

# 1st International Joint Staff Training Event

## *Transversal competences development for inclusion people in situation of vulnerability*

# Inclusive education



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# Content

- Adult education as space and time of learning opportunity.
- Education and inclusive school.
- Inclusive curriculum.
- Curricular differentiation

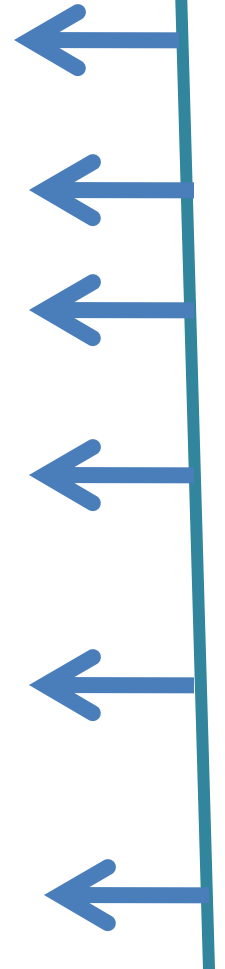


# Lifelong learning

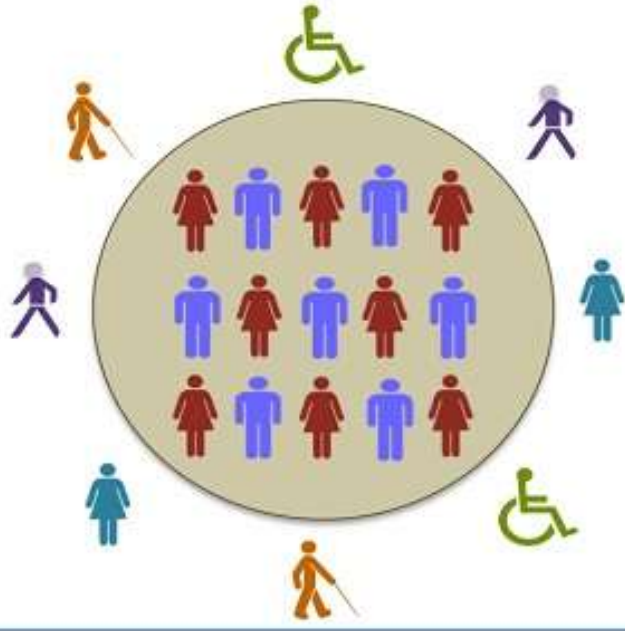


# Adult education as .....

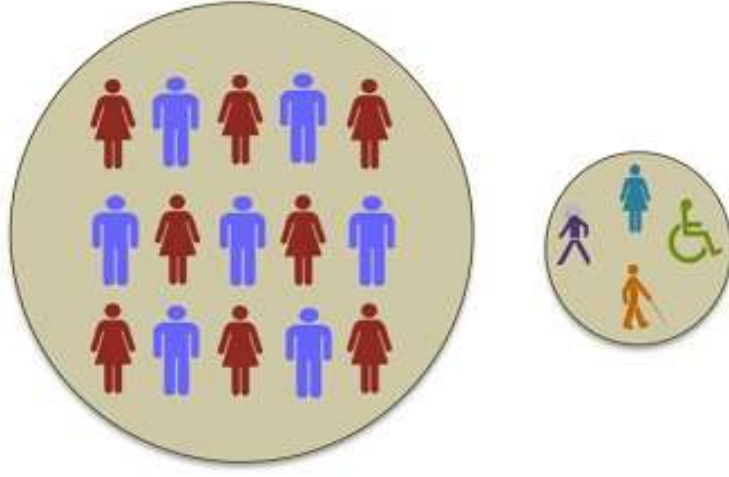
- Recognition and use of all learning opportunities.
- Affirmation of many learning spaces.
- Affirmation of different sources of learning.
- Recognition and evaluation of extracurricular learning.
- New model of education whose reference is not school but social experience.
- Application of the principle of lifelong education to the adult population.



**EXCLUSIÓN**



**SEGREGACIÓN**



**INTEGRACIÓN**



**INCLUSIÓN**



# Inclusive Education

It is a process aimed at responding to the students' diversity by increasing their participation and reducing exclusion *in and from* education. It is related to the presence, participation and achievements of all students, with special emphasis on those who, for different reasons, are excluded or at risk of being marginalized, constituting a fundamental impulse to advance the EPT setting. The concept of Education for All does not imply inclusion. Both share the goal of ensuring access to education, inclusion implies access to quality education without any discrimination, either within or outside the school system, which requires a profound transformation of education systems. Without inclusion, it is quite possible that certain groups of students are excluded, and that this should be a guiding principle of educational policies and programs, so that education is for everyone and not just for a majority.

(UNESCO, Conferencia Internacional de Educación, 2008, p. 6)

# Inclusive school

- It must guarantee all students access to a common culture that provides them with basic training and education.
- Every group of students maintains differences and these have a direct translation in the classroom in terms of learning rhythms, capacities, forms of relation, interests, expectations and scales of values.
- The school has to accept this diversity and propose an educational intervention in which an optimal development of all the students.

# Inclusive educational model...

- Defends intercultural education.
- Collects Theory of Multiple Intelligences (Gardner, 1983, 1993).
- Accepts a holistic and constructivist perspective of learning.
- Builds a common and diverse curriculum.
- Promotes active social and academic participation.
- Offers adapted practical lessons.
- Incorporates the use of technology in the classroom.
- Teaches responsibility.
- Promotes friendships and social ties.
- Seeks the formation of groups of collaboration between students.



# Inclusive education

Acceptance of  
community

Teaching  
adapted to all  
students

Recognition of  
diversity

Respect for  
differences

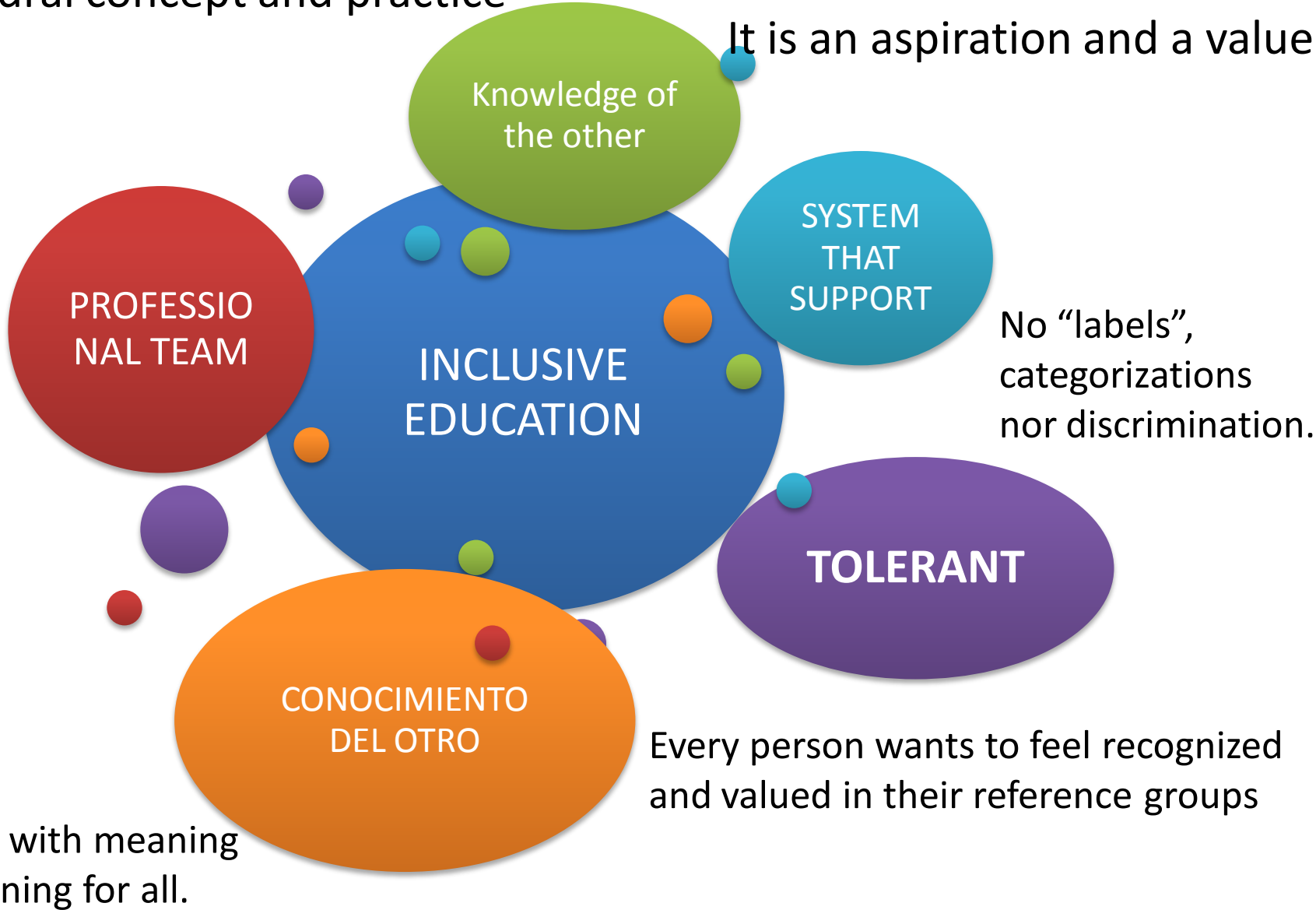
Social model of  
disability

Custom  
Education

Participation in  
the curriculum,  
cultures and  
communities

Support in  
classroom

# Polyhedral concept and practice



**To promote the presence, participation and performance of all students.**

Attention to the  
diversity of capacities,  
rhythms and interests



Flexibility achieving  
objectives



Common,  
diverse and  
flexible  
curriculum



Holistic and  
constructivist  
conception of learning

# Students' fields differentiated



- Ability to learn
- Motivation to learn
- Learning styles
- Interests
- Previous levels of development and learning
- Learning rhythms
- Socio-economic and cultural environment
- Belonging to ethnic minorities



It must plan

Variety in  
progress of  
learning

Variety of  
methods and  
strategies

## Curricular differentiation

To design flexible teaching environments where, through curricular adaptations, different learning experiences are provided to respond to the needs of all students.

TO ADEQUATE OR DIFFERENTIATE .... Objectives, contents, methodological strategies, tasks, resources, evaluation.

# Goals

Variety of resources



# Contents

Define critical  
contents

Topics and  
subtopics

Keywords

Sequence



# Methodology

Plurality, interaction, discovery, cooperation, projects, multilevel



# Tasks

Support in common  
tasks

Individual Tasks

Group tasks



# Materials

Support for

Simplified

Complementary



# Evaluation

Plurality: checklists, observation scales, questionnaires, rubrics, portfolios

## Curricular differentiation

## Goals

To contemplate the existence of a great variety of means and instruments for the achievement of the same objective

For example...

### **Traditional Objective:**

Knowing the meaning, understanding and using new vocabulary through class readings

### **INCLUSIVE OBJECTIVE:**

Know the meaning, understand and use new vocabulary through the use of various resources.

Resources: Class readings, Other books, Newspapers, magazines, etc. Videos and films Internet electronic texts, Audio tapes, Drawings

# Curricular differentiation

## CONTENTS - I

To Select fundamental contents then to added other contents (in extension or depth) depending on the possibilities of the students.

Content adaptation

Selection  
Priorization  
Sequencing  
Organization  
Planning

Types of content changes

Supplementary Contents +  
Simplified Content -  
Alternate content



# Curricular differentiation

## CONTENTS -II

**When**

When the content is not suitable for a student or group.

**Who**

The teacher

**How**

In the framework of the common Program.

1. Define critical content
2. Organize themes and subtopics
3. Keywords
4. Set sequences
5. Adjust complexity and depth..

## Curricular differentiation

# CONTENTS -III

### How it is done

Adjust difficulty

- ✓ To reduce the difficulty level of reading texts, coloring, cropping, sorting stories ...
- ✓ To provide keys, entries, notes
- ✓ To divide texts into small readings or rely on images
- ✓ To develop study guides for each lesson
- ✓ To use visual supports.
- ✓ To break down the contents into smaller sections.

Overlapping curriculum

Consiste en lograr varios aprendizajes a través de la misma tarea.

Curricular  
differentiation

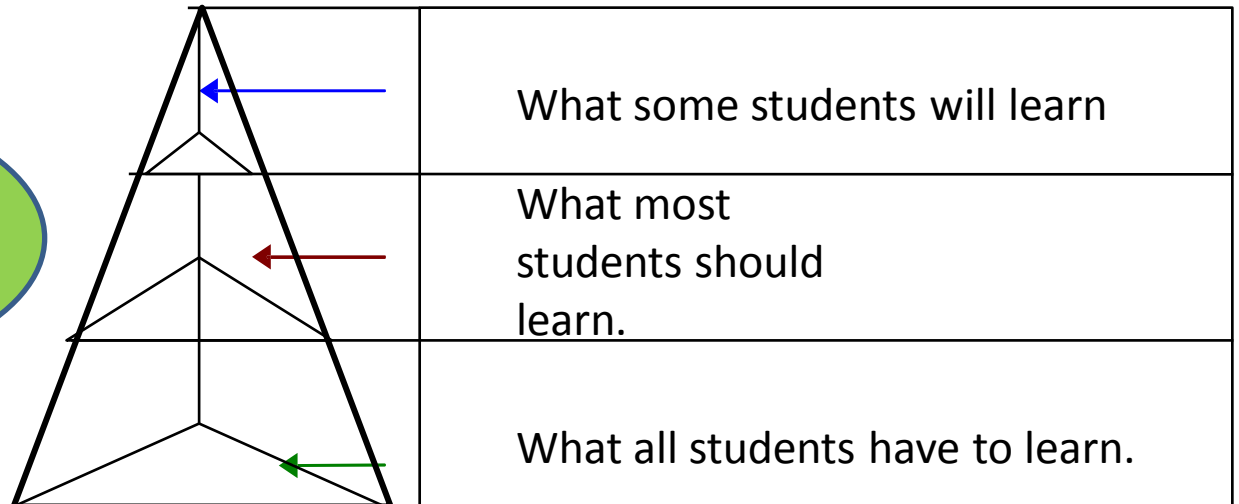
# CONTENTS -IV

How it is done

Graduate  
Tasks

Sequencing content difficulty, and  
setting achievement levels

Strategy of  
the pyramid



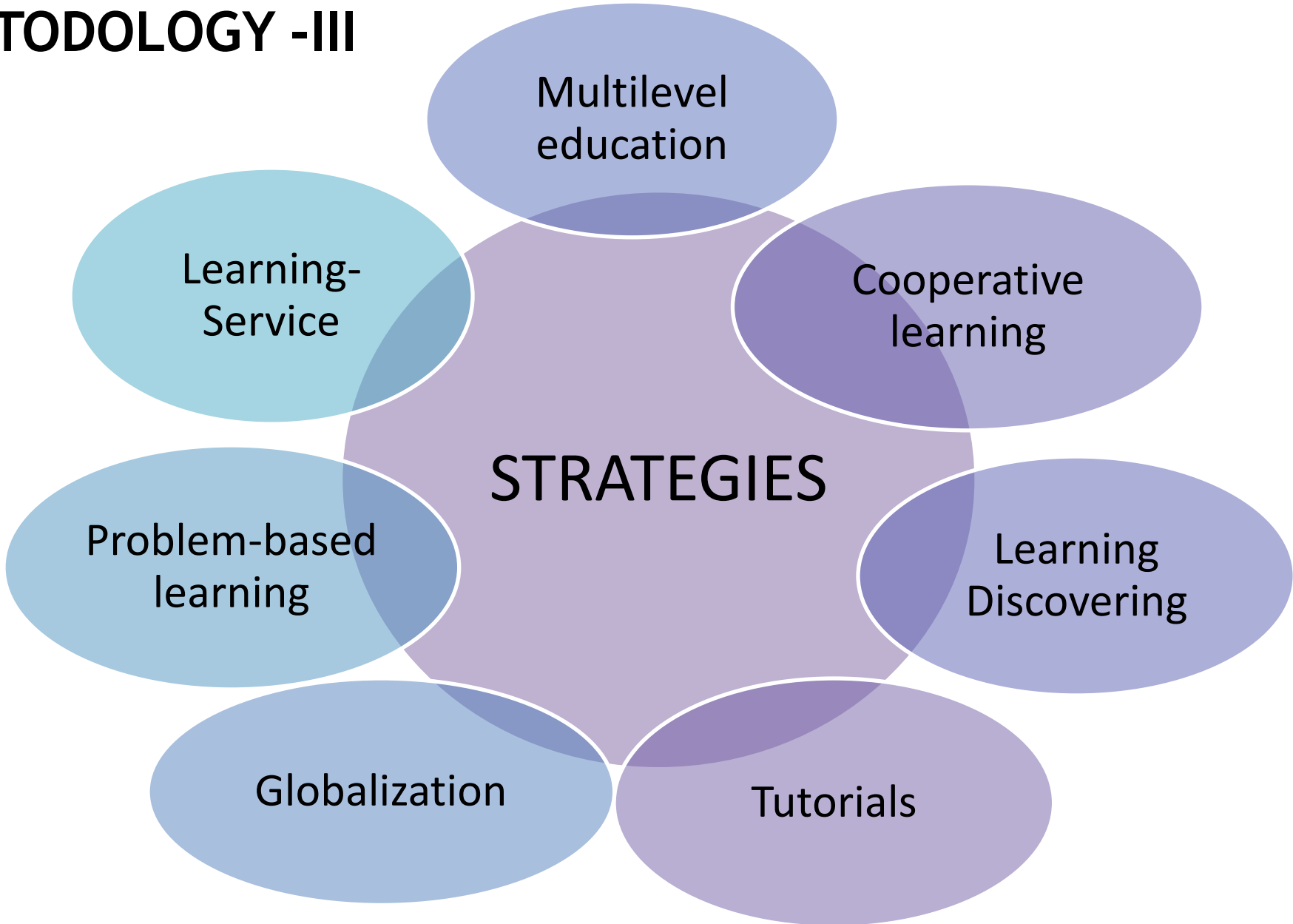
Curricular  
differentiation

## **METODOLOGY -I**

To use different  
methodological  
strategies

- Experiential Strategies
- Classroom dialogue
- Respect
- Flexibility
- Solidarity
- Advice
- Inform students
- Different groupings depending on the activity
- Have different types of spaces in the center

# METODOLOGY -III



Curricular  
differentiation  
materials

Tool to access learning contents

Not all students have the same level of access and use of learning materials.

How to overcome the barriers of some materials?

To read text,  
guided  
instruction,  
advance  
information,  
monitor  
student's  
comprehension

Direct  
Support

Simplify  
ing  
material  
s

Compleme  
nting  
materials

Abstracts,  
study guides,  
task pacing,  
colors to mark

# We have learned

- We must focus adult education as an opportunity for learning from context and experience.
- The basic elements of inclusive education and the characteristics of an inclusive center
- The adjustments of the curricular differentiation