

ALIISA

All In - International Inclusive Society in Arts

ALIISA partners' declaration for
future inclusive education

ALIISA IO 8



Co-funded by the
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of the European Union

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für musik und
darstellende
kunst wien



ALIISA Statement and values

Art is a promoter of equality – Individually together we can feel trust, freedom and joy!

Art is built on encounters and teamwork;
we want to give space for creativity, flexibility and participation.

With education and communication,
we will be aware of the importance of using professional competencies
for the development of inclusive education.

We need continuous cooperation between higher and general/general art education
and networking across education, researchers, artists, NGOs, decision-makers.

It is effective to promote inclusion at local, national and international levels.

ALIISA inclusive art pedagogy development work

What has been done during ALIISA?

- ❑ Mapping of cooperation opportunities, assessing the need to update previous cooperation, and deepening and expanding it
- ❑ Production of new inclusive art pedagogy educational content, and updating and renewing previous content to create even more inclusive environments
- ❑ Development of inclusive art pedagogy skills in the participating educational institutions and cooperating organizations (teachers, trainers, students and other guidance staff)
-> trained ACIAE professionals to promote social inclusion in the field of European inclusive pedagogy
- ❑ Significant participation and learning experiences during the project (pupils and students)
- ❑ Expanding networking and increasing awareness of inclusive education through ALIISA Project information and event production at national and European level
- ❑ Educational model (ACIAE) and study plan, and in each higher education institution it's national curricula

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All In – International Inclusive Society in Arts 2020-2023

Successful teaching in an inclusive artistic setting - best practice experiences from the ALIISA project
English Version

Personal attitude

Being convinced that there is no special inclusive pedagogy, but rather a pedagogical approach that promotes development.

Being convinced that everyone is capable of learning, has abilities and can make a meaningful contribution with these abilities in a joint learning process.

Non-judgemental recognition of abilities of different types and levels of maturity
Readiness for self-critical, self-reflective, team-oriented work

Recognising teachers and learners as equal partners with different competences and responsibilities

Empathy, mindfulness, flexibility, curiosity, readiness for lifelong learning

Openness to a variety of approaches, and problem solving strategies

Openness to innovative artistic ideas, cooperation, freedom

Feeling part of a larger whole from the very beginning, putting what unites before what divides.

Understanding inclusion and inclusive education as a consistent political stance for social justice and at the same time implementing it in teaching practice.

Didactic-methodical competences

Designing learning situations as open-ended, participatory processes. The "should do" must not supersede the "want to do".

Ability to lead a heterogeneous group, to practise methodological diversity, inner differentiation.

Basic didactic and methodological skills to be able to adapt contents to individual possibilities and lead them to self-determined and self-responsible action.

To be able to observe, analyse, document and design learning processes from a developmental-dynamic point of view.



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To be able to reduce learning content with regard to the degree of difficulty, to vary it and to continue it in a more complex way without losing the character of the overall message of the content.

Clear, manageable structure of learning units

Timing of teaching sequences appropriate to the situation

Flexible handling of methods

Time for preparation (including materials), follow-up, exchange within the team, documentation

Communication - easy language, alternative ways of communicating (non-verbal, use of music and rhythm, technical aids)

Further development of action competence and planning ability - adapted to the participants' imaginative abilities

Conscious cultivation of relationship culture

Pedagogy puts what connects before what separates

Framework conditions

Independence in terms of accessibility, supportive aids, materials

Clarification of responsibilities within the organization

Double staffing of the team if possible

Time for follow-up, team exchange, documentation

Dissemination to the outside

Sufficient resources in terms of personnel, space, finances and time

Consideration of the impact of time and spatial conditions for rehearsals and performances

Continuity

© ALIISA-Team sowie insbesondere Maria Dinold, Beate Hennenberg, Oliver König, Iris Kopera, Helga Neira Zugasty, Georg Peez, Robert Wagner



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ALIISA future possibilities

ALIISA Partners has common interest to continue their inclusive art pedagogy cooperation:

- Erasmus+ BIP (Blended Intensive Programme)
- New project applications
- Research topics of inclusive art pedagogy in universities
- Individual teacher and staff exchanges
- Development of curricula and educational content in partner institutions internally
- Informal communication in existing peer network for inclusive art education professionals in project organizations
- The strengthened position of the project organizations as inclusive education organizers and partners promotes the expansion of inclusive education know-how and practices

ALIISA future possibilities

Recommendations based on ALIISA cooperation for the further development and continuation of inclusive education nationally and internationally:

- Utilization and marketing of the ACIAE model nationally and internationally (ALIISA Website)
- Job shadowing and other exchange actions (wider than the project's network) promote the expansion of knowledge and practices of inclusive education with international perspective
- Promotion of international research cooperation in higher education (BA and MA)
- Further development of vocational secondary art education for students who need special support
- Promoting higher education opportunities for music, dance and art students who need special support (accessibility plans)
- Implementation of internships in the field of art and art education as a collaboration between various actors; universities, basic art education, general education, artists, art institutions, NGO's, Social Services and Health Care
- Finding and promoting forms of activity that promote the accessibility of art hobbies and knowledge of art especially among children and young people