

BEYOND Project

To Inclusive Education and BEYOND



Transitioning towards an inclusive education for all

BEYOND Training Manual

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The other deliverables of the BEYOND can be found on the project webpage <https://www.easpd.eu/project-detail/to-inclusive-education-and-beyond/>



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Introduction

This training manual is for the use of trainers who will deliver the BEYOND inclusive education training course. The training materials included in this manual will equip trainers with the information and tools to be able to deliver a training course to support service providers and representative of special schools. This training course will promote the acquisition of skills and competencies amongst service providers and special schools to support mainstream schools with the transition towards inclusive settings.

This manual is a product of the ‘To Inclusive Education and BEYOND’ (BEYOND) project, which aims to provide special schools and service providers with access to targeted information on the potential role of support services, in the transition towards inclusive education and the knowledge and tools to facilitate this transition. This project has been driven by 7 partners across 5 European countries from civil society, academia, the support service sectors and organisations in the field of education. This manual and the training materials within it have drawn on the partners experience of promoting inclusive education across Europe.

Course rationale

With this training course, and the wider project, the BEYOND partners aim to support the transition towards **inclusive education**. To be able to do this it must be very clear with what we mean by inclusion and how we want to approach this complex reality.

Everything starts with understanding the broad concept of **diversity**. It is a social necessity to be able to deal constructively with the diversity of modern societies. Our education systems (including our schools and classrooms) should reflect this diversity. This project aims to promote accessible education for all children, regardless of their special educational needs, disability, gender, ethnicity, religion, language or socio-economic background.

Inclusion means embracing diversity as well as **recognizing and accepting the unique characteristics and talents of all students (and staff members)**. We believe in a **growth mindset**: all students can learn, grow and develop their skills. An inclusive learning environment should offer learners these opportunities.

To support the transition towards inclusive education and BEYOND we have taken inspiration from the ‘Index for Inclusion’ and its three dimensions.

The course therefore works via a **triple strategy**:

- **To promote inclusive cultures**

Having a positive attitude towards diversity and valuing it as a strength is an important condition for an inclusive culture.

- **To support the evolution of inclusive practices**

To be inclusive, educational practice should meet the learning needs, styles and talents of all learners. Universal Design for Learning and Co-teaching are important for **enabling inclusive practices**.



- **To facilitate the production on inclusive policies**

Inclusive policies complete our framework. This dimension refers to the continuous change process within schools and BEYOND.

It is crucial that education is acknowledged as a clear priority for every community. The ratification of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) has obligated its signatories to make their education systems inclusive. There is a need to act now and push forward towards inclusion, to enable all learners with disabilities to enjoy their right to an education in a school of their choice. In turn, inclusive education systems are a leverage to build inclusive societies for all.

With this, the course 'To inclusive education and BEYOND' will raise awareness and empower schools and service providers to support the transition towards inclusive educational settings and, as a consequence, increase social inclusion.

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Who will benefit from this course?

Support service providers and special schools are the target of this training course and will directly benefit from it. The five modules will equip them with the knowledge and tools that they need to empower them to support the transition towards inclusive educational settings. While this group is the main target of the training other groups who contribute to the inclusion process may also benefit from the course:

- Mainstream educational providers, including those from middle management, headmasters or administrative staff.
- Family members of persons with disabilities.
- Representatives from teacher unions, parents' organisations or student associations (including those representing learners with disabilities).
- School inspectors.

The content of this course:

The BEYOND training course is composed of 5 modules, each of which covers a different topic in the realisation of an inclusive education system. The modules are as follows:

Module 1 - Concepts of Inclusion.

Module 2A - The Concepts of Universal Design for Learning and Growth Mindset.

Module 2B - Co-teaching in Inclusive Settings.

Module 3 - Strategic Planning and Change Management.

Module 4 - Developing a Partnership to "Act Together" in the Move Towards Inclusive Education.

Module 5 - A Practical Model of Transition: Person-centred Planning.

Together these 5 modules will test and expand participant's knowledge and promote the acquisition of key competences across the three dimensions of the Index for Inclusion.

How to deliver this course:

This course has been designed to be delivered over a 5-day training, however it could be delivered in a timeframe that suits trainers and participants, for example as 5 consecutive days, or as 5, 1-day trainings over 5 weeks. The course can be delivered in person, or online with slight adaptations.

The suggested allocation of time is as follows:

Module 1 – 1 full day training

Module 2A - 1 full day training

Module 2B - 1 full day training, or if needed, a half a day of training

Module 3 - 1 full day training.

Module 4 - Half a day of training

Module 5 – Half a day of training

Regardless of the arrangement and timeframe the chapters are organised in, the training course must:

- Be delivered in chronological order of chapters;
- Have a set group of participants throughout its entire duration;
- Offer an opportunity for all participants to come together and interact with each other.

It is advised that the training is delivered to a class of between 8-30 participants.

Materials provided in this manual:

Within this manual you will find the supporting training materials of each module. These materials include:

- **A Competence Matrix**

A competence is the ability to apply a synthesis of **knowledge**, **skills** and **attitudes** in a particular situation, and with a particular quality. Competences consist of a combination of cognitive, behavioural and affective elements required for effective performance of a real-world task or activity.

Each module has been developed around a competence. These competences have been selected by partners for the knowledge, skills and attitudes they represent and their importance in equipping course participants with the ability to support the inclusion process in the field of education.

For each competence, 5 levels of learning have been identified to help participants have a better understanding of the skills, knowledge and attitudes they have acquired and how they can continue to learn.

- **A Competence Evaluation Questionnaire**

For each module a complementary Competence Evaluation, in the form of a skills, knowledge and attitudes questionnaire, has also been created. This form will support the participants in

their understanding of the competence and also promote the self-evaluation of their own professional development and learning path.

The questionnaire, which draws on the 5 levels of the Competence Matrix, should be taken at the start and end of each module by each participant individually. By doing so, course participants gain an understanding of their current level of acquisition of the competence; how they have developed that competence via the training course and in which aspects they need to further develop.

These questionnaires ask students to rate the extent to which they agree with different statements relates to the competence on a scale of 1-5. Once the students have completed the questionnaire, they should add the total of their scores and divide it by the number of statements to find their average score. For questionnaires in which as participants are asked to provide a short text answer their answers should be considered as follows:

- One example- score of 2
- Two examples- score of 3
- Three examples- score of 4

This score will indicate at which competence level they lie. When they complete the questionnaire again at the end of the module participants will be able to see how they have developed the competence through taking the course.

- **A Module Overview with further information on the proposed module activities, an outline of materials that you may need.**

Each module outline provides a further breakdown of the contents of the module, the information that is to be delivered and activities that should be implemented.

- **A PowerPoint presentation**

To support trainers to deliver each the module a PowerPoint presentation has been developed. This PowerPoint has been used to deliver the trainings twice during the lifetime of the project and corresponds directly with the information provided in the module overview.

Module 1: Concepts of inclusive education and the UNCRPD

This module is intended to be delivered as the first day of this course. The module aims to provide knowledge and deepen understanding about the concept of inclusion, human rights and theoretical background of medical and social models of disability as well as increase understanding of possible tools to implement inclusion education in schools.

Competence acquired through this module: Inclusion awareness

Via this module participants will develop the following:

1. **Knowledge;** Participants are given information about human rights, concept of inclusion, medical and social models of disability.
2. **Skills;** Participants have an understanding how to implement inclusion education in schools.
3. **Attitude;** Participants are aware that inclusion means recognizing and accepting the unique qualities, talents of all students (and staff members) in order to offer opportunities and opportunities for everyone to successfully learn and grow into fully-fledged citizens.

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Module contents:

- Concepts of Inclusive Education and the UNCRPD
- Concepts of Disability
- Inclusive Education - Implementing Theories in Practice
- A Key Tool for Inclusive Education - The Index for Inclusion

Module authors: Jenni Kerppola, Katri Hänninen and Katjaana Järvinen, KVPS

Module 1: Inclusion Awareness Competence Matrix

	COGNITIVE/KNOWLEDGE		SKILL (ACTIVITY)		ATTITUDE (AFFECTIVE)	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Intuitive transfer	Knowing how to implement theoretical models of inclusion in their own daily work task. Knowing how to help co-workers to use inclusive settings.	Developing/ Constructing	Are able to build up a new inclusive culture together with co-workers, other service providers and children and parents.	Regulating (with) others	To find it important to inspire others to respect diversity and inclusion.
4	Know when (Implicit understanding)	Profound knowledge of context of inclusion and inclusive education. Have critical awareness and understanding about inclusion models.	Discovering/acting independently	Actively looking for new approaches to create inclusive education. Using the different models of disability in an inclusive education.	Affective self-regulation	To find it important to improve your own inclusion awareness. Being inclined to shift his/her own frame of reference to other views about diversity and inclusion. Attitudes of respect, empathy, flexibility, open mindedness.
3	Know how	Knowing that barriers can be solved by reasonable accommodations and universal design. Knowing how the Index for Inclusion can be used to work on the implementation of inclusive education.	Deciding/selecting	Learning to define reasonable accommodations. Learning how to use the Index for Inclusion in your own organisation.	Empathy	To find it important that all people value diversity and inclusion. Attitude of acceptance and consider diversity as an essence.
2	Know why Distant understanding	Knowing why the UNCRPD is made. "Nothing about us without us". Knowing what barriers are and how they prevent participation. Knowing why we choose for a broad concept of diversity.	Application, Imitation	Sporadically participate in activities where you experience a certain disability. Taking into account diversity among people in my neighbourhood.	Perspective taking	Generally valuing the importance of diversity. Attitude towards equality of all people. Generally valuing diversity in learning and in society.

1	Know- that	<p>Knowing that the UNCRPD is there and what it is about.</p> <p>Knowing that there are different definitions of disability (medical, social, human rights based).</p> <p>Knowing the broad concept of diversity.</p>	Percep- tion	Recognising differences in approaches and understanding of disability (medical, social, human rights based)	Self centred	Feeling the need to take diversity into account when confronted with it.
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Inclusion Awareness Competence Evaluation

What inclusive awareness competence level do you have at this moment?					
Please answer the questions below.	Please tick the right box				
	1= not at all, 5 = completely				
	1	2	3	4	5
1.1 I know that in other cultures people have different habits, communicate in a different way and live a different socio-cultural life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1 I do realise that my cultural background defines how I see the world, how I make sense of what I experience and that others are influenced in the same way by their own culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 I find it important to have an open mind towards people from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 When I meet people from another culture/country I am curious and I ask many questions about their way of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 I occasionally attend multicultural events when they are organised in my area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1 Describe three actions you do differently when you communicate in a multicultural situation (apart from speaking another language). - - -					
3.2 I regularly talk to my family and (local) friends about my encounters with people from other countries. I find it important they also have (get) an open mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 I feel attracted to activities and events involving other cultures. I deliberately look for intercultural events and attend them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Think of the foreign students you work with. Highlight three differences (compared to yourself) - - -	Highlight three similarities - - -				
3.5 I already read some theory about teaching in a multicultural class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1 I am personally interested in intercultural communication, I already red some articles/texts about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 I try to help people when I see them behave culturally inappropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 I am actively looking for new approaches to handle multicultural situations in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Give three examples of you successfully adapting to a multicultural situation.	- - -				
4.5 When talking to people from other countries I find it important to understand 'their angle', to see how they see things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 I manage to adapt my cultural reference frame, I can sympathise with culturally different viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1 I know how to select and incorporate elements of other cultures in my own view and behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 I can help other people cope with multicultural situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 I incorporate communication and patterns of behaviour from other cultures, I feel comfortable using them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 I feel my own cultural framework has become 'international'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 I find it important to inspire other people to respect cultural diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 I find it important that intercultural competences are regarded as professional competences in my sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Inclusion Awareness Module Outline

Step	Content	Materials required
Welcome	Welcome to participants. Introduction of participants, trainer and course and the objectives	<ul style="list-style-type: none"> - Laptop with audio - Projector
Competence Evaluation	Introduce the competence matrix and competence questionnaire. Ask participants to complete the competence evaluation form, explain that they will re-do this questionnaire at the end of the session so that they can see their progress.	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire
Icebreaker	Start the session by showing the following video https://youtu.be/6SnXBKEfr2s Facilitate a group discussion about what inclusion is and what inclusion means to participants. Mentimeter (https://www.mentimeter.com/) can be used to collect the thoughts of the participants, these can then be shown on the screen and discussed together. Questions: Questions: <ol style="list-style-type: none"> 1. What does inclusion mean to you? 2. Which are the things that promote inclusion? 3. What things can prevent inclusion from happening? 	<ul style="list-style-type: none"> - Projector - Laptop with audio - Mentimeter - You tube
Human rights and UNCRPD	Introduce Human Rights and the UN CRPD and their importance Watch: https://www.youtube.com/watch?v=UYsplGqnRTU Activity: Learning café exploring Articles 7, 9, 19,24 of the UN CRPD	<ul style="list-style-type: none"> - Module PowerPoint - YouTube

	Divide participants into 4 groups/tables. Provide a copy of one article per group provide them with 15 minutes to read about each article and share examples of three examples of actions schools could make to implement to uphold each article.	
Concepts of disability and inclusion	<p>Using the information on the PPT present the medical model and social model of disability</p> <p>Video on the social model of disability https://www.youtube.com/watch?app=desktop&v=24KE_OCKMw&feature=youtu.be</p> <p>Activity: Group discussion Select a case study of a barrier impeding a person with a disability (use Slide 24 for guidance) Split the group into two teams. One team should solve this issue from a medical perspective, the other from a social perspective.</p> <p>The solutions and the differences in approach should be discussed as a group.</p>	<ul style="list-style-type: none"> - Module PowerPoint - YouTube
Inclusion in education and practice based on Index for inclusion	Use the information of the PTT to define inclusive education and its difference to other models of integration and exclusion.	<ul style="list-style-type: none"> - Module PowerPoint
Index for inclusion	<p>Using the information on the PPT to present the Index for Inclusion.</p> <p>Activity: Provide participants with access to a copy of the Index for Inclusion, either in hard copy or online. Ask participants to read the full overview of Indicators on p.14-15 of Index for Inclusion.</p>	<ul style="list-style-type: none"> - Mentimeter - Index for Inclusion http://www.csie.org.uk/resources/inclusion-index-explained.shtml

	<p>Ask them to reflect on whether everyone is welcome in their school? Following this allocate time for further exploration of the Index: Ask participants to turn to p.76 of the Index for Inclusion and complete the questions for Indicator A1.1: 'Everyone is welcomed'.</p>	
Summary	<p>Kahoot competition and discussion of the day -> what have we learned https://kahoot.com/ Use Kahoot to create a quick quiz on the key terms and concepts of the module</p>	- Kahoot
Evaluation-Feedback	<p>Use Mentimeter to collect feedback from the participants about their experiences of the module and what they have learnt.</p>	- Mentimeter
Competence evaluation	<p>Ask participants to complete the competence evaluation form, and compare their score to their initial result.</p>	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire

Module PowerPoint:

[To access the module PowerPoint, click here.](#)

Module 2A: Concepts of Universal Design for Learning and Growth Mindset

The module aims to introduce the concept of Universal design, Universal design for learning to participants and a growth mindset. The module also aims to increase participants awareness for the need to offer different modes of engagement, representation and action & expression.

Competence acquired through this module: Concepts of Universal Design for Learning and Growth Mindset

Via this module participants will develop the following:

1. **Knowledge;** Participants are given the knowledge to plan and design a learning environment without barriers, using the UDL guidelines in different contexts.
2. **Skills;** Participants are able to use the UDL guidelines to support and help other teachers to identify barriers and ways to remove them.
3. **Attitude;** Participants strive to continuously develop and design a UDL environment in their classroom.

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Module contents:

- Foundations of Universal Design
- Growth Mindset
- They Myth of the Average Learner

Module authors: Michelle Milants and Els Teijssen, UCLL

Module 2A: Concepts of Universal Design for Learning and Growth Mindset Competence Matrix

	COGNITIVE/KNOWLEDGE		SKILL (ACTIVITY)		ATTITUDE (AFFECTIVE)	
L	Level titles	Level description	Level titles	Level description	Level titles	Level description
5	Knowing where else: strategic transfer/evaluating/c relating (transfer – planning – producing – checking – critiquing)	*is able to promote and support the design of UDL learning environments in other contexts (other classrooms, other contexts, ...)	Developing, constructing transferring to different contexts, i.e. into private life, other fields/context	*is able to transfer UDL skills to other domains *can support and help other teachers to design the learning environments with the use of the UDL guidelines *can support and help other teachers to identify barriers and ways to remove them.	Incorporation/integration: influencing others (motivating/convincing others by own model)	*strives to continuously develop and design a UDL learning in his/her teaching. *strives to continuously develop and design a UDL learning environment. *is open to support and help others in this process
4	Knowing when: implicit understanding/analyzing (differentiating – organising – attributing)	*knows how to plan and design a learning environment without barriers, using the UDL guidelines in different contexts *knows the UDL-guidelines in all its aspects and how to use it in different contexts	Discovering acting independently: self-directed acting (researching, expanding options, i.e. related to learning content/topic	*is able to design learning environments without barriers, using UDL-elements and using the UDL-guidelines	Commitment/volition/affective self-regulation: motivation to adapt/appreciation of (in the sense of the topic, to reach a goal)	*is open to learn how to work with the UDL-guidelines in all aspects. *is proactive to apply UDL in other fields of the own learning environment (e.g. curriculum, goals, assessment)
3	Knowing how: understanding	*knows how to design a UDL learning environment	Deciding/selecting: acting partly	*can use a selection of the UDL guidelines	Appreciation/motivation: empathy,	*is motivated to teach without barriers

	(explaining – comparing)	<p>without barriers</p> <ul style="list-style-type: none"> *knows how to start designing, starting from the diversity of the own classroom with the learning needs of all children in mind *knows how to plan accommodations for some learners, while continuously assessing if there is a benefit for all *knows how to use multiple representations of his/her learning materials *knows how to use multiple ways to motivate/engage his/her learners *knows how to teach and use multiple Strategies. 	<p>independently, choosing between options, selecting</p>	<ul style="list-style-type: none"> *can evaluate own teaching and learning processes *can formulate clear goals *can design assessment, in line with the goals. 	<p>emotional reference towards topic (feeling that topic can influence own conditions, empathy)</p>	<ul style="list-style-type: none"> *is motivated to start from the needs of all learners in the classroom *is motivated to remove perceived barriers in her/his learning environment *is motivated to plan for scaffolds and accommodations, while always assessing the benefit for all.
2	Knowing why: distant understanding (exemplifying - summarising, classifying)	<ul style="list-style-type: none"> *knows that the goal of UDL and the guidelines is to develop learning environments without barriers. *knows that the goal of UDL and the guidelines is to meet the needs of all learners. 	Using, imitating: acting without impulse, acting when instructed	<ul style="list-style-type: none"> *Can plan a path towards a UDL learning environment, starting small *can use the UDL guidelines to assess a learning environment in a diverse classroom. 	Curiosity/perspective taking: interest in topic, being attracted	<ul style="list-style-type: none"> *is interested to learn more about UDL *is open to change the learning environment *is open to identify barriers and remove them *believes that the average learner does not exist
1	Knowing what: remembering (recognising – recalling)	*Is aware that UDL is a way of teaching and designing the learning	Perceiving (listening only – participating only – reception	*Perceives that there are other ways to teach and learn than a 'one size fits	Self-oriented, neutral: no emotional reference to topic (only interested	Sees no reason to apply UDL. Is happy with own way of teaching and

		environment * Knows that UDL is based on UD with 3 principles knows the UDL-guidelines with the principles, guidelines and checkpoints	without action)	all' *can identify barriers in thelearning environment *can recognise UDL elements in a learning environment.	in own situation)	learning.
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Universal Design for Learning and Growth Mindset Competence Evaluation

What UDL and Growth mindset competence level do you have at this moment?					
Please answer the questions below.	Please tick the right box				
	1= not at all, 5 = completely				
	1	2	3	4	5
1.1 I realise that UDL provides a framework to make educational practice inclusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 I'm aware that UDL is a way of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 I can give examples of barriers for some pupils in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 I think it's important that the needs of every child in the classroom is taken into account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 I can describe at least one UDL action and place them within the UDL principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1 I can describe why UDL is based on the needs of all pupils in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 I can assess a classroom practice based on the UDL principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 When I work with pupils, I feel motivated to get to know their needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 I recognise the added value of looking for classroom practice adaptations that benefit all pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 I can give at least one example where adapting to learning needs adds value for all pupils in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1 I can describe what a UDL learning environment looks like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 I can give at least 3 examples of teaching while using multiple strategies of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 I can assess a classroom practice and describe clear goals towards a UDL way of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 When working with teachers I always start from the needs of all learners in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 I am able to link at least 2 learning strategies to each of the three UDL principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1 I can describe the three UDL principles and their guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 I can give examples of all UDL guidelines in different contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 I can assess a learning environment and I am able to reform the environment to a UDL environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 I'm aware that a UDL environment includes a development of the whole school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 I can give an example of a proactive view on UDL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1 I can describe how an inclusive school environment looks like and translate these to at least 5 UDL principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 I can describe the process of supporting teachers to a UDL classroom and the steps they should taken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 I can support teachers to professionalise their UDL competences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 I can support school environments to become a school without barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 I can give examples of my growth mindset in developing a UDL school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 I'm aware of my important job in supporting a UDL school environment and I can give at least three examples of actions I can take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Universal Design for Learning and Growth Mindset Module Outline

Steps	Content	Materials required
Welcome	<p>Welcome to participants.</p> <p>Introduction of participants, trainer and the module objectives.</p>	<ul style="list-style-type: none"> - Laptop with audio - Projector
Competence Evaluation	<p>Introduce the competence matrix and competence questionnaire.</p> <p>Ask participants to complete the competence evaluation form, explain that they will re-do this questionnaire at the end of the session so that they can see their progress.</p>	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire
Icebreaker	<p>Group discussion</p> <p>To get into the training, it might be helpful to start with an icebreaker and let teachers think for themselves on how they experienced their learning at <u>school</u> (primary – secondary – high school – college)</p> <p>Choose one question and answer that one:</p> <ul style="list-style-type: none"> • What event do you remember most fondly from high school? • Who was your favourite elementary school teacher and why? • What was your least favourite class in college and why? • What part of your current job is your favourite? • What's your most significant current challenge? • When you think of the behaviour of your co-workers, what behaviour tends to drive you craziest? 	

	<ul style="list-style-type: none"> • How do you learn best? 	
<p>Introduction: setting the scene</p> <p>Universal Design (UD)</p>	<p>https://www.youtube.com/watch?v=kQjtK32mGIQ</p> <p>This 3-D-animated short film titled <i>Alike</i> shows us what can happen when creativity is stifled instead of embraced.</p> <p>Put participants into pairs- for a discussion</p> <p>What is the underlying message of this short film?</p> <p>Find some examples of ‘following the system’ in education nowadays. Where do teachers create (unwanted) barriers to learning in traditional classrooms?</p>	<ul style="list-style-type: none"> - Laptop with audio - Projector
<p>Foundations of UD</p>	<p>Foundations of UD</p> <p>About two decades ago, the concept of UD began to gain international status as an integrated design approach to the creation of functional and convenient products (devices, environments, systems, and processes) that are usable by people with the widest possible range of abilities (Vanderheiden, 2003). At the core of the UD approach is a firm belief that diversity exists in all shapes and throughout the entire lifespan. Diversity is to be embraced and honoured. Universal Design is inclusive because it accommodates people of all ages, sizes, and conditions in a way that is not stigmatizing and <u>benefits all users</u> (Moore, 2001; White & Selfridge, 2008). Adaptive features suitable for a broad range of users are integrated from the beginning <u>to prevent retrofitting and reduce the need for costly design modifications</u> (Erlandson, 2007).</p> <p>Exercise: discover the pictures on the PP... discuss the content with your neighbour. What are the advantages of accessibility, predesign and benefit for all?</p> <p>1.1 Examples of accessibility (see PPT)</p> <p>1.2 Predesign (vs retrofitting) (see PPT)</p>	<ul style="list-style-type: none"> -Module PowerPoint with pictures -Laptop -Projector <p>Alternative mean of representation:</p> <p>https://www.youtube.com/watch?v=wBSy7VrQVU</p>

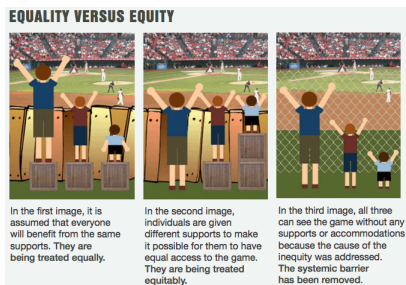
1.3 The benefit for all (see PPT)

Examples:

- Round doorknob: elbow
- Big doors: wheelchairs, crutches, walkers, people carrying handful of shopping bags, parents with strollers, and delivery people carrying boxes or pushing trolleys
- Automatic toilet flushes, faucets and soap dispensers
- Visually contrasting flooring transitions, tactile warning strips and cane detectable barriers
- Drinking fountains, lavatories, and service counters with high and low surfaces, desks/tables where the heights are adjustable -> children, older adults ...

1.4 Equality versus equity.

Question for participants: Can you think of a third drawing that would be even better?



Trainer to show the above photos one by one and ask the following questions

Picture 1: what kind of problem do you observe?

Picture 2: What could be the problem?

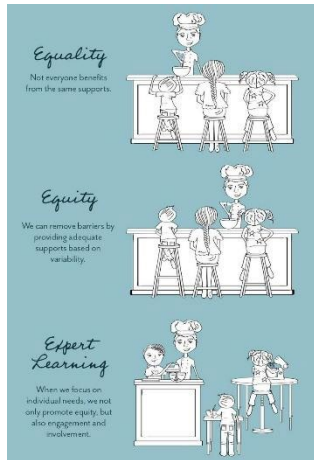
Picture 3: Taking away barriers

- Picture one: treating everybody the same
- Picture two: providing solutions for needs so that everybody has the same opportunities, in this equal access to the game, stigmatizing

First two are focused on the individual problem

- Picture three: removing barriers – focused on removing the inequity itself

Is a benefit for all and is less expensive than meeting individual needs – it focuses on taking away barriers and universal needs

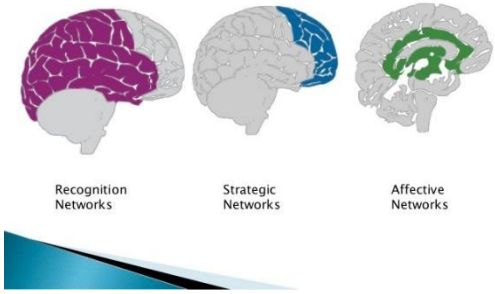
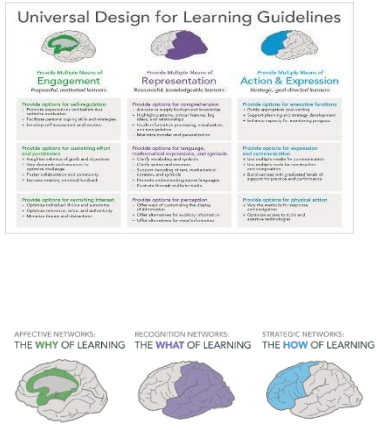


(Katie Novak on twitter)

Growth mindset vs fixed mindset	<p>According to Carol Susan Dweck (American psychologist), when a student has a fixed mindset, they believe that their basic abilities, intelligence, and talents are fixed traits. They worry about it, afraid of challenges, upset by mistakes ... In a growth mindset, however, students believe their abilities and intelligence can be developed with effort, instruction, dedication over time, they are learners, not worry about how smart the look, take on challenges, they achieve more, learning, and persistence.</p> <p>Exercise: Answer the question “Why is it important to become an expert learner?’ on a sticky note and stick it on a poster at the front of the room.</p> <p>Films to watch</p> <p><i>Why people believe they can't draw - and how to prove they can- Why people believe they can't draw - and how to prove they can</i></p> <p>https://www.youtube.com/watch?v=7TXEZ4tP06c</p> <p><i>The power of 'yet'</i></p> <p>https://www.youtube.com/watch?v=J-swZaKN2Ic</p> <p>Normally give up, brain is a muscle, but it is not that I can't do this, I can't do this YET, ask for help, work on it together, not embarrassed because learning something new.</p>	<ul style="list-style-type: none"> - Poster paper - Sticky notes - Pens - Laptop - Projector

	<p><i>What real learning looks like</i></p> <p>https://www.youtube.com/watch?v=kXKaeyS6AtA&t=2s</p> <p>In this video, a skater tries to do a cool trick. He falls at least fifty times, but finally manages to do the trick.</p> <p>Growth mindset in the classroom</p>	
<p>The myth of the average learner</p>	<p>Working in groups of 4/5 participants working in parallel</p> <p>GROUP 1</p> <p>https://www.youtube.com/watch?v=4eBmyttcfU4&t=725s</p> <p>The myth of the average (Todd Ross)</p> <p>start till 5'33" (design of the cockpit)</p> <p>Discussion: What did you see? What does this visual mean?</p> <p>GROUP 2:</p> <p>https://www.youtube.com/watch?v=8WClnVjCEVM</p> <p>the myth of the average (shoes) (Todd Rose)</p> <p>Start till 3'22"</p> <p>Discussion: What did you see? What does this visual mean?</p> <p>Elbow discussion (group 1 and group 2 mixed): Explain your visual to your partner. What is the underlying message in both visuals? (average does not exist) What is the danger of 'one size fits all in both situations? (The waste of talent) What is the link of these examples to education? (There is no one size fits all curriculum or presentation/...)</p>	<p>-Module PowerPoint</p> <p>-Laptop</p> <p>-Projector</p> <p>-Tablets</p>

	<p>Conclusion: The people vs the school system: https://www.youtube.com/watch?v=dqTTojTija8</p>	
<p>What is universal design for learning?</p>	<p>In her book 'UCL now' Katie Novak refers to UDL in its most basic definition: UDL is thoroughly knowing the concept you're going to teach and presenting that concept in different ways while engaging the students and encouraging them to express their knowledge in different ways. UDL guides conscious, planned decisions to help all students learn the standards required to be taught. The teachers eliminate barriers to learning by proactively and deliberately planning curriculum that all students can access</p> <p>UDL at a glance (CAST) : https://www.youtube.com/watch?v=bDvKnY0g6e4</p>	<p>-Module PowerPoint -Laptop -Projector</p>
<p>UDL: the neuroscience at the base of the network: 3 networks (affective, recognition and strategic that work together)</p>	<p>In the past decade, there have been unprecedented ways to examine the living brain and to better understand what happens during learning. Universal Design for Learning (UDL) was inspired by such advances in cognitive neuroscience research and offers a framework that integrates what we know about the learning brain to inform the design of environments that support all learners.</p> <p>"First, let's talk about the geography of the brain. Generally, incoming sensory information, such as what we see and hear, is received in the back of the brain, including the occipital and temporal lobes of the brain (Recognition networks), processed and relayed for meaning in the centre of the brain (Affective networks), and is organized in the frontal lobes for response or action (Strategic networks). While there is no linear progression for this process, this model for thinking about three broad learning networks can be helpful when we design learning experiences."</p>	<p>-Module PowerPoint -Laptop -Projector</p> <p>Alternative mean of representation: participants can choose to read the info by themselves and create a scheme/mindmap to summarize the new discovered info. The present the info to the participants who listened to the lecturer.</p>

	<p style="text-align: center;">Three Learning Networks http://www.cast.org/udl/index.html</p>  <p style="text-align: center;">Recognition Networks Strategic Networks Affective Networks</p> <p style="text-align: center;">Participants listen to the peers who present their schemes (see alternative mean of representation)</p>	<p>(design and deliver p12-13)</p>
<p>The UDL principles, guidelines and checkpoints: the framework as a tool for teaching using a mindmap</p>	<p>The 3 brain networks match up with the UDL guidelines. The guidelines provide tips about how to activate each network. The guidelines are the building blocks of UDL.</p>  <p style="text-align: center;"> AFFECTIVE NETWORKS: THE WHY OF LEARNING RECOGNITION NETWORKS: THE WHAT OF LEARNING STRATEGIC NETWORKS: THE HOW OF LEARNING </p>	<p>-Module PowerPoint -Laptop -Projector</p>

<p>The recognition network: representation - the what of learning</p>	<p>Group discussion Exercise: participants are experiencing the different needs of representation.</p> <p>Group 1: blindfolded Group 2: headphones Group 3: not allowed to walk Group 4: not allowed to speak</p> <p>The lecturer gives an non-UDL intro to a geography-lesson. (looking on a map, discussing in group, switching groups,...)</p> <p><i>For Example: Belgium</i></p> <ul style="list-style-type: none"> - Map A: write down the Belgian provinces and their capital - What are Belgium's neighbouring countries? Find the right map in the atlas. <p>Conclusion: participants exchange their experiences. When/where they bumped into barriers to participation? How were they excluded from participation? What kind of suggestions they have for the lecturer?</p> <p>1.2 The principle, guidelines and checkpoints</p> <p>Representation within UDL is about providing different experiences to receive information to build students' levels of comprehension. It introduces us to ways we can provide students access to the ideas, concepts and themes.</p> <p>Historically, reading and lecturing were popular teaching methods. Katie Novak shows both teaching methods were associated with some barriers, preventing students to become resourceful and knowledgeable learners.</p>	<ul style="list-style-type: none"> -Module PowerPoint -Laptop -Projector -Flipchart -Markers
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Barriers in the lecture format	Barriers in reading text
Hearing impairment	Poor vision
Attention issues	Inability to decode the text
Poor memory	Poor reading comprehension skills
Lack of background knowledge	They read slowly and they don't have enough time to get all the information
The don't understand the vocabulary or subject-matter jargon you use	They don't understand the vocabulary (either because it's too difficult or because they don't know how to read)
Your language is not their first language	

Provide options for comprehension/multiple means of representation

Activate or supply background information
= reminding students what they already know about the content.

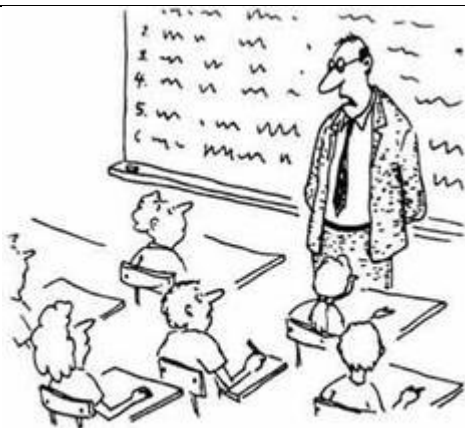
When teachers connect the topic to something the student already knows, the student is able (and is more likely) to want to connect to the lesson. Connections should be made explicit, since students might not see how these knowledge areas overlap.

	<p><u>Highlight patterns, critical features, big ideas and relationships</u> = Making clear what the most important information is by modelling comprehension strategies such as monitoring, highlighting, asking questions and note-taking.</p> <p>This checkpoint asks the teacher to consider supports that will help students to see connections and critical elements. E.g. by using a concept map, outlines, scaffolding</p> <p><u>Guide information processing, visualization and manipulation</u> =providing work exemplars, explicit directions and scaffolds so students can persist through the lesson</p> <p>Some students might need guidance in gaining the skills of taking information and organizing it. That guidance needs to be direct, structured and scaffolded.</p> <p><u>Maximize transfer and generalization</u> = Helping students see how they can use the new information in other settings.</p> <p>Being able to take information from one situation and transfer it to another situation demonstrates a deeper understanding of the information. When new information is connected to larger concepts and is demonstrated to be interconnected to other situations, contexts and relationships, it is more likely to take on relevancy to the student.</p> <p>Provide options for language, mathematical expressions and symbols</p> <p><u>Clarify vocabulary and symbols</u> = Pre-teaching of vocabulary and math symbols in student-friendly language</p> <p>Allowing students the time to explore the (new) concepts, words and grouping is invaluable. Even conversations they have among themselves can bring more understanding than the</p>	
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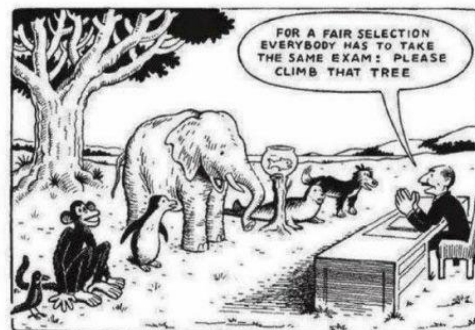
	<p>teachers' descriptions. Finally, technology is helpful with this checkpoint, if students are guided in finding the appropriate websites.</p> <p><u>Clarify syntax and structure</u> = Pointing out text structure, sentence structure or math formulas if they are important for learning.</p> <p>Syntax relates to the rules of language. This checkpoint focuses on clarifying structural relationships and explicitly connecting them to earlier learned material.</p> <p><u>Support decoding of text, mathematical notation and symbols</u> = providing scaffolding to bring student attention to most important content</p> <p>The ability to decode information, whether is in a textual, numeric, symbolic or Braille format, takes extensive practice. For some students, additional support is need. e.g. identification of key concepts, vocal support, use of technology ...</p> <p><u>Promote understanding across languages</u> = offering instructions in students' home language or providing visuals to support comprehension. Making complicated directions student friendly and/or using visuals to increase understanding.</p> <p><u>Illustrate through multiple media</u> = offering visuals like charts, pictures, movies, audio clips and things for students to touch and manipulate</p> <p>Enriching a static text with another version of that text and thus supporting the students' understanding of the content.</p>	
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	<p>Provide options for perception</p> <p><u>Offer ways of customizing the display of information</u> = Providing digital copies of all class materials so students can access and personalize them</p> <p>Customizing the display of information, means thinking about size, shape, colour and brightness. Under this checkpoint, the speed at which the information is provided and the positioning and highlighting of the information are being considered. e.g. different coloured markers, marking words bold or change size, graphics, the use of technology</p> <p><u>Offer alternatives for auditory information</u> = Not just lecturing to students, but providing visuals and hard copies so all students can access at least one of the mediums</p> <p>e.g. captioning, transcripts, sign language, visual representations</p> <p><u>Offer alternatives for visual information</u> = not just having students read, but also providing audio, visuals and things for them to manipulate if they choose</p> <p>Under this checkpoint, the visual information is enhanced by considering other ways of information. E.g. auditory cues, physical objects or descriptions.</p> <p><u>Exercise:</u> participants are reflecting about their own teaching practice and sharing good practices using the recognition network.</p>	
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The strategic network: action and expression – the how of learning



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"



Our Education System

1.2. The principle, guidelines and checkpoints

This principle is about providing opportunities to students as they practice goal setting, planning, strategy building, organizing and using information and resources, and monitoring their own progress in these areas.

The action and expression guidelines focus on strategies to access and support student learning. In order to determine if students have learned, their learning should be assessed. Two popular methods, written response and objective paper/pencil tests, include some barriers to expression and action.

Barriers to written response	Barriers to objective tests
Lack of writing utensil or electronic device to keyboard response	Test anxiety
Poor handwriting or keyboard skills	Lack of writing utensil

To help you using UDL techniques while doing the exercises:

<http://efe-project.eu/methods/brainstorming/>

<http://efe-project.eu/methods/chalk-talk/>

<http://efe-project.eu/methods/think-aloud-pair-share/>

	Poor motor skills	Questions are skipped/answers are tracked incorrectly
	They don't know proper format	Misunderstood or misread instructions
	Poor at spelling and/or grammar	Lack of strong tests-taking techniques
	Don't communicate well in writing	Poor recall/memory
<p>Teachers need to provide as many options as possible for students to express their knowledge and to activate their strategic networks.</p> <p>Provide options for physical action</p> <p><u>Vary the methods for response and navigation</u> = giving students the option of composing with different media when completing assignments, expressing their knowledge. E.g. writing, typing, physically manipulating objects...</p> <p>The term 'navigation' within this checkpoint deals with what options students are provided to respond and options for time requirements. It is the teachers responsibility to ensure all students have the opportunity to respond and move through the information.</p> <p><u>Optimize access to tools and assistive technologies</u> = Allowing students to use technology (hardware and software) to express knowledge like using speech recognition software, typing,...</p> <p>Provide options for expression and communication</p> <p>This guideline instructs us to consider all of the ways students can communicate to us what they</p>		

	<p>know.</p> <p><u>Use multiple media for communication</u> = Give students choices about how they will respond. Students are set free to compose in whatever medium is available to show their work. This checkpoint also encourages the use of multiple strategies to solve problems.</p> <p><u>Use multiple tools for construction and composition</u> = Allowing students to complete assignments using different tools and providing student with the multiple tools to complete assignment</p> <p>e.g. spell checkers, word-prediction software, text-to-speech software. This checkpoint also addresses ways to help students start their compositions.</p> <p><u>Build fluencies with graduated levels of support for practice and performance</u> =Build scaffolding into every assignment/practice and provide feedback while students are working</p> <p>Provide options for executive functions</p> <p><u>Guide appropriate goal setting</u> = beginning all assignments with an objective and rationale and provide work exemplars, scaffolding and checklist for every assignment.</p> <p>When students want to achieve something, teachers must help them define what they want to achieve and the steps they will need to take to get there.</p> <p><u>Support planning and strategy development</u> = Giving students tips and checklists to help them work through the assignment or asking the</p>	
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	<p>student to create their own strategy for completing the task</p> <p>This checkpoint encourages the use of prompts, coaches and mentors to support students while they plan and strategize within lessons. They should be used to build the students' level of independence. e.g. reflection about the learning process.</p> <p><u>Facilitate managing information and resources</u> = Giving students a lot of tips on how to stay organized while they are completing each assignment and making necessary resources accessible.</p> <p>Helping students to organize the overwhelming amount of information.</p> <p><u>Enhance capacity for monitoring progress</u> = having students reflect on their learning and providing opportunities for students to get feedback during the learning process.</p> <p>Supporting students monitor what they are doing, students need to clarify their strengths and needs related to the current process and seek specific feedback for these strengths and needs. Students will need structures and supports to move forwards.</p> <p><u>Exercise:</u> participants are reflecting about their own teaching practice and sharing good practices using the strategic network.</p>	
<p>The affective network: engagement- the why of learning</p>	<p>The lecturer reads a poem to the participants.</p> <p><u>I Taught Myself To Live Simply</u> by Anna Akhmatova</p>	

	<p>I taught myself to live simply and wisely, to look at the sky and pray to God, and to wander long before evening to tire my superfluous worries. When the burdocks rustle in the ravine and the yellow-red rowanberry cluster droops I compose happy verses about life's decay, decay and beauty. I come back. The fluffy cat licks my palm, purrs so sweetly and the fire flares bright on the saw-mill turret by the lake. Only the cry of a stork landing on the roof occasionally breaks the silence. If you knock on my door I may not even hear.</p> <p>Group discussion: how did you experience this poem? Did you feel connected? Where you rather bored?</p> <p>Not accessible to everyone, difficult language, that is good</p> <p>Explanation: How you respond to the poem, depends on the affective network. In classroom context this means connecting your curriculum to your audience, which is 'the art of teaching'. Providing multiple means of engagement will help you do this more effectively and activate students' affective network. Implementing the engagement guidelines will help you to eliminate some common barriers that prevent students from becoming motivated, purposeful learners.</p> <p>1.2 The principle, guidelines and checkpoints</p>	
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	<p>According to Katie Novak, there are 2 significant barriers to engagement. The first is that students/professionals don't think the curriculum is relevant or interesting to them. The second is that students/professionals lack perseverance or coping skills and they cannot persist when learning gets challenging.</p> <p>Examples of affective obstacles</p> <ul style="list-style-type: none"> - Students don't understand the purpose of the lesson - Assignments are too easy or too difficult - Assignments have no value in students/professionals' lives - Students' or professionals lack of coping strategies or other self-regulations functions - Subject matter is deemed boring or irrelevant - Students are embarrassed <p>The principle of engagement is structured around 3 guidelines</p> <p>Provide options for self-regulation</p> <p>This guideline suggests opportunities for students to demonstrate their highest level of independence. Under engagement, that means that the students recognize themselves as learners and know how to facilitate their learning.</p> <p><u>Promote expectations and beliefs that optimize motivation</u> = Offering students/professionals' advice on how to stay motivated and providing resources to prevent frustration. Making expectations obvious. Assisting the students' and professionals' development of self-regulated behaviour and the ability to self-reflect and self-monitor their responses to distraction. Helping students and professionals to set realistic goals and determining which steps should be taken to achieve these goals, followed by self-reflection</p>	
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	<p><u>Facilitate personal coping skills and strategies</u> = preventing students from getting upset or quitting by giving them scaffolds, positive reinforcement, break time and so on. Modelling the coping skills of students by providing mastery feedback and support. A strong interpersonal relationship between teacher and student is an indicator for developing strong coping skills and strategies. It's important that students responding in an inappropriate way, can be provided with direct instruction and supportive suggestions.</p> <p><u>Develop self-assessment and reflection</u> =encouraging students to assess their own learning by using checklists and rubrics Any practice that requires students to stop and consider what they have learned or produced, touches on self-reflection and self-assessment. This can come through verbal prompts, rubrics, paired work with conversational prompts and full class reflections. Self-reflection is vital in connection to in-class-content and behaviour.</p> <p>Providing options for sustaining effort and persistence This guideline focuses on providing opportunities for students to connect with the goal of the lesson, naturally work with their peers, focus on the current task and receive direct and supportive feedback.</p> <p><u>Heighten salience of goals and objectives</u> =asking students to restate a lesson's standard or objective and remind them about it often throughout the lesson. e.g. writing the goal of the lesson on the same place, every day or reading the objectives of the lesson out loud to the students.</p> <p><u>Vary demands and resources to optimize challenge</u></p>	
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	<p>= providing varying levels of challenge so students can pick assignments that are not boring or too difficult for them.</p> <p>This checkpoint focuses on the concept of scaffolding. Scaffolding is dynamic and changing over time. Support (providing various resources) is supposed to be lessened until the student achieves independence.</p> <p><u>Foster collaboration and community</u> = allowing student to work together Interpersonal relationships are important to learning. Cooperative learning leads to stronger collaborative skills.</p> <p><u>Increase mastery-oriented feedback</u> = giving feedback often throughout each lesson instead of only giving feedback on final assessments. Mastery feedback provides concrete and specific directions to the student, it enhances the students' potential for learning.</p> <p>Options for recruiting interest</p> <p><u>Optimize choice and autonomy</u> = allowing students to make choices so they are more likely to be engaged in the curriculum. When teachers design the environment to include choice and to combine choice with structure, students are more engaged in the lesson. Students choices can be incorporated in areas ranging from classroom management to academics. At the same time the students can be guided to understand how their choices affect them.</p> <p>https://vimeo.com/6104437</p> <p><u>Optimize relevance, value and authenticity</u> = making the connection between the lesson and the relevance for students' life explicit. Teachers provide exercises that connect everyday experiences to the objective of the lessons.</p>	
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	<p><u>Minimize threats and distractions</u> = creating a classroom environment where students feel safe and can express knowledge in ways that are best and most engaging to them. ‘Threats’ can be used in several ways. One is an emotion that links to danger, the other emotion is linked to insecurities about learning. A threatening environment is one where the student is not comfortable or confident in participating.</p> <p><u>Exercise:</u> participants are reflecting about their own teaching practice and sharing good practices using the affective network</p>				
<p>Exercise: how to make your lesson more UDL?</p>	<p>Exercise on the 3 guidelines and checkpoints: all participants brought a fragment of a lesson they are planning to give. Working in pairs and checking out the following website: http://efe-project.eu/methods/</p> <p>While discussing with their partners, participants are making the lesson plan more UDL</p> <p>You can also use the different fact sheets of universal design made by SIHO (print them and let participants use them to get ideas for their lessons).</p>	<p>-Laptop -Projector</p> <p>https://sites.arteveldehogeschool.be/siho/guideline-universal-design</p>			
<p>UDL and differentiated instruction (DI)</p>	<p><u>Elbow-discussion:</u> Although UDL and DI (differential instruction) share similarities, there are differences between the two frameworks. Imagine someone asks, “They sound the same to me. How are they different?” Practice your answer.</p> <p>accommodation: if needed, participants can rely on a supportive text (see below)</p> <p>Participants share their answers in plenum. The lecturers fill in the classification-grid.</p> <table border="1" data-bbox="465 1305 1532 1364"> <tr> <td data-bbox="465 1305 824 1364">Traditional education</td> <td data-bbox="824 1305 1178 1364">DI</td> <td data-bbox="1178 1305 1532 1364">UDL</td> </tr> </table>	Traditional education	DI	UDL	
Traditional education	DI	UDL			

Static	Reactive	Proactive
Evaluates the curriculum	Evaluates the student	Evaluates classroom environment and culture
Follows scripted lesson	Adapts scrips when it's not effective	Intentional
Teaches curriculum as design	Retrofits instruction by providing accommodations	Designs instruction prior to student's arrival with embedded choices
Designed for the average student	Designed for different groups of students based on perceived ability	Designed for students of all variability
Does not consider students in the margins	Plans different learning experiences for students in the margins	Plans for all students
Ignores barriers	Working around barriers	Eliminates barriers

Conclusion: DI provides multiple means of or representation and expression but does not provide multiple means of engagement at the same level as UDL. UDL has an increased focus on building students' executive function and self-regulation, and engaging them throughout the learning process, while continuing to provide multiple means of representation and expression so they can become autonomous learners.

Exercise: Reflect on one or more terrible professional development experiences you've had during your career. Build an imaginary box called bad PD. Connect these (bad) experiences/examples to the guidelines for engagement.

	Provide multiple means of engagement	Bad PD: the anti-guidelines	
	Provide options for self-regulation <ul style="list-style-type: none"> - Promote expectations and beliefs that optimize motivation - Facilitate personal coping skills and strategies - Develop self-assessment and reflection 		
	Provide options for sustaining effort and persistence <ul style="list-style-type: none"> - Heighten salience of goals and objectives - Vary demands and resources to optimize challenge - Foster collaboration and communication - Increase mastery-oriented feedback 		
	Provide options for recruiting interest <ul style="list-style-type: none"> - Optimize individual choice and autonomy - Optimize relevance, value and authenticity - Minimize threats and distractions 		
<p>What would the perfect UDL- PD look like? Develop de PD of your dreams. Exchange ideas in groups.</p>			

<p>UDL and technology</p>	<p>Although technology and UDL go hand in hand, UDL is really about a love for learning in general, regardless of the presence of tools as tablets, laptops, Chromebooks ... Teachers can implement UDL using many low-tech strategies. Teachers don't need the newest and best equipment to create choice assessments, scaffold instruction or engage students.</p> <p>Digital media and the technologies that support students offer great potential for expanding the ways of instruction and providing alternative paths for learning. In the UDL-framework, technology can efficiently and accurately provide three things:</p> <ol style="list-style-type: none"> 1. Alternative means of representing information. E.g. spoken, video or graphic contents as alternative to text 2. Alternative means of expression (alternative means for students to interact with activities and express what they know). E.g. voice input, illustrations, composition in alternative media ... 3. Alternative means of engagement: e.g. varying novelty or the level of challenge. <p>Exercise: Reflect on one or more terrible professional development experiences you've had during your career. Build an imaginary box called bad PD. Connect these (bad) experiences/examples to the guidelines for engagement.</p> <p>https://www.youtube.com/watch?v=UWslB2Si2Ls</p> <p><u>Exercise:</u> Watch the video. In which way, technology is taking away barriers for this kid? Give some extra examples of the use of technology, thinking about your own practice, teaching different courses/contents.</p> <p>Explain to your group members the benefit of using technology in your presented examples.</p>	<p>https://www.essentialaccessibility.com/blog/multimedia-accessibility/</p>

	<ul style="list-style-type: none"> - Text as image, cannot read it out loud, bigger makes it unreadable - Narration options like wordQ, writing mode and reading mode <p>Examples of ICT tools you can use:</p> <p>Interaction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Slide Polls <input type="checkbox"/> Kahoot! quiz, discussion, ... <input type="checkbox"/> Bitly Makes long website-URLs readable instead of fast retyping. <input type="checkbox"/> Padlet online schoolboard <input type="checkbox"/> Mentimeter voting by laptop, tablet or smartphone <input type="checkbox"/> Socrative quiz <input type="checkbox"/> FreeMind mindmaps <p>Instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quizlet information processing, flashcards <input type="checkbox"/> EDPuzzle making an interactive video <input type="checkbox"/> Piktochart making an infographic <input type="checkbox"/> PowToon animated presentations <input type="checkbox"/> Weebly creating websites 	
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	<p>Assessment</p> <ul style="list-style-type: none"> □ Mentimeter voting □ Tricider brainstorm-tool □ Flubaroo evaluate multiple-choice- and fill-in-the-blanc test by Google Forms <p>Lesson contents</p> <ul style="list-style-type: none"> □ PDFCandy PDF into Word □ H5P creation of a variety of exercises □ Amara Editor subtitling video's <p>Working together</p> <ul style="list-style-type: none"> □ Airtable databases □ Appear.in free software without log-in for video conversation until 8 persons. □ Twitter f.e. collect ideas and reactions with hashtags 	
Evaluation-Feedback	Use Mentimeter to collect feedback from the participants about their experiences of the module and what they have learnt.	- Mentimeter
Competence evaluation	Ask participants to complete the competence evaluation form and compare their score to their initial result.	- Competence Matrix - Competence Evaluation Questionnaire

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Module PowerPoint:

[To access the module PowerPoint, click here.](#)

Module 2B: Co-teaching in Inclusive Settings

The module aims to increase provide participants with the information and tools to implement co-teaching in their classrooms. The module will also provide participants with the knowledge to understand the strengths and weaknesses of different co-teaching methods and when best to use them.

Competence acquired through this module: Co-teaching

Via this module participants will develop the following:

1. **Knowledge:** Participants learn to know the definitions of co-teaching and 6 different models of co-teaching.
2. **Skills:** Participants can analyse the starting conditions of co-teaching.
3. **Attitude:** Participants are aware of the surplus values of co-teaching in an inclusive setting

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Module contents:

- Definitions of Co-teaching
- Six Models of Co-teaching
- Co-teaching: An Added Value?

Module author: Annemie Jennes, Katholiek Onderwijs Vlaanderen

Co-teaching Competence Matrix

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	I know how to introduce co-teaching in another classroom or to other colleagues.	Developing, constructing, transferring	I can co-teach with different educational professionals in different educational settings.	Incorporation, internalisation	I try to convince my colleagues and other educational professionals of the benefits of co-teaching in inclusive settings. I motivate them to co-teach.
4	Know when (Implicit understanding)	I know when to choose a particular model of co-teaching, according to the goal(s) of the lesson, the needs of the students as well as from the co-teacher(s), the curriculum, the content, the instruction, and practical considerations.	Discovering, acting independently	I can take the leading role in the different co-teaching models and I can also vary between the different roles in the different co-teaching models.	Commitment, volition	I believe that co-teaching is an effective way to teach in an inclusive setting. I am convinced that “the mix is the max”.
3	Knowing how	I know how to co-plan, how to co-instruct and how to co-assess with my co-teacher(s). I know the benefits and the pitfalls of the different models. I know how frequently to use a particular model.	Deciding, selecting	I can select a particular co-teaching model according to the goal(s) of the lesson, the needs of the students as well as from the co-teacher(s), the curriculum, the content, the instruction, and practical considerations.	Appreciation, motivation	I appreciate the possibilities of the different models of co-teaching in an inclusive setting. I am motivated to co-teach in practise.

2	Know why (distant understanding)	I know “the 3 co’s” of co-teaching: co-plan, co-teach and co-assess. I know the six models of co-teaching. I know that I can co-teach with several educational professionals.	Using, imitating	I can take the assistive role in a few co-teaching models with a colleague who has already experience with co-teaching.	Curiosity, perspective taking	I am curious to discover the benefits of co-teaching in an inclusive setting. I am eager to find out what roles I would like to take in the different co-teaching models and how I can vary between these roles.
1	Knowing what	I know what co-teaching is and what it is not. I know the building blocks of the definition of co-teaching. I recognize that there are different models of co-teaching that can be used.	Perception	I perceive that co-teaching is an effective way of teaching in an inclusive setting.	Self-oriented, neutral	I see no reason to apply co-teaching. I am happy to teach alone in my own classroom.

Co-teaching Competence Evaluation

What co-teaching competence level do you have at this moment?					
Please answer the questions below.	Please tick the right box				
	1 = not at all, 5 = completely				
	1	2	3	4	5
I know at least three methods of co-teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what co-teaching is and what it is not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I perceive that co-teaching is an effective way of teaching in an inclusive setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am curious to discover the benefits of co-teaching in an inclusive setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take the assistive role in a few co-teaching models with a colleague who has already experience with co-teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know “the 3 co’s” of co-teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to co-plan, how to co-instruct and how to co-assess with my co-teacher(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can select a particular co-teaching model according to the goal(s) of the lesson, the needs of the students as well as from the co-teacher(s), the curriculum, the content, the instruction, and practical considerations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I appreciate the possibilities of the different models of co-teaching in an inclusive setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that co-teaching is an effective way to teach in an inclusive setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take the leading role in the different co-teaching models and I can also vary between the different roles in the different co-teaching models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when to choose a particular model of co-teaching, according to the goal(s) of the lesson, the needs of the students as well as from the co-teacher(s), the curriculum, the content, the instruction, and practical considerations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to introduce co-teaching in another classroom or to other colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can co-teach with different educational professionals in different educational settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to convince my colleagues and other educational professionals of the benefits of co-teaching in inclusive settings. I motivate them to co-teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Co-teaching Module Outline

Step	Content	Materials required
Welcome	Welcome to participants. Introduction of participants, trainer and course and the objectives	<ul style="list-style-type: none"> - Laptop with audio - Projector
Competence Evaluation	Introduce the competence matrix and competence questionnaire. Ask participants to complete the competence evaluation form, explain that they will re-do this questionnaire at the end of the session so that they can see their progress.	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire
Icebreaker	Present some propositions and ask the participants if they agree or not. During the session participants will find out which one was true or false.	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 4)
Content of the session	<ol style="list-style-type: none"> 1 What is co-teaching? 2 Six models of co-teaching 3 How to start to co-teach? 4 Co-teaching: a surplus value? <ul style="list-style-type: none"> - Perspective of the learners - Perspective of the teachers - Perspective of research <p><i>The suggested breaks were used in an online session. When you give this session physically, in person, you might need to have breaks at other moments, depending on the group.</i></p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 5)

Part 1. Definitions of co-teaching	<p>Start with a question to the participants. What is co-teaching according to you? Think about this question for 1 minute and write your own definition. Keep that next to you.</p> <p>Write the answers of the participants down.</p> <p>Purpose: when you explain the definition of co-teaching on slide 9-17 you refer to the answers of the participants when applicable.</p> <p>Explain the several definitions of co-teaching. Try to connect with the answers that the participants gave on the question, posed on slide 7.</p> <p>Slide 11: Explain the different coloured word groups in detail on the next slides.</p> <p>Slide 18: Test about different elements of the definitions of co-teaching.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 6-19)
Break		
Part 2. Six models of co-teaching	<p>Quick overview of the six different models of co-teaching that the module will cover. Do not go into detail on this slide.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 20-21)
	<p>Start with the first model of co-teaching: “one teach, one assist”.</p> <p>On this slide you see the leading teacher in front of the classroom, teaching a subject, and the assisting teacher going around in the classroom, assisting students who need help or extra attention.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 22)
	<p>On this slide the children or students sit in groups. The assisting teacher is with one group and moves around. We call this also “the helping hand”.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 23)
	<p>Watch the first movie. Put the subtitles on.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio

		- PPT (slide 24)
	<p>Reflection time for the participants:</p> <ul style="list-style-type: none"> ➤ Do you have experience with this model? ➤ In which lessons or activities at school you would use this model? ➤ Strengths, opportunities? ➤ Pitfalls? <p><i>When you give this session physically, in person, the participants are divided into groups of 4 or 5. Ask them to think about these questions for themselves for 1 minute and let them then share their answers and discuss the questions.</i></p> <p>Ask them to share their answers with the whole group.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 25)
	<p>Resume: when to use this first model? Try to connect with the answers that the participants have shared.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 26)
	<p>Model 2: one teach, one observes.</p> <p>On this slide you see the leading teacher in front of the classroom, teaching a subject, and the observing teacher sitting at the back in the classroom.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 27)
	<p>The observing teacher can observe a specific group of students</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 28)
	<p>Or he/she can observe the teacher that is teaching the subject (of course they have talked about this beforehand, and agreed about it).</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 29)

	<p>Watch the second movie. Put the subtitles on.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 30)
	<p>Reflection time for the participants:</p> <ul style="list-style-type: none"> ➤ Do you have experience with this model? ➤ In which lessons or activities at school you would use this model? ➤ Strengths, opportunities? ➤ Pitfalls? <p><i>When you give this session physically, in person, the participants are divided into groups of 4 or 5. Ask them to think about these questions for themselves for 1 minute and let them then share their answers and discuss the questions.</i></p> <p>Ask them to share their answers with the whole group.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 31)
	<p>Resume: when to use this second model? Try to connect with the answers that the participants have shared.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 32)
	<p>Model 3. Station teaching. The students are divided in 4 groups and sitting on 4 different stations. Two teachers teach two groups, two groups work independently. After a certain time, the students move to the next station. They switch 4 times, so they have done each station. Each teacher stays in the station, so at the end they have taught all the students in the 4 different groups.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 33-34)
	<p>Watch the third movie. Put the subtitles on.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 35)

	<p>This is an example of a kindergarten. It is slightly different, but still the toddlers are divided into groups and can do or even choose different activities with different teachers.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 36)
	<p>Reflection time for the participants:</p> <ul style="list-style-type: none"> ➤ Do you have experience with this model? ➤ In which lessons or activities at school you would use this model? ➤ Strengths, opportunities? ➤ Pitfalls? <p><i>When you give this session physically, in person, the participants are divided into groups of 4 or 5. Ask them to think about these questions for themselves for 1 minute and let them then share their answers and discuss the questions.</i></p> <p>Ask them to share their answers with the whole group.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 37)
	<p>Resume: what are the advantages of this model? What are possible pitfalls? Try to connect with the answers that the participants have shared.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 38)
	<p>Model 4. Parallel teaching. Explain briefly.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 39-40)
	<p>Watch the movie 4. Put the subtitles on.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 41)
	<p>This is an example of a kindergarten. It is slightly different, but still the toddlers are divided into groups and can do activities with different teachers.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio

		- PPT (slide 42)
	<p>Reflection time for the participants:</p> <ul style="list-style-type: none"> ➤ Do you have experience with this model? ➤ In which lessons or activities at school you would use this model? ➤ Strengths, opportunities? ➤ Pitfalls? <p><i>When you give this session physically, in person, the participants are divided into groups of 4 or 5. Ask them to think about these questions for themselves for 1 minute and let them then share their answers and discuss the questions.</i></p> <p>Ask them to share their answers with the whole group.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 43)
	<p>Resume: what are the advantages of this model? What are possible pitfalls? Try to connect with the answers that the participants have shared.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 44)
	<p>Model 5. Alternative (differentiated) co-teaching. Explain briefly.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 45-46)
	<p>Watch movie 5. Put the subtitles on.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 47)
	<p>This is an example of a kindergarten, slightly different.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 48)

	<p>Reflection time for the participants:</p> <ul style="list-style-type: none"> ➤ Do you have experience with this model? ➤ In which lessons or activities at school you would use this model? ➤ Strengths, opportunities? ➤ Pitfalls? <p><i>When you give this session physically, in person, the participants are divided into groups of 4 or 5. Ask them to think about these questions for themselves for 1 minute and let them then share their answers and discuss the questions.</i></p> <p>Ask them to share their answers with the whole group.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 49)
	<p>Resume: what are the advantages of this model? What are possible pitfalls? Try to connect with the answers that the participants have shared.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 50)
	<p>Model 6. Team teaching of teaming. Two co-teachers teach together.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 51)
	<p>Watch movie 6. Put the subtitles on.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 52)
	<p>This is an example of team teaching, two teachers together, in kindergarten.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 53)
	<p>Reflection time for the participants:</p> <ul style="list-style-type: none"> ➤ Do you have experience with this model? 	<ul style="list-style-type: none"> - Projector - Laptop with audio

	<ul style="list-style-type: none"> ➤ In which lessons or activities at school you would use this model? ➤ Strengths, opportunities? ➤ Pitfalls? <p><i>When you give this session physically, in person, the participants are divided into groups of 4 or 5. Ask them to think about these questions for themselves for 1 minute and let them then share their answers and discuss the questions.</i></p> <p>Ask them to share their answers with the whole group.</p>	<ul style="list-style-type: none"> - PPT (slide 54)
	Resume when to apply team teaching	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 55-56)
	How often do you need to use these different models of co-teaching? The main message is the mix is the max! Vary between these models, according to the goals of your lesson, to the students you have, to their needs, to the classroom, to your own competences and strengths, etc. Do this: prepare together, choose together, teach together, and evaluate. Let the model not depending on coincidences, not 'let's do something'. Then co-teaching cannot be effective...	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 57)
	Pay attention to...	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 58)
Break		
Part 3. How to start to co-teach? Starting conditions.	Watch this short movie.	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 60-61)
	Watch a little part of this movie.	<ul style="list-style-type: none"> - Projector - Laptop with audio

		<ul style="list-style-type: none"> - PPT (slide 62)
	<p>Reflection time for the participants:</p> <p>Co-teaching: love or a nightmare?</p> <p>Reflect about the questions (in group), discuss and share with the whole group.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 63)
	<p>Let's talk about what the ideal co-team might look like.</p> <p>Try to connect with the answers that the participants gave on the questions from the previous slide.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 64)
	<p>Prepare together is very important to become a successful co-team. This is an example of a template for a lesson plan.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 65)
	<p>Some rules, formulated for and by a co-team, to collaborate in a good way.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 66)
Part 4. Perspective of pupils, teachers and research.	<p>The perspective of pupils.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 67-68)
	<p>Reflection time for the participants.</p> <p>Discuss in groups and share with the whole group.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 69)
	<p>Resume the surplus values and pitfalls from the point of View from the pupils. Try to connect with the answers that the participants gave on the questions from the previous slide.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 70-71)

	The perspective of the co-teachers.	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 72)
	<p>Reflection time for the participants.</p> <p>Discuss in groups and share with the whole group.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 73)
	<p>Resume the surplus values and pitfalls from the point of Vue from the co-teachers.</p> <p>Try to connect with the answers that the participants gave on the questions from the previous slide.</p>	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 74)
	The perspective of research.	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 75-79)
	Literature	<ul style="list-style-type: none"> - Projector - Laptop with audio - PPT (slide 80)
	End slide	-
Evaluation-Feedback	Use Mentimeter to collect feedback from the participants about their experiences of the module and what they have learnt.	<ul style="list-style-type: none"> - Mentimeter
Competence evaluation	Ask participants to complete the competence evaluation form, and compare their score to their initial result.	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire



Module PowerPoint:

[To access the module PowerPoint, click here.](#)

Module 3: Strategic Planning and Change Management

Module 3 will first explore the educational landscape in which schools/educational organisations are embedded. The module will then provide knowledge about how to design and support such a process of transition, i.e. knowledge about change, change management and strategic planning in general and how the Index for Inclusion can be used for a development towards inclusion. It will also focus on resistance to change and create linkages to the participants' experience with the transition to inclusion.

The Index for Inclusion with its three dimensions creating inclusive cultures, producing inclusive policies and evolving inclusive practices in an educational setting serves as a handrail in this specific training and – in general – as a helpful tool in change processes towards inclusion.

As education systems and landscapes vary widely within and across regions and countries, this module aims at providing a generic framework / basis which can be customized according to an organisation's specific settings/requirements. It focusses mostly on creating inclusive cultures and producing inclusive policies.

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Competence acquired through this module: Managing change towards inclusion

Via this module participants will develop the following:

1. **Knowledge;** Participants are given information about different changes models.
2. **Skills;** Participants have an understanding how to they can work with stakeholders to implement change in their schools.
3. **Attitude;** Participants are aware that of the value of cooperation and exchange within other stakeholders as an opportunity to learn from each other.

Module contents:

- The educational landscape
- Reflecting about change
- Managing change processes
- A generic process of change
- The development planning cycle suggested in the Index for Inclusion
- Resistance to change

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Managing change towards inclusion Competence Matrix

KNOWLEDGE		SKILLS		ATTITUDES		
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (strategic transfer)	<p>I evaluate the effectiveness of cooperation with other organisational stakeholders to reach a certain goal and adapts the approach if necessary.</p> <p>I know how to lead/facilitate/manage/plan change processes in various contexts and how to work with the Index for Inclusion to support the change process.</p> <p>I evaluate change processes during the process as well as in retrospect with regard to successes, resistance, strengths, weaknesses, ...</p>	<p>Developing, constructing, transferring</p>	<p>I organise and initiate the cooperation with other stakeholders in different ways, depending on the goal and on their role.</p> <p>I support others in various processes of change by guiding them through the process in in a resource- and solution-oriented way with the methodology of choice including the Index for Inclusion</p> <p>I cope and deal with resistance and/or prevents resistance against change towards more inclusion by applying suitable strategies.</p> <p>I capture lessons learned.</p>	<p>Incorporation, internalisation</p>	<p>I value cooperation and exchange within other stakeholders as an opportunity to learn from each other, to create win-win situations and to reach goals that would not be in reach for lone fighters and motivating others to join such exchange.</p> <p>I have a systemic approach to change processes.</p> <p>I am flexible to change route in the course of change processes when necessary to achieve sustainable goals.</p> <p>I appreciate resistance as a resource that might lead to alternative solutions.</p>

4	<p>Know when (Implicit understanding)</p>	<p>I know when it is important to network/cooperate with other organisational stakeholders in the educational landscape.</p> <p>I analyse which steps/actions are key in a certain phase of specific change processes.</p> <p>I know which elements of the Index for Inclusion are helpful in a certain phase of specific change processes.</p> <p>I know which strategy to use to deal with resistance.</p>	<p>Discovering, acting independently</p>	<p>I actively search the contact to / exchange with other stakeholders in the educational landscape.</p> <p>I actively contribute to /designing a specific change process.</p> <p>I actively use the Index for Inclusion as a resource/tool in a specific change process.</p> <p>I react to resistance in a constructive way.</p>	<p>Commitment, volition</p>	<p>I recognise the value of networking and cooperation within the educational landscape.</p> <p>I appreciate the use of specific change models and/or methodologies to design change processes as key factors for successful change.</p> <p>I am aware that the Index for Inclusion is a valuable tool when it comes to change towards more inclusion.</p> <p>I recognise that resisting/oppressing resistance will hardly lead to the desired result.</p>
3	<p>Knowing how</p>	<p>I understand the role of different organisational stakeholders in a specific context.</p> <p>I compare key aspects of different change models and their relevance to achieve sustainable goals.</p> <p>- I understand how the Index for Inclusion addresses three dimensions of school development towards inclusion.</p>	<p>Deciding, selecting</p>	<p>I approach different organisational stakeholders according to their roles in a specific context.</p> <p>I apply a certain change model if necessary.</p> <p>I select the elements of the Index for Inclusion particularly relevant/helpful in a certain step of the change process.</p> <p>I analyse reasons for resistance and identifying different types of resistance.</p>	<p>Appreciation, motivation</p>	<p>I perceive the different stakeholders as equal partners with their specific needs and interests.</p> <p>I am aware that change /development is a process of several steps that takes time and resources and that positive sustainable results of a change process cannot be taken for granted.</p> <p>I am open to work with the Index for Inclusion in change processes.</p>

		- I explain different reasons for resistance and compares different ways to express resistance.		I adapt my behaviour as a reaction to change in a given situation.		I am aware that resistance is an indicator for insecurity and for needs that are not met.
2	Know why (distant understanding)	<p>I classify the different stakeholders that are embedded in the system of pedagogic and other organisations (the educational landscape).</p> <p>I summarise generic elements of change processes</p> <p>I am familiar with the Index of Inclusion.</p> <p>I identify different reasons/triggers for change processes</p> <p>I identify different reasons for resistance to change</p>	Using, imitating	<p>I exchange with the different stakeholders in the educational landscape if necessary.</p> <p>I change my behaviour if a familiar/well-established situation changes.</p> <p>I realise the relation between a certain behaviour and certain patterns of resistance.</p>	Curiosity, perspective taking	<p>I am aware that my own organisation is not an island.</p> <p>I am aware of the fact that change can cause different reactions/feelings among different stakeholders.</p> <p>I am aware that the Index for Inclusion is a helpful tool when it comes to a change towards inclusion.</p> <p>I am aware that resistance is a natural reaction to change.</p>
1	Knowing what	<p>I know that an educational landscape consists of pedagogical and other organisations.</p> <p>I know that a given situation can change.</p> <p>I know that change can lead to resistance.</p>	Perception	<p>I recognise key players in education and recognise others as educators.</p> <p>I recognise situations of change.</p> <p>I recognise signs of resistance.</p>	Self-oriented, neutral	<p>I am aware of my own role in a certain situation/in the educational landscape.</p> <p>I am aware of my own attitude towards situations of change.</p>

Managing change towards inclusion Competence Evaluation

What managing change towards inclusion competence level do you have at this moment?					
Please answer the questions below.		Please tick the right box			
	1= not at all, 5 = completely				
	1	2	3	4	5
1.1 I have an idea which elements/players the educational landscape comprises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1 I recognise situations of change and identify signs of resistance to change (regarding my person as well as others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 I can name generic elements of change processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 I am in contact with the different players of the educational landscape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 I know the Index for Inclusion and am aware that it is a helpful tool when it comes to a change towards inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 I can identify different reasons/triggers for change processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 I am aware that resistance is a natural reaction to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1 I am in contact with different stakeholders and approach them according to their role in the educational landscape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 I can list different change models:	-				
	-				
	-				
3.3 I know key aspects of these change models and their relevance to achieve sustainable goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 I select the elements of the Index for Inclusion particularly relevant/helpful in a certain step of the change process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 I can list different reasons for resistance to change:	I can list different ways to express resistance:				
-	-				
-	-				
-	-				
4.1 I am actively networking with other organisational stakeholders in the educational landscape to reach certain goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 I am actively contributing in designing and/or managing specific change processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 I am actively using the Index for Inclusion in a specific change process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Give three examples of how you react to resistance in a constructive way:	-				
	-				
	-				

5.1 I evaluate the effectiveness of cooperation with other organisational stakeholders to reach a certain goal and adapt the approach if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 I support others in various processes of change by guiding them through the process in a resource- and solution-oriented way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 I incorporate the Index for Inclusion in change processes towards more inclusion that I facilitate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 I cope and deal with resistance and/or prevent resistance against change towards more inclusion by applying suitable strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 I am flexible to change route in the course of change processes when necessary to achieve sustainable goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 I appreciate resistance as a resource that might lead to alternative solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategic Planning and Change Management Module Outline

Steps	Content	Materials required
Welcome	<p>Welcome to participants.</p> <p>Introduction of participants, trainer and module objectives</p>	<ul style="list-style-type: none"> - Laptop with audio - Projector
Competence Evaluation	<p>Introduce the competence matrix and competence questionnaire.</p> <p>Ask participants to complete the competence evaluation form, explain that they will re-do this questionnaire at the end of the session so that they can see their progress.</p>	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire
Icebreaker	<p>Setting the scene</p> <p>Interaction 1: a short tour-de-table.</p> <p>Describe in two or three sentences how everyone is here.</p> <p>Objective: to create a common space and to open up for the diversity of the group and the current state of each individual;</p> <p>Interaction 2:</p> <p>Draw three lines which mark the positions 0, 50 and 100.</p> <p>Ask the participants to position themselves within these marks depending on different questions.</p> <ul style="list-style-type: none"> • How convinced are you that situations can change? (not at all -> completely) • How many experiences with change in your professional life were positive experiences? (none -> only positive ones) 	<ul style="list-style-type: none"> - Flipchart - Pen

	<ul style="list-style-type: none"> • How satisfied are you with the status of inclusion in your organisation? (not at all -> could not be better) • How much experience do you have with change processes in general? (none -> very much) • How much experience do you have with change processes towards inclusion? (none -> very much) • How much experience do you have with facilitating change processes towards inclusion? (none -> my daily job) • How much resistance do you expect when it comes to intensifying inclusion in your organisation? (none -> blockade) • How many resources are available when it comes to intensifying inclusion in your organisation? (none -> more than enough) • How well prepared do you feel regarding appropriately supporting schools in the transition towards a more inclusive education system? (not at all -> I am a pro) <p>Objective: to get a clear picture of the current position; will be compared with the position(s) after the training to make the change visible</p>	
<p>Content- Theory and Models – PART 1: The “educational landscape”</p>	<p>The “educational landscape”</p> <p>Schools present a key function in community life, but education is not limited to the school. There are also other settings of formal/informal (life-long) learning.</p> <p>Schools can be seen as one element in a broader context of interrelated organisations/stakeholders.</p> <p>Schools are embedded in a local/regional network of (educational) organisations, the “educational landscape”.</p>	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint
<p>Content- Practice and Exercises –</p>	<p><i>Interaction:</i> Develop a map/chart showing the elements that form this educational landscape</p> <p><i>Method:</i> Plenary discussion</p>	<ul style="list-style-type: none"> - Flip chart - Markers

<p>PART 1: The “educational landscape”</p>	<p>Elements of this educational landscape are for example:</p> <ul style="list-style-type: none"> • Pre-school setting with kindergarten/nursery school – primary school (mainstream/special education) – secondary school at level I (mainstream/special education) – secondary school at level II (mainstream/special education) - post-secondary/tertiary education - vocational training – university – life-long learning • Social service providers (e.g. logo therapy, ergo therapy, ...) • Sports clubs, music schools, ... • Youth movements (e.g. Scouts) • Religious organisations • etc. <p><i>Result:</i> Flip chart showing a prototypical educational landscape</p>	
<p>Content- Theory and Models – PART 1: The “educational landscape” (ctd.)</p>	<p>Implications of this community-based approach to inclusive education</p> <p>Successful school development implies opening the school to the surrounding organisations at local/regional level and cooperating actively.</p> <ul style="list-style-type: none"> - e.g. to implement school projects “outside” school – “in real life” - to cooperate regarding the transition from one educational level to the next (kindergarten -> primary school -> secondary school -> ...) <p>Positive effects of this networking:</p> <ul style="list-style-type: none"> - exchange regarding inclusion “across the school borders” - creating alliances and support - enhancing resilience 	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint

	<p>The individual educational organisations like schools are embedded in this educational landscape the surrounding/connected organisations are also urged / required / inspired to undergo this transition to inclusion.</p> <p>Visualisation:</p> <p>Reference to chart created before:</p> <p>Educational landscape as “communicating vessels” - measures in one area affecting others – this is the ideal picture, sometimes the connections are only unidirectional</p> <p>Linkage to the Index for Inclusion:</p> <p>The Index for Inclusion encourages schools to connect what happens within their organisation, their lives and locality to actions and events in other parts of the world. It fosters cohesion in communities so that it is about everyone rather than focusing on particular (ethnic) minority groups in ways that can be discriminatory.</p> <p>(Source: Index for Inclusion, p.29)</p>	
<p>Content- Practice and Exercises – PART 2 Reflecting about “Change”</p>	<p>Reflecting about “change” in general</p> <p>In order to open up for the topic “change” the participants are asked to think about a process of change that they experienced</p> <p>either in their private or in their job context, in this exercise also small changes are valid experiences.</p> <p>Possible questions to guide this self-reflection:</p>	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint

	<ul style="list-style-type: none"> • When did you experience a change in your personal life or in the work context within the last 6/12 months? • What was the trigger for the change? • What was your experience with the change? • What was your attitude towards it? Did you welcome it? Did you resist? • Are you satisfied with the result? • What was helpful during the change process? • What was disturbing? • Knowing what you know now, what would you make in another way? • Was the change process related to inclusion? If yes, how? <p>Interaction: Share the results in plenary</p> <p>Method: Collecting answers in keywords on note cards and cluster them on a pin board.</p> <p>Expected result: Awareness for issues like:</p> <ul style="list-style-type: none"> • different reactions of to change processes of the people concerned • changes as a cause of instability in a system • rules that apply in change processes • elements that are characteristic for inclusive change processes 	
<p>Content- Theory and Models – PART 3 Overview of different change models</p>	<p>Overview of different change models</p> <p>Inclusion means change. Changing a system towards inclusion is a complex process that needs to be designed responsibly. All stakeholders are required to participate in the process.</p> <p>A change towards inclusion is always an intervention in the current stability/structure of a system. Each change means that the system is set in motion and tries to find a new balance. As the effects of change cannot always be predicted and planned exactly, it can cause confusion and uncertainty.</p>	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint

In order to facilitate change as successfully as possible it is good to know about change management processes and models. We will present several models focussing on different aspects to show the bandwidth of this topic.

For example: Kotter

The 8-Step Process for Leading Change was developed by Dr. John Kotter. By observing leaders and organizations he and his colleagues identified and extracted the success factors and combined them into a methodology called the 8-Step Process for Leading Change.

In the fable “Our Iceberg is Melting” (revised 2016) Kotter and Rathgeber describe in a metaphoric way how a penguin colony manages change by following these eight steps, which can be clustered in four main phases:

Set the stage	Step 1: Create A Sense of Urgency Step 2: Build A Guiding Coalition
Decide what to do	Step 3: Form A Change Vision
Make it happen	Step 4: Communicate the Vision For Buy In Step 5: Empower Broad-Based Action Step 6: Generate Short-Term Wins Step 7: Sustain Momentum - Don't Give Up!
Make it stick	Step 8: Institute Culture Change

1. Create a sense of urgency and help others see the need for change through and the importance of acting immediately.
2. Pull together a guiding team with leadership skills, credibility, communication skills, authority, analytical skills and the sense of urgency.
3. Develop the change vision and strategy and clarify how the future will be different from the past and how to make it a reality.

4. Communicate for understanding and buy in by making sure that as many others as possible understand and accept the vision and support the change.
5. Empower others to act and remove as many barriers as possible so that those who want to act can do so.
6. Produce short-term wins and create visible successes as soon as possible.
7. Don't let up and press harder after the first successes. Be relentless with initiating change after change until the vision is a reality.
8. Create a new culture and hold on to new ways of behaviour until they are strong enough to replace old traditions.

Source: The eight-step model (cited in Kotter and Rathgeber, 130-131) – Step Definition:

https://www.researchgate.net/figure/The-eight-step-model-cited-in-Kotter-and-Rathgeber-130-131-Step-Definition_tbl1_254282117 taken from:

https://www.academia.edu/1760872/Our_iceberg_is_melting_Story_metaphor_and_the_management_of_organisational_change

For example: Scharmer's Theory U

Otto Scharmer, lecturer at the MIT, developed the model "Theory U".

According to him it is not only necessary to let go old patterns/models but to connect with our inner sources of action to get in contact with the future that shall emerge and to be able to move on to innovation.

Therefore, mindfulness is a key aspect of his model.

He postulates to open the mind (exchange judgment by curiosity), the heart (exchange cynicism by empathy) and the will (exchange fear by courage).

According to Scharmer’s model cooperation and togetherness are crucial that innovation and positive change come to the world.

(Source: <https://www.coaching-spirale.com/theorie-u/>)

The model is called Theory U, because the steps towards change form a “U”. The five movements of the U journey are:

Co-Initiating: Build common intent – detect the common ground by stopping and listening to others and to what life calls you to do
 Co-Sensing: Observe, observe, observe - go to the places and people that are most important for your situation and listen with your mind and heart wide open

Presenting: Connect to the source of inspiration, and will together- go to the place of silence and allow the inner knowing to emerge

Co-Creating: Prototype the new in living examples to explore the future by doing

Co-Evolving: Embody and implement the new in ecosystems that facilitate seeing and acting from the whole

For example: Ambrose

Ambrose identifies five crucial components for successful change.

VISION

- Do you know what you want to achieve? Do the people you work with know the goals?
- SKILLS**
- Do you and the people you work with have the skills to achieve those goals? What if you and they do not have them?
- INCENTIVES**
- How do you stimulate the people you work with to achieve those goals? Are you celebrating short term wins; are you working with them; are you searching with them for solutions; are you letting them know that they do a good job...?

RESOURCES

- Do you have the materials, the equipment, etc. to achieve the goals?

ACTION PLAN

- Do you know which steps you are going to take to achieve your goals?

According to Ambrose the change process will not show the desired results if components are lacking: Lacking vision leads to confusion.

Lacking skills lead to anxiety.

Lacking incentives lead to resistance. Lacking resources lead to frustration.

A lacking action plan leads to a false start.

(Source: Ambrose, 1987)

For example de Caluwé and Vermaak:

Colours of Change to differentiate types of change agents

“... Léon de Caluwé and Hans Vermaak developed a model which differentiates between five fundamentally different ways of thinking about change. Each represents different beliefs systems and convictions about how change works, the kind of interventions that are effective, how to change people, and so on.

	<p>Different kinds of thinking about change are labelled by colour: yellow, blue, red, green, and white. Each type of thinking is based upon a family of theories about change. As change is a collective exercise, requiring communication and cooperation with other stakeholders involved, the colour model aims to provide a language that facilitates discussions about change. These five models function as communication and diagnostic tools and provide a map of possible change strategies.</p> <p>Blue-print thinking is based on the rational design and implementation of change. Empirical investigation is seen as the basis for defining outcomes, and planned change (e.g., project management) is responsible for delivering them.</p> <p>Yellow-print thinking is based on socio-political ideas about organizations. This type of thinking assumes that people change their standpoints only if their own interests are taken into account. Change is seen as a negotiation, and is achieved by forming coalitions.</p> <p>Red-print thinking focuses on motivation: stimulating people in the right way is believed to induce behavioural change. Interventions range from reward systems or strengthening team spirit to an inspiring vision of the future.</p> <p>Green-print thinking has its roots in action learning and organizational development: changing and learning are deemed to be inextricably linked. Change agents focus on helping others discover their limits and learn more effective ways of acting.</p> <p>White-print thinking views change as continuous and pervasive. In this view, while change agents cannot control change, they can catalyse it. Change agents try to understand undercurrents, support those who grasp opportunities, and help remove obstacles in their path.”</p> <p>Source: http://www.mspguide.org/tool/five-colours-change</p>	
<p>Content-Theory and Models – PART 4:</p>	<p>A generic process of change</p>	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint

<p>A generic process of change</p>	<p>Change processes – big ones and small ones – follow a certain basic logic, independent of the concrete approach the partners involved in the change process adhere to.</p> <p>Usually there is a trigger to change the status quo. Possible intrinsic motivations can be: “Surfing the sigmoid curve”</p> <p><i>Visualisation:</i> The sigmoid curve is a mathematical concept that illustrates the necessity of change at a certain point if you do not want to decline.</p> <p>This curve reflects that all things occur in cycles, that the natural life cycle of many things, be it biological organisms, organisations, careers... is subject to ebbing a flowing and that no growth is permanent for ever.</p> <p>The phases of the stretched-out S shape lying on its side are: the learning phase, the growth phase and the decline phase.</p> <p>To be successful self-reflective individuals and organizations constantly monitor their own position on the Sigmoid curve and jump off the current curve when it is nearing its peak and start on the bottom of another curve. By not sticking to what is working until the plateau phase is over and the decline starts but by interrupting success, while it is still successful sustainable growth can be ensured.</p> <p>(Source: https://www.dumblittleman.com/lesson-of-sigmoid-curve/)</p> <p>There is always the danger of complacency, i.e. the danger that a person or an organisation does not see the need for trying harder / for a change due to satisfaction with one’s abilities or with a situation.</p>	
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	<p>Complacency can be caused by various factors, e.g. the crisis is not visible, there are low overall performance standards, not seeing the full picture but only focussing on narrow goals, having a low confrontation culture, lacking external feedback, denial of what we do not want to hear, a false sense of security, due to too much happy talk, ...</p>	
<p>Content-Theory and Models – PART 4: A generic process of change (ctd)</p>	<p>In the course of this theoretical part five steps of a generic process of change are explained one after the other:</p> <p>Due to a sense of urgency (e.g. “Our iceberg is melting”) to address problems/obsolete conditions created by an external trigger or intrinsic motivation)</p> <ul style="list-style-type: none"> • a vision is created of how an actual situation/condition (the status quo) shall change to a desired situation/condition. • (SMART) goals which define how the vision shall come true, • leading to an action plan • and its implementation. • Finally, the results of the change process are evaluated. <p>To ensure sustainability it is key that the results are incorporated in the culture (dimension “creating inclusive cultures”).</p> <p>STEP 1: ANALYSING the status quo</p> <p>Analysis of the initial conditions means not only focussing on the deficiencies but on the general framework and promising starting points, (hidden) resources, positive case studies and experiences/opinions of as many participants as possible.</p>	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint

	<p>STEP 2: DEFINING objectives</p> <p>Goals and objectives are the centrepiece of change. They are the link between the status quo and the vision/target situation. For successful change it is crucial to define SMART objectives.</p> <p>Explain S M A R T in general:</p> <p>Specific Measurable Achievable Realistic Timely</p> <p>Additionally, it is crucial to have inclusive aspects in mind and take care that the defined objectives do not create new exclusion. Check the goals against inclusive values!</p> <p>STEP 3: PLANNING steps of action</p> <p>This step is about planning the actions to reach the defined goals, to evaluate the feasibility and to prioritise, to identify the partners involved and their strengths, the necessary resources of the participating actors and to plan how to involve the stakeholders.</p> <p><i>Possible visualisation:</i></p> <p>Understanding the process as a walking tour/expedition to a goal related to a more inclusive educational system.</p> <p>Inclusion is the polar star that will always give orientation but will not be reached</p>	
<p>Content- Practice and Exercises – PART 4: A generic process ofchange</p>	<p>Reflection on step 3 – Planning steps of action</p> <p>The participants are asked to analyse a change process they went through or are currently experiencing by drawing analogies to a journey and draw a picture showing the trip.</p> <p>Possible questions using the journey metaphor:</p>	<ul style="list-style-type: none"> - Crayons - Paper

	<ul style="list-style-type: none"> - Which elements are needed to reach the destination (=goal), e.g. map, hiking boots, a certain level of fitness, harness and crampons, a guide? - Who are the other members in the tour group? - Which route shall be taken? - Which/how many legs are necessary to reach the destination? - Is a guide needed to facilitate the tour? - Are there refreshment areas on the way? - Are there stops/people/points of interest along the route that must be visited/consulted? - Which stumbling blocks, obstacles/barriers/hurdles can be expected? - How will the expedition end? Is there a place to rest/to recover? Will you send postcards? - Do you place marks to make sure others can take the same route? <p>Method: self-reflection in a first step, then presenting and explaining the drawing to a partner</p> <p>Results: a portfolio of walking-tour- /journey reports</p>	
<p>Content-Theory and Models – PART 4: A generic process of change (ctd)</p>	<p>STEP 4: IMPLEMENTING steps of action The planned steps are implemented in a structured way, including a structured exchange about positive results as well as barriers and obstacles. This might lead to amendments of the action plan.</p> <p>STEP 5: EVALUATING results By defining SMART objectives, the indicators to evaluate are already defined in the starting phase of a change process. Evaluating means making the results visible, document and appreciate them, as well as recognize the goals that have not been reached.</p> <p><i>(Source: Montag Stiftung)</i></p>	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint
<p>Content-Theory and</p>	<p>The development planning cycle suggested in the Index for Inclusion</p>	<ul style="list-style-type: none"> - Laptop - Projector

<p>Models – PART 5: The development planning cycle suggested in the Index for Inclusion</p>	<p>Chapter 3 of the Index for Inclusion deals with taking action and with the contribution the indicators and questions can make to put inclusive values into action, reduce barriers, mobilise resources and integrate initiatives.</p> <p>Precondition for designing an <i>inclusive</i> process of change is to ask yourself whether the following aspects are ensured in each step:</p> <ul style="list-style-type: none"> • Participation of all - “Nothing about us without us.” • Consideration of external feedbacks • Accessibility • Value-orientation <p>Regarding value orientation the Index for Inclusion mentions five values as especially relevant for a successful change towards inclusive cultures, policies and practices:</p> <ul style="list-style-type: none"> • Equality • Participation • Community • Respect for diversity • Sustainability • Equality is about everybody being treated as of equal worth. • Participation is about being with and collaborating with others, about active engagement in learning and about involvement in decisions about one’s life. It involves dialogue – on the basis of equality and by setting aside differences of status and power. • Community is linked to a sense of responsibility for others, and to recognition of (global) interdependence. It implies openness to new members contributing to transformation and the understanding that progress in change can best be achieved when people join their actions together. • Respect for diversity is about valuing heterogeneity and the contributions of others because of their individuality and their positive actions. • Sustainability is about the commitment to the well-being of future generations in sustainable communities and environments (locally as well as globally). Ensuring sustainability means integrating changes into cultures and developing changed identities. 	<p>- Module PowerPoint</p>
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	<p>(Source: Index for Inclusion, p.21ff)</p> <p>These values are covered in more depths in Module 1 of the training programme.</p> <p>The phases of the development planning cycle are not totally identical but comparable to the steps in this general model:</p> <p>PHASE 1: Getting started PHASE 2: Finding out together PHASE 3: Producing a plan PHASE 4: Taking action PHASE 5: Reviewing development</p> <p>In the Index for Inclusion the five phases are broken down to sets of tasks which can be used as guidelines for designing the process:</p> <p>Phase 1: Getting started This phase is related to creating a sense of urgency and analysing the status quo.</p> <ul style="list-style-type: none"> • Start where and how you can • Develop your planning group • Find support • Work inclusively • Put yourselves in the picture • Keep a record • Use the indicators and questions • Attend to dialogues about values • Develop a common language: inclusion, barriers, resources and support for diversity • Review change and development in the school • Consider the integration of interventions • Explore the Planning Framework • Address barriers to using the Index 	
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	<p>Phase 2: Finding out together This phase is related to analysing the status quo and defining objectives.</p> <ul style="list-style-type: none"> • Raise awareness • Explore the ideas of staff and governors • Explore the ideas of children • Explore the ideas of parents/carers and members of local communities • Negotiate priorities for development • Integrate consultations into everyday life <p>Phase 3: Producing a plan This phase corresponds to step 3, planning steps of action.</p> <ul style="list-style-type: none"> • Review priorities • Put priorities into the development plan <p>Phase 4: Taking action This phase corresponds to step 4, implementing steps of action.</p> <ul style="list-style-type: none"> • Put priorities into action • Maintain development <p>Phase 5: Reviewing development This phase corresponds to step 5, evaluating results.</p> <ul style="list-style-type: none"> • Review and celebrate progress • Reflect on work with the Index • Consider next steps <p>• <i>(Source: Index for Inclusion, page 53, figure 18)</i></p>	
Content- Practice and Exercises –	Reflection on types of resistance	<ul style="list-style-type: none"> - Laptop - Projector

**PART 6:
Resistance
to change**

There are different types of resistance. In this reflection task the participants are invited to think about situations in which they encountered resistance or resisted themselves.

Interaction: Reflection on experiences of resistance

Method: Share the results in plenary and assign expressions of resistance to different types

Expected result: Raising awareness for different ways to express/show resistance

Visualisation:

Y axis: from active resistance: “attack” to passive resistance: “silence, flight”

X axis from verbal resistance to non-verbal resistance

The four quadrants are described with keywords, the participants are asked to find signs/sentences/actions of resistance and assign them to the different quadrants.

	Verbal resistance	Non-verbal resistance
Attack	Objection/ protest e. g. threats, accusations, complaints, ...	Agitation e. g. quarrelling, planting, rumours, physical refusal, ...
Fight/silence	Avoiding e. g. trivialising, making fun of something, focussing on irrelevant matters	Inactivity / weariness e.g. illness, absence, fatigue, not being available, turning away, ...

(Source: Montag Stiftung)

After assigning the different types of resistance to the different quadrants continue with a short reflection about which types of resistance are more difficult to deal with for whom, by conducting a short enquiry.

- Module PowerPoint

	<p>Participants are invited to move to the quadrant which they think they can handle best and discuss their choice first within their colleagues in the same quadrant, then in plenary.</p>	
<p>Content-Theory and Models – PART 6: Resistance to change</p>	<p>How to deal with resistance to change</p> <p>Resistance in the context of a change process can mean that individuals, groups and/or whole organisations disapprove of decisions or planned actions, have demurrals or oppose passively.</p> <p>1) Helpful attitudes when dealing with resistance:</p> <ul style="list-style-type: none"> • There is no change without resistance. • Resistance always contains a hidden message. • Resistance is a sign that there are different perspectives. • Resistance makes them visible and tangible. • Handling resistance with awareness supports the diversity of perspectives, attitudes, experiences, doubts, fears, hopes. • Neglecting the resistance leads to more resistance becoming unsurmountable barriers. • Do not resist the resistance but go with it. (Aikido concept) <p>2) Preventive measures</p> <ul style="list-style-type: none"> • Systemic analysis of the organisation (regarding, persons, structures, traditions, values) • Creating a common culture of inclusive values. • Clearly agree on conditions, objectives and processes. • Well-prepared work environment • Involvement of all participants of the change process. • Appreciate what is and not turn things upside down/suspend completely but do rather small steps <p>3) Analysing resistance</p>	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint

	<p>When resistance occurs, try to answer the following questions:</p> <ul style="list-style-type: none"> • Is the resistance caused by hidden rules (e.g. let's wait and see...)? • Are there typical patterns for resistance? • Who is raising the stakes? • How was the previous development up to this point (e.g. was it going ahead, is it stuck)? <p>When analysing resistance from a systemic point of view it is important to consider the aspects</p> <ul style="list-style-type: none"> • the system as a whole • the persons involved • the process • the interactions <p>4) Measures to cope with resistance in a workshop situation</p> <ul style="list-style-type: none"> • Change the pace • Create commitment • Noticing non-verbal signals and addressing them in a constructive way • Preventing the use of killer phrases • Add pauses to relax • Reveal the own attitude(s) <p>5) Measures to handle resistance</p> <ul style="list-style-type: none"> • Handling resistance needs to take time and calm down • Handling resistance means handling it together. • Handling resistance needs a systematic approach. • In order to find a solution, it is necessary to consider the systemic conditions • Handling resistance professionally might also imply to get help <p><i>(Source: Montag Stiftung)</i></p>	
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<p>Content-Practice and Exercises – PART 7: Scenario-based exercise</p>	<p>Scenario-based exercise – Resistance to change towards inclusion</p> <p>Each change creates uncertainty in a system.</p> <p>When it comes to change towards more inclusion in education the members of the system are e.g.</p> <ul style="list-style-type: none"> - Pupils - Parents - Teachers - Leadership/Principal - Decision-makers/policymakers - Members of local communities (outside the educational context) <p>Interaction: Simulation</p> <p>Method: Self-reflection and roleplay</p> <p><i>Expected result:</i> Exploring possible reactions to change. The focus is on exploring the reactions (positive and negative) and it is necessary to be very clear about this objective and to ensure that it is not about stereotypes and creating exclusion.</p> <p>Imagine that Peter, Paul, Mary or Rose shall come to your school/class. Each participant first draws one of the four children and then one of the four roles (teacher, pupil, parent, civil servant)</p> <p style="padding-left: 40px;">Peter, 5 years, tetraspastic. He is limited in his mobility and needs a wheelchair. He depends on supported communication. His IQ is below 70 and he profoundly depends on assistance.</p> <p style="padding-left: 40px;">Paul, 5 years old, slow learner with language development disorder. Paul comes from a family with a socially disadvantaged background. He expresses dissocial behaviour (verbal and physical aggressions, uncontrolled shouting, physical</p>	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint
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	<p>restlessness).</p> <p>Mary, 5 years old, Down-Syndrome. She has severe cognitive impairments and needs support in many activities in daily life.</p> <p>Rose, 5 years old, Autism-Spectrum-Disorder. She doesn't communicate verbally at all. She is moving around in class all the time, shows self-harming behaviour.</p> <p><i>(Source: Source: P21-Barometer of Policies and Practice of Inclusive Education across Europe - Version 2.0, p. 18</i></p> <p><i>EASPD Standing Committee on Education & University of Education Salzburg Stefan Zweig [Pädagogische Hochschule Salzburg – Stefan Zweig], Prof. Dr. Wolfgang Plaute)</i></p> <p>Step 1: Self-reflection Each participant thinks about the following questions:</p> <ul style="list-style-type: none"> • What resistance/fears/doubts do you feel when you are in the role of “xy”? • What would you need in this role to give up resistance? • What resistance do you expect from the other elements of the system? <p>Step 2: Dialogue Two participants who reflected about the same child (in different roles) come together in a discussion. One of them is proinclusion, one is contra. Switch roles after 10 min.</p> <p>Step 3: Share the experiences in plenary</p>	
Evaluation-Feedback	To collect the feedback of the participants the exercise from the beginning is repeated. The three lines are drawn again and beside a set of new questions covering the contents learned / competence-based objectives of the module, questions from the beginning are asked again to observe, where positions have changed.	<ul style="list-style-type: none"> - Flipchart - Pens
Evaluation-	Symbols for “map” for planning, “hiking boots” for taking action, “polar star” to for the overall	- Laptop

Takeaways	<p>aim inclusion, and “mountain” for barriers/resistance are shown and the participants are invited to name three key insights they had regarding these aspects.</p> <p>The answers are collected and put into an imaginary backpack that can be used when starting the next expedition.</p>	<ul style="list-style-type: none"> - Projector - Module PowerPoint
Competence evaluation	Ask participants to complete the competence evaluation form and compare their score to their initial result.	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire

Module PowerPoint:

[To access the module PowerPoint, click here.](#) [To access the module PowerPoint for an online training, click here](#)

Module 4: Developing a Partnership to "Act Together" in the Move Towards Inclusive Education

This chapter focuses on Dimension A of the Index for Inclusion – Creating inclusive Cultures – and especially on the Dimensions A1 and A2, respectively being ‘Building Community’ (e.g. staff cooperation; collaboration between staff and parents/carers) and ‘Establishing inclusive values’ (e.g. inclusion is viewed as increasing participation of all; children are valued equally). This module will help participants to build partnerships between other stakeholders to implement inclusive education

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Competence acquired through this module: Act together to evolve in inclusive education

Via this module participants will develop the following:

1. Build a real partnership between support social workers, regular teachers and parents
 2. Create a common inclusive culture between partners
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1. **Knowledge;** Participants will know that each partner has particularities.
 2. **Skills;** Participants will be able to debate about shared issues in an inclusive perspective; be “socio-and-self reflexive” and will be able to think about projects based on the needs of children.
 3. **Attitude;** Participants will be open-minded and respectful for diversity into the partnership.

Module contents:

- "Go-between" zone
- Co-production

Module author: Alexandre Ployé, Centre de La Gabrielle

Act together to evolve in inclusive education Competence Matrix

COGNITIVE/KNOWLEDGE		SKILL (ACTIVITY)		ATTITUDE (AFFECTIVE)		
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Intuitive transfer	I know how to keep the cooperation going within the partnership	Developing/ Constructing	I can make sure the partners' shared goals are respected	Regulating (with) others	As a partner, I have understood that partnership is a process that offers an inclusive added value.
4	Know when (Implicit understanding)	I am able to plan a strategy to organise a sustainable partnership.	Discovering/acting independently	I discuss and adopt common values to build an inclusive culture	Affective self-regulation	As a partner, I know how to adopt a partnership-centred perspective when it comes to making a decision
3	Know how	I know how to create a partnership I know how to trigger cooperation between partners	Deciding/selecting	I respect my partners' identity and values I have shared goals with my partners	Empathy	As a partner, I am motivated to share my perspective with others I am motivated to be flexible in my thinking
2	Know why Distant understanding	I know that building a partnership contributes to responding to some of the needs of persons with disabilities	Application, Imitation	I can define the territory and competences of each of my partner	Perspective taking	As a partner, I develop empathy for other partners

1	Know- that	I know that creating an inclusive culture is a condition to inclusive education	Percep- tion	I understand that a partnership has to be built, it is not a “natural” process	Self centred	As a partner, I am aware there are different perspectives within a partnership but do not find useful to share them
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Act together to evolve in inclusive education Competence Evaluation

What 'Act together to evolve in inclusive education' competence level do you have at this moment?					
Please answer the questions below.	Please tick the right box				
	1= not at all, 5 = completely				
	1	2	3	4	5
1. I know that creating an inclusive culture is a condition to inclusive education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am convinced that building partnerships is a good response to the needs of persons with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can identify who the partners in an inclusive partnership are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can identify what the obstacles to a good partnership are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can define the competences of each member of the partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know the shared goals that can gather partners around a common work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel able to discuss and adopt common values with partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am aware that there are different points of view in a partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can feel empathetic towards other partners' points of view and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to change and adapt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am motivated by building a partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel able to have a partnership-centred attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I recognise partnership is an added value in inclusive education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Developing a Partnership to "Act Together" in the Move Towards Inclusive Education Module Outline

Steps	Content	Materials required
Icebreaker	Welcoming coffee, introduction of each participant (given their roles with the children and in the context of inclusive education are different, it seems interesting to “go around the table” so that participants can start considering each other’ s perspectives).	
Competence check	Introduce the competence matrix and competence questionnaire. Ask participants to complete the competence evaluation form, explain that they will re-do this questionnaire at the end of the session so that they can see their progress.	-Competente evaluation questionniare
Content- Theory and Models	<ol style="list-style-type: none"> 1) Defining the “go-between” zone, meaning the zone where the partnership begins. For instance, the moment when teachers, families and medico-social professionals start working together while there are centripetal forces pulling the partnership together and centrifugal forces dividing it. → the training aims at the learning of a concept in accordance with the Universal Design Learning principles. 2) Become aware of all the criteria and spheres (professional habits, representations, values, etc.) that can interact in the “go-between” zone of the partnership (taking into account the emotional dimensions of the partnership) 3) Getting to know the ‘other’ who is also part of the partnership. 4) Testing potential conflicts with concrete situations: case studies, professional dilemmas → the training changes pedagogical strategies in order to enable to involve a diversity of learner profiles. 5) Focusing the partnership on border/migrant objects that build a community of practice. 	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint

<p><u>Step 1 (to be considered as an ice breaker):</u> Problematisation: partnership is not a natural process</p>	<p><u>Question:</u> comment on the following statement: partnership is not a natural process. Point out the emerging hypotheses that come to express the difficulties of building the partnership. Bouncing back on space: how did people place themselves? Show the diagram of the partnership process.</p> <p>UDL: This first step allows us to take into account each participant's starting points on the subject and to observe what their needs are in relation to the objectives. Cognitive clarity about the objectives of the training that allows engagement in the task. Use of a simple and accessible instruction (Axis 1) based on individual experience, thus allowing everyone to be involved regardless of their status (teacher, parent, etc.) The slide show helps to sustain attention and facilitate the appropriation of the instructions. Axis 2: To create a climate conducive to learning: U-shaped tables, friendly welcome (welcome note, coffee...).</p>	-
<p><u>Step 2:</u> Building the « go-between» zone.</p>	<p>Construct the diagram and introduce the idea of forces. Identify centripetal forces: - The set of presentations to infer the role of inter-partnership inter-representations as a brake or lever (Annexe 1). Then case study (Annexes 2 and 2a)</p> <p>UDL The progressive construction of the partnership scheme makes it possible to communicate information effectively, based on the knowledge acquired by the trainees (Axis 3).</p>	-
<p><u>Step 3:</u> Confront the values and attitudes of different people to overcome surface oppositions</p>	<p>A student with CBT has seizures in the classroom: relaxation or maintenance of academic form? A student included in the regular classroom: does his or her teacher have to complete the program (Dilemma between focusing on programs and focusing on meeting needs).</p> <p>UDL Organising confrontations creates a learning community in a safe environment (axis 2).</p>	-
<p><u>Step 4:</u> Become aware that the construction of the partnership implies working</p>	<p>- Quiz It makes it possible to infer the definitions of disability and the role of social actors.</p> <p>UDL</p>	-

on “borderline objects” : disability, inclusion.	Mobilization of various pedagogical strategies to facilitate engagement and form a better response to their cognitive profiles.	
Summary	The learners are brought to theoretically consider what a partnership is, as well as to define what a “go-between” zone is/. While exchanging with each other, they get to know each other’ s experience and professional spheres. Then the trainers show practical exercises where participants are in work situations, faced with case studies and dilemmas. This enables them to become aware of the obstacles, needs, tasks of each of the professional and to agree or disagree on how it would be best to accompany the children with disabilities in an ordinary setting.	<ul style="list-style-type: none"> - Laptop - Projector - Module PowerPoint
Evaluation-Feedback	At the end of the day, the participants expressed how enriching it was to be able to witness and discuss each other’ s perspectives on working with children in the context of inclusive education. They could indeed discuss the obstacles which each participant faces, depending on the role they play, on the one hand in contact of the child and, on the other hand, in the context of inclusive education.	
Evaluation-Takeaways	Participants expressed the need to meet regularly so as to work on the partnership . Indeed, they need a common time to meet and to review what is working or not and how to improve the partnership. However, they have declared that depending on their job and their management, little time could be allowed.	
Competence check	Ask participants to complete the competence evaluation form and compare their score to their initial result.	<ul style="list-style-type: none"> -Competence Matrix -Competence Evaluation Questionnaire



Module PowerPoint

[To access the module PowerPoint, click here.](#)

Module 5: A Practical model of transition: Person Centred Planning

This chapter focuses on the person-centred planning which enables the full participation by supporting persons on their process to achieve reachable goals and personal dreams. Like the Index, it recognises and values personal competences and refers that it's about supporting schools to become more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. This module is related with the three dimensions of the Index for Inclusion, because, in fact, putting the student on the centre of all decisions, taking himself and his family as the main actors, is in fact the major objective of all the process of inclusion.

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Competence acquired through this module: A person-centred approach

1. Knowledge: participants understand the concept of person-centred planning and self-determination
2. Skills: participants can help the SEN students building a meaningful educational plan using the person-centred planning approach
3. Attitude: participants are convinced that the person-centred planning is the best approach to a life planning

Module contents:

- A Person-centred Approach
- Building a Meaningful Educational Path
- Self-determination
- Student-led Education Plans

Authors: Miguel Valles, Vanessa Neves and Rute Miroto, CECD Mira Sintra

A Person-Centred approach Competence Matrix

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	<p>I know how to lead a self-determination program, involving all actors in the process in all environments.</p> <p>I can advise, evaluate and monitor a self-determination model (person-centred planning approach and others).</p>	Developing, constructing, transferring	<p>I can build a new cultural framework that can influence others/different environments.</p> <p>I can switch between methods with a certain level of ease.</p>	Incorporation, internalisation	<p>I strive to continuously develop teaching and learning processes that promote full participation of all stakeholders in all settings.</p> <p>I change attitudes of others.</p>
4	Know when (Implicit understanding)	<p>I am able to plan and promote a self-determination program.</p> <p>I have an in-depth knowledge of how to enable the full participation of SEN students and all stakeholders</p> <p>*SEN: special education needs</p>	Discovering, acting independently	<p>I am able to actively approach a SEN student to understand their motivations and I am able to act according to those wishes.</p> <p>I take into account the cultural differences of other people and of my neighbourhood.</p>	Commitment, volition	<p>I pro-actively shift my own frame of reference according to others' needs and motivations.</p> <p>I have capacities of adaptation, respect, empathy, flexibility and open mindedness. I am motivated to be involved in self-determination programs</p>
3	Knowing how	I know how to promote self-expression/self-determination by providing a facilitating environment.	Deciding, selecting	I deliberately adapt my own behaviour to an expression of self-determination from a SEN student.	Appreciation, motivation	I find it important that people can express their own interests and motivations

2	Know why (distant understanding)	I know why self-expression/self-determination is useful in a learning environment.	Using, imitating	I ask a SEN student for their opinion. I participate in a session of self-determination program.	Curiosity, perspective taking	I am open and interested in learning new teaching and learning concepts that promote self-determination to improve SEN students' participation.
1	Knowing that	I am aware that SEN students have interests and motivations.	Perception	I am aware that SEN students have similar motivations and interests based on a category (types of diagnosis, social status)	Self-oriented, neutral	I have no reason to listen to others' interests. I have a rigid program which I follow independently of others' wishes.

A Person-Centred approach Competence Evaluation

What is your person-centred approach competence level at this moment?					
Please answer the questions below	Please tick the right box				
	1= not at all, 5 = completely				
	1	2	3	4	5
1. I know that special educational needs (SEN) students have different ways to communicate and can express differently their emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I do realise that my beliefs define how I see the SEN students and influence their decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I find it important to have an open mind towards SEN students' wishes and motivations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When I meet persons with disabilities, I am curious and I ask many questions about their life, personal dreams and opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I occasionally attend inclusive events about disability when they are organised in my area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I already talk to my education community about my interactions with SEN students' interests and motivations. I find it important they also have an open mind about self-determination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I proactively search for information about ways to engage with SEN students and their families to improve my communication capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am personally interested in self-determination with SEN students and I have already read some texts about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I try to talk with people when I see that they decide on behalf of SEN students or not listening to their opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am actively looking for new approaches to promote self-determination in an education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When talking to SEN students I find it important to understand "their angle", to see how they see things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can investigate further a personal wish from a SEN student to deepen my knowledge about what they really want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know how to select and adapt self-determination models to a specific program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can design a self-determination program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. When implementing self-determination and personalised programs, I incorporate different levels of communication levels (skills) and pattern of behaviours that I feel most comfortable with, allowing for more natural interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know that self-determination improves one's quality of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I find it important to inspire other people to respect personal wishes and dreams of SEN students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. An understanding of the self-determination of the learner is a professional competence in my sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. I incorporate communication and patterns of behaviour for self-determination programs, I feel comfortable using them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A Practical Model of transition: Person Centred Planning- Module Outline

Steps	Content	Materials required
Welcome	<p>Welcome to participants.</p> <p>Introduction of participants, trainer and the module objectives.</p>	<ul style="list-style-type: none"> - Laptop with audio - Projector
Competence Evaluation	<p>Introduce the competence matrix and competence questionnaire.</p> <p>Ask participants to complete the competence evaluation form, explain that they will re-do this questionnaire at the end of the session so that they can see their progress.</p>	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire
Icebreaker	<p>Setting de scene:</p> <p>https://www.youtube.com/watch?v=4INwx_tmTKw</p> <p>This 3- D animated short film titled Cuerdas shows us the children point of view about inclusion. In one side, we have school struggling to get the right place to teach a student with special needs, or thinking an acting that the same student cannot play or even stay with his similar. However, in the other side, we´ve got the kids! In addition, they show everyone how is possible and in fact, how is so easy.</p> <p>Expected: participants can look for the kids´ example and get notice that inclusion is in fact easier than what they could think</p> <p>Method:</p> <ul style="list-style-type: none"> - Group/ individual thinking about the underlying message in the film. 	<ul style="list-style-type: none"> - Laptop with audio - Projector - Youtube

	Find your own examples of inclusion in your school or classroom	
Content- Theory and Models- PART 1. Why Person-Centred Planning?	<p>Why person- Centred Planning?</p> <p>a) A model of approach</p> <p>The person-centred planning enables the full participation by supporting persons on their process to achieve reachable goals and personal dreams.</p> <p>This model allows the full control by the person supported by:</p> <ul style="list-style-type: none"> - Recognizing and valorising only personal abilities and strong points; - Personal interests and expectations; - Evolving in the process perceived significant persons; - Personal challenges that you might take; - To select the support, you want; - Getting to know yourself better and the role one wants to achieve. 	<ul style="list-style-type: none"> - Laptop with audio - Projector - Module PowerPoint
Content- Practice and Exercises- PART 1	<p>Reflection about the perfect school- Time 5 min</p> <p>The participants are asked to reflect about the best scenario for themselves if they were a student:</p> <ul style="list-style-type: none"> - Imagine yourself a student - Imagine the best school for you <p>Keeping in mind the following points:</p> <ul style="list-style-type: none"> - Infrastructure - Schedule - Spaces - Contents - People 	<ul style="list-style-type: none"> - Laptop with audio - Projector - Module PowerPoint

	<ul style="list-style-type: none"> - Connections - Decision-making - Relationships 	
<p>Content- Theory and Models- PART 2. Person-Centred Planning in an educational setting</p>	<p>Person-Centred planning in an educational setting</p> <p>a) Building a meaningful individual educational plan</p> <p>Every educational system aims as its goal, to prepare students for post- school living. The School presents itself as the promotor of learning and skill development of students, providing them with the necessary tools to be applied to the everyday autonomous living. In the long term, the objectives of education are identical for all students, regardless of their intellectual abilities, as they are expected to reach their fullest potential by becoming productive and responsible members in society and promoters of their culture and their moral values.</p> <p>It is also relevant to mention that working with children and young people with disabilities have been guided by the fulfilment of national educational policies, as well as by the different European guidelines.</p> <p>Every Individual Education Plan (IEP), has its name imply, should be focused on individual needs, interests and capacities, by providing a series of environmental measures and accommodations that facilitate the learning course and skill development, such as:</p> <ul style="list-style-type: none"> • reasonable accommodations <p>“«Curricular accommodation» the curricular management measures that allow access to the curriculum and to learning activities in the classroom through the diversification and appropriate combination of various teaching methods and strategies. The use of different methods and evaluation tools, the adaptation of educational materials and resources, and the removal of barriers in the organization of space and equipment, designed to respond to the different</p>	<ul style="list-style-type: none"> - Laptop With audio - Projector - Module PowerPoint

	<p>learning styles of each pupil and to promote their educational success.” (PT Law-decree 55/2018)</p> <ul style="list-style-type: none"> • curricular flexibility <p>“Autonomy and curricular flexibility is the faculty enshrined in the schools to manage the curriculum of basic and secondary education, starting from the curricular matrices - based on the possibility of enriching the curriculum with the knowledge, skills and attitudes that contribute to achieve the competences foreseen by a desired Profile of Students Exiting Compulsory Schooling”. (PT Law-decree 55/2018).</p> <ul style="list-style-type: none"> • an IEP that promotes inclusion <p>"«Individual Educational Program», a program designed for each pupil, resulting from a person-centred planning perspective, which identifies learning support measures that promote access and participation in inclusive settings. " (PT Law-decree 55/2018)</p> <p>The evaluation process, by implementing such support measures, should contemplate relevant data regarding the contexts where the student is supposed to participate and its unique features that characterizes the individuality so that the support targets the learning and inclusion process. (Practical support manual, DGE 2018).</p> <ul style="list-style-type: none"> • an IEP that focus on active citizenship <p>An inclusive school, promoter of the best learning tools for all students and the operationalization of a profile of competences that they are expected to develop, for the exercise of an active and informed citizenship throughout life, imply that the schools are given autonomy for a curricular development appropriate to specific contexts and the needs of their students. (PT Law-decree 55/2018)</p>	
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	<p>b) Post-School Transition</p> <p>The transition to active life or transition to post-school life, as we prefer to designate, comprehends a broader denomination. Regardless of the needs of students, must be interpreted as a socio-historical processes that is being constructed over time, where the investment of each stakeholder (family, school, community, society) in the process, is fundamental for the development of the individual, and their adaptation to different environments and situations (Kim & Patton, 2016). In this context, it is imperative the involvement of all educational and social agents in the construction of an inclusive school, which defends the right to a quality education for all, focusing on differentiated responses to the diversity of students. As a last objective, social inclusion is register, with the awareness that the student is influence in its development by the interrelations established in the different social contexts.</p>	
<p>Content- Practice and Exercises- PART 2</p>	<p>Reflection about the educational setting</p> <p>Is it a reasonable accommodation to:</p> <ul style="list-style-type: none"> - Read aloud a national standardized test? Change the paper layout? - To have a special class to all students with disabilities? To build an infrastructure (lift) to only one child? - A different place/schedule on recess to a category of students? - Curricular flexibility means that: Everyone learns only what they want - A teacher needs to know what their students want - To allow a student to learn something different in the classroom. To certify an autonomy goal as an academic competence? - Substitute a learning skill by another? 	<ul style="list-style-type: none"> - Laptop with audio - Projector - Module PowerPoint
<p>Content- Theory and Models- PART 3. Self-</p>	<p>Self-determination as a powerful tool</p> <p>a) “Nothing about us without us”</p>	<ul style="list-style-type: none"> - Laptop with audio - Projector

<p>Determination as a powerful tool</p>	<p>With the clear premise that aims for inclusive schools to create autonomous, free and solidarity adults, with the capacity of adaptation towards the demands of the world after mandatory school and to overcome the inherent adversities in the post-school transition process. The school’s main objective is to provide students with the competences that allow them to exercise their citizenship rights, with the focus on individual capacities rather the students’ difficulties or disabilities (DGE, 2015).</p> <p>Causal agents have the skills and attitudes that enable them to make decisions and make things happen in their lives.</p> <p>Self-determined individuals initiate and regulate their own actions to solve problems, make decisions, and set goals that influence their lives. Adolescents become more self- determined as they identify their interests and preferences, establish and work with goals aligned with those interests and preferences, and engage in problem solving and decision-making as they encounter obstacles in reaching their goals and advocate for themselves and for their own needs. These actions are critical to all students and are should often incorporate the curriculum. However, students need support to learn and practice these skills in a coherent way if they are to lead a self-determined life. Causal agents have the skills and attitudes that enable them to make or make things happen in their lives.</p>	<p>- Module PowerPoint</p>
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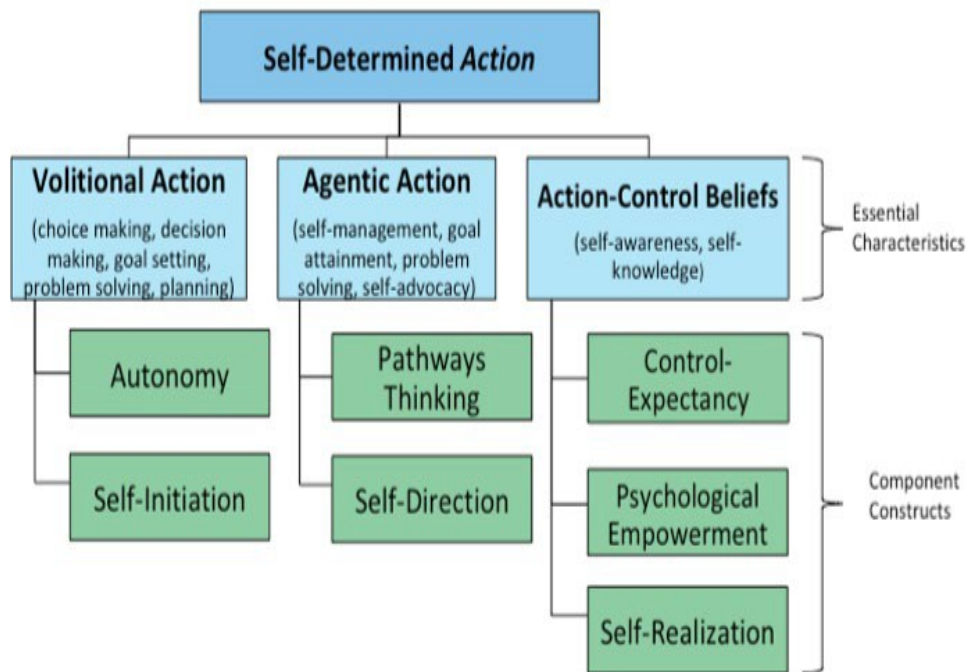
Essential Characteristics of Self-Determined Action:

Volitional Action (Making intentional, conscious choices based on one’s preferences and interests)

- *Autonomy* (Acting based on one’s preferences, interests and abilities without undue outside influence)
 - **Teaching Strategies:** Integrate opportunities to explore activities to develop interests and preferences; Provide frequent opportunities to make choices; Promote participation in group decision-making (IEP meetings, person-centred planning, etc.).
- *Self-Initiation* (Initiating action to achieve a goal, using past experiences to guide you)

	<ul style="list-style-type: none"> ▪ Teaching Strategies: Support participation in community activities and volunteer opportunities; Discuss and explore job interests, hobbies, and personal strengths; Encourage developing a person-centred plan based on interests and goals. <ul style="list-style-type: none"> • <u>Agentic Action</u> (Self-directing and managing actions toward goals) <ul style="list-style-type: none"> ○ <i>Pathways Thinking</i> (Identifying many ways to solve problems that you encounter in working to reach your goals) <ul style="list-style-type: none"> ▪ Teaching Strategies: Teach how to weigh potential costs, benefits, and outcomes of choices; Encourage ownership of challenges and solutions in problem solving; Create opportunities for students to problem solve in structured and naturally occurring environments. • <i>Self-Direction</i> (Directing the actions that you take toward your goals and responding to challenges and opportunities) <ul style="list-style-type: none"> ▪ Teaching Strategies: Allow students to make and learn from mistakes; Teach language that can be used to advocate for personal rights and aspirations; Provide opportunities for leadership roles. <p><u>Action-Control Beliefs</u> (Recognizing your own abilities and believing they will help you achieve your goals)</p> <ul style="list-style-type: none"> ○ <i>Control-Expectancy</i> (Believing that you can use your skills and the resources (i.e., people, supports) around you to reach a goal) <ul style="list-style-type: none"> ▪ Teaching Strategies: Encourage students to reflect on goals reached and the skills they used to do so; Support students in creating support networks in multiple environments (home, school, work, etc.); Create opportunities for 	
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	<p>students to seek help from peers or other natural supports and talk about the relationship between seeking support and achieving goals.</p> <ul style="list-style-type: none"> ○ <i>Psychological Empowerment</i> (Believing that you have what it takes to reach your goals and that you can reach your goals when you try) <ul style="list-style-type: none"> ▪ Teaching Strategies: Set high expectations; Encourage students to identify their strengths and apply them; Support students in self-evaluation to encourage belief in abilities and increase self-confidence. ○ <i>Self-Realization</i> (Using what you know about your personal strengths and weaknesses to act in ways that lead to your goals) <ul style="list-style-type: none"> ▪ Teaching Strategies: Teach students to understand their strengths and support needs; Encourage students to Identify and utilize personal support systems (i.e., friends, family, teachers); Provide opportunities for students to become knowledgeable about available supports and to advocate for them. 	
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Enabling significant actors (stakeholders)

Without diminishing the importance of all professionals in schools, and other who support the child, a good way to assure the full participation of the child in the decision- making process is to involve significant actors identified by the child or it’ s representatives, generally the family.

Allowing someone with a special relationship or strong personal ties to help the child or their parents to decide, by their choosing, is a good way to co-design the support measures and accommodations and co-produce the support and monitoring the process.

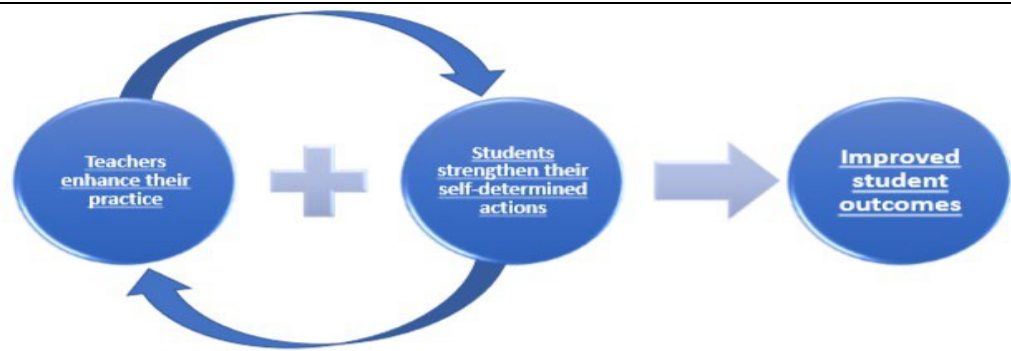
This significant person can be someone whom the family or the child perceives as having a better understanding of their interests, that has a relevant perception on the Child's needs, the family's expectations or simply that person that the child or the family feel more comfortable to talk with.

The significant person can be anyone, a family member, a neighbour, a former professional that worked with the family or even a classmate.

Different significant persons can be invited dependently of the area in discussion. For example: A family member can help to create a home dynamic that can be structured by activities and responsibilities and monitor the progress; a classmate can be an invaluable asset to promote interpersonal skills in the school playground; and a neighbour can help to develop important mobility skills and orientation in the community setting.

To fully engage with significant actors, the school must be prepared to:

- Lose some ruling power over the education process of the child;
- Share relevant information;
- Create a communication system easy to use by everyone;
- Be challenged of other priorities felt;
- To try different things;
- To fail many times and to succeed in some.



Content- Theory and Models-
PART 4. Person-Centred Planning?

Person-centred Planning

a) Resources & Tools

Person centred planning is a collection of tools and approaches based upon a set of shared values that can be used to plan with a person – not for them. These tools can be used to help the person think about what is important in their lives now and also to think about what would make a good future. Planning should build the person’s circle of support and involve all the people who are important in that person’s life.

➤ Resources and Tools The assessment and planning process should:

- focus on the child or young person as an individual;
- enable children and young people and their parents to express their views, wishes and feelings;
- enable children and young people and their parents to be part of the decision-making process.

- Laptop with audio
- Projector
- Module PowerPoint

	<p>Some examples in:</p> <ul style="list-style-type: none"> - Index for Inclusion; - Quality of Life -Wholeschooling 							
<p>Content- Practice and Exercises- PART 3& 4</p>	<p>Case Studies: Pairwork: Reflection, discussion and construction</p> <p>What do I know about myself?</p> <p>What I'm liked for and admired by:</p> <p>What is important for me:</p> <p>What is the best support for <u>me</u>:</p> <table border="1" data-bbox="454 866 893 1153"> <tr> <td>My interests are</td> <td>My talents are</td> </tr> <tr> <td>The persons that support me are</td> <td>I want to try to</td> </tr> <tr> <td>The places in y community that I like are</td> <td>The services that support me are</td> </tr> </table>	My interests are	My talents are	The persons that support me are	I want to try to	The places in y community that I like are	The services that support me are	<ul style="list-style-type: none"> - Laptop with audio - Projector - Module PowerPoint -Paper copies of the IEP sheet
My interests are	My talents are							
The persons that support me are	I want to try to							
The places in y community that I like are	The services that support me are							

Directions: Review this story with a partner or group. Describe briefly the types of teaching strategies you see occurring. What is John learning? What about the rest of the class? Identify various building blocks for inclusive teaching described in this chapter you see occurring in this scenario. Discuss this with a group.

At Walter Lee Elementary School, I am standing in my third–fourth-grade classroom. Students are fully engaged in creating puppets and practicing their re-telling of the First Nations Legend, “How the Raven Stole the Sun”. There is paper on the floor. Popsicle sticks are scattered here and there. Bits of fabric are trailing out of a huge green garbage bag, and pools of dreaded white glue are oozing on desk tops. It is noisy, chaotic, and every ten to fifteen minutes, students approach me to help them solve their ‘problems’ in their groups. I keep telling myself not to think about how long it will take to clean up, that this is open-ended instruction, and that the students are fully engaged in their learning.

As I finish replaying this mantra in my head, I see Paul.

Paul completed his puppet, a detailed paper Raven attached to a popsicle stick, in the first five minutes of class. He is now moving his large body through the room, rhythmically swooping his puppet over students’ heads and around their bodies, calling “caw, caw . . . caw, caw.” When he hears his cue, he moves back to his group, plays his part, and then circulates through the room again and again. Throughout the multiple rehearsals, he never misses his cue. I watch my students. In the melee of the classroom, they don’t seem to notice Paul’s movements or are annoyed as he sits down here and there to watch others practice. I watch my class and they teach me about inclusion, about the power of caring and fully accepting each other with open and receptive hearts. They also teach me about real learning.

By MaryJane Medenwald.

What are students learning?	Thoughts, questions
Multi-level teaching	Scaffolding
Multiple Intelligences	Learning Styles

<p>Content- Theory and Models- PART 5. Community Building</p>	<p>Community Building</p> <p>a) Models of co-production</p> <p>“It takes a village to raise a child”</p> <p>Today the school system cannot face with the diversity of an entire community by itself. It is impossible for the school to provide every service needed by the community it serves. It can never replace other services as varied as health centres, to sport clubs or religious congregations to science centres. Before creating a new service or programme, the school should verify if such service has not yet been created in the local community. If it already exists, the school should allocate the necessary resources to enabling the existing service to also serve the school needs and even involve other stakeholders to build a strong service, since the best a community is equipped, the better a school can use different resources to improve the quality of the education system. If there are no services in the community for the needs of schools, then the school should involve the community about the community needs and eventually adapt the initial project to also serve other's needs.</p> <p>Working with the community and for the community allows schools to have much solid programs, without the need to be the fully responsible of resources allocation and create a bigger resilience to changes in funding criteria's and other events that jeopardize, or even eliminate, good education programs and activities.</p> <p>By using community spaces to develop school activities, the community becomes aware of the activities promoted by schools, the school's needs, the resources lacking in schools and a greater and better understanding of what schools are doing to promote the quality of life and services for the community itself.</p> <p>The assumption that the community problems and challenges are the same as schools, as vice-versa, allows that the problems can addressed by all stakeholders. Addressing the problems and define common goals and strategies are the basis of a strong co-production model.</p>	<ul style="list-style-type: none"> - Laptop with audio - Projector - Module PowerPoint
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	<p>Raises the importance of an effective coordination between educational authorities and those responsible for health, employment and social services in a way it's assured a complementary planning of the transition plan processes towards an active life. A special effort is required to guarantee the support of the community towards the needs of special education (Soresi, Nota & Wehmeyer, 2011).</p> <p>b) Organizational change for traditional services</p> <p>In perspective, all integration or inclusion movements start from the presuppositions of scientific research, but also and especially from the applied legislation (Sanches & Teodoro, 2006), and in this way it is impossible to distance ourselves from it, as a direct influencer of the applied measures. With this concept in mind, planning the transition of young people with special education needs is to identify experiences and opportunities during the years of compulsory education. In order to allow a better transition to adult life, either to proceed studies, obtain a job or experience a community life that brings them personal fulfilment (Kim & Patton, 2016), resulting in a better overall quality of life.</p> <p>All this process should be prepared and oriented well in advance, so that youngsters can experience a live of quality, and were society must ensure support and social integration (Kim & Patton, 2016; Soriano, 2006). According to the same authors, professional training and the pressing relationship between school and society, particularly with employers, are a determining factor in the insertion of the active life of persons with special education needs.</p> <p>The integration of persons with disabilities into the labour market is a decisive factor in their social inclusion, economic independence and personal fulfilment and consequently in their quality of life (Kim & Patton, 2016).</p>	
<p>Content- Theory and Models-</p>	<p>Life Planning</p> <p>a) Decision-making process and the individual dreams</p>	<p>- Laptop with audio - Projector</p>

<p>PART 6. Life Planning</p>	<p>Following the paradigm of the Convention on the Rights of Persons with Disabilities, namely, to ensure respect for the integrity, dignity and individual freedom of persons with disabilities and to strengthen the prohibition of discrimination of these persons through laws and policies that promote their participation in society (UNESCO, 1994).</p> <p>In line with the paradigm of the Convention on the Rights of Persons with Disabilities, mainly, the respect for integrity, dignity and individual freedom of persons with disabilities and no discrimination of these persons through laws and policies that promote their participation in society (UNESCO, 1994).</p> <p>Some EU countries have oriented its educational policies lined up with these guidelines and the guidelines of the Salamanca Declaration, where all persons with disabilities have the right to express their wishes in relation to their education, and consequently, their parents have the right to be involved in education, conditions and aspirations of their children (UNESCO, 1994).</p> <p>The main objective is to improve schools autonomy and their professionals, where each school will define the process to identify learning barriers for which student is confronted, focusing on diversity of strategies to overcome them, toward each student has access to his or her own curriculum and learning skills, taking each and every one to the limit of their potential (Field & Kohler, 2003; Kim & Patton, 2016).</p> <p>The school has a fundamental role in empowering students to make informed and sustained decisions about the choices to pursue for their project of living in society, respecting their personal expectations in professional, social and family integration. Whenever the student demonstrates difficulty in identifying autonomously the difficulties and potentialities for the achievement of a personal and professional goals, in a clear and objective way, it is important to give him/her different possibilities. Through experimentation of various activities in loco. (DGE., 2018)</p> <p>The focus of an Individual Transition Plan (ITP) should be in the community context according to the intermediate goals negotiated with the student themselves, their families, the educational</p>	<p>- Module PowerPoint</p>
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	community and the surrounding community (Soriano, 2006), so that the ultimate “dream” becomes closer to reality.	
Evaluation-Feedback	<p>The feedback of the participants it should be from the beginning, repeated after each part of the model.</p> <p>The participants should express how enriching it was to put themselves in the role of a student with special educational needs, and think about the possibilities when the child is in fact the centre of all the inclusion process.</p>	
Competence evaluation	Ask participants to complete the competence evaluation form and compare their score to their initial result.	<ul style="list-style-type: none"> - Competence Matrix - Competence Evaluation Questionnaire

Module PowerPoint:

[To access the module PowerPoint, click here.](#)

About the BEYOND Project

'To Inclusive Education and BEYOND' (BEYOND) is a Erasmus+ funded project, which aims to empower special schools and service providers supporting children with special needs, to facilitate the transition towards fully inclusive education systems.

The project partnership is comprised of the following organisations:



The European Association of Service providers for Persons with Disabilities (EASPD) is a wide European network which represents around 17.000 services across Europe and across disabilities. The main objective of EASPD is to promote the equalisation of opportunities for people with disabilities (through effective and high-quality service systems).

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Kehitysvammaisten Palvelusäätiön- the Service Foundation for People with an Intellectual Disability (KVPS) is a national service provider and developer with its roots set in parent-led governance. The foundation supports people with an intellectual disability and others with special needs as well as their families.



The **Centre de la Gabrielle** is a private, non-profit organisation founded in 1972. Today the Centre de la Gabrielle is an organisation with 300 employees who assist 500 children, young adults and adults with mental and/or intellectual disabilities.



Katholiek Onderwijs Vlaanderen is a public authority and the official institution, recognised and funded by the Flemish department of education, responsible for the support of Catholic schools in Flanders. Katholiek Onderwijs Vlaanderen represents approximately 1400 schools in primary education, more than 600 schools in secondary education and approximately 150 special needs schools.

**CHANCE B
GRUPPE**

Chance B was founded in 1986 as a 'self-help association' by parents with children and young people with disabilities as well as by teacher of the Giesdorf special school for children with intellectual disabilities. The aim of the association is 'to assist and support old, ill and people with disabilities so that they can live life to the full' in their communities.



COOPERATIVA
PARA A INCLUSÃO

Centro de Educação para o Cidadão com Deficiência, C.R.L.- C.E.C.D. Mira Sintra is a Cooperative for Social Solidarity, a non-profit organisation and was recognized by the Government as an organization of Public Utility. At the present, provides services for more than 2.000 people, since toddlers, children, youth and adults who need specialised support, due to problems in their development and/or deficits in academic, work or social performance.



University College Leuven-Limburg (UCLL) is renowned for the high quality of its teaching, research and regional development. UCLL's strong commitment to research ensures state-of-the-art training programmes for its 15,000 students. Within the teacher education department of UCLL a centre of expertise concerning education for all is active.

