## Content

Fo	rewo	rd	9		
1	Pre	face (Maria Kron)	11		
2	Thinking about the Concept of Inclusion				
	2.1	Kerstin Göransson  Different Perspectives - Different Meanings of Inclusion	17		
	2.2	Eric Plaisance	17		
	2.2	Integration or Inclusion? Conceptual Remarks	23		
	2.3	Maria Kron	20		
		Heterogeneity – a Fundamental Aspect in Inclusive			
		Educational Work	31		
3	Pra	ctising Inclusion – a Question of the Concepts	39		
	3.1	Ana Maria Serrano & Joana Lima Afonso			
		The Influence of Frameworks, Guidelines and Curricula .	39		
	3.2	Dóra Garai, Valéria Kerekes, Csilla Schiffer, Katalin			
		Tamás, Zsófia Trócsányi, Júlia Weiszburg &			
		Péter Zászkaliczky			
		The Role of Professionals in Inclusion	44		
	3.3	Dóra Garai, Valéria Kerekes, Csilla Schiffer, Katalin			
		Tamás, Zsófia Trócsányi, Júlia Weiszburg &			
		Péter Zászkaliczky			
		Structured, Semi-structured and Unstructured Situations in Inclusion	F0		
	3.4	Ana Maria Serrano & Joana Lima Afonso	52		
	0.4	Individualized Support Strategies in Inclusive Education .	62		
	3.5	Brigitte Belmont, Aleksandra Pawlowska & Aliette	02		
	0.0	Vérillon			
		Partnership with Parents	68		
	3.6	Maria Karlsson			
		Pedagogues' Qualification – an Important Aspect of			
		Quality in Preschool Services	76		
	3.7	Brigitte Belmont & Aliette Vérillon			
		Team Cooperation	79		

	3.8	Birgit Papke	
		Cooperation and Participation in the community	86
	3.9	Agneta Luttropp	
		Transition from Preschool or Kindergarten to School	92
4		lusive Early Childhood Education - Observations in ferent European Countries	97
	Ece	is Author Team	
	4.1	Different Structures and Ways of Development - Factors	
		influencing Pedagogues' Practise	97
	4.2	Inclusive Early Childhood Education: A Summary of	
		Main Aspects, Current Challenges and Debates in Five	
		European Countries	100
		4.2.1 France	100
		4.2.2 Germany	102
		4.2.3 Hungary	103
		4.2.4 Portugal	105 108
	4.3	4.2.5 Sweden	100
	4.3	école maternelle	110
		4.3.1 France	$110 \\ 110$
		4.3.2 Germany	112
		4.3.3 Hungary	113
		4.3.4 Portugal	114
		4.3.5 Sweden	114
	4.4	What We Want to Show by the Everyday Practise of	
		Inclusive Education - and How You May Work With the	
		Materials Presented in the Following Chapters	117
5	The	e Arrangement of (Semi)Structured Play and	
	Lea	rning Situations	121
	Ece	is Author Team	
	5.1	Situations Dominated by Cognitive and Social Challenges	121
		5.1.1 Subscription to the School Canteen (F)	121
		5.1.2 Lunch Time (P)	124
		5.1.3 Find the Similar Thing (G)	125
		5.1.4 Experiment on Stone-Paint (G)	128
	5.2	Situations Dominated by Motor and Social Challenges	132
		5.2.1 'Nico can!' (G)	132
		5.2.2 The Chairs Game (P)	135 $137$
		5.2.3 Writing Session (F)	1.5 (

	5.3	Situat	tions with Aesthetic and Artistic Contents	141
		5.3.1	Singing Together (F)	141
		5.3.2	Dancing (H)	144
		5.3.3	Singing Time before Lunch – "White and black	
			sheep" (S)	147
	5.4	Situat	tions with Regard to Cultural Habits, Values and	
		Comn	nunity	150
		5.4.1	Making Cheese (P)	150
		5.4.2	Children's Rights (G)	152
	5.5	Specia	al Situations (not everyday events) with Complex	
			enges	156
		5.5.1	Presentation of the Book Written by Grade	
			Primary and Grade One (F)	156
		5.5.2	Visit to the Museum: Discovering Modern Art (F)	159
		5.5.3	A Guided Tour	162
6	$\mathbf{Ind}$	ividua	l Support in Inclusive Education	165
	Ece		or Team	
	6.1		dual Support for Children in Special Needs -	
		Suppo	orting Communication, Mobility, and Perception	165
		6.1.1	Morning Tea (H)	165
		6.1.2	Circle Time	
			with Jana (G)	168
		6.1.3	The Toaster (H)	170
		6.1.4	John in His Paddling Pool (G)	173
	6.2	Thera	py and Care	176
		6.2.1	John's Therapy (G)	176
		6.2.2	Jana's Care (G)	178
_				
7			ng in Mutual Understanding; Translating	
			r and Signals; Moderation in Conflict	181
			or Team	101
	7.1		anging Cars (H)	181
	7.2	Outdo	oor Play, Karl and Anton (S)	184
8	Fra	o play	- Situations with Various Challenges	187
O			or Team	107
	8.1		or $1eam$ very and Initiative in Free Play (F)	187
	8.2		Play as Training (S)	
	8.3		ra Plays with a Clotheshorse (H)	
	8.4		ng Hands (P)	
	0.4	LIDIUIL	iig iianus (f )	190

		198 201
9	Cooperation with Parents	205
		205
	· ·	208
		211
10	Practising Inclusion - Important Principles and Open	
		215
	Eceis Author Team	
	10.1 Different Countries – Common Important Principles. A	
		215
		215
	10.1.2 Participation in Learning - Organizing Situations	240
		216
	10.1.3 Participation in Learning - Organizing Situations	001
		221
	10.1.4 The Pedagogues' Professional Knowledge and	ഹാ
		223
	O	224
	1 -	226
	10.2 The Educators' and Teachers' Dilemmas and	228
	Open Questions	220
11	Growing up together – an opportunity to experience	
	diversity	233
	Maria Kron	
12	References	235