



Inclusive Early Childhood Education (IECE) Workshop sessions

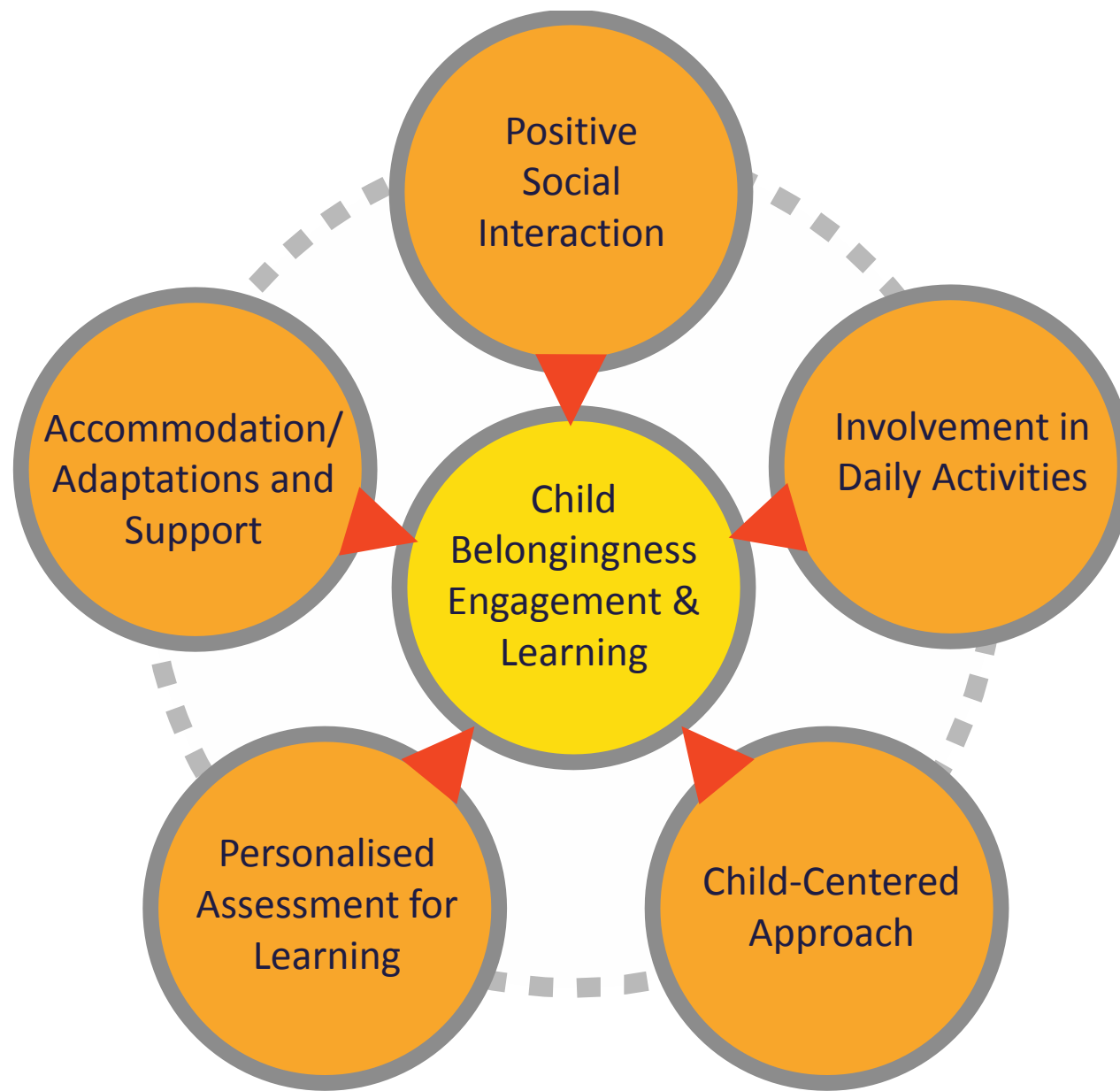
Overview of Workshop session 1 (Group I)

- Introduction of participants
- Introduction of the workshop
- Presentation of 2 examples of inclusive practice & questions
- Discussion into small groups: Every small group can select a couple of themes with the aim to identify challenges of implementation and ways of addressing them
- Main outcomes

Workshop session 1

The project has highlighted key outcomes of inclusion: belongingness, engagement and learning. This entails the child's direct experience in five processes:

- Positive social interaction with adults and peers
- Involvement in daily activities
- Child-centred approach
- Personalised assessment for learning
- Accommodations/adaptations and support



Workshop session 1

- Discussion will kick off with two short inputs from examples of inclusive practice focusing on a few of the above-mentioned themes (40')
- **Finnish example**
- **Focus:** involvement in daily activities, child centered approach and participatory curriculum
- **Portuguese example**
- **Focus:** child centered approach, involvement in daily activities and personalised assessment for learning



OPETUSHALLITUS
UTBILDNINGSTYRELSEN

Case Finland - Participatory curriculum processes and child centered approach in daily activities

Arja-Sisko Holappa, Finnish National Agency for Education

Minna Pajala, Jyväskylä city

Riitta Viitala, University of Jyväskylä

Steering documents and levels of implementing ECEC in Finland

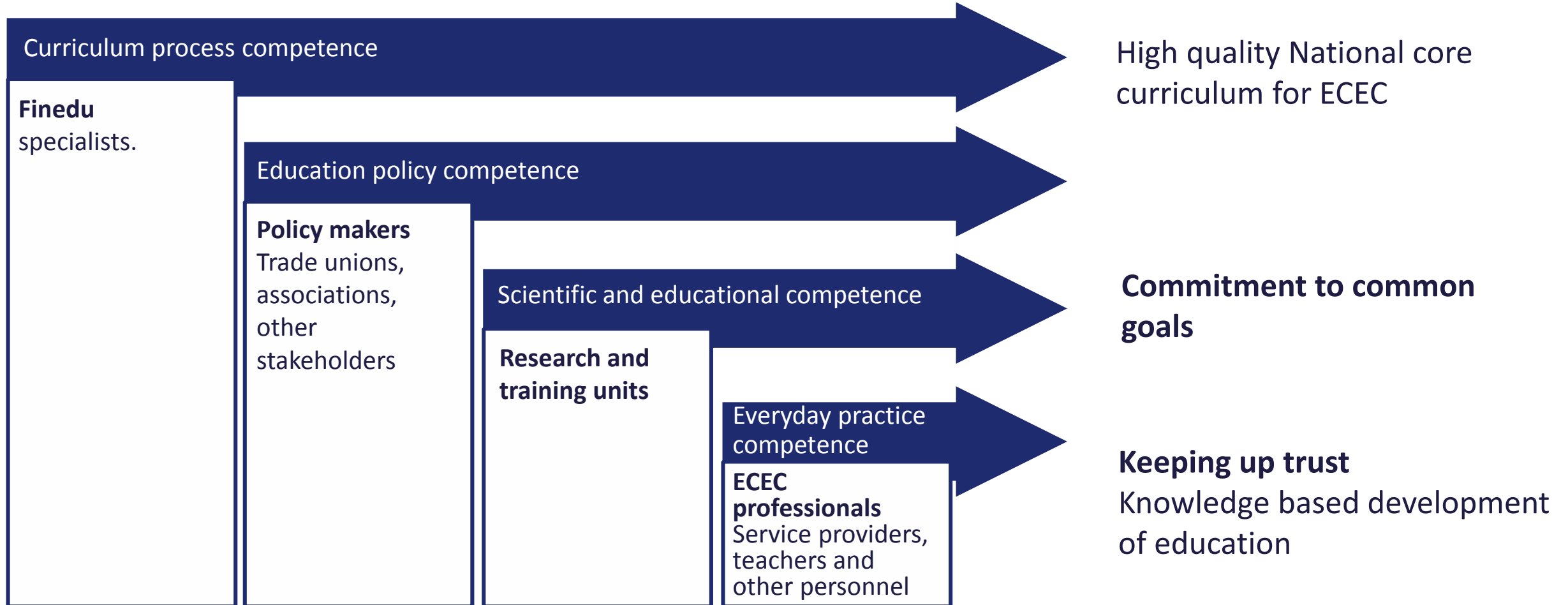


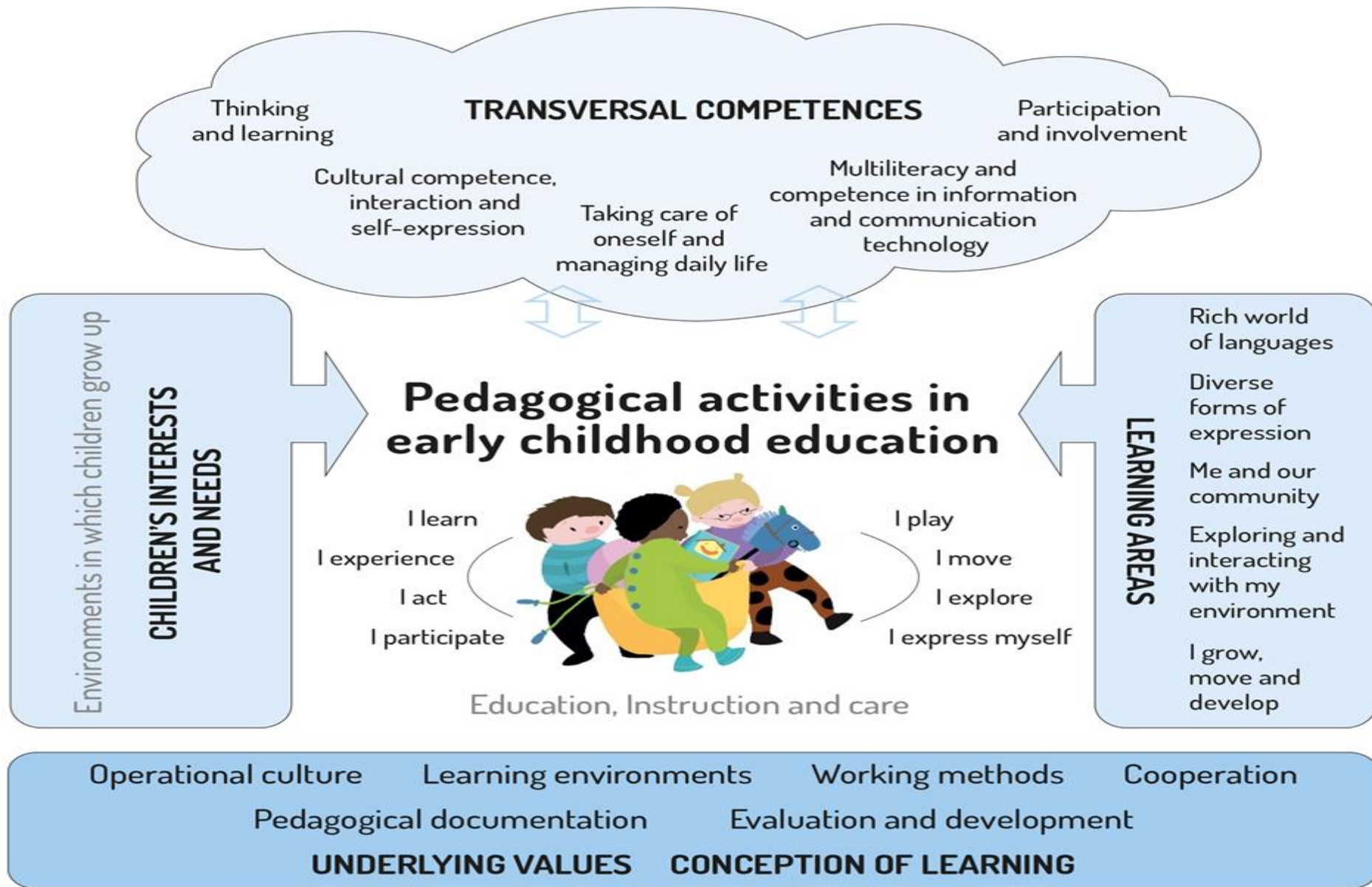
Participatory curriculum process – a key to successful education

Malinen 1985; Atjonen 1993; Jauhiainen 1995; Holappa 2007; Pietarinen, Pyhältö, Soini 2016



Versatile Co-operation at National Level





Coherent learning path for each child

High quality education for all children



A tool for building: Curricula made in broad-based co-operation

Child centered approach in daily activities: why and what?

Children's right to be heard (for example UNCRC, curriculums)

Why?

Cognitive and emotional meaning

Creative skills, self-confidence et cetera

What?

What kind of opportunities to effect does a child have?

Proactive, reactive, postactive effects?

Does a child have an opportunity to be involved already in planning and in assessment afterwards?

Child centered approach in daily activities: how?

The educators have to make sure they use child centered approach when a child has additional needs

The tendency to evaluate skills / special needs > what about child's strengths or interests?

Research results: it's not self-evident that an educator finds out child's point of view, when a child has additional needs

How to reach child's viewpoint?

Child's challenges to express himself or to be initiative should not be excuses to give up

Child's individual ECEC plan

Is prepared for each child in ECEC centres and family daycare

Collaboration with the personnel and the child's guardian

The child's opinion and wishes must be heard and taken into account

Document includes:

- The objectives and measures supporting the child's development, learning and well-being
- Child's knowledge and skills, strengths, interests and personal needs
- Child's language, culture and worldview also taken into account
- When necessary, the support needed by the child, a medical care plan if needed

Practical arrangements of support

Nearest day-care center

Children in need of support in every group

Early childhood special education teacher's knowledge available to the whole day care center

Multiprofessional cooperation

Staff working in pairs – small groups

Usage of the facilities –scheduling the activities

Special assistant's support

Different support equipments (pictures, balance equipment, earmuffs, etc.)

Small group activities



Using pictures



Making rules together



Wishing tree





CATOLICA
CEDH · CENTRO DE ESTUDOS
EM DESENVOLVIMENTO HUMANO
PORTO



Processes and Products of Inclusive Educational Provision - The case of Portugal

Marisa Carvalho

Ana Isabel Pinto

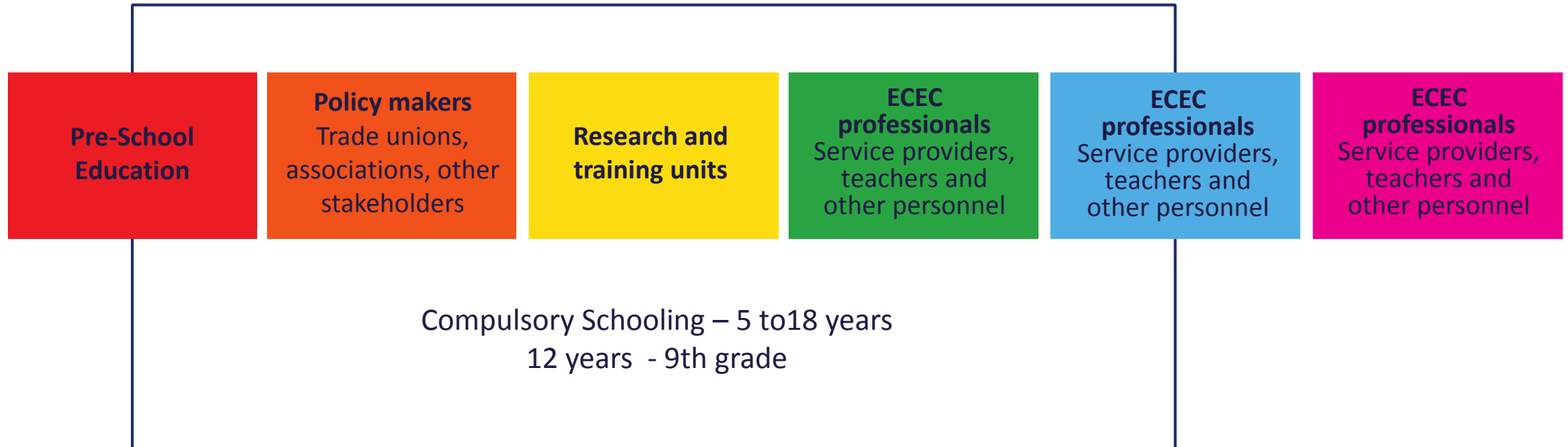
Overview of presentation

- I. Context issues
 - i. General context issues
 - ii. Case under study
- II. Inclusive educational provision
 - i. Processes that ensure inclusive educational provision
 - ii. Products of inclusive educational provision

I. Context issues

I.i. General context issues

Portuguese Educational System



I. Context issues

I.i. General context issues

In Portugal...

...preschool education serves children from 3 to 6 years old;

...preschool education is optional;

...preschool education for all children is assured;

...preschool education has guidelines about children acceptance, classroom organization, opening hours, and pedagogical and curricular principles.

I. Context issues

I.i. General context issues

- Proportion of children in preschool age 1-3 years old: 46.2%
- Proportion of children in preschool age 4-5 years old: 87.8% %
- Average number of children/preschool unit: : Max. 15-24
- Average number of children/annual employees: <12
- Number of hours/day for a child in preschool differs between approx. 7 hours to 10 hours
- Children spend about 0 – 1.5 hours/preschool day outside
- Also children with disabilities attend preschool – no special school

I. Context issues

I.ii. The case under study

Agrupamento de Escolas de Frazão

Schools Group of Frazão



I. Context issues

I.ii. The case under study

Agrupamento de Escolas de Frazão

Schools Group of Frazão



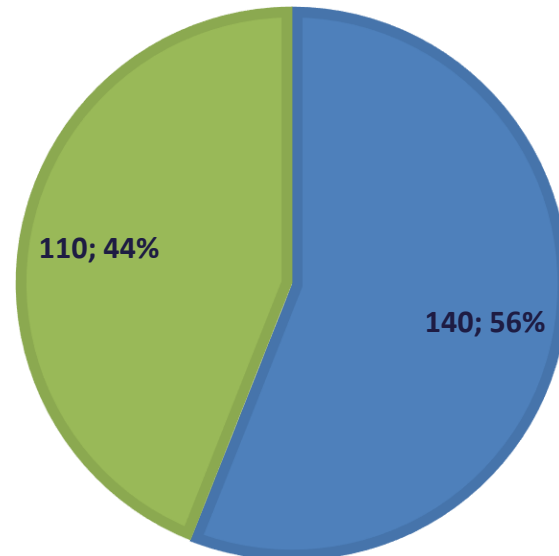
I. Context issues

I.ii. The case under study

250 children

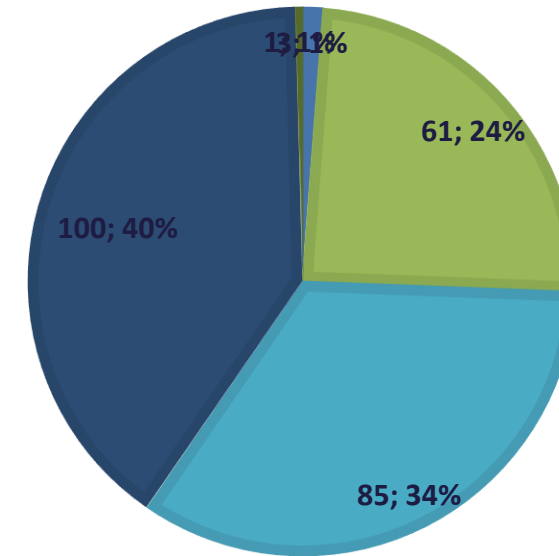
GENDER

■ Female ■ Male



AGE

■ 2 ■ 3 ■ 4 ■ 5 ■ 6



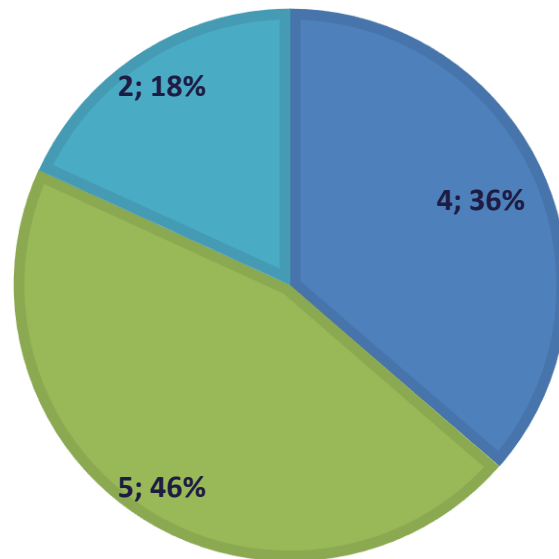
I. Context issues

I.ii. The case under study

11 preschool classrooms

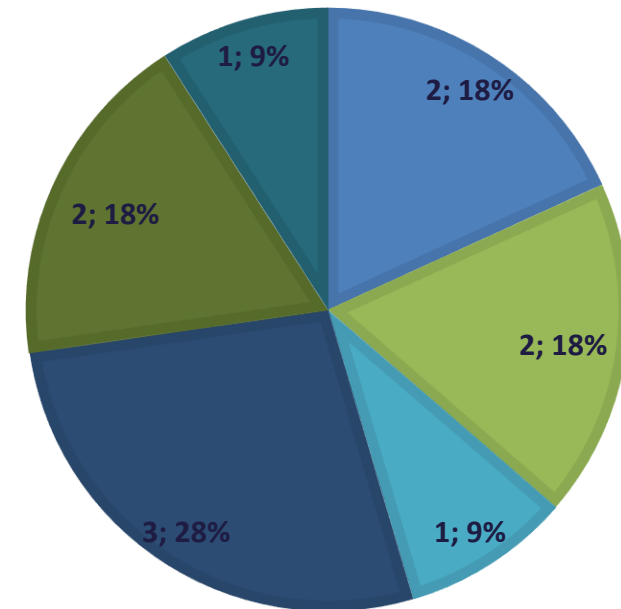
CLASSES

■ Arreigada Elementary School ■ Frazão Elementary School
■ Seroa Elementary School



DISTRIBUTION BY AGE

■ 2 / 3 ■ 3 / 4 ■ 4 ■ 4 / 5 ■ 5 ■ 5 / 6



I. Context issues

I.ii. The case under study

Children at risk

Life' Conditions

Opportunities for
development

Language

(vocabulary, oral comprehension)

Children with disabilities

Cerebral Palsy (1)

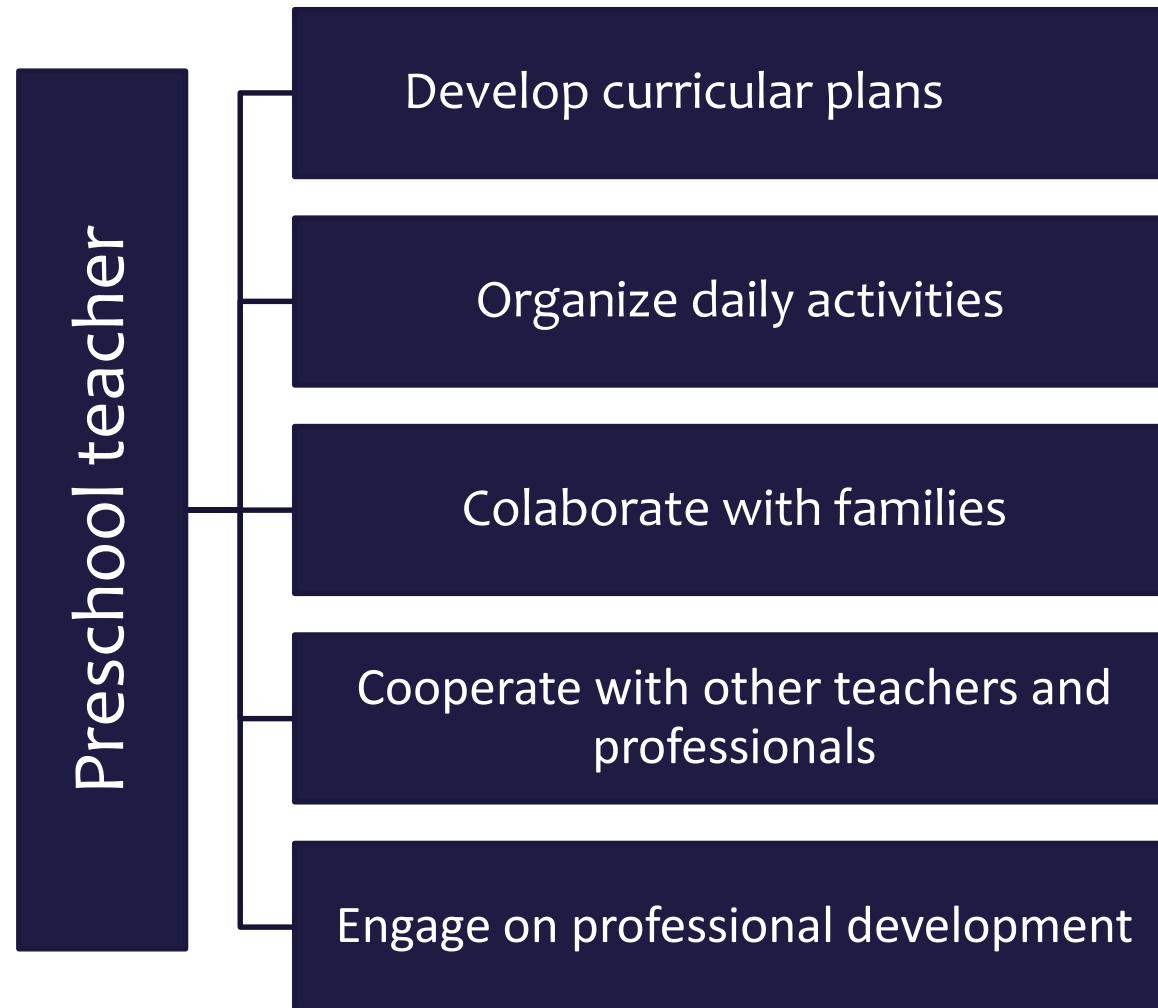
Hearing Disability (1)

Global Development Delay
(1)

Speech and Language
Disorders

I. Context issues

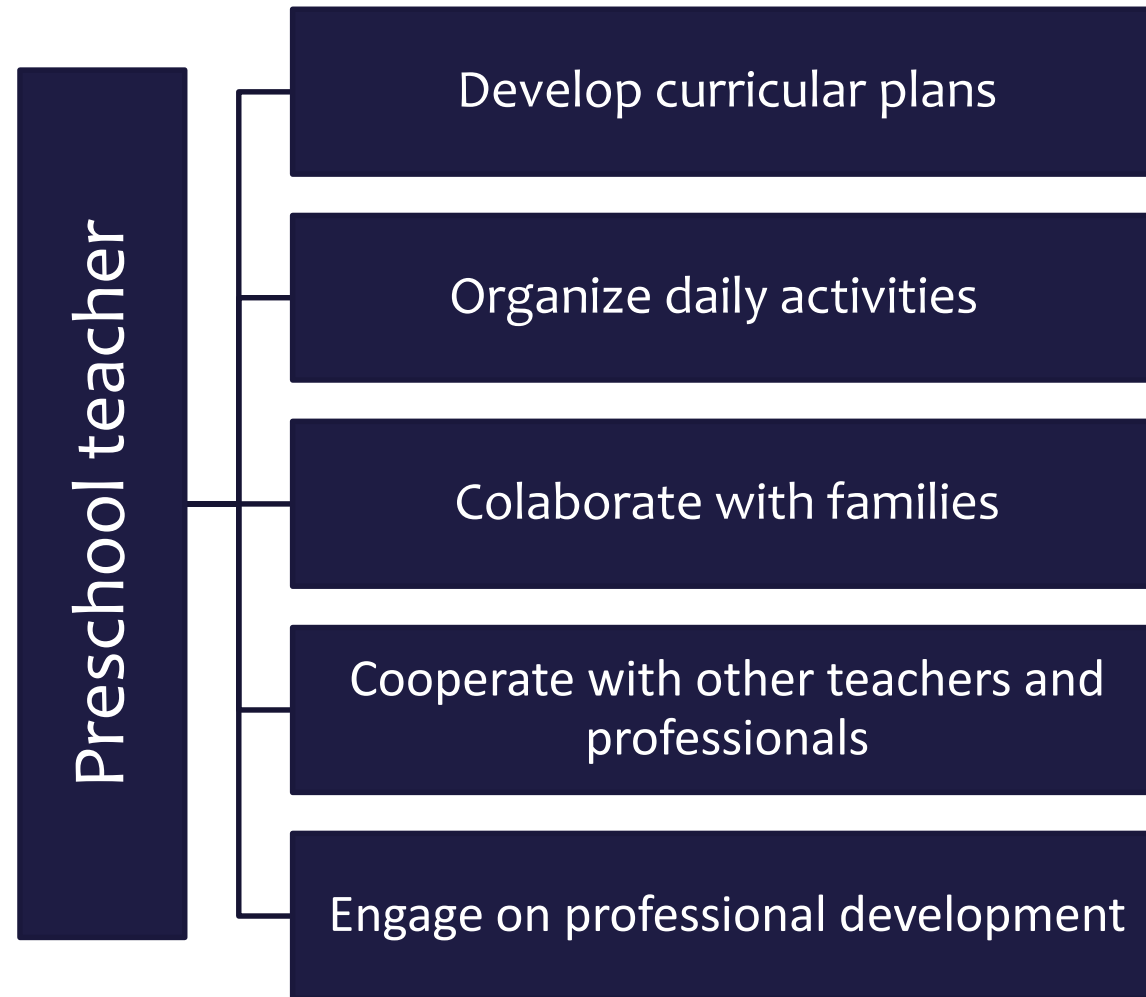
I.ii. The case under study





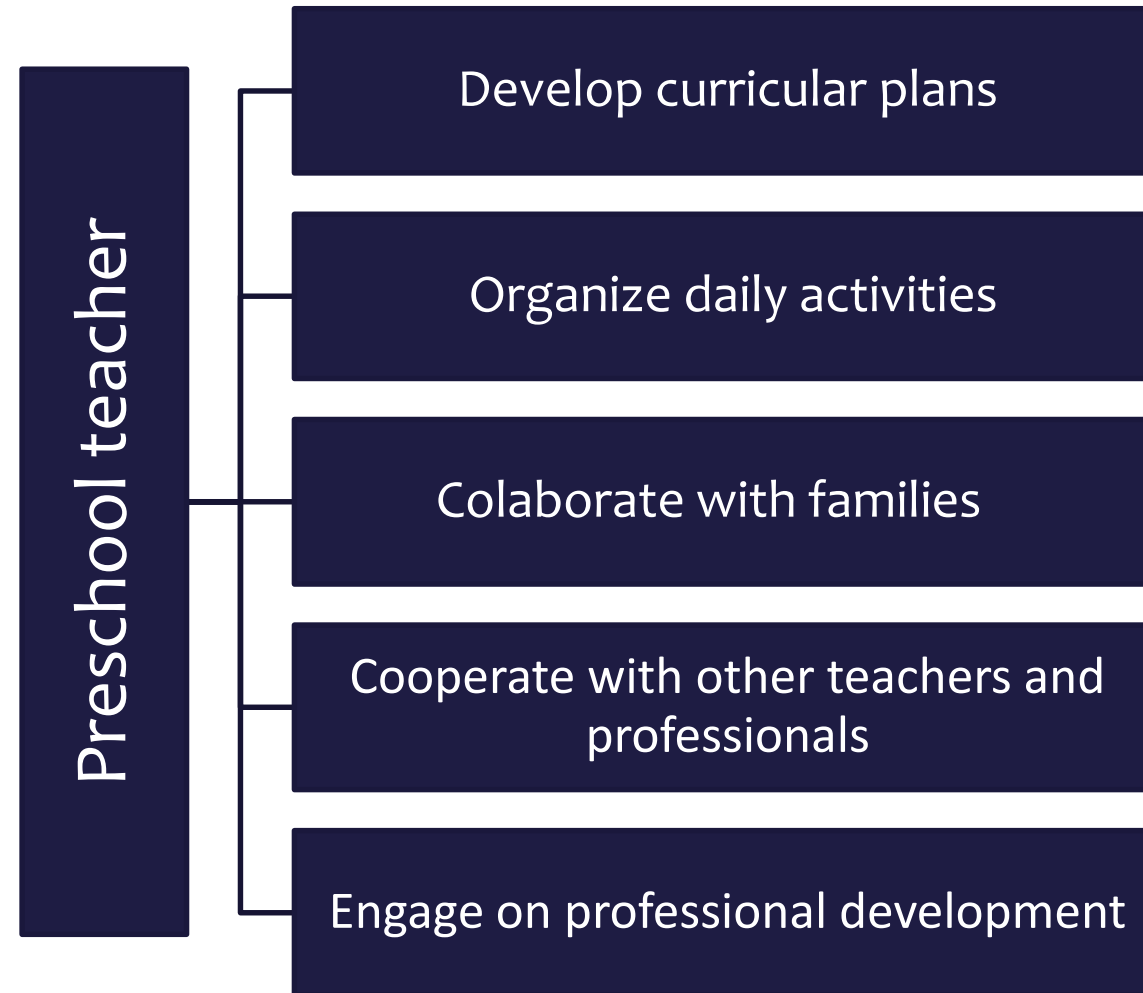
I. Context issues

I.ii. The case under study



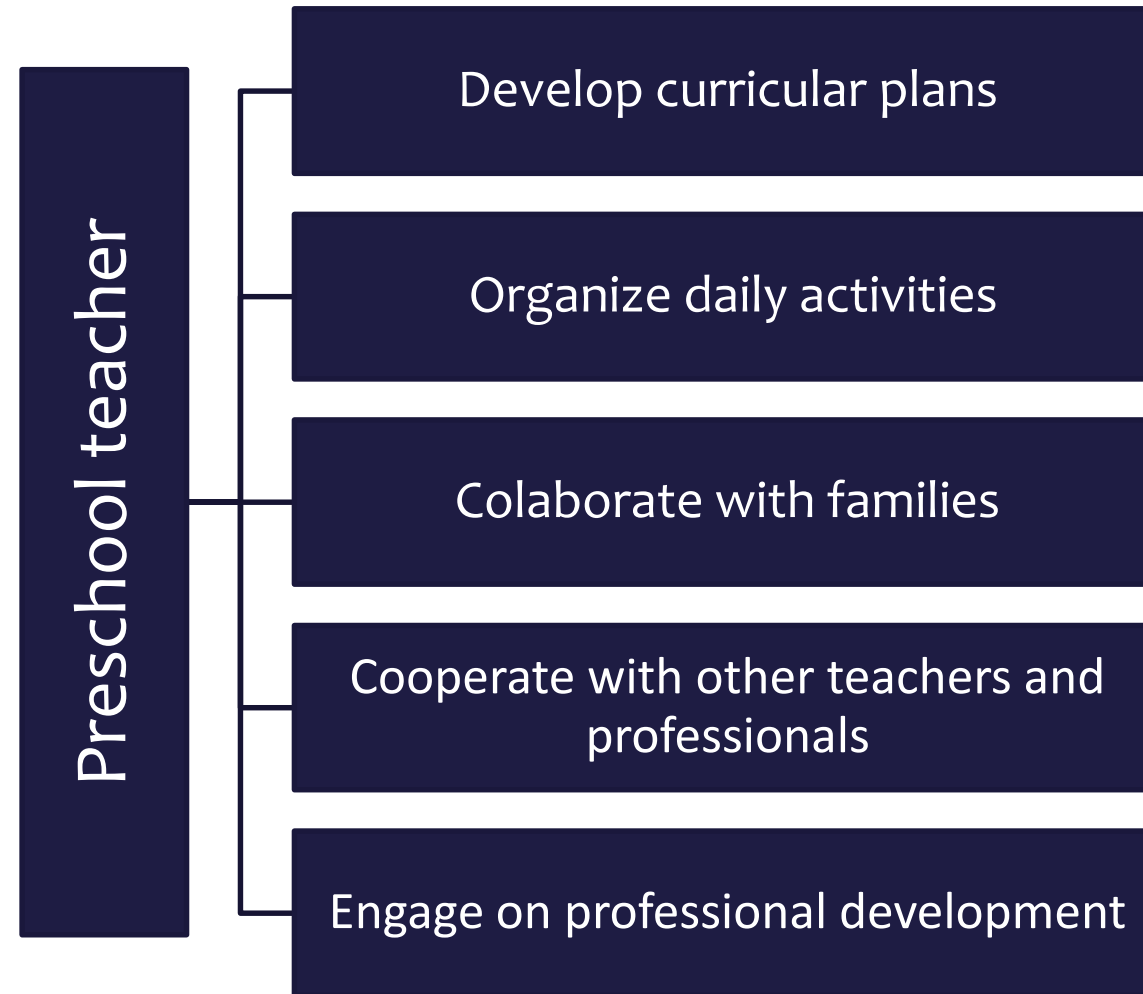
I. Context issues

I.ii. The case under study



I. Context issues

I.ii. The case under study



I. Context issues

I.ii. The case under study

Holistic approach of curriculum
guidelines

Children needs and interests

Context features

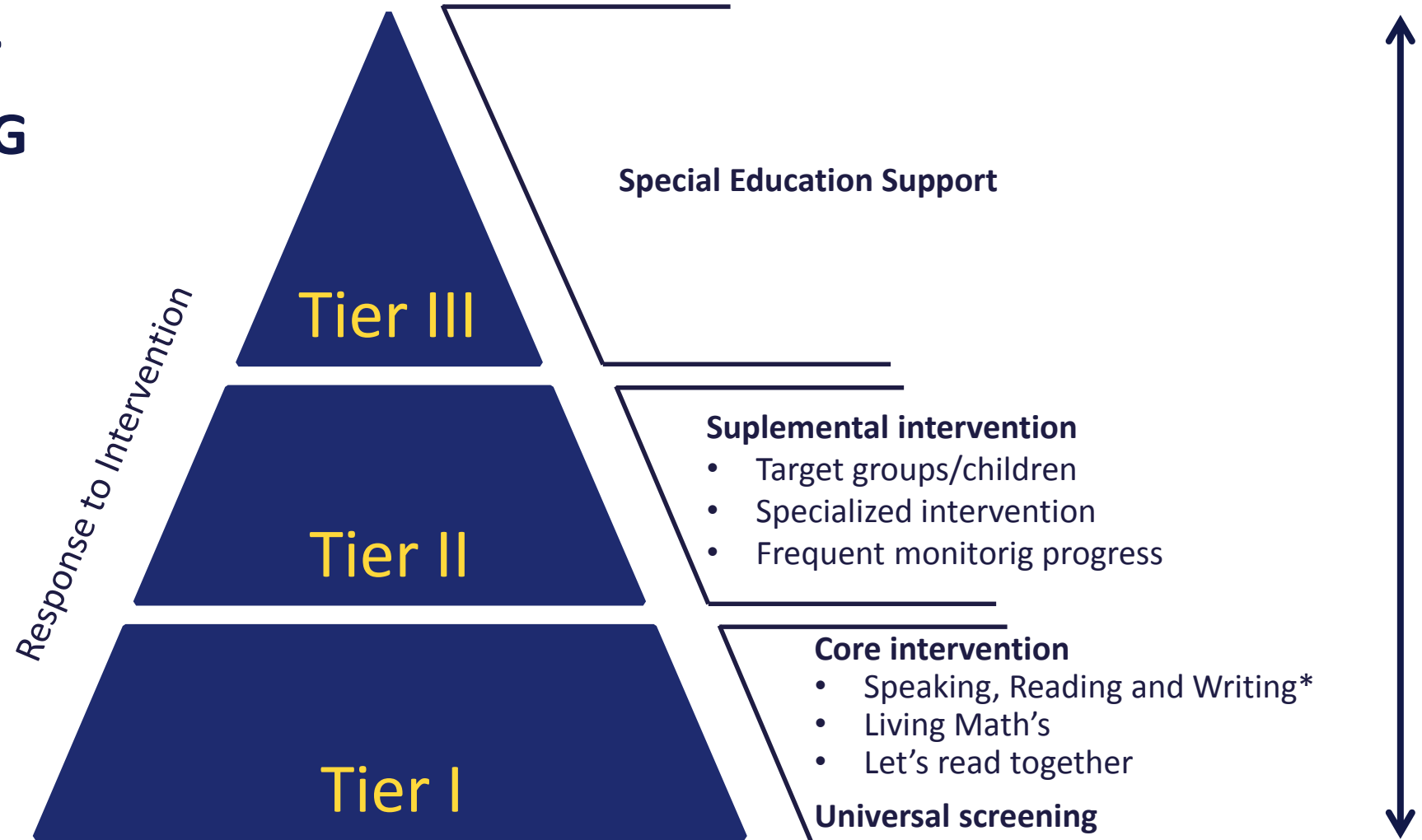
School vision about education

Evidence-based practices

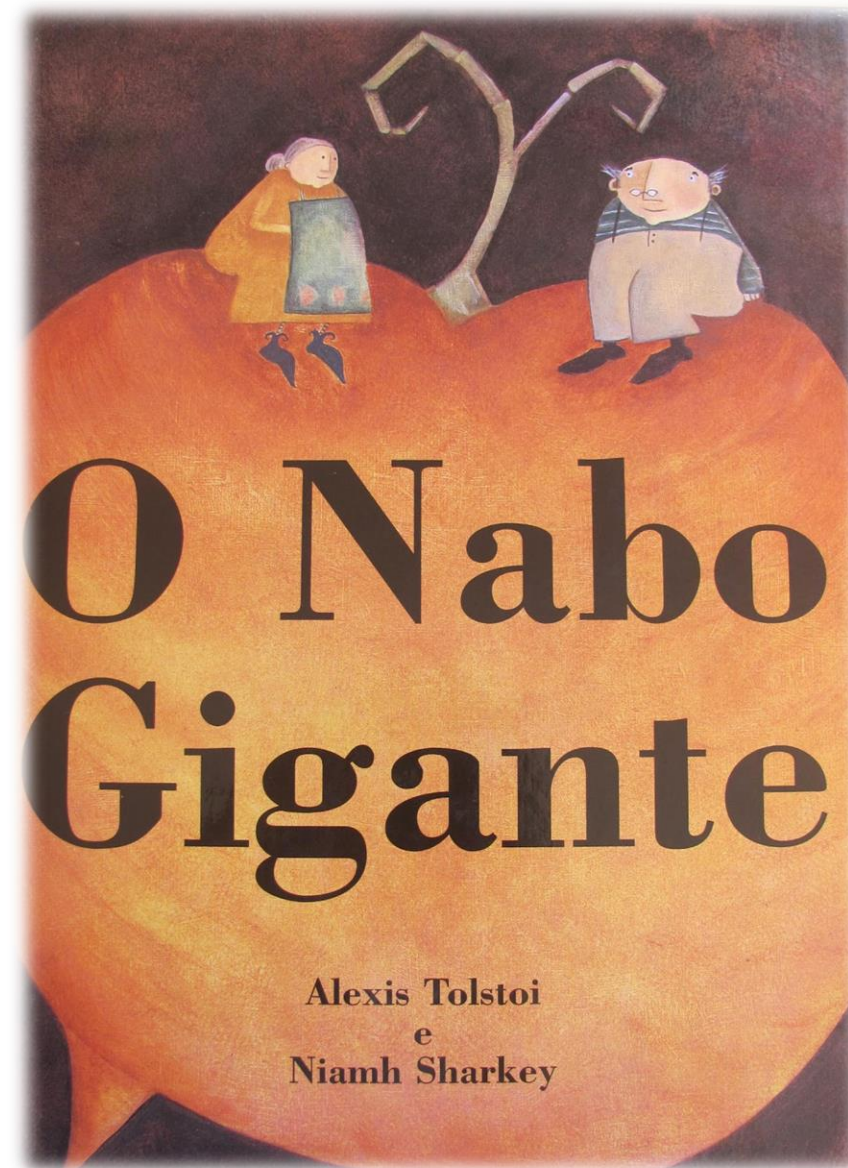
I. Context issues

I.ii. The case under study

INTEGRATED SUPPORT SERVICE FOR LEARNING IMPROVEMENT



Speaking, Reading and Writing



The giant turnip

Speaking, Reading and Writing

Manipulação silábica
Segmentação

Objetivo: Segmentar cada palavra em sílabas.

Quantas sílabas têm as palavras? Pinta o número de círculos correspondentes!

2

Speaking, Reading and Writing

Grau de Satisfação

😊 ☹️

Quantos animais aparecem na história? Vamos contar e pintar no gráfico.

	VACA	PORCO	GATO	GALINHA
8				
7				
6				
5				
4	█	█	█	█
3	█	█	█	█
2	█	█	█	█
1	█	█	█	█

5 ANOS

VACA PORCO GATO GALINHA

Nome: Rodrigo F.
Data: 21/4/2015

Speaking, Reading and Writing



Speaking, Reading and Writing

Se eu fosse
MUITO ALTO

Texto **António Mota**

Ilustrações **André Letria**



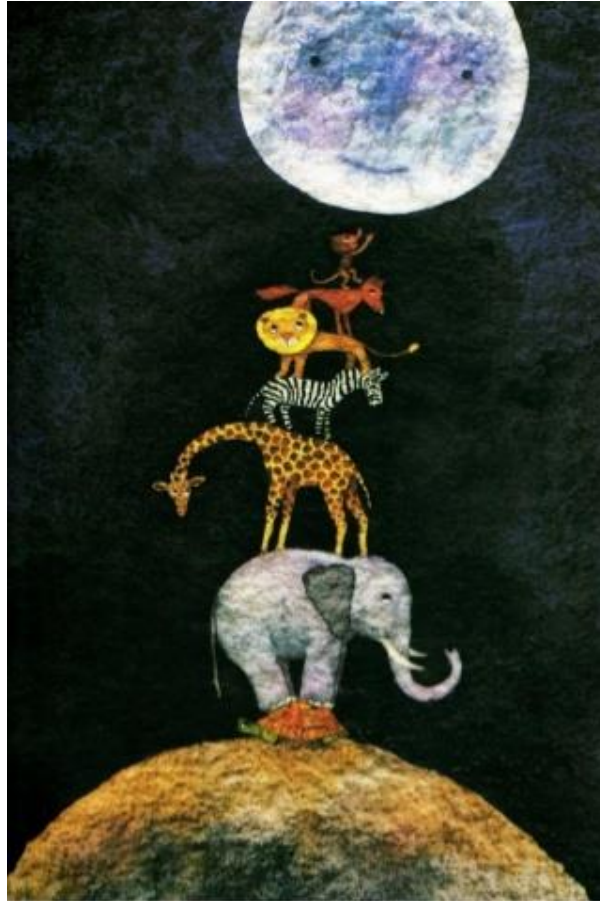
Speaking, Reading and Writing



Speaking, Reading and Writing

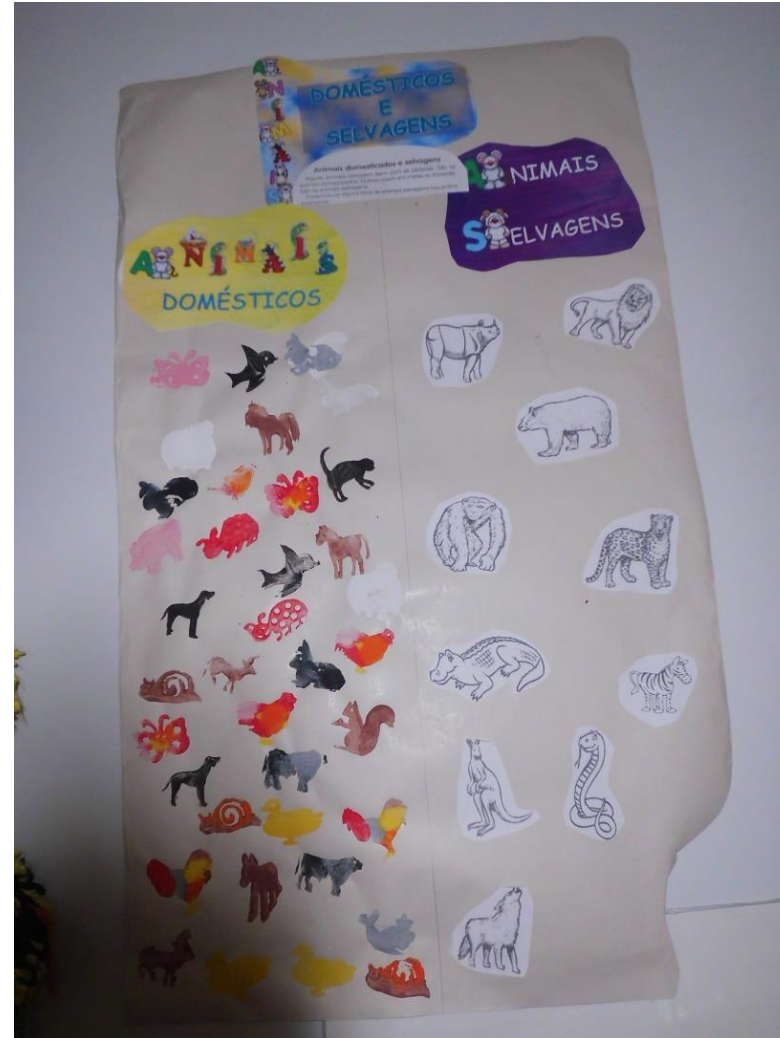


Speaking, Reading and Writing



*What's the taste of
the moon?*

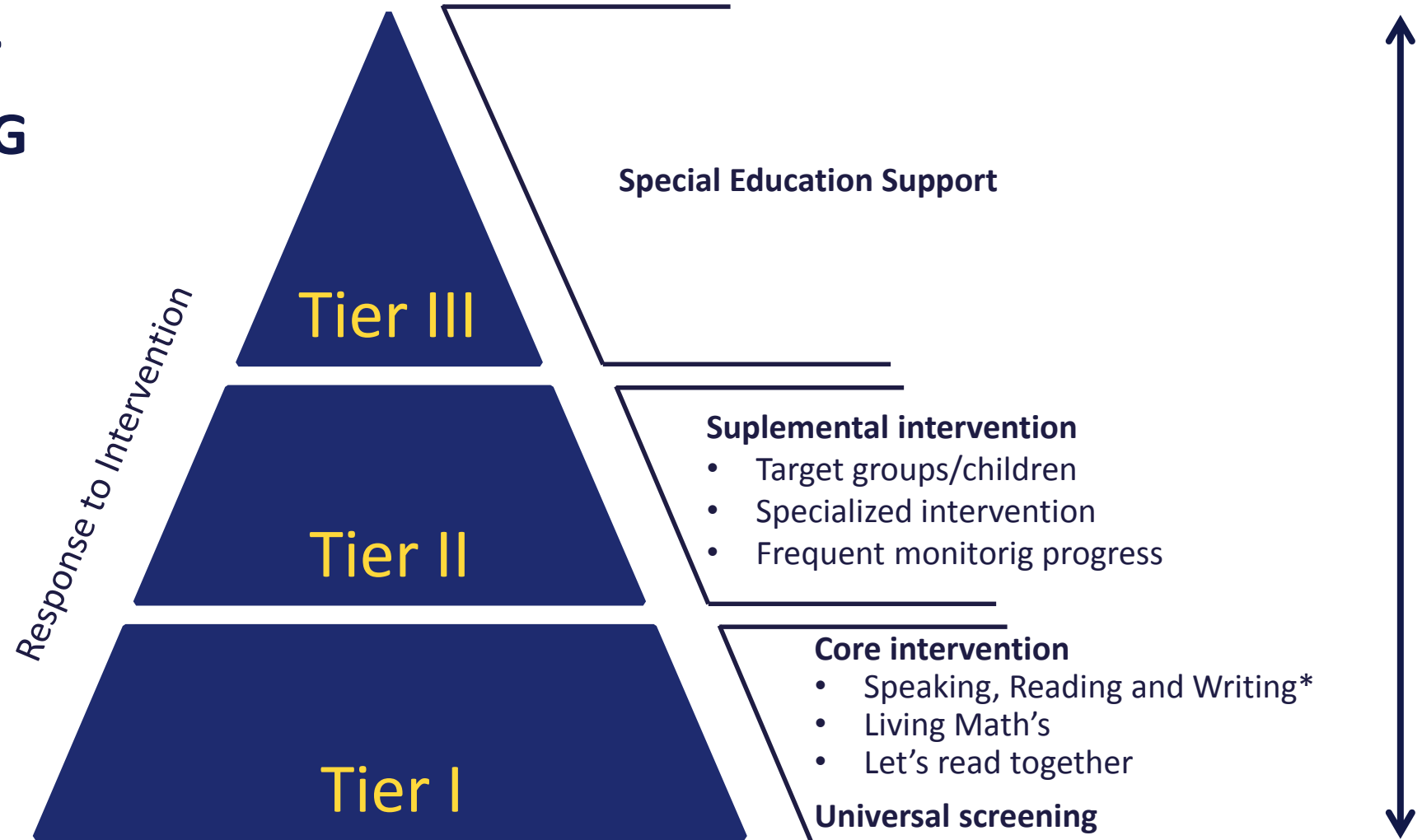
Speaking, Reading and Writing



I. Context issues

I.ii. The case under study

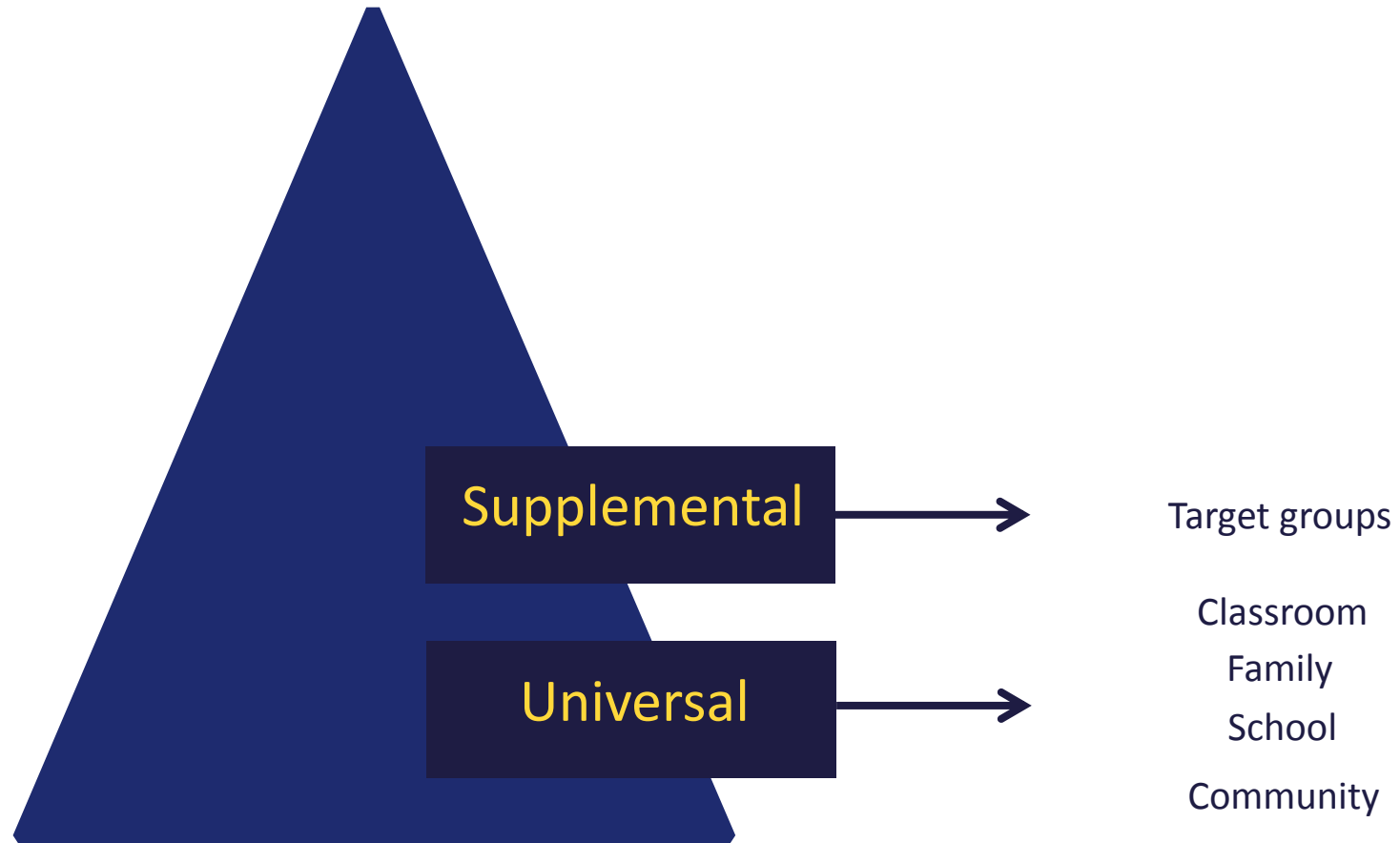
INTEGRATED SUPPORT SERVICE FOR LEARNING IMPROVEMENT



Universal Screening

	Vocabulary	Oral comprehension	Phonemic awareness			Conceptions about writing	
			1	2	3	Knowledge	Conceptions
	40	24	11	0	0	0	Pré-silábica
	48	19	10	7	1	7	Pré-silábica
	39	16	14	0	0	0	Pré-silábica
	32	18	13	5	0	4	Pré-silábica
	48	23	14	8	2	19	*
	38	12	10	0	0	1	Pré-silábica
	41	21	9	0	0	8	Pré-escrita
	36	11	12	1	0	2	Pré-silábica
	27	1	6	0	0	0	*
	20	1	0	0	0	0	*
	51	22	12	5	0	10	*

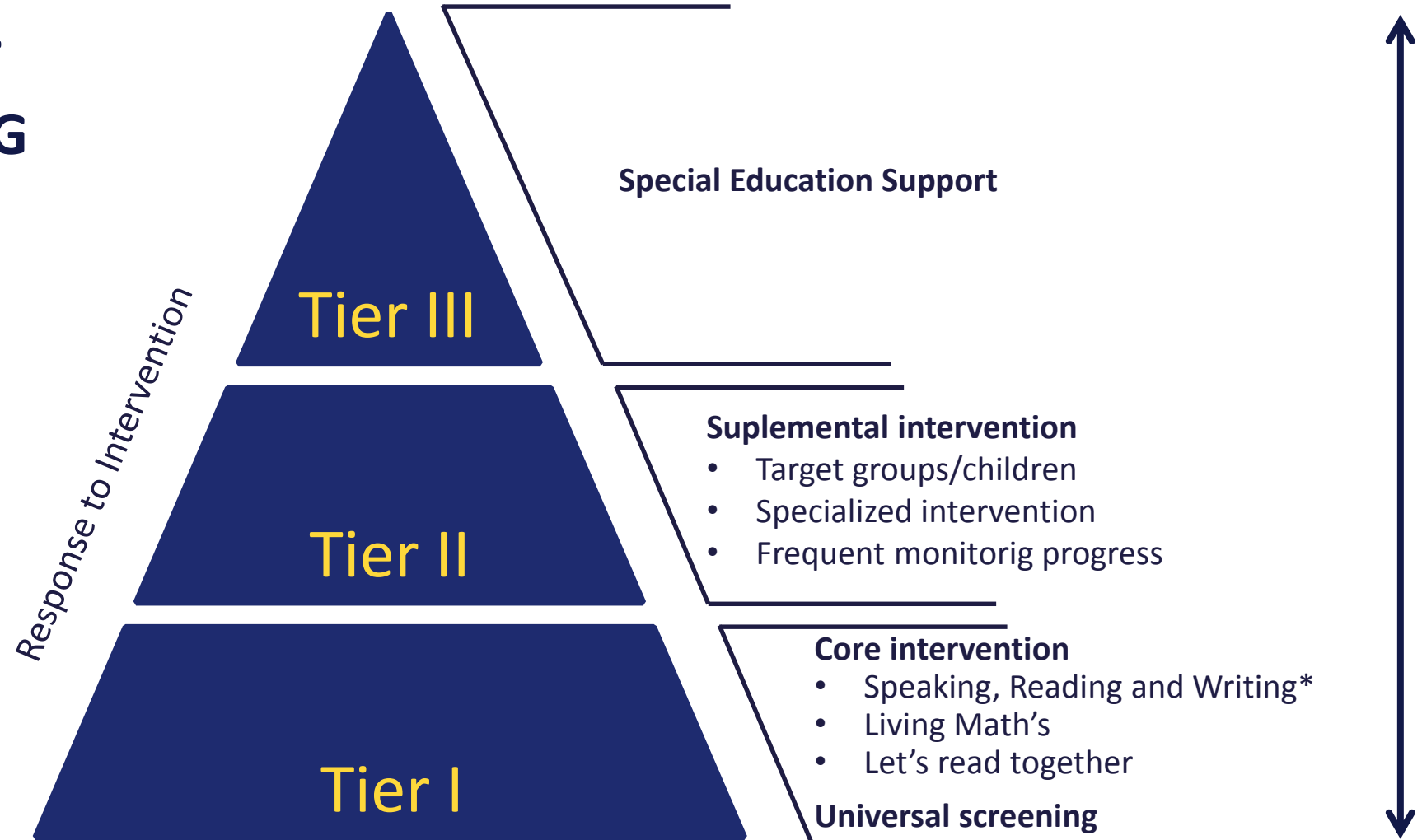
Universal Screening



I. Context issues

I.ii. The case under study

INTEGRATED SUPPORT SERVICE FOR LEARNING IMPROVEMENT



Let's Read Together!



Let's Read Together!



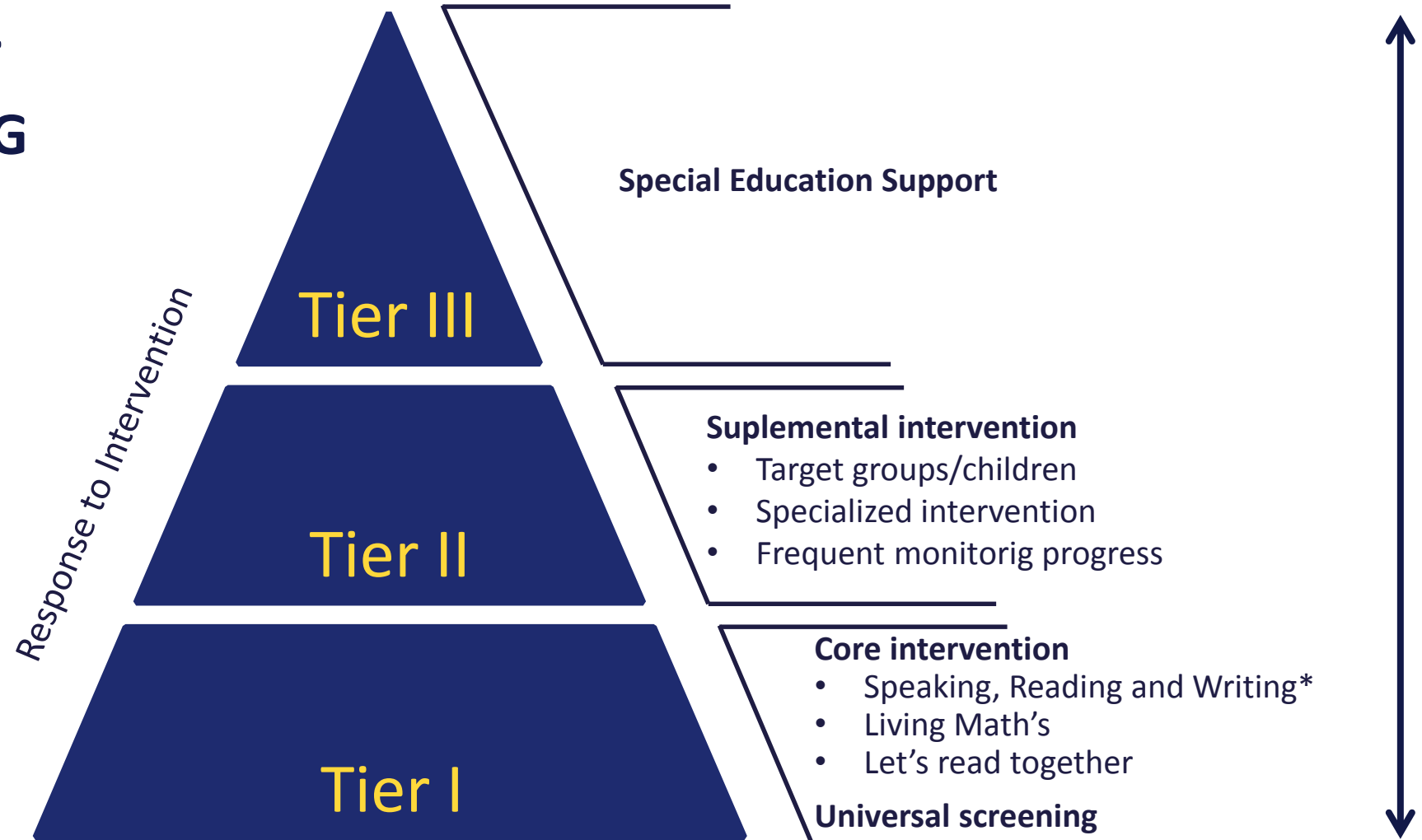
Let's Read Together!



I. Context issues

I.ii. The case under study

INTEGRATED SUPPORT SERVICE FOR LEARNING IMPROVEMENT



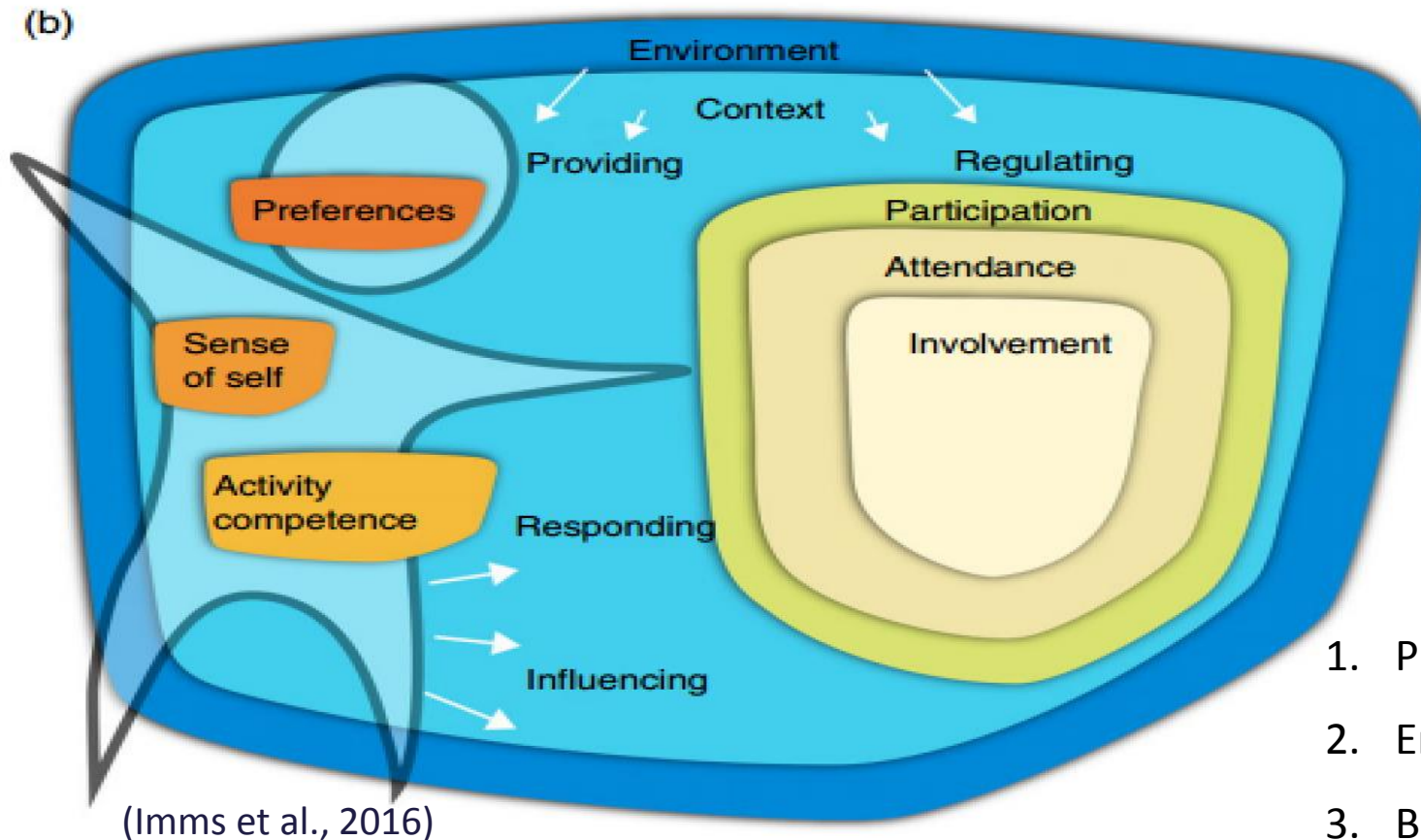
I. Context issues

I.ii. The case under study



II. Inclusive educational provision

I.i. Processes that ensure inclusive educational provision



- Child-centered approach
- Involvement in daily activities
- Personalized assessment for learning

1. Promote **shared responsibility and collaboration**
2. Ensure **quality provision**
3. Believe that **all children can succeed**
4. Ensure the **active participation of all**
5. Focus on **children's strengths**

1. Promote shared responsibility and collaboration

Opportunities for real on-going collaboration both **formally and informally**

- between professionals,
- between professionals and families and
- between school and community.

E.g., the preschool teachers meet regularly, aiming to set goals, plan activities and to evaluate the teaching process and the results.

Continuing promotion of **families' engagement** in school life

Meetings **intentionally planned**, set by the school leadership – every 2 weeks to discuss children's progress

Distributed leadership was evident in many ways

Teachers show great **enthusiasm** and **share in celebrations**

Staff **collective responsibility**

one teacher said, *'It's like they are our children'*

2. Ensure quality provision

Trained staff -

- Preschool teachers - **at least** bachelor's or master's degree
- Psychologist devotes more time to **staff development** than to assessing individual children
- Continuing **professional development**
- Promotion of knowledge sharing among staff.

On-going assessment of individual children's progress

- RTI Model – children's individual progress continuously monitored
- Assessment based on observation

Reflective practice

- **Peer observation** of lessons
- Aim of engaging each child and enabling them to succeed.

Staff responsiveness to child needs, aligned with the priorities for the educational community

3. Believe that all children can succeed

Provide access for all and promote respect for diversity

1. **Heterogeneous** classrooms in terms of children's age
 - opportunity for **peer tutoring**
 - children engage in the same activities at different levels.
2. **Concerns about literacy levels** - the children receive books as birthday presents
3. Schools **value happiness and well-being** for all children – *“He wakes up and looks forward to go to school”*
4. Support children's **participation in all activities** - *‘We try alternative ways if a child does not respond’*

Provision of additional support as a regular feature

1. **Universal screening system** - multi-tiered system values prevention over individual remediation.
2. Teachers **observe, reflect** on and **plan**
3. The **school psychologist** establishes the link between school and family and holds consultation meetings

4. Ensure the active participation of all

Child-centred approach

- **Displays of children's work/** attendance lists/photos displayed on walls and corridors
- Children with disabilities are enabled to be **with their peers** rather than with the assistant
- Teachers are **empathic, sensitive**; atmosphere is **warm**
- ECE educators - **constant guide** for the children, but also **played** with them
- Teachers and children have **fun together**
- Teachers **diversify teaching** to engage each child.

Enabling collaborative peer interaction

- ECE educators work on **children's attitudes** whenever there are problems
- Improve children's engagement by building up **collaborative groups** with more 'experienced' children
- Teachers provide **tasks with different levels of attainment**; children are encouraged to help classmates
- Teachers develop **preventive strategies** to inform and initiate collaboration with classmates

5. Focus on children's strengths

Teachers support child initiative

- Avoid classifying pupils - use **flexible and formative assessment** within an individualised curriculum.
- Teachers are **enthusiastic** about children's achievement
- **Children are engaged**
- Teachers **provide a support base** - socio-emotional; for learning...
- Balance between **child-initiated** and **rule-governed behaviour**,
- **Structured teaching** involves themes that enthusiasm children

Holistic curriculum approach that applies to all children's needs

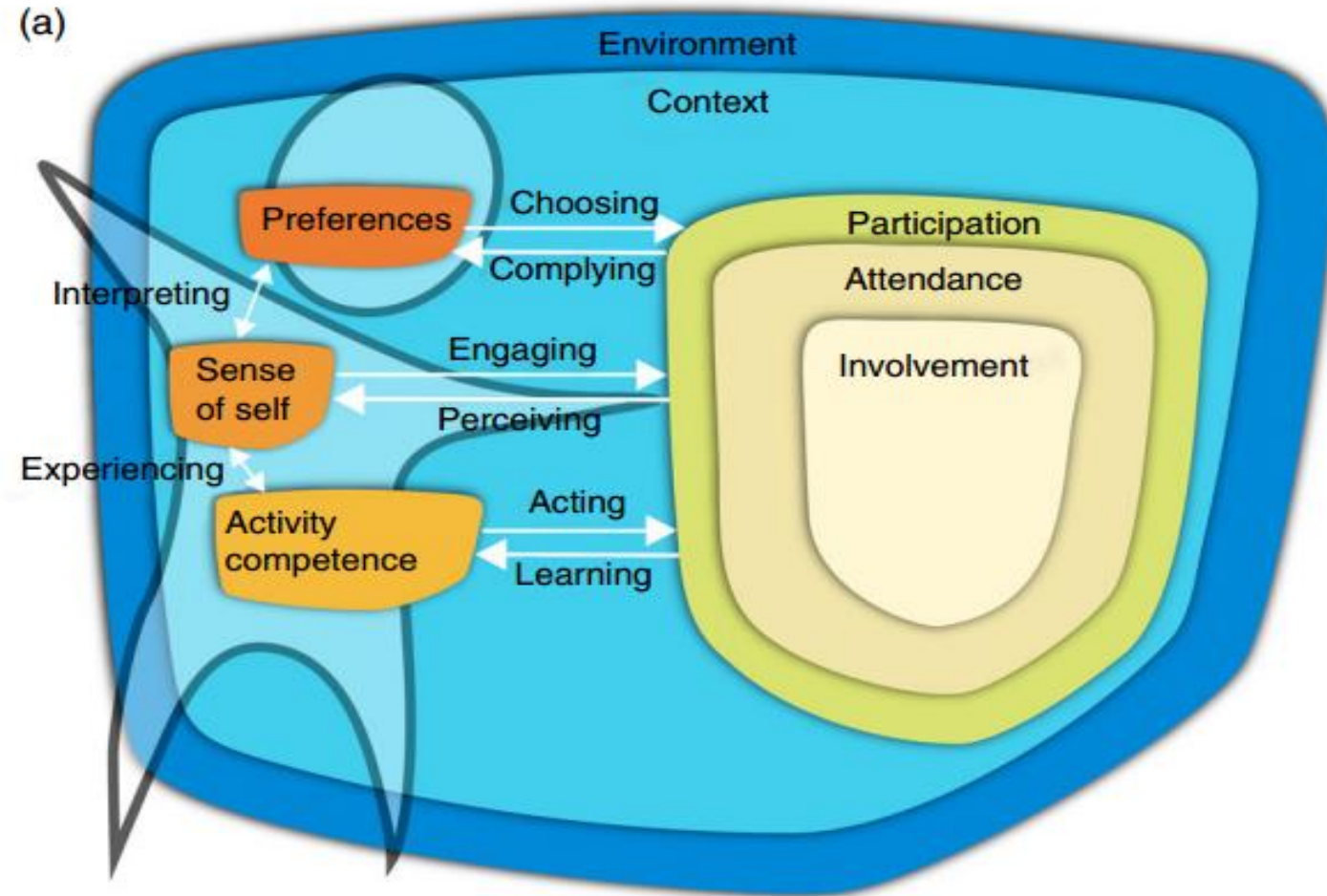
- structured teaching is often through engagement in projects that involve **different areas of learning** (stories)

Flexible, individualized and formative assessment

- **Preventive approach** -RTI approach
- children's skills are **screened** (2x/year)
- individual and **interdisciplinary assessment** and provision of an IEP and additional support
- 'formative evaluation', based on direct observation, the work done by the pupils and talking with families.

II. Inclusive educational provision

II.ii. Products of inclusive educational provision



1. Quality provision for all children

- Structural aspects
- Adult-child Interactions
- Child-child interactions

2. Participation of all children in the same activities

3. Child engagement

- Goodness-of-fit child/environment
- quality of context as experienced by the child
- Child's perception of their attendance

(Imms et al., 2016)

Contact

www.european-agency.org

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Workshop session 1

- Discussion into small groups (30')
- Every small group can select a couple of themes from the above mentioned processes with the aim to identify challenges of implementation and ways of addressing them.
- For example, 'Child-centred approach': What are the main challenges of not implementing it? How can we address these challenges?
- We need to agree on the main outcomes(10')

Main Outcomes

Challenges of implementation

Positive social interaction with adults and peers

- How to promote interaction when you have an additional support person who excludes the child from the rest

Child-centred approach

- How to get all staff to share the vision of a child centred approach

Personalised assessment for learning

1. Time needed particularly for collaborative work
2. How to listen to each child's voice – need for educators to be trained to listen to each child
3. Working with a national curriculum framework may make it difficult to personalise
4. How do you do personal assessment and be inclusive at the same time: when you assess a child's needs you end up in a medical model trying to fix the child.

Main Outcomes

Strategies for addressing them

Positive social interaction with adults and peers

- Need for support staff to be sensitive to when to engage the staff themselves and when to let the child relate to the others
- Train staff to be facilitators of interaction rather than becoming a barrier.

Child-centred approach

- Quality of the setting and confidence and time for staff to share vision

Personalised assessment for learning

- 1. Time for collaboration is built into time tabling as part of school policy
- Principals need to be chosen as able to promote collaborative work
- 2. Ensuring we follow child's interests
- 3. Personalised also the training of the professionals
- Rather than assessing the child's 'needs', assess the child's characteristics, including strengths and ways of learning.
- 4. Change the conceptualisation of the way professionals should approach assessment and teaching.

Overview of Workshop session 2

- Introduction of the workshop
- Discussion into small groups
- Main outcomes

Workshop session 2

Aim:

Presentation of the project's Ecosystem Model of Quality IECE and discussion on how to use it to improve IECE quality at national level

Ecosystem Model of Quality IECE

- Inspired by combination of three frameworks:
 - Structure-process-outcome framework (e.g. OECD, 2009).
 - Ecological systems framework (Bronfenbrenner & Morris, 2006; Odom et al., 2004).
 - Inclusive education framework (European Agency, 2015).
- Grounded in the project data.
- Sets out the key factors of quality IECE in five dimensions within three ecological system levels.
- Enables collaboration among policy makers, researchers and practitioners.

Dimension 1: Inclusion OUTCOMES

IECE practitioners worked towards the goal of enabling each child to **belong** – be a valued member of the group, to be **engaged** in regular activities, and to acquire relevant **learning**.



Inclusion outcomes (cont...)



All children are invited and enabled to:

- use their strengths;
- exercise their curiosity and self-direction;
- make choices, particularly in play;
- express interests and goals and engage in problem-solving accordingly;
- be motivated for and engage in valued activities alongside and in interaction with their peer group, with guidance and relevant support as necessary.

Dimension 2: PROCESSES WITHIN THE SETTING

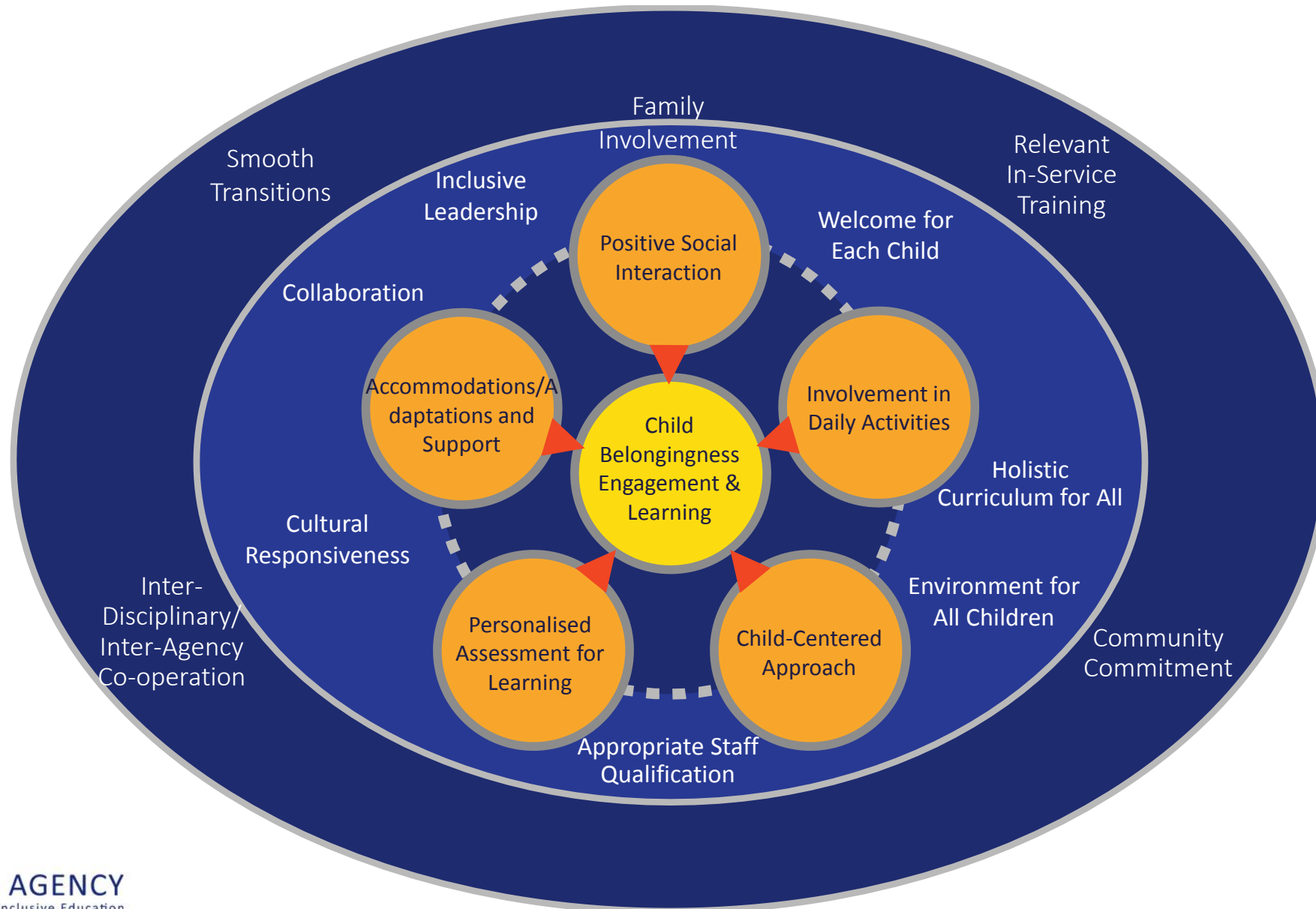
Children are directly involved in these five processes that enable them to belong, to be engaged and to learn



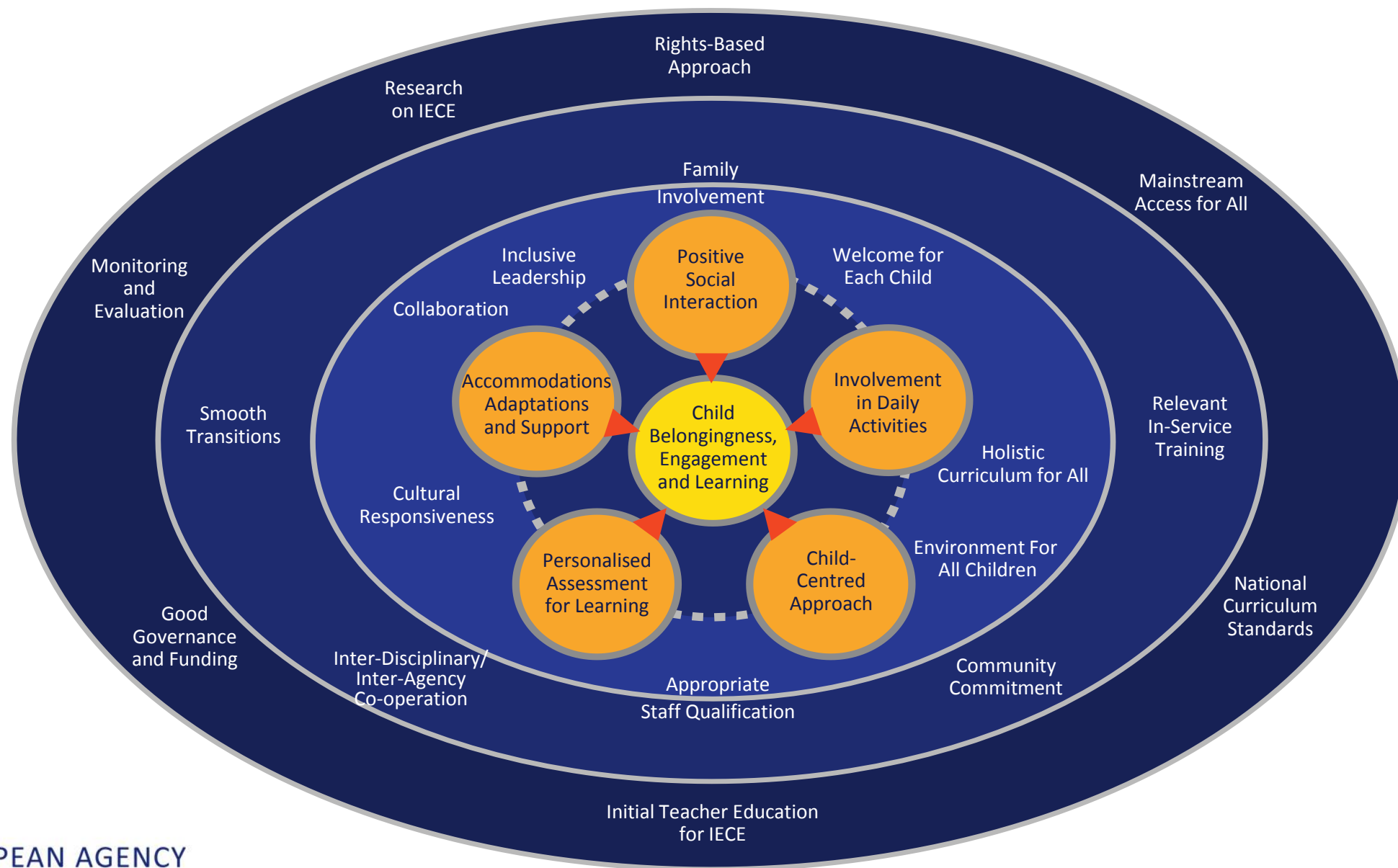
Dimension 3: STRUCTURES WITHIN THE SETTING



Dimension 4: STRUCTURES WITHIN THE COMMUNITY



Dimension 5: STRUCTURES AT REGIONAL/NATIONAL LEVEL



Model links micro provisions to macro policy

E.g. **Access issues:** ‘Rights-based approach’ essential for regional/national policy-makers (outer circle) to legislate and fund entitlement of all learners to access mainstream provision; but also highlights that same attitude is essential for leadership and practitioners at IECE setting level to ensure ‘Welcome’ and accommodation for all children and families in the community.

Staff quality: Initial teacher education for IECE may be primarily a regional/national responsibility (outer circle in the Figure). On the other hand, the employment of qualified staff and their continuing up-skilling is more closely linked to the responsibilities of IECE settings (inner circle in the Figure).

Workshop session 2

- The project suggested that the Ecosystem model provides a useful comprehensive framework for IECE that enables policy makers, practitioners and researchers to plan, develop and monitor the quality and inclusiveness of early childhood education provision at national, local and education setting levels.
- In what ways, do you think can the Ecosystem Model for quality IECE be used for policy making and provision planning, implementation and evaluation?
- Discussion into small groups

Discussion into small groups

- Access, participation and learning for all (20')

How is access, participation and learning for all ensured in your educational system? How is it orchestrated in your setting?

What are the areas for changes and improvement?

- Curriculum (20')

How does the curriculum address a holistic approach in your educational system? How is it orchestrated in your setting in order to enhance child's engagement and learning?

What are the areas for changes and improvement?

Discussion into small groups

- Family involvement (20')

How is family involvement promoted through your national system? How are families involved in your setting?

What are the areas for changes and improvement?

Main Outcomes

Challenges of implementation

Access

National challenges: entitlement for all not yet fully achieved (legislation and funding) for a full time placement (some 15/20/25hrs per week in regular schools for 3-5 year olds; working parents need longer hours

or existence of special school placement for children with SEN

or in regular preschool but without needed support

Family involvement

1. Again different approaches in different countries. Need for all the professionals to work with the family.

Parents are only called to the school to discuss problems.

2. At national level principles and guidance say all should have access but different interpretations at local level.

Main Outcomes

Strategies for addressing them

Access:

Variety of challenges in different countries. Enable schools to get necessary funding to be able to accommodate all children for the number of hours necessary.

Need for coordination of funding systems also through coordinated legislation or enabling local systems autonomy in organisation of funds while ensuring standards of applicability.

Family involvement

1. Inviting parents to participate in the routines of the school for them as well as staff to understand the parents better.

2. Need to empower the parents to feel their knowledge is equally valuable.

For parents also to have a positive view of preschool educational opportunities.

So desire to have a desire to develop a sense of a shared endeavour towards children's ECE.

Overview of Workshop session 3

- Introduction of the workshop
- Discussion into small groups (60')
- Main outcomes

Workshop session 3

- The project has developed the Self-Reflection Tool for use by Early Childhood Education Settings that wish to improve the inclusiveness of their provision.
- Discussion on using the Self-Reflection Tool to improve the inclusiveness of the physical, social and learning setting

2. Development of a Self-Reflection Tool

- Early in the project, **need** felt for a tool that all professionals and staff could use to reflect on their setting's inclusiveness.
- **Inspiration** for the observation tool from well-established instruments on inclusion in early childhood education environment.
- **Aimed** to provide a *snapshot* of the environment from the perspective of the IECE project's key question: "What are the main characteristics of quality inclusive early childhood education settings for all children?"
- **Used** during site-visits in inclusive early childhood education settings in eight countries.

Focus of the Self-Reflection Tool

- The focus of this self-reflection tool is on **increasing the capacity** of inclusive early childhood education environments to enable the ***participation*** of all children, in the sense of ***attending and being actively engaged*** in activities and interaction.
- **Engagement** is defined as being actively involved in everyday activities of the setting, and is the core of inclusion. It is closely related to learning and to the interaction between the child and the social and physical environment.

Content of the Self-Reflection Tool

Eight aspects are addressed in the tool:

- Overall welcoming atmosphere
- Inclusive social environment
- Child-centered approach
- Child-friendly physical environment
- Materials for all children
- Opportunities for communication for all
- Inclusive teaching and learning environment
- Family friendly environment

Each aspect is covered by a set of questions that require a qualitative response.

Uses of the tool

The self-reflection tool may be used for a number of purposes:

- (a) to provide a picture of the state of inclusiveness in the setting;
- (b) to serve as a basis for discussions about inclusion;
- (c) to describe, formulate and prioritise areas for improvement in inclusive practice.

The tool can be used flexibly, will be published in all EU languages, and is expected to be used by IECE settings across Europe.

Workshop session 3

How would you like to use it? 1

- Staff and administrators of the preschool first reflect on it individually and then come together for discussion
- May use one or two or more sections only at a time
- May use different sections at different points in time to review all dimensions over a period of a school year.
- Having it used by both professionals and parents to share vision of inclusion
- With children in a child version – using stories???
- With trainee teachers to reflect on their own lesson

Workshop session 3

Discussion points (in small groups):

- **How would you like to use it? 2**
 - Using it as a formative tool also by outside evaluators/inspectors
 - National level to have an idea of what challenges preschools are facing to be inclusive
 - With outside of preschool agencies and professionals
 - Just to raise awareness about the challenges of inclusion through discussion of the issues

Workshop session 3

Discussion points (in small groups):

- **How are you planning to disseminate the tool?**
 - Discuss with colleagues in our office
 - Discuss with school principals/administrators
 - Putting it on national online resources for educators
 - Use it in initial and inservice teacher training
 - Use it as a basis for research on what is understood by inclusive approaches