

Work Package no. 2 – Design Principles for the course to build inclusive higher education systems for HEI teachers, HEI administrative staff and academic tutors specialized in SEN

A 2.3. Proposing a first list of design principles and possible contents

Achieved results: First list of design principles and possible contents

Design Principles for the IncluMusic Project are a set of guiding principles that inform the development and implementation of the project aimed at fostering inclusion in Higher Music Education Institutions. These principles provide a framework for creating an inclusive and equitable learning environment for all students, including those with diverse abilities and backgrounds. The design principles for the IncluMusic Project encompass both general teaching philosophies and specific methodological approaches, emphasizing empathy, flexibility, creativity, student voice, theoretical and pedagogical knowledge, personalized teaching strategies, inclusive assessment approaches, dedicated staff members, technology integration, designing appropriate evaluation for students with special educational needs (SEN), and adapting the learning and teaching environments. By adhering to these principles, the IncluMusic Project strives to ensure that higher music education institutions embrace inclusive practices that promote access, engagement, and success for all learners.

Framework with definitions:

LEVEL 0: FUNDAMENTALS	
General teaching philosophy	This refers to the overall guiding principles and beliefs that inform the approach to teaching and learning in higher music education institutions. It encompasses the fundamental values and goals that shape the educational experience. In the context of fostering inclusion, the general teaching philosophy should prioritize equity, diversity, and accessibility for all students.
LEVEL 1: GENERAL PRINCIPLES	
Empathy	This principle emphasizes the importance of understanding and relating to the experiences, perspectives, and needs of individual students. It involves developing a deep sense of empathy towards students from diverse backgrounds, including those with different abilities, and considering their unique circumstances in the teaching and learning process.
Flexibility and creativity	This principle advocates for adaptability and innovation in teaching methods and strategies. Recognizing that students have varied learning styles, abilities, and preferences, instructors should employ flexible and creative approaches to accommodate different needs. This could involve using diverse teaching techniques, materials, and technologies to enhance engagement and foster inclusivity.

Students' voice included	This principle emphasizes the active involvement and participation of students in shaping their own learning experiences. It encourages students to have a voice in the curriculum, pedagogical methods, and assessment practices. Inclusive higher music education institutions create opportunities for students to express their opinions, ideas, and concerns, ensuring that their perspectives are valued and considered in decision-making processes.
LEVEL 2: METHODOLOGICAL PRINCIPLES	
Theoretical and pedagogical knowledge and training	This principle emphasizes the importance of instructors possessing a solid foundation of theoretical and pedagogical knowledge in music education. Instructors should be equipped with an understanding of inclusive teaching practices, theories of diversity and inclusion, and pedagogical approaches that support diverse learners. Ongoing professional development and training should be provided to instructors to enhance their competence in inclusive teaching.
Creative approach	This principle encourages instructors to foster creativity and innovation in their teaching methods. By incorporating diverse teaching techniques, such as improvisation, composition, collaborative projects, and interdisciplinary approaches, instructors can create a dynamic and inclusive learning environment that caters to the diverse needs and interests of students.
Personalized teaching strategies	This principle advocates for tailoring teaching strategies to meet the individual needs, strengths, and interests of students. Instructors should strive to understand each student's learning style, preferences, and abilities, and adapt their teaching methods accordingly. Personalized teaching strategies promote a supportive and inclusive learning environment that acknowledges and values individual differences.
Inclusive assessment approaches	This principle highlights the need for inclusive assessment practices that consider diverse forms of expression and evaluation. Instructors should design assessments that accommodate different learning styles, abilities, and cultural backgrounds. This may involve incorporating alternative assessment methods, such as performance-based assessments, portfolio assessments, peer evaluations, and self-reflection, to provide a comprehensive and inclusive evaluation of student learning.
LEVEL 3: SPECIFIC PRINCIPLES	
Dedicated staff members	This principle emphasizes the importance of having dedicated staff members who are knowledgeable and trained in inclusive practices. These staff members may include learning support specialists, disability service coordinators, or inclusive education consultants who collaborate with instructors and provide support in creating an inclusive learning environment.
Technology	This principle recognizes the potential of technology to enhance inclusivity in higher music education institutions. By utilizing appropriate technologies, such as assistive devices, adaptive instruments, digital learning platforms, and multimedia resources, instructors can facilitate access, participation, and engagement for students with diverse needs.
Designing appropriate evaluation for SEN	This principle focuses on designing appropriate evaluation methods for students with special educational needs (SEN). Instructors should consider the specific learning profiles and abilities of students with SEN and develop assessment approaches that are fair, equitable, and meaningful for them. This may involve providing accommodations, modifications, or alternative assessments to ensure their participation and success.
Adapting the learning and teaching environments	This principle highlights the importance of creating physically and culturally accessible learning and teaching environments. Instructors should consider the layout of classrooms, rehearsal spaces, and performance venues to ensure they are inclusive and accommodate diverse abilities. Additionally, instructors should foster a culture of respect, inclusivity, and acceptance, promoting a sense of belonging for all students within the learning community.

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