

PR ♥ UD

TO TEACH ALL



Erasmus+

Professional Development Strengthening Competencies to
Teach All Learners in an Inclusive Learning Environment

Multiplier event

IPP Porto

13/10/2022

Program Multiplier event

- 17.30: Welcome session, presentation of ProuD project (15'); ([Marijke Wilssens, AUAS](#))
- 17.45: Inclusive Pedagogy and Professional Collaboration: Guided Tour in the Inspiration Centre (30'); ([Tracy Edwards, LBU](#))
- 18.15: Round Table - exchange on Professional Learning Communities experiences with coaches (40'); ([Peter De Vries, HU](#))
- 18.55: Professional Learning Communities: Guide for coaches and GPS for inclusion (15'+15'); ([Lāsma Ulmane-Ozolina, LiepU](#))
- 19.25: Professional Learning for Inclusion: what are the needs of the educational professionals? (25') ([Monica Silveira-Maia, IPP](#))
- 19.50-20.00: Ending words - next steps and outputs for ProuD (10') ([Hannah Boonen, UCLL](#))

- Aula Aberta -
- Conferência ProuD to Teach All



Pedagogia Inclusiva e Colaboração Interprofissional:
Desenvolvimento Profissional e Comunidades de Aprendizagem

17h30 Abertura da sessão - Apresentação do Projeto ProuD to Teach All/
Welcome Session - Presentation of ProuD Project - [Marijke Wilssens, Artevelde Hogeschool](#)

17h45 Pedagogia Inclusiva e Colaboração Interprofissional: Visita guiada ao Centro de Inspiração/
Inclusive Pedagogy and Interprofessional Collaboration: Guided Tour in the Inspiration Centre - [Tracy Edwards, Leeds Beckett University](#)

18h15 Mesa redonda - Experiências em Comunidades de Aprendizagem/
Round Table - exchange on Professional Learning Communities experiences - [Peter de Vries, Hogeschool Utrecht](#) (moderação)

18h55 Comunidades de Aprendizagem Profissional: Guia para coaches e GPS para a inclusão /
Professional Learning Communities: Guide for coaches and GPS for inclusion - [Lasma Ulmane-Ozolina, University of Liepajas](#)

19h25 Aprendizagem Profissional para a Inclusão: quais as necessidades dos profissionais de educação?/
Professional Learning for Inclusion: what are the needs of the educational professionals? - [Mónica Silveira-Maia, Escola Superior de Educação, Politécnico do Porto](#)

19h50 Encerramento - novos passos e produtos do ProuD/
Ending words - next steps and outputs for ProuD - [Hannah Boonen, UCLL Hogeschool](#)

Quando?/
When?

13 de Outubro/ October, 13th 2022 17h30 ~ 20h

Onde?/
Where?

Auditório - Escola Superior de Educação, Politécnico do Porto/
Auditorium - School of Education, Porto Polytechnic - Rua Dr. Roberto Frias, 602 Porto

Como?/
How?

Evento gratuito, registe-se [aqui](#) (nº de inscrições limitada)/
Free event, register [here](#) (limited number of registrations)

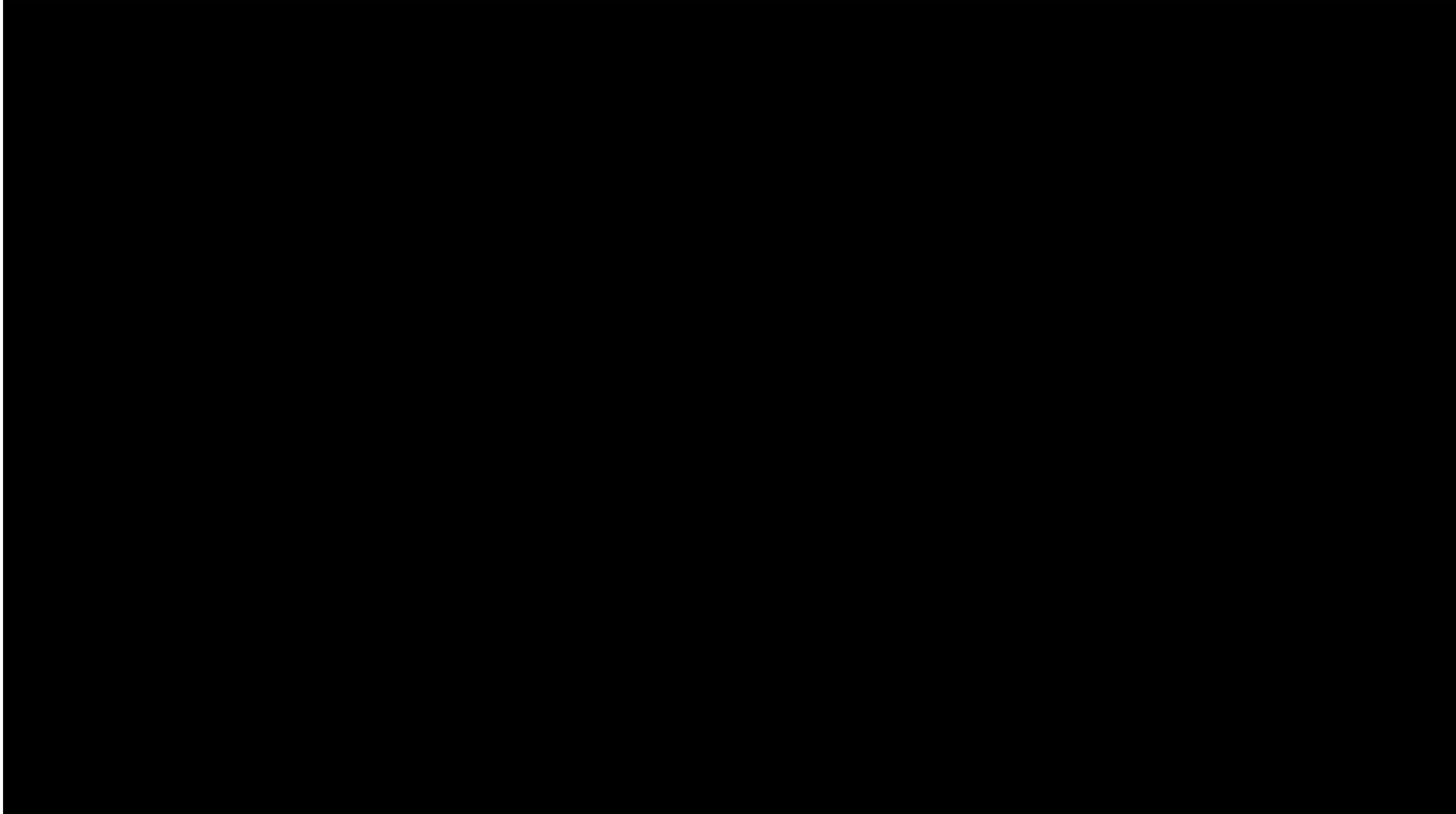
Todos os participantes receberão certificado de participação

Welcome session, presentation of Proud project

Marijke Wilssens, Artevelde University of Applied Sciences

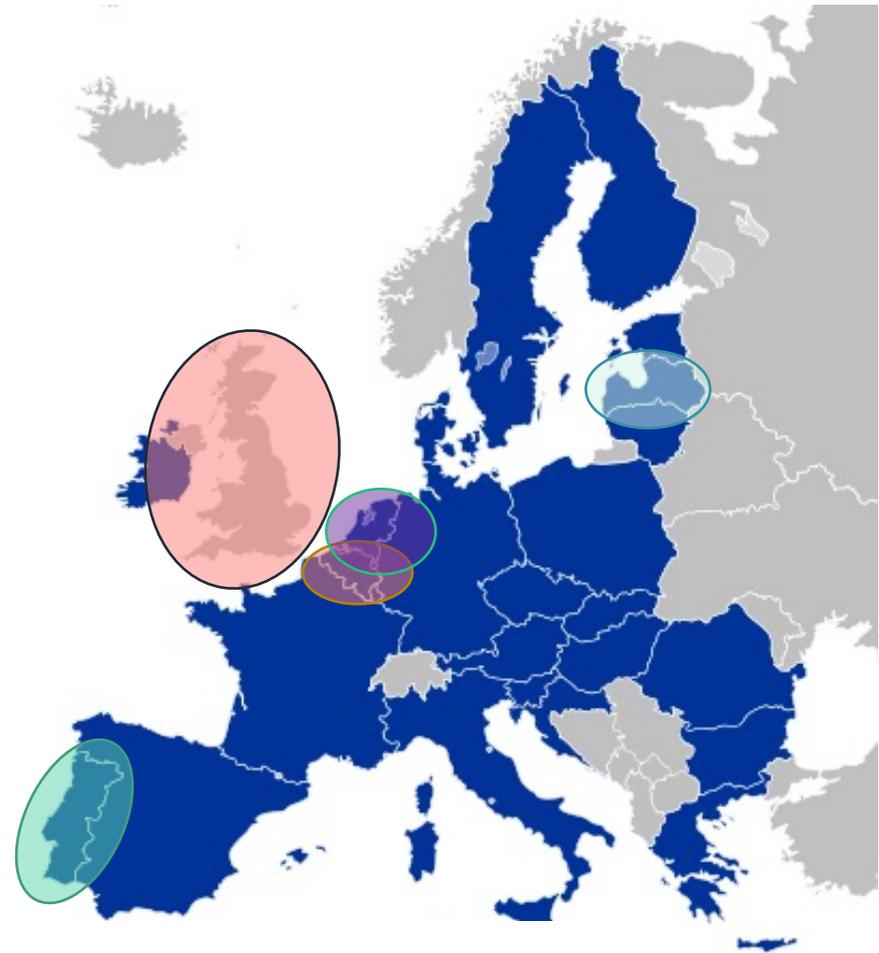
IPP Porto, 13-10-2022

Hello everyone, ProuD to be here



Teacher trainers and researchers in diversity and inclusion from across Europe

1. Belgium (Flemish community)
2. Latvia
3. Portugal
4. The Netherlands
5. The United Kingdom



Happy to represent our Proud team



seven universities + ten associated schools

What brings us together in this project?



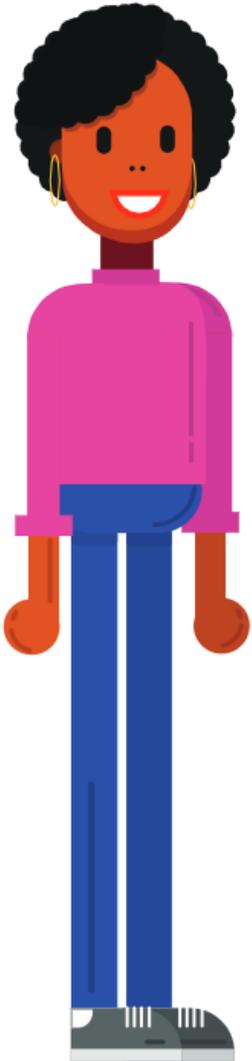
- Dries is an **enthusiastic teacher** who wants to appreciate and use the diversity in his classgroup even more. He sets the bar high for every learner, but wonders **how** he can **organise** things better in his classroom.
- He hates colleagues who complain about the 'level continuing to drop'. He wants to **collaborate** with all colleagues to think about how to adapt teaching methods and materials to all learners' needs. He hopes that the school management will not let things run their course, as all learners deserve a **team** with high aspirations.

What brings us together in this project?

- Martina **asks for an urgent consultation** with the school psychologist about a foreign-language, underprivileged boy in her classroom, who only learns little and constantly **challenges** her with his behaviour.
- She would like to hear what is **wrong** with him, or if he could be **referred** to special counselling or therapy. She wonders what she can do to **handle** the situation, so that he does not **disturb** her class so much.



What brings us together in this project?



- Gudrun is an enthusiastic 'special educational needs coordinator' ('SENCO') with a big **heart for all learners**. Together with her school leader Paul, she is the driving force behind the school's **policy and support system** to make all learners learn.
- Paul stresses how important a **strong collaboration with families and other partners** in the community is, to answer the ever growing variety of needs.
- Together, they think about **launching a professional learning community** to support their colleagues in **strengthening** their inclusive **competencies**.



Strengthening our competencies for inclusion collaboratively



ProuD4

Objectives

1. to investigate professional development strategies that are effective, feasible and replicable to make teachers *eager to learn to teach all learners*;
2. to devise an accessible online inspiration centre that engages teachers to use evidence-based resources so that they feel able to teach all learners;
3. to enhance the coaching skills of experienced teachers, school leaders and other senior educational professionals to enable them to lead PLCs that are *ProuD to Teach All Learners*
4. to strengthen teachers' interprofessional collaboration skills in inclusive networks within, between and beyond schools so that they feel *stronger to teach all learners*;

Outputs (optical tools)

1. Magnifying Lens: a suite of baselining and audit tools, leading to a report with research and policy recommendations for communities across the EU
2. Binoculars: an online inspiration centre (OIC) - scientific/ experiential knowledge and resources that strengthen teachers to meet complex needs within their classroom,
3. Mirror: a guide for coaches, helping them to support professional learning processes and teachers' professional vision within their local community
4. GPS: a professional development package with learning activities and materials for teachers and other educational professionals

Professional development and training?

To realise our 'ProuD4' objectives
two key concepts
have shown to be **crucial**

Inclusive pedagogy

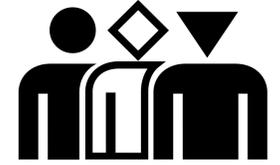


Interprofessional collaboration

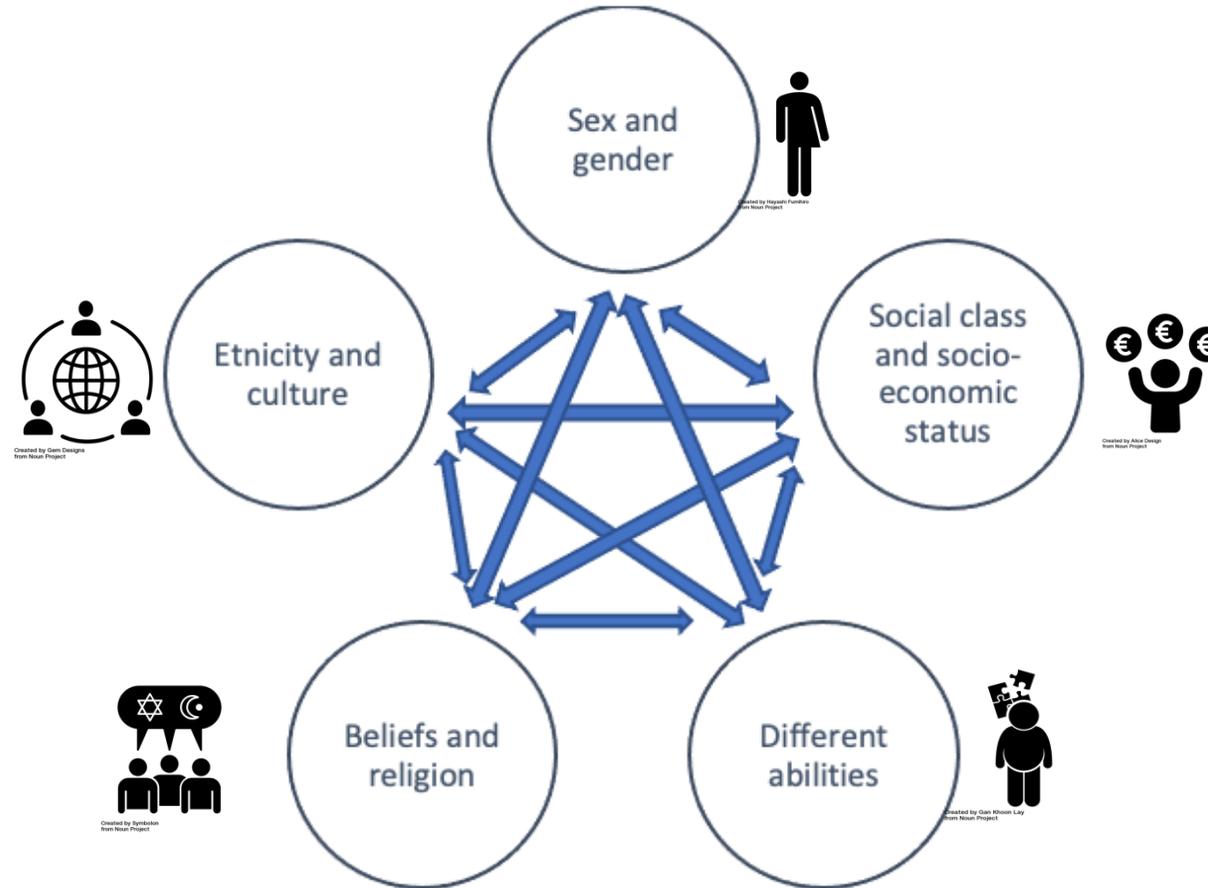


IN PROFESSIONAL DEVELOPMENT TO TEACH ALL LEARNERS
IN AN INCLUSIVE LEARNING ENVIRONMENT

Valuing all aspects of diversity towards an inclusive pedagogy...



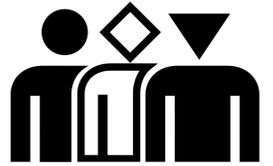
Created by Luis Prado
from Noun Project



Five major categories of difference and their intersections ¶

Source: Mitchell, D. (2016). Diversities in Education: effective ways to reach all learners. London: Routledge. ¶

This means that we assume...



Created by Luis Prado
from Noun Project

1. Difference is 'normal'

We put the focus on all learners, instead of singling out certain learners with additional support needs, or special educational needs

2. All teachers are capable of teaching all learners

We learn to take a certain stance towards learning and learners: we are convinced that all learners can learn; we reject any beliefs like 'some learners hold back other learners' learning' or 'inclusion is only possible if the learner/parents/government ...' - so we do not let any external expectations limit our options. Differences experienced by some learners are seen as dilemmas rather than problems.

3. Teachers continuously develop new ways of working together

We see ourselves and all teachers as professionals that can develop strategies to make all learners learn. We thus believe in our own 'craft knowledge', our own 'repertoire' to make inclusion work. In this, we believe that career-long collaborative learning will help us to keep developing our inclusive competences together with our learners, families, colleagues and other partners in the community...

Florian, L. & Spratt, J., 2013, Enacting inclusion: a framework for interrogating inclusive practice.

European Journal of Special Needs Education, Vol. 28, No. 2, 119–135.

A strong interprofessional collaboration involves learners, families, colleagues and other partners in the community

“I’m sitting around the table with you, but not really. I sometimes have the feeling that decisions have already been made”.
(Rosie's mother)



ProuD4 -> outputs

- Strategies and recommendations
- to ensure that teachers are
- EAGER to teach all learners



- An online inspiration centre
- to ensure that teachers feel
- CONFIDENT to teach all learners

- Unique approaches to
- interprofessional collaboration
- with learners, families and
- other partners in the community
- to ensure that teachers feel
- STRONG to teach all learners

- Development of coaching skills
- amongst school leaders,
 - teachers and
 - other support staff
- to feel PROUD in teaching all learners

Our materials? www.proudtoteachall.eu



Professional Development to Teach All Learners.

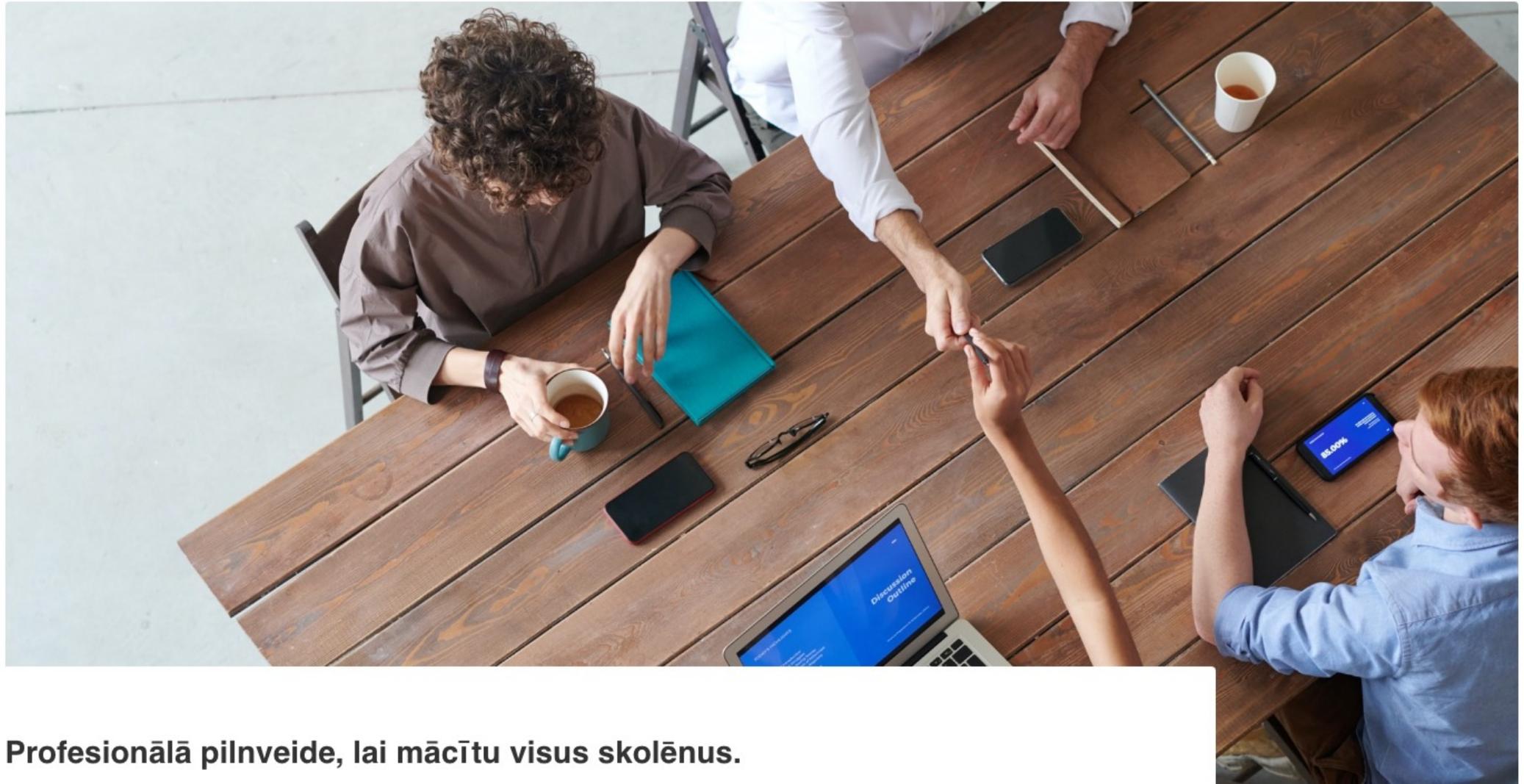
The project 'ProuD to Teach All Learners' is a response to the high demands that the increasing diversity of 21st century classrooms puts on

Onze materialen? www.proudtoteachall.eu



Professionele ontwikkeling om goed les te geven aan alle leerlingen.

Mūsu materiāli? www.proudtoteachall.eu



Os nossos materiais?

www.proudtoteachall.eu



centro de inspirações

guia para ônibus

pacote de desenvolvimento profissional

pesquisa e recomendações políticas

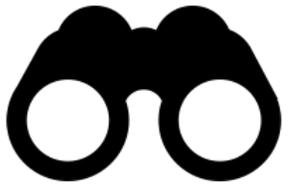


Inclusive Pedagogy and Professional Collaboration: Guided Tour in the Inspiration Centre

Tracy Edwards, Leeds Beckett University

IPP Porto, 13-10-2022

Thinking about Inclusive Pedagogy for the 'ProuD' Project



“extending what is ordinarily available to all pupils”



“Situating ourselves as a learner of our pupils”

Online Inspiration Centre

[home](#) [over ons](#) [blog](#) [contact](#) | [en](#) [nl](#) [lv](#) [pt](#)



[gids voor coaches](#)

[professionaliseringspakket](#)

[onderzoeks- en beleidsaanbevelingen](#)

Inspiration centre

The inspiration centre contains podcasts, videos and other inspiring materials that aim to ensure that teachers feel more confident to teach all learners.

Choose a theme

Media type

zoeken

[Show grid](#) [Show list](#)

Inclusieve pedagogie



Inclusive pedagogy

Instead of providing something different or additional for children who experience difficulties in their learning, Inclusive pedagogy seeks to extend what is ordinarily available to everybody

Florian, L. and Black-Hawkins, K., 2011. Exploring Inclusive Pedagogy. *British Educational Research Journal*, **37**(5), pp. 813-828.

We have developed podcasts in the inspiration centre...

Inequality in education

In this podcast two students of Hogeschool Utrecht talk about inequality of opportunity or: how do we offer students optimal opportunities that fit their talents? And what does this require from ...

[Read more](#)

Deconstructing Inclusion: the perspective of a Professor and Researcher

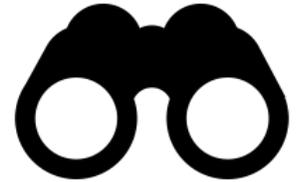
In this podcast, Manuela Sanches Ferreira, a Portuguese Coordinator Professor and the Coordinator of the Centre for Research and Innovation in Education, with extended knowledge and experience in...

[Read more](#)

Let's talk about inclusion with a history teacher, a social pedagogue and a psychologist

Teachers in the podcast work in a mainstream school called Oskara Kalpaka Liepaja secondary school Nr.15. Here you can hear the opinions of a history teacher, social pedagogue, and psychologist. ...

[Read more](#)



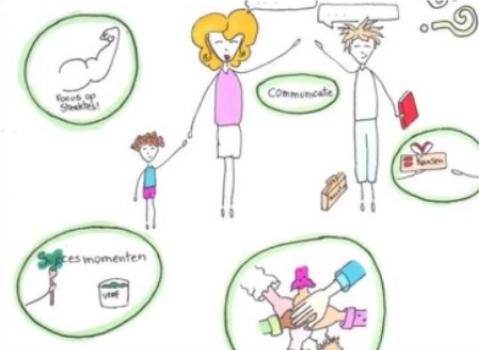
Who inspires Ebanur?

Ebanur is finishing up her masters in Disability Studies at the University of Ghent. As part of her last year, she does an inclusive internship, in which she supports pupils with special needs in...



Imagining the perfect classroom

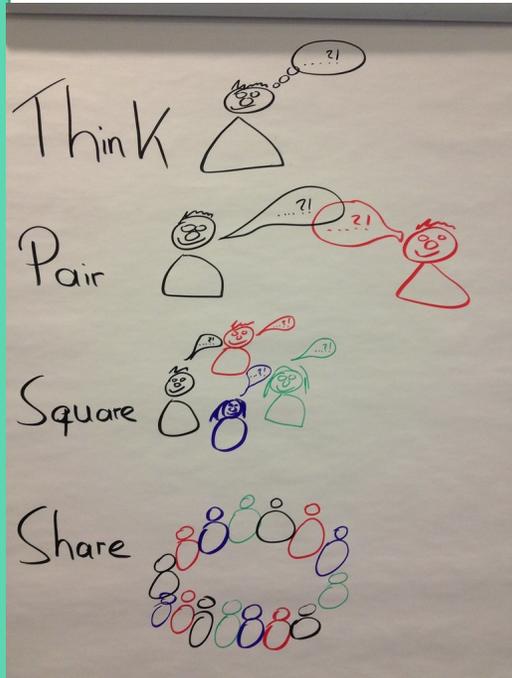
In this podcast two Dutch students talk freely about their ideas around the question: what does a perfect classroom look like? This perfect classroom is discussed from different perspectives. Exa...



Golden keys of a successful inclusive school career

Golden keys of a successful inclusive school career A student of the University of Ghent had a talk with the mother of Maren. Maren is a special needs student who goes to a regular school. They ta...

“extending what is ordinarily available to all”



<p>multiply times product lots of groups of multiplied by multiple of</p> <p>X</p>	<p>add plus total sum more than increase altogether score double</p> <p>+</p>	<p>subtract minus half halve less than fewer than take away decrease difference between</p> <p>-</p>	<p>divide halve share division factor remainder equal groups of divided by divided into shared equally</p> <p>÷</p>
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The ten habits of inclusive teachers

Last update: 29/08/2022

Theme:
Inclusive pedagogy

Media:
Presentation



10 Habits of Inclusive Teachers



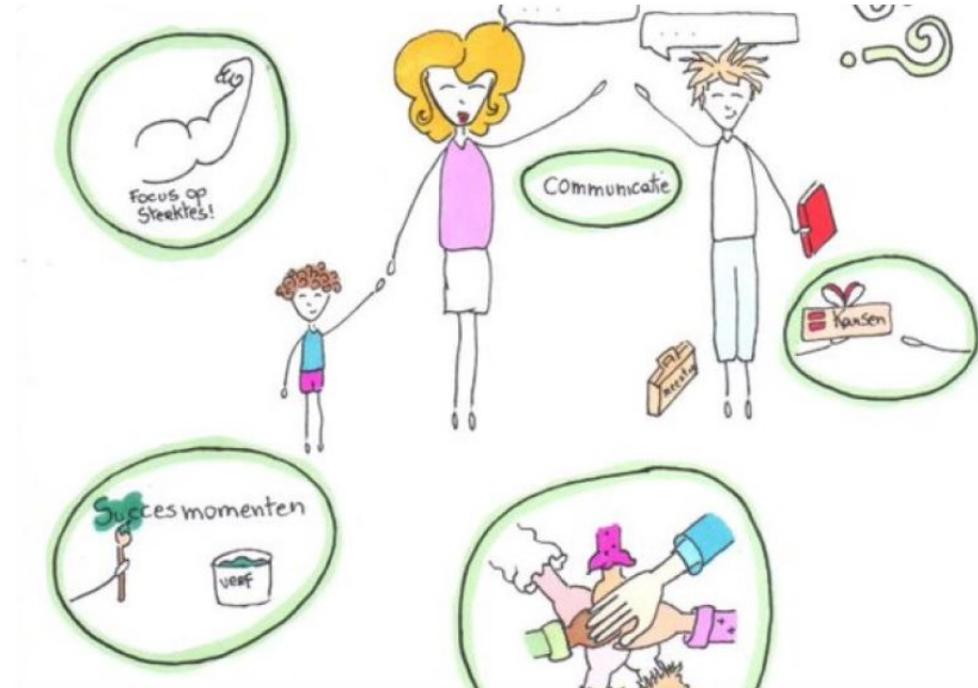
- They view all pupils as their responsibility
- They view the challenges that learners present with as a learning opportunity
- They situate themselves as learners of their pupils
- They avoid most/some planning
- They have faith in their learners
- They focus on teaching the child rather than the curriculum/accreditation
- They view behaviour developmentally
- They plan and prepare for surprise
- They are committed to continual professional learning
- They take risks

Inclusion works



Who inspires Ebanur?

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Golden keys of a successful inclusive school career

Golden keys of a successful inclusive school career

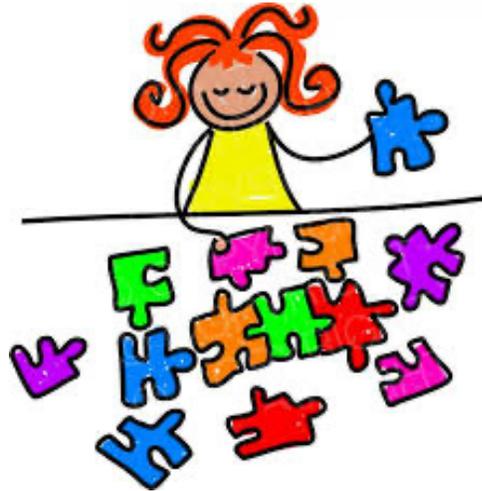
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Implementing an Inclusive Pedagogy

- Extend what is ordinarily available to all learners
- Engage in dialogue and reflection
- Assess to learn
- Challenge yourself and your assumptions



Look at the pictures below. How do you think they relate to inclusive practice in schools?



Jigsaw or Building Blocks?

Pirrie and Head (2011) preferred metaphor of “building blocks” for ‘Inclusion’. What metaphor do you prefer?



PIRRIE, A. and HEAD, G., 2007. Martians in the Playground: Researching Special Educational Needs. *Oxford Review of Education*, **33**(1), pp. 19-31.

Interprofessional collaboration?

Professional Learning Communities (PLCs)

- Co-construction
- Collaborative Problem Solving
- Contextualised professional learning
- English Research from Hargreaves, Cordingly, Stoll and others



A large crowd of diverse people, including men, women, and children of various ethnicities, are arranged to form a large number '1' shape. The crowd is dense and extends from the bottom left towards the top right of the frame. The background is a light, neutral color.

Panel Discussion – Dialogue

Exchange on Professional Learning Communities experiences with coaches

Peter De Vries, Hogeschool Utrecht (HU)

Sofie Sergeant, HU – online moderator

IPP Porto, 13-10-2022

Program

- 2-3 minutes: impressions about benefits from 5 schoolcoaches
- Invitation to you: add your questions or remarks in the chat

The other 25 minutes:

- Mention (if necessary) the name of the coach in your reactions, reflections, questions
- These five coaches will answer these questions or reflect on your remarks



5 Short impressions

What are the benefits of this Proud-project for you or your school?

Five coaches representing our 10 associated partner schools:

- Latvia – Dace/Līga
- Belgium – Amaryllis
- Portugal - Susana
- United Kingdom – Ian
- The Netherlands – Debby/Meri



Latvia – Dace
- Liga



Dace Liepa:



I have gained an understanding of the direction in which to develop in order to promote the development of inclusive education in our school. I have gained practical knowledge to promote the growth of teachers.

I have gained great experience, valuable knowledge and a wide support system! Website www.proudtoteachall.eu and people, who I get to know, are my support on the way to growth.

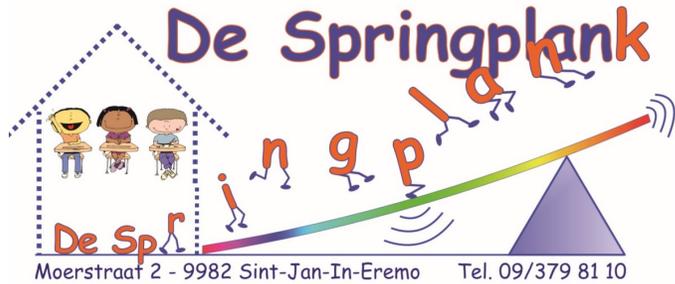
Līga Jansone:



I from Liepaja's Livupe's elementary school. My school is one of twelve schools in Latvia that has the status of a development center. That means, our school teachers provide free consultations to learners from other school with learning difficulties. and their parents to promote inclusive education School specialists provide consultations for teachers from other schools about learners, which is challenging to incorporate in the learning process. Project PROUD TO TEACH ALL provides me an opportunity to learn about experience of other countries in the implementation of inclusive education and makes me think about what I can do even better for every learner as teacher. PLC good way to support teachers.

Belgium –
Amaryllis
Verplancke





VBS DE SPRINGPLANK

Belgium

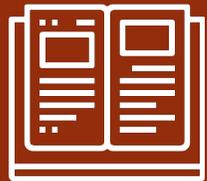
Proud to teach all

- ❖ Personal as headmaster of a school
 - importance of a PLG to realize real changes at school

- ❖ Schoolteam
 - goal “*how can we give every child a voice at our school*”

Portugal - Susana





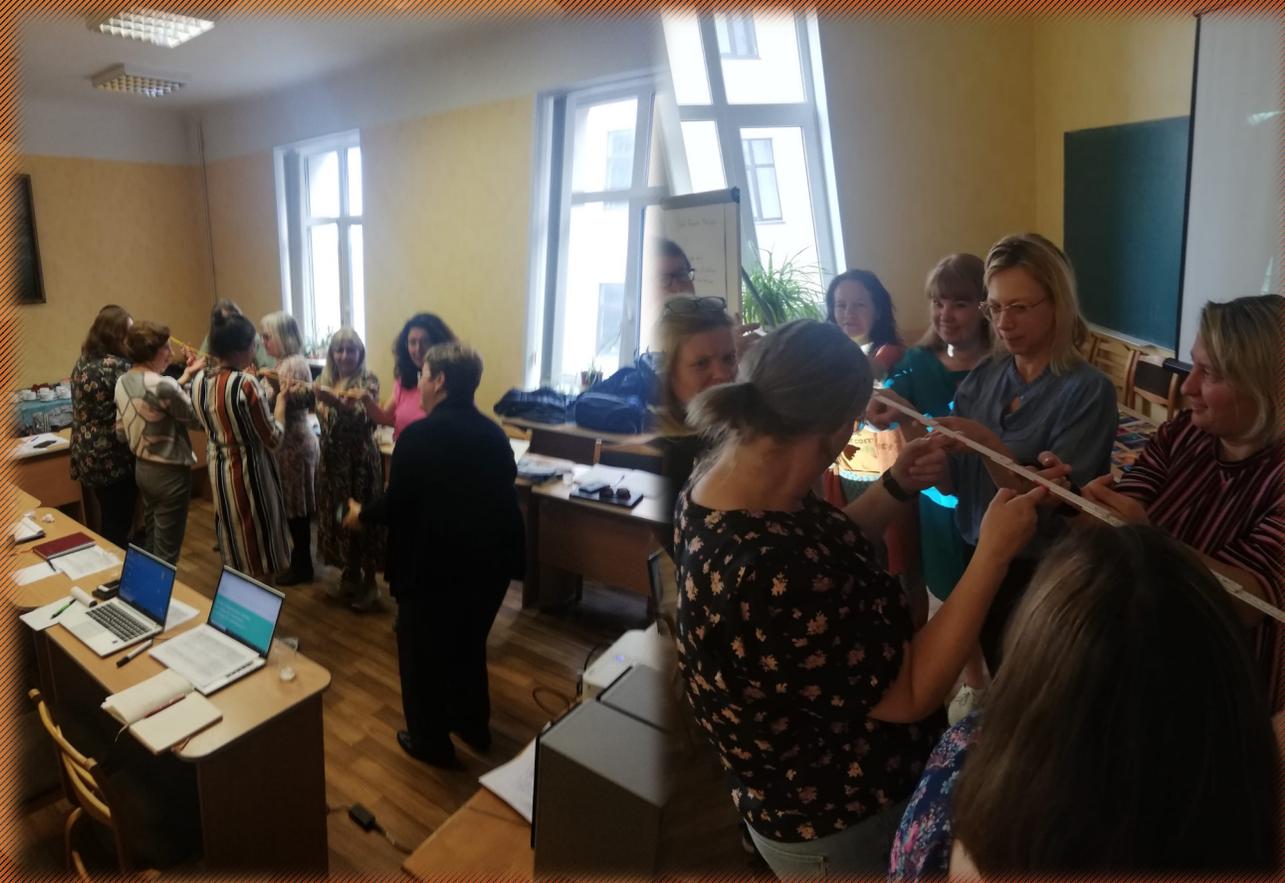
ProuD To Teach All Porto

11-13 October 2022



Proud to Teach All - Benefits for our school

- ➔ Reflect about our work and about what is done in other countries
- ➔ Value the way we deal with inclusion
- ➔ Enrich and update our knowledge with new ideas, resources and materials (trained professionals - coaches)
- ➔ Spread this knowledge /strategies to other school actors



Obrigada



Ian Potter

Chief Executive of GFM Trust:

- Collaboration between University and Schools
- Learning through international comparison
- Inclusive discourse increases inclusion
- Equity of voice fundamental in inclusive endeavours



GOSPORT & FAREHAM
MULTI-ACADEMY TRUST

GFM Education
Bay House School
Gomer Lane, Alverstoke
Gosport
Hampshire

The Netherlands
Meri – Debby



De Kroevendonk

Professional Learning Community (PLC)

- website Proud To Teach All: the 10 habits

Our goal: the teams develops towards the competencies of an inclusive teacher.

www.dekroevendonk.nl

Professional Learning Communities: Guide for coaches and GPS for inclusion

Lāsma Ulmane-Ozolina, Liepaja University

IPP Porto, 13-10-2022

As experienced teacher, school leader, support teacher, teacher educator,... coaching colleagues in inclusive competence development...



Growing towards an inclusive pedagogy



What competencies do we need to develop inclusive practices?

To develop inclusive practices, teachers need to adapt their role and develop their competences accordingly.

[Read more](#)



What makes professional development for inclusion effective?

For learning how to teach all learners, it is crucial that professional development is organized in a way that it has a maximal chance to reach a high impact on inclusive competencies.

[Read more](#)



How can we develop an inclusive school culture and policy, together with learners, families, and other partners in the community?

An inclusive school culture and school policy requires a whole-school approach. The Index for Inclusion (2011) offers clear indicators of this culture and policy and supports schools in their self-re...

[Read more](#)

Use our mirrors for inclusive competence development...



Organizing collaborative professional learning



How do we set up a professional learning community (PLC) that supports us to teach all learners?

[Read more](#)



How do we set clear goals that reflect what we want to achieve to be able to teach all learners?

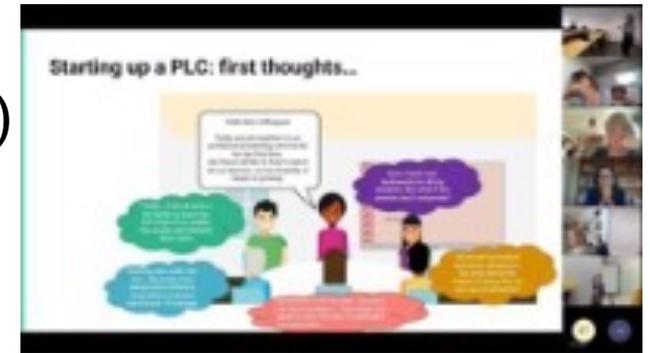
[Read more](#)



How do we use our personal thoughts, beliefs and needs as a starting point for our collaborative learning process?

[Read more](#)

Feel free to react on our 'guide for coaches' (+ translations)



Coaching educational professionals



How do we bring purposiveness and structure into our PLC meetings?

[Read more](#)



What role does the coach of a professional learning community have?

[Read more](#)



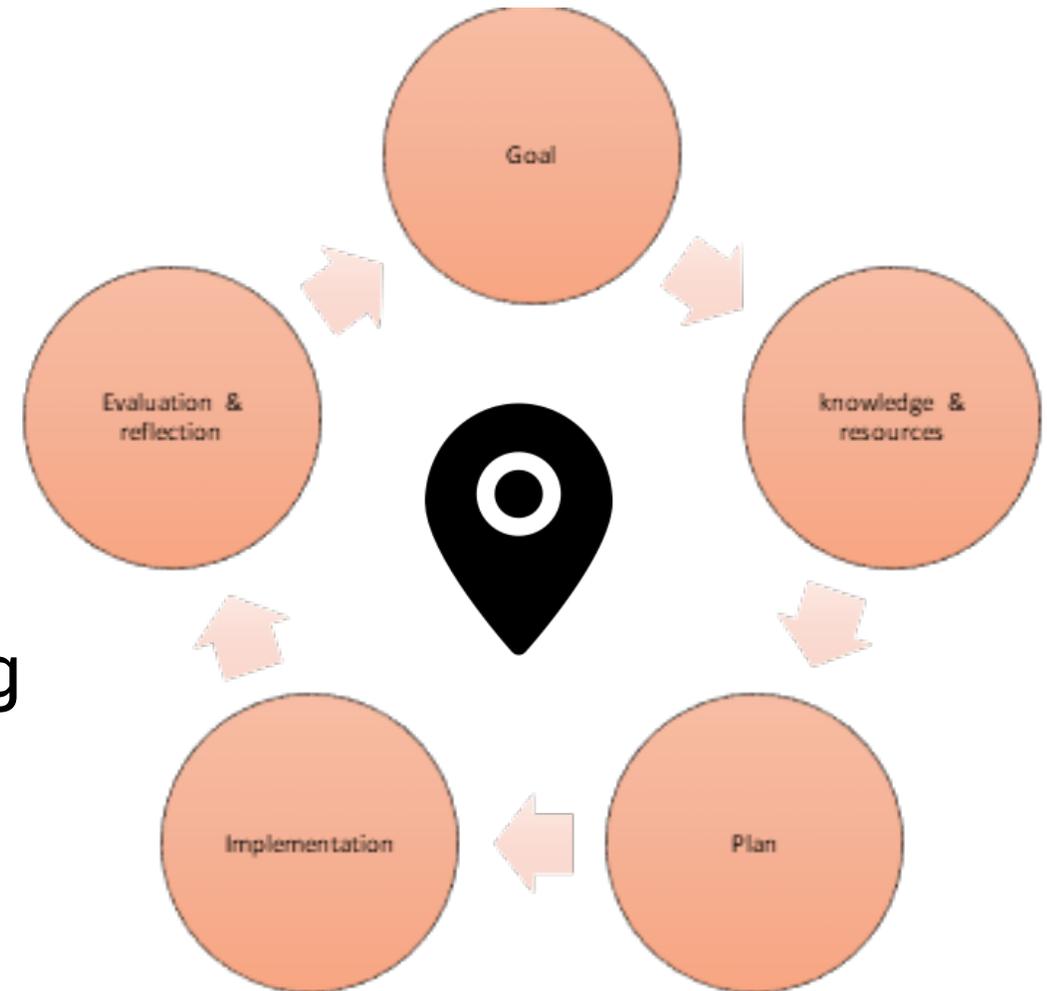
What skills does the coach need to develop, to guide a collaborative learning process?

[Read more](#)

We hope you will enjoy and use our visuals & videos

PLCs in schools are stimulated to experiment with new approaches

1. Set a goal – formulate a challenge
2. Search knowledge & resources
3. Make a plan
4. Implement and act
5. Evaluate your professional learning



Using the website – www.proudtoteachall.eu



inspiration centre

guide for coaches

professional development package

research and policy recommendations

1. Start with the [inspiration centre](#) – does something fit to your learning question and inspire you? Get inspired!
2. Take a look at our [guide for school coaches](#).
3. Use the [professional development package](#).
4. Reflect on your inclusive policy using our [recommendations](#)

Professional Learning for Inclusion: what are the needs of the educational professionals?

Monica Silveira-Maia, Porto Polytechnic Institute (IPP)

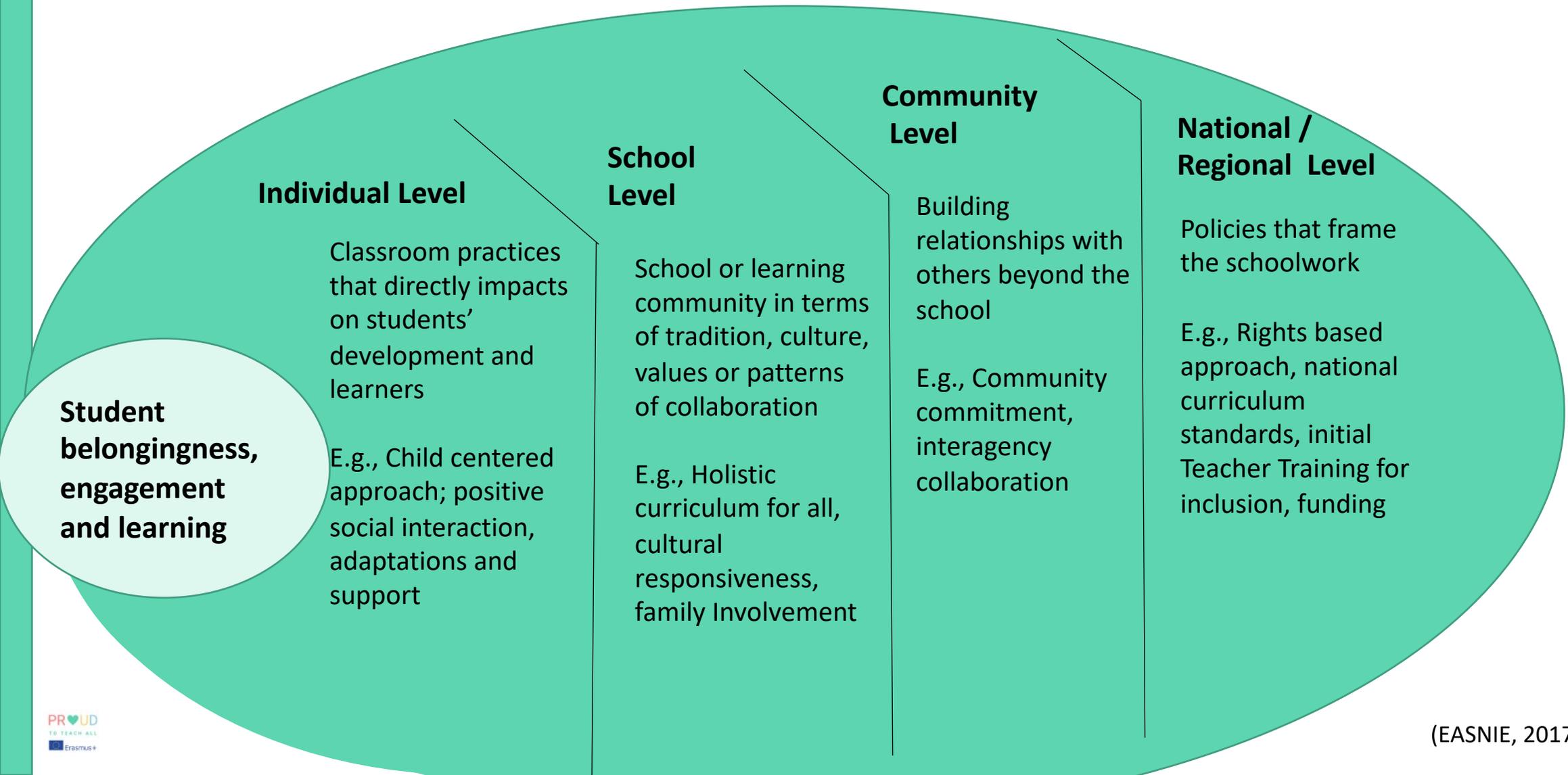
IPP Porto, 13-10-2022

**INCLUSION IS NOT ABOUT A YES OR
NO, BUT A QUESTION OF HOW**

**WHAT PROCESSES PROMOTE
INCLUSION IN SCHOOLS ?**

Eco-system Model for Inclusive Education

What processes define inclusion in schools?



Eco-system Model for Inclusive Education

(EASNIE, 2019)

What implications on leaders' actions?

Student belongingness, engagement and learning

Individual Level

- Ensure teachers Take responsibility to all learners
- Influence Learner-centred practices (Listening to learners)
Support **evidence-based pedagogy/practices**
Develop a **culture of collaboration**
- Using monitoring and data **to teacher reflect for ongoing improvement**

School Level

- Guide school organization and resources according with principles of equity
- Engage the **learning community in reflection based on data to inform on-going improvement**
- Provide **professional development opportunities**
- Ensure curriculum and assessment fit all learners' needs
- **Actively engage all families**

Community Level

Build **partnerships** with support agencies, other schools and businesses in the community
Build school capacity for diversity through **research and collaboration** (academics)

National / Regional Level

- Influence the development of national policy on equity and inclusive education
- Translate and implement policies in ways appropriate to their school context and manage school-level change like resource allocation, **professional development**, assessment and curricular frameworks, accountability systems

Eco-system Model for Inclusive Education

What implications on leaders' actions?

(EASNIE, 2019)

National / Regional Level

Individual Level

Creating appropriate environments of learning FOR THE TEACHERS AND TEAMS!

WHAT IS NEEDED TO LEARN AND HOW?

WHICH PROFILES OF SKILLS AND ATTITUDES SHOULD BE TARGET OF INVESTEMENT?

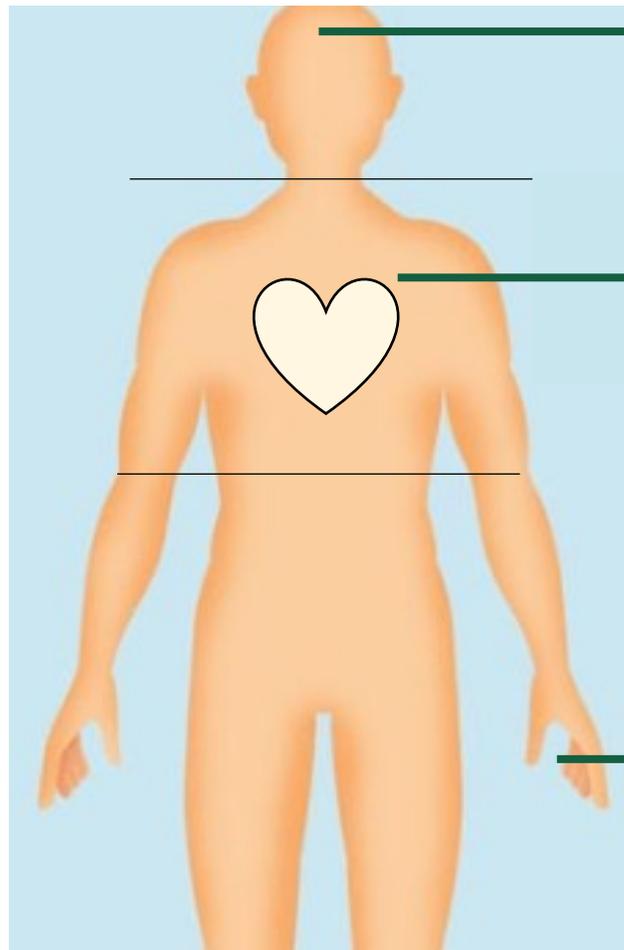
- Influence the development of national policy on equity and inclusive education
- Translate and implement policies in ways appropriate to their school context and manage school-level change like resource allocation,

Student belongingness, engagement and learning

Support evidence-based	development	capacity for	
collaboration	assessment fit all learners' needs	collaboration (academics)	development, assessment and curricular frameworks, accountability systems
- Using monitoring and data to teacher reflect for ongoing improvement	- Actively engage all families		

The Teacher/Teams as a Key-Agent for change

What type of professional is needed for inclusion?



H – HEAD – **to know**, theoretical, policy and legal questions
(critical knowledge)

H – HEARTH – **to belief** on own skills to teach/support all students
(critical ethics and moral of the profession) (commitment)

H – HANDS - **to do**, moving from knowledge to action (practical strategies)

(Shulman, 2004; Rouse, 2009)

The Teacher/Team as a Key-Agent for change

What type of professional is needed for inclusion?

(EASNIE, 2012)

Valuing Learners Diversity

- **To know** the philosophy of inclusive education
- **To belief** in human rights
- **To do** - as modelling social relationships shaped by respect

Supporting All Learners

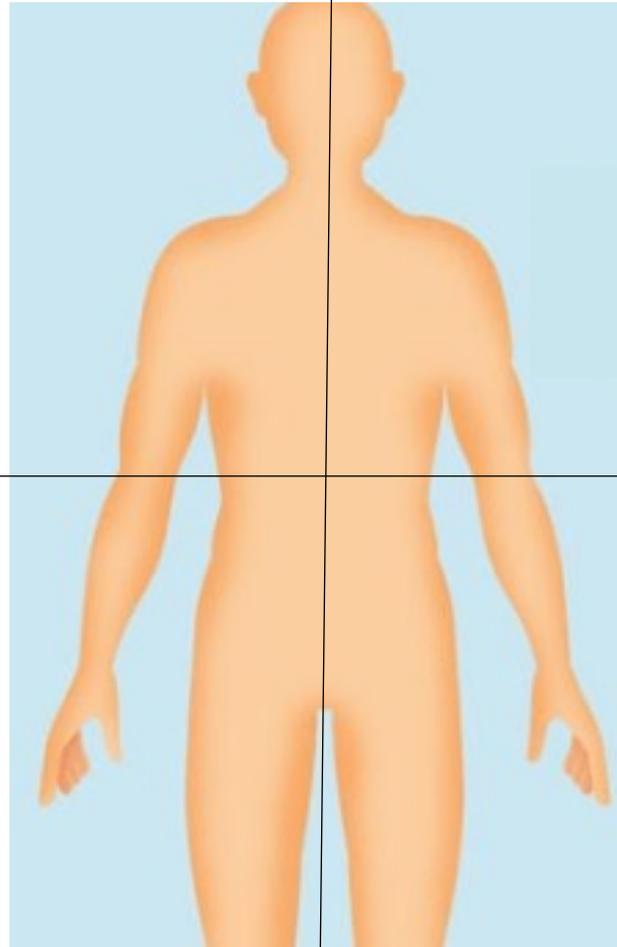
- **To know** curriculum differentiation, models of learning...
- **To belief** in the learning capacity and potential of each learner
- **To do** by differentiating methods

Working with Others

- **To know** collaborative teaching approaches (e.g., coteaching models)...
- **To belief** on teamwork as essential
- **To do** by communicating effectively with parents

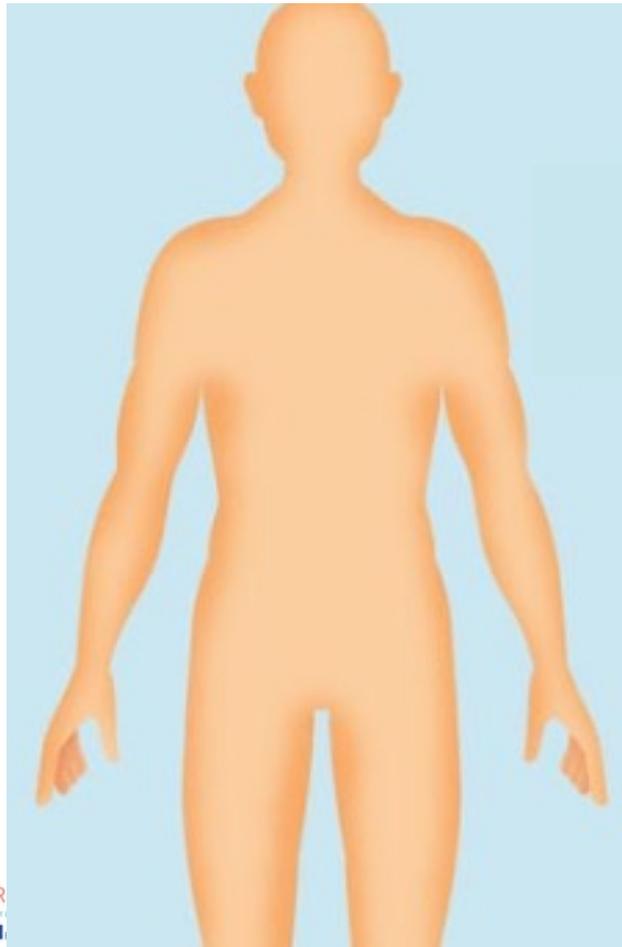
Personal Professional Development

- **To know** methods and strategies to evaluate own performance...
- **To belief** on reflective practices as a way to improve
- **To do** by contributing to the development of a learning community in school



The TEAM as a Key-Agent for change

What and how to learn for inclusion?



What is important to learn from Policies Perspective?

5 countries' policies analyzed

What is important to learn from Literature perspective?

72 studies implementing PDP examined

What is important to learn from Teachers' perspective?

143 responses from associated schools

The TEAM as a Key-Agent for change

What is important to learn from Policies Perspective?

What are the tendencies....

1st Learning for inclusion is still much about an alone initiative of the teacher - low investment of policies in IT and CPD for inclusion

2nd Policies have been incorporating a broader conception of inclusive education concerned with diversity in general

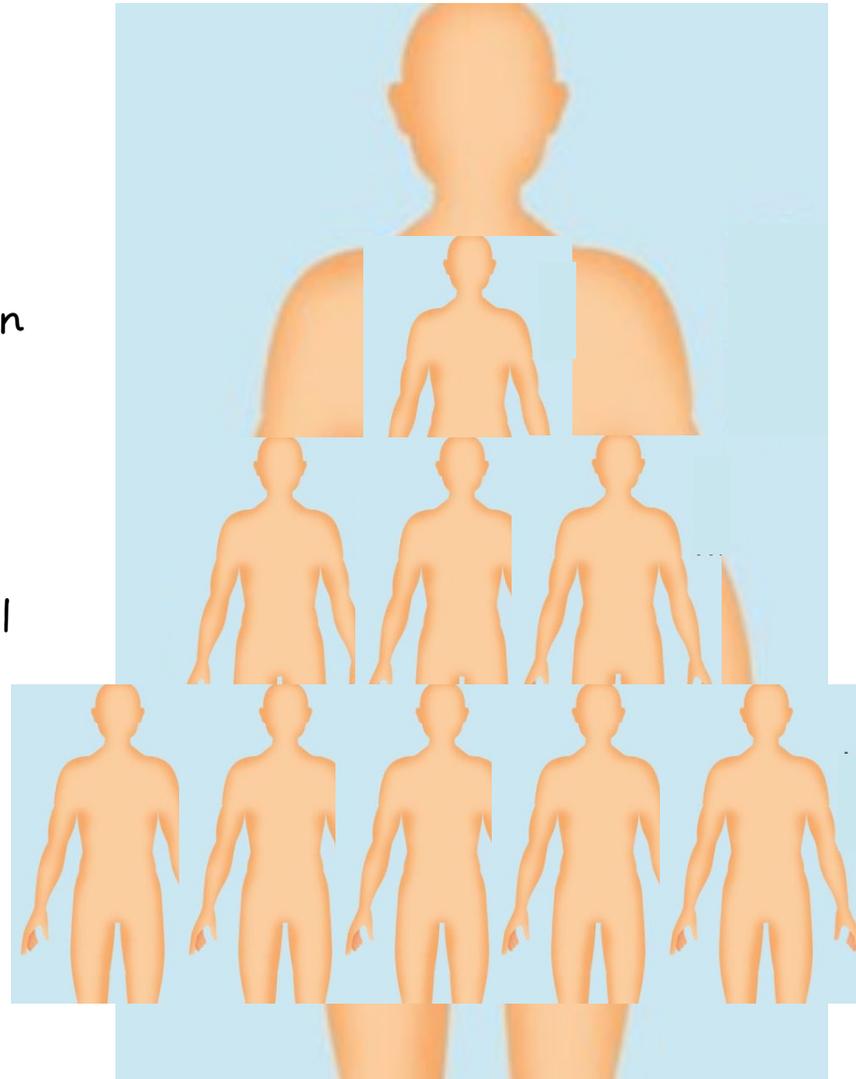
3rd Supports implementation involves different disciplinary areas - demanding interprofessional collaboration.

What are the recommendations....

1st To reinforce a policy strategy that supports learning for inclusion, including IT and CPD.

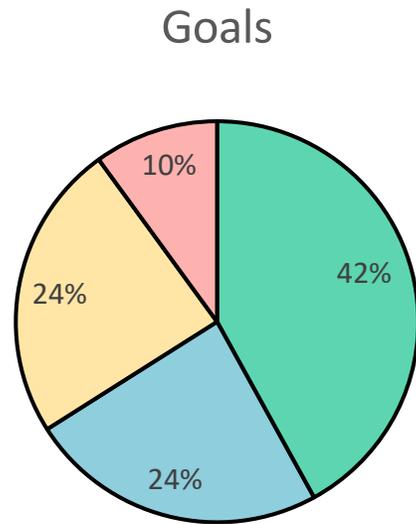
2nd To reinforce professional learning tracks towards a broader conception of inclusive education concerned with all aspects of diversity (beyond special education approaches)

3rd To recognize and promote not only individual but also collaborative formats of professional learning in the scope of career' valorization.



The TEAM as a Key-Agent for change

What is important to learn from the literature perspective?

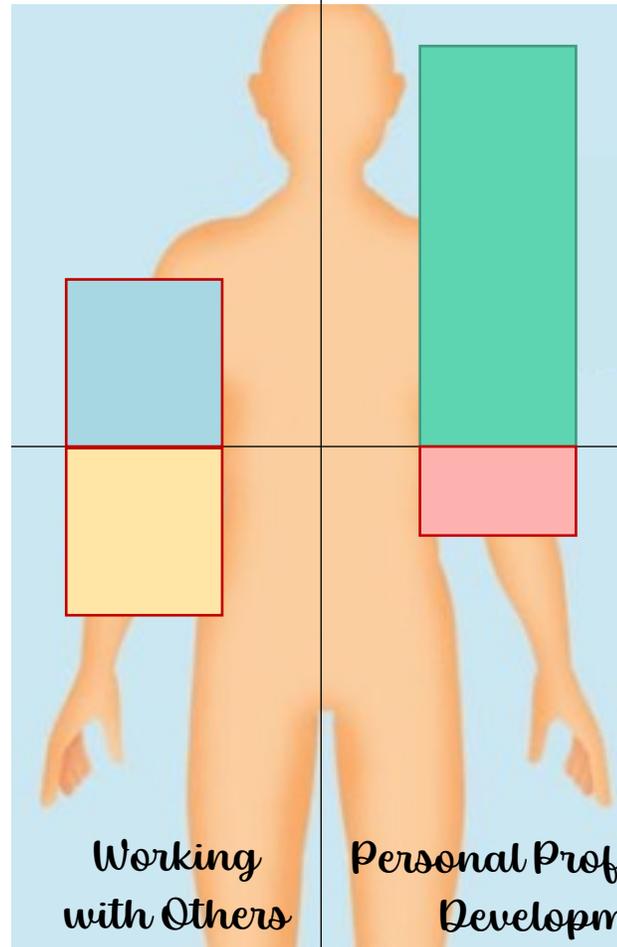


- Supporting all Learners
- Valuing Learners Diversity
- Working with others
- PPDevelopment

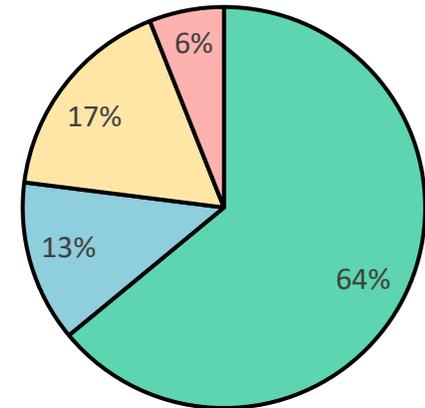
Results of mapping the contents and goals of 72 examined learning programs mentioned in the studies.

Valuing Learners Diversity

Supporting All Learners



Contents

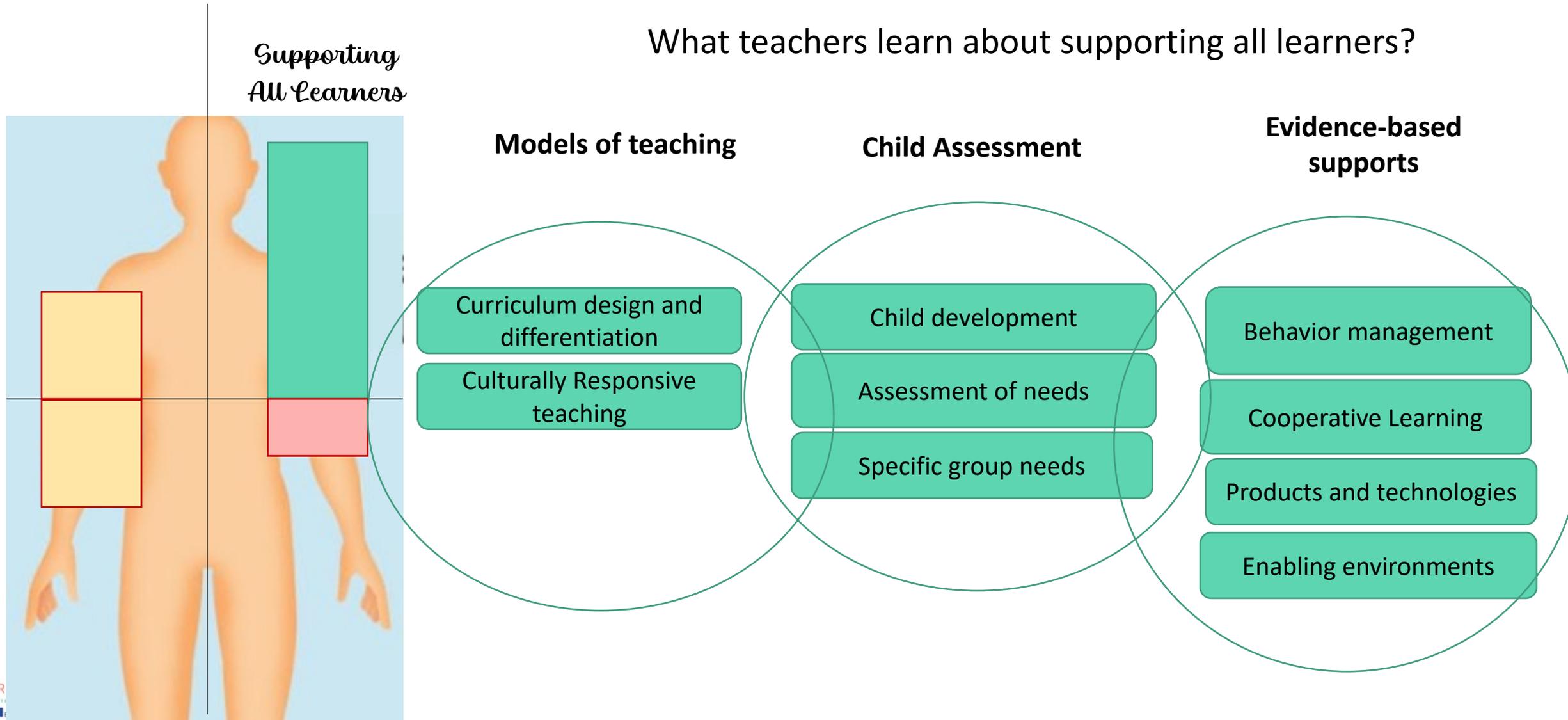


- Supporting all Learners
- Valuing Learners Diversity
- Working with others
- PPDevelopment

The TEAM as a Key-Agent for change

What is important to learn from the literature perspective?

What teachers learn about supporting all learners?

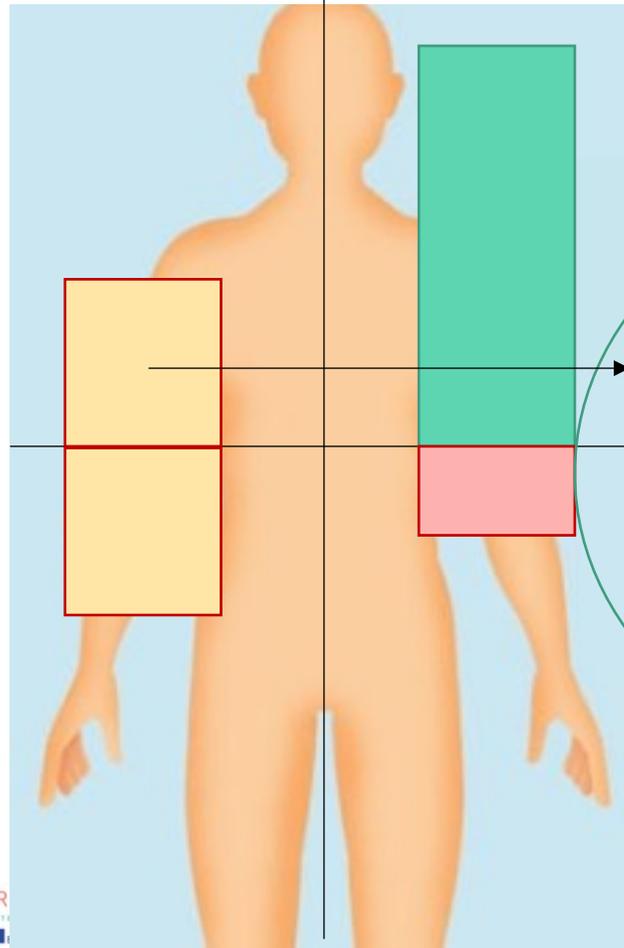


The TEAM as a Key-Agent for change

What is important to learn from the literature perspective?

What teachers learn about valuing learners' diversity?

*Valuing Learners
Diversity*



**Concepts &
Philosophy**

Inclusion

Diversity

Inclusion Policy

Policies and Legislations

Social Justice

Forms of Diversity

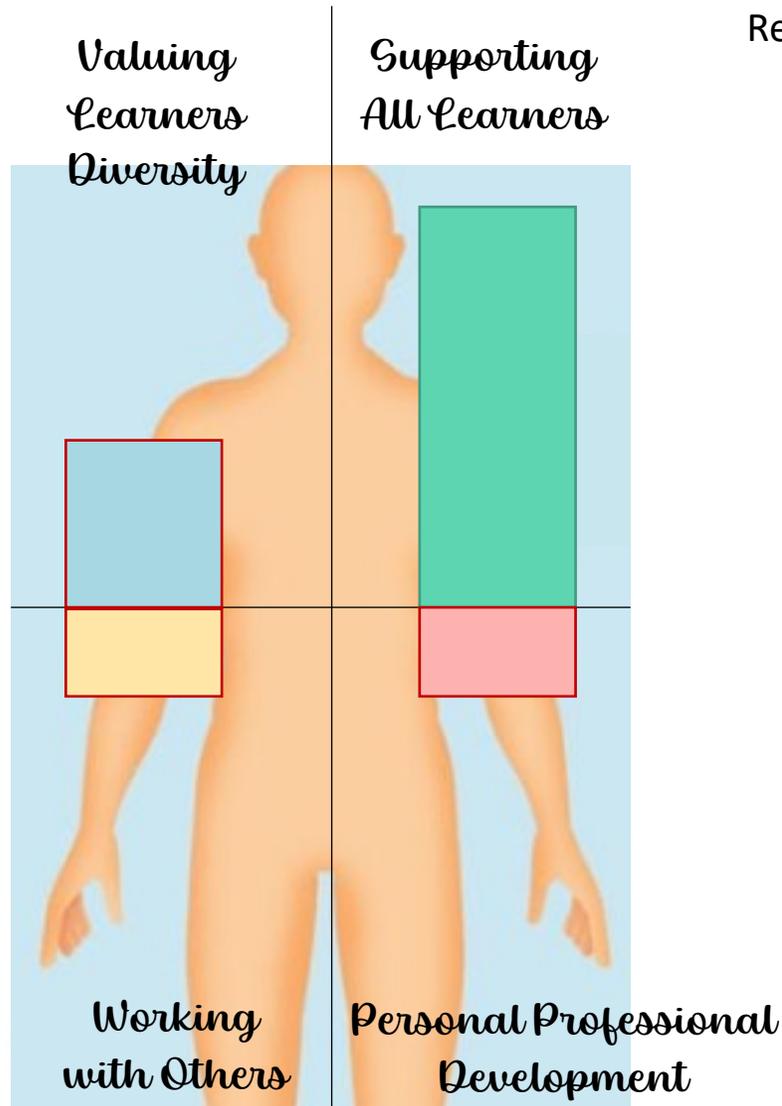
Disability perspectives

Gender

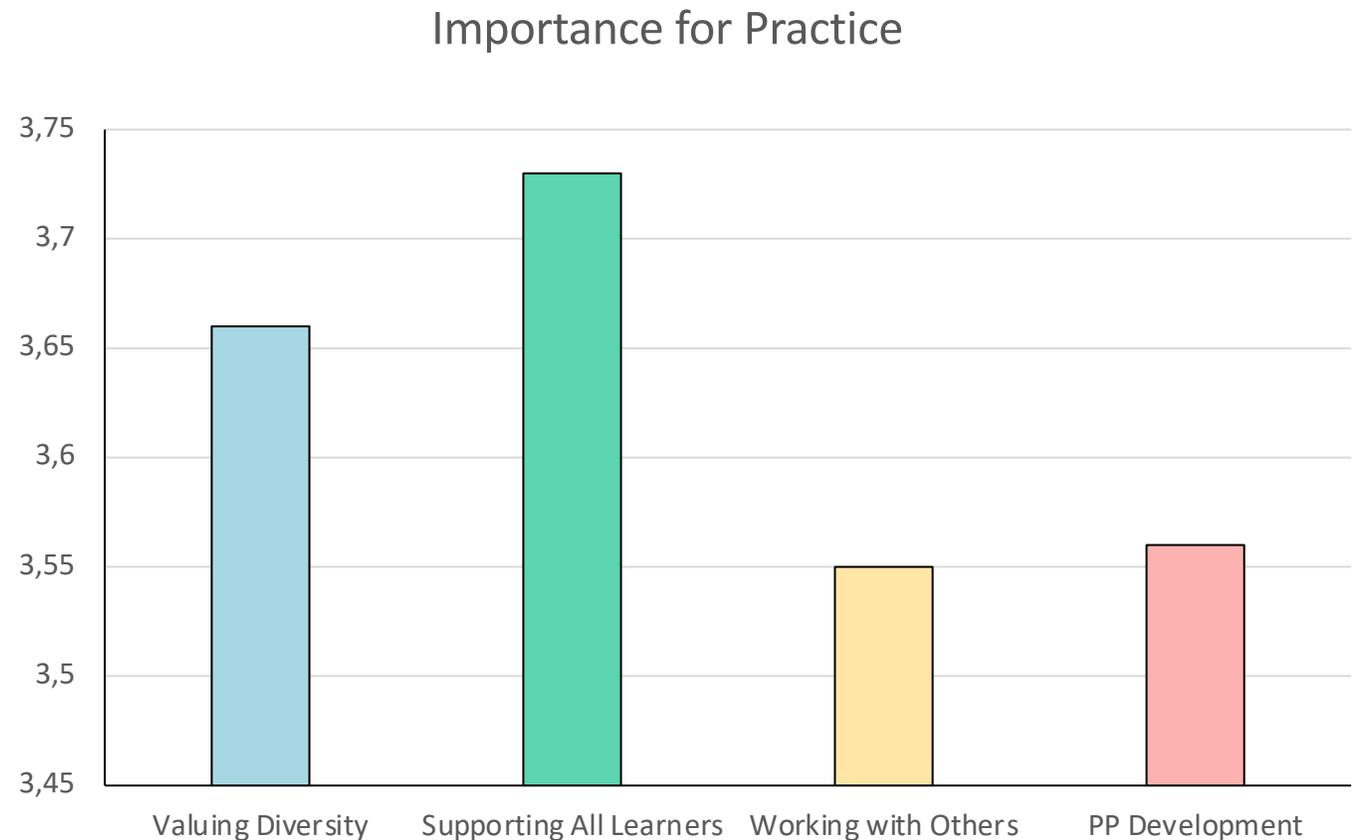
Sociocultural
consciousness

The TEAM as a Key-Agent for change

What is important to learn from the professionals' perspective?



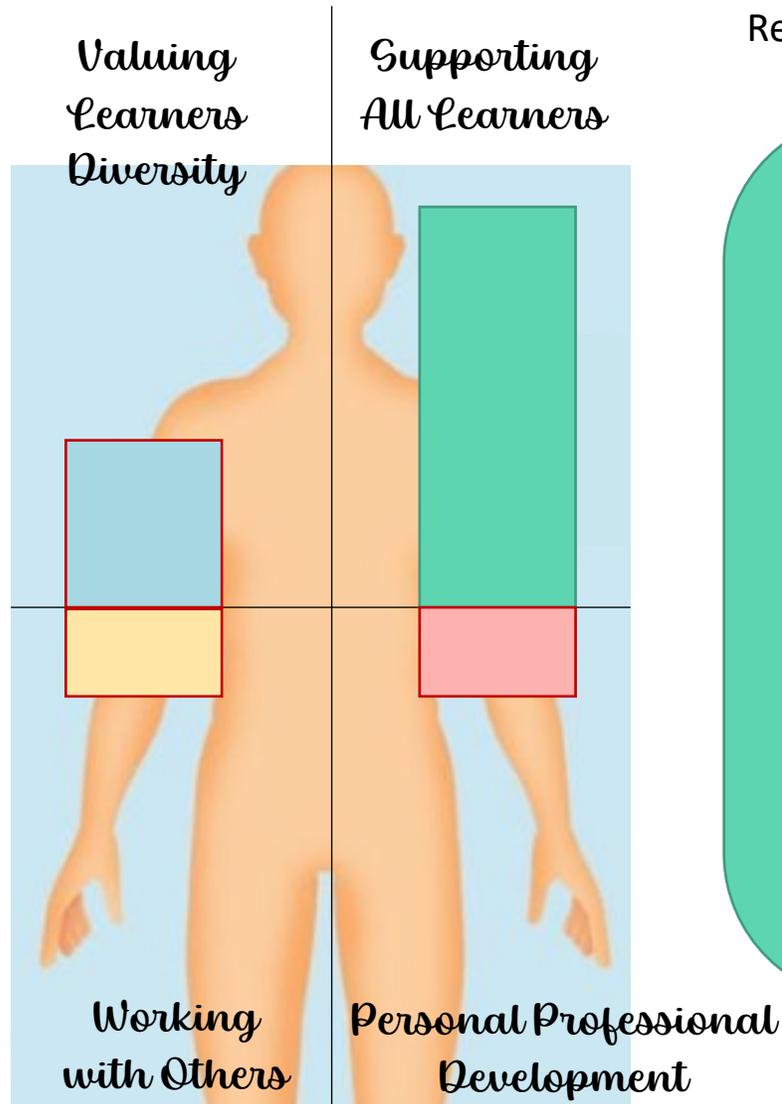
Results of a survey that mapped the key contents and goals of the 4 core areas to be rated in their importance



The TEAM as a Key-Agent for change

What is important to learn from the professionals' perspective?

Results of a survey that mapped the key contents and goals of the 4 core areas to be rated in their importance



How to increase the attention towards

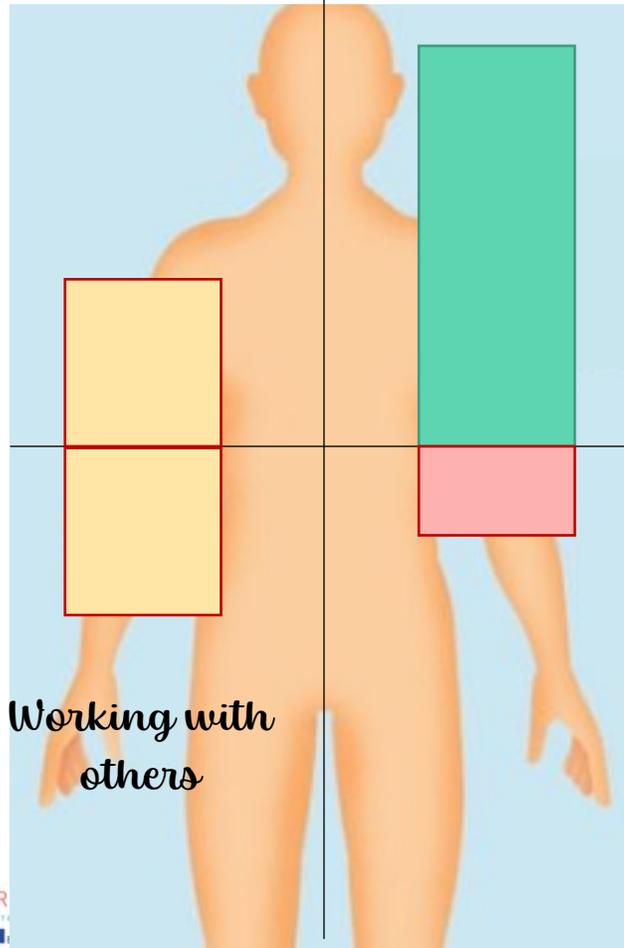
'working with others' &
'personal professional development'

as critical areas of learning for inclusion ?

The TEAM as a Key-Agent for change

What is important to learn from the literature perspective?

What teachers learn about working with others?



Cooperation with family

Collaboration with family

Communication strategies

Cooperation and learning with professionals

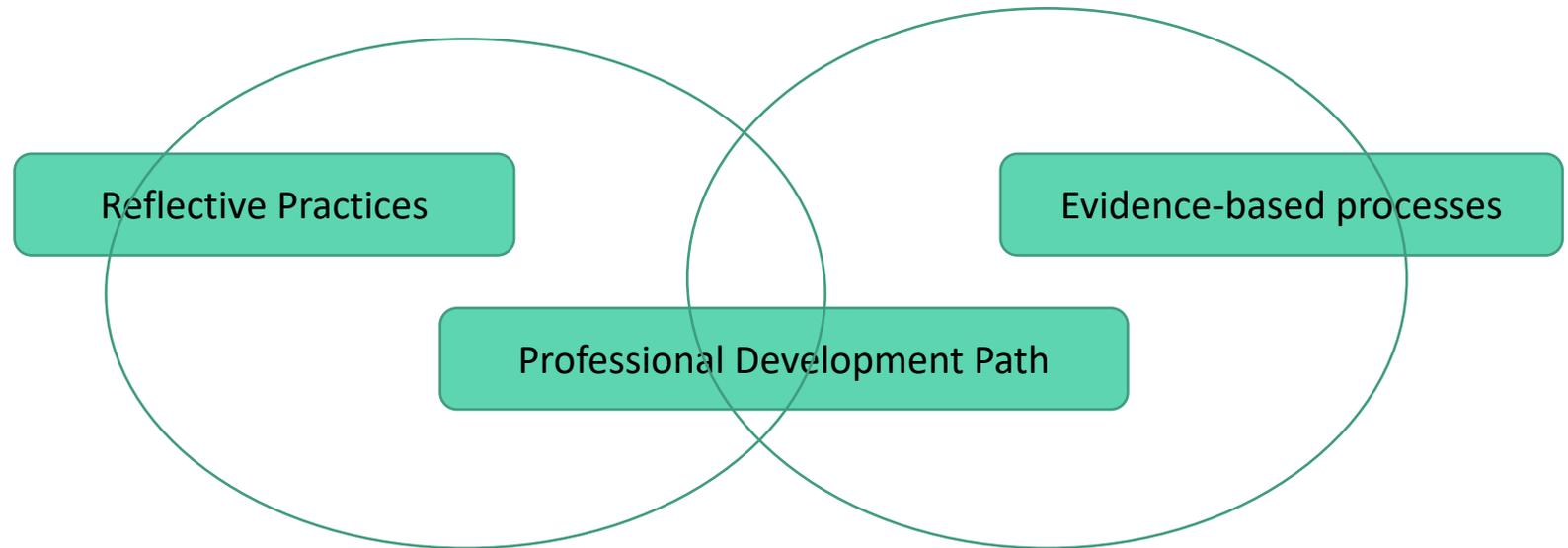
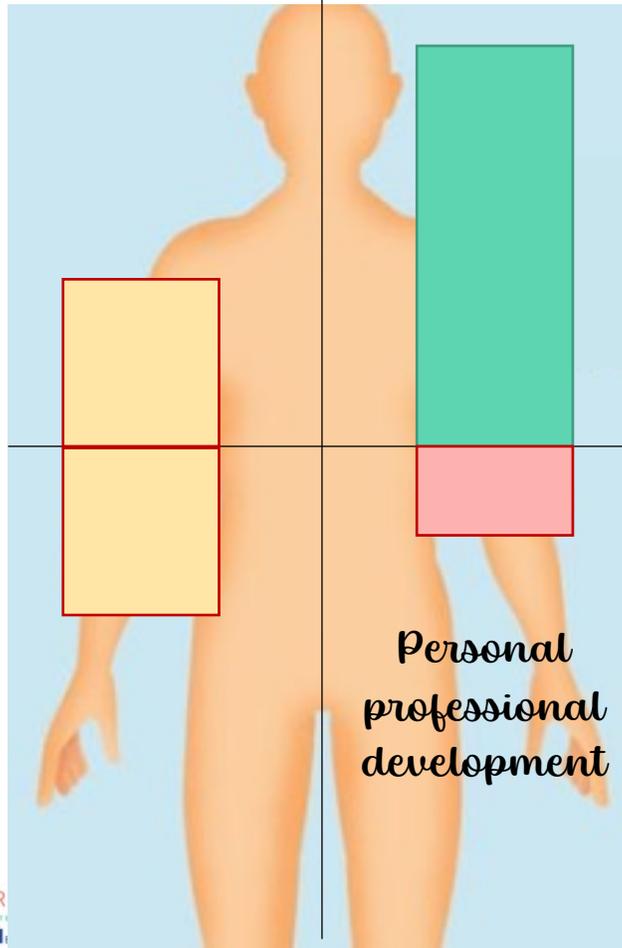
Coteaching

Coaching

The TEAM as a Key-Agent for change

What is important to learn from the literature perspective?

What teachers learn about personal professional development?



The TEAM as a Key-Agent for change

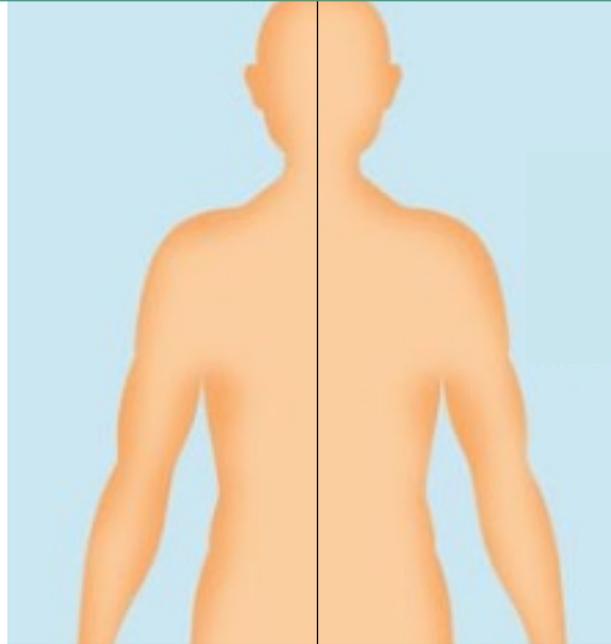
Steps for the future

Increasing the attention towards 'working with others' and 'personal professional development'

To reinforce the use of reflexive and team-work activities (e.g., the writing/ preparing of lessons plans, the use of reflexive practice journal)

To include Coaching and PLC as key practices for effective professionals' learning.

To promote skills for grounding professionals' practices on learners and families' voices



To reinforce Self-reflection on professionals' own attitudes towards diversity as a training strategy

To widely integrate Reflective Practices, the development of Research Communities and implement Inquisitive Practices as experiences and tools for personal professional development.

To recognize and promote not only individual but also collaborative formats of professional learning in the scope of career' valorization

To promote or reinforce the development of schools' annual planning for professional training in which diversity and inclusion are part of.

Deliveries – Self reflective tool (derived from the

SELF-REFLECTIVE TOOL – development needs for inclusive pedagogy

as designed to assist educational professionals (teachers, assistants...) in thinking about their professional practice, skills for an inclusive pedagogy.

and exploration into one's own professional practice is uses and areas of competence of the Profile of Inclusive EASNIE (2012).

The purposes of this tool are:

- To inspire professionals to reflect on their commitment to each of the values and areas of competence,
- To identify critical beliefs, understandings and practices that are relevant for professionals' learning for inclusion,
- To guide the identification of key learning targets and plan personal professional development.

within the scope of **Proud to Teach All**, an ERASMUS+ project involving teachers and school leaders to effectively teach all learners, results from an analysis of

practices, and professional development programs, and a series of studies implementing professional development programs for inclusive pedagogy.

rated from 1 'unimportant' to 4 'very important', as a professional you would rate the values or areas of competence that should also take part of your professional development path.

letter which confronts your own responses with the ones of educational professionals across Europe and main findings of the research.

More information on the project:
<http://www.proudtoteachall.eu>

Concerning my practice, it is important for me...	Unim	2	3	4
1... to be aware of my own thoughts and visions on diversity and inclusion	1	2	3	4
2... to support learners in understanding/ becoming aware of their own social identity	1	2	3	4
3... to prevent and combat behaviors of exclusion and discrimination	1	2	3	4
4... to understand legislative and policy requirements concerning inclusion	1	2	3	4
5... to implement equal opportunities at school	1	2	3	4
6... to respond to diverse cultures	1	2	3	4
7... to adapt the curriculum to a diversity of learners	1	2	3	4
8... to understand and meet learners' diverse needs and strengths	1	2	3	4
9... to select and design assessment strategies to monitor individual learners' growth and achievement	1	2	3	4
10... to present learning content in various ways	1	2	3	4
11... to adapt activities to enhance learners' motivation to participate	1	2	3	4
12... to use a wide range of ways to communicate	1	2	3	4
13... to build positive relationships with learners	1	2	3	4
14... to understand learners' behaviors in various contexts	1	2	3	4
15... to manage challenging behavior in an effective manner in the classroom	1	2	3	4
16... to support the implementation of approaches for social-emotional learning in the school	1	2	3	4
17... to promote a positive and cooperative learning environment in the classroom	1	2	3	4
18... to use assistive technologies for access to teaching and learning	1	2	3	4
19... to be effective on engaging families and partnering with families	1	2	3	4
20... to understand the cultural and socioeconomic contexts of families and how to provide support in the community	1	2	3	4
21... to understand and be able to value parents' role in supporting their children	1	2	3	4
22... to incorporate a family's experience and background into the curriculum	1	2	3	4
23... to plan, support, instruct and assess lessons together with another professional, in the	1	2	3	4

Thank you for using this self

DO YOU KNOW THAT...

Professionals across Europe also are assistants from Belgium, Latvia, The priorities for teachers' professional that need to be triggered for reinforcement.

Below, we present the tendencies of professionals confronted with what we already know on your own beliefs and practices in your professional development.

If you rated the pink items (1 to 18) higher, you show a strong agreement with 'valuing learner diversity' and 'supporting all learners'.

Our needs analysis told the professionals that 'valuing learner diversity' and 'supporting all learners' are valued core values and areas of competence. Educational professionals agreed that it is very important.

- >> "... support learners in understanding/ becoming aware of their own social identity",
- >> "... prevent and combat behaviours of exclusion and discrimination",
- >> "... implement equal opportunities at school".

If you rated the yellow items (19 to 23) as more important, you show a strong agreement with 'personal professional development'.

What about you? What do you miss to learn?

For help in your reflection....

<https://www.proudtoteachall.eu/en/research-and-policy-recommendations>

WP1 deliverables in the Proud website

Inclusive practices

	Belgium	Latvia	Portugal	Spain	UK
For what?	High quality inclusive education for personal development, well-being and academic success.	Personalisation to be the main aim.	Inclusion is required to a variety of needs and capabilities.	Integration in mainstream schools.	Integration with special needs to attend mainstream schools, bringing together mainstream and specialist schools.
For whom?	Groups at risk, with learners with special educational needs as the main target.	All learners. Learners with complex barriers can be referred to an interdisciplinary center (CIE) for extra support.	Focus on resources, individualized special educational needs barriers.	Facilitation of a specific learning for learners who need extra provision to attend regular education.	Special educational provisions for those with learning difficulties or disabilities.
How?	Schools have to create a special education programme and need to have the necessary infrastructure and learning environment, consisting several provisions.	Development of a vision for quality education and policy for a continuum of support for all learners. Learners get reasonable accommodations and extra support. There are common and adapted curricula.	Teaching methods are based on the universal design for learning and on the individual approach (personal, academic and additional measures of support).	In regular activities there are educational provisions for learners with special educational needs support and additional measures of support.	There are two broad levels of support for learners with special educational needs support and additional measures of support.
Where?	Special educational institutions and general education schools.	Regular education and special schools if the regular school is not sufficient to answer all learning needs.	The majority of students (90%) attend regular education and a minority (10%) attend special schools.	Mainstream schools (with a budget for special, mainstream and non-mainstream special schools).	There are separate education provisions (mainstream and non-mainstream special schools, special units) in mainstream schools.
Requirements	Mainstream schools, teacher and assistant work together. The assistant also works individually with learners with special educational needs. Special needs work with children with special needs.	School external support team works in collaboration with the CIE to determine the type of support needed. Teaching methods and curricula are adapted to learners. There is strong collaboration with all relevant agencies.	Each school has a multidisciplinary team to support inclusive education. There are Resource Centres for Inclusion and Innovation and Communication Technology Resource Centres to support learners, schools and parents.	There is a specialist collaboration group between mainstream and special schools, the Partnership Group. This decides the necessary support for learners. There are also special schools independent from the group.	Teachers and teachers are responsible for their own professional development according to their own needs. There are also training programmes for all staff. The training programmes are set by the governing bodies.
Information	https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/inclusive-education-policies-from-belgium	https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/inclusive-education-policies-from-latvia	https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/inclusive-education-policies-from-portugal	https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/inclusive-education-policies-from-spain	https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/inclusive-education-policies-from-uk

Inclusive Education Policies

This poster presents the analysis of the inclusive education policies from partners' countries. The country information related to the wider policy guiding inclusive education implementation was ...

[Read more](#)

Policies for inclusion

	Belgium	Latvia	Portugal	Spain	UK
Teacher qualification requirements	There are two groups of teachers: primary and secondary education and tertiary education (language followed by a 3-year postgraduate education programme).	University after teacher education programme of 5 years and further level for ECE, secondary, primary and tertiary education.	All teachers who teach in public or private educational institutions need to have a diploma degree to access the profession.	Includes four years of teacher training. Primary school teachers qualify a higher education level, secondary school teachers have two levels of qualification (lower secondary and for qualifications).	Academic qualification and professional accreditation of Qualified Teacher. Data and access to education grant. There are several levels of qualification (lower secondary and for qualifications).
Performance profile of teachers at the end of initial training	Complies with four parts: pedagogical and didactic, content of the curriculum, pedagogical practice and pedagogical practice and pedagogical practice.	The role of competence-based learning, content of the curriculum, pedagogical practice and pedagogical practice.	Includes the components of pedagogical practice, pedagogical practice and pedagogical practice.	Management and classroom of pedagogical practice, pedagogical practice and pedagogical practice.	Aligned with teacher education as in the Education Act. High expectations, pedagogical practice and pedagogical practice.
Knowledge, attitudes and skills	There is no standard curriculum of pedagogical practice. All pedagogical practice has to acquire knowledge in pedagogical practice and pedagogical practice.	Domain of inclusive education topics. Domain of specific competences, such as dealing with learners with resources and special needs, dealing with pedagogical practice and pedagogical practice.	Domain of inclusive education topics. Domain of specific competences, such as dealing with learners with resources and special needs, dealing with pedagogical practice and pedagogical practice.	Domain of inclusive education topics. Domain of specific competences, such as dealing with learners with resources and special needs, dealing with pedagogical practice and pedagogical practice.	There is no specific curriculum. However, initial teacher training must include training to undertake teaching the teacher standards in the classroom. The standards are obligatory regarding students with additional support needs including content of Special Educational Needs and Disabilities.
Professional development	Professional development is compulsory for teachers at all education levels. There is no regulation in this matter. The professional development is compulsory for all staff. The training programmes are set by the governing bodies.	Schools and teachers are responsible for their own professional development according to their own needs. There are also training programmes for all staff. The training programmes are set by the governing bodies.	Teachers are encouraged to do some regular training. There is no professional development programme of school system. There are also training programmes for all staff. The training programmes are set by the governing bodies.	Teachers are encouraged to do some regular training. There is no professional development programme of school system. There are also training programmes for all staff. The training programmes are set by the governing bodies.	The professional development needs are assessed by each teacher. The content of the professional development is managed by the school leadership team.

Policies on Teacher Professional Learning for Inclusion

The policies adopted in the five partner countries concerning teachers' professional learning for inclusion are displayed on these posters.

[Read more](#)

Research and policy recommendations

interprofessional collaboration between learners, families, teachers and other actors.

The partner countries are Belgium, Latvia, the Netherlands, Portugal, and the UK.

A central objective of Proud is to develop a professional development program (PDF) and implement it in professional learning communities (PLCs) in all participating countries. The banking training for school coaches strengthens teachers' interprofessional collaboration skills in inclusive networks. It enhances the coaching skills of experienced teachers, school leaders and other senior educational professionals.

Strongly based in a process of a collaborative action, the PDF development and implementation is grounded on professional development strategies that are effective, feasible and replicable. To that end, existing PDFs were scrutinized and confronted with results from a survey on the needs of the professionals in the schools. These needs were analyzed and form the basis of these research and policy recommendations for promoting effective professional development for inclusion.

Three levels of analysis led to the recommendations:

working with a range of other educational professionals

engaging professional learning and development

Figure 1: Core values and areas of competence of the Profile of Inclusive Teacher (EASNE, 2012).

The recommendations for promoting effective professional development for inclusion summarized here are also documented on www.proudtoteachall.eu

Policy recommendations

Recommendation 1. To conceive teachers' and other educational professionals' learning for inclusion as a lever for supporting their effective collaboration with learners from a variety of backgrounds and with a wide range of learning differences.

Inclusive education is conceived as a matter of providing high quality education responses to the needs of all learners. A broad conception of inclusive education, concerned with all aspects of diversity, has been receiving an echo in the literature and in the policies of different countries across the EU. Therefore, inclusive education responses have

Research and Policy Recommendations

Existing professional development programs were scrutinized and confronted with results from a survey on the needs of the professionals in the schools. These needs were analyzed and form the base of ...

[Read more](#)

Self-reflective tool

	Belgium	Latvia	Portugal	Spain	UK
7. to adapt the curriculum to a diversity of learners	1	2	3	4	
8. to understand and meet learners' diverse needs and strengths	1	2	3	4	
9. to select and design assessment strategies to monitor individual learners' growth and achievement	1	2	3	4	
10. to present learning content in various ways	1	2	3	4	
11. to adapt activities to enhance learners' motivation to participate	1	2	3	4	
12. to use a wide range of ways to communicate	1	2	3	4	
13. to build positive relationships with learners	1	2	3	4	
14. to understand learners' behaviors in various contexts	1	2	3	4	
15. to manage challenging behavior in an effective manner in the classroom	1	2	3	4	
16. to support the implementation of approaches for social-emotional learning in the school	1	2	3	4	
17. to promote a positive and cooperative learning environment in the classroom	1	2	3	4	
18. to use assistive technologies for access to teaching and learning	1	2	3	4	
19. to be effective on engaging families and partnering with families	1	2	3	4	
20. to understand the cultural and socioeconomic contexts of families and how to provide support in the community	1	2	3	4	
21. to understand and be able to value parents' role in supporting their children	1	2	3	4	
22. to incorporate a family's experience and background into the curriculum	1	2	3	4	
23. to plan, support, instruct and assess lessons together with another professional, in the same classroom	1	2	3	4	
24. to support colleagues in reflecting about practices and sharing ideas for developing inclusive practices	1	2	3	4	
25. to contribute to a professional learning community for developing inclusive practices	1	2	3	4	
26. to gain confidence on my own abilities and knowledge to teach all learners	1	2	3	4	
27. to reflect on and improve my own practice	1	2	3	4	

Self-reflective tool

This self-reflective tool was designed to assist educational professionals (teachers, principals, support professionals...) in thinking about their professional practice, attitudes, knowledge and ski...

[Read more](#)

<https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/inclusive-education-policies-from-2>

<https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/inclusive-education-policies-from-3>

<https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/research-and-policy-recommendations>

<https://www.proudtoteachall.eu/en/research-and-policy-recommendations/research-and-policy-recommendations-detail/self-reflective-tool>

Ending words – next steps and outputs for ProuD

Hannah Boonen, UC Leuven-Limburg

IPP Porto, 13-10-2022

Next steps



Needs analysis & Feasibility study
(Intellectual output 1, IO1)

Online Inspiration Centre (IO2)

Training guide for experienced teachers, school leaders and other coaches (IO3)

Professional Learning Package for a Professional Development Program (IO4)

October 2020

August 2021

August 2023

Training Module 1

(...) co-create the appropriate conditions for building our a professional learning community aimed at developing an inclusive pedagogy (...)

October 2021

Training Module 2

(...) share inspiring knowledge, experiences and resources to reach their learning goals through collaborative action research (...)

June 2022

Training Module 3

(...) share inspiring knowledge, experiences and resources to reach their learning goals through collaborative action research (...)

October 2022

We hope to share more with you on our next multiplier events



PR♥UD
TO TEACH ALL

Inclusion is not justed being invited to the party
it is also being asked to dance ”

Inclusie is niet alleen uitgenodigd worden op het feest, het is ook ten dans gevraagd worden

PR♥UD
TO TEACH ALL

If you're not intentionally, consciously and pro-actively working on inclusion,
you are inadvertently excluding ”

Als je niet opzettelijk, doelbewust en pro-actief werk maakt van inclusie, sluit je onopzettelijk uit

PR♥UD
TO TEACH ALL
Erasmus+

Als je blijft doen wat je deed, krijg je wat je kreeg

“ If you keep doing what you did,
YOU WILL KEEP GETTING WHAT YOU GOT

PR♥UD
TO TEACH ALL

Interested in more? Follow our blog. Thank you!



Professional Development to Teach All Learners.

The project 'ProuD to Teach All Learners' is a response to the high demands that the increasing diversity of 21st century classrooms puts on