



# INTRODUCTION TO INCLUSIVE PEDAGOGY

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<http://edulaweu.eu>



## Principles of inclusive education

Part 1

Part 2

Part 3

## Principles of inclusive education

**Part 1  
Introduction**

Basic assumptions

Key values

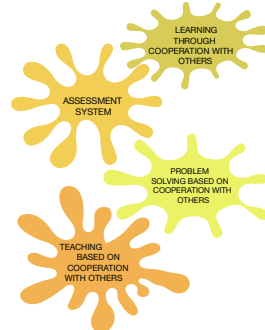
Individualisation

Diagnosis

**Part 2  
Competences of teachers**



**Part 3  
Delivering inclusive education**



## Principles of inclusive education

**Part 1  
Introduction**

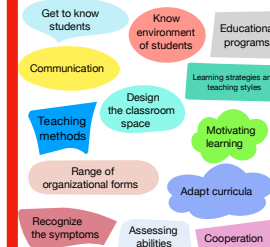
Basic assumptions

Key values

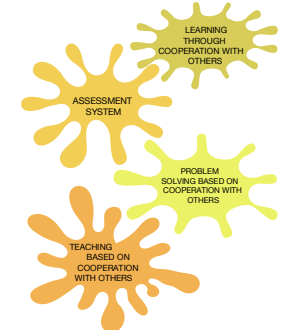
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**Part 2  
Competences of teachers**



**Part 3  
Delivering inclusive education**

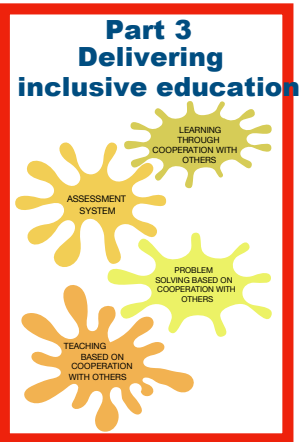


# Principles of inclusive education

## Part 1 Introduction

- Basic assumptions
- Key values
- Individualisation
- Diagnosis

## Part 2 Competences of teachers



## Part 1 Introduction

- Basic assumptions
- Key values
- Individualisation
- Diagnosis

## Part 2 Competences of teachers

## Part 3 Delivering inclusive education



### Basic assumptions of inclusive education

- All children have a right to education

Basic assumptions



### Basic assumptions of inclusive education

- All children have a right to education
- All children are respected equally, regardless of their age, gender, origin, and disability

Basic assumptions



### Basic assumptions of inclusive education

Basic assumptions

- All children have a right to education
- All children are respected equally, regardless of their age, gender, origin, and disability
- Assess the needs of each child and meet their needs skillfully, using modern teaching methodologies



### A definition of inclusive education

Basic assumptions



### A definition of inclusive education

Basic assumptions

- Inclusive education is a school project that does not exclude students because of any of their characteristics



### A definition of inclusive education

Basic assumptions

- Inclusive education is a school project that does not exclude students because of any of their characteristics
- It is based on the understanding that all children are provided the support they need for their harmonious and sustainable development



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- "Inclusive education aims to remove all obstacles and barriers that stand in the way of **all children learning together**" (Long & Wood, Lindsay)

Basic assumptions



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- It is based on the understanding that all children are provided the support they need for their harmonious and sustainable development
- "Inclusive education aims to remove all obstacles and barriers that stand in the way of **all children learning together**" (Long & Wood, Lindsay)
- Inclusive education **prepares specialists in the field of support and guidance** of the development of a child with special educational needs, in accordance with its development potential (with disabilities, with comprehensive development disorders, with learning difficulties, with emotional and socially maladjusted disorders, at risk of maladjustment, highly gifted)

Basic assumptions



### Key values in inclusive education

- Valuing the **diversity of learners**: according to which differences between students are an advantage and not an obstacle in working with a group

Basic assumptions

Key values



### Key values in inclusive education

- Valuing the diversity of learners: according to which differences between students are an advantage and not an obstacle in working with a group
- **Supporting all students**: which means that you cannot focus on a specific group of students - each student has to make progress in their learning

Basic assumptions

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### Key values in inclusive education

- Valuing the diversity of learners: according to which differences between students are an advantage and not an obstacle in working with a group
- Supporting all students: which means that you cannot focus on a specific group of students - each student has to make progress in their learning
- **Cooperative attitude**: which comes down to shared responsibility for the learning outcomes, readiness to exchange experiences, as a team solving potential problems, cooperation between teachers as well as teachers and parents, and with management staff in a narrower and broader understanding of activities

Basic assumptions

Key values



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- **Individual professional development**: points to the need for the teacher's lifelong learning

Basic assumptions

Key values



### Inclusive education - individualisation

- Comprehensive **knowledge of the psychophysical abilities** of the student

Basic assumptions

Key values

Individualisation



### Inclusive education - individualisation

- Comprehensive knowledge of the psychophysical abilities of the student
- Preparation of the **social environment of the class** to accept and function of a student with special needs

Basic assumptions

Key values

Individualisation



### Inclusive education - individualisation

- Comprehensive knowledge of the psychophysical abilities of the student
- Preparation of the social environment of the class to accept and function of a student with special needs
- **Organizational skills** of the teacher

Basic assumptions

Key values

Individualisation



### Inclusive education - individualisation

- Comprehensive knowledge of the psychophysical abilities of the student
- Preparation of the social environment of the class to accept and function of a student with special needs
- Organizational skills of the teacher
- **Changing the teacher's work style** - introducing innovative solutions

Basic assumptions

Key values

Individualisation



### Inclusive education - individualisation

- Comprehensive knowledge of the psychophysical abilities of the student
- Preparation of the social environment of the class to accept and function of a student with special needs
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- Analysis and **adaptation of the core curriculum** to the individual needs and abilities of the student (adaptation of the teaching program)

Basic assumptions

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Individualisation



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- **Cooperation** with parents

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- Providing specialist and therapeutic classes
- Cooperation with parents
- **Adapting techniques, methods and forms of work** to the limitations and dysfunctions of students and their diversification

Basic assumptions

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Individualisation



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- **Individualization** of the education process

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- Individualization of the education process
- Enabling collaborative learning

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- Individualization of the education process
- Enabling collaborative learning
- Taking into account the needs of each student

Basic assumptions

Key values

Individualisation



### Diagnosis in inclusive education

Basic assumptions

Key values

Individualisation

Diagnosis



### Diagnosis in inclusive education

- Identifying special educational needs related to:
  - Identifying the educational needs and conditions of educating students with special needs
  - Knowledge and the ability to use reliable tools to diagnose special needs

Basic assumptions

Key values

Individualisation

Diagnosis





### Diagnosis in inclusive education

- Identifying special educational needs related to:

Basic assumptions

Key values

Individualisation

Diagnosis



### Diagnosis in inclusive education

- Identifying special educational needs related to:
  - intellectual disability, visual and hearing impairment, the presence of chronic disease, multiple disabilities

Basic assumptions

Key values

Individualisation

Diagnosis



### Diagnosis in inclusive education

- Identifying special educational needs related to:
  - intellectual disability, visual and hearing impairment, the presence of chronic disease, multiple disabilities
  - social maladjustment, including the risk of social maladjustment, behavioral and emotional disorders, pervasive development disorders, movement, communication and language skills disorders

Basic assumptions

Key values

Individualisation

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  - adaptation difficulties related to cultural and religious differences, the situation of the parent's or both parents' emigration

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  - adaptation difficulties related to cultural and religious differences, the situation of the parent's or both parents' emigration
  - talents, outstanding abilities of students

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  - any other that may arise in educational situations temporarily or permanently, including building a focus on the diagnosis of non-specific needs

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- Identifying the educational needs and conditions of educating students with special needs
- Knowledge and the ability to use reliable tools to diagnose special needs

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## Principles of inclusive education

### Part 1 Introduction



### Part 2 Competences of teachers



### Part 3 Delivering inclusive education

### Inclusive education - a challenge for the competences of teachers



To create and develop individual educational programs as well as individual educational and therapeutic and upbringing programs, including formulating goals, determining educational and therapeutic requirements and indications, support areas, program evaluation, monitoring their implementation and modifying work in a diverse group requires:

Get to know students

### Inclusive education - a challenge for the competences of teachers

To create and develop individual educational programs as well as individual educational and therapeutic and upbringing programs, including formulating goals, determining educational and therapeutic requirements and indications, support areas, program evaluation, monitoring their implementation and modifying work in a diverse group requires:

- Getting to know students, their ways of functioning in the class, roles, relationships of students in the school class, in the peer group, the phenomenon of informal groups, determinants of their formation and consequences

Get to know students

Know environment of students

### Inclusive education - a challenge for the competences of teachers

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Communication

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- Getting to know the environmental situation of students, problems of their families, actively seeking forms of support for the child's / student's family and providing support
- Communication process and communication patterns, communication barriers, their conditions, symptoms, communication in conflict situations

Get to know students

Know environment of students

Communication

Learning strategies and teaching styles

### Inclusive education - a challenge for the competences of teachers

- Learning the learning strategies and teaching styles in order to match them to the diverse needs of students

Get to know students

Know environment of students

Communication

Design the classroom space

Learning strategies and teaching styles

### Inclusive education - a challenge for the competences of teachers

- Learning the learning strategies and teaching styles in order to match them to the diverse needs of students
- Ability to design the classroom space, use appropriate teaching aids, textbooks, teaching aids, specialized tools enabling the implementation of the content of education, their adaptation and selection to the diverse needs of students

**Inclusive education - a challenge for the competences of teachers**

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- Ability to use conventional and unconventional teaching methods, their adaptation to the needs of students
- Use of a **wide range of organizational forms** of education, including unconventional forms based on mutual learning and cooperation between students

**Inclusive education - a challenge for the competences of teachers**

- **Ability to adapt the curricula and educational content** to the needs and abilities of students

Inclusive education - a challenge for the competences of teachers

- Ability to adapt the curricula and educational content to the needs and abilities of students
- Assessing the diverse abilities of students, maintaining the motivating function of assessments, building an adequate but also positive self-assessment of students

Inclusive education - a challenge for the competences of teachers

- Ability to adapt the curricula and educational content to the needs and abilities of students
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- Cooperation between teachers, specialists, parents, education managers and pedagogical supervision

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- Ability to recognize the symptoms of emerging educational and didactic problems, to develop prophylactic programs in this area, as well as to correct them when problems arise

Inclusive education - a challenge for the competences of teachers

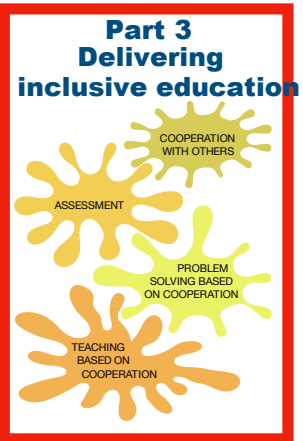
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- Cooperation between teachers, specialists, parents, education managers and pedagogical supervision
- Ability to recognize the symptoms of emerging educational and didactic problems, to develop prophylactic programs in this area, as well as to correct them when problems arise
- Developing educational programs focused on the needs of the student, class, school community, with their coordination, monitoring, evaluation and modification

# Principles of inclusive education

## Part 1 Introduction

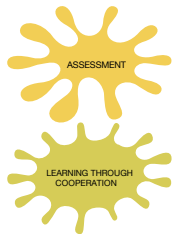


## Part 2 Competences of teachers



Inclusive education - How to deliver it?

- **ASSESSMENT SYSTEM** (supporting the learning process, does not stigmatize students or have negative consequences for students)
  - equal and fair assessment of all students
  - setting clear requirements tailored to the needs and capabilities of students
  - giving a sense of security by accepting mistakes, which are treated as an important stage in the learning process



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  - giving a sense of security by accepting mistakes, which are treated as an important stage in the learning process
- **LEARNING THROUGH COOPERATION WITH OTHERS** (students help each other in different ways - with flexible and well-thought-out division of students into appropriate groups)
  - learning about learning strategies in order to select them for the diverse needs of students
  - becoming a guide for the student in the process
  - encourage, support and provide feedback for the learner to develop, support and motivate



Inclusive education - How to deliver it?

- **PROBLEM SOLVING BASED ON COOPERATION WITH OTHERS** (it takes into account the teacher's systematic work on the efficient management of students' activity during and after classes)
  - readiness to cooperate with parents and institutions that can support the teacher in improving work with students with various needs
  - supporting the learning process of each student at their individual pace
  - getting to know the environmental situation of students, problems of their families, actively seeking forms of support for the student's family and providing support



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  - supporting the learning process of each student at their individual pace
  - getting to know the environmental situation of students, problems of their families, actively seeking forms of support for the student's family and providing support
- TEACHING BASED ON COOPERATION WITH OTHERS** (according to this concept, the teacher develops a team system of activities involving the students themselves, their parents, peers and other teachers)
  - knowledge and practical use of assistive and alternative methods of communication
  - monitoring the development of students and the effectiveness of their own interactions
  - flexible approach to teaching, adapting curricula, education content to the needs and capabilities of students

## Principles of inclusive education

