SKATE Project

Intellectual Output 3: Toolkit

O3/A2 Definition Learning Programmes

Module 1: Inclusive Education and

Early Childhood Education

1   Session 1: Introduction to Inclusive Education for Children with Disabilities

1.1   Competenc(y)ies

Code	Description	Level
A.1	To identify the importance of participation for all	B
A.2	To be aware of the physical, digital, societal and other barriers to participation for learners with disabilities.	B

1.2   Learning outcomes

Code	Learning outcomes	Level
A.1	To identify the main models of disability and their impact on the education of children with disabilities	B
A.1	To acknowledge each child's individual needs	B
A.1	To respect and assume responsibility of each child's individual needs	B
A.2	To acknowledge physical barriers to participation for learners with disabilities.	B
A.2	To identify digital barriers to participation for learners with disabilities.	B
A.2	To identify other barriers related to attitudes and perspectives (e.g. prejudice, stereotypes, expectations) to participation for learners with disabilities.	B

1.3   Teaching method(s)- activities

- Self-study of section 1.1.1 and 1.1.2 of the Guidelines
- Introduction/Presentation of basic terminology and background information
- Activity 1.1.1 & Activity 1.1.2: Policy framework analysis - local/national policy documents, identify disability models and inclusive education barriers
- Collaborative activities on shared online space (shared document and padlet)
- Video from other projects to summarize barriers to inclusive education

1.4   Description of the session

In this section, learners are introduced to the basics of inclusive education, by discussing other approaches to the education of children with disabilities (what is inclusive education and what is not). In addition, the main disability models are discussed in relation to the way they are reflected in education. The emphasis will be placed on the social and human rights models of disability and the identification of barriers, especially in education. The trainer gives an overview of the content of the lesson, and learners are expected to use the activities to practice and evaluate their learning. Specifically, learners will identify how disability models are reflected in the policy documents of their countries and what kind of barriers to inclusive education are connected to these constructions. This reflection will be facilitated through the use of a summary from a past Erasmus+ co-funded project (MELINC). Participants will work in small groups to complete the activities and offer feedback to peers through discussions.

1.5   Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or subsistuted by localized and contextualised resources.

- M1_S1_Introduction to Inclusive Education_ppt
- M1_S1_Local_Policy_Documents (participants may choose from national, local, institutional, school, etc policy document)
- M1_S1_Template_analysis_policy_document (optional: in case that participants are not aware of the discourse in policy documents and the way they reflect practices)
- [M1_S1_Videos 1(Videos showing and explaining barriers)](#)
- M1_S1_Padlet_identifying_barriers
- M1_S1_SKATE_Guidelines_section_1.1.1-1.1.2.
- Additional Material (optional)
  - [UNESCO Global Educational Monitoring Report](#)
  - [UNESCO Policy Guidelines for Inclusive Education](#)
  - [Index for Inclusion](#)
  - Oliver, M. (1986). Social policy and disability: some theoretical issues. Disability, Handicap & Society, 1(1), 5-17.

1.6   Feedback

At this introductory session feedback to participants will be provided by peers through the discussions and reflections on Activities 1.1.1 and 1.1.2.

2 Session 2: Inclusive Education: Challenges and Opportunities

2.1 Competenc(y)ies

Code	Description	Level
A.1	To identify the importance of participation for all	B
A.2	To be aware of the physical, digital, societal and other barriers to participation for learners with disabilities.	B
A.7	To seek and remove barriers to learning and participation in all aspects of the curriculum and lesson design	I
C.1	To distribute school resources fairly in classroom supporting inclusion	B

2.2 Learning outcomes

Code	Learning outcomes	Level
A.1	To identify the main models of disability and their impact on the education of children with disabilities	B
A.1	To acknowledge each child's individual needs	B
A.1	To respect and assume responsibility of each child's individual needs	B
A.2	To acknowledge physical barriers to participation for learners with disabilities.	B
A.2	To identify digital barriers to participation for learners with disabilities.	B
A.2	To identify other barriers related to attitudes and perspectives (e.g. prejudice, stereotypes, expectations) to participation for learners with disabilities.	B
A2	To identify other barriers related to access to curriculum and the participation for learners with disabilities.	B
A.7	To evaluate how the barriers in the content of materials and learning will be removed	I
A.7	To enable exploitation of opportunities for all learners' engagement in the learning process	I
A.7	To remove barriers to learning and participation in all aspects of the curriculum and lesson design	I
C.1	To acknowledge the right to equal and fair opportunities in education of all learners	B
C.1	To distribute school resources fairly in classroom supporting inclusion	B

2.3 Teaching method(s)- activities

- Self-study of section 1.3 of the Guidelines
- Presentation of research evidence on challenges and opportunities
- Activity 1.2.1: analysis of UNCRPD articles with emphasis on Article 24
- Activity 1.2.2: Self-reflection on own work and experiences in order to identify barriers and suggest solutions by using existing resources and opportunities
- Collaborative activities on shared online space (shared table)
- Analise lesson plans (Observing and interpreting)
- Think and share
- Brainstorming through group meeting
- Sharing personal experiences with colleagues

2.4 Description of the session

In this section, learners are introduced to the barriers, stances, challenges and opportunities in inclusive education. The trainer gives an overview of the challenges and opportunities in inclusive education, supported by research evidence and relevant literature. Participants are working in small groups in order to brainstorm and share personal experiences with colleagues. Particularly, participants will study the articles of the UNCRPD highlighting education (i.e. Article 24) and look into elements that indicate opportunities/means for addressing barriers to inclusive education. These elements will be reported in order to formulate a wordcloud. Furthermore, participants will work in groups in order to reflect on their own lesson plans and develop a table where they juxtapose barriers and challenges to inclusive education identified in their own lesson plans with ideas and opportunities to address these barriers.

2.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or subsistuted by localized and contextualised resources.

- M1_S2_Inclusive Education_Challenges and Opportunities_ppt.
- M1_S2_UNCRPD
- M1_S2_Mentimeter_activity (note: any other audience response tool can be used here)
- M1_S2_Lesson_Plans (bring your own)
- M1_S2_Template_collaborative_table_challenges_opportunities
- M1_S2_SKATE_Guidelines_section_1.3.

2.6 Feedback

In this session feedback to participants will be provided through their participation in Activity 1.2.1.

3 Session 3: Inclusive Early Childhood Education

3.1 Competenc(y)ies

Code	Description	Level
A.5	To design activities that promote learner's development/education, collaboration and participation through play	B
B.1	To encourage all learners' participation during teaching and learning activities	B
B.8	To promote all learners' interaction and collaboration through creativity and play for learning	I

3.2 Learning outcomes

Code	Learning outcomes	Level
A.5	To describe activities that promote learner's development/education, collaboration and participation through play	B
A.5.	To identify how inclusive education and ECEC are connected	B
A.5	To recognize collaboration and participation in a play session	B
B.1	To encourage all learners' participation during teaching and learning activities	B
B.8	To motivate all learners' interaction and collaboration through creativity and play for learning	I

3.3 Teaching method(s)- activities

- Self-study of sections 1.1.3 and 2 of the Guidelines
- Presentation of basic principles of Early Childhood Education
- Reflections on the concepts and practices of creativity and play
- Reflections on the areas of development in ECEC
- Analysis of the elements of the Ecosystem Model of Inclusive Early Childhood Education and the relationship of the main indicators of inclusive education (see Session 1)
- Activity 1.3.1: Identify characteristics of ECEC
- Activity 1.3.2: Identify creativity and playing in Learning
- Activity 1.3.3.: Identify the Ecosystem Model

3.4 Description of the session

In this section, learners are introduced to the basics of ECEC (what is ECEC, basic pedagogical principles). Also, learners will become familiar with how inclusive education and ECEC are connected, using the Ecosystem Model of Inclusive Early Childhood Education of UNESCO. Participants will also watch, discuss and analyze the same video (Meaningful Inclusion in Early Childhood)

3.5   Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or subsistuted by localized and contextualised resources.

- M1_S3_Inclusive Early Childhood education_ppt
- M1_S3_Video_Meaningful Inclusion in Early Childhood
- M1_S3_Activity 1.3.1.
- M1_S3_Activity 1.3.2.
- M1_S3_Activity 1.3.3.
- M1_S3_SKATE_Guidelines_section_1.1.3
- M1_S3_SKATE_Guidelines_section_2
- M1_S3_Feedback_Evaluation

Additional Material:

- [Wisconsin Department of Children and Families: Inclusive education resources](#)
- [UNESCO: Inclusive early childhood care and education: from commitment to action](#)

3.6   Feedback

Feedback to participants will be provided through their participation in all activities. Also, participants will be asked to reflect and provide their own feedback on the topics they learnt in this session, by working in groups and using the document M1_S3_Feedback_Evaluation

4 Session 4: Inclusive Pedagogies

4.1 Competenc(y)ies

Code	Description	Level
A.3	To plan whole class activities having all learners in mind	B
A.4	To design evaluation activities contributing to the achievements of all learners	B
A.8	To define universally designed objectives for ECEC	I
A.12	Identify individual children's skills and needs and compare them with the actual learning objectives	A
B.2	To apply basic accessibility solutions in play and learning activities for learners with disabilities	B
B.6	To encourage communication with various and alternative means amongst all learners	B
B.14	To design and implement collaborative activities for all learners in and out of the classroom	A
C.10	To create accessible materials to support children with disabilities participation in play and learning.	A

4.2 Learning outcomes

Code	Learning outcomes	Level
A.3	To include all children as active agents in the design of learning and whole class activities	B
A.4	To provide different options for evaluation of children's learning	B
A.8	To design activities that promote universal design for learning in ECEC	I
A.8	To illustrate examples of universal design for learning in ECEC	I
A.12	To design activities that respond to individual as well as whole class objectives	A
B.2	To demonstrate basic accessibility solutions in play and learning activities for all learners	B
B.6	To encourage communication with various and alternative means amongst all learners	B
B.14	To design collaborative activities for all learners in and out of the classroom	A
B.14	To implement collaborative activities for all learners in and out of the classroom	A
B.14	To develop collaborative activities for all learners in and out of the classroom	A
C.10	To develop accessible materials to support all children, including children with disabilities for participation in whole class activities	A
C.10	To modify inaccessible materials in order to support all children, including targeting accessibility in relation to disability	A

4.3   Teaching method(s)- activities

- Self-study of section 1.2 of the Guidelines
- Presentation of some theoretical background and concepts of Inclusive Pedagogies
- Brainstorming
- Audience participation/collaborative space reflection activities
    - Activity 1.4.1.: Word cloud on the main premises of inclusive pedagogy
- Collaborative activities in lesson and activity design
    - Activity 1.4.2.: Collaboratively identify examples of activities under UDL principles and guidelines (wiki)
    - Activity 1.4.3: Collaboratively reflect on own lesson planning, and correlate UDL checkpoints with identified barriers
    - Activity 1.4.4: Collaboratively (re)Design learning activity by implementing UDL and differentiation - suggest the use of technology and map to UDL guidelines

4.4   Description of the session

In this session, learners will become familiar with inclusive pedagogies (drawing on the work of Lani Florian) and the differences between inclusive pedagogy and inclusive practices and approaches. The trainer facilitates the discussion around the main premises of inclusive pedagogy and helps participants to identify those in reflecting on the principles of inclusive education (highlighted in Session 1) and learning design in early childhood education (highlighted in Session 3). Further, learners will get familiar with the principles and guidelines of Universal Design for Learning framework (drawing on the work of CAST) as well as Differentiated Instruction (drawing on the work of Tomlinson). For deeper understanding of these principles learners will be supported through activities of identifying elements of UDL in their own learning design (reflecting on their own lesson plans and students' case studies), make links to possible barriers to inclusive education and suggest solutions for universally designed learning activities with the use of technology. This will lead to a suggestion of a prototype that can be later developed in Module 4.

4.5   Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or subsistuted by localized and contextualised resources.

- M1_S4_Inclusive pedagogies_ppt.
- M1_S4_Activity_1.4.1_Mentimeter_activity
- M1_S4_Cast_UDL_planning_document
- M1_S4_UDL_Theory_and_practice_e-book
- M1_S4_CAST_UDL_Guidelines_and_CheckPoints
- M1_S4_UDL_Graphic_Organizer_Guidelines_Checkpoints
- M1_S4_SKATE_Guidelines_section_1.2.
- M1_S4_Activity_1.4.2_Jigsaw_method_identify_UDL
- M1_S4_Lesson plans (bring your own - the one used in Session 2)

- M1_S4_Lesson_Plans_example
- M1_S4_Activity_1.4.3_Template_Evaluate_Lesson_Plan
- M1_S4_Activity_1.4.4_Template_of_Lesson_Plan_Activity_Prototype
- Additional Material:
  - Video_UDL_Engagement Strategies Principle [link: https://www.youtube.com/watch?v=cmBsE4LX8NM]
  - Video_UDL_Representation_Strategies [link: https://www.youtube.com/watch?v=9TVKGvnGPoA&t=2s]
  - Video_UDL_Action_and_Expression_Strategies [link: https://www.youtube.com/watch?v=H66jHEiGNLQ]

4.6   Feedback

In this session feedback to participants will be provided by peers through the collaborative jigsaw method Activity 1.4.2. Also possible in Activities 1.4.3 and 1.4.4. In addition feedback will be provided through discussions on brainstorming and reflection activities.