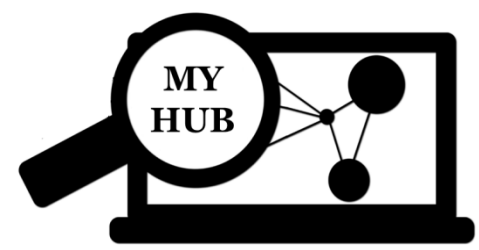


Case studies focused on Inclusion Ambassadors – 17.11.2021

By Marie Curie Association, Petya Grudeva





“INCLUSIVE AMBASSADORS”

“Training of teachers as inclusive education ambassadors”



Start date: 01.10.2018

End date: 31.12.2020

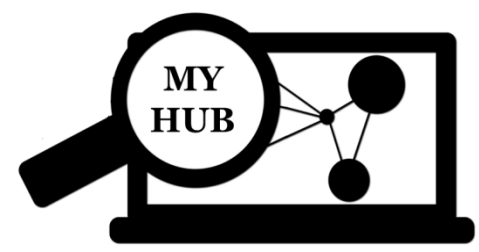
Funded by: Erasmus+ programme of the EU Commission

Measure: Strategic partnership for development of innovation in school education

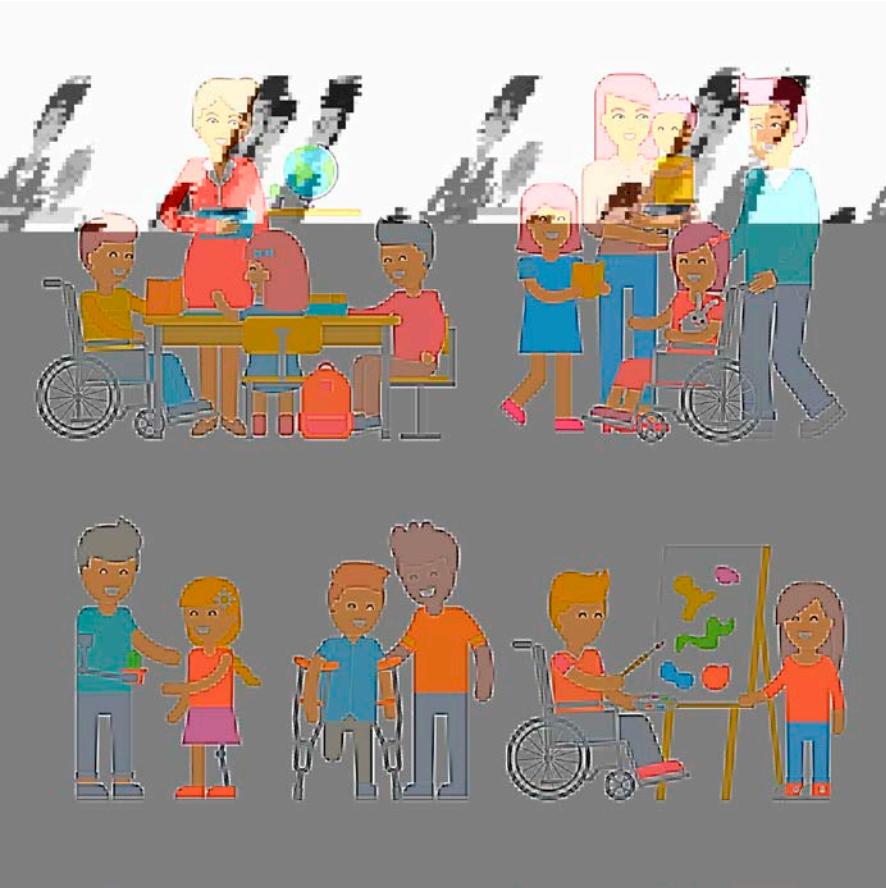
Website: <https://inclusive-ambassadors.eu/>



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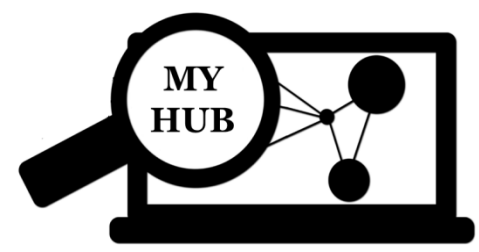


The New Roles of Today's Teachers



- To teach values, principles, ethics and behavioural standards.
- To encourage students proactive behaviour within the class, in the school and within the community.
- To stimulate students to develop their strengths and talents.
- To promote diversity in the classroom.
- To trigger the change of mindset on individual and school level towards children with different abilities
- To promote inclusion and ensure that all children have equal access to the educational resources and environment.

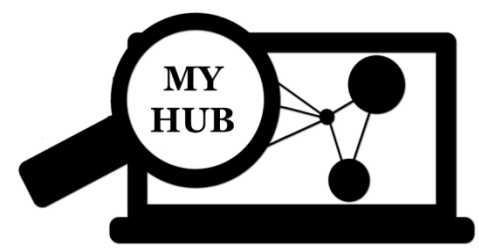




Profile of the inclusive ambassador

- Ability to evaluate students' different abilities - to accept students' differences as a resource and a valuable learning asset.
- Ability to provide support for all students – teachers should have realistic expectations for the achievements of all students.
- Ability to work in a team - collaboration and teamwork are key for all teachers.
- Personal development - teaching is also a learning process and teachers are responsible for learning throughout their lives.

Source: European Agency for Special Needs and Inclusive Education (2012)



Training materials helping teachers to become inclusive ambassadors

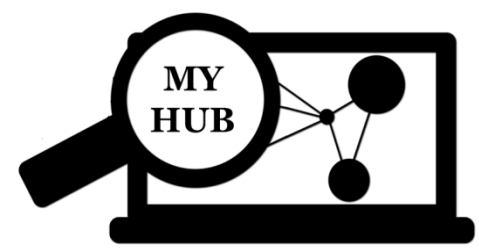
- **IO1:** Principles, beliefs and role of the inclusive education ambassadors guide.
- **IO2:** Handbook “How to strengthen the implementation of the inclusive education at mainstream schools?”
- **IO3:** Guide for setting up and delivery of cross-school peer support
- **IO4:** Mobile app for blended learning and cross-school networking and communication

Link to download mobile app:

<https://play.google.com/store/apps/details?id=com.inclusiveambassadors.mobile>



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Learning scenario

Profile of the student:

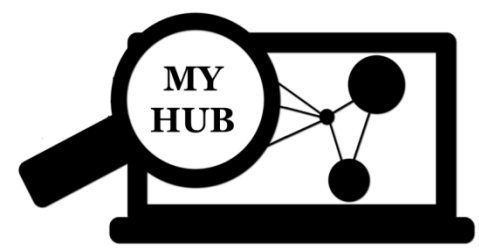
- 15 years old
- 8-th grade in the mainstream school
- Autism spectrum disorder, ADHD

Subject – English Language

Overall Learning Objective – Learning the names of the vegetables in English



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Description and sequence of learning activities required to achieve overall objective

Learning the names of the vegetables, matching the pictures to their words. There should be a peer to help him with the translation into Bulgarian.

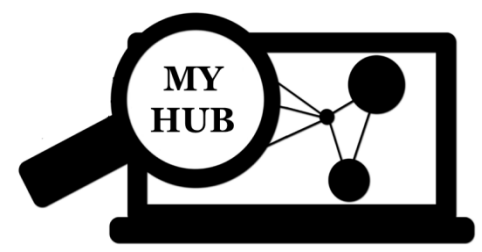
Tasks:

- Colouring the pictures.
- Filling the missing letters in the words for the vegetables and writing which he likes and dislikes.

At the end of the class the teacher can try to say the name of the vegetable and have the student to point to its picture and word and even repeat it.

An English-language simulator is used to name vegetables, according to pictures.

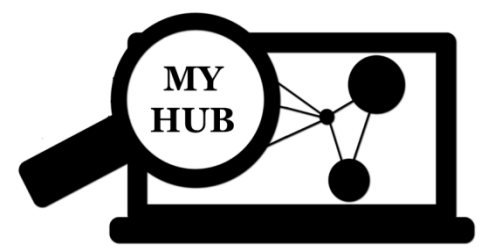




How much did the teacher had to help him (show him what to do, tell him what to do next?)

The teacher gives him a worksheet with pictures of vegetables and words which he has to match. The teacher explains the task. Then he asks a student from the class to sit next to him and help him translate the words into Bulgarian. His peer pronounces the words in English and says what they mean in Bulgarian. The student writes down the translation by himself. After that he works alone matching the pictures to the words. From time to time the teacher checks if he is ready.

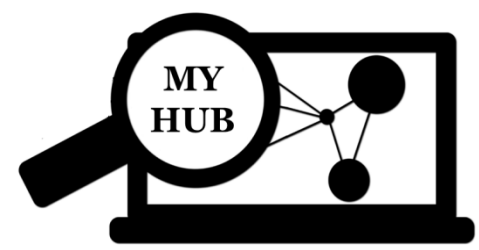




How much did the teacher had to help him (show him what to do, tell him what to do next?)

As the teacher knows he likes painting very much, the reward is to colour the pictures. Then the teacher explains the next task, which is to fill in the missing letters in the words for the already learned vegetables. He works on individual tasks as the rest of the class are at a higher level and they are working on other activities. The last task is to write the vegetables he likes and those he doesn't like. The homework assignment is to write the English words for vegetables and their translation in Bulgarian.





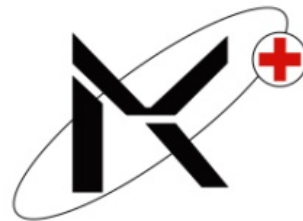
For further information and contacts with us

Website: <https://inclusive-ambassadors.eu/>

Facebook page: <https://www.facebook.com/InclusiveAmbassadors/>



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