

**apei** Associação  
de Profissionais  
de Educação de Infância



**INCLUSIVE  
EARLY CHILDHOOD  
EDUCATION**



# **INCLUSIVE EARLY CHILDHOOD EDUCATION**

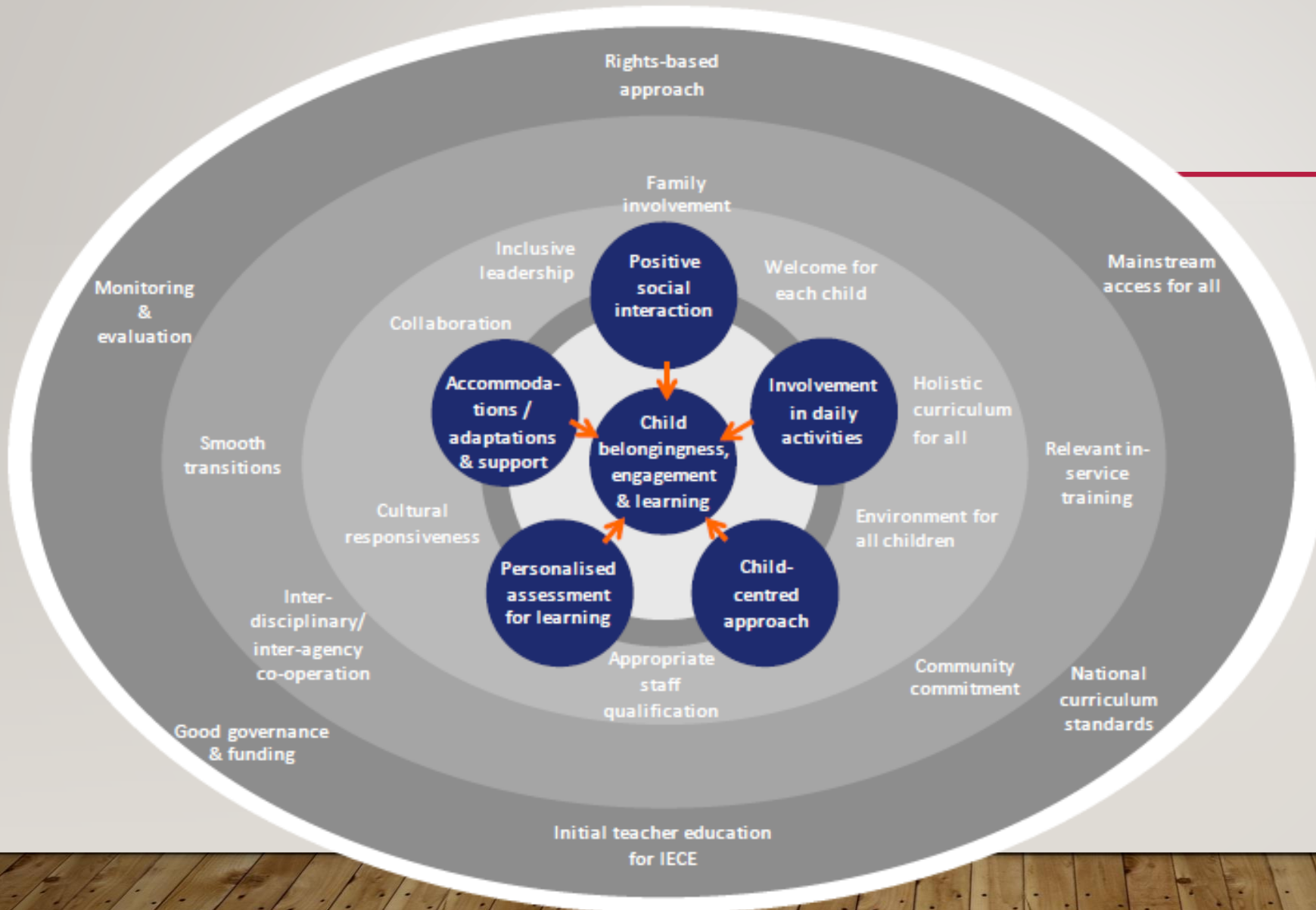
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MAFALDA BORGES COITO

LISBON

2-XI-2017

# RIGHTS BASED APPROACH



THE ECOSYSTEM MODEL OF  
INCLUSIVE EARLY CHILDHOOD  
EDUCATION  
(IE, 2017)

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**THE SELF-  
REFLECTION TOOL  
TO IMPROVE THE  
INCLUSIVE NESS OF  
THE EARLY  
CHILDHOOD  
EDUCATION  
ENVIRONMENT**

Valid instruments

Questions inducing thinking abilities

Self assesment / Partner assesment

Forming how to use this instrument

# **‘STEP BY STEP ... FOR A GREATER STEP’**

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- Principle of Participation – **CONTEXT - Focused Intervention**
- **Multidisciplinary Teams (learning in partnership);**
- **Free Service;**
- **Family Training;**
- **Children Stimulation.**

# CONTRADICTIONS OF THE SYSTEM:

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Does Early childhood  
intervention follow  
the Curricular  
orientations

Transition  
(Kindergarden/  
Primary school)

Pedagogical  
continuity

Teachers of other  
disciplines

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“TUDO QUANTO PODEMOS AFIRMAR É QUE NÃO HÁ EDUCADORES PERFEITOS (...) TUDO QUANTO PODEMOS ACONSELHAR, NO ESTADO ATUAL DOS NOSSOS CONHECIMENTOS É QUE CADA UM EDUQUE COM VERDADE E ESPONTANEAMENTE. QUE OS EDUCADORES SEJAM PERSONAGENS REAIS E NÃO AUTÓMATOS, ERUDITOS E SOFISTICADOS”.

JOÃO DOS SANTOS (1982)

**“All which we can say, is that there are no perfect educators (...) All we can advise, in our actual knowledge is that each one should educate with truth and spontaneity and that educators may be real persons and not robots, scholars and sophisticated in their approach.”**

INCLUSIVE EDUCATION IS THE ONLY  
SOLUTION.

SCHOOL MUST BE FOR ALL.

INCLUSIVE EARLY CHILDHOOD  
EDUCATION FIRST.

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# Inclusive Early Childhood Education

## Impact of the IECE Project Outcomes

Filomena Pereira



# Framework

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## NEW LEGISLATION ON INCLUSIVE EDUCATION

### Rational:

- From Special Needs to Inclusive Education.

### Approaches of the implementation:

- Multi-Level System of Support Model.
- Universal Design for Learning.
- Tools availability for professional practices and families.

# Framework

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## CURRICULAR GUIDELINES FOR PRE-SCHOOL EDUCATION

- Focus on an ecological and systemic perspective of the educational environment.
- Set of measures for building and managing the curriculum which must be adapted to the social context, to the characteristics of children and families and to the process of learning.

# Framework

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There is a convergence of educational policies towards more inclusive schools valuing the settings and their relevance in participation, engagement and performance.

# Challenges

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- In this sense the results of the IECE Project are in line with what is intended to be valued in schools and kindergartens, as well as they give an evidence-based support to the political decisions that have been made.

# Challenges

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## THE SRF IS AN ADDED VALUE INSTRUMENT:

- To provide a picture of the state of inclusiveness of the setting;
- To be used for discussions on inclusion;
- To be used for improvement and planning;
- To provide practical information about environment, interactions, relationships, intentional and informal activities, learning and inclusiveness.

# Self-reflexion Tool

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- The SRT will be included in the Handbook for supporting professionals and families in the implementation of the new legislation on inclusive education, precisely because it is a tool that helps to identify, analyse and promote the key-factors of quality of an inclusive early childhood education setting for all.

# Contacts

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Filomena Pereira

[www.dge.mec.pt](http://www.dge.mec.pt)

# CZECH Brno

## Long term project focused on At-risk groups

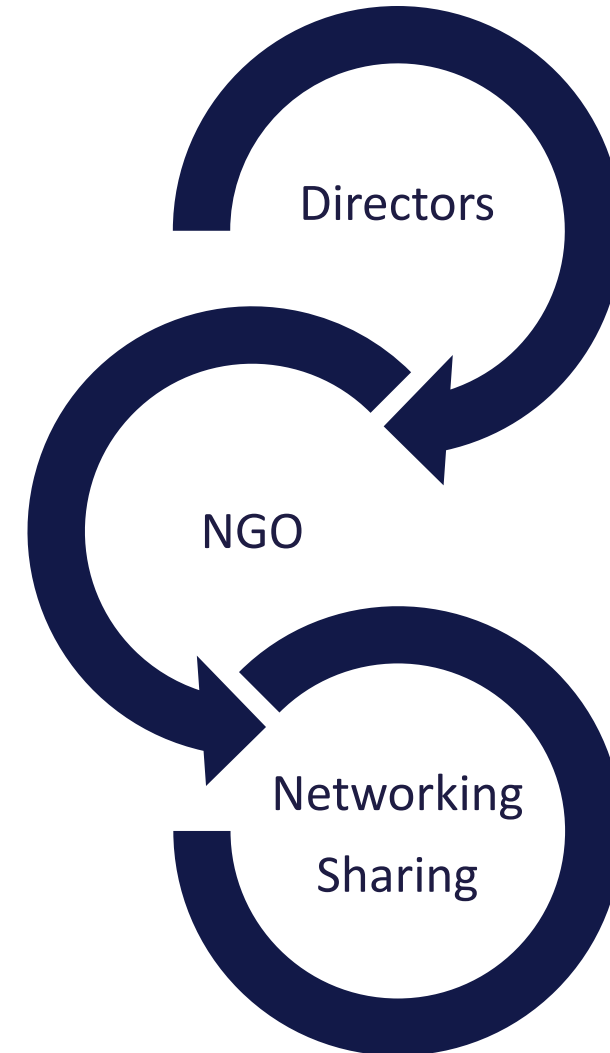
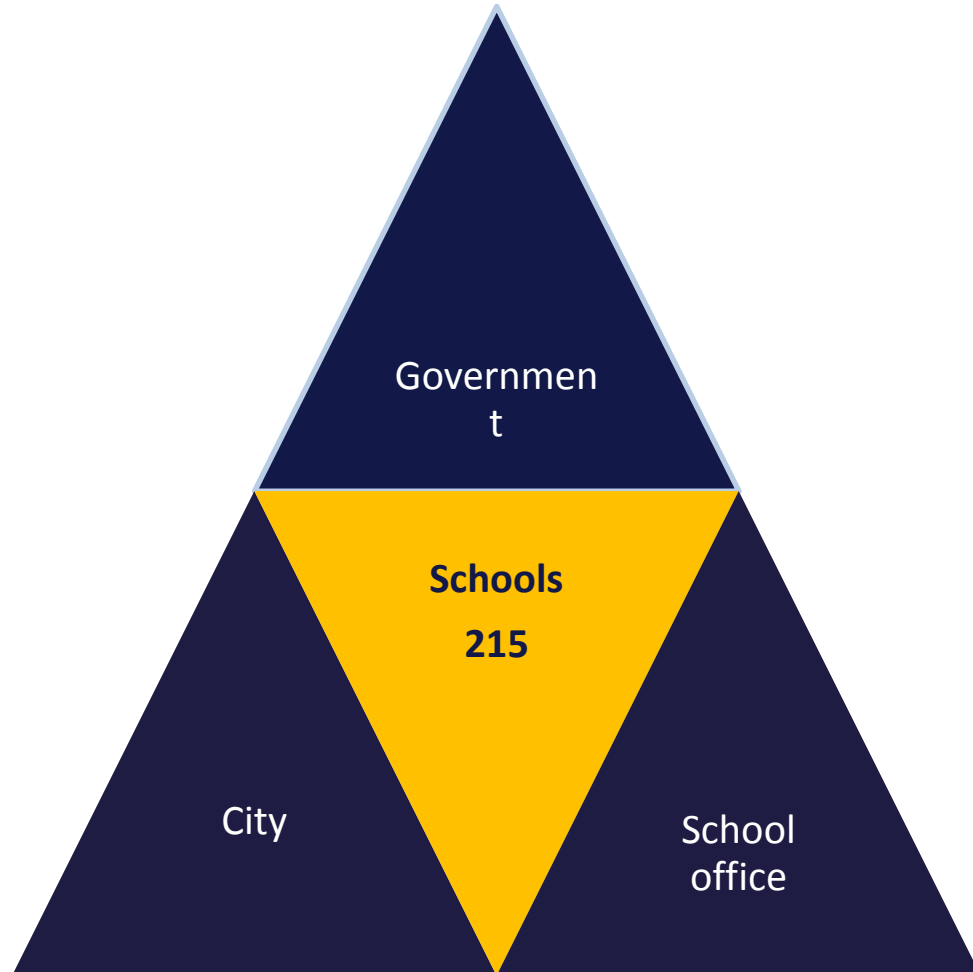




# Policy makers responsibility

## Interdisciplinarity in practice

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# Impact of the IECE project

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International Conference

„Inclusion as a way towards Quality of life“ in Europe“

Evaluation tool

translation, pilot survey

Framework for discussions



EUROPEAN AGENCY  
for Special Needs and Inclusive Education



# Inclusive Early Childhood Education

Early Years and SEN and disability system support

Philippa Stobbs, UK (England)



# Context: UK(England)

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Free entitlement for 3 and 4 year olds:

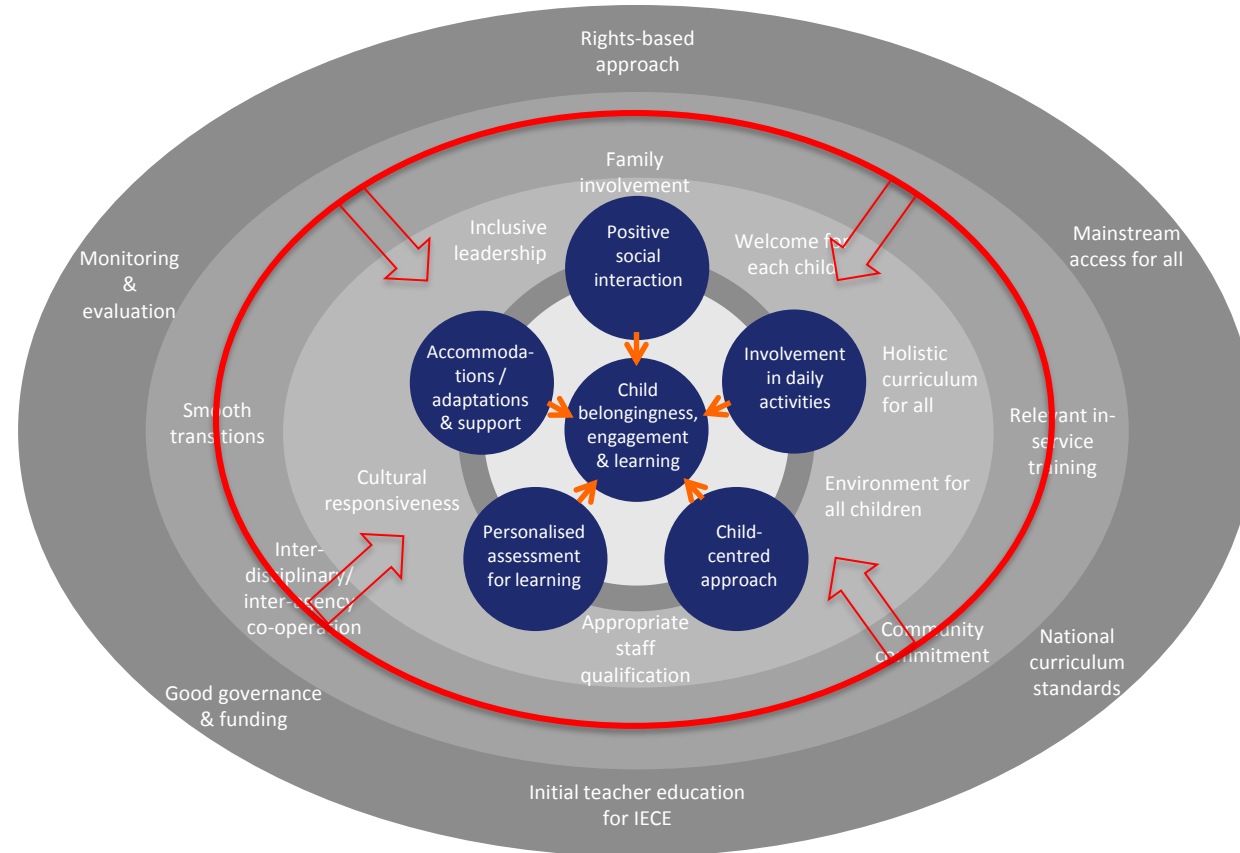
- 15 hours a week for all
- 15 hours childcare for working parents (30 hours total)

2 year-olds: disadvantaged and disabled

EYSEND project:

- to improve access, inclusion and outcomes for young children with SEN and disabilities
- 15 months: January 2017 to March 2018
- Regional, local representation, different agencies

# Ecosystem model of Inclusive Early Childhood Education



# EYSEND project

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Action learning set approach

- Supported self-review
- Barriers and solutions
- Highlight and share practice, with evidence of impact

Research support

Support to Information Advice and Support Services

Linkage to partner projects, working on:

- Sufficiency of provision to provide 30 hours
- Awareness level training on SEN and disability
- Information for families on entitlement, SEN and disability

# Supported self-review

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7 aspects covered:

1. Data
2. Identification of need
3. Parental engagement
4. The local offer
5. Staff skills and expertise
6. Funding arrangements
7. Joint working

# Using the review

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## Action Learning Set 1:

- Identify priorities,
- Develop an action plan

## Action Learning Set 2:

- Review progress
- Share learning
- Next steps and local strategy



# Progress to date

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- Action learning set 1 completed
- Opportunity for self-reflection, with colleagues, sharing practice
- Key issues identified: data, joint working, identification, 'local offer'
- Bespoke support on these key issues
- ALS2: moving EYSEND up the agenda locally
- Taking these issues back to central government
- Moving EYSEND up the agenda nationally

# Ecosystem model of Inclusive Early Childhood Education

