



EMPOWERING INCLUSIVE TEACHERS FOR TODAY AND TOMORROW (EiTTT)



Funded by the Erasmus+ Programme of the European Union



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www.mie.ie/eittt

INCLUSION: WHAT WORKS IN PRACTICE?

- EiTTT (Empowering Inclusive Teachers for Today and Tomorrow) is a project funded by Erasmus+ KA2 Education Programme of the EU Commission.
- **Marino Institute of Education in Ireland** is leading this 30 month project (2016-2019).
- The partner countries are Belgium (University College Leuven-Limburg & Karel de Grote University College, Antwerp),

- Cyprus (Anthoupolis KA Primary School, Nicosia), Latvia (Rigas 45. Vidusskola, Riga) and Finland (Lukkarin koulu, Nurmijärvi).
- EiTTT is a cross-sectoral project with the project partners representing three teacher education institutions and three schools.
- The project aims to examine best practice in inclusive education for student and practising teachers.

CO-TEACHING IN CLASSROOMS



Lukkari Primary School in Nurmijärvi, Finland



- Mainstream teachers, experienced special education teachers and classroom assistants work full-time in mainstream classes of approximately 24 children, 7-10 of whom have special educational needs (SEN).
- Children with SEN are not identifiable to an outside observer, such is their level of engagement and access to equal learning opportunities afforded by **this model of co-teaching**.
- All children benefit, and are receiving individualised support, group work and peer tutoring opportunities, which enhance their self-esteem and relationships with peers.

SPECIAL EDUCATION PLACEMENT FOR STUDENT TEACHERS



Marino Institute of Education (MIE), Dublin, Ireland



- Student teachers complete a **two-week placement in a special education setting**. Students have reported that this placement is an invaluable learning experience and supports them in engaging with inclusive practice.
- Students feel that the experience this placement provides can change their thinking about concepts of 'disability' and 'special education'.
- As partners observed, this form of student placement is a vital element in the preparation of inclusive practitioners.
- It was highly recommended that teacher educators incorporate such placement in the preparation of beginning teachers.

REFLECTION THROUGH VIDEO IN TEACHER EDUCATION



Karel de Grote University College (KdG), Antwerp, Belgium



- The Departments of Education, Social Work and Health Care work closely together. Hence the Faculty of Education emphasises the impact of background factors on pupils' educational development.
- **Pedagogical Sensitivity** is fundamental to learning. Teachers can develop this sensitivity and responsiveness through deep reflection.
- Student teachers experience challenges in reflecting on their professional engagements.
- KdG uses **Video Interaction Guidance (VIG)** to support the reflective and learning processes of student teachers.
- This VIG strategy offers student and practising teachers potential to reflect deeply on the quality of their engagements with school pupils.

HOLISTIC SUPPORT IN CONTEXTS OF DISADVANTAGE



Anthoupolis (KA) Primary School, Nicosia, Cyprus

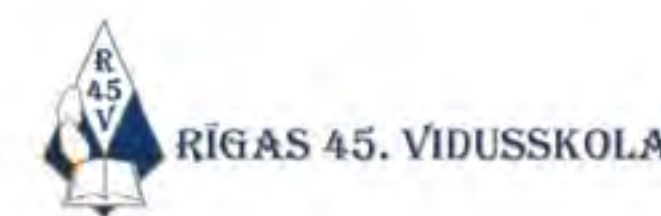


- The school has a long history of **supporting children from refugee / migrant and socio-economically disadvantaged backgrounds**.
- The school focuses first on the social-emotional development of each child, incorporating a social skills element into most lessons.
- A sense of a community ('village') is evident, with parents, teachers, ministry of education and the wider community working together to provide **holistic support** for the children.

SCHOOL STRUCTURES THAT PROVIDE FOR STUDENTS WITH SOCIAL / EMOTIONAL DIFFICULTIES



Rigas 45. Vidusskola, Riga, Latvia



- The school has developed a cross-curricular '**Social Education**' programme which is implemented by a **school-based team** comprising 'social educators', psychologists, support teachers and speech therapists.
- The programme focuses on **students with social / emotional difficulties** manifesting in 'challenging behaviour', and aims to see such students included effectively in mainstream education.
- It **supports all targeted students, their families**, and as the students are enrolled in mainstream classes on a full-time basis, all **teachers** in the school.

CO-TEACHING IN TEACHER EDUCATION



University College Leuven-Limburg (UCLL), Belgium



- Student teachers are introduced to **co-teaching concepts and practices** from the beginning of their education courses.
- Final year student teachers are required to co-teach in pairs throughout a four-week placement in schools located in communities designated as socio-economically disadvantaged. This helps future teachers become more attuned to the diversity of learners in these classrooms.
- Mainstream class teachers who frequently host UCLL student teachers for school practice, report that co-teaching with the host teacher provides for significantly better learning for student teachers and their pupils.



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