Creating an inclusive learning environment

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COOPERATION AS A STRATEGY FOR AN INCLUSIVE LEARNING ENVIRONMENT

Thomas More Belgium
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THOMAS MORE

THOMAS MORE

PROVINCE OF ANTWERP

ANTWHP

TURNHOUT

SINT-NIKLAAS

VORSELAA

LIER

HEREVALLS

GEEL

DE NAYER

MECHELEN
THOMAS MORE

- 9 campuses
- 19,000 students
- 1,800 staff members

PERSPECTIVE ON INCLUSION
QUESTION 1

• What is the most commonly requested accommodation?

QUESTION 2A/2B

• What are the advantages?

• What are the implications?
QUESTION 3

- Why don’t you implement it?

INCLUSIVE POLICY

- Participation of all students
- No target group policy
- Specific services are the exception, only if standard measures are not sufficient (f.e. for students with special needs)
- Students as partners
- Improve the public perception of disabilities
SUPPORT CONTINUUM

- External support
- Specific support
- Special added support
- General added support
- Basic support
SUPPORT CONTINUUM – BASIC SUPPORT

Study programme – every person (teacher, students, receptionist, etc.)

Study programme: study counselor, study coach
SUPPORT CONTINUUM – SPECIFIC ADDED SUPPORT

Specific person of in the study programme: disability officer

SUPPORT CONTINUUM – SPECIFIC SUPPORT

Student services: coaches for students with disabilities, student advisor
SUPPORT CONTINUUM – SPECIFIC SUPPORT

External Support

EVALUATION AND COOPERATION

- Continuously evaluating and adjusting for individual students
- Programme survey
- Specific survey for students with disabilities
- Focus groups
- Monitoring the implementation of extra services (f.e. extra time)
FINAL QUESTION

- What action will you take in your institution now?
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