



Fostering inclusion of children with intellectual disabilities in ECEC

Final Conference

**Pro-inclusive attitudes in kindergardens
on the basis of Handbook pilots**

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Co-funded by
the European Union

One of the specific objectives of the project is:

To develop inclusive values and attitudes among ECEC staff and enhance their knowledge and capacity to meet the needs of children with intellectual disabilities.



How do we know about attitudes?

Each of the partners conducted pilot activities.

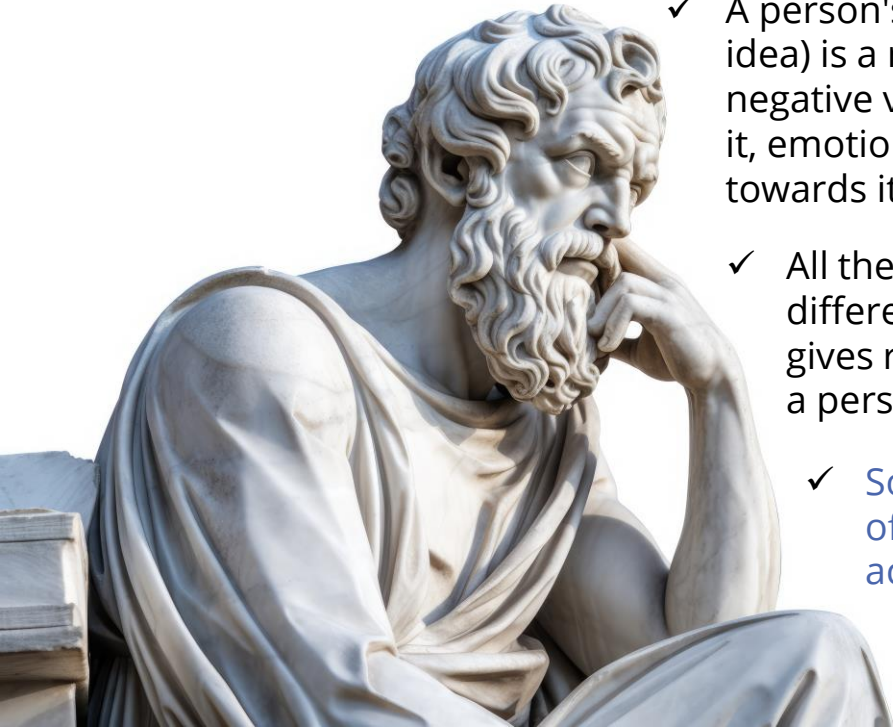
These were workshops that presented the good practices described in the Inclusion Handbook PR3 and the concepts of the Toolkit PR4.

The classes provided experiences revealing staff attitudes towards inclusive education.

Attitudes, are they important?

What is an attitude?

- ✓ A person's attitude towards an object (person, object, event, idea) is a relatively permanent tendency to positively or negative value of this object, together with knowledge about it, emotional attitude, actions taken towards it, action towards it.
- ✓ All these spheres influence each other. They have different intensities. Acknowledging something as good gives rise to an obligation to act, to fulfil. It binds a person's conscience.
- ✓ Sociologists say that attitudes can be the result of beliefs, emotions, behaviour; they can also be acquired from other people.



Why are attitudes important?

Verba docent, exempla trahunt

- ✓ It is worth noting, as the authors of the World Report on Disability, WHO, Geneva 2011, point out, that there is a need for teacher education to be explicitly focused on attitudes and values, rather than just on skills and knowledge.
- ✓ It can be said that knowledge and skills are tools for effective educational action, while attitudes trigger action. They drive the teacher and, equally importantly, they demonstrate and transmit values to students, parents, colleagues, the social environment.
- ✓ **Teacher teaches with the whole self, aphoristically speaking the teacher is the main object of teaching.** Everything he communicates, he communicates through the prism of his personality; the experiences, knowledge, experiences and values he lives by. This combines and reveals itself in his attitudes.



Profile of an inclusive education teacher

European Agency for the Development of Pupils with Special Needs



The competences that enable a teacher to be effective consist of three elements: attitudes, knowledge and skills. Attitudes are always linked to values.

Four core values related to the teaching and learning process are of momentous importance for the work of all teachers in inclusive settings. These are:

1. Valuing diversity - differences between students are recognised as an advantage and an enabler of education.
2. Supporting all pupils - teachers expect every pupil to make significant progress in their learning.
3. Collaborative focus - all teachers recognise the essential role of teamwork and collaboration.
4. Individual professional development - teaching is based on learning; teachers take responsibility for lifelong learning.



Workshop piloted by EASPD

Educational institutions: BEPS International School, Lycée Français Jean Monnet, British Junior Academy Brussels, Belgium.

Introducing the organisations, individuals who took part in the Inklusive pilot workshop.

- ✓ The workshop consisted of presenting a lesson plan, taken from the handbook and conducting classes according to it. The usefulness of this technique in inclusive education, its good points and its limitations or drawbacks were also evaluated.
- ✓ The course of the classes was evaluated, also the effectiveness of the proposed method. The participants' opinions and feedback included all these elements and a number of personal associations, reflections and indications.

Workshop piloted by Emphasys Centre, Cyprus

Educational institutions: Public Kindergarten of Athienou, Larnaca, The Giving Tree, Nicosia, The Child's Workshop, Nicosia, The happy world of children, Larnaca.





**Workshop piloted
by Regional Directorate of Primary
and Secondary Education Attica
and KMOP, Greece**

We had representatives from 16 public kindergartens:

6 th Kindergarten of South Ionia, 114 th Kindergarten of Athens, 23 rd kindergarten of Athens, 39 th Kindergarten of Peristeri, 5 th Kindergarten of Athens, 2 nd Kindergarten of Argiroupoli, 9 th Kindergarten of Nea Smirni, 88 th Kindergarten of Athens, 20 th Kindergarten of Athens, 20 th Kindergarten of Athens, 65 th Kindergarten of Athens, 142 nd Kindergarten of Athens, 19 th Kindergarten of South Ionia, 2 nd Kindergarten of Nea Smirni, 2 nd Kindergarten of Aigaleo, 24 th Kindergarten of Aigaleo and the 4 th Kindergarten of Mandra), 2 education stakeholders from the Ministry of Education (DIPE G Athens, 1 st Central Board of Health in Athens) and 1 private kindergarten (Styliani Liodaki).



Workshop piloted by KMOP Skopje, North Macedonia

5 kindergartens in North Macedonia

- ✓ Public municipal institution for children – Kindergarten 'Nasha idnina,' Prilep, North Macedonia
- ✓ Public municipal institution for children – Kindergarten 'Femo Kulakov,' Negotino, North Macedonia
- ✓ Public municipal institution for children – Kindergarten 'Goce Delchev,' Vinica, North Macedonia
- ✓ Public municipal institution for children – Kindergarten 'Kalinka' Valandovo, North Macedonia
- ✓ Public municipal institution for children – Kindergarten 'Detska radost' Gevgelija, North Macedonia

Workshop piloted by Grodzki Theatre Association, Poland

Educational institutions: Community Kindergarten No. 1 in Dobra, Non-public Kindergarten in Gruszowiec, Public Kindergarten in Jurków, Kindergarten No. 1 in Świerklany.

Projekt realizowany przy wsparciu finansowym Komisji Europejskiej. Dokument odzwierciedla jedynie stanowisko autorów i Komisja Europejska nie ponosi odpowiedzialności za umieszczoną w nim zawartość merytoryczną.



WSPIERANIE WŁĄCZANIA DZIECI Z NIEPEŁNOSPRAWNOŚCIĄ INTELEKTUALNĄ DO WCZESNEJ EDUKACJI I OPIEKI NAD DZIECKIEM (ECEC)



Przedszkole Nr 1 w Świerklanach

Najpierw zrozumiemy dziecko, potem działaj. Dostosujemy zajęcia do potrzeb wszystkich dzieci także tych z niepełnosprawnością intelektualną. Szukamy nowych dróg, nowych metod, bierzemy udział w warsztatach w projekcie EMBRACE.

Partnerzy projektu:





Community Kindergarten No. 1 in Dobra

Kindergarten No. 1 in Świerklany

1. Valuing diversity

 differences between students are recognised as an advantage and an enabler of education.

- ✓ The pilot workshop was attended by dozens of educational establishments and their representatives.
- ✓ This is not a small number. It is worth noting that the information campaign about the project and the workshop was not huge. However, it clearly communicated that it was about inclusive education, always stating that the aim of the EMBRACE project was to improve the quality of Early Childhood Education and Care (ECEC) and to promote the inclusion of children with intellectual disabilities.
- ✓ If this attracted the education community, one can guess that this issue is important to them. They need to work in the area of inclusion to look for new information and working methods. They need to value diversity, to recognise it as an advantage. And even more, they must try to make sure that every child is in a group. They must be pro-inclusion in their pedagogical attitudes.

2. Supporting all pupils

 teachers expect every pupil to make significant progress in their learning.

- ✓ A high level of commitment from the participants was evident in the workshops.
- ✓ In the case of the implementation of Module I, which was carried out with groups of children, what was striking was the care and support for children who needed it. This applied equally to children with and without disabilities. The child was expected to complete a task, to create something that gave a sense of success. The ways of helping were different, adapted to the pupil's abilities, intellectual and manual skills.
- ✓ During activities conducted with kindergarten staff, teachers often presented a "case study" of a child and together they considered how a good practice could help that particular child, how to apply it, what to change in order to achieve educational progress.
- ✓ It is also important that the implementation was not only to influence behaviour or knowledge, but also to increase independence and develop and stabilise the child's emotional sphere. Often there was a motive of parents, the need to cooperate with them, the pedagogisation of parents for these teachers is not an empty slogan, but a necessary condition for the success of the educational process.

3. Collaborative attitude



all teachers recognise the essential role of teamwork and collaboration.

- ✓ Teachers, educationalists, special educators, speech and language therapists and others working in kindergartens took part in the workshops. If they worked in the same kindergarten they knew the personality profiles of the pupils, their strengths and weaknesses, even their family situation. This is a signal of information exchange.
- ✓ The implementation of good practices was often divided into tasks for individual groups or tasks for individual teachers. This shows cooperation between the people who make up the staff. In connection with the obligation of teamwork to develop an individual educational-therapeutic programme (the most important document determining the direction of work) or a multi-specialist assessment of the level of functioning of a student, created for students with an evaluation on the need for special education, cooperation is a fact and its scope is developing.
- ✓ The ease with which groups can be formed and the efficient group work in situations arising during the course of the workshop has been noticeable. Participants are cooperative and able to work together.

4. Individual professional development



teaching must be based on learning - teachers take on a commitment to lifelong learning.

- ✓ For the teachers taking part in the workshop, it is a matter of course, continuous further training is part of the profession. It was the search for knowledge and upgrading of skills that drove them to attend the workshops and read the Handbook of Inclusion.
- ✓ In some countries, ongoing further training for teachers is a legal requirement. Constantly being confronted with situations that require new approaches and, at the same time, the need to find a solution "here and now", prompts them to search, to enrich their professional skills in order to be able to meet the challenges.
- ✓ Teachers in the workshops often asked where and how effective the proposed techniques were. They were looking for proven measures. They framed them in the context of their working methods and the conditions of a particular kindergarten and children. Together, they discussed plans to use them in upcoming activities.

Summary

- ✓ Acceptance of inclusive education among the teachers and education professionals we had contact with during the workshop is widespread.
- ✓ Most importantly, this becomes apparent in attitudes. This is because they are the driving force behind action.
- ✓ The questions that arise are how to implement tasks generated by this new teaching paradigm, are strong evidence of the adoption of the values and concepts of inclusive education, and reveal positive attitudes towards inclusion.

I believe that the project activities have reinforced and developed this attitude.

Thank you!

*You can find the **TOOLKIT** and all **PROMOTIONAL MATERIALS** on our website!*



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