# School Leaders and Teachers Training Course Programme

Four pillars of inclusive school

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# INDEX

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# INTRODUCTION

The School Leaders and Teachers Training Course Programme "Four pillars of inclusive school" took place in Florence in September 2019 within the framework of a 3 days face to face meeting. Its aim was to prepare partners staff (in particular School Leaders and Teachers) to plan and implement the testing of the Toolkit for School Leaders and the Toolkit for Teachers.

The main objectives of the training course were:

- to strengthen the competencies related to inclusive school building: good practices, exchange of ideas and experiences;
- to get to know the Toolkits and plan the work for the piloting phase: organizing SOCI@LL Week and testing the manual for teachers.

Thanks to this training course, School Leaders and Teachers will be able to use the Toolkits more easily, knowing their structure and methodology.

The objective of this document (the training programme) is to give the opportunity, to those who want to replicate the training course, targeting school staff, educators, facilitators etc. that want to support School Leaders and Teachers in the creation of an inclusive school community.

The part of this document regarding the School Leaders and Teachers Training Course Programme "Four pillars of inclusive school" is organized as a Training Structure Outline (TSO) with detailed descriptions of each activity.

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# TRAINING IN FLORENCE, 24TH-26TH SEPTEMBER 2019: AGENDA

## 1.1 Course for school leaders and teachers. Day One – 24th September

Venue: Oxfam Office, via P.da Palestrina 26R, Florence

| Time | Agenda |
|---|---|
| 16:00 18:00 | - Introductions: getting to know each other <br> - Welcome to the Course: structure, objectives of the WP3 Course for school leaders and teachers <br> - Getting to know the toolkits: presentation of educational assets <br> - Piloting phase: framework for testing |

## 1.2 Course for school leaders and teachers. Day Two – 25th September

Venue: Oxfam Office, via P.da Palestrina 26R, Florence

| Time | Agenda |
|---|---|
| 09:00 10:30 | **Welcome: setting the ground** <br> - River of expectations, needs and contributions <br> - Names – stories about identity |
| 10:45 13.00 | **What is inclusive education?** <br> - Inclusive school metaphors <br> - 4 Pillars for inclusive education – understanding inclusive solutions <br> - Good practices and sharing experiences |
| 14.00- 16.00 | **Why good intentions aren't enough: factors of inclusion in practice** <br> - Case study (video) <br> - Self-reflection and perspective taking <br> - Dos and Don't's: discussion |
| 16.00- 17.00 | **Closing session** <br> - Using training activities in the classroom: feedback, ideas, practical tips <br> - Take-aways from today |

## 1.3 Course for school leaders and teachers. Day Three – 26th September

Venue: Oxfam Office, via P.da Palestrina 26R, Florence

| Time | Agenda |
|---|---|
| | |

| Time | Session |
|---|---|
| 09:00 10:15 | **Introduction to Soci@ll Week**<br>- Soci@ll Week Map of Values<br>- What is a good Soci@ll Week? Activities and objectives |
| 10:30 11.00 | **Mapping the community for Soci@ll Week**<br>- Asset diagnosis<br>- Cooperation with partners |
| 11.15- 13.00 | **Inclusive planning part 1**<br>- Noticing and understanding different needs<br>- Reaching out: how to include people who are usually left out? |
| 14.00- 16.00 | **Inclusive planning part 2**<br>- Recommendations for Soci@ll Week planning and implementation<br>- Step by step guide to Soci@ll Week<br>- Individual work on Soci@ll Week implementation |
| 16.00- 17.00 | **Closing session**<br>- Using training activities in the classroom: feedback, ideas, practical tips<br>- Q&As and take-aways |

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# OVERVIEW OF THE TRAINING STRUCTURE

| TITLE | "Four pillars of inclusive school" |
|---|---|
| OBJECTIVES | To strengthen the competencies related to inclusive school building: good practices, exchange of ideas and experiences;<br><br>To get to know the Toolkits and plan the work for the piloting phase: organizing SOCI@LL Week and testing the manual for teachers |
| TARGET | School Leaders and Teachers (up to 15 participants) |
| LENGTH | 8 hours |
| SPACE NEEDED | ● Meeting room with pc and projector<br>● Flip chart with paper and pens<br>● Possibility of moving tables and chairs |
| MATERIALS NEEDED | ● *Stationary:*<br><br>      o Name tags, flip chart paper, sticky notes, coloured post its, coloured pens, pencils<br><br>● *Presentation:*<br>      o Course Agenda (file or write on flip chart)<br>      o Guidelines for School Leaders/Teachers (you can download it here https://lab-social.eu/library/)<br><br>● *Part 1*:<br>      o Questions for getting to know each other (written on a flipchart or projected): *What's your name? What makes you join the course? What is your experience with inclusive education?*<br><br>● *Part 2:*<br>      o Flip chart and flip chart paper, coloured pens, 5 envelopes<br>      o Projector (video: https://www.youtube.com/watch?v=RYtUlU8MjlY)<br>      o Information from Annexe 1<br><br>● *Part 3:*<br>      o Presentation of the Toolkits available on Soci@ll Virtual Hub https://lab-social.eu/library/<br>      o Projector or flip chart<br>      o Information from Annexe 2<br><br>● *Part 4:*<br>      o Projector or flip chart |

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- o   Information from Annexe 2
- **Part 5**
  - o   Printed out copies of Exercise 1 (Annexe 4) for each participant
  - o   Flip chart paper, coloured post its, coloured pens, pencils

- **Part 6**
  - o   5 printed out copies of Annexe 5 work sheets for each group
  - o   Flip chart paper, coloured post its, coloured pens, pencils

- **Port 7**
  - o   Printed out copies of Exercise 2 (Annexe 6) for each participant
  - o   Flip chart

- **Part 8**
  - o   Flip chart or projector to present a model of a map (Annexe 7)
  - o   Flip chart paper, coloured post its, coloured pens, pencils

- **Part 9**
  - o   5 printed out and cut sets of examples of behaviours that support and do not support inclusion in school (Annexe 8)

- **Part 10**
  - o   Sticky notes
  - o   Flip chart

- **Part 11:**
  - o   Sticky notes
  - o   Flip chart

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# PROGRAMME

| Time | "Four pillars of inclusive school" |
|------|-----------------------------------|
| 00.00<br><br>00.10 | **Welcoming**<br><br>Facilitator introduces the course agenda, the objectives of the course and specified methods used throughout the course. |
| 00.10<br><br>00.30 | **Part 1 – Introductions: getting to know each other**<br><br>All participants share their answers for the following questions:<br><br>• What's your name?<br>• What makes you join the course?<br>• What is your experience with inclusive education?<br><br>Participants can use nametags if necessary. |
| 00.30<br><br>01.15 | **Part 2 – What is inclusive education?**<br><br>Facilitator invites participants to a quick brainstorming: what are your first associations to inclusive education?<br><br>Facilitator writes down all the answers on the flipchart. After few minutes of sharing and collecting the ideas facilitator makes a review of the answers and tries to organize them for a short summary.<br><br>Facilitator projects a short video with the comparison of inclusive education to bowling: "Shelley Moore: Transforming Inclusive Education" (https://www.youtube.com/watch?v=RYtUlU8MjlY)<br><br>Group discussion – facilitator can choose some of the questions below to start the conversation:<br><br>• Do you agree with the concept presented in the video?<br>• Was there anything new or surprising?<br>• Do you work with the students from minority groups?<br><br>Facilitator shortly presents the approach from the Toolkits for School Leaders and Teachers from the Guidelines – our definition of inclusive school (see Annexe 1).<br><br>Facilitator invites participants to conversations in pairs and to search some other metaphors for inclusive education. Optionally, facilitator can help participants with additional questions e.g.: If inclusive school was an animal / a landscape/ a road, what would it be? |

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| | | Facilitator gives space on the forum to share the thoughts and ideas from the conversations in pairs. |
| 01.15<br>01.30 | | **Part 3 – Toolkits**<br><br>Facilitator shortly presents the structure of the toolkits and educational assets included (see Annexe 2).<br><br>Q&A |
| 01.30<br>01.45 | | **Coffee Break** |
| 01.45<br>02.15 | | **Part 4 – Four Pillars of Inclusive School**<br><br>Facilitator presents a concept of Four Pillars of Inclusive School and discusses each of the pillars (see Annexe 3). Each time after discussing the pillar, facilitator asks participants if they can give examples of activities supporting the pillar from their professional experience.<br><br>Q&A |
| 02.15<br>03.10 | | **Part 5 – Visibility**<br><br>Facilitator hands out to each participant a printed out copy of Exercise 1 (Annexe 4) Participants have approx. 10 min for their individual work to fill in the answers.<br><br>After that time facilitator asks if somebody would like to share their insights from the exercise and gives space for a short discussion.<br><br>The next step is working in groups. Participants are divided into groups of 4-5.<br><br>The task of the groups is to prepare a short "report" on their schools:<br><br>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:<br><br>• What is important in this school? What values, topics, issues?<br>• Who is the most important in this school?<br><br>Groups have 20 min for their work. Participants can use flip chart paper, coloured post its, coloured pens and pencils for their presentations.<br><br>After 20 min each group presents their work.<br><br>Short summary. E.g.: |

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| | 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). |
| | 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. |
| **3:10** **4:00** | **Part 6 – Empowerment**<br><br>Participants are divided into 4 groups. Each group works on one of the aspects of empowerment in schools (Annexe 5). Groups have 25 min to discuss their topic and prepare a short presentation. Groups can use can use flip chart paper, coloured post its, coloured pens and pencils for their presentations.<br><br>After 25 min each group presents their work.<br><br>After presentations facilitator give space for a group discussion:<br><br>• What could be the benefits of empowering minorities in school?<br>• Are there any threats of such strategies?<br><br>Short summary. E.g.:<br><br>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. |
| 04.00 05.00 | **Lunch Break** |
| **05.00** **05.45** | **Part 7 – Inclusion**<br><br>Short introduction. E.g:<br><br>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 |

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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.

Facilitator invites participants to a self-reflection exercise. Facilitator hands out to each participant a printed out copy of Exercise 2 (Annexe 6).

Participants have approx. 10 min for their individual work to fill in the answers.

After that time facilitator asks participants to talk in pairs about their insights from the exercise. Pairs have approx. 10 min for the discussion.

After discussion in pairs, facilitator opens a discussion on forum:

- 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)?

Facilitator writes down on a flipchart good practices and ideas occurring in the discussion. After sharing and collecting the ideas facilitator makes a review of the answers and tries to organize them for a short summary.

Facilitator asks participants if they can see on the flipchart any new ideas that they would like to implement in their school?

| | |
|---|---|
| 05.45<br><br>06.15 | **Part 8 – Cooperation**<br><br>Introduction:<br><br>Cooperation in the school community can be developed in many fields e.g.:<br><br>- Cooperation among school staff<br>- Cooperation with parents, guardians<br>- Cooperation with experts<br><br>Facilitator invites participants to take a closer look at the cooperation of their school with external experts and organisations that can support the school in developing an inclusive approach.<br><br>Participants can work in groups or individually depending on whether they work in the same or different schools.<br><br>Participants create a map of organizations, institutions and experts with whom they cooperate or can start to cooperate at school. What kinds of organizations work in their community? Facilitator presents the areas that can be considered in this task (see Annexe 7). |

| | |
|---|---|
| | Participants share their maps.<br><br>• Have you noticed any new opportunities for cooperation in your local community? |
| **6.15**<br><br>**6.30** | **Coffee Break** |
| **06.30**<br><br>**07.00** | **Part 9 – Inclusion or not?**<br><br>Introduction:<br><br>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. So what can be done and what shouldn't be done to facilitate inclusion in school?<br><br>Participants work in groups of 3-4. Each group receives a printed out and cut set of examples of behaviours that support and do not support inclusion in school (Annexe 8).<br><br>The task is to divide examples into YES or NO order and draw conclusions from this exercise.<br><br>When groups finish their work, facilitator collects the answers and invite participants to share their insights. Facilitator can also add their comments/information from the table presented in Annexe 8. |
| **07.00**<br><br>**07.30** | **Part 10 – Ideas**<br><br>Facilitator makes a recapitulation of activities from the training.<br><br>Facilitator invites participants to work in pairs on four solutions/strategies/ideas that support four pillars of inclusive school (one activity/idea per pillar) that they would like to implement in their schools.<br><br>Participants write down their ideas on sticky notes (one sticky note per idea) and put them on a flip chart with the four pillars model.<br><br>Participants have time to read all the ideas that occurs on the flip chart.<br><br>Q&A |
| **07.30** | **Part 11 - Evaluation** |

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| 07.55 | Evaluation: |
|---|---|
| | • What is your take-away from the training? |
| | • What do you find the most useful? |
| | • What would you change? |
| | Each participant shares their answers on the forum. |
| | Optionally: Participants write down their answers on the sticky notes and put it on a common flipchart. |
| 07.55 08.00 | **Part 12 – Thank you and goodbye** |

**Annexe 1: Toolkit for School Leaders and Toolkit for Teachers – Guidelines (Page 3)**

# 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<br>● 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

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

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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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## Annexe 2: The structure of Toolkits

| A - Toolkit for school leaders | B - Toolkit for teachers |
|---|---|
| A1 - Guidelines for school leaders | B1 - Guidelines for teachers |
| A2 - Guide for the planning the SOCI@LL week | B2 - Manual |
| A3 - Supporting tools | B3 - Teachers' dossier |
| C – SOCI@LL virtual hub https://lab-social.eu/ | |

Toolkit for school leaders:

**SOCI@LL TOOLKIT FOR SCHOOL LEADERS**

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www.lab-social.eu

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**TOOLKIT FOR SCHOOL'S LEADERS**

**Guidelines for Inclusive Schools**

- 4-pillar model: visibility, empowerment, inclusion and cooperation
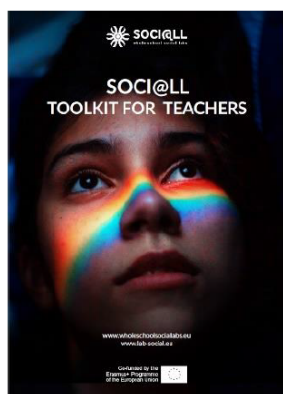- Guidelines and activities for reflection

**Soci@ll Week Planning Guide**

- Guidelines for integrated actions dedicated to inclusive education

**Soci@ll Week Resources**

- Set of activities organized according to the 4-pillar model, to be implemented in the school setting

Toolkit for teachers:

**SOCI@LL TOOLKIT FOR TEACHERS**

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**TOOLKIT FOR TEACHERS**

**Guidelines for Inclusive Classrooms**

- Introduction to "inclusive schools"
- 4-pillar model: visibility, empowerment, inclusion and cooperation

**Manual for citizenship education & multiculturalism**

- Organized in 3 themes: "The construction of the Self"; "Me and the relationships with others" and "A plural world"
- Themes include: summary and overview, diagnosis, chapters with theory and activities, evaluation
- The themes are organized in 7 chapters
- Chapters: conceptual map, inspiring history, theoretical content and practical activities, consolidation of knowledge and critical reflection.

**Teachers' Dossier with materials for classes**

- Global and individual plan for 25 blocks of 50-minute classes
- Features included in the manual for independent use
- Additional resources and activities
- Multimedia support for the 25 classes

# 1.2. Inclusion in practice

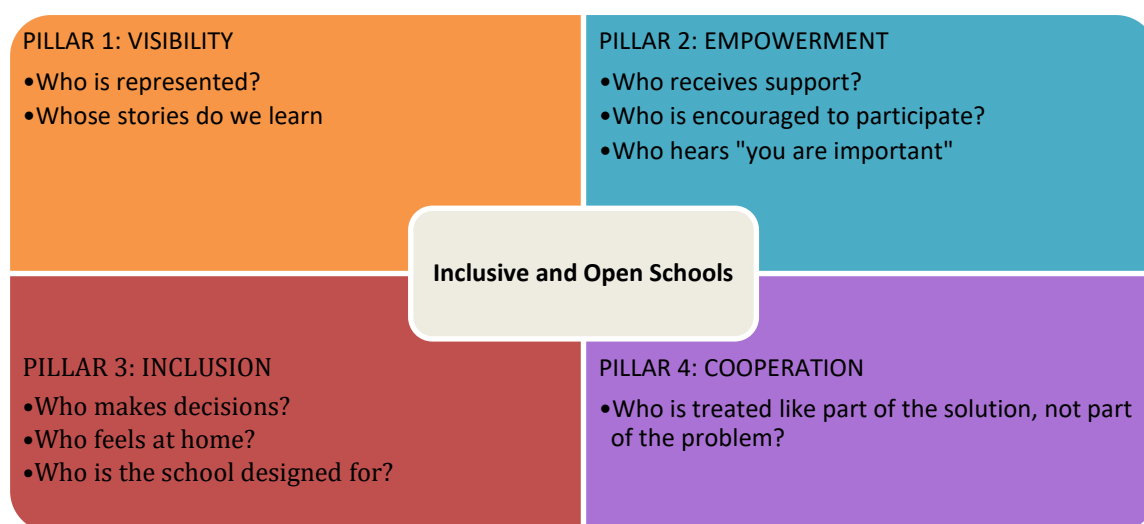One can consider four different pillars that are commonly represented in inclusive and open schools.



**PILLAR 1: VISIBILITY**
- Who is represented?
- Whose stories do we learn

**PILLAR 2: EMPOWERMENT**
- Who receives support?
- Who is encouraged to participate?
- Who hears "you are important"

**Inclusive and Open Schools**

**PILLAR 3: INCLUSION**
- Who makes decisions?
- Who feels at home?
- Who is the school designed for?

**PILLAR 4: COOPERATION**
- Who is treated like part of the solution, not part of the problem?

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.).

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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

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 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.

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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).

## PILLAR 4: COOPERATION

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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.

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## Annexe 4: Visibility – Exercise 1

**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

......................................................................................

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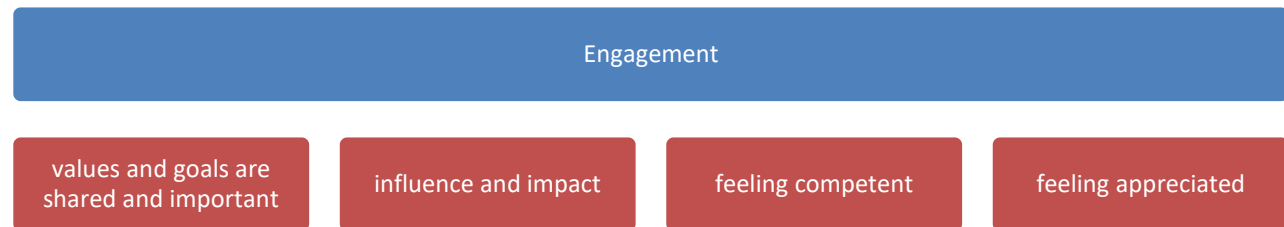Co-funded by the
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## Annexe 5: Empowerment – worksheets for groups

Group 1

Engagement

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 in your school?

| Engagement |
|:---:|

| values and goals are shared and important | influence and impact | feeling competent | feeling appreciated |
|:---:|:---:|:---:|:---:|

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

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Group 2
Feedback and motivation

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

What else would you like to implement?

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Group 3
Safe space

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 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.

Were there any discriminatory situations in your school? How can we react when we notice them? What do you think of the above reaction examples?

Group 4

Minority Wisdom

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)

What do you think of the above strategies? How else can we strengthen minorities voices in school? How can such an approach contribute to the school community?

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## Annexe 6: Inclusion – Exercise 2

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?
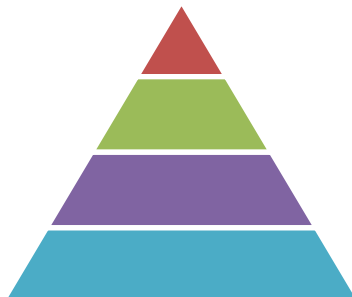


Now complete a second pyramid, in which the top of the pyramid represents the group with highest number of people, and the bottom – the lowest number. Between them, enter the other groups accordingly. Focus on these groups:
(a) students,
(B) parents
(c) teaching staff,
(d) administrative and support staff,
(e) management staff.



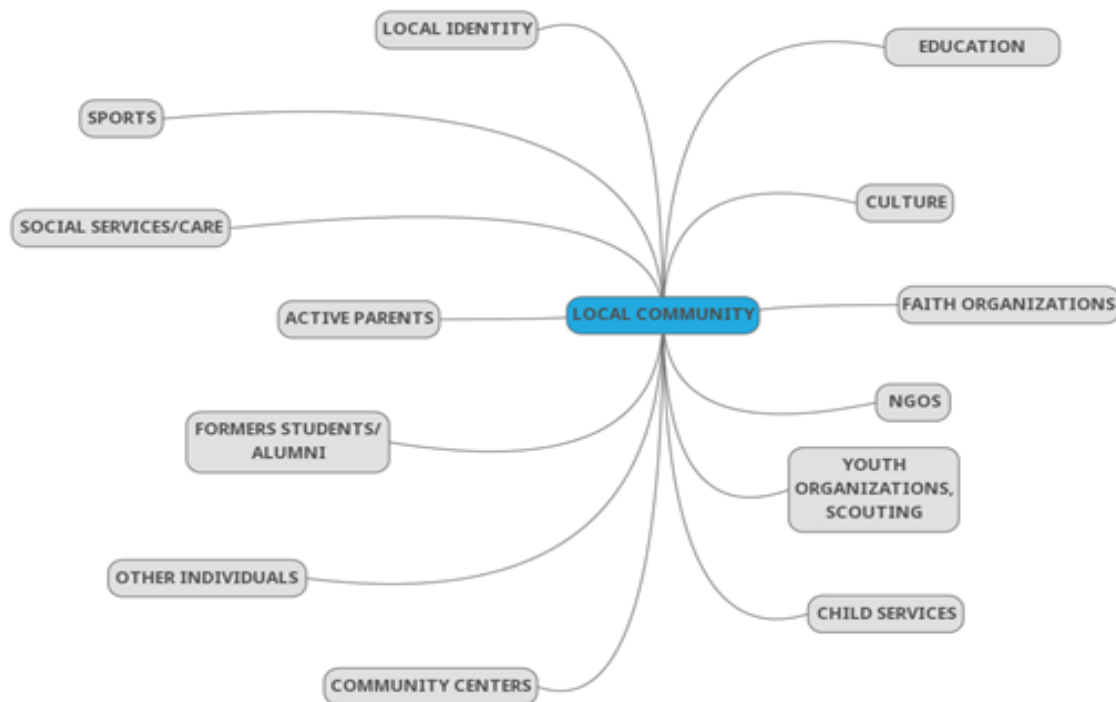Compare both pyramids. What do you think of this comparison?

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## Annexe 7: Cooperation – Map of Organistations

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

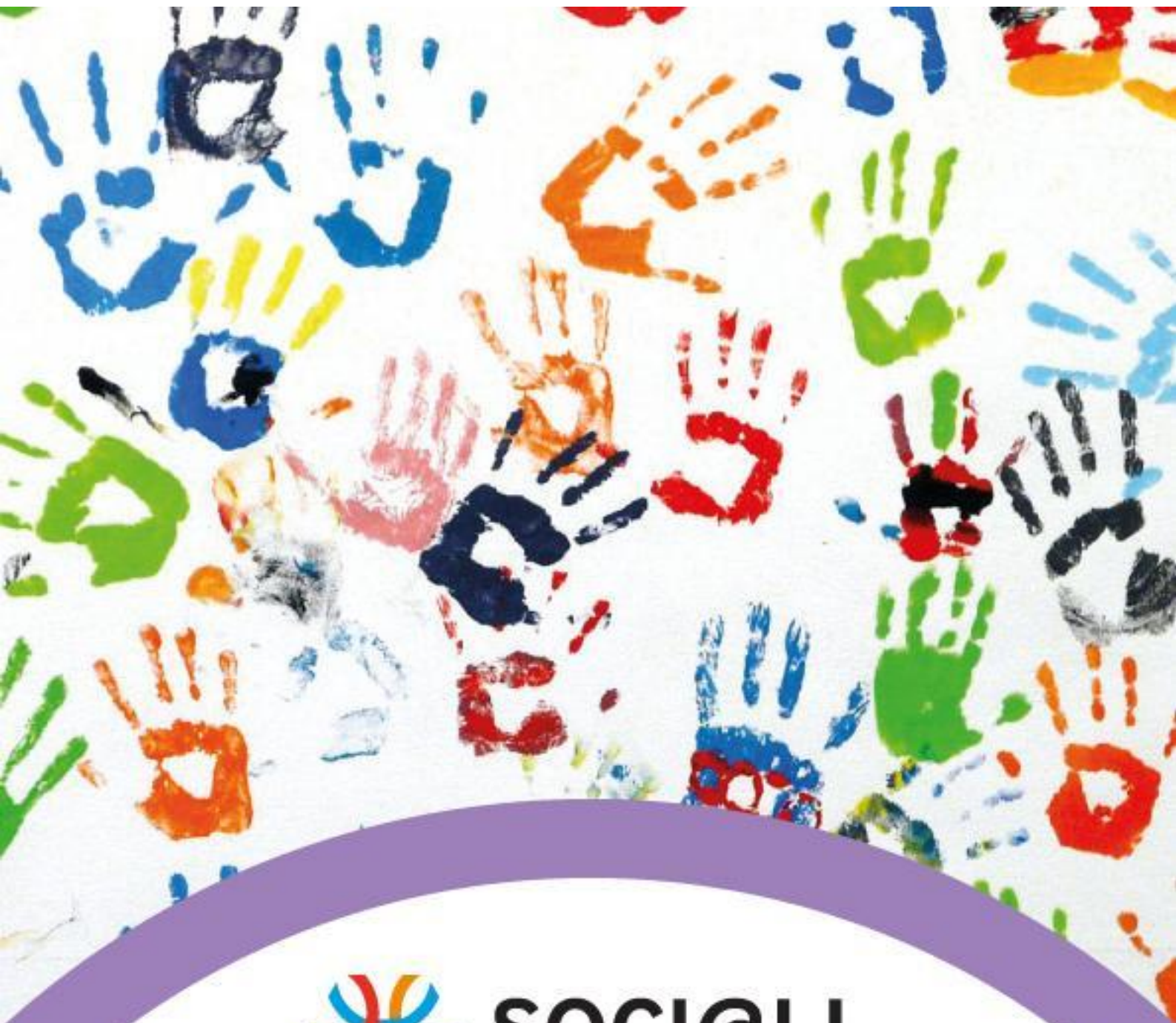What kinds of organizations work in your local community?

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## Annexe 8: Inclusion or Not

| 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. |

Set for printng and cutting:

| | |
|---|---|
| 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 |
| 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" |
| 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 |
| 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 |