FTI-training 1.2.2018:
ORIENTATION/OPENING DAY

TECIP

TVET Educators as Catalysts
for Inclusive Practices

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Let`s throw a dice!

Select one of the numbers between one and six!

1. What is "a good teacher"?

2. What is the best in the teacher's work?

3. What is your greatest dream as a teacher?

4. What is your "ideal student"?

5. What is the most difficult task in the teacher's work?

6. If you could change one thing in Ethiopian vocational training, what would you change?

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FTI-training

- The 1st session in Ethiopia 1.2.-14.2.2018

- The 2nd session in Ethiopia in Summer

- The 3rd session in Finland in Autumn

Results:

- Competencies to work as an inclusive teacher trainer

- Competencies to tutor other teachers to promote inclusive education

- Reflection in learning diary → professional development plans for each participants

- A short article about one inclusion theme

- Goals for the first two training weeks:
  - To get familiar with the concept of inclusion and situation in Ethiopia.
  - To elaborate own experiences, skills, knowledge, and future needs.
  - To start discussions how to do research based developmental work in teacher training.

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The 1ˢᵗ week

1.2. Opening day: Orientation and motivation

2.2. The concept of inclusion

3.2. Learning support: students' viewpoint

4.2. free day

5.2. The profile of inclusive teacher

6.2. Curriculum issues and inclusive education Dr. Tirussew

7.2. How to create inclusive teacher education and promote inclusive teaching, Summary of the 1ˢᵗ week

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The 2ⁿᵈ week

8.2. Issues of pedagogy: assessment, the technological and psycho social supports (Prof. Tirussew)

9.2. Situation of inclusion in Ethiopia (Dr. Abebe)

10.2. Research based practices for inclusive education and universal design

11.2. free day

12.2. Inclusive policy and practice: Ethiopian perspectives (Dr. Abebe)

13.2. School, education and supports for employment

14.2. Teachers as innovators and developers: hopes, needs and future plans, Summary of the second week

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About the 1st week

"A good teacher never stops learning"

- Participatory methods
- Learning by doing
- Practical aspects of inclusive teaching
- Cooperative learning

=> Start to develop your own way to be an inclusive teacher

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What are you doing already?

Cooperative learning 1/2

= an educational approach which aims to organize classroom activities into academic and social learning experiences.

- Students work in groups to complete tasks collectively toward academic goals.

- can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.)

- the teacher's role is to facilitate students' learning

- increased levels of student satisfaction[

Five essential elements:

- positive interdependence
- individual and group accountability
- promotive interaction (face to face)
- the students are learning required interpersonal and small group skills
- group processing.

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Discussion of participatory methods

In your teaching and lessons, who is making decisions concerning

- Learning aims/outcomes/goals

- Content

- Learning/teaching methods

- Timetable

- Learning environment

- Learning material

- Social form (alone, pair, group)

- Individual/personal learning goals

- Guidance (when, why etc.)

- Something else

- What can students decide?

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Levels of participation; a student…

5. Is an active participant in all activities; planning, decision-making, implementing, evaluating etc.

4. Can be an active in implementation of activities based on decision

3. Can be participant in decision-making

2. Can give comments, comments are asked

1. Can get some information

Homework

1) Read an article

• Role of international….

or

• Inclusion of students…

2) Try to find the definition for "inclusive education" and "inclusive pedagogy". Take the definitions with you for tomorrow.

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Starting point in 1.2.2018

1. What does "inclusive education" mean to you?

2. What kind of teacher is "an inclusive teacher"?

3. How can you promote inclusive education in Ethiopia as a teacher trainer?

4. To what question(s) do you want to get answer(s) during this training?

5. What is the most interesting for you in inclusive and participatory education?

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FTI-training 2.2.2018:
THE CONCEPT OF INCLUSION

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A FEW WORDS ABOUT INCLUSION

http://blog.ncpad.org/2010/11/17/inclusion-in-high-school-sports/

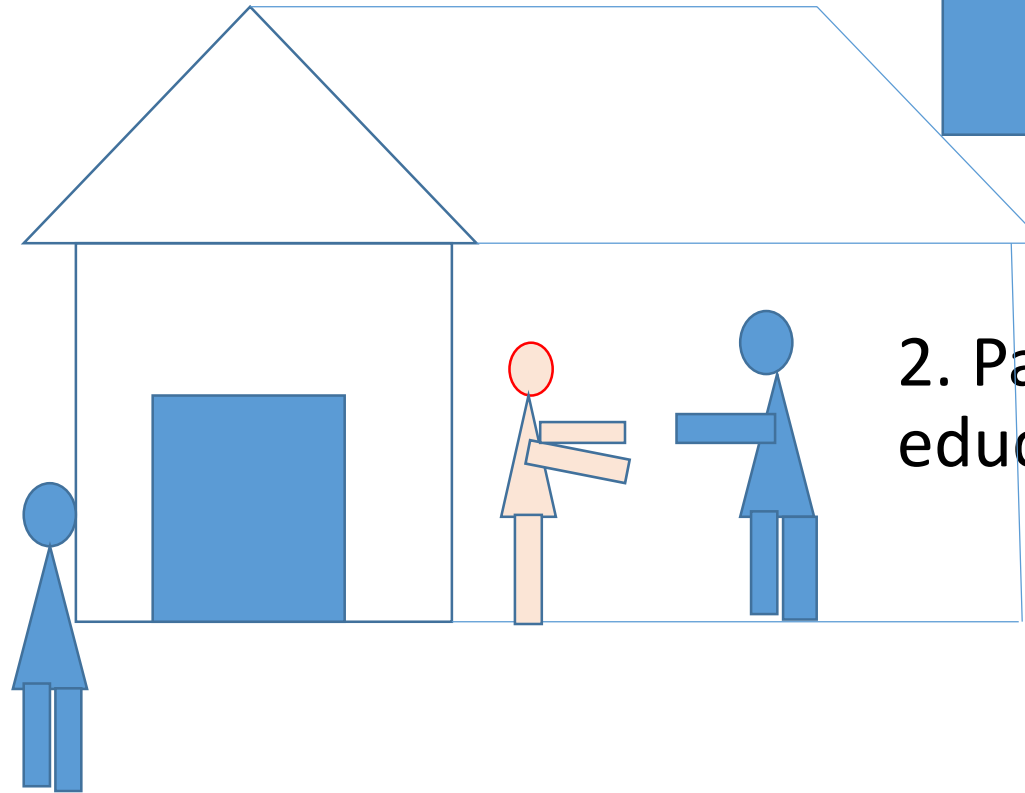TECIP

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If something is new…

- First, people refuse to believe that a strange, new thing can be done
- then they begin to hope it could be done
- then they realize that it can be done and
- then it is done, and the whole world wonders why it was not done decades ago.

Perspectives on inclusive education (Dyson 1999)

In VET: Access to and participation in labor market

1. Right to education
- access to educational and vocational training

2. Participation in education

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Inclusion

- is an approach to education based on the premise that all students should be accepted and valued for their unique abilities and included as integral members of the school/education.

- Research shows that students with and without disabilities benefit both socially and academically from inclusion.

With the words you create the world!

- A special student

- A student with the special educational needs (SEN-student)

- Different

- Diversity of students

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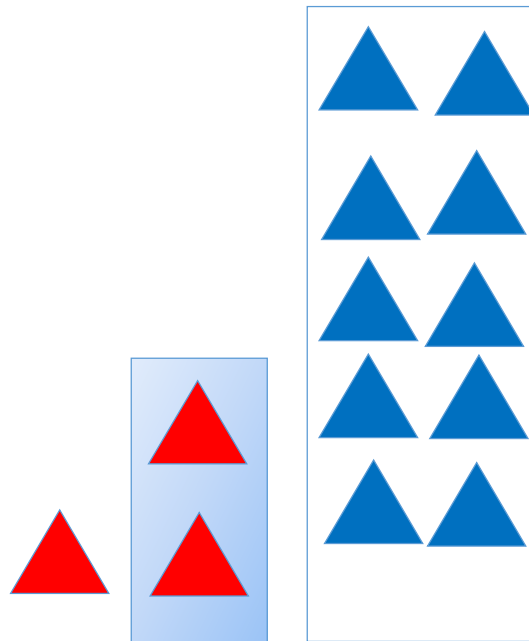TVET Educators as Catalysts
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What is the difference between "integration" and "inclusion"

- Inclusion means "to belong to", integration means "to take along"

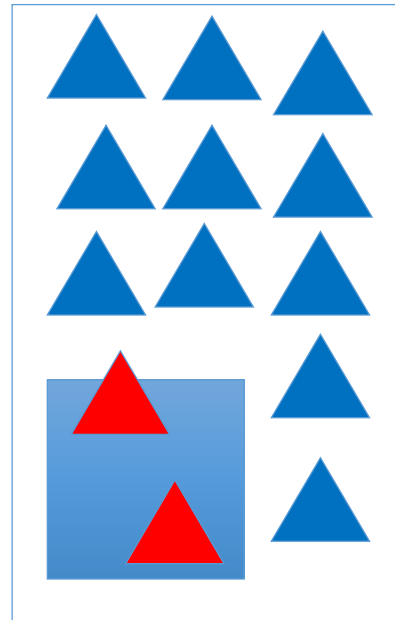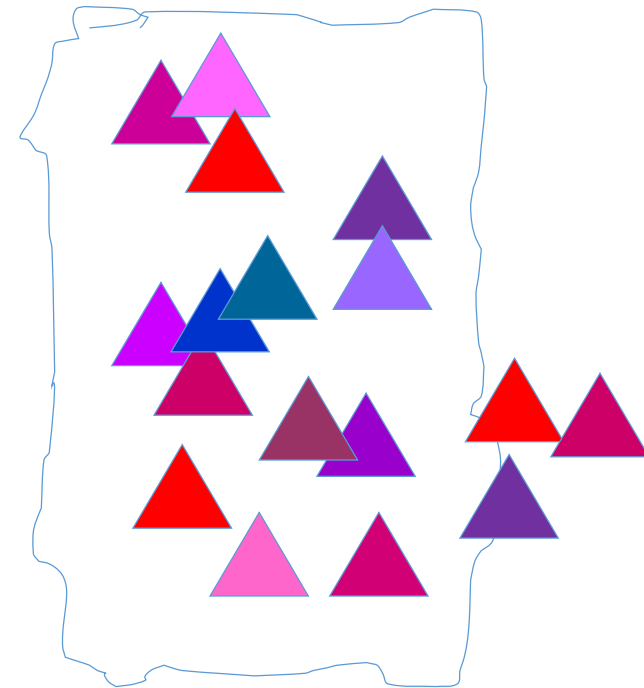- Inclusion is the aim and a process at the same time

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"Steps" for inclusion

Segregation   **Integration**   **Inclusion**

Access to educational and vocational training

National level

Regional level

Organizational level

Student
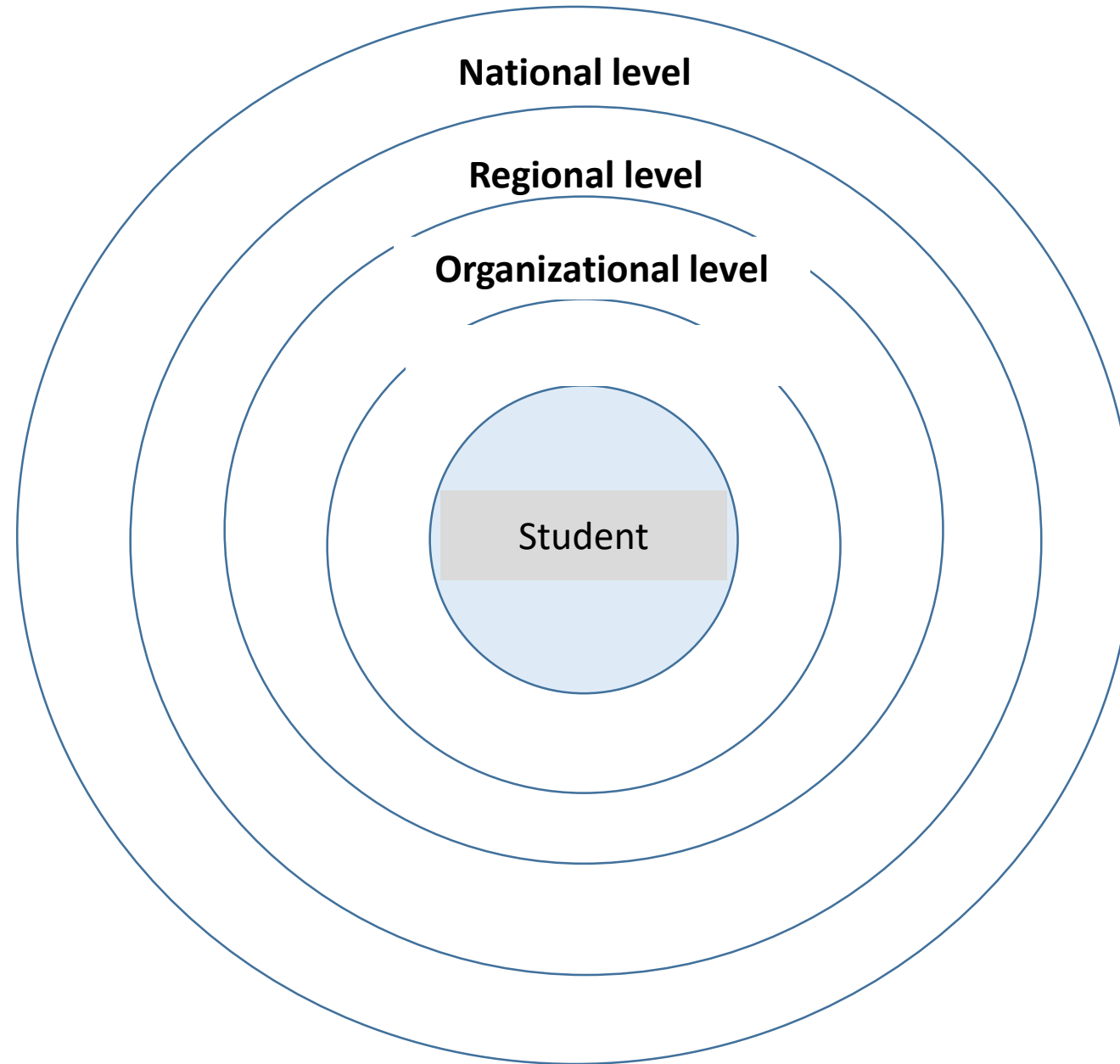
What are the main obstacles/hinders to not accessing everyone into TVET?

What should and could do with these obstructions?

Who can decide?

Who can influence?

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Three Dimensions of Inclusion

Cultures

- **the beliefs and attitudes** which underpin and affect the behavior of all staff and students involved in the inclusive setting

Policies

- how the **policies of an institution** or work place can provide concrete guidance and direction for the development of its inclusive environment.

Practices

- the **behaviors** of the people in the institution. The Practices Indicators show what we actually do to ensure that people with diverse SEN are included in education and training.

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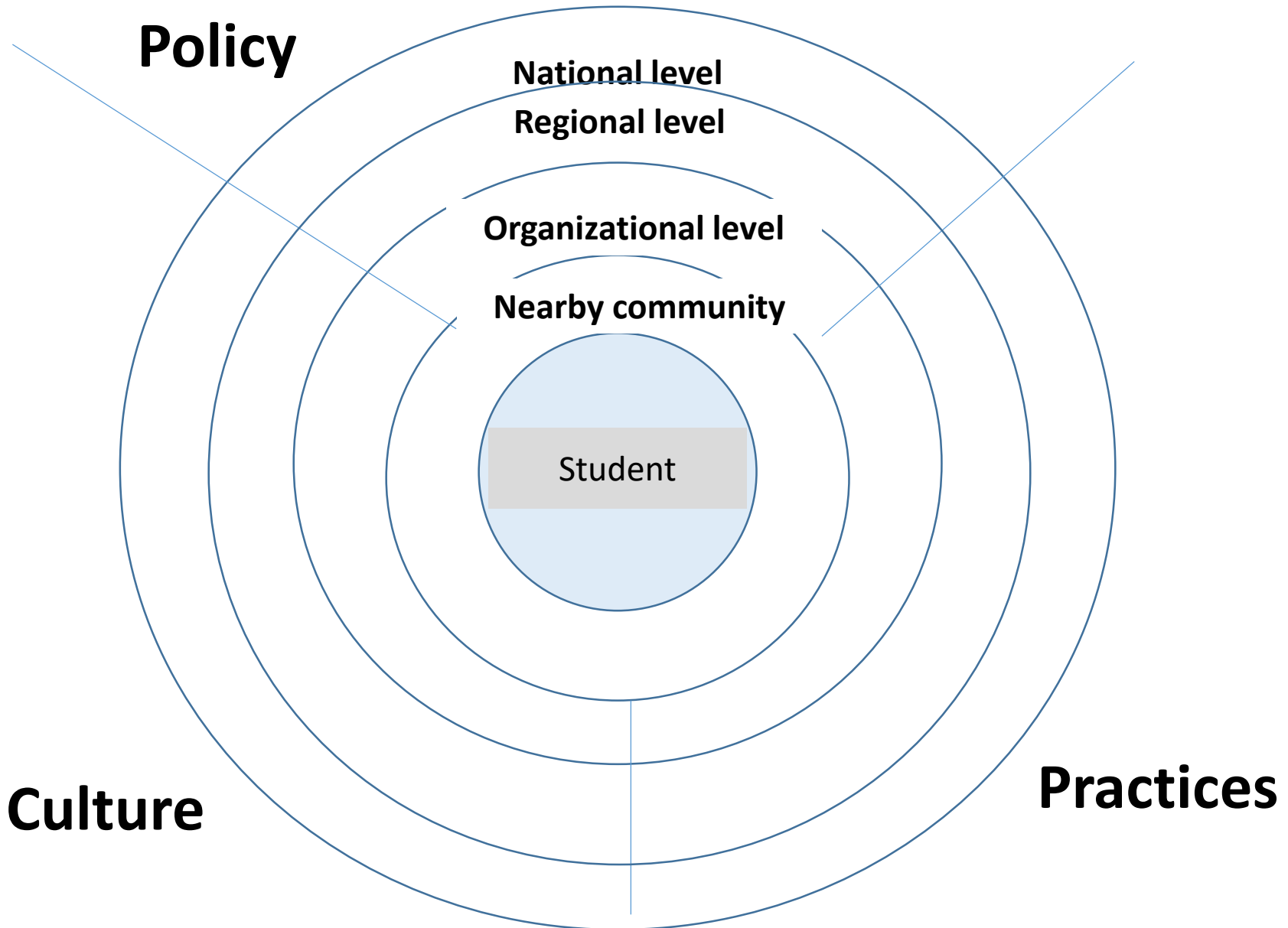
What about the access to and participate in working life?

Professor Raija will continue with this theme in the next week...

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Groupwork

1. Discussion about the article (Role of international….or Inclusion of students…): main points, your interest etc.

2. What do you want to share to other participants? Prepare a short presentation!

3. Compare the definitions for "inclusive education" and "inclusive pedagogy" – what is common, what is different in different definitions? Can you make your own definition for the concept based on the definitions you have collected?

FTI-training 2.2.2018:
LEARNING SUPPORT - Students viewpoint

How can you as a teacher help every student to participate?

Let`s work with a metaphor!
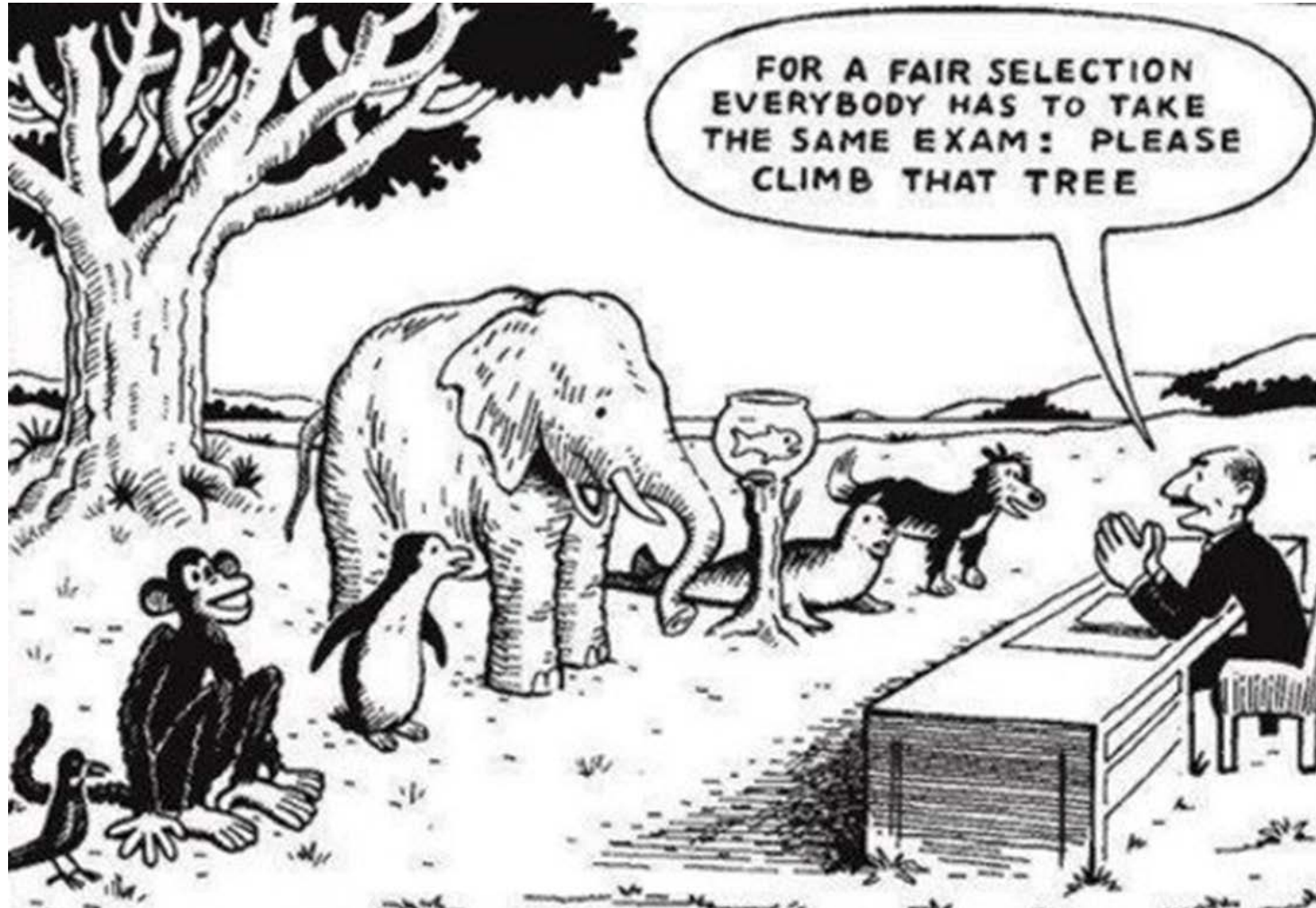
Discussion in a small group about…

First discussion

→ fairness – in your opinion, does the teacher work in a fair way?

→ What is the teacher selecting and for what?

1. What is the competence/skill/knowledge that the teacher is assessing during the test? = Intended learning outcomes/learning aim/learning goal

2. What is concrete definition of "climbing"?

    "Climbing is a movement where someone moves vertically from point A to point B"

As a student

1. Give a name to your student.
2. What is your student thinking when he/she hears, what his/her teacher is saying?
3. How will he/she act when the exam is starting?
4. What can he/she do to manage in the exam?
5. How is he/she feeling at the end of the exam?
6. What are strengths of your student?

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As a teacher

The third discussion

- Learning aim is "learn to climb" = " learn to move vertically from point A to point B"

- Design a learning environment where you student can train climbing and can manage. Draw it on paper.

- Who else is willing to use that environment?

- Learning aim is "enter the crown of the tree".

  Task is: "Do it as a group. Use your different strengths."
  How is a group working?

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Did we learn anything by doing these tasks?

The first discussion

$\rightarrow$ fairness?

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Equality or equity?

EQUALITY   EQUITY

EQUALITY   EQUITY
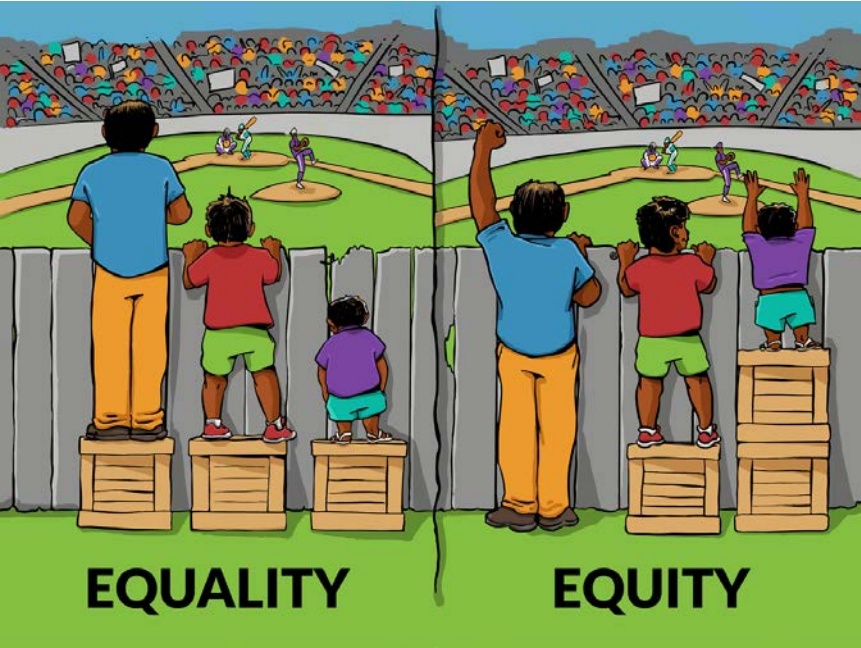
"Some children need more to get the same as others"

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As a student

To remember: Every student is an individual with the name, not "a diagnose"!

Every student has strengths and all student need help sometimes! A good teacher uses the strengths of every student to benefitting the whole group.

Learning occurs when students perceive that they are valued as a member of the learning community, that teachers believe in them, and that they are expected to succeed.

← It is teacher`s obligation to build a learning environment so that these needs are met

THE MOST APPROPRIATE LABEL IS USUALLY THE ONE PEOPLE'S PARENTS HAVE GIVEN THEM.

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Individuals behind "labels"

Even when the medical diagnosis or the name of the disability is known it is not the same as knowing what a student's needs might be. Different individuals with the same difficulty may have very different needs, depending on the following factors:

- The type or degree of their difficulty - for example, the term 'dyslexia' describes a broad range of specific learning difficulties and not all students with dyslexia have the same needs.
- The students` previous educational experience - have they already developed effective study skills and strategies as persons with disabilities, or have they only recently been diagnosed (e.g. with dyslexia or mental health difficulties), or only recently become disabled?
- The teaching strategies used on the programme/curriculum
- The level of the programme/curriculum.

5.2.2018

As a teacher

- Be aware of the diversity of students and encourage the diversity
- If you have to test, make testing situation physically, emotionally and socially safety to students
- "Crystallize" the learning aims and operationalize aims
- Plan different tasks and design a learning environment so that everyone has the opportunity to practice and learn in the way what is the best for him/her.
- Design different ways to demonstrate one´s knowledge, skills and competences
- Let student to work together and learn from each others

The requirements for good learning

HOW ARE THESE SKILLS TO BE LEARNED?

Strong emotional base
Motivation for learning
A positive perception of self as a learner
Psychic energy

HOW DO YOU SUPPORT YOUR STUDENTS TO LEARN THESE SKLILLS?

Learning and working skills e.g.
Responsibility, commitment
teamwork Skills
Interpersonal and communicative Skills
Authority approval

Cognitive Skills e.g.
Linguistic skills
Problem-solving skills
Attention, perception etc.

Learning strategies

Effective learning

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WHAT IS "NEED FOR LEARNING SUPPORT"?

PHYCICAL ABILITY TO FUNCTION	MENTAL ABILITY TO FUNCTION	SOCIAL ABILITY TO FUNCTION	CULTURAL ABILITY TO FUNCTION

X=
medical diagnosis or the name on disability

consequence = NEED FOR LEARNING SUPPORT

(is depending on the requirements of the situation/context)

In accessing and participating

in learning

in
- organizing studies and learning
- personal growth
- career planning

In live management and control

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What kind of disability?

A) Physical Impairment (Orthopedic) Impairment: a difficulty in movement and mobility.

B) Sensory Impairment: difficulty on vision, hearing and speech.

C) Intellectual Impairment: a kind of difficulty that refers to limited adaptive social skills/behaviour and mental capacity such as: substantial limitations in the present mental functioning/significantly sub-average intellectual functioning as measured by test of intelligence.

D) Psychosocial Impairments: the type of difficulties related to severe and chronic mental health conditions that cause difficulties associated with behaviour, caring for themselves, confused thoughts and distress. These difficulties in turn may impact on their social skills and participation.

6 Domains of Functioning

WHODAS 2.0

- Cognition – understanding & communicating
- Mobility– moving & getting around
- Self-care– hygiene, dressing, eating & staying alone
- Getting along– interacting with other people
- Life activities– domestic responsibilities, leisure, work & school
- Participation– joining in community activities

FTI-training 5.2.2018:
THE PROFILE OF INCLUSIVE TEACHER

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

Group work:

What are teacher´s the most important

- skills

- knowledge and understanding

- attitudes and values

…in the inclusive education?

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An inclusive teacher

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

The areas of competence

- Conceptions of inclusive education;

- The teacher's view of learner difference.

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

The areas of competence

- Promoting the academic, practical, social and emotional learning of all learners;

- Effective teaching approaches in heterogeneous classes.

An inclusive teacher

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

The areas of - Working with parents and families;

- Working with a range of other educational professionals.

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

The areas of competence within this core value relate to:

- Teachers as reflective practitioners;

- Initial teacher

Group work

A B C D

- Compare your answers to the text
- Make a summary of the content of the text
- Decide together 6 the most important things in the list -- > make a list of them!
- Everyone writes notes!

Group work 2

- Present your summary to the new group
- Decide together 3 the most important things from all the lists you did in earlier group
- Prepare to present and reason 3 things to whole group

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Self-evaluation

- Your strengths as an inclusive teacher?

- Your development plan (what, how etc.)

  - in skills

  - in knowledge and understanding

  - attitudes and values

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- The 1st image of "a person with disability or any learning difficulties"
- Draw it on paper!

- Male/female?

A typical day

Time	Subject	Method	Learning material

The main starting points

- The core idea of inclusive education is the development of educational activities

- All activities are aimed at allowing each student's learning and participation

- Support means those measures that increase the organization's ability to respond to students' individuality / diversity

- All forms of support are brought together within a single framework of activities which examines support from the student's development point of view more than that of the formal and administrative structure of the organization.

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FTI-training 6.2.2018:
PLANNING INCLUSIVE SCHOOL AND EDUCATION

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There are six steps in the process in VET colleges:

1. Set up a planning process
2. Choose a coordinator
3. Assessment of the needs: the current situation in inclusive education
4. Prepare an Action Plan
5. Implementation
6. Follow-up, evaluation, corrections

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Action Plan

1. The goals of special needs education
2. The Implementation
3. Pedagogical methods and counseling
4. Support services/ Expert services
6. Co-operation (in-built services, outside services)
7. Responsibilities in SEN
8. Evaluation and follow-up

The whole personnel of the college participate in the process (interactive process, increases commitment and interactivity between all parties)
Development work requires commitment and openness from different parties
All personnel groups that participate in process are experts.

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10.10.2011

Example:
Responsibilities in SNE in VET college

Staff members Tasks	Administration	Coordinator	Vocational teacher	Support staff	Timetable

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Inclusive education- Administration and planning levels

National level planning	- Definition of policy
Regional planning	Co-ordination of SNE – Plans
College level planning	SNE – Action Plan in VET Colleges Planning and co-ordination of SNE
Implementation	Identification of special educational needs, individualized planning and teaching /training

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How to evaluate the college processes?

- The group/coordinator gathers information on the barriers to participation and learning in the college using the following tools:

  - *Index of Inclusion questionnaires*

  - interviews with students, teachers and other staff members

  - discussions with the organizations of people with disabilities

  - workshops etc.

The coordinator/group gathers the information as the basis for the Action Plan. The group chooses three target goals for the next academic year.

Action Plan

- The goals of inclusive education in the VET college

- The Implementation (resources available, e.g. sign language interpreters)

- Pedagogical methods and counseling

- Facilitation services (other relevance)

- Expert services (e.g. utilization of organizations of people with disabilities)

- Responsibilities in inclusive education

- Evaluation and follow-up.

The coordinator/group has to inform the whole personnel of the college on the process (interactive process, increases commitment and interactivity between all parties). Development work requires commitment and openness from different parties. All personnel groups that participate in process are valued as experts. The voice of the students must be included.

How to implement the information gathered by the coordinator/ group?

After the three main goals have been chosen for the next academic year the head of the college is responsible for the implementation in:

- Mainstreaming the goals into the annual college development plan
- Allocating earmarked budget
- Encouraging collaborative work and open discussion
- Ensuring that development contribute to the participation of staff and others involved in the college.

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Summary: What are the key indicators of an inclusive college?

- **Inclusive learning culture (diversity of learners is not only accepted but encouraged)**

- **Collaborative planning in different levels (roles and responsibilities are clearly defined and evaluated, SNE is included into the annual planning)**

- **Effectiveness (administration, planning, pedagogical provision)**

- **Colleges as "learning organizations" - student involvement**

- **Reflection and on-going evaluation.**

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Special needs education in change/Finland

"From structurally simple vocational colleges to flexible educational environments"

1. From 1910: Segregated work education in special vocational schools

2. 1970 -1980: Focus on work- based special groups

3. 1990: Redefinition of special needs education

4. The years 2000-2003: towards open learning environments (projects, work places, towards competence based system). The extension of the concept of school.

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FTI-training 7.2.2018:
HOW TO CREATE INCLUSIVE TEACHER AND TEACHER EDUCATION

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Inclusion on different levels

An inclusive Society

An inclusive working life

Diversity of workforce, students, pupils etc.

An inclusive institute/school

Inclusive teaching in a classroom

Becoming aware of the diversity of students

Accepting the diversity as a natural thing

Using diversity to serve everyone´s development

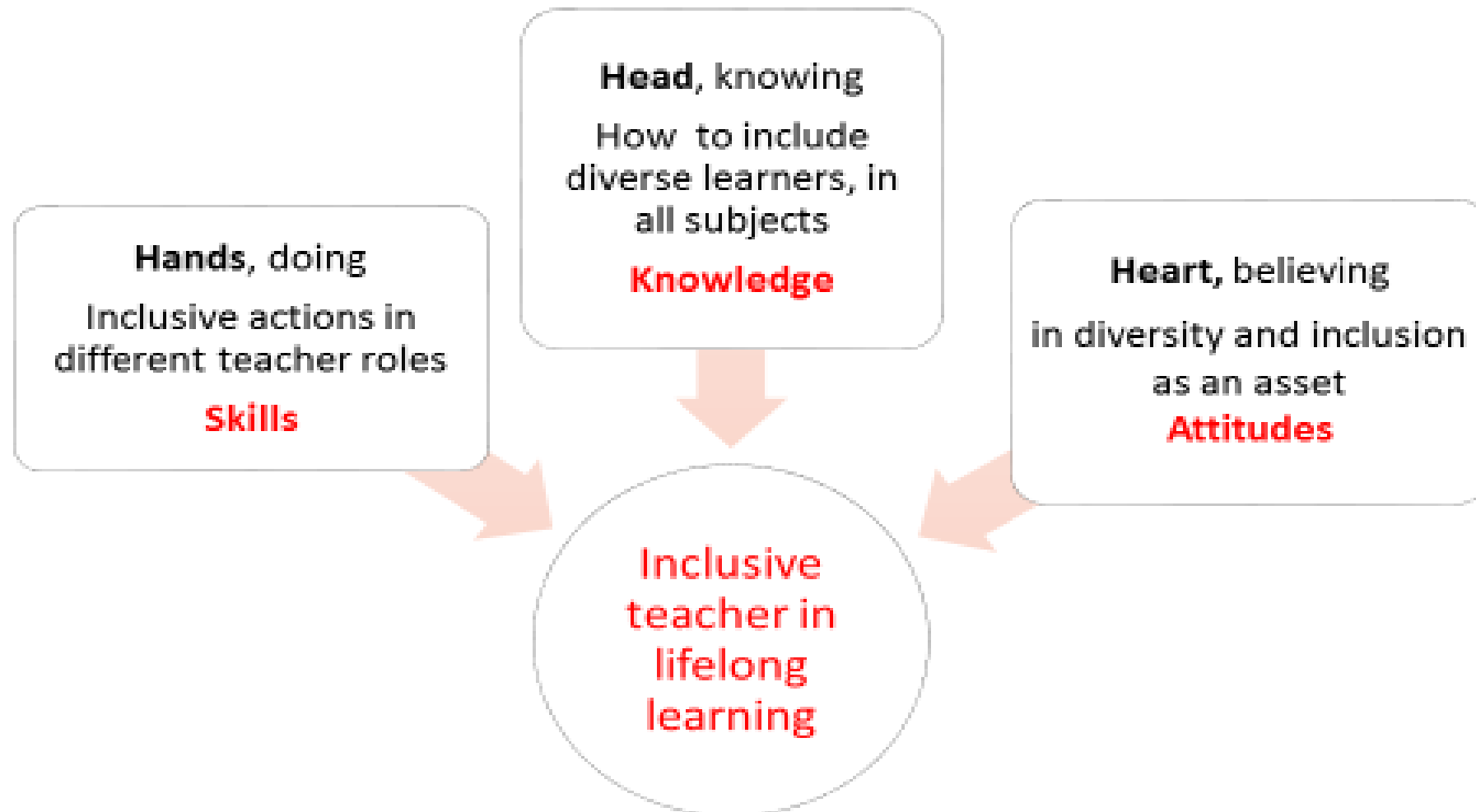TECIP
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Implementation of Inclusive education at teacher-level

Follow the School Action Plan in:

-identification of special needs (not a diagnosis)

-assessing the individual goals, preparing IEP

-getting consultation and support from school`s coordinator, special schools

-tutoring and supporting student with SEND

Teacher education for inclusion

Preparing teachers for "Education for All"

Head, knowing

How to include diverse learners, in all subjects

Knowledge

Hands, doing

Inclusive actions in different teacher roles

Skills

Heart, believing

in diversity and inclusion as an asset

Attitudes

Inclusive teacher in lifelong learning

Theoretical framework based on Shulman, 2004; Florian & Rose, 2008)

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