o comportamento dos alunos, etc..

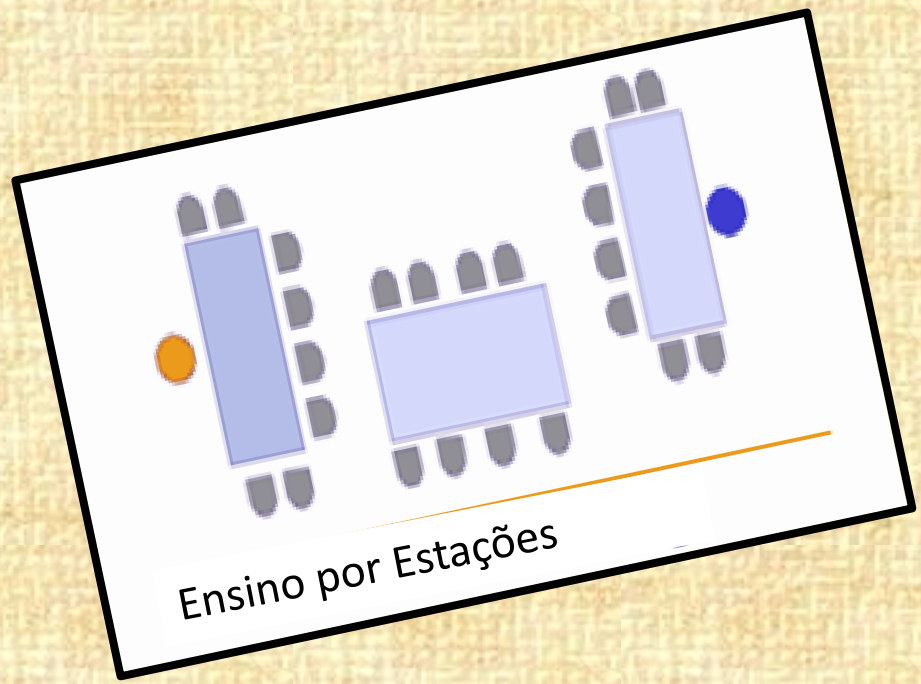
O objetivo é: enquanto um ensina o outro monitoriza o progresso dos alunos.

1



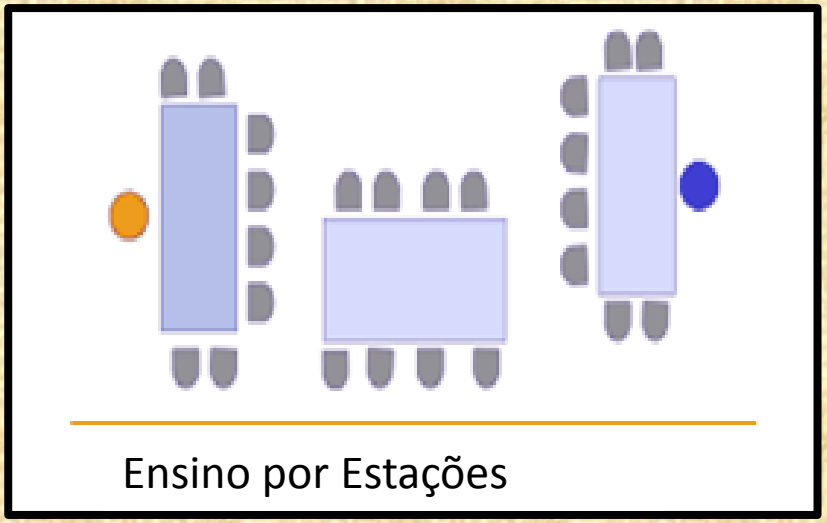
O Daniel tem alguns problemas em perceber a lição, então o prof. António vai lendo a lição com ele ao mesmo tempo que a prof. Joana vai apontando as ideias principais.

2



Os alunos são divididos em 3 ou 4 grupos, homogéneos ou heterogéneos. Os professores podem providenciar a instrução numa das estações ou monitorizar várias. Os pequenos grupos vão rodando pelas estações. O objetivo é baixar o racio aluno/professor e fomentar uma aprendizagem cooperativa entre os alunos.

2



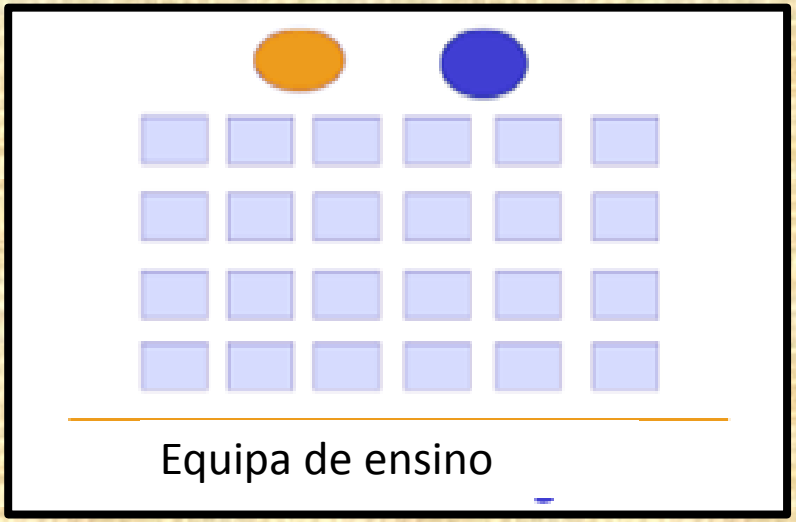
Hoje os(as) alunos(as) vão explorar o mapa da Europa.
Estão divididos em 3 grupos.
Na 1ª Estação- vão procurar, no mapa, vários países.
Na 2ª Estação –vão ter contacto com diferentes tipos de mapas da Europa.
Na 3ª Estação-vão construir, individualmente, um mapa da Europa.

Equipa de ensino

3

Os(as) 2 professsores(as) participam na aula, assumindo papéis diferentes. Um pode ir explicando o conteúdo enquanto o outro vai escrevendo no quadro os pontos-chave.
O objetivo é ir partilhando o papel de líder e dar suporte aos alunos(as).

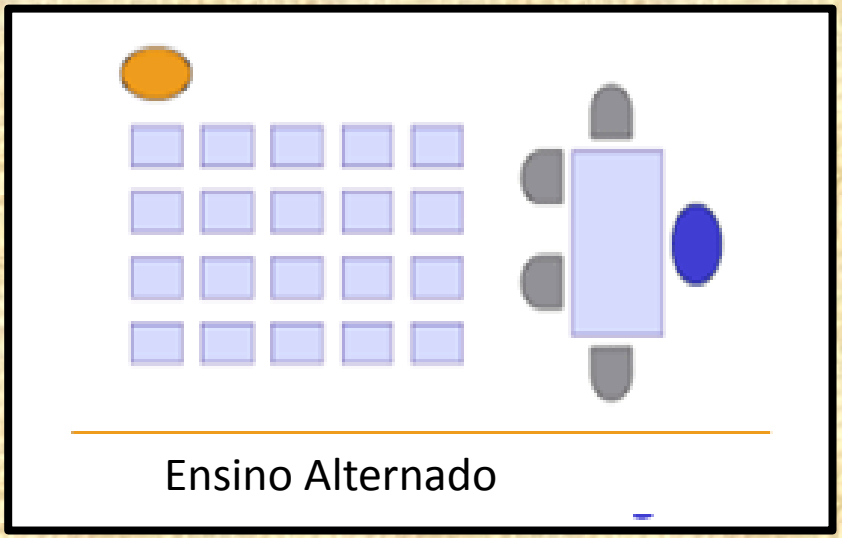
3



Os(as) alunos(as) fizeram um visita de estudo à mata. Um dos prof. está a falar acerca dos pequenos animais que viram. O outro está a mostrar os seus habitats e a responder às questões que as crianças vão colocando.

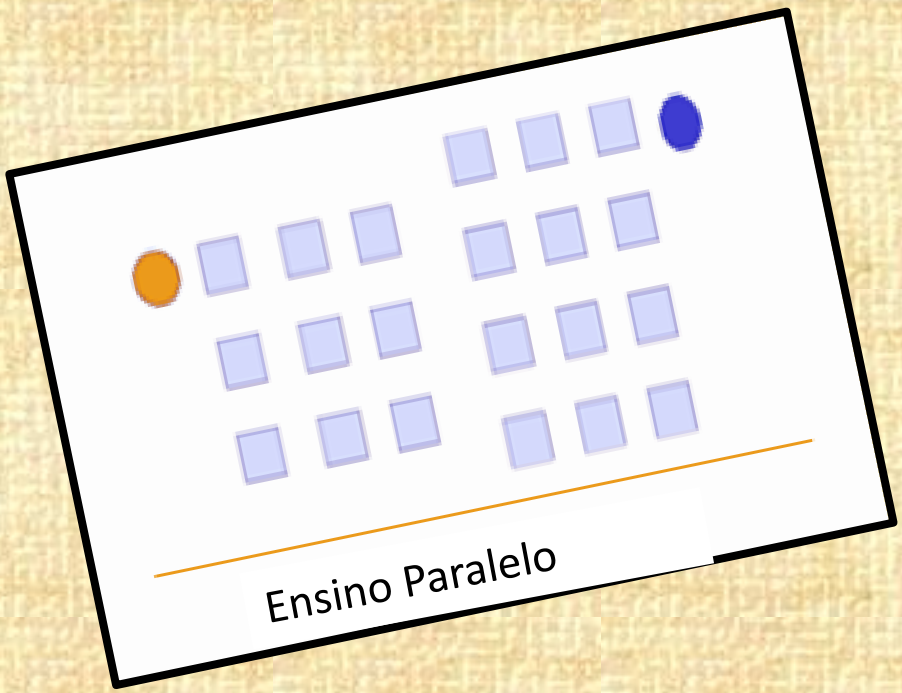
4

Com base em avaliações anteriores os professores podem decidir que alunos estão em risco. Assim, um professor pode trabalhar com o grupo que está em risco enquanto o outro, continua a avançar na matéria. O objetivo é reforçar e consolidar os conteúdos que já foram lecionados.



4

O Daniel e outras duas crianças estão com problemas na divisão silábica.
A prof. Joana está a fazer um jogo para as ajudar.
O resto do grupo está a fazer uma ficha de gramática.



5

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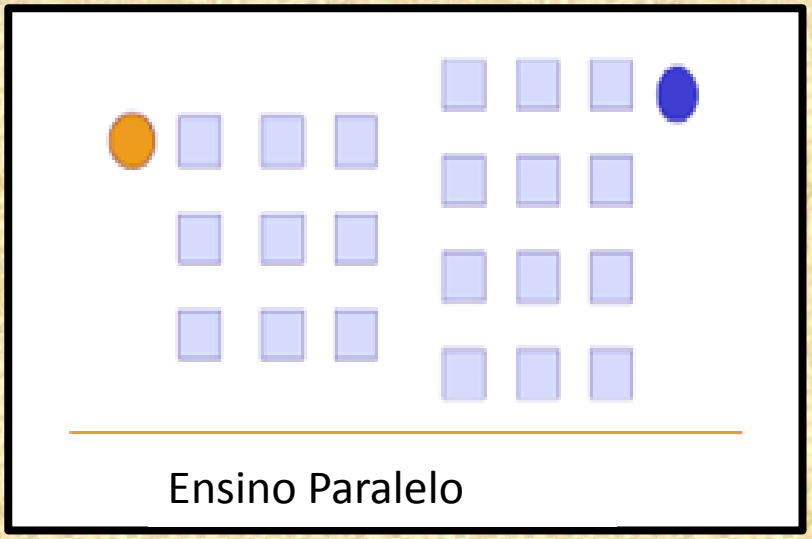
O objetivo é diminuir o racio aluno/professor e dar suporte às necessidades dos alunos.



5

Os professors estão a falar acerca do mesmo conteúdo: comparar objetos para determinar as suas caraterísticas face ao tamanho e à forma.

As crianças estão divididas em dois grupos. Umas estão a identificar figuras planas com o mesmo tamanho e forma. As outras identificam e descrevem figuras simétricas.

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- 5 Co-teaching Formats.http://faculty.virginia.edu/coteachUVA/whycoteach.html. Asseced 2017.

- Gately, S. & Gately, F. (2001). *Understanding Co-teaching Components*. Journal of Teaching Exceptional Children. 2(3) 41-47.

- Bauwens, J., Hourcade, J. J., & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. Remedial and Special Education, 10(2), 17-22. EJ 390 640.