The Ecosystem model and Self-reflection tool for Inclusive Early Childhood Education

Participation –
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CHILD

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DREAM, DARE, DO.

**INCLUSIVE
EARLY CHILDHOOD
EDUCATION**

The European Agency for Special Needs and Inclusive Education

Independent platform for collaboration for the ministries of education in 31 member countries - with the specific mission of improving the quality and effectiveness of inclusive provision for all learners.

Inclusion – "meaningful, high-quality educational opportunities in their local community, alongside their friends and peers".

Inclusive Early Childhood Education IECE 2015-2017

CONTRIBUTIONS
Primary outcome of high-quality IECI services is to ensure each child's belongingness, engagement and learning.

An Ecosystem Model of Inclusive Early Childhood Education grounded in project data.

A Self-Reflection Tool enabling practitioners to review their service's quality in terms of the inclusiveness of the learning environments.

The ecosystem model of inclusion

Inspired by three frameworks:

Structure-process-outcome framework

Ecological systems framework – bioecological perspective

EU - Inclusive education framework – access, workforce, curriculum, evaluation and monitoring & governance and funding

Grounded in project data from 28 countries in Europe

Country descriptions

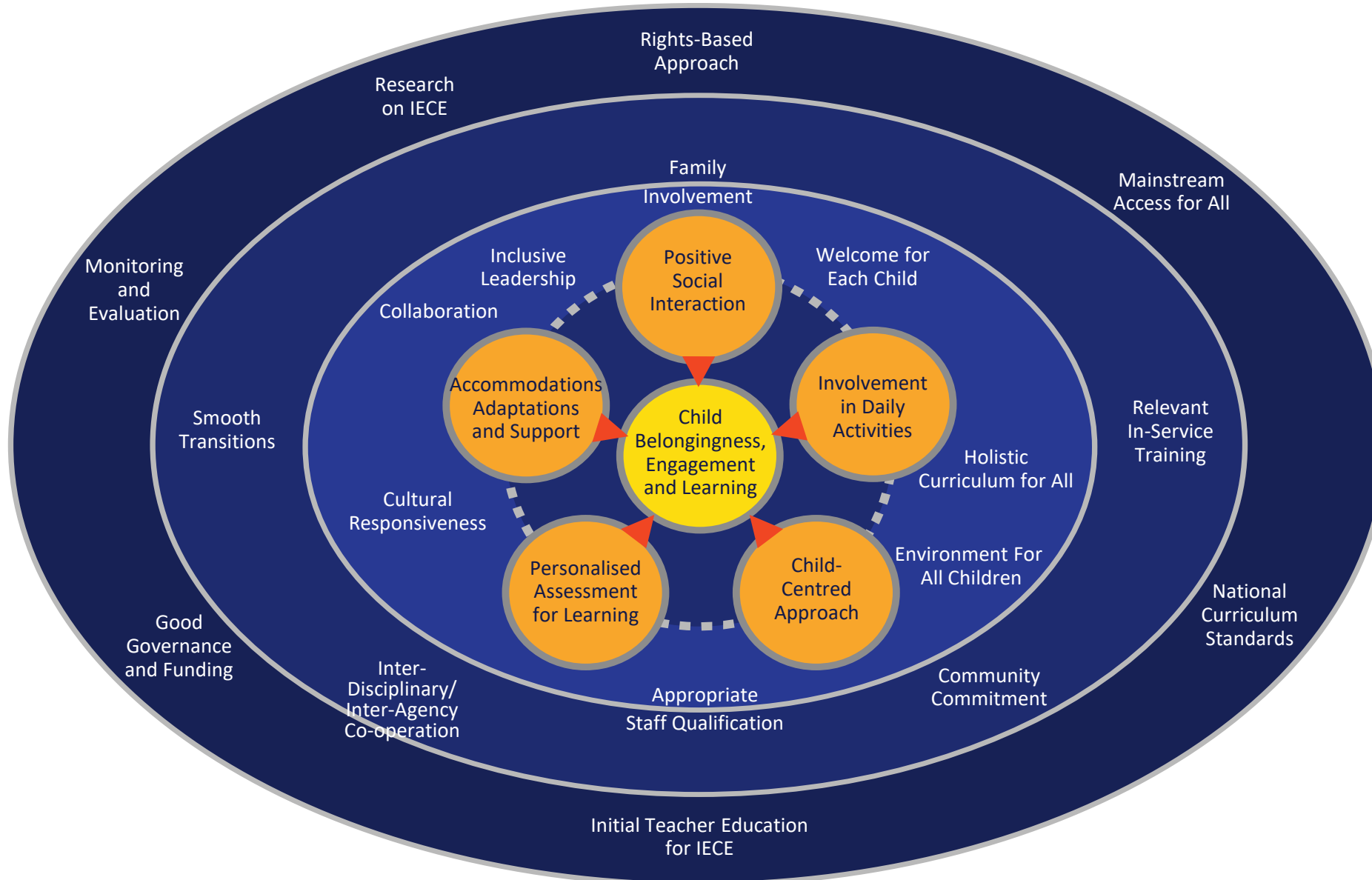Descriptions of best practices of 32 example inclusive preschools

Observations and interviews in 8 countries – practises

Qualitative, thematic analysis identified 25 subthemes representing the perceived constituents of inclusive early childhood education provision.
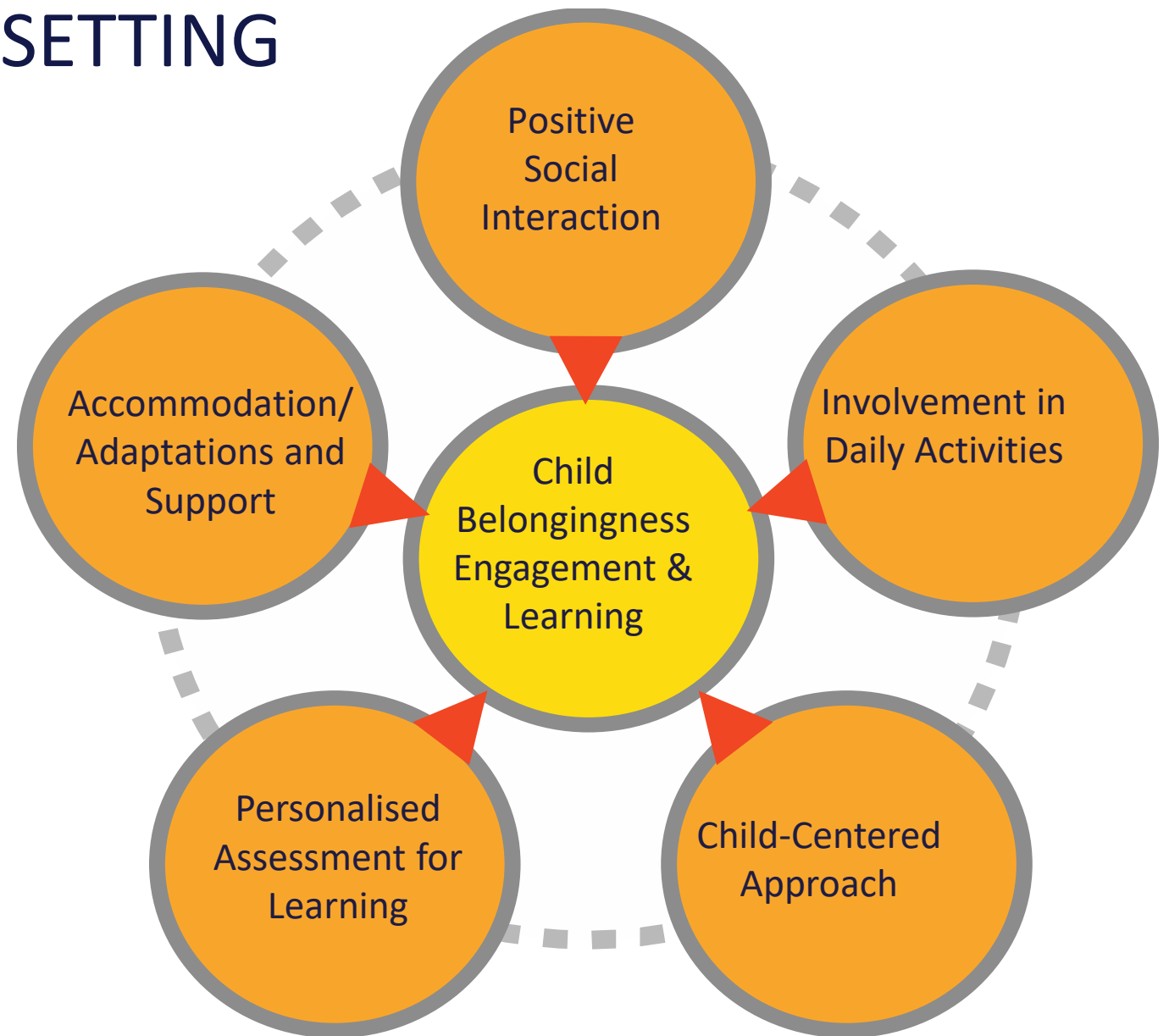
INCLUSIVE EARLY CHILDHOOD EDUCATION

The Ecosystem model of inclusion

PROCESSES WITHIN THE SETTING

Children are directly involved in these five processes that enable them to belong, to be engaged and to learn

Inclusive Early Childhood Education Environment Self-Reflection Tool

1. Overall welcoming atmosphere
2. Inclusive social environment
3. Child-centred approach
4. Child-friendly physical environment
5. Materials for all children
6. Opportunities for communication for all
7. Inclusive teaching and learning environment
8. Family-friendly environment

Publications IECE

European Agency for Special Needs and Inclusive Education, 2017. *Inclusive Early Childhood Education: New Insights and Tools – Final Summary Report*. (M. Kyriazopoulou, P. Bartolo, E. Björck-Åkesson, C. Giné and

F. Bellour, eds.). Odense, Denmark

Bartolo, P., Kyriazopoulou, M., Björck-Åkesson, E., Giné, C. (2021). An adapted ecosystem model for inclusive early childhood education: a qualitative cross European study. *International Journal of School & Educational Psychology*, 9(1), 3-15

Ginner Hau, H., Selenius, H., Björck-Åkesson, E. (2022). A preschool for all children? Swedish preschool teachers' perspective on inclusion. *International Journal of Inclusive Education,* 26(10), 973-991.

Ginner Hau H, Selenius H and Bjorck E (2023) Exploring Swedish preschool teachers' perspectives on applying a self-reflection tool for improving inclusion in early childhood education and care. *Front. Educ*. 8:982788. doi: 10.3389/feduc.2023.9827

Inclusive Early Childhood Education

New Insights and Tools – Contributions from a European Study

EUROPEAN AGENCY
for Special Needs and Inclusive Education

Inkluderande utbildning i förskolan: Nya rön och verktyg – Slutlig sammanfattande rapport.

Inkluderende barnehage: Nye innsikter og verktøy – Endelig sammendragsrapport.

Inclusive Early Childhood Education: Ny indsigt og nye værktøjer – endelig, sammenfattende rapport.

Osallistava varhaiskasvatus: Uudet näkymät ja työkalut – lopullinen yhteenvetoraportti.

Evrópumiðstöð um nám án aðgreiningar og sérþarfir, 2017.
Menntun ungra barna án aðgreiningar: Ný innsýn og verkfæri – Endanleg yfirlitsskýrsla.

https://www.european-agency.org/resources/publications/inclusive-early-childhood-education-new-insights-and-tools-final-summary