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Training Module 1

Inclusion at school





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Unit 2

Processes that inhibit learning and innovative strategies for the inclusion and harmonious growth of children



SOCIAL EXCLUSION - WHAT IS IT?

Coexistence has been somewhat ingrained in human nature. There have always been some people with better adaptability skills. Society has simultaneously advocated actions that have some people finding it difficult to identify where they have the right to count, in some way making them the mainstream's victims. Vulnerable educational groups receive special attention in European Union and are committed to addressing issues like discrimination, and inequality, enabling the development of active citizenship for all.



SOCIAL EXCLUSION – Children (I)

The risk of social exclusion in childhood is present in several countries of the European Union. Social exclusion may be caused by a variety of socio-cultural circumstances. These kids begin their lives at disadvantage because of the danger of exclusion. They have less access to fundamental services like health and education than their peers, and other barriers, such as language barriers for immigrants, may be introduced.



SOCIAL EXCLUSION – Children (II)

The reasons why a child is a victim of social exclusion can be:

- to be born or grew up in families with low levels of both education and economic support.
- to have few social support networks
- to be part of a culture that is either in a minority or socially excluded from itself
- Have had family or personal breakdown, or both.



SOCIAL EXCLUSION - Immigrants

Due to the effects of climate change, wars and conditions in which basic human rights are not guaranteed we may assume that **a new era of mass migration** is already active, which will further increase the variety already present in European nations. To foster strong **interethnic interactions** and long-term social peace among its residents, today's societies must undergo acculturative processes for both immigrants and non-immigrants from the host society.

SOCIAL EXCLUSION – Children with disabilities



Children with disabilities have very high needs from the point of view of structuring inclusive teaching. It is most important that they be included within the class group without taking advantage of spaces dedicated to them. Social interaction greatly aids in a child's development and facilitates his or her learning process, both in the social-emotional-relational and cognitive spheres.

SOCIAL EXCLUSION – Children with high potential (I)



The gifted , or Children with High Potential, are one of the groups that are rarely taken into account when discussing school dropout rates. The substantial learning level gap between them and the group, and the unprepared didactics to acknowledge this diversity as an enrichment, causes exclusion and increasing demotivation in school attendance.

SOCIAL EXCLUSION – Children with high potential (II)



The gifted child, compared to peers, shows, or has the resources to show, amazing ability at a given time and in specific areas, considered to be prominent in his or her home culture. These children score very high on IQ tests. The higher the score, the greater the discrepancy between the subject's chronological age and mental age.

This aspect has repercussions on both the emotional-relational and educational levels. The paradoxical aspect is that these students often do not perform well in school.

SOCIAL EXCLUSION – Gender Discrimination (I)



Another issue that concerns exclusion is **gender discrimination**. Despite efforts to rectify the situation, there is still a persistent underrepresentation of women in STEM fields. Despite achieving greater digital literacy scores in education surveys, in 2018 women represented 26% of students in engineering, manufacturing and construction; and only 18% in ICT studies”

(Data for ISCED 5-8, European Education Area by 2025, EC, 2020).

SOCIAL EXCLUSION – Gender Discrimination (II)



As the report on Gender Equality and Women's Empowerment in the Digital Age (A8-0048/2016) points out, stereotypes that start as early as the school years (and also include hobbies and toys) limit girls' participation in studying and pursuing professions in the sciences.

INCLUSION



Inclusion means **welcoming without judgment** the characteristics of people who are part of a community. In an inclusive context, diversity is seen as an asset, an added value. Each member of the community, thanks to his or her characteristics can initiate processes that enhance the **sensitivity and empathy of others**. The context must, therefore, have elements that point in this direction. Teachers, for example, must be followed and supported by constant training that ensures this kind of vision and attitude.

SOCIAL INCLUSION AT SCHOOL - A new perspective (I)



It is very important for educational institutions to develop a **system for monitoring the well-being** of each individual pupil in school. This step is worth much more than any formal document drawn up for children with special educational needs. **All children are special**, and an evaluation system that takes into account how they feel at school, how accompanied and supported families feel, and how effective certain teaching strategies have been proved to be encourages the implementation of the inclusive aspect

SOCIAL INCLUSION AT SCHOOL - A new perspective (II)



Every child manifests needs or demands for attention that may be related to the behavioral or cognitive sphere. **Each** also **holds the potential** to be developed. The educational setting must keep both aspects in mind in order to include each child and ensure the most nurturing and positive learning process possible.

INCLUSION AT SCHOOL - Tools, Policies and Strategies (I)



Teachers' training is important because through it they can **learn** about the **mental processes, strongly linked to emotions**, that regulate learning; they can inform themselves about the new frontiers of pedagogy and gain knowledge about the organization of the learning space, including a whole range of tools that activate cooperative learning.

INCLUSION AT SCHOOL - Tools, Policies and Strategies (II)



Tools for teaching include **educational robotics**. In recent years, children have been able to benefit from this new element that **stimulates computational thinking, creativity, cooperation, and inclusion**. Robotics fosters autonomy and puts the teacher in a position of an observer, not directly responsible for the process of growth and learning. Let's say, robotics is a Montessorian tool of the new millennium, helping the child to do it on his own without the fear of being judged.

INCLUSION AT SCHOOL - Tools, Policies and Strategies (III)



There are challenges in the school system such as absenteeism and early school dropout, which occur more frequently among children at risk of exclusion.

STEAM can be an excellent way to **involve** children and **stimulate** them in a new way. Math, art, robotics and technology have a universal language that can include everyone. This methodology combine these disciplines as opportunities to participate through free expression, shared planning and experimentation.

INCLUSION AT SCHOOL - Tools, Policies and Strategies (IV)



Using math, science, and technology through cooperation and game play helps all children experiment, find solutions, and express themselves to arrive at a shared end product in which stereotypes related to the male/female distinction disappear



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INCLUSIVE SCHOOL



The reality of education is not always well suited to an inclusive focus due to the numerous factors, dependent on very many variables, that can be summarized by the importance of two pillars of inclusion: knowledge and experience.



INCLUSIVE SCHOOL - Developing Leadership for inclusion and diversity



The leadership team must be able to develop a shared vision for a school that is inclusive of all cultures if the inclusion proposal is to succeed.

This group must actively participate in identifying the problem and the goals to work toward. Policies and strategies will guide this group's actions.

The leadership team must include teachers, students, governors, and parents.

INCLUSIVE SCHOOL – High expectations and achievement for all



It is necessary to develop and maintain a clear plan for inclusion over the course of the project. Data are applied to produce goals for schools, departments, and specific students. This will help to discover areas for interventions by creating a realistic picture of student progress despite various realities.

INCLUSIVE SCHOOL – Respond positively to diversity



The role of the school is to plant the seeds for a brighter future. While diversity enhances the learning environment for all students, school is a welcome place for students and families from many backgrounds and is sensitive to the needs of recently arrived pupils.

INCLUSIVE SCHOOL – Encouraging innovation and change



The school will almost always introduce innovative change.

All essential resources must be made accessible, and those adjustments must be thoroughly studied.

Change must be viewed as a tool to test new laws, which may be changed once more if outcomes are unfavorable.

INCLUSIVE SCHOOL – Learners' voice



The ideas and ambitions of students at school must be known, understood, and taken seriously by schools that have made the decision to follow the path of inclusion. Since students positively influence the school's culture, decision-making at the school benefits from their input.

INCLUSIVE SCHOOL – Ethos of Respect



Bullying-free, safe learning environments are essential in inclusive schools.

According to national policies, bullying incidences must be monitored and dealt with quickly and effectively.

Understanding other people's cultural realities must be the primary means of fostering respect for diversity.

This knowledge is gained throughout the entire educational setting, not only in class instruction

INCLUSIVE SCHOOL – Culturally inclusive curriculum



Schools must encourage students to acquire knowledge by providing appropriate curriculum, but much more crucially, by experiencing the benefits of this understanding. For students to grasp the modern world, the curriculum must reflect the contributions made by various cultures and realities over the course of history.

INCLUSIVE SCHOOL – Engaging parents, carers & families



Parents and caregivers must be included in the educational process so that the schools may offer them support for encouraging their children's learning as well as ongoing communication. It could be accomplished by providing parents with educational opportunities, such as diversity and inclusion training.

It is critically important to create a sense of community through formal and nonformal moments. The latter help people to act more spontaneously and relaxed.

INCLUSIVE SCHOOL – Staff learning for inclusion & diversity



Headteacher leadership programs have to address issues of diversity and inclusiveness. This training must be ongoing and offer educators a variety of learning opportunities, including participation in complicated processes to enhance professional practice, as we live in a changing environment.

STEAM APPROACH FOR INCLUSIVE SCHOOLS (I)



Integrated STEAM is the educational approach that involves the students on solving relevant and authentic problems close to their everyday life.

The educational environment is organized to let the students cooperate.

STEAM APPROACH FOR INCLUSIVE SCHOOLS (II)



This kind of school wants an interdisciplinary and transdisciplinary Approach STEAM contemplates the inclusion of the arts. These are special subjects the encourage sustainability and social inclusion through creativity.

The goal of this approach is to train students to develop skills in order to live their everyday life through innovation, creativity, critical thinking, effective communication, collaboration.

STEAM APPROACH FOR INCLUSIVE SCHOOLS – Theoretical Approach (I)



The theoretical framework for STEAM education is based on the epistemological position of the American philosopher of science Larry Laudan.

Integrated STEAM is a model that suggests an epistemological study of scientific evolution and is made up of three degrees of commitment to the same standing in science, each of which interacts complexly and is not necessarily modified simultaneously: **dedication to theories, methodologies, and goals.**

STEAM APPROACH FOR INCLUSIVE SCHOOLS – Theoretical Approach (II)

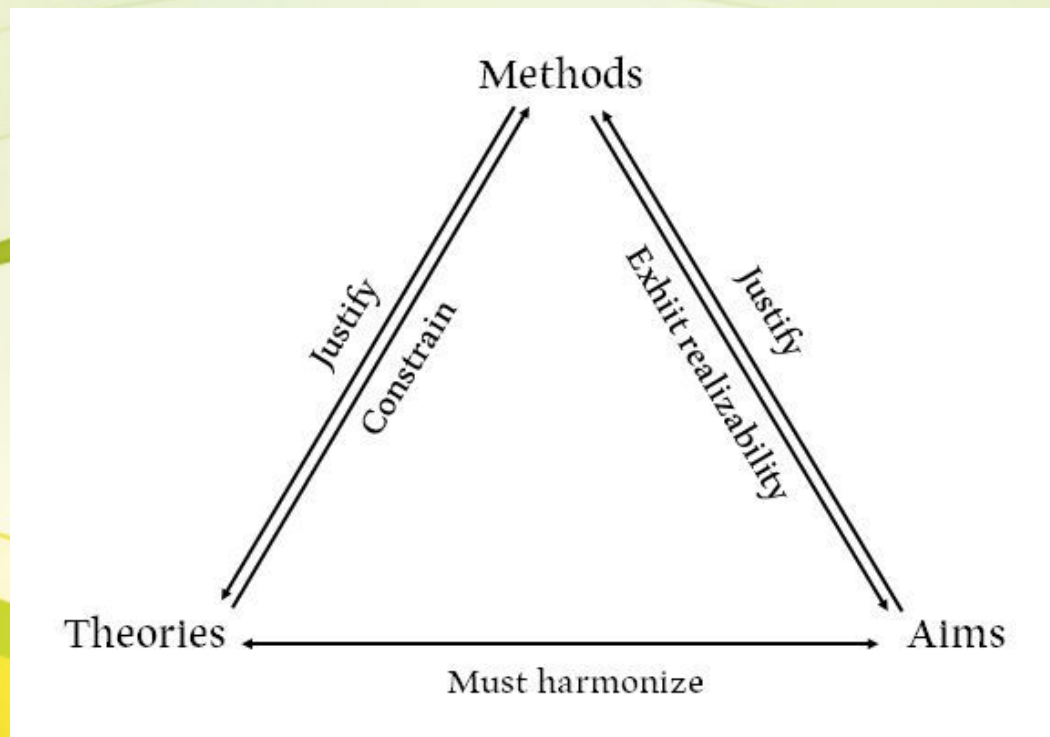


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STEAM APPROACH FOR INCLUSIVE SCHOOLS – Theoretical Approach (III)



STEAM APPROACH FOR INCLUSIVE SCHOOLS – Theoretical Approach (IV)



The goals of integrated STEAM education according to the framework we follow are the **integral competency development of all students** assuming a much wider perspective in which various dimensions converge.

These goals can be achieved by **using a proper methodology**.

The use of active approaches is suggested in keeping with the idea that science is a constant problem-solving activity

WIDE SCOPE of ACTION for INCLUSION

Students, teachers, families



Schools need to be supported by a favorable legal, policy, and financial environment; they also will be impacted by how the various actors interact.

The majority of the characteristics for a better society are disseminated through educational institutions. For such a source to exist, a number of requirements must be fulfilled by the educational system, educators, and families.

WIDE SCOPE of ACTION for INCLUSION

Legal framework and policy



A sufficient legal framework must be instituted through national policy, but targeted funding will show that inclusion is a clear priority. A long-term plan with intermediate goals is also necessary in addition to this first phase.

WIDE SCOPE of ACTION for INCLUSION

Teachers' Training



One of the first issues to be addressed when schools are made more inclusive is teacher preparation. It is extremely challenging to provide specialized instruction for every kid at risk of exclusion due to the wide variety of circumstances they face. Staff must learn and internalize general principles that apply to all exclusionary circumstances. People from comparable cultural backgrounds are still frequently found in academic teams today, therefore schools must give their teachers the required cultural training.

WIDE SCOPE of ACTION for INCLUSION

Regional support



The regional level can help schools with monitoring, advising, and assessment tasks like those that make it easier to identify students who are at danger of being excluded, encourage innovation and the spread of best practices, and build strong ties between schools and the community.

WIDE SCOPE of ACTION for INCLUSION

Parental engagement



Parent involvement is essential. The inclusive school must give parents chances to help their children learn about inclusion. This tool tries to give parents the **resources** they need to care for their kids, but it also aims to change the dynamics of the family. Some parents need to be guided by the school's professional figures to become active participants in the inclusive learning process