Inclusión Educativa y Aprendizaje Sostenible
Inclusive Education and Sustainable Learning in Ecuador
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ABSTRACT
A range of pre-existing policy settings in Ecuador support the Inclusive Education and Sustainable Learning project delivered by academics from The University of Melbourne, The University of New England and Southern Cross University, in partnership with the Australia-Latin America Training Academy (ALATA). Although inclusion in regular schools for students with a disability in Ecuador is supported in legislation and policy, schools and teachers face significant challenges. These are due to a range of factors including geographical and economic variation across regions of the country, differences in the availability of appropriate resourcing and expertise and the need for system-level approaches to leadership development and school improvement. The Inclusive Education and Sustainable Learning project was conceptualised by the Ecuadorean Ministry of Education. In its entirety, the project will extend for four years from 2018 to 2021, with an impact evaluation at the end of 2019 and continued investigation of outcomes to follow. It uses a ‘train the trainer’ model to provide professional learning to 250 teacher/mentors each year that focuses on equity (learning for all), relevance (teaching that matters) and sustainability (learning that lasts). These teacher/mentors, in turn, support around 25 teachers each in their geographic areas for a total of 5,500 teachers. The project began in the Coast region based around Guayaquil during 2018 and has extended to the Highlands region in 2019. This presentation relates to the conference theme of whole school and inclusive approaches to inclusivity. It will draw from the content and pedagogy of the workshops delivered in Ecuador to illustrate an approach to inclusive classroom practice that has a focus on learning, not labels; works towards the provision of timely, appropriate support for learning that can reduce the impact of a disability; encourages the use of evidence-based instructional approaches; and supports collaboration and communication as key for students, teachers and families working towards creating more inclusive educational settings.
Inclusive education and sustainable learning (IEAS) in Ecuador

2018: Face to face teaching with 250 teachers in Guayaquil
- Tutors for 25 teachers each in online mode in coastal region

2019: Face to face teaching with 250 teachers in Quito
- Tutors for 25 teachers each in highlands region
Sustainable learning began as...

Learning for all is inclusive and responsive to the learning needs of all students in the community.

Learning that lasts focuses on processes of learning or capabilities that support sustained learning throughout life.

Teaching that matters is responsive teaching, taking into account the ecology of learning as well as the capabilities that need to be developed.

The whole thriving person

a graphic representation of the unfurling spirit (Painting by an anonymous artist, 2014; placement of the five dimensions of development) that is a kaupapa Māori way of thinking about development and learning

Adapted from Graham, Berman & Bellert, 2015.

Attention
Perception (auditory and/or visual)
Memory
Planning or Executive functioning
Reasoning
Problem solving
Successive and/or Simultaneous processing
Decision-making
Thinking
Motivation
Curiosity
Engagement
Creativity
Risk taking
Growth mindset
Interests

Managing self
Self-regulation
Persistence
Confidence
Self-system (self-concept, self-efficacy and self-esteem)
Metacognition
Scaffolding
Emotion and/or mood regulation

Relating to others
Using language, symbol systems and ICT

Self-regulation
Expressive language
Oral language and listening
Auslan
Writing
Reading
Numeracy
ICT skills
Functional literacy/numeracy/ICT
Assistive technology
Concept mapping/graphic organisers

Receptive language
Expressive language
Oral language and listening
Auslan
Writing
Reading
Numeracy
ICT skills
Functional literacy/numeracy/ICT
Assistive technology
Concept mapping/graphic organisers

Capacidades del ATRiO

- Aprendizaje activo
- Transformación a través del pensamiento
- Relaciones interpersonales
- Informática, símbolos y lenguaje
- Organización personal y autoaprendizaje perdurable
The larger social, structural, political, economic and cultural environment

Family/Whānau

Wharekura - educational settings

Community

Family/Whānau

Figure 1.5 An ecological and holistic view of learning
Responsive Teaching Framework

1. What framework do I need to consider?

2. What do I bring as a teacher?

3. What do my students bring as learners?

4. What do I need to teach now?

5. How do I teach for all my learners?

6. What did my students learn?

7. What feedback supports my students’ learning?

8. How did my teaching support my students’ learning?

PLANNING

EVALUATION & REFLECTION

TEACHING & LEARNING, ASSESSMENT & FEEDBACK
The aims of this evaluation are to:

- Understand the potential outcomes of the IEAS for 2018 participants
- Identify any changes in inclusion practices, specifically, what processes within the IEAS contribute to these changes
- Identify what conditions are required for success that might be attributable to the IEAS, including contextual factors, school environment, leadership support and so forth
- Understand how the IEAS and the principles underpinning inclusive education and sustainable learning can contribute to progress towards relevant UN Sustainable Development Goals.
Multi-stakeholder partnerships & voluntary commitments

The achievement of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals will require all hands on deck. It will require different sectors and actors working together in an integrated manner by pooling financial resources, knowledge and expertise. In our new development era with 17 interconnected Sustainable Development Goals and 169 associated targets as a map for achieving the sustainable future W/H hopes, cross-sectoral and innovative multi-stakeholder partnerships will play a crucial role for getting us to where we need to be by the year 2030.

Partnerships for sustainable development are multi-stakeholder initiatives voluntarily undertaken by Governments, intergovernmental organizations, major groups and others.

Un docente responsable es el eje fundamental de la inclusión educativa

Aprendizaje Sostenible

Sustainable Learning