

CONCEPTUAL OVERVIEW

Spain's Education Act 2/2006 of 3 May incorporated inclusive education as a principle in education for the first time. This continued under the Improving Education Quality Act 8/2013 of 9 December, the preamble of which stated "only a quality, inclusive, integrative and demanding education system can guarantee equal opportunities and enable each student to develop his or her potential to the fullest". It continued: "equality and quality are two sides of the same coin. A quality education system is unimaginable in which the elimination of any hint of inequality is not a priority. There is no greater lack of equity than a system that brings about an equality of laziness or mediocrity".

However, inclusive education is more than a guiding principle; it is a right. This was taken further when, in 2008, Spain signed and ratified the United Nations' Convention on the Rights of Persons with Disabilities (UN, 2006), Article 24 of which recognised the right of persons with disabilities to an inclusive education.

But what is inclusive education, and what do we mean by it?

The term *inclusive education* emerged in 1990 at the UNESCO International Forum, where the idea of education for all was promoted during the Jomtien International Conference in Thailand, with calls for access to education and equality, and mobilising necessary resources and improving learning conditions.

More recently, as part of the Incheon Declaration - adopted at the close of the World Education Forum in South Korea in May 2015, and the basis for new education targets under Sustainable Development Goals - the idea of education for all was strengthened, and elaborated further under Sustainable Development Goal No. 4. The focus of this was on "ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all".

In 2006, UNESCO defined inclusive education as follows:

"Inclusive Education can be conceived as a process that allows the diversity of needs of all learners to be addressed and met through greater participation in learning, cultural and community activities and by reducing exclusion both within and outside the education system. This involves changes and modifications to content, approaches, structures and strategies, with a common vision which covers all children of school age and the belief that it is the responsibility of the regular system to educate all children. The aim of inclusion is to provide appropriate responses to the broad spectrum of learning needs in both formal and non-formal education settings. Rather than being a marginal issue relating to the way in which certain learners can be integrated into mainstream education, inclusive education is an approach that looks into how education systems and other learning environments can be transformed in order to respond to the diversity of learners. The aim of inclusive education is to enable both teachers and learners to feel comfortable with diversity and see it not as a problem but as a challenge and opportunity to enrich the learning environment" (UNESCO 2006, page 14).

Inclusive education is therefore a process aimed at responding to the diversity of all students, which encourages everyone in the classroom to take part and achieve. It therefore

broke with the idea of integration that had previously prevailed. Inclusive education does not focus, as the concept of integration did, on specific students. Rather, it represents an innovative approach that helps us transform schools into learning environments, in order to provide a high-quality education response for all students at all times.

The proposal here is based on the concept of inclusive education - which eliminates any barriers to participation, attendance and learning - in order that all students in the classroom participate, are present and obtain achievements in all activities in which they take part at school, with high expectations for all at all times.

Throughout these Teaching Units, the intention is to arouse students' curiosity and encourage their creativity and ingenuity, and produce a final project in the form of a video calling for inclusive schools. However, the underlying idea above all is to guide students' ability to build and share knowledge, and in so doing develop higher-order thinking skills among all students - because we are all doers, we all have that ability to do things.

In developing this material, the following general objectives are pursued:

GENERAL OBJECTIVES:

- Encourage critical thinking and personal initiative, in developing both individual and team-working habits.
- Encourage opportunities to enhance those intelligences in which each student shows greater abilities.
- Encourage visual thinking as a means of expressing ideas and feelings with drawings; working on creativity; reinforcing verbal thinking by addressing formats other than linguistic ones.
- Encourage the development of effective, critical and creative thinking.
- Involve students in the processes of research and problem solving.
- Encourage the use of information and communication technology (ICT) as a didactic resource for teachers, and as a means for students to explore their potential to learn, communicate and offer their own contributions and creations using different languages.
- Empower students to become involved in creating a school for all.
- Develop life skills for personal and social wellbeing from a proactive perspective, and to improve interpersonal relations.

LINK WITH COMPETENCES¹

¹ Order ECD/65/2015, of 21 January, which describes the relationship between competences, content and assessment criteria in primary education, compulsory secondary education and baccalaureate.

European Union guidelines insist on the need to acquire key competences in order to prepare students for the demands of today's society - a changing society that creates uncertainties; a global and plural society in which it is fast and easy to obtain information. Taking this into account, our proposition here is to work in the area of competences, so that all competences are included as an essential part of this Teaching Unit. Given that competence-related knowledge integrates not only knowledge about concepts but also the development of skills, attitudes and values, we will be basing this work on a humanistic notion of education that advocates inclusive education.

Competence-based learning is characterised by its multi-faceted nature, found in all areas; its dynamism, involving a process through which higher levels of performance are acquired; and its global nature - being based, as we've seen, on values that promote integrated training around the individual.

Key competences are closely related and linked to the general objectives being pursued, and thus helping enable their attainment. Similarly, they will be developed under the proposed curriculum as well as when implementing the proposed methodology guidelines and strategies.

Royal Decree 1147/2011, of July 29 - which established the general regulations for vocational training in the educational system - includes a general principle of ensuring that students acquire the professional, personal and social skills to (among other objectives) build habits in the areas of discipline, individual working and team work, as well as skills in self-learning and critical ability, encouraging creativity, innovation and entrepreneurship and using information and communication technologies. These are all objectives that are furthered by implementing this Teaching Unit. How can we encourage students to develop their skills in each of the key competences of the curriculum?

a) **Linguistic communication**

Competence in linguistic communication is included in all activities under this Teaching Unit. This competence will be worked on through the interactive discussion work that is encouraged in the classroom, in both large and small groups, as well as through different support materials, with a particular focus on digital media that enables students to achieve multiple literacies.

Thus, the aim is to promote a vision that is linked with social practices in which learning is determined through interactive situations, encouraging and placing value on the number of interactions as well as the variety of them. This is also a key element for the socialisation of all students in the classroom.

This competence is based on the values and attitudes that will be developed throughout the teaching unit, such as respect, development of a critical spirit, the value of diversity, active and empathetic listening, egalitarian dialogue, as well as the skills inherent in this competence: reading, writing and speaking, comprehension, oral and written expression...

b) **Mathematical competence and basic competence in science and technology**

These competences include a range of values that are based on rigour. They are essential skills and are closely linked to decision-making, the development of critical thinking, solving problems, and challenges, and finding solutions.

The work done in the teaching space and the way in which it includes coding and decoding of visual information, perspectives, transformation of forms, three-dimensional scenes and so on are specific areas of mathematical competence to be worked on in terms of the teaching space when creating the final output project proposed under this Teaching Unit. Similarly, ethical criteria and a sense of responsibility inherent in the basic competences in science and technology will be developed.

c) **Digital competence**

The creative, critical and safe use of ICT will be worked on during the proposed activity as well as text, icon, visual, graphic and sound languages adapted to 21st century society.

Furthermore, we will strengthen knowledge of computer applications related to inclusion, with the aim of solving problems, creating content for communication, achieving objectives related to learning, inclusion and participation in society.

d) **Learning to learn**

This competence is characterised by the ability to initiate, organise and persist in learning, and will be fostered through motivation, metacognition and planning, both individually and in groups, thus contributing to the development of higher-order cognitive processes.

e) **Social and civic competences**

Social competence is related to personal and collective well-being; this is one of the general objectives being pursued here. Civic competence on the other hand is based on the development of human values such as justice, equality, citizenship, human rights, etc, all of which are inherent in the concept of inclusive education.

In order to develop these competences, we always begin with an awareness-raising exercise, which helps develop understanding of specific aspects of the social and emotional reality of certain people. The aim always is to put values into action, to act, through cooperation, commitment and empowering all students.

f) **Sense of initiative and entrepreneurial spirit**

The ultimate goal of the competition is to turn an idea into a visible product. This objective fits perfectly with this competence, which also includes raising awareness of the inclusive values that permeate the whole philosophy behind this competition.

Issues related to creative capacity and innovation will be addressed, along with the ability to work both individually and as a team, with shared leadership, critical reasoning and a sense of responsibility.

g) **Cultural awareness and expression**

As with the previous edition, this can be found throughout the competition and refers to the expressive component and aesthetic and creative ability, as well as the mastery of capabilities relating to different artistic and cultural codes.

METHODOLOGY PRINCIPLES:

Competence-based learning involves including competences as an essential part of the curriculum and, through this, contributes to the development of students' skills.

However, it is also based on the use of active methodologies that imply a change of role both among students and teaching staff. Students need to play an active role in the learning process, with activities that promote teamwork, foster the capacity for learning for oneself, encourage and stimulate metacognition and, through this, promote all students' participation and involvement in learning.

Royal Decree 1147/2011, of July 29 - which established the general regulations for vocational training in the educational system - states in Article 8 that the didactic methodology to be used in vocational training shall integrate scientific, technological and organisational aspects in each case, with the aim of allowing students to gain an overview of the productive processes involved in the corresponding professional activity. It therefore refers to an overall approach that integrates content and skills and emphasises the strengthening of individual working and team work, as well as skills in self-learning and critical ability. These are all objectives that are contained in this Teaching Unit. With the aim of enriching learning and creating rich and varied activities, all Teaching Units recommend the use of tools, techniques and exercises that are explained during the implementation of the corresponding activity.

The following summary table gives an overview of these suggestions. More detailed explanations of all these can be found in the Methodology Guide provided as supporting material.

	TU1	TU2	TU3	TU4	TU5
Thinker's Key - "Prediction"	x	x	x	x	x
Visual Thinking			x		
Graphic Organiser - Mental Map				x	
Graphic Organiser - Venn Diagram				x	
Six Thinking				x	

Hats					
Design Thinking				x	
Empathy Map				x	
Inclusive Empathy Map			x		
Cooperation Learning: 1-2-4 Structure			x	x	
Discussion Groups	x	x	x		x
Creativity Technique: Nominal Group	x	x	x	x	x
6-3-5 Method				x	
Brainstorming				x	
Challenge-Based Learning		x			
Learning Service	x		x	x	
Group dynamics: Ball of wool	x				
Group dynamics: Two truths, one lie	x				
Group dynamics: World of Colours		x			
Group dynamics: Bingo		x			
Group				x	

dynamics: The cooperation ball					
Exercise for working on emotions: The Happiness Jar					x

List of videos for the different proposed activities presented in the Teaching Units.

Multiple intelligences	Pirates and Dragonflies by Isabel Ocampo Tasks , by Roberto Pérez Toledo
Diversity in the classroom	Rap Against Racism , by Chojín Oppressed Majority by Eléonore Pourrait Tzafar , short film against racism
Use of technology	Rap Mal Acostumbrados , by Porta Voyager , by Loïc Magar and Roman Veiga Imagina , by Belén Jurado (audio)
Pedagogical use of spaces	Images have been used
Emotional education	The smoke vendor , by PrimerFrame Selfie from Hell , by Erdal Ceylan Broken , by Roberto Pérez Toledo There Are Two Types of People , by Eva Moreno and Juanca Vellido Elephant , by Pablo Larcuen Colour Your World With Kindness

AUTHENTIC ASSESSMENT

The success of a teaching methodology and the results obtained by students is based not so much on the way new knowledge is made known, but on assessment - understood as a set of activities that enable errors to be identified, their causes to be understood and decisions made to overcome them.

Perrenoud (1993) in Sanmartí² (2007, p9)

² Sanmartí, N. (2007). *10 key ideas. Evaluate in order to learn*. Barcelona: Graó.

The importance of assessment as a process in which all students participate takes on a special meaning within inclusive education. We talk of authentic assessment - that is, assessment that encourages student metacognition and reflection; a participatory assessment that learns from mistakes and an assessment for learning, which disconnects assessment from merely the qualification.

Elizondo (2016)³ defines authentic assessment as "a continuous and collaborative process that must be integrated into the learning process itself. It has a regulating function, is objective and fair, and allows continuous improvement of learning". Through it, it advocates a change in assessment, diversifying both its instruments and philosophy.

When starting on the topic of authentic assessment we propose two evaluation tools, one of which is aimed at assessing groups and the aimed at personal reflection.

To assess group work, we propose using assessment targets. Before starting the exercise, teachers need to explain the activity that students are going to work on, what is going to be evaluated and how, and also hand out photocopies of target boards for groups and teams. The target boards will first be worked on individually and then as a group. This will encourage reflection on one's own performance for the exercise and will encourage metacognition.



The assessment will be done once the activity being assessed has concluded, and the indicators will be related back to the goals we were working towards. The following is a list of the aspects that could be assessed as part of team work: involvement in the activity, contribution of ideas, time-keeping (has it been completed within the expected time?), respect for peers' ideas, performance in the assigned role, effectiveness of the group, quality of work, tone of voice, active listening, satisfaction with the work done, degree of learning, the team's attitude, and so on.

³ Elizondo, C. (2016). La evaluación y calificación del proyecto interdisciplinar. Una oportunidad para revisar nuestras ideas sobre evaluación. En J.A. Julián, & E. Ibor, *Montaña Segura: El senderismo como proyecto interdisciplinar en el ámbito escolar* (págs. 154-161). Zaragoza: Prames.

For the individual reflection work, we propose the use of Learning Journals. A learning journal is a notebook or a internet-based space ([Blogger](#), [Smore](#), [Wix](#)...) in which students reflect on their own learning. They are therefore reflective journals where students record analysis and reflection on the aspects that the teacher wants to work on. So, for example, they might express their ideas, feelings or emotions after reading a text or watching a film. Or they might reflect on organisational or methodological aspects of an exercise, or the curriculum content, difficulties encountered, the time it took, steps that have been followed, personal assessment of the activity, what could be improved, and why.

The purpose of these journals is to develop students' metacognition, sense of responsibility, commitment and critical thinking, as well as help them reflect on everyday practice.