



Inclusive Early Childhood Education (IECE) Workshop sessions

Overview of Workshop session 1 (Group II)

- 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')
- **German example**
- **Focus:** involvement in daily activities and child centred approach
- **Irish example**
- **Focus:** holistic curriculum for all, support for families and inclusive leadership

Integrative Kindertagesstätte „Am Gänsberg“

- The Integrative Kindertagesstätte „Am Gänsberg“ is a kindergarden, caring for children from the age of three until their enrolment in primary school
- Currently there are 79 children in four groups
- Six of these are children with special needs (~7,5%)
- 18 children have an immigration background (~ 24%)

Inclusion: 3 key-points

➤ It's the children

Inclusion: 3 key-points

➤ It's the children

➤ It's the staff

Inclusion: 3 key-points

- It's the children
- It's the staff
- It's the cooperation

It's the cooperation

Seeing with two eyes

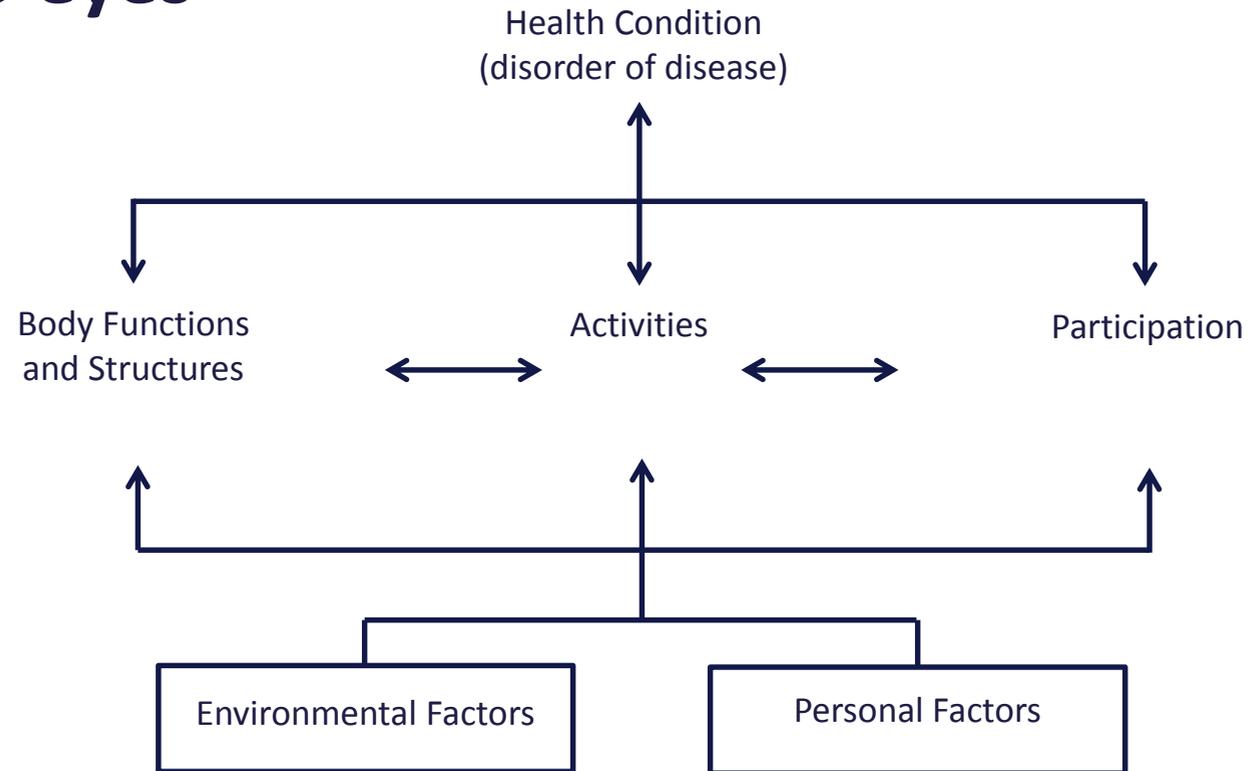
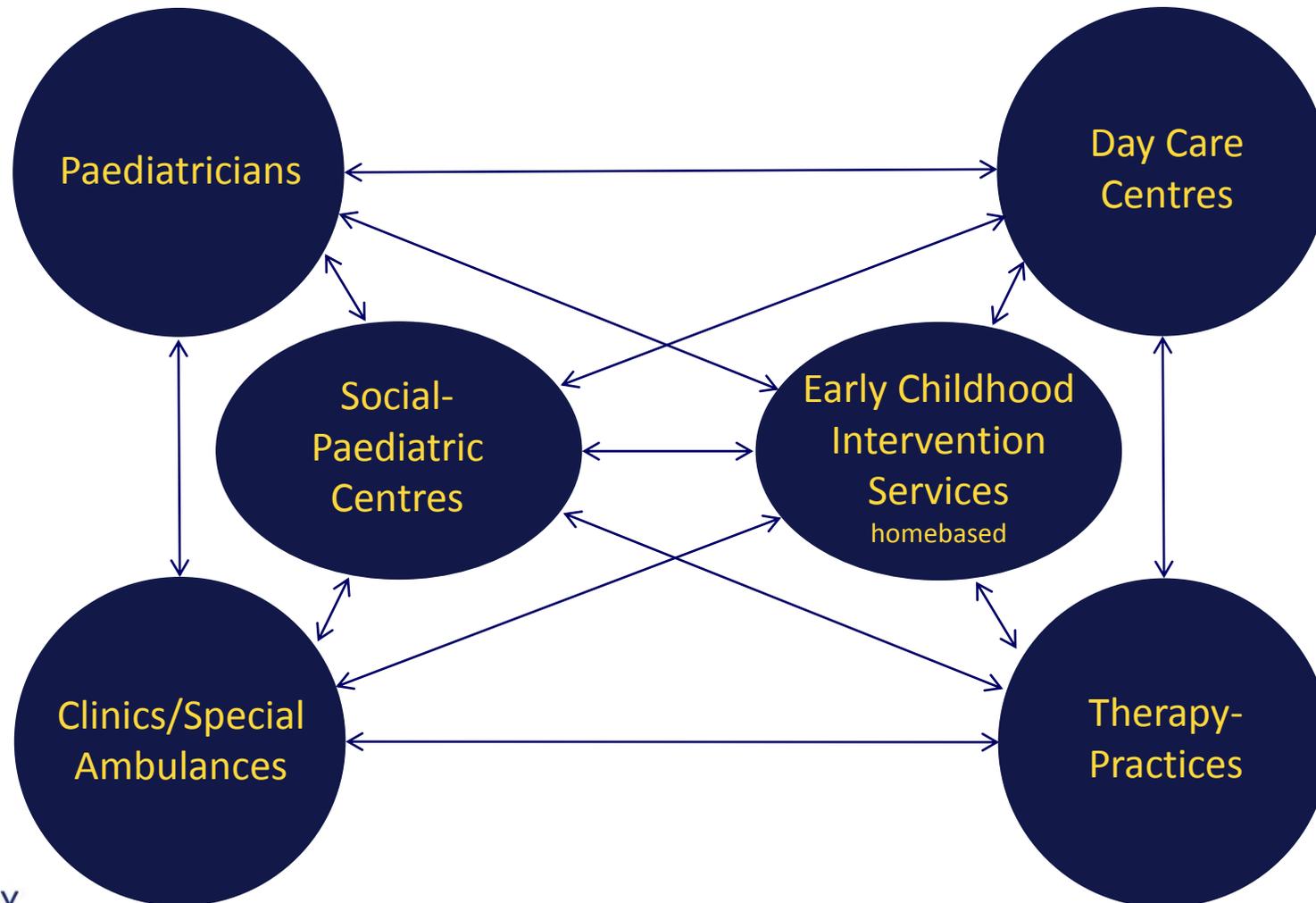


Figure 1: Interactions between the components of ICF (WHO 2001:18)

The System of Early Childhood Intervention





Espacially the early childhood intervention centers work closely together with childcare facilities helping them to fulfil their educational mandate. Cooperation includes:

- Support and Counselling within the transition period from the family into the day care center (application for integration measures/ special educational needs and others) and during the process
- Joint planning of support- and treatment measures and realization in the day care center by the staff of the ECI Service in cooperation with the parents
- Counselling in the context of early detection of children at risk in agreement with the parents
- Information about and if necessary transmission to other services (e. g. educational counselling) or diagnostic clarification

Child centered Perspective

F-WORDS AGREEMENT



By _____ age _____

☺ Please consider these things when we work together ☺

FUNCTION – I want to **do** stuff! It may not matter if I don't do it like everyone else!

FAMILY – They know me best and I **trust** them to do what's best for me. **Listen** to them. **Talk** to them. **Hear** them. **Respect** them.....

FITNESS – **Everyone** needs to stay fit and healthy and I am no different. I might need to use different ways of getting fit and staying fit and need help to do this.....

FUN – **Whatever floats my boat!!.....**

FRIENDS – to have **fun** with, to **learn** with, to **grow** old with.....

FUTURE – The Future Is **Now** – Tomorrow is what I make of **today**. I don't want **opportunities** to pass me by. Help me **achieve** what I can today.



Thank you





Inclusion is an everyday challenge

We don't regard inclusion as a reachable goal, but rather as an everyday challenge. It should be possible to change the work with every new person, every child coming into the kindergarten.

Education and upbringing in our kindergarden is successful for us, when we are able to provide the children a foundation from which they can face the challenges of the future in a spirit of optimism and confidence

Inclusion involves lifelong learning

→ The contribution of **on-site research on everyday inclusive practice** :
a short glimpse at the participation study conducted by the German Youth
Institute

(presented by Carola Nuernberg)

Onsite research of everyday integrative practices

Background

- Increasing importance of the notion of TEILHABE in the German public debate on education and inclusion
- At the same time, it is unclear what exactly constitutes TEILHABE, even in the field of early childhood studies
- For the purpose of this presentation, we shall provisionally translate TEILHABE as participation
- The study's focus is on the everyday practices of integration in early childhood centres
- The research is ongoing and carried out by the WiFF project at the German Youth Institute (DJI)
- Contact Anke Koenig, Katja Flaemig and Anna Beutin

Research design

Research aims

- study integrative early childhood centres working with children „special educational needs“ and „without special educational needs“
- focus on everyday situations and practices
- research children „as participants in practices“ (Bollig/Kelle 2014)
- consider all actors (children, staff, researchers, others) and address material and spatial arrangements
- focus both on children „with and without special educational needs“

Research design

Methods of data collection

- Ethnography and participant observation in three early childhood centres over the period of one year
- Videography in 14 other early childhood centres, 2 days of visitation and filming in each centre

Two strands of analyses

1. Analysis of key themes

- based on all data (videography and observation data)
- no prior expectations of themes, instead detect key themes through Grounded Theory and sequential analysis
- describe various key themes in detail
- current analyses on „helping“ and „counting and choosings“

Two strands of analyses

2. Investigation of peer interactions

- the German national report on people with disabilities (BMAS, zweiter Teilhabebericht, 2017) finds that 33% of people without disabilities receive strong social support, while only 26% of people with disabilities do so
 - careful analysis of videomaterial on peer-interactions
 - analysis on the micro-level
- Research question: Do children „with special educational needs“ receive less social support from their peers than children „without special educational“ needs?

Thank you for your attention

http://www.lebenshilfert.de/lhrtk/angebote_einrichtungen//integrative_kindertagesstaetten/kita_idstein.php

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Overview of presentation

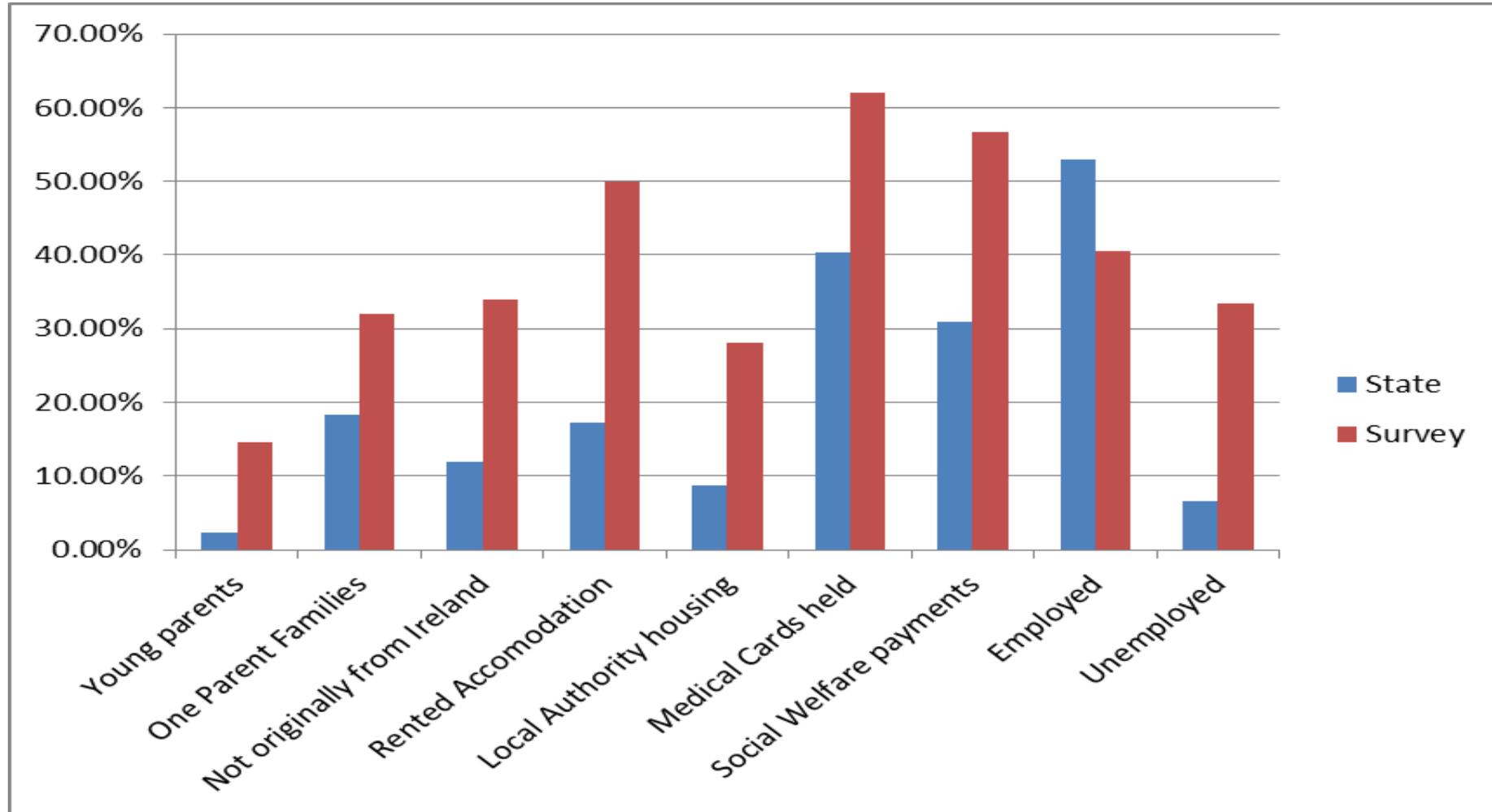
- **How context influences our approach**
- **The Bagram Family: Inclusion in practice**
- **Early Years Educators as Family Support Workers**
- **Distributed leadership and organisational dynamics**
- **Value of the model for Early Years Education and Inclusion**

Conceptualising inclusion at TFC

Inclusion = to be in

Exclusion = to be out

Socio-economic disadvantage



Disadvantage as embodied experience

Cumulative

Both

And



Child



*As if these two things
were experienced
separately for the
child*

Intersectional

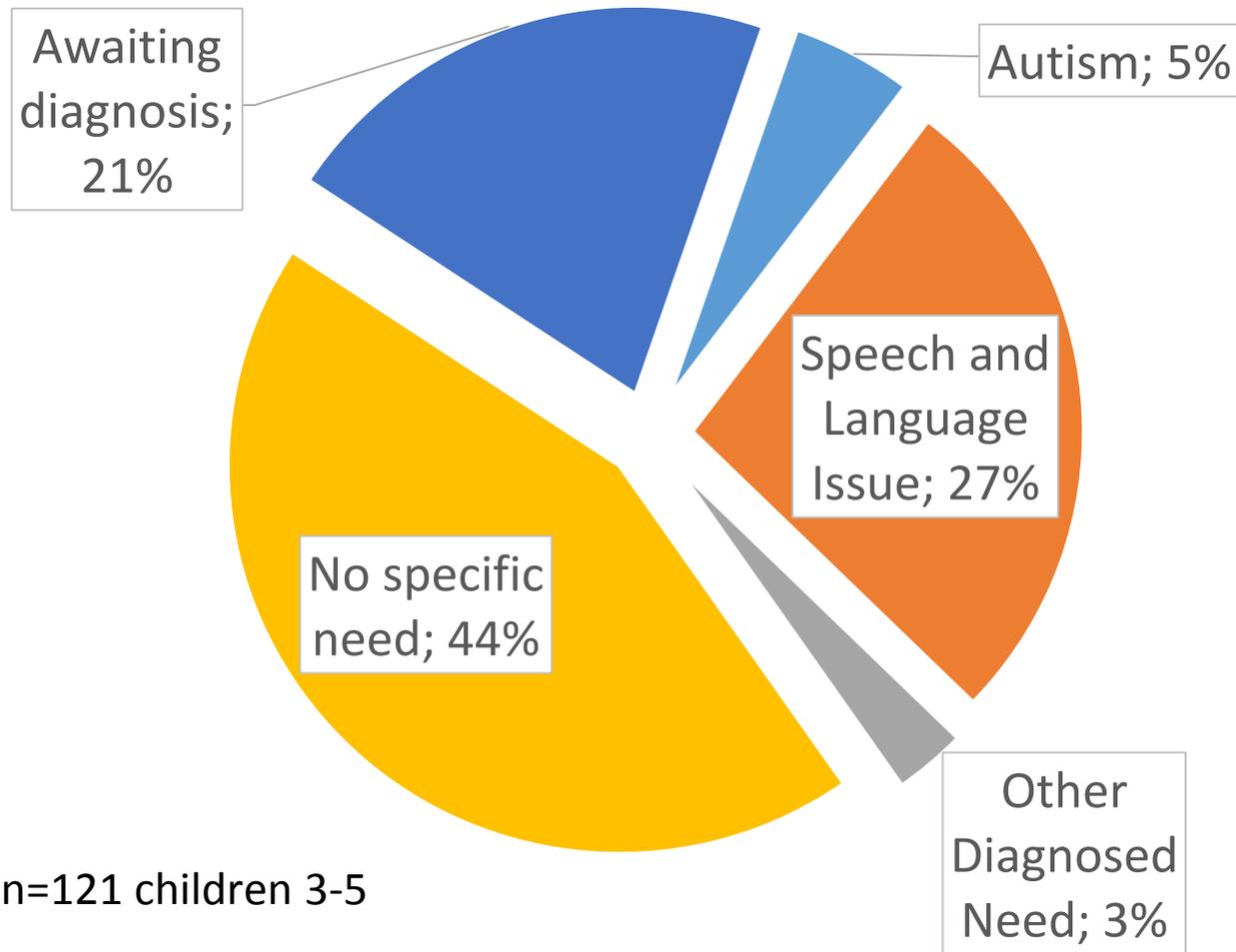


Child

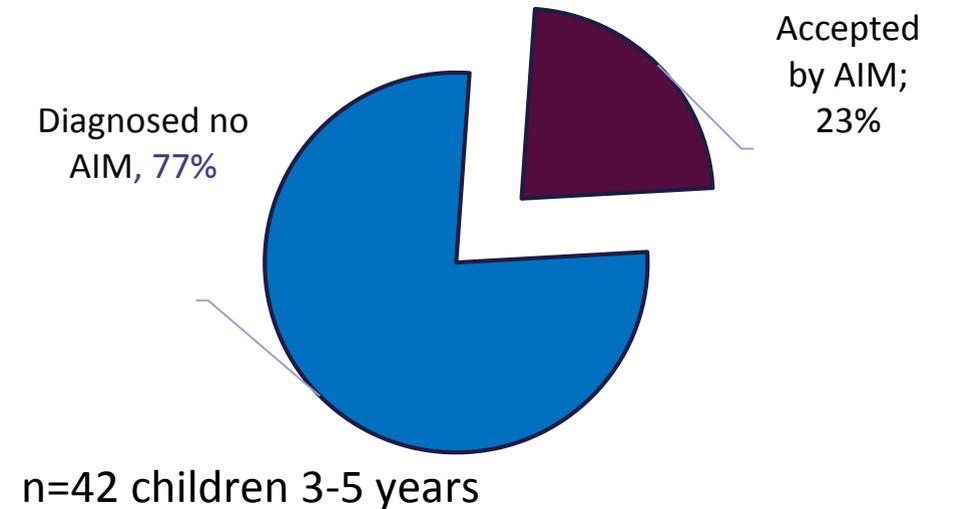


At the same time

Profile of Children



Access and Inclusion Model



Why is an inclusive approach necessary?

Factor 1

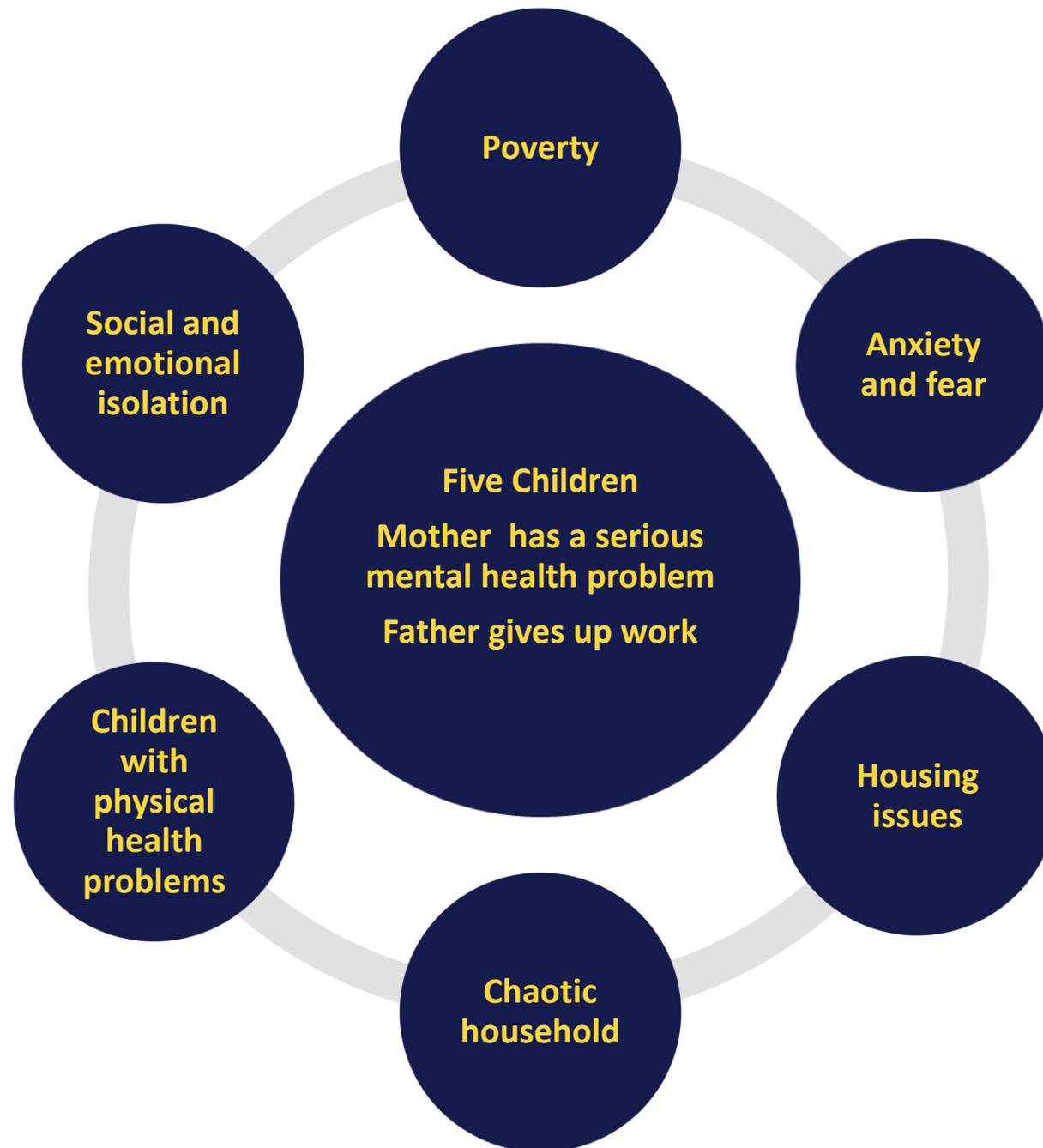
High level of need and a high level of disadvantage and need

Require

Complex responses

Factor 2

Embodied reality



Supports dad and children through constant communication identification of *changing* needs.

Adaptive

Service support family around hospital appointments by holding children .

Involved

Staff communicate with mental health social workers to increase understanding.

Informed



Utilise our referral EY places for children so they can begin immediately.

Responsive

Provide Support and advocacy around entitlements.

Proactive

Youth Project Happy Hub provide bereavement and other support for the older children.

Holistic

Staff communicate with landlord, and housing agencies.

Empowered

Action orientated
Focus on creating change

What does all of this have to do with
Early Years Education and Early Years
Educators?

The Early Years Educator is close to the child's
reality

The responses are also embodied

- Embodied in the human beings working with the family (staff)
- Rely upon human agency

Question 1

How do we create structures
which respond to this embodied reality?

Question 2

How do you facilitate the level of agency needed to ensure the children can engage?

Key component 1: Exaptation

Exaptation

'the process by which features acquire functions for which they were not originally adapted or selected'

Webster's Dictionary Definition

Key Component 2: Distributed Leadership

Implementers of Knowledge

And

Creators of Knowledge

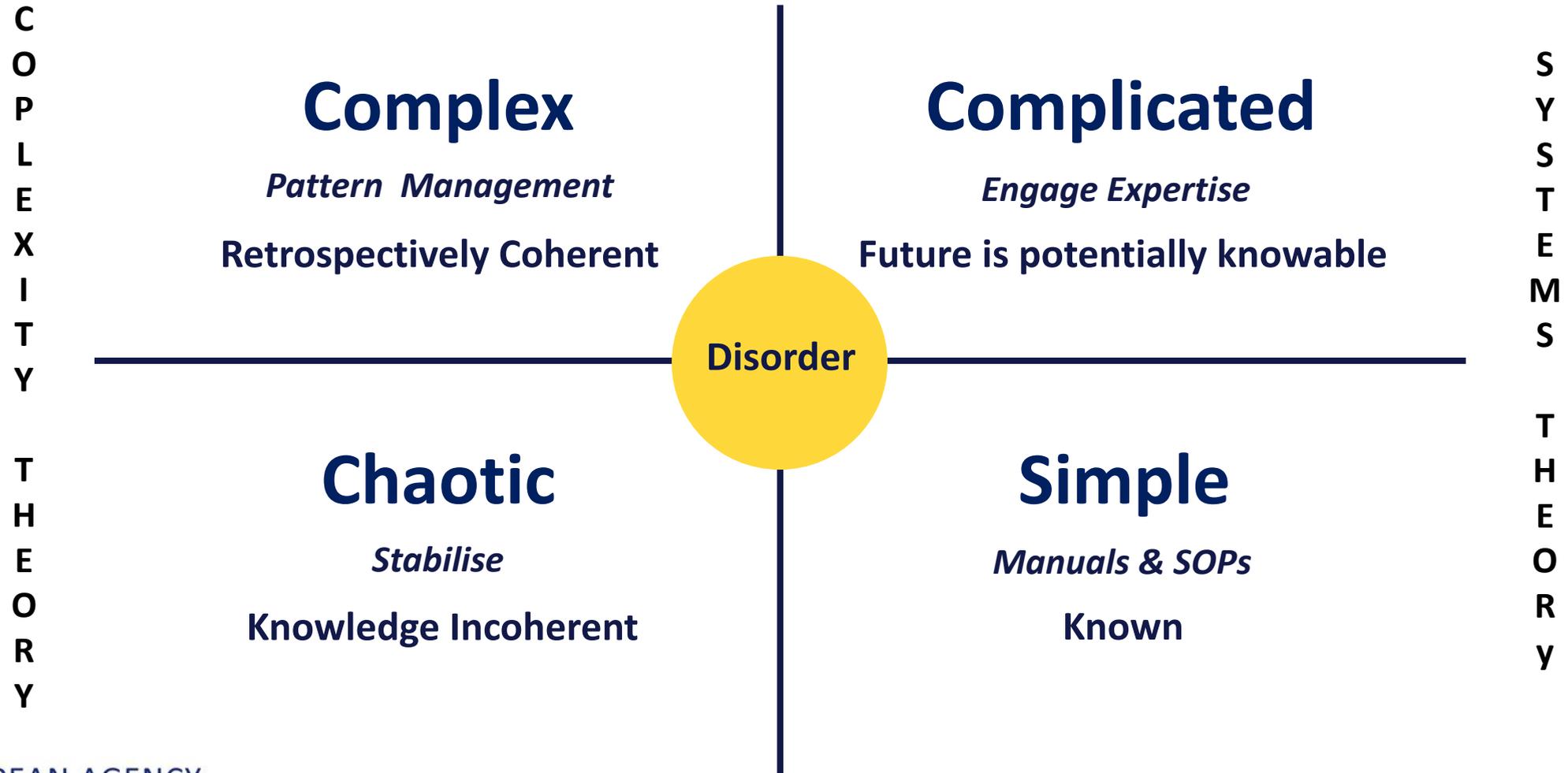
At the same time

Key component 3: Safe to fail

Safe to Fail Environment

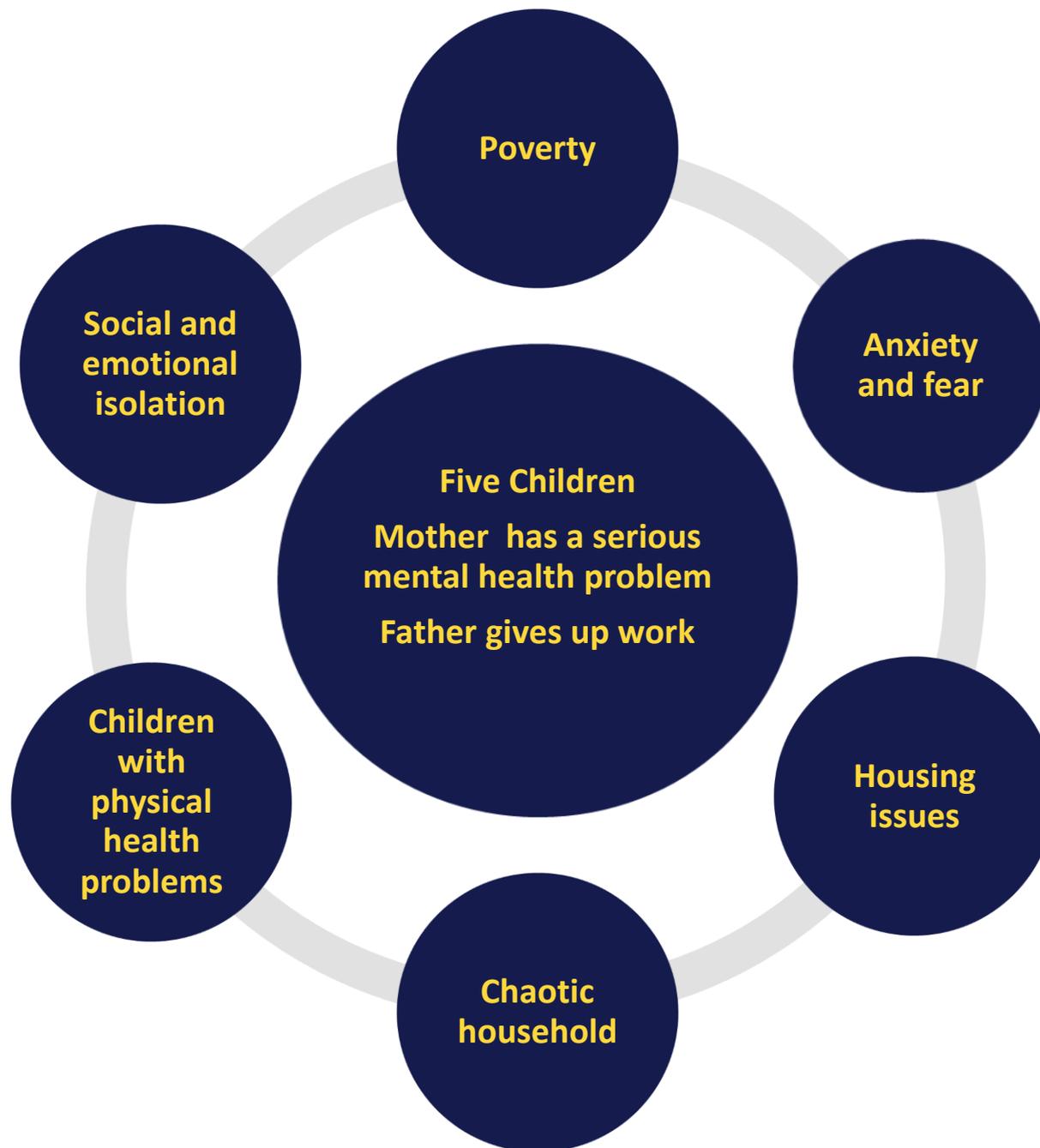
The *Cynefin* Framework

D. Snowden (2007)



Complex

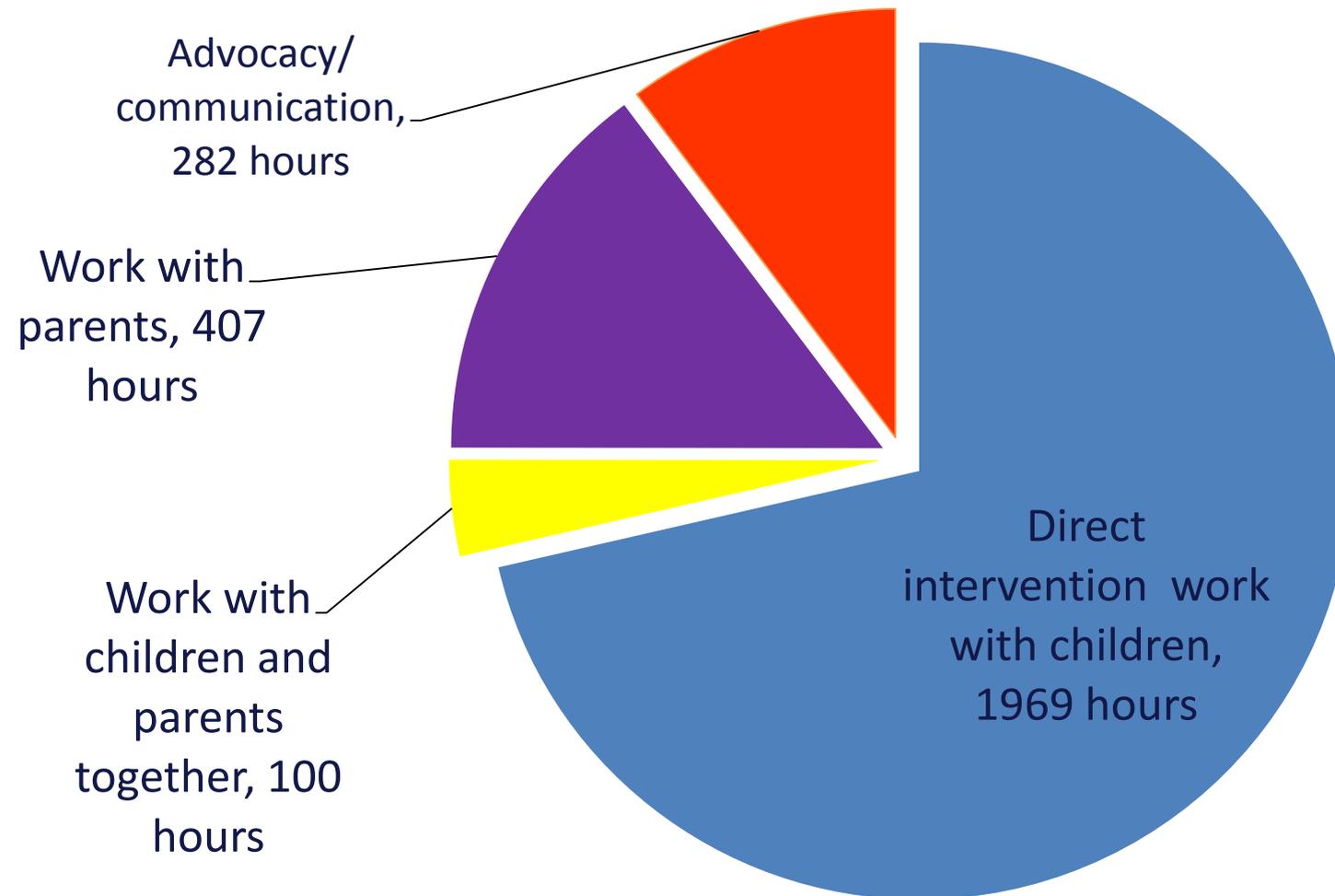
Complicated



Chaotic

Simple

Universal + Support for Children at TFC 2016



All of this support is provided by Early Years Educators

Inclusion as a catalyst for Human Agency

We can create stimulating interventions

We allow better outcomes to emerge

We support early change

We think in complex terms

We move forward in uncertainty

Thank you

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https://www.youtube.com/watch?v=OqmdLcyES_Q

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')

CONSENSUS CHALLENGES

CHILD CENTERED APPROACH

- KNOWLEDGE, UNDERSTANDING AND TRAINING (TEACHER EDUCATION AND IN-SERVICE TRAINING)
- LISTEN TO CHILDRENS VOICES
- COLLABORATION

FAMILY INVOLVEMENT

- COLLABORATION AND COOPERATION IN SETTING AND BETWEEN SETTINGS
- TRAINING IN PROCESS WORK

- RESOURCING – TIME AND MONEY TO ENABLE CHILD CENTERED APPROACH AND FAMILY INVOLVEMENT

Main Outcomes

Strategies for addressing them

- FLEXIBLE CURRICULUM
- INVOLVE CHILDREN IN EVERY ASPECT OF THEIR SETTINGS
- IMPLEMENT CHANGES TOGETHER IN COLLABORATION WITH FAMILIES AND OTHER PROFESSIONALS WITHIN AND ACROSS SETTINGS
- ADAPTATION OF STUDY PROGRAMS TO INCLUSIVE PRACTICES - MORE THEORETICAL KNOWLEDGE AND PRACTICAL EXPERIENCES IN THE QUALIFICATIONS FOR STUDY PROGRAMS
- CONTINUAL PROFESSIONAL DEVELOPMENT – COLLEGIAL APPROACH
- BRIDGE THE THEORY – PRACTICE GAP
- MORE RESOURCES FOR ALL OF IT!

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

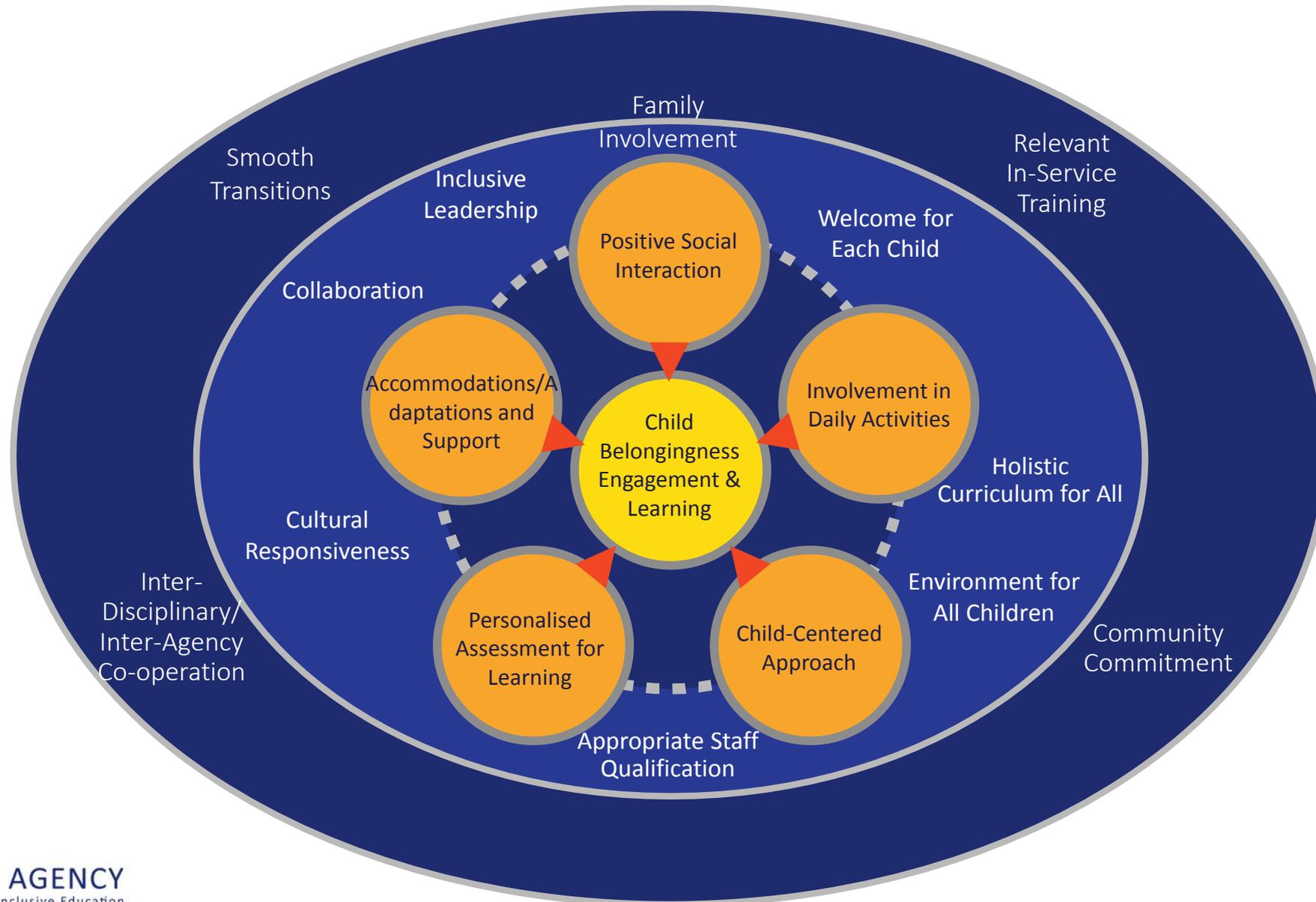
Children are directly involved in these five processes that enable them to belong, to be engaged and to learn



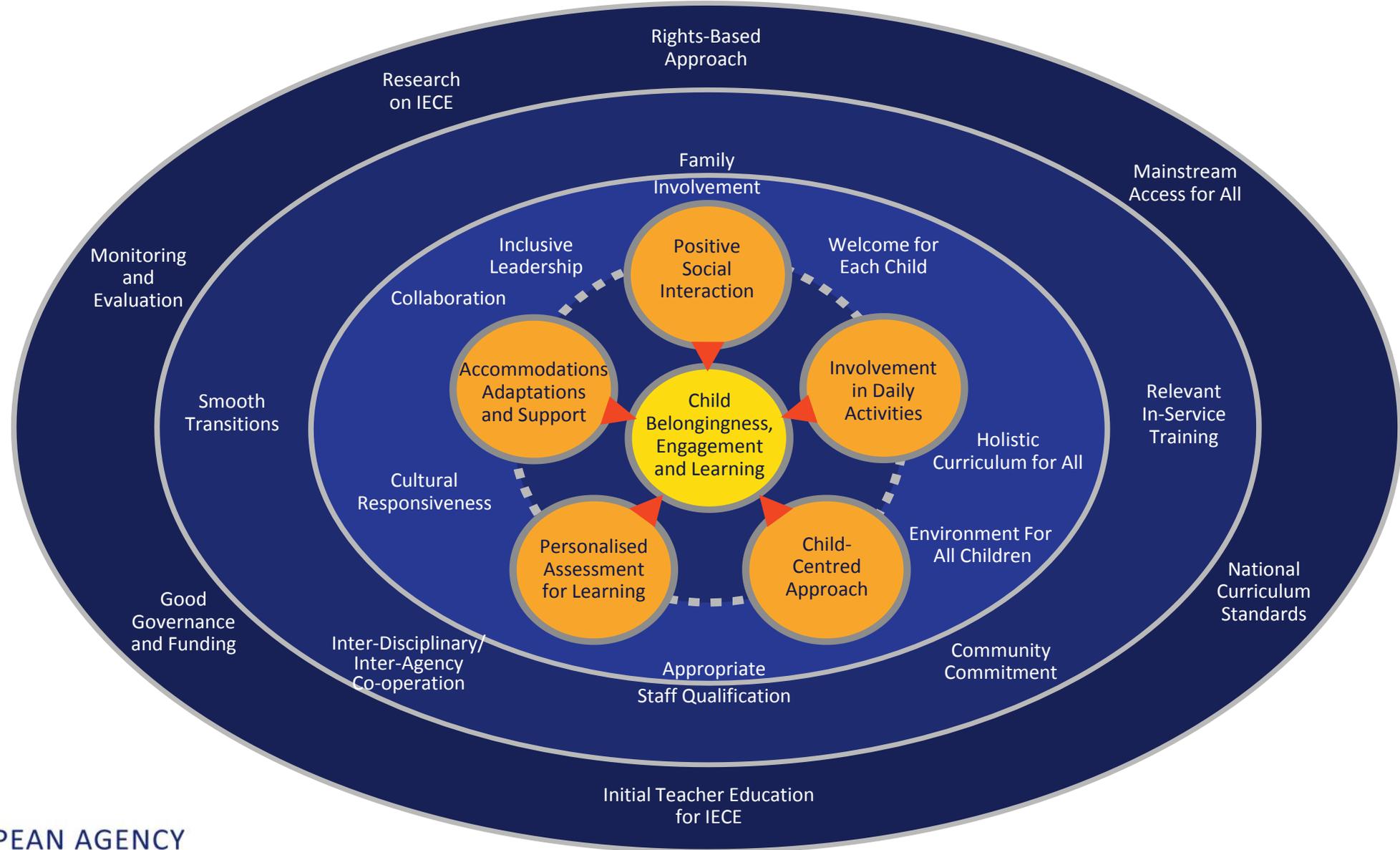
Dimension 3: STRUCTURES WITHIN THE SETTING



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?

Challenges of implementation GROUP A

ACCESS

- HOW TO CREATE A NATIONAL CURRICULUM THAT ALLOWS THE FLEXIBILITY TO BE RESPONSIVE TO CHILDRENS, FAMILY AND CONTENT NEEDS
- TO SHOW THAT EVERYONE NEEDS TO BE INVOLVED IN ORDER FOR THE PROCESS TO WORK
- TOOL TO GUIDE IMPLEMENTATION
- ADD CONTINUING AND INSERVICE TRAINING ON THE MACRO LEVEL

FAMILY INVOLVEMENT

- IS A KEY ASPECT OF THE MODEL
- CREATE CONDITIONS FOR FAMILY ENGAGEMENT
- UNDERSTAND VOICE OF PARENTS

Challenges of implementation GROUP B

ACCESS

- IT IS INSURED FOR ALL (IRELAND AND GERMANY)
- SPECIALIST SUPPORT
- REDUCED RATIOS CHILDREN/STAFF
- CLUSTERS OF SCHOOLS AND UNIVERSAL ACCESS

FAMILY SUPPORT

- NATIONAL GUIDELINES AND CURRICULUM
- FAMILY DAYS – PARENTS MEETINGS – FAMILY SUPPORT TEAM

CURRICULUM

- NEW NATIONAL CURRICULUM GUIDELINES
- TEACHER CONSTRUCTS CURRICULUM TAKING EMERGENT ACCOUNT OF CHILDREN
- TEACHER TAKES ALL ACCOUNT OF DEV INTO ACCESS?
- FOCUS ON CHILD ENGAGEMENT AND OUTCOMES

Challenges of implementation GROUP C

ACCESS

- ACCESS, PARTICIPATION AND LEARNING FOR ALL
- TIME IN EARLY YEARS SETTINGS
- RESEARCH

FRAMEWORK AND OUTCOMES

- FAMILY INVOLVEMENT
- A TASK FOR THE LOCAL LEVEL
- NEEDS RESOURCES

CURRICULUM

- NATIONAL CONTEXT IS HARD TO COMPARE

Main Outcomes - ACCESS SUMMARY

- ACCESS, PARTICIPATION AND LEARNING FOR ALL
- IT IS NOT ASSURED IN ALL COUNTRIES - THE IT VARIES ACROSS EUROPE , A RIGHT MAY BE THERE BUT YOU DO NOT GET A PLACE
- THE ECOSYSTEM MODEL CAN SHOW HOW TO CREATE A NATIONAL CURRICULUM THAT ALLOWS THE FLEXIBILITY TO BE RESPONSIVE TO CHILDRENS, FAMILY AND COMMUNITY NEEDS
- CLUSTERS OF SCHOOLS ALL IN ONE AREA - AND IS AVAILABLE IN SOME PLACES, VARIES WITH TIME IN IECE
- IMPROVEMENT – UNIVERSAL ACCESS IN ALL COUNTRIES

Main Outcomes - ACCESS SUMMARY cont.

- TO SHOW THAT EVERYONE NEEDS TO BE INVOLVED IN ORDER FOR THE PROCESS TO WORK – THE MODEL CAN BE USED TO SHOW THIS
- SPECIALIST SUPPORT ON SITE IMPORTANT OUTCOME

- TIME IN EARLY YEARS SETTINGS (HOURS PER DAY)
- REDUCED RATIOS CHILDREN/STAFF

- TOOL TO GUIDE IMPLEMENTATION
- RESEARCH
- ADD CONTINUING AND INSERVICE TRAINING ON THE MACRO LEVEL

Main Outcomes

FAMILY INVOLVEMENT - SUMMARY

THE MODEL:

- CAN BE USED TO SHOW THAT FAMILY INVOLVEMENT IS A KEY ASPECT OF INCLUSION
- SHOWS THE IMPORTANCE TO UNDERSTAND THE VOICES OF PARENTS
- CREATE CONDITIONS FOR FAMILY ENGAGEMENT

- EXAMPLES OF FAMILY INVOLVEMENT FAMILY DAYS – PARENTS MEETINGS – FAMILY SUPPORT TEAM

- NATIONAL GUIDELINES IS IN CURRICULUM – TAKE SERIOUSLY

Main Outcomes - CURRICULUM SUMMARY

THE MODEL SHOWS:

- A FOCUS ON CHILD ENGAGEMENT AND NOT OUTCOMES
- TEACHER CONSTRUCTS CURRICULUM TAKING EMERGENT ACCOUNT OF CHILDREN
- TEACHER TAKES ALL AREAS INTO ACCOUNT

NATIONAL CONTEXT IS HARD TO COMPARE – IS VALID IN ALL AREAS
BUT THE ECO-SYSTEM MODEL CAN HELP YOU TO GO FORWARD

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

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?

Main Outcomes

Challenges of implementation ALL THREE GROUPS

- USE ON STAFF TEAM MEETINGS
 - ONE TOPIC OVER THE PERIOD OF A TIME
 - LANGUAGE – CLOSED QUESTIONS YES/NO – START WITH HOW..... TO EXPAND
- OVERALL COMMUNICATION WITH OTHER AGENCIES – EXCHANGE TO OTHER PROFESSIONALS, I.E. OCCUPATIONAL THERAPISTS
- INCLUDE IN EDUCATION PLAN, USE WITH PARENTS TO HIGHLIGHT INCLUSION ON OFFICIAL WEBSITE
- USE WITH STAFF AND PARENTS AND CHILDREN – ADAPT IT TO PARENT AND CHILDREN VERSION
- IDENTIFY STRENGTHS AND WEAKNESSES
- USE OVER A PERIOD OF A YEAR
- USE WITH POLICY MAKERS
- ADD A SCALE IN CERTAIN AREAS FOR RESEARCH OR EVIDENCE BASED PRACTICE

Main Outcomes

Strategies for addressing them ALL GROUPS

- IN COUNTRIES WHERE THERE IS NOT TOOLS IT COULD BE USED TO HIGHLIGHT INCLUSION – START DISCUSSION PRACTICAL WAY
- IN COUNTRIES WITH INCLUSION – WHAT DOES IT ADD?
- IS IT ENOUGH UNDERSTANDING OF THE CONCEPTS AND PRINCIPALS TO ENGAGE WITH THE TOOL?
- IN COUNTRIES WITH A LOT OF TOOLS – A LIGHTER TOOL THAN FOR EXAMPLE INDEX OF INCLUSION
- ACCESSIBLE TO ALL MEMBERS OF STAFF – NOT AS CONDENCED AS OTHER INSTRUMENTS
- USE WITH THE WHOLE TEAM FOR A COMMON UNDERSTANDING
- REFLECTION ON YOUR OWN PRACTICE
- USE TO INSURE THAT ALL CHILDREN HAVE ACCES FOR EXAMPLE TO MATERIALS
- THE TOOL WILL ONLY HAVE AN IMPACT IF IT IS PART OF A CHANGE PROJECT
- USE AS AN EVALUATION DOCUMENT AT THE END OF THE YEAR
- USE FOR CHANGING IDEAS
- USE WITH TEACHERS AND AGENCIES – WHAT WOULD YOU LIKE TO CHANGE?

HOW CAN THE TOOL IMPROVE QUALITY?

ALL GROUPS

- CONTINUOUSLY ASKING WHAT CAN YOU IMPROVE
- ESTABLISHING PRIORITIES WITHIN THAT
- INFLUENCE DECISION MAKING AND FUTURE PLANS
- USE TO PROVIDE EVIDENCE ABOUT YOUR PRACTICE – LOOKING FOR RESOURCES, FUNDING
- FOCUS ON WHAT YOU NEED TO ACHIEVE AS A GOAL

- THE LANGUAGE CAN BE CHANGED TO "HOW HAVE YOU DONE" TO "HOW ARE WE DOING"
 - OBJECTIFY OR SUBJECTIFY YOURSELF – BRINGS IT CLOSER TO THE CHILD
- IT CAN STIMULATE A REDEFINITION OF INCLUSION , BUT IT WOULD NEED TO BE SUPPORTED IN THE SETTING AND BY THE INSTITUTIONS

INITIATIVES FOR DISSEMINATION – ALL GROUPS

- WITH COLLEAGUES IN WORKING GROUPS
- EMAIL BEFORE STAFFMEETINGS
- WEBSITE
- SEMINARS
- TEACHER TRAINING
- CLARITY OF PURPOSE
- THE AGENCY COULD TAKE A ROLE IN LOOKING TO NEW WAYS OF USING IT – WITHOUT A PSYCHOLOGICAL MODEL OF MEASURING
- CAN THE SAME TOOL BE SUED FOR INTERNAL AND EXTERNAL PURPOSES
- SELF-REFLECTION, BUT DISCUSSED ALSO FOR SELF EVALUATION – CLARITY OF CONCEPTS USED IS NEEDED
- PROMOTE DISCUSSION ABOUT TOPICS IN THE TOOL – LOOK AT TEN SERVICES USING IT UNDER A YEAR – EVALUATION OF HOW IT IS USED AND HOW IT WORKS