



Final conference of the iDecide project, 25th October 2018

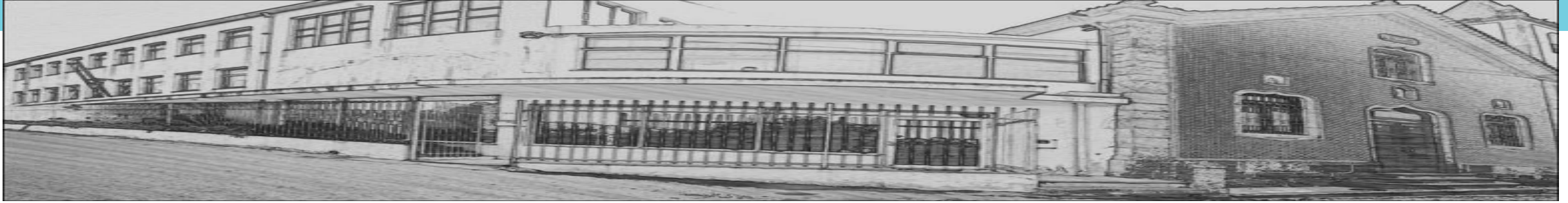
Município de Lousada

Colégio S. José de Bairros

**Reflections on the experience of the online toolkit's
implementation**



OUR SCHOOL – Colégio S. José de Bairros



- Our school was chosen because it includes students from all social strata, as well as being part of a specific project of special education, not very common in Portuguese private schools.
- The school has students from pre-school to the ninth grade (240 students, 40 members of staff- non-teaching and teaching).
- Students of regular education, coming from Lousada and neighbouring regions.
- Special Education students - main problems: cognitive functioning level, syndromes (Moebius, Turner, Williams), dyslexia, failure in mathematics, Attention Deficit Hyperactivity Disorder (ADHD), Autism, Diabetes.
- The School establishes protocols with support clinics/ institutes, with a variety of support capacities for students with Special Needs; the technical-pedagogical team is prepared to accept and work with all kinds of children, taking the minorities into special account.
- The school has adequate infrastructures in terms of accessibility and has specialised staff, both teaching and non-teaching staff; it's got its own transportation service, which allows access to the College and making the life of families easier.

Colégio S. José de Bairros

✦ Private school with a **differentiated educational** project that is **based** on an **inclusive philosophy**.

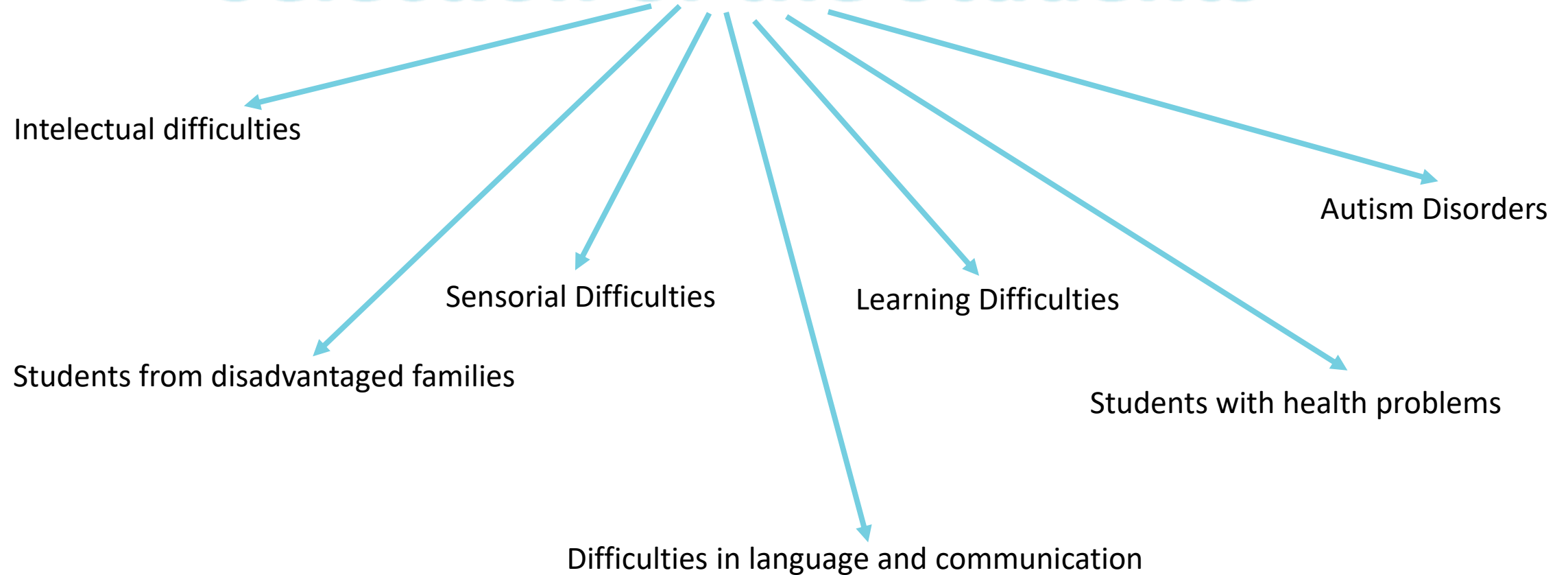
✦ Focuses on **Special Education**

→ only an **inclusive education** will be able to overcome the **challenges** of **contemporary societies**:

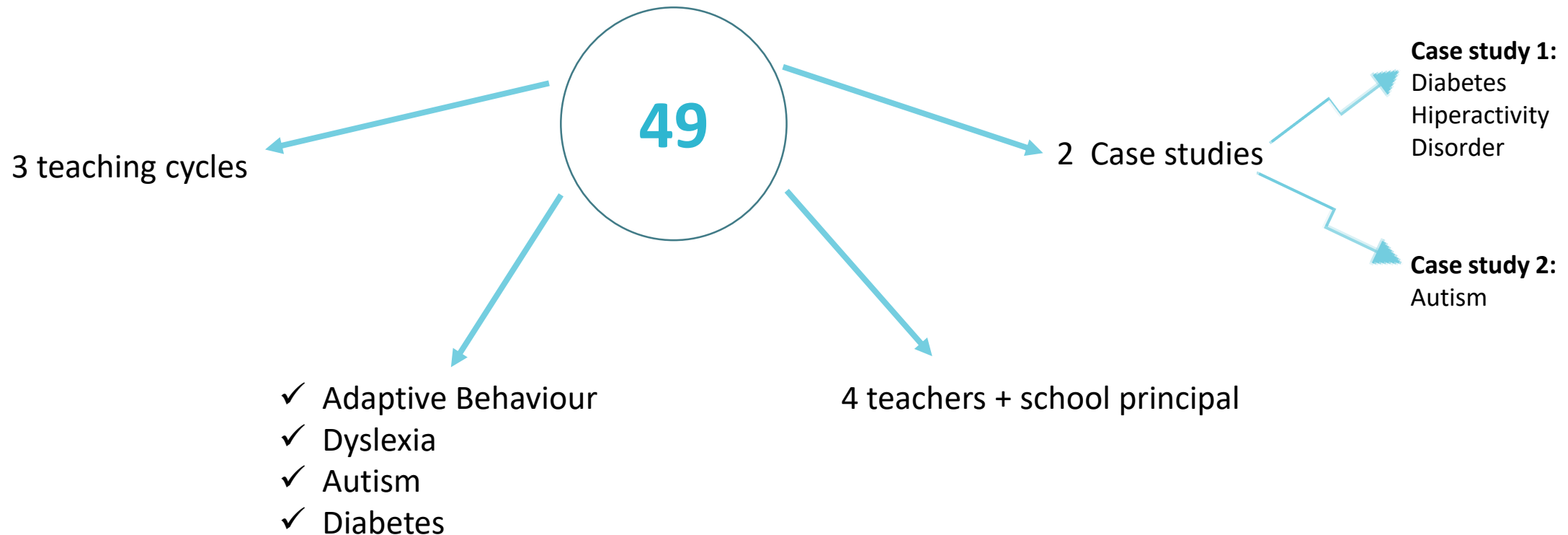
- respect for others and for difference;
- the integration of minorities;
- the development of solidarity and conscious civic intervention will lead to a full achievement of the human rights.

✦ The College favours **collaboration** with the **specialised team** that **accompanies** the students.

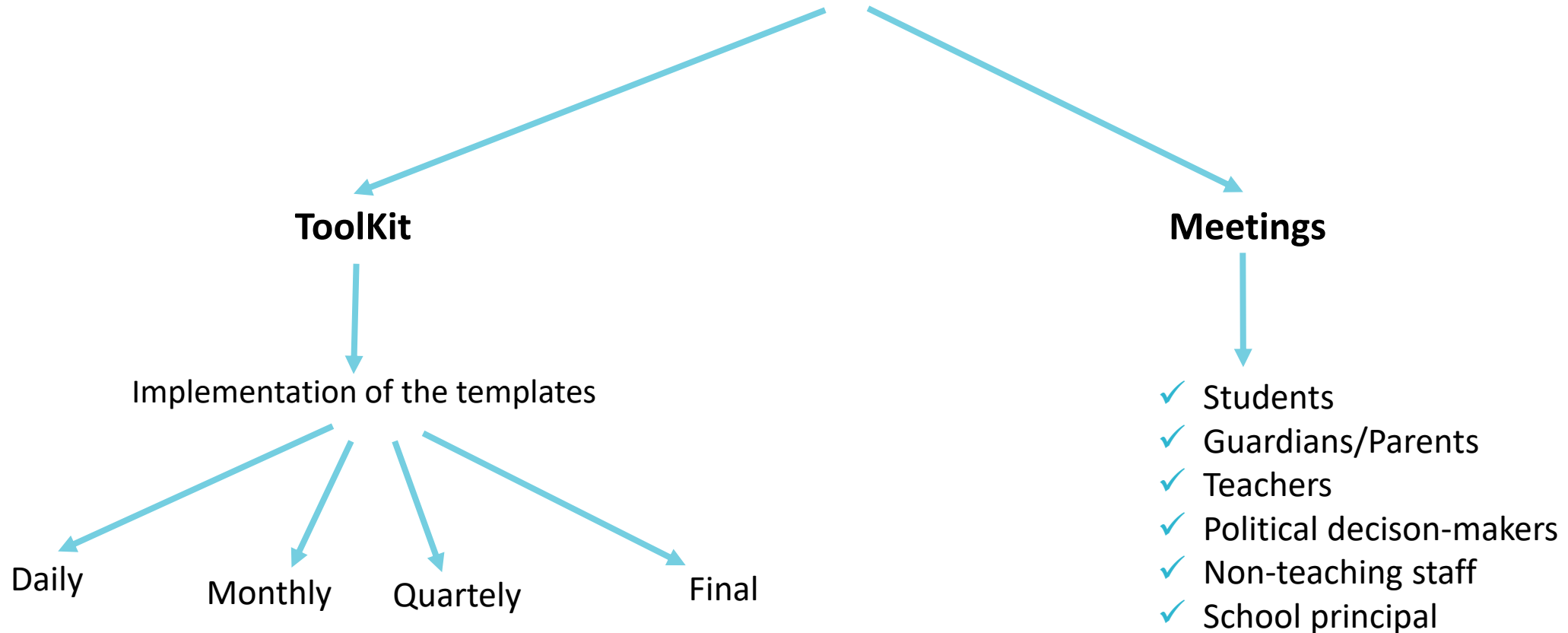
Selection of the Students



Selection of the Students



Induction Course



Greater...

- ✓ Social success
- ✓ Academic results success
- ✓ Involvement of the entire educational community
- ✓ Participation of guardians / parents in the internal activities of the college

Discussion Forums

- ✓ Final year parties
- ✓ Final year trip
- ✓ Robotics
- ✓ Internal Activities
- ✓ Outdoor Activities
- ✓ Tournament Participation
- ✓ Qualifications
 - Teachers
 - Parents
 - Students

Key findings

The iDecide Toolkit was very useful:

- ↪ reduces inequalities;
- ↪ involves the participation of all educational agents;
- ↪ helps to develop personalised education, making school even more inclusive;
- ↪ the strategies are tailored to each particular case;
- ↪ measures are taken keeping in mind the context of the school;
- ↪ measures are elaborated for each student individually improving their situation and optimising their capacities;
- ↪ the tips help to respond effectively to each case;
- ↪ contributed to greater socialisation and motivation of all involved, particularly the students;
- ↪ allows to organize the school according to the needs of each student;
- ↪ allows to create a true sense of community.

Messages

- ↪ the inclusion of the students with vulnerabilities should be done in a natural way;
- ↪ the other students can act as facilitators of the inclusion of these colleagues; this can be done through the distribution of roles and tasks, dynamisation of group work, use of the "cooperative student" strategy (a student with high academic performance helps the colleague with difficulties);
- ↪ stimulus for sports and cultural activities that promote student interaction and facilitate inclusion;
- ↪ keep the intervention plan, with the opinion of all, in the different activities of the college.
- ↪ Provide more and better specific quality training for parents, teachers and helpers.
- ↪ Create discussion groups to exchange experiences.

Key findings / Messages



Challenges faced

- ✓ During the **induction course** there were some **difficulties in translating the technical vocabulary** from Portuguese to English, so it was a challenge for all teachers to improve their level of English;
- ✓ The **toolkit links were all in English or other languages**, posing more of a challenge for Portuguese teachers;
- ✓ To **present the results**, the **teachers** felt the **need to improve their skills** in the use of **information and communication technologies**;
- ✓ The aim to maintain the **direct and active intervention of parents** throughout the process;
- ✓ **Consolidate** the **inclusive culture** within the school, instilling it into families and society in general.

Case Study 1

STAY CALM! I'M ALRIGHT!

A very sweet boy...



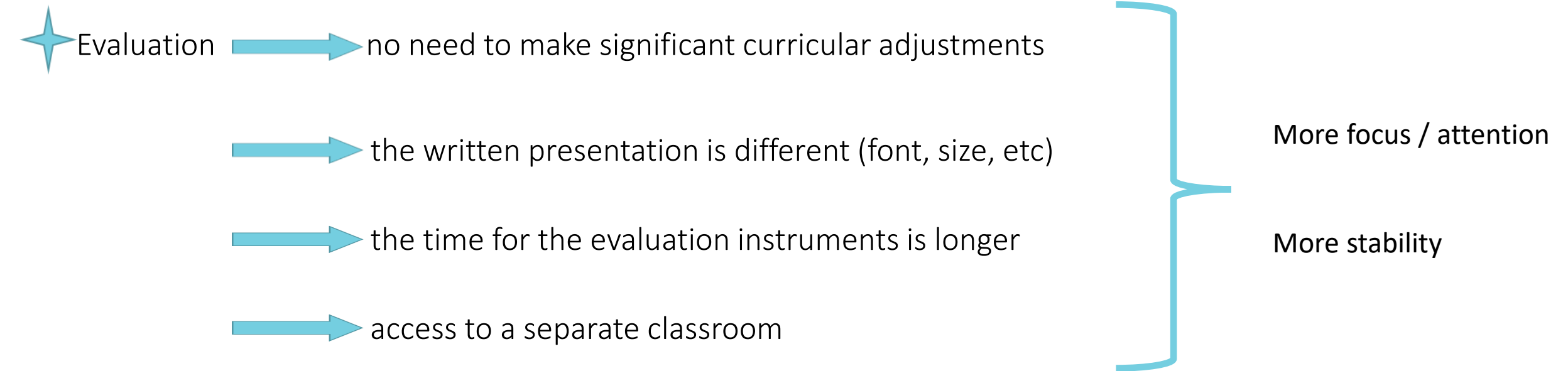
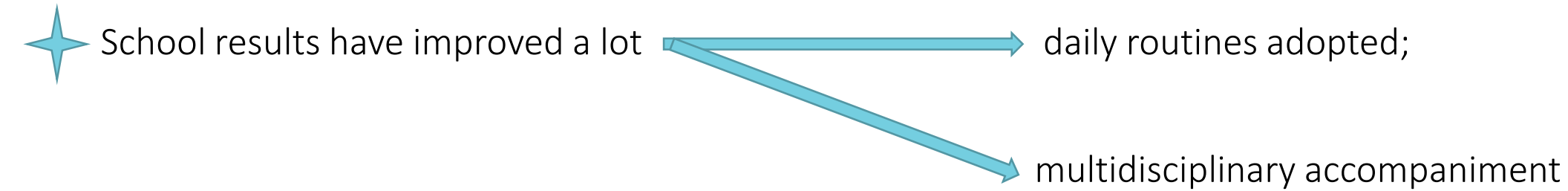
- 😊 12 year-old boy
- 😊 Hyperactivity and Attention Deficit Disorder
- 😊 Type I Diabetes (Insulin dependent)
- 😊 Adoptive family since the age of 10 months (Guinea-Bissau origins)

Case study 1

Toolkit references for this case study

- ✓ priority position in the classroom organisation of the material to measure blood glucose levels
- ✓ participation in all activities
- ✓ support of the college psychology team
- ✓ creation of special conditions for evaluation
- ✓ canteen and bar with healthier food options

Case Study 1



Case Study 1

What people say about this sweet child...

➡ “Inácio 's school career has stabilised with the collaboration of all the participants (family and technical - pedagogical team) in this process that combines an “explosive cocktail”, which is Type I Diabetes and Hyperactivity and Deficit Disorder”.

(main class teacher - Focus Group)

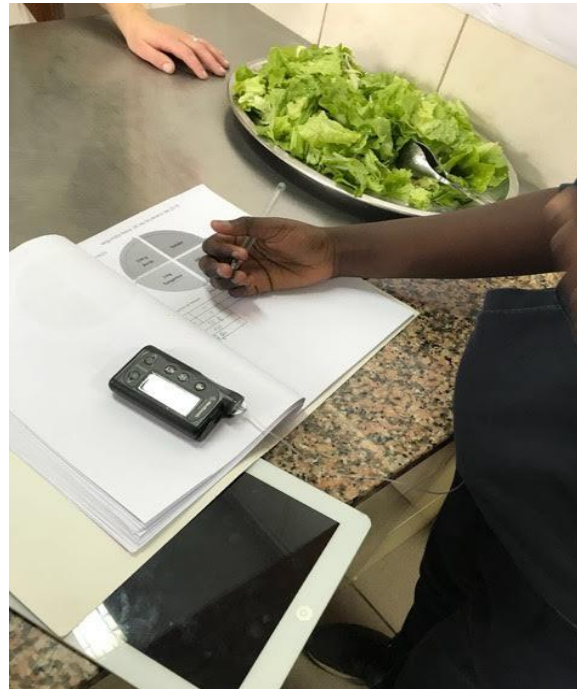
➡ “The application of the toolkit has been an added value for a gradual and consistent evolution, with very positive results”.

(Inácio mother's perspective – Focus Group).

Case Study 1

The team believe...

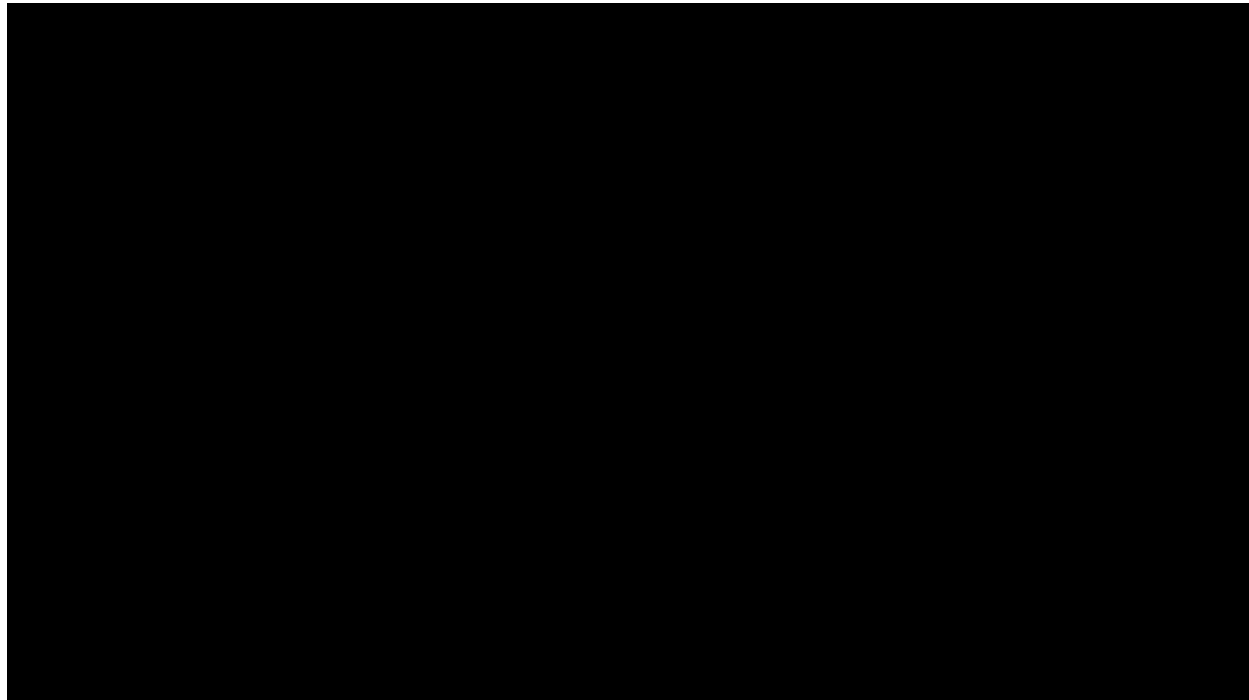
.... that all the implemented measures have had the desired effect, but they also focus on other objectives that aim to overcome the difficulties experienced by this student and his family!



Conclusions / Photos

The *success of the use of the Toolkit* allowed a **greater inclusion of the students**, as well as an **effective participation of the educational community** (guardians/parents, teachers, students and non-teaching staff), functioning as a whole in which each of the parts feels **integrated** and contributes to the **dynamics of the school**.

The **teaching - learning process** was optimised, allowing the development and use of the specific strengths of each student, each of which were worked to their limits, which was a clear benefit for each and every student. In this way, there was a significant improvement in academic results, as well as a better relationship between peers. All of this fostered a greater interest in academic activities, which was positively reflected in the school environment.



iDecide



An inclusive school is not giving everyone the same thing. It's giving each and every student what they need in order to succeed!

Thank you!



Erasmus+

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