

Building an Inclusive School for All 2025: Course Objectives

Overall Course Aims:

- **Knowledge:** participants have a knowledge of concepts and key tools for the realisation of inclusive education.
- **Skills:** participants can reflect on their own context and how they can apply the presented tools.
- **Attitudes:** participants have a belief in the achievability of inclusive education for a majority of learners and have redefined their role as a professional contributing to inclusive education.

The Index for Inclusion:

- **Knowledge:** participants understand the basic concept of the Index for Inclusion and the Index Development Planning Cycle.
- **Skills:** participants are able to apply the planning framework to their own context.
- **Attitudes:** participants are open to the opportunities of the Index for Inclusion in their education environment.

Universal Design for Learning:

- **Knowledge:** participants understand the concept of UDL and its foundations.
- **Skills:** participants can put on a UDL-lens and assess their lessons with the use of the UDL-guidelines.
- **Attitudes:** participants are convinced that a universal design of the learning environment works better than a "one size fits all"

Support Models:

- **Skills:** participants can analyse the changing role of specialist provision in supporting inclusive education.
- **Knowledge:** participants learn to know 9 different roles of support teachers/support workers in schools.
- **Attitudes:** participants are aware that appropriate support is needed, consistent with the goal of full inclusion.

Co-teaching:

- **Knowledge:** participants learn to know the definitions of co-teaching and 6 different models of co-teaching.
- **Skills:** participants can analyse the starting conditions of co-teaching.
- **Attitudes:** participants are aware of the surplus values of co-teaching in an inclusive setting.



A school visit to see inclusive education in practice:

- **Knowledge:** participants have an understanding of the inclusive education system in Austria.
- **Skills:** participants can identify inclusive, or segregating, practices in the school.
- **Attitudes:** participants can understand the different paths schools can take towards inclusion.

Strategic planning and change management:

- **Knowledge:** participants learn the content of 3 different change models: Kotter, De Caluwé and Ambrose
- **Skills:** participants can analyse a change process and detect the necessary components of the process.
- **Attitudes:** participants are aware of the importance of change as a sustainable process.

