

PRESENTATION. INTRODUCTION

In the final decade of the 20th century, significant national and international social movements in support of education for ALL were reflected in the regulations and laws that govern education in Spain. One impact on education was the increased use of school integration. This was of particular importance as, from then on, pupils with special educational needs were for the first time taught in ordinary schools.

At the beginning of the 21st century, for the first time, the principle of inclusion was contemplated under educational guidelines. Spain's Education Act was the first legislation to make this explicit. Today we speak of the right to inclusive, equitable, quality education for ALL students: education that appreciates and welcomes diversity, eliminates not only architectural barriers, but also makes reasonable adjustments for students who need them, fosters collaboration and participation, and above all humanist education that talks of justice.

ONCE is a leader in educational inclusion and is recognised in Europe for its work in favour of inclusion - both academic and social. As a result, 99% of students with visual impairment are now taught in ordinary schools.

As you can see, many advances have been made over the last 30 years. And we are now in a position to continue to move forward to ensure inclusive, equitable, quality education for all students. How? The proposition is to redefine TOGETHER the concept of a school for ALL. To this end, we propose five principles. Please choose the one that most interests you. All are principles for the inclusive school and all need to be considered in order to progress towards a more just society. Each has its own Teaching Unit so that you can develop it in more depth in the classroom.

Principles of the inclusive school

The five principles we suggest you understand and work on are:

DIVERSITY IN THE CLASSROOM

MULTIPLE INTELLIGENCES

USE OF TECHNOLOGY

PEDAGOGICAL USE OF SPACES

EMOTIONAL EDUCATION

Let us dream of a school that responds to diversity and learns from it. A school that focuses on and strengthens capabilities. A school that talks not of learning difficulties, but of possibilities for improvement. An accessible school. A modern, 21st century school that educates new generations in

transmedia and digital culture. A school capable of transforming spaces and times. A school that focuses on the individual and on the humanist conception of education.

Let us dream of it together and build it. What can we change so that all students are included? What can we transform to achieve together a school for ALL?

To help you in this task, as every year, we offer you this teaching material which we believe may be very useful. Through teamwork, creativity, shared responsibility and joint reflection the aim is to empower students to **Reinvent together a school for ALL**. This year, inclusive education will be a central pillar of study and it's intended that any proposed transformation should include all students.

In each of the 5 teaching units (one for each of the principles for the inclusive school) you'll find: a brief **teaching concept overview**, a simple **theoretical framework** and **non-mandatory activities** that will help you involve students in completing the final product for the competition. These are rich activities that employ tools, techniques and a variety of approaches. Bringing them all together, Methodology Guides have been produced, and you'll find these in each of the Teaching Units.

We look forward to your work. Because together we can reinvent a school for ALL!