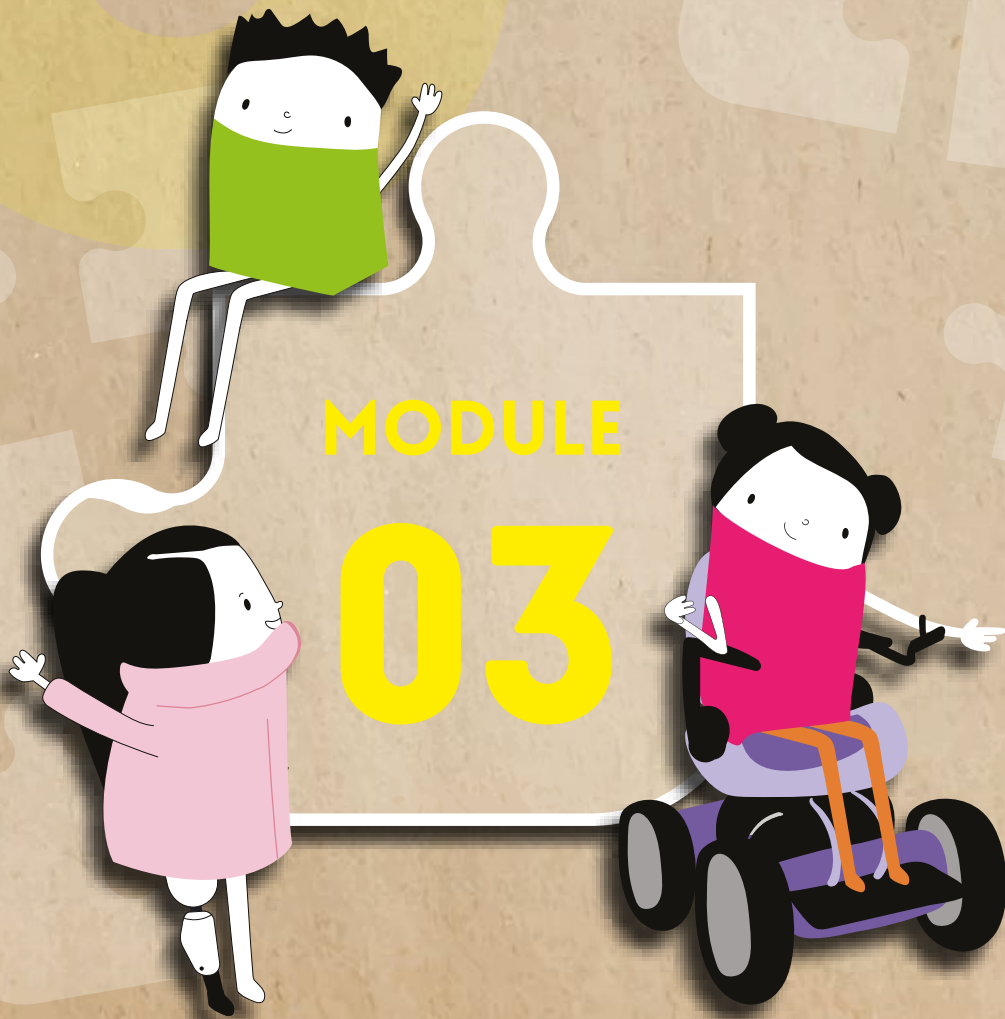


+ INCLUSIVE EDUCATION:
FROM REFLECTION TO ACTION

[GOOD PRACTICES MANUAL]

[AN INCLUSIVE] SCHOOL



MODULE 3

3. AN INCLUSIVE SCHOOL	56
3.1. DIMENSIONS FOR AN INCLUSIVE SCHOOL	58
3.1.1. Building a sense of community	58
3.1.2. Establish inclusive values	60
3.1.3. Developing a school for all	63
3.1.4. Organize support for diversity	65
3.1.5. Organize learning	66
3.1.6. Mobilize resources	68
3.2. RESOURCES FOR AN INCLUSIVE ECOSYSTEM	70
3.2.1. Multilevel approach	70
3.2.2. Universal Design for Learning	71
3.2.3. Learning Support Center	75
3.2.4. Systemic support structures	75
3.2.5. Learning Communities	76
3.3. A STRATEGIC PARTNERSHIP: SCHOOL – COMMUNITY – FAMILIES	78
APPENDIX 1 - EXAMPLE OF DECLARATION OF COMMITMENT AND INCLUSIVE VALUES	82
APPENDIX 2 - RESULTS OF FOCUS GROUPS	83
ADDITIONAL RESOURCES	86
BIBLIOGRAPHICAL REFERENCES	87

3. THE INCLUSIVE SCHOOL

When we talk about inclusion, according to UNESCO (2005) it is important to emphasise:

Inclusion is **interested** in:

- 👍 Accepting diversity.
- 👍 Benefiting all learners, not just those who are excluded.
- 👍 Admitting children who may feel excluded.
- 👍 Promoting equal access to education or making some provision for certain groups of children without excluding them.

Inclusion is **not interested** in:

- 👎 Reforming special education, but rather reforming both the formal and non-formal education system.
- 👎 Responding only to diversity, but improving the quality of education for all.
- 👎 Creating special schools, but providing additional support for pupils in the mainstream education system.
- 👎 Solving only the problems of children with a disability condition.
- 👎 Solving one child's problems at the expense of another child.

According to the *Guidelines for Inclusion - Ensuring Access to Education for All*, a move towards inclusive education is one which seriously attempts to promote quality in the classroom.

To achieve quality in education, changes are needed in the school on several levels:

1. Focus on flexibility and variation, both structurally and in content. To provide opportunities for a variety of working methods and individualised learning so that no pupil is left behind.

How to do this? By prioritising pupils' individual needs, interests and abilities.

*“School for All is, ... ,
a coherent but differentiated
place of learning.”
(UNESCO, 2005)*

2. Looking at differences as learning opportunities:

- Putting the learner at the centre does not mean that learners need to be taught separately to learn the school subjects and content. Individual adaptations can be made in the organisation of the classroom.
- Furthermore, the pupils can support each other according to their abilities and areas of strength.
- The and understanding of the teacher are the vehicles for building an inclusive and participatory society.

3. Quality in education is seen as much more than students' academic achievements. It is seen as a system where diversity and flexibility are seen as important factors for the personal development and growth of all students. Quality education implies the definition of strategies to overcome or eliminate barriers for the full participation of individuals.



3.1 DIMENSIONS FOR AN INCLUSIVE SCHOOL

Transition processes towards inclusion often start on a small scale and imply overcoming some obstacles, such as:

- Existing values and attitudes.
- Lack of understanding.
- Lack of necessary knowledge.
- Limited resources.
- Inadequate organisation.

Inclusion involves change. It is a continuous process of developing the learning and participation of all learners. It is an ideal to which all schools can aspire, but which will never be fully achieved. But inclusion happens as soon as the process of developing learning begins. An inclusive school is one that is on the move, developing along the following dimensions:



3.1.1 BUILDING A SENSE OF COMMUNITY

Teachers, parents, communities, school authorities, curriculum developers, teacher training colleges and educational entrepreneurs are some of the actors who can act as valuable resources in supporting inclusion. Some of them (teachers, parents and communities) are much more than a valuable resource. They are the key elements to support all aspects of the inclusion process. This implies a desire to accept and promote diversity and take an active part in students' lives, both inside and outside school. The best learning place for inclusion depends largely on the relationship between teachers, parents, other learners and society. Ideally, true inclusion should be implemented both in school and in society at large.

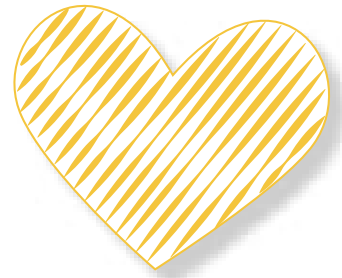
Discussion of a student's progress and difficulties should involve the student and his/her parents. Whatever success a child is taught at school, the involvement of the family, and in some cases the community, is considered indispensable if we are to ensure that what a child learns at school is applied at home and elsewhere in daily life.

Family and community members can be important resources - if informed, stimulated, empowered and prepared effectively. Efforts to guide and assist families in the work needed to support their children will never be wasted. It is often a great challenge to get the families of the most marginalised learners involved (UNESCO, 2005).

To build the sense of community, the following indicators are defined and measured:

- ♥ Everyone is welcome.
- ♥ Employees cooperate.
- ♥ Children help each other.
- ♥ Staff and children respect each other.
- ♥ Staff and parents/carers cooperate.
- ♥ Staff and managers work together.
- ♥ The school is a model of democratic citizenship.
- ♥ The school encourages an understanding of the connection between people around the world.
- ♥ Adults and children are responsive to a variety of gender modes.
- ♥ The school and local communities develop each other.
- ♥ Staff relate what happens in school to children's lives at home.

Creating inclusive cultures constitutes the 1st dimension of the Index for Inclusion. This dimension refers to creating safe, welcoming, collaborative, stimulating communities where everyone is valued. Shared inclusive values are developed and transmitted to all teachers, children and their families, management, surrounding communities and all others who work in and with the school. Inclusive culture values guide decisions about policy and practice at every point in time, so that development is coherent and continuous. Embedding change within the cultures of the school ensures that it is embedded in the identities of adults and children and is passed on to those coming into the school.(CSIE, 2011)



3.1.2 ESTABLISHING INCLUSIVE VALUES

Some studies have shown that the negative attitudes of teachers and adults (parents and other family members) are the biggest barrier to inclusion. children do not have prejudices until adults show them. (...) Shared values make co-operation possible, just as the lack of them makes working together difficult. (...) Changing attitudes implies significant changes in concepts and behaviour. Among other factors, this is the reason why it is so difficult to achieve change. (UNESCO, 2005)



Inclusion is mainly seen as putting inclusive values into practice. It is a commitment to certain values that explain the desire to overcome exclusion and promote participation. If it is not linked to deeply rooted values, then the attempt at inclusion may represent simple adherence to some fad or compliance with top-down instructions.

Values are fundamental guides and cues to action. They move us forward, give a sense of direction and define a destination. We cannot know if we are doing (or have done) the right thing without understanding the relationship between our actions and our values. Because all actions that affect others are underpinned by values. Each of these actions becomes a moral argument, whether we are aware of this or not. It is a way for us to say “it’s the right thing to do”. By developing a value system, we declare how we want to live together and educate each other, now and in the future.

Being clear about the relationship between values and actions is the most practical step we can take in education. It leads us to know what to do next and to understand the actions of others. In schools, this means linking values to the details of curricula, teaching and learning activities, interactions in teachers' rooms and playgrounds, and relationships between all children and adults, as well as families and community entities.

But upstream, "we undoubtedly need to challenge ethical values that are incompatible with inclusive education", some of the values of the traditional school (Rodrigues, 2018).

<p>Or we have the conviction that:</p> <ul style="list-style-type: none"> • Students are diverse and should be treated as such. • Participation is a fundamental value of citizenship for all actors in the school. • Traditional learning is no answer to the increased diversity of today's students. 	<p>...or we have the idea that:</p> <ul style="list-style-type: none"> • Homogeneity manages to convince that it is more effective. • Participation is too complicated and only slows down learning. • Students who want to learn must not be held back by those who do not want to learn.
---	--

This transition of values must be nurtured by everyday life. We need any step that is taken in the inclusive change of the school to be consolidated, to have sustainability, so that it becomes a cultural heritage of the school and is not discredited as an experience that "went well, but is over".

The 3rd Edition of the Index for Inclusion includes a list of values resulting from the discussion among all the countries that had implemented and evaluated the guidelines of this document.

All values are necessary for inclusive educational development, but five - **equality, participation, community, respect for diversity, and sustainability** - are the ones that can contribute most to establishing inclusive structures, procedures and activities in schools. The rights emanate from the valuing of equality, and have been included separately. However, it is important to recognise that all of these values affect structures, concern relationships and have a spiritual bond.

STRUCTURE	RELATIONS	SPIRIT
• Equality	• Diversity Respect	• Joy
• Rights	• No violence	• Love
• Participation	• Trust	• Hope
• Community	• Compassion	• Beauty
• Sustainability	• Honesty	
	• Courage	

Source: *Index for Inclusion Developing Learning and Participation in Schools, 3rd Edition (Brazilian Edition)*

The way these values work is developed in the online training +Including Education: From Reflection to Action.

The framework is not intended to be a prescription, but an invitation to dialogue. As people reflect together on the values that underpin their actions and those of others, and the ones they would like to adopt more consistently, they develop values literacy and become more adept at moral argumentation. This depends on a deep understanding and engagement with what values titles mean, and how they can influence action. Helping ourselves, other adults and children to analyse the values that underpin actions requires us to develop powers of reflection.

A negotiated value system can result from dialogue with teachers, children, families and school managers. It can be expressed and communicated with simple statements, such as the one presented in **Appendix 1 - Module 3**.

For a school to establish inclusive values, it should have as its goals (CSIE, 2002):

- ✓ Develop inclusive values that are shared.
- ✓ Encourage respect for all human rights.
- ✓ Encourage respect for the integrity of planet Earth.
- ✓ Understand Inclusion as the broadening of participation for all.
- ✓ Have high expectations for all children.
- ✓ Value all children equally.
- ✓ Combat all forms of discrimination.
- ✓ Promote non-violent interactions and problem solving.
- ✓ Encourages children and adults to feel good about themselves.
- ✓ Contribute to the health of children and adults.



It is also important to reflect on “how to influence the change of values and practices so that a traditional school, for some, becomes an equitable, receptive and positive institution for all?”

For this change, top-down or bottom up models of intervention are discussed. Top-down models seek to invest in the creation of a new ethic, new attitudes, new representations about school, students, women, actors and knowledge. Bottom up models advocate that it is changes in everyday life, in assessment, in the curriculum, in strategies, in the relationship that have best contributed to this change.” Undoubtedly, this transition of values must be nurtured by everyday life, in every classroom. (Rodrigues, 2018.p.)

3.1.3 DEVELOPING THE SCHOOL FOR ALL



The advantage of inclusion over special education has been demonstrated at various levels. Studies by both OECD and non-OECD countries indicate that students with disabilities achieve better educational outcomes in inclusive settings. Inclusive education also provides opportunities to create “social networks, norms of reciprocity, mutual assistance and increased trust”.

Special schools tend to perpetuate the segregation of people with disabilities, although for students with some types of disability, referral to high quality special schools may be more appropriate than “inclusion” in a mainstream school that does not guarantee meaningful interaction between students and staff.

Another option is to combine the two systems, inclusive and specialised, in a ‘twin-track approach’ in which parents and learners decide whether they initially want to opt for an inclusive mainstream or special school, with inclusive education only as a last resort (Nordstrom, R & Magrab, W. quoted in UNESCO, 2005).

It is important to clarify that Education for All does not automatically imply inclusion. Inclusion itself is primarily about reforming schools and ensuring that all children receive an adequate, quality education within those schools. Inclusion needs to be the fundamental philosophy across the various programmes if the goal of ‘Education for All’ is to be achieved (UNESCO, 2005).

The fundamental social transformation, which is the basis for a change in the school, requires self-training. The curriculum can be an instrument to foster tolerance and promote human rights. It is the means through which children are taught respect for people’s dignity and awareness of their responsibilities as national and global citizens. This knowledge can be a powerful tool to overcome cultural, religious and other differences and bring benefits to teachers, pupils and other members of society.



Developing a school for all presupposes (CSIE, 2002):

- The hiring and promotion of staff is done in a transparent and fair way.
- New staff are helped to adapt to the school.
- The school seeks to admit all pupils from its locality.
- The school seeks to have its physical space accessible to all.
- All new students are helped to integrate into the school.
- The school organises classes in order to give opportunity to all students.

According to Rodrigues (2018), the transition to effectively inclusive schools needs that:

- 👍 The School organizes itself to “see” the seeds of inclusion that sometimes blossom and are not valued or disseminated. It is necessary to “water” them.
- 👍 Pedagogical work and reflection in schools must be strengthened.
- 👍 Teachers become students of their teaching.
- 👍 The whole community is encouraged to put into practice what it considers to be right and should be done for the good of the students.

The author also recalls that “more than taking an extreme position on “whether one thinks this or that” each professional and stage of a dynamic field, sometimes contradictory, in permanent construction and always looking for balances.”

3.1.4 ORGANISING SUPPORT FOR DIVERSITY

Many curricula want all students to learn the same things, at the same time and using the same means and methods. But students are different and have different abilities and difficulties. Therefore, the curriculum must take into consideration the various needs of pupils in order to ensure 'success for all'. Some of the possible strategies are:

- Giving a flexible time margin for students to study certain subjects.
- Giving teachers greater freedom in choosing their working methods.
- Providing teachers with the opportunity to give special support in practical subjects (e.g. orientation and mobility) in addition to the periods reserved for more traditional subjects.
- Set aside time for additional support for classroom work.
- Emphasise aspects of pre-vocational training.

Furthermore, some steps can be taken **to make curricula more inclusive**. In this respect, the following questions should be considered:

- What human values are being developed through the curriculum, promoting inclusion?
- Are human rights and children's rights part of the curriculum? Do they refer to the co-existence of rights and responsibilities, and how are they taught?
- Are the contents of the curriculum important for the lives and futures of children?
- Does the curriculum take into consideration children's gender, cultural identity and mother tongue?
- Does the curriculum include environmental education?
- Are teaching methods child-centred and interactive?
- How are the results recorded/integrated in the curriculum review?
- How does the curriculum relate to national assessment systems?
- To what extent do education authorities take responsibility for checking the fit between school and curriculum reviews and negotiations?

Alongside flexible curricula, flexible teaching/learning methodologies should be adopted.



Organising support for diversity presupposes that (CSIE, 2002):

- 👍 All forms of support are coordinated.
- 👍 Training for professionals contributes to responding to the diversity of learners.
- 👍 Policies regarding “special educational needs” are clearly and objectively inclusion policies.
- 👍 Existing normative devices and technical-pedagogical guidance are used in order to reduce barriers to participation and learning for all students.
- 👍 Support for those who have their native language as a second language is coordinated with learning support.
- 👍 There is articulation between policies adopted to address behavioural and counselling issues and policies for curriculum development and learning support.
- 👍 The school adopts effective policies to minimise the exclusion of pupils for disciplinary reasons.
- 👍 Barriers preventing school attendance are reduced.
- 👍 Bullying is discouraged.

3.1.5 ORGANISING LEARNING

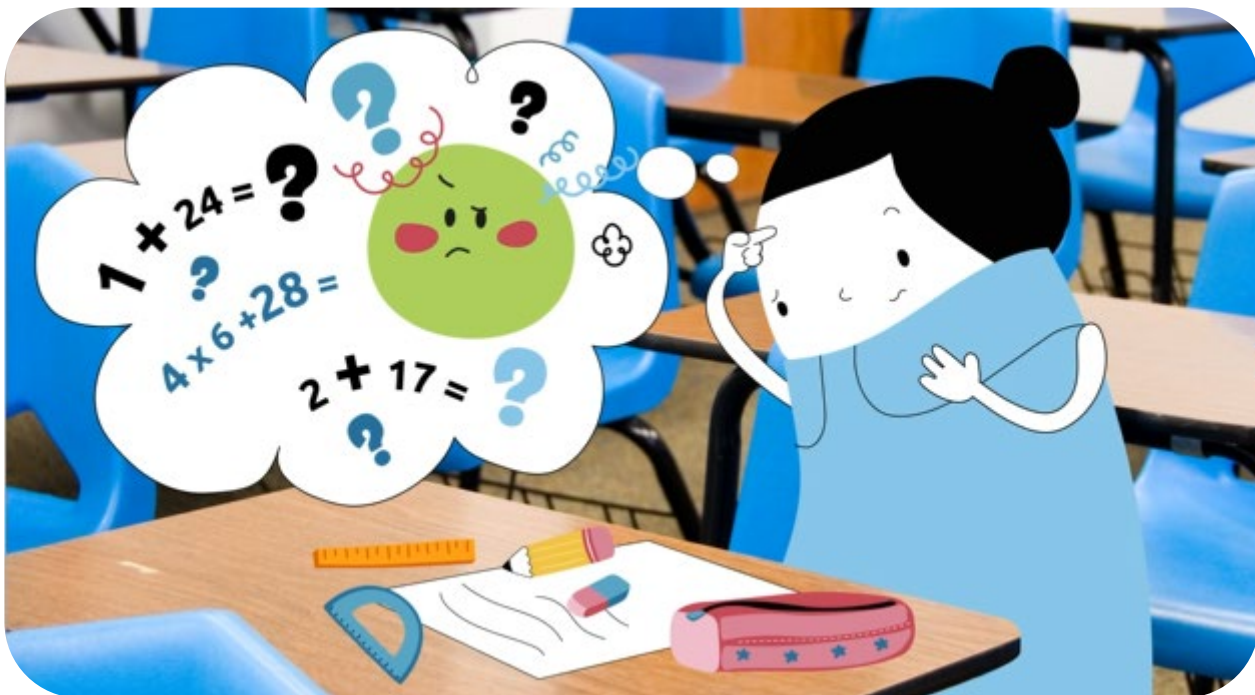
Looking at education through an inclusive lens means moving from seeing the child as a problem to seeing the education system as a problem. Early views which emphasised that the source of learning difficulties lay with the learner ignored the influence of the environment on learning. It is now strongly held that the reorganisation of mainstream schools in the community, through school development and with a focus on quality, ensures that all children can actually learn, even those who are flagged as having specific needs.

What implications do inclusive values have for the forms and content of what we learn and teach?

If values are about how we should live together, then the curriculum is about what we should learn to live well. After the last few editions of the Index were published, we sometimes credited it with setting out the implications of inclusive values for all aspects of the school, whether in the teacher’s room, the classroom, the playground, the relationships between all children and adults, or the way we teach and learn. But now we realised there was a big gap. We had failed to specify the implications of our value structure for the content of learning and teaching activities. (...)

Schools can be conceived as contributors in the education of communities, rather than monopolisers. Classrooms, as well as their four walls, can be understood to embrace the world. If these are our concepts, then the curriculum is for the education of communities, of all of us, not just children. It can express how we, adults and children alike, want to structure our learning and knowledge about the world, and so are not confined to schools or school years. (CSIE, 2011, p.)

Enriching learning with inclusive practices means linking learning to experience, locally and globally, as well as Rights and embedding sustainability issues. Learning is orchestrated so that teaching and learning activities become responsive to the diversity of young people in school. Children are encouraged to be active, reflective, critical learners and are seen as a resource for each other's learning. Adults work together so that everyone takes responsibility for the learning of all children.



The Index for Inclusion, although produced for English schools, has been adapted for use in many other countries and translated into over thirty-seven languages and encourages people to reflect on the relationship between teaching and learning. With due attention to children's learning experience, it is possible to bring what you teach closer to what you learn.

From an inclusive perspective, if learning activities are designed to support the participation of all children, the need for individual support diminishes. Support is provided when teachers plan lessons with all children in mind, recognising their different starting points, interests, experience and approaches to learning. Support for learning is also provided when children help each other.

According to CSIE (2002), learning:

- ☑ Teaching is planned with the learning of all pupils in mind.
- ☑ In lessons the participation of all students is encouraged.
- ☑ Learning activities promote understanding of difference.
- ☑ Pupils are actively involved in their own learning.
- ☑ Pupils learn by collaborating with each other.
- ☑ Assessment is concerned with the successful learning of all students.
- ☑ Classroom discipline is based on mutual respect.
- ☑ Teachers plan, teach and assess collaboratively.
- ☑ Support teachers are co-responsible for the learning and participation of all students.
- ☑ “Homework” contributes to the learning process of all students.
- ☑ All students participate in the activities carried out outside the classroom.

3.1.6 MOBILISING RESOURCES

Mobilising resources involves reducing barriers to learning and participation. When values are made clear and shared by the school communities, this becomes a great resource. It creates a common direction for development, shapes decisions and helps resolve conflicts. Inclusive values are thus constant catalysts for increased participation in learning and in the wider life of the school.

There are **always** more resources to support learning and participation than are actually used. There is a wealth of knowledge in the school about what impedes children’s learning and participation. One of the main purposes of the Index for Inclusion is to help schools tap into this knowledge. **The idea that diversity can be a resource for learning is transversal and evokes collaboration between all children and adults.** New curricula are expected to relate closely to children’s lives and the lives of people and their communities, and human and physical environments are expected to become resources for the curriculum.

There are some **INDICATORS** that can reveal whether the education system of a particular school is on the right track to evolve towards inclusion.

The Centre for Studies in Inclusive Education has developed and refined the Index for Inclusive Schooling (CSIE, 2003). The Index takes the social model of disability as its starting point, builds on good practice and guides work around a cycle of activities that guide schools through stages of remediation, research, development and evaluation:

- Pupils are called upon to take part in all issues and activities.
- Teaching and learning are planned with all pupils in mind.
- The curriculum fosters understanding and respect for differences.
- During lessons all pupils participate.
- A wide variety of teaching methods and strategies are used.
- Pupils feel they are successful in their learning.
- The curriculum seeks to develop understanding of different cultures.
- Pupils take part in assessment and accreditation systems.
- Learning difficulties are seen as opportunities for developing practice.

In the online training +Including Education - From Reflection to Practice, we invite you in this module to follow some of the exercises proposed by the Index to consolidate the theory and move on to practice in your school.

If you would like to improve your skills in how you can make your school more inclusive, we invite you to look at the questionnaires attached to the Index for Inclusion, translated into your country (or language), in order to assess the various indicators in one document. Please note that there are specific questionnaires for students and parents, so you may also use these tools to extend the analysis to your school community.



3.2 RESOURCES FOR AN INCLUSIVE ECOSYSTEM

The existence of different conceptualisations about inclusion, implies, when we look at Inclusive Education, considering the three dimensions that it incorporates:

- The ethical dimension, referring to the principles and values that are at its genesis.
- The dimension related to the implementation of educational policy measures that promote and frame the action of schools and their educational communities.
- The dimension concerning educational practices.

This section of the Good Practice Handbook aims to introduce some of these educational practices. These approaches presented here are a set of tools that should be considered in an integrated, articulated and flexible way, as support guides for the action of schools in the operationalisation of the diploma at community, school and classroom level. These are operationalisation tools for inclusive education, some of them adopted as a legal requirement in the educational policies of some countries such as Portugal.

3.2.1 MULTI-LEVEL APPROACH

The multi-level approach, understood as a comprehensive model of action, of educational scope at school level, aims at the success of all and each student through the organisation of an **integrated set of measures to support learning**. This approach is called multi-level in reference to the way learning support measures are organised by levels of intervention.

It is a model of school action, with actions and impacts expected on different stakeholders, in different spaces and at different levels of organisation and operation. In fact, it can be said that the multi-level approach is a model of action by all and for all.

The principles underlying the multi-level approach are the following:

- A comprehensive, holistic and integrated vision.
- A proactive and preventive approach
- An orientation towards the quality and efficiency of processes.
- A data-driven structuring of decision-making processes.



“A comprehensive, systemic-based vision is adopted, which recognises the complexity, multiplicity and interconnectedness of educational phenomena such as learning and behaviour. Thus, it simultaneously contemplates, in an integrated and articulated way, individual and contextual dimensions, i.e. the student and the educational contexts.” (DGE, 2018).

3.2.2 UNIVERSAL DESIGN FOR LEARNING

Universal design for learning responds to the need to organise universal measures geared towards all learners. **It is defined as a structuring and guiding model in the construction of accessible and effective learning environments for all learners,** constitutes an essential tool in classroom planning and action.

- It is a curriculum approach based on intentional, proactive and flexible planning of teaching practices, considering the diversity of students in the classroom.
- It recognises that the way each student learns is unique and singular.
- It is based on pedagogical practices which provide accessible opportunities and alternatives for all learners in terms of methods, materials, tools, support and forms of assessment, without changing the level of challenge and maintaining high learning expectations.
- It implies a flexible and personalised approach by teachers:
 - ♥ In the way they engage and motivate students in learning situations.
 - ♥ In the way they present information.
 - ♥ In the way they assess learners, allowing skills and knowledge acquired to be expressed in a variety of ways.

Universal design for learning rests on three basic principles, which support a set of guidelines for making classrooms more accessible for all learners:

1. Provide multiple means of engagement.
2. Provide multiple means of representation.
3. Provide multiple means of action and expression (DGE, 2018).

The following are the guidelines for each principle, according to the Practice Support Manual - Towards Inclusive Education (DGE, 2018).



UDL

-
Universal Design
for Learning

PRINCIPLE 1

Provide multiple means of engagement

(‘the why’ of learning)

Stimulate interest	Support effort and persistence	Self-regulation
<ul style="list-style-type: none"> • Provide options as to how this can be achieved, as well as the tools, learning contexts, support, sequence and time for completing tasks, etc. • Allow students to participate in the planning of classroom activities. • Involving students in setting their learning and behavioural goals. • Diversify activities and sources of information so that they are personalised and contextualised according to the pupils' individual pathways, culturally relevant, socially significant and appropriate to the age and competence of the pupil. • Plan activities where the outcomes are authentic, communicate with a real audience and reflect goals that are clear to students. • Provide tasks that allow for active participation, exploration and experimentation. • Include activities that promote the use of imagination to solve new and relevant problems or make sense of complex ideas in creative ways. • Cultivate a climate of acceptance and support in the classroom. • Use strategies which explain daily activities, routines and transitions between actions (posters, calendars, timetables). • Use alerts that can help students anticipate and prepare for new assignments and changes in activities and schedules. • Vary the level of sensory stimulation, the pace of work, the timing and sequence of activities. 	<ul style="list-style-type: none"> • Provide periodic reminders, reminding you of the targets to be achieved. • Set short-term objectives that enable long-term goals to be achieved. • Differentiate the degree of difficulty and complexity of tasks. • Promote student involvement in discussion about assessment. • Vary the degree of freedom and the level of performance deemed acceptable. • Emphasise process, effort and progress in meeting the required learning goals as an alternative to assessment and competition. • Use flexible working groups and cooperative learning, with well-defined objectives, roles and responsibilities • Encourage and support opportunities for peer-to-peer interactions and mutual support. • Make explicit the intended results of the work carried out in the group (clear and explicit guidelines, standards, criteria). • Provide mastery-oriented feedback with a focus on effort and persistence rather than innate abilities. • Provide informative rather than comparative feedback. 	<ul style="list-style-type: none"> • To present instructions, reminders and guides that facilitate self-regulated objectives, increasing the time for task orientation in the face of distractions, increasing the frequency of moments of self-reflection and self-enhancement. • Provide tutors to model the process of setting appropriate targets, taking into account strengths to be improved. • Support initiatives that promote self-reflection and the identification of personal goals. • Providing differentiated role models, support and feedback for managing frustration, developing self-control and promoting challenge management skills, managing negative judgements and focusing on innate skills. • Use real-life situations to demonstrate skills in managing challenging difficulties. • Create opportunities to visualise progress that allow changes to be monitored over time.

PRINCIPLE 2.

Providing multiple means of representation

(“what” of learning)

Considering That Learners Differ in the way they comprehend things, there is no one ideal medium of representation for all learners. Each class is made up of students whose characteristics such as, cultural background, understanding of information , ways of understanding , privileged ways of accessing and processing information (auditory, visual, kinaesthetic), inform their different needs to access knowledge. Thus, to make information accessible, it is essential to provide multiple options related to the presentation of information.

Perception	Language, mathematical expressions and symbols	Understanding
<ul style="list-style-type: none"> • Presenting Information in different sensory modalities (visual, auditory, tactile). • Provide visual and non-visual alternatives for presenting information. • Presenting information in adaptable formats (enlarge font size amplify sound). 	<ul style="list-style-type: none"> • Association Of Vocabulary, labels, icons and symbols with alternative forms of representation (e.g. prior teaching of vocabulary and symbols, use of hyperlinks, footnotes and illustrations in texts). • Provide alternative representations that clarify or make more explicit the syntactic or structural relations between the various elements of meaning (e.g., highlighting sentence connectors, indicate the links between ideas in a concept map). • Support the decoding of texts, mathematical notations and symbols. • Providing Translation Alternatives for students whose mothertongue isn't Portuguese (e.g., using translation tools, incorporating translation aids, etc.). • Translation tools, incorporate visual aids for vocabulary clarification). • Present Alternatives Such as illustrations, images, interactive graphics to make the information more understandable. 	<ul style="list-style-type: none"> • Anchor Instruction in culturally relevant prior knowledge. • Use different ways of organising information (e.g. conceptual maps). • Foster Connections Between The Various curricular areas. • Highlight patterns , critical points , key ideas and connections, through clues and support that enable students to pay attention to essential information rather than incidental information (e.g,schemata, concept map , using multiple examples to emphasise relevant aspects). • To guide the processing of information , visualization and manipulation (e.g., presenting information in a progressive, sequential way), break down information into smaller elements, eliminate ancillary information).(e.g. presenting information progressively and sequentially, breaking down information into smaller elements, eliminating extraneous information). • To provide explicit and supported situations for generalized learning to translate into practical situations.

PRINCIPLE 3.

Providing multiple means of action and expression

(“the how” of learning)

This principle assumes that learners differ in the ways they can participate in learning situations and express what they have learned. For Example, the performance of handwriting activities for some students with motor impairments maybe a barrier to their participation and learning. Other students who have organizational difficulties will need different learning supports. Therefore, it is necessary that teachers enable the use of diverse processes and means to enable participation in learning situations,as well as the manifestation of the competences learned. In this context, the assessment process of students should adapt , both in the way each one engages in learning and with the way they reveal what they have learned.

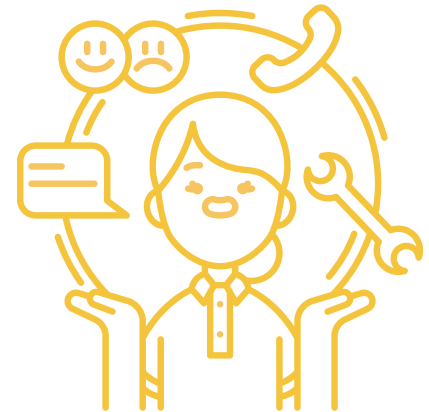
Physical activity	Expression and communication	Executive functions
<ul style="list-style-type: none"> • Provide Alternatives to motor response skills (<i>e.g., alternatives to using a pen and/pencil, alternatives to controlling a mouse</i>)(<i>and/or pencil, alternatives for controlling the mouse</i>). • Provide Alternatives in terms of rhythm, speed and extent of motor action. • Optimise Access to support tools and products. 	<ul style="list-style-type: none"> • Use different media for communication (<i>e.g. written language, spoken language, drawing music, visual arts, etc.</i>). • Use social networks and interactive web tools (<i>e.g. discussion forums, chats, etc.</i>). • Use manipulative materials. • Use tools for converting written material into spoken language and vice-versa, spell checkers, grammar checkers, calculators. • Using web applications (<i>e.g. wikis, blogs, animation and presentation</i>). • Provide Differentiated Models as a reference for students. • Provide Differentiated And Personalised feedback. • Provide multiple examples with innovative solutions to real problems. 	<ul style="list-style-type: none"> • To provide support for the establishment of challenging and realistic goals, resources and associates degrees of difficulty according of effort. • Provide Guides And Checklists to support goal setting. • Integrate Reminders to support planning and strategy development (<i>e.g., "stop and think" before acting, show and explain work, think aloud</i>). • Provide Checklists And Templates for planning a project in order to understand the problem, prioritising, sequencing and • Provide support for breaking down long terms goals into achievable short term goals. • Providing Explicit, specific and timely feedback to support self-regulation of learning (<i>e.g. use reflection-orientation questions,using differentiated self and co-evaluation strategies</i>).

“The classroom application of the three stated principles contributes to the creation of accessible and challenging learning environments for all learners and should therefore be considered in lesson planning.” (DGE, 2018)

3.3.3 LEARNING SUPPORT CENTRE

The learning support centre constitutes a **support structure of the school, aggregating the human and material resources, knowledge and competences of the school**, which aims to:

- Support the inclusion of children and young people in the group/class and in the routines and activities of the school.
- To promote and support the access to training, higher education and integration in post-school life.
- To promote and support the access to leisure, social participation and autonomous life.



In Portugal, it works in a logic of inclusion support services and is part of the continuum of educational responses made available by the school. One was created by each school grouping, as an integral part of the schools' autonomy framework.

“The action of this centre is organised along two axes:

1. Support to the teachers responsible for the groups or classes and.
2. Complementarity, ... , to the work developed in the classroom or in other educational contexts.

The first of these axes requires close collaborative work which may include the joint planning of activities, the definition of appropriate strategies and materials, among others, which promote learning and participation in the context of the class to which the students belong.

It also includes more specific dimensions such as collaboration in the definition of significant curricular adaptations, in the organisation of the process of transition to post-school life, in the development of structured teaching methodologies and strategies, as well as in the development of personal and social autonomy competences.

The support to school professionals is also of great importance. Sometimes, information that seems irrelevant can make all the difference.”(DGE, 2018)

3.3.4 SYSTEMIC SUPPORT STRUCTURES

The strong evidence of the contributions of teamwork, where all elements have a common goal and master the structuring tools, is determinant for the success of inclusive education.

A **multidisciplinary team** to support inclusive education, with a diverse composition, is a specific organisational resource to support learning. The multidisciplinary team has a set of tasks and competences to support the **operationalisation of inclusive education**:

on the one hand, to propose support for its implementation and respective follow-up and monitoring of the effectiveness of learning support measures.

on the other hand, it is responsible for advising teachers on the implementation of inclusive teaching practices, monitoring the learning support centre and raising awareness of the educational community about inclusive education through various actions.

This multidisciplinary team can function as the core of an articulated system of networking between different partners, whether they be in the field of education or health. For example: the multidisciplinary team supporting inclusive education may request the collaboration of the school health team, whenever necessary, in order to build a participatory, integrated and effective approach.

This team also has

a crucial role in raising awareness of inclusive education by ensuring that the school adopts a strategic vision, mission, principles and values oriented towards inclusion. The dynamization of spaces for reflection and training, involving the whole educational community, as well as the identification of coherent and well-founded practices already developed by the pedagogical teams of the school can constitute an enabling means for inclusive practices. (DGE, 2018).

3.3.5 LEARNING COMMUNITIES

In Professional Learning Communities (PLC: Professional Learning Communities) a competency framework for inclusion is suggested, which invites teachers and other professionals to:

- Discuss and illustrate the meaning of inclusion, the values underpinning inclusion and the skills needed to enact and sustain inclusive education.
- Share practice and skills.
- Map the development of teams for inclusion.

The aim is to elevate professional learning beyond training, **empower school staff to teach inclusively**, adopt a whole-school perspective and develop a professional vision for inclusion.

Inclusive professional learning communities can raise awareness of the 'vices' in schooling, i.e. the established structures and mechanisms of the system that tend to reproduce inequalities. From there, teachers and other professionals can begin to redefine structures and collaboration, free from what was previously considered impossible.

Forming or integrating professional learning communities for inclusion, which include, for example, school working groups in addition to school staff, and also include university teacher training, postgraduate programmes, parent/family associations and other local community service providers, has been shown to be good practice, according to the European Agency for Special Needs and Inclusive Education.

POR EXEMPLO

The multidisciplinary support team for Inclusive Education may request the collaboration of the school health team, whenever necessary, with the aim of building a participatory, integrated and effective approach.



It has even developed the [TPL4I project](#) - *Teacher Professional Learning for Inclusion* which proposes to explore key aspects of teacher education and **how teachers can be effectively prepared to include all learners**. The Agency aims to include all its member countries in the project, exploring national policies on teacher professional learning for inclusion.



[INCLUD-ED](#) is also a research project, coordinated by the Centre for Research on Theories and Practices of Overcoming Inequalities (CREA) at the University of Barcelona, to **identify successful actions that contribute to overcoming school failure and dropout**, as well as overcoming the associated risk of exclusion in other areas such as employment, health, housing and political participation. One of the Examples of Successful Executive Action were the Learning Communities created, which help to achieve the goal of school success for all students.



3.3 A STRATEGIC PARTNERSHIP: SCHOOL - COMMUNITY - FAMILIES

Inclusive education is in essence a plural space, not only in learning, but also in the collection, consideration and implementation of contributions from all stakeholders. Without creating communities available to effectively listen to the other, it will not be possible to rebuild the school for the 21st century, (...) rethink the motivations, strategies, mission and purposes of the school in a technological, unequal, complex society. It is necessary to create a school that is a participatory learning community, that is, where all people, including those who traditionally have less power (students, parents of lower social status, auxiliary staff, etc.) are heard and their opinion considered for decisions that affect the institution. (Rodrigues, 2018, p.)



For this strategic partnership to be built the opening of channels of expression, dialogue, negotiation, participation, decision, monitoring of educational processes is fundamental.

According to Rodrigues (2018):

(...) working on education and inclusion is to assume the logic of possibility and not the logic of certainty. And to think what possibilities collaborative work, the voice of the students, innovation of strategies, new approaches to curriculum management, a different organization of the school, a different relationship of the school with the family and the community, in short.... This path is not to be walked alone. But who is at our side in this uncertainty, in this imperfection? They will be, certainly, all those who want to, all those we can captivate to take advantage of what we have and to raise the voice to claim what is essential for us to walk towards a better imperfection.

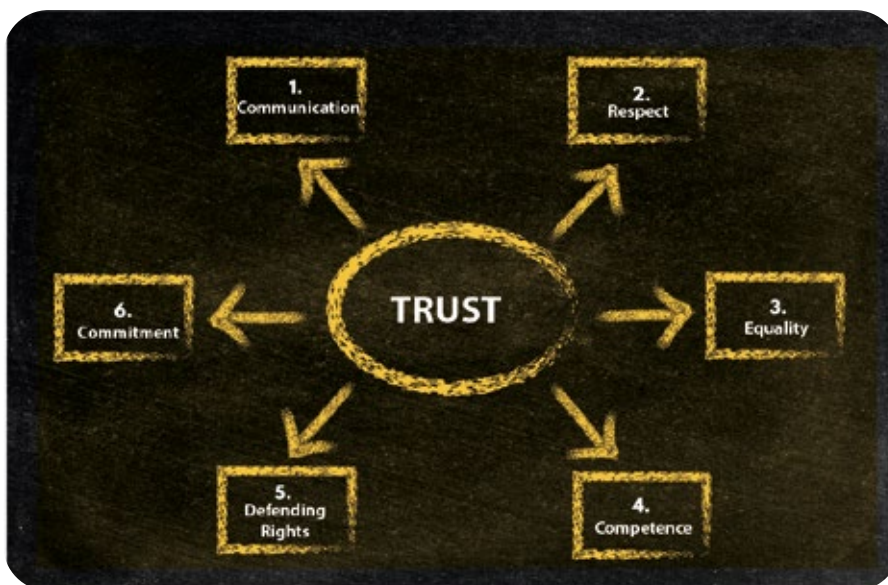
The function of Inclusive Education is therefore to lead the education system to create values and models of intervention that lead the whole school community to take ownership of tools that allow everyone to participate and feel a sense of belonging to different communities in effective conditions of equality.

Teachers, parents, communities, school authorities, curriculum advisors, teacher training colleges and educational entrepreneurs are some of the actors who can act as valuable resources to support inclusion. Some of them (teachers, parents and communities) are much more than a valuable resource. They are the key elements to support

*In order to get to know the different perspectives on Inclusion in Portugal, several Focus Groups were carried out under their remit of this project. These are presented in **Appendix 2 of this module.***

all aspects of the inclusion process. This implies a desire to accept and promote diversity and take an active part in students' lives, both inside and outside school. The best learning place for inclusion depends largely on the relationship between teachers, parents, other learners and society. **Ideally, true inclusion should be implemented both in school and in society at large.**

However, such a symbiosis between school and society only rarely exists. Therefore, it is the mainstream teacher who bears the main responsibility for the students and their learning on a daily basis. ... Whatever success a child is taught at school, the participation of the family, and in some cases the community, is considered indispensable if it is to be ensured that what a child learns at school is applied at home and in other places of daily life. Family and community members can be important resources - if informed, stimulated, empowered and prepared effectively. (UNESCO, 2005)



It can be seen from the available literature that developed countries have a lot to learn from less developed countries in this respect. Through UNESCO's Inclusive Schools and Community Support Programmes initiative, it is possible to see several practical examples of how countries with fewer resources have achieved effective inclusive education through community involvement in removing barriers and working cooperatively.

[Ann Turnbull](#) and her colleagues in the United States **have defined family and professional partnerships** as: 'Relationships in which families and teachers are trusted allies and share their knowledge and resources with each other'.

If partnerships are so important, what needs to happen for partnerships to work? to support work and reflection on partnerships, Turnbull and her colleagues have developed partnership principles.

There are **six key principles** in partnership development, **with trust being the cornerstone** that connects all these principles:

1. COMMUNICATION

Communicate openly and honestly with families in an environment that is comfortable for them. Some examples of how you can do this is to check with families how they want to receive messages from you about their children. Do they prefer phone calls, emails, letters, text messages or face-to-face conversations?

Try not to communicate with families only when you have bad news about the student. This can cause them to fear or avoid connecting with you.

Consider how you can also quickly and easily communicate positive messages, strengths and successes of the student to the family.

2. RESPECT

Treat families with dignity and acceptance. Consider how you can create a respectful environment for families. Think about the content you present or the activities you do in the classroom. How can you structure them to honour and include students from different backgrounds, for example?

Try to help families see students' unique strengths, rather than just focusing on deficits.

Also respectfully, try to acknowledge that families may experience many circumstances that you may not even know or understand. Ex: Don't assume that the least involved families don't care about their student's education. Maybe they can't take the time off work, they can't afford the same materials as other families, or they just don't know what they could do to be more involved.

3. EQUALITY

To practice equality with families try to recognise them as a member of the team working towards student outcomes.

Share power and work together. Often it can feel that there is a certain hierarchy between teachers and families with teachers holding the power related to the child's education.

When communicating with families, value their opinions and recognise them as experts on their own child. It is important to value the family as people who may have knowledge or ideas that can complement your own experience as an educator.

4. COMPETENCE

Make sure you are highly qualified in your field. Continue to learn and grow and have high expectations. Be a lifelong learner. Make sure you have the necessary skills to educate the student. If there are specific skills you don't already have, such as knowledge about certain assistive technologies, try to get more training or approach experts who can help you.

5. ADVOCACY

To practice "advocacy" with families, focus on coming up with the best solution for the student. Sometimes the family can feel like they are alone in advocating for the student's best interest, and it is often a breath of fresh air for an educator or related professional to go the extra mile and voice their opinions on what is the best solution for students.

6. COMMITMENT

Be available and consistent. To build a trusting partnership with families, you need to demonstrate that you are committed to them. Showing families that you are fully there for them and their children will have a lasting effect on everyone involved. Avoid trying to get families to lower their expectations of their children or to be realistic about what their children can and cannot do. Instead, encourage families to imagine the possibilities and then strive to be creative in jointly developing solutions or ways to realise those expectations.

Adequate parental involvement is a predictor of their children's success in school, especially in improving social skills and behaviour. The following is a framework for analysing family and community involvement translated and adapted from *Strategies for inclusion and social cohesion in Europe from education. INCLU-ED. University of Barcelona for the Practice Support Manual - Towards Inclusive Education (DGE, 2018).*

FAMILIES AND COMMUNITY PARTICIPATION	
LESS likely to achieve school success and family participation:	MORE likely to achieve school success and family participation:
<ul style="list-style-type: none"> • Parents are informed about school activities, school functioning and decisions already taken. • Parents do not participate in school decisions. • Parent meetings consist of informing families of these decisions. 	<ul style="list-style-type: none"> • Community members participate in decision-making processes. • Families and community members monitor the school's accountability for educational outcomes.
<ul style="list-style-type: none"> • Parents have limited impact on decision making. • Participation is based on consultations with families. • They participate through the school's statutory entities. 	<ul style="list-style-type: none"> • Families and community members participate in students' learning processes. • Families and community members participate in evaluating programs and curriculum. • Families and community members participate in student learning activities. • Families and community members participate in educational programs.

Finally, a checklist is presented, translated and adapted from Booth and Ainscow, 2002 by DGE for the preparation of the Practice Support Manual - Towards Inclusive Education (2018). It is intended as a support for reflection and evaluation, by the school, regarding the existence of a culture of involvement:

VERIFICATION LIST	
• Are parents knowledgeable about school policies and practices?	<input type="checkbox"/>
• Do parents know the priorities of the school's educational project?	<input type="checkbox"/>
• Do parents have an opportunity to participate in decisions made about the school?	<input type="checkbox"/>
• Are the difficulties and fears that some parents have in contact with the school and meetings with teachers recognized and measures taken to overcome them?	<input type="checkbox"/>
• Are there different possibilities for parents to get involved in school work?	<input type="checkbox"/>
• Are there diversified opportunities for parents to discuss their child's progress and concerns?	<input type="checkbox"/>
• Are the different contributions parents can make to the school equally valued?	<input type="checkbox"/>
• Do teachers value the knowledge that parents have about their children?	<input type="checkbox"/>
• Do teachers encourage the involvement of all parents in their children's learning?	<input type="checkbox"/>
• Do parents feel that their concerns are really considered by the school?	<input type="checkbox"/>

APPENDIX 1

EXAMPLE OF DECLARATION OF COMMITMENT AND INCLUSIVE VALUES

IN OUR SCHOOL:

- We want everyone to be treated fairly and to feel part of our community.
- We look after children and adults at school.
- We like to discover things about ourselves, what we have in common and what is different.
- We know that we are connected to others in the world through trade and because we share one planet.
- We care when people go hungry, suffer disease and poverty.
- We learn from each other and share our knowledge.
- We connect what we learn at home and at school.
- We solve problems by listening to each other and finding solutions together.
- We speak up when we see that something is wrong.
- We celebrate all the different plants and animals in the world.
- We try to save energy and avoid waste.
- We help to make our school and the world better places in which to live.

APPENDIX 2

RESULTS OF THE FOCUS GROUP

Five dimensions were discussed:

3. Concept of "Inclusion".
4. Challenges to the practice of Inclusive Education in Portugal.
5. What is fundamental for Inclusive Education?
6. What is really missing to achieve Inclusive Education?
7. What is missing for the school to be prepared for ALL?



1. CONCEPT OF INCLUSION

There was consensus that it is about:

- a. Granting opportunity to access school.
- b. Equal opportunities to access a quality inclusive education.
- c. However, there is no equality in the use of the tools made available by the school. Response and action (how to assess, how to intervene with the student) in the classroom context, which differs, depending not only on the teacher, but also on the students.
- d. Respecting the diversity present in the school environment.
- e. The idea that "Everyone has the right", to learn under the best conditions, in order to achieve success!

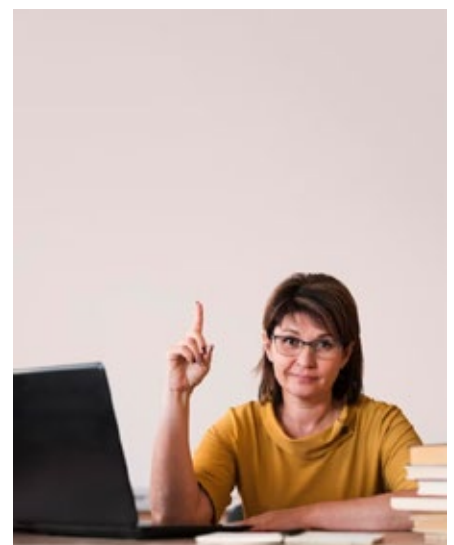
*For
Reflection:*

*"Could it be
that for many parents,
the fact that children have
access to school is not already a
success, a victory?"*

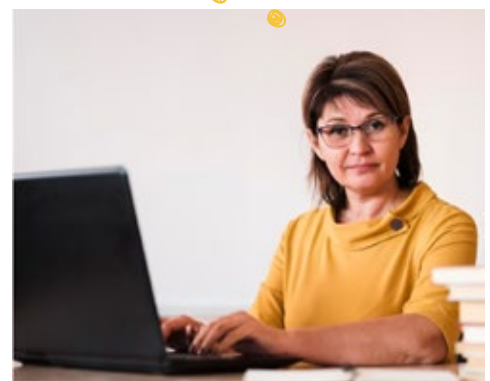
2. CHALLENGES IN THE PRACTICE OF INCLUSIVE EDUCATION IN PORTUGAL

The following barriers to the implementation of Inclusive Education were highlighted:

- a. Lack of empathy (not only on the part of the professional self, but also on the part of the personal self).
- b. Lack of preparation on the part of teachers and other school communities (mentioned and addressed in **Module 1** of this handbook).
- c. Willingness to change, on the part of adults.



- d. Difficulty in collaboration among teachers (**Module 4** of this handbook).
- e. Resistance on the part of teachers to expose their work for fear of exposing their educational practices, as well as the evaluation.
- f. Lack of information and sharing between head teachers and special education teachers.
- g. Lack of knowledge by teachers of resources and strategies to be used in the classroom context, as well as the absence of monetary resources.



3. WHAT IS FUNDAMENTAL TO INCLUSIVE EDUCATION?

- a. The removal of barriers, i.e. any impediment to the student's success at school, for example the failure of staff to pay attention to the student's needs (**Module 1**).
- b. Co-responsibility, as a strategy to remove these barriers.
- c. Active and attentive listening by teachers in order to understand the real needs of their students, what they want.
- d. Collaborative work between parents/carers and the school itself, as an essential aspect of inclusive practice (**Module 3** of this manual).
- e. Accountability of all parties involved in the education process, as well as the need to share information, not only among the teaching community, but also between the school itself and the parents/carers (**Module 3** of this manual).
- f. Need to clarify the definition of the concepts for all, since practice only changes through an understanding of the basic concepts.
- g. Knowledge about the diversity of students present in the classroom environment.
- h. Not to be afraid to address the issues of diversity and inclusion in the classroom context.
- i. To know well the needs of the student and seek appropriate responses to their needs, interests and goals.

4. WHAT IS REALLY MISSING TO ACHIEVE INCLUSIVE EDUCATION?

- j. Attitudes and values (**Module 4** of this handbook).
- k. Autonomy and participation of all.
- l. Focus more on each child, giving an individualised response.

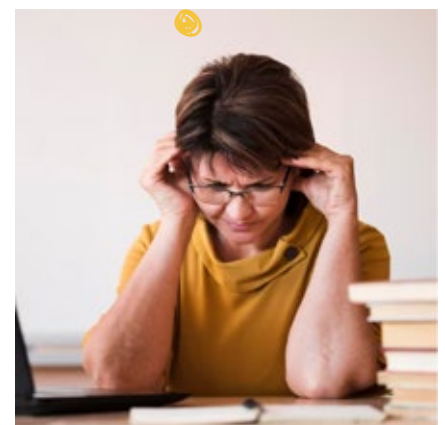


5. WHAT IS MISSING FOR THE SCHOOL TO BE PREPARED FOR ALL?

- a. Reducing the number of students per class, in order to promote greater interaction between teacher and student.
- b. Creating resources (in terms of human resources, material resources (accessibility, working tools, size of rooms, furniture, etc.)
- c. Changing attitudes (on the part of teachers).
- d. reparing teachers and the whole school community for diversity.
- e. Giving structure (organisation) to the student, providing an environment of well-being and subsequently working on the issue of the curriculum.
- f. Collaboration between multiple areas of knowledge.
- g. Creation of appropriate rooms for all children where they can self-regulate.
- h. Creation of practice groups where the various specialists in the area could share, not only their experiences, but also good practices in the area of Inclusive Education.

*For
Reflection:*

"How to create spaces for sharing knowledge and practices without overloading teachers' lives any more?"



ADDITIONAL RESOURCES

RECOMMENDED READINGS



INCLUD-ED Report: Strategies for Inclusion and social cohesion in Europe from education: This report summarises the main findings of the INCLUD-ED project, where the main objective was to analyse educational strategies that contribute not only to social inclusion, but also to social exclusion. It also aimed to analyse and share key elements and lines of action to improve educational and social policy.



The role of the psychologist in the multi-level approach in education. Annex 8, 9, 10, 11 and 12 from Towards Inclusive Education - Support Manual for Practice, DGE, 2018.



Together we Learn Better: Inclusive Schools Benefit All Children: This is an educational resource aimed at schools, families and communities, whose objective is to promote inclusive education practices. This tool aims to empower people not only to develop but also to implement effective inclusive education strategies at school, through, for example, sharing knowledge.



The Document Key Principles – Supporting Policy Development and Implementation for Inclusive Education (all languages): This document developed by the European Agency for Special Needs and Inclusive Education, focuses on the development as well as the implementation of policies according to a broader vision of inclusion in education systems, highlighting issues crucial for the development of more inclusive education systems.



BEST Project: This project aims to increase and strengthen the capacity of schools and the Vermont community to provide appropriate responses to the needs of students who face emotional, behavioral, and social challenges. To this end, this project provides a range of activities (workshops, college courses, webinars) to the whole community.

RECOMMENDED VIDEOS



A School for each and everyone - In this video, we clarify what disability is and what it's like to live with some limitations, whether they are physical, intellectual, or sensory. In an exercise of empathy, children are invited to reflect, feel, and understand what it's like to live with a disability and how we can contribute to making everyone feel good at school. Covering children's rights and what we can do in practice, the video's main objective is to show that it's possible to transform school into a truly inclusive space for everyone.



Video Key Principles – Supporting policy development and implementation for inclusive education: This video addresses policy development and implementation according to a broader view of inclusion in education systems and educational opportunities.

BIBLIOGRAPHICAL REFERENCES

CSIE-Centre for Studies in Inclusive Education (revised edition 2002). Index for Inclusion: developing learning and participation in schools Tony Booth and Mel Ainscow . CSIE web-site <http://inclusion.uwe.ac.uk/csie/indexlaunch.htm>

Cidadãos do Mundo (s.d.) Índice para a Inclusão: Desenvolvendo a aprendizagem e participação na Escola, Tony Booth e Mel Ainscow. 2ª Edição, Versão Portuguesa, traduzida por Ana Benard da Costa e José Vaz Pinto.

DGE, 2018. Para uma Educação Inclusiva - Manual de Apoio à Prática

Koner, I., Tisdal, K., Uhlmann, S., Schmind, B., Vienna, L., Freyhoff, G., & Rígrová, D. (s.d.). Towards Inclusive Education – Examples of Good Practices og Inclusive Education . Inclusion Europe. https://www.inclusion-europe.eu/wp-content/uploads/2019/01/Best-Practice-Education_EN-FINALWEB.pdf

Laboratório de Pesquisa, estudos e Apoio à Participação e à Diversidade em Educação -LaPEADE (2012). Índice para a Inclusão: Desenvolvendo a aprendizagem e participação na Escola, Tony Booth e Mel Ainscow (2011). 3ª Edição, substancialmente revisada e ampliada. Tradução para o português brasileiro por Mônica Pereira dos Santos e João Batista Esteves

Nordstrom, Ricchler, Magrab, Wormnacs (2004) in EFA Global Monitoring report, The Quality Imperative, 2005

UNESCO, 2005. Orientações para a Inclusão – Garantindo o Acesso à Educação para Todos. Tradução de Maria Adelaide Alves e Dinah Mendonça: [file:///C:/Users/Ana%20Diniz/Downloads/orientacoes_para_a_inclusao_unesco2005_PT%20\(1\).pdf](file:///C:/Users/Ana%20Diniz/Downloads/orientacoes_para_a_inclusao_unesco2005_PT%20(1).pdf)

Rodrigues, D. (2018). *ENSAIOS sobre Educação Inclusiva (ensaiando para estrear a peça)*. (1). Edições Pró-Inclusão.

