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ADDITIONAL SUPPORT AND MEDIATED LEARNING IN INCLUSIVE EDUCATION
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Well-being, Inclusion and Sustainability

- *Why we need it at school?*

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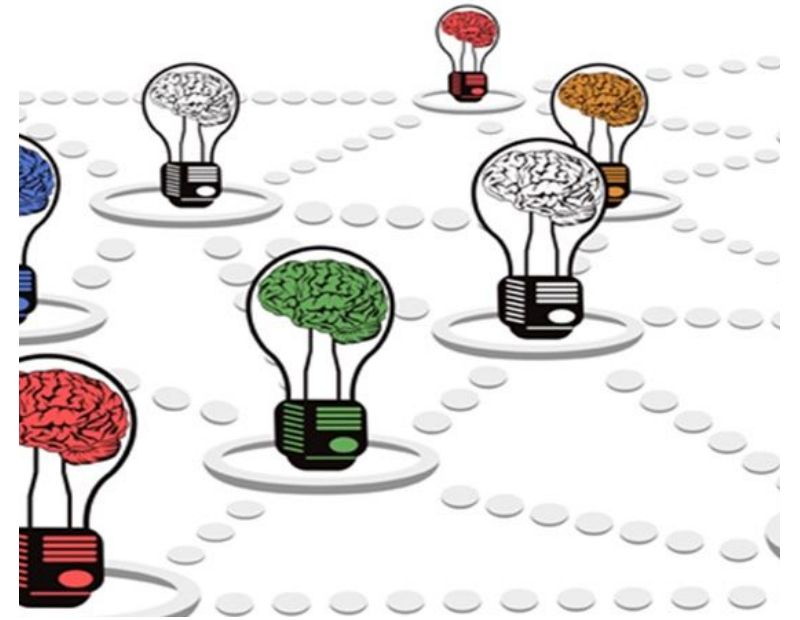


CURRENT SUPPORT SYSTEMS IN PORTUGAL

- Portuguese constitution
- Portuguese law of Educative System
- Decreto-Lei 54/2018 (Inclusive schools)
- Subscription of International agreement
 - - The convention on the rights of persons with disabilities
 - - Salamanca declaration

Organization of support system in Portugal

- Early intervention
(between 0 and 6 years)
- School intervention
(between 6 and 18
years)
- Pos-school intervention
(after 18 years)



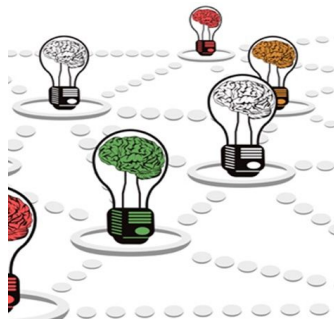
Organization of support system in Portugal

- **Pre-school support systems**

We have the **National System of Early Intervention (SNIPI)**, being in the front line of children care with developmental issues in Portugal.



The aim is to respond to children's needs, up to 6 years of age, with **developmental disorders** (disability or developmental delay) or **living high-risk situations**.



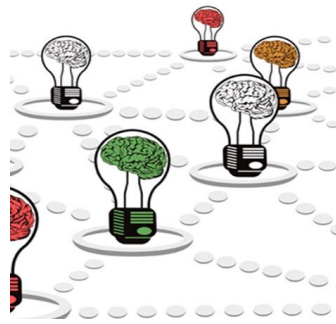
Organization of support system in Portugal

Every public school:

- **Have at least one psychologist who works together with teachers and other school staff in order to meet the needs of the students.** Across the country, there are around 6.500 Therapist to support 68.608 children with Special Needs Education (IGEC, 2016).

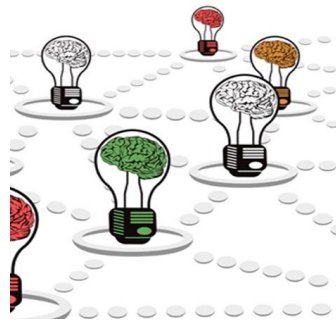
- **EMAEI teams** (Multidisciplinary Support Team for Inclusive Education) **formed by psychologists, teachers and therapists who aim for a broad, integrated and participatory reading of all those involved in the educational process.**

- **We also have a few schools with specific modalities of education that aim to address the students' problems such as deafness, blindness or low vision, autism spectrum disorders or multiple disabilities.** (Decree Law nº3/2008, 7 of January (Diário da República, 2008);



Organization of support system in Portugal

Since 2018 (decrew law 54/2018), Portugal have a model of INCLUSIVE SCHOOL that operationalize crucial rules as:



- **Determining the need for measures to support learning and inclusion.**
- **Identification of needs of support to each children as early as possible**
- A learning support evaluation process that considers the student's academic, behavioral, social and emotional aspects, but also environmental factors. This process results in all the **sequencing and dynamics of the intervention.**
- Preparation of **technical and pedagogical report**
- Identification of the need to attend specific curricular areas
- **Individual educational programs**
- **Individual transition plans**

Organization of support system in Portugal

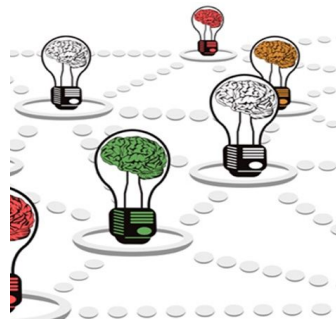
- **After-school inclusive support measures**

- At the end of compulsory education, there are pupils with specific needs who do not meet the requirements to continue their studies. For these students and together with their families and themselves, life projects are outlined. There are various options:

- **Occupational Activities Centres:** It is a response from Rehabilitation Entities where activities Strictly Occupational are develop, on fields such as autonomy, adaptive behaviour, recreational therapeutic process, and Socially Useful activities, enabling for a progressive autonomy and personal and familial self-worth, developing socio-professional skills and behaviors in several fields.

- **Resource Centres for Employment:** It is a supportive framework for the Institute of Employment and Professional Training (IEPF), presenting three measures as after-school response:

- **IAOQE** (Information, Assessment and Orientation for Qualification and Employment) notifies young people of possible professional paths considering their work capacity, and providing them with some job experience.
- **SP** (Support for Placement) that allows young people to experience different working activities in entities or businesses,



Organization of support system in Portugal

- **After-school inclusive support measures**

And finally the **Vocational Training**: developed by training institutions on the context of the Operational Programs of Funding by the European Social Fund.

- Aim to **qualify and include on the job market the youth with diverse impairments**, namely, intellectual disability, motor and hearing impairment, mental illness, among other things.
- Is flexible and individualized, **adapting to the learning ability of young people and their needs**.
- **Allows the acquisition and/or consolidation of the acquired skills in the field**.
- Provides support with: psychology, social work, occupational therapy, physiotherapy, physical education, and mediation for professional inclusion.

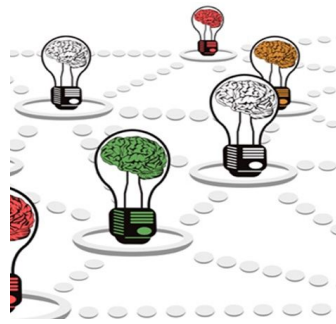


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- Key Findings
- Limitations and Suggestions for Future Research



Theoretical Framework

Salamanca Statement

Convention on the Rights of Persons with Disabilities

• **Inclusion** is “A dynamic and positive approach to student diversity and to looking at individual differences not as problems, but as opportunities to enrich learning.” Unesco (2005)

• **Inclusive education** “... is a process that aims to respond to the diverse needs of all students by promoting participation and learning”. Unesco (2009)

- *Ethics, Implementing educational policy, Educational practices*

• **Inclusive Schools** – are characterized by the relevance given to each student's teaching, learning, achievements and attitudes toward well-being (Hick, Kershner & Farrel, 2009).

- *Basic principles for inclusive schools :*
 - *Changes in educational policies*
 - *Transformations in Teaching attitudes and practice within the school community*
 - *School management and organization*
 - *Family Participation*



Theoretical Framework

- **Sustainable education** is a concept derived from early efforts to give an education adequate to the problems of the present world, especially, contextual issues.

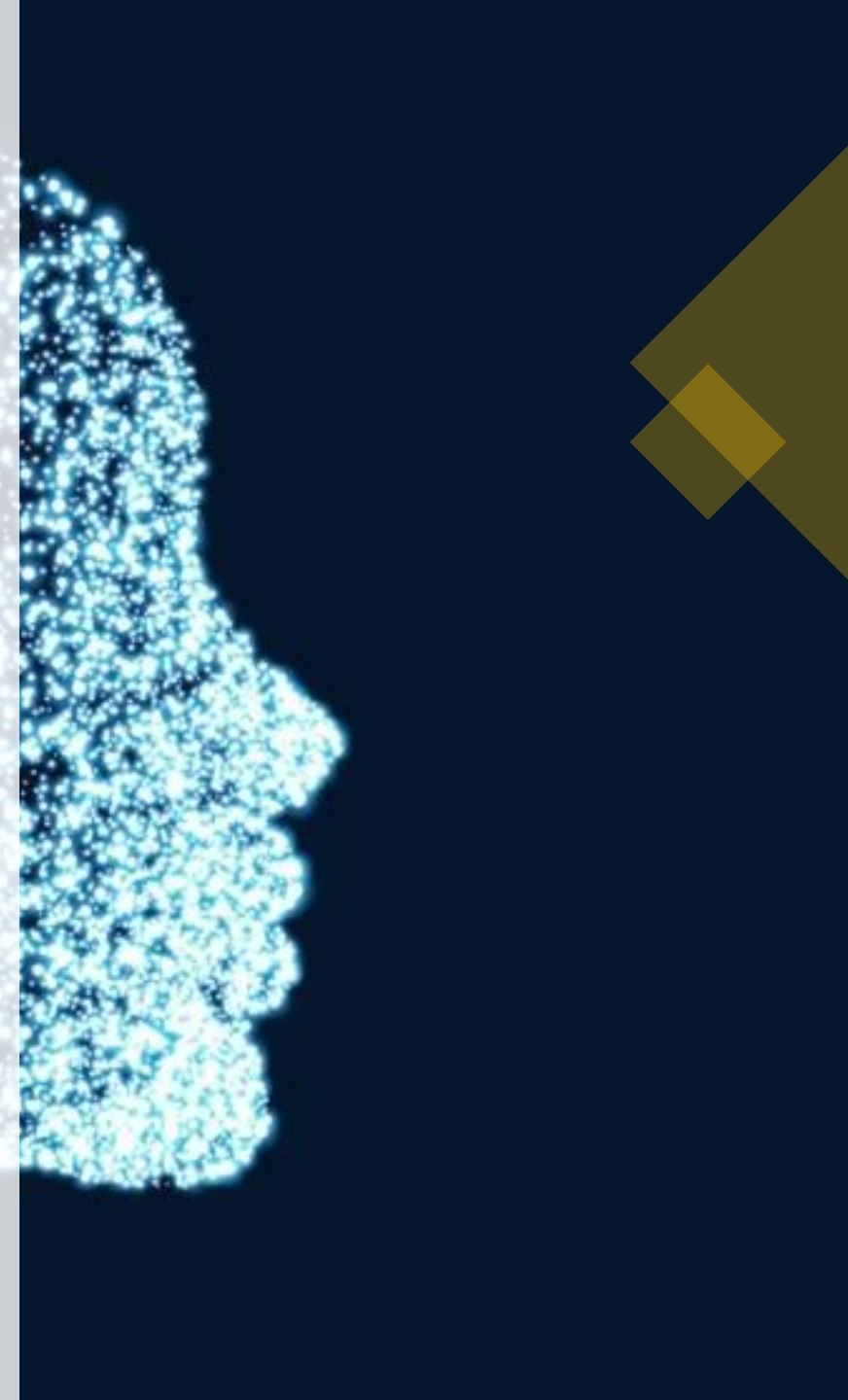
- **Objectives:** help students to acquire knowledge, skills, values to understand and give a response to contextual issues, injustice in the use of the world's resources, economical development, justice, peace & conflict.

Grange, 2017 Wals & Jickling, 2002



Consequences:

- Research on the development of the corresponding skills: Educators and students at different educational levels need competencies and qualities, a new pedagogy emphasizing self-directed learning, participation and collaboration, problem orientation, and emotional management (Bürgener & Barth, 2018; Rieckman, 2018).
- Exploring models of educator competencies in Sustainability and Inclusive Education (Mulà et al., 2018).
- Research on well-being (LWB) social and emotional learning (SEL): learning to understand and manage emotions, maintain positive relationships, and make responsible decisions (O`Conner et al., 2017)



Why/How? – SEL/LWB

• MAIN TOPICS:

- self-awareness, -self-management,
- social awareness, -social relationships,
- responsible decision making.

CORRELATED WITH:

- a) school outcomes, b) workplace satisfaction,
- c) a reduction in stress and anxiety, d) measures of well-being
- e) healthy relationships.

The Collaborative Consortium for Academic, Social and Emotional Learning
(CASEL, 2003)

THE ROLE OF TEACHERS

- Key players in the socio-emotional development of students and, consequently, the well-being and inclusion in the school context.
- Important mediators of students' self-esteem and motivation processes.
- Promote positive development of students' academic, physical and emotional needs, and well-being

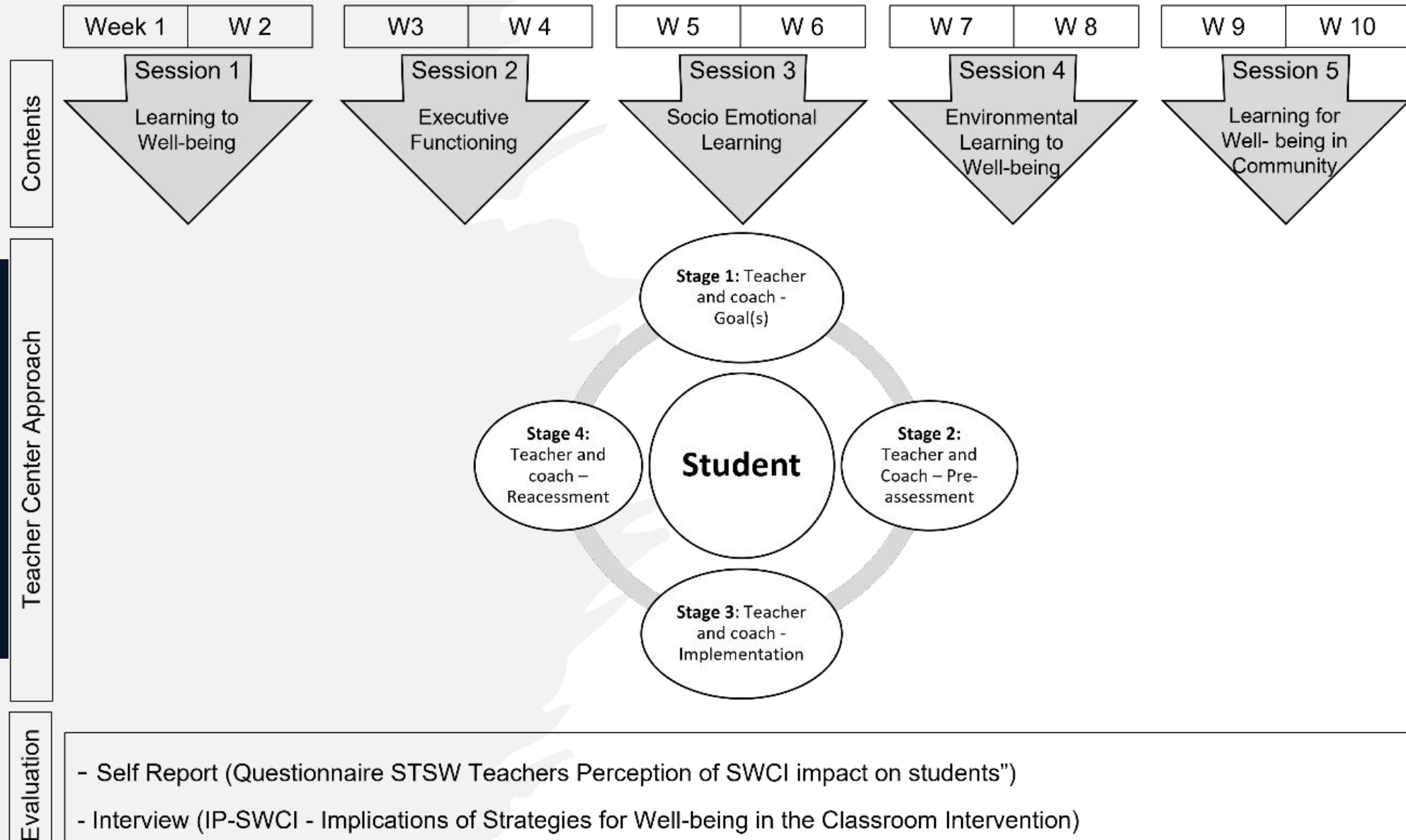
(Johnston et al., 2022; Zembylas, 2007; Durlak et al., 2011; Denston et al., 2022).



THE CURRENT STUDY

- An intervention course based on the Paradigm of Psychological well-being of teachers to improve students' well-being and a more sustainable teaching.
- Well-being is understood from a sustainability perspective and the role of SEL in well-being is taken into account.
- Follows the “Teacher Centered Coaching” Model (Wang, 2017), with five main topics:
 - I. Learning for well-being in the classroom – concepts and strategies.
 - II. Executive functioning and self-regulation of learning.
 - III. Social awareness, interpersonal relationships and empathy.
 - IV. Learning environments for well-being.
 - V. Learning for community well-being.

Diagram of the Model of Implementation of Strategies for Well Being in Classroom Intervention Course (SWCI)



THE CURRENT STUDY

AIMS:

- To describe teacher's perceptions of the impact of implementing Strategies for Well-being in the Classroom on students' well-being, socioemotional learning, executive functioning and classroom environment.
- To describe teacher's representations about the implications of the intervention on themselves as mediators to generate the well-being of students in the classroom.

METHOD

- **Design:** phenomenological-hermeneutic qualitative Fuster (2019) .
- **Participants**
 - 30 basic school teachers. In this paper we explore the data from 10 participants (8 females and 2 males) 30-65 y.o., with 8-40 years of service. Working with a population of 8-15 years-old students (n = 423).
- **Intervention**
 - Carried on in several schools in Portugal. Data collection in a 10-week online course for teachers : “Strategies for Well-being in the Classroom Intervention” (SWCI) (25 hs).
- **Instruments**
 - 1) Self-report questionnaire “Teachers Perception of SWCI impact on students” (STSW) operationalizing perceptions of the impact on students’ well-being, socioemotional learning, executive functioning and behaviour.
 - 2) An Interview to characterize teacher’s representations about the implications of IP-SWCI on themselves as mediators .

RESULTS

Perceptions of Teachers about Impacts on Student Well-being.

1. Students impact of implementing Strategies for Well-being in the Classroom
2. Most liked/Most positive Impact Strategies for Well-being in the Classroom
3. Students' Most positive Impact Strategies for Well-being in the Classroom

Perception of Teachers about Impacts on teachers, on students and on classroom context

RESULTS

Perceptions of Teachers about Impacts on Student Well-being.

1. Students impact of implementing Strategies for Well-being in the Classroom

Categories	Sub Categories	F - %
Socio Emotional Learning	Personal relationship ; Self knowledge; Acceptance of the other ; Respect; Empathy; Behavior in the classroom; Responsibility; Participation	26 (43,33%)
Executive Functions	Attention ability ; Active listening; Concentration ; Mental flexibility; Curiosity; Motivation	20 (33,33%)
Well-being	Being more conscious of how everyday moments make you feel ; Handler better your emotions ; Establishing and maintaining healthy relationships; Handle frustration and stress	6 (10%)
Classroom Context	Focus your attention; Organize ; Listen	4 (6.67%)
School Context	Improving your social interactions ; Use of verbal regulation; Control your impulses	4 (6.67%)

RESULTS

Perceptions of Teachers about Impacts on Student Well-being.

2. Most liked Strategies for Well-being in the Classroom

Categories	Sub Categories	F - %
Socioemotional competences	Empathy; Being able to accept yourself/ others; Affinity; Communication; Cooperation	107 (47.14%)
Well-being	Make my day; Optimism; Positive and realistic image; Motivation	71 (31.28%)
Executive Functioning	Attention; Planning abilities; Cognitive flexibility; Respond inhibition; Organization; Working Memory	49 (21,59%)

RESULTS

Perceptions of Teachers about Impacts on Student Well-being.

3. Students' Most positive Impact Strategies for Well-being in the Classroom

Categories	Sub Categories	F - %
Socioemotional competences	Self-consciousness; Self-regulation of emotions; Social consciousness; Capacity to interact with others; Capacity to interact with others; Making decisions	77 (51.68%)
Well-being	Motivation; Self-regulated behavior	43 (28.86%)
Executive Functions	Active listening; Planning homework and other school activities at home; Informal learning through games	29 (19.46%)

RESULTS

Perception of Teachers about Impacts on teachers, on students and on classroom context

Impacts of Strategies for Well-being in the Classroom Intervention

Categories	Sub Categories	F - %
Impacts on the practices in the classroom	SEL; EF, (Self-regulation); Student well-being; School-student-family relationship; Student-centered practice; Classroom environment; Teacher well-being	74 (28.79%)
Impacts on the teacher training models	Potential training model; Training model/limitations; Well-being in the educational community; Atmosphere in the classroom; Strategies for different classroom contexts; Guidelines for the development of self-reflection; Socio-emotional learning; Executive Functioning; Student learning and well-being	67 (26.07%)
Impacts on the Approach to Well-being in the classroom	Learning for personal and professional well-being/self-reflection; Executive Functioning and Self-Regulation; SEL/Social Awareness, Relationship Building, Empathy and Responsible Decision Making; Friendly Learning Environments; Promoting Well-Being in the Classroom in Community and (in)formal Learning	62 (24.12%)
Impacts on the methods to improve well-being in the classroom	Distance training; Sharing and active discussion based on experiences; Sharing instruments/material; Reflective and self-knowledge methodologies; Practice Based	54 (21.01%)

DISCUSSION

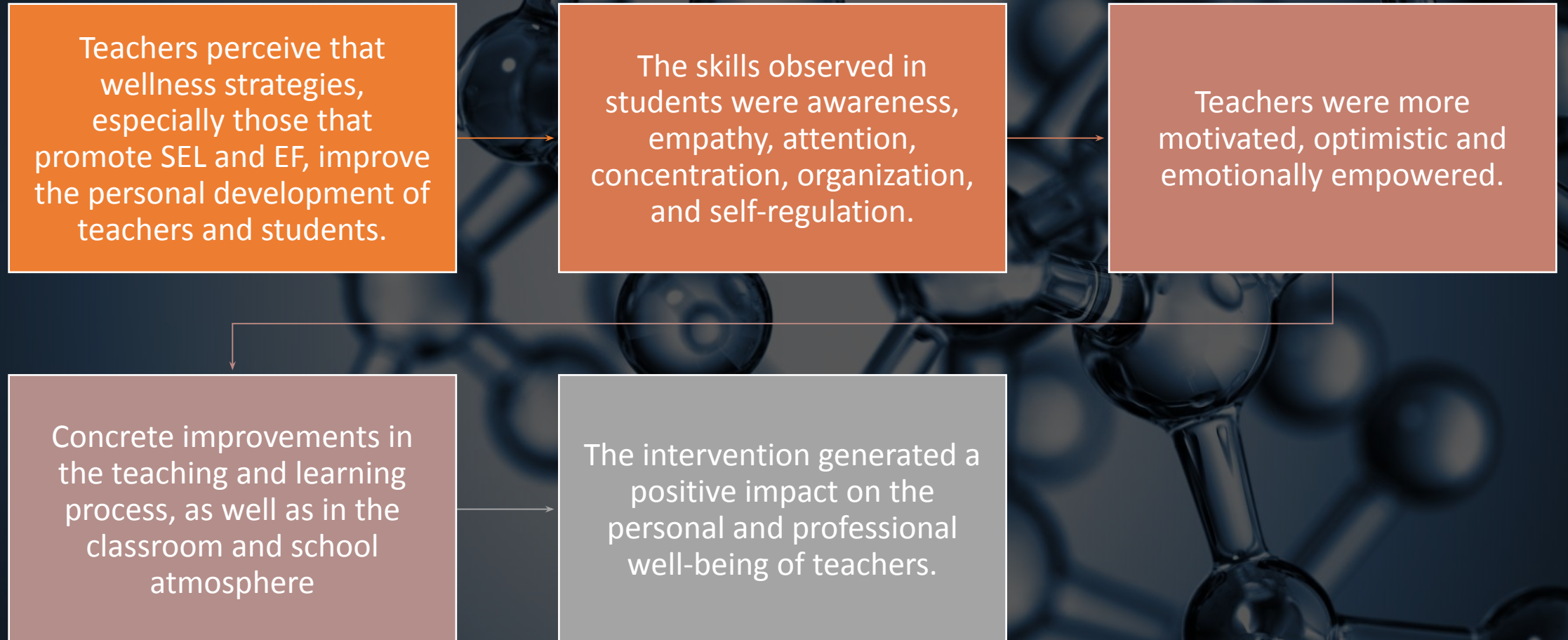
Teachers perceive that wellness strategies, especially those that promote SEL and EF, improve the personal development of teachers and students.

The skills observed in students were awareness, empathy, attention, concentration, organization, and self-regulation.

Teachers were more motivated, optimistic and emotionally empowered.

Concrete improvements in the teaching and learning process, as well as in the classroom and school atmosphere

The intervention generated a positive impact on the personal and professional well-being of teachers.



CONCLUSIONS

This study seems to demonstrate that:
teachers who understand the importance of well-being in education promote improvements in themselves and in the students.

The intervention had a positive impact on the personal and professional well-being of the participating teachers and subsequently on the sustainable inclusion and well-being of their students.

Teachers seem to have positively experienced this reflective training model.

This indicates the importance of adopting training models centred on the well-being of the teacher, the student and the educational community.

The current study highlights once more the importance of LWB and SEL in the inclusive and sustainable schools.