



Supporting Inclusion



IRIS

- I.R.I.S – Improvement through Research in Inclusive Schools
- Comenius
- Team – 6 countries
- 3 Years, met 2 times a year
- Conference in Évora
- Research and Trials



Research

- Compared practice in inclusive schools in the partner countries
- Trialled tool and its improvements
- Collated tools for assessment
- Teacher Training materials
- www.irisproject.eu



Inclusion

Requires a deep acceptance of all individuals irrespective of any perceived or actual differences.



Inclusive Education is

Supported by a variety of strategies and practices. They still depend on attitude, knowledge, competence and skills of the teacher to be innovative and create contexts for learning that meet the needs and potential of their pupils.



Classroom climate

Is influenced by the satisfaction of the pupils, their self image and own learning process.

It is determined by interpersonal relations between teacher/teaching assistants and pupils and the personal development of each individual and their systemic characteristics.



Teaching Inclusively

Teaching inclusively is about creating an ethos and environment where pupils can enjoy learning, reflect, improve and grow in confidence.

This is fundamental to all learning.



- 1. Suitable conditions for learning for every pupil**
- 2. A learning community**
- 3. A Learning Environment**
- 4. Positive Instruction/Assessment**



1. Suitable conditions for learning for every child

- the demands of different types of learning
- child development
- the links between personal/social and academic learning
- the obstacles to learning
- a variety of practice



2. A learning community

- establishing inclusive learning
- defining roles and establishing partnerships within this framework
- establishing a supportive environment
- engaging pupils
- engaging parents/families
- linking to community services



3. A Learning Environment

- the use of space
- the technology
- the climate/atmosphere



4. Positive Instruction/Assessment

- establishing a coherent, mindful curriculum
- making informed choices regarding instructional materials
- linking assessment to instruction and vice versa



The Aide Memoir and the Fit to Learn Bookmark

are intended to help teachers to:

- evaluate the level of their inclusive practice regarding suitable conditions for learning, learning community, learning environment and instruction



- increase the level of their inclusive practice in those areas
- raise awareness that good practice can meet the needs of ALL pupils, despite their individual needs



- identify their individual needs for in - service training.
- use as a checklist for assessing the quality of inclusion or assessment.



The Aide Memoir and Fit to Learn Bookmark

- Headings of Sections
- Titles of Topics
- Always at hand in the Diary
- Thought provoking
- Booklet is on the web



Communication

- Do I speak to the pupil by name to get his/her attention?
- Do I use the most suitable channels for communication?
- Do I think before I speak?
- Do I use positive language?
- Do I communicate effectively?
- Do I give out the right non verbal messages?
- Do I encourage feedback from the pupil?
- Do I give immediate feedback?
- Do I encourage the pupils to communicate?
- Do I give the pupils the opportunity to share their views and have formal and informal consultations?
- Do I create opportunities to communicate with each pupil and their parents to discuss how best to build on their children's interests, meet their needs and promote their participation?
- Do I take into account pupils' non verbal messages?
- Do I use different communicative skills corresponding to pupil diversity?



Using the Aide Memoir

- Read through the Bookmark Headings – Use as Prompts
- Read through the Booklet (Web material) – Use questions to stimulate thinking
- As an Aide Memoir
 - When reflecting on the day's work
 - If the results are not as expected in a classroom situation
 - When a problem arises



- Look at individual sections for personal development
- For continuing Professional Development – checking on the individual approach to Inclusion
- As a school approach – through appraisal, mentoring
- Look at areas for support, further training and collate for school.



Illustration

- A pupil answers back during a lesson
- Motivation –p.9, 21
- Value and respect – p.10
- Clarity of Approach – p.17
- Clear Expectations – p.17



- A pupil sits on his own while the rest of the class gets on with the work
- Communication – p.7
- Barriers to Learning – p.8, p.20
- Interest and Motivation – p.21



The Aide Memoir

- To support practice
- Aid reflection
- Problem solving
- Appraisal – self evaluation
- Continuing Professional Development
- Peer mentoring/ staff discussion
- Whole school approach – quality of inclusion



Fit to Learn

- Each pupil is unique so a thorough knowledge and understanding of child development is essential.
- The view on children's development has changed and old ideas have been substituted by new, often sociological.



- Pupils with disabilities do not develop in accordance with their age.
- Sometimes they exceed the standards, sometimes they are below.
- Different types of skills, for different activities, will be required by the pupil.



- An initial assessment will assist the teacher to make some decisions to facilitate the pupil's learning.
- The assessment is a staged process initiated in the classroom leading to involvement of "outside" advice/services.



- What needs are known?
- Observations
- Assessment



Fit to Learn

- The Bullet points on the Bookmark are prompts to think about what is needed to help the pupil and these areas are developed on the website.
- Assessment materials and tools can be found on the website.



Discussion