

PowerPoint presentation “Mesures i suports govined”, English accompanying text

Slide 1

Text: Government of Catalonia

Inclusive Education. Measures and supports in educational centres

Notes: I am Maria Macià, secondary education teacher and currently head of the Inclusion Support and Measures Service of the Department of Education of the Government of Catalunya.

Below I will explain how these measures and supports are implemented in schools to promote an inclusive education system.

Slide 2

Text: The Intervention Response model

Intensity of measures and supports

01. Provide all students with quality universal educational attention.

02. Establish a universal evaluation system that allows the early identification of specific needs for educational support of students. The objective is to provide adequate and effective measures and supports to guarantee the progress of all students.

03. Evaluate the effectiveness of the intervention according to the progress of the students with the aim of introducing modifications to improve the quality of the pedagogical proposal.

Notes: The planning of educational attention to students based on the intensity of measures and supports is based on the Intervention Response model, which is a structured and systemic process to respond to the needs of all students based on three basic components:

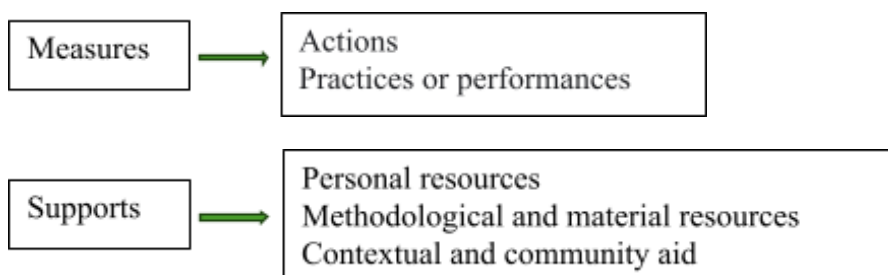
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Slide 3

Text: The Intervention Response model



Notes: The centres must plan educational measures and supports based on the observation of the progress of the students and on their educational needs, in order to give everyone the appropriate intensity of support to improve their level of competence.

The measures are the actions and performances organized by the centres aimed at facilitating access to learning and participation, in order to allow the progress of all students, prevent learning difficulties and ensure a better adjustment between abilities of students and the educational context.

The supports are the personal, methodological and material resources and the contextual and community aids that the centres use to make the planned measures effective and functional, and to contribute to the educational success of all students.

Slide 4

Text: Intensity of measures and supports

100% of the students - Universal measures and supports

15% - Additional measures and supports

5% - Intensive measures and supports

Notes: Students must benefit from the measures and supports, in an ordinary context, in order to develop personally and socially and advance in the capacities and competences of each educational stage.

"Educational centres, within the framework of their autonomy, must foresee the degree of intensity of measures and supports reflected in the educational project and the rules of organization and operation of the centre and must be specified in the annual general programme and evaluated in the annual report and in classroom planning."

The response to the intervention is a continuum in the planning of interventions, supports and educational attention measures, both in terms of learning and behavioral regulation.

The following image represents the intensity of the measures and supports to provide an educational response to all students.

At the base of the pyramid, there are represented the universal interventions aimed at all the pupils of the centre.

In a second level, additional measures and supports are designed, educational actions that allow adjusting the educational response in a flexible and temporary form.

At a third level, intensive measures and supports are aimed at students for whom universal and additional measures are insufficient.

Slide 5

Text: Universal measures and supports:

100% of the students

15%

5%

Notes:

The universal measures and supports are aimed at all students, they are applied by all the centre's professionals and they are actions and practices of educational, preventive and proactive nature, which make the learning context more flexible, provide students with strategies to facilitate - give them access to learning and participation, and guarantee the meaningful learning of all students and the coexistence, well-being and commitment of the entire educational community.

Slide 6

Text: Universal measures and supports:

100% of the students

15%

5%

Notes: Examples of universal measures are:

The personalization of learning which consists of a process by which educational centres, in a systematic and structured way, help learners create personal plans that lead to the achievement of objectives, to formulate their aspirations and to give evidence of their learning and evaluate it.

Slide 7

Text: Universal measures and supports:

100% of the students

15%

5%

Notes: The flexible organization of the centre is a key point that is at the service of learning. The decisions made about the use of spaces and time, technology, furniture, etc., must respond to the learning objectives set.

The measures and supports, which derive from the decisions and agreements, must be implemented by all the centre's professionals in a coordinated manner and through co-responsibility and teamwork, in order to respond to the personalized monitoring of all students.

Slide 8

Text: Universal measures and supports:

100% of the students

15%

5%

Notes: Assessment understood as a universal measure and support is another scaffolding to facilitate the participation and improvement of the learning of all students.

In order for the evaluation to be a true universal measure and support, it is defined as a process that:

- Recognizes the variability of student learning.
- Facilitates actions for motivation and commitment, representation and action and expression.
- It is another link in the iterative process for improving learning.
- Fosters interaction and constant communication between learners and teachers.
- Provides elements and opportunities for self-regulation (learning to learn).

Slide 9

Text: Universal measures and supports:

100% of the students

15%

5%

Notes: Educational guidance and tutorial action are transversal functions with shared responsibility, they are the core principles of lifelong learning and, therefore, of the educational success of students and lifelong education. Both promote self-awareness, the maximum development of potentialities and educational continuity, as well as student autonomy and work habits.

Slide 10

Text: Additional measures and supports

100% of the students

15%

5%

Notes: The additional measures and supports are educational actions that allow the pedagogical response to be adjusted flexibly and temporarily, focusing the educational intervention on those aspects of the learning process and personal development that may compromise personal and school progress. They are not planned for all students, but for those who need additional support to the universal measures.

Slide 11

Text: Additional measures and supports

100% of the students

15%

5%

Notes: Examples of additional measures are:

The attention of the special education teacher

The attention of the educational orientation teaching staff

The attention of the hearing and language teacher

Personalized school support

Reception classrooms

Teaching units in juvenile justice centres or DGAIA

Hospital classrooms, hospital mental health classrooms and day hospitals for teenagers

Educational care at home

Curricular diversification programmes (PDC), etc.

Slide 12

Text: Intensive measures and supports

100% of the students

15%

5%

Notes:

Intensive measures and supports are extraordinary educational actions adapted to the uniqueness of students with special educational needs determined in the EAP report and which allow the educational response to be adjusted transversally, with regular frequency and without time limit. They must seek maximum participation in the educational actions of the centre and the classroom, they must provide the teacher with strategies for attention to the students and they must add to the universal and additional measures available at the centre.

Slide 13

Text: Intensive measures and supports

100% of the students

15%

5%

Notes: These are intensive supports:

Intensive supports for inclusive schooling (SIEI)

Intensive hearing and language supports (SIAL)

Special education centres (CEE)

Comprehensive support classrooms (AIS)

The shared schooling units (UEC)

New Opportunities Programmes (NPOs)

The special education centres that provide services and resources (CEEPSiR)

Specific educational services (CREDA, CREDV, CRETDIC...)

Educational attention staff support, etc.

Slide 14

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