Toolkit for leaders

Guidelines
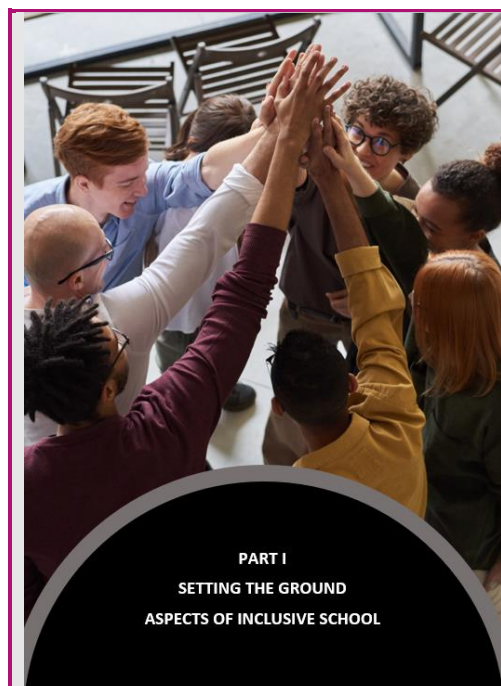
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HOW TO USE THE GUIDELINES

PART I - SETTING THE GROUND: ASPECTS OF INCLUSIVE SCHOOL

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
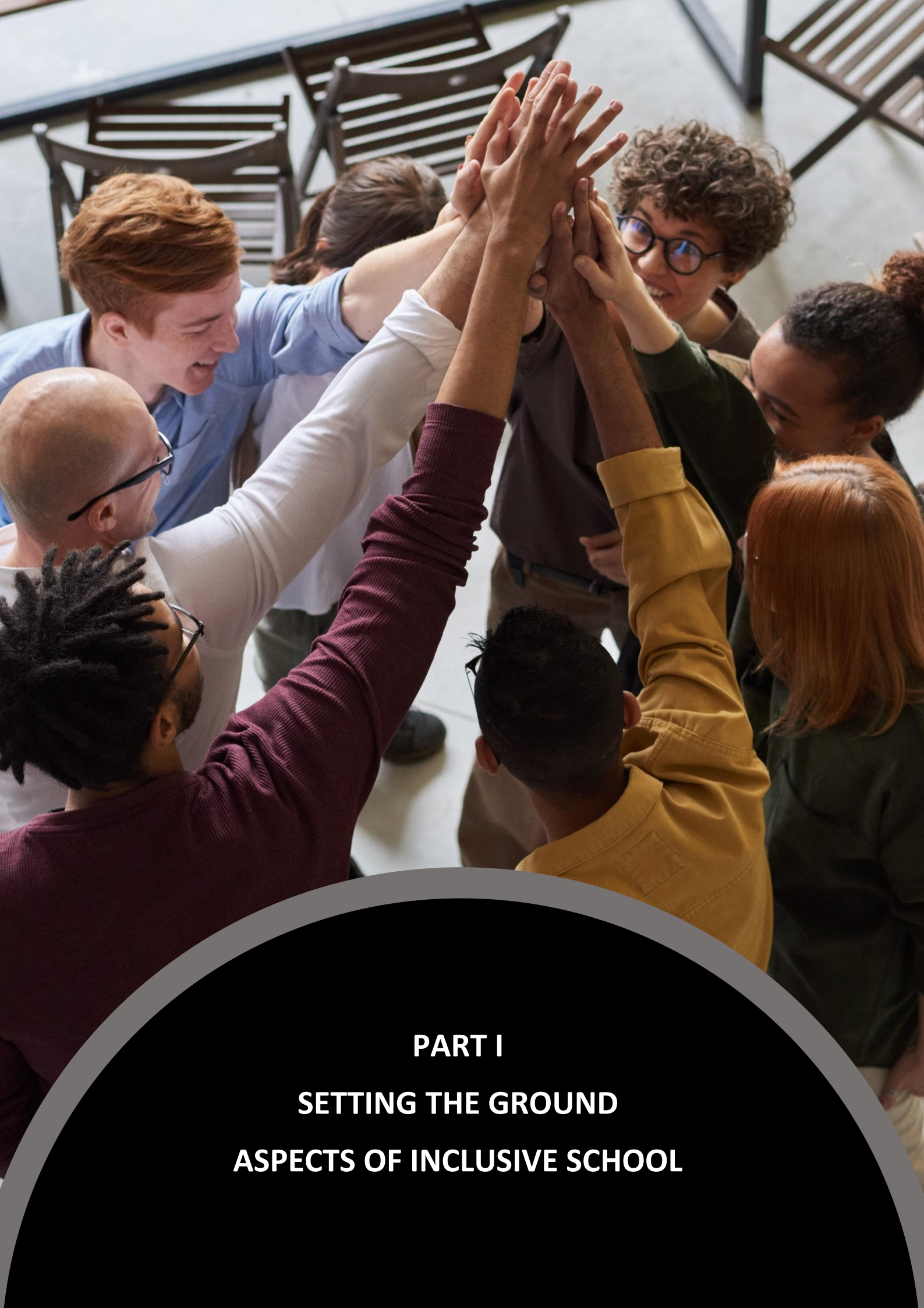
PART II - SELF-EVALUATION TOOLS FOR SCHOOLS AND SCHOOL LEADERSHIP
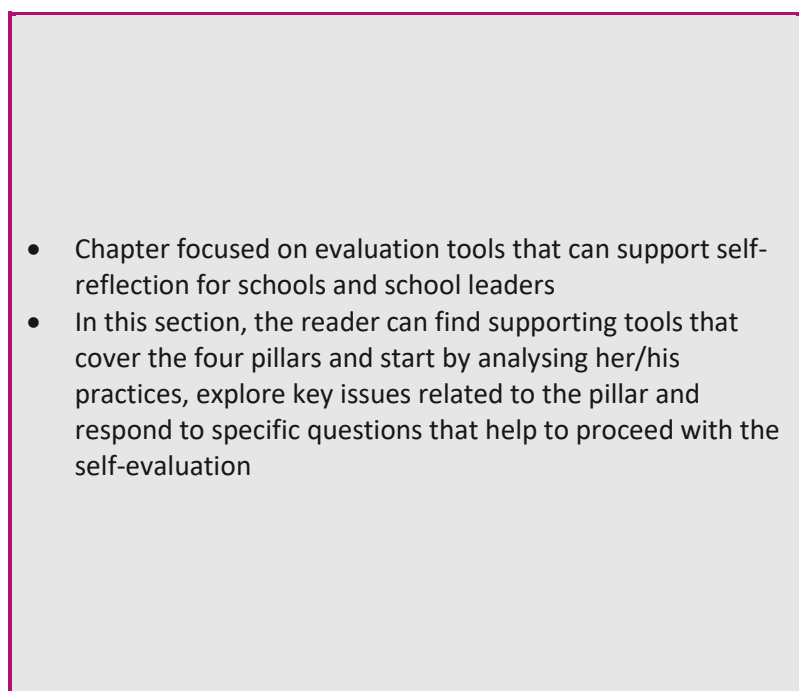
- Chapter focused on evaluation tools that can support self-reflection for schools and school leaders
- In this section, the reader can find supporting tools that cover the four pillars and start by analysing her/his practices, explore key issues related to the pillar and respond to specific questions that help to proceed with the self-evaluation

PART II
SELF-EVALUATION TOOLS FOR SCHOOLS AND
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CONTENT

PART I

SETTING THE GROUND

ASPECTS OF INCLUSIVE SCHOOL

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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[1]. 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
● 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 ● 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.

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.

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[1] https://www.youtube.com/watch?v=RYtUlU8MjlY

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1.2. Inclusion in practice

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

PILLAR 1: VISIBILITY	PILLAR 2: EMPOWERMENT
•Who is represented?	•Who receives support?
•Whose stories do we learn	•Who is encouraged to participate?
	•Who hears "you are important"

Inclusive and Open Schools

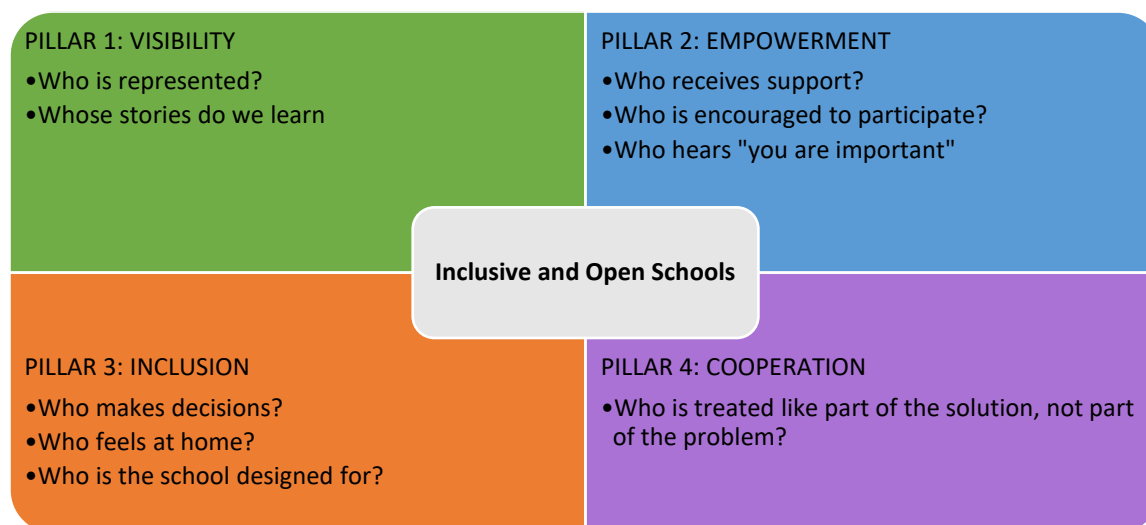| PILLAR 3: INCLUSION	PILLAR 4: COOPERATION
•Who makes decisions?	•Who is treated like part of the solution, not part of the problem?
•Who feels at home?	
•Who is the school designed for?	

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 Cieślikowska[2]). 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

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[2] Branka, M & Cieślikowska, 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

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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**.

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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,

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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

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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.
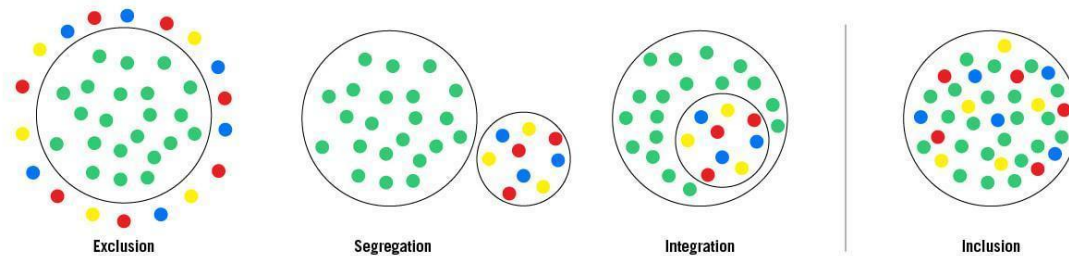
Figure 2 – What is inclusion?
Source: https://www.inclusionontario.ca/what-is-inclusion.html

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 as 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.

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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

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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 group**s.

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.
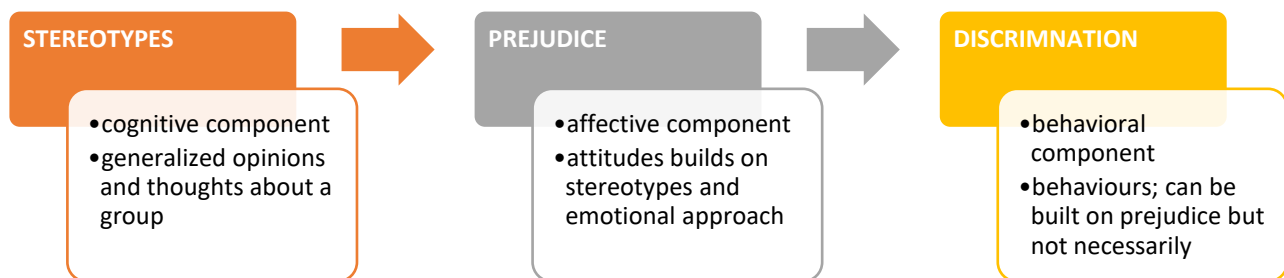
STEREOTYPES	PREJUDICE	DISCRIMNATION
•cognitive component •generalized opinions and thoughts about a group	•affective component •attitudes builds on stereotypes and emotional approach	•behavioral component •behaviours; can be built on prejudice but not necessarily

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	
Double standards	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 in 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.
Lowering standards	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.
Stigmatization	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.
Spatial separation	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.

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Tokenism	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.
Deprecation of experience and expertise of minority groups	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.
Microaggressions	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.
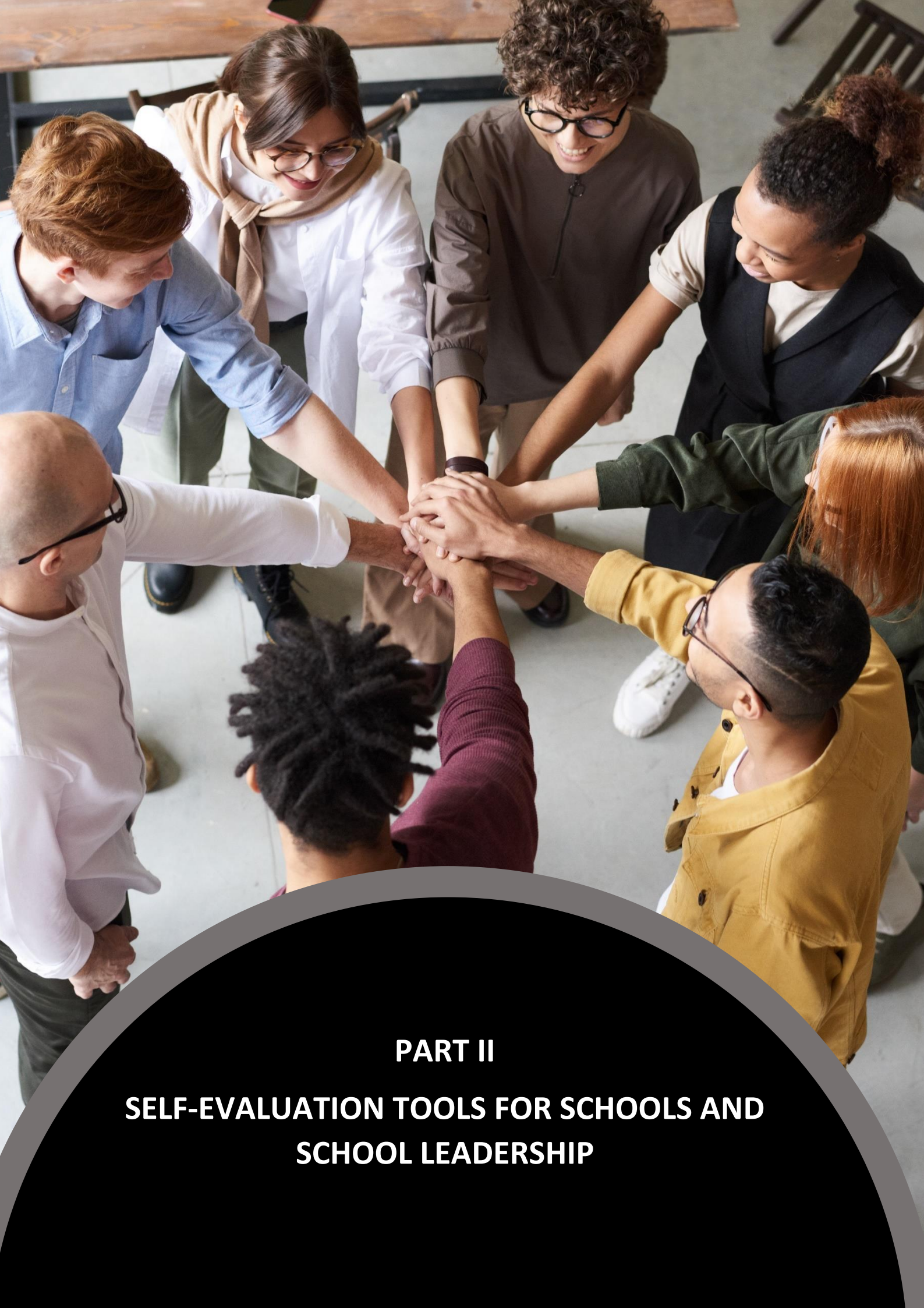
FORMAL CURRICULUM	HIDDEN CURRICULUM
•public/overt process of shaping attitudes, values and knowledge •intentional and communicated in documents, regulations etc. •taught through the school activities and the way school operates (including architecture, curriculum, lesson content, norms and principles enforced by the staff).	•everything that is acquired and absorbed in the school apart from the official, formal curriculum •results from observing the behavior of other people and the way the institution operates • usually unintentional and unwritten: not knowingly and not openly communicated

Figure 8 – Stereotypes, prejudice and discrimination.

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

GHOSTS	QUESTIONS
Ghosts of architects	● 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? ● 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? ● 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? ● Why are most schools not accessible for people with disabilities?
Ghosts of school curriculum	● Why is the lesson plan created by school administration, and not by students, parents and teachers? ● 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? ● Why do we know more about the ancient Mesopotamia than the life of Jewish communities in Poland before WWII?
Ghosts of textbook authors	● Why do we recognize 1863 as the year of January Uprising and not the abolishing of serfdom in Poland? ● Why do we use years of military events to mark historical periods (instead of years of scientific inventions, social movements etc.)? ● How many women writers are there in Polish language textbook?
Ghosts of language and traditions	● Why are most tests standardized and same for all students? What do they assess? What kind of beliefs this reinforces about learning? ● Why is behaviour graded in school? ● Why are boys and girls often separated during PE classes? ● Why do we address teachers in high school as "professors"? What does this say about the role of hierarchy and status?

Figure 9 – Ghosts and related questions.

PART II

SELF-EVALUATION TOOLS FOR SCHOOLS AND SCHOOL LEADERSHIP

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2. SELF-EVALUATION TOOLS FOR SCHOOLS AND SCHOOL LEADERSHIP

2.1. Pillar 1 - Visibility

START WITH YOURSELF

1. Are there any information about you (e.g. regarding your identity, your life situation, your family situation) that you would not like to reveal to other adults in the school, fearing their unfavourable reaction? What kind of information is this?

....

2. Imagine that you are entering the school building where you work, not as a teacher or manager, but as a student. Imagine, for example, that you are entering school as:
(a) a student who came from a different country a few weeks ago and does not speak your language;
(b) a student who is an atheist;
(c) a student with a physical disability
(d) a student who is a member of LGBTQA community
(e) a student who is brought up by a single parent
(e) imagine a specific student who goes to your school and whose life situation seems to be the most distant from yours.

What would be your first impression about the appearance of the school and its space?

....

Would you feel "at home" or rather strange?

....

Which elements of the school space would affect your well-being in a positive and in a negative way

....

What to have in mind?

The way the school space is organized affects whether we feel at home, included and welcome, or whether we have a feeling of strangeness and the feeling that "we do not fit in with the environment". They are influenced by, among others:

● Content of materials and posters placed in individual classrooms, including their diversity or uniformity.
● Symbols (e.g. referring to religion, country).

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School space affects students and others at school. By shaping it, we can show and appreciate diversity, strengthen the pluralistic approach and model attitudes of respect and openness or give completely opposite message. When trying to build a safe, positive and inclusive atmosphere at school, it is not only important what we are talking about and what we are showing that is important, but also what we do not mention and what should be left below the surface.

QUESTION 1

- Imagine that aliens from another planet have come to your school to report on it. Based on materials, posters, announcements and pictures that hang in classrooms, corridors and in different rooms of the school - how do you think they would answer the following questions:

- What is important in this school? What values, topics, issues?

- Who is the most important in this school?

QUESTION 2

Think about which identities are easy or difficult to openly discuss at school. Do you think it is likely or unlikely for these situations to happen:

- Student who can't afford participating in an excursion would feel comfortable sharing this information with other classmates and the teacher.

- Student whose sibling has a mental illness (such as depression or schizophrenia) would feel comfortable sharing this information with students.

- A teacher who is in a same-sex relationship would feel comfortable sharing photos of her/his partner with other staff member.

- Teacher who has a feeling of failure after a difficult situation in the classroom would share this openly with school staff, including the management.

- Student who is brought up as a Jehovah's Witness would have an opportunity to openly talk about their his/her faith during classes.

- How does it impact school culture and specific students from minority groups?

QUESTION 3

Consider whether the space of your school reflects the diversity that prevails in it.

- Are there, for example, information, photos, illustrations or images relating to groups such as students and parents? Some of our features are easily visible, e.g. skin color, appearance, (sometimes) disability.

- Do visual materials available in the school space reflect this diversity in a neutral or positive way, without stereotypes?

QUESTION 4

Some of our features are imperceptible at first glance, e.g. nationality, sexual orientation, family situation. Think about whether your school's space reflects the fact that the school community consists of people with different identity traits (not necessarily visible)?

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- Are there, for example, information, photos, illustrations or images of people from countries which students come from?

- Do various images of families appear in the school space?

- Can a child who is gay or lesbian (or has a LGBT person in immediate family), feel that this is acceptable and ordinary situation that they do not have to conceal?

- Does a child whose parents are divorced have a chance to come into contact with a neutral or positive image of a family where parents are not together?

QUESTION 5

Make a list of the groups to which students and parents belong in your school. Consider together what can be done to make the school space reflect this diversity in a neutral or positive way. Pay attention not to use images or materials that present people belonging to particular groups in a stereotypical or pitying way.

2.2. Pillar 2 – Empowerment

START WITH YOURSELF

Think about a situation when you felt like you were not competent and able to do something you really cared about, but someone believed in you and supported you. How did it make you feel?

What to have in mind?

Empowerment is an approach that should be present both in regular school program/curriculum and in specific activities which strengthens the competences and self-efficacy of groups who often experience exclusion (mainly minority groups). Empowerment is an integral part of inclusive school, because both the learning and well-being of each child depends on their self-esteem, sense of agency and influence, control over one's own life. This is especially important in groups that are systematically marginalized. Empowerment therefore translates into equal educational opportunities.

1. STAFFING

The school community is an organism which consists of several interdependent groups: students, parents and legal guardians, teachers, and other persons belonging to the teaching staff (including psychologists and school pedagogues, sometimes also with assistants) administrative and support staff (eg people working in the locker room, in the kitchen, cleaning people). To build and strengthen the atmosphere of mutual respect, security and to appreciate diversity at school, it is worth taking care of these aspects both within each group and between them. If students are able to observe diversity and mutual respect among the school staff and parents, they will learn the same thanks to positive models and modelling from adults.

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QUESTION 1

Do you take into account the benefits that result from diversity (eg in terms of gender, origin, age, etc.) when employing the school staff? Do you think that students in your school have the opportunity to observe diversity among the school staff? In what ways yes/no?

QUESTION 2

Have you considered hiring an intercultural assistant or another person who would share some identities with your minority students? Why could this benefit minority students?

2. SCHOOL CLIMATE

QUESTION 1

Imagine that you enter your office as a student or as a parent. What impression would you have? How would you feel or what would be your associations? Circle those words.

> neutral, tense, distance, official, informal, important, equal, position, relaxed, collaborative, open, easy, discipline, creativity, welcome, strict, norms, hierarchy, conversation, control, friendly, support

QUESTION 2

What impression do you want to build by the interior of your office? Circe those words with a different colour and think how you could achieve that.

> neutral, tense, distance, official, informal, important, equal, position, relaxed, collaborative, open, easy, discipline, creativity, welcome, strict, norms, hierarchy, conversation, control, friendly, support

How could you achieve this by changing the way your office looks?

3. EMPOWERING GRASSROOTS INITIATIVES

QUESTION 1

Think about the extra-curricular activities that are available at the school. Which of them are:

● initiated by teachers, school and carried out by school staff for students?
● initiated by teachers, school, but led by students
● initiated by students and led by them?
● initiated by parents?

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QUESTION 2

Look at this map of students' influence at school. In which areas are students included and encouraged to voice their opinions and take actions? Mark those areas.

Figure 10 – students' influence at school.

Source: Fletcher, A. (2013). SoundOut Student Voice Curriculum: Teaching Students to Change Schools. CreateSpace Independent Publishing Platform. https://soundout.org/

Do you think it is important for students to feel more control and influence over their learning environment in all of the areas above? Why/Why not?

What could be the benefits of:

- asking students to participate in teachers' evaluation?
- putting up a monthly menu for school cafeteria together with students and parents?
- having a section of the school website run by students (with freedom to post content they feel is relevant)?

When you read these questions, did you first think of the benefits or the threats these solutions could bring? Why do you think this is?

QUESTION 3

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?
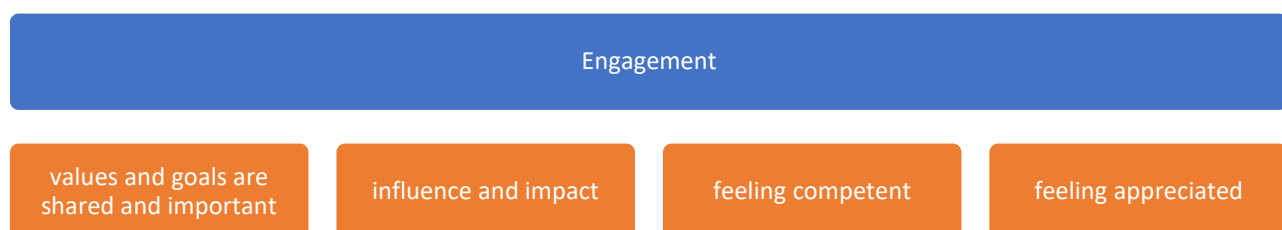

Engagement			
values and goals are shared and important	influence and impact	feeling competent	feeling appreciated

Figure 11 – Students' engagement.

How can you support students' initiatives as a leader? List 3 solutions for each aspect of the engagement model.

Think about these solutions:

- In school with a big Ukrainian minority school management offers a classroom for Ukrainian classes run by parents and members of the community.
- School runs a career-guidance program inviting women in different positions and occupations to share their experiences with students.
- In school where some students are members of Vietnamese minority encourages them to organize a New Year's celebration at school and decorate - together with all students and parents at school - the building.

How do they impact minority students? Do they also have benefits for other members of the school community?

QUESTION 5

Think about one minority group at your school. What kind of empowering initiative could you offer or - and this is important - open your school for (please remember that the more grass-roots initiative, the more empowering it is)?

QUESTION 6

The way you act as a school leader towards the staff also influences and models school culture. An easy way to empower and strengthen teachers and staff members by giving them positive feedback.

Write down 3 names of school staff who might need some empowerment. Next time you notice them doing a good job, let them know!

4. SAFE SPACE: RESPONDING TO DISCRIMINATION AND BULLYING

QUESTION 1

Do you know what forms of exclusion, violence or what kind of insults are experienced by students in your school? How could you find out?

QUESTION 2

Reflect in a group: which groups in the school are stereotypized and dealing with prejudice (e.g. because of appearance, gender, origin, sexual orientation). How can you provide support for them and counteract this discrimination?

QUESTION 3

Is there a clear procedure at school in case one of student experiencing discrimination, harassment, sexual harassment or mobbing? If yes, how do people working at school, students and parents find out that such a procedure exists?

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What to have in mind?

If you are creating or revising the procedure, make sure these good practices are included:

- The procedure gives clear instructions about reporting discrimination and bullying (whom to report? how to report?) and describes a path to handle the case (step by step actions and information about who is responsible for each step)

- The procedure includes solutions to support the person experiencing bullying/or discrimination and includes them in making decisions regarding the way this situation will be handled.

- The procedure provides measures to engage the whole group (class, school) into discussion about the ways to tackle discrimination at school and respond to bullying.

- The procedure provides measures for prevention of bullying and discrimination, such as training for staff members, clear code of conduct communicated to all members of school community, workshops and lessons for students (embedded in the school curriculum), awareness campaigns as well as steps to identify systemic solutions which will prevent discrimination and bullying (an example: school in Zabki Town has toilets located in the school hall in a way which guarantees privacy in the stall but limits opportunities for bullying [photo].

- The procedure should be written in a language which isn't difficult to understand for children as well as their guardians.

- All members of staff actually understand the procedure and are co-responsible for it's implementation (reacting to discrimination is not just a responsibility of one counsellor etc.).
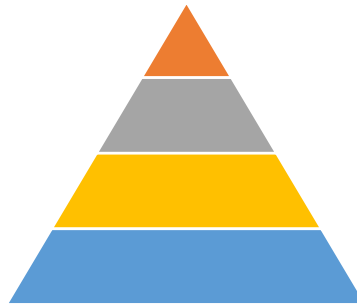
2.3. Pillar 3 – Inclusion

1. LEADERSHIP AND DECISION-MAKING

START WITH YOURSELF

Imagine that the school community is a pyramid, in which there are people on the top (whose voice and opinion have the greatest impact on the functioning of the school), and at the bottom - people whose voice and opinion are least heard or least asked about

Who would be at the top of the pyramid and who would be at the bottom?
....

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Now complete a second pyramid, in which the top of the pyramid represents the group with highest number of people, and the bottom – the lowest number. Between them, enter the other groups accordingly. Focus on these groups:

(a) students,

(B) parents

(c) teaching staff,

(d) administrative and support staff,

(e) management staff.

Compare both pyramids. What do you think of this comparison?

What to have in mind?

The school usually has a hierarchical structure. This makes it easier to manage it. Hierarchy, however, poses a risk that the perspective of some people have no chance to be taken into account. As a result, we may not notice important aspects of the functioning of our school (positive and negative) and we cannot improve them.

QUESTION 1

● Do you agree with the statement: "Children do not know what they really need and what is good for them."? What assumptions and values is your answer based on?

● Do you agree with the statement: "Children are too small to decide on serious matters"? What assumptions and values is your answer based on?

QUESTION 2

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How - in everyday school situations - do you refer to people from particular floors of the "pyramid" (in particular to people who are "lower" than you in the hierarchy)? Think about these behaviours:

- standing up vs sitting

- greeting first/ greeting in response

- causally chatting from time to time vs exclusively talking about the school issues

- asking vs ordering

- using someone's name vs not using it

- talking calmly vs raising voice

- encouraging people to express their opinions and ideas vs ignoring people's opinions or not listening ot them

- speaking over someone, interrupting vs waiting for someone to finish their thought

- including people in meetings, discussions, training, and events vs leaving them out or not informing about the activities and meetings

QUESTION 3

While conducting the next meeting of the pedagogical council or other meeting of the school staff, observe who speaks more often and who less frequently. Write down a list of names and note (or ask someone else to do it) how often each participants gets to speak and in which order. What do you think it can result from?

Consider which of these factors could be of relevance:

- position and seniority (participants with less work experience, occupying lower positions could not feel as comfortable or even welcome expressing their opinion; it can also refer to a hierarchy of different subjects in the school- whose job is seen as more important)

- gender (women are often socialized to talk less in group meeting)

- involvement and interest (are topics and questions raised during the meeting viewed relevant and worth discussing to all of the participants?)

- group dynamics and hierarchy (established group roles and relationships between participants which people get used to)

- general atmosphere of the discussion (how people react to „minority", unpopular voices? how they express disagreement or differences?)

- relationships outside school (who likes whom, who is related to each other etc.).

How can you use this knowledge?

QUESTION 4

During meetings with the school staff, which of these methods which aim to create space and expression of each person do you (or could you) use, e.g.:

- Work in smaller groups (some people find it easier to speak in a smaller group than in the forum) and then reporting on the forum

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- „Rounds" in which all persons speak in turn

- Reporting by raising your hand and then watching the order of your speech and not letting them be interrupted by other people - thanks to that timid people do not have to "fight" for voice, and every opinion can be heard

- Writing down answers on post-its

QUESTION 5

During the next meeting in which you will engage as a participant, observe behaviours, statements or gestures of the leading person encourage you to participate in the discussion, and which make it harder for you to speak. Think about the conversational concerns presented below:

- Clarity: what do you mean?

- Self-image: what will you think about me?

- Space: can I say something?

- Effectiveness: why am I here?

- Other people's feelings: how does this make you feel?

2. DIFFERENT NEEDS

QUESTION 1

What do you think, in which rooms or spaces in school students feel well and most willingly spend time in, and in which they feel uncomfortable or least safe? Why is it so?

QUESTION 2

In your opinion, how would different groups of students from your school (eg students with migration experience, children with Asperger Syndrome, children with a high sensitivity to stimuli - smell, auditory, tactile) answer the question above?

QUESTION 3

Think about what you can do to get to know the perspective of students and their guardians. How to take into account experiences, opinions and voices of people with different needs and experiences (eg children who need a lot of movement and stimuli and children who need peace and quiet, children with migration experience, children whose voice is not heard in school)?

What to have in mind?

The way the school space is organized affects whether we feel at home, included and welcome, or whether we have a feeling of strangeness and the feeling that "we do not fit in with the environment". They are

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influenced by, among others, by design and arrangement of individual spaces (e.g. lighting method and its intensity, number of visual and auditory stimuli).

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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:

……………………………….

……………………………….

……………………………….

……………………………….

……………………………….

1. COOPERATION WITH SCHOOL STAFF

QUESTION 1

Is there time and space during the school councils or other meetings of the school staff to talk about the challenges and dilemmas that diversity brings? If not - how could such a possibility be created?

QUESTION 2

Is there time and space during the school councils or other meetings of the school staff to talk about the challenges and dilemmas that diversity brings? If not - how could such a possibility be created?

QUESTION 3

To whom should the persons working in the cloakroom, kitchen or cleaning person report to the staff if they notice something disturbing in the behaviour of individual students or their parents? Is there a specific person or body in school which coordinates efforts connected with inclusion?

2. COOPERATION WITH GUARDIANS, PARENTS

QUESTION 1

Which tools could you apply to strengthen trust and communication between parents and school, especially when it comes to sharing concerns and giving feedback? Do you already have this kind of solutions? Have you considered these:

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- regular open hours of school leaders for guardians (e.g. every day 7.30-8.30 am or Monday and Thursday 3-5 pm etc.)?

- teachers available for short open door meetings ("pop-ins") with parents at the end of the day or before the school day (7.50-8.00 am)?

- possibility to schedule longer appointments (matter that need more than 10 minutes) online or by phone in convenient hours?

- allowing parents to sit in the classroom and observe (without interrupting the lesson)?

- regular parent-teacher interviews (e.g. twice a year)?

- appointing one or two staff members available for parents in case they have urgent matter and can't reach the right teacher.

How can you make sure the Open Door Policy is used in a fair way and not misused?

QUESTION 2

Think about the occasions on which school communicates with parents. Put them in order from most common to least common.

- problems with student's behaviour, grades, development

- positive feedback on student's progress and achievements

- organizational matters (paperwork, rules, policies)

- expectations of participation (parents expected input in school events, excursions etc.)

What emotions and attitudes towards school does this strengthen among parents?

Now think about a parents whose child:

- just moved from a different country and doesn't speak the local language fluently

- is within the autism spectrum

- is repeating a class.

Would those factors change the answers above?

QUESTION 3

How could a school ensure that parents relationship with school are not necessarily focused on problem-solving but rather on community building?

Have you considered these options:

- weekly/monthly discussions on parenting and other related topics run in an informal and inclusive matter

- offering parents a space inside school which they can use for parent meetings (with basic resources like a kettle, tea and coffee etc.)

- inviting parents to volunteer at school: carry out workshops of their choice, create a school garden etc. (while making sure this is not forced).

3. COOPERATION WITH EXPERTS

QUESTION 1

Create a map of organizations, institutions and experts with whom you cooperate at school.
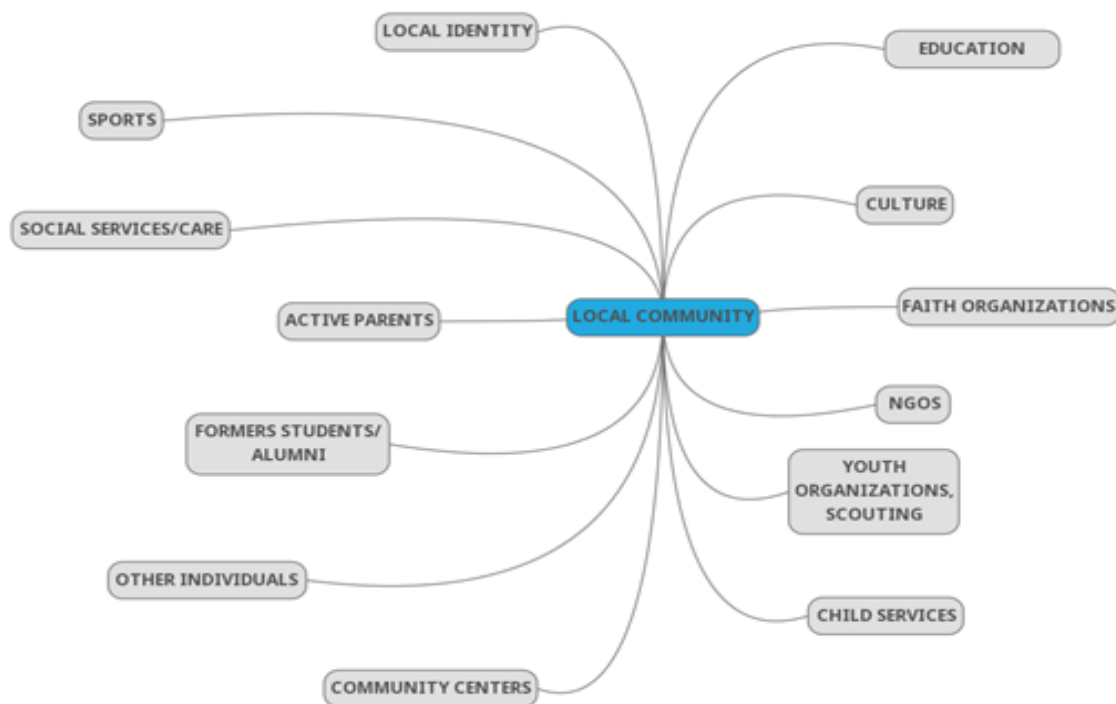

Figure 12 – Cooperation network.

QUESTION 2

Write down what topics and areas of inclusion are "covered" by these organizations.

QUESTION 3

What kind of experts are you missing? Look for people and organizations in your communities. You can involve other teachers and staff members in this task.

Accepting and following orders is part of an orderly society. We are, from childhood, used to doing so. This tendency allows us to orient our behaviour towards what is accepted by the **figure of power** and that makes us to some extent blameless. If there is any problem that results from our behaviour, it is not our fault because we were following **orders from an authority**.

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SOCI@LL PARTNERSHIP

SCIENTIFIC/ TECHNICAL	SCHOOLS	LOCAL AUTHORITIES
Portugal		
INOVA+ INTERNATIONAL	AEAS	matosinhos
(Project coordinator)		
Poland		
CEO CENTER FOR CITIZENSHIP EDUCATION	Szkoła Podstawowa Nr 3 im. Małego Powstańca w Ząbkach	
	(Associated partner)	
Cyprus		
CARDET	The Grammar School Nicosia	ΔΗΜΟΣ ΑΓ. ΑΘΑΝΑΣΙΟΥ 1985
Italy		
cesie the world is only one creature	I.I.S.S. Alessandro Volta Palermo	
		(Associated partner)
OXFAM Italia	LICEI GIOVANNI DA SAN GIOVANNI Linguistico · Scienze Umane · Economico-Sociale	Unione dei Comuni Montani del Casentino
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