



**SOCIALL**

whole school social labs



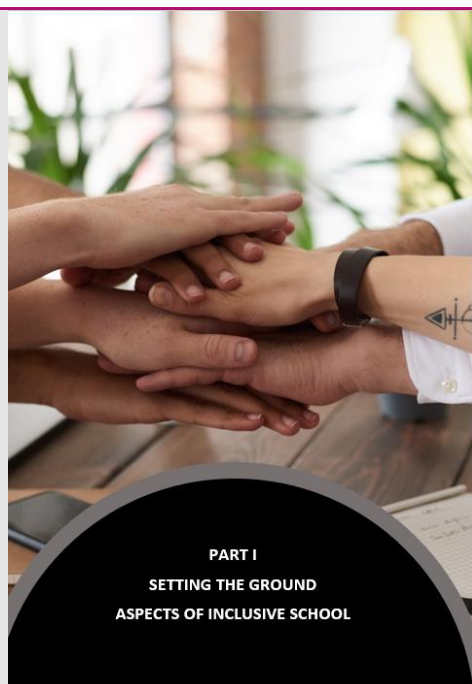
# Toolkit for teachers

Guidelines

<http://wholeschoolsocialabs.eu>

# HOW TO USE THE GUIDELINES

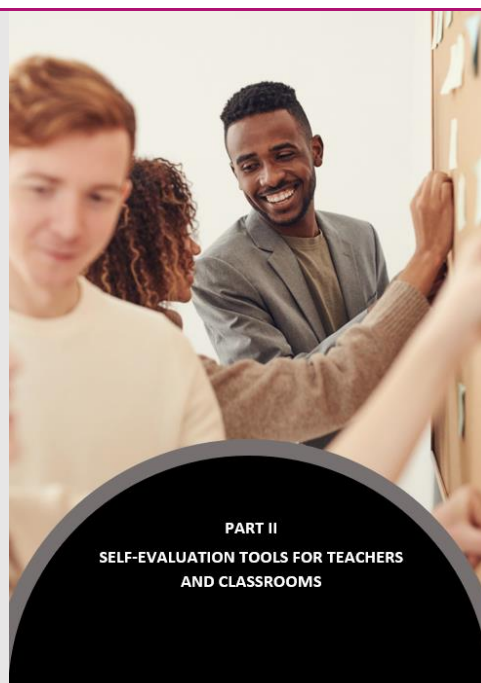
## PART I - SETTING THE GROUND: ASPECTS OF INCLUSIVE SCHOOL



- Chapter dedicated to an overview of the main features of inclusive schools
- Integrates a section focusing in each of the four pillars of inclusive and open schools, namely visibility, empowerment, inclusion and cooperation
- Offers basis for a constructive debate around myths and facts about inclusion
- Invites readers to reflect in specific issues before embarking into a journey for the organisation of a SOCI@LL Week

## PART II - SELF-EVALUATION TOOLS FOR TEACHERS AND CLASSROOMS

- Chapter focused on evaluation tools that can support self-reflection for teachers and classrooms
- In this section, the reader can find supporting tools that cover the four pillars and start by analysing her/his practices, explore key issues related to the pillar and respond to specific questions that help to proceed with the self-evaluation





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**PART I**  
**SETTING THE GROUND**  
**ASPECTS OF INCLUSIVE SCHOOL**

# 1. SETTING THE GROUND: ASPECTS OF INCLUSIVE SCHOOL

## 1.1. What is inclusion?

Imagine a bowling game. In the first round, less experienced players often play in a way that causes the so-called split: they aim at the centre of the bowling pins and as a result, they leave single pins on the two sides of the track. At this point reaching the "marginal" pins in the second round is practically impossible and requires great skill - or a miracle. So how do we hit all of the pins? The solution of experienced players is simple: don't aim at the centre (pins which are easy to hit) - aim at those that are the hardest to hit! That allows us to reach all pins.

The metaphor of education as a bowling game is used by Shelly More from the British University in Vancouver<sup>1</sup>. She says that **education should be like a strategy that allows players to hit all pins** - that is, to reach all participants of the game - students. However, how can we do it? Instead of building an educational system geared towards the majority of children (so-called children without special needs), and then looking for particular ways to adapt it to the needs of students who require more support (migrants, children with disabilities, of lower socio-economic status, LGBT students etc.), Shelly More says: let's build a school reaching those who are on the side of the track, because that is how we will reach everyone. **Our methods, way of communication, presentation, functional solutions should target minority groups, because most of these methods work equally well for all students**, including those in the majority group.

Examples
<ul style="list-style-type: none"> <li>• using more pictures or simpler language supports children learning in a foreign language (e.g. migrants), but helps all students through the introduction of an additional channel of communication and simplification of the language</li> <li>• creating class routines helps children who need predictability (e.g. in the autism spectrum) but benefits all children by giving them a sense of safety.</li> </ul>

This is a win-win situation, although it requires a change of thinking about who is the main group of recipients of the school and who should adapt to whom

In short, we can say that an inclusive school is one that **notices diversity**, that is, differences and similarities between groups and individuals, and **actively works with them**. The school environment (especially public school) is in itself diverse and conducive to inclusion because it is essentially universal, open to everyone. It favours a meeting of diverse environments, cultures, people from different social classes, performing different roles and having different experiences and possibilities. Therefore, it seems natural that the school as an institution accessible to all should adopt this viewpoint on inclusion not only as a formal, imposed an institutional solution, but also translate it into everyday practice to allow full participation.

The work to be carried out for the school's management staff is to map the community and identify minority groups (cultural, ethnic, religious, etc.) and groups of students who might have difficulties or less access to full participation and support them in this process.

<sup>1</sup> <https://www.youtube.com/watch?v=RYtUIU8MjIY>

## 1.2. Inclusion in practice

One can consider four different pillars that are commonly represented in inclusive and open schools.

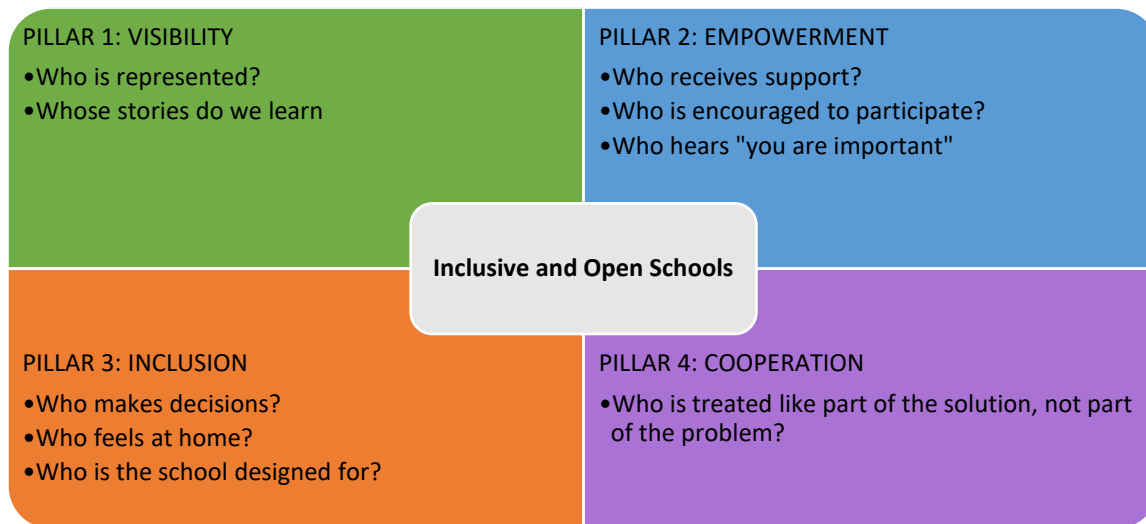


Figure 1 – Four pillars of inclusive and open schools.

In this toolkit, we present a model of inclusive school which is based on four pillars: **visibility, empowerment, inclusion and cooperation** (the model was originally created as a model of a multicultural library by Maja Branka and Dominika Cieřlikowska<sup>2</sup>). It is important to understand that this is only one of many possible models and that others may be as useful and operational depending on the situation inside and around schools.

The pillars described below are complementary, meaning that they should only work if treated as equally important. The authors recommend a holistic approach. *Metaphorically speaking, the four pillars are four legs of the table. This table can only be stable only if it has all four legs. If one leg is shorter or lacking - we will not succeed.* Therefore, in order for a school to be truly inclusive, it should look to improve all for pillars.

### PILLAR 1: VISIBILITY

By visibility, we mean **noticing and emphasizing the presence of a given group in a school setting**. This can be reflected in appropriate representation of minorities and their perspectives in the school curriculum (whose stories do we learn in textbooks, school projects, poems?), school space (who is portrayed in the images inside and around school), school events (do we acknowledge and celebrate students' identities, for example, by organizing different religious holidays and awareness days on different issues, such as Transgender Awareness Day etc.).

Visibility also includes **activities related to education about minority issues** - in Poland this means that ethnic Poles learn about other groups, their cultures, and everyday lives. Let us emphasize that the foundation of this pillar is appreciating diversity, as well as striving to create safe conditions for all students to cultivate, perform and present their own culture, language, religion and other important aspects of their identity. As a

<sup>2</sup> Branka, M & Cieřlikowska, D. (2015). Multicultural library. Warsaw: Information Society Development Foundation. Available at: [http://www.biblioteki.org/dam/jcr:26a59cbe-0f54-4eaa-9ba4-e863890a1027/MULTICULTURAL\\_LIBRARY\\_www.pdf](http://www.biblioteki.org/dam/jcr:26a59cbe-0f54-4eaa-9ba4-e863890a1027/MULTICULTURAL_LIBRARY_www.pdf)



consequence, these groups should become present and visible to the whole community, and the school should also be a place of education about their culture, language or religion, both for representatives of these groups and people from majority groups. It is also important however not to tokenize minority groups by focusing on one-time cultural events (e.g. the evening of Vietnamese culture) and trivialize the issue.

#### Examples:

- The school celebrates and acknowledges holidays important to all students and employees, e.g. not only holidays of dominant religious group and local holidays, as well as specific days related to the visibility of minority groups (autism visibility day, LGBT visibility), etc.
- Teachers include a perspective other than just those of majority groups in the lessons, e.g. when discussing the Chmielnicki Uprising they show how the topic is seen from the Ukrainian perspective; in the school newspaper, there is a column created by specific migrant-group on subjects they want to engage with or voice their opinion about.
- In the classroom, teachers include examples of well-known female scientists, important Poles of diverse cultural background and other role models.
- Roma students organize a Romani poetry event in which all students are invited to participate and learn.

## PILLAR 2: EMPOWERMENT

Empowerment means adopting an approach that will in effect strengthen the competencies, self-efficacy, and sense of self-worth of all students, including minority groups. Empowering approach should be a part day-to-day school program, but it also requires specific activities designed for those students who are at risk of exclusion, and also LED by those same students. The primary goal of empowering activities is to strengthen the competencies and voices of minority groups. In a school setting empowerment also means giving young people in general a platform to act and make decisions about themselves and their community.

#### Examples:

- All students have the opportunity to initiate changes in school/class, their ideas are not simply dismissed as "unreal" and "unserious"
- Feedback is given in a way that helps ALL students identify their strengths, not just areas that need to be improved; it is about motivation and not simply assessment.
- Instances of discrimination are always met with a response; the school/teacher actively counteracts discrimination by organizing classes on this subject, creating shared rules/principles in the classroom, etc.
- School offers space for Ukrainian lessons for their bilingual students who wish to practice their language.

Socialization is a continuous process that follows human beings throughout their life cycle and that integrates two stages: **primary socialization** and **secondary socialization**.

**Primary socialization** allows humans to acquire a set of basic knowledge during childhood, such as language forms, relationships, and eating rules. On the other hand, **secondary socialization** allows human beings to better adapt themselves to significant changes that occur in their environment throughout their lives.

In both stages, the process of socialization develops in our early and interpersonal interactions. So, we refer to **agents of socialization** as the significant others we relate to and who facilitate and influence our sociocultural acquisitions. Agents of socialization include family, school, peer group, and media.

### PILLAR 3: INCLUSION

Inclusion is understood as taking into account the perspective of diverse groups in the school's activities at all possible levels of its functioning. Thinking about including and involving (enabling participation) all students and members of the school community should be a way in which inclusive schools operate on a daily basis. Since the mission of the public school system is to guarantee all children of a given town or community access to quality education, inclusion means, among others, verifying and ensuring that the school offer methods, the physical environment and work culture which allow all children to learn.

#### Examples:

- Teachers use various learning methods, examples and means of presentation in order to reach diverse students.
- Decisions at school (also at the staff level) take into account not only the majority but also minority votes. All members of the community can express their feelings and attitudes regarding the decisions by which they are affected.
- There is an emphasis on team building and community building, e.g. every new student has a "buddy", teachers incorporate getting-to-know each other activities into their lessons.
- In the school cafeteria/canteen, various meals are available for students with different nutritional needs (allergies, religious issues, etc.) or - if there is only one type of meal being served - it is adapted to the needs of minority groups (e.g. vegetarian/vegan).

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### PILLAR 4: COOPERATION

We define cooperation primarily as partnering with minority groups in order to recognize and respect any otherness. This means applying "we work with groups for inclusion" approach as opposed to the "we act inclusively towards minority groups" approach (integration). In practice cooperation for inclusion means,



among other things, researching needs or setting goals and actions together with a given group (instead of FOR a given group) and consulting important decisions with all stakeholders and actively looking for their participation. Often it also means including not just minority group representatives, but also experts who can be allies and advocates for the group.

#### Examples:

- The school's management supports teachers' cooperation with expert organizations working in the field of diversity (invites them to carry out workshops, participate in school days and picnics)
- Before making important decisions (e.g. regarding school trips, regulations, school canteen) teachers or school management consult these solutions with all parents, particularly taking into account the minority groups.
- The school tries to build good relationships with parents, for example, teachers organize parents' meetings in an inclusive way, allowing parents to share their opinions, ideas and to foster mutual understanding.

## 1.3. Myths and facts about inclusion

Let's start exploring inclusion by dealing with myths or common misunderstandings regarding this phenomenon.

#### MYTH 1: WE ARE ALL THE SAME

A common approach in many societies is that inclusion doesn't really apply to "homogenous" countries with little diversity. There are a couple reasons why this statement is problematic. First of all, diversity is present in every society, including those seen as homogenous; by disregarding these differences we perpetuate a falsehood which has negative effects on minorities, whose cultures, needs and contributions are not recognized by general society. Also, intra-group diversity is not perceived as important enough to require systemic changes. Thus, inclusion is easily associated with multiculturalism, migration and other visible minorities, because differences stemming from ethnic/cultural diversity are more obvious than in the case of two people with the same ethnic identity, but different levels of ability, traditions, and needs.

At the same time, the results of research on discrimination in European schools show that the most prevalent factor for discrimination among youth is lower socio-economic status. This is the difference that occurs in every, even the most homogenous group. The lack of systemic activities for the inclusion of students from less well-off families and long-term action to reduce economic inequalities results in persecution, social exclusion and stigmatization which can often be seen in trivial situations, like not being able to join a school trip, or buy the necessary school materials.

#### MYTH 2: INCLUSION/INTEGRATION = ASSIMILATION

One often hears about social inclusion and integration or even reads about "good practices" related to this issue, which in fact describes a process closer to **assimilation or unification**. Assimilation is an approach that focuses on the adaptation to societal/group norms by individuals or minorities who want to be accepted in

the wider group. This adaptation is seen as becoming as similar to the group as possible: abandoning one's customs, norms, values and blending into the new culture (whether national, in school or in the new company). As such, assimilation can hardly be a synonym for integration or inclusion, which both take into account and value diversity. Integration and inclusion are not a one-way effort: along with the person who joins the group, that group should also participate in the process of integration, be open to change, learn and adapt to the new situation.

### **MYTH 3: INCLUSION IS A RESPONSIBILITY OF THOSE WHO FEEL EXCLUDED**

There's nothing more misleading than the conviction that inclusion should only be an issue for those who are excluded in some way. Unfortunately, this myth is a self-fulfilling prophecy, and many organizations which fight for inclusion or social integration are run by people who are representatives of minority groups. In Poland, for example, the most active in the field of anti-discriminatory education, are LGBT+ movements and organizations supporting refugees and asylum seekers. On the one hand, it is a positive sign when minority groups are self-advocating and speaks with their own voice - but without systemic support, their goals cannot be achieved. This is what happens when the majority of groups do not perceive the potential benefits of working with diversity. Since their needs are met by the system designed by and for the majority, the effort of supporting minority groups is made by communities with limited and inadequate resources, who often focus on specific issues (like migration, gender, etc.) rather than a broad approach towards inclusion.

### **MYTH 4: FAR FROM EYE, FAR FROM HEART**

This saying accurately reflects the approach to the topic of inclusion popular in many institutions. We are used to the fact that certain minority groups are less visible in public spaces (since there are many barriers to participation), which then becomes a foundation for questioning whether efforts should be made in order to facilitate their full engagement. As a result, social participation of ALL is not seen as an obvious goal, their needs are not taken into account. One example can be the situation of students with physical disabilities in education. Many integrational schools in Poland only accept students with intellectual disabilities, because the school building is not adapted to needs of students using wheelchairs (ramps/ lift) etc. However, the absence of students with disabilities means that there is no external pressure ("no need") on school to create a more inclusive physical environment.

### **MYTH 5: INCLUSION AND INTEGRATION**

Both concepts are close and often used interchangeably, but there is an important difference. Inclusion means engaging different "elements into a larger whole", while integration means "to create parts from a whole". This difference is illustrated very well by the following illustrations.

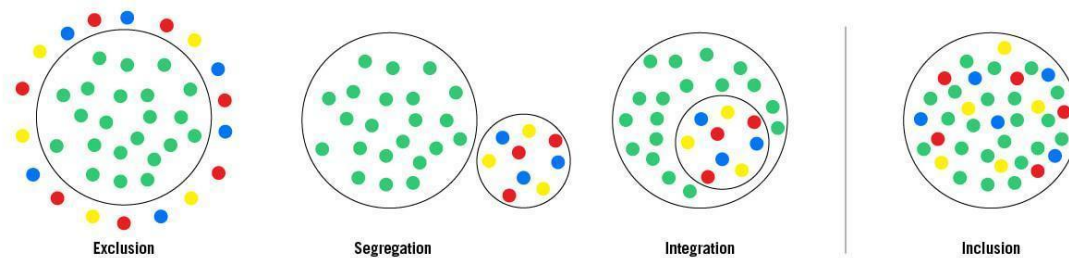


Figure 2 – What is inclusion?

Source: <https://www.inclusionontario.ca/what-is-inclusion.html>

In the context of education, in the simplest terms, inclusion is the process in which the school, as a diverse and constantly changing community, seeks to be open to all members of the community. It should, by adapting institutional solutions, different methods and ways of learning, developing a code of equal treatment strive to involve all participants into this process of co-creation. And integration is a certain state of inclusion of various groups and their shared coexistence, with no visible involvement and interactions within these groups.

A good analogy to understand this difference is also the difference between multiculturalism and interculturality. We can describe a society as multicultural, if people from different cultures live side by side, but the degree of inclusion and integration varies. However, we can say that a family is intercultural, if cultures habits rooted in those cultural backgrounds are treated as equally valid and influence each other to create a new identity.

#### **MYTH 6: SCHOOL SHOULD FOCUS ON LEARNING AND ACADEMICS RATHER THAN SHAPING ATTITUDES TOWARDS DIVERSITY**

This is a very persistent myth among some educators, parents and other members of school communities. Since inclusive education is all about embracing diversity and processing identity, it can lead to clashes and controversies. This is why school sometimes try to avoid controversial issues by focusing strictly on academics. This approach however is problematic for a couple of different reasons. First of all, levelling the field for all students by providing a more inclusive school environment is about learning: for students who need different forms of support in learning or for students who don't feel accepted among their peers - inclusion is an approach that enables academic progress. Second of all, students are not simply there to learn - school is also a community and aiming at equal treatment and wellbeing of all of its members is one of the most important roles of the school (often a legal obligation and not something students and teachers can "opt out" from).

### ***Inclusion or not?***

What is and what isn't inclusion? Activities promoting inclusion can seem very challenging, however, some of this is due to a misunderstanding of the essence of inclusion. Sometimes inclusion even seem like an impossible task: for example, should I listen to everyone from school in order to make a shared decision? Everyone will have a different opinion different needs and the conversation will go on forever. Here's a small summary that refutes some of these "paralyzing" statements and shows what can be done and what shouldn't be done to facilitate inclusion in school.



INCLUSION OR NOT?		
YES	NOT	LESSON LEARNED
Inviting all members of school staff (including administrative staff) to a meeting to discuss bullying prevention in your school	Inviting all members of school staff (including administrative staff) to a meeting to discuss students' academic results in your school	Not everyone has to participate in all activities in order for the process to be inclusive; people should be involved when their knowledge and experiences can be relevant and when they feel they can contribute
Building a supportive environment for a teacher who struggles with personal problems by giving him/her space and time to perform	Protecting teachers who constantly underperform in order to maintain a positive image and "good atmosphere"	Inclusive management doesn't always mean being popular. Support should be offered in a fair and equal manner to all regardless of personal relationships, and sometimes hard decisions need to be made.
Listening to all students and making an informed and considerate decision communicated to everyone	Endlessly seeking consensus or eternally debating to reach poor compromise with students	In hierarchic institution inclusion often means ensuring all participants have an opportunity to express their stance and taking the responsibility of decision-making
Opening up a conversation with parents on a controversial issue and looking for solutions based on shared responsibility	Happily and freely listening to everyone's opinion on every problem without commitment	Leading in an inclusive way means you are open to hearing feedback and you encourage input, but you also need to share responsibility and ask for commitments.

Figure 3 – Inclusion or not?

Adapted from: Kramer, J. (2014). WoW! What the difference. Diversity works. Human Dimensions Publications

## 1.4. Before you start planning SOCI@LL week...

We think in order to prepare a truly inclusive SOCI@LL Week it is important to have a good understanding of **the mechanisms of social processes that can make inclusion difficult** in practice. We prepared a brief guide on the issue. It is a mix of knowledge-based reading and practical examples and tips.

So why do we need inclusion in schools? School is not only part of the educational system, the building or curriculum. School is primarily people who work and learn in it. As in every large group of people, intra- and intergroup processes are present in the school environment, as well as group mechanisms and the whole spectrum of socially acceptable/unacceptable behaviours. Because of the fact that the education is mandatory, and, as a general rule in Europe, accessible to all children, the diversity between groups and the presence of different groups is more common in public education than in many other spaces in society. Although each school has its own specific culture, however, certain mechanisms appear in most school settings.

The most important of them in the context of inclusion, are **hierarchy, occurrence of minority and majority groups, discrimination, norms and values**.

### IDENTITY

Let's start with the issue of **IDENTITY**, that will lead us to intergroup mechanisms. Each of us, asked the "who am I?" question, will answer by referring to their two identities: individual and group identity. Individual

includes personal characteristics: I am tall, a sport enthusiast etc. The latter refers to group membership or social roles: I am a daughter, a Polish woman, student, employee, etc. Identity is a particularly important issue when working with groups. Identity features such as age, gender, place of birth, ability and disability are parts of identity mostly perceived as innate and largely unchangeable, and at the same time - they are important factors of societal hierarchy. Working with identity, therefore, requires great awareness and sensitivity.

This issue is all the more important since the intergroup mechanisms leading to discrimination are rooted in identity: they are based on the perception of in-group and outgroup and on the categorizations referring to above-mentioned identity traits. The table below shows the differences in the perception of in-group and out-group.

US (IN-GROUP)	THEM (OUT-GROUP)
Positive traits attributed to the ingroup	Negative traits attributed to the outgroup
Ingroup raises self-esteem and satisfaction with sense	Outgroup is perceived as of lesser value
Differences in the group are recognized	Outgroup is seen as homogeneous
Negative behaviours are underestimated and disregarded	Negative behaviours are overestimated and emphasized

Figure 4 – Us and them: theory of Social identity.

Source: Tajfel, H., Turner, J. C., Austin, W. G., & Worchel, S. (1979). An integrative theory of intergroup conflict. *Organizational identity: A reader*, 56-65.

## MAJORITY AND MINORITY GROUPS

Another important aspect when talking inclusion is the existence of **majority and minority groups**.

The ideal of co-participation in a society is full inclusion, where differences are recognized, but they are not a basis for discrimination. However, this ideal is far from reality in most cases, since in modern societies majority and minority refers not only to the numeric presence of certain groups in society, but also to their unequal status. Stereotypes and prejudices build a strong foundation for exclusion, which results in two basic models for coexistence of minorities and majorities:

MAJORITY	MINORITY
Refers to the advantage in power, not in numbers	Refers to the disadvantage in power, not in numbers
Influence and power	Less power and influence
Higher social status	Lower social status
Dominating	Oppression
Privilege and representation	Underprivileged and underrepresented
Decision makers	Marginalized in decision-making

Figure 5 – Majority and minority.

So what happens when we meet someone who differs from us? When meeting with representatives of the outgroup, we first reach the “knowledge” which is easily available, that is, stereotypes (based on general information about a given group). These are linked with prejudices (stereotype + emotional reaction to a given group), and discrimination (that is, unequal treatment often based on prejudice).

When working with a group it is good to be aware of stereotypes and prejudices and to recognize discriminatory behaviour.

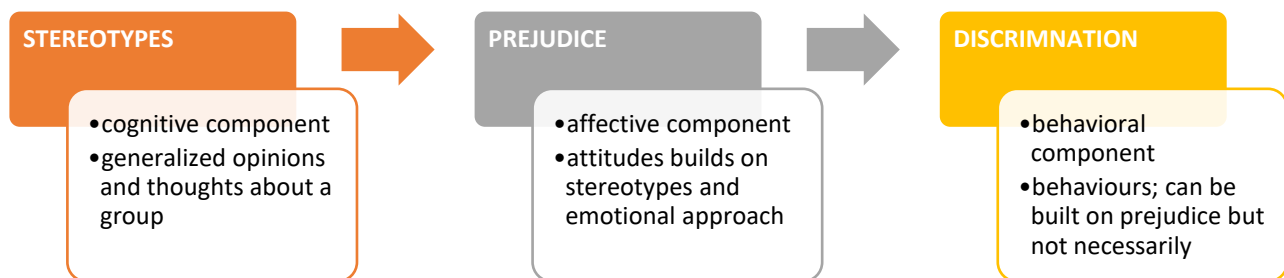


Figure 6 – Stereotypes, prejudice and discrimination.

## Wrecking balls of inclusion

The term ‘minority group’ does not refer to the size of the group, but to the way they function in relation to one another. If we see inclusive school as based on four pillars, then strategies that can serve to maintain the dominant position of the majority group can be seen as wrecking balls which destroy it. These include:

KEY CONCEPTS	
<b>Double standards</b>	Applying stricter criteria for assessing the actions of members of minority group: they need to do more, better etc. in order to be assessed in the same way as a person from the dominant group. This can be seen in school in how discipline is enforced when it comes to girls and boys; girls are usually expected to be calm and quiet, and they face harsher criticism when they fail to behave in that manners.
<b>Lowering standards</b>	Lowering expectations for members of minority group, based on an assumption that they will not be able to meet the criteria, which results in fewer opportunities for development and equalizing skills. This can be often seen at school in the treatment of students with learning difficulties, when teachers sometimes don’t know how to support a student who learns at a slower pace, and in result their low expectations hinder students’ progress.
<b>Stigmatization</b>	Singling out people due to characteristics such as ethnicity, sex, religion etc. Since many minorities are more visible in a society, they are at risk to a stronger social exposure. The most obvious example of this strategy is name-calling, but it can also be a hurtful comment regarding student’s appearance made by an adult in a school.
<b>Spatial separation</b>	Creating separate spaces for members of minority and majority, often rationalized by referring to specific needs (special requirements regarding space, nutritional needs etc.) An example may be separate classes for Roma children in Polish schools, as well as “self-segregated” school cafeteria where students usually sit in a way that reflects and strengthens group hierarchy.



<b>Tokenism</b>	Singling out people due to characteristics such as ethnicity, sex, religion etc. Since many minorities are more visible in a society, they are at risk to a stronger social exposure. The most obvious example of this strategy is name-calling, but it can also be a hurtful comment regarding student's appearance made by an adult in a school.
<b>Deprecation of experience and expertise of minority groups</b>	Treating minorities as a subject of analysis instead of including minority voices into the decision making process, perceiving minorities as unable to represent their own interests and describing their own life situation (e.g. consulting strategic decisions with "experts" from majority group instead of the minority leaders and experts). This can be seen in schools "solving" problems of students with disabilities without consulting their caregivers and guardians.
<b>Microaggressions</b>	Condescending treatment (e.g. addressing a teacher who is a woman only by name in a formal setting or using a nickname instead of a full name), underestimating problems, topics related to minorities and not discussing them in public discourse (for example saying LGBTQ rights at school are not important enough to be discussed at the meeting of teacher council). Microaggressions happen very often and while they seem innocent and easy to dismiss, they can actually be very harmful given how common they are.

Figure 7 – Key concepts.

## HIDDEN CURRICULUM

These discriminatory behaviours are more or less easy to identify. If you read them and recognized mechanisms that are also present at your school, don't be hard on yourself. In many cases they are rooted deeply into the systems which we are part of, normalized in a way that we are not aware of them. Every educational system has an open, official curriculum, and also something called **HIDDEN CURRICULUM**. **What does it mean?**

In the context of inclusive school, it is important to consider and realize that many of our behaviours and standards of school culture are unconsciously duplicated and maintained by the hidden school curriculum. They usually include three dimensions of school culture: **rituals, roles and norms**. But and above all, they relate to the assumptions about school relationships with the environment, relationships between people, the nature of students, knowledge and learning. They are the below-the-surface layers of tricky ground, on which our inclusive school is built.

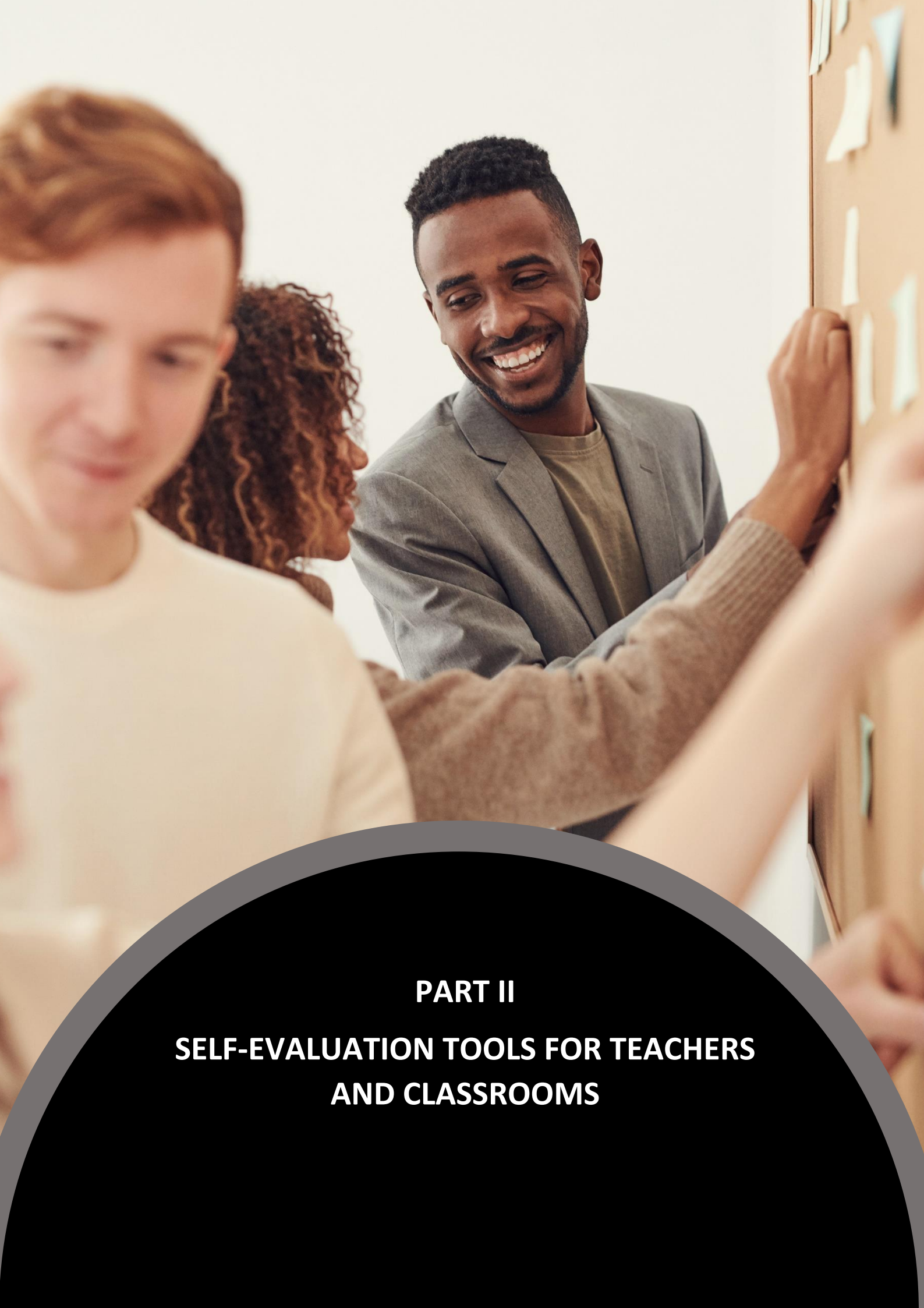
FORMAL CURRICULUM	HIDDEN CURRICULUM
<ul style="list-style-type: none"> <li>• public/overt process of shaping attitudes, values and knowledge</li> <li>• intentional and communicated in documents, regulations etc.</li> <li>• taught through the school activities and the way school operates (including architecture, curriculum, lesson content, norms and principles enforced by the staff).</li> </ul>	<ul style="list-style-type: none"> <li>• everything that is acquired and absorbed in the school apart from the official, formal curriculum</li> <li>• results from observing the behavior of other people and the way the institution operates</li> <li>• usually unintentional and unwritten: not knowingly and not openly communicated</li> </ul>

Figure 8 – Stereotypes, prejudice and discrimination.

It is worth looking at such four aspects, or ghosts, which haunt the school and impact our schools.

GHOSTS	QUESTIONS
<b>Ghosts of architects</b>	<ul style="list-style-type: none"> <li>• Why do students sit in a way that the teacher can see all of them, but they cannot see each other? What does that say about how we perceive learning?</li> <li>• Why do adults in many schools use different restrooms than students, when this is not the case in other public institutions and venues? What does it say about the groups recognized in school?</li> <li>• Why corridors and school halls often offer little options for spending time and resting (lack of place to sit, play)? Why are they often crude? What does that say about what is important at school?</li> <li>• Why are most schools not accessible for people with disabilities?</li> </ul>
<b>Ghosts of school curriculum</b>	<ul style="list-style-type: none"> <li>• Why is the lesson plan created by school administration, and not by students, parents and teachers?</li> <li>• What does the fact that ethics in an extra-curricular subject tell us about the role of the school? How does it influence hierarchy among teachers?</li> <li>• Why do we know more about the ancient Mesopotamia than the life of Jewish communities in Poland before WWII?</li> </ul>
<b>Ghosts of textbook authors</b>	<ul style="list-style-type: none"> <li>• Why do we recognize 1863 as the year of January Uprising and not the abolishing of serfdom in Poland?</li> <li>• Why do we use years of military events to mark historical periods (instead of years of scientific inventions, social movements etc.)?</li> <li>• How many women writers are there in Polish language textbook?</li> </ul>
<b>Ghosts of language and traditions</b>	<ul style="list-style-type: none"> <li>• Why are most tests standardized and same for all students? What do they assess? What kind of beliefs this reinforces about learning?</li> <li>• Why is behaviour graded in school?</li> <li>• Why are boys and girls often separated during PE classes?</li> <li>• Why do we address teachers in high school as “professors”? What does this say about the role of hierarchy and status?</li> </ul>

Figure 9 – Ghosts and related questions.



**PART II**

**SELF-EVALUATION TOOLS FOR TEACHERS  
AND CLASSROOMS**

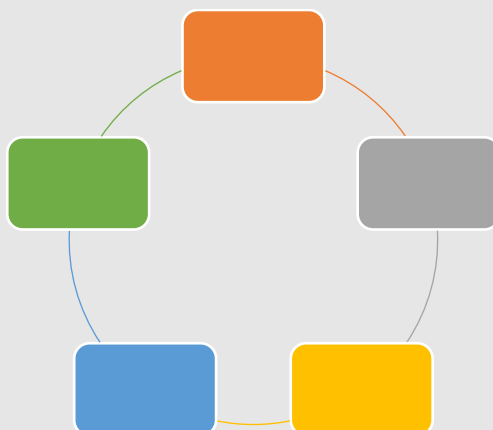


## 2. SELF-EVALUATION TOOLS FOR TEACHERS AND CLASSROOMS

### 2.1. Pillar 1 - Visibility

#### START WITH YOURSELF

Write down names of 5 groups which you are part of and which are important to you.



Try to remember one situation when an important part of your identity was ignored or when you felt you couldn't comfortably discuss it, unlike other people in the same situation.

How did it make you feel?

.....

How did it affect your participation in the activities or your relationships with the group?

.....

#### QUESTION 1

Which topics related to diversity do you openly discuss with your students? Which are you not tackling because they seem controversial, difficult to you?

- ability and disability
- sexual orientation
- gender identity
- socioeconomic status
- appearance
- ethnicity, race
- religious beliefs
- other

## QUESTION 2

Consider the language that you use when you discuss minorities (e.g. do you use the "we" and "them" pronouns?) If so, who is this "we"? Can any of your students feel that they do not belong to the in-group in such a situation?

Do you allow minorities to speak for themselves, for example you try to invite representatives of these groups to the school, use the Living Library method etc.?

## QUESTION 3

Look at the materials (textbooks, pictures, presentations, movies) that you use. Who is not there? Who are we learning about and who are we not? How are minority groups (under? mis?)represented in the physical environment of your class?

Which of these tools you can use to change this:

- increasing the diversity in the classroom space and materials (posters, photos in the presentations), marking different religious holidays in classroom calendar, creating a corner of books in the first languages of students with migration-background in the library.
- ensuring that minority groups are not presented in a stereotypical manner, e.g. ethnic minorities are not always in folk costumes, the family isn't necessarily a mother-father-kids model etc.
- giving examples of role models for all students (e.g. female politicians and scientists, young leaders on autism spectrum (e.g. Greta Thunberg), people with disabilities who are athletes, etc. They do not have to be brilliant in their fields - they can be your students' caregivers, but what is important is to send students a message "you can do it as well".
- creating opportunities so that all students can talk about their identity and for example about the way they celebrate holidays, their origins, families and languages.

## 2.2. Pillar 2 - Empowerment

### 1. SELF-EFFICACY

#### START WITH YOURSELF

Try to remember one situation in which you (individually or in a group) managed to carry out an idea or initiative in your community, school etc. What behaviours and messages of other decision makers (employers, allies, friends) helped you achieve this?

## What to have in mind?

One of the key aspects of full participation and commitment is the sense of agency. In short, it is a personal ability to act and influence others in the social network. In order for students to work for the benefit of the community, it is necessary to create conditions, not only institutional, but also psychological.

Institutional should result from the school's structure, eg the existence of a volunteer and SU circle, or space that allows students to make decisions and implement their ideas and actions. Emotional ones are those that will be a real support for the student during the implementation of the action, and after its completion - appreciation, feedback.

An important factor that supports students' activities is a clear message that these activities are welcomed and the school is not afraid of changes or difficult situations that may result from these process.

The following questions will help you think about your approach to students' initiatives.

### QUESTION 1

Were you in a situation where students approached you with an idea for action, a change they wanted to introduce in school / class? How did you react? How could this affect young people?

### QUESTION 2

Look at the engagement model below. Think about how to ensure that students have real and meaningful opportunities to make changes in their environment in school. What needs to happen?

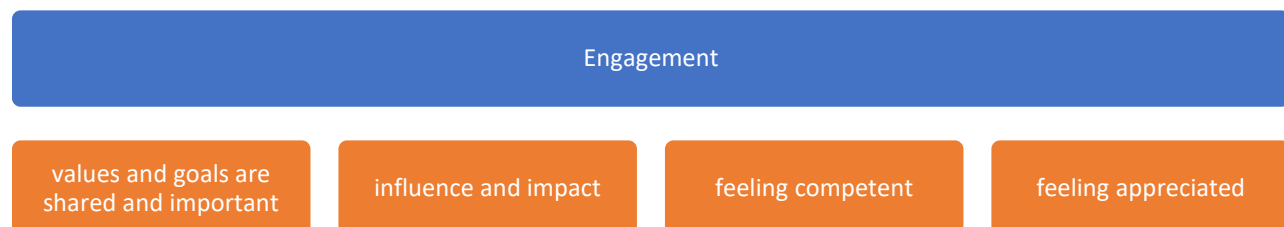


Figure 10 – Students' engagement.

## 2. FEEDBACK AND MOTIVATION

### START WITH YOURSELF

Recall one situation in which you felt that despite the difficulties or failures someone believes in your possibilities and gives you a chance. What kind of feeling was it? Do you remember the reverse situation? Which of them do you think are more common in school?

.....



## QUESTION 1

Highlight the strategies you use and those you would like to use more often. Think carefully, do you use these strategies for each student?

### Noticing a student as a person, not just as learner

- Asking each student every once in a while about a topic not related to the lesson, school: question about their interests, family situation, new experiences, etc.
- Addressing students in a form/name they like (e.g. if they do not like their full name - you can use a nickname).
- Creating opportunities so that every student can share their interests and experiences, for example, every week during group tutoring each students can share their interests, give oral or written presentations, videos on any topic, the class routine of "what's new" every week; team building games that allow students to get to know each other

## QUESTION 2

Highlight the strategies you use and those you would like to use more often. Think carefully, do you use these strategies for each student?

### Feedback that helps to learn and builds self-esteem

- Using descriptive or formative assessment for some tasks (e.g. not grading students on homework, smaller tests) to give students actual information on what they should work on.
- Feedback in a ++ - model (paying attention to positive aspects of work, interesting things in the student's work, not just for mistakes, e.g. using a green pen to emphasize strengths and orange for corrections).
- Paying attention to the progress student make and the process of learning (growth) vs the actual results (proficiency) e.g.:
  - You're getting better and better with ...
  - I see that you still have difficulties with ....
- Appreciating not only knowledge and learning outcomes linked to a certain lesson, but also attitudes, transferable and universal skills. Emphasizing students' strengths:
  - I appreciate that you put a lot of work into this task, I'm sure it required a lot of perseverance.
  - That is an impressive idea, it is quite unique.
  - I am glad that you asked me for help, it is an important skill to recognize when we need support and be able to ask for it.
  - I am proud of you for helping your friend understand this task. Cooperation and readiness to help others are very important.
- Pointing out to specific strengths and errors, not just generally praising students
  - It's great that you used many new words that we learned during the lesson.
- Communicating high expectations and believing in students, also towards students who are learning at a slower pace - not ignoring students who require more support.
  - I see that it is difficult for you at the moment, but I believe you can do it. I can help you.
- Using different feedback methods, including peer assessment, self-assessment, to provide frequent feedback and help students learn to assess their own progress.

### 3. SAFE SPACE – RESPONDING TO BULLYING AND DISCRIMINATION

#### *What to have in mind?*

Another way to build a sense of security is to respond to situations in which discrimination or exclusion occurs in the classroom. In responding to discrimination, it is important to ASSESS THE SITUATION AND CHOOSE AND APPROPRIATE RESPONSE. Here is an idea how to do it.

#### STEP 1

Ask yourself: Does discrimination concern a specific person in a class or group who is represented in your class?

If yes:

- Instead of analysing the situation with students on the forum, name and stop the situation. You can relate to common rules or your own disagreement on such behaviour. Express expectations of how you want your students to relate to each other. Discussing this situation in the presence of people experiencing discrimination can often feel like victimization. In some cases it is better to distract from the situation then make it a “learning example”.
- Talk to the students who made discriminatory comments in private. Do not ridicule them and do not stigmatize them in front of the class- this can exacerbate the defensive reaction.
- Support a person experiencing violence or exclusion in private. Do not blame them for the situation or suggest they provoked it!
- Once the situation is over, carry out lessons about stereotypes, discrimination and communicating with respect. If you do not have class rules, set them with your students. Involve students in responding to discrimination and hold a discussion on effective ways to tackle this issue with their peers.

If not – go to step 2.

#### STEP 2

Can the situation be defined as hate speech?

If yes:

- Name the situation and set boundaries, for example referring to the feedback model FFCE (Facts, Feelings, Consequences, Expectations)  
*It disturbs me / worries / bothers me (feeling) when you speak in a generalizing manner about this group (Fact) because it can be hurtful to many people which I know. It is also inconsistent with what we have agreed on together (Consequences). I would like us to talk openly, but respectfully about other people (Expectation).*

Regardless of whether you use this model or any other way to provide feedback, remember to:

- refer to behaviour rather than the person - strive to maintain a relationship with a student who behaved in a discriminatory manner, e.g. not to exclude him from further part of the lesson, do not refer to this situation in other contexts, do not give judgments about the student (you are rude, unwise etc.)

- precisely define what behaviours are unacceptable, and also put positive expectations (what we do not want, what we want)
- Redirect the situation so that the discussion is held between the whole class, that is, communicate expectations to the whole class and yourself (class is a community): I want you and everyone to feel comfortable and safe in this classroom . That's why I do not accept the language that can be offensive. I expect everyone to be respectful to each other and people around us.
- Look for an educational response, not just punitive measures: talk about the sources, mechanism of discrimination and explain its consequences
- Carry out activities that will allow students to better understand the issue you are discussing

If no, go to step 3.

### STEP 3

Can the situation be defined as making stereotypical statements, microaggressions etc.?

If yes:

- If you feel that the topic stirs a lot of emotions in students, give them the tools to talk about it in a non-discriminatory way: ask them to name their emotions and needs, emphasize the importance of speaking on your behalf rather than stating general opinions.
- Find out what is the reason and the context behind these reactions. Make sure you understand clearly what your students are saying: What exactly do you mean? Can you elaborate?
- Paraphrase in order to make it clear that stereotypical judgements are presented as opinions rather than facts e.g. If I understand correctly, in your opinion... So you think that...
- Do not start a ping-pong match with one student: include whole class in the matter and give responsibility to the class to tackle the situation. Look for alternative points of view or show yourself how the situation can be interpreted differently, e.g. We heard one opinion, and what do the rest of people think? Does anyone have a different opinion? Maybe one of you has different experiences? How can you think about this issue from a different perspective?
- Build a platform of understanding with students who voice stereotypical opinions: point out that often you share similar values, needs or that you sympathize with their emotions, e.g. I hear that this issue is a heated one and bring a lot of emotions, for me personally as well... I understand your fears and I also wish to live in a safe country... This problem might bring a lot of anxiety and anger. Let's think together what we know about this issue and what we can do about it...
- Provide facts and support students in their search for answers. Let's clarify concepts that were mentioned in this discussion - the word refugee means a person who ... To be honest, I'm not sure what the data is, but maybe we will look for it together. What do you think, where can we find them?
- Support students in recognizing generalizations and bring discussion to the level of personal experience: Why do you think this? What in your personal experience confirms this opinion?
- Carry out separate lessons on the topic.

## 4. MINORITY WISDOM

### QUESTION 1

Which of these messages and strategies do you want to add to your educational "toolbox" to strengthen minority votes in the classroom?

- "This is a very interesting point of view, it never occurred to me before" (appreciation)
- "I am glad there are so many opinions in this group and so many perspective to look in this issue" (appreciation)
- "How else can we think about this issue?" (fishing for alternative points of view)
- "We've already got the opinions of many people. I would also like to hear other voices - does anyone have a different opinion?" (creating space for expressing opinions, fishing for alternative points of view)
- "We have heard that most of you are thinking A, but other things that came up where B and C" (acknowledging differences)
- "There is no correct one good answer to this question, everyone has their own opinion." (creating space for expressing opinions)

## 2.3. Pillar 3 – Inclusion

### 1. DIFFERENT LEARNING STYLES, NEEDS AND ABILITIES OF STUDENTS

#### START WITH YOURSELF

Try to recall one situation in which most of the group could participate in some task, event, attraction, and you could not - for reasons beyond your control, for example, physical mobility issues, not understanding the language etc.

How did you feel?

.....

#### *What to have in mind?*

We learn in different ways because we are different and have different abilities. This is a cliché, but in everyday school practice it is easy to forget that students need:

- different means of presentation of the taught material: some need pictorial representation of content, others remember information better when it's given audibly. This applies to all children, but it is particularly important for students with visual or hearing impairments or various types of disabilities. Visual means of presenting information (images, icons) can be particularly useful for pupils who have lower language proficiency (e.g. migrant children).
- different means of expression (ways to present knowledge and skills they acquired): for some, preparing an oral presentation can be very difficult, but they will be happy to present same information knowledge in the form of a mind map. In this case it is important to understand the purpose of the task - if the goal of activity is to strengthen public speaking skills, it is understandable that the task will include such an activity. However, if the purpose of the activity is to show what students know about a certain issue, then different means of expression can make this more fair and effective.



- different means of engagement and motivation: some prefer working in small groups or learning through active methods, others feel better when working individually or as a part of large group (whole class). Some students find it difficult to focus for a long time, others are can't handle too much stimulation and background noise. Again, this applies to all students, but it is important to remember it can have a huge impact on levelling the field for students with learning difficulties.

These three aspects combine the increasingly popular approach called **Universal Design for Learning (UDL)**. UDL uses a variety of teaching and communication methods and strategies to provide equal opportunities for all students. Its basic principle is the assumption that the value in teaching is flexibility and diversity, thanks to which "everyone will find something for themselves".

UNIVERSAL DESIGN FOR LEARNING		
WHAT?	WHY?	HOW?
<b>REPRESENTATION</b> <ul style="list-style-type: none"> <li>• Give clear and short instructions, use simple language</li> <li>• Use multiple means of presentation: image, text, voice, gesture</li> <li>• Decipher: explain symbols, words, previous concepts</li> </ul>	<b>MOTIVATION AND ENGAGEMENT</b> <ul style="list-style-type: none"> <li>• Give empowering and regular feedback focused on growth</li> <li>• Use games, engaging activities</li> <li>• Give students choices, allow them to take charge</li> </ul>	<b>ACTION AND EXPRESSION</b> <ul style="list-style-type: none"> <li>• Setting: pair-work, individual tasks, group-work</li> <li>• What we do: take a photo, draw a mind map, perform, create a presentation, fill in the graph</li> <li>• Level of difficulty: allow options in level of tasks</li> </ul>

Figure 11 – Universal design for learning.

## QUESTION 1

How do you usually present information, give instruction? (order from the most common to the one you barely use)

- verbally - audibly (I use my voice)
- verbally - in written text (I display it on the screen, show it in the book, write it)
- through images and symbols (charts, illustrations, photos, graphic symbols)
- other methods (gesticulation, spatial models, motion, video)

Do you use several ways to provide the same information in class?

## QUESTION 2

Which of these things you do, and which ones you can introduce in your lessons to support learning of students with different needs? Which can be particularly useful in your group?

Write U for Use, select S for Start

- use simpler and clear language, especially in instruction
- emphasize or highlight the most important information (underline etc.)
- use more images, photos, graphic symbols - instead of just the text
- enter a glossary of key concepts and commands for lessons for migrant pupils
- use videos with subtitles (in Polish or in another language)
- give more examples to abstract phenomena and concepts
- enable students to create notes at their own discretion (mind map, table, written statement, drawing, etc.).
- before introducing new information, resemble key terms, link to previous lessons
- listen to subjective reflections, feelings of students about a given phenomenon

### QUESTION 3

---

Which of the exercises or tasks you use most often to check students' knowledge and skills?

- close-ended/test questions
- open questions- written
- oral answers
- problem-solving
- drawing, creative works
- creating charts and diagrams
- experiments
- mini-projects in smaller groups
- creating presentations, videos and recordings by students
- drama, presenting scenes

How often do you give students options for homework, test or lesson tasks?

Who do you think can feel excluded when presented with methods of expressions you use most often?

Which of these forms of expression of knowledge could you use more often? (check them)

### QUESTION 4

---

How often do you differentiate during the lesson: (often, sometimes, never)

- Energy level: tasks requiring concentration and those that allow to release energy; based on reflection and based on action
- Forms of work: individual work, pairs, groups, on the forum.
- Difficulty level: are there options for different students to be able to learn in their own time (easier and more difficult task, more and less detailed)
- Assessment and feedback: student-student assessment and self-assessment

Which of the above-mentioned aspects are most challenging for you? How do you think it affects the learning of your class and individual students?

## QUESTION 5

Predictability and diversity (safety vs. stimulation)

- Do you have any class rituals and routines? e.g. greeting, pair conversations at the end of the lesson, fixed gestures or saying for recurring elements of the lesson, question-answer routines )
- Do you announce the next elements of the lesson, activities (e.g. in a moment we will go to a new topic, in 5 minutes we will finish working in groups)
- How do you make sure that the students know what is going to happen (for example, a calendar for the week, a list of students who are going to give a presentation)
- What methods do you use to diversify activities and tasks which can be mundane for many students? (e.g. reversing roles - students teach a topic to other students), mixing-up exercises order, reversing instructions, for example instead of "write the sentence correctly" - "write a sentence with an error someone might make in this sentence and explain why it is a mistake to a fellow student".

## 2. DECISION-MAKING

### START WITH YOURSELF

Try to remember a situation in which the group made a decision that you disagreed with and that was important to you, but the decision was made anyway?

How did you feel?

.....

How did this affect your attitude towards this decision, on relationships with other people?

.....

### *What to have in mind?*

We make hundreds of decisions in a classroom or school every day: starting with the topics we introduce during the lesson, tasks and activities we ask students to perform, but including also decisions we do not even notice, because they are part of the invisible school culture: how we sit in the classroom or how we address each other. Inclusion does not mean that everyone gets to decide about everything: public schools in Europe are mostly hierarchical institutions, and students are not adults. Making all decisions together would also be impractical, because it would take too much time. Not everyone wants to give their opinion about each topic: some problems are not important enough for us to get involved.

Still, making decisions is one of the key elements of inclusion. It means sharing power and responsibility - within the limits of the law, opportunities and needs of all those involved.

## QUESTION 1

List 10 decisions that are made in the classroom every day (they can include homework, course content, group-forming, class excursion).

Who is involved in the decision-making process?

Who bears the consequences of the decision?

Which decisions can or should be made with others? How can we make them?

## QUESTION 2

If you involve students in decision-making as a whole class, how do you do it?

- I make the decision myself and listen to students opinion afterwards, and I explain why I am doing this
- I am asking for their opinions, and then I make the decision
- We vote - the majority wins
- We strive for consensus: everyone must agree or at least not veto the decisions
- The leader or a group of students who are dominant in the class decide.
- other method .....

What can you do to make more inclusive decisions?

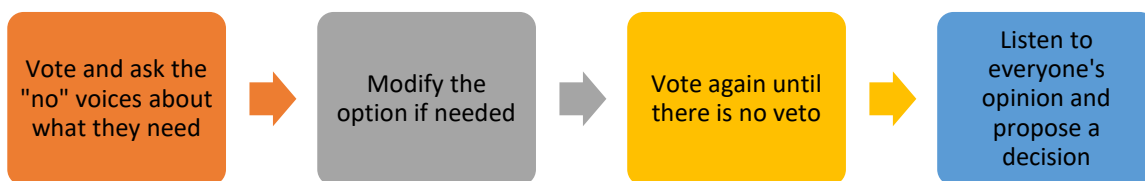


Figure 12 – Inclusive decisions: making decisions where every voice count.

## What to have in mind?

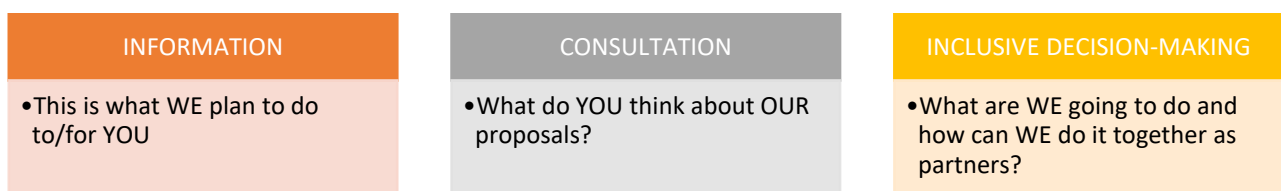


Figure 13 – Inclusive decisions: what to have in mind.



### 3. RELATIONSHIPS IN THE CLASSROOM. OBSERVATION

#### START WITH YOURSELF

Try to remember a situation in which you felt that the group does not pay attention to your ideas, does not listen to you or deliberately excludes you. How did it make you feel? How did this affect your commitment and the final result of your group work?

.....

#### *What to have in mind?*

Inclusion refers not only to the teaching methods themselves and the decisions, but also - and perhaps above all - the relations between students and between teachers and students. The school is not only an educational institution, but also a community that has its own customs, norms, interest groups, relationships. Inclusion refers to the extent to which each member of the class community can be its part: both at the level of participation in the lesson (which is not just an educational, but also as social situation), and at the level of participation in group activities: friendly conversations, game-playing. A lot of information about how inclusive are the relationships in your class can be acquired through careful observation.

#### QUESTION 1

Look at your class. Which students are actively participating in the lesson? Who rarely speaks, seem to be withdrawn? Who behaves in a way that makes it difficult for you to teach?

Why do you think this is the case? Is it about fear of being assessed by you or about fear of being made fun of by the class? Or maybe it's something else, not related to the lesson itself, e.g. difficult family situation, health problems?

#### QUESTION 2

Which of these strategies do you use to ensure that all children in the classroom are included? Which one do you want to use more often?

- rotating leaders during group-work
- when asking a question on the forum, choosing specific students to answer to make sure that students who need more time can think about it before the "best" students answer the question out-loud
- pair-discussion followed by a whole class discussion
- 1:1 direct conversations with students who seem withdrawn (after the lesson)
- introducing content / examples that can stimulate and boost interest of withdrawn students
- caring for a safe atmosphere so that students are not afraid of failure and ridiculing
- giving withdrawn pupils the tasks of a "teacher's assistant" to include them in the lessons

### QUESTION 3

---

Now look at the relations in your class when students work in groups or during a break.

Who always stays together and who is alone? Which students are often out of the group, do not have anyone to work with when students get to choose teams themselves? What can be the reason for this situation?

Draw relationships in your class. Who is in the centre of the group (the "knot" of the class network)? How can this be used to build good relationships in the class?

My class

### QUESTION 4

---

Which of these strategies do you use to ensure that all children are included in the class? Which one would you like to apply?

- random groups and teams, switching teams often
- group contract / common rules created with students
- ice-breakers and get-to know-each-other exercises as a part of the class
- creating space for everyone to demonstrate their interests, skills, and tell about matters that are important to them
- responding to situations of overt discrimination, mocking

## 2.4. Pillar 4 – Cooperation

### START WITH YOURSELF

Try to remember a recent experience of working (cooperating) with another person. What made the experience positive? What hindered the cooperation? List five things that are crucial to good cooperation:

.....

.....

.....

### *What to have in mind*

Creating an inclusive school is a challenge that requires the cooperation of various actors in the school. The pillar of cooperation means that we treat students and parents (or caregivers) not only as recipients of educational activities, but also as experts in their own matters, with whom decisions and new solutions are consulted (and often made together). This is particularly important in the case of parents and students from minority groups, because in most schools these groups are even less represented among teachers and school staff (e.g. migrants, teachers with disabilities). This lack of representation results in situations when school staff can make decisions without realizing, that they can be discriminatory or simply make learning more difficult to some students. They also do not always have the best tools to intervene, as every child is different and guardians can provide a better understanding of students' needs.

### QUESTION 1

Do all parents have equal opportunities to contact the school when they need and be properly informed? Take into account:

- is the information available in the language used by the child's guardians? If the school has an electronic system of communicating with parents - do parents of migrant children have access to it and know how to use it? Maybe the easier solution is, for example, learning a few simple phrases in the language used by parents and communicating directly by text messages?
- do all parents receive information on the values of your school, eg information about the diversity in school and how it affects the work of the school; what are the methods and solutions rooted in the inclusive school values?
- are you sure that all parents feel welcome and invited? If some parents seem to be absent and less involved in school life, perhaps you can talk to them individually and stress that their presence is important to you; and ask them what they need in order to participate.

## QUESTION 2

Think about how contacts with the guardians of children in your class look like. How did the rules of parents' participation in the school develop (for example, how do they receive information about the grades, how are the meetings run, how do you address each other, how do you sit during the meeting, who speaks)?

- I told parents what I expect - I suggested some rules and made sure everyone understand them
- the rules simply developed "themselves" - there was no discussion about this issue
- at the beginning, we talked about the needs and expectations of each parent
- the rules were created by the loudest and most engaged parents.

What do you think are the consequences of this situation for you, for parents and for students? How does this affect your cooperation? In the next part of the toolkit you will find suggestions on how to establish common rules with parents and ensure that you know about your mutual needs and expectations.

## QUESTION 3

Think about your communication with parents. Are there any conflicts regarding children's' behaviour or learning? Do conflicts have to do with your expectations towards parents? Many problems on the teacher-parent line result from the way of communicating and whether we imagine a parent as an ally in the educational process.

Consider which of these strategies seems to better reflect your communication style (examples are exaggerated on purpose, but they reflect the general trend in communication). If you sometimes use comments from the left columns, try to remember what are the situations when this happens.

COMMUNICATION FOCUSED ON GUILT-SEEKING	COMMUNICATION FOCUSED ON SOLUTION-SEEKING
Judging and focusing on fixed abilities: Your son is behaving irresponsibly ... She is rude... Boys in this class don't have it when it comes to language learning	<b>Focus on the situation, behaviours, facts:</b> Your son has been abusive to another student several times this month. Boys in the classroom have worse results when it comes to foreign languages - what do you think, why is it so?
Pointing out mistakes: "you shouldn't have done it", "you aren't spending enough time on"	<b>Invitation to understand and look for solutions:</b> "did you notice anything similar at home?", "What can we do together to help her", "do you know what this may result from?"  [trying not to ridicule or embarrass parents, and also avoiding scapegoating and stigmatizing students in front of all parents]
"you" language, instructions: You should stop ... You need to pay more attention...	<b>"we" language, suggestions:</b> What could we do better? Do you think we could both talk too Piotr?
Expectations towards parents: I expect you to do something about it ... We will not tolerate such behaviour - it is your responsibility to take care of it	Focusing on what you need as a teacher, expressing empathy: This situation is quite difficult for me and I would like us to find a way to handle it. I imagine it is difficult for you too.

Figure 14 – Communication strategies.

What do you think triggers those reactions on your side? What can you do to strengthen your relationship with children's parents? Choose the points that are most important to you.



## SOCI@LL PARTNERSHIP

### SCIENTIFIC/ TECHNICAL

### SCHOOLS

### LOCAL AUTHORITIES

#### Portugal

		
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(Project coordinator)

#### Poland

		
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(Associated partner)

#### Cyprus

		
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#### Italy

		
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(Associated partner)

		
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(Associated partner)



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