



HELP IS...INCLUDING, SHARING AND CHANGING

The project “Help is...Including, Sharing and Changing” is based on recent legislative changes in the area of Special Education, namely the Law 54/2018, which establishes the principles and norms that guarantee inclusion, as a process that aims to respond to the diversity of the needs and potential of each student, by increasing participation in the learning processes and the life of the educational community. The new cycle of the Inspection External Evaluation of schools considers inclusion as the "key goal" for the analysis of the practices of educational institutions.

AEVID is a true Local Educational Center, located in a disadvantaged socio-economic environment that ensures the qualification of a very heterogeneous school population with different levels of learning. Thus, it is considered essential to provide a diverse range of school professionals, teaching and nonteaching staff, with training experiences that bring solutions to the problem of Inclusive Education. This staff training project, whose key areas are “Differentiated Pedagogy” and “Motivation and Innovation”, aims to increase the levels of inclusion, to promote collaborative work practices and learn innovative methodologies, recognizing the importance of updating and well-being of school professionals, strengthening the bonds of collaboration between different educational agents, achieving appropriate educational responses to Diversity and the Profile of the XXI century student.

The main actions included, in addition to preparatory, monitoring and evaluation meetings, are: four structured courses, focused on the theme of inclusion, motivation, and pedagogical innovation and two Jobshadowing activities in schools with reference practices for the key areas, directly involving 16 school professionals (12 teachers, 2 technicians, 2 assistants) and indirectly the remaining educational community; the creation of a Web page, an Ebook and the eTwinning project “Help is: let’s talk about it”, and the holding of the Seminar “Help is...Including, Sharing and Changing”. These activities will take place in a time frame of 24 months, allowing the adequate actions of preparation, planning, implementation, monitoring, risk assessment, coordination, reporting, communication, quality assurance, and dissemination to take place as planned.

Regarding the planned staff mobility activities, it is intended to ensure the transparent selection of participants from different departments/areas/cycles that should correspond to a profile open to change with leadership skills and thus sustain the benefits of a multiplier effect and involve a greater number of school staff and students. The preparation of the participants for mobility activities will be carried out at cultural, linguistic, logistical and pedagogical levels.

In the methodology used, we will emphasize the research /action, which evaluates the actors as researchers of their practice, the change of the school professionals concerning the teaching /learning processes as someone who reflects on his/her actions toward structural changes. From early on, team meetings will take place on a regularly to prepare and carry out all activities, ensure the interconnection of the objectives to be achieved in each mobility with the general objectives of this project, and the AEVID School Project itself; monitors the entire process that facilitates the implementation of new practices and an impact assessment on the participants and on the organization itself; promote the dissemination that ensures greater visibility for the organization, the replication of knowledge and practices, the sustainability and success of the project.

The courses will aim to train both teaching and non-teaching staff, believing that the best results arise when professionals assume that they need to change their practices taking into account the context and the results of the students. This project intends to improve the skills of our employees in the area of inclusive education through a school project approach, a school capable of learning, adapting and evolving according to internal and external contingencies, developing a vision centered on the learning of all students. It is intended to learn how inclusive education works in different countries and how it is possible since the participants will know and analyze several models, discussing strategies and approaches to facilitate the inclusion of all students in the education system. Participants will know and apply work methods and tools that will replicate to their peers and that will be able to use after the end of the training when working in an inclusive school. This project aims to be a great promoter of changes in educational practices and to be a real agent of renewal in the local school territory and its network of school partners.