



# Inclusive Early Childhood Education (IECE) Workshop sessions

# Overview of Workshop session 1 (Group IV)

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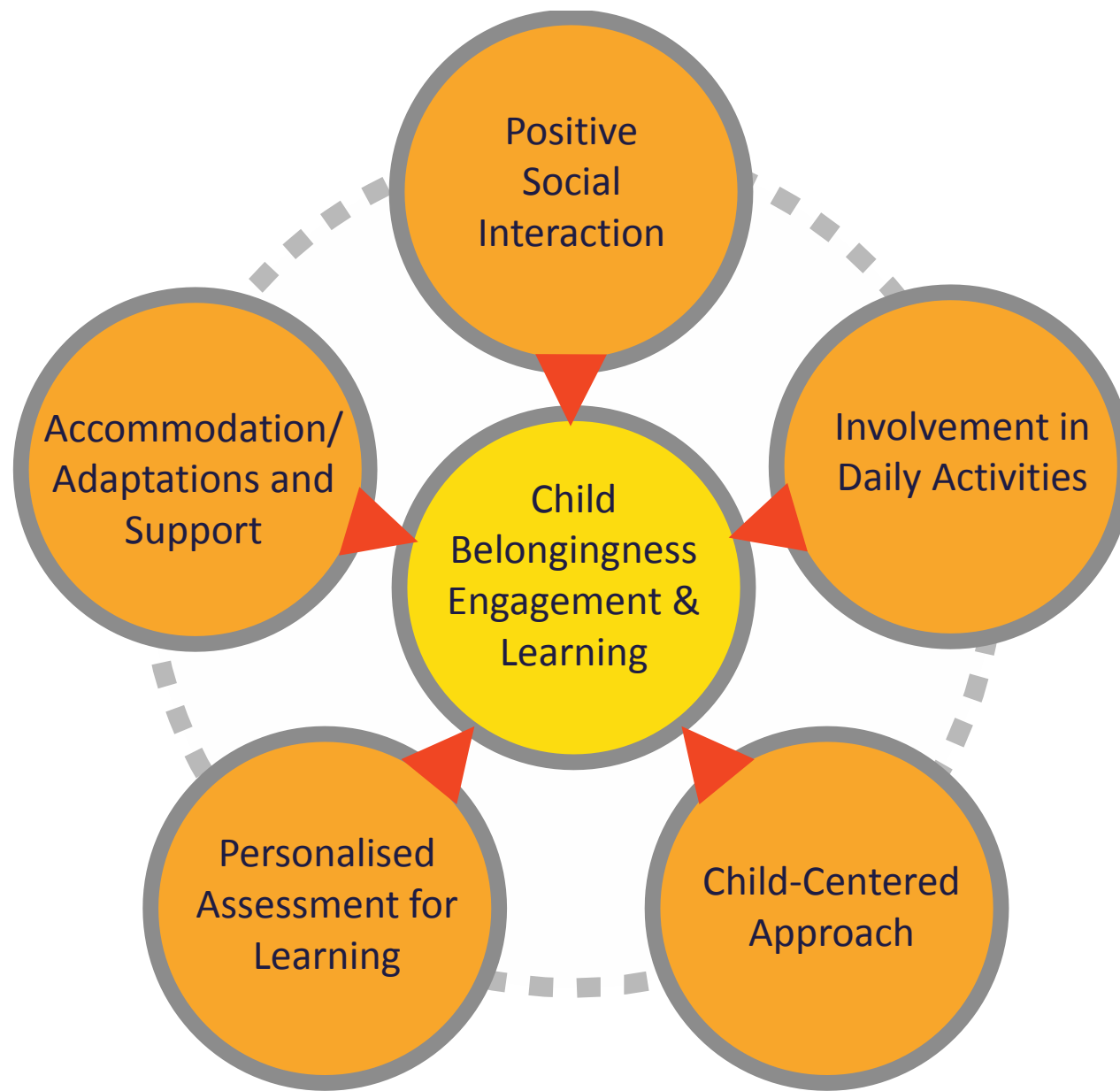
- Introduction of participants
- Introduction of the workshop
- Presentation of 2 examples of inclusive practice & questions
- Discussion into small groups: Every small group can select a couple of themes with the aim to identify challenges of implementation and ways of addressing them
- Main outcomes

# Workshop session 1

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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

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- Discussion will kick off with two short inputs from examples of inclusive practice focusing on a few of the above-mentioned themes (40')
- **Spanish example**
- **Focus:** involvement in daily activities and child centred approach
- **Welsh example**
- **Focus:** holistic curriculum for all, inclusive leadership and cultural responsiveness

# **ZALEO SCHOOL. Madrid**

# Let's go inside!



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**ZALEO SCHOOL is an open public space for creation, discovery and research  
FOR CHILDREN**

**Thanks to families, teachers and our surrounding agents**



# Who are we?

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- A public infant education preschool (0-6 years)
- Ordinary school with an inclusive program for students with special and specific needs
- Opened in 1985
- We have received some recognitions for our educative trajectory

State award for Quality Schools

State award for Creative and Innovative Schools

State special Mention for Innovation Projects about Infant Art

State award for Scientific projects

Regional special Mention for Quality Service

Regional award for Using ICT with early ages students and families

# Main projects

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- **S.E.L.F ( Inclusion of Families)**
- **Art in Infant Education**
- **Science in Infant Education**
- **ICT in Infant Education**
- **Outdoor learning**

# The Staff

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- Teachers and Educators
  - Tutors (6)
  - Workshop responsible (5+2)
  - English's specialist (1)
- Services staff (7)
- Management team
  - Principal and secretary
- Other Supporters:
  - Early Intervention and support team (external)
  - Families
  - Other agents from our surroundings
    - Artists
    - Educational, social and cultural Institutions: Library, bookshops, schools, neighborhood associations,...

# How do we work?

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- Child centered education
- Projects: Each classroom or Whole school (0-6)
- Importance of a triple relationship: family, school, community
- Innovation and research
- Commitments with our families and students
- Following current regulations

- Organization:

**FLEXIBILITY: TIMETABLE, GROUPS, PROGRAMS, EDUCATIONAL AGENTS, INDOOR AND OUTDOOR SPACES, MATERIALS, ...**

Organization could be different depending on our educational project development and each scholar year objectives

Everybody has a responsibility in the teaching-learning process

Workshops activities: Teachers, educators, families or cultural agents

# Goals

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- Encourage the role of families as active educational agents in the HOLISTIC education of children
- Involve families in the TEACHING-LEARNING processes
- Develop new competences (for life and curricular ones) in our pupils WHICH COULD NOT HAVE OCCURRED IF WE HAD NOT INCLUDED OTHER AGENTS.
- Give a better answer to our students' needs

# ¡An anthill in our classroom!

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# We work on electricity

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# Nails, hammers, glue... We are carpenters!!!

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# Knitting together

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<https://youtu.be/xB3tXLRtzl0>

# Working with ceramics

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# Sitting down in cindy's wheelchair

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# Sign language

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# Families promote artistic projects

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## Story of a box



# Portraits

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<https://youtu.be/CpxfiEOzg7A>

# “Lost colours”





# “Times goes by”

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<https://youtu.be/36I7COT9PZc>

# Theatre

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<https://youtu.be/dtkuRLYa2C0>

# Telling tales

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# “How big is your mouth!...”

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# Outdoor learning

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<https://youtu.be/2KqaA8bk1WE>

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FOR CHILDHOOD**

**Thanks to families, teachers and our surrounding's agents**

# “A treasure basket of 30 m2”

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- Connected to the latest art trends
- Our aims
  - *Inclusive activity*
  - *Respect diversity*
  - *Play as learning resource*
  - *Play with Freedom*
  - *Space and objects helping creativity*
  - *Observation tool for teachers*















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<https://youtu.be/yr5l2OzWB50>

# Una Experiencia

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<https://youtu.be/KXfg8kecCEY>





Familia y Escuela.  
Acogiendo.  
Construyendo.  
Repensando la Educación.

The screenshot shows the S.E.L.F. website interface. At the top, there is a navigation menu with links: S.E.L.F., RESULTS, TEACHER'S GUIDE, SPAIN, CROATIA, FAMILIES, SELF-LEARNING, and CALENDAR. The main content area features a blog post dated Friday, 20 February 2015, titled "Summary". The text of the post discusses the S.E.L.F. project's goal of making education more inclusive and mentions a meeting on May 12, 2016. To the right of the post, there is a sidebar with a blue header "ENCUENTRO FAMILIA Y ESCUELA. Acogiendo. Construyendo. Repensando la educación. (12 MAYO DE 2016)" and a link "INSCRIPCIÓN AQUÍ". Below this, there is a Facebook icon and text indicating that families from Spain and Croatia can keep in touch through the "S.E.L.F. families Facebook account". At the bottom of the post, it says "Posted by families and schools at 10:57" and "No comments".

✓ Tutorial

<https://drive.google.com/file/d/0BxWwzN2xncz4eW05aUJybTBSd0U/view>

✓ Guide for teachers

<https://issuu.com/erasmusfamiliesandschools/docs/guide>

<http://erasmusfamiliesandschools.blogspot.com.es/>

# The Difference Between An Ordinary Practice And An Extraordinary One Is Just A Little Extra



Sharing Education and  
Learning with Families  
A challenge for XXI Century Schools

# Contact



- EL CENTRO
- LOCALIZACIÓN
- SECRETARÍA
- COMPROMISOS
- PREMIOS
- TIC
- INGLÉS
- ARTE Y CIENCIA
- EQUIPO ESCUELA
- ATENCIÓN TEMPRANA
- A.M.P.A. CONSEJO ESCOLAR
- COMEDOR
- HORARIOS
- CALENDARIO
- ENLACES



ZALEO

ABRAZOS  
ARTE  
FAMILIAS  
APRENDER  
EXTRAORDINARIOS



ZALEANDO  
REVISTA DIGITAL

ENCUENTRA LO MÁS ACTUAL AQUÍ



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# **Annamaria Bevan**

Tremorfa Nursery School

# Where in the world are we?



# UK Early Years Policy

The Foundation Phase (3 to 7)	Pre-Birth to 3 & Curriculum Excellence (3 to 18)
The Early Years Foundation Stage (0 to 5)	The Foundation Stage (4 to 6)

# Tremorfa Nursery School

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## *Who we are...Who we serve...*

- Stand alone Nursery School
- 120 + families
- 20+ families engaging with the nursery whose children do not yet attend or have moved on
- Wales National Index – one of the most deprived areas
- Majority of children are Welsh British
- 12-22% in the last 3 years of EAL
- 20 % ALN
- 90% on entry speech development below age expectation
- Training School

Our school shared values form the culture and ethos of our school and are embedded in our inclusive practice

# 3 areas of Inclusive Education

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Holistic Curriculum

Inclusive leadership

Cultural responsiveness

Why we use each approach?

How do we implement it or

what does this look like in practice?

What are the outcomes for children and families?

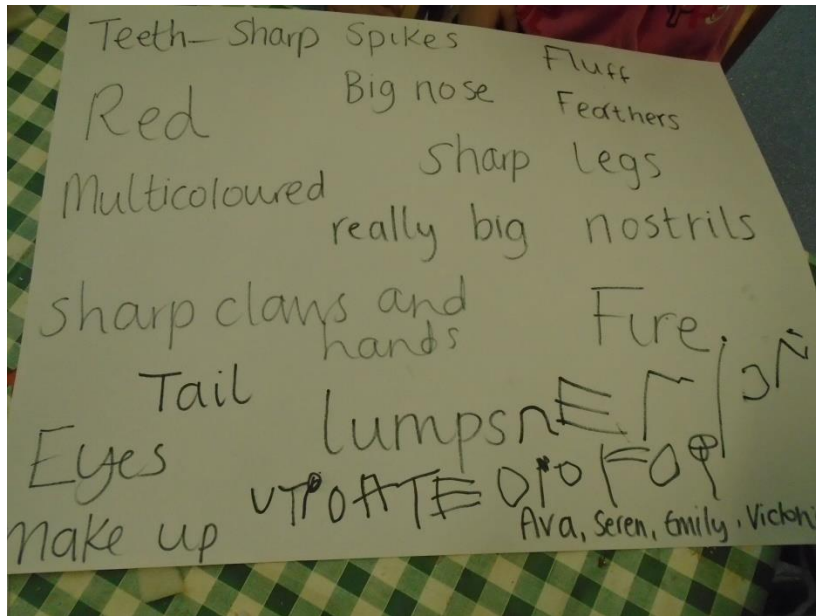
# Holistic Curriculum

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- Indoor and outdoor play (free flow)
- Hands on experiential learning
- Real life experiences – responding to children’s interests
- Adult observations
- Child autonomy
- The environment as the third educator
- Danish and Reggio Emilia influences (international visits)

Childhood is respected; children are able to grow at their own pace





What does this look like  
in practice.....



Dragons!

# Children are listened to and have a say in what they do

- The children are working collaboratively to develop their ideas
- The adult is scaffolding their learning
- Each individual is working at his/her own pace
- All ideas are respected and valued



The end product is fantastic but it's the process that counts!

# Exploring discovering and playing outdoors in the natural environment is crucial

Children experience a sense of wonder, joy and adventure

# Children are seen as independent and capable and are challenged in their learning

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## Outcomes:

The children are happy

Well-being is high

Confident and self aware

Individual's progress at their own pace

All children make progress

Children feel valued

# Inclusive Leadership



# Outcomes

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Attendance is good and improves year on year

Parents feel valued and respected and want to engage

ALN children have the support they need and make progress

All children make progress and the number of children making more than expected progress rises each year

Staff have a voice and feel valued and respected

# Cultural Responsiveness – Breaking Barriers

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Genuine listening

Relationship building

Dedicating time

Shared ownership and respect

Changing mindsets – negative to positive expectations

Valuing diversity



# Caring, nurturing relationships are vital; wellbeing is at the heart of what we do.

## Garden Party      Craft Group Senior Citizen Visits

- Baby group
- Link up
- Toddler group
- Parent café
- Parent workshops
- Parenting course
- SEN support group
- Mini trips / family trips
- Stay and play
- Dads lads and grandad's
- Library
- Language and play
- Home packs
- Transition meetings



Relationships with the whole community, the children's wider environment and culture are very important

**Stay and Play**

**Family trips**



**Children and families are  
respected**

**Mini Trips**

**Dad's Lad's and  
Grandad's Day**

# All children are welcomed as individuals

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The outcome.....

# Thank you for Listening

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## Any Questions?

Annamaria Bevan – Head Teacher

Tremorfa Nursery School

Twitter @tremorfanursery

Instagram @tremorfanurseryschool

[www.tremorfanursery.co.uk](http://www.tremorfanursery.co.uk)

# Workshop session 1

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- 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

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- Education has challenges in future teachers and university teachers: they need to have training at the school
- Involving parents / How to involve parents who come from migrants or low income background also at home
- Have the right staff which work with children
- Ratio between children and teachers
- Equal gender involvement of parents

# Main Outcomes

## Strategies for addressing them

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- New ecosystem for teachers training
- Flexible CV
- Offer a virtual learning environment (space where upload material)
- Learning network of staff
- Work in projects where children take the initiative

# Overview of Workshop session 2

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



# Workshop session 2

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## **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

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- 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...)

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All children are invited and enabled to:

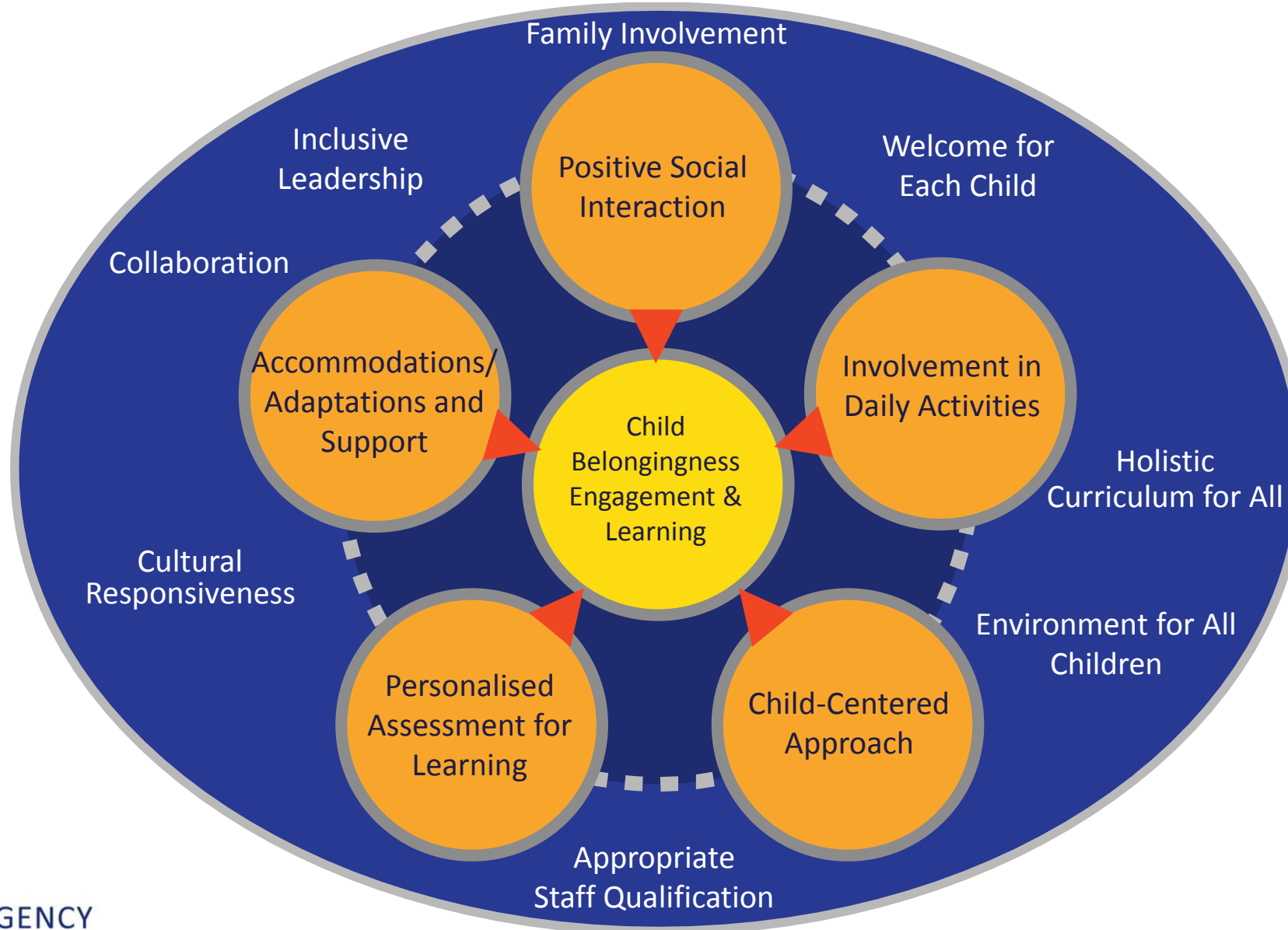
- use their strengths;
- exercise their curiosity and self-direction;
- make choices, particularly in play;
- express interests and goals and engage in problem-solving accordingly;
- be motivated for and engage in valued activities alongside and in interaction with their peer group, with guidance and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

# Dimension 2: PROCESSES WITHIN THE SETTING

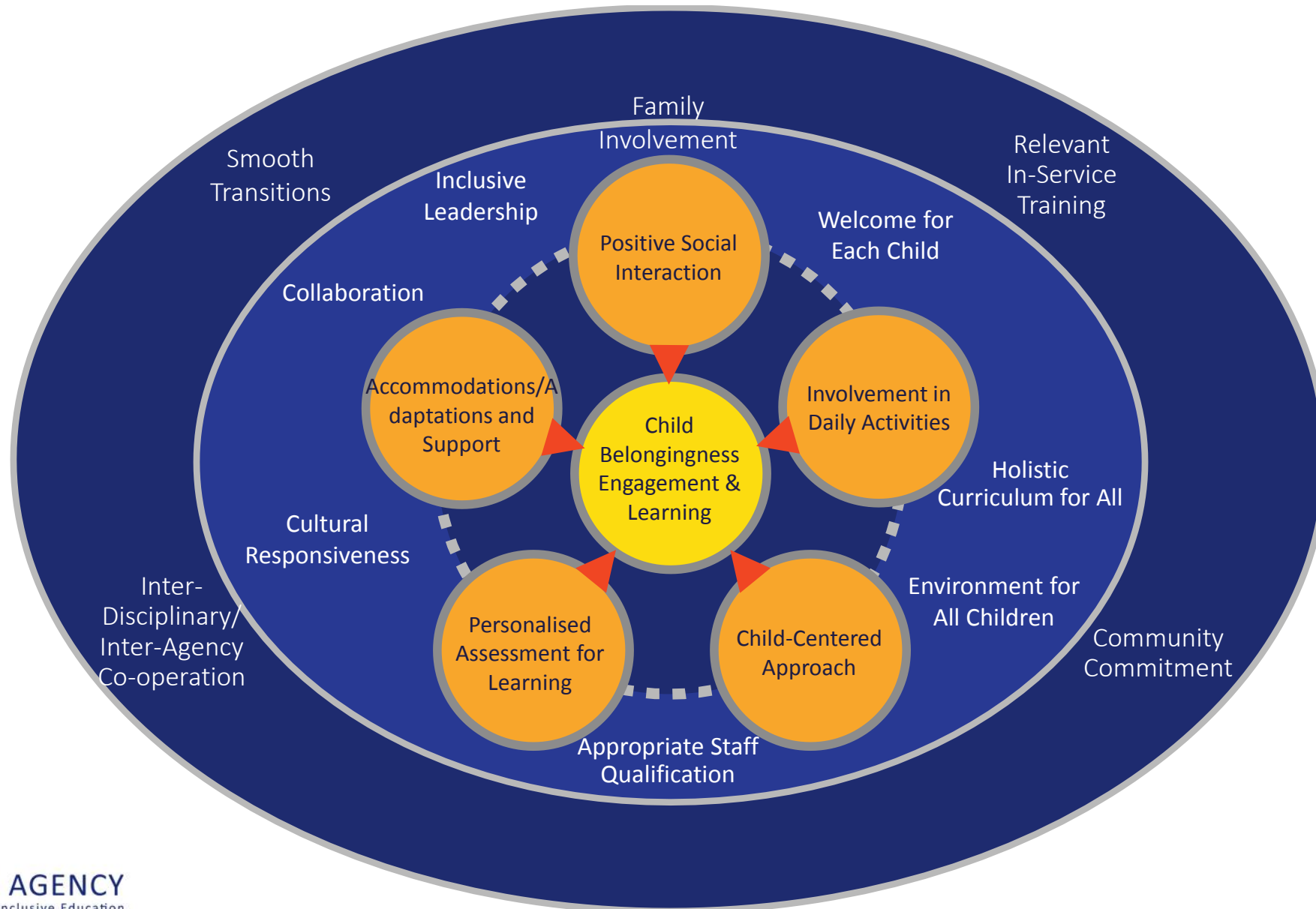
Children are directly involved in these five processes that enable them to belong, to be engaged and to learn



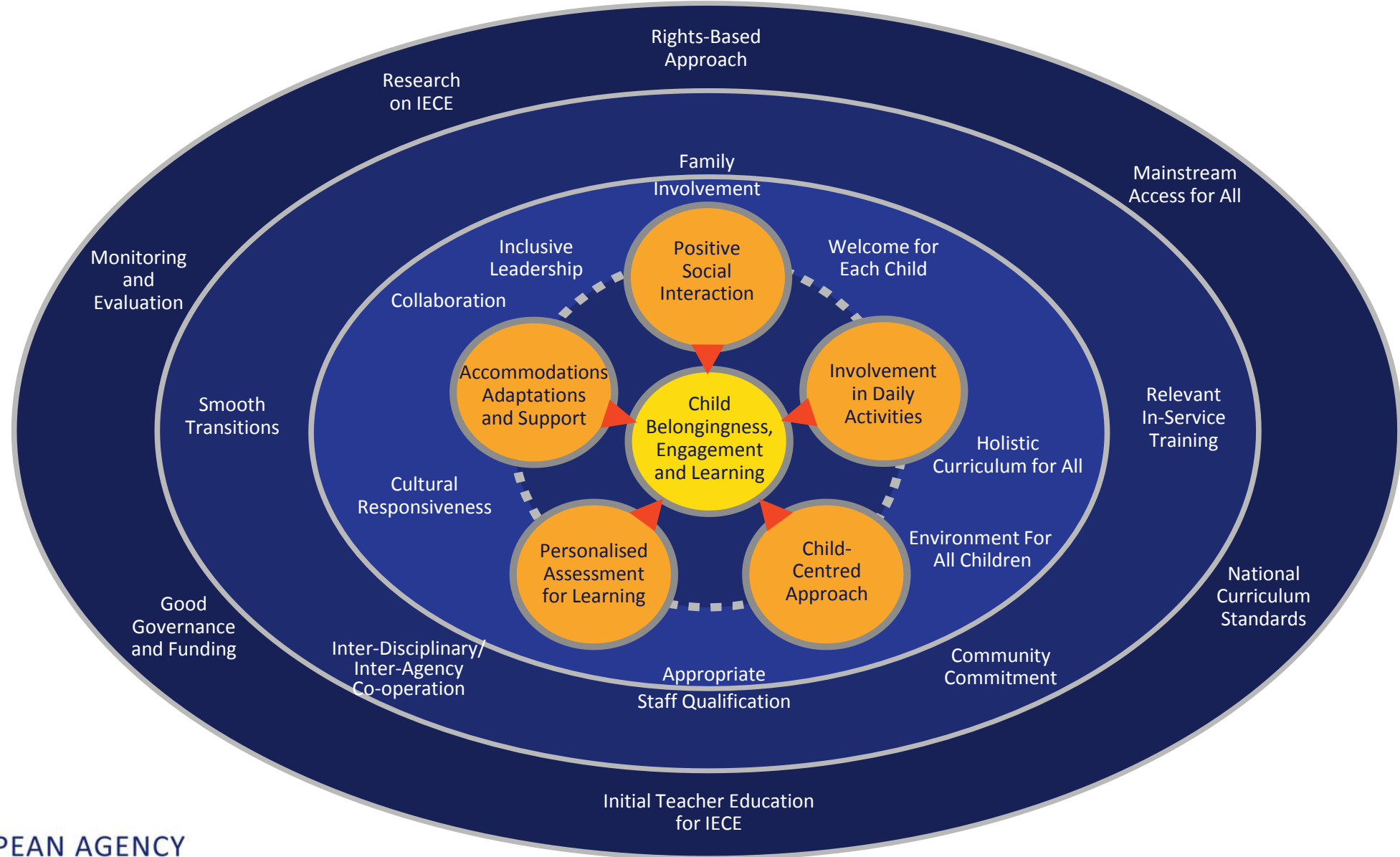
# Dimension 3: STRUCTURES WITHIN THE SETTING



# Dimension 4: STRUCTURES WITHIN THE COMMUNITY



# Dimension 5: STRUCTURES AT REGIONAL/NATIONAL LEVEL





# Model links micro provisions to macro policy

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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

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- 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

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- 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

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- 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

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- Government should promote exchange and experience of best practices
- Reduce the ratio students/teacher PT FR SP have this problem of ratio
- need of training of teacher for special needs children. Those teachers should belong to the staff and promote communication of teacher with the families
- Curriculum should not depend on policy makers: need of continuity
- When the child not achieve the goal is not child's fault but curriculum's fault
- Have a philosophy (way of understanding, set of values) not only a policy which need to be implemented and might not be a follow-up on it
- Different ministries involved, no clear vision of the different levels
- Training of teachers no subject oriented but developpement or integrated approach
- Change from holistic to subject oriented
- Difficulties to reach at risk families
- From 0 to 2 or 3 some children are not attending
- No all countries have national curriculum which helps to make a good service
- Participants found challenging confronting themselves discovering how the different system work

# Main Outcomes

## Strategies for addressing them

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- Need of professional (properly trained) assistants working in the classroom, time to share observation (sometimes assistants are in class but not part of the staff), time for coordination with teachers in classes
- Curricula must be built by teachers for continuity
- Have an holistic curriculum: start from what the children already know to keep the child in the center
- Family involvement
- Overlap boundaries: transition and curricula connected
- Good governance to overcome the families reaching problems

# Overview of Workshop session 3

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

# Workshop session 3

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- 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

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- 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

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- 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

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**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

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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

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Discussion points (in small groups):

- How would you like to use it?
- What can you accomplish by using the tool?
- How can the use of the tool improve the quality of inclusive ECE provisions?
- How are you planning to disseminate the tool?
- What would you like to be the follow-up of the project?

# Main Outcomes

## Challenges of implementation

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### 1 question

- university students within the training in inclusive education, teachers in kindergarten, as a philosophy for early education, opportunity to discuss, meta curricula, use at personal level and group level for group reflection (e.g. Staff, family...)
- student, service training, model of self evaluation in class, municipalities, parents, on the internet for people to have access
- adjustable to context you want to use, developmental work on a more aggregate level
- it offers a systematic way to discuss on this topic within the staff group.
- through discussion we make professionals aware and create a sense of ownership, broadening area of inclusion, personal growth and best practice sharing.

### 2 question

- reflective and inclusive practices with opportunity to listen to each others, be aware about things and manage changes, promoting them,
- tool of self-empowerment;
- useful to adapt teachers training to special children needs.
- Become more inclusive
- Ownership of the provision while using the tool as a team
- The tool can make visible area for improvements

# Main Outcomes

## Strategies for addressing them

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### 3 question

some groups consider they already answered this question during the question 2

- to set goal, coaching of peers and mentoring students and practice

### 4 question

- sharing it in teachers training courses at national, regional level or at university. Training courses would aim to convince of the validity of the tool. We need to give teachers feedback, providing a list of improvements listing priorities, use to achieve agreements, identify proposals and each country should promote the tool
- ministry working groups, inservice training (teacher union or municipality training)
- Arrange to meet with policy leaders to discuss the tool
- Share it with practitioners

# Main Outcomes

## Strategies for addressing them

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### 5 question

- no optimism on the future of the project because of the political involvement needed to go on. Organize a group of expert in each country.
- more information on pilot project and evaluation tool, focusing on quality education, behavior and emotional difficulties would be good to research on.
- Become more inclusive, the tool can be used as a mirror.
- PT is making it part of an handbook available to all but not mandatory; discussion will take place on how to share widely, share with practitioners and find a practical way to disseminate through ministry.
- Work on recognition.
- Present what good systems are and what a good practice need.
- Make visible the quality framework and saw it in the case study.
- What part of the project to follow-up? The instrument would be easier to follow-up instead of the project itself.