A very important tool, pool and network for development

Inclusive values

Structures	Relationships	Spirit
Equality	Respect for diversity	Judgement
Rights	Non-violence	Joy
Participation	Trust	Love
Community	Compassion	Hope/ optimismBeauty
Sustainability	Honesty	
	Courage	

Alliances for inclusive educational development

Implementing the project and profile

resources for a development process

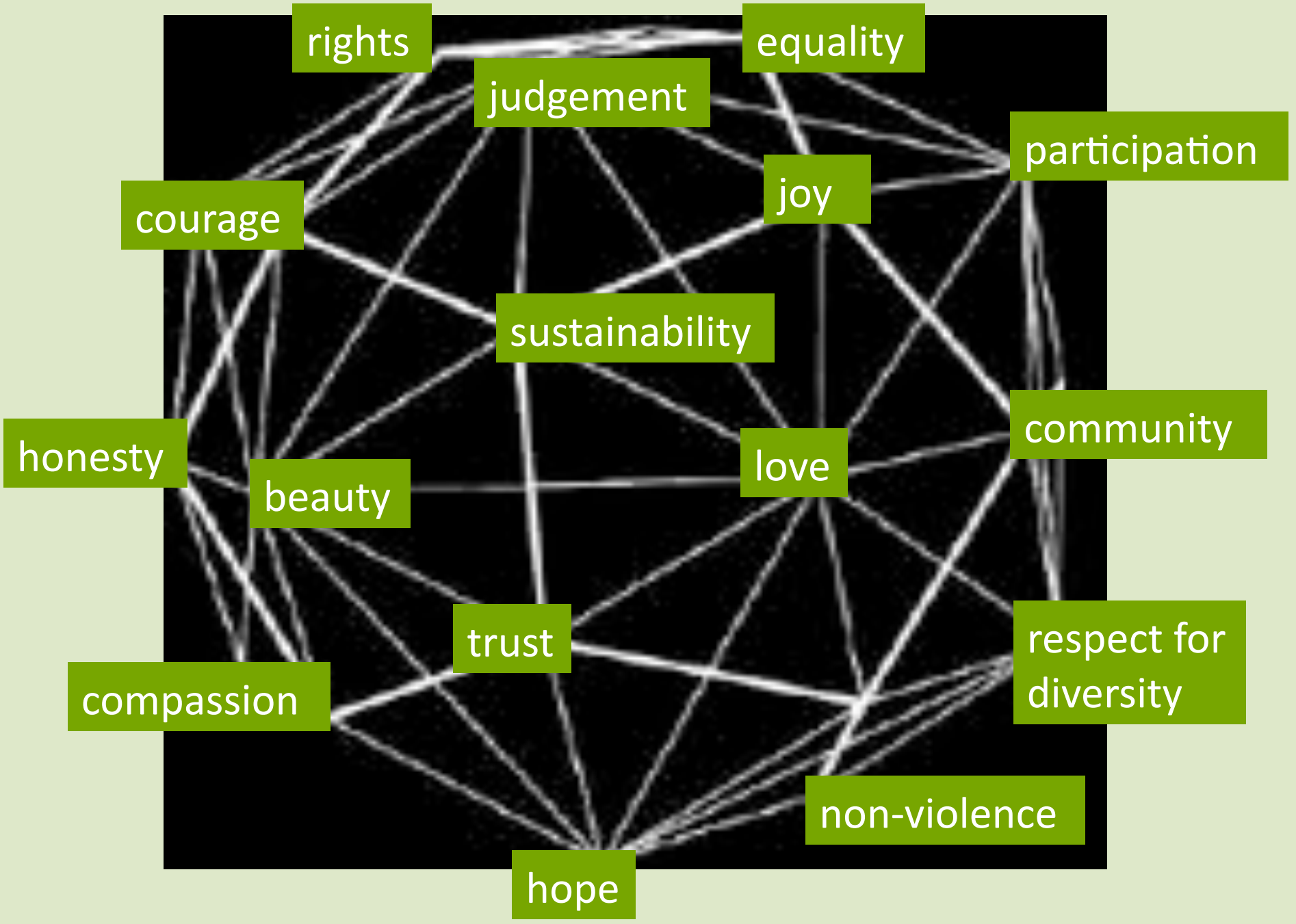
every action matters

Values - Rights

How do we put them into action?

Inclusion
not just about disability

A framework of inclusive values

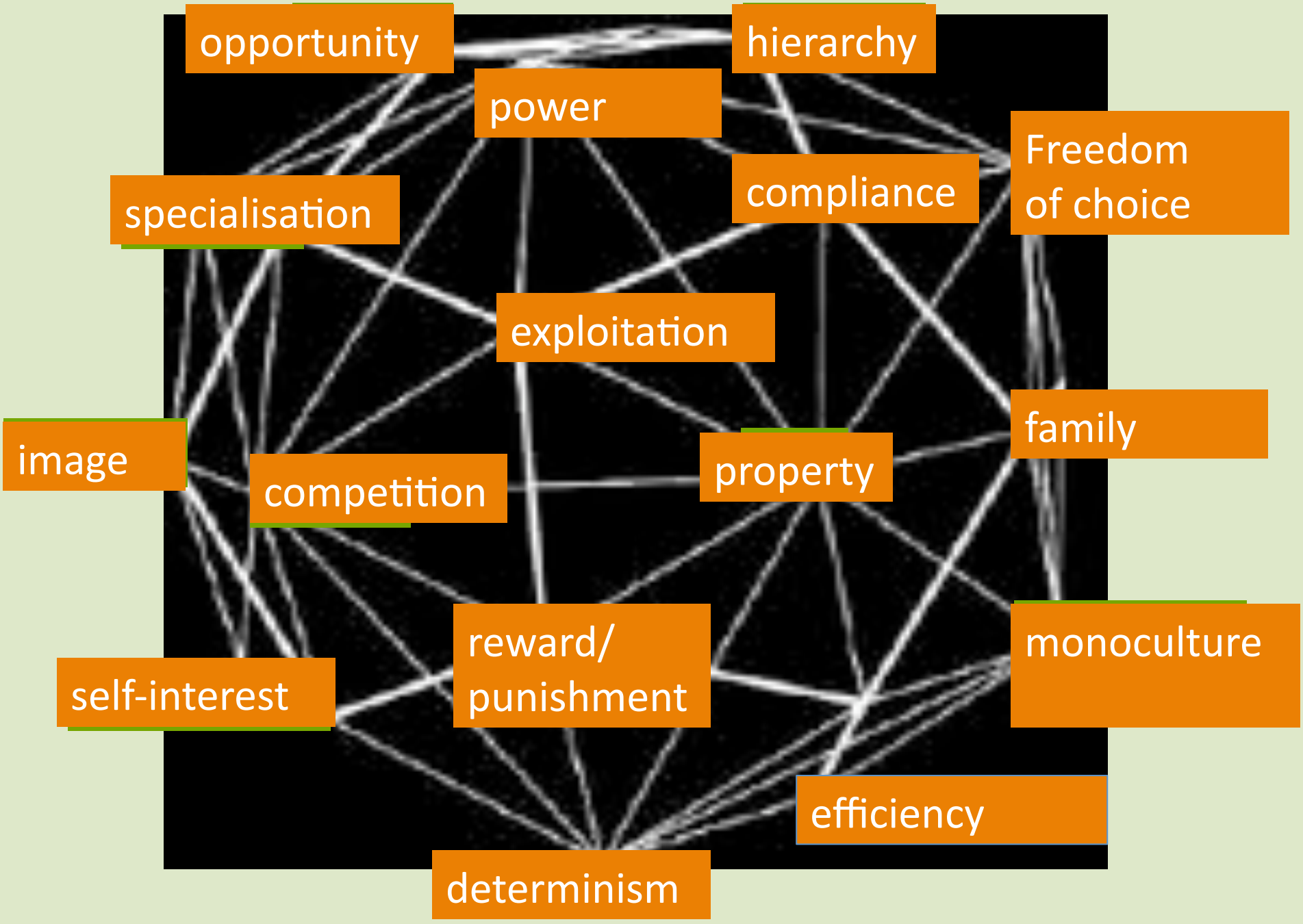


Developing inclusive initial teacher education

- Developing higher education

  Developing schools – Continuing professional development

A framework of excluding values



Developing values literacy

A concept map

Everybody

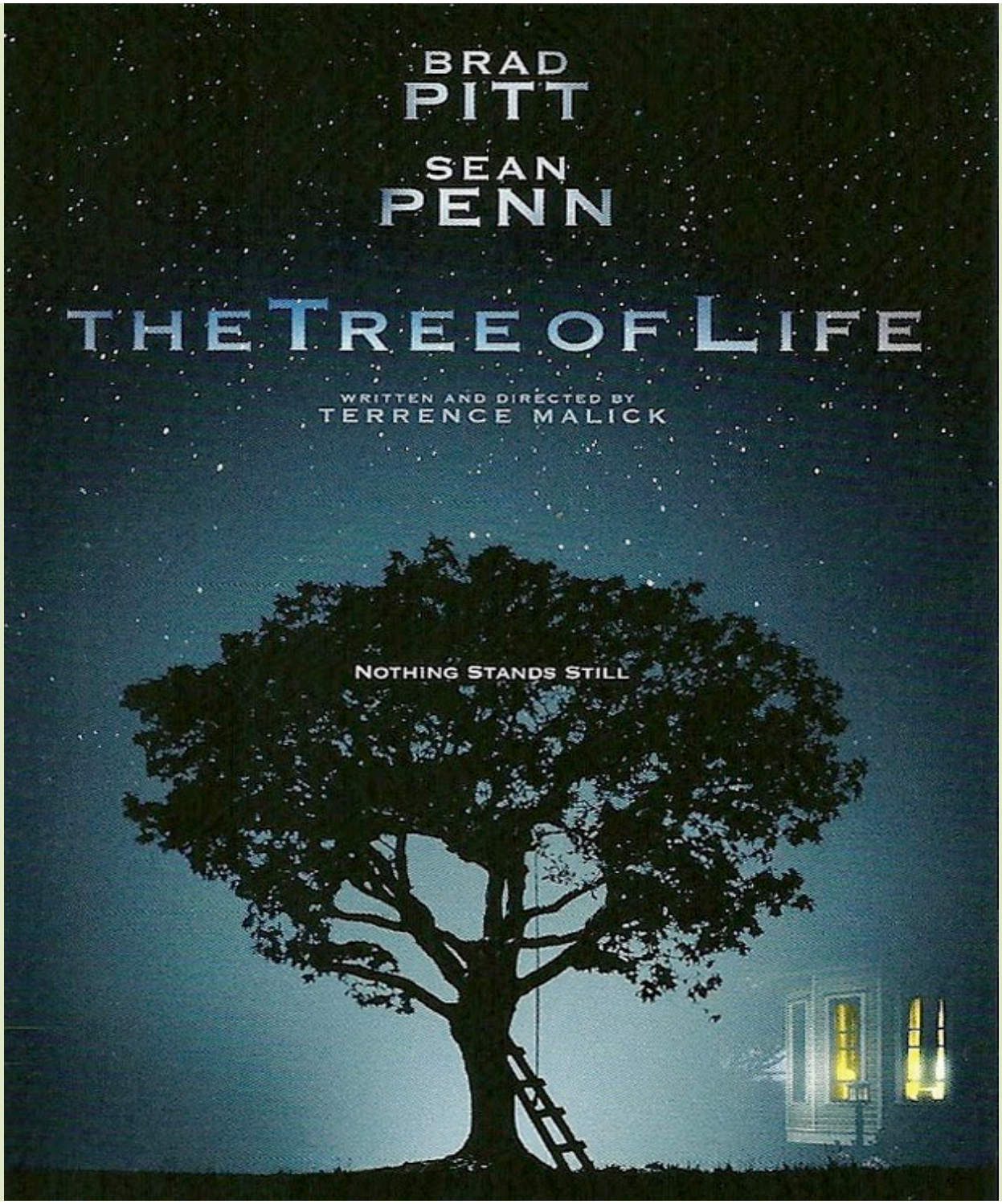
Adults – all adults – in schools, families and communities - and all children and young people

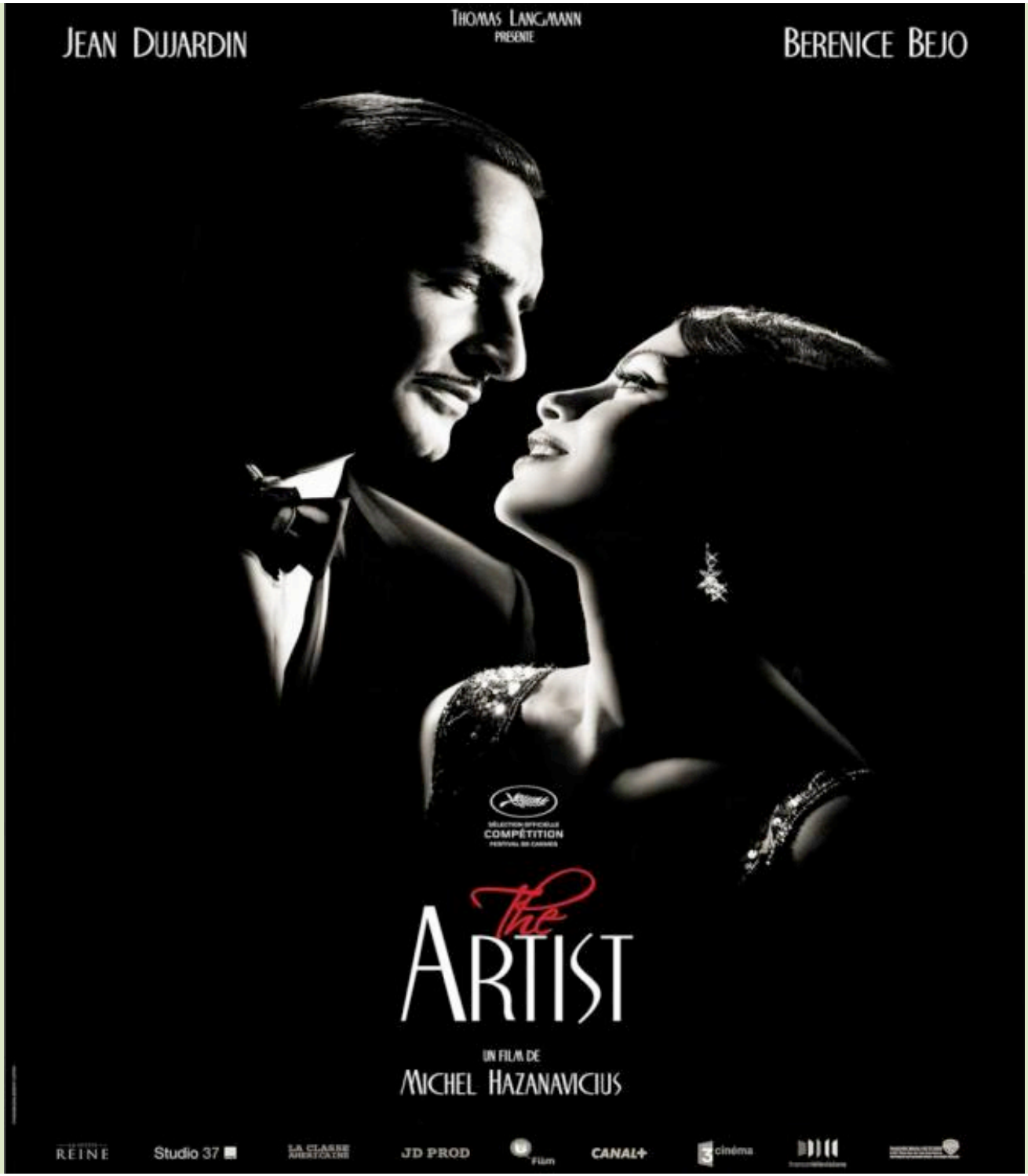
Us or them?
now or then?

Let’s talk about gender

...and language

When did it all go wrong – how can it all go right?


BRAD
PITT
SEAN
PENN
THE TREE OF LIFE
WRITTEN AND DIRECTED BY
TERRENCE MALICK
NOTHING STANDS STILL


JEAN DUJARDIN
THOMAS LANGMANN
PRÉSENTE
BERENICE BEJO
SÉLECTION OFFICIELLE
COMPÉTITION
FESTIVAL DE CANNES
The
ARTIST
UN FILM DE
MICHEL HAZANAVICIUS
LA REINE
Studio 37
LA CLASSE AMÉRICAINE
JD PROD
Film
CANAL+
cinéma

Things change

how much change do we want?

Additional colleagues
new friends

How can we teach and learn with different perspectives?

Being aware of contradiction?

And another thing....

- the syllabus/curriculum

-alliances with others working from similar principles

-professional masters

- Inclusion
- Exclusion
- Sustainability
- Social inclusion
- Social exclusion
- Integration
- Segregation

- Selection
- Discrimination
  - Gender
  - Ethnicity
  - Class
  - Caste
  - Disability
  - Age
  - Sexual orientation

- Homogeneity
- Heterogeneity
- Special needs education
- Diversity
- Difference
- Equality
- Rights
- Participation
- Community
- Democracy

The extent of change?

- Approaches to educational difficulty.
- Approaches to inclusion and exclusion: Please decouple inclusion and special educational needs? Perspectives may become more diverse.

- Concept maps

Priorities

- Is it the others who need to change
- Such quality – all levels – teacher education, policy, academic, etc
- No-one could disagree with core values – priority dev of teacher educators –all have a focus on specialised education – teaching for diversity???
- Use for evaluation of progress
- Challenge of working in my own competitive institution (higher education) – ‘how do you reach out to all?’ ‘I’m teaching a subject called physics’ ‘is physics a subject’
- Putting words into practical action
- Use in a variety of ways – tool and pool
- Materials of project for all teacher ed programmes

Context

- Decentralised and centralised teacher education systems
- Schools more inclusive than teacher education
- Focus on continuing professional development
- Attitudes in the home
- School leaders
- Gaps between centre and periphery
- How to operationalise

context

- One country. Resistance to inclusion – how to protect teachers? Special teachers educated for exclusion. Most psychologists against inclusion. Profile puts too much weight on mainstream teachers. Risks – teachers feel threatened I'm in favour of inclusion but many negative side-effects to inclusion. Links of diagnosis to additional support. Italian Switzerland most excluding 30 years after children in the school if allowed 5% will do it. Social support can be protective or risk.
- So how can we reduce the threat and make it less threatening? When they start then after say ' I have learnt a lot'.
- Role of unions positive and negative
- Levels eg ministries meeting, state level, teacher education institutions, education settings.
- Bavaria selective growing selection lack of co-ordination of initiatives – separate qualifications

Plans

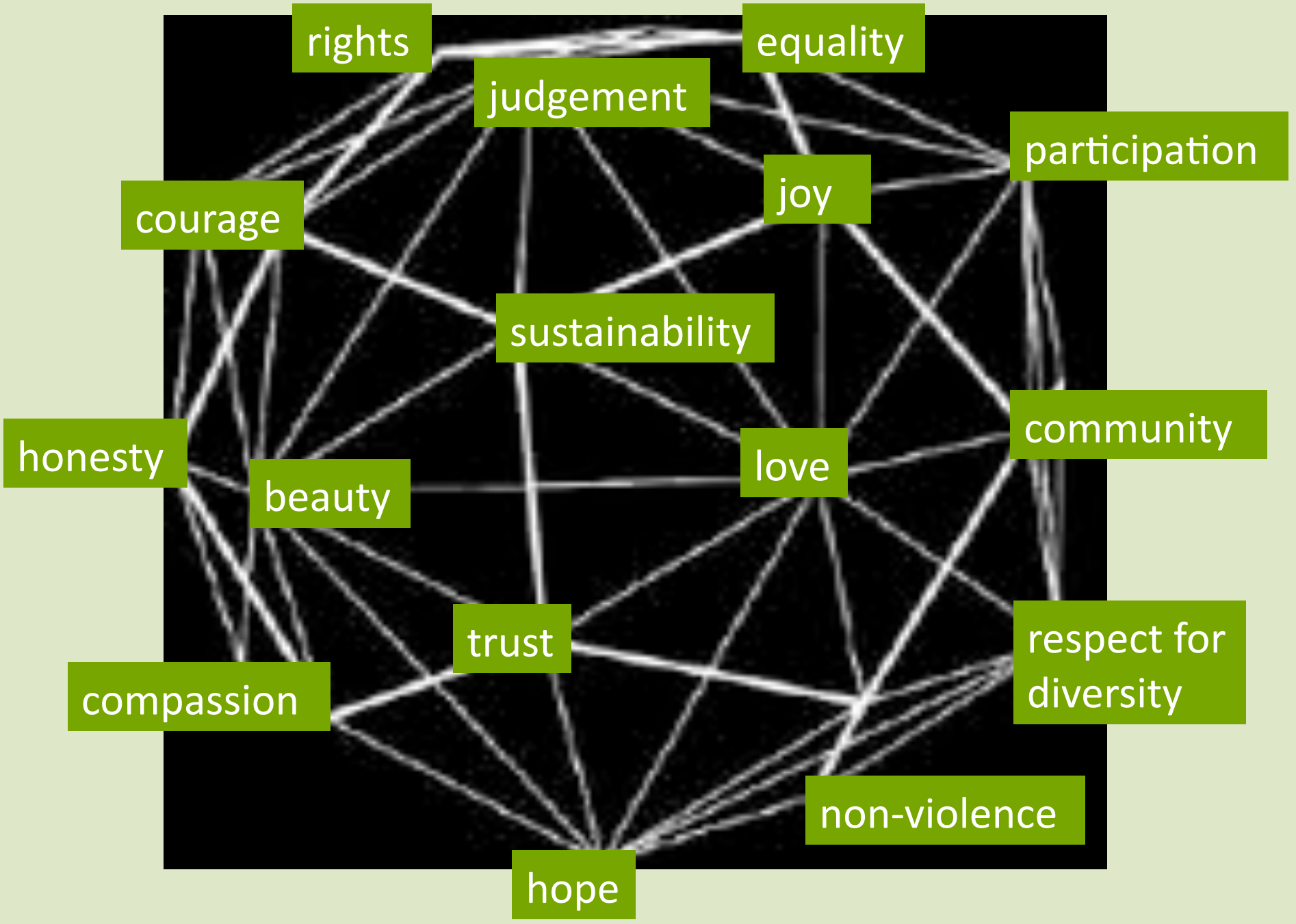
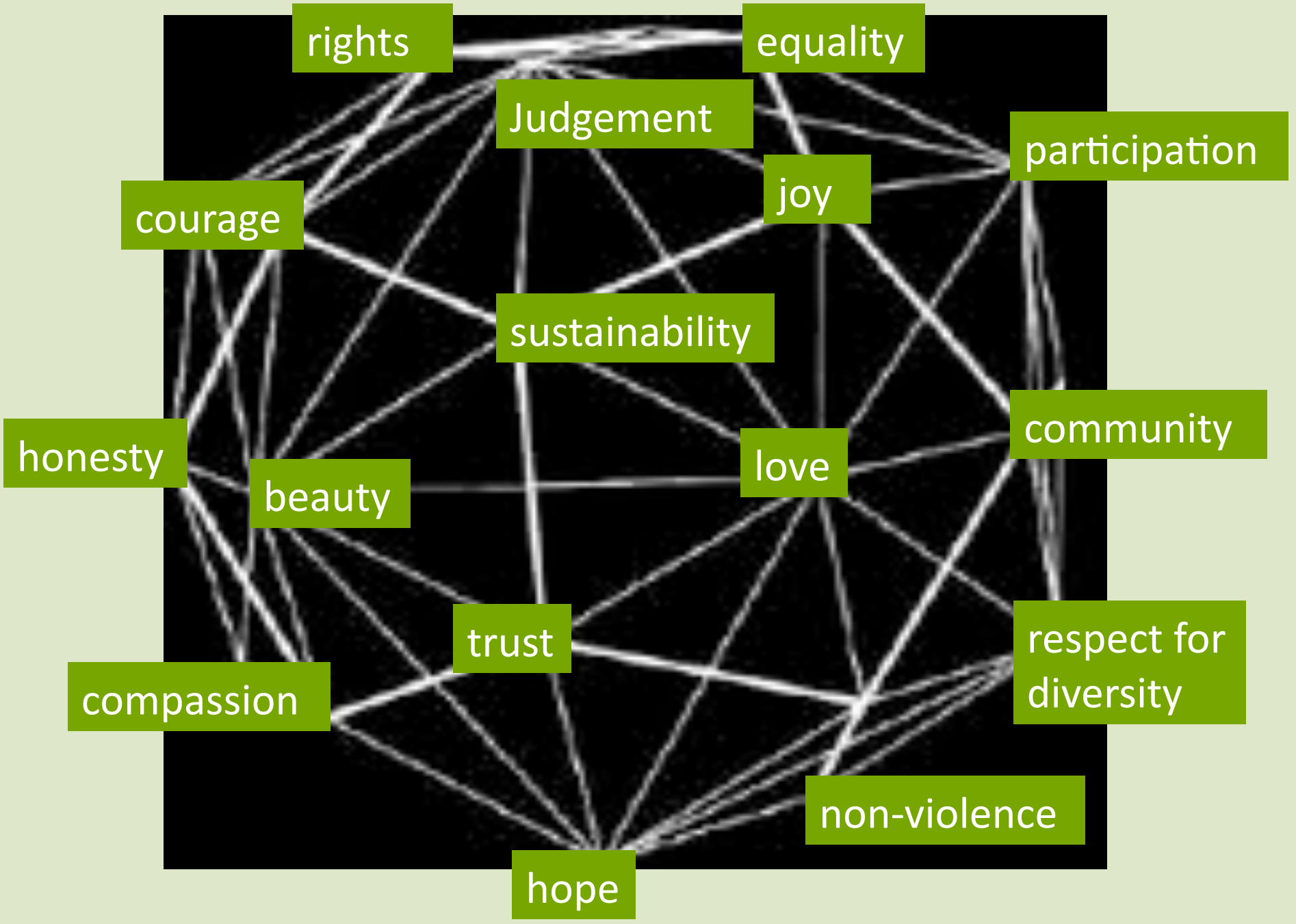
- National structures to support evidence informed practice.
- Links with schools – some students have to find schools themselves – some supported.

Initiatives

- Recruitment, students, teacher educators
- Teacher competences as aspirations
- Nature of the profile – valuing learner diversity some contradiction
- Links between higher education and schools
- Preparation across the range of settings
- Development processes in higher education and schools
- Conflicts – community – narrow view of standards
- Working with others working together
- Should there be a ‘socratic’ - pedagogic oath?
- Values literacy

- **The quality of this project**
- **The value of the network – best hope for dissemination the network**
- Change and the implications of change. New jobs, new paradigms new friends or no friends. From Special educational needs to inclusion/exclusion; can we redefine the field? Maybe
- Regendering
- The report and paradigm conflict – it's normal to be different – typical and atypical developmental patterns
- Students and paradigm conflict
- The curriculum
- A view of inclusion – quality – what works
- The importance of teacher education – develop role of teacher educators

A framework of inclusive values



A framework of inclusive values