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GO PRINCE

DEVELOPING GOOD PRACTICES: INCLUSIVE EDUCATION IN EARLY CHILDHOOD

INCLUSIVE EDUCATION IN EARLY CHILDHOOD: DEVELOPING GOOD PRACTICES



A Manual for
Teachers to Use in
Inclusive Classrooms



Erasmus+

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2017



GO PRINCE

Our Story

Introduction and context

The teachers from the Erasmus Plus 'GO-PRINCE' project come from across Europe and all work within teacher or social educator education. For all of us the theme of inclusion is an important aspect of the work we do with emerging professionals in the early years field. We are all influenced by the common thinking, in terms of research and European conventions, that underpins the practices associated with inclusion in each of our countries. Collegiate learning and the sharing of best practice on the provision of support for children with SEN and those other children at risk from disadvantage and exclusion can be perceived to be lacking at the European level. A political consensus has emerged on the importance of inclusive education, reflected in part by a general trend towards placement of children with SEN in mainstream education, and away from special schooling. Many European Member States have made good progress in developing coherent, localised and inclusive early intervention strategies, which provide for consultation with affected families. Information on the support mechanisms available to parents of children at risk of exclusion from mainstream schooling incomplete, although some examples of good practice exist for replication.

Our Erasmus GOPRINCE project is a response to this call for a best practice approach and aims to make a contribution to the sharing of knowledge, understanding and best practice in inclusive education. It is important then that we give some detailed consideration to a range of definitions of inclusion from an international perspective. If we accept the ideology of inclusive education, then we have to believe that all children and young people, no matter where they are located in the world, should have access to high quality education (Hodkinson (2016)). UNESCO (2005) suggests inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/or emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

In particular, four key elements have tended to feature strongly in the conceptualisation of inclusion.

Inclusion is a process. That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.

Inclusion is concerned with the identification and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.

Inclusion is about the presence, participation and achievement of all pupils. Here “presence” is concerned with where children are educated, and how reliably and punctually they attend; “participation” relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and “achievement” is about the outcomes of learning across the curriculum, not merely test or examination results.

Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most “at risk” are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

Definitions of inclusion in education from the Index for Inclusion (Booth and Ainscow 2011, 3rd edition) suggest that inclusion in education involves:

- ❖ Valuing all pupils and staff equally.
- ❖ Increasing the participation of pupils in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- ❖ Restructuring the cultures, policies and practices in schools so that they respond to the diversity of pupils in the locality.
- ❖ Reducing barriers to learning and participation for all pupils, not only those with impairments or those who are categorised as 'having special educational needs'.
- ❖ Learning from attempts to overcome barriers to the access and participation of particular pupils to make changes for the benefit of pupils more widely.
- ❖ Viewing the difference between pupils as resources to support learning, rather than as problems to be overcome.
- ❖ Acknowledging the right of pupils to an education in their locality.
- ❖ Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- ❖ Recognising that inclusion in education is one aspect of inclusion in society.

“The concept and practice of inclusive education have gained importance in recent years. Internationally, the term is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. Inclusive education is a process that involves the transformation of schools and other centres of learning to cater for all children – including boys and girls, pupils from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability. Education takes place in many contexts, both formal and non-formal, and within families and the wider community. Consequently, inclusive education is not a marginal issue but is central to the achievement of high quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning” (UNESCO, Education page).

Inclusive education involves embracing human diversity and welcoming all children and adults as equal members of an educational community. This involves valuing and supporting the full participation of all people together within mainstream educational settings. Inclusive education requires recognising and upholding the rights of all children and adults and understanding human diversity as a rich resource and an everyday part of all human environments and interactions. Inclusive education is an approach to education free from discriminatory beliefs, attitudes and practices, including free from ableism. Inclusive education requires putting inclusive values into action to ensure all children and adults belong, participate and flourish. *(Cologon undated)*

Finally it is important to remind ourselves that having all children learning together teaches children to value diversity, builds social capital and lays the foundation for inclusive communities.

The history of our project

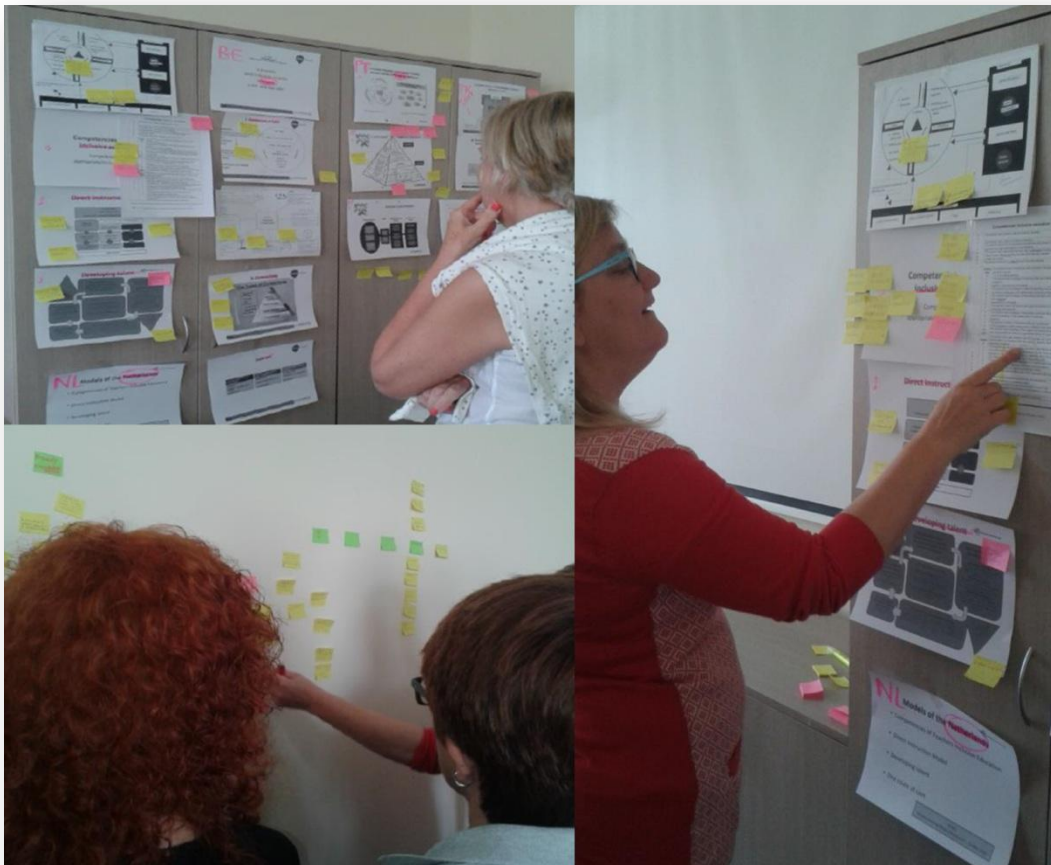
Our work began with our first work package which aimed to capture the current picture of inclusion in each of our countries. It is more than 20 years since the World Conference and the Salamanca Declaration each of our countries was at a different starting point then and the developments in each country reflect these diverse starting points. We wanted to be able to consider the similarities and differences in the approaches that had been adopted in each country as a starting point on our journey to identify and share good practices. You may have looked at our **overview documents already**, but if you haven't these can be found **in this specific area of our website**. Each country has a document of its own and a summary document is also provided. At our meeting in Esbjerg, Denmark in March 2015 we began to share our national overviews, to share the big picture from our

individual countries. We wanted to move from the 'big picture' towards a more detailed consideration of how inclusion is being implemented in each country. We left with the task of bringing examples of good practice from our country to the next meeting. We felt that these examples would help to bring the 'big pictures' to life, to help us to understand how inclusion was being experienced by young children and their families in the countries that are part of our project.

At our meeting in Vilnius, Lithuania in May 2015 we shared with each other examples of good practice that illustrated how inclusion was being implemented in our countries. Again these examples of good practice can be found in **in the following folder on or website**. As we listen to the contributions we were intrigued by their variety but also by some of the similarities. We began to identify the common themes and concerns, noting that since the aim of each government was the same then our concerns would inevitably be similar. Our next task was to really unpick what these similarities and common approaches were, and to do this we needed a means of analysing each of the contributions.



We chose an interactive means of analysis. After presenting our models to the group we all created a small wall display covering our main points. Working in trans-national groups of two and three we examined each display in turn and using post-it notes we wrote down the aspects that seemed to us to be an underpinning principle or the most important to aspect of each of the models. We were challenged to write these on a post-it note and stick it on the wall beside the display. This method enabled us to really start to discuss each of the models, to ask questions, clarify our understanding and begin to draw meaningful comparisons between them and the models from our own country. Deciding on the most important aspects of each model to write on our post-it note required reflection, discussion, negotiation and sometimes compromise!



At the end of this process and when each small trans-national group had had the opportunity to review each of the national models we gathered all of the post-it notes together this was our data and we needed to use it to consider the most appropriate themes to reflect our work so far. So we began to look closely at our words and sort them into piles of similar themes. This method of analysis was referred to as “working from heaps to sets” by Whalley et al (2004:36). It represents an approach to analysing data that is easily adapted to a group situation and a collaborative approach. It actively engages the co-researchers in discussion and debate about how the sets are created, encouraging them to consider and combine, to sort and sort again. Using post-it notes and a large wall space we were able to work together to sort and re-sort, merge sets and divide others until we were satisfied with the groupings we had established. This was a surprisingly lengthy process but one that would be central to the next stage of our project so again we chose to invest time in reflection, discussion, clarification, negotiation and again some compromise!

At the end of our analysis session we were left with words and phrases that fell into six categories, after further debate we named our categories:

- ❖ Collaboration
- ❖ Reflective practice
- ❖ Holistic view
- ❖ Shared ethos
- ❖ Adaptations
- ❖ Communication

Appendix A, below, captures some of the post-it note contributions that were part of the final categories. Before leaving Vilnius each country chose to take one of the categories and explore it in more depth. At our meeting in Newcastle in November 2015 we shared the development of these overarching categories and again these individual documents can be found in XXXXX. In summary the categories were developed in the following ways.

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.

Reflective practice

This category was considered by our colleagues from Denmark and they begin to encourage us to think about reflection in terms of its potential to enable us the challenge and change our think and our actions. They capture the complexity of working with young children and especially those with special educational needs through the use of a didactical model of relations was first formulated by Bjørndal and Lieberg (1978) who explore the interconnected nature of different aspects of our work with children. This section highlights the complex nature of reflection and its importance in developing effective practice.

Holistic View

Our colleagues from Belgium looked at the category we had labeled developing a '*Holistic view*' view of the child. Drawing on the work of Laevers et al (2005) this piece demonstrated how his theories have been

used to focus on the child, their well-being and their involvement in their surroundings and with their care givers. This view sees the child and the process of inclusion in a positive way, seeing all aspects of development as equally important and asking questions that focus on the child's strengths rather than their areas of weakness. The work of Laevers and his colleagues is influential beyond Belgium, currently those working in early years in the UK will recognise the influences of his work with the 'Curriculum Guidance for the Early Years Foundation Stage' (2007) and beyond into current assessment frameworks for the youngest children in our school.

Shared ethos

Our colleagues from Lithuania have explored the category of 'ethos'. In this section they consider the need for inclusive practice to be developed from a value-based commitment by teachers. The Profile of Inclusive Teachers (EADSNE 2012) highlights the essential core values and areas of competence necessary for preparing teachers to work in inclusive education considering all forms of diversity. Written from a cultural diversity perspective, this section explores the essential values that create an ethos that ensures all learners have access to an inclusive education

Adaptations

Our Turkish colleagues considered the notion of adaptations and the range of forms these can take. These adaptations are designed to lessen the impact of the child's special educational need and thus promote their successful integration into mainstream school. Adaptations to the learning environment, the use of specific aids, changes to teaching approaches or instructional materials as well as the consideration of how scaffolding can be used are all considered within this section. In the UK government policy and guidance such as Removing Barriers to Achievement (DfES 2004) have supported the drive to make adaptations at a classroom and school level that can have a positive impact on children's inclusion and achievement. In

many cases the adaptation has been in the form of additional adult support in the classroom. There is a particular focus on shifting the emphasis for removing barriers to ensuring barriers are not unintentionally constructed. In doing so the principles of Universal Design for Early Childhood Education (UDECE), are explored, this approach addresses and redresses the primary barrier to making expert learners of all pupils: inflexible, one-size-fits-all curricula that raise barriers to learning.

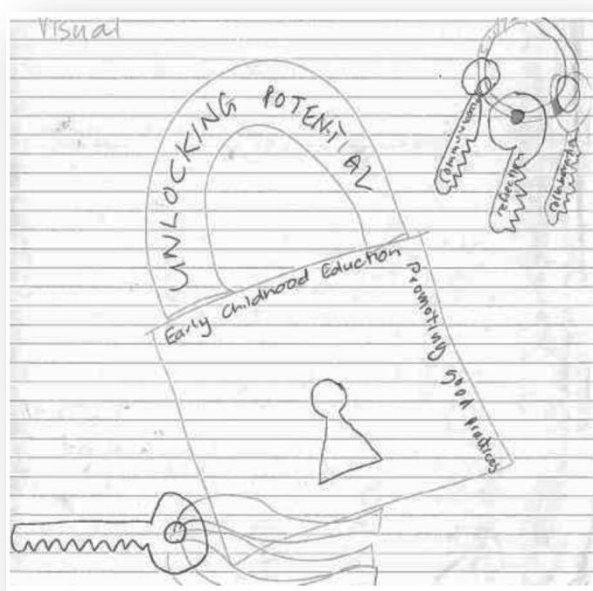
Communication

The concept of communication was explored by our colleague from the Netherlands. In this section the complex nature of the process of communication is highlighted as well as models which aim to shed light on the nature of effective communication. Leary's Rose (1957) demonstrates the impact of the interplay between the behaviour and the perspective of participants in conversation and can be used as a frame for analysing and influencing the positive outcome of conversations. Likewise the model of Emotional Intelligence (Goleman 1996) draws attention to the need to understand ourselves and our behaviours as well as the motives and motivations of others. The skills needed for effective communication with parents, children and other professionals are all explored.

Choosing a metaphor for our findings

The next stage of our projects is to develop materials that can be used to support teacher educators when working to develop the knowledge and understanding of trainee teachers and social pedagogues about inclusion. During our meeting in Newcastle we also realised that we needed some kind of metaphor to bring some coherence to the development of the next part of our project. Our logo was designed by a colleague with the ribbons

representing the inter-twinning of needs, skills, services and perspectives that contribute to inclusive education and we wondered how this could be built upon for our metaphor. Our efforts didn't manage to come up with a strong enough image, so moved away from this image and let our thoughts run. After much creative thought and debate we settled on the notion of inclusion as a means to *unlock children's potential*, with collaboration, reflective practice, a holistic view, shared ethos, adaptations and communication being some of the important *the keys* which would help to unlock that potential. The doodle below was made by one participant in meeting as we explored the possibilities.



The notion of unlocking potential is central to inclusive practice. Throughout the materials that we develop in the next part of our project we will refer to '*the keys*' both collectively and individually, our materials will consist of case studies from all of the participating countries which demonstrate aspects of good inclusive practice, within each

of these there will be a focus on the contribution the each of *the keys* has made to a successful out come for the child or children involved. We will also consider the significance of each of *the keys* from the perspective of the children, their parents, the educational setting they attend and the different professionals involved in their education.

We hope you will enjoy looking at the overviews of *the keys* and that you will find our materials, when they are produce towards the end of 2016, informative and supportive in reflecting upon and developing your inclusive practice.

Developing the ‘Keys’ into open access online materials to support teacher-educators across Europe

The notion of unlocking potential is central to inclusive practice. Throughout the materials that we developed in the next part of our project we refer to ‘*the keys*’ both collectively and individually. Our materials will consist of case studies from all of the participating countries which demonstrate aspects of good inclusive practice, within each of these there will be a focus on the contribution the each of *the keys* has made to a successful outcome for the child or children involved.

Creating the case study materials was the most significant piece of work we had to undertake as part of the project. Each country took its ‘key’ and sought to find an example of good practice from their country to form the basis of a case study which could later be used as materials to support pre and in-service teachers think about inclusive practice.

In February 2016 we all gathered at Vives University in Belgium.



Our colleagues from Vives has organised a conference, inviting teachers and leaders from partnership schools and settings along with students from their Batchelor programmes to a series of workshops during which we would share our developing case studies and materials. The workshops were very successful and provided us with the opportunity to test out our materials and more importantly it enabled us to receive feedback from the participants to support the refinement and development of our materials.

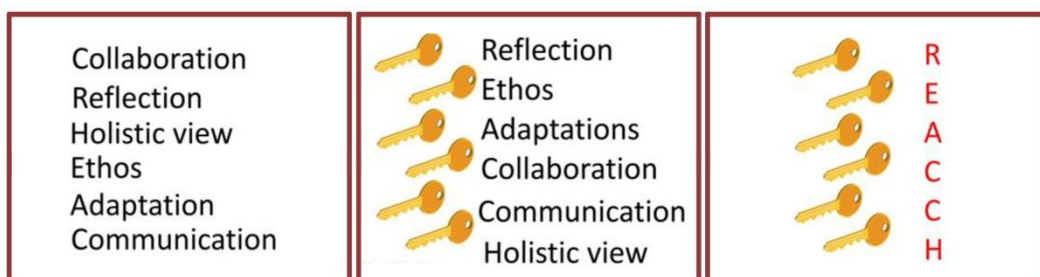
In May we met in Lithuania to begin to plan the Intensive Study Programme (ISP). During the ISP students from each of the seven participating countries would come together at Vilniaus Kolegija / University of Applied Sciences for two weeks to explore the concept of Inclusion. During the ISP the students will experience

- ❖ the workshops based around the keys
- ❖ visits to local schools to experience first hand inclusive practices in Lithuania
- ❖ take part in lectures and workshops from experts in the field
- ❖ take part in cultural and social activities

You can find out more about what happened during the ISP by looking at the Intensive Study programme from the menu bar on the home page.

For the project team the ISP was an important opportunity to deliver their refined workshops and to test out the activities and materials that had been developed. The workshops were delivered to student in trans-national groups of 14 (two students from each country) and each group of students evaluated the workshops at the end of each session. We were really grateful for the honest and constructive feedback that the students gave us.

It was during our preparations for the ISP that we began to think about how we could capture the concept of the keys in a way that the students would be able to remember each of the six keys individually. We felt that this would be an important aspect of the



With a little bit of reorganisation we were able to come up with the acronym

REACCH

We liked this because it we were able to make lots of positive associations with it and we all felt we could relate to the notion of reaching for inclusion

At the end of the ISP the staff continued to adapt and develop their materials in response to the feedback from the student teachers and social pedagogues. Examples of changes included

- ❖ providing more detailed definitions of key terms
- ❖ re-considering the length of time allocated to each practical activity
- ❖ re-wording worksheets or moovly text
- ❖ re-considering the pitch of the teacher input

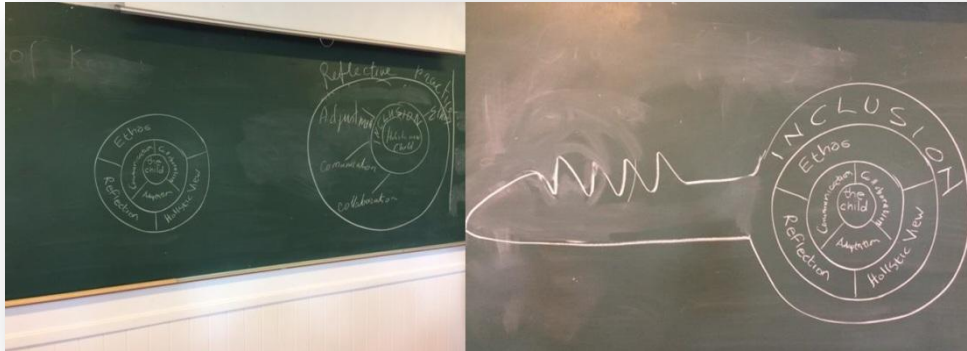
The challenge for the project team was to take the feedback from the ISP students and then use it to adapt their workshop materials so that they can 'stand alone' and be used, by teacher-educators across Europe, independently to support student teachers or student social pedagogues in their understanding of inclusive practice. In order to have the maximum impact the materials need to be easy to access and easy to use. In the universities that are part of the project the materials will be integrated into the curricular for the appropriate Bachelor courses. But we also wanted the materials to be used beyond the project universities to other teacher educators in each country.

During the workshops we also began to experiment with using REACCH as an Audit Tool that students could use to support their reflections on the classrooms they visit and work in during their training, and for practitioners to use to reflect on the provision in their setting. You will see the REACCH Audit throughout many of the materials.

Our deadline for the completion of our materials was our final project meeting in Denmark in May 2017. When we met for the final time we shared each others progress and also discussed how we would like the materials to be presented on the website.



You will notice that the image on the blackboard is the one of the home page of the website!!



On our final evening in Denmark we gathered on the beach to watch the sun go down, this was an opportunity for us to spend some time together relaxing and enjoying the feelings of celebration at our achievements but also sadness that our time together had come to an end.



Now that you have shared our story we hope you will enjoy looking at the keys and the materials we have produced, we hope you will find them useful.

If you would like to give us any feedback the project team's email addresses are on their staff profiles.

Thank you 😊

Appendix A

PT Collaboration	❖ Partnership with other teachers and technician's ❖ School level listen to the needs of the teachers ❖ Parent – child – management team ↓ - Peer – school – teacher ❖ Partnership with other professionals ❖ Partnership with parents ❖ Teachers are always looking for opportunities instead of problems ❖ Uniform word for parents / care takers ❖ Involve communication with parents ❖ Context community ❖ Cooperation, cooperative learning is the key ❖ Teamwork learn skills from the others ❖ Triangle: child teacher / parent ❖ Common consent
DK Reflective practice	❖ Tool for reflection, (not as a checklist) ❖ Is able to mutual ❖ Skills professional ❖ To be honest with yourself ❖ Model for reflection for lifelong learning ❖ Self-reflection teachers ❖ Feed up - back and forward
BE Holistic view	❖ Develop cognitive skills ❖ Development ❖ Child ❖ Social emotional ❖ Language and cognitive ❖ Motorial and moral ❖ Sensorial ❖ Well being ❖ Follow the initiative of a child ❖ “the helicopter principle” and “AI : Appreciative Inquiry ❖ Self-steering ❖ Capability

LT Shared ethos	❖ Engagement ❖ Expectations ❖ Children's right ↓ - Democracy ↓ - Participation ❖ Trust ❖ No excuses ❖ Respect ❖ Passion, trust and expectations ❖ Positive looking to children and others ❖ Acceptation
TK Adaptations	❖ Dynamic assessment ❖ Adaptation and adaptation ❖ Adapting "things" ❖ Attitudes skills and knowledge ❖ Academic and social skills ❖ Strategies for teacher training ❖ Different ways of looking (signs) ❖ Differentiation ❖ Differences ❖ Participation ❖ Scaffolding ❖ Enrichment ❖ Triangle of Cognitive / Psychology and Socially ❖ More than only the class, classroom centred. ❖ Build on the strength of the child ❖ Early intervention ❖ Also strength parents
NL Communication	❖ Dialogue ❖ Communication ❖ Strategies to communicate ❖ Triangle: child teacher / parent ❖ Parent – child – management team ↓ - Peer – school – teacher ❖ Involve communication with parents



GO PRINCE

Project



Project Coordinator



Balıkesir University

Project Partners



Northumbria University

katholieke hogeschool
associatie KU Leuven



Vives
(Katholieke Hogeschool Vives)



UCSYD
(University College Syddanmark)



Vilniaus Kolegija

esec
ESCOLA SUPERIOR DE EDUCAÇÃO



ESEC (Escola Superior de
Educação de Coimbra)



HANZE (Hanze University of
Applied Sciences)



GO PRINCE

University Profiles

Balıkesir University



Balıkesir University, in Balıkesir, Turkey, was founded in 1992. It is in service with 11 faculties, 5 institutes, 16 vocational schools, 20 research centers and there are 1081 instructors and 38892 students in total. It also supports international education and has been sending and receiving many students from different countries each year.



Balıkesir University is located in Balıkesir, Turkey. The city of Balıkesir which has given its name to our university is an important center of attraction as a heaven of culture and tourism with its towns like Ayvalık, Altınoluk, Edremit, Erdek and Gönen which have countless natural and historical beauties . Balıkesir which offers easiness for transportation with its closeness to major cities in Turkey and which connects Marmara to firstly Aegean and other continents because of its geographical location is a bridge and transformation point at the center of planned investment for the transportation of land, sea and air.

Despite of being a young university, Balıkesir University is not only historically strong but also it has faculties, institutes, schools and vocational schools which is pioneer in research, education, and growing up experts and intermediate staff. Our university carries out a number of activities to lead the students to use their energy positively and allows them to reach more modern, more dynamic, more participative and a healthy position both physically and mentally by dealing with the youngsters to be developed socially, culturally and athletically in addition to scientific research and education.

University's students can become a member of different social, cultural and athletic student clubs in a wide range "from Theatre to Literature, Music, Art, Step, Modern and Traditional Dancing"; "from Science and Technology to Cinema, Photography, Computer and Internet"; "from Nature- Environment and Trip to Volunteer Siblings and Grandchildren, Education of Disabled and Poor Children, Eurasia and Moral Values".

Balıkesir University welcomes people who want to grow up as a qualified person, researcher, interrogator, constructive, entrepreneur, carries the consciousness of duty and responsibility, has the ability to analyze and synthesizes scientifically, respectful for the civil rights and social values, sensitive to environment, acknowledges the universal factors, has the cultural, art and sportive capacity and expresses the ideas freely. It also

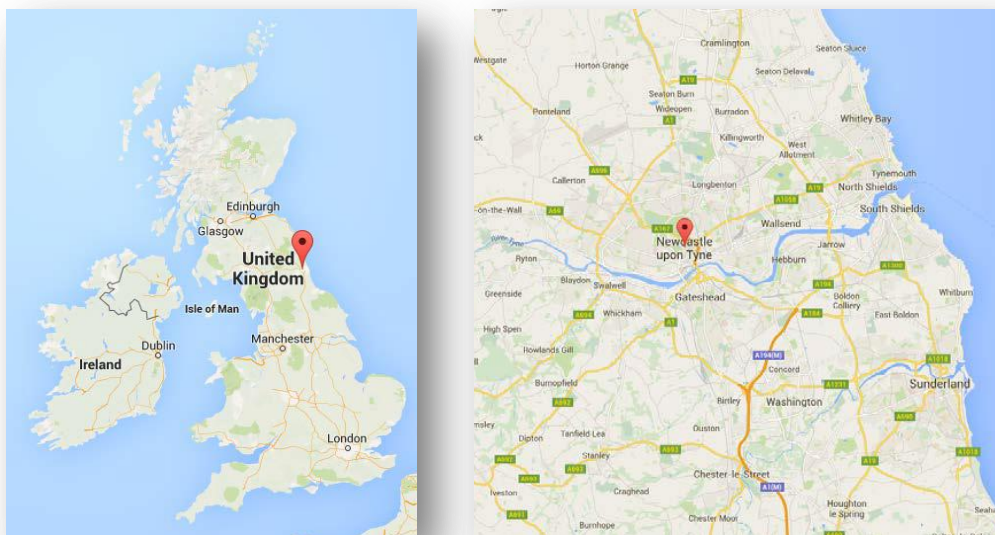
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www.balikesir.edu.tr

Northumbria University



Northumbria University, in Newcastle upon Tyne, England, is an expanding multicultural learning community, with excellent links with further and higher education, industry and commerce throughout the UK, Europe and beyond.



Renowned for the excellence of its teaching, as well as for preparing students for the world of work, Northumbria also provides research opportunities for professional reflective practice. In the Departments of 'Education and Lifelong Learning' and 'Children's Workforce and Society Honours' we deliver programmes in the areas of Education and Integrated Children's Workforce. We have approximately 3,000 full and part-time and work based learning students who are taught curriculums grounded in a

robust research evidence base; and our skilled and highly committed teams deliver, and support, learning experiences accredited by professional bodies and highly rated by league tables. The School of Education and Lifelong Learning has a reputation as a centre of excellence in the education of teachers and early years professionals. The University's provision for Initial Teacher Education has been rated 'outstanding' for twelve consecutive years by the Office for Standards in Education, Children's Services and Skills (Ofsted - the independent and impartial body that regulate services which providing education and skills for learners of all ages.)



Northumbria University is the leading regional provider of training and education for Early Years and Primary Teachers and Social Pedagogues. The staff from Northumbria University are all based within the Department of 'Education and Life Long Learning' and 'Children's Workforce and Society Honours'. They are involved in teaching on programmes for Early Years and Primary Teachers and Social Pedagogues. All come from a practitioner background and bring with them practical work-based as well as academic expertise.

Inclusive Education is a key feature of provision in the United Kingdom and all of the key persons have experience in working with and supporting children and their families who are affected by disadvantage. The United Kingdom government has a number of key policies and priorities concerned with raising the achievement of children born into disadvantage and ensuring that all children are enabled to reach their potential whatever the

circumstances of their birth. Each of the programmes within these departments has strands which prepare students to work in a positive and age appropriate way to support all children's learning.



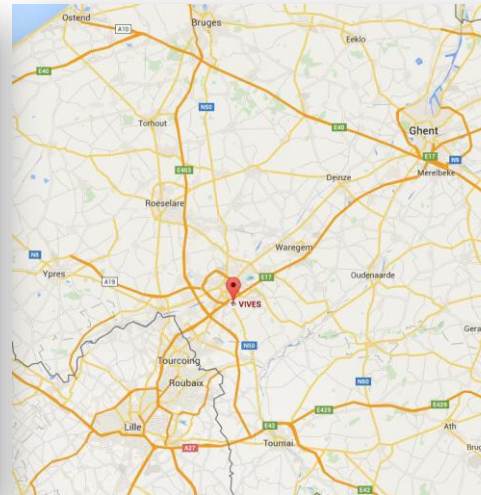
To find out more about Northumbria University visit their website

www.northumbria.ac.uk

Vives (Katholieke Hogeschool Vives)



From September 2013 onwards, KATHO and KHBO have become VIVES, as a result of the cooperation between KATHO, with campuses in Kortrijk, Roeselare, Tielt, Torhout and KHBO, with campuses in Bruges and Oostende.

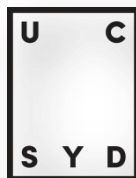


At this moment, mergers in the field of higher education are a common trend in Flanders. With approximately 13,000 students, VIVES is the biggest university college in Flanders. We offer 6 fields of professional bachelors: biotechnology, health care, commercial sciences and business management, industrial sciences and technology, teacher training and education and social work.

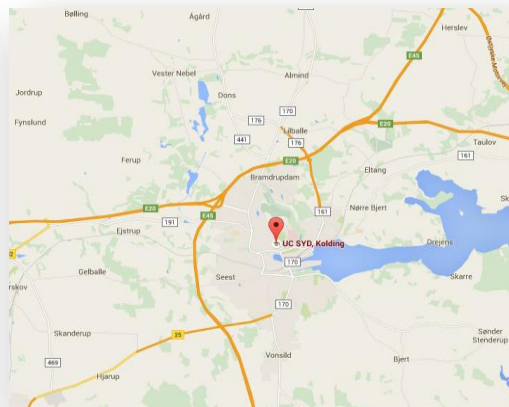
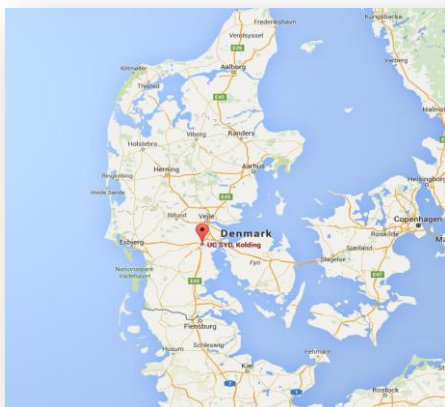
To find out more visit the website

<https://www.vives.be>

UCSYD (University College Syddanmark)



University College South Denmark is a centre for higher education in the southern part of Jutland with appr. 6500 students and 700 members of staff. 13 different bachelor studies are offered in teacher education, health sciences, social sciences and communication. About 2000 of the students are enrolled at CPD courses.



South Denmark also holds a department for Applied Research and Development. Drawing at all our expertise, we provide consultative services to pre-school institutions, schools and social institutions, as well as to municipalities and the social sector. Erasmus bilateral agreements have been signed with about 120 European partners and cooperation agreements are also established with universities in Russia, Australia, China, Japan, and Canada.

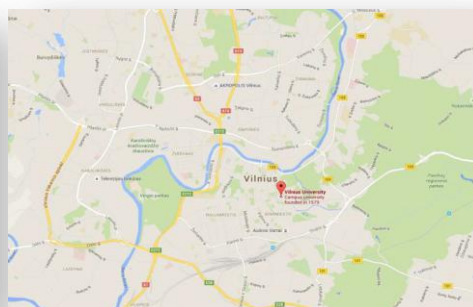
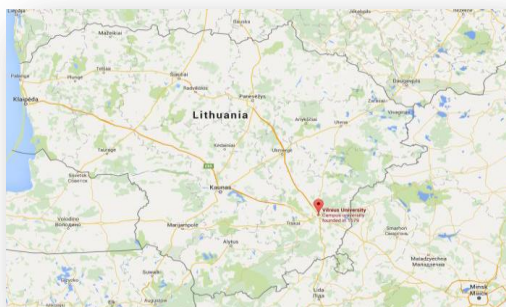
To find out more about UC South Denmark visit their website

<https://www.ucsyd.dk/international/welcome-to-university-college-south-denmark/>

Vilniaus Kolegija



Vilniaus Kolegija/University of Applied Sciences (VIKO) is the largest accredited higher professional education institution in Lithuania. Vilniaus Kolegija/University of Applied Sciences provides higher professional education in the sectors of Pedagogical Education, Economy, Health Care, Tourism, Business, Information Technologies, Electronics, Arts and Agriculture.



The Vilniaus Kolegija/University is located in Vilnius which is the largest of the 10 counties in Lithuania and is located in the south east of the country which is shown in the pictures above. Vilniaus Kolegija/University of Applied Sciences has 7 500 students, who study here under 48 study programmes in 7 faculties: Electronics and Informatics, Economics, Business Management, Health Care, Pedagogy, Arts and Creative Technologies and Agro-technologies.

To find out more visit their website:

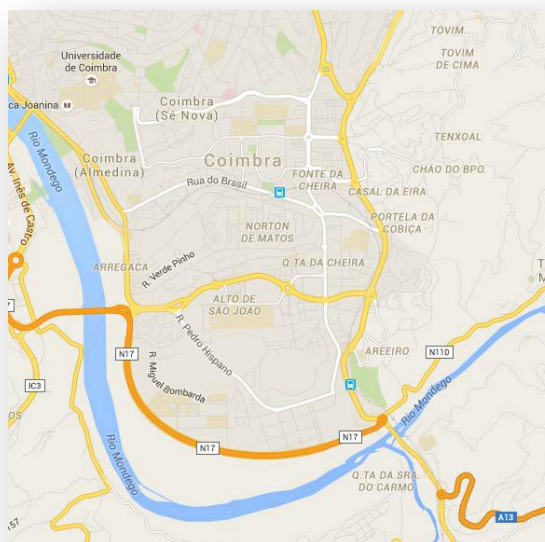
<https://en.viko.lt/>

ESEC (Escola Superior de Educação de Coimbra)



Escola Superior De Educacao is situated in Coimbra, Portugal and is part of Coimbra Polytechnic Institute (IPC). Coimbra Polytechnic Institute (IPC) has 6 colleges with 10,160 full-time students and 689 teachers. The Institute offers bachelor and master courses in diverse fields of study (education, arts, business administration, communication and journalism, tourism, agricultural sciences, health technologies and engineering. Coimbra Polytechnic Institute encompasses Coimbra College of Agriculture, **Coimbra College of Education (Escola Superior de Educação de Coimbra – ESEC)**, Oliveira do Hospital College of Technology and Management, Coimbra College of Health Technology, Coimbra College of Accounting and Business Administration, and Coimbra College of Engineering.

The College of Education of the Coimbra Polytechnic Institute (ESEC- IPC) is an institution dedicated, for more than 30 years, to the training of Early Childhood and Primary Teachers. We also have been working in the training of teachers to work with children with special needs for the last 25 years (several graduate courses, namely a master in Special Education under development since 2009).



As a Polytechnic HEI it has adopted a more up to date and practical approach to education, which has helped foster a reputation for quality education. The Institute has long benefited from its close links to local and national enterprises, which in many cases has given its students a career advantage. IPC has a research centre and has strongly invested its energies in investigation at national and international level. IPC is also proud of the many fine institutions it is in partnership with (about 100).

The College of Education of the Coimbra Polytechnic Institute (ESEC- IPC) is an institution dedicated, for more than 30 years, to the training of Early Childhood and Primary Teachers. We also have been working in the training of teachers to work with children with special needs for the last 25 years (several graduate courses, namely a master in Special Education under development since 2009).



To find out more about Escola Superior De Educacao visit their website

www.esec.pt

HANZE (Hanze University of Applied Sciences)



Hanze UAS is located in the vibrant student city of Groningen. It has a wide variety of Bachelor's and Master's programmes, Certificate and Exchange courses, the Hanze Summer School and a Preparatory course.



People often ask me about the origin of our university's name. Although it may sound strange to foreign ears, the name 'Hanze' is well known in the north-western part of Europe. It refers to the Hanseatic League, the medieval trade alliance of cities in the Netherlands, Germany, Scandinavia, and the Baltic Area. The city of Groningen has an age-old tradition of being a centre of trade, but also one of knowledge, science and culture. Groningen is the second oldest university town in the Netherlands and Hanze University of Applied Sciences, Groningen is proud to carry on this tradition.

In the course of its history, this university of applied sciences has built up a reputation of being truly international. Its degree programmes prepare students for a professional career in an increasingly international environment. Students from all over the world are enrolled in numerous international programmes, taught in English and German. Hanze UAS actively participates in projects aimed at supporting higher education institutions abroad with the enhancement of their curricula and the strengthening of their institutional capacity.



To find out more about Hanze University visit their website

www.hanze.nl



GO PRINCE

What is Inclusive Education in Our Countries

INCLUSIVE EDUCATION IN TURKEY

Definition

The concept of inclusive education is identified as follows in Ministry of Education (MONE) Special Education Regulations: "Inclusive education is a special education practice based on the principle that the education of individuals with special education needs (SEN) continue their education with their peers without disability in the official and private schools at pre-school, primary education, secondary education and adult education level by providing them educational support services" (MONE, 2006).

A. Policy, Legislation and Strategies

After the legislation and regulations made in 1983, 1997, 2004 and 2006 (MONE, 1983, 1997, 2004, 2006), education for children with SEN has been improved in Turkey.

The basic principles of special education in line with the general objectives and basic principles of Turkish National Education are; all individuals with SEN benefit from special education services in accordance with their needs, interests, abilities and competencies; individuals with SEN start their education at an early age; planning and execution of special education services of the individuals with SEN, as much as possible without altering their social and physical environment; giving preference to the education of individuals with SEN together with their peers, considering their educational performance and making adaptations in the purpose, content of teaching

process and evaluation; collaboration with organizations and institutions who provide rehabilitation services to the individuals with SEN, to maintain their education at all levels and in all types; developing individualized education plans and implementing the education programs according to the needs of individual considering the competencies of them, the characteristics in all developmental areas and competencies in different academic areas (MONE, 2006)

Special education services in early childhood

Early childhood education covers the education of individuals aged between 0-36 months. Local education authorities may open early childhood education units in special education centers (schools) in order to provide educational services for the children with SEN in accordance with the recommendation of the Board of Special Education Services.

Early childhood education is planned taking into account the importance of early intervention in achieving the desired goals for the later stages of education. In early childhood education besides the education of the individual, his family is also informed and supported for their contribution of the education of the individual. Early childhood education services are carried out in the schools and institutions and when needed at home. Planning and coordination of early childhood education services for special education are made by the Board Special Education Services. Measures are taken and necessary arrangements are done to provide education for individuals with SEN with their peers without SEN. It is also possible that education services may also be provided in independent educational units. Ministry of Education makes cooperation and collaboration with the associated organizations and institutions to identify and detect individuals with SEN and to carry out the education provided for these individuals. For example, with a program of Ministry of Health the mothers are monitored starting from their pregnancy period and this monitoring is continued after the baby is delivered until the age of 6. If a problem is detected in the child,

necessary precautions are taken and the child is directed to the associated institutions such as hospitals, guidance and research centers.

Special education services in pre-school education

Pre-school education is compulsory for the individuals with SEN between 37-66 months. The preference is to have the individuals with SEN continue their education in inclusive classrooms with their peers in mainstream schools. However it is also possible to continue their education in special education pre-schools for 37-66 month-old children and open special education classes for 48-66 month-old children in mainstream schools. The pre-school education for individuals with SEN may be extended to 78 months with the report of Special Education Assessment Committee and the written consent of the parents (MONE, 2006).

Special education services in primary education

The main preference is to have the individuals with SEN continue their education in mainstream schools with their peers. However, the individuals who are not able to achieve the general goals in educational programs maintain their education in special need schools and institutions where educational plans are prepared considering the performance levels of individuals in developmental areas (MONE, 2006).

B. Implementation of the Policy

In the diagnostic process of individuals who need special education, developmental characteristics and educational qualifications of the individual for educational purposes are identified and the least restricted educational environment and the special education services that will be provided for the

individual are decided. Educational assessment and diagnostics of individual is done in the Guidance and Research Center by the Board of Special Education Evaluation Committee with objective standardized tests and the individual characteristics measurement tools. In diagnostics; the health report taken from the hospital related with the disability of the individual; mental, physical, psychological, social development characteristics; competency in the academic fields, educational performance and needs and individual development report are taken into consideration. National education authorities, formal and non-formal educational institutions, health care institutions, universities, units affiliated to Social Services and Child Protection Agencies and units of local government share the responsibility in diagnosis and evaluation of individuals with SEN under the steering of Guidance and Research Centers.

The main principle in special education is to provide education for individuals with SEN in inclusive classes in mainstream schools. The points considered in implementation of inclusion can be explained as follows (MONE, 2006):

Preference is to have individuals with SEN continue their education in the same institutions with their peers without disabilities. Individuals with SEN may be in mainstream schools for full-time or in special classes for part-time. Part-time inclusion can be carried out through participation of the individual with SEN in some classes or extracurricular activities together with their peers without disability. Pupils with SEN who continue their education through mainstreaming follow the teaching program implemented at the school. Additionally, individualized education program for the inclusion pupils is prepared based on the teaching program they follow, in line with the needs and educational performance of the pupils.

The schools with inclusive classes make physical, social, psychological environmental arrangements in line with the pupil disabilities. For these schools special educational materials are provided and supportive

educational rooms are opened to implement effective and efficient educational services. In the support education rooms, teachers for education of different special needs (e.g. visual, hearing, mental retardiness), primary school teachers and subject teachers are appointed. In support education rooms, one-to-one education is provided considering the individualized education program to ensure the maximum benefit.

In inclusive classrooms, maximum 2 pupils with SEN may be placed. The maximum number of pupils in inclusive classrooms are arranged as; 10 if there are 2 inclusive pupils and 20 if there is 1 inclusive pupil in pre-schools; and 25 if there are 2 inclusive pupils and 35 if there is 1 inclusive pupil in primary school classes.

Required arrangements are done through taking necessary measures related with teaching materials, teaching methods and evaluation and assessment in accordance with the type of disability and educational performance and need of the individual.

Reverse inclusive education, which is the education of individual without SEN in the same class with the pupils with SEN, may also be implemented. This could be possible in the same classes or in the classes opened in the special education schools. The class size may be maximum 14 in the pre-school classrooms and 20 in primary school classes, when there are 5 pupils with SEN in the class.

Teacher education

Some universities have departments for teaching of different types of special needs; namely visual impairment, hearing impairment, giftedness, mentally retardation and a general teacher education department on special needs education. In pre-school and primary teacher education departments have a

course on special needs as a must course, while secondary teaching departments simply offer the course as an optional elective.

In our university, although it is one of the largest education faculties in Turkey, the pupil teachers at pre-school and primary teacher education departments have only one special education lesson and they learn about the concept of inclusion theoretically. In the courses for special needs, it is seen that the main focus is on inclusive education when the syllabus of these lessons examined. The content of the courses include the following components: Fundamentals of inclusive education (definition of inclusive education, key concepts, and the history of the inclusive education movement); Overview of children with SEN; How to create an Individual Education Plan; How to design and adapt activities for children with SEN; How to assess learning outcomes of children with SEN.

C. Needs and Challenges

Many research studies, articles, master's and doctoral theses that examined inclusive practices have been prepared since the beginning of inclusion practices in Turkey. In these studies, concept and principles of inclusion, attitudes towards the inclusive education and individuals with SEN, information and opinions about inclusive education and individuals with SEN, and characteristics of inclusive pupils were generally examined (Eğitim Reformu Girişimi [ERG] & [Tohum Otizm Vakfı] TOHUM, 2011). In the studies about concept and practice of inclusion in Turkey, the necessity of inclusive education was defended, the principles of inclusive education and support services necessary for a successful inclusive education were described (Batu, 2000; Baydık, 1997; Eripek, 1984, 1986; Tüfekçioğlu, 1997; Kırcaali-İftar, 1997, 1998). The class size, providing the requirements for pupils with SEN, the implementations of the Individualized Education Programmes, the cooperation between teachers and families for inclusive education in Special Education Services Regulation were not performed enough in the real implementation (Sucuoğlu, 2004). The importance of

having sufficient knowledge and skills in this area and having a positive attitude toward the inclusion pupils by teachers were emphasized in many studies in Turkey (Kırcaali-İftar, 1992). According to the studies, the teachers' attitudes towards inclusive education and pupils with SEN, varied according to whether they feel themselves enough about the inclusive education model or not (Sucuoğlu, 2004). Teachers feeling themselves inadequate in this regard might be reluctant to apply the model of inclusion (Sucuoğlu, 2004). In the field research studies, it was emerged as a result that teachers supported the inclusive education provided that the support for special education was given to them (Sucuoğlu, 2004). In a research conducted by Özaydın & Çolak (2011), most of the teachers stated that they did not have any support from the families and the school management for their inclusive classrooms, and they have very crowded classes. Sucuoğlu & Kargın (2008) stated that no special training support for teachers and pupils were provided and the teachers facing the problems were helpless in the classroom implementing inclusive education.

Teacher education is an important point for improvement of inclusive education. Since the courses teachers take during their undergraduate years do not prepare them for working with children with disabilities, teachers, who are the most important factor of inclusion (Batu, 2010), often graduate without gaining knowledge or experience working in inclusive classrooms. Hence, teachers generally face serious difficulties regarding inclusion, and inclusion practices may not yield the desired outcomes (Batu, 2010). Indeed their need for knowledge about inclusion and children with SEN is frequently emphasized in the literature (Akalın, Demir, Sucuoğlu, Bakkaloğlu, & İşcen, 2014; Batu, 2010; Sucuoğlu, Bakkaloğlu, Karasu, Demir, Akalın, 2014).

In conclusion, at the governmental level, the regulations and legislations are well organized but studies show that there are some barriers to the inclusion: majority of the individuals with SEN are oriented to the special education schools, since physical conditions of other schools are not suitable for the disabled individuals; negative attitudes of the school staff, pupils and parents; inadequate information and furnishings in special

education; lack of appropriate tools and materials for the individuals with SEN; lack of a standard school model where each pupil whether he/she is disabled or not benefits from the educational opportunities equally; inadequacy of developing inclusion policy in special education about raising awareness related with inclusion of the disabled in the society; inadequacy in increasing the vocational competences of teachers for special education.

INCLUSIVE EDUCATION IN ENGLAND in 2015

Definition

“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 (CSIE) (2001:1)

A. Policy, Legislation and Strategies

The content of this report refer specifically to the provision of inclusive education for children in England. Within the UK legislation prohibits discrimination in education and supports inclusive education. The development of much of this legislation was driven by national disability rights movements such as the British Council for Disabled People (BCDP), and the Centre for Studies on Inclusive Education (CSIE). The notion of ‘inclusion’ was first introduced with the publication of the Warnock Report in 1978, which signalled a move away from the medical model of disability towards the social model, subsequent policy has been underpinned by disability legislation, in particular the Special Needs and Disability Act (SENDA; DfES, 2001). The Act made it unlawful for schools and settings to exclude children with special needs and disabilities. The same year The Special Educational Needs: Code of Practice (DFES 2001) further established inclusive practice by stated that the needs of children with SEN would “Normally be met in mainstream schools or settings” (DFES2001:1.5) A revised SEN Code of Practice took effect in 2002, setting out five principles, namely that:

- ❖ children with SEN should have their needs met
- ❖ these needs will normally be met in mainstream schools
- ❖ the views of children should be sought and taken into account
- ❖ parents have a vital role to play in supporting their children's education
- ❖ children with SEN should be offered full access to a broad, balanced and relevant curriculum in the Foundation Stage and later years.

The 'Strategy for SEN: Removing Barriers to Achievement' (DfE 2004) set out the government's vision for SEN over the next ten years and priorities for the future through four key areas: early intervention, removing barriers to learning, raising expectations and achievement and delivering improvements through partnership.

This overarching approach is also explicit within the curriculum documentation for children in the Foundation Stage (age 3-5) and Key Stage 1 & 2 (ages 5 – 11). With (QCA 2000) calling for a multi-agency approach to meeting children's needs, close collaboration with parents and a focus on the removal of barriers to inclusive practice.

The National Curriculum (DfES 1999) contained an 'inclusion statement' which sets out three principles that are essential to developing a more inclusive curriculum; setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

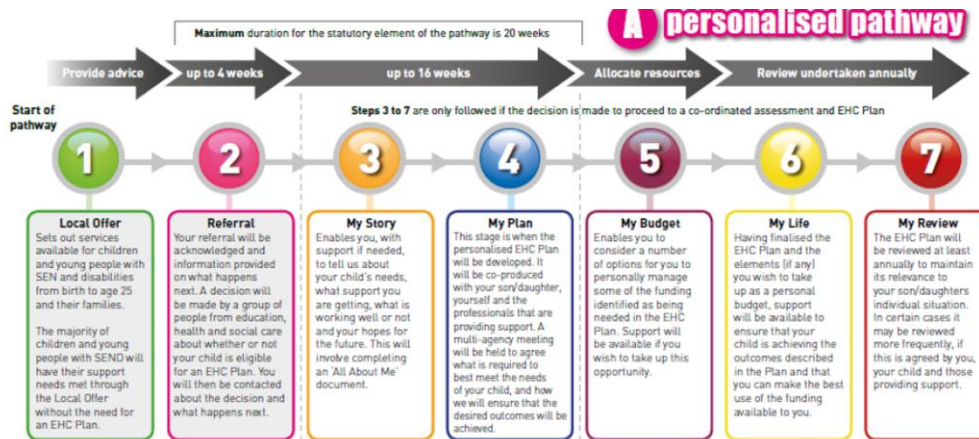
It is the responsibility of all teachers to apply these principles to the teaching of all children in their classes in order to keep to a minimum the need for aspects of the National Curriculum to be dis-applied for a pupil.

Since the mid-2000s and the introduction of the Every Child Matters (2004) agenda there has been a steady move to increase multi-agency working and to consider the needs of the child in a holistic manner rather than considering education, health and social needs separately. The most recently the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014) is published jointly by the DfE and DoH reflecting this move.

The SEND Code of Practice has been introduced placing increased responsibility on teachers for their pupils academic outcomes, its long term unwritten objective appears to be a pivotal, yet political driver for a greater number of pupils to leave education with recognised abilities and qualifications in core subjects (DfES 2014a)

Ofsted (2010) indicated that fifty percent of children identified by schools did not have a SEND, this statistic needs to be measured in terms of social disadvantage with a high proportion of children said to be living in disadvantaged areas with limitations to the quality of teaching and support experienced. The Code of Practice establishes a clear personalised pathway for children who have additional needs. It is clearly focussed on enabling the needs of the vast majority of children to be met within mainstream provision and without there being any need for long assessment processes. It imposes a legal duty to local authorities and to schools to be transparent about the offer of service they can provide for children with SEND.

Moreover there is a far reaching and much needed role to actively involve parents alongside their child in relation to their budget allocation, and how this can be shaped /best used by parental control (DfE, 2014). The model below (Nottinghamshire County Council 2014) illustrates the process and timeframes.



B. Implementation of the Policy: Initial Teacher Education (ITE) in England

All accredited ITE providers must ensure all of that the content, structure, delivery and assessment of programmes are designed to enable trainee teachers to meet all the standards for Qualified Teacher Status across the age range of training. The Teachers' Standards set out clear expectations about the skills that every teacher should demonstrate and refer to children with special educational needs in Standard 5 which refers to teachers' ability to "Adapt teaching to respond to the strengths and needs of all pupils". Specifically teachers must

- ❖ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- ❖ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- ❖ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- ❖ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (DfE 2011 p11)

Initial Teacher Education at Northumbria University

Students on the BA (Hons) Early Primary programme at Northumbria University are expected to be able to cater for the needs of all children in mainstream school. Teaching in relation to special education and inclusion takes place across a number of Modules. In Year One students are taught how to use the principles of the Early Years Foundation Stage (DCSF 2008) to plan and deliver developmentally appropriate experiences for children with additional needs. In Year Two is a greater emphasis on inclusive education within Key Stage One (ages 5-7), this includes how to use the National Curriculum (DfE 2014) and the accompanying Performance Scales (DfE 2014) (P Scales) to differentiate their teaching appropriately. All students also have the opportunity to visit a Special School, one of the specialist schools in the city for children with SEN. A small number of students will have the opportunity to undertake a placement in one of these schools.

At Northumbria we also offer Special Educational Needs and Inclusion MA and Special and Inclusive Education (National Award for Special Educational Needs Co-ordinators) Postgraduate Certificate as well as more specialised courses such as MA Autism or the MA Dyslexia.

C. The Challenges

The promise of inclusion is not always borne out in practice. Inclusion in the real world and work of teaching practitioners should be underpinned by an

ethos or philosophy of acceptance of difference, equal access to high quality education and support for learning needs alongside peers. Most importantly such an ethos can only be lived and practiced with a well-informed, capable teaching staff with the conviction and skills for genuine inclusion.

One of the underpinning purposes of SEND (2014) was to drive up standards, specifically to hold high aspirations for children such an ideology can be seen within the Teachers Standards (DfE, 2012.) Despite this aspirational view point over the course of a child's school experience the gap in achievement of children with SEND, and their peers' increases by 5%.

There is a need to start early as the research and literature on early intervention encompasses the need for cooperation and collaboration of strategies and interventions for children's progression. Such strategies and interventions should emanate from a range of professionals into an appropriate pedagogic approach, viewed to be critical to successful outcomes for all children (Nutbrown, 2009.)

One challenge exposed by Ofsted, (2008) and Lamb, (2009) suggests that children with SEND who increasingly attend main stream schooling are in reality taught by teachers who do not necessarily have the knowledge, skills and expertise to teach diverse, and a challenging range of pupils in a single class. This is coupled with widely felt concerns that many children with SEN spend too much time being withdrawn from class to be taught in 1:1 or small group situations by non-teaching staff. The IOE (2013) found that some children with acute special educational needs spend over a quarter of their week away from their class, teacher and peers. Other academics argue that 'full inclusion' ignores the obvious 'practical realities' of disability and the rights of other children to an effective education (Hodkinson & Vickerman 2009).

Both a need and challenge converge on the issue of teachers attitudes. The need to establish and sustain warm and educative partnership arrangements between parents, children and the school system will always present as complex however Humphrey and Squire 2010; Humphrey 2014; Florian and Linklater, 2013; propose that teachers attitudes' toward children with physical disabilities is far more positive than that encountered by children with emotional and behavioral difficulties. One suggestion is that children with physical disabilities can be more easily conform to conventional or generic approaches to learning and teaching whereas emotional and behavioral issues can present as more challenging for teachers and pupils alike. Gilbert (2012) concludes that this is a consequence of the impact of the pressure of school league tables.

The current scholastic agenda of government places great emphasis on results. Such results need to be provided by proven methods of assessment and continuous monitoring of pupils by intelligent and proactive teaching staff. But parallel to the pupil agenda is the agenda for teachers. This agenda interweaves classroom results with workload, increased pressures on individual classroom teachers and most significantly their pay potential, payment and progression (Perryman and Ball, Ryan and Bourke, 2013.) What does the policy say?

'..No longer will families have to fit around the system; when these reforms take effect, the system will have to shape itself around the family... This new legislation will revitalize professional practice and introducing real cultural change – forcing them to work in genuine partnership with other services and with families'. Edward Timpson (no date) Children's Minister explanatory address on the new SEN Code of Practice.

The strategies within such a new code of practice are said to be governed by political drivers, target setting and a performance management culture at a time of fiscal uncertainty (Penketh 2014, Ball 2013.) As such the notion of performativity, accountability and inclusion fail to convey an ethos of

welcome and support, in contrast the ideology appears ill thought out and conveys a sense of obligation, marginalization of children and appears to overwhelm many teaching staff (Hodkinson, 2012; Reid 2013; and Penketh 2014).

There are a number of current worries about the inclusion of children with additional needs in mainstream schools. In 2007 Mary Warnock referred to the 'disastrous legacy' of her 1978 report, arguing that there are 'limits to what can be achieved in mainstream schools, given the diversity of children's needs and the finite available resources' (Warnock in Cigman 2007:xii). For many practitioners this is the crux of the problem. The range and complexity of needs that mainstream teachers are expected to be able to deal with is vast and many teachers feel that their training was not able to prepare them sufficiently for the challenges this entails. This is coupled with widely felt concerns that many children with SEN spend too much time being withdrawn from class to be taught in 1:1 or small group situations by non-teaching staff. The IOE (2013) found that some children with acute special educational needs spend over a quarter of their week away from their class, teacher and peers. Other academics argue that 'full inclusion' ignores the obvious 'practical realities' of disability and the rights of other children to an effective education (Hodkinson & Vickerman 2009). While Gilbert (2012) concludes that this is a consequence of the impact of the pressure of school league tables. Despite this a review of the SEN system by Ofsted in 2010 claimed that children were being wrongly labelled as having Special Educational Needs when their underachievement was a result of poor teaching.

The new personalised pathway is part of the government drive to challenge inequalities, drive up standards and achievement and provide more choice for parents about their children's care and education. It is early days and despite positive outcomes from the 'Pathfinders' the picture as to how this working in practise is mixed and there is little formal evaluation to draw on.

INCLUSIVE EDUCATION IN BELGIUM (Flanders) in 2015

Definition

Inclusive education this means that inclusive education is education where children with special educational needs participate in a mainstream school with adaptations and additional support.

A. Policy

The policy is evolving towards more inclusion. The new policy (since 2009) starts from the educational needs of the children and not from their disabilities. An educational need is a didactical or pedagogical need from the pupil that obstruct a good learning process of the child.

An educational need is an educational translation of the psychological concept of learning obstacles. These are skills that children lack which cause problems to develop in an appropriate way. The M-decree was approved by the Flemish Parliament on the 21st of March 2014. The M-decree stands for 'Measures for pupils with special educational needs (SEN)'. It arranges how the Flemish educational system deals with pupils who have difficulties attending general lessons in a mainstream school because of a handicap, a disorder or an impairment. More effort should be made in investing in broad baseline care and take appropriate measures and make reasonable adaptations. Education in Flanders is of high quality. Some teachers and parents are therefore wondering why the system needs to be changed? Which reasoning is behind the M-decree?

Elementary education in Flanders comprehends both pre-school education and primary education. Pre-school education is accessible for 2,5 to 6 years olds children. Primary education is targeted at from 6 to 12 years olds children and comprises usually six consequent school years. A child usually starts primary education at the beginning of the school year in which the child becomes six years old and thus is obliged to attend school. Next to mainstream education there exists special needs education for pre-schoolers and children in primary education. Special needs education is organized for children who need temporary or permanent specific support because of a physical or mental disability, serious behavioural or emotional problems or severe learning disabilities. The special pre-schools are accessible for children between 2,5 and 6 till 8 year olds. The special primary schools are accessible for children between 6 till 8 and 12 till 14 year olds. The special needs schools uses developmental aims. This aims are situated on the level of knowledge, skills and attitudes. The special pre-school education has 8 types (see overview 2).

From 1st of September 2015 a type 9 will be added meant for children with autism spectrum disorder that have no additional mental disorder.

At the end of primary education children who have obtained all goals from the curriculum take a certificate of primary education. Also in special needs education children may in certain cases obtain a certificate which has the same value as the one from mainstream education.

To enrol children in the special education schools you need a motivated report. From 1st of September 2014 only the child guidance centre (CLB) is authorised to make an inscription report. This report states that 'reasonable measures' of the mainstream school are not sufficient to meet the needs of the child. The report also states which type (and education form) is suitable for the child. The special educational needs need to be described with the use of the international classification of functioning (ICF)¹. A report of the CLB does not oblige parents to send their child to a special need school.

Parents have the choice to send their child to a special needs school or they can decide to keep their child in the mainstream school. The mainstream school is obliged to enrol the child. In a meeting with parents, school and CLB a definitive decision is made whether the school can offer the care the child needs. If the parents decide to send their child to a mainstream school. The child can – if necessary- benefit from integrated educational support (GON). GON is a cooperation between mainstream education and special needs education. It implies that children with a disability take classes or activities in a mainstream school. In this process they receive support from special needs education. A specialized person is supporting the child for several times in a week. The pupil, the parents and the teacher get support. A child can also benefit from inclusive educational support (ION). ION offers support from within a school for special education for pupils who attend mainstream schools with an individually adjusted curriculum.

| This model is based on an interactional vision and social model on disabilities.

B. Implementation of the policy of the M-decree

The six policy objectives (legislation and strategies) of the M-decree are the child follows first regular and then special needs education. The child has the rights for reasonable adaptations and to enrol in a mainstream school. There will be new types of schools for special education. New conditions of admission in school for special education will be applied. The mainstream schools need support.

Specific pedagogical and administrative measures foreseen in the M-decree

The vision on care has evolved from care as a safety net, to care as a starting point. This vision has six principle ideas: a broad definition of care, a broader vision on care and differentiation: a preventive and a remediating component. The Universal Design for Learning principles (UDL) are a

preventive way of dealing with diversity, a shared care policy in the school team, involvement of the child and the parents, the initiative of the school not when the child asks for it, a care continuum and integrated care.

The care continuum (see figure 1) is a structure of care on which you can build a policy of care for a school. It is described with phases of developmental and learning support that children can receive at a school. It has a continuous (never ending) and holistic (total child) approach. The continuum has four phases.

Phase 0 has a broad (or preventive) base line care. The teacher takes into account as much as possible the differences of the children and takes care of a positive, safe and enriched learning/development environment, support and interaction. Meaningful learning is possible. A teacher takes educational measures to appreciate differences between children by striving for the largest possible learning return for each child. In phase 0 the teacher has a child monitoring system in the classroom. This is necessary to signal, diagnose the needs of the children and intervene.

In phase 1 the teacher concludes the base line approach is not working... The developmental process of the child stagnates, does not change, does not have the desired effect. The child needs more than 'broad baseline care' ... But what a teacher did in phase 0 is still needed in phase 1 where increased care is the focus. There will be a care consultation with the care team (= teacher, care teacher and/or care coordinator). The teacher needs a second opinion, exchanges thoughts, describes his or her own need for support. The question is here what does this child, with these parents, in this classroom, with this teacher, in this school, for the time being, need? In the care consultation there is talked about which steps the teacher can take together to stimulate the developmental process. The teacher needs intensive observation, diagnose & specific interventions. So the teacher will open an individual screening file (= step 2). A number of observational instruments exists, in order to explore further some relevant areas: An

intervention/ remediation plan will be carried out by the teacher/and or care teacher.

The help provided by the teacher and care team are insufficient. A multidisciplinary consultation (MDO) is needed. Here starts phase 2 the expansion of care. For a multidisciplinary consultation different types of care are “shared” and not split up. The teacher is the key figure. Next to him we have the care coordinator. This person organises and leads de MDO. This person has a coaching and an investigatory role. The principle or the head of the school has the final responsibility for the quality of education at the school and care for the children with special educational needs. The care teacher functions on the child level of care.

The Centre for Child Guidance is also involved. If necessary other external counsellors (e.g. rehabilitation centre, other schools, speech therapist, physiotherapist, experts in special needs education) need to be consulted. The design of a treatment plan (IHP) is necessary. The school needs to organise efficiently the planned approach holding in mind the specific educational needs. The teacher also expands his knowledge & skills regarding to learning, behavioural and developmental disorders. The description of a well-defined approach with as purpose to give the child more development and learning opportunities is the purpose. Integrated education (GON) and inclusive education (ION) are situated in this phase. There can be expansion of care by integrated education (GON). A child with specific educational needs stays in a mainstream school and gets support (in all kinds of ways) from a teacher/expert from a special needs education school. This is possible for one up to four hours a week, one or more years depending on the severity of the special educational needs. The aim is that the child achieves the same developmental aims and receive at the end the same diploma. If this is not sufficient inclusive education (ION) is another possibility. A child with specific educational needs stays in a mainstream school. Educational goals and approaches are adapted and extra support is provided: the child can participate at his own rate and level with the class group. Extra budget for Specific Educational Tools (SOL) is possible.

In this phase 3 we have the transfer to a customized school. The care team in cooperation with others (external agents) could not find an appropriate solution for the child's needs. It is necessary to transfer a child to another school in order to meet his or her needs. This can be a mainstream or a special needs school. The fourth phase (transfer to a customised school) will be recorded by the new model in registration policy.

Early Child Intervention (ECI) in Flanders

The decree of 30 April 2004 is establishing the organization Child and Family. The starting point is diversity and children's rights. A growing poverty also in Belgium has a lot of consequences on the future of the young children and their families. There is a big diversity in the society. Child and family is an organisation that is focusing on the development of the child from the pregnancy till the age of 3 years old. Child and Family wants, together with a lot of partners, for every child, where and how it is born and growing, to create as much as possible changes.

Child and family informs and coaches families with a wish to adopt a child, Child and family is also the producer for childcare in Flanders and Brussels and third the organisation is taking care of preventive family care. Child and family is working on a project with all his partners to strength the preventive family support. There is a multidisciplinary offer of services around the family with nurses, doctors, educators, ... There is the expertise centre with focus on pregnancy and birth, the education shop with information about education and development and activities, the walk in team where future parents meets each other, the centre for child care and support for children which support parents with difficulties in education of the child and the trust centre of child (VK) abuse where interfamilial violence on children can be reported.

Teachers education

Belgium has an initial teacher training on the bachelor level. The training exists of 3 years and has 180 ECTS. Pupils can specialise in different topics in a bachelor after bachelor training in 1, 2 or 3 years and contains 60 ECTS.

In VIVES in the initial teacher training inclusion is integrated in different modules. One module is specific focusing on 'care' and is explaining the care continuum with good practices to the pupils. In the first year of the training pupils are prepared on phase 0. In the second year the pupils are already prepared on phase 1 with focus on differentiation. In the third year the focus is on all phase and especially on phase 2. Phase 3 is also mentioned. In the third year the pupils have or can choose a module related to SEN Special educational needs in special education. Next to the modules the pupils are also training during practice.

The need of integration of care is most in the secondary teacher training. Vives also offers a bachelor after bachelor 'care and remedial teacher' and a bachelor after bachelor 'special education'. The bachelor after bachelor is giving the teacher a broader and deeper preparation on the topic of coaching children with special educational needs and also the coaching in the school (classroom, policy in de school) and the environment (parents, institutions) and stimulate the participant to reflect on their personal career.

Different organisations related to the Ministry of education or to the networks of education (free, public and city/village education) are offering in-service training related to this topic and especially on the implementation of the M-decree.

C. Needs and Challenges

As the M-decree is totally new a lot of steps need to be done. Preparation on the implementation of the M-decree happens in informing schools and organising in service training. A lot of questions are living on the different levels of involved schools and organisations. The Ministry has a lack in budget and this is of course not that easy for the schools. The need to integrate the care continuum without much extra budget is not always evident. The M-decree wants to stimulate more inclusion. Next to this we also need to prepare the teachers and the society in the way they cope with diversity. A mind shift is necessary.

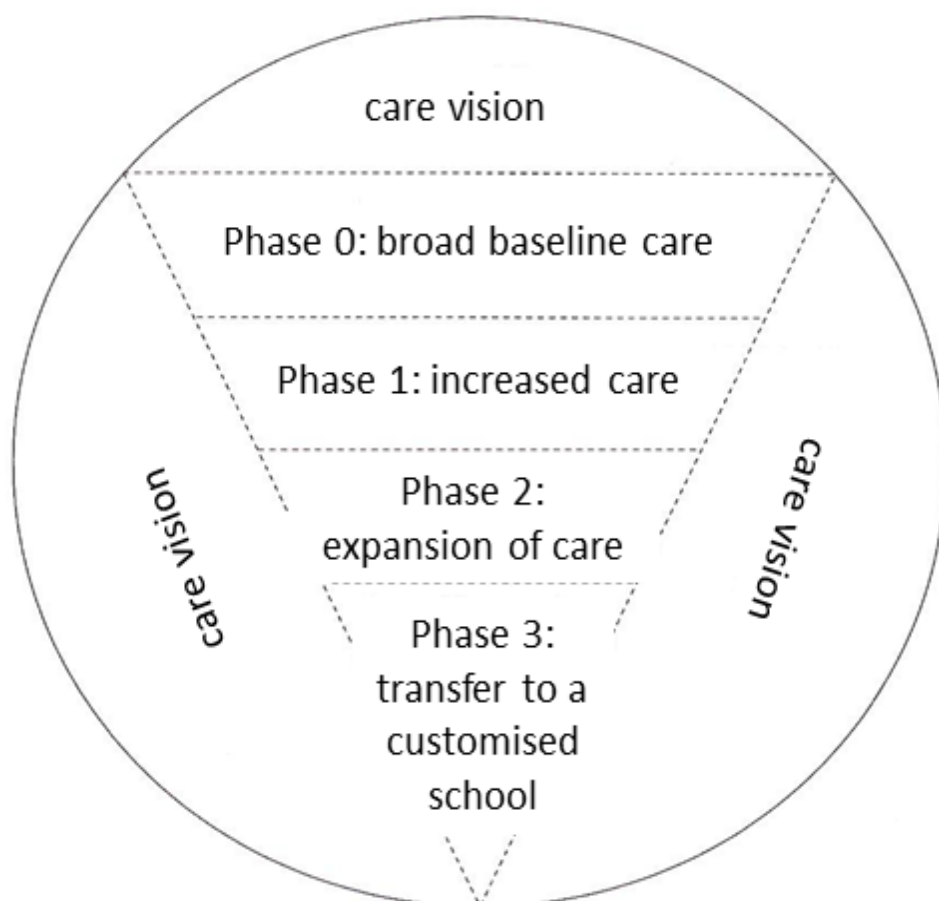


Figure 1 : the care continuum (M-decree : inclusion in Flanders)

Overview 2 : the types of special education in Flanders

- ❖ Type 1: children with a minor mental disability²
- ❖ Type 2: children with a mental disorder
- ❖ Type 3: children with an emotional or behavioural disorder
- ❖ Type 4: children with a motor impairment
- ❖ Type 5: children with a long-term illness (who are hospitalised or in a residential setting or in a preventorium)
- ❖ Type 6: children with a visual impairment
- ❖ Type 7: children with a hearing impairment or speech or language disorder
- ❖ Type 8: serious learning disorder

INCLUSION IN EDUCATION FOR 0 TO 8 YEARS OLD CHILDREN IN THE DANISH SOCIETY 2015.

Definition

The definition of inclusion used in the review is: 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 academic output and a positive self-image.

This paper looks at how inclusion is being handled in the Danish society in Danish Schools, Kindergartens and Early Childhood Institution; in general.

A. Policy

In 2015 almost all children in Denmark should be included in mainstream institutions and schools – ordinary children, children with special needs, children with social and emotional problems, and children with other cultural and language background than Danish and children suffering from poverty.

In the website of the Danish Ministry of Education it is pointed out that 96% of all children in the general school system, in Danish, *folkeskolen*, should be included in 2015 from 94,4% in 2014.

Almost all political parties are supporters of the decision and it is agreed with the municipalities 2012³. It is pointed out that the wellbeing of the pupils should be kept. Various initiatives from the government have been taken to support the municipalities and schools in the transition process with knowledge about organization of the transition, access to consultants, resource centers, and research and development projects of good practice.

Under the website of the ministry a resource center, Inclusion-Knowledge and Development, has its own website to gather and provide information about the various initiatives. The ambitions are both keeping the wellbeing of the pupils and at the same time heighten the level of performance. Pupils with considerable need of support are still being offered special education or special schools.

The inclusion initiatives of the Danish government are based on the Salamanca Declaration and the UN Declaration on Disabilities.

A research report on special education made on initiative by the Ministry of Finances about the quality and costs of teaching and activities in the school system in general and with special reference to *folkeskolen* made in 2010, showed that the costs of special education was increasing over many years. In 2009 the cost of special education was 23,9% of the costs for general education in total. 80% of the costs of special education were spent on special classes and special schools. There were also some indications that the academic achievements of the children in the special classes and special schools were lower than special education connected to mainstream schools and classrooms.

In 2012 the agreement was made with the Danish municipalities about working for more inclusion and less segregation in the Danish school system. The development of inclusion in the municipalities is followed by the University of Aarhus and SFI, The Danish National Centre for Social Research, and a report is send out each year.

Research

One of the initiatives of the government to promote inclusion was ordering a research report from Clearinghouse of Educational Research under the Faculty of Education at the University of Aarhus. The purpose of the research report is to establish an informed background of evidence based on international research contributing to the understanding of inclusion and exclusion and what research has found are valid approaches and good practices:

“Effects and Educational Actions in Inclusion of Children with Special Needs in Elementary School”

The report is a systematic review of international research of inclusion, and it is stated that the report is made on commission from the Ministry of Education and send out 2013, so here is a clear connection between government and research level. The review includes 279 studies dating back from 1994 and is in the review process reduced to 43 high quality research studies. The studies investigate academic achievements and social competences/attitudes in mainstream pupils and pupils with special needs. According to the report 11% of all pupils are referred to special education. Half of them are referred to special schools or special classrooms without any connection to mainstream classrooms.

As background for the research is pointed out that the wish for inclusion is both seen from the perspective of the right of the child to be part of the community of other pupils and to learn as much as possible(Salamanca Declaration) and on the other hand to save money, as the special schools and classrooms are expensive solutions. The school should work like a “mini society” and have the diversity you find in the “big society” and get used to it, to the benefit for all pupils.

The goal of the review is to find the international knowledge that already exists about what works in the transition and implementation of inclusive education and the evidence behind.

The effects that there are searched for are:

- ❖ Cognitive effects, social effects and effects on wellbeing.
- ❖ Children with special needs are:
- ❖ Children with development disorder, psychiatric and psychological diseases, social and environmental difficulties.

B. Implementation of inclusion

How the efforts working with inclusion is being implemented in the day-care services is being investigated in the evaluation report for day-care: Inclusion in Day-Care from 2014 made by the Danish Institute of Evaluation based on interviews and questionnaires to a representative group of social educators in kindergartens and crèches, heads of institutions, child minders and consultants in the municipalities.

The report mention that focus on inclusion in educational networks can be seen from the fact, that 27 out of 84 Danish studies from the upper mentioned research base has a kind of focus on inclusion. These studies

have a broad perspective: from studying children being a part of the community with other children or being excluded, to groups of minority children, who seem to be excluded already in the kindergarten, to focus on children with autism having difficulties having relations with the other children, to finally an overall feeling of missing tools for inclusion of children with special needs.

The agenda of the day-care area is not so tied up with the perspective of saving money on special offers for children with special needs as inside the school area as it is on the focus on children in general as being part of the community and having access to development.

Institutions that work with inclusion are characterized by:

Inclusion is a common assignment for the whole institution The educational effort is mirroring the actual group of children The focus is on relationships between the child and the social context The children as a group has a social responsibility The cross professional collaboration is formalized Special and mainstream education is integrated Procedures for collaboration with parents is developed There is a dialog with the local community

C. Needs and Challenges The evaluation points out some significant connections:

Institutions that work with a systematic approach to inclusion are more likely to have had education in inclusion, have access to resource persons in the municipality, have a written background or a concept for their work and include parents more. The report shows, that the municipalities have a focus on inclusion, 98 % of the educational consultants say that it is a task for the whole day-care area, 83% say they have a strategy and 59% say they have a written platform for that work. On the other hand 50% of the social

educators say that there are children that miss possibilities of education as they seldom participate in social communities with other children.

29% of the social educators have not had any educational course to improve their competences to work with inclusion within the last 10 years. And only 50 % of resource persons in the institutions have been offered further education in handling inclusion. 86% say they have had the possibility to have support from the PPR and 67% say they can draw on the educational consultant in the municipality.

All heads of institution answer that they have focus on inclusion and 52% say they have a specific way of organizing inclusion and 63% say they have a written platform. That is less than the answer of the consultants when it comes to strategy. 51 % of the social educators use some kind of tool to secure that they don't exclude children, but mostly it is informal dialogs with other staff that is the common way to estimate exclusion. When asked in the investigation most educators answer that they have a positive view on their work with inclusion although 59% experience obstacles to be able to work in an inclusive way. Problems that make inclusion difficult are physical space in the institution and rate of staff per child. More education, support from resource persons and feed- back would improve the effort. Overall they say that there is a lack of strategy and direction in the approach of the municipalities to work with inclusion. It seems as an overall picture that it is important to have a systematic approach to inclusion. There is a coincidence between the use of a systematic approach and having access to the upgrading of competences and educational programs concerning inclusion. And there is a coincidence of having a systematic approach and the assessment of risks of exclusion and the access to special educated resource persons or experts in Denmark.

INCLUSIVE EDUCATION IN LITHUANIA

Definition

The concept of inclusive education in Lithuania today: Inclusive education is the process that ensures qualitative education for all its participants, where attention is focused on the expectations of every pupil, pupils' parents, also peculiarities of each pupils' needs, necessities in special help and special services and stopping drop-out processes from the system of education (*Plan of actions of the development of inclusive education for the period of 2014–2016 year*, approved by the Minister of Education and Science, 2014-09-05).

A. Policy

Inclusive Education in Lithuania is primarily based on international documents: *UN convention of children rights* (1989), *UN regulations for equal opportunities of persons with handicaps* (1993) and *Salamanka declaration and Recommendations for the improvement of special education* (1994), *UN convention of rights of handicapped* (2006), *UNESCO Recommendations for the development of inclusive education* (2008), *UNESCO Guidelines for the implementation of inclusive education* (2009) and the ideas, articulated in them.

The main legal documents that regulate education for children with SEN in Lithuania are as follows:

- ❖ *The Law on the Social Integration of the Disabled, 1996*: the disabled have the right to work, study and train, and regardless of the cause, character and degree of their disability they shall be entitled to the same rights as other residents of the Republic of Lithuania and is a law for the social integration of people with special needs;
- ❖ *The Republic of Lithuania Law on Education, 2011*: special needs education is provided by all compulsory and comprehensive education programmes. In order to meet the needs of a pupil, these programmes have to be changed, adapted or new special educational programmes created; an additional assistance has to be provided;
- ❖ Procedure of pupils' assessment of special educational needs (excluding those on the exceptional abilities) in pedagogical, psychological, medical and social aspects and appointment of special education, 2011,
- ❖ Procedure of determining the types and special educational needs into levels of pupils with special educational needs 2011,
- ❖ Procedure of psychological assistance, 2011
- ❖ Procedure of special assistance at schools, 2011
- ❖ Procedure of special educational assistance, 2011
- ❖ etc.

B. Implementation of the policy

There are several groups of children with defined special needs: Children with handicaps include children with developmental, sensory processing, physical and other disorders, of which is biological in nature (there are no pedagogical means to improve the disorder). Children with disorders are those with learning, also behavioral, emotional and speech disorders.

Children with learning difficulties are those who have limited possibilities to realize their skills, due to negative environmental aspects (cultural/language/pedagogical/socio-economic). According to the Law, special educational needs might be mild, moderate, extensive and very extensive.

An initial detection of a pupil's problem is made by his/her teacher. The teacher informs the parents about the pupil and only after that can an initial assessment of the pupil's special educational needs be conducted by specialists. (During 2013/2014 school year in kindergartens and pre-primary groups, there were 701 speech therapists, 75 special pedagogues, 75 social pedagogues and 68 psychologists within the I Level). These specialists present their findings and recommendations regarding further modification of the programme to the School Child's Welfare Committee, which makes decisions. After this period is over, if a pupil still cannot cope with teaching requirements and achieves low results, the School Child's Welfare Committee recommends to the parents to apply for further assessment through the local pedagogical psychological service (PPS). After further assessment and evaluation period, these specialists provide recommendations to the parents and the pupil's school to what kind of special assistance and education plan/programme that has to be implemented, including what kind of special provisions are required in order to support the pupil's learning and teaching process. Also, they recommend when it is necessary to repeat the assessment and evaluation of the pupils' special educational needs

Future steps in the process of effective development of inclusive education is very important to address a variety of children's needs, to help every child, to work in a team, to develop personal professional competences of teachers and specialists. (There is a catalogue, <http://www.sppc.lt/index.php?371803544>, of special learning/teaching materials for kindergarten and pre-primary age children, in which 296 items of materials are stored. This catalogue embraces didactic resources, learning, teaching materials, visual materials, posters, etc.).

Teacher Education

In Lithuania, higher educational institutions are of two types: universities and colleges (non-university higher educational institutions, sometimes also called universities of applied sciences). University studies provide universal academic education, theoretical training and the highest level of professional excellence, while studies in colleges are oriented towards training for professional activities - practical training covers at least one third of the study programme.

Teachers in Lithuania are trained by pedagogical-profile and some non-pedagogical-profile universities and colleges. Teachers are trained at colleges (providing non-university study programmes of higher education) and universities (providing basic professional study programmes; Bachelor's and Master's degree study programmes and also specialized professional study programmes).

Teachers for pre-school and primary education institutions and social pedagogues are trained under the concurrent model of teacher education. Under the concurrent model, the study programme in the field chosen is combined with the programme of professional teacher training in the corresponding field. On completion of the programmes, graduates are awarded a professional Bachelor's degree in the colleges) or Bachelor's degree (in the universities) and the qualification of a teacher (pedagogue).

Teacher training in Faculty of Pedagogy of Vilniaus kolegija / University of Applied Sciences

Faculty of Pedagogy of Vilniaus kolegija / University of Applied Sciences offers study programmes of Pedagogy of Pre-School Education, Primary Education, Social Pedagogy and Interpretation of Lithuanian Sign Language.

In accordance with the line of inclusive education, Faculty gives a lot of attention to developing intercultural competences of future pedagogues. Since 2008 the Faculty has been developing specialized training of human rights in educational field for teachers. In 2013 the Faculty of Pedagogy introduced a joint study model "Cultural Diversity" which is run together with the Faculty of Social Studies of Zuyd University (the Netherlands). Faculty also participates in different international projects, such as "Teachers Identity in Europe", "Improvement of social pedagogues professional qualification by mediation implementation" and others.

Practices

Hearing is one of our five senses. Hearing gives us access to sounds in the world around us — people's voices, their words, a car horn blown in warning or a simple "hello". When a child has hearing loss, it is cause for immediate attention, since language and communication skills develop most rapidly in childhood, especially before the age of 3. The period from birth to 3-5 years of age is often considered as the "critical period" for the development of normal speech and language. With early detection, modern assistive devices such as, cochlear implants and special educational support, enables hearing impaired children to integrate into school and society and live a complete life.

The idea of inclusive education brings new demands and challenges to all teachers. Supporting hearing impaired pupils/children means supporting with a teacher for the deaf, which is uncommon in schools in Lithuania. How to deal with this problem? How is it possible to implement the idea of inclusive education for hearing impaired children in practice? How to help children with cochlear implants (CI) who need a language environment and special educational support?

As it is well known for successful habilitation/rehabilitation of children with CI, they need a good spoken language environment, i.e. they have to be together with others like themselves. On the other hand, they need constant support from professionals – teachers for the deaf - who are accessible only in from special educational institutions. Two thousand and eleven was a new starting point in educational practice of CI children. As a result of cooperation between the Ministry of Education and Science and municipality of Vilnius, a group for hearing children and children with CI was opened. The group was founded in a general kindergarten of Vilnius city but located in the premises of Educational Centre of Deaf and Hard of Hearing of Lithuania. The group had three kids with CI and twenty children with normal hearing. The children's age was 3-4 years.

Children with CI in the group received individual trainings four times a week which were provided by a trained teacher for the deaf from the Educational Centre of Deaf and Hard of Hearing of Lithuania; also, one training was given by a speech therapist from the kindergarten. Of the three children, all received their implants under the age of 2, two had congenital deafness and one lost his hearing as a result of meningitis. All of them received speech, language and hearing trainings in the first year after implantation.

In the beginning CI children differed greatly from their hearing peers. They didn't speak or play and were less independent. Their teacher had to organize their communication, play activities and provide more care for them. By the end of the school year, we observed that the children had some independence and their communication had improved, all of which we stimulated and encouraged.

In this group, close cooperation was required between the teachers and specialists (teachers for the deaf, speech therapists). All planning of the educational process, as well as of topics of individual trainings, was carried together. It helped to prepare CI children for the common activities in the group.

Organizing correctional work with CI children was important and had to take into account peculiarities of perception of sounds and speech, which are defined by: distortion of speech sounds transmitted by CI into the hearing system; partially damaged auditory nerve fibers and auditory centers of the brain; underdevelopment of the hearing centers of the brain; monaural perception (in some cases).

Teachers for the deaf try to involve parents by continuing the educational work at home; it was agreed with parents to participate once a week in individual training sessions with the teachers, with special notebooks for homework.

During the games with adults the children heard a lot of new words. They started to understand more complex phrases, expressions and game situations.

In conclusion, if a hearing impaired child acquire a modern and high quality hearing aid or cochlear implant(s) and is included into a general education environment, he/she is able to master his/her language and successfully engage into society. An example of our CI kids in inclusive setting allows us to make a prognosis on their future successful rehabilitation. Parents, teachers and audiologists strongly believe in this method of education organization.

Children with CI staying together with their hearing peers and receiving appropriate special educational support can access general and higher education easier and may experience successful inclusion into society.

C. Needs and Challenges

Inclusive education in Lithuania is understood primarily as an inclusion of children with non-standard mental and/or physical capabilities into “normal” school and classroom structures. Recently, the concept of “special needs” was broadened and has become an umbrella term for children facing learning difficulties by whatever reasons they are caused, including the consideration of a pupil’s ethnic or social background. However, something very essential is lacking within the understanding of “special needs.” Regarding homogeneity within the educational culture, it is also characterized by a lack of intercultural orientation, by not taking into account social, ethnic and gender factors, and by personnel who are not skilled to work in socio cultural diverse groups. The curriculum is extensive and demanding, and centrally designed and rigid. The curriculum can facilitate the development of more inclusive settings if it leaves for the school or teacher to make adaptations so that it makes sense in the local context and for the individual learner.

It must be stressed that teacher education has not consistently kept up with the policy of inclusiveness in Lithuania. Moreover, intercultural education has rarely been a subject in the teacher training curriculums.

In summary, common educational problems in Lithuania are: lack of specialists to provide early childhood education support; insufficient teacher training and education, especially the lack of implementing European policies on intercultural education; curricula is centrally designed and rigid; educational policies fail to recognize the social inequality as a central issue based on cultural and economic differences within the educational system and as equally important to the inclusion of children with mental and/or physical disabilities.

Recognition and respect of cultural diversity is necessary in order to avoid social marginalization. Therefore, inclusive education is not sufficient without being merged with intercultural education.

In order to better address problems related to social and ethnic inequality and discrimination, it is suggested: to increase the availability of the early childhood education; to provide individualised support for pupils according to their needs; to develop curriculum in such a way that learning content relates to, and builds on the learner's background and the resources they have access to; to establish monitoring and evaluation of quality of Preschool Education and Pre-primary education programs; to promote inclusive, cooperative and individualised teaching methods; to develop an inclusive heterogenic school culture; to explicitly address dimensions such as intercultural education, inclusiveness of diversity, and citizenship education in teacher training and teacher in-service education; to promote the development of teachers intercultural competence.

INCLUSIVE EDUCATION IN PORTUGAL

Definition

In Portugal inclusion is recognized as a complex process, involving several spheres of personal and of institutional lives. An inclusive society is defined as a society where everyone shares fully the condition of citizenship and is offered opportunities for social participation and access to continuous learning, as a way of fostering individual development, social progress and a more democratic society (UNESCO/European Agency for Development in Special Needs Education, nd). Participation is considered a keystone for driving the change of attitudes in society, to ensure equal opportunities and rights. For persons with special needs, it is about achieving equal status to the other members of the community (DGIDC, 2009).

In order to achieve that aim Inclusive Education is enshrined in law (Law on Special Needs Education - Decree-Law 3/2008) seeking educational equity, in terms of both access and outcomes. In Portugal inclusive education refers, thus, to the process of fostering participation of all children, supporting not only those with disabilities or developmental delays, but also all groups of vulnerable and marginalized children, namely because of their cultural and social backgrounds.

A. Policy

The support to children with special education needs (SEN) is nowadays framed by Decree-Law 3/2008, which sets out "specialized support offering (...) aimed at creating conditions for improvement of the educational

process to the special educational needs of pupils" who have continued difficulties at the level of communication, learning, mobility, autonomy, interpersonal relationship and social participation. This kind of specialized support is available within mainstream schools. But DL 3/2008 also establishes that when the regular school cannot give adequate response to the inclusion of children and young people, due to the type and degree of disability, those involved in the referral and evaluation processes may propose the attendance of a special education school.

In summary the new law on Special Needs Education states that pupils with SEN should not only receive their education in a mainstream school, but also fully join their peers in the curriculum and in school life; that pupils with SEN should generally take part in the mainstream class rather than be isolated in separate units; that separate provisions can occasionally be necessary for specific purposes; that schools should review and adapt their approaches in order to achieve greater inclusion.

The current legislative framework, however, clearly distinguishes the educational needs that result from social, cultural and economic disadvantages, considered to be possible to be overcome through "quality education" (a more flexible and adaptive education combined with measures such as alternative paths and individualized support, recovery plans, and cultural mediation between the school and the community), from those mentioned above that are considered to require additional and highly differentiated and specialized support and resources. This distinction aims to enhance the intervention with children who have more severe problems, redirecting the available specialized resources to them (European Agency for Special Needs and Inclusive Education, nd). However, it has led in fact to a large discrepancy between the general political statements and the specific legislative framework, which focuses almost exclusively on children with severe problems and on the so-called *special education*. Legislation and implementation for children with special needs/permanent problems is thus well-developed, but that is not the case for other groups of potentially vulnerable and marginalized children.

B. Implementation of the policy

In the last decades Portuguese governments have been making a great effort to support children with special needs. In a brief summary, the evolution of the legislative framework has been establishing some principles that are guiding principles of the educational practices: 1. The right to be in mainstream schools; 2. The prohibition and punishment of discrimination concerning disability and severe health risk; 3. The principle of accountability of all regular education teachers for children with special needs, including those with severe disabilities; 4. The change of the expression “children with disabilities” into “children with special needs”; 5. Compulsory schooling for all children and youths at school age (under 18 years of age) and the guarantee of universal right to pre-school education for 5 year-old children. At the same time, legislation has been published regarding special education staff, which led in 2006 to the creation of a specific recruitment group for special education teachers.

As already mentioned, with the implementation of Decree-Law 3/2008, the target group embraced by special education was limited to those children with permanent needs (children and young people with major limitations in terms of activity and participation in one or more of the following areas: communication, learning, mobility, autonomy, interpersonal relationship and social participation), redirecting the available specialized resources to them. Based on the assumption that some target groups need more sophisticated and specialized human resources and logistics, four different structures have been created in mainstream schools: 1. reference schools for bilingual education of deaf pupils, 2. reference schools for blind and partially sighted pupils, 3. structured teaching units for pupils with autism, 4. and specialized support units for pupils with multi-disability and congenital problems. These units are located in regular schools and present adaptations of the educational environment.

Children with SEN remain in those units only part-time, in order to promote their integration in regular classrooms and in school life. Regarded as platforms for the promotion of inclusion, these units enable the regular mainstream school to be attended by children who were traditionally sent to institutions (Rodrigues, 2010).

Within Decree-Law 3/08 it has also been established that most of the former special education schools should be subject to a process of reorientation for becoming Inclusion Resource Centres (IRC). This process has already begun. In partnership with the community, these resource centres support the inclusion of children and young people with disabilities, facilitating access to education, training, work, leisure, social participation and an autonomous life, while promoting the full potential of the individual. The IRCs work in partnership with school clusters.

It is the responsibility of the reference schools and schools with units to assure and manage the specialized material and human resources. Schools have also the responsibility of creating the conditions for the expression and development of exceptional capacities. Through a set of activities around the curriculum and curriculum enhancement, a development plan is supposed to be available to those pupils who demonstrate exceptional learning capacities, which can include methods such as differentiated pedagogy in the classroom, tutoring programmes for study strategies, guidance and advice for the pupil or enhancement activities at any point in the academic year or at the beginning of a cycle.

International Classification of Functionality

Until the 1980s Portuguese definitions of special educational needs/disabilities were based on the classification of handicaps in categories that were based on medical concepts. In the 1980s the concept of specific educational needs was introduced, classifying disabilities more on an

educational basis. Children and young people with SEN started to be described as pupils who demand special resources and/or adaptations in their learning process in order to access the individualized curricula established for them. Nowadays, and in accordance with Decree-Law 3/2008, the definition of the target group covered by the special educational services is made with reference to the International Classification of Functionality, Disability and Health (ICF) from the World Health Organization (WHO, 2007). ICF is the WHO framework for measuring health and disability at both individual and population levels. The Individual Educational Programme must integrate the indicators of functionality as well as the environmental factors that act as facilitators or barriers to the child's participation in school life.

Early Child Intervention (ECI) in Portugal

In October 2009 new legislation for the provision of ECI services was also approved (Decree-Law 281/2009) thereby creating the National System for Early Childhood Intervention (Sistema Nacional de Intervenção Precoce na Infância, SNIPI). The SNIPI covers children between 0 and 6 years, with “changes in body functions or structures that limit participation in typical activities for their age and social context or serious risk of developmental delay, as well as their families” (DL 281/2009, 3rd article). Within SNIPI ECI is defined as a range of comprehensive developmental services to be provided by local teams of professionals from health, education and social services, focusing not only on the child but also on the environment and including the family. The country has 5 regions, each with a coordinating commission, and 149 Local Intervention Teams (LIT). These teams are composed by doctors, nurses, early childhood teachers, psychologists, social workers, speech therapists, physiotherapists, and require the involvement of local community services. The intervention model framework grounds on three major features: enhancement of everyday child learning opportunities, family centred practices and transdisciplinary teamwork.

Teachers education

In Portugal teachers training covers initial, specialized and in-service training. *Initial training* is organized in two cycles: a bachelor's degree in Basic Education and a master's degree in the area of teaching. Teachers can graduate from a public or private University or College of Higher Education. *Specialized Training* is offered in some areas (e.g. special education, counselling, pedagogical supervising, school administration, curriculum development), and lasts for one or two academic years. This is the main training process for teachers to become special needs specialists and work in special education teams and contexts. *In-service training* is available for teachers who wish to update and broaden their knowledge and their skills – through training courses, action programmes, workshops, study circles, conferences, among others. In-service training can be implemented by higher education institutions, by school clusters in training centres, by training centres of scientific or professional associations, by central or local administration centres, provided that they are accredited by the Scientific Pedagogical Council for Teacher Training. Lifelong training modalities entitle those who attend them to a certificate and to some credits vital to their career progress as teachers.

Teachers training in ESEC

The College of Education of the Polytechnic (Institution) Institute of Coimbra (ESEC/IPC) has been offering curricular units on Special Needs in initial teachers training since 1990. During the last 25 years ESEC has also been developing in-service training, as well as specialized training. A bachelor's degree in Portuguese Sign Language also started in 2005. Since 2008 a master's course has been under development as well, focusing on Special needs of children with cognitive and motor skills problems. Moreover, due to the diversity and interdisciplinary studies that feature in the educational offer of ESEC, a broader approach to inclusive education is part of most of its study programmes.

C. Needs and Challenges

In order to monitor the new SE model, the Ministry of Education has commissioned to an international team of experts the external evaluation of the current model. The conclusions of that external evaluation, presented in December 2010, have been incorporated into a Recommendation recently published by the National Education Council on Special Education Public Policy (Conselho Nacional de Educação, 2014). The analysis presented in this Recommendation highlights the broad consensus on the idea that inclusive education is assumed in all major lines of public policy for special education and that the new legal framework represents a qualitative leap over the previous regulatory framework.

However, several problems have been also identified in the Recommendation as well as in other recent documents and literature.

The eligibility criteria is one of the aspects that seems to divide most the professional, academic and scientific community. It is pointed out that the current legislation leaves helpless one considerable group of children who have manifest need of special education but are not eligible within the current legal framework. Emphasis on the criterion of "permanence" of SEN may mean that the lack of response to these children leads to the accumulation of transitory needs, which, lacking a specialized intervention, become then chronic difficulties and therefore permanent. The adoption of the International Classification of Functioning, as an instrument for classification of the pupils and decision-making about their access to Special Education, has been also criticized. Academics and professionals question the choice of an instrument from the field of health to guide a process that should be educational and inclusive, based on educational needs and not on deficits (Rodrigues, 2010).

In general, the decision to set up service networks, in particular reference schools and specialized units, is positively viewed, as it leads to alternative responses and fosters inclusive models in mainstream schools. However, an evaluation of these structures is needed, especially in situations where, due to geographic dispersion, children are forced to attend schools far from their communities. In these situations, the aim of creating social support networks for inclusion that are community-based is jeopardized.

Finally, it is worth highlighting the risks that result from underfunding affecting the Portuguese education system in general and special education in particular. While public policy and the special education legal frame adopt the principle of inclusive education are even object of international recognition for their quality, the analysis of the real schools shows a discrepancy between the principles and their achievement. This gap reflects the inadequacy of the current framework to the real resources that are made available, both in quantity and quality, to schools and other partner institutions. As mentioned in the Recommendation, the proactive attitude of the legislature has not been supported by the corresponding mobilization of resources.

INCLUSIVE EDUCATION IN THE NETHERLANDS

Definition

Inclusive education in the Netherlands is called “Appropriate Education”. This is the name for the new way of teaching children, who need extra support, is organized. Because of appropriate education more children can, possibly with additional support, remain in regular education.

A. Policy

Law has introduced appropriate education on August 1, 2014. The purpose of appropriate education is to fix the problems with the old system and to reduce the number of truants. With the introduction of the Act, appropriate education, the “backpack” (2003) is therefore canceled.

The purpose of the new law is that all children, including children who need extra support in the classroom, get an appropriate education place. The essence of education remains the same: to challenge each child to get the best out of themselves. The starting point for appropriate education: if, the child can go to a regular school, if not, he goes to special education. There are children who are at their best in regular education, which indeed often provides the best opportunities for further training and participate in society. While for other children in special education most opportunities are provided. The new law give schools more options for customized support. The possibilities and the educational needs of children are decisive, so the focus is less on the disability or obstruction of the child but more on the

possibilities. This new approach has to ensure that fewer children are not prolonged to sit at home (truants).

The school system in the Netherlands has next to mainstream schools also schools for: Special primary education (SBO): Special schools for primary education (SBO) provide more intensive support than mainstream schools. The groups are smaller and the teachers know more about learning disabilities and behavioral problems.

Special Needs Education: Children who require specialized and / or intensive counseling, may in special education (SO). These include children with a (severe) physical, sensory or mental disability. Or pupils with severe behavioral disorder or psychiatric disorder.

Special Needs Education consists of four clusters:

Cluster 1: blind, visually impaired children;

Cluster 2: deaf, hearing-impaired children;

Cluster 3: mentally handicapped and chronically ill children;

Cluster 4: children with disorders and behavioral problems.

The special schools are maintained.

B. Implementation of the policy

The new law is the most radical for the mainstream schools now they have a duty of care. That means they are responsible for all children who need extra support to provide a suitable place. These are children who will be notified and children who are already in school. The school is looking, in consultation with the parents, for an appropriate place. At the school or if the school cannot offer proper guidance, another mainstream or special school will

searched for. In the school support profile the schools determine what kind of support they can provide. For this working regular and special schools together in regional partnerships.

School has a duty of care

Parents report their child at the school of their preference. Children may attend primary school when they are 4 years. The school must then make the most appropriate possible offer on its own, another regular or a special school. After registration, the school has six weeks to decide on the admission of the child. This period may be extended once for 4 weeks. The school first examine whether they can offer the child additional educational support, possibly with additional support from the (secondary) special education or of the partnership. Sometimes the school needs more information to assess this properly. Schools can therefore ask for additional information from the parents. If the school cannot provide an appropriate educational place, they must arrange a suitable place at another mainstream or special school. This is done in consultation with the parents. The duty of care also means that a school may only remove a child when and another school was willing to admit that child. This prevents a child falling between ship and shore.

Partnerships of schools in the region

To ensure that all children receive an appropriate place, schools have formed regional partnerships. In primary and secondary education, a total of 152 established partnerships (77 in primary and 75 in secondary education). In these partnerships mainstream and special education (cluster 3 and 4) work together. The schools in the partnership make agreements about include guidance and support that can provide all schools in the region and over which children can get a place in special education. The partnership makes agreements with the municipalities in the region about the deployment and

coordination with (youth) care. Each school provides the basic support. This is the guidance that can provide a regular school standard. For example: help for students with dyslexia or dyscalculia, programs aimed at (avoiding) behavior, protocol for medical procedures, competence of the staff. Besides the basic support some schools may offer additional guidance to children. Think of a special class for children with conduct disorder. Or training in social skills. This usually involves specialized guidance provided by one or more schools in the region. Sometimes this is done in collaboration with institutions of child welfare and youth services. The school provides support in the school profile which may provide additional guidance. You can use the profile to support your school. So you know as parents what you can expect from the schools in the region. And what teachers can at least offer. The base support is not fixed nationwide. The schools in the partnerships together determine what is covered by the basic support.

Additional funding support

The partnerships receive money for extra support. This will be distributed on the basis of the agreements made in the group of its schools. Thus, more customization and the money will be used as much as possible to support the regular school in the classroom. From the resources the partnership also pays secondary special education ((V) SO) for the number of children enrolled from that partnership.

Appropriate education no retrenchment

The introduction of appropriate education is not a cost-cutting measure. The budget remains the same nationwide, but is distributed differently across the regions. The money goes to the regional groupings, all the schools in a region. Per child they receive money for extra support. They divide the money on the schools in their region to provide support to children.

Teachers education

In the Netherlands the teacher training is on the level of a bachelor degree. The teacher training lasts 4 years and has 240 ECTS, bachelor of Education. There are about 35 teacher training education colleges in the Netherlands. At all the Institutions they work in a similar way. At the Hanzehogeschool of Groningen we work as follows: In the first and second year of study de students increase their knowledge. The training is focused on knowledge, teaching methodology, skills and attitude aspects needed soon to assume the role of teacher. The students works on his own knowledge base. Aspects as differences between pupils, classroom management, promote collaboration and model activating instruction are taught. Also the subjects as care expansion / development, action-oriented work, basic needs of children and differences between pupils, teaching methods, and working with combination groups. At the end of the second year he can choose to specialize in "Young children"(age 4-8) or choose the specialization "Older children" (age 8-12). In the third year the student has chosen the specialization "Young child" or "Older child". From now on the heart is in the target group that is chosen and the students deepen their knowledge and skills in this area.

There is great attention to identifying and diagnosing learning and development issues in children. Knowledge about orthopedagogical theories related to developmental and learning problems is taught. Practical research is done in elementary school, where students are two days a week. In the fourth year, they will work as a prospective teacher (Teacher In Training - LIO) six months in a primary school. Additionally, he can choose a minor or specialization, which also spends a half year. The LIO internship the students carry the responsibility for all professional tasks throughout the week. He works with children who belong to the target group he has chosen in the third year of study. During the internship LIO the students does practical research and he process the results in a research paper. In the minor space students have the possibility to follow a minor "Special educational Needs" (30 ECTS). After bachelor degree students can do a master for Special

Educational Needs, for the duration of one year. The Minister of Education finds that the level of teachers must be raised. Therefore the quality of teacher training colleges and teacher training must be improved. It is intended that each student from 2016 fulfils to the legal expertise requirements. This means that new teachers can adequately deal with differences between pupils. From 2015, the new teacher training entry requirements will start. New entrants must be tested on knowledge about the fields of geography, history and science and technology. From academic year 2015-2016 HAVO and MBO graduates (secondary education) who want to follow the teacher training colleges already should demonstrate before the start of the training that they have sufficient ready knowledge. Students with a VWO diploma (higher secondary education) or a university or university program are exempt from the special additional prior education. <http://www.paboweb.nl/themas/24> Setting higher standards for the influx of the teacher helps the professionalization of primary education.

C. Needs and challenges

Teachers and appropriate education: Appropriate education starts in the classroom. Teachers know the best what children need and what support them suits the best. They know what they can offer themselves and what they can still learn. And teachers know where the expertise of others, such as from special schools can put in. So teachers need to reflect on the way they act. They need to be ready to request and receive feedback.

See and respect differences: In the classroom teachers went even for the introduction of appropriate education to differentiation between pupils. For example, between intelligence levels and learning styles, but also in educational and support needs. Dealing with diversity is not new. It makes the teaching practice challenging and fascinating, but sometimes tricky. For teachers, the challenge is to see the differences and figure out what the learner needs and anticipate. For instance they can do to make that difference between instructions methods or in the way they offer learning

material. Dealing with diversity it is not new, but because of the new law there will be more children from special schools come into the mainstream schools. There lies a challenge to prepare new teachers to this new situation. Even more education in acting and behavior of teachers in inclusive education.

Support by the school: Teachers are not alone. In designing appropriate education, they get the support in the practice of the class from their colleagues in the teaching staff, the internal counselor or care coordinator and the head teacher. The expertise of the (secondary) special education or youth workers can be used to support the teacher. The educational organizations stimulate the exchange of knowledge about appropriate education within the team. The new Law of Appropriate Education makes teachers focus on the possibilities of all children, that really is a step ahead, but it asks more of teachers if the preconditions are not clear. The introduction of this new Law is too recently to have all aspects, where needs are, insufficiently vivid.



GO PRINCE

REACCH
Model
Frameworks

Reflection

The term “reflection” has recently become one of the most used terms in the area of education and learning, and there are different and partly overlapping definitions of what “reflecting” really is about. As an example Jack Mezirow focuses on changes in an individual’s “meaning perspective” and “meaning schemes” and especially emphasizes the intellectual and contextual side of reflection. The same applies to Stephen Brookfield who, with the term ‘critical reflection’, adds an ethical-political dimension (Illeris 2013).

In other cases, far more attention is directed at what is action oriented. Here, focus lies on reflections and decisions about what, in the given situation or context, could be done to go further. Donald Schön has studied “the reflective practitioner” as he calls it. He developed this term around “reflection in action” where especially reflecting intuitively - and without conscious and systematic reflections – will lead to making appropriate and actionable decisions (Illeris 2013).

Reflecting as a tool for change

Among others, Lawrence Stenhouse (1975) attaches great importance to the teacher’s and social educator’s thinking. It is the cornerstone of all school and kindergarten development. Without a reflecting teacher or social educator, no development would take place in our schools and in our pedagogical institutions. Stenhouse is inspired by Dewey’s view of development and one could argue that Stenhouse is – for the teachers and the social educators – what Dewey is for children and pupils.

The ideal thought of the reflecting teacher and social educator has, ever since then, had a central place in the education of teachers and social educators in the western world. Reflecting must be recognized as an investigation of impressions and experiences where new possibilities appear. Stenhouse mentions a set of tools, which can contribute to the development of our schools and institutions. Using these tools, you can focus on the subject “inclusion” for a group or for a single child.

- ❖ To question your own teaching and pedagogical practice in a systematical manner as a base for developing
- ❖ To hold the skills necessary to study the way you practice teaching and learning
- ❖ To be focused on and able to question and test theory using these skills

Furthermore, the individual teacher and the social educator must be willing to let others observe the teaching or the pedagogical course with the intention of discussing it afterwards. Beside you have to reflect on what you want to assess, how you want to assess and why you want to assess.

In the context of inclusion, it is necessary that employees have an appropriate understanding of what inclusion is and what methods that will promote inclusion. As a social educator and teacher you cannot automatically follow a regulatory system or recipe. It is important to relate to the foundation of your work and interpret it in a way you can vouch for in terms of personal and professional assessments of the task. You have to relate independently and interpretively to act responsible and therefore childcare workers and teachers own theoretical reflections are necessary.

In all development and learning, reflecting is a key word, and especially transformative learning implies reflecting. The term reflection has become

such a matter of course that we see it being used automatically and superficially – and therefore it can easily get in its own way of a deeper analysis and understanding of what happens and what is at stake. This term has to be qualified, partly linguistically by using more precise terms as self-reflecting and critical reflecting, and partly in practice by close inspection of what reflecting means in each case. It is not enough to reflect on how or why you have experienced, thought, felt or acted in specific contexts. The essence is to think about how you should act in new and similar situations, based on your experiences and understanding. If your actions are based upon these reflections, you can speak of critical reflecting.

The didactical relationship model

Teaching and learning is complex and several didactical categories are connected and affected at the same time. Therefore, it makes good sense to use didactical models – not as a checklist but more as tools for reflecting, and this is why it is important a didactical model is dynamic. It requires academic and theoretical skills to apply models in a professional manner.

The didactical relationship model was first formulated by Bjørndal and Lieberg (1978) in the book “Nye veier i didaktikken” (New approaches to didactics). The model is based on the idea that there is an interrelationship between the different elements that exist in teaching. Hiim and Hippe later elaborated the didactical model of relations and to them it is a model for critical analysis and understanding of teaching and learning. As mentioned previously, there is in some understandings of reflection an orientation towards action. Here, focus lies on reflections and decisions about what, in the given situation or context, could be done to go further. It is in this way the model is to be understood.

The didactical model of relations is well known everywhere in the educational system in Scandinavia but especially applied by childcare

workers, social educators and teachers in an action oriented and analytical perspective. One of the reasons that the model has gained such popularity could be because the elements are quite generic and thus enable the user to define and add sub elements depending on own needs and purpose. The model can be used for planning but also as a model for reflection.

The model can be used for planning an inclusive setting for example, by having an attention on the child's living conditions. Do the living conditions have an influence on the child's ability to concentrate; does the child have any friends in the institution?

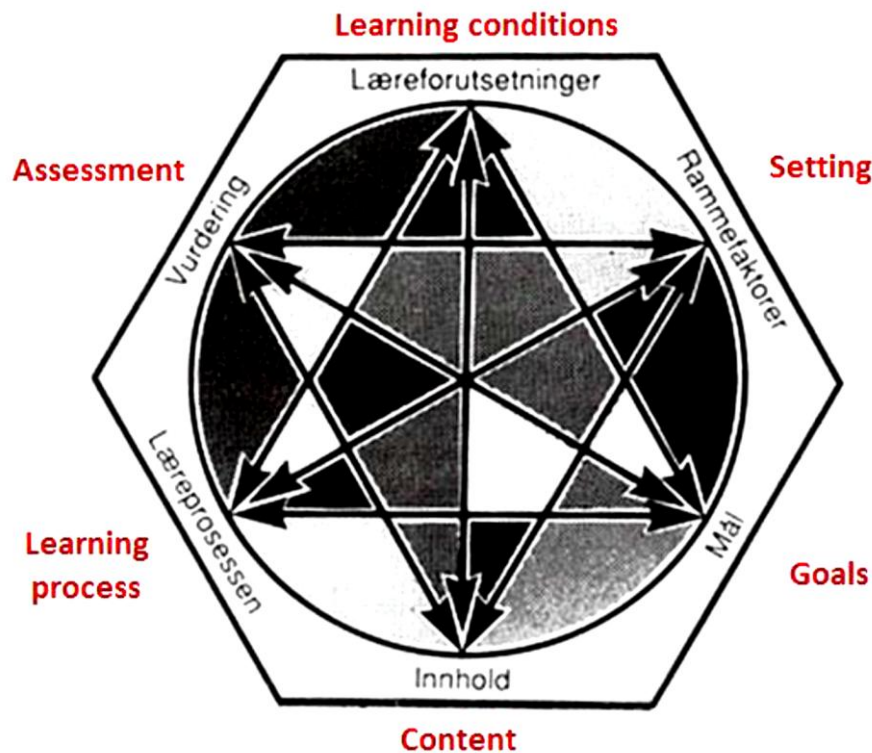
Using the model for reflection the social educator or teacher could point out "friends" as the goal for the inclusive setting and make the plan from that focus.

To embrace the complexity in teaching- and learning situations as a whole, it is key to focus on these issues:

- ❖ The pupils'/the children's social, cultural, psychological and physical conditions of learning
- ❖ Cultural, social and physical framework (including the teacher's conditions)
- ❖ Learning goals
- ❖ Content
- ❖ Learning process
- ❖ Assessment

All these issues will be used to adjust the didactic. If one e.g. wishes to include a child, inclusion must be incorporated in all categories.

The Didactical Relationship Model by Hiim & Hippe



All the categories are connected and interrelated, and to illustrate this, they are put in a holistic system to reflect the interdependence. When changes occur in one of the categories it will affect all other categories in various ways and to various degrees.

At first glance people are absent in the model, but in fact the people involved must be considered to be the most influential elements. Below are examples of content in the different categories:

The pupils'/the children's conditions of learning: the pupil's/the children's learning and development conditions do not represent something absolute

or unchangeable. It means the teacher/the social educator and the pupil/the child have to be conscious of the pupils'/ the child's current starting point.

Framework: e.g. disabled pupils may require a certain organization of the teaching and pedagogical activities.

Goals: The level of precision in the goals must be adapted to each individual situation and it is important to question why those exact goals have been set. Not all study and learning patterns will be appropriate for every type of goal.

Content: Who decides what the content will be and what set of values does it intended to represent? Will pupils and children have an active influence on the content? Those are questions to ask regarding 'content'.

Learning process: Influence, cooperation and active participation are all linked to democratic values. The learning process is connected closely to the pupil's and children's conditions of learning.

Assessment: This will show what the teaching and the learning did, and it will say something about the outcome of the teaching or the pedagogical course.

Some childcare workers and teachers will reflect carefully upon their relations to specific children and the problems of those. Others will reflect upon their own role as a teacher, and how they relate to dilemmas and issues connected to the conditions of the school and general meaning in society in relation to the key problems of pedagogy.

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<https://vimeo.com/32803752> Gert Biesta

Ethos

The role of Teachers in Inclusive Education

Inclusive education by definition strives to provide *equal educational opportunities* for every child. The terms ‘inclusion’ or ‘inclusive education’ have largely replaced ‘integration’ and are intended to represent a different concept: ‘integration’ may be seen as a child adapting to a host educational setting while ‘inclusion’ may refer to the educational setting adapting in order to meet the needs of a child. The change in terminology reflects a shift from a needs-based to a rights-based agenda (Pirrie, Head, & Brna, 2006). Consequently, the inclusive education is defined as a multifaceted practice, built upon foundations grounded in a belief that children with SEN or any kind of developmental or learning difficulties require appropriate education, which optimizes their life chances as individuals to become full members of society. The proposition that this should largely if not entirely be facilitated by education in mainstream schools should be recognized as a values-based position.

It has been wide admitted that the role of teachers in developing inclusion is central to its effectiveness. Consequently, teachers’ attitudes, as well as their behaviors, play a crucial role in successful implementation of inclusive education, the key factors of which are the positive ethos, with a values-based teachers’ commitment to inclusion (Lindsay, 2007).

In 2012 the European Agency for Development in Special Needs Education issued a Profile of Inclusive Teachers. The Profile aimed to highlight the essential core values and areas of competence necessary for preparing teachers to work in inclusive education considering all forms of diversity.

The Profile admits that the failure to take the cultural dimension and all possible cultural and social variables and differences into account by a teacher leads to the failure to adapt teaching methods and behavior according to individual needs of a child, i.e. to the pedagogical failure and, consequently, to a failure of inclusive education.

The Profile developed the framework of core values and areas of competence of an inclusive teacher (p. 7). This includes:

- ❖ Valuing Learner Diversity – learner difference is considered as a resource and an asset to education.
- ❖ Supporting All Learners – teachers have high expectations for all learners' achievements; promote the academic, practical, social and emotional learning of all learners; apply effective teaching approaches in heterogeneous classes.
- ❖ Working With Others – collaboration and teamwork are essential approaches, including working with parents and families and with a range of other educational professionals.
- ❖ Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning; teachers are reflective practitioners.

The first core value of an inclusive teacher - Valuing Learner Diversity – implies the development of teacher's intercultural competence which builds fundamental grounds for ethos in inclusive education.

Valuing Learner Diversity

Diversity refers to any mixture of items characterized by differences and similarities. In the sociopolitical and economic realms cultural diversity can be found in the context of ethnicity, culture, gender mainstreaming, plurality of languages and religions, age, social class, sexual orientation, professional function, educational background, mental and physical capabilities, health, etc. (Wood 2003).

In order to be able to recognize cultural variables within a group of children, teachers need to develop **cultural sensitivity**, **cultural awareness** or so called **cultural critical consciousness** that involves **self-reflection**, the ability of standing back from themselves and critically reflect on their own cultural values, norms, beliefs and attitudes. Self-reflection and cultural critical consciousness also involve thoroughly analyzing and carefully monitoring both personal beliefs and instructional behaviors about the value of cultural diversity, and the best ways to teach culturally different pupils for maximum positive effects. Corresponding behaviors have to be changed to incorporate more positive knowledge and perceptions of cultural diversity. To engage in these continuous critiques and efforts to make teaching more relevant to diverse pupils, teachers need to have a thorough understanding of their own cultures and the cultures of different sociocultural groups, as well as how this affects teaching and learning behaviors. Thus, a teacher admits that the pedagogical problems shouldn't be studied and approached in isolation from sociocultural environment of a child and cultural self-reflection (Gay, Kirkland, 2003).

Shortage of self-reflection and cultural critical consciousness lead to neglectfulness, lack of understanding, categorization and labelling of children that consequently can have a negative impact upon their development and learning opportunities, also create other intentional and unintentional attitudinal barriers (Pivik, McComas, Laflamme, 2002).

Inclusive teacher respects cultural differences and is aware of millstones of ethnocentric attitudes. Within the value attitude of ethnocentrism, individuals judge other groups in relation to their own particular culture, which is perceived as a standard especially with concern to values, social norms, beliefs, behavior, customs, and religion. The opposite value attitude is called cultural relativism which is based on the idea that all norms, beliefs, and values are dependent on their cultural context, and should be treated as such.

Thus, an inclusive teacher can be described as a person who deeply believes that being different means being “normal”, who respects, values and understands diversity as a resource that enhances learning opportunities and adds value to schools and other educational institutions, local communities and society (Profile of Inclusive Teachers, 2012).

Avoiding falling into the culturist trap

Another obstacle to inclusive education is the tendency to essentialize cultural differences and develop patronizing attitude towards children from minority groups. Essentialist notion of culture leads to the usual mistake that everyone in a certain culture is the same. It explains the behavior of people in terms of their culture, allowing “culture” to become greater than the people themselves. This is the way of othering and reducing children from minority groups to a prescribed image based mostly on stereotypes. Overestimating cultural differences and encouraging the belief that cultural categorizations are permanent and “natural” rather than being social and changeable, essentialism puts a child from any minority group in a deficit position labelling her or him as less capable than other pupils. This way even the notion of “special needs” is an issue which affects the inclusion of children from diverse backgrounds and abilities within education system (Holliday, Hyde, Kullman, 2010: 34-35).

Therefore for an inclusive teacher it is important to **avoid falling into the culturist trap of reducing children to less than they are**, in the same way as it is necessary to avoid racist and sexist traps. Using Zygmunt Bauman’s notion of “defamiliarization”, it could be suggested that every teacher must go through the process which “takes as away from our comfortable, limited, commonly accepted and often unconsidered opinions about what everybody and everything is like and makes us more sensitive to the way that those opinions are formed and maintained” (Bauman 1990: 15-16).

In relation to essentialism, the policy of multicultural education have been criticized for reinforcing and politicizing cultural differences, for stressing the importance of a particular culture and its claims to superiority (Kuper 2000: 242). The possible response to this critique can be deessentialization of the culture concept in inclusive education which could be viewed as an admirable alternative to the previous strategy of multiculturalism. In inclusive education the main concern has been shifted from the preoccupation with culture to a child and her/his needs, thus putting in focus and challenging established societal power relationships and dominant cultural prejudices.

Being aware of social inequalities

Cultural critical consciousness alone is not enough for implementation of culturally responsive education and development of teacher's intercultural competence, as the latter implies not merely awareness of cultural differences, but also **awareness of social inequalities** that often correspond with cultural diversity. On the society level diversity turns into inequality. Nowadays the problem of compensating social inequality in education is acknowledged to be the main issue of inclusive education in most of the EU countries (Intercultural Education in Schools: VI). Treating children with different from their own social, cultural, ethnic background unfairly, teachers and educational system in general can unwillingly serve as the means of social exclusion, legitimizing social inequalities by converting them into inequalities at school.

Inclusive teacher understands the problems connected with social inequality and is aware of the key role education and a teacher plays in establishing democracy and social justice in society. She/he takes responsibility for promoting education equity in the classroom, **treating every child as equally important and valued individuals. Seeing parents as equals**, an inclusive teacher strives to create and maintain positive relationships with them.

The lack of such attitude may lead to dysfunctions in the contact with children as well as with parents from so called “vulnerable groups”, caused by the differences in communication codes. Minority pupils and parents, whether they are social or ethnic, in general are often perceived as dysfunctional due to their cultural orientations different from those of the teachers (Garza, Crawford, 2005: 601; Posey-Maddox 2013). Therefore a teacher needs to **model respect in social relationships** and use appropriate language with all learners and stakeholders in education. Both, **children’s and parents’ voices should be heard, respected and valued**. The teacher is a key influence on a learners’ self-esteem and, as a consequence, their learning potential. Numerous studies have shown how parents feel about their position in the parent-teacher relationship becomes an important factor in their children’s academic success (Freeman 2010).

Being empathic to the diverse needs of learners

Facilitation of inclusive educational environment requires ensuring the opportunity for optimal learning and social experiences, and providing a nurturing climate. Emotions play a key role in that and therefore have been called “fundamental to learning” (Hinton, et al.2008: 90). Since children’s emotions affect the way and how much they develop and learn, an inclusive teacher is supposed to be able **to connect to, and understand their pupils** in order to best serve children's needs. In other words, a teacher must be empathic and focused on “nurturing learning rather than judging performance” (Hinton, et al.2008: 91).

Empathy has been long-regarded as an important aspect of teacher’s professional preparation to teach in diverse school settings (Warren, 2013: 396). Practicing positive behavior and classroom management approaches, inclusive teachers not only themselves have empathy for their pupils in order to best teach them, they must develop this skill in their pupils as well. Expressing care for another is a skill that can be taught and nurtured through a supportive educational environment (McLennan, 2008: 454).

The term “empathy” is generally defined as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling. The emotional domain of empathy is widely referred to as empathic concern, or sympathy. The intellectual domain of empathy is termed “perspective taking”. Perspective taking includes two modalities: imagining how another person is experiencing his or her condition (imagine other), and imagining how one’s own self would personally experience another person’s condition (imagine self). ‘Imagine other’ modality requires that the observer possess the capacity to surrender his or her own personal opinion, beliefs, and points of view to embrace those of the target (Warren, 2013). In other words, empathic concern is a product of perspective taking. Teachers have to imagine how children are feeling to determine the appropriate emotional, caring, or sympathetic response in their interactions with children. Caring is not just worrying about the academic success but worrying about children’s personal success, caring about their home life, being involved in who they are and who they become.

Thus, the application of empathy is a professional disposition teachers engage to adopt pupils’ social and cultural perspectives for the purposes of better connecting learning experiences to pupils’ home culture and the various forms of the individual cultural expression. Perspective taking and empathic concern are at the core of empathy’s application to child–teacher interactions (Warren, 2013).

Empathic interactions promote more nurturing classroom environments and the development of strong, positive children–teacher relationships. Empathy resists labels, overcomes stereotypes and breaks through the social construction of the other. Therefore it is an essential part of culturally responsive pedagogy.

Adaptations

Adaptations are measures or actions taken in relation to teaching, learning and assessment that enable a pupil with special education needs to access curriculum outcomes and content on the same basis as their peers. The types of adaptations made will vary according to the needs of the individual pupil (Board of Studies Teaching & Educational Standards NSW [BOSTES], 2012a). Adaptations can encompass a range of areas including the physical environment, delivery and format of teaching, utilisation of assistance equipment and reduction of study load. They are based on reducing the impact of the pupil's disability on their achievement (Australian Disability Clearinghouse on Education and Training [ADCET], 2014).

Examples of adaptations include (ADCET, 2014): provision of information or course materials in accessible format, e.g. a text book in Braille; changes in teaching practices, e.g. wearing an FM microphone to enable a pupil to hear lectures; supply of specialised equipment or services, e.g. a note taker for a pupil who cannot write; changes in teaching schedules and arrangements, e.g. relocating classes to an accessible venue; changes to teaching approaches, e.g. substituting an assessment task; modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift; modifications to computer equipment in the library (ADCET, 2014).

Some pupils with special education needs will require adaptations to assessment practices in order to demonstrate what they know and can do in relation to curriculum outcomes and content (BOSTES, 2012b). The type of adaptations and support will vary according to the particular needs of the pupil and the requirements of the activity. These may be:

- ❖ alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- ❖ adaptations to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- ❖ adaptations to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology (BOSTES, 2012b).

Decisions are made at school level to offer adaptations to pupils with special education needs in course work and school-based assessment tasks, including examinations (BOSTES, 2012c).

Alternative assessment minimises the impact of pupils' disabilities on their performance and allows the marker to see beyond the disability to the pupil's knowledge and skills. It is designed to place pupils with disability on a more equal footing, and not to give them any kind of advantage. These alternative assessment approaches are often more effective when they are offered to the whole class rather than just the pupil with disability, possibly as a "smorgasbord" from which the pupil is required to choose say three (ADCET, 2014):

- ❖ oral presentations or viva voce exams
- ❖ additional assignments and coursework
- ❖ dot-point assignments marked for content rather than for structure
- ❖ multiple-choice questions
- ❖ practical demonstrations or production of models or displays
- ❖ class presentations or role plays
- ❖ alternative or supplementary assignments such as taped interviews, slide presentations, photographic essays or hand-made models
- ❖ a combination of any of the above

Alternative assessment should aim to simultaneously respect the pupil's learning needs, defend academic integrity, and promote equity and consistency for all. However, it is clear that education providers are not required to lower academic standards or disregard the needs staff or other pupils. In more complex cases discussion with the disability service will be useful (ADCET, 2014).

Instructional Adaptations

Instructional adaptations are defined as some planned and intentional changes which aim all pupils' learning differently from general plan, depending on their capabilities (Fidan, Cihan, Özbey, 2014 as cited in Smith, Polloway, Patton & Dowdy, 2004; Wood, 2007). Instructional adaptations are as follows:

Adaptations of the course content: Adaptations of the course content are the organization function, level and scope of the context which will be taught according to the pupils' needs. Goals of these adaptations should also be established similar to other pupils, and should be appropriate. In addition, these purposes should be determined in accordance with the necessary prerequisite skills, if necessary, additional pupil teaching purposes should be determined (Fidan, et al. 2014 as cited in Kircaali-İftar & Batu, 2005; McNary, Glasgow & Hicks, 2005; Sucuoğlu, 2006). The course content of inclusive pupils must be individualized according to the needs of the pupils and must be made available in a systematic way (Fidan, et al. 2014 as cited in Eylon & Linn, 1998; Güzel-Özmen, 2003).

Adaptations in the teaching process: Adaptations in the teaching process can be listed as preparing pupils to learning, making changes to the instructions given during training (to use oral or written instructions), using various assistance and tips, using visual elements such as symbols, charts, diagrams, graphs and images, providing the pupil opportunities to learn, changing speed of education, using a more open and fluid expression,

duplicating samples, summarizing, identifying different strategies to make the pupil correct errors, teaching again for common errors, and using the appropriate reinforcement processes (Fidan, et al. 2014 as cited in Güzel-Özmen, 2003; Sucuoğlu, 2006; Wood, 2007).

Adaptations of teaching methods and techniques: The teaching methods used in the inclusive environments were grouped as teacher-centred and pupil centred teaching methods (Fidan, et al. 2014 as cited in Güzel-Özmen, 2003). Direct teaching method, especially applied behaviour analysis techniques, peer-mediated instruction, accurate teaching methods, cooperative learning, group discussions, contextual learning, self-management strategies, computer-assisted education are listed as the other teaching techniques (Fidan, et al. 2014 as cited in Güzel-Özmen, 2003, Sucuoğlu 2006; Wood, 2007). Due to the fact that each pupil is different, teachers are in need of using different instructional methods and techniques and the adaptation of these techniques (Gregory & Chapman, 2002). Activities prepared by the teacher must be based on the child's managing his creativity and must be directed to his independence within the activity in accordance with knowledge of teacher (Fidan, et al. 2014 as cited in Bender, 2008; Wood, 2007).

Adaptations of the learning environment: Adaptation of the learning environment is an essential step for the effectiveness of learning. There are two types of learning environment adaptations for pupils with special needs. The first of these types allows the participation of the pupil's in the learning environment. These are adaptations of educational environment. To arrange educational environment, teachers can make presentations to the whole class according to pupils' learning styles, create small groups, make them work as pairs, and if necessary, make one-to-one education (Fidan, et al. 2014 as cited in Mortweet, Utley, Walker et al., 1999; Vaughn, Bos, and Schumm, 2000).

The second type of learning environment adaptations is the adaptations of the physical environment (Fidan, et al. 2014 as cited in Wood, 2002). Physical environment adaptations of the classroom must be arranged in a

secure way so that the pupil can move freely. Temperature, amount of light, cleanliness, noise level, size of the class, seating arrangement and pupils' accessibility to learning materials are physical properties that directly affect learning (Fidan, et al. 2014 as cited in Choate, 2000; Güzel-Özmen, 2003; Lewis & Doorlag, 1999; Smith, Molnar & Zahorik ,2003; Sucuoğlu & Kargın, 2006).

Adaptations of the instructional materials: Textbooks, teacher-made tools and models (worksheets, graphic organizers, picture cards, etc.) are commonly used materials in educational settings. In addition, various teaching materials like computer software and hardware, optical and non-optical tools, electronic tools, flash cards, television, video, tape player, radio and recording devices are technical products which are developed or adapted for pupils with special needs (Fidan, et al. 2014 as cited in Altunay-Arslantekin, 2012; Hammeken, 2000; Wood, 2007). While choosing and using these materials which are considered as effective inclusion practices, teacher should decide with respect to characteristics of the inclusive pupil different from other pupils. Adaptations of the instructional materials should be –considering the features of pupils- cheap, secure, robust, portable, practical, and easy to scatter and collect (Fidan, et al. 2014 as cited in Maroney, Finson, Beaver, & Jensen, 2003).

Adaptations made in measurement and evaluation: Adaptations to be made in measurement and evaluation process can be listed as selecting and creating appropriate measurement and evaluation system for pupils (such as multiple choice, gap filling and true-false, taking advantage of open-ended questions, open tests, open-book tests, large print texts, using sample or template/model), adapting success criteria, and examination time (extending the amount of time or taking a break during the evaluation, etc.), adapting test environment (exam location, seating arrangement, or keeping objects which distract attention away, etc.), changing the type of instruction and the type of the expected response, arranging evaluation as small groups or individual basis, informal assessment, authentic assessment, and using anecdotal records, using account papers or story forms for evaluation, evaluating pupils in multiple sessions, continuing evaluation for days,

evaluating with oral assessment or embedded assessment in the form of activities. Each measurement results in a grading situation and it may be mentioned of ten evaluation methods. These include: the traditional system (Letter grades or percentages), the system of passing or failing, evaluation based on Individualized Education Program (IEP), criteria or qualification level system, multi-system, shared system, scoring system, the pupil's self-comparison, the contract system, portfolio assessment, rubric (Fidan, et al. 2014 as cited in Jayanthi, Epstein, Polloway & Bursuck , 2000; Wood, 2007).

Scaffolding

Scaffolding has been described as having the capability to describe varied means of assistance in adult-child interactions and in learning processes from other-regulation to self-regulation (Mäkinen & Mäkinen, 2011 as cited in Rogoff & Gardner, 1984). Scaffolding has two key perspectives on classroom practices, which are especially important for inclusive settings: all pupils should engage in active and continual meaning-making and learning should be guided by ongoing interactions with significant others (Mäkinen & Mäkinen, 2011).

Mäkinen & Mäkinen (2011) proposed three ways to modify scaffolding in inclusive classrooms. 1. From direct teaching to facilitating pupils' learning processes. The idea is to shift pupils' learning orientations towards self-responsibility. A process-oriented learning environment is engaging and prioritizes pupils' own interests and needs. 2. Community-based activities. Collaborative scaffolding enables teachers to pay attention to both the individual and the collective aspects of learning processes. A discussion led by the teacher after a pupil activity can be a powerful method for collaborative scaffolding. 3. Consciousness, reflection, and intentional set of practices in the teacher profession. Pupils' intrinsic motivation is improved when teachers scaffold pupils with intentional, reflective, and clarifying questions with regards to the expectations (Mäkinen & Mäkinen, 2011).

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Collaboration

Key: Collaboration in Inclusive Education

Nowadays collaboration is seen as an organizational solution to rapid change and the need for greater responsiveness of organizations, including schools, since collaborative decision-making and problem-solving is seen as “a cornerstone of postmodern organizations” (Hargreaves, 1994, p. 1). In the education field, collaboration is also seen as a legal mandate, best practice in teacher’s practice, and necessary for the inclusion of children with special educational needs (SEN) (Hernandez, 2013). In fact, the Salamanca Statement (UNESCO, 1994) stresses the importance of effective co-operation between class teachers, special education professionals and support staff, as well as the involvement of resource personnel such as advisory teachers, educational psychologists, speech and occupational therapists. It also states that the education of children with SEN is a shared task of parents and professionals, and thus recommends the development of a co-operative partnership between school administrators, teachers and parents, the last ones being regarded as active partners in decision-making.

Definition

The term collaboration is often considered ambiguous and dependent on the context it is used in, and it has been argued that few clear definitions of it have been presented despite its current discussion. Nevertheless, most authors seem to agree that collaboration includes working together in supportive and mutually beneficial relationships.

The models of collaboration between teachers, parents and other professionals in the schools, which have been implemented to meet diversity, are nowadays recognized as powerful and successful strategies to every educational context (Wood, 1998). In particular, the collaboration between professionals of Special and Regular Education has been seen as an alternative to meet the challenges of inclusive education, decrease the isolation traditionally associated with teachers work and enhance the return of children with special educational needs to the regular school which entails simultaneously the return of the special educators to the core professional life of the school.

Models of Collaboration

The way teachers, other professionals and parents collaboratively relate to one another in educational settings are commonly called models of collaboration and consist of the multidisciplinary, interdisciplinary, and transdisciplinary approaches (Briggs, 1991, 1997; Hernandez, 2013). Each model presents different underlying principles and differences in the amount of communication and collaboration with other team members depend on the team approach being used.

Multidisciplinary Approach

In the multidisciplinary approach, services are delivered by a variety of different disciplines acting separately. Teachers and/or other professionals work independently, although they recognize and value contributions of other team members (Briggs, 1997). They provide separate evaluations, set goals for the child that are specific to their discipline, and implement individual intervention plans. In this approach, the role of each team member is strictly defined, since this model presumes that only those trained in the specific field are capable of assessing and serving the child in need of their expertise (Kritikos, LeDosquent, & Melton, 2012 as cited by

Hernandez, 2013). The team members may communicate with each other on a less frequent and less formal basis than with other approaches and the level of active involvement by each discipline was found to be limited within the framework of the multidisciplinary approach, despite the presence of multiple disciplines (Hernandez, 2013).

Interdisciplinary Approach

This model involves a team of professionals that may conduct their own assessments and develop discipline-specific goals, but meet regularly to coordinate service planning. An interdisciplinary team requires interaction among the team members for the evaluation, assessment, and development of the intervention plan. Actual service delivery is still done by the professionals separately, but as part of an overall plan. Role definitions are relaxed and there is an emphasis on communication among team members, attempting to create an atmosphere of collaboration (Hernandez, 2013). This form of teamwork reduces some of the potential for providing families or even teachers with conflicting advice, but does not completely eliminate these problems. While this approach engenders an enhanced exchange of information, boundaries remain between team members that constrict the flow of information, dialogue, and effective implementation (Carpenter et al., 1998, Stepan et al., 2002 as cited in Hernandez, 2013).

Transdisciplinary Approach

In the transdisciplinary approach, team members provide joint evaluations and work together to carry out interventions, sharing their roles across disciplinary boundaries. In this approach professionals from two or more disciplines teach, learn and work together across traditional disciplinary or professional boundaries so that communication, interaction, and cooperation are maximized among team members (Briggs, 1997, Davies, 2007). Commonly in this approach one team member (often called the

primary provider, case manager or lead professional) implements the intervention plan and receives consultation from other providers. Parents are viewed as their children's best advocate and key to the development of a mutual vision or “shared meaning” among the team (Davies, 2007).

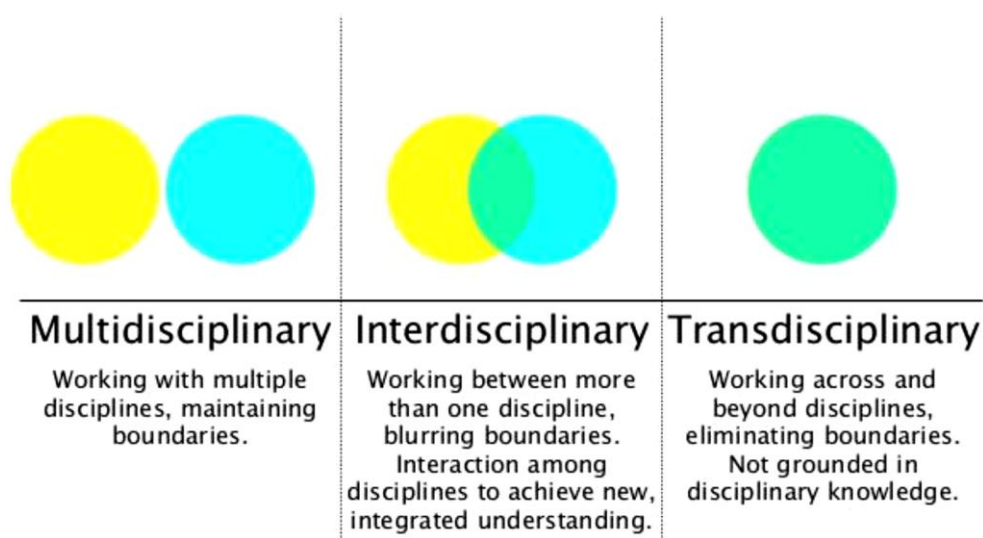


Figure 1 – Models of collaboration. **Source:** <http://www.slideshare.net/elenajurado/workshop-interdisciplinar-23oct4nov-2014-ciedi>

The transdisciplinary approach has been promoted as an example of outstanding collaborative practice (Hernandez, 20013). King et al. (2009), based on Foley’s work (1990), propose 3 essential features of the transdisciplinary approach.

The first is related with **assessment**, where professionals from multiple disciplines assess the child simultaneously, but only one or two assume the role of facilitator and interact with the child while members of other disciplines give support and where appropriate observe.

The second essential feature concerns the intensive, ongoing interaction among team members from different disciplines, enabling them to pool and exchange information, knowledge, and skills, and work together cooperatively. This feature clarifies the role of collaborative interprofessional teamwork and includes the notion of *role expansion* (Foley, 1990, Briggs, 1991), which relates with the increasing by each team member of knowledge and skills in his/her own area of expertise.

The third defining feature of transdisciplinary approach is *role release*, regarded as the most crucial and challenging component in transdisciplinary team development. "The team becomes truly transdisciplinary *in practice* when members give up or 'release' intervention strategies from their disciplines, under the supervision and support of team members whose disciplines are accountable for those practices" (King et al., 2009, p. 213). The role release process is thus considered a core element of transdisciplinary approach, entailing sharing of expertise, valuing the perspectives, knowledge, and skills of those from other disciplines; and trust—being able to 'let go' of one's specific role when appropriate. Role release also occurs with respect to the family (eg, parents can be educated about appropriate activities to incorporate into daily routines). Intervention is viewed as a shared event and no individual is solely responsible for it.

"To assure the collective store of knowledge, skill, and perspectives is tapped, every team member, including staff, pupils, and family members, assumes the role of teacher, learner, and implementer" (Rainforth & England, 1997, p. 91 as cited by Hernandez, 2013, p. 486), which requires interpersonal skills, professional collaboration and especially open and well-established ways of communication.

In comparison to the multi- and inter- disciplinary approaches, there is evidence about transdisciplinary approach better effectiveness, especially with regard to the creation of an integrated team structure and service delivery, deliberate and regular cross discipline communications, knowledge exchange across disciplines and its strong pupil focus (Downing & Baily, 1990, Carpenter et al., 1998, Stepanis et al., 2002, York et al., 1990 as cited in Hernandez, 2013).

Collaborative teaching approach

Co-teaching, cooperative teaching, or a collaborative teaching approach is seen as a more recent development in the evolution of the collaborative models described above (Hernandez, 2013). Identified as one of the most promising factors in favor of inclusion, the collaborative approach to teaching results in the teaming of regular and special educators in an inclusionary classroom setting but can also apply to teaming other professionals, such as speech/language therapists, occupational therapists, and counsellors (Rainforth & England, 1997 as cited in Hernandez, 2013).

These authors noted that the multiple co-teaching models typically require joint academic intervention by at least two professionals in a classroom with pupils of typical ability as well as pupils with special needs. Many of the characteristics identified as necessary for successful implementation of a co-teaching model are similar to the key elements of the other collaborative models, especially the transdisciplinary approach, namely open communication, parity, role release, and consistent collaborative intervention (Sileo, 2011 as cited in Hernandez, 2013).

Co-teaching of regular education and special needs education teachers

Cooperative teaching of regular and special education teachers implies that they work together in the same classroom most of the day. To be an effective team they will work together as equal partners in interactive relationships, both being involved in all aspects of planning, teaching, and assessment. Areas for this collaboration will include curricula and instruction, assessment and evaluation, and classroom management and behavior.

The primary responsibility of regular education teachers is usually to use their skills to instruct pupils in curricula dictated by the school system, whereas the primary responsibility of special education teachers is to

provide instruction by adapting and developing materials to match the learning styles, strengths, and special needs of each of their pupils. Thus, both bring training and experience in teaching techniques and learning processes, but regular teachers mainly bring content specialization, while special education teachers bring assessment and adaptation specializations.

“Their collaborative goal is that all pupils in their class are provided with appropriate classroom and homework assignments so that each is learning, is challenged, and is participating in the classroom process” (Ripley, 1997, para.9). There are several established models of co-teaching that can be useful for the collaboration of regular and special needs teachers. Friend and Cook (1996) have developed six approaches to co-teaching that are widely used and have proven to be successful to guide teachers who work together in co-teaching partnerships. These approaches are also useful to collaborative practices in preschool settings, where they can be used as reference models and adapted to early childhood curriculum and pedagogies. These models have been synthesized as follows (adapted from <http://marylandlearninglinks.org>):

One Teaching, One Observing

One teacher leads instruction while the other teacher gathers data by observing. It is used when data needs to be collected.

Station Teaching

Pupils are broken into three or more heterogeneous or homogeneous groups. Teachers can provide direct instruction at a station or monitor multiple stations. The small groups rotate around the stations. Its purpose is to decrease pupil teacher ratio, present targeted instructional content and/or cooperative learning.

Parallel Teaching

Pupils are divided into two homogeneous groups and each group is led by a co-teacher, receiving the same content but through differentiated instruction. The purpose of parallel teaching is to decrease pupil teacher ratio and target pupils' instructional needs.

Alternative Teaching

Based on previous assessments, both teachers may decide which pupils are at-risk. One teacher works with the at-risk group while the other continues to provide accelerated instruction. The purpose of alternative teaching is to re-teach the at-risk pupils while providing accelerated content to the remaining pupils.

Teaming

While team teaching, co-teachers should act as “one brain in two bodies” (Friend, 2008, p. 75). For example, both teachers may facilitate a discussion while performing different roles such as writing on the board emphasizing key points. The purpose of teaming is to share the role of lead teacher in delivering instruction and providing pupil support.

One Teaching, One Assisting

As one teacher leads the whole class, the other teacher provides supports, answers questions, monitors pupil behavior, etc. The purpose of one teaching, one assisting is to deliver instruction and monitor pupil progress.

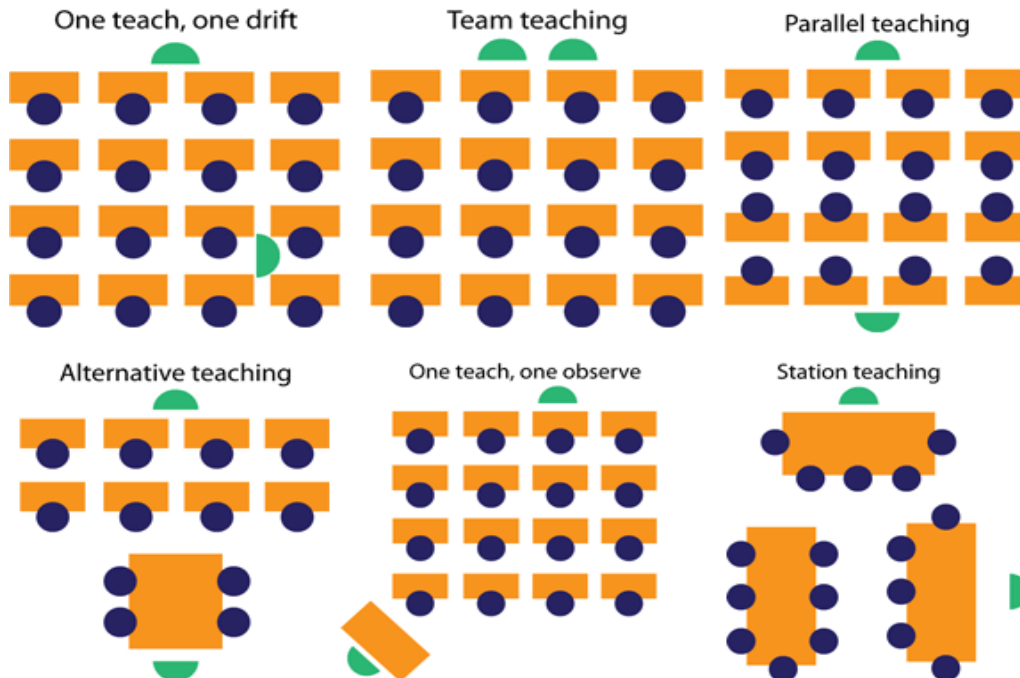


Figure 2 – Models of co-teaching

Figure 2 – Models of co-teaching Source: Friend, M. & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Boston: Pearson.

Collaborative learning

Finally, collaboration must also be acknowledged from a pedagogical perspective, namely in terms of collaboration among children. Collaborative (or cooperative) learning allows pupils to scaffold each other in order to find solutions to problems, either academics or for instance behavioural. This type of learning allows pupils of varying ability levels to contribute to the group as a whole, encouraging different approaches and diverse ideas to problem solving (Ncube, 2011). Although teachers are generally positive about cooperative learning's efficacy for pupils with special needs, research shows that they acknowledge that it works better for some pupils than others (Jenkins, Antil, Wayne & Vadasy, 2003).

Nevertheless, it has been argued that cooperative classrooms represent a shift from traditional lecture-style classrooms to more brain-friendly environments that benefit all learners (Emerson, 2003). According to Stevens and Slavin (1995 as cited in Emerson, 2003), pupils with disabilities are more likely to be at instructional level and have positive learning outcomes when explanations and models are provided by their peers. In inclusive classes that use cooperative learning, pupils articulate their thoughts more freely, receive confirming and constructive feedback, engage in questioning techniques, receive additional practice on skills, and have increased opportunities to respond. Further, when pupils are thinking aloud while discussing, teachers are better able to assess pupil and group needs and intervene if needed, redirect groups toward learning tasks, achieving a level of dialogue that accelerates the comprehension process (Bucalos & Lingo, 2005 as cited in Emerson, 2003).

Communication

In the world of the school, open and clear communication is of the utmost importance; for the teacher, the parents and the child. School and parents need to work together with each other for successful education. Furthermore, personal contact between teachers and parents is important as it contributes to the creation of a positive school culture.

This chapter will first describe the communication process, then the competencies a teacher needs to communicate in a professional way with children and parents is touched upon. Next, the communication with children is discussed and the last part is concerned with communication with parents.

1. The process of communication

Constructive communication is vital when teachers, parents and children want to work together in a cooperative manner (Bolks, 2011). In the cooperation between school and parents (children) messages are constantly transferred and received. There is always an interaction between two or more persons, in this case between a teacher and (a) parent (child). Communication is influenced by many factors;

- ❖ by the relationship of the participants
- ❖ by the mood of the participants
- ❖ by the particular person who is speaking
- ❖ by the time of the day.

It involves a direct interaction between people, where fast feedback is possible. The receiver sends a message back, the transmitter is the recipient, and then responds, and so on. Sometimes the teacher is transmitter, other times the parent (child). The different aspects of the communication process are shown in Figure 1.1.

The model highlights the complexity of the process.

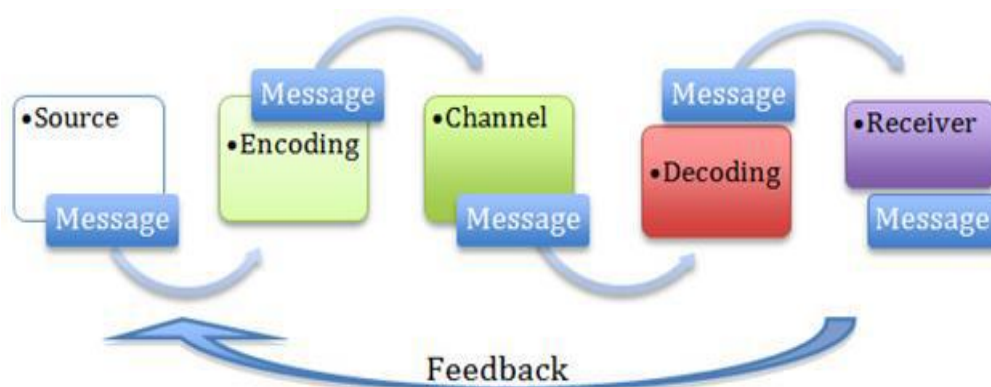


Figure 1.1: The communication process source: www.bayridgecounsellingcentres.ca

1.1. How does a teacher ensure constructive communication?

She1 needs to be aware of her reaction in all kind of situations, but especially in situations that involves parents and children. American psychologist Timothy Leary observed interactions between people and he discovered all kinds of patterns. He developed a rose, "Leary's Rose" (Figure 1.2). This model can be used to make professionals more aware of their attitudes and communication styles when negotiating and provide them with a tool to improve communication by modifying their natural responses. (Susilo et al, 2013). The assumption behind this tool is that the default reaction we intuitively choose is not always the most effective. Becoming aware of this default reaction makes it possible to choose to behave differently, in a more effective way. This model can be used in all kind of

interactions and ways of communication. Using this model it is always possible to determine where a teacher is exactly in relation to the parent or child.



Figure 1.2: Leary's Rose Source: <http://www.go4it-po.nl/joomla/de-producten/persoonlijkheidstesten/de-roos-van-leary/21-de-roos-van-leary>

The behaviour characterized by power is shown in the upper half of the circle, whereas the lower half represents powerlessness or frustration. On the horizontal axis, the right side relates to affinity and sympathy, while the left side is characterised by behaviour lacking affinity and sympathy.

The model contains 8 segments. Clockwise they are the following:

1. Above-Together (AT): power and cooperation (leading). This is sympathetic leadership with charisma.
2. Together-Above (TA): cooperation and power (helping). This is the informal leadership, with a lot of care for participation.

3. Together-Below (TB): cooperation and weakness / incapability. This is the real team- sure together that the job is done.
4. Below-Together (BT): helplessness and cooperation (dependent). This is the behaviour of following instructions and being constructive.
5. Below-Against (BA): helplessness and obstructionism (distrust). This is wait-and-see, with- drawn and apathetic behaviour.
6. Against-Below (AB): obstructionism and helplessness (insurrectional). This is behaviour characterised by dissatisfaction, resistance and opposition.
7. Against-Above (AgA): obstructionism and power (aggressive). This is aggressive and overpowering behaviour.
8. Above-Against (AAg): power and obstructionism (competitive). This is leading, business-like and confident behaviour, but lacks the sympathetic side of AT

A good interlocutor will be able to recognise this process and may use several of the segments during conversation. Whereas people may prefer certain segments of the circle it is not a personality typology. You may be able to predict what the behaviour of someone will be when confronted with certain behaviour:

- ❖ Together will provoke Together
- ❖ Against will provoke Against
- ❖ Above will provoke Below
- ❖ Below will provoke Above

By making use of the Rose of Leary, it is possible to influence the communication. If the teacher is stuck in communicating with a parent (or child) he can take various actions to make changes.

1.2. Emotional Intelligence

Another way to come to constructive communication is by the five components of Emotional Intelligence (Goleman, 1996). Coleman delineates five components of “Emotional Intelligence”, crucial skills by which he shows how they determine our success in relationships, work, and even our physical well-being. *“Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.”*

The five components are:

- ❖ Self-awareness. The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others.
- ❖ Self-regulation. The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting.
- ❖ Internal motivation. A passion to work for internal reasons that go beyond money and status -which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity.
- ❖ Empathy. The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.
- ❖ Social skills. Proficiency in managing relationships and building networks, and an ability to find common ground and build rapport.

In figure 1.3 there is an overview of the five components of this compelling vision of human possibility to make communication and relationship insightful.

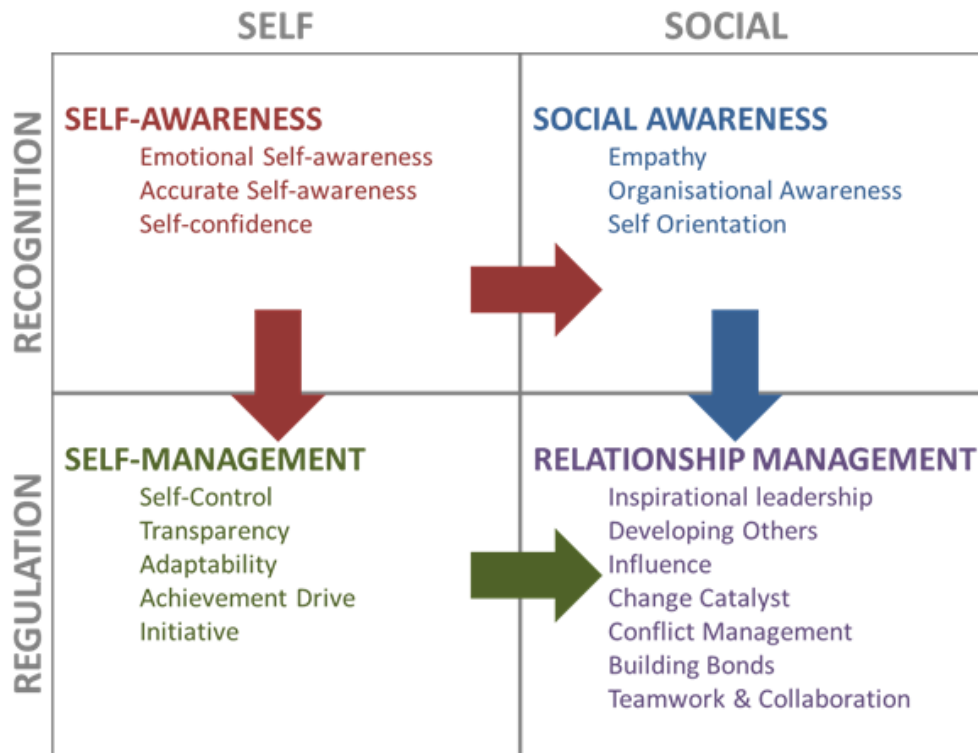


Figure 1.3: Communication and relationship Source: based on Goleman (1996)

2. The teacher and competencies

A primary school teacher has to know, and be able to do, a lot of things. Also, a certain aptitude or education is required. This aptitude, knowledge and skills lie in the field of competencies. In the interpersonal, pedagogical, professionally and organizationally field she must have certain qualities. For example, she should be able to make good contact with the children in her class and communicate in a proper way with them. Offer them a safe learning environment and be able to facilitate good intrinsic activities or lessons, in order to help children develop fully. She should be able to work in a cooperative way with peers and in the environment of the school. This competence includes communicating with parents. Reflection and development are competencies needed to express her views about her

profession, which will be a continuous, developing process; she will continue to reflect and continuously develop. Working and communicating with children and parents is another important skill for teachers to develop continuously. A teacher must know where she stands, where she goes in her teaching profession, what her values, standards and educational principles are based on (Jutten, 2015).

Jutten (2015) describes eight basic skills for communication:

1. Contact for contract

If the teacher starts with a conversation, it is important that there is an atmosphere of safety and trust. She makes real contact with the other person before she moves on to the content: sets the other at ease, lets them know that she's there for them. This can be for example briefly asking "How are you?" Often, a look or a welcoming attitude is enough. For *example*: You have a parent meeting. One parent comes in for an interview and she/he has come by bike is all wet with the rain. If you then start immediately talking about her son Pete and how he is currently doing at school, you do not adhere to this important principle. Make her/ him feel comfortable.

2. Authenticity

In a good conversation the teacher should acknowledge interest in the other person. She has to try to understand the other, have real interest in the other(s) and allows the other to notice it in a verbal and non-verbal way.

3. Shift in perception

In a conversation, a teacher constantly shifts her concentration. She makes a shift in her perception: sometimes she is at the other, then back to herself, at other times she steps 'in conversation' and looks at it from both points of view (thought processes during the conversation), what happens here between us? Why isn't this talk going on? How do we get out of here

together? In practice, the teacher often uses this moment, in which the other is speaking, to think about what she is going to say.

4. Active listening

Listening to someone is not something passive, but an activity. It has everything to do with the swing of perceptions: are we able to stay with the other? Do we really try to understand the other? Active listening requires empathy, patience, calm, properly handle pauses in conversation. The point is to decipher the message that is conveyed, to discover its meaning and to check if that what you understood is correct without involving a judgment, opinion or recommendation to pronounce. To decipher the message correctly, prejudices and personal interpretations need to be suppressed as much as possible, however difficult that may be. Additionally, you have to look closely to the signals given. Dijk (2009) states that there are at least two channels of communication; the verbal and non-verbal channel. The non-verbal channel is everything we convey with body language – gestures, eye contact, touch, facial expression etc., - and the sound, the melody of the words. In many conversations, interviews the non-verbal communication aspect will play an important role. It must be congruent with the content of the verbal message. If it doesn't then confusion will arise at the relational level. The non-verbal signals need to correspond with the verbal signals. Communication benefits from congruent message. Without congruence there will be confusion. Active listening helps to make a good atmosphere during the interview and also helps to discover feelings. By asking questions, the other person can analyse and solve problems by himself. The simplest and most important rule in listening is to: stop talking!

Asking questions

Asking good questions has a double meaning in an interview: For the questioner it delivers more information, to understand the other person better, what the problem is, and how they experience things. By asking good questions, however, you not only help yourself, but also the other: he is

forced to think, to reflect, to organize thoughts and feelings. Various types of questions are distinguished:

- ❖ Closed questions: here few answers are possible, e.g. 'Yes or no'.
- ❖ Open questions: these provide the interviewer and the other with the most information.
- ❖ Chain questions: ask several questions in sequence; they often arise from impatience.
- ❖ Suggestive questions: the answer is as it were 'hidden' in the question
- ❖ Choice questions: these questions must be selected from some alternatives you offer.

Open questions generate a lot. Asking open questions and then pausing for a moment, ensures so that the other person feels invited to speak. A single open question is thereby not enough, ask multiple questions and respond to what the other says. If you are unsure whether the other wants to say something, ask them and also respect any refusal to talk. Good questions often include a large part of the solution. You can also pay attention to the content of the question. Several distinct types of questions you can ask: ask for facts, ask for opinions, ask about feelings and ask about values.

5. Reluctance with solutions

In education we are used to helping others, to advise them and to solve problems (for others). In an interview we often have the tendency to give others advice and what they should do. Even without the request of the other person. In many cases this is not the most appropriate approach; the other does not feel taken seriously, or the 'solutions' are appropriate for you, but not for the other person. If you are not sure if the other would like suggestions for a solution, ask him: what do you expect in this conversation with me?

6. Various conversation interventions

The way the interview is conducted, among other things depends on the accents that are put into the interview but above all on the atmosphere. The accents are determined by the emphasis they wish to impose on the content, the process, the interaction between the people involved or the feelings of those involved. An action, which is grafted on one from the foregoing aspects, is called a conversation intervention. We distinguish the following four types of interview interventions:

1. Content intervention. This is most common intervention. Here we often remain suspended. Some examples of questions:

- ❖ How is it going with the new approach?
- ❖ Where are the bottlenecks?
- ❖ I will explain to you how this could happen.

2. Procedure intervention. Something about the procedure has to be told. Some examples:

- ❖ We now have little time. Shall we meet again and calmly talk about it?
- ❖ Shouldn't the parents be present at this meeting?
- ❖ Are there any other issues to be addressed?

3. Interaction intervention. Expressing what is going on between the interlocutors. Some examples:

- ❖ You aren't saying anything? Why's that?
- ❖ I have the impression that we are talking past one another?

4. Feelings intervention. Feelings of the interlocutors may be expressed during the interview. Some examples:

- ❖ I notice that you are concerned?
- ❖ What is it that makes you so irritated?
- ❖ I'm disappointed with your view.

An interview will effectively expire when all four possibilities of response are involved in the conversation.

3. Communication with children

The teacher provides appropriate education and thus provides a crucial contribution to the positive development of children. She is the linchpin in appropriate education. Inside the school she is the most important factor which influences the children. She can adapt to differences between pupils and teaches accordingly. She may increase the wellbeing of children in school significantly.

A strong teacher is effective for all pupils, whatever their characteristics. With an effective teacher, the school performance of its students is much more forward than with an ineffective teacher. When combining the quality of schools with the qualities of teachers Marzano (2007) observed a big difference in school performance over a period of two years. This difference is measured with points, with 50 points being the average. A student at the least effective school with the least effective teacher only improves 3 points. While a student at the most effective school with the most effective teacher improves 96 points (Marzano, 2007 in Jones & Jones 2013). The impact of a teacher is thus relevant. Communication with children should be an integral part of the speaking opportunities of a teacher; conversations at both group and the individual level.

General

Communication with children is an integral part of a teacher's day. In conversations with groups or with individual children, the teacher tries to get insight into how children are learning, what they have already mastered and what is needed, what strategies they use to apply and which helps them during instruction and independent (collaborate) work and play.

By conducting interviews with children and involving them actively in their own development, they learn to think critically, they experience playing and learning at school as meaningful and their well-being will increase. Many children appear to be able to identify their own educational needs well. They

can indicate how they experience a difficult situation, how it is, according to them and how to solve it. It is their perception, opinion and ideas. This information is valuable for an understanding of a problem or situation, and then come up together with what might be an effective approach.

Specific

Giving children a voice and allowing children's views will be beneficial for the teacher. They can provide valuable feedback to the teacher; what the teacher is doing well and what could she have done better? A child will be also more committed to his own idea than the idea of another (teacher). There is increased involvement because the child feels responsible and has ownership. To find out the child's thoughts and ideas a personal conversation is necessary. This requires a few things from a child; he can look at himself, can devise explanations and solutions and is motivated to do something about the situation. Children have to have, to a greater or lesser extent, these skills. Children prefer teachers who help create clear behaviour standards, use humour and calm responses when responding to classroom disruptions, and when appropriate, allow children an opportunity to explain their side of the story (Jones & Jones, 2013).

The teacher needs to listen and respond appropriately to a personal request for a conversation from a child. It requires the teacher's verbal skills: active listening, connecting to the language level, summarizing, questioning and taking into account the needs of the child. The attitude of the teacher is also important. Warmth, patience, respect, authenticity, empathy and interest are necessary for a constructive conversation with a child.

Jones & Jones (2013) noted that empathic, non-evaluative listening involves providing the speaker with a sense that she has been clearly heard and that feelings expressed are acceptable. Glaser (1988) noted that there are three levels at which children can satisfy their need for power of involvement in the school environment. First, children simply need to believe that someone

whom they respect will listen to them. At the second level, someone listens and accepts the validity of the child's statement or concerns. The third and highest level involves an adult stating that the child's idea may be worth implementing (in Jones & Jones, 2013).

Conversations between teacher and child (ren) strengthen their relationship. It may be clear that active listening is one of the most important skills a teacher needs in communication with children.

Next to listening the teacher should also match the way young children learn; which can often mean through play. Delfos (2008) says talking with children from four to six years and interviewing them should take place while playing, which combines play and talk. The teacher should try to join the activity in which the child is doing or initiating a new activity, the teacher needs to hold short conversations of ten to fifteen minutes verbally alternating with play to make the interview in total longer. The teacher should use nonverbal forms of play, stories and making phrases. They should not sit still too long, as it can create tension. Exercise and movement reduces the stress element involved.

Also Baarda (2012) says that conversations with young children are often unnatural. A child will not (often) ask for an interview. If the teacher suspects that a child has problems he should be extra alert to carry on a conversation in a fun, child-friendly and creative way. Being creative by deploying tools; drawing pictures and doing something together is to communicate in a natural way that is appropriate for young children.

The termination or completion of a conversation deserves care. At the end of a conversation, attention must be paid to questions and emotions that provoked the interview. It is intended that the child closes the conversation

with a positive feeling. If this is not adhered to, it will seem as if the talk is not finished (Delfos, 2008).

4. Communication with parents

The importance of good communication with parents is because of the fact that school and parents are inseparable. They belong together; a school cannot live without parents and parents not without a school. Parents and school “work” both with children and have a common interest: to create optimal conditions for the development and learning of children (Pameijer et al. 2009).

School and parents need each other for successful education. Good communication between school and parents increases social-emotional functioning, and the academic performance of children. Children learn better and feel happy at school when their parents feel involved in the school. Personal contact between the teacher and the parents is crucial. Good communication also contributes to a school culture in which teachers and parents stand side by side. This is beneficial for the job satisfaction of teachers and the confidence of parents in the school. Also in the context of appropriate education, parental involvement is relevant. One of the goals of this policy is to strengthen the position of parents in shaping the education and care arrangement for their child. Parent involvement ensures a collective responsibility and therefore suitable education can be realized. A teacher who has mastered communication skills of the Rose of Leary, Emotional Intelligent or the basic skills of Jutten, can make parents feel themselves taken seriously and make sure there won't be any misunderstanding.

A short summary:

- ❖ A positive attitude is very important. The teacher sees parents not as a threat but as a partner who can make a valuable contribution.
- ❖ The teacher tries to put herself in the position of parents.

- ❖ The teacher indicates that she is sincerely interested in the parents.
- ❖ The teacher shows appreciation for the efforts of parents.
- ❖ It is important that a teacher dares to ask and has difficult conversations sometimes, because it provides clarity for school and the parents
- ❖ The teacher expresses her expectations of the parents and asks about their expectations of school.
- ❖ The teacher must be reliable and transparent. That means, among other things, that she fulfills agreements and that she admits honestly if something went wrong.

In addition, openness in the team is important. The teacher must be open and honest with their colleagues in the things that go well and not go well. Parents feel it when there is mistrust and unrest in the team (Pamijer, Beukering and Lange, 2009).

If the teacher applies interview techniques described above, the chances of a good communication are high, yet it does not mean that all communication with parents will take place in a pleasant and constructive way. The teacher will also conduct difficult conversations. These discussions provide pre-tension. For this there could be many reasons: one reason might be that she feels insecure about her expertise in relation to the problem of the child. The tension then has mainly to do with the content level of the communication. It may also be that she looks up to the parent with whom she enters into the conversation. The tension then has especially to do with the relation level of the communication. And thus there are more reasons why the teacher fears the conversation. If there is a conflict, that really cannot be avoided, she should do something with it.

In all cases, the basis of trust will be decisive. The established relationship will have a great influence on the course of the conversation. Together you have a common interest, which is to promote the development of the child.

The teacher should assist where possible. Teacher and parent have their own role and responsibility and are both involved (Bolks, 2011).

In every instance, the established relationship will have a great influence on the course of the conversation. Parent and teacher have a common interest which is to enhance the development of the child. It is for this reason that the teacher and parent should communicate effectively and both parties be responsible and involved. It is the teacher's responsibility however, to use and develop skills and techniques to ensure the most effective communication for all.

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Holistic View

Key : the well-being, linkedness and involvement in relation with the total development of the young child (0-8 years olds)

Introduction

In inclusive education we are invited not to focus on 'how do we know which children are at risk in their development'. In the traditional way of thinking the mainly focus is on children's achievements. Children are showing some lag in development and will be labelled as 'at risk' and will be subject to additional interventions. In the traditional way of thinking we mainly focus on the product.

In inclusive education the key questions are different. We do not focus on what the children have learned or not. Here we focus on the **process within the child** and on the level of the child. We focus on how the children experience their stay in the setting. You try to find out 'how the children are doing'. In fact we ask ourselves:

- ❖ How the children are feeling (= well-being);
- ❖ How engaged they are in their activities (= involvement).

When these two conditions are fulfilled, we know that both the social-emotional and cognitive development of the child is secured. Next to this

development, we also see other levels of development who benefits from the well-being and involvement.

The level of development are not the first indicators. For 'a lag in development' 'an excellent development' does not necessarily imply that the child is not getting what it needs to develop.

First we have a look at the well-being and the involvement and linkedness (the feeling of being connected or engaged) of the child. Secondly we focus on the competences of the child.

In attach 1 you find a schedule of the summary of the way of thinking.

1. How is the child doing in the setting ? Look at the well-being and the involvement of the child

The answer is to be found in two topics : 'how is the involvement of the child and what is the well-being of the child ?' (Laevens, Moons and Declercq, 2012) This is the first indicator for every child in the need of care and the grade of participation.. First we explain what well-being is, then involvement and then we relate this with a holistic view on the development of the young child.

1.1. Well-being

Well-being is telling to what extent the interaction between child and setting lead to the fulfilment of its basic needs. The child feels like a '**fish in the water**'. That is how we describe a child who feels alright. The child express his feelings in various ways. This is about the physical needs, the need for affection, the need for safety, the need for recognition, the need to feel competent, the need for a meaning to life and moral values. Dissatisfaction of one or more basic needs affects the entire functioning of a person. The

most obvious signal of well-being is **enjoyment**, having fun, taking pleasure in interacting with others and in activities. The children look happy, smile or laugh easily, engage spontaneously in chatting or even singing. Children who feel good give a **relaxed impression**. They do not feel threatened in any way. Their facial expression is open, there is no sign of tension or restlessness. Their muscles are relaxed. We see a kind of **inner peace**. Another signal of well-being is energy, **vitality**. This can often be read from children's faces: the look is lively and expressive. They radiate. Their posture also gives a lot away: not shrunk or with hanging shoulders but upright, not afraid to take the space they are entitled to. When children feel o.k., they have **an open attitude towards the world around**. Whatever comes in, they are ready to experience it. They are also accessible, approachable to others. They are happy with the attention they receive: a hug, a compliment, a word of comfort, an encouragement or help. There are more chances for well-being to occur when one feels strong. Self-assurance, **self-confidence**, a sense of self-value make one less anxious or stressed. This can be noticed in a posture expressing a certain pride, literally feeling 'big'. That positive self-image is the foundation of resilience. Children then do not allow others to walk all over them, they are assertive.

When a child does not suppress feelings but remains in touch with its emotions, it is not only able to enjoy. It will also recover more easily from difficult experiences.

Well-being indicates one is doing well emotionally, is feeling comfortable with oneself as a person. A low level of well-being signals that a child does not succeed in **fulfilling his/her basic needs**. We have different basic needs.

1. Physical needs (need to eat, drink, move, sleep, etc.);
2. The need for affection, warmth and tenderness (being hugged, physical contact and vicinity, receiving and giving love and warmth);
3. The need for safety, clarity and continuity (need for a more or less predictable environment, need to know where you stand, what is allowed and what is not allowed and being able to count on others);

4. The need for recognition and affirmation (feeling accepted and appreciated by others, meaning something to others, being part of a group and belong);
5. The need to experience oneself as capable (feeling that you can do something yourself, master something, experience how to push the limits of your capabilities, experience success);
6. The need for meaning and (moral) values (feeling a 'good' person and feeling connected with others and the world).

Of course, not every form of discomfort is automatically a problem. Frustrations are inevitable. But a low level of well-being in the long-term often causes psychological problems. A child loses contact with him/herself and with his/her feelings. The child can behave extremely listless, anxious or aggressive or seems to take a step back in his/her development. Because the foundation of a personality is laid during the first stages of life one cannot pay enough attention to signals indicating a low level of well-being. Also in older children these signals tell us that their social-emotional development is threatened.

In short, well-being is about the 'quality of life'. It refers to an optimal relation between the child and its environment.

Improving the level of well-being is not equal to spoiling children and simply giving them everything they want. Children play an active role in getting to real satisfaction in life. Adults can help children by nurturing their self-confidence, by helping them to express what they feel, by learning them to deal with other children, by letting them experience success, by developing their talents and entrepreneurship, etc. Well-being generates energy and ensures that the child remains in touch with him/herself and gains inner strength. That is why we should invest in well-being - for the present child and the future adult.

There are different levels of well-being to observe

Level	Well-being	Signals
1-2	Low = NO	The child clearly shows signals of discomfort : is angry, cries, screams, looks sad or frightened, hurts him/herself or others, doesn't respond to the environment and avoids contact. The posture, facial expression and actions indicate that the child does not feel at ease . However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate = ?	The child has a neutral posture . Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort
4-5	High = YES	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. During the observation episode, the child enjoys, in fact it feels great : looks happy and smiles, is spontaneous and expressive, talks to him/herself and sings, is relaxed and open, engaging with the environment and is lively and expresses self-confidence and self-assurance.

1.2. Linkedness and well-being : the context

Next to this it is important to look how the well-being is imbedded in the interactions between the child and its environment?

We call this linkedness. We talk about linkedness when children have the attitude of 'connectedness' with everything that lives, the sense that we are part of history, the world. The feeling of unity encourages people to look

after themselves, others, the environment, the world. Laevers, Moons and Declerq (2012) distinguish four 'relational fields'.

1. Well-being of the child's relationship with the adult - Two questions need to be asked : how does the child feel in relation with the adult and how does the adult feel in relation to the child. The more positive the answer is, the better the well-being.

2. Well-being of the child with the other children of the group - How does the child relate to other children ? How do the other children relate to the child ?

3. Well-being of the child related to the setting - What is the influence of the contextual aspects (the environment of development and learning, the way things are organised in the group and in the setting as a whole). First it is important to focus on space and daily life routine. Here the room the child stays in is important. Next to this we have the daily routine and the question of expected and unexpected events. Secondly we can also focus on the child's interactions with the learning environment and play. Thirdly is the broader context of the setting. What about the experience of breaks, lunch time, excursions, outdoor activities. Here you can also read more in the key ADAPTATION

4. the relation to family members/people who take care of the child. - The quality of the relationship with family members plays a very important role in his/her life. The main question is 'what is the quality of the relation between the child and his/her parent(s) and other family members of people who take care of the child.

1.3. Involvement

Involvement is what we observe when children are intensely engaged in an activity. Characteristics of involvement are concentration, motivation, intense mental activity, deep satisfaction, being near the 'zone of proximal development'.

Well-being is important, but does not guarantee development. A lack of involvement is a cause of concern. It flags us that the development is slowing down or is coming to a standstill, at least in the area of competence which is no longer addressed. It is therefore a matter for intervention to restore involvement. If you are involved, you feel appealed by the activity, you are truly interested and driven to engage in it. You cannot achieve a high level of involvement if you do things only because others ask or force you to. The **motivation** must come from within. Involvement means that you are completely open to experiences, you have an **intense mental activity** : the impressions you get are very strong. Bodily sensations and movements, colors and sounds, smells and tastes have a certain range and depth that is not there otherwise.

You fully address your fantasy and mental capabilities. When involvement is low the sensations are not really lived through and remain superficial. Involvement is a wonderful state: it really takes you away. What you experience is energy running through your body. Children spontaneously take initiatives to get into this particular state. Play is the place par excellence where this satisfaction can be found. If involvement is lacking, you become bored and get a feeling of emptiness and frustration. The child feels **satisfaction**. The source of involvement is the urge to discover or explore, the urge to experience the world, to use ones senses, to get a grip on reality. Initially, this 'getting a grip' should be taken literally: touching and grabbing everything that comes within range. Gradually, 'grasping' means 'understanding' and gets less concrete. This we call **exploratory drive**.

Involvement is only possible when an activity challenges you, when it is not too easy and not too difficult. Children with a high level of involvement operate at the very limits of their capabilities. They fully address their skills, they give the best of themselves – whether they are babies or adults, children who are slow in their development or highly gifted children.

There are different levels of involvement to observe

Level	involvement	Examples
1 – 2	Low = NO	The child hardly shows any activity: no concentration, daydreams, has an absent/passive attitude, displays no signs of exploration or interests, doesn't partake in goal-oriented activity and doesn't seem to be taking anything in. The child shows some degree of activity but which is often interrupted: limited concentration, often looking away during activities and dreaming, is easily distracted and action only leads to limited results.
3	Moderate = ?	The child is busy the whole time, but without real concentration: attention is superficial, doesn't become absorbed in activities and these activities are short lived, limited motivation, does not feel challenged and the child does not use his/her capabilities or imagination to the full extent
4 - 5	High = YES	There are clear signs of involvement, but these are not always present to their full extent: engaged in activities without interruption, displays real concentration although sometimes the attention can be more superficial, the child feels challenged and motivated, the activities engage the child's capabilities and imagination to a certain extent. During the episode of observation the child is continuously engaged in the activity and completely absorbed in it: completely focused and concentrating on the activity, is alert and shows precision and intense mental activity, not easily distracted, even by strong stimuli, the child addresses his/her full capabilities/imagination and enjoys being engrossed in the activity.

2. Developmental domains

What about the levels of development? For 'a lag in development' does not necessarily imply that the child is not getting what it needs to develop, while being 'ahead in development' equally does not imply that the child's development is not endangered. It is very important to see the child in total from a holistic perspective. In experimental learning we address 9 areas of development that process orientated learning see as essential when it comes to defining the kind of outcome education should strive for). Competences are not taken separately in a set of isolated skills. It considers them as a complex entity and therefore offers educators, teachers, parents a framework to identify talents in children and support deep-level learning.

The 9 areas are emotional health, gross motor development, fine motor development, language and communication, artistic expression, understanding of the physical world, understanding of the social world, logical and mathematical thinking and self-organisation and entrepreneurship. Important to this areas is that the development can be different from child to child. It is important to look at the level of the child and stimulate well-being and involvement related to the level of development. We used to focus on subjects, we are daily challenged to focus on the child like the child is and who it is related to his culture and background. This approach is less in line with a 'curriculum' perspective and more holistic in nature. It is good to distinguish basic competences when you observe children. In this way you recognise talents of the children.

1. Emotional health: being well in your skin - Here confidence and assertiveness, self-image and self-esteem are very important. Next to his energy and mood are part of the emotional health. To have self-confidence, to stand up for yourself, to be relaxed and able to enjoy life (a cuddle, a compliment, the company of others), to get easily over painful experiences, to be able to cope with new situations are important.

2. Gross motor skills - Competence in this area deals with the way in which one can use and steer one's body in all kinds of situations where the movement is required and the awareness of body.

3. Fine motor skills - Fine motor development concerns the way in which one can display dexterity in handling all sorts of tools and objects which require meticulous co-ordination. In extension to his manual skill and the eye-hand co-ordination it requires, we can focus on the control of other parts of the body like eyes (blinking), tongue and facial expression.

4. Language/Communication - In an active sense, this domain is about mastering language as an 'instrument' to express an accurate and powerful way (orally or in writing) something one experiences, feels or thinks. Through this, the original experience or thought becomes sharper (for oneself) and at the same time accessible to others. In a passive sense, linguistic competence is the skill to easily understand and access what other people express in all sorts of forms and through all kinds of media.

5. Artistic expression - Artistic expression is about the capability to use all kinds of means/media to articulate an experience, a sensation, a feeling, a thought, a fantasy... The 'result' of this expression is original, rich and shows imagination. Artistic expression also includes the ability to comprehend, flavour and enjoy the (artistic) expressions of others. You can talk about 4 domains of artistic expression : visual art, language art, movement and musical expression. For this artistic expressions you use different kind of media.

6. Exploration of the world - Exploration and understanding the physical world implies grasping characteristics of materials, being able to conceive how objects 'behave' in all kinds of situations and in relation to each other,

being able to predict effects of certain actions on objects. It is about time, place, nature, technology.

7. Social competence - Social competences means you are able to express your feelings and you can feel these from others. The basic emotions are glad, sad, angry and anxious. Social competences means also you are related with others in different ways : together, against each other or alone.

8. Logical and mathematical thinking - This domain refers to the power of abstraction, the capability to transcend the concrete. This implies categorising objects and phenomena, sorting and numbering them, positioning the objects in space and in time, discovering partners and linking cause/consequence and drawing conclusions on the basis of logical reasoning.

9. Self-organisation/ entrepreneurship - This domain is about the position to organise oneself effectively by making adequate use of opportunities available in the surroundings and in oneself. This rests on different aspects. The 'will' to do things, the ability to make choices and set goals, the power to make scenarios to solve problems and to look at the result and learn from it.

In a traditional way of following the development of the child educators, parents and teachers are still eager to focus on a part of the development. The focus is most of the time on logical and mathematical thinking (cognitive thinking), the emotional health and motorial skills (psycho-motorial development) and social competences (socio-dynamic skills).

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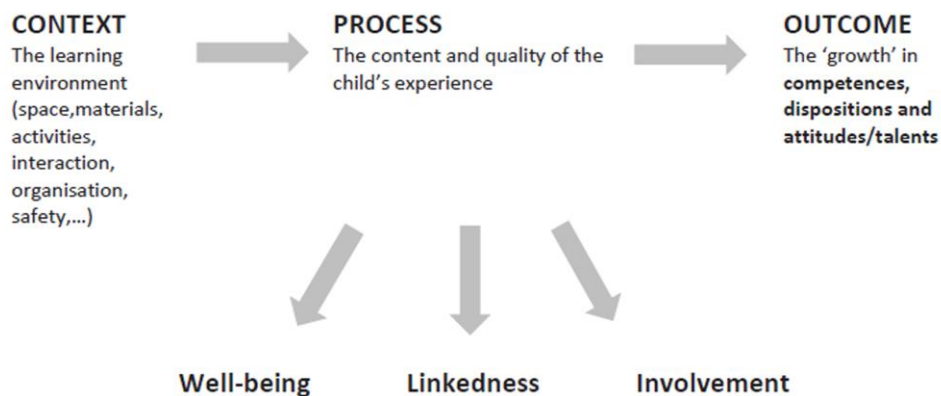
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GO PRINCE

Case Studies

TITLE

Case: Morten an 8-year-old boy.

BRIEF SUMMARY

Morten is an 8-year-old boy. Teachers and Social Educators at his school are worried about him. He has great challenges personally and socially, he is often away from school. His personal development and behavior is not age-appropriate, and he does not function socially, which means that he will be excluded in class. Morten is mostly anemones and silent. He has no strong ties to other students, Social Educators or Teachers. His social skills are not strong, and he finds it difficult to small talk. He seems surprised if anyone addresses him personally. Morten's appearance suggests that he has no help or support for either hygiene or dressing. He is usually dressed in the clothes and shoes that are several sizes too large for him, and classmates complain that he smells. He wears no coats, and dresses inappropriately for the weather. Morten's academic challenges are that he almost never actively participates in class, and he never does his homework. The team observed that communications from the school to parents about lack of homework and absence resulting in additional absences and bruises on Morten. Morten cannot explain the bruises, but says that his father sometimes drinks a little too much. The calls to parents have not been answered, and the school has no contact with the parents.

The goal of inclusion I Denmark is to introduce and keep children within a socially beneficial environment, ensuring that children with special needs do not experience exclusion. Children taught within a regular classroom setting utilizing relevant teaching aids and support. The purpose of inclusion is to facilitate students' engagement as a collaborative part of the academic and social unity, and to ensure academic progression whilst maintaining the students' wellbeing. The inclusion initiatives of the Danish government, based on the Salamanca Declaration and the UN Declaration regarding disabilities and on research reports made in 2010 pertaining to special education. The Ministry of Finance initiated these reports researching the quality and costs of teaching, as well as activities in the school system in general with special reference to *Folkeskolen*. The University of Aarhus and SFI, The Danish National Center have curated the development of inclusion in every municipality in Denmark, for Social Research. All data is gathered and structured into a report distributed to each municipality at the end of

each year. This work focusses on inclusion, whilst trying to eliminate segregation in professional pedagogical working environments. In agreement with the Salamanca Declaration, the research is based upon the notion that every child has the right to be a part of their community despite disabilities or any negative social circumstances they may be in.

USED MATERIALS

DESCRIPTION OF THE GOOD PRACTICE

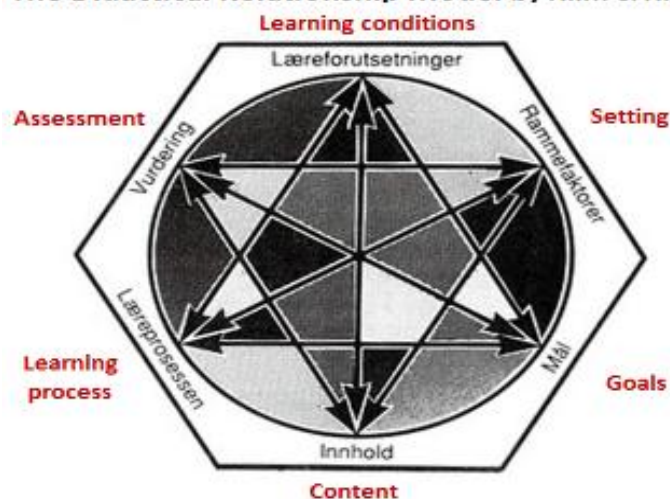
Participants reflect on Morten's needs using the didactical relationship model by Hiim and Hippe.

CASE STUDY

Case: *Every child who is not loved at home has the right to be loved at school*

Participants reflect on Morten's needs using the didactical relationship model by Hiim and Hippe.

The Didactical Relationship Model by Hiim & Hippe



Introduction to The Didactical Relationship Model:

The model is based on a broad view of didactics with a basis in a critical, humanist perceptions of science. It can contribute to that the main categories of teaching, learning and development will be considered and seen in context.

Learning conditions (1). The mental, physical, social and academic potentials and problems that the child has I various areas related to the current teaching and learning.

Learning conditions (2). This category is particularly important. It is the foundation of teaching and learning process. The child and parents are the starting point for the learning process. Without regard for their qualifications, learning and developing will be difficult.

Setting: The teacher and educator must be factors of importance to children's learning. Laws and regulations in this area are also very important, and so are culture, management, time and equipment. The setting can be either a limiting or developing.

Goals: What is the purpose of the intervention? What will benefit the child/children's achievement(s)? Curricula describe the objectives and goals, but the goals may also be purely social and be aimed at inclusion.

Content: Content is what teaching is all about. How to choose it and how to organize it?

Learning process: Learning takes place in a personal, individual and in a social context, and both can contribute to enhance the learning process. How can learning take place, and what working methods is relevant? To what extent will the children be involved and how which activities should be involved?

Assessment: Assessment say something about how teaching and learning functions, and it also say something about the outcome of learning. The learning processes is perhaps the most important.

Workshop Denmark	GoPrince
Amis:	Students reflect on how to include the child "Morten"; he who is described in the case
Objectives:	Student's indicate "Good Practice" in a Scandinavian educational context (<i>dannelseskontekst</i>)
Content:	a. Short lecturer of Hiim and Hippe's reflexion model b. How to use the model?
Fase I (1,5 hour)	a. Student's Group Work: Social Worker / Teacher perspective? b. Divide students into groups of 4
Fase II (7-8 minuttet)	a. Presentation of Group Work b. Opponent Group 1. Professionelt Perspektiv 2. Parents Perspektiv 3. Childs Perspektiv
Face III (15 minuttet)	a. Opponent Group respons (1., 2. og 3.)
Fase IIII (2 minuttet)	Collect distributed material

EXPLANATION of used words/terms

Inclusion in a Danish context: 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 academic output and positive self-image.

The term “**reflection**” has lately become one of the most used terms in education and learning, and there are different and partly overlapping definitions of what “reflecting” really is about. As an example, Jack Mezirow focuses on changes in an individual’s “meaning perspective” and “meaning schemes” and especially emphasizes the intellectual and contextual side of reflection. The same applies to Stephen Brookfield who, with the term ‘critical reflection’, adds an ethical-political dimension (Illeris 2013).

In other cases, far more attention is directed at what is action oriented.

Here, focus lies on **reflections and decisions** about what, in the given situation or context, could be done to go further. Donald Schön has studied “the reflective practitioner” as he calls it. He developed this term around “reflection in action” where especially reflecting intuitively - and without conscious and systematic reflections – will lead to making appropriate and actionable decisions (Illeris 2013).

Reflecting as a tool for change

Among others, Lawrence Stenhouse (1975) attaches great importance to the teacher’s and social educator’s thinking. It is the cornerstone of all school and kindergarten development. Without a reflecting teacher or social educator, no development would take place in our schools and in our pedagogical institutions.

Stenhouse is inspired by Dewey’s view of development and one could argue that Stenhouse is – for the teachers and the social educators – what Dewey is for children and students.

The ideal thought of the reflecting teacher and social educator has, ever since then, had a central place in the education of teachers and social educators in the western world. Reflecting must be recognized as an investigation of impressions and experiences where new possibilities appear. Stenhouse mentions a set of tools, which can contribute to the development of our schools and institutions. Using these tools, you can focus on the subject “inclusion” for a group or for a single child

- To question your own teaching and pedagogical practice in a systematical manner as a base for developing
- To hold the skills necessary to study the way you practice teaching and learning
- To be focused on and able to question and test theory using these skills

Furthermore, the individual teacher and the social educator must be willing to let others observe the teaching or the pedagogical course with the intention of discussing it afterwards. Beside you must reflect on what you want to assess, how you want to assess and why you want to assess. In the context of inclusion, it is necessary that employees have an appropriate understanding of what inclusion is and what methods that will promote inclusion.

As a social educator and teacher you cannot automatically follow a regulatory system or recipe. It is important to relate to the foundation of your work and interpret it in a way you can vouch for in terms of personal and professional assessments of the task. You must relate independently and interpretively to act responsible and therefore childcare workers and teachers own theoretical reflections are necessary.

In all development and learning, reflecting is a key word, and especially transformative learning implies reflecting. The term reflection has become such a matter of course that we see it being used automatically and superficially – and therefore it can easily get in its own way of a deeper analysis and understanding of what happens and what is at stake. This term must be qualified, partly linguistically by using more precise terms as self-reflecting and critical reflecting, and partly in practice by close inspection of what reflecting means in each case. It is not enough to reflect on how or why you have experienced, thought, felt or acted in specific contexts. **The essence is to think about how you should act in new and similar situations, based on your experiences and understanding.** If your actions are based upon these reflections, you can speak of critical reflecting.

POSSIBLE LESSONPLAN -ORFS

6. CAN THE STUDENTS FIND THE 6KEYCOMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration	Case Collaboration between the Social Educators and the teachers.	Is there any other way you would expect collaboration to grow in the case?
Reflection	Case Hiim and Hippe's model of good practice	How will you use the didactically reflection model if you were Mortens Social Educator / Teacher?
Holistic observation	Case Every child who is not loved at home have the right to loved' in school.	What is the role of a Social Educator and a Teacher?
Ethos	Case The teacher's attitude towards the child	How do you see the Social Educator and the Teachers attitude towards Morten? Give some examples.
Adaptation	Case Change of perspective towards Morten	Morten is a part of the group and therefore should adapt into the class and children's group. What would you do if you were the Social Educator and Teacher of that classroom?
Communication	Case Professional knowledge of how an 8-year-old child communicate with other children.	How would you as a Social Educator and Teacher help Morten to be included in the group of students. Observe Showing by imitating Changing roles – child/ adult (roleplay)

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Collaboration	
Reflection	
Holistic observation	
Ethos	
Adaptation	
Communication	

TITLE

A deaf child in the kindergarten
Lukas, 3 years old

BRIEF SUMMARY

In the kindergarten good conditions for development of Lukas are created. Lukas is three years old boy having a hearing disability. In order to meet Lukas' needs, teachers cooperate not only between themselves, but also with Lukas' parents and surdo-pedagogue. There are two models of collaboration present in the case: interdisciplinary and transdisciplinary. Communication between all participants of education is open and clear. Teachers communicate with children and parents in a professional way. Seeking to implement a successful inclusion, teachers make a holistic observation: of his well-being, behavior, emotions and feelings, his achievements, especially his verbal communication. Teachers constantly make individual reflections and reflections in groups, involving all the specialists, parents and children. Teachers seek to get to know every child's social or ethnic background, culture and abilities. They take that knowledge into account in order to implement inclusive education. The uniqueness of a child is perceived as a possibility, not a problem. Teaching content, material, methods, assignments are adopted for every child according to her/his needs and their developmental speed.

USED MATERIALS

POWERPOINT (21 slides)

DESCRIPTION OF THE GOOD PRACTICE

Lukas is three years old. He has a hearing disability. In order to hear language and surrounding sounds, the boy has got a cochlear implant. Lukas also has a skin disorder, therefore, he needs more care than usual. He has a supportive family who want what is best for their son.

The parents noticed that Lukas' ability to communicate didn't improve much after the cochlear implant was installed. Parents started to discuss Lukas' future – if he needs to go to an ordinary kindergarten or to a special one for deaf children. Lukas' mother is deaf as well. Father can hear. Lukas' mother was concerned that if he joins the group of hearing children, he will not learn sign language and consequently he'll be lost for the Deaf community. Also, it will create a big distance between Lukas and his mother. So, she decided not to agree to let Lukas to an kindergarten for hearing children.

Lukas' father's position was the opposite. He wanted Lukas to grow as a "normal" child. He was thinking that otherwise Lukas will be deprived from many advantages that hearing people have in comparison with the deaf ones. He actually didn't like that his wife had developed such a strong identity of belonging to a Deaf community. He thought, this identity separates her from the rest of society. And he didn't want that to happen to Lukas. So, he strongly supported the idea to let Lukas to a kindergarten for hearing people.

After some argument they had, they decided to go to a kindergarten which claims to be inclusive and to talk to its headmaster. Headmaster tried to convince Lukas' parents that their kindergarten is the right place for Lukas to go. The real story of Lukas is presented in the slides as the arguments of the headmaster.

The private kindergarten „X“ follows an educational program which pays attention to each child's individual needs, and implements individualization and differentiation in education. The branch that is offered for Lukas has 25 children ages 2 to 5. There are at least 3 teachers and a preceptor (supporting personnel) in a group, and they are often helped by 2 teacher assistants. Therefore, one teacher usually works with 5-6 children. The kindergarten is situated in the special school for deaf children. Thus, teachers have possibility to consult with surdo-pedagogues.

Since hearing disability affects a child's ability to communicate, and communication is necessary for socialization, Lukas' parents worry that their child will have difficulties developing relationships with other people, making friends, and participating in social activities. They wish their son to make progress in language development and to become independent and self-sufficient. They also expect the kindergarten to support the development of Lukas' self-esteem and social confidence.

Lukas has been attending the kindergarten for half a year now. At the beginning he was shy, used to play alone, and avoided communicating with other children. This period lasted for about two months.

At the beginning teachers started to observe Lukas constantly in order to get

to know him better. Lukas behavior, his relations to other children and teachers were observed, also his likes and dislikes, his way of communicating. Teachers tried to talk to Lukas in order to know him better and to build trustful relationship with him. The folder with the observation results evaluating Lukas' development was filled in by all teachers and discussed with Lukas' parents, other teachers and with the surdo-pedagogue. The further planning of the teaching and learning process of Lukas was discussed between all the above mentioned partners. Organized activities were differentiated, individualized according to Lukas' abilities, likes and needs. That gave the opportunity for Lukas to develop different skills at his own speed. In addition, Lukas worked with a surdo-pedagogue twice a week. The surdo-pedagogue gave recommendations to Lukas's parents and teachers.

Teachers develop the learning material themselves. The classroom is subdivided into different areas aimed for developing different skills of children. Teachers observe which areas are avoided by the children, analyze why and try to make it more attractive. Learning material is adopted or created for every child individually, according to children's developmental speed.

Teachers encourage other children to play with Lukas, to involve him into their activities. The kindergarten pays a big attention towards the development of such values as acceptance, tolerance, respect for any kind of otherness. For example, Lukas' friends constantly take care of the boy to make sure his cochlear implant hasn't fallen out, or cream has been applied to his skin.

Now Lukas feels very well, makes friends with other children easily, and readily plays with them. He is an active participant in all the activities; he has good achievements in all the developmental areas and keeps up with other children in their development. He likes to go to the kindergarten, and his parents are satisfied.

EXPLANATION of used words/terms

A cochlear implant is a surgically implanted electronic device that provides a sense of sound to a person who is profoundly deaf or severely hard of hearing.

Surdo-pedagogue provides a special professional assistance for hearing.

POSSIBLE LESSON PLAN -ORFS

1) Read the slides, look at the photos. Pay attention at the 6 aspects of inclusive education:

- ❖ Collaboration
- ❖ Communication
- ❖ Reflection
- ❖ Holistic observation
- ❖ Ethos
- ❖ Adjustments

Make 6 groups of students and choose one aspect of inclusive education to discuss in the group. Find how the chosen aspect of inclusive education is implemented in the described case. Give your arguments.

2) Read the slide No 2. Make several groups and discuss in the groups the described situation. Answer the following questions:

- What would be your advice to Lukas' parents – to let Lukas to join the kindergarten or not? Why? Give your arguments.
- Discuss the aspects of inclusive education that need improvement. What would you improve in the kindergarten to make it better place for Lukas? Write down your suggestions how to improve process of inclusion in the analyzed case.

Present your findings. Answer the questions of other students and teacher.

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration		Which partners are involved in the support of a child? What models of collaboration can be distinguished in the present case? Give your arguments. In what ways and what activities parents are involved? What are the results of parents – teachers' collaboration? What would you propose for improvement of collaboration between all the partners?
Reflection		Does reflection take place in the educational process? What are the indications of reflection presented in the case? Do all the participants of the educational process make their reflections? What aspects of the educational process are reflected upon?
Holistic observation		What is the way you can recognize the holistic approach while observing a child? What do you think about the well-being of a child in this kindergarten? Where do you

		learn that from? What domains of children development mentioned in the case show the holistic approach? Evaluate. What can you say about the level of involvement of Lukas in various activities?
Ethos	Slide No 3 - The kindergarten philosophy is based on understanding that every child is unique. The institution follows an educational program, which pays attention to each child's individual needs and likes, with an emphasis on educational individualization and differentiation. Slide No 4 - Kindergarten "X" is a part of the international <i>Erasmus+</i> project "Democracy for children in preschool 1–6 year". Slide No 8, 9, 10 – Teachers value child's individuality, pay attention to their needs and achievements while planning educational activities. Slide No 15 - The kindergarten develops respect, acceptance, and tolerance for any kind of otherness.	Slide No 3 - The kindergarten philosophy is based on understanding that every child is unique. The institution follows an educational program, which pays attention to each child's individual needs and likes, with an emphasis on educational individualization and differentiation. Slide No 4 - Kindergarten "X" is a part of the international <i>Erasmus+</i> project "Democracy for children in preschool 1–6 year". Slide No 8, 9, 10 – Teachers value child's individuality, pay attention to their needs and achievements while planning educational activities. Slide No 15 - The kindergarten develops respect, acceptance, and tolerance for any kind of otherness.
Adaptation		Are the teaching content, material, methods, assignments adopted for every child according to

		her/his developmental speed? Is the environment adopted to children's needs? How? Does a child receive a special pedagogical assistance, if it is needed? What kind of assistance? Is it sufficient enough?
Communication		How would you describe communication between teachers themselves, teachers and children, teachers and parents, teachers and other specialists? Give your arguments.

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Reflection	
Ethos	
Adaptation	
Collaboration	
Communication	
Holistic observation	

TITLE

Inclusive practices in the day care center „Help to Fit“

BRIEF SUMMARY

Out of 378 people living in the Kirtimai Roma settlement in Vilnius, 48% are children less than 18 years old. Due to low self-esteem, lack of social skills, school failures, bullying that Roma kids experience at school, negative attitudes of teachers towards them and other problems, many of Roma students drop out from school during the first or second year of their education. Since 2009 a group of volunteers have been working with Roma children living in the Kirtimai settlement in order to prevent early drop-outs. Over six years, the group tried different work models. Finally they decided to open a small after-school day care center “Help to Fit”, in order to secure a stronger bond between the children and their schools. The center welcomes both Roma children from Kirtimai, and non-Roma children living in the Naujininkai district of Vilnius, where the center is situated.

Now, the day care center is regularly attended by 28 Roma children attending primary school, and 12 children from the Naujininkai district. Volunteers in the center help Roma children with their homework and help them to acquire needed school supplies. After-school activities intended to develop social skills of children are arranged, too. A close communication with teachers and parents is maintained. According to the project initiators, children that attend the day care center, show better performance at school, nevertheless, the risk of the early school drop-out remains high as the day care center is not able to solve structural issues influencing school attendance, such as housing conditions and extreme poverty of families.

People working in the center “Help to Fit” while trying to solve various educational problems, encourage communication and collaboration between children, parents, teachers, social workers, Roma NGOs, and different municipal and state institutions, in one or another way involved in educational issues. The staff of day care center “Help to Fit” communicates with children, parents and other social partners in a professional way. Seeking to implement a successful inclusion of Roma children, the staff makes a holistic observation of children’s well-being, behavior, emotions and feelings, their achievements in different areas of development.

The staff members also constantly make individual reflections and reflections in groups, involving all the specialists, parents and children. The staff members seek to get to know every child's situation at home, her or his abilities. They take that knowledge into account in order to implement inclusive education. The uniqueness of every child is perceived as a possibility, not a problem. Content of education, material, methods, assignments are adopted for every child according to her/his needs and their developmental speed.

USED MATERIALS

POWERPOINT (51 slides) (ETHOS_CASE STUDY TWO_PRESENTATION)

DESCRIPTION OF THE GOOD PRACTICE

In 2009, a Lithuanian Young Falcon Union started initiative to work with Roma children living in the Kirtimai Roma settlement. Over six years, the group tried different work models. When considering how to secure a stronger bond between a child and a school, it was decided to set up an integrated after school day care center "Help to Fit", which could be attended not only by Roma children, but also by non-Roma kids from the Naujininkai neighborhood where the Center is situated. The purpose of the Center is to establish cooperation between Roma and non-Roma children, based on mutual understanding and friendship; and thus to increase motivation and potential of Roma children for a successful integration into school, reducing mutual negative attitudes and expanding capabilities for Roma inclusion. The educational process in the Center is based on mutual respect, tolerance, freedom and responsibility.

Currently, the day care center is regularly attended by 28 Roma children attending primary school and 12 children from the Naujininkai district. The Center employs social worker, educators and volunteers. In order to get to know children's needs better, employees constantly make holistic observation of children in different environment and different situations, they talk to their students, interact with their families. It is observed that basic needs of Roma children are not met; due to poor education, parents are not able to help their kids with homework, they distrust the education system, and are aware of negative attitudes towards Roma and their children; Roma kids have a low self-esteem, they lack social skills. During the first year of education children experience school failures, suffer from bullying caused by

cultural, social and linguistic differences; all these reasons lead to the loss of motivation for studying and early school drop-out.

Roma children's needs revealed by observation are discussed and evaluated by the staff members and volunteers, and a plan to respond to these needs better is anticipated. A constant trustful relationship between children, staff members and volunteers is established in the Center. The Center initiated a solidarity network, which encourages children, parents, teachers, social workers, community, non-governmental institutions, and public authorities to communicate and cooperate in various fields.

The main activities of the day center "Help to Fit":

1. Getting to know the child (talking about their day, art therapy, discussions, writing a book about themselves, games);
2. Language education (learning languages, language club, games);
3. Development of social skills (educational excursions, discussions, events, summer camp, hygiene classes, games);
4. Development of other skills (creativity, tolerance, logical thinking, concentration);
5. Making homework.

All activities are focused on the educational needs of children.

In order to achieve the best results, the staff members and volunteers of the day care center apply the following means of education: promotion of regular attendance of the day care center; usage of social and cultural environments outside the Center (museums, excursions, summer camps, etc.); creation of a safe multicultural environment in the Center; development of clear rules by staff and children and compliance with them; upholding a clear agenda.

The staff and volunteers pay a lot of attention to emotional well-being of children: they try to know every child as much as they can; they try to develop children's emotional intelligence. The children are included in the planning and development of educational process: they provide their ideas and discuss the plans. The staff appreciates children's efforts, rejoices at their achievements, always supports them and helps to overcome difficulties.

EXPLANATION of used words/terms

The Roma – an ethnic group of Northern Indian origin; it is Europe's largest ethnic minority, of an estimated 10-12 million in the whole of Europe, some six million live in the EU, most of them EU citizens. Many Roma in the EU are victims of prejudice and social exclusion, despite the fact that EU countries have banned discrimination. A cochlear implant is a surgically implanted electronic device that provides a sense of sound to a person who is profoundly deaf or severely hard of hearing. Surdo-pedagogue provides a special professional assistance for hearing.

POSSIBLE LESSON PLAN -ORFS

1) Read the slide No 24. Make several groups and discuss in the groups the described situation. Answer the following questions:

- Why did the boy start to cry?
- How would you evaluate the behavior of the volunteer in the described situation?
- Do you think, the social worker was right, allowing Roma girls to clean everything, while the boy was sitting and just watching?
- What do you think would happen, if the boy was forced to clean the floor?
- Should the cultural differences be accepted unconditionally, without questioning the impact of various social norms and values on a child?
- Do you think, the issue of gender equality should be addressed in the day care center? If so, how would you do that?

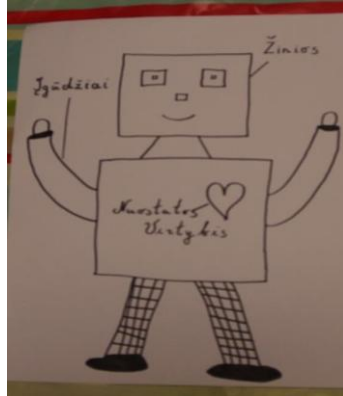
Present your considerations to the students from other groups.

After students' presentations a teacher may tell how the conflict situation was solved in the day care center and ask students' opinion about this way of conflict solving:

The other day the staff asked children to play a game, a so called role play. The game repeated the same situation, although this time only boys were sitting around the table, so some of them had to take girls' role, while one of the boys was sitting and watching his friends cleaning the floor. When the game was over, everybody sat at the round table for a discussion. Staff members asked children how they felt cleaning or sitting and doing nothing. How girls were feeling this time, when boys started to clean the floor, etc. Those questions prompted some reflections of children on gender roles.

2) Make several groups and discuss what elements are the most important for a good inclusive teacher – knowledge (about the impact of culture on a child, knowledge of different cultures), skills (individualization of teaching methods, adaptation of learning material, etc.) or value attitudes? Draw a

figure of a teacher on a piece of paper representing visually those parts of the teacher competence that you consider the most important (paint them bigger in comparison with other parts). Head can represent knowledge, hands – skills, heart – value attitudes. Present and explain your drawing to other students and a teacher.



3) Read the slides, look at the photos. Pay attention at the 6 aspects of inclusive education:

- ❖ Collaboration
- ❖ Communication
- ❖ Reflection
- ❖ Holistic observation
- ❖ Ethos
- ❖ Adaptations

Make 6 groups of students and choose one aspect of inclusive education to discuss in the group. Find how the chosen aspect of inclusive education is implemented in the described case. Give your arguments.

Reflection: Discuss in the group and answer the questions posed in the part 6. Make your conclusions. Evaluate the chosen key component of inclusive education in the case; explain positive and negative aspects of its implementation. Discuss the aspects of inclusive education that need improvement.

Feedback: Present your findings. Answer the questions of other students and teacher.

Suggestions (adaptations): write down your suggestions how to improve process of inclusion in the analyzed case.

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration		Which partners are involved in the support of a Roma children? What would you propose for improvement of collaboration between all the partners?
Reflection		Does reflection take place in the educational process? What are the indications of reflection presented in the case? Do all the participants of the educational process make their reflections? What aspects of the educational process are reflected upon?
Holistic observation		What is the way you can recognize the holistic approach while observing a child? What do you think about the well-being of a child in the Center? Where do you learn that from? What domains of children development mentioned in the case show the holistic approach? Evaluate.
Ethos	Slide No 24 – Represents the case raising a series of questions regarding the ethos of educational	How can you describe the ethos of the Center? Is the equal participation of all children provided in the

	practice: Should an educator/teacher be aware of cultural differences in order to make adequate decisions in the process of education? Should a teacher know about cultural/social background of a child? Should the cultural differences be accepted unconditionally, without questioning the impact of various social norms and values on a child? Should an ethnic and cultural identity of a child be always respected? What could be the consequences of disrespect? Do universal human values exist, or is it just a Western concept, created to make an excuse for “cultural imperialism” of the West? Education influences identities of a child – in what way? What is more important in the process of education – child’s interests or preservation of cultural uniqueness? Who will decide what child’s interests are? What, if child’s parents expect other results from education that a teacher do? Who should have more power – a teacher or parents - in such a	educational process? By what means? Is the staff prepared to work with such culturally and socially different children as Roma kids are? Give your arguments and some examples.

	case? etc. Slide No 6, 48, 49 - the Center declares as one of its aims to develop tolerance and friendship among children who come to the center having different ethnic and cocultural background. Slide No 9, 10 – The rights of the children are written down and placed on the most visible place. Slide No 13 – The staff values child's individuality, pays attention to their needs and achievements while planning educational activities. Slide No 18, 19 – The Center develops respect, acceptance, and tolerance for any kind of otherness. Slide No 25, 26 - All children are treated with respect and as equally important; also not less important than the staff. Slide No 47 – Children learn not only about Lithuanian culture, but also their own culture is respected and represented in educational activities.	
Adaptation		Are the teaching content, material, methods, assignments adopted for every child according to her/his developmental speed? Is the environment

		adopted to children's needs? How? Does a child receive a special pedagogical assistance, if it is needed? What kind of assistance? Is it sufficient enough?
Communication		How would you describe communication between the staff, staff and children, staff and parents, staff and other stakeholders? Give your arguments.

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Collaboration	
Reflection	
Holistic observation	
Ethos	
Adaptation	
Communication	

TITLE

An immigrant child from Iraq Republic
Abdurrahman, 5 years old.

BRIEF SUMMARY

Immigrant children face many special educational needs and circumstances. These mostly include poverty, the challenge of learning a new language, coping with emotional stress while trying to adjust to new social norms and a new institutional environment, confronting prejudice and discrimination in the new country, family disruptions or separations and inadequate social support to help them to compensate for broken community ties in their native countries and loss of support necessary for psychological well-being in addition to likely traumas due to war (Vernez & Abrahamse, 1996). In order to cope with these various challenges, schools, governments and voluntary actions are needed.

Abdurrahman is a 56 months old boy migrated from Iraq Republic to Turkey because of war. He had a middle-upper socioeconomic level in his home country. His father was a medical doctor in Iraq Republic. He lost his father due to a bomb attack and he migrated to Turkey right after his father's death with his mother when he was 4 years old. Abdurrahman's teacher, Aylin, states that although he didn't know Turkish when he first came to the school, he didn't have any problems to orient himself to the environment.

She thinks this is because he needed attention and favor. She also states that his cognitive, fine motor and social-emotional skills are higher compared to his Turkish peers. These advantages of Abdurrahman make him easier to deal with as a student who needs extra assistance. Abdurrahman and Aylin built a warm and affective relationship as soon as he began to school. Aylin implies that this situation might make his orientation and learning process easier.

This case involves the communication, adaptation and ethos aspects of inclusive education.

USED MATERIALS

INTERVIEW TRANSCRIPTS (INTERVIEW WITH THE TEACHER AYLİN) WRITTEN CASE STUDY DRAMA MATERIALS (A DOLL, A TOY GUN, PHOTOS TAKEN DURING WAR, VARIOUS TOYS) MOOVLY VIDEO FIND YOUR OWN WAY IN THE ADAPTATION FOREST GAME

DESCRIPTION OF THE GOOD PRACTICE

Abdurrahman is a 56 months old boy migrated from Iraq Republic to Turkey because of war. He lost his father due to a bomb attack and he migrated to Turkey right after his father's death with his mother when he was 4 years old. He and his family had recourse to Immigrant Office of Turkish Republic. They are settled to Balıkesir Province and their official affairs transfer to the local immigrant office. There are two different groups of immigrants; these are guests and immigrant citizens. Immigrant citizens have their Turkish Republic citizenship numbers while the others have not. Thus, there are guest and immigrant citizen students in schools. Usually, guest students are absent from school. Abdurrahman and his family had their Turkish citizenship numbers. He has to attend the school regularly like other students. He spoke Arabic and he didn't know any Turkish when he first came to the school. He was able to learn Turkish by the help of the course given by school administration. Another course for parents and other immigrant adults is given by Public Education Center. These courses are not obligatory. Abdurrahman and his family are eager to learn Turkish so they completed the courses and learnt Turkish immediately.

Immigrant Office and the Directorate of National Education work together for replacement and arranging informative meetings. For example, Immigrant Office and Public Education Center arranged an informative meeting about immigrant's legal rights and obligations in 18th December International Immigrants Day.

In schools, classroom teachers, counseling service, administration and families (not only parents because some children may only have second degree relatives) collaborate to enhance children's learning and psychosocial development. Abdurrahman's mother and his teacher meet regularly every week and they ask counseling service's advice if it is needed. These efforts are voluntary because there is no legislation about the inclusion of the immigrant children to the schools in Turkey. Teacher manages daily schedule and save some extra time for Abdurrahman as she can. She uses repetition,

questions and answers and she gives opportunities for translation of Arabic and Turkish languages. Teacher often uses drama techniques and involves him to all activities.

In Abdurrahman's school, immigrant families are welcomed and supported. They encourage attending meetings of Parent- Teachers Association. For example, the school organized a fair for socializing immigrant and other families. In this fair, the local values of immigrants like foods, artifacts and plays are presented and celebrated.

EXPLANATION of used words/terms

Immigrant: someone who comes to live in a different country

POSSIBLE LESSON PLAN -ORFS

Collaboration

Make small groups and talk about possible collaborators in an inclusive setting.

Adaptation

Create a drama activity for participants to think about the situations of immigrant children. For this drama activity, create a story about a boy who lost his way in the forest. Let participants discuss what he is doing there. The main idea here is for participants to think the possible effects of war.

Ethos

Think about Abdurrahman's case and review the implementations for ethical considerations in the school. If you were an immigrant child or family what would you need more? Show moovly video of Abdurrahman's case.

Suggestions (adaptations)

Play the game "Find your own way in the adaptationforest". Main goal here is reviewing key concepts about this case and adaptations.

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration	Video Collaboration of the parents and the teacher Collaboration of the teacher and the school management Collaboration of school management and other stakeholders.	Which partners are involved in the support of a child? What models of collaboration can be distinguished in the present case? Give your arguments. In what ways and what activities parents are involved? What are the results of parents – teachers' collaboration? What would you propose for improvement of collaboration between all the partners?
Reflection	Interview with Aylin Aylin and other responsible educators in the school meet regularly to reflect about Abdurrahman's progress.	Does reflection take place in the educational process? What are the indications of reflection presented in the case? Do all the participants of the educational process make their reflections? What aspects of the educational process are reflected upon?
Holistic observation	Interview with Aylin Teacher observation records about children	What is the way you can recognize the holistic approach while observing a child? What do you think about the well-being of a child in this educational institution?

		Where do you learn that from? What domains of children development mentioned in the case show the holistic approach? Evaluate.
Ethos	Written case The teacher's attitude towards the child is positive. She is trying to do her best although she faced many challenges in the beginning. Moovly Learning Turkish and joining in-and-out classroom activities helps the immigrant children in terms of equal participation. For example in Abdurrahman's school they organized a charity organization with the participation of parents, students and other members of the community.	How can you describe the ethos of this educational institution? Is the equal participation of all children (with different social, cultural background or abilities) provided in the educational process? By what means? Are the staff prepared to work with culturally and socially different children and with children with different abilities? Are different needs of children equally fulfilled? Give your arguments and some examples.
Adaptation	Written case Teacher manages daily schedule and save some extra time for Abdurrahman as she can. She uses repetition, questions and answers and she gives opportunities for translation of Arabic and Turkish languages. Teacher often uses drama techniques and involves him to all activities.	Are the teaching content, material, methods, assignments adopted for every child according to her/his developmental speed? Is the environment adapted to children's needs? How? Does a child receive a special pedagogical assistance, if it is needed? What kind of assistance? Is it sufficient enough?

Communication	Moovly Teachers, school counselor, school management and parents meet regularly to discuss Abdurrahman's progress.	How would you describe communication between teachers and children, teachers and parents? Give your arguments.

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Collaboration	Routine meetings between the psychological counselor, the psychiatrist, the teacher and the parents should be set for evaluating the progression and make the child's learning better in terms of language and adapting a different culture.
Reflection	The teacher shares her reflection records with other teachers who also have immigrant children in their class and they determine the next steps.
Holistic observation	Teacher holds observation records about children to observe the participation, well being and inclusion of children.
Ethos	It is important to focus on Abdurrahman's strengths for other children to be aware of individual differences and respect cultural and personal diversity in the setting.
Adaptation	Teacher should aim to increase active activities in the classroom. Teacher manages daily schedule and save some extra time for Abdurrahman as she can. She uses repetition, questions and answers and she gives opportunities for translation of Arabic and Turkish languages. Teacher often uses drama techniques and involves him to all activities. By this way, the time they spend inside the classroom will be longer gradually. Teacher can benefit from Abdurrahman's talents.
Communication	Communication between teachers, school counselor, school management and parents should be supported.

TITLE

A child with ADHD (Attention Deficit Hyperactivity Disorder)
Mert, 6 years old.

BRIEF SUMMARY

Mert is a 6 years old boy with ADHD. Mert has difficulty staying focused and paying attention, controlling behavior, and he has hyperactivity (over-activity). What he needs in inclusive settings is extra assistance with organization, academic and life skills, communication, social interaction, and behavior management. Mert's teacher Suna is trying to meet his social and developmental expectations by arranging the classroom environment (physical, social and educational environment). This case involves the adaptation aspect of inclusive education, which is the process of adjusting or modifying materials, environment, interactions or teaching methods to support the individual child. While using this element in inclusive settings, there are two implications, which are accommodations and modifications.

Accommodations are the arrangements of classroom environments to foster child's learning according to the special needs. Modifications suggest making changes in instructional level, content/ curriculum, performance criteria or assignment types.

In this case, teacher uses accommodations and modifications to make Mert's learning experiences richer. Firstly, she arranges the daily schedule according to Mert's more focused and less focused times during the school day. Suna categorizes her daily activities as passive and active. Suna realized that Mert has been distracted after 11 o'clock every day. Therefore, she decided to place the activities, which needs to be more focused before 11 am. These activities include paper-pencil works, science experiments, read aloud activities etc. Mert does not have difficulty completing these tasks when he is able to focus easily early in the morning. Secondly, she modifies the curricular goals. For example, in some tasks while other children are applying what they learned in new situations, Mert is expected to retell only what he already learned.

USED MATERIALS

VIDEOS

WRITTEN CASE STUDY

DESCRIPTION OF THE GOOD PRACTICE

Mert is 6 years old. He has ADHD (Attention Deficit Hyperactivity Disorder). Mert's psychiatrist prescribed some drugs such as Ritalin (methylphenidate) for him. This drug affects chemicals in the brain and nerves that contribute to hyperactivity and impulse control. Mert has a twin brother, called Berk. Berk has not diagnosed with any disorder at all. Their parents are eager to collaborate with the school management, teacher as well as other parents. They are aware of their son Mert's special needs and ready to work with specialists to do the best for Mert. Mert's parents meet with the teacher once a week to discuss about Mert's learning process. In Mert's kindergarten, the curriculum implied is determined by the government and every early childhood institution has to follow this curriculum. In the scope of this curriculum, there are pre-determined gains and indicators for developmental areas such as cognitive, social-emotional, physical and self-care abilities. Teachers consider the current developmental levels of children while preparing the activities. Gains and indicators involved in curriculum are chosen by teacher and these lead to the preparation of the activities. Daily schedule of an early childhood classroom are composed of these activities. Mert and Berk started to kindergarten this year. Their classes are next to each other. They go to school every weekday from 7.30 am to 12.30 pm for 5 hours. Their parents wanted them in different classes because twins are always together at home and they wanted them to become independent by socializing with different classmates. Even they are in different classes, their classes are next to each other.

Mert's teacher, Suna, is an experienced teacher; however, she didn't have a child like Mert in her classes before. During the orientation weeks at the beginning of the semester, Suna had many challenges however her attitude was always positive and she understood that Mert's orientation process will take longer than other children. One of the big challenges is that having Mert inside the class during the activities. Mert wants to go out and he especially tries to go and see his brother who is at the next class. This interruption makes the classroom management harder for both teachers. After some time, Mert started to understand the rules and schedule of the classroom, however, it was impossible to make him stay in the classroom and follow the activities after 10.30- 11 am.

Suna's solution for the situation is not to leave Mert out of the activities. She did not lower the expectations for Mert. Instead, he took all the children in the class to outside of the classroom activities such as science room, winter garden, mind games library etc. The reason for these activities is to have larger areas for Mert and other children to burn off excess energy, enabling them to focus better in the classroom. This accommodation has other benefits such as building social skills and respect individual differences when all children in the class play and learn together in the same environment. Because when Mert wants to go out of the classroom, the teacher follows him to make him stay and this affects other children. They may tend to expel Mert from their plays and activities because they feel that he is different and the teacher is not in the classroom because of him.

The curriculum recommends adaptations for children who have special needs. An activity can be organized for both typically developing children and children with special needs. Suna modifies the activities for Mert. For example;

Gain 3: Remembers what he perceives

Indicators: 1. Retells the object/situation/ event after a while

3. Uses what he remembers in new situations.

Suna read a children's book about traffic rules. After reading, she plans a reflection activity about the book. While other children are expected to transfer what they already listened to drama, Mert is expected to put the story cards in order and retell the story in the book. While other children are expected to perform a drama activity which requires to be more focused, to be able to control the behavior and to use communication skills effectively, Suna set reachable goals and activities which are easier for him to accomplish. She aimed to modify the activity for Mert's developmental level and special needs. In this case, Suna handled Mert's situation by accommodating and modifying the activities.

Suna uses different observation techniques and assessment tools to obtain meaningful information about children in the classroom. She uses anecdotal records and developmental checklists etc. These tools give detailed information about daily activities, developmental progressions, health conditions, peer relations, family backgrounds and individual differences. At the end of the day, Suna evaluates the day through classroom activities. The curriculum suggests three types of evaluation for teachers. These are: Assessment of children's gains, assessment of the curriculum and self-assessment of the teachers.

EXPLANATION of used words/terms

ADHD: Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood disorders and can continue through adolescence and adulthood. Symptoms include difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity (over-activity).

POSSIBLE LESSON PLAN -ORFS

Observation

Watch the videos about Mert's case. Make 4 groups of participants to find how adaptation aspect of inclusive education is implemented in the described case.

Reflection

Think about Mert's situation and Suna's adaptations. Evaluate the positive and negative aspects of the implementation. As a group, suggest an accommodation and a modification implementation for the benefits of all children in Suna's classroom.

Feedback

Present your ideas. Answer the questions of other participants and the educator.

Suggestions (adaptations)

How do you think other 5 elements of inclusive education can be supported in this case?

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration	Video Collaboration of the parents and the teacher Collaboration of the teacher and the school management	Which partners are involved in the support of the child? What would you propose for improvement of collaboration between all the partners?

Reflection	Slide1 in video Teacher's evaluation sheet involves three parts of assessment	What are the indications of reflection presented in the case? What aspects of the educational process are reflected upon?
Holistic observation	Slide2 in Video Teacher observation records about children	What is the way you can recognize the holistic approach while observing a child? What domains of children development mentioned in the case show the holistic approach?
Ethos	Written case The teacher's attitude towards the child is positive. She is trying to do her best although she faced many challenges in the beginning. Video The changes in daily schedule and planning out-of-class activities also facilitate various learning opportunities for all children.	How is the teacher's attitude towards diverse children in the classroom? Are different needs of children equally fulfilled? Give some examples.
Adaptation	Video *Teacher takes all children to science room after 11 o'clock. *Teacher modifies the activity for child's needs.	How does the teacher adapt the content, materials and environment for different developmental needs of children? Do you think teacher's adaptation implementations appropriate for this specific case? What would you do if you were the teacher of that classroom?

Communication	Video *Children are anxious because their teacher is not in the class because of Mert. Teacher explains her solution to all children in the class. *Teacher and parents meet regularly to discuss Mert's progress.	How would you describe communication between teachers and children, teachers and parents? Give your arguments.

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Collaboration	Routine meetings between the psychological counselor, the psychiatrist, the teacher and the parents should be set for evaluating the progression and make the child's learning better.
Reflection	The teacher shares her reflection records with other teachers who have children with special needs in their classroom.
Holistic observation	The observation of a psychological counselor is lacking because the kindergarten has no counseling service.
Ethos	It is important to show Mert's strengths for other children to be aware of individual differences and respect diversity in class.
Adaptation	Teacher should aim to increase active activities in the classroom. By this way, the time they spend inside the classroom will be longer gradually. Teacher can benefit from Mert's favorite activities.
Communication	Communication between other teachers (especially between the teachers of twins) of the kindergarten should be supported.

TITLE

Supporting the child and family needs by collaborative transdisciplinary teamwork
Daniel, 2 year old

BRIEF SUMMARY

The experiences and opportunities children are provided in the early years are the foundations for future learning and development, and have considerable impact on future academic success, emotional relationships, health, and wellbeing. Early years represent a unique opportunity for practitioners and families to scaffold children. So, in the early 80s an increasing attention was paid to the necessity of providing services to young children with special needs and to their families. Professionals of Health, Education and Welfare started being concerned about early identification of this families and early stimulation of children. Some significant experiences within this area emerged in many countries as a bottom-up process that later gave way to guidelines and legislation regulating early intervention for children 0-6 years old.

Early childhood intervention is broadly defined as procedures that facilitate the development of infants and young children who have special needs or who are at risk for developmental disabilities. But it is also about enhancing the capabilities of every parent to provide a supportive and enriching environment for their children to grow up in.

Effective intervention for young children with disabilities requires joint working between all the practitioners involved and between practitioners and parents and the transdisciplinary collaborative approach facilitates the highest degree of this joint working. The approach enables each child's key practitioners, parent and other relevant person in child's life to collaborate with each other to achieve collective competence and provides them with an opportunity to operate a model in which practitioners act as consultants to a primary interventionist. The main reason for adopting this approach is that there is good evidence that parents prefer and do better with a single case worker. The advantages of this way of working are that it greatly simplifies family relationships with the specialist team, ensures that family receives coordinated advice, involves the family in all decisions, enables the family to manage the demands upon their time, and reduces family stress.

USED MATERIALS

Animated presentation (Moovly)

DESCRIPTION OF THE GOOD PRACTICE

Daniel is a 3 years old boy. He was born with Down Syndrome. Daniel is a quiet and nice boy, always happy to be with others. He enjoys playing with his mum and dad, and is fascinated with small colored cars. He has started to go to kindergarten recently and he loves to watch other children playing although he has serious communication problems.

Daniel can be described as having 'complex needs'. He has motor and cognitive developmental delay, doesn't speak nor walk yet. He has also other physical complications that worry the parents, specially visual and heart problems.

Because Daniel needs many kinds of therapies and educational support his parents faced a very stressful daily life, running from one appointment to another, dealing with different practitioners and often contradictory advisements. The mother had to stop working, the father worried about finances and the child resented the fact that he spent less and less time in kindergarten. He missed his routines and things didn't seem to be working for him and his family. The kindergarten teacher was also worried and feeling helpless, because Daniel was joining the group less and less, and she was also not able to work together with so many different practitioners.

Daniel's parents were advised by a friend to ask for support from an Early Intervention team.

When the mother heard that the intervention would take place in her home and that many practitioners would become involved she got really worried. She could not imagine herself dealing again with lots of different and disagreeing specialists.

But soon she realized the approach would be quite different.

Planning the evaluation and the intervention was a task that involved all team members, and sharing information was crucial, and they planned it to be as less intrusive as possible. So only two practitioners went to Daniel's home to evaluate his needs, as well as family needs. Then one team member was nominated as case manager and a primary provider system took place, allowing the practitioner and the parents to work together at increasing levels of closeness.

Further this case manager (in Daniel case the special needs teacher was the one chosen) also started working in the kindergarten setting, co-teaching

with the kindergarten teacher, planning together with her the work to do with Daniel within his group and daily routines. By this the empowerment and enablement of parents and other significant caregivers was the main objective of EY team, exploring routines and daily life events as learning opportunities. Also, the Intervention team rather than covering all possible aspects of child development, focused on the issues of communication and motor development, which were a deep concern for the parents and with serious implications for Daniel. However, the intervention plan agreed among the team included ample opportunities to promote other skills, within an integrated, needs-led, and child and family centered approach. This approach means a close collaboration among the family and the special needs teacher, but also their interaction with the other team members, who enabled them by pooling and exchanging information, knowledge, and skills, and work together cooperatively. This clearly brought peace to the family and benefits to Daniel.

EXPLANATION of used words/terms

Early intervention is the process of providing specialized support and services for infants and young children who have developmental delays or disabilities, or are at risk, their families and communities, in order to promote development, well-being and community participation. Transdisciplinary teamwork involves a team of professionals who work collaboratively and share the responsibilities of evaluating, planning and implementing services to children and their families. One professional is chosen as the primary service provider for the family, and acts as the conduit for the expertise of the team.

POSSIBLE LESSON PLAN -ORFS

Follow the instructions of the Animated Presentation.
Reflect and answer individually, in pairs or in groups according to Presentation instructions. Give your arguments and write them in the answer sheet.

Along Presentation students are motivated to:

- ❖ Identify child and family needs
- ❖ Understand how team members can collaborate to meet the child and family needs

- ❖ Understand the keys features of transdisciplinary collaboration and its benefits in inclusive education
- ❖ Reflect about their experiences and reality
- ❖ Make links with other aspects of inclusive education:
 - o Communication
 - o Reflection
 - o Holistic observation
 - o Ethos
 - o Adaptations

1 Frame (1,34 min)

Summary: In this frame we will see a family, mother, father and a 2 year child with Down Syndrome. The child has delay on cognitive and motor development. He doesn't speak nor walk yet. He is always happy with others and he enjoys playing with mum and dad.

2 Frame (2,08 min)

Summary: In this frame Daniel's mother and father are worried about the number of therapists and professionals saying different things.

Questions:

1. What's happening here?
2. What are the needs of Daniel and his family?
3. What would you recommend?

3 Frame (3,46 min)

Summary: In this frame Daniel's mother stops working, and they spend a lot of time in therapy. Daniel is sad because he has no time to play with his friends in kindergarten.

Questions:

1. Share your ideas about what is happening. What can be done?

4 Frame (5,25 min)

Summary: In this frame Daniel's mother meet a friend and she speaks about her daughter and the experience with the Early Intervention service. When the Daniels's mother hears that the intervention will take place in her home and that many practitioners will become involved she gets really worried. The EI team analyzes the case and two professionals go to family's house to do Daniel's evaluation.

Questions:

1. What was worrying the mother?
2. How did the team avoid the problem?

5 Frame (6,32 min)

Summary: In this frame the EI team shares information about the case and decides who will be the case manager.

Questions:

1. What is the role of Daniel's case manager?
2. What kind of collaboration does she need from the team?

6 Frame (7,12 min)

Summary: In this frame we see the case management working at home with Daniel's family and also in Kindergarten with the teacher.

Questions:

1. Transdisciplinary collaboration. What makes it possible?

7 Frame (8,29 min)

Summary: In this frame a review about the conditions to develop a transdisciplinary model of collaboration is presented.

Questions:

1. Identify main ideas about collaboration in the narrative and meaningful links to your professional contexts. Are other keywords present?

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration	Teamwork Co teaching	
Reflection	Team meeting Sharing information Case analysis	
Holistic observation	Intervention based on learning opportunities Routines Case manager has a holistic view about child and the family	
Ethos	Every child is unique. Individualized plan Emphasis on educational	

	individualization and differentiation. Focus on natural contexts family, kindergarten...	
Adaptation	Individualized plan implies full adaptation of practice, curriculum and materials	
Communication	Key to transdisciplinary collaboration	

TITLE

Supporting the child at school through co-teaching approach
Samuel, 7 year old

BRIEF SUMMARY

School years bring innumerable challenges for a child with autism spectrum disorder (ASD), but they also hold incredible opportunities for growth. For parents the challenge is to discover and leverage resources to maximize child's avenues of academic learning, social experience and physical fitness. Parents and professionals agree that it takes lots of hard work to help a child with ASD get the most out of the classroom experience. It also takes a good dose of structure and the understanding that every child with an autism spectrum disorder is unique.

That means each child has different symptoms as well as styles of learning so, one size doesn't fit all (Colihan, s/d). Having a team of professionals is essential to help children improve outcomes and reduce stress on the family. But those professional must work in a collaborative way. In the evolution of collaborative models, co-teaching approach has been Identified as one of the most promising in favor of inclusion.

Cooperative teaching of regular and special education teachers implies that they work together in the same classroom most of the day. To be an effective team they will work together as equal partners in interactive relationships, both being involved in all aspects of planning, teaching, and assessment.

USED MATERIALS

Power Point

DESCRIPTION OF THE GOOD PRACTICE

Samuel, 7 year old, has Autism Spectrum Disorder, that affects his person's social interaction, communication, interests and behaviour. He is a visual thinker. He thinks in pictures not in language. He has difficulty understanding speech and sometimes has a hard time differentiating consonant sounds. He has a talent: he is good at drawing. Pictures are his first language, and words are the second language. All children have special interests. Trains and maps are Samuel's big interests. He engages more intensely or in highly specific ways with his special interests, and that excludes the peers. Sometimes he tries to get others into his play, without realising when others just aren't interested.

Samuel has sensory integration difficulties. Inputs such as sights and sounds can cause bad behavior. He has fear of dreaded sounds like the school bell sound. When Samuel went to a mainstream primary school a variety of supports were provided to create a successful environment and good experiences for everyone involved. One of the approaches chosen was the collaborative approach to teaching in the teaming of regular and special educators in an inclusionary classroom setting. This co-teaching model required joint academic intervention by the two professionals in the classroom with all students (typical ability students as well as students with special needs like Samuel).

The two teachers began to work together to become familiar with each other's professional skills such as: instructional strengths, weaknesses, interests, attitudes. To be an effective team they worked together as equal partners in interactive relationships, both being involved in all aspects of planning, teaching, and assessment. They also identified the child strengths and his strong interests and these were embedded into Samuel's curriculum. For example, the child's interest in maps was included throughout the day life, in geography lessons but also in learning to know the school.

This approach proved to be a great way to increase the number of opportunities for generalization throughout Samuel's day. Children were rotated into groups, places and the two teachers. When data needed to be collected, one teacher led instruction while the other gathered data by observing.

Students were also splitted into three or more heterogeneous or homogeneous groups. Like this, teachers could provide direct instruction at

a station or monitor multiple stations. The small groups rotated around the stations. Samuel had the opportunity to practice cooperative skills.

Based on previous assessments, both teachers could decide which students were at-risk. One teacher worked with the at-risk group while the other continued to provide accelerated instruction. This way the contents were taught individually and teachers could use specific strategies. For instance, Samuel needed pictures to understand some words and concepts.

Both teachers might facilitate a discussion while performing different roles such as writing on the board emphasizing key points. The purpose of this was to share the role of lead teacher in delivering instruction and providing student support. Sometimes teachers chose another form: one teacher led the whole class, and the other provided support, answered questions, monitored student behavior, etc.

Teachers could also decide to teach the same content but through differentiated instruction target students' instructional needs. So students were divided into two homogeneous groups and each group was led by a co-teacher. Communication and planning had to be done together for the co-teachers to develop the parallel structure and to assure that groups received the same quality instruction.

This model was very useful for Samuel because time for individualize attention and supervision increased a lot. Also teachers could enrich activities, re-teaching and provide student monitoring activities. This is very useful for teachers because Co-teaching allows two adults with different areas of expertise to work together in one classroom for the benefit of all children and allows for a wider range of instructional techniques and strategies.

EXPLANATION of used words/terms

Autism Spectrum Disorder is a life-long neuro-developmental disorder. It first shows itself early in life, emerging across toddlerhood and into the preschool years. People who have an autism spectrum disorder have social-interaction difficulties, communication challenges and a tendency to engage in repetitive behaviors. However, symptoms and their severity vary widely

across these three core areas. Taken together, they may result in relatively mild challenges for someone on the high functioning end of the autism spectrum. For others, symptoms may be more severe, as when repetitive behaviors and lack of spoken language interfere with everyday life. Co-teaching a teaching relationship in which general and special educators share responsibility for planning, delivery and evaluation of instruction for a heterogeneous group of students.

POSSIBLE LESSON PLAN -ORFS

Follow the instructions of the Power Point Presentation.

Reflect and answer in pairs or in groups to the Handout. Give your arguments and write them in the answer sheet.

Along Presentation students are motivated to:

- ❖ Familiarize themselves and learn about a collaborative approach
- ❖ Understand how team members can collaborate
- ❖ Understand the keys features of a co-teaching approach and its benefits in inclusive education
- ❖ Reflect about their experiences and reality
- ❖ Make links with other aspects of inclusive education:
 - o Communication
 - o Reflection
 - o Holistic observation
 - o Ethos
 - o Adaptations

TITLE

Cake of Abel

BRIEF SUMMARY

Video. "Taarten van Abel" a Dutch television program. In this example you see a girl of eight years old together with Abel, the baker. In a cozy and relaxed atmosphere, Abel makes contact with the girl. He sets different kinds of questions that makes the girl feel invited to tell. Abel uses conversation techniques.

USED MATERIALS

In this film materials for making a cake are used. It can be any materials or situations in which you are doing something with the child

DESCRIPTION OF THE GOOD PRACTICE

The film is a good example of having a conversation with a child while preparing a cake

EXPLANATION of used words/terms**POSSIBLE LESSON PLAN -ORFS**

1. Watch the movie. Search for examples of the six inclusive education KEYS.
Give or write down the examples you find. Substructure with arguments.
2. Be aware of the conversation techniques of the baker. What kind of questions he uses. Is there a balance in the conversation when it comes to speaking? Is he a good listener? Has he other good skills that is needed for

good, creative conversation with children?

Six aspects of inclusive education:

- ❖ Reflection
- ❖ Ethos
- ❖ Adjustments
- ❖ Communication
- ❖ Collaboration
- ❖ Holistic observation

Make small groups of students (3 or 4) and discuss as the assignment tells you.

After 20 minutes:

In a cooperative working form (“walking exchange”) you exchange the answers you found with fellow students.

Reflection with the whole group:

Explain positive and negative aspects of this way of communication.

Discuss the aspects of inclusive education: Is the design of this communication possible with every child?

If you have suggestions (adaptations): write down your suggestions how to improve this case.

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration	Slide No 7 - In order to best know the child and their needs, all the teachers always observe their pupils, discuss and record their achievements, fill out files. Slide No 8 - When preparing the	Which partners are involved in the support of a child? What models of collaboration can be distinguished in the present case? Give your arguments. In what ways and what activities parents are involved? What are the results of

	assignments, teachers discuss together children's development, needs and wishes and take that into consideration while planning further educational activities. Slide No 10 - In language education all teachers are involved. Slide No 11 - All the teachers are involved in the social skills developing program. Slide No 14, 15 - Teachers cooperate with parents as much as possible. They are involved in developing individual learning plans for children, also project preparation, organizing excursions and events. The kindergarten organizes seminars for the parents on complete with their parents. It is also crucial for the teachers to receive feedback from the parents about such activity.	parents – teachers' collaboration? What would you propose for improvement of collaboration between all the partners?
Reflection	Slide No 6 - Teachers observe which areas are avoided by the children, analyze why and try to make it more attractive. Slide No 8 - In order to best know a child and their needs, all the teachers always observe	Does reflection take place in the educational process? What are the indications of reflection presented in the case? Do all the participants of the educational process make their reflections? What aspects of the educational process are

	their pupils, discuss and record their achievements, fill out the files. Slide No 9 - Organized activities are differentiated, individualized according to each child's abilities, likes and needs that have been observed and analysed by the teachers. Slide No 10 - When preparing the assignments, teachers discuss together children's development, needs and wishes and take that into consideration while planning further educational activities.	reflected upon?
Holistic observation	Slide No 7 - In order to best know a child and their needs, all the teachers always observe their pupils, discuss and record their achievements, fill out the files.` Slide No 8 - By observing the child, teachers pay attention at these developmental domains of a child: the development of health, social, cognitive, communication, aesthetic competences. Slide No 9 - In the photo we see 3 teachers and children in activity. One of	What is the way you can recognize the holistic approach while observing a child? What do you think about the well-being of a child in this kindergarten? Where do you learn that from? What domains of children development mentioned in the case show the holistic approach? Evaluate. What can you say about the level of involvement of Lukas in various activities?

	the teacher is observer. Which one? Read the text in the slide. Can you find something about holistic observation of children? Explain. Slide No 12 - What can you understand from the slide about holistic observing the child. When can happened this observing if it happened? Explain your way of thinking. Slide No 19 - In the photo you can recognize many signs of well-being of the child. What are they?	
Ethos	Slide No 3 - The kindergarten philosophy is based on understanding that every child is unique. The institution follows an educational program which pays attention to each child's individual needs and likes, with an emphasis on educational individualization and differentiation. Slide No 4 - Kindergarten "Klaužada" is part of the international Erasmus+ project "Democracy for children in preschool 1–6 year". Slide No 8, 9, 10 – Teachers value child's individuality, pays attention to their needs and achievements while planning educational	How can you describe the ethos of the kindergarten? Is the equal participation of all children (with different social, cultural background or abilities) provided in the educational process? By what means? Are different needs of children equally fulfilled? Give some examples.

	activities. Slide No 15 - The kindergarten develops respect, acceptance, and tolerance for any kind of otherness.	
Adaptation	Slide No 6 - Learning material made by the teachers is adopted or created for every child individually, according to children's developmental speed. Slide No 9 - Organized activities are differentiated, individualized according to each child's abilities, likes and needs. This gives the opportunity to develop all above mentioned competences for every child at their own speed. Slide No 10 - When preparing the assignments, teachers discuss together children's development, needs and wishes and take that into consideration while planning further educational activities. Slide No 11 – Teachers adopt educational process according to the recommendations of a surdo-pedagogue to appropriately help children with special needs to meet their	Are the teaching content, material, methods, assignments adopted for every child according to her/his developmental speed? Is the environment adopted to children's needs? How? Does a child receive a special pedagogical assistance, if it is needed? What kind of assistance? Is it sufficient enough?

	learning and development needs. Slide No 12 - Educational model “Anywhere, anytime” is adopted for pre-school aged children from ethnic minorities or families of foreigners in order to teach them Lithuanian language.	
Communication	Slides No 5, 10, 11 – The quality of communication between teachers is essential in order to implement different educational programs in collaborative way. Slides No 5, 8, 9, 10, 13 – In the photos we see the way teachers communicate with children. Slide No 12 – by developing children’s language competence, the communication skills of the children are improved Slide No 15 – Teachers encourage the development of such values as acceptance, tolerance, respect for any kind of otherness. These values help to develop communication skills of children. Slides No 8, 11 - In cooperation with parents the teachers demonstrate good communication skills.	How would you describe communication between teachers themselves, teachers and children, teachers and parents, teachers and other specialists? Give your arguments.

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Collaboration	A surdo – pedagogue needs to participate more fully in educational process.
Reflection	It can be suggested for the teachers to keep the reflection diary where they can write their personal reflections at the end of every working day.
Holistic observation	The constant observation of a surdo – pedagogue is lacking. The observation of a free game is lacking.
Ethos	Culture of children’s age group is not fully accepted by the teachers, as there is no place for a free game in the kindergarten schedule.
Adaptation	Teaching and learning methods could be more adapted to individual needs of a child.
Communication	In order to improve communication with parents, they could be invited to participate in the children’s daily activities in the kindergarten.

TITLE

Thomas 4 years old
Main focus – holistic view on the child

BRIEF SUMMARY

Thomas is a mainstream boy of 4 years old who is exploring the whole time and is looking around. His challenge is to focus on things. He is a boy that enjoys to be alone and he is observing other children. He is in his way social. He likes to talk in small groups. He likes to move and to play with all kind of materials.

In the video (slide 10) it looks like he has problems. In fact it is a boy who is developing step by step but not always that interested. We chose for this boy because it is necessary to be aware, we don't need to see everywhere problems. He is learning by observing the others and materials.

The teacher is in contact with the parents who are mentioning the same.

- ❖ Collaboration
- ❖ In the aspect of 'linkedness' this aspect has a rule
- ❖ Communication
- ❖ In the aspect of 'well-being' this aspect has a rule
- ❖ Reflection is part of the whole good practice – this is most of the time related to the fact it is really important to start from the needs / educational needs of the children.
- ❖ Holistic view on the child
- ❖ Is integrated
- ❖ Ethos
- ❖ Are we working really with children from their needs, talents, development ?
- ❖ Adjustments

Is integrated

USED MATERIALS

You write down what kind of material you use

- POWERPOINT with 39 Slides
- Video 1 is 2:41 minutes long (integrated in slide 2)
- Video 2 is 1:27 minutes long (in the link you need fragment 2 of the boy)

Thomas)
 (integrated in slide 10)
 Summary of the PowerPoint
 Slide 1 Title
 Slide 2-9 1. Look and listen : the importance of observation (pre-exercise)
 Slide 2 – global video 1 to learn to observe from the perspective of the children
 Slide 10-24 2. Observe and look : the importance of observing well-being and linkedness
 Slide 10 – video 2 of Thomas
 Slide 25-34 3. Observe and look : the importance of involvement
 Use the film of Thomas again (slide 10)
 Slide 35-38 4. Holistic view on development
 Slide 39 Summary

DESCRIPTION OF THE GOOD PRACTICE

SLIDE 2 – 9 1. THE IMPORTANCE OF OBSERVATION (pre-exercise)

Slide 2 Look and observe
 Here the focus is to see what the children are doing and need. The focus is NOT on the teacher. That is why you don't see the teacher.

Slide 3 What are the needs of the children ?
 We focus on the perspective and needs of the children..

Slide 4 - 8 summary of the accents to start with.
 Do we start from the basic questions ?

Slide 9
 Explanation of the model of process-orientated learning in global (see also article of the KEY)

Slide 10-24 2. Observe and look : the importance of observing well-being and linkedness

Slide 10 observe and look
 Here you see the video of the boy Thomas. Students get each an signals of WELL-BEING. .

Slide 11-13 signals of well-being

The signals are explained one by one.

Slide 14

Summary

Slide 15

Explanation that well-being originates in the satisfaction of one or more basic needs

Slide 16-17

Well-being is a process, not a step by step plan – explanation by an image and words

Slide 18

The students can now try to give a level of well-being of the child.

Thomas has a level 3. Some will give 1 or 2, but in fact this is not really the case.

Slide 19

Summary to tell the importance of observing Well-being

Slide 20-21

On Slide 20 we show well-being is related to the fact you are linked in RELATIONS in a CONTEXT.

The students make in groups a poster/mind-map of the different relations children have/need.

After this they share it in group.

Slide 22-23

Here you read what a teacher/educator can do when the well-being is low

Slide 24

Here we summarize why we need a high level of well-being

Slide 25-34 3. Observe and look : the importance of involvement

Slide 24-26

These are introduction Slides about involvement

Slide 10 (because of the use of the VIDEO)

Slide 27-29

The more the child is interested in something, the more involved it is, the more it will learn.

Slide 30

Extra if you want to use this.

Slide 31

When the level of involvement is low, the teacher need to adapt her activity.

Slide 32-33

Some examples of screening- red and orange – you have to work on involvement as a teacher

Slide 34

Again it is explained when you can observe during school/meeting time.

Slide 35-38 4. Holistic view on development

Slide 35

Here we focus on Bronfenbrenner's ecological theory the stress to see the child in the whole context. This is important for the holistic view, for communication, collaboration and adapt where necessary.

Slide 36

The students need to think how an activity as making puzzles can be more than a cognitive way of working. They need to find how you can integrate other ways of development.

Thomas likes to observe and manipulate. So maybe, to start, he is not eager to make the puzzle or to do what the teacher expect. The teacher can motivate the child, but the child maybe wants to make a railway to play with a train.

Slide 37

The students see how it is necessary to take in account all kind of development not only the cognitive development.

Slide 38

An good practice of using all domains of development to observe and later on to talk about it with other teachers, persons or parents.

Slide 39 Summary

EXPLANATION of used words/terms

POSSIBLE LESSON PLAN -ORFS

OBSERVATION and REFLECTION

The students are put in 5 groups. Some moments are in plenum other moments are in group. The teacher leads or coaches the group.

You need 4 hours for this workshop.

SLIDE 2 – 9 1. THE IMPORTANCE OF OBSERVATION (pre-exercise)

In this good practice we first train the students to observe to see the needs of the children out from the perspective of the child and not out from the perspective of the teacher.

Slide 2 Look and observe

The students see a film of 2:41 minutes of 19 children who are doing 'writing dance' in a group. The children are 4-5 years old.

Here the focus is to see what the children are doing and need. The focus is NOT on the teacher. That is why you don't see the teacher.

You can divide the students in 3 groups and each group observes some children. Group 1 of the students observes group A of the children, group 2 group B and group 3 group C.

Image Formation of the children x = child (colour) = colour of the clothes of the child.

GROUP A	GROUP B	GROUP C
X (black) X (green)	X (black/blue) X (beige)	X (red) X (blue)
X (green)	X (blue) X (blue)	X (pink) x (grey)
X (light Blue) X (blue)	X (red/bleu) X (grey)	X (white) x (bleu/pink)

Slide 3 What are the needs of the children ?

After listening to the students you can divide the answers in 2 groups. The perspective of the children en the perspective of the teacher

We focus on the perspective and needs of the children.

The students tell what they see. In interaction with the students you can focus on what is really out from observation or more interpretation and needs from the children or more needs from the teacher.

Slide 4 - 8 summary of the accents to start with.

Do we start from the basic questions ?

Slide 9

Explanation of the model of process-orientated learning in global (see also article of the KEY)

Slide 10-24 2. Observe and look : the importance of observing well-being and linkedness

We train the students to observe the signals 'well-being' of the child by observing the boy Thomas in the classroom. Enjoyment, spontaneity, openness, relaxed and inner peace and vitality are the indicators. Factors as context, personal competences and self-esteem that have an influence on well-being are discussed.

Linkedness is discussed in an exercise related to the situation of thomas but also in a more open way related to ideas of the students. The linked is the relation with the context.

Slide 10 observe and look

Here you see the video of the boy Thomas.

Students get each an signal of WELL-BEING. There are 5 indicators. We don't mention well-being yet. On the small paper they get, the indicator is explained.

The students need to observe only one indicator and then this can be discussed.

Slide 11-13 signals of well-being

The students can tell one by one (or in groups) what they saw related to the indicator

Slide 14

Summary

Slide 15

Explanation that well-being originates in the satisfaction of one ore more basic needs

Slide 16

Well-being is a process, not a step by step plan

Slide 17

Explanation of Slide 16

Slide 18

The students can now try to give a level of well-being of the child. Thomas has a level 3. Some will give 1 or 2, but in fact this is not really the case.

Slide 19

Summary to tell the importance of observing Well-being

Slide 20-21

On Slide 20 we show well-being is related to the fact you are linked in RELATIONS in a CONTEXT.

The students make in groups a poster/mind-map of the different relations children have/need.

After this they share it in group.

Slide 22-23

Here you read what a teacher/educator can do when the well-being is low

Slide 24

Here we summarize why we need a high level of well-being

Slide 25-33 3. Observe and look : the importance of involvement

Next to well-being and linkedness, the students observe the involvement of the child by another group of signals as : concentration, persistency, openness an accuracy, intense mental activity, motivation and satisfaction and urge to explore.

Slide 25-26

These are introduction Slides about involvement

Slide 10 (because of the use of the VIDEO)

You can show slide 10 again with the video of Thomas to observe the involvement of Thomas. Each student again get one signal of involvement. Now they have to observe this.

Alternative - one of the students of each group needs to make a puzzle. The other students of the group observe the puzzling student. The student who puzzles doesn't know what the other students are doing.

Slide 27-29

The students talk or discuss about the signals of involvement. The more the child is interested in something, the more involved it is, the more it will learn.

Slide 30

If you want you can also apply the signals of involvement in video 1 'write dancing'.

Slide 31

The students can give a level of involvement. When the level is low, the teacher need to adapt her activity.

You can discuss how to adapt the activity.

Slide 32-33

Some examples of screening- red and orange – you have to work on involvement as a teacher

Slide 34

Again it is explained when you are able to observe.

Slide 35-38 4. Holistic view on development

Up from observation of well-being and involvement and reflection on linkedness, the students focus on the needs of the child in order to how to adapt the learning environment of the child.

At the end of the workshop the students looks at the different competences of the child to be aware that all this competences are there. For some children you need to focus on different comptences then eg. cognitive competences.

Slide 35

Here we focus on Bronfenbrenner's ecological theory the stress to see the child in the whole context. This is important for the holistic view, for communication, collaboration and adapt where necessary. The students can reflect on this.

Slide 36

The students need to think how an activity as making puzzles can be more than a cognitive way of working. They need to find how you can integrate other ways of development.

Thomas likes to observe and manipulate. So maybe, to start, he is not eager to make the puzzle or to do what the teacher expect. The teacher can motivate the child, but the child maybe wants to make a railway to play with a train.

Slide 37

The students see how it is necessary to take in account all kind of

development not only the cognitive development.

Slide 38

An good practice of using all domains of development to observe and later on to talk about it with other teachers, persons or parents.

Slide 39 Summary

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration	The teacher of Thomas talks a lot with the parents in order to know Thomas belter. Is not explicit in the presentation. Slide 21-22 Slide 35	How can we involve parents, other partners in school ? How can we collaborate ?
Reflection	All exercises in part 1,2,3 and 4 are inviting the students to reflect.	Do we reflect enough ? Do we make time to reflect ?
Holistic observation	This is the focus of this good practice.	What is the vision of the school starting from the needs of the child ? What is the pressure of the curriculum ?
Ethos	/	Which values does a school need to integrate well-being, involvement and linkedness in relation to the holistic view on development of the child.

Adaptation	How to adapt the context to improve 'involvement, well-being and linkedness'	
Communication	The importance of observation and communication. Linkedness is one component you can use in this area	

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Collaboration	Two teachers/educators can give an added value to support the holistic view in development of the child.
Reflection	It is good if teachers/educators have a Slidery where they can write down 'situations' of observations of children. After observing a few times, they can summarize observations and reflect on it.
Holistic observation	This is fully done in this good practice.
Ethos	The question here can be: is every child accepted as it is related to his background. Acceptance, tolerance are necessary
Adaptation	Education/teachers can adapt the activities, materials and classroom and out-side environment in order to the needs of the child.
Communication	Communication with the child can be more stimulated.

TITLE

Julien 10 years old

BRIEF SUMMARY**JULIEN**

Julien is a boy of 10 years old is seeing only the difference between light and dark and sometimes he sees shadows. He is in a primary school in the 5th grade. In primary education in Belgium, we start at the age of 6 with the first grade.

You see what Julien is doing in his school and meanwhile he tells his story. He aims is he hopes people who watch this video understand better what it means to miss the sense of seeing things. We choose an older boy because he is in the ability to tell his own story.

He is stressing his possibilities and how he is participating the class- and playground life. He is telling also how materials are adapted. He is supported by the teacher, a care teacher (not in the film), a kinetotherapist, the parents (not in the film) and last but not least the other children.

The keys of inclusion

Here the focus is to observe the the well-being and the involvement of Julien. Secondly you can focus on the competences/development of the boy. The boy is coached in a holistic way by the teacher.

Materials in the classroom are adapted or adjusted.

Julien is communicating himself and invites everybody to communicate with him. In the coaching of Julien there is a collaboration between the teacher, the parents, the coach of braille, the kinetotherapist and of course the children.

It is good Julien is telling his own story. Students can reflect on what he is saying. The school and children do have respect for Julien and to give him the possibility he feels safe at the school. (ethos)

USED MATERIALS

You write down what kind of material you use

- VIDEO 00:05:58 (small 6 minutes)
- You can divide the video in different parts

VIDEO STEP BY STEP TIMING		The story of Julien, 10 years old ACCENT
		A INTRODUCTION
00:00:00	00:00:27	1. Global view Julien is <u>walking to the school with his white stick.</u>
00:00:27	00:00:54	2. Julien is <u>introducing himself</u> 'I <u>am</u> a boy of 10 years old. I want <u>you learn to know me better.</u> <u>I'm seeing only the difference between light and dark and</u> <u>sometimes I see shadows</u> '
00:00:54	00:01:05	3. <u>Aim of the film</u> 'I hope <u>you understand me better.</u> <u>You can see what I am able to</u> <u>and what not</u> '
		B PLAYING on THE PLAYGROUND
00:01:07	00:01:47	4. <u>Playing with friends</u> I <u>play with my friends on the playground.</u> I <u>am afraid other</u> <u>children will walk against me and I against them.</u> I <u>don't feel that save,</u> but I <u>like to play on the playground.</u> <u>Therefore we decided to play in a corner of the playground</u> <u>(adaptation)</u> <u>Observation : playing alone and with friends</u>
		C THE GYMROOM
00:01:48	00:02:07	5. <u>Gymroom</u> Julien <u>likes to be in the gymroom.</u> <u>Every week there are 2 hours</u> <u>of gym.</u> <u>One hour, Julien has gym with the other children.</u> <u>One hour he</u> <u>has gym with the kinetotherapist</u>
		D. GEOGRAPHY in the CLASSROOM
00:02:07	00:02:52	Julien <u>likes geography.</u> His map is <u>adapted in Braille.</u> He shows the <u>provinces of Belgium, the province of West-</u> <u>Flanders with important cities as Bruges and Ostend.</u> He <u>talks about his own city Roeselare.</u> The <u>city is missing on the</u> <u>map.</u> He is <u>joking with the fact this is the most beautiful city</u> 😊.

		E MATHEMATICS in the CLASSROOM - counts
00:02:52	00:03:21	Julien cijfert zelfstandig met aangepast materiaal.
		F PIANO
00:03:21	00:03:48	Julien likes to play the piano. He is asking 'what do I play?'. He plays Goldplay
		G MATHEMATICS in the CLASSROOM
00:03:48	00:04:32	Julien has books in Braille for mathematics In the future the books will be on the computer He reads about the content of 1cl, 1 dl 1 liter etc. You see children in the classroom counting Other children helps Julien in correctin mathematics He controls also for himself
		H FRENCH in the CLASSROOM - conversation
00:04:32	00:05:02	Julien is learning French as the other children. In the 5th grade (up from 10 years) children learn to speak French in a systematic way. Julien is participating in a dialogues they have to read. He is enjoying it.
		I INVITATION for COMMUNICATION
00:05:02	00:05:20	Julien is asking 'when you see me and you pass by, talk to mee'. Say who you are and we can communicate. I ask you to say who you are because I don't see you.
		J WHY ARE YOU LAUGHING ?
00:05:20	00:05:37	Sometimes, I don't understand why your are laughing because I can't see it. Can you tell me why it is so funny ? So, I can also laugh. Sometimes I think you laugh with me, but I hope that is not true.
		K BEING AT THE MAINSTREAM SCHOOL
00:05:38	00:05:58	I don't see that good, but I want to live like you live. I am glad that I am at your school. Thank you for watching this movie and thank you for listening.

DESCRIPTION OF THE GOOD PRACTICE

In Belgium we have special education for children who are bad in seeing or who are blind. Nowadays we try to integrate more and more children in the mainstream school. Julien is one of those children. He wants to participate as much as possible in the daily life of the school.

This video is illustrating this.

A Introduction

Julien arrives in the school every schoolday. He is introducing himself. He tells what the aim of the film is.

B. Playing on the playground

Julien tells he likes the playground and how he feels safe at the playground and what is needed for this.

C. The gymroom

Julien tells how he participate in the gym.

D&E Geography and mathematics

Julien explains what he is doing and how materials are adapted for him.

F Piano

Julien show one of his talents and this is playing the piano.

G French in the classroom

Julien is participating in the lesson of French

H Mathematics

Here you see how Julien is eager to work on mathematics and also how he is supported by peers.

I,J,K Linkedness (invitation for communication) , Wel-being (I like to be at the school), Acceptance (thanks for listening an seeing)

A very important end of the film ! Let me participate !

POSSIBLE LESSON PLAN -ORFS

Observation

Reflection

Feedback

Summary

Observation

In this good practice we wath the total film for the first time in global.

Reflection

Reflection A

Student can sit in groups and have different assignments related to the film.

We stimulate to read the article on the KEY of HOLISTIC VIEW first.

Assignment 1 - What is the well-being of Julien

Assignment 2 - What is the involvement of Julien ?
 Assignment 3 - What are the needs of Julien ? Which competences are integrated in the video
 The groups exchange on this and try to have a holistic view on the child.
REFLECTION B
 Next this students see how adaptation is related to the needs of the boy and the classroom. Communication, ethos and reflection are other keys integrated in this good practice.
 Again in groups the student can observe 1 or 2 keys.
 The students observe and discuss all parts of the video. Try to have at least 2 groups of each assignment.
 Assignment 1 -Adaptation related to the needs of the child
 Assignment 2 -Communication and collaboration
 Assignment 3 -Reflection and ethos
 Let the students exchange within the same assignments. Let the students make a summary to bring in plenum
REFLECTION C
 What can be done more for this boy ? This can be discussed in plenum.
FEEDBACK and SUMMARY
 The feedback can be open

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Collaboration	How can we involve parents, other partners in school ? How can we collaborate ?	
Reflection	The whole story of Julien let the students reflect.	Do we reflect enough ? Do we make time to reflect ?
Holistic observation	This is the focus of this good practice.	What is the vision of the school starting from the needs of the child ? What is the pressure of the curriculum ?

Ethos	The school is respecting Julien in the way he is and respect that Julien wants to live like all the other children.	Which values does a school need to integrate well-being, involvement and linkedness in relation to the holistic view on development of the child.
Adaptation	The context (materials, places- are adapted in a lot of ways.	
Communication	The importance of observation and communication. Linkedness is one component you can use in this area. Julien is enjoying being part of the class group, the school.	

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Reflection	It is good teachers/education have a diary where they can write down 'situations' of observations of children. After observing a few times, they can summarize observations and reflect on it.
Ethos	The question here can be : is every child accepted as it is related to his background. Acceptance, tolerance are necessary
Adaptation	Education/teachers can adapt the activities, materials and classroom and out-side environment in order to the needs of the child.
Collaboration	Two teachers/educators can give an added value to support the holistic view in development of the child.
Communication	Communication with the child can be more stimulated.
Holistic observation	This is fully done in this good practice.

TITLE

Aiden is 8 years old and has Asperger's Syndrome.

Asperger Syndrome is an autism spectrum disorder (ASD) considered to be on the "high functioning" end of the spectrum. Affected children and adults have difficulty with social interactions and exhibit a restricted range of interests and/or repetitive behaviours.

The difficulties caused by the condition are there from birth or soon after and continue throughout life. It affects approximately 1 pupil in every 250, and the majority of those affected are boys.

Students with Asperger Syndrome typically have a low average to higher IQ but comparatively low social performance and emotional awareness of others' feelings and thoughts, struggling to read facial expressions and body language. They usually have difficulties communicating effectively with others, often having problems interacting with adults and other children appropriately and adhering to the 'unwritten' social rules, which come naturally to other children.

Children with Asperger syndrome are likely to have special educational needs that require additional and special provision (although not all will require a statement of special educational needs).

Each pupil with the diagnosis will be different. What unites each pupil is a fundamental difficulty in the understanding of other people (an inability to put themselves in the other persons shoes) and an inability to behave in a way that will make them make and keep friends easily. School can therefore be a stressful and anxiety-provoking place for many such pupils with social isolation, loneliness and possible bullying.

In recent years, there has been a significant impetus to teach these pupils in mainstream schools. Despite the large number of pupils with AS attending mainstream schools, the process of facilitating their learning and participation remains a complex and poorly understood area of education (Barnard et al., 2000; Davis and Florian, 2004 in Lewis and Humphrey, 2008).

Current practices within mainstream schools may contribute to disaffection and exclusion among such pupils (Connor, 2000; Osler and Osler, 2002 in Lewis and Humphrey, 2008). Indeed, they are on average 20 times more likely to be excluded from school than their peers. One in five (21%) are excluded at least once, compared with approximately 1.2 percent of the total student population (Barnard et al., 2000 in Lewis and Humphrey,

2008).

The search for what constitutes 'good practice' in inclusive schools continues. This case study aims to highlight the good practice in an inclusive school where the pupil is supported appropriately to overcome any barriers to learning, and where the parents feel confident that their child is included in the whole life of the school.

BRIEF SUMMARY

Aiden is 8 years old. He lives with his Mum, dad and his older sister who does not have any special educational need or disability. Mum is a teaching assistant in a special school.

Aiden was at a previous mainstream school until the age of 5. Whilst Aiden attended this school his parents were told every day about his behaviour and often in front of other parents. They felt that the messages they were receiving about Aiden were very negative and that the ethos of the school was not inclusive. Aiden was at risk from exclusion and his parents were very concerned. Aiden's parents decided to move Aiden to another nearby primary school. Aiden is now in Year 4 of a primary school which he has been attending since joining there in the reception class. Since starting, his parents say that Aiden has been a fully inclusive member of the school.

Aiden was diagnosed at the age of 6 with Asperger's Syndrome by a clinical psychologist. Aiden's difficulties are with social interactions and communication.

Academically Aiden is very capable. He has strengths with mathematics, particularly with number and pattern. He is able to give answers and describe orally his thoughts in English and other subject lessons but is often reluctant to write.

USED MATERIALS

WRITTEN CASE STUDY

- Background reading: Journal article 'Make me Normal'

Video "A day in the school life"

Link to web page on how to write a social story:

Click on the link: <http://www.child-autism-parent-cafe.com/how-to-write-a-social-story.html>

DESCRIPTION OF THE GOOD PRACTICE

Aiden has Asperger's syndrome and his needs and difficulties are associated with social skills and communication. All of the staff at the school have completed training on the Autistic Spectrum Condition with a specialist leader. They are able to meet Aiden's needs due to the collaborative approach. Aiden has one key teacher who is very skilled and knowledgeable about ASC, but he also has other teachers for other subjects. This ensures shared responsibility to meet his needs. There are also two teaching assistants who support Aiden in mathematics and English lessons. The teaching assistants are not always with him; for example in the playground. This is to enable Aiden to develop his independent skills and friendships. The team around the child, who directly work with Aiden meets regularly to discuss any matters that will impact on Aiden's inclusion and provision in school. Key: Ethos

The school is fully inclusive. On the school website the Special Educational Needs and Disability (SEND) Report states that:

'(We are) an inclusive community school. The school is well respected within the local community for supporting children with Special Needs and Disability (SEND). Every pupil with SEN and/ or a disability in our inclusive school has an entitlement to fulfil their optimum potential. This is achieved by ensuring the wellbeing of all pupils so that they are able to access the curriculum and learn within an environment sympathetic to their learning needs. We have high expectations for all pupils including those with an identified special need'.

Children with special needs and/or disabilities are encouraged to participate fully in school life. They are encouraged to join clubs attend breakfast club and participate in school trips. We actively promote participation in extra – curricular activities and with reasonable adjustments have enabled our children with additional needs to participate fully in school life.

The school's last Ofsted inspection in 2013 praised the provision for pupils with special educational needs.

'As a group, pupils with special educational needs make good progress because the school provides well for them with extra support when appropriate. There is compelling evidence of their progress and personal successes. Skilled classroom assistants provide well for many of these pupils' Ofsted March 2013.



The adults who work with Aiden communicate on a daily basis on the day's timetable and Aiden's needs. They make sure that Aiden is aware of the day's events through a visual timetable approach and communication verbally (see appendix). Aiden has also been taught how to use a planner so that he can use organisation lists and make additional plans and notes for homework. He also uses task organisers to manage time and organise tasks. The planner also enables Aiden and his parents to understand what has happened each day and whether Aiden has homework or needs to remember to bring items into

school, for example his PE kit. The communication between teachers, teaching assistants, parents and head teacher is very clear and open. Parents and school communicate well together daily about Aiden's needs. At first there were phone calls home about what was working for Aiden in school. Now Aiden's parents prefer communication via email every day so that they know how well the day has been for Aiden. The emails consist of positive statements and celebration of good news. If there are any concerns, a face to face meeting or phone call is more appropriate. His parents say that the school staff are genuinely interested in their child and they receive positive comments; unlike his previous school where the comments were always negative. If there are any behaviour issues, Aiden's parents know that there must have been a reason for the behavior and they feel that the teachers and the head teacher are very good at analysing the root cause of the behaviour and dealing with it appropriately.

The school staff appreciate that Aiden's parents know him best and find the conversations with his parents very useful, so that adults supporting him can ensure the best provision for Aiden.

The occupational therapist will come into school to assess Aiden's fine and gross motor skills and plan a programme of work to address his needs.

A pupil profile (see appendix) has been created with Aiden so that all adults in school are aware of his strengths and needs. This means that throughout the day, anyone who is in contact with Aiden can help meet his needs.

All adults involved with Aiden see the whole child. Aiden's social and emotional learning needs are met as well as his physical and mental needs alongside his academic education. The aim is to fully include Aiden in the life

of the school and beyond. For example, if Aiden is taking part in a school performance, his parents will come and watch the dress rehearsal. This is so that Aiden can feel included and his parents can see Aiden perform as he sometimes finds the actual performance on the day, too daunting. This year Aiden successfully performed the lead role in the play and his parents sat



proudly with the other parents to watch on the opening night.

The key point of content for Aiden and his parents is the deputy head teacher who is also the Special Educational Needs Co-coordinator (SENCo).

Everybody in school, including lunchtime supervisors, know Aiden's pupil profile and therefore he can be supported throughout

the school day, especially with his behaviour and social skills at lunchtime. At lunchtime Aiden needs to be encouraged to eat, because he will eat slowly and talk too much. The lunchtime supervisors are also aware that Aiden chooses the same kind of food to eat for a sustained period of time. Aiden will often have difficulty at lunchtime during play outside because he finds it hard to socialize and follow the rules of games.

Reasonable adjustments are made to meet Aiden's needs in terms of assuring his well-being, behaviour, emotions and feelings, his achievements and especially his social interaction.

- o Aiden can swim well but does not go swimming at the same time as the other children in school. This is because he cannot cope with the size of the swimming pool, where it is noisy and there are many people. He finds it very difficult in this environment and his behaviour becomes inappropriate. Aiden's parents take him to individual swimming lessons outside of school hours.

- o Aiden has been encouraged by the head teacher and his parents to join extra-curricular sports activities to develop his self-control and his social and communication skills. The school, parents and Aiden have established that Judo is one sport most suited to Aiden's needs and his own choice, as he likes the rules and control that Judo provides.

- o The children in each year group at the school where Aiden attends are set for Mathematics and English lessons, according to their ability. Aiden is very able academically and is in the highest set for mathematics and a high set for

English. He can articulate his answers and thoughts well in English lessons, but does not always want to write. Therefore, he has to be supported and encouraged, so that he will put pen to paper. The teacher or teaching assistant who support Aiden in English lessons use a reward system to extrinsically motivate him. If he completes his written work he gains time to play on an I-pad. He also uses the I-pad as a technology aid to record his work and likes to record work on a computer.



o Aiden also has hypermobility and he has had input from an occupational therapist to help strengthen his fine motor control and handwriting skills. At the end of every lunchtime he works with a teaching assistant on these exercise and activities, provided by occupational therapy.

o Aiden likes rules and boundaries and likes to know what is happening on a daily basis. When another child breaks a rule he believes that he can break the rules too. Adults have had to teach Aiden about rules and boundaries and the sanction matching the severity of the rule breaking.

o Aiden has some sensory needs and school knows that Aiden finds rolling blu-tack between his fingers or the use of a fidget toy when he was younger helped Aiden to concentrate in class. Parents felt as if the school listened to them when they spoke about Aiden's sensory processing. Now all staff in school are receiving sensory awareness training.



o Aiden needs support with organisational skills, therefore the school and home use a checklist to help Aiden remember materials and resources he might need. Aiden is developing his independence skills and has 5 or 10 minute warnings before a task or an activity comes to an end so that he can be prepared for the ending of an activity.

o Aiden does not like change of routine. He can manage change if he is made aware of the changes to routine in advance, but will get very anxious if a change occurs and he wasn't prepared for it. A social story is used to help Aiden identify root triggers for anxiety. This is another reason for close communication between adults involved with Aiden's education and well-being. Aiden had access to a visual timetable when he was younger so that he could be prepared for the day ahead. Now, adults communicate verbally with Aiden to make him aware of any changes to the daily routine. For example, if another teacher is in the classroom on that day or the assembly time has changed.

o Aiden is self-aware and can self-regulate his emotions with scaffolded support. For example if he finds assembly particularly difficult due to the noise/music and/or number of people present then he will remove himself and go somewhere quiet after letting adults know how he feels. He might communicate how he feels through a visual aid or traffic light system.

o Aiden does have friends in school but finds it difficult to socialise with his peers outside of school. The school and his parents encouraged Aiden to join clubs after school hours. Aiden now attends steel pan club, judo, chess and gymnastics clubs. This has helped with friendships and communication skills. Aiden is a very good 'buddy' when helping the younger children at playtime.

o A planner is filled in by Aiden with the support of the teaching assistant. The planner records the activities and key points of the day and any homework Aiden needs to do. Aiden's parents can also record in the planner to communicate with the school about Aiden's attitude towards homework and any activities he completes at home or in clubs.

Aiden joins a local support group for children who are on the autistic spectrum one afternoon each week. Aiden attends the session at another venue one afternoon a week. The aim is to develop Aiden's social and communication skills with other young people who have similar difficulties and Aiden enjoys the sessions. The school receives regular reports on how Aiden is doing in the group so that they are aware of progress with his social skills and can share strategies.

The next step for Aiden in his educational career is to move to a mainstream high school. Aiden's family and the staff at the primary school need to liaise with the high school so that they can carefully consider the best provision for Aiden as he makes this transition. Aiden will need to complete a daily planner when he transitions to the high school. Therefore this is preparing him for the future.

EXPLANATION of used words/terms

Ofsted: Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.

Social Story: A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal of a Social Story™ is to share accurate social information in a patient and reassuring manner that is easily understood by its audience.

Teaching Assistant: is an individual who assists a teacher with instructional responsibilities.

SENCO stands for "Special Educational Needs Co-ordinator". A SENCO is responsible for the day-to-day operation of the school's SEN policy. All mainstream schools must appoint a teacher to be their SENCO.

1. Blu tack™: a pale blue adhesive substance typically used to attach paper to walls or other hard surfaces.

Appendix 1 Example of a visual timetable



Figure 1 A visual timetable.

Appendix 2 Social Stories

Aiden finds communicating with his peer group difficult and he thinks that everyone is his friend. Social stories are used so that Aiden understand how he can make friends with others and join in properly with their games, as he does not always understand the rules of games and social cues. Aiden also finds it hard to see the consequence of his action and genuinely lacks understanding when he has done something wrong, as he uses literal thinking.

o Adults working with Aiden also use Social Stories. These resources are

useful for supporting Aiden's social and communication.

One of the major symptom categories of autism is social skills deficits, considered by many to be the defining characteristic of this disorder.

Examples can range from lack of engagement to unusual patterns of interacting with others, and trouble understanding facial expressions.

o Aiden's new targets are around friendships and personal space. He has a social story to help him to know what to do if he gets anxious.

Characteristics of autism social stories

Social Stories are short, straightforward descriptions of social situations which provide details of what a person might expect from a situation, and describes what may be expected of the person.

Link to web page on how to write a social story:

<http://www.child-autism-parent-cafe.com/how-to-write-a-social-story.html>

Tell me and I will forget

Show me and I will remember

Involve me and I will understand

a well-known educator's mantra

According to its author Carol Gray, creating autism social stories involve a process which requires consideration of, and respect for the perspective of the person with Autism Spectrum Disorder (ASD). As a product, it is a short story that describes a situation, concept or social skill using a format that is meaningful for people with ASD.

They address the needs and improve the social understanding of people on both sides of the social experience. The result is a person with ASD has an improved sensitivity of others to the social experience, and an improvement in the response of the person with ASD.

Autism social stories are a tool or strategy used to establish replacement social skills for both children and adults with autism. Though they do not necessarily fix the problem. An autism social story gives a person information about social situations they find difficult or confusing. They are a strength-based teaching strategy, which builds on natural skills and behaviours.

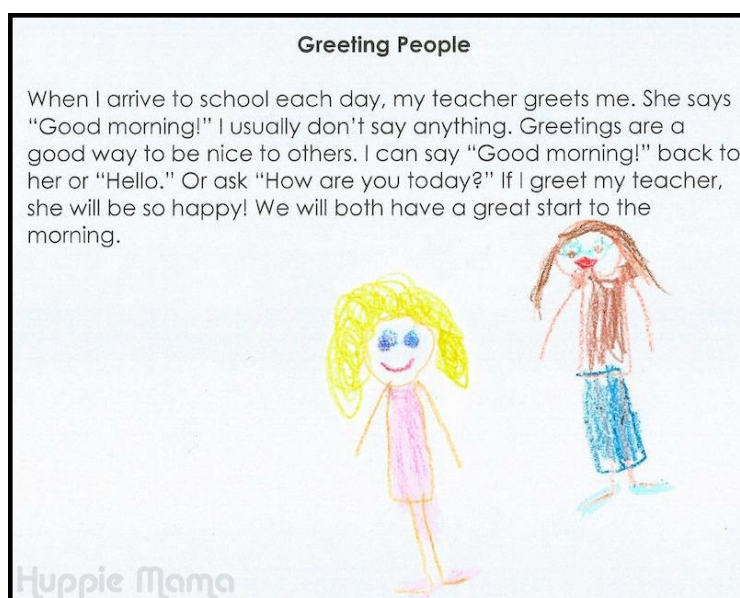


Figure 2 A social story to show how and why we greet others

6. CAN THE STUDENTS FIND THE 6 KEY COMPONENTS IN THIS EXAMPLE?

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask to students to observe more focused?
Communication		How would you describe communication between teachers and teaching assistants, teachers and the child, teachers and parents, teachers and specialists? Explain.

Collaboration		Which partners are involved in the support of the child? What models of collaboration can be recognised in this case study? In what ways and what activities are parents involved? What are the results of parents-teachers' collaboration? What are the results of teacher-teaching assistant collaboration? Where are other examples of collaboration? What would you propose for improvement of collaboration between all the partners?
Holistic observation		Is the approach for this child holistic? What do you think about the well-being of a child in this school? Where do you learn that from? What aspects of the child's development show the holistic approach? Evaluate.
Ethos		How can you describe the ethos of this school? Is there equal participation for all children (with different social, cultural background or abilities) provided in the educational process/ by what means? Are the staff prepared to work with socially different children and with children with different abilities? Are different needs of children

		equally fulfilled? Give examples and your argument.
Adaptation		Are the teaching content, materials, methods and learning support adapted for every child according to her/his developmental speed? Is the environment adapted to children's needs? How/ does a child receive special pedagogical support, if it is needed? What kind of support? Is it sufficient? Is it too much?
Reflection		Does reflection take place in the educational process? What are the indicators of reflection presented in the case? Do all the participants of the educational process make their reflections? What aspects of the educational process are reflected upon?

7. ADAPTATION: How can the good practice example become a best practice? What can you add?

Key	How can the good practice be improved to best practice?
Collaboration	
Reflection	
Holistic observation	
Ethos	
Adaptation	
Communication	

TITLE

Evie's Story

BACKGROUND

Evie is 6 years old, like many children her age she's obsessed with her tablet. Her Mum locks it and Evie unlocks it, no one has taught her the password but somehow she knows it!! Near Evie's house is the local play park and she likes to go there every day. Evie is an active girl, she loves soft play, she loves her trampoline and her sand pit, at home she likes drawing and colouring. She loves her dogs. Evie goes to her local school, Brampton Primary School where she is in Year One. The other thing to know about Evie is that she has Down Syndrome.

CONTEXT

What is Down Syndrome?

Down Syndrome is caused by the presence of an extra chromosome in a baby's cells. In the majority of cases, Down Syndrome is not an inherited condition. Down Syndrome usually occurs because of a chance happening at the time of conception

What are the characteristics of Down Syndrome? The most common features associated with Down syndrome include:

- ❖ Low muscle tone (babies appear "floppy")
- ❖ Flat facial features, with a small nose
- ❖ Upward slant to the eyes
- ❖ Small skin folds on the inner corner of the eyes
- ❖ Small, abnormally shaped ears
- ❖ Single deep crease across the centre of the palm
- ❖ Hyper-flexibility (excessive ability to extend joints)
- ❖ Fifth finger has only one flexion furrow instead of two
- ❖ Extra space between the big toe and the second toe
- ❖ Enlarged tongue that tends to stick out

Down Syndrome in the UK

- ❖ Two babies with Down Syndrome are born every day in the UK. Around one in every 1,000 babies born will have Down Syndrome.
- ❖ There are 60,000 people in the UK with the condition.
- ❖ Although the individual chance of a baby having Down Syndrome is higher for older mothers, more babies with Down Syndrome are born to younger women, reflecting the higher birth rate in this group.
- ❖ Down Syndrome is not a disease. People with Down Syndrome are not ill and do not “suffer” from the condition.
- ❖ All people with the Syndrome will have a varying degree of learning difficulty. However, the majority of people with Down Syndrome will walk and talk and many will read and write, go to ordinary schools and lead fulfilling, semi-independent lives
- ❖ Today, with the right support, people with Down Syndrome can enjoy a life of sixty years plus.

DESCRIPTION OF THE GOOD PRACTICE

Ethos

Evie attends Brampton Primary School. The school is fully inclusive. On the school website the Special Educational Needs and Disability (SEND) Policy states that:

Brampton Primary School respects the fact that children:

- ❖ have different educational and behavioural needs and aspirations
- ❖ require different strategies for learning
- ❖ learn at different rates
- ❖ require a range of different teaching strategies and experiences

Teachers respond to children’s needs by:

- ❖ providing support in all curriculum needs
- ❖ planning to develop children’s understanding through the use of all the senses and experiences
- ❖ planning for children’s full participation in learning, and in physical and practical activities
- ❖ planning for children to manage their behaviour, enabling them to participate effectively and safely in learning

This policy ensures that teaching arrangements are fully inclusive. This may require withdrawal of individuals or small groups to enable them to access skills to enhance learning opportunities. The majority of children will have

their needs met through normal classroom arrangements and appropriate differentiation.

At Brampton Primary School the objectives for children with SEND must be the same for all pupils; that is to give each individual pupil the opportunity to maximise their potential in all areas of school life. 'At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing ('assess, plan, do, review') which takes account of the wide range of abilities, aptitudes and interests of children.' The majority of children will learn and make progress with these arrangements. Those children who have needs that are identified as needing action that is additional or different from that which goes on in the classroom as part of our differentiated approach will be identified as having special educational needs & disabilities. Evie is a child with an identified special educational needs & disabilities (SEND), however her needs are met within the Primary School in the town where she lives.

Evie also attends the Education Centre for Children with Down Syndrome (ECCDS) at Hexham Children's Centre. ECCD is a charitable organisation dedicated to the education and development of children with Down syndrome. They constantly evaluate their work and research data in conjunction with recognised statutory bodies, to provide the most current learning experiences for the children. At the ECCDS the ethos is one of positivity and celebration. The centre is committed to helping children and their parents acquire essential skills that will equip them to meet the future with confidence.

Collaboration

Evie has an Education Health and Care Plan. Education, Health and Care (EHC) plans identify educational, health and social needs and set out the additional support to meet those needs. The EHC plan identified that Evie requires extra support while at school to enable her to meet her potential. The process of assessing Evie's needs and preparing her EHC Plan fully involved her parents. Evie's EHC Plan provides 16 hours of one-to-one support for Evie each week. Mrs Foster is Evie's one-to-one support; she works closely with Evie's class Teacher Mrs Harrison, and helps Evie in the classroom with the work that Mrs Harrison plan for her. Sometimes she helps Evie when she is working in the classroom; she also works with Evie in a special room either on her own or with a small group of children from her class. Mrs Harrison and Mrs Foster work very closely to plan for Evie's needs.

Mrs Foster is involved in another collaboration that is quite unusual, every Thursday morning Evie, her Mum and Mrs Foster travel 44 km to the town of Hexham where they attend a special group together based at the Children's Centre. The group is run by an organisation called 'The Education Centre for

Children with Down Syndrome' (ECCDS). This is a unique collaboration. At the group Evie takes part in activities planned by professionals who are experts in addressing the needs of children with Down Syndrome, while Evie takes part in the activities Mum and Mrs Foster observe how the staff interact with Evie and how they approach the activities, this means that when Evie is at school and when she is at home everyone is following the same techniques to support her learning and development. This is really important because a collaborative approach ensures that Evie receives consistent support no matter where she is.

Staff from the 'The Education Centre for Children with Down Syndrome' (ECCDS) have also come to school to support the whole staff to be able to support Evie more effectively. ECCDS currently offer a variety of courses, conferences and workshops for all the courses the learning objectives are:

- ❖ To explore Down syndrome and the impact it has on children's learning and achievements
- ❖ To evaluate present practise and reflect on a range of practical strategies for classroom and whole school implementation

The school reflect on the support they have had from ECCDS

<i>Mrs Harrison (Teacher)</i>	<i>Well I think for us, certainly for me, I have never taught a child with Downs Syndrome and the first thing we needed to do was educate ourselves in order to educate her. It was important for all of us.</i>
<i>Mrs Geary (Head Teacher)</i>	<i>All of us</i>
<i>Mrs Harrison (Teacher)</i>	<i>Helen from ECCDS came to do an in-service training with staff, she was absolutely fantastic she really was great. She was so practical in what she said. You know it really did make sense and that was when Evie was in Reception. So that gave me the idea that I would really like Eve to be involved in that group even though it was in Northumberland and not Cumbria. And I kind of thought it would be a really good idea for Louise to go because it was new for Mrs Foster too</i>
<i>Mrs Foster (1:1 Support)</i>	<i>No, no I'd never done one to one with a Downs Syndrome child either. The whole idea is quite nerve wracking because you're worried that you're not doing something correctly, emm is it the right route you're following?</i>
<i>Mrs Harrison (Teacher)</i>	<i>and actually Cumbria itself it does have some groups, and we're involved with them now but we didn't really know about them then</i>
<i>Mrs Foster (1:1 Support)</i>	<i>But this is an education centre though not just a group</i>

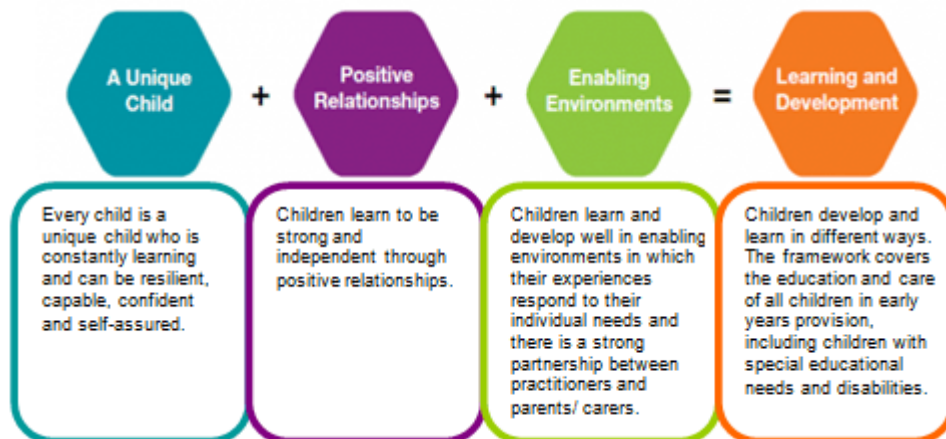
The ECCDS provide lots of specially made resources to support the children's learning. The school find that these are not just good for Evie, but for some of her peers too, and with an additional benefit for Evie.

<i>Mrs Harrison (Teacher)</i>	and Mrs Foster comes back and she with resources and ideas. And I've actually got at the minute I've actually got an SEN maths group, so that's my group and a lot of the children in there have, you know, specific needs, so actually to use those resources with the whole group has just been, well it's had a big impact
<i>Mrs Foster (1:1 Support)</i>	Yes, yes
<i>Mrs Harrison (Teacher)</i>	Just the ideas and the way that they do things ...hugely.....and connected to Downs Syndrome that is giving children with special needs some extra support, or a different way of doing and it's just helped us with those groups and we've seen, we've seen huge differences in lots of children not just Evie
<i>Mrs Geary (Head Teacher)</i>	Not just Evie
<i>Mrs Foster (1:1 Support)</i>	No, no
<i>Mrs Harrison (Teacher)</i>	I think as well for Evie it is she's seeing us using those resources with others, it's not just her the whole group are using it and it makes her more confident she's like "I know that", yes like the Numicon
<i>Mrs Foster (1:1 Support)</i>	it was a little bit of a heads-up for her – once she's used those things before, she knows how to use it you know what I mean? Because she does say funny things like I was using some hand tapping which is to do with phonics and when I got it out yesterday she said "Ahhh Helen!" So she'd instantly got that.

Communication

Effective communication, in the form of 'positive relationships,' is one of the key principles of the Early Years

Foundation Stage:



It reflects the belief that if we want children to learn and develop their full potential we need to consider all of their needs especially their social and emotional needs, not just the educational ones.

At the ECCDS the ethos is one of positivity and celebration, they promote

the view that children are individuals first with great potential and that Down Syndrome presents barriers for them to overcome, it does not define them. The centre is committed to helping children and their parents acquire essential skills that will equip them to meet the future with confidence.

At the ECCDS group Evie takes part in a number of activities which reflect this holistic approach;

- ❖ Welcome time
- ❖ Fine and gross motor activities
- ❖ Speech and language activities
- ❖ Snack time
- ❖ Mathematical activities
- ❖ Singing (just the children and staff)

We saw Evie taking part in many of these activities.

Adaptations

The school make a number of adaptations.

- o The first and most important one is that although Evie is 6 years old and her peers have their learning guided by the National Curriculum (DfE 2014) Evie's learning is still being mapped against the outcomes for the Early Years Foundation Stage (DfE 2013). She still takes part in the same activities as the rest of the class but her work is differentiated to meet her needs.

- o Evie has an Individual Learning Plan which sets out her targets across the curriculum and the small steps that will help her achieve them. This helps her teacher to plan for her learning and development. The Educational Psychologist helps to develop this.

- o Mrs Foster also goes to the ECCDS group with Evie and her Mum. The school uses Evie's Pupil Premium funding to enable this activity to happen.

- o As part of her Individual Learning Plan Evie has been allocated 16 hours a week extra support while she is in school. Evie has the support of Mrs. Foster who works her in some of the following ways

- ❖ One to one support in the classroom to help Evie while she works alongside her peers
- ❖ One to one support in a special room away from the classroom so that she can help Evie with a specific skill
- ❖ Small group work in a special room away from the classroom with peers who have similar educational needs as Evie. Often they use resources that Evie has been introduced to at the ECCDS Group.

The staff from school reflected on the impact this has had not only on Evie's academic progress but on her self esteem and confidence too.

<i>Mrs Harrison (Teacher)</i>	Louise comes back and she gets resources and ideas. I've actually got, at the minute, I've actually got an SEN maths group, so that's my group and a lot of the children in there have, you know, specific needs, not all of them but quite a high percentage of them really, there's a variety of statements. So actually to use those resources with the whole group has just been, well it's had a big impact
<i>Mrs Foster (1:1 Support)</i>	Yes, yes
<i>Mrs Harrison (Teacher)</i>	Just the ideas and the way that they do things ...hugely.....and connected to Down Syndrome that is giving children with special needs some extra support, or a different way of doing and it's just helped us with those groups and we've seen, we've seen huge differences in lots of children not just Evie
<i>Mrs Geary (Head Teacher)</i>	Not just Evie
<i>Mrs Foster (1:1 Support)</i>	No no
<i>Mrs Harrison (Teacher)</i>	I think as well, for Evie, she's seeing us using those resources with others, it's not just her, the whole group are using it and it makes her more confident she's like "I know that", yes like the Numicon
<i>Mrs Foster (1:1 Support)</i>	It was a little bit of a heads-up for her – once she's used those things before, she knows how to use it you know what I mean? Because she does say funny things like I was using some hand tapping which is to do with phonics and when I got it out yesterday she said "Ahhh Helen!" So she'd instantly got that. Other sometimes it can go the other way, remember those pegs Granny Annie gave her and we used them and she said, "Mine, Granny Annie!"

School also use a different reading approach with Evie, one that has been recommended by ECCDS, the school were really grateful for this advice because they didn't really know what to do next with Evie to take her learning forward.

<i>Mrs Harrison (Teacher)</i>	literally we didn't really know where to go next because obviously we'd kind of hit a bit of a wall where she know her initial sounds but we didn't know what was the best kind of approach
<i>Mrs Foster (1:1 Support)</i>	and I said to her they don't blend, they don't blend at Hexham, but our next step is always to blend, to build it up, so Helen's been fab, she's come out and shared with us a new programme. So that's what she's using with Evie as well as she is very much involved in our whole approach to literacy and she has her own personalised programme
<i>Mrs Harrison (Teacher)</i>	it is the 'Reading in Language for Children with Downs Syndrome', so it's reading, we're just starting with the reading and there is also a language programme as well

Using this approach Evie has made really good progress in reading

Sharon (Evie's Mum)	She had her first reading book the other week and she got an award in assembly for it. She just read another one but again it is the work from here at the ECCDS Group with the work from the school that helps a lot. It has made a massive difference.

Outline Session Plan

Possible timings	<u>Learning</u>	<u>Activity</u>	<u>Resources</u> Red – students Blue – Teachers
Introduction 15 minutes	To establish or revisit a shared understanding of the 'keys' of inclusion	Look at the keys one at a time, begin with asking the students what they understand by the terms, then elaborate to establish a clear basic understanding.	Keys on individual laminated sheets
Introduction 30 minutes	To establish or revisit a shared understanding of Down Syndrome and to introduce Evie	Use the first three boxes on the Case Study Student Version to begin a discussion about children with Down Syndrome. Share the PowerPoint, pause if needed to give sufficient time for the students to sustain listening. Support students to understand unfamiliar vocabulary.	Case Study Student Version Case Study Teacher Version PowerPoint: Evie's Story
20 minutes	To begin to consider the 'keys' within Evie's story	In small groups ask them to identify as many bits of evidence to support the keys as they can. Students can choose how to do this – they may make notes on their student sheet or create a spider diagram or thought shower.	Keys on individual laminated sheets Paper, pens, highlighters
10 minutes	Share the findings of each group and identify the strongest keys	Allocate each group a 'key' and ask students to feedback to the group, ask other groups to make additions if appropriate. Use this sheet to ensure no important points are missed.	Case Study Teacher Version
5 – 10 minutes	Consider the theme of collaboration	Re-focus on the aspects of collaboration. Compare the evidence of good practice in Evie's story with other case studies you have engaged with so far. Can the students think of their own examples of collaborations?	
15 minutes	Consider the theme of holistic view	Use the planning sheet to identify all of the aspects of Evie's development that were supported by her activities at the Education Centre for Children with Down Syndrome. Use 'PILES' to help you: - Physical - Intellectual - Language and communication - Emotional - Social Note the examples you have found	Case Study Student Version
20 minutes	Share and evaluate	Share one aspect at a time from each group. Consider how some of these could be incorporated into your practice.	



GO PRINCE

REACCH Audit of current provision

Key	Strengths	Areas for Development
Reflection		
Ethos		
Adaptation		
Collaboration		
Communication		
Holistic observation		



GO PRINCE

**What is
Inclusive
Education in
Our Countries**
English

Inclusive Education in Turkey

Definition

Policy and Implementation: Special education in Turkey focusses on integration rather than inclusion. However, educating disabled children constitutes an important aspect of inclusive education in Turkey. There are many obstacles in order to negotiate to create an education system for children with special needs. Foremost among them is the inadequacy in collecting reliable and systematic data about those children. Data shows that a substantial number of children with special needs are not within the education system.

Literacy and graduation data also suggests that women with special needs are more disadvantaged than men. This situation is a striking example of a disadvantageousness based on gender. In Turkey, children with special needs get education in three categories. The least limiting education type for those children is full time mainstream education. In schools within mainstream education, education in special classrooms seen as the mid-limiting category. The most limiting education is in special education schools, generally designed for children with similar specific needs. Boarding special schools, though they are fewer in number are seen as the most limiting of all.

When we look at the number of children who can get special education in primary and secondary levels, we can observe an increase in numbers year by year. In Turkey, there are Guidance and Research Centers that carry out assessments to determine the child's needs and the educational institution

most suitable to meet their needs. However, this diagnostic process is currently limited in terms of the specialists and diagnostic tools and materials available. In addition, recent studies by UNICEF and Ministry of Education of Turkey revealed that Turkey diagnosing children with disabilities and special needs in early ages requires improvement.

Teacher education

Needs and Challenges: In order to develop an inclusive system for children with diverse special needs, Turkey needs many developments. When developing international good practices and international and national laws should be taken into consideration. These good practices show that in order for an inclusive education system to be established, different stakeholders such as students, teachers, parents and school management should work collaboratively.

Inclusive Education in England

Definition

“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 the Study of Inclusive Education, 2001:1)

Policy and Implementation: The notion of ‘inclusion’ was first introduced in the Warnock Report (1978), which signalled a move away from the medical model of disability towards the social model. Subsequent international (UNESCO, 1994) and national policy has been underpinned by disability legislation, in particular the Special Needs and Disability Act (Great Britain, 2001). The Act made it unlawful for schools and settings to exclude children with special needs and disabilities. DfES (2004a) set out four key areas: early intervention, removing barriers to learning, raising expectations and achievement and delivering improvements through partnership. This overarching approach is also explicit within all curriculum documentation. The ‘Every Child Matters’ (DfES, 2004b) agenda moved to an increase in multi-agency working and to a consideration of the needs of the child in a holistic manner rather than considering education, health and social needs separately. The Code of Practice (DfE, 2014) established a clear personalised pathway for children who have additional needs. It is clearly focussed on enabling the needs of the vast majority of children to be met within mainstream provision. In England the parents of children with additional needs have a strong voice in the decision making process when considering their child’s needs and where they can best be met.

Initial Teacher Education: Teacher Education in England is either at Bachelor or Post Graduate Level. The Teachers' Standards (DfE, 2012) set out clear expectations about the skills that every teacher should demonstrate. Standard 5 refers to teachers' ability to "Adapt teaching to respond to the strengths and needs of *all* pupils". Initial teacher training aims to ensure that newly qualified teachers have a clear understanding of the needs of all pupils, including those with special educational needs. Inclusion is a core concept that permeates all of the students' development. It is built in to ITT, not bolted on.

The Challenges. Inclusion should be underpinned by an ethos or philosophy of acceptance of difference, a regard for human rights and commitment to equal access to high quality education and support for learning needs alongside peers. In principle this is supported by the education community, however the range and complexity of needs that mainstream teachers are expected to be able to deal with is vast and many teachers feel that their training was not able to prepare them sufficiently for the challenges this entails. In the current climate of reduced school budgets the ability to support children with additional physical, social and emotional needs is challenging.

Inclusive Education in Belgium (Flanders)

Definition

Inclusive education is education where children with special educational needs participate in a mainstream school with adjustments and additional support. An educational need is a didactical or pedagogical need from the pupil that obstruct good learning processes for the child. An educational need is an educational translation of the psychological concept of learning obstacles. These are skills, that children lack, which create problems in their development.

Policy and Implementation: The policy in Flanders is evolving towards more inclusion. The new policy (since 2009) starts from the educational needs of the children and not from their disabilities. The M-decree approved by the Flemish Parliament on the 21st of March 2014, stands for 'Measures for pupils with special educational needs (SEN)'. It arranges how the Flemish educational system deals with pupils who have difficulties attending general lessons in a mainstream school because of a handicap, a disorder or an impairment. It recommends investing in broad baseline care, implementing appropriate measures and reasonable adaptations. There are six policy objectives: first regular then special needs education, the right for reasonable adjustments, the right to enrol in a mainstream school, new types of schools for special education, new conditions of admission in schools for special education, support for mainstream education. Specific pedagogical and administrative measures foreseen by the Mdecree include the 'vision of care' not as a safety net, but as a starting point. This vision has six principle ideas: a broad definition of care, a broader vision of care and differentiation, a

preventive and remediating component (the Universal Design for Learning principles), a shared care policy led by the school team, with involvement of child and parents, a 'care continuum' and integrated care.

Teacher Education: Initial teacher training lasts 3 years is at Bachelor Level. Students can specialise in different topics in and after bachelor after bachelor training. In VIVES, during the 3 years of the bachelor they are introduced systematically to this care continuum model and experience inclusion during practice. The need of integration of care is most in the secondary teacher training. VIVES also offers a bachelor after bachelor 'care and remedial teacher' and a bachelor after bachelor 'special educational needs'. Different organisations are offering inservice training related to this topic and especially on the implementation of the M-decree. Needs and Challenges: As the M-decree is very new, the implementation involves informing schools and organising in service training. Many questions remain about the different levels of involved schools and organisations. The ministry has a limited budget and this makes the implementation of the M-decree challenging for the schools. Ways to integrate the care continuum without extra budget are not always evident. The M-decree wants to stimulate more inclusion, therefore we need to prepare new teachers and society in the ways they can cope with diversity. A mind shift is necessary.

Inclusive Education in the Denmark

Definition

The goal of inclusion is to introduce and keep children within a socially beneficial environment, ensuring that children with special needs do not experience exclusion. Children taught within a regular classroom setting utilizing relevant teaching aids and support. The purpose of inclusion is to facilitate students' engagement as a collaborative part of the academic and social unity, and to ensure academic progression whilst maintaining the students' wellbeing.

Policy The inclusion initiatives of the Danish government, based on the Salamanca Declaration and the UN Declaration regarding disabilities and on research reports made in 2010 pertaining to special education. The Ministry of Finance initiated these reports researching the quality and costs of teaching, as well as activities in the school system in general with special reference to *Folkeskolen*. The University of Aarhus and SFI, The Danish National Center have curated the development of inclusion in every municipality in Denmark, for Social Research. All data is gathered and structured into a report distributed to each municipality at the end of each year. This work focusses on inclusion, whilst trying to eliminate segregation in professional pedagogical working environments. In agreement with the Salamanca Declaration, the research is based upon the notion that every child has the right to be a part of their community despite disabilities or any negative social circumstances they may be in.

Implementation Data collected from an SFI report (2015) highlighted inclusion was enhanced when

- ❖ Institutions worked with systematic approaches towards practical implementation of inclusion

- ❖ There was access to a pedagogical resource persons within the respective municipalities
- ❖ Staff have an academically approved background
- ❖ Clear and effective parent-teacher pedagogical professional relationships exist
- ❖ Municipalities focus explicitly on inclusion

Within the Danish municipalities

- ❖ 98% of the educational consultants say that inclusion is a task for the day-care area
- ❖ 83% say they have an implementation strategy
- ❖ 59% say they have a readymade concept of inclusion to work from.

- ❖ Needs and Challenges According to the University of Aarhus and SFI, the 2015 report highlights that
- ❖ 50% of the social educators say that there are children that miss opportunities for education as they seldom participate in social communities with other children
- ❖ 29% of social educators have not had any educational courses to improve their competences to work with inclusion within the last 10 years
- ❖ 50% of resource persons in institutions have been offered further education in developing inclusion
- ❖ 86% say they have had support from an interdisciplinary team like” PPR” (Police / Psychologist / Counselor)
- ❖ 67% say they are working with the educational consultant in the municipality

Inclusive Education In Lithuania

Definition

In Lithuania Inclusive Education is defined as the process that ensures qualitative education for all children, where attention is focused on the expectations of every and their parents, also peculiarities of each child's needs, necessities in special help and special services and stopping drop-out from the system of education (Plan of actions of the development of inclusive education for the period of 2014–2016 year; approved by the Minister of Education and Science, 2014-09-05).

Policy

Inclusive Education in Lithuania is primarily based on international documents: UN convention of children rights (1989), Salamanka declaration and Recommendations for the improvement of special education (1994), for example. The main legal documents that regulate education for children with SEN in Lithuania are as follows:

The Law on the Social Integration of the Disabled(1996) - the disabled have the right to work, study and train, and regardless of the cause, character and degree of their disability they shall be entitled to the same rights as other residents of the Republic of Lithuania;

The Republic of Lithuania Law on Education (2011) - special needs education is provided by all compulsory and comprehensive education programmes. In order to meet the needs of a children, these programmes

have to be changed, adapted or new special educational programmes created; an additional assistance has to be provided.

Implementation of the policy. Inclusive Education in Lithuania is understood primarily as an inclusion of children with non-standard mental and/or physical capabilities into mainstream school and classroom structures. Recently, the concept of “special needs” was broadened and has become an umbrella term for children facing learning difficulties by whatever reasons they are caused, including the consideration of a pupil’s social or ethnic background.

An initial detection of a child’s needs is made by his/her teacher. The teacher informs the parents about this and only after that can an initial assessment of the child’s special educational needs be conducted by specialists. These specialists provide recommendations to the parents and the child’s school about what kind of special assistance and education plan/programme has to be implemented, including what kind of special provisions are required in order to support the child’s learning and teaching process.

Needs and Challenges

Due to homogeneity within the educational culture, it is characterized by a lack of intercultural orientation, by not taking into account social, ethnic and gender factors, and by personnel who are not fully skilled to work in sociocultural diverse groups. The educational policies fail to recognize the social inequality as a central issue based on cultural and economical differences within the educational system. Teacher Education has not consistently kept up with the policy of inclusiveness in Lithuania. Moreover, intercultural education has rarely been a subject in the teacher training curriculums.

Inclusive Education in Portugal

Definition

In Portugal inclusive education refers to the process of fostering participation of all children, supporting not only those with disabilities or developmental delays, but also all groups of vulnerable and marginalized children, namely because of their cultural and social backgrounds.

Policy and Implementation

Decree-Law 3/2008 sets out "specialized support offering (...) aimed at creating conditions for improvement of the educational process to the special educational needs of students" who have continued difficulties at the level of communication, learning, mobility, autonomy, interpersonal relationship and social participation. This kind of specialized support is available within mainstream schools. But, DL 3/2008 also establishes that when the regular school cannot give adequate response to the inclusion of children and young people, due to the type and degree of disability, those involved in the referral and evaluation processes may propose the attendance of a special education school. The law on states that pupils with SEN should: (a) receive their education in a mainstream school (b) fully join their peers in the curriculum and in school life (c) generally take part in the mainstream class rather than be isolated in separate units (d) separate provisions can occasionally be necessary for specific purposes (e) schools should review and adapt their approaches in order to achieve greater inclusion. Within the Decree-Law 3/2008, the target group embraced by special education was limited to those children with permanent needs (children and young people with major limitations in terms of activity and participation in one or more of the following areas: communication, learning,

mobility, autonomy, interpersonal relationship and social participation), redirecting the available specialized resources to them. Based on the assumption that some target groups need more sophisticated and specialized human resources and logistics, four different mainstream schools structures were created (1) Reference schools for bilingual education of deaf students (2) Reference schools for blind and partially sighted pupils (3) Structured teaching units for pupils with autism 4() Specialized support units for pupils with multi-disability and congenital problems. These units are located in regular schools and present adaptations of the educational environment. Children with SEN remain in those units only part-time, in order to promote their integration in regular classrooms and in school life.

Early Child Intervention (ECI) in Portugal In October 2009 Decree-Law 281/2009 established a National System for Early Childhood Intervention (Sistema Nacional de Intervenção Precoce na Infância, SNIPI), that covers children between 0 and 6 years. ECI is a range of comprehensive developmental services provided by local teams of professionals from health, education and social services, focusing not only on the child but also on the environment and including the family. The 'intervention model framework' embraces three major features: enhancement of everyday child learning opportunities, family centred practices and transdisciplinary teamwork.

Needs and Challenges

The Ministry of Education commissioned to an international team of experts to provide external evaluation of the current model. The external evaluation highlights the broad consensus on the idea that inclusive education is assumed in all major lines of public policy. This represents a qualitative leap over the previous regulatory framework for special education. The conclusions are incorporated into a Recommendation recently published by the National Education Council on Special Education Public Policy (Conselho Nacional de Educação, 2014).

Inclusive Education in The Netherlands

Definition

Inclusive education in the Netherlands is called “Appropriate Education”. This is the name for hoe the new way of teaching children who need extra support is organized With ‘Appropriate Education’ more children can, with additional support, remain in regular education.

Policy

The Law introduced ‘Appropriate Education’ on August 1, 2014. The purpose of ‘Appropriate Education’ is to address the problems with the old system and to reduce the number of school truants. The purpose of the new law is that all children, including children who need extra support in the classroom, get an ‘Appropriate Education’ place. The essence of education remains the same: to challenge each child to get the best out of themselves. The starting point for ‘Appropriate Education’ is for all children to go to a regular school. If inappropriate then the child goes to a special education school. The school system in the Netherlands has

- ❖ Mainstream schools
- ❖ Special primary education (SBO) to provide more intensive support than mainstream schools. The groups are smaller and the teachers know more about learning disabilities and behavioral problems.
- ❖ Special Needs Education for children with a (severe) physical, sensory or mental disability, or pupils with severe behavioral disorder or psychiatric disorder.

The new law is the most radical for the mainstream schools now they have a duty of care. That means they are responsible to provide a suitable place for all children who need extra support. To ensure that all children receive an appropriate place, schools have formed regional partnerships, in these partnerships mainstream and special education work together.

Teacher's education

In the Netherlands teacher training is at bachelor degree level. The teacher training lasts 4 years. The Minister of Education finds that the level of teachers must be raised. Therefore the quality of teacher training colleges and teacher training must be improved. It is intended that each student from 2016 fulfils the legal expertise requirements. This means that new teachers can adequately deal with differences between pupils. At the Hanzehogeschool of Groningen, the training focuses on knowledge, teaching methodology, skills and attitude aspects needed to assume the role of teacher. The student works on his own knowledge base. Aspects such as differences between pupils, classroom management (combination groups), promoting collaboration and modelling active instruction as well as issues associated with a range of special needs is taught. **Needs and challenges.** Appropriate education starts in the classroom. Teachers know best what children need and what support suits them the best. For teachers, the challenge is to see the differences and figure out what the learner needs. Dealing with diversity is not new, but because of the new law, there will be more children from special schools in the mainstream schools. There is a challenge to prepare new teachers to this new situation of inclusive education.



GO PRINCE

REACCH

Model Frameworks

English

Key: Reflection (Based on Danish Practice)

Reflecting is an investigation of impressions and experiences where new possibilities appear. Stenhouse mentions a set of tools that can focus reflection on the subject “inclusion” for a group or for a single child:

Question your own teaching and pedagogical practice in a systematical manner as a base for developing

Hold the skills necessary to study the way you practice teaching and learning

Focus, question and test theory using these skills

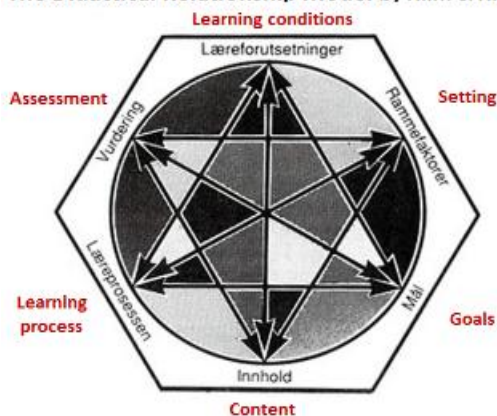
Furthermore, the individual teacher and the social educator must be willing to let others observe their teaching or the pedagogical course with the intention of discussing it afterwards. In inclusive education of children aged 0 to 8, we use a model of reflection for children in daycare centers and schools. It is not a planning model. This model adds to social educators or teachers own didactic it is based on a broad view of didactics, with a basis in a critical humanist perception of science. It can contribute to the main categories of teaching and learning. It should always be considered and seen in the context of a social educators and teacher's professional role in relation to a child.

Working with the model should always start with the category of “learning conditions” or need. This category is particularly important because it focuses on the child's mental, physical and social potential. It also includes

problems that the child could have in various areas related to the current teaching and learning methods he or she may be exposed to when being included in daycare centers or schools. In order to explain this didactic reflection model it is essential to understand that the child and parents are the starting point for all the learning processes. Without insight into their social, mental or physical circumstances, there will be no learning. The teacher and educator must be factors of importance to children's learning. Laws and regulations in this area are also very important, and so is culture, management, time and professional facilities.

The didactical relationship model by Hiim and Hippe

The Didactical Relationship Model by Hiim & Hippe



- ❖ To embrace the complexity in teaching and learning situations it is of utmost importance to focus on the children's
- ❖ Social, cultural, psychological and physical conditions of learning
- ❖ Cultural, social and physical environment
- ❖ Learning goals, Content, Learning Process, Assessment.

All these issues will be used to adjust the didactic. If one e.g. wishes to include a child, inclusion must be incorporated in all categories

Good Practices in Inclusive Education from Denmark

In the context of inclusion, it is necessary that teachers and social educator have an appropriate understanding of what inclusion is and what methods will promote inclusion. As a social educator or teacher, you cannot

automatically follow a regulatory system or recipe. It is important to relate to the foundation of your work and interpret it in a way you can vouch for in terms of personal and professional assessments of the task.

You must relate independently and interpretively to act responsibly and therefore social educators and teacher's personal theoretical reflections, are necessary. In both of the case studies participants explore the didactical relationship model by Hiim and Hippe and begin to understand how this can be used as a framework for reflection.

Key: Ethos of Inclusive Education (based on Lithuanian practice)

Inclusive education by definition strives to provide *equal educational opportunities* for every child. The term 'inclusion' has largely replaced 'integration' and is intended to represent a different concept. The change in terminology reflects a shift from a needs-based to a rights-based agenda. The role of teachers in developing inclusive education is central to its effectiveness. Consequently, teachers' attitudes, as well as their behaviours, play a crucial role in successful implementation of inclusive education, the key factors of which are the positive ethos, with a values-based teachers' commitment to inclusion.

The European Agency for Development in Special Needs Education (2012) issued a Profile of Inclusive Teachers, a framework of core values of an inclusive teacher. The first core value is Valuing Learner Diversity. It implies

the development of teacher's intercultural competence which builds fundamental grounds for ethos in inclusive education.

Cultural diversity can be found in the context of ethnicity, culture, gender, plurality of languages and religions, age, social class, sexual orientation, professional function, educational background, mental and physical capabilities, health. In order to be able to recognize cultural variables within a group of children, teachers need to develop **cultural sensitivity**, **cultural awareness** or so called **cultural critical consciousness** that involves **self-reflection**, the ability of standing back from themselves and critically reflect on their own cultural values, norms, beliefs and attitudes. Self-reflection and cultural critical consciousness also involve the best ways to teach culturally different students for maximum positive effects. Shortage of self-reflection and cultural critical consciousness lead to neglectfulness, lack of understanding, categorization and labelling of children that consequently can have a negative impact upon their development and learning opportunities.

An inclusive teacher respects cultural differences and is aware of millstones of ethnocentric attitudes. Within the value attitude of ethnocentrism, individuals judge other groups in relation to their own particular culture, which is perceived as a standard especially with concern to values, social norms, beliefs, behavior, customs, and religion. The opposite value attitude is called **cultural relativism** which is based on the idea that all norms, beliefs, and values are dependent on their cultural context, and should be treated as such.

Another obstacle to inclusive education is the tendency to essentialize cultural differences and develop patronizing attitudes towards children from minority groups. Essentialist notions of culture leads to the usual mistake that everyone in a certain culture is the same. It explains the behavior of people in terms of their culture, allowing "culture" to become greater than the people themselves. Therefore for an inclusive teacher it is important to

avoid falling into the culturist trap of reducing children to less than they are, in the same way as it is necessary to avoid racist and sexist traps.

Teacher's intercultural competence implies **awareness of social inequalities** that often correspond with cultural diversity. On the society level diversity turns into inequality. Inclusive teachers understand the problems connected with social inequality and are aware of the key role they and education plays in establishing democracy and social justice in society. She takes responsibility for promoting education equity in the classroom, **treating every child as equally important and valued individuals. Seeing parents as equals**, an inclusive teacher strives to create and maintain positive relationships with them.

Since children's emotions affect the way they develop and learn, an inclusive teacher is supposed to be able **to connect to, and understand their students** in order to meet the children's needs. In other words, a teacher must be emphatic and focused on nurturing learning rather than judging performance. Empathy resists labels, overcomes stereotypes and breaks through the social construction of the other. Therefore it is an essential part of culturally responsive pedagogy.

Key: Adaptations (Based on Turkish practice)

One of the six keys in this model that leads to successful inclusion of young children is "adaptations." This is the process of adjusting or modifying materials, the environment, interactions, or teaching methods to support the individual child.

Adaptations is an umbrella term that includes **accommodations** and **modifications**. In general, adaptations allow children with special needs to participate in inclusive settings by compensating for their weaknesses. **Accommodations** accomplish the objective of compensating the weaknesses without modifying the curriculum, in other words, accommodations make a difference to *how* the child is learning, not *what* the child is learning. **Modifications** refer to adaptations which change or lower expectations or standards, modifications include changes in instructional level, content/curriculum, performance criteria or assignment structure.

Each teacher, child, and classroom is unique, and adaptations are specific to each situation. Identified goals, objectives and expectations that will address the child's needs lead to the development of modifications and accommodations that address those needs and individual education plan. Ongoing evaluation enables revisions when needed.

There are many reasons to support the children with adaptations in inclusive settings.

- ❖ functional adaptations which are related to children's most basic needs for health, safety, communication, increase the independence and reduce the one-on-one assistance
- ❖ adaptations that promote play, learning and accomplish individual goals and outcomes help children engage with the environment through those activities.
- ❖ adaptations also assist the children by encouraging socialization. Since the development of social skills and friendship is an important part of early experiences, adaptations that ensure interaction with other children during activities provide more support.

In educational settings, while implementing adaptations for diverse educational needs teachers struggle to meet the needs of all learners within a common setting. Universal Design for Learning (UDL) -a concept for

learning as a means of focusing research, development, and educational practice on understanding diversity and applying technology to facilitate learning- is an approach that guides educators to design educational interventions. UDL provides an equitable, flexible, success-oriented curriculum in addition to simple and intuitive instruction, multiple means of presentation and appropriate level of child effort. UDL addresses and redresses the primary barrier to making expert learners of all children.

Meeting the developmental and academic needs of all children in a learning environment is not an easy task. By creating learning experiences that reflect a belief in multiple styles of learning, early childhood educator can effectively differentiate instruction and offer a variety of ways for children to represent their learning by also accommodating and modifying according to their needs.

Key: Collaboration (Based on Portuguese Practice)

In the education field 'collaboration' is seen as a legal mandate, best practice in teacher practice, and necessary for the inclusion of children with special educational needs (SEN) (Hernandez, 2013). In fact, the Salamanca Statement (UNESCO, 1994) stresses the importance of effective co-operation between class teachers, special education professionals and support staff, as well as the involvement of resource personnel such as advisory teachers, educational psychologists, speech and occupational therapists. It also states that the education of children with SEN is a shared task of parents and professionals, and thus recommends the development of a co-operative partnership between school administrators, teachers and parents, regarded as active partners in decision-making.

Definition The term collaboration is often considered ambiguous and depending on the context it is used in. Nevertheless, most authors seem to agree that collaboration includes working together in supportive and mutually beneficial relationships. The models of collaboration between teachers, parents and other professionals in schools, implemented to meet diversity are recognized as powerful, successful strategies to every educational context (Wood, 1998). In particular, the collaboration between professionals of Special and Regular Education are an alternative to meeting the challenges of inclusive education, decreasing the isolation traditionally associated with teachers' work and enhancing the return of children with special educational needs to the regular school which entails simultaneously the return of the special educators to the core professional life of the school.

Models of Collaboration The way teachers, other professionals and parents collaboratively relate to one another in educational settings are commonly called models of collaboration and consist of the multidisciplinary, interdisciplinary, and transdisciplinary approaches (Briggs, 1991, 1997; Hernandez, 2013). Each model present different underlying principles and differences in the amount of communication and collaboration with other team members depend on the team approach used. In comparison to the multi- and inter- disciplinary approaches, there is evidence a transdisciplinary approach leads to better effectiveness, especially with regard to the creation of an integrated team structure and service delivery, deliberate and regular cross discipline communications, knowledge exchange across disciplines and its strong student focus.

Collaborative teaching approach The primary responsibility of regular education teachers is usually to use their skills to instruct students in curricula dictated by the school system, whereas the primary responsibility of special education teachers is to provide instruction by adapting and developing materials to match the learning styles, strengths, and special needs of each of their students. Co-teaching, cooperative teaching, or a collaborative teaching approach is a more recent development in the evolution of the collaborative models described above (Hernandez, 2013).

Identified as one of the most promising factors in favour of inclusion, it results in the teaming of regular and special educators, but can also apply to teaming other professionals, such as speech/language pathologists, occupational therapists, and counsellors (Rainforth & England, 1997 as cited in Hernandez, 2013). Cooperative teaching of regular and special education teachers implies that they work together, as equal partners, in the same classroom most of the day, in an interactive relationships, involving planning, teaching, and assessment, classroom management and behaviour.

Key: Communication (Based on Practice in The Netherlands)

In the world of the school, open and clear communication is of the utmost importance for the teacher, the parents and the child. School and parents need each other for successful education. Furthermore, personal contact between teachers and parents is important and contributes to the school culture. Communication is about the process, the competencies a teacher needs to communicate in a professional way with children and parents.

The process Constructive communication is vital when teachers, parents and children want to work together in a cooperative manner (Bolks, 2011). Communication is influenced by many factors, for example; by the relationships between the participants, by the mood of the participants, by the particular person who is speaking, or by the time of the day. It involves a direct interaction between people, where fast feedback is possible. The transmitter sends a message, the receiver sends a message back, the transmitter is recipient, and then responds, and so on. In order to be able to guide the process as well as possible, the teacher must be aware of different methods that she can use. Jutten (2015) describes eight basic skills for

communication that teachers could use. In the manual a variety of methods are explained.

The competencies of a teacher A primary school teacher has to know, and be able to do, a lot of things. These aptitudes, knowledge and skills lie in the field of competencies. In the interpersonal, pedagogical, professionally and organizationally field she must have certain qualities. For example, she should be able to form positive relationships with the children in her class and communicate in an effective way with them, offer them a safe learning environment and be able to facilitate good intrinsic activities or lessons to ensure they develop fully. She should be able to work in a cooperative way with peers and in the environment of the school. This competence includes communicating with parents, important skill for teachers to develop continuously.

Communication with children Communication with children should be an integral part of the speaking opportunities of a teacher including conversations at both group and the individual level. The best way to talk with young children is to join an activity in which the child is doing or initiating a new activity. In that way the teacher will be able to find out the child's thoughts and ideas. It requires the teacher's verbal skills: active listening, connecting to the language level, summarizing, questioning and taking into account the needs of the child.

Communication with parents In the context of appropriate education, parental involvement is relevant. One of the goals of this policy is to strengthen the position of parents in shaping the education and care arrangement for their child. Children learn better and feel happier at school when their parents feel involved in the school. Personal contact between the teacher and the parents is crucial. The teacher has to see parents as partners, they have a common interest which is to enhance the development of the child. It is the teacher's responsibility however, to use and develop skills and techniques to ensure the most effective communication for all.

Key: A holistic view. (Well-being, linkedness and involvement based on Belgian practice)

One of the six keys in this model that leads to successful inclusion of young children is “a holistic view.” In inclusive education, we consider ‘how do we know which children are at risk in their development?’ In the traditional way of thinking the focus is mainly on children’s achievements. Children that show some lag in development will be labelled as ‘at risk’ and will be subject to additional interventions. In the traditional way of thinking, we mainly focus on the product.

Well-being, linkedness and involvement

In inclusive education, the key questions are different. We do not focus on what the children have learned or not. Here we focus on the **process within the child** and on the level of the child. We focus on how the children experience their stay in the setting. You try to find out ‘how the children are doing’. In fact, we ask our self:

- ❖ How the children are feeling (well-being);
- ❖ How engaged they are in their activities (involvement) and how is their relation with others and the context (linkedness)

When these conditions are fulfilled, we know that both the social-emotional and cognitive development of the child is secured. Alongside this development, we also see other levels of development benefit from the well-being and involvement. The levels of development are not the first indicators considered because ‘a lag in development’ or ‘an excellent development’ does not necessarily imply that the child is not getting what it needs to develop.

In relation with a holistic view on the child

Firstly, we have a look at the well-being and the involvement and linkedness of the child. Secondly, we focus on the competences of the child. What about the levels of development? For 'a lag in development' does not necessarily imply that the child is not getting what it needs to develop, while being 'ahead in development' equally does not imply that the child's development is not endangered. It is very important to see the child in total from a 'holistic' perspective. In 'experiential learning' we address nine areas of development that 'process orientated learning' see as essential when it comes to defining the kind of outcome education should strive for. Competences are not taken separately as a set of isolated skills. It considers them as a complex entity, and therefore offers educators, teachers and parents a framework to identify talents in children and support deep-level learning.

The nine areas are emotional health, gross motor development, fine motor development, language and communication, artistic expression, understanding of the physical world, understanding of the social world, logical and mathematical thinking and self-organization and entrepreneurship. In these areas it is important to remember that development can be different from child to child. It is important to look at the level of the child and stimulate well-being and involvement related to their level of development. We used to focus on subjects; now our daily challenged is to focus on the child as the child is and how it is related to his culture and background. This approach is less in line with a 'curriculum' perspective and more 'holistic' in nature. It is good to distinguish basic competences when you observe children. In this way you recognise talents of the children.



GO PRINCE

Case Studies

English

Good Practices in Inclusive Education from Denmark

Case Study One: Isabella, a 6-year-old child

We use a You-Tube video, “Community in schools are for everybody”. Danish text: “*Skolens fællesskaber er for alle (på engelsk)*” with English subtitles. <https://www.youtube.com/watch?v=kP1xAV9QukU>

The video explores the challenges faced by Isabella, who has ADHD, her family, friends and teachers at the inclusive primary school she attends in Copenhagen. Participants explore the didactical relationship model by Hiim and Hippe reflect on Isabella’s needs and how to ensure she can be fully included.

Case Study Two: Morten, an 8 year old boy

This is a written case “*Every child who is not loved at home has the right to be loved at school*”

Morten is 8 years old and teachers are worried about him. He has great challenges personally and socially, he is often absent from school. His personal development and behaviour is not age-appropriate, and he does not function socially, which means that he will be excluded from the class. Morten is mostly enclosed and silent. He has no strong ties to students, childcare workers nor teachers. His social skills are not strong, and he finds it

difficult to small talk. He seems surprised if anyone addresses him personally.

Morten's appearance suggests that he has no help or support for either hygiene or dressing. He is usually dressed in the clothes and shoes that are several sizes too large for him, and classmates complain that he smells. He wears no coats, and dresses inappropriately for the weather.

Morten's academic challenges are that he almost never actively participates in class, and he never makes homework. The team observed that communications from the school to parents about the lack of homework and absence resulting in additional absences and bruises on Morten. Morten cannot explain the bruises, but says that his father sometimes drinks a little too much. The calls to parents have not been answered, and the school has no contact with the parents.

Participants reflect on Morten's needs using the didactical relationship model by Hiim and Hippe.

Good Practices in Inclusive Education from Lithuania

Case Study One: Inclusive practices in a day center

Out of 378 people living in the Kirtimai Roma settlement in Vilnius, 48% are children less than 18 years old. Due to low self-esteem, lack of social skills, school failures, bullying that Roma children experience at school, negative attitudes of teachers towards them and other problems, many of Roma students drop out from school during the first or second year of their education. Since 2009 a group of volunteers have been working with Roma

children living in the Kirtimai settlement in order to prevent early drop-outs. Finally they decided to open a small after-school and day care center , in order to secure a stronger bond between the children and their schools.

The center welcomes both Roma children from Kirtimai, and non-Roma children living in the Naujininkai district of Vilnius, where the center is situated. Volunteers in the center help Roma children with their homework and help them to acquire needed school supplies. After-school activities intended to develop social skills of children are arranged, too. A close communication with teachers and parents is maintained.

According to the project initiators, children that attend the day care center, show better performance at school, nevertheless, the risk of the early school drop-out remains high as the day care center is not able to solve structural issues influencing school attendance, such as housing conditions and extreme poverty of families. People working in the center encourage communication and collaboration between children, parents, teachers, social workers, Roma NGOs, and different municipal and state institutions, in one or another way involved in educational issues. Seeking to implement a successful inclusion of Roma children, the staff makes a holistic observation of children's well-being, behavior, emotions and feelings, their achievements in different areas of development. The staff members also constantly make individual reflections and reflections in groups, involving all the specialists, parents and children. The staff members seek to get to know every child's situation at home, her or his abilities. Content of education, material, methods, assignments are adopted for every child according to her/his needs and their developmental speed.

Case Study Two: Lukas, a 3 year boy

In the kindergarten good conditions for Lukas' development are created. Lukas is three years old boy having a hearing disability. In order to meet Lukas' needs, teachers cooperate not only between themselves, but also

with Lukas' parents and surdo-pedagogue. There are two models of collaboration present in the case: interdisciplinary and transdisciplinary. Communication between all participants of education is open and clear. Teachers communicate with children and parents in a professional way. Seeking to implement successful inclusion, teachers make holistic observations: of his well-being, behaviour, emotions and feelings, his achievements, especially his verbal communication.

Teachers constantly make individual reflections and reflections in groups, involving all the specialists, parents and children. Teachers seek to get to know every child's social or ethnic background, culture and abilities. They take that knowledge into account in order to implement inclusive education. The uniqueness of a child is perceived as a possibility, not a problem. Teaching content, material, methods, assignments are adopted for every child according to her/his needs and their developmental speed.

Good Practice Examples of Inclusive Education from Turkey

Case Study One: Mert, a 6 year old boy

Mert is a 6-year-old boy with ADHD. Mert has difficulty staying focused and paying attention, controlling his behavior, and he has hyperactivity (over-activity). What he needs in inclusive settings is extra assistance with organization, academic and life skills, communication, social interaction, and behavior management.

In this good practice, we observed Mert's in his school environment and interviewed the school manager and his teachers. We prepared a video to observe the needs of the children in the natural environment of that school. In this video, we asked trainees about their opinions and participants found how the adaptation key of inclusive education is implemented in the case.

Secondly, we developed drama activities by giving trainees roles and they role-played as Mert, Mert's twin brother, teacher, parent, school manager. We wanted participants to think about the situation and teacher's adaptations. They evaluated the positive and negative aspects of the implementation.

Thirdly, the participants presented their ideas, and they explained how they think other 5 keys of inclusive education can be supported in this case

Case Study Two: Abdurrahman, a 5-year-old boy

Abdurrahman is a 5-year-old boy he was born in Iraq. He lost his father in a bomb attack and he migrated to Turkey right after his father's death with his mother when he was 4 years old. He and his family had support from the Immigrant Office of Turkish Republic. The family resettled to Balıkesir Province and their official affairs transfer to the local immigrant office.

Migrant children face many special educational needs and circumstances. These include

- ❖ poverty
- ❖ the challenge of learning a new language,
- ❖ coping with emotional stress while trying to adjust to new social norms and a new institutional environment
- ❖ confronting prejudice and discrimination in the new country

- ❖ family disruptions or separations and inadequate social support to help them to compensate for broken community ties in their native countries and l
- ❖ loss of support necessary for psychological well- being and trauma due to war.

In order to cope with these various challenges actions by schools, governments and voluntary organizations are needed. In this case, Abdurrahman's story is introduced with visual aids, a cartoon with instructions, participants then played a game called "Find your own way in adaptation forest". This game allows them to think about Abdurrahman's situation and make decisions and even take actions.

Good Practices in Inclusive Education from Portugal

Case Study One: Daniel, a 3 year old boy

Daniel is a 3 year old boy. He was born with Down Syndrome. Daniel can be described as having 'complex needs'. He has motor and cognitive developmental delay, doesn't speak nor walk yet. He has also other physical complications that worry the parents, specially visual and heart problems. Because Daniel needs many kinds of therapies and educational support his parents faced a very stressful daily life, dealing with different practitioners and often contradictory advisements. The kindergarten teacher was also worried and feeling helpless, because Daniel was joining the group less and less, and she was also not able to work together with so many different practitioners.

Daniel's parents asked for support from an Early Intervention team. Planning the evaluation and the intervention was a task that involved all team members, and sharing information was crucial, and they planned it to be as less intrusive as possible. So only two practitioners went to Daniel's home to evaluate his needs, as well as family needs. Then one team member was nominated as case manager and a primary provider system took place, allowing the practitioner and the parents to work together at increasing levels of closeness. Further this case also started working in the kindergarten setting, co-teaching with the kindergarten teacher, planning together with her the work to do with Daniel within his group and daily routines. By this the empowerment and enablement of parents and other significant careers was the main objective of EY team, exploring routines and daily life events as learning opportunities. The intervention plan agreed among the team included ample opportunities to promote other skills, within an integrated, needs-led, and child and family centered approach. This approach means a close collaboration among the family and the special needs teacher, but also their interaction with the other team members, who enabled them by pooling and exchanging information, knowledge, and skills, and work together cooperatively. This clearly brought peace to the family and benefits to Daniel.

Case Study Two: Samuel, a 7 year old boy

Samuel, 7 year old, has Autism Spectrum Disorder that affects his person's social interaction, communication, interests and behaviour.

When Samuel went to a mainstream primary school a variety of supports were provided to create a successful environment and good experiences for everyone involved. One of the approaches chosen was the collaborative approach to teaching in the teaming of regular and special educators in an inclusionary classroom setting. This co-teaching model required joint academic intervention by two professionals in the classroom with all students (typical ability students as well as students with special needs like Samuel). The two teachers began to work together to become familiar with

each other's professional skills such as: instructional strengths, weakness, interests, attitudes. To become an effective team they worked together as equal partners in interactive relationships, both being involved in all aspects of planning, teaching, and assessment. They also identified the strengths the child had and his strong interests and embedded these into Samuel's curriculum.

Good Practices in Inclusive Education from The Netherlands

Case Study One: "Abel's Cake" Dunya an 8 year old girl

Adults do not talk regularly with children, especially in school or nursery settings. It might be more accurate to say that they talk, but often they do not have a 'real' conversations with children. A real conversation, real communication, is based on a number of things:

- ❖ participants have a connection with each other
- ❖ there is genuine interest on each other and connection with child's experience world
- ❖ questions are clearly stated
- ❖ answers are listened to
- ❖ there is good body language

Often teachers have to talk to children about sensitive issues, for example, poor school performance or even worse parents that will divorce. These are often conversations that children do not ask for. It is therefore very important to conduct those conversations so that they are not an unpleasant experience for children. In the case study we will observe a video of a conversation between a child and an adult while they are baking. During the baking process you see the adult making positive connections with the child.

The questions the adult asks are not only open questions, but they are asked in an open and flowing way. The child responds enthusiastically and in a cheerful way, even though it concerns a difficult subject. This is a model of good practice.

Case Study Two: 'Creative communication with Children'

In addition to moving into the child's life and being open to the ideas and thoughts of the child, there is still an important prerequisite for communicating with children: you must be in line with the level of development. Using this approach to young children you can search for ways to consciously use more developmentally appropriate channels of communication. In this case study you'll find good examples that are very suitable for young children, because the forms are tailored to different ages. The activities in "Creative Communication with Children" are not a fixed method. You can use different worksheets depending on the age and level of the child.

The worksheets can be worked on either by the teacher or even better by the child. There is attention given to communication through drawing, fantasy, games (also digital) and language. Even a cooking activity has been added, because what's more fun than kidding over a batter? In addition to moving well into the child's life and being open to the ideas and thoughts of the child, there is still an important prerequisite for communicating with children: you must be in line with the level of development.

Good Practice Examples of Inclusive Education from Belgium

Case Study One: Thomas, a 4-year-old boy

Thomas is a boy of 4-year-old who is exploring the whole time and is looking around. His challenge is to focus on things.

In this good practice we first train the students to observe to see the needs of the children out from the perspective of the child and not out from the perspective of the teacher.

Secondly, we train the students to observe the signals of 'well-being' in the child by observing the boy Thomas in the classroom. Enjoyment, spontaneity, openness, relaxed and inner peace and vitality are the indicators. Factors such as context, personal competences and self-esteem that have an influence on well-being are discussed.

Linkedness is discussed in an exercise related to the situation of Thomas but also in a more open way related to ideas of the students. Next, the students observe the involvement of the child using another group of signals such as: concentration, persistence, openness and accuracy, intense mental activity, motivation and satisfaction and the urge to explore.

From observation of well-being and involvement and reflection on linkedness, the students focus on the needs of the child in order to consider how to adapt the learning environment of the child.

At the end of the workshop the students look at the different competences of the child. Other keys such as reflection and ethos are strongly integrated in this good practice. We use a powerpoint presentation with integrated films and photos and exercises.

Case Study Two: Julien, a 10-year-old boy

Julien is a boy of 10 years old who is talented in music and telling stories. He sees light and darkness. Sometimes he sees shadows. We chose an 10 years old boy because of the powerful way he can tell his own life story.

In this good practice we watch a film where the students are asked to observe the well-being, involvement and inclusion of Julien. Secondly, we let them focus on the different competences he has. Next the students see how adaptation is related to Julien's needs in and around the classroom.

Communication, ethos and reflection are other keys integrated in this good practice.

Good Practice Examples of Inclusive Education from England

Evie, a 6-year-old girl and Johnny, a 3-year-old boy

Evie is a 6 year old girl and Johnny is a 3 year old boy, they both have Down Syndrome.

This case study explores the support that both children and those caring for them receive from a UK Charity called 'The Education Centre for Children with Down Syndrome'.

In the case study you will see how a mainstream primary school, an independent nursery school, a local Children's Centre and the charity work collaboratively with each other and the children's families. This collaboration between organisations in the public sector (the mainstream primary school and the Children's Centre), the private sector (the Nursery School) and an independent charity (Education Centre for Children with Down Syndrome) is a model that is promoted by the Government in the UK. The case study highlights how the collaboration enables the children to access support that would not be able to be achieved by any of the organisations individually.

Although they are very different individuals, both Evie and Johnny share similar challenges in relation to their Down Syndrome. In Evie's story the main key is collaboration and in Johnny's story communication– but we challenge you to see how many others you can find.

Aiden, an 8-year-old boy

This case study is about Aiden who is 8 years old.

Aiden was at a previous mainstream school until the age of 5. Whilst Aiden attended this school his parents were told every day about his inappropriate behaviour and this was often done in front of other parents. They felt that the messages they were receiving about Aiden were very negative and that the ethos of the school was not inclusive. Aiden was at risk from exclusion and his parents were very concerned. Aiden's parents decided to move Aiden to another nearby primary school. Aiden is now in Year 4 of a primary school that he has been attending since joining there in the reception class. Since starting, his parents say that Aiden has been a fully inclusive member of the school.

Aiden was diagnosed at the age of 6 with Asperger's Syndrome by a clinical psychologist. Although Aiden is academically capable, his difficulties are with social interactions and communication. He has strengths with mathematics, particularly with number and pattern. He is able to give answers and describe orally his thoughts in English and other subject lessons but is often reluctant to write. Aiden has one key teacher who is very skilled and knowledgeable about Autism spectrum condition (ASC) and strategies involved. He also has other teachers for different subjects. The staff collaborate and plan for Aiden on a daily basis.

The main keys this case study focuses on are communication and collaboration. You may be able to find other keys.



GO PRINCE

**What is
Inclusive
Education in
Our Countries**
Turkish

Türkiye’de Kapsayıcı Eğitim

Tanım:

Politika ve Uygulama: Türkiye’de özel eğitim kapsayıcılıktan çok kaynaştırmaya odaklanmakta bununla beraber kapsayıcı eğitimin önemli bir kısmını da engelli çocukların eğitimi oluşturmaktadır. Özel gereksinimli çocuklar için bir eğitim sistemi oluşturmak istenmekte ancak uzlaşmanın önünde birçok engel bulunmaktadır. Bu engeller arasında en önemlileri özel gereksinimli çocuklarla ilgili güvenilir ve düzenli bilgi toplamadaki yetersizliklerdir. Elde edilen veriler kayda değer sayıda özel gereksinimli çocuğun eğitim sistemi içinde yer almadığını göstermektedir.

Okuryazarlık ve bitirme çalışmalarıyla elde edilen veriler de özel gereksinimli kadınların erkeklere oranla daha dezavantajlı olduğu sonucunu göstermektedir. Bu durum ise cinsiyete dayalı dezavantajlılık durumunun çarpıcı bir örneğidir. Türkiye’de özel gereksinimli çocuklar üç farklı kategoride eğitim almaktadır. Bu çocuklar için en az kısıtlayıcı eğitim türü tam zamanlı kaynaştırma eğitimidir. Kaynaştırma eğitimi verilen okullarda yer alan özel alt sınıflarda verilen eğitim orta derecede kısıtlayıcı eğitim kategorisinde kabul edilmektedir. En kısıtlayıcı eğitim olan özel eğitim okulları ise genellikle benzer ihtiyaçları olan çocuklar için tasarlanmıştır. Sayıları az da olsa yatılı özel okullar bunlar arasında en kısıtlayıcı eğitim kategorisinde yer alan okullardandır.

İlk ve orta kademelerde özel eğitim alabilen çocukların sayısı incelendiğinde yıldan yıla bir artış gözlenmektedir. Türkiye’de çocukların ihtiyaçlarını belirlemek ve bu ihtiyaçlarını karşılayacak en uygun eğitim kurumunu tespit etmek için değerlendirmeler yapan Rehberlik ve Araştırma Merkezleri

bulunmaktadır. Ancak uzmanların ve uygun tanılama araç ve materyallerin eksikliğinden dolayı bu tanılama süreci yeterli düzeyde sağlanamamaktadır. Bunun yanı sıra UNICEF ve Millî Eğitim Bakanlığı'nın yapmış olduğu son çalışmalar engelli ve özel gereksinimli çocukları erken yaşlarda tanılamamanın geliştirilmesi gerektiğini ortaya koymaktadır.

Öğretmen eğitimi:

İhtiyaçlar ve zorluklar: Türkiye, farklı ihtiyaçları olan çocuklara yönelik kapsayıcı bir sistem geliştirmek için birçok değişime gereksinim duymaktadır. Uluslararası iyi uygulamalar geliştirilirken uluslararası ve ulusal yasalar da dikkate alınmalıdır. Bu iyi uygulamalar kapsayıcı bir eğitim sistemi oluşturmak için öğretmenler, öğrenciler, ebeveynler ve okul yönetimi gibi farklı paydaşların iş birliği halinde çalışmalarının gerekliliğini göstermektedir.

İngiltere’de Kapsayıcı Eğitim

Tanım: “Engelli ve engelli olmayan çocuklar ve gençlerin ana akım okul öncesi dönem okullarında, lise ve üniversitelerde uygun destek ağı ile birlikte öğrenmesidir” (Centre for the Study of Inclusive Education, 2001:1)

Politika ve Uygulama: ‘Kapsayıcı’ kavramı ilk olarak, engelliliğe karşı tıbbî modelden sosyal modele geçilmesi gerektiğinin işaretlerini veren Warnock Raporu’nda (1978) yer almıştır. Bunu takip eden uluslar arası (UNESCO, 1994) ve ulusal politikalar özellikle de Özel İhtiyaçlar ve Engellilik Hareketi (Büyük Britanya, 2001) engellilik yönetmeliğinin temelini oluşturmuştur. Bu hareket okullar ve diğer yerleşimlerde özel ihtiyacı ve engeli olan çocukları dışlamayı kanun dışı olarak tanımlamıştır. Eğitim ve Okullar Departmanı (2004a) dört anahtar alan belirlemiştir: erken müdahale, öğrenme bariyerlerini kaldırma, beklentileri ve başarıyı yükseltme ve ortaklık yolu ile ilerleme meydana getirme. Bu kapsamlı yaklaşım bütün eğitim programı dökümanlarında da açıkça ifade edilmiştir. ‘Her Çocuk Önemlidir’ (DfES, 2004b) gündemi eğitim, sağlık ve sosyal ihtiyaçları ayrı ayrı düşünmek yerine çoklu kurum faaliyetlerinde ve çocuğun ihtiyaçlarını bütüncül bir biçimde göz önüne almaya yönelik bir gelişime yönelmiştir. Uygulama Usul Yasası (DfE, 2014) ek ihtiyaçları olan çocuklar için net bir kişiselleştirilmiş yol oluşturmuştur. Çocukların büyük bir çoğunluğunun ihtiyaçlarının ana akım eğitim sistemi içerisinde karşılanmasına odaklanılmıştır. İngiltere’de ek ihtiyacı olan çocukların ebeveynleri çocuklarının ihtiyaçlarını ve bu ihtiyaçların en iyi nerede karşılanabileceği ile ilgili karar verme sürecinde seslerini duyurma noktasında güçlü bir etkiye sahiptir.

İlk Öğretmen Eğitimi: İngiltere’de Öğretmen Eğitimi Lisans düzeyinde veya Lisans sonrasında olabilmektedir. Öğretmen standartları (DfE, 2012) her öğretmenin sahip olması gereken beceriler ile ilgili net beklentileri açıkça düzenlemiştir. Standart 5’e göre öğretmenler “Tüm çocukların güçlü yanlarına

ve ihtiyalarına cevap verecek řekilde ğretimi dzenleyecek” beceriye sahip olmalıdır. İlk ğretmen eėitimi ğretmenliėe yeni bařlayan nitelikli ğretmenlerin, zel eėitime ihtiyaı olan ğrenciler de dâhil olmak zere tm ğrencilerin ihtiyalarını net bir biimde anlamalarını amalamaktadır. Kapsayıcılık tm ğrencilerin gelişimini kapsayan merkezi bir kavramdır. Bu kavram sonradan eklenmekten ziyade ilk ğretmen eėitimi ierisinde ve birlikte yapılandırılmıştır.

Zorluklar: Kapsayıcılık farklılığın kabul edilmesi, insan haklarına saygı ve yksek kaliteli eėitimde fırsat eřitliğine baėlılık ve akranları ile birlikte ğrenme ihtiyalarını destekleme etiėiyle veya felsefesiyle desteklenmelidir.

İlke olarak kapsayıcılık bir eėitim topluluėu tarafından desteklenmektedir. Ancak ana akım ğretmenlerin bařa ıkması gereken ihtiyaların karmařıklığı ve eřitliliėi olduka fazla olduğundan ğretmenlerin biroėu kendilerini bu zorluklara karřı yeterince hazır hissetmemektedir. Azalan okul btcilerinin yaratmış olduğ u iklimde ek fiziksel, sosyal ve duygusal desteėe ihtiya duyan ocukları destekleyebilmek olduka zor bir durumdur.

Not: İngiltere tarafından hazırlanan bir anahtar kavram bulunmamaktadır.

Belçika’da (Flaman Bölgesi) Kapsayıcı Eğitim

Tanım: Kapsayıcı eğitim özel gereksinimli çocukların düzenlemeler ve ek destek ile ana akım okullarında öğrenim görmesidir. Bir çocuk için eğitim gereksinimi iyi öğrenme süreçlerini kısıtlayan didaktik veya pedagojik ihtiyaçlar olarak gösterilebilir. Diğer eğitim gereksinimi ise öğrenme zorluklarının psikolojik karşılığına denk gelmektedir. Bunlar çocuğun sahip olmadığı ve gelişiminde problemler meydana getiren becerileridir.

Politika ve Uygulama: Flaman Bölgesinde politika daha kapsayıcı bir yöne doğru evrilmektedir. Yeni politika (2009’dan beri) çocukların engellerinden değil eğitimsel ihtiyaçlarından başlamaktadır. Flaman Parlamentosu tarafından 21 Mart 2014 tarihinde kabul edilen **M-Decree** ‘özel eğitimsel ihtiyacı olan çocuklar için ölçümler’ anlamına gelmektedir ve Flaman eğitim sisteminin ana akım okullarında bir engel, rahatsızlık veya sakatlık nedeniyle genel derslere katılmada zorluk yaşayan çocuklarla ilgili düzenlemeleri içermektedir. M-Decree, uygun ölçümler ve makul adaptasyonlar uygulayarak geniş kapsamlı temel bir bakıma yatırım yapılmasını önermektedir. Altı temel politika hedefi vardır. Bunlar; öncelikle temel daha sonra özel gereksinime dayalı eğitim, makul adaptasyonlar ile ilgili hak, ana akım okullarına devam etme hakkı, özel eğitim için yeni tür okullar, özel eğitim okulları için yeni kabul koşulları, ana akım eğitim için destektir. M-Decree tarafından öngörülen özgün pedagojik ve yönetsel ölçümler ‘bakım vizyonunu’ bir güvenlik ağı şeklinde değil de bir başlangıç noktası olarak ele almaktadır. Bu vizyonun altı ilke fikri vardır. Bunlar; bakım için geniş çaplı bir tanım, bakım ve farklılaştırma için daha geniş bir vizyon, önleyici ve iyileştirici bir bileşen (Öğrenmenin Evrensel Tasarımı ile ilgili fikirler), çocuk ve ebeveynlerin de

katılımıyla okul ekibi tarafından paylaşılan bir bakım politikası, bakımın devamlılığı ve bütünleştirilmiş bakım.

Öğretmen Eğitimi: Lisans düzeyinde ilk öğretmen eğitimi 3 yıl sürmektedir. Öğrenciler lisans düzeyinde ve sonrası lisans döneminde farklı konularda uzmanlaşabilirler. VIVES'te lisans öğreniminin 3.yılında öğrenciler bakımın devamlılığı modeliyle sistematik olarak tanışmakta ve uygulamalar sırasında kapsayıcılığı deneyimlemektedir. Bütünleştirilmiş bakıma ihtiyaç ise ortaöğretim öğretmen eğitiminde daha çoktur. Ayrıca VIVES'te lisans sonrası lisans şeklinde 'bakım ve iyileştirme öğretmeni' ve 'özel eğitim ihtiyaçları' programları yer almaktadır. Farklı organizasyonlar da -özellikle M-Decree'nin uygulanmasına yönelik olarak- bu konuyla ilgili hizmetiçi eğitimler sunmaktadır.

İhtiyaçlar ve Zorluklar: M-Decree yeni bir düzenleme olduğu için uygulama aşaması, okulların bilgilendirilmesi ve hizmetiçi eğitimler organize etmeyi kapsamaktadır. Bu düzenlemeye katılan okulların ve organizasyonların farklı düzeyleri ile ilgili halen birçok soru yer almaktadır. Hükümetin sahip olduğu kısıtlı bütçe M-Decree'nin uygulanmasını okullar için daha zor bir duruma getirmektedir. Ek bütçe olmadan bakımın devamlılığı modelini bütünleştirme yolları her zaman bulunamamaktadır. M-Decree daha kapsayıcı bir eğitime yönelmeyi istemekte bu yüzden de yeni öğretmenlerin ve toplumun, bu çeşitlilikle başa çıkabilecek biçimde hazırlanması gerektiği görüşündedir. Bu anlamda bir bakış açısı değişimi gerekli görülmektedir.

Danimarka'da Kapsayıcı Eğitim

Tanım: Kapsayıcı eğitimin hedefi, özel ihtiyacı olan çocukların dışlanmaya maruz kalmamalarını garanti altına alıp çocukları sosyal açıdan faydalı bir çevre ile tanıştırmak ve onları bu ortamda tutmaktır. Çocuklar genel bir sınıf düzeni içerisinde öğrenim görür ve ilgili öğretim materyalleri ve desteğinden faydalanır. Kapsayıcılığın amacı akademik ve sosyal birimlerin işbirliğinden öğrencinin olabildiğince faydalanmasını sağlamak ve iyi oluşu sürdürülürken akademik ilerlemesini desteklemektir.

Politika: Danimarka hükümetinin kapsayıcı girişimleri, Salamanka Bildirisi, engellere ilişkin Birleşmiş Milletler Bildirilerine ve özel eğitime uygun araştırma raporlarına dayalı olarak 2010 yılında yapılmıştır. Finans Bakanlığı bu raporları öğretimin kalitesini, maliyetini ve bunun yanı sıra okul sistemindeki etkinlikleri *Folkeskolen* (Danimarka'da ilk ve orta düzeydeki devlet okulları) bağlamında araştırarak başlatmıştır. Aarhus ve SFI Üniversiteleri, Danimarka Ulusal Merkezi Danimarka'daki her bölgenin Sosyal Araştırmaları için kapsayıcılığın gelişimini düzenlemiştir. Bütün veriler her yılın sonunda toplanıp yapılandırılarak her bölgeye bir rapor şeklinde gönderilmiştir. Bu çalışmalar profesyonel pedagojik çalışma ortamlarında ayrımcılığı ortadan kaldırmaya çalışırken kapsayıcılığa odaklanmaktadır. Bu araştırmalar Salamanca Bildirisi ile tutarlı bir şekilde her çocuğun engellerine ve içinde bulunduğu herhangi bir olumsuz durumuna rağmen kendi topluluklarının bir parçası olduğu düşüncesine dayanmaktadır.

Uygulama: SFI raporundan (2005) elde edilen veriler kapsayıcılığın şu durumlarda zenginleşme sağladığının altını çizmektedir:

- ❖ Kapsayıcılığın pratik uygulamalarında sistematik bir yaklaşımla çalışan enstitülerde,
- ❖ İlgili bölgelerde pedagojik kurtarma kişilerine erişim olduğunda,
- ❖ Çalışanların akademik olarak kabul gören bir özgeçmişi olduğunda,
- ❖ Ebeveyn-öğretmen, pedagojik profesyonel ilişkileri açık ve etkili olduğunda,
- ❖ Bölgeler kapsayıcılığa açık bir şekilde odaklandığında.

Danimarka bölgeleri içerisinde;

- ❖ Eğitim danışmanlarının %98'i kapsayıcılığın günlük bakım alanı için bir görev olduğunu söylemektedir.
- ❖ %83'ü bir uygulama stratejileri olduğunu söylemektedir.
- ❖ %59'u çalışmaya başlamak için hazır bir kapsayıcılık kavramlarının bulunduğunu ifade etmektedir.

İhtiyaçlar ve Zorluklar: Aarhus ve SFI Üniversite'leri 2005 raporu şu hususların altını çizmektedir:

- ❖ Sosyal eğitimcilerin %50'si diğer çocuklarla birlikte sosyal topluluklara katılımları nadir olduğundan eğitim fırsatlarını kaçıran çocukların bulunduğunu söylemektedir.
- ❖ Sosyal eğitimcilerin %29'u son 10 yılda kapsayıcılıkla ilgili çalışmak için kendi yeterliliklerini geliştirmede herhangi bir eğitim kursu görmediklerini belirtmektedir.
- ❖ Enstitülerdeki kaynak kişilerin %50'si kapsayıcılığı geliştirmek için kendilerine eğitim fırsatları verildiğini belirtmektedir.
- ❖ %86'sı PPR (Polis, Psikolog, Danışman) gibi disiplinlerarası bir ekipten destek aldıklarını belirtmektedir.
- ❖ %67'si bölgedeki eğitim danışmanları ile çalıştıklarını belirtmektedir.

Litvanya’da Kapsayıcı Eğitim

Tanım: Litvanya’da Kapsayıcı Eğitim dikkatlerin her bir çocuğun ve ebeveynlerinin beklentilerine odaklandığı, her bir çocuğun ihtiyaçlarının özelliklerine, özel yardım ve hizmetlerinin gerekliliğine ve eğitim sisteminden çıkmayı durdurmaya odaklandığı nitelikli bir eğitim sürecini sağlamak biçiminde tanımlanır (2014-2016 yılları arasında kapsayıcı eğitimi geliştirme için eylem planı Eğitim ve Bilim Bakanlığı tarafından kabul edildi, 2014-09-05).

Politika: Litvanya’da Kapsayıcı eğitim birincil olarak Birleşmiş Milletler çocuk hakları bildirgesi (1989), Salamanca bildirisi ve özel eğitimin geliştirilmesi için öneriler (1994) gibi uluslararası belgelere dayanmaktadır. Litvanya’da özel ihtiyaçlara sahip çocuklar için eğitimi düzenleyen temel yasal belgeler şunlardır:

Engellilerin Sosyal Entegrasyonu ile ilgili yasa (1996) – Engellilerin engel nedenine, karakterine ve derecesine bakılmaksızın iş sahibi olma, ders çalışma ve eğitim alma hakkı vardır. Litvanya’da yaşayan diğer herkesle aynı haklara sahip olmalıdırlar.

Litvanya Cumhuriyeti Eğitim Yasası (2011)- Özel ihtiyaçlar eğitimi tüm zorunlu ve genel eğitim programları tarafından sağlanmaktadır. Bir çocuğun ihtiyaçlarını karşılamak için bu programlar değiştirilmeli, düzenlenmeli ya da yeni özel eğitim programları oluşturulmalıdır; ek destekler sağlanabilir.

Politikanın Uygulanması: Litvanya’da Kapsayıcı Eğitim normların dışında mental ve/veya fiziksel yetenekleri olan çocukların ana akım okullarına ve sınıf yapılarına dâhil edilmesi olarak anlaşılır. Son zamanlarda “özel ihtiyaçlar”

kavramının kapsamı genişledi ve sebebine bakılmaksızın çocuğun sosyal ve etnik geçmiş yaşantısını kapsayacak biçimde öğrenme güçlüğü yaşayan çocuklar için çatı bir terim haline geldi.

Çocuğun ihtiyaçlarının ilk tespiti öğretmeni tarafından yapılır. Öğretmen ebeveynleri bu konu hakkında bilgilendirir ve ancak bundan sonra çocuğun özel eğitim ihtiyaçlarının ilk değerlendirilmesi uzmanlar tarafından gerçekleştirilebilir. Bu uzmanlar ebeveynlere ve çocuğun okuluna ne tür bir eğitimsel desteğin ve eğitim plan/programının uygulanacağını, çocuğun öğrenme ve öğretme sürecinde desteklenmesi için ne tür özel hükümlerin gerekli olduğuna ilişkin önerilerde bulunur.

İhtiyaçlar ve Zorluklar: Eğitim kültürünün homojenliğinden dolayı sosyal etnik ve cinsiyete bağlı faktörler göz önüne alınmadığında, sosyokültürel olarak farklı gruplarla çalışma noktasında deneyimli olmayan personeller bulunduğu kültürlerarası oryantasyonun eksikliği söz konusu olmaktadır. Eğitim politikaları, eğitim sistemi içinde yer alan kültürel ve ekonomik farklılıklara dayalı sosyal eşitsizliği merkezi bir mesele olarak görmemektedir. Öğretmen eğitimi Litvanya'daki kapsayıcılık politikalarına tutarlı bir biçimde ayak uydurmamaktadır. Bunun yanı sıra kültürlerarası eğitim, öğretmen eğitimi programlarında da nadiren işlenen bir konudur.

Portekiz’de Kapsayıcı Eğitim

Tanım: Portekiz’de kapsayıcı eğitim tüm çocukların katılımını destekleme, sadece engelleri ve gelişimsel gecikmeleri desteklemeyi değil aynı zamanda kültürel ve sosyal arka planlarından ötürü savunmasız ve marjinal olarak adlandırılan çocukları da destekleme sürecini ifade etmektedir.

Politika ve Uygulama: Decree-Yasası 3/2008 iletişim, öğretilme, mobilite, otonomi, kişilerarası ilişkiler ve sosyal katılım düzeylerinde devam eden zorluklar yaşayan “öğrencilerin özel eğitimsel ihtiyaçları sürecinin ilerlemesi için şartları (...) yaratan” özelleştirilmiş destek oluşturmaya hedeflemektedir. Bu tür özelleştirilmiş destekler ana akım okullarında erişilebilir durumdadır. Ancak Decree-Yasası 3/2008 gereğince normal okullar çocuklara ve gençlere kapsayıcılık anlamında yeterli cevabı veremediğinde hakem ve değerlendirme sürecinde ortaya çıkan engelin türüne ve derecesine bağlı olarak bu kişilerin özel bir eğitim okuluna devam etmesini önerebilmektedir. Özel eğitim gereksinimi olan çocuklar ile ilgili yasa şunları önerir: (a) ana akım okullarında eğitim alma, (b) eğitim programı ve okul yaşantısında akranlarına tam anlamıyla katılma, (c) farklı birimlerde izole bir eğitim almalarındansa ana akım sınıflarında yer alma, (d) farklı amaçlar için zaman zaman gerekli olan farklı gözetimlere gerek duyma, (e) okulların daha fazla kapsayıcılığa ulaşmak için yaklaşımlarını gözden geçirip uyarlaması.

Decree-Law 3/2008 içerisinde hedef grup tarafından benimsenen ihtiyacı daimi olan çocukların (iletişim, öğrenme, mobilite, otonomi, kişilerarası ilişkiler ve sosyal katılım gibi alanların birinde veya birkaçında etkinlik ve katılım anlamında çok büyük kısıtlamalara sahip çocuklar ve gençlerin) eğitimi ve ulaşılabilir özelleştirilmiş kaynakların yönlendirilmesi daha kısıtlıdır. Bazı hedef

grupların daha gelişmiş ve özelleşmiş insan kaynakları ve lojistiklerine ihtiyaç duyduğu varsayımına dayanarak dört farklı ana akım okulu oluşturulmuştur: (1) İşitme engelli çocuklara ikidille eğitim veren referans okullar, (2) Görme engelli ve kısmen gören çocuklar için referans okullar, (3) Otizmli çocuklar için yapılandırılmış öğretim birimleri, (4) Çoklu engele sahip ve doğuştan problemleri olan çocuklar için yapılandırılmış öğretim birimleri. Bu birimler normal okullarda yer almakta ve eğitim ortamlarında adaptasyonlar sunmaktadır. Özel eğitime ihtiyacı olan çocuklar normal sınıflarda ve okul yaşantısında kaynaştırmayı sağlamak için bu birimlerde kısmî zamanlı olarak kalırlar. **Portekiz’de Erken Çocukluk Müdahalesi** Ekim 2009’da, Decree Yasası 281/2009 ile 0-6 yaş arasındaki çocukları kapsayan ulusal bir erken çocukluk müdahalesi sistemi olarak kurulmuştur. Erken çocukluk müdahalesi sağlık, eğitim ve sosyal hizmet uzmanlarının oluşturduğu yerel ekipler tarafından sağlanan sadece çocuğu değil aileyi de işin içine katarak çevreye de odaklanan kapsamlı ve çeşitli gelişim hizmetleridir. ‘Müdahale modeli çerçevesi’ üç ana özelliği kapsar: çocuk için günlük öğrenme fırsatlarını zenginleştirme, aile merkezli uygulamalar ve disiplinler arası takım çalışması.

İhtiyaçlar ve Zorluklar: Millî Eğitim Bakanlığı var olan modelin dışsal değerlendirmesini sağlamak için uluslararası uzmanlardan oluşan bir ekip görevlendirmiştir. Bu dışsal değerlendirme genel politikanın tüm önemli hatlarında kapsayıcı eğitimde fikir birliğine varılması gerektiğinin altını çizmektedir. Bu değerlendirme özel eğitim için önceden yapılmış düzenleyici çerçevelere göre nitel bir sıçrama göstermektedir. Sonuçlar, Özel Eğitim Genel Politikası ile ilgilenen Millî Eğitim Konseyi tarafından yayımlanan Öneriler raporuna dönüştürülmüştür (Conselho Nacional de Educação, 2014).

Hollanda’da Kapsayıcı Eğitim

Tanım: Hollanda’da Kapsayıcı Eğitime “Uygun Eğitim” denir. Bu isim ek desteğe ihtiyacı olan çocuklar için yeni bir öğretim yolunun nasıl organize edilebileceğini ifade eder. “Uygun eğitimle” daha fazla çocuk ek destekle genel eğitimin içinde kalabilir.

Politika: Yasalar 1 Ağustos 2014’te “Uygun Eğitim”i tanıttı. “Uygun Eğitim”in amacı eski sistemdeki problemleri ortaya koymak ve okula devamsızlık yapan öğrenci sayısını azaltmaktır. Yeni yasanın amacı sınıfta ek desteğe ihtiyacı olan çocukları da dâhil ederek tüm çocukların ‘uygun eğitim’ yerine sahip olmaları idi. Eğitimin özü aynı kaldı: her çocuğa kendilerinin en iyisi haline gelmeleri için meydan okumak. ‘Uygun Eğitim’in başlangıç noktası tüm çocukların genel okullara devam etmesiydi. Eğer genel okullar uygun değilse çocuk özel eğitim okuluna gidebilirdi. Hollanda’daki okul sistemi şöyledir:

- ❖ Ana akım okullar,
- ❖ Ana akım okullarından daha hassas destek eğitimi sağlamak için Özel İlkokullar (SBO). Bu okullarda gruplar daha küçüktür ve öğretmenler öğrenme engelleri ve davranış problemleri ile ilgili daha çok bilgi sahibidir.
- ❖ Ciddi düzeyde fiziksel, duygusal ya da mental engelleri olan; ciddi davranışsal rahatsızlıkları veya psikiyatrik hastalıkları olan çocuklar için Özel İhtiyaçlar Eğitimi.

Yeni yasa şu an bakım görevini de üstlendiğinden dolayı ana akım okulları için daha radikal bir yaklaşım sergilemektedir. Bunun anlamı ek desteğe ihtiyaç duyan tüm çocuklar için uygun bir mekân sağlama sorumluluklarının bulunmasıdır. Tüm çocukların uygun bir mekâna sahip olduklarını garanti

etmek için okullar bölgesel ortaklık oluřtururlar ve bu ortaklıklarda ana akım ve özel eğitimler birarada çalışır.

Öğretmen eğitimi: Hollanda'da öğretmen eğitimi lisans düzeyinde yapılmakta ve 4 yıl sürmektedir. Milli Eğitim Bakanı öğretmenlerin düzeylerinin arttırılması gerektiğini belirtmektedir. Bu sebeple öğretmen yetiřtiren kolejlerin ve eğitimin niteliğinin arttırılması gerekmektedir. 2016'dan sonra her öğrencinin yasal uzmanlık gerekliliğini tam olarak yerine getirmesi amaçlanmakta böylece yeni öğretmenlerin öğrenciler arasındaki farklılıklarla uygun biçimde başa çıkabileceği düşünülmektedir.

Groningen Hanzehogeschool'da eğitim öğretmen rolünü üstlenmek için gerekli olan bilgi, öğretim yöntemleri, beceri ve tutum boyutlarına odaklanmaktadır. Öğrenci kendi bilgi temeli üzerinde çalışır. Çocuklar arasındaki farklılıklar, sınıf yönetimi (kombinasyon grupları), işbirliğini teşvik etme ve aktif öğretimi modellemenin yanı sıra bir takım özel ihtiyaçlarla ilgili konular öğretilir.

İhtiyaçlar ve Zorluklar: Uygun eğitim sınıfta başlar. Öğretmenler çocukların ihtiyaçlarını ve onlar için hangi desteğin en iyisi olacağını bilirler. Öğretmenler için zor olan farklılıkları görmek ve öğrenen ihtiyaçlarını belirlemektir. Çeşitlilikle uğrařmak yeni bir durum değıl ama yeni yasadan dolayı ana akım okullarına özel eğitim okullarından gelen daha fazla sayıda öğrenci olacaktır. Bu da kapsayıcı eğitimin içinde bulunduğı bu yeni duruma yeni öğretmenleri hazırlamada bir zorluk olarak görölmektedir.



GO PRINCE

REACCH

Model Frameworks

Turkish

Anahtar Kavram: Yansıtma (Danimarka Uygulamalarına dayalı olarak)

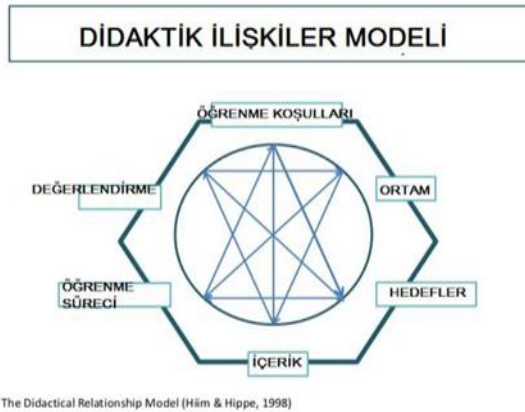
Yansıtma yeni olanaklar ortaya çıktığında ifade ve deneyimlerin araştırılmasıdır. Stenhouse bir grup ya da tek bir çocuk için 'kapsayıcılık' konusunu yansıtmaya odaklamada birtakım araçlardan söz eder. Bunlar:

- ❖ Kendi öğretimini ve pedagojik uygulamalarını geliştirme temelinde sistematik bir şekilde sorgulama,
- ❖ Öğretme ve öğrenmeyi uygulama yolunda gerekli becerilere sahip olma,
- ❖ Bu becerileri kullanırken teorilere odaklanma, onları sorgulama ve test etme.

Bunların dışında her bir öğretmen ve sosyal eğitimci kendi öğretimlerinin veya eğitimsel derslerinin gözlenmesine veya daha sonra üzerinde tartışılmasına izin vermeye istekli olmalıdır. 0-8 yaş arasındaki çocukların kapsayıcı eğitiminde günlük bakım merkezlerinde ve okullarda bir yansıtma modeli kullanıyoruz. Bu bir planlama modeli değildir. Bu model öğretmenlerin veya eğitimcilerin kendi öğreticiliğine katkıda bulunurken bilimsel, eleştirel ve hümanist bir algılama ile öğretimi geniş bir çerçeveden ele almaktadır. Öğretme ve öğrenmenin ana kategorilerine katkı sağlamaktadır. Bu model daima sosyal eğitimcilerin ve öğretmenlerin bir çocuğa ilişkin mesleki rolü bağlamında göz önünde bulundurulmalı ve değerlendirilmelidir.

Çalışmaya bu model ile başlandığında daima “öğrenme koşulları” veya ihtiyaçlar kategorisi ile başlanmalıdır. Bu kategoriler çocuğun mental, fiziksel ve sosyal potansiyeline odaklandığı için özellikle önemlidir. Aynı zamanda çocuk günlük bakım merkezlerine veya okullara dâhil edildiğinde farklı alanlarda karşılaşabileceği mevcut öğretim ve öğrenme yöntemlerine ilişkin problemlerini de içermektedir. Bu öğretimsel yansıtma modelini açıklamak için çocuğun ve ebeveynlerin tüm öğrenme sürecinde başlangıç noktası olduğunu anlamak gereklidir. Çocukların sosyal, mental veya fiziksel koşullarına içgörü ile yaklaşımdan öğrenme meydana gelmez. Çocukların öğrenme sürecinde önem teşkil eden faktörler öğretmen ve eğitimciler olmalıdır. Bu alandaki yasa ve düzenlemeler de kültür, yönetim, zaman ve meslekî olanakların yanında oldukça önemlidir.

Hiim ve Hippe'nin didaktik ilişkiler modeli



Öğrenme ve öğretme durumlarındaki karmaşıklığı kavramak için çocukların:

- ❖ Öğrenmelerinin sosyal, kültürel, psikolojik ve fiziksel durumlarına,
- ❖ Kültürel, sosyal ve fiziksel çevrelerine,
- ❖ Öğrenme hedefleri, içerik, öğrenme süreci ve değerlendirmeye odaklanmak oldukça önemlidir.

Tüm bu alanlar öğretime uyarlanmak için kullanılacaktır. Eğer biri örneğin bir çocuğu dâhil etmek istiyorsa bütün bu kategorileri işin içine katmalıdır.

Danimarka'dan İyi Kapsayıcı Eğitim Uygulama Örnekleri

Kapsayıcılık bağlamında öğretmenlerin ve sosyal eğitimcilerin kapsayıcılığın ne olduğunu ve hangi yöntemlerin kapsayıcılığı yeterli düzeyde desteklediğini anlamaları oldukça önemlidir. Bir sosyal eğitimci veya öğretmensiniz mevzuata bağlı bir düzenlemeyi ya da bir planı takip edemezsiniz. Yaptığınız işin temelini oluşturmak ve bu görevin kişisel ve mesleki değerlendirmeleri açısından güvenilirliğini sağlayacak biçimde yorumlamanız önemlidir. Sosyal eğitimci ve öğretmenlerin kişisel teorik yansımaları gerekli olduğundan bu ilişkilendirmeyi bağımsız ve yorumlayıcı bir şekilde yapmalısınız. Her iki örnek olay çalışmasında da katılımcılar Hiim ve Hippe'nin didaktik ilişkiler modelini keşfeder ve bunun nasıl bir yansıtma çerçevesi olarak kullanılabileceğini anlamaya başlarlar.

Örnek Olay Çalışması (1): Isabella, 6 yaşında bir kız çocuk.

Dancası *“Skolens fællesskaber er for alle (på engelsk)”* (Okullardaki topluluklar herkes içindir) olan İngilizce altyazılı bir YouTube videosu kullanırız. <https://www.youtube.com/watch?v=kP1xAV9QukU>

Bu video ADHD (Dikkat eksikliği ve hiperaktivite bozukluğu) tanısı bulunan Isabella'nın, ailesi ve arkadaşları ile öğretmenlerinin Kopenhag'da kapsayıcı bir ilkokulda yaşadığı zorlukları ortaya koymaktadır. Katılımcılar Himm ve Hippe'in didaktik ilişkiler modelini keşfederek Isabella'nın ihtiyaçları ve onun tam olarak nasıl kapsanabileceği ile ilgili yansıtma yaparlar.

Örnek Olay Çalışması (2): Morten, 8 yaşında bir erkek çocuk.

Bu yazılı bir örnek olaydır. *“Evinde sevilmeyen her çocuğun okulda sevilme hakkı vardır”*.

Morten 8 yaşındadır ve öğretmenlerinin onunla ilgili endişeleri bulunmaktadır. Kişisel ve sosyal olarak zorluklar yaşamaktadır ve sıklıkla okula devam etmemektedir. Kişisel gelişimi ve davranışı yaşına uygun olmamakla beraber sosyal açıdan iş görme yetisine sahip değildir. Bu durum onun sınıf tarafından

dışlanmasına sebep olacaktır. Morten çoğunlukla içine kapanık ve sessizdir. Öğretmen, bakım merkezi çalışanları ve öğrencilere de sıkı bağlarla bağlı değildir. Sosyal becerileri güçlü olmadığından en basit konuşmaları gerçekleştirmek bile onun için zordur. Eğer birisi ona ismiyle değil de işaret ederek seslenirse algılayamamakta ve şaşkınlık göstermektedir.

Morten'in dış görünüşü de ne temizlik ne de kıyafetleri konusunda herhangi bir destek ya da yardım almadığını ortaya koymaktadır. Genellikle onun için oldukça büyük olan kıyafet ve ayakkabılar giymekte ve sınıf arkadaşları onun koktuğunu ifade etmektedir. Havaya uygun ceket veya kıyafetler giymemektedir.

Morten'in akademik açıdan yaşadığı zorluklar ise sınıf içinde hiçbir zaman katılım sağlamaması ve ödevlerini yapmamasıdır. Onu inceleyen ekip, okulun ebeveynler ile ödevlerini yapmama ve devamsızlık ile ilgili kurduğu iletişimi gözlemledi ve bu durumun daha çok devamsızlığa ve Morten'da yara ve berelerin oluşmasına sebep olduğunu gördü. Morten bu yara ve bereleri açıklayamasa da babasının bazen çok içtiğini söyledi. Ebeveynlere yapılan telefon aramaları cevapsız kaldı ve ebeveynlerle bağlantı kurulamadı. Katılımcılar Morten'in ihtiyaçlarına Hiim ve Hippe'in didaktik ilişkiler modelini kullanarak yansıtmaya yaptı.

Anahtar Kavram: Kapsayıcı Eğitimde Etos (Litvanya'daki uygulamalara dayalı olarak)

Tanım olarak kapsayıcı eğitim her çocuk için *eşit eğitim fırsatı* sağlamakla ilgilenir. 'Kapsayıcı' kavramı çoğunlukla 'bütünleştirme' kavramıyla yer

değiştirir ve bu terim farklı bir anlamı içermektedir. Terminolojideki bu değişim ihtiyaç temelliden haklar temelli bir kaymayı yansıtmaktadır. Kapsayıcı eğitimi geliştirmede öğretmenin rolü etkinliğinin merkezinde yer almaktır. Sonuç olarak öğretmenlerin tutum ve davranışları –temel unsur olumlu etoslar (ahlaki değerle) ve öğretmenin kapsayıcılığa verdiği değer temelli bir bağlılığın olması- kapsayıcı eğitimin başarılı bir şekilde uygulanmasında önemli bir rol oynamaktadır.

Özel İhtiyaçlar Eğitiminin Geliştirilmesi için Avrupa Ajansı (2012), Kapsayıcı Öğretmenlerin sahip olmaları gereken merkezi değerlerin çerçevesini gösteren bir profil oluşturmuştur. Birinci merkezi değer 'Öğrenme Farklılığına Değer Verme'dir. Bu durum kapsayıcı eğitimin etosu için zorunlu temeller yapılandırılarak öğretmenin kültürlerarası yeterliliğinin gelişimine işaret etmektedir.

Kültürel farklılık etnik köken, cinsiyet, çokdillilik ve dinler, yaş, sosyal sınıf, cinsel yönelim, profesyonel işlev, eğitim geçmişi, mental ve fiziksel yetenekler, sağlık bağlamlarında olabilir.

Bir grup çocuktaki kültürel değişkenlerin ayırımına varabilmek için öğretmenlerin **kültürel hassasiyet**, **kültürel farkındalık** ya da kendilerinden uzaklaşıp kendi kültürel değerlerine, normlarına, inançlarına ve tutumlarına eleştirel bir yansıtma yapma yeteneği olarak tanımlanan **öz-yansıtma**yı içeren **kültürel eleştirel farkındalık** sahibi olmaları gerekir.

Öz- yansıtma ve kültürel eleştirel farkındalık, kültür yapısı olarak farklı öğrencilere en üst düzeyde olumlu etki gösterecek biçimde öğretim yapabilmek için gerekli en iyi yolları ifade eder. Öz- yansıtma ve kültürel eleştirel farkındalığın eksikliği, sonuç olarak çocukların gelişiminde ve öğrenme fırsatları üzerinde olumsuz bir etkiye yol açan ihmalcilik, anlayış eksikliği, sınıflandırma ve çocukları etiketleme ile sonuçlanır. Kapsayıcı bir

Öğretmen kültürel farklılıklara saygı duyar ve etnosentrik tutumların kilometre taşlarının farkındadır.

Etnosentrizmin değer tutumu içinde bireyler, diğer grupları özellikle değerler, sosyal normlar, inançlar, davranışlar, gelenekler ve din ile ilişkili bir standart olarak algılanan kendi özel kültürlerine bağlı olarak yargılar. Karşıt değer tutumuna kültürel relativizm denir ve bu da bütün norm, inanç ve değerlerin kendi kültürel bağlamlarına bağımlı olduğunu ve bu şekilde davranılması temeline dayandığını ifade eder.

Kapsayıcı eğitime diğer bir engel ise kültürel farklılıkları özelleştirme ve azınlık gruplarından gelen çocuklara karşı dayatmacı tutumlar geliştirme eğilimidir.

Kültürel özcülük kavramı belli bir kültür yapısına sahip herkesin aynı olduğu gibi genel bir yanılgıya yol açar. “Kültürün” insanların kendilerinden daha büyük olduğunu düşünerek, insanların davranışını kendi kültürlerine bağlı olarak açıklar. Bu sebeple kapsayıcı bir öğretmen için çocukları **olduklarından daha azına indirgeme tuzağına düşmekten kaçınmak** önemlidir. Aynı şekilde ırkçı ve cinsiyetçi tuzaklardan da kaçınmak gereklidir.

Öğretmenin kültürlerarası yeterlilikleri çoğu kez kültürel farklılıkla uyumlu olan **sosyal eşitsizliklerin farkındalığına** işaret eder. Topluluk seviyesinde çeşitlilik eşitsizliğe dönüşür. Kapsayıcı öğretmenler sosyal eşitsizlikle ilgili problemleri anlar ve eğitimin toplumda demokrasi ve sosyal adalet sağlamada oynadığı anahtar rolün farkındadır. Her çocuğa **eşit düzeyde önemli ve değerli bireyler gibi davranarak** sınıf içinde eğitim eşitliğini destekleme sorumluluğunu alır. Ebeveynlerle olumlu ilişkiler oluşturmaya ve bu ilişkileri sürdürmeye çabalar, onları eşit olarak görür.

Çocukların duyguları gelişim ve öğrenme yollarını etkilediğinden kapsayıcı öğretmen öğrencilerin ihtiyaçlarını karşılayabilmek için onlarla bir **bağ kurmalı ve onları anlamalıdır**. Diğer bir ifadeyle bir öğretmen empati becerileri gelişmiş ve performansı yargılamaktan ziyade öğrenmeyi zenginleştirmelidir. Empati etiketleri engeller ve sosyal yapılandırma yoluyla basmakalıp inanışları deler geçer. Bu sebeple empati kültürel açıdan duyarlı bir eğitim biliminin ayrılmaz bir parçasıdır.

Anahtar Kavram: Adaptasyonlar (Türkiye’deki uygulamalar temelinde)

Çocukların başarılı bir şekilde kapsayıcı eğitime dâhil edilmelerine olanak veren bu modeldeki altı anahtar kavramdan biri “adaptasyonlar”dır. Adaptasyonlar materyallerin, çevrenin, etkileşimlerin ya da öğretim yöntemlerinin her bir çocuğu destekleyecek şekilde uyarlanması veya değişiklik yapılması sürecini ifade eder.

Adaptasyonlar “**modifikasyon**”ları ve “**akomodasyon**”ları içeren bir çatı kavramdır. Genel anlamıyla adaptasyonlar özel gereksinimli çocukların zayıf yönlerini telafi etmeye çalışarak kapsayıcı eğitim ortamlarına katılmalarına imkân verir. **Akomodasyonlar** bu hedefi eğitim programını değiştirmeden bir başka ifadeyle çocuğun ne öğrendiğinde değil nasıl öğrendiğinde bir fark yaratarak gerçekleştirmeye çalışmaktadır. **Modifikasyonlar** ise beklentileri veya standartları değiştirmeyi ya da düşürmeyi içeren adaptasyonlara işaret etmektedir. Modifikasyonlar öğretim düzeyi, içerik/eğitim programı, performans ölçütleri veya görev yapısındaki değişiklikleri içermektedir.

Her öğretmen, her çocuk ve her sınıf birbirinden farklıdır ve bu sebeple adaptasyonlar da her duruma özgüdür. Çocuğun ihtiyaçlarına yönelik tanımlanmış hedef, amaç ve beklentiler, bu ihtiyaçlara ve bireysel eğitim planına yol açan modifikasyonların ve akomodasyonların geliştirilmesine imkân verir. Devam eden değerlendirme de ihtiyaç duyulduğunda gözden geçirmeleri mümkün kılar.

Çocukları kapsayıcı eğitim ortamlarında adaptasyonlar ile desteklemenin birçok sebebi vardır.

- ❖ İşlevsel adaptasyonlar çocuğun sağlık, güvenlik, iletişim, bireyselliği artırma ve birebir desteği azaltma gibi en temel ihtiyaçlarıyla ilişkilidir.
- ❖ Oyun, öğrenme ve bireysel hedef ve çıktılarını teşvik edilmesini sağlayan adaptasyonlar, çocukların bu etkinlikler aracılığıyla çevre ile etkileşim kurmasını sağlamaktadır.
- ❖ Aynı zamanda adaptasyonlar sosyalleşmeyi teşvik ederek çocuklara destek vermektedir. Sosyal beceri ve arkadaşlığın gelişimi erken deneyimlemenin önemli bir parçasını oluşturduğundan etkinlikler sırasında diğer çocuklar ile etkileşim kurulmasını sağlayan adaptasyonlar çocuğa daha çok destek sağlamaktadır.

Adaptasyonlar eğitim ortamlarında farklı eğitimsel ihtiyaçları karşılamak için uygulanırken öğretmenler tüm öğrenenlerin ihtiyaçlarını ortak bir düzende karşılama noktasında zorluk yaşamaktadır. Çeşitliliği anlamak ve öğrenmeyi kolaylaştırmak için teknoloji uygulamaları üzerine araştırma, geliştirme ve eğitim uygulamalarına odaklanma aracı olarak tanımlanan Öğrenme için Evrensel Tasarım (ÖET) yaklaşımı eğitimcilerin eğitimsel müdahaleleri tasarlamasına rehberlik etmektedir. Öğrenme için Evrensel Tasarım yaklaşımı basit ve sezgisel öğretim, farklı sunum şekilleri ve çocuğun belirli düzeyde çaba sarf etmesine ek olarak eşitlikçi, esnek ve başarı yönelimli bir öğretim programı sunmaktadır. Bütün çocukları usta öğrenenler haline getirmenin önündeki birincil engel esnek olmayan ve tüm çocuklara aynı şekilde uymaya çalışan bir öğretim programıdır. Öğrenme için Evrensel Tasarım yaklaşımı ise bu noktaya dikkat çeker ve bu durumu ortadan kaldırır.

Bir öğrenme ortamında tüm çocukların farklı gelişimsel ve akademik ihtiyaçlarını karşılamak kolay bir iş değildir. Bu sebeple erken çocukluk eğitimcileri farklı öğrenme stillerine yönelik inanışları yansıtan öğrenme deneyimleri tasarlayarak öğretimi etkili bir şekilde farklılaştırabilmekte ve çocukların ihtiyaçlarına göre düzenleyip değiştirerek öğrenmelerini ortaya koyacak farklı yollar önerebilmektedir.

Anahtar Kavram: İşbirliği (Portekiz'deki uygulamalara dayalı olarak)

Eğitim alanında 'işbirliği' öğretmen eğitimi için en iyi yol olarak düşünüldüğünden yasal bir zorunluluk olarak görülmekte ve özel eğitim ihtiyacı bulunan çocukların kazandırılması için gereklilik olarak tanınmaktadır (Hernandez, 2013). Esasen Salamanca Bildirisi (UNESCO, 1994) sınıf öğretmenleri, özel eğitim uzmanları ve destek ekipleri ile bunların yanı sıra danışman öğretmenler, eğitim psikologları, konuşma ve meslek terapistleri gibi kaynak personelin de katılımıyla etkili işbirliği içerisinde çalışmalarının önemini vurgulamaktadır (UNESCO, 1994). Ayrıca bu bildiri özel eğitim ihtiyacı (SEN) bulunan çocukların eğitiminin ebeveynlerin ve uzmanların paylaşması gereken bir iş olduğunu belirtmekte ve bu yüzden de okul yöneticileri, öğretmenler ve ebeveynler gibi karar vermede ortak rol oynayan aktif ortakların işbirliği halinde çalışmasını önermektedir.

Tanım: İşbirliği kavramı genellikle belirsiz ve içinde bulunduğu bağlama sıkı sıkıya bağlı kabul edilir. Bununla beraber birçok yazar işbirliğinin destekleyici ve ortak fayda sağlayan ilişkiler içinde birlikte çalışmayı içerdiğinden hemfikir görünmektedir.

Çeşitlilikten doğan gerekliliğin karşılanması adına öğretmen, ebeveyn ve okullardaki diğer uzmanların birlikte çalıştığı işbirliği modelleri günümüzde eğitim-öğretim durumu farketmeksizin güçlü ve başarılı stratejiler olarak değerlendirilmektedir (Wood, 1998). Özellikle özel ve genel eğitim uzmanları arasındaki işbirliği, kapsayıcı eğitimin zorluklarının aşılması, geleneksel anlamda öğretmenle bağdaştırılan yalnız bırakma durumlarını azaltıp özel eğitime ihtiyacı olan çocukların normal okullara dönüşünü artırmayı ve eş zamanlı özel eğitim uzmanlarının okulun profesyonel yaşamına geri dönüşünü sağlamasından dolayı kapsayıcı eğitimin zorluklarını aşmada alternatif bir yoldur.

İşbirliği modelleri: Öğretmenlerin, diğer uzmanların ve ebeveynlerin eğitim ortamında işbirliği halinde birbirleriyle ilişkilendirilmesi genel olarak işbirliği modelleri olarak ifade edilir ve çok disiplinli, disiplinler arası ve disiplinlerötesi yaklaşımları içerir (Briggs, 1991, 1997; Hernandez, 2013). Her bir model farklı temel ilkelere sahip olmasının yanısıra kullanılan yaklaşıma göre değişmekte olan takım arkadaşlarına ve iletişim sıklığı farklılıklarına sahiptir. Çok disiplinli ve disiplinler arası yaklaşımlarla karşılaştırıldığında özellikle bütünleşmiş bir ekip yapısı, hizmet sunumu, kasıtlı ve düzenli disiplinler arası iletişim, disiplinler arasındaki bilgi değiş tokuşu ve güçlü öğrenci odağı ile disiplinlerötesi yaklaşımların daha etkili bir yöntem olduğuna dair kanıtlar bulunmaktadır.

İşbirlikli Öğretim Yaklaşımı: Genel eğitim öğretmenlerinin birincil sorumluluğu öğrencilere okul sistemi tarafından belirlenen öğretim programını kendi becerilerini kullanarak vermek iken özel eğitim öğretmenlerinin birincil sorumluluğu materyalleri düzenleyerek ve geliştirerek öğrencinin öğrenme stillerine, güçlü yönlerine ve her birinin özel ihtiyaçlarına uygun öğretimi sağlamaktır.

İki veya daha fazla öğretmenin sınıfta aynı konuyu anlatmaları yukarıda bahsedilen işbirliği modellerinin evriminde işbirlikli öğretmenlik veya işbirlikli bir öğretim modeli olarak henüz yenisayılacak gelişmelerdendir (Hernandez, 2013). Kapsayıcılık lehine daha umut vadeden etkenlerden biri olarak

tanımlanan işbirlikçi eğitim yaklaşımı, normal ve özel eğitimcilerin sınıf içerisinde ortak bir eğitim düzeni oluşturarak takım halinde çalışmalarını ifade ederken aynı zamanda konuşma/dil patologları, mesleki terapistler ve danışmanlar gibi diğer uzmanlara da uymaktadır (Rainforth & England, 1997 as cited in Hernandez, 2013). Genel ve özel eğitim öğretmenlerinin işbirlikli öğretimi onların günün büyük bir bölümünü aynı sınıflarda interaktif ilişkilerle planlamayı, öğretimi, değerlendirmeyi, sınıf yönetimini ve davranışı içerecek şekilde eş ortaklık biçiminde bir arada çalışmalarını ifade etmektedir.

Anahtar Kavram: İletişim (Hollanda'daki Uygulamalara dayalı olarak)

Okul yaşantısında açık ve temiz bir iletişim öğretmen, ebeveyn ve çocuk için oldukça önemlidir. Okul ve ebeveynler başarılı bir eğitim yaşantısı için birbirine ihtiyaç duyar. Bunun ötesinde öğretmen ve ebeveynler arasında kurulacak kişisel iletişim önemlidir ve okul kültürüne katkı sağlamaktadır. İletişim süreç ile ilgilidir. Bir öğretmen çocukla ve ebeveynlerle profesyonel bir biçimde iletişim kurmalıdır.

Süreç: Öğretmen, ebeveyn ve çocuklar işbirliği içinde çalışmak istiyorsa yapılandırmacı iletişim hayati önem taşımaktadır (Bolks, 2011). İletişim birçok faktörden etkilenir. Örneğin katılımcıların ruh hali, konuşmayı yapan kişi veya günün saati etkili olmaktadır. Hızlı geribildirim mümkün olduğu insanlar arasında doğrudan etkileşim söz konusudur. Kaynak bir mesaj gönderir, alıcı mesajı alır ve kaynağa tekrar bir mesaj gönderir ve bu süreç böyle devam eder. Bu sürece en olası biçimde rehberlik etmek için öğretmen kullanabileceği farklı yöntemlerin farkında olmalıdır. Jutten (2015) öğretmenlerin kullanabileceği sekiz temel iletişim tanımlamaktadır. Bu projenin el kitabında söz konusu farklı metodlar açıklanmıştır.

Bir öğretmenin yeterlilikleri: Bir ilkokul öğretmeni birçok şeyi bilmeli ve yapabilmelidir. Bu yetenek, bilgi ve beceriler yeterlilikler alanında yer alır. Kişilerarası, pedagojik, meslekî ve örgütsel alanlarda öğretmen bazı özelliklere sahip olmalıdır. Örneğin sınıfındaki çocuklarla olumlu ilişkiler kurabilmeli, onlarla etkili bir iletişim sağlamalı, onlara güvenli bir öğrenme ortamı sunabilmeli ve onların gelişimlerini tam anlamıyla gerçekleştirmek için etkinlik ya da dersleri kolaylaştırabilmelidir. Akranlarıyla ve okul çevresindekilerle işbirliği halinde çalışabilmelidir. Bu yeterlilik ebeveynlerle iletişim kurmayı gerektirir ki bu da öğretmenin gelişiminin sürekliliği için önemli bir beceridir.

Çocuklarla İletişim Kurma: Çocuklarla iletişim kurma öğretmenin hem grup hem de bireysel düzeyde yaptığı konuşmaları içeren konuşma fırsatlarının ayrılmaz bir parçası olmalıdır. Genç çocuklarla konuşmanın en iyi yolu çocuğun yaptığı etkinliğe katılmak ya da yeni bir etkinlik başlatmaktır. Bu şekilde öğretmen çocuğun düşüncelerini ve fikirlerini bulabilir. Bu durum öğretmenin etkin dinleme, dil düzeyine bağlanma, özetleme, sorgulama ve çocuğun ihtiyaçlarını göz önünde bulundurma gibi sözel becerilerini gerektirir.

Ebeveynlerle İletişim Kurma: Uygun eğitim bağlamında aile katılımı ilişkilidir. Bu politikanın amaçlarından biri de eğitimi şekillendirme ve kendi çocukları için gerekli bakım düzenlemelerini yapmada ebeveynlerin konumunu güçlendirmektir. Çocuklar ebeveynlerinin okulda katılım gösterdiğini hissettiklerinde daha iyi öğrenmekte ve kendilerini daha iyi hissetmektedir. Öğretmen ve ebeveynler arasındaki kişisel iletişim çok önemlidir. Öğretmen ebeveynleri paydaş olarak görmeli ve çocuğun gelişimini zenginleştirmek için birlikte ortak ilgi göstermelidir. Bununla beraber herkes için en etkili iletişimi sağlamak için gerekli beceri ve teknikleri kullanmak da öğretmenin sorumluluğundadır.

Anahtar Kavram: Bütüncül bir yaklaşım (Belçika'daki uygulamalara dayalı olarak iyi oluş, bağlantılılık ve katılım)

Çocukların başarılı bir şekilde kapsayıcı eğitime dâhil edilmelerini sağlayan bu modeldeki altı anahtar kavramdan biri “bütüncül yaklaşım”dır. Kapsayıcı eğitimde ‘Hangi çocukların gelişiminin risk altında olduğunu nasıl bileceğiz?’ sorusu göz önüne alınmalıdır. Geleneksel düşünme biçiminde odak nokta temelde çocukların kazanımlarıdır. Gelişiminde bir takım gecikme yaşayan çocuklar ‘risk altında’ olarak tanımlanacak ve ek müdahalelere bağlı olacaklardır. Geleneksel düşünme biçiminde temel olarak ürüne odaklanılmaktadır.

İyi oluş, bağlantılılık ve katılım

Kapsayıcı eğitimde anahtar sorular farklıdır. Bu tür eğitimde öğrencilerin ne öğrenip öğrenmediğine odaklanılmaz. Daha çok **çocuğun geçirdiği sürece** ve çocuğun düzeyine odaklanılır. Çocuğun var olan düzende kendi duruşunu nasıl deneyimleyeceğine odaklanılır. Burada sorulan sorular şunlardır:

- ❖ Çocuklar nasıl hisseder (iyi oluş);
- ❖ Etkinliklere nasıl katılırlar (katılım) ve ortamda diğer kişilerle ilişkileri nasıldır (bağlantılılık)

Tüm bu koşullar sağlandığında çocuğun sosyal-duygusal ve bilişsel gelişiminin güvende olduğunu bilebiliriz. Bu gelişim alanlarının yanında diğer gelişim alanlarının da katılım ve iyi oluştan faydalandıklarını görmekteyiz. “gelişimde

bir gecikme” veya “mükemmel gelişim” çocuğun gelişimi için ihtiyacı olan şeyleri alıp almadığını her zaman göstermediğinden dolayı gelişim düzeyleri dikkate alınan birincil göstergeler olarak değerlendirilmemektedir.

Çocuğu bütüncül bakışla ilişkilendirme

İlk olarak çocuğun iyi oluşuna, katılımına ve bağlantılılığına bakarız. İkinci olarak çocuğun yeterliliklerine odaklanırsınız. Gelişimin düzeyleri ile ilgili ne söylenebilir? Gelişimde bir gecikme bulunması çocuğun her zaman gelişimi için ihtiyacı olanları almadığı, aynı zamanda gelişiminde önde olması da çocuğun gelişiminin tehlike altında olmadığı anlamına gelmez. Çocuğu bütüncül bir bakış açısıyla ele almak oldukça önemlidir. “Deneyisel öğrenmede”, “süreç temelli öğrenmenin” eğitimin ortaya çıkarmaya çalıştığı çıktıları tanımlamada gerekli gördüğü dokuz gelişim alanına işaret edilmektedir. Yetenekler birbirinden bağımsız beceriler olarak algılanmaz. Bunun yerine çocuklar karmaşık birer varlık olarak görülür ve bu sayede eğitimcilere, öğretmenlere ve ebeveynlere çocukların yeteneklerinin farkına varmaları ve üst-bilişsel öğrenmelerini desteklemeleri için bir çerçeve sunulur.

Bu dokuz gelişim alanı duygusal sağlık, kaba motor beceriler, ince motor beceriler, dil ve iletişim, sanatsal ifade, fiziksel dünyayı anlama, sosyal dünyayı anlama, mantıksal ve matematiksel düşünme, kendi kendini organize etme ve girişimciliktir. Gelişimin bu alanlarda çocuktan çocuğa farklılık göstereceği unutulmamalıdır. Çocuğun düzeyine bakılması ve bu gelişim düzeyine göre iyi oluşun ve katılımın teşvik edilmesi önemlidir. Önceden konulara odaklanırken günümüzde çabamız çocuğa çocuk gibi, kendi kültürü ve geçmiş deneyimleri ile ilişkisini göz önünde bulundurarak yaklaşmaktır. Bu yaklaşım eğitim programı ile aynı çizgide olmaktan çok çocuğa kendi doğasında bütüncül bakmayı ifade etmektedir. Çocuğu gözlemlerken temel becerilerin ayırmasına varmak gerekir. Bu sayede çocukların yeteneklerinin farkına varmak mümkün olabilir.



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Danimarka'dan İyi Kapsayıcı Eğitim Uygulama Örnekleri

Kapsayıcılık bağlamında öğretmenlerin ve sosyal eğitimcilerin kapsayıcılığın ne olduğunu ve hangi yöntemlerin kapsayıcılığı yeterli düzeyde desteklediğini anlamaları oldukça önemlidir. Bir sosyal eğitimci veya öğretmenseniz mevzuata bağlı bir düzenlemeyi ya da bir planı takip edemezsiniz. Yaptığınız işin temelini oluşturmak ve bu görevin kişisel ve mesleki değerlendirmeleri açısından güvenilirliğini sağlayacak biçimde yorumlamanız önemlidir. Sosyal eğitimci ve öğretmenlerin kişisel teorik yansımaları gerekli olduğundan bu ilişkilendirmeyi bağımsız ve yorumlayıcı bir şekilde yapmalısınız. Her iki örnek olay çalışmasında da katılımcılar Hiim ve Hippe'nin didaktik ilişkiler modelini keşfeder ve bunun nasıl bir yansıtma çerçevesi olarak kullanılabileceğini anlamaya başlarlar.

Örnek Olay Çalışması (1): Isabella, 6 yaşında bir kız çocuk.

Dancası “*Skolens fællesskaber er for alle (på engelsk)*” (Okullardaki topluluklar herkes içindir) olan İngilizce altyazılı bir YouTube videosu kullanırız. <https://www.youtube.com/watch?v=kP1xAV9QukU>

Bu video ADHD (Dikkat eksikliği ve hiperaktivite bozukluğu) tanısı bulunan Isabella'nın, ailesi ve arkadaşları ile öğretmenlerinin Kopenhag'da kapsayıcı bir ilkokulda yaşadığı zorlukları ortaya koymaktadır. Katılımcılar Himm ve Hippe'in didaktik ilişkiler modelini keşfederek Isabella'nın ihtiyaçları ve onun tam olarak nasıl kapsanabileceği ile ilgili yansıtma yaparlar.

Örnek Olay Çalışması (2): Morten, 8 yaşında bir erkek çocuk.

Bu yazılı bir örnek olaydır. *“Evinde seilmeyen her çocuğun okulda seilme hakkı vardır”.*

Morten 8 yaşındadır ve öğretmenlerinin onunla ilgili endişeleri bulunmaktadır. Kişisel ve sosyal olarak zorluklar yaşamaktadır ve sıklıkla okula devam etmemektedir. Kişisel gelişimi ve davranışı yaşına uygun olmamakla beraber sosyal açıdan iş görme yetisine sahip değildir. Bu durum onun sınıf tarafından dışlanmasına sebep olacaktır. Morten çoğunlukla içine kapanık ve sessizdir. Öğretmen, bakım merkezi çalışanları ve öğrencilere de sıkı bağlarla bağlı değildir. Sosyal becerileri güçlü olmadığından en basit konuşmaları gerçekleştirmek bile onun için zordur. Eğer birisi ona ismiyle değil de işaret ederek seslenirse algılayamamakta ve şaşkınlık göstermektedir.

Morten'in dış görünüşü de ne temizlik ne de kıyafetleri konusunda herhangi bir destek ya da yardım almadığını ortaya koymaktadır. Genellikle onun için oldukça büyük olan kıyafet ve ayakkabılar giymekte ve sınıf arkadaşları onun koktuğunu ifade etmektedir. Havaya uygun ceket veya kıyafetler giymemektedir.

Morten'in akademik açıdan yaşadığı zorluklar ise sınıf içinde hiçbir zaman katılım sağlamaması ve ödevlerini yapmamasıdır. Onu inceleyen ekip, okulun ebeveynler ile ödevlerini yapmama ve devamsızlık ile ilgili kurduğu iletişimi gözlemledi ve bu durumun daha çok devamsızlığa ve Morten'da yara ve berelerin oluşmasına sebep olduğunu gördü. Morten bu yara ve bereleri açıklayamasa da babasının bazen çok içtiğini söyledi. Ebeveynlere yapılan telefon aramaları cevapsız kaldı ve ebeveynlerle bağlantı kurulamadı. Katılımcılar Morten'in ihtiyaçlarına Hiim ve Hippe'in didaktik ilişkiler modelini kullanarak yansıtmayı yaptı.

Litvanya'dan İyi Kapsayıcı Eğitim Uygulama Örnekleri

Örnek Olay Çalışması (1): Bir Günlük Bakım Merkezindeki Kapsayıcı Uygulamalar

Vilnius'taki Kirtimai Roma yerleşiminde yaşayan 378 kişinin %48'i 18 yaşın altındaki çocuklardır. Roman çocukların okulda deneyimlediği düşük öz-güven, sosyal becerilerin eksikliği, okulda başarısızlıklar, zorbalık, öğretmenlerin olumsuz tutumları ve diğer problemler gibi faktörler eğitimlerinin birinci veya ikinci yılında çoğunlukla okulu bırakmalarına sebep olmaktadır. 2009'dan beri Kirtimai yerleşiminde yaşayan Roman çocuklar için çalışan bir grup gönüllü çocukların okuldan erken ayrılmalarını engellemeye çalışmaktadır. Sonuç olarak bu gönüllüler, çocuklar ve okulları arasında daha güçlü bir bağ kurabilmek için küçük bir okul sonrası ve günlük bakım merkezi açmaya karar verdiler. Bu merkez hem Kirtimai'den Roman çocukları hem de bu merkezin bulunduğu Vilnius'un Naujininkai bölgesinde yaşayan çocukları kabul etmektedir.

Merkezdeki gönüllüler Roman çocukların ödevlerine ve gerekli okul ihtiyaçlarına erişim sağlamalarına yardım etmektedir. Burada çocukların sosyal becerilerini geliştirme amacı güden okul sonrası etkinlikler de düzenlenmektedir. Öğretmenler ve ebeveynler arasında yakın bir ilişki sağlanmıştır. Proje girişimcilerine göre günlük bakım merkezine devam eden çocuklar okulda daha iyi bir performans göstermektedir. Buna rağmen günlük bakım merkezi ve okula devamı etkileyen ev koşulları ile ailelerin aşırı yoksulluğu gibi yapısal sorunlar çözüme ulaşmadığından okuldan erken ayrılma riski hala yüksektir. Merkezde çalışan çocuklar, ebeveynler, öğretmenler, sosyal çalışanlar, Roma'daki hükümet dışı organizasyonlar, farklı

bölgesel ve eyaletsel kurumlar arasındaki iletişimi ve işbirliğini teşvik etmeye çalışmaktadır. Roman çocukların başarılı bir şekilde kapsanmasını sağlamak için bu ekip çocukların iyi oluşuna, davranışlarına, duygularına, hislerine ve gelişimin farklı alanlarındaki erişilerine bütüncül bir yaklaşımla yaklaşmaktadır. Ekip üyeleri aynı zamanda tüm uzmanları, ebeveynleri ve çocukları da kapsayacak sürekliliği olan bireysel yansıtma ve grupla yansıtma yapmaktadır. Ekip üyeleri her çocuğun evdeki durumunu ve onun yeteneklerini öğrenmeye çalışmaktadır. Eğitimin içeriği, materyaller, yöntemler ve ödevler her çocuğun ihtiyaçlarına ve gelişim hızlarına uygun biçimde adapte edilmektedir.

Örnek Olay Çalışması (2): Lukas, 3 yaşında bir erkek çocuk.

Lukas'ın gelişimi için anaokulunda olumlu koşullar yaratıldı. Lukas duyma problemi yaşayan 3 yaşında bir erkek çocuğudur. Öğretmenler Lukas'ın ihtiyaçlarını karşılamak için sadece kendi aralarında değil aynı zamanda Lukas'ın ebeveynleri ve işitme pedagogu ile birlikte hareket etmektedir. Bu örnek olayda iki tür işbirliği vardır: disiplinler arası ve disiplinler ötesi. Tüm eğitim katılımcıları arasındaki iletişim açık ve temizdir. Öğretmenler çocuklar ve ebeveynler ile profesyonel bir şekilde iletişim kurar. Başarılı bir kapsayıcı eğitim uygulaması için öğretmenler çocuğun iyi oluşu, davranışı, duyguları, hisleri, erişileri ve özellikle de sözel iletişimine bütüncül bir yaklaşımla yaklaşır. Öğretmenler sürekli olarak tüm uzmanları, ebeveynleri ve çocukları çalışmalara dâhil ederek bireysel yansıtma ve grupla yansıtma yapar. Öğretmenler her çocuğun sosyal ve etnik altyapısını, kültürünü ve yeteneklerini öğrenmeye çalışır. Kapsayıcı eğitimi uygulamak için bilgiyi göz önünde bulundururlar. Çocuğun biricikliği bir problem olarak değil bir olanak olarak algılanır. Eğitimin içeriği, materyaller, yöntemler ve ödevler her çocuğun ihtiyaçlarına ve gelişim hızlarına uygun şekilde adapte edilmektedir.

Türkiye’den İyi Kapsayıcı Eğitim Uygulama Örnekleri

Örnek Olay Çalışması (1) : 6 yaşında bir erkek çocuk, Mert.

Mert 6 yaşında, Dikkat Eksikliği ve Hiperaktivite tanısı konulmuş bir çocuktur. Mert odaklanma, dikkatini toplama ve davranışlarını kontrol etmede zorluk ve hiperaktivite sorunu yaşamaktadır. Kapsayıcı bir eğitim ortamında Mert’in ihtiyacı olan örgütlenme, akademik ve yaşam becerileri, iletişim, sosyal etkileşim ve davranış yönetimi konularında alacağı ek destektir.

Bu iyi uygulama için Mert’i kendi okul ortamında gözlemleyerek öğretmeni ve okul yöneticileri ile görüşmeler yaptık. Okulun doğal ortamında çocukların ihtiyaçlarını ortaya koyabilecek bir video hazırladık. İlk önce katılımcılara video ile ilgili sorular yönelttik ve bu örnek olayda uygulanan kapsayıcı eğitimin anahtar kavramlarından biri olan adaptasyonlara yönelik fikirlerini sorduk.

İkinci olarak Mert, Mert’in ikiz kardeşi, öğretmen, ebeveyn ve okul yöneticisi gibi roller verdiğimiz katılımcılarla bir drama etkinliği tasarladık. Katılımcılardan verilen durum ve öğretmenin yaptığı adaptasyonlar ile ilgili düşünmelerini istedik. Böylece katılımcılar uygulamanın olumlu ve olumsuz yönlerini değerlendirme fırsatı bulmuş oldular.

Üçüncü olarak da katılımcılar fikirlerini sundu ve kapsayıcı eğitimin bu modelde yer alan diğer 5 anahtar kavramın sunulan örnek olayda nasıl işin içine katılabileceğini açıkladılar.

Örnek Olay Çalışması (2): 5 yaşında bir erkek çocuk, Abdurrahman.

Abdurrahman 5 yaşında, Irak'ta doğmuş bir erkek çocuktur. Abdurrahman babasını bir bomba saldırısında kaybettikten sonra 4 yaşında iken annesi ile birlikte Türkiye'ye göç etmiştir. O ve ailesi Türkiye Cumhuriyeti Göçmen Bürosu'ndan destek almaktadır. Aile Göçmen Bürosu tarafından Balıkesir iline yerleştirilmiş ve tüm resmî işleri yerleştirildikleri yerel yönetime bağlı göçmen bürosuna aktarılmıştır.

Göçmen çocuklar birçok özel eğitsel ihtiyaç ve durumla karşılaşmaktadır. Bunlar:

- ❖ yoksulluk,
- ❖ yeni bir dil öğrenme zorluğu,
- ❖ yeni sosyal normlara ve yeni bir kurumsal çevreye ayak uydurmaya çalışırken duygusal stresle başa çıkma,
- ❖ yeni bir ülkede önyargı ve ayrımcılıkla karşı karşıya gelme,
- ❖ geldikleri ülkede dağılan toplum ve bozulan aile bağlarını telafi etmelerine yardımcı olacak yetersiz sosyal destek ve
- ❖ savaşa bağlı olarak yaşadıkları travma ve psikolojik hasar için gerekli desteğin olmaması.

Söz konusu çeşitli zorluklarla başa çıkmak için okul, hükümet ve gönüllü organizasyonlar tarafından yapılacak birtakım eylemlere ihtiyaç vardır. Bu örnek olay çalışmasında Abdurrahman'ın hikâyesi yönergeler içeren animasyon şeklinde görsel bir araçla sunulmuştur. Katılımcılar daha sonra "Adaptasyon Ormanında Yolunu Bul" isimli bir oyun oynayarak Abdurrahman'ın durumu ile ilgili düşünme, karar verme ve hatta eyleme geçme fırsatı bulmuşlardır.

Portekiz’den İyi Kapsayıcı Eğitim Uygulama Örnekleri

Örnek Olay Çalışması (1): Daniel, 3 yaşında bir erkek çocuk.

Daniel 3 yaşında bir erkek çocuğudur. Down sendromu ile dünyaya gelmiştir. Daniel ‘karmaşık ihtiyaçlara’ sahip olarak nitelendirilebilir. Motor ve bilişsel gelişiminde gecikme yaşanmakta, konuşmamakta ve yürümemektedir. Bunun dışında ebeveynlerini endişelendiren görme ve kalp ile ilgili fiziksel komplikasyonları da mevcuttur. Daniel’in birçok alanda terapiye, evde eğitim desteğine ihtiyacı olduğundan dolayı ebeveynleri farklı uzmanlarla mücadele etmekte ve sıklıkla birbiri ile çelişen tavsiyeler almaktadır. Daniel’in içinde bulunduğu gruba gittikçe daha az katılım sağlıyor olması anaokulu öğretmenini -birçok uzmanla çalışması mümkün olmadığı için- oldukça endişeli ve çaresiz hissettirmektedir.

Daniel’in ebeveynleri Erken Müdahale ekibinden destek istediler. Değerlendirmeyi planlama ve müdahale tüm ekip üyelerinin katılımı ile gerçekleşecek, bilgi paylaşımı zorunlu bir işti ve müdahaleyi mümkün olan en uygun biçimde gerçekleştirdiler. Böylece sadece iki uzman Daniel’in ve ailesinin ihtiyaçlarını değerlendirmek üzere Daniel’in evine gitti. Daha sonra bir ekip üyesi vaka yöneticisi olarak belirlendi ve birincil sağlayıcı sistemi işe koşuldu. Bu durum uzmanın ve ebeveynlerin birlikte çalışması ve giderek artan bir biçimde yaklaşmasına olanak sağladı. Sonrasında bu vaka, anaokulu öğretmeni ile eş zamanlı öğretmenlik yapılarak, Daniel’in grubunda ve günlük rutinindeki işleri birlikte planlayarak anaokulu ortamında çalışılmaya başlandı. Rutinleri, günlük yaşamı ve öğrenme fırsatlarını keşfederek ebeveynlerin ve bakımı üstlenen diğer önemli kişilerin güçlendirilmesi ve yetkilendirilmesi erken müdahale ekibinin ana hedefiydi. Ekibin karar verdiği müdahale planı diğer becerileri, bütünleştirilmiş ihtiyaç yönelimli ve çocuk-aile merkezli bir yaklaşımı desteklediği için oldukça geniş olanaklar içermektedir. Bu yaklaşım aile ve özel eğitim öğretmeni arasında yakın bir

işbirliği anlamına gelmenin yanı sıra diğer ekip üyeleri ile etkileşim, bilgi-beceri havuzu oluşturma ve değiş tokuşu yapma ve işbirliği halinde çalışma olanağı sağladı. Açıkcası bu durum Daniel'e faydalar sağlarken ailesine huzur getirdi.

Örnek Olay Çalışması (2): Samuel, 7 yaşında bir erkek çocuk.

7 yaşındaki Samuel sosyal etkileşimini, iletişimini, ilgilerini ve davranışını etkileyen Otistik Spektrum Bozukluğuna sahiptir.

Samuel ana akım ilkokuluna başladığında ortamda bulunan herkes için başarılı bir çevre ve iyi deneyimler yaratmak üzere çok çeşitli destekler sağlandı. Seçilen yaklaşımlardan biri kapsayıcı eğitim ortamındaki genel ve özel eğitimcilerin ekip çalışmasıyla öğretime işbirlikli bir yaklaşım sergilenmesiydi. Bu eş öğretmenlik modeli iki uzmanın sınıf içinde tüm öğrencilerle (Samuel gibi özel ihtiyacı olan ve tipik ihtiyaçlara sahip diğer çocuklar için) ortaklaşa akademik müdahale yapmalarını gerektirmekteydi.

Öğretmenler sahip oldukları öğretim becerilerinin güçlü ve zayıf yanları ile ilgi ve tutumları gibi profesyonel becerilerine aşina olmak için birarada çalışmaya başladılar. Etkili bir takım olmak için her ikisi de planlama, öğretim ve değerlendirmenin tüm aşamalarında etkileşim halinde olabildiğince eş ortaklar şeklinde çalıştılar. Ayrıca çocuğun güçlü yanlarını ve ilgilerini belirleyip bunları Samuel'in eğitim programı ile bütünleştirdiler.

Hollanda'dan İyi Kapsayıcı Eğitim Uygulama Örnekleri

Örnek Olay Çalışması (1): “Abel’in Keki”, Dünya, 8 yaşında bir kız çocuk.

Yetişkinler özellikle de okul veya kreş çevrelerinde çocuklarla düzenli biçimde konuşmazlar. Aslında çocuklarla konuştuklarını ancak ‘gerçek’ konuşmalarda bulunmadıklarını söylemek daha doğru olur. Gerçek bir konuşma, gerçek bir iletişim bazı esaslara dayanır:

- ❖ Katılımcıların birbirleriyle ilişkisi olmalıdır.
- ❖ Birbirlerine gerçek anlamda ilgi duymalı ve çocuğun deneyim dünyası ile ilişki kurulmalıdır.
- ❖ Sorular açık biçimde ifade edilmelidir.
- ❖ Cevaplar dinlenmelidir.
- ❖ Beden dili iyi olmalıdır.

Öğretmenler genellikle öğrencilerin okul başarısızlığı ya da daha da kötüsü ebeveynlerin boşanması gibi daha hassas konularda öğrencileri ile konuşmak zorunda kalırlar. Bunlar genellikle çocukların üzerinde pek konuşmak istemedikleri konulardır. Bu nedenle söz konusu konuşmaları çocuklar için memnuniyetsiz bir deneyim olmayacak biçimde düzenlemek oldukça önemlidir.

Bu örnek olay çalışmasında bir çocuk ve bir yetişkin arasında hamur işi yaparken geçen bir konuşma videosu izleyeceğiz. Bu pişirme sürecinde yetişkinin çocukla olumlu bağlantılar kurduğunu göreceksiniz. Yetişkinin sormuş olduğu sorular sadece açık sorular değil, aynı zamanda sorma biçimi olarak da açık ve akıcıdır. Konuştukları konu oldukça güç olmasına rağmen

çocuk, oldukça istekli ve neşeli bir şekilde sorulara cevap veriyor. Bu iyi bir uygulama modelidir.

Örnek Olay Çalışması (2): ‘Çocuklarla Yaratıcı İletişim’

Bir çocuğun hayatına girme, onun fikir ve düşüncelerine açık olmanın yanı sıra çocuklarla iletişim kurmak için önemli bir ön koşul vardır: Gelişim düzeyiyle aynı eksende olma. Bu yaklaşımı küçük çocuklarla kullanarak gelişimsel anlamda daha uygun iletişim kanallarını bilinçli bir şekilde kullanmanın yollarını araştırabilirsiniz.

Bu örnek olay çalışmasında genç çocuklar için çok uygun iyi örnekleri göreceksiniz. Çünkü yaklaşımlar farklı yaş grupları ile uygun biçimde ilişki kurulacak nitelikte oluşturulmuştur. “Çocuklarla yaratıcı iletişim” aktiviteleri sabit/sabit bir yöntem değildir. Çocuğun yaşına ve düzeyine göre farklı çalışma kağıtları kullanabilirsiniz. Çalışma kâğıtları ya öğretmen ile ya da daha iyisi çocuk ile çalışılabilir. Çizim, kurgu, oyunlar (dijital de olabilir) ve dil yolu ile iletişime geçmek dikkat çekicidir. Bir yemek yapma aktivitesi bile eklenebilir çünkü pasta hamuru ile eğlenmekten daha eğlenceli ne olabilir?

Belçika’dan İyi Kapsayıcı Eğitim Uygulama Örnekleri

Örnek Olay Çalışması (1): 4 yaşında bir erkek çocuk, Thomas.

Thomas tüm zamanını keşfetmeye ve bir şeyleri gözlemlemeye harcayan 4 yaşında bir çocuktur. Thomas odaklanma zorluğu yaşamaktadır.

Bu iyi uygulamada öncelikle katılımcıları çocuğun ihtiyaçlarını öğretmenin gözünden değil de çocuğun gözünden gözlemleyebilecek şekilde çalıştırdık.

İkinci olarak ise katılımcıların Thomas'ı sınıf içerisinde gözlemleyerek 'iyi oluş'a dair işaretleri görebilmeleri için çalıştırdık. Eğlence, doğallık, açıklık, rahatlık, iç huzur ve canlılık buradaki göstergeler olarak ele alındı. Bağlam, bireysel beceriler ve özgüven gibi iyi oluşa etkisi olan faktörler tartışıldı.

Bağlantılılık Thomas'ın durumu ile ilgili etkinlikte tartışıldı ve aynı zamanda katılımcı görüşlerinin alınmasıyla da daha açık bir biçimde ele alındı. Daha sonra katılımcılar odaklanma, kararlılık, açıklık ve doğruluk, yoğun zihinsel etkinlik, motivasyon ve doyum ve keşfetme dürtüsü gibi diğer işaretlere bakarak çocuğun katılımını gözlemlediler.

Katılımcılar, iyi oluş ve katılımın bağlantılılığın yansıtılmasına ilişkin gözlemlerinden çocuğun öğrenme ortamına nasıl adapte olacağına karar vermek için çocuğun ihtiyaçlarına odaklanırlar.

Çalıştayın sonunda katılımcılar çocuğun farklı becerilerini görebilirler. Yansıtma ve etos (inançlar-değerler) gibi bu modeldeki diğer anahtar kavramlar da bu uygulamayla oldukça iyi biçimde bütünleşmektedir. Bu çalıştayda film ve fotoğraflarla desteklenmiş dijital sunum tekniği kullanılmaktadır.

Örnek Olay Çalışması (2): 10 yaşında bir erkek çocuk, Julien.

Julien 10 yaşında, müzik ve hikâye anlatmada yetenekli bir erkek çocuktur. Julien ışığı ve karanlığı görmektedir. Bazen de gölgeler görmektedir. 10 yaşında bir çocuk seçmemizin sebebi ise kendi hayat hikâyesini kendi ağzından duymanın etkili bir yol olduğunu düşünmemizdir.

Bu iyi uygulamada öncelikle katılımcılardan Julien'in iyi oluşunu, katılımını ve bağlantılılığını gözlemlmeleri beklenen bir film izlemeleri istenmiştir. İkinci olarak Julien'in sahip olduğu diğer yeteneklere odaklanmaları istenmiştir. Daha sonra katılımcılardan adaptasyon anahtar kavramının Julien'in sınıf içindeki ve sınıf çevresindeki ihtiyaçları ile nasıl ilişkili olduğunu göstermek amaçlanmıştır.

İletişim, etos (inançlar-değerler) ve yansıtma bu anahtar kavramla bütünleştirilmiş diğer kavramlardır.

İngiltere'den İyi Kapsayıcı Eğitim Uygulama Örnekleri

Örnek Olay Çalışması (1): Evie, 6 yaşında bir kız çocuğu ve Johnny, 3 yaşında bir erkek çocuğu.

Evie 6 yaşında bir kız çocuğudur ve Johnny 3 yaşında bir erkek çocuğudur. İki çocukta da Down Sendromu vardır. Bu örnek olay çalışması her iki çocuğun ve onların bakımını üstlenenlerin İngiltere'de bulunan 'Down Sendromlu Çocuklar Eğitim Merkezi' isimli bir yardım kuruluşundan aldıkları desteği incelemektedir.

Bu örnek olay çalışmasında işbirliği halinde çalışan bir ana akım ilkokulunu, bağımsız bir kreşi, yerel bir Çocuk Merkezini, yardım kuruluşunu ve çocukların ailelerini göreceksiniz. Yerel sektör (ana akım ilkokul ve Çocuk Merkezi) ile özel sektör (kreş) ve bağımsız yardım kuruluşu (Down Sendromlu Çocuklar Eğitim Merkezi) arasındaki bu işbirliği modeli İngiltere hükümetinin teşvik ettiği bir modeldir. Bu örnek olay çalışması işbirliğinin çocukların ihtiyacı olan ve tek başına bu organizasyonların herhangi biri ile elde edemeyecekleri

desteğe erişmelerinin nasıl mümkün olduğunun altını çizmektedir. Birbirinden oldukça farklı bireyler olmalarına rağmen Evie ve Johnny, Down Sendromuna bağlı olarak benzer zorluklar yaşamaktadır.

Evie'nin hikâyesinde ana anahtar kavram işbirliği iken Johnny'nin hikâyesinde iletişim ele alınmıştır -ancak bu örnek olay çalışmasında bulunabilecek daha fazla anahtar kavram var mıdır diye düşünmenizi istiyoruz-.

Örnek Olay Çalışması (2): Aiden, 8 yaşında bir erkek çocuk.

Bu örnek olay çalışması 8 yaşındaki Aiden ile ilgilidir. Aiden 5 yaşına kadar başka bir ana akım okulda öğrenim görmüştür. Aiden bu okula devam ederken ebeveynlerine her gün yapmış olduğu uygunsuz davranışlar bildirilmiş ve bu da sıklıkla diğer ebeveynlerin yanında yapılmıştır. Ebeveynler Aiden ile ilgili aldıkları mesajların oldukça olumsuz olduğunu ve okulun sahip olduğu inanç-değerler sisteminin (etosunun) kapsayıcı olmadığını duyumsamıştır. Aiden dışlanma riski ile karşılaşmış ve bu durum ebeveynlerini oldukça endişelendirmiştir. Aiden'in ebeveynleri onu yakınlarda başka bir ilkokula göndermeye karar vermiştir. Aiden şu an kabul sınıfına katıldığı yıldan beri devam ettiği ilkokulun 4. sınıfına gidiyor. Başladığından beri ebeveynleri Aiden'in okulun tamamen kapsanan bir üyesi olduğunu belirtiyorlar.

Aiden klinik psikologlar tarafından 6 yaşındayken Asperger Sendromu tanısı aldı. Aiden akademik olarak yetenekli olsa da sosyal etkileşimler ve iletişimle ilgili zorluklar yaşamaktadır. Güçlü yanları matematik ve özellikle de sayılar ve örüntülerdir. Aiden İngilizce ve diğer derslerde sorulara cevap vermekte ve düşüncelerini sözel olarak tanılamakta gayet başarılıdır ancak yazmaya sıklıkla direnç göstermektedir. Aiden otistik spektrum durumu ve başa çıkma stratejileri hakkında bilgili ve becerili bir sınıf öğretmenine sahiptir. Ayrıca farklı dersler için de farklı öğretmenleri bulunmaktadır. Öğretmenleri Aiden için günlük olarak plan yapmakta ve birbiriyle işbirliği halinde çalışmaktadır. Bu örnek olayın odaklandığı ana anahtar kavramlar iletişim ve işbirliğidir. Siz başka anahtar kavramlar da bulabilirsiniz.



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Inclusief onderwijs in Turkije

Definitie

Beleid en implementatie: buitengewoon onderwijs in Turkije focust eerder op integratie dan op inclusie. Nochtans vormt het onderwijs van kinderen met een beperking een belangrijk onderdeel van inclusief onderwijs in Turkije. Er bestaan veel obstakels in de onderhandelingen voor het creëren van een onderwijssysteem voor kinderen met speciale behoeften. Eerst en vooral is er de moeilijkheid betrouwbare en systematische gegevens over deze kinderen te verzamelen. Gegevens tonen aan dat een aanzienlijk aantal kinderen met speciale behoeften niet in het onderwijssysteem is opgenomen.

Alfabetisering en afstudeergegevens suggereren ook dat vrouwen met speciale behoeften meer benadeeld zijn dan mannen. Deze situatie is een treffend voorbeeld van benadeling op basis van geslacht. In Turkije krijgen kinderen met speciale behoeften onderwijs in drie categorieën. Het minst beperkende onderwijstype voor deze kinderen is voltijds gewoon onderwijs. In scholen voor gewoon onderwijs wordt onderwijs in speciale klaslokalen gezien als de gemiddeld beperkende categorie. Het meest beperkende onderwijs wordt gegeven in scholen voor buitengewoon onderwijs, die meestal opgericht zijn voor kinderen met gelijkaardige specifieke behoeften. Internaten voor buitengewoon onderwijs, alhoewel ze beperkter zijn in aantal, zijn de meest beperkende van alle categorieën.

Het aantal kinderen dat buitengewoon onderwijs kan volgen in basis- en secundair onderwijs blijft jaar na jaar stijgen. In Turkije zijn er 'Guidance and Research Centers' die toetsen uitvoeren en de behoeften van het kind bepalen, alsook bepalen welke onderwijsinstelling het best kan voldoen aan

de behoeften van het kind. Dit diagnoseproces is tegenwoordig beperkt qua beschikbare specialisten, diagnosetools en -materialen. Bovendien brengen recente studies door UNICEF en het Ministerie van Onderwijs in Turkije aan het licht dat er verbetering nodig is bij het diagnosticeren van kinderen met een beperking en speciale behoeften op jonge leeftijd.

Lerarenopleiding

Behoeften en uitdagingen: er zijn in Turkije veel ontwikkelingen nodig om een inclusief onderwijssysteem voor kinderen met diverse speciale behoeften te creëren. Bij deze ontwikkelingen moeten goede internationale praktijkvoorbeelden en internationale en nationale wetten in beschouwing worden genomen. Deze goede praktijkvoorbeelden tonen aan dat verschillende belanghebbenden, zoals studenten, leerkrachten, ouders en schooldirecties moeten samenwerken om inclusief onderwijs mogelijk te maken.

Inclusief onderwijs in Engeland

Definitie: Kinderen en jongeren met en zonder beperking leren samen in gewone opvanginitiatieven, scholen, colleges en universiteiten met gepaste ondersteuningsnetwerken' (Centre for the Study of Inclusive Education, 2001:1)

Beleid en implementatie: Het begrip 'inclusie' werd voor het eerst gebruikt in het Warnock Report (1978) dat een verschuiving signaleerde van het medisch model van beperkingen naar het sociale model. Aansluitend ondersteunt de wetgeving rond beperkingen, vooral de Special Needs and Disability Act (Groot - Brittannië, 2001), het internationaal (UNESCO, 1994) en nationaal beleid. De Act maakte het voor scholen en omgevingen

onwettig kinderen met speciale behoeften en beperkingen uit te sluiten. DfES (2004a) tekende vier krijtlijnen uit: vroege interventie, wegnemen van barrières voor leren, verwachtingen en prestaties verhogen, en verbeteringen via samenwerkingsverbanden mogelijk maken. Deze overkoepelende aanpak is ook expliciet aanwezig in alle curriculumdocumentatie. De 'Every Child Matters' (DfES, 2004b) agenda leidde tot een grotere samenwerking tussen partnerorganisaties. En die agenda leidde er ook toe dat het kind op een holistische manier bekeken wordt in plaats van onderwijs, gezondheid en sociale behoeften apart te beschouwen.

De Code of Practice (DfE, 2014) stippelde een duidelijk gepersonaliseerd parcours uit voor kinderen met extra behoeften. De Code focust duidelijk op het activeren van de behoeften van het merendeel van de kinderen binnen het gewoon onderwijs. In Engeland hebben ouders van kinderen met extra behoeften veel inspraak in het beslissingsproces bij het bepalen van de behoeften van hun kind en de manier waarop er aan kan worden verholpen.

Initiële lerarenopleiding: De lerarenopleiding in Engeland is ofwel op bachelorniveau ofwel op postgraduaatniveau. De Teachers' Standards (DfE, 2012) stippelen duidelijke verwachtingen uit over de vaardigheden waarover elke leerkracht zou moeten beschikken. Standard 5 verwijst naar de vaardigheid van de leerkracht om 'het lesgeven aan te passen om aan de sterktes en behoeften van *alle* leerlingen tegemoet te komen'. De initiële lerarenopleiding wil ervoor zorgen dat pas afgestudeerde leerkrachten de behoeften van alle leerlingen duidelijk begrijpen, waaronder die van kinderen met speciale onderwijsbehoeften. Inclusie is het hoofdconcept waarvan de ontwikkeling van de student doordrongen is. Het is ingebouwd in ITT en er niet op vastgeschroefd.

De uitdagingen: Inclusie moet worden ondersteund door een ethiek of een filosofie waarbij verschillen worden aanvaard, met aandacht voor mensenrechten, inzet voor gelijke toegang tot kwaliteitsvol onderwijs en

ondersteuning voor leerbehoeften in de klasgroep. In principe wordt dit idee door de onderwijsgemeenschap gedragen. De aard en de complexiteit van de behoeften waar leerkrachten gewoon onderwijs mee zouden moeten overweg kunnen, is echter heel uitgebreid. Veel leerkrachten vinden dat hun opleiding hen niet voldoende voorbereidde op die uitdagingen. In het huidige klimaat van beperkte schoolbudgetten, is de mogelijkheid kinderen met extra fysieke, sociale en emotionele behoeften te ondersteunen een uitdaging.

Inclusief onderwijs in België (Vlaanderen)

Definitie: inclusief onderwijs is onderwijs waarbij kinderen met speciale onderwijsbehoeften op een school voor gewoon onderwijs zitten met aanpassingen en extra ondersteuning. Een onderwijsbehoefte is een didactische of pedagogische behoefte van de leerling die een vlot leerproces van het kind in de weg staat. Een onderwijsbehoefte is een onderwijskundige vertaling van het psychologisch concept van leerbelemmeringen. Dit zijn vaardigheden waar de kinderen in mindere mate over beschikken. Dit levert problemen op voor hun ontwikkeling.

Beleid en implementatie: Het beleid in Vlaanderen evolueert naar meer inclusie. Het nieuwe beleid (sinds 2009) gaat uit van de onderwijsbehoeften van de kinderen en niet van hun beperkingen. Het **M-decreet** dat door het Vlaams Parlement op 21 maart 2014 werd goedgekeurd, staat voor 'Maatregelen voor leerlingen met speciale onderwijsbehoeften (SEN)'. Het regelt de manier waarop het Vlaams onderwijssysteem omgaat met leerlingen die moeilijkheden ondervinden bij het volgen van de algemene lessen in een school voor gewoon onderwijs, door een handicap, een beperking of een stoornis. Het beveelt aan te investeren in een brede

basiszorg en aangepaste maatregelen en redelijke aanpassingen te implementeren. Er zijn zes beleidsdoelen: eerst gewoon onderwijs, dan pas buitengewoon onderwijs; het recht op redelijke aanpassingen; het recht zich in te schrijven in een school voor gewoon onderwijs; nieuwe schooltypes voor buitengewoon onderwijs; nieuwe toelatingsvoorwaarden in scholen voor buitengewoon onderwijs; ondersteuning voor gewoon onderwijs. Specifieke pedagogische en administratieve maatregelen voorzien door het M-decreet zien de 'visie op zorg' niet als een opvangnet, maar als een startpunt. Deze visie heeft zes principiële ideeën: een brede definitie van zorg, een bredere visie op zorg en differentiatie, een preventieve en remediërende component (de principes van het Universal Design for Learning), een gedeeld zorgbeleid gedragen door het schoolteam, met betrokkenheid van het kind en de ouders, een 'zorgcontinuüm' en geïntegreerde zorg.

Teacher Education: De initiële lerarenopleiding duurt 3 jaar en is op bachelorniveau. Studenten kunnen zich in verschillende thema's specialiseren tijdens een banaba opleiding. Op VIVES krijgen ze tijdens 3 jaar bachelor een systematische inleiding op dit zorgcontinuümmodel en ervaren ze inclusie tijdens hun stage. De nood aan integratie van de zorg is het grootst in de opleiding voor leerkracht secundair onderwijs. VIVES biedt ook een banaba 'zorgverbreding en remediërend leren' en een banaba 'speciale onderwijsbehoeften' aan. Verschillende organisaties bieden hierrond nascholing en meer specifiek over de implementatie van het M-decreet.

Behoeften en uitdagingen: Omdat het M-decreet nieuw is, vraagt de implementatie vorming in scholen en het organiseren van nascholing. Er blijven veel vragen over de verschillende niveaus van de betrokken scholen en organisaties. Het ministerie heeft een beperkt budget en daardoor vormt de implementatie van het M-decreet een uitdaging voor de scholen. Het is niet altijd evident om manieren te vinden om het zorgcontinuüm zonder extra budget te integreren. Het M-decreet wil meer inclusie stimuleren. Daarom moeten nieuwe leerkrachten en de maatschappij klaargestoomd worden om met diversiteit om te gaan. Er is een mindshift nodig.

Inclusief onderwijs in Denemarken

Definitie Het doel van inclusie is kinderen in een sociaal voordelige omgeving te introduceren en te houden, zodat kinderen met speciale behoeften geen exclusie moeten ervaren. Kinderen krijgen les in een gewoon klaslokaal en krijgen relevante hulp en ondersteuning van de leerkracht. Het doel van inclusie is het engagement van studenten als een meewerkend deel van de academische en sociale eenheid te vergemakkelijken. En om academische vooruitgang te verzekeren terwijl het welbevinden van de student goed blijft.

Beleid De inclusieve initiatieven van de Deense regering, gebaseerd op de Salamanca Declaration en de UN Declaration over beperkingen en op onderzoeksrapporten uit 2010 met betrekking tot buitengewoon onderwijs. Het Ministerie van Financiën stelde deze rapporten op na onderzoek van de kwaliteit en de kosten van onderwijs en van activiteiten in schoolsystemen in het algemeen met speciale aandacht voor *Folkeskolen*. De University of Aarhus en SFI, het Danish National Center hebben de ontwikkeling van inclusie in elke gemeente in Denemarken verzorgd, voor Social Research. Alle gegevens worden verzameld en gestructureerd in een rapport dat op het einde van het jaar in elke gemeente verspreid wordt.

Dit werk focust op inclusie en probeert segregatie in professioneel pedagogische werkomgevingen te elimineren. In overeenstemming met de Salamanca Declaration is het onderzoek gebaseerd op het idee dat elk kind het recht heeft deel uit te maken van zijn gemeenschap, ondanks beperkingen of negatieve sociale omstandigheden waarin het leeft.

Implementatie Data uit een SFI rapport (2015) belichtten dat de inclusie sterker was wanneer:

- ❖ instellingen met een systematische benadering van de praktische implementatie van inclusie werkten
- ❖ er toegang was tot pedagogische geschoolde personen binnen de respectievelijke gemeenten
- ❖ het personeel een academisch goedgekeurde achtergrond heeft
- ❖ er duidelijke en doeltreffende ouder-leerkracht pedagogisch professionele relaties bestaan
- ❖ gemeenten expliciet op inclusie focussen

Binnen de Deense gemeentes:

- ❖ 98 % van de onderwijsconsulenten zegt dat inclusie een taak is voor de dagopvang
- ❖ 83 % beweert een implementatiestrategie te hebben
- ❖ 59 % beweert een kant-en-klaar inclusieconcept om mee te werken te hebben.

Behoeften en uitdagingen Volgens de University of Aarhus en SFI, belicht het rapport uit 2015 dat:

- ❖ 50 % van de sociale opvoeders zegt dat er kinderen zijn die onderwijskansen missen omdat ze zelden deelnemen aan sociale gemeenschappen met andere kinderen
- ❖ 29 % van de sociale opvoeders heeft de laatste 10 jaar geen onderwijslessen gekregen om hun competenties om met inclusie te werken te verbeteren
- ❖ 50 % van de werknemers in instellingen werd verdere coaching om inclusie te ontwikkelen aangeboden
- ❖ 86 % zegt dat ze ondersteuning van een interdisciplinair team zoals 'PPR' kregen ('Police/Psychologist/Counselor')
- ❖ 67 % zegt dat ze met de onderwijsadviseur van de gemeente samenwerken

Inclusief onderwijs in Litouwen

Definitie: In Litouwen wordt Inclusief Onderwijs gedefinieerd als het proces waarbij kwalitatief onderwijs voor alle kinderen wordt gegarandeerd. De aandacht wordt gefocust op verwachtingen van een kind en zijn ouders, op bijzonderheden van de behoeften van elk kind, op nood aan speciale hulp en speciale diensten. Er wordt ook naar gestreefd dat kinderen niet buiten het onderwijssysteem vallen (Actieplan voor de ontwikkeling van inclusief onderwijs voor de periode van 2014-2016; goedgekeurd door het Ministerie van Onderwijs en Wetenschap, 2014-09-05).

Beleid: Inclusief Onderwijs in Litouwen is vooral gebaseerd op internationale documenten: de VN conventie voor kinderrechten (1989), de Salamancaverklaring en Aanbevelingen voor de verbetering van speciaal onderwijs (1994) bijvoorbeeld. De belangrijkste wettelijke documenten die onderwijs voor kinderen met SEN in Litouwen regelen, zijn de volgende:

De Law on the Social Integration of the Disabled (1996) - mensen met een beperking hebben recht op werk, studie en opleiding. Los van de oorzaak, het karakter en de graad van hun beperking hebben ze dezelfde rechten als de andere inwoners van de Republiek van Litouwen.

De Wet op Onderwijs van de Republiek van Litouwen (2011) - onderwijs voor speciale behoeften is voorzien door alle verplichte en uitgebreide onderwijsprogramma's. Om aan de behoeften van de kinderen tegemoet te komen, moeten deze programma's worden gewijzigd of aangepast. Ofwel

moeten er nieuwe speciale onderwijsprogramma's worden gecreëerd en moet er extra hulp worden voorzien.

Implementatie van het beleid: Inclusief Onderwijs in Litouwen wordt hoofdzakelijk gezien als de inclusie van kinderen met niet-standaard mentale en/of fysieke vaardigheden in gewone school- en klasstructuren. Recent werd het concept 'speciale behoeften' uitgebreid en werd het een overkoepelende term voor kinderen met leerproblemen van welke aard dan ook, waarbij er ook rekening gehouden wordt met de sociale of etnische achtergrond van het kind.

De leerkracht van het kind doet de initiële ontdekking van de behoeften van het kind. De leerkracht brengt de ouders hiervan op de hoogte en pas daarna kan er een initiële evaluatie van de speciale onderwijsbehoeften van het kind door specialisten gebeuren. Deze specialisten geven aanbevelingen aan de ouders en aan de school van het kind over welke speciale hulp en welk speciaal onderwijsplan of -programma er moet worden geïmplementeerd. En ook over welke speciale voorzieningen er moeten worden getroffen om het leer- en onderwijsproces van het kind te ondersteunen.

Behoeften en uitdagingen: Door het homogeen karakter van de onderwijscultuur, wordt ze gekenmerkt door een gebrek aan interculturele oriëntatie en wordt er geen rekening gehouden met sociale -, etnische - en genderfactoren. Bovendien beschikt het personeel over onvoldoende vaardigheden om in sociocultureel diverse groepen te werken. Het onderwijsbeleid schiet tekort in het erkennen van sociale ongelijkheid als een centrale kwestie gebaseerd op culturele en economische verschillen in het onderwijssysteem. De lerarenopleiding heeft zich niet consequent gehouden aan het inclusiebeleid in Litouwen. Intercultureel onderwijs was integendeel zelden een onderwerp in de curricula van de lerarenopleiding.

Inclusief onderwijs in Portugal

Definitie: In Portugal verwijst inclusief onderwijs naar het stimuleren van de deelname van alle kinderen. Niet enkel van de kinderen met beperkingen of ontwikkelingsvertraging, maar ook van alle groepen kwetsbare of gemarginaliseerde kinderen, voornamelijk omwille van hun culturele en sociale achtergronden.

Beleid en implementatie: Decreet-Wet 3/2008 bepaalt 'gespecialiseerde ondersteuning die (...) biedt met als doel voorwaarden voor verbetering van het onderwijsproces te creëren naar speciale onderwijsbehoeften van studenten toe'. Dit kunnen studenten zijn met moeilijkheden op lange termijn op het vlak van communicatie, leren, mobiliteit, autonomie, interpersoonlijke relaties en sociale participatie. Deze soort gespecialiseerde ondersteuning is binnen scholen voor gewoon onderwijs beschikbaar.

Maar DW 3/2008 bepaalt ook dat wanneer de school voor gewoon onderwijs niet de gepaste respons op de inclusie van kinderen en jongeren kan geven, omwille van het type of de graad van de beperking, de doorverwijzers en evaluatoren de inschrijving in een school voor buitengewoon onderwijs mogen voorstellen. De wet verklaart dat leerlingen met SEN: (a) onderwijs moeten kunnen krijgen in een school voor gewoon onderwijs (b) zich qua curriculum en schoolleven bij hun leeftijdsgenoten moeten kunnen aansluiten (c) eerder moeten kunnen deelnemen aan de gewone lessen in plaats van gescheiden te worden in aparte eenheden (d) aparte voorzieningen soms nodig kunnen zijn voor specifieke doeleinden (e) dat scholen hun benadering moeten herbekijken en aanpassen om meer inclusie mogelijk te maken.

Via Decreet-Wet 3/2008 werd de doelgroep voor buitengewoon onderwijs beperkt tot kinderen met permanente behoeften (kinderen en jongeren met grote beperkingen in activiteit of deelname aan een of meer van de volgende gebieden: communicatie, leren, mobiliteit, autonomie, interpersoonlijke relaties en sociale participatie), waarbij de beschikbare gespecialiseerde middelen naar hen gaan. Gebaseerd op het idee dat sommige doelgroepen meer geavanceerde en gespecialiseerde menselijke middelen en logistiek nodig hebben, werden er vier verschillende schoolstructuren voor gewoon onderwijs opgericht. (1) referentiescholen voor tweetalig onderwijs voor dove studenten (2) referentiescholen voor blinde en slechtziende leerlingen (3) gestructureerde leereenheden voor leerlingen met autisme (4) gespecialiseerde ondersteuningseenheden voor leerlingen met meerdere beperkingen en aangeboren problemen. Deze eenheden zijn gelokaliseerd in gewone scholen en bieden aanpassingen van de onderwijsomgeving. Kinderen met SEN verblijven slechts deeltijds in deze eenheden om hun integratie in gewone klaslokalen en in het schoolleven te bevorderen. **Early Child Intervention (ECI) in Portugal.** In oktober 2009 richtte Decreet-Wet 281/2009 een 'National System for Early Childhood Intervention' op (Sistema Nacional de Intervenção Precoce na Infância, SNIPi), voor kinderen tussen 0 en 6 jaar. ECI groepeerde uitgebreide services voor ontwikkeling, voorzien door lokale teams met professionals uit de gezondheids-, onderwijs- en sociale sector. Er wordt niet enkel op het kind gefocust, maar ook op de omgeving en de familie. Het 'kader voor het interventiemodel' heeft drie grote kenmerken: verhoging van de dagelijkse leerkansen voor het kind, praktijken waar de familie centraal staat en transdisciplinair teamwerk.

Behoeften en uitdagingen: Het Ministerie van Onderwijs gaf aan een internationaal team van experts de opdracht het huidige model extern te evalueren. De externe evaluatie zet de brede consensus over het idee dat inclusief onderwijs in alle grote lijnen van het publiek beleid aangenomen is, in de verf. Dit betekent een kwalitatieve sprong vooruit in vergelijking met het vorig wettelijk kader voor buitengewoon onderwijs. De besluiten werden opgenomen in een recent gepubliceerde 'Recommendation' van het 'National Education Council on Special Education Public Policy' (Conselho Nacional de Educação, 2014).

Inclusief onderwijs in Nederland

Definitie: Inclusief onderwijs in Nederland wordt 'Aangepast Onderwijs' genoemd. Dit is de naam voor de manier waarop onderwijs voor leerlingen die extra ondersteuning nodig hebben georganiseerd wordt. Dankzij 'Aangepast Onderwijs' kunnen meer kinderen, met extra ondersteuning, in het gewoon onderwijs blijven.

Beleid: De wet voerde 'Aangepast Onderwijs' in op 1 augustus 2014. Het doel van 'Aangepast Onderwijs' is het hoofd bieden aan de problemen van het oude systeem en het aantal schoolspijbelaars verminderen. Het doel van de nieuwe wet is dat alle kinderen, ook kinderen die extra ondersteuning in de klas nodig hebben, een plaats krijgen in het 'Aangepast Onderwijs'. De essentie van onderwijs blijft dezelfde: elk kind uitdagen om het beste uit zichzelf naar boven te halen. Het uitgangspunt voor 'Aangepast Onderwijs' is dat alle kinderen naar een school voor gewoon onderwijs gaan. Indien dit niet goed loopt, gaat het kind naar een school voor buitengewoon onderwijs. Het schoolsysteem in Nederland bestaat uit:

- ❖ gewone scholen
- ❖ speciaal basisonderwijs (SBO) om intensievere ondersteuning te bieden dan in scholen voor gewoon onderwijs. De groepen zijn kleiner en de leerkrachten weten meer over leerstoornissen en gedragsproblemen.
- ❖ Speciale Behoeften Onderwijs voor kinderen met een (ernstige) fysieke, sensorische of mentale beperking, of leerlingen met ernstige gedragsstoornissen of psychiatrische stoornissen.

De nieuwe wet is het meest radicaal voor de scholen voor gewoon onderwijs nu zij zorgplicht hebben. Dat wil zeggen dat ze voor alle kinderen die extra ondersteuning nodig hebben een plaats moeten voorzien. Om ervoor te zorgen dat er voor alle kinderen een geschikte plaats is, hebben scholen regionale samenwerkingsverbanden gevormd. In deze samenwerkingsverbanden werken gewoon en speciaal onderwijs samen.

Lerarenopleiding: In Nederland is de lerarenopleiding op bachelorniveau. De lerarenopleiding duurt 4 jaar. Het Ministerie van Onderwijs vindt dat het niveau van de leerkrachten beter kan. Daarvoor moeten de kwaliteit van de lessen van de lerarenopleiding en de opleiding zelf worden verbeterd. Er wordt beoogd dat elke student vanaf 2016 aan de wettelijke expertisevereisten voldoet. Dit wil zeggen dat nieuwe leerkrachten op een gepaste wijze met verschillen tussen leerlingen kunnen omgaan. Aan de Hanzehogeschool in Groningen, focust de opleiding op kennis, onderwijsmethodologie en vaardigheden en attitudes die nodig zijn om de rol van leerkracht op te nemen. De student werkt met zijn eigen fundamentele kennis. Aspecten zoals verschillen tussen leerlingen, klasmanagement (combinatiegroepen), samenwerking promoten, actieve instructie organiseren en kwesties rond allerlei speciale behoeften worden onderwezen.

Behoeften en uitdagingen: Gepast onderwijs start in het klaslokaal. Leerkrachten weten best wat kinderen nodig hebben en welke ondersteuning het beste voor hen is. De uitdaging voor leerkrachten bestaat erin de verschillen op te merken en te achterhalen wat de leerling nodig heeft. Omgaan met diversiteit is niet nieuw, maar door de nieuwe wet, zullen er meer kinderen van speciale scholen in gewone scholen zitten. Het is een uitdaging om nieuwe leerkrachten klaar te stomen voor deze nieuwe situatie van inclusief onderwijs.



GO PRINCE

REACCH

Model Frameworks

Belgium Dutch

Sleutelelement: reflectie (gebaseerd op de Deense praktijk)

Reflecteren is het onderzoeken van indrukken en ervaringen waardoor er nieuwe mogelijkheden ontstaan. Stenhouse vermeldt een set tools waarmee u uw reflectie op het onderwerp 'inclusie' voor een groep of één kind kan focussen:

- ❖ stel uw eigen lesgeven en pedagogische praktijk op een systematische manier in vraag als basis voor verdere ontwikkeling
- ❖ weerhoud de vaardigheden die nodig zijn om de manier waarop u les geeft en doet leren te bestuderen
- ❖ focus, bevraag en test de theorie met behulp van deze vaardigheden

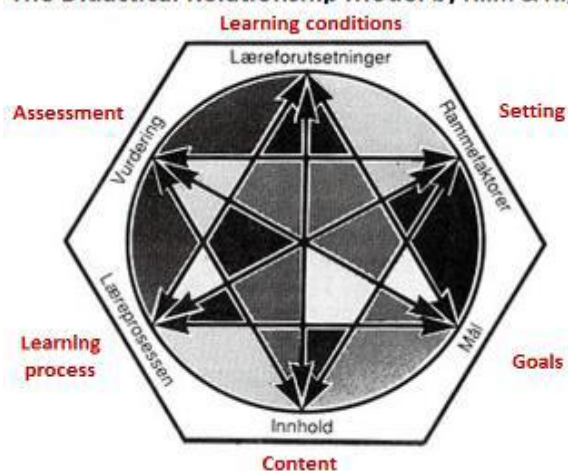
Bovendien moeten de individuele leerkracht en de sociale opvoeder toestaan dat anderen hun lesgeven of pedagogisch handelen observeren om het nadien te bespreken. Bij inclusief onderwijs voor kinderen van 0 tot 8 jaar gebruiken we een reflectiemodel voor kinderen in dagopvangcentra en in scholen. Het is geen planningsmodel. Dit model betekent een meerwaarde voor de eigen didactiek van de sociale opvoeders en leerkrachten. Het is gebaseerd op een brede kijk op didactiek, met een kritisch humanistische perceptie van de wetenschap als basis. Het kan bijdragen tot de belangrijkste categorieën van lesgeven en leren. Het moet altijd worden beschouwd en gezien in de context van de professionele rol van de sociale opvoeders en de leerkracht tot het kind.

Werken met het model start steeds met de categorie 'leervoorwaarden' of behoeften. Deze categorie is bijzonder belangrijk omdat ze focust op het mentale, fysieke en sociale potentieel van het kind. Het bevat ook

problemen die het kind kan ervaren op verschillende vlakken die te maken hebben met de huidige les- en leermethodes. Problemen waar hij of zij mee kan worden geconfronteerd wanneer er inclusie is in een dagopvangcentrum of in scholen. Om dit didactisch reflectiemodel te kunnen verklaren, is het essentieel te begrijpen dat het kind en de ouders het uitgangspunt zijn van alle leerprocessen. Zonder inzicht in hun sociale, mentale of fysieke omstandigheden is er geen leren. De leerkracht en de opvoeder moeten belangrijke factoren zijn voor het leerproces van het kind. Wetten en bepalingen op dit vlak zijn ook heel belangrijk, net als cultuur, management, tijd en professionele faciliteiten.

Het didactische relatiemodel volgens Hiim en Hippe

The Didactical Relationship Model by Hiim & Hippe



Om de complexiteit van leer- en onderwijssituaties ten volle te begrijpen is het van het grootste belang rekening te houden met volgende items in verband met de kinderen:

- ❖ sociale, culturele, psychologische en fysieke leervoorwaarden
- ❖ culturele, sociale en fysieke omgeving
- ❖ leerdoelen, leerinhouden, leerproces, evaluatie.

Al deze items zullen worden gebruikt om de didactiek aan te passen. Wanneer iemand een kind wil includeren, dan moet de inclusie in alle categorieën worden overgenomen.

Sleutelement: ethiek van inclusief onderwijs (gebaseerd op de praktijk in Litouwen)

Inclusief onderwijs streeft er per definitie naar *gelijke onderwijskansen* voor elk kind te bieden. De term 'inclusie' heeft de term 'integratie' grotendeels vervangen en is bedoeld om een verschillend concept voor te stellen. De verandering van de terminologie geeft een verschuiving weer van een *op behoeften* gebaseerde agenda naar een *op rechten* gebaseerde agenda. De rol van leerkrachten bij de ontwikkeling van inclusief onderwijs speelt een centrale rol bij de doeltreffendheid ervan. Bijgevolg spelen de attitudes en de gedragingen van de leerkrachten een cruciale rol in de succesvolle implementatie van inclusief onderwijs. De sleutelementen zijn positieve ethiek, met een op waarden gebaseerd engagement van de leerkrachten voor inclusie.

Het European Agency for Development in Special Needs Education (2012) gaf een Profile of Inclusive Teachers uit, een kader voor de kernwaarden van een inclusieve leerkracht. De eerste kernwaarde is 'Valuing Learner Diversity'. Ze impliceert de ontwikkeling van de interculturele competentie van de leerkracht die een fundamentele basis voor ethiek in inclusief onderwijs vormt.

Culturele diversiteit kan worden gevonden in de context van etniciteit, cultuur, geslacht, verscheidenheid aan talen en godsdiensten, leeftijd, sociale klasse, seksuele geaardheid, beroepscategorie, onderwijsachtergrond,

mentale en fysieke vaardigheden, gezondheid. Om deze culturele variabelen bij een groep kinderen te kunnen herkennen, moeten leerkrachten **culturele gevoeligheid**, **cultureel bewustzijn** of zogenaamd **cultureel kritisch besef** ontwikkelen. Dat besef houdt **zelfreflectie** in, de vaardigheid om vanop een afstand naar zichzelf te kijken en kritisch te reflecteren over hun eigen culturele waarden, normen, overtuigingen en attitudes. Zelfreflectie en cultureel kritisch besef zijn ook de beste manieren om cultuurverschillen bij studenten op een zo positief mogelijke manier op te vangen. Gebrek aan zelfreflectie en cultureel kritisch besef leiden tot onachtzaamheid, gebrek aan begrip, categorisatie en labeling van kinderen, wat daarna een negatieve impact op hun ontwikkelings - en leerkansen kan hebben.

Een inclusieve leerkracht respecteert culturele verschillen en is zich bewust van de mijlpalen van ethnocentrische attitudes. Binnen de waardenattitude van ethnocentrisme beoordelen individuele personen andere groepen vanuit hun eigen specifieke cultuur. Hun eigen cultuur wordt gezien als de standaard vooral wat waarden, sociale normen, overtuigingen, gedrag, gewoontes en godsdienst betreft. De tegenovergestelde waardenattitude wordt **cultureel relativisme** genoemd, wat gebaseerd is op het idee dat alle normen, overtuigingen en waarden van hun culturele context afhangen en dus ook zo moeten worden behandeld.

Een andere belemmering voor inclusief onderwijs is de tendens om culturele verschillen te essentialiseren en een betuttelende houding naar kinderen van minderheidsgroepen toe te ontwikkelen. Essentialistische opvattingen over cultuur leiden tot de veelgemaakte denkfout dat iedereen uit een bepaalde cultuur hetzelfde is. Het verklaart het gedrag van mensen op het gebied van cultuur, waardoor 'cultuur' eigenlijk groter wordt dan de mensen zelf. Daarom is het voor een inclusieve leerkracht belangrijk te **vermijden in de culturaliserende valkuil te trappen waarbij kinderen tot minder dan wat ze zijn, worden gereduceerd**, zoals het ook nodig is racistische en seksistische valkuilen te vermijden.

De interculturele competentie van de leerkracht impliceert **besef van de sociale ongelijkheden** die vaak overeenstemmen met culturele diversiteit. In de maatschappij leidt diversiteit tot ongelijkheid. Inclusieve leerkrachten begrijpen de problemen die samenhangen met sociale ongelijkheid en zijn zich bewust van de hoofdrol die zijzelf en het onderwijs spelen in de vestiging van democratie en sociale rechtvaardigheid in de maatschappij. Ze neemt haarverantwoordelijkheid op om onderwijsgelijkheid in de klas te promoten, **door elk kind als even belangrijk en gewaardeerd individu te behandelen. Door ouders als gelijken te zien**, streeft een inclusieve leerkracht ernaar positieve relaties met hen te creëren en te onderhouden.

Omdat de emoties van kinderen invloed hebben op de manier waarop ze ontwikkelen en leren, wordt een inclusieve leerkracht verondersteld in staat te zijn **verbinding te maken met zijn studenten en ze te begrijpen** om aan de behoeften van de kinderen tegemoet te komen. Een leerkracht moet met andere woorden empathisch zijn en zich focussen op een warme leeromgeving in plaats van op het beoordelen van prestaties. Empathie weert labels af, overstijgt stereotypes en breekt doorheen de sociale constructie van de andere. Daarom is het een essentieel onderdeel van cultureel responsieve pedagogie.

Sleutelelement: Aanpassingen (gebaseerd op de Turkse praktijk)

Een van de zes sleutels van het model voor succesvolle inclusie van jonge kinderen is 'aanpassingen'. Dit is het proces van het bijstellen of wijzigen van materialen, omgeving, interacties of onderwijsmethodes om het individuele kind te ondersteunen.

‘Aanpassingen’ is een overkoepelende term die **schikkingen** en **wijzigingen** inhoudt. In het algemeen laten aanpassingen kinderen met speciale behoeften toe in een inclusieve omgeving deel te nemen door hun zwakke punten te compenseren. **Schikkingen** compenseren de zwaktes zonder het curriculum te wijzigen. Schikkingen veranderen *de manier waarop* het kind leert en niet *wat* het kind leert. **Wijzigingen** zijn aanpassingen die de verwachtingen of standaarden veranderen of verlagen. Wijzigingen omvatten veranderingen in instructieniveau, inhoud/curriculum, prestatiecriteria of taakstructuur.

Elke leerkracht, elk kind en elke klas is uniek. Daardoor zijn de aanpassingen specifiek voor elke situatie. Vastgestelde doelstellingen, doelen en verwachtingen gericht op de behoeften van het kind leiden tot de ontwikkeling van wijzigingen en schikkingen die aan deze behoeften en aan een individueel onderwijsplan beantwoorden. Procesevaluatie maakt herzieningen waar nodig mogelijk.

Er zijn tal van redenen om kinderen met aanpassingen in een inclusieve omgeving te ondersteunen:

- ❖ functionele aanpassingen verbonden met de grootste basisbehoeften van het kind op het vlak van gezondheid, veiligheid en communicatie verhogen de onafhankelijkheid en verminderen de een-op-een ondersteuning
- ❖ aanpassingen die spelen, leren en bereiken van individuele doelen en resultaten, promoten, helpen kinderen hun omgeving te benaderen.
- ❖ aanpassingen helpen kinderen ook door socialisatie aan te moedigen. De ontwikkeling van sociale vaardigheden en vriendschap vormt een belangrijk deel van kindervaringen. Aanpassingen die zorgen voor interactie met andere kinderen tijdens activiteiten bieden meer ondersteuning.

Leerkrachten hebben bij het implementeren van aanpassingen voor diverse onderwijsbehoeften moeite om te voldoen aan de behoeften van alle leerlingen in een gewone omgeving. Universal Design for Learning (UDL) is een concept voor leren met de nadruk op onderzoek, ontwikkeling en onderwijspraktijk gericht op begrip voor diversiteit, en met het toepassen van technologie om leren te vergemakkelijken. UDL is een aanpak die leerkrachten helpt onderwijsinterventies te ontwikkelen. UDL voorziet een evenwaardig, flexibel, succesgeïntereerd curriculum met eenvoudige en intuïtieve instructie, verschillende presentatiemiddelen en een gepast inspanningsniveau van het kind. UDL richt zich op de voornaamste belemmering om van alle kinderen leerexperten te maken, en neemt die weg.

Het is niet makkelijk om te voldoen aan de academische en ontwikkelingsbehoeften van alle kinderen in een leeromgeving. Door leerervaringen te creëren die verschillende leerstijlen ondersteunen, kan de leerkracht bij jonge kinderen effectief in instructie differentiëren. De leerkracht kan zo de kinderen verschillende manieren aanbieden om hun leerproces te tonen door schikkingen en wijzigingen te doen naar hun behoeften toe.

Sleutelelement: samenwerking (gebaseerd op de Portugese praktijk)

In het onderwijsveld wordt 'samenwerking' als een wettelijk mandaat gezien, best practice in de leerkrachtenpraktijk en noodzakelijk voor de inclusie van kinderen met speciale onderwijsbehoeften (SEN) (Hernandez, 2013). De Salamanca Statement (UNESCO, 1994) benadrukt in feite het belang van

effectieve samenwerking tussen klasleerkrachten, specialisten voor buitengewoon onderwijs en ondersteunend personeel, net als de betrokkenheid van medewerkers zoals adviserende leerkrachten, onderwijspsychologen, gesprekstherapeuten en ergotherapeuten. Het stelt ook vast dat het onderwijs van kinderen met SEN een gedeelde taak is van ouders en professionals. Daarom raadt het de ontwikkeling aan van een coöperatief samenwerkingsverband tussen schoolbestuur, leerkrachten en ouders, als actieve partners in de besluitvorming.

Definitie De term samenwerking is vaak ambigu en hangt af van de context waarin hij wordt gebruikt. Niettemin zijn de meeste auteurs het erover eens dat samenwerking betekent dat er wordt samengewerkt in ondersteunende en onderling voordelige relaties. De samenwerkingsmodellen tussen leerkrachten, ouders en andere professionals in scholen, opgesteld om aan diversiteit tegemoet te komen, worden als krachtige, succesvolle strategieën voor elke onderwijscontext beschouwd (Wood, 1998). In het bijzonder betekent de samenwerking tussen professionals uit het gewoon en het buitengewoon onderwijs een alternatief om de uitdagingen van inclusief onderwijs het hoofd te bieden.

De samenwerking vermindert ook de geïsoleerdheid van het werk als leerkracht en vergroot de terugkeer van kinderen met speciale onderwijsbehoeften naar het gewoon onderwijs. Daardoor kunnen de leerkrachten van het buitengewoon onderwijs zich ook weer richten op de kern van het beroepsleven op school.

Samenwerkingsmodellen De manier waarop leerkrachten, andere professionals en ouders samenwerkend met elkaar in verbinding staan in het onderwijsveld worden meestal samenwerkingsmodellen genoemd en bestaan uit multidisciplinaire, interdisciplinaire en transdisciplinaire aanpakken (Briggs, 1991, 1997; Hernandez, 2013). Elk model stelt verschillende onderliggende principes voor. Verschillen in de mate van

communicatie en samenwerking met andere teamleden hangen af van de gebruikte teamaanpak.

In vergelijking met de multi- en interdisciplinaire aanpak zijn er bewijzen dat de transdisciplinaire aanpak doeltreffender is, vooral wat de totstandkoming van een geïntegreerde teamstructuur en dienstlevering betreft. Verder ook wat doelbewuste en regelmatige communicatie over de disciplines heen betreft. En wat kennisuitwisseling over de disciplines heen en een sterke focus op de student betreft.

Op samenwerking gebaseerde benadering De voornaamste verantwoordelijkheid van leerkrachten uit het gewoon onderwijs is dat ze hun vaardigheden gebruiken om leerlingen te onderwijzen volgens curricula die opgelegd zijn door het schoolsysteem. Terwijl de voornaamste verantwoordelijkheid van leerkrachten buitengewoon onderwijs is instructie te geven door materialen aan te passen en te ontwikkelen om aan de leerstijlen, de sterktes en de behoeften van elke student tegemoet te komen. Co-teaching, coöperatief teaching of een op samenwerking gebaseerde benadering is een recentere ontwikkeling in de evolutie van samenwerkingsmodellen die hierboven beschreven werden (Hernandez, 2013).

Als één van de meest beloftevolle factoren ten voordele van inclusie, is co-teaching een samenwerking tussen leerkrachten gewoon en buitengewoon onderwijs, met soms andere professionals erbij, zoals spraak- en taalpathologen, ergotherapeuten en adviseurs (Rainforth & England, 1997 as cited in Hernandez, 2013). Coöperatief teaching tussen leerkrachten gewoon en buitengewoon onderwijs impliceert dat ze samenwerken, als gelijke partners, in hetzelfde klaslokaal gedurende het grootste deel van de dag, in een interactieve relatie, met planning, lesgeven, evaluatie, klasmanagement en gedrag.

Sleutelement: communicatie (gebaseerd op de praktijk in Nederland)

In de wereld van het onderwijs is open en duidelijke communicatie van het allergrootste belang voor de leerkracht, de ouders en het kind. School en ouders hebben elkaar nodig voor succesvol onderwijs. Bovendien is persoonlijk contact tussen leerkrachten en ouders belangrijk en draagt het bij tot de schoolcultuur. Communicatie gaat over het proces, de competenties die een leerkracht nodig heeft om op een professionele manier met kinderen en ouders te communiceren.

Het proces. Constructieve communicatie is vitaal wanneer leerkrachten, ouders en leerlingen op een coöperatieve manier willen samenwerken (Bolks, 2011). Communicatie wordt door veel factoren beïnvloed. Bijvoorbeeld door de relatie tussen de deelnemers, de stemming van de deelnemers, de persoon die spreekt of het moment van de dag. Het houdt directe interactie tussen mensen in, waar er snelle feedback mogelijk is. De zender zendt een bericht uit, de ontvanger zendt een bericht terug, de zender wordt ontvanger en antwoordt dan, enzoverder. Om het proces zo goed mogelijk te kunnen begeleiden, moet de leerkracht zich bewust zijn van de verschillende methodes die ze kan gebruiken. Jutten (2015) beschrijft acht basisvaardigheden voor communicatie die leraren kunnen gebruiken. In de handleiding worden er verschillende methodes uitgelegd.

De vaardigheden van een leerkracht. Een lagere schoolleerkracht moet heel wat dingen kennen, kunnen en doen. Deze aanleg, kennis en vaardigheden liggen in het veld van de competenties. Ze moet over bepaalde kwaliteiten

op interpersoonlijk, pedagogisch, professioneel en organisatorisch vlak beschikken. Ze moet bijvoorbeeld in staat zijn om positieve relaties met de kinderen van haar klas op te bouwen en op een doeltreffende manier met hen te communiceren, hen een veilige leeromgeving te bieden en goede intrinsieke activiteiten of lessen te organiseren om ervoor te zorgen dat ze zich volledig kunnen ontwikkelen. Ze moet op coöperatieve wijze met collega's en de schoolomgeving kunnen samenwerken. Deze competentie omvat ook de communicatie met ouders, een belangrijke vaardigheid voor leerkrachten die ze continu moeten blijven ontwikkelen.

Communicatie met kinderen. Communicatie met kinderen zou een integraal deel moeten uitmaken van de spreekkansen van een leerkracht, met conversaties op groepsniveau en op individueel niveau. De beste manier om met jonge kinderen te praten is deelnemen aan een activiteit waar het kind mee bezig is of zelf een nieuwe activiteit opstarten. Zo kan de leerkracht meer te weten komen over de gedachten en ideeën van het kind. Het vereist verbale vaardigheden van de leerkracht: actief luisteren, zich naar hun taalniveau verplaatsen, samenvatten, in vraag stellen en rekening houden met de behoeften van het kind.

Communicatie met ouders. In de context van gepast onderwijs, is de betrokkenheid van ouders essentieel. Een van de doelen van dit beleid is de positie van ouders bij het vormgeven van het onderwijs en de zorgregelingen voor hun kind te versterken. Kinderen leren beter en voelen zich gelukkiger op school wanneer hun ouders zich bij de school betrokken voelen. Persoonlijk contact tussen leerkracht en ouders is cruciaal. De leerkracht moet de ouders als partner zien. Ze hebben de ontwikkeling van het kind bevorderen als gemeenschappelijk belang. Het is nochtans de verantwoordelijkheid van de leerkracht vaardigheden en technieken te gebruiken en te ontwikkelen om de meest effectieve communicatie voor iedereen te waarborgen.

Sleutelement: een holistische kijk (welbevinden, verbondenheid en betrokkenheid gebaseerd op de Belgische (Vlaamse) praktijk)

Een van de zes sleutels van het model voor succesvolle inclusie van jonge kinderen is 'een holistische kijk'. Bij inclusief onderwijs bekijken we 'hoe we te weten kunnen komen welke kinderen een risico lopen in hun ontwikkeling'. Bij de traditionele manier van denken, ligt de focus vooral op wat de kinderen bereiken. Kinderen met een ontwikkelingsvertraging krijgen het label 'in gevaar' en er zullen bij hen extra interventies worden gedaan. Bij de traditionele manier van denken ligt de focus vooral op het product.

Welbevinden, verbondenheid en betrokkenheid

Bij inclusief onderwijs verschillen de sleutelvragen. We focussen niet op wat de kinderen wel of niet leerden. Hier focussen we op het **proces binnenin het kind** en op het niveau van het kind. Er wordt gefocust op hoe de kinderen zich in hun omgeving voelen. U probeert erachter te komen 'hoe de kinderen zich voelen'. Eigenlijk vragen we onszelf het volgende af:

- ❖ hoe de kinderen zich voelen (welbevinden);
- ❖ hoe sterk ze opgaan in hun activiteiten (betrokkenheid) en hoe hun relatie met anderen en de context is (verbondenheid)

Wanneer aan deze voorwaarden voldaan wordt, weten we dat zowel de socio-emotionele als de cognitieve ontwikkeling van het kind gewaarborgd zijn. Naast deze ontwikkeling zien we ook dat andere ontwikkelingsniveaus voordeel halen uit welzijn en betrokkenheid. De ontwikkelingsniveaus zijn

niet de eerste indicatoren die worden bekeken omdat 'een ontwikkelingsvertraging' of 'een uitstekende ontwikkeling' niet noodzakelijk wil zeggen dat een kind niet krijgt wat het nodig heeft om zich te ontwikkelen.

In relatie met een holistische kijk op het kind

Eerst bekijken we het welzijn, de betrokkenheid en de verbondenheid van het kind. Daarna focussen we op de vaardigheden van het kind. Wat met de ontwikkelingsniveaus? 'Een ontwikkelingsvertraging' wil niet noodzakelijk zeggen dat het kind niet krijgt wat het nodig heeft om zich te ontwikkelen, terwijl 'vooruitlopen op de ontwikkeling' ook niet per se wil zeggen dat de ontwikkeling van het kind niet in gevaar is. Het is heel belangrijk het kind in zijn geheel te zien vanuit een 'holistisch' perspectief. Bij 'ervaringsgericht leren' richten we ons op negen ontwikkelingsgebieden die door het 'procesgericht leren' als essentieel worden beschouwd wat de beoogde resultaten van het onderwijs betreft. Vaardigheden worden niet apart gezien als een set op zichzelf staande competenties. Ze vormen een complex geheel en daardoor bieden ze opvoeders, leerkrachten en ouders een kader om talenten bij kinderen te ontdekken en het leren op een dieper niveau te ondersteunen.

De negen gebieden zijn emotionele gezondheid, ontwikkeling van de grove motoriek, ontwikkeling van de fijne motoriek, artistieke expressie, begrip van de fysieke wereld, begrip van de sociale wereld, logisch en mathematisch denken en zelforganisatie en ondernemingszin. Het is belangrijk dat de ontwikkeling in deze gebieden verschilt van kind tot kind. Het is belangrijk het niveau van het kind te bekijken en welzijn en betrokkenheid op hun ontwikkelingsniveau te bevorderen. We focusten ons op onderwerpen. Nu is het een dagelijkse uitdaging ons te focussen op het kind zoals het is, met zijn cultuur en achtergrond. Deze benadering ligt minder in lijn met het 'curriculumperspectief' en is meer 'holistisch' van nature. Het is goed basiscompetenties te onderscheiden bij de observatie van kinderen. Zo kan u talenten bij kinderen ontdekken.



GO PRINCE

Case Studies

Belgium Dutch

Goede praktijkvoorbeelden van inclusief onderwijs in Denemarken

In de context van inclusie, is het noodzakelijk dat leerkrachten en sociale opvoeders een gepast begrip hebben van wat inclusie is en welke methodes inclusie bevorderen. Als sociaal opvoeder of leerkracht kan u niet automatisch een regelgevend systeem of recept volgen. Het is belangrijk u te baseren op de basis van uw werk en het zo te interpreteren dat u kan instaan voor persoonlijke en professionele evaluaties van de taak. U moet onafhankelijk en interpretatief relateren om verantwoordelijk te handelen. Daarvoor zijn persoonlijke theoretische reflecties door sociale opvoeders en leerkrachten noodzakelijk. In beide case studies verkennen deelnemers het didactische relatiemodel van Hiim en Hippe en beginnen ze te begrijpen hoe dit kan worden gebruikt als een kader voor reflectie.

Casestudy 1: Isabella, een zesjarig kind

We gebruiken een YouTube video, 'Gemeenschappen in scholen zijn er voor iedereen'. Deense tekst: *'Skolens fællesskaber er for alle (på engelsk)'* met Engelse ondertitels. <https://www.youtube.com/watch?v=kP1xAV9QukU>

De video verkent de uitdagingen van Isabella (die ADHD heeft) haar familie, vrienden en leerkrachten in de inclusieve lagere school in Kopenhagen. Deelnemers verkennen het didactisch relatiemodel van Hiim en Hippe, reflecteren over Isabella's behoeften en over hoe ze volledig kan worden geïnccludeerd.

Casestudy 2: Morten, een achtjarige jongen

Dit is een geschreven case *'Elk kind dat thuis niet graag wordt gezien, heeft het recht op school graag te worden gezien'* Morten is 8 jaar oud en de leerkrachten maken zich zorgen om hem. Er zijn grote uitdagingen op persoonlijk en sociaal vlak. Hij is vaak afwezig op school. Zijn persoonlijke ontwikkeling en gedrag passen niet bij zijn leeftijd. Hij functioneert sociaal niet, wat ervoor zorgt dat hij in de klas zal worden uitgesloten. Morten is meestal gesloten en stil.

Hij bouwt geen sterke band op met studenten, kinderopvangkrachten of leerkrachten. Zijn sociale vaardigheden zijn niet sterk en hij vindt het moeilijk om over koetjes en kalfjes te praten. Hij lijkt verrast wanneer iemand zich persoonlijk tot hem richt. Morten uiterlijk wijst erop dat hij geen hulp of ondersteuning heeft qua hygiëne of kleding. Hij is vaak gekleed in kledij en schoenen die meerdere maten te groot zijn voor hem. Zijn klasgenoten zeggen dat hij niet fris ruikt.

Hij draagt geen jas en zijn kledij is niet aan de weersomstandigheden aangepast. Morten's academische uitdagingen zijn dat hij bijna nooit deelneemt aan het klasgebeuren en dat hij zijn huiswerk nooit maakt. Het team merkte op dat meldingen van de school aan zijn ouders in verband met het huiswerk en zijn afwezigheid resulteren in nog meer afwezigheid en meer blauwe plekken bij Morten. Morten heeft geen verklaring voor de blauwe plekken, maar zegt dat zijn vader soms wat teveel drinkt. Telefoons naar zijn ouders worden niet beantwoord. De school heeft geen contact met zijn ouders.

Deelnemers reflecteren over Morten's behoeften met behulp van het didactisch relatiemodel van Hiim en Hippe.

Goede praktijkvoorbeelden van Inclusief Onderwijs in Litouwen

Casestudy 1: inclusieve praktijk in een dagcentrum

Van de 378 mensen die in de Kirtimai Romanederzetting in Vilnius wonen, zijn 48 % kinderen jonger dan 18 jaar. Door laag zelfrespect, gebrek aan sociale vaardigheden, falen op school, pesterijen die ze moeten ondergaan, negatieve attitudes van leerkrachten naar hen toe en andere problemen, haken veel Romastudenten in het eerste of tweede jaar onderwijs af. Sinds 2009 werkt een groep vrijwilligers met Romakinderen die in de Kirtimai nederzetting leven om voortijdige uitval te voorkomen. Uiteindelijk besloten ze een klein naschools - en dagopvangcentrum te openen, om zo een sterkere band tussen de kinderen en hun scholen te verzekeren. Het centrum verwelkomt zowel Romakinderen uit Kirtimai als niet-Roma kinderen die in het Naujininkai district van Vilnius leven, waar het centrum gevestigd is.

Vrijwilligers in het centrum helpen Roma kinderen met hun huiswerk en met de schoolbenodigdheden die ze nodig hebben. Er worden ook naschoolse activiteiten georganiseerd om de sociale vaardigheden van de kinderen te ontwikkelen. De vlotte communicatie tussen leerkrachten en ouders wordt behouden. Volgens de initiatiefnemers van het project behalen kinderen die naar de dagopvang gaan betere resultaten op school. Nochtans blijft het risico op vervroegde schooluitval hoog omdat de dagopvang de structurele kwesties die een invloed hebben op het naar school gaan, zoals huisvestingsomstandigheden en extreme armoede van de families niet kan oplossen. De mensen die in het centrum werken, moedigen communicatie en samenwerking tussen kinderen, ouders, leerkrachten, sociaal werkers, Roma NGO's en verschillende instellingen van de gemeenten en de staat die

op een of andere manier bij onderwijskwesties betrokken zijn, aan. Het personeel gaat op zoek naar een succesvolle inclusie van Roma kinderen en observeert op een holistische manier hun welzijn, gedrag, hun emoties en gevoelens en hun resultaten in de verschillende ontwikkelingsdomeinen. De personeelsleden maken voortdurend individuele reflecties en reflecties in groep, met de medewerking van specialisten, ouders en kinderen. De personeelsleden willen de thuissituatie van elk kind leren kennen, net als zijn of haar capaciteiten. Leerinhoud, materialen, methodes en taken zijn aangepast aan elk kind volgens zijn/haar behoeften en zijn/haar ontwikkelingstempo.

Casestudy 2: Lukas, een driejarige jongen

In de kleuterklas werden er goede voorwaarden voor Lukas' ontwikkeling gecreëerd. Lukas is een driejarige jongen met een auditieve handicap. Om aan Lukas' behoeften te voldoen, werken leerkrachten niet enkel onderling samen, maar ook met Lukas' ouders en zijn doventolk. Er zijn twee samenwerkingsmodellen in deze case: interdisciplinair en transdisciplinair. Communicatie tussen alle deelnemers is open en duidelijk. Leerkrachten communiceren op een professionele manier met kinderen en ouders. Om succesvolle inclusie te bereiken, observeren de leerkrachten op een holistische manier zijn welzijn, gedrag, emoties en gevoelens, zijn resultaten en vooral zijn mondelinge communicatie. De leerkrachten maken voortdurend individuele reflecties en reflecties in groep, samen met specialisten, ouders en kinderen. Leerkrachten willen de sociale of etnische achtergrond, de cultuur en de talenten van elk kind leren kennen. Ze houden rekening met die kennis om inclusief onderwijs te implementeren. De eigenheid van een kind wordt als een mogelijkheid.

Goede praktijkvoorbeelden van inclusief onderwijs in Turkije

Casestudy 1: Mert, een zesjarige jongen

Mert is een zesjarige jongen met ADHD. Mert heeft moeilijkheden met focussen en aandachtig zijn en met controle over zijn gedrag. Hij is ook hyperactief (overactiviteit). In een inclusieve omgeving heeft hij nood aan extra ondersteuning bij organisatie, academische en levensvaardigheden, communicatie, sociale interactie en gedragsbeheersing.

In dit goede praktijkvoorbeeld observeerden we Mert in zijn schoolomgeving. We interviewden zijn directie en zijn leerkrachten. We stelden een video op om de behoeften van kinderen in de natuurlijke omgeving van die school te observeren. In deze video vroegen we stagiaires naar hun mening. Deelnemers zagen hoe het element van aanpassing van het inclusief onderwijs in dit geval werd geïmplementeerd.

Ten tweede ontwikkelden we dramalessen door de stagiaires rollen te geven als Mert, Merts tweelingbroer, leerkracht, ouder en schooldirecteur. We wilden de deelnemers laten nadenken over de situatie en aanpassingen van de leerkracht. Ze evalueerden de positieve en de negatieve aspecten van de implementatie.

Ten slotte stelden de deelnemers hun ideeën voor en legden ze uit hoe zij denken dat de 5 andere sleutelementen van inclusief onderwijs in dit geval kunnen worden toegepast.

Casestudy 2: Abdurrahman, een vijfjarige jongen

Abdurrahman is een vijfjarige jongen die in Irak is geboren. Hij verloor zijn vader bij een bomaanslag en hij migreerde op vierjarige leeftijd naar Turkije samen met zijn moeder, onmiddellijk nadat zijn vader was gestorven. Hij en zijn familie kregen steun van de Dienst Vreemdelingenzaken van de Turkse Republiek. De familie verhuisde naar de Balikesir provincie en hun officiële zaken gingen naar de lokale dienst voor vreemdelingenzaken.

Migrantenkinderen worden met veel speciale onderwijsbehoeften en -omstandigheden geconfronteerd. Deze omvatten:

- ❖ armoede
- ❖ de uitdaging een nieuwe taal aan te leren,
- ❖ omgaan met emotionele stress bij de aanpassing aan nieuwe sociale normen en een nieuw institutioneel klimaat
- ❖ de confrontatie met vooroordelen en discriminatie in het nieuwe land
- ❖ ontwrichting en afzondering van de familie en onaangepaste sociale steun om hen de gebroken banden in hun thuisland te helpen compenseren
- ❖ verlies aan steun die nodig is voor hun psychologisch welzijn en oorlogstrauma's.

Om het hoofd te bieden aan deze verschillende uitdagingen zijn er acties door scholen, regeringen en vrijwilligersorganisaties nodig. In dit geval werd Abdurrahmans verhaal met visuele ondersteuning en een cartoon met instructies gebracht. De deelnemers speelden dan het spel 'Vind je eigen weg in een woud van aanpassingen'. Dit spel doet hen nadenken over Abdurrahmans situatie en doet hen beslissingen nemen en zelfs acties ondernemen.

Goede praktijkvoorbeelden van inclusief onderwijs in Portugal

Casestudy 1: Daniel, een driejarige jongen

Daniel is een jongen van 3 jaar. Hij werd geboren met het Down Syndrome. Daniel heeft 'complexe behoeften'. Hij heeft een ontwikkelingsvertraging op motorisch en cognitief vlak, spreekt en stapt nog niet. Hij heeft ook andere fysieke complicaties zoals visuele problemen en hartproblemen waar de ouders zich zorgen over maken. Daniel heeft verschillende therapieën en onderwijsondersteuning nodig. Daardoor werd het dagelijks leven van de ouders stressvol, door het omgaan met verschillende behandelaars die vaak tegenstrijdig advies gaven.

De kleuterjuf was ook bezorgd en voelde zich hulpeloos, omdat Daniel minder en minder aansluiting bij de groep vond. Ze kon ook niet vlot samenwerken met zoveel verschillende behandelaars. Daniels ouders vroegen om ondersteuning van een 'Early Intervention team'. De evaluatie en de interventie plannen was een taak voor alle teamleden. Het delen van informatie was cruciaal en het moest zo min mogelijk ingrijpend zijn. Daardoor gingen slechts twee behandelaars naar Daniels huis om zijn behoeften en die van zijn familie te evalueren. Dan werd één teamlid als case manager aangesteld en er werd eerstelijnszorg opgericht, waardoor de behandelaar en de ouders in stijgende nabijheidsniveaus konden samenwerken.

Deze case werd ook verdergezet in de kleuterschool, co-teaching met de kleuterleerkracht en samen met haar het werk met Daniel in zijn groep en zijn dagelijkse routines integreren. Zelfbeschikking en engagement van

ouders en andere betekenisvolle behandelaars was het hoofddoel van het 'El team', door routines en gebeurtenissen in het dagelijks leven als leerkansen te exploreren. Het interventieplan dat door het team werd opgesteld, omvatte ook veel mogelijkheden om andere vaardigheden via een geïntegreerde, behoeftengestuurde, kind- en familiegerichte aanpak te promoten. Deze aanpak laat een nauwere samenwerking tussen de familie en de leerkracht voor buitengewoon onderwijs toe. Maar ook tussen de andere teamleden, die hielpen door informatie, kennis en vaardigheden te verzamelen en uit te wisselen, en door coöperatief samen te werken. Dit leverde duidelijk rust op voor de familie en voordelen voor Daniel.

Casestudy 2: Samuel, een zevenjarige jongen

Samuel, 7 jaar oud, heeft een autismespectrumstoornis die zijn sociale interactie, communicatie, interesses en gedrag beïnvloedt. Toen Samuel naar een lagere school voor gewoon onderwijs ging, werd er verschillende ondersteuning voorzien om een succesvolle omgeving en goede ervaringen voor alle betrokkenen te creëren. Een aanpak die ze gekozen hadden, was de samenwerkingsaanpak door met een team van onderwijzers uit gewoon en buitengewoon onderwijs in een inclusieve klaslokaalomgeving te werken. Dit co-teaching model vereiste gezamenlijke academische interventie door twee professionals in het klaslokaal bij alle studenten (zowel studenten zonder beperking als studenten met speciale behoeften zoals Samuel).

De twee leerkrachten werkten met elkaar samen om vertrouwd te raken met de professionele vaardigheden van de andere, zoals sterktes qua instructie, zwaktes, interesses, attitudes. Om een effectief team te vormen, werkten ze samen als gelijke partners in interactieve relaties, waarbij beiden bij alle aspecten van planning, lesgeven en evaluatie betrokken waren. Ze identificeerden ook de sterke kanten en interesses van Samuel om die in zijn curriculum op te nemen.

Goede praktijkvoorbeelden van inclusief onderwijs in Nederland

Casestudy 1: 'Abels Cake' Dunya, een achtjarig meisje

Volwassenen praten niet vaak met kinderen, vooral niet op school of op de kleuterschool. Het is preciezer te zeggen dat ze praten, maar ze hebben vaak geen 'echte' conversatie met kinderen. Een echt gesprek, echte communicatie is gebaseerd op een aantal dingen:

- ❖ deelnemers hebben een band met elkaar
- ❖ er is oprechte belangstelling voor elkaar en aandacht voor de belevingswereld van het kind
- ❖ vragen worden duidelijk gesteld
- ❖ er wordt naar de antwoorden geluisterd
- ❖ er is duidelijke lichaamstaal

Leerkrachten moeten vaak gevoelige dingen aan kinderen communiceren, zoals bijvoorbeeld minder goede schoolresultaten of slechter, dat hun ouders uit elkaar gaan. Dit zijn vaak gesprekken waar kinderen niet naar vragen. Daarom is het heel belangrijk van deze gesprekken geen onplezierige ervaring voor de kinderen te maken.

In de case study bekijken we een video van een gesprek tussen een kind en een volwassene tijdens het bakken. Tijdens het bakken maakt de volwassene op een positieve manier verbinding met het kind. De vragen die de volwassene stelt zijn niet alleen open vragen. Ze worden ook gesteld op een open en vlotte manier. Het kind antwoordt enthousiast en vrolijk, zelfs

wanneer het om een moeilijk onderwerp gaat. Dit is een goed praktijkvoorbeeld.

Casestudy 2: 'Creatieve communicatie met kinderen'

U komt binnen in de leefwereld van het kind, staat open voor zijn ideeën en gedachten, maar er is nog een andere voorwaarde om met kinderen te communiceren. U moet in overeenstemming zijn met hun ontwikkelingsniveau. Wanneer u deze aanpak bij jonge kinderen gebruikt, kan u manieren vinden om bewust meer ontwikkelingsgerichte communicatiekanalen te gebruiken.

In deze casestudy zal u goede praktijkvoorbeelden vinden die heel geschikt zijn voor jonge kinderen, omdat de vormen op verschillende leeftijden afgestemd zijn. De activiteiten in 'Creative Communication with Children' vormen geen vaste methode. U kan verschillende werkbladen gebruiken afhankelijk van de leeftijd en het niveau van het kind. De werkbladen kunnen ingevuld worden door de leerkracht of beter nog door het kind. Er wordt aandacht besteed aan communicatie door middel van tekenen, fantasie, spelletjes (ook digitale) en taal. Er zit zelfs een kookactiviteit bij, want wat is er nu leuker dan grapjes maken boven een taartbeslag? U komt vlot binnen in de leefwereld van het kind, staat open voor zijn ideeën en gedachten, maar er is nog een andere voorwaarde om met kinderen te communiceren. U moet in overeenstemming zijn met hun ontwikkelingsniveau.

Goede praktijkvoorbeelden van inclusief onderwijs in België

Casestudy 1: Thomas, een vierjarige jongen

Thomas is een vierjarige jongen die rondkijkt en alles voortdurend ontdekt. Op dingen focussen is voor hem een uitdaging.

In dit goede praktijkvoorbeeld trainen we de studenten om de noden van de kinderen te observeren vanuit het perspectief van het kind en niet vanuit het perspectief van de leerkracht.

Daarna leren we de studenten de signalen van 'welzijn' bij het kind te bekijken door de jongen Thomas in zijn klas te observeren. Vreugde, spontaniteit, openheid, ontspanning, innerlijke rust en levendigheid zijn de indicatoren. Factoren zoals context, persoonlijke vaardigheden en zelfvertrouwen die een invloed hebben op het welzijn worden besproken.

Verbondenheid wordt in een oefening rond de situatie van Thomas besproken, maar ook op een meer open manier rond de ideeën van de studenten.

Vervolgens observeren de studenten de betrokkenheid van het kind via een andere groep signalen zoals: concentratie, doorzettingsvermogen, openheid en nauwkeurigheid, intense mentale activiteit, motivatie en tevredenheid en de drang om te exploreren.

Vanuit de observatie van welzijn, betrokkenheid en reflectie over verbondenheid, focussen de studenten op de behoeften van het kind om te bekijken hoe ze de leeromgeving van het kind kunnen aanpassen.

Op het einde van de workshop bekijken de studenten de verschillende vaardigheden van het kind. Andere sleutelementen zoals reflectie en ethiek zijn ook sterk geïntegreerd in dit goede praktijkvoorbeeld. We gebruiken een powerpointpresentatie met geïntegreerde films, foto's en oefeningen.

Casestudy 2: Julien, een tienjarige jongen

Julien is een tienjarige jongen die muzikale talenten heeft en sterk is in verhalen vertellen. Hij ziet licht en donker. Soms ziet hij schaduwen. We kozen een tienjarige jongen uit omdat hij zelf op een vlotte manier zijn levensverhaal kan vertellen.

In dit goede praktijkvoorbeeld bekijken we een film waarbij aan de studenten wordt gevraagd het welzijn, de betrokkenheid en de verbondenheid van Julien te observeren. Ten tweede laten we hen focussen op de verschillende vaardigheden van Julien. Daarna zien de studenten hoe er aanpassingen in en rond het klaslokaal gebeuren aan Juliens behoeften. Communicatie, ethiek en reflectie zijn andere sleutelementen die in dit goede praktijkvoorbeeld geïntegreerd zijn.

Goede praktijkvoorbeelden van inclusief onderwijs in Engeland

Evie, een zesjarig meisje en Johnny, een driejarige jongen

Evie is een zesjarig meisje en Johnny is een driejarige jongen, beiden met Downsyndroom.

Deze casestudy onderzoekt de ondersteuning die beide kinderen en hun zorgverleners krijgen van het UK Charity 'The Education Centre for Children with Down Syndrome'. In de case study ziet u hoe een lagere school voor gewoon onderwijs, een onafhankelijke kleuterschool, een lokaal Children's Centre en liefdadigheidswerkers met elkaar en de families van de kinderen samenwerken. Deze samenwerking tussen organisaties uit de publieke sector (de lagere school voor gewoon onderwijs en het Children's Centre), de privésector (de Nursery School) en een onafhankelijk liefdadigheidsinitiatief (Education Centre for Children with Down Syndrome) is een model dat door de regering in het VK wordt gepromoot. Deze case study zet in de verf hoe de samenwerking de kinderen de kans biedt ondersteuning te krijgen die niet kan worden geboden door een individuele organisatie.

Hoewel ze helemaal anders zijn, krijgen Evie en Johnny met gelijkaardige uitdagingen in functie van hun Down Syndrome te kampen.

In Evies verhaal is samenwerking het hoofdsleutelement en in Johnny's verhaal communicatie. We dagen u uit om te zien hoeveel u er nog kan vinden.

Aiden, een achtjarige jongen

Deze casestudy gaat over Aiden die 8 jaar oud is.

Aiden zat hiervoor op een gewone school tot hij 5 werd. Toen Aiden op die school zat, kregen zijn ouders elke dag nieuws over zijn ongepast gedrag en dit vaak in het bijzijn van andere ouders. Ze ervoeren de boodschappen die ze over Aiden kregen als heel negatief en de ethiek van de school als niet inclusief. Aiden liep het risico uitgesloten te worden en zijn ouders waren hier heel bezorgd over. Aidens ouders beslisten hem in een andere lagere school in de buurt in te schrijven. Aiden zit nu in het vierde jaar in de lagere school waar hij les volgt sinds hij daar startte in de onthaalklas. Zijn ouders zeggen dat Aiden sinds zijn start een volledig inclusief lid van de school is.

Aiden kreeg op zesjarige leeftijd de diagnose Aspergersyndroom van een klinisch psycholoog. Alhoewel Aiden academisch capabel is, heeft hij moeilijkheden met sociale interacties en communicatie. Hij is sterk in wiskunde, vooral met getallen en patronen. Hij kan mondeling antwoorden geven en zijn gedachten in de Engelse les en bij andere vakken beschrijven, maar hij is vaak terughoudend om te schrijven. Aiden heeft één heel bekwame hoofdlerkracht, die veel kennis heeft over autismespectrumstoornissen (ASS) en de strategieën die handig zijn bij ASS. Hij heeft ook andere leerkrachten voor verschillende vakken. Het personeel werkt en plant dagelijks in functie van Aiden.

De belangrijkste sleutelementen waar deze casestudy op focust, zijn communicatie en samenwerking. U kan misschien andere sleutelementen vinden.



GO PRINCE

**What is
Inclusive
Education in
Our Countries**
Danish

Inklusion i institutioner og skoler i Tyrkiet

Politik og implementering: Tyrkiet fokuserer på integration frem for inklusion af børn med særlige behov. Undervisning af handicappede børn udgør dog et vigtigt aspekt af inkluderende uddannelse i Tyrkiet. Der er mange forhindringer i denne proces i Tyrkiet, der gerne vil skabe et uddannelsessystem til børn med særlige behov. Udfordringen er helt klart en mangel på indsamling af pålidelige og systematiske data omkring disse børn. Indsamlede data viser, at et betydeligt antal børn med særlige behov ikke er tilknyttet uddannelsessystemet. Ifølge de indsamlede data tyder det på, at piger med særlige behov er dårligere stillede end drenge. I Tyrkiet får børn med særlige behov uddannelse indenfor tre kategorier. Kategori 1. Børn med særlige behov kan deltage i almindelige skoletilbud. Kategori 2. Børn med særlige behov deltager i særlige klasseværelser i almindelige skoletilbud. Kategori 3, er et begrænset tilbud til et fåtal af børn med særlige behov. Undervisningen foregår på specialskoler, der generelt er designet til børn med lignende specifikke behov.

Når vi ser på antallet af børn der har mulighed for specialundervisning på forskellige niveauer, kan vi observere en stigning i antal år for år. I Tyrkiet er der udviklings- og forskningscentre, der udfører disse vurderinger for at fastslå barnets behov og udpege den uddannelsesinstitution, der er bedst egnet til at opfylde deres behov. Imidlertid er denne diagnostiseringsproces for tiden begrænset, i forhold til specialisterne og de diagnostiseringsværktøjer og materialer, der er til rådighed. Desuden afslørede de seneste undersøgelser, foretaget af UNICEF og Ministeriet for Uddannelse, at diagnostiseringsprocessen klart skal forbedres til fordel for børnene.

Behov og udfordringer: Tyrkiet har mange muligheder for at udvikle et rummeligt system for børn med forskellige særlige behov. Et eksempel er udvikling af vores internationale 'god praksis'. I et sådant samarbejde, bør der tages hensyn til internationale og nationale lovgivninger. Disse gode praksisser viser, at for at skabe et inkluderende uddannelsessystem skal der etableres samarbejde mellem studerende, lærere, forældre og skoleledelse.

Inklusion i institutioner og skoler i England

Definition: "Børn og unge med fysisk og psykisk funktionsnedsættelse, der lærer sammen i almindelige daginstitutioner, skoler, gymnasier og universiteter med passende støtte" (Center for Studiet af Inkluderende Uddannelse, 2001: 1:)

Politik og implementering: Begrebet "inklusion" blev først introduceret i Warnock Report (1978), som signalerede et skridt væk fra den lægefaglige model for handicap over til den socialfaglige model. Den efterfølgende internationale politik (UNESCO, 1994) førte til, at nationalpolitikken er blevet understøttet af handicaplovgivning, især lov om særlige behov og handicap (Storbritannien, 2001). Loven gjorde det ulovligt for skoler at udelukke børn med særlige behov og handicap. DfES (2004a) indeholder fire hovedområder: tidlig indsats, fjernelse af hindringer for læring, øget forventning og præstation og forbedring gennem samarbejde. Denne overordnede tilgang er også ekspliciteret i læreplaner. Dagsordenen "Hver barns sag" (DfES, 2004b) førte til en stigning i arbejdet med flere samarbejdspartnere og til en overvejelse af barnets behov med et holistisk blik på barnet. Dette i stedet for at overveje uddannelse, sundhed og sociale behov særskilt. Adfærdskodeksen (DfE, 2014) etablerede en klar individuel og personlig vej til børn, der har særlige behov. Der er klart fokus på at gøre

det muligt for det store flertal af børn med særlige behov, at få disse opfyldt inden for almindelige bestemmelser. I England har forældre til børn med særlige behov en stærk stemme i beslutningsprocessen for, hvordan man bedst muligt kan imødekomme børnenes behov.

Udfordringer: Inddragelsen skal understøttes af et etos og en filosofi om accept af forskel, respekt for menneskerettigheder og engagement, i lige adgang til uddannelse af høj kvalitet og støtte til barnet og den unge til læring sammen med jævnaldrende. I princippet understøttes dette af samfundet, men omfanget og kompleksiteten af de behov, som almindelige lærere forventes at kunne klare er store og mange lærere føler, at deres egen uddannelse ikke er i stand til at forberede dem tilstrækkeligt til de udfordringer, det medfører. I den nuværende situation, med reducerede skolebudgetter, er mulighederne for at støtte børn med fysiske, sociale og følelsesmæssige behov udfordret.

Inklusion i institutioner og skoler i Belgien (Flandern)

Definition: Inkluderende undervisning er undervisning, hvor børn med særlige behov deltager i en almindelig skole, hvor de får særlig støtte. Et undervisningsforløb tilrettelægges via et særligt didaktisk forløb, som støtter barnet til at få de nødvendige og særlige læringsprocesser i spil. For at tilgodese de undervisningsmæssige behov for disse børn, skal der ske en omskrivning af det almindelige undervisningsforløb til et særligt tilrettelagt undervisningsforløb ud fra et psykologisk perspektiv, med fokus på de færdigheder barnet mangler, og som giver barnet problemer i dets udvikling.

Politik og implementering: Politik i Flanderen udvikler sig mere henimod inklusion. I 2009 blev det besluttet at sætte fokus på barnets udvikling og ikke barnets handicap. M-dekretet, godkendt af det flamske parlament den 21. marts 2014, står for "Foranstaltninger for elever med særlige uddannelsesmæssige behov". Det beskæftiger sig med, hvordan det flamske uddannelsessystem arbejder med elever, der har svært ved at deltage i timerne i en almindelig skole på grund af et handicap, en lidelse eller en anden udfordring. Det anbefaler, at investere i bred 'baseline care', og gennemføre passende foranstaltninger og rimelige adaptationer. Der er seks politiske målsætninger: Første specialeskoletilbud, ret til at få adapteret undervisning hvis barnet har særlige behov, ret til indmelding i en almindelig skole, nye typer skoler til specialundervisning, nye adgangsbetingelser i skoler til specialundervisning, ret til støtte til almindelig uddannelse. Specifikke pædagogiske og administrative foranstaltninger, der er fastsat i M-dekretet, omfatter "vision om støtte" - ikke som et sikkerhedsnet, men som udgangspunkt. Denne vision har seks principielle ideer: En bred definition af støtte, en bredere vision om støtte og differentiering, en forebyggende og afhjælpende del (Universal Design for Learning principperne), en fælles omsorgspolitik ledet af et 'skolehold' med involvering af børn og unge og forældre, et "støtte kontinuum" og en inkluderende støtte.

Læreruddannelse: Uddannelsen til lærer varer 3 år og giver ret til en professionsbachelorgrad. Studerende kan specialisere sig i forskellige emner inden og efter bacheloruddannelse. I VIVES introduceres de i løbet af det 3-årige bachelorforløb systematisk til denne støtte-kontinuummodel og oplever hvordan der arbejdes med inklusion i praksis. Inklusion og støtte som tema, er mest i den "sekundære" læreruddannelse. VIVES tilbyder også en bachelor i 'støtte og afhjælpende lærer' og i 'særlige uddannelsesmæssige behov'. Forskellige organisationer tilbyder efteruddannelse i forbindelse med dette emne og især om gennemførelsen af M-dekretet.

Behov og udfordringer: Eftersom M-dekretet er helt nyt, er implementeringen på skoler organiseret via kurser og oplæring i M-dekretet.

Mange spørgsmål handler mest om de involverede skoler og organisationer og ikke om selv implementeringen. Ministeriet har et begrænset budget, og dette gør, at gennemførelsen af M-dekretet er udfordrende for skolerne. Måderne hvorpå man integrerer inklusion uden ekstra budget, er ikke altid tydelige. M-dekretet ønsker at stimulere mere inklusion, derfor skal vi forberede nye lærere og samfundet på måder, hvorpå de kan klare implementeringen ordentligt. Derfor er en ændret tænkning nødvendig.

Inklusion i institutioner og skoler i Danmark

Definition: Målet med inklusion er at fastholde eleverne i børnefællesskabet, så børn med særlige behov ikke udskilles til særlige undervisningstilbud, men undervises i den almindelige klasse med den nødvendige støtte og hjælpemidler. Målsætningen om inklusion indebærer, at eleverne er en del af det faglige og sociale fællesskab, at der sker en faglig progression, og at elevernes trivsel bevares.

Det politiske indhold: Inklusionsinitiativet blev vedtaget af den danske regering i 2012 og var baseret på Salamanca erklæringen¹ og Verdenserklæringen om menneskerettighederne². I 2010 blev der udfærdiget en forskningsrapport vedrørende specialundervisning. Finansministeriet indledte disse undersøgelser for at undersøge kvaliteten og omkostningerne ved undervisningen samt aktiviteter i skolesystemet generelt, med særlig henvisning til Folkeskolen. Aarhus Universitet og SFI³, satte fokus på udviklingen af inklusion i alle kommuner i Danmark. Hvert år indsamles

¹ Salamanca erklæringen: Vedtaget og offentliggjort i Salamanca, Spanien d. 10. juni 1994 af 92 lande og 25 internationale organisationer om principper, politik og praksis for specialundervisning.

² Menneskerettighedserklæringen: Vedtaget og offentliggjort d. 10. December 1948 af De forenede Nationers Generalforsamling

³ SFI: Det nationale forskningscenter for velfærd

løbende data som distribueres til alle kommuner i slutningen af året. Dette arbejde har fokus på inklusion, samtidig med at man forsøger at eliminere segregering i faglige pædagogiske arbejdsmiljøer. I overensstemmelse med Salamanca-erklæringen bygger forskningen på forestillingen om, at ethvert barn har ret til at være en del af deres samfund på trods af et handicap, de måtte have eller negative sociale forhold, de måtte være i.

Implementering: Inklusion er en opgave for daginstitutionsområdet, og i alle kommuner er der en implementeringsstrategi for inklusion. Ifølge SFI rapporten (2015) forbedres inklusion når:

- ❖ Institutionerne arbejder med systematiske tilgange til praktisk gennemførelse af inklusion
- ❖ Der er adgang til pædagogiske ressourcepersoner inden for de respektive kommuner
- ❖ Personale har en akademisk godkendt baggrund
- ❖ Der findes klare og effektive forældre / lærer og pædagogfaglige relationer
- ❖ Kommuner fokuserer eksplicit på inklusion

Uddannelse: Både pædagoguddannelsen og læreruddannelsen er 4årig, og begge uddannelser er professionsbacheloruddannelser. På begge uddannelser er der moduler med særlig fokus på inklusion.

Behov og udfordringer: Ifølge Aarhus Universitet og SFI rapporten (2015) siger:

- ❖ 50% af pædagogerne, at der er børn, der savner muligheder for at være en del af det sociale fællesskab, da de sjældent deltager i sociale sammenhænge med andre børn
- ❖ 29% af pædagogerne, at de ikke har haft mulighed for efteruddannelse og dermed ikke har udviklet deres kompetencer til at arbejde med inklusion indenfor de sidste 10 år

- ❖ 50% af pædagogerne i institutioner, at de er blevet tilbudt videreuddannelse med henblik på at udvikle inklusionskompetencer i arbejdet med børn
- ❖ 86% af pædagogerne, at de har haft støtte fra et tværfagligt team som PPR (Politi / Psykolog / Rådgiver)

Inklusion i institutioner og skoler i Litauen

Definition: I Litauen er inkluderende uddannelse defineret som den proces, der sikrer kvalitet i uddannelse for alle børn. Opmærksomheden er på barnet og barnets forældre. Der er et særligt fokus på det enkelte barns behov, hvis barnet har brug for særlig hjælp og har specielle behov for at stoppe 'drop-out' uddannelsen. (Handlingsplan for udvikling af inkluderende uddannelse for perioden 2014-2016 år, godkendt af ministeren for uddannelse og videnskab, 2014-09-05).

Politik og implementering: Inklusion i undervisning i Litauen er primært baseret på internationale dokumenter: FN's konvention om børns rettigheder (1989), Salamanca-erklæringen og anbefalinger til forbedring af specialundervisningen (1994). De vigtigste juridiske dokumenter, der regulerer uddannelse for børn med særlige behov i Litauen, er som følger:

Loven om social integration af handicappede (1996) - handicappede har ret til at arbejde, studere og træne, uanset årsag, karakter og grad af deres handicap. De har de samme rettigheder som andre borgere i Republikken Litauen;

Republikken Litauens lov om uddannelse (2011) - specialundervisning kan gives til alle, der har brug for det og er en obligatorisk del af alle uddannelsesprogrammer. For at imødekomme det enkelte barns særlige behov, skal disse obligatoriske programmer tilpasses til barnets uddannelse.

Gennemførelse af politikken: Inklusion i skolen i Litauen, forstås primært som inddragelse af børn med ikke-standardiseret mental og / eller fysisk udfordring i almindelige skoler. For nylig blev begrebet "særlige behov" udvidet og er blevet en paraplybetegnelse for børn, der står overfor indlæringsvanskeligheder, uanset årsagerne til dem, herunder hensynet til barnets sociale eller etniske baggrund.

Barnets lærere er de første, der iagttager og finder ud af hvilke udfordringer barnet har i skolen. Læreren oplyser forældrene om dette. Derefter bliver der foretaget en vurdering af, hvordan man kan støtte barnets særlige behov. Denne vurdering udføres af specialister. Disse specialister giver anbefalinger til forældrene og barnets skole om, hvilken støtteplan / program der skal gennemføres, herunder hvilke særlige bestemmelser der er nødvendige for at understøtte barnets læring- og læringsproces.

Behov og udfordringer: Begrundet i en manglende heterogenitet inden for uddannelseskulturen er det præget af manglende interkulturel orientering, idet man ikke tager hensyn til sociale, etniske og kønsfaktorer og af personale, som ikke er fuldtuddannede til at arbejde i samfundsmæssige forskellige grupper. Uddannelsespolitikkerne erkender ikke den sociale ulighed som et centralt spørgsmål baseret på kulturelle og økonomiske forskelle inden for uddannelsessystemet. Læreruddannelse har ikke konsekvent fulgt op med politik for inklusion i Litauen. Desuden har interkulturel uddannelse sjældent været et emne i læreruddannelsen.

Inklusion i institutioner og skoler i Portugal

Definition: I Portugal er inklusion med til at fremme deltagelse i uddannelse for alle børn. Der ydes ikke kun støtte til fysisk og psykisk handicappede børn, men også til alle grupper af sårbare og marginaliserede børn, og børn der har udfordringer på grund af deres kulturelle og sociale baggrund.

Politik og implementering: Lovdekret 3/2008 beskriver "specialiseret udbud af tilbud (...) med det formål at skabe betingelser for forbedring af uddannelsesprocessen til de særlige uddannelsesmæssige behov hos elever", som har fortsat vanskeligheder med kommunikation, læring, mobilitet, autonomi, interpersonelle forhold og social deltagelse. Denne form for specialiseret støtte er tilgængelig inden for almindelige skoler. Men DL 3/2008 fastslår også, at når den almindelige skole ikke kan give et passende tilbud på inddragelsen af børn og unge på grund af typen og graden af handicap, kan de involverede i henvisnings- og evalueringsprocesserne foreslå at barnet starter på en specialskole. Loven om at elever med særlige behov bør: (a) have mulighed for uddannelse i en almindelig skole (b) deltage på lige fod med andre børn i skolens undervisning og i skolelivet (c) generelt deltage i den almindelige klasse i stedet for at blive isoleret i specialklasser d) specialklasser kan lejlighedsvis være nødvendige til specifikke formål e) Skoler bør gennemgå og tilpasse deres tilbud til børn for at opnå større inklusion. Inden for lovdekret 3/2008 var målgruppen omfattet af specialundervisning begrænset til børn med permanente behov (børn og unge med begrænsninger med hensyn til aktivitet og deltagelse på et eller flere af følgende områder: kommunikation, læring, mobilitet, autonomi, interpersonelle forhold og social deltagelse), og omdirigere de tilgængelige specialiserede ressourcer til dem. På baggrund af antagelsen om, at nogle målgrupper har brug for mere sofistikerede og specialiserede skoletilbud (1) Specialskoler for tosproget uddannelse af døve studerende (2) Specialskoler for blinde og svagtseende elever (3) Strukturerede undervisningsenheder for elever med autisme 4 () Specialiserede

støtteenheder til elever med handicap og medfødte problemer. Disse enheder er placeret i almindelige skoler og tilpasses uddannelsesmiljøet. Børn med særlige behov forbliver kun i disse enheder på deltid for at fremme deres inklusion i almindelige klasseværelser og i skolelivet. Tidligere børneinterventioner (Portugal): I oktober 2009 blev der ved lovdekret 281/2009 oprettet et nationalt system for tidlig indsats for børn (SNI), der dækker børn mellem 0 og 6 år. ECI er en række omfattende udviklingsydelser, der leveres af lokale fagfolk inden for sundhed, uddannelse og sociale ydelser, og fokuserer ikke kun på barnet men også på miljøet og familien. "Interventionsmodelrammen" omfatter tre hovedtræk: forbedring af hverdagens læringsmuligheder for børn, familiecentre og tværprofessionelt samarbejde.

Behov og udfordringer: Undervisningsministeriet bestilte et internationalt ekspertpanel til at yde ekstern evaluering af den nuværende model. Den eksterne evaluering fremhæver den brede enighed om, at arbejde med inkluderende uddannelse i alle skoler. Dette udgør et kvalitativt spring over det tidligere regelsæt for specialundervisning. Konklusionerne er indarbejdet i en henstilling, der for nylig blev offentliggjort af National Education Council on Special Education Public Policy (Conselho Nacional de Education Council on Special Education Public Policy (Conselho Nacional de Educação, 2014).

Inklusion i institutioner og skoler i Holland

Definition: Inklusion i undervisningen i Holland hedder "relevant uddannelse", den nye måde at undervise børn, der har brug for ekstra støtte.

Med "relevant uddannelse" kan flere børn med yderligere støtte forblive i almindelig uddannelse.

Politik: Loven introducerede 'relevant uddannelse' den 1. august 2014. Formålet med 'relevant uddannelse' er at løse de problemer, der er i det gamle system og reducere antallet af elever der pjækker fra skole. Formålet med den nye lov er, at alle børn, herunder børn, der har brug for ekstra støtte i klasseværelset, får et 'relevant uddannelsessted'.

Essensen af uddannelse forbliver den samme: At møde barnet hvor det er og støtte det i forhold til zonen for nærmeste udvikling (NUZO). Udgangspunktet for "relevant uddannelse" er, at alle børn skal gå i en almindelig skole. Hvis det ikke er relevant for barnet, henvises barnet til en specialskole

Hovedskoler

- ❖ Særlig grundskoler (SBO) hvor man yder intensiv støtte. Grupperne er mindre, og lærerne ved mere om børn med fysisk/psykisk handicap og adfærdsproblemer.
- ❖ Specialundervisning for børn med (alvorlig) fysisk eller psykisk handicap, eller elever med alvorlig adfærdsmæssige udfordringer eller psykiatrisk lidelse.

Den nye lov berører mest de almindelige skoler der nu har både undervisnings-, - og omsorgspligt. Det betyder, at skolerne er ansvarlige for at skabe et relevant og passende sted for alle børn, der har brug for ekstra støtte. For at sikre, at alle børn får et relevant tilbud, har skolerne dannet regionale partnerskaber. I disse partnerskaber arbejder almindelige skoler og specialskoler sammen.

Lærerens uddannelse: Læreruddannelsen varer 4 år og er en professionsbacheloruddannelse. Undervisningsministeren konstaterer, at læreruddannelsens niveau er for lav. Derfor skal kvaliteten af læreruddannelsen forbedres. Det er hensigten, at hver lærerstuderende fra 2016 opfylder kravene til at kunne håndtere inklusion af alle elever i skolen.

På Hanzehogeschool Groningen fokuserer uddannelsen på viden, undervisningsmetoder, færdigheder og holdningsaspekter, der er nødvendige for at påtage sig lærerrollen. Den studerende arbejder med sin egen

vidensbase. Aspekter som forskellighed mellem elever, klasseledelse (kombinationsgrupper), samarbejde og aktiv instruktion samt spørgsmål i forbindelse med en lang række forskellige metoder for, hvordan man håndtere børn med særlige behov.

Behov og udfordringer: Relevant uddannelse starter i klasseværelset. Lærerne ved bedst, hvad børn har brug for, og hvilken støtte der passer dem bedst. For lærere er udfordringen at se forskellene og finde ud af, hvad børnene har brug for. Håndtering af mangfoldighed er ikke nyt, men på grund af den nye lov vil der være flere børn fra specialskoler i de almindelige skoler. Det er en udfordring at forberede alle lærere på inklusion i uddannelse.



GO PRINCE

REACCH
Model Frameworks
Danish

Nøglebegreb: Inklusion. (Baseret på dansk praksis)

Refleksion er ens egen didaktiske overvejelser af de indtryk og oplevelser, der fremkommer, når man tænker over det man vil gøre eller har gjort i undervisnings- og læringsammenhænge. Ifølge Stenhouse er refleksion et sæt værktøjer, hvormed man kan fokusere på en gruppe eller på et enkelt barn:

- ❖ Spørg systematisk til din egen undervisnings og læringspraksis som grundlag for dine overvejelser om refleksion over didaktik
- ❖ Brug de nødvendige færdigheder du har til, hvordan du praktiserer undervisning og opnåelse af læring
- ❖ Fokuser, stil relevante spørgsmål og efterprøv teorier ved hjælp af disse færdigheder

I inklusionsarbejdet med børn i alderen 0 til 8 har vi valgt en dynamisk refleksionsmodel, hvor alle grundlæggende didaktiske kategorier er repræsenteret. Hvis man f.eks. ønsker at inkludere et barn, skal inkludering indarbejdes i alle kategorier.

Alle kategorierne er forbundet og influerer på hinanden. Når der sker ændringer i en af kategorierne, vil det i en eller anden grad få betydning for alle andre kategorier. Modellen kan desuden sætte fokus på de udfordringer, som barnet måtte have på forskellige områder i forbindelse med de nuværende undervisnings- og læringsmetoder, som han eller hun kan blive udsat for, når de er i institution eller skole. Modellen tager udgangspunkt i den kritiskhumanistiske videnskabsteori og er på den baggrund handlingsorienteret. Den kan bidrage til at udvikle pædagogens og lærerens egen didaktik. Modellen

skal altid bruges og ses i sammenhæng med pædagogens og lærerens faglige rolle i forhold til barnet.

Når man anvender den didaktiske refleksionsmodel er det vigtigt at forstå, at barnet og forældrene er udgangspunktet for alle læringsprocesserne. Uden indblik i barnets sociale, mentale eller fysiske omstændigheder vil det være vanskeligt for barnet at lære det, der er tilsigtet fra pædagogens og lærerens side. Derfor er pædagogens og lærerens didaktiske overvejelser vigtige faktorer for børnenes læring.

Den didaktiske refleksionsmodel af Hiim and Hippe



For at justere ens egne didaktiske overvejelser og reflekterer over hvad man kan gøre anderledes og bedre næste gang, er det vigtigt at have øje for kompleksiteten i undervisnings- og læringssituationer. Det er vigtigt at fokusere på:

- ❖ Sociale, kulturelle, psykologiske og fysiske læringsbetingelser
- ❖ Det kulturelle, sociale og fysisk miljø
- ❖ samt have fokus på læringsmål, indhold, læringsproces og vurdering.

Nøglebegreb: Etos. (Baseret på litauisk praksis)

Inklusion i uddannelse stræber efter at give lige muligheder for undervisning for hvert barn. Udtrykket "inklusion" har i høj grad erstattet "integration" og er beregnet til at repræsentere et andet begreb. Ændringen i terminologi afspejler et skift fra en behovsbaseret dagsorden til en rettighedsbaseret dagsorden. Lærernes rolle i udviklingen af inkluderende uddannelse er central for dets effektivitet. Derfor spiller lærernes holdninger såvel som deres adfærd en afgørende rolle i en vellykket implementering af inkluderende uddannelse, hvoraf de vigtigste faktorer er den positive etos med værdibaserede læreres engagement i inklusion.

Det Europæiske Agentur for Udvikling i Specialundervisning (2012) udstedte en profil af inkluderende lærere, en ramme for kerneværdier for en inkluderende lærer. Den første kerneværdi er Valuing Learner Diversity. Det indebærer udvikling af lærerens interkulturelle kompetence, der grundlæggende bygger på etos i inkluderende uddannelse.

Kulturel mangfoldighed kan findes i sammenhæng med etnicitet, kultur, køn, flere sprog og religioner, alder, social klasse, seksuel orientering, faglig funktion, uddannelsesmæssig baggrund, mental og fysisk kapacitet og sundhed. For at kunne genkende kulturelle forskelle inden for en gruppe børn skal lærerne udvikle kulturel følsomhed, kulturel bevidsthed eller såkaldt kulturkritisk bevidsthed, der indebærer selvrefleksion, evnen til at træde tilbage, se sig selv og kritisk reflektere over egne kulturelle værdier, normer, overbevisninger og holdninger.

Selvrefleksion og kulturkritisk bevidsthed inddrager også de bedste måder at undervise kulturelt forskellige studerende på for maksimal positiv effekt. Manglende selvrefleksion og kulturel kritisk bevidsthed fører til forsømmelighed, manglende forståelse, kategorisering og stempning af børn, der følgelig kan have en negativ indvirkning på deres udvikling og mulighed for uddannelse.

En inkluderende lærer respekterer kulturelle forskelle og er opmærksom på etnocentriske holdninger. Inden for etnocentrismenes værdier, dømmer enkeltpersoner andre grupper i forhold til deres egen særlige kultur, som opfattes som en standard, især med hensyn til værdier, sociale normer, overbevisninger, adfærd og religion. Den modsatte værdiindstilling kaldes kulturel relativisme, der er baseret på ideen om, at alle normer, overbevisninger og værdier er afhængige af deres kulturelle sammenhæng og bør behandles ligeværdigt.

En anden hindring for inkluderende uddannelse er tendensen til negativt værdiladede kulturelle forskelle at udvikle patroniserende holdninger til børn fra minoritetsgrupper. Essentialistiske forestillinger om kultur fører til den sædvanlige fejl, at alle i en bestemt kultur er de samme. Det forklarer menneskers adfærd med hensyn til deres kultur, så "kultur" bliver større end folket selv. Derfor er det, for en inkluderende lærer, vigtigt at undgå at falde ind i den kulturelle fælde at reducere børn til mindre end de er, på samme måde som det er nødvendigt for at undgå racistiske og sexistiske fælder.

Lærerens interkulturelle kompetence indebærer bevidsthed om sociale uligheder, der ofte svarer til kulturel mangfoldighed. På samfundsniveau bliver mangfoldighed til ulighed. Inkluderende lærere forstår de problemer, der er forbundet med social ulighed, og de er

opmærksomme på den centrale rolle, som de og uddannelsen spiller for at etablere demokrati og social retfærdighed i samfundet. Hun / han tager ansvar for at fremme undervisningsmæssige egenskaber i klasseværelset og behandler hvert barn som lige vigtige og værdsatte individer. Ved at se forældre som ligestillede søger en inkluderende lærer at skabe og opretholde positive relationer med dem.

Da børns følelser påvirker måden, de udvikler sig og lærer på, skal en inkluderende lærer kunne knytte sig til og forstå deres elever for at opfylde børnenes behov. Med andre ord skal en lærer være opmærksom og fokuseret på at pleje læring snarere end at bedømme præstationen. Empati modstår etiketter, overvinder stereotyper og bryder gennem den anden parts sociale opbygning. Derfor er det en væsentlig del af kulturel responsiv pædagogik.

Nøglebegreb: Adaptation (baseret på Tyrkisk praksis)

Adaptation er en af de seks nøgler i vores projekt, 'model of Good practice', der fører til en vellykket inklusion af småbørn i institutioner og skoler. Denne proces er med til at justere eller ændre de midler vi har til rådighed og de metoder vi bruger i barnets læringsmiljø samt de interaktioner, der støtter det enkelte barn.

Generelt giver adaptation børn med særlige behov mulighed for at deltage i sociale sammenhænge, for eksempel ved at kompensere for deres fysiske og psykiske udfordringer. Adaptationen opfylder målet ved at kompensere, f.eks. ved at ændre den generelle lærerplan.

Derved kan man se på hvordan barnet lærer, ikke hvad barnet lærer. Ændringer refererer til adaption, der ændrer eller sænker forventninger eller standarder. Ændringer omfatter nye muligheder i undervisningsniveau, indhold / pensum, præstationer eller opgaver.

Hver lærer, hvert barn og hver klasse er unik, og adaptationen er helt særligt for hver situation. Det er vigtigt at identificere mål, målsætninger og forventninger, som vil imødekomme barnets behov. Dette medfører udvikling for barnet, og imødekommer barnets behov og individuelle læreplane. Løbende evaluering muliggør ændringer, når det er nødvendigt. Der er mange grunde til at støtte børnene med adaption på inkluderende måder. Det kan være:

- ❖ Funktionelle tilpasninger, der er relateret til børns mest grundlæggende behov for sundhed, sikkerhed, kommunikation, øget uafhængighed og reduktion af en-til-en hjælp
- ❖ Adaptation fremmer læring og derved opnår barnet individuelle mål og resultater. Det hjælper børn med at engagere sig i læringsmiljøet og de aktiviteter, der foregår her.

Adaptation hjælper også børnene ved at opmuntre barnet til at deltage i fællesskaber. Da udvikler barnet sociale færdigheder og venskaber, som er en vigtig del af de tidlige erfaringer. Dette kan være med til at sikre interaktion med andre børn under aktiviteterne.

Lærerne kæmper i deres undervisning for at skabe rammer, der giver muligheden for adaptation for at støtte børn med særlige behov mest muligt. Universel Design for Læring (UDL) - et koncept for læring er et middel til at holde fokus på forskning, udvikling og uddannelsespraksis ved forståelse af mangfoldighed og anvendelse af teknologi til at udvikle og give mulighed for læring. Dette er en tilgang, som ledere og lærere, der designer uddannelsesforløbene, løbende udvikler. UDL giver en retfærdig, fleksibel, succesorienteret læreplan med en enkel

og intuitiv instruktion, flere præsentationsmåder og passende niveau af børneindsats. UDL adresserer og afhjælper den primære opgave, som handler om at gøre alle børn til eksperter i eget liv.

Dette er dog ikke en let opgave. Men ved at skabe læringserfaringer, der afspejler en tro på flere læringsformer, kan den tidlige indsats i undervisningen tilbyde en række forskellige måder, som tilgodeser børns læring.

Nøglebegreb: Samarbejde. (Baseret på Portugisisk praksis)

På uddannelsesområdet ses "samarbejde" som et begreb til at fremme god praksis i undervisningen og er nødvendigt for inddragelse af børn med særlige uddannelsesbehov (SEN) (Hernandez, 2013). Faktisk understreger Salamanca-erklæringen (UNESCO, 1994) betydningen af et effektivt samarbejde mellem klasselærere, specialuddannede fagfolk og støttepersonale samt involvering af ressourcepersonale som rådgivende lærere, pædagogiske psykologer, tale- og ergoterapeuter. Det betyder også, at uddannelse af børn med særlige uddannelsesmæssige behov er en fælles opgave for forældre og fagfolk, og det anbefales derfor at udvikle et samarbejdspartnerskab mellem skoleadministratorer, lærere og forældre, der betragtes som aktive partnere i beslutningsprocessen.

Begrebet samarbejde betragtes ofte som tvetydigt og afhængigt af den sammenhæng, det anvendes i. Ikke desto mindre synes de fleste fagfolk at være enige om, at understøttende og gensidigt samarbejde

er fordelagtigt i forhold til børns læringsprocesser. Modellerne for samarbejde mellem lærere, forældre og andre fagfolk i skolerne, der er implementeret for at imødekomme mangfoldighed, anerkendes som kraftfulde og vellykkede strategier i enhver uddannelsesmæssig sammenhæng (Wood, 1998). Samarbejdet mellem fagfolk inden for special uddannelse er især et alternativ til at imødekomme udfordringerne for inkluderende uddannelse, mindske isolationen som traditionelt er forbundet med lærernes arbejde og forbedre børnenes tilbagevenden til den almindelige skole, hvilket samtidig medfører, at specialpædagogerne vender tilbage i skolens faglige liv.

Modeller af samarbejde. Hvordan lærere, andre fagfolk og forældre samarbejder med hinanden i undervisningsinstitutioner, kaldes ofte samarbejdsmodeller og består af tværprofessionelle tilgange (Briggs, 1991, 1997; Hernandez, 2013). Hver model præsenterer forskellige underliggende principper, og forskelle i mængden af kommunikation og samarbejdet med andre teammedlemmer afhænger af den anvendte metode. I sammenligning med de multi- og tværfaglige tilgange er der tegn på, at en tværprofessionel tilgang fører til bedre effektivitet, især i forhold til etablering af en integreret teamstruktur og serviceudbud, bevidst og regelmæssig tværprofessionel kommunikation, vidensudveksling på tværs af professioner og et stærkt elevfokus.

Undervisningsmetode som samarbejde. Det almindelige ansvar hos en lærer er som regel at bruge deres evner til at instruere eleverne i indholdet i læreplanerne, mens det primære ansvar for specialundervisningslærere er at give instruktion ved at tilpasse og udvikle materialer, der passer til læringsstile, som vil styrke elever med særlige behov. Co-undervisning, kooperativ undervisning eller en fælles undervisningsmetode er en nyere udvikling i udviklingen af de

samarbejdsmodeller, der er beskrevet ovenfor (Hernandez, 2013). Den mest lovende udvikling til fordel for inklusion i undervisning er at arbejde intradisciplinelt, men kan også gælde for at samarbejde med andre fagfolk, såsom talepædagoger, ergoterapeuter og socialrådgivere, interdisciplinelt. (Rainforth & England, 1997 som nævnt i Hernandez, 2013). Altså, specialundervisningslærere arbejder sammen med lærere i almindelige klasser som lige partnere i samme klasseværelse det meste af dagen i interaktive relationer, der involverer planlægning, undervisning og vurdering.

Nøglebegreb: Kommunikation. (Baseret på hollandsk praksis)

I skolens verden er åbenhed og klar kommunikation af yderste vigtighed for læreren, forældrene og barnet. Skole og forældre har brug for hinanden for at give barnet en vellykket uddannelse. Endvidere er personlig kontakt mellem lærere og forældre vigtigt og bidrager til en god skolekultur. Kommunikation handler om kommunikationsform. Måden en lærer bruger til at kommunikere på en professionel måde med børn og forældre.

Processen: Konstruktiv kommunikation er afgørende, når lærere, forældre og børn ønsker at samarbejde. (Bolks, 2011). Kommunikation er påvirket af mange faktorer, for eksempel; forholdet mellem deltagerne, ved deltagernes oplevelse af den pågældende person, der taler eller på tidspunktet af dagen. Det indebærer en direkte interaktion mellem mennesker, hvor hurtig feedback er mulig. Afsenderen sender en besked, modtageren sender en besked tilbage, afsenderen er modtager og reagerer derefter osv. For at kunne styre

processen så godt som muligt, skal læreren være opmærksom på forskellige metoder, som hun/han kan bruge. Jutten (2015) beskriver otte grundlæggende færdigheder til kommunikation, som lærere kunne bruge.

Lærerens kompetencer: En skolelærer skal kende og være i stand til at handle i mange sammenhænge. Disse kvalifikationer, viden og færdigheder ligger inden for kompetenceområdet. På det interpersonelle, pædagogiske, faglige og organisatoriske område må hun/han have visse kompetencer. For eksempel skal hun kunne danne positive relationer med børnene i sin klasse og kommunikere effektivt med dem, tilbyde dem et sikkert læringsmiljø og kunne iværksætte meningsfulde aktiviteter eller lektioner for at sikre, at børnene udvikler sig fuldt ud. Samarbejde er vejen frem. Samarbejdskompetencen omfatter kommunikation med forældre.

Kommunikation med børn: Kommunikation med børn bør være en integreret del af lærerens arbejde, herunder samtaler på både gruppe- og individniveau. Den bedste måde at tale med børn er at deltage i en aktivitet, hvor barnet laver eller indleder en ny aktivitet. På den måde kan læreren arbejde aktivt med barnets tanker og ideer. Det kræver ligeledes kommunikationskompetencer hos læreren: Aktiv lytning, viden om barnets sprogniveau for at tilgodese barnets behov.

Kommunikation med forældre: I forbindelse med relevant uddannelse er forældresamarbejde vigtigt. Et af målene med denne politik er at styrke forældrenes indflydelse i udformningen af uddannelse for deres barn. Børn lærer bedre og går glad i skole, når deres forældre føler sig involveret i skolen. Personlig kontakt mellem læreren og forældrene er afgørende. Læreren skal se forældre som samarbejdspartnere. De har en fælles interesse, der skal støtte barnets udvikling. Det er dog lærerens ansvar at bruge og udvikle barnets færdigheder via undervisningsmetoder, der sikrer den optimale kommunikation for alle.

Nøglebegreb: Et holistisk syn. (Velvære, sammenhæng og engagement, baseret på Belgisk praksis)

En af de seks nøgler i denne model, der fører til vellykket inklusion af småbørn, er at se hele barnet via "et holistisk syn." Når vi arbejder med inklusion i skolen iagttager vi, hvilke børn der er socialt udsatte, og hvilke børn der har særlige behov, både fysiske, - og psykiske behov. Tidligere var det kun barnets præstation, der vægtede under disse iagttagelser. Idag ser man holistisk på barnet. Børn, der udviser udfordringer i udvikling, vil blive set som 'udsatte', og dermed bliver de underlagt pædagogiske interventioner.

Velvære, sammenhæng og engagement:

I den inkluderende undervisning fokuserer vi ikke på, om børnene har lært noget specifikt eller ej. Vi fokuserer på processen omkring barnet og barnets niveau. Vi fokuserer på, hvordan børnene oplever at være i læringsrummet. Vi forsøger at finde ud af 'hvordan har børnene det?' Faktisk spørger vi os selv: Hvordan føler børnene sig (velvære);

Hvor engageret er de i aktiviteterne? (involvering) og hvordan er deres forhold til andre? (sammenhængen)

Når disse betingelser er opfyldt ved vi, at både den sociale, følelsesmæssige og kognitive udvikling af barnet er set.

For det første ser vi på barnets trivsel, involvering og sammenhæng. For det andet fokuserer vi på barnets kompetencer. På hvilket niveau

er barnet udviklet? En udfordring i udvikling betyder ikke, at barnet kommer bagefter i skolen. En alderssvarende udvikling betyder heller ikke, at barnets udvikling ikke er truet. Det er meget vigtigt at se hele barnet ud fra et holistisk perspektiv. I erfaringsmæssig læring behandler vi ni udviklingsområder som procesorienteret læring. Dette er afgørende, når vi skal til at definere hvilken type læring barnet kan bestride. Kompetencer indgår som en del af en helhed, en kompleksitet som pædagoger, lærere og forældre arbejder sammen om, for at sætte en holistisk ramme for barnet og deraf kunne identificere børns talenter og understøtte undervisning på flere niveauer til gavn for barnet.

De ni områder er følelsesmæssig sundhed, grovmotorisk udvikling, finmotorisk udvikling, sprog og kommunikation, kunstnerisk udtryk, forståelse af den fysiske verden, forståelse af den sociale verden, logisk og matematisk tænkning, selvorganisering og entreprenørskab. På disse områder er det vigtigt at huske, at udviklingen kan være forskellig fra barn til barn. Det er vigtigt at se på barnets niveau og stimulere trivsel og involvering i forhold til deres udviklingsniveau. Vi plejede at fokusere på emner; Nu er vores daglige udfordring at fokusere på barnet, som barnet er, og hvordan det er relateret til hans/hendes kultur og baggrund. Denne tilgang er mindre i overensstemmelse med et lærerplans perspektiv' og mere et 'holistisk' perspektiv. Det er godt at skelne mellem grundlæggende kompetencer, når man observerer børn. På denne måde genkender du barnets talenter.



GO PRINCE

Case Studies

Danish

God praksis, 2 caseeksempler i Danmark

Case e1: Isabella en 6-årig pige

Vi bruger en YouTube videooptagelse: "Skolens fællesskaber er for alle (på engelsk) "med engelske undertekster.

<https://www.youtube.com/watch?v=kP1xAV9QukU>

Videoen viser de udfordringer, som Isabella står overfor. Isabella har diagnosen og udfordringen ADHD. I videoen deltager Isabellas familie, venner og lærere i den folkeskole, hun er tilknyttet i København. Ved hjælp af Hiim og HIPPES refleksionsmodel ser man, hvordan hun inkluderes i læringsfællesskabet og hvordan man sikrer, at hun er med i undervisningen trods udfordringerne ved at have ADHD.

Case 2: Morten, en 8-årig dreng

Vi bruger en praksiscase: "Ethvert barn der ikke er elsket hjemme har en ret til at blive elsket i skolen". Morten er 8 år gammel og lærerne er bekymrede for ham. Han har store udfordringer både personligt og socialt og han er ofte fraværende fra skolen. Hans personlige udvikling og adfærd er ikke alderssvarende, og han fungerer ikke socialt, hvilket betyder at han vil blive ekskluderet i fællesskabet i klassen. Morten er for det meste lukket og tavs. Han har ingen stærke relationer til kammerater, pædagoger eller lærere. Hans sociale kompetencer er ikke stærke, og han finder det svært at deltage i almindelige fællesskaber. Han synes overrasket, hvis nogen kontakter ham direkte. Mortens fremtræden tyder på, at han ikke har nogen hjælp eller støtte til hverken hygiejne eller påklædning.

Han er almindeligvis klædt i tøj og sko, der er flere størrelser for store til ham, og klassekammerater klager over, at han lugter. Han har ingen overtøj og er klædt uhensigtsmæssigt på i forhold vejret.

Mortens udfordringer i skolen er, at han næsten aldrig deltager aktivt i klassen, og han laver aldrig lektier. Pædagoger og lærere har observeret, at kommunikationen fra skolen til forældre om manglen på lektier og fravær, resulterede i yderligere fravær og blå mærker på Morten. Morten kan ikke forklare de blå mærker, men siger, at hans far nogle gange drikker lidt for meget. Opkaldene til forældre er ikke blevet besvaret, og skolen har ingen kontakt med forældrene. Ved hjælp af den didaktiske relationsmodel Hiim og Hippe reflekteres over, hvordan man bedst kan hjælpe Morten med at blive inkluderet i det social fællesskab og læringsfællesskabet i skolen.

God praksis, 2 caseeksempler – Litauen

Case 1: Inklusiv praksis i et dagcenter

Af 378 personer, der bor i Kirtimai Roma-bosættelsen i Vilnius, er 48% børn under 18 år. På grund af lavt selvværd, mangel på sociale færdigheder, skolefejl, mobning af romaerne i skolen, negative holdninger til romalærere og andre problemer, dropper mange roma-elever ud af skolen i løbet af deres første eller andet år af deres skolestart. Siden 2009 har en gruppe frivillige arbejdet med romabørn, der bor i Kirtimai-bosættelsen, for at forhindre, at børnene dropper ud. Endelig besluttede de at åbne et lille efterskole- og dagcenter for at sikre et stærkere bånd mellem børnene og deres skoler. Centret inviterer både romabørn fra Kirtimai og ikke-romabørn hjemme i Naujininkai-distriktet i Vilnius, hvor centret ligger.

Frivillige i centrum hjælper romabørn med deres lektier og hjælper dem ligeledes med de nødvendige skolemateriale. Efter skolens aktiviteter, der er beregnet til at udvikle sociale færdigheder hos børn, arrangeres også tæt kommunikation med lærere og forældre, så kontakten opretholdes. Ifølge projektinitiativtagerne viser børn, der går i daghavecentret, bedre præstationer i skolen, men risikoen for den tidlige skole drop-out er fortsat høj, da dagcentret ikke er i stand til at løse strukturelle problemer, der påvirker skolens deltagelse, sådan som boligforhold og ekstrem fattigdom hos familier.

Folk, der arbejder i byens centrum, opfordrer til kommunikation og samarbejde mellem børn, forældre, lærere, socialarbejdere, roma-ngo'er og forskellige kommunale og statslige institutioner, der på en eller anden måde er involveret i uddannelsesmæssige spørgsmål. Med henblik på at gennemføre en vellykket inklusion af romabørn, udarbejder personalet en holistisk observation af børns trivsel, adfærd, følelser og arbejder med disse resultater inden for forskellige udviklingsområder. Personalet gør også konstant individuelle refleksioner og refleksioner i grupper, der involverer alle specialister, forældre og børn. Derudover forsøger man at få viden om barnet i hjemmelige omgivelser, så man kan tilrettelægge indholdet i uddannelsen på bedste vis.

Case 2: Lukas, en 3-årig dreng

I børnehaven skabes gode forhold for Lukas' udvikling. Lukas er en tre år gammel dreng. Han har en hørenedsættelse. For at imødekomme Lukas' behov, samarbejder lærerne ikke kun indbyrdes, men også med Lukas' forældre og pædagoger. Der er to modeller for samarbejde: interdisciplinært og trans disciplinært. Kommunikation mellem alle deltagere i uddannelsen er åben og klar. Lærere kommunikerer med børn og forældre på en professionel måde. Søger at gennemføre vellykket inklusion, lærere observerer holistiske: Lukas' velvære, adfærd og følelser og hans præstationer, især hans verbale kommunikation. Lærere gør konstant individuelle refleksioner og refleksioner i grupper, der involverer alle

specialister, hans forældre og andre børn. Lærere søger at lære hvert barns sociale eller etniske baggrund, kultur og evner at kende. De tager højde for denne viden for at gennemføre inkluderende uddannelse. Et barns særlige 'unikhed' opfattes som en mulighed, ikke et problem. Undervisningsindhold, materialer, metoder, opgaver vedtages for hvert barn efter barnets behov og deres udviklingstrin.

God praksis, 2 case eksempler - Tyrkiet

Case 1: Mert, en 6-årig dreng

Mert er en dreng med ADHD. Mert har svært ved at holde fokus og opmærksomhed, samt kontrollere sin adfærd, og han er hyperaktiv. Han behøver ekstra hjælp til at organisere, kommunikere, og være til stede i en social interaktion, så han kan inkluderes i et læringsfællesskab.

I vores bud på god praksis, observerede vi Mert i hans skolemiljø. Vi interviewede skolelederen og lærerne. Vi lavede en video hvor vi observerede børns behov i det daglige miljø i Merts skole. I denne video spurgte vi studerende om deres oplevelser og observationer. De studerende arbejdede med, hvordan adaptationsnøglen kunne være en inkluderende faktor for børn som Mert.

Vi arbejdede med dramaaktiviteter, hvor vi gav de studerende roller, og de spillede rollen som Mert, Merts tvillingbror, lærere, forældre og skoleleder. Vi ønskede, at deltagerne skulle øve sig i at skifte perspektiv. De vurderede til slut de positive og de negative aspekter ved en evaluering af god praksisøvelse.

De studerende afsluttede med at give et bud på deres ideer, og de forklarede, hvordan de troede, at de 5 andre nøgler kunne bruges.

Case 2: Abdulrahman, en 5-årig dreng

Abdulrahman blev født i Irak. Han mistede sin far i et bombeangreb. Han migrerede med sin mor til Tyrkiet lige efter sin fars død. Da var han 4 år gammel. Abdulrahman og hans familie fik støtte fra indvandrerkontoret i den tyrkiske republik. Familien blev genhuset i Balikesir-provinsen og deres officielle anliggender blev overført til det lokale immigrantkontor.

Børn af indvandrere står over for mange særlige uddannelsesmæssige udfordringer og omstændigheder. Disse omfatter

- ❖ Fattigdom
- ❖ Udfordringen med at lære et nyt sprog,
- ❖ Håndtering af følelsesmæssig stress, mens man forsøger at tilpasse sig nye sociale normer og et nyt læringsmiljø
- ❖ De bliver konfronteret med fordomme og diskrimination i det nye land
- ❖ Familieproblemer eller adskillelser og utilstrækkelig social støtte til at hjælpe dem med at kompensere for brudte relationer i deres hjemlande og liv

Manglende støtte til psykologiske udfordringer og traumer som følge af krig.

For at klare disse forskellige udfordringer er der behov for handling fra skoler, fra regeringer og frivillige organisationer. I dette tilfælde introduceres Abdulrahmans historie med visuelle hjælpemidler, en tegneserie med instruktioner. Deltagere spillede derefter et spil kaldet "Find din egen vej i adaptationsskoven". Dette spil giver dem mulighed for at tænke over Abdulrahmans situation og træffe beslutninger og endda tage nye og nødvendige skridt.

God praksis, 2 caseeksempler i Portugal

Case 1: Daniel, en dreng.

Daniel er en 3-årig dreng. Han blev født med Downs syndrom. Daniel kan beskrives som en dreng med "komplekse behov". Han har motorisk og kognitive udviklingsforstyrrelser, taler ikke og går ikke endnu. Han har også andre fysiske udfordringer, der bekymrer forældrene, specielt syns- og hjerteproblemer. Daniel har brug for mange former for behandlinger og læringsmæssig støtte, og derfor oplever hans forældre et meget stressende dagligliv, der indebærer møder med forskellige læger og ofte modstridende råd. Pædagogen er også bekymret. Hun føler ikke at hun kan hjælpe Daniel tilstrækkeligt. Han blev mere og mere isoleret fra de andre børn i gruppen og pædagogen stod magtesløs overfor at støtte og yde omsorg overfor Daniel.

Danias forældre bad om støtte fra et "tidligt" interventionshold. Planlægningen og interventionen var en opgave, der involverede alle holdmedlemmer, og deling af information var afgørende. Interventionsholdet planlagde at være så lidt påtrængende som muligt overfor familien. Kun to specialister fra holdet besøgte Daniens hjem for at vurdere hans, - såvel som familiens behov. Derefter blev et holdmedlem udpeget som 'case manager', hvilket gjorde det muligt for holdet og forældrene at arbejde sammen for at fremme Daniels udvikling og læring. Desuden begyndte man også at arbejde med de pædagogiske interventioner i Daniels børnehave. Pædagogerne i børnehaven planlagde, sammen med casemanageren, arbejdet med Daniel inden for hans gruppe og daglige rutiner. Hovedformålet med interventionsholdet var at udøve empowerment og involvering af forældre og andre vigtige eksperter. Man arbejdede med Daniels rutiner i dagligdagen og brugte disse som læringsmuligheder for Daniel.

Interventionsplanen indeholdt mange muligheder for at fremme andre færdigheder inden for en barne- og familiecentreret tilgang. Disse tilgange indebar et tæt samarbejde mellem familien og pædagogen, men også deres interaktion med de øvrige holdmedlemmer har gjort det muligt for dem at samle og udveksle information, viden og færdigheder og arbejde sammen. Dette gav familien ro, der kom Daniel tilgode.

Case 2: Samuel, en dreng

Samuel, 7 år gammel, har autismespektrumforstyrrelse, som påvirker hans sociale interaktion, kommunikation, interesser og adfærd.

Samuel gik i en almindelig skole. I skolen blev der iværksat en række understøttende tiltag for at skabe et godt og inkluderende miljø for Samuel og klassen, og på den måde skabe gode oplevelser for alle involverede. En af de valgte fremgangsmåder var fokus på samarbejde i undervisning. Der blev fokuseret på regelmæssige involvering af specialpædagoger i dagligdagen. Denne coundervisningsmodel krævede fælles faglig indgriben fra to fagfolk i klasseværelset med alle eleverne (typiske almindelige elever samt elever med særlige behov, som Samuel). Pædagogen og læreren begyndte at arbejde sammen for at blive fortrolige med hinandens faglige færdigheder såsom:

- ❖ instruktionsstyrker, svagheder/styrker, interesser og holdninger. For at blive et effektivt team
- ❖ arbejdede de sammen som lige partnere i interaktive relationer, der begge var involveret i alle
- ❖ aspekter af planlægning, undervisning og vurdering. De identificerede også de styrker og interesser
- ❖ Samuel havde og implementerede dem i Samuels elevplan.

God praksis, 2 caseeksempler - Holland

Case 1: "Abels kage" Dunya en 8-årig pige

Voksne taler ikke altid **med** børn, især i skole- eller børnehaver. Mere præcist kan man sige, at de taler **til** børn, men ofte har de ikke 'rigtige' samtaler med børn. En rigtig samtale, reel kommunikation, er baseret på en række ting:

- ❖ Deltagerne har kontakt med hinanden
- ❖ Der er reel interesse for hinanden og sammenhæng med barnets oplevelsesverden
- ❖ Spørgsmål er tydelige
- ❖ Der lyttes aktivt
- ❖ Der er et godt kropssprog

Ofte skal lærere tale med børn om følsomme problemer, for eksempel dårlige skolepræstationer eller endnu værre, forældre der skal skilles. Det er ofte samtaler, som børn ikke beder om. Det er derfor meget vigtigt at gennemføre disse samtaler på en måde, der ikke bliver en dårlig oplevelse for børnene.

I casen vil vi se en video af en samtale mellem et barn og en voksen, mens de bager. Under bagningsprocessen ser du den voksne skabe en positiv situation med barnet. De spørgsmål den voksne stiller, er ikke kun åbne spørgsmål, men de bliver stillet på en åben og flydende måde. Barnet reagerer entusiastisk og på en munter måde, selvom det vedrører et vanskeligt emne. Dette er en model for god praksis.

Case 2: "Kreativ kommunikation med børn"

Ud over at være åben for barnets ideer og tanker, er det stadig en vigtig forudsætning for kommunikation med børn, at kommunikationen er i overensstemmelse med barnets udviklingstrin. Ved hjælp af denne tilgang til unge og børn, kan du søge efter måder, hvorpå du bevidst bruger en passende udviklingsmæssig kommunikationsform.

I denne case finder du gode eksempler, der er meget velegnede til små børn, fordi formuleringerne er skræddersyet til forskellige aldre. Aktiviteterne i "Creative Communication with Children" er ikke en fast metode. Du kan bruge forskellige formularer afhængigt af barnets alder og niveau. Formuleringerne kan bruges af læreren eller endnu bedre, af barnet. Der er opmærksomhed på kommunikation gennem tegning, fantasi, spil (også digital) og sprog. Selv en madlavningsaktivitet er blevet tilføjet, for hvad er mere sjovt end at lave sjov med f.eks. dej?

Ud over at spørge ind til barnets liv og være åben for barnets ideer og tanker, er det stadig en vigtig forudsætning for kommunikation med børn, at der er overensstemmelse med aktiviteten, kommunikationen og barnets udviklingsniveauet.

God praksis, 2 case eksempler - Belgien

Case 1: Thomas, en dreng på 4 år

Thomas er en dreng, der udforsker verden hele tiden og oplever verden intenst. Hans udfordring er at fokusere på det, han gør.

I denne gode praksis træner vi først de studerende i at observere, for at se børns behov ud fra barnets perspektiv og ikke ud fra et lærerperspektiv.

For det andet træner vi de studerende i at observere signalerne om 'velvære' hos barnet ved at observere drengen Thomas i klasseværelset. Nydelse, spontanitet, åbenhed, afslappethed og indre fred og engagement er faktorer, som er vigtige, tillige med konteksten, personlige kompetencer og selvværd, der påvirker trivsel.

Sammenhæng er diskuteret i en øvelse relateret til Thomas' situation, men relateret til de studerendes ideer. Dernæst observerer de studerende barnets inddragelse ved hjælp af signaler som: koncentration, vedholdenhed, åbenhed og præcision, intens mental aktivitet, motivation og tilfredshed og trang til at udforske.

Fra observation af trivsel og involvering og refleksion på sammenhæng, fokuserer de studerende på barnets behov for at overveje, hvordan man tilpasser barnets læringsmiljø.

I slutningen af workshoppen ser de studerende på barnets forskellige kompetencer. Andre nøgler som refleksion og etos er stærkt integreret i denne gode praksis. Vi bruger en PowerPoint præsentation i vores gode praksis.

Case 2:

Julien er en 10-årig dreng, der er talentfuld i faget musik og fortæller historier. Julien er synshandicappet. Han ser lys og mørke. Nogle gange ser han skygger. Vi valgte en 10 år gammel dreng. Han kan selv fortælle om sin eget liv.

I denne gode praksis ser vi en film, hvor de studerende bliver bedt om at observere Juliens velvære, engagement og sammenhæng. Vi lader dem fokusere på de forskellige kompetencer, han har. Dernæst ser de studerende, hvordan tilpasningen er relateret til Juliens behov i og omkring klasseværelset. Kommunikation, etos og refleksion er andre nøgler integreret i denne case.

God praksis, 2 case eksempler - England

Case 1: Evie og Johnny

Evie er en 6-årig pige, og Johnny er en 3-årig dreng, begge har Downs-syndrom.

Denne case udforsker den støtte børn modtager fra en britisk velgørenhedsorganisation 'The Education Center for Children with Down Syndrome'.

I casen vil du se, hvordan en almindelig skole, en uafhængig børnehave, et lokalt børnecenter og velgørenhed arbejder sammen med hinanden og børnenes familier. Dette samarbejde mellem organisationer i den offentlige sektor (den almindelige skole og børnecentret), den private sektor (børnehave) og en selvstændig velgørenhed (Uddannelsescenter for børn med nedsat syndrom) er en model, der fremmes af regeringen i England. Casen fremhæver, hvordan samarbejdet gør det muligt for børnene at få adgang til støtte, som ikke kunne opnås af nogen af organisationerne individuelt.

Selv om de er meget forskellige individer, deler både Evie og Johnny lignende udfordringer i forhold til deres Downs syndrom.

I Evies historie er hovednøglen 'samarbejde' og i Johnnys case 'kommunikation' - men vi udfordrer dig til at se, hvor mange andre du kan finde.

Case 2: Aiden, en dreng.

Denne case handler om Aiden. Han er 8 år gammel.

Aiden var på en almindelig skole indtil han blev 5 år gammel. Mens Aiden gik i denne skole blev hans forældre hver dag gjort opmærksomme på hans

upassende opførsel, og det blev ofte gjort foran andre forældre. De mente, at de beskeder, de modtog om Aiden var meget negative, og at skolens etos ikke var inkluderende. Aiden var i fare for eksklusion, og hans forældre var meget bekymrede. Aidens forældre besluttede at flytte Aiden til en anden nærliggende skole. Hans forældre fortalte, at Aiden har været inkluderet siden han startede i den anden skole.

Aiden blev diagnosticeret i en alder af 6 med Asperger's syndrom af en klinisk psykolog. Selvom Aiden er i stand til at bruge sine akademisk evne, er hans vanskeligheder forbundet med sociale interaktioner og kommunikation. Han har styrker i faget matematik, især med antal og mønstre. Han er i stand til at give svar og mundtligt beskrive sine tanker på engelsk, men er ofte tilbageholdende med at skrive. Aiden har en lærer, der er meget dygtig og vidende om autismespektrum (ASC) og som arbejder med inkluderende strategier. Han har også andre lærere til forskellige fag. Alle i skolen samarbejder og planlægger dagligt for Aiden.

Hovednøglerne i denne case fokuserer på kommunikation, og du vil også kunne finde andre nøglebegreber.



GO PRINCE

**What is
Inclusive
Education in
Our Countries**
Lithuanian

Įtraukusis ugdymas Turkijoje

Apibrėžimas

Politika ir įgyvendinimas: Specialusis ugdymas Turkijoje yra labiau orientuotas į integraciją, o ne inkliuziją. Neįgalių vaikų ugdymas čia išlieka svarbiausiu inkliuzinio ugdymo elementu. Derantis dėl ugdymo sistemos sukūrimo specialiųjų poreikių turintiems vaikams, iškyla nemažai kliūčių. Reikšmingiausia iš jų – nenuoseklus patikimų ir sisteminių duomenų apie šiuos vaikus rinkimas. Duomenys rodo, kad ugdymo sistemoje nedalyvauja daug specialiųjų poreikių turinčių vaikų.

Raštingumo paplitimo ir mokyklos baigimo duomenys atskleidžia, kad specialiųjų poreikių turinčių moterų padėtis šalyje yra blogesnė nei vyrų. Tai geriausias lyties apspręstos nepalankios situacijos švietime pavyzdys. Turkijoje specialiųjų poreikių turintys vaikai gauna išsilavinimą trijų tipų ugdymo įstaigose. Mažiausiai ribojamas tokių vaikų ugdymo tipas yra dieninis įprastinis švietimas. Mokyklose, kuriose dėstoma įprastinė švietimo programa, ugdymas specialiose klasėse vertinamas kaip vidutinio ribojimo. Labiausiai ribojantis ugdymas organizuojamas specialiojo ugdymo mokyklose, kurios paprastai yra skirtos panašius specialiuosius poreikius turintiems vaikams. Internatinės specialiojo ugdymo mokyklos (nors jų yra gerokai mažiau) vertinamos kaip pasižyminčios labiausiai ribojančiu poveikiu.

Žvelgdami į vaikus, kurie gali būti mokomi specialiojo ugdymo pradinio ir vidurinio švietimo pakopose, skaičių, pastebėjome, kad metams bėgant jis auga. Turkijoje įsteigti orientavimo ir tyrimo centrai, kurie atlieka vertinimus, skirtus vaiko poreikiams išaiškinti ir šiuos poreikius labiausiai atitinkančioms ugdymo įstaigoms nustatyti. Tačiau toks diagnozavimo procesas šiuo metu yra ribotas, atsižvelgiant į specialistų skaičių, diagnozės priemonių ir

medžiagų prieinamumą. Be to, naujausi UNICEF ir Turkijos švietimo ministerijos tyrimai rodo, kad neįgalių ir specialiųjų poreikių turinčių vaikų nustatymo ankstyvame amžiuje srityje Turkijai yra būtina tobulėti.

Mokytojų rengimas

Poreikiai ir iššūkiai: Siekiant sukurti inkliuzinę sistemą įvairių specialiųjų poreikių turintiems vaikams, Turkijoje būtina įgyvendinti pokyčius. Šių pokyčių metu reikia atsižvelgti į tarptautines gerąsias praktikas ir tarptautinius bei nacionalinius įstatymus. Gerosios praktikos pavyzdžiai rodo, kad siekiant sukurti inkliuzinio ugdymo sistemą, būtinas bendradarbiavimas tarp įvairių suinteresuotų šalių – mokinių, mokytojų, tėvų ir mokyklos vadovybės.

Įtraukusis ugdymas Anglijoje

Apibrėžimas: „Neįgalūs ir sveiki vaikai bei jauni žmonės kartu mokosi įprastinėse ikimokyklinio ugdymo įstaigose, mokyklose, koledžuose ir universitetuose, šiam tikslui panaudojant atitinkamus pagalbos tinklus“ (Inkliuzinio ugdymo tyrimų centras, 2001:1).

Politika ir įgyvendinimas: Inkliuzijos sąvoka pirmą kartą buvo pavartota Warnocko ataskaitoje (1978). Ji žymėjo perėjimą nuo medicininio neįgalumo modelio prie socialinio modelio. Tolesnė tarptautinė (UNESCO, 1994) ir nacionalinė politika buvo paremta neįgalumą reglamentuojančiais teisės aktais, ypač Specialiųjų poreikių ir neįgalumo įstatymu (Didžioji Britanija, 2001). Šiuo įstatymu mokykloms ir kitokioms ugdymo institucijoms buvo uždrausta segreguoti specialiuosius poreikius turinčius ar neįgalius vaikus. JK Švietimo ir mokymo departamentas (DfES) (2004a) nustatė keturias pagrindines įtraukiojo ugdymo įgyvendinimo sritis – tai ankstyva intervencija, mokymosi kliūčių šalinimas, lūkesčių ir pasiekimų didinimas bei tobulinimas per partnerystę. Toks visaapimantis požiūris aiškiai atsispindi ir visuose mokymo programos dokumentuose. „Kiekvienas vaikas yra svarbus“ (DfES,

2004b) darbotvarkė apėmė vaiko gerove besirūpinančių organizacijų bendradarbiavimo didinimą ir perėjimą nuo atskiro švietimo, sveikatos ir socialinių vaiko poreikių vertinimo prie vaiko poreikių įvertinimo holistiniu požiūriu. Praktikos kodekse (DfE, 2014) papildomų poreikių turintiems vaikams buvo numatytas aiškus personalizuotas kelias švietimo sistemoje. Kodeksu akivaizdžiai siekiama patenkinti didžiosios daugumos vaikų poreikius teikiant įprastinio švietimo paslaugas. Anglijoje į specialiųjų poreikių turinčių vaikų tėvų nuomonę privaloma atsižvelgti sprendimų priėmimo procese, kai svarstomi vaiko poreikiai ir tai, kur juos geriausia patenkinti.

Pirminis mokytojų rengimas: Mokytojų rengimas Anglijoje vyksta arba bakalauro, arba magistrantūros lygmenyje. Mokytojų darbo standartuose (DfE, 2012) nustatyti aiškūs lūkesčiai dėl įgūdžių, kuriuos turi pademonstruoti kiekvienas mokytojas. 5 standarte nurodytas mokytojų gebėjimas „pritaikyti mokymą, siekiant atsižvelgti į *visų* mokinių stiprybes ir poreikius“. Pirminiu mokytojų rengimu siekiama užtikrinti, kad naujai kvalifikaciją įgyję mokytojai turėtų aiškų supratimą apie visų mokinių, tame tarpe ir specialiuosius ugdymo(si) poreikius turinčių mokinių, poreikius. Inkliuzija yra esminė sąvoka, persmelkianti visas studentų mokymosi sritis. Ji įdiegta į pirminį mokytojų rengimą, o ne prijungta prie jo.

Iššūkiai: Inkliuzija turėtų būti paremta tam tikra morale arba skirtumų priėmimo filosofija, pagarba žmogaus teisėms ir įsipareigojimu užtikrinti lygias galimybes kartu su bendraamžiais gauti kokybišką išsilavinimą, teikiant būtiną paramą ugdymo(si) poreikiams patenkinti. Iš principo švietimo bendruomenė inkliuzijos idėją palaiko, tačiau ugdymo(si) poreikių, su kuriais įprastinio ugdymo mokytojai turėtų gebėti susitvarkyti, apimtis ir sudėtingumas yra tokie platūs, kad dauguma mokytojų jaučia, jog studijų metu jie nebuvo tinkamai parengti šiems iššūkiams. Dėl šiandieninės tendencijos mažinti mokyklų biudžetą siekis padėti vaikams, turintiems papildomų fizinių, socialinių ar emocinių poreikių, tampa iššūkiu.

Prašom atkreipti dėmesį, kad Anglijos atveju nebuvo rengiamas joks raktinis įtraukiojo ugdymo aspektas.

Įtraukusis ugdymas Belgijoje (Flandrijoje)

Apibrėžimas: Įtraukusis ugdymas – tai ugdymas, kurio metu specialiųjų poreikių turintys vaikai mokosi įprastinėse mokyklose, kurios yra jiems pritaikytos ir kuriose yra teikiama papildoma pagalba. Edukacinis poreikis – tai didaktinis ar pedagoginis mokinio poreikis, kurio nepatenkinimas riboja vaiko gero lavinimo(si) galimybes. Edukacinis poreikis – tai mokymosi kliūčių psichologinės koncepcijos edukacinis aiškinimas. Tai vaikams trūkstanti įgūdžiai, kurie jiems sukelia vystymosi problemų.

Politika ir įgyvendinimas: Švietimo politika Belgijos Flandrijos regione tampa vis labiau inkliuzinio pobūdžio. Naujoji politika (nuo 2009 m.) pirmiausiai atsižvelgia į vaikų edukacinius poreikius, o ne į jų neįgalumą. *M dekreto*, kurį Flandrijos Parlamentas patvirtino 2014 m. kovo 21 d., įteisino „Priemonės specialiųjų ugdymo(si) poreikių (SUP) turintiems vaikams“. Dokumente nurodyta, kaip Flandrijos švietimo sistema turi dirbti su mokiniais, kuriems sunku lankyti bendrąsias pamokas įprastinio ugdymo mokyklose dėl jų neįgalumo ar sutrikimų. Rekomenduojama investuoti į plačią bazinę priežiūrą, atitinkamų priemonių įgyvendinimą ir pagrįstas adaptacijas. Keliami šeši uždaviniai: pirmiausia įprastinis, o tik tada specialiųjų poreikių ugdymas; teisė į racionaliai pagrįstą ugdymo pritaikymą; teisė mokytis įprastinio ugdymo mokykloje; specialiajam ugdymui skirtos naujojo tipo mokyklos; naujos priėmimo į specialiojo ugdymo mokyklas sąlygos; pagalba įprastiniam ugdymui. *M dekrete* numatytos specialiosios pedagoginės ir administracinės priemonės apima tokią „globos ir priežiūros viziją“, kurios tikslas nėra vien tik siekis įsteigti „saugumo tinklą“, veikiau saugumas yra pradinis atspirties taškas. Ši vizija paremta šešiomis pagrindinėmis idėjomis: plačia priežiūros sąvoka, platesne nei buvo globos/priežiūros ir mokymo diferencijavimo vizija, prevenciniu ir korekcinio elementu (universalus mokymosi modelio principai), bendra globos ir priežiūros politika, kurią vykdo mokyklos komanda, vaiko ir tėvų įtraukimu, „globos ir priežiūros tęstinumu“ ir integracine globa/priežiūra.

Mokytojų rengimas: Pradinis trejų metų trukmės mokytojų rengimas vyksta bakalauro studijų lygmenyje. Šių studijų metu ir jas baigę studentai gali specializuotis skirtingose srityse. VIVES atveju trejų metų bakalauro studijų metu atlikdami praktiką studentai sistemingai supažindinami su globos tęstinumo modeliu. Taip pat jie įgyja įtraukiojo ugdymo patirties. Apie globos integracijos poreikį daugiausia mokoma antrinio mokytojų rengimo metu. VIVES taip pat siūlo bakalauro po bakalauro studijas „Globos ir korekcijos pedagogas“ bei bakalauro po bakalauro studijas „Specialiojo ugdymo poreikiai“. Skirtingos organizacijos siūlo praktinius su šia tema ir ypač *M dekreto* įgyvendinimu susijusius mokymus.

Poreikiai ir iššūkiai: Kadangi *M dekretas* vis dar yra švietimo politikos naujovė, šiuo etapu jo diegimas apima mokyklų informavimą ir praktinio mokymo organizavimą. Tačiau daug klausimų kyla dėl mokyklų ir organizacijų, turėsiančių įgyvendinti *M dekretą*, skirtingumo. Ministerija turi ribotą biudžetą ir dėl šios priežasties *M dekreto* įgyvendinimas kelia nemažai iššūkių mokykloms. Be papildomo biudžeto ne visada įmanoma integruoti globos ir priežiūros tęstinumą. *M dekretu* siekiama skatinti inkluziją, todėl tam būtina naujai parengti mokytojus, o ir pačią visuomenę, kad gebėtų priimti įvairovę ir joje gyventi. Tam būtinas tam tikras mąstymo lūžis, proveržis į kitokio pobūdžio mąstyseną.

Įtraukusis ugdymas Danijoje

Apibrėžimas: Įtraukiojo ugdymo tikslas – įtraukti ir išlaikyti vaikus socialiai naudingoje aplinkoje, užtikrinant, kad specialiųjų poreikių turintiems vaikams nekiltų rizika dėl atskirties. Vaikai, kurie yra mokomi įprastinio ugdymo aplinkoje, naudojami atitinkamomis pagalbinėmis mokymo priemonėmis ir parama. Integracijos tikslas – padėti mokiniams būti akademinės ir socialinės

vienybės bendradarbiaujančia dalimi ir užtikrinti akademinę pažangą, tuo pat metu užtikrinant mokinių gerovę.

Politika: Danijos vyriausybės inkluzinės iniciatyvos paremtos Salamankos deklaracija ir JT deklaracija dėl neįgalumo bei tyrimų ataskaitomis, parengtomis 2010 m. dėl specialaus ugdymo. Finansų ministerija inicijavo šias ataskaitas, siekdama ištirti mokymo kokybę ir išlaidas bei mokyklos sistemos veiklas bendrai su specialia nuoroda į *Folkeskolen*. Orhuso universitetas ir SFI, Danijos nacionalinis centras kuravo inkluzijos plėtrą kiekvienoje Danijos savivaldybėje dėl socialinio tyrimo. Visi duomenys renkami ir struktūriškai apibūdinami ataskaitoje, kuri paskirstoma savivaldybėms kiekvienų metų pabaigoje. Šis darbas sutelktas į integraciją tuo pat metu siekiant šalinti atskirtį profesinėse pedagoginėse darbo aplinkose. Pagal Salamankos deklaraciją tyrimas paremtas nuomone, kad kiekvienas vaikas turi teisę būti bendruomenės dalimi, nepaisant jo neįgalumo ar jį supančių neigiamų socialinių aplinkybių.

Igyvendinimas: Iš SFI ataskaitos (2015) renkami duomenys liudijo tai, kad inkluzija buvo stipresnė tada, kai:

- ❖ institucijos sistemiskai dirbo ties praktiniu inkluzinio ugdymo diegimu;
- ❖ buvo sudaryta prieiga prie papildomų ugdymo specialistų atitinkamose savivaldybėse;
- ❖ personalas turėjo akademiškai patvirtintą išsilavinimą;
- ❖ egzistavo aiškūs ir veiksmingi tėvo ir mokytojo pedagoginiai profesiniai santykiai;
- ❖ savivaldybės aiškiai sutelkė dėmesį į integraciją.

Danijos savivaldybėse

- ❖ 98 proc. ugdymo konsultantų teigia, kad integracija yra dienos centrų užduotis;

- ❖ 83 proc. teigia, kad turi įgyvendinimo strategiją;
- ❖ 59 proc. teigia, kad turi parengtą inkliuzijos koncepciją, nuo kurios galima pradėti dirbti.

Poreikiai ir iššūkiai: Anot Orhuso universiteto ir SFI, 2015 m. ataskaitoje pabrėžiama, kad:

- ❖ 50 proc. socialinio ugdymo specialistų teigia, kad yra vaikų, kurie netenka galimybių siekti išsilavinimo, kadangi retai dalyvauja socialinėse bendruomenėse su kitais vaikais;
- ❖ 29 proc. socialinio ugdymo specialistų per pastaruosius 10 metų neturėjo jokių edukacinių kursų, skirtų kelti jų kompetencijoms darbiui su integracija;
- ❖ 50 proc. papildomų specialistų institucijose buvo pasiūlytas tolesnis švietimas plėtojant integraciją;
- ❖ 86 proc. teigia, kad gavo paramą iš tokios tarpdisciplininės komandos kaip „PPR“ (policija, psichologas, konsultantas);
- ❖ 67 proc. teigia, kad dirba su ugdymo konsultantu savivaldybėje.

Įtraukusis ugdymas Lietuvoje

Apibrėžimas: Lietuvoje įtraukusis ugdymas apibrėžiamas kaip procesas, kurio metu užtikrinamas kokybiškas visų vaikų švietimas, atsižvelgiant į kiekvieno vaiko ir jo tėvų lūkesčius, poreikių ypatumus, specialiosios pagalbos ir specialių paslaugų teikimo būtinybę bei stabdant ankstyvą pasitraukimą iš švietimo sistemos (Veiksmų planas dėl inkliuzinio ugdymo plėtros 2014–2016, patvirtintas švietimo ir mokslo ministro 2014-09-05).

Politika: Įtraukusis ugdymas Lietuvoje pirmiausia paremtas tarptautiniais dokumentais, pavyzdžiui, JT vaiko teisių konvencija (1989), Salamankos

deklaracija ir Rekomendacijomis specialiajam ugdymui tobulinti (1994). Pagrindiniai teisiniai dokumentai, reglamentuojantys specialiųjų poreikių turinčių vaikų švietimą Lietuvoje, yra šie:

Neįgaliųjų socialinės integracijos įstatymas (1996) – neįgalieji turi teisę dirbti, studijuoti ir mokytis ir, nepaisant jų neįgalumo priežasties, pobūdžio bei laipsnio, jie turi tokias pačias teises kaip ir kiti Lietuvos Respublikos gyventojai.

Lietuvos Respublikos švietimo įstatymas (2011) – specialusis ugdymas *teikiamas* pagal visas *privalomojo* ir visuotinio *švietimo* programas. Siekiant patenkinti vaikų poreikius, šios programos turi būti keičiamos, pritaikomos arba turi būti sukuriamos naujos specialiojo ugdymo programos. Turi būti teikiama papildoma pagalba.

Politikos įgyvendinimas: Įtraukus ugdymas Lietuvoje pirmiausia suvokiamas kaip vaikų su nestandartiniais protiniais ir (arba) fizineis gebėjimais įtraukimas į įprastinio švietimo mokyklas ir klasių struktūrą. Neseniai „specialiųjų poreikių“ koncepcija buvo išplėsta ir dabar tapo skėtine sąvoka, apimančia visus vaikus, dėl įvairių priežasčių susiduriančius su mokymosi sunkumais, tame tarpe ir su sunkumais kylančiais dėl vaiko socialinės ar etninės kilmės.

Pirminį vaiko poreikių nustatymą atlieka jo (jos) mokytojas. Mokytojas apie tai informuoja tėvus ir tik po to specialistai gali atlikti pradinį vaiko specialiųjų ugdymo poreikių vertinimą. Šie specialistai teikia rekomendacijas tėvams ir vaiko mokyklai dėl to, kokios rūšies specialią pagalbą ir mokymo planą (programą) įgyvendinti, įskaitant tai, kokio specialiaus aprūpinimo gali prireikti, norint paremti vaiko mokymosi ir mokymo procesą.

Poreikiai ir iššūkiai: Lietuvoje ugdymo kultūra dėl jos homogeniškumo pasižymi tarpkultūrinės orientacijos trūkumu, t.y. ugdyme neatsižvelgiama į socialinius, etninius ir lyties veiksnius, personalas nėra visapusiškai paruoštas dirbti sociokultūriniu atžvilgiu įvairialypėse grupėse. Be to, švietimo politikoje kultūriniais ir ekonominiais skirtumais grįsta socialinė nelygybė nėra pripažįstama svarbiausiu švietimo sistemos iššūkiu. Mokytojų rengimas nėra ir nebuvo vykdomas tolygiai su įtraukaus švietimo politikos plėtra, nuosekliai ją atitinkant. Tarpkultūrinis ugdymas retai įtraukiamas į mokytojų rengimo programas.

Įtraukusis ugdymas Portugalijoje

Apibrėžimas: Portugalijoje įtraukiuoju ugdymu vadinamas visų vaikų dalyvavimo švietimo sistemoje skatinimo procesas, teikiant pagalbą ne tik neįgaliems ar sutrikusio vystymosi vaikams, bet ir visoms pažeidžiamoms ar socialinę atskirtį dėl kultūrinės ar socialinės kilmės patiriančioms vaikų grupėms.

Politika ir įgyvendinimas: Dekrete-įstatyme 3/2008 numatytas „teikimas specializuotos pagalbos (...), skirtos sukurti sąlygas specialiuosius ugdymo(si) poreikius turinčių vaikų edukacinio proceso gerinimui“, jei tokie vaikai turi sunkumų komunikacijos, mokymosi, mobilumo, autonomijos, tarpusavio santykių ir socialinio dalyvavimo srityse. Ši specializuotos pagalbos rūšis galima įprastinio ugdymo mokyklose. Tačiau DL 3/2008 taip pat nustatyta, kad jei įprastinio ugdymo mokyklos negali tinkamai užtikrinti vaikų ir jaunų asmenų įtraukimą dėl jų neįgalumo tipo ar laipsnio, tiems ugdytiniais, kurie dalyvauja perdavimo specialistams ar vertinimo procesuose, gali būti pasiūlyta lankyti specialiojo ugdymo mokyklas. Įstatyme teigiama, kad SUP turintiems mokiniams privaloma užtikrinti sąlygas a) gauti išsilavinimą įprastinio ugdymo mokyklose; b) pilnai prisijungti prie savo bendraamžių mokymo programų bei kartu su jais visaverčiai dalyvauti mokyklos gyvenime;

c) mokytis įprastinio ugdymo klasėse, o ne būti atskirtiems į specialius padalinius; d) specialiems tikslams pasiekti prireikus gauti atskirą pagalbą; e) taip pat, siekiant didesnės įtraukties, mokyklose turi būti peržiūrėti ir pritaikyti ugdymo būdai ir metodai. Dekrete-įsakyme 3/2008 tikslinės grupės, kurioms taikomas specialusis ugdymas, buvo sumažintos ir apėmė tik nuolatinis specialiuosius poreikius turinčius ugdytinius (vaikus ir jaunos asmenis, kuriems būdingi dideli veiklos ir dalyvavimo vienoje ar daugiau iš toliau išvardintų sričių apribojimai, t. y. apribojimai komunikacijos, mokymosi, mobilumo, autonomijos, tarpusavio santykių ir socialinio dalyvavimo srityse), jų ugdymui nukreipiant prieinamus specializuotus resursus. Remiantis prielaida, kad kai kurioms tikslinėms grupėms reikia išmanesnių ir specializuotų žmogiškųjų išteklių bei logistikos, buvo sukurtos keturios skirtingos įprastinio ugdymo mokyklų struktūros: 1) mokyklos, skirtos teikti dvikalbį lavinimą klausos negalią turintiems vaikams; 2) mokyklos akliems ir silpnaregiams vaikams; 3) struktūrizuoti mokymo padaliniai mokiniams, sergantiems autizmu; 4) specializuotos pagalbos padaliniai daugybinę negalią ir įgimtas problemas turintiems mokiniams. Šie įprastinėse mokyklose įsteigti padaliniai yra švietimo aplinkos pritaikymo pavyzdys. SUP turintys vaikai šiuose padaliniuose praleidžia tik dalį dienos, tokiu būdu siekiant paskatinti jų integraciją į įprastines klases ir mokyklos gyvenimą.

Intervencija ankstyvaisiais vaiko gyvenimo metais Portugalijoje: 2009 m. spalio mėn. dekretas-įstatymas 281/2009 įkūrė nacionalinę ankstyvosios intervencijos vaikystėje sistemą (Sistema Nacional de Intervenção Precoce na Infância, SNIPi), kuri taikoma vaikams nuo 0 iki 6 metų. Ankstyvoji intervencija vaikystėje yra visaapimančių vystymosi paslaugų, kurias teikia sveikatos, švietimo ir socialinių tarnybų specialistų komandos, spektras, orientuotas ne tik į patį vaiką, bet ir į jo aplinką bei šeimą. Intervencijos modeliui būdingi trys pagrindiniai bruožai: kasdieninių vaiko mokymosi galimybių didinimas, į šeimą orientuota praktinė veikla ir tarpdisciplininis komandinis darbas.

Poreikiai ir iššūkiai: Švietimo ministerija pavedė tarptautinei ekspertų komandai atlikti išorinį esamo įtraukiojo ugdymo modelio vertinimą. Išorinis

vertinimas pabrėžia plataus masto susitarimą dėl idėjos, kad inkluzinis ugdymas būtų numatomas visose pagrindinėse viešosios politikos linijose. Tai parodo kokybinį žingsnį nuo ankstesnės reguliuojamojo pobūdžio sistemos specialiajam ugdymui organizuoti. Išvados įtraukiamos į neseniai Nacionalinės švietimo tarybos išleistą Rekomendaciją dėl specialiosios švietimo viešosios politikos (*Conselho Nacional de Educação*, 2014).

Įtraukusis ugdymas Nyderlanduose

Apibrėžimas: Inkluzinis ugdymas Nyderlanduose vadinamas „tinkamu išsilavinimu“. Tai pavadinimas, skirtas naujam vaikų, kuriems reikia papildomos pagalbos, mokymo būdai nustatyti. Dėl „tinkamo išsilavinimo“ daugiau vaikų gali likti įprastinio ugdymo sistemoje, gaudami papildomą pagalbą.

Politika: 2014 m. rugpjūčio 1 d. įstatymas apibrėžė „tinkamo švietimo“ sąvoką. „Tinkamo išsilavinimo“ tikslas – spręsti ankstesnės sistemos problemas ir sumažinti mokyklos nelankančių mokinių skaičių. Naujojo įstatymo tikslas – visi vaikai, įskaitant vaikus, kuriems reikalinga papildoma pagalba pamokų metu, turi gauti „tinkamą išsilavinimą“. Ugdymo esmė išlieka tokia pati – leisti vaikams pasiekti pačių geriausių rezultatų. Pradinis „tinkamo išsilavinimo“ taškas – visi vaikai turi lankyti įprastinio ugdymo mokyklas. Jei tai neįmanoma, vaikas privalo lankyti specialiojo ugdymo mokyklą.

Mokyklų sistema Nyderlanduose apima:

- ❖ įprastinio ugdymo mokyklas;
- ❖ specialiąsias pradines mokyklas (SBO), kuriose teikiama intensyvesnė pagalba nei įprastinio ugdymo mokyklose. Jose sudaromos mažesnės grupės, o mokytojai turi daugiau informacijos apie mokymosi sutrikimus ir elgesio problemas;

- ❖ specialiųjų poreikių vaikų ugdymas, turinčių rimtų fizinių, jutiminių ar protinių trūkumų, arba mokinių, pasižyminčių rimtais elgesio ar psichikos sutrikimais.

Naujasis įstatymas yra radikaliausias įprastinio ugdymo mokyklose, nes nuo šios jos įgyja pareigą užsiimti rūpyba. Tai reiškia, kad jos įsipareigoja sukurti tinkamą vietą visiems vaikams, kuriems reikia papildomos pagalbos. Siekiant užtikrinti, kad visiems vaikams būtų sukurta atitinkama vieta, mokyklos užmezgė regionines partnerystes, kurių pagrindu gali bendradarbiauti įprastinio ir specialiojo ugdymo specialistai.

Mokytojų rengimas: Nyderlanduose mokytojų rengimas vyksta bakalauro studijų lygmenyje. Mokytojų rengimas trunka 4 metus. Švietimo ministerija nustatė, kad būtina kelti mokytojų kompetencijos lygį. Dėl šios priežasties būtina didinti mokytojų rengimo koledžų ir mokytojų rengimo programų kokybę. Siekiama, kad kiekvienas studentas nuo 2016 m. galėtų įgyvendinti teisinės patirties reikalavimus. Tai reiškia, kad naujieji mokytojai galėtų atitinkamai kovoti su skirtumais tarp mokinių.

Hanzehogeschool mokykloje, Groningene, mokymas orientuojamas į žinias, mokymo metodologiją, įgūdžius ir aspektus, dėl kurių mokytojas turi prisiimti vaidmenį. Studentas dirba su savo žinių bazės informacija. Mokomasi tokių dalykų kaip skirtumų tarp mokinių, klasės valdymo (kombinuotų grupių), skatinimo, bendradarbiavimo ir aktyvaus mokymo modeliavimo bei su specialiaisiais poreikiais susijusių problemų sprendimo.

Poreikiai ir iššūkiai: Tinkamas ugdymas prasideda pamokoje. Mokytojai geriausiai žino, ko reikia vaikams ir kokia pagalba jiems labiausiai tinka. Mokytojai priima iššūkį pamatyti skirtumus ir išsiaiškinti, ko reikia besimokančiajam. Įvairovės metami iššūkiai nėra naujiena, tačiau dėl naujojo įstatymo įprastinio ugdymo mokyklose ima mokytis daugiau vaikų iš specialiojo ugdymo mokyklų. Bus iššūkių dėl naujų mokytojų rengimo pagal šią naująją inkliuziniu ugdymu paremtą situaciją.



GO PRINCE

REACCH

Model Frameworks

Lithuanian

Raktinis aspektas – refleksija (paremta Danijos praktika)

Refleksija – tai įspūdžių ir patirčių tyrimas, kurio metu pamatomos naujos galimybės. Stenhouse'as yra paminėjęs įrankių, kurie gali sutelkti refleksiją į temą „inkliuzija“ grupei ar vienam vaikui, rinkinį:

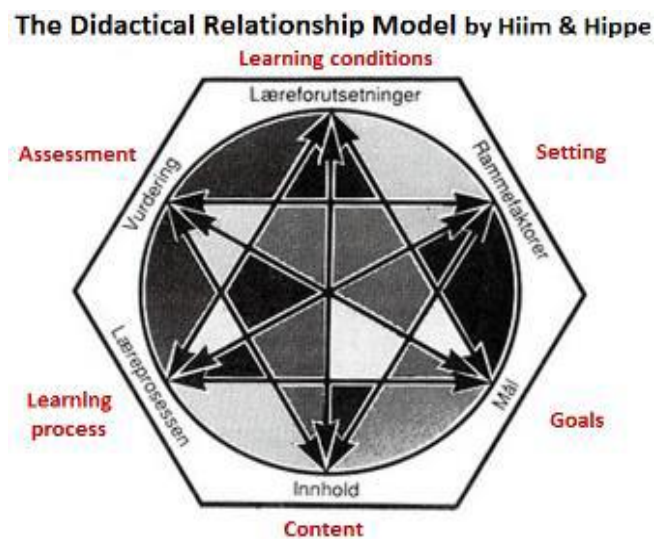
- ❖ kvestionuoti savo nuosavą mokymo ir pedagoginę praktiką sisteminiu būdu kaip pagrindą kūrimui;
- ❖ išsaugoti įgūdžius, reikiamus išnagrinėti būdai, kuriuo praktikuojamas mokymas ir mokymasis;
- ❖ sutelkti dėmesį, kvestionuoti ir išbandyti teoriją, pasitelkiant šiuos įgūdžius.

Be to, individualus mokytojas ir socialinis pedagogas turi norėti leisti kitiems stebėti mokymo ar pedagoginį kursą, siekiant juos vėliau aptarti. Inkliuziniame vaikų nuo 0 iki 8 metų ugdyme naudojame refleksijos modelį vaikams dienos centruose ir mokyklose ugdyti. Tai nėra planavimo modelis. Šis modelis prisideda prie socialinių pedagogų ar mokytojų rengimo, jis paremtas platesniu ugdymo vaizdu su pagrindu kritiniam humaniškam mokslo suvokimui. Modelis gali būti prijungtas prie pagrindinių mokymo ir mokymosi kategorijų. Jis visais atvejais turi būti įvertintas ir matomas socialinių pedagogų ir mokytojų profesinio su vaiku susijusio vaidmens kontekste.

Darbas su modeliu visais atvejais turėtų prasidėti nuo „mokymosi sąlygų“ kategorijos ar poreikio. Ši kategorija ypač svarbi, kadangi ji orientuota į vaiko protinį, fizinį ir socialinį potencialą. Jis taip pat apima problemas, su kuriomis vaikas gali susidurti įvairiose vietose, susijusiose su esamais mokymo ir mokymosi metodais, su kuriais jis arba ji gali susidurti, kai lanko dienos centrą ar mokyklą. Siekiant paaiškinti šį didaktinį refleksijos modelį, svarbu suvokti, kad vaikas ir tėvai yra pradinis visų mokymosi procesų taškas. Neatsižvelgus į socialines, protines ar fizines aplinkybes, nebus užtikrintas efektyvus mokymosi procesas. Mokytojas ir pedagogas turi būti svarbūs

veiksniai vaiko mokymesi. Įstatymai ir reglamentai šiose srityje taip pat labai svarbūs, kaip kultūra, valdymas, laikas ir profesinė infrastruktūra.

Didaktinis santykių modelis pagal Hiim ir Hippe



Siekiant nustatyti mokymo ir mokymosi situacijų sudėtingumą, itin svarbu sutelkti dėmesį į vaiko:

- ❖ socialines, kultūrinės, psichologines ir fizines mokymosi sąlygas;
- ❖ kultūrinę, socialinę ir fizinę aplinką;
- ❖ mokymosi tikslus, turinį, mokymosi procesą, vertinimą.

Visos šios problemos buvo naudojamos didaktikai koreguoti. Jei, pavyzdžiui, norima integruoti vaiką, į visas kategorijas būtina įtraukti inkluziją.

Raktinis aspektas – bendradarbiavimas (paremta Portugalijos praktika)

Ugdymo srityje „bendradarbiavimas“ matomas kaip teisinis įgaliojimas, geriausioji mokytojo vykdomos veiklos praktika ir itin reikalingas specialiųjų ugdymo poreikių (SUP) turinčių vaikų integracijai (Hernandez, 2013). Iš tiesų, Salamankos deklaracijoje (UNESCO, 1994) pabrėžiama veiksmingo bendradarbiavimo tarp mokytojų, specialiojo ugdymo pedagogų ir paramą teikiančio personalo bei pagalbinių personalo, pavyzdžiui, patariančiųjų mokytojų, ugdymo psichologų, kalbos ir užsiėmimo terapeutų, įtraukimo svarba. Taip pat teigiama, kad SUP turinčių vaikų ugdymas yra bendra tėvų ir specialistų užduotis, todėl rekomenduojama plėtoti bendradarbiavimu paremtą partnerystę tarp mokyklų administratorių, mokytojų ir tėvų, kurie laikomi aktyviais partneriais sprendimų priėmimo procese.

Apibrėžimas: Sąvoka „bendradarbiavimas“ dažnai laikoma dviprasmiška ir priklausančia nuo konteksto, kuriame ji vartojama. Tačiau dauguma autorių sutinka, kad bendradarbiavimas apima bendrą darbą, plėtojant vienas kitą palaikančius ir abiem pusėms naudą teikiančius ryšius. Bendradarbiavimo tarp mokytojų, tėvų ir kitų mokyklos specialistų modeliai yra įgyvendinami įvairovei patenkinti, laikomi galingomis ir sėkmingomis strategijomis kasdieniniame ugdymo kontekste (Wood, 1998). Bendradarbiavimas tarp specialiojo ir įprastinio ugdymo specialistų yra alternatyva, kuria siekiama patenkinti inkliuzinio ugdymo lūkesčius, mažinant atskirtį, kuri tradiciškai siejama su mokytojų darbu, ir didinant specialiųjų ugdymo poreikių turinčių vaikų grąžinimą į įprastines mokyklas, o tai taip pat reiškia specialiojo ugdymo specialistų grąžinimą į esminį profesinį mokyklos gyvenimą.

Bendradarbiavimo modeliai: Tai, kaip mokytojai, kiti specialistai ir tėvai bendradarbiauja ugdymo aplinkoje, yra bendrai vadinama bendradarbiavimo modeliais ir jie susideda iš daugiadisciplininių, tarpdisciplininių ir transdisciplininių metodų (Briggs, 1991, 1997; Hernandez, 2013). Kiekvieną modelį sudaro skirtingi esminiai komunikacijos principai ir skirtumai, o bendradarbiavimas su kitais komandos nariais priklauso nuo naudojamo komandos metodo. Lyginant daugiadisciplininį ir tarpdisciplininį metodus, buvo nustatyta, kad transdisciplininis metodas efektyvesnis, ypač dėl integruotos komandos struktūros sukūrimo ir paslaugų tiekimo, sąmoningų ir įprastinių transdisciplininių ryšių, žinių apsikeitimo tarp disciplinų ir didelio studentų dėmesio.

Bendradarbiavimu pagrįstas mokymo metodas: Paprastai įprastinio švietimo mokytojai yra atsakingi už savo įgūdžių pasitelkimą, mokant studentus pagal mokyklos sistemos pagrindu sukurtą mokymo programą, o pirminė specialiojo ugdymo mokytojų atsakomybė – pateikti nurodymus, pritaikant ir kuriant medžiagą pagal mokymosi stilius, stiprybes ir specialiuosius kiekvieno mokinio poreikius. Mokymas bendradarbiaujant, bendradarbiavimu pagrįstas mokymas arba bendradarbiavimu pagrįstas mokymo metodas laikomi naujausia plėtra anksčiau aprašytų bendradarbiavimo modelių evoliucijoje (Hernandez, 2013). Kaip vieni iš daugiausia žadančių veiksnių, siekiant inkluzijos, jie sudaro pagrindą įprastinio ir specialiojo ugdymo specialistų komandų formavimuisi, tačiau taip pat gali būti taikomi kitų specialistų, pavyzdžiui, logopedų, ergoterapeutų ir konsultantų, komandoms formuoti (Rainforth & England, 1997 kaip nurodyta Hernandez, 2013). Įprastinio ir specialiojo ugdymo specialistų vykdomas bendradarbiavimu pagrįstas mokymas reiškia, kad didelę dienos dalį jie dirba kartu kaip lygiaverčiai partneriai toje pačioje klasėje, siekdami interaktyvių ryšių ir įtraukdami planavimą, mokymą ir vertinimą, klasės valdymą ir elgesį.

Raktinis aspektas – adaptacija (paremta Turkijos praktika)

Vienas iš šešių raktinių čia pateikiamo įtraukiojo ugdymo modelio elementų, vedančių link sėkmingos jaunesnių vaikų įtraukties į švietimo sistemą, yra „adaptacija“. Tai mokymo(si) medžiagos, aplinkos, bendravimo ir ugdymo metodų, skirtų padėti kiekvienam vaikui, koregavimo ar keitimo procesas.

Adaptacija – tai plati sąvoka, kuri apima **pritaikymą** ir **keitimą**. Paprastai adaptacija leidžia specialiujų poreikių turintiems vaikams dalyvauti inkliuzinio pobūdžio aplinkose, tokiu būdu kompensuojant jų silpnybes. **Pritaikymas** leidžia įgyvendinti silpnybių kompensavimo tikslą, nekeičiant mokymo programos – kitaip tariant, pritaikymas yra keitimas to, *kaip* vaikas mokosi, o ne *ką* jis mokosi. **Keitimas** reiškia adaptaciją, kurios metu keičiami arba sumažinami lūkesčiai ar standartai. Keitimas apima pokyčius mokymo lygmenyje, mokymo turinyje (programoje), vertinimo kriterijuose ar užduočių struktūroje.

Kiekvienas mokytojas, vaikas arba klasė yra unikalūs ir adaptacija kiekvienu atveju yra specifinė. Remiantis į kiekvieno vaiko poreikius orientuotų tikslų, uždavinių ir lūkesčių identifikacija, kuriami tokie ugdymo proceso keitimai ir pritaikymai, kurie įgalintų specifinių vaiko poreikių patenkinimą. Tokiu būdu sukuriamas individualus ugdymo planas. Nuolatinis vertinimas leidžia atlikti pataisymus tada, kai jų reikia.

Yra daugybė priežasčių, kodėl reikia padėti vaikams prisitaikyti inkliuzinio pobūdžio aplinkoje:

- ❖ funkcinė adaptacija, kuri yra susijusi su baziniais vaiko sveikatos, saugumo ir bendravimo poreikiais, didina vaiko savarankiškumą ir mažina asmeninės pagalbos reikmę;

- ❖ adaptacija, skatinanti žaisti, mokytis, vykdyti asmeninius tikslus bei pasiekti numatytus rezultatus, padeda vaikams per šias veiklas užmegzti ryšį su aplinka;
- ❖ adaptacija taip pat padeda skatinti vaikų socializaciją. Kadangi socialinių įgūdžių ugdymasis ir draugystės su kitais vaikais užmezgimas yra svarbi ankstyvos patirties dalis, adaptacija, kuri užtikrina bendravimą su kitais vaikais įvairių veiklų metu, teikia paramą šioje srityje.

Įgyvendinant adaptaciją, pedagogams kyla sunkumų patenkinant visų bendroje aplinkoje besimokančiųjų poreikius, kadangi jie yra tokie skirtingi. Universalus mokymosi modelis (angl. *Universal Design for Learning (UDL)*) – tai mokymosi koncepcija, pagal kurią tyrimų, kūrimo ir ugdymo praktika orientuojama į įvairovės suvokimą ir technologijų taikymą, siekiant palengvinti mokymosi procesą.

Tai metodas, kuris padeda pedagogams kurti edukacines intervencijas. UDL suteikia nešališką, lanksčią, į sėkmę orientuotą mokymosi programą greta paprastų ir intuityvių mokymo būdų, daugybės pateikimo priemonių ir atitinkamo vaiko pastangų lygmens. UDL šalina pradines kliūtis, dėl kurių ne visi vaikai gali tapti puikiais mokiniais.

Patenkinti visų vaikų vystymosi ir akademinio poreikius nėra lengva. Kurdami mokymosi patirtis, kurios atspindi tikėjamą mokymosi stilių įvairovės naudą, ankstyvos vaikystės pedagogai, pritaikydami ir keisdami ugdymo procesą pagal vaikų poreikius, gali veiksmingai diferencijuoti ugdymą ir tokiu būdu pasiūlyti daugybę būdų vaikams atskleisti savo mokymosi rezultatus.

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Apibrėžimas: Sąvoka „bendradarbiavimas“ dažnai laikoma dviprasmiška ir priklausančia nuo konteksto, kuriame ji vartojama. Tačiau dauguma autorių sutinka, kad bendradarbiavimas apima bendrą darbą, plėtojant vienas kitą palaikančius ir abiem pusėms naudą teikiančius ryšius. Bendradarbiavimo tarp mokytojų, tėvų ir kitų mokyklos specialistų modeliai yra įgyvendinami įvairovei patenkinti, laikomi galingomis ir sėkmingomis strategijomis kasdieniniame ugdymo kontekste (Wood, 1998). Bendradarbiavimas tarp specialiojo ir įprastinio ugdymo specialistų yra alternatyva, kuria siekiama patenkinti inkliuzinio ugdymo lūkesčius, mažinant atskirtį, kuri tradiciškai siejama su mokytojų darbu, ir didinant specialiųjų ugdymo poreikių turinčių vaikų grąžinimą į įprastines mokyklas, o tai taip pat reiškia specialiojo ugdymo specialistų grąžinimą į esminį profesinį mokyklos gyvenimą.

Bendradarbiavimo modeliai: Tai, kaip mokytojai, kiti specialistai ir tėvai bendradarbiauja ugdymo aplinkoje, yra bendrai vadinama bendradarbiavimo modeliais ir jie susideda iš daugiadisciplininių, tarpdisciplininių ir transdisciplininių metodų (Briggs, 1991, 1997; Hernandez, 2013). Kiekvieną modelį sudaro skirtingi esminiai komunikacijos principai ir skirtumai, o bendradarbiavimas su kitais komandos nariais priklauso nuo naudojamo komandos metodo. Lyginant daugiadisciplininį ir tarpdisciplininį metodus, buvo nustatyta, kad transdisciplininis metodas efektyvesnis, ypač dėl integruotos komandos struktūros sukūrimo ir paslaugų tiekimo, sąmoningų ir įprastinių transdisciplininių ryšių, žinių apsikeitimo tarp disciplinų ir didelio studentų dėmesio.

Bendradarbiavimu pagrįstas mokymo metodas: Paprastai įprastinio švietimo mokytojai yra atsakingi už savo įgūdžių pasitelkimą, mokant studentus pagal mokyklos sistemos pagrindu sukurtą mokymo programą, o pirminė specialiojo ugdymo mokytojų atsakomybė – pateikti nurodymus, pritaikant ir kuriant medžiagą pagal mokymosi stilius, stiprybes ir specialiuosius kiekvieno mokinio poreikius. Mokymas bendradarbiaujant, bendradarbiavimu pagrįstas mokymas arba bendradarbiavimu pagrįstas mokymo metodas laikomi naujausia plėtra anksčiau aprašytų bendradarbiavimo modelių evoliucijoje (Hernandez, 2013). Kaip vieni iš daugiausia žadančių veiksnių, siekiant inkluzijos, jie sudaro pagrindą įprastinio ir specialiojo ugdymo specialistų komandų formavimuisi, tačiau taip pat gali būti taikomi kitų specialistų, pavyzdžiui, logopedų, ergoterapeutų ir konsultantų, komandoms formuoti (*Rainforth & England, 1997* kaip nurodyta Hernandez, 2013). Įprastinio ir specialiojo ugdymo specialistų vykdomas bendradarbiavimu pagrįstas mokymas reiškia, kad didelę dienos dalį jie dirba kartu kaip lygiaverčiai partneriai toje pačioje klasėje, siekdami interaktyvių ryšių ir įtraukdami planavimą, mokymą ir vertinimą, klasės valdymą ir elgesį.

Raktinis aspektas – komunikacija (paremta Nyderlandų praktika)

Mokykloje atvira ir aiški komunikacija yra pati svarbiausia mokytojui, tėvams ir vaikui. Siekiant užtikrinti sėkmingą ugdymą, mokykla ir tėvai privalo dirbti drauge. Be to, svarbus ir asmeninis ryšys tarp mokytojų ir tėvų, kuris prisideda prie mokyklos kultūros. Komunikacija susijusi su procesu ir kompetencijomis, kurias mokytojas privalo turėti, jei siekia profesionaliai bendrauti su vaikais ir tėvais.

Procesas: Konstruktyvi komunikacija yra svarbi, kai mokytojai, tėvai ir vaikai nori dirbti kartu ir bendradarbiauti vienas su kitu (Bolks, 2011). Komunikacija priklauso nuo daugybės veiksnių, pavyzdžiui, santykių tarp dalyvių, dalyvių nuotaikos, konkretaus kalbančio asmens, arba dienos meto. Ji apima tiesioginę sąveiką tarp žmonių, kur galima greita reakcija. Siuntėjas siunčia pranešimą, o gavėjas siunčia pranešimą atgal, siuntėjas tampa gavėju, atsako ir t. t. Siekiant kaip įmanoma geriau valdyti procesą, mokytojas turi žinoti apie skirtingus metodus, kuriais jis gali pasinaudoti. Juttenas (2015) aprašo aštuonis pagrindinius mokytojų naudojamus komunikacijos įgūdžius. Žinyne aprašoma daugybė metodų.

Mokytojo kompetencijos: Pradinės mokyklos mokytojas turi žinoti ir gebėti vykdyti daugybę veiklų. Šie polinkiai, žinios ir įgūdžiai glūdi kompetencijose. Tarpusavio santykių, pedagoginėje, profesinėje ir organizacinėje srityse būtinos tam tikros savybės. Pavyzdžiui: siekdamas užtikrinti visapusišką vystymąsi mokytojas turi gebėti formuoti teigiamus santykius su vaikais pamokų metu ir efektyviai su jais bendrauti, pasiūlyti jiems saugią aplinką mokytis ir gebėti palengvinti būdingas veiklas ar pamokas. Jis turi mokėti dirbti kartu su kolegomis ir mokyklos aplinkoje. Ši kompetencija apima komunikaciją su tėvais, svarbius nuolatinio tobulėjimo įgūdžius.

Komunikacija su vaikais: Komunikacija su vaikais turi būti neatsiejama mokytojo kalbėjimo gebėjimų dalis, įskaitant pokalbius grupėse ir individualiai. Geriausias būdas kalbėti su jaunesniais vaikais yra prisijungti prie veiklos, kurioje vaikas atlieka arba inicijuoja naują veiklą. Tokiu būdu mokytojas gali išsiaiškinti vaiko mintis ir idėjas. Tam būtini verbaliniai mokytojo įgūdžiai, t. y. aktyvus klausymasis, prisijungimo prie kalbėsenos lygmuo, apibendrinimas, kvestionavimas ir atsižvelgimas į vaiko poreikius.

Komunikacija su tėvais: Tinkamo švietimo kontekste svarbus tėvų įtraukimas. Vienas ir politikos tikslų – stiprinti tėvų poziciją, formuojant švietimą ir priežiūros organizavimą jų vaikui. Vaikai geriau mokosi ir jaučiasi laimingesni mokykloje, kai jų tėvai jaučiasi įsitraukę į mokyklos gyvenimą. Asmeninis ryšys tarp mokytojo ir tėvų yra kritiškai svarbus. Mokytojas privalo matyti tėvus kaip partnerius, kurie turi bendrą interesą – gerinti vaiko vystymąsi. Tačiau siekdamas užtikrinti pačią efektyviausią komunikaciją tarp visų suinteresuotų šalių mokytojas išlieka atsakingas už įgūdžių ir technikų naudojimą bei plėtojimą.

Raktinis aspektas – holistinis požiūris (Belgijos praktika paremti gerovės, susietumo ir įsitraukimo aspektai)

Vienas iš šešių čia siūlomo įtraukiojo ugdymo modelio elementų, skatinančių sėkmingą mažamečių vaikų įtraukimą, – tai „holistinis požiūris“. Inkliuzinio ugdymo atveju svarstome: „Kaip mums žinoti, kuriems vaikams kyla tam tikra vystymosi sutrikimo rizika?“ Siekiant atsakyti į šį klausimą, tradiciškai daugiausia dėmesio skiriama vaikų pasiekimų analizei. Pvz. vaikai, pas kuriuos

pastebimas tam tikras vystymosi sutrikimas, įrašomi į „rizikos“ sąrašą ir jų atžvilgiu taikomos papildomos intervencijos. Taigi, mąstant tradiciškai, daugiausia dėmesio yra skiriama rezultatui.

Gerovė, ryšio užmezgimas ir į(si)traukimas

Įtraukiojo ugdymo atveju esminiai klausimai yra kitokio pobūdžio. Mes nesiorientuojame į tai, ką vaikai išmoko ar ko neišmoko. Mums rūpi **procesai vaiko viduje** pagal vaiko išsivystymo lygį. Sutelkiame dėmesį į tai, kaip vaikai išgyvena buvimą tam tikroje aplinkoje. Siekiame išsiaiškinti, „kaip vaikams sekasi“. Mes klausiamo savęs:

- ❖ kaip vaikai jaučiasi (gerovė);
- ❖ kaip jie įsitraukia į savo veiklą (įsitraukimas) ir koks yra jų ryšys su kitais ir kontekstu (susietumas).

Įgyvendinę šias sąlygas, t.y. užtikrinę vaiko gerovę, susietumą ir įsitraukimą, mes žinome, kad tiek socialinis-emocinis, tiek pažintinis vaiko vystymasis yra apsaugoti. Taip pat matome, kad gerovė ir įsitraukimas turi teigiamos įtakos ir kitiems vystymosi aspektams. Vystymosi lygmenys nėra svarbiausi rodikliai, nes „vystymosi sutrikimas“ ar „puikus vystymasis“ nebūtinai reiškia, kad vaikas gauna tai, ko reikia jo/s raidai.

Holistinis požiūris į vaiką

Pirmiausia, mes atsižvelgiame į vaiko gerovę, jo įsitraukimą ir susietumą. Antra, mes sutelkiame dėmesį į vaiko kompetencijas. O kaip dėl vystymosi lygių? „Sutrikęs vystymasis“ nebūtinai reiškia, kad vaikas negauna to, ko reikia jo raidai, o tai, kad kuris nors vaikas „sparčiai vystosi“, dar nereiškia, kad jo raidai nekyla joks pavojus. Itin svarbu matyti vaiko raidos visumą iš holistinės perspektyvos. Į patyrimą orientuoto mokymosi metu mes fokusuojamės į devynias vystymosi sritis, kurias „į procesą orientuotas mokymasis“ laiko būtinomis, stengiantis apibrėžti siektinus ugdymo rezultatus. Kompetencijos nėra vertinamos kiekviena atskirai kaip atskirų įgūdžių rinkinys. Jos laikomos vientisu kompleksiniu dariniu – toks požiūris pedagogams, mokytojams ir

tėvams suteikia struktūrinius rėmus, leidžiančius identifikuoti vaikų talentus ir užtikrinti gilų jų lavinimą.

Minėtos devynios sritys apima emocinę sveikatą, bendrosios motorikos vystymąsi, smulkiosios motorikos vystymąsi, kalbos ir komunikacijos gebėjimus, meninę išraišką, fizinio pasaulio suvokimą, socialinio pasaulio suvokimą, loginį ir matematinį mąstymą, saviorganizaciją bei verslumą. Kalbant apie šias sritis, svarbu atsiminti, kad kiekvienas vaikas vystosi skirtingai. Reikia atkreipti dėmesį į vaiko išsivystymo lygmenį ir skatinti jo gerovę bei įsitraukimą, atitinkantį būtent jo išsivystymo lygmenį. Anksčiau orientuodavomės į dalykus, dabar mūsų kasdienis iššūkis yra sutelkti dėmesį į vaiką tokį, koks jis yra, ir kaip jis susijęs su savo kultūra bei savo aplinka. Šis požiūris yra mažiau susietas su „mokymo programos“ perspektyva ir yra labiau holistinis pačia savo prigimtimi. Stebint vaikus naudinga išskirti pagrindines kompetencijas. Tokiu būdu Jūs galite atpažinti vaikų talentus.



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Danijoje taikomo įtraukiojo ugdymo gerosios praktikos pavyzdžiai

Inkliuzijos kontekste, mokytojai ir socialiniai pedagogai turi atitinkamai suprasti, kas yra inkliuzija ir kokie metodai ją skatina. Būdamas socialiniu pedagogu ar mokytoju, Jūs negalite automatiškai vadovautis reguliacinio pobūdžio sistema ar receptu. Svarbu susieti darbo pagrindą ir interpretuoti jį taip, kad galėtumėte tai patvirtinti asmeninio ir profesinio užduoties vertinimo atžvilgiu.

Turite susieti savarankiškai ir aiškiai, atsakingai, todėl reikalingos socialinių pedagogų ir mokytojų asmeninės teorinės refleksijos. Abiejuose atvejų tyrimuose dalyviai nagrinėja didaktinių santykių modelį pagal Hiim ir Hippe, tai pradeda suprasti, kaip jis gali būti panaudotas refleksijai.

Atvejo tyrimas Nr. 1. Isabella – 6 metų mergaitė

Mes taikome *YouTube* esantį filmuką „Mokyklos bendruomenė skirta visiems“. Tekstas danų kalba: „*Skolens fællesskaber er for alle (på engelsk)*“ su anglų k. subtitrais. <https://www.youtube.com/watch?v=kP1xAV9QukU>

Filmuke nagrinėjami sunkumai, su kuriais susiduria ADHD turinti Isabella, jos šeima, draugai ir mokytojai inkliuzinio ugdymo pradinėje mokykloje, kurią mergaitė lanko Kopenhagoje. Dalyviai nagrinėja didaktinių santykių modelį pagal Hiim ir Hippe, kuris atspindi Isabellos poreikius ir tai, kaip užtikrinti, kad ji būtų visiškai integruota.

Atvejo tyrimas Nr. 2. Mortenas – 8 metų berniukas

Tai yra aprašytas atvejis: *Kiekvienas vaikas, kuris yra nemylimas namuose, turi būti mylimas mokykloje.*

Mortenas yra 8 metų vaikas ir jis kelia susirūpinimą mokytojams. Mortenas susiduria su dideliais asmeniniais ir socialiniais iššūkiais ir dažnai nelanko mokyklos. Jo asmenybės vystymasis ir elgesys neatitinka jo amžiaus ir jis nefunkcionuoja socialiai, o tai reiškia, kad berniukas bus atskirtas nuo klasės. Mortenas dažniausiai yra uždaras ir tylus. Jis neturi užmezgęs tvirtų ryšių su kitais mokiniais, vaikų priežiūros darbuotojais ar mokytojais. Jo socialiniai įgūdžiai silpni ir jam sunku kalbėti apie paprastus dalykus. Mortenas nustemba, jei kas nors kreipiasi į jį asmeniškai.

Morteno išvaizda rodo, kad jam niekas nepadeda nei higienos, nei aprangos klausimais. Dažniausiai jis vilki keliais dydžiais per didelius drabužius ir mūvi didelius batus, o jo klasės draugai skundžiasi nuo jo sklindančiu nemaloniu kvapu. Berniukas nedėvi paltų ir neatsižvelgia į oro sąlygas.

Vienas iš akademinų iššūkių, su kuriuo susiduria Mortenas, yra tas, kad jis beveik niekada aktyviai nedalyvauja pamokose ir niekada neatlieka namų darbų. Komanda pastebėjo, kad tais atvejais, kai mokykla praneša tėvams apie neparuoštus namų darbus ir nedalyvavimą pamokose, Mortenas dar rečiau pasirodo mokykloje, o ant jo kūno padaugėja mėlynų. Berniukas negali paaiškinti, iš kur atsiranda mėlynės ant jo kūno, tačiau teigia, kad jo tėtis kartais per daug geria. Tėvai į skambučius neatsako ir nepalaiko jokio ryšio su mokykla.

Dalyviai apsvarsto Morteno poreikius, taikydami didaktinio santykio modelį pagal Hiim ir Hipp

Lietuvoje taikomo įtraukiojo ugdymo gerosios praktikos pavyzdžiai

Atvejo tyrimas Nr. 1. Inkluzinė praktinė veikla dienos centruose

Iš 378 asmenų, gyvenančių Kirtimų tabore, Vilniuje, 48 proc. sudaro jaunesni nei 18 metų vaikai. Dėl mažo savigarbos lygio, socialinių įgūdžių trūkumo, nesėkmių mokykloje, romų vaikų patiriamų patyčių mokykloje, neigiamo mokytojų požiūrio į juos ir kitų problemų, dauguma romų tautybės mokinių meta mokyklą pirmaisiais ar antraisiais mokymosi metais. Nuo 2009 m. savanorių grupė dirbo su romų tautybės vaikais, gyvenančiais Kirtimų tabore, siekdama užkirsti kelią ankstyvam pasitraukimui iš mokyklos. Galiausiai nuspręsta atidaryti mažą popamokinės veiklos ir dienos centrą, siekiant užtikrinti stipresnę ryšį tarp vaikų ir jų mokyklų. Centras priima romų tautybės vaikus iš Kirtimų taboro ir ne romų tautybės vaikus, gyvenančius Vilniaus Naujininkų mikrorajone, kuriame įsikūręs centras.

Centro savanoriai padeda romų vaikams atlikti namų darbus ir padeda jiems įsigyti reikiamų mokyklinių priemonių. Taip pat organizuojama popamokinė veikla, kuri skirta socialiniams vaikų įgūdžiams ugdyti. Palaikoma glaudi komunikacija su mokytojais ir tėvais. Anot projekto iniciatorių, dienos centrą lankantys vaikai parodo geresnius rezultatus mokykloje, tačiau išlieka didelė ankstyvo pasitraukimo iš mokyklos rizika, nes dienos centras negali išspręsti struktūrinių problemų, kurios turi įtakos mokyklos lankomumui, pavyzdžiui, apgyvendinimo sąlygų ir didelio šeimų skurdo.

Centre dirbantys žmonės skatina komunikaciją ir bendradarbiavimą tarp vaikų, tėvų, mokytojų, socialinių darbuotojų, romų nevyriausybinių organizacijų ir skirtingų savivaldybės bei valstybės institucijų, kurios vienaip ar kitaip yra įtrauktos į švietimo klausimų sprendimą. Siekdami įgyvendinti sėkmingą romų

vaikų integraciją, darbuotojai atlieka holistinę vaikų gerovės, elgesio, emocijų ir jausmų, jų pasiekimų skirtingose vystymosi srityse, stebėseną. Personalo nariai nuolatos organizuoja individualias ir grupines diskusijas, į kurias įtraukiami visi specialistai, tėvai ir vaikai. Personalo nariai siekia susipažinti su kiekvieno vaiko situacija namuose bei jo ar jos gebėjimais. Ugdymo turinys, medžiaga, metodai, užduotys taikomi kiekvienam vaikui pagal jo (jos) poreikius ir vystymosi spartą.

Atvejo tyrimas Nr. 2. Lukas – 3 metų berniukas

Darželyje sukuriama puikios sąlygos Lukui vystytis. Berniukas yra trejų metų amžiaus, turintis klausos negalią. Siekdami patenkinti Luko poreikius, mokytojai bendradarbiauja ne tik tarpusavyje, tačiau taip pat ir su Luko tėvais bei surdopedagogu. Šiuo atveju naudojami du bendradarbiavimo modeliai – tarpdisciplininis ir transdisciplininis. Tarp visų švietimo dalyvių vyksta atvira ir aiški komunikacija.

Mokytojai profesionaliai bendrauja su vaikais ir tėvais. Siekdami įgyvendinti sėkmingą integraciją, mokytojai atlieka holistinio pobūdžio stebėsenas, t. y. vaiko gerovės, elgesio, emocijų ir jausmų, jo pasiekimų, ypač verbalinės komunikacijos. Mokytojai nuolatos rengia individualias ir grupines diskusijas, įtraukdami į jas visus specialistus, tėvus ir vaikus. Mokytojai siekia išsiaiškinti kiekvieno vaiko socialinę ir etninę kilmę, kultūrinę aplinką ir gebėjimus. Šias žinias jie naudoja siekdami įgyvendinti inkliuzinį ugdymą. Vaiko unikalumas suvokiamas kaip galimybė, o ne problema. Mokymo turinys, medžiaga, metodai, užduotys yra taikomi kiekvienam vaikui individualiai, atsižvelgiant į jo (jos) poreikius ir vystymosi spartą.

Turkijoje taikomo įtraukiojo ugdymo gerosios praktikos pavyzdžiai

Atvejo tyrimas Nr. 1. Mertas – 6 metų berniukas

Mertas yra 6 metų berniukas, turintis aktyvumo ir dėmesio sutrikimo sindromą. Mertui sunku sukonzentruoti dėmesį, valdyti savo elgesį ir jam būdingas hiperaktyvumas (pernelyg didelis aktyvumas). Inkluzinio pobūdžio aplinkoje jam reikia papildomos pagalbos, ugdant organizacinius, akademinius ir gyvenimo įgūdžius, komunikacijos, socialinės sąveikos ir elgesio valdymo gebėjimus.

Šiame gerosios praktikos pavyzdyje, mes stebėjome Mertą jo mokyklos aplinkoje ir atlikome interviu su mokyklos vadovu bei berniuko mokytojais. Parengėme vaizdo medžiagą, siekdami stebėti vaiko poreikius natūralioje mokyklos aplinkoje. Šiame filmuke dalyvių prašėme pateikti savo nuomonę, kaip įtraukiojo ugdymo *adaptacijos* elementas yra įgyvendinamas Merto atveju.

Antra, organizavome dramos užsiėmimus, skirdami studentams atitinkamus vaidmenis: Merto, Merto brolio dvynio, mokytojo, vieno iš tėvų ir mokyklos vadovo. Norėjome, kad dalyviai įsijaustų į situaciją ir mokytojo taikomą ugdymo proceso adaptaciją berniuko poreikiams. Jie įvertino teigiamus ir neigiamus adaptacijos elemento įgyvendinimo aspektus.

Trečia, dalyviai pateikė savo idėjas ir paaiškino, kaip, jų manymu, šiuo atveju galima būtų įgyvendinti kitus 5 inkluzinio ugdymo raktinius aspektus.

Atvejo tyrimas Nr. 2. Abdurrahmanas – 5 metų berniukas

Abdurrahmanas yra 5 metų berniukas, gimęs Irake. Per oro ataką jis neteko tėvo, ir iš karto po tėvo mirties, kai jam buvo 4 metai, su motina persikėlė į Turkiją. Jį ir jo šeimą parėmė Turkijos Respublikos imigracijos tarnyba. Kai šeima persikėlė į Balikesyro provinciją, jų reikalų sprendimas buvo perleistas vietos imigracijos tarnybai.

Vaikai migrantai turi daug specialiųjų ugdymosi poreikių ir susiduria su daugybe sudėtingų aplinkybių, pavyzdžiui:

- ❖ skurdu;
- ❖ iššūkiais mokantis naujos kalbos;
- ❖ emociniu stresu, siekiant prisitaikyti prie naujų socialinių normų ir naujos institucinės aplinkos;
- ❖ priešinimusi išankstiniam nusistatymui jų atžvilgiu ir diskriminacija naujoje šalyje;
- ❖ šeimos gyvenimo sutrikdymu ar šeimos narių atskyrimu ir nepakankama socialine pagalba, siekiant kompensuoti nutrūkusius bendruomeninius ryšius gimtosiose šalyse;
- ❖ paramos, reikalingos psichologinei gerovei užtikrinti, trūkumu ir karo sukeltomis trauminėmis patirtimis.

Siekiant susidoroti su šiais iššūkiais, mokyklos, vyriausybės ir savanorių organizacijos turi imtis atitinkamų veiksmų. Šioje atvejo studijoje Abdurrahmano istorija yra pateikiama vizualinėmis priemonėmis – rodomas animacinis filmukas su paaiškinimais. Po filmo peržiūros, dalyviai žaidžia žaidimą „Surask savo kelią adaptacijos miške“. Žaidimas leidžia jiems įsijausti į Abdurrahmano situaciją, priimti atitinkamus sprendimus ir net imtis veiksmų.

Portugalijoje taikomo įtraukiojo ugdymo gerosios praktikos pavyzdžiai

Atvejo tyrimas Nr. 1. Danielis – 3 metų berniukas

Danielis yra 3 metų berniukas. Jis gimė su Dauno sindromu. Danielį galima apibūdinti kaip „kompleksinių poreikių“ turinį vaiką. Jam nustatytas motorikos ir pažintinių įgūdžių vystymosi sutrikimas – jis vis dar nekalba ir nevaikšto. Jam taip pat nustatytos kitos rūpesčių tėvams keliančios fizinės komplikacijos, ypač regos ir širdies problemos. Kadangi Danieliui taikoma daugybė skirtingų gydymo formų ir pagalbos ugdymo srityje rūšių, jo tėvai susiduria su itin įtemptu kasdieniniu gyvenimu, bendrauja su skirtingais specialistais ir dažnai sulaukia prieštaringų rekomendacijų. Vaikų darželio mokytojas taip pat išreiškė susirūpinimą ir bejėgiškumo jausmą, nes Danielis vis rečiau prisijungdavo prie grupės ir negalėjo dirbti kartu su tiek daug skirtingų specialistų.

Danielio tėvai kreipėsi pagalbos į ankstyvos intervencijos komandą. Į vertinimo planavimą ir intervenciją buvo įtraukti visi komandos nariai, skirtas didelis dėmesys informacijos mainams ir jie planavo kuo mažiau intervencinę veiklą, todėl tik du specialistai nuvyko į Danielio namus įvertinti jo bei šeimos narių poreikių. Tada vienas komandos narys buvo paskirtas atvejo vadovu ir buvo nustatyta pirminė pagalbos teikimo sistema, leidžianti specialistams ir tėvams dirbti kartu, tokiu būdu skatinant glaudų bendradarbiavimą. Vėliau šiuo atveju buvo pradėtas darbas darželio aplinkoje, bendradarbiavimu pagrįstas darbas su darželio mokytoju, bendras planavimas, kaip dirbti su Danieliu jo grupėje ir kasdienėje veikloje. Pagrindinis EY komandos tikslas suteikti daugiau galimybių tėvams ir kitiems svarbiems specialistams, nagrinėjant kasdienę veiklą ir kasdienes įvykius kaip mokymosi galimybes. Tarp komandos narių sutartas intervencijos planas apėmė plačias galimybes

skatinti kitus įgūdžius, šiuo tikslu naudojantis integruotu, poreikiais pagrįstu ir į vaiką bei jo šeimą orientuotu metodu. Šis metodas lemia artimą bendradarbiavimą tarp šeimos narių ir specialiųjų poreikių mokytojo, tačiau taip pat reiškia glaudžius ryšius su kitais komandos nariais, renkant ir keičiantis informacija, žiniomis ir įgūdžiais bei dirbant kartu. Tai akivaizdžiai suteikė ramybės Danielio šeimai ir naudos jam pačiam.

Atvejo tyrimas Nr. 2. Samuelis – 7 metų berniukas

7 metų berniukas Samuelis serga autizmo pobūdžio sutrikimu, kuris turi įtakos asmens socialiniam bendravimui, komunikacijai, interesams ir elgesiui.

Kai Samuelis pradėjo lankyti įprastinę pradinę mokyklą, jam buvo pasiūlyta daugybė pagalbos priemonių, skirtų sėkmingai aplinkai ir gerajai patirčiai su kiekvienu susijusiu asmeniu sukurti. Vienas iš pasirinktų metodų buvo bendradarbiavimo metodas, kurio esmė – įprastinių ir specialiojo ugdymo mokytojų komandų sudarymas integruotos klasės aplinkoje. Šiam bendro mokymo modeliui reikia bendros akademinės dviejų profesionalų intervencijos klasėje, kurioje mokosi visi mokiniai (tipinių gebėjimų mokiniai bei specialiųjų poreikių turintys mokiniai, tokie kaip Samuelis).

Du mokytojai pradeda dirbti kartu, kad susipažintų su vienas kito profesiniais įgūdžiais, pavyzdžiui, mokymosi stiprybėmis, silpnybėmis, interesais, požiūriais ir pan. Siekdami tapti produktyvia komanda, jie dirbo kartu kaip lygiaverčiai partneriai, buvo įtraukti į visas planavimo, mokymo ir vertinimo veiklas. Jie taip pat identifikavo vaiko silpnybes ir stiprybes bei įtraukė juos į Samuelio mokymosi programą.

Nyderlanduose taikomo įtraukiojo ugdymo gerosios praktikos pavyzdžiai

Atvejo tyrimas Nr. 1. „Abel's Cake“ Bunya – 8 metų mergaitė

Suaugusieji nepalaiko reguliaraus pokalbio su vaikais, ypač mokyklos ar darželio aplinkoje. Tiksliau sakant – jie kalba, tačiau dažnai nepalaiko „realaus“ pokalbio su vaikais. Realus pokalbis, reali komunikacija pagrįsta keliais dalykais, t. y.:

- ❖ dalyviai yra vienas su kitu susiję;
- ❖ palaikomas nuoširdus dėmesys vienas kitam ir ryšys su vaiko patirčių pasauliu;
- ❖ klausimai pateikiami aiškiai;
- ❖ atsakymai išklausomi;
- ❖ naudojama tinkama kūno kalba.

Mokytojams dažnai tenka kalbėtis su vaikais apie jautrias problemas, pavyzdžiui, prastus rezultatus mokykloje arba netgi blogiau – tėvų skyrybas. Tai dažnai laikoma pokalbiais, kurių vaikai neprašo, todėl labai svarbu palaikyti tokius pokalbius taip, kad jie nebūtų nemalonūs vaikams.

Atvejo tyrimo metu stebėjome pokalbį tarp vaiko ir suaugusiojo, kai jie kartu ruošė maistą, filmuką. Maisto gaminimo metu matome, kad suaugusysis užmezga teigiamą ryšį su vaiku. Klausimai, kurių klausia suaugusysis, yra ne tik atviri klausimai, tačiau užduodami atviru ir nuosekliu būdu. Vaikas entuziastingai ir linksmi atsako, nors tai sudėtinga tema. Toks yra gerosios praktikos modelis.

Atvejo tyrimas Nr. 2. „Kūrybinga komunikacija su vaikais“

Greta persikėlimo į vaiko gyvenimą ir buvimo atviru idėjoms bei vaiko mintims, yra kita svarbi komunikacijos su vaiku sąlyga – Jūs turite neatsilikti nuo jo išsivystymo lygio. Naudodami šį metodą jaunesniems vaikams, galite ieškoti būdų sąmoningai naudoti labiau išplėtotus atitinkamus komunikacijos kanalus.

Šiame atvejo tyrime rasite gerų pavyzdžių, kurie itin tinkami jaunesniems vaikams, nes formos yra pritaikytos skirtingo amžiaus grupėms. „Kūrybingos komunikacijos su vaiku“ veiklos nėra laikomos fiksuotu metodu. Atsižvelgiant į vaiko amžių ir išsivystymo lygmenį, galima naudoti skirtingą mokomąją medžiagą. Mokomoji medžiaga gali būti sudaryta arba mokytojo, arba dar geriau – paties vaiko. Tokiu būdu suteikiamas dėmesys komunikacijai per paveikslėlius, fantaziją, žaidimus (įskaitant skaitmeninius) ir kalbą. Buvo įtraukta netgi maisto ruošimo veikla, nes kas gali būti įdomiau už juokavimą virš plaktos tešlos? Greta persikėlimo į vaiko gyvenimą ir buvimo atviru vaiko idėjoms ir mintims, yra kita svarbi komunikacijos su vaiku sąlyga – Jūs turite neatsilikti nuo jo išsivystymo lygmens.

Belgijoje taikomo įtraukiojo ugdymo gerosios praktikos pavyzdžiai

Atvejo tyrimas Nr. 1. Thomas – 4 metų berniukas

Thomas yra 4 metų berniukas, kuris visą laiką viską tyrinėja ir žvalgosi aplinkui. Jam sunku sutelkti dėmesį.

Šios gerosios praktikos atveju mes pirmiausia mokome studentus atpažinti vaikų poreikius iš vaiko, o ne mokytojo perspektyvos.

Antra, Thomo stebėjimo jo klasėje metu mes mokome studentus išskirti vaiko gerovės rodiklius. Šie rodikliai yra: džiaugimasis, spontaniškumas, atvirumas, atsipalaidavimas bei vidinė ramybė, gyvybingumas. Aptariami tokie įtakos gerovei turintys veiksniai kaip kontekstas, asmeninės kompetencijos ir savivertė.

Susietumas aptariamas pratimų, susijusių su Thomo situacija, metu, tačiau taip pat ir atviresniu būdu, kai studentams leidžiama išsakyti savo idėjas.

Vėliau studentai stebi vaiko įsitraukimą, naudodami kitą vaiko gerovės rodiklių grupę – koncentraciją, atkaklumą, atvirumą ir tikslumą, intensyvią protinę veiklą, motyvaciją bei pasitenkinimą, norą tyrinėti.

Po vaiko gerovės įvertinimo, įsitraukimo stebėjimo ir susietumo refleksijos, studentai sutelkia dėmesį į vaiko poreikius, siekdami nustatyti, kaip geriau prie jų pritaikyti mokymosi aplinką.

Seminaro pabaigoje studentai nagrinėja skirtingas vaiko kompetencijas. Kiti raktiniai įtraukiojo ugdymo aspektai, tokie kaip refleksija ir etika, taip pat sudaro esmines sudedamąsias gerosios praktikos dalis.

Mes naudojame *PowerPoint* pristatymą su integruotais filmukais ir nuotraukomis bei pratimais.

Atvejo tyrimas Nr. 2. Julienas – 10 metų berniukas

Julienas yra 10 metų berniukas, kurio talentai – muzika ir istorijų pasakojimas. Jis mato ir šviesą, ir tamsą. Kartais mato šešėlius. Pasirinkome šį berniuką dėl jo ypatingo būdo pasakoti savo paties gyvenimo istoriją.

Šios gerosios praktikos atveju žiūrime filmuką, o studentų prašome stebėti Julieno gerovę, įsitraukimą ir susietumą. Taip pat mes skatiname studentus sutelkti dėmesį į skirtingas vaiko kompetencijas. Vėliau studentai analizuoja, kaip adaptacija susijusi su Julieno poreikiais klasėje ir už jos ribų.

Kiti į šią gerąją praktiką įtraukti raktiniai aspektai – komunikacija, etika ir refleksija.

Anglijoje taikomo įtraukiojo ugdymo gerosios praktikos pavyzdžiai

Evie, 6 metų mergaitė, ir Johnny, 3 metų berniukas

Evie yra 6 metų mergaitė, o Johnny yra 3 metų berniukas. Jie abu serga Dauno sindromu.

Šis atvejo tyrimas nagrinėja JK labdaros fondo „Vaikų su Dauno sindromu ugdymo centras“ teikiamą paramą, kurią gauna abu vaikai ir jais besirūpinantieji.

Šiame atvejo tyrime matysite kaip įprastinio ugdymo pradinė mokykla, nepriklausomas vaikų darželis, vietos vaikų centras ir labdaros fondas bendradarbiauja tarpusavyje ir kaip bendradarbiauja su vaikų šeimomis. Toks bendradarbiavimas tarp organizacijų viešajame sektoriuje (įprastinio ugdymo pradinė mokykla ir vaikų centras), privačiam sektoriuje (darželis) ir nepriklausomame labdaros fonde (Vaikų su Dauno sindromu ugdymo centras) yra JK vyriausybės skatinamas modelis. Atvejo tyrimas pabrėžia kaip bendradarbiavimas leidžia vaikams gauti prieigą prie paramos, kurios nė viena organizacija negalėtų suteikti individualiai.

Nors Evie ir Johnny yra labai skirtingos asmenybės, dėl Dauno sindromo jie susiduria su panašiais sunkumais.

Evie istorijoje pagrindinis aptariamas įtraukiojo ugdymo aspektas yra bendradarbiavimas, o Johnny istorijoje – komunikacija, tačiau siūlome šiame atvejuje pamėginti atrasti ir daugiau raktinių įtraukiojo ugdymo aspektų.

Aidenas, 8 metų berniukas

Šis atvejo tyrimas yra apie Aidoną, kuriam 8 metai.

Aidenas iki 5 metų amžiaus lankė įprastinio ugdymo mokyklą. Kol berniukas lankė šią mokyklą, jo tėvai kiekvieną dieną sulaukdavo pastabų apie netinkamą jo elgesį – šios pastabos dažnai būdavo išsakomos kitų tėvų akivaizdoje. Tėvams atrodė, kad informacija, kurią jie gaudavo apie Aidoną, buvo labai neigiami ir kad mokykloje nebuvo vadovaujamosi įtraukiojo ugdymo etika. Berniukas rizikavo būti atskirtas, ir tai tėvams kėlė didelį rūpestį. Galiausiai Aideno tėvai nusprendė jį perkelti į kitą netoliese esančią pradinio ugdymo mokyklą. Šiuo metu berniukas mokosi jau ketvirtoje šios mokyklos klasėje. Mokyklą jis lanko nuo tada, kai buvo priimtas į paruošiamąją grupę, ir, anot berniuko tėvų, Aidenas nuo pat pradžių tapo visaverčiu mokyklos nariu.

Kai Aidenui buvo šešeri, klinikinis psichologas jam diagnozavo Aspergerio sindromą. Nors berniukas geba mokytis, jam sunku bendrauti ir komunikuoti su kitais. Jis turi stiprių matematinių įgūdžių, ypač su skaičiais ir sekomis, gali atsakyti į klausimus, žodžiu išreikšti savo mintis anglų kalba. Ir geba daug kitų dalykų, tačiau dažniausiai nenori rašyti. Aidenas turi vieną pagrindinį mokytoją, kuris turi pakankamai žinių ir įgūdžių dirbti su autizmo spektro sutrikimu ir gali taikyti tinkamas strategijas. Berniukas taip pat turi kitų dalykų mokytojų. Personalas bendradarbiauja tarpusavyje ir kartu planuoja kasdieninę Aideno veiklą.

Šiame atvejo tyrime pagrindinis dėmesys yra nukreiptas į komunikacijos ir bendradarbiavimo raktinius aspektus. Tačiau jame galite rasti ir kitų įtraukiojo ugdymo aspektų.



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Education in
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EDUCAÇÃO INCLUSIVA NA TURQUIA

Definição:

Políticas educativas e implementação: A educação especial na Turquia coloca o foco mais na integração do que, propriamente, na inclusão. No entanto, educar crianças com incapacidade constitui um aspeto importante da educação inclusiva na Turquia. Existem vários obstáculos, assumidos como prioritários, a transpor no sentido de criar um sistema educativo para crianças com necessidades educativas especiais. O primeiro desses obstáculos envolve a inadequação na recolha de dados fiáveis e sistemáticos acerca dessas crianças. De acordo com os dados, existe um número substancial de crianças com necessidades educativas especiais que não estão incluídas no sistema educativo.

A literatura e estudos também sugerem que as mulheres com necessidades educativas especiais são mais desfavorecidas do que os homens nas mesmas condições. Esta situação é um notável exemplo da desigualdade baseada no género. Na Turquia, crianças com necessidades educativas especiais obtêm a sua educação em três categorias. A categoria menos limitadora para estas crianças é a educação regular a tempo inteiro. Em instituições educativas com educação regular, a educação em salas especiais é assumida como uma categoria limitadora de nível médio. A educação especial considerada mais limitadora é aquela que ocorre em instituições educativas especiais, geralmente concebidas para crianças com necessidades específicas, de uma mesma tipologia. Estas instituições educativas, quando em regime de internato, embora existam em menor número, são consideradas as de categoria mais limitadora.

Ao analisamos o número de crianças que têm acesso à educação especial nos níveis de ensino primário e secundário, verificamos que tem ocorrido

um aumento gradual de ano para ano. Na Turquia existem Centros de Orientação e Pesquisa que realizam avaliações no sentido de determinar quais as necessidades das crianças e qual a instituição educativa mais adequada para atender a essas necessidades. No entanto, atualmente, este processo de avaliação diagnóstica é pouco desenvolvido, quer ao nível dos profissionais especializados, como dos materiais e ferramentas de diagnóstico disponíveis. Além disso, estudos recentes realizados pela UNICEF e pelo Ministério da Educação da Turquia revelaram que o processo de avaliação diagnóstica de crianças com dificuldades e necessidades educativas especiais, realizado na Turquia, carece de melhorias.

Formação de Professores

Necessidades e desafios: Tendo em vista o desenvolvimento de um sistema educativo com diversas necessidades educativas especiais, a Turquia precisa de se desenvolver em vários níveis. Aquando do desenvolvimento das boas práticas internacionais, devem ser tidas em consideração as leis nacionais e internacionais. Essas boas práticas evidenciam que, para o estabelecimento da educação inclusiva, os diferentes intervenientes, alunos, educadores/professores, pais e administração educativa, devem trabalhar em colaboração.

Processo-chave: Adaptações (com base nas práticas turcas)

Um dos seis pontos essenciais deste modelo, que promove a inclusão bem-sucedida de crianças com necessidades educativas especiais, é o que se designa por «adaptações». Trata-se de um processo de ajuste ou modificação dos materiais, do meio ambiente, das interações ou dos métodos de ensino colocados em prática para apoiar cada criança individualmente.

“Adaptações” é um termo que abarca **acomodações** e **modificações**. De um modo geral, as adaptações permitem que as crianças com necessidades

educativas especiais participem em configurações inclusivas, compensando as suas fragilidades. As **acomodações** têm por objetivo a compensação das fragilidades sem que ocorram modificações no currículo, ou seja, elas não diferenciam o que a criança aprende, mas sim a forma como aprende. As **modificações** são entendidas como adaptações que alteram ou reduzem as expectativas ou critérios e incluem mudanças ao nível educativo, do conteúdo/currículo, dos critérios de desempenho ou da estrutura da tarefa.

Cada professor, criança e sala, são únicos e, por esse motivo, as adaptações são específicas para cada situação. A identificação dos objetivos, as metas a atingir e as expectativas que atendem às necessidades da criança, permitem o desenvolvimento de modificações e acomodações que respondem a essas necessidades e a um plano educativo individual. A avaliação contínua permite a realização de revisões, quando necessário.

Existem várias razões para apoiar as crianças através de adaptações e configurações inclusivas:

- ❖ Adaptações funcionais relacionadas com as necessidades básicas de saúde, segurança e comunicação, tendem a aumentar a interdependência e a reduzir o acompanhamento individual;
- ❖ As adaptações que promovem o jogo, a aprendizagem e o cumprimento de metas e resultados individuais promovem o envolvimento da criança com o meio circundante, através dessas atividades;
- ❖ As adaptações apoiam as crianças no seu desenvolvimento por incentivarem a socialização. Uma vez que o desenvolvimento das habilidades sociais e o estabelecimento de relações de amizade é parte essencial das experiências iniciais das crianças, as adaptações que asseguram a interação entre crianças durante as atividades e promovem um maior apoio ao seu desenvolvimento.

Em ambiente educativo, a implementação de adaptações para diferentes necessidades educativas desafia os profissionais de educação a lutar para atender às necessidades de todos os alunos num ambiente comum. O

Universal Design for Learning (UDL)] – um conceito de aprendizagem que focaliza a investigação, o desenvolvimento e a prática educativa na compreensão da diversidade e a aplicação da tecnologia como facilitadora da aprendizagem – é uma abordagem que orienta os educadores na planificação das suas intervenções educativas. A UDL, além de instruções simples e intuitivas, múltiplos meios de apresentação e níveis apropriados de esforço para as crianças, fornece um currículo equitativo, flexível e orientado para o sucesso. Este conceito centra-se na identificação e resolução das barreiras à aprendizagem, permitindo que todas as crianças sejam encaradas como aprendizes capazes.

Satisfazer as necessidades académicas e desenvolvimentais de todas as crianças num ambiente de aprendizagem não é tarefa fácil. Criando experiências de aprendizagem que reflitam a crença nos múltiplos tipos de aprendizagem, o educador pode, eficazmente, diferenciar a sua ação, acomodando e modificando essa ação de acordo com as necessidades da criança, oferecendo uma variedade de meios que permitam à criança representar as suas aprendizagens.

EDUCAÇÃO INCLUSIVA EM INGLATERRA

Definição: Crianças e jovens com incapacidade e sem incapacidade aprendem juntos em jardins-de-infância, escolas e universidades regulares, com redes de suporte apropriadas (Centre for the Study of Inclusive Education, 2001:1).

Políticas educativas e implementação: A noção de inclusão foi inicialmente introduzida no Warnock Report (1978), que assinalou um

afastamento do modelo médico de incapacidade, aproximando-o do modelo social. Subsequentemente, a política educativa nacional e internacional (UNESCO, 1994) foi apoiada pela legislação, em particular pela “*Special Needs and Disability Act*” (Lei de Necessidades Especiais e Deficiência) (Great Britain, 2001). A Lei tornou ilegal a exclusão de crianças com necessidades educativas especiais e incapacidades por parte das escolas e instituições educativas. DfES (2004a) lançou quatro áreas-chave: intervenção precoce, remoção de barreiras à aprendizagem, aumento de expectativas e conquistas e melhoramentos por meio de parcerias. Esta abordagem abrangente encontra-se, também, explícita nos documentos curriculares. O compromisso “todas as crianças são importantes” (DfES, 2004b) motivou o aumento do trabalho entre agências e uma abordagem holística das necessidades educativas da criança, ao invés de se considerar a educação, a saúde e as necessidades sociais separadamente. O “Código de Prática” (DfE, 2014) estabeleceu um caminho claro e personalizado para as crianças com necessidades adicionais. Está claramente centrado em permitir que as necessidades da grande maioria das crianças sejam atendidas dentro das instituições educativas regulares. Em Inglaterra, os pais de crianças com necessidades especiais têm um papel preponderante nos processos de tomada de decisão, considerando as necessidades dos seus filhos e os locais onde melhor podem ser acompanhados.

Formação de Professores: A formação de professores em Inglaterra pode ser ao nível de Bacharelato ou Pós-Graduação. Os Padrões dos professores (DfE, 2012) manifestam expectativas claras acerca dos níveis que cada professor deve demonstrar. O “Padrão 5” refere-se à habilidade dos professores em adequar a sua ação para dar resposta aos pontos fortes e às necessidades de *todos* os alunos. A formação inicial de professores tem como objetivo que os professores recém-formados tenham um entendimento claro das necessidades de todos os alunos, incluindo aqueles que têm necessidades educativas especiais. A inclusão é um conceito-chave que permite o desenvolvimento de todos os alunos. É construído para, e não sobre, o ITT.

Necessidades e desafios: A inclusão deve ser apoiada por um Ethos, ou filosofia de aceitação da diferença, em respeito pelos direitos humanos, o compromisso da igualdade no acesso a uma educação de qualidade e à resposta para as necessidades de aprendizagem de cada aluno, bem como dos seus pares. À partida, a inclusão é suportada pela comunidade educativa. Contudo, o alcance e a complexidade das necessidades a que os professores de ensino regular devem ser capazes de dar resposta é vasta e muitos professores sentem que a sua formação inicial não os preparou suficientemente para os desafios que os esperam. No atual panorama, com a redução dos apoios orçamentais das escolas, apoiar crianças com necessidades ao nível físico, social e emocional é um desafio.

Processo-chave: Note-se que não existe nenhum processo-chave para Inglaterra.

EDUCAÇÃO INCLUSIVA NA BÉLGICA (FLANDRES)

Definição: Educação inclusiva é a educação na qual as crianças com necessidades educativas especiais participam num sistema educativo regular com ajustes e suporte adicional. Considera-se necessidade educativa uma necessidade didática ou pedagógica do aluno que, de algum modo, impede que a criança usufrua de um bom processo de aprendizagem. Uma necessidade educativa especial é uma tradução educacional do conceito psicológico de obstáculos à aprendizagem. São competências que faltam às crianças e que criam problemas ao seu desenvolvimento.

Políticas educativas e implementação: Na Flandres, a política educativa está a evoluir para uma maior inclusão. A nova política educativa (desde 2009) foca-se nas necessidades educativas das crianças e não nas suas

dificuldades ou deficiências. O *M-decree*, aprovado pelo Parlamento Flamengo a 21 de março de 2014, significa “Medidas para os Alunos com Necessidades Educativas Especiais (NEE)”. Este decreto organiza a forma como o sistema educativo flamengo lida com os alunos que apresentam dificuldades na frequência de aulas numa escola de ensino regular, devido a um handicap, desordem ou deficiência. O *M-decree* recomenda o investimento em cuidados básicos, por meio da implementação de medidas adequadas e adaptações razoáveis. A política educativa tem seis objetivos: (i) primazia ao ensino regular seguido de educação especial, (ii) o direito a ajustes razoáveis, (iii) o direito de se inscrever numa escola de ensino regular, (iv) novos tipos de escola de educação especial, (v) novas condições de admissão em escolas de educação especial, (vi) apoio ao ensino regular. As medidas pedagógicas e administrativas previstas pelo *M-decree* incluem a “visão do cuidado” como ponto de partida e não como uma medida de segurança. Esta visão possui seis ideias-chave: (i) uma ampla definição de cuidados, (ii) uma visão mais ampla de cuidados e de diferenciação, (iii) uma componente preventiva e remediadora (os princípios do Design Universal para a Aprendizagem), (iv) uma política educativa de cuidados partilhados, liderados pela equipa educativa com o envolvimento da criança e dos seus pais, (v) um “continuum de cuidados” e (vi) cuidados integrados.

Formação de Professores: O professor recém-formado que tenha frequentado o curso de três anos tem um grau de bacharelato. Os estudantes podem especializar-se em diferentes áreas durante a formação inicial, ou depois do estágio realizado durante o ciclo de estudos. Na universidade VIVES, durante os três anos de bacharelato, é introduzido, sistematicamente, este modelo de cuidado continuado e os estudantes experienciam a inclusão durante a sua prática. No segundo ano de formação, é dada maior ênfase à necessidade da integração do cuidado. A universidade VIVES tem disponíveis também os bacharelatos “Cuidados e Terapia” e “Educação Especial”. Diferentes organizações oferecem formação contínua, relacionada com este tópico, em especial na implementação do *M-decree*.

Necessidades e desafios: Como o referido decreto é bastante recente, a implementação envolve a informação às escolas e a organização de formação contínua dos profissionais. Há muitas questões que se mantêm acerca dos diferentes níveis de envolvimento das escolas e organizações. O Ministério tem um orçamento limitado, o que torna a implantação do Decreto um desafio para as escolas. As formas de integração e a sua continuação nem sempre são evidentes, sem um orçamento extra. O decreto pretende estimular uma maior inclusão e, para isso, é necessário formar novos professores e envolver a comunidade de modo a que haja colaboração na resposta à diversidade. É necessária uma mudança de mentalidade.

Processo-chave: Visão holística (bem-estar, vinculação e envolvimento baseado na prática belga)

Um dos seis processos-chave deste modelo que leva ao sucesso da inclusão das crianças é “a visão holística”. Na educação inclusiva, a questão a considerar é: “Como é que sabemos quais as crianças que apresentam risco no seu desenvolvimento?” Na forma tradicional de pensar o foco incide, principalmente, nas conquistas das crianças. As crianças que evidenciem algum atraso no seu desenvolvimento são rotuladas como “crianças em risco” e são sujeitas a intervenções adicionais. A forma tradicional de pensar concentra-se, essencialmente, no produto.

Bem-estar, vinculação e envolvimento

Na educação inclusiva, as questões-chave são diferentes. Não há um enfoque no que a criança aprendeu ou não aprendeu. Coloca-se o foco no **processo da criança**. A atenção recai na forma como a criança experiencia a sua permanência no ambiente, procurando encontrar a forma “como a criança evolui”.

De facto, perguntamo-nos:

- ❖ Como é que a criança se sente (bem-estar);
- ❖ Qual o nível de envolvimento da criança nas atividades (envolvimento);
- ❖ Como são as suas relações com os outros e com o contexto (vinculação).

Quando estas condições são atingidas, compreende-se que tanto o desenvolvimento socioemocional, como o desenvolvimento cognitivo da criança estão assegurados. Acompanhando este desenvolvimento, é possível verificar, também, outros níveis de benefícios relacionados com esse desenvolvimento, através da avaliação dos níveis de bem-estar e de envolvimento. Os níveis de desenvolvimento não são os primeiros indicadores considerados, porque “um atraso de desenvolvimento”, ou “um desenvolvimento excelente”, não tem que implicar, necessariamente, que a criança não tem o que precisa para se desenvolver.

Em relação a uma visão holística sobre a criança

Em primeiro lugar, analisamos o bem-estar, o envolvimento e a vinculação da criança. Em segundo lugar, concentramo-nos nas competências da criança. Quais são os níveis de desenvolvimento da criança? Um “atraso de desenvolvimento” não implica, necessariamente, que a criança não tenha o que precisa para se desenvolver, sendo que “estar mais desenvolvido” não implica, igualmente, que o desenvolvimento da criança não esteja em perigo. É muito importante que se veja a criança como um todo, numa perspetiva “holística”. Na aprendizagem experiencial abordamos nove áreas de desenvolvimento, que o “processo de aprendizagem orientada” vê como essenciais, quando se trata de definir o tipo de resultados que a educação deve procurar. As competências não são encaradas separadamente como um conjunto de habilidades isoladas. São consideradas como uma entidade complexa que oferece aos educadores, aos professores e aos pais um

quadro de identificação dos talentos das crianças, permitindo-lhes apoiar as crianças a desenvolver aprendizagens em níveis superiores.

As nove áreas de desenvolvimento são (i) a saúde emocional, (ii) o desenvolvimento da motricidade grossa, (iii) o desenvolvimento da motricidade fina, (iv) a linguagem e a comunicação, (v) a expressão artística, (vi) a compreensão do mundo físico, (vii) a compreensão do mundo social, (viii) o pensamento lógico e matemático e (ix) a auto organização e empreendedorismo.

Nestas áreas, é importante lembrar que o desenvolvimento pode diferenciar-se de criança para criança. É importante verificar o nível de desenvolvimento da criança e estimular o seu bem-estar e envolvimento em relação ao nível de desenvolvimento em que se encontra. Habitualmente há uma ênfase colocada em temas, o nosso desafio diário é colocar o enfoque na criança enquanto criança, como ela é e como se relaciona com a sua cultura e experiências pessoais. Esta abordagem é menos alinhada com uma perspetiva “curricular” e mais de natureza “holística”. É importante distinguir competências básicas quando se observam crianças, desta forma é possível reconhecer os seus talentos.

EDUCAÇÃO INCLUSIVA NA DINAMARCA

Definição: o objetivo da inclusão é introduzir e manter as crianças num ambiente socialmente benéfico, assegurando que a criança com necessidades educativas especiais não experiencia a exclusão. As crianças aprendem numa sala de aula de ensino regular, por meio do suporte de auxiliares didáticos relevantes. A finalidade da inclusão é facilitar o

envolvimento dos estudantes como parte da comunidade social e académica e assegurar a progressão académica, mantendo, também, o bem-estar dos alunos.

Política educativa: A iniciativa de inclusão do Governo dinamarquês, em relação à deficiência, baseia-se na Declaração de Salamanca, na Declaração das Nações Unidas e nos relatórios de pesquisa sobre a educação especial, realizados em 2010. O Ministério das Finanças iniciou estes relatórios tendo em vista a qualidade e os custos da educação, bem como as atividades no sistema escolar geral, com especial referência para a escola primária (*Folkeskolen*). A universidade de Aarhus e ISFI e o Centro Nacional da Dinamarca monitorizaram, para pesquisa social, o desenvolvimento do processo relacionado com a inclusão em todos os municípios da Dinamarca. Os dados foram recolhidos e estruturados num relatório distribuído a cada município, no final de cada ano. Este trabalho é focado na inclusão, e tenta eliminar a segregação dos ambientes de trabalho dos professores/pedagogos. Em concordância com a Declaração de Salamanca, esta abordagem é baseada na noção de que todas as crianças têm o direito de fazer parte da comunidade, apesar de poderem ser portadoras de deficiências ou poderem estar envolvidas em qualquer circunstância social negativa.

Implementação: Os dados constantes num relatório do SFI (2015) evidenciam que a inclusão aumentou quando:

- ❖ As instituições trabalharam com abordagens sistemáticas para a implementação da prática da inclusão
- ❖ Houve o recurso a pedagogos dentro do respetivo município
- ❖ A equipa tinha um passado académico relevante
- ❖ Existia uma relação profissional clara e eficaz entre pais e professor/pedagogo
- ❖ Quando o município se concentrava, concretamente, na inclusão

Dentro dos municípios dinamarqueses:

- ❖ 98% dos consultores educativos refere que a inclusão é uma tarefa para a área da prestação de cuidados diários
- ❖ 83% refere que têm uma estratégia de implementação
- ❖ 59% atesta que possui já um conceito de inclusão construído pronto a colocar em prática

Necessidades e desafios: De acordo universidade de Aarhus e SFI, o relatório de 2015 sublinha que:

- ❖ 50% dos educadores sociais referem que existem crianças que perdem oportunidades na educação, visto que raramente participam com outras crianças nas comunidades
- ❖ 29% dos educadores sociais não tiveram acesso a recursos educativos de modo a aumentarem as suas competências de trabalho inclusivo nos últimos 10 anos
- ❖ 50% dos recursos humanos das instituições receberam ofertas educativas no desenvolvimento da inclusão
- ❖ 86% dos envolvidos referem que tiveram apoio de uma equipa interdisciplinar, tal como o “PPR” (Polícia, Psicólogo e Consultor)
- ❖ 67% dizem que estão a trabalhar com o consultor em educação do município

Processo-chave: Reflexão (baseado na prática dinamarquesa)

Refletir é uma investigação de impressões e experiências através da qual surgem novas oportunidades. Stenhouse menciona um conjunto de ferramentas que podem concentrar a reflexão sobre o tema "inclusão" para um grupo ou para uma única criança:

- ❖ Questionar a sua própria prática pedagógica e de ensino de forma sistemática, como uma base para o desenvolvimento
- ❖ Colocar em prática as competências necessárias para estudar a forma como ensina e aprende
- ❖ Concentrar, questionar e testar a teoria usando essas competências

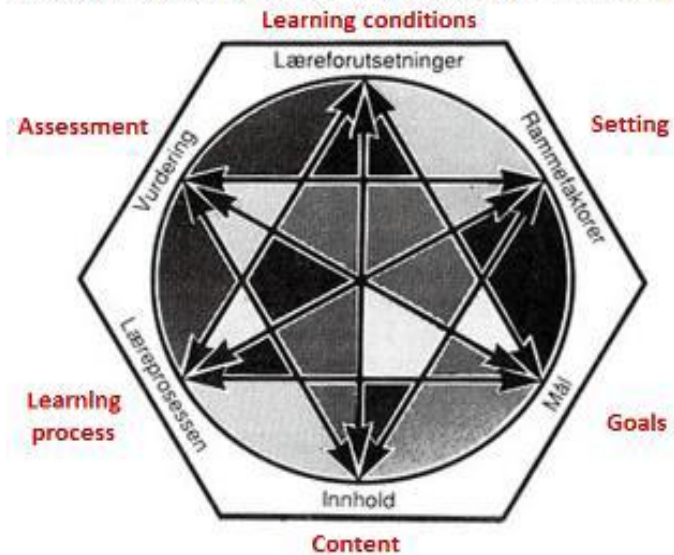
Além disso, o professor e o educador social devem consentir que outros observem as suas práticas, ou curso pedagógico, com a intenção de o debater posteriormente. Em educação inclusiva de crianças de idades de 0 a 8 anos, utilizamos um modelo de reflexão para crianças em creches e jardins-de-infância.

Não é um modelo de planeamento, trata-se de um modelo que adiciona à didática dos professores ou educadores sociais uma visão abrangente, baseando-se numa perspetiva crítica e humanista da ciência. Este modelo pode contribuir para as principais categorias do ensino e da aprendizagem. Ele deve sempre ser considerado e encarado no contexto de educadores sociais e no contexto do papel profissional do professor em relação à criança.

Para utilizar este modelo deve começar-se sempre pela categoria “condições de aprendizagem”, ou necessidades. Esta categoria é particularmente importante por se concentrar no potencial mental, físico e social da criança. Inclui também problemas que a criança pode ter em várias áreas, relacionadas com os atuais métodos de ensino e de aprendizagem a que o indivíduo pode estar exposto quando incluído em creches ou jardins-de-infância. Para explicar este modelo de reflexão didática é essencial perceber que a criança e os pais são o ponto de partida para todos os processos de aprendizagem.

Não há aprendizagens sem uma visão das suas circunstâncias sociais, mentais e físicas. O professor e o educador devem ser fatores de relevância na aprendizagem da criança. Nesta área, as leis e regulamentações são igualmente importantes, bem como a cultura, a gestão, o tempo e as instalações profissionais.

The Didactical Relationship Model by Hiim & Hippe



O modelo de relação didática por Hiim and Hippe

Para adotar a complexidade nas situações de ensino e de aprendizagem é de suma importância o foco ser na criança:

- ❖ Condições de aprendizagem sociais, culturais, psicológicas e físicas
- ❖ Ambiente cultural, social e físico
- ❖ Objetivos de aprendizagem, conteúdo, processo de aprendizagem, avaliação. Todos estes pontos são utilizados para ajustar a prática educativa. Se, por exemplo, alguém desejar incluir uma criança, essa inclusão deve ser incorporada em todas as categorias.

EDUCAÇÃO INCLUSIVA NA LITUÂNIA

Definição: Educação inclusiva na Lituânia define-se como o processo que garante educação de qualidade para todas as crianças, em que a atenção é centralizada nas suas expectativas e dos seus pais, e também nas particularidades de cada criança, necessidades de apoio e serviços especiais, que procuram reduzir o abandono escolar (Plano de Ação para o Desenvolvimento da Educação Inclusiva de 2014-2016, aprovado pelo Ministro da Educação e das Ciências, 2014-9-5).

Políticas educativas: a educação inclusiva na Lituânia baseia-se em documentos internacionais: por exemplo, na Convenção das Nações Unidas para os Direitos da Criança (1989), Declaração de Salamanca e Recomendações para a melhoria da Educação Especial (1994). Os principais documentos legais que regulam a educação para crianças com necessidades de educação especial na Lituânia são os seguintes:

- ❖ a Lei da Integração Social de Pessoas com Deficiência (1996) – as pessoas com deficiência têm direito ao trabalho, a estudar e estagiar independentemente da causa, carácter, ou nível da sua deficiência e devem ter os mesmos direitos que qualquer residente na República da Lituânia;
- ❖ a Lei da Educação da República da Lituânia (2011) - A educação especial é facultada por todos os programas de educação obrigatória de forma abrangente. Para atender às necessidades de uma criança com necessidades educativas especiais, esses programas precisam de ser alterados, adaptados ou, mesmo, criados novos programas de educação especial, podendo carecer da prestação de uma assistência adicional.

Implementação das políticas educativas: a educação inclusiva na Lituânia é entendida, em primeira instância, como sendo a inclusão de crianças com capacidades mentais e/ou físicas não padronizadas nas estruturas convencionais da escola e da sala de aula. Recentemente, o conceito de "necessidades especiais" foi ampliado, tornou-se num termo mais abrangente que se refere também a crianças que enfrentam dificuldades de aprendizagem por diferentes causas, incluindo as devidas ao contexto social ou étnico de um aluno.

A deteção inicial das necessidades educativas de uma criança é feita pelo seu professor. O professor informa os pais e só depois é iniciado o processo de avaliação das necessidades educativas da criança por parte de especialistas. Estes especialistas providenciam recomendações aos pais e à escola, acerca de que tipo de assistência especial e sobre qual o programa/plano a ser implementado, incluindo as medidas especiais que são necessárias no sentido de dar resposta ao processo de ensino e dar suporte às aprendizagens da criança.

Necessidades e desafios: Devido à homogeneidade dentro da cultura educativa, esta é caracterizada pela falta de orientação intercultural, não levando em conta fatores sociais, étnicos e de género, sendo ministrada por pessoas indevidamente treinadas para trabalhar com a diversidade de grupos socioculturais. As políticas educativas falham no reconhecimento da desigualdade social enquanto questão central baseada em diferenças culturais e económicas dentro do sistema educativo. A formação de professores não aprofundou consistentemente a política de inclusão na Lituânia. Além disso, a educação intercultural raramente tem sido um tema a tratar nos cursos de formação de professores.

Processo-chave: Ethos da educação inclusiva (baseado na prática da Lituânia)

A educação inclusiva procura, por definição, proporcionar iguais oportunidades educativas a todas as crianças. O termo "inclusão" vem

substituir, em grande parte, a o termo “integração” e pretende representar um conceito diferente. A mudança de terminologia reflete uma viragem de uma perspetiva baseada nas necessidades para uma perspetiva baseada nos direitos. O papel dos professores no desenvolvimento da educação inclusiva é central. Consequentemente, as atitudes dos professores, bem como os seus comportamentos, desempenham um papel crucial na eficácia da implementação da educação inclusiva, sendo o ethos positivo um dos fatores-chave, implicando o compromisso dos professores com uma inclusão baseada em valores.

A Agencia Europeia para o Desenvolvimento da Educação Especial (2012) lançou o perfil do professor inclusivo, que estabelece um quadro de valores fundamentais. O primeiro valor fundamental é a avaliação da diversidade dos alunos. Tal implica o desenvolvimento da competência intercultural do professor, a qual cria bases fundamentais para o ethos na educação inclusiva.

A **diversidade cultural** pode ser encontrada no contexto da etnicidade, cultura, género, pluralidade de linguagens e religiões, idade, classe social, orientação sexual, função profissional, antecedentes académicos, capacidades mentais e físicas, saúde. Para que seja capaz de reconhecer variáveis culturais dentro de um grupo de crianças, um professor precisa de desenvolver **sensibilidade cultural, consciência cultural**, ou a chamada **consciência crítica cultural** que envolve a **autorreflexão**, a capacidade de olhar para si mesmo e refletir criticamente sobre os seus próprios valores culturais, normas, crenças e atitudes. A autorreflexão e a consciência crítica cultural envolvem, também, encontrar as melhores formas de ensinar alunos culturalmente diferentes para obter o maior número possível de efeitos positivos. A escassez de processos de autorreflexão e de consciência cultural crítica levam à negligência, falta de compreensão, categorização e rotulagem de crianças, o que, consequentemente, pode ter um impacto negativo no seu desenvolvimento e oportunidades de aprendizagem.

Um professor inclusivo é aquele que respeita as diferenças culturais e tem consciência dos entraves causados pelas atitudes etnocêntricas. No cerne da atitude etnocêntrica, está o julgamento que os indivíduos fazem de outros grupos por referência à sua própria cultura, entendida como padrão, em especial no que se refere aos valores, normas sociais, crenças, comportamentos, costumes e religião. A atitude oposta é chamada de **relativismo cultural** e é baseada na ideia de que todas as normas, crenças e valores dependem do seu contexto cultural e devem ser tratadas como tal. Outro obstáculo à educação inclusiva prende-se com a tendência para circunscrever diferenças culturais e desenvolver atitudes padronizadas relacionadas com grupos minoritários de crianças. Noções essencialistas da cultura conduzem ao habitual erro de que toda a gente de uma mesma cultura é igual, o que explica o comportamento das pessoas em relação à sua cultura, permitindo que a “cultura” se torne maior do que as próprias pessoas. Deste modo, para um professor inclusivo é importante **evitar cair na ratoeira cultural de reduzir as pessoas a menos do que elas são**, da mesma forma que também é necessário evitar ratoeiras racistas e sexistas.

As competências interculturais dos professores implicam a existência da **consciência das desigualdades sociais** que, muitas vezes, correspondem à sua diversidade cultural. Ao nível social, a diversidade transforma-se em desigualdade. Os professores inclusivos devem compreender os problemas relacionados com a desigualdade social e devem ter noção do papel-chave que eles próprios e a educação têm no estabelecimento de justiça social e democrática na sociedade. Eles têm a responsabilidade de promover a igualdade educativana sala de aula, **tratando todas as crianças como indivíduos igualmente importantes e valorizados. Encarando os pais com igualdade**, um professor inclusivo esforça-se por criar e manter relações positivas com eles. Visto que as emoções das crianças afetam a forma como elas se desenvolvem e aprendem, um professor inclusivo terá que ser capaz de se **conectar com elas** e entendê-las de modo a conhecer as suas necessidades. Por outras palavras, um professor deve enfatizar e concentrar a sua ação na promoção da aprendizagem e não no julgamento do desempenho.

EDUCAÇÃO INCLUSIVA EM PORTUGAL

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.

Políticas educativas e implementação: O Decreto-lei n.º 3/2008 estabelece uma "oferta de apoio especializado (...) com o objetivo de criar condições para a melhoria do processo educativo dos alunos com necessidades educativas especiais" que têm dificuldades continuadas ao nível da comunicação, da aprendizagem, de mobilidade, de autonomia, relações interpessoais e participação social. Esse tipo de apoio especializado está disponível nas escolas regulares. No entanto, esse Decreto-lei também estabelece que, quando a escola regular não consegue dar resposta adequada à inclusão de crianças e jovens, em relação à especificidade das suas necessidades, os envolvidos no processo de referenciação e avaliação podem propor o atendimento numa escola de educação especial. A Lei define que 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 suas abordagens para atingir uma maior inclusão. Com este Decreto-lei, o grupo-alvo abrangido pela educação especial ficou limitado a crianças e jovens com necessidades permanentes (crianças e jovens com maiores limitações em termos de atividade e participação em uma ou mais das seguintes áreas: comunicação, aprendizagem, mobilidade, autonomia, relações interpessoais e participação social), redirecionando os recursos

especiais disponíveis para estes casos. Com base no pressuposto de que alguns grupos-alvo necessitam de uma logística e de recursos humanos mais sofisticados e especializados, foram criadas quatro estruturas diferentes nas escolas de ensino regular: (1) escolas de referência de educação bilíngue para alunos surdos, (2) escolas de referência para estudantes cegos, ou ambliopes, (3) unidades de ensino estruturado para alunos com autismo e (4) unidades de suporte especializado para alunos com problemas congénitos e multideficiência. Estas unidades estão localizadas nas escolas de ensino regular e apresentam adaptações ao ambiente educativo. As crianças com NEE permanecem nessas unidades em tempo parcial, com o objetivo de promover a sua integração nos seus grupos/turma regulares e na vida em comunidade escolar.

A Intervenção Precoce na Infância (IPI) em Portugal: em outubro de 2009, o Decreto-lei 281/2009 estabeleceu um Sistema Nacional de Intervenção Precoce na Infância (SNIPI), que abrange crianças entre os 0 e os 6 anos. A IPI tem uma gama abrangente de serviços prestados por uma equipa local de profissionais da área da saúde, da educação e dos serviços sociais, cujo foco de ação é, não só a criança, mas também o ambiente, incluindo a família. O “modelo da estrutura de intervenção” abrange três características principais: a melhoria das oportunidades diárias de aprendizagem, práticas centradas na família e trabalho de equipa numa perspetiva transdisciplinar.

Necessidades e desafios: O Ministério da Educação delegou a uma equipa internacional de peritos a tarefa de providenciar uma avaliação externa do atual modelo. A avaliação externa sublinhou o amplo consenso acerca da ideia de que a educação inclusiva é assumida em todas as vertentes da política pública. Este facto representa um salto qualitativo sobre a estrutura reguladora anterior para a educação especial. As conclusões estão integradas numa recente recomendação, publicada pelo Conselho Nacional de Educação, em Política Pública de Educação Especial (CNE, 2014).

Processo-chave: Colaboração (baseado na prática portuguesa)

No campo da educação, a “colaboração” é entendida como um mandato legal, a melhor prática nas práticas dos professores e necessária para a inclusão de crianças com NEE (Hernandez, 2013). De facto, a Declaração de Salamanca (UNESCO, 1994) evidencia a importância da cooperação efetiva entre os professores titulares, os professores de ensino especial e equipas de apoio, bem como o envolvimento de outros recursos humanos, tais como professores consultores, psicólogos, terapeutas da fala e terapeutas ocupacionais. Também determina que a educação de crianças com NEE é uma tarefa partilhada pelos pais e pelos profissionais, recomendando o desenvolvimento de uma parceria cooperativa entre administração escolar, professores e pais, encarados como parceiros ativos na tomada de decisões.

Definição: O termo “colaboração” é muitas vezes considerado ambíguo e dependente do contexto em que é utilizado. Todavia, muitos autores parecem concordar que a colaboração inclui um trabalho conjunto, com benefícios mútuos, numa relação solidária. Os modelos de colaboração entre professores, pais e outros profissionais de educação, implementados para ir ao encontro da diversidade, são reconhecidos como estratégias poderosas e de sucesso em qualquer contexto educativo (Wood, 1998). Em particular, a colaboração entre profissionais de educação especial e educação regular são uma alternativa para responder aos desafios da educação inclusiva, diminuir o isolamento tradicionalmente associado ao trabalho dos professores e permitir o retorno das crianças com NEE às escolas de ensino regular. Simultaneamente, faz com que os educadores especiais regressem ao núcleo profissional escolar.

Modelos de colaboração: A maneira como os professores, outros profissionais e os pais colaboram uns com os outros em ambiente escolar é, usualmente, designada por modelos de colaboração e correspondem a abordagens multidisciplinares, interdisciplinares ou transdisciplinares (Briggs, 1991, 1997; Hernandez, 2013). Cada modelo apresenta princípios

subjacentes distintos e diferenças nos processos de comunicação e de colaboração entre os membros da equipa. Existem evidências de que a abordagem transdisciplinar apresenta uma melhor eficácia, especialmente em relação à criação de uma estrutura de equipa integrada, prestação de serviços, comunicação estruturada e regular, troca de conhecimentos entre as diferentes áreas disciplinares e focalização nos alunos.

Abordagem de ensino colaborativo: Tradicionalmente a principal responsabilidade dos professores de ensino regular é a utilização das suas competências para instruir os alunos com base no currículo em vigor no sistema escolar, sendo a principal responsabilidade dos professores de educação especial providenciar uma educação através do desenvolvimento e adaptação de materiais de modo a combinar os tipos de aprendizagem, pontos fortes e necessidades especiais de cada um dos seus alunos. A abordagem de co-ensino, ensino cooperativo ou ensino colaborativo, é o mais recente desenvolvimento da evolução dos modelos de colaboração descritos anteriormente (Hernandez, 2013). Identificado como um dos mais promissores fatores no favorecimento da inclusão, resulta na formação de equipas de professores de ensino regular e de educação especial, mas também poderá ser aplicado à formação de equipas de outros profissionais, tais como terapeutas da fala, terapeutas ocupacionais e consultores (Rainforth & England, 1997 as cited in Hernandez, 2013). O ensino cooperativo entre professores de ensino regular e educação especial implica que trabalhem em conjunto, como parceiros iguais, a maior parte do dia na mesma sala de aula, numa relação interativa que envolve planeamento, ensino e avaliação, gestão do ambiente de sala e do comportamento.

EDUCAÇÃO INCLUSIVA NA HOLANDA

Definição: a educação inclusiva na Holanda é designada por “Educação Apropriada”. Esta é a designação da nova forma de ensinar crianças com suporte extra, de forma organizada. Com “Educação Apropriada” um maior número de crianças pode, com o devido apoio, manter-se no sistema educativo regular.

Política educativa: a “Educação Apropriada” foi introduzida, por lei, a 1 de agosto de 2014. O propósito da “Educação Apropriada” é demonstrar os problemas do anterior sistema e reduzir o abandono escolar. A razão da existência desta nova lei é que todas as crianças, incluindo crianças que necessitam de apoio extra em contexto educativo, possam ter uma “Educação Apropriada”. A essência da educação mantém-se a mesma: desafiar cada criança a conseguir o máximo de si mesma. O ponto de partida para a “Educação Apropriada” é o desejo de que todas as crianças frequentem uma escola de ensino regular. Quando este cenário é inapropriado, então, a criança é colocada numa escola de ensino especial. O sistema escolar na Holanda possui:

- ❖ Escolas de ensino regular
- ❖ Escolas especiais de educação primária, para providenciar um apoio mais intensivo do que aquele que é fornecido nas escolas de ensino regular. Os grupos de crianças são mais pequenos e os professores conhecem melhor os problemas comportamentais e de aprendizagem.
- ❖ Educação de Necessidades Especiais, para crianças com deficiência (severa), física, sensorial ou mental, ou alunos com graves problemas comportamentais ou psiquiátricos.

A nova lei é mais radical para as escolas de ensino regular, visto que agora elas têm também o dever do cuidado. Quer isto dizer que são responsáveis por proporcionar um local agradável para todas as crianças que necessitem de um apoio extra. Para assegurar que todas as crianças recebem um ambiente apropriado, as escolas deram formação a parceiros regionais, que passaram a trabalhar em conjunto com os educadores de ensino especial.

Formação de Professores: na Holanda, a formação de professores é de grau de bacharelato. A formação tem uma duração de 4 anos. O Ministério da Educação considera que o nível de formação dos professores deverá ser promovido. Assim sendo, a qualidade das escolas de formação de professores e a própria formação de professores tende a melhorar. É pressuposto que cada estudante a partir de 2016 preencha requisitos legais especialização, de modo a que os novos professores consigam lidar de forma adequada com as diferenças entre os alunos. Na Hanzehogeschool de Groningen, a formação centra-se nos conhecimentos, metodologias do ensino, competências e atitudes associados ao perfil do professor. Aspectos como as diferenças entre alunos, a gestão da sala de aula (grupos combinados), promoção da colaboração e instruções de modelação ativa, assim como questões associadas com uma variedade de necessidades especiais, são ensinados.

Necessidades e desafios: A educação apropriada começa na sala de aula. Os professores são quem melhor sabe quais as necessidades da criança e qual o melhor suporte para ela. Para os professores, o desafio é observar as diferenças e descobrir o que um aluno necessita. Lidar com a diversidade não é novo, mas devido à nova lei, irá haver mais crianças de ensino especial no ensino regular. É um desafio preparar os novos professores para esta nova situação de educação inclusiva.

Processo-chave: Comunicação (baseado na prática holandesa)

No universo escolar a comunicação clara e aberta é da máxima importância para o professor, os pais e a criança. A escola e os pais necessitam uns dos outros para uma educação de sucesso. Também, o contacto pessoal ente professores e pais é importante e contribui para a cultura escolar. A comunicação é um processo, que requer competências por parte do professor para que este possa comunicar de forma profissional com as crianças e os pais.

O processo: a comunicação construtiva é vital quando professores, pais e crianças pretendem trabalhar juntos de forma cooperativa (Bolks, 2011). A comunicação é influenciada por muitos fatores, por exemplo: pelas relações entre os participantes, pelo seu estado de espírito, pela pessoa em particular que está a falar, ou pela hora do dia. Envolve uma interação direta entre pessoas, onde o rápido retorno é possível. O transmissor envia uma mensagem, o recetor envia outra de volta, o transmissor recebe-a e responde e por aí em diante. De modo a que esteja apto a dirigir o processo de comunicação, tão bem quanto possível, o professor deve estar atento aos diferentes métodos que pode utilizar. Jutten (2015) descreve oito competências básicas de comunicação que os professores podem utilizar.

As competências do professor: Um professor de uma escola primária deve saber, e ser capaz de fazer, muitas coisas. Essas aptidões, conhecimentos e habilidades, recaem sobre o campo das competências. No campo interpessoal, pedagógico, profissional e organizacional o professor deve ter determinadas qualidades. Por exemplo, ele deve ser capaz de estabelecer relações positivas com as crianças no contexto educativo e comunicar de forma eficaz com elas, oferecer-lhes um ambiente de aprendizagem seguro e ser capaz de facilitar boas atividades intrínsecas, ou aulas, que permitam garantir que as crianças se desenvolvem de forma integral. O professor deve ser capaz de trabalhar cooperativamente com os seus parceiros e dentro do ambiente escolar. Esta competência inclui a

comunicação com os pais, competência essa importante no desenvolvimento contínuo dos professores.

Comunicação com as crianças: A comunicação com as crianças deve ser uma parte integrante das oportunidades de diálogo de um professor, incluindo conversas de grupo e também a nível mais individual. A melhor maneira de falar com crianças mais novas é o professor juntar-se a uma atividade que a criança está a fazer ou iniciar com ela uma nova atividade. Dessa forma, o professor vai ser capaz de conhecer os pensamentos e ideias da criança. O que requer do professor competências verbais: audição ativa, conexão ao nível da linguagem, resumir, questionar e ter em consideração as necessidades da criança.

Comunicação com os pais: no contexto da “Educação Apropriada”, o envolvimento parental é relevante. Um dos objetivos desta política é o fortalecimento da posição dos pais na educação e cuidados prestados à criança. As crianças aprendem melhor e sentem-se mais felizes na escola quando os seus pais se sentem envolvidos no processo. O contacto pessoal entre o professor e os pais é essencial. O professor deve ver os pais enquanto parceiros, pois têm um interesse em comum que é melhorar o desenvolvimento da criança. No entanto, é da responsabilidade do professor usar e desenvolver habilidades e técnicas que assegurem uma comunicação eficaz para todos os envolvidos.



GO PRINCE

REACCH

Model Frameworks

Portuguese

Processo-chave: Reflexão (baseado na prática dinamarquesa)

Refletir é uma investigação de impressões e experiências através da qual surgem novas oportunidades. Stenhouse menciona um conjunto de ferramentas que podem concentrar a reflexão sobre o tema "inclusão" para um grupo ou para uma única criança:

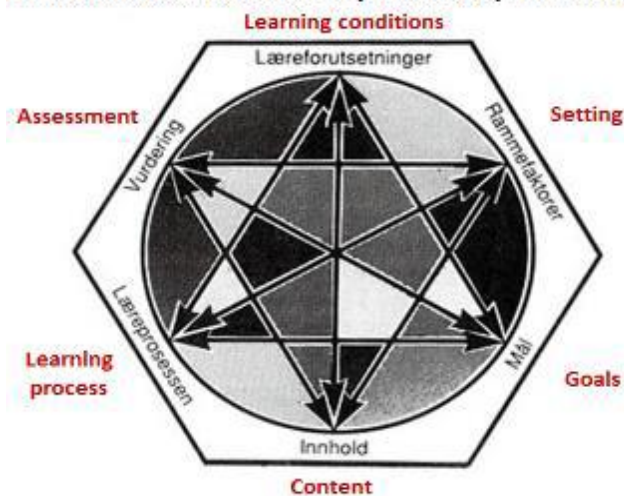
- ❖ Questionar a sua própria prática pedagógica e de ensino de forma sistemática, como uma base para o desenvolvimento
- ❖ Colocar em prática as competências necessárias para estudar a forma como ensina e aprende
- ❖ Concentrar, questionar e testar a teoria usando essas competências

Além disso, o professor e o educador social devem consentir que outros observem as suas práticas, ou curso pedagógico, com a intenção de o debater posteriormente. Em educação inclusiva de crianças de idades de 0 a 8 anos, utilizamos um modelo de reflexão para crianças em creches e jardins-de-infância. Não é um modelo de planeamento, trata-se de um modelo que adiciona à didática dos professores ou educadores sociais uma visão abrangente, baseando-se numa perspectiva crítica e humanista da ciência. Este modelo pode contribuir para as principais categorias do ensino e da aprendizagem. Ele deve sempre ser considerado e encarado no contexto de educadores sociais e no contexto do papel profissional do professor em relação à criança.

Para utilizar este modelo deve começar-se sempre pela categoria “condições de aprendizagem”, ou necessidades. Esta categoria é particularmente importante por se concentrar no potencial mental, físico e social da criança. Inclui também problemas que a criança pode ter em várias áreas, relacionadas com os atuais métodos de ensino e de aprendizagem a que o indivíduo pode estar exposto quando incluído em creches ou jardins-

de-infância. Para explicar este modelo de reflexão didática é essencial perceber que a criança e os pais são o ponto de partida para todos os processos de aprendizagem. Não há aprendizagens sem uma visão das suas circunstâncias sociais, mentais e físicas. O professor e o educador devem ser fatores de relevância na aprendizagem da criança. Nesta área, as leis e regulamentações são igualmente importantes, bem como a cultura, a gestão, o tempo e as instalações profissionais.

The Didactical Relationship Model by Hiim & Hippe



Para adotar a complexidade nas situações de ensino e de aprendizagem é de suma importância o foco ser na criança:

- ❖ Condições de aprendizagem sociais, culturais, psicológicas e físicas
- ❖ Ambiente cultural, social e físico

Objetivos de aprendizagem, conteúdo, processo de aprendizagem, avaliação. Todos estes pontos são utilizados para ajustar a prática educativa. Se, por exemplo, alguém desejar incluir uma criança, essa inclusão deve ser incorporada em todas as categorias.

Processo-chave: Ethos da educação inclusiva (baseado na prática da Lituânia)

A educação inclusiva procura, por definição, proporcionar iguais oportunidades educativas a todas as crianças. O termo “inclusão” vem substituir, em grande parte, a o termo “integração” e pretende representar um conceito diferente. A mudança de terminologia reflete uma viragem de uma perspetiva baseada nas necessidades para uma perspetiva baseada nos direitos. O papel dos professores no desenvolvimento da educação inclusiva é central. Consequentemente, as atitudes dos professores, bem como os seus comportamentos, desempenham um papel crucial na eficácia da implementação da educação inclusiva, sendo o ethos positivo um dos fatores-chave, implicando o compromisso dos professores com uma inclusão baseada em valores.

A Agência Europeia para o Desenvolvimento da Educação Especial (2012) lançou o perfil do professor inclusivo, que estabelece um quadro de valores fundamentais. O primeiro valor fundamental é a avaliação da diversidade dos alunos. Tal implica o desenvolvimento da competência intercultural do professor, a qual cria bases fundamentais para o ethos na educação inclusiva.

A **diversidade cultural** pode ser encontrada no contexto da etnicidade, cultura, género, pluralidade de linguagens e religiões, idade, classe social, orientação sexual, função profissional, antecedentes académicos, capacidades mentais e físicas, saúde. Para que seja capaz de reconhecer variáveis culturais dentro de um grupo de crianças, um professor precisa de desenvolver **sensibilidade cultural**, **consciência cultural**, ou a chamada **consciência crítica cultural** que envolve a **autorreflexão**, a capacidade de olhar para si mesmo e refletir criticamente sobre os seus próprios valores

culturais, normas, crenças e atitudes. A autorreflexão e a consciência crítica cultural envolvem, também, encontrar as melhores formas de ensinar alunos culturalmente diferentes para obter o maior número possível de efeitos positivos. A escassez de processos de autorreflexão e de consciência cultural crítica levam à negligência, falta de compreensão, categorização e rotulagem de crianças, o que, conseqüentemente, pode ter um impacto negativo no seu desenvolvimento e oportunidades de aprendizagem.

Um professor inclusivo é aquele que respeita as diferenças culturais e tem consciência dos entraves causados pelas atitudes etnocêntricas. No cerne da atitude etnocêntrica, está o julgamento que os indivíduos fazem de outros grupos por referência à sua própria cultura, entendida como padrão, em especial no que se refere aos valores, normas sociais, crenças, comportamentos, costumes e religião. A atitude oposta é chamada de **relativismo cultural** e é baseada na ideia de que todas as normas, crenças e valores dependem do seu contexto cultural e devem ser tratadas como tal.

Outro obstáculo à educação inclusiva prende-se com a tendência para circunscrever diferenças culturais e desenvolver atitudes padronizadas relacionadas com grupos minoritários de crianças. Noções essencialistas da cultura conduzem ao habitual erro de que toda a gente de uma mesma cultura é igual, o que explica o comportamento das pessoas em relação à sua cultura, permitindo que a “cultura” se torne maior do que as próprias pessoas.

Deste modo, para um professor inclusivo é importante **evitar cair na ratoeira cultural de reduzir as pessoas a menos do que elas são**, da mesma forma que também é necessário evitar ratoeiras racistas e sexistas.

As competências interculturais dos professores implicam a existência da **consciência das desigualdades sociais** que, muitas vezes, correspondem à sua diversidade cultural. Ao nível social, a diversidade transforma-se em desigualdade. Os professores inclusivos devem compreender os problemas

relacionados com a desigualdade social e devem ter noção do papel-chave que eles próprios e a educação têm no estabelecimento de justiça social e democrática na sociedade. Eles têm a responsabilidade de promover a igualdade educativa na sala de aula, **tratando todas as crianças como indivíduos igualmente importantes e valorizados. Encarando os pais com igualdade**, um professor inclusivo esforça-se por criar e manter relações positivas com eles.

Visto que as emoções das crianças afetam a forma como elas se desenvolvem e aprendem, um professor inclusivo terá que ser capaz de se **conectar com elas** e entendê-las de modo a conhecer as suas necessidades. Por outras palavras, um professor deve enfatizar e concentrar a sua ação na promoção da aprendizagem e não no julgamento do desempenho. A empatia tem o poder de resistir aos rótulos, de superar os estereótipos e de romper barreiras através da construção social do outro. Esta é uma questão essencial da pedagogia culturalmente responsiva.

Processo-chave: Adaptações (com base nas práticas turcas)

Um dos seis pontos essenciais deste modelo, que promove a inclusão bem-sucedida de crianças com necessidades educativas especiais, é o que se designa por «adaptações». Trata-se de um processo de ajuste ou modificação dos materiais, do meio ambiente, das interações ou dos métodos de ensino colocados em prática para apoiar cada criança individualmente.

“Adaptações” é um termo que abarca **acomodações e modificações**. De um modo geral, as adaptações permitem que as crianças com necessidades

educativas especiais participem em configurações inclusivas, compensando as suas fragilidades. As **acomodações** têm por objetivo a compensação das fragilidades sem que ocorram modificações no currículo, ou seja, elas não diferenciam o que a criança aprende, mas sim a forma como aprende. As **modificações** são entendidas como adaptações que alteram ou reduzem as expectativas ou critérios e incluem mudanças ao nível educativo, do conteúdo/currículo, dos critérios de desempenho ou da estrutura da tarefa.

Cada professor, criança e sala, são únicos e, por esse motivo, as adaptações são específicas para cada situação. A identificação dos objetivos, as metas a atingir e as expectativas que atendem às necessidades da criança, permitem o desenvolvimento de modificações e acomodações que respondem a essas necessidades e a um plano educativo individual. A avaliação contínua permite a realização de revisões, quando necessário.

Existem várias razões para apoiar as crianças através de adaptações e configurações inclusivas:

- ❖ Adaptações funcionais relacionadas com as necessidades básicas de saúde, segurança e comunicação, tendem a aumentar a interdependência e a reduzir o acompanhamento individual;
- ❖ As adaptações que promovem o jogo, a aprendizagem e o cumprimento de metas e resultados individuais promovem o envolvimento da criança com o meio circundante, através dessas atividades;
- ❖ As adaptações apoiam as crianças no seu desenvolvimento por incentivarem a socialização. Uma vez que o desenvolvimento das habilidades sociais e o estabelecimento de relações de amizade é parte essencial das experiências iniciais das crianças, as adaptações que asseguram a interação entre crianças durante as atividades e promovem um maior apoio ao seu desenvolvimento.

Em ambiente educativo, a implementação de adaptações para diferentes necessidades educativas desafia os profissionais de educação a lutar para atender às necessidades de todos os alunos num ambiente comum. O

Universal Design for Learning (UDL)] – um conceito de aprendizagem que focaliza a investigação, o desenvolvimento e a prática educativa na compreensão da diversidade e a aplicação da tecnologia como facilitadora da aprendizagem – é uma abordagem que orienta os educadores na planificação das suas intervenções educativas. A UDL, além de instruções simples e intuitivas, múltiplos meios de apresentação e níveis apropriados de esforço para as crianças, fornece um currículo equitativo, flexível e orientado para o sucesso. Este conceito centra-se na identificação e resolução das barreiras à aprendizagem, permitindo que todas as crianças sejam encaradas como aprendizes capazes. Satisfazer as necessidades académicas e desenvolvimentais de todas as crianças num ambiente de aprendizagem não é tarefa fácil. Criando experiências de aprendizagem que reflitam a crença nos múltiplos tipos de aprendizagem, o educador pode, eficazmente, diferenciar a sua ação, acomodando e modificando essa ação de acordo com as necessidades da criança, oferecendo uma variedade de meios que permitam à criança representar as suas aprendizagens.

Processo-chave: Colaboração (baseado na prática portuguesa)

No campo da educação, a “colaboração” é entendida como um mandato legal, a melhor prática nas práticas dos professores e necessária para a inclusão de crianças com NEE (Hernandez, 2013). De facto, a Declaração de Salamanca (UNESCO, 1994) evidencia a importância da cooperação efetiva entre os professores titulares, os professores de ensino especial e equipas de apoio, bem como o envolvimento de outros recursos humanos, tais como professores consultores, psicólogos, terapeutas da fala e terapeutas ocupacionais. Também determina que a educação de crianças com NEE é uma tarefa partilhada pelos pais e pelos profissionais, recomendando o desenvolvimento de uma parceria cooperativa entre administração escolar,

professores e pais, encarados como parceiros ativos na tomada de decisões.

Definição: O termo “colaboração” é muitas vezes considerado ambíguo e dependente do contexto em que é utilizado. Todavia, muitos autores parecem concordar que a colaboração inclui um trabalho conjunto, com benefícios mútuos, numa relação solidária. Os modelos de colaboração entre professores, pais e outros profissionais de educação, implementados para ir ao encontro da diversidade, são reconhecidos como estratégias poderosas e de sucesso em qualquer contexto educativo (Wood, 1998). Em particular, a colaboração entre profissionais de educação especial e educação regular são uma alternativa para responder aos desafios da educação inclusiva, diminuir o isolamento tradicionalmente associado ao trabalho dos professores e permitir o retorno das crianças com NEE às escolas de ensino regular. Simultaneamente, faz com que os educadores especiais regressem ao núcleo profissional escolar.

Modelos de colaboração: A maneira como os professores, outros profissionais e os pais colaboram uns com os outros em ambiente escolar é, usualmente, designada por modelos de colaboração e correspondem a abordagens multidisciplinares, interdisciplinares ou transdisciplinares (Briggs, 1991, 1997; Hernandez, 2013). Cada modelo apresenta princípios subjacentes distintos e diferenças nos processos de comunicação e de colaboração entre os membros da equipa. Existem evidências de que a abordagem transdisciplinar apresenta uma melhor eficácia, especialmente em relação à criação de uma estrutura de equipa integrada, prestação de serviços, comunicação estruturada e regular, troca de conhecimentos entre as diferentes áreas disciplinares e focalização nos alunos.

Abordagem de ensino colaborativo: Tradicionalmente a principal responsabilidade dos professores de ensino regular é a utilização das suas competências para instruir os alunos com base no currículo em vigor no

sistema escolar, sendo a principal responsabilidade dos professores de educação especial providenciar uma educação através do desenvolvimento e adaptação de materiais de modo a combinar os tipos de aprendizagem, pontos fortes e necessidades especiais de cada um dos seus alunos. A abordagem de co-ensino, ensino cooperativo ou ensino colaborativo, é o mais recente desenvolvimento da evolução dos modelos de colaboração descritos anteriormente (Hernandez, 2013). Identificado como um dos mais promissores fatores no favorecimento da inclusão, resulta na formação de equipas de professores de ensino regular e de educação especial, mas também poderá ser aplicado à formação de equipas de outros profissionais, tais como terapeutas da fala, terapeutas ocupacionais e consultores (Rainforth & England, 1997 as cited in Hernandez, 2013). O ensino cooperativo entre professores de ensino regular e educação especial implica que trabalhem em conjunto, como parceiros iguais, a maior parte do dia na mesma sala de aula, numa relação interativa que envolve planeamento, ensino e avaliação, gestão do ambiente de sala e do comportamento.

Processo-chave: Comunicação (baseado na prática holandesa)

No universo escolar a comunicação clara e aberta é da máxima importância para o professor, os pais e a criança. A escola e os pais necessitam uns dos outros para uma educação de sucesso. Também, o contacto pessoal entre professores e pais é importante e contribui para a cultura escolar. A comunicação é um processo, que requer competências por parte do professor para que este possa comunicar de forma profissional com as crianças e os pais.

O processo: a comunicação construtiva é vital quando professores, pais e crianças pretendem trabalhar juntos de forma cooperativa (Bolks, 2011). A

comunicação é influenciada por muitos fatores, por exemplo: pelas relações entre os participantes, pelo seu estado de espírito, pela pessoa em particular que está a falar, ou pela hora do dia. Envolve uma interação direta entre pessoas, onde o rápido retorno é possível. O transmissor envia uma mensagem, o recetor envia outra de volta, o transmissor recebe-a e responde e por aí em diante. De modo a que esteja apto a dirigir o processo de comunicação, tão bem quanto possível, o professor deve estar atento aos diferentes métodos que pode utilizar. Jutten (2015) descreve oito competências básicas de comunicação que os professores podem utilizar.

As competências do professor: Um professor de uma escola primária deve saber, e ser capaz de fazer, muitas coisas. Essas aptidões, conhecimentos e habilidades, recaem sobre o campo das competências. No campo interpessoal, pedagógico, profissional e organizacional o professor deve ter determinadas qualidades. Por exemplo, ele deve ser capaz de estabelecer relações positivas com as crianças no contexto educativo e comunicar de forma eficaz com elas, oferecer-lhes um ambiente de aprendizagem seguro e ser capaz de facilitar boas atividades intrínsecas, ou aulas, que permitam garantir que as crianças se desenvolvem de forma integral. O professor deve ser capaz de trabalhar cooperativamente com os seus parceiros e dentro do ambiente escolar. Esta competência inclui a comunicação com os pais, competência essa importante no desenvolvimento contínuo dos professores.

Comunicação com as crianças: A comunicação com as crianças deve ser uma parte integrante das oportunidades de diálogo de um professor, incluindo conversas de grupo e também a nível mais individual. A melhor maneira de falar com crianças mais novas é o professor juntar-se a uma atividade que a criança está a fazer ou iniciar com ela uma nova atividade. Dessa forma, o professor vai ser capaz de conhecer os pensamentos e ideias da criança. O que requer do professor competências verbais: audição ativa, conexão ao nível da linguagem, resumir, questionar e ter em consideração as necessidades da criança.

Comunicação com os pais: no contexto da “Educação Apropriada”, o envolvimento parental é relevante. Um dos objetivos desta política é o fortalecimento da posição dos pais na educação e cuidados prestados à criança. As crianças aprendem melhor e sentem-se mais felizes na escola quando os seus pais se sentem envolvidos no processo. O contacto pessoal entre o professor e os pais é essencial. O professor deve ver os pais enquanto parceiros, pois têm um interesse em comum que é melhorar o desenvolvimento da criança. No entanto, é da responsabilidade do professor usar e desenvolver habilidades e técnicas que assegurem uma comunicação eficaz para todos os envolvidos.

Processo-chave: Visão holística (bem-estar, vinculação e envolvimento baseado na prática belga)

Um dos seis processos-chave deste modelo que leva ao sucesso da inclusão das crianças é “a visão holística”. Na educação inclusiva, a questão a considerar é: “Como é que sabemos quais as crianças que apresentam risco no seu desenvolvimento?” Na forma tradicional de pensar o foco incide, principalmente, nas conquistas das crianças. As crianças que evidenciem algum atraso no seu desenvolvimento são rotuladas como “crianças em risco” e são sujeitas a intervenções adicionais. A forma tradicional de pensar concentra-se, essencialmente, no produto.

Bem-estar, vinculação e envolvimento

Na educação inclusiva, as questões-chave são diferentes. Não há um enfoque no que a criança aprendeu ou não aprendeu. Coloca-se o foco no **processo da criança**. A atenção recai na forma como a criança experiencia a

sua permanência no ambiente, procurando encontrar a forma “como a criança evolui”. De facto, perguntamo-nos:

- ❖ Como é que a criança se sente (bem-estar);
- ❖ Qual o nível de envolvimento da criança nas atividades (envolvimento);
- ❖ Como são as suas relações com os outros e com o contexto (vinculação).

Quando estas condições são atingidas, compreende-se que tanto o desenvolvimento socioemocional, como o desenvolvimento cognitivo da criança estão assegurados. Acompanhando este desenvolvimento, é possível verificar, também, outros níveis de benefícios relacionados com esse desenvolvimento, através da avaliação dos níveis de bem-estar e de envolvimento. Os níveis de desenvolvimento não são os primeiros indicadores considerados, porque “um atraso de desenvolvimento”, ou “um desenvolvimento excelente”, não tem que implicar, necessariamente, que a criança não tem o que precisa para se desenvolver.

Em relação a uma visão holística sobre a criança

Em primeiro lugar, analisamos o bem-estar, o envolvimento e a vinculação da criança. Em segundo lugar, concentramo-nos nas competências da criança. Quais são os níveis de desenvolvimento da criança? Um “atraso de desenvolvimento” não implica, necessariamente, que a criança não tenha o que precisa para se desenvolver, sendo que “estar mais desenvolvido” não implica, igualmente, que o desenvolvimento da criança não esteja em perigo. É muito importante que se veja a criança como um todo, numa perspetiva “holística”. Na aprendizagem experiencial abordamos nove áreas de desenvolvimento, que o “processo de aprendizagem orientada” vê como essenciais, quando se trata de definir o tipo de resultados que a educação deve procurar. As competências não são encaradas separadamente como um conjunto de habilidades isoladas. São consideradas como uma entidade complexa que oferece aos educadores, aos professores e aos pais um

quadro de identificação dos talentos das crianças, permitindo-lhes apoiar as crianças a desenvolver aprendizagens em níveis superiores.

As nove áreas de desenvolvimento são (i) a saúde emocional, (ii) o desenvolvimento da motricidade grossa, (iii) o desenvolvimento da motricidade fina, (iv) a linguagem e a comunicação, (v) a expressão artística, (vi) a compreensão do mundo físico, (vii) a compreensão do mundo social, (viii) o pensamento lógico e matemático e (ix) a auto organização e empreendedorismo. Nestas áreas, é importante lembrar que o desenvolvimento pode diferenciar-se de criança para criança. É importante verificar o nível de desenvolvimento da criança e estimular o seu bem-estar e envolvimento em relação ao nível de desenvolvimento em que se encontra. Habitualmente há uma ênfase colocada em temas, o nosso desafio diário é colocar o enfoque na criança enquanto criança, como ela é e como se relaciona com a sua cultura e experiências pessoais. Esta abordagem é menos alinhada com uma perspetiva “curricular” e mais de natureza “holística”. É importante distinguir competências básicas quando se observam crianças, desta forma é possível reconhecer os seus talentos.



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EXEMPLOS DE BOAS PRÁTICAS EM EDUCAÇÃO INCLUSIVA NA DINAMARCA

Num contexto de inclusão, é necessário que os professores e os educadores sociais tenham um entendimento apropriado do que é a inclusão e que métodos a promovem. Como educador social ou professor, não se pode seguir automaticamente um sistema regulatório ou receita. É importante relacionar a base do trabalho e interpretá-la de uma forma que permita garanti-la em termos de avaliação pessoal e profissional.

Deve relacionar-se de forma independente e interpretativa de modo a agir de forma responsável e, portanto, as reflexões teóricas pessoais do professor e educador social são essenciais. Em ambos os estudos de caso, os participantes exploram o modelo da relação didática de Hiim e Hippe e começaram a perceber como é que este modelo pode ser usado como base para a sua reflexão.

Estudo de caso 1: Isabella, uma criança de 6 anos

Foi utilizado um vídeo disponível no Youtube, “A comunidade nas escolas é para toda a gente”. Texto dinamarquês: *“Skolens fællesskaber er for alle (på engelsk)”* - com legendas em língua inglesa.

<https://www.youtube.com/watch?v=kP1xAV9QukU>

Este filme explora os desafios enfrentados por Isabella, com Perturbação de Hiperatividade com Défice de Atenção (PHDA), sua família, amigos e professores na escola inclusiva onde estuda, em Copenhaga. Os participantes exploram o modelo de relação didática de Hiim e Hippe e como se reflete nas necessidades da Isabella e como assegurar que ela possa ser totalmente incluída.

Estudo de caso 2: Morten, uma criança de 8 anos

Este é um caso escrito: “Toda a criança que não é amada em casa tem o direito de ser amada na escola”

O Morten tem 8 anos e os professores estão preocupados com ele. Ele apresenta grandes desafios ao nível pessoal e social e falta à escola com regularidade. O seu desenvolvimento pessoal e o seu comportamento não são apropriados para a idade e ele não desenvolve relações sociais, ou seja, ele é excluído pela turma. O Morten é essencialmente fechado e silencioso. Não apresenta laços fortes com os seus colegas nem com a equipa educativa. As suas competências sociais são fracas e apresenta dificuldade em desenvolver conversas banais. Ele parece ficar surpreendido quando alguém se lhe dirige diretamente.

A sua aparência sugere que ele não tem ajuda ao nível da higiene e vestuário. Normalmente apresenta-se vestido e calçado com roupas e sapatos de números acima e os colegas de turma queixam-se que cheira mal. Não usa casacos e veste-se de modo desadequado às condições climáticas.

Os desafios académicos do Morten prendem-se com a falta de participação em contexto de sala e por não fazer os trabalhos de casa. A equipa observou que as comunicações da escola para os pais, acerca do incumprimento das tarefas para casa e sobre a sua assiduidade, resultaram em faltas adicionais e nódoas negras na criança. O Morten não sabe explicar as nódoas negras, mas afirma que o seu pai às vezes bebe demais. Os telefonemas para os pais não são atendidos, acabando a escola por não ter qualquer contacto com eles. Os participantes refletiram sobre as necessidades de Morten, utilizando o modelo de Hiim e Hippe.

EXEMPLOS DE BOAS PRÁTICAS EM EDUCAÇÃO INCLUSIVA NA LITUÂNIA

Estudo de caso 1: Práticas inclusivas num centro de dia

Das 378 pessoas que vivem em *Kirtimai Roma*, localizado em Vilnius, 48% são crianças com menos de 18 anos. Devido a uma baixa autoestima, reduzidas competências sociais, maus resultados escolares e *bullying*, de que as crianças ciganas são vítimas na escola, atitudes negativas dos professores em relação a elas e outros problemas, muitos dos estudantes do d *Kirtimai Roma* desistem da escola durante o primeiro ou segundo ano. Desde 2009, um grupo de voluntários tem vindo a desenvolver atividades com as crianças ciganas, que vivem em *Kirtimai*, de modo a prevenir o abandono escolar prematuro. Finalmente decidiram abrir um pequeno centro de ocupação de tempos livres e um centro de dia, de modo a procurar assegurar a criação de um vínculo mais forte entre a escola e estas crianças. O centro acolhe, tanto as crianças ciganas de *Kirtimai*, como outras que vivem em *Naujininkai*, Distrito de Vilnius, onde o centro se localiza. Os voluntários do centro ajudam as crianças com os seus trabalhos escolares e apoiam-nas na aquisição de material necessário à escola. Depois do período letivo, também são dinamizadas atividades que têm por objetivo o desenvolvimento social das crianças. É mantida uma comunicação de proximidade com os professores e os pais. De acordo com os mentores do projeto, as crianças que frequentam o centro evidenciam melhores resultados escolares, todavia o risco de abandono escolar precoce permanece elevado visto que este centro não tem capacidade para resolver problemas estruturais que influenciam o atendimento escolar, tais como as condições das casas onde as crianças vivem e a pobreza extrema das suas famílias. As pessoas que trabalham no centro encorajam a comunicação e a colaboração entre as crianças, os pais, os professores, assistentes sociais, ONG ciganas e diferentes instituições municipais e estatais, que de uma ou

outra maneira estejam envolvidos na matéria educativa. Procurando a implementação de uma inclusão de sucesso das crianças ciganas, a equipa procura fazer uma observação holística do seu bem-estar, do seu comportamento, emoções e sentimentos, bem como das conquistas nas diversas áreas do seu desenvolvimento. Os membros da equipa fazem também, de forma constante, reflexões individuais e em grupo, que envolvem todos os especialistas, pais e crianças. Os membros da equipa procuram conhecer todas as situações das crianças, no que se refere ao seu ambiente familiar, e às suas competências e habilidades. Os conteúdos educativos, materiais, métodos e as tarefas que são adotados para cada criança têm em consideração as suas necessidades e a rapidez com que se desenvolvem.

Estudo de caso 2: Lucas, uma criança de 3 anos

No jardim-de-infância estão criadas boas condições para o desenvolvimento do Lucas. O Lucas tem 3 anos e uma deficiência auditiva. Procurando ir ao encontro das necessidades do Lucas, os professores cooperam, não só entre si, mas também com os seus pais e o pedagogo especialista em surdez. Existem dois modelos de colaboração presentes neste caso: interdisciplinaridade e transdisciplinaridade. A comunicação entre todos os participantes no processo educativo é aberta e clara. Os professores comunicam com as crianças e com os pais de uma forma profissional. Procurando implementar uma inclusão de sucesso, os professores realizam observações holísticas: do seu bem-estar, comportamento, emoções e sentimentos, das suas conquistas e, especialmente, da sua comunicação verbal. De forma constante, os professores fazem reflexões individuais e em grupo, envolvendo todos os especialistas, pais e criança. Os professores procuram conhecer as competências do Lucas, o seu passado social, étnico e cultural. Eles têm em consideração este conhecimento de modo a implementarem uma educação inclusiva. O facto de uma criança ser única é encarado como uma oportunidade e não como um problema. O ensino dos conteúdos escolares, os materiais, os métodos e as tarefas são adotados para cada criança de acordo com as suas necessidades e ritmo a que se desenvolve.

EXEMPLOS DE BOAS PRÁTICAS EM EDUCAÇÃO INCLUSIVA NA TURQUIA

Estudo de caso 1: Mert, uma criança de 6 anos

O Mert é um menino com 6 anos, diagnosticado com Perturbação de Hiperatividade com Déficit de Atenção (PHDA). Apresenta dificuldades ao nível da concentração e atenção, no controlo do seu comportamento e é hiperativo. Num sistema inclusivo, esta criança necessita de um apoio individualizado ao nível organizacional, académico, comunicacional, das interações sociais e da regulação do comportamento.

Neste exemplo de boas práticas, o Mert foi observado em ambiente escolar, e foram entrevistados o diretor da instituição e o seu professor. Para compreender as necessidades da criança em ambiente natural, foram captadas imagens em vídeo. Nesse vídeo foram ainda registadas as opiniões dos estagiários e os participantes identificaram as adaptações, processo-chave da educação inclusiva, no contexto em estudo.

De seguida, foram desenvolvidas dramatizações em que foram atribuídos papéis aos estagiários, sendo esses papéis o de Mert, o seu irmão gémeo, o professor, o tutor e o diretor da escola. Pretendíamos que os participantes pensassem acerca da situação e das adaptações realizadas pelo professor. Foram avaliados os aspetos positivos e negativos da implementação.

Por último, os participantes apresentaram as suas ideias e explicaram como é que pensavam que os outros cinco processos-chave poderiam ser suportados neste caso.

Estudo de caso 2: Abdurrahman, uma criança de 5 anos

O Abdurrahman é um menino de cinco anos que nasceu no Iraque. Esta criança perdeu o pai num bombardeamento e emigrou para a Turquia aos 4 anos com a sua mãe, logo após a morte do pai. Ele e a sua família foram apoiados pelo Gabinete de Emigração da República Turca. A família mudou-se para a Província de Balikesir e os seus documentos foram transferidos para o gabinete de emigração local.

As crianças que emigram enfrentam várias necessidades educativas especiais, em várias circunstâncias e que incluem:

- ❖ Pobreza
- ❖ Desafio da aprendizagem de uma nova língua
- ❖ Gestão de stresse emocional, enquanto se tentam ajustar a novas normas sociais e a um novo ambiente institucional
- ❖ Confrontação com situações prejudiciais e discriminação no seu novo país
- ❖ O desmembramento ou separação familiar e um inadequado suporte social que ajude a compensar os laços quebrados com a comunidade dos seus países de origem
- ❖ A perda do suporte necessário para o bem-estar psicológico resultante de situação de guerra

São necessárias ações das instituições educativas, dos governos e de organizações de voluntários, para que se consiga lidar com esta variedade de desafios.

Neste caso, a história de Abdurrahman, é introduzido um apoio visual, uma banda desenhada com instruções. Em seguida, os participantes jogam um jogo, designado por “Encontra o teu caminho na floresta da adaptação”! Este jogo permite aos participantes refletir acerca da situação de Abdurrahman, assumir decisões e, até, realizar ações.

EXEMPLOS DE BOAS PRÁTICAS EM EDUCAÇÃO INCLUSIVA EM PORTUGAL

Estudo de caso 1: Daniel, uma criança de 3 anos

O Daniel é um menino de 3 anos que nasceu com Síndrome de Down. Esta criança pode ser descrita como tendo “necessidades complexas”. Tem um atraso no desenvolvimento motor e cognitivo, ainda não fala nem anda. Tem também outras complicações físicas que preocupam os seus pais, especialmente problemas de visão e cardíacos. Devido ao facto de o Daniel necessitar de vários tipos de terapia e de suporte educacional, os seus pais enfrentam uma vida diária muito stressante, lidando com diferentes profissionais e, muitas vezes, com conselhos muito contraditórios. A educadora do jardim-de-infância também estava preocupada e a sentir-se impotente, devido ao facto de o Daniel se juntar cada vez menos às outras crianças do grupo e também por não conseguir trabalhar com tantos parceiros diferentes.

Os pais do Daniel pediram apoio a uma equipa de intervenção precoce. Planear a avaliação e a intervenção foi uma tarefa que envolveu todos os membros da equipa e a partilha de informação foi crucial. Ela foi planeada de modo a ser o menos intrusiva possível. Apenas dois profissionais foram a casa do Daniel avaliar as suas necessidades, bem como as necessidades da família. Um dos membros da equipa foi nomeado responsável e foi criado um sistema primário de serviços, permitindo que o profissional e os pais pudessem trabalhar em conjunto com um elevado nível de envolvimento. Posteriormente, esta intervenção foi alargada ao jardim-de-infância, colocando-se em prática o co-ensino, envolvendo o planeamento conjunto com a educadora titular do jardim-de-infância acerca do trabalho a desenvolver com o Daniel dentro do grupo, bem como ao nível das rotinas

diárias. Assim, o objetivo principal da Equipa de Intervenção Precoce (IP) foi dar poder aos pais e capacitá-los, bem como a outros profissionais significativos para o processo do Daniel, explorando rotinas e acontecimentos diários como oportunidades de aprendizagem. O plano de intervenção acordado entre a equipa incluía amplas oportunidades para a promoção de outras capacidades, dentro de uma abordagem integrada, determinada pelas necessidades e focada na criança e na família. Esta abordagem significa uma colaboração próxima entre a família e o educador da intervenção precoce, mas também a interação com outros membros da equipa, o que lhes permitiu reunir e trocar ideias, conhecimentos, capacidades e trabalharem em conjunto, cooperativamente. Claramente, esta abordagem trouxe paz à família e benefícios ao Daniel.

Estudo de caso 2: Samuel, uma criança de 7 anos

O Samuel, de 7 anos, está diagnosticado com uma perturbação do espectro do autismo que afeta a sua interação social, comunicação, interesse e comportamento.

Quando o Samuel foi para uma escola do ensino regular, foi providenciada uma variedade de apoios no sentido de criar um ambiente de sucesso e boas experiências para todos os envolvidos. Uma das abordagens escolhida foi a abordagem colaborativa, que incluía o trabalho em equipa de professores de ensino regular e especial, numa configuração de sala de aula inclusiva. Este modelo de co-ensino requer a intervenção académica conjunta de dois profissionais na sala de aula, com toda a turma (uma turma de ensino regular com a inclusão de alunos com NEE, como o Samuel). Os dois professores começaram a trabalhar em conjunto para conhecerem as capacidades profissionais de cada um, tais como: pontos fortes e lacunas ao nível do ensino, interesses, atitudes. Para se tornarem numa equipa eficiente, trabalharam em conjunto como parceiros iguais, em relações interativas, sendo ambos envolvidos em todos os aspetos da planificação, ensino e avaliação. Também identificaram os pontos fortes da criança e os seus principais interesses, colocando-os no seu currículo.

EXEMPLOS DE BOAS PRÁTICAS EM EDUCAÇÃO INCLUSIVA NA HOLANDA

Estudo de caso 1: “Bolo do Abel”, Dunya, uma criança de 8 anos

Os adultos não falam regularmente com as crianças, em especial nas escolas, jardins-de-infância e creches. Será mais correto dizer que eles falam, mas normalmente não têm conversas “reais” com as crianças. Uma conversa real, uma comunicação real, é baseada em certos pressupostos:

- ❖ Os participantes têm conexão ente si
- ❖ Existe um interesse mútuo genuíno e uma interação com o mundo de experiências da criança
- ❖ As perguntas são feitas com clareza
- ❖ As respostas são ouvidas
- ❖ Existe uma boa linguagem corporal

Muitas vezes os professores têm que falar com as crianças sobre assuntos sensíveis, como por exemplo, mau desempenho escolar, ou, pior ainda, pais que se vão separar. Estas são normalmente conversas que as crianças não solicitam. É, por isso, muito importante, conduzir estas conversas de modo a que não sejam experiências desagradáveis para a criança.

Neste estudo de caso observamos um vídeo com uma conversa entre uma criança e um adulto enquanto estão a cozer pão. Durante o processo, vemos o adulto a realizar interações positivas com a criança. As questões que o adulto coloca não são apenas perguntas abertas, mas são colocadas de uma maneira aberta e fluente. A criança responde com entusiasmo e de

uma forma divertida, embora a conversa diga respeito a um assunto difícil. Este é um modelo de boa prática.

Estudo de caso 2: “Comunicação criativa com crianças”

Para além da importância de fazer parte da vida da criança e ter uma mente aberta às suas ideias e pensamentos, existe um importante pré-requisito para comunicar com ela: devemos estar em consonância com o seu nível de desenvolvimento. Utilizando esta abordagem com crianças pequenas podemos procurar formas para usar conscientemente canais de comunicação mais adequados aos seus níveis de desenvolvimento.

Neste estudo de caso encontramos bons exemplos que são bastante adequados para crianças pequenas, porque as formas de comunicação são ajustadas a diferentes idades. As atividades na “comunicação criativa com crianças” não têm um método fixo. Podem usar-se diferentes fichas de trabalho, dependendo da idade e nível da criança. Estas fichas podem ser trabalhadas pelo professor, ou melhor ainda pela criança. É dada atenção à comunicação através do desenho, fantasia, jogos (também digitais) e linguagem. Até uma atividade de cozinha pode ser usada, porque o que pode ser mais divertido do que uma atividade com massa? Adicionalmente, entrar na vida das crianças e ter uma mente aberta às suas ideias e pensamentos, continua a ser um importante pré-requisito para comunicar com elas: deve estar-se sempre em consonância com o seu nível de desenvolvimento.

EXEMPLOS DE BOAS PRÁTICAS EM EDUCAÇÃO INCLUSIVA NA BÉLGICA

Estudo de caso 1: Thomas, uma criança de 4 anos

O Thomas é um rapaz de 4 anos que passa o dia a explorar e a olhar à sua volta. O seu desafio é a concentração.

Neste exemplo de boa prática, começamos por preparar os estudantes para observarem e identificarem as necessidades da criança na perspetiva da própria criança e não na perspetiva do professor.

Em segundo lugar, os alunos são apoiados na identificação dos sinais de “bem-estar” na criança, ao observarem o Thomas na sala de atividades. O prazer, a espontaneidade, a abertura, o relaxamento, a paz interior e a vitalidade são os indicadores. São debatidos fatores como o contexto, competências pessoais e autoestima, que têm uma elevada influência no bem-estar.

O nível de envolvimento é debatido num exercício relacionado com a situação do Thomas. Mas também de um modo mais aberto, relacionado com as ideias dos estudantes.

Posteriormente, os estudantes observam o envolvimento da criança, utilizando outro grupo de sinais, tais como: concentração, persistência, abertura, iniciativa, atividade mental intensa, motivação e satisfação e a necessidade em explorar.

Da observação do bem-estar, do envolvimento e da reflexão sobre o empenhamento, os estudantes concentram-se nas necessidades da criança de modo a refletirem sobre a forma como a esta se adapta ao ambiente de aprendizagem. No final do workshop, os estudantes olham para as

diferentes competências da criança. Outros processos-chave, como a reflexão e o Ethos, são fortemente integrados nesta boa prática.

Utilizamos uma apresentação em PowerPoint, onde estão integrados filmes, fotografias e exercícios.

Estudo de caso 2: Julien, uma criança de 10 anos

O Julien é um rapaz de 10 anos, com talento para a música e para contar histórias. Ele vê a luz e a escuridão. Às vezes vê sombras. Escolhemos um rapaz de 10 anos, devido à forma poderosa como ele conta a história da sua vida.

Nesta boa prática, visionamos um filme e é pedido aos estudantes para identificarem o bem-estar, o envolvimento e o empenhamento do Julien. De seguida, é pedido que se concentrem nas diferentes competências da criança. Posteriormente, os estudantes veem como a adaptação está relacionada com as necessidades do Julien, dentro e fora da sala de aula.

Comunicação, Ethos e reflexão, são outros processos-chave integrados nesta boa prática.

EXEMPLOS DE BOAS PRÁTICAS EM EDUCAÇÃO INCLUSIVA EM INGLATERRA

Estudo de caso 1: Evie, uma criança de 6 anos e Johnny, uma criança de 3 anos

Evie é uma menina de 6 anos e o Johnny é um menino de 3 anos. Ambos têm Síndrome de Down.

Este estudo de caso explora o suporte que ambas as crianças, bem como quem as acompanha, receberam numa instituição de solidariedade social inglesa: “*The Education Centre for Children with Down Syndrome*”.

Neste estudo de caso, demonstramos a colaboração entre, uma escola primária de ensino regular, uma creche regular privada, um centro local para crianças e o trabalho desenvolvido por uma instituição de caridade e as famílias das crianças. Esta colaboração entre instituições do sector público (escola primária de ensino regular e centro de crianças), do sector privado (creche) e instituições de solidariedade social (The Education Centre for Children with Down Syndrome) é um modelo que é promovido pelo Governo Inglês. Este estudo de caso sublinha a forma como a colaboração permite que as crianças tenham acesso a um apoio que não seria possível atingir individualmente por nenhuma das organizações.

Apesar de serem crianças muito diferentes, tanto a Evie como o Johnny partilham desafios semelhantes em relação ao seu diagnóstico. Na história da Evie, a chave principal é a Colaboração e na história do Johnny é a Comunicação – mas apresentamos o desafio de descobrirem quantos outros processos-chave se podem encontrar.

Estudo de caso 2: Aiden, uma criança de 8 anos

Este estudo de caso trata o caso do Aidan, um rapaz de oito anos.

Aiden esteve numa instituição educativa regular até aos 5 anos. Enquanto ele estava nessa instituição, os seus pais foram sendo confrontados, diariamente, acerca do seu comportamento inapropriado. O que acontecia, frequentemente, à frente de outros pais. Estes sentiram que as mensagens que foram recebendo acerca do Aidan eram muito negativas e que a filosofia da escola não era muito inclusiva. Aidan estava em risco de exclusão e os seus pais estavam muito preocupados. Assim decidiram mudá-lo para uma escola primária nos arredores. O Aidan está agora no quarto ano da escola primária que tem frequentado desde que se juntou à turma que o acolheu. Desde o princípio, os pais afirmam que o seu filho tem sido um membro, totalmente, incluído nesta escola.

Aiden foi diagnosticado, aos seis anos, com o Síndrome de Asperger por um psicólogo clínico. Embora esta criança seja academicamente capaz, as suas dificuldades prendem-se com as interações sociais e a comunicação. O seu ponto forte é a matemática, em particular números e padrões. Ele é capaz de dar respostas e descrever oralmente os seus pensamentos nas sessões de inglês, bom como em sessões de outras áreas, mas normalmente apresenta alguma relutância em escrever. O Aiden tem um professor titular que tem bastantes competências e conhecimentos sobre o Espetro do Autismo (ASC), bem como sobre as estratégias adequadas para crianças com esta condição. Esta criança tem professores também de outras áreas específicas que, em equipa e por meio da colaboração, planeiam diariamente a sua intervenção com o Aiden.

Os focos principais deste estudo de caso são a Colaboração e a Comunicação. No entanto, podem encontrar-se outros processos-chave para a inclusão.



GO PRINCE

**What is
Inclusive
Education in
Our Countries**
Netherlands Dutch

Inclusief onderwijs in Turkije

Definitie:

Beleid en implementatie: buitengewoon onderwijs in Turkije focust eerder op integratie dan op inclusie. Nochtans vormt het onderwijs van kinderen met een beperking een belangrijk onderdeel van inclusief onderwijs in Turkije. Er bestaan veel obstakels in de onderhandelingen voor het creëren van een onderwijssysteem voor kinderen met speciale behoeften. Eerst en vooral is er de moeilijkheid betrouwbare en systematische gegevens over deze kinderen te verzamelen. Gegevens tonen aan dat een aanzienlijk aantal kinderen met speciale behoeften niet in het onderwijssysteem is opgenomen.

Alfabetisering en afstudeergegevens suggereren ook dat vrouwen met speciale behoeften meer benadeeld zijn dan mannen. Deze situatie is een treffend voorbeeld van benadeling op basis van geslacht. In Turkije krijgen kinderen met speciale behoeften onderwijs in drie categorieën. Het minst beperkende onderwijstype voor deze kinderen is voltijds gewoon onderwijs. In scholen voor gewoon onderwijs wordt onderwijs in speciale klaslokalen gezien als de gemiddeld beperkende categorie. Het meest beperkende onderwijs wordt gegeven in scholen voor buitengewoon onderwijs, die meestal opgericht zijn voor kinderen met gelijkaardige specifieke behoeften. Internaten voor buitengewoon onderwijs, alhoewel ze beperkter zijn in aantal, zijn de meest beperkende van alle categorieën.

Het aantal kinderen dat buitengewoon onderwijs kan volgen in basis- en secundair onderwijs blijft jaar na jaar stijgen. In Turkije zijn er 'Guidance and Research Centers' die toetsen uitvoeren en de behoeften van het kind bepalen, alsook bepalen welke onderwijsinstelling het best kan voldoen aan

de behoeften van het kind. Dit diagnoseproces is tegenwoordig beperkt qua beschikbare specialisten, diagnosetools en -materialen. Bovendien brengen recente studies door UNICEF en het Ministerie van Onderwijs in Turkije aan het licht dat er verbetering nodig is bij het diagnosticeren van kinderen met een beperking en speciale behoeften op jonge leeftijd.

Lerarenopleiding:

Behoeften en uitdagingen: er zijn in Turkije veel ontwikkelingen nodig om een inclusief onderwijssysteem voor kinderen met diverse speciale behoeften te creëren. Bij deze ontwikkelingen moeten goede internationale praktijkvoorbeelden en internationale en nationale wetten in beschouwing worden genomen. Deze goede praktijkvoorbeelden tonen aan dat verschillende belanghebbenden, zoals studenten, leerkrachten, ouders en schooldirecties moeten samenwerken om inclusief onderwijs mogelijk te maken.

Inclusief onderwijs in Engeland

Definitie: 'Kinderen en jongeren met en zonder beperking leren samen in gewone opvanginitiatieven, scholen, colleges en universiteiten met gepaste ondersteuningsnetwerken' (Centre for the Study of Inclusive Education, 2001:1)

Beleid en implementatie: Het begrip 'inclusie' werd voor het eerst gebruikt in het Warnock Report (1978) dat een verschuiving signaleerde van het medisch model van beperkingen naar het sociale model. Aansluitend ondersteunt de wetgeving rond beperkingen, vooral de Special Needs and Disability Act (Groot - Brittannië, 2001), het internationaal (UNESCO, 1994) en nationaal beleid. De Act maakte het voor scholen en omgevingen

onwettig kinderen met speciale behoeften en beperkingen uit te sluiten. DfES (2004a) tekende vier krijtlijnen uit: vroege interventie, wegnemen van barrières voor leren, verwachtingen en prestaties verhogen, en verbeteringen via samenwerkingsverbanden mogelijk maken. Deze overkoepelende aanpak is ook expliciet aanwezig in alle curriculumdocumentatie. De 'Every Child Matters' (DfES, 2004b) agenda leidde tot een grotere samenwerking tussen partnerorganisaties. En die agenda leidde er ook toe dat het kind op een holistische manier bekeken wordt in plaats van onderwijs, gezondheid en sociale behoeften apart te beschouwen. De Code of Practice (DfE, 2014) stippelde een duidelijk gepersonaliseerd parcours uit voor kinderen met extra behoeften. De Code focust duidelijk op het activeren van de behoeften van het merendeel van de kinderen binnen het gewoon onderwijs. In Engeland hebben ouders van kinderen met extra behoeften veel inspraak in het beslissingsproces bij het bepalen van de behoeften van hun kind en de manier waarop er aan kan worden verholpen.

Initiële lerarenopleiding: De lerarenopleiding in Engeland is ofwel op bachelorniveau ofwel op postgraduaatniveau. De Teachers' Standards (DfE, 2012) stippelen duidelijke verwachtingen uit over de vaardigheden waarover elke leerkracht zou moeten beschikken. Standard 5 verwijst naar de vaardigheid van de leerkracht om 'het lesgeven aan te passen om aan de sterktes en behoeften van *alle* leerlingen tegemoet te komen'. De initiële lerarenopleiding wil ervoor zorgen dat pas afgestudeerde leerkrachten de behoeften van alle leerlingen duidelijk begrijpen, waaronder die van kinderen met speciale onderwijsbehoeften. Inclusie is het hoofdconcept waarvan de ontwikkeling van de student doordrongen is. Het is ingebouwd in ITT en er niet op vastgeschroefd.

De uitdagingen: Inclusie moet worden ondersteund door een ethiek of een filosofie waarbij verschillen worden aanvaard, met aandacht voor mensenrechten, inzet voor gelijke toegang tot kwaliteitsvol onderwijs en ondersteuning voor leerbehoeften in de klasgroep. In principe wordt dit idee door de onderwijsgemeenschap gedragen. De aard en de complexiteit van de behoeften waar leerkrachten gewoon onderwijs mee zouden moeten

overweg kunnen, is echter heel uitgebreid. Veel leerkrachten vinden dat hun opleiding hen niet voldoende voorbereidde op die uitdagingen. In het huidige klimaat van beperkte schoolbudgetten, is de mogelijkheid kinderen met extra fysieke, sociale en emotionele behoeften te ondersteunen een uitdaging.

Opmerking: bij Engeland is er geen 'sleutelement'.

Inclusief onderwijs in België (Vlaanderen)

Definitie: inclusief onderwijs is onderwijs waarbij kinderen met speciale onderwijsbehoeften op een school voor gewoon onderwijs zitten met aanpassingen en extra ondersteuning. Een onderwijsbehoefte is een didactische of pedagogische behoefte van de leerling die een vlot leerproces van het kind in de weg staat. Een onderwijsbehoefte is een onderwijskundige vertaling van het psychologisch concept van leerbelemmeringen. Dit zijn vaardigheden waar de kinderen in mindere mate over beschikken. Dit levert problemen op voor hun ontwikkeling.

Beleid en implementatie: Het beleid in Vlaanderen evolueert naar meer inclusie. Het nieuwe beleid (sinds 2009) gaat uit van de onderwijsbehoeften van de kinderen en niet van hun beperkingen. Het **M-decreet** dat door het Vlaams Parlement op 21 maart 2014 werd goedgekeurd, staat voor 'Maatregelen voor leerlingen met speciale onderwijsbehoeften (SEN)'. Het regelt de manier waarop het Vlaams onderwijssysteem omgaat met leerlingen die moeilijkheden ondervinden bij het volgen van de algemene lessen in een school voor gewoon onderwijs, door een handicap, een beperking of een stoornis. Het beveelt aan te investeren in een brede

basiszorg en aangepaste maatregelen en redelijke aanpassingen te implementeren. Er zijn zes beleidsdoelen: eerst gewoon onderwijs, dan pas buitengewoon onderwijs; het recht op redelijke aanpassingen; het recht zich in te schrijven in een school voor gewoon onderwijs; nieuwe schooltypes voor buitengewoon onderwijs; nieuwe toelatingsvoorwaarden in scholen voor buitengewoon onderwijs; ondersteuning voor gewoon onderwijs. Specifieke pedagogische en administratieve maatregelen voorzien door het M-decreet zien de 'visie op zorg' niet als een opvangnet, maar als een startpunt. Deze visie heeft zes principiële ideeën: een brede definitie van zorg, een bredere visie op zorg en differentiatie, een preventieve en remediërende component (de principes van het Universal Design for Learning), een gedeeld zorgbeleid gedragen door het schoolteam, met betrokkenheid van het kind en de ouders, een 'zorgcontinuüm' en geïntegreerde zorg.

Teacher Education: De initiële lerarenopleiding duurt 3 jaar en is op bachelorniveau. Studenten kunnen zich in verschillende thema's specialiseren tijdens een banaba opleiding. Op VIVES krijgen ze tijdens 3 jaar bachelor een systematische inleiding op dit zorgcontinuümmodel en ervaren ze inclusie tijdens hun stage. De nood aan integratie van de zorg is het grootst in de opleiding voor leerkracht secundair onderwijs. VIVES biedt ook een banaba 'zorgverbreding en remediërend leren' en een banaba 'speciale onderwijsbehoeften' aan. Verschillende organisaties bieden hierrond nascholing en meer specifiek over de implementatie van het M-decreet.

Behoeften en uitdagingen: Omdat het M-decreet nieuw is, vraagt de implementatie vorming in scholen en het organiseren van nascholing. Er blijven veel vragen over de verschillende niveaus van de betrokken scholen en organisaties. Het ministerie heeft een beperkt budget en daardoor vormt de implementatie van het M-decreet een uitdaging voor de scholen. Het is niet altijd evident om manieren te vinden om het zorgcontinuüm zonder extra budget te integreren. Het M-decreet wil meer inclusie stimuleren. Daarom moeten nieuwe leerkrachten en de maatschappij klaargestoomd worden om met diversiteit om te gaan. Er is een mindshift nodig.

Inclusief onderwijs in Denemarken

Definitie Het doel van inclusie is kinderen in een sociaal voordelige omgeving te introduceren en te houden, zodat kinderen met speciale behoeften geen exclusie moeten ervaren. Kinderen krijgen les in een gewoon klaslokaal en krijgen relevante hulp en ondersteuning van de leerkracht. Het doel van inclusie is het engagement van studenten als een meewerkend deel van de academische en sociale eenheid te vergemakkelijken. En om academische vooruitgang te verzekeren terwijl het welbevinden van de student goed blijft.

Beleid De inclusieve initiatieven van de Deense regering, gebaseerd op de Salamanca Declaration en de UN Declaration over beperkingen en op onderzoeksrapporten uit 2010 met betrekking tot buitengewoon onderwijs. Het Ministerie van Financiën stelde deze rapporten op na onderzoek van de kwaliteit en de kosten van onderwijs en van activiteiten in schoolsystemen in het algemeen met speciale aandacht voor *Folkeskolen*. De University of Aarhus en SFI, het Danish National Center hebben de ontwikkeling van inclusie in elke gemeente in Denemarken verzorgd, voor Social Research. Alle gegevens worden verzameld en gestructureerd in een rapport dat op het einde van het jaar in elke gemeente verspreid wordt. Dit werk focust op inclusie en probeert segregatie in professioneel pedagogische werkomgevingen te elimineren. In overeenstemming met de Salamanca Declaration is het onderzoek gebaseerd op het idee dat elk kind het recht heeft deel uit te maken van zijn gemeenschap, ondanks beperkingen of negatieve sociale omstandigheden waarin het leeft.

Implementatie Data uit een SFI rapport (2015) belichtten dat de inclusie sterker was wanneer:

- ❖ instellingen met een systematische benadering van de praktische implementatie van inclusie werkten

- ❖ er toegang was tot pedagogische geschoolde personen binnen de respectievelijke gemeenten
- ❖ het personeel een academisch goedgekeurde achtergrond heeft
- ❖ er duidelijke en doeltreffende ouder-leerkracht pedagogisch professionele relaties bestaan
- ❖ gemeenten expliciet op inclusie focussen

Binnen de Deense gemeentes:

- ❖ 98 % van de onderwijsconsulenten zegt dat inclusie een taak is voor de dagopvang
- ❖ 83 % beweert een implementatiestrategie te hebben
- ❖ 59 % beweert een kant-en-klaar inclusieconcept om mee te werken te hebben.

Behoeften en uitdagingen Volgens de University of Aarhus en SFI, belicht het rapport uit 2015 dat:

- ❖ 50 % van de sociale opvoeders zegt dat er kinderen zijn die onderwijskansen missen omdat ze zelden deelnemen aan sociale gemeenschappen met andere kinderen
- ❖ 29 % van de sociale opvoeders heeft de laatste 10 jaar geen onderwijslessen gekregen om hun competenties om met inclusie te werken te verbeteren
- ❖ 50 % van de werknemers in instellingen werd verdere coaching om inclusie te ontwikkelen aangeboden
- ❖ 86 % zegt dat ze ondersteuning van een interdisciplinair team zoals 'PPR' kregen ('Police/Psychologist/Counselor')
- ❖ 67 % zegt dat ze met de onderwijsadviseur van de gemeente samenwerken

Inclusief onderwijs in Litouwen

Definitie: In Litouwen wordt Inclusief Onderwijs gedefinieerd als het proces waarbij kwalitatief onderwijs voor alle kinderen wordt gegarandeerd. De aandacht wordt gefocust op verwachtingen van een kind en zijn ouders, op bijzonderheden van de behoeften van elk kind, op nood aan speciale hulp en speciale diensten. Er wordt ook naar gestreefd dat kinderen niet buiten het onderwijssysteem vallen (Actieplan voor de ontwikkeling van inclusief onderwijs voor de periode van 2014-2016; goedgekeurd door het Ministerie van Onderwijs en Wetenschap, 2014-09-05).

Beleid: Inclusief Onderwijs in Litouwen is vooral gebaseerd op internationale documenten: de VN conventie voor kinderrechten (1989), de Salamancaverklaring en Aanbevelingen voor de verbetering van speciaal onderwijs (1994) bijvoorbeeld. De belangrijkste wettelijke documenten die onderwijs voor kinderen met SEN in Litouwen regelen, zijn de volgende:

De Law on the Social Integration of the Disabled (1996) - mensen met een beperking hebben recht op werk, studie en opleiding. Los van de oorzaak, het karakter en de graad van hun beperking hebben ze dezelfde rechten als de andere inwoners van de Republiek van Litouwen.

De Wet op Onderwijs van de Republiek van Litouwen (2011) - onderwijs voor speciale behoeften is voorzien door alle verplichte en uitgebreide onderwijsprogramma's. Om aan de behoeften van de kinderen tegemoet te komen, moeten deze programma's worden gewijzigd of aangepast. Ofwel moeten er nieuwe speciale onderwijsprogramma's worden gecreëerd en moet er extra hulp worden voorzien.

Implementatie van het beleid: Inclusief Onderwijs in Litouwen wordt hoofdzakelijk gezien als de inclusie van kinderen met niet-standaard mentale en/of fysieke vaardigheden in gewone school- en klasstructuren. Recent werd

het concept 'speciale behoeften' uitgebreid en werd het een overkoepelende term voor kinderen met leerproblemen van welke aard dan ook, waarbij er ook rekening gehouden wordt met de sociale of etnische achtergrond van het kind.

De leerkracht van het kind doet de initiële ontdekking van de behoeften van het kind. De leerkracht brengt de ouders hiervan op de hoogte en pas daarna kan er een initiële evaluatie van de speciale onderwijsbehoeften van het kind door specialisten gebeuren. Deze specialisten geven aanbevelingen aan de ouders en aan de school van het kind over welke speciale hulp en welk speciaal onderwijsplan of -programma er moet worden geïmplementeerd. En ook over welke speciale voorzieningen er moeten worden getroffen om het leer- en onderwijsproces van het kind te ondersteunen.

Behoeften en uitdagingen: Door het homogeen karakter van de onderwijscultuur, wordt ze gekenmerkt door een gebrek aan interculturele oriëntatie en wordt er geen rekening gehouden met sociale -, etnische - en genderfactoren. Bovendien beschikt het personeel over onvoldoende vaardigheden om in sociocultureel diverse groepen te werken. Het onderwijsbeleid schiet tekort in het erkennen van sociale ongelijkheid als een centrale kwestie gebaseerd op culturele en economische verschillen in het onderwijssysteem. De lerarenopleiding heeft zich niet consequent gehouden aan het inclusiebeleid in Litouwen. Intercultureel onderwijs was integendeel zelden een onderwerp in de curricula van de lerarenopleiding.

Inclusief onderwijs in Portugal

Definitie: In Portugal verwijst inclusief onderwijs naar het stimuleren van de deelname van alle kinderen. Niet enkel van de kinderen met beperkingen of ontwikkelingsvertraging, maar ook van alle groepen kwetsbare of gemarginaliseerde kinderen, voornamelijk omwille van hun culturele en sociale achtergronden.

Beleid en implementatie: Decreet-Wet 3/2008 bepaalt 'gespecialiseerde ondersteuning die (...) biedt met als doel voorwaarden voor verbetering van het onderwijsproces te creëren naar speciale onderwijsbehoeften van studenten toe'. Dit kunnen studenten zijn met moeilijkheden op lange termijn op het vlak van communicatie, leren, mobiliteit, autonomie, interpersoonlijke relaties en sociale participatie. Deze soort gespecialiseerde ondersteuning is binnen scholen voor gewoon onderwijs beschikbaar. Maar DW 3/2008 bepaalt ook dat wanneer de school voor gewoon onderwijs niet de gepaste respons op de inclusie van kinderen en jongeren kan geven, omwille van het type of de graad van de beperking, de doorverwijzers en evaluatoren de inschrijving in een school voor buitengewoon onderwijs mogen voorstellen. De wet verklaart dat leerlingen met SEN: (a) onderwijs moeten kunnen krijgen in een school voor gewoon onderwijs (b) zich qua curriculum en schoolleven bij hun leeftijdsgenoten moeten kunnen aansluiten (c) eerder moeten kunnen deelnemen aan de gewone lessen in plaats van gescheiden te worden in aparte eenheden (d) aparte voorzieningen soms nodig kunnen zijn voor specifieke doeleinden (e) dat scholen hun benadering moeten herbekijken en aanpassen om meer inclusie mogelijk te maken. Via Decreet-Wet 3/2008 werd de doelgroep voor buitengewoon onderwijs beperkt tot kinderen met permanente behoeften (kinderen en jongeren met grote beperkingen in activiteit of deelname aan een of meer van de volgende gebieden: communicatie, leren, mobiliteit, autonomie, interpersoonlijke relaties en sociale participatie), waarbij de beschikbare gespecialiseerde middelen naar hen gaan. Gebaseerd op het idee dat sommige doelgroepen meer geavanceerde en gespecialiseerde menselijke middelen en logistiek nodig hebben, werden er vier verschillende schoolstructuren voor gewoon

onderwijs opgericht. (1) referentiescholen voor tweetalig onderwijs voor dove studenten (2) referentiescholen voor blinde en slechtziende leerlingen (3) gestructureerde leereenheden voor leerlingen met autisme (4) gespecialiseerde ondersteuningseenheden voor leerlingen met meerdere beperkingen en aangeboren problemen. Deze eenheden zijn gelokaliseerd in gewone scholen en bieden aanpassingen van de onderwijsomgeving. Kinderen met SEN verblijven slechts deeltijds in deze eenheden om hun integratie in gewone klaslokalen en in het schoolleven te bevorderen. **Early Child Intervention (ECI) in Portugal.** In oktober 2009 richtte Decreet-Wet 281/2009 een 'National System for Early Childhood Intervention' op (Sistema Nacional de Intervenção Precoce na Infância, SNIPI), voor kinderen tussen 0 en 6 jaar. ECI groepeerde uitgebreide services voor ontwikkeling, voorzien door lokale teams met professionals uit de gezondheids-, onderwijs- en sociale sector. Er wordt niet enkel op het kind gefocust, maar ook op de omgeving en de familie. Het 'kader voor het interventiemodel' heeft drie grote kenmerken: verhoging van de dagelijkse leerkansen voor het kind, praktijken waar de familie centraal staat en transdisciplinair teamwerk.

Behoeften en uitdagingen: Het Ministerie van Onderwijs gaf aan een internationaal team van experts de opdracht het huidige model extern te evalueren. De externe evaluatie zet de brede consensus over het idee dat inclusief onderwijs in alle grote lijnen van het publiek beleid aangenomen is, in de verf. Dit betekent een kwalitatieve sprong vooruit in vergelijking met het vorig wettelijk kader voor buitengewoon onderwijs. De besluiten werden opgenomen in een recent gepubliceerde 'Recommendation' van het 'National Education Council on Special Education Public Policy' (Conselho Nacional de Educação, 2014).

Inclusief onderwijs in Nederland

Definitie: Inclusief onderwijs in Nederland wordt 'Aangepast Onderwijs' genoemd. Dit is de naam voor de manier waarop onderwijs voor leerlingen die extra ondersteuning nodig hebben georganiseerd wordt. Dankzij 'Aangepast Onderwijs' kunnen meer kinderen, met extra ondersteuning, in het gewoon onderwijs blijven.

Beleid: De wet voerde 'Aangepast Onderwijs' in op 1 augustus 2014. Het doel van 'Aangepast Onderwijs' is het hoofd bieden aan de problemen van het oude systeem en het aantal schoolspijbelaars verminderen. Het doel van de nieuwe wet is dat alle kinderen, ook kinderen die extra ondersteuning in de klas nodig hebben, een plaats krijgen in het 'Aangepast Onderwijs'. De essentie van onderwijs blijft dezelfde: elk kind uitdagen om het beste uit zichzelf naar boven te halen. Het uitgangspunt voor 'Aangepast Onderwijs' is dat alle kinderen naar een school voor gewoon onderwijs gaan. Indien dit niet goed loopt, gaat het kind naar een school voor buitengewoon onderwijs. Het schoolsysteem in Nederland bestaat uit:

- ❖ gewone scholen
- ❖ speciaal basisonderwijs (SBO) om intensievere ondersteuning te bieden dan in scholen voor gewoon onderwijs. De groepen zijn kleiner en de leerkrachten weten meer over leerstoornissen en gedragsproblemen.
- ❖ Speciale Behoeften Onderwijs voor kinderen met een (ernstige) fysieke, sensorische of mentale beperking, of leerlingen met ernstige gedragsstoornissen of psychiatrische stoornissen.

De nieuwe wet is het meest radicaal voor de scholen voor gewoon onderwijs nu zij zorgplicht hebben. Dat wil zeggen dat ze voor alle kinderen die extra ondersteuning nodig hebben een plaats moeten voorzien. Om ervoor te zorgen dat er voor alle kinderen een geschikte plaats is, hebben scholen

regionale samenwerkingsverbanden gevormd. In deze samenwerkingsverbanden werken gewoon en speciaal onderwijs samen.

Lerarenopleiding: In Nederland is de lerarenopleiding op bachelorniveau. De lerarenopleiding duurt 4 jaar. Het Ministerie van Onderwijs vindt dat het niveau van de leerkrachten beter kan. Daarvoor moeten de kwaliteit van de lessen van de lerarenopleiding en de opleiding zelf worden verbeterd. Er wordt beoogd dat elke student vanaf 2016 aan de wettelijke expertisevereisten voldoet. Dit wil zeggen dat nieuwe leerkrachten op een gepaste wijze met verschillen tussen leerlingen kunnen omgaan. Aan de Hanzehogeschool in Groningen, focust de opleiding op kennis, onderwijsmethodologie en vaardigheden en attitudes die nodig zijn om de rol van leerkracht op te nemen. De student werkt met zijn eigen fundamentele kennis. Aspecten zoals verschillen tussen leerlingen, klasmanagement (combinatiegroepen), samenwerking promoten, actieve instructie organiseren en kwesties rond allerlei speciale behoeften worden onderwezen. **Behoeften en uitdagingen.** Gepast onderwijs start in het klaslokaal. Leerkrachten weten best wat kinderen nodig hebben en welke ondersteuning het beste voor hen is. De uitdaging voor leerkrachten bestaat erin de verschillen op te merken en te achterhalen wat de leerling nodig heeft. Omgaan met diversiteit is niet nieuw, maar door de nieuwe wet, zullen er meer kinderen van speciale scholen in gewone scholen zitten. Het is een uitdaging om nieuwe leerkrachten klaar te stomen voor deze nieuwe situatie van inclusief onderwijs.



GO PRINCE

REACCH

Model Frameworks

Netherlands Dutch

Sleutelement: reflectie (gebaseerd op de Deense praktijk)

Reflecteren is het onderzoeken van indrukken en ervaringen waardoor er nieuwe mogelijkheden ontstaan. Stenhouse vermeldt een set tools waarmee u uw reflectie op het onderwerp 'inclusie' voor een groep of één kind kan focussen:

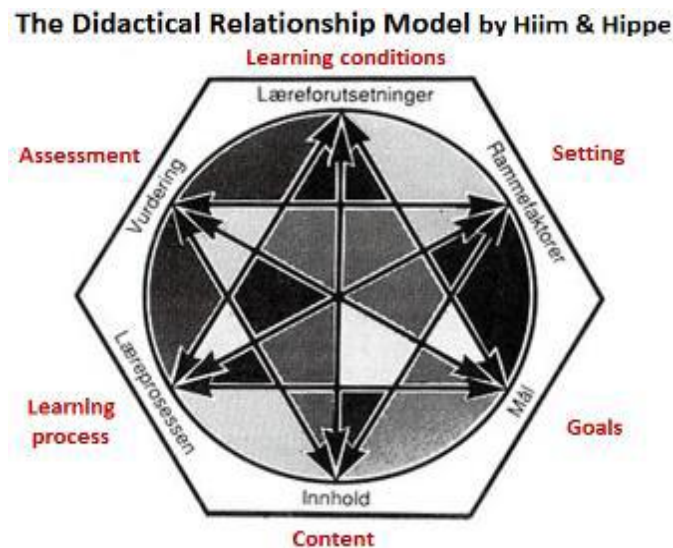
- ❖ stel uw eigen lesgeven en pedagogische praktijk op een systematische manier in vraag als basis voor verdere ontwikkeling
- ❖ weerhoud de vaardigheden die nodig zijn om de manier waarop u les geeft en doet leren te bestuderen
- ❖ focus, bevraag en test de theorie met behulp van deze vaardigheden

Bovendien moeten de individuele leerkracht en de sociale opvoeder toestaan dat anderen hun lesgeven of pedagogisch handelen observeren om het nadien te bespreken. Bij inclusief onderwijs voor kinderen van 0 tot 8 jaar gebruiken we een reflectiemodel voor kinderen in dagopvangcentra en in scholen. Het is geen planningsmodel. Dit model betekent een meerwaarde voor de eigen didactiek van de sociale opvoeders en leerkrachten. Het is gebaseerd op een brede kijk op didactiek, met een kritisch humanistische perceptie van de wetenschap als basis. Het kan bijdragen tot de belangrijkste categorieën van lesgeven en leren. Het moet altijd worden beschouwd en gezien in de context van de professionele rol van de sociale opvoeders en de leerkracht tot het kind.

Werken met het model start steeds met de categorie 'leervoorwaarden' of behoeften. Deze categorie is bijzonder belangrijk omdat ze focust op het mentale, fysieke en sociale potentieel van het kind. Het bevat ook problemen die het kind kan ervaren op verschillende vlakken die te maken hebben met de huidige les- en leermethodes. Problemen waar hij of zij mee kan worden geconfronteerd wanneer er inclusie is in een dagopvangcentrum

of in scholen. Om dit didactisch reflectiemodel te kunnen verklaren, is het essentieel te begrijpen dat het kind en de ouders het uitgangspunt zijn van alle leerprocessen. Zonder inzicht in hun sociale, mentale of fysieke omstandigheden is er geen leren. De leerkracht en de opvoeder moeten belangrijke factoren zijn voor het leerproces van het kind. Wetten en bepalingen op dit vlak zijn ook heel belangrijk, net als cultuur, management, tijd en professionele faciliteiten.

Het didactische relatiemodel volgens Hiim en Hippe



Om de complexiteit van leer- en onderwijssituaties ten volle te begrijpen is het van het grootste belang rekening te houden met volgende items in verband met de kinderen:

- ❖ sociale, culturele, psychologische en fysieke leervoorwaarden
- ❖ culturele, sociale en fysieke omgeving
- ❖ leerdoelen, leerinhouden, leerproces, evaluatie.

Al deze items zullen worden gebruikt om de didactiek aan te passen. Wanneer iemand een kind wil includeren, dan moet de inclusie in alle categorieën worden overgenomen.

Sleutelement: ethiek van inclusief onderwijs (gebaseerd op de praktijk in Litouwen)

Inclusief onderwijs streeft er per definitie naar *gelijke onderwijskansen* voor elk kind te bieden. De term 'inclusie' heeft de term 'integratie' grotendeels vervangen en is bedoeld om een verschillend concept voor te stellen. De verandering van de terminologie geeft een verschuiving weer van een *op behoeften* gebaseerde agenda naar een *op rechten* gebaseerde agenda. De rol van leerkrachten bij de ontwikkeling van inclusief onderwijs speelt een centrale rol bij de doeltreffendheid ervan. Bijgevolg spelen de attitudes en de gedragingen van de leerkrachten een cruciale rol in de succesvolle implementatie van inclusief onderwijs. De sleutelementen zijn positieve ethiek, met een op waarden gebaseerd engagement van de leerkrachten voor inclusie.

Het European Agency for Development in Special Needs Education (2012) gaf een Profile of Inclusive Teachers uit, een kader voor de kernwaarden van een inclusieve leerkracht. De eerste kernwaarde is 'Valuing Learner Diversity'. Ze impliceert de ontwikkeling van de interculturele competentie van de leerkracht die een fundamentele basis voor ethiek in inclusief onderwijs vormt.

Culturele diversiteit kan worden gevonden in de context van etniciteit, cultuur, geslacht, verscheidenheid aan talen en godsdiensten, leeftijd, sociale klasse, seksuele geaardheid, beroepscategorie, onderwijsachtergrond, mentale en fysieke vaardigheden, gezondheid. Om deze culturele variabelen bij een groep kinderen te kunnen herkennen, moeten leerkrachten **culturele gevoeligheid**, **cultureel bewustzijn** of zogenaamd **cultureel kritisch besef**

ontwikkelen. Dat besef houdt **zelfreflectie** in, de vaardigheid om vanop een afstand naar zichzelf te kijken en kritisch te reflecteren over hun eigen culturele waarden, normen, overtuigingen en attitudes. Zelfreflectie en cultureel kritisch besef zijn ook de beste manieren om cultuurverschillen bij studenten op een zo positief mogelijke manier op te vangen. Gebrek aan zelfreflectie en cultureel kritisch besef leiden tot onachtzaamheid, gebrek aan begrip, categorisatie en labeling van kinderen, wat daarna een negatieve impact op hun ontwikkelings- en leerkansen kan hebben.

Een inclusieve leerkracht respecteert culturele verschillen en is zich bewust van de mijlpalen van ethnocentrische attitudes. Binnen de waardenattitude van ethnocentrisme beoordelen individuele personen andere groepen vanuit hun eigen specifieke cultuur. Hun eigen cultuur wordt gezien als de standaard vooral wat waarden, sociale normen, overtuigingen, gedrag, gewoontes en godsdienst betreft. De tegenovergestelde waardenattitude wordt **cultureel relativisme** genoemd, wat gebaseerd is op het idee dat alle normen, overtuigingen en waarden van hun culturele context afhangen en dus ook zo moeten worden behandeld.

Een andere belemmering voor inclusief onderwijs is de tendens om culturele verschillen te essentialiseren en een betuttelende houding naar kinderen van minderheidsgroepen toe te ontwikkelen. Essentialistische opvattingen over cultuur leiden tot de veelgemaakte denkfout dat iedereen uit een bepaalde cultuur hetzelfde is. Het verklaart het gedrag van mensen op het gebied van cultuur, waardoor 'cultuur' eigenlijk groter wordt dan de mensen zelf. Daarom is het voor een inclusieve leerkracht belangrijk te **vermijden in de culturaliserende valkuil te trappen waarbij kinderen tot minder dan wat ze zijn, worden gereduceerd**, zoals het ook nodig is racistische en seksistische valkuilen te vermijden.

De interculturele competentie van de leerkracht impliceert **besef van de sociale ongelijkheden** die vaak overeenstemmen met culturele diversiteit. In de maatschappij leidt diversiteit tot ongelijkheid. Inclusieve leerkrachten

begrijpen de problemen die samenhangen met sociale ongelijkheid en zijn zich bewust van de hoofdrol die zichzelf en het onderwijs spelen in de vestiging van democratie en sociale rechtvaardigheid in de maatschappij. Ze neemt haar verantwoordelijkheid op om onderwijsgelijkheid in de klas te promoten, **door elk kind als even belangrijk en gewaardeerd individu te behandelen. Door ouders als gelijken te zien**, streeft een inclusieve leerkracht ernaar positieve relaties met hen te creëren en te onderhouden.

Omdat de emoties van kinderen invloed hebben op de manier waarop ze ontwikkelen en leren, wordt een inclusieve leerkracht verondersteld in staat te zijn **verbinding te maken met zijn studenten en ze te begrijpen** om aan de behoeften van de kinderen tegemoet te komen. Een leerkracht moet met andere woorden empathisch zijn en zich focussen op een warme leeromgeving in plaats van op het beoordelen van prestaties. Empathie weert labels af, overstijgt stereotypes en breekt doorheen de sociale constructie van de andere. Daarom is het een essentieel onderdeel van cultureel responsieve pedagogie.

Sleutelelement: Aanpassingen (gebaseerd op de Turkse praktijk)

Een van de zes sleutels van het model voor succesvolle inclusie van jonge kinderen is 'aanpassingen'. Dit is het proces van het bijstellen of wijzigen van materialen, omgeving, interacties of onderwijsmethodes om het individuele kind te ondersteunen.

'Aanpassingen' is een overkoepelende term die **schikkingen** en **wijzigingen** inhoudt. In het algemeen laten aanpassingen kinderen met speciale behoeften toe in een inclusieve omgeving deel te nemen door hun zwakke

punten te compenseren. **Schikkingen** compenseren de zwaktes zonder het curriculum te wijzigen. Schikkingen veranderen *de manier waarop* het kind leert en niet *wat* het kind leert. **Wijzigingen** zijn aanpassingen die de verwachtingen of standaarden veranderen of verlagen. Wijzigingen omvatten veranderingen in instructieniveau, inhoud/curriculum, prestatiecriteria of taakstructuur.

Elke leerkracht, elk kind en elke klas is uniek. Daardoor zijn de aanpassingen specifiek voor elke situatie. Vastgestelde doelstellingen, doelen en verwachtingen gericht op de behoeften van het kind leiden tot de ontwikkeling van wijzigingen en schikkingen die aan deze behoeften en aan een individueel onderwijsplan beantwoorden. Procesevaluatie maakt herzieningen waar nodig mogelijk.

Er zijn tal van redenen om kinderen met aanpassingen in een inclusieve omgeving te ondersteunen:

- ❖ functionele aanpassingen verbonden met de grootste basisbehoeften van het kind op het vlak van gezondheid, veiligheid en communicatie verhogen de onafhankelijkheid en verminderen de een-op-een ondersteuning
- ❖ aanpassingen die spelen, leren en bereiken van individuele doelen en resultaten, promoten, helpen kinderen hun omgeving te benaderen.
- ❖ aanpassingen helpen kinderen ook door socialisatie aan te moedigen. De ontwikkeling van sociale vaardigheden en vriendschap vormt een belangrijk deel van kindervaringen. Aanpassingen die zorgen voor interactie met andere kinderen tijdens activiteiten bieden meer ondersteuning.

Leerkrachten hebben bij het implementeren van aanpassingen voor diverse onderwijsbehoeften moeite om te voldoen aan de behoeften van alle leerlingen in een gewone omgeving. Universal Design for Learning (UDL) is een concept voor leren met de nadruk op onderzoek, ontwikkeling en onderwijspraktijk gericht op begrip voor diversiteit, en met het toepassen van technologie om leren te vergemakkelijken. UDL is een aanpak die

leerkrachten helpt onderwijsinterventies te ontwikkelen. UDL voorziet een evenwaardig, flexibel, succesgeïntereerd curriculum met eenvoudige en intuïtieve instructie, verschillende presentatiemiddelen en een gepast inspanningsniveau van het kind. UDL richt zich op de voornaamste belemmering om van alle kinderen leerexperten te maken, en neemt die weg.

Het is niet makkelijk om te voldoen aan de academische en ontwikkelingsbehoeften van alle kinderen in een leeromgeving. Door leerervaringen te creëren die verschillende leerstijlen ondersteunen, kan de leerkracht bij jonge kinderen effectief in instructie differentiëren. De leerkracht kan zo de kinderen verschillende manieren aanbieden om hun leerproces te tonen door schikkingen en wijzigingen te doen naar hun behoeften toe.

Sleutelelement: samenwerking (gebaseerd op de Portugese praktijk)

In het onderwijsveld wordt 'samenwerking' als een wettelijk mandaat gezien, best practice in de leerkrachtenpraktijk en noodzakelijk voor de inclusie van kinderen met speciale onderwijsbehoeften (SEN) (Hernandez, 2013). De Salamanca Statement (UNESCO, 1994) benadrukt in feite het belang van effectieve samenwerking tussen klasleerkrachten, specialisten voor buitengewoon onderwijs en ondersteunend personeel, net als de betrokkenheid van medewerkers zoals adviserende leerkrachten, onderwijspsychologen, gesprekstherapeuten en ergotherapeuten. Het stelt ook vast dat het onderwijs van kinderen met SEN een gedeelde taak is van ouders en professionals. Daarom raadt het de ontwikkeling aan van een

coöperatief samenwerkingsverband tussen schoolbestuur, leerkrachten en ouders, als actieve partners in de besluitvorming.

Definitie: De term samenwerking is vaak ambigu en hangt af van de context waarin hij wordt gebruikt. Niettemin zijn de meeste auteurs het erover eens dat samenwerking betekent dat er wordt samengewerkt in ondersteunende en onderling voordelige relaties. De samenwerkingsmodellen tussen leerkrachten, ouders en andere professionals in scholen, opgesteld om aan diversiteit tegemoet te komen, worden als krachtige, succesvolle strategieën voor elke onderwijscontext beschouwd (Wood, 1998). In het bijzonder betekent de samenwerking tussen professionals uit het gewoon en het buitengewoon onderwijs een alternatief om de uitdagingen van inclusief onderwijs het hoofd te bieden. De samenwerking vermindert ook de geïsoleerdheid van het werk als leerkracht en vergroot de terugkeer van kinderen met speciale onderwijsbehoeften naar het gewoon onderwijs. Daardoor kunnen de leerkrachten van het buitengewoon onderwijs zich ook weer richten op de kern van het beroepsleven op school.

Samenwerkingsmodellen De manier waarop leerkrachten, andere professionals en ouders samenwerkend met elkaar in verbinding staan in het onderwijsveld worden meestal samenwerkingsmodellen genoemd en bestaan uit multidisciplinaire, interdisciplinaire en transdisciplinaire aanpakken (Briggs, 1991, 1997; Hernandez, 2013). Elk model stelt verschillende onderliggende principes voor. Verschillen in de mate van communicatie en samenwerking met andere teamleden hangen af van de gebruikte teamaanpak. In vergelijking met de multi- en interdisciplinaire aanpak zijn er bewijzen dat de transdisciplinaire aanpak doeltreffender is, vooral wat de totstandkoming van een geïntegreerde teamstructuur en dienstlevering betreft. Verder ook wat doelbewuste en regelmatige communicatie over de disciplines heen betreft. En wat kennisuitwisseling over de disciplines heen en een sterke focus op de student betreft.

Op samenwerking gebaseerde benadering De voornaamste verantwoordelijkheid van leerkrachten uit het gewoon onderwijs is dat ze hun vaardigheden gebruiken om leerlingen te onderwijzen volgens curricula die opgelegd zijn door het schoolsysteem. Terwijl de voornaamste verantwoordelijkheid van leerkrachten buitengewoon onderwijs is instructie te geven door materialen aan te passen en te ontwikkelen om aan de leerstijlen, de sterktes en de behoeften van elke student tegemoet te komen. Co-teaching, coöperatief teaching of een op samenwerking gebaseerde benadering is een recentere ontwikkeling in de evolutie van samenwerkingsmodellen die hierboven beschreven werden (Hernandez, 2013). Als één van de meest beloftevolle factoren ten voordele van inclusie, is co-teaching een samenwerking tussen leerkrachten gewoon en buitengewoon onderwijs, met soms andere professionals erbij, zoals spraak- en taalpathologen, ergotherapeuten en adviseurs (Rainforth & England, 1997 as cited in Hernandez, 2013). Coöperatief teaching tussen leerkrachten gewoon en buitengewoon onderwijs impliceert dat ze samenwerken, als gelijke partners, in hetzelfde klaslokaal gedurende het grootste deel van de dag, in een interactieve relatie, met planning, lesgeven, evaluatie, klasmanagement en gedrag.

Sleutelement: communicatie (gebaseerd op de praktijk in Nederland)

In de wereld van het onderwijs is open en duidelijke communicatie van het allergrootste belang voor de leerkracht, de ouders en het kind. School en ouders hebben elkaar nodig voor succesvol onderwijs. Bovendien is persoonlijk contact tussen leerkrachten en ouders belangrijk en draagt het bij tot de schoolcultuur. Communicatie gaat over het proces, de competenties

die een leerkracht nodig heeft om op een professionele manier met kinderen en ouders te communiceren.

Het proces: Constructieve communicatie is vitaal wanneer leerkrachten, ouders en leerlingen op een coöperatieve manier willen samenwerken (Bolks, 2011). Communicatie wordt door veel factoren beïnvloed. Bijvoorbeeld door de relatie tussen de deelnemers, de stemming van de deelnemers, de persoon die spreekt of het moment van de dag. Het houdt directe interactie tussen mensen in, waar er snelle feedback mogelijk is. De zender zendt een bericht uit, de ontvanger zendt een bericht terug, de zender wordt ontvanger en antwoordt dan, enzoverder. Om het proces zo goed mogelijk te kunnen begeleiden, moet de leerkracht zich bewust zijn van de verschillende methodes die ze kan gebruiken. Jutten (2015) beschrijft acht basisvaardigheden voor communicatie die leraren kunnen gebruiken. In de handleiding worden er verschillende methodes uitgelegd.

De vaardigheden van een leerkracht: Een lagere schoolleerkracht moet heel wat dingen kennen, kunnen en doen. Deze aanleg, kennis en vaardigheden liggen in het veld van de competenties. Ze moet over bepaalde kwaliteiten op interpersoonlijk, pedagogisch, professioneel en organisatorisch vlak beschikken. Ze moet bijvoorbeeld in staat zijn om positieve relaties met de kinderen van haar klas op te bouwen en op een doeltreffende manier met hen te communiceren, hen een veilige leeromgeving te bieden en goede intrinsieke activiteiten of lessen te organiseren om ervoor te zorgen dat ze zich volledig kunnen ontwikkelen. Ze moet op coöperatieve wijze met collega's en de schoolomgeving kunnen samenwerken. Deze competentie omvat ook de communicatie met ouders, een belangrijke vaardigheid voor leerkrachten die ze continu moeten blijven ontwikkelen.

Communicatie met kinderen: Communicatie met kinderen zou een integraal deel moeten uitmaken van de spreekkansen van een leerkracht, met conversaties op groepsniveau en op individueel niveau. De beste manier om met jonge kinderen te praten is deelnemen aan een activiteit waar het

kind mee bezig is of zelf een nieuwe activiteit opstarten. Zo kan de leerkracht meer te weten komen over de gedachten en ideeën van het kind. Het vereist verbale vaardigheden van de leerkracht: actief luisteren, zich naar hun taalniveau verplaatsen, samenvatten, in vraag stellen en rekening houden met de behoeften van het kind.

Communicatie met ouders: In de context van gepast onderwijs, is de betrokkenheid van ouders essentieel. Een van de doelen van dit beleid is de positie van ouders bij het vormgeven van het onderwijs en de zorgregelingen voor hun kind te versterken. Kinderen leren beter en voelen zich gelukkiger op school wanneer hun ouders zich bij de school betrokken voelen. Persoonlijk contact tussen leerkracht en ouders is cruciaal. De leerkracht moet de ouders als partner zien. Ze hebben de ontwikkeling van het kind bevorderen als gemeenschappelijk belang. Het is nochtans de verantwoordelijkheid van de leerkracht vaardigheden en technieken te gebruiken en te ontwikkelen om de meest effectieve communicatie voor iedereen te waarborgen.

Sleutelelement: een holistische kijk (welbevinden, verbondenheid en betrokkenheid gebaseerd op de Belgische (Vlaamse) praktijk)

Een van de zes sleutels van het model voor succesvolle inclusie van jonge kinderen is 'een holistische kijk'. Bij inclusief onderwijs bekijken we 'hoe we te weten kunnen komen welke kinderen een risico lopen in hun ontwikkeling'. Bij de traditionele manier van denken, ligt de focus vooral op wat de kinderen bereiken. Kinderen met een ontwikkelingsvertraging krijgen het label

'in gevaar' en er zullen bij hen extra interventies worden gedaan. Bij de traditionele manier van denken ligt de focus vooral op het product.

Welbevinden, verbondenheid en betrokkenheid

Bij inclusief onderwijs verschillen de sleutelvragen. We focussen niet op wat de kinderen wel of niet leerden. Hier focussen we op het **proces binnenin het kind** en op het niveau van het kind. Er wordt gefocust op hoe de kinderen zich in hun omgeving voelen. U probeert erachter te komen 'hoe de kinderen zich voelen'. Eigenlijk vragen we onszelf het volgende af:

- ❖ hoe de kinderen zich voelen (welbevinden);
- ❖ hoe sterk ze opgaan in hun activiteiten (betrokkenheid) en hoe hun relatie met anderen en de context is (verbondenheid)

Wanneer aan deze voorwaarden voldaan wordt, weten we dat zowel de socio-emotionele als de cognitieve ontwikkeling van het kind gewaarborgd zijn. Naast deze ontwikkeling zien we ook dat andere ontwikkelingsniveaus voordeel halen uit welzijn en betrokkenheid. De ontwikkelingsniveaus zijn niet de eerste indicatoren die worden bekeken omdat 'een ontwikkelingsvertraging' of 'een uitstekende ontwikkeling' niet noodzakelijk wil zeggen dat een kind niet krijgt wat het nodig heeft om zich te ontwikkelen.

In relatie met een holistische kijk op het kind

Eerst bekijken we het welzijn, de betrokkenheid en de verbondenheid van het kind. Daarna focussen we op de vaardigheden van het kind. Wat met de ontwikkelingsniveaus? 'Een ontwikkelingsvertraging' wil niet noodzakelijk zeggen dat het kind niet krijgt wat het nodig heeft om zich te ontwikkelen, terwijl 'vooruitlopen op de ontwikkeling' ook niet per se wil zeggen dat de ontwikkeling van het kind niet in gevaar is. Het is heel belangrijk het kind in zijn geheel te zien vanuit een 'holistisch' perspectief. Bij 'ervaringsgericht

leren' richten we ons op negen ontwikkelingsgebieden die door het 'procesgericht leren' als essentieel worden beschouwd wat de beoogde resultaten van het onderwijs betreft. Vaardigheden worden niet apart gezien als een set op zichzelf staande competenties. Ze vormen een complex geheel en daardoor bieden ze opvoeders, leerkrachten en ouders een kader om talenten bij kinderen te ontdekken en het leren op een dieper niveau te ondersteunen.

De negen gebieden zijn emotionele gezondheid, ontwikkeling van de grove motoriek, ontwikkeling van de fijne motoriek, artistieke expressie, begrip van de fysieke wereld, begrip van de sociale wereld, logisch en mathematisch denken en zelforganisatie en ondernemingszin. Het is belangrijk dat de ontwikkeling in deze gebieden verschilt van kind tot kind. Het is belangrijk het niveau van het kind te bekijken en welzijn en betrokkenheid op hun ontwikkelingsniveau te bevorderen. We focusten ons op onderwerpen. Nu is het een dagelijkse uitdaging ons te focussen op het kind zoals het is, met zijn cultuur en achtergrond. Deze benadering ligt minder in lijn met het 'curriculumperspectief' en is meer 'holistisch' van nature. Het is goed basiscompetenties te onderscheiden bij de observatie van kinderen. Zo kan u talenten bij kinderen ontdekken.



GO PRINCE

Case Studies

Netherlands Dutch

Goede praktijkvoorbeelden van inclusief onderwijs in Denemarken

In de context van inclusie, is het noodzakelijk dat leerkrachten en sociale opvoeders een gepast begrip hebben van wat inclusie is en welke methodes inclusie bevorderen. Als sociaal opvoeder of leerkracht kan u niet automatisch een regelgevend systeem of recept volgen. Het is belangrijk u te baseren op de basis van uw werk en het zo te interpreteren dat u kan instaan voor persoonlijke en professionele evaluaties van de taak.

U moet onafhankelijk en interpretatief relateren om verantwoordelijk te handelen. Daarvoor zijn persoonlijke theoretische reflecties door sociale opvoeders en leerkrachten noodzakelijk. In beide case studies verkennen deelnemers het didactische relatiemodel van Hiim en Hippe en beginnen ze te begrijpen hoe dit kan worden gebruikt als een kader voor reflectie.

Casestudy 1: Isabella, een zesjarig kind

We gebruiken een YouTube video, 'Gemeenschappen in scholen zijn er voor iedereen'. Deense tekst: *'Skolens fællesskaber er for alle (på engelsk)'* met Engelse ondertitels. <https://www.youtube.com/watch?v=kP1xAV9QukU>

De video verkent de uitdagingen van Isabella (die ADHD heeft) haar familie, vrienden en leerkrachten in de inclusieve lagere school in Kopenhagen. Deelnemers verkennen het didactisch relatiemodel van Hiim en Hippe, reflecteren over Isabella's behoeften en over hoe ze volledig kan worden geïncludeerd.

Casestudy 2: Morten, een achtjarige jongen

Dit is een geschreven case *'Elk kind dat thuis niet graag wordt gezien, heeft het recht op school graag te worden gezien'* Morten is 8 jaar oud en de leerkrachten maken zich zorgen om hem. Er zijn grote uitdagingen op persoonlijk en sociaal vlak. Hij is vaak afwezig op school. Zijn persoonlijke ontwikkeling en gedrag passen niet bij zijn leeftijd. Hij functioneert sociaal niet, wat ervoor zorgt dat hij in de klas zal worden uitgesloten. Morten is meestal gesloten en stil. Hij bouwt geen sterke band op met studenten, kinderopvangkrachten of leerkrachten.

Zijn sociale vaardigheden zijn niet sterk en hij vindt het moeilijk om over koetjes en kalfjes te praten. Hij lijkt verrast wanneer iemand zich persoonlijk tot hem richt. Morten uiterlijk wijst erop dat hij geen hulp of ondersteuning heeft qua hygiëne of kleding. Hij is vaak gekleed in kledij en schoenen die meerdere maten te groot zijn voor hem. Zijn klasgenoten zeggen dat hij niet fris ruikt. Hij draagt geen jas en zijn kledij is niet aan de weersomstandigheden aangepast. Morten's academische uitdagingen zijn dat hij bijna nooit deelneemt aan het klasgebeuren en dat hij zijn huiswerk nooit maakt. Het team merkte op dat meldingen van de school aan zijn ouders in verband met het huiswerk en zijn afwezigheid resulteren in nog meer afwezigheid en meer blauwe plekken bij Morten.

Morten heeft geen verklaring voor de blauwe plekken, maar zegt dat zijn vader soms wat teveel drinkt. Telefoons naar zijn ouders worden niet beantwoord. De school heeft geen contact met zijn ouders.

Deelnemers reflecteren over Morten's behoeften met behulp van het didactisch relatiemodel van Hiim en Hippe.

Goede praktijkvoorbeelden van Inclusief Onderwijs in Litouwen

Casestudy 1: inclusieve praktijk in een dagcentrum

Van de 378 mensen die in de Kirtimai Romanederzetting in Vilnius wonen, zijn 48 % kinderen jonger dan 18 jaar. Door laag zelfrespect, gebrek aan sociale vaardigheden, falen op school, pesterijen die ze moeten ondergaan, negatieve attitudes van leerkrachten naar hen toe en andere problemen, haken veel Romastudenten in het eerste of tweede jaar onderwijs af. Sinds 2009 werkt een groep vrijwilligers met Romakinderen die in de Kirtimai nederzetting leven om voortijdige uitval te voorkomen. Uiteindelijk besloten ze een klein naschools - en dagopvangcentrum te openen, om zo een sterkere band tussen de kinderen en hun scholen te verzekeren. Het centrum verwelkomt zowel Romakinderen uit Kirtimai als niet-Roma kinderen die in het Naujininkai district van Vilnius leven, waar het centrum gevestigd is.

Vrijwilligers in het centrum helpen Roma kinderen met hun huiswerk en met de schoolbenodigdheden die ze nodig hebben. Er worden ook naschoolse activiteiten georganiseerd om de sociale vaardigheden van de kinderen te ontwikkelen. De vlotte communicatie tussen leerkrachten en ouders wordt behouden. Volgens de initiatiefnemers van het project behalen kinderen die naar de dagopvang gaan betere resultaten op school. Nochtans blijft het risico op vervroegde schooluitval hoog omdat de dagopvang de structurele kwesties die een invloed hebben op het naar school gaan, zoals huisvestingsomstandigheden en extreme armoede van de families niet kan oplossen. De mensen die in het centrum werken, moedigen communicatie en samenwerking tussen kinderen, ouders, leerkrachten, sociaal werkers, Roma NGO's en verschillende instellingen van de gemeenten en de staat die op een of andere manier bij onderwijskwesties betrokken zijn, aan. Het personeel gaat op zoek naar een succesvolle inclusie van Roma kinderen en observeert op een holistische manier hun welzijn, gedrag, hun emoties en

gevoelens en hun resultaten in de verschillende ontwikkelingsdomeinen. De personeelsleden maken voortdurend individuele reflecties en reflecties in groep, met de medewerking van specialisten, ouders en kinderen. De personeelsleden willen de thuissituatie van elk kind leren kennen, net als zijn of haar capaciteiten. Leerinhoud, materialen, methodes en taken zijn aangepast aan elk kind volgens zijn/haar behoeften en zijn/haar ontwikkelingstempo.

Casestudy 2: Lukas, een driejarige jongen

In de kleuterklas werden er goede voorwaarden voor Lukas' ontwikkeling gecreëerd. Lukas is een driejarige jongen met een auditieve handicap. Om aan Lukas' behoeften te voldoen, werken leerkrachten niet enkel onderling samen, maar ook met Lukas' ouders en zijn doventolk. Er zijn twee samenwerkingsmodellen in deze case: interdisciplinair en transdisciplinair. Communicatie tussen alle deelnemers is open en duidelijk. Leerkrachten communiceren op een professionele manier met kinderen en ouders. Om succesvolle inclusie te bereiken, observeren de leerkrachten op een holistische manier zijn welzijn, gedrag, emoties en gevoelens, zijn resultaten en vooral zijn mondelinge communicatie.

De leerkrachten maken voortdurend individuele reflecties en reflecties in groep, samen met specialisten, ouders en kinderen. Leerkrachten willen de sociale of etnische achtergrond, de cultuur en de talenten van elk kind leren kennen. Ze houden rekening met die kennis om inclusief onderwijs te implementeren. De eigenheid van een kind wordt als een mogelijkheidbeschouwd, niet als een probleem. Leerinhoud, materialen, methodes en taken zijn aangepast aan elk kind volgens zijn/haar behoeften en zijn/haar ontwikkelingstempo.

Goede praktijkvoorbeelden van inclusief onderwijs in Turkije

Casestudy 1: Mert, een zesjarige jongen

Mert is een zesjarige jongen met ADHD. Mert heeft moeilijkheden met focussen en aandachtig zijn en met controle over zijn gedrag. Hij is ook hyperactief (overactiviteit). In een inclusieve omgeving heeft hij nood aan extra ondersteuning bij organisatie, academische en levensvaardigheden, communicatie, sociale interactie en gedragsbeheersing.

In dit goede praktijkvoorbeeld observeerden we Mert in zijn schoolomgeving. We interviewden zijn directie en zijn leerkrachten. We stelden een video op om de behoeften van kinderen in de natuurlijke omgeving van die school te observeren. In deze video vroegen we stagiaires naar hun mening. Deelnemers zagen hoe het element van aanpassing van het inclusief onderwijs in dit geval werd geïmplementeerd.

Ten tweede ontwikkelden we dramalessen door de stagiaires rollen te geven als Mert, Merts tweelingbroer, leerkracht, ouder en schooldirecteur. We wilden de deelnemers laten nadenken over de situatie en aanpassingen van de leerkracht. Ze evalueerden de positieve en de negatieve aspecten van de implementatie.

Ten slotte stelden de deelnemers hun ideeën voor en legden ze uit hoe zij denken dat de 5 andere sleutelementen van inclusief onderwijs in dit geval kunnen worden toegepast.

Casestudy 2: Abdurrahman, een vijfjarige jongen

Abdurrahman is een vijfjarige jongen die in Irak is geboren. Hij verloor zijn vader bij een bomaanslag en hij migreerde op vierjarige leeftijd naar Turkije samen met zijn moeder, onmiddellijk nadat zijn vader was gestorven. Hij en zijn familie kregen steun van de Dienst Vreemdelingenzaken van de Turkse Republiek. De familie verhuisde naar de Balikesir provincie en hun officiële zaken gingen naar de lokale dienst voor vreemdelingenzaken.

Migrantenkinderen worden met veel speciale onderwijsbehoeften en -omstandigheden geconfronteerd. Deze omvatten:

- ❖ armoede
- ❖ de uitdaging een nieuwe taal aan te leren,
- ❖ omgaan met emotionele stress bij de aanpassing aan nieuwe sociale normen en een nieuw institutioneel klimaat
- ❖ de confrontatie met vooroordelen en discriminatie in het nieuwe land
- ❖ ontwrichting en afzondering van de familie en onaangepaste sociale steun om hen de gebroken banden in hun thuisland te helpen compenseren
- ❖ verlies aan steun die nodig is voor hun psychologisch welzijn en oorlogstrauma's.

Om het hoofd te bieden aan deze verschillende uitdagingen zijn er acties door scholen, regeringen en vrijwilligersorganisaties nodig. In dit geval werd Abdurrahmans verhaal met visuele ondersteuning en een cartoon met instructies gebracht. De deelnemers speelden dan het spel 'Vind je eigen weg in een woud van aanpassingen'. Dit spel doet hen nadenken over Abdurrahmans situatie en doet hen beslissingen nemen en zelfs acties ondernemen.

Goede praktijkvoorbeelden van inclusief onderwijs in Portugal

Casestudy 1: Daniel, een driejarige jongen

Daniel is een jongen van 3 jaar. Hij werd geboren met het Down Syndrome. Daniel heeft 'complexe behoeften'. Hij heeft een ontwikkelingsvertraging op motorisch en cognitief vlak, spreekt en stapt nog niet. Hij heeft ook andere fysieke complicaties zoals visuele problemen en hartproblemen waar de ouders zich zorgen over maken. Daniel heeft verschillende therapieën en onderwijsondersteuning nodig. Daardoor werd het dagelijks leven van de ouders stressvol, door het omgaan met verschillende behandelaars die vaak tegenstrijdig advies gaven. De kleuterjuf was ook bezorgd en voelde zich hulpeloos, omdat Daniel minder en minder aansluiting bij de groep vond. Ze kon ook niet vlot samenwerken met zoveel verschillende behandelaars. Daniels ouders vroegen om ondersteuning van een 'Early Intervention team'. De evaluatie en de interventie plannen was een taak voor alle teamleden. Het delen van informatie was cruciaal en het moest zo min mogelijk ingrijpend zijn. Daardoor gingen slechts twee behandelaars naar Daniels huis om zijn behoeften en die van zijn familie te evalueren. Dan werd één teamlid als case manager aangesteld en er werd eerstelijnszorg opgericht, waardoor de behandelaar en de ouders in stijgende nabijheidsniveaus konden samenwerken.

Deze case werd ook verdergezet in de kleuterschool, co-teaching met de kleuterleerkracht en samen met haar het werk met Daniel in zijn groep en zijn dagelijkse routines integreren. Zelfbeschikking en engagement van ouders en andere betekenisvolle behandelaars was het hoofddoel van het 'EI team', door routines en gebeurtenissen in het dagelijks leven als leerkanalen te exploreren. Het interventieplan dat door het team werd opgesteld, omvatte ook veel mogelijkheden om andere vaardigheden via een geïntegreerde, behoeftengestuurde, kind- en familiegerichte aanpak te

promoten. Deze aanpak laat een nauwere samenwerking tussen de familie en de leerkracht voor buitengewoon onderwijs toe. Maar ook tussen de andere teamleden, die hielpen door informatie, kennis en vaardigheden te verzamelen en uit te wisselen, en door coöperatief samen te werken. Dit leverde duidelijk rust op voor de familie en voordelen voor Daniel.

Casestudy 2: Samuel, een zevenjarige jongen

Samuel, 7 jaar oud, heeft een autismespectrumstoornis die zijn sociale interactie, communicatie, interesses en gedrag beïnvloedt. Toen Samuel naar een lagere school voor gewoon onderwijs ging, werd er verschillende ondersteuning voorzien om een succesvolle omgeving en goede ervaringen voor alle betrokkenen te creëren. Een aanpak die ze gekozen hadden, was de samenwerkingsaanpak door met een team van onderwijzers uit gewoon en buitengewoon onderwijs in een inclusieve klaslokaalomgeving te werken. Dit co-teaching model vereiste gezamenlijke academische interventie door twee professionals in het klaslokaal bij alle studenten (zowel studenten zonder beperking als studenten met speciale behoeften zoals Samuel).

De twee leerkrachten werkten met elkaar samen om vertrouwd te raken met de professionele vaardigheden van de andere, zoals sterktes qua instructie, zwaktes, interesses, attitudes. Om een effectief team te vormen, werkten ze samen als gelijke partners in interactieve relaties, waarbij beiden bij alle aspecten van planning, lesgeven en evaluatie betrokken waren. Ze identificeerden ook de sterke kanten en interesses van Samuel om die in zijn curriculum op te nemen.

Goede praktijkvoorbeelden van inclusief onderwijs in Nederland

Casestudy 1: 'Abels Cake' Dunya, een achtjarig meisje

Volwassenen praten niet vaak met kinderen, vooral niet op school of op de kleuterschool. Het is preciezer te zeggen dat ze praten, maar ze hebben vaak geen 'echte' conversatie met kinderen. Een echt gesprek, echte communicatie is gebaseerd op een aantal dingen:

- ❖ deelnemers hebben een band met elkaar
- ❖ er is oprechte belangstelling voor elkaar en aandacht voor de belevingswereld van het kind
- ❖ vragen worden duidelijk gesteld
- ❖ er wordt naar de antwoorden geluisterd
- ❖ er is duidelijke lichaamstaal

Leerkrachten moeten vaak gevoelige dingen aan kinderen communiceren, zoals bijvoorbeeld minder goede schoolresultaten of slechter, dat hun ouders uit elkaar gaan. Dit zijn vaak gesprekken waar kinderen niet naar vragen. Daarom is het heel belangrijk van deze gesprekken geen onplezierige ervaring voor de kinderen te maken.

In de case study bekijken we een video van een gesprek tussen een kind en een volwassene tijdens het bakken. Tijdens het bakken maakt de volwassene op een positieve manier verbinding met het kind. De vragen die de volwassene stelt zijn niet alleen open vragen. Ze worden ook gesteld op een open en vlotte manier. Het kind antwoordt enthousiast en vrolijk, zelfs wanneer het om een moeilijk onderwerp gaat. Dit is een goed praktijkvoorbeeld.

Casestudy 2: 'Creatieve communicatie met kinderen'

U komt binnen in de leefwereld van het kind, staat open voor zijn ideeën en gedachten, maar er is nog een andere voorwaarde om met kinderen te communiceren. U moet in overeenstemming zijn met hun ontwikkelingsniveau. Wanneer u deze aanpak bij jonge kinderen gebruikt, kan u manieren vinden om bewust meer ontwikkelingsgerichte communicatiekanalen te gebruiken.

In deze casestudy zal u goede praktijkvoorbeelden vinden die heel geschikt zijn voor jonge kinderen, omdat de vormen op verschillende leeftijden afgestemd zijn. De activiteiten in 'Creative Communication with Children' vormen geen vaste methode. U kan verschillende werkbladen gebruiken afhankelijk van de leeftijd en het niveau van het kind. De werkbladen kunnen ingevuld worden door de leerkracht of beter nog door het kind. Er wordt aandacht besteed aan communicatie door middel van tekenen, fantasie, spelletjes (ook digitale) en taal. Er zit zelfs een kookactiviteit bij, want wat is er nu leuker dan grapjes maken boven een taartbeslag? U komt vlot binnen in de leefwereld van het kind, staat open voor zijn ideeën en gedachten, maar er is nog een andere voorwaarde om met kinderen te communiceren. U moet in overeenstemming zijn met hun ontwikkelingsniveau.

Goede praktijkvoorbeelden van inclusief onderwijs in België

Casestudy 1: Thomas, een vierjarige jongen

Thomas is een vierjarige jongen die rondkijkt en alles voortdurend ontdekt. Op dingen focussen is voor hem een uitdaging.

In dit goede praktijkvoorbeeld trainen we de studenten om de noden van de kinderen te observeren vanuit het perspectief van het kind en niet vanuit het perspectief van de leerkracht.

Daarna leren we de studenten de signalen van 'welzijn' bij het kind te bekijken door de jongen Thomas in zijn klas te observeren. Vreugde, spontaniteit, openheid, ontspanning, innerlijke rust en levendigheid zijn de indicatoren. Factoren zoals context, persoonlijke vaardigheden en zelfvertrouwen die een invloed hebben op het welzijn worden besproken.

Verbondenheid wordt in een oefening rond de situatie van Thomas besproken, maar ook op een meer open manier rond de ideeën van de studenten.

Vervolgens observeren de studenten de betrokkenheid van het kind via een andere groep signalen zoals: concentratie, doorzettingsvermogen, openheid en nauwkeurigheid, intense mentale activiteit, motivatie en tevredenheid en de drang om te exploreren.

Vanuit de observatie van welzijn, betrokkenheid en reflectie over verbondenheid, focussen de studenten op de behoeften van het kind om te bekijken hoe ze de leeromgeving van het kind kunnen aanpassen.

Op het einde van de workshop bekijken de studenten de verschillende vaardigheden van het kind. Andere sleutelementen zoals reflectie en ethiek zijn ook sterk geïntegreerd in dit goede praktijkvoorbeeld.

We gebruiken een powerpointpresentatie met geïntegreerde films, foto's en oefeningen.

Casestudy 2: Julien, een tienjarige jongen

Julien is een tienjarige jongen die muzikale talenten heeft en sterk is in verhalen vertellen. Hij ziet licht en donker. Soms ziet hij schaduwen. We kozen een tienjarige jongen uit omdat hij zelf op een vlotte manier zijn levensverhaal kan vertellen.

In dit goede praktijkvoorbeeld bekijken we een film waarbij aan de studenten wordt gevraagd het welzijn, de betrokkenheid en de verbondenheid van Julien te observeren. Ten tweede laten we hen focussen op de verschillende vaardigheden van Julien. Daarna zien de studenten hoe er aanpassingen in en rond het klaslokaal gebeuren aan Juliens behoeften.

Communicatie, ethiek en reflectie zijn andere sleutelementen die in dit goede praktijkvoorbeeld geïntegreerd zijn.

Goede praktijkvoorbeelden van inclusief onderwijs in Engeland

Evie, een zesjarig meisje en Johnny, een driejarige jongen

Evie is een zesjarig meisje en Johnny is een driejarige jongen, beiden met Downsyndroom.

Deze casestudy onderzoekt de ondersteuning die beide kinderen en hun zorgverleners krijgen van het UK Charity 'The Education Centre for Children with Down Syndrome'. In de case study ziet u hoe een lagere school voor gewoon onderwijs, een onafhankelijke kleuterschool, een lokaal Children's Centre en liefdadigheidswerkers met elkaar en de families van de kinderen samenwerken. Deze samenwerking tussen organisaties uit de publieke sector (de lagere school voor gewoon onderwijs en het Children's Centre), de privésector (de Nursery School) en een onafhankelijk liefdadigheidsinitiatief (Education Centre for Children with Down Syndrome) is een model dat door de regering in het VK wordt gepromoot. Deze case study zet in de verf hoe de samenwerking de kinderen de kans biedt ondersteuning te krijgen die niet kan worden geboden door een individuele organisatie.

Hoewel ze helemaal anders zijn, krijgen Evie en Johnny met gelijkaardige uitdagingen in functie van hun Down Syndrome te kampen.

In Evies verhaal is samenwerking het hoofdsleutelement en in Johnny's verhaal communicatie. We dagen u uit om te zien hoeveel u er nog kan vinden.

Aiden, een achtjarige jongen

Deze casestudy gaat over Aiden die 8 jaar oud is.

Aiden zat hiervoor op een gewone school tot hij 5 werd. Toen Aiden op die school zat, kregen zijn ouders elke dag nieuws over zijn ongepast gedrag en dit vaak in het bijzijn van andere ouders. Ze ervaarden de boodschappen die ze over Aiden kregen als heel negatief en de ethiek van de school als niet inclusief. Aiden liep het risico uitgesloten te worden en zijn ouders waren hier heel bezorgd over. Aidens ouders beslisten hem in een andere lagere school in de buurt in te schrijven. Aiden zit nu in het vierde jaar in de lagere school waar hij les volgt sinds hij daar startte in de onthaalklas. Zijn ouders zeggen dat Aiden sinds zijn start een volledig inclusief lid van de school is.

Aiden kreeg op zesjarige leeftijd de diagnose Aspergersyndroom van een klinisch psycholoog. Alhoewel Aiden academisch capabel is, heeft hij moeilijkheden met sociale interacties en communicatie. Hij is sterk in wiskunde, vooral met getallen en patronen. Hij kan mondeling antwoorden geven en zijn gedachten in de Engelse les en bij andere vakken beschrijven, maar hij is vaak terughoudend om te schrijven. Aiden heeft één heel bekwame hoofdlerkracht, die veel kennis heeft over autismespectrumstoornissen (ASS) en de strategieën die handig zijn bij ASS. Hij heeft ook andere leerkrachten voor verschillende vakken. Het personeel werkt en plant dagelijks in functie van Aiden.

De belangrijkste sleutelementen waar deze casestudy op focust, zijn communicatie en samenwerking. U kan misschien andere sleutelementen vinden.



GO PRINCE

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Key Words

Belgium

Broad baseline care	a school cares well for all pupils in order that they can thrive and no problems occur (phase 0)
Care teacher	Teacher responsible for supporting children and colleagues
Care continuum	Phases of care that a mainstream school and the teachers with care teacher and care coordinator must be able to provide together with the Centre for Student Guidance (CLB) and parents in order to provide the best care possible for the child. There are three levels:
Care coordinator	Organises and coordinates the appropriate care
CLB	Centre of child guidance. A multidisciplinary team that support different schools in screening, the development of needs of children or in orientating children.
Having a disability	not being able to participate fully because the environment is not adjusted. E.g. when there is no interpreter for sign language it is very difficult for a deaf person to participate.
Having a disorder	having a physical or psychological disability which impairs someone in his functioning. If you cannot hear you have a hearing disorder.

Expansion of care	the CLB investigates what the pupil, the teachers and the parents can do and what they need in order to give the pupil the opportunities to develop. The CLB arranges additional support if necessary.
General (common) curriculum	describes the learning goals for pupils: everything they have to know and can to get a certificate.
Having an impairment	having difficulties performing certain activities. E.g. If you are hearing impaired you can have difficulties following a conversation.
Integrated education support (GON):	Children with special educational needs attend mainstream schools and follows the general curriculum with support from within a school for special education. The pupil, the parents and the teacher get support.
Inclusive education	Children with special educational needs participate in a mainstream school with adjustments and additional support.
Inclusive education support (ION):	support from within a school for special education for pupils who attend mainstream schools with an individually adjusted curriculum.
Increased care	Additional measurements like remediating or providing technical support (phase 1)
Individually adjusted curriculum (IHP)	Learning goals fitted to the pupil with educational needs. This means the pupil does not have to reach the goals of the general curriculum. The pupil will get an adjusted certificate which states which goals he reached.

M-decree.	Decree with measures for children from elementary education and secondary education
MDO	Multidisciplinary team
Motivated report	a report from the centre of student guidance (CLB) which states that a pupil with special educational needs has the right to get support from within the schools for special education in order to go to a mainstream school (= Integrated education)
Reasonable adjustments	Adjustments that are necessary in order to let a pupil with special educational needs attend a mainstream school.
Report from the Centre of Student Guidance	a document made by the CLB necessary to enrol a child in special education or to follow an individually adjusted curriculum in mainstream education
Special educational needs (SEN)	(SEN): having long-term and serious problems to participate in education. Those problems call for adjustments in the school and in the classroom.
Sticordi	measures necessary or recommended, to support the learning of pupils: Stimulate – Compensate – Remediation and relativisation – Dispensate.
Special teaching and learning materials (SOL):	supportive materials paid by the government of education for pupils with a disability. E.g. a sign language interpreter, an adjusted chair, books in braille...

Types of special education	Division in special education according to the disorders or difficulties from the pupils.
UDL	Universal design for learning

England

An education, health and care (EHC) plan	An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
An education, health and care (EHC) plan Stage 1	Each Local Authority has to publish a 'Local Offer' clearly indicating all of the services across the maintained, voluntary and independent sectors that families can access to gain additional support for their child. The purpose of the local offer is to:
The Local Offer	• Provide clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND and their families (not just those who have an EHC plan); and • Improve the services that are provided and make them more responsive to local needs and wishes. Schools have to publish their areas of strength in relation to children with additional needs too.

**Local
offer
examples
of
services**

Parent self help

- ❖ What to expect, when?' this publication has been developed as a parent-facing version of Development Matters.
- ❖ Signposting parents to local services to support communication and language, including libraries, song and rhyme sessions, toy libraries and stay-and-play sessions at children's centres.
- ❖ Online support materials, such as The Communication Trust or the National Literacy Trust 'Words for Life' website.
- ❖ NHS home page on potty training

**Evidence-based
parenting
programmes**

- ❖ Peers Early Education Partnership (PEEP),
- ❖ Parents, Early Years and Learning (PEAL),
- ❖ Book Trust Book-Start Corner
- ❖ Making it REAL
- ❖ Triple P
- ❖ Incredible Years
- ❖ Mellow Parenting
- ❖ Family Intervention Projects

**School-based
Interventions**

- ❖ Social and Emotional Aspects of Development
- ❖ Every Child a Talker
- ❖ Early Language Development Programme
- ❖ Inclusion Development Programme (Autism)
- ❖ Inclusion Development Programme (Speech and Language Therapy)

**Specialist
Support in school
or at home**

- ❖ Speech and Language therapist
- ❖ Audiologist
- ❖ Portage service
- ❖ Physiotherapy
- ❖ Occupational therapy
- ❖ Health Visitors,
- ❖ Educational Psychologists,
- ❖ Specialist teachers, such as a teacher of the deaf or vision impaired.

**An education, health and care
(EHC) plan Stages 2, 3 & 4****Referral****My Story****My Plan**

Where a child has a complicated and long term need which covers education, health and care, and they need more support than is available through 'SEN Support' an Education, Health and Care Plan (EHC) should be developed. Stages 2 – 5 of the 'Pathway' illustrate how the additional support needed for the child will be evaluated and provided. This is a similar process to the previous 'Statement of Special Educational Needs' but with a much greater emphasis on the process being 'person centred'. The outcome of the EHC may refer children to segregated provision but the overarching philosophy is still for children's needs to be met within mainstream school. Currently specialist provision exists in the following categories; cognition and interaction; social, emotional and mental health; sensory and/or physical needs. Specialist provision can either be in segregated schools or in units attached to mainstream schools

An education, health and care (EHC) plan Stage 5	Personal budgets are allocated individually to children and young people where their needs cannot be met by the support normally provided by the school (as set out in the local offer and including any specialist support it provides).
My Budget	
Early Years Foundation Stage	Statutory Guidance on the care and education of children aged birth to five
Early Years Foundation Stage Profile	A statutory framework that provides an assessment of all children at the end of the Early Years Foundation Stage enabling schools to make accurate and reliable judgements about children's attainment.
Early Years Foundation Stage Progress Check	Early years settings must supply parents and carers with a short written summary of every child's development when they are between 24 and 36 months old. This progress check allows practitioners to identify which children need additional support. The progress check concentrates on the 3 prime learning and development areas of the EYFS: personal, social and emotional development; physical development and communication and language
National Curriculum	A broad and balance curriculum to be followed by all children aged 5 –16 years in maintained schools.
Neo-natal screening programme	A blood test given to every new born baby to check for five conditions, including cystic fibrosis and sickle cell disorders

P Scales

Performance scales (P scales) are descriptors that are to be used when reporting attainment for children with special educational needs (SEN) who are working below level 1 of the national curriculum.



design, typesetting, graphic and printing
huckdesign@hotmail.com