



ALL INCLUSIVE SCHOOL

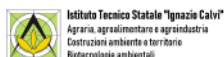


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Intellectual Output I ALL-IN IDENTIKIT



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Intellectual Output 1: ALL-IN IDENTIKIT

A research analysis for the development of the inclusive European teacher's identikit through the mapping of:

1. Skills, competences and practices based on the "Inclusive Teacher Profile" (EASNIE, 2012)
2. Specific digital skills to promote inclusion
3. Teacher training programs and in particular fundamental lessons to enable them to adapt to the technological needs of an inclusive learning environment
4. Teaching strategies, pedagogical guidelines and innovative teaching methods to promote inclusion in schools, with particular attention to cooperative approaches and technological support for the inclusion of students with disabilities.

For the production of IO1, seven work steps have been implemented:

- 1) Detailing of the profile's structure
- 2) Choice of the tools and targets for research
- 3) Development of the instruments
- 4) Data collection and analysis
- 5) Collection of revisions
- 6) Translation to country languages
- 7) "All-In-Identikit" online publication



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List of Acronyms

ABA	Applied Behavioral Analysis
ACNS	Non-Significant Curricular Adaptation (ES)
ACS	Significant Curricular Adaptation (ES)
ADHD	Attention Deficit Hyperactivity Disorder
ARACIS	The Romanian Agency for Quality Assurance in Higher Education Institutions
AT	Assistive Technology
BTHG	Federal Law on Participation (DE)
CCD	Casele Corpului Didactic (RO)
CFU	ECT credit allocation Italy
CLB	Pupil Guidance Center (BE)
CTI	Territorial Inclusion Centers (IT)
CTS	Territorial Support Centers (IT)
DO	Orientation Department (ES)
EASNIE	European Agency for Special Needs and Inclusive Education
ECTS	European Credit Transfer and Accumulation System
EOE	Education Guidance Unit (ES)
ERDF	European Regional Development Fund
ESF	European Social Fund
ESO	Compulsory Secondary Education (ES)
FIT	Training period for teachers (IT)
GLI	Team for Inclusion (IT)
IAC	Individually Adapted Curriculum
ICF	International Classification of Functioning
ICT	Information and Communication Technology
IEP	Individualized Education Plan
IQ	Intelligence Quotient
ITE	Initial Teacher Education
JRC	European Commission - Joint Research Center
LOE	Organic Law of Education (ES)
LOGCE	General Regulation of the Educational System (ES)
LOMCE	Organic Law on the Improvement of the Quality of Education (ES)



MEN	Ministry of National Education (RO)
NEAE	Specific Needs for Educational Support (ES)
MIUR	Ministry of Education, University and Research (IT)
PAI	Yearly Inclusion Plan (IT)
PBL	Project Based Learning
PDP	Personal Didactic Plan
PNSD	National Plan for Digital School (IT)
SDGs	Sustainable Development Goals
SEN	Special Education Needs
TE4I	Teacher Education for Inclusion
TFA	Italian Teachers Traineeship
TFC	End-of-Course Project (ES)
UDL	Universal Design for Learning
UN	United Nations
UVM	Multidisciplinary Evaluation Committee (IT)
WHO	World Health Organization



1. Detailing of the Profile's Structure

This includes the pedagogical framework of the research. The areas of investigation in addition to defining specific key terms in which the profile is nestled.

- A. Defining the pedagogical framework of the research
- B. Defining the areas of investigation
- C. Defining a transnational glossary of key terms

A. Defining the Pedagogical Framework of the Research

The pedagogical framework of ALL INCLUSIVE SCHOOL will be based on the ' Profile of Inclusive Teachers' (EASNIE, 2012) and on Evidence-Based Teaching Strategies namely Cooperative Group Teaching and Assistive Technology.

Profile of Inclusive Teachers

The profile of Inclusive Teachers¹ has been developed as a guide for the design and implementation of Initial Teacher Education (ITE) programs for all teachers. The intention is that the profile should be considered as stimulus material for identifying relevant content, planning methods and specifying desired learning outcomes for ITE and not a script for initial teacher programs content.

The profile has four specific objectives which are:

- ✓ To identify a framework of core values and areas of competence that are applicable to any initial teacher education program;
- ✓ To highlight the essential core values and areas of competence necessary for preparing all teachers to work in inclusive education considering all forms of diversity;
- ✓ To highlight key factors supporting the implementation of the proposed core values and areas of competence for inclusive education within ITE programs;
- ✓ To reinforce the argument made within the Teacher Education for Inclusion project that inclusive education is the responsibility of all teachers and that preparing all teachers for work in inclusive settings is the responsibility of all teacher educators working across initial teacher education programs.

¹ Profile Of Inclusive Teachers (EASNIE, 2012). European Agency for Development in Special Needs Education. www.european-agency.org



The profile has been developed around a framework of four core values and areas of competence:

Valuing Learner Diversity – learner difference is considered as a resource and an asset to education.

The areas of competence within this core value relate to:

- ✓ Conceptions of inclusive education;
- ✓ The teacher's view of learner difference.

Supporting All Learners – teachers have high expectations for all learners' achievements.

The areas of competence within this core value relate to:

- ✓ Promoting the academic, practical, social and emotional learning of all learners;
- ✓ Effective teaching approaches in heterogeneous classes.

Working with Others – collaboration and teamwork are essential approaches for all teachers.

The areas of competence within this core value relate to:

- ✓ Working with parents and families;
- ✓ Working with a range of other educational professionals.

Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning.

The areas of competence within this core value relate to:

- ✓ Teachers as reflective practitioners;
- ✓ Initial teacher education as a foundation for ongoing professional learning and development.

The four core values are related to areas of competence of three elements: attitudes, knowledge and skills. According to the Profile, a certain *attitude* or belief demands certain *knowledge* or level of understanding and then *skills* in order to implement this knowledge in a practical situation. Therefore for each area of competence identified, the essential attitudes, knowledge and skills that underpin them are presented. For the purpose of this project, the core value 'Supporting All Learners' and its areas of competence will be our guideline in collecting data from the direct target group with a focus on their digital skills and innovative methodologies and cooperative learning approaches that they adopt.



Core Value Supporting All Learners

Teachers have expectations for all learners' achievements.

AREA OF COMPETENCE 1: PROMOTING THE ACADEMIC, SOCIAL AND EMOTIONAL LEARNING OF ALL LEARNERS

<p>Attitudes and beliefs underpinning this competence</p>	<p>Indicators</p> <ul style="list-style-type: none"> - Learning is primarily a social activity; - Academic, practical, social and emotional learning are equally important for all learners; - Teachers' expectations are a key determinant of learner success and therefore high expectations for all learners are critical; - All learners should be active decision-makers in their learning and any assessment processes they are involved in; - Parents and families are an essential resource for a learner's learning; - Developing autonomy and self-determination in all learners is essential; - The learning capacity and potential of each learner has to be discovered and stimulated.
<p>Essential knowledge underpinning this area of competence</p>	<p>Indicators</p> <ul style="list-style-type: none"> - Understanding the value of collaborative working with parents and families; - Typical and atypical child development patterns and pathways, particularly in relation to social and communication skill development; - Different models of learning and approaches to learning learners may take.
<p>Crucial skills to be developed within this area of competence</p>	<p>Indicators</p> <ul style="list-style-type: none"> - Being an effective verbal and non-verbal communicator who can respond to the varied communication needs of learners, parents and other professionals; - Supporting the development of learners' communication skills and possibilities;



	<ul style="list-style-type: none"> - Assessing and then developing 'learning to learn skills' in learners; - Developing independent and autonomous learners; - Facilitating co-operative learning approaches; - Implementing positive behaviour management approaches that support learner's social development and interactions; - Facilitating learning situations where learners can 'take risk' and even fail in a safe environment; - Using assessment for learning approaches that take account of social and emotional as well as academic learning.
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AREA OF COMPETENCE 2: EFFECTIVE TEACHING APPROACHES IN HETEROGENEOUS CLASSES

<p>Attitudes and beliefs underpinning this area of competence</p>	<p>Indicators</p> <ul style="list-style-type: none"> - Effective teachers are teachers of all learners; - Teachers take responsibility for facilitating the learning of all learners in a class; - Learners' abilities are not fixed; all learners have the capacity to learn and develop; - Learning is a process and the goal for all learners is the development of 'learning to learn' skills, not just content/subject knowledge; - The learning process is essentially the same for all learners – there are very few 'special techniques'; - On some occasions, particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches.
<p>Essential knowledge and understanding underpinning this area of competence</p>	<p>Indicators</p> <ul style="list-style-type: none"> - Theoretical knowledge on the way learners learn and models of teaching that support the learning process; - Positive behavior and classroom management approaches;



	<ul style="list-style-type: none"> - Managing the physical and social environment of the classroom to support learning; - Ways of identifying and then addressing different barriers to learning and the implications of these for teaching approaches; - The development of basic skills – in particular key competencies – along with associated teaching and assessment approaches; - Assessment for learning methods focused upon identifying the strengths of a learner; - Differentiation of curriculum content, learning process and learning materials to include learners and meet diverse needs; - Personalized learning approaches for all learners that support learners to develop autonomy in their learning; - The development, implementation and effective review of Individual Education Plans (IEP) or similar individualized learning programs when appropriate.
<p>Crucial skills and abilities to be developed within this area of competence</p>	<p>Indicators</p> <ul style="list-style-type: none"> - Employing classroom leadership skills that involve systematic approaches to positive classroom management; - Working with individual learners as well as heterogeneous groups; - Using the curriculum as a tool for inclusion that supports access to learning; - Addressing diversity issues in curriculum development processes; - Differentiating methods, content and outcomes for learning; - Working with learners and their families to personalize learning and target setting;



	<ul style="list-style-type: none"> - Facilitating co-operative learning where learners help each other in different ways – including peer tutoring – within flexible learner groupings; - Using a range of teaching methods and approaches in systematic ways; - Employing ICT and adaptive technology to support flexible approaches to learning; - Using approaches to teaching that are evidence based to achieve learning goals, alternative routes for learning, flexible instruction and the use of clear feedback to learners; - Using formative and summative assessment that supports learning and does not label or lead to negative consequences for learners; - Engaging in collaborative problem solving with learners; - Drawing on a range of verbal and non-verbal communication skills to facilitate learning.
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Evidence-Based Teaching Strategies

In most countries, children spend multiple hours in learning places that are defined as schools and classrooms. During this significant period, they interact with their peers, families and educators. As well as a wide range of learning materials and are exposed to various learning strategies.

For these experiences to lead to effective learning it is vital that the physical and psychological environments we create are safe, challenging and educative. It is crucial that they ensure that all children actually learn what is expected of them, that their education contributes to improving their quality of life, that they achieve a balance between independence and interdependence, and that they are prepared to lead full and satisfying lives as citizens and as members of their cultures. In this journey, they have a right to expect that educators who employ the best available, evidence-based teaching strategies guide their education.²

These challenges are no less important for those learners who, for several reasons, we consider to have special educational needs and who face significant barriers to their learning and development.

² Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.



These learners special needs range from major to minor, and they reflect physiological or environmental factors. The two strategies that we will define in our pedagogical framework of this research are evidence-based proved teaching strategies that are universally applicable especially to our target group of learners.

Cooperative Group Teaching

Cooperative group teaching, sometimes referred to as cooperative learning, involves learners working together in small learning groups, helping each other to carry out individual and group tasks. It is particularly effective strategy for teaching learners with special educational needs, especially in mixed-ability groups. This strategy is cost-effective and if you have large classes, it can be a major strategy for helping learners to learn. Cooperative group teaching is like creating small classes out of big ones and creating many teachers instead of one.³

According to professionals in cooperative learning, this strategy has four essential components:

- *Interdependence*: all group members seek to achieve a group goal and help each other's achievement;
- *Individual accountability*: each member of the group is held responsible for his or her own learning, which in turn contributes to the group goal;
- *Cooperation*: the learners discuss, problem-solve and collaborate with each other;
- *Evaluation*: members of the group review and evaluate how they worked together and make changes as needed.⁴

Assistive Technology

An assistive technology (AT) device is defined in US legislation as 'any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities.'⁵ Despite the perceived benefits of AT, many barriers to its use have been identified. These include: limited availability of some AT devices, often because of the cost; a lack of information about such devices; professionals' lack of knowledge about AT; and a lack of technical support to ensure sustainability.⁶

³ Idem.

⁴ Johnson, D.W. and Johnson, R.T. (1991). *Learning together and alone (3rd edition)*. Englewood Cliffs, NJ: Allyn and Bacon.

⁵ Individuals with Disabilities Education Act of 1990, 20 USC. 1 401 Definitions, (a) (25).

⁶ Alper, S. and Raharinirina, S. (2006). 'Assistive technology for individuals with disabilities: A review and synthesis of the literature'. *Journal of Special Education Technology*, 21(2), 47-64.



The use of AT has been with us only since the 1980s, when the first major developments of computer-assisted instruction began to be used. They are often promoted to schools and educators as tools to assist students with special needs by providing a compensatory value, to remediate learning problems and to promote personal independence. These technologies range from simple spellcheckers to more complex speech recognition systems and educational software.⁷ Many research projects have examined the effectiveness of these assistive technologies. This research will examine what the teachers use as AT in the five partner countries and what really works. This will be the base for developing the rest of the project outputs.

B. Defining the Areas of Investigation

Disabilities and Special Needs

Disability and special needs is one of the areas of investigation in this intellectual output. The target group of learners that we are addressing have mild to moderate cognitive disability. To be able to frame our area of investigation clearly, we would like to refer to the classification of diseases (ICD-10). ICD is the foundation for the identification of health trends and statistics globally, and the international standard for reporting diseases and health conditions. It is the diagnostic classification standard for all clinical and research purposes. In specific, we will refer to the International Classification of Functioning, Disability and Health, known more commonly as ICF. It is a classification of health and health-related domains. Our focus is mental retardation disorders range F70-F79.

According to the World Health Organization (WHO), mental retardation is a condition of arrested or incomplete development of the mind, which is especially characterized by impairment of skills manifested during the developmental period, skills which contribute to the overall level of intelligence, i.e. cognitive, language, motor, and social abilities. Retardation can occur with or without any other mental or physical condition. Furthermore and according to the WHO, degrees of mental retardation are conventionally estimated by standardized intelligence tests. These can be supplemented by scales assessing social adaptation in a given environment. These measures provide an approximate indication of the degree of mental retardation. The diagnosis will also depend on the overall assessment of intellectual functioning by a skilled diagnostician.⁸

⁷ Dorit Maor, Jan Currie & Rachel Drewry (2011) The effectiveness of assistive technologies for children with special needs: a review of research-based studies, *European Journal of Special Needs Education*, 26:3, 283-298, DOI: 10.1080/08856257.2011.593821

⁸ <http://apps.who.int/classifications/apps/icd/icd10online2004/fr-icd.htm?gf70.htm+>



The area of investigation in this research project and for this intellectual output in specific are mild mental retardation and moderate mental retardation. According to the WHO and to the International Classification of Functioning (ICF), the following fourth-character subdivisions are for use with categories F70-F79 to identify the extent of impairment of behaviour:

- .0 With the statement of no, or minimal, impairment of behaviour
- .1 Significant impairment of behaviour requiring attention or treatment
- .8 Other impairments of behaviour
- .9 Without mention of impairment of behaviour

Our focus areas of investigation is with learners suffering from mild to moderate mental retardation (F70 & F71). Other classifications in this category (F70-F79⁹) in addition to the classification categories of disorders of psychological development (F80-F89¹⁰) and categories of behavioral and emotional disorders with onset usually occurring in childhood and adolescence (F90-F98¹¹) are welcome, but the emphasis is on learners with mild and moderate retardation.

F70 Mild mental retardation: approximate IQ of 50 to 69 (in adults, mental age from 9 to under 12 years). Likely to result in some learning difficulties in school. Many adults will be able to work and maintain good social relationships and contribute to society. This category includes feeble-mindedness and mild mental subnormality.

F71 Moderate mental retardation: approximate IQ range of 35 to 49 (on adults, mental age from 6 to under 9 years). Likely to result in marked developmental delays in childhood but most can learn to develop some degree of independence in self-care and acquire adequate communication and academic skills. Adults will need varying degrees of support to live and work in the community. This includes moderate mental subnormality.

⁹ More information on this classification: <http://apps.who.int/classifications/apps/icd/icd10online2004/fr-icd.htm?gf70.htm+>

¹⁰ More information on this classification: <http://apps.who.int/classifications/apps/icd/icd10online2004/fr-icd.htm?gf70.htm+>

¹¹ More information on this classification: <http://apps.who.int/classifications/apps/icd/icd10online2004/fr-icd.htm?gf70.htm+>



Pedagogy and Didactics

In this research, and for this intellectual output, the understanding of these two concepts draws on European educational literature and not on sole English or American literature. ‘Pedagogy includes an examination of the curriculum, in both broad and narrow forms, and the underlying systematic aims and objectives of education. It is a broad and inclusive concept that transcends subject boundaries but acknowledges general theories of teaching and learning. Pedagogy includes didactics, which comprise the strategies and warranted approaches to subject teaching and learning, which may vary from one subject to another, but would necessarily include consideration of the sequencing of ideas and the extent to which the sequence is intellectually coherent.’¹²

Didactics also acknowledge theories of teaching and learning but from the subject-specific perspective. Didactics would include both the day-to-day and the in-the-moment decision making of teachers and the manner in which they are informed. In this intellectual output, we will be examining the different pedagogies that teachers in the partner countries employ in teaching our target group of learners. In addition to that we will be collecting, examining and evaluating the different didactics used by the teachers with our target group of learners.

ICT, Digital Competence and New Technologies

According to the Joint Research Center¹³ (JRC) of the European Commission’s science and knowledge service, digital competence is the ability to keep abreast with the rapid changes in the area of ICT. It comprises the related knowledge and skills that are needed to exploit ICT efficiently for one’s own purpose, be it personal or professional. Hence, digital competence can comprise very different knowledge, skills and attitudes depending on each teacher, their needs and their willingness or intrinsic motivation to participate in the information society. Digital competence development is part of lifelong learning and a key competence for all teachers regardless if they practice in mainstream, inclusive, or special education.

Digital competence, ICT, and new technologies are another area of investigation in this research. For this intellectual output, we will be collecting information on how teachers use ICT with their learners, the purposes and their pedagogical use. In addition to investigating their ability to pass knowledge to their learners through new and different technologies.

¹² <https://www.atm.org.uk/write/MediaUploads/Journals/MT204/Non-Member/ATM-MT204-22-22.pdf>

¹³ <https://ec.europa.eu/jrc/en>



C. Defining a Transnational Glossary of the Key Terms

This glossary is a collection of terms and their definitions as they were used in All-Inclusive School project.

Academic Performance	The extent to which a learner has achieved his/her educational goals.
Accreditation	A process of validation in which schools, universities and other institutions are evaluated.
Active Participation Methods	Methods that involve consistent mental engagement of all the learners with the learning material
Assessment	The action of evaluating a learner or an activity/teaching method/ etc.
Assistive Technology	Assistive technology (AT) device is defined in US legislation as ‘any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities’.
Assistive Tools	Are examples of assistive technologies, for example: hearing aids, a software, etc.
Bullying	Intentionally harm or intimidate someone
CLIL	Content and Language Integrated Learning. Refers to classes that are taught through a foreign language. Namely the learning of content and the simultaneous learning of a foreign language.
Cognitive Stimulation	Providing stimulation for thinking, concentration and memory
Cooperative Learning	Is a teaching strategy in which small groups of learners of different levels of abilities, make use of a variety of learning activities to improve their understanding of a subject/concept/etc.
Cooperative Teaching	Emphasizes collaboration and communication among all members of a team to meet the needs of all learners
Curriculum	The subjects that make up a course of study in a school
Cyberbullying	A sort of harassment using electronic means
Didactics	Theory and practical application of teaching and learning



Digital Content	Content that is found as digital data it includes information that can be streamed, digitally broadcasted or stored in computer files
Digital Tools	Are programs, websites, online resources, applications, etc. that can assist in learning
DSM 5	The Diagnostic and Statistical Manual of Mental Disorders
Inclusion	Being included within a group or structure
Inclusive Education	Diverse learners learning together in the same classroom.
Inclusive Pedagogy	Inclusive pedagogy is an approach to teaching and learning that attends to individual differences between pupils but avoids the marginalization that can occur when pedagogical responses are designed only with individual needs in mind.
Individualized Learning	Is a method of teaching in which content, instruction, and pace of learning are based upon the abilities and interest of each learner.
Information and Communication Technologies	Refers to technologies that gives access to information through telecommunications.
Infrastructure	The physical structures needed to facilitate teaching
Initial Teacher Education	Are programs that are nationally accredited to ensure that all teachers are prepared to a high standard to make a positive impact on student learning
Intellectual Disability	Is characterized by significant limitations both in intellectual functioning (reasoning, learning, and problem solving) and in adaptive behavior which covers a range of everyday social and practical skills
Learning Difficulties	Difficulties in gaining knowledge and skills to the normal level expected of those of the same age group
Learning Disorders	Difficulty in comprehending and processing information
Legislation	Laws that are considered collectively on a state/country level
Mainstream Education	Learners with special education needs that are placed in general education classroom
Mental Retardation	Intellectual disability that is characterized by below average intelligence and a lack of skills necessary for day-to-day living.
Methodology	A system of methods used in a particular area such as teaching
Participation	The action of taking part in something, being involved in activities with others



Pedagogical Approaches	Approaches in teaching
Physical Disability	Is a limitation on a learners physical functioning and mobility
Problem Solving Skills	Involves both analytical and creative skills that are needed in every life situation (school, work, relationships, etc.)
Project Based Learning	Dynamic classroom approach in which learners actively explore real world problems and challenges and acquire a deeper knowledge
Psycho-educational Assistance	Classroom behavior management assistance for learners diagnosed with behavioral concerns and learning disabilities
Psychomotor	The origin of movement in conscious mental activity
Psychomotor Learning	The physical skills such as movement, coordination, strength, speed, etc. which demonstrates the fine or gross motor skills, such as use of precision instruments and walking
Psycho-pedagogical Teams	The psycho-pedagogical team consists of the school headmaster, teachers, coordinators and a psychopedagogue. They work together with the psychologists, psychiatrists, speech therapist, psychometricians, neurologists, optometrists, and families. The team detects and takes care of learners that present some need in their educational process, help overcome difficulties that can interfere with their overall development, provide solutions in different areas and coordinate work and feedback between school, family and other professionals.
Psychosocial	The relation between social factors and individual thought and behavior
Resources	The supply of materials, staff, etc.
Social Integration	Is a dynamic and structured process in which all members participate in dialogue to achieve and maintain good social relations (in the context of the study: integration of SEN learners in mainstream schools in specific and in the society in general)
Special Education Centers	Special schools or and institutions that cater to the needs of learners with special education needs
Special Education Needs	Learners that require exceptional help such as learners with disabilities



Support Teacher	Works with learners in groups or one-to-one, in and outside of the classroom. Their work involves planning and implementing effective teaching strategies, liaising with parents, staff and other relevant professionals
Teaching Methods	Or methodology, are founded on theories and educational psychology. Examples of theories that became teaching methods are the theories of Skinner, Vygotsky, Gardner, Piaget, and Bloom. Examples of the most common teaching theories (methods): behaviorism, social cognitive theory, the multiple intelligence theory, constructivism, and universal design for learning.
Teaching Strategies	These are teaching styles that teachers extract from the educational theories and use with their learners. Teachers need to have a varied collection of strategies in order to keep their learners engaged. Adaptations need to be made too based on the learners age and level of development.
Training	The process of learning the skills to do a particular task or job
Universal Design for Learning	Is a way of thinking and learning that helps give all learners an equal opportunity to succeed. It offers flexibility in the ways learners access materials, engage and show what they have learned



2. Tools and Target Definition of the Research

Desk Research

Goals	<ul style="list-style-type: none"> - To gather statistical data and information about national policies in relation to inclusive education. - To identify and describe relevant research studies carried out by universities or other institutions (including the 'Inclusive Teacher Profile') - To identify the skills of teachers in inclusive education settings
Basic process	<ol style="list-style-type: none"> 1. University College Leuven (UCLL) will design the Desk Research with the suggestions from partners. 2. Each partner needs to collect the information in his country using the tools that UCLL will develop. 3. UCLL will draft the final Desk Research report. 4. The final consolidated report for all countries has to be translated into the partner's languages by each partner.
Tools used	We will use one Google form to collect the information
Actions and deadlines	<ul style="list-style-type: none"> - November 24: UCLL will send the first draft to all partners. - November 30: partners send their suggestions to improve proposal. - December 07: UCLL will send Google forms link. - December 31: All partners will send the Desk Research data collected in their own country.

Data Collection Criteria

Statistics and policies in inclusive education	<p>Functioning of the educational systems across the partner countries</p> <ul style="list-style-type: none"> - Official statistics/data
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	<ul style="list-style-type: none"> - Statistics from national ministries (if it could be necessary, statistics from subnational in case of federal states), institutions and associations. - Legislation and policy, special education acts. - Integration and inclusion of inclusive education in mainstream schools - Policies on equal opportunities in education - Special education resources provided by the ministry of education - Inclusive legislation.
<p>Relevant research in inclusive education</p>	<ul style="list-style-type: none"> - Relevant research studies carried out by universities or other institutions - Pedagogical approaches that are used across the partner countries - Study materials including the 'Inclusive Teacher's Profile' - Recent literature and research on inclusive education
<p>Professional profiles in inclusive education</p>	<ul style="list-style-type: none"> - Teacher education for inclusive education across the partner countries - Initial teacher training - Content of initial teacher training - Teaching/training methods - Assessment and accreditation - Shortages and needs in mixed classes (technical skills, digital skills, soft skills)



Targeted Research

For teachers/educators working in inclusive education settings/schools

Sampling

5% margin of error

with 95% confidence level calculated from the total no# of teachers/educators working in inclusive education settings in the partner country/state/city.

- ✓ For Flanders the sample size is: 383 teachers/educators
- ✓ If we consider the estimated response rate at 20% then UCLL need to invite 1,915 teachers/educators to fill the survey in order to reach the 383 filled surveys.

So this is impossible to conduct in this research.

Since we are busy with qualitative research, the quality of questionnaires matter and not the number. So we suggest 40 questionnaires per partner (good quality).

Aims and objectives

To map the practices related to the skills identified by the Inclusive Teacher Profile, additional skills, specific digital skills that can be useful to the construction of highly qualified training courses for aspiring teachers/educators and for those wishing to complete their professional training with a view to lifelong learning; with high emphasis on the identification and mapping of digital and cooperative competences of the inclusive teacher.

1. Mapping of skills, competencies and practices based on the 'Inclusive Teacher Profile' (EASNIE, 2012).
2. Mapping of specific digital skills to promote inclusion.
3. Mapping of teacher training programs and in particular fundamental lessons to enable them to adapt to the technological needs of an inclusive learning environment.
4. Mapping of teaching strategies, pedagogical guidelines and innovative teaching methods to promote inclusion in schools, with particular attention to cooperative approaches and technological support for the inclusion of students with disabilities



Methodology and methods

- ✓ Qualitative and quantitative data will be collected from the sample target group of teachers across the five partner countries.
- ✓ Data will be collected through the use of one online questionnaire (Google forms).
- ✓ The questionnaire will be translated (if needed) into the partner country language and sent to the target group of teachers accordingly.
- ✓ Each partner will perform a data analysis of the findings in their countries and translate this report into English
- ✓ UCLL will receive the translated reports and produce the final data analysis report with data from the five partners.

Mapping of skills, competences and practices based on the 'Inclusive Teacher Profile', specific digital skills to promote inclusion, training programs and teaching strategies (EASNIE, 2012).

The "Profile of Inclusive Teachers" (EASNIE2012) more specifically the competencies related to the attitudes, knowledge, and skills for supporting all learners in inclusive education will be consulted in preparing the data collection tool/s.

<https://www.european-agency.org/sites/default/files/Profile-of-Inclusive-Teachers.pdf>

The profile of Inclusive Teachers has been developed as part of the Teacher Education for Inclusion project (TE4I) that has explored how all teachers are prepared via their initial education to be 'inclusive'. The profile of inclusive teachers identify the essential skills, knowledge and understanding, attitudes and values needed by everyone entering the teaching profession. It has been developed as a guide for the design and implementation of Initial Teacher Education (ITE) programs for all teachers. The intention is that the profile should be considered as stimulus material for identifying relevant content, planning methods and specifying desired learning outcomes for ITE and not a script for ITE program content. The profile has been developed around this framework of core values and areas of competence:

- ✓ Valuing Learner Diversity – learner difference is considered as a resource and an asset to education.
- ✓ Supporting All Learners – teachers have high expectations for all learners' achievements.
- ✓ Working with Others - collaboration and teamwork are essential approaches for all teachers.



- ✓ Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning.

The goal of Initial Teacher Education should be seen as developing the ability of new teachers to be more inclusive in their practice and developing new teachers who are effective in their teaching, as well as experts in subject content, Thus, the profile has been developed to support these goals. Primarily, the Profile has been developed as a guide for the design and implementation of initial teacher education programs for all teachers. It is not a script and is to be seen as stimulus material for identifying relevant content, planning methods and specifying desired outcomes for initial teacher education.

For the purpose of this research, the core value ‘Supporting All Learners’ and its areas of competence will be our guideline in collecting data from the direct target group with a focus on their digital skills and innovative methodologies and cooperative learning approaches that they adopt.

Core Value	
Supporting all learners: Teachers have high expectations for all learners’ achievements	
<i>Area of competence 1:</i>	<i>Promoting the academic, social and emotional learning of all learners</i>
Attitudes and beliefs underpinning this competence	Indicators <ul style="list-style-type: none"> - Learning is primarily a social activity; - Academic, practical, social and emotional learning are equally important for all learners; - Teachers’ expectations are a key determinant of learner success and therefore high expectations for all learners are critical; - All learners should be active decision-makers in their learning and any assessment processes they are involved in; - Parents and families are an essential resource for a learner’s learning; - Developing autonomy and self-determination in all learners is essential; - The learning capacity and potential of each learner has to be discovered and stimulated.



Essential Knowledge underpinning this area of competence	<p>Indicators</p> <ul style="list-style-type: none"> - Understanding the value of collaborative working with parents and families; - Typical and atypical child development patterns and pathways, particularly in relation to social and communication skill development; - Different models of learning and approaches to learning learners may take.
Crucial Skills to be developed within this area of competence	<p>Indicators</p> <ul style="list-style-type: none"> - Being an effective verbal and non-verbal communicator who can respond to the varied communication needs of learners, parents and other professionals; - Supporting the development of learners' communication skills and possibilities; - Assessing and then developing 'learning to learn skills' in learners; - Developing independent and autonomous learners; - Facilitating co-operative learning approaches; - Implementing positive behavior management approaches that support learner's social development and interactions; - Facilitating learning situations where learners can 'take risks' and even fail in a safe environment; - Using assessment for learning approaches that take account of social and emotional as well as academic learning.
<i>Area of Competence 2:</i>	<ul style="list-style-type: none"> - Effective teaching approaches in heterogeneous classes
Attitude and beliefs underpinning this area of competence	<ul style="list-style-type: none"> - Effective teachers are teachers of all learners; - Teachers take responsibility for facilitating the learning of all learners in a class; - Learners' abilities are not fixed; all learners have the capacity to learn and develop; - Learning is a process and the goal for all learners is the development of 'learning to learn' skills, not just content/subject knowledge; - The learning process is essentially the same for all learners – there are very few 'special techniques';



	<ul style="list-style-type: none"> - On some occasions, particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches.
<p>Essential Knowledge and understanding underpinning this area of competence</p>	<ul style="list-style-type: none"> - Theoretical knowledge on the way learners learn and models of teaching that support the learning process; - Positive behavior and classroom management approaches; - Managing the physical and social environment of the classroom to support learning; - Ways of identifying and then addressing different barriers to learning and the implications of these for teaching approaches; - The development of basic skills – in particular key competencies – along with associated teaching and assessment approaches; - Assessment for learning methods focused upon identifying the strengths of a learner; - Differentiation of curriculum content, learning process and learning materials to include learners and meet diverse needs; - Personalized learning approaches for all learners that support learners to develop autonomy in their learning; - The development, implementation and effective review of Individual Education Plans (IEP) or similar individualized learning programs when appropriate.
<p>Crucial Skills and abilities to be developed within this area of competence include</p>	<ul style="list-style-type: none"> - Employing classroom leadership skills that involve systematic approaches to positive classroom management; - Working with individual learners as well as heterogeneous groups; - Using the curriculum as a tool for inclusion that supports access to learning; - Addressing diversity issues in curriculum development processes; - Differentiating methods, content and outcomes for learning; - Working with learners and their families to personalize learning and target setting; - Facilitating co-operative learning where learners help each other in different ways – including peer tutoring – within flexible learner groupings; - Using a range of teaching methods and approaches in systematic ways;



	<ul style="list-style-type: none"> - Employing ICT and adaptive technology to support flexible approaches to learning; - Using approaches to teaching that are evidence based to achieve learning goals, alternative routes for learning, flexible instruction and the use of clear feedback to learners; - Using formative and summative assessment that supports learning and does not label or lead to negative consequences for learners; - Engaging in collaborative problem solving with learners; - Drawing on a range of verbal and non-verbal communication skills to facilitate learning.
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Targeted research in a nutshell:

Goals	<ul style="list-style-type: none"> ✓ To map the skills, competences and practices based on the “Inclusive Teacher Profile” (EASNIE, 2012) ✓ To map the specific digital skills, training programs, technological needs in inclusive learning environments ✓ To map strategies and pedagogical guidelines that promote cooperative learning
Basic process	<p>University College Leuven (UCLL) will design and develop the Targeted Research questionnaire with suggestions from partners.</p> <p>Each partner needs to translate the questionnaire and send it to their network of teachers/educators/etc. working with secondary school learners with mild disabilities.</p> <p>UCLL will draft the final Targeted Research report.</p>
Tools we will use	We will use 1 Google form to collect the information
Actions & Deadlines	<p>January 01: UCLL will send the first draft to all partners.</p> <p>January 07: partners send their suggestions to improve proposal.</p> <p>January 14: UCLL will send Google forms link.</p>



	January 21: Questionnaire is translated by all partners and is sent to the target group
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3. Data Collection Criteria and Development of Tools

Desk Research Data Collection Criteria and Tool

Statistics and policies in inclusive education	<p>Functioning of the educational systems across the partner countries</p> <ul style="list-style-type: none"> - Official statistics/data - Statistics from national ministries (if it could be necessary, statistics from subnational in case of federal states), institutions and associations. - Legislation and policy, special education acts. - Integration and inclusion of inclusive education in mainstream schools - Policies on equal opportunities in education - Special education resources provided by the ministry of education - Inclusive legislation.
Relevant research in inclusive education	<p>Relevant research studies carried out by universities or other institutions</p> <ul style="list-style-type: none"> - Pedagogical approaches that are used across the partner countries - Study materials including the 'Inclusive Teacher's Profile' - Recent literature and research on inclusive education
Professional profiles in inclusive education	<p>Teacher education for inclusive education across the partner countries</p> <ul style="list-style-type: none"> - Initial teacher training - Content of initial teacher training - Teaching/training methods - Assessment and accreditation - Shortages and needs in mixed classes (technical skills, digital skills, soft skills)

Tool for Data Collection



Google form has been created for the data collection. One form was filled per partner country by the partners. Several partners from one country (for example, Italy) collaborated together to fill one form.

The questionnaire consisted of 38 open-ended, multiple choice and check box questions.

<https://goo.gl/forms/N4U0gWDEo1YukZGq2>

The screenshot shows a Google Form titled "All-Inclusive-School Desk Research". At the top, there are tabs for "QUESTIONS" and "RESPONSES" with a count of "5". Below the title, the "Goals:" section lists three objectives: 1) To gather statistical data and information about national policies in relation to inclusive education, 2) To identify and describe relevant research studies carried out by universities or other institutions, and 3) To identify the skills of teachers in inclusive education settings. The form includes a required "Email address" field with a "Valid email address" placeholder and a "Change settings" link. Below this is the "Erasmus+ project no# 2018-1-IT02-KA201-048385" and the "ALL INCLUSIVE SCHOOL" logo. The "Country" question is a multiple-choice field with options: Belgium, Germany, Italy, Romania, and Spain. A sidebar on the right contains icons for adding questions, text, images, videos, and a list icon.



Targeted Research Data Collection Criteria and Tool

Data collection Rationale

<p>Mapping of skills, competences and practices based on the 'Inclusive Teacher Profile'</p>	<p>The profile of Inclusive Teachers has been developed as part of the Teacher Education for Inclusion project (TE4I) that has explored how all teachers are prepared via their initial education to be 'inclusive'. The profile of inclusive teachers identify the essential skills, knowledge and understanding, attitudes and values needed by everyone entering the teaching profession. It has been developed as a guide for the design and implementation of Initial Teacher Education (ITE) programs for all teachers. The profile has been developed around this framework of core values and areas of competence:</p> <ul style="list-style-type: none"> ✓ Valuing Learner Diversity – learner difference is considered as a resource and an asset to education. ✓ Supporting All Learners – teachers have high expectations for all learners' achievements. ✓ Working with Others - collaboration and teamwork are essential approaches for all teachers. ✓ Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning.
<p>Mapping of specific digital skills, training programs on the technological needs in inclusive learning environments</p>	<p>Assistive technology (AT) device is defined in US legislation as 'any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities'.</p> <p>The underlying idea of AT is that it enables learners to have greater control over their own lives, enables them to participate in and contribute more fully to activities in their home, school, and environments and finally, it enables them to interact to a greater extent with non-disabled individuals.</p>



<p>Mapping of teaching strategies and pedagogical guidelines that promote cooperative learning</p>	<p>Effective teachers use a mix of whole-class, group and individual activities. Cooperative group teaching (also referred to as cooperative learning) involves learners working together in small learning groups, helping each other to carry out individual and group tasks. It is particularly effective for teaching learners with special educational needs, especially in mixed-ability groups.</p>
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Data Collection Criteria

<p>Mapping of skills, competences and practices based on the 'Inclusive Teacher Profile'</p>	<p>For the purpose of this research, the core value 'Supporting All Learners' and its areas of competence will be our guideline in collecting data from the direct target group with a focus on their digital skills and innovative methodologies and cooperative learning approaches that they adopt.</p> <p>Core value: Supporting All Learners</p> <p>Area of competence 1: Promoting the academic, social and emotional learning of all learners</p> <ul style="list-style-type: none"> ✓ Objective: to analyze teacher's/educator's attitudes, knowledge and skills on promoting the academic, social and emotional learning of their learners. ✓ Indicators: EASNIE 2012 <p>Area of competence 2: Effective teaching approaches in heterogeneous classes</p> <ul style="list-style-type: none"> ✓ Objective: to analyze the attitudes, knowledge, and skills of teachers towards using effective teaching approaches in heterogeneous classes ✓ Indicators: EASNIE 2012
<p>Mapping of specific digital skills, training programs on the technological needs in inclusive learning environments</p>	<ul style="list-style-type: none"> ✓ Objective: to map the specific digital skills and training programs on the technological needs in inclusive environments. ✓ Indicators: <ul style="list-style-type: none"> ▪ Number of digital skills teachers/educators have ▪ Examples of digital skills that they excel in ▪ Availability of AT (number + examples) ▪ Availability of the knowledge and skills concerning AT (training, etc.)



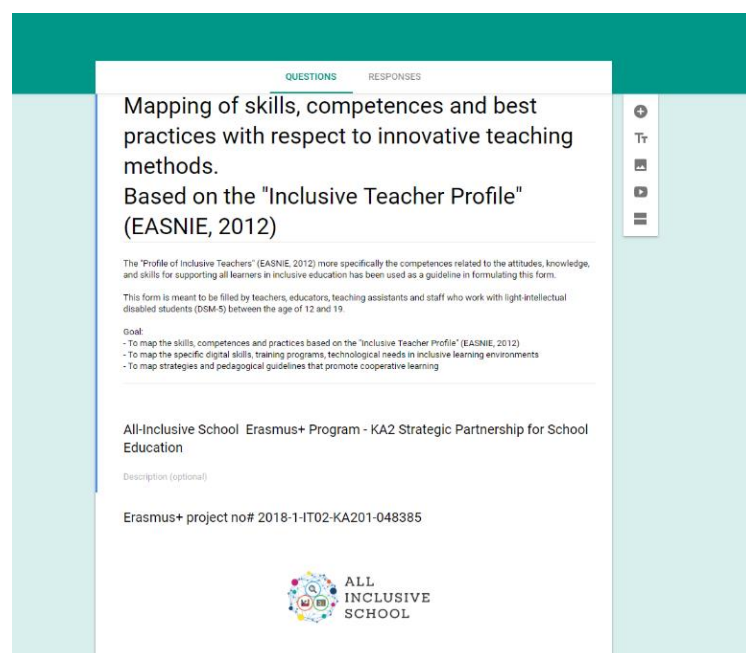
	<ul style="list-style-type: none"> ▪ Examples of successful training programs
<p>Mapping of teaching strategies and pedagogical guidelines that promote cooperative learning</p>	<ul style="list-style-type: none"> ✓ Objective: to map teaching strategies and pedagogical guidelines that promote cooperative learning. ✓ Indicators: <ul style="list-style-type: none"> ▪ interdependence, ▪ individual accountability, ▪ cooperation, ▪ evaluation in the classroom and among learners ▪ Number of strategies ▪ Example of strategies

Data Collection Tool

Google form has been created for the data collection. To be filled by 40 teachers per partner country who work in schools/institutions/etc. with our target group of learners. Several partners from one country (for example, Italy) collaborate together in spreading the form.

The targeted research Google form consist of 30 open-ended, multiple choice, check box, and Likert scale questions.

<https://goo.gl/forms/G8rnpH5abHLqKuyZ2>





4. Data Analysis

Partner Desk Research Data Analysis

Data was collected by the partners. In the case of Belgium, the data reflects the situation of the region of Flanders. In the case of Germany, the information is from the basic rules of the federal level and the specified regulations are from the State of Hessen. As for Italy, the data represents the national situation and for Spain it conveys the situation in Andalucía. For Romania, the data refers to national legislation; only one question that refers to assistive technologies refers to the local situation of the county of Vaslui.

Statistics and Policies in Inclusive Education

1. Partner country information on legislation and policy

According to the information that was shared through the desk research, it is clear that the consortium countries have legislations and policies related to education and special education. Below you can find a summary of the major legislations per country.

Country	Year	Legislation/Policy
Belgium	1914	The Compulsory Education Act
	1931	Compulsory Education to all learners with intellectual and physical disabilities
	1959	The School Pact Act (special education system be developed for all learners with 'learning difficulties')
	1970	Special Education Act
	2002	The Flemish Parliament Act on equal opportunities in education
	2008	The Flemish Parliament Act ensuring equal treatment during the school career



	2009	The Flemish Parliament Act on the adoption of the Convention on the Rights of Persons with Disabilities and the Optional Protocol to the Convention on the Rights of Persons with Disabilities, drawn up in New York on 13 December 2006
	2014	M-Decree. The Decree regarding measures for learners with special educational needs guarantees the inclusion of learners with SEN in mainstream education
Germany	2011	Inclusion rules of disabled students in schools
Italy	1977	Act 517 “Norms on students evaluation and on the abolition of entrance examination, and other norms on the modification of the school system”
	1992	Act 104 “Law on assistance, social integration and rights of people with disabilities”
	2010	Act 170 “New norms about learning disorders in the school system”
	2012	Ministerial Directive on “Tools for intervention for students with Special Education Needs and territorial organization”
	2015	Act 107 “Reform of the national education system”
	2017	Decree n. 66 “Norms for the promotion of school inclusion for students with disabilities”
Romania	2011	Order n. 5573 for the approval of the Regulation on the organization and functioning of the special and special integrated education. Order n. 5555 regarding the Regulation on the organization and functioning of the centers of resources and educational assistance. Order 5575 regarding the Methodology on home schooling, namely the establishment of groups / classes in hospitals, and in addition the setting up groups/ classes within hospitals.



	2014	Order 6552 for approval of the Methodology regarding the assessment, psycho-educational assistance, school and professional guidance of children, students and young people with special educational needs.
Spain	2006	LOE “Organic Law of Education”
	2013	LOMCE “Organic Law for the Improvement of Educational Quality” to improve the conditions of the students as proposed by the EU for the year 2020

It is evident that the issue of inclusion and the realization that all learners have the right to equal and qualitative education is on the agenda in the five countries. Some countries show more detailed data than others. For example, in Belgium the first School Pact for a special education system for learners with difficulties was put in place in 1959. While in Italy, the Law on assistance, social integration and rights of people with disabilities which included the ‘Individual Educational Plan’ as a tool to provide the appropriate teaching methodologies and evaluation to individual learners with disabilities came in place in 1992. In Spain, we can see that the modification of the Organic Law of Education of 2006 came to take place in 2013, this legislation aims at improving the quality of education following the objectives set by the EU for 2020. Furthermore, we see in Romania, an order was approved in 2014 by the Ministry of Education for the approval of the assessment methodologies, psycho-educational assistance, school and professional guidance of children, students and young adults with special educational needs.

2. *Special Education Acts: zoom-in per partner country*

Flanders (BE)

The 1970 Act had two basic principles:

1. The general rule was that a learner should attend a mainstream classroom and attendance at a special school would be an exception. Therefore, attendance of a special classroom must be justified by a comprehensive examination, independent of the school.
2. Since special education endeavors to meet specific needs discovered among pupils, it would be organized into eight types or pedagogical settings, designed to provide the most appropriate response to the particular need. This second principle constituted a break with the philosophy underlying the provisions made by other ministries dealing with people with disabilities. For the first time, a law



focused on the learner's needs rather than on their disability, and emphasized an educational rather than a therapeutic approach.

Germany (DE)

In the state of Hessen the ordinance for tuition, education and special support of students with impairments or disabilities (Verordnung über Unterricht, Erziehung und sonderpädagogische Förderung von Schülerinnen und Schülern mit Beeinträchtigungen oder Behinderungen; 15th of May 2012) is the legal basis for inclusion and special needs education.

Based on this ordinance there are special guidelines for learners with mental impairments and those with speech problems. Paragraph 1 of this ordinance says: "The promotion of the individual student first". Every child is encouraged to work with other children. The individual support is placed on the overall context of school learning. Mainstream schools are organized in such a way that the collective education and the common learning of all learners are met to the highest degree possible through active participation of each learner; taking into account the learners individual physical, social, emotional, linguistic and cognitive development. Other paragraphs in the ordinance handle the transfer of this basic goal into reality in mainstream schools. The different States (Bundesländer) are responsible for the educational regulations and for the content of the curriculum. Teachers are employees of the States. School buildings, facilities, and employees working in the bureau of the school head, fall under the responsibility of the districts.

Italy (IT)

Acts 104 and 170 aim directly at special education issues.

Act 104 regulates the way schools take care of students with disabilities. Article 8 states that the right to education has to be guaranteed to students with disabilities. Article 12 sets a coordination between medical professionals, school staff and families to provide the most suitable teaching response to the learner. Article 13 requires universities and nursery schools to take action. Article 14 requires additional training from support teachers in order to specialize in dealing with learners with disabilities. Article 15 states that school institutions at every level must establish a dedicated team to integrate students with learning difficulties. Act 104 establishes also the way students with disabilities must be evaluated and how they are integrated within vocational training centers.

Act 170 states that students with learning difficulties must be granted assistive tools and be exempted from activities inappropriate to their condition. Learners with learning difficulties are provided a



Personal Didactic Plan (PDP): an agreement between the school, the learner and the family. The agreement outlines the specific teaching methodologies and evaluation frameworks.

The Ministerial Directive issued on December 27th, 2012, “tools for intervention for students with special education needs and territorial organization”. This directive regulates the support provided to learners with SEN. In addition to establishing a team for inclusion (GLI) for each learner with disability. It is composed of school staff, medical and social professionals and the parents. Furthermore, the directive states that, for every school year a summary of the inclusion plan (PAI) need to be defined summing up the data, actions and policies featured by the school in providing inclusive education.

Romania (RO)

Ministry of Education Order no.6552 of 2014 for approval of the methodology regarding the assessment, psycho-educational assistance, school and professional guidance of children, students and young people with special educational needs. Order no. 5573/2011 for the approval of the regulation on the organization and functioning of the special and special integrated education. Ministry Order No. 5555/7 October 2011, regarding the regulation on the organization and functioning of the centers of resources and educational assistance.

Ministry Order no. 5575/2011 regarding the methodology of home schooling, namely the establishment of groups / classes in hospitals, and in addition the setting up groups / classes within hospitals.

Andalucía (ES)

Spanish legislation in relation to inclusive education has experienced a progressive enrichment since the Royal Decree of the Ordination of Special Education (1985). Only recently, the integration of children with disabilities into ordinary centers began to be considered. Based on these regulations, important achievements have been made in Spain, such as the enrollment of all people in a single system, the increase in psycho-pedagogical teams and the expansion of centers and resources to serve students with special educational needs (SEN). This law explicitly raises the benefits and the need to integrate learners with mental and sensory deficiencies in mainstream schools by providing specific individual support. Only in severe cases, learners must resort to special education centers. Subsequently, Organic Law 1/1990 on the General Regulation of the Educational System (LOGSE) clearly supports the principles of normalization and integration, introducing for the first time the concept of SEN to refer to those boys and girls who, carrying out their schooling in ordinary classrooms, require special support and even some type of curricular adaptation to overcome deficiencies or problems of development or learning. With the Organic Law of Education (LOE, 2006), the social



commitment of the centers to carry out schooling without exclusions, responding to the principles of quality and equity is deepened. In addition, it is intended to provide schools with sufficient autonomy to favor the inclusion of all students. The most current education regulations: the Organic Law for the Improvement of Educational Quality (LOMCE, 2013) has among its objectives to promote the maximum personal and professional development of people.

We highlight the most important advances:

- Schooling of all students in a single educational system.
- Increase of both personal and material resources and infrastructure to meet the SEN of students.
- Use of Special Education Centers only in cases where it is not possible or advisable to have an ordinary education.
- Development of plans for attention to diversity.
- Notable improvement of teacher training in inclusion issues.
- Progressive creation of the so-called open classrooms of Special Education in ordinary centers to serve students with severe educational needs.

3. Integration and inclusion in mainstream schools in the five partner countries

For Flanders (BE), the 1970 Act allowed pupils enrolled in special education to attend mainstream schools on a full-time or part-time basis. In the Flemish speaking community some small experiments of integration were introduced in 1980 for pupils with physical, visual or hearing impairments. In 1983, these experiments were extended to all pupils with physical or sensory disabilities at all school levels. In 1986, the normalization and integration idea led to the amendment of the 6 July 1970 Act on Special Education, which was then called the 6 July 1970 Act on Special and Integrated Education. Learners with disabilities got the opportunity to attend mainstream education under the guidance of a special school. In principle, no type or level of special education was excluded. In 1994, integrated education was extended to all types of special education.

In the case of Germany, based on the goals of paragraph 1 of the 2012 Ordinance of the State of Hessen, every mainstream school has to integrate and include learners with disabilities. The decision of school choice is to be decided by the parents. The parents can legally force mainstream education schools to accept their children. Going to court for this reason is an exception since most primary



schools only refuse children with severe multiple disabilities. Regarding secondary schools, the school counselor and administration study the situation together with the parents and the final decision is made by the parents. Legally inclusion exists, but in reality, most of the children with impairments or disabilities stay in special schools. These figures differ from one state to the other. For example, Bremen ranks first in inclusion with 80 % of students with impairments in mainstream schools. Five years ago the end of special schools was predicted, today the parallel system of mainstream and special schools still exist with no clear prospect on how it might evolve in the future. A major hindrance is that mainstream schools do not get enough support from the state to organize and plan inclusion. For example, not only having well trained teachers but an infrastructure that supports the teaching and the learners.

For Italy, taking into consideration the national legislation of the last 40 years, it is possible to trace a normative path from the 70s to the present day reflecting the steps leading to affirmation of inclusion for learners with disabilities within schools. In the '70s, the "logic of insertion" prevailed and mainstream schools began to open up to the presence of learners with psychic or civil disabilities. Between the end of the '70s and the '90s, the transition to an approach based on integration took place. Learners with disabilities were not only present in the classroom, but they were linked to the didactic activities and became an integral part of the class, having guaranteed special forms of support. Inclusion requires integration and comes from the teaching methodologies and the social relationships which involve students with disabilities. Actions and methodologies addressed to inclusion consider SEN students as a characterizing feature of the class group and therefore of the school population, not as a different part of it. These actions and methodologies have become part of the training and update of teachers, since the latest legislation has shifted the objective from integration to inclusion.

In the case of Romania, the school, second to family and home, is considered a main socializing source for learners. For this reason, school integration represents a customization of social integration especially to SEN learners. Accordingly, this plays a fundamental role in facilitating subsequent integration in community life through the formation of some skills and capacities such as conduct and attitudes. Furthermore, school integration with proper guidance allows the SEN learners to be in contact with their peers who might or might not be SEN learners and learn from each other and accept each other in the school as much as in the community. Hence, inclusion promotes diversity and equality within the educational system and supports the rights of the children. To be able to achieve this integration and inclusion, individualized learning approaches are tailored. These consist of long and short term objectives, identifying the support services, designing and applying a personalized intervention plan, periodic assessment and evaluation, and finally adapting the intervention plan according to the learners progress and needs.



As for Andalucía (ES), attending special schools is for severe mental retardation cases only. Different types of schools and education centers are highlighted. Modality A includes full-time mainstream schools attended by learners who can keep pace with the regular curriculum, with minor adaptations if needed. Modality B includes mainstream schools with some assistance and support in variable periods. The degree of inclusion varies according to the educational needs of the learners, the adaptations that need to be done and the infrastructure that they need or is available. Modality C includes special classrooms with learners who require significant adaptations to the curriculum. Modality D includes the special education schools/centers. Learners are referred to these schools after psychopedagogical consultations and require major curriculum adaptations. In addition to these modalities, there are combined schools too. They consist of mainstream classes and SEN classes and learners can move across both depending on their needs and capacities. And finally, the hospital classrooms, these are transitory during rehabilitation periods in the hospital.

4. Decree on Basic Education in the five partner countries

All five partner countries have a decree on Basic Education.

In the case of Flanders (BE), the Flemish government adopted the Decree in 1997. It is mainly a harmonization of existing acts concerning basic education (pre-primary and primary mainstream and special). All legislation concerning special education since 1970 was fully integrated into one general Decree on Basic Education. The same legislative integration took place for secondary education. In this Decree, special education is defined as: education, based on a pedagogical project, that provides adapted schooling, care and therapy for learners whose general personal development cannot be or can insufficiently be guaranteed, temporarily or permanently, in a mainstream school. The Decree also provides a formal, legal basis for the integrated education projects which had been running since 1980. Integrated education was defined as a form of cooperation between mainstream and special education. It is intended for pupils with a disability and/or learning or behavioral problems, to create the possibility to attend a mainstream school with additional support from a special school staff member. The special school receives extra teaching staff or paramedical staff and some working facilities to support integration.

For Germany, the Decree of Basic Education is written in the school laws of every state. Paragraph 2 of the school law of Hessen lists 16 basic educational goals that range from knowing the rights of the German constitution to the development of creativity and initiative.



In the case of Italy, basic education is called Prime Cycle and lasts 8 years. It includes compulsory primary school (lasting 5 years, from 6 to 11 years old) and lower secondary school (lasting 3 years, from 11 to 14 years old). These 8 years, together with the first 2 years of the Second cycle, make up the 10 years of compulsory education which is offered by the State, but that can also be undertaken through home education or at private institutions. These two levels of education are completely different, each one has its own specifications. Primary school promotes personality development and allows for the acquisition of basic knowledge and skills, including logical and critical thinking. The lower secondary school, through its disciplines, is dedicated to build on the learners autonomous capacity and his/her social interaction. The main law which regulate primary and lower secondary education is Decree n. 259 dated November 12, 2012 "National guidelines for the pre-primary school and the first cycle of education, in accordance with Article 1, paragraph 4, of the Presidential Decree of 20 March 2009, n. 89 ". Five years after its approval, the Ministry of Education disseminated a document "National Guidelines and new scenarios" prepared by the National Scientific Committee to accompany the National Guidelines. The core of the document includes the following topics: citizenship, linguistic skills, digital skills, statistics, computational thinking and digital citizenship and sustainable development. It refers also to the 17 sustainable development goals (SDGs) set by the UN 2030 Agenda.

In Romania, The National Education Law provides the framework under which the authority of the Romanian state of fundamental right to lifelong learning belongs. It regulates the structure, function, organization and functioning of the national public system. Private and confessional. The law stipulates compulsory education in 11 classes.

In the case of Andalucía (ES), basic education is organized in different stages and levels and not all are compulsory. Early childhood education is from birth until 6 years and is structured in two stages. First stage from 0 to 3 years and the second stage from 3 to 6 years. Although the second cycle is not compulsory, almost all children at that age go to school. In these two stages, affective development, body control, communication and social relationships are progressively worked on. Primary education starts at 6 years, it is compulsory and lasts until 12 years of age. In this stage, subjects are taught by teachers who have competence in all areas. However, the subjects of music, physical education and languages are taught by specialized teachers. Compulsory secondary education (ESO) starts at 12 years and ends at 16 years. This is organized in two cycles: the first consist of three school years and the second cycle of one year. It is the last compulsory educational stage and prepares the students for further education in a baccalaureate of their choice (humanities and social sciences, sciences, arts) for two years or in professional vocational training of their choice (basic vocational training, award technical degree, superior technician with access to university) for two years.



5. Policies on equal opportunities in education and/or equal treatment

All partner countries have policies on equal opportunities/treatment in education.

In the case of Flanders (BE), the Flemish Parliament Act of 28 June 2002 on equal opportunities in education conferred the right in principle to enrollment in a school or school site of choice to all pupils who, on the basis of a statement of special educational needs, are oriented towards a type of special education. A school board of a school for mainstream nursery and primary education and for mainstream secondary education may enroll a learner with a statement of special educational needs for types 1 to 7¹⁴, provided that sufficient support is available in the school to meet the learner's needs in the fields of education, therapy and care. The school board may decide to refuse the learner after consultation with the parents and pupil guidance center (CLB) supporting the school. To a certain extent, this provision already implements what is meant by reasonable accommodation in Article 2 of the United Nations (UN) Convention on the Rights of Persons with Disabilities: the right to necessary and appropriate modification and adjustments (here, the right to enrollment in a mainstream school of choice) not imposing a disproportionate or undue burden (here, (in)sufficient support). The Flemish Parliament Act of 10 July 2008, providing a framework for the Flemish equal opportunities and equal treatment policy, ensures equal treatment during the school career. Within the scope of the transversal equal opportunities policy, in 2011 the Flemish Government decided on a framework of objectives for people with disabilities and related action plans through the open method of

¹⁴ The 'M-Decree' provides an updated definition of the categories of learners with SEN (Sources: European Commission, 2017, p. 31 ; Raising the Achievement of All Learners in Inclusive Education – Belgium (Flemish community) Report).

1. Types: education adapted to the educational and developmental needs of learners:

- with a mild intellectual disability (type 1);
- with a moderate or severe intellectual disability (type 2);
- with serious emotional and/or behavioral problems (type 3);
- with a physical disability (type 4);
- admitted to hospital or in quarantine for medical reasons (type 5);
- with a visual impairment (type 6);
- with a hearing impairment (type 7);
- with serious learning difficulties (type 8).

Types 1 and 8 are not provided at nursery level.

Type 8 is not provided at secondary level.

2. Categories of education:

- Category of education 1 (types 2, 3, 4, 6, 7): acquisition of general social skills with a view to integration into a sheltered living environment
- Category of education 2 (types 2, 3, 4, 6, 7): acquisition of working skills and social skills and training for work with a view to integration into a sheltered living and working environment
- Category of education 3 (types 1, 3, 4, 6, 7): acquisition of knowledge and skills with a view to integration into a sheltered living and working environment
- Category of education 4 (types 3, 4, 5, 6, 7): acquisition of the same knowledge and skills as in mainstream secondary education.



coordination. This means that, following broad consultation, the members of the Flemish Government jointly decided on the objectives. Since March 2010, a new Flemish urban development regulation on accessibility has applied. This piece of legislation is a big step forward in making public infrastructure more accessible. Education stakeholders helped to implement the framework of objectives for the 2010–2014 Flemish equal opportunities policy which, among other things, aimed at full accessibility of school infrastructure, with a specific focus on new infrastructure.

As for Germany, every state has its own policy on equal opportunities in education. On the national level is the General Equity Law from 2006. The purpose of the law is to prevent or eliminate discrimination based on racial or ethnic origin, gender, religion or belief, disability, age or sexual identity (these are to be found also in the School law of Hessen). In 2017 the Federal Law on Participation (BTHG) came into action, a comprehensive legislative package that provided many improvements to persons with disabilities. Regarding education, a separate chapter clarified this as a special topic. In the future, school-based or higher-education vocational training will also be promoted as services for participation in education. As part of integration, for instance, the assumption of disability-related costs for a master program could be funded by the state. In addition to that, in the field of integration assistance, the benefits of participation in education will in the future include all-day schooling with a transition period until all administrative work is done. This should become effective as of 2020.

In the case of Italy, the right to education is enacted by the constitution, which particularly states that school is open to everyone (art. 34) and that people with impairments have the right to education and job training (art. 38). Besides these principles that guarantee a formal equality, the national legislation forecast facilities for learners with disabilities, such as free transport from home to school or the demolition of architectural barriers to favor access to the institutes. Moreover, both Act 104 and Act 170 provide policies to ensure equal opportunities and treatment for students with impairments. Act 104 has introduced to learners with disabilities the following measures: an individual educational plan and the figure of a support teacher, who is not specifically assigned to the learner with disability, but to the whole class. Therefore, the learner with disability is not seen as different. As said, Act 170 was designed to extend the policies of students with disabilities and learning problems: they are provided with a personal educational plan (PDP) that explicitly promotes equal opportunities of treatment. Since 2012 this policy has been extended to all learners with SEN, including learners with temporary conditions. Other measures are provided by territorial agreements. These involve scholastic and health institutions, municipalities, universities, parents' associations and other third party actors. In this framework, taking into account the requests of families, special attention is given to the school degree



of lower and upper secondary as a continuity between scholastic and vocational cycles. Regions also allocate funds to sustain paths for future job opportunities.

In Romania, the law guarantees the right to education to all people with special education needs. The special education system and special integrated system are part of the pre-university education. Both represent a different type of adjusted school training as well as a complex form of educational, social and medical assistance for learners with SEN.

In the case of Andalucía (ES), the LOMCE (2013) guarantees equal opportunities and provide for learners to develop to their maximum potential. Furthermore, the mandate of article 27.2 of the Spanish Constitution enforces that “education shall aim at the full development of the humane personality in respect to the democratic principles of coexistence and fundamental rights and freedom”. Hence, LOMCE stresses on both equity and quality.

6. Inclusive legislation in the five partner countries

For Flanders (BE), inclusive legislation in Flanders is highlighted by the M-Decree of 2014 which guarantees the inclusion of learners with SEN in mainstream education. The M-Decree aims to ensure that a higher number of learners can follow mainstream education and receive the quality care they require. It is no longer based on a purely medical model which provides support based on the learner’s problem, condition or disability. It is more focused on providing adapted support for each learner’s SEN. When feasible every learner has the right to enroll in mainstream school. If a school refuses to enroll a learner, the learner’s parents have the right to refer the case to the Commission on Pupil’s Rights. The M-Decree provides an adapted definition of the categories of learners with SEN¹⁵.

In Germany, inclusive education is regulated by each State and on the national level it is seen under the General Equity Law of 2006. In addition to the comprehensive legislative package of the 2017 Federal Law on Participation that sets priorities to learners with SEN.

In the case of Italy, the ministerial directive of December 2012 requires schools to provide a team for inclusion (GLI) to each student with disability. Since school year 2013/14 these teams have been available for each and every learner with SEN and the schools annually approve the inclusion plan (PAI). Schools, professional and local institutions are arranged in networks that are managed by Territorial Support Centers (CTS) and Territorial Inclusion Centers (CTI), with some schools having the role of “hub-schools for inclusion”. Act 107 regarding the reformation of the national education system

¹⁵ Idem.



explicitly aims at defining the levels of inclusion in schools, with emphasis on the need for personalized learner trajectories. Inclusion is considered a team responsibility including all the teaching staff. Subjects are taught in multiple ways and in small classes. Following this Act, Decree n. 66/2017, “Norms for the promotion of school inclusion for students with disabilities”, states that families and associations working with learners with disabilities are part of the inclusion process. The Decree provided performance assessment of inclusion in schools and made a distinction between the medical staff that certifies the disability and the care and education staff that defines the functional profile and educational needs of the learners.

For Romania, Order 5805/2016 provides the conceptual and operational framework for assessing children with disabilities and special educational needs. This order ensures the right to education and equal chances of these children. Inter-institution collaboration has been mobilized to ensure rehabilitation and empowerment.

In Andalucía (ES), The TR General Law on the Rights of Persons with Disabilities of 2013 (Royal Legislative Decree 1/2013, of November 29) Article 18 defines three important aspects:

1. People with disability have the right to inclusive, quality and free education, in addition to equal opportunities.
2. It is the responsibility of the educational administration to ensure an inclusive educational system at all levels, as well as lifelong learning, and guarantees admission to SEN learners in basic education.
3. Learners with SEN can seek admission in special schools only if their needs cannot be met in mainstream education.

The LOE, article 73 affirms that only learners with special educational needs can be excluded from mainstream education. Article 71 sustains that the educational administrations will ensure the necessary means to provide intellectual, social, emotional and personal development to all learners. In addition to providing the resources for learners requiring special educational needs for behavioral disabilities, intellectual disabilities, and performance disabilities. Finally the current Organic Law for the Improvement of Educational Quality (LOMCE) of 2013, added two essential principles: equity and quality. This regulation states that it will be the task of the Educational Administrations to carry out the relevant processes to identify difficulties and to assess needs at early stages.



7. Special schools and their percentage in comparison to mainstream schools in the five partner countries

In the case of Flanders (BE), there are 939 full time mainstream secondary schools in Flanders and 121 special education secondary schools. Since school year 2015/16 there has been a new definition for some types of special education. Type 1 (learners with mild intellectual disability) to type 8 (learners with serious learning disability). Type 3 (this was type 1 in special secondary education) are being phased out and transformed into the new type of basic offer. Learners from this new type can, after a positive evaluation from the school and the Pupil Guidance Centers (CLB), return to regular education over time. Also a new type 9 for children with autism who have no intellectual disability and despite support can't go to mainstream education.

In the state of Hessen in Germany, there are 223 special schools with 21.518 learners (1988: 27.403). 12% of the schools in this state are special schools and educating 3.36% of the learners. They address learners with eight different disabilities: learning, social and emotional development, cognitive development, physical and motoric development, language development, hearing impairments and learners with long-time illness.

In Italy, they host 0.8% of learners with disabilities and mainly addressed to deaf-mute learners.

For Romania, 3% of the schools are special and are addressed to learners with severe disabilities and to SEN learners who could not cope with mainstream education.

In Andalucía (ES) it is not mentioned how much percent do they compare to regular schools. But, these schools are referred to as Special Education Centers and addressed to SEN learners who need special attention, great adaptations in their curriculum and need special infrastructure that is not available in mainstream schools. Mostly they are referred to these centers after psychopedagogical evaluations.

8. The staff supporting our target group of learners in the five partner countries

In Flanders (BE), starting from school year 17/18, a new support model for the guidance of learners with SEN has been started in schools and centers of basic and secondary education. The staff supporting this target group are the regular teachers in mainstream education and SEN teachers from special schools who after the implementation of the M-Decree are moved to mainstream schools, psychologists, social workers, and the Pupil Guidance Center (CLB).

In the case of the state of Hessen (DE), the teachers in special schools are professionals trained in one or two of the eight different categories of disabilities recognized by the State. In addition to specialized



social pedagogues, trainees and volunteers. The last two are engaged people and are called inclusion helpers. In mainstream education, some teachers are trained to work with SEN learners, in addition to some trained social pedagogues.

In Italy, the staff supporting this target group consists of the regular teachers, one support teacher paid in a similar way as regular teachers by the Ministry of Education, and one educator mainly coming from social cooperatives and paid with local public funds allocated by municipalities.

For Romania, the team supporting the target group consists of the teachers, school counselor, speech therapist and the support teacher. It depends on the learners needs.

As for Andalucía (ES) , the staff supporting this target group of learners consists of support teachers, speech therapists, technical professional for social integration, technical professional for sign language interpretation and physiotherapists.

9. The number of supporting staff working with and supporting our target group of learners in the five partner countries

The number of supporting staff working with one learner varies among the five partner countries/regions. For Flanders, Romania and Italy, two supporting staff work with one SEN learner. In Andalucía this number goes down to one and in the State of Hessen in Germany we see no supporting staff working with SEN learners.

10. Time spent by the supporting staff with one single learner from our target group in the five partner countries

It was not easy to find official data to answer this question for the five partners.

In Flanders (BE), mainstream and special education schools form regional support networks. These networks provide support for mainstream schools in the guidance of the learners who have a motivated report or registration report of the different acknowledged categories of disabilities. In every support network, mainstream schools must have access to support from the special education schools for all types of registered disabilities.

In the State of Hessen (DE), the supporting staff works during regular classes and special training classes up to six hours per day depending on the disability of the learners.

For Italy, the average ratio between students and support teachers is 1.8 with a full timetable of 18hours/week. For each support teacher there is an average of 10 hours per week with one learner.



The educators are funded by the Municipality of the learner. For this, their presence might vary a lot, ranging between 3 to 15 hours per week with one learner. Hence, learners can be provided with supporting staff for 13 to 25 hours per week.

No specific data was provide for Romania, but it appears that the personalized intervention plan applies until the proposed objectives are met, taking into account the periodic evaluations. The team, if needed will continue the individualized support throughout the learners schooling period.

In Andalucía (ES), the supporting staff works 2 to 3 hours per week. If the learner needs more support, then he/she is transferred to a special classroom.


11. Funding of the supporting staff in the five partner countries

In Germany, Italy and Romania the supporting staff are funded through both public and private funds. As for Flanders and Andalucía, the funding is only public.

12. The planning and coordination of individual learning paths to this target group of learners in the five partner countries

In all partner countries/regions, individual paths are planned for this target group of learners.

The M-decree in Flanders (BE) states that it is the task of the school to develop a care continuum. It is a care policy in which the school goes through 3 phases in order to provide this for the learners, together with the pupil guidance center (CLB) and the parents:

-  Phase 0: broad basic care. From a vision on care, the school offers all learners a powerful learning environment. The school stimulates the development of all learners as much as possible, follows them systematically and actively works on the reduction of risk factors and the strengthening of protective factors.
- ✓ Phase 1: increased care. The school takes extra measures to ensure that the learner can continue to follow the common curriculum.
- ✓ Phase 2: expansion of care. The CLB takes an active role and investigates what the learner, the teachers and the parents can do and what they need.
- ✓ If the phases 0 to 2 have been completed and if following the common curriculum with reasonable adjustments is not feasible, the CLB can draw up a report for access to special education or for an individually adapted curriculum in mainstream education.



- ✓ Phase 3: individually adapted curriculum (IAC). The CLB draws up a report for access to special education or for an IAC in mainstream education. The IAC phase can take shape in both mainstream and special education.

As for Germany, individual paths depend on the internal rules of the schools. By law there should be an individual learning path for every student.

In the case of Italy, all students with disabilities have an Individual Project which includes the whole design of care. This Individual Project is provided to the person in need from his or her town of residency (act n. 328/2000). Schools must then design the Individual Educational Plan (PEI) to provide the most suitable teaching response to the learner, and the support teacher is responsible for its implementation. This plan is written by the teaching staff of the class which the student belongs to, together with the parents and the Multidisciplinary Evaluation Committee (UVM) of the local medical unit. The PEI deals with learning in the social, relational and communicative dimensions. It identifies the teaching and assessment strategies of the learner. It defines the tools for the working internships and coordinates the interventions on the learner. It is written at the beginning of every school year and is revised and verified throughout the school year. Learners with Learning problems or other SENs (i.e. temporary language impairments) are guaranteed a Personal Educational Plan (PDP) that acts as an agreement between schools, learners and families in outlining the specific teaching methodologies and evaluation framework followed by teachers with regard to the individual learner. The PDP is written according to the description provided by the medical staff who has visited the student. In the Italian educational system, there are different teachers in charge of coordinating activities related to inclusion. Their presence changes from one school to another and depends on the characteristics of the school population and its needs. The decision to name a teacher responsible for coordinating inclusion is up to the school Headmaster. As a general rule, the teacher acting as a coordinator is responsible for the following tasks: spreading awareness and in-depth knowledge about the learning disabilities, carrying out support tasks for colleagues directly involved in the application of personalized and individualized teaching methods, coordinating special education teachers' activities, presiding over different committees focusing on inclusion; keeping relationships with the local health authority and fostering relationships with the families of SEN learners; promoting, updating and self-updating among teachers, on the issue of inclusion.

For Romania, an initial psycho-educational assessment is done, to set up the level of knowledge and the degree of assimilation and correlation, with the potential and intellectual level of the learner, the level of acclimatizing to school and social environment, and to identify the barriers and special needs. The personalized intervention plan is then designed. It is an educational tool for planning and



programming the educational and therapeutic activities and to set up the interventions. The plan is set up by a team of specialist together with the parents. The plan specifies the objectives, activities, methods and means used, duration of activities, forms of evaluation and review of the intervention activities.

In the region of Andalucía (ES), the path or protocol that generally tends to be followed is the following: the figure of the tutor detects SEN, the external counselor or, where appropriate, the Center's Orientation Dept., diagnoses the type of disability. The support teacher carries out the ACNS (non-significant curricular adaptation) or ACS (significant curricular adaptation) so that the learner works with the tutor. The support teacher will carry out a follow-up on the learner and the work he/she does with his tutor.

13. Parent committees and individual parent involvement with teachers and supporting staff

In Flanders (BE), there are parent committees that work with the teachers and the supporting staff. They even developed an association. 'Parents for Inclusion' this association originated in 2001 for and by the parents of children and young people with disability who opt for inclusion. The priority goal of this association is: 'defend and promote inclusion as a right for children and young people with disabilities regardless of the degree and nature of their disability'. They want all children and young people with disabilities to be accepted as full-fledged people and that they have every opportunity to participate in social life. Therefore, they find it very important that they can live in connection with their own family and their own environment.

For Germany, it is not clear if there are parent committees, it depends on how mainstream schools transfer their inclusive plans into practice.

While in Italy, the Decree n. 66/2017: "Norms for the promotion of school inclusion for students with disabilities" states that families and associations working with students with disabilities are part of the process of school and social inclusion. It establishes performances and assessment of the levels of inclusion in each school. It distinguishes between the staff that certifies the disability (medical staff) and the staff that writes the functioning profile including the educational needs, called Multidisciplinary Evaluation Committee (UVM), constituted by medical staff together with one teacher and family members. The Decree, as the former Ministerial Directive of 2012, refers to the WHO's ICF diagnostic model, which considers an individual's functioning in relation to a biopsychosocial and not to a biomedical model.



In Romania, there are parent committees and their work depends on the child’s potential, the difficulties and the integration process. The parents can be a part of the intervention team. The law stipulates the obligation for parents to accompany the child during school activities. Only with the exception of severely disabled children requiring personal assistance by law.

It appears there are no parent committees who work together with teachers and support staff in Andalucía (ES).

Relevant Research in Inclusive Education

14. Pedagogical approaches that teachers and educators use our target group of learners in the five partner countries

Flanders (BE)	<ul style="list-style-type: none"> ✓ Cooperative Group Teaching ✓ Universal Design for Learning (UDL)
Germany (DE)	<ul style="list-style-type: none"> ✓ Individual Support (Binnendifferenzierung) ✓ Adverse Balancing
Italy (IT)	<ul style="list-style-type: none"> ✓ Constructive Learning ✓ Cognitive-Behavioral Learning
Romania (RO)	<ul style="list-style-type: none"> ✓ Cognitive Stimulation
Andalucía (ES)	<ul style="list-style-type: none"> ✓ Project-Based Learning ✓ Cooperative Learning

Cooperative Group Teaching: involves learners working together in small learning groups, helping each other to carry out individual and group tasks. It is particularly effective strategy in mixed-ability groups. The strategy has essential components: Interdependence, Individual accountability, Cooperation, Evaluation Cooperative group teaching is based on two main ideas about learning. First, it recognizes that when learners cooperate, or collaborate, it has a synergistic effect. Second, it recognizes that much of our knowledge is socially constructed; that is, we learn from others in our immediate environment - our families, our friendship groups and our workplaces.

Universal Design for Learning (UDL): is a multi-component strategy that involves planning and delivering programmes with the needs of all students in mind. A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and B) reduces barriers in instruction, provides appropriate



accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited in languages.

Individual Support: this means that you use "Binnendifferenzierung" - a German word, that cannot be translated literally. It means, that the teacher uses different topics, different pedagogical methods and different learning tools for different parts of the class during one lesson to support the individual needs of the learners.

Adverse Balancing: could be combined with Binnendifferenzierung, is a prevention approach, that includes the parents, based on special support training courses.

Constructivist Learning: based on a constructivist learning theory, which shows the close relationship between the learner and the context. It emphasizes learning as effectively solicited by a teaching that supports and coordinates: the knowledge system, the techniques system and the learner system. It also emphasizes the importance of peer relationships for learners with disabilities to better define a positive self-image and to favor a cooperative construction of knowledge (cooperative learning and scaffolding).

Cognitive-Behavioral Learning: the goal is to teach more in less time, through the use of curriculum strategies that teach generalization whenever possible, individual learning, optimization of study time, and increasing motivation towards learning.

Cognitive Stimulation: consists of actions and compensatory programs that facilitate the understanding of things, phenomena, people and situations of life in their instrumental-integrative dimension. For learners with mild and moderate mental deficiency, cognitive stimulation involves structuring the complex external stimuli. Furthermore, the organization and formation of personal and social autonomy involves carrying out activities that lead to: 1) forming and developing social abilities that lead to a high degree of psychosocial maturity and 2) Forming and developing psychomotor skills that enhance personal autonomy.

Project-Based Learning: introduces the learners to research within their regular classes. Starting from an exploration of previous ideas in relation to a specific topic, a hypothesis is formulated that will have to be validated throughout a research process. Learners are organized in heterogeneous groups who carry out the research and perform the data analysis. The role of the teacher is to guide the learners in their group work and to provide support when needed.

Cooperative learning: this form of work provides the student with significant improvements on various levels. In conducting research, in deep understanding of abstract concepts, in adapting and applying



knowledge to real life situations, in creative problem solving, in synthesizing and summarizing, in oral expression, in planning and management, and finally in their interpersonal skills.

15. Study materials that are applied to and used with this target group of learners in the five partner countries

Flanders (BE)	<ul style="list-style-type: none"> ✓ Profile of Inclusive Teacher ✓ Promoting Inclusive Teacher Education Materials
Germany (DE)	<ul style="list-style-type: none"> ✓ Study Material certified by the Ministry of Education
Italy (IT)	<ul style="list-style-type: none"> ✓ Based on the individual education plan
Romania (RO)	<ul style="list-style-type: none"> ✓ Synthesis of Special Psychopedagogy ✓ Special Psychopedagogy
Andalucía (ES)	<ul style="list-style-type: none"> ✓ Significant Curricular Adaptation (ACS) ✓ Non-Significant Curricular Adaptation (ACNS)

Profile of Inclusive Teacher: has been developed as part of the Teacher Education for Inclusion project (TE4I) that has explored how all teachers are prepared via their initial education to be ‘inclusive’. The profile of inclusive teachers identify the essential skills, knowledge and understanding, attitudes and values needed by everyone entering the teaching profession. It has been developed as a guide for the design and implementation of Initial Teacher Education (ITE) programs for all teachers. The intention is that the profile should be considered as stimulus material for identifying relevant content, planning methods and specifying desired learning outcomes for ITE and not a script for ITE program content.

Promoting Inclusive Teacher Education Materials: this guide focuses on challenges and barriers in the area of teaching and learning materials used in teacher education. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive teaching and learning materials.

Study Material certified by the Ministry of Education: every head of school is responsible for the study materials that they use. Each school has a special pedagogical concept that they follow and the study materials apply to the same concept. Furthermore, all study materials need to be certified by the Ministry of Education of each state in Germany. In Hessen there is a list of 69 pages of certified study materials that is updated every six months.



Individual Education Plan in Italy: the curriculum of school subjects can be developed to minimum or differentiated objectives. Teaching aids necessary for the participation of the learner in the activities are indicated in the individual education plan. They are tools available to the individual learners. Therefore, there is no uniformity with respect to the content of the study materials.

The teaching aids include:

- Digital content in textbooks (available in print or digital format), to be used with the interactive whiteboard. These are audio and video in-depth analysis or synthesis interactive activities that combine theory and practice.
- Construction of an "ecological" learning environment in which inserting materials that exploit an analogical language (images, photos, tables, cards, drawings). It is a laboratory of learning and training that involves the whole class and that ensures the participation of all. Learners are asked to perform exercises such as: the visual-spatial organization of the terms found in a brainstorm activities, the representation of a "word-cloud", the construction of some concept maps, the study and verification of graphs, tables and histograms, video editing, photomontages and presentations. Students are divided into small groups and have to choose the most functional materials to perform a given exercise.

Synthesis of Special Psychopedagogy by Alois Ghergut

Special Psychopedagogy by Emil Verza

Significant Curricular Adaptation (ACS): corresponds to a modification of the learning objectives and evaluation criteria of the curriculum in the case of a significant gap in the learners' level with respect to the school level according to his/her age. The ACS must be completed by the support teacher with the advice of the Educational Guidance Unit (EOE) or the Orientation Department (DO), and with the help of the tutor or teacher responsible for each subject. They must comply with the psychopedagogical report of the EOE or the DO.

Non-Significant Curricular Adaptations (ACNS): this adaptation model does not modify learning objectives or evaluation criteria. It can affect methodological aspects and the prioritization of competencies and minimum requirements. The elaboration of the ACNS is coordinated by the tutor who is responsible for completing all the sections of the document, except for the curricular proposal, which is completed by the teacher of each subject / area that needs adaptation.



16. Literature review on inclusive education in the five partner countries

Flanders (BE)	<ul style="list-style-type: none"> ✓ Disability Mainstreaming in Flemish Policy <p>The Policy Areas of Education & Formation and Work & Social Economy University of Antwerp & Vrij University of Brussels (2014) retrieved on January 10, 2019 File:///D:/u0086567/Downloads/131452.pdf</p> <ul style="list-style-type: none"> ✓ Social participation of students with special educational needs in different educational systems <p>Retrieved on January 10, 2019 https://www.tandfonline.com/doi/abs/10.1080/03323315.2015.1010703</p>
Germany (DE)	<ul style="list-style-type: none"> ✓ Education Report <p>Bertelsmann-Foundation 2018</p>
Italy (IT)	<ul style="list-style-type: none"> ✓ Universal Design for Learning, for the enhancement of differences: an exploratory survey on teachers <p>E. Ghedin, S. Mazzocut, 2017</p> <ul style="list-style-type: none"> ✓ Special Pedagogy and the principles of Evidence Based Education <p>L. Cottini and A. Morganti (2015)</p>
Romania (RO)	<ul style="list-style-type: none"> ✓ Education for each and every one <p>UNICEF, Institute of Education Sciences, RENINCO Romania Association, 2015</p> <ul style="list-style-type: none"> ✓ Education – The misfortune to Integration of Disabled Children from Romania <p>The Institute for Public Policy Bucharest and Speranta Foundation Timisoara.</p>
Andalucía (ES)	<ul style="list-style-type: none"> ✓ Ined21 research on the state of inclusive education in Spain <p>Ined21, 2016</p>

Disability Mainstreaming in Flemish Policy

Disability mainstreaming is a relatively new policy strategy and is the result of a paradigm shift in thinking about disability from a medical to a social model. This research focuses on the realization of policy and is complementary to parallel research on the experiences of people with disabilities with regard to the implementation of the UN Convention, which was carried out by a consortium of universities commissioned by the Inter federal Equal Opportunities Center (Hardonk et al. al., 2014).

***Social participation of students with special educational needs in different educational systems***

Yearly data are collected describing progress in inclusive education. Frequently used criteria are the percentages of students attending special schooling or percentages of students officially labelled as having special educational needs (SEN). However, both criteria have pitfalls. In this study, the social participation of students was used as a criterion. The social participation of students with SEN was compared to the social participation of typically developing students in three countries, i.e. Norway, the Netherlands and the Flemish region of Belgium.

Education Report

The "Paper for inclusion" covers the whole range of reports about inclusion. The main results are: that the Northern part of Germany has a higher percentage of inclusion than the Southern part and that high inclusion occurs for students with impairments in speaking and learning. The Bertelsmann-Report concludes that for all other target groups, Germany did not come close enough to the inclusion requirements of the UN Convention or moved further from the requirements.

Universal Design for Learning, for the enhancement of differences: an exploratory survey on teachers

In this study it is stated that "the purpose of the UDL is to create curricula that are sufficiently flexible to guarantee the participation of all through the adoption of 3 fundamental principles: providing multiple means of representation, multiple means of action and expression and offering better and more numerous means of involvement. UDL represents a modality of planning and management of the educational practice that reduces the barriers in education from the beginning, maintaining a high level of success for all students through the design of flexible and accessible curricula.

The research was conducted through a teacher questionnaire to analyze "how much the inclusive practices performed in different fields are shared in the working context of belonging". "The didactic practice implemented at school is investigated in order to understand how UDL principles are already unintentionally taken into account in the Italian reality without knowing the model".

This not only demonstrates the commitment of the Italian school for the promotion of school inclusion, but also attests that the educational practices are innovative and sometimes unconsciously reflect the principles of the new concept of universal design.

Special Pedagogy and the principles of Evidence Based Education

In this study, the authors propose some reference principles to be used in scholastic inclusion research. The choice to consider different experimental procedures depends on the complexity of a theme



related to inclusive education, which is "connected to situational variables (perceptions, attitudes, personal inclinations of the actors, logistic organization, etc.) difficult to check with classic experimental models. They identify 3 phases of the research work: planning, implementation, verification and enhancement. They underline that quality standards for each of the analyzed methodologies are guidelines to guide the internal debate on special pedagogy and inclusive education.

Education for each and every one

The access to and participation in education of children with disabilities and SEN from schools participating in UNICEF Campaign "Go to school!"

Education – The misfortune to Integration of Disabled Children from Romania

No further information was provided.

Ined21 research on the state of inclusive education in Spain

Ined is specialized in education and learning, founded by Víctor González and José Luis Coronado. The objective is to probe the state of inclusive pedagogy in Spain through the opinion of 110 teachers who perform, at the time of the study, functions of support for integration and have a professional profile of Therapeutic Pedagogy: Hearing and Language. The study has focused on the support of learners in ordinary classrooms to check the degree of educational inclusion within their reference groups, with their peers, and with didactic practices in the curricular areas of basic education.

Professional Profiles in Inclusive Education

17. Entry to initial teacher education in the five partner countries

In Flanders (BE), there are no other admission requirements for initial teacher education than the general admission standards stated in the Eurybase report (database of educational systems in Europe). There is no discouraging policy in teacher education for any minority group or students with special needs. When students apply, sometimes an interview and even a short assessment is done, but this is rather seen as supportive. Generally, there is a great willingness to support students who might be less prepared for higher education, because of linguistic diversity, former vocational training or special needs. Some teacher education institutions facilitate the accessibility by offering differentiated routes, for example by offering accelerated routes for students with specific talents or prior knowledge.



In the state of Hessen (DE), the education of teachers is divided into five Groups: teachers for primary schools, teachers for general schools, teachers for grammar Schools (high education), teachers for special schools and teachers for vocational schools. The first part of the education takes place at the university and lasts four years. At the end of this part a master degree is granted. A practical part follow can follow, for the ones who want to join the school system, it is an educational training of 21 months. During this period the trainee teaches his/her own classes in addition to following theoretical courses at study seminars. At the end of this traineeship a practical examination with a demonstration lesson is done. Successful candidates are granted a state examination and are able to teach in schools.

In Italy this depends on the level of the school that they intend to teach in. However, every teacher needs to have a master degree. Primary school teacher training consists of a 5 year university degree in “Science of Education”, this includes the license for teaching that would eventually pave the way for becoming tenured. Secondary school teacher training is the same for 1st and 2nd grade (11 to 14 & 14 to 19). The legislation on becoming secondary level teacher have changed several times during the last years. A degree in any subject is required for teaching as a temporary teacher. To become tenured, it is a priority to get the license and then pass a public exam (competition) to access the profession. Until 2016, obtaining the license was through attending a two years specialized course at the university (TFA). Currently, taking part in the public exam (competition) requires finishing a number of university credits (CFU) in anthropo-psycho-pedagogical scope and in didactic methodologies and technologies. For becoming a Special teacher, an additional 2 year specialization from the university is needed. This includes courses on inclusion, disabilities and SEN. With this specialization a public competition can be accessed to entry at school as a special teacher followed by a period of internship.

In the case of Romania, the provisions of the National Law of Education, the initial training, enables people to employ as a teacher includes/ refers to: The initial theoretical training in a specialty is being done through universities, within some programs accredited according to the law.

As for Andalucía (ES), the initial teacher training is done from the Baccalaureate with the selectivity (compulsory exams for all the students to access universities). There are no previous courses to access these studies.

18. The content of initial teacher education courses in the five partner countries

For Flanders (BE), the teacher profile and competences are agreed upon by law, for every level of education (2007). Using the ‘national’ competences as a basic tool, teacher educators very often have developed a curriculum bottom-up, working collaboratively. Often, it is the teacher education



commission of a specific teacher education college, who takes the final responsibility for a new curriculum. There is a great variety in the way teacher education addresses inclusion or themes that may impact on inclusive education. Initial teacher training in a 180 ECTS programme often put a large emphasis on diversity as a central theme during the professional bachelor years. Mostly in the second year students are taught to use differentiated practice, deal with different learning styles among their pupils, and be aware of equal opportunities issues. In the third year students have to deal with diversity and SEN in a more effective and individualized way. Cultural barriers, as well as policy towards SEN pupils and language diversity policy is discussed. Most students learn about alternative evaluation and individual education planning (IEP) and often evidence based practice as a way to operate with the IEP. In the third year a large part of ECTS points are meant for practice, which allows students to have a deeper insight on the way schools deal with diversity and inclusion.

For Germany, during the university phase of studying, there is special education in two or more subjects and a basic pedagogical education in didactics, methodology and psychology.

For Italy, until 2015 the courses included the following content: didactics of the subject areas of teaching, transversal disciplines, such as general and special didactics, general and special pedagogy, teaching methodologies, psychology and sociology. The subjects consisted of theoretical as well as practical parts, in addition to pedagogical and educational laboratories. Students needed to know particularly how to plan different typologies of lessons (project based, dialogue based, etc.), how to evaluate pupils and class management. In addition to SEN training. Furthermore, multiple hours of internship within the active formative traineeship (TFA) are required. Currently, the specific courses for teaching have been abolished, but the content of the classes that have to be attended to get the university credits are the same. The in-depth educational laboratory and training parts have fallen out. The internship takes place after the public competition to school entry as a tenured teacher.

For Romania, initial teacher education consists of two years of teacher training for a master degree or attending a psycho-pedagogical module of levels 1 & 2 in specialized departments within higher education institutions. In addition to a one school year internship in a higher education unit under the supervision of a mentor teacher.

For Andalucía (ES), initial teacher education starts from the Baccaureate level through undertaking a compulsory exam that would allow selection to enter and study at the university. There are no previous courses or preparations to enter into teacher education. And there are no initial teacher training courses.



19. Teacher education update, with special focus on inclusion (if any) in the five partner countries

For Flanders (BE), It became official in September 2017 that from the academic year 2019-2020, teacher training in Flanders will be reformed in several areas. The Flemish government has approved to these reforms. The biggest change is about who wants to become a teacher through the university. At the moment, they first have to obtain their master's degree and then follow an additional specific year of teacher training. From 2019-2020, candidate teachers can opt for educational elective courses during their first three bachelor years and then take an educational master. In this way, a university teacher training takes 5 years instead of 6 years. It also has to ensure that there is more overlap between the theory and teaching by combining both from the start. The bachelor's program in kindergarten, primary and secondary education will also continue to exist, but they will be reformed in terms of content with new electives. From 2019-2020 students can also opt for 'Dutch as non-mother tongue language' as one of their two electives. Becoming a teacher through adult education will no longer be possible in the future. A program must always be obtained from the university of applied sciences or university from 2019-2020. Experts from the field (for example, a baker or carpenter) with three years of work experience who want to become a teacher, must take a graduate course at a university of applied sciences. Even those who have already followed a Bachelor's degree and later want to teach, must go to College. They can follow a shortened bachelor of secondary education of one year. Nothing concrete has yet been decided about the master in primary education. The Flemish Education Council will investigate this track further and give advice.

For Germany it was difficult to explain because of the variations among each state. But the update has more or less to do with the trainings about individualized learning, self-organized learning and cooperative learning methods.

In Italy, all teachers are required to update their training by attending specific courses. According to Law 107/2015, in-service teacher training is "mandatory, permanent and structural". There is a variety of courses and the teachers can choose freely. The most prominent course for the last years were related to digital education, teaching based on competences, CLIL methodology and inclusion. Some topics on inclusion are among others, SEN, bullying, cyberbullying, the use of digital tools to overcome obstacles and promote inclusion in reading, writing and calculation. The courses are provided by the schools, universities and other agencies accredited by MIUR (Ministry of Education, University and Research).

For Romania, continuous teacher training can be provided by a wide range of organizations. It varies from universities and CCDs (Casele Corpului Didactic) to NGOs and training institutions. This training



involves the following activities: training programs and activities, scientific and psycho-pedagogical training, didactics training, training on leadership, guidance and evaluation.

For Andalucía (ES), according to the information we got in the desk research, it is not known if there is an existence or absence of a teacher update.

20. Teaching and training methods taught in the five partner countries

Flanders (BE)	<ul style="list-style-type: none"> ✓ Cooperative learning ✓ Reflective learning ✓ International experience (Erasmus programs) ✓ Working with SEN learners ✓ Working with different cultural groups ✓ Working with language diverse groups ✓ Classroom differentiation and individual adaptation ✓ Universal didactics ✓ Differentiation and assessment ✓ Reflection groups ✓ Projects ✓ Portfolios ✓ Problem-based education
Germany	<ul style="list-style-type: none"> ✓ Self-organized learning ✓ Cooperative learning
Italy	<ul style="list-style-type: none"> ✓ Cooperative learning ✓ Role playing ✓ Flipped classroom ✓ Digitalization of education ✓ Training methods on inclusion and disabilities ✓ Applied Behavioral Analysis (ABA) ✓ Positive and negative reinforcement for ADHD ✓ Conceptual maps ✓ Trainings on SEN
Romania	<ul style="list-style-type: none"> ✓ Cooperative learning ✓ Active participation methods
Andalucía (ES)	<ul style="list-style-type: none"> ✓ Cooperative learning ✓ Project-based learning



In Flanders (BE), Integrated initial teacher training: 1) Pre-school education: often builds upon a mainly practical route that is supported by theoretical input, cooperation, reflective practice and optional modules, consisting of, for example, international practice experience (Erasmus programmes), or SEN either in special schools or in inclusive settings. 2) Primary Education: the theoretical input is compulsory, but practice often leaves options whether students will work with students with SEN or in groups with a large cultural and language diversity. All students however have a route that guides them towards a more professional approach concerning classroom differentiation and individual adaptations. Collaboration among students, reflection and small projects of action research contribute to the strengthening of the competences. 3) Secondary Education -16: While teacher students for secondary education usually prefer their own subject, teacher education programmes also take care of more universal didactics, differentiation and assessment issues, independent of the specific subject. Reflection groups, projects, portfolios and methods of problem-based education have to make sure students are working together with different-subject student teachers. Educators also mention differentiation for the student assessment, either referring to college policies, or to special programs as student tutoring.

For Germany, some teaching and training methods are: self-organized learning and cooperative learning.

In Italy there are many teaching methods that are usually taught but the most discussed are active teaching methods, such as cooperative learning, role playing and flipped classroom. Besides, in the last few years a lot of importance has been given to the digitalization of education and schools and issues concerning SEN. Regarding training methods on inclusion and disabilities, the most important topics deal with ABA method for autistics, association between images and concepts, analytical method (for students with mild cognitive disabilities), SEN issues, positive and negative reinforcement for ADHD, conceptual maps.

For Romania, active participation methods are used in educational activities. Specifically, because they stimulate the interest for learning, help facilitate contact with the surrounding and reality. These methods are the basis in designing educational activities because they stimulate and develop cooperative learning.

For Andalucía (ES), cooperative Learning: referred to a group of teaching procedures that start from the organization of the class in small mixed and heterogeneous groups where the students work together in a coordinated way to solve academic tasks and deepen their own learning. It is based on the educational potential of the interpersonal relationships existing in any group, in considering the



values of socialization and integration as effective education, in learning by decompensation and in the increase of academic performance. It is a methodology that provides a significant improvement in the learning of all students who are involved in it, in terms of:

Project-based learning (PBL): it is a teaching model based on the use of authentic and realistic projects, based on a highly motivating and involving question, task or problem, directly related to the context of the profession, through which the learners develop competences in a collaborative approach in search of solutions. In this methodology, knowledge learning has the same importance as the acquisition of skills and attitudes. It is important to understand that it is a methodology and not an instructional strategy. It is also considered a learning strategy, in which students are faced with a project that they must develop. It involves sustaining learning based on the senses. Give the protagonist to learners by avoiding their passive role of the content system and working from their active and critical participation to reach the key aspects defined in the project.

21. Assessment and accreditation in initial teacher training in the five partner countries

In Flanders (BE), modules and teacher practice in highly diverse contexts or in groups with a higher level of support need, if compulsory, are evaluated in different ways. Many teacher educators use portfolio or a journal in which reflection on their actions are part of the learning process. In some cases students have to design lessons that can effectively differentiate for the specific needs that are present in the group, they work with IEP's or action research on diversity. Many evaluation formats show the emphasis on problem solving skills, collaboration and responsibility towards schools where their teaching practice is seen as an effective support in diverse groups.

For Germany, the teacher-student need to undertake written examinations in their subjects and on pedagogy, didactics, methodology and psychology. In addition to oral examinations. As for the practical evaluation, a demonstration lesson combined with a written guideline about an educational approach.

For Italy, once passed a public competition, the teacher is assigned to a school where he/she will perform a "trial and training year" supervised by a tutor. During this year the teacher is required to attend a number of training laboratories and to demonstrate his/her competences in teaching. At the end of this period the teacher will be evaluated by an "evaluation committee" consisting of a group of experienced teachers and the school headmaster. If the teacher doesn't pass this examination, he/she can repeat only one more time. According to the new rules, after the competition and the assignment to the school, the teacher is required to run a training period (FIT) lasting from one to three years in relation to the eventual previous teaching experience. Only at the end of the training period, in both situations, the teacher will get the role.



As for Romania, initial theoretical training programs in specialty and psycho pedagogy are accredited and evaluated periodically by the Ministry of National Education, through ARACIS or other authorized bodies, according to the law. The initial training of the future teaching staff is being carried out within the department for the training of teaching staff within universities, institutions accredited to provide psychological, pedagogical and specialized training of students. To become a teacher it is necessary to take a bachelor examination, a graduation exam of a higher education institution or a graduation of postgraduate courses of at least 1 year and a half. The teaching positions are taken in charge by contest consisting of written or oral tests, based on a methodology approved by MEN

For Andalucía (ES), after passing each of the subjects of the teaching degree, an End-of-Course Project (TFC) must be developed and defended, argued and approved so that, according to current legislation, the person can get their master's degree.

22. One best practice per partner country

Flanders (BE)	TOP-Colleague, CO-teacher (TOP-CO) https://pincette.vsko.be/meta/properties/dc-identifieur/2018_05_16_LER_Prioritaire%20nascholing%20Top-Co
Germany	Wilhelm-Leuschner-Schule in Niestetal https://www.wls-niestetal.de/
Italy	Inclusion
Romania	Theoretical & Pedagogical training
Andalucía (ES)	The School Garden Project (community education)

TOP-Colleague, CO-teacher (TOP-CO)

TOP-CO (supporting plan team TOP-Colleague, CO-teacher) A training initiative from the Flemish government. Staff development for professionals who support in inclusive schools for the school years 2018-2019 and 2019-2020). TOP-CO is fully committed to strong partnerships and guidance competences for support staff. In this program teams go together through nine central roles: cooperation, co (te) aching, self-care, working with a support plan and school development. The goal is to strengthen the shared competence of the team and to create good partnerships. In September 2017, the support model for students with specific educational needs started.



Wilhelm-Leuschner-Schule (Wilhelm-Leuschner School)

This school is a partner in the project. Counselling talks with the parents take place in November one year before the candidate learner would register. There is a council of support in the school that decides about the format and the way of how inclusion will take place. There is a Special teacher in the head council of the school that visits the primary schools in the neighboring area together with the teachers responsible for the new classes to organize the transfer. In every class (5th and 6th grade) there are no more than five learners with special needs in cognitive development and hearing and speaking. Learners with social and emotional problems are alone in one class. Special teachers teach the main subjects. In the art "handicraft" classes (obligatory subject) there are different offers (two hours a week) for learners with cognitive and learning problems. For learners with social and emotional problems, different offers are based on special guidelines and in cooperation with the social pedagogues of the school. In the 7th grade there is a differentiation in the German, English and Mathematics (small Groups) classes, and in some part of the politics/History and natural sciences classes. In the 8th Grade, trainee programs in Enterprises are available for two weeks for all learners with Problems. For those with learning problems, there are special courses to help achieve the certificate regarding the educational goals of every Student. In the 9th grade, more differentiated offers are available such as theater-work or electronics. The decisions about the level of the support are discussed every six months and the way of supporting is checked continuously. Every two years the basic development plan of the School is revised.

Inclusion

For Italy, the best practice is inclusion in the whole sense of the word. Learners with mild cognitive disabilities are almost always included in mainstream classes and take part in most of the class activities together with their peers. The approach is to try to include learners with severe disabilities in some activities. Teachers assign to classes projects in which learners with a disability can participate. These include, cooperative learning activities, practical laboratories, art, music and theater. Furthermore, learners with mild disabilities can be involved in the working internship (Alternanza Scuola Lavoro). It is a job experience period within the scholastic career. When possible, learners are accompanied to the job market to ensure them with a better future.



Theoretical & Pedagogical training

No further explanation was provided in the desk research. But it was mentioned that the best way of providing initial training for a teacher consists of a combination of theoretical training and the development of pedagogical skills.

The School Garden Project (community education)

The main objective is to create a garden that serves the community by raising awareness on environmental issues, promote sustainability and healthy lifestyle habits. The project is considered as a best practice because it describes the attitudes and practices that are essential in and for inclusive societies. These are and not limited to:

- ✓ awareness of the impact of our attitudes and daily tasks on the planet;
- ✓ cooperative and collaborative attitude;
- ✓ respect the rules of operation of a common and shared space;
- ✓ value physical work and effort for a common objective;
- ✓ create spaces for communication, joy and relaxation. Away from technology and in contact with nature.

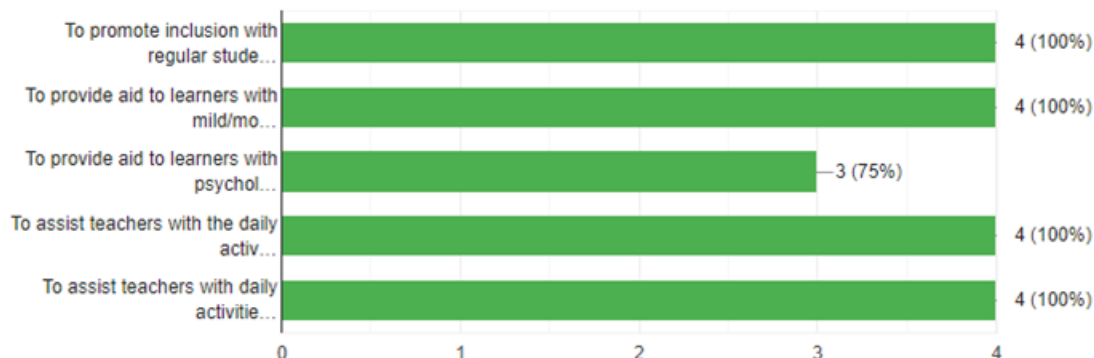
The project is of a general nature that undoubtedly play a role in promoting inclusive education by:

- ✓ favoring equal opportunities;
- ✓ provide personalized education
- ✓ encouraging participation, solidarity and cooperation among students;
- ✓ promoting democracy by encouraging all learners to learn together independent of their personal, social or cultural backgrounds;
- ✓ seek the coordination of the different agents and training environments (family, neighborhood, media, etc.), moving towards the formation of an educating community;
- ✓ strengthening the idea of the school as an educational community linked to the sense of belonging and shared responsibility;
- ✓ developing intervention strategies and support measures necessary to detect and meet the needs and personal characteristics of all learners.



23. Availability of assistive technologies in the five partner countries

Assistive technologies are available in all partner countries except for Romania. They are used for the following:



24. Public funding for digitalization in schools in the five partner countries for the past five years

All partner countries received funding for digitalization in schools in the past five years except for Romania.

For Flanders (BE), in a press release from the cabinet of the Flemish Minister for Education, 6 July 2016, Flemish Education Minister Hilde Crevits guaranteed in the Flemish Parliament that every euro for inclusive education would be retained under the M-decree. The operating resources will partly go to specific learning tools for learners with special needs in mainstream education and partly to materials for teachers in special education who teach in mainstream education. With the introduction of the M-decree, a guarantee scheme has been laid down. This arrangement ensures that no framework for inclusive education is lost due to shifts from learners in special education to mainstream education. The Flemish Parliament approved broadly and unanimously on the decree, which also regulates the distribution of the operational resources that schools receive for this purpose. It involves an amount of 1 million euros.

For Germany, there are funding programs on the state level with a percentage of co-funding from the districts. In the future there will be a national funding program.

In Italy, public funding has been allocated within the PNSD Piano Nazionale Scuola Digitale (National Plan for Digital School). This Plan is part of law 107/2015 that introduced some innovation in the school system organization. The main goal of PNSD is the improvement of digital education. It promotes the use of European funds and funds provided by law 107/2015. The improvement of digital education is intended in terms of increasing the availability of technological devices in schools and increasing the digital competences of teachers through training

The strategy is divided in four steps:



1. TOOLS: to set up conditions that enable the use of opportunities from the information society
2. DIDACTICS, CONTENTS AND SKILLS: good teaching with the aid of good content can strengthen the skills and learning abilities of the learners
3. TRAINING: staff formation oriented to educational innovation
4. SUPPORT: to monitor quantitatively and qualitatively the strategy and its implementation, and to spread innovation within each school

In Romania there are no national programs that assist in equipping the schools with IT tools. Each school can order such tools depending on the necessities from their own public budget. Unfortunately, this budget is not sufficient and schools tend to seek funding through other programs.

In Andalucía (ES) and thanks to the European Social Fund (ESF) and the European Regional Development Fund (ERDF), schools could get some benefits for the use of communication technologies (ICT). Through platforms such as red.es, high-speed broadband connectivity has been promoted in schools making it possible to reduce the digital gap and promoting innovative quality education.

25. Coordination team/committee/person in charge of assistive technology and digital tools at schools in the five partner countries

All partner countries have a coordination team/committee in charge of the assistive technology and digital tools at school except for Andalucía (ES).

In the case of the schools in Flanders (BE), it is not obligatory but almost all schools have some kind of coordination regarding working with digital tools and assistive technologies. It could be as simple as providing ICT assistance or even teaching the ICT classes.

As for Germany, there is a commission or at least two teachers (mostly from the natural science and math-department), that decide together with the digital-department of the district about the concept and the technology.

For Italy, and according to the PNSD, each school has a digital supervisor. The teacher with this role works together with the school headmaster and the administrative services director to plan and realize digital projects and promote innovation at school. The digital supervisor has to present annual projects and to coordinate innovation at the school. He/she is involved in the following:

- ✓ training: to update and train teachers on digital technologies for pedagogic use, to organize training laboratories to encourage the use of digital tools



- ✓ involvement of the school community: to favor the participation of learners in the organization of workshops and other activities, to promote a shared digital culture among local actors and families
- ✓ creation of innovative solutions: to identify sustainable methodological and technological solutions in accordance to the school needs.

The digital supervisor is also responsible for managing public resources to update and upgrade the technological tools (hardware and software) and the internet connectivity of the school.

For Romania, the responsible person is in charge of the proper functioning of the IT tools, provides support in their use and informs about the novelties in the field.

26. Needs and shortages in the technological skills, digital skills and soft skills in the five partner countries

All partners share the same concerns regarding the technological needs of their teachers. It appears that in Flanders, the learners do not receive enough lessons in information technology which leads to digitally incompetent teachers who are afraid to experiment and try new technologies in their classes with their students. In Germany, the older generation of teachers lag behind in digital skills and the trainings that are offered to teachers are not strongly oriented towards technological skills. For Italy, the main problem is funding. Technological devices are expensive and their maintenance is not cheap, in addition to that, to be able to stay on track with the new technologies means changing and investing yearly in new digital products. Italy shares with Germany the issue of the older generation of teachers. In Romania training is needed on the use of various existing software's that can be used with learners. Spain shares the same concerns of the other countries in regard the training that is needed for teachers to be able to employ digital technologies in the lessons and with their learners.



Targeted Research Desk Analysis

Mapping of skills, competences and best practices with respect to innovative teaching methods.

Based on the “Inclusive Teacher Profile” (EASNIE, 2012).

The “Inclusive Teacher Profile” (EASNIE, 2012) more specifically the competences related to the attitudes, knowledge, and skills for supporting all learners in inclusive education has been used as a guideline in formulating the questionnaire.

The questionnaire was sent to teachers, educators, teaching assistants and staff who work with learners with light intellectual disabilities (DSM-5) between the age of 12 and 19.

the goal is to 1) map the skills, competences and practices based on the “Inclusive Teacher Profile” (EASNIE, 2012); 2) map the specific digital skills, training programs, technological needs in inclusive learning environments; 3) map strategies and pedagogical guidelines that promote cooperative learning.

In Flanders (BE), the questionnaire has been sent to more than 15 schools. All of these schools were mainstream schools with a majority of ASPnet schools¹⁶. The schools are situated in the Flemish speaking part of Belgium and in Brussels.

For Germany (DE), the questionnaire has been sent to schools within the network of Landkreis Kassel

For Italy (IT), the questionnaire has been sent to eight schools within the network of IRECOOP ER.

For Andalucía (ES), the questionnaire has been sent to schools within the ACES network.

For Romania (RO), the questionnaire has been sent to 14 schools within the network of CJRAE Vaslui and Vaslui school inspectorate.

¹⁶ UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defences of peace in the minds of children and young people. The over 11,500 ASPnet member schools in 182 countries work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice. For more information, read further: https://aspnet.unesco.org/en-us/Pages/About_the_network.aspx



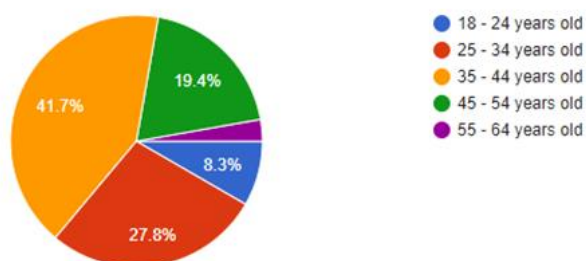
Individual Partner Reports

Flanders (BE)

36 teachers from the above mentioned category of schools have responded to the questionnaire. Almost 42% of those teachers were between the age of 35 and 44 and almost 28% between the ages of 25 and 34.

To which age group do you belong?

36 responses



According to the “Profile of Inclusive Teachers” four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education.

The four core values are:

1. Valuing learner diversity
2. Supporting all learners
3. Working with others
4. Continuing personal professional development

In this questionnaire core value #2 has been addressed.

Core Value: Supporting All Learners – teachers have high expectations for all learners’ achievements.

The areas of competence within this core value relate to:

- **promoting the academic, practical, social and emotional learning of all learners;**
- **Effective teaching approaches in heterogeneous classes.**



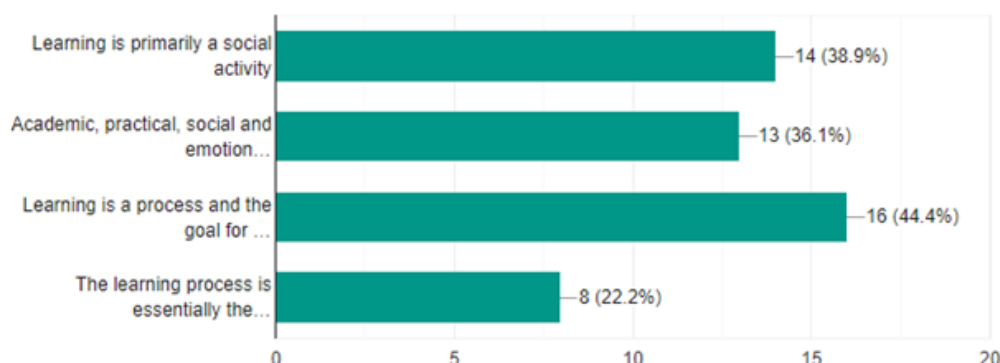
The questions below address attitudes and beliefs underpinning these areas of competence. The essential knowledge and the crucial skills to be developed within each area. With emphasis on digital skills and cooperative approaches.

➤ **What are your beliefs about learning?**

44.4% of the teachers consider learning as a process and that the goal for all learners is the development of “learning to learn” skills, not just content/subject knowledge. Almost 39% of the teachers consider learning as primarily a social activity and 36% finds academic, practical, social and emotional learning as equally important for all learners; while 22% of teachers considers the learning process essentially the same for all learners and that there are very few “special techniques”.

What are your beliefs about learning? (You can chose more than one item).

36 responses



➤ **How do you assess and then develop ‘learning to learn skills’ with your students?**

Most of the teachers do assess their learners before, during and after the lessons in order to detect and provide support where needed depending on the different learning styles of their learners. Few teachers replied that they do not have the time to do this, since the learners should have learned the principles of ‘learning to learn skills’ in their lower classes during primary school and they expect this to be mastered by the learners during secondary school. Hence, they do not invest time to assess or support the learners on this. Five teachers out of the 36 teachers provided this explanation.



“Pupils should have learnt these skills in primary school. I have very little time and the program is so full.”

“I think this is primarily a primary school task. The program is already so full that I don’t really have the time to pay much attention to this, and I think that pupils should learn this mainly independently.”

“During the lessons I usually do not have the time for learning to learn skills. Pupils who need it can come to ask for additional explanation regarding study skills during the lunch break.”

“There is not much time for this, and I think that pupils especially in primary education should have already mastered it. If there are pupils who have problems with this, they can get additional explanation from the student counselor.”

The answers of the teachers who do assess and help develop the ‘learning to learn skills’ of their learners could be categorized under eight areas:

1. Self-articulation: providing the learners with the opportunity to articulate by themselves their understandings and their needs.

“Together with the pupils I look for how they can prepare for a test or an exam. Not only by providing them with example questions in advance, but also by letting them articulate their thinking process and allow them to learn from each other.”

2. Providing examples: providing the learners with examples on how they need to study, work in group, or prepare for an examination.

“Working in steps and providing several examples.”

“I pay a lot of attention to learning to learn skills based on concrete examples.”

3. Independent work: many teachers believe that learning to learn skills need to be learnt and practiced independently and individually by the learners at home.

“This should be learnt independently”, “...pupils must acquire this independently.”

“This is a very important part of my lessons, pupils get sample questions for home to study. For example during test periods or exams.”



“I leave room for the pupils to make mistakes, this is certainly allowed in the course of the process. They must then look for solution strategies by themselves, with me their teacher or their classmates.”

4. Self-evaluation: independent reflection on what they have done and how they need to go further.

“They have to work in different steps, after each step there is a form of self-reflection to see if they are doing well.”

“Mainly learning to learn happens through self-evaluation procedures.”

5. Providing support: some teachers believe that the pupils cannot work independently, on the contrary, continuous monitoring and support is needed for them to be able to develop more and strengthen their learning to learn skills.

“This is explicitly discussed in class, my pupils need a lot of clarity and structure in their learning process, and a lot of repetition.”

“I spend time on helping develop their learning to learn skills, a lot of attention is given during the lessons. Pupils cannot do this independently, and still need a lot of support. The difference with the primary school is too big.”

“My pupils learn in class to prepare for a test, I go through them with the different learning contents and corresponding goals, and go over the different learning skills.”

“I think it is very important to pay sufficient attention to this. Pupils need this and certainly cannot do this independently. They need guidance. Together with my pupils I look for how they can prepare for a test or an exam.”

“For my pupils it is important that they receive sufficient support in this. They cannot do this on their own.”

6. Providing feedback: some teachers provide feedback to the pupils on their learning to learn strategies. They believe that continuous feedback is essential for the pupils to get better in their learning strategies.

“Working in a transparent way and providing clear feedback.”

“They receive and provide each other with feedback.”

“I give my pupils feedback on this individually. After all, every student has his own learning strategy.”



7. Providing tips: teachers tend to provide tips to their pupils on how they need to learn to learn. Even if not asked by the pupils.

"I provide tips about learning to learn during my lessons."

"In class we go through a number of questions, and the pupils also get tips on how to process the material."

"Learning to learn general principles. Then examine how they learn and adjust where it's necessary."

"And most teachers give extra tips on this during their classes."

"In addition to classroom tips", "...I will give the pupils tips on this if they ask", "...they can always ask questions, I do try to give them tips or advice."

8. Give time: according to some teachers, time is very important. By giving time, they do not rush the pupils who consequently become more comfortable and feel supported by the teacher.

"First correct without providing the correct answer and then provide them with time to think for themselves."

"By clearly explaining the goals to my pupils at the start of the lesson and by giving them time at the end of the class to check with other pupils if they understood the learning goals and how to achieve them. I invest a lot in interaction between the pupils."

"This is very important that enough time is spent on this, I also noticed that pupils can support and guide each other very well."

"During the lessons, time and space are made available for the pupils to learn how they need to study the different subjects."

"By providing the pupils with time throughout the lesson."



Some teachers provided examples from their classes while teaching a specific subject.

“I teach general and social education in special education and it is important for my pupils that the topics being discussed are as close as possible to their own world. Given their intellectual disability, it is important that the learning process is made as concrete as possible and in small sub-steps with a lot of repetition. The transfer to other situations must be guided in a very concrete way.”

“In mathematics lessons, pupils get tips on how to learn the subject matter. They get sample exercises in advance to prepare for a test or exam. In class, in addition to applying the theory, they make exercises in which they have to learn how to articulate their intermediate steps to me or to the other pupils.”

“In my religion classes, it is important that the pupils learn to formulate their opinion, that they learn to think critically.”

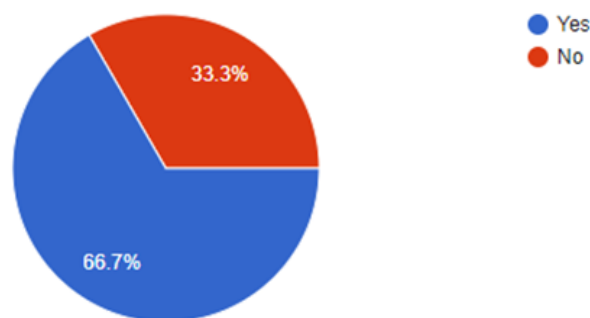
“I give physical education (PE), important that the skills the pupils learn in terms of PE can be also extended to the home situation, that they do enough sports outside the school.”

➤ **Do you have high expectations for all learners?**

It appeared that 66.7% of the teachers have high expectations from their learners, while 33.3% do not. No other explanations were provided.

Do you have high expectations for all learners?

36 responses



➤ **Are your learners active decision-makers in their learning and any assessment processes they are involved in?**

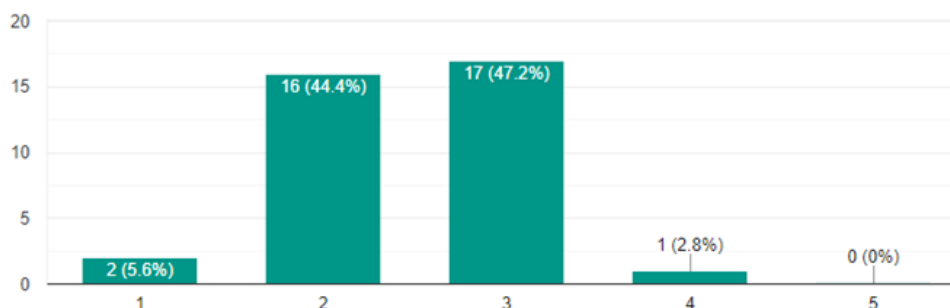
The majority of the 36 teachers 47.2% who took part in this questionnaire believe that their learners are neither high decision makers nor unremarkable decision makers. 44.4% believe that they are decision makers and a minority of 5.6% believe that they are high decision makers.



Are your learners active decision-makers in their learning and any assessment processes they are involved in?



36 responses



➤ **How do you help develop your learners autonomy and self-determination? Do you make use of digital tools/assistive technologies to do this?**

It appears that most of the teachers work on developing the autonomy and self-determination of their learners. Very few teachers (3 out of the 36) find this not easy to stimulate among their learners and believe that it has to do with the character of their learners.

"This is not easy to stimulate in a pupil."

"A number of my pupils are having a hard time in this area, they take their own learning process far too little. I find it difficult to stimulate this as a teacher. I think this lies with the pupils himself, in his/her character."

"I have a lot of pupils who are totally unmotivated and also tired of school. As a teacher I find this very difficult to do something. Most of these pupils are not encouraged from home either."

The different ways/methods that teachers adopt to develop their learners autonomy and self-determination, in addition to the digital tools and assistive technologies that they use are summarized below.

Methods used by the teachers to develop learners autonomy & self-determination:

- ✓ Evaluation & Self-evaluation/self-assessment
- ✓ Peer and group feedback
- ✓ Preparatory tasks



- ✓ Long term planning tasks
- ✓ Active work forms
- ✓ Motivating learners to be in charge of their own learning
- ✓ Providing support and guidance
- ✓ Independent processing of the learning materials
- ✓ Universal Design for Learning (UDL) while preparing the lessons
- ✓ Challenge the learners
- ✓ Link the materials with real life
- ✓ Self-experience
- ✓ Different solution strategies
- ✓ Depart from the learners environment and interests
- ✓ Class conversations in groups and or in pairs

“They have to evaluate themselves on a regular basis.”

“I use preparatory tasks so that they can ask in-depth questions during the lesson.”

“Through peer and group feedback in addition to self-assessment tests.”

“Providing long-term planning tasks where the learners need to show a lot of responsibility.”

“Through providing different active forms of working.”

“I pay a lot of attention to motivating the pupils to take charge of their learning process. They have to look for a question to which they need to find an answer for. This happens in groups where the pupils coach and support each other. These groups are formed with stronger and less strong pupils.”

“My pupils are special education needs and require a lot of support and guidance in their learning process.”

“I use the principles of UDL when preparing my lessons. I think it is very important, among other things, to devote sufficient efforts in motivating the pupils intrinsically and that they can see the usefulness of certain learning contents (the reason for learning). This increases their motivation and also their autonomy.”

“I try to challenge every student to get to work. I pay a lot of attention to making them understand why they need these skills in their future lives.”

“I try as much as possible to make a link to later social life, so they can see its importance.”



“By offering various solution strategies. They become more independent and creative in their thinking.”

“I start from their own environment and interests. This can be very different from one pupil to the other...”

“I do a lot of class conversations. In small groups and in pairs. Pupils are challenged to think about themes that has to do with values, norms, beliefs...”

“I use UDL, I think it is important that pupils look for their own learning styles and the tools that are important to them. I also appreciate different possible learning strategies.”

“I think it is important that pupils learn to think critically and for themselves...”

Digital tools & Assistive technologies that the teachers use to develop their learners’ autonomy & self-determination:

- ✓ Smartschool¹⁷
- ✓ Online exercises
- ✓ Digital portfolio
- ✓ Computer/tablet/calculator
- ✓ Visual materials
- ✓ Music

“I encourage the pupils to test themselves online, to use auto-corrective exercises so they can see where their weaknesses are.”

“We make use of Smartschool, boardbooks, and online exercises.”

“Pupils create a digital portfolio where they map their own learning process, they also enter into discussion on the basis of discussion forums.”

“Smartschool, where the progress of the pupils is mapped...”

“Pupils can independently use a computer, tablet, or calculator to solve certain issues.”

“Individual action plan for individual pupil progress are drawn up digitally, all the teachers involved can further supplement them.”

¹⁷ Digital school platform in Flanders. <http://www.smartschool.be/>



Almost half of the teachers in this sample do not use digital tools or assistive technologies with their pupils.

➤ **How do you stimulate the learning capacity and potential of your learners? Do you make use of digital tools/assistive technologies in achieving that?**

It appears that most of the teachers work on stimulating the learning capacity and potential of their learners. Very few teachers (3 out of the 36) find this not easy to stimulate among their learners and believe that it has to do with the capacity of their learners.

"...I believe that the learning capacity of a pupil is fixed, you notice vast differences between pupils in this area. As a teacher you have very little control over this"

"...I find it very difficult to stimulate the learning potential of pupils, if it is not there. I do not know what my role can be in this. Usually this means that they have made a wrong study choice"

"...as a teacher you have little influence on this, but it is important to take it into account. If pupils have few options (study directions: general/technical/etc.), it is important to adjust your expectations as a teacher and as a parent..."

The different ways/methods that teachers adopt to stimulate the learning capacity and potential of their learners, in addition to the digital tools and assistive technologies that they use for this are summarized below.

Methods used by the teachers to stimulate the learning capacity and potential of their learners:

- ✓ Attention to the learning styles of the learners
- ✓ Through reflection (personal & teacher assisted)
- ✓ Self-evaluation
- ✓ Through project work
- ✓ Group work
- ✓ Class discussions
- ✓ Growth oriented feedback
- ✓ Positive feedback
- ✓ Through differentiation
- ✓ Sharing/rewarding successful experiences



- ✓ By challenging the pupils
- ✓ Increasing pupil motivation
- ✓ Self-study/research
- ✓ Flipped learning
- ✓ Focus on functional skills

“By paying attention to their learning styles.”

“Through reflection assignments, group work, and class discussions where the focus is on formulating one’s own opinion with clear arguments...”

“Positive feedback and successful experiences...”

“Both personal and teacher assisted reflection, self-evaluation, group work, project work...”

“Mainly through differentiation.”

“In my lessons I try to challenge the pupils and provide positive affirmation as much as possible. My experience taught me that pupils can achieve a lot if their motivation is big enough and if they see the usefulness of what they need to know. I also try to make a link to real social life as much as possible.”

“I noticed that if they look for the information themselves that is much more motivation than doing the entire explanation by myself.”

“I use flipped learning. I give the pupils certain assignments in advance to do at home. For example: watch a movie, go through a piece of the subject matter in advance, this way there is more time to go deeper in the lesson. You notice that the pupils start asking questions in a much more focused way and really come to learn.”

“Pupils receive growth-oriented feedback, where feedback on the process is central.”

“I try to give strong pupils who make good progress lots of compliments and positive feedback...”

“Through observation, file knowledge, previous experience in the lesson, you get a picture of the capacities of the pupils. It is then important to give the pupils assignments that are in their immediate zone of development.”

“By focusing on their interests, their environment, and emphasis on functional skills that are important to them in their future.”



“By focusing on motivation and giving growth-oriented feedback. Pupils must receive feedback in the right way, not only about the end result but also about the process because they learn the most from this.”

“By focusing on motivation, and working with the pupil to find out which tools can improve their learning if things go difficult. I think growth-oriented mindset is extremely important here!”

“Through challenging exercises, through attractive teaching materials, by responding to their motivation and the concrete environment around them.”

Digital tools & Assistive technologies that the teachers use to stimulate the learning capacity and potential of the learners:

Using the e-mail - Providing web links - Online platforms - Movies - Educational websites – Smartschool

“I e-mail the pupils a lot and provide web links to use in preparation for the exams.”

“I encourage them to use different online platforms. Platforms that are also modular by difficulty.”

“Ask the pupils to watch a movie in advance...”

“Students have to look up many things, they have to investigate the questions themselves through certain websites.”

The majority of the 36 teachers who took part in filling this questionnaire either do not use digital tools and assistive technologies or did not fill this part of the question in the questionnaire (33 out of 36).

➤ **Can you provide an example of personalized learning approaches for learners that support and help develop autonomy in the learning?**

Almost all of the teachers in our sample use personalized learning approaches to help develop the autonomy in the learning of their learners. These approaches fall under the category of differentiated instruction strategies.



Differentiated Instruction Strategies

Teachers that use differentiated instruction tailor their teaching approach to match their learners' learning styles. All learners have the same learning goal. But the teaching approach varies depending on how learners prefer to learn. Instead of using one uniform approach, a teacher uses a variety of methods to teach. There are three areas or levels where the teachers can differentiate instruction:

- ✓ *Content: figuring out what the learners needs to learn and which resources will help them do so;*
- ✓ *Process: activities that help learners make sense of what they learn;*
- ✓ *Product: a way for learners to show what they know.*

Nine Differentiated Instruction Strategies that our sample of teachers use in Flanders:

Flexible Pace Learning – Collaborative Learning – Progressive Tasks – Digital Resources – Verbal Support – Variable Outcomes – Ongoing Assessment – Reflection and Goal Setting – Flipped Classroom

1. ***Flexible-pace learning:*** Traditionally, tasks are completed in a set amount of time, which normally accommodates the slower-paced learners. This can mean faster learners are held up by the pace of their peers, and slower workers feel rushed and incapable of learning at the necessary pace. A flexible approach to time-based tasks, however, faster learners are given the facility to complete extension tasks, and it gives other pupils an opportunity to complete their exercise at a more comfortable speed.

“All pupils have the same high learning objectives that they must achieve, but the path to this can be very different. Some use extra tools and time than others.”

“I have a pupil with dyslexia in my class who gets more time during exams than other pupils...”

“A pupil with dyslexia needs a number of adjustments such as extra time for the exam, receive text in advance in such a way that she can follow the class better.”

“I have a number of pupils diagnosed with dyslexia and they are entitled to a number of adjustments, such as more time during an exam.”



2. **Collaborative learning:** Facilitating group work is excellent for empowering shy learners to participate more in class. Forming mixed ability groups of learners gives high achievers a platform to vocalize their ideas, and lower ability learners a way of collaborating with and learning from their peers. Allocating roles to each member of the group can also help learners organize themselves according to their different skills and capabilities. This gives less able learners a way to add value and generate more confidence.

“I have a pupil with ASD (autism spectrum disorder) in my class group. He needs a step by step plan for the cooking activities otherwise he feels lost. Sometimes I let another pupil work with him on this step by step plan in such a way that the situation benefits both pupils.”

3. **Progressive tasks:** It is possible for teachers to set separate work or exercises to different learners based on their abilities. However, this approach can pose a few problems. Not only does it highlight learner ability more publicly with potentially negative social implications, it also requires considerably more administrative work for the teacher.

A progressive worksheet, however, that gets more complex as the learner makes his or her way through is a more sensitive alternative. Allowing learners with a slower pace of learning to work at their own speed, it also gives a vehicle for more academically able learners to progress to the more challenging questions more quickly.

“During the cooking activities I work with step by step plans so that everyone is aware of what task they have to do. These tasks may differ per pupil in terms of difficulty and amount.”

“Gifted pupil in my class who excels in mathematics, I give him extra difficult exercises because he needs this.”

4. **Digital resources:** By using interactive tools and digital applications, mixed-ability classes get the opportunity to approach a topic or subject from different angles. In some cases, the use of digital resources can also highlight a skill or passion in learners with less academic ability, while others might work more effectively with non-traditional resources and mediums.

This method of differentiation allows different materials, platforms and tools to be used to bring about the same learning outcome, and give learners confidence in their digital skills.



“On Smartschool I have a folder for the French subject where they can find all the information that they need.”

“Digital portfolio; pupils formulate their own learning question where they look for answers throughout the lessons. They can choose their learning question which increases their motivation.”

5. **Verbal support:** Verbal dialogue is central to this method of differentiation. Teachers can identify different learning abilities and adapt their vocal explanations and support to different academic levels. Using targeted questioning can produce different responses in learners of different learning profiles.

This technique relies on teacher-pupil interaction, and an ability in the educator to engage learners in both simple and complex dialogue according to their learning needs.

“I have a number of pupils with dyslexia in my class group, and together with them I discuss which tools they need and how they can use these tools properly. I think it is very important that pupils take control of this process themselves.”

“Pupil with socio-emotional problems such as fear of failure; I discuss it with her and make arrangements about what could help her.”

6. **Variable outcomes:** Rather than setting a task with a single outcome or ‘right’ answer, taking a more interpretive approach to an exercise gives learners the flexibility to arrive at a more personalized result. Learners of different abilities will arrive at outcomes that match their level of understanding and learning. If clear direction and a set of rules are formalized prior to setting the task, the risk of lower ability learners falling too low can be avoided.

“I sometimes use work contract, this contract is not the same for everyone.”

“The individual goals can be different for each pupil, I have a number of common group goals that I want to achieve with my pupils too.”

7. **Ongoing assessment:** Regular assessment and feedback, allows teachers to adapt their teaching methods according to their various learners’ needs and learning conditions. Assessment currently takes place both throughout the year and at the end, and is scope to entirely rethink the end



of year reporting process. With an interactive front-of-class display like Kahoot¹⁸, teachers can perform anonymous or open polls, end-of-class assessments and pop quizzes. Educators, therefore, can be informed in the moment about levels of understanding, interpretation and learning. This flexible method allows for all learning profiles to be catered for at the time it is most valuable, rather than retrospectively.

“In class differentiation, pupils assess the level at which they want to work and also choose how much support they need.”

“I give a lot of feedback to my pupils in such a way that they themselves gain insight into their strengths and their points of attention.”

8. **Reflection and goal setting:** Have learners reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask learners to write about their favorite topics, as well as the most interesting concepts and information they have learned. They should also identify skills to improve and topics to explore. Based on the results, you can target lessons to help meet these goals. For example, if the bulk of learners discuss a certain aspect of the science curriculum, you can design more activities around it.

“I have a pupil with serious social and emotional problems, I tend to make in advance agreements with her concerning what she likes to do in a group and what not.”

9. **Flipped classroom:** Is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that the learners are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by the teachers.

“They have to write a mini research paper and they are given a certain structure and deadlines, but have to learn to plan the whole process. Look, think, synthesize and decide what is important and what not. I check on a regular basis to see how they are doing and to make sure they are still on the right track.”

¹⁸ Kahoot is a game-based learning platform, free for teachers. For more information:
<https://kahoot.com/schools/>



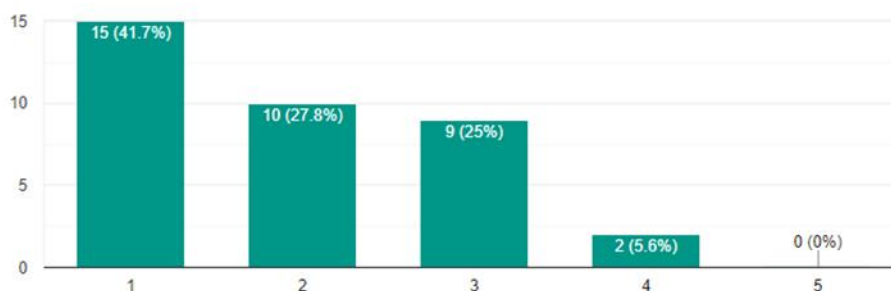
“I often differentiate by flipping learning. The assignments that I give to the learners can differ from each other. This way everyone can work at their own level, but heir is also great diversity in the lesson itself so the pupils can learn from each other.”

➤ **Do you consider parents and families as an essential resource for a learner’s learning?**

The majority of the teachers (41.7%) believes that parents and families are highly essential resources for the learning. 27.8% believe that they are essential and 25% thinks that they have no influence on the learners learning.

Do you consider parents and families as an essential resource for a learner's learning?


36 responses



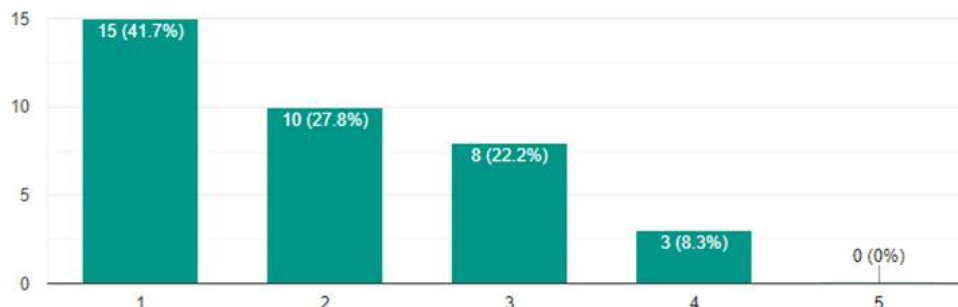
➤ **Do you consider it valuable to work with parents and families of learners with light intellectual disability?**

The majority of the teachers (41.7%) consider it very valuable to work together with parents and families. 27.8% consider it valuable and 22.2% see no influence of the parents and families working together with the teachers.



Do you consider it valuable to work with parents and families of learners with light intellectual disability? 

36 responses



➤ **How do you support the development of the learners' communication skills? Do you use digital tools to realize this?**

Almost all of the teachers think that developing the learners communication skills as very important and they constantly encourage and help their students to achieve this. Few teachers mentioned that they do not use digital tools in realizing this and most of the teachers did not give an answer to this part of the question. Few examples of digital tools were mentioned by few teachers.

It is evident that most of the teachers use the same or similar methods to support the communication skills of their learners. These could be summed-up into seven methods.

Seven methods that teachers use to support their learners' communication skills

Group Work – Class Discussions – Peer Tutoring – Practicing a Language – Practicing in Real Life Situations – Class Presentations – Self-Articulation

“They have several tasks which have to be done in groups. Also some school trips are related to practicing communication skills in different languages.”

“I find this very important myself, I regularly use class discussions to improve communication skills, also working in groups.”

“Peer tutoring, the use of other mediums other than writing is welcome. Such as oral, artistic expression, braille, drawings, movies,...”



“Allowing strong pupils help the weaker ones...”

“I do not use digital tools for this. In my lessons, pupils have to practice a lot on their communication skills, such as discussions, group work, and class discussions.”

“I do not use digital tools, pupils practice speaking other languages such as French...”

“I do not use digital tools, my pupils work on, among other things, communication skills during group work.”

“My pupils have a great need for practicing communication skills, and this happens in different ways. They are especially in need of practicing in specific situations (for example, asking something in a store, asking something to the management or another teacher).”

“Working on communication skills is very important to me. For example, presenting something to the rest of the class group, class discussions, etc. but I do not use digital tools.”

“Training communication skills is certainly addressed, through class discussions and group work. I do not use digital tools for this.”

“Communication skills are constantly being practiced. I try to simulate real life situations as much as possible for this. I do not use digital tools.”

“Communication skills are practiced through group work and class discussions, no digital tools.”

“Through class discussions. Pupils must give a presentation in class.”

“During cooking activities, they work in groups and one of the pupils is the cook leader. This pupil must learn to the lead and also practice communication skills...”

“Communication skills are covered in my lessons in the sense of being able to articulate the strategy they are going to use, learning to articulate the intermediate steps, learning to ask clear and meaningful questions.”

“Communication skills are stimulated in different ways: in the lessons themselves through group discussions, by articulating their learning strategy, by learning and daring to ask questions. This is certainly discussed on oral exams.”

The few teachers who use digital tools to help develop their learners communication skills mentioned the following tools:

Smartschool – e-mail – Chat – Forums – Video – Search Engines – Digital News Resources



“Yes, I use Smartschool and e-mail.”

“The pupils communicate all the time in my class. Orally, through e-mails and chat. In addition to that, I created certain forums for them. They also have the possibility to do their oral exercises on video which gives them the opportunity to repeat as much as possible until they feel at ease.”

“They have to make a journal using existing articles and excerpts from the news. They use digital tools for this.”

➤ **Can you provide some examples on how you facilitate cooperative learning approaches?**

According to the data from the teachers, it appears that the teachers do not use lots of cooperative learning approaches in their classes, few teachers do not invest time in that either. The approaches mentioned in the questionnaires are limited to six.

Six approaches for facilitating cooperative learning were identified in the teachers' answers:

Group Work – Project Work – Assigned Tasks & Roles – Weak & Strong Pupils Together

Team Sports – Digital Tools

“During group work, every pupil has his or her own task that has to be fulfilled. To help them achieve that task they have several tools.”

“Through the use of Smartschool and e-mail.”

“Group work. The pupils have to tell each other what they have read (so they don't have to read both texts, but one of them and then hear the information from the other pupil) or when researching information on a city, they all research different things and then explain it to one another.”

“Pupils need to work in groups, each group member is assigned a role and some responsibilities.”

“Pupils often work on projects in groups. They are supposed to present the results of their work via various ways which they are free to choose.”

“Weak and strong pupils are put to work together.”

“Sometimes the pupils need to work in groups for cooking activities or household skills. This is certainly not obvious for them because they also have to focus on social skills. Conflicts can easily arise. I always try to get them to resolve the issues by themselves, I only intervene if things really get out of hand”



“Clear agreements on the role and tasks that each pupil has in the group work. They are not only assessed on the assignments, but also on the cooperation and process.”

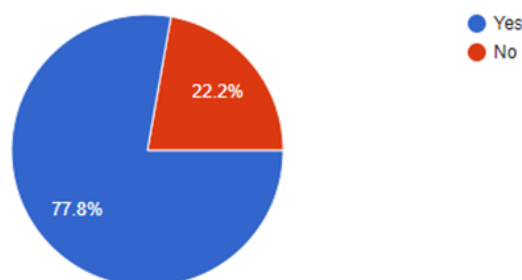
“...through team sports.”

- **Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings?**

Almost two third of the 36 teachers (77.8%) use cooperative learning where learners help each other within flexible learner groupings.

Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings?

36 responses



Some examples provided by the teachers:

The examples provided by the teachers can be categorized under six categories:

Peer Assessment – Peer Tutoring & Coaching – Group Work – Project Work – Mind Maps –

Varied Tasks in One Assignment

“In their final work there is peer assessment and lot of group work. Strong learners can help the weaker ones.”

“I have variable levels of language proficiency. So I make sure I have good pupils with the weaker ones to help each other.”

“Pupils help each other as a task, and coach each other in certain assignments. They are assessed for this aspect”



“Different assignments within a group, so that they work together to come to a solution.”

“Tasks where they need to create mind maps.”

“In group work, among other things, an assignment that they need to help each other. They must first consult each other and only when this is done, they may ask for extra explanation from me as a teacher.”

“Pupils choose a certain theme to work on as a group. They divide the tasks so that everyone has an active role.”

“For cooking activities I provide a group layout where stronger and weaker pupils sit together. In this way they can help each other. I often notice that this is more motivating for them.”

“For certain group assignments, everyone is given a clear task. They all have to work together to bring the end result in a good way.”

“A pupil of mine with ADHD is supported in a positive way in his group by his group members.”

“This happens a lot in my classes, pupils are instructed to provide peer feedback.”

“I take care of mixed groups, so that the weak pupils are helped by the strong ones. For the strong ones, this is an exercise in learning to explain intelligibly. Yet I think it is important not to do this all the time, this would be to the detriment of the strong pupils and so their levels might drop.”

“Pupil with dyslexia can be supported by another pupil in the group. Pupils learn to discover each other’s talents in this way, and can complement each other.”

“Pupils with fear of failure can function better if they can collaborate with other students. Their self-confidence grows!”

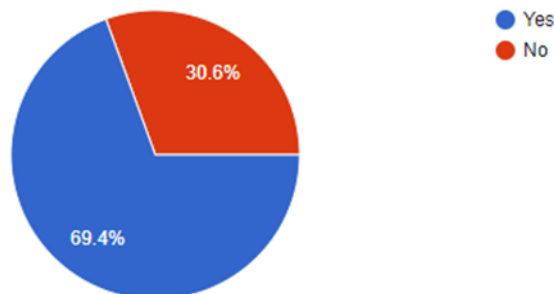
➤ **Do you implement positive behaviour management approaches that support learner’s social development and interactions?**

A large number of the teachers who took part in this questionnaire (69.4%) do implement positive behaviour management approaches that supports their learners’ social development and interactions.



Do you implement positive behavior management approaches that support learner's social development and interactions?

36 responses



Few teachers (30.6%) do not implement this with their learners.

"I do not consciously do this, but probably implicitly."

"No, haven't done this yet."

"I don't know what is meant by this question..."

Examples provided by the teachers on how they implement positive behaviour management approaches to support their learners social development and interactions in the class:

Six positive behaviour management approaches have been identified:

Reflection Moments – Positive Class Atmosphere – Encouragement – Feedback –

Class Agreements/Rules – Reward System

"Daily we have a reflection moment in the classes in which we discuss several things."

"Insults are forbidden in my class. I try to maintain a good and positive atmosphere. I often talk about being compassionate and helpful to others."

"I work a lot with respect and positive encouragement. Even if the answer isn't entirely correct, I acknowledge what is correct."



“I not only give feedback on the learning outcomes, but also on the way they work together, on their social-emotional skills. This is just as important to me.”

“I make clear class agreements at the start of the year that everyone must adhere to, I think you cannot make an exception to this.”

“Give a lot of feedback on the learning process and not only on the learning results. Respond to the motivation of the students.”

“I work with a classroom reward system. There are 4 clear class rules.”

“I try to give pupils feedback on their learning outcomes in the best possible way. In the form of formative and summative feedback. I also try to give feedback on their learning attitude, behaviour and social skills.”

“We work with a classroom reward system, with a number of clear rules and agreements.”

“Give feedback, motivate, and link with realistic situations from their daily life with some humor.”

“A positive learning environment, where everything can be said and where gossip is not allowed...”

“General class rules are very important and must be constantly repeated. Verbally rewarding for positive behaviour. A need for quiet stimulus-free space.”

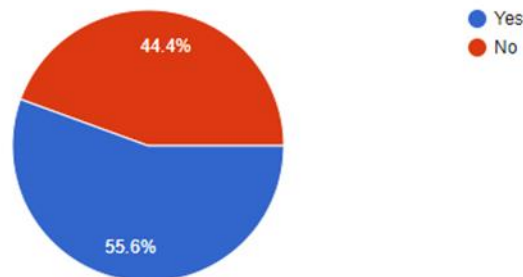
- **Do you employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approach?**

Slightly more than 50% of the teachers employ classroom leadership skills while the rest see it not essential to employ this or other teaching methods that demonstrate positive behaviour and classroom management approach.



Do you employ classroom leadership skills or other teaching methods that demonstrate positive behavior and classroom management approach?

36 responses



Examples provided by the teachers on how they employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approaches:

Eight classroom leadership skills/methods that demonstrate positive behaviour and classroom management have been identified by the teachers:

Classroom Management – Reduce Incentives – Clarify Social Situations – Conflict Resolution – Sufficient Authority – Equal Approach to All Pupils – Equal Leadership with Pupils – Equal Relationship with Pupils

“In my class the learners are their own leader. They decide how and when they are going to do a certain task.”

“I have to pay a lot of attention to class management. For example, pupils with ASD (autism spectrum disorder) sometimes get very difficult in class, and can get very angry. It is important that I can intervene preventively.”

“If a pupil have a very difficult behaviour, he or she can choose to go to another room to relax. I do not refer to this as a punishment but as a way to reduce incentives and to get out of the situation.”

“Important to approach my pupils in an equal way, with respect and appreciation.”

“Much need for clarifying social situations, support for resolving conflicts.”



“The class atmosphere is very important, we have to work hard on it so that there can be openness, trust and respect.”

“I sometimes have to be very strict, you feel that this is necessary.”

“As a teacher I try to establish an equal relationship with my pupils. Respect and room for consultation are central. This is what I expect from my pupils, that they also do this towards each other.”

“For me an equal relationship with my pupils is very important. They can always come up with proposals, or express their own opinion...I think this is positive.”

“Pupils need a teacher who radiates sufficient authority. They must also know that if they do not follow the rules consequences will follow. These rules apply to everyone in the class.”

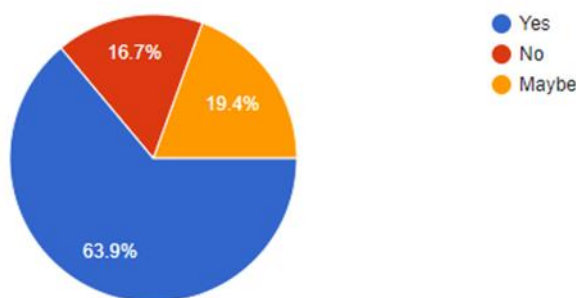
“I think it is very important to enter into an equal relationship with your pupils, where there is mutual respect. Pupils must also be able to verbalize their opinions.”

➤ **Do you use assessment approaches that take account of social and emotional as well as academic learning?**

Almost 64% of the teachers do use assessment approaches that take account of the social and emotional as well as the academic learning of their pupils. A minority of almost 17% do not make use of such approaches and around 19% doubt about using these approaches.

Do you use assessment approaches that take account of social and emotional as well as academic learning?

36 responses



Examples provided by the teachers on the assessment approaches that take account of social, emotional, and academic learning that they use with their learners:



Six assessment approaches that take into account the social, emotional and academic learning are identified by the teachers:

**Reflection Moments – Verbal Assessment – Dialogue – Feedback moments – Project Work –
Assessment of the process**

“Through reflection moments.”

“We evaluate on very different aspects, not only the academic performance, but also speaking strategies. Being able to get the message through.”

“They assessed through dialogue and classroom feedback.”

“In our project weeks.”

“My lessons require students to both practice their communication skills by speaking French in dialogue with each other, and also need to know the grammar.”

“Pupils must achieve goals in terms of learning content, but also goals in social and emotional areas are important and are being evaluated (e.g. learn to collaborate, formulate your own opinion, show respect for each other).”

“I not only look at the result of a cooking activity, but also at the process (including social, emotional skills).”

“The end product is looked at, but the process is also evaluated.”

“It is not only about acquiring knowledge goals, but also about goals on a social and emotional level (such as learning attitude, learning to reflect on their own learning process, learning to collaborate, using social skills).”

“Pupils receive feedback on the end result but also on the process.”

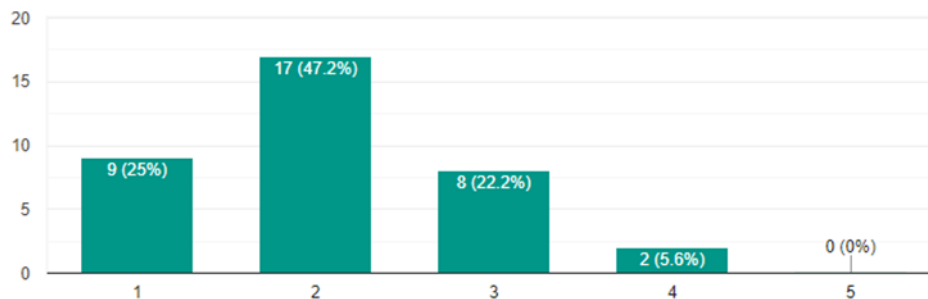
➤ **Do you take the responsibility for facilitating the learning of all learners in class?**

Out of the 36 questionnaires, 25% of the teachers take high responsibility in facilitating the learning of all the learners in their class, 47.2% take responsibility and 22.2% were neutral in their answers. A minority of 5.6% take no responsibility for facilitating this in their class.



Do you take the responsibility for facilitating the learning of all learners in class?

36 responses

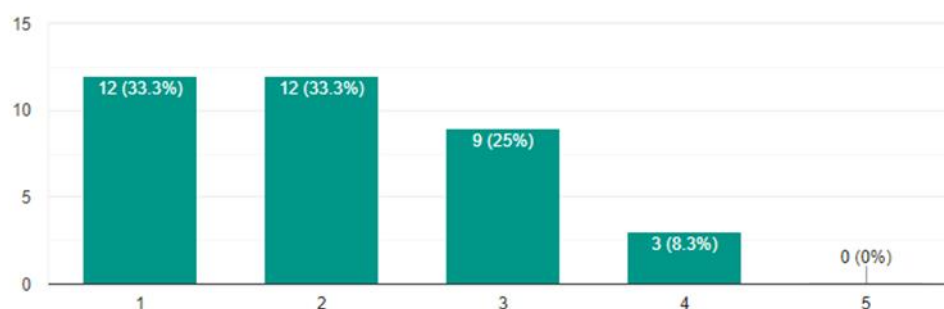


➤ **On some occasions particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches?**

Out of the 36 filled questionnaires, 33.3% of the teachers highly agree and also 33.3% agree to the above mentioned statement, 25% neither agree nor disagree and 8.3% disagree that adaptations to the curriculum and teaching approaches are occasionally needed in learning difficulties.

On some occasions particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches?

36 responses



➤ **What are some effective inclusive teaching methods that you use with your learners? Can you elaborate on one or two methods?**

The teachers provided several inclusive teaching methods that they use with their pupils in class. They did not provide elaborations. For the sake of better understanding each method, a short explanation will be provided.

12 Inclusive Teaching Methods were identified from the questionnaires:



1. Inclusive Education
2. Quality of the Indoor Physical Environment
3. Peer Tutoring and Peer Influences
4. Cooperative Group Teaching
5. Assistive Technology
6. Self-regulated Learning
7. Review and Practice
8. Direct Instruction
9. Functional Behavioral Assessment
10. Universal Design for Learning
11. Co-teaching
12. Formative Teaching and Feedback

1. Inclusive Education
‘Adapt the classroom program to suit all learners’

Inclusive education means educating learners with special educational needs in regular education settings. However, it means much more than mere placement. Rather, it means putting in place a whole suite of provisions, including adapted curriculum, adapted teaching methods, modified assessment techniques and accessibility arrangements, all of which require support for the educator at the classroom level. In short, inclusive education is a multi-component strategy¹⁹.

“Designing your course with inclusivity in mind.”

“Differentiation in the place and gravity of the goals and skills to be achieved.”

“Inside class differentiation on several aspects such as instruction, pace, number of exercises...”

“Flipped learning and inside class differentiation with associated differentiated evaluation.”

“Taking into account the specific support questions, such as offering sufficient structure and rest moments, taking into account autistic thinking.”

¹⁹ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.



“Inside class differentiation and also differentiated evaluation.”

2. Quality of the Indoor Physical Environment

‘Provide a physical environment that enables learning’

This strategy is aimed at ensuring that all the element of the indoor physical environment that may affect students’ ability to learn are optimal. It involves attending to such matters as the design and arrangement of furniture, acoustics, lightning, temperature, air quality and safety. The core of the strategy is to provide a physical environment that enables learning²⁰.

“Creating a respectful, comfortable and productive learning environment.”

3. Peer Tutoring & Peer Influences

‘Utilize peers to teach and support each other’

Peers play multiple roles in supporting and teaching each other – a ‘natural’ social relationship that you should capitalize on. Peer tutoring are situations in which one learner (the ‘tutor’) provides a learning experience for another learner (the ‘tutee’), under teacher supervision. It is sometimes referred to as peer-mediated instruction, peer-assisted learning strategies (PALS), class-wide peer tutoring, paired reading and peer mentoring. As a strategy, it is closely related to Cooperative Group Teaching²¹.

“lower level pupils work with higher level pupils to have a constant help that is present and to make sure that high level pupils do not get bored.”

“Pupils helping each other.”

“Group work were pupils can coach each other...”

“Let pupils help each other and do reasonable adjustments.”

²⁰ Idem. P. 223.

²¹ Idem. P. 47.



“Let pupils work together, let them learn from each other, see each other’s talents and name them in order to achieve a better end result. Even if the collaboration process is difficult, pupils can learn a lot from it...”

4. Cooperative Group Teaching

‘Help learners to learn from each other’

Cooperative group teaching (sometimes referred to as cooperative learning) involves learners working together in small learning groups, helping each other to carry out individual and group tasks. It is particularly effective strategy for teaching learners with special educational needs, especially in mixed-ability groups²².

“Pupils learn from each other and support each other.”

“Pupils work together in groups and support each other.”

“Through activating different work forms such as group work.”

5. Assistive Technology

‘Enhance learners’ skills’

An assistive technology (AT) device is defined in US legislation as ‘any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities.’ In Europe, AT usually refers to ‘devices or services aimed at compensating for functional limitations, facilitating independent living, or enabling disabled people with activity limitations to realize their full potential²³.

“Provide the pupils with tools to assist them in achieving their full potential.”

6. Self-regulated Learning

²² Idem. P. 35.

²³ Idem. P. 191.



'Help learners take control of their own learning'

Self-regulated learning (SRL) aims at helping learners to define goals for themselves, to monitor their own behaviour, and to make decisions and choices of actions that lead to the achievement of their goals. Ultimately SRL is directed and regulated by motivation. This strategy can be used in a variety of settings, across a range of subjects, and with learners with and without special educational needs. Most definitions of SRL refer not only to the regulation of cognitive processes, but also to the regulation of behaviour and emotions. SRL learning is a broad concept, which includes within its span a range of strategies, *self-monitoring, self-reinforcement, self-awareness, self-efficacy, self-directed learning, self-determination, self-management, self-instruction and self-evaluation*²⁴.

"My learners may a lot of analyses of situations (humane sciences class). The answers can be given on many levels (easy: using the basic vocabulary – difficult: analyzing the situation by implementing other theory from another chapters). The difference between the levels is fluid."

"Pupils can process the material at their own pace, come to a solution..."

"It is especially important that pupils learn how to work with lesson adjustments and see how this can help them."

7. Review & Practice

'Practice makes perfect'

Review and practice require planning and supervising opportunities for learners to encounter the same skills or concepts on several occasions. This is to ensure that they become readily available in their primary memory and/or their long-term memory. The strategy most comfortable fits within the behaviorist approach to learning. This strategy is sometimes referred to as *rehearsal, guided practice, explicit practice, mass practice, distributed practice, spaced rehearsal and over-learning*²⁵.

²⁴ Idem. P. 105.

²⁵ Idem. P. 126.



“Have the text read in advance at home, so that the pupils can better learn the material and follow in class.”

“Working with concrete material, a lot of repetition...”

8. Direct Instruction

‘Make lessons highly structured, briskly paced and successful’

Direct instruction (DI) is a multi-component instructional strategy centering on teacher-directed, explicit, systematic teaching based on scripted lesson plans and frequent assessment. Notwithstanding its documented effectiveness, DI is controversial and often meets with criticism because of its emphasis on the ‘teacher as activator’, rather than ‘teacher as facilitator’. Although not exact synonyms for DI, the following strategies have much in common with it: *precision instruction/teaching, explicit teaching/instruction, structured teaching/instruction and systematic teaching/instruction.*

DI relates to external task demands and external responses in the learning and teaching model. It also fits within the behaviorist approach to learning²⁶.

“Formulate your goals very clearly at the start of the lesson, and think about how each pupil can best achieve this goal. Set the same high goals for everyone. Some pupils achieve it better with tools and others not.”

9. Functional Behavioral Assessment

‘Change problem behaviors by changing their antecedents and consequences’

Functional behavioral assessment (FBA) is a subset of the behavioral approaches. In essence FBA refers to the procedures used to determine the function or purpose of a learner’s repeated undesirable behavior and what leads it to being maintained. More specifically it examines why a learner acts in a specific way, and he or she obtains or avoids when acting this way. This information is then used as a basis for substituting more desirable behavior in a behavior-support plan. FBA is one of the components of applied behavior analysis and is an integral part of positive behavioral support.

²⁶ Idem. P. 174.



Although not identical, FBA is closely related to *functional assessment, functional analysis, descriptive analysis and behavioral assessment*²⁷.

“Drafting a contract together with the pupil for behavioral problem.”

10. Universal Design for Learning

‘Ensure all learners always have access to all aspects of learning’

Universal design for learning (UDL) is a multi-component strategy that involves planning and delivering programs with the needs of all pupils in mind. It applies to all facets of education: from curriculum, assessment and pedagogy to classroom and school design. UDL can be referred to as a ‘framework’ rather than a ‘strategy’. It relates very closely to assistive technology strategy, quality of the physical indoor environment strategy, opportunities to learn strategy, and inclusive education strategy. It provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways pupils are engaged. Furthermore, it reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all pupils, including pupils with disabilities²⁸.

“UDL, important to take onto account the different learning styles of pupils.”

“Yes, UDL and co-teaching.”

11. Co-Teaching

‘Team teaching’

Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing pupils. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. Co-teaching is often implemented with general and

²⁷ Idem. P. 154.

²⁸ Idem. P. 236.



special education teachers paired together as part of an initiative to create a more inclusive classroom²⁹.

“I can often do co-teaching with my colleague and this works very well both for the pupils and for us.”

“Co-teaching, with two teachers for the class group, many more options for differentiation and more individual support.”

“Co-teaching: with two teachers for the one class group, you can achieve much more. Give the pupils much more feedback. There can be a teacher working with the pupils who are not so good with the rest of the group.”

“I think co-teaching is a very important means to realize inclusive education. By being responsible for a pupil’s learning process together with a colleague, you create a lot more possibilities such as more individual guidance and support for the pupil. You get more energy as a teacher and you can learn a lot from each other. You give a good example to the pupils on how working together can be. Different teacher styles can complement each other. It is important that there is a connection between two teachers and that there is trust and a shared vision.”

“With two teachers for a class group, there are many possibilities for guiding the various learning processes of the pupils as much as possible.”

12. Formative Assessment & Feedback

‘Regularly check and inform learners of their progress’

Formative assessment and feedback is a combined strategy in which you (a) probe for knowledge within lessons (sometimes referred to as *interactive formative evaluation* or *performance monitoring*); (b) give frequent feedback to learners (sometimes referred to as *corrective feedback*); and (c) adjust your teaching strategies, where necessary, to improve learners’ performances³⁰.

“They are entitled to targeted feedback from which they can learn from.”

“Every step forward provide a lot of positive feedback.”

²⁹ <http://castpublishing.org/introduction-co-teaching-inclusion/>

³⁰ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.



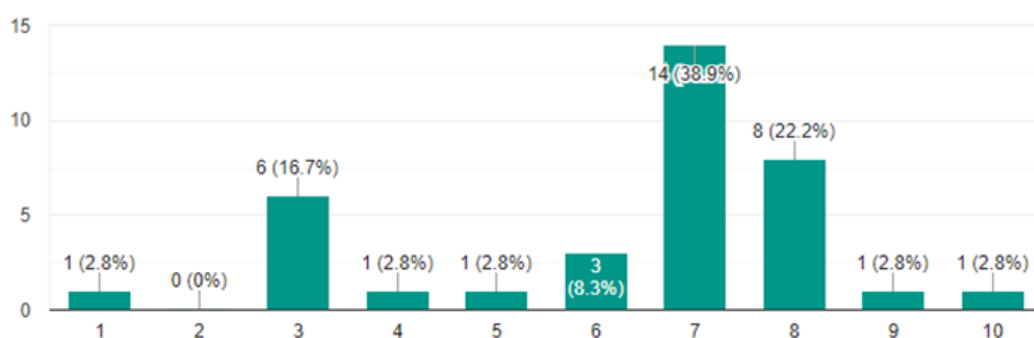
➤ On a scale from 1 to 10 how would you rate your digital skills.

1: very weak - 10: very strong

Out of the 36 teachers who took part in this questionnaire, one teacher rated her/himself as very strong and one teacher rated her/himself as very weak. The majority of the teachers rated themselves on scale 7 (14 teachers) and on scale 8 (8 teachers) which is slightly on the strong side.

On a scale from 1 to 10 how would you rate your digital skills.

36 responses

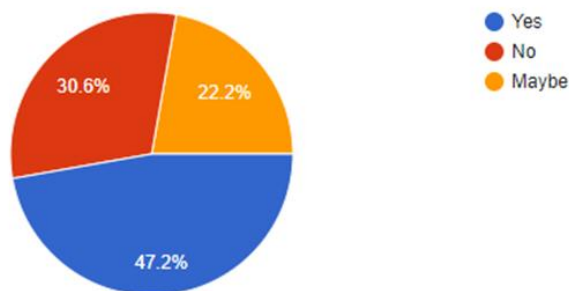


➤ Does your curriculum support the use of digital tools?

Slightly less than half of the teachers (47.2%) replied that their curriculum supports the use of digital tools. Slightly a bit more than one fourth of the teachers (30.6%) receive no support for the use of digital tools.

Does your curriculum support the use of digital tools?

36 responses



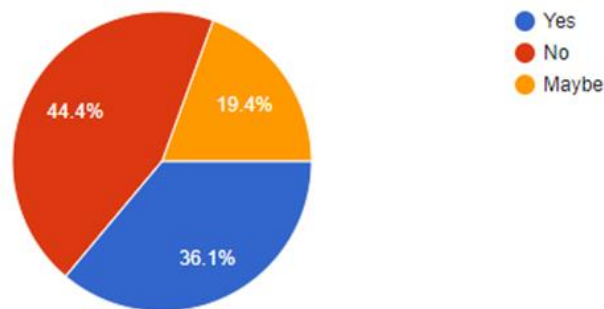


➤ **Do you employ ICT and adaptive technology to support flexible approaches to learning?**

Slightly less than half of the teachers (44.4%) do not employ ICT and adaptive technology. While more than on fourth of the teachers (36.1%) do use this technology to support flexible approaches to learning.

Do you employ ICT and adaptive technology to support flexible approaches to learning?

36 responses



Some examples on the ICT and adaptive technology that the teachers use in their classes to support flexible approaches to learning:

The teachers identified in total 15 ICT's that they employ in class with their pupils:

1. Presentations (PPT – Prezi)
2. Creating videos
3. Use of Ipad
4. Use of mobile phones
5. Use of digital learning platforms
6. Web quest
7. Spelling checker
8. Wikipedia
9. Kahoot³¹ (game-based learning platform)
10. Mentimeter³² (presentation software)
11. Discussion forums
12. Applications
13. Online visual materials

³¹ <https://kahoot.com/>

³² <https://www.mentimeter.com/>



14. Digital portfolio

15. PC – Laptop

“Presentations, making summaries, videos.”

“They have to do a lot of presentations and research in class with iPad, mobile phone or computer.”

“We have a digital platform with exercises, but most of the pupils do not use it as much as I would like.”

“...web quest”

“...spelling checker, Wikipedia.”

“...kahoot, Mentimeter.”

“Pupils often have to work on the computer, for example in contract work. The assignments of this contract are then differentiated.”

“A pupil with ASD likes to work on the computer and is also good at it. He can concentrate much better.”

“Digital learning platform, discussion forum.”

“They look up recipes on their own on the computer...”

“An App with a sort of buddy system: this can be used with day-to-day skills.”

“Online visual materials, the pupils look this up on their own.”

“...digital portfolio.”

- **What are the most effective inclusive technologies with your learners? Can you elaborate on one or two?**

According to the teachers these are the most effective inclusive technologies with their learners.

1. PC's
2. Smartschool
3. Smartboard
4. Online exercises
5. E-mail
6. Platforms for quizzes
7. Search engines



- **What technological support/training do you need to be able to promote inclusion in your classroom and school?**

These are the technological support/training that the teachers mentioned they need to promote inclusion:

1. Workshops
2. ICT training
3. Infrastructure (more PC's & iPads for pupils & teachers)
4. Training on the use of inclusive tools in the case of physical impairments (poor eyesight, poor hearing, poor motor skills)
5. Knowledge on digital tools
6. Exchange with other schools (good practices)



Italy (IT)

56 teachers from the above mentioned category of schools have responded to the questionnaire. 50% of those teachers were between the age of 45 and 54. 30.4% were between the age group of 35 and 44 years old.

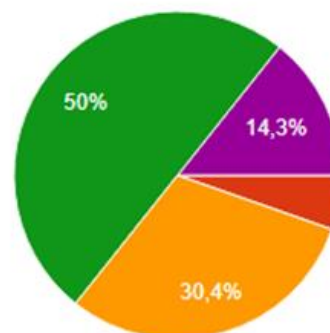
2. To which age group do you belong? *

56 answers

Mark

only one oval.

- | | | |
|------|-----------------------|--------------|
| 18 - | <input type="radio"/> | 24 years old |
| 25 - | <input type="radio"/> | 34 years old |
| 35 - | <input type="radio"/> | 44 years old |
| 45 - | <input type="radio"/> | 54 years old |
| 55 - | <input type="radio"/> | 64 years old |



According to the “Profile of Inclusive Teachers” four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education.

The four core values are:

5. Valuing learner diversity
6. Supporting all learners
7. Working with others
8. Continuing personal professional development

In this questionnaire core value #2 has been addressed.

Core Value: Supporting All Learners – teachers have high expectations for all learners’ achievements.

The areas of competence within this core value relate to:

- **promoting the academic, practical, social and emotional learning of all learners;**
- **Effective teaching approaches in heterogeneous classes.**



The questions below address attitudes and beliefs underpinning these areas of competence. The essential knowledge and the crucial skills to be developed within each area. With emphasis on digital skills and cooperative approaches.

➤ **What are your beliefs about learning?**

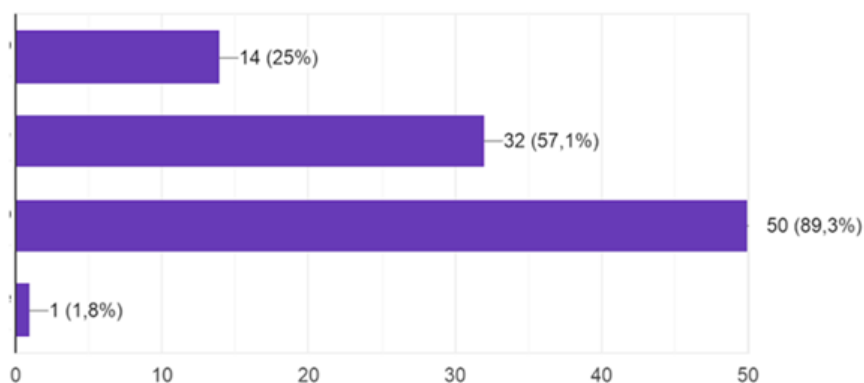
The majority of the teachers (89.3%) of the teachers consider learning as a process and that the goal for all learners is the development of “learning to learn” skills, not just content/subject knowledge. More than half of the teachers (57.1%) considers the academic, practical, social and emotional learning as equally important for all learners. 25% believe that learning is primarily a social activity and a minority of 1.8% thinks that the learning process is essentially the same for all learners and that there are very few “special techniques”.

3. What are your beliefs about learning? (You can choose more than one item)*

56 answers

Check all that apply.

- 1) Learning is primarily a social activity
- 2) Academic, practical, social and emotional learning are equally important for all learners
- 3) Learning is a process and the goal for all learners is the development of "learning to learn" skills, not just content/subject knowledge
- 4) The learning process is essentially the same for all learners and that there are very few "special techniques"





➤ **How do you assess and then develop ‘learning to learn skills’ with your students?**

Almost all the teachers who took part in this questionnaire do assess their learners before, during, and after the lessons in order to detect and provide support where needed depending on the different learning styles of their learners.

The answers of the teachers who do assess and help develop the ‘learning to learn skills’ of their learners could be categorized under 13 areas:

1. Structured tasks / exercises

“I assess the ability to “learn to learn” through descriptors and indicators that translate the achieved competence level into a 1 to 10 evaluation. I stimulate the development of this competence by giving tasks that imply to collect the necessary information from different sources, to select them according to priorities and purposes; to organize them in coherent summary frameworks, including diagrams and maps.”

“By games and exercises of different level of complexity. I propose them to prepare exercises for their mates.”

“I assess the ability to learn to learn by making use of descriptors and parameters that translate in an assessment (from 1 to 10) the level of skill achieved. I assess the abilities of learning to learn by proposing activities finalized to the autonomy of the student, making him as much as possible independent on the research activities, in his interdisciplinary approach and his critical and personal elaboration.”

“Initially I schematize step by step a topic or an activity to develop. I choose an ability that is connected, as much as possible to concrete examples...”

2. Learning Together – Cooperative Learning Activities – Group Learning

“In my opinion, learning together is fundamental and stimulating for everyone because each student makes his or her abilities available. The student both supports and is supported.”

“It is a soft skill that needs to be verified on the modalities of approach to a certain discipline, during the cooperative learning activities, in order to understand in which way the students are capable to implement it. Later, in each learning process, it is essential to create some structured moments where



students can autonomously develop their tasks. This helps them in trace back their knowledge in an autonomous way and help them in interiorizing a method.”

“ Learning together is fundamental and stimulating for everyone because every student shares his own capabilities. He supports and is supported.”

“By reality tests and activities, where they need to cooperate and take individual initiative.”

3. Metacognition

“Evaluation is a complex process that comprehends different typologies of tests: written, oral, performative ones. I think “learning to learn” can be developed through concrete solutions, but also through meta-cognition guided by the teacher. However, a concrete approach is not possible in all kind of subjects.”

“Learning to learn is a skill that allows awareness on each one’s learning processes. This skill empowers the person to make into practice the strategies more suitable for the achievement of one’s training needs. I encourage my students to achieve this skill and I support them in meta-cognitive processes on methodologies and strategies enacted by them in order to achieve news skills in different subjects (I follow different subjects since I am a support teacher). My role indeed gives me the opportunity to guide students in a self-evaluation process related to learning methodologies and strategies that have been more successful than others for the achievement of expected results (always in different subjects).”

“I assess the ability to “learning to learn” by encouraging the (progressive) autonomy of students. Also meta-cognition and the request of a feedback at the end of an activity are useful elements to orientate the development of students skills. On the other side, I also try to give them feedback on the activities that they autonomously carry out, so that they can best develop and understand which are their strong and weak points.”

“... I suggest learners to use metacognitive strategies. I try to involve the student in a way that makes him aware of his own learning.”

4. Assessment & Assessment Rubrics

“I use assessment rubrics.”

“I take into consideration topics of their interest and then I evaluate them by means of a rubric, in order to measure their participation in group works or by forms in order to assess their individual work.”



“Using a didactic for skills that has been studied and approved within my Institution, evaluating with assessment rubrics that take into account the skills development of students.”

“Initial learning module with final assessment (structured or semi-structured). Through observations and ‘dialogue lessons’, the illustration of techniques, strategies, aid tools...”

“By forms of observation-assessment of homework and simulations of real situations, in order to increase their skills by knowledge.”

“Assessment comes from the abilities and personal competences, enabled during didactic activities.”

“I assess them considering their motivation to learning to learn...”

5. Providing feedback

“...the request of feedback at the end of an activity are useful element to orientate the development of pupil skills. On the other side, I also try to give them feedback on the activities that they autonomously carry out, so they can best develop and understand which are their strong and weak points.”

“I positively evaluate them but they are very little developed in Italian schools. We are still too linked to the concept of content/subject knowledge.”

“The development of abilities such as ‘learning to learn’ comes from the acquisition of a learning process feedback.”

“...I try to push them to develop this ability by reflecting on the mistakes done.”

6. Self-Evaluation

“I give them ‘reality homework’, simulation of concrete situations. I foster self-assessment processes in order to push students to have an increased awareness of their learning process.”

“I observe them and when it is possible, I push them to reflect on their experiences and their life stories.”

“...I ask pupils to outline the undertaken difficulties and the strategies to implement in order to face them.”

“Analysis of mistakes, self-assessment to increase awareness.”



“Learning to learn implies knowledge of one’s own learning strategies, strong points and criticism on the acquired abilities. In this way I try to analyze the main learning style by later intervening on the pupil’s awareness of it. Then I can propose alternative styles.”

“I encourage pupils to think, realize and assess experiences connected to learning, which are significant for them and that can be applied in other contexts.”

“...personal elaboration (also graphical). Also through self-assessment paths.”

“I invite pupils to self-assess themselves in group works through dedicated shared rubrics...”

“Organizing problematic situations that can give the chance to bring into play skills concerning analysis, prevision, confrontation and collaboration with others and also skills of self-assessment.”

7. Providing Support

“I let them know some key information to develop a learning path, I follow the development, I propose and suggests modifications to the path and assess the progress that have been made.”

“I suggest my pupils few methods: highlighting books, repeating concepts by saying them loud, writing schemes, summaries, forms and so on. Currently I do not assess if they are learning to learn, but only if they manage to learn something.”

8. Giving Tool

“I teach how to make a summary of a written text or how to build a concept map on a topic.”

“...I always give basic tools that are necessary to create, learn and report in autonomy.”

9. Independent work

“I propose them to prepare exercises for their mates.”

“I stimulate them to think about strategies to approach a problem.”

“...it is essential to create some structured moments where pupils can autonomously develop their tasks. This helps them in tracing back their knowledge in an autonomous way and help them in interiorizing a method.”



"I assess the ability to "learning to learn" by encouraging the (progressive) autonomy of pupils."

"...I also try to give them feedback on the activities that they autonomously carry out, so that they can best develop and understand which are their strong and weak points."

"the capability of questioning and searching for solutions."

10. Group Work

"By group work, materials, research and personal elaboration..."

"Teamwork, reciprocal learning, shared narration of each one's own cognitive biography, reworking and assimilation, transferring of what is learnt."

"I invite pupils to self-assess themselves in group work through dedicated and shared rubrics. I also believe it is very important to increase students' self-esteem, so I propose as much as possible laboratory or problem-solving activities, in which pupils can confront themselves with 'real' situations and where they can play different roles, assigned according to their personal inclinations. In this way, everyone can be valued and can give his own contribution to achieve the final objective."

11. Games

"By games and exercises of different levels of complexity."

12. Developing Reasoning

"I help them in developing reasoning that facilitates the memorization of the acquired skills."

"Reality like homework and simulation of corporate cases."

"I try to simulate the reasoning that is the most suitable to his way of to use logics..."

13. Project-Based Learning (PBL)

"...I also think that the Project Based Learning (PBL) is a useful and efficient methodology to develop the ability of 'learning to learn', by training one's skills and by experiencing concrete situations to face."



“...I foster their development through experiential project activities.”

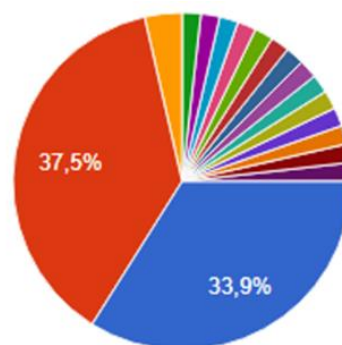
➤ **Do you have high expectations for all learners?**

37.5% of the 56 teachers who took part in filling this questionnaire do not have high expectations for all their learners. While, 33.9% do have high expectations. 28.6% of the teachers provide explanation in the “Other” section of the multiple choice answer. Their answers included the following:

5. Do you have high expectations for all learners? *

56 answers

Mark only one oval



- 3. Every student is and has a treasure inside. A treasure that is unique and that is his value. Teacher or educator needs to make the student find out this treasure. Everybody has the key of its own potential. You only need to understand how to make them find and use it.
- 4. I do not think they necessarily have to be high for all students. However, they need to be adequately high.
- 5. My expectations can be high but always considering their starting point.
- 6. I try to push to the edge the potentiality of my students, but this means having different expectations for everybody. In any case, they must be high.
- 7. My expectations are high, but also proportional to the effective opportunities each students has, according to the “capabilities approach”. What each of us can do, also as citizen, is deeply connected to the context where one lives. Capabilities are also connected to concrete opportunities.
- 8. They are diversified since they mirror different capabilities.
- 9. Expectations are a consequence of the objectives to reach. They are diversified according to the individual difficulties and potentialities of everybody.
- 10. I try to set on a medium and standardized level of learning, which is based on the proximal development of cognitive, environmental, emotional prerequisites (individual in a dynamic sense)
- 11. Yes, though respecting their limits and potentialities.
- 12. Yes, but diversified according to each student’s capacities.
- 13. I expect that all students can achieve the most competencies as possible.
- 14. They are high for every student, always considering personalized and individualized paths.
- 15. Students are all different. My expectations are high for each of them but at the same time diversified.
- 16. For each student I evaluate the expectations
- 17. High with respect to what everyone can do

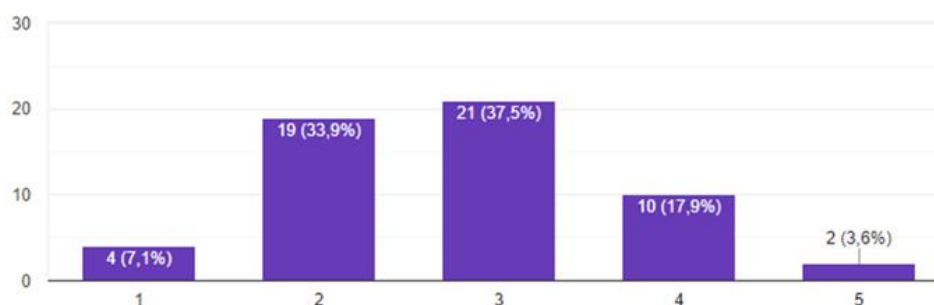
➤ **Are your learners active decision-makers in their learning and any assessment processes they are involved in?**

The majority of the teachers 37.5% who took part in this questionnaire believe that their learners are neither high decision makers nor unremarkable decision makers. 33.9% believe that they are decision makers while 17.9% believe that they are not decision makers. A minority of 7.1% of the teachers think that their learners are high decision makers.



6. Are your students active decision makers in their learning processes and in every process of evaluation they are involved in?

56 answers



- **How do you help develop your learners autonomy and self-determination? Do you make use of digital tools/assistive technologies to do this?**

It appears that almost all (55 out of the 56) of the teachers work on developing the autonomy and self-determination of their learners; and most of the teachers (51 out 56) make use of digital tools to assist in doing so.

"I do not support these kind of skills in my pupils. I do not use assisting digital tools and technologies."

"Little use of digital support."

"...in the school where I teach it is not possible at the moment to make a broad use of assistive digital tools and technologies...My experience taught me that the sole fact of going out of class to watch a video or to surf on the internet represented a strong distraction element that has often minimized my work."

"I don't always make use of technology."

"I make very little use of digital tools."

"I do not use any digital tools."

The different ways/methods that teachers adopt to develop their learners autonomy and self-determination, in addition to the digital tools and assistive technologies that they use are summarized below.



Methods used by the teachers to develop learners autonomy & self-determination:

- ✓ Motivating learners to be in charge of their own learning
- ✓ Link materials with real life
- ✓ Independent processing of the learning materials
- ✓ Depart from the learners environment and interests
- ✓ Challenge the learners
- ✓ Group work
- ✓ Personalized teaching
- ✓ Providing support and guidance
- ✓ Active work forms
- ✓ Long-term planning tasks
- ✓ Providing feedback

"I work on their emotions, on their values. I stimulate their curiosity and I try to push them towards a role where they can be main characters, leading their own growth. I use many tools, particularly the ones that are closer to them and are part of the society they live in."

"I leave my pupils initiative spaces and decisional autonomy especially on 'how to learn', respecting the personal cognitive style of each pupil. I try to adapt my teaching method to the single specificity of pupils, especially for those that I follow closer since I'm a support teacher."

"By relating to them and showing their passions."

"by group work and by suggesting them work strategies."

"I create conditions for reflection that allow them to develop their own thought without any formal commitment, but based on the interest..."

"Motivation is a central element..."

"Critical and problematic approach on texts, both paper and digital."

"...by focusing on their daily routines: handling money, attention to personal hygiene, autonomy in the use of school spaces, facilitation of the communication."

"By working in small groups..."

"By orienting the handling of tasks..."



"I help pupils develop their own study method. I foster their learning by using schemes, concept maps and charts. I also work on the development of their sense of self-efficiency by the recognition of positive results (even the smallest ones) and in outlining aspects that have to be improved."

"...by focusing on the pupils interests and manifested talents."

"I give them a task that allows different ways to develop it. Then I encourage them to find their path across the different modalities and pick the one that is the most adequate to their way of learning."

"I try to set ideal conditions so that pupils spontaneously bring up their needs according to the training requests, so that the learning process includes, from one hand the active contribution of learners and on the other hand allows to develop and determine their intellectual profile."

"I try to create didactic context suitable for strengthening the learner's value in order to increase his motivation. As a teacher of a subject, first of all I try to involve the learner in activities where he can perceive himself as an active participant."

"I entrust learners with tasks that are at an appropriate difficulty level according to their capabilities and that meet their personal interests."

"The main method is that of group work..."

Digital tools & Assistive technologies that the teachers use to develop their learners' autonomy & self-determination:

- ✓ Tablets
- ✓ Voice recorders
- ✓ Digital whiteboard
- ✓ PC
- ✓ Applications (Reverso³³, Kahoot³⁴, WhatsApp³⁵)
- ✓ Interactive multimedia³⁶
- ✓ Voice typing
- ✓ Taking images

³³ Reverso: free online translation http://www.reverso.net/text_translation.aspx?lang=EN

³⁴ Kahoot: game based platform for learning <https://kahoot.com/>

³⁵ WhatsApp: free messaging and calling <https://www.whatsapp.com/>

³⁶ Interactive multimedia: any computer delivered electronic system that allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics, and animation <https://www.britannica.com/technology/interactive-multimedia>



- ✓ Microsoft office
- ✓ Super Map³⁷
- ✓ Vocal synthesizer
- ✓ Voice to video scripture translator
- ✓ Expanded keyboard
- ✓ Reading and writing programs
- ✓ You Tube
- ✓ Compensative tools
- ✓ EBook
- ✓ Online platforms
- ✓ Virtual learning environments (VLE)
- ✓ Drive e Classroom

“Technology can be a valid support for the autonomy of my pupils. Thus for some of them I use tablets at school with programs capable of creating concept maps or voice recorder. In this way, the pupil becomes independent and autonomous in following the lesson.”

“...I was making a broader use of them when I taught in schools where they had digital whiteboards.”

“Yes, digital whiteboard and free app to stimulate participation and creativity.”

“By working in small groups and by regularly using PC.”

“...homework carried out on the computer...”

“...new technologies in a compensative way, especially interactive multimedia channel...”

“I use very simple Apps and technological tools, such as voice typing, or images...”

“I use Office, Super Map, vocal synthesizer, translator from voice to video scripture.”

“...I also use graphic and expressive tools...Multimedia tools can be used as ‘Interpreter’ for those elements that the pupils cannot verbally or graphically express.”

“I use hardware and software such as the ‘expanded keyboard’ and writing, reading-writing programs for the construction of concept maps.”

³⁷ Super Map: Super interactive Maps is a fully-featured WordPress Plugin integrated with Google Geochart that allows you to create maps of country, continent and regions as well as add interactivity such as map makers, interactive pop up, colored regions/markers and many other cool features



"...I forward them links via WhatsApp for more depth on a topic or videos on You Tube and/or tutorials..."

"I often use digital tools for internet search of materials (images, videos). I rarely use smartphone for group work."

"Only with SEN pupils I propose compensative tools. Pupils will have autonomously decide which one to choose and to use (informatics tools and classic educational mediators)."

"I make use of tools such as eBook."

"ICT devices and software, fast internet connection, platforms, websites, social networks, VLEs (virtual learning environments) and content management systems, textbooks online resources, shared study material."

"In my job I always take advantage of digital tools for didactics: each class is provided with a digital whiteboard and there are tablets and personal computers at disposal. These represent essential instruments for the activities I propose to my pupils."

"I use Drive e Classroom and pupils upload pictures on the blackboards of the curricular lessons."

➤ **How do you stimulate the learning capacity and potential of your learners? Do you make use of digital tools/assistive technologies in achieving that?**

It appears that most of the teachers work on stimulating the learning capacity and potential of their learners. Not all of the teachers included the use of digital tools in achieving this, two teachers gave an explanation for that.

"The aim of the use of technologies is often difficult because less and less pupils have informatics technologies at home (besides their mobile phones)."

"I do not always use technologies."

The different ways/methods that teachers adopt to stimulate the learning capacity and potential of their learners, in addition to the digital tools and assistive technologies that they use for this are summarized below.



Methods used by the teachers to stimulate the learning capacity and potential of their learners:

- ✓ Differentiation (personalized learning materials & personalized evaluation materials)
- ✓ Peer learning
- ✓ Stimulate pupil creativity
- ✓ Class discussion (debate)
- ✓ Group work
- ✓ Increase pupil motivation
- ✓ Positive feedback
- ✓ Cooperative learning
- ✓ Flipped classroom
- ✓ Reflection (personal & teacher assisted)
- ✓ Attention to learning styles of the learners
- ✓ Challenging the pupils

"I create specific materials according to their capabilities, also by doing personalized tests. Tests are later adjusted together with pupils if we realize that a request is not fitting their needs."

"All pupils must be encouraged to give their best by focusing on those that are their strong points. Peer education is particularly important to involve the best pupils in helping their peers who have more difficulties. Also through games fostering peer-learning and enhancing what everybody can do."

"I try to stimulate their creativity, also by allowing them to question instead of finding answers only."

Participated lecture with debates, detailed study with final debate. Vision on movies/documentaries in final debate."

"By group work and through offering them work strategies."

"I surely try to stimulate them to research and to deepen their knowledge in the topics that have been covered."

"I stimulate my pupils to evaluate their own work and their competences. I try to enhance their motivation and trigger them to explore and broaden their knowledge."

"I try to give value to their strengths and progresses."

"I foster dialogue and confrontation with the pupils. I calibrate the intervention according to the needs that emerge from the confrontations."

"By peer tutoring, also during assessment moments."



"I foster the learning process of the pupils by implementing compensative and transversal paths adapted to their needs."

"I first capture, where possible, the pupils attention and motivation by deciding on an activity that positions them as main characters (group work or in pairs to create a video, leaflet, flyer, or role play games, etc.). I also leave them a discretionary fringe where they can show their talents. These works are often carried out in class by 'Bring you own device modality'."

"The learning capacity comes from the relational dimension where one assigns the possibility to express interests and potentiality. In the same way, I define efficient and personalized strategies to allow the pupil's learning level to increase, simultaneously I adapt my content accordingly."

"...I potentiate communication skills and interpersonal relations particularly with the peers. I try to increase the level of motivation and self-confidence by handling their emotions. It is very important to have a continuous monitoring and evaluation in terms of the learning levels."

"...I take into consideration their points of view and correlate it to the topic being studies, their daily life, and their expectations towards the future. In this framework, I am the facilitator whole they can come to when needed."

"...by attempting to vary the didactic methodologies and make more engaging and interesting lessons. I often link it to their daily life. This can lead to increased curiosity towards the topics and consequently stimulates their learning."

"Cooperative problem solving."

"...first of all I try to improve self-effectiveness and thus their learning esteem. The first step is always related to creating a motivating learning environment, a place in which the learner can feel fine and at ease and where he does not feel discriminated. Another important issue is the learning customization: for example, structuring complex activities into simpler learning objectives, so that learners with difficulties can easily receive feedback and be more motivated to learn."

"By cooperative learning and flipped classroom."

"Other very useful techniques are cooperative learning and peer tutoring. In these activities the learner perceives himself as an active participant..."



Digital tools & assistive technologies that the teachers use to stimulate the learning capacity and potential of the learners:

Digital whiteboard – PPT – Special software – PC – Applications – Word editor – Online exercises – Microsoft Office – Prezi – AraWord³⁸ - Videos – Google Classroom - eTwinning platform – WhatsApp.

"...I use digital whiteboard only for projects."

"Digital technologies often potentiate their learning process because they allow pupils to reach disciplinary contents in a more stimulating way, which is also more adequate according to their cognitive styles. A simple PPT or the creation of a concept map by using a certain software allows for learning, which is simply preferable in comparison to mechanical learning processes, a sterile accumulation of concepts which are rapidly forgotten."

"I use the computer and the internet."

"Yes, digital whiteboard and free Apps..."

"My subject (informatics) allows the constant use of new technologies. This fosters continuous reflection on the use of new technologies, and supports problem-solving processes."

"...digital tools are constantly used for active research of materials (internet) and for the creation-elaboration of multimedia products."

"I use programs such as Word editor on internet research. In my opinion, tools alone do not create motivation to learn. Everything starts with the need, tools come later."

"I use the internet for research and online exercises, Office for content elaboration and production, Apps for facilitating writing and reading."

"...maps and useful Apps in order to encourage pupils to pursue their goals and find the learning processes that could be in line with their learning styles."

"...used tools: Prezi, PowerPoint, Word, AraWord, maps and schemes construction software."

"I use many visual tools, for instance videos."

"I am directly in touch with my pupils through both Google classroom, the eTwinning platform and the WhatsApp group. We use different multimedia tools to rework and to create supportive materials that value the creative aspect of each one."

³⁸ AraWord: pictogram –based word processor for disabled people



- **Can you provide an example of personalized learning approaches for learners that support and help develop autonomy in the learning?**

All of the teachers in our sample of 56 teachers use personalized learning approaches to help develop the autonomy in the learning of their learners. These approaches fall under the category of differentiated instruction strategies.

Differentiated Instruction Strategies

Teachers that use differentiated instruction tailor their teaching approach to match their learners' learning styles. All learners have the same learning goal. But the teaching approach varies depending on how learners prefer to learn. Instead of using one uniform approach, a teacher uses a variety of methods to teach. There are three areas or levels where the teachers can differentiate instruction:

- ✓ *Content: figuring out what the learners needs to learn and which resources will help them do so;*
- ✓ *Process: activities that help learners make sense of what they learn;*
- ✓ *Product: a way for learners to show what they know.*

Nine differentiated Instruction Strategies that the sample of teachers use in Italy:

Flexible Pace Learning – Collaborative Learning – Progressive Tasks – Digital Resources – Verbal Support – Variable Outcomes – Ongoing Assessment – Reflection and Goal Setting – Flipped Classroom

10. ***Flexible-pace learning:*** Traditionally, tasks are completed in a set amount of time, which normally accommodates the slower-paced learners. This can mean faster learners are held up by the pace of their peers, and slower workers feel rushed and incapable of learning at the necessary pace. A flexible approach to time-based tasks, however, faster learners are given the facility to complete extension tasks, and it gives other pupils an opportunity to complete their exercise at a more comfortable speed.

“I create a weekly plan where pupils can choose what they want to increase their knowledge in (methodology of the Rubrics of Demo Heidrun described in the book Open and Inclusive Didactics).”



“In my opinion, it is fundamental to start from what we do in class. If M. will participate to a didactic study visit, she will be motivated to prepare her own rucksack with some money for her small expenses and her sandwich. She will be compelled to respect time and rules. She will be interested in choosing a history topic and exposing it during an oral test (that will be more simplified and reduced in her case). Our school proposes labs in the pool, kitchen, and manual activities. Pupils choose the activities they want to take part in and learn through personal autonomy through ‘doing’. From a didactic point of view, class visits and similar experiences are very important. Pupils are motivated to learn because of the stimulating environment. The same is for socialization rules, affectivity and growth. It is also fundamental to ask questions and really listen to their answers. Also to let students interact with each other during classes. What makes the difference is the class itself. We, as support teachers, can do little if we do not get involved in a constant and appropriate way inside the class.”

“I give them simplifies materials, more time and exercises of different levels.”

11. **Collaborative learning:** Facilitating group work is excellent for empowering shyer learners to participate more in class. Forming mixed ability groups of learners gives high achievers a platform to vocalize their ideas, and lower ability learners a way of collaborating with and learning from their peers. Allocating roles to each member of the group can also help learners organize themselves according to their different skills and capabilities. This gives less abled learners a way to add value and generate more confidence.

“...The study phase occurs both in class and in small groups.”

“In group work or in pair, after a constructive debate and sharing of choices with colleagues. The combination of pupils is almost always determined by the opportunity to set to work pupils with different abilities to work together. In this way, each one can during all the phases of the activity have a moment of positive focus on them. I also add value to everyone’s contribution by enhancing the individual characteristics...”

“I do not show the correct execution of an exercise (i.e. gym). I give them time to experiment with the different execution modalities through confrontations with each other.”

“The modalities I prefer to use in order to foster a concrete learning is working in a small group. In this group, each pupil responsibly plays a role, which is assigned according to his/her particular capacities or talents (one reads, one writes, one exposes...)”



“Activity presentation is always open and allows differentiated feedback from the pupil: it can be a game or a multimedia projection or the interpretation of a play. I illustrate the didactic activity and then together with the student, we elaborate what he learnt. Then we report the emerged experience by graphics, expressive realization, verbal personal or group reflection.”

“Group work with individual responsibility homework, self-evaluation of group members, of groups as far as the work of other groups are concerned, assessment rubrics.”

“Peer to peer activities.”

“Cooperative learning.”

“Didactic workshops in which the learner is active part of his/her own learning and develops a personal critical thinking. Group works, cooperative learning.”

12. **Progressive tasks:** It is possible for teachers to set separate work or exercises to different learners based on their abilities. However, this approach can pose a few problems. Not only does it highlight learner ability more publically with potentially negative social implications, it also requires considerably more administrative work for the teacher.

A progressive worksheet, however, that gets more complex as the learner makes his or her way through is a more sensitive alternative. Allowing learners with a slower pace of learning to work at their own speed, it also gives a vehicle for more academically able learners to progress to the more challenging questions more quickly.

“I introduce a topic by doing a fast brainstorming with the pupils. Then I make use of the correct information he gave me and I integrate them with new questions / problems and the search for solutions in an autonomous way (questions to mates, adults, use of internet ...).”

“I work with multimedia materials and simultaneous sense stimulations that favour the elaboration of the information, by giving them tasks that imply a progressive level of difficulty.”

“In front of a pupil that is, for example, passionate with engines or tractors, I invite him to recognize a specific spare part or a specific tractor model among different pictures. Then I ask him to choose which



feature of the spare part or of the tractor he is most interested in, I consequently make him deepen the research, from the detail to the construction of a more general knowledge.”

13. **Digital resources:** By using interactive tools and digital applications, mixed-ability classes get the opportunity to approach a topic or subject from different angles. In some cases, the use of digital resources can also highlight a skill or passion in learners with less academic ability, while others might work more effectively with non-traditional resources and mediums.

This method of differentiation allows different materials, platforms and tools to be used to bring about the same learning outcome, and give learners confidence in their digital skills.

“I use the digital whiteboard in class. This allows the pupils to copy the contents in his USB and later check them without haste. In other cases, we create slides that the pupil proposes to the class. Through images, the pupil can memorize and this makes him more autonomous.”

“I use shared files to assign didactic materials, operative indications, and the mobile phone to set significant moments at school for the following-up on the information.”

“I have a kid with learning disorders and I try to respect his cognitive style with the support of adequate compensative tools.”

“A PDP³⁹ can include several video-writing programmes with automatic spelling correction and recording. Vocal synthesis or other compensative measures according to the specific deficit.”

“The use of writing software with spelling check for learners that suffer from dysgraphia and disortographia.”

“Elaboration of concept maps (also by making use of online sources such as facilitating platforms) allows the students to memorize the act of transcription and layout. To link a theoretical lecture to a digital tool means to distinguish the redundant ones, in order to get more essential and comprehensive contents. This makes the pupil an active main character in handling his learning process and thus making it much easier.”

³⁹ PDP: Personal Didactic Plan, an official agreement written and implemented for special education needs students.



"I give pupils materials that they can choose from and elaborate on for the creation of Power Points or Prezi presentations."

"In order to develop oral competencies, I do video-oral tests and expressive reading recordings..."

"The web-site Phet.colorado offers a series of simulations and serious games on different subjects, in which teaches or pupils have to interact through modifying, moving, adding, and changing some elements of the situation..."

"For example creative use of didactic tools such as learning apps, kahoot: quiz e jumble, quizlet, quizizz.com, Trello, PowToon, PIC PAC STOP Motion studio, Kinemaster, Blabberize.. They allow the creative reconstruction of learning paths by both teacher and learners."

"The technique I most often use is that of facilitating - simplifying contents, according to pupil level. I provide pupils with some materials (paper but more often digital, especially PPT) where key concepts or words are highlighted. I further simplify the text using images that help comprehension and memorization. In order to help pupils to become autonomous in organizing information, I use maps that the pupils learn to build autonomously. In all these activities personal computers are used, provided with software that are conceived for word processing, creation of maps and of multimedia presentations."

14. **Verbal support:** Verbal dialogue is central to this method of differentiation. Teachers can identify different learning abilities and adapt their vocal explanations and support to different academic levels. Using targeted questioning can produce different responses in learners of different learning profiles.

This technique relies on teacher-pupil interaction, and an ability in the educator to engage learners in both simple and complex dialogue according to their learning needs.

"I try to give value to differences and encourage the search of strategies for studying. I also give them information and foster reflections to favour also meta-cognitive "contacts" with the subject of study."

"I teach how to do the summary of a written text or how to design a concept maps."



“As a didactic approach with my students, I try to give them summaries and concept maps that they will have to study at home. Then at school, we try to repeat together in order to favour a better level of confidence during exposition.”

“I deliver materials and references to address a topic; each student develops the topic and then we discuss it together.”

15. **Variable outcomes:** Rather than setting a task with a single outcome or ‘right’ answer, taking a more interpretive approach to an exercise gives learners the flexibility to arrive at a more personalized result. Learners of different abilities will arrive at outcomes that match their level of understanding and learning. If clear direction and a set of rules are formalized prior to setting the task, the risk of lower ability learners falling too low can be avoided.

“We create tailored projects for our students so that they can develop their own skills and competences: Informatics Project for digital competences, Music Project to favour integration and socialization, Pet Therapy Project to favour aggregation moments.”

“The pupils with special educational needs choose which exercises they are going to do among higher learning objectives.”

16. **Ongoing assessment:** Regular assessment and feedback, allows teachers to adapt their teaching methods according to their various learners’ needs and learning conditions. Assessment currently takes place both throughout the year and at the end, and its scope to entirely rethink the end of year reporting process. With an interactive front-of-class display like Kahoot⁴⁰, teachers can perform anonymous or open polls, end-of-class assessments and pop quizzes. Educators, therefore, can be informed in the moment about levels of understanding, interpretation and learning. This flexible method allows for all learning profiles to be catered for at the time it is most valuable, rather than retrospectively.

“...We define together how to face the study and the assessment phase. Each final assessment is preceded by many intermediate tests.”

⁴⁰ Kahoot is a game-based learning platform, free for teachers. For more information: <https://kahoot.com/schools/>



“It is very important to have a didactic approach immediately establishing the objective of the proposed activity and directly and visually schematizing (through maps, images) strategies in a chronological way. The scheme sets specific moments, along the learning path, of control and monitoring (together with the pupil) of the achieved results and level of learning. Gratification and positive support at the end of the activity are very important.”

“I give them the necessary work documents and ask them to formulate which procedure is better to follow in order to complete the requested practice.”

17. **Reflection and goal setting:** Have learners reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask learners to write about their favorite topics, as well as the most interesting concepts and information they’ve learned. They should also identify skills to improve and topics to explore. Based on the results, you can target lessons to help meet these goals. For example, if the bulk of learners discuss a certain aspect of the science curriculum, you can design more activities around it.

“A certified girl in my class was following a differentiated programme in all the subjects, English language included. I was leveraging the fact that one of her parents is an English native and thus that the girl has good language skills, I decided to modify her programme in my subject - English. Now that the girl follows a programme with minimal objectives, she is much more motivated and she interacts more with the rest of the class. She is also more autonomous in learning because she is more curious by the subject and she became an example to follow also for her mates.”

“I had a disabled kid with a cognitive deficit and a very serious opposing-provocative behaviour. In that case, we activated a personalized kitchen lab that allows working in several fields:

- Weekly search for a recipe in order to develop writing and reading skills;*
- Autonomously organization of the grocery for a recipe;*
- Realization of a recipe;*
- Final confrontation with a teacher and an educator on the emerging difficulties and problems.”*

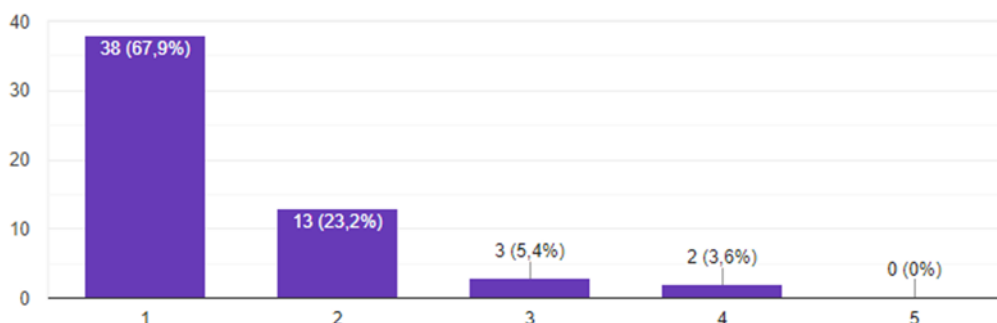
“I had a pupil with several learning deficits but with great music skills. In that case, we set a learning path almost completely focusing on music. Starting from that, he could later develop other competencies.”



“After a short shadowing period, it is possible to plan a personalized approach, based on the modalities of cognitive work developed in homework by each pupil. These are the phases:

- Homework presentation;
- Detection of difficulties;
- Development of problem solving strategies and acceptance of our own limits

-



Development of tools which positively allow to face a problem;

- Implementation and use of strategies useful for developing the task.”

18. **Flipped classroom:** Is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that the learners are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by the teachers.

“Flipped classrooms.”

➤ **Do you consider parents and families as an essential resource for a learner’s learning?**

With 1 as Highly essential and 5 as Not essential at all

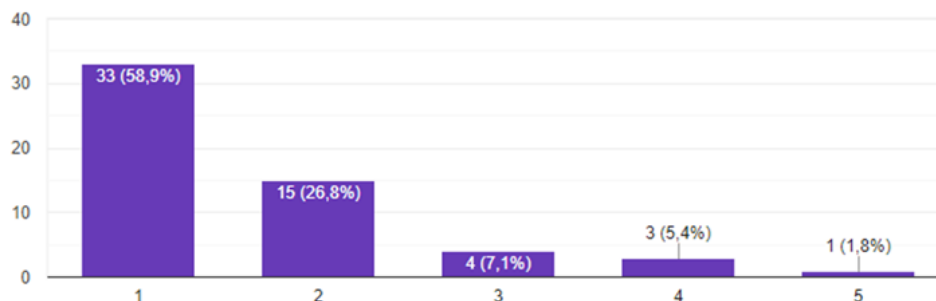
The majority of the 56 teachers who took part in this questionnaire considered parents and families as highly essential (58.9%) and essential (26.8%) for a learner’s learning. A minority of 4 teachers (7.1%) are neutral about this issue.

➤ **Do you consider it valuable to work with parents and families of learners with light intellectual disability?**

With 1 as very valuable and 5 as less valuable



The majority of the 56 teachers who took part in filling this questionnaire consider it very valuable (67.9%) and valuable (23.2%) to work with parents and families of learners with light intellectual disability. Three teachers (5.4%) were neutral in their answer and a minority of two teachers (3.6%) consider it not valuable.



➤ **How do you support the development of your learners' communication skills? Do you use digital tools to do this?**

Almost all of the teachers support the development of their learners' communication skills and similarly most of them make use of digital tools in achieving this.

The teachers use the same or similar methods to support the communication skills of their learners.

These could be summed-up in eleven methods:

**Simulation Interviews – Real-life situations simulation – Dialogue – Debates – Presentations –
Reading maps/schemes – Meta-reflection – Circle time – Role-playing – Theatre – Peaceful
environment**

"My pupils with light cognitive disability have serious difficulties in communicating with teachers of other subjects. I had to work a lot on their sense of self-efficiency and self-confidence because they could talk to their other mates without my intervention. However, there is still a big obstacle with oral tests. Since paper reports are not perceived as useful, students can make use of compensative tools (concept maps, keywords synthesis, images). Moreover, in preparation of the works, often carried out in pairs or small groups, they can train themselves with a test/interview simulation. This allow them to test communication speech efficiency and possible questions to oral interviews."

"I give them a broad space for (ordered) debates, answers, listening."

"I involve them in presentations/lectures to show to their mates..."



"I encourage elaboration and reading of maps, schemes, multimedia presentations. I also outline mistakes and "distractions". I upload inside platforms links that sum up different topics, both general and specific (i.e. the most common mistakes in Italian communication)."

"I make use of the circle time methodology during the development of the proposed projects within the support group."

"I try to foster a meta-reflection on the communicative style used by the class, with mates and teachers."

"I try to foster communicative skills in order to create opportunities, moments, lab activities and projects. These are set when there are positive dynamics in small groups by the use of methodologies such as Cooperative Learning, Circle-time, and role-playing."

"I use role-plays, PowerPoint presentations. By group and pair works, always favouring heterogeneity, rotation, definition of elements that define the groups, making all members interact in an efficient way, also solving potential conflicts."

"The development of communicative skills comes when there are space and time to listen by the teacher and by the other mates. Then we try to set a peaceful comforting environment."

"Yes, we focus on the group spirit for the works carried out with others. We assess the willingness to listen to others and the pupil's behaviour that needs to be constructive and collaborative."

"I encourage oral expression of contents by allowing presentations, stories on personal experiences, descriptions realized on schemes and topics to follow."

"I encourage pupil participation by involving them in specific school labs, such as the one of theatre."

"By continuous dialogue, I attempt to develop critical sense that many times is neglected during the learning process."

"I think that role playing activities are very productive, but also examples of "played" reading (i.e. reading extracts of arts comedy) is very significant."

"We try to set a peaceful environment where the pupils feel protected and free to express without being afraid of negative judgements or doing mistakes. We add value to the pupils' participation by inviting them to expose and play as "experts" on a certain topic. The teacher, in this framework, plays the role of observer and communicative facilitator in order to support and stimulate communication."

"By class debates..."



"I try to support pupils' communicative skills by encouraging and promoting the free exposition of one's own ideas on a topic or on the daily lesson. I encourage pupils in sharing opinions with all the rest of the class and in disseminating their ideas with the entire class group. They also need to defend their ideas against potential reactions or opposite point of views."

"I prepare targeted situations and then I try to push them in similar real situations."

The teachers mentioned the following digital tools to support their learner's communication skills:

PC – Tablets – Digital Whiteboard – Shared Folders (Audio & non-audio) – Free Applications (WhatsApp, Voice Tone, Prosody, Leggixme, SymWriter) – Speech Notes – PowerPoint – Prezi - Videos – Multi-media presentation

"I use digital whiteboard in class and I work with small groups..."

"I exchange file materials by shared folders. I use WhatsApp for the correct sms coding and the smartphone agenda."

"I involve them in presentations/lectures to show to their mates. When it is possible, these presentations can stimulate digital tools and in general I leave the students free to complete their communications with PowerPoint, video and audio files."

"I use computer, particularly when the student has dyslexia or disortography."

"I use PC and internet in order to put into communication each of the different school branches where I work."

"Yes, I use digital whiteboard and other free apps to stimulate participation and creativity. Video production, which are often adequate with the school activity."

"I use multimedia presentation to expose multidisciplinary topics to the class in order to favour active discussion."

"I use paper and digital support tools (concept maps, schemes, PowerPoint presentations)."

"I make use of images and digital tools such as presentations and videos."

"I use digital support when these can be traced back with symbols or images that can represent difficult concept."



"I use video shootings and/or audio registration realized by the students themselves."

"Yes, digital tools are very important but they cannot be considered an exclusive tool: in my experience, it is fundamental the use of supporting strategies at paralinguistic level (voice tone, prosody), visual contact, miming, gestures, but also proxemics. To this extent, I think that role playing activities are very productive, but also examples of "played" reading (i.e. reading extracts of arts comedy) is very significant."

"I use digital tools such as SymWriter."

"I propose to present different experiences and reflection with several modalities: presentation, billboards..."

"For years I've been involving classrooms entrusted to me in eTwinning projects that allow the critical and creative use of apps and multimedia tools dedicated to innovative and inclusive methodologies."

"In these kind of activities I use pc, digital whiteboard, tablets that allow students not only to find and organize materials, but also to realize multimedia products. The products can be a video in which students take turns describing the work phases or a PPT or Prezi presentation that can help each group components in the final oral report to the class."

"There are many digital tools for this purpose: SpeechNotes, that turns voice into written text, Leggixme (Read4Me) multi-language speech synthesizer, PdfxChange that allows quick links between a PDF text and a personalized glossary, Kahoot that stimulates small groups work, WhatsApp that allows to share information and materials."

➤ **Can you provide some examples on how you facilitate cooperative learning approaches?**

According to the data, it appears that most of the teachers facilitate cooperative learning approaches with their pupils. Only four teachers out the 56 didn't reflect motivation to this type of learning approach.

"Our school is still structured in a very old-fashion way, which gives very little space to the type of work that I would like to promote: change the way to stay in class, change the way to do classes, change the way to assess the students' competencies and skills. We would need a revolution that I think it is very difficult to occur in this kind of society, because it implies big efforts and sacrifices. We would need to work on how students themselves could be "self-educators", with a guide that explains to them how they can make a daily lesson in class, how they can do self-assessment, how they can create projects starting from their ideas and let themselves become the main characters in the society they live in."



Adults and educators need to understand that future generations will not receive any inheritance from the world we live in: on the contrary, we borrowed them the world we are in."

"Collaboration with disciplinary teacher work does not leave much space to this modality of work. As support teacher, I cannot always make use of this kind of methodology. In the class I work in I can do it only during the practical gardening exercitations."

"Only in few cases, I use to work in group. More often the work continues at home. I have only two hours per week in class."

"I do not facilitate the use of approaches based on cooperative learning. However, sometimes, I use cooperative learning in class, during the implementation of tasks."

Fourteen approaches for facilitating cooperative learning were identified in the teachers' answers:

Group Work – Digital Tools – Mixed Ability Pupils – Flipped Classroom – Theatre & Cinema – Role Play – Teacher as Moderator – Project Work – Team Presentations – Cooperating with Other Teachers – eTwinning Platform – Problem Solving Activities – Workshops – Peer Tutoring

Group work – Digital tools

"First, I create heterogeneous groups according to their skills and capacities. I often make use of video clips on YouTube to allow pupils to face the learning process with the right motivation. I also encourage each pupil to be responsible both of his/her share of work and the group one."

"Tasks to be developed in group, elaborating multimedia presentations and final reports involving each group member (I defined the groups before so that they are inhomogeneous). With G-suite they can do the task also remotely."

Group work

"I do works in small groups with shared tasks, based on the skills of each one. This fosters the self-confidence of each member of the group."

"Group work on specific topics. Support comes from mates first, then from teachers. Self-assessment tests."

"Group work need to be created around a strong and balanced leader, that does not have to be more competent than others, but needs to handle difficulties and define the correct way to solve the problem."



“By creating a small group of work I can assign a task to each group member so that they feel that each of them is important.”

“With some pupils that have a diagnosis that include deficits in the emotional sphere, I often used small groups to facilitate learning and create positive relations between peers.”

“I give them a topic (in my case “informatics”) and then I organize small groups, where each member has his/her specific role, but it is always coordinated (i.e. an internet search with final oral report).”

“We created a project related to bullying where an entire class participated. The class was divided into groups and created fantastic work about how and when bullying occurs.”

“Work realized in small groups where each pupil participates by declaring in which field he can focus (because he knows he is more skilled in that).”

“In the class framework where I work, I try to include pupils in small groups. First of all I clearly set the group objectives and the specific objective of each pupil. It is important to initially check which are the most empathic and collaborative pupils. In this framework, I try to set a favourable environment for everybody and in primis for the pupil with disability, so that they can all reach the purposed result.”

“Once I find the correct division of the class in heterogeneous groups (but not hostile ones), I try to make them stable for all the development of the lecture or when the didactic goal is reached. Based on the competencies to stimulate participation, each pupil has a role that is complementary and interconnected with others, so that each one feels that he/she is essential to reach the goal. No one must feel marginalized.”

“Spontaneous creation of small groups that deepen different aspects on a problem.”

“I create heterogeneous work groups, where each student gives his contribution.”

“I create ad hoc groups. I give them materials and targeted topics.”

“Group work in which, besides the final product, I evaluate “social skills”, meaning the various ways that pupils use to make the whole group cooperate for the realization of a job.”

“Using micro and macro group work, changing the members of each group on regular basis, in order to allow the cooperation between each other.”

Group work – Mixed ability pupils – flipped classroom

“According to the different didactic activities, I tend to generically create groups of pupils with different abilities, so that we can create situations of support and reciprocity. We experimented situations of



cooperative learning and flipped classrooms. Students were divided in group of 4, and worked at home on different topics which were not explained before by the teacher (they had to expose them for the first time to the rest of the class)."

Theatre & Cinema

"As an Italian teacher, I use theatre and cinema as a form of cooperative learning."

Mixed ability pupils

"I create groups in a lab with structured activities and clear and simple inputs to follow. There is always a tutor with them and some pupils with more experience that could help the others in the development of the task."

"It is not always easy in class to facilitate these approaches as a support teacher. However, it would be opportune to make students with disability continuously interact with students with other intellectual skills. The group generates ideas: these ideas develop and then become more and more concrete, always under the guide of the adult teacher."

Group work – Role play

"Once I choose the didactic content, I exemplify through gaming, stories and videos. The group work structure allows the contribution through differentiation of roles and functions. I choose some of them so that I know how to better include the pupils with disability. This often becomes a role-play game."

Teacher as moderator

"As adult, I assume the role of mediator. (Teacher as moderator)."

"The adult takes the role of mediator."

Project work – Team presentation

"I facilitate the use of cooperative learning approaches by proposing group research activities and the realization of presentations in teams."

Flipped classroom

"Work in small groups and make use of flipped techniques."

Cooperating with other teachers

"I work in synergy with other teachers when they organize cooperative learning activities."



eTwinning Platform

“Valuing the weakest, giving them the role of spokesperson, supporting and favouring the remote cooperation with European peers through the eTwinning platform.”

Problem solving activities – Workshops – Peer tutoring

“I plan didactic activities suitable for group work and cooperation, such as problem solving, workshops, skills didactic learning units, peer tutoring.”

Project work

“My teaching subject is suitable for this kind of activities and allows me, sometimes, to make students participate in contests.”

“Usually the contests are about ideas concerning the redevelopment of urban areas: pupils can use the presentation methodology they prefer (drawing boards, posters, videos, etc ...). In the ‘construction site’ workshops groups of pupils are invited to create small products (from design to practical realization), using various recycled materials or, if necessary, to produce concrete for the construction of sideways or other simple building elements inside of the school area. These are just some examples of activities that I propose to promote cooperative learning in the classroom.”

Project work – Digital tools

“E.g.: “Davina Commedia” Project. Given a simplified text, a small group has to recreate the scene that has been described by images, using web search engines.”

Workshops

“Didactic workshops: starting from learning the theoretical notions about the topic, you skip to the construction of the stools in play realizing the experience and arriving to the conclusion, developing a critical thinking on the experience.”

Group work – Peer tutoring

“Within the group each person has his/her role, but everybody cooperates in order to reach the right conclusion.”

“This allows the whole class to learn a complex topic at the same time, dividing the work between the groups and also allowing a personalized and individual approach. To do this, I divide the pupils into groups (no more than four or five), I choose the topic and I divide it into parts to be distributed; I set



the working time, and I let the experts compare to each other and then return to the groups to which they belong to communicate their part. I test the learning, and I evaluate. Groups are usually heterogeneous in order to support all pupils who help each other in different ways, including peer tutoring.”

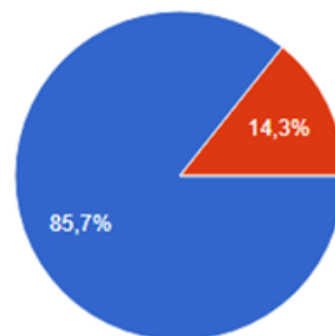
- **Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings?**

Most of the 56 teachers (85.7%) use cooperative learning where learners help each other within flexible learner groupings.

14. Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings? *

56 answers

- YES
- NO



Some examples provided by the teachers:

The examples provided by the teachers can be categorized under seven categories:

- Group work (e.g. Jigsaw method) – Peer Tutoring & Coaching – Varied Tasks in One Assignment – Practical Activities – Assigning Leaders – Project Work - Debates**

Group work

“In a group, each pupil has his/her function, which mostly is subjected by its bigger quality. This makes it possible to share within a group all the different knowledge and intelligences. Groups shall never be



too numerous, because the more the pupils are the more it is difficult to handle the group and the work.”

“In one class, I recently assigned a test using the “tool map” structure: pupils were organized in groups of four. First, each of them had to write an answer to a question I asked on one side of an A3 sheet that they were sharing. Later, they share their thoughts and write a text elaborated by the four components of the group in the middle of the paper. The text was summing up all the main elements emerged and a synthesis elaborated by the group.”

“Group composed by four members: one with learning disorders, one tutor, one group coordinator and one who presents.”

“I use and experiment as much as possible with the method jigsaw, when it is possible to integrate it to didactic.”

“I create heterogeneous work groups, where each pupil gives his contribution.”

“I use cooperative learning during the development of class tasks. In this case, I am always very careful to create groups where there is at least one pupil per group capable of solving the exercise.”

“Each group is provided with an article to be analysed by all members. The group has to study the article, trying to understand the content in order to be able to answer the questions about the topic. For each group a member is chosen for answering the questions about the article.”

Peer tutoring & coaching

“My school welcomes delegations. Usually, together with the pupils, I prepare the catering to be offered to tourists at the end of their visit. The pupils with more experience teach the others how they have to do it. I try to limit my intervention as supervisor.”

“To prepare a psychomotor path in groups. Then pupils have to illustrate it to others and make a test.”

“The most competent pupil helps the ones who have more difficulties in the developing the task in a natural and spontaneous way (I supervise).”

“In order to make Peer Education efficient, it is fundamental to create groups, by balancing them according to difficulties/potentialities. For instance, I create two groups for the execution of a math test. In each group, the more skilled students will help those with more difficulties.”

“After-school experience: last year students take the role of Peer Tutors for helping younger students.”

“In each group, there is a tutor (the best pupil) who involves the other classmates.”



“There is a pupil that “teaches” to the entire class.”

“In the bullying project, the same pupils that participated then became tutors in other classes by sharing their experiences.”

“I teach English language, I often implement activities in pairs where one pupil acts as tutor and offers support.”

“Sometimes, I tutor outside the class. In this framework, a good technique is the one of peer tutoring because interaction between pupils can lead to a facilitated comprehension of the covered topics.”

“I encourage shadowing activities, where one pupil supports another: for instance during lab activities, realization of a PowerPoint presentation for a didactic event in class. The pupil offers his/her support in terms of good multimedia knowledge: in this way, he/she gets gratification and offers a real contribution to the less prepared classmates on multimedia tools (his strong point). Consequently, the pupil increases his self-confidence, by offering a real and concrete contribution to others’ work and is acknowledged for that.”

“In preparation for tests, there is a pupil who informally supports the other ones.”

“Preparation of tests together with the desk mate.”

“Implementing micro group work enhances the creation of one’s own learning respecting the learning rhythm of the weakest ones. Through peer tutoring active listening, empathic attitude and constructive critical spirit can be encouraged.”

“I often use peer tutoring during class exercises, where pupils are invited to work in pairs or in small groups. Usually groups are heterogeneous in terms of abilities, while within the pairs one pupil plays the role of “tutor”. Exercises usually consist of problems or some other kind of an exercise. I use this methodology especially in re-mediation activities where the pupils help the weakest classmates to recover knowledge and skills.”

“E.g.: mixed group for different classrooms and age. Those who have already done a given task support those who are doing it for the first time.”

Varied tasks in one assignment

“I work in small groups. Each member has a task to complete but all members work together for a common goal. It can be a targeted search or an oral report in class made by different groups.”



“Some pupils were more skilled in using informatic tools (to surf on internet, doing searches, creating a PowerPoint presentation), others were more talented in speaking in front of the class or more at their ease in doing organizational things, such as contacting the teacher on a specific topic.”

“The group work is structured in a way in which contribution by everybody is necessary for the final realization. Not in all kind of works we manage to do peer tutoring.”

“Small groups with different tasks and characteristics where the pupil with light cognitive disorder works together with his classmates (particularly together with a very emphatic and supportive mate).”

“I take a topic that could be divided into independent parts, that means that each part has to be autonomous and not require the knowledge of the other parts, so that it can be studied autonomously.”

“Then I create work groups, preferably heterogeneous and rarely random groups, each one composed by four or five members and set in different corners of the class, so that they do not disturb each other while working. In our school there are two spaces called C3.0 CLASSROOM ideal for this kind of didactic. After explaining the activity, establishing schedules and clarifying objectives and evaluation methodology, I deliver the materials to the pupils. Each pupil receives a part of the whole topic that is assigned to the group. All materials of the group form a single topic. After the individual group, members of different groups that have studied the same part meet in a group of experts. Experts will confront each other to verify the correct understanding of the topic, they will clarify critical issues and they could prepare a presentation in order to explain their topic to their mates when they will return to the group they belong to. Their presentation will be the only access to their part of the topic for the other classmates, so they have the responsibility to be effective. When the time for confrontation is over, experts come back to their group. One by one they’ll have to communicate to their classmates the topic they have studied. Pupils will learn the other parts of the whole topic only through the contribution of the group mates.”

Practical activities

“I make use of cooperative learning, particularly during a practical activity, such as the one of “yogurt production.”

Assigning leaders

“I include in the group one pupil that can lead his classmates, for instance in the text analysis the leader will have to stimulate others in reading a text and in defining its main key points.”

Project work



“Interdisciplinary activities for the development of a didactic module, where one group had to develop a general topic.”

Debates

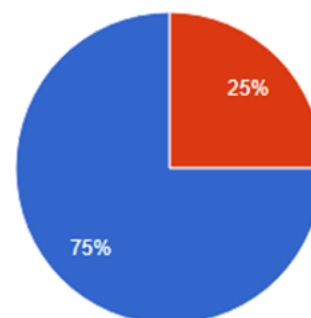
“Disputations or debates, if we prefer the modern version.”

- **Do you implement positive behaviour management approaches that support learner’s social development and interaction?**

A large number of the teachers who took part in this questionnaire (75%) do implement positive behaviour management approaches that supports their learners’ social development and interactions.

16. Do you implement positive behaviour management approaches that support learner's social development and interactions?

56 answers



Examples provided by the teachers on how they implement positive behaviour management approaches to support their learners social development and interactions in the class:

Nine positive behaviour management approaches have been identified:

Artistic Techniques – Communication Techniques – Posing Questions – Positive Class Atmosphere – Providing Support – Encouragement – Graphic Organizer – Team Building Activities - Feedback

Artistic techniques

“I work with artistic techniques: painting, music therapy, theatre, poetry and so on... I try to find that connection, the tool that best fits the situation and the person in that particular moment, in that social context and in that experience.”

“Activities (research, theatre activities) for realization, everyone’s contribution is needed.”

Communication techniques



“In class we experience some communication techniques: listening, empathy, comprehension, judgement suspension, giving value to personal thoughts.”

“ At lunch, I invite a girl to sit at her classmates’ table: lunch is an educational moment, highly stimulating communicative skills. I suggest topics to discuss, such as how the meals are prepared or asking further questions on the just ended lab activities.”

“Please comment on your classmate’s work by starting with comments aimed at giving value to your classmate’s work: “In your work I really appreciated...” (courtesy expression).”

“Due to the nature of the task, pupils are obliged to develop interpersonal communication skills such as being capable of interacting in a positive environment of mutual exchange.”

“I try to favour interactive communication among pupils, so that they do not have passive roles but can be proactive in their learning.”

Posing questions

“I frequently ask them questions.”

“Complex question for a simple and already explained content/behaviour.”

Positive class atmosphere

“I do not use particular techniques because pupils in class are very collaborative and proactive towards the weaker ones.”

“...I discourage any form of unproductive competition: even the act of a pupil raising his hand while another is having an oral exam, is not appreciated.”

Providing support

“The pupil I follow, besides having a light disability, is also on the autistic spectrum. My intervention aims at supporting the difficulties coming from disability itself.”

“Reciprocity, support to a pupil with more difficulties on a specific topic, spirit of cooperation and collaboration, are always approaches that are fully enhanced in my class... Often we change seats so that students can share their thoughts and support each other on at the moment circumstances”

Encouragement



"I give very easy tasks, to be completed in collaboration with others. When there is a positive result, the pupils' satisfaction will be bigger since he is also working close to his peers."

"I push a pupil to ask help from his classmates when it is necessary. I encourage him to ask help from his classmates for his birthday party in class and at home."

"Clapping."

"I try to encourage and give value to interventions, outlining the most interesting parts. I spot potential similarities between interventions and I suggest complementary relations."

"In case of critical behaviour situation, I make use of positive remarks to make the pupil more aware of adequate behaviours that he should adopt in moments of tension."

"I encourage an empathic communication with a reflection activity on behaviours."

"I encourage pupils' personal initiative that aim at challenging themselves (i.e. when they voluntarily ask to expose a topic to their classmates in class)."

"I encourage pupils to reflect on their relational dynamics, both efficient and dysfunctional."

"I positively encourage the pupil when he is behaving correctly."

"I try to give value to all the pupil interventions during the lessons, also the less relevant ones and during the exchange of thoughts that daily happen in the educational debate."

"Even in those tests with more mistakes, I try to highlight the most positive elements."

"When it is possible, I try to connect the disabled pupil's strong points with some topics in order to encourage interaction in the class group."

"I try to value learners' strength points, I stay beside them and support them to accept challenges and live mistakes as a resource in the learning process."

"I support positive debate in classroom, giving everyone the chance to speak up, not judging and evaluating all that is said."

Graphic organizer

"I proposed my pupils a T-Chart on listening skills."



Team building activities

“I propose team-building activities to encourage the interactions between pupils. To know how to work in group is a fundamental basic skill which one can use in any field of personal and professional life.”

Feedback

“I am very careful of relational dynamics within the group. I highlight good practices when they are working out. I often change group works by observing them also from a relational point of view.”

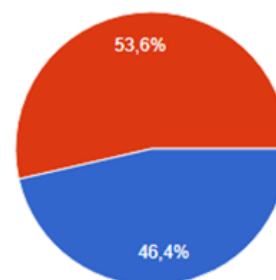
- **Do you employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approach?**

Slightly less than half of the teachers who took part in this questionnaire do employ classroom leadership skills while the majority of 53.6% do not employ any skill or method that demonstrate positive behaviour and classroom management approach.

18. Do you employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approach?

56 answers

- YES
- NO



Examples provided by the teachers on how they employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approaches:

Six classroom leadership skills/methods that demonstrate positive behaviour and classroom management have been identified by the teachers:

- Sufficient Authority – Classroom Management – Conflict Resolution – Equal Approach to All Pupils**
- Positive Reinforcement – Equal Leadership with Pupils**



Sufficient authority

“Respecting rules and strengthening positive behaviours allow an increase of the school commitment and the decrease of actions that bother didactic activities.”

“I try to use as much as possible a collaborative approach and spread leadership.”

“I insist on respecting the rules and on the fact that everybody needs to respect them (me too). I insist on the differences of roles between teacher and pupil.”

Classroom management

“I believe more in classroom management, rather than in leaders. There must be a shift rotation: everybody must have the possibility to manage the class as a leader, even if in different moments and modalities.”

“I give leadership skills to those that prove to have more reflective and emphatic capabilities in comparison to their classmates. Class management comes with the implementation of positive and shared rules, always related to individual responsibilities.”

“I try to drag and involve pupils during the lesson. I clarify doubts. I coordinate the different contributions coming from them. I lead the class through the discussion, the creation of knowledge and learning.”

Conflict resolution

“In case of conflict between two students, I try to facilitate their empathy according to non-violent communication principles (Marshall Rosenberg).”

“I use non-violent communication according to Rosenberg’s principles.”

Equal approach to all pupils

“I use to rotate group members and to give as much as possible role of speaker to the weakest ones, using techniques such as division of tasks and assumption of responsibilities within the group (RACI Matrix), using reverse thinking (e.g., “What if?” methodology: Strategic catastrophe, elaboration of a plan B in case of problematic events).”

Positive reinforcement



“I use different techniques for class management. An example is the use of positive reinforcement. I believe this strategy to be effective both for establishing rules in case of problematic behaviours and in case lack of interest and motivation. I try to value pupils by highlighting their successes rather than underlining their failures. In case of failure in the performance I try to give pupils some advice in order to improve their performance and not lower their esteem.”

Equal leadership with pupils

“In my absence, the best pupils go to the blackboard and lead the others in the resolution of the exercises.”

- **Do you use assessment approaches that take account of social and emotional as well as academic learning?**

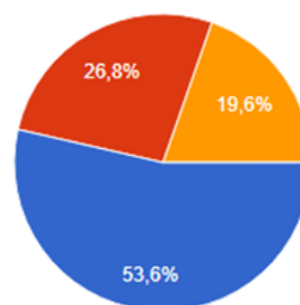
Slightly more than half of the teachers who took part in this questionnaire do use assessment approaches that take account of social, emotional and academic learning. 19.6% answered with maybe and 26.8% do not employ such assessment approaches.

Examples provided by the teachers on the assessment approaches that take account of social, emotional, and academic learning that they use with their learners:

20. Do you use assessment approaches that take account of social and emotional as well as academic learning? *

56 answers

- YES
- NO
- MAYBE



Seven assessment approaches that take into account the social, emotional and academic learning are identified by the teachers:

Rubrics – Transversal Indicators – Personalized Assessment Forms – Public Speaking Skills – through Activities – Assessment Charts – Assessment Grids

Rubrics



“Sometimes I use “rubric” during group work or cooperative activities.”

“For cooperative learning activities I use rubric, that allows evaluating both specific and transversal skills. Usually for group works I use two rubrics: one for the evaluation of the product and one for the evaluation of the group work. For the latter I particularly take into account social learning features such as participation and collaboration, communication and socialization, respect for rules and materials, information search and management, work autonomy.”

Transversal indicators

“By forms with transversal indicators.”

Personalized assessment forms

“By personalized assessment forms with specific indicators: what I learnt, why this is necessary when dealing with other people...”

Public speaking skills

“Respect of the assigned deadlines to the class, public speaking skills. In addition, it is necessary to take into account what was the contribution of the pupil if the work was done together with a classmate and also if the work has an impact on extra-school life (capacity of writing notes and autonomously develop a task, and so on).”

Through activities

“The already described activity “map in the middle” gave me the opportunity to assess improvements of pupils’ social interaction. In general, all cooperative learning activities are oriented to the development and evaluation of previously acquired cognitive and social skills.”

“I always take into consideration the emotional support involved in doing the activity, in case there is a task whose purpose is to assess elevated competencies of cognitive development.”

“The activities are set in this way: starting from a pupil’s sentence, another pupil reads that again and gives value to the work of the first pupil.”

“My evaluation, especially during activities is organized in pairs or in small groups. It takes into account the emotional approach of each person and their behaviour.”

“By continuously repeating the concept that each pupil is different, emotional state becomes a fundamental part of the performance. If one pupil is particularly emotional, he will approach each kind of activity in a different way. This always needs to be taken into account. During technical and practical



activities, I try to focus on the behaviour style, on the modality to handle interpersonal relations, on the management of failures, by offering an assessment that is connected to these aspects.”

Assessment charts

“In assessment charts, positive interdependence has a very strong impact.”

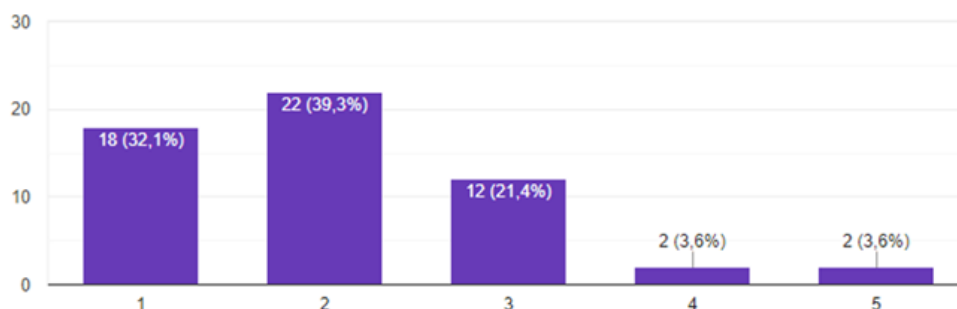
Assessment grids

“For example in the evaluation of the acquisition of basic and transversal skills I always try to keep in mind (following grids elaborated through the international BIE grids) the ability to collaborate and get involved, the assumption of reasoned risk, the will to improve one own skills through interaction.”

➤ **Do you take the responsibility for facilitating the learning of all learners in class?**

Out of the 56 questionnaires, 39.3% of the teachers take high responsibility and 32.1% take responsibility in facilitating the learning of all learners in class. 21.4% were neutral in their answer and on an equal level 3.6% do not take responsibility and similarly take low responsibility.

1 (high responsibility) - 5 (low responsibility)

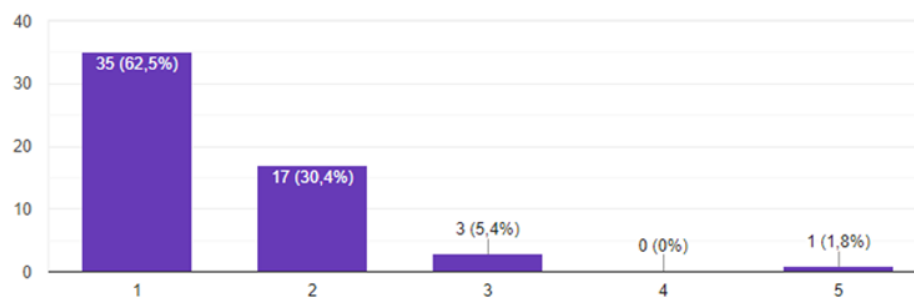


➤ **On some occasions particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches?**

Out of the 56 filled questionnaires, 62.5% of the teachers highly agree and also 30.4% agree to the above mentioned statement. A minority of 1.8% do not agree at all on the above mentioned statement.



1 (very important) - 5 (not at all)



- **What are some effective inclusive teaching methods that you use with your learners? Can you elaborate on one or two methods?**

The teachers provided several inclusive teaching methods that they use with their pupils in class. Most of them did not provide elaborations. For the sake of better understanding the method, a short explanation will be provided.

Six Inclusive Teaching Methods were identified from the questionnaires:

1. Cooperative Group Teaching
2. Peer Tutoring & Peer Influences
3. Inclusive Education
4. Formative Assessment & Feedback
5. Assistive Technology
6. Universal Design for Learning

1. Cooperative Group Teaching
'Help learners to learn from each other'

Cooperative group teaching (sometimes referred to as cooperative learning) involves learners working together in small learning groups, helping each other to carry out individual and group tasks. It is particularly effective for teaching learners with special education needs, especially in mixed-ability groups⁴¹.

⁴¹ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.



"I propose activities in small groups where together they can solve problems and find solutions that can include all the group members (it does not matter quantity but what they can give in terms of contributions). I propose games where they are the main characters. I propose active lessons where they explain things to me and to their mates. I propose life examples. I ask them to share their life experience, which should never be considered as a mistake. Indeed, in school, one plays the life game: it is always possible to fail, stand up and try again."

"I make them work together regular and special needs students. I take the regular ones out of the class and I include them in the structured labs for those learners that will not get the diploma."

"cooperative learning... is a didactic methodology that allows to work, according to one's peculiar skills and inclinations, at a common project by bringing its personal contribution."

"Works in small groups rather than working alone."

"To work in groups, give a research to do a homework, assess the work done."

"Concept maps, brainstorming, peer education, cooperative learning, capturing topics on current events, co-teaching."

"I think that cooperative learning is particularly efficient because it has an impact on motivation, on relational skills and on citizenship. Moreover, making use of different communication channels favours different learning styles."

"Cooperative learning and multimedia."

"cooperative learning, lab activities (learning by doing), peer tutoring."

"Participation in lab activities (game, recreational and expressive activities), cooperative learning in small groups, role-playing."

"Listening to lectures in groups and content elaboration together with the other students."

"The essential methodology allows a complete comprehension of the strong points and individual weaknesses. I propose interventions fostering their inclusion into paths that are fitting their potentialities. Cooperative learning is a system that I try to privilege."

"meta-cognition, cooperative learning."

"Meta-cognition, mutual teaching."



“work groups for the production of multimedia contents.”

“cooperative learning: problem solving.”

“cooperative learning, problem based learning.”

“works with very small groups.”

“small group work.”

“Generally, it is about cooperative activities aimed to a final result for which everyone shares his strongest abilities. An example: realisation of a game concerning smells. Each group has to produce three jars containing a smelling substance. Jars are covered by paper and closed with some gauze, so that it is possible to smell the content without viewing it. The game goal is to guess what is inside the jar. In the classroom a certified boy is visually impaired. Actually, the biggest problems were on the socialising level. In his case the activity, involving the use of smell (ability that the boy has as much as his schoolmates) was an excuse to stimulate socialisation.”

“group work and video making.”

“Among the inclusive teaching methodologies, I consider cooperative learning and role-playing to be the most effective. In the first case, I divide the class into heterogeneous groups, each student has a specific role in achieving the task. Tasks can be customized, both for difficulty level and for difference in performance, but they contribute to the same final product. The rules are shared and the students are stimulated to positively interact. In my teaching subject I have different contents that can be suitable for this didactic approach, that can also have a practical / laboratory nature. Concerning role-playing, I carry out a technical-professional activity in my teaching field: the simulation of a construction site where every student, or pairs of students, has to play a role: the project manager, the safety manager, the designer, the electrician, the construction worker, etc. ... Both methods allow the active participation of all the students, enhancing their abilities and motivating them in learning and gaining not only specific contents but also transversal skills. 1 - Given a small group work, each student is assigned a specific task at his/her reach. Each one of them has to do it with commitment; since what is at stake is the good result for the whole group, in order to realize a significant and realistic finale product. 2 - Once realized a product autonomously, each students is asked to share the methodologies and the contents with the rest of the class, thus becoming a real tutor.”

“I propose a physics workshop in which the starting point is a practical experience to determinate the mathematical law concerning the physical phenomenon under examination. The pupils cooperate to create the tools to use and to collect the data. In the data analysis phase, the best pupils help the



classmates to realize graphics, but overall to deduce the mathematical laws involved in the experience. Sometimes I use a software called “Tracker” for studying motions: pupils realize videos of bodies in motion, the software collects the data and turns them into a graphic version. From there, learners can derive the laws of physics under consideration. Another teaching method I use is Robotics. The use of Lego ‘Mindstorm’ robots facilitates the collaboration between pupils, the development of the learners’ digital skills and even critical thinking. I believe this is a very inclusive methodology.”

2. Peer Tutoring & Peer Influences

‘Utilize peers to teach and support each other’

Peers play multiple roles in supporting and teaching each other – a ‘natural’ social relationship that you should capitalize on. Peer tutoring are situations in which one learner (the ‘tutor’) provides a learning experience for another learner (the ‘tutee’), under teacher supervision. It is sometimes referred to as peer-mediated instruction, peer-assisted learning strategies (PALS), class-wide peer tutoring, paired reading and peer mentoring. As a strategy, it is closely related to Cooperative Group Teaching⁴².

“...Peer to peer, is a didactic methodology that allows to activate mutual teaching and support situations among peers. These are both inclusive methodologies working on the context that includes the pupil, by adapting it to his own needs.”

“Cooperative learning, lab activities (learning by doing), peer tutoring.”

“Peer tutoring, debates and work in small groups.”

“Peer tutoring: in a pair, a student plays the role of the teacher.”

“Work groups, peer-education and experimentation of the “expert” role.”

“I make use of cooperative learning and peer tutoring.”

“Work in pairs where one student in difficulty is supported by a more skilled one.”

3. Inclusive Education

‘Adapt the classroom program to suit all learners’

⁴² Idem. P. 47.



Inclusive education means educating learners with special educational needs in regular education settings. However, it means much more than mere placement. Rather, it means putting in place a whole suite of provisions, including adapted curriculum, adapted teaching methods, modified assessment techniques and accessibility arrangements, all of which require support for the educator at the classroom level. In short, inclusive education is a multi-component strategy⁴³.

“I make use of adapted written tests, with big font size and a writing mode which can be understood by everybody and with not too much detailed requests.”

“Contextualize the learning process.”

“After I analysed characteristics, special needs, the class group composition, the environment, I favour the organization of group works where the student is an actor that is involved in the activities development. In this way, his inclinations and personal talents will be more highlighted.”

“The fundamental methodology is the language simplicity and the choice of a logic sequence (the easiest one) between a new topic and the ones already covered.”

4. Formative Assessment and Feedback

‘Regularly check and inform learners of their progress’

Formative assessment and feedback is a combined strategy in which you (a) probe for knowledge within lessons (sometimes referred to as *interactive formative evaluation* or *performance monitoring*); (b) give frequent feedback to learners (sometimes referred to as *corrective feedback*); and (c) adjust your teaching strategies, where necessary, to improve learners’ performances⁴⁴.

“... I consider the assessment in terms of both how much is done by individuals and how much is done by working in group.”

⁴³ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.

⁴⁴ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.



“I take into account topics that are interesting for them. Then I assess them through rubrics in order to measure their participation in case of group works or forms for individual work.”

“Classroom, audio registrations and immediate feedbacks.”

5. Assistive Technology

‘Enhance learners’ skills’

An assistive technology (AT) device is defined in US legislation as ‘any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities.’ In Europe, AT usually refers to ‘devices or services aimed at compensating for functional limitations, facilitating independent living, or enabling disabled people with activity limitations to realize their full potential⁴⁵.

“I prepare a facilitated lecture, by making use of tech tools such as digital whiteboard. I also make use of informatics tools to present a lecture in a captivating way in order to capture students’ attention.”

“Cooperative learning and multimedia.”

“I connect AppleTv with the pupils’ iPads so that they can perform exercises from their own place as if they were at the whiteboard.”

6. Universal Design for Learning

‘Ensure all learners always have access to all aspects of learning’

Universal design for learning (UDL) is a multi-component strategy that involves planning and delivering programs with the needs of all pupils in mind. It applies to all facets of education: from curriculum, assessment and pedagogy to classroom and school design. UDL can be referred to as a ‘framework’ rather than a ‘strategy’. It relates very closely to assistive technology strategy, quality of the physical indoor environment strategy, opportunities to learn strategy, and inclusive education strategy. It provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways pupils are engaged. Furthermore, it reduces barriers in

⁴⁵ Idem. P. 191.



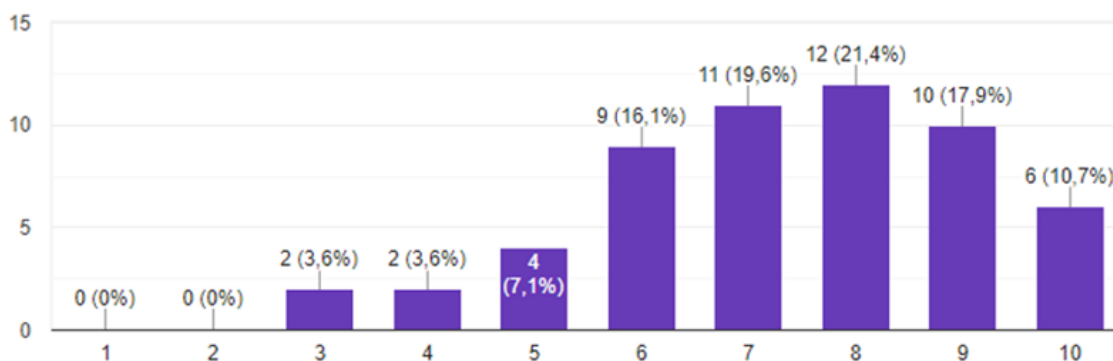
instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all pupils, including pupils with disabilities⁴⁶.

“I create situations that foster the achievement of a goal.”

➤ **On a scale from 1 to 10 how would you rate your digital skills?**

1: very weak – 10: very strong

Out of the 56 teachers who took part in this questionnaire, 2 teachers rated themselves as 3 which is on the weaker side. The majority of the 12 teachers (21.4%) rated themselves with 8 which is on the strong side, and 6 teachers (10.7%) rated themselves as very strong in digital skills.



➤ **Does your curriculum support the use of digital tools?**

The majority of the teachers 69.6% believes that the curriculum supports the use of digital tools. While 21.4% are not sure if this takes place or not.

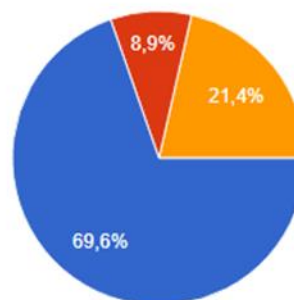
⁴⁶ Idem. P. 236.



26. Does your curriculum support the use of digital tools?

56 answers

- YES
- NO
- MAYBE



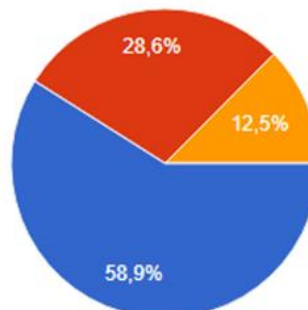
➤ Do you employ ICT and adaptive technology to support flexible approaches to learning?

More than half of the teachers 58.9% do employ ICT and adaptive technology in their teaching. 21.4% are not sure if they do that or not and a minority of 8.9% do not employ any ICT and adaptive technology in their teaching.

27. Do you employ ICT and adaptive technology to support flexible approaches to learning?

56 answers

- YES
- NO
- MAYBE



Some examples on the ICT and adaptive technology that the teachers use in their classes to support flexible approaches to learning:

The teachers identified in total 13 ICT's that they employ in class with their pupils:

1. Presentations (PPT)
2. Google Platform
3. Didactic Applications (Moodle)
4. Digital school texts
5. Web search engines
6. PC - Tablets



7. Interactive & didactic softwares (Super Maps – speech synthesis)
8. BBC Learning
9. Digital Whiteboard
10. WhatsApp
11. iPad
12. Apple TV
13. Braille keyboard

“I teach pupils how to use maps through specific programmes.”

“In the past, I made use of the Moodle platform for teaching materials or creating simple tests for students.”

“I make use of ICT in order to create and manage virtual classes where I can share simplified materials for studying at home (concept maps, school texts summaries, PPT, downloaded videos, and so on). I give them indications on the activities to do for a focused preparation of oral and written tests. I have some gaps in using assistive technology as hardware and softwares for students with hearing and visual deficits since in the last year I had many students who were deaf or blind. There was an increase in the development of these didactic tools for learning.”

“In our Gymnasium, we use the Google platform of didactic apps, but also Moodle and other apps.”

“I encourage the use of digital school texts; - I suggest the use of programmes/websites to create personal summaries maps; - Sometimes I propose individual activities through the didactic platform Moodle: these activities need to enhance creativity (i.e. web searches on an image to be linked to an author, or a text, poetry, an historical character) with a personal comment.”

“I make use of digital tools and programmes fostering learning, particularly with students with dyslexia or dyspraxia or those who have difficulties in verbal communication. In some cases, the use of PC is fundamental in order to keep aligned with the rest of the class those students that follow a minimal objectives learning plan.”

“so-called “minimum target programming”: some PEI provide learners with disabilities the right to be evaluated only on some core objectives.”

“By using interactive software that allow correction and immediate support to the student.”

“By using softwares for studying (particularly for those students with learning disorders).”



"I use special didactic softwares and materials: maps creation, schemes, presentations, PowerPoint, iconic language and use of keywords."

"Learning softwares, apps for reading and video-writing."

"Super maps, PowerPoints, didactic softwares, apps for reading and writing."

"British Council listening and reading comprehension. BBC learning."

"I make use of informatics technologies, particularly in BYOD⁴⁷ mode. I should implement the use of softwares and specific apps for inclusive didactic and assistive technology."

"I use ICT as a multimedia informatics support (however, I do not intend ICT as a specific assisted technology software)."

"Tablet and didactic apps."

"Free online platforms for simplifying didactic paths."

"Sometimes, softwares for augmentative and alternative communication."

"Google Drive and G-suite."

"Google Drive."

"I make use of specific softwares and hardware devices."

"I create situations that stimulate the achievement of an objective."

"I use the digital whiteboard to facilitate the learning of pupils with cognitive deficits, specific difficulties in learning, difficulties in seeing or hearing."

"Virtual classes and different apps to make the pupils' participation more active."

"I take advantage of digital technologies in order to customize learning, especially regarding pupils with specific learning disturb or light intellectual disability."

"The school provides pupils with several devices with word processing softwares, apps for realising schemes or maps, speech synthesis software."

"PC is also used for creating multimedia presentations or visualising simplified materials that I prepare."

⁴⁷ BYOD: Bring You Own Device



“e.g.: on a WhatsApp group you can share a text that is at their reach, then you assign them the task of “translating” it into emoticon. At the end, what will be evaluated is the work of the group that best succeeded in translating from textual to bob-verbal language.”

“I often use technologies for pupils with special educational needs, such as softwares that allow the text to be read aloud (the so-called speech synthesis): these allow the learner to use the listening channel instead of the reading one for learning, turning a reading task into a listening one.”

“Furthermore I use technologies for learners with cognitive disability. I use pc and softwares to promote the achievements of the learning objectives by pupils with cognitive disability, taking into account difficulties such as the ability to pay attention, the storing of information, the ability to discriminate and generalize, the ability to solve problems and, finally, to program the sequence of actions to reach a consciously chosen goal.”

“I often also use software for creating conceptual maps.”

“In our school, each classroom is equipped with a Multimedia Interactive Whiteboard, very useful for this kind of didactic approach; we are also equipped with several digital classrooms to encourage group works that are ideal for inclusive teaching.”

“IPad with Apple TV.”

“Braille keyboard.”

- **What are the most effective inclusive technologies with your learners? Can you elaborate on one or two?**

According to the teachers these are the most effective inclusive technologies with their learners.

1. Software (Concept Map – Digital Reader – Digital Vocabularies – Video Writing - Audacity⁴⁸)
2. Tablets – PC - iPads
3. G-Suite
4. Virtual Classroom (Edmodo)
5. PPT
6. Digital Whiteboard
7. Moodle Platform

⁴⁸ Audacity: free, open source, cross-platform audio software. <https://www.audacityteam.org/>



8. Smartphones
9. Digital eBooks
10. Augmentative Communication
11. Kinaesthetic Learning
12. Braille Keyboard
13. Applications (Kahoot – Socrative⁴⁹ – Quizizz⁵⁰ – Desmos⁵¹)

➤ **What technological support/training do you need to be able to promote inclusion in your classroom and school?**

These are the technological support/training that the teachers need to promote inclusion:

1. Training courses
2. Courses on assistive technologies
3. Internet connection
4. Refresher courses
5. ICT rooms
6. Overhead projectors (beamers)
7. Digital whiteboards
8. Language lab
9. Assistive technologies
10. E-learning platforms
11. Laptop and printer in class
12. Cameras

⁴⁹ Socrative: app for fun and effective classroom engagement. With instant insight into student learning with easy to create quizzes, polls, exit tickets, etc. <https://socrative.com/pricing.html>

⁵⁰ Quizizz: free gamified quizzes for every subject to play in class and at home. <http://quizizz.com>

⁵¹ Desmos: Free online graphing calculator. <http://www.desmos.com/>

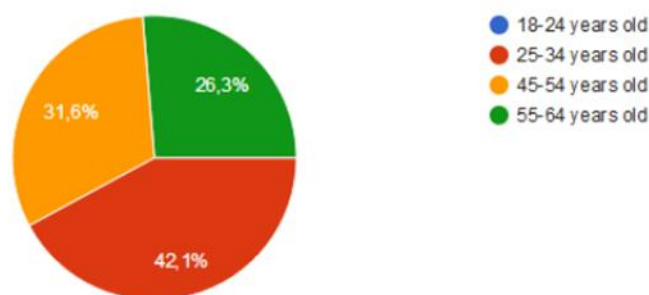


Andalucía (ES)

22 teachers from the above mentioned category of schools have responded to the questionnaire. 19 teachers have filled their age group category. 42.1% of those teachers were between the age of 25 and 34 and 31.6% between the age group 45 and 54 and lastly 26.3% between the age group 55 and 64.

2. To which age group do you belong? * Mark only one oval.

19 respuestas



According to the “Profile of Inclusive Teachers” four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education.

The four core values are:

9. Valuing learner diversity
10. Supporting all learners
11. Working with others
12. Continuing personal professional development

In this questionnaire core value #2 has been addressed.

Core Value: Supporting All Learners – teachers have high expectations for all learners’ achievements.

The areas of competence within this core value relate to:

- ***promoting the academic, practical, social and emotional learning of all learners;***
- ***Effective teaching approaches in heterogeneous classes.***

The questions below address attitudes and beliefs underpinning these areas of competence. The essential knowledge and the crucial skills to be developed within each area. With emphasis on digital skills and cooperative approaches.

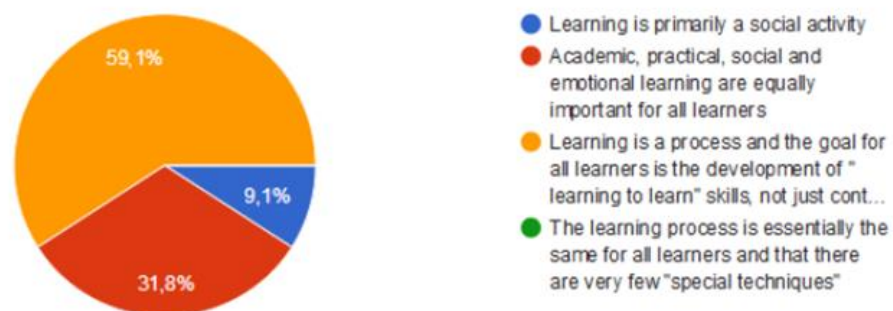


➤ **What are your beliefs about learning?**

More than half of the teachers (59.1%) of the teachers consider learning as a process and that the goal for all learners is the development of “learning to learn” skills, not just content/subject knowledge. Almost 39% of the teachers consider learning as primarily a social activity and 31.8% finds academic, practical, social and emotional learning as equally important for all learners; while 9.1% of the teachers finds learning as primarily a social activity.

3. What are your beliefs about learning? (You can chose more than one item). * Check all that apply.

22 respuestas



➤ **How do you assess and then develop ‘learning to learn skills’ with your students?**

Out of the 22 teachers who filled this questionnaire, three teachers did not provide an answer to this question and one teacher negated any use of assessment for the development of learning to learn skills with the pupils.

The answers of the teachers who do assess and help developing the ‘learning to learn skills’ of their learners could be categorized under eight topics or points:

1. Individualized evaluations:

“I use evaluation tools in which personal initiative is prioritized and by learning by doing.”

“I evaluate their daily attitude, their interest, their participation.”

“Through an individualized evaluation, an adaptation of the objectives and generalizing it to their learning contexts.”



“With open questions where they have to be creative and apply different skills and research projects.”

“Checking their answers and taking into account their efforts and capacities.”

“I evaluate taking into account three knowledge sections (exams, papers, etc), then another section where the procedures (practical work, presentations, homework) are valued and finally the attitude of the students in front of the subject (not the behavior but as they worked throughout the quarter, social skills with other colleagues, participation). To develop learning to learn the student is taught a prior knowledge about the subject that we are working and then have to go looking, expanding information through various media because then you have to transmit to your colleagues through presentations. Throughout this process the student is guided to be self-sufficient in his work, which leads him to learn things for himself.”

2. Observations:

“Assessment by observation.”

“It is very important for me to continuously observe my classes. I write all kinds of clues that the pupils provide me during activities. My evaluation is not only through exams but is continuous on a daily basis.”

“Through direct observation...”

3. Providing tips:

“Teaching how to wonder about things, not only thinking but going deeper.”

4. Independent work:

“Making previous questions that pupils must answer before explaining the lesson.”

5. Self-evaluation:

“Using self-assessment as a result gives a more accurate picture of understanding, since it enhances the metacognitive capacity of the student body. In addition, self-assessment implies, being aware of and thoroughly knowing the objectives of teaching and learning, which helps in the definition of objectives, the ability to plan and the choice of learning methods.”

“Making them responsible for their learning process. Self-evaluation processes and voluntary works that are recognized and recognizable in their evaluation process.”



6. Proposing challenges:

“Propose to pupils situations and problems in which they are forced to implement knowledge and skills learned in contexts other than the one proposed. Verify that pupils are able to make this transfer shows that they have a deep understanding of what they have learned and the learning process that made it possible. That is, the pupils develop the ability to adapt, to take advantage of their previous knowledge to learn in an agile way in new contexts.”

“Proposing challenges to bring them to completion.”

7. Rubrics:

“...the use of explicit rubrics...”

8. Providing tools:

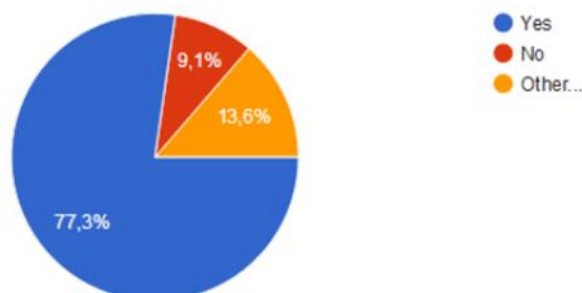
“Providing the pupils with tools to create an extra motivation on the task of learning. They will be capable to choose their best way by themselves.”

➤ **Do you have high expectations for all learners?**

It appeared that the majority of the teachers (77.3%) have high expectations from their learners, while a minority of 9.1% do not and 13.6% are indecisive and did not provide any explanations.

5. Do you have high expectations for all learners? * Mark only one oval.

22 respuestas





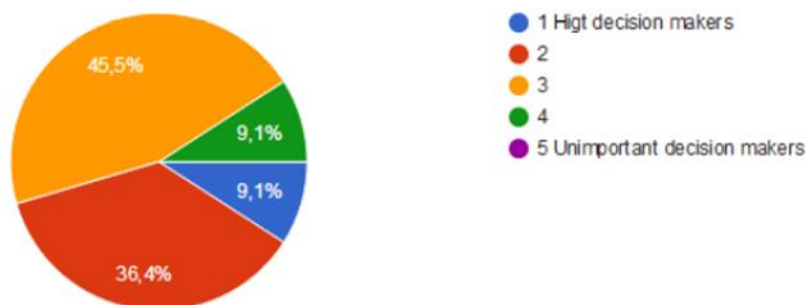
- **Are your learners active decision-makers in their learning and any assessment processes they are involved in?**

With 1 as high decision makers and 5 as unremarkable decision makers

The majority of the teachers 45.5% are neutral concerning if their learners are active decision makers in their learning and assessment processes. 36.4% consider their learners decision makers and an equal distribution of 9.1% of the teachers think they are not decision makers and are unremarkable decision makers.

6. Are your learners active decision-makers in their learning and any assessment processes they are involved in? * Mark only one oval Being 1 for high decision makers and 5 for unimportant decision makers

22 respuestas



- **How do you help develop your learners autonomy and self-determination? Do you make use of digital tools/assistive technologies to do this?**

It appears that most of the teachers work on developing the autonomy and self-determination of their learners. Out of the 22 teachers who took part in filling this questionnaire, 21 did answer this question.

The different ways/methods that the teachers adopt to develop their learners autonomy and self-determination, in addition to the digital tools that they use are summarized below.

Methods used by teachers to develop learners autonomy & self-determination:

- ✓ Collaborative cooperative project work
- ✓ Providing autonomy and decision making powers
- ✓ Working in groups
- ✓ Empowering and stimulating curiosity
- ✓ Providing clear instructions



- ✓ Providing security
- ✓ Giving praise
- ✓ Providing time to learn

"...using digital tools and working on cooperative projects in which they have to find and apply their own solutions."

"Through specialized programs that promote autonomy and decision making."

"Working in groups. They can decide on different aspects of a project or even the whole project. They individually make a proposal to their group and they decide the project they want to do."

"Empowering them: letting them to be themselves, having the opportunity of making their own decisions, establishing debates..."

"In class, my learners are used to correcting their exercises by themselves following the criteria I give them."

"I propose different types of activities...depending on their level they complete the obstacles. There are a lot of activities which are very easy and most of the pupils can finish without problems. For more complex activities, they receive support from their classmates. The teacher provides some explanations too. The acquisition of autonomy is a process and is acquired through working as a team and through personally developing one's own skills."

"Learners are frequently required to take their own decisions."

"Explain clearly to the learner what he has to do and how it should be done. Provide security and teach through modeling (by showing how). Make sure he understands the instructions, ask that it is repeated and check if the steps have been remembered. Praise the learner in advance and slowly decrease the amount of assistance. Check how you are doing and what is entrusted to you. Praise and value its realization. If it is not quite right, show how it should be done. We must remember to give time to learn and that making mistakes are necessary for the learning process..."

"Empowering and stimulating the curiosity and efforts for gaining knowledge."

Digital tools & assistive technologies that the teachers use to develop their learners' autonomy & self-determination:

- ✓ Learning platforms
- ✓ Digital techniques



- ✓ Kahoot
- ✓ YouTube
- ✓ Specialized programs
- ✓ Computers
- ✓ Digital screens

“using different platforms which help them improve their knowledge on their own.”

“Work on research with digital techniques and others as artistic.”

“Kahoot, YouTube songs, ...”

“...Normally I do not use digital tools for this purpose, but they could be used, it is a transverse process.”

“The digital tools that are mainly used are different computer programs, computers, digital screens, etc.”

- **How do you stimulate the learning capacity and potential of your learners? Do you make use of digital tools/assistive technologies in achieving that?**

It appears that most of the teachers work on stimulating the learning capacity and potential of their learners. Only one teacher left the answer to this question empty.

The different ways/methods that teachers adopt to stimulate the learning capacity and potential of their learners, in addition to the digital tools and assistive technologies that they use for this are summarized below.

Methods used by the teachers to stimulate the learning capacity and potential of their learners:

- ✓ Posing realistic problems/situations
- ✓ Working with different fields
- ✓ Evaluating the needs of the learners
- ✓ Tailoring tasks according to learner interest
- ✓ Learners conducting self-evaluation
- ✓ Providing positive reinforcement
- ✓ Providing challenges
- ✓ Using different teaching methodologies
- ✓ Through games



"In projects, I pose real problems that have to be solved."

"Working from different fields: linguistic, scientific, artistic, physical, digital, ..."

"Their needs are evaluated through questionnaires that mark the quality of their life and work."

"Tasks that are centered according to the learner's interests."

"Self-evaluation to make them aware of what they have learnt and what they haven't. Positive reinforcement on their progress."

"Try to make them think."

"Through games as much as possible. Learners do not realize that they are learning when they play, but they actually do."

"Offering them opportunities to deal with difficult purposes that activate their interests for overcoming challenges."

"Proposing a lot of different methodologies in the classes since each pupil learn in a different way."

"By playing, through challenging them."

"Positively assessing any intervention in the class. Whether correct or not."

"Through simple and guided activities."

"...I adapt the content, I give special tasks so that the pupils who have difficulties can increase their self-esteem and get hooked to the subject. Pupils who face no difficulties are required to investigate on the topic and look for information. This stimulates and maintains their interest."

"Encouraging class participation and exposure to ideas. Provoking debates and comparing historical events with current situations, easier to understand."



“I always have a great focus on their interests and try to start with activities keeping their previous knowledge about a topic in mind.”

“Making the lessons more attractive with games or new technologies. Focus on their daily lives.”

Digital tools & assistive technologies that the teachers use to stimulate the learning capacity and potential of the learners:

The teachers did not elaborate on this part of the question. The few answers that were provided were very general.

Digital Games - ICT Resources – New Technologies

“Language games and some digital games platform...”

“Of course I use digital tools.”

“Nowadays, digital tools are a great stimulation for learners’ learning capacity and potential.”

“It is a very general question and the response is very diverse. Among them ICT resources.”

“Making the lessons more attractive with games or new technologies.”

- **Can you provide an example of personalized learning approaches for learners that support and help develop autonomy in the learning?**

Twenty teachers out of the 22 who took part in this questionnaire provided an answer to this question. The teachers did provide varied examples on personalized learning approaches. Most of the examples that the teachers gave cannot be categorized under differentiated instruction strategies even though some could be assimilated to one of the three categories of differentiated instruction. In other words, to the content, process and product.



Differentiated Instruction Strategies

Teachers that use differentiated instruction tailor their teaching approach to match their learners' learning styles. All learners have the same learning goal. But the teaching approach varies depending on how learners prefer to learn. Instead of using one uniform approach, a teacher uses a variety of methods to teach. There are three areas or levels where the teachers can differentiate instruction:

- ✓ *Content: figuring out what the learners needs to learn and which resources will help them do so;*
- ✓ *Process: activities that help learners make sense of what they learn;*
- ✓ *Product: a way for learners to show what they know.*

Three Differentiated Instruction Strategies that the sample of teachers use in Andalucía:

Collaborative Learning – Flexible Pace Learning – Digital Resources

1. **Collaborative Learning:** facilitating group work is excellent for empowering shy learners to participate more in class. Forming mixed ability groups of learners gives high achievers a platform to vocalize their ideas, and lower ability learners a way of collaborating with and learning from their peers. Allocating roles to each member of the group can also help learners organize themselves according to their different skills and compatibilities. This gives less abled learners a way to add value and generated more confidence.

“Create learning walls with proposals made by the pupils to contribute in the different projects from the different subjects.”

“Cooperative work.”

“Development of social skills: relationships with the group. See a short video where there is a conflict and reflect on it while providing the different options for solving it.”

“You can gain their complete attention through quizzes. They are distributed in groups and gain points for the correct answers.”



2. **Flexible Pace Learning:** Traditionally, tasks are completed in a set amount of time, which normally accommodates the slower-paced learners. This can mean that faster learners are held up by pace of their peers, and slower workers feel rushed and incapable of learning at the necessary pace. A flexible approach to time-based tasks, however, faster learners are given the facility to complete extension tasks, and it gives other pupils an opportunity to complete their exercise at a more comfortable speed.

“Respecting different learning rhythms and varying the difficulty of the activities as that of the goals depending on the skills of the pupils and also keeping in mind the concepts and content developed in the class.”

3. **Digital Resources:** By using interactive tools and digital applications, mixed ability classes get the opportunity to approach a topic or subject from different angles. In some cases, the use of digital resources can also highlight a skill or passion in learners with less academic ability, while others might work more effectively with non-traditional resources and mediums. This method of differentiation allows different materials, platforms and tools to be used to bring about the same learning outcomes, and give learners confidence in their digital skills.

“Using digital tools like Kahoot⁵². We help pupils make their own decisions in the learning process while they are having fun.”

“...Make a video where the pupils are protagonists. Recreating possible situations and giving solutions to them.”

“Presentations of topics from the syllabus by using digital media that is available. The pupils have no limitations to the content and to the digital tools that they can use.”

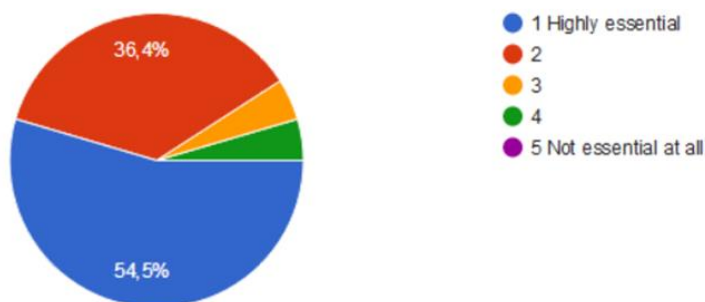
⁵² Kahoot: a game-based learning platform free for teachers. <http://kahoot.com>



➤ **Do you consider parents and families as an essential resource for a learner’s learning?**

The majority of the teachers (54.5%) believes that parents and families are highly essential resources for the learning. Furthermore, 36.4% believe that they are essential to the learners learning.

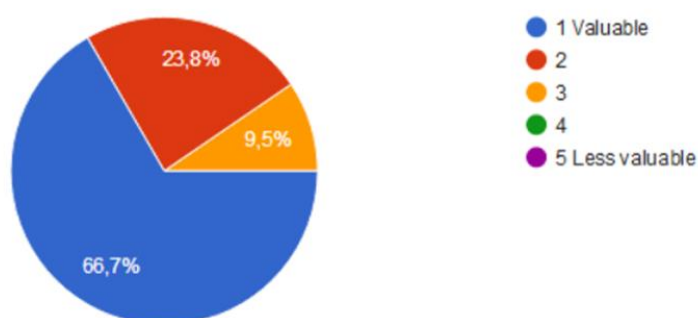
22 respuestas



➤ **Do you think it is valuable to work with parents and families of learners with light intellectual disability?**

The majority of the teachers (66.7%) consider it very valuable to work together with parents and families. Furthermore, 23.8% consider it valuable and 9.5% of the 21 teachers who filled this questionnaire are undecided if it’s valuable or not to work together with the families of learners with light intellectual disabilities.

21 respuestas





- **How do you support the development of the learners' communication skills? Do you use digital tools to realize this?**

Almost all of the teachers think that developing the learners communication skills as very important and they constantly encourage and help their learners to achieve this. Few teachers mentioned that they do not use digital tools in realizing this and most of the teachers did not provide an answer to this part of the question. Few examples of digital tolls were mentioned by few teachers.

The methods that the teachers use to support the communication skills of their learners and the digital tools that are used are summed-up below.

Eight methods that the teachers use to support their learner's communication skills:

**Dialogue – Debates – presentations – Group Work – Practicing a Language – Self-articulation –
Scaffolding Techniques – Visual Materials**

"With oral presentations, using diverse digital tools."

"Practicing with native speakers and using motivating tools such as songs, movies or contests."

"Teaching them to listen and to participate in debates. Respecting the opinions of others and speaking in turns."

"Depending on the skills of the pupil. Scaffolding techniques are very useful."

"Through debates. Thinking and expressing their own opinions."

"I use a lot of visual materials not only digital but also photos, pictures, cartoons, etc...."

"By working in groups. Cooperative learning."

"Introducing voluntary exposure or argument over a topic..."

"Working strategies for the expression and active listening: respect and speaking in turns, be empathetic with the opinions of others, give supportive arguments, accepting the opinion of the other, clear self-expression and good oral presentations."



“...The pupils expose their research work to their classmates or in other courses. In addition, debates and questions that reflect own opinion are formulated and answered too from the classmates and teacher.”

“Communication is a priority in our everyday practice. We learn strategies that help us be more proficient when speaking in public. My pupils are stimulated to actively participate in all activities through giving their opinions and personal touch in each project that we develop.”

“They have to argument a topic in a discussion.”

The few teachers who use digital tools to help develop their learners communication skills mentioned the following tools:

Video Recording – Educational Applications (iDoceo)

“Sometimes they record videos.”

“I do not use digital tools for that.”

“I use an education App. called ‘iDoceo⁵³’, where I assess how they develop their knowledge and skills.”

“No digital tools, pencil and paper.”

➤ Can you provide some examples on how you facilitate cooperative learning approaches?

Almost all the teachers who took part in this questionnaire do facilitate cooperative learning approaches with their learners.

Eight Approaches for facilitating cooperative learning were identified from the teachers’ answers:

**Group Work – Project Work – Assigned Tasks & Roles – Digital Tools – Teacher as Moderator –
Team Presentations – Team Sports - Games – Kagan Approach⁵⁴**

⁵³ iDoceo: an all-in-one app for teachers. Helps managing unlimited number of students and classes. Includes planer, grade book, schedule, resource manager, etc. <http://www.idoceo.net/>

⁵⁴ Kagan approach: revolutionary approach to teaching that actively engages every student. https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning



“In real life, 95% of adults work as a team. Any cooperative work includes team work and that is the learning that they have to acquire.”

“Grammar contest in groups.”

“Share roles and perform teamwork.”

“At times with reading and vocabulary, they do a Round Robin⁵⁵ activities.”

“Using different cooperative learning techniques (Kagan’s structure).”

“Using techniques (Rally Robin⁵⁶).”

“Educational Escape Rooms, cooperative board games like ‘Forbidden Island’...”

“My class is organized in groups of five, where each one cooperates with the others when those need it.”

“Work places, oral expression activities (create team stories), encourage shared reading, offer cooperative activities and gear.”

“Sometimes they need to submit work done in groups.”

“Perform simple team tasks, involving the active participation of all components, taking into account that all have a value to contribute to teamwork.”

“Teamwork where each one has a function. The team has to self-regulate. The teacher intervenes as little as possible. The groups are created randomly so they learn to work with other classmates rather than choosing their friends. This allowed me to observe an improvement in classmate relations.”

“Preparation of a video.”

“Group work on immigration. Each group works on a migration movement from history. They create a video and one spokesman from the group comments on the most outstanding aspect of their work.”

“My pupils often develop activities in small groups. These activities (such as sage n’scribe or think/pair/share) are seen as fundamental tools to create a classroom atmosphere where we are all working together and focused on getting better and learn.”

⁵⁵ Round Robin: is a sports competition in which each player or team plays against every other player or team. https://en.wikipedia.org/wiki/Round-robin_tournament

⁵⁶ Rally Robin: Kagan strategy, students take turn responding orally and state responses and solutions to a given question(s) in pairs, this strategy leads to teambuilding. <https://ryanarciero.weebly.com/cooperative-teaching-strategies-blog/rally-robin-kagan-strategy>



“The class is divided in groups and each one has a different role.”

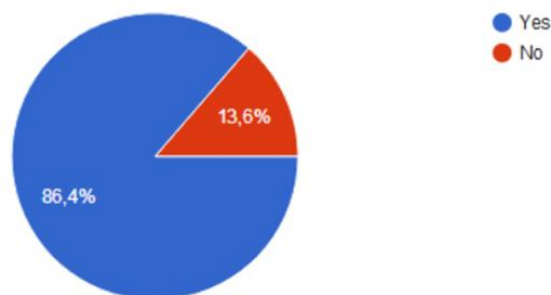
- **Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings?**

More than two third of the 22 teachers (86.4%) use cooperative learning where learners help each other within flexible learner groupings.

14. Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings?

*** Mark only one oval.**

22 respuestas



Some examples provided by the teachers:

The examples provided by the teachers can be categorized under five categories:

Peer Assessment – Peer Tutoring & Coaching – Group Work – Project Work – Varied Tasks in One Assignment

Peer Assessment:

“They correct their books and that of their partner.”

“for group work: the teacher evaluates from 0 to 7 points and from 0 to 3 points they self-evaluate and evaluate their classmates. Afterwards we reflect on the results.”

Peer Tutoring & Coaching:

“For instance, when they make mistakes I let them correct the activity in groups.”



“When one of the group members does not understand something, before asking me, they need to ask their group mates.”

“In language, for example: if there is a pupil who don’t read, we can offer different activities with other pupils. Looking for letters, matching the same letter, writing part of the letters...together they learn better.”

Group Work:

“Cooperative reading.”

“Through interactive groups.”

“Kagan’s structures: round robin, fan and pick, think-pair-share, etc.”

“We do that to stimulate students that present learning difficulties. When integrated in heterogeneous groups they develop their skills better and faster. Furthermore, more proficient pupils have the opportunity to guide and use their knowledge. It’s also an opportunity for each pupil to experiment different types of roles.”

Project work:

“An example is the elaboration of videos to explain how they have manufactured a small electric car in the subject of technology.”

“They know that the class is like a team, all of them need to go forward if they want good results. Anyone can provide or receive help.”

Varied Tasks in One Assignment:

“They are set up in groups and they have different roles.”

“Teamwork where everyone has their function.”

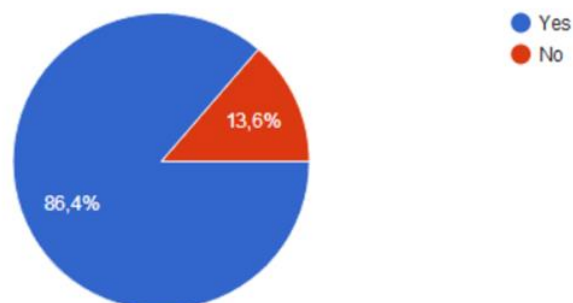
- **Do you implement positive behavior management approaches that support learner’s social development and interactions?**

More than two third of the teachers who took part in this questionnaire (86.4%) do implement positive behavior management approaches that supports their learners’ social development and interactions.



16. Do you implement positive behavior management approaches that support learner's social development and interactions? * Mark only one oval.

22 respuestas



Examples provided by the teachers on how they implement positive behavior management approaches to support their learners social development and interactions in the class:

Five positive behavior management approaches have been identified:

**Reflection Moments – Positive Class Atmosphere – Encouragement – Class Agreement/Rules –
Reward System**

Reflection Moments:

“The win-win philosophy is applied to achieve the best results for social interaction in which everyone wins and in which for one to win it is not necessary that someone has to lose.”

“When there is a conflict among the pupils, they have to talk in front of the rest in order to solve the problem. The rest can help in finding a solution.”

Positive Class Atmosphere:

“Pupils are invited to respect the opinion of their classmates. They work in heterogeneous groups.”

“Greeting them at the door. Congratulating pupils that are on task. Evaluating their attitudes and making them aware of class expectations.”

Encouragement:

“Social reinforcement.”

“I encourage pupils individually every time they achieve a goal or when they perform well. I also encourage them when they try their best even if the final result isn’t desired. In class we are a team and as a result we celebrate everyone’s progresses.”



Class Agreement/Rules:

“Normally I use DIY materials made by myself like a system of smile-sad faces or a traffic light, using colors to regulate the behavior.”

Reward System:

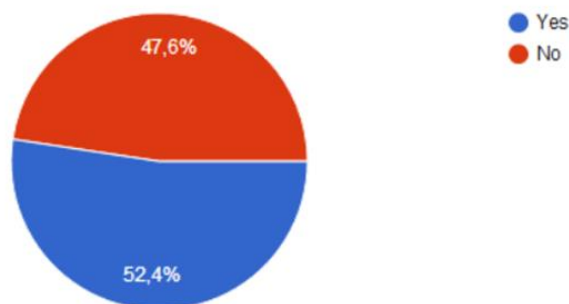
“Techniques of behavior modification, prizes and rewards for good work. Class agreement are created by all...”

- **Do you employ classroom leadership skills or other teaching methods that demonstrate positive behavior and classroom management approach?**

Slightly more than half of the teachers (52.4%) employ classroom leadership skills while the rest (47.6%) see it not essential to employ this or other teaching methods that demonstrate positive behavior and classroom management approach.

18. Do you employ classroom leadership skills or other teaching methods that demonstrate positive behavior and classroom management approach? * Mark only one oval.

21 respuestas



Examples provided by the teachers on how they employ classroom leadership skills or other teaching methods that demonstrate positive behavior and classroom management approaches:

Only nine teachers provided examples.

Five classroom leadership skills/methods that demonstrate positive behavior and classroom management have been identified by the teachers:

- Classroom Management – Equal Approach to All Pupils – Equal Leadership with Pupils – Equal Relationship with Pupils – Positive Reinforcement**



“In each work group responsibilities and roles are shared.”

“The assignment of roles helps pupils to assume different responsibilities.”

“Using specific programs to improve personal self-regulation through proactive learning with visual supports, role playing...”

“I try to support them in their class participation.”

“Little teaching helpers: giving the pupils the opportunity to run the class at some point.”

“By giving different and changing roles in the cooperative groups.”

“Classroom management includes pupil decision making.”

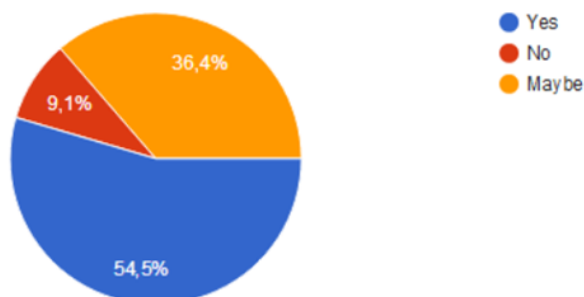
“The tasks are always clearly defined and the pupils are responsible for the work they develop according to the role they have.”

- **Do you use assessment approaches that take account of social and emotional as well as academic learning?**

Most of the teachers (54.5%) do use assessment approaches that take account of the social and emotional as well as the academic learning of their pupils. A minority of 9.1% do not make use of such approaches and around 36.4% doubt about using these approaches.

20. Do you use assessment approaches that take account of social and emotional as well as academic learning? * Mark only one oval.

22 respuestas





Examples provided by the teachers on the assessment approaches that take account of social, emotional, and academic learning that they use with their learners:

Not all teachers provided examples.

Two assessment approaches that take into account the social, emotional and academic learning are identified by the teachers:

Assessment of the Process – Rubrics

“Social, emotional and academic learning are taken into account in the evaluation with different percentage in the grade.”

“There is an area in evaluation that takes into account their attitude in class and that towards their peers.”

“I include rubrics in this aspect.”

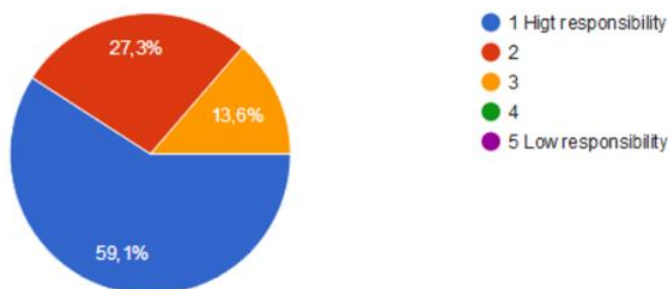
“Emotional rubrics.”

➤ Do you take responsibility for facilitating the learning of all learners in class?

More than half of the teachers (59.1%) take high responsibility in facilitating the learning of all the learners in their class, 27.3% take responsibility and 13.6% are neutral in their answers.

22. Do you take the responsibility to facilitate the learning of all students in class? * Mark only one oval being 1 for high responsibility and 5 for Low responsibility

22 respuestas



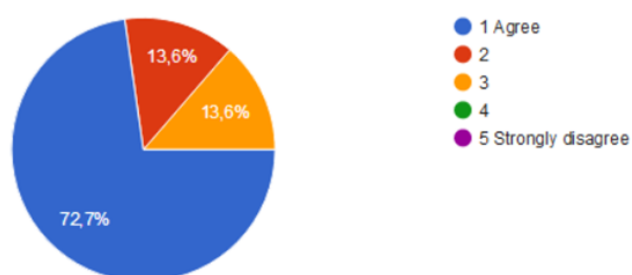


- **On some occasions particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches?**

72.7% of the teachers highly agree and 13.6% agree on the above mentioned statement. 13.6% neither agree nor disagree that adaptations to the curriculum and teaching approaches are occasionally needed in learning difficulties.

23. On some occasions, particular learning difficulties require responses based on curriculum adaptations and teaching approaches. * Mark only one oval being 1 if you agree and 5 if you strongly disagree

22 respuestas



- **What are some effective inclusive teaching methods that you use with your learners? Can you elaborate on one or two methods?**

The teachers provided several inclusive teaching methods that they use with their pupils in class. Most of them did not provide much elaboration. For the sake of better understanding the methods, as short explanation will be provided.

Four Inclusive Teaching Methods were identified from the questionnaires:

1. Inclusive Education
2. Peer Tutoring & Peer Influences
3. Cooperative Group Teaching
4. Assistive Technology



1. Inclusive Education

‘Help learners to learn from each other’

Cooperative group teaching (sometimes referred to as cooperative learning) involves learners working together in small learning groups, helping each other to carry out individual and group tasks. It is particularly effective for teaching learners with special education needs, especially in mixed-ability groups⁵⁷.

“Adapt exams for different learners.”

“I try to transmit to my pupils the importance of respecting the work rhythm of each one. Give them different activities adapted to their skills.”

“Urging the pupils according to their capacities by modifying contents and strategies.”

“Supporting me in the orientation and integration office. Adapting the contents to the abilities of pupils with difficulties. Changing the evaluation model, taking into account attitudes and procedures more than theoretical knowledge.”

“Adaptation of activities considering the student’s characteristics and peer support.”

“Adapting activities and exams.”

2. Peer Tutoring & Peer Influences

‘Utilize peers to teach and support each other’

Peers play multiple roles in supporting and teaching each other – a ‘natural’ social relationship that you should capitalize on. Peer tutoring are situations in which one learner (the ‘tutor’) provides a learning experience for another learner (the ‘tutee’), under teacher supervision. It is sometimes referred to as peer-mediated instruction, peer-assisted learning strategies (PALS), class-wide peer tutoring, paired reading and peer mentoring. As a strategy, it is closely related to Cooperative Group Teaching⁵⁸.

“For example, with groups of work between pupils of different needs that help each other.”

“Peer tutoring and mostly scaffolding techniques.”

⁵⁷ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.

⁵⁸ Idem. P. 47.



3. Cooperative Group Teaching

'Help learners to learn from each other'

Cooperative group teaching (sometimes referred to as cooperative learning) involves learners working together in small learning groups, helping each other to carry out individual and group tasks. It is particularly effective for teaching learners with special education needs, especially in mixed-ability groups⁵⁹.

"Teamwork. Heterogeneous groups."

"The cooperative learnings and the theatre class."

"...teamwork and visual and multimedia activities."

"Perform jobs where the pupils has a well-defined role and feel safe to develop in the group. Working, likewise, with the group that all pupils are important and can enrich the class."

"Social cooperative work."

"Collaborative work."

4. Assistive Technology

'Enhance learners' skills'

An assistive technology (AT) device is defined in US legislation as 'any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities.' In Europe, AT usually refers to 'devices or services aimed at compensating for functional limitations, facilitating independent living, or enabling disabled people with activity limitations to realize their full potential⁶⁰.

"Gamification, tutoring, ABP learning."

⁵⁹ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.

⁶⁰ Idem. P. 191.



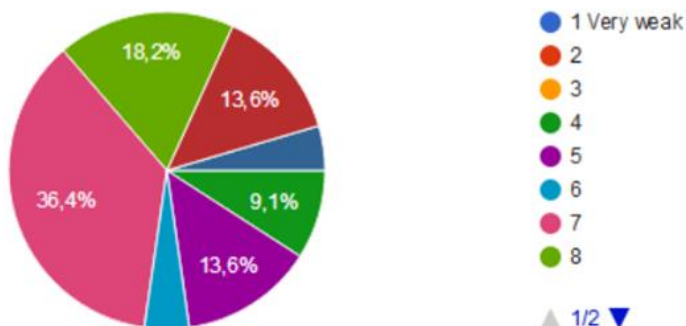
➤ **On a scale from 1 to 10 how would you rate your digital skills.**

1: very weak – 10: very strong

Out of the 22 teachers that took part in this questionnaire, the majority (36.4%) rated themselves on scale 7 and 18.2% on scale 8 both scales are on the strong side. Furthermore, 18.2% of the teachers rated themselves on scale 2 which reflects that they have weak abilities in digital skills. As the graph below shows, more than half of the teachers have acceptable to strong knowledge of digital skills.

25. On a scale from 1 to 10 how would you rate your digital skills. * Mark only one oval.

22 respuestas



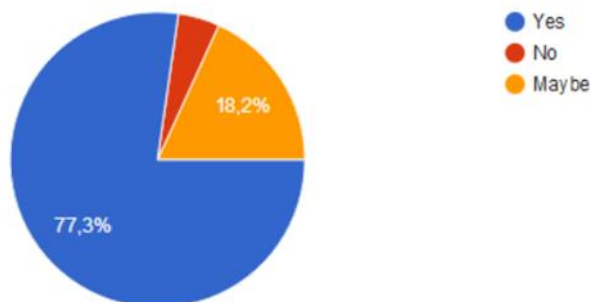
➤ **Does your curriculum support the use of digital tools?**



The majority of the teachers (77.3%) replied that their curriculum supports the use of digital tools. A minority of 4.5% believes the opposite and 18.2% are undecided on this issue.

26. Does your curriculum support the use of digital tools? * Mark only one oval.

22 respuestas

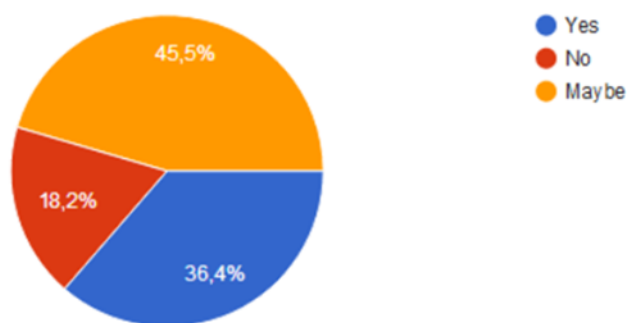


➤ **Do you employ ICT and adaptive technology to support flexible approaches to learning?**

The majority of 45.5% of the teachers do not know if they support flexible approaches to learning when they employ ICT and adaptive technology. Slightly more than a quarter (36.4%) believe they do.

27. Do you employ ICT and adaptive technology to support flexible approaches to learning? * Mark only one oval.

22 respuestas



Some of the examples on the ICT and adaptive technology that the teachers use in their classes to support flexible approaches to learning:

The teachers identified in total nine ICT's that they employ in class with their pupils:

1. Search engines (Google)
2. Digital Board



3. iPads
4. Prezi
5. Kahoot⁶¹
6. Applications
7. Videos
8. Music
9. Digital books

"We have a Google site with a range of materials on offer."

"Digital board, iPads,..."

"Timelines and presentations with Prezi are very useful for visual learners."

"Kahoot."

"Applications, videos, songs..."

"Digital books."

"We use the digital board every day."

- **What are the most effective inclusive technologies with your learners? Can you elaborate on one or two?**

According to the teachers these are the most effective inclusive technologies with their learners.

1. ClassDojo⁶²
2. Quiz platforms (Kahoot)
3. Videos
4. Blogs
5. Plickers⁶³
6. Games
7. Digital whiteboard

⁶¹ Kahoot: is a game-based learning platform. <http://kahoot.com>

⁶² ClassDojo: classroom communication app used to share reports between parents and teachers. Teachers track student behavior and upload photos and videos. The gamification style system teaches developmental skills through real-time feedback. <http://www.classdojo.com>

⁶³ Plickers: is a free card activity for students. <http://www.plickers.com>



8. PC + network connection
9. Applications
10. iPads

➤ **What technological support/training do you need to be able to promote inclusion in your classroom and school?**

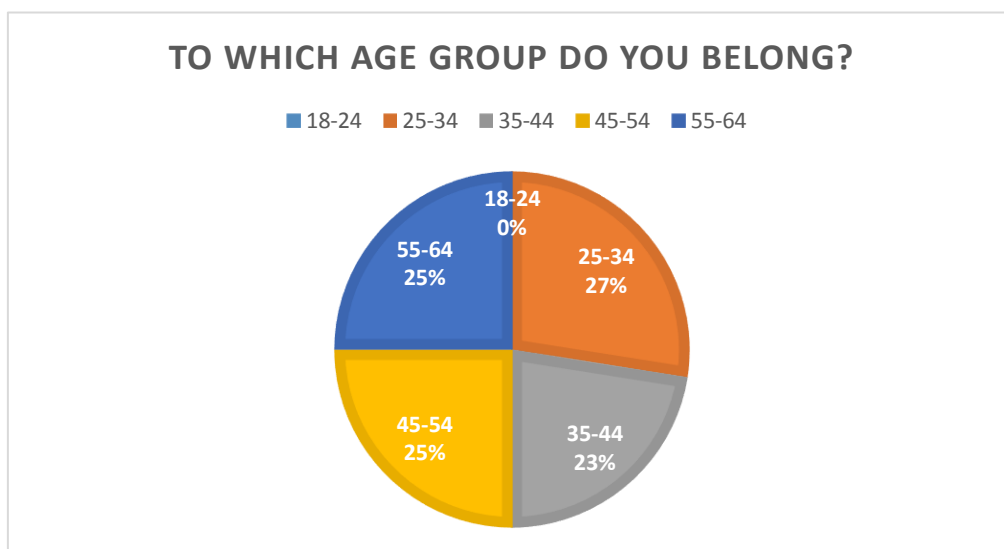
These are the technological support/training that the teachers mentioned they need to promote inclusion:

1. Availability of technological resources and devices
2. Training in digital resources
3. Examples on how to use techniques to promote inclusion
4. Update on the available resources



Germany (DE)

40 teachers from the above mentioned category of schools have responded to the questionnaire.



According to the “Profile of Inclusive Teachers” four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education.

The four core values are:

13. Valuing learner diversity
14. Supporting all learners
15. Working with others
16. Continuing personal professional development

In this questionnaire core value #2 has been addressed.



Core Value: Supporting All Learners – teachers have high expectations for all learners’ achievements.

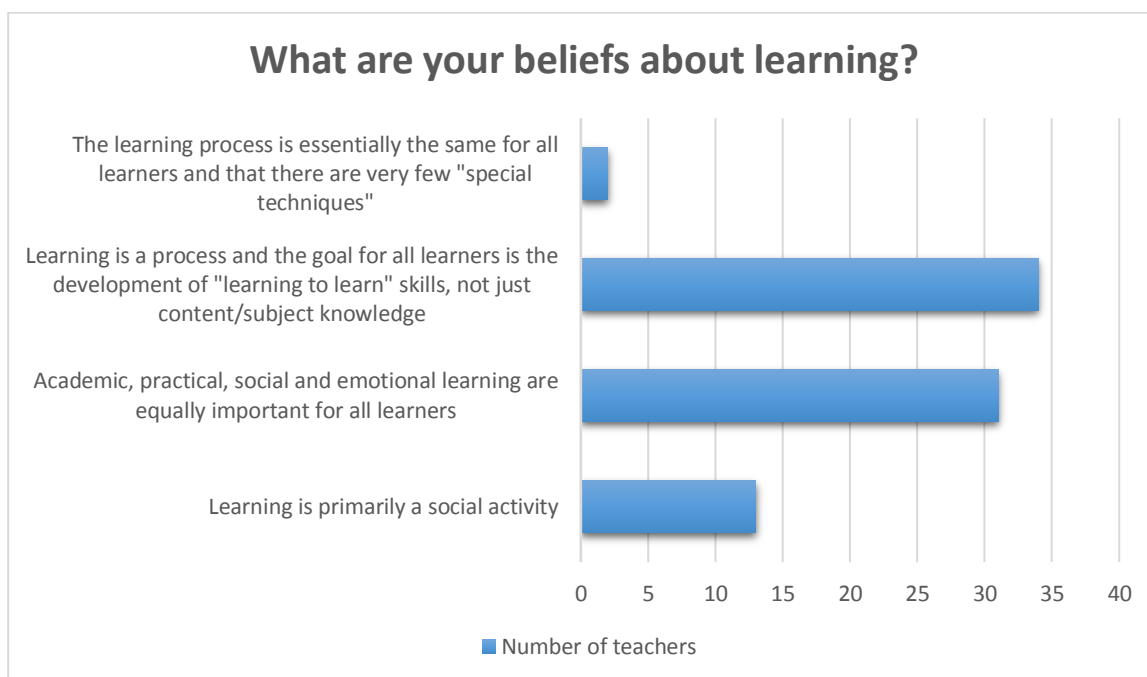
The areas of competence within this core value relate to:

- **promoting the academic, practical, social and emotional learning of all learners;**
- **Effective teaching approaches in heterogeneous classes.**

The questions below address attitudes and beliefs underpinning these areas of competence. The essential knowledge and the crucial skills to be developed within each area. With emphasis on digital skills and cooperative approaches.

➤ **What are your beliefs about learning?**

The majority of the teachers consider learning as a process and that the goal for all learners is the development of “learning to learn” skills, not just content/subject knowledge. In addition, academic, practical, social and emotional learning are equally important for all learners. A minority of two teachers believe that the learning process is essentially the same for all learners and that there are very few “special techniques”.



➤ **How do you assess and then develop ‘learning to learn skills’ with your students?**

Most of the teachers do assess their learners and help develop their learning to learn skills.

The answers of the teachers who do assess and help develop the ‘learning to learn skills’ of their learners could be categorized under eleven areas:



9. Independent work:

"In classes 5, 6 and 7, I gradually let the pupils practice their independence in checking learning processes with checklists,..."

"Methods, i.e. how certain contents are learned, repeated and practiced. I determine at the beginning and gradually let the pupils chose themselves and describe their approach as well as justify their choice of method."

10. Providing support:

"Clear methodical support, reduction of content, individual attention."

11. Providing feedback:

"Positive feedback,..."

12. Providing Tools:

"For example, I provide the pupils with sources (internet, book box, worksheets, etc.) and support them in their research work,..."

13. Individualized Evaluations:

"...I have workbooks made which function as a portfolio and give feedback, among other things, on assessment sheets."

14. Structured Tasks/Exercises:

"Fixed structures, successive practice, then handed over to the pupil, practice, practice, practice..."

"The foundations are laid in primary school and should ideally be adopted and further developed in secondary school. Fixed structures have to be developed, which then have to be practiced successively and put into the hands of the pupils. Exercise phases are essentially embedded in an appreciative, conducive, border-crossing and orienting teacher-pupil relationship."

"Very important method diversity, clear structures, rules and rituals in classes. Work with week plans..."

15. Learning together/Cooperative Learning Activities/Group Learning:

"...cooperative forms of learning."

16. Group Work:

"Table groups with heterogeneous composition."



17. Project Based Learning (PBL):

“Project days in subject lessons.”

18. Reflection:

“Reflect again and again about learning.”

“About the –portfolio with reflection and feedback.”

“Regularly reflecting on learning (together).”

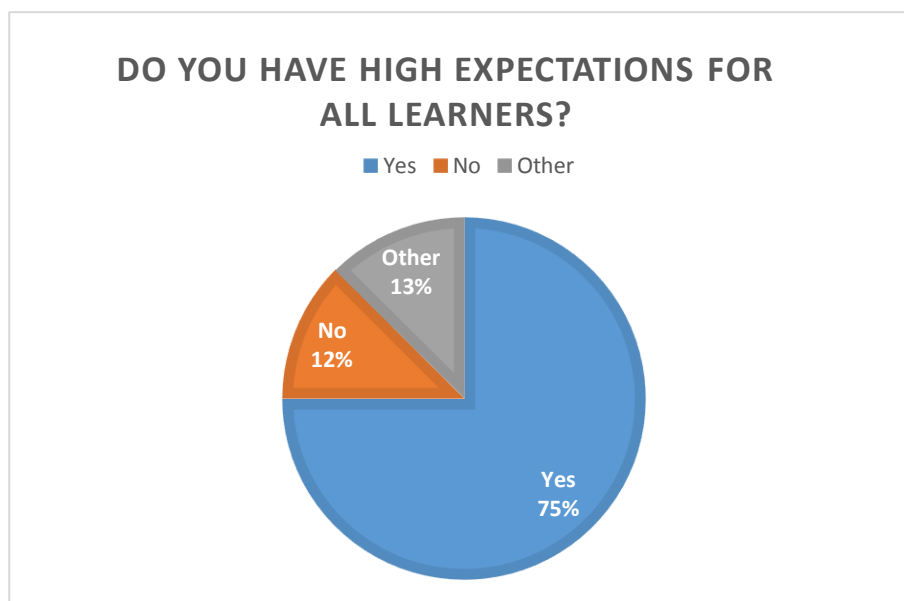
19. Process Evaluation:

“Assessment of learning process and learning product,...”

“In small stages, evaluation of the process.”

➤ **Do you have high expectations for all learners?**

Thirty teachers out of the forty teachers who took part in this questionnaire do have high expectations for all learners.



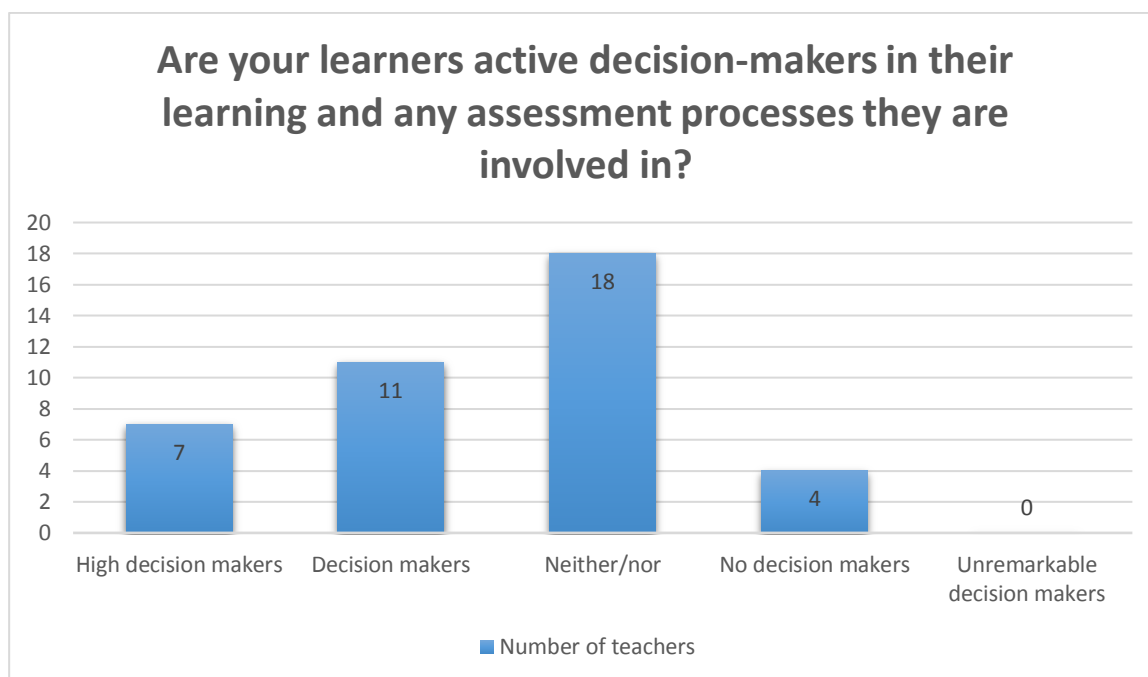
The five teachers who answered with 'Other' provided the following remarks:

- ✓ *“according to ability”*
- ✓ *“tailored to your needs”*
- ✓ *“yes, according to their possibilities”*
- ✓ *“individual expectations are more important – willingness to learn”*
- ✓ *“yes, willingness to do his best”*



➤ **Are your learners active decision-makers in their learning and any assessment processes they are involved in?**

The majority of the 40 teachers who took part in this questionnaire believe that their learners are neither high decision makers nor unremarkable decision makers. And a total of 18 teachers too, believe that their pupils can make decisions. A minority of 4 teachers believes that their pupils are not able to make decisions.



➤ **How do you help develop your learners autonomy and self-determination? Do you make use of digital tools/assistive technologies to do this?**

It appears that most of the teachers work on developing the autonomy and self-determination of their learners. Some teachers do not use digital tools to help stimulate this with their pupils.

The different ways/methods that teachers adopt to develop their learners autonomy and self-determination, in addition to the digital tools and assistive technologies that they use are summarized below.

Methods used by the teachers to develop learners autonomy & self-determination:

- ✓ Self-reflection
- ✓ Individual work
- ✓ Responsibility delegation
- ✓ Planning/learning plans
- ✓ Differentiated exercises



- ✓ Free topic choice/free tasks
- ✓ Feedback system
- ✓ Evaluation
- ✓ Learning by teaching
- ✓ Learning democracy
- ✓ Individual learning materials

"Self-reflection, no electronic."

"Individual work with notebooks with different apps and sites."

"Delegate responsibility."

"...week plans, differentiated exercise phases."

"Methods like think-pair-share, pupils can choose topics according to their interests."

"Feedback, culture of praise, demand for responsibility."

"Develop evaluation criteria, joint evaluation, open tasks (elective tasks)."

"With the concept of 'learning by teaching', digital technologies are secondary."

*"Creative and free tasks such as reading portfolios, writing tasks whose scope and topic are chosen.
Reflection and discussion on all topics."*

"Learning time: free choice of when pupils work on which subject (although there are guidelines for this)."

"Learning plans, learning diary, differentiated material, differentiated exams."

"Station work, free choice of topics, free choice of partners."

"Feedback systems, personal discussions. Emphasis on success, demand for assumption of responsibility in cases of conflict with clear clarification processes, no assistance technologies for technical differentiation with appropriate software, but meaningful."

"Learning democracy."

"Individual learning material, individual times for performance records (when and how much)..."

"Week plans, individual free learning, feedback culture."



Digital tools & Assistive technologies that the teachers use to develop their learners' autonomy & self-determination:

- ✓ Applications
- ✓ Worldwide webs
- ✓ Learning platforms
- ✓ Softwares
- ✓ Laptops - PC
- ✓ Smart TV
- ✓ E-portfolio
- ✓ Moodle courses
- ✓ Programs

"...different apps and sites."

"Yes, sometimes learning platforms with solutions, apps or software representing mathematical forms, etc."

"Laptops, leading to independent decision sensation."

"Pupils make presentations and demonstrate via smart TV and laptop."

"Yes, learning platforms for independent learning e-portfolio."

"Moodle"

"Online diagnostic and Moodle courses."

"Laptops, computer guidance to independent decision-making."

"Programs from the internet."

- **How do you stimulate the learning capacity and potential of your learners? Do you make use of digital tools/assistive technologies in achieving that?**

It appears that most of the teachers work on stimulating the learning capacity and potential of their learners. Two teacher out of the 40 who took part in this questionnaire do not stimulate this. Furthermore, few teachers do not use digital tools to encourage this either.



The different ways/methods that teachers adopt to stimulate the learning capacity and potential of their learners, in addition to the digital tools and assistive technologies that they use for this are summarized below.

Methods used by the teachers to stimulate the learning capacity and potential of their learners:

- ✓ Encouragement
- ✓ Motivating
- ✓ Visibility of performance and learning development
- ✓ Differentiation
- ✓ Provocative questions
- ✓ Learning agreements
- ✓ Self-efficacy experiences
- ✓ Individual learning plans
- ✓ Cooperative learning
- ✓ Positive personal relationships
- ✓ Interesting (Playful) tasks

"...praise and affection, encouragement."

"Through motivating, acting input."

"With interesting input."

"Monitor your own learning process, make performance development and learning development visible."

"Motivate again and again, tie up on previous knowledge, diversified tasks."

"Personal relationship, interventions such as directing, differentiating, praising, mirroring."

"Impulses, provocative questions, no assistance systems."

"Motivational elements, giving meaning to learning, everyday relevance/change of phase."

"Learning agreements."

"About content, structure and self-efficacy experiences."

"Individual learning and development plans and related materials (spelling)."

"Cooperative learning forms, learning films, apps."



“Motivation through interesting introductions/subject areas.”

“Differentiation upwards through additional tasks and pupil teaching arrangements.”

“Personal relationships, interventions: mirroring, praising, redirecting, adapting the requirements to emotional/social developmental status: dynamic, active work with developmental pedagogical goals, no assistance technologies.”

“The ability to learn does not come through manipulation but primarily as a product of a positive relationship phase.”

“Differentiated tasks, contents, methods.”

“Provocative questions, impulses, images.”

“Using playful tasks that are from life and the experiences of the learners.”

“Appreciation and praise, good teacher-pupil relationship. Less digital technologies.”

Digital tools & Assistive technologies that the teachers use to stimulate the learning capacity and potential of the learners:

Smartphones – The Web – iPad – Films – Applications – Educational Programs

“Motivating pupil friendly entries, smartphones for researching, etc.”

“Internet research.”

“No technology, different approaches.”

“Vintage 5+6 analog means are used like the table, vintage 7-10 increases technological aids.”

“iPad.”

“...learning films, apps.”

“Modern technologies offer the opportunity to combine value and image with music and thus make learning an overall experience.”

“No digital assistance systems, building a lot on pupils’ reality of life.”

“Partially in-depth work with learning programs (online).”



- **Can you provide an example of personalized learning approaches for learners that support and help develop autonomy in the learning?**

Almost all of the teachers in our sample use personalized learning approaches to help develop the autonomy in the learning of their learners. Five teachers did not provide an answer to this question. These approaches fall under the category of differentiated instruction strategies.

Differentiated Instruction Strategies

Teachers that use differentiated instruction tailor their teaching approach to match their learners' learning styles. All learners have the same learning goal. But the teaching approach varies depending on how learners prefer to learn. Instead of using one uniform approach, a teacher uses a variety of methods to teach. There are three areas or levels where the teachers can differentiate instruction:

- ✓ *Content: figuring out what the learners needs to learn and which resources will help them do so;*
- ✓ *Process: activities that help learners make sense of what they learn;*
- ✓ *Product: a way for learners to show what they know.*

Seven Differentiated Instruction Strategies that our sample of teachers use in Flanders:

Flexible Pace Learning - Digital Resources – Verbal Support – Variable Outcomes – Ongoing Assessment – Reflection and Goal Setting – Learning Diary

19. ***Flexible-pace learning:*** Traditionally, tasks are completed in a set amount of time, which normally accommodates the slower-paced learners. This can mean faster learners are held up by the pace of their peers, and slower workers feel rushed and incapable of learning at the necessary pace. A flexible approach to time-based tasks, however, faster learners are given the facility to complete extension tasks, and it gives other pupils an opportunity to complete their exercise at a more comfortable speed.

“Vocabulary learning in different ways: classic with the book, with vocabulary games in the classroom, with index cards, on the PC with vocabulary programs, with playful writing tasks (such as crossword puzzles, quiz games) which are also created by the pupils themselves.”



20. **Digital resources:** By using interactive tools and digital applications, mixed-ability classes get the opportunity to approach a topic or subject from different angles. In some cases, the use of digital resources can also highlight a skill or passion in learners with less academic ability, while others might work more effectively with non-traditional resources and mediums.

This method of differentiation allows different materials, platforms and tools to be used to bring about the same learning outcome, and give learners confidence in their digital skills.

“Different text apps via platform Moodle.”

“Mahara, Moodle, learning diary.”

21. **Verbal support:** Verbal dialogue is central to this method of differentiation. Teachers can identify different learning abilities and adapt their vocal explanations and support to different academic levels. Using targeted questioning can produce different responses in learners of different learning profiles.

This technique relies on teacher-pupil interaction, and an ability in the educator to engage learners in both simple and complex dialogue according to their learning needs.

“Advice on finding a placement for training. The interests, the companies, the different locations in cities, how to apply (CV, motivation letter, etc.).”

22. **Variable outcomes:** Rather than setting a task with a single outcome or ‘right’ answer, taking a more interpretive approach to an exercise gives learners the flexibility to arrive at a more personalized result. Learners of different abilities will arrive at outcomes that match their level of understanding and learning. If clear direction and a set of rules are formalized prior to setting the task, the risk of lower ability learners falling too low can be avoided.

“Different working material, individual working plans, etc.”

“Implementing individual goals and class goals (ETEP), action close to the personal life environment.”

“Ask the pupils about their areas of interest, bring materials with them and deal with current topics.”



“Individual learning and development plans and related materials (spelling).”

“Work with individual and class objectives and implement evaluation phase in each lesson, action-oriented learning with older pupils on topics related to life: career orientation, future, etc.”

23. **Ongoing assessment:** Regular assessment and feedback, allows teachers to adapt their teaching methods according to their various learners’ needs and learning conditions. Assessment currently takes place both throughout the year and at the end, and is scope to entirely rethink the end of year reporting process. With an interactive front-of-class display like Kahoot⁶⁴, teachers can perform anonymous or open polls, end-of-class assessments and pop quizzes. Educators, therefore, can be informed in the moment about levels of understanding, interpretation and learning. This flexible method allows for all learning profiles to be catered for at the time it is most valuable, rather than retrospectively.

“Topics: assessing and ticking your own development (at the beginning, in the middle and at the end of the unit).”

“Learning with self-assessment sheets and competency grids.”

24. **Reflection and goal setting:** Have learners reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask learners to write about their favorite topics, as well as the most interesting concepts and information they’ve learned. They should also identify skills to improve and topics to explore. Based on the results, you can target lessons to help meet these goals. For example, if the bulk of learners discuss a certain aspect of the science curriculum, you can design more activities around it.

“Learning plans, learning controls.”

25. **Learning Diary:** Is a tool for evaluating and implementing personal learning. The purpose is to keep record and reflect on what has been learned through class. You are expected to relate lectures to your own prior experiences, related readings, and knowledge.

⁶⁴ Kahoot is a game-based learning platform, free for teachers. For more information: <https://kahoot.com/schools/>



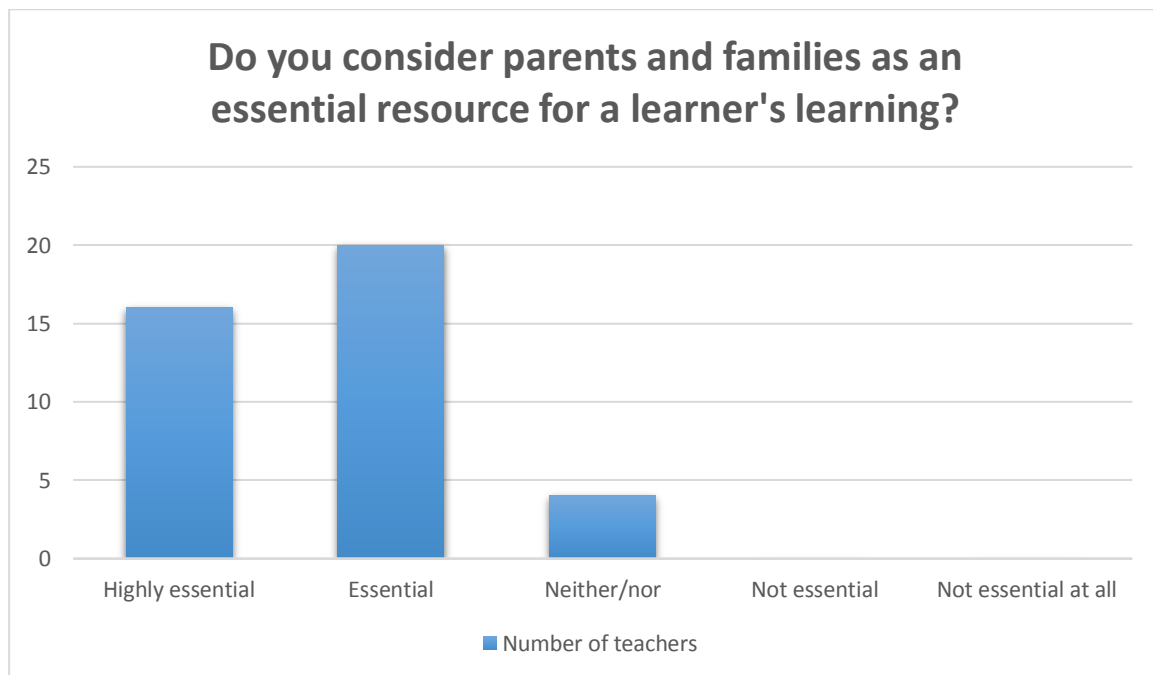
“Keep learning diaries with your smartphone, select an appointment of a performance review.”

“Learning diary.”

“...learning diary.”

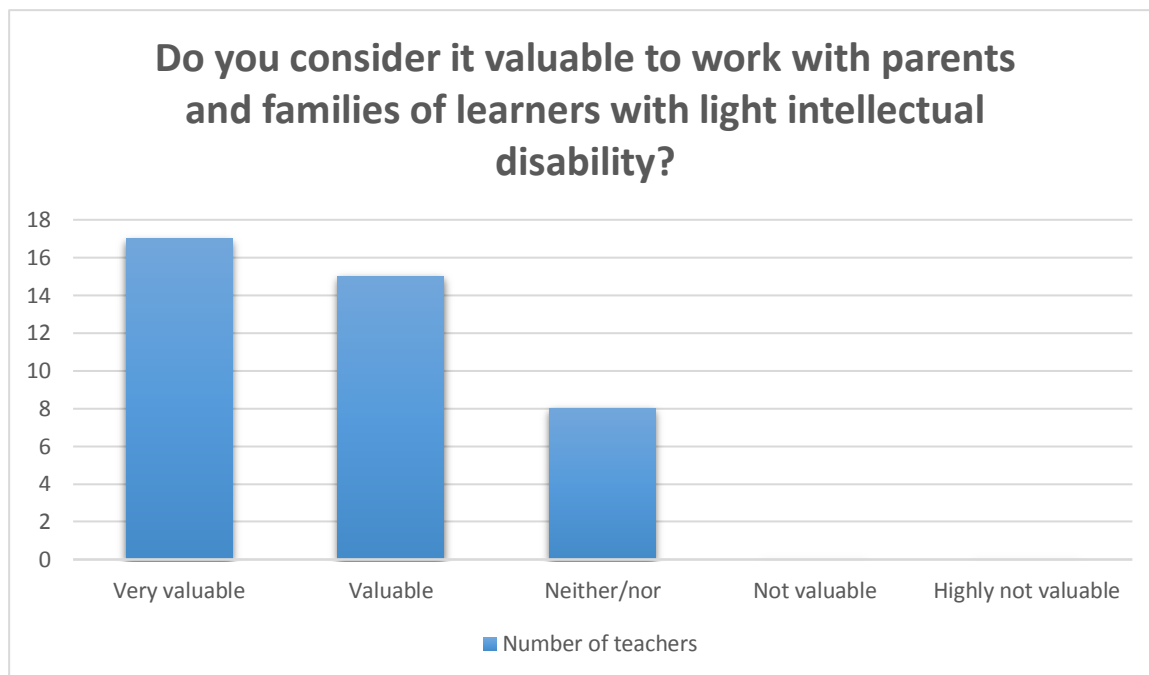
➤ **Do you consider parents and families as an essential resource for a learner’s learning?**

The majority of the teachers (36 out of 40) believes that parents and families are essential and highly essential resources for the learning. Four teachers are indecisive on whether they have or do not have influence on the learners learning.



➤ **Do you consider it valuable to work with parents and families of learners with light intellectual disability?**

The majority of the teachers (32 out of 40) consider it valuable and very valuable to work together with parents and families. Eight teachers see no influence of the parents and families working together with the teachers.



➤ **How do you support the development of the learners' communication skills? Do you use digital tools to realize this?**

Almost all of the teachers think that developing the learners communication skills as very important and they encourage and help their learners to achieve this. Few teachers mentioned that they do not use digital tools in realizing this and most of the teachers did not give an answer to this part of the question. Few examples of digital tools were mentioned by very few teachers.

It is evident that most of the teachers use the same or similar methods to support the communication skills of their learners. These could be summed-up into eleven methods.

Eleven methods that teachers use to support their learners' communication skills

Group Work – Class Discussions – Practicing a Language – Self-Articulation – Simulation of Real Life Situations – Dialogue – Presentations – Role Play – Communication Rules – Feedback – Interactive Settings

Group Work:

“Cooperative learning forms.”

“Group work, partner work, plenary discussions, role play.”



“No technology, group work, text production, help cards.”

“Working in small groups, teams.”

“Many cooperative forms of learning.”

Class Discussions:

“Methods of conducting conversations, impulses, no electronics.”

“Discussions, practice strategies, class council.”

“Clear clarifications of expectations and objectives, installing support systems, exchange and discussion.”

“Classroom discussions, group work, support of the educational language.”

Practicing a language

“Classroom discussions, group work, support of the educational language.”

Self-articulation

“Through presentation and feedback discussions as well as self-reflection.”

Simulation of real life situations

“Create conversation occasions ‘i.e. simulate job interviews’; personal talks, holding presentations, use of PowerPoint.”

Dialogue

“Through conversations, dialogues, interactive tasks.”

“Through conversations, dialogue, interactive tasks, provision of speech aids and individual learning arrangements.”

“Classroom talks, create reasons to talk, integrate all pupils.”

Presentations

“Personal conversations, preparing and carrying out reasons for conversations in class, clear expectations with differentiated requirements, personal support in the presentation situation if necessary. No assistance technology.”

“Class council, presentations.”



Role play

"I talk to you, cooperative learning methods, role consciousness. People are not visible (role play)."

"Class council, establishing feedback, role play empathy training."

Communication rules

"Developed rules of a communication structure established with pupils."

"Developing rules and rituals for a conversation culture together, check and adjust again and again"

Feedback

"Class council, establishing feedback, ..."

"Use of digital media, feedback."

Interactive settings

"Through interactive settings, digital is secondary."

The few teachers who use digital tools to help develop their learners communication skills mentioned the following tools:

Speech Aide – Microphones – Digital Media – Headsets – E-mail – PowerPoint

"Offer them different communication and expression options e.g. digital, etc."

"...provision of speech aids and individual learning arrangements."

"...microphones."

"Use of digital media, feedback."

"Audio system with headset for teachers, microphone for pupils, discussion, talk shows on current topics..."

"E-mail."

"...presentations, use of PowerPoint."



➤ **Can you provide some examples on how you facilitate cooperative learning approaches?**

According to the data from the teachers, it appears that the teachers use several cooperative learning approaches in their classes. The approaches mentioned by the teachers can be organized in seven categories.

Seven approaches for facilitating cooperative learning were identified in the teachers' answers:

Group Work – Project Work – Assigned Tasks & Roles - Digital Tools – Mixed Ability Pupils – Peer Tutoring – Provide space

Group work

“Different methods of group or teamwork.”

“Prepare exchange, roll cards for group work.”

“Group Tables.”

“For cooperative forms of learning to work, the class climate must be good. Regular teamwork promoting assignments and a regular class council help to create this foundation.”

“Think – pair – share.”

“Think-pair-share method, group puzzle.”

Project work

“Group work, project work, learning assignments, learning journals.”

Assigned tasks & roles

“Define roles: scribe, speaker, moderator, time guard.”

“Heterogeneous small groups, good task distribution.”

“I try to set the tasks for the group so that everyone has to participate in order to achieve the group result.”

“Group work and motivating tasks.”

“Group work with meaningful goals. Tasks that require a lot of work, clear roles and schedules. Station work, agreements in the team with specialist colleagues.”



“Working with developmental class objectives, joint evaluation, creation of inclusive helpers systems (peer group), clear expectations and tasks, topics close to life, differentiated work spaces, retreat spaces.”

Digital tools

“Introduction and support of cooperative forms of learning of an individualized and media-supported learning process.”

“By using smartphones in heterogeneous table groups.”

“Google docs. and team class work.”

Mixed ability pupils

“Involving all pupils, learning mentors, tandem learning and reading.”

“Composition of the groups: free choice, lottery, question: who is good in ..? and then compose the group.”

“Task complexes that allow learners with different qualifications to contribute their own skills. Tasks for table groups.”

Peer tutoring

“Experts explain, students teach students, group puzzles, discussion aids, different materials.”

“Reflecting on learning phases, learning in partnership.”

“Assistance by determined seat neighbors.”

“Students learn with students, partner work.”

Provide space

“Different working rooms, different materials.”

“Developmental pedagogical work, lifeworld topics, retreat and work areas structure the space.”

“Spatial differentiation plays an important role as it facilitates group and partner learning.”

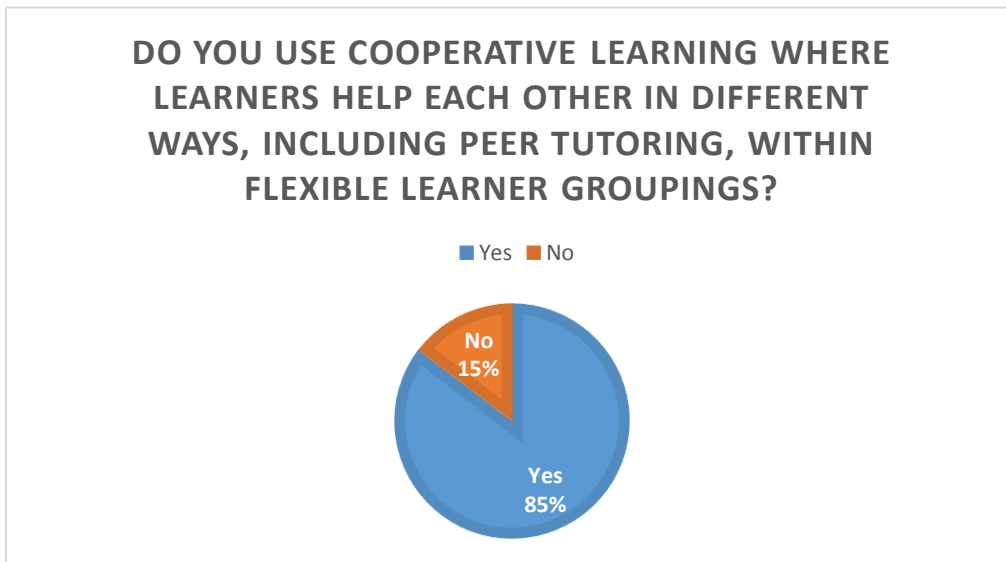
“The interior design and appropriate classroom management can encourage cooperative learning, expert cards for waiting people (for example at the bus stop).”

“Assistance (helper) system; topics that appeal to and motivate students. Use of additional places of learning.”



- **Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings?**

Almost all the teachers who took part in this questionnaire use cooperative learning including peer tutoring within learner groupings.



Some examples provided by the teachers:

The examples provided by the teachers can be categorized under seven categories:

Peer Assessment – Peer Tutoring & Coaching – Group Work – Project Work – Practical Activities – Debates/Dialogues – Peer Revision

Peer assessment

“Self and external assessment, pupil correction, joint training to prepare for learning controls.”

“Text is personalized and jointly evaluated.”

Peer tutoring & coaching

“Learning partners from weak and strong learners.”

“Explanation of calculation methods in the written calculation procedures by classmates.”

“Mathematics: fixed pairs of pupils in which weaker and stronger ones cooperate.”

“Tandem learning in the process of vocabulary and grammar inclination.”



“The strong help the weak, the fast help the slow, group puzzle.”

“Stronger ones help weaker ones. Group puzzle.”

Group work

“Promote social competence in group work, heterogeneous groups.”

“Fixed learning group structures with existing role over a longer period of time.”

“Yes in social studies for group work.”

“Think/pair/share, 5 finger method, brainstorming.”

“Tandem pairs/groups in which the strong and the weak work together and support and complement each other in different areas.”

“Writing and editing texts.”

“Experts, cross class exercise groups.”

“Heterogeneous partner works, group puzzles.”

“Group or partner puzzle. Learning pace duo.”

Project work

“Focus on group composition in the development of folders, presentations (grown/supported helper systems), project-oriented work (preparation courses for project appraisal), student company.”

“Project-oriented work, forming heterogeneous working groups.”

Practical activities

“For example during reading training.”

“Physical education. E.g. acrobatics.”

Debates/dialogues

“Classroom talks. Create reasons to talk, integrate all pupils.”

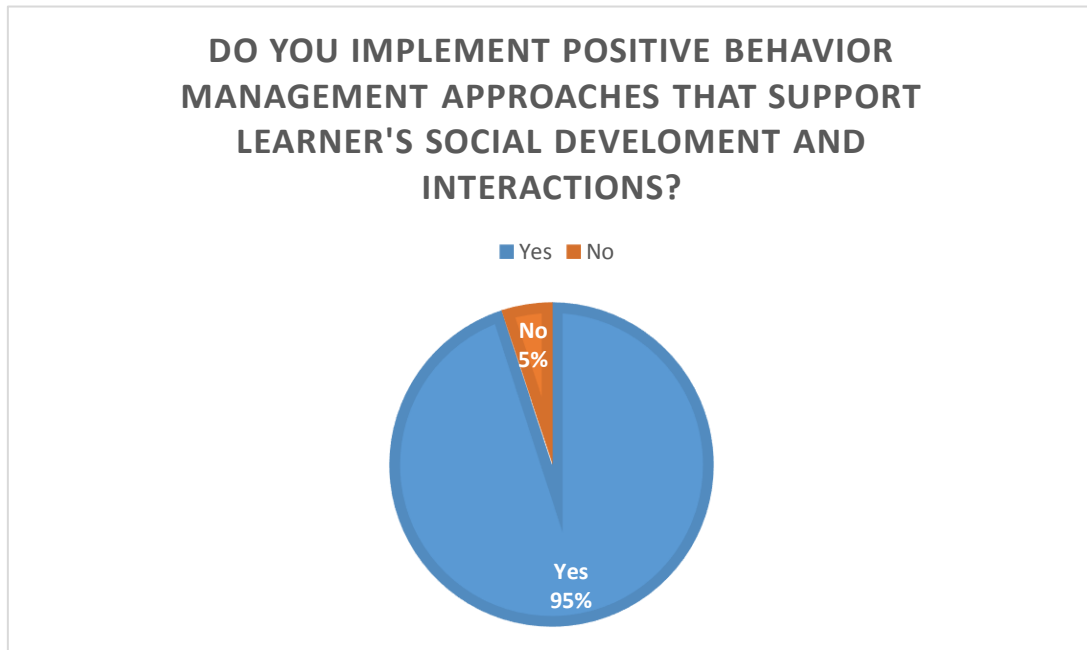
Peer revision

“Peer reviews on Moodle.”

- **Do you implement positive behaviour management approaches that support learner’s social development and interactions?**



Almost all the teachers who took part in this questionnaire do implement positive behaviour management approaches that supports their learners' social development and interactions.



Examples provided by the teachers on how they implement positive behaviour management approaches to support their learners social development and interactions in the class:

Seven positive behaviour management approaches have been identified:

**Reflection Moments – Encouragement – Feedback – Class Agreements/Rules – Reward System –
Communication Techniques – Development Therapy/Development Pedagogy**

“In class 5-6 it is very important to implement a good reward system.”

“Praise, encouragement.”

“Individual conversations.”

“Conversations, training space concept, etc.”

“For example: in religion: charity, morality, peaceful behaviour, helping the weak.”

“Smiley reward system.”

“Praise-list.”



“Effective feedback, practice & consolidate together.”

“Positive feedback, reinforcement, space for self-assessment of performance.”

“Working out rules: how do we want to deal with each other? and remember them.”

“Class council, dispute mediators, digital heroes.”

“Coaching for learners in guidance and mediation roles.”

“If pupils need to concentrate for their work, they can say what we do or we go to the library and read there.”

“Praise, free work phases.”

“Secret friend, feedback, class council.”

“Class council.”

“Points of positive engagements, allocation of social tasks, positive and negative criticism, round of appraise in the class council.”

“If feedback, then always positive first.”

“Class council, training room.”

“Development therapy/development pedagogy (ETEP). Active development work plan, evaluations, firmly anchored behavioral evaluation (focus: successes) on the basis of agreed objectives based on the development pedagogical learning objective diagnostic questionnaire (ELDiB).”

“Individual feedback on social and work behavior about oneself and others’ assessments.”

“Reinforcement and feedback at regular intervals.”

“Self-assessment and grading followed by feedback.”

“Praise in the class council: ‘Star’ lists, praise for social tasks.”

“Communication rules in the class council: class rules, system of social credit points (as a supplement to the certificate).”

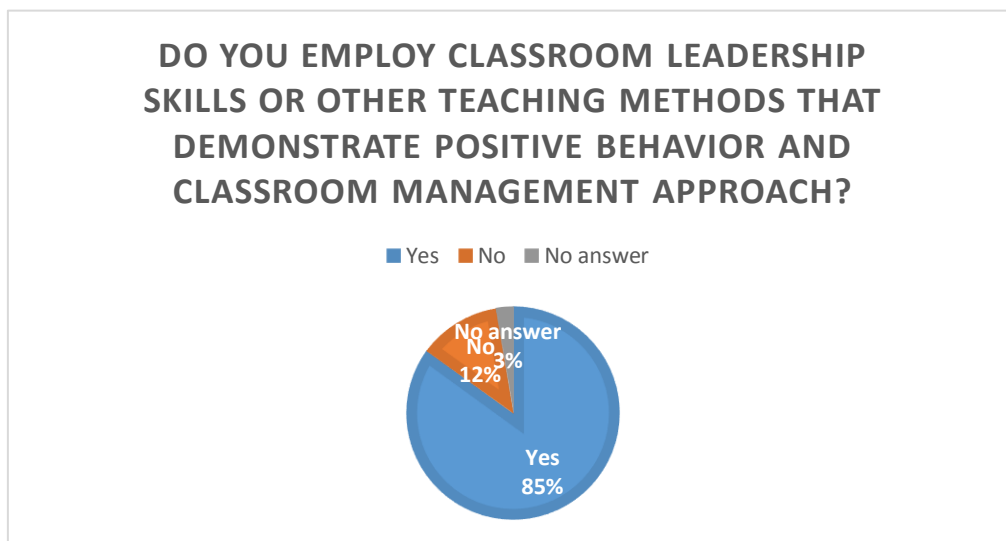
“For example: the error analysis in chemical experiments; probate calculations in mathematics; reflection on own learning methods.”

“Working with the promoting plan, feedback culture – praise; learning goals according to diagnosis.”



- **Do you employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approach?**

Almost all the teachers who took part in this questionnaire employ classroom leadership or other teaching methods that demonstrate positive behaviour and classroom management approach.



Examples provided by the teachers on how they employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approaches:

Six classroom leadership skills/methods that demonstrate positive behaviour and classroom management have been identified by the teachers:

Classroom Management – Sufficient Authority – Equal Approach to All Pupils – Equal Leadership with Pupils – Equal Relationship with Pupils – Positive Reinforcement

“Division of responsibilities... with written acknowledgment as a supplement to the certificate.”

“Reward.”

“Use of an alarm clock for silent working phases.”

“Class council.”

“Services, class representatives, course book management.”

“Making rules transparent.”



“Visualize rules.”

“Active development plan of work, firmly anchored evaluation of behavior according to the common objectives.”

“Training room, feedback talks, volume lights.”

“Decentralized seating arrangement with learning corners.”

“Group tables, point system for positive learning behavior.”

“Classroom management.”

“Rituals, rules, feedback.”

“Hourly entry by pupils, starter tasks.”

“Training room for teaching disorders, positive feedback procedures, reward system, privileges through social activities.”

“Plug-in strip for names to share: ‘I need help’ – magnetic board for attaching names: ‘I work in the library, in the auditorium, in the computer room’, etc.”

“I work with projects in which the pupils take responsibility for their actions and I act as a learning guide and consultant.”

“All are responsible for each other.”

“Work with developmental educational goals (individual and class-related), goals are visualized and anchored, goals are evaluated- evaluation is visualized.”

“Successive transfer of responsibility for subtasks to the learner, for example to the class council.”

“Class council and training room.”

“Transparent rules, clear consequences.”

“Round of praise in class council.”

“Creating mutual responsibilities, seating arrangement that increases concentration.”

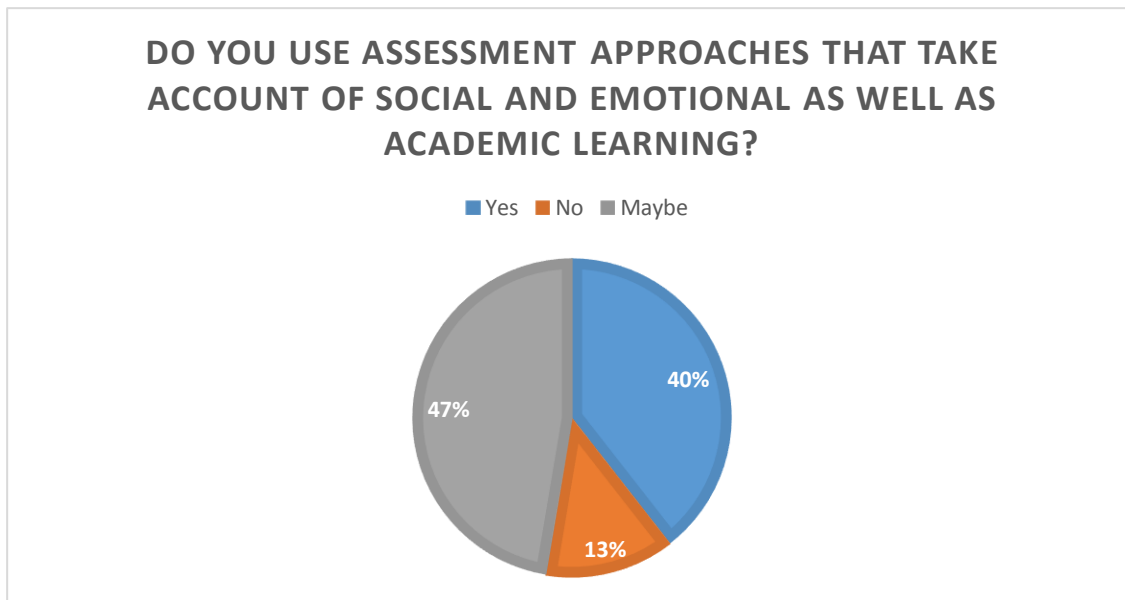
“Class goals are visualized and evaluated regularly.”

“Homework boards, calendar with tests, learning boxes. Each pupil has two material boxes.”



➤ **Do you use assessment approaches that take account of social and emotional as well as academic learning?**

Less than half of the teachers (40%) do use assessment approaches that take account of the social and emotional as well as the academic learning of their pupils. A minority of almost 13% do not make use of such approaches and the majority of the teachers 47% doubt about using such approaches.



Examples provided by the teachers on the assessment approaches that take account of social, emotional, and academic learning that they use with their learners:

Eight assessment approaches that take into account the social, emotional and academic learning are identified by the teachers:

**Reflection Moments – Verbal Assessment – Feedback moments – Assessment of the process –
Personalized Assessment Forms – Self-Assessment – Transparency – Academic Evaluation**

“Lively feedback culture.”

“Feedback culture.”

Differentiated and positive grade-independent feedback according to certain criteria.”

“In the checklist the pupils can also indicate their state of mind.”

“Self-assessment sheets.”



“Learn verbal assessment with a focus on funding in a joint exchange discussion.”

“Transparency through the corresponding competence requirement.”

“Develop/name criteria yourself and thereby create transparency.”

“Verbal assessment of pupils in the learning, emotional/social development promotion priority area of all inclusive pupils and preventive measures in addition to subject-specific promotion planning.”

“Academic evaluation: absolute and relative due to learning difficulties.”

“Development process.”

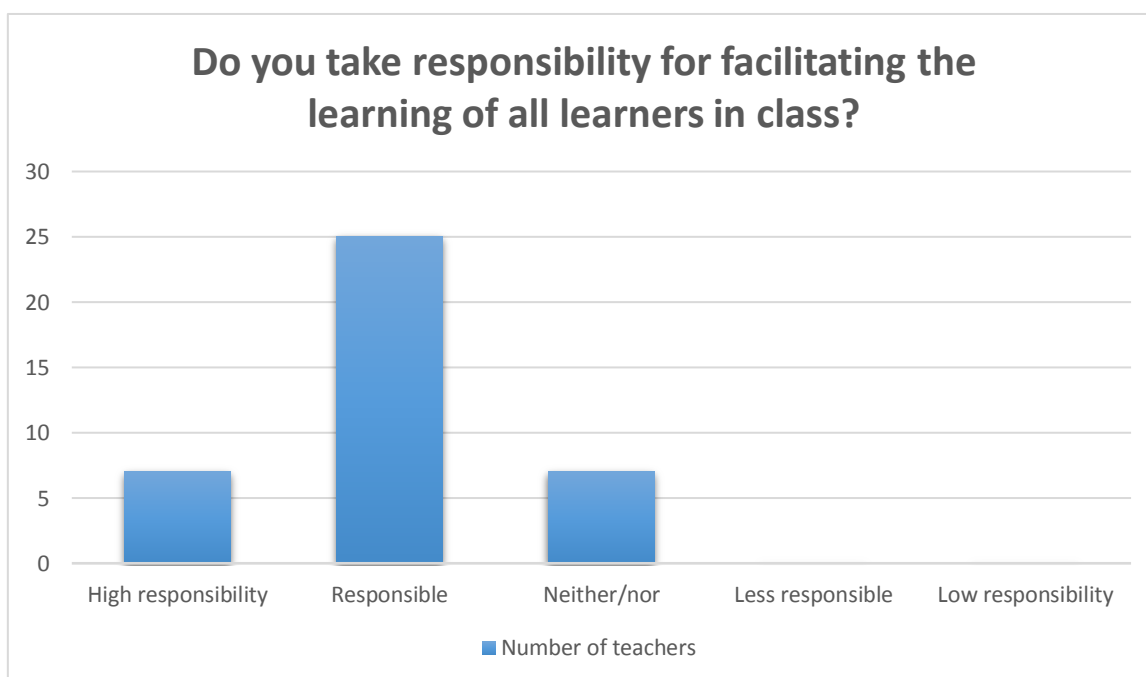
“At grading a self-assessment of the learner with justification is discussed. Good argument can influence the grade.”

“Verbal assessment in focus subject, promoting plans for all inclusive pupils.”

“Grades only on the certificates.”

➤ **Do you take the responsibility for facilitating the learning of all learners in class?**

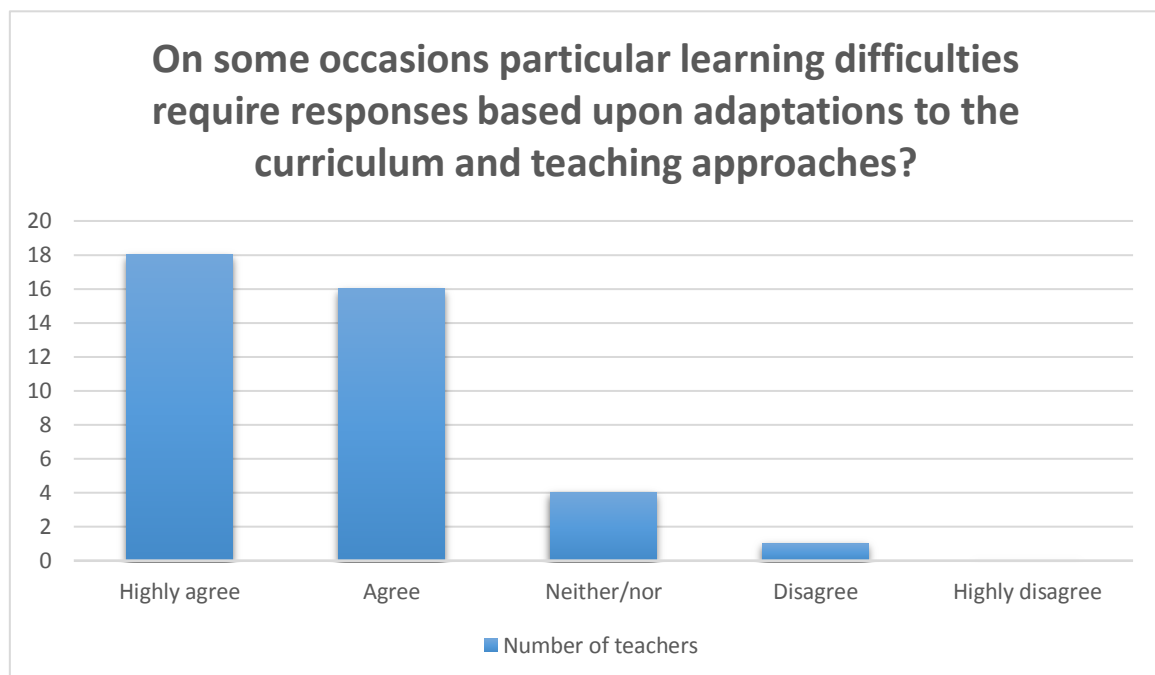
Out of the 40 questionnaires, 39 teachers provided an answer to this question. The majority of 25 teachers do take responsibility for facilitating the learning of all learners in class. Seven teachers take high responsibility and equally in number, seven teachers are undecided on whether they do take responsibility or not.





- **On some occasions particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches?**

Out of the 40 filled questionnaires, 39 teachers provided an answer to this question. The majority of 18 teachers (46%) highly agree on the above mentioned statement. 16 teachers (41%) do agree and 4 teachers (10%) are undecided whether particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches. One teacher disagrees on the above mentioned statement.



- **What are some effective inclusive teaching methods that you use with your learners? Can you elaborate on one or two methods?**

The teachers provided several inclusive teaching methods that they use with their pupils in class. They did not provide elaborations. For the sake of better understanding each method, a short explanation will be provided.

Seven Inclusive Teaching Methods were identified from the questionnaires:

13. Inclusive Education
14. Peer Tutoring and Peer Influences
15. Cooperative Group Teaching



16. Self-regulated Learning
17. Review and Practice
18. Co-teaching
19. Formative Teaching and Feedback

13. Inclusive Education

‘Adapt the classroom program to suit all learners’

Inclusive education means educating learners with special educational needs in regular education settings. However, it means much more than mere placement. Rather, it means putting in place a whole suite of provisions, including adapted curriculum, adapted teaching methods, modified assessment techniques and accessibility arrangements, all of which require support for the educator at the classroom level. In short, inclusive education is a multi-component strategy⁶⁵.

“Differentiation of working materials into 3 categories.”

“Cooperative group work with differentiated materials.”

“Internal and external differentiation, time step models for self-control.”

“Instead of writing a story/storytelling, make a stop-motion movie with Lego to bypass the inhibition of writing, draw pictures.”

“Reduction of tasks of the same type, more time for the same tasks, oral consultation of written tasks.”

“Slightly impaired pupils get the same tasks in terms of content, but of course adapted to their learning level at a lower level and can then help as explainers of the whole group.”

“Differentiation, repetition, extended supervised exercise phase, learning in small groups, conversation offers.”

“Inner differentiation – external differentiation; self-control of exercise tasks; comparable but adapted tasks.”

⁶⁵ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.



“Open lessons with many open questions; innovative games; PC usage, various social forms (individual, partner and group work).”

“Differentiated tasks; learning in small groups; frequent repetition of teaching material.”

14. Peer Tutoring & Peer Influences

‘Utilize peers to teach and support each other’

Peers play multiple roles in supporting and teaching each other – a ‘natural’ social relationship that you should capitalize on. Peer tutoring are situations in which one learner (the ‘tutor’) provides a learning experience for another learner (the ‘tutee’), under teacher supervision. It is sometimes referred to as peer-mediated instruction, peer-assisted learning strategies (PALS), class-wide peer tutoring, paired reading and peer mentoring. As a strategy, it is closely related to Cooperative Group Teaching⁶⁶.

“Buddy system in the class.”

“Partner work, learning partner.”

“Tandem learning is a model in which pupils work in a team with fixed roles (trainer/expert + pupil).”

“Partner learning.”

15. Cooperative Group Teaching

‘Help learners to learn from each other’

Cooperative group teaching (sometimes referred to as cooperative learning) involves learners working together in small learning groups, helping each other to carry out individual and group tasks. It is particularly effective strategy for teaching learners with special educational needs, especially in mixed-ability groups⁶⁷.

⁶⁶ Idem. P. 47.

⁶⁷ Idem. P. 35.



“Group puzzle – mix of participating pupils – selection of heterogeneous groups.”

“Cooperative working, different materials.”

“Extensive supervised training phase, learning in small groups.”

“Table group model.”

“Group work in mini projects.”

“Ball bearings: everyone exchange ideas, learning together. Cooperative learning, pupils speak out.”

16. Self-regulated Learning

‘Help learners take control of their own learning’

Self-regulated learning (SRL) aims at helping learners to define goals for themselves, to monitor their own behaviour, and to make decisions and choices of actions that lead to the achievement of their goals. Ultimately SRL is directed and regulated by motivation. This strategy can be used in a variety of settings, across a range of subjects, and with learners with and without special educational needs. Most definitions of SRL refer not only to the regulation of cognitive processes, but also to the regulation of behaviour and emotions. SRL learning is a broad concept, which includes within its span a range of strategies, *self-monitoring, self-reinforcement, self-awareness, self-efficacy, self-directed learning, self-determination, self-management, self-instruction and self-evaluation*⁶⁸.

“Individual responsibility, changing teams for projects.”

“I do not teach, I leave room to learn. Accompany the pupils and coach their learning.”

17. Review & Practice

‘Practice makes perfect’

Review and practice require planning and supervising opportunities for learners to encounter the same skills or concepts on several occasions. This is to ensure that they become readily available in their primary memory and/or their long-term memory. The strategy most comfortable fits within the

⁶⁸ Idem. P. 105.



behaviorist approach to learning. This strategy is sometimes referred to as *rehearsal, guided practice, explicit practice, mass practice, distributed practice, spaced rehearsal and over-learning*⁶⁹.

“Differentiation, repetition, exercise.”

“More practice phases with cooperative forms of learning.”

18. Co-Teaching

‘Team teaching’

Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing pupils. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. Co-teaching is often implemented with general and special education teachers paired together as part of an initiative to create a more inclusive classroom⁷⁰.

“Team-teaching.”

19. Formative Assessment & Feedback

‘Regularly check and inform learners of their progress’

Formative assessment and feedback is a combined strategy in which you (a) probe for knowledge within lessons (sometimes referred to as *interactive formative evaluation* or *performance monitoring*); (b) give frequent feedback to learners (sometimes referred to as *corrective feedback*); and (c) adjust your teaching strategies, where necessary, to improve learners’ performances⁷¹.

“Group puzzle, feedback system: checklist, place-mat.”

⁶⁹ Idem. P. 126.

⁷⁰ <http://castpublishing.org/introduction-co-teaching-inclusion/>

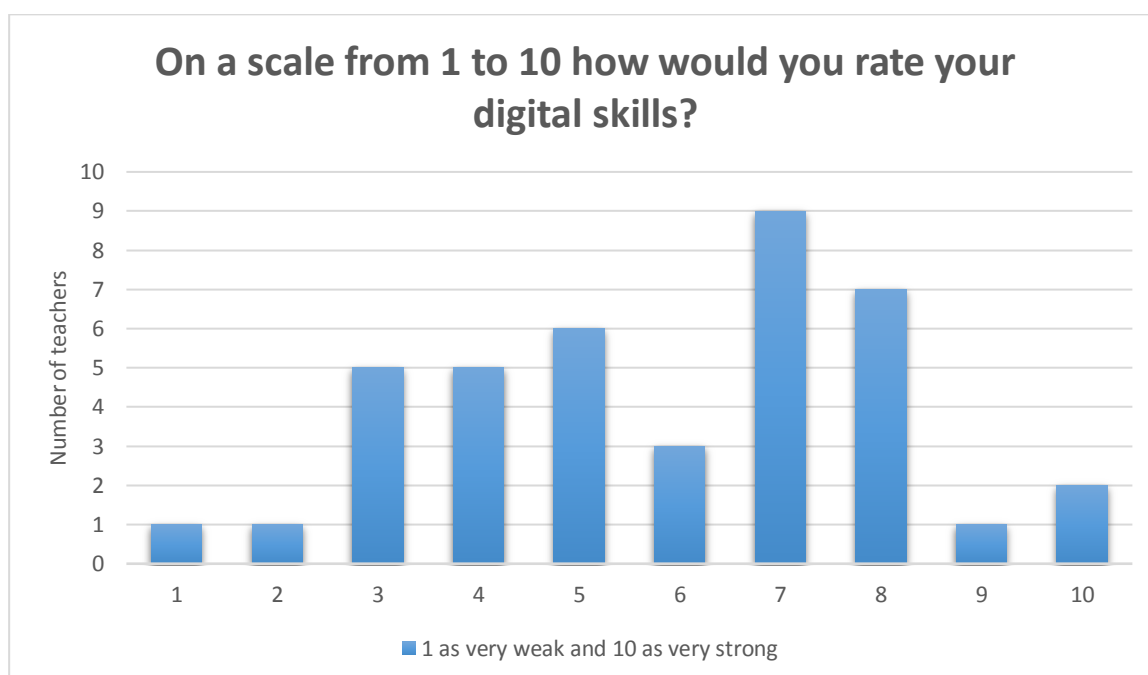
⁷¹ Mitchell, D. (2007). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.



➤ **On a scale from 1 to 10 how would you rate your digital skills.**

1: very weak - 10: very strong

Out of the 40 teachers who took part in this questionnaire, two teachers rated her/himself as very strong and one teacher rated her/himself as very weak. The majority of the teachers rated themselves on scale 7 (9 teachers) and on scale 8 (7 teachers) which is slightly on the strong side.



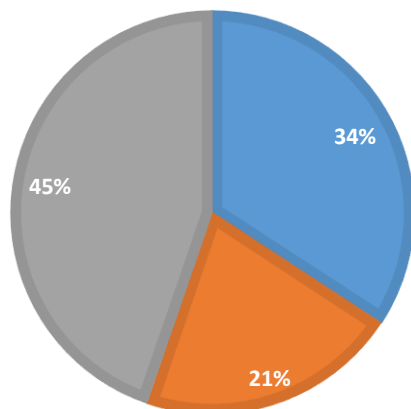
➤ **Does your curriculum support the use of digital tools?**

Out of the 40 teachers who took part in this questionnaire, 38 teachers provided an answer to this question. The majority of them (17 teachers) are undecided on this issue. 13 teachers believe they do receive support from the curriculum while 8 teachers believe they do not receive support.



DOES YOUR CURRICULUM SUPPORT THE USE OF DIGITAL TOOLS?

■ Yes ■ No ■ Maybe

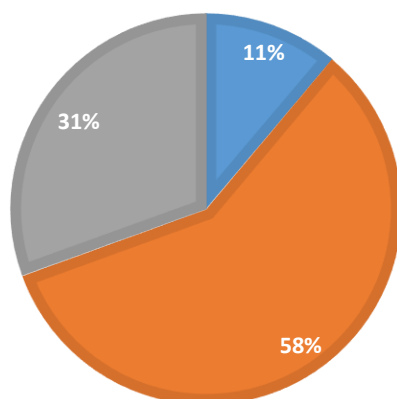


➤ **Do you employ ICT and adaptive technology to support flexible approaches to learning?**

Out of the 40 questionnaires that have been filled, 36 teachers provided an answer to this question. More than half of the teachers (21 teachers) do not use ICT and adaptive technology in their teaching. A minority of four teachers do use such technologies, and a grand number of 11 teachers are not sure if they employ such technologies.

DO YOU EMPLOY ICT AND ADAPTIVE TECHNOLOGY TO SUPPORT FLEXIBLE APPROACHES TO LEARNING?

■ Yes ■ No ■ Maybe





Some examples on the ICT and adaptive technology that the teachers use in their classes to support flexible approaches to learning:

The teachers identified in total 6 ICT's that they employ in class with their pupils:

16. Stop-motion applications
17. Learning vocabulary applications
18. Learning programs
19. Moodle⁷²
20. Mahara⁷³
21. Microsoft office

"Stop-motion apps, learning/vocabulary apps, writing text on the computer to make revisions less frustrating."

"Moodle, Mahara, online diagnostic."

"Learning programs, word processing with computer."

- **What are the most effective inclusive technologies with your learners? Can you elaborate on one or two?**

According to the teachers these are the most effective inclusive technologies with their learners. The teachers did not provide any elaboration.

8. Moodle
9. Smartphone
10. School platforms
11. Learning platforms
12. PC's – Notebook - Tablet
13. PowerPoint
14. Microsoft Office
15. Whiteboard

⁷² Moodle: a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. <http://moodle.org>

⁷³ Mahara: a fully featured web application to build your electronic portfolio. You can create journals, upload files, embed third party resources from the web and collaborate with other users in groups. <http://demo.mahara.org>



- **What technological support/training do you need to be able to promote inclusion in your classroom and school?**

These are the technological support/training that the teachers mentioned they need to promote inclusion:

Technological support

7. Fast internet connection
8. Electronic boards – Smartboard - Beamers
9. PC's – Tablets – Notebooks - iPads
10. Cameras & digital cameras
11. Educational programmes
12. W-LAN
13. Learning platforms
14. Softwares
15. Audio materials
16. Luk box system⁷⁴

Training

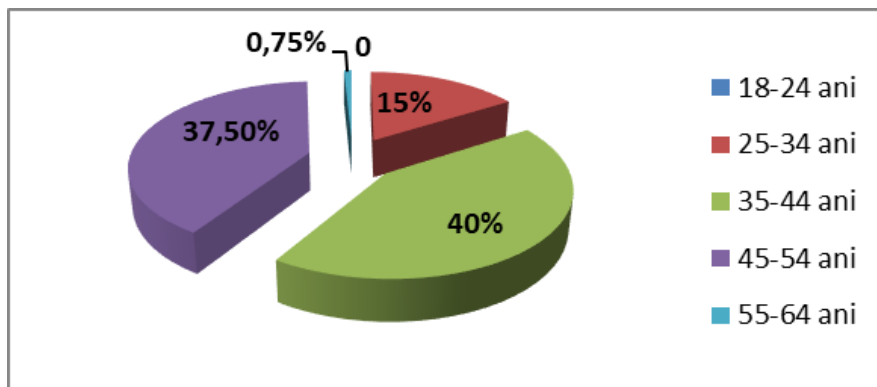
1. Team-teaching
2. Flipped classroom

⁷⁴ Luk box system: consist of tiles to be used with question worksheets.



Romania (RO)

40 teachers from the above mentioned category of schools have responded to the questionnaire. 40% of those teachers were between the age of 35 and 44 and 37.5% between the ages of 45 and 54.



According to the “Profile of Inclusive Teachers” four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education.

The four core values are:

17. Valuing learner diversity
18. Supporting all learners
19. Working with others
20. Continuing personal professional development

In this questionnaire core value #2 has been addressed.

Core Value: Supporting All Learners – teachers have high expectations for all learners’ achievements.

The areas of competence within this core value relate to:

- *promoting the academic, practical, social and emotional learning of all learners;*
- *Effective teaching approaches in heterogeneous classes.*

The questions below address attitudes and beliefs underpinning these areas of competence. The essential knowledge and the crucial skills to be developed within each area. With emphasis on digital skills and cooperative approaches.

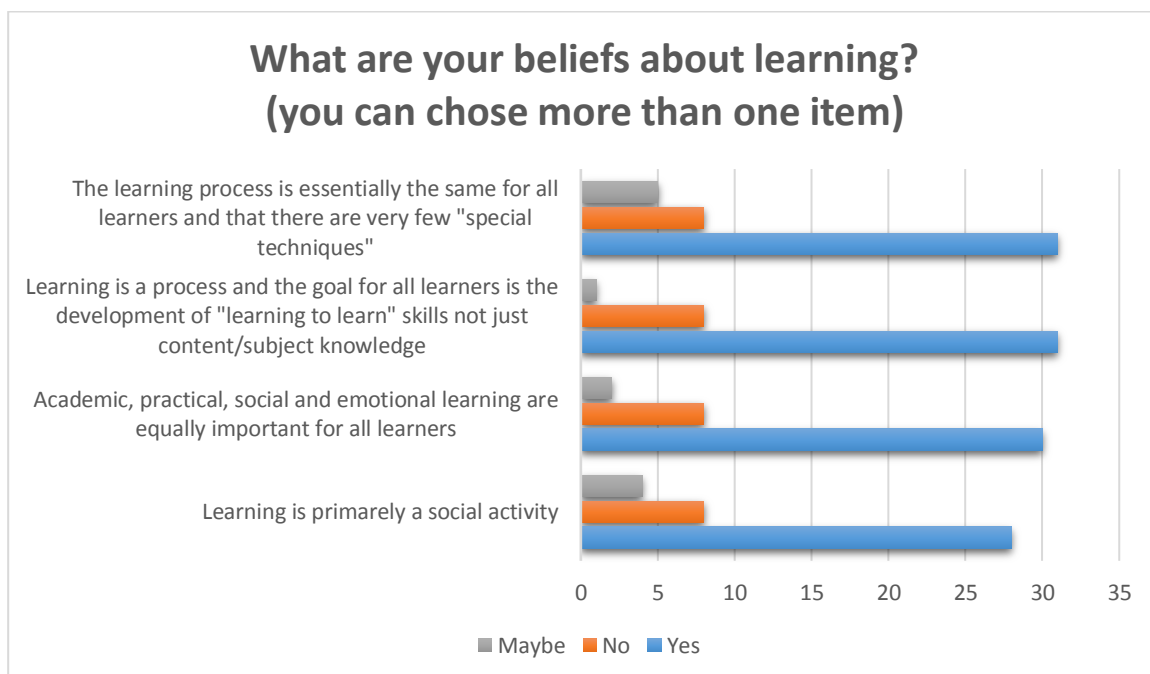
***Note on the data analysis: the translated data that was provided by the Romanian partners did not include the actual answers of the teachers, but a summary of the findings concerning the open**



questions. Hence, this report will not include teacher quotes and will not be able to identify the approximate percentage of the teachers reactions towards these questions.

➤ **What are your beliefs about learning?**

Most of the teachers who took part in this questionnaire agree to the statements mentioned in this question. 70% believe that ‘Learning is primarily a social activity’, 75% believe that ‘Academic, practical, social and emotional learning are equally important for all learners’, 77.5% think that ‘Learning is a process and the goal for all learners is the development of “learning to learn” skills not just content/subject knowledge, and a similar percentage believe that ‘The learning process is essentially the same for all learners and that there are very few “special techniques”’.



➤ **How do you assess and then develop ‘learning to learn skills’ with your students?**

The answers of the teachers who do assess and help develop the ‘learning to learn skills’ of their learners could be categorized under five areas:

20. Providing support: through positive appreciation and by providing support to their innate desire to learn.

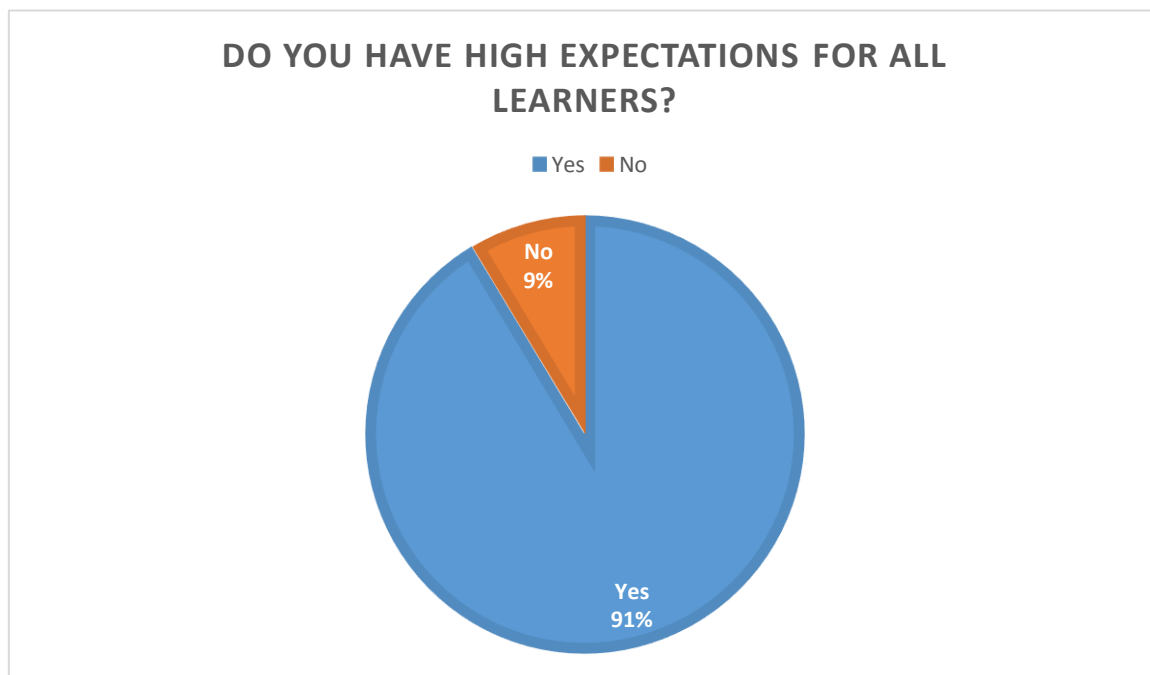
21. Games: learning through games.



22. Project Based Learning: applying knowledge in different theoretical and practical contexts.
23. Metacognition: Effective learning techniques, development of metacognitive learning abilities.
24. Different learning styles: identifying the learning style and creating learning opportunities based on critical thinking, mechanical learning and logic learning.

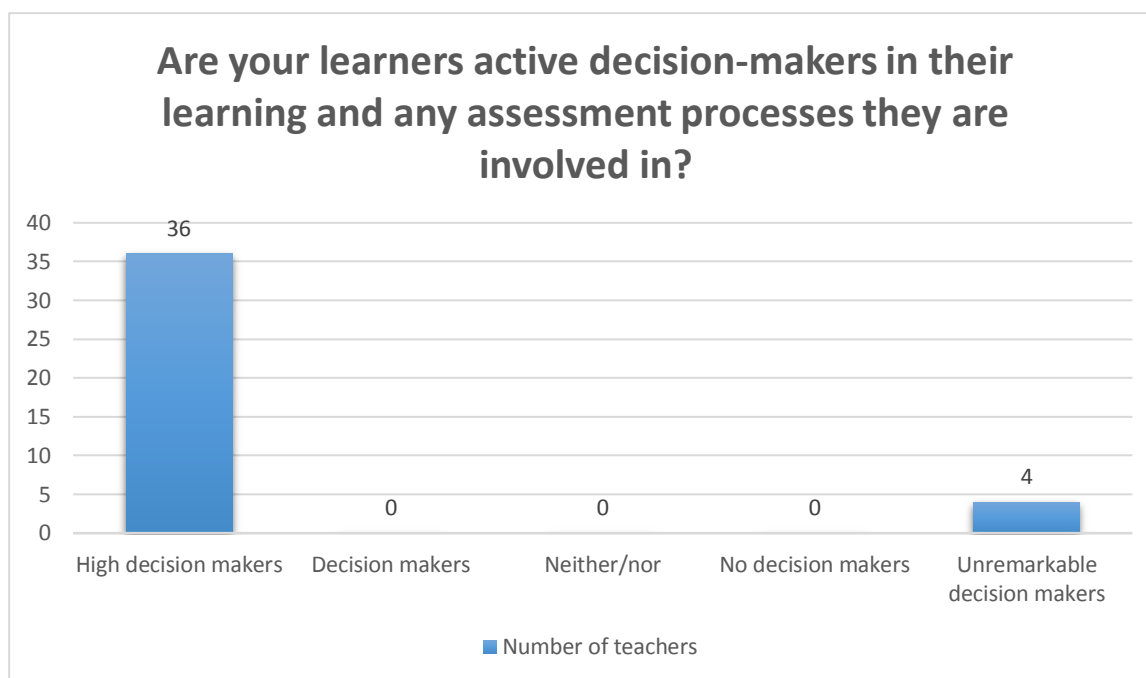
➤ **Do you have high expectations for all learners?**

Out of the 40 teachers who took part in this questionnaire, it appeared that 91% have high expectations from their learners, while 9% do not. No further explanations were provided.



➤ **Are your learners active decision-makers in their learning and any assessment processes they are involved in?**

The majority of the 40 teachers who took part in this questionnaire believe that their learners are high decision makers while a minority of four teachers believe that their students are unremarkable decision makers.



➤ **How do you help develop your learners autonomy and self-determination? Do you make use of digital tools/assistive technologies to do this?**

It appears that all teachers work on developing the autonomy and self-determination of their learners. According to them, the process of teaching-learning, self-esteem and self-determination play an important role in the student's personal development.

The different ways/methods that teachers adopt to develop their learners autonomy and self-determination, in addition to the digital tools and assistive technologies that they use are summarized below.

Methods used by the teachers to develop learners autonomy & self-determination:

- ✓ Creating opportunities for success
- ✓ Situations where the child can identify and express his qualities and strengths within a group.
- ✓ Skills identification
- ✓ Identify their skills and areas of competence and adapt practical applications.
- ✓ Appropriate tasks
- ✓ Matching the tasks to the students ability and potential.
- ✓ Adopting several methods
- ✓ Such as: games, tests, excursions, case studies, educational films.
- ✓ Encourage communication skills



- ✓ Through negotiation.
- ✓ Train their problem solving skills
- ✓ Especially in crisis situations.
- ✓ Encouraging attitude towards learners and promoting empathy
- ✓ Promoting tolerance and non-discriminatory conduct

Digital tools & Assistive technologies that the teachers use to develop their learners' autonomy & self-determination:

- ✓ Boards
- ✓ Interactive screens
- ✓ Video projectors

➤ **How do you stimulate the learning capacity and potential of your learners? Do you make use of digital tools/assistive technologies in achieving that?**

Methods used by the teachers to stimulate the learning capacity and potential of their learners:

- ✓ Encouragement
- ✓ Encouraging students to ask many questions.
- ✓ Project work
- ✓ Involvement in individual or group projects which stir curiosity and develops a competitive spirit among the students.
- ✓ Group work
- ✓ Active participative methods
- ✓ Using active participative methods that promote the development of communication, collaboration and positive relationship skills.
- ✓ Varied assessment methods
- ✓ The use, according to the context, of traditional and modern assessment methods.
- ✓ Through differentiation
- ✓ Adaptation of the teaching speech and setting work tasks in relation to the student's needs.
- ✓ Encouraging autonomy
- ✓ Fostering cognitive independence spontaneity and autonomy in learning.
- ✓ By challenging the pupils
- ✓ Creating cognitive conflicts and learning by discovery.



Digital tools & Assistive technologies that the teachers use to stimulate the learning capacity and potential of the learners:

Teachers who took part in filling this questionnaire do use digital tools to help students develop different skills such as: computing, writing, memorizing, comparing and selecting. According to the teachers, these tools help students in their learning, stimulate their cognitive processes and bring a recreational and proactive sense to the activities they are doing.

The teachers did not mention specific digital tools and technologies.

- **Can you provide an example of personalized learning approaches for learners that support and help develop autonomy in the learning?**

The teachers in our sample use personalized learning approaches to help develop the autonomy in the learning of their learners. These approaches fall under the category of differentiated instruction strategies.

Differentiated Instruction Strategies

Teachers that use differentiated instruction tailor their teaching approach to match their learners' learning styles. All learners have the same learning goal. But the teaching approach varies depending on how learners prefer to learn. Instead of using one uniform approach, a teacher uses a variety of methods to teach. There are three areas or levels where the teachers can differentiate instruction:

- ✓ *Content: figuring out what the learners needs to learn and which resources will help them do so;*
- ✓ *Process: activities that help learners make sense of what they learn;*
- ✓ *Product: a way for learners to show what they know.*

Four Differentiated Instruction Strategies that our sample of teachers use in Romania:

Flexible Pace Learning – Collaborative Learning – Variable Outcomes – Reflection and Goal Setting

26. ***Flexible-pace learning:*** Traditionally, tasks are completed in a set amount of time, which normally accommodates the slower-paced learners. This can mean faster learners are held up by the pace of their peers, and slower workers feel rushed and incapable of learning at the



necessary pace. A flexible approach to time-based tasks, however, faster learners are given the facility to complete extension tasks, and it gives other pupils an opportunity to complete their exercise at a more comfortable speed.

27. **Collaborative learning:** Facilitating group work is excellent for empowering shy learners to participate more in class. Forming mixed ability groups of learners gives high achievers a platform to vocalize their ideas, and lower ability learners a way of collaborating with and learning from their peers. Allocating roles to each member of the group can also help learners organize themselves according to their different skills and capabilities. This gives less able learners a way to add value and generate more confidence.

28. **Variable outcomes:** Rather than setting a task with a single outcome or 'right' answer, taking a more interpretive approach to an exercise gives learners the flexibility to arrive at a more personalized result. Learners of different abilities will arrive at outcomes that match their level of understanding and learning. If clear direction and a set of rules are formalized prior to setting the task, the risk of lower ability learners falling too low can be avoided.

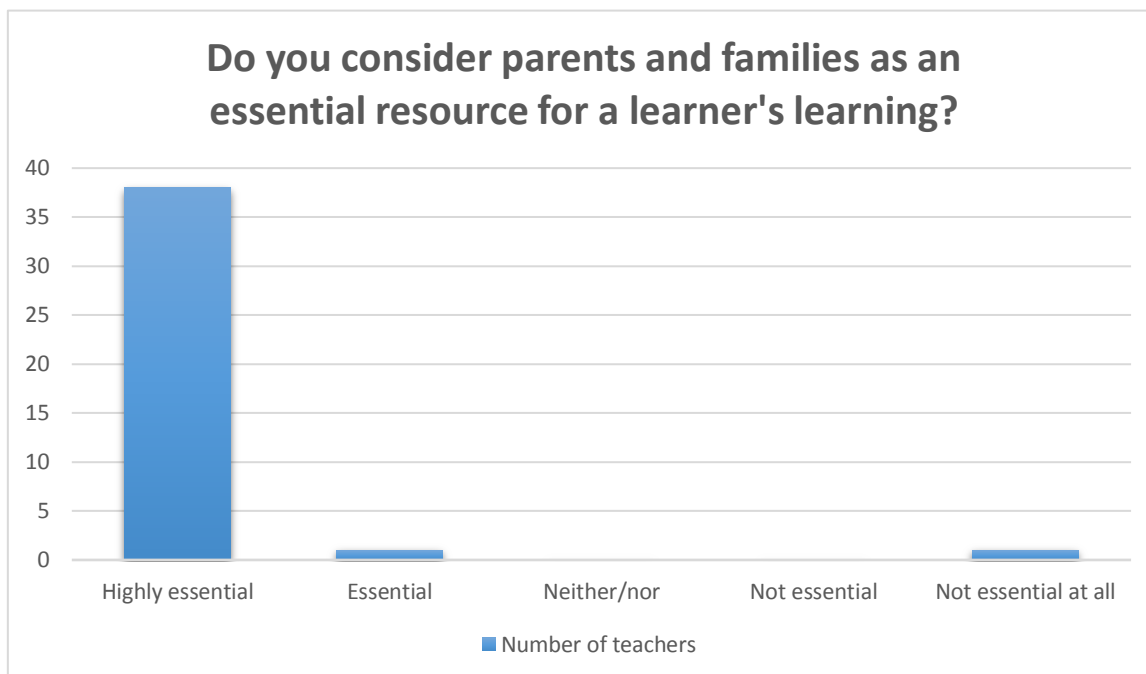
29. **Reflection and goal setting:** Have learners reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask learners to write about their favorite topics, as well as the most interesting concepts and information they've learned. They should also identify skills to improve and topics to explore. Based on the results, you can target lessons to help meet these goals. For example, if the bulk of learners discuss a certain aspect of the science curriculum, you can design more activities around it.

- ✓ Differentiating the training process to provide equal tasks to all students, selecting tasks for each student according to their abilities and knowledge, learning style;
- ✓ Student centered learning
- ✓ The experiment method, the "socioeconomic conflict" method, developing the motivation of learning along with deductive techniques. Induction through participating strategies, role play, debate, problem solving, concept maps and case studies;
- ✓ Establish a learning program, develop the feeling of personal competence and self-efficacy;
- ✓ Personalized approach. Student can decide on his own whether to study a particular theme independently or in a group.



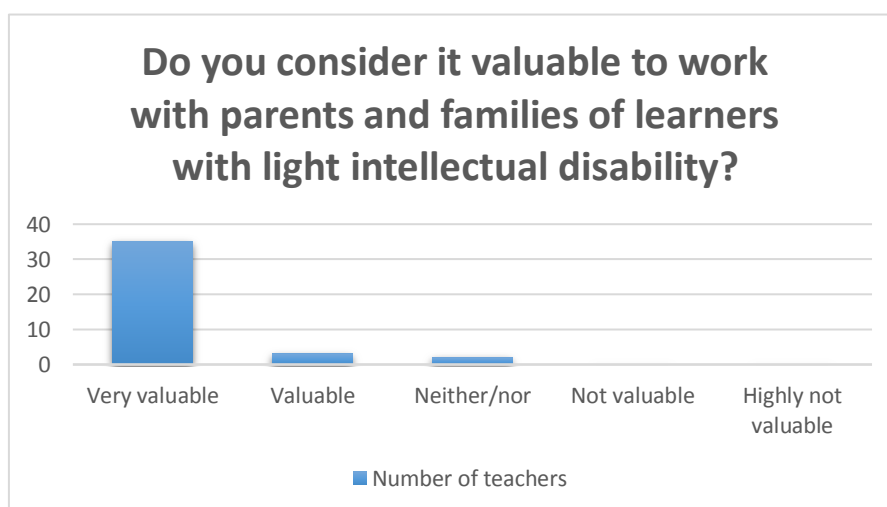
➤ **Do you consider parents and families as an essential resource for a learner’s learning?**

The majority of the teachers (95%) believes that parents and families are highly essential resources for the learning. A minority of 2.5% believe they are not essential at all.



➤ **Do you consider it valuable to work with parents and families of learners with light intellectual disability?**

The majority of the teachers (87.5%) consider it very valuable to work together with parents and families. 7.5% consider it valuable and 5% see no influence of the parents and families working together with the teachers.





- **How do you support the development of the learners' communication skills? Do you use digital tools to realize this?**

The answers provided by the teachers show that all of them highlight communication skills because of the importance of the current changes at the economic, social and cultural level; and because education is centered on the students and can form an adequate structure only through a framework that would encourage and make full use of its social potential.

Eight methods that teachers use to support their learners' communication skills

Role Play - Group Work/activities – verbal and No-verbal Communication Exercises – Collective Creative Exercises – Discussions – Drawing – Pair Work (for active listening) – Portfolio & Projects

The teachers who use digital tools to help develop their learners communication skills mentioned the following tools:

Educational Softwares – Other Educational Digital Tools

- **Can you provide some examples on how you facilitate cooperative learning approaches?**

Four approaches for facilitating cooperative learning were identified in the teachers' answers:

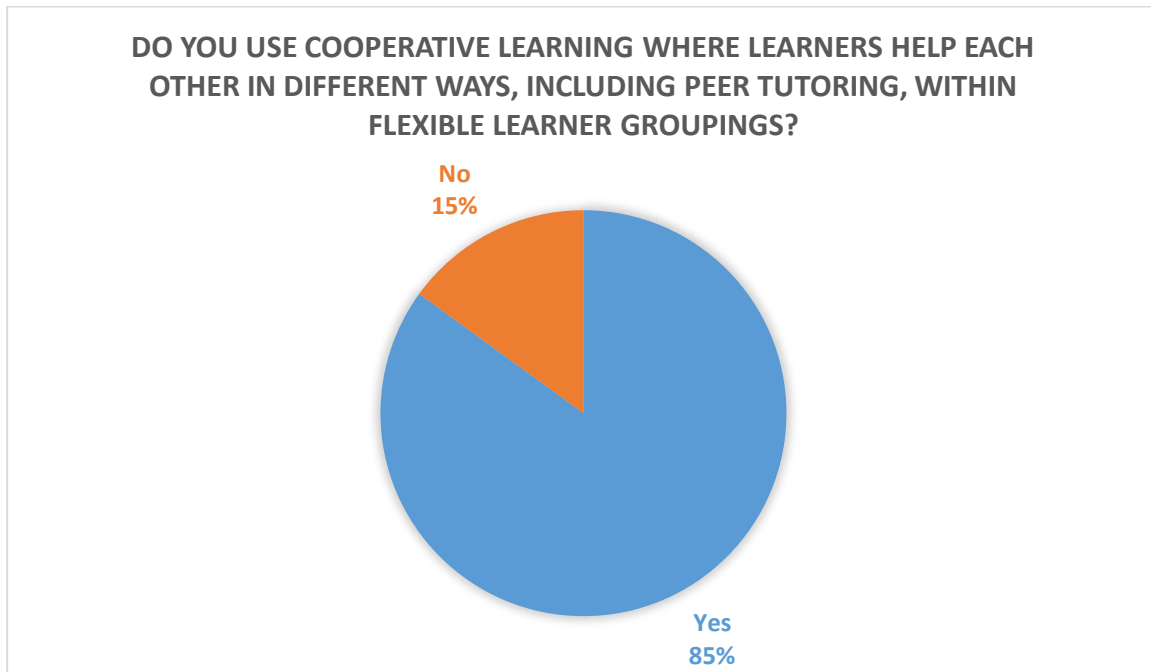
Provide Space – Group Work – Mixed Ability Pupils – Teacher as Moderator

- ✓ Arrange the furniture in the class properly. Ideal is the formation of groups of four children arranged on either side of the table.
- ✓ Establish the grouping criteria (gender, friendships, skill level in a given area, different games, etc.) and the size of the group (between 2 and 6 children).
- ✓ Explain the objectives of the activity, specifying the time they have at their disposal.



- **Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings?**

A majority of 34 teachers (85%) use cooperative learning where learners help each other within flexible learner groupings.



Some examples provided by the teachers:

The examples provided by the teachers can be categorized under four categories:

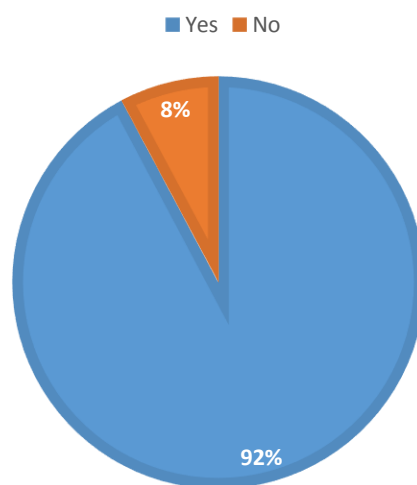
Peer Tutoring & Coaching – Group Work – Project Work – Voluntary work

- **Do you implement positive behaviour management approaches that support learner’s social development and interactions?**

A large number of the teachers who took part in this questionnaire (92%) do implement positive behaviour management approaches that supports their learners’ social development and interactions.



**DO YOU IMPLEMENT POSITIVE BEHAVIOR MANAGEMENT
APPROACHES THAT SUPPORT LEARNER'S SOCIAL
DEVELOPMENT AND INTERACTIONS?**



Examples provided by the teachers on how they implement positive behaviour management approaches to support their learners social development and interactions in the class:

Six positive behaviour management approaches have been identified:

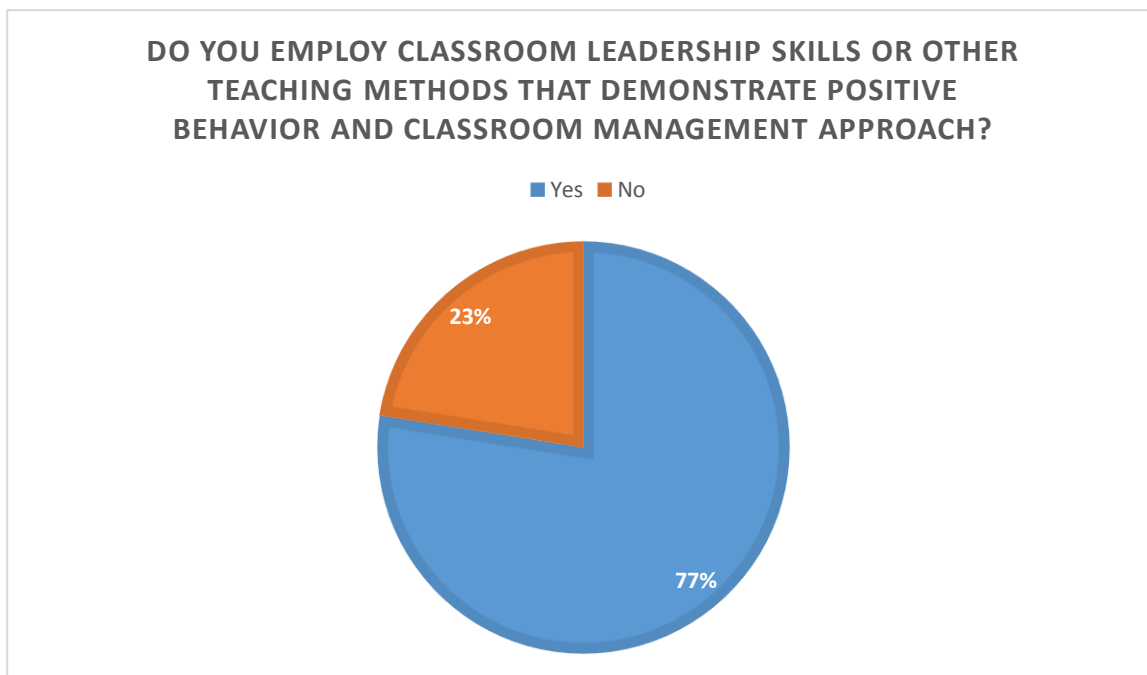
**Positive Class Atmosphere – Reflection Moments – Extracurricular Activities – Reward System –
Communication Techniques – Class Agreements/Rules**

- ✓ Learning a new behavior, enhancing desirable behavior, removing undesirable behavior, providing a model, communicating effectively with the student.
- ✓ Subjects discussed at the counseling classes.
- ✓ Extracurricular activities: festival, trips.
- ✓ Constructive relationship with the students, use of praise and reward.
- ✓ Conflict mediation activities, role play, case studies.
- ✓ Establishing responsibilities at the level of the group.



- **Do you employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approach?**

More than half of the teachers 77% do employ classroom leadership skills while the rest see it not essential to employ this or other teaching methods that demonstrate positive behaviour and classroom management approach.



Examples provided by the teachers on how they employ classroom leadership skills or other teaching methods that demonstrate positive behaviour and classroom management approaches:

Five classroom leadership skills/methods that demonstrate positive behaviour and classroom management have been identified by the teachers:

Positive Reinforcement – Providing opportunities – Stimulating Mutual Learning - Equal Leadership with Pupils – Equal Relationship with Pupils

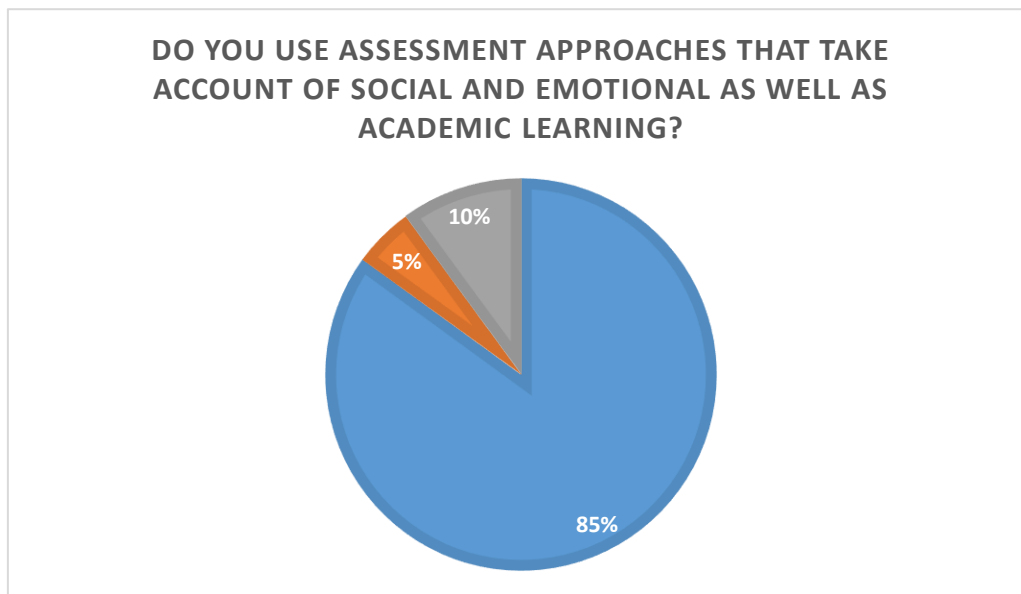
- ✓ Encouraging students to adopt an interactive and positive learning style.
- ✓ Providing immediate feedback and strengthening the progress.
- ✓ Providing opportunities for developing appropriate behaviors.
- ✓ Stimulating mutual learning.



✓ Establishing common goals and objectives in which the input of each student is valued to prevent the conflicting situations.

➤ **Do you use assessment approaches that take account of social and emotional as well as academic learning?**

A majority of 85% of the teachers do use assessment approaches that take account of the social and emotional as well as the academic learning of their pupils. A minority of 5% do not make use of such approaches and minority of 10% doubt about using these approaches.



Examples provided by the teachers on the assessment approaches that take account of social, emotional, and academic learning that they use with their learners:

Nine assessment approaches that take into account the social, emotional and academic learning are identified by the teachers:

Reflection Moments – Verbal Assessment – Feedback moments – Project Work – Assessment of the process – Transversal Skills⁷⁵/indicators – Public Speaking Skills – Self-assessment – Academic Evaluation

⁷⁵ Transversal skills: Intra-personal skills. For example: self-discipline, enthusiasm, perseverance, self-motivation, etc.



- ✓ Dynamic assessment, immediate training evaluation, suspended training evaluation – the training and learning processes will be adjusted on the basis of the evaluative actions forming a continuous process.
- ✓ Role play with the aim of developing their social, emotional and intellectual skills.
- ✓ Presentation of individual or group projects.
- ✓ Questionnaires, inter-evaluation and self-evaluation.

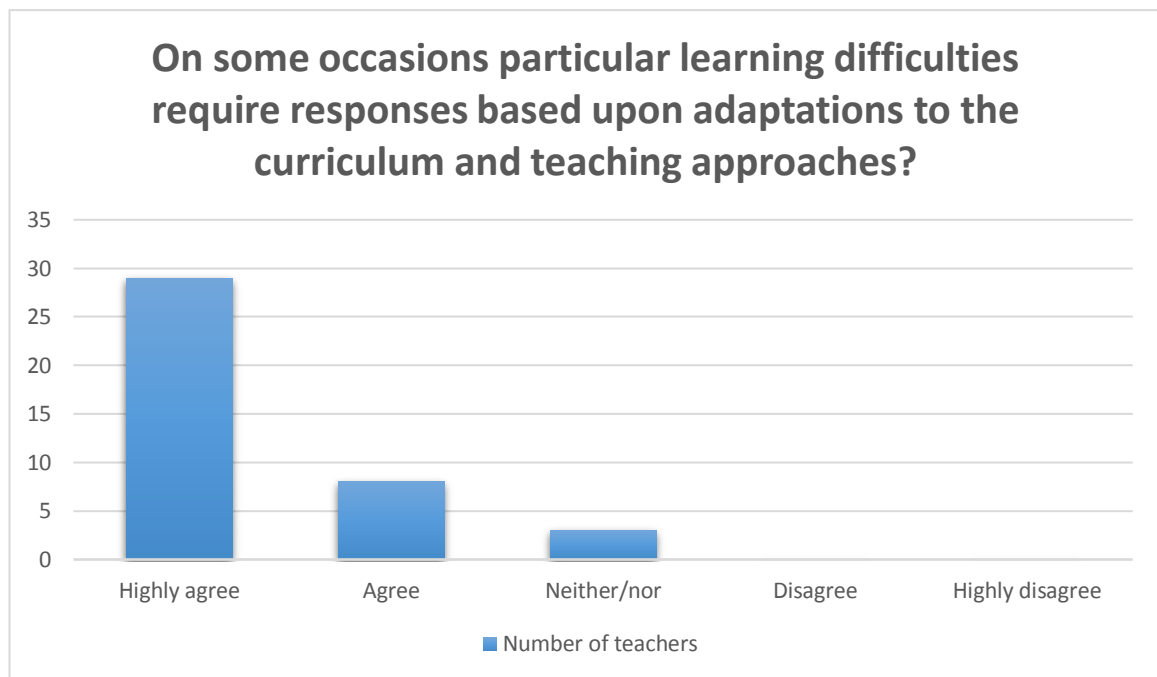
➤ **Do you take the responsibility for facilitating the learning of all learners in class?**

Out of the 40 questionnaires, 77.5% of the teachers take high responsibility in facilitating the learning of all the learners in their class, 20% take responsibility and 2.5% take less responsibility for facilitating this in their class.



➤ **On some occasions particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches?**

Out of the 40 filled questionnaires, 72.5% of the teachers highly agree and 20% agree to the above mentioned statement. 7.5% neither agree nor disagree that adaptations to the curriculum and teaching approaches are occasionally needed in learning difficulties.



- **What are some effective inclusive teaching methods that you use with your learners? Can you elaborate on one or two methods?**

Eight Inclusive Teaching Methods were identified from the questionnaires:

20. The Mosaic
21. Thinking Hats
22. Tour of the Gallery
23. I Know, I Want to Know, I Have Learned
24. GLC – think, work in pairs, and communicate
25. Method 4 corners
26. The Cube
27. The Clusters

GLC: consists of presenting a topic or a teacher’s theme for a few minutes. Every student thinks about that and finds him/herself a partner to discuss their ideas. This method can be used with higher class students and in all disciplines and is a good opportunity to start a discussion or challenge.

The gallery tour: in groups of 3 and 4, students work on a problem/issue or a task that results in an end product. The product is presented on a piece of paper or in another form that can be exposed in the class. After the exposure, each group carefully examines the products of the other groups. The

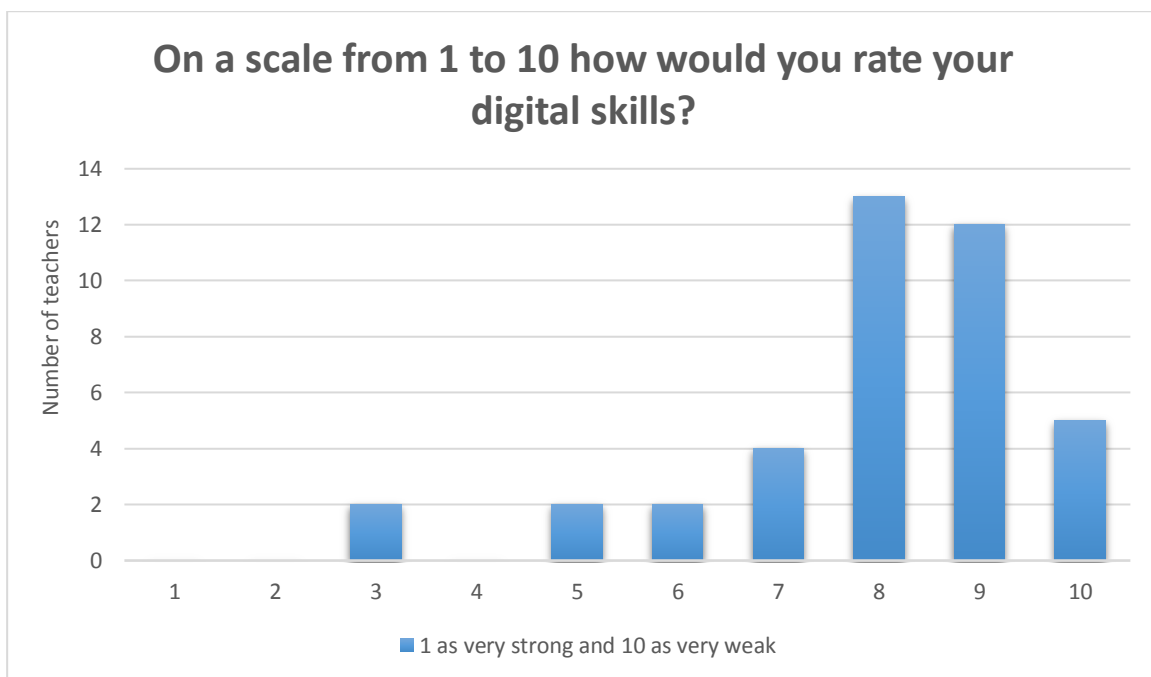


different groups provide their feedback, comments, and can ask for clarifications when needed. Following the tour of the gallery, the groups can provide the answers and clarifications. Through this process, the groups provide feedback to each other and learn from each other in an interactive and collaborative way.

➤ **On a scale from 1 to 10 how would you rate your digital skills.**

1: very weak - 10: very strong

Out of the 40 teachers who took part in this questionnaire, four teachers rated her/himself on the weaker side with two teachers on scale (3) and two teachers on scale (5). The majority of the teachers rated themselves on scale 8 (13 teachers) and on scale 9 (12 teachers) which is on the strong side in addition to five teachers who rated themselves as very strong in digital skills..



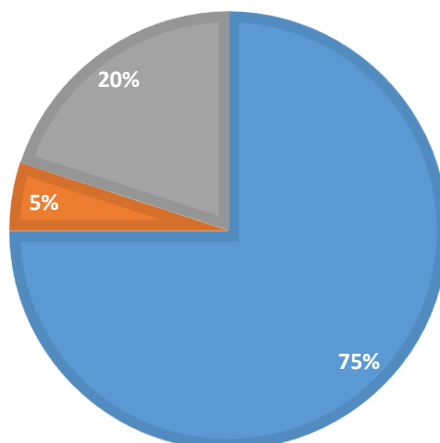
➤ **Does your curriculum support the use of digital tools?**

The majority of the teachers (75%) replied that their curriculum supports the use of digital tools. Slightly a bit less than one fourth of the teachers (20%) are not sure if they receive support for the use of digital tools and a minority of 5% do not receive any support.



DOES YOUR CURRICULUM SUPPORT THE USE OF DIGITAL TOOLS?

■ Yes ■ No ■ Maybe

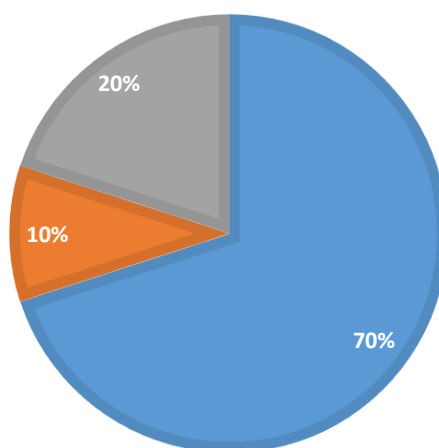


➤ **Do you employ ICT and adaptive technology to support flexible approaches to learning?**

Slightly less than one fourth of the teachers (20%) are not sure if they employ ICT and adaptive technology. While more than half of the teachers (70%) do use this technology to support flexible approaches to learning. A minority of four teacher (10%) do not employ ICT and adaptive technology to support flexible approaches to learning.

DOES YOUR CURRICULUM SUPPORT THE USE OF DIGITAL TOOLS?

■ Yes ■ No ■ Maybe





Some examples on the ICT and adaptive technology that the teachers use in their classes to support flexible approaches to learning:

The teachers identified in total 15 ICT's that they employ in class with their pupils:

22. Video projector
23. Educational softwares
24. PowerPoint presentations
25. Educational websites
26. Educational movies

- **What are the most effective inclusive technologies with your learners? Can you elaborate on one or two?**

According to the teachers these are the most effective inclusive technologies with their learners.

16. AeL Lessons (Advanced e Learning)⁷⁶
17. TARA⁷⁷ Educational software

- **What technological support/training do you need to be able to promote inclusion in your classroom and school?**

These are the technological support/training that the teachers mentioned they need to promote inclusion:

1. Training courses
2. Promoting technology such as the use of audio and video.

⁷⁶ AEL: Advanced e Learning is a computer-assisted learning system with interactive multimedia educational content. <http://advancedelearning.com/>

⁷⁷ TARA: educational program for children with ESCs and used by counselors and logopedics. It is organized on 3 main sections "children", "learning" and "evaluation". It includes sounds, images and drawings and allows for the development of content by adding new images, sounds and movies. For more information check with partners from Romania.



Summary of the Five Partner Reports

Summary: Teacher Research Data Analysis

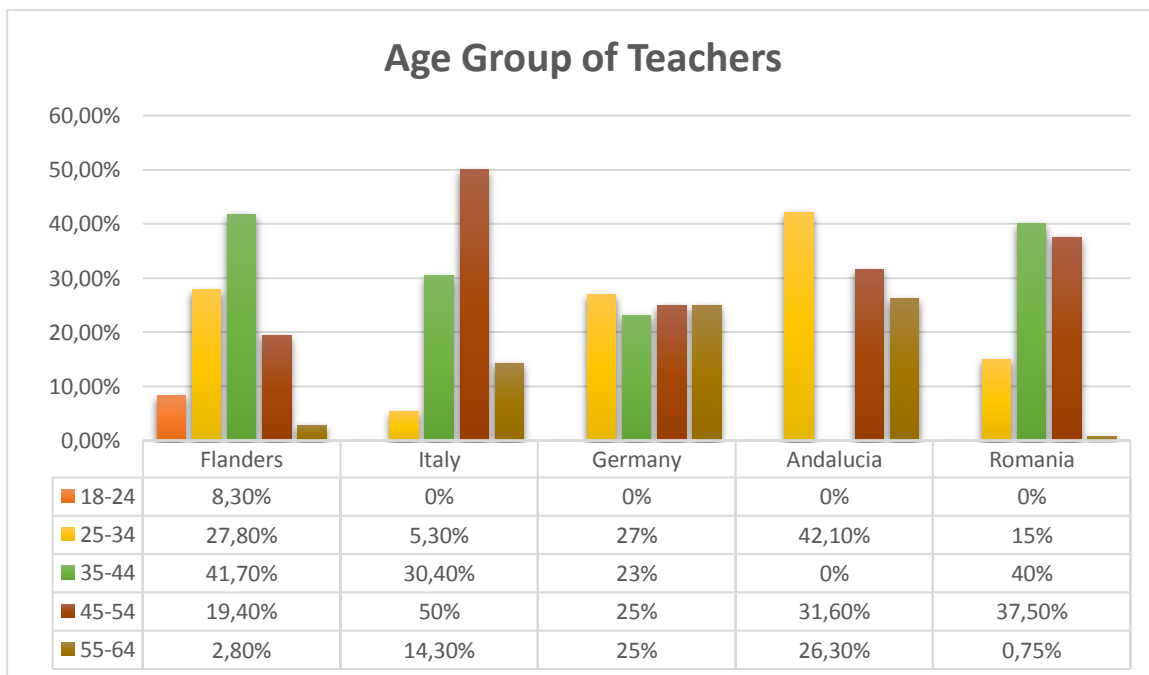
Flanders (BE) – Italy (IT) – Germany (DE) – Andalucía (ES) – Romania (RO)

Summary of Findings

This report includes a summary of the findings across the five partner countries. It is a compilation of the answers with minor comparisons. For further detailed analysis on the findings, examples from the teachers and teacher quotes, please refer to the individual partner report analysis.

➤ Age group of teachers

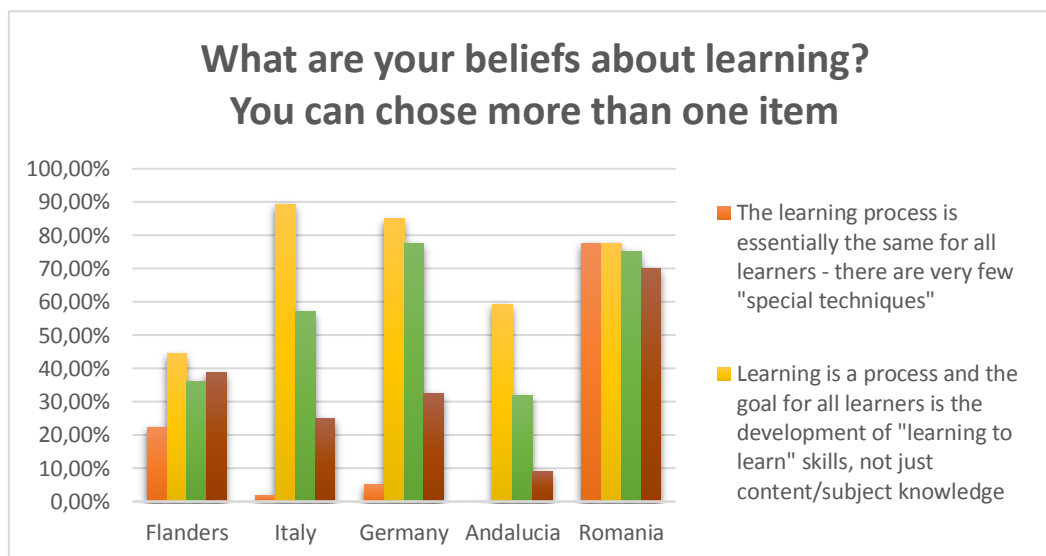
The majority of the teachers from Flanders who took part in this questionnaire were from the age group 35-44 years old. From Italy they were between the age 45-54, from Germany were between the age 25-34, from Andalucía were between the age 25-34 and finally from Romania, the were between the age 35-44 years old. Hence, the majority of the teachers from the five countries were between the ages of 25 and 44 years old.





➤ **What are your beliefs about learning?**

The majority of the teachers in the five partner countries believe that learning is a process and the goal for all learners is the development of “learning to learn” skills, not just content/subject knowledge. In addition to that the majority thinks that academic, practical, social and emotional learning is equally important for all learners. Interesting to note is that all partner countries do not believe that the learning process is essentially the same for all learners and that there are very few “special techniques”, except for Romania.



➤ **How do you assess and then develop ‘learning to learn skills’ with your students?**

Almost all the teachers from the five partner countries who took part in this questionnaire do assess their learners before, during, and after the lessons in order to detect and provide support where needed depending on the different learning styles of their learners.

The answers of the teachers who do assess and help develop the ‘learning to learn skills’ of their learners could be categorized under several areas. These are summarized in the table below.

Some partners shared one or more assessment method/s or learning to learn skill/s.

Few interesting findings:

- ‘Individual work’ was mentioned by all partners except for Romania.
- ‘Providing support’ was mentioned by all partners except for Andalucía.
- ‘Providing feedback’ was mentioned by all partners except for Andalucía and Romania.
- ‘Self-evaluation’ was mentioned by all partners except for Germany and Romania.
- ‘Providing tips’ was mentioned by all partners except for Italy and Romania.
- ‘Providing tools’ was mentioned by all partners except for Flanders and Romania.

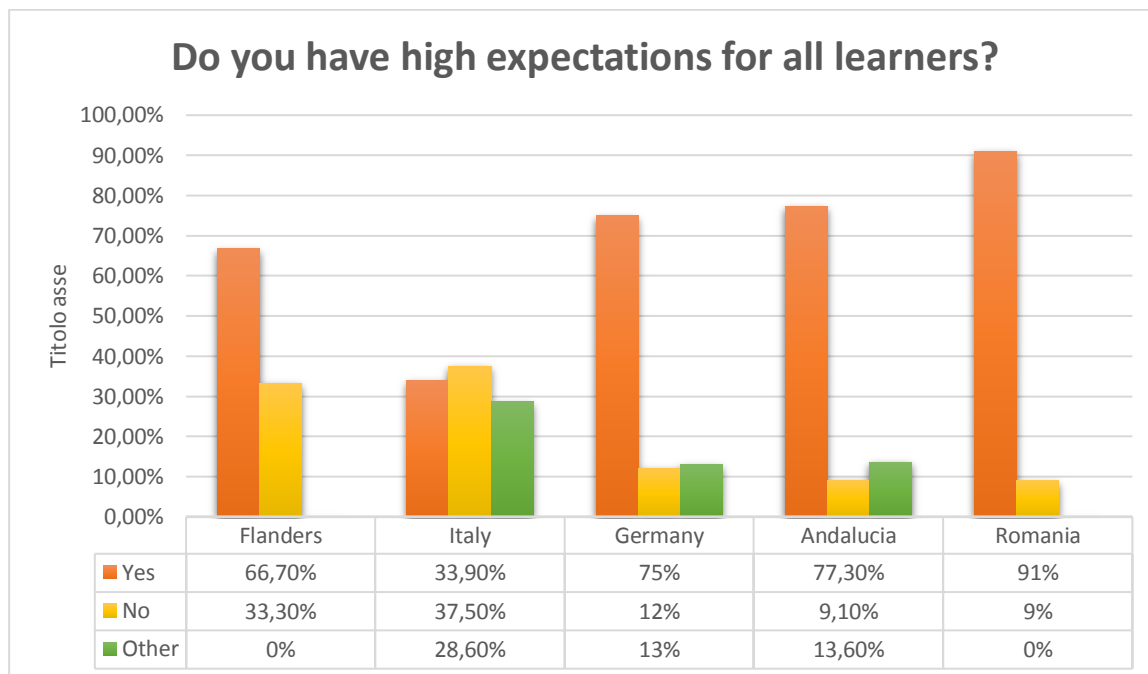


	Flanders	Italy	Germany	Andalucia	Romania
Self-articulation	✓				
Providing examples	✓				
Independent work	✓	✓	✓	✓	
Self-evaluation	✓	✓		✓	
Providing support	✓	✓	✓		✓
Providing feedback	✓	✓	✓		
Providing tips	✓		✓	✓	
Giving time	✓				
Structured tasks		✓	✓		
Group learning / group work		✓	✓		
Metacognition		✓			✓
Assessment rubrics		✓			
Games		✓			✓
Develop reasoning		✓			
Project based learning		✓	✓		✓
Providing tools		✓	✓	✓	
Individual evaluation			✓	✓	
Proposing challenges				✓	
Reflection			✓		
Process evaluation			✓		
Observation				✓	
Rubrics				✓	
Different learning styles					✓



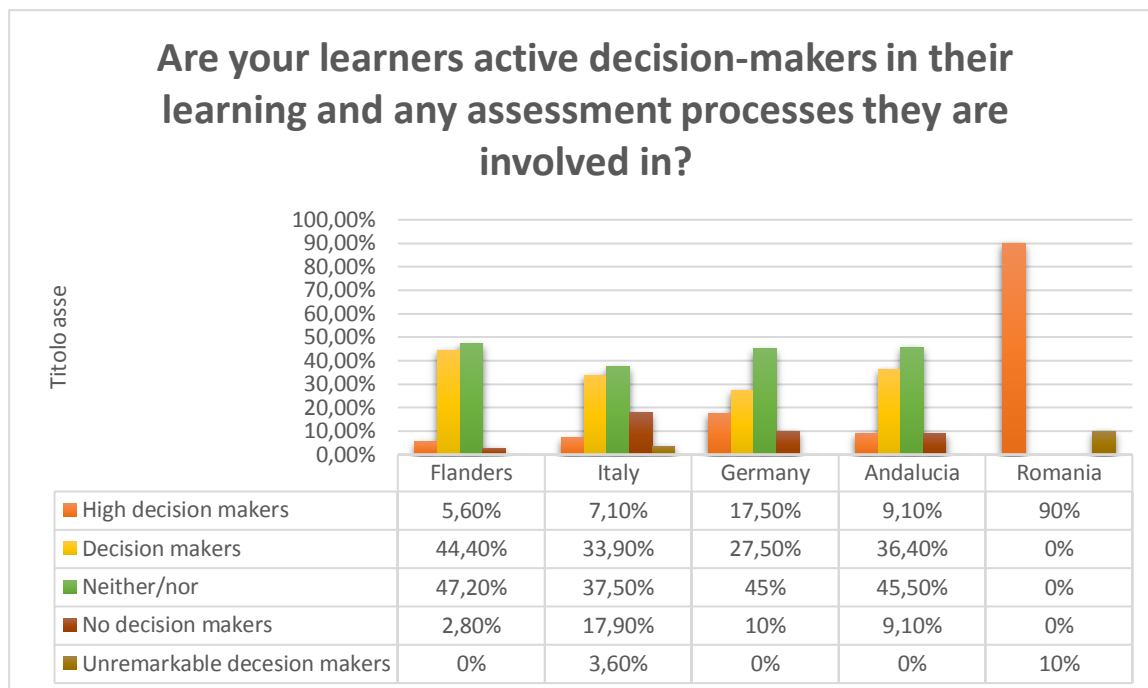
➤ **Do you have high expectations for all learners?**

According to the data provided by the teachers. It appears that most of the teachers from the five partner countries have high expectations from their learners. The teachers from Romania reflect the highest percentage followed by Andalucía and Germany.



➤ **Are your learners active decision-makers in their learning and any assessment processes they are involved in?**

The majority of the teachers believe that their learners are neither high decision-makers nor unremarkable decision-makers, they believe that they can make decisions but it's not their strongest asset. In contrast, for Romania, the majority of the teachers believe that their learners are high decision-makers.



➤ **How do you help develop your learners autonomy and self-determination? Do you make use of digital tools/assistive technologies to do this?**

It appeared that most of the teachers across the five partner countries work on developing the autonomy and self-determination of their learners. Below you can find a summary of how the teachers do this per country. In addition to the digital tools that they use in order to assist in achieving this.

- #### Flanders
- Evaluation and self-evaluation/self-assessment
 - Peer and group feedback
 - Preparatory tasks
 - Long-term planning tasks
 - Active work forms
 - Motivating learners to be in charge of their own learning
 - Providing support and guidance
 - Independent processing of the learning materials
 - Universal design for learning
 - Challenge the learners
 - Link the materials with real life
 - Self-experience



- Different solution strategies
- Depart from the learners environment and interests
- Class conversations in groups and or in pairs

Digital Tools

- Smartschool (digital school platform Flanders)
- Online exercises
- Digital portfolio
- Computer/tablet/calculator
- Visual materials
- Music

Italy

- Motivating learners to be in charge of their own learning
- Link materials with real life
- Independent processing of the learning materials
- Depart from the learners environment and interests
- Challenge the learners
- Group work
- Personalized teaching
- Providing support and guidance
- Active work forms
- Long-term planning tasks
- Providing feedback

Digital Tools

- Tablets
- Voice recorders
- Digital whiteboard
- PC
- Applications (Reverso , Kahoot , WhatsApp)
- Interactive multimedia



- Voice typing
- Taking images
- Microsoft office
- Super Map
- Vocal synthesizer
- Voice to video scripture translator
- Expanded keyboard
- Reading and writing programs
- You Tube
- Compensative tools
- EBook
- Online platforms
- Virtual learning environments (VLE)
- Drive e Classroom

Germany

- Self-reflection
- Individual work
- Responsibility delegation
- Planning/learning plans
- Differentiated exercises
- Free topic choice/free tasks
- Feedback system
- Evaluation
- Learning by teaching
- Learning democracy
- Individual learning materials

Digital Tools

- Applications
- Worldwide webs
- Learning platforms
- Softwares



- **Laptops - PC**
- **Smart TV**
- **E-portfolio**
- **Moodle courses**
- **Programs**

Andalucía

- **Collaborative cooperative project work**
- **Providing autonomy and decision making powers**
- **Working in groups**
- **Empowering and stimulating curiosity**
- **Providing clear instructions**
- **Providing security**
- **Giving praise**
- **Providing time to learn**

Digital Tools

- **Learning platforms**
- **Digital techniques**
- **Kahoot**
- **YouTube**
- **Specialized programs**
- **Computers**
- **Digital screens**

Romania

- **Creating opportunities for success**
- **Skills identification**
- **Appropriate tasks**
- **Adopting several methods**



<ul style="list-style-type: none"> ○ Encourage communication skills ○ Train their problem solving skills ○ Encouraging attitude towards learners and promoting empathy ○ Promoting tolerance and non-discriminatory conduct
Digital Tools
<ul style="list-style-type: none"> ○ Boards ○ Interactive screens ○ Video projectors

Concerning the digital tools that the teachers use in order to develop the learners autonomy and self-determination are varied across the partner countries. Some can be categorized under one group. For the sake of giving a transparent view towards the answers, the tools have been listed as they have been mentioned by the teachers and not compiled into categories. We can conclude that computers and online platforms are widely used across most of the partner countries. The variations among countries in the listing has to do with the level of funding that the schools get.

	Flanders	Italy	Germany	Andalucia	Romania
Digital school platform	✓				
Online exercises	✓				
Digital portfolio	✓		✓		
Computer	✓	✓	✓	✓	
Tablet	✓	✓			
Calculator	✓				
Visual materials	✓	✓			
Music	✓				
Voice recorders		✓			
Digital whiteboard		✓	✓		✓
Applications		✓		✓	



Interactive multimedia		✓			
Voice typing		✓			
Taking images		✓			
Microsoft office		✓			
Super Map		✓			
Vocal synthesizer		✓			
Voice to video scripture translator		✓			
Expanded keyboard		✓			
Reading and writing programs		✓			
Youtube		✓		✓	
Compensative tools		✓			
Ebooks		✓			
Online platforms		✓		✓	
Drive e classroom		✓			
Worldwide web					
Softwares					
Smart TV					
Moodle courses					
Programs				✓	
Digital techniques				✓	
Digital screens				✓	✓
Video projector					✓



- **How do you stimulate the learning capacity and potential of your learners? Do you make use of digital tools/assistive technologies in achieving that?**

It appears that most of the teachers across the five partner countries do work on stimulating the learning capacity and potential of their learners. Below you can find a summary of how the teachers do this per country. In addition to the digital tools that they use in order to assist in achieving this.

Flanders
<ul style="list-style-type: none">○ Attention to the learning styles of the learners○ Through reflection (personal and teacher assisted)○ Self-evaluation○ Project work○ Group work○ Class discussions○ Growth oriented feedback○ Positive feedback○ Differentiation○ Sharing/rewarding successful experiences○ Challenging pupils○ Increasing pupil motivation○ Self-study/research○ Flipped learning○ Focus on functional skills
Digital Tools
<ul style="list-style-type: none">○ E-mail○ Web links○ Online platforms○ Movies○ Educational websites○ Digital school platform



Italy

- Differentiation
- Peer learning
- Stimulate pupil creativity
- Class discussion (debate)
- Group work
- Increase pupil motivation
- Positive feedback
- Cooperative learning
- Flipped classroom
- Reflection (personal & teacher assisted)
- Attention to learning styles of the learners
- Challenging the pupils

Digital Tools

- Digital whiteboard
- PowerPoint
- Special softwares
- PC
- Applications
- Word editor
- Online exercises
- Microsoft Office
- Prezi
- AraWord (pictogram word processor)
- Videos
- Google Classroom
- eTwinning platform
- Whatsapp.



Germany

- Encouragement
- Motivating
- Visibility of performance and learning development
- Differentiation
- Provocative questions
- Learning agreements
- Self-efficacy experiences
- Individual learning plans
- Cooperative learning
- Positive personal relationships
- Interesting (Playful) tasks

Digital Tools

- Smartphones
- The web
- IPAD
- Films
- Applications
- Educational programs

Andalucía

- Posing realistic problems/situations
- Working with different fields
- Evaluating the needs of the learners
- Tailoring tasks according to learner interest
- Learners conducting self-evaluation
- Providing positive reinforcement
- Providing challenges
- Using different teaching methodologies
- Through games

Digital Tools

- Digital games



- ICT resources
- New technologies

Romania
<ul style="list-style-type: none"> ○ Encouragement ○ Project work ○ Group work ○ Active participative methods ○ Varied assessment methods ○ Differentiation ○ Encouraging autonomy ○ Challenging pupils
Digital Tools
No specific digital tools have been mentioned by the teachers.

Concerning the digital tools that the teachers use in order to stimulate the learning capacity and potential of their learners across the partner countries. Some can be categorized under one group. For the sake of giving a transparent view towards the answers, the tools have been listed as they have been mentioned by the teachers and not compiled into categories. We can conclude that movies/films, web links, and applications are widely used across most of the partner countries except for Romania. The variations among countries in the listing has to do with the level of funding that the schools get.

	Flanders	Italy	Germany	Andalucia	Romania
e-mail	✓				
Weblinks	✓		✓		
Online platforms	✓				
Movies	✓	✓	✓		
Eductational websites	✓				



School online platform	✓				
Digital whiteboard		✓			
PPT		✓			
Special softwares		✓			
PC		✓			
Applications		✓	✓		
Word editor		✓			
Online exercises		✓			
Microsoft office		✓			
Prezi		✓			
Araword		✓			
Google classroom		✓			
eTwinning platform		✓			
WhatsApp		✓			
Smartphones			✓		
iPads			✓		
Educational programs			✓		
Digital games				✓	
ICT resources				✓	
New technologies				✓	

➤ **Can you provide an example of personalized learning approaches for learners that support and help develop autonomy in the learning?**

Almost all of the teachers across the five partner countries use personalized learning approaches to help develop the autonomy in the learning of their learners. These approaches belong to differentiated instruction strategies.

***Differentiated Instruction Strategies***

Teachers that use differentiated instruction tailor their teaching approach to match their learners' learning styles. All learners have the same learning goal. But the teaching approach varies depending on how learners prefer to learn. Instead of using one uniform approach, a teacher uses a variety of methods to teach. There are three areas or levels where the teachers can differentiate instruction:

- ✓ *Content: figuring out what the learners needs to learn and which resources will help them do so;*
- ✓ *Process: activities that help learners make sense of what they learn;*
- ✓ *Product: a way for learners to show what they know.*

Several differentiated instruction strategies were mentioned by the teachers.

	Flanders	Italy	Germany	Andalucia	Romania
Flexible pace learning	✓	✓	✓	✓	✓
Colaborative learning	✓	✓		✓	✓
Progressive tasks	✓	✓			
Digital resources	✓	✓	✓	✓	
Verbal support	✓	✓	✓		
Variables outcomes	✓	✓	✓		✓
Ongoing assestment	✓	✓	✓		
Reflection and goal setting	✓	✓	✓		✓
Flipped classroom	✓	✓			
Learning diary			✓		

Teachers across the five partner countries use the same differentiated instruction strategies. The most evident strategy was 'flexible pace learning', it was mentioned across the five partner countries. Furthermore, 'collaborative learning', 'digital resources', 'variable outcomes', and 'reflection and goal setting' were mentioned by most of the partners.



For the sake of clarity, each strategy will be explained below briefly:

30. **Flexible-pace learning:** Traditionally, tasks are completed in a set amount of time, which normally accommodates the slower-paced learners. This can mean faster learners are held up by the pace of their peers, and slower workers feel rushed and incapable of learning at the necessary pace. A flexible approach to time-based tasks, however, faster learners are given the facility to complete extension tasks, and it gives other pupils an opportunity to complete their exercise at a more comfortable speed.

31. **Collaborative learning:** Facilitating group work is excellent for empowering shyer learners to participate more in class. Forming mixed ability groups of learners gives high achievers a platform to vocalize their ideas, and lower ability learners a way of collaborating with and learning from their peers. Allocating roles to each member of the group can also help learners organize themselves according to their different skills and capabilities. This gives less able learners a way to add value and generate more confidence.

32. **Progressive tasks:** It is possible for teachers to set separate work or exercises to different learners based on their abilities. However, this approach can pose a few problems. Not only does it highlight learner ability more publically with potentially negative social implications, it also requires considerably more administrative work for the teacher.

A progressive worksheet, however, that gets more complex as the learner makes his or her way through is a more sensitive alternative. Allowing learners with a slower pace of learning to work at their own speed, it also gives a vehicle for more academically able learners to progress to the more challenging questions more quickly.

33. **Digital resources:** By using interactive tools and digital applications, mixed-ability classes get the opportunity to approach a topic or subject from different angles. In some cases, the use of digital resources can also highlight a skill or passion in learners with less academic ability, while others might work more effectively with non-traditional resources and mediums.

This method of differentiation allows different materials, platforms and tools to be used to bring about the same learning outcome, and give learners confidence in their digital skills.

34. **Verbal support:** Verbal dialogue is central to this method of differentiation. Teachers can identify different learning abilities and adapt their vocal explanations and support to different academic levels. Using targeted questioning can produce different responses in learners of different learning profiles.



This technique relies on teacher-pupil interaction, and an ability in the educator to engage learners in both simple and complex dialogue according to their learning needs.

35. **Variable outcomes:** Rather than setting a task with a single outcome or 'right' answer, taking a more interpretive approach to an exercise gives learners the flexibility to arrive at a more personalized result. Learners of different abilities will arrive at outcomes that match their level of understanding and learning. If clear direction and a set of rules are formalized prior to setting the task, the risk of lower ability learners falling too low can be avoided.

36. **Ongoing assessment:** Regular assessment and feedback, allows teachers to adapt their teaching methods according to their various learners' needs and learning conditions. Assessment currently takes place both throughout the year and at the end, and is scope to entirely rethink the end of year reporting process. With an interactive front-of-class display like Kahoot⁷⁸, teachers can perform anonymous or open polls, end-of-class assessments and pop quizzes. Educators, therefore, can be informed in the moment about levels of understanding, interpretation and learning. This flexible method allows for all learning profiles to be catered for at the time it is most valuable, rather than retrospectively.

37. **Reflection and goal setting:** Have learners reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask learners to write about their favorite topics, as well as the most interesting concepts and information they've learned. They should also identify skills to improve and topics to explore. Based on the results, you can target lessons to help meet these goals. For example, if the bulk of learners discuss a certain aspect of the science curriculum, you can design more activities around it.

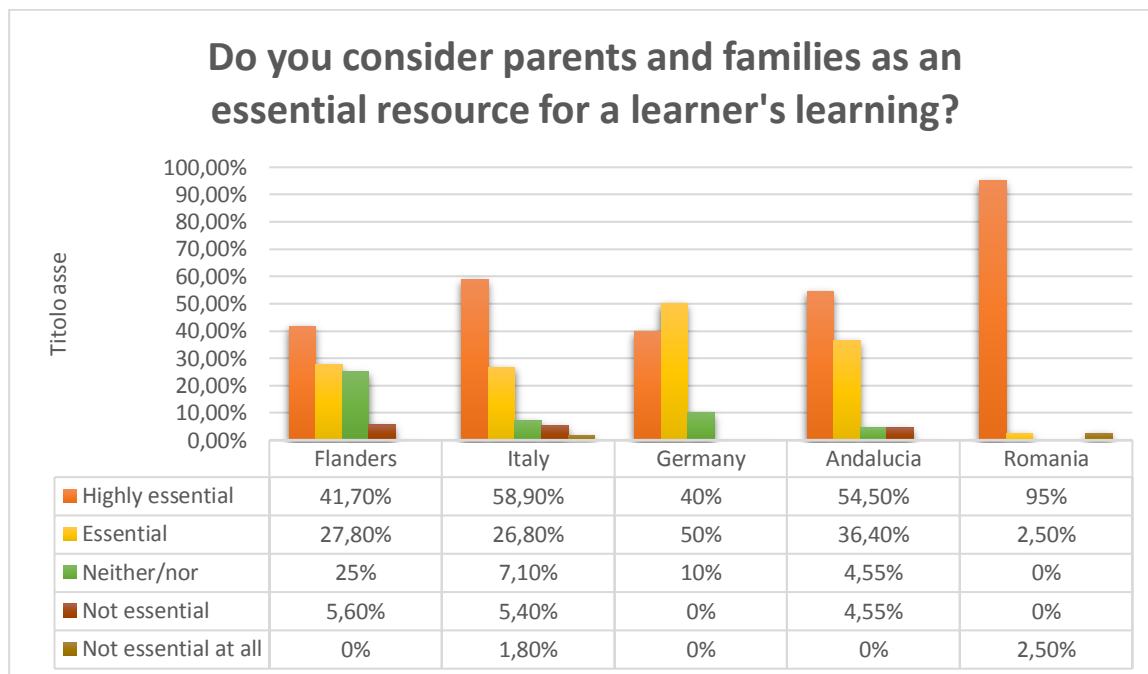
38. **Flipped classroom:** Is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that the learners are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by the teachers.

⁷⁸ Kahoot is a game-based learning platform, free for teachers. For more information:
<https://kahoot.com/schools/>



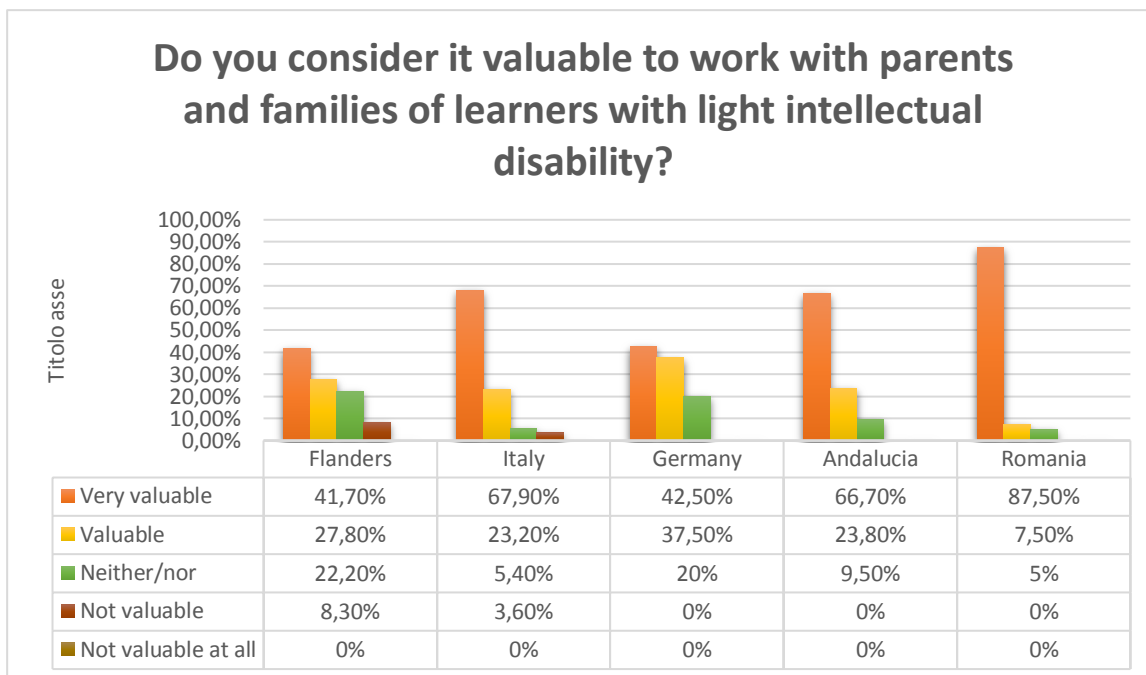
➤ **Do you consider parents and families as an essential resource for a learner’s learning?**

The teachers across the five partner countries consider families highly essential and essential for the learner’s learning. A minority of teachers across two partner countries namely Italy and Romania, believe that the families are not essential at all.



➤ **Do you consider it valuable to work with parents and families of learners with light intellectual disability?**

The majority of the teachers across the five partner countries value the importance of working together with parents and families of learners with light intellectual disability. A minority of teachers in Flanders and Italy do not put much emphasis on this issue.



➤ **How do you support the development of the learner’s communication skills? Do you use digital tools to realize this?**

It appears that most of the teachers across the five partner countries do support the development of their learners’ communication skills. Below you can find a summary of how teachers do this per country. In addition to the digital tools that they use in order to assist in achieving this.

Flanders
<ul style="list-style-type: none"> ○ Group work ○ Class discussions ○ Peer tutoring ○ Practicing a language ○ Practicing in real life situations ○ Class presentations ○ Self-articulation
Digital Tools
<ul style="list-style-type: none"> ○ School digital platform Flanders ○ E-mail ○ Chat



- **Forums**
- **Video**
- **Search engines**
- **Digital news resources**

Italy

- **Simulation interviews**
- **Real-life situations simulations**
- **Dialogue**
- **Debates**
- **Presentations**
- **Reading maps/schemes**
- **Meta-reflection**
- **Circle time**
- **Role-playing**
- **Theatre**
- **Peaceful environment**

Digital Tools

- **PC**
- **Tablets**
- **Digital whiteboard**
- **Shared folders (audio & non-audio)**
- **Free applications (Whatsapp, voice Tone, Prosody, Leggixme, SymWriter)**
- **Speech notes**
- **PowerPoint**
- **Prezi**
- **Videos**
- **Multi-media presentation**



Germany

- **Group work**
- **Class discussions**
- **Practicing a language**
- **Self-articulation**
- **Simulation of real life situations**
- **Dialogue**
- **Presentations**
- **Role-play**
- **Communication rules**
- **Feedback**
- **Interactive settings**

Digital Tools

- **Speech aid**
- **Microphones**
- **Digital media**
- **Headsets**
- **E-mail**
- **PowerPoint**

Andalucía

- **Dialogue**
- **Debates**
- **Presentations**
- **Group work**
- **Practicing a language**
- **Self-articulation**
- **Scaffolding techniques**
- **Visual materials**

Digital Tools

- **Video recording**
- **Educational applications (iDoceo)**



Romania
<ul style="list-style-type: none"> ○ Role play ○ Group work/activities ○ Verbal and non-verbal communication ○ Collective creative exercises ○ Discussions ○ Drawing ○ Pair work for active listening ○ Portfolio & projects
Digital Tools
<ul style="list-style-type: none"> ○ Educational softwares ○ Other educational digital tools

Teachers across the five partner countries use similar methods to support their learners' communication skills. we can deduce that: group work, presentations, class discussions, practicing a language, simulating real-life situations, self-articulation, role-play, and dialogue are among the top methods used by most of the teachers across the five partner countries. For a detailed view, check the table below.

	Flanders	Italy	Germany	Andalucia	Romania
Group work	✓		✓	✓	✓
Class discussion	✓		✓		✓
Peer tutoring	✓				
Practicing a language	✓	✓	✓	✓	
Practicing in real life / real life simulation	✓	✓	✓		
Presentations	✓		✓	✓	
self-articulation	✓	✓	✓	✓	



Role play			✓		✓
Verbal & non-verbal communication					✓
Collective creative exercises					✓
Drawing					✓
Pair work					✓
Portfolio & projects					✓
Debate		✓		✓	
Dialogue		✓	✓	✓	
Scaffolding				✓	
Visual materials				✓	
Communication rules			✓		
Feedback			✓		
Interactive settings			✓		
Simulation interviews		✓			
Reading maps / schemes		✓			
Meta-reflection		✓			
Circle time		✓			
Theatre		✓			
Peaceful environments		✓			

➤ **Can you provide some examples on how you facilitate cooperative learning approaches?**

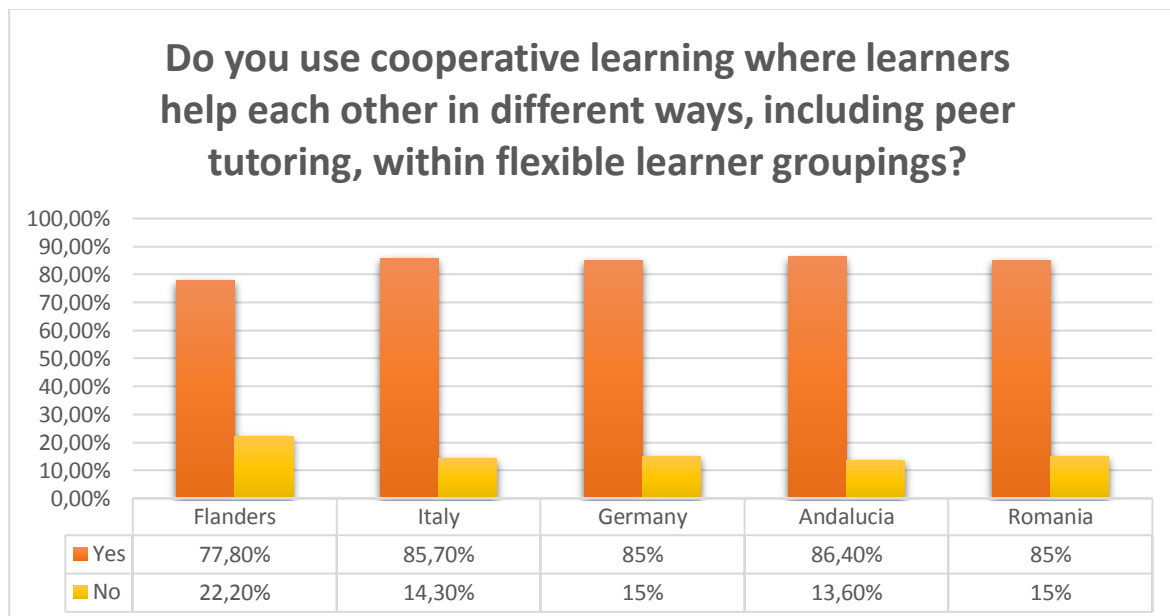
Most of the teachers promote cooperative learning approaches. A comparison across the five partner countries showed that teachers use similar methods. For example: ‘group work’ is used by teachers from all five partner countries. Furthermore, ‘project work’, ‘assigning tasks & roles’, ‘mixed ability pupils’, ‘digital tools’, ‘teacher as moderator’ have been mentioned by most partners. For a detailed view, see the table below.



	Flanders	Italy	Germany	Andalucia	Romania
Group work	✓	✓	✓	✓	✓
Project work	✓	✓	✓	✓	
Assigned tasks & roles	✓		✓	✓	
Mixed ability pupils	✓	✓	✓		✓
Team sports	✓			✓	
Digital tools	✓	✓	✓	✓	
Flipped classroom		✓			
Theatre & cinema		✓			
Role play		✓			
Teacher as modetator		✓		✓	✓
Team presentations		✓		✓	
Cooperating with other teachers		✓			
eTwinning platform		✓			
Problem solving activities		✓			
Workshops		✓			
Peer tutoring		✓	✓		
Provide space			✓		✓
Games				✓	
Kagan approach				✓	



- Do you use cooperative learning where learners help each other in different ways, including peer tutoring, within flexible learner groupings?



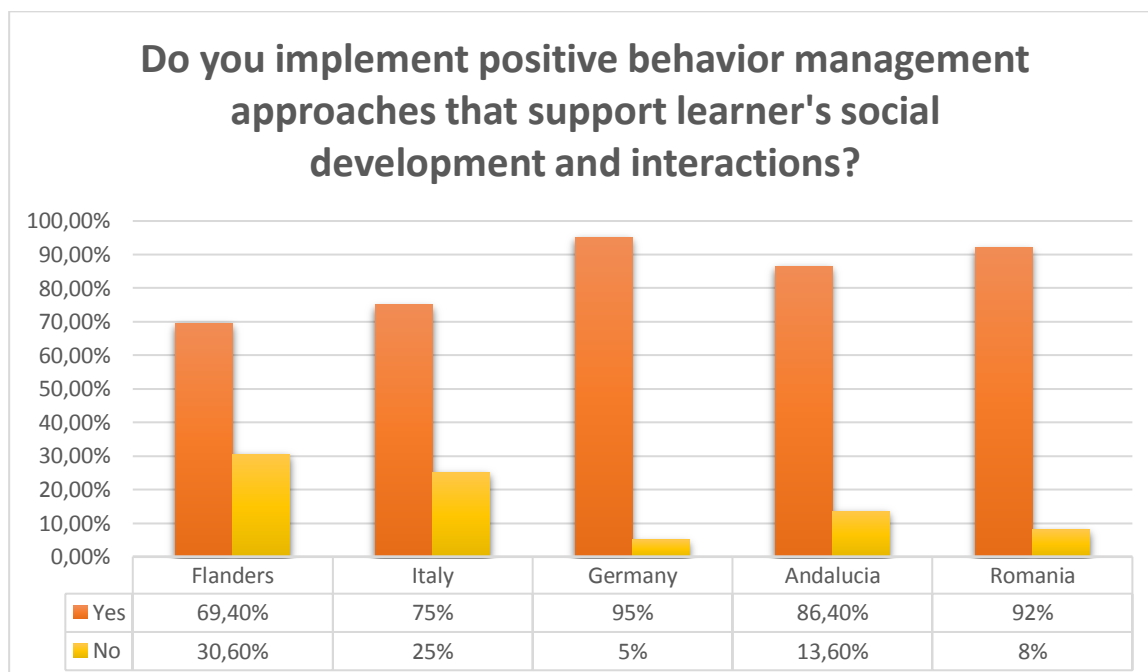
Most of the teachers from the five partner countries who took part in this questionnaire use cooperative learning approaches with their pupils within flexible learning groups. Some examples have been provide by the teachers. See the table below.

	Flanders	Italy	Germany	Andalusia	Romania
Peer assessment	✓		✓	✓	
Peer tutoring & coachign	✓	✓	✓	✓	✓
Group work	✓	✓	✓	✓	✓
Project work	✓	✓	✓	✓	✓
Mind maps	✓				
Varied tasks in one assignment	✓	✓		✓	
Practical activities		✓	✓		
Assigning leaders		✓			
Debates / dialogues		✓	✓		
Peer revision			✓		
Voluntary work					✓



We notice that teachers across the five partner countries use similar cooperative learning approaches. The most prominent approaches are ‘peer tutoring & coaching’, ‘group work’, ‘project work’, ‘peer assessment’, and giving ‘varied tasks in one assignment’.

- **Do you implement positive behavior management approaches that support learner’s social development and interactions?**



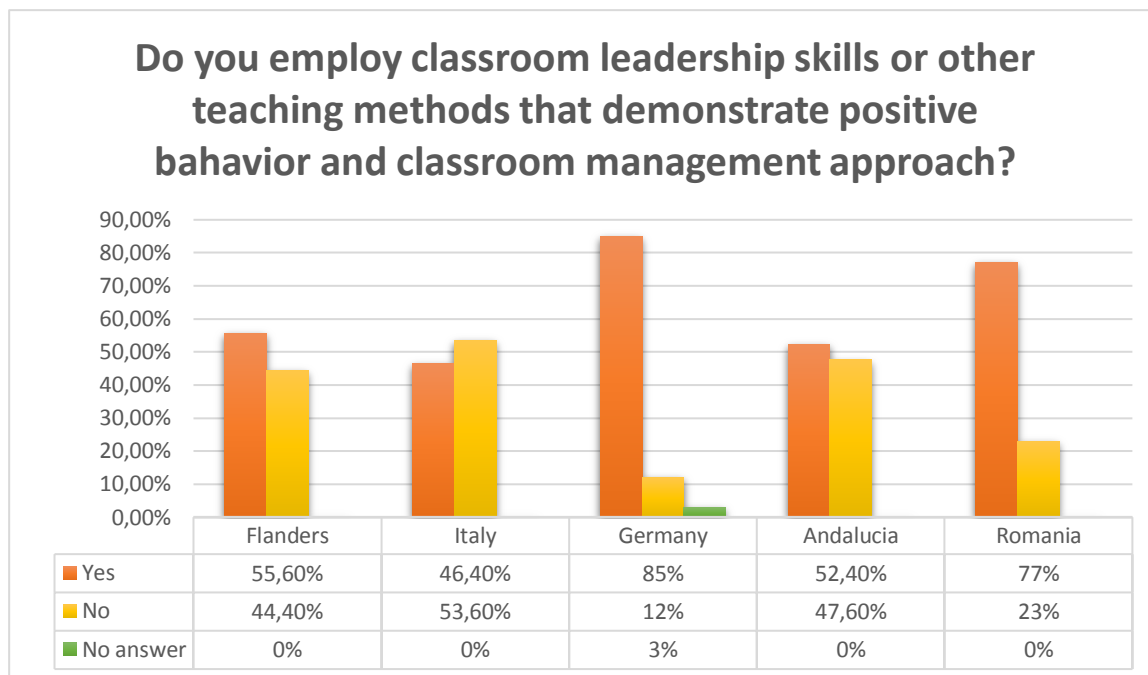
The majority of the teachers who filled this questionnaire across the five partner countries do implement positive behavior management approaches with their pupils. Examples of such approaches provided by the teachers are summarized below in table.



	Flanders	Italy	Germany	Andalucia	Romania
Reflection moments	✓		✓	✓	✓
Positive classroom atmosphere	✓	✓		✓	✓
Encouragement	✓	✓	✓	✓	
Feedback	✓	✓	✓		
Class agreements / Rules	✓		✓	✓	✓
Reward system	✓		✓	✓	✓
Artistic techniques		✓			
Communication techniques		✓	✓		✓
Posing questions		✓			
Providing support		✓			
Graphic organizer		✓			
Team building activities		✓			
Development therapy / Development pedagogy			✓		
Extracurricular activities					✓

From the teacher examples, we notice that many teachers use similar approaches with their pupils. The most prominent approaches are: ‘reflection moments’, providing a ‘positive class atmosphere’, ‘encouragement’, setting ‘class agreements and rules’, working with a ‘reward system’, and providing and using several ‘communication techniques’.

- **Do you employ classroom leadership skills or other teaching methods that demonstrate positive behavior and classroom management approach?**



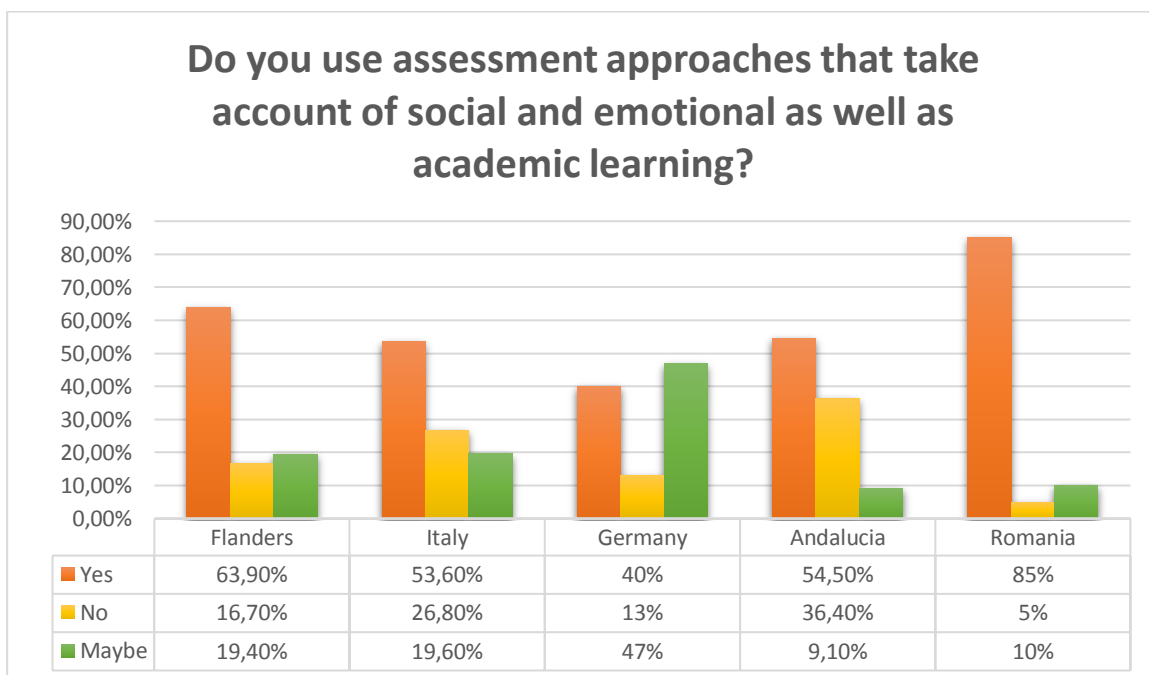
Most of the teachers who filled this questionnaire in the five partner countries employ classroom leadership skills and teaching methods that demonstrate positive behavior and classroom management. The percentages among some countries vary immensely. For example the % of teachers who do employ this in Germany are a little bit less than the double of those in Italy. We notice that the teachers in Romania and Germany employ such approaches more than the other teachers from the remaining partner countries. Examples provided by the teachers are summarized below.

	Flanders	Italy	Germany	Andalusia	Romania
Classroom management	✓	✓	✓	✓	
Reduce incentives	✓				
Clarify social situations	✓				
Conflic resolution	✓	✓			
Sufficient authority	✓	✓	✓		
Equal approach to all pupils	✓	✓	✓	✓	
Equal leadership with pupils	✓	✓	✓	✓	✓
Equal relationship with pupils	✓		✓	✓	✓



Positive reinforcement		✓	✓	✓	✓
Providing opportunities					✓
Stimulating mutual learning					✓

➤ **Do you use assessment approaches that take account of social and emotional as well as academic learning?**



The majority of the teachers who took part in this questionnaire do use assessment approaches that take account of social and emotional as well as academic learning. In the case of Germany less than half of the teachers use such approaches and almost the half are not sure if they do use such approaches. For the case of Flanders, Italy and Andalusía, the % of the teachers using such approaches can be comparable. In the case of Romania, the teachers have the highest % of using such approaches.

Examples provide by the teachers on assessment approaches that take account of social and emotional as well as academic learning can be found below.

Flanders	Italy	Germany	Andalusia	Romania
----------	-------	---------	-----------	---------



Reflection moments	✓		✓		✓
Verbal assessment	✓		✓		✓
Dialogue	✓				
Feedback movements	✓		✓		✓
Project work	✓				✓
Assessment of the process	✓		✓		✓
Rubrics		✓		✓	
Transversal indicators		✓			
Personalized assessment forms		✓	✓		
Public speaking skills		✓			✓
Activities		✓			
Assessment charts		✓		✓	
Assessment grids		✓			
Self assessment			✓		✓
Transparency			✓		
Academic evaluation			✓		✓
Transversal skills					✓

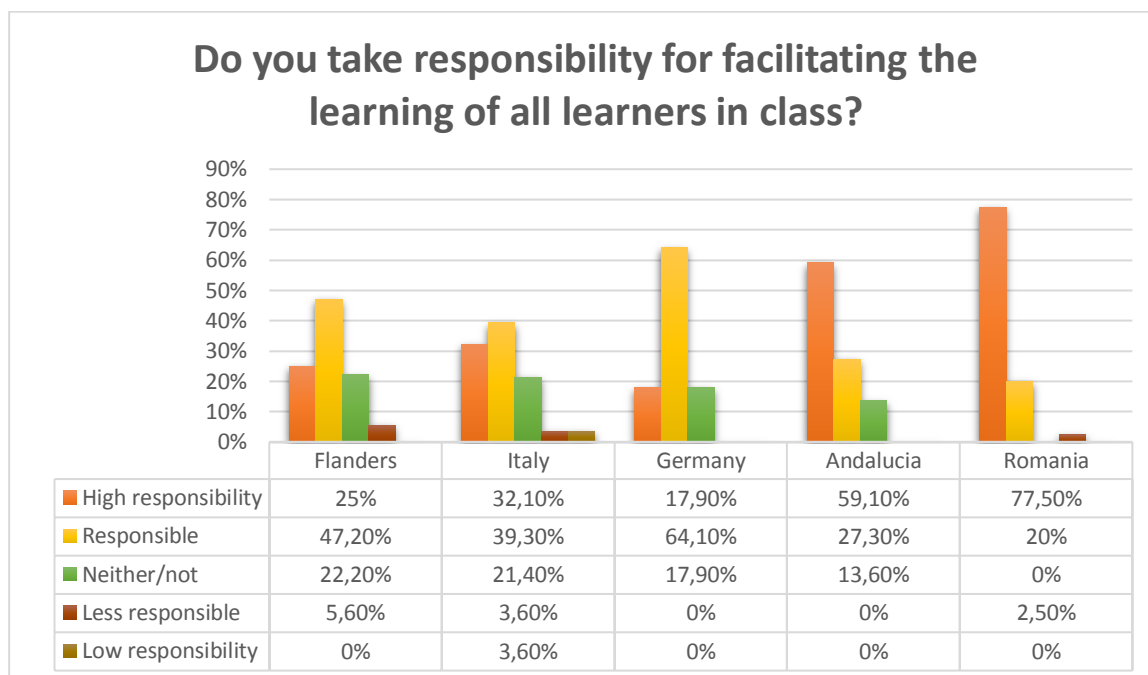
From the examples above, we can deduce that some teachers use similar assessment approaches across the partner countries. The most prominent approaches among the teachers are: ‘reflection moments’, the use of different assessment methods especially ‘verbal assessment’, and providing ‘feedback moments’.

➤ **Do you take the responsibility for facilitating the learning of all learners in class?**

Most of the teachers who filled this questionnaire across the five partner countries do take responsibility and some high responsibility for facilitating the learning of learners in class. Interesting

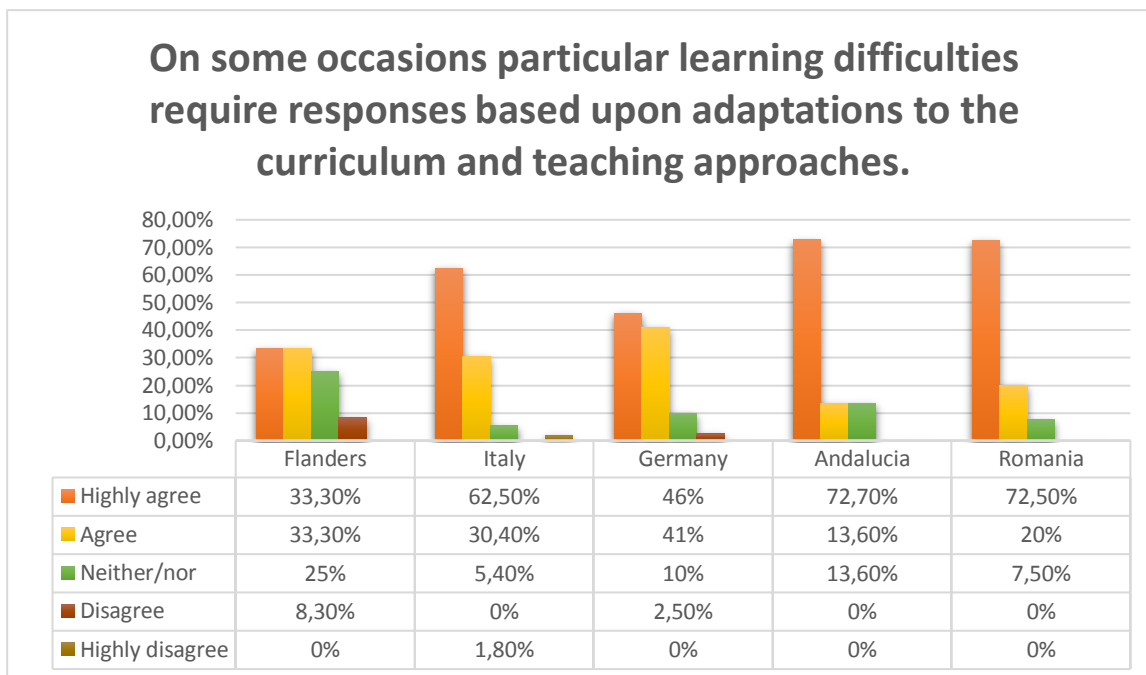


in the findings is that Romania has the highest percentage (77.5%) of teachers who take high responsibility and Italy has the highest percentage (3.6%) of teachers who take low responsibility for facilitating learning to all learners in class.



➤ **On some occasions particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches?**

Most of the teachers who took part in filling this questionnaire across the five partner countries do highly agree or agree to the above mentioned statement. Romania and Spain have the highest percentage of teachers that do agree and Italy is the only country who has 1.8% of the teachers who highly disagreeing on the above mentioned statement.



➤ **What are some effective inclusive teaching methods that you use with your learners? Can you elaborate on one or two methods?**

Almost all the teachers who took part in filling this questionnaire did not elaborate on the teaching methods they chose to share. For further explanation about the methods, please check the individual country reports. Romania was the only partner of which some teachers have provided an explanation concerning two methods. You can refer to them in the individual partner data analysis report. Below you can find a summary of the methods mentioned by the teachers. Many teachers across the partner countries use the same methods with their learners. For example: methods related to ‘inclusive education’, ‘peer tutoring’, ‘cooperative group teaching’, the use of ‘assistive technologies’, and the use of ‘formative assessment and feedback’.

	Flanders	Italy	Germany	Andalusia	Romania
Inclusive education	✓	✓	✓	✓	
Quality of the indoor physical environment	✓				
Peer tutoring & peer influences	✓	✓	✓	✓	
Cooperative group teaching	✓	✓	✓	✓	
Assistive technology	✓	✓		✓	
Self-regulated learning	✓		✓		



Review and practice	✓		✓		
Direct instruction	✓				
Fucntional behavioral assessment	✓				
Universal design for learning	✓	✓			
Formative assessment & feedback	✓	✓	✓		
Co-teaching	✓		✓		
The Mosaic					✓
Thinking hats					✓
Tour of the gallery					✓
I know, I want to know, I have learned					✓
GLC-think, work in paris and communicate					✓
Method 4 corners					✓
The cube					✓
The clusters					✓

➤ **On a scale from 1 to 10 how would you rate your digital skills.**

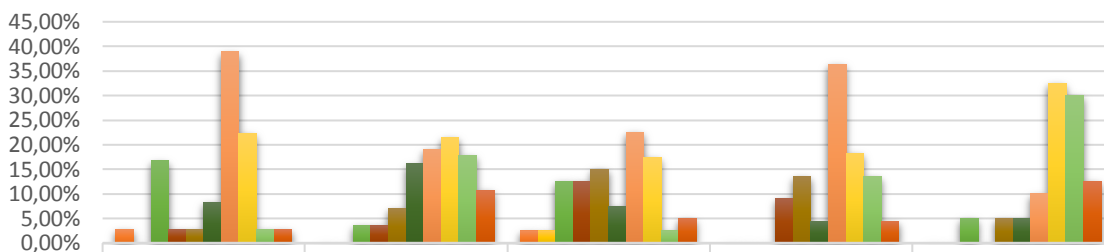
1: very weak – 10: very strong

We notice that the teachers who took part in this questionnaire across the five partner countries have digital skills that are slightly on the strong side. Most of the answers where on scale 7 & 8. A minority of teachers in Flanders and Germany answered with having very weak digital skills.



On a scale from 1 to 10 how would you rate your digital skills.

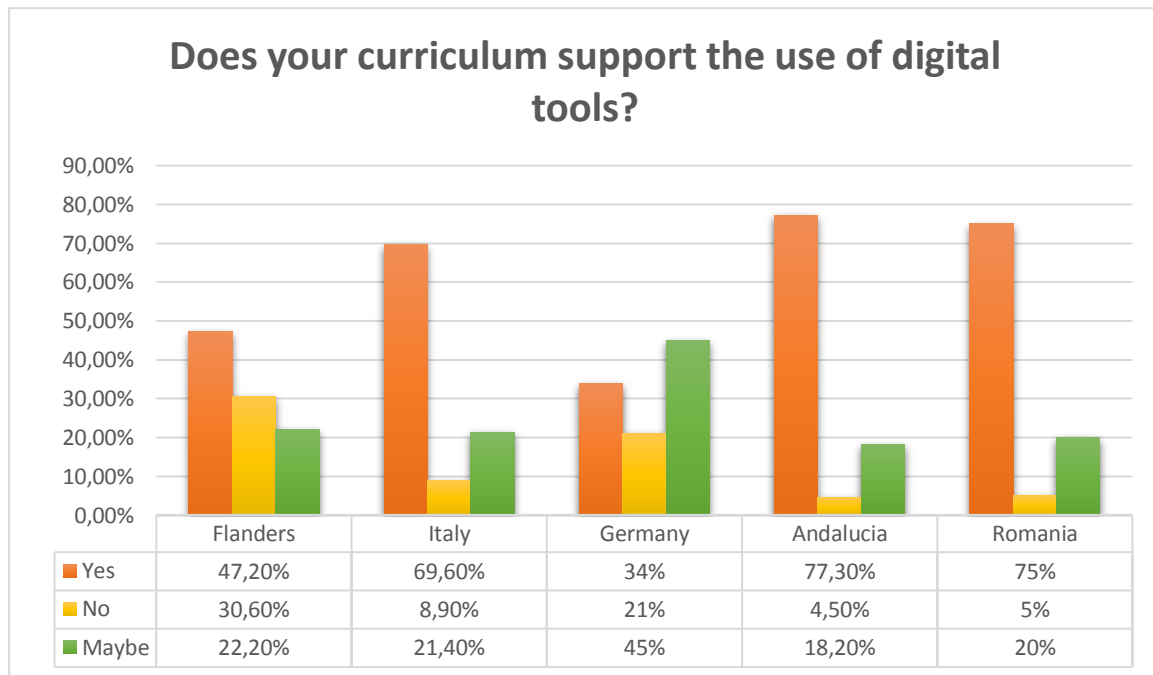
1: very weak & 10: very strong



	Flanders	Italy	Germany	Andalusia	Romania
1	2,80%	0%	2,50%	0%	0%
2	0%	0%	2,50%	0%	0%
3	16,70%	3,60%	12,50%	0%	5%
4	2,80%	3,60%	12,50%	9,10%	0%
5	2,80%	7,10%	15%	13,60%	5%
6	8,30%	16,10%	7,50%	4,50%	5%
7	38,90%	19,10%	22,50%	36,40%	10%
8	22,20%	21,40%	17,50%	18,20%	32,50%
9	2,80%	17,90%	2,50%	13,60%	30%
10	2,80%	10,70%	5%	4,50%	12,50%

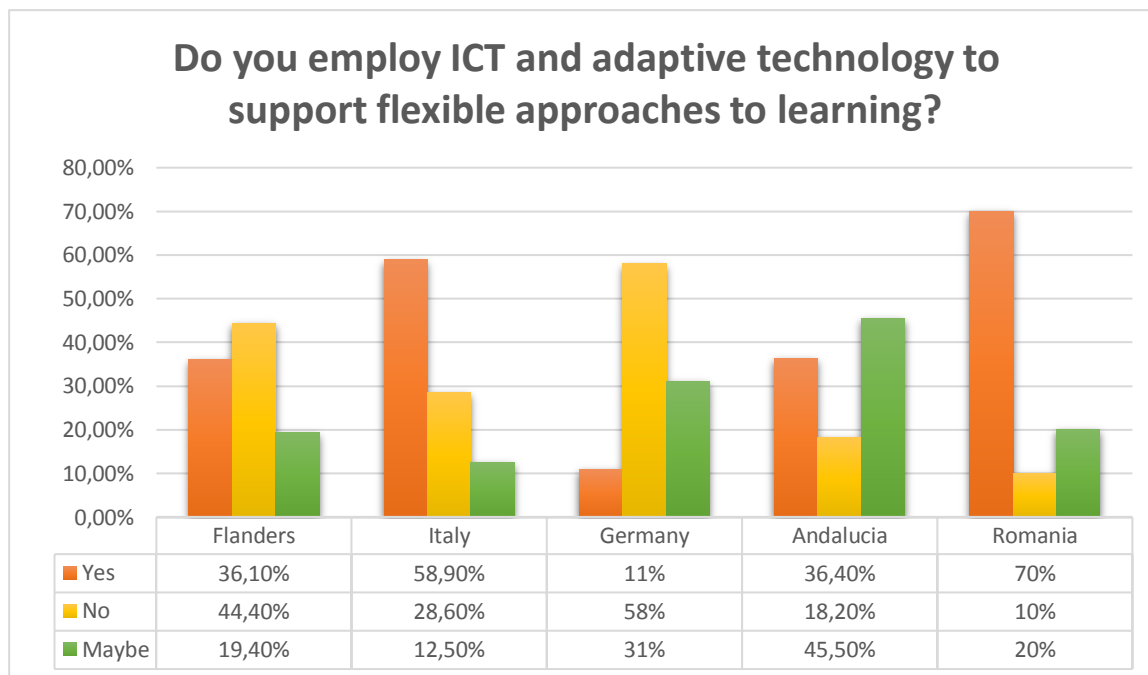
➤ Does your curriculum support the use of digital tools?

In the five partner countries, it appeared that the curriculum does support the use of digital skills in schools. With teachers from Andalusía and Romania answering with the highest percentages of ‘yes’ on this question followed by Italy. Flanders has the highest percentage of teachers who answered with ‘no’. 30.6% of teachers in Flanders believe that the curriculum does not support the use of digital tools. In addition to that, Germany has the highest percentage of teachers (45%) who are not sure if the curriculum in their country supports the use of digital tools.



➤ **Do you employ ICT and adaptive technology to support flexible approaches to learning?**

Across the five partner countries, teachers from Romania and Italy employ the most ICT and adaptive technology to support flexible approaches to learning. Teachers from Germany employ this the least with 58%. Teachers from Andalusía are not aware if they do employ or not this technology to support learning. Teachers in Flanders have the highest percentage of 44.40% of not employing this technology to support flexible approaches to learning.



➤ **Some examples on the ICT and adaptive technology that the teachers use in their classes to support flexible approaches to learning:**

- Flanders**
- Presentations (PPT – Prezi)
 - Creating videos
 - iPad
 - Mobile phones
 - Digital learning platforms
 - Web quest
 - Spelling checker
 - Wikipedia
 - Kahoot
 - Mentimeter
 - Discussion forums
 - Applications
 - Online visual materials
 - Digital portfolio
 - PC – Laptop



Italy

- Presentations (PPT)
- Google Platform
- Didactic Applications (Moodle)
- Digital school texts
- Web search engines
- PC - Tablets
- Interactive & didactic softwares (Super Maps – speech synthesis)
- BBC Learning
- Digital Whiteboard
- WhatsApp
- iPad
- Apple TV
- Braille keyboard

Germany

- Stop-motion applications
- Learning vocabulary applications
- Learning programs
- Moodle
- Mahara
- Microsoft office

Andalucía

- Search engines (Google)
- Digital Board
- iPads
- Prezi
- Kahoot
- Applications



- Videos
- Music
- Digital books

Romania
<ul style="list-style-type: none"> ○ Video projector ○ Educational softwares ○ PowerPoint presentations ○ Educational websites ○ Educational movies

➤ **What are the most effective inclusive technologies with your learners? Can you elaborate on one or two?**

The teachers listed effective inclusive technologies that they use with their learners. They did not explain or elaborate on these methods. For references on these methods, check the detailed partner individual data analysis reports.

Flanders
<ul style="list-style-type: none"> ○ PC's ○ Digital school platform ○ Smartboard ○ Online exercises ○ E-mail ○ Platform for quizzes ○ Search engines

Italy
<ul style="list-style-type: none"> ○ Software (Concept Map – Digital Reader – Digital Vocabularies – Video Writing - Audacity) ○ Tablets – PC - iPads ○ G-Suite



- **Virtual Classroom (Edmodo)**
- **PPT**
- **Digital Whiteboard**
- **Moodle Platform**
- **Smartphones**
- **Digital eBooks**
- **Augmentative Communication**
- **Kinaesthetic Learning**
- **Braille Keyboard**
- **Applications (Kahoot-Socrative-Quizziz-Desmos)**

Germany

- **Moodle**
- **Smartphone**
- **School platforms**
- **Learning platforms**
- **PC's – Notebook - Tablet**
- **PowerPoint**
- **Microsoft Office**
- **Whiteboard**

Andalucía

- **ClassDojo**
- **Quiz platforms (Kahoot)**
- **Videos**
- **Blogs**
- **Plickers**
- **Games**
- **Digital whiteboard**
- **PC + network connection**



- Applications
- iPads

Romania

- Ael lessons (Advanced e Learning)
- TARA Educational software

- **What technological support/training do you need to be able to promote inclusion in your classroom and school?**

Flanders

- Workshops
- ICT training
- Infrastructure (more PC's & iPads for pupils and teachers)
- Training on the use of inclusive tools in the case of physical impairments (poor eyesight, poor hearing, poor motor skills)

Italy

- Training courses
- Courses on assistive technologies
- Internet connection
- Refresher courses
- ICT rooms
- Overhead projectors (beamers)
- Digital whiteboards
- Language lab
- Assistive technologies
- E-learning platforms
- Laptop and printer in class



- **Cameras**

Germany

- **Fast internet connection**
- **Electronic boards – Smartboard - Beamers**
- **PC's – Tablets – Notebooks - iPads**
- **Cameras & digital cameras**
- **Educational programmes**
- **W-LAN**
- **Learning platforms**
- **Softwares**
- **Audio materials**
- **Luk box system**
- **Team-teaching**
- **Flipped classroom**

Andalucía

- **Availability of technological resources and devices**
- **Training in digital resources**
- **Examples on how to use techniques to promote inclusion**
- **Update on the available resources**

Romania

- **Training courses**
- **Promoting technology such as the use of audio and video**



Conclusion

The majority of the teachers taking part in the targeted research were between the ages of 25 and 44. They share the same beliefs about learning. Mostly that: 1) learning is a process and the goal for all learners is the development of “learning to learn” skills, not just content/subject knowledge and 2) academic, practical, social and emotional learning are equally important for all learners. Most of the teachers assess their learners before, during, and after the lessons. The assessment methods that they shared are very similar, for example: through independent work, self-evaluation, providing learners with support, tips, and tools, etc. The majority of the teachers have high expectations for all their learners and believe that they are not strong decision makers but can make decisions. The teachers across the five partner countries use varied methods to help determine their learners autonomy and self-determination. They share several methods too, such as evaluation and self-evaluation, motivating their learners, providing individual learning materials, etc. they use several digital tools to help them in achieving this such as the use of computers, applications, learning platforms, and softwares. The teachers provided several differentiated instruction strategies such as: flexible pace learning, collaborative learning, digital sources, and reflection and goal setting. The teachers consider families essential for the learner’s learning and consider it valuable to work together with parents and families. They support the communication skills through several methods and digital tools, such as, the use of group work and class discussions, presentations and dialogue sessions, the use of educational softwares, digital whiteboards, forums, and videos. In addition to that the teachers use cooperative learning in such a way that the learners help each other in several ways such as peer tutoring and flexible learner groups. Furthermore, the teachers implement positive behavior management approaches that support their learner’s social development and interactions, and employ classroom leadership skills to demonstrate positive behavior and classroom management approach such as the use of equal approach to all pupils and equal leadership and relationship with pupils. Their assessment approaches take account of social and emotional as well as academic learning such as making time for reflection moments, providing the learners with verbal assessment and feedback moments, assessing the learning process of the learner and not only the outcome. All the teachers across the five partner countries do take responsibility for facilitating the learning of all the learners in their class, in cases of learning difficulties they do provide adaptations to the learning materials and their teaching approaches. Some of the effective inclusive teaching methods mentioned by the teachers are: 1) peer tutoring & peer influences, 2) cooperative group teaching, 3) the use of assistive technologies, 4) providing formative assessment & feedback.

The answers provided by the teachers comply with the indicators provided by the “Inclusive Teacher Profile (EASNIE, 2012)” under the two areas of competence mentioned earlier in this document:



- 1) Promoting the academic, social and emotional learning of all learners
- 2) Effective teaching approaches in heterogeneous classes

Concerning their digital skills, they are slightly on the strong side but the teachers can make use of these skills only to a certain extent although this is supported by the curriculum in most of the five countries. Teachers need technological support and training on several levels and in different areas to be able to promote inclusion in their classrooms.



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