

Training Manual

Trainings on Inclusion for School Leaders and Teachers

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INTRODUCTION

This manual contains the full training programmes developed by the INSCOOL II consortium as well as practical ideas for organising and implementing the trainings in your own context. The training development was based on an analysis of existing inspiring practices, focus groups organised in Hungary, Italy, the Netherlands, Poland, Spain and the United Kingdom with the participation of active school leaders, teachers and pre-service teachers, as well as guidance given by advocacy groups in the countries listed above. The manual is primarily designed to support peer-training, especially for those who already participated at an Inscool II training to deliver the same programme in their own school, upscaling and mainstreaming the training as well as the approach this programme pursues.

The training for school leaders was specifically designed for supporting them in leading for inclusion. It will focuses on key knowledge about inclusive education, competences related to leading inclusive schools, and conditions and methodologies that support school leaders to develop inclusive schools (for example mentoring, coaching and networks).

The training for school teachers contain knowledge about inclusive education and inclusive pedagogies, and competences related to implementing inclusive pedagogies in the classroom. The course encourages action research and contains activities in order that participants motivated and supported to try out inclusive pedagogies in a collaborative way that promotes reflective practice. This last element is also supported by the activities included in the Inscool II online training that can be used as a continuation or extension of the current training.

Pre-service teachers can also benefit from the training designed for teachers, based on their experiences as school students and during their teaching practice.

THE INSCOOL II PROJECT

The vision of the Inclusive Schools II project is to significantly increase the knowledge and skills of school leaders, teachers and student teachers to work inclusively with the increasing range of diverse learners in their schools. The project upscales the good practice established in the methodology of Inclusive Schools I, in order to further:

- increase the number of school leaders and teachers trained in inclusive education policy and practice,
- deepen these educators' knowledge and understanding of inclusive education policy, practice and culture,
- · enhance the skills of teachers and school leaders working inclusively in schools,
- · strengthen leadership of inclusive education in schools,
- facilitate enhanced cooperation within the school community (parents, students, school staff) and with a wider spectrum of education stakeholders,
- increase the confidence and motivation of school leaders to lead the implementation of inclusive education, and of teachers to implement inclusive pedagogies,
- influence policy change at school, local, regional and national levels,
- increase the positive momentum of change initiated by Inclusive Schools I.

The project has achieved its aims and objectives by developing three training strands: a face-to-face course specifically for school leaders; a face-to-face course for serving teachers; and a Mass Open Online Course (MOOC) primarily for pre-service and newly qualified teachers. Partners with expertise in each area took responsibility for developing the courses, which will be based on the good practice laid down in the Education Pack from Inclusive Schools I, and good practice in relation to both continuing professional

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development (CPD) for educators and MOOCs. Face-to-face courses will be delivered by a team of international trainers from each partner country, who were themselves trained to facilitate each course. At the same time, the training material is being made available for other trainers to enrich the general training offer in various European countries. The project has included a thorough quality assurance framework and external evaluation process, as well as a detailed exploitation plan to open dialogue about inclusive education between the school communities involved, other schools, local officials and policymakers at national level. The project has identified role models who exemplify good practice to act as influencers of change locally and nationally.

Inclusive Schools II is led by the British Council (UK) in partnership with 5 partner organisations and institutions across Europe. It focused on supporting the professional development of school leaders, teachers and pre-service teachers but is also aiming to impact on learners and families, policy makers, local authorities and ministry staff, higher education institutions, and organisations with an educational focus at local, regional, national and European levels.

For the purposes of the project, implementation of the face-to-face training took place to pilot the training in selected participating schools dealing with high percentages of learners from marginalised groups. The consortium selected schools based on one or more of the following characteristics: 30% of learners with a migrant/refugee background, 10% of learners with Special Education Needs, 30% of learners with low socioeconomic background.

BECOMING AN INSCOOL II TRAINER

If you are interested in becoming an Inscool II trainer, this manual was designed to help you. The contents and any support given are based on the Inscool II pilot trainings that took place in various versions, fully inperson in 2022-23 in Hungary, Italy, the Netherlands, Poland, Spain and the United Kingdom. This manual supports and assists you to successfully deliver your own Inscool II programme based on the resources and materials developed. You may have participated at one of the pilots as a trainee and are familiar with the course content and you are now keen to support the professional development of your peers and to share your learning with others. In this case, it is also important to reflect on your own experiences as a teacher/school leader, and your own experiences of learning. Combining the two, along with planning your session, knowing your colleagues, and knowing your resources will be key factors in your success as a peer trainer.

While you are an experienced professional in the classroom, but training adults, including your colleagues you probably work with on a daily basis needs some methods and approaches that might not be fully familiar for you yet. This manual will guide your through potential challenges and hurdles.

THE INSCOOL II TRAINING CURRICULA

Below, you will find a full list of the topics covered in the training programmes included in this manual. However, you may decide to only deliver one or some modules, not the whole programme depending on local needs and challenges. The modules are independent from each other although when delivering the whole training they communicate with each other.

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TRAINING FOR TEACHERS

Module 0: Introduction

- 0.1 Inclusive School II: values, objectives, resources, partners
- 0.2 Basic Information about the course
- 0.3 Glossary with specific terminology
- 0.4 Learning log

Module 1: Exercises on Self- reflection and connections with the group

- 1.1 Self-awareness on empathy, patience, flexibility and changing perspectives
- 1.2 Self-prejudice and stereotypes
- 1.3 Group activity: Sharing of experience and practices

Module 2: Inclusion

- 2.1. Inclusion and Integration
- 2.2 Inclusion in national & European context: policies and evidences
- 2.3 Inclusion in school curriculum and pedagogy (challenges and opportunities)

Module 3: Diversities

- 3.1 Diversities (minorities, sexual diversities LGBTQ, gender identification, etc.)
- 3.2 Prejudices and stereotypes
- 3.3 Trauma connected to diversities, equity and inclusion

Module 4: Understanding the Context

- 4.1 How to evaluate and monitor the level of inclusion
- 4.2 Tailoring activities to your context: adapting situations to learner requirements

Module 5: Inclusive Approaches

- 5.1 Student-centred methods
- 5.2 Student-to-student peer support methods
- 5.3 Learning leadership approach
- 5.4 Needs assessment and reflective design

Module 6: Whole school approach and open schooling

- 6.1 Meeting other perspectives
- 6.2 Family engagement
- 6.3 External community engagement
- 6.4 Linguistic diversity

Module 7: Classroom Practices: success and failures

- 7.1 InScool Inspiring practices on inclusive teaching: what can I take from them?
- 7.2 Examples of failures: what did not work (evidences and reflection)
- 7.4 How to make inclusion strategies sustainable

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TRAINING FOR SCHOOL LEADERS

Module 0: Introduction

- 0.1 Inclusive School II: values, objectives, resources, partners
- 0.2 Basic Information about the course
- 0.3 Glossary with specific terminology
- 0.4 Learning log

Module 1: Exercises on Self- reflection and connections with the group

- 1.1 Self-awareness on empathy, patience, flexibility and changing perspectives
- 1.2 Self-prejudice and stereotypes
- 1.3 Group activity: Sharing of experience and practices

Module 2: Inclusion

- 2.1. Inclusion and Integration
- 2.2 Inclusion in national & European context: policies and evidences
- 2.3 Inclusion in school curriculum and pedagogy (how to exploit available resources challenges and opportunities for school leadership)

Module 3: Diversities

- 1.1 Diversities (minorities, sexual diversities LGBTQ, gender identification, etc.)
- 1.2 Prejudices and stereotypes
- 1.3 Trauma connected to diversities, equity and inclusion

Module 4: Understanding the Context

- 4.1 How to evaluate and monitor the level of inclusion:
- 4.2 Tailoring strategies/policies/approaches to your context

Module 5: Role of School Leadership

- 5.1 Mentoring & Coaching
- 5.2 Leading for inclusion
- 5.3 Communication and conflict management

Module 6: Whole school approach and open schooling

- 6.1 Meeting other perspectives
- 6.2 Family engagement
- 6.3 External community engagement
- 6.4 Linguistic diversity

Module 7: Leading with Inclusion Practices: success and failures

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HOW TO ATTRACT PARTICIPANTS TO THE TRAINING

If you have completed the Inscool II training yourself, you are the perfect person to promote it and, as a school leader or teacher, you also bring your own experiences. There are several methods you can use to attract other to your training – we can explore the pros and cons to help you decide what is right for you! Check out our tips, alongside the pros and cons for each, in the following table:

Tips to attract participants	Positives	Things to consider
Professional newsletter and similar: create a professional advertisement or article for your training	Such newsletters reach a targeted professional audience and they a trusted source are usually considered to be. People reading them expect to have content that is similar to your promotion.	Their reach might be limited due to GDPR regulations. Many people delete newsletters without reading them.
Promotion via Social Media: Creating attractive social media content to engage with peers can support recruitment and interest in your training.	Social media posts can reach a wide audience. Content can easily be shared by others to increase reach. There are lots of education groups on social media who may be interested in your training.	Some people who could benefit from the training may not use social media or may not consider it a trusted source. Given the large audience social media has, your training could end up being for a large audience (unless numbers are limited)
Talk to your colleagues you know: Start networking with those around you, peers you know or those you collaborate with from other schools - you never know who may be interested or know someone who is!	You could reach people you know, to support those closest to you. Having a training group in your local area can make training logistics easier.	Your reach may remain quite localised, which may be an issue if you wish to train a wider audience.
Posters/flyers/leaflets: Designing poster/flyer/leaflets are a great way to attract colleagues to your training. If you have them ready to hand out when an opportunity arises, you can attract people from across your local area.	Nicely designed posters/leaflets can be very attractive and can engage numerous participants. Some people prefer having information in their hand in a physical format that they can read at their own pace, in between their duties.	Cost implications are large. You need to meet people to hand them the documents. If they are sent by regular mail, they might be discarded without reading.

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Needs Analysis: Finding out the needs of those interested in taking part is very useful, not only to engage with peers but also to find out details about their needs and expectations, so you can amend your training to their needs.	Needs analysis can be done through informal discussions or a short survey. Allowing the participants to influence the training helps with engagement and retention.	Potential time and resources restraints
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In addition to the above, throughout this manual, there is guidance on organising your training. Regarding recruitment, you will have ideas yourself on who to contact, depending on your own networks.

ENSURING THE QUALITY OF YOUR TRAINING

The resources in this manual will support you with evaluation and quality standards. There needs to be standardisation across the course, regardless of which country or community it is being delivered in. This manual will support you to develop your training plans and to consider your learners' needs. It is normal to feel more comfortable with some activities over others and just as we like our learners to try new things, stepping out of your comfort zone helps you to grow and develop.

This handbook introduces you to quality benchmark standards, assessment and evaluation methods for the training and along with your observations, you will have all the tools to support you to deliver a successful training programme. It is important to monitor a number of aspects, including the evaluation of skills and the monitoring of benchmark quality standards for the training itself.

Evaluation of Skills: It is important to allow participants to evaluate their skills developed in the training session(s). It may be a simple skills assessment or a more in-depth analysis of how they have developed, it is important to evaluate this development. Evaluation can be divided into two sections: firstly - the evaluation of the skills and knowledge development by the participants. The second section is the evaluation of the training and maintaining key standards of quality, to ensure high-quality training is provided. More information on each can be found in the following table.

Quality Standards for Training: As well as assessing how the participants developed, it is also beneficial to evaluate how the training session went, how you did as a trainer, and ensure that minimum quality standards are adhered to during the sessions. Below you can find a set of quality standards and how to assess each one.

Section	Quality Standard	Minimum standard	How to Assess
Evaluation of Skills	Development of skills relating to module topic and relevant competences	This differs from person to person and therefore a minimum standard cannot be placed on this.	Self-assessment of skills (including learning log) Participant evaluation form (for open-ended questions with examples)

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	Satisfaction with personal development/development of self-awareness	Min 4 out of 5 satisfaction rating	Session Evaluation Form
Evaluation of Training	Satisfaction with the venue and organisation of the event.	Min 3 out of 5 satisfaction rating	Informal discussion Session evaluation form
	Satisfaction with the content and trainer	Min 4 out of 5 satisfaction rating	Informal discussion Session evaluation form
	Satisfied with time spent during the session, developing entrepreneurial skills to support parenting and everyday life.	Min 4 out of 5 satisfaction rating	Informal discussion Session evaluation form

When (further) developing your skills as a trainer, there are some aspects which you will develop just through practice - so the more you do it, the more skilled you will become - and some may need more conscious professional self-development. To help you start, reflect on some of the following:



How do you prefer to introduce yourself?



What information do you want to share about yourself? How much are you willing to share about inclusion challenges you have been facing?



What learning methods you feel comfortable with? How is it reflected in your teaching/training style and methods?



How might you respond to unexpected questions and comments?



How would you work around unexpected events (loss of internet connection, reduced number of attendees, additional participants not involved in all sessions)?

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MAKE YOUR TRAINING SUCCESSFUL

It is important, when planning your training session, that you are aware of the different methods and approaches which may help your participants learn. Aim to use a range of training methods and show these in your planning. Be aware that people in your group, regardless of them being professionals, will have different backgrounds and levels of understanding. Not everyone learns in the same way, so using a range of teaching methods – just like in the classroom - will help you reach the diverse needs of your learners.

Delivery methods

Try to do what you preach, and implement learner-centred methods during the training. The full programme contains such activities. However, if you do not fully follow the programme, include activities that build on participants' own experiences and that include active learning. Remember how you felt as a learner if you have already done the training, and leave out or replace activities that you did not like as a trainee. Your training will only be authentic if you follow your instincts. For example, if you hate participating in icebreakers, replace them with something that serves the same purpose – bringing participants into the course -, but you feel good about.

The training programme suggests a variety of learning arrangements from individual reflection to pair and small group work to plenary discussions. In any case, make sure that all participants can express themselves. All experiences should be considered equally valuable, you are working with experienced professionals.

Theoretical knowledge

Some of your participants will learn best when they are given visual aids to support the training content. Printed handouts are really useful for some learners, especially when these handouts can be taken home after the session and used as reminders or to supplement extended learning. Handouts can also be shared in a cloud folder to save paper.

Avoid lecturing and theoretical presentations. In case you feel some theoretical introduction is necessary, leave it for a session after the first one, and implement a flipped classroom methods making them read before they come to the session.

PRACTICAL ADVICE FOR PLANNING AND IMPLEMENTATION

The following practical advice serves to support you to organise your training session (preferably face to face with a back up plan in case this is not possible). This section offers tips and advice on implementation whilst taking you through the planning stage.

- There are a number of factors to consider.
- When do you hope to deliver the training?
- How many participants do you want to attend?
- · Have you booked the room and had it confirmed?
- Has it been properly advertised and have the participants been recruited?
- Are all participants aware of the timing and workload?

As we all know, Perfect Planning Prevents Poor Performance..

Once you have set your date and time etc and agreed which module or modules you will deliver, you need to recruit training participant. Things to consuderWill it be internal at the school where your own children are? What is the best method for promoting the training? It may be a mix of word of mouth, emails, Facebook,

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leaflets and whatever other method is deemed most suitable for your target group. Allow sufficient time between promotion and delivery for greater success. Below you will find a session planning task to support you. It is important to complete this form as part of your training event planning. so have a look at these too and there is a checklist in the planning section to help you get started.

Before implementing the training course, you are invited to read through the whole the training course carefully, to read through all worksheets, annexes and references, and to explore all links mentioned. Even if you participated at a pilot, you may not have experienced the whole programme. It is important you understands the essence and importance of each module, and the intended purpose of each activity, but also to allow a certain flexibility in the implementation of the training course. Indeed, there might be the need for you to adapt the format of certain activities. Therefore, you should approach the training package with a lot of flexibility in terms of implementation, as long as the content is being kept to its essence.

One key takeaway from the piloting sessions of the training course, is the time given to participants to brainstorm, discuss and share ideas amongst themselves for each topic is valued. People like to share their personal experiences as well as seek support from their colleagues for their own professional challenges. For this, you need to ensure that the training is a safe space for everybody. It is important that you allocate a good amount of time for self-reflection, group reflection, but also feedback and sharing. If you are delivering the training at multiple occasions, it might be a good idea to re-visit some of the topics covered earlier so that participants can share their longer-term reflections and possible success stories of implementing what they had learnt.

To create a safe learning space, it can be a good idea (and good practice) to set a group agreement to support participants and the training. For example a group agreement may include the following:

- Be non-judgemental
- Be respectful
- Mobile phones on silent (unless requested on rom tutor)
- Practice good listening
- Be inclusive
- Enjoy!

Including the participants in the creation of the group agreement helps to set the scene and breaks the ice. Making them aware that there is no such thing as a silly question is often a good start and then setting the scene for an inclusive, respectful learning environment actually aids learning.

One ever-present example: Why do phones need to be silent? Mobile phones are one of the most common disruptors in a training session so make participants aware of it and ask them to respect the agreement. If you do not set an agreement then there will always be the one participant who has a phone constantly ringing and thinking it is okay for everyone to listen in (or jumping out of the room mid-sentence)

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Before the session - Checklist for organisation

Planning an Inscool II training session	Tick list
Prepare all training materials, evaluations and lesson plan using guidance	
Set date, time, venue	
Advertise and promote (in relevant places to be identified)?	
Recruit and confirm attendance- send email confirmations or texts	
Rehearse or review materials prior to delivery, ensuring session plan and timings are clear	
Do one final check on the day of the training, room, resources etc.	
Ready to deliver training with backup plan if needed	
Allow time to evaluate the session	

After the session - Questions for self-reflection of the trainer:

Did all the participants appear engaged?

Did all participants take part in the discussions?

Did participant questions seem relevant to the topic?

Were you or somebody else in the group able to answer the questions? – if there are open questions, make sure to search for answers and come back to them at the next session

Were participants asked to reflect on the training?

Did participants complete an evaluation?

Did the evaluations and reflections confirm understanding of the content?

Did you reflect on the training and write down your comments?

If you did reflect, were the activities appropriate?

If you delivered the training again, would you deliver it the same? If not, what would you change?

Good luck! You will be great!

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SCHOOL LEADERS' FACE-TO-FACE CPD

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MODULE 0: INTRODUCTION

Duration 30 minutes

0.1 INCLUSIVE SCHOOL II

Inclusive Schools II is an international project run between January 2021 and July 2023 by Fundacja British Council Poland in partnership

with <u>CESIE</u> (Italy), <u>ESHA</u> (Netherlands), <u>InterActing UK</u> (United Kingdom), <u>Lifelong Learning</u> <u>Platform</u> (Belgium) and <u>Universidad de Granada</u> (Spain). It is funded by the European Union under Erasmus + Programme and it builds on results of the Inclusive School project <u>inclusiveschools.net</u> (2019-2021).

The vision of the Inclusive Schools II project is to significantly increase the knowledge and skills of school leaders, teachers and student teachers to work inclusively with the increasing range of diverse learners in their schools. Taking an inclusive approach means learning environments where every student has an opportunity to succeed.

The project is built on the idea of scaling up good practice around training in inclusive education, leading to changes in policy, practice and culture at school, local and national levels.

We would like to enable teachers - both serving and in their student years - to develop and implement inclusive education practices with confidence. We intend for teachers and school leaders taking part in the project to become role models for others, influencing practice and policy at local, regional and national levels.

We know that inclusive education is essential in changing minds and breaking down barriers in schools. Teachers who join the project will be equipped to make this change happen in their setting.

Putting values like:

- respect for rights, for diversity and for equality
- belief in community, commitment to participation of all and democracy
- compassion and trust

Practice through inclusive education is not a one-off event. It is a journey. Each country and school has its own journey, depending on its particular context. Teachers undertake their own journeys too. These never end as the influencing factors – in particular the learners – change and require different responses. The journey requires perseverance and commitment from

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school leaders, teachers, learners, families and other school stakeholders. Inclusive education principles should sit at the heart of every teacher in Europe. We will work together to embed inclusive education principles that work for every setting.

Inclusive Schools concentrates on lifting key barriers to inclusive education:

- Overcrowding in classes. We know this can make it difficult for teachers to cater to additional needs that some young people in their class have.
- A lack of support teams, a rigid education system or a one-size-fits-all curriculum.
- Training and confidence gaps within teachers tasked with dealing with students who have additional and diverse needs.
- Bias against diversity in school communities, for example against refugee and immigrant children, children with learning disabilities, bullying, gender-based stereotyping or poverty.
- Pressure on exams and curriculum results.
- Training and confidence gaps within teachers tasked with dealing with students who have additional and diverse needs.
- Allowing teachers a space to speak freely about their experiences and challenges

Project aims

We aim for positive changes in schools across Europe by:

- increasing the number of teachers trained in inclusive education policy and practice
- deepening knowledge and understanding of inclusive education policy, practice and culture
- enhancing the skills of teachers working inclusively in schools
- strengthening leadership of inclusive education in schools
- facilitating enhanced cooperation within the school community (parents, students, school staff) and with a wider spectrum of education stakeholders
- increasing the confidence and motivation of teachers to implement inclusive pedagogies
- influencing policy change at school, local, regional and national levels

Inclusive Schools II focuses on developing school leaders, teachers and student teachers but will also impact on learners and families, policy makers, local authorities and ministry staff, higher education institutions, and organisations with an educational focus at local, regional, national and European levels.

Project Results

The project has been designed with the following areas of development in mind:

- Development of specific face-to-face training courses that address every day and systemic challenges in schools
- Effective support for teachers' professional development focusing on understanding and implementing inclusive pedagogies.

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- Development of a MOOC designed for newly qualified teachers that is an effective introduction to inclusive education and will give you a level of confidence for working in diverse settings.
- Effective online support for newly qualified teachers participating in the MOOC.
- Providing the tools for effective communication and sharing of good inclusive practice amongst schools and institutions in Europe.
- Influencing national and EU policy agendas with the aims of developing inclusive education policy and practice

The rationale of the project is that by providing high-quality, effective professional development tailored to the needs of each particular group of educators (school leaders, teachers student/newly qualified teachers) you will develop the in-depth knowledge, understanding and skills, plus motivation and confidence, to lead the development and embedding of inclusive policy, practice and culture in your classrooms and schools.

With this experience and confidence, you will become a role model for your peers and will be able to influence policy and practice both locally and nationally.

Through our project, we aim to involve all of those who play a part in Education and educational development directly and indirectly, including:

- School communities school leaders, teachers, professors, students, school advisors, school psychologists and parents.
- Policy-makers and public authorities' staff EU institutions, ministries and local authorities.
- Institutions and organisations with a focus on education, at both local and European level.

Those interested in taking part will form a community of leaders, tasked with contributing ideas to form inclusion strategies for schools across Europe.

We will support these school communities to become advocates for cultural change, confident in addressing discrimination and prepared to uphold self-directed initiatives for inclusion.

Working together with these leaders, the project will create a ripple effect across the school community as a whole and support the creation of an action plan to practically deliver future inclusion strategies in European schools.

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0.2 BASIC INFORMATION ABOUT THE COURSE

This course has been designed for school leaders based on existing good practice research, and information from the focus group every partner of the project conducted in the needs analysis. The course focuses on key knowledge about inclusive education, competencies related to leading inclusive schools, and conditions and methodologies that support school leaders to develop inclusive schools (for example mentoring, coaching and networks).

The course is structed in 7 different modules for a total duration of 12 hours. The InSchool partner suggest to organize the delivering of the modules as following:

- Day 1 (3 hours): Module 0, 1 and 2
- Day 2 (3 hours): Module 3 and 4
- Day 3 (3 hours): Module 5
- Day 4 (3 hours): Module 6 and 7

0.1 Inclusive School II: objectives, resources, partners 0.2 Basic Information about the course 0.3 Glossary with specific terminology 0.4 Learner's log Module 1 – Exercises on Self- reflection and connections with the group Include II.1 Self-awareness on empathy, patience, flexibility and changing perspectives 1.2 Self-prejudice and stereotypes 1.3 Group activity: Sharing of experience and practices Module 2 – Inclusion Warm-up activity 2.1 Inclusion and Integration 2.2 Inclusion in school curriculum and pedagogy (how to exploit available resources – challenges and opportunities for school leadership) Module 3 – Diversities Warm-up activity 3.1 Diversities (minorities, sexual diversities - LGBTQ, gender identification,	Module n°	Time
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	•	
3.4 Bullying	• •	
	3.4 Bullying	

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Module 4 - Role of School leadership	1h30	
Icebreakers: thinking out of the box workshop (traditional leading approaches		
and innovation)		
4.1 Mentoring & Coaching (with emphasis on providing this type of support		
to specific target groups eg. migrant parents mentoring and coaching		
teachers)		
4.2		
4.3 Communication & conflict management (bullying prevention)		
Module 5 – The Consultation groups	3h	
Warm-up activity		
5.1 Learning conversation and active listening		
5.2 Problem solvers and the consultation group		
5.3 Re-enactments and empathy		
5.4 The power of learning communities		
Module 6 - Leading with Inclusive Practices	1h30	
Re-enactments: working on specific scenarios		
6.1 Create a safe and inclusive environment		
6.2 Student to student peer support methods		
6.3 Learning Leadership approach		
Module 7 - Whole school approach and open schooling	1h30	
Icebreaker		
7.1 Meeting other perspectives		
7.2 Family engagement (keep in mind: cultural differences)		
7.3 External community engagement (open door policy)		
7.4 Linguistic diversity		

Please notice that this is intended to be a suggestion on how to proceed with the course. However, trainers who will implement the course are free to adapt the duration of in according to their needs and local contexts.

At the end of the course, it is possible to find two additional extended versions of module 4 and module 7, with a duration of 3 hours each, for further explore the topics of the role of school leadership and explore how to adopt a whole-school and open-schooling approach.

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0.3 GLOSSARY WITH SPECIFIC TERMINOLOGY

ACCESS

The opportunity to attend school

DIVERSITY

A range of different people with varying traits and characteristics.

BULLYING BEHAVIOUR

When a person employ physical, emotional, or verbal abuse to make life miserable for another individual. The abuse can take many forms from simple name calling to physical abuse to sexual harassment. Bullying behaviour is defined by its intensity and duration and is distinguished by a pattern of repeated physical or psychological intimidation.

ENGAGEMENT

The act of being involved in/participating in learning

EQUITY

The situation in which students are given what they need in order to have the chance of achieving the same outcomes as their peers.

EXCLUSION

Being removed from school for disciplinary purposes or Being denied access to an opportunity/event/class etc..

INCLUSION OR INCLUSIVE EDUCATION

Education that is based on concepts, models and processes that focus on equitable access to and engagement in learning for all children, regardless of gender, ability, disability, race, religion, sexuality, socioeconomic status or any other difference.

INCLUSIVE PEDAGOGY

Teaching and learning strategies that enable all learners to participate in an equitable way in the classroom.

• INCLUSIVE SCHOOLS

Schools that are on a journey towards inclusion / inclusive education and are striving to put inclusive pedagogy in place.

INTEGRATION

The teaching of children who need support within the classroom but separately from their peers.

PARENT

Any adult with parental responsibility for a child or young person

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SCHOOL STAKEHOLDER

Anyone with a vested interest in the school and how it functions i.e. staff, students, parents, governors, others who have a regular role within the school.

SEGREGATION

The teaching of children who need support away from their peers

VALUE

A guiding principle or motivation, something that a person holds to be important Vision A concise, public statement that clarifies the school's goals for inclusion and its direction of travel

66

I would like to thank you very much for the great organization of the training in which I had the pleasure to participate. It's nice that someone took care of delicious food, choice of training place, professional instructor and many other things that made me look forward to the next training announcements.

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0.4 LEARNING LOG

This Learning Log is a tool to help you to become aware of how you learn and to support you to develop new insights and link new knowledge with your own professional field.

How to use the log: Ideally, you dedicate a few minutes at the end of every training day to think about the questions and what your answers are. You can also make this a dialogic experience (a learning conversation) and discuss the questions with colleagues before you note down your answers. Feel free to leave questions out if you don't want to answer them.

All answers or notes that you write into this diary belong to you personally. They will, naturally, not be assessed. Nor will they ever be made public unless you want to share them with others.

Nevertheless, you may find it useful to draw on your answers in reflective discussions at the end of each training day.

Reflect on what you have learned today in terms of:

- Inclusion in Schools
- Community of Practice
- Mental wealth
- Activities to practice values of inclusion
- Visibility of Inclusion
- Running an Inscool Training event
- To what extent did you contribute to professional discussions?
- How did these discussions support your learning?
- What have you found most challenging today? Why?
- Something that I would like to tell my colleagues about
- One or two sentences to conclude the day: (most) meaningful moments (e.g. experiences, encounters, insights, etc.)

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ANNEX 1: ICEBREAKERS AND WARM-UPS

Objectives

- To create a safe playing and sharing space
- To learn names and find out who is in the room and what are they like
- To model practice of listen, accept, contribute
- To bring a sense of wellbeing and group identity to participants
- To facilitate the culture of creativity in activities coming after

Activity name:

Group Order

Learning Outcomes

- Seeing yourself as part of a group
- Sharing personal information
- Self-assessment
- · Peer to peer assessment
- Expressing your point of view

General description of the activity

Instructions to the participants:

Ice breaker or warm-up exercise to help the group function/agree as a whole. Everybody starts milling about the room. You then ask them to line up, according to various criteria. Beginning with simple physical orders where the players only need to look at each other move on to more complex orders requiring dialogue, analysis, self and peer to peer evaluations.

This activity is about 20 minutes including on how many orders you want to include. Spatial requirement; enough room for a line to be formed with all participants standing! Examples of Orders:

Height, from tall to less tall

Names, from those starting with A to those starting with Z or starting with Z and going to A Birthdays, from January to December

Colour (clothes) from light to dark

Emotion, using the alphabet for the first letter of how you feel

Sporty, How sporty are you?

Music, How musical are you?

European, How European are you?

Informative pills on topic

- ✓ Start with orders that are physical and the group can get in line only by looking at each other
- ✓ Encourage conversations, facilitate the language of comparison

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- ✓ Ask individuals about their choices, why have you chosen this place in the line?
- ✓ Ask the extremes of the line about their choices
- ✓ Ask questions such as how musical are you? which have no clear criteria for evaluation
- ✓ Encourage debate on values related to the subject
- ✓ Finish with subjects connect to the topic, how inclusive are you?

Small recap with tips

As well as allowing you to assess the mood and know how much the group know about certain things, you can discover personal and professional information and set a tone for future sharing among the group. Not all subjects have to be spoken of in forum style, some subjects can be left with the discussion in the line.

Activity name: Alphabet Islands

Learning Outcomes

- Sharing personal information
- · Communicating in clusters
- Expressing opinions
- Making connections with others
- Sharing insights and information on relevant topics

General description of the activity

The trainer prepares sheets of paper (preferably laminated) with all the letters of the alphabet, one on each sheet. The sheets are then spread out across open space, making sure that they are not very close to one another. The trainer explains that each letter represents an island. Between the islands naturally is the sea, so if you are not on an island you have to be swimming. Players are asked to swim around the islands miming a swimming stroke (freestyle, breaststroke, backstroke, the butterfly) or get creative and take another form of sea-bound transport. On an established signal players are to make their way to the island of their choice. If they find themselves alone on an island then they should reach out and form a bridge to another island with inhabitants! No-one should be alone on an island as the whole point is the conversation to take place.

Players are travelling around the islands, the trainer calls out a category with instructions on what to do on arrival. On the given signal, players make their way to an island that represents the first letter their choice. For example, if the trainer asks what is your name? " players swim to the island beginning with the letter of their name. When they get to their destination, they are to share information on their name, do they have a nickname or short form, do they like their name, why did their parents give them this name? The trainer may move around the islands asking players to share their answers. The same routine is repeated as many times as necessary, adapting the questions to the category. Sometimes it is not necessary for

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the trainer to visit all islands and the answers can stay with the cluster on the island. Props:

Letters of the alphabet written large with a page per letter

Informative pills on topic

- ✓ Good for learning names of participants
- ✓ Prepare questions appropriate to the chosen category, eg most important invention/discovery. When was it invented or discovered? Who is associated with this? What did we do before the invention/discovery?
- ✓ Encourage communication between islands
- ✓ Suing clusters and pairs as non-threatening forums for exchange
- ✓ Allowing all voices to be heard and valued

Small recap with tips

The key to the versatility of this game

are the instructions provided on how to interact on the islands, eg Players are asked to travel to their favourite evil person from history or literature.

When they are on their island they should reveal what they know of their character, where they were from, what they did that was so infamous. Trainers should also ask about their childhood, were they always evil and finally what is it that attracts you to this person?

In playing this game with a group of History educators we found that some players were unable to identify a lovable villain. However, when they heard the choices others made they were able to move to an island. This was because most of the choices were literary or imaginary rather than real. The discussion moved on to how we enjoy the story of evil doing more than the reality. We questioned why we celebrate figures as dark as Satan in fiction and get bored by the righteous, yet in real life and history we do the opposite.

Activity name: Splat

Learning Outcomes

- Collaborative learning experience
- Speed of response
- Being a focus of attention
- Physical warm up
- Laughing at mistakes and trying again

General description of the activity

Trainer gives the following instructions:

Players stand in a circle.

Teacher stands in middle role of the Big Splatter.

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Teacher stretches out arm, palm of hand and fingers splayed pointing at one of the players, shouting "Splat"

The targeted player must as fast as possible hunch down.

Simultaneously players to right and left of the "to be splatted" lift their arms closest to the "to be splatted" and do exactly as the Big Splatter [teacher] has done, exclaiming Splat.

If a player makes a wrong move e.g. doesn't hunch down, or one of the players to either side use the wrong arm or doesn't respond, it is a poor thing moment.

Informative pills on topic

- ✓ Quick and easy way of getting a group to bond
- ✓ Nurtures sense of community in the group
- ✓ Can be played with or without elimination
- ✓ Sharpens listening and focus
- ✓ Involves the entire group in non-threatening and fun action/performance

Small recap with tips

A final winner can be chosen by doing a word duel. Players stand back to back in middle of room. Teacher says words beginning with the letter S. On hearing each word, the players take one step. If the teacher says "Splat" the players spin round and point their arm palm forward, fingers splayed, shouting "splat". The fastest wins as in the old Wild West quick draw duels.

Activity name: Secret Conversation

Learning Outcomes

- Improve listening and comprehension
- Participate in debate
- Play with words and knowledge
- Creating collective narratives
- Playing with narratives and understanding how information can be manipulated
- Collaboration, the aim is that all participants join the conversation

General description of the activity

Two players choose a topic of conversation in secret and then begin to talk around the subject without directly saying what it is and trying not to give away too many clues about it, when the other players who are listening think they have an idea of what the topic is they join in with the conversation. If the original players think that the new player doesn't know what the topic is they can ask 'What are you talking about!?' if the player has it wrong they must exit the conversation. The aim is to have the whole group involved with the conversation.

Informative pills on topic

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- ✓ A real-life situation, when you walk into a room where people are talking they don't stop and tell you what they are talking about! You listen and join in.
- ✓ Information and keywords are gradually revealed.
- ✓ As the aim is that all members of the group contribute, the beginners of the conversation must facilitate this by giving away clues
- ✓ Give time for players to share knowledge, expertise and different perspectives on the subject, this can be interesting when the speaker is not 100% sure they are talking about the right thing!
- ✓ Trainer can choose subjects for players after modelling or allow players in pairs or clusters to choose their own topics

Small recap with tips

An activity in which players are called to guess the topic of a conversation and try to participate in it. It can be used to review content and encourage speaking.

Players will have to create a discourse while the listeners evaluate and analyse what they are saying and try to guess the topic before contributing to the conversation.

This game allows creativity and freedom when choosing the language to be used around a specific topic. Players will practise their fluency and narrative abilities.

Activity name: Passing the You

Learning Outcomes

- Playing with voices and volumes
- A group sound for a group identity
- Enhanced listening and finding limits of volume
- · Acting emotions
- Building confidence

General description of the activity

The word "you" is passed around the circle at first.

One can then focus on gradually changing the volume of the "you" as it makes its way around the circle, creating a wave of sound: Each person says the word slightly louder than the previous until it cannot be said any louder, then the volume must be gradually reduced until the "you" becomes silent.

Next, the "you" may be passed across the room, in which case the response is 'me?' 'You!' For the 'Me?' gesture, hands on the upper chest and the 'You is given with open palms' Emotions such as happiness, sadness, anger, defensiveness, romance, etc. may be

introduced.

Informative pills on topic

- ✓ In the first phase of working with increasing and decreasing volume, correct abrupt changes from player to player. Emphasize the wave.
- ✓ Repeat until satisfied, allow for errors and continue.
- ✓ Encourage players to listen better and anticipate

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- ✓ In the second phase, where me is introduced we are no longer playing with volume but passing emotions or adjectives
- ✓ Choose contrasting emotions for the 'me' and 'you'

Small recap with tips

In this activity we hear everyone's voice.

Play until each player has been chosen in phase two, offer participants the chance to choose the emotions to play with



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MODULE 1: EXERCISES ON SELF- REFLECTION AND CONNECTIONS WITH THE GROUP

Duration

1h

Objectives

- To reflect upon concepts of otherness, unconscious bias, positive self-image, and changing perspectives
- To challenge and deconstruct biases and stereotypes
- To develop empathetic responses in relation to your team needs
- To create and share useful advice and resources with other school leaders

1.1 SELF-AWARENESS ON EMPATHY, PATIENCE, FLEXIBILITY AND CHANGING PERSPECTIVES

Activity name:

Showing the changing me

Learning Outcomes

- Empathise with an individual participant who is excluded in an activity
- Produce a visual, textual or audio representation that depicts changes in leadership perceptions and practices
- Analyse how experiences contribute to the development of empathy, patience and flexibility.
- Identify practical applications arising from personal and professional experiences in the area of inclusion in educational settings
- Identify practical applications arising from personal and professional experiences in the area of conflict management

General description of the activity

Before beginning the first activity, it is suggested that participants begin with an ice-breaker.

Ice-breaker: Where is my animal?

In this fun and dynamic mingling activity, each participant receives a card with a picture of an animal. The participants go around making animal movements and/or noises until they find an animal of the same species. The important thing here is that everyone has a corresponding animal except one person, who at the end of the activity will be alone!

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After this ice-breaker, discussion can revolve around how this person felt when they found they had no partner and can lead to an empathetic discussion on the topic of inclusiveness in the class.

Warm-up: Zoom In

In this warm-up activity, participants have to look closely at a small portion of image that is revealed; then, they answer the following questions:

- What do you see or notice?
- What is your interpretation of what this might be based on what you are seeing?

After these questions, another part of the image is revealed. Then, they answer the following questions:

- What new things do you see?
- How does this change your interpretation?
- Has the new information changed your previous ideas?

Finally, the whole image is revealed. Participants are invited share the perspectives and interpretations they made at the beginning of the activity and at the end.

Main activity: I used to be...but now I am

This activity is a useful way to connect with our feelings and impressions about ourselves and a way to express thoughts and reflections. In this activity, participants are invited to bring two photos of themselves. One taken at the beginning of their leadership career and a recent one. They have to write a short text expressing how they have changed over the years of multiple experiences they have had.

Post-activity: Group discussion

Once they have finished, they might like to **discuss some of the following questions** (as well as others they may have) with other group members:

- · How did you feel when completing the exercise?
- What important/sharable memories did you have?
- Seeing how you have changed, can this help contribute to the development of empathy, patience and flexibility towards others? How?
- What implications might this have on a leader's view of school management in terms of inclusion and individualised learning?
- What implications might this have on a leader's view of the management of conflict and/or disruptive behaviour?

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Informative pills on topic

- ✓ According to a study conducted by Euston, Gruber, and McNaughton (2012), the medial prefrontal cortex, (which is normally associated with higher cognitive functions as well as empathy) is often under-used in the decision-making process of leaders.
- ✓ Baron, Rouleau, Grégoire, and Baron (2018) suggest that by developing mindfulness, managers might be better able to adapt their leadership style to the demands of different situations. To that end, interventions based on mindfulness are worthwhile options for use within organizations, particularly in the context of leadership development programs.
- ✓ According to the study conducted by Rubens, Schoenfeld, Schaffer, & Leah (2018), a growing body of empirical research suggests that self-awareness is highly related to successful leadership.
- ✓ 'There is great interest in educational leadership in the early part of the 21st century because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes' (Bush, 2007, p.391)
- ✓ 'Emerging findings support the position that our understanding of the role of the emotions may be fundamental to a fuller appreciation of the intra- and intersubjective realities of life in schools, in general, and of educational leadership in particular' (Beatty, 2010, p.2)

Small recap with tips

Recap

- Begin with ice-breaker to raise awareness of topic and encourage participation
- Provide information on what the session hopes to provide
- Encourage participants to express themselves creatively
- Encourage useful group talk and reflection on possible classroom applications

Tips

1. Environment

A very important component at this initial stage of training is the creation of a positive sociopsychological environment for individual and teamwork. We are at our most creative when we are relaxed and in a safe space and in this sense, encouraging the 'fun' dimension would be a useful strategy to help promote reflection and creative thinking.

2. Timing

This initial activity has a lot of scope for discussion on aspects of inclusivity, changing perspectives and implications for classroom management. Some of these topics are also addressed in further activities, so timing might be an important consideration and flexibility may be required in terms of which activities might be included or excluded.

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3. Classroom application

While the activities here start from the perspective of leaders, the ultimate goal is to help promote a better understanding of teaching staff. In this sense, there should be many opportunities to share and discuss inclusive school practices.

1.2 SELF-PREJUDICE AND STEREOTYPES

Activity name:

Who am I? Who are you?

Learning Outcomes (identify at least 5 learning outcomes)

- Analyse the value of positive self-image
- Demonstrate the existence of biases that might be held towards oneself
- Deconstruct negative or false stereotypes and prejudices
- Identify other unconscious biases that may be held by teachers, leaders and oneself

General description of the activity

In order to set the scene and make a break between activities, participants can play a quick game

Warm-up activity - Say it all

In this activity, participants are invited to write all the words that come to their minds when they see the image of a country. They can use colourful sticky notes and posted them on the board. Then, the whole group can discuss the different ideas and stereotypes they have written. For example: if they see an image of Spain, the words related to this image can be Flamenco, paella, tapas, siesta...

Alternative: If the activity is developed on an online environment. This activity can be done using Jamboard (a digital whiteboard that offers a rich collaborative experience for participants).

Main activity: Circle of viewpoints

This is an activity to explore diverse viewpoints. Participants are asked to write about a hot topic (related to educative inclusion – for example: all children learn in the same way). In groups of three, they are given a worksheet in which there is a circle divided into three parts. Each participant writes its opinion and gives it to the next participant. The action is repeated one more time. Then, once they have finished, they read the three opinions on the topic and share their thoughts.

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Post-activity: Group discussion

After sharing answers, participants can discuss a number of questions, including:

- What types of bias or prejudice have you observed during your school leader career?
- What actions have you taken/could you take in the school to help your teaching staff to be more sensitive towards otherness?
- What types of unconscious bias do you think you might exist in the teaching profession?
- How do you think you could address your own unconscious biases in the school?

Informative pills on topic

- ★ Self-affirmation theory (Cohen & Sherman, 2014; Steele, 1988) suggests that 'individuals desire to maintain their self-integrity, which is essentially a positive image of themselves. When they feel this self-integrity is threatened, they are more likely to display more prejudicial responses towards others' (p. 40).
- ★ Reflecting on a positive aspect of a social category via group affirmation can increase group members' identification with their group and, consequently, the motivation to protect its related social identity (Tajfel & Turner, 1979).
- ★ 'Individual differences in value orientation (e.g., individualism vs. collectivism) can influence the effect of self-affirmation on intergroup attitudes' (Badea & Sherman, 2019, p.44).
- ★ 'For example, in the aftermath of terrorist attacks in France, people who scored higher in individualism felt more threatened by immigrants yet were more buffered by self-affirmation, and thus they diminished their support for the government's discriminative policy against immigrants' (Badea, Binning, et al., 2018, p.231).
- ★ 'As demonstrated, the motivation to maintain feelings of self-worth and self-integrity can lead to prejudice, but the same motivation may also inform approaches that could lead to reducing prejudice. Clearly, there is a psychological element of prejudice that stems from the perception of self-threat' (Badea & Sherman, 2019, p.45).

Small recap with tips

Recap

- Warm-up activity with stereotypes
- 'Different perspectives' activity
- Discussion on unconscious bias and ways to address it

In order to provide a connection between the first activity and this one, we can refer back to the photos participants used to address the concept of stereotypes and how we may see our world with a stereotypical light. In the first activity the presenter might give own examples to encourage others to participate.

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To counterbalance this perspective, in the second activity participants are encouraged to see beyond their own perspective. This might be challenging, and the approach should be one of supporting reflection and positive, concrete action.

1.3 GROUP ACTIVITY: SHARING OF EXPERIENCE AND PRACTICES

Activity name:

What's mine is yours!

Learning Outcomes (identify at least 5 learning outcomes)

- Empathise with a variety of positive and negative situations
- Discuss ways in which teaching staff can develop their empathy towards inclusivity
- Share experiences in a specific topic from the module
- Create a list of teaching tips for a specific topic from the module
- Create a bank of ideas/resources for other school leaders

General description of the activity

Warm-up activity:

Participants look at images which reflect some of the main concerns of this module (anxiety, stereotypes, bias, positive image, etc.), and discuss how the people depicted might feel and how we can use images with students to develop empathy.

Main activity: Group work

In teams of 3-4 people, participants are assigned a number of topics, for example:

- stereotypes
- biases
- positive self-image
- empathy
- flexibility
- self-reflection

Each team discusses their personal experiences in relation to the topic, then creates a short presentation with two slides, including:

- Five Tips for Teachers
- Practical Activity Proposals, based on previous experiences and/or proposals they have found

Post-activity: Sharing ideas

Once the small-group work stage is completed, each team presents their findings to the rest of the participants.

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Informative pills on topic

- Inclusiveness occurs when team members are 'actively seeking to involve one another in the process of sense-making and decision-making' (Van Ameijde et al. 2009, p.32).
- 'Through inclusive behaviours, team members develop a sense of ownership over their shared tasks and goals, which fosters continued participation in shared leadership processes' (Van Ameijde et al. 2009, p. 40).
- Recent research conducted argued that 'academic achievement, self-concept and emotional maturity plays an important role in the professional career of a teacher' (Kumar, 2016, p.21).

Small recap with tips

Recap

- Warm-up activity: empathy with images
- Small group-work challenge: Teacher Tips and Practical Activities
- Presentation of proposals

This final activity culminates the areas previously discussed in the module and invites participants to provide practical proposals. This activity is based on the formation of groups and takes a task-based, action-oriented approach and is started with an empathy-orientated warm-up activity. Again, this initial activity is to help raise awareness and encourage participation.

During the small group-work activity, it is important from the outset that each team member knows exactly what their final outcome should be (the mini- presentation). It might be a good idea for them to assign different roles in their teams (spokesperson, time-keeper, etc.),

Once all presentations have been delivered, it could be useful to provide a shared space (e.g., Google Drive) to upload files.

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FOOD FOR THOUGHT

- Do you agree with the following quotes and statements?

QUOTES:

- √ "Great leaders develop through a never-ending process of self-study, self-reflection, education, training, and experience." - Tony Buon
- ✓ "We do not learn from experience. We learn from reflecting on experience." John Dewey
- ✓ "Nowadays silence is looked on as odd. Now tongues work all day by themselves with no help from the mind." Toni Morrison, Love

STATEMENTS:

- ✓ Empathy in leadership is a waste of time
- ✓ Leaders can be taught to ask questions to enhance understanding that builds connection between people and helps them to perceive the emotions of others
- ✓ The more reflective you are, the more effective as leader you are

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MODULE 2: INCLUSION

Duration 1h30

Objectives

- To let participants experience different settings for group work: random selection and cooperative learning and check how they influence the inclusion / integration
- To introduce the basic concepts and have save space to discuss them
- To discuss and exchange different opinions about the inclusion and inclusive practices
- To share the challenges and opportunities of integration, exclusion and inclusion

2.1. INCLUSION AND INTEGRATION

Activity name:

1: IN OR OUT & 2: COOPERATIVE LEARNING

Learning Outcomes

- 1: The clarity of the notions: inclusion / exclusion/ integration
- 2: Engagement in inclusive learning setting
- 3: Knowing the difference between random collaboration and planned cooperation
- 4: Experiencing a positive interdependence as a part of the inclusive setting for cooperation within the classroom
- 5: Exchanged viewpoints on such concepts as: equality, rights, participation, community, respect for diversity as selected values of inclusion.

General description of the activity

Activity 1: IN or OUT

The activity should be proceeded as it is described in EduPack Inscool I p. 115 (time 30' all together)

After the short debriefing at the end, ask any of the groups to welcome the person with white paper and make the person joining the group task.

Random group task: Instead of introducing the notion "EXCLUSION" & "INCLUSION" ask the formed groups to discuss within the group and prepare a poster (no longer than 5 minutes for that). Make a gallery walk to see all the posters with the whole group. If you want to strengthen the experience and have more visible factors to refer to in the sum up, you can give some support to only one of the groups.

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ACTIVITY 2: COOPERATIVE LEARNING¹

Make the new groups of 4 people and let people work together within the cooperative learning setting.

PART 1: Communication wheel

Introduce communication wheel and the roles of each group member:

- Person 1 EXPLAINS the term.
- Person 2 gives an EXAMPLE,
- Person 3 TIES the term to another term or concept,
- Person 4 SUMS UP what 1-2-3 has said

Rules:

- Person with the shortest hair is Person 1 (others get numbers clockwise)
- Only whole sentences are allowed
- · Helping each other is allowed as well!

Let's the group discuss such notions as (others can be also chosen):

Equality

Rights

Participation

Community

Respect for diversity

Sum up the exercise inroducing the list of inclusive values and comment on that (EduPack Inscool I, p. 23)

PART 2: Group work reflections

Give new roles and tasks:

- Person 1 WRITES
- Person 2 MANAGES THE TIME and ensures that the group answers both A, B and C
- Person 3 SPEAKS FOR THE GROUP in plenum
- Person 4 ENSURES THAT EVERYONE IN THE GROUP GETS TO TALK during the group discussion

Let's reflect on group work – answer such questions as:

- What worked well in your group?
- What was hard/challenging/difficult in your group?
- What did you do in terms of COOPERATION?

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¹ Based on: Cooperative Learning - Teaching For Democracy, Eva Kosberg, Oslo Metropolitan University, unpublished materials from seminar for teachers in Utoya, April 2022.

Collect the group work results in plenery. Connect the expirience with the question: «how should we live and learn together?» (EduPack Inscool I, p. 23) & Cooperative Learning Principles: Positive Interdependence, Individual Accountability, Promotive Interaction, Appropriate use of Social Skills, Group Processing).

Discusse in plenary the metalevel of activity 1 and activity 2: ask the questions fostering reflecion on integration and inlusion:

- 1. What was the difference in arranging group work in activity 1 and 2?
- 2. How each setting involved you into cooperation/ exchange / interdependence?
- 3. Which one was more referring to working "with" members of the group / "in" the group? Which one was more referring to integration and which one had more of the inclusion characteristics?
- 4. What is the difference between integration and inclusion?
- 5. How will you define both concepts?

Informative pills on topic

Sum up from EduPack Inscool I, p. 19-21.

Small recap with tips for the activity

- ✓ Prepare a clear/ written instructions and communication wheels (roles/tasks divisions)
 use the PPT to make it visible to all
- ✓ Give some time for discussions but keep an eye on the dynamics be aware when participants start to talk other topics, became bored, too emotional
- ✓ Reflect not only on the merit but also on the group processing (part of building inclusive setting is to be aware of the dynamics between the group/ community members and reflect on in)
- ✓ Make sure you have the clarity with the discussed concepts but also make a space for the participant to exchange their ideas
- ✓ Involve different channels of communication/ passing the messages/ introducing the instructions: talk, write, use visuals, show.

2.2 INCLUSION IN SCHOOL CURRICULUM AND PEDAGOGY (HOW TO EXPLOIT AVAILABLE RESOURCES – CHALLENGES AND OPPORTUNITIES FOR SCHOOL LEADERSHIP)

Activity name: 1: Dialogue game & 2: Conversation Café: Challenges and opportunities

Learning Outcomes

- Experiencing the "Community of disagreement»
- Strenthen the skills to see/ hear/ exchange different perspectives
- Exchanged ideas about the different aspects of inclusion

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- Discussed the challenges and opportunities of inclusion/ inclusive practices at school/ in the classroom
- Introduced inclusion in national and European context

General description of the activity

ACTIVITY 1: Dialogue game

Make the new groups of 4 people and let people work together within the new structure of the cooperative learning setting. Person with the biggest hand is Person 1 (others get numbers clockwise). Introduce the rules and give instructions.

Rules:

- 1. Express Your Own Opinions
- 2. Listen To Others
- 3. Build On Other's Arguments
- 4. Don't Be Afraid To Disagree

Instructions:

Person number 3 starts by choosing the opinion from the OPINIONS LIST and decide where to put it on the barometer: AGREE ---- UNSURE ---- DISAGREE. The person gives own explanation. Each person follows the procedure: barometer and explanation. At the end all need to agree where to put the opinion.

Next person chooses the next opinion, and the entire process is repeated. Trainer decides how much time to give (not too much to avoid boredom and disengagement) – depending on the time given all or a few opinions will be discussed.

OPINIONS LIST

- The most important in inclusion is that everyone is equal.
- Inclusive school policy offers students an opportunity to receive a quality education.
- Inclusiveness should be based on offering each student the same help to achieve the same outcome.
- Teachers should be allowed to give more one to one support to some of the students to make them more included.
- I would never exclude anyone from the school community.
- The implementation of the core curriculum and assessing the students' knowledge is less important than teaching to live with one another and recognise our common humanity.

Sum up: every person writes on a piece of paper what he/she liked about exercise and on the other: one question/ problem/ obstacle (the papers are collected and commented by the trainer – it can be collected via the tool such as Mentimeter).

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ACTIVITY 2: Conversation Café: Challenges and opportunities Make new groups and give the roles:

- Person 1 MANAGES THE TIME
- Person 2 WRITES
- Person 3 ENSURES THAT EVERYONE IN THE GROUP GETS TO TALK during the group discussion
- Person 4 SPEAKS FOR THE GROUP when new person join and in upcomming plenum

There will be four topics to be disused/ each for each group: (1) (More) inclusion at school is always desireable, (2) (More) inclusion at school is NOT always desireable, (3) There are more opportunities than challenges in building inclusive schools, (4) There are less opportunities than challenges in building inclusive schools.

The group gets own topic. They have 2 minutes for the discussion, after given time the person 1 goes to a next group clockwise, and person 2 goes to a new group counter clockwise. The groups discuss the issue. Each round takes 2 minutes, after each discussion two other persons move clockwise and opposite (despite person 4 who always stays within the initial topic). After four changes the SPEAKERS from each group introduce the sum up in plenary.

The trainer introduce presentation: Inclusion in national & European context: policies and evidences – based on the Edupack, p. 26-27.

Informative pills on topic

- Check Inclusion in national & European context: policies and evidences at the EduPack, p. 26-27.
- ✓ Underline during the activities that within given setting participants learn ABOUT inclusion (knowledge, understanding), but also THROUGH inclusion (values, attitudes) and FOR becoming more inclusive (skills, competences)
- ✓ Differentiate between the opinions and the values FOR AND AGAINST the inclusion

Small recap with tips for the activity

- Make sure you strengthen the communication skills, getting into agreement, taking different perspectives
- Be flexible and change the activity / the time allocated for the activity when you see lack of commitment, boredom
- Be a role model and teach different techniques for working with a group (practically);
- Make space for the participants to discuss, but don't be afraid to sum up/ make comments from the expert's position

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FOOD FOR THOUGHT

- Why is inclusion important in the school community?
- What are the barriers to inclusion in the school community?
- What is the school leaders' responsibility in establishing the inclusive framework for the school community?

66

The most important thing for me was the valuable information we shared during the training.

I really liked the trainer. The atmosphere of the training was very open and friendly. Very good and thoughtful workshops.

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MODULE 3: DIVERSITIES

Duration 1h30

Objectives

- To reflect on own identity;
- To understand the value of diversity in a school environment;
- To learn how to address sensitive topics.

3.1 DIVERSITIES (MINORITIES, SEXUAL DIVERSITIES - LGBTQ, GENDER IDENTIFICATION, ETC.)

Activity name:

Diversity collage

Learning Outcomes

• To become aware of the diversity that might be present in your school community in order to assure it is being taken into account and included.

General description of the activity

1. Make three concentric circles like in the picture:



Circle 1 represents the school administration and leadership, circle 2 represents the school, and circle 3 represents the neighbourhood.

- 2. For each circle, think about the diversity that is present.
- 3. Write down notes, paste pictures (if you are doing it digitally you can look for and copy pictures from Google images), use words, drawings, etc. in each circle in order to create a collage of how the different social identities are present in each context.
- 4. Once you are finished with your collage, think about the diversity that is present in it, and the ways in which you approach this diversity in your everyday teaching practice. Is there anything you would change or like to improve?

Informative pills on topic

✓ Diversity needs to be addressed in an intersectional perspective with special attention to social identity constructs such as cultural diversity, body, gender, age, sexuality, health, socioeconomic and family situation, among other areas to fully understand the impact of the educational context in students' well-being.

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3.2 PREJUDICES AND STEREOTYPES

Activity name: The party of prejudices & Leadership

Learning Outcomes

- To reflect on self-perception on prejudices and stereotypes
- To understand how prejudices and stereotypes can influence behaviours and relationship

General description of the activity

- The facilitator will write in some post-its different "roles" living in the society or in school environment as many as the training participants (i.e woman, man, teacher, headteacher, thief, priest, homosexual, person in a wheelchair, homeless person, policeman/woman)
- Each participant will have assigned a role blindly and he/she will stick the post-it in his/her forehead
- Participants will start to walk around the room. They have to interact with each other showing how people would react meeting them in a party of prejudice (exaggerating the reactions) without talking. The aim is to let each participant understand which is his/her role/identity.
- Once the roles are revealed, participants will act like the person with the role they have been assigned to. They will walk around the room, creating alliances.

The next step of the activity is to reflect – if any - on the alliances created, if there was a leader in the groups and how the others followed him/her.

Informative pills on topic

- ✓ The human being has the natural tendency to divide the world into categories, grouping people on the basis of their similarities with respect to certain characteristics. This process has an adaptive function in both cognitive (less effort) and motivational (to develop a good self-image as a result of a comparison with individuals belonging to other groups) aspects;
- ✓ Categorizing means to perceive members of an outgroup as more similar than they really are and to consider members of different groups more different;
- ✓ Social categorization is at the basis of stereotypes and prejudices development;
- ✓ Stereotype and prejudice formation and development are strictly related to personal experience and to social learning dynamics that took place in different contexts (e.g. family, school, peer group) and that make use of several tools (stories, books, advertisement etc.);
- ✓ Indeed, school, as a place in which social values and attitudes are transmitted, and the textbooks here chosen, could be vehicle of gender stereotypes

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3.3 TRAUMA CONNECTED TO DIVERSITIES, EQUITY AND INCLUSION

Activity name:

Symbolwork - Wheel of emotions (Symfos & KITE technique)

Learning Outcomes

- To learn how our emotional states, influence the manner in which we present ourselves to the world around us;
- Sharpening self-awareness of teachers who want to actively accompany children and young people in bullying processes.
- To provide a space that is confidential, re-assuring, non-judgmental, and free from fear
 of reprisal or retribution for those who need to talk about their learning and life
 experiences;
- An authentic appearance and being aware of one's emotions play a central role, both for teachers and students, when it comes to prevention and solution in bullying situations.
- To understand trauma and how it is connected to each one experience

General description of the activity

I.) Starting point: Explain the rules of "the game"

Ask participants to sit in a circle.

Put the wheel of emotions in the middle and ask someone to spin the wheel (if you don't have a wheel, write the names of emotions on pieces of paper and put them in a sack, and ask participants to pull one out).

The person who spun the wheel /took a piece of paper should share a story from his/her work with students when s/he felt that particular emotion.

After "the game", allow 10 minutes for summing up the session: ask participants to write down their thoughts (just a few sentences) on "My strengths as a teacher in a bullying situation" and "Areas for improvement".

Once participants have done this, they should get into pairs and share what they have written with their partner.

III.) Good guidance is important

If you are working with a larger group, prepare more Wheels / Bags and create smaller groups to work together. Generally, it is ideal if there are not more than 10 people in a group who are sharing, as otherwise this activity could go on very long.

If there are two small groups, it is useful to have two trainers/teachers present, so that each can join a group and facilitate the process if necessary.

If you are alone and you are not joining the groups for the discussion, emphasize to the participants, that they should only share stories that they are comfortable with (usually people can self-regulate and don't go deeper than they want to, but it is still possible that it happens -

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so make sure that you ask people how they are feeling after the exercise and if they need any support at this point).

Informative pills on topic

- Trauma is the response to a deeply distressing or disturbing event that overwhelms an
 individual's ability to cope, causes feelings of helplessness, diminishes their sense of self
 and their ability to feel a full range of emotions and experiences.
- Trauma is at the heart of diversity, equity, and inclusion work because repeated acts of marginalization, oppression and racism are wounds that overwhelms one's ability to cope.
- Teaching from a trauma-informed perspective has the potential to promote faculty and student relationships as well as student success.
- Trauma-sensitive schools which are committed to fostering inclusion, participation and belonging can help learners move beyond reactivity and towards a positive pattern of interactivity, connection, self-regulation and resilience.

3.4 BULLYING AND CONFLICTS IN LEADERSHIP

Activity name:

Understanding roles in a conflict situation

Learning Outcomes

- To understand the dynamics behind a conflict situation;
- To adopt different perspectives;

General description of the activity

Ask participants to think of a situation caused by someone that has made them feel uncomfortable or has disturbed them while working as school leader (it can be a situation with a student or with a colleague).

Ask them to take a moment to remember the situation and to write in a paper what the person did, or how he or she acted that put them in that difficult situation. They should write down their reaction and how it made them feel.

They then have to mark with an object (a chair, a shoe, a piece of paper, etc.) a place on the floor that represents them in that situation. After, ask them to mark with an object (a chair, a shoe, a piece of paper, etc.) a place on the floor that represents the other person in that situation.

Participants must stand beside the object that represents them and reproduce out loud what they said in the situation. Ask them to try to remember their tone and their body language.

After, ask them to stand beside the object that represents the other person and to reproduce out loud what he or she said in the situation. Ask them to try to remember their tone and body language.

Ask participants to stand back away from the objects and look at the situation as "an outsider". They have to try to identify if there are other roles that are present, but that are not named directly,

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or that can be induced from the words, tones of voice, energies, etc. Some roles that could be present could be the mother, the father, the teacher, the judge, the police, the friend, the social worker, etc. Ask them to try to identify roles for both yourself in that situation as well as for the other person.

For each role they identify, choose a place and an object and mark their position in relation to the "two people present", who are represented by the two objects they have already identified.

They should than take the place of each role that surround them and the person they had the conflict with. While inhabiting each role, give it life: What does this role say? What might the role be feeling? How does it move?

Now they are asked to look at the map in its entirety. Does any new idea appear? Would they do something different in the situation of conflict?

Finally, ask them to go back to the original situation of conflict. They will take the place of the object that was representing them, but this time carrying with them the energy of the role from the previous step. They have to repeat the initial dialogue. Has the situation changed? How?

Ask participants to write down any changes they might have felt from the original situation.

Informative pills on topic

- School leaders have often the role to address unhealthy conflict in the school community
 you lead or facilitate. Your primary role as a leader is to understand the conflict dynamics
 and build a constructive team culture;
- Individuals engaged in a dispute or conflict try to respond in two dimensions—concern for themselves and concern for others—which usually operate simultaneously. The success of the conflict resolution efforts depends on how well both concerns are satisfied.

Small recap with tips

The exercise will work best if the situation feels unresolved.

FOOD FOR THOUGHT

- Why is diversity in the classroom important?
- How often do you create opportunities in your classroom to learn about people from different races, ethnicities, cultures, physical or mental abilities, etc.?
- How aware do you think school staff are about the rates and types of trauma in the lives of the students in your school?

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Bibliography / Sources / Additional material

Basic readings on diversity, DREAMS project

Stereotypes in the Professional Activity of Teachers Gulnas Akhmetovaa, Aigerim Mynbayevab *, Anar Mukashevac a,b,c Al-Farabi Kazakh National University, Al-Farabi av., 71, Almaty, 050040, Kazakhstan

Wheel of Emotions: https://youtu.be/0-yHjAb0Pr8

I learned the difference between the terms "integration", "adaptation", "acceptance" and "inclusion". During the training, I found the tools to enable all of them.

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MODULE 4: ROLE OF SCHOOL LEADERSHIP

Duration 1h30

Objectives

- To understand the role of school leadership for inclusion
- To understand the differences between equity and equality
- To know more about inclusive leadership approaches and leadership for inclusion
- To understand the crucial role of professional support to teachers
- To assess participants' leadership style and approaches
- To identify successful communication strategies for inclusion and conflict management (including bullying)
- To create an improvement plan for inclusion at the participants' schools

4.1 MENTORING & COACHING

Activity name:

Bringing the good weather

Learning Outcomes (identify at least 5 learning outcomes)

- Increased transformational leadership skills
- Increased coaching skills
- Increased professional self-awareness
- Deeper understanding of leadership skills for inclusion
- Awareness of change needs for inclusion

General description of the activity

The tool we are going to use was developed by Scot Imig and John Fichetti at the University of Newcastle, Australia in 2018.

Participants are handed the Bringing the Good Weather self-assessment tool (see Annex) and they work on their scores individually. After doing the scoring there is a round of sharing on which questions they found difficult, surprising or even irrelevant. They are asked not to share anything about their score.

This activity should take about 10 minutes.

Necessary props:

Copy of the self-assessment instrument for each participant

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Informative pills on topic

- ✓ Leaders are key to more inclusive schools.
- ✓ Improving inclusion often requires substantial changes in the school and in the way it is led.
- ✓ Effecting transformational change is a complex and dynamic process for school leaders to navigate.
- ✓ It is often difficult to identify what needs to be changed and/or improved for better inclusion
- ✓ The tool used in this activity focuses on key attributes of the change process that enable pedagogical and cultural evolution and related leadership action.
- ✓ The focus is on supporting each child to reach their full potential.

Small recap with tips

As an alternative, the trainer may give more time for this activity, and ask participants to work with the areas of improvement more as follows:

Step 1 – as described above

Step 2 Each participant identifies one or two areas they need to develop their skills in, and prepare a 21-day personal improvement plan. Ideas to consider: Will you read something? Will you change your daily practice? Will you "interview" a colleague from your school? Will you ask for support from another school leader (will you shadow a leader)? Will you find a mentor or coach? Will you conduct research? Will you look for a course?

In the plan (maximum 500 words), participants should include the following:

- 1. Which Good Weather capacity they intend to work on and explain why they want to develop this area. What benefits do they think will arise from being more adept in this area?
- 2. Develop and articulate a draft 21-day plan for improving their mastery of this capacity. This can be a bulleted list in which they lay out the 21 days with their plan of action for each day.
- 3. When they intend to put their 21-day plan in place and how they will know if the plan is successful. What will change for them and/or their school if the 21-day plan results in developing their identified capacity?

Step 3 In pairs, participants listen to each other's plan and give some tips for improvement or implementation.

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ANNEX 2: TRANSFORMATIONAL LEADERSHIP SELF-ASSESSMENT AND SELF-DEVELOPMENT INSTRUMENT

Capacities		Self-Assessment*			ıt*	Comments & rationale
1. Vision	Explanation	1	2	3	4	
Finding the purpose and the focus (developing and instilling the vision of transformational change)	Are you able to develop and embed a vision that is transformational across all your stakeholders?					
2. Compass	Explanation	1	2	3	4	
Promoting direction toward the vision.	Are you able to make the vision real in real-time?					
Knowing the big and little picture (understanding the multiple contexts keeping direction, the micro and macro politics)	Do you understand internal and external pressures/ realities/opportunities to direct your vision?					
3. Coaching	Explanation	1	2	3	4	
Building an asset model (actualising instructional leadership)	Do you empower growth?					
Co-constructing good and ethical (discerning quality with an equity lens)	Are you able to identify quality programs, policies and people for your organisation?					
Keeping the devil in the details (making the admin look easy)	Do you do the day-to-day work that must be done? Do you make it look easy to others?					
4. Learning	Explanation	1	2	3	4	
Leading as a learner (ongoing professional growth)	Are you continually growing? What is your professional learning plan for yourself? What are your strengths? What is your kryptonite?					

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Capacities		Self-Assessment*				Comments & rationale
5. Engagement	Explanation	1	2	3	4	
Representing to the broader Do you promote your community (advocating on organisation's good work, behalf of your needs, successes?	How do you address the complex issues? Are students co-constructing the school with you? How are parents/carers deeply imbedded in the change process					
6. Good weather	Explanation	1	2	3	4	
Bringing the good weather (promoting an ethical, positive, healthy, collegial environment to enable the above)	Do you create an organisation where people are inspired to learn and grow? Are you inspired every day to push forward the vision and empower your team and community? Is wellbeing front and centre in the culture?					

^{*} Rate your current leadership capacity in this area.

Scott Imig and John Fischetti, University of Newcastle, 2018.

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^{1 =} I am a novice in this area and have much opportunity for growth.

^{4 =} This is a real strength of mine and I am recognized as a leader in this category

Activity name: Multiple inclusion

Learning Outcomes (identify at least 5 learning outcomes)

- Understanding the multiple inclusion approach
- Being more aware of the multiple inclusion needs of each child
- Being aware of the areas of potential improvement for better inclusion
- Better strategic planning skills
- Improved education leadership skills

General description of the activity

Step 1 Each participant receives a role card that they read carefully, but do not share with others (See Annex 3). They stand in a line on one side of the room or corridor. The trainer reads out statements from Annex 4 and participants, assuming the role in the card given to them, either take one step forward or remain at their place depending on whether the statement is true for them. After the last statement, volunteer participants, still standing at their arrival spot, share their feelings about the activity. The trainer may ask everybody what role they had, and can ask participants why they ended up at different places with the same role card.

Step 2 Groups are formed of people holding the same role card. In groups, the participants design an improvement plan for students who are similar to the one on the role card using the Annex 5 form. When designing action for short and longer term, they are asked to revisit the Good Weather capacity categories, and include one specific improvement task for each of the 3 timeframes related to one of these categories, naming the category, too (e.g. tomorrow I will start with asking my colleagues about their main challenges (Vision).

Time necessary for the activity is about 25 minutes

Necessary props:

Multiple copies of the role cards

6 copies of the improvement plan

Informative pills on topic

(5 to 10 bullets point)

- ✓ All children have inclusion needs, some more diverse ones than others.
- ✓ Having a "group inclusion" policy (e.g. supporting the inclusion of migrants or children with disabilities) may lead to neglecting other inclusion needs of the same child.
- ✓ The multiple inclusion approach is student-centred and supports all children in reaching their full potential.
- ✓ Different schools may already offer different opportunities for children, thus not all schools offer the same level of inclusion for each child.
- ✓ School leaders are responsible for offering the most complex support possible by introducing relevant open schooling policies and staff support.

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(tips for the activity & for addressing the topic)

This helps participants not only to understand multiple inclusion needs, but also see that different environments may offer different levels of support to students.

If the room is not large enough, the activity can be done using a grid and pawns on the table. However, standing at so different positions offer deeper understanding, so a better alternative is to leave the training room and go to the yard or the entrance hall.

The trainer can also introduce the MultInclude Matrix using Annex 4 if there is enough time, and ask participants to use for evaluating the inclusion in place in their school. It is available as an online tool in English after registration here: https://multinclude.eu/activities/impact/ The advantage of using this version is that schools can compare their results with others' immediately. Printable pdf versions are available in English, Dutch, Hungarian, Italian, German and Swedish.

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Bahira, a Syrian girl

You fled with your mother, father and two younger siblings because of the war. You live with your family in a two-room apartment. Your father was a judge in Syria and now has no job opportunities. Your mother takes care of 3 younger siblings. Your mother and father have completed a basic language course - language skills are improving, but extra help is needed. There is not always enough money to buy food at the end of the month. Because of the lack of language skills, the family withdraws a lot.

Jada, a Jamaican girl

Your mother is a university professor and your father works in an international company. Before moving here, you have lived in several countries, you speak several languages and you have always visited private schools. Every summer holiday your family visits different countries and in winter, you go skiing. Your mother and father are interested in literature, classical music and art.

Thiago, an Argentinian Boy

You are new to the school and not familiar with the process. Your mother is a former teacher and you have been taught at home for several years. Your parents play the most important role in your social life. You are very interested in art, and your mother has taken you to various museums and exhibitions to suit your interests. In your new school, you feel uncomfortable because you are not treated as much as an individual as you used to be.

Vladimir, a Russian Boy

Your parents are divorced. You live with your mother and your father still lives in Russia. You only visit him every Christmas, but you skype regularly. Both of your parents work, you are their only child. You get pocket money every month and if you need clothes or anything for school, your parents buy these items for you. Due to illness you need medical treatment every month, require a special diet and you must not attend sport lessons. Last year you missed several weeks of school due to treatments. Sometimes you just do not know how to deal with your situation and you have few friends to talk to.

Isabella, a US-American girl

You have been in a wheelchair since birth. Your father has no job and your mother works part-time. You have 2 brothers. Although the school building has barrier-free access and an elevator, your classmates or teachers have to carry you upstairs for physics, chemistry and music lessons. In the laboratories, there are all kinds of equipment. All of the materials are stored in boxes and due to their height, your classmates have to help you to get to the materials. You are interested in sports, especially basketball.

Justin, Canadian background

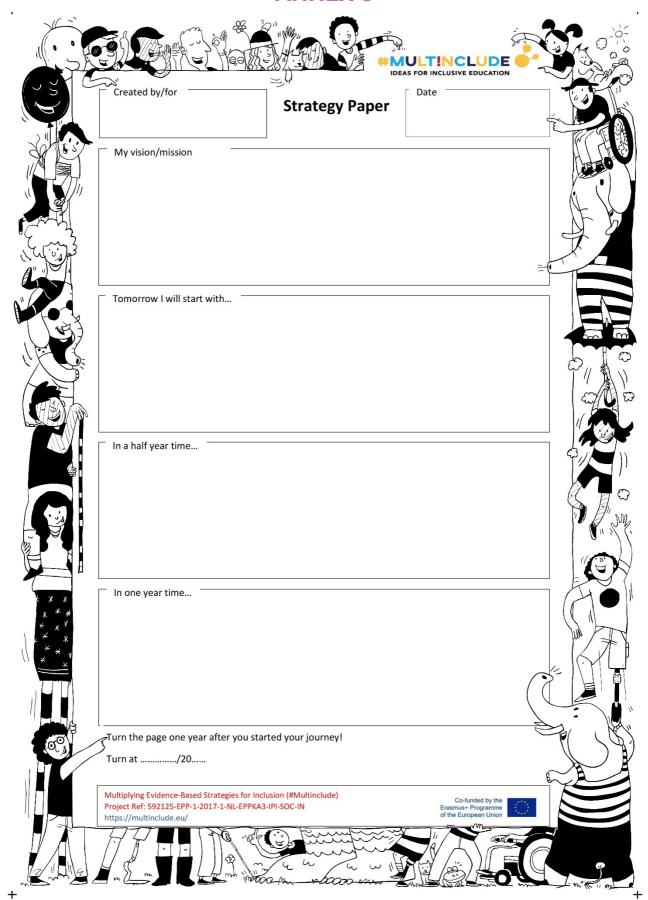
Your mother and father are both unemployed and sit at home all the time watching TV. Education is not seen as an important topic and there is no one supporting you at home. You are very curious about different scientific subjects but you do not think you can become a scientist one day.

You are shy and reserved and you are afraid that you will be like your parents when you grow up.

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- You have the feeling that your religion and language are accepted at school. You feel comfortable and in good hands at school.
- You have never felt marginalized by other school kids.
- You have the feeling that your knowledge and skills are recognized in school.
- You can afford all the school materials you need for school (exercise books, pens, books, ...).
- You have many opportunities to pursue your hobbies.
- You have never been insulted or excluded by other children and teachers because of your skin colour, gender or other external characteristics.
- Your parents have never been in serious financial difficulties.
- You assume that you will be fine when you grow up.
- You always get clothes and shoes when you need them.
- You have the impression that you can improve your social status if you work hard.
- In the school canteen, your personal background is taken into account (e.g. allergies, etc.).
- Work instructions at school are easy to understand for you.
- At school there is no possibility to use translation tools to re-read words in the language of instruction. This is not a problem for you.
- The teacher does not record the last three lessons on Friday in the class register. Absence is not important for the teacher, but the lessons are interesting and appealing. Do you think you will be present?
- The gym and geography teacher is very interested in football. In geography lessons, the respective football club is taught for each city. Do you think this class is appealing to you?
- Do you think you can participate in all school activities despite your origin, gender or religion?
- At school, you get in contact with role models with whom you can identify yourself.
- You can participate in ski weeks, stays abroad and similar school activities that require additional financial expenses.

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Multinclude Matrix for Inclusive Education

- The matrix is designed for self-assessment and to raise awareness for more inclusive school setting.
- Online and offline Version
- Each Dimension includes a unique set of Items, which are divided into 4 different Aspects
- Choose the dimension(s) you are interested in, transfer the results to the
 evaluation sheet by colouring the corresponding flag. Take the colour for "yes",
 another colour for "can't say" and leave "no" uncoloured
- Design with the help of your matrix results your own vision statement for your school
- · For further inspirations take a look at the detected Multinclude cases

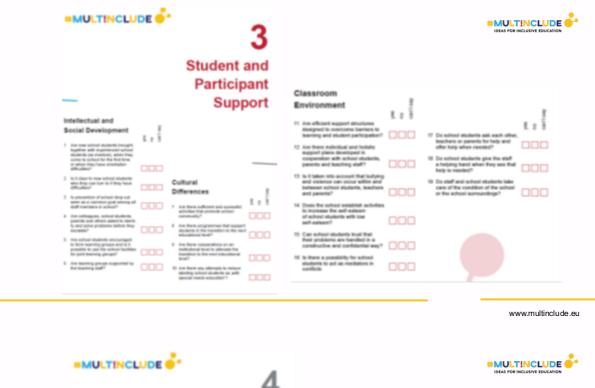
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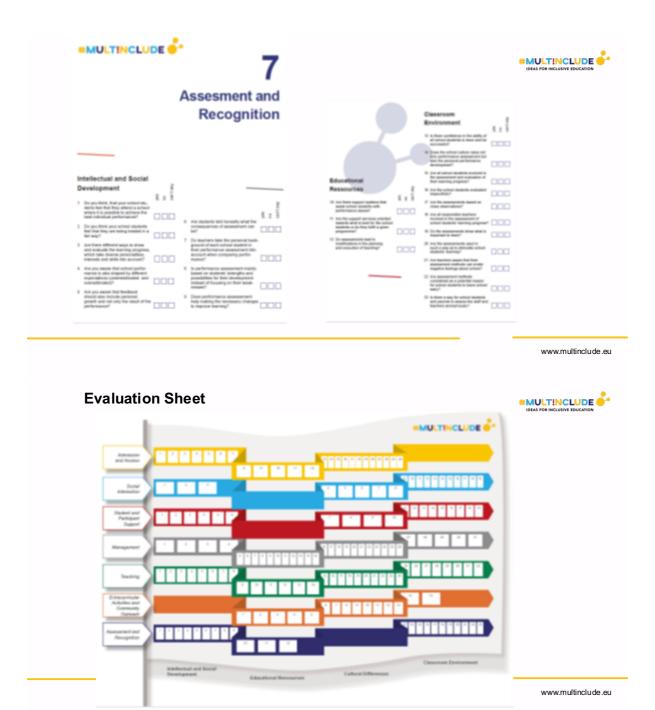


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4.2 LEADING FOR INCLUSION

Activity name: World Café

Learning Outcomes

- · Understanding diversity challenges better
- Peer support of participating leaders
- Collecting ideas for changing practices
- Listening to other perspectives and building on them
- Understanding the role of the school leader in inclusion better

General description of the activity

Participants work in 3 small groups at tables covered with a large piece of paper. One person is appointed to be the table host in each group. This person has the responsibility of taking notes, but others can draw, write, doodle, as well. Participants have 8 minutes to discuss different topics at the 3 tables. After each round the people move to a new table, leaving only the table host sitting in the same place. After each round the table hosts give a short sum-up of the discussions, and the new group continues the discussion based on what has already been said.

Topics:

What kind of inclusion needs do your students have?

What support do teachers need to work in an inclusive classroom?

What external resources are available for supporting inclusion in your school and what is missing?

After the 3rd round the table hosts summarise the discussions by presenting their "tablecloth" and the other participants are asked to comment on anything they learnt or heard that was interesting, surprising or controversial.

This activity takes about 30 minutes.

Necessary props:

Large pieces of paper (flipchart or plain wrapping paper)

At least one felt-tip pen per participant

Informative pills on topic

- ✓ World café is a popular method to facilitate collaborative learning.
- ✓ Peer learning and support of school leaders is a strong instrument for better inclusion.
- ✓ You can always build on other professionals' experiences and ideas.
- ✓ Summarising instead of giving your opinion is an important leadership skill.
- ✓ You can try a similar World café with teachers, students, parents or a mixed group of them

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The trainer needs to be present to ensure that a table host or participant doesn't over-dominate. This happens in training groups with school heads very often. The trainer may also want to listen in to ensure that table hosts summarise the discussion and not give their own view or opinion about it. Participants can be incentivised to ask clarifying questions if something is not clear looking at what has already been put on the paper in previous rounds.

4.3 COMMUNICATION AND CONFLICT MANAGEMENT

Activity name:

Basic communication channels in your school

Learning Outcomes

- Raised awareness of the diversity of communication channels and tools used by the school (or the lack of it)
- Deeper understanding of the diverse communication needs of school students, their families and school staff
- Higher level of empathy in communication challenges
- More conscious communication planning
- Thinking critically about the school's communication practices

General description of the activity

Step 1 Participants are asked to individually collect all communication tools they use for one of the following (each participant is assigned a random situation).

- 1. It is Sunday. Your school remains closed on Monday and Tuesday due to a power outage.
- 2. The venue of a teacher training has changed.
- 3. A student has not shown up at school for a week.

Step 2 Participants work in groups. Using the first situation they draw a communication map that ensures all those who need to know about the situation are informed, using appropriate channels. If there is time, the plans can be shared and discussed.

This activity should take about 15 minutes

Necessary props:

Large sheets of paper, post-it notes, felt-tip pens

Informative pills on topic

- Good communication by the school needs to be based on the assessment of communication channels used by different stakeholders.
- School leaders must invest time and effort into mapping to ensure good communication planning.
- Communication needs to be diversified to ensure that important messages reach all recipients at least via two different channels.

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- Communication methods should be chosen together with the stakeholders.
- Creating rules together and keeping to them is important for good communication, but also for well-being.

If the trainer detects that participants are struggling he/she can help with guiding questions, identifying recipients and different types of regular communication tools.

Activity name:

How do you see conflict?

Learning Outcomes

- Increased awareness of the dangers and benefits of conflict
- Increased self-awareness of participants' own relation to conflict
- Better conflict resolution skills
- Increased critical thinking
- Better skills for supporting school staff in conflict situations

General description of the activity

Step 1 Participants work in pairs. Using the questionnaire in Annex 7, they interview each other for 5 minutes.

Step 2 After 5 minutes participants come together in groups of 4 and discuss the questions in Annex 8 considering their interviewee's views, how they were different from the interviewer's, and what they have learnt from the interview.

Step 4 To wrap up each group comes up with 2 potential positive outcomes of conflict, the facilitator lists them on a flipchart paper on the wall.

This activity should take about 15 minutes

Necessary props:

- The annexes printed
- Flipchart paper and something to stick it up for the final harvest

Informative pills on topic

- Change always brings conflict.
- Conflict can bring change if properly managed.
- It is important for leaders to understand their own relation to conflict.
- In case you feel uncomfortable in conflict situations, be prepared for solving them with the help of a facilitator or mediator.
- Conflicts not taken to the surface may lead to destruction and a lot more problems later
- Long-standing conflicts within an institution may lead to deep divide and low levels of collaboration.

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In case a number of people turn out to be conflict-avoidant (a relatively rare case with school leaders), the trainer may want to spend some time on brainstorming support options to ensure conflicts are solved.

ANNEX 7

1.	How do you define conflict?	
2.	What is your typical response to conflict?	
3.	What is your greatest strength when dealing with conflict?	
4.	If you could change one thing about the way you handle conflict, what would it be? Wh	hy?
5.	What is the most important outcome of conflict?	

ANNEX 8

- 1. How does the definition of conflict affect the way we think about conflict?
- 2. What are some negative consequences of conflict?
- 3. What are some positive outcomes of conflict?

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Additional activity if there is time:

Activity name: Bullying, teasing, or what?

Learning Outcomes

- Better understanding the notion of bullying
- Increased awareness of the roots of bullying
- Increased empathy
- Better skills for addressing bullying by the participants' school staff
- Ideas for tools on bullying prevention

General description of the activity

Step 1 Participants think about their own experiences with bullying at their school. Each participant who has such experiences share it very briefly. They should also mention how they were tackling the situation.

Step 2 Participants work in small groups and are given the scenarios in Annex 9. First, they have to decide for each of them if the situations are examples of bullying or not. The trainer collects the groups' opinions, and they discuss if their judgement was correct.

Step 3 Each group chooses one scenario that is considered bullying, and they come up with ideas to solve the situation. They present their solution in plenary.

Step 4 Participants are given the definition of bullying in Annex 10. In their groups they try to redefine it to not only cover child-to-child bullying.

Time necessary: 15-20 minutes

Informative pills on topic

- Often there is a thin line between teasing and bullying, and teasing can also be very damaging if done regularly over time.
- Bullying of children by teachers happens more often than bullying by children, but most programmes only tackle child-to-child bullying.
- Bullying is a learnt behaviour, in nearly all cases the child who becomes a bully had been bullied by a teacher, an adult in his/her circle of trust or another child.
- Bullying prevention is an important task of school leaders and it is not done properly if only child-to-child bullying is tackled.
- If bullying happens outside of school, the school leader still has a professional responsibility to tackle it if it impacts a student (or a staff member).
- Staff members might also be bullied, and that has a major impact on their well-being and often performance and it may also trigger bullying by them.

Small recap with tips

Some of the situations are not clear bullying ones, so both yes and no can be good answers, the important thing is that the trainer must make participants explain why they opted for yes or no. The last situation is from the author's own school experience, the victim was a classmate.

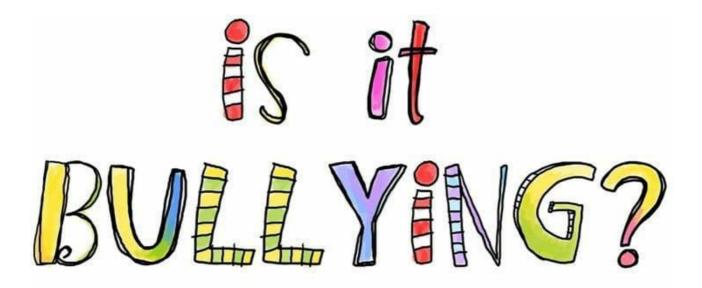
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ANNEX 9

- A group of students walks down the hall toward their next class and witness a popular student push an unpopular student into the lockers, throwing books and papers all over the ground. The aggressor laughs and leaves.
- Mabel is not very athletic and has developed much quicker than other girls at school. One
 day, while changing for gym class, some girls grab Mabel's bra and swing it around like a
 sling. There are at least 15 other girls in the locker room.
- You've seen your student, John tease another student, Adam day after day for months. The
 teasing seems funny and harmless, but you've noticed that it is getting more intense as
 time goes by. Adam is beginning to miss school often.
- You hear it from students that your colleague, William teases a student, Adam day after day
 for months. The teasing seems funny and harmless, but you've noticed that it is getting
 more intense as time goes by. Adam is beginning to miss school often.
- A primary school student, Bill regularly takes the snacks brought from home from a classmate wearing a headscarf called Fatima, puts his ham in the student's sandwich and puts it back to her bag.
- A primary school student, Kate finds it a funny thing to grab the sandwich of another student called Fatima wearing a headscarf, putting a slice of ham in it and forcing her to eat it in a school excursion. It is obvious that it is a sudden idea, not something happening regularly.
- Tom is a student whose grades are usually not the best. He is given extra tests and scores lesson after lesson by your colleague, Kevin after scoring a perfect score at a test once.
- Your colleague, Evelin regularly brings student work into the teacher room and criticises it loudly and openly so that everybody can hear it.
- Your colleague, Bree explains it to parents at a parent-teacher meeting that their child is hopeless, just like them.
- Your colleague, Gudrun makes a student stand up in class and tells her she is as useless as her parents.

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ANNEX 10



When someone says or does something unintentionally hurtful and they do it once, that's **RUDE**.

When someone says or does something intentionally hurtful and they do it once, that's

MEAN.

When someone says or does something intentionally hurtful and they keep doing iteven when you tell them to stop or show them that you're upset—that's

BULLYING

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Food for thought

- https://multinclude.eu/
- https://www.goodreads.com/book/show/129909.The_Boy_Who_Was_Raised_as_a_Dog
- https://www.esha.org/coaching/

Bibliography/ Sources/ Additional material

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 $\underline{https://rossier.usc.edu/wp\text{-}content/uploads/2013/08/Educator\text{-}Mindsets\text{-}and\text{-}Consequences\text{-}Table-}\\ \underline{Filback\text{-}Green\text{-}2013.pdf}$

https://www.umass.edu/oapa/sites/default/files/pdf/tools/rubrics/intercultural_knowledge_and_compet ence_value_rubric.pdf

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MODULE 5: THE CONSULTATION GROUP

Duration	3h

5.1 THE LEARNING CONVERSATION AND ACTIVE LISTENING

Activity name:

The Learning Conversation

Learning Outcomes

- To validate learner's knowledge and build confidence
- To illustrate the power of a Learning Conversation
- To demonstrate that Active Listening strengthens communication
- To link identity, inclusion and belonging with communication
- To enable learners to use the techniques learned

General description of the activity

Instructions to the participants: Introduction

Think about your conversations and communication with others. In this activity we want to explore enhancing the power of conversations and your general approaches to communication by practising different techniques. The overall goal is to further empower others so that their 'voice' (views, thoughts and feelings) are validated and they feel understood, accepted and 'heard'. In this way their existence and meaning making is accepted and their personal identify is validated within the training context as a model for inclusivity, creating a sense of belonging and a feeling of acceptance.

Instructions to the participants: Introduction to Learning Conversations
In pairs identify the difference between a day to day conversation and a learning conversation (10 minutes).

Share that a Learning Conversation has a planned and structured process that can be used in variety of situations and contexts. For example, Harri-Augstein and Thomas (1991) use a structured conversational that leads to personal, professional and organisation growth based on Self-Organised Learning and Personal Construct Psychology. A Learning Conversation:

Structure	Description
Purpose(s)	Why are you having this conversation?
	What is the subject / topic you are referring to? What learning are you enhancing?
	How are you feeling about the conversation?

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Strategies	What strategies are you referring to? How is the person going about their learning? What are they going to learn and how are they going about it?
Outcomes	What outcomes are they achieving? Are they succeeding or failing? Are they stuck, if so why are they stuck? What outcomes would they like to achieve?
Review	Do they look back on their approaches / strategies? Do they have correct purpose or has it changed? What about their 'outcomes' are they correct or is there something to learn? Do the outcomes need to change?

The Learning Conversation outlined above is linked to learning and self-reflection as a learning aid. The 'Learner' is aided by the person using the Learning Conversation and can be referred to as a 'Conversational Coach' or 'Learning Coach' and it is inclusive because it enables the learner to better understand their own self and their own motives driving their learning.

It is possible to develop your own structured conversational process to aid learning.

References

Harri-Augstein, S. and Thomas, L. (1991) Learning Conversations: The self-organised learning way to personal and organisational growth. Routledge. London and New York.

Duration of the activity: 30 minutes

Informative pills on topic

- ✓ Conversations are often rushed so take your time
- ✓ Communication can lead to misunderstanding
- ✓ Assumptions can lead to confusion and crossed purposes
- ✓ Structured conversations help with consistency and learning over time.
- ✓ Better and Improved communication can lead to more positive interactions, a strong sense of shared purposed and better collective outcomes
- ✓ People can feel a greater sense of belonging and inclusion if they feel heard and believe that they can make a difference

Small recap with tips

This introduction can help participants start to become more confident when they begin 'live' conversations later on in the session.

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By thinking about conversations and mutual, inclusive learning a sense of community can be enhanced and it is possible to help everyone share collective ideas and create an enriched work space or increase the pace of learning.

Activity name: Active Listening

Learning Outcomes

- To demonstrate the effectiveness of Active Listening
- To demonstrate how Active Listening enhances positive feelings and attributions towards the 'listener'
- To build trust and confidence amongst the participants
- To demonstrate how poor listening, can, in itself, lead to pessimism, negativity and feelings of frustration and anger
- To train participants to use Active Listening techniques

General description of the activity

Instructions to the participants: Introduction 5 minutes

In this activity we want to you practice 'listening' and 'not listening' and learn the power of 'active listening'. This will underpin the main activity of working as a group to identify solutions to difficult problems

Instructions to the participants: Work in Pairs 20 minutes

In pairs, we need:

- 1. one of you to be the 'talker' and
- 2. one of you to be 'listener'.

The 'talker' selects a genuinely precious, positive life event (e.g. getting married / family event) that they can talk about for 2 minutes.

The 'listener' needs to find ways of 'NOT LISTENING' for 2 minutes, including: sleeping; yawning; getting up and stretching; reading a book; interrupting with an unrelated topic.

The talker must keep talking for 2 minutes (even if they are sitting alone).

The trainer must stop the activity at exactly 2 minutes and get feedback firstly from the listener and secondly from the talker:

- 1. Tell us about your experience as a bad-listener
- 2. How did it feel?
- 3. Tell us about trying to keep talking to a bad listener
- 4. How did it feel?

Now, repeat exactly the same activity (keep to the same roles), except this time, the listener will be a 'good listener' and use active listening strategies, including:

- Good eye contact, use of expressive eyes;
- Head nodding / head tilting;

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- Briefly repeat short sentences that you have heard;
- Summarising what you've heard;
- Ask a supportive question to show you are listening and really interested to know more.

The trainer asks for feedback from the listener, including:

- How did that compare to the non-listening activity?
- Did the time you were talking seem to go slower or faster?
- Did you say more or did you say less?
- How did it feel, better or worse?

The trainer asks for feedback from the active listener:

- How did your experience compare to the first activity?
- How did it feel when you used active listening strategies?

The trainer sums up the importance of structuring conversations and using active listening to support communication, self-identity, build trust and belonging and inclusivity.

Duration of the activity: 30 minutes

Informative pills on topic

- ✓ Bad listening is all too common and a person needing to talk can feel let down, unheard, worthless, alone and isolated
- ✓ Teachers can be very busy, too busy to listen and read between the lines when something is wrong
- ✓ Active listening is highly effective and increases the quality and quantity of communication; much more can be imparted and exchanged in the same amount of time
- ✓ Active listening helps the listener grasp the nature of situations and increases the likelihood that they respond in a helpful way
- ✓ In a two-way conversation both people can use Active listening techniques and this helps them to deepen their understanding of each other's perspective and creates a shared view of the outcomes
- ✓ Active listening prepares the participants for the Consultation Group and they can be reminded to use their Active Listening skills during the next activity and for the remainder of the course: it is highly inclusive.

Small recap with tips

Active listening techniques are the bedrock for improved communication where a person or people feel increasingly valued, included and validated. It is predicated on values associated with Humanist Psychology: warmth, empathy, unconditional positive regard and acceptance. This form of communication derives from a genuine endeavour to connect, help and support others otherwise it may be construed as highly manipulative and exploitative which is antithetical to inclusivity, building trust and engendering a profound feeling of belonging.

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5.2 PROBLEM SOLVERS AND THE CONSULTATION GROUP

Activity name: **Problem Solvers and the Consultation Group**

Learning Outcomes

- To introduce the Consultation Group
- To demonstrate the collective power of unleashing the richness of a group to solve an intractable problem
- To show how a disciplined, structured approach is highly effective when it is used to support the search for solutions
- To help participants work together using active listening skills (non-verbal and verbal) to help a 'problem holder / solution seeker' solve their persistent problem
- To build a family bond and inclusivity amongst a group of people, people who may only come together for a short time to problem solve a particular issue
- Where the same group of people meet and use a disciplined approach to solve problems the people themselves can evolve a highly effective group dynamic which matures over time to become amazing problem solvers / solution finders

General description of the activity

Instructions to the participants: Introduction 5 minutes

The power of communication is enhanced a hundred fold by having a group of people use expert communication skills work together to engage in new ideas, innovative thinking, creative problem solving and original bespoke outcomes.

This highly inclusive and democratic approach can feel like a choir singing harmonies, soloists performing to inspire the group and create a performance that is unique, exhilarating and a strong bonding with a sense of accomplishment.

Between 4 and 8 people will sit in a circle and form the consultation group.

There will be a facilitator (chair) and a problem holder / solution seeker, the group will strictly follow a given structure (the facilitator will ensure that everyone adheres to the structure). The problem holder / solution seeker will be asked by the facilitator (in this instance – the trainer) to briefly present their problem and why they are seeking a solution. This starts the group's collective consultation process.

Instructions to the participants: Work in Pairs 30 minutes

Arrange 4-8 participants in a circle. If there are more participants, they can be given one of two roles:

- 1. process observers who follow the structure of the group process and its fidelity (e.g. they can time the sections; or
- 2. content observers and the development/emergence of solutions.

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The trainer will ask ALL participants to think of a real problem in their professional life that they would like to seek a solution to (let them think about this whilst the trainer introduces the structure of the consultation group).

The Trainer:

I would like each of you to think of a professional problem that is hard to find a solution to. Be thinking of this whilst we look at the structure of the Consultation Group conversation.

The Consultation Group Process: introduce the following structure (via a power point presentation or on a white board / flip chart

- 1. Introductions: say hello, my name is...(4-5 minutes)
- 2. The facilitator asks for someone to come forward who is seeking a solution to a real-life professional difficulty (5 minutes)
- 3. The problem holder / solution seeker describes and outlines the problem and why they are seeking a solution (5-10 minutes)
- 4. The facilitator asks if there is anything the problem holder / solution seeker wishes to add at this time?
- 5. Individuals in the Consultation Group can ask the problem holder / solution seeker questions, seeking further clarification or more detail etc. THEY MUST NOT DONATE A SOLUTION or BEGIN TO CHANGE THE NARRATIVE; group members must only seek further information from the problem holder / solution seeker about the specific problem. The facilitator must STRONGLY stop anyone changing the subject, talking about their own experience or suggesting a solution (it will happen).
- 6. Once the facilitator is sure everyone, including the problem holder / solution seeker has a common understanding of the problem, ask the problem holder / solution seeker to sum up their position. This is because the act of articulating a problem can, in itself, lead to a solution (implicit knowledge to explicit knowledge). Secondly the process of answering a series of questions can lead to a solution).
- 7. The facilitator provides an overview and introduces the next step. Consultation Group members start generating solutions, answers to the problem. They must be creative, innovative, realistic, impractical, practical, sensible, crazy anything that could establish a way forward. The facilitator states that even an impractical / crazy idea might lead to a solution that would never otherwise have been considered.

The facilitator notices when the group becomes quieter and brings this stage to a close.

- 8. The next step is to ask the problem holder / solution seeker to share their experience of the solution seeking stage. And then to ask them what they will take away. The 3 main solution(s) to consider for them to take away.
- 9. Go around the group one-by-one asking them to share an aspect of their experience of The Consultatoin Group.
- 10. Thank everyone for their hard work, creativity, support and participation.

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Summary of the Consultation Group process: Facilitator: co-ordinates the Consultation Group

	Stage of the Consultation Group	Timing is approximate
1	Hello and brief introduction	5 minutes
2	Identify problem holder / solution seeker	5 minutes
3	Describe and outline the problem and why they need a solution	5-10 minutes
4	Facilitator checks for further information	3-5 minutes
5	Group asks the problem holder / solution seeker for clarification	10 minutes
6	The problem holder / solution seeker sums up their position. Facilitator checks that everyone is at the same point and understanding	3 minutes
7	Facilitator co-ordinates solution sharing. All members offer ideas for solutions	10-15 minutes (maybe more)
8	The problem holder / solution seeker shares their experience of the solutions and says what they will take away.	5 minutes (this may include a short discussion)
9	Each member of the Consultation Group shares something positive they have learned from the process.	10 minutes
10	The Facilitator thanks everyone and closes the Consultation Group	1 minute

Duration: 90 minutes

Informative pills on topic

- ✓ The hardest aspect of facilitating the group is to STOP members jumping to the next stage. Members are keen to provide advice, solutions and support. Their motivation is very high. Keep everyone on track and participating at the correct stage
- ✓ Active listening it's ok to keep reminding group members to use Active listening techniques, including: great eye contact, head nods, encouraging sounds, empathetic facial responses (smile, concern, interest etc).
- ✓ The facilitator can also check that group members share the same understanding as the problem holder / solution seeker
- ✓ Supportive emotional responses are acceptable and can be encouraged.

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- ✓ Negative emotional responses, criticism, hostility towards any member of the group is unacceptable
- ✓ Humanistic Psychological values underpin the group process: unconditional positive regard, warmth, empathy and positivity
- ✓ Group dynamics vary, some groups are energetic, others can be quiet or slow to warm up. The facilitator can also contribute as a group member. The facilitator can help everyone to join in.
- ✓ On rare occasions that a process is dominated by one person, the facilitator can intervene to re-balance the group dynamic and ensure that everyone has the opportunity to participate

Small recap with tips

An effective Consultation Group is a learning process for everyone involved. Everyone can learn something and take something positive from the experience. It is highly inclusive and helps to set the culture, values and sense of belonging that is needed to promote inclusivity. Listening, conversations and supportive interactions lie at the heart of a Consultation Group.

Reference: Hanko, G. (1990) Special Needs in Ordinary Classrooms: Supporting Teachers. Basil Blackwell. 2nd Edition. Oxford, England.

5.3 RE ENACTMENTS AND EMPATHY

Activity name:

Re-enactments and empathy: to see the world as others see it

Learning Outcomes

- Understanding Emotional Intelligence
- Understanding what is empathy and how it impacts on well being
- Seeing empathy as a two-way process, being understood and understanding others
- Reading situations and between lines
- How to give positive feedback

General description of the activity

Instructions to the participants: Introduction

Emotional Intelligence (EI) is key to inclusion and establishing an inclusive culture within a school. Everyone is different and it behoves us to understand how others see the world, see themselves in the world, experiences emotional reactions to a specific event. Ten people in the same situation / event may experience ten different emotions and have ten different views.

We also need a high level of self-awareness to promote inclusion, to understand how we come across to others. For example, we may think we are encouraging someone to succeed but they may experience our attention as a form of bullying, domination or aggression. We can always 'read a situation' so it is important to check out how someone experiences our interaction with them and to be clear about our own intentionality: to be supportive or to manipulate them in order to meet our own needs.

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Introduce concepts related to Empathy Skills

- Acceptance: to be non-judgemental
- Emotionally attuned: to understand someone's feelings
- Communicative: check out how another person is feeling
- Communicative: to be open about your own feelings and perceptions
- To be able to anticipate someone's reaction to you and for you to anticipate what you need to do support and validate their identity, self-esteem and do nothing that might hurt or abuse their feelings

Instructions to the participants: Key Empathy Skills

Sit in pairs and explore empathy in your lives:

Part 1

Describe a situation in your life when someone failed to demonstrate appropriate empathy, what happened, who were they, and how did you feel? In pairs identify the range of emotions might be in play between you and the other person.

Part 2

Describe a situation in your life when some demonstrated a high level of empathy and you felt understood, accepted and valued. How did this affect your perception of that person and the situation? What is your lasting memory and feeling about that encounter?

Informative pills on topic

- ✓ Emotional Intelligence is a key attribute of most successful people, EQ is more predictive of success than IQ
- ✓ Establishing a positive inclusive culture requires a critical mass of people who have good levels of empathy and can create a supportive and accepting school culture
- ✓ Using EI to support members of a learning community does not mean accepting abusive, domineering behaviours or aggressive confrontations, boundaries of acceptable behaviours also need to be maintained (they may need to be negotiated and explicitly stated)
- ✓ People should open discuss EI and have special activities to develop trust and acceptance via 'away-days', getting to know each other exercises – for example, games developed by Interacting
- ✓ Maintain high levels of self-awareness and group dynamics affect the behaviour of all people in a particular context – keep it under review, talk about it

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Small recap with tips

Everyone has different degrees of EI. Each person can change from day-to-day, for example, a stressful event or a sense of loss can render a highly, emotionally intelligent and empathic person unable to accurately read a situation due to their distress, pre-occupation with their own stress level or anger. A person may have had small car accident on the way to work and their car is now off the road for three weeks, and as such, may not notice a person feeling upset and sad and try to insist they join in with a singing activity – this could escalate into confrontation.

Reference: Goleman, D. (1995) Emotional Intelligence. Bantam Boods, Inc.

The activity lasts 30 minutes connect with Walk this way from Module 4

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MODULE 6: LEADING WITH INCLUSIVE PRACTICES

Duration 1h30

Objectives

- To create community among participants
- To nurture a sense of team
- To facilitate cooperation and communication for the activities following on
- To develop collective creativity and problem-solving competences
- To build confidence and develop presentational competences
- Models for using re-enactments as learning tools
- To provide practical and flexible classroom resources
- There are more activities than time to play, please select according to your group and space

6.1 CREATE A SAFE LEARNING ENVIRONMENT

Activity name:

Yes Let's

Learning Outcomes

- Accepting suggestions
- Working in a group
- Empowering individuals
- Putting words into action
- Training associations
- Building spped of response

General description of the activity

This warm-up focuses on accepting offers and getting silly. Start milling about the room, perhaps suggest weather and environment.

Begin by loudly suggesting an activity for all the group to do. Everyone simultaneously yells 'yes lets', and starts to do the activity. Once the activity has been played for a while another one is yelled out and the group responds with 'yes lets' and begins the new activity. For example, if someone calls out let's all dig holes. The group responds with "yes let's all dig holes", and every manner of hole digging mime will begin (complete with sound effects). Then someone will suggest a new activity and the cycle continues.

Informative pills on topic

- ✓ It's important to insist that the group respond to a suggestion by saying in chorus, 'Yes Let's'
- ✓ Every offer is accepted and not questioned
- ✓ You can suggest a general environment for the activities to take place

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✓ Have plenty of suggestions of activity to keep momentum going

Small recap with tips

Can be played indoors or outdoors and should have constant action

Activity name:

Walk this way!

Learning Outcomes

- An introduction to reading body language
- Reading walks as a measure of character and mood
- An exercise in empathy, literally putting yourself in someone else's shoes
- Understanding how we can send and receive messages through the way we walk
- First steps in performance, building towards character and re-enactments

General description of the activity

The group forms a large circle and begins to walk in random directions with the instruction greet with a nod on making eye contact.

Choose one player to illustrate a walk with the idea that they have an imaginary wire connected to their chin, the wire is pulling the chin slightly upwards. Observe how the focus of the walk restricts the movement of the head and arms, how the step is affected. Ask the walker how they felt doing the walk, Happy? Sad? Superior? Alone? etc

Illicit feedback from the group on how they interpreted the walk. Ask the group to try the walk and feedback as before.

Repeat the procedure with the imaginary wire creating a new focus for the walk. Chine down, left shoulder right shoulder, the belly, the chest, the knees, etc, Ask players to discuss how it felt to have their walk led in different ways and the signals that walks give about personality and mood.

The activity should take about 20 minutes

Requirements:

Open space with room to move

Informative pills on topic

- ✓ A key to understanding character comes through a study of walks
- ✓ We can change the way people think of us by adjusting the focus of our walk
- ✓ Playing with the focus of a walk can be liberating, showing how simple it is to send different messages
- ✓ Learning to read the messages of a walk can help us understand changes in circumstances, people will walk in different ways according to current mood and if the walk changes from the normal walk it can help us anticipate a problem

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✓ Walking in the shoes of others helps us undertand ways of being that are not our own and help feel how others do

Small recap with tips

Keep the walks bright and light, feedback on how it feels is important, use individuals modelling form the group and then the group as a whole.

Activity name:

Doppelgängers

Learning Outcomes (identify at least 5 learning outcomes)

- Celebrating and playing with diversity
- Encouraging visible identities
- Ability to reflect on communication with others
- Understanding parents from diverse backgrounds more
- Being more emphatic with parents and other family members

General description of the activity

Part One

All participants stand in a space large enough to allow them to run around. The trainer explains that each player has to secretly and silently choose their doppelgänger (someone similar to them, either physically or intellectually or emotionally or spiritually) and their 'nemesis' (someone who is different to them with the similar sets of criteria to the choice of doppelgänger).

Part Two

The trainer explains that players must try to keep their doppelgänger between themselves and their nemesis.

Model this with a number of players being doppelgängers and nemesis of the trainer and each other.

Note that players do not know whose doppelgänger or nemesis they may be. After some minutes of chaos, the trainer calls 'FREEZE' and everyone has to stop.

One by one, players reveal who they chose as their doppelgänger and their nemesis. If their nemesis is in direct line of sight from them, they are 'dead' and the nemesis can choose how to 'kill' them. This calls for some serious acting! After acting out the death scenes,

Part Three

Players connect with their doppelgängers and identify the things they have in common. Feedback to the group and then repeat with their nemesis, how many differences and what sort of differences do they have?

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up to 30 minutes

Props: None

Open space required

Informative pills on topic

- ✓ This activity is based on a classic improve game known as Assassin
- ✓ Important to model the run around element to the game.
- ✓ If time is tight, ask for only 5 similarities from Doppelgängers and 5 differences from Nemesis's
- ✓ Reflect on the nature of similarity and differences as identified in the group
- ✓ Open discussion on fear of difference
- ✓ Should we hide our differences or is the classroom the place to discuss them?

Small recap with tips

A lively run-around activity in which learners first represent related and opposing concepts and then identify their similarities and differences.

In the second phase of the game, when differences and similarities are discussed, players need to apply their knowledge of their context so as to analyse and evaluate

their own status in comparison to that of their nemesis and doppelgänger.

Language of comparison, contrast and agreement is expected to occur.

6.2 STUDENT TO STUDENT PEER SUPPORT METHODS

Activity name: Models of Facilitation: Co-coaching, Collaboration and Planned Change

Learning Outcomes

- To introduce co-coaching and collaboration for professional development
- To demonstrate focussed interaction and disciplined collaboration can develop people and practice
- To ensure that people understand how humanistic psychology underpins inclusive education and leads to long-term outcomes
- To bring people together through a process of focused atonement to share a common goal
- To show how a common vision and shared values creates professional bonds that encourages trust leading to personal growth
- Learning that human beings self-actualise when they are learning something, they intrinsically value and interact with other learners

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General description of the activity

Instructions to the participants: Introduction 5 minutes

This activity builds on long-standing research into 'planned change' (The Dynamics of Planned Change: Lippitt, R., Watson, J., Westley, B., (1958), West Point, Conn.: Harcourt, Brace & World.) but brings together a process of change with collaboration. We are all interconnected by whole systems that we shape and which shape us by taking an interactionist approach we can gain a perspective on how the system affects us and take it into account when going through a process of professional and personal change.

It is hard to change unless the system we are in values change and is flexible enough to permit change. This collaborative strategy isn't founded in problem-solving but in solution finding for a better future for the community of learners and to strengthen the vision and values of the organisation, in this case, a school. The process is inclusive, in that it doesn't exclude people or their philosophies and is rooted democratic principles and face to face collaboration.

You will be working in pairs with an observer who will provide feedback on the fidelity of the model, what we mean by that, is the process was followed without deviation and it was high in quality (perhaps something that also improves over time). There are blockages to change, often rooted in the past ways of acting or historic features of the organisation.

Initially, one person will act as the lead as co-coaching gets underway and then the co-coaching pair will switch roles as you work together to innovate and break new ground.

Instructions to the participants: Work in Pairs 30 minutes

Get into small groups of three: an observer, a co-coach and a person seeking to develop their practice.

Choose an area of practice that the person wants to develop, negotiate this and agree, for example, marking books, getting the attention of the whole class, walking a class of children / students through the school etc.

The co-coach should emphasise the positives and validate what is said and make suggestions to widen the range of possibilities (but not insist that they used). This is known as supporting someone in the 'invitational' mode of communication i.e. you are inviting the person 'to consider new possibilities'.

Co-coach lead follows the Steps below

Step 1: what works well and what doesn't work so well?

Step 2: what kind of things could you try that you haven't tried?

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Step 3: describe your ideal vision of what you are trying to achieve

Step 4: create your preferred in a bullet point plan (co-coach scribes the bullet points

Step 5: Identify any roadblocks that you will need to avoid and state how you will remove the road blocks

Step 6: agree with your co-coach a timeframe for getting together to discuss progress and the goals that have been achieved

Step 7: agree when review the whole process, the steps and the outcomes together to look for a point to bring the process to a conclusion: cease, continue or adapt.

(based on Preferred Futuring: ethe future you want and unleash the energy to get there, Lippitt, L.L., (1998) Berret-Koehler Publishers, Inc. San Fransisco.)

After 20 minutes ask the observer to provide feedback to the pair and what they saw were the positives and the strengths of the process.

Make the point to the group that this is like learning to swim. You can write 'swimming strokes' down, talk about it, imagine a future as a swimmer. But it is only by getting in the water that you will learn to swim. The real learning will be experienced in carrying out the new practices and working with your co-coach to discover your own implicit learning and finding better ways of achieving your new Preferred future.

If there is time, get the pair of co-coaches to switch roles and repeat the process.

Informative pills on topic

- ✓ The relationship is key to developing the high level of trust needed so that both people can be really honest but in a constructive empowering way.
- ✓ Collaboration, valuing others and interacting are principles closely associated with empowering and inclusive practices and values.
- ✓ This model of facilitation can be videoed and then the video can be reviewed at a future point in time by the pair of co-coaches.
- ✓ Humanistic principles of unconditional positive regard, warmth, validation and shared experience should be maintained at all times.
- ✓ After a period of taking action, if the outcomes are not as expected it is perfectly normal to end a process but the pair should always review each other's learning throughout the journey.
- ✓ On rare occasions that a process is dominated by one person, the facilitator can intervene to re-balance the group dynamic and ensure that everyone has the opportunity to participate

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Small recap with tips

"Most organisations run on rulings that are passed down to the staff from top management; this is demotivating. In contrast, delegating powers traditionally kept at the top not only motivates, but also, raises everyone's levels of performance." (Motivating People (1998), Heller, R. Dorling Kindersley. London.)

In terms of Models of Facilitation, modern methods embrace staff supporting each other as part of an overall distribution of leadership and continuing professional development. Empower staff and they will rise to the challenge.

Toxic inhibitors that impeded change include: perfectionism, misdirected anxiety, the need for approval by others, pessimism, impatience, a wish to avoid open and honest feedback, poor self-esteem (Understanding Emotional Intelligence in a Week: Dann, J., (2001) Hodder and Stoughton).

6.3 LEARNING LEADERSHIP APPROACH

Activity name: Leading People and Learning from People

Learning Outcomes

- To enhance inclusion by learning from the school community
- To be able to use strategies associated with active listening, communication and hearing diverse voices
- To be able to assess the strength of open communication where people feel safe to speak their mind
- To commit to actively removing barriers to communication
- To promote active, shared listening and learning from the contribution of people within the learning community

General description of the activity

Instructions to the participants: Introduction 5 minutes

in this activity we want to you to actively listen and learn from people within the school community, especially the voices of people who may be marginalized as well as those who change agents and architects of culture change.

Read Aloud to Participants

Interacting to get things done (from Bell and Harrison, 1998, pp.112-121) is key to successful change and creating inclusive school cultures. "The answer we suggest, lies in understanding that it is only through interaction that the synergies can happen to get things done. Consultation is not just the prelude to right action; rather it is right action itself. Similarly, the exercise of stability and of care in human dealings is integral to sound an efficient management".

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Rapid decisions, tough decisions and the right decisions need the consent and support of the critical mass of the school community. Roman Emperor dictates undermine community synergy, ownership and can lead to disaffection, a phoney consensus and de-motivation. Interaction, listening and learning from the people, good communication (x10) and consensus building establishes the foundations for successful change programmers and building inclusive cultures.

Read to participants

In the following activity we will try to replicate an organizational culture where leaders 'listen and learn' in order to strengthen a sense of belonging, community and synergy.

We want you to trust your listeners and trust that they will faithfully share, in the interests of whole community, important aspects of their life history.

The Mingle 1

Instructions to the participants: Work as a whole group - 20 minutes

We need to work as a whole group:

- 1. Use Active Listening Skills (validating NVCs; paraphrasing; showing interest etc) that you value what the speaker is sharing.
- 2. You will need to interact with three different people individually. Find out their name and where they are from and why are they on the course.
- 3. Ask them to tell you about something they are proud of, some aspect of their life, something that not many people know about.
- 4. When you have spoken with 3 people, and you, yourself have shared your own proud moment with 3 people, you can sit down and think about what you have learned about people in the community of learners.

The Mingle 2

Instructions to the participants: Work as a whole group - 20 minutes

1. Find people you haven't spoken to in Mingle 1. Tell them: the names of people you spoke to in Mingle 1, and repeat - where they are from, and what you learned from listening to them and try to link their proud moments to the community – what do people have in common and what makes them unique.

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- 2. The course asks participants to think about listening, learning and developing a sense of community that would create a better understanding for decision making with a consensus and feeling of belonging and ownership.
- 3. Sitting down. In pairs, discuss what prevents establishing a sense of community, consensus and inclusion. Can we identify toxic practices that alienate, isolate and ostracize people? (note for the trainer list the practices on a flip chart). What are the chances of making effective, long term decisions in a toxic school community
 - ✓ Listening without learning is a waste of time.
 - ✓ Listening without learning is disrespectful, invalidating and ultimately damaging to the individuals, school culture (toxic) and effectiveness.
 - ✓ Building a sense of belonging that establishes authentic, and sometimes 'hard to hear' messages strengthens loyalty, oneness and people are more likely to follow a 'vision' that they have helped build.
 - ✓ You have to be prepared to 'give' before you 'get', to listen with an intention to understand, learn and act on what you have learned.
 - ✓ Importantly, you will be learning about yourself and see yourself within the context of the school community. Increased emotional intelligence, atonement and self-awareness will help you grow as a person and, in turn, your openness will help others grow.

Small recap with tips

"It is through collaborative interaction that visions and values are actualised (shared leadership). This provides an essential means through which potentially conflicting values (among teachers themselves, as well as among parents and students) may be understood, then resolved. People are disposed to infer their own meanings from experience, then to impose those meanings n the world. In the face of this, school leaders should review whether they are communicating well enough with the various groups whom they serve".

(Bell, J., and Harrison, B.T., 1998, Open University Press, Buckingham. p.161)

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MODULE 7: WHOLE SCHOOL APPROACH AND OPEN SCHOOLING

Duration

1h30

Objectives

- To create a common understanding of the notions "whole school" approach and "open schooling"
- To map education stakeholders in each school's local context
- To understand the benefits and challenges of open schooling activities
- To understand the duties and role parents play in the education of their children
- To provide peer support and share ideas on leading for engaging all stakeholders in the education process for inclusion

7.1 MEETING OTHER PERSPECTIVES

Activity name:

Active listening

Learning Outcomes (identify at least 5 learning outcomes)

- Reflecting on other professionals' challenges
- Peer support methodology
- Active listening
- Coaching competences increase
- Critical thinking
- Thinking outside of the box

General description of the activity

Participants work in pairs: listener and talker, then swap places.

- The talker has 2 minutes to talk about a conflict they could not solve. The listener's task is to give active attention, not asking questions, speaking as little as possible, but acknowledging the talker continuously by humming, nodding.
- After the exercise we ask for some feedback and discuss why active listening is important in the school leadership context. Participants may also identify some potential mistakes school leaders make.

This activity is planned to take 15 minutes

Necessary props:

None

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Informative pills on topic

(5 to 10 bullets point)

- ✓ Active listening is often a difficult skill for school leaders.
- ✓ Peer support is an important tool in school improvement.
- ✓ When supporting others, you need to think outside of the box, namely your general context.
- ✓ You often help more when you don't give advice.

Small recap with tips

(tips for the activity & for addressing the topic)

As a more elaborate and in-depth active listening method, participants can try the Case Clinic method that needs about 60 minutes.

7.2 FAMILY ENGAGEMENT

Activity name:

Identity wheel

Learning Outcomes (identify at least 5 learning outcomes)

- Understanding the way others see you
- Increased self-awareness the way you see yourself
- More conscious identities
- Ability to reflect on communication with others
- Thinking critically about identity and identities

General description of the activity

Step 1 Participants are each given a copy of the identity wheel and asked to follow the instructions.

Step 2 Participants form small groups and discuss the experience using the following reflection questions:

- 1. Which aspects of your identity did you mark as particularly meaningful to you? Why?
- 2. Which aspects of your identity did you mark as less meaningful? Why?
- 3. Why do you think about some aspects of your identity more than others?
- 4. Which aspects of identity hadn't you thought of before completing this activity? Why do you think that is?
- 5. What aspects of your identity do you think are apparent to students? Which aspects may they not perceive as readily?
- 6. How do you think your identities impact your interactions with your students

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in the classroom space?

Step 3 Volunteers share some of their experiences: what was surprising, what was strange.

The activity should take about 25 minutes

Props:

Identity wheel - see Annex

Informative pills on topic

(5 to 10 bullets point)

- ✓ Everybody has multiple identities.
- ✓ The elements of identity that are the most important for you may not be the most visible or relevant for others.
- ✓ People will communicate with you based on the picture they have about your identity.
- ✓ You can consciously emphasise some elements of your identity and be more reclusive about others.
- ✓ It is, however, important to be authentic.
- ✓ You should also be aware of the other person's prominent and less prominent identities.

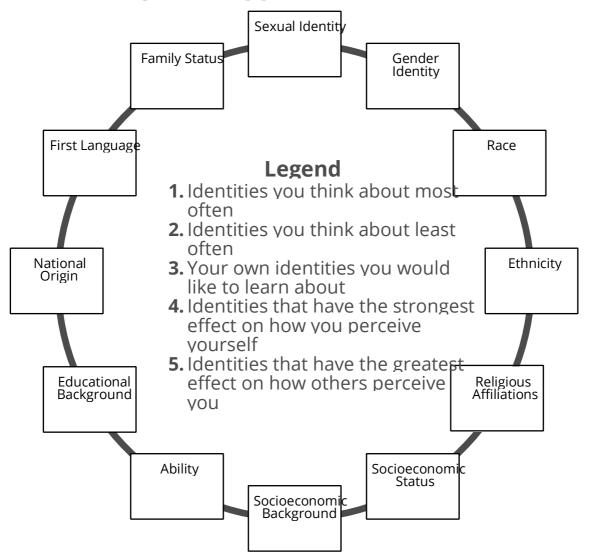
Small recap with tips

(tips for the activity & for addressing the topic)

The reflection questions might be printed and handed out. Depending on the context, the participants may find it difficult to relate to the elements of ethnicity and race, and the sexual identity – gender questions. If the trainer detects uncertainties, they may stop and discuss these notions.

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ANNEX 11: ACTIVITY: COMPLETE THE IDENTITY WHEEL

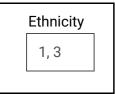


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Please consider your identities in relation to the numbered reflective questions listed in the legend on the other page. Each question asks you to consider how you think about your identities. Each box on the wheel represents a different facet of identity. Write in the number that corresponds to each reflective question as it relates to a particular identity facet. The legend for each number association is as follows:

- 1. Identities you think about most often
- 2. Identities you think about least often
- 3. Your own identities you would like to learn about
- **4.** Identities that have the strongest effect on how you perceive yourself
- 5. Identities that have the greatest effect on how others perceive you

For example, if you think about your ethnicity most often, and it's also an identity you'd like to learn about, you would enter 1 and 3 into the "ethnicity" text box, as shown below:



(Adapted from Michigan State University, Center for Service-Learning and Civic Engagement. "Social

Identity Wheel." n.d. Accessed June 12, 2019.

http://servicelearning.msu.edu/upload/toolkits/SocialIdentity-Wheel.pdf and from the University of Michigan, Ann Arbor, College of Literature, Science, and the Arts. "Social Identity Wheel." 2017. Accessed June 12, 2019. https://sites.lsa.umich.edu/inclusiveteaching/2017/08/16/social-identity-wheel/)

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Activity name: Changing perspectives

Learning Outcomes (identify at least 5 learning outcomes)

- Understanding the way others see you
- Increased self-awareness
- Ability to reflect on communication with others
- Understanding parents from diverse backgrounds more
- Being more emphatic with parents and other family members

General description of the activity

Step 1 Participants form pairs, and each pair is given 2–3 simple situation cards. They design a role play activity that shows the situation on the card. There is only one restriction, no participant can play his/her real role (they can play the role of the child, the parents, neighbours, even the teacher, but not the school leader)

Step 2 Some of the pairs choose one situation and act it out without saying what the situation was. The others guess what the situation was. The trainer highlights if he/she detects that an act was based on prejudice, and they elaborate on the situation.

Step 3 Volunteers share their experiences with having to put on other people's personality in a pedagogical context.

The activity should take about 15 minutes

Props:

Situations in 2-3 copies – see Annex

Informative pills on topic

(5 to 10 bullets point)

- ✓ Using role play and asking people to take the other's role helps you understand the other
- ✓ Teacher behaviour is often influenced by prejudice or assumptions.
- ✓ It is important to understand that nobody is unbiased.
- ✓ Previous experiences have a strong impact on how we interact.
- ✓ It is a school leader's professional duty to be aware of this and try to be as objective, but at the same time as authentic, as possible.

Small recap with tips

(tips for the activity & for addressing the topic)

As this is towards the end of the training, the trainer may want to adapt the situations to topics that have come up in the course of the training.

As an alternative ending, participants may choose to act out a few situations, playing the role of a school leader this time.

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If it is possible, the activity can be used in joint trainings of teachers and parents, using the same rule: nobody can play his or her own role (teachers cannot be teachers and parents cannot be parents). If children participate, too, it is even more interesting. The trainer may recommend this activity for parent-teacher meetings where children should also be present.

ANNEX 12

the child gets a bad mark at school

the parent did not send in the required amount of money for the school excursion

the child does not have the necessary equipment for the PE lesson

the school nurse finds head lice in the class (again)

the child is caught smoking after school

the child bullies a classmate

the child stole sweets from a classmate

the parent slaps a classmate for bullying their child

an expensive mobile phone disappears from class

the classroom window is broken

the parent storms into school because the child got a bad mark

the school psychologist has evidence that some children are cutting themselves as an after-school activity

the teacher receives threatening messages from a parent

the parents argue about Christmas gifts for the head teacher

the parents argue against the Nativity play in the school

the parents object to using Google Classroom for school activities

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7.3 EXTERNAL COMMUNITY ENGAGEMENT

Activity name: Map your partners

Learning Outcomes (identify at least 5 learning outcomes)

- Increased awareness about the education environment around their students
- Increased awareness about potential partners in teaching
- Understanding the complexity of stakeholder networks
- Increased knowledge about the ecological model of education
- More appreciation for learning outside of school

General description of the activity

Step 1 The trainer hands out post-it notes and asks participants to brainstorm about all possible partners they can have in their educational work. They are instructed to put one group only on each post-it, and to think about everybody a child learns from. The post-it's are put on the wall or a flipchart.

Step 2 The trainer introduces the Bronfenbrenner ecological model (original schematics in the annex). It can be mentioned that according to researchers, the role of religion has been taken over by social media and mass media in the last decades.

Step 3 In small groups, the participants are asked to categorise stakeholders according to the ecological model. They should spend some time on identifying stakeholder groups they did not identify in the first round, and put them on post-it notes of another colour.

Step 4. In plenary, participants shortly discuss why some groups were originally not identified.

This activity should take about 15 minutes

Necessary props:

Large sheets of paper, felt-tip pens, post-it notes

Informative pills on topic

(5 to 10 bullets point)

- Children learn everywhere and at all times.
- School learning is just a small part of learning in most cases.
- In the whole school approach, all educational situations and all people who facilitate the learning of the child are considered.
- In the whole school approach, the school has a professional responsibility for a holistic view and collaborating with other educational scenes.
- In the whole school approach, the school leader consciously engages others with classroom learning, and teachers collaborate with other educators.
- The non-teaching staff is often forgotten.
- Companies play an important role and have high stakes in good education, schools should not be afraid of them.

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Small recap with tips

(tips for the activity & for addressing the topic)

In the brainstorming phase, the trainer should keep an eye on any important missing stakeholders, and support the group with guiding questions if necessary. E.g. it is important to have non-teaching school staff, parents, siblings, museums, libraries, companies, social media and mass media in the list.

If the group is very confident, Step 4 may be skipped.

Activity name:

Open schooling in an ideal world

Learning Outcomes (identify at least 5 learning outcomes)

- Increased awareness about the education environment around their students.
- Increased awareness about potential partners in teaching.
- Understanding the complexity of stakeholder networks.
- Awareness of potential collaboration between the school and other education providers.
- Deeper understanding of the notion of open schooling.

General description of the activity

At the beginning of the activity, the trainer clarifies that by an open school we mean a school that has an active network of collaborators that work inside and outside of school to support the learning of the child. Participants form small groups, and they are instructed to build their ideal open school. Each group presents their building, the audience is asked to take note of

- 1. anything they can easily relate to,
- 2. anything that looks impossible in their own school environment,
- 3. anything that they are already doing.

This activity should take about 20 minutes

Necessary props:

Anything that can be used as building material (boxes, LEGO, paper, wooden bricks, straw, empty yoghurt jars, glass jars, etc.)

Informative pills on topic

(5 to 10 bullets point)

- Open schooling is an approach that supports the learning of diverse student groups.
- Access to open schooling activities is often prevented by legal restrictions e.g. groups
 of children leaving the school building during school hours or external people entering
 the school.
- Access can also be prevented if students have to pay for the activity.
- In all contexts, there are several offers for open schooling activities by non-formal providers.

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 Not all external activities are open schooling ones, only those that are an integral part of the teaching programme.

Small recap with tips

(tips for the activity & for addressing the topic)

In case of a lot of ideas listed as not possible, the activity can be finished by discussing why they think they are impossible and what changes are necessary to make them a reality.

Literally anything can be used as building material for this activity. We propose to use material that can be re-used to avoid a lot of litter.

7.4 LINGUISTIC DIVERSITY

Activity name:

Linguistic diversity awareness

Learning Outcomes (identify at least 5 learning outcomes)

- Increased awareness of linguistic diversity in the school
- More empathy towards learners
- More empathy toward parents
- More conscious professional communication
- Higher level of critical thinking about participants' professional communication

General description of the activity

Step 1 In pairs, participants are asked to collect as many words for what they see in one of the pictures as they can in 3 minutes. They can use their smartphones or tablet for this. The words can be regional or slang words, but they have to be in their mother tongue:

- Potato
- Corn
- Child

Each participant is asked to highlight one word that

- 1. they haven't heard,
- 2. they use regularly, but they think others don't use often,
- 3. that they think their students would struggle to understand.

After a short explanation that linguistic diversity is not necessarily about people speaking different languages, participants are asked to work in pairs and translate the paragraph provided in the annex into a simple version in their own language that a child or a person who may not have the linguistic register necessary to grasp this paragraph can understand.

At the end, a few volunteers share what they found interesting and/or challenging in the task.

Time necessary for the activity is 15 minutes

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Necessary props:

Pictures of a potato, a child and corn (there might be a need to clarify that the first one is a potato)

Copies of the paragraph

Informative pills on topic

(5 to 10 bullets point)

- Linguistic diversity is present in monolingual as well as multilingual classrooms.
- Most teachers use an adjusted linguistic register in the classroom so that children understand them.
- Many teachers don't consciously use a non-professional linguistic register if they talk to other adults, such as parents.
- Children in the classroom often struggle with tasks because of their lack of language and not lower levels of subject knowledge.
- There are great artificial translator tools (eg. DeepL) that can be used by teachers if they allow their students to write in the language they are comfortable with rather than the language of instruction.

Small recap with tips

(tips for the activity & for addressing the topic)

In groups where teachers have a large diversity in the mother tongue of their students, you may add a discussion on how asking all students to add versions for such simple words and displaying them can benefit students in general.

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ANNEX 13



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ANNEX 14

Competence-based learning empowers learners to understand the competences they need to master to achieve their goals, progress through learning processes without time constraints, explore diverse learning opportunities, collaborate in learning activities with communities of peers and mentors, create learning artifacts that represent their competences, reflect on their own learning achievements and see what they've mastered, what they still need to accomplish, and where to improve.

(Paragraph adapted from https://blog.blackboard.com/3-key-characteristics-of-competency-based-learning/)

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Activity name: What's happening?

Learning Outcomes (identify at least 5 learning outcomes)

- deeper understanding of non-verbal communication
- conscious shift from control towards learning facilitation
- thinking critically about the teacher's role in the classroom
- more conscious student-centred teaching
- more appreciation for students' abilities and agency

General description of the activity

The following videos are shown to the group with no voice on. Participants are asked to watch them trying to find answers to the following questions:

- What was happening?
- What were the children learning?
- Was there any point where the teacher should have intervened?

https://www.youtube.com/watch?v=EuiRIX65ims

https://www.youtube.com/watch?v=mBK7JsAu-YQ

As a second step, participants are asked to share any personal experiences with any similar situation, e.g. children were communicating in a language they did not understand, they were consciously not interfering with children cooperating, when they felt they need to intervene although they did not hear what the children were discussing.

Time necessary is about 10 minutes

Props:

Device(s) to watch the videos, internet connection

Informative pills on topic

(5 to 10 bullets point)

- Most of our understanding of a situation is based on decoding non-verbal communication.
- Children are nearly always capable of doing things more independently than we tend to assume.
- It is a teacher's or school leader's duty to intervene if there is direct and real danger.
- Students are usually happy to explore, try, err and re-try.
- Trial and error need to be encouraged in the classroom as traditional school usually only rewards "good answers'.

Small recap with tips

(tips for the activity & for addressing the topic)

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You can hand the 3 questions out to participants on a paper and they can use it as a "template" to take notes.

In case there is no internet, the activity can be replaced by a roleplay activity, especially if there are languages spoken among the participants that others don't understand.

Food for thought

https://multinclude.eu/

http://openschooldoors.westgate.gr/

https://www.dualcapacity.org/

https://www.phereclos.eu/

https://makeitopen.eu/

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EXTENDED VERSION OF MODULE 4

Duration 3h

4.1 MENTORING & COACHING

Activity name:

Bringing the good weather

Learning Outcomes (identify at least 5 learning outcomes)

- Increased transformational leadership skills
- Increased coaching skills
- Increased professional self-awareness
- Deeper understanding of leadership skills for inclusion
- Awareness of change needs for inclusion

General description of the activity

The tool we are going to use was developed by Scot Imig and John Fichetti at the University of Newcastle, Australia in 2018.

Step 1 Participants are handed the Bringing the Good Weather self-assessment tool (see Annex) and they work on their scores individually. After doing the scoring there is a round of sharing on which questions they found difficult, surprising or even irrelevant. They are asked not to share anything about their score.

Step 2 Each participant identifies one or two areas they need to develop their skills in, and prepare a 21-day personal improvement plan. Ideas to consider: Will you read something? Will you change your daily practice? Will you "interview" a colleague from your school? Will you ask for support from another school leader (will you shadow a leader)? Will you find a mentor or coach? Will you conduct research? Will you look for a course?

In the plan (maximum 500 words), participants should include the following:

- 1. Which Good Weather capacity they intend to work on and explain why they want to develop this area. What benefits do they think will arise from being more adept in this area?
- 2. Develop and articulate a draft 21-day plan for improving their mastery of this capacity. This can be a bulleted list in which they lay out the 21 days with their plan of action for each day.
- 3. When they intend to put their 21-day plan in place and how they will know if the plan is successful. What will change for them and/or their school if the 21-day plan results in developing their identified capacity?

Step 3 In pairs, participants listen to each other's plan and give some tips for improvement or implementation.

This activity should take about 30 minutes.

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Necessary props:

Copy of the self-assessment instrument for each participant

Informative pills on topic

(5 to 10 bullets point)

- ✓ Leaders are key to more inclusive schools.
- ✓ Improving inclusion often requires substantial changes in the school and in the way it is led.
- ✓ Effecting transformational change is a complex and dynamic process for school leaders to navigate.
- ✓ It is often difficult to identify what needs to be changed and/or improved for better inclusion.
- ✓ The tool used in this activity focuses on key attributes of the change process that enable pedagogical and cultural evolution and related leadership action.
- ✓ The focus is on supporting each child to reach their full potential.

Small recap with tips

(tips for the activity & for addressing the topic)

As an alternative, the trainer may give time for the participants to discuss the capacities and brainstorm potential improvement action. In this case the 21-day action plan should be developed in between two training occasions, and discussed later. If the plan is developed like this, the participants can be asked to add references to their plan and circulate them among the whole group.

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Transformational Leadership Self-Assessment and Self-Development Instrument

Cap	Capacities			f-		Comments &	
				essn	nent*		Rationale
1	Vision	Explanation	1	2	3	4	
	Finding the purpose and the focus (developing and instilling the vision of transformational change)	Are you able to develop and embed a vision that is transformational across all your stakeholders?					
2	Compass	Explanation					
	Promoting direction toward the vision. Knowing the big and little picture (understanding the multiple contexts keeping direction, the micro and macro politics)	Are you able to make the vision real in real-time? Do you understand internal and external pressures/ realities/opportunities to direct your vision?					
3	Coaching	Explanation					
	Building an asset model (actualising instructional leadership) Co-constructing good and ethical (discerning quality with an equity lens) Keeping the devil in the details (making the admin look easy)	Do you empower growth? Are you able to identify quality programs, policies and people for your organisation? Do you do the day-to-day work that must be done? Do you make it look easy to others?					
4	Learning	Explanation					
	Leading as a learner (ongoing professional growth)	Are you continually growing? What is your professional learning plan for yourself? What are your strengths? What is your kryptonite?					
5	Engagement	Explanation					
	Representing to the broader community (advocating on behalf of your school)	Do you promote your organisation's good work, needs, successes? How do you address the complex issues? Are students co-constructing the school with you? How are parents/carers deeply imbedded in the change process?					

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6	Good weather	Explanation			
	Bringing the good weather	Do you create an organisation			
	(promoting an ethical, positive,	where people are inspired to			
	healthy, collegial environment to	learn and grow? Are you			
	enable the above)	inspired every day to push			
		forward the vision and			
		empower your team and			
		community? Is wellbeing front			
		and centre in the culture?			
Leadership Development – overall takeaways from the Good Weather process:					

^{*} Rate your current leadership capacity in this area.

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^{1 =} I am a novice in this area and have much opportunity for growth.

^{4 =} This is a real strength of mine and I am recognized as a leader in this category now. Scott Imig and John Fischetti, University of Newcastle, 2018.

Activity name: Multiple inclusion

Learning Outcomes (identify at least 5 learning outcomes)

- Understanding the multiple inclusion approach
- Being more aware of the multiple inclusion needs of each child
- Being aware of the areas of potential improvement for better inclusion
- Better strategic planning skills
- Improved education leadership skills

General description of the activity

Step 1 Each participant receives a role card that they read carefully, but do not share with others (See Annex 16). They stand in a line on one side of the room or corridor. The trainer reads out statements from Annex 17 and participants, assuming the role in the card given to them, either take one step forward or remain at their place depending on whether the statement is true for them. After the last statement, volunteer participants, still standing at their arrival spot, share their feelings about the activity. The trainer may ask everybody what role they had, and can ask participants why they ended up at different places with the same role card.

Step 2 Groups are formed of people holding the same role card. In groups, the participants design an improvement plan for students who are similar to the one on the role card using the Annex 18 form.

Step 3 The trainer briefly presents the MultInclude Scoring matrix (Annex 19), and the participants are asked to use it to evaluate their own school's inclusion situation together with their colleagues. The outcomes can be discussed at the beginning of the next session.

Time necessary for the activity is about 35 minutes

Necessary props:

Multiple copies of the role cards

6 copies of the improvement plan

Informative pills on topic

(5 to 10 bullets point)

- ✓ All children have inclusion needs, some more diverse ones than others
- ✓ Having a "group inclusion" policy (e.g. supporting the inclusion of migrants or children
 with disabilities) may lead to neglecting other inclusion needs of the same child
- ✓ The multiple inclusion approach is student-centred and supports all children in reaching their full potential
- ✓ Different schools may already offer different opportunities for children, thus not all school offer the same level of inclusion for each child.
- ✓ School leaders are responsible for offering the most complex support possible by introducing relevant open schooling policies and staff support.

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Small recap with tips

(tips for the activity & for addressing the topic)

This helps participants not only to understand multiple inclusion needs, but also see that different environments may offer different levels of support to students.

If the room is not large enough, the activity can be done using a grid and pawns on the table. However, standing at so different positions offer deeper understanding, so a better alternative is to leave the training room and go to the yard or the entrance hall.

The MultInclude Matrix is available as an online tool in English after registration here: https://multinclude.eu/activities/impact/ The advantage of using this version is that schools can compare their results with others' immediately. Printable pdf versions are available in English, Dutch, Hungarian, Italian, German and Swedish.

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Bahira, a Syrian girl

You fled with your mother, father and two younger siblings because of the war. You live with your family in a two-room apartment. Your father was a judge in Syria and now has no job opportunities. Your mother takes care of 3 younger siblings. Your mother and father have completed a basic language course language skills are improving, but extra help is needed. There is not always enough money to buy food at the end of the month. Because of the lack of language skills, the family withdraws a lot.

Jada, a Jamaican girl

Your mother is a university professor and your father works in an international company. Before moving here, you have lived in several countries, you speak several languages and you have always visited private schools. Every summer holiday your family visits different countries and in winter, you go skiing. Your mother and father are interested in literature, classical music and art.

Thiago, an Argentinian Boy

You are new to the school and not familiar with the process. Your mother is a former teacher and you have been taught at home for several years. Your parents play the most important role in your social life. You are very interested in art, and your mother has taken you to various museums and exhibitions to suit your interests. In your new school, you feel uncomfortable because you are not treated as much as an individual as you used to be.

Vladimir, a Russian Boy

Your parents are divorced. You live with your mother and your father still lives in Russia. You only visit him every Christmas, but you skype regularly. Both of your parents work, you are their only child. You get pocket money every month and if you need clothes or anything for school, your parents buy these items for you. Due to illness you need medical treatment every month, require a special diet and you must not attend sport lessons. Last year you missed several weeks of school due to treatments. Sometimes you just do not know how to deal with your situation and you have few friends to talk to.

Isabella, a US-American girl

You have been in a wheelchair since birth. Your father has no job and your mother works part-time. You have 2 brothers. Although the school building has barrier-free access and an elevator, your classmates or teachers have to carry you upstairs for physics, chemistry and music lessons. In the laboratories, there are all kinds of equipment. All of the materials are stored in boxes and due to their height, your classmates have to help you to get to the materials. You are interested in sports, especially basketball.

Justin, Canadian background

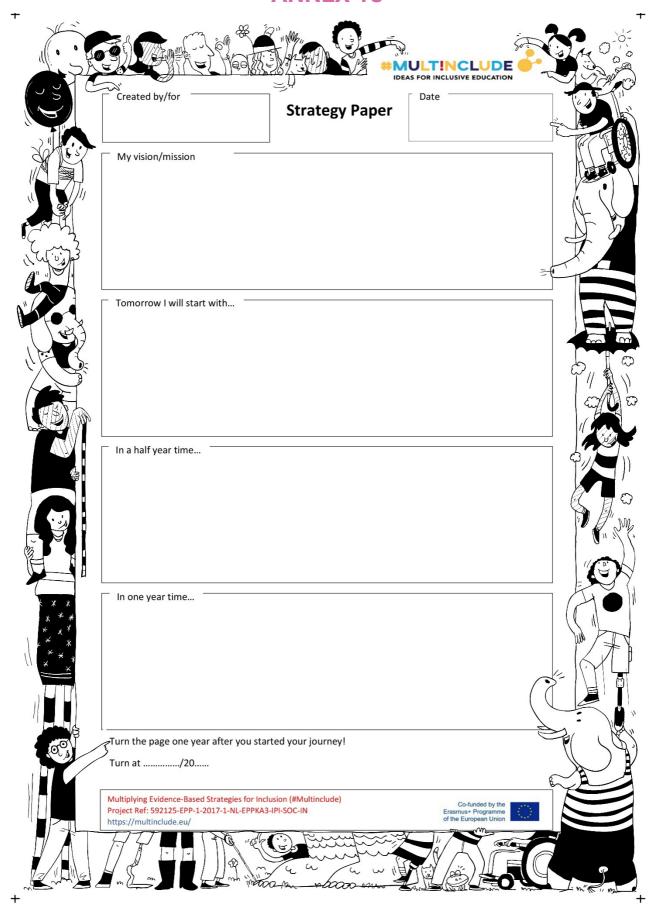
Your mother and father are both unemployed and sit at home all the time watching TV. Education is not seen as an important topic and there is no one supporting you at home. You are very curious about different scientific subjects but you do not think you can become a scientist one day.

You are shy and reserved and you are afraid that you will be like your parents when you grow up.

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- You have the feeling that your religion and language are accepted at school. You feel comfortable and in good hands at school.
- You have never felt marginalized by other school kids.
- You have the feeling that your knowledge and skills are recognized in school.
- You can afford all the school materials you need for school (exercise books, pens, books, ...).
- You have many opportunities to pursue your hobbies.
- You have never been insulted or excluded by other children and teachers because of your skin colour, gender or other external characteristics.
- Your parents have never been in serious financial difficulties.
- You assume that you will be fine when you grow up.
- You always get clothes and shoes when you need them.
- You have the impression that you can improve your social status if you work hard.
- In the school canteen, your personal background is taken into account (e.g. allergies, etc.).
- Work instructions at school are easy to understand for you.
- At school there is no possibility to use translation tools to re-read words in the language of instruction. This is not a problem for you.
- The teacher does not record the last three lessons on Friday in the class register. Absence is not important for the teacher, but the lessons are interesting and appealing. Do you think you will be present?
- The gym and geography teacher is very interested in football. In geography lessons, the respective football club is taught for each city. Do you think this class is appealing to you?
- Do you think you can participate in all school activities despite your origin, gender or religion?
- At school, you get in contact with role models with whom you can identify yourself.
- You can participate in ski weeks, stays abroad and similar school activities that require additional financial expenses.

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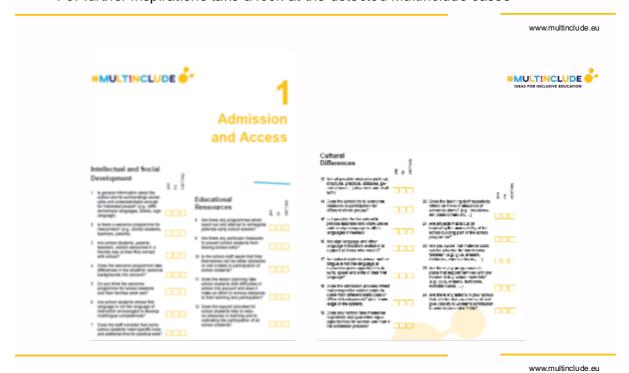


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Multinclude Matrix for Inclusive Education

- The matrix is designed for self-assessment and to raise awareness for more inclusive school setting.
- Online and offline Version
- Each Dimension includes a unique set of Items, which are divided into 4 different Aspects
- Choose the dimension(s) you are interested in, transfer the results to the
 evaluation sheet by colouring the corresponding flag. Take the colour for "yes",
 another colour for "can't say" and leave "no" uncoloured
- Design with the help of your matrix results your own vision statement for your school
- · For further inspirations take a look at the detected Multinclude cases



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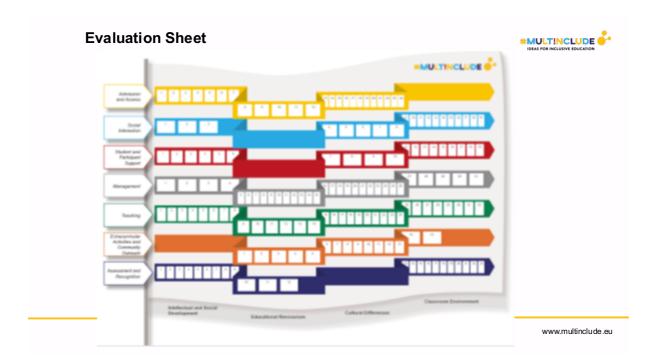


www.multinclude.eu

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4.2 LEADING FOR INCLUSION

Activity name: World Café

Learning Outcomes (identify at least 5 learning outcomes)

- · Understanding diversity challenges better
- Peer support of participating leaders
- Collecting ideas for changing practices
- · Listening to other perspectives and building on them
- Understanding the role of the school leader in inclusion better

General description of the activity

Participants work in 4 small groups at tables covered with a large piece of paper. One person is appointed to be the table host in each group. This person has the responsibility of taking notes, but others can draw, write, doodle, as well. Participants have 10 minutes to discuss different topics at the 4 tables. After each round the people move to a new table, leaving only the table host sitting in the same place. After each round the table hosts give a short sum-up of the discussions, and the new group continues the discussion based on what has already been said.

Topics:

What kind of inclusion needs do your students have?

What support do teachers need to work in an inclusive classroom?

How do you include your staff in pedagogical innovation?

What external resources are available for supporting inclusion in your school and what is missing?

After the 4th round the table hosts summarise the discussions by presenting their "tablecloth" and the other participants are asked to comment on anything they learnt or heard that was interesting, surprising or controversial.

This activity takes about 50 minutes.

Necessary props:

Large pieces of paper (flipchart or plain wrapping paper)

At least one felt-tip pen per participant

Informative pills on topic

(5 to 10 bullets point)

- ✓ World café is a popular method to facilitate collaborative learning.
- ✓ Peer learning and support of school leaders is a strong instrument for better inclusion
- ✓ You can always build on other professionals' experiences and ideas
- ✓ Summarising instead of giving your opinion is an important leadership skill

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✓ You can try a similar World café with teachers, students, parents or a mixed group of them

Small recap with tips

(tips for the activity & for addressing the topic)

The trainer needs to be present to ensure that a table host or participant doesn't over-dominate. This happens in training groups with school heads very often. The trainer may also want to listen in to ensure that table hosts summarise the discussion and not give their own view or opinion about it. Participants can be incentivised to ask clarifying questions if something is not clear looking at what has already been put on the paper in previous rounds.

4.3 COMMUNICATION AND CONFLICT MANAGEMENT

Activity name:

Basic communication channels in your school

Learning Outcomes (identify at least 5 learning outcomes)

- Raised awareness of the diversity of communication channels and tools used by the school (or the lack of it)
- Deeper understanding of the diverse communication needs of school students, their families and school staff
- Higher level of empathy in communication challenges
- More conscious communication planning
- Thinking critically about the school's communication practices

General description of the activity

Step 1 Participants are asked to individually collect all communication tools they use for one of the following (each participant is assigned a random situation).

- 1. It is Sunday. Your school remains closed on Monday and Tuesday due to a power outage.
- 2. The venue of a teacher training has changed.
- 3. A student has not shown up at school for a week.

Step 2 Participants work in groups. Using the first situation they draw a communication map that ensures all those who need to know about the situation are informed, using appropriate channels. If there is time, the plans can be shared and discussed.

This activity should take about 15-20 minutes

Necessary props:

Large sheets of paper, post-it notes, felt-tip pens

Informative pills on topic

(5 to 10 bullets point)

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- Good communication by the school needs to be based on the assessment of communication channels used by different stakeholders
- School leaders must invest time and effort into mapping to ensure good communication planning
- Communication needs to be diversified to ensure that important messages reach all recipients at least via two different channels
- Communication methods should be chosen together with the stakeholders
- Creating rules together and keeping to them is important for good communication, but also for well-being

Small recap with tips

(tips for the activity & for addressing the topic)

If the trainer detects that participants are struggling he/she can help with guiding questions, identifying recipients and different types of regular communication tools.

Activity name:

How do you see conflict?

Learning Outcomes (identify at least 5 learning outcomes)

- Increased awareness of the dangers and benefits of conflict
- Increased self-awareness of participants own relation to conflict
- Better conflict resolution skills
- Increased critical thinking
- Better skills for supporting school staff in conflict situations

General description of the activity

Step 1 Participants work in pairs. Using the questionnaire in Annex 20, they interview each other in 5 minutes.

Step 2 After 5 minutes one of each pair stands up and swaps places with another standing person. People share the outcomes of their interviews with a member of another pair using the following discussion questions in Annex 21.

Step 3 Participants come together in groups of 4 and discuss the questions in Annex 22.

Step 4 To wrap up each group comes up with 2 potential positive outcomes of conflict, the facilitator lists them on a flipchart paper on the wall.

This activity should take about 20 minutes

Necessary props:

The annexes printed

Flipchart paper and something to stick it up for the final harvest

Informative pills on topic

(5 to 10 bullets point)

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- Change always brings conflict
- Conflict can bring change if properly managed
- It is important for leaders to understand their own relation to conflict
- In case you feel uncomfortable in conflict situations, be prepared for solving them with the help of a facilitator or mediator
- Conflicts not taken to the surface may lead to destruction and a lot more problems later on
- Long-standing conflicts within an institution may lead to deep divide and low levels of collaboration

Small recap with tips

(tips for the activity & for addressing the topic)

In case a number of people turn out to be conflict-avoidant (a relatively rare case with school leaders), the trainer may want to spend some time on brainstorming support options to ensure conflicts are solved.

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1.	How do you define conflict?	
2.	What is your typical response to conflict?	
3.	What is your greatest strength when dealing with conflict?	
4.	If you could change one thing about the way you handle con	 flict, what would it be? Why?
5.	What is the most important outcome of conflict?	

ANNEX 21

- 1. Were your partner's perspectives different from your perspective?
- 2. What were some things you learned by considering another's perspective?
- 3. Does discussing conflict like this makes it "less scary"? In what ways?
- 4. Is conflict good or bad?
- 5. What are some ways in which conflict is detrimental to the team?
- 6. What are some ways in which conflict enriches the team?

ANNEX 22

- 1. How does the definition of conflict affect the way we think about conflict?
- 2. What are some negative consequences of conflict?
- 3. What are some positive outcomes of conflict?

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Activity name:

Bullying, teasing, or what?

Learning Outcomes (identify at least 5 learning outcomes)

- Better understanding the notion of bullying
- Increased awareness of the roots of bullying
- Increased empathy
- Better skills for addressing bullying by the participants' school staff
- Ideas for tools on bullying prevention

General description of the activity

Step 1 Participants think about their own experiences with bullying at their school. Each participant who has such experiences share it very briefly. They should also mention how they were tackling the situation.

Step 2 Participants work in small groups and are given the scenarios in Annex 23. First, they have to decide for each of them if the situations are examples of bullying or not. The trainer collects the groups' opinions, and they discuss if their judgement was correct.

Step 3 Each group chooses one scenario that is considered bullying, and they come up with ideas to solve the situation. They present their solution in plenary.

Step 4 Participants are given the definition of bullying in Annex 24. In their groups they try to redefine it to not only cover child-to-child bullying.

Informative pills on topic

(5 to 10 bullets point)

- Often there is a thin line between teasing and bullying, and teasing can also be very damaging if done regularly over time
- Bullying of children by teachers happens more often than bullying by children, but most programmes only tackle child-to-child bullying
- Bullying is a learnt behaviour, in nearly all cases the child who becomes a bully had been bullied by a teacher, an adult in his/her circle of trust or another child
- Bullying prevention is an important task of school leaders and it is not done properly if only child-to-child bullying is tackled
- If bullying happens outside of school, the school leader still has a professional responsibility to tackle it if it impacts a student (or a staff member)
- Staff members might also be bullied, and that has a major impact on their well-being and often performance and it may also trigger bullying by them

Small recap with tips

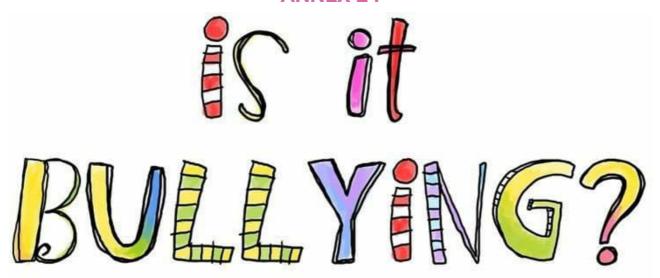
(tips for the activity & for addressing the topic)

Some of the situations are not clear bullying ones, so both yes and no can be good answers, the important thing is that the trainer must make participants explain why they opted for yes or no. The last situation is from the author's own school experience, the victim was a classmate.

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- A group of students walks down the hall toward their next class and witness a popular student push an unpopular student into the lockers, throwing books and papers all over the ground. The aggressor laughs and leaves.
- Mabel is not very athletic and has developed much quicker than other girls at school. One
 day, while changing for gym class, some girls grab Mabel's bra and swing it around like a
 sling. There are at least 15 other girls in the locker room.
- You've seen your student, John tease another student, Adam day after day for months. The
 teasing seems funny and harmless, but you've noticed that it is getting more intense as
 time goes by. Adam is beginning to miss school often.
- You hear it from students that your colleague, William teases a student, Adam day after day
 for months. The teasing seems funny and harmless, but you've noticed that it is getting
 more intense as time goes by. Adam is beginning to miss school often.
- A primary school student, Bill regularly takes the snacks brought from home from a classmate wearing a headscarf called Fatima, puts his ham in the student's sandwich and puts it back to her bag.
- A primary school student, Kate finds it a funny thing to grab the sandwich of another student called Fatima wearing a headscarf, putting a slice of ham in it and forcing her to eat it in a school excursion. It is obvious that it is a sudden idea, not something happening regularly.
- Tom is a student whose grades are usually not the best. He is given extra tests and scores lesson after lesson by your colleague, Kevin after scoring a perfect score at a test once.
- Your colleague, Evelin regularly brings student work into the teacher room and criticises it loudly and openly so that everybody can hear it.
- Your colleague, Bree explains it to parents at a parent-teacher meeting that their child is hopeless, just like them.
- Your colleague, Gudrun makes a student stand up in class and tells her she is as useless as her parents.

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When someone says or does something unintentionally hurtful and they do it once, that's **RIJDE**

When someone says or does something intentionally hurtful and they do it once, that's

MEAN.

When someone says or does something intentionally hurtful and they keep doing iteven when you tell them to stop or show them that you're upset—that's

BULLYING.

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Food for thought

https://multinclude.eu/

https://www.goodreads.com/book/show/129909.The_Boy_Who_Was_Raised_as_a_Dog

https://www.esha.org/coaching/

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 $\underline{https://rossier.usc.edu/wp\text{-}content/uploads/2013/08/Educator\text{-}Mindsets\text{-}and\text{-}Consequences\text{-}Table-}\\ \underline{Filback\text{-}Green\text{-}2013.pdf}$

 $https://www.umass.edu/oapa/sites/default/files/pdf/tools/rubrics/intercultural_knowledge_and_competence_value_rubric.pdf$

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EXENDED VERSION OF MODULE 7

Duration 3h

7.1 MEETING OTHER PERSPECTIVES

Activity name:

Case clinic

Learning Outcomes (identify at least 5 learning outcomes)

- Reflecting on other professionals' challenges
- Peer support methodology
- Active listening
- · Coaching competences increase
- Critical thinking
- Thinking outside of the box

General description of the activity

Participants work in groups of 4-5. One participant will be the case giver and the others act as coaches.

The case giver shares his/her leadership challenge related to the diversity in their school that is current, concrete, and important, and that he/she happens to be a key player in. The case giver should be able to present the case in 5 minutes and the case should stand to benefit from the feedback of peers. The coaches listen actively: they do not try to "fix" the problem, but listen deeply to the case giver while also attending to the images, metaphors, feelings and gestures that the story evokes in them. One of the coaches manages the time.

Step 1 After the case giver and timekeeper are selected, the case giver presents the case in 5 minutes trying to clarify the following questions:

- What key challenge or question are they up against?
- How might others view this situation?
- What future are they trying to create?
- What do they need to let go of and what do they need to learn?
- Where do they need input or help?

Coaches listen actively and may ask clarifying questions, but should not give advice.

Step 2. The presentation is followed by 3 minutes of silent reflection by the coaches trying to take stock of the images, metaphors, feelings and gestures that came up for them that capture the essence of what they had heard.

Step 3 Each coach shares the images/metaphors, feelings and gestures that came up in the silence or while listening to the case story.

Step 4 Having listened to all coaches, the case giver reflects back on what they heard.

Step 5 For 10 minutes participants reflect together on the remarks of the case giver, and move into a generative dialogue on how these observations can offer new perspectives on the case.

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The process is repeated once more with another case giver (if all participants have a case, the trainer can decide to give the floor to each participant taking it into consideration that each round takes about 30-35 minutes).

This activity is planned to take 60 minutes

Necessary props:

None

Informative pills on topic

(5 to 10 bullets point)

- ✓ Active listening is often a difficult skill for teachers
- ✓ Peer support is an important tool in school improvement
- √ When supporting others, you need to think outside of the box, namely your general context
- ✓ You often help more when you don't give advice
- ✓ Pictures are a powerful tool for support

Small recap with tips

(tips for the activity & for addressing the topic)

The trainer may have some situations prepared just in case there are no ideas for the first round such as:

- I find it difficult to speak to parents who are in a higher social position than me.
- I don't know if my newly arrived Ukrainian students are lagging behind in maths or they just struggle with the language.

7.2 FAMILY ENGAGEMENT

Activity name:

Identity wheel

Learning Outcomes (identify at least 5 learning outcomes)

- Understanding the way others see you
- Increased self-awareness the way you see yourself
- More conscious identities
- Ability to reflect on communication with others
- Thinking critically about identity and identities

General description of the activity

Step 1 Participants are each given a copy of the identity wheel and asked to follow the instructions.

Step 2 Participants form small groups and discuss the experience using the following reflection questions:

- 1. Which aspects of your identity did you mark as particularly meaningful to
- you? Why?
- 2. Which aspects of your identity did you mark as less meaningful? Why?
- 3. Why do you think about some aspects of your identity more than others?

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- 4. Which aspects of identity hadn't you thought of before completing this activity? Why do you think that is?
- 5. What aspects of your identity do you think are apparent to students? Which aspects may they not perceive as readily?
- 6. How do you think your identities impact your interactions with your students in the classroom space?

Step 3 Volunteers share some of their experiences: what was surprising, what was strange.

The activity should take about 30 minutes

Props:

Identity wheel - see Annex

Informative pills on topic

(5 to 10 bullets point)

- ✓ Everybody has multiple identities
- ✓ The elements of identity that are the most important for you may not be the most visible or relevant for others
- ✓ People will communicate with you based on the picture they have about your identity
- √ You can consciously emphasise some elements of your identity and be more reclusive about others
- ✓ It is, however, important to be authentic
- ✓ You should also be aware of the other person's prominent and less prominent identities

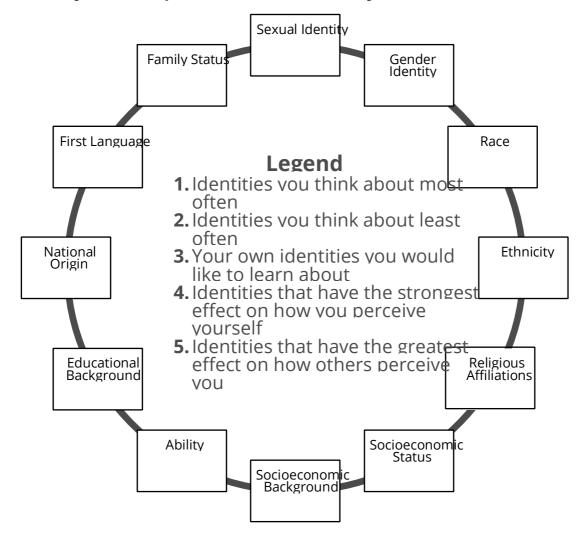
Small recap with tips

(tips for the activity & for addressing the topic)

The reflection questions might be printed and handed out. Depending on the context, the participants may find it difficult to relate to the elements of ethnicity and race, and the sexual identity – gender questions. If the trainer detects uncertainties, they may stop and discuss these notions.

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Activity: Complete the Identity Wheel

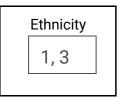


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Please consider your identities in relation to the numbered reflective questions listed in the legend on the other page. Each question asks you to consider how you think about your identities. Each box on the wheel represents a different facet of identity. Write in the number that corresponds to each reflective question as it relates to a particular identity facet. The legend for each number association is as follows:

- 1. Identities you think about most often
- 2. Identities you think about least often
- 3. Your own identities you would like to learn about
- 4. Identities that have the strongest effect on how you perceive yourself
- 5. dentities that have the greatest effect on how others perceive you

For example, if you think about your ethnicity most often, and it's also an identity you'd like to learn about, you would enter 1 and 3 into the "ethnicity" text box, as shown below:



(Adapted from Michigan State University, Center for Service-Learning and Civic Engagement. "Social

Identity Wheel." n.d. Accessed June 12, 2019. http://servicelearning.msu.edu/upload/toolkits/SocialIdentity-Wheel.pdf and from the University of Michigan, Ann Arbor, College of Literature, Science, and the Arts. "Social Identity Wheel." 2017. Accessed June 12, 2019.

https://sites.lsa.umich.edu/inclusiveteaching/2017/08/16/social-identity-wheel/)

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Activity name:

Changing perspectives

Learning Outcomes (identify at least 5 learning outcomes)

- Understanding the way others see you
- Increased self-awareness
- Ability to reflect on communication with others
- Understanding parents from diverse backgrounds more
- · Being more emphatic with parents and other family members

General description of the activity

Step 1 Participants form pairs, and each pair is given 2-3 simple situation cards. They design a role play activity that shows the situation on the card. There is only one restriction, no participant can play his/her real role (in case of a group that consists of teachers only, they can play the role of the child, the parents, neighbours, even the school head, but not the teacher)

Step 2 Each pair chooses one situation and act it out without saying what the situation was. The others guess what the situation was. The trainer highlights if he/she detects that an act was based on prejudice, and they elaborate on the situation.

Step 3 Volunteers share their experiences with having to put on other people's personality in a pedagogical context.

Step 4 Some others choose a situation and act out what they would have done in the situation as teachers – the others stay in their original role to support.

The activity should take about 30 minutes

Props:

Situations in 2-3 copies – see Annex

Informative pills on topic

(5 to 10 bullets point)

- \checkmark Using role play and asking people to take the other's role helps us understand them
- ✓ Teacher behaviour is often influenced by prejudice or assumptions.
- ✓ It is important to understand that nobody is unbiased.
- ✓ Previous experiences have a strong impact on how we interact.
- ✓ It is a teacher's professional duty to be aware of this and try to be as objective, but at the same time as authentic, as possible.

Small recap with tips

(tips for the activity & for addressing the topic)

As this is towards the end of the training, the trainer may want to adapt the situations to topics that have come up in the course of the training.

If it is possible, the activity can be used in joint trainings of teachers and parents, using the same rule: nobody can play his or her own role (teachers cannot be teachers and parents cannot be parents). If children participate, too, it is even more interesting. The trainer may recommend this activity for parent-teacher meetings where children should also be present.

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the child gets a bad mark at school

the parent did not send in the required amount of money for the school excursion

the child does not have the necessary equipment for the PE lesson

the school nurse finds head lice in the class (again)

the child is caught smoking after school

the child bullies a classmate

the child stole sweets from a classmate

the parent slaps a classmate for bullying their child

an expensive mobile phone disappears from class

the classroom window is broken

the parent storms into school because the child got a bad mark

the school psychologist has evidence that some children are cutting themselves as an after-school activity

the teacher receives threatening messages from a parent

the parents argue about Christmas gifts for the head teacher

the parents argue against the Nativity play in the school

the parents object to using Google Classroom for school activities

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7.3 EXTERNAL COMMUNITY ENGAGEMENT

Activity name:

Map your partners

Learning Outcomes (identify at least 5 learning outcomes)

- Increased awareness about the education environment around their students
- Increased awareness about potential partners in teaching
- Understanding the complexity of stakeholder networks
- Increased knowledge about the ecological model of education
- More appreciation for learning outside of school

General description of the activity

Step 1 The trainer hands out post-it notes and asks participants to brainstorm all possible partners they can have in their educational work. They are instructed to put one group only on each post-it, and to think about everybody a child learns from. The post-its are put on the wall or a flipchart.

Step 2 In small groups, the participants are asked to categorise stakeholders, and share their structure with others. The groups agree on one structure they will all use.

Step 3 In the same groups, the participants try to find the "place" for each stakeholder group that came up in the brainstorming.

Step 4 The trainer introduces the Bronfenbrenner ecological model (original schematics in the annex). It can be mentioned that according to researchers, the role of religion has been taken over by social media and mass media in the last decades.

This activity should take about 20 minutes

Necessary props:

Large sheets of paper, felt-tip pens, post-it notes

Informative pills on topic

(5 to 10 bullets point)

- Children learn everywhere and at all times
- School learning is just a small part of learning in most cases
- In the whole school approach, all educational situations and all people who facilitate the learning of the child are considered
- In the whole school approach, the school has a professional responsibility for a holistic view and collaborating with other educational scenes
- In the whole school approach, the school leader consciously engages others with classroom learning, and teachers collaborate with other educators
- The non-teaching staff is often forgotten
- Companies play an important role and have high stakes in good education, schools should not be afraid of them

Small recap with tips

(tips for the activity & for addressing the topic)

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In the brainstorming phase, the trainer should keep an eye on any important missing stakeholders, and support the group with guiding questions if necessary. E.g. it is important to have non-teaching school staff, parents, siblings, museums, libraries, companies, social media and mass media in the list.

If the group is very confident, Step 4 may be skipped.

Activity name:

Open schooling in an ideal world

Learning Outcomes (identify at least 5 learning outcomes)

- Increased awareness about the education environment around their students
- Increased awareness about potential partners in teaching
- Understanding the complexity of stakeholder networks
- Awareness of potential collaboration between the school and other education providers
- Deeper understanding of the notion of open schooling

General description of the activity

At the beginning of the activity, the trainer clarifies that by an open school we mean a school that has an active network of collaborators that work inside and outside of school to support the learning of the child. Participants form small groups, and they are instructed to build their ideal open school. Each group presents their building, the audience is asked to take note of

- 4. anything they can easily relate to,
- 5. anything that looks impossible in their own school environment,
- 6. anything that they are already doing.

This activity should take about 20 minutes

Necessary props:

Anything that can be used as building material (boxes, LEGO, paper, wooden bricks, straw, empty yoghurt jars, glass jars, etc.)

Informative pills on topic

(5 to 10 bullets point)

- Open schooling is an approach that supports the learning of diverse student groups
- Access to open schooling activities is often prevented by legal restrictions on groups of children leaving the school building during school hours or external people entering the school
- Access can also be prevented if students have to pay for the activity
- In all contexts, there are several offers for open schooling activities by non-formal providers
- Not all external activities are open schooling ones, only those that are an integral part of the teaching programme

Small recap with tips

(tips for the activity & for addressing the topic)

In case of a lot of ideas listed as not possible, the activity can be finished by discussing why they think they are impossible and what changes are necessary to make them a reality.

Literally anything can be used as building material for this activity. We propose to use material that can be re-used to avoid a lot of litter.

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7.4 LINGUISTIC DIVERSITY

Activity name:

Linguistic diversity awareness

Learning Outcomes (identify at least 5 learning outcomes)

- Increased awareness of linguistic diversity in the school
- More empathy towards learners
- More empathy toward parents
- More conscious professional communication
- Higher level of critical thinking about participants' professional communication

General description of the activity

Step 1 In pairs, participants are asked to collect as many words for what they see in one of the pictures as they can in 3 minutes. They can use their smartphones or tablet for this. The words can be regional or slang words, but they have to be in their mother tongue:

- Potato
- Corn
- Child

Each participant is asked to highlight one word that

- 1. they haven't heard,
- 2. they use regularly, but they think others don't use often,
- 3. that they think their students would struggle to understand.

After a short explanation that linguistic diversity is not necessarily about people speaking different languages, participants are asked to work in pairs and translate the paragraph provided in the annex into a simple version in their own language that a child or a person who may not have the linguistic register necessary to grasp this paragraph can understand.

At the end, a few volunteers share what they found interesting and/or challenging in the task.

Time necessary for the activity is 10-15 minutes

Necessary props:

Pictures of a potato, a child and corn (there might be a need to clarify that the first one is a potato)

Copies of the paragraph

Informative pills on topic

(5 to 10 bullets point)

- Linguistic diversity is present in monolingual as well as multilingual classrooms
- most teachers are using an adjusted linguistic register in the classroom so that children understand them
- many teachers don't consciously use a non-professional linguistic register if they talk to other adults, such as parents
- children in the classroom often struggle with tasks because of their lack of language and not lower levels of subject knowledge

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 there are great artificial translator tools (eg. DeepL) that can be used by teachers if they allow their students to write in the language they are comfortable with rather than the language of instruction

Small recap with tips

(tips for the activity & for addressing the topic)

In groups where teachers have a large diversity in the mother tongue of their students, you may add a discussion on how asking all students to add versions for such simple words and displaying them can benefit students in general.

7.4 LINGUISTIC DIVERSITY

Activity name:

Open schooling in an ideal world

Learning Outcomes (identify at least 5 learning outcomes)

- Increased awareness about the education environment around their students
- Increased awareness about potential partners in teaching
- Understanding the complexity of stakeholder networks
- Awareness of potential collaboration between the school and other education providers
- Deeper understanding of the notion of open schooling

General description of the activity

At the beginning of the activity, the trainer clarifies that by an open school we mean a school that has an active network of collaborators that work inside and outside of school to support the learning of the child. Participants form small groups, and they are instructed to build their ideal open school. Each group presents their building, the audience is asked to take note of

- 7. anything they can easily relate to,
- 8. anything that looks impossible in their own school environment,
- 9. anything that they are already doing.

This activity should take about 20 minutes

Necessary props:

Anything that can be used as building material (boxes, LEGO, paper, wooden bricks, straw, empty yoghurt jars, glass jars, etc.)

Informative pills on topic

(5 to 10 bullets point)

- Open schooling is an approach that supports the learning of diverse student groups
- Access to open schooling activities is often prevented by legal restrictions on groups of children leaving the school building during school hours or external people entering the school
- Access can also be prevented if students have to pay for the activity
- In all contexts, there are several offers for open schooling activities by non-formal providers
- Not all external activities are open schooling ones, only those that are an integral part of the teaching programme

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Small recap with tips

(tips for the activity & for addressing the topic)

In case of a lot of ideas listed as not possible, the activity can be finished by discussing why they think they are impossible and what changes are necessary to make them a reality.

Literally anything can be used as building material for this activity. We propose to use material that can be re-used to avoid a lot of litter.

ANNEX 27



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ANNEX 28

Competence-based learning empowers learners to understand the competences they need to master to achieve their goals, progress through learning processes without time constraints, explore diverse learning opportunities, collaborate in learning activities with communities of peers and mentors, create learning artifacts that represent their competences, reflect on their own learning achievements and see what they've mastered, what they still need to accomplish, and where to improve.

(Paragraph adapted from

https://blog.blackboard.com/3-key-characteristics-of-competency-based-learning/)

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Activity name:

What's happening?

Learning Outcomes (identify at least 5 learning outcomes)

- deeper understanding of non-verbal communication
- conscious shift from control towards learning facilitation
- thinking critically about the teacher's role in the classroom
- more conscious student-centred teaching
- more appreciation for students' abilities and agency

General description of the activity

The following videos are shown to the group with no voice on. Participants are asked to watch them trying to find answers to the following questions:

- What was happening?
- What were the children learning?
- Was there any point where the teacher should have intervened?

https://www.youtube.com/watch?v=EujRIX65jms

https://www.youtube.com/watch?v=mBK7JsAu-YQ

As a second step, participants are asked to share any personal experiences with any similar situation, e.g. children were communicating in a language they did not understand, they were consciously not interfering with children cooperating, when they felt they need to intervene although they did not hear what the children were discussing.

Time necessary is about 10 minutes

Props:

Device(s) to watch the videos, internet connection

Informative pills on topic

(5 to 10 bullets point)

- Most of our understanding of a situation is based on decoding non-verbal communication
- Children are nearly always capable of doing things more independently than we tend to assume
- It is a teacher's duty to intervene if there is direct and real danger
- Students are usually happy to explore, try, err and re-try
- Trial and error needs to be encouraged in the classroom as traditional school usually only rewards "good answers'

Small recap with tips

(tips for the activity & for addressing the topic)

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In case there is no internet, the activity can be replaced by a roleplay activity, especially if there are languages spoken among the participants that others don't understand.

Food for thought

https://multinclude.eu/

http://openschooldoors.westgate.gr/

https://www.dualcapacity.org/

https://www.phereclos.eu/

https://makeitopen.eu/

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SCHOOL TEACHERS' FACE-TO-FACE CPD

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MODULE 0: INTRODUCTION

Duration 3

30 minutes

0.1 INCLUSIVE SCHOOL II

Inclusive Schools II is an international project run between January 2021 and July 2023 by Fundacja British Council Poland in partnership

with <u>CESIE</u> (Italy), <u>ESHA</u> (Netherlands), <u>InterActing UK</u> (United Kingdom), <u>Lifelong Learning</u> <u>Platform</u> (Belgium) and <u>Universidad de Granada</u> (Spain). It is funded by the European Union under Erasmus + Programme and it builds on results of the Inclusive School project <u>inclusiveschools.net</u> (2019-2021).

The vision of the Inclusive Schools II project is to significantly increase the knowledge and skills of school leaders, teachers and student teachers to work inclusively with the increasing range of diverse learners in their schools. Taking an inclusive approach means learning environments where every student has an opportunity to succeed.

The project is built on the idea of scaling up good practice around training in inclusive education, leading to changes in policy, practice and culture at school, local and national levels.

We would like to enable teachers - both serving and in their student years - to develop and implement inclusive education practices with confidence. We intend for teachers and school leaders taking part in the project to become role models for others, influencing practice and policy at local, regional and national levels.

We know that inclusive education is essential in changing minds and breaking down barriers in schools. Teachers who join the project will be equipped to make this change happen in their setting.

Putting values like:

- respect for rights, for diversity and for equality
- belief in community, commitment to participation of all and democracy
- compassion and trust

Practice through inclusive education is not a one-off event. It is a journey. Each country and school has its own journey, depending on its particular context. Teachers undertake their own journeys too. These never end as the influencing factors – in particular the learners – change and require different responses. The journey requires perseverance and commitment from school leaders, teachers, learners, families and other school stakeholders. Inclusive education principles should sit at the heart of every teacher in Europe. We will work together to embed inclusive education principles that work for every setting.

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Inclusive Schools will concentrate on lifting key barriers to inclusive education:

- Overcrowding in classes. We know this can make it difficult for teachers to cater to additional needs that some young people in their class have.
- A lack of support teams, a rigid education system or a one-size-fits-all curriculum.
- Training and confidence gaps within teachers tasked with dealing with students who have additional and diverse needs.
- Bias against diversity in school communities, for example against refugee and immigrant children, children with learning disabilities, bullying, gender-based stereotyping or poverty.
- Pressure on exams and curriculum results.
- Training and confidence gaps within teachers tasked with dealing with students who have additional and diverse needs.
- Allowing teachers a space to speak freely about their experiences and challenges

Project aims

We aim for positive changes in schools across Europe by:

- increasing the number of teachers trained in inclusive education policy and practice
- deepening knowledge and understanding of inclusive education policy, practice and culture
- enhancing the skills of teachers working inclusively in schools
- strengthening leadership of inclusive education in schools
- facilitating enhanced cooperation within the school community (parents, students, school staff) and with a wider spectrum of education stakeholders
- increasing the confidence and motivation of teachers to implement inclusive pedagogies
- influencing policy change at school, local, regional and national levels

Inclusive Schools II focuses on developing school leaders, teachers and student teachers but will also impact on learners and families, policy makers, local authorities and ministry staff, higher education institutions, and organisations with an educational focus at local, regional, national and European levels.

Project Results

The project has been designed with the following areas of development in mind:

- Development of specific face-to-face training courses that address every day and systemic challenges in schools
- Effective support for teachers' professional development focusing on understanding and implementing inclusive pedagogies.
- Development of a MOOC designed for newly qualified teachers that is an effective introduction to inclusive education and will give you a level of confidence for working in diverse settings.
- Effective online support for newly qualified teachers participating in the MOOC.
- Providing the tools for effective communication and sharing of good inclusive practice amongst schools and institutions in Europe.
- Influencing national and EU policy agendas with the aims of developing inclusive education policy and practice

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The rationale of the project is that by providing high-quality, effective professional development tailored to the needs of each particular group of educators (school leaders, teachers student/newly qualified teachers) you will develop the in-depth knowledge, understanding and skills, plus motivation and confidence, to lead the development and embedding of inclusive policy, practice and culture in your classrooms and schools.

With this experience and confidence, you will become a role model for your peers and will be able to influence policy and practice both locally and nationally.

Through our project, we aim to involve all of those who play a part in Education and educational development directly and indirectly, including:

- School communities school leaders, teachers, professors, students, school advisors, school psychologists and parents.
- Policy-makers and public authorities' staff EU institutions, ministries and local authorities.
- Institutions and organisations with a focus on education, at both local and European level.

Those interested in taking part will form a community of leaders, tasked with contributing ideas to form inclusion strategies for schools across Europe.

We will support these school communities to become advocates for cultural change, confident in addressing discrimination and prepared to uphold self-directed initiatives for inclusion.

Working together with these leaders, the project will create a ripple effect across the school community as a whole and support the creation of an action plan to practically deliver future inclusion strategies in European schools.

0.2 BASIC INFORMATION ABOUT THE COURSE

This course has been designed for teachers based on existing good practice research, and information from the focus group every partner of the project conducted in the needs analysis. The course focuses on key knowledge about inclusive education and inclusive pedagogies; competencies related to implementing inclusive pedagogies in the classroom. The course incorporates action research and reflective activities in order that participants are encouraged and supported to try out inclusive pedagogies in a collaborative way that promotes reflective practice.

The course is structed in 7 different modules for a total duration of 12 hours. The InSchool partner suggest to organize the delivering of the modules as following:

- Day 1 (3 hours): Module 0, 1 and 2
- Day 2 (3 hours): Module 3 and 4
- Day 3 (3 hours): Module 5
- Day 4 (3 hours): Module 6 and 7

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Module n°	Time
Module 0 - Introduction 0.1 Inclusive School II: values, objectives, resources, partners	30 min
0.1 Inclusive School II. values, objectives, resources, partiters 0.2 Basic Information about the course	
0.3 Glossary with specific terminology	
0.4 Learner's log	
Module 1 – Exercises on Self- reflection and connections with the group	1h
Icebreaker	
1.1 Self-awareness on empathy, patience, flexibility and changing perspectives	
1.2 Prejudice & pre-conception	
1.3 Group activity: Sharing of experience and practices	
Module 2 - Inclusion	1h30
Warm-up activity	
2.1 Inclusion and Integration	
2.2 Inclusion in national & European context: policies and evidences	
2.3 Inclusion in school curriculum and pedagogy (challenges and	
opportunities)	
Module 3 - Diversities	1h30
Warm-up activity	
3.1 Diversities (minorities, sexual diversities - LGBTQ, gender identification,	
ethnic background, learning difficulties, physical disabilities)	
3.2 Prejudice	
3.3 Trauma connected to diversities, equity and inclusion	
3.4 Bullying/ well-being	
Module 4 - Classroom Practices	1h30
Re-enactments: working on specific scenarios	
4.1 Create a safe and inclusive environment	
4.2 Ways to listen, accept and contribute	
4.3 Process drama and discovery	
Module 5 - The Consultation group	3h
Warm-up activity	
4.1 Learning conversation and active listening	
4.2 Problem solvers and the consultation group	
4.3 Re-enactments and empathy	

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4.4 The power of learning communities Module 6 - Inclusive Approaches 1h30 Warm-up activity 6.1 Student-centred methods 6.2 Student-to-student peer support methods 6.3 Learning leadership approach 6.4 Needs assessment and reflective design Module 7 - Whole school approach and open schooling 1h30 Warm-up activity 7.1 Meeting other perspectives 7.2 Family engagement (keep in mind: cultural differences) [take in consideration the use of ICT as aspects to consider as tool to connect with the community 7.3 External community engagement (open door policy) 7.4 Linguistic diversity

Please notice that this is intended to be a suggestion on how to proceed with the course. However, trainers who will implement the course are free to adapt the duration of in according to their needs and local contexts.

At the end of the course, it is possible to find two additional extended versions of module 6 and module 7, with a duration of 3 hours each, for further explore the topics of inclusive approaches and explore more how to adopt a whole-school and open-schooling approach.

0.3 GLOSSARY WITH SPECIFIC TERMINOLOGY

ACCESS

The opportunity to attend school

DIVERSITY

A range of different people with varying traits and characteristics.

BULLYING BEHAVIOUR

When a person employ physical, emotional, or verbal abuse to make life miserable for another individual. The abuse can take many forms from simple name calling to physical abuse to sexual harassment. Bullying behaviour is defined by its intensity and duration and is distinguished by a pattern of repeated physical or psychological intimidation.

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ENGAGEMENT

The act of being involved in/participating in learning

EQUITY

The situation in which students are given what they need in order to have the chance of achieving the same outcomes as their peers.

EXCLUSION

Being removed from school for disciplinary purposes or Being denied access to an opportunity/event/class etc..

INCLUSION OR INCLUSIVE EDUCATION

Education that is based on concepts, models and processes that focus on equitable access to and engagement in learning for all children, regardless of gender, ability, disability, race, religion, sexuality, socioeconomic status or any other difference.

INCLUSIVE PEDAGOGY

Teaching and learning strategies that enable all learners to participate in an equitable way in the classroom.

• INCLUSIVE SCHOOLS

Schools that are on a journey towards inclusion / inclusive education and are striving to put inclusive pedagogy in place.

INTEGRATION

The teaching of children who need support within the classroom but separately from their peers.

PARENT

Any adult with parental responsibility for a child or young person

SCHOOL STAKEHOLDER

Anyone with a vested interest in the school and how it functions i.e. staff, students, parents, governors, others who have a regular role within the school.

SEGREGATION

The teaching of children who need support away from their peers

VALUE

A guiding principle or motivation, something that a person holds to be important Vision A concise, public statement that clarifies the school's goals for inclusion and its direction of travel

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0.4 LEARNING LOG

This Learning Log is a tool to help you to become aware of how you learn and to support you to develop new insights and link new knowledge with your own professional field.

How to use the log: Ideally, you dedicate a few minutes at the end of every training day to think about the questions and what your answers are. You can also make this a dialogic experience (a learning conversation) and discuss the questions with colleagues before you note down your answers. Feel free to leave questions out if you don't want to answer them.

All answers or notes that you write into this diary belong to you personally. They will, naturally, not be assessed. Nor will they ever be made public unless you want to share them with others.

Nevertheless, you may find it useful to draw on your answers in reflective discussions at the end of each training day.

Reflect on what you have learned today in terms of:

- Inclusion in Schools
- Community of Practice
- Mental wealth
- Activities to practice values of inclusion
- Visibility of Inclusion
- Running an Inscool Training event
- To what extent did you contribute to professional discussions?
- How did these discussions support your learning?
- What have you found most challenging today? Why?
- Something that I would like to tell my colleagues about

One or two sentences to conclude the day: (most) meaningful moments (e.g. experiences, encounters, insights, etc.)

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ANNEX 1: ICEBREAKERS AND WARM-UPS

Objectives

- To create a safe playing and sharing space
- To learn names and find out who is in the room and what are they like
- To model practice of listen, accept, contribute
- To bring a sense of wellbeing and group identity to participants
- To facilitate the culture of creativity in activities coming after

Activity name:

Group Order

Learning Outcomes

- Seeing yourself as part of a group
- Sharing personal information
- Self-assessment
- · Peer to peer assessment
- · Expressing your point of view

General description of the activity

Instructions to the participants:

Ice breaker or warm-up exercise to help the group function/agree as a whole. Everybody starts milling about the room. You then ask them to line up, according to various criteria. Beginning with simple physical orders where the players only need to look at each other move on to more complex orders requiring dialogue, analysis, self and peer to peer evaluations.

This activity is about 20 minutes including on how many orders you want to include. Spatial requirement; enough room for a line to be formed with all participants standing! Examples of Orders:

Height, from tall to less tall

Names, from those starting with A to those starting with Z or starting with Z and going to A Birthdays, from January to December

Colour (clothes) from light to dark

Emotion, using the alphabet for the first letter of how you feel

Sporty, How sporty are you?

Music, How musical are you?

European, How European are you?

Informative pills on topic

- ✓ Start with orders that are physical and the group can get in line only by looking at each other
- ✓ Encourage conversations, facilitate the language of comparison
- ✓ Ask individuals about their choices, why have you chosen this place in the line?
- ✓ Ask the extremes of the line about their choices

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- ✓ Ask questions such as how musical are you? which have no clear criteria for evaluation
- ✓ Encourage debate on values related to the subject
- ✓ Finish with subjects connect to the topic, how inclusive are you?

Small recap with tips

As well as allowing you to assess the mood and know how much the group know about certain things, you can discover personal and professional information and set a tone for future sharing among the group. Not all subjects have to be spoken of in forum style, some subjects can be left with the discussion in the line.

Activity name: Alphabet Islands

Learning Outcomes

- Sharing personal information
- · Communicating in clusters
- Expressing opinions
- Making connections with others
- Sharing insights and information on relevant topics

General description of the activity

The trainer prepares sheets of paper (preferably laminated) with all the letters of the alphabet, one on each sheet. The sheets are then spread out across open space, making sure that they are not very close to one another. The trainer explains that each letter represents an island. Between the islands naturally is the sea, so if you are not on an island you have to be swimming. Players are asked to swim around the islands miming a swimming stroke (freestyle, breaststroke, backstroke, the butterfly) or get creative and take another form of sea-bound transport. On an established signal players are to make their way to the island of their choice. If they find themselves alone on an island then they should reach out and form a bridge to another island with inhabitants! No-one should be alone on an island as the whole point is the conversation to take place.

Players are travelling around the islands, the trainer calls out a category with instructions on what to do on arrival. On the given signal, players make their way to an island that represents the first letter their choice. For example, if the trainer asks what is your name? "players swim to the island beginning with the letter of their name. When they get to their destination, they are to share information on their name, do they have a nickname or short form, do they like their name, why did their parents give them this name? The trainer may move around the islands asking players to share their answers. The same routine is repeated as many times as necessary, adapting the questions to the category. Sometimes it is not necessary for the trainer to visit all islands and the answers can stay with the cluster on the island.

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Props:

Letters of the alphabet written large with a page per letter

Informative pills on topic

- ✓ Good for learning names of participants
- ✓ Prepare questions appropriate to the chosen category, eg most important invention/discovery. When was it invented or discovered? Who is associated with this? What did we do before the invention/discovery?
- ✓ Encourage communication between islands
- ✓ Suing clusters and pairs as non-threatening forums for exchange
- ✓ Allowing all voices to be heard and valued

Small recap with tips

The key to the versatility of this game are the instructions provided on how to interact on the islands, eg Players are asked to travel to their favourite evil person from history or literature. When they are on their island they should reveal what they know of their character, where they were from, what they did that was so infamous. Trainers should also ask about their childhood, were they always evil and finally what is it that attracts you to this person? In playing this game with a group of History educators we found that some players were unable to identify a lovable villain. However, when they heard the choices others made they were able to move to an island. This was because most of the choices were literary or imaginary rather than real. The discussion moved on to how we enjoy the story of evil doing more than the reality. We questioned why we celebrate figures as dark as Satan in fiction and get bored by the righteous, yet in real life and history we do the opposite.

Activity name: Splat

Learning Outcomes

- Collaborative learning experience
- Speed of response
- Being a focus of attention
- Physical warm up
- Laughing at mistakes and trying again

General description of the activity

Trainer gives the following instructions:

Players stand in a circle.

Teacher stands in middle role of the Big Splatter.

Teacher stretches out arm, palm of hand and fingers splayed pointing at one of the players, shouting "Splat"

The targeted player must as fast as possible hunch down.

Simultaneously players to right and left of the "to be splatted" lift their arms closest to the "to be splatted" and do exactly as the Big Splatter [teacher] has done, exclaiming Splat.

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If a player makes a wrong move e.g. doesn't hunch down, or one of the players to either side use the wrong arm or doesn't respond, it is a poor thing moment.

Informative pills on topic

- ✓ Quick and easy way of getting a group to bond
- ✓ Nurtures sense of community in the group
- ✓ Can be played with or without elimination.
- ✓ Sharpens listening and focus
- ✓ Involves the entire group in non-threatening and fun action/performance

Small recap with tips

A final winner can be chosen by doing a word duel. Players stand back to back in middle of room. Teacher says words beginning with the letter S. On hearing each word, the players take one step. If the teacher says "Splat" the players spin round and point their arm palm forward, fingers splayed, shouting "splat". The fastest wins as in the old Wild West quick draw duels.

Activity name: Secret Conversation

Learning Outcomes

- Improve listening and comprehension
- Participate in debate
- Play with words and knowledge
- Creating collective narratives
- Playing with narratives and understanding how information can be manipulated
- Collaboration, the aim is that all participants join the conversation

General description of the activity

Two players choose a topic of conversation in secret and then begin to talk around the subject without directly saying what it is and trying not to give away too many clues about it, when the other players who are listening think they have an idea of what the topic is they join in with the conversation. If the original players think that the new player doesn't know what the topic is they can ask 'What are you talking about!?' if the player has it wrong they must exit the conversation. The aim is to have the whole group involved with the conversation.

Informative pills on topic

- ✓ A real life situation, when you walk into a room where people are talking they don't stop and tell you what they are talking about! You listen and join in.
- ✓ Information and keywords are gradually revealed.
- ✓ As the aim is that all members of the group contribute, the beginners of the conversation must facilitate this by giving away clues
- ✓ Give time for players to share knowledge, expertise and different perspectives on the subject, this can be interesting when the speaker is not 100% sure they are talking about the right thing!

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✓ Trainer can choose subjects for players after modelling or allow players in pairs or clusters to choose their own topics

Small recap with tips

An activity in which players are called to guess the topic of a conversation and try to participate in it. It can be used to review content and encourage speaking. Players will have to create a discourse while the listeners evaluate and analyse what they are saying and try to guess the topic before contributing to the conversation. This game allows creativity and freedom when choosing the language to be used around a specific topic. Players will practise their fluency and narrative abilities.

Activity name: Passing the You

Learning Outcomes

- Playing with voices and volumes
- A group sound for a group identity
- · Enhanced listening and finding limits of volume
- Acting emotions
- Building confidence

General description of the activity

The word "you" is passed around the circle at first.

One can then focus on gradually changing the volume of the "you" as it makes its way around the circle, creating a wave of sound: Each person says the word slightly louder than the previous until it cannot be said any louder, then the volume must be gradually reduced until the "you" becomes silent.

Next, the "you" may be passed across the room, in which case the response is 'me?' 'You!' For the 'Me?' gesture, hands on the upper chest and the 'You is given with open palms' Emotions such as happiness, sadness, anger, defensiveness, romance, etc. may be introduced.

Informative pills on topic

- ✓ In the first phase of working with increasing and decreasing volume, correct abrupt changes from player to player. Emphasize the wave.
- Repeat until satisfied, allow for errors and continue.
- ✓ Encourage players to listen better and anticipate
- ✓ In the second phase, where me is introduced we are no longer playing with volume but passing emotions or adjectives
- ✓ Choose contrasting emotions for the 'me' and 'you'

Small recap with tips

In this activity we hear everyone's voice.

Play until each player has been chosen in phase two, offer participants the chance to choose the emotions to play with

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MODULE 1: EXERCISES ON SELF- REFLECTION AND CONNECTIONS WITH THE GROUP

Duration 1h

Objectives

- To reflect upon concepts of otherness, unconscious bias, positive self-image, and changing perspectives
- To challenge and deconstruct biases and stereotypes
- To develop empathetic responses in relation to student needs
- To create and share useful advice and resources with other professionals

1.1 SELF-AWARENESS ON EMPATHY, PATIENCE, FLEXIBILITY AND CHANGING PERSPECTIVES

Activity name:

Showing the changing me

Learning Outcomes

- Empathise with an individual participant who is excluded in an activity
- Produce a visual, textual or audio representation that depicts changes in teaching perceptions and practices
- Analyse how experiences contribute to the development of empathy, patience and flexibility.
- Identify practical applications arising from personal and professional experiences in the area of inclusion in educational settings
- Identify practical applications arising from personal and professional experiences in the area of conflict management

General description of the activity

Before beginning the first activity, it is suggested that participants begin with an ice-breaker.

Ice-breaker: Where is my animal?

In this fun and dynamic mingling activity, each participant receives a card with a picture of an animal. The participants go around making animal movements and/or noises until they find an animal of the same species. The important thing here is that everyone has a corresponding animal except one person, who at the end of the activity will be alone!

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After this ice-breaker, discussion can revolve around how this person felt when they found they had no partner and can lead to an empathetic discussion on the topic of inclusiveness in the class.

Main activity: Drawing the changing me

A useful way to connect with our feelings and impressions about ourselves is to express thoughts and reflections through art. In this activity, participants are invited to create two drawings: one which represents them at the beginning of their teaching career and one that represents them now. It does not have to be a masterpiece, but rather a relatively rapid sketch which depicts how they feel they have changed over the years of multiple experiences they have had.

Alternatively, if individual participants feel that drawing is not their thing, they could try one of the following, or even invent their own alternative form of expression in order to create:

- a short melody that reflects who they were then and one that reflects who they are now
- a short poem or even a Haiku that portrays their development
- another form of creative expression that shows how they have changed.

Post-activity: Group discussion

Once they have finished, they might like to **discuss some of the following questions** (as well as others they may have) with other group members:

- How did you feel when completing the exercise?
- What important/sharable memories did you have?
- Seeing how you have changed, can this help contribute to the development of empathy, patience and flexibility towards others? How?
- What implications might this have on a teacher's view of classroom management in terms of inclusion and individualised learning?
- What implications might this have on a teacher's view of the management of conflict and/or disruptive behaviour?

Informative pills on topic

- ✓ According to Briner & Dewberry (2007); Roffey (2012); Taylor et al., (2016), teacher wellbeing predicts student learning and wellbeing.
- ✓ Teachers need to have a deep understanding of wellbeing, sensitivity to the needs of vulnerable students, self-awareness of their own reactions and triggers, appropriate coping strategies, and being well-informed by educationally appropriate pedagogies and frameworks that are appropriate to the specific needs of their students' (Roffey & Quinlan, 2021, p. 647).

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- ✓ According to Ryan & Deci (2017), self-determination is a keystone to supporting student wellbeing.
- ✓ Positive education includes a variety of topics that include happiness or wellbeing, character strengths, mindfulness, social and emotional skills, resilience, mindset (Dweck, 2006), grit (Duckworth, 2016), intrinsic motivation (Niemiec & Ryan, 2009; Ryan&Deci, 2017), active-constructive responding (Gable, Reis, Impett, & Asher, 2004), and many others.
- ✓ 'Prejudices and stereotypes about these marginalized groups persist and tend to be associated with a lack of hope, doubts on one's skills, self-depreciation, and inclinations to focus on one's negative aspects' (Millner & Kim, 2017).

Small recap with tips

Recap

- Begin with ice-breaker to raise awareness of topic and encourage participation
- Provide information on what the session hopes to provide
- Encourage participants to express themselves creatively
- Encourage useful group talk and reflection on possible classroom applications.

Tips

1. Environment

A very important component at this initial stage of training is the creation of a positive sociopsychological environment for individual and teamwork. We are at our most creative when we are relaxed and in a safe space and in this sense, encouraging the 'fun' dimension would be a useful strategy to help promote reflection and creative thinking.

2. Timing

This initial activity has a lot of scope for discussion on aspects of inclusivity, changing perspectives and implications for classroom management. Some of these topics are also addressed in further activities, so timing might be an important consideration and flexibility may be required in terms of which activities might be included or excluded.

3. Classroom application

While the activities here start from the perspective of participants, the ultimate goal is to help promote a better understanding of individual and groups of students. In this sense, there should be many opportunities to share and discuss practical classroom applications.

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1.2 SELF-PREJUDICE AND STEREOTYPES

Activity name: Who am I? Who are you?

Learning Outcomes (identify at least 5 learning outcomes)

- Analyse the value of positive self-image
- Demonstrate the existence of biases that might be held towards oneself
- Deconstruct negative or false stereotypes and prejudices
- Identify other unconscious biases that may be held by students, teachers and oneself
- Propose ways in which to address unconscious bias

General description of the activity

In order to set the scene and make a break between activities, participants can play a quick game

Warm-up: Shout it out

In this warm-up activity, participants are invited to shout out something positive they have done today or something positive they have seen someone else doing/heard someone else say.

After the warm-up, participants can discuss the importance of a positive self-image and seeing the positive in others.

Main activity: I am...but I'm not

In this activity, participants write five sentences about themselves using the structure I am _____ but I'm not _____ . These sentences should reflect something about their identity and a possible misconception that other people might have of them; additionally, the sentences could be about a person they know. A typical example could be: I am Spanish, but I don't like bullfighting.

Post-activity: Group discussion

After sharing answers, participants can discuss a number of questions, including:

- What types of bias or prejudice have you observed during your teaching career?
- What activities have you done/could you do in the classroom to help learners be more sensitive towards otherness?
- What types of unconscious bias do you think you might exist in the teaching profession?
- How do you think you could address your own unconscious biases in the classroom?

Informative pills on topic

(5 to 10 bullets point)

• Self-affirmation theory (Cohen & Sherman, 2014; Steele, 1988) suggests that individuals desire to maintain their self-integrity, which is essentially a positive image of themselves.

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- When they feel this self-integrity is threatened, they are more likely to display more prejudicial responses towards others.
- Reflecting on a positive aspect of a social category via group affirmation can increase group members' identification with their group and, consequently, the motivation to protect its related social identity (Tajfel & Turner, 1979).
- 'Individual differences in value orientation (e.g., individualism vs. collectivism) can influence the effect of self-affirmation on intergroup attitudes' (Badea & Sherman, 2019, p.44).
- 'For example, in the aftermath of terrorist attacks in France, people who scored higher in individualism felt more threatened by immigrants yet were more buffered by self-affirmation, and thus they diminished their support for the government's discriminative policy against immigrants' (Badea, Binning, et al., 2018, p.231).
- 'As demonstrated, the motivation to maintain feelings of self-worth and self-integrity can lead to prejudice, but the same motivation may also inform approaches that could lead to reducing prejudice. Clearly, there is a psychological element of prejudice that stems from the perception of self-threat' (Badea & Sherman, 2019, p.45).

Small recap with tips

Recap

- Warm-up activity with positive messages
- Stereotype/bias activity
- Discussion on unconscious bias and ways to address it

In order to provide a connection between the first activity and this one, we can refer back to the creative drawings or alternative expressions participants used to address the concept of self-prejudice and how we may see ourselves in a negative light. To counterbalance this perspective, the tone of this activity can be more upbeat with the warm-up activity, where participants are encouraged to see positive things in themselves and others.

In the stereotype/bias activity (I am but I'm not) the presenter might give own examples to encourage others to participate. Again, this is a fun activity, but with a serious message. The ultimate aim here is to enable participants to identify potential biases in others, but also in themselves. This might be challenging, and the approach should be one of supporting reflection and positive, concrete action.

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1.3 GROUP ACTIVITY: SHARING OF EXPERIENCE AND PRACTICES

Activity name:

What's mine is yours!

Learning Outcomes

- Empathise with a variety of positive and negative situations
- Discuss ways in which students can develop their empathy
- Share experiences in a specific topic from the module
- Create a list of teaching tips for a specific topic from the module
- Create a bank of ideas/resources for other teachers

General description of the activity

Warm-up activity:

Participants look at images which reflect some of the main concerns of this module (anxiety, derision, stereotypes, bias, positive image, etc.), and discuss how the people depicted might feel and how we can use images with students to develop empathy.

Main activity: Group work

In teams of 3-4 people, participants are assigned a number of topics, for example:

- stereotypes
- biases
- positive self-image
- empathy
- flexibility
- self-reflection

Each team discusses their personal experiences in relation to the topic, then creates a short presentation with two slides, including:

- Five Tips for Teachers
- Practical Activity Proposals, based on previous experiences and/or proposals they have found

Post-activity: Sharing ideas

Once the small-group work stage is completed, each team presents their findings to the rest of the participants.

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Informative pills on topic

- Inclusiveness occurs when team members are 'actively seeking to involve one another in the process of sense-making and decision-making' (Van Ameijde et al. 2009, p.32).
- 'Through inclusive behaviours, team members develop a sense of ownership over their shared tasks and goals, which fosters continued participation in shared leadership processes' (Van Ameijde et al. 2009, p. 40).
- Recent research conducted argued that 'academic achievement, self-concept and emotional maturity plays an important role in the professional career of a teacher' (Kumar, 2016, p.21).

Small recap with tips

Recap

- Warm-up activity: empathy with images
- Small group-work challenge: Teacher Tips and Practical Activities
- Presentation of proposals

This final activity culminates the areas previously discussed in the module and invites participants to provide practical proposals. This activity is based on the formation of groups and takes a task-based, action-oriented approach and is started with an empathy-orientated warm-up activity. Again, this initial activity is to help raise awareness and encourage participation.

During the small group-work activity, it is important from the outset that each team member knows exactly what their final outcome should be (the mini- presentation). It might be a good idea for them to assign different roles in their teams (spokesperson, time-keeper, etc.),

Once all presentations have been delivered, it could be useful to provide a shared space (e.g., Google Drive) to upload files.

FOOD FOR THOUGHT

Do you agree with the following quotes and statements?

QUOTES:

- √ "What a teacher is, is more important than what he teaches." Karl Menninger
- ✓ "We do not learn from experience. We learn from reflecting on experience." John Dewey
- √ "Reflection is one of the most underused yet powerful tools for success." Richard Carlson
- ✓ "Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened...they grow there, firm as weeds among stones" — Charlotte Brontë (1847/1864)

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STATEMENTS:

- ✓ Empathy and social skills involve one's ability to perceive others' emotions, feelings, and needs and help others to regulate their emotions to achieve desirable goals.
- Children must be taught how to think, not what to think.

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MODULE 2: INCLUSION

Duration

1h30

Objectives

- To let participants experience different settings for group work: random selection and cooperative learning and check how they influence the inclusion / integration
- To introduce the basic concepts and have save space to discuss them
- To discuss and exchange different opinions about the inclusion and inclusive practices
- To share the challenges and opportunities of integration, exclusion and inclusion

2.1. INCLUSION AND INTEGRATION

Activity name:

1: IN OR OUT & 2: COOPERATIVE LEARNING

Learning Outcomes

- The clarity of the notions: inclusion / exclusion/ integration
- Engagement in inclusive learning setting
- Knowing the difference between random collaboration and planned cooperation
- Experiencing a positive interdependence as a part of the inclusive setting for cooperation within the classroom
- Exchanged viewpoints on such concepts as: equality, rights, participation, community, respect for diversity as selected values of inclusion.

General description of the activity

Activity 1: IN or OUT

The activity should be proceeded as it is described in EduPack Inscool I p. 115 (time 30' all together)

After the short debriefing at the end, ask any of the groups to welcome the person with white paper and make the person joining the group task.

Random group task: Instead of introducing the notion "EXCLUSION" & "INCLUSION" ask the formed groups to discuss within the group and prepare a poster (no longer than 5 minutes for that). Make a gallery walk to see all the posters with the whole group. If you want to strengthen the experience and have more visible factors to refer to in the sum up, you can give some support to only one of the groups.

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ACTIVITY 2: COOPERATIVE LEARNING²

Make the new groups of 4 people and let people work together within the cooperative learning setting.

PART 1: Communication wheel

Introduce communication wheel and the roles of each group member:

- Person 1 EXPLAINS the term,
- Person 2 gives an EXAMPLE,
- Person 3 TIES the term to another term or concept,
- Person 4 SUMS UP what 1-2-3 has said

Rules:

- Person with the shortest hair is Person 1 (others get numbers clockwise)
- Only whole sentences are allowed
- Helping each other is allowed as well!

Let's the group discuss such notions as (others can be also chosen):

Equality

Rights

Participation

Community

Respect for diversity

Sum up the exercise inroducing the list of inclusive values and comment on that (EduPack Inscool I, p. 23)

PART 2: Group work reflections

Give new roles and tasks:

- Person 1 WRITES
- Person 2 MANAGES THE TIME and ensures that the group answers both A, B and C
- Person 3 SPEAKS FOR THE GROUP in plenum
- Person 4 ENSURES THAT EVERYONE IN THE GROUP GETS TO TALK during the group discussion

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² Based on: Cooperative Learning - Teaching For Democracy, Eva Kosberg, Oslo Metropolitan University, unpublished materials from seminar for teachers in Utoya, April 2022.

Let's reflect on group work – answer such questions as:

- What worked well in your group?
- What was hard/challenging/difficult in your group?
- What did you do in terms of COOPERATION?

Collect the group work results in plenery. Connect the expirience with the question: «how should we live and learn together?» (EduPack Inscool I, p. 23) & Cooperative Learning Principles: Positive Interdependence, Individual Accountability, Promotive Interaction, Appropriate use of Social Skills, Group Processing).

Discusse in plenary the metalevel of activity 1 and activity 2: ask the questions fostering reflecion on integration and inlusion:

- 1. What was the difference in arranging group work in activity 1 and 2?
- 2. How each setting involved you into cooperation/ exchange / interdependence?
- 3. Which one was more referring to working "with" members of the group / "in" the group? Which one was more referring to integration and which one had more of the inclusion characteristics?
- 4. What is the difference between integration and inclusion?
- 5. How will you define both concepts?

Small recap with tips

- ✓ Prepare a clear/ written instructions and communication wheels (roles/tasks divisions)
 use the PPT to make it visible to all
- ✓ Give some time for discussions but keep an eye on the dynamics be aware when participants start to talk other topics, became bored, too emotional
- ✓ Reflect not only on the merit but also on the group processing (part of building inclusive setting is to be aware of the dynamics between the group/ community members and reflect on in)
- ✓ Make sure you have the clarity with the discussed concepts but also make a space for the participant to exchange their ideas
- ✓ Involve different channels of communication/ passing the messages/ introducing the instructions: talk, write, use visuals, show.

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2.2 INCLUSION IN SCHOOL CURRICULUM AND PEDAGOGY (CHALLENGES AND OPPORTUNITIES)

Activity name:

1: Dialogue game & 2: Conversation Café: Challenges and opportunities

Learning Outcomes

- Experiencing the "Community of disagreement"
- Strenthen the skills to see/ hear/ exchange different perspectives
- Exchanged ideas about the different aspects of inclusion
- Discussed the challenges and opportunities of inclusion/ inclusive practices at school/ in the classroom
- Introduced inclusion in national and European context

General description of the activity

ACTIVITY 1: Dialogue game

Make the new groups of 4 people and let people work together within the new structure of the cooperative learning setting. Person with the biggest hand is Person 1 (others get numbers clockwise). Introduce the rules and give instructions.

Rules:

- 1. Express Your Own Opinions
- 2. Listen To Others
- 3. Build On Other's Arguments
- 4. Don't Be Afraid To Disagree

Instructions:

Person number 3 starts by choosing the opinion from the OPINIONS LIST and decide where to put it on the barometer: AGREE ---- UNSURE ---- DISAGREE. The person gives own explanation. Each person follows the procedure: barometer and explanation. At the end all need to agree where to put the opinion.

Next person chooses the next opinion, and the entire process is repeated. Trainer decides how much time to give (not too much to avoid boredom and disengagement) – depending on the time given all or a few opinions will be discussed.

OPINIONS LIST

- The most important in inclusion is that everyone is equal.
- Inclusive school policy offers students an opportunity to receive a quality education.
- Inclusiveness should be based on offering each student the same help to achieve the same outcome.
- Teachers should be allowed to give more one to one support to some of the students to make them more included.

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- I would never exclude anyone from the school community.
- The implementation of the core curriculum and assessing the students' knowledge is less important than teaching to live with one another and recognise our common humanity.

Sum up: every person writes on a piece of paper what he/she liked about exercise and on the other: one question/ problem/ obstacle (the papers are collected and commented by the trainer – it can be collected via the tool such as Mentimeter).

ACTIVITY 2: Conversation Café: Challenges and opportunities Make new groups and give the roles:

- Person 1 MANAGES THE TIME
- Person 2 WRITES
- Person 3 ENSURES THAT EVERYONE IN THE GROUP GETS TO TALK during the group discussion
- Person 4 SPEAKS FOR THE GROUP when new person join and in upcomming plenum

There will be four topics to be disused/ each for each group: (1) (More) inclusion in the classroom is always desirable, (2) (More) inclusion in the classroom is NOT always desireable, (3) There are more opportunities than challenges in building inclusive classes, (4) There are less opportunities than challenges in building inclusive classes.

The group gets own topic. They have 2 minutes for the discussion, after given time the person 1 goes to a next group clockwise, and person 2 goes to a new group counter clockwise. The groups discuss the issue. Each round takes 2 minutes, after each discussion two other persons move clockwise and opposite (despite person 4 who always stays within the initial topic). After four changes the SPEAKERS from each group introduce the sum up in plenary.

The trainer introduce presentation: Inclusion in national & European context: policies and evidences – based on the Edupack, p. 26-27.

Informative pills on topic

- ✓ Check Inclusion in national & European context: policies and evidences at the EduPack, p. 26-27.
- ✓ Underline during the activities that within given setting participants learn ABOUT inclusion (knowledge, understanding), but also THROUGH inclusion (values, attitudes) and FOR becoming more inclusive (skills, competences)
- ✓ Differentiate between the opinions and the values FOR AND AGAINST the inclusion

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Small recap with tips

- Make sure you strengthen the communication skills, getting into agreement, taking different perspectives
- Be flexible and change the activity / the time allocated for the activity when you see lack of commitment, boredom
- Be a role model and teach different techniques for working with a group (practically);
- Make space for the participants to discuss, but don't be afraid to sum up/ make comments from the expert's position

Food for thought

Why is inclusion important in the school community?

What are the barriers to inclusion in the school community?



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MODULE 3: DIVERSITIES

Duration 1h30

Objectives

- To reflect on own identity;
- Understand the value of diversity in a school environment;

3.1 DIVERSITIES (MINORITIES, SEXUAL DIVERSITIES - LGBTQ, GENDER IDENTIFICATION, ETC.)

Activity name:

Connecting with diversity (taken from DREAMS project)

Learning Outcomes (identify at least 5 learning outcomes)

- To explore the different parts of your social identity and your diversity
- To reflect on how diversity might impact the teaching practice

General description of the activity

- 1. Find an object (e.g. a bottle) and place it in the centre of the room.
- 2. Think about the different parts of your social identity such as:
 - Ethnicity (caucasian, Roma, African-European, latin, etc.)
 - Gender identity
 - Sexual orientation
 - Religion
 - Social class
 - Age
 - Skin colour
 - Financial situation
 - Profession
 - Physical health
 - Mental health
 - Physical image
 - Level of education
 - Legal status in the country
 - Living in your home country
 - Family situation (dependants, etc.)
 - other identity aspects you can think of?

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2. For each one of the above categories do as follows:

Situate yourself close to the centre of the room (the bottle) if you feel that this part of your identity gives you power, or far away from the centre of the room (the bottle) if you feel this part of your identity is very marginalized in society. The more normative this part of your identity is, the closer you will be to the centre.

Create an image with your body (like a statue) that represents this part of your identity. Do not think too much about it, let your body flow until you find the image that you feel best represents this part of your identity.

Add a movement and a sound to this image (like a GIF) and repeat the movement and sound of the image until you are able to remember it.

- 3. Repeat step 2 with all the other identity traits on the list.
- 4. Reflect (you can write if it helps) on what you have discovered about yourself (if you have discovered something), about your diversity, about your social rank and power, and how all of these might influence your teaching practice.

Informative pills on topic

(5 to 10 bullets point)

✓ Diversity needs to be addressed in an intersectional perspective with special attention to social identity constructs such as cultural diversity, body, gender, age, sexuality, health, socioeconomic and family situation, among other areas to fully understand the impact of the educational context in students' well-being.

3.2 PREJUDICES AND STEREOTYPES

Activity name:

The party of prejudices

Learning Outcomes (identify at least 5 learning outcomes)

- To reflect on self-perception on prejudices and stereotypes
- To understand how prejudices and stereotypes can influence behaviours and relationship

General description of the activity

- The facilitator will write in some post-its different "roles" living in the society or in school environment as many as the training participants (i.e woman, man, teacher, headteacher, thief, priest, homosexual, person in a wheelchair, homeless person, policeman/woman)
- Each participant will have assigned a role blindly and he/she will stick the post-it in his/her forehead
- Participants will start to walk around the room. They have to interact with each other showing how people would react meeting them in a party of prejudice (exaggerating the reactions) without talking. The aim is to let each participant understand which is his/her role/identity.

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- Once the roles are revealed, participants will act like the person with the role they have been assigned to. They will walk around the room, creating alliances.

Informative pills on topic

(5 to 10 bullets point)

- ✓ The human being has the natural tendency to divide the world into categories, grouping people on the basis of their similarities with respect to certain characteristics. This process has an adaptive function in both cognitive (less effort) and motivational (to develop a good self-image as a result of a comparison with individuals belonging to other groups) aspects;
- ✓ Categorizing means to perceive members of an outgroup as more similar than they really are and to consider members of different groups more different;
- ✓ Social categorization is at the basis of stereotypes and prejudices development;
- ✓ Stereotype and prejudice formation and development are strictly related to personal experience and to social learning dynamics that took place in different contexts (e.g. family, school, peer group) and that make use of several tools (stories, books, advertisement etc.);
- ✓ Indeed, school, as a place in which social values and attitudes are transmitted, and the textbooks here chosen, could be vehicle of gender stereotypes

3.3 TRAUMA CONNECTED TO DIVERSITIES, EQUITY AND INCLUSION

Activity name:

Symbolwork - Wheel of emotions (Projects Symfos & KITE technique)

Learning Outcomes

- To learn how our emotional states, influence the manner in which we present ourselves to the world around us;
- Sharpening self-awareness of teachers who want to actively accompany children and young people in bullying processes.
- To provide a space that is confidential, re-assuring, non-judgmental, and free from fear
 of reprisal or retribution for those who need to talk about their learning and life
 experiences;
- An authentic appearance and being aware of one's emotions play a central role, both for teachers and students, when it comes to prevention and solution in bullying situations.
- To understand trauma and how it is connected to each one experience

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General description of the activity

I.) Starting point: Explain the rules of "the game"

Ask participants to sit in a circle.

Put the wheel of emotions in the middle and ask someone to spin the wheel (if you don't have a wheel, write the names of emotions on pieces of paper and put them in a sack, and ask participants to pull one out).

The person who spun the wheel /took a piece of paper should share a story from his/her work with students when s/he felt that particular emotion.

After "the game", allow 10 minutes for summing up the session: ask participants to write down their thoughts (just a few sentences) on "My strengths as a teacher in a dealing with traumatic situations" and "Areas for improvement".

Once participants have done this, they should get into pairs and share what they have written with their partner.

III.) Good guidance is important

If you are working with a larger group, prepare more Wheels / Bags and create smaller groups to work together. Generally, it is ideal if there are not more than 10 people in a group who are sharing, as otherwise this activity could go on very long.

If there are two small groups, it is useful to have two trainers/teachers present, so that each can join a group and facilitate the process if necessary.

If you are alone and you are not joining the groups for the discussion, emphasize to the participants, that they should only share stories that they are comfortable with (usually people can self-regulate and don't go deeper than they want to, but it is still possible that it happens – so make sure that you ask people how they are feeling after the exercise and if they need any support at this point).

Informative pills on topic

- Trauma is the response to a deeply distressing or disturbing event that overwhelms an
 individual's ability to cope, causes feelings of helplessness, diminishes their sense of self
 and their ability to feel a full range of emotions and experiences.
- Trauma is at the heart of diversity, equity, and inclusion work because repeated acts of marginalization, oppression and racism are wounds that overwhelms one's ability to cope.
- Teaching from a trauma-informed perspective has the potential to promote faculty and student relationships as well as student success.
- Trauma-sensitive schools which are committed to fostering inclusion, participation and belonging can help learners move beyond reactivity and towards a positive pattern of interactivity, connection, self-regulation and resilience.

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3.4 BULLYING AND CONFLICTS

Activity name: Understanding roles in a conflict situation

Learning Outcomes

- To understand the dynamics behind a conflict situation;
- To adopt different perspectives;

General description of the activity

Ask participants to think of a situation caused by someone that has made them feel uncomfortable or has disturbed them while working as teacher (it can be a situation with a student or with a colleague).

Ask them to take a moment to remember the situation and to write in a paper what the person did, or how he or she acted that put them in that difficult situation. They should write down their reaction and how it made them feel.

They then have to mark with an object (a chair, a shoe, a piece of paper, etc.) a place on the floor that represents them in that situation. After, ask them to mark with an object (a chair, a shoe, a piece of paper, etc.) a place on the floor that represents the other person in that situation.

Participants must stand beside the object that represents them and reproduce out loud what they said in the situation. Ask them to try to remember their tone and their body language.

After, ask them to stand beside the object that represents the other person and to reproduce out loud what he or she said in the situation. Ask them to try to remember their tone and body language.

Ask participants to stand back away from the objects and look at the situation as "an outsider". They have to try to identify if there are other roles that are present, but that are not named directly, or that can be induced from the words, tones of voice, energies, etc. Some roles that could be present could be the mother, the father, the teacher, the judge, the police, the friend, the social worker, etc. Ask them to try to identify roles for both yourself in that situation as well as for the other person.

For each role they identify, choose a place and an object and mark their position in relation to the "two people present", who are represented by the two objects they have already identified.

They should than take the place of each role that surround them and the person they had the conflict with. While inhabiting each role, give it life: What does this role say? What might the role be feeling? How does it move?

Now they are asked to look at the map in its entirety. Does any new idea appear? Would they do something different in the situation of conflict?

Finally, ask them to go back to the original situation of conflict. They will take the place of the object that was representing them, but this time carrying with them the energy of the role from the previous step. They have to repeat the initial dialogue. Has the situation changed? How?

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Ask participants to write down any changes they might have felt from the original situation.

Informative pills on topic

- School leaders have often the role to address unhealthy conflict in the school community
 you lead or facilitate. Your primary role as a leader is to understand the conflict dynamics
 and build a constructive team culture;
- Individuals engaged in a dispute or conflict try to respond in two dimensions—concern for themselves and concern for others—which usually operate simultaneously. The success of the conflict resolution efforts depends on how well both concerns are satisfied.

Small recap with tips

The exercise will work best if the situation feels unresolved.

Food for thought

- Why is diversity in the classroom important?
- How often do you create opportunities in your classroom to learn about people from different races, ethnicities, cultures, physical or mental abilities, etc.?
- How aware do you think school staff are about the rates and types of trauma in the lives of the students in your school?

Bibliography/ Sources/ Additional material

- Basic readings on diversity, DREAMS project (annex 1)
- Stereotypes in the Professional Activity of Teachers Gulnas Akhmetovaa, Aigerim Mynbayevab *, Anar Mukashevac a,b,c Al-Farabi Kazakh National University, Al-Farabi av., 71, Almaty, 050040, Kazakhstan
- Wheel of Emotions: https://youtu.be/0-yHjAb0Pr8

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MODULE 4: CLASSROOM PRACTICES

Duration

1h30

Objectives

- To create community among participants
- To nurture a sense of team
- To facilitate cooperation and communication for the activities following on
- To develop collective creativity and problem-solving competences
- To build confidence and develop presentational competences
- Models for using re-enactments as learning tools
- To provide practical and flexible classroom resources
- There are more activities than time to play, please select according to your group and space

4.1 CREATE A SAFE LEARNING ENVIRONMENT

Activity name:

Yes Let's

Learning Outcomes

- Accepting suggestions
- Working in a group
- Empowering individuals
- Putting words into action
- Training associations
- Building spped of response

General description of the activity

This warm-up focuses on accepting offers and getting silly. Start milling about the room, perhaps suggest weather and environment.

Begin by loudly suggesting an activity for all the group to do. Everyone simultaneously yells 'yes lets', and starts to do the activity. Once the activity has been played for a while another one is yelled out and the group responds with 'yes lets' and begins the new activity. For example, if someone calls out let's all dig holes. The group responds with "yes let's all dig holes", and every manner of hole digging mime will begin (complete with sound effects). Then someone will suggest a new activity and the cycle continues.

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Informative pills on topic

- ✓ It's important to insist that the group respond to a suggestion by saying in chorus, 'Yes Let's'
- ✓ Every offer is accepted and not questioned
- ✓ You can suggest a general environment for the activities to take place
- ✓ Have plenty of suggestions of activity to keep momentum going

Small recap with tips

Can be played indoors or outdoors and should have constant action

Activity name:

Walk this way!

Learning Outcomes

- An introduction to reading body language
- Reading walks as a measure of character and mood
- An exercise in empathy, literally putting yourself in someone else's shoes
- Understanding how we can send and receive messages through the way we walk
- First steps in performance, building towards character and re-enactments

General description of the activity

The group forms a large circle and begins to walk in random directions with the instruction greet with a nod on making eye contact.

Choose one player to illustrate a walk with the idea that they have an imaginary wire connected to their chin, The wire is pulling the chin slightly upwards. Observe how the focus of the walk restricts the movement of the head and arms, how the step is affected. Ask the walker how they felt doing the walk, Happy? Sad? Superior? Alone? etc

Illicit feedback from the group on how they interpreted the walk. Ask the group to try the walk and feedback as before.

Repeat the procedure with the imaginary wire creating a new focus for the walk. Chine down, left shoulder right shoulder, the belly, the chest, the knees, etc, Ask players to discuss how it felt to have their walk led in different ways and the signals that walks give about personality and mood.

The activity should take about 20 minutes

Requirements:

Open space with room to move

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Informative pills on topic

- ✓ A key to understanding character comes through a study of walks
- ✓ We can change the way people think of us by adjusting the focus of our walk
- ✓ Playing with the focus of a walk can be liberating, showing how simple it is to send different messages
- ✓ Learning to read the messages of a walk can help us understand changes in circumstances, people will walk in different ways according to current mood and if the walk changes from the normal walk it can help us anticipate a problem
- ✓ Walking in the shoes of others helps us undertand ways of being that are not our own and help feel how others do

Small recap with tips

Keep the walks bright and light, feedback on how it feels is important, use individuals modelling form the group and then the group as a whole.

Activity name: **Doppelgängers**

Learning Outcomes (identify at least 5 learning outcomes)

- Celebrating and playing with diversity
- Encouraging visible identities
- Ability to reflect on communication with others
- Understanding parents from diverse backgrounds more
- Being more emphatic with parents and other family members

General description of the activity

Part One

All participants stand in a space large enough to allow them to run around. The trainer explains that each player has to secretly and silently choose their doppelgänger (someone similar to them, either physically or intellectually or emotionally or spiritually) and their 'nemesis' (someone who is different to them with the similar sets of criteria to the choice of doppelgänger).

Part Two

The trainer explains that players must try to keep their doppelgänger between themselves and their nemesis.

Model this with a number of players being doppelgängers and nemesis of the trainer and each other.

Note that players do not know whose doppelgänger or nemesis they may be. After some minutes of chaos, the trainer calls 'FREEZE' and everyone has to stop.

One by one, players reveal who they chose as their doppelgänger and their nemesis. If their

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nemesis is in direct line of sight from them, they are 'dead' and the nemesis can choose how to 'kill' them. This calls for some serious acting! After acting out the death scenes,

Part Three

Players connect with their doppelgängers and identify the things they have in common. Feedback to the group and then repeat with their nemesis, how many differences and what sort of differences do they have?

up to 30 minutes

Props: None

Open space required

Informative pills on topic

- ✓ This activity is based on a classic improve game known as Assassin
- ✓ Important to model the run around element to the game.
- ✓ If time is tight, ask for only 5 similarities from Doppelgängers and 5 differences from Nemesis's
- ✓ Reflect on the nature of similarity and differences as identified in the group
- ✓ Open discussion on fear of difference
- ✓ Should we hide our differences or is the classroom the place to discuss them?

Small recap with tips

A lively run-around activity in which learners first represent related and opposing concepts and then identify their similarities and differences.

In the second phase of the game, when differences and similarities are discussed, players need to apply their knowledge of their context so as to analyse and evaluate

their own status in comparison to that of their nemesis and doppelgänger.

Language of comparison, contrast and agreement is expected to occur.

4.2 WAYS TO LISTEN ACCEPT AND CONTRIBUTE

Activity name:

Busy Bees

Learning Outcomes

- Celebrating the unusual
- Bringing action to words
- Building confidence
- Playing with identities
- Building block for personification, empathy and re-enactment

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General description of the activity

Getting ready

Instruct the players that they must move around the room buzzing like a bee and performing figures of 8.

Playing

As players buzz around the room, instruct them to freeze on the clap of the hands. The trainer then calls out a letter of the alphabet and players have 5 seconds to make a body statue representing a word beginning with that letter.

Players have to create a figure in a short time, which can be a very challenging task. Besides, creativity will allow them to continue in the game. They must apply their own ideas on the spot when acting out. The trainer asks each player what they are representing. If two or more people make the same shape, they are eliminated.

When the trainer choses a specific topic, players will have to remember the elements belonging to that specific taxonomy.

When telling what they represent, players can name and describe what they are. In this part, we can move from a non-advanced level providing simple statements (I am a...) to more advanced levels in which learners have to describe their performance using the progressive aspect of the present tense (present continuous) eg Subject refugees, letter B, I am a boat crossing the English Channel at night

Informative pills on topic

- Play several rounds before introducing the idea of elimination
- When elimination is introduced the eliminated become active spectators and the players performers
- From the audience invite members to clap hands, choose letters and help judge
- Keep the rhythm brisk
- Encourage adventurous choices

Small recap with tips

The activity can be played without elimination as an exercise in stretching the imagination however the introduction of the rule brings the creative element to the fore and an opportunity to applaud the daring.

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Activity name:

Valuable Threes

Learning Outcomes

- Simple exercise in collective creativity
- Building confidence in performance
- Sharing associations
- Trusting the group to connect and continue
- Using the body to express ideas or objects

General description of the activity

10. Getting ready

The trainer explains that threesomes are a collection of three loosely related things.

All players stand in a circle.

Players must say who/what they are and mime it (freeze).

After Player 1 steps into the circle, stating what they are and representing that thing, Player 2 adds something related and Player 3 finishes the sequence.

The trainer should model this.

Playing

Example

In a circle Player 1 enters the circle with a statement: I am a dog and crouches down on all fours and barks. Player 2 enters and may say: I am a bone and lie invitingly in front of the dog. Player 3 will close this threesome by entering saying: I am the lamppost. The dog may interact with the lamppost! Player 1 and Player 2 return to the circle.

Player 3 remains and becomes the new Player 1, stating what they are and becoming that thing.

For establishing order it is important to insist on only three players in any one sequence.

This activity should take about 20 minutes

Necessary props: None

Open Space

Informative pills on topic

- Remind players that Player 1 does not need to have a full picture of what will come later, they can rely on the creativity of the group
- Variation I: Player 1 leaves the scene taking one of the other players with him/her. The remaining player becomes the starting point of new chain of associations.
- Variation II:
 - a) The group stays with one topic but each element can only be used once.

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Players can be asked to come up with as many relevant associations as possible within a given time-limit.

- b) Two groups standing in a circle each compete against each other. The teacher nominates the topic.
- Variation III: After each round, players can be asked to explain their addition to the threesome.
- Finish with a tableau where all players join the association

Small recap with tips

The great strength of this game is showing the individual players how to rely on the group. This is a superb introduction to collective creativity and responsibility. Simple mime techniques are used and we directly connect action and word.

Players accept the offers of others and build on their ideas to the completion of the tasks

4.3 RE-ENACTMENTS

Activity name

Freeze Frames

Learning Outcomes

- Opportunity to Show What You Know about any given subject
- Planning, discussion and performance
- Process drama in action
- Identifying key actions and how they are linked
- Teams developed
- Negotiation of meaning and understanding of priorities

General description of the activity

Getting ready

The trainer explains that the task is to represent an event in a limited number of connecting freeze frames.

Players form groups of 5 or 6.

The trainer may provide topic cards for the groups. Groups are not to reveal the subject of their task.

Playing

In the classic version of the game, players select a famous movie. It is not necessary that everyone in the group has seen it.

From the movie they must select four of the most emblematic scenes.

In their group they must recreate these scenes as freeze frames. Everyone must be in every scene. Players can play objects, chairs, tables, trees, etc.

They do not talk.

When the four freeze frames have been rehearsed the group is asked to

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present the frames in front of the wider group.

The wider group watches in silence and after the fourth scene are invited to say if they know the movie. The audience starts with a description of what they see and hypothesise about the film/event represented by the players. In this phase, the audience becomes active having to explain their observations and draw conclusions. It is important that the performing group does not respond to the audience's guesses but waits for the correct interpretation.

The trainer may then wish to ask the players to take positions again for each frame to explain each scene to the wider group.

Time necessary for the activity is 30 minutes

Performance space required

Informative pills on topic

- Suggest topics relevant to the group and objectives
- Trainers need to support teams in their preparations, circulating, listening and advising on the content of frames
- The audience are trained to become critical of performance and understand techniques of embedding messages using only our bodies
- Avoid the use of props, encourage the creativity from previous activities such as Busy Bees and Valuable 3's
- During review of slides the trainer has the option (which they can extend to the audience) to interrogate individuals within the frame, asking them how they feel etc
- Defining the performance areas for performance with tape can be helpful
- Taking photo of each frame helps focus the performance

Small recap with tips

The physical space needs to allow for planning groups, rehearsals and performance. Players need to remember events or processes and apply their knowledge of the context to the creation of frames. During preparation, they have to interact and agree on the best way to represent the scenes. Observers need to analyse the representation in order to guess the concept behind the frames.

Activity name | Press Conference

Learning Outcomes

- Opportunity to Share What You Know
- Enhancing deduction and reasoning
- Developing techniques in critical questioning
- Peer to peer learning
- Creative re-enactments

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General description of the activity

Getting ready

Player 1 leaves the room. Before they leave they are told that on return they will find themselves in a press conference facing a barrage of questions which they must answer until they can discover who or what they are.

The group in the room chooses an identity for the player who has left. They will be journalists and their questions and attitude should provide indications as to who the mystery guest might be.

The trainer guides the group toward the type of questions they could ask which could help reveal the hidden identity without directly stating it.

Playing

Player 1 enters the room and the group will really play journalist characters, identifying the media outlet they represent. They can take photographs and jostle to ask the next question.

Player 1 will answer each question posed by the journalists and through this process they will try to guess their identity.

- Once the player has identified who or what they are, the journalists can ask the question,
 Can you show us what happened when? And re-enactments begin with Player 1 as director and the journalists as players.
- Time necessary 15 minutes minimum

Props: None

Informative pills on topic

- The challenge is more on the group to gradually reveal the identity through questions than on the Player to worry about their answers.
- Prepare the journalists to ask questions relevant to the subject, support them with technical terms and specific vocabulary
- Personification is crucial here as we can have a conference with concepts and events as well as things and people, eg Press conference with Universal Suffrage, Press conference with discrimination or Covid!
- Journalists can prepare their questions in teams when the group is numerous
- Facilitate the can you show us what happened when... movement from conference to reenactment

Small recap with tips

Perhaps play the Conference with a simple example first, a trending celebrity or current event before moving on to history or themes relevant to inclusion

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MODULE 5: THE CONSULTATION GROUP

Duration 3h

5.1 THE LEARNING CONVERSATION AND ACTIVE LISTENING

Activity name:

The Learning Conversation

Learning Outcomes

- To validate learner's knowledge and build confidence
- To illustrate the power of a Learning Conversation
- To demonstrate that Active Listening strengthens communication
- To link identity, inclusion and belonging with communication
- To enable learners to use the techniques learned

General description of the activity

Instructions to the participants: Introduction

Think about your conversations and communication with others. In this activity we want to explore enhancing the power of conversations and your general approaches to communication by practising different techniques. The overall goal is to further empower others so that their 'voice' (views, thoughts and feelings) are validated and they feel understood, accepted and 'heard'. In this way their existence and meaning making is accepted and their personal identify is validated within the training context as a model for inclusivity, creating a sense of belonging and a feeling of acceptance.

Instructions to the participants: Introduction to Learning Conversations
In pairs identify the difference between a day to day conversation and a learning conversation (10 minutes).

Share that a Learning Conversation has a planned and structured process that can be used in variety of situations and contexts. For example, Harri-Augstein and Thomas (1991) use a structured conversational that leads to personal, professional and organisation growth based on Self-Organised Learning and Personal Construct Psychology. A Learning Conversation:

Structure	Description
Purpose(s)	Why are you having this conversation?
	What is the subject / topic you are referring to? What learning are you enhancing?
	How are you feeling about the conversation?

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Strategies	What strategies are you referring to? How is the person going about their learning? What are they going to learn and how are they going about it?
Outcomes	What outcomes are they achieving? Are they succeeding or failing? Are they stuck, if so why are they stuck? What outcomes would they like to achieve?
Review	Do they look back on their approaches / strategies? Do they have correct purpose or has it changed? What about their 'outcomes' are they correct or is there something to learn? Do the outcomes need to change?

The Learning Conversation outlined above is linked to learning and self-reflection as a learning aid. The 'Learner' is aided by the person using the Learning Conversation and can be referred to as a 'Conversational Coach' or 'Learning Coach' and it is inclusive because it enables the learner to better understand their own self and their own motives driving their learning.

It is possible to develop your own structured conversational process to aid learning.

References

Harri-Augstein, S. and Thomas, L. (1991) Learning Conversations: The self-organised learning way to personal and organisational growth. Routledge. London and New York.

Duration of the activity: 30 minutes

Informative pills on topic

- ✓ Conversations are often rushed so take your time
- ✓ Communication can lead to misunderstanding
- ✓ Assumptions can lead to confusion and crossed purposes
- ✓ Structured conversations help with consistency and learning over time
- ✓ Better and Improved communication can lead to more positive interactions, a strong sense of shared purposed and better collective outcomes
- ✓ People can feel a greater sense of belonging and inclusion if they feel heard and believe that they can make a difference

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Small recap with tips

This introduction can help participants start to become more confident when they begin 'live' conversations later on in the session.

By thinking about conversations and mutual, inclusive learning a sense of community can be enhanced and it is possible to help everyone share collective ideas and create an enriched work space or increase the pace of learning.

Activity name:

Active Listening

Learning Outcomes

- To demonstrate the effectiveness of Active Listening
- To demonstrate how Active Listening enhances positive feelings and attributions towards the 'listener'
- To build trust and confidence amongst the participants
- To demonstrate how poor listening, can, in itself, lead to pessimism, negativity and feelings of frustration and anger
- To train participants to use Active Listening techniques

General description of the activity

Instructions to the participants: Introduction 5 minutes

In this activity we want to you practice 'listening' and 'not listening' and learn the power of 'active listening'. This will underpin the main activity of working as a group to identify solutions to difficult problems

Instructions to the participants: Work in Pairs 20 minutes

In pairs, we need:

- 1. one of you to be the 'talker' and
- 2. one of you to be 'listener'.

The 'talker' selects a genuinely precious, positive life event (e.g. getting married / family event) that they can talk about for 2 minutes.

The 'listener' needs to find ways of 'NOT LISTENING' for 2 minutes, including: sleeping; yawning; getting up and stretching; reading a book; interrupting with an unrelated topic. The talker must keep talking for 2 minutes (even if they are sitting alone).

The trainer must stop the activity at exactly 2 minutes and get feedback firstly from the listener and secondly from the talker:

- 1. Tell us about your experience as a bad-listener
- 2. How did it feel?
- 3. Tell us about trying to keep talking to a bad listener
- 4. How did it feel?

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Now, repeat exactly the same activity (keep to the same roles), except this time, the listener will be a 'good listener' and use active listening strategies, including:

- Good eye contact, use of expressive eyes;
- Head nodding / head tilting;
- Briefly repeat short sentences that you have heard;
- Summarising what you've heard;
- Ask a supportive question to show you are listening and really interested to know more.

The trainer asks for feedback from the listener, including:

- How did that compare to the non-listening activity?
- Did the time you were talking seem to go slower or faster?
- Did you say more or did you say less?
- How did it feel, better or worse?

The trainer asks for feedback from the active listener:

- How did your experience compare to the first activity?
- How did it feel when you used active listening strategies?

The trainer sums up the importance of structuring conversations and using active listening to support communication, self-identity, build trust and belonging and inclusivity.

Duration of the activity: 30 minutes

Informative pills on topic

- ✓ Bad listening is all too common and a person needing to talk can feel let down, unheard, worthless, alone and isolated
- ✓ Teachers can be very busy, too busy to listen and read between the lines when something is wrong
- ✓ Active listening is highly effective and increases the quality and quantity of communication; much more can be imparted and exchanged in the same amount of time
- ✓ Active listening helps the listener grasp the nature of situations and increases the likelihood that they respond in a helpful way
- ✓ In a two-way conversation both people can use Active listening techniques and this helps them to deepen their understanding of each other's perspective and creates a shared view of the outcomes
- ✓ Active listening prepares the participants for the Consultation Group and they can be reminded to use their Active Listening skills during the next activity and for the remainder of the course: it is highly inclusive.

Small recap with tips

Active listening techniques are the bedrock for improved communication where a person or people feel increasingly valued, included and validated. It is predicated on values associated with Humanist Psychology: warmth, empathy, unconditional positive regard and acceptance. This form of communication derives from a genuine endeavour to connect, help and support others otherwise it may be construed as highly manipulative and exploitative which is antithetical to inclusivity, building trust and engendering a profound feeling of belonging.

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5.2 PROBLEM SOLVERS AND THE CONSULTATION GROUP

Activity name: **Problem Solvers and the Consultation Group**

Learning Outcomes

- To introduce the Consultation Group
- To demonstrate the collective power of unleashing the richness of a group to solve an intractable problem
- To show how a disciplined, structured approach is highly effective when it is used to support the search for solutions
- To help participants work together using active listening skills (non-verbal and verbal) to help a 'problem holder / solution seeker' solve their persistent problem
- To build a family bond and inclusivity amongst a group of people, people who may only come together for a short time to problem solve a particular issue
- Where the same group of people meet and use a disciplined approach to solve problems the people themselves can evolve a highly effective group dynamic which matures over time to become amazing problem solvers / solution finders

General description of the activity

Instructions to the participants: Introduction 5 minutes

The power of communication is enhanced a hundred fold by having a group of people use expert communication skills work together to engage in new ideas, innovative thinking, creative problem solving and original bespoke outcomes.

This highly inclusive and democratic approach can feel like a choir singing harmonies, soloists performing to inspire the group and create a performance that is unique, exhilarating and a strong bonding with a sense of accomplishment.

Between 4 and 8 people will sit in a circle and form the consultation group.

There will be a facilitator (chair) and a problem holder / solution seeker, the group will strictly follow a given structure (the facilitator will ensure that everyone adheres to the structure). The problem holder / solution seeker will be asked by the facilitator (in this instance – the trainer) to briefly present their problem and why they are seeking a solution. This starts the group's collective consultation process.

Instructions to the participants: Work in Pairs 30 minutes

Arrange 4-8 participants in a circle. If there are more participants they can be given one of two roles:

- 1. process observers who follow the structure of the group process and its fidelity (e.g. they can time the sections; or
- 2. content observers and the development/emergence of solutions.

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The trainer will ask ALL participants to think of a real problem in their professional life that they would like to seek a solution to (let them think about this whilst the trainer introduces the structure of the consultation group).

The Trainer:

I would like each of you to think of a professional problem that is hard to find a solution to. Be thinking of this whilst we look at the structure of the Consultation Group conversation.

The Consultation Group Process: introduce the following structure (via a power point presentation or on a white board / flip chart

- 1. Introductions: say hello, my name is...(4-5 minutes)
- 2. The facilitator asks for someone to come forward who is seeking a solution to a real life professional difficulty (5 minutes)
- 3. The problem holder / solution seeker describes and outlines the problem and why they are seeking a solution (5-10 minutes)
- 4. The facilitator asks if there is anything the problem holder / solution seeker wishes to add at this time?
- 5. Individuals in the Consultation Group can ask the problem holder / solution seeker questions, seeking further clarification or more detail etc. THEY MUST NOT DONATE A SOLUTION or BEGIN TO CHANGE THE NARRATIVE, group members must only seek further information from the problem holder / solution seeker about the specific problem. The facilitator must STRONGLY stop anyone changing the subject, talking about their own experience or suggesting a solution (it will happen).
- 6. Once the facilitator is sure everyone, including the problem holder / solution seeker has a common understanding of the problem, ask the problem holder / solution seeker to sum up their position. This is because the act of articulating a problem can, in itself, lead to a solution (implicit knowledge to explicit knowledge). Secondly the process of answering a series of questions can lead to a solution).
- 7. The facilitator provides an overview and introduces the next step. Consultation Group members start generating solutions, answers to the problem. They must be creative, innovative, realistic, impractical, practical, sensible, crazy anything that could establish a way forward. The facilitator states that even an impractical / crazy idea might lead to a solution that would never otherwise have been considered.

The facilitator notices when the group becomes quieter and brings this stage to a close.

- 8. The next step is to ask the problem holder / solution seeker to share their experience of the solution seeking stage. And then to ask them what they will take away. The 3 main solution(s) to consider for them to take away.
- 9. Go around the group one-by-one asking them to share an aspect of their experience of The Consultatoin Group.
- 10. Thank everyone for their hard work, creativity, support and participation.

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Summary of the Consultation Group process: Facilitator: co-ordinates the Consultation Group

	Stage of the Consultation Group	Timing is approximate
1	Hello and brief introduction	5 minutes
2	Identify problem holder / solution seeker	5 minutes
3	Describe and outline the problem and why they need a solution	5-10 minutes
4	Facilitator checks for further information	3-5 minutes
5	Group asks the problem holder / solution seeker for clarification	10 minutes
6	The problem holder / solution seeker sums up their position. Facilitator checks that everyone is at the same point and understanding	3 minutes
7	Facilitator co-ordinates solution sharing. All members offer ideas for solutions	10-15 minutes (maybe more)
8	The problem holder / solution seeker shares their experience of the solutions and says what they will take away.	5 minutes (this may include a short discussion)
9	Each member of the Consultation Group shares something positive they have learned from the process.	10 minutes
10	The Facilitator thanks everyone and closes the Consultation Group	1 minute

Duration: 90 minutes

Informative pills on topic

- ✓ The hardest aspect of facilitating the group is to STOP members jumping to the next stage. Members are keen to provide advice, solutions and support. Their motivation is very high. Keep everyone on track and participating at the correct stage
- ✓ Active listening it's ok to keep reminding group members to use Active listening techniques, including: great eye contact, head nods, encouraging sounds, empathetic facial responses (smile, concern, interest etc).
- ✓ The facilitator can also check that group members share the same understanding as the problem holder / solution seeker
- ✓ Supportive emotional responses are acceptable and can be encouraged.

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- ✓ Negative emotional responses, criticism, hostility towards any member of the group is unacceptable
- ✓ Humanistic Psychological values underpin the group process: unconditional positive regard, warmth, empathy and positivity
- ✓ Group dynamics vary, some groups are energetic, others can be quiet or slow to warm up. The facilitator can also contribute as a group member. The facilitator can help everyone to join in.
- ✓ On rare occasions that a process is dominated by one person, the facilitator can intervene to re-balance the group dynamic and ensure that everyone has the opportunity to participate

Small recap with tips

An effective Consultation Group is a learning process for everyone involved. Everyone can learn something and take something positive from the experience. It is highly inclusive and helps to set the culture, values and sense of belonging that is needed to promote inclusivity. Listening, conversations and supportive interactions lie at the heart of a Consultation Group.

Reference: Hanko, G. (1990) Special Needs in Ordinary Classrooms: Supporting Teachers. Basil Blackwell. 2nd Edition. Oxford, England.

5.3 RE ENACTMENTS AND EMPATHY

Activity name: Re-enactments and empathy: to see the world as others see it

Learning Outcomes

- Understanding Emotional Intelligence
- Understanding what is empathy and how it impacts on well being
- Seeing empathy as a two-way process, being understood and understanding others
- Reading situations and between lines
- How to give positive feedback

General description of the activity

Instructions to the participants: Introduction

Emotional Intelligence (EI) is key to inclusion and establishing an inclusive culture within a school. Everyone is different and it behoves us to understand how others see the world, see themselves in the world, experiences emotional reactions to a specific event. Ten people in the same situation / event may experience ten different emotions and have ten different views.

We also need a high level of self-awareness to promote inclusion, to understand how we come across to others. For example, we may think we are encouraging someone to succeed but they may experience our attention as a form of bullying, domination or aggression. We can always 'read a situation' so it is important to check out how someone experiences our interaction with

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them and to be clear about our own intentionality: to be supportive or to manipulate them in order to meet our own needs.

Introduce concepts related to Empathy Skills

- Acceptance: to be non-judgemental
- Emotionally attuned: to understand someone's feelings
- Communicative: check out how another person is feeling
- Communicative: to be open about your own feelings and perceptions
- To be able to anticipate someone's reaction to you and for you to anticipate what you
 need to do support and validate their identity, self-esteem and do nothing that might
 hurt or abuse their feelings

Instructions to the participants: Key Empathy Skills

Sit in pairs and explore empathy in your lives:

Part 1

Describe a situation in your life when someone failed to demonstrate appropriate empathy, what happened, who were they, and how did you feel? In pairs identify the range of emotions might be in play between you and the other person.

Part 2

Describe a situation in your life when some demonstrated a high level of empathy and you felt understood, accepted and valued. How did this affect your perception of that person and the situation? What is your lasting memory and feeling about that encounter?

Informative pills on topic

- ✓ Emotional Intelligence is a key attribute of most successful people, EQ is more predictive of success than IQ
- ✓ Establishing a positive inclusive culture requires a critical mass of people who have good levels of empathy and can create a supportive and accepting school culture
- ✓ Using EI to support members of a learning community does not mean accepting abusive, domineering behaviours or aggressive confrontations, boundaries of acceptable behaviours also need to be maintained (they may need to be negotiated and explicitly stated)
- ✓ People should open discuss EI and have special activities to develop trust and acceptance via 'away-days', getting to know each other exercises – for example, games developed by Interacting
- ✓ Maintain high levels of self-awareness and group dynamics affect the behaviour of all people in a particular context – keep it under review, talk about it

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Small recap with tips

Everyone has different degrees of EI. Each person can change from day-to-day, for example, a stressful event or a sense of loss can render a highly, emotionally intelligent and empathic person unable to accurately read a situation due to their distress, pre-occupation with their own stress level or anger. A person may have had small car accident on the way to work and their car is now off the road for three weeks, and as such, may not notice a person feeling upset and sad and try to insist they join in with a singing activity – this could escalate into confrontation.

Reference: Goleman, D. (1995) Emotional Intelligence. Bantam Boods, Inc.

The activity lasts 30 minutes connect with Walk this way from Module 4



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MODULE 6: INCLUSIVE APPROACHES

Duration

1h30

Objectives

- To assess teaching methods used by the participants and identify the best ones for themselves and for inclusion
- To understand the difference between equity and equality in education
- To introduce the learning leadership approach and its benefits for inclusion
- To have a deeper understanding of what inclusion entails
- To support participants in carrying out needs assessment, formative assessment and designing their work in ways that support inclusion of all students best

6.1 STUDENT-CENTRED METHODS

Activity name:

Role on the wall

Learning Outcomes

- To reflect on participants' own learning experiences
- To think critically about teaching methods
- To build participants' professional teacher identity
- To understand and appreciate diversity
- To raise awareness of diverse student needs

General description of the activity

Instructions to the participants:

Think of a teacher who you believe communicates effectively with his or her students. This might be a colleague or a teacher you had as a student.

- Draw the outline of a body on a sheet of paper (you can also use the template in the annex)
- On the outside of the outline, give the teacher a pseudonym, write the teacher's age, subjects taught, years of experience and areas of expertise. All other information should be real, except for the name.
- On the inside describe the qualities of this teacher with reference to the communication skills they have. Include their use of verbal communication, gestures, and facial expressions.
- At the bottom of the outline, write one sentence summing up the role of effective teacher-student communication in supporting a deep learning approach.

After all participants are ready with their drawings, pin all the different outlines on a wall and then go on a gallery walk.

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After the gallery walk, participants discuss the following in a reflection round:

- Are there any features that are common to all the pictures?
- Are there any points of disagreement?
- Have other people identified any qualities that you agree are essential, but which you had not identified?

This activity is about 25 minutes including the reflection round.

Necessary props:

A3 papers, felt-tip pens in large numbers

Something to put the drawings on the wall – check it beforehand if pins, sellotape or blutack is the best solution.

As an alternative, you can also print a copy of the annex for each participant.

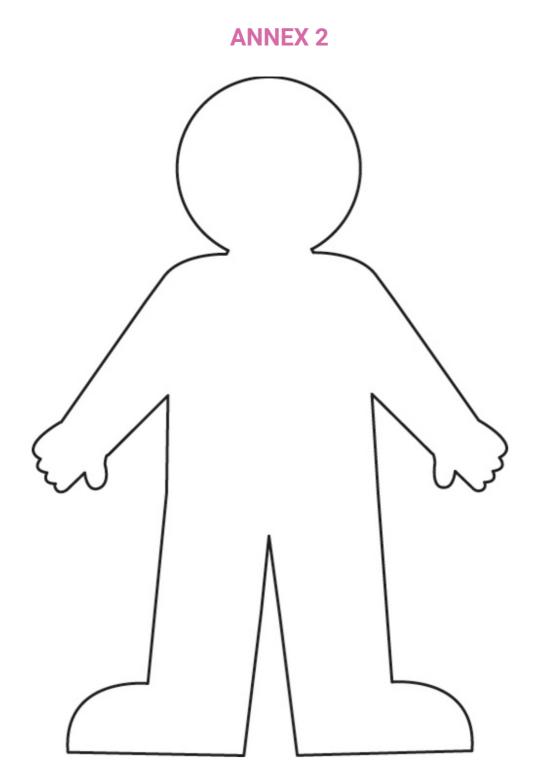
Informative pills on topic

- ✓ Teachers often build their activities on role models
- ✓ There is no blueprint for a good teacher
- ✓ The overall aim of teachers should be to be a good-enough teacher
- ✓ Different things work best for different people
- ✓ It is more important to be authentic than to follow trends
- ✓ However, observing colleagues can lead to personal professional development

Small recap with tips

Some participants may feel uncomfortable drawing. One helpful method is to show them other people's work briefly to demonstrate that it is not a beauty contest, and other teachers are not better artists. The very schematic template can be helpful for this, too.

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Activity name:

My student-centred method

Learning Outcomes

- Have a deeper understanding of student-centred methods
- Higher level of professional self-awareness
- Thinking critically about teaching methods and student needs
- Understand the difference between best practice and inspiring practice
- Ability to plan classroom work better

General description of the activity

Step 1. Participants work in groups of 5. Each participant is asked to present one method they consider student-centred and that they use in their classroom, the others take notes. Each presentation is maximum 3 minutes.

Step 2. Participants are presented the descriptions of various student-centred methods and in their small groups they decide if the methods presented in the first round match any of the descriptions and if they do, which one.

Step 3. Each group is choosing from a stack of flashcards 1 teaching method and 1 topic. They design a "lesson" on the topic using the method they are assigned, and present it to their peers. Discussion follows with special emphasis on any failures as it may happen that a topic cannot be taught using a certain method, or the teachers in the group don't find the method comfortable for their teaching personality.

This activity is about 50-55 minutes.

Props:

Description in the annex 3

Flashcards according to annex 4

Informative pills on topic

- ✓ It is not necessary to follow what is fashionable to be a great teacher
- ✓ Not all methods work for all teachers
- ✓ There seems to be too much emphasis on project-based learning at schools
- √ Gamification is not gaming
- ✓ All student-centred methods can be used for teachers' professional development
- ✓ It is beneficial to have an opportunity to try a new method as a learner first, and then introduce it in your teaching what did not work for you as a learner, will not be authentic from you as a teacher

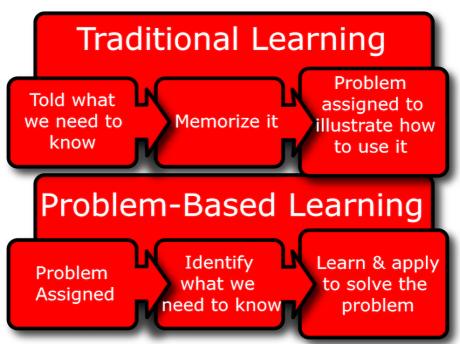
Small recap with tips

If you see that a participant doesn't feel comfortable in a group, you can offer them to swap. To save paper, you may ask your participants in advance to bring tablet or laptop computers with them, and share Annex 3 electronically.

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ANNEX 3

Problem-based learning



Source: Europass Teacher Academy – Student-Centred Learning

Problem-based learning (PBL) flips the traditional approach to school learning by making the students identify what needs to be known rather than pre-defining it. In PBL students use "triggers" from the problem case or scenario to define their own learning objectives. Subsequently, they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge. Thus, PBL is not about problem solving per se, but rather it uses appropriate problems to increase knowledge and understanding. The process is clearly defined, and the several variations that exist all follow a similar series of steps.

The most common approach to PBL is the Maastricht seven-jump process that clearly defines PBL as a combination of individual and group learning, and usually used in groups of 10 to 15 students.

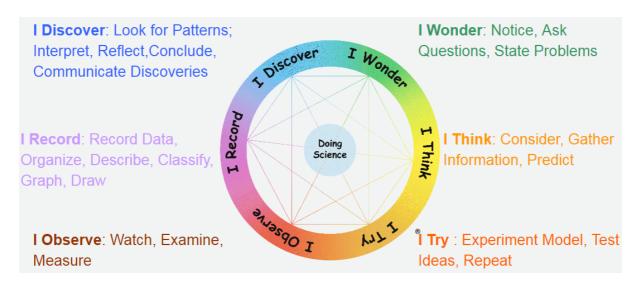
The seven steps are:

- discuss the case and make sure everyone understands the problem
- 2. identify the guestions that need to be answered to shed light on the case
- 3. brainstorm what the group already knows and identify potential solutions
- 4. analyse and structure the results of the brainstorming session
- 5. formulate learning objectives for the knowledge that is still lacking
- 6. do independent study, individually or in smaller groups: read articles or books, follow tutorials, watch videos or use other, trusted sources to gain the required knowledge

7. discuss the findings

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Inquiry-based learning



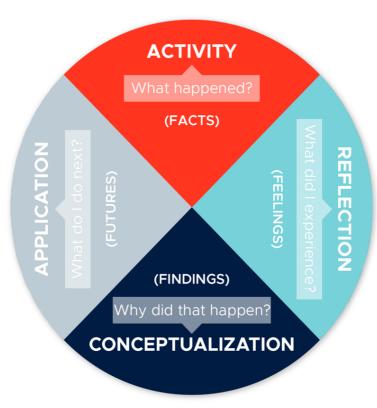
Source: Europass Teacher Academy - Student-Centred Learning

Inquiry-based learning (IBL) takes a further step in student independence by offering students the possibility to identify the problem themselves and design an exploratory route of inquiry to refine their problem and find solutions for that themselves. This methodology is especially suitable for digitally mature schools and the success of IBL can be significantly improved due to the recent technical developments that allow the inquiry process to be supported by digital learning environments. While IBL is often used in science subjects due to its roots in scientific research, it is also suitable for humanities or arts discovery. IBL is often organized into inquiry phases that together form an inquiry cycle. However, different variations on what is called the inquiry cycle can be found throughout the literature. The model used in this document helps schools to formulate their teaching plan using the right verbs for student activities.

I IBL approaches implemented in the classroom, students generally follow methods and practices similar to those of professional scientists in order to construct knowledge. It can be defined as a process of discovering new causal relations, with the learner formulating hypotheses and testing them by conducting experiments and/or making observations. Often it is viewed as an approach to solving problems and involves the application of several problem-solving skills. Inquiry-based learning emphasizes active participation and learner's responsibility for discovering knowledge that is new to the learner. In this process, students often carry out a self-directed, partly inductive and partly deductive learning process by doing experiments to investigate the relations for at least one set of dependent and independent variables.

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Experiential learning



Source: Europass Teacher Academy - Student-Centred Learning

Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. It enriches the previously introduced methodologies by making students reflect on their own learning process and the experiences they had during them. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

Kolb's cycle of learning depicts the experiential learning process (see figure above). This process includes the integration of:

- knowledge the concepts, facts, and information acquired through formal learning and past experience;
- activity the application of knowledge to a "real world" setting; and
- reflection the analysis and synthesis of knowledge and activity to create new knowledge"

Experiential learning has the following characteristics:

- It occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.

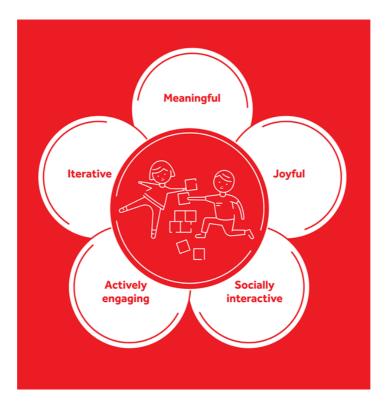
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- Throughout the experiential learning process, the learner² is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Learners are engaged intellectually, emotionally, socially, soulfully and/or physically. This
 involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.
- The educator³ and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.
- Opportunities are nurtured for learners and educators to explore and examine their own values.
- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
- The educator recognizes and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

Playful learning or Learning through play

There are several definitions and frameworks for playful learning, the one used in this publication is the one established by scholars at the LEGO Foundation, and is defined as *serious play*. While most scholars have done research on the benefits of serious play in early childhood, recent studies have also emphasised its benefits for older children and adults, thus making it an approach to consider in all stages of lifelong learning. This is partially rooted in the concept of Csíkszentmihályi's flow and positive psychology. This concept establishes the ideal state for learning as a situation that is challenging, but not overchallenging for the individual, and offering meaningful learning moments.

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Source: LEGO Foundation

The framework used in this publication also emphasises the socially interactive nature of this methodology. It has several characteristics that make it similar or related to previously introduced methods. The theoretically interesting element of it is that it highlights the importance of iteration, thus celebrating trial and error, a feature often missing from the school context. Another element that builds further on the previously introduced methodologies, especially experiential learning, is that it does not only emphasise the importance of the feelings of learners during the learning process, but explicitly requires the experience to be joyful. This joy, as Csíkszentmihályi establishes, comes from the satisfaction of achievement, so it is not necessarily "fun" or "humour", but joy in a broad sense: as pleasure, enjoyment, motivation, thrill, and a positive emotion - whether over a short period of time or over the entire play session. In other words, joy is seen as both enjoying a task for its own sake and the momentary thrill of surprise, insight, or success after overcoming challenges.

The concept is built on the fact that children naturally learn through play, and offers a framework to keep this in later stages and more formal environments of education. It offers a broad framework that can be implemented in any subject-context, and puts an emphasis on developing life skills as a first step and as a basis for curricular learning.

Project-based learning

Project-based learning (PBL) is probably the most widely known and used, complex student-centred methodology. Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. If managed well, PBL has the potential to boost creative energy among students and teachers.

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Source: Europass Teacher Academy – Student-Centred Learning

In PBL, students work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary. Learners decide how to approach a problem and what activities to pursue. They gather information from a variety of sources and synthesize, analyse, and derive knowledge from it. Their learning is inherently valuable because it's connected to something real and involves adult skills such as collaboration and reflection. At the end, students demonstrate their newly acquired knowledge and are judged by how much they've learned and how well they communicate it. Throughout this process, the teacher's role is to guide and advise, rather than to direct and manage, student work.

PBL is becoming widely used in schools and other educational settings, with different varieties being practiced. However, there are key characteristics that differentiate "doing a project" from engaging in rigorous PBL.

Doing a project is often a short, intellectually light activity "served up" after the teacher covers the content of a unit in the usual way. In the case of PBL the project is the unit itself, the vehicle for teaching the important knowledge and skills students need to learn. The project contains and frames curriculum and instruction.

In contrast to "doing a project" to verify learning, PBL requires critical thinking, problem solving, collaboration, and various forms of communication. To answer a driving question and create high-quality work, students need to do much more than remember information. They need to use high order thinking skills and learn to work as a team.

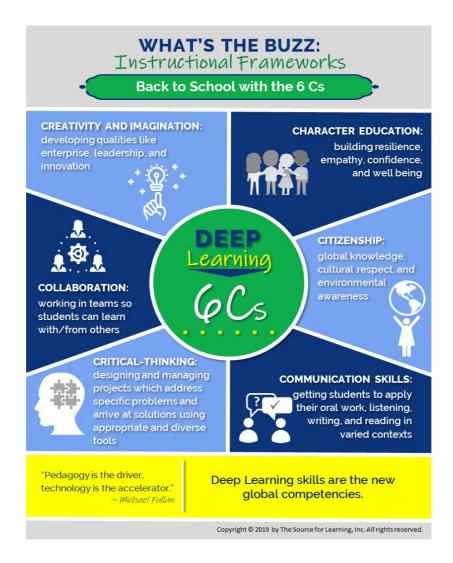
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The role of teachers in PBL is the following:

- Build a culture of PBL
- Manage activities
- Scaffold student learning
- Assess learning
- Engage in activities and coach students
- Support design and planning
- Align products with curricula

Deep learning

The concept of deep learning has been introduced by Michael Fullan and his team. As compared to the previously introduced approaches it focuses on the role of teachers in the learning process, while keeping the focus on 21st century skills. It aims at transforming the role of teachers to that of activators who design experiences that build global competencies using real-life problem solving; and supports schools, districts, and systems to shift practice and how to measure learning in authentic ways.



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The initiative – offering a response to the global learning crisis (World Bank 2018.), a way of rebuilding education after often extended school closures and harnessing digital maturity – is aiming at the implementation of deep learning goals enabled by new pedagogies and accelerated by technology.

The role of teachers as activators is three-fold:

- 1. The teacher is a designer of powerful learning experiences
- 2. The teacher is a source of human, social and decisional capital in the learning experience
- 3. Teachers are partners in learning with students, learning is accelerated by technology

One of the biggest challenges the concept is facing is the assessment of deep learning, and thus implementation may also require changes at system level.

There is a growing body of literature and a movement that can be explored and followed on the New Pedagogies for Deep Learning website https://deep-learning.global/

Gamification

Gamification is not game-based learning, although gamified solutions often use games as a vehicle of learning. It builds on successful principles of (primarily computer) games to make learning more interesting, but not necessarily involves an actual game or digital technology. It is aiming at students being more motivated, having a deeper engagement with curricular learning, being genuinely interested and applying learning in real life environments.



Source: Europass Teacher Academy – Student-Centred Learning

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Building on principles previously quoted about playful learning, the approach is based on the gratification players feel in computer games. It is based on experiences of millions of gamers who spend long periods of times with their games online. What is important for this pedagogical approach is the so-called *epic win* (perhaps it could be translated as cathartic success): difficult problems during games the gamer has to solve, they need to think hard, dedicate all available resources to it - and if they do, in the end success crowns their efforts. Cathartic success is something that really took a lot of effort to reach in the game, at first it seemed even impossible to achieve, but still the gamer succeeded. As a teacher this is exactly what you want to achieve - not just students solving tasks based on teacher instruction, bored and disinterested, but being heated with the desire to solve the tasks offering intrinsic motivation. Who has played any game knows the feeling, e.g. like when, after 80 minutes of play, you manage to equalize in a football match: the fatigue disappears and the goal scorer is able to run out to the spectators at impossible speed. This is the feeling that you can take it forward, and it also encourages the student to make an extra effort.

Gamified assessment methods, based on awards and no punishments are an especially useful method for motivation, helping students to focus on their weaker points, and achieving learning goals. This is an element – offline or online - that can be introduced easily and independently from introducing other elements of gamification.

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ANNEX 4

Problem-based learning	Baking a cake	
Inquiry-based learning	Dressing a wound	
Inquiry-based learning	Using Zoom	
Gamification	Washing white and dark clothes	
Experiential learning	Making tea	

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6.2 STUDENT-TO-STUDENT PEER SUPPORT METHODS

Activity name: World café

Learning Outcomes

- Collaborative learning experience
- Learning about methods to be used in the classroom for students' peer support
- Re-evaluating the role of homework
- Learning about methods that incentivise students to learn collaboratively outside of school
- Learning about methods of supporting struggling students

General description of the activity

Participants work in 4 small groups at tables covered with a large piece of paper. One person is appointed to be the table host in each group. This person has the responsibility of taking notes, but others can draw, write, doodle, as well. The participants have 10 minutes to discuss different topics at the 4 tables. After each round the people move to a new table, leaving only the table host sitting in the same place. After each round the table hosts give a short sum-up of the discussions, and the new group continues the discussion based on what has already been said. Topics:

Methods used to incentivise student collaboration in the classroom

Methods used to incentivise student collaboration with homework

Experiences with groupwork – how to best form groups

Methods for struggling students to support each other and to be supported by other students After the 4th round the table hosts summarise the discussions by presenting their "tablecloth" and the other participants are asked to comment on anything they learnt or heard that was interesting, surprising or controversial.

This activity takes about 50 minutes.

Necessary props:

Large pieces of paper (flip chart or plain wrapping paper)

At least one felt-tip pen per participant

Informative pills on topic

- ✓ If a student has to explain something to their peer or sibling, they understand the topic more
- ✓ Homework is one of the most challenged methods in education.
- ✓ It is important to rethink why and when you give homework
- ✓ Student-to-student support is more often fair and helpful than not
- ✓ You need to consider what is more beneficial for students: grouping them according to ability or mixing them

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Small recap with tips

Most people like the world café method and they are familiar with it. What needs to be monitored is the role of the table hosts, to ensure that everybody has the opportunity to contribute and the table host doesn't present the previous discussions with a bias.

6.3 LEARNING LEADERSHIP APPROACH

Activity name:

What kind of leader are you?

Learning Outcomes

- To understand teaching and classroom leadership styles
- To explore participants' style more consciously
- To reflect on what works and what has not worked for the participants
- To think critically about what could be improved
- To understand individual barriers to student-centred teaching

General description of the activity

Participants work in 4 groups. Each group is given the description of one learning leadership type card – see annex. The trainer explains that the descriptions are based on Professor Richard Elmore's framework on learning leadership.

Each group comes up with one typical learning situation that can be led according to the type assigned to them and one that cannot. Each group presents their outcomes that is followed by discussion.

To finish the activity, each participant tries to choose the style that is closest to their everyday methods. Some volunteers share their ideas with the group that is then discussed. Participants are advised to only give supportive comments and avoid any judgement or offering "solutions".

This activity is about 20-25 minutes

Necessary props:

Handout from the annex

Informative pills on topic

- It is important to understand that all 4 types of learning leadership have their values and drawbacks
- Not all approaches work in all learning situations
- Most teachers switch between different approaches in their work
- It is important to be aware of your dominant style and approach
- Research shows that after the school closures, there is more desire for both learning leaderships that focus on social-emotional learning

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Small recap with tips

Participants may find it difficult to identify situations in the classroom. The trainer may orient them towards non-curricular or non-classroom situations explaining that the formulation of the task was deliberately not about school or classroom learning. If there is interest and time, it might be discussed what the role of a teacher could be in facilitating learning that is not in the school or classroom and that is not curricular

ANNEX 5

Hierarchical - Individual learning:

Learning Goals

- Academic content is the most important thing that individuals learn.
- Academic learning can be measured and assessed.

Responsibility for Learning

- Individuals are responsible for success as learners.
- Authorities are accountable for measurable growth in individual learning.

How Learning Happens

- Individual learning comes from the effort that individuals invest in their academic work.
- Teachers provide the academic work and knowledge that learners must acquire.

Social Structure

- Children and young people require strong adult guidance in order to learn.
- Individuals who do well in school deserve social and economic success.

Defining Success

- Success is based on measurements of student learning.
- Standards and assessments represent society's agreement on what students should learn.

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Distributed – Collective learning:

Learning Goals

- Learners learn what is of interest to them and to the members of their learning network.
- By taking learning and teaching roles, individuals create and maintain a strong community.

Responsibility for Learning

- Communal learning is directed by shared values, interests and preferences.
- Individuals choose to join or start a community based on personal and group learning goals.

How Learning Happens

- Learning is an inherent biological imperative, people never stop learning.
- Learners acquire knowledge and also teach what they know to others.
- Learners must make sense of competing and diverse sources of knowledge especially as part of learning in digital realities.

Social Structure

- Learning occurs through social interactions and engagement with others.
- Sources for learning are broadly distributed throughout society and by learning and teaching others improves individual and communal abilities.

Defining Success

- Success is determined by the learning community and its members.
- Individuals can access, learn from and contribute meaningfully to various communities.

Hierarchical Collective learning

Learning Goals

- The values expressed in an institution's goals and rules represent community values.
- Learners must acquire common values to become successful community members.

Responsibility for Learning

- Learning comes from internalizing an institution's communal values and behaviours.
- Institutional leaders must create a positive social environment for this learning.

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How Learning Happens

- Learning comes from working respectfully and collaboratively with others.
- Adults guide learners, and help them master how to work well in groups.

Defining Success

- Learners succeed when they participate productively and collaboratively in a community.
- The social and cognitive skills essential to success are not easily measured.

Distributed Individual learning

Learning Goals

Learners learn for their own benefits, to develop knowledge and skills as they want.

Responsibility for Learning

- Individuals are responsible for what they learn, when they learn, and how they learn.
- Individuals choose what to learn based on their values, interests, and aptitudes.

How Learning Happens

- Learning is an inherent biological imperative; people never stop learning.
- Learners must make sense of competing and diverse sources of knowledge

Social Structure

- Learning occurs through voluntary individual inquiry and social interaction.
- Sources for learning are broadly distributed throughout society, including but not limited to formal and informal educational institutions.

Defining Success

 Success is determined by the individual learner, based on the learner's goals and ambitions.

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6.4 NEEDS ASSESSMENT AND REFLECTIVE DESIGN

Activity name: Assessment, design and outcomes in the classroom

Learning Outcomes

- To have a deeper understanding of various assessment methods
- To understand more how learning assessment is linked to needs assessment
- To identify methods in the participants' own assessment and design practice that supports inclusion
- To identify barriers and challenges that the level of autonomy causes
- To find solutions for turning challenges into opportunities

General description of the activity

Building on the previous activity on teaching methods, participants work in small groups with the same topics that were assigned earlier (groups can swap topics).

Step 1. Each group designs a method to diagnose what students already know about the topic. The ideas are shared and discussed.

Step 2. Groups are reassigned using any group-formation method. In this round the groups develop methods for assessing learning during the process of teaching the topic. They also think about adjusting the teaching methods based on outcomes. Again, sharing and discussion follows.

Time necessary: 15 minutes

Necessary props: Topics flashcards

Schematic presentation of various assessment stages as a slide or print – see annex

Paper, felt-tip pens, other decorative tools (e.g. glitter, stickers, emojis)

Something to stick the certificates on the wall with (Sellotape, blutack, pins, etc.)

Informative pills on topic

- ✓ It is possible to design classroom activities in a way that reflect on diverse student needs
- ✓ Teachers need to create their own mix of assessment methods, with special emphasis on diagnostic and formative methods
- ✓ All teachers have some level of autonomy some greater, some lesser that makes differentiated teaching possible
- ✓ You must not use lesson plans from previous years without comparing them to the needs of your current students
- ✓ It is important for the student, and also their parents to understand the methods and role of diagnostic and formative assessment methods
- ✓ Grading if it is introduced at all needs to be adjusted to the assessment stage with diagnostic, not graded, formative assessment graded against the individual student's achievement and summative assessment graded against an objective requirement

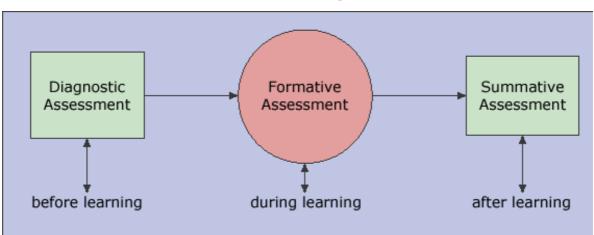
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Small recap with tips

In many trainings, it becomes clear that teachers don't use formative assessment methods or not consciously. If the group struggles, the trainer may want to start with collecting a list of assessment tools and methods they use, and discussing what kind of assessment method is that.

Another additional discussion point, especially with teachers who regularly use school books is how that makes reflective design in classroom and home learning possible or how it may prevent it.

ANNEX 6



Food for thought

https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy
https://medium.com/age-of-awareness/teacher-autonomy-matters-heres-why-da1102d45352
https://www.assessforlearning.eu/

Bibliography/ Sources/ Additional material

https://www.cef-see.org/blog/leaders-of-learning

https://learningthroughplay.com/explore-the-research/the-scientific-case-for-learning-through-play/

https://www.futurelearn.com/info/blog/general/gamification-in-education

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MODULE 7: WHOLE SCHOOL APPROACH AND OPEN SCHOOLING

Duration

1h30

Objectives

- To create a common understanding of the notions "whole school approach" and "open schooling"
- To map education stakeholders in each school's local context
- To understand the benefits and challenges of open schooling activities
- To understand the duties and role parents play in the education of their children
- To provide peer support and share ideas on engaging all stakeholders in the education process for inclusion

7.1 MEETING OTHER PERSPECTIVES

Activity name:

Active listening

Learning Outcomes

- Reflecting on other professionals' challenges
- Peer support methodology
- Active listening
- Coaching competences increase
- Critical thinking
- Thinking outside of the box

General description of the activity

Participants work in pairs: listener and talker, then swap places.

- The talker has 2 minutes to talk about a conflict they could not solve. The listener's task is to give active attention, not asking questions, speaking as little as possible, but acknowledging the talker continuously by humming, nodding.
- After the exercise we ask for some feedback and discuss why active listening is important in the school leadership context. Participants may also identify some potential mistakes school leaders make.

This activity is planned to take 15 minutes

Necessary props:

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None

Informative pills on topic

- ✓ Active listening is often a difficult skill for teachers
- ✓ Peer support is an important tool in school improvement
- ✓ When supporting others, you need to think outside of the box, namely your general context
- ✓ You often help more when you don't give advice

Small recap with tips

As a more elaborate and in-depth active listening method, participants can try the Case Clinic method that needs about 60 minutes.

7.2 FAMILY ENGAGEMENT

Activity name:

Identity wheel

Learning Outcomes

- Understanding the way others see you
- Increased self-awareness the way you see yourself
- More conscious identities
- · Ability to reflect on communication with others
- Thinking critically about identity and identities

General description of the activity

Step 1 Participants are each given a copy of the identity wheel and asked to follow the instructions.

Step 2 Participants form small groups and discuss the experience using the following reflection questions:

- 1. Which aspects of your identity did you mark as particularly meaningful to you? Why?
- 2. Which aspects of your identity did you mark as less meaningful? Why?
- 3. Why do you think about some aspects of your identity more than others?
- 4. Which aspects of identity hadn't you thought of before completing this activity? Why do you think that is?
- 5. What aspects of your identity do you think are apparent to students? Which aspects may they not perceive as readily?
- 6. How do you think your identities impact your interactions with your students in the classroom space?

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Step 3 Volunteers share some of their experiences: what was surprising, what was strange.

The activity should take about 25 minutes

Props:

Identity wheel - see Annex

Informative pills on topic

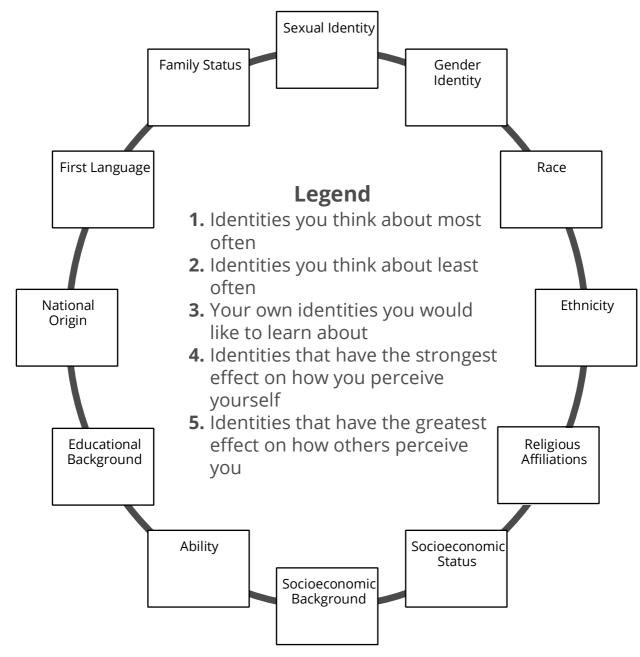
- ✓ Everybody has multiple identities
- ✓ The elements of identity that are the most important for you may not be the most visible or relevant for others
- ✓ People will communicate with you based on the picture they have about your identity
- ✓ You can consciously emphasise some elements of your identity and be more reclusive about others
- ✓ It is, however, important to be authentic
- ✓ You should also be aware of the other person's prominent and less prominent identities

Small recap with tips

The reflection questions might be printed and handed out. Depending on the context, the participants may find it difficult to relate to the elements of ethnicity and race, and the sexual identity – gender questions. If the trainer detects uncertainties, they may stop and discuss these notions.

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ANNEX 7 Activity: Complete the Identity Wheel

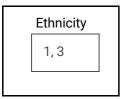


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Please consider your identities in relation to the numbered reflective questions listed in the legend on the other page. Each question asks you to consider how you think about your identities. Each box on the wheel represents a different facet of identity. Write in the number that corresponds to each reflective question as it relates to a particular identity facet. The legend for each number association is as follows:

- 1. Identities you think about most often
- 2. Identities you think about least often
- 3. Your own identities you would like to learn about
- 4. Identities that have the strongest effect on how you perceive yourself
- 5. Identities that have the greatest effect on how others perceive you

For example, if you think about your ethnicity most often, and it's also an identity you'd like to learn about, you would enter 1 and 3 into the "ethnicity" text box, as shown below:



(Adapted from Michigan State University, Center for Service-Learning and Civic Engagement. "Social

Identity Wheel." n.d. Accessed June 12, 2019. http://servicelearning.msu.edu/upload/toolkits/SocialIdentity-Wheel.pdf and from the University of Michigan, Ann Arbor, College of Literature, Science, and the Arts. "Social Identity Wheel." 2017. Accessed June 12, 2019.

https://sites.lsa.umich.edu/inclusiveteaching/2017/08/16/social-identity-wheel/)

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Activity name: Changing perspectives

Learning Outcomes

- Understanding the way others see you
- Increased self-awareness
- Ability to reflect on communication with others
- Understanding parents from diverse backgrounds more
- Being more emphatic with parents and other family members

General description of the activity

Step 1 Participants form pairs, and each pair is given 2-3 simple situation cards. They design a role play activity that shows the situation on the card. There is only one restriction, no participant can play his/her real role (in case of a group that consists of teachers only, they can play the role of the child, the parents, neighbours, even the school head, but not the teacher)

Step 2 Each pair chooses one situation and act it out without saying what the situation was. The others guess what the situation was. The trainer highlights if he/she detects that an act was based on prejudice, and they elaborate on the situation.

Step 3 Volunteers share their experiences with having to put on other people's personality in a pedagogical context.

The activity should take about 15 minutes

Props:

Situations in 2-3 copies – see Annex

Informative pills on topic

- ✓ Using role play and asking people to take the other's role helps us understand them
- ✓ Teacher behaviour is often influenced by prejudice or assumptions.
- ✓ It is important to understand that nobody is unbiased.
- ✓ Previous experiences have a strong impact on how we interact.
- ✓ It is a teacher's professional duty to be aware of this and try to be as objective, but at the same time as authentic, as possible.

Small recap with tips

As this is towards the end of the training, the trainer may want to adapt the situations to topics that have come up in the course of the training.

If it is possible, the activity can be used in joint trainings of teachers and parents, using the same rule: nobody can play his or her own role (teachers cannot be teachers and parents cannot be parents). If children participate, too, it is even more interesting. The trainer may recommend this activity for parent-teacher meetings where children should also be present.

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ANNEX 8

the child gets a bad mark at school

the parent did not send in the required amount of money for the school excursion

the child does not have the necessary equipment for the PE lesson

the school nurse finds head lice in the class (again)

the child is caught smoking after school

the child bullies a classmate

the child stole sweets from a classmate

the parent slaps a classmate for bullying their child

an expensive mobile phone disappears from class

the classroom window is broken

the parent storms into school because the child got a bad mark

the school psychologist has evidence that some children are cutting themselves as an after-school activity

the teacher receives threatening messages from a parent

the parents argue about Christmas gifts for the head teacher

the parents argue against the Nativity play in the school

the parents object to using Google Classroom for school activities

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7.3 EXTERNAL COMMUNITY ENGAGEMENT

Activity name: Map your partners

Learning Outcomes

- Increased awareness about the education environment around their students
- Increased awareness about potential partners in teaching
- Understanding the complexity of stakeholder networks
- Increased knowledge about the ecological model of education
- More appreciation for learning outside of school

General description of the activity

Step 1 The trainer hands out post-it notes and asks participants to brainstorm all possible partners they can have in their educational work. They are instructed to put one group only on each post-it, and to think about everybody a child learns from. The post-its are put on the wall or a flipchart.

Step 2 In small groups, the participants are asked to categorise stakeholders, and share their structure with others. The groups agree on one structure they will all use.

Step 3 In the same groups, the participants try to find the "place" for each stakeholder group that came up in the brainstorming.

Step 4 The trainer introduces the Bronfenbrenner ecological model (original schematics in the annex). It can be mentioned that according to researchers, the role of religion has been taken over by social media and mass media in the last decades.

This activity should take about 15 minutes

Necessary props:

Large sheets of paper, felt-tip pens, post-it notes

Informative pills on topic

- Children learn everywhere and at all times
- School learning is just a small part of learning in most cases
- In the whole school approach, all educational situations and all people who facilitate the learning of the child are considered
- In the whole school approach, the school has a professional responsibility for a holistic view and collaborating with other educational scenes
- In the whole school approach, the school leader consciously engages others with classroom learning, and teachers collaborate with other educators
- The non-teaching staff is often forgotten
- Companies play an important role and have high stakes in good education, schools should not be afraid of them

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Small recap with tips

In the brainstorming phase, the trainer should keep an eye on any important missing stakeholders, and support the group with guiding questions if necessary. E.g. it is important to have non-teaching school staff, parents, siblings, museums, libraries, companies, social media and mass media in the list.

If the group is very confident, Step 4 may be skipped.

Activity name:

Open schooling in an ideal world

Learning Outcomes

- Increased awareness about the education environment around their students
- Increased awareness about potential partners in teaching
- Understanding the complexity of stakeholder networks
- Awareness of potential collaboration between the school and other education providers
- Deeper understanding of the notion of open schooling

General description of the activity

At the beginning of the activity, the trainer clarifies that by an open school we mean a school that has an active network of collaborators that work inside and outside of school to support the learning of the child. Participants form small groups, and they are instructed to build their ideal open school. Each group presents their building, the audience is asked to take note of

- 11. anything they can easily relate to,
- 12. anything that looks impossible in their own school environment,
- 13. anything that they are already doing.

This activity should take about 20 minutes

Necessary props:

Anything that can be used as building material (boxes, LEGO, paper, wooden bricks, straw, empty yoghurt jars, glass jars, etc.)

Informative pills on topic

- Open schooling is an approach that supports the learning of diverse student groups
- Access to open schooling activities is often prevented by legal restrictions on groups of children leaving the school building during school hours or external people entering the school
- Access can also be prevented if students have to pay for the activity
- In all contexts, there are several offers for open schooling activities by non-formal providers
- Not all external activities are open schooling ones, only those that are an integral part
 of the teaching programme

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Small recap with tips

In case of a lot of ideas listed as not possible, the activity can be finished by discussing why they think they are impossible and what changes are necessary to make them a reality.

Literally anything can be used as building material for this activity. We propose to use material that can be re-used to avoid a lot of litter.

7.4 LINGUISTIC DIVERSITY

Activity name

Linguistic diversity awareness

Learning Outcomes

- Increased awareness of linguistic diversity in the school
- More empathy towards learners
- More empathy toward parents
- More conscious professional communication
- Higher level of critical thinking about participants' professional communication

General description of the activity

Step 1 In pairs, participants are asked to collect as many words for what they see in one of the pictures as they can in 3 minutes. They can use their smartphones or tablet for this. The words can be regional or slang words, but they have to be in their mother tongue:

- Potato
- Corn
- Child

Each participant is asked to highlight one word that

- 4. they haven't heard,
- 5. they use regularly, but they think others don't use often,
- 6. that they think their students would struggle to understand.

After a short explanation that linguistic diversity is not necessarily about people speaking different languages, participants are asked to work in pairs and translate the paragraph provided in the annex into a simple version in their own language that a child or a person who may not have the linguistic register necessary to grasp this paragraph can understand.

At the end, a few volunteers share what they found interesting and/or challenging in the task.

Time necessary for the activity is 15 minutes

Necessary props:

Pictures of a potato, a child and corn (there might be a need to clarify that the first one is a potato)

Copies of the paragraph

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Informative pills on topic

- Linguistic diversity is present in monolingual as well as multilingual classrooms
- most teachers are using an adjusted linguistic register in the classroom so that children understand them
- many teachers don't consciously use a non-professional linguistic register if they talk to other adults, such as parents
- children in the classroom often struggle with tasks because of their lack of language and not lower levels of subject knowledge
- there are great artificial translator tools (eg. DeepL) that can be used by teachers if they allow their students to write in the language they are comfortable with rather than the language of instruction

Small recap with tips

In groups where teachers have a large diversity in the mother tongue of their students, you may add a discussion on how asking all students to add versions for such simple words and displaying them can benefit students in general.

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ANNEX 9



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ANNEX 10

Competence-based learning empowers learners to understand the competences they need to master to achieve their goals, progress through learning processes without time constraints, explore diverse learning opportunities, collaborate in learning activities with communities of peers and mentors, create learning artifacts that represent their competences, reflect on their own learning achievements and see what they've mastered, what they still need to accomplish, and where to improve.

(Paragraph adapted from https://blog.blackboard.com/3-key-characteristics-of-competency-based-learning/)

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Activity name: What's happening?

Learning Outcomes

- deeper understanding of non-verbal communication
- conscious shift from control towards learning facilitation
- thinking critically about the teacher's role in the classroom
- more conscious student-centred teaching
- more appreciation for students' abilities and agency

General description of the activity

The following videos are shown to the group with no voice on. Participants are asked to watch them trying to find answers to the following questions:

- What was happening?
- What were the children learning?
- Was there any point where the teacher should have intervened?

https://www.youtube.com/watch?v=EujRIX65jms

https://www.voutube.com/watch?v=mBK7JsAu-YQ

As a second step, participants are asked to share any personal experiences with any similar situation, e.g. children were communicating in a language they did not understand, they were consciously not interfering with children cooperating, when they felt they need to intervene although they did not hear what the children were discussing.

Time necessary is about 10 minutes

Props:

Device(s) to watch the videos, internet connection

Informative pills on topic

- Most of our understanding of a situation is based on decoding non-verbal communication
- Children are nearly always capable of doing things more independently than we tend to assume
- It is a teacher's duty to intervene if there is direct and real danger
- Students are usually happy to explore, try, err and re-try
- Trial and error needs to be encouraged in the classroom as traditional school usually only rewards "good answers'

Small recap with tips

You can create a handout of the three observation questions that the participants can use as a template for taking notes.

In case there is no internet, the activity can be replaced by a roleplay activity, especially if there are languages spoken among the participants that others don't understand.

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Food for thought

https://multinclude.eu/

http://openschooldoors.westgate.gr/

https://www.dualcapacity.org/

https://www.phereclos.eu/

https://makeitopen.eu/

Bibliography / Sources / Additional material

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https://www.sirkenrobinson.com/product/you-your-child-and-school/

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EXTENDED VERSION OF MODULE 6: INCLUSIVE APPROACHES

Duration

3h

Objectives

- To assess teaching methods used by the participants and identify the best ones for themselves and for inclusion
- To understand the difference between equity and equality in education
- To introduce the learning leadership approach and its benefits for inclusion
- To have a deeper understanding of what inclusion entails
- To support participants in carrying out needs assessment, formative assessment and designing their work in ways that support inclusion of all students best

6.1 STUDENT-CENTRED METHODS

Activity name:

Role on the wall

Learning Outcomes (identify at least 5 learning outcomes)

- To reflect on participants' own learning experiences
- To think critically about teaching methods
- To build participants' professional teacher identity
- To understand and appreciate diversity
- To raise awareness of diverse student needs.

General description of the activity

Instructions to the participants:

Think of a teacher who you believe communicates effectively with his or her students. This might be a colleague or a teacher you had as a student.

- Draw the outline of a body on a sheet of paper (you can also use the template in the annex)
- On the outside of the outline, give the teacher a pseudonym, write the teacher's age, subjects taught, years of experience and areas of expertise. All other information should be real, except for the name.
- On the inside describe the qualities of this teacher with reference to the communication skills they have. Include their use of verbal communication, gestures, and facial expressions.
- At the bottom of the outline, write one sentence summing up the role of effective teacher-student communication in supporting a deep learning approach.

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After all participants are ready with their drawings, pin all the different outlines on a wall and then go on a gallery walk.

After the gallery walk, participants discuss the following in a reflection round:

- Are there any features that are common to all the pictures?
- Are there any points of disagreement?
- Have other people identified any qualities that you agree are essential, but which you had not identified?

This activity is about 25 minutes including the reflection round.

Necessary props:

A3 papers, felt-tip pens in large numbers

Something to put the drawings on the wall – check it beforehand if pins, sellotape or blutack is the best solution.

As an alternative, you can also print a copy of the annex for each participant.

Informative pills on topic

(5 to 10 bullets point)

- ✓ Teachers often build their activities on role models
- ✓ There is no blueprint for a good teacher
- ✓ The overall aim of teachers should be to be a good-enough teacher
- ✓ Different things work best for different people
- ✓ It is more important to be authentic than to follow trends
- ✓ However, observing colleagues can lead to personal professional development

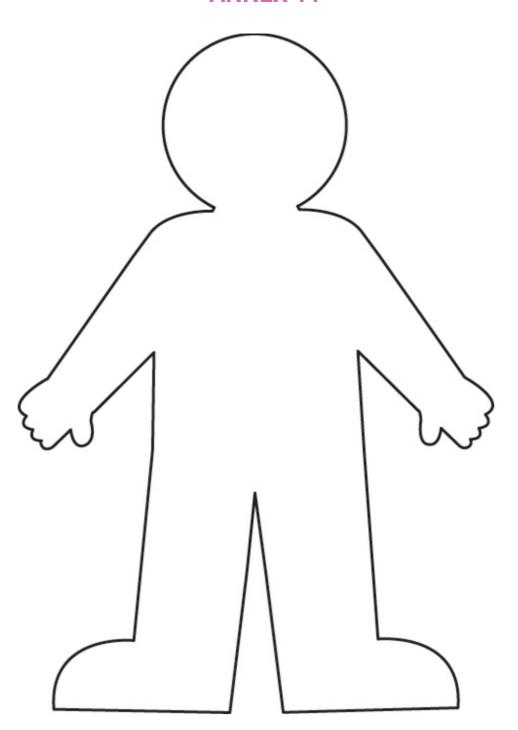
Small recap with tips

(tips for the activity & for addressing the topic)

Some participants may feel uncomfortable drawing. One helpful method is to show them other people's work briefly to demonstrate that it is not a beauty contest, and other teachers are not better artists. The very schematic template can be helpful for this, too.

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Activity name:

My student-centred method

Learning Outcomes (identify at least 5 learning outcomes)

- Have a deeper understanding of student-centred methods
- Higher level of professional self-awareness
- Thinking critically about teaching methods and student needs
- Understand the difference between best practice and inspiring practice
- Ability to plan classroom work better

General description of the activity

Step 1. Participants work in groups of 5. Each participant is asked to present one method they consider student-centred and that they use in their classroom, the others take notes. Each presentation is maximum 3 minutes.

Step 2. Participants are presented the descriptions of various student-centred methods and in their small groups they decide if the methods presented in the first round match any of the descriptions and if they do, which one.

Step 3. Each group is choosing from a stack of flashcards 1 teaching method and 1 topic. They design a "lesson" on the topic using the method they are assigned, and present it to their peers. Discussion follows with special emphasis on any failures as it may happen that a topic cannot be taught using a certain method, or the teachers in the group don't find the method comfortable for their teaching personality.

This activity is about 50–55 minutes.

Props:

Description in the annex 1

Flashcards according to annex 2

Informative pills on topic

(5 to 10 bullets point)

- ✓ It is not necessary to follow what is fashionable to be a great teacher.
- ✓ Not all methods work for all teachers
- ✓ There seems to be too much emphasis on project-based learning at schools
- √ Gamification is not gaming
- ✓ All student-centred methods can be used for teachers' professional development
- ✓ It is beneficial to have an opportunity to try a new method as a learner first, and then introduce it in your teaching what did not work for you as a learner, will not be authentic from you as a teacher

Small recap with tips

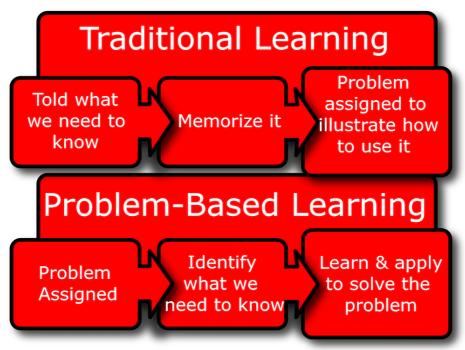
(tips for the activity & for addressing the topic)

If you see that a participant doesn't feel comfortable in a group, you can offer them to swap.

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ANNEX 12

Problem-based learning



Source: Europass Teacher Academy - Student-Centred Learning

Problem-based learning (PBL) flips the traditional approach to school learning by making the students identify what needs to be known rather than pre-defining it. In PBL students use "triggers" from the problem case or scenario to define their own learning objectives. Subsequently, they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge. Thus, PBL is not about problem solving per se, but rather it uses appropriate problems to increase knowledge and understanding. The process is clearly defined, and the several variations that exist all follow a similar series of steps.

The most common approach to PBL is the Maastricht seven-jump process that clearly defines PBL as a combination of individual and group learning, and usually used in groups of 10 to 15 students.

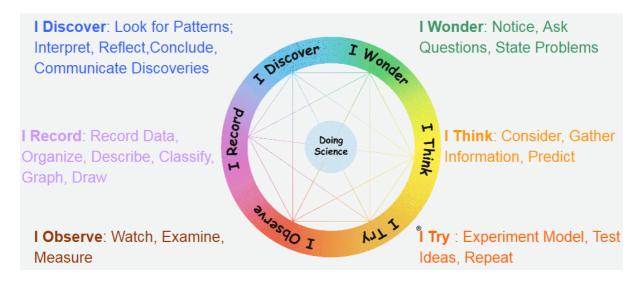
The seven steps are:

- 1. discuss the case and make sure everyone understands the problem
- 2. identify the questions that need to be answered to shed light on the case
- 3. brainstorm what the group already knows and identify potential solutions
- 4. analyse and structure the results of the brainstorming session
- 5. formulate learning objectives for the knowledge that is still lacking
- 6. do independent study, individually or in smaller groups: read articles or books, follow tutorials, watch videos or use other, trusted sources to gain the required knowledge

7. discuss the findings

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Inquiry-based learning



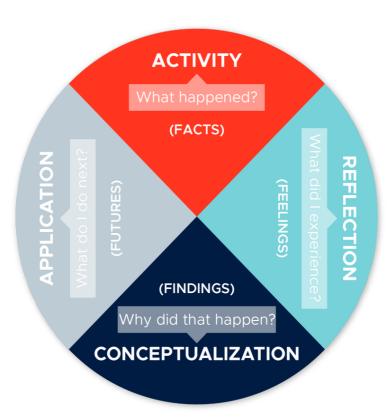
Source: Europass Teacher Academy - Student-Centred Learning

Inquiry-based learning (IBL) takes a further step in student independence by offering students the possibility to identify the problem themselves and design an exploratory route of inquiry to refine their problem and find solutions for that themselves. This methodology is especially suitable for digitally mature schools and the success of IBL can be significantly improved due to the recent technical developments that allow the inquiry process to be supported by digital learning environments. While IBL is often used in science subjects due to its roots in scientific research, it is also suitable for humanities or arts discovery. IBL is often organized into inquiry phases that together form an inquiry cycle. However, different variations on what is called the inquiry cycle can be found throughout the literature. The model used in this document helps schools to formulate their teaching plan using the right verbs for student activities.

I IBL approaches implemented in the classroom, students generally follow methods and practices similar to those of professional scientists in order to construct knowledge. It can be defined as a process of discovering new causal relations, with the learner formulating hypotheses and testing them by conducting experiments and/or making observations. Often it is viewed as an approach to solving problems and involves the application of several problem-solving skills. Inquiry-based learning emphasizes active participation and learner's responsibility for discovering knowledge that is new to the learner. In this process, students often carry out a self-directed, partly inductive and partly deductive learning process by doing experiments to investigate the relations for at least one set of dependent and independent variables.

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Experiential learning



Source: Europass Teacher Academy - Student-Centred Learning

Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. It enriches the previously introduced methodologies by making students reflect on their own learning process and the experiences they had during them. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

Kolb's cycle of learning depicts the experiential learning process (see figure above). This process includes the integration of:

- knowledge the concepts, facts, and information acquired through formal learning and past experience;
- activity the application of knowledge to a "real world" setting; and
- reflection the analysis and synthesis of knowledge and activity to create new knowledge"

Experiential learning has the following characteristics:

- It occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.

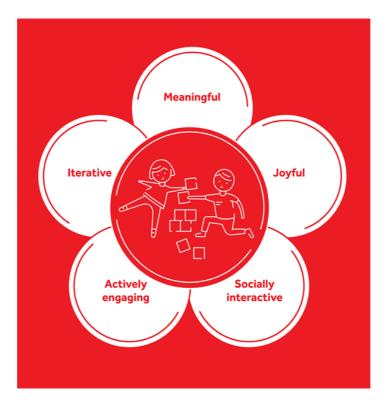
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- Throughout the experiential learning process, the learner² is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Learners are engaged intellectually, emotionally, socially, soulfully and/or physically. This
 involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.
- The educator³ and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.
- Opportunities are nurtured for learners and educators to explore and examine their own values.
- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
- The educator recognizes and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

Playful learning or Learning through play

There are several definitions and frameworks for playful learning, the one used in this publication is the one established by scholars at the LEGO Foundation, and is defined as *serious play*. While most scholars have done research on the benefits of serious play in early childhood, recent studies have also emphasised its benefits for older children and adults, thus making it an approach to consider in all stages of lifelong learning. This is partially rooted in the concept of Csíkszentmihályi's flow and positive psychology. This concept establishes the ideal state for learning as a situation that is challenging, but not overchallenging for the individual, and offering meaningful learning moments.

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Source: LEGO Foundation

The framework used in this publication also emphasises the socially interactive nature of this methodology. It has several characteristics that make it similar or related to previously introduced methods. The theoretically interesting element of it is that it highlights the importance of iteration, thus celebrating trial and error, a feature often missing from the school context. Another element that builds further on the previously introduced methodologies, especially experiential learning, is that it does not only emphasise the importance of the feelings of learners during the learning process, but explicitly requires the experience to be joyful. This joy, as Csíkszentmihályi establishes, comes from the satisfaction of achievement, so it is not necessarily "fun" or "humour", but joy in a broad sense: as pleasure, enjoyment, motivation, thrill, and a positive emotion - whether over a short period of time or over the entire play session. In other words, joy is seen as both enjoying a task for its own sake and the momentary thrill of surprise, insight, or success after overcoming challenges.

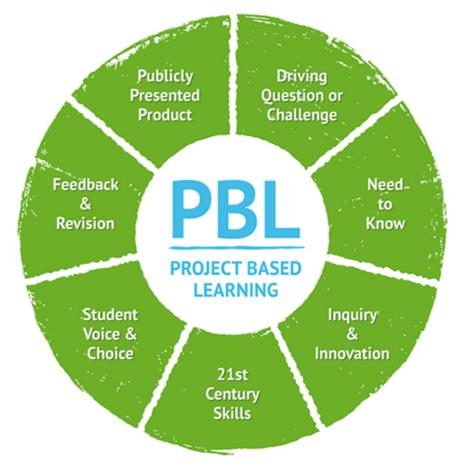
The concept is built on the fact that children naturally learn through play, and offers a framework to keep this in later stages and more formal environments of education. It offers a broad framework that can be implemented in any subject-context, and puts an emphasis on developing life skills as a first step and as a basis for curricular learning.

Project-based learning

Project-based learning (PBL) is probably the most widely known and used, complex student-centred methodology. Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

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As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. If managed well, PBL has the potential to boost creative energy among students and teachers.



Source: Europass Teacher Academy - Student-Centred Learning

In PBL, students work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary. Learners decide how to approach a problem and what activities to pursue. They gather information from a variety of sources and synthesize, analyse, and derive knowledge from it. Their learning is inherently valuable because it's connected to something real and involves adult skills such as collaboration and reflection. At the end, students demonstrate their newly acquired knowledge and are judged by how much they've learned and how well they communicate it. Throughout this process, the teacher's role is to guide and advise, rather than to direct and manage, student work.

PBL is becoming widely used in schools and other educational settings, with different varieties being practiced. However, there are key characteristics that differentiate "doing a project" from engaging in rigorous PBL.

Doing a project is often a short, intellectually light activity "served up" after the teacher covers the content of a unit in the usual way. In the case of PBL the project is the unit itself, the vehicle for teaching the important knowledge and skills students need to learn. The project contains and frames curriculum and instruction.

In contrast to "doing a project" to verify learning, PBL requires critical thinking, problem solving, collaboration, and various forms of communication. To answer a driving question and create high-quality work, students need to do much more than remember information. They need to use high order thinking skills and learn to work as a team.

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The role of teachers in PBL is the following:

- Build a culture of PBL
- Manage activities
- Scaffold student learning
- Assess learning
- Engage in activities and coach students
- Support design and planning
- Align products with curricula

Deep learning

The concept of deep learning has been introduced by Michael Fullan and his team. As compared to the previously introduced approaches it focuses on the role of teachers in the learning process, while keeping the focus on 21st century skills. It aims at transforming the role of teachers to that of activators who design experiences that build global competencies using real-life problem solving; and supports schools, districts, and systems to shift practice and how to measure learning in authentic ways.



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The initiative – offering a response to the global learning crisis (World Bank 2018.), a way of rebuilding education after often extended school closures and harnessing digital maturity – is aiming at the implementation of deep learning goals enabled by new pedagogies and accelerated by technology.

The role of teachers as activators is three-fold:

- 1. The teacher is a designer of powerful learning experiences
- 2. The teacher is a source of human, social and decisional capital in the learning experience
- 3. Teachers are partners in learning with students, learning is accelerated by technology

One of the biggest challenges the concept is facing is the assessment of deep learning, and thus implementation may also require changes at system level.

There is a growing body of literature and a movement that can be explored and followed on the New Pedagogies for Deep Learning website https://deep-learning.global/

Gamification

Gamification is not game-based learning, although gamified solutions often use games as a vehicle of learning. It builds on successful principles of (primarily computer) games to make learning more interesting, but not necessarily involves an actual game or digital technology. It is aiming at students being more motivated, having a deeper engagement with curricular learning, being genuinely interested and applying learning in real life environments.



Source: Europass Teacher Academy – Student-Centred Learning

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Building on principles previously quoted about playful learning, the approach is based on the gratification players feel in computer games. It is based on experiences of millions of gamers who spend long periods of times with their games online. What is important for this pedagogical approach is the so-called *epic win* (perhaps it could be translated as cathartic success): difficult problems during games the gamer has to solve, they need to think hard, dedicate all available resources to it - and if they do, in the end success crowns their efforts. Cathartic success is something that really took a lot of effort to reach in the game, at first it seemed even impossible to achieve, but still the gamer succeeded. As a teacher this is exactly what you want to achieve - not just students solving tasks based on teacher instruction, bored and disinterested, but being heated with the desire to solve the tasks offering intrinsic motivation. Who has played any game knows the feeling, e.g. like when, after 80 minutes of play, you manage to equalize in a football match: the fatigue disappears and the goal scorer is able to run out to the spectators at impossible speed. This is the feeling that you can take it forward, and it also encourages the student to make an extra effort.

Gamified assessment methods, based on awards and no punishments are an especially useful method for motivation, helping students to focus on their weaker points, and achieving learning goals. This is an element – offline or online - that can be introduced easily and independently from introducing other elements of gamification.

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ANNEX 13

Problem-based learning	Baking a cake
Inquiry-based learning	Dressing a wound
Inquiry-based learning	Using Zoom
Gamification	Washing white and dark clothes
Experiential learning	Making tea

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6.2 STUDENT-TO-STUDENT PEER SUPPORT METHODS

Activity name:

World café

Learning Outcomes (identify at least 5 learning outcomes)

- Collaborative learning experience
- Learning about methods to be used in the classroom for students' peer support
- Re-evaluating the role of homework
- Learning about methods that incentivise students to learn collaboratively outside of school
- Learning about methods of supporting struggling students

General description of the activity

Participants work in 4 small groups at tables covered with a large piece of paper. One person is appointed to be the table host in each group. This person has the responsibility of taking notes, but others can draw, write, doodle, as well. The participants have 10 minutes to discuss different topics at the 4 tables. After each round the people move to a new table, leaving only the table host sitting in the same place. After each round the table hosts give a short sum-up of the discussions, and the new group continues the discussion based on what has already been said.

Topics:

Methods used to incentivise student collaboration in the classroom

Methods used to incentivise student collaboration with homework

Experiences with groupwork – how to best form groups

Methods for struggling students to support each other and to be supported by other students

After the 4th round the table hosts summarise the discussions by presenting their "tablecloth" and the other participants are asked to comment on anything they learnt or heard that was interesting, surprising or controversial.

This activity takes about 50 minutes.

Necessary props:

Large pieces of paper (flip chart or plain wrapping paper)

At least one felt-tip pen per participant

Informative pills on topic

(5 to 10 bullets point)

- ✓ If a student has to explain something to their peer or sibling, they understand the topic
 more
- ✓ Homework is one of the most challenged methods in education
- ✓ It is important to rethink why and when you give homework

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- ✓ Student-to-student support is more often fair and helpful than not
- ✓ You need to consider what is more beneficial for students: grouping them according to ability or mixing them

Small recap with tips

(tips for the activity & for addressing the topic)

Most people like the world café method and they are familiar with it. What needs to be monitored is the role of the table hosts, to ensure that everybody has the opportunity to contribute and the table host doesn't present the previous discussions with a bias.

6.3 LEARNING LEADERSHIP APPROACH

Activity name:

What kind of leader are you?

Learning Outcomes (identify at least 5 learning outcomes)

- To understand teaching and classroom leadership styles
- To explore participants' style more consciously
- To reflect on what works and what has not worked for the participants
- To think critically about what could be improved
- To understand individual barriers to student-centred teaching

General description of the activity

Participants work in 4 groups. Each group is given the description of one learning leadership type card – see annex. The trainer explains that the descriptions are based on Professor Richard Elmore's framework on learning leadership.

Each group comes up with one typical learning situation that can be led according to the type assigned to them and one that cannot. Each group presents their outcomes that is followed by discussion.

To finish the activity, each participant tries to choose the style that is closest to their everyday methods. Some volunteers share their ideas with the group that is then discussed. Participants are advised to only give supportive comments and avoid any judgement or offering "solutions".

This activity is about 20-25 minutes

Necessary props:

Handout from the annex

Informative pills on topic

(5 to 10 bullets point)

- It is important to understand that all 4 types of learning leadership have their values and drawbacks
- Not all approaches work in all learning situations

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- Most teachers switch between different approaches in their work
- It is important to be aware of your dominant style and approach
- Research shows that after the school closures, there is more desire for both learning leaderships that focus on social-emotional learning

(tips for the activity & for addressing the topic)

Participants may find it difficult to identify situations in the classroom. The trainer may orient them towards non-curricular or non-classroom situations explaining that the formulation of the task was deliberately not about school or classroom learning. If there is interest and time, it might be discussed what the role of a teacher could be in facilitating learning that is not in the school or classroom and that is not curricular.

ANNEX 14

Hierarchical - Individual learning:

Learning Goals

- Academic content is the most important thing that individuals learn.
- Academic learning can be measured and assessed.

Responsibility for Learning

- Individuals are responsible for success as learners.
- Authorities are accountable for measurable growth in individual learning.

How Learning Happens

- Individual learning comes from the effort that individuals invest in their academic work.
- Teachers provide the academic work and knowledge that learners must acquire.

Social Structure

- Children and young people require strong adult guidance in order to learn.
- Individuals who do well in school deserve social and economic success.

Defining Success

- Success is based on measurements of student learning.
- Standards and assessments represent society's agreement on what students should learn.

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Distributed - Collective learning:

Learning Goals

- Learners learn what is of interest to them and to the members of their learning network.
- By taking learning and teaching roles, individuals create and maintain a strong community.

Responsibility for Learning

- Communal learning is directed by shared values, interests and preferences.
- Individuals choose to join or start a community based on personal and group learning goals.

How Learning Happens

- Learning is an inherent biological imperative, people never stop learning.
- Learners acquire knowledge and also teach what they know to others.
- Learners must make sense of competing and diverse sources of knowledge especially as part of learning in digital realities.

Social Structure

- Learning occurs through social interactions and engagement with others.
- Sources for learning are broadly distributed throughout society and by learning and teaching others improves individual and communal abilities.

Defining Success

- Success is determined by the learning community and its members.
- Individuals can access, learn from and contribute meaningfully to various communities.

Hierarchical Collective learning

Learning Goals

- • The values expressed in an institution's goals and rules represent community values.
- Learners must acquire common values to become successful community members.

Responsibility for Learning

- Learning comes from internalizing an institution's communal values and behaviours.
- Institutional leaders must create a positive social environment for this learning.

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How Learning Happens

- Learning comes from working respectfully and collaboratively with others.
- Adults guide learners, and help them master how to work well in groups.

Defining Success

- Learners succeed when they participate productively and collaboratively in a community.
- The social and cognitive skills essential to success are not easily measured.

Distributed Individual learning

Learning Goals

Learners learn for their own benefits, to develop knowledge and skills as they want.

Responsibility for Learning

- Individuals are responsible for what they learn, when they learn, and how they learn.
- Individuals choose what to learn based on their values, interests, and aptitudes.

How Learning Happens

- Learning is an inherent biological imperative; people never stop learning.
- Learners must make sense of competing and diverse sources of knowledge

Social Structure

- Learning occurs through voluntary individual inquiry and social interaction.
- Sources for learning are broadly distributed throughout society, including but not limited to formal and informal educational institutions.

Defining Success

 Success is determined by the individual learner, based on the learner's goals and ambitions.

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6.4 NEEDS ASSESSMENT AND REFLECTIVE DESIGN

Activity name: Assessment, design and outcomes in the classroom

Learning Outcomes

- To have a deeper understanding of various assessment methods
- To understand more how learning assessment is linked to needs assessment
- To identify methods in the participants' own assessment and design practice that supports inclusion
- To identify barriers and challenges that the level of autonomy causes
- To find solutions for turning challenges into opportunities

General description of the activity

Building on the previous activity on teaching methods, participants work in small groups with the same topics that were assigned earlier (groups can swap topics).

Step 1. Each group designs a method to diagnose what students already know about the topic. The ideas are shared and discussed.

Step 2. Groups are reassigned using any group-formation method. In this round the groups develop methods for assessing learning during the process of teaching the topic. They also think about adjusting the teaching methods based on outcomes. Again, sharing and discussion follows.

Step 3. After another re-grouping, groups are asked to design a final certificate for learners of the various topics, including at least 3 learning outcomes that are assessed and graded. The certificates are put on the wall and the activity ends with a gallery walk.

Time necessary: 30 minutes

Necessary props:

Topics flashcards

Schematic presentation of various assessment stages as a slide or print – see annex

Paper, felt-tip pens, other decorative tools (e.g. glitter, stickers, emojis)

Something to stick the certificates on the wall with (Sellotape, blutack, pins, etc.)

Informative pills on topic

- ✓ It is possible to design classroom activities in a way that reflect on diverse student needs
- ✓ Teachers need to create their own mix of assessment methods, with special emphasis
 on diagnostic and formative methods
- ✓ All teachers have some level of autonomy some greater, some lesser that makes differentiated teaching possible
- ✓ You must not use lesson plans from previous years without comparing them to the needs of your current students

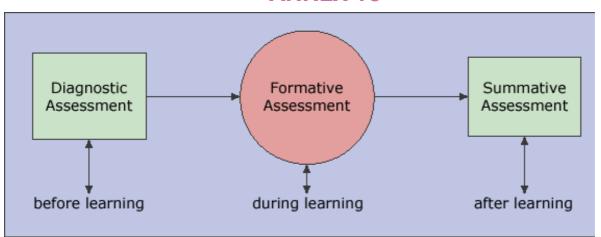
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- ✓ It is important for the student, and also their parents to understand the methods and role of diagnostic and formative assessment methods
- ✓ Grading if it is introduced at all needs to be adjusted to the assessment stage with diagnostic, not graded, formative assessment graded against the individual student's achievement and summative assessment graded against an objective requirement

In many trainings, it becomes clear that teachers don't use formative assessment methods or not consciously. If the group struggles, the trainer may want to start with collecting a list of assessment tools and methods they use, and discussing what kind of assessment method is that.

Another additional discussion point, especially with teachers who regularly use school books is how that makes reflective design in classroom and home learning possible or how it may prevent it.

ANNEX 15



Food for thought

https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy
https://medium.com/age-of-awareness/teacher-autonomy-matters-heres-why-da1102d45352
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https://www.futurelearn.com/info/blog/general/gamification-in-education

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EXTENDED VERSION OF MODULE 7: WHOLE SCHOOL APPROACH AND OPEN SCHOOLING

Objectives

- To create a common understanding of the notions "whole school approach" and "open schooling"
- To map education stakeholders in each school's local context
- To understand the benefits and challenges of open schooling activities
- To understand the duties and role parents play in the education of their children
- To provide peer support and share ideas on engaging all stakeholders in the education process for inclusion

7.1 MEETING OTHER PERSPECTIVES

Activity name:

Case clinic

Learning Outcomes (identify at least 5 learning outcomes)

- Reflecting on other professionals' challenges
- Peer support methodology
- Active listening
- Coaching competences increase
- Critical thinking
- Thinking outside of the box

General description of the activity

Participants work in groups of 4-5. One participant will be the case giver and the others act as coaches.

The case giver shares a classroom management or collaboration challenge related to the diversity in their school that is current, concrete, and important, and that he/she happens to be a key player in. The case giver should be able to present the case in 5 minutes and the case should stand to benefit from the feedback of peers. The coaches listen actively: they do not try to "fix" the problem, but listen deeply to the case giver while also attending to the images, metaphors, feelings and gestures that the story evokes in them. One of the coaches manages the time.

Step 1 After the case giver and timekeeper are selected, the case giver presents the case in 5 minutes trying to clarify the following questions:

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- What key challenge or question are they up against?
- How might others view this situation?
- What future are they trying to create?
- What do they need to let go of and what do they need to learn?
- Where do they need input or help?

Coaches listen actively and may ask clarifying questions, but should not give advice.

Step 2. The presentation is followed by 3 minutes of silent reflection by the coaches trying to take stock of the images, metaphors, feelings and gestures that came up for them that capture the essence of what they had heard.

Step 3 Each coach shares the images/metaphors, feelings and gestures that came up in the silence or while listening to the case story.

Step 4 Having listened to all coaches, the case giver reflects back on what they heard.

Step 5 For 10 minutes participants reflect together on the remarks of the case giver, and move into a generative dialogue on how these observations can offer new perspectives on the case.

The process is repeated once more with another case giver (if all participants have a case, the trainer can decide to give the floor to each participant taking it into consideration that each round takes about 30-35 minutes).

This activity is planned to take 60 minutes

Necessary props:

None

Informative pills on topic

- ✓ Active listening is often a difficult skill for teachers
- ✓ Peer support is an important tool in school improvement
- ✓ When supporting others, you need to think outside of the box, namely your general context
- ✓ You often help more when you don't give advice
- ✓ Pictures are a powerful tool for support

Small recap with tips

The trainer may have some situations prepared just in case there are no ideas for the first round such as:

- I find it difficult to speak to parents who are in a higher social position than me.
- I don't know if my newly arrived Ukrainian students are lagging behind in maths or they just struggle with the language.

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7.2 FAMILY ENGAGEMENT

Activity name: Identity wheel

Learning Outcomes

- Understanding the way others see you
- Increased self-awareness the way you see yourself
- More conscious identities
- Ability to reflect on communication with others
- Thinking critically about identity and identities

General description of the activity

Step 1 Participants are each given a copy of the identity wheel and asked to follow the instructions.

Step 2 Participants form small groups and discuss the experience using the following reflection questions:

- 1. Which aspects of your identity did you mark as particularly meaningful to you? Why?
- 2. Which aspects of your identity did you mark as less meaningful? Why?
- 3. Why do you think about some aspects of your identity more than others?
- 4. Which aspects of identity hadn't you thought of before completing this activity? Why do you think that is?
- 5. What aspects of your identity do you think are apparent to students? Which aspects may they not perceive as readily?
- 6. How do you think your identities impact your interactions with your students in the classroom space?

Step 3 Volunteers share some of their experiences: what was surprising, what was strange.

The activity should take about 30 minutes

Props:

Identity wheel - see Annex

Informative pills on topic

- ✓ Everybody has multiple identities
- ✓ The elements of identity that are the most important for you may not be the most visible or relevant for others
- ✓ People will communicate with you based on the picture they have about your identity

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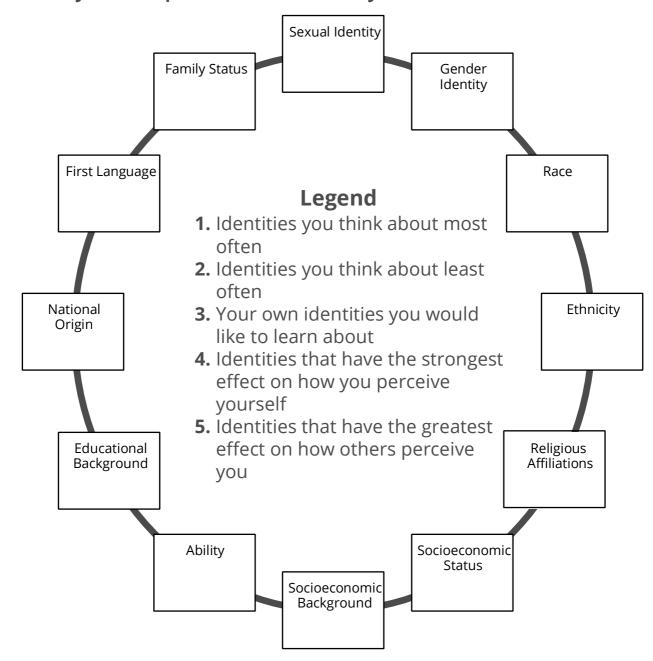
- ✓ You can consciously emphasise some elements of your identity and be more reclusive about others
- ✓ It is, however, important to be authentic
- ✓ You should also be aware of the other person's prominent and less prominent identities

The reflection questions might be printed and handed out. Depending on the context, the participants may find it difficult to relate to the elements of ethnicity and race, and the sexual identity – gender questions. If the trainer detects uncertainties, they may stop and discuss these notions.

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ANNEX 16

Activity: Complete the Identity Wheel

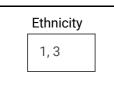


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Please consider your identities in relation to the numbered reflective questions listed in the legend on the other page. Each question asks you to consider how you think about your identities. Each box on the wheel represents a different facet of identity. Write in the number that corresponds to each reflective question as it relates to a particular identity facet. The legend for each number association is as follows:

- 1. Identities you think about most often
- 2. Identities you think about least often
- 3. Your own identities you would like to learn about
- 4. Identities that have the strongest effect on how you perceive yourself
- 5. Identities that have the greatest effect on how others perceive you

For example, if you think about your ethnicity most often, and it's also an identity you'd like to learn about, you would enter 1 and 3 into the "ethnicity" text box, as shown below:



(Adapted from Michigan State University, Center for Service-Learning and Civic Engagement. "Social

Identity Wheel." n.d. Accessed June 12, 2019. http://servicelearning.msu.edu/upload/toolkits/SocialIdentity-Wheel.pdf and from the University of Michigan, Ann Arbor, College of Literature, Science, and the Arts. "Social Identity Wheel." 2017. Accessed June 12, 2019.

https://sites.lsa.umich.edu/inclusiveteaching/2017/08/16/social-identity-wheel/)

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Activity name: Changing perspectives

Learning Outcomes

- Understanding the way others see you
- Increased self-awareness
- Ability to reflect on communication with others
- Understanding parents from diverse backgrounds more
- Being more emphatic with parents and other family members

General description of the activity

Step 1 Participants form pairs, and each pair is given 2-3 simple situation cards. They design a role play activity that shows the situation on the card. There is only one restriction, no participant can play his/her real role (in case of a group that consists of teachers only, they can play the role of the child, the parents, neighbours, even the school head, but not the teacher)

Step 2 Each pair chooses one situation and act it out without saying what the situation was. The others guess what the situation was. The trainer highlights if he/she detects that an act was based on prejudice, and they elaborate on the situation.

Step 3 Volunteers share their experiences with having to put on other people's personality in a pedagogical context.

Step 4 Some others choose a situation and act out what they would have done in the situation as teachers – the others stay in their original role to support.

The activity should take about 30 minutes

Props: Situations in 2-3 copies – see Annex

Informative pills on topic

- ✓ Using role play and asking people to take the other's role helps us understand them
- ✓ Teacher behaviour is often influenced by prejudice or assumptions.
- ✓ It is important to understand that nobody is unbiased.
- ✓ Previous experiences have a strong impact on how we interact.
- ✓ It is a teacher's professional duty to be aware of this and try to be as objective, but at the same time as authentic, as possible.

Small recap with tips

As this is towards the end of the training, the trainer may want to adapt the situations to topics that have come up in the course of the training.

If it is possible, the activity can be used in joint trainings of teachers and parents, using the same rule: nobody can play his or her own role (teachers cannot be teachers and parents cannot be parents). If children participate, too, it is even more interesting. The trainer may recommend this activity for parent-teacher meetings where children should also be present.

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ANNEX 17

the child gets a bad mark at school

the parent did not send in the required amount of money for the school excursion

the child does not have the necessary equipment for the PE lesson

the school nurse finds head lice in the class (again)

the child is caught smoking after school

the child bullies a classmate

the child stole sweets from a classmate

the parent slaps a classmate for bullying their child

an expensive mobile phone disappears from class

the classroom window is broken

the parent storms into school because the child got a bad mark

the school psychologist has evidence that some children are cutting themselves as an after-school activity

the teacher receives threatening messages from a parent

the parents argue about Christmas gifts for the head teacher

the parents argue against the Nativity play in the school

the parents object to using Google Classroom for school activities

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7.3 EXTERNAL COMMUNITY ENGAGEMENT

Activity name: Map your partners

Learning Outcomes

- Increased awareness about the education environment around their students
- Increased awareness about potential partners in teaching
- Understanding the complexity of stakeholder networks
- Increased knowledge about the ecological model of education
- More appreciation for learning outside of school

General description of the activity

Step 1 The trainer hands out post-it notes and asks participants to brainstorm all possible partners they can have in their educational work. They are instructed to put one group only on each post-it, and to think about everybody a child learns from. The post-its are put on the wall or a flipchart.

Step 2 In small groups, the participants are asked to categorise stakeholders, and share their structure with others. The groups agree on one structure they will all use.

Step 3 In the same groups, the participants try to find the "place" for each stakeholder group that came up in the brainstorming.

Step 4 The trainer introduces the Bronfenbrenner ecological model (original schematics in the annex). It can be mentioned that according to researchers, the role of religion has been taken over by social media and mass media in the last decades.

This activity should take about 20 minutes

Necessary props:

Large sheets of paper, felt-tip pens, post-it notes

Informative pills on topic

- Children learn everywhere and at all times
- School learning is just a small part of learning in most cases
- In the whole school approach, all educational situations and all people who facilitate the learning of the child are considered
- In the whole school approach, the school has a professional responsibility for a holistic view and collaborating with other educational scenes
- In the whole school approach, the school leader consciously engages others with classroom learning, and teachers collaborate with other educators
- The non-teaching staff is often forgotten
- Companies play an important role and have high stakes in good education, schools should not be afraid of them

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In the brainstorming phase, the trainer should keep an eye on any important missing stakeholders, and support the group with guiding questions if necessary. E.g. it is important to have non-teaching school staff, parents, siblings, museums, libraries, companies, social media and mass media in the list.

If the group is very confident, Step 4 may be skipped.

Activity name:

Open schooling in an ideal world

Learning Outcomes

- Increased awareness about the education environment around their students
- Increased awareness about potential partners in teaching
- Understanding the complexity of stakeholder networks
- Awareness of potential collaboration between the school and other education providers
- Deeper understanding of the notion of open schooling

General description of the activity

At the beginning of the activity, the trainer clarifies that by an open school we mean a school that has an active network of collaborators that work inside and outside of school to support the learning of the child. Participants form small groups, and they are instructed to build their ideal open school. Each group presents their building, the audience is asked to take note of

- 14. anything they can easily relate to,
- 15. anything that looks impossible in their own school environment,
- 16. anything that they are already doing.

This activity should take about 20 minutes

Necessary props:

Anything that can be used as building material (boxes, LEGO, paper, wooden bricks, straw, empty yoghurt jars, glass jars, etc.)

Informative pills on topic

- Open schooling is an approach that supports the learning of diverse student groups
- Access to open schooling activities is often prevented by legal restrictions on groups of children leaving the school building during school hours or external people entering the school
- Access can also be prevented if students have to pay for the activity
- In all contexts, there are several offers for open schooling activities by non-formal providers
- Not all external activities are open schooling ones, only those that are an integral part
 of the teaching programme

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In case of a lot of ideas listed as not possible, the activity can be finished by discussing why they think they are impossible and what changes are necessary to make them a reality.

Literally anything can be used as building material for this activity. We propose to use material that can be re-used to avoid a lot of litter.

7.4 LINGUISTIC DIVERSITY

Activity name

Linguistic diversity awareness

Learning Outcomes

- Increased awareness of linguistic diversity in the school
- More empathy towards learners
- More empathy toward parents
- More conscious professional communication
- Higher level of critical thinking about participants' professional communication

General description of the activity

Step 1 In pairs, participants are asked to collect as many words for what they see in one of the pictures as they can in 3 minutes. They can use their smartphones or tablet for this. The words can be regional or slang words, but they have to be in their mother tongue:

- Potato
- Corn
- Child

Each participant is asked to highlight one word that

- 1. they haven't heard,
- 2. they use regularly, but they think others don't use often,
- 3. that they think their students would struggle to understand.

After a short explanation that linguistic diversity is not necessarily about people speaking different languages, participants are asked to work in pairs and translate the paragraph provided in the annex into a simple version in their own language that a child or a person who may not have the linguistic register necessary to grasp this paragraph can understand.

At the end, a few volunteers share what they found interesting and/or challenging in the task.

Time necessary for the activity is 10-15 minutes

Necessary props:

Pictures of a potato, a child and corn (there might be a need to clarify that the first one is a potato)

Copies of the paragraph

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Informative pills on topic

- Linguistic diversity is present in monolingual as well as multilingual classrooms
- most teachers are using an adjusted linguistic register in the classroom so that children understand them
- many teachers don't consciously use a non-professional linguistic register if they talk to other adults, such as parents
- children in the classroom often struggle with tasks because of their lack of language and not lower levels of subject knowledge
- there are great artificial translator tools (eg. DeepL) that can be used by teachers if they allow their students to write in the language they are comfortable with rather than the language of instruction

Small recap with tips

In groups where teachers have a large diversity in the mother tongue of their students, you may add a discussion on how asking all students to add versions for such simple words and displaying them can benefit students in general.

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ANNEX 18



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ANNEX 19

Competence-based learning empowers learners to understand the competences they need to master to achieve their goals, progress through learning processes without time constraints, explore diverse learning opportunities, collaborate in learning activities with communities of peers and mentors, create learning artifacts that represent their competences, reflect on their own learning achievements and see what they've mastered, what they still need to accomplish, and where to improve.

(Paragraph adapted from https://blog.blackboard.com/3-key-characteristics-of-competency-based-learning/)

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Activity name: What's happening?

Learning Outcomes

- deeper understanding of non-verbal communication
- conscious shift from control towards learning facilitation
- thinking critically about the teacher's role in the classroom
- more conscious student-centred teaching
- more appreciation for students' abilities and agency

General description of the activity

The following videos are shown to the group with no voice on. Participants are asked to watch them trying to find answers to the following questions:

- What was happening?
- What were the children learning?
- Was there any point where the teacher should have intervened?

https://www.youtube.com/watch?v=EujRIX65jms

https://www.youtube.com/watch?v=mBK7JsAu-YQ

As a second step, participants are asked to share any personal experiences with any similar situation, e.g. children were communicating in a language they did not understand, they were consciously not interfering with children cooperating, when they felt they need to intervene although they did not hear what the children were discussing.

Time necessary is about 10 minutes

Props:

Device(s) to watch the videos, internet connection

Informative pills on topic

(5 to 10 bullets point)

- Most of our understanding of a situation is based on decoding non-verbal communication
- Children are nearly always capable of doing things more independently than we tend to assume
- It is a teacher's duty to intervene if there is direct and real danger
- Students are usually happy to explore, try, err and re-try
- Trial and error needs to be encouraged in the classroom as traditional school usually only rewards "good answers'

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(tips for the activity & for addressing the topic)

In case there is no internet, the activity can be replaced by a roleplay activity, especially if there are languages spoken among the participants that others don't understand.

Food for thought

https://multinclude.eu/

http://openschooldoors.westgate.gr/

https://www.dualcapacity.org/

https://www.phereclos.eu/

https://makeitopen.eu/

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Inclusive Schools II



inclusiveschools2.net

