

ISOTIS

INCLUSIVE EDUCATION AND SOCIAL SUPPORT
TO TACKLE INEQUALITIES IN SOCIETY

Embracing all types of diversity in ECEC: Research perspectives about what works

Inclusive curriculum, pedagogy, & social climate

CECÍLIA AGUIAR ON BEHALF OF THE ISOTIS WP4 TEAM



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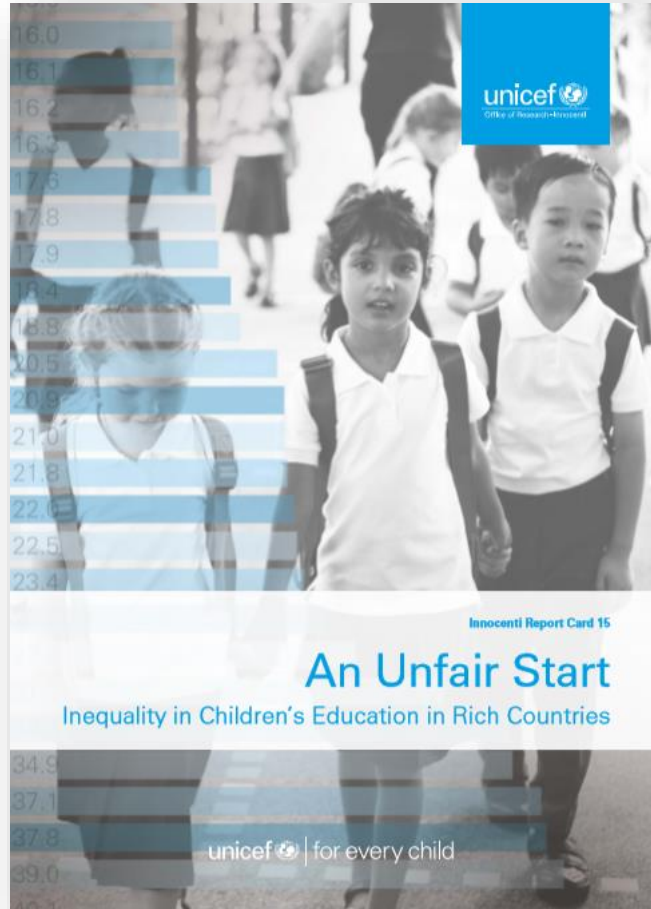


Figure 6: Poor children are more likely to be in the poorest fifth of the household income distribution

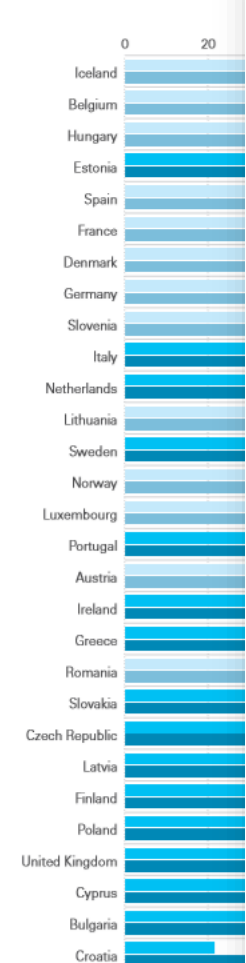


Figure 13: Schools influence reading scores. Share of variation in reading scores at Grade 4 explained by school differences (2016)

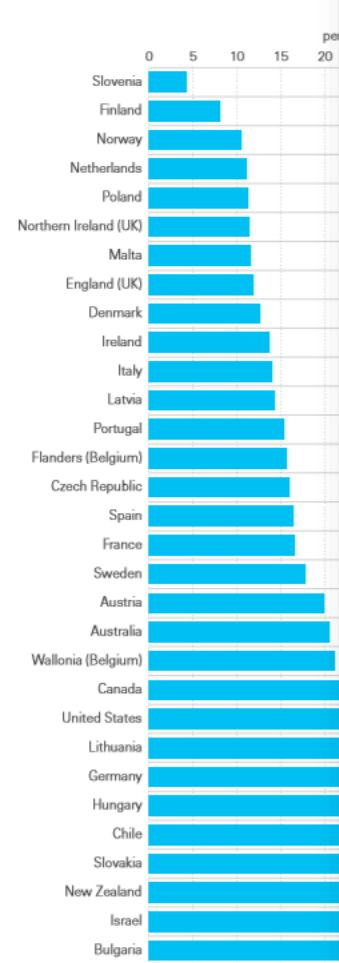


Figure 24: Percentage of 15-year-olds by migrant status, who have not reached Level 2 proficiency in reading



Note: The chart shows percentages for each group in all countries where at least 5 per cent of children were not born in the country. Countries are ranked on absolute gaps between non-immigrant and first-generation immigrants. Differences between non-immigrant children and first-generation migrant children were statistically significant in all countries except Australia, Canada, Estonia and New Zealand. Source: PISA 2015.

Note: The length of each bar denotes the share of school-level differences in reading scores. Source: PIRLS 2016.

Legend: ■ Poorest fifth (see notes) ■ Richer fifth



Goal

- To describe the **key success features** of successful or promising interventions, approaches, programs or projects aiming to reduce social and educational inequalities through curriculum design and implementation, classroom practices, and/or school social climate.

MICROSYSTEM

Activities and interactions

Individualization

Children's participation

Focus on play

Predictable routines

Positive relationships

L1 and L2 support within routines

Equity pedagogies

MESOSYSTEM

Connecting professionals

Connecting schools and families

Communicating

(Supporting) Parental involvement

Positive attitudes towards families

Mediated intercultural dialogue

Partnerships

EXOSYSTEM

Supporting professionals and schools

Purposeful staff recruitment and training

Consultants focusing on team processes

Effective communication among stakeholders

Effective institutional networks

SCHOOL MACROSYSTEM

Values, culture

Curriculum aligned with real-world

Curriculum aligned with goals of educational system

Schools processes aligned with curriculum

Strong identity / shared vision

Strong community focus: Common language

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Take away messages

- Much can be done at all levels of the educational system to reduce social and educational inequalities.
- At the classroom level, multiple tools are available to teachers in order to value the contribution of each child, regardless of background, and to help each child reach his/her potential, thus supporting well-being, learning, and the development of positive identities.
- Teachers are not alone in this process. Families are particularly important partners, with a special interest in ensuring positive processes and outcomes.



Thank you

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<http://www.isotis.org/>

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