



Amsterdam University
of Applied Sciences

UNIVERSITY
COLLEGE
COPENHAGEN



Erasmus+

SOCIAL INCLUSION, EDUCATION AND
URBAN POLICY FOR YOUNG CHILDREN

CIC OUTPUT 4

EDUCATIONAL FRAMEWORK FOR A
MODULE ON SOCIAL INCLUSION.

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Course Description

Social Inclusion, Education and Urban Policy for Young Children

What this module is about

The module Social Inclusion and Urban Policy for Young Children is designed for students working in the field of Early Child Care and Education (ECEC) and builds on a broader understanding of the concept **Social Inclusion** as described in 'A polyphonic perspective on socially inclusive early childhood education and care' (Fukkink, Negenman, Vanderkerckhove, Jørgensen, Larsen, & Jager, 2018).

- The concept of inclusion has broadened and comprises not only cultural, ethnic, religious, linguistic and socio-economic diversity, but also children's disabilities, differences in academic level, and families with different sexual orientation (p. 2).
- Following this broad definition and placed in the context of day care, 'the aim of inclusion is that every child feels accepted and can participate in the communities of the day care. This contributes to the development and acquirement of competences important for their future lives' (p. 5).

This module aims at deepening the understanding of social Inclusion, in theory and practice. It has become clear that social inclusion is not something you learn alone or only from books – you have to practice it. Besides, it is important to realize that social Inclusion is a continuous process;

Social Inclusion is a journey, not a destination! (Topping, 2013)

This module is developed as a part of the Erasmus+ Project 'Social Inclusion, Education and Urban Policy for Young Children 2016-2019' and pulls on a rich body of knowledge such as a literature review, interviews and inclusive practices on film, written case studies and a policy paper, all portraying the different arenas in which social inclusion is at play. This body of knowledge will be utilized to construct course content and didactics gathered through research and practice in different European countries, regarding social inclusion.

Didactics and learning materials

The overall subject in this module, 'social Inclusion', is decisive for the didactical design. Social interactions are an important aspect in the didactics as we seek to engage students in active learning and as they learn to explicate their thoughts and learning processes with each other. Within this module we seek to build an active learning community, 'teaching as you preach' and double loop learning are essential approaches. Continuous (self)reflection on knowledge, skills and attitude and open discussions are important to ensure the learning process. Students should be actively involved in planning and processing.

During this intensive module students will therefore work together in (small) groups, exploring social inclusion in all its diversity, internationally. Didactics will include case-based,

problem-based and reality-based methods. In regards to the content, this module draws upon the material developed in the Erasmus+ Social Inclusion Project. The literature review gives a good overview of international practice and what research has been able to discover recently. The interviews and portraits of inclusive practices made in connection with the films add perspectives and give useful examples both from the municipalities, the organizations, the parents and the practitioners. The cases developed in the participating countries during the Erasmus+ Project offer interesting insights into the different approaches and dilemmas regarding social inclusion. Students' reflection and understanding will be enhanced through critical questions, interactive discussions and debates about the material. An important part of the module is also a student exchange week where students will visit a partner-country and explore social inclusion in different ECEC settings.

Method of assessment (can vary in different educational programs)

The assignment by which students will be graded is a product students are to create that will enhance social inclusion through focusing on practice, policy and/or organization. The product can for instance become a training to give to professionals working in the field of child care and/or education, a game to creatively discuss social inclusion in Child Care with professionals, or a game which enhances social inclusion amongst children themselves, or in some cases an advisory report or something else. Students will be placed in small groups and will be assigned to different organizations who will communicate their requests or needs and students will collaborate with the organization to enhance social inclusion on a specific level and in regards to a specific theme. Students will work on this product in groups and will have both a group and an individual component on which they will be assessed. Teachers will act as facilitators and participate but students will be challenged to take on different roles such as leaders, chairmen and facilitators as well.

A rubric can be found below as a guideline for the assessment of the product.

Intended Learning Outcomes

- Analyze the concept of social inclusion in regards to current themes;
- Apply the concept of social inclusion to policy and organization;
- Compare the practice of social inclusion and the policy within different countries;
- Create suggestions for inclusive practices in ECE (learning environments).

European Credits (ECTS)

The module has a weight of approximately 10 ECTS (280 work hours) (this is only an indication), and can be taught in a module of 10 weeks or spread out over a whole semester, which is 20 weeks, depending on the amount of classes per week.

Organization

In regard to double loop learning, interprofessional collaboration is desired and students from different bachelors could be brought together within this minor, depending on the organizational possibilities within the different educational programs. At the HvA the module is given within a minor that is interprofessional as different bachelor students sign up for this minor. At UCC this is not the case.

Exchange

A one-week exchange between university colleges is part of the module-program where students from Copenhagen will spend a week at HvA and students from the HvA will go on an international exchange week to Copenhagen to discover social inclusion first hand in a different European country. The exchanges will take place at the beginning and towards the end of the module. Students will be challenged to collaborate with their international peers from the visiting country and will work on assignments together, and explore best practices and challenges to social inclusion in different organizations working with young children. Financial costs involved are part of the module and students are made aware of this international exchange before signing up.

Program content (number of weeks is an indication)

Week	Content	Preparation	Program
1	<p>Introduction to the module.</p> <p>Social Inclusion as a concept:</p> <p>Framework for social inclusion will be explored, the different themes to be discussed during the module, as well as the module-assignment.</p>	<p>Read: Article on Social inclusion by Fukkink et. al (2017).</p> <p>Read: Article on superdiversity by Vertovec (2007). See reference below.</p> <p>Read: Article on what social inclusion is by Nilhom and Goransson (2017). See reference below.</p>	<ol style="list-style-type: none"> 1. Introduction lecture on concept of social inclusion and two articles. 2. Reflection questions on review in small groups. 3. Watch one film of best practice on social inclusion. 4. Discuss module-assignment.
2	<p>Theme 1: Social Inclusion in regards to gender. Best practices and bottlenecks.</p>	<p>Read: Article on gender neutrality (see reference below)</p> <p>Watch: two part-documentary No more girls and no more boys by BBC (see links youtube below)</p>	<ol style="list-style-type: none"> 1. Short lecture on articles prepared. 2. Discuss reflection questions on article on gender.

			<ol style="list-style-type: none"> 3. In small groups discuss reflection questions on documentary. 4. Form groups for module-assignment. 5. Coaching on assignment.
3	<p>Theme 2: Social inclusion and children's participation. A case for youth voice.</p>	<p>Read: Article on seven realms of children's participation (Francis & Lorenzo, 2002) (see reference below)</p> <p>Read: Short article on Hart's ladder of participation (see reference and link below)</p>	<ol style="list-style-type: none"> 1. Short lecture on articles prepared. 2. Read cases and discuss in small groups. 3. Develop activities for children's participation in different settings and with different diversity issues. 4. Coaching on assignment.
4	<p>Theme 3: Social inclusion and parental /caretakers' involvement. Cross cultural comparisons and exploring the challenges.</p>	<p>Read: Article on parental involvement by Hachfeld, Anders, Kuger and Smidt (2016). See reference below.</p>	<ol style="list-style-type: none"> 1. Short lecture on articles prepared. 2. Watch film together on best practice in NL and discuss reflection questions and opportunities for parental involvement. 3. Coaching on module assignment.
5	<p>Theme 4: Utilizing cultural and linguistic capital as a means to include.</p>	<p>Read: Article on linguistic diversity and social inclusion (Kimie & Takahashi, 2011, see reference below).</p>	<ol style="list-style-type: none"> 1. Short lecture on articles prepared. 2. Watch part of lecture on multilingualism and educational equality. Explore initiatives on

			<p>enhancing multilingual education to support inclusion and enhance equality.</p> <p>3. Coaching on module assignment.</p>
6	INTERNATIONAL EXCHANGE WEEK	Preparation will include reading a few articles and cases and output 1 and 5.	Outputs 2, 3 and 5 will be further explored in cross cultural comparisons during the exchange week.
7	Theme 5: Refugee children and social inclusion opportunities.	Read: Article on refugee youth's wellbeing (Brenner & Kia-Keating, 2016, see reference below).	<ol style="list-style-type: none"> 1. Short lecture on article prepared. 2. Discussion on challenges facing inclusion of refugee children. 3. Study and discuss cases regarding refugees. 4. Coaching on assignment.
8	Theme 6: Social inclusion of children with special education needs. Trends in modern day pedagogics.	Read: Article on ADHD classes and inclusion versus exclusion (Malmqvist & Nilholm, 2016, see reference below).	<ol style="list-style-type: none"> 1. Short lecture on article prepared. 2. Reflection questions plenary discussion. 3. Watch film in regards to inclusion of SEN (?) 4. Coaching on assignment.
9	Theme 7: Interprofessional collaboration. Competences of the 21 st century T shaped professional.	Read: Output 2: Analysis of competences, a cross cultural comparison.	<ol style="list-style-type: none"> 1. Short lecture on article prepared. 2. Discussion questions based on article. 3. Watch film and discuss reflection questions. 4. Coaching on assignment.

<p>10</p>	<p>Theme 8: Developing a vision and creating an environment of social inclusion. The importance of policy and leadership.</p>	<p>Read: Article on policy in cross cultural comparison (output 5).</p> <p>Read: Article on leadership by Ainscow & Sandill (2010, see reference below).</p>	<ol style="list-style-type: none"> 1. Guest lecture on article prepared by policy makers/advisors. 2. Discussion on policy and leadership challenges. 3. Feedback round on module assignment. 4. Further coaching on module assignment.
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Rubric for assessing product

Intended Learning Outcome	Insufficient <5.5	Marginal 6	Adequate 7	Good 8	Excellent 9+
1. Analysis A professional shows analytical understanding of the concept of social inclusion and its impact on practice in daycare and schools. This professional:	Inadequately elicits and documents the concept only from limited perspectives	Elicits and documents the concept from different perspective marginally.	Adequately elicits, analyses and documents the concept from different perspectives	Sufficiently analyses and documents the concept from different perspectives which are complete, correct, clear and concise.	Elicits, analyses and documents the concept from different perspectives which are complete, correct, clear and concise, including links to relevant theory and policy.
2. Application A professional applies the theoretical understanding of social inclusion to case material from practice. This professional:	Inadequately elicits and applies theoretical understanding to specific cases only from limited perspectives.	Marginally applies theoretical understanding to some cases from different perspectives.	Adequately applies theoretical understanding from different perspectives onto various case material.	Sufficiently applies theoretical understanding sufficiently from various perspectives on case materials and does so in a complete, correct, clear and concise way.	Elicits and applies theoretical understanding thoroughly from various perspectives on case materials and does so in a complete, correct, clear and concise way. Included are links to relevant theory and policy.
3. Comparison A professional looks 'over the borders' and finds inspiration in the practice in other cultures. She shows ability to compare different practices and uses her knowledge in own environment. This professional:	Inadequately compares and documents the practice of different cultures and cannot apply insights of cross cultural comparisons to the own environment.	Marginally compares and documents the practice of different cultures and somewhat applies insights of cross cultural comparisons to the own environment.	Adequately compares and documents the practice of different cultures and applies insights of cross cultural comparisons to the own environment.	Sufficiently compares and documents the practice of different cultures and applies insights of cross cultural comparisons to the own environment in a deep and meaningful way by making strong connections between practices and dilemma's.	Thoroughly compares and documents the practice of different cultures and applies insights of cross cultural comparisons to the own environment in a deep and meaningful way by making strong connections between practices and dilemma's hereby including references to relevant theory and policy.
4. Product A professional analyses the actual situation and its possibilities and creates a learning environment that enhances social inclusion based on a personally developed vision. This happens in close communication with all stakeholders. This professional:	Inadequately analyses and therefore inadequately creates a learning environment that therefore cannot sufficiently enhance social inclusion. Communicating with stakeholders has possibly been complicated.	Analyses in order to create a learning environment that can in some limited aspects enhance social inclusion especially in short-term situations. Communication with stakeholders was possible but not necessarily.	Analyses adequately and creates a learning environment that enhances social inclusion. In some ways on the short term, in others, a more long term approach has been documented. Communicating with stakeholders has visibly been successful.	Analyses sufficiently and therefore creates a rich learning environment in which social inclusion can be enhanced. Attention has been given to micro, - meso and macro aspects. Communication with the stakeholders has been well documented and reflected on.	Analyses thoroughly and therefore creates a rich learning environment in which social inclusion can be enhanced. Attention has been given to micro, - meso and macro aspects, referring to relevant theory and practice. Communication with the stakeholders has been well documented and reflected on.

Literature module Social Inclusion

Week 1 – Introduction

Fukkink, R., & Negenman, M. (2017). Social inclusion in Dutch early childhood education and care. *Concept for Intellectual Output 1, Erasmus+ Project, February 2017*

Vertovec, S. (2007) Super-diversity and its implications, *Ethnic and Racial Studies*, 30:6, 1024-1054, DOI: 10.1080/01419870701599465 <https://www.tandfonline.com.proxy.uba.uva.nl:2443/doi/pdf/10.1080/01419870701599465?needAccess=true>

Nilholm, C., & Göransson, K. (2017). What is meant by inclusion? An analysis of European and North American journal articles with high impact. *European Journal of Special Needs Education*. <http://doi.org/10.1080/08856257.2017.1295638>

Week 2 - Gender

Amor, A., M., Hagiwara, M., Shogren, K., A., Thompson, J., R., Verdugo, M., A., Burke, K., M., & Aguayo, V. (2018). International perspectives and trends in research on inclusive education: a systematic review, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2018.1445304

Links to documentaries on youtube:

[No More Boys and Girls - Can Our Kids Go Gender Free episode 1](#)

[No More Boys and Girls - Can Our Kids Go Gender Free episode 2](#)

Week 3 – Childrens participation

Francis, M., Lorenzo, R. (2002). Seven realms of children's participation. *Journal of Environmental Psychology*, 22, doi:10.1006/jevps.2001.0248

Link to Hart's ladder of participation:

<https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/f/575/files/2016/09/STSS.Harts-Ladder-of-Participation-19tvldl.pdf>

Week 4 – Parental involvement

Hachfeld, A., Anders, Y., Kuger, S., & Smidt, W. (2016) Triggering parental involvement for parents of different language backgrounds: the role of types of partnership activities and preschool characteristics, *Early Child Development and Care*, 186:1, 190-211, DOI: 10.1080/03004430.2015.1007370

Week 5 – Bilingualism

Piller, I., & Takahashi, K. (2011) Linguistic diversity and social inclusion, *International Journal of Bilingual Education and Bilingualism*, 14:4, 371-381, DOI: 10.1080/13670050.2011.573062

Week 6 – International Exchange Week.

Week 7 - Refugee children

Brenner, M., E., Kia-Keating, M. (2016), Psychosocial and Academic Adjustment among Resettled Refugee Youth, in Alexander W. Wiseman (ed.) Annual Review of Comparative and International Education. *International Perspectives on Education and Society*, 30. Emerald Group Publishing Limited, pp.221 - 249

Week 8 – Special Education Needs

Malmqvist J., & Nilholm, C. (2016) The antithesis of inclusion? The emergence and functioning of ADHD special education classes in the Swedish school system, *Emotional and Behavioural Difficulties*, 21:3, 287-300, DOI: 10.1080/13632752.2016.1165978

Week 9 - Interprofessional collaboration.

Output 2 to be received by link through mail.

Week 10 – Policy and leadership

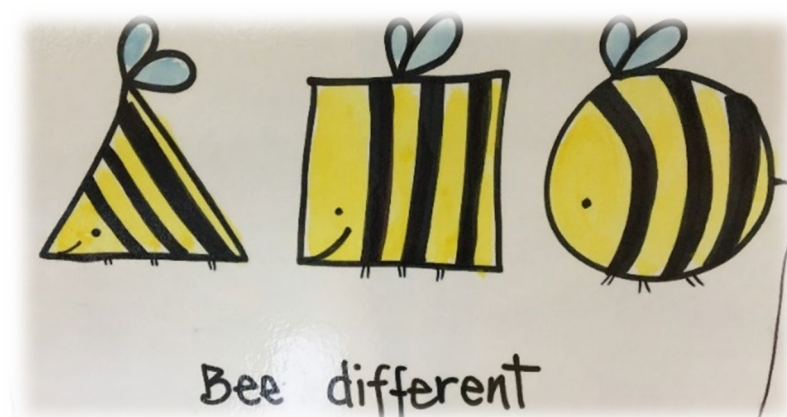
Ainscow, M., Sandill, A. (2010) Developing inclusive education systems: the role of organisational cultures and leadership, *International Journal of Inclusive Education*, 14:4, 401-416, DOI: 10.1080/13603110802504903

SOCIAL INCLUSION, EDUCATION AND URBAN POLICY FOR YOUNG CHILDREN

CIC # 4 EDUCATIONAL FRAMEWORK ON OUTPUT 2

STUDENTS

Inclusion is a Journey, not a Destination



Introduction

Welcome to the training on social inclusion in ECEC!

As 21st century students, interested in working with people, you all know that societies today have become rather complex and superdiverse. As a future professional, you will be working with families and children in all shapes, sizes and colours, so to speak. You will engage with single parent families, refugee families, rich and low-income families, families with children with special needs and so forth. All these families and their children are entitled to high quality services such as childcare and preschool and it is important for their wellbeing and development that they can feel welcome and safe in these settings. A lot of this quality and their feeling of being welcomed and well taken care of, depends on your competence as an early years professional. This training module will help you take some steps forward in developing these necessary competences and we hope you will in fact experience this as a part of your personal and professional growth. And rest assured, learning is a lifelong process and you are not left on your own.

About the social inclusion project

In the project 'Social inclusion, Education and Urban Policy for Young Children', CIC in short, professionals from the field of ECEC research and practice get together to deepen the discussion on what social inclusion is, can be or should be and what inclusive practice requires from all professionals involved. Different partner countries and cities are involved, which makes this discussion both interesting and challenging, as working on inclusion relates to the broader policy context and the views developed on the issue of inclusion.

In training future professionals like yourself, it is important to get the discussion going and to stimulate reflection on the question of diversity and inclusion and how to prepare to work in a 'superdiverse' context. In this module, you will find some background information, case materials and reflective exercises to get better acquainted with the issue of social inclusion and to find inspiration to deepen your understanding of it. Theory and practice will be combined and you will be invited to get actively involved and critically reflect on the concept of social inclusion and on real life case material. Alongside this module, you will also receive some introductory reading as well as suggestions for inspiring background reading.

In this weeks' training, the 5 different intellectual outputs (IO) of the project will be illustrated. It is important to know that they all relate to one another:

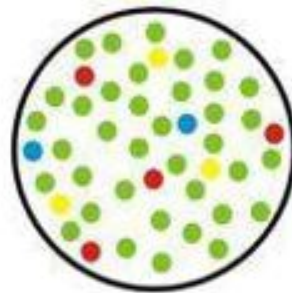
1. A **state of play** on inclusion in ECEC in all partner countries¹. This document contains a concise introduction on the issue of social inclusion and what the situation currently is in the partner countries. (preparatory reading)
2. A **description of required competences for social inclusion, linked to a series of collected cases**. The collected cases give a detailed look into current practice, the challenges and the possible ways for ECEC professionals to respond to them. Cases deal with issues of refugee children, children with disabilities or challenging behaviour, children with a different home language...How do ECEC services develop policies in this area, how can professionals be supported and how does the practice translate the principle of inclusion? (preparatory reading)
In order to develop the required competences it is vital that theory and practice are combined and this is what we tried to do in this document IO#2.
3. A series of **educational films** on current practices serve as real life illustrations on inclusive practices.
4. A **framework** for an educational model. A training on competences for inclusive working is being developed by the project partners. As a participating student you are welcome to give feedback on the different training modules and on how you think the available material has been helpful (or not).
5. Policy **recommendations**. At the end of the project, we will also formulate messages to policymakers. This may not seem study material at first sight, but we do want to share this with you as well. As future professionals you will be well placed to inform policymakers and to make a case for high quality services. In discussing these recommendations, you can develop a certain sense of advocacy. As an ECEC professional,

¹ R. Fukkink & M. Negenman, A. Vandekerckhove, N. Jordt Jørgensen, V. Larsen, & J. Jager. Amsterdam University of Applied Sciences, 2018; A polyphonic perspective on socially inclusive early childhood education and care. Urban views from Belgium, Denmark, Slovenia and the Netherlands

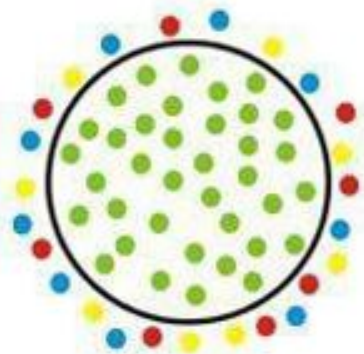
you can also be an 'actor of change', trying to influence policy and improve services from your professional perspective and position.

The output 1 document provides you with a basis for a discussion on social inclusion and exchange views on that. A list of additional reading is added at the end of this document.

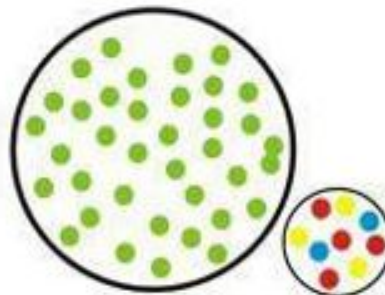
To get the discussion started, here's just one graphic way to look at what inclusion is all about



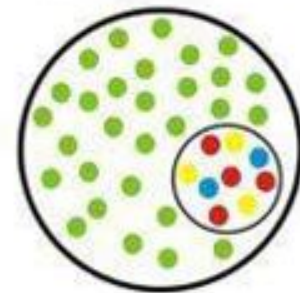
Inclusion



Exclusion



Segregation

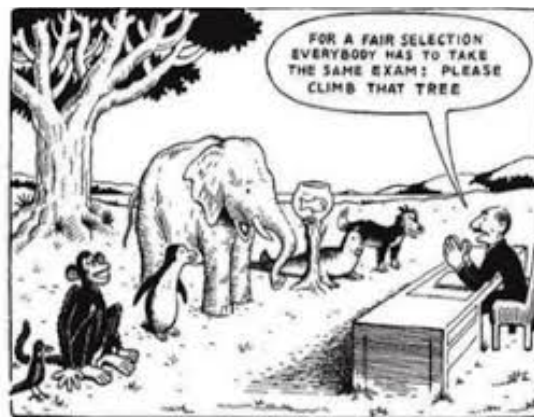
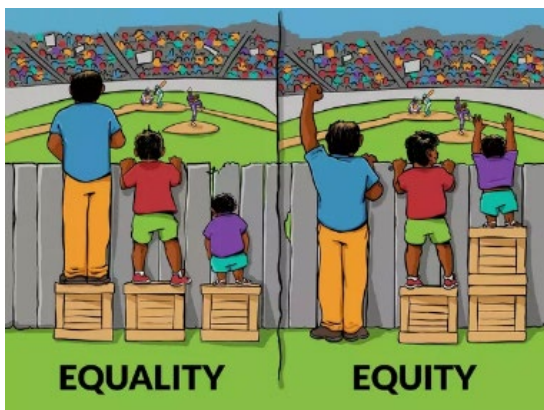


Integration

In this part of the module, we will take a closer look on what competences are needed for ECEC professionals in order to work in a context of 'superdiversity'. As a preparation, you will have gone through some case material and a text on the competent system. In this module, we will build on that, engage in discussions and get you involved in some exercises.

As (future) ECEC professionals you will need to positively relate to all types of differences among the families and children you will work with: differences in religion, background culture, language, (dis)abilities, language and so forth. It is vital that you commit yourself to provide equal opportunities to all children you work with. Providing equal opportunities does NOT mean that you would treat all children the same way. On the contrary: every child is different, has a different personality, different interests and will develop in its own way. Every child needs support, respect, stimuli and attention in a way that suits his or her needs the best. That is quite a challenge and demanding for you as a professional.

To start the module, here are some examples considering differences and diversity and how different approaches are being called for. Being different is not the problem as such; it is the way you respond to these differences that may be problematic, or in fact excluding.



<https://youtu.be/1MJrVvpjB1I> (Children on differences)

<https://www.youtube.com/watch?v=7YCTzJDSNJY> (4 little corners)

Social inclusion? A broad concept

(see also first day of the module)

Throughout the CIC project, an effort was made to define what social inclusion is. While 'social inclusion' seems to be a hot topic and both European and national policies often refer to the importance of social inclusion, it was quite clear that there are different definitions and views on the subject among the project partners. Some consider social inclusion as an issue of embracing diversity in whatever shape or form. Other tend to think more about including specific groups, such as children from low-income families, or children with disabilities or children with a different home language. Some regard inclusion as a principle, some kind of imperative which makes them question how they can initially respond to all children and families. Others do have an open mind for inclusion but also see some boundaries or limits to the issue. All partners in the CIC project on the level of local policy and practice have their own professional context and this explains how the ideas and the practices on inclusion may differ.

At first, the different views were compared and discussed. Later, the concept of inclusion was broadened and comprises not only cultural, ethnic, religious, linguistic and socio-economic diversity, but also children's disabilities, differences in academic level, and families with different sexual orientation.

Following this broad definition and placed in the context of ECEC, 'the aim of inclusion is that every child feels accepted and can participate in the communities of the day care. This contributes to the development and acquirement of competences important for their future lives'.

- Children's rights: protection – participation – provision,
- European Quality Framework,
- Superdiversity, changing demographics
- Progressive universalism,
- Professional development

Competences and diversity – implications for practice: professionals are key!

As stated at the TFIEY (Vandenbroeck, Lazarri and Peeters, 2013) "Early childhood practitioners working in contexts of diversity have demanding and complex tasks that require them to constantly reflect on their educational practices, to revise their pedagogical approaches and to co-construct professional knowledge together with children and parents. The individual professional cannot meet these demands alone. Systemic approaches to ECEC quality and workforce professionalization are needed (Bennett, 2012; Urban et al. 2012)."

In order to have high quality ECEC services, the professionals need to be of high quality: without them (you), it is not possible. On the European level, a quality framework for ECEC has been developed (2014) and there as well, the issue of workforce is an important chapter. Five main elements of quality are combined with each 2 principles, all of them interdependent in order to reach that desired quality.

ACCESSIBILITY	1. Accessible and affordable for all 2. Participation, social cohesion, diversity
WORKFORCE	3. Initial and permanent learning 4. Supportive working conditions
CURRICULUM	5. Holistic development of the child 6. Cooperation and reflection
EVALUATION/MONITORING	7. Information for quality improvement 8. In the best interest of the child
GOVERNANCE/FUNDING	9. Responsibilities and cooperation 10. Legal entitlement to ECEC

On workforce, the EQF states a.o.:

"Recognising the ECEC workforce as professionals is key. Professional development has a huge impact on the quality of staff pedagogy and children's outcomes. Developing common education and training programmes for all staff working in an ECEC context (e.g. preschool teachers, assistants, educators, family day carers etc.) helps to create a shared agenda and understanding of quality.

Good working conditions benefit staff and contribute to their retention. Policy measures affect the structural quality of ECEC provision including locally-determined arrangements on the size of a group; children to adult ratios; working hours, and wage levels which can help to make employment in an ECEC context an attractive option. Good working conditions can also reduce the constant and detrimental staff turnover in ECEC."

As the text on competence is supposed to be read, we can just list some of the main elements of output # 2 here:

- ECEC quality means accessibility and inclusion
- Educated and competent staff = salient factor for quality.
- But what is competence?? Not a checklist, but a process of knowledge and expertise development and professional growth, a combination of knowledge and attitudes.
- In relation with reality and a highly complex, diverse and unpredictable context
- Combining initial training and CPD
- Importance of reflective practice, co-construct
- "No practitioner left behind": the competent system instead of the individual competent professional. Competence is needed on several levels.

Question round:

What do you think of this text? Does it make sense, is it clear enough? What do you like about it? What don't you like about it or what seems very challenging?

The IO#2 was mostly inspired by the CoRe research (Urban et al, 2012). The main innovative conclusion in this research was the notion of the 'competent system': looking into individual competences of every practitioner is not enough to get high quality services. Certain competence and quality conditions need to be fulfilled on other levels as well: team, local community, policy, both national and international. No practitioner can do it all on his/her own.

Besides the Core research, other organisations have developed competence schemes as well, with a focus on inclusion and respect for diversity. These will be discussed during the training.

Questions to look into are:

- What do you think of these competencies?
- Which ones do you recognize?
- Which ones do you feel uncomfortable about?
- Which ones have you already recognized during an internship or study visit? Have you seen or experienced situations in which some of these competences are lacking?
- Can you give examples of some of these competences?
- Are there competences that you feel are still missing?

Level	Competences: Knowledge/attitudes (process)
Individual	<ul style="list-style-type: none"> - Initial training and CPD - knowledge of child development - open minded and empathic - supportive, keeping an eye on a child's needs - willing to learn and change perspective - Open to learn new working methods - pedagogically stimulating, adaptability - Co-construct - Considering diversity as a richness - Communicative towards children and parents
Team/institution	<ul style="list-style-type: none"> - Support, coaching, reflection, - Good work conditions - Joint learning, critical reflection, team meetings - Non-contact time - Supportive and motivating leadership - Additional input from other organisations - Diversity among staff
Interagency/local	<ul style="list-style-type: none"> - PLC - Supportive policy, respecting diversity - Cooperation with schools, social services, therapists...
National/local policy	<ul style="list-style-type: none"> - Supportive policy, enabling legislation - Adequate funding (for sustainable services and for training) - Vision on ECEC and on diversity - Regulations on qualifications and training
International	<ul style="list-style-type: none"> - Children's rights - Promoting ECEC and respect for diversity - EU, ISSA
International organisations	<ul style="list-style-type: none"> - Learning communities - (Training on) advocacy

ISSA framework on inclusion, diversity and values of democracy (part 3)

- The educator provides equal opportunities for every child and family to learn and participate regardless of gender, race, ethnic origin, culture, native language, religion, family structure, social status, economic status, age, or special need.
indicators:
 1. The educator is aware of her/his own beliefs, attitudes, and experiences and how they affect communication with children, families, and teaching.
 2. The educator treats each child with respect, dignity, and consideration and provides equal opportunities to engage in the life of the school.
 3. The educator treats every family with respect, dignity, and consideration and finds ways to involve them in their child's education.
 4. The educator uses language and activities that avoid gender and other stereotypes.
 5. The educator makes adaptations to the environment and to learning activities so that children with different capabilities, educational needs, and social backgrounds can participate in most activities.
- The educator helps children understand, accept, and appreciate diversity.
Indicators:
 1. The educator appreciates and incorporates into his/her teaching the diversity that exists among the children, families, and within the community.
 2. The educator uses opportunities to draw children's attention to the diversity that exists outside the school in a respectful manner and affirms its presence.
- The educator develops children's understanding of the values of civil society and the skills required for participation.
Indicators:
 1. The educator strengthens children's appreciation and respect for different preferences and points of view, and helps children develop skills to express their views appropriately.
 2. The educator assists children in understanding how stereotypes and prejudices can influence their attitudes and behaviour.
 3. The educator encourages children to treat others with equity, fairness, respect, and dignity and to expect the same from others.
 4. The educator introduces the concept of personal responsibility in caring for the environment and provides opportunities for children to practice the concept.

DECET-ISSA: Diversity and inclusion, exploring competences for professional practice in ECEC

- Willing to accept diversity in society and respecting other ways of being;
- Being non-judgmental;
- Having an open mind;
- Having empathy and understanding;
- Showing flexibility and adaptability;
- Being sensitive (aware of children's and parents' needs) and responsive (act on awareness);
- Supporting a sense of belonging;
- Having enthusiasm: being engaged and motivated;
- Being creative in order to find alternative solutions and approaches;
- Showing warmth and being loving.

PACT:

- Is well-trained in his/her own discipline (teaching, pedagogy, youth care)
- Is capable of explicit and visualize it's expertise and skills
- Recognises and acknowledges the added value of other professional expertise
- Can make a connection between the disciplines (one's own discipline and those of others)
- Can to contribute to a shared vision
- Has a learning attitude
- Is able and willing to think out of the box
- Is flexible
- Can work effectively and systematically
- Can monitor children together with colleagues
- Can cooperate with other professionals, parents and children
- Can deal with diversity
- Has communication skills
- Has knowledge of modern technology for communication/ social media and applies it

Peeters and Sharmahd: the 'agentic' practitioner (2014)

- The ability to look for solutions in contexts of disagreement. ECEC practitioners who work with families from vulnerable groups need to have the ability to discuss intensively in teams and confront different opinions on which concrete decisions can be taken and put into practice.
- To focus on meeting with the Other, the one we do not know. ECEC practitioners should try to understand the child and parent who is 'different'. This is a basic competence, especially when working in ECEC services with poor parents and children at risk (Dahlberg and Moss 2005).
- The ability to co-construct knowledge with others (colleagues, parents, children). The ECEC practitioners who work with children at risk must have the competence to construct new practical knowledge, as well as new ways of working with children, parents and colleagues in collaboration with the pedagogical counsellor.
- Acting with a focus on social change. 'Actors of change' should develop competences that help them discover what is possible in working with children and parents at risk, and to change the pedagogical practice aimed at providing children with more opportunities for development and learning."

Exercises

As you went through the materials of IO#2, you will now be doing some active reflection on some cases. Reflection and discussion exercises to be gathered from

- The 'ideal world' question? To be used in the policy recommendations?

To start, we should ask some feedback of the students after reading the materials from the project: what did you remember most? Do you still have some questions on the content?

Are there any cases that struck you in a certain way and why? Did some cases make you feel uncomfortable and why?

- **Slovenia: case Mark**

Key words: immigration – language – principle vs. real life (fear, not knowing, resistance) – team discussion, reflection – not giving up

Reflection:

How to inform parents that are not familiar with the ECEC service? How to involve them?

How to improve the relation with a 'foreign' child who does not seem to respond to what is offered? How to avoid emerging resistance?

How would this work in an 'ideal world'?

- **Netherlands: case Senna**

Key words: disturbing behaviour – build trust – team sharing

Reflection:

What are the causes of certain behaviour?

How can staff and parents work together?

How can 'solutions' for one child benefit all children?

How would this work in an 'ideal world'?

- **Denmark: interdisciplinary collaboration – Netherlands: case Bart**

Key words: close collaboration – dealing with 'concerns' and challenges – combining perspectives

Reflection:

How can interdisciplinary work support inclusive practice?

What is the place of parents here? Are they being excluded in this forum of professionals?

Who is responsible for what?

How would this work in an 'ideal world'?

- **Cultural sensitivity: how to deal with certain challenges**

A parent wants a female practitioner to guarantee her that only she will change her son's diaper and not her male colleague.

A couple of parents is in favour of strong discipline and physical punishment. They inform you that they spank the children at home and would like the same treatment in the childcare centre.

One colleague is a Jehova witness and doesn't participate in birthday celebrations. Another colleague is very critical about that.

How would you deal with this? Who would you discuss this with? How to address the persons in question?

- **Discussion statements**

Statement: High quality ECEC has priority rules on access for certain groups (single parent families, newcomers, low-income families...)

Statement: 'Who can fit into the system and who cannot' vs 'Let's see how we can help you'

Statement: 'Children with severe mental disability can disturb the development of the other children in the group.'

Statement: 'The parents don't understand what is best for their child.'

Additional reading

Decet, Diversity and inclusion, exploring competences for professional practice in ECEC,
https://www.issa.nl/sites/default/files/pdf/Publications/equity/Diversity-and-Social-Inclusion_0.pdf

European Quality Framework for ECEC,
http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/archive/documents/ecec-quality-framework_en.pdf

Issa, Competent educators of the 21st century, <http://issa.nl/sites/default/files/pdf/Publications/quality/Quality-Principles-final-WEB.pdf>

Issa, A quality framework for Early Childhood practices in services or children under 3 years of age,
http://issa.nl/sites/default/files/pdf/Publications/quality/ISSA_Quality_Framework_0-3_e-version_screen.pdf

Lazzari, A., Vandenbroeck, M., Peeters, J. - Transatlantic Forum on Inclusive Early years (2013), The early years workforce: A review of European research and good practices on working with children from poor and migrant families, http://www.europe-kbf.eu/~media/Europe/TFIEY/TFIEY-2_InputPaper/The-early-years-workforce_European-perspective.pdf

Peeters, J. and Sharmahd, N. (2014) Professional development for ECEC practitioners with responsibilities for children at risk: which competences and in-service training are needed?, *European Early Childhood Education Research Journal*, 22:3, 412-424, DOI: [10.1080/1350293X.2014.912903](https://doi.org/10.1080/1350293X.2014.912903)

Urban, M., Vandenbroeck, M, Van Laere, K., Lazzari, A. & Peeters, J. (2012) Towards Competent Systems in Early Childhood Education and Care. Implications for Policy and Practice.
https://vbjk.be/files/attachments/.885/European_Journal_of_Education_2012_Towards_competent_systems_in_Early_Childhood_Education_and_Care_Implications_for_Poli.pdf

Appendix 2: Observation guide for study visits during exchanges



OBSERVATION GUIDE FOR CIC STUDY VISITS

(based on ISSA, Competent educators for the 21st century²)

When visiting other practices, you see quite a lot of things that are different from your own experiences or workplaces. You may be surprised, even shocked, or challenged in any way. But you will definitely see a lot of things that attract your attention. It is easy to get distracted and look at many different aspects of working in an ECEC setting. In this project, social inclusion is the main topic, so it is important to focus on this throughout the visits. Here are some tips to keep your focus or to help you observe elements that have to do with social inclusion.

In the CIC **project**, we looked into the different policies and practices of the partner countries and used the following description of social inclusion: *In sum, the concept of inclusion has broadened and comprises not only cultural, ethnic, religious, linguistic and socio-economic diversity, but also children's disabilities, differences in academic level, and families with different sexual orientations.* You can keep this in mind as a kind of 'working definition'.

In the **Issa** publication, one part is on inclusive practice, stating that: *Promoting the right of every child and family to be included, respected, and valued, to participate, to work toward common goals, and to reach their full potential with a special focus on the most vulnerable is integral to quality pedagogy. It is crucial that everyday practice reflect the beliefs embraced in the United Nations Convention on the Rights of the Child and other international and national documents.*

The educator serves as a model and assures that through everyday experiences, children learn to appreciate and value diversity and to develop the skills to participate. The educator promotes recognition of diverse needs, effective cooperation toward common goals, and respect for special interests and needs of particular children or groups. Each child is to be perceived as an active participant in the educational process, as an individual, and as an equal member of the community and larger society.

You will receive a list of indicators (Issa) with some concrete (but not exhaustive) examples to help you understand what the indicators stand for. These indicators may help you to inspire your observation work during the study visits. We would like you to:

- Check the indicators document
- Select a few indicators that are relevant to you, or which you find interesting
- Consider why these are relevant for you (to be discussed after the visit)
- Keep an eye on these issues during the visit in collecting evidence

During your observation, you will be taking notes to remember what you've seen and again, to keep your focus. We also give you a tool, in which you can add your notes in a more orderly way, after the observation. This tool will document your impressions and what you've seen, in accordance with the indicators.

² <https://www.issa.nl/sites/default/files/pdf/Publications/quality/Quality-Principles-final-WEB.pdf>