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Script to read alongside The words of the Power point in Italics



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Script to read alongside the words of the Power point in *Italics*

Slide 1

Supporting Inclusion

Slide 2

Putting the Tool into context.

- *IRIS Improvement through research in Inclusive Schools*
- Funding was given by the *European Commission for a Comenius Project* – in Research and Teacher Training.
- The *Team was comprised of 6 countries*, namely UK, Belgium, Austria, Sweden, Portugal (2 partners), Spain/ Catalonia.
- The Project ran *for 3 years, with meetings 2 times a year*
- It has been disseminated in each country culminating in the *International conference in Evora*.
- We carried out research and trials in schools to develop a useful tool which could be used across Europe

Slide 3

Research

- Through interviews *we compared practice in inclusive schools in the partner countries*.
- We developed and *tried the tool and its improvements*.
- *We collated tools for assessment* which showed many were universally used while others were unique to the individuals or countries.
- As a result *training materials* were produced.

There follows a few definitions to set the scene of development:

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Slide 4

Inclusion requires a deep understanding of all pupils irrespective of any perceived or actual differences.

Slide 5

Inclusive Education is supported by strategies and practices which may be different from those generally used. 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.

- It is also about the teacher bringing his/her skills and being able or willing to adapt/change/be flexible and also revise, as new situations arise.

Slide 6

Classroom climate is influenced by the satisfaction of the pupils, their self image and own learning process. It is also affected by the physical and psychical environment and the teacher's teaching style.

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

- It is also about people feeling comfortable, and the interaction between all individuals, in the classroom.

To sum up the last three slides

Slide 7

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.

To develop inclusive teaching we need to create

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- *Suitable conditions for learning for each pupil*
- *A learning community*
- *A learning environment*
- *Positive instruction/ Assessment*

Looking at these areas individually

Slide 9

Suitable conditions for learning for every pupil

- *The demands of different types of learning because each pupil is unique*
- Knowledge of *child development* and therefore where the pupil is in his learning.
- Thinking about *the links between personal, social and academic learning*.
Emphasise that the pupil learns well when the pupil feels OK about himself or the environment.
- *The obstacles to learning* which are different for each pupil
- Using *a variety of practice* because this reaches the needs of individuals and keeps learning interesting and active.

Slide 10

A learning community

- *Establishing inclusive learning* by involving, home, school, community and how each can enhance the learning for the pupil.
- *Defining roles and establishing partnerships within the framework* which means *involving* members of the community not just those immediately connected with the pupil and his/her family.
- Thereby *engaging pupils, engaging parents and families and linking to community services*.
- This changes the dimension of learning offered in school.

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Slide 11

A learning environment

- Making it right for you and the pupils within your remit *by the use of space, the technology and developing the climate/atmosphere*, adapting and adjusting where needs arise.

Slide 12

Positive instruction/ Assessment can happen by

- *Establishing a coherent, mindful curriculum* by giving the right/suitable/appropriate information.
- *By making informed choices regarding instructional materials* learning and assessment become relevant and useful.
- *By linking assessment to instruction and vice versa*. Assessment needs to be for detail and improvement. Only assess the areas of need within a holistic approach.

Looking at the TOOLS to support inclusive practice.

Slide 13/14/15

The Aide Memoir and Fit to Learn Bookmark are intended to help teachers to evaluate their level of practice regarding the suitable conditions for learning, learning community, learning environment and instruction.

- How did it come about? The name, Aide Memoir, was suggested by a classroom assistant during the interviews, who said that there were some days when she simply needed an Aide memoir to remind her of what she had forgotten.
- *And to increase the level of their inclusive practice in those areas*. It therefore highlights the areas of need for the teacher and the teaching assistant etc.
- *It raises awareness that good practice can meet the needs of ALL pupils, despite their individual needs*. By preparing for individual needs, planning supports all pupils who may not have been identified but who will benefit from different approaches.
- It helps to *identify their individual needs for in service training* and enables the individual to request support without feeling a failure.

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- It can be *used as a checklist for assessing the quality of inclusion or assessment* and can be used as a whole school assessment when individual staff needs are collated.

Slide 16

Read out the titles of topics using own bookmarks. Look at the headings

- Stress that the Bookmark is *always at hand in the diary*.
- The bullet points are designed to be *thought provoking* and problem solving especially when reflecting on the day.
- The *booklet* can be used in concrete form or read from *the website*.

Looking at one section - Communication

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- Read out a few sentences commenting on simple ideas e.g. Did I forget to call John, who is autistic, by his name this morning and was that why he reacted as he did?
- *Using positive language* – how difficult this is – e.g. We often say to a pupil, 'Stop that', and that's OK if there's a fire or it's hot to touch for example ... but the pupil will respond negatively if he/she only hears a negative input.

How to use *the Aide Memoir* – (and answer any questions as you go through it).

Slide 18/19

Read through the Bookmark Headings using these as prompts

Read through the Booklet (web material) using the questions to stimulate thinking.

- *As an Aide Memoir when reflecting on the day's work.* What made it successful?
- *If the results are not as expected in a classroom situation.* Why didn't it go as well?
- *When a problem arises.* For example, a pupil struggles to do the work? Maybe it was my planning?

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- Perhaps there is a new child in class. How will I respond? – Use ideas in the bookmark and follow through with the booklet.
- *Looking at individual sections for personal development*
- *For continuing professional development, checking on the individual approach to inclusion*
- *As a school approach, through appraisal and mentoring*
- *Look at areas where support is needed or further training and collate for the school*

The next 2 slides offer a couple of illustrations for using the Aide Memoir/ Bookmark

Illustration – Give TIME! This is important.

First show just the statement, then possible choices for the response, on each slide.

Slide 20/21

- There is no right or wrong answer.

To sum up the Aide Memoir – It is:

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- *To support practice, by reminding us what to do*
- *To aid reflection so there is no complacency in the belief that a good lesson will always happen*
- *To help with problem solving.*
- *When preparing for appraisal and self evaluation, and looking at needs for continuing professional development (CPD)*
- *For Peer mentoring and using as themes for group/staff discussion.*
- *For looking at and summarising the whole school approach and the quality of inclusion.*

The bottom section of the Bookmark relates to Assessment. It is important that assessment is focussed and purposeful.

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Slide 23/24/25

- What is the pupil's baseline for learning?'
- *Each pupil is unique so a thorough knowledge of child development is essential*
- *The view on pupils' 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.*
- Disabilities affect pupils in different ways. Skills may be stronger in some areas to compensate for deficits. These should be used as strengths in class especially to raise the pupil's self esteem amongst his/her peers as appropriate.
- *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.*

From the book mark

Slide 26

There may be a need to assess at different levels so we need to find out,

- *What needs are known?* It is important to have a full understanding of child development and to realise that development is not linear. It depends on many other factors not least of which are social and emotional.
- We need to make *Observations* in many situations, different times of the day and for varying lengths of time.
- *Assessments* may be made, as appropriate, depending on the pupil's needs.

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- *The bullet points on the Bookmark are prompts to think about what is needed to help the pupil and these are developed as questions in the booklet. Look in the Booklet.*
- *Additional Assessment materials and tools can be found on the website.*



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Slide 28

Discussion