



**Implementing Inclusion
in Schools**

Implementing Inclusion in Schools

Training modules

to support inclusive school development

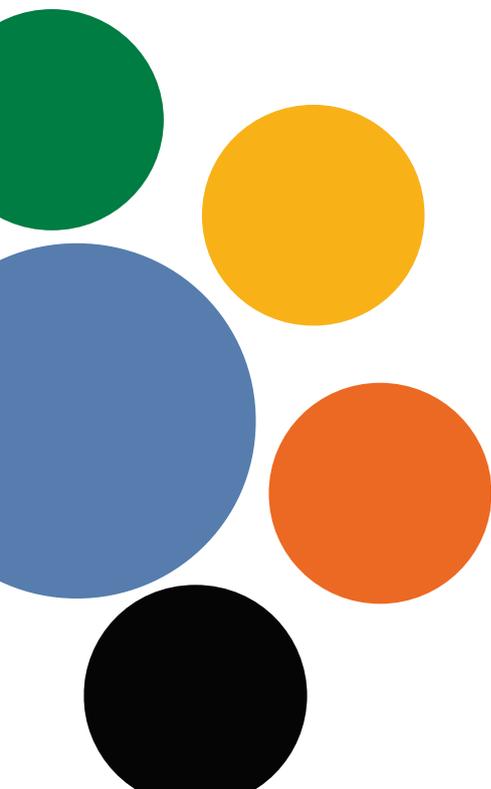
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Introduction

What do we mean by “inclusion”?

The following training modules are designed for continuing and further training in the context of school development processes **to make schools more inclusive**. The project partners from Austria, Germany, Finland and Spain have successfully tested them during the project period from 2016-2019.

The modules are based on an **understanding of the term inclusion**, as it is enshrined in the UN Convention for People with Disabilities and in the Human Rights Convention. This is an approach where all human beings are to be respected, independent of their sex, socioeconomic class, disability, migration background and so forth. In school, all students should have the same rights and access to regular schools or additional learning support to avoid exclusion. All students with their differences are seen as valuable persons for the school community. A notion of equity, fairness and participation is the core concept of inclusion (Field, Kuczera & Pont 2007).

Booth and Ainscow (2002, 2017), two British researchers have developed a school development **guideline** for the **support** of all persons in schools (like headmasters, teachers, parents, students) how to proceed in school development processes. The **Index for Inclusion** is a comprehensive document with materials that can help everyone to find her/his own next steps in developing inclusion. It contains three dimension of inclusive development which includes the establishment of inclusive cultures, practices and structures. Their definition of inclusive cultures, as the creation of secure, open, cooperating and stimulant school communities, where everyone is respected and valued, is used in this training module as a basis to solve problems or inspire change towards establishing inclusive cultures.

How to work with the modules?

On the following pages you can find 4 training modules, which can help you as a trainer or guide (e.g. headmaster or teacher of a school, expert/ trainer from outside, school development coach) in supporting the school staff to establish inclusive cultures and educational practises. You can use them as a resource pool whenever you need more training for teachers and school-staff. The training modules can be adapted to your individual needs and practical challenges. Additionally, you are supported by the **guide** on how to start, steer and implement your school’s development towards inclusion“ and the **video clips**, which are also published on our website: www.implementing-inclusion-in-schools.eu

Introduction

- Together in a team – team work and inclusive education
(Example delivered by PH SALZBURG, Austria)
- Family partnership – families and school staff implementing inclusion
(Example delivered by KVPS, Finland)
- Inclusive cultures (Example delivered by LMU, Germany)
- Inclusive educational practise (Example delivered by FUNDACIÓ ESPURNA, Spain)

On top of each module you will find the duration (they differ from 2 lessons/hours to a more detailed confrontation with more instruction and working time), the **target group**, the **contents** and **essential goals** which shall be achieved. **A small introduction** can help to understand the theoretical approach, why people in Austria, Finland, Germany and Spain refer to certain methods or theoretical approaches. The references are placed at the end of each topic. Often internet links lead you to work sheets or more information about the topic.

The **concept of the modules** is based on the findings of effective continuing and further training as you can find it e.g. by Lipowsky & Rzjak (2015):

At least two persons of a common team shall participate in the continuing training. Thus (in contrast to training for individuals) the transfer is increased through joint planning and implementation work. This consideration is based on the concept of “Praxis Tandems”, professionals who support each other (Wal, Wölfling, Rapp & Hegerer, 1995). In addition, the multi-part provision explicitly puts the transfer into practise. The phases of input and engagement with content are followed by phases of testing and application. These experiences of the practitioners will be reflected in the following-up event. They are also essential for further content-related work. By dealing with a topic over a longer period and intertwining it with practical experiences, the change in the way teachers act in the classroom is to be supported and the effectiveness of the training is increasing (Lipowsky & Rzjak, 2015).

Training Module:

Together in a team – team work and inclusive education

Introduction: Team work and multidisciplinary cooperation as a quality criterion

Teaching, working and planning in teams is one important aspect of inclusive practices which has been developed in Austrian schools, since every student has the right to participate in regular schools. Diversity of teachers' knowledge and personality is seen as a strength to meet the demands of the diverse abilities of the students. Whenever schools start to run inclusive classes, they must deal with the challenge to share responsibilities and to change their professional roles according to the new tasks (Lindmeier, 2017). Additionally, teachers with expertise in educating students with special educational needs (SEN), regular school teachers and other professionals like school assistances or therapists work together in multidisciplinary teams. The involvement of the parents and students in the assessment procedures have become a quality criterion of inclusive practice.

In the last ten years, more and more teachers have been faced with this challenge, because the concept of the New Modern Schools (a school type for children from 10-14 years) is based on teacher-cooperation in the main subjects (German, English and Mathematics) – even if there are no children with special needs in the classroom. The school board and the universities had to offer programmes to make teachers fit for their new tasks and roles, moving away from being lone fighters in complex systems as schools are. The following training modules are based on experiences in working with teachers in basic education and in-service trainings.

Structure and goals

Target group: All persons who work in inclusive settings in a team. At least 2 team partners should take part in the training.

Duration: 2 half days, each 4 units (of 45 minutes)

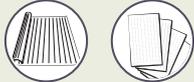
Contents of the training module:

- Strengths and resources of individual team members
- Strengths and resources of teams
- Possibilities, framework conditions for working in a team
- Competence grid: team-teaching
- Index for Inclusion: Inclusive Cultures – Structures – Practices
- Forms of team-teaching
- Communication in the team

Essential goals are to...

- deal with contents in the team
- plan and adapt contents
- develop individual implementation possibilities
- adapt the conditions at the site
- test jointly, reflect and discuss the work in the team
- present one's own viewpoints as well as the unification processes in the team

Meeting 1 (1st half day/ 4 units)

Topic	Material	Time
<p>Introduction and arrival of the participants</p> <ul style="list-style-type: none"> ■ Short presentation of the speaker ■ Agenda on packing paper <p>Plenary setting</p>	<p>Packing paper Moderation cards</p> 	10'
<p>Making differences visible</p> <p>Participants stand up in the conference room and find their place according to their professional background (elementary school, primary school, special school, etc.) Participants find their place in the conference room on a visualized line or rope. The questions could be:</p> <ul style="list-style-type: none"> ■ Duration of shared work: How many hours do I work in teams for preparation/ in the classroom? (0 -> 20) ■ Work situation: How do I feel according to the work situation in my school? (very bad to excellent) ■ Framework conditions: Do I feel supported by the school administration? (very supported -> not supported) ■ According to the support in classroom by additional professionals? ... ■ Awareness of parents and pupils: Do parents and pupils perceive us as an equal team? (yes/no) ■ Communication: The communication in our team work is...? (very good -> poor) <p>Activities in a big room</p>	<p>Conference room Rope or line on the floor</p>  	10'

Meeting 1 (1st half day/ 4 units)

<p>Body exercise to get started</p>		5'
<p>Self-assessment based on the competence grid with following questions:</p> <ul style="list-style-type: none"> ■ Where are we as a team? ■ When do I appreciate our team? ■ With what am I satisfied? ■ What is really running well? ■ When could we make a next developmental step? ■ Who/ what does it need? <p>Group work</p>	 Copies with questions 	20'
<p>Index for inclusion Introduction of the trias of inclusive school development (inclusive practices, cultures and structures) by the coach.</p> <p>Plenary setting</p>	Booth & Ainscow (2017). p. 63f  Pin board Moderation cards  	15' 20'
<p>Development of inclusive values (How do we want to live together?)</p> <ul style="list-style-type: none"> ■ Values are placed on moderation cards (equality, beauty, rights, participation, inclusion...) on the floor. Each participant picks up one card which means a lot for her/him and s/he talks about it. ■ The participants work on the content with the help of the index. ■ They present the outcome in the plenary by pinning the main thoughts on a pinboard. <p>Chair circle</p>	Booth & Ainscow (2017). p. 33-34 	10'
<p>Development of inclusive values (How do we want to work together?)</p> <p>Based on these values it is of high importance for the participants to work together. They ask themselves:</p> <ul style="list-style-type: none"> ■ What values are most important for the partners or the team? 		10'

Meeting 1 (1st half day/ 4 units)

<p>Transfer task:</p> <p>Participants work alone or with the team partner with the checklist for teams and discuss the questions:</p> <ul style="list-style-type: none">How can we communicate these inclusive values, which are most important for us in the context of inclusion?Can we already observe special approaches?	 <p>Wobak & Schnelzer (2015). p. 21</p> 	10'
<p>Conclusion</p> <p>Participants answer individually or in small groups the following question:</p> <ul style="list-style-type: none">What do I take with me?What do I leave here? (What was/is important for me, what is not important now?) <p>Plenary setting</p>		10' - 15'

Meeting 2 (2nd half day/ 4 units)

Topic	Material	Time
<p>Introduction Transfer – insights, results, highlights</p>	<p>Pin board </p>	
<p>Presentation of different models of team-teaching based on Wobak & Schnelzer Plenary setting</p> <p>Participants discuss in groups:</p> <ul style="list-style-type: none"> ■ What have we already implemented/used? ■ What do we want to implement in the future? ■ How do we want to use the resource “team” in the class? <p>Report in the plenary session</p>	<p>Beamer, Lap top Literature: Wobak & Schnelzer (2015). p. 27f</p> <p> Slides with examples beamer</p> <p> </p>	<p>30'</p> <p>20'</p>
<p>The team – communication within and outside the team Structures, contents, responsibilities, tasks and activities</p>		
<p>Participants discuss: Single, partner or group work</p> <p>Roles and responsibilities:</p> <ul style="list-style-type: none"> ■ Who is part of the team? ■ What are the roles and responsibilities? ■ How does the team work? <p>Communication:</p> <ul style="list-style-type: none"> ■ When does the team communicate? ■ What is to clarify and determine within the team? ■ Need or opportunities for team discussions: ■ When does it need the entire team, when is a need to invite the affiliated persons? ■ Which activities/tasks are important for which persons in the team? 	<p></p>	<p>30'</p>

Meeting 2 (2nd half day/ 4 units)

<p>Structure:</p> <ul style="list-style-type: none"> When/ how often? Who invites? Who is responsible for the reports, the moderation and the content? Which activities require which time structure? 		
<p>Participants work in their teams</p> <p>based on following questions:</p> <ul style="list-style-type: none"> What is the goal of my team? What are the roles/tasks concerning the roles? How is our communication? Which team-teaching methods do we want to implement? 	 <p>Flip-chart</p> 	30'
<p>Inclusive practises – orchestrating learning</p> <ul style="list-style-type: none"> Participants shall read and prioritize 3 items which are of importance for themselves. Social setting: single or partner work Participants exchange their choice in a fishbowl (Which items are essential for me, what experiences have I made?) 	<p>Booth & Ainscow (2017), p. 206 handout C2, 1-14</p> 	30'
<p>Participants work within the school-teams</p> <p>with following questions:</p> <ul style="list-style-type: none"> Which items are important for all of us? Where can we start? Which conditions do we have for implementing new aspects? Who or what can be helpful? 		20'
<p>Conclusion – footsteps – working in the team</p> <p>Participants or teams ask themselves:</p> <p>1st footstep: What do we want to implement in the next 24 hours? 2nd footstep: What do we want to implement in the next week or month?</p>	<p>Literature: Godat, D. in Röhring (2008), p. 291f</p>   <p>Footsteps on packing paper</p>	10'

Meeting 2 (2nd half day/ 4 units)

References:

- Booth, T. & Ainscow, M. (2017). Index für Inklusion (Index for Inclusion. Developing learning and participation in schools).
- Centre for Studies on Inclusive Education (2019).
Link: <http://www.csie.org.uk/resources/inclusion-index-explained.shtml#intro>
- Lipowsky, F. & Rzejak, D. (2015). Das Lernen von Lehrpersonen und Schüler/innen im Fokus. Was zeichnet wirksame Lehrerfortbildung aus? (A. Grimm, & D. Schoof-Wetzig, Hrsg.) Was wirklich wirkt!? Effektive Lernprozesse und Strukturen in Lehrerfortbildung und Schulentwicklung, 46.
- (Focus on the learning of teachers and students. What distinguishes effective teacher training? (A. Grimm, & D. Schoof-Wetzig, ed.) What really works? Effective learning processes and structures in teacher training and school development)
- Röhrig, P. (2008). Solution Tools. Manager Seminare. Verlags GesmbH.
- Wahl, D., Wölfling, W., Rapp, G. & Heger, D. (1995). Erwachsenenbildung konkret. Mehrphasiges Dozententraining. Eine neue Form erwachsenendidaktischer Ausbildung von Referenten und Dozenten.
- (Adult training concrete. Multiphase lecturer training. A new form adult educational training of speakers and lecturers). Weinheim: Deutscher Studienverlag.
- Wobak, M. & Schnelzer, W. (2015). Teamteaching. Kollegiale Kooperation für gelingendes Lehren und Lernen. Zentrum für lernende Schulen. NMS Entwicklungsbegleitung. (Team teaching. Collaborative cooperation for successful teaching and learning. Centre for Learning Schools. New Middle School [= specific Austrian school type for students from 10-14] development support.) Available from: <http://www.nmsvernetzung.at/mod/forum/discuss.php?d=6244>

Training Module:

Family Partnership – families and school staff implementing inclusion in schools

Introduction: Families key role in the school development process

Family members play a key role in every person's life. School staff have an important role in maintaining the relationships and social inclusion of persons with special needs. School staff should have the competence to enable family leadership and to respect families' expertise – as well as to support the self-determination and independence of pupils.

Family members often have many roles in the lives of persons with special needs: they support decisions, they are advocates, family carers, case managers, supporters etc. For the family members it is crucial to be able to trust and have a good cooperation with the school staff. Without the trust it is very hard for them to support the inclusion, self-determination and independency of the person together with the school staff.

School staff are usually very committed to their work, but the official education system does not offer them skills and competencies in developing and supporting good relations with the family members in order to promote inclusion, self-determination and independency of the pupil together with the family members.

Family members and school staff need training and tools on how to create good partnerships and implement inclusion together and they need platforms for shared discussion and shared vision.

Structure and goals

Target groups: School staff and family members.

Duration: 3 hours for school staff, 1 evening (2hours) for school staff and families + activities after the action plans

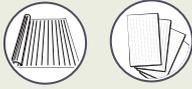
Contents of the training modules:

- Values & vision
- Current state of play
- PATH to success – action plan
- Action: families and school staff implementing inclusion in schools
- Evaluation & future goals

Essential goals are to ...

- define the values and vision of family partnership together with the school staff and families in order to plan together the path to success
- implement and put the plans into practice
- evaluate the process and set the future goals
- define the current state of family partnership
- improve inclusion by improving family partnership

Meeting 1

Topic	Material	Time
<p>Introduction & current state of play</p> <p>Short presentation of the facilitator: why is this training important, why does this training exist?</p> <p>Small group discussion on the current state of family partnership:</p> <ul style="list-style-type: none"> ■ What is working well, what needs to be developed? ■ Evaluation of the current state of family leadership – Scaling 1-10 	<p>Packing paper Moderation cards</p>  	10'
<p>Values and vision</p> <ul style="list-style-type: none"> ■ Small group discussion on the values and vision of the family partnership ■ Participants write their values on post-it notes/small papers shaped as leaves and put these as leaves on the tree made of cardboard. This tree will be used later in the meeting with the families. 	<p>Post-it notes Papers shaped as leaves Packing paper with a tree</p> 	10'
<p>PATH to success – action plan</p> <p>Participants work together in small groups. They make a “PATH” – action plan on how to work together in partnership with families to improve and implement inclusion. By using the tool PATH dreams can be transferred to a plan of action. The idea is to work step by step, so the entire PATH is completed in the end.</p>	<p>Printed Paths (A3) or flip board papers.</p> 	120'

Meeting 1

Rules for making the PATH: Have a positive attitude, there must be a willingness to change something, listen to everybody, take plenty of time to make the plan, respect different opinions, make decisions together, and stay focused ...



1. Goal (the dream)

- Describe the goal which will be the focus of the change, the PATH leads to the goal step by step.
- The goal shouldn't be too easy or too hard to reach. It also should be achievable in the near future (from several months to about two years).

2. Vision

You can start to imagine the situation in one year.

- What has happened, how should life be then and what have you done to reach that?
- Imagine the positive future when the dream has come true, it may need some imagination?

3. Now – what is the situation now?

- Describe your school situation now. Where are you at the start of your PATH? Your description should be realistic.

4. Who do we need to involve?

None of the goals are achievable by the person working on their own.

- Who do you need to involve to reach your goal and how can they be involved? There can be a list of names or different groups, organisations etc.

5. What are our school / staff strengths? What do we have to find out and clarify?

This is to help you to recognise what kind of strengths you have and what you will need to reach the goal.

- What are those things that must be improved/increased to get a positive outcome?

For example, you may need new information, understanding and/or new skills.

- What else do you have to do? What routines need to be changed? Do you need more resources, and if so, what kind of resources?

Meeting 1

<p>6. 2-3 targets to achieve</p> <ul style="list-style-type: none"> Identify 2-3 steps that need to be taken to reach the target Imagine the situation in the middle of the Path (for example after 6 months). What should have been achieved? 		
<p>Introduction & current situation</p> <p> Short presentation of the facilitator: why are families invited, what is the purpose of the meeting?</p> <p>Small group discussion among families and school staff on the current state of family partnership:</p> <p> What is working well, what needs to be developed?</p> <p>Families evaluate of the current state of family partnership – Scaling 1-10. (This can be compared later to the results of the the school staff.)</p>		10'
<p>Values and vision</p> <ul style="list-style-type: none"> School staff present the previously done “Tree of values”. Family members work in small groups to discuss on the values and add their own values (=post-it notes / papers shaped as leaves) to the tree. 	<p>Papers shaped as leaves “Tree of values” = Shape of a tree made of cardboard</p> <p> </p>	50'
<p>PATH to success – action plan</p> <ul style="list-style-type: none"> School staff present the previously done PATHs to the family members. Group will have a shared discussion on what would be the goals / dreams in a family member’s perspective. After the discussion families and school staff work together in small groups in order to a) continue / develop the previously done PATHs or b.) to develop new PATHS. Follow the previous introductions of PATH. Groups present their PATHs to other participants. Participants will decide together which of the PATHs are put into practice (action-phase). 		60'

Meeting 1

After the meetings

Topic	Material	Time
<p>Action: families and school staff implementing inclusion in schools </p> <p>PATH – action plans are put into practise. Group work</p>		
<p>Evaluation</p> <ul style="list-style-type: none"> ▪ Evaluation is done after the action-phase. ▪ Evaluation can be done either by using an online questionnaire or doing an one-to-one discussion, depending on the school practises. <p>Single or group work</p> <ul style="list-style-type: none"> ▪ Evaluation of the current state of family leadership – Scaling 1-10 <p>Questions for evaluation: </p> <ul style="list-style-type: none"> ▪ What did we learn during the process? ▪ How was inclusion improved or implemented? ▪ What was the most important outcome/learning/impact of the process? ▪ What should be done next – what are the future goals? ▪ Would you recommend this kind of training / process to other schools / families? – Scaling 1-10. 	<p>Evaluation </p>	<p>30'</p>

References:

- Helen Sanders Associates (2019). Available from:
<http://www.helensandersonassociates.co.uk/person-centred-practice/paths/>

Training Module:

Inclusive cultures in school

Introduction: The critical incidents technique and the notion of culture

The critical incidents technique originally was a semi-structured written or oral interrogation technique, used in scientific studies. It came from the organizational field where the technique was used to create job profiles for employees. The advantage of the technique is the assessment of typical positive or negative situations and actions while fulfilling a professional task. The description of a critical incident has to meet the following four criteria: 1) it has to be specific 2) it concentrates on observable behaviour 3) it takes the context into account and 4) shows the consequences of the respective behaviour (Greif & Runde, 2016). In this training module, the technique is used as a bridge between inclusive cultural theories and the real practices in school. It allows the participants to transfer the input on culture into their own working environment and find examples and real situations, which are linked to inclusive cultures.

There isn't a fixed definition of culture. Historically speaking, the definition of culture started with a normative definition (civilized vs. uncivilized people, e.g. Kant) and passed by the holistic definition of culture in the sense that every culture has its own logic and value (Herder). Cultures are hereby entities which are kept together by common laws, rules, language and traditions. Talcott Parsons is the protagonist of the differential definition of culture, where he defines culture as a vehicle for the maintenance of latent patterns in a community which contributes to the maintenance of social order in the whole society. Finally, the cultural turn in the 1970s evolved the meaning-oriented definition of culture. Culture is not linked to a whole system any more, but is defined as a specific system of knowledge which provides a sense for the construction and organization of reality (e.g. Bourdieu, Luhmann, Levold, 2013) Those different definitions are the basis for the reflection with the group concerning how inclusive cultures can be identified and designed.

Structure and goals

Target groups: First unit: inclusive steering group of the school

Second unit: whole school family

Duration: 2 units (first unit 3 hours and the other 2 hours)

Contents of the training module:

- Individual perspectives on inclusive culture
- Models/propositions for an inclusive culture
- Dimensions of inclusive cultures (as defined by the Index for Inclusion)

- Critical incidents linked to inclusive cultures
- Methods for development of an inclusive culture
- Intercultural exchange in problem solving

Essential goals are to...

- reflect notions of culture
- reflect inclusive cultures
- identify dimensions of inclusive cultures in the own school
- solve problems and plan actions for change in school culture

Meeting 1 (3 units)

Topic	Material	Time
<p>Introduction-arrival Short presentation of speakers Course of the afternoon – agenda on packing paper, moderation cards</p> <p>Brainstorming The participants are asked to brainstorm concerning the question:</p> <ul style="list-style-type: none"> ■ What do you associate with an inclusive culture? <p>Collection of the results via www.menti.com Display of the results via Laptop and Beamer</p>	<p>Packing paper Smartphones</p>  <p>Lap Top/ Beamer</p> 	20'
<p>Input</p> <p>Dimensions of inclusive culture according to the Index for Inclusion: presentation</p>		15'
<p>Personal critical incidents in the professional setting</p>	<p>Examples of critical incidents, blank paper, pens</p> <p>Metaplan cards and pens</p> 	30'

Meeting 1 (3 units)

<p>Critical incidents in the professional setting concerning school culture</p> <p>The participants describe:</p> <ul style="list-style-type: none"> ▪ a specific situation ▪ a typical, not exceptional situation ▪ a negative or positive incident ▪ Short description of the situation <p>They present critical incidents to the whole group.</p>		
<p>Discussion of a critical incident by means of a role play</p> <p>Division of the participants in several heterogenous groups</p> <p>Choice of critical incident per group</p> <p>Discussion of incident in the group:</p> <ul style="list-style-type: none"> ▪ What went well? ▪ What can be developed? ▪ How can the problem be solved? ▪ How can the best practices be transferred into our own reality? 		
<p>The participants create a role play to visualize the key points of the discussion with following aspects in mind:</p> <ul style="list-style-type: none"> ▪ What kind of roles are there? What kind of character do they have? ▪ Position in the room ▪ Requisites ▪ Course of action (statements, movements) <p>They perform the role play to the whole group.</p>		
<p>Selection and analysis of an interesting problem-solving strategy or aspect</p> <ul style="list-style-type: none"> ▪ Which of the presented solutions/open discussions do we want to analyse? 		30'

Meeting 1 (3 units)

<p>Input by experts of a referential theory that links to the selected topic:</p> <ul style="list-style-type: none"> ▪ Visible learning by John Hattie (teachers see learning through the eyes of students and help them to become their own teachers) ▪ Theory of multiple intelligences by Howard Gardner ▪ Ecological systems theory by Urie Bronfenbrenner (how the inherent qualities of a child and his environment interact to influence how he will grow and develop) ▪ Game Theory by F. Nash (a player has no advantage in changing his strategy if the other players don't change their strategy either) ▪ Systems theory by Niklas Luhmann (constitution of the social world through communication only) <p>Discussion of the theory concerning the selected topic</p>	
<p>Conclusion</p> <p>Feedback: What do I take home with me? What do I leave there? How can I continue working with today's results?</p>	

Meeting 2 (2 units)

Topic	Material	Time
<p>Introduction</p> <ul style="list-style-type: none"> ▪ The participants recapitulate the discussed critical incidents and solutions. 		10'
<p>Work with the Index for inclusion</p> <ul style="list-style-type: none"> ▪ Reception of the dimensions of inclusive culture and the discussion of them 	Index for Inclusion	30'
<p>4x4x4 methodology</p> <ul style="list-style-type: none"> ▪ Deciding on one relevant dimension of school culture to work on 		20'
<p>SWOT analysis</p> <ul style="list-style-type: none"> ▪ The participants identify the resources and weaknesses of the school team. ▪ They present and discuss the outcome in the plenary. 	SWOT analysis sheet	20'

Meeting 2 (2 units)

<p>Vision planning</p> <ul style="list-style-type: none"> ▪ Planning of concrete SMART steps: specific, measurable, attainable, relevant, time-bound ▪ Vision, big goal, small goals ▪ Planning by quartiles (3 months units) ▪ Discussion of feasibility of the planning 	<p>Packing paper or word file with a time slot and responsibilities</p> 	<p>15'</p>
<p>Reflexion of the process by the method “Blitzlicht” (flashlight)</p> <ul style="list-style-type: none"> ▪ Every group member tells his open questions/feeling very shortly to the group. ▪ Distribution of tasks and setting a date for the next meeting 		<p>15'</p>

References:

- Butterfield, L. D., Borgen, W. A., Amundson, N. E., & Maglio, A. S. T. (2005). Fifty years of the critical incident technique: 1954-2004 and beyond. *Qualitative research*, 5(4), 475-497.
- Chell, E. (2004). Critical Incident Technique. In C.M. Cassell & G. Symon (Eds.), *Essential guide to qualitative methods in organizational research* (pp. 45-61). London: SAGE.
- Levold, T. (2013). Warum sich Systemiker mit Kultur beschäftigen sollten. *Kontext* 44,1, S. 6-21

Training Module:

Inclusive educational practice

Introduction: Moving towards Inclusion

At present there are great changes occurring in the education system in Spain. The system is focused on granting an equal education to all, regardless of differences. Therefore, we seek to overcome integration, which until now has been pursued as a society, to move forward towards total inclusion. In other words, and following the effect of UNESCO's concept of inclusion, we seek to ensure that this process of identifying and responding to the diversity of the needs of all students is applied in a more top down manner.

That is why inclusive practices are the new challenge of the 21st century. It means to establish classroom activities that allow all students to participate and feel part of the system.

Structure and goals

Target group: teachers

Duration: 2 hours

Contents of the training module

- What is considered inclusive educational practice?
- What are the benefits of inclusive practices?
- Components of an inclusive classroom
- Tips to create an inclusive environment
- Differences between integrative school and inclusive school
- Quick star guide to inclusion in your classroom
- Real case

Essential goals are to...

- develop a concept of what educational inclusion should be
- raise the awareness for all benefits
- foster knowledge of the components needed for an inclusive class
- be aware of the differences between integration and inclusion
- solve a real case; from exclusion to inclusion

Topic	Material	Time
<p>What is considered inclusive educational practice?</p> <p>The trainer defines inclusive education.</p> <p>Participants shall understand that inclusion only happens when a whole school embraces diversity and creates an environment where everyone belongs.</p> <p>Plenary session</p>	<p>Concept by: UNESCO (2005)</p> 	<p>10'</p>
<p>Practices and benefits of inclusive practices</p> <p>Participants (groups) think about benefits</p> <p>in mixed groups concerning</p> <ul style="list-style-type: none"> ▪ students ▪ teachers ▪ educational School ▪ families 	<p>Categories on paper</p>  	<p>20'</p>
<p>Components of an inclusive classroom</p> <p>Participants are asked to discuss and analyse in a small group and after that in a big group following sentences: Organization of an inclusive class</p> <ol style="list-style-type: none"> 1. Each student can and will learn and succeed in his/her own way. 2. Diversity enriches us all, and students at risk can overcome the risk of failure through involvement in a thoughtful and caring community of learners. 3. Each student has unique contributions to offer to other learners. 4. Each student has strengths and needs. 5. Services and supports should not be relegated to one setting (e.g., special classes or schools). 6. Effective learning results depend on collaborative efforts of everyone working to ensure each student's success. 	<p>List of the components of an inclusive class room</p> 	<p>15'</p>

<p>Tips to create an inclusive environment:</p> <ul style="list-style-type: none"> ▪ Participants are asked to analyse the following questions and share their thoughts in smaller groups and discuss them afterwards in the plenary session: ▪ Do all students feel involved and part of the class? ▪ Do the students work in cooperation with all their peers? ▪ Is the main objective of the class learning and becoming better each day? ▪ Do we promote development and do we strengthen different types of intelligence? ▪ Do we carry out cooperation activities with other teachers, specialists and parents? ▪ Are our students treated as individuals, encouraged to share their thoughts and interests? ▪ Do we work with emotions and do we teach emotions? ▪ Do we rate our performance as a teacher? 	<p>Check list for each participant</p> 	<p>10'</p>
<p>Differences between integrative and inclusive school.</p> <p>Participants will be given a statement about education.</p> <ul style="list-style-type: none"> ▪ Read the statement and think about it, if it is an inclusive or integrative approach. ▪ Place it on a pin-board which is divided into an inclusion and an integration section. <p>Single – or partner work</p>	<p>Comparative table</p>  	<p>10'</p>
<p>Presentation of a quick star guide to inclusion in the classroom and some examples of inclusive practices</p> <p>Techniques that are helpful to start creating an inclusive environment in the classroom:</p> <ol style="list-style-type: none"> 1 Practice persons first language 2 Avoid terms with negative connotation 3 Support is available to all students 4 Social and emotional learning 5 Overcome Barriers 6 Students work collaboratively/ learn together 		<p>20'</p>

- 7 Set high expectations
- 8 Let students express in multiple ways what they know
- 9 Develop lessons with students in mind

Some Examples of inclusion practices:

Positive Behavioral Interventions and Supports (PBIS)
Universal Design for Learning (UDL)
Learning communities



Real cases

30'

Case Work

Each group is given a real case about a student who has been excluded from the classroom.

Read the case and design an inclusive plan for the implementation in your school.

References:

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- Bellamy, C. (n.d.). The State of the World’s Children: Education. *UNICEF*.
- Carolyn C. Dumaresq, E. (n.d.). Teachers’ Desk Reference: Practical Information for Pennsylvania’s Teachers. *Commonwealth of Pennsylvania*.
- Fullan, M. (1991). The New Meaning of Educational Change. *Cassell*.
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Partners

Belgium

■ EASPD – EUROPEAN ASSOCIATION OF SERVICE PROVIDERS FOR PERSONS WITH DISABILITIES

EASPD is a European non-governmental organization in the disability sector.

It represents over 17,000 social service provider organizations across the EU on the European level. It works for equal opportunities for people with disabilities through effective and high quality service systems in Europe.

Based in Brussels, Belgium
Established in 1996
www.easpd.eu



Finland

■ KVPS – KEHITYSVAMMAISTEN PALVELUSÄÄTIÖ

KVPS provides services and advocates for people with an intellectual disability all across Finland.

It carries out development projects and organizes various kinds of training. It also offers a wide variety of short break services, acquires apartments and develops group housing for people with an intellectual disability.

Based in Tampere, Finland
Established in 1992
www.kvps.fi



Germany

■ LCV – LANDES-CARITASVERBAND BAYERN

LCV advocates for the poor and weak people in Bavaria and coordinates the development of services within the Caritas network. It represents 90.000 Caritas employees and 6000 Caritas services in Bavaria.

Based in Munich, Germany
Established in 1917
www.caritas-bayern.de



■ LMU – LUDWIG-MAXIMILIANS-UNIVERSITÄT

LMU is one of the best known universities in the world. It offers about 190 different study programs for about 50.000 students. The chair “Pedagogics for people with

mental or behavioural disorders“ is responsible for the training of teachers for special needs.

Based in Munich, Germany
Established in 1472
www.edu.lmu.de/geistigbehindertenpaedagogik/



Austria

■ PÄDAGOGISCHE HOCHSCHULE SALZBURG „STEFAN ZWEIG“

PH Salzburg is a university and offers teacher training to about 1200 students for general schools, schools for special needs and vocational schools.

Based in Salzburg, Austria
Established in 2005
(goes back to 1790)
www.phsalzburg.at



Spain

FE – FUNDACIÓ ESPURNA DE LA C.V.

■ **Fundació Espurna** provides services to about 300 persons with intellectual disabilities for inclusion in social and work life in the region of Valenciana: sheltered workshops, occupational training, residential homes, day care and leisure activities.

Based in Gandia, Spain
Established in 1996
www.espurna.org



■ PE – PLATAFORMA EDUCATIVA

PE is a group of 8 social economy organizations that improve the quality of life for about 10.000 people with little resources or people at risk. For people with disabilities PE provides residential care, occupational therapy and training and leisure time activities.

Based in Girona, Spain
Established in 1994
www.plataformaeducativa.org



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IIIS – Implementing Inclusion In Schools

www.implementing-inclusion-in-schools.eu

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